



# Pennsylvania Pre-K Counts Request for Applications (RFA) Guidance

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*FY 2023-2024*



**Commonwealth of Pennsylvania**

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**Department of Education**

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**Bureau of Early Learning Policy and Professional Development**

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## INTRODUCTION

Pennsylvania is committed to ensuring that all children begin school ready to learn and succeed in their schooling careers, as lifelong learners, and productive citizens. Research confirms what most parents already know: all children can tap into their innate potential to learn when they receive high-quality instruction that takes into consideration what is known about brain development and how young children learn. Early childhood education is a proven strategy that ensures a child’s readiness for school and school success.

Pennsylvania Pre-K Counts (PA PKC) was established by Act 45 of 2007 (and amended in 2008 and 2010) to expand the number of children able to experience a pre-kindergarten program of high quality. The standards for the program ensure a high return on the investment made in preparing young children for school and help close the achievement gap. Early education through PA PKC can open the doors of opportunity for every child to do well in school, in the workforce, and in life.

These guidelines and application process apply to a competitive opportunity to disperse funding to select eligible grantees for a five-year grant period beginning in FY 2023-24. All FY 2022-23 Pennsylvania Pre-K Counts grantees wishing to serve children in FY 2023-2024 MUST apply as part of this competitive rebid process. In addition, applications from those seeking to become new Pennsylvania Pre-K Counts grantees will be reviewed.

This RFA is intended to support providers in preparing to serve and enroll children by September 2023. The RFA is being released in March 2023 to give providers time to conduct outreach to families; recruit, hire and train staff; and plan for implementing the program pending grant approval.

**Applicants must submit Letters of Intent to [RA-PAPreKCounts@pa.gov](mailto:RA-PAPreKCounts@pa.gov) by 3 PM on March 28, 2023. Only applicants that submit a complete Letter of Intent by the deadline may apply for funding.**

**All PA PKC applications must be submitted in eGrants by April 25, 2023, at 3 PM.**

The Project Officer for this competitive RFA process is:

Deborah C. Wise, M.Ed.  
 Chief, Division of Standards and Professional Development  
 Bureau of Early Learning Policy and Professional Development  
 Office of Child Development and Early Learning  
 Pennsylvania Department of Education

All questions regarding this competitive RFA process should be directed to the Project Officer only. Inquiries should be sent to [RA-PAPreKCounts@pa.gov](mailto:RA-PAPreKCounts@pa.gov). To provide consistent messaging

and an equitable application process, ONLY questions sent to [RA-PAPreKCounts@pa.gov](mailto:RA-PAPreKCounts@pa.gov) will be addressed. Questions and responses not already covered in either [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#) or within the Application Guidance document will be included in an on-going Frequently Asked Questions document posted at [PKC How to Apply](#).

## APPLICATION PROCESS

### Applicant Checklist

- (Recommended) Review [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#) and other application information available at [PKC How to Apply](#).
- (Required) Assure applying agency meets provider eligibility requirements.
- (Required) Assure required AUN matches legal entity information of the applying agency.
- (Required) Email a letter of intent (use the provided template) to apply to [RA-PAPreKCounts@pa.gov](mailto:RA-PAPreKCounts@pa.gov) by 3 PM on March 28, 2023.
- (Recommended) Attend a pre-application webinar or view the posted recording.
- (Required) Complete and submit the application in eGrants by April 25, 2023, at 3 PM.
  
- (For joint applications) Have each partner complete and sign a FY 2023-24 Pennsylvania Pre-K Counts Program Partner Letter of Commitment and a partner budget. Upload each Partner Letter of Commitment to the “PKC Status, Partnerships, and Locations” section of the application in eGrants. Upload each partner budget to the Budget detail section of the application in eGrants.

### Eligible Applicants

Pennsylvania continues to be committed to a mixed delivery system. As such, eligible applicants include existing PA PKC grantees and new applicants from these five eligible entity categories:

- a. School districts;
- b. PDE Licensed nursery schools;
- c. Head Start grantees;
- d. Child care centers and group child care homes designated at Keystone STAR 3 or STAR 4; and
- e. Third-party entities applying for PA PKC funding to administer the lead agency responsibilities for entities that are eligible to provide the classroom services under the categories listed above.

Eligible applicants must provide assurance that they operate in full compliance with [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#). Applicants should thoroughly review [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#) prior to submission of a Letter of Intent to apply to ensure an understanding of the program requirements and expectations of compliance if an application is successful. The application review process will include evaluation of the extent to which the applicant demonstrates knowledge and understanding of the PA PKC statute and regulations.

## Required Letter of Intent

Interested applicants must submit a fully completed [Letter of Intent](#) by **3 pm on March 28, 2023**, to [RA-PAPreKCounts@pa.gov](mailto:RA-PAPreKCounts@pa.gov).

Because of the need to establish access to eGrants procurement system, applicants must submit a completed [Letter of Intent](#) to apply for funds using the template posted at [PKC How to Apply Website](#). The [Letter of Intent](#) represents the applicant's intent to apply for PA PKC funding and includes the legal name of the eligible agency that will apply, the AUN associated with the applying legal entity, preliminary information about requested funding, program model, provider type, and area to be served. Except for the legal entity, AUN, and chosen provider type, information submitted in the Letter of Intent may be modified in the final eGrants application. Programs that do not submit a timely [Letter of Intent](#) will not be able to apply in the eGrants system. Late submissions will not be accepted. Those agencies submitting a fully complete [Letter of Intent](#) by the due date will be notified when the PA PKC application is open in eGrants.

### \*Administrative Unit Number (AUN)

PA PKC applicants must supply a valid AUN number within the REQUIRED Letter of Intent. ***A Letter of Intent without a valid AUN that matches the legal name of the applying entity will not be accepted.*** To verify your AUN number or to check if you have one assigned to your agency, visit [EDNA](#). If you are an Intermediate Unit, select Search for Intermediate Units. If you are not an Intermediate Unit, select Advanced Search and search for your agency.

The applicant's AUN must be the AUN associated with the provider type under which the agency will be applying for PA PKC. Agencies without an AUN associated with the provider type under which the agency will be applying for PA PKC should contact Brian Bell at [bribell@pa.gov](mailto:bribell@pa.gov) or 717-346-0038 or James Redd at [jaredd@pa.gov](mailto:jaredd@pa.gov) or 717-705-2910 at OCDEL.

## Pre-application Webinar

A pre-application webinar will be held on Friday, **March 17, 2023, from 9am to 1pm**. Please go to the [Pre-Application Webinar](#) link to register.

**Meeting ID:** 989 7784 8741

Passcode: 890653

One tap mobile

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The recording will be posted at the [PKC How to Apply](#) page in the "Pre-application webinar" section **after March 22, 2023** to assist interested applicants in the completion of the application. The webinar will include information on the application process and program requirements.

In addition to the specific pre-application webinar, applicants are encouraged to view the “Getting to Know PA PKC Rebid Webinar Series” posted at [PA PRE-K COUNTS HOW TO APPLY – THE PENNSYLVANIA KEY \(pakeys.org\)](#) and the asynchronous Grant Writing 101 course found in the [Professional Development \(PD\) Registry](#). This course provides general tips on how to approach grant writing. A PD Registry log-in is required to access this course. Click [here](#) for information on how to create a log-in.

### Application Deadline and Submission Information

Applicants will apply using the Pennsylvania eGrants system. Programs will need to login to MyPDESuite to gain access to the eGrants system. Applicants should reference the documents found under “eGrants migration to MyPDESuite” on [PA PRE-K COUNTS HOW TO APPLY – THE PENNSYLVANIA KEY \(pakeys.org\)](#) and complete the migration process.

**All applications must be submitted in eGrants by April 25, 2023, at 3 PM.** Applications submitted after this date and time will not be accepted or reviewed.

The PA PKC instructions for using eGrants are available at [eGrants](#).

Please refer to the training slides provided in [Appendix C](#) of this document for specific directions and considerations for use of the eGrants system.

Applicants must click the FINAL “Submit for Peer Review” **button once** within the eGrants system before the application is considered **submitted for peer review**.

Applicants are encouraged to FULLY review the full application prior to finalizing the submission process. Once submitted, the application workflow step will change to “**submitted for peer review**.” This is the only notification the applicant will receive that the submission process has been completed.

### SCOPE AND USE OF FUNDS

**Please note that funding is contingent upon approval by the Pennsylvania General Assembly.**

Eligible applicants must complete a needs assessment in the proposed service area(s) which supports the scope of the project. At minimum, the needs assessment must include information on the number of eligible students in the proposed service area, other eligible PKC providers in the proposed service area, other providers of pre-kindergarten services in the proposed service area, and data on child and family risk factors and needs. The needs assessment will be used to respond to questions within the application.

Eligible applicants may apply for the level of funding necessary to support the scope of project activities that are supported by relevant and credible data, are cost effective, and relate to the goals and priorities of this initiative. Applicants are encouraged to consider this information as guidance in the development of their initiative. Applicants are advised to determine their funding request based on the following funding priorities, and the scope and quality of their project.

#### Funding Priorities

PDE will consider the following funding priorities when determining awards:

- FY 2022-23 PA PKC grantees in good standing will receive priority points in the *PKC Status, Partnerships and Locations* section of the application.
- County level unmet need: Funding will be distributed based upon county unmet need percentages (see [Appendix A](#) and [Appendix B](#)) relative to the amount of expansion funding allocated to the PA PKC state budget line item for FY 2023-24.
- Zip code level unmet need to avoid saturation of funded slots: In cases where more than one applicant has proposed slots at locations within similar zip codes; funding will be distributed based upon zip code unmet need to the highest scoring applicant.
- School district risk: Risk level will be determined based upon the locations entered in the chart within the *PKC Status, Partnerships and Locations* section of the application. Applications proposing to serve children in school districts with higher levels of risk as defined by the percentages of economically disadvantaged children on the Future Ready PA Index will receive priority points within the *PKC Status, Partnerships and Locations* section of the application.

Applicants are eligible to apply for only one grant per fiscal year. PA PKC grants are funded with state dollars and, therefore, carryover funds are not permitted. All grant funds identified in this FY 2023-24 application must be encumbered or spent by June 30, 2024. Grant awards are based on the availability of funds to PDE to support this project.

## APPLICATION REVIEW, FUNDING DISTRIBUTION, AND NOTIFICATION

The overall application is worth 1195 points. The eGrants application is separated into two areas: narrative and budget. Each area is further divided into sections. Each section must be marked “complete” in eGrants before the application can be submitted. The sections are:

### Narrative

- General Information (0 points)
- Contact Information (0 points)
- PA PKC Status, Partnerships, and Locations (275 points)
- Rationale for Services (140 points)
- Program Description and Staffing (150 points)
- Collaborations (130 points)
- Program Assurances (0 points)

### Budget

- Budget Detail (500 points)
- Budget Summary

Applications that are **complete** and **submitted on time by an eligible applicant** will be reviewed by a team of readers determined by OCDEL. These readers will be familiar with PA PKC regulations and guidelines. Applications will be awarded ratings based on the applicant’s ability to provide concise and detailed responses that address the questions, adhere to the PA PKC requirements in the responses, and adhere to the application instructions. Detailed scoring for each application question is included in this document. PA PKC requirements, which should be reviewed prior to application, can be accessed at [PKC How to Apply](#).



OCDEL will use the application score along with information on the county level of unmet need (see [Appendix B](#)), and zip code level unmet need in cases where more than one applicant has proposed slots at locations within similar zip codes, to make funding decisions. The application score includes components which reflect statutory funding requirements related to prioritizing FY 2022-23 PA PKC grantees who provided programming consistent with PA PKC regulations and funding service areas with the highest percentages of at-risk children. In addition, the application score reflects the applicant's ability to maintain high quality, pre-kindergarten services that comply with PA PKC regulations. The final statutory requirement related to geographic distribution will be met by providing funding to counties with the highest percentages of unmet need and avoiding cases of funding saturation by reviewing zip codes level unmet need in cases where more than one applicant has proposed slots at locations within similar zip codes.

Applications will be sorted by the county in which the proposed service locations are located. Funding recommendations will be made based on the following:

- County level unmet need (provided in [Appendix A](#)). This data point determines the number of eligible students within a county. [Appendix B](#) provides a breakdown of the number of slots to be awarded in each county based on the amount of funding available. Applicants should be aware of and use these numbers when making decisions about how many slots to apply for within a county.
- Application score. The highest scoring applications will be funded by county (based on county level unmet need). Applications may not be funded at their full request when there are multiple high scoring applicants within a county (see proposed locations and zip code level unmet need).
- Proposed locations and zip code level unmet need. The applicant's proposed location information will be reviewed at the zip-code level to assure proposed locations will not impact already available Head Start, or local pre-kindergarten enrollments. Local communities are the best determinate of need; therefore, applicants should be intentional about the locations where they are proposing to serve PA PKC children to assure there is not an over-saturation of pre-kindergarten services in one area while other areas are being left unserved. To avoid saturation in one area of a county, the proposed locations will be considered when awarding funding. The proposed locations will be reviewed as part of the awarding process and funding may be provided to lower scoring applicants in cases where such applicants are proposing to serve locations in underserved zip codes.

Negotiations with potential applicants are anticipated to begin after the application deadline. Applicants will be notified of selection or non-selection pending enactment of the FY 2023-24 budget that includes program funding. Once contracting is completed, selected grantees may begin programming.

Applications will be notified of award or non-award through the eGrants system and through letter emailed to the primary contact on the application. Successful awards are initially made "with conditions" and a successful agency may need to revise the submitted application based on the availability of funding. Applicants are asked in the application assurances to **commit to a timely revision** within the eGrants system when awarded to assure contracts can be in place as soon as possible after awards are announced.

## **GRANT PERIOD AND REQUIRED REPORTING AND MONITORING**

### Grant Period

Contingent on the approval of PA PKC appropriation in the FY 2023-24 budget, and fully executed contracts, funding will be available for program expenses from July 1, 2023, through June 30, 2024.

### Monitoring and Reporting

Successful applicants must submit reports through the PELICAN online data reporting system and through the FAI system (which requires login to MyPDESuite). PELICAN training is available through OCDEL, and staff are available to offer technical assistance as needed.

PA PKC grantees receive periodic site visits to monitor and learn about program operations, and to identify model programs and practices. OCDEL staff is available to interpret program requirements and regulations and provide technical assistance.

Grantee meetings are held at least once a year and, in most cases, regionally. While attendance is required, grantees have the discretion to send select staff based on the meeting agendas.

## **APPLICATION COMPONENTS, SCORING RUBRIC, AND CONSIDERATIONS FOR A COMPETITIVE APPLICATION**

The overall application is worth 1195 points. Evaluation of the application will be based on the following criteria:

### Application Section: General Information: Maximum points = 0

Failure to fully complete the General Information section completely and accurately will result in the disqualification of the proposal. *Please take special care in providing information that aligns with the legal name of the applying entity.*

The “Summary of Grant Request” information should be consistent with the information provided within the rest of the application.

### Application Questions and Clarifications

#### *Legal name of the applicant agency*

This is the name and address that an agency uses on its federal W-9 form. It is used when registering for the agency’s federal ID number. Applicants for PA PKC grants should consult with the person who handles tax, legal, or accounting matters for the agency to determine the legal name, address, and federal ID number. The correct legal name and address must be provided where requested to process an application. Failure to do so will result in significant delays in funding. The application also asks for a “Doing Business As” name (if different from the legal name).

#### *Vendor Number (SAP #)*

The supplied vendor number MUST align with the legal name and address provided in the application. A vendor number and account can be set up by registering at [Vendor Number Registration](#). All agencies applying PA PKC grants must be pre-registered. The Central Vendor Management Unit is a storage database. The Comptroller uses this account to store direct deposit information. If you have any questions about vendor numbers, please contact James Redd ([jaredd@pa.gov](mailto:jaredd@pa.gov) or (717) 705-2910) or Brian Bell ([bribell@pa.gov](mailto:bribell@pa.gov) or (717) 346-0038) at OCDEL.

### *Master Provider Index (MPI)*

The supplied MPI number MUST align with the legal name and address provided in the application. All PA PKC applicants will need an MPI number if the application is approved. The number is requested as part of the application process to ensure timely contracting for successful applications. MPI numbers are used by the Pennsylvania Department of Human Services to identify legal entities and service locations that participate in any of its programs. As such, they are used in PELICAN as a common identifier for all OCDEL programs, including child care licensing, Early Intervention, PA PKC, Head Start Supplemental Assistance Program, and Keystone STARS. Legal entities are assigned a unique nine-digit MPI number. In addition, service locations are assigned a unique 13-digit MPI number, which is created by adding a four-digit extension to the nine-digit MPI of the legal entity. Legal entities and service providers currently participating in any of these programs should have an MPI number. Applicants that are not currently participating in any of these programs should contact the Early Learning Network (ELN) Help Desk at (877) 491-3818, option 2 and provide their Federal Tax ID to determine if they already have an MPI number assigned. MPI numbers will not be provided without a Federal Tax ID number. Agencies who the ELN Help Desk determines do not have an MPI assigned, will be directed to include zeros within the application when MPI is requested. If awarded, these agencies will be provided an MPI at time of contracting.

### *Tax ID Number or Federal ID Number*

This is the number that an agency uses on its federal W-9 form. Applicants for PA PKC funds should consult with the person who handles tax, legal, or accounting matters for the agency to determine the federal ID number. Use the number that aligns with the legal name and address provided in this application. The correct number must be provided when requested to process an application. Failure to do so will result in significant delays in funding approved applicants. This number is often referred to as the “FEIN number” by OCDEL staff.

### *Address of Applicant Agency*

Fully complete the chart with street address, city, state, zip code, and county of the applying lead agency. The address provided should align with that of the legal entity applying for funding.

### *Applicant Provider Type*

The following entities are eligible to apply:

- a. Existing PA PKC grantees that continue to meet at least one of the eligibility categories below; and
- b. New applicants that meet one of the five eligible applicant categories:
  - School districts (*please note that PA PKC statute specifically uses the term “school districts;” therefore, intermediate units, charter schools, and other LEAs, are not eligible to apply under the “school district” provider type*);
  - Head Start grantees;
  - PDE-licensed nursery schools;
  - Child care centers and group child care homes designated at Keystone STAR 3 or STAR 4. *The applying agency MUST have at least one location designated at the Keystone STAR 3 or STAR 4 level to apply under this provider type*; or
  - Third-party entities applying for PA PKC funding to administer the lead agency responsibilities for entities that are eligible to provide the classroom services under the categories listed above. *A third-party entity does not meet another eligible provider type, and therefore, cannot directly serve children with PA PKC programming.*

**All applicants must choose ONE applicant provider type**, even in cases where the applying agency may meet more than one provider type. When choosing which provider type to select, applicants meeting multiple types should consider the extent to which maintenance of the chosen provider will affect eligibility to offer PA PKC services.

### *Applicant Type*

Single grantees are lead agencies responsible for providing the PA PKC program slots at their service location(s) under this grant.

Joint grantees are lead agencies with partners. **Partnerships are defined as a provider receiving a pass-thru grant from the grantee and being responsible for providing the PA PKC program slots at their service location(s) under this grant.**

**Partnerships will receive priority points as part of this application. Points will be awarded within the “PA PKC Status, Partnerships, and Locations” section**

If the applicant selects, “joint” as the application type, they will be asked to provide a listing of the partnering agency(ies). In addition to listing partners, joint applicants must include a signed and completed letter of commitment from each partnering agency. The [partner letter of commitment](#) must be uploaded within the “PA PKC Status, Partnerships, and Locations” section within the eGrants system to complete a joint application.

### *Summary of Grant Request*

This section of the application presents a chart to be completed with the following information:

#### **Number of full-day slots requested:**

Include the total number of full day slots being requested. Full day refers to a minimum of five hours per day of instructional services or activities. Refer to [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#) p. 53 for the PA PKC definition of “instructional time.”

#### **Number of half-day slots requested:**

Include the total number of half day slots being requested. Half day refers to a minimum of 2.5 hours per day of instructional services or activities. Refer to [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#) p. 53 for the PA PKC definition of “instructional time.”

**Up to 5 points will be deducted in the “PA PKC Status, Partnerships, and Locations” section of the application if the slots requested do not match the slots information provided within the location charts.**

#### **Grant amount requested:**

This amount will be calculated within the chart based upon the number of full day and half day slots entered within the chart. This should reflect the amount of funding requested to implement the proposed model. The amount calculated in this section of the application must match the amount in the budget detail and the budget summary of this application.

Applicants should complete this FY 2023-24 PA PKC application based on projected funding of \$11,000 per child for full-day students, and \$5,500 per child for half-day students.

**Up to 10 points will be deducted from the budget section of the application if the grant amount requested does not match budget totals.**

**Up to 10 points will be deducted from the budget section of the application if the grant amount requested and/or the budget totals are not divisible by the cost per child.**

**Acceptance of lesser cost per child:**

Applicants are asked to complete a question regarding acceptance of a lesser cost per child if the Governor's proposed expansion to increase the cost per child is not approved. If an applicant selects "no" and the increase is not approved, the application will not be considered for funding (at a lesser cost per child).

**Application Section: Contact Information: Maximum points = 0**

**Failure to fully complete the Contact Information section will result in the disqualification of the proposal.**

**Application Questions and Clarifications**

Applicant (lead agency) contact information: contact information is requested for **an overall contact person for the application; an authorized budget contact** for issues and questions about the budget; and **the authorized person to sign contracts**.

Complete all requested information for each contact type. If individuals' function in more than one role, repeat information when necessary.

Click on the "add" button at the end of each row to add additional lines. Please take special care in "saving" information in charts by scrolling to the bottom of the page and clicking on the blue "save" button. **Important Note:** eGrants will not automatically save this information after it is entered. The user must click on the blue "save" button or this information will be lost.

The person listed as the authorized individual to sign contract documents must be authorized with formal approval using the [Resolution-E-Signature-11.29.21.pdf \(pcdn.co\)](#).

**Application Section: PA PKC Status, Partnerships, and Locations: Maximum points = 275**

This section asks about current and/or historical PA PKC grantee status. In addition, applicants are asked to provide a rationale for applying as either a single applicant or as a joint applicant. In addition, applicants will complete charts detailing partnership relationships, as well as detailing ALL locations where PA PKC services are being proposed. The proposed locations provided by the applicant in this section will define the applicant's PKC service area.

**Application Questions and Clarifications**

*Question 1: PA PKC Grantee Status: Lead Agency/ yes or no response (0 points)/ PA PKC Grantee Status: Partner Agency/ yes or no response (0 points)/ PRI score for current grantees/ text response (50 points):*

**1a: Are you currently a PA PKC Lead Agency?**

Select "yes" if the applying agency has a signed PA PKC contract with the commonwealth for FY 2022-2023.

Select "no" if the applying agency does not hold a signed PA PKC contract with the commonwealth for FY 2022-2023.

**1b: Are you currently a PA PKC Partner Agency?**

Select “yes” if the applying agency receives “pass through” funding to offer PA PKC services from a lead agency FY 2022-2023.

Select “no” if the applying agency does not receive “pass through” funding to offer PA PKC services from a lead agency for FY 2022-2023.

**1c: What was/were the PA PKC agency FY 2022-2023 Program Review Instrument (PRI) score(s)?**

For agencies with multiple PRIs due to being lead and partner(s), enter ALL current PRI scores. This response will be verified using PRI score entered in the PELICAN system. If not a FY 2022-2023 grantee, your response should be “Not a FY 2022-2023 PA PKC grantee.”

Reviewers will use the responses from 1a, 1b, and 1c to determine the score for PA PKC grantee status.

Up to 50 points will be awarded to approved providers that received grant funds in the immediately preceding school year and are based on the extent to which the provider has met program standards and has demonstrated satisfactory implementation of the program, based upon Program Review Instrument (PRI) scores. OCDEL staff will verify affirmative responses and use the most recent PRI score(s) to determine the number of points awarded to FY 2022-2023 PA PKC grantees. For agencies with multiple PRI scores and in which the available scores fall into different scoring categories, the LOWEST scoring category will be used for scoring purposes.

- 50 points for current grantees with a “fully meets” score on their most recent PRI;
- 25 points for current grantees with a “partially meets” score on most recent PRI;
- or
- Zero points for new applicants and for current grantees with a “needs improvement” score on their most recent PRI.

**Question 2: Consecutive Years/selection from provided listing (75 points):**

**Select each program year a PA PKC grant was held by the applicant and then indicate whether the grant was held as a lead, partner or both.**

The applicant should select each year the applicant agency received PA PKC funding as a lead or partner agency. The applicant should then select for each selected year whether they were a lead, a partner, or both. Based on the applicant responses and verification in the PELICAN system, the highest number of **consecutive** years of providing PA PKC services will be calculated and priority points awarded accordingly. **Consecutive** means “unbroken years of service.”

Example: If a lead agency received a PKC grant in FY 2012-2013; 2013-2014; 2014-2015; 2015-2016; 2017-2018. Did not receive a grant in FY 2018-2019. Received an expansion grant in FY 2020-2021. Maintained that grant in FY 2021-2022 and FY 2022-2023. The **consecutive** years entered should be five (5). For the 5 consecutive years from FY 2012 through FY 2017.

Applicants receive points based on maintenance of PA PKC funding.

- 75 points for current grantees who have maintained PA PKC funding for more than fifteen consecutive years.

- 50 points for current grantees who have maintained PA PKC funding for ten to fourteen consecutive years; and
- 25 points for current grantees who have maintained PA PKC funding for five to nine consecutive years.
- 10 points for current grantees who have maintained PA PKC funding for two to four consecutive years.

*Question 3: Rationale for applying as a Single or Joint Applicant (Partnership)/text response (25 points)*

**Describe the rationale for applying as either a single applicant without partners or as a joint applicant with partners. The response should align to the selection made under “applicant type” in the General Information section of this application.**

***For single applicants: Describe the decision-making process which led to applying as a single applicant. When relevant and available, use data to explain this decision. Describe how the requirements of implementing the PA PKC program will be managed by the applying agency. Also describe how § 405.31. Coordination and Collaboration with Agencies Providing Services to Young Children (h): “Approved providers shall coordinate and collaborate with other Program sites in their county on activities such as professional development, family outreach and child enrollment strategies, to the extent practicable to the advantage of all of the Programs and creation of greater efficiencies”, will be met.***

***For joint applicants (with partners): Describe the decision-making process which led to applying as a joint applicant. When relevant and available, use data to explain this decision. Describe how communication occurred with partners for this application, how on-going communication with partners will occur, how partners were selected, and what services/supports the applying agency (lead agency) will provide to the partners with direct connections made to the pass-through funding being provided to the partner(s).***

Applicants should review 22 Pa. Code §405.32 (Partnerships) to understand how partnerships are defined under PA PKC regulation and guidance. Partnerships are specifically defined for PA PKC as a provider receiving a pass-thru grant from the grantee and being responsible for providing the PA PKC program slots at their service location(s) under this grant.

The partnership model is efficient and effective for assuring responsible use of state dollars allowing one fiduciary agent (lead agency) to manage the specific needs for multiple agencies providing PA PKC services. The partnership model also effectively provides consistency in program fidelity across multiple programs.

Partnerships can also be beneficial to smaller providers who may need the support of a larger agency for services such as, but not limited to management of eligibility and enrollment; data management; fiscal management; fulfillment of teacher certification requirements, application support; shared services (e.g., substitutes, transportation). Partnerships can also be beneficial for purposes of curricular, assessment and transition practice alignment.

Partnerships also can benefit families seeking PA PKC services if centralized eligibility and enrollment is done at the lead agency level for all partners. In this model families would only need to engage with one agency for eligibility and enrollment decisions rather than EACH PA PKC provider.

Reviewers will first verify that the response aligns with the selected applicant type (single or joint) selected within the General Information section of this application. 5 points will be deducted if the response does not align with the selected applicant type.

Responses of single applicants (applying without partners):

25 points for detailed responses that directly address the decision-making process for applying as a single applicant. Responses at this scoring level must include data that is relevant to the decision, and describe, in detail, how the agency will fully manage the implementation of the PA PKC program (including, but not limited to addressing, managing child eligibility and enrollments, implementing lead teacher induction plans and evaluations, management of PELICAN data reporting, and management of fiscal reporting). Responses at this level must also include details on how § 405.31. Coordination and Collaboration with Agencies Providing Services to Young Children (h): “Approved providers shall coordinate and collaborate with other Program sites in their county on activities such as professional development, family outreach and child enrollment strategies, to the extent practicable to the advantage of all of the Programs and creation of greater efficiencies”, will be met.

20 points for detailed responses that directly address the decision-making process for applying as a single applicant. Responses at this scoring level must include data that is relevant to the decision, and describe, in detail, how the agency will fully manage the implementation of the PA PKC program (including, but not limited to addressing, managing child eligibility and enrollments, implementing lead teacher induction plans and evaluations, management of PELICAN data reporting, and management of fiscal reporting).

15 points for responses that directly and/or indirectly address the decision-making process for applying as a single applicant. Responses at this scoring level may include some data that is relevant to the decision, and somewhat describe how the agency will manage the implementation of the PA PKC program (including, but not limited to addressing, managing child eligibility and enrollments, implementing lead teacher induction plans and evaluations, management of PELICAN data reporting, and management of fiscal reporting).

5 points for responses that have limited information to address the decision-making process for applying as a single applicant. Responses at this scoring level may lack data that is relevant to the decision and have limited information to describe how the agency will manage the implementation of the PA PKC program (including, but not limited to addressing, managing child eligibility and enrollments, implementing lead teacher induction plans and evaluations, management of PELICAN data reporting, and management of fiscal reporting).

Responses of joint applicants (applying with partners):

25 points for detailed responses that directly address the decision-making process for applying as a joint applicant. Responses at this scoring level must include data that is relevant to the decision, and describe, in detail, how communication occurred with partners for this application, how on-going communication with partners will occur, how partners were selected, and what services/supports the applying agency (lead agency) will provide to the partners with direct connections made to the pass-through funding being provided to the partner(s).

15 points for responses that directly and/or indirectly address the decision-making process for applying as a joint applicant. Responses at this scoring level may include some data that is relevant to the decision, and somewhat describe how communication occurred with partners for this application, how on-going communication with partners will occur, how partners were



selected, and what services/supports the applying agency (lead agency) will provide to the partners with direct connections made to the pass-through funding being provided to the partner(s).

5 points for responses that have limited information to address the decision-making process for applying as a joint applicant. Responses at this scoring level may lack data that is relevant to the decision and have limited information to describe how communication occurred with partners for this application, how on-going communication with partners will occur, how partners were selected, and what services/supports the applying agency (lead agency) will provide to the partners with direct connections made to the pass-through funding being provided to the partner(s).

*Question 4 (50 points): Partnerships: Joint application ONLY must complete charts listing their partners and all requested information including uploading a Letter of Commitment from EACH proposed partner agency*

**Single applicants not requesting partnerships should not complete the partnership charts.**

Joint applicants must complete partnerships charts in eGrants.

For joint grantees, please complete charts for ALL partners that you are proposing to provide funds to for PA PKC classroom(s) as part of your grant. **Joint applications without a completed partnership chart WILL NOT be reviewed.** Click on the **“ADD”** button at the end of each row to add additional lines. Please take special care in “saving” information in the charts by scrolling to the bottom of the page and clicking on the blue **“SAVE”** button. **Important Note:** eGrants will not automatically save this information after it is entered. The user must click on the blue “save” button or this information will be lost.

An [Excel template](#) for entering this information is also provided in the event applicants are having any issues with these eGrants tables. This information is REQUIRED, so please assure you have either completed the eGrants table correctly OR uploaded a completed Excel template within this section of the application. Partnerships are defined as a provider receiving a pass-thru grant from the grantee and being responsible for providing the PA PKC program slots at their service location(s) under this grant.

For each chart, please provide the Partner MPI number (9 digits) as the identifier. All partners will need an MPI number as part of the application process. MPI numbers are used by the Pennsylvania Department of Human Services to identify providers and service locations that participate in any of its programs. As such, they are used in PELICAN as a common identifier for all OCDEL programs, including child care certification, Early Intervention, PA PKC, Head Start Supplemental Assistance Program, and Keystone STARS. Providers currently participating in any of these programs should have an MPI number. Applicants that are not currently participating in any of these programs should contact the Early Learning Network (ELN) Help Desk at (877) 491-3818, option 2 and provide their Federal Tax ID to determine if the partnering agency(ies) already have an MPI number assigned. MPI numbers will not be provided without a Federal Tax ID number. Agencies who the ELN Help Desk determines do not have an MPI assigned, will be directed to include zeros within the application when MPI is requested. If awarded, these agencies will be provided an MPI at time of contracting. In addition to the MPI number the following information for each partnering agency is also required:

- Federal Tax ID #
- Legal Name of the Partnering Agency

- School District where located
- Provider type
- Address
- Pass-thru grant amount
- Number of full-day PA PKC slots (i.e., the slots the partnering agency will serve)
- Number of half-day PA PKC slots (i.e., the slots the partnering agency will serve)

**In addition to completing the partnership charts, a joint applicant must include a signed and completed [partner letter of commitment](#) from each partnering agency.** The template is available at [PKC How to Apply](#) and must be uploaded within the eGrants system to complete a joint application. and must be uploaded within the eGrants system to complete a joint application.

Completing the Letter of Commitment:

- The required template for the Partner Letter of Commitment can be found at: [partner letter of commitment](#).
- A complete, accurate, and signed Letter of Commitment must be submitted/uploaded for each proposed partner.
- “Name of Partnering Agency” = the legal name of the partner agency. This should match information provided in the partnership charts within the “PKC Status, Partnerships, and Locations” section of the application.
- “Name of Applying Agency” = the legal name of the agency applying for the PA PKC grant. This should match information provided in the general information section of the application.
- By signing the Letter of Commitment, the applying agency is acknowledging that they have reviewed the PA PKC requirements with the partnering agency, and they commit to support the partnering agency in meeting the program requirements.
- By signing the Letter of Commitment, the partnering agency is acknowledging that they have reviewed the PA PKC requirements and they commit to meeting the program requirements.
- It is important for reviewers to understand if the partnering agency is applying under multiple applications. The partnering agency should complete the following based on this guidance:

**Our agency is seeking to partner with this lead agency only---** check this when the partnering agency WILL NOT be applying as their own lead agency or submitting any other Letters of Commitment with any other applying agencies.

**Our agency also will be applying as its own lead agency---**check this when the partnering agency WILL ALSO be applying on their own as a lead agency. This is allowable.

**Our agency has submitted an additional Letter of Intent with the following applying agencies---**check this when the partnering agency WILL be submitting other Letters of Commitment with other applying agencies. The letter also asks for those agencies to be listed.

- It is important for reviewers to understand what the capacity to serve PA PKC slots is at each partnering agency. The partnering agency should complete the following based on this guidance:

**Our capacity to serve PKC slots is:**

**# of full-day slots**  
**# of half-day slots**

“Capacity” refers to the total number of PA PKC eligible children that could be served at the proposed locations of the partnering agency. This is especially important information if the partnering agency is also applying as a lead agency or as a partnering agency in other applications. The “true capacity” of the partner agency will be considered for funding recommendations when the partner agency is also applying as a lead agency or as a partnering agency in other applications.

- The letter of commitment should be signed by the Chief Executive Officer and/or Owner of the Partner Agency.

Applicants receive up to 50 points based on the number of partners proposed. To receive full points for the number of proposed partners, an accurate, and completed, uploaded “Partner Letter of Commitment” is required for the proposed partner to be counted.

- 50 points for more than 20 proposed partners.
- 30 points for 10-19 proposed partners.
- 15 points for 5-9 proposed partners.
- 10 points for 1-4 proposed partners.

**Question 5: Locations / chart (75 points)**

All applicants are asked to complete location charts in E-Grants to identify the locations where PKC slots will be served. The applicants **service area** for the PA PKC program will be defined by the proposed locations provided within the location charts.

The applicant’s proposed location information will be reviewed at the zip-code level to assure proposed locations will not impact already available Head Start, PA PKC, or local pre-kindergarten enrollments. Local communities are the best determinate of need; therefore, applicants should be intentional about the locations where they are proposing to serve PA PKC children to assure there is not an over saturation of pre-kindergarten services in one area while other areas are being left unserved. Applicants should not propose locations which would saturate pre-kindergarten services in one area while neglecting areas in which little or no pre-kindergarten services exist. Overall, proposed locations and the rationale for service need should demonstrate commitment to collaborate, rather than compete, with other pre-kindergarten providers within their service area.

The information entered in the location chart also will be used to determine an overall risk score using the criteria detailed below.

**BOTH joint and single grantees should complete these charts.** Charts should be completed for ALL locations that you are proposing to enroll children for PA PKC. A location is defined as any physical address where a PA PKC classroom will be located. **Applications without a completed Locations Chart WILL NOT be reviewed.** Click on the “add” button at end of each row to add additional lines. Please take special care in “saving” information in charts by scrolling to the bottom of the page and clicking on the blue “save” button. **Important Note:** eGrants will not automatically save this information after it is entered. The user must click on the blue “save” button or this information will be lost.

An [Excel template](#) for entering this information is also provided in the event applicants are having any issues with these eGrants tables. This information is REQUIRED, so please assure you have either completed the eGrants table correctly OR uploaded a completed excel template within this section of the application.

For each chart, please provide the Location MPI number (13 digits) as the identifier. All locations will need an MPI number as part of the application process. Each Location Base MPI number (9 digits) must match either the Lead Agency MPI number or a Partner MPI number. MPI numbers are used across the Pennsylvania Department of Human Services to identify providers and service locations that participate in any of their programs. As such, they are used in PELICAN as a common identifier for all OCDEL programs, including child care certification, Early Intervention, PA PKC, Head Start Supplemental, and Keystone STARS. Applicants that are not currently participating in any of these programs should contact the Early Learning Network (ELN) Help Desk at (877) 491-3818, option 2 and provide their Federal Tax ID to determine if the locations already have an MPI number assigned. MPI numbers will not be provided without a Federal Tax ID number. Locations who the ELN Help Desk determines do not have an MPI assigned, will be directed to include zeros within the application when MPI is requested. If awarded, these locations will be provided an MPI at time of contracting. In addition to the MPI number the following information for each location is also required:

- Federal Tax ID #
- Legal Name of the Location
- Provider type: *For current locations, please enter the location's current status. For new locations, please enter the location's anticipated status as of December 1, 2023. For fiscal year 2023-2024, ALL child care centers and group homes must be a STAR 3 level or higher and maintain this STAR designation throughout the life of their PA PKC program.*
- STAR Level (if applicable)
- School District where located-*do not use acronyms/ spell out the full name of the school district*
- School Districts served
- Number of full day PA PKC slots requested
- Number of half day PA PKC slots requested: *The total locations for full-day and half-day slots must match the grantee's total requested full day and half day slots in the General Information section of the application. Up to 5 points will be deducted in this section of the application if the slots requested in the general information section do not match the slots information provided within the location charts.*
- Address

In addition, please note that the information is collected using charts cannot be required in the eGrants system. It is up to the applicant to ensure the information that is entered is saved, is accurate, and that all sections are fully completed. Click on the “add” button at the end of each row to add additional lines. Please take special care in “saving” information in the charts by scrolling to the bottom of the page and clicking on the blue “save” button. **Important Note:** eGrants will not automatically save this information after it is entered. The user must click on the blue “save” button or this information will be lost.

**School district level risk will be calculated using the most recent [district fast fact information](#) and will be based upon where the proposed location(s) are located. The risk calculation will be based upon the percentage of economically disadvantaged students.**

- **A maximum of 75 points for districts with the highest percentages (70% or more) of economically disadvantaged students;**

- 50 points awarded for districts with high percentages (60%-69.9%) of economically disadvantaged students;
- 30 points for districts with moderately high percentages (40%-59.9%) of economically disadvantaged students;
- 20 points for districts with moderate percentages (20%-39.9%) of economically disadvantaged students; and
- 15 points for districts with moderately-low percentages (10%-19.9%) of economically disadvantaged students.
- 5 points for districts with low percentages (0%-9.9%) of economically disadvantaged students.

*The separate risk level scores will be averaged if proposing locations in multiple school districts.*

### Application Section: Rationale for Services: Maximum Points: 140

This section asks applicants to provide a historical context of the applying agency in providing high quality pre-kindergarten services. It also asks about the process for conducting a community needs assessment and how the results of such assessment informed the application. In addition, applicants are asked to provide information on how they will prioritize enrollments into the PA PKC program if awarded funding.

#### Application Questions and Clarifications

Each question must be answered completely with enough detail to understand exactly what is being proposed and responses should be in compliance with [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#) to receive the maximum number of points. A detailed scoring rubric is provided to assist applicants in crafting their responses.

#### *Question 1: Pre-Kindergarten Program History/ text response (30 points)*

This question is designed to allow all applying agencies to highlight a history of offering prekindergarten programming. PDE is interested in funding programs with a strong history of offering quality pre-kindergarten services. As such, applicants should respond with details about currently operating pre-kindergarten programs that show commitment to quality. It is important for applicants to provide relevant information about the extent to which currently operating pre-kindergarten programs align with the PA PKC requirements or other “high quality” state or national models. Reviewers will determine the “goodness-of-fit” between existing pre-kindergarten programs and the PA PKC requirements in scoring this question.

***Discuss the program history of serving pre-kindergarten children with “high-quality” programming for the applying agency and any proposed partner agencies.***

***The response should address the following:***

- ***Discuss any programming provided by the applying agency or its partner agencies for preschool/pre-kindergarten age children (ages 3-5).***
  - ***Provide information on when these programs operated, including if they are currently operating.***
- ***Describe how the programs mentioned align with the requirements of the PA PKC program***
  - ***Examples of alignment might include teacher qualifications, use of approved curriculum, use of approved assessments, family engagement,***

*inclusion, teacher-child ratio, focus on continuous quality improvement, etc.*

**AND/OR**

- **Describe how the programs mentioned align with other state or national models for pre-kindergarten services**
  - **For this response do not assume the reviewer understands other state or national models. Provide enough description of the model so the reviewer can understand how the model fits a definition of “high quality.”**

30 points awarded for responses with a strong history of offering pre-kindergarten programming **other than** PKC that strongly align with PKC regulations and/or other state and/or national models (**direct references included**). Programs should be **currently operating**.

25 points awarded for responses with a strong history of offering pre-kindergarten programming which might include PKC that align with PKC regulations and/or other state and/or national models (the details may be implied). For these points the response needs to talk about offering PKC programming and **other programming**. Programs should be **currently operating or recent (within last 3 years)**.

15 points for responses that share some information about offering other prekindergarten programming, but it may be unclear how well these programs align with PKC regulations and/or other state and/or national models, **or** the response only talks about offering PKC programming, **or** the response meets the 25-point criteria but are not recent.

5 points for responses that have limited information about offering other prekindergarten programming and limited detail about alignment to PKC regulations and/or other state and/or national models, **or** only talks about offering PKC programming but gives limited details, or the response meets the 15-point criteria but are not recent.

### **Question 2: Community Needs Assessment/ multiple text responses (30 points)**

Applicants must complete a Community Needs Assessment prior to the application process (22 Pa. Code § 405.14). The Community Needs Assessment should include a scan of high-quality early learning programs operating in the community, as well as consideration for the needs of families in the targeted service area. The purpose is to ensure services to families are not disrupted and provide information to lead to potential partnerships and collaborations. If other pre-kindergarten services are available in the proposed service area, the applicant should provide a strong rationale for the requested PA PKC services, and describe how the proposed PA PKC services will compliment, and not compete with, the already available pre-kindergarten services. Applicants are also encouraged to include data-driven information about additional risk factors beyond age and income in the rationale for the need for pre-kindergarten services.

#### **2a: Eligible Students/text response**

**How many eligible students are in your service area (defined by your proposed locations)? How was the number of eligible students in your service area (defined by your proposed locations) determined?**

**2b: Identifying and involving other agencies providing (or proposing to provide) prekindergarten services to the eligible student population in the process/text response**

**Are there other agencies providing (or proposing to provide) prekindergarten services to the eligible population? How do you know? Of these agencies, describe which ones were involved in the community needs assessment process? How were these other agencies involved in the process?**

**2c: Strengths and Needs/text response**

**Describe the outcomes/results of the community needs assessment. Describe any identified strengths. Describe any identified needs, for example:**

***Did the community needs assessment identify several eligible PA PKC providers in the service area which could come together in a partnership agreement?***

***Did the community needs assessment unveil information regarding the need to serve any specific populations of students (e.g. children of working families, English Language Learners, students experiencing homelessness)?***

Reviewers will use the responses from 2a, 2b, and 2c to determine the extent to which the applicant conducted a community needs assessment.

30 points awarded for responses with strong evidence that a community needs assessment was conducted that is specific for understanding the prekindergarten needs of the proposed service area. Responses that include detailed information on **all** the following will be scored at this level:

- Eligible students
- Other agencies in the service area providing (or proposing to provide) prekindergarten services to the eligible population
- How other agencies were included in the planning process for this application
- Data driven information on service area strengths
- Data driven information on service area needs

20 points awarded for responses with evidence that a community needs assessment was conducted that is specific for understanding the prekindergarten needs of the proposed service area. Responses that include some information on **all** the following will be scored at this level:

- Eligible students
- Other agencies in the service area providing (or proposing to provide) prekindergarten services to the eligible population
- How other agencies were included in the planning process for this application
- Service area strengths
- Service area needs

10 points for responses with some evidence that a community needs assessment was conducted that is specific for understanding the prekindergarten needs of the proposed service area. Responses that include information on **some** the following will be scored at this level:

- Eligible students
- Other agencies in the service area providing (or proposing to provide) prekindergarten services to the eligible population
- How other agencies were included in the planning process for this application

- Service area strengths
- Service area needs

5 points for responses with limited evidence that a community needs assessment was conducted that is specific for understanding the prekindergarten needs of the proposed service area. The response may include **some** information on the following, but only **some** of the information is relevant and recent. Overall, the response doesn't provide enough data for the reviewer to be confident that the applying agency conducted a community needs assessment:

- Eligible students
- Other agencies in the service area providing (or proposing to provide) prekindergarten services to the eligible population
- How other agencies were included in the planning process for this application
- Service area strengths
- Service area needs

*Question 3: Rationale for the defined service area response/text response (30 points)*  
**Based on the results of your community needs assessment, make the connections between the information provided in Questions 2 (a-c) and the need to operate PA PKC programs in the identified service area (locations proposed in the applicant's location charts).**

30 points for responses with a **strong** rationale for why PKC services are needed in the proposed area. The response details draw directly from information provided in Questions 2 (a-c), and the proposed service area (locations proposed in the applicant's location charts). There is **much detail and explicit connections** made between the proposed service area (proposed locations) and the data (evidence) presented in the rationale.

20 points for responses that include a rationale for why PKC services are needed in the proposed area. The response details draw directly from information provided in Questions 2 (a-c), and the proposed service area (locations proposed in the applicant's location charts). There are details and connections made between the proposed service area (proposed locations) and the data (evidence) presented in the rationale, but the information provided may show that other prekindergarten services already exist in the proposed service area, and/or that some of the proposed locations may not address an immediate service need.

10 points for responses that include **some** rationale for why PKC services are needed in the proposed area. The response details draw **somewhat** from information provided in Questions 2 (a-c), and the proposed service area (locations proposed in the applicant's location charts). There are **some** details and **some** connections made between the proposed service area (proposed locations) and the data (evidence) presented in the rationale.

5 points for responses with a **limited** rationale for why PKC services are needed in the proposed area. The details included are **limited** and do not draw from information provided in Questions 2 (a-c), and/or the proposed service area (locations proposed in the applicant's location charts). There are **limited** details and **limited** connections made between the proposed service area (proposed locations) and the data (evidence) presented in the rationale.

*Question 4: Rationale for funding the applicant/text response (20 points)*  
**Describe the reasons/rationale why the applying agency is the "best fit" for providing PA PKC services in the defined service area. If there are other agencies in the same service**



**area providing prekindergarten services or if other agencies are applying in the same service area (refer to response in Question 2b), be sure to address this in the response.**

20 points for responses that include a **strong** rationale for why the applying agency is the “best fit” for providing PA PKC services in the defined service area.

10 points for responses that include **some** rationale for why the applying agency is the “best fit” for providing PA PKC services in the defined service area.

5 points for responses with a **limited** rationale for why the applying agency is the “best fit” for providing PA PKC services in the defined service area.

*Question 5: Rationale for how enrollment will be prioritized (30 points)*

**Describe the plan for enrolling students into the PA PKC program. The plan for enrollment must be transparent and un-biased, and must include explicit details on the following:**

- **How will children be prioritized for enrollment. Describe the additional risk factors (beyond income and age) that will impact selection and enrollment decisions. Detail the proposed prioritization strategy, including explicit reference to how enrollment decisions will be made based on those risk factors. The prioritized risk factors should be related to the outcomes/results found in the community needs assessment.**
- **How will enrollments be coordinated with other agencies offering PK services? The response must explicitly address coordination with Head Start, including the strategy for promoting Head Start enrollment for children meeting 100 percent of Federal Poverty Level (FPL). If other pre-kindergarten opportunities exist within the proposed service area (see response in question 2b), include information on how enrollments will be prioritized to ensure each child is placed in the most appropriate placement based on their needs and risk factors.**

Applicants should review 22 Pa. Code §405.21 (Targeting Children to be Served), §405.24 (Enrollment), and Supplemental Resource #004: Enrollment Prioritization Plan Guidance within [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#) in developing the response to this question.

PA PKC programs must demonstrate need, and recruit and select those children and families with the greatest need.

As part of that process, programs must develop prioritization strategies and verification and documentation processes and assure they will maintain full enrollment for the duration of their school year. Age and income are the two primary eligibility requirements that all children must meet to be considered for enrollment in PA PKC.

Additional priorities for enrollment must be developed at the local level that reflect collaborative efforts with local and regional pre-kindergarten efforts.

Applicants should provide a detailed strategy for how enrollment will be determined based on the pre-kindergarten landscape, risk factors, and family needs and preferences. A rationale for the detailed strategy should also be provided.

The response to this question should include a detailed prioritization strategy with explicit references to the additional risk factors (beyond age and income) that will impact enrollment decisions. In addition, the strategy should discuss enrollment in the context of other available PK services in the area.

To maximize funding resources and assure a systematic approach to the early learning services provided within communities, PA PKC providers must commit to avoid enrolling children into PA PKC programming who are already being served in a Head Start program or who are eligible to participate in Head Start. The purpose of this requirement is to avoid impact on enrollments in Head Start such that federal Head Start or state Head Start Supplemental Assistance Program resources would be supplanted.

Head Start eligible families may have unique needs that are best supported by a program that is designed to meet those needs and offers a broad array of services. The applicant's response to this question should describe cooperative, rather than competitive, relationships between Head Start and PA PKC.

30 points for responses that include a detailed prioritization strategy with explicit references to additional risk factors (beyond age and income) that will impact enrollment decisions. This scoring range should include information on prioritizing the 100%-300% FPL range, and specific risk factors related to information provided in the questions about needs identified in the community needs assessment. The reviewer should understand from the response exactly how children will be prioritized for enrollment. The response should also include explicit information regarding enrollment in the context of other available PK services in the area.

20 points for responses that include a somewhat detailed prioritization strategy which aligns to additional risk factors (beyond age and income) that will impact enrollment decisions. This scoring range should include information on prioritizing the 100%-300% FPL range, and specific risk factors related to information provided in the questions about needs identified in the community needs assessment. The reviewer should understand from the response how children will be prioritized for enrollment, but the reviewer may need to imply some details. The response should also include some information regarding enrollment in the context of other available PK services in the area.

10 points for responses that include some detail regarding additional risk factors (beyond age and income) that will impact enrollment decisions. There should be some mention of specific risk factors but there may be some need to interpret how these factors will be prioritized for enrollment. The response also includes some information regarding enrollment in the context of other available PK services in the area.

5 points for responses that include less detail on risk factors or prioritization strategy, but the reviewer can interpret some level of information from the response on how enrollment will be handled based on risk factors (not first come first serve).

0 points for responses that miss the intent of the question, have little to no detail on additional risk factors, or who response is a first come, first serve strategy.

### Application Section: Program Description and Staffing: Maximum Points: 150

Effective, high-quality classroom instruction and program instructional philosophies are hallmarks of the PA PKC program. Program policies and recruitment and retention of highly effective staff assure a high-quality PA PKC program, securing the best short-term and long-term outcomes for enrolled students. The questions within this section ask applicants to

describe how the program will implement various aspects of the PA PKC program and to describe the program's approach to staff recruitment and retention.

#### Application Questions and Clarifications

*Question 1: PA PKC program implementation/multiple response (75 points).*

**1a: Number of classrooms with PA PKC funded students/ numerical response**

Count only classrooms that will serve any PA PKC-funded students.

**1b: Classroom configurations/text response**

Detail the number of students per classroom AND how the classrooms will be configured i.e., all PKC funded students or classrooms with students from different funding streams (e.g., Head Start, PA PKC, private pay, child care subsidy, school-funded PK, locally-funded PK): AKA Blended Classrooms: if Blended describe the anticipated configuration of each classroom.

Applicants should review § 405.43. Class Size and Student/Staffing Ratio within [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#).

Applicants should review § 405.22. Maximizing Resources within [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#).

**1c: Teacher: Student ratio/ numerical response**

Add the number of students (consider all students per classroom regardless of funding) that will be supervised by ONE teacher.

Applicants should review § 405.43. Class Size and Student/Staffing Ratio within [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#).

**1d: Hours of Operations for the PA PKC funded programs/classrooms/text response**

Describe the hours of operation of the PA PKC portion of the day. If offering both full day and half day options, both should be described.

The hours per day for PA PKC must be a minimum of 5 hours per day for full day slots or 2.5 hours per day for half day slots, but 6 hours and 3 hours is recommended.

Applicants should review § 405.42. Program Day and Developmentally Appropriate Instructional Practices and Activities within [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#).

**1e: School Year calendar/text response**

Describe the PA PKC school year calendar.

The school year calendar for PA PKC must allow for at least 180 instructional days in a typical school year. School year calendars with 160 instructional days are allowable for start-up locations/classrooms. It is encouraged that more than 180 days are scheduled to plan for unexpected closures, etc.

Applicants should review § 405.41. School Term within [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#).

**1f: Curricular philosophy/text response**

Describe the curricular philosophy as it relates to the PA PKC program being proposed.

This response should include information about the curriculum(a) that will be used in classrooms where PA PKC funded students will be served, as well as the general philosophy regarding how the instruction for PA PKC students will occur. Review § 405.45. Curriculum before responding.

**1g: Behavior philosophy/text response**

Describe the behavior philosophy as it relates to the PA PKC program being proposed. Include information about the programs approach to reducing or eliminating suspensions and expulsions.

This response might include information about any specific behavior programs that will be implemented. Review the OCDEL [Inclusion Policy Statement](#) and [Suspension and Expulsion Policy Statement](#) before responding.

**1h: Special programming/ text response**

Describe any special programs and/or services that will be offered to PA PKC funded students/families, that are above and beyond what is required to implement PA PKC.

This question allows applicants to showcase any programs or supports that will benefit PA PKC enrolled students and/or families. If the applicant does not offer any special programming or supports, the response should be “No additional services or supports will be offered.” Applicants will not lose application points for not offering special programming, but applicants who do offer special programming will receive additional points (as detailed below).

Reviewers will use the responses from 1a through 1h to determine a score for program implementation.

Reviewers will first look for examples where details of responses **exceed** the requirements for PA PKC. Programs can earn up to 15 additional points (to the scores below) for proposing program innovations and exceeding PA PKC requirements in **more than one** of the following (*examples of exceeding requirements are noted in bold*):

- Classroom configurations are discussed in detail so that reviewers can understand the student make-up of the classrooms. **Blended classrooms are discussed.**
- Teacher: student ratio is not more than 1:10. **Teacher: ratio is less than 1:10.**
- Hours of operation for Full Day is at least 5 hours of instructional time; Hours of operation for Half Day is at least 2.5 hours of instructional time; only the PA PKC portion of the day is discussed. **Hours of operation fall outside typical school day hours (non-traditional hours of operation)**
- School year details at least 180 instructional days or 160 days for startup locations/classrooms. **An extended school year is discussed (more than 9 months of operation with summer hours included).**
- **Special program offerings for PA PKC students are discussed.**

60 points for responses that include information that aligns with the requirements of the PA PKC program for **all** the following:

- Number of classrooms aligns with requested slots and number of proposed lead teachers; only classrooms with PKC funded students are discussed
- Classroom configurations are discussed in detail so that reviewers can understand the student make-up of the classrooms.
- Teacher: student ratio is not more than 1:10
- Hours of operation for Full Day are at least 5 hours of instructional time; Hours of operation for Half Day are at least 2.5 hours of instructional time; only the PA PKC portion of the day is discussed
- School year details at least 180 instructional days or 160 days for startup locations/classrooms
- Curriculum is comprehensive (i.e., covers all learning domains) and is aligned with the Learning Standards for Early Childhood. The curricular philosophy is discussed so the reviewers can understand how the program believes teaching/instruction should occur for optimum outcomes.
- The program philosophy for handling classroom behaviors is developmentally appropriate for prekindergarten students and aligns with OCDEL's policy on preventing and eliminating suspensions and expulsions.

40 points for responses that include information that aligns with the requirements of the PA PKC program for **at least five** of the following:

- Number of classrooms aligns with requested slots and number of proposed lead teachers; only classrooms with PKC funded students are discussed
- Classroom configurations are discussed in detail so that reviewers can understand the student make-up of the classrooms.
- Teacher: student ratio is not more than 1:10
- Hours of operation for Full Day are at least 5 hours of instructional time; Hours of operation for Half Day are at least 2.5 hours of instructional time; only the PA PKC portion of the day is discussed
- School year details at least 180 instructional days or 160 days for startup locations/classrooms
- Curriculum is comprehensive (i.e., covers all learning domains) and is aligned with the Learning Standards for Early Childhood. The curricular philosophy is discussed so the reviewers can understand how the program believes teaching/instruction should occur for optimum outcomes.
- The program philosophy for handling classroom behaviors is developmentally appropriate for prekindergarten students and aligns with OCDEL's policy on preventing and eliminating suspensions and expulsions.

25 points for responses that include information that aligns with the requirements of the PA PKC program for **at least four** of the following:

- Number of classrooms aligns with requested slots and number of proposed lead teachers; only classrooms with PKC funded students are discussed
- Classroom configurations are discussed in detail so that reviewers can understand the student make-up of the classrooms.
- Teacher: student ratio is not more than 1:10
- Hours of operation for Full Day are at least 5 hours of instructional time; Hours of operation for Half Day are at least 2.5 hours of instructional time; only the PA PKC portion of the day is discussed
- School year details at least 180 instructional days or 160 days for startup locations/classrooms

- Curriculum is comprehensive (i.e., covers all learning domains) and is aligned with the Learning Standards for Early Childhood. The curricular philosophy is discussed so the reviewers can understand how the program believes teaching/instruction should occur for optimum outcomes.
- The program philosophy for handling classroom behaviors is developmentally appropriate for prekindergarten students and aligns with OCDEL's policy on preventing and eliminating suspensions and expulsions.

15 points for responses that include information that aligns with the requirements of the PA PKC program for **at least three** of the following:

- Number of classrooms aligns with requested slots and number of proposed lead teachers; only classrooms with PKC funded students are discussed
- Classroom configurations are discussed in detail so that reviewers can understand the student make-up of the classrooms.
- Teacher: student ratio is not more than 1:10
- Hours of operation for Full Day are at least 5 hours of instructional time; Hours of operation for Half Day are at least 2.5 hours of instructional time; only the PA PKC portion of the day is discussed
- School year details at least 180 instructional days or 160 days for startup locations/classrooms
- Curriculum is comprehensive (i.e., covers all learning domains) and is aligned with the Learning Standards for Early Childhood. The curricular philosophy is discussed so the reviewers can understand how the program believes teaching/instruction should occur for optimum outcomes.
- The program philosophy for handling classroom behaviors is developmentally appropriate for prekindergarten students and aligns with OCDEL's policy on preventing and eliminating suspensions and expulsions.

Five points for responses that include information that aligns with the requirements of the PA PKC program for **at least two** of the following:

- Number of classrooms aligns with requested slots and number of proposed lead teachers; only classrooms with PKC funded students are discussed
- Classroom configurations are discussed in detail so that reviewers can understand the student make-up of the classrooms.
- Teacher: student ratio is not more than 1:10
- Hours of operation for Full Day are at least 5 hours of instructional time; Hours of operation for Half Day are at least 2.5 hours of instructional time; only the PA PKC portion of the day is discussed
- School year details at least 180 instructional days or 160 days for startup locations/classrooms
- Curriculum is comprehensive (i.e., covers all learning domains) and is aligned with the Learning Standards for Early Childhood. The curricular philosophy is discussed so the reviewers can understand how the program believes teaching/instruction should occur for optimum outcomes.
- The program philosophy for handling classroom behaviors is developmentally appropriate for prekindergarten students and aligns with OCDEL's policy on preventing and eliminating suspensions and expulsions.

### *Question 2 Staffing/ multiple text responses (75 points)*

PA PKC classrooms are staffed with teachers and teacher aides who are trained to provide high-quality learning experiences for pre-kindergarten children. PA PKC regulations require that lead teachers hold a Pennsylvania Early Childhood Education teaching certificate (N-3 or PK-4) and aides must meet at least one of the following criteria:

- Completion of at least two years of full-time postsecondary study or the equivalent;
- Possession of an Associate's degree or higher; or
- Ability to meet a rigorous standard of quality and demonstration of knowledge through a formal state or local academic assessment,
- or possession by the teacher aide of a Child Development Associate's certificate.

#### **2a: Staffing salaries and benefits/text response**

***What will be the PA PKC lead teacher salary ranges and how were the ranges determined? What will be the PA PKC aide salary ranges and how were the ranges determined? Discuss the benefits available to lead teachers and aides.***

The recommended starting lead teacher wage is \$45,000/ PA PKC school year (180 days) or \$33.33/ hour (180 days/7.5 hours per day) or use the comparable public school district starting teacher salary, in cases where the comparable public school district teacher salary is higher than this amount.

If a lead teacher or aide work beyond the PA PKC portion of the day, ONLY the salaries related to the PA PKC portion of the day should be included.

When discussing benefits, be sure to describe which benefits are available to all (lead teachers and aides) and which are offered based on pre-set criteria. Be sure to describe the established criteria in these instances.

#### **2b: Staff Recruitment/text response**

***Describe how staff meeting the required qualifications above will be recruited. If you already have staff who qualify please describe their current credentials in detail AND include details on planning for recruitment.***

#### **2c: Staff Retention/text response**

***Describe the program's approach to staff retention. Be sure to include the program's approach to on-going training and professional development.***

Staffing recruitment and retention are critical to ensuring the quality of PA PKC programming. While recruitment allows for the acquisition of distinctive teachers, retention helps maintain classroom and program consistency.

Applicants should review the following in developing a response to 2b and 2c.

22 Pa. Code §405.44 (Staffing and Professional Development), §405.64 (Teacher Induction Plans and Evaluations), Supplemental Resource #007 Staff Recruitment and Retention Plan, Supplemental Resource #008 Early Childhood Education and Teacher Certification: Frequently Asked Questions, Supplemental Resource #010: Teacher Certification Evaluation in Community-Based Programs, and Supplemental Resource #011: Teacher Induction for

Community-Based Providers within [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#) .

Reviewers will use the responses from 2a, 2b, and 2c to determine a score for meeting the staffing requirements for PA PKC.

75 points for responses that include details/examples on **all** the following:

- salary ranges for lead teachers **and** aides are included
- salary ranges for lead teachers are within the recommended range
- staff have access to multiple benefits
- some lead teachers and some aides have current credentials to meeting PA PKC qualifications
- multiple recruitment **and** retention strategies
- program's approach to on-going training and PD aligns with PA PKC regulations

60 points for responses that include details/examples on **all** the following:

- salary ranges for lead teachers **and** aides are included
- salary ranges for lead teachers are within the recommended range
- staff have access to some benefits
- some staff (lead and/or aides) have current credentials to meeting PA PKC qualifications
- some recruitment **and** retention strategies
- program's approach to on-going training and PD aligns with PA PKC regulations

50 points for responses that include details/examples on **at least six of the following** the following:

- salary ranges for lead teachers are included
- salary ranges for aides for aides are included
- salary ranges for lead teachers are within the recommended range
- staff have access to some benefits
- some staff (lead and/or aides) have current credentials to meeting PA PKC qualifications
- some recruitment strategies
- some retention strategies
- program's approach to on-going training and PD aligns with PA PKC regulations

40 points for responses that include details/examples (may be implied) on **at least five of the following** the following:

- salary ranges for lead teachers
- salary ranges for aides
- salary ranges for lead teachers are within the recommended range
- staff have access to some benefits
- some staff (lead and/or aides) have current credentials to meeting PA PKC qualifications
- some recruitment strategies
- some retention strategies
- program's approach to on-going training and PD aligns with PA PKC regulations

25 points for responses that include details/examples (may be implied) on **at least four of the following** the following:

- salary ranges for lead teachers



- salary ranges for aides
- salary ranges for lead teachers are within the recommended range
- staff have access to some benefits
- some staff (lead and/or aides) have current credentials to meeting PA PKC qualifications
- some recruitment strategies
- some retention strategies
- program's approach to on-going training and PD aligns with PA PKC regulations

15 points for responses that include details/examples (may be implied) on **at least three of the following** the following:

- salary ranges for lead teachers
- salary ranges for aides
- salary ranges for lead teachers are within the recommended range
- staff have access to some benefits
- some staff (lead and/or aides) have current credentials to meeting PA PKC qualifications
- some recruitment strategies
- some retention strategies
- program's approach to on-going training and PD aligns with PA PKC regulations

Five points for responses that include details/examples (may be implied) on **at least two of the following** the following:

- salary ranges for lead teachers
- salary ranges for aides
- salary ranges for lead teachers are within the recommended range
- staff have access to some benefits
- some staff (lead and/or aides) have current credentials to meeting PA PKC qualifications
- some recruitment strategies
- some retention strategies
- program's approach to on-going training and PD aligns with PA PKC regulations

### Application Section: Collaborations: Maximum Points: 130

This section asks applicants to describe various collaborative relationships necessary to implement an effective PA PKC program. To maximize funding resources and assure a systematic approach to the early learning services provided within communities, PA PKC providers should involve a wide array of other community agencies offering similar or complimentary services. Applicants should review § 405.31. Coordination and Collaboration with Agencies Providing Services to Young Children in [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#) when responding. **Letters of support and/or formal agreements specific to PA PKC collaborations may be uploaded within this section to enhance the quality of any of the questions within this section and will be considered as explicit evidence of collaboration if they are recent (dated after March 1, 2022) and contain details of collaboration and are signed by an official representative of the agency (title is required). Letters of support and/or formal agreements should relate directly to the agencies addressed within this section's questions, include collaborations that will directly impact the PA PKC program, and should be clearly labeled so the reviewers can understand which questions the letters of support and/or formal agreements address.**

## Application Questions and Clarifications

### *Question 1: Early Intervention/ text response (20 points)*

**Describe PA PKC program specific collaborations with Early Intervention (EI) (both infant/toddler and preschool) and with other behavioral and/or mental health agencies.**

Applicants should review the following in developing a response to this question: §405.51 (Inclusive Environments) within [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#), and [OCDEL policy statement on Inclusion](#).

The intent of this question is to ascertain the applicants understanding of inclusion and the policies the proposed program either currently has or will have regarding inclusive practices. It is also an opportunity for applicants to discuss how they collaborate with early intervention, and/or other mental health and behavioral health agencies **beyond what is required by law**. Applicants may write about their attempts to collaborate and still receive points for their response.

20 points for responses with **several** explicit details/examples about collaborations with EI (infant/toddler **and** PK) and other mental health/behavioral health agencies, **beyond what is required by law**. To receive this scoring level, responses must explicitly reference connections to the OCDEL inclusion policy and provide detailed information about on-going collaboration with EI and at least one other mental health or behavioral health agency (can be their own agency if these services are provided). There must also be explicit reference to how PKC children will benefit from these services.

15 points for responses with **some** explicit details about collaborations with EI (infant/toddler **and** PK) and other mental health/behavioral health agencies, **beyond what is required by law**. To receive this scoring level, responses must reference connections to the OCDEL inclusion policy and provide detailed information about on-going collaboration with EI and at least one other mental health or behavioral health agency (can be their own agency if these services are provided). There must also be explicit reference to how PKC children will benefit from these services.

10 points for responses with some details (can be implied) about collaborations with EI and other mental health/behavioral health agencies, **beyond what is required by law**. To receive this scoring level, responses must provide some detailed information about on-going collaboration with EI and at least one other mental health or behavioral health agency (can be their own agency if these services are provided).

Five points for responses that include limited detail about collaborations with EI and other mental health/behavioral health agencies. For example, response might only include details on what is required by law. Responses might mention the OCDEL inclusion policy, but details connecting these policies to the proposed program might be weak.

### *Question 2: Early Learning Resource Centers: subsidy and child care services/ text response (20 points)*

**Describe PA PKC program specific collaborations with the Early Learning Resource Center(s) that provide child care subsidy in the proposed service area, and collaborations with agencies that provide child care before and after the PA PKC portion of the day (i.e. child care centers or group homes, family child care providers, and/or privately licensed nurseries).**

20 points for responses with **several** explicit details/examples about collaborations with the Early Learning Resource Center(s) that provide child care subsidy in the proposed service area, **and** collaborations with agencies that provide child care before and after the PA PKC portion of the day (i.e. child care centers or group homes, family child care providers, and/or privately licensed nurseries).

15 points for responses with **some** explicit details about collaborations with the Early Learning Resource Center(s) that provide child care subsidy in the proposed service area, **and** collaborations with agencies that provide child care before and after the PA PKC portion of the day (i.e. child care centers or group homes, family child care providers, and/or privately licensed nurseries).

10 points for responses with some details (can be implied) about collaborations with the Early Learning Resource Center(s) that provide child care subsidy in the proposed service area, **and/or** collaborations with agencies that provide child care before and after the PA PKC portion of the day (i.e. child care centers or group homes, family child care providers, and/or privately licensed nurseries).

Five points for responses that include limited detail about collaborations with the Early Learning Resource Center(s) that provide child care subsidy in the proposed service area, **and/or** collaborations with agencies that provide child care before and after the PA PKC portion of the day (i.e. child care centers or group homes, family child care providers, and/or privately licensed nurseries).

*Question 3: Head Start/ text response (20 points)*

**Describe PA PKC program specific collaborations with Head Start. If the applying agency is a Head Start agency describe how the proposed PA PKC program will be integrated and/or enhanced.**

20 points for responses with **several** explicit details/examples about collaborations with Head Start **or** if the applying agency is a Head Start agency the response has **several** explicit details/examples about how the proposed PA PKC program will be integrated and/or enhanced.

15 points for responses with **some** explicit details about collaborations with Head Start **or** if the applying agency is a Head Start agency the response has **some** explicit details/examples about how the proposed PA PKC program will be integrated and/or enhanced.

10 points for responses with some details (can be implied) about collaborations with Head Start **or** if the applying agency is a Head Start agency the response has some details (can be implied) about how the proposed PA PKC program will be integrated and/or enhanced.

Five points for responses that include limited detail about collaborations with Head Start **or** if the applying agency is a Head Start agency the response has limited detail about how the proposed PA PKC program will be integrated and/or enhanced.

*Question 4: School District/ text response (20 points)*

**Describe PA PKC program specific collaborations with school districts. Include details on the following: establishing channels of communication with the school districts within the proposed service area including how child records will be shared, establishing transition practices, developing curricular alignment, consolidating activities (such as professional development), and sharing services. If the applying agency is a school district, describe how the proposed PA PKC program will be integrated and/or enhanced.**

20 points for responses with details/examples on **all** the following:

- establishing channels of communication with the school districts within the proposed service area including how child records will be shared,
- establishing transition practices,
- developing curricular alignment,
- consolidating activities (such as professional development),
- and sharing services.

**or** if the applying agency is a school district the response has **several** explicit details/examples about how the proposed PA PKC program will be integrated and/or enhanced.

15 points for responses with details/examples on **at least three** of the following:

- establishing channels of communication with the school districts within the proposed service area including how child records will be shared,
- establishing transition practices,
- developing curricular alignment,
- consolidating activities (such as professional development),
- and sharing services.

**or** if the applying agency is a school district the response has **some** explicit details/examples details/examples about how the proposed PA PKC program will be integrated and/or enhanced.

10 points for responses with details/examples on **at least two** of the following:

- establishing channels of communication with the school districts within the proposed service area including how child records will be shared,
- establishing transition practices,
- developing curricular alignment,
- consolidating activities (such as professional development),
- and sharing services.

**or** if the applying agency is a school district the response has some details (can be implied) about how the proposed PA PKC program will be integrated and/or enhanced.

Five points for responses that include limited detail about collaborations with school districts **or** if the applying agency is a school district the response has limited detail about how the proposed PA PKC program will be integrated and/or enhanced.

*Question 5: Community Agencies/ text response (20 points)*

**Describe PA PKC relevant collaborations with any other community agencies in the program county that have not already been included in the above questions.**

In order to maximize funding resources and assure a systematic approach to the early learning services provided within communities, PA PKC providers shall coordinate and collaborate with other community agencies in their county on activities such as professional development, family outreach and child enrollment strategies, to the extent practicable to the advantage of all of the and creation of greater efficiencies. Some examples of other community agencies might include libraries, institutions of higher education, and/or health agencies.

20 points for responses with **several** explicit details/examples about collaborations with multiple community agencies.

15 points for responses with **some** explicit details/examples about collaborations with more than one community agency.

10 points for responses with some details (can be implied) about collaborations with more than one community agency.

Five points for responses that include limited detail about collaborations with community agencies.

*Question 6: Family Engagement/ multiple text responses (30 points)*

**Describe the program's family engagement approach by explaining how the families of PA PKC enrolled students will be engaged in each of the following areas:**

**6a: Learning communities connect families to community resources that support families' interests, goals, and needs. Explain how the interests, goals and needs of the families of PA PKC enrolled students will be understood by the program and how families will be connected to community resources to meet their interests, goals and needs.**

**6b: Learning communities build partnerships with families that are strengths-based, authentic, reciprocal, and respectful. Explain how the PA PKC program, classrooms, and staff will build such partnerships with families.**

**6c: Learning communities partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors, and advocates as they support their child's learning and development. Explain how the PA PKC program, classrooms, and staff will assist families in supporting their child's learning and development.**

**6d: Learning communities provide intentional opportunities for families to connect and engage with each other. Explain how the PA PKC program will work to connect families of enrolled students with one another.**

**6e: Learning communities support families as they develop their leadership and advocacy skills. Explain how the PA PKC program will assist families in supporting their leadership and advocacy skills.**

**6f: Learning communities build partnerships with families during times of transition. Explain how the PA PKC program will assist families during times of transition.**

Family engagement is an important element that contributes to the overall success of a PA PKC program and the children receiving services. Family engagement extends beyond point-in-time events, and requires vigilant planning, and an understanding of the diverse situations of each family. Applicants should use the six (6) standards found within [The Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework](#) (p.32-50) in crafting a response to this question.

The intent of this question is to understand the applicants understanding of family engagement and the policies the proposed program either currently has or will have regarding family engagement. It is also an opportunity for applicants to discuss their approach to engaging families, and to make explicit connections to **EACH** of areas found within the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework.

Reviewers will use the responses from 6 a through f to determine a score this question. Each question relates to ONE of the SIX Standards in the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework.

30 points for responses with explicit details/examples of family engagement policies and/or practices that align to PA PKC regulations and the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework for **EACH of the six questions.**

25 points for responses with explicit details/examples of family engagement policies and/or practices that align to PA PKC regulations and the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework for **at least five questions.**

20 points for responses with explicit details/examples of family engagement policies and/or practices that align to PA PKC regulations and the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework for **at least four questions.**

15 points for responses with explicit details/examples of family engagement policies and/or practices that align to PA PKC regulations and the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework for **at least three questions.**

10 points for responses with explicit details/examples of family engagement policies and/or practices that align to PA PKC regulations and the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework for **at least two questions.**

Five points for responses with explicit details/examples of family engagement policies and/or practices that align to PA PKC regulations and the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework for **at least one question.**

#### Application Section: Program Assurances: Maximum Points: 0

This section must be completed as part of the application, even though no points are awarded.

#### Application Questions and Clarifications

PA PKC applicants must provide assurance that they understand and have the capacity to meet the requirements for the program as outlined in the [Pennsylvania Pre-K Counts Statute, Regulations and Guidelines](#). Applicants will be asked to select from a “yes” or “no” drop down menu to indicate whether they can comply with the assurances. This document provides guidelines for reference in completing the application questions below.

**Failure to respond in the affirmative (“yes” response) to any of the program assurances will result disqualification from funding consideration.**

By submitting this application for a PA PKC grant, I represent and assure, on behalf of the applicant, that I have received, read, understood, and will comply with the provisions of the PA PKC Regulations and Guidance.

The program will serve only those children whose families have documented income at 300 percent, or below the current federal poverty guideline.

I assure that the applicant, including all partners in a joint application, will abide by the Immunization Requirements of the Guidance.

I assure that the applicant, including all partners in a joint application, has established and implemented a written Emergency Response Plan, as required by state law, or will do so prior to receipt of any PA PKC awarded funds.

The program will adhere to the Pennsylvania Department of Education's (PDE) guidelines for inclusion.

The program will adhere to the PDE Office of Child Development and Early Learning (OCDEL) joint policy statement on inclusion.

The program will adhere to the PDE OCDEL joint policy statement on suspension and expulsion.

The program will enter specified data in the Early Learning Network within the time periods indicated by PDE and will keep data current.

The program will assure segregation of program funds in their fiscal record keeping.

I assure that the applicant, including all partners, will comply with the PA PKC audit requirements.

I assure that the applicant, including all partners in a joint application, agrees to use PA PKC funds to supplement and not supplant public funds received from any other source.

I assure that the applicant, including all partners in a joint application, agrees to avoid the use of PA PKC funds in a manner that replaces services that are currently being provided by Head Start grantees.

I assure that the applicant, including all partners in a joint application, will provide either a 2.5 or 5-hour pre-kindergarten instructional program for a planned program year of a minimum of 180 days for PA PKC funded students at no cost to the parents or families of such children.

I assure that the applicant, including all partners in a joint application, will use PA PKC funds for the exclusive use of the PA PKC program and classrooms.

I assure that if a child care provider, or any partner funded under this grant is a child care provider, the entity is at least a STAR 3.

I assure that the applicant, including all partners in a joint application, will comply with all PA PKC Monitoring Requirements established by PDE including, but not limited to purchasing and participating in assessment programs that PDE has identified for the assessment of student progress and the assessment of the learning environment and attending the required training sessions.

I assure that the applicant, including all partners in a joint application, will abide by the legal requirements for staff background checks that regulate its type of program.

I assure that the applicant, including all partners in a joint application, will use PA PKC funds to support activities and for materials and program content that is secular in nature.

I consent to the use of any data or statements, I or my designee provides herein, for the purpose of publication and reporting by PDE, and understand that the data or statements may be presented in full, in part, or paraphrased.

I assure that the applicant, including all partners in a joint application, will comply with the requirements pertaining to the age of children to be enrolled in the program, the student to teacher ratio, the hiring of staff who meet the qualifications specified, the professional development requirements, and all monitoring and assessment requirements.

I assure that the PA PKC program will begin submitting enrollment data to OCDEL on August 15, 2023 and be fully enrolled by November 1, 2023 and in the future by the opening day of the 180-day program year and recognize that failure to do so may result in the loss of funds and return of slots to OCDEL.

I assure that the applicant, including all partners in a joint application, will cooperate in the development of a Continuous Quality Improvement Plan as requested by OCDEL.

I assure that the applicant, including all partners in a joint application, will participate with OCDEL in all required grantee meetings and work together with OCDEL cooperatively to field a sound, high quality program, including meeting all reporting requirements in a timely and accurate manner.

I assure that the applicant, including all partners in a joint application, will respond to any changes in Pennsylvania School Code in a timely manner. When savings can be realized by such changes, every effort will be made by the applicant and partners in a joint application, to use such savings to increase the number of children served. When this is not possible, any savings would be returned to PDE for reallocation.

I assure that the applicant, including all partners in a joint application, will update this application, upon request, within 48 hours of notification of award and/or notification of comments requiring updates, to assure timely contracting.

**JOINT applicants must agree to the following assurances. Single applicants should select “not applicable.”**

I assure that as a lead agency with one or more partners that I will enter into a mutually agreed to and signed written agreement with all of my PA PKC partners concerning the governance and operation of the program.

I assure that as a lead agency with one or more partners that I will provide all information sent to me from OCDEL regarding any aspect of the PA PKC program to a representative designated by each partner to be the recipient of all such communications on behalf of the partner entity.

### **Application Section: Budget: Maximum Points: 500**

Line item budget with descriptions must be submitted and complete. The budget request and descriptions support the program the grantee has proposed in the application.

Information in this section will provide direction to the applicant in completion of the eGrants application.

There are two pieces of fiscal documentation required for a successful application within the eGrants system: the budget detail-line item budget with detailed budget descriptions, and the budget summary (this is generated by the eGrants system after the line item detail is completed).

Applications that include partners in their model must also include a budget template for each partner. The partner budgets should be uploaded as an attachment to the eGrants application.



A line item budget template for partners can be downloaded within the eGrants system or from [Partner Line Item Budget](#).

1. *Budget Detail - Line-Item Budget* – This is completed in the eGrants system and can be found in the separate Budget section. Each line item must be appropriately cost allocated by category. Applicants must complete the description section of the budget template to explain the method(s) of cost allocation used for each line item and be thoroughly described and clearly related to the proposed project. There should be a clear relationship between the proposed activities and where the money is going to be spent. **The budget descriptions should provide detailed information so that reviewers can understand 1) how the budget amount was calculated, and 2) specifics regarding cost allocations or how the funding will be used.** All requested items must be thoroughly explained and clearly related to the proposed project. There should be a sound relationship between the proposed activities and where the money is going to be spent. An example of the budget description using the cost-allocation methods listed in the Fiscal Supplement document is provided below. Recommended percentage ranges for each line item are also provided within the fiscal supplement, which should be reviewed prior to budget preparation and submission. Access the [Fiscal Supplement](#) for support in completing the budget detail.

Budget Expenditures	Budget Amount	Description
1.) Enter all Program related Child Health and Development Salaries	\$66,000	<b>Classroom 1, 20 slots: Smith (FT teacher) - \$45,000 (100%); Clark (Asst. Teacher) \$30,000 x 70% = \$21,000</b>

2. *Budget Summary* – This will be generated by the eGrants system after the line-item budget detail is completed. It is important for the applicant to check that the budget summary figures align with the budget detail - line-item budget, as well as with the requested grant amount entered into the General Information section of the application.

**If you are proposing to work with partners**, please have a separate budget for each partner. We will review your document and all partner documents to see the methodology and distribution proposed for your total grant.

Reviewers will first skim the budget detail and descriptions to understand to which line items the applicant has assigned funds. Reviewers will also review uploaded partner budgets for joint applicants. Reviewers will deduct points for budget requests which do not align with and support the information presented in program proposal. The goal of scoring the budget documentation for this review is to be sure that the allocation of the funding proposed supports the fidelity and quality of the PKC program, and details **allowable** PKC expenditures. Reviewers will not provide a detailed analysis of the numerical figures presented in the budget as these will most likely be negotiated with approved grantees, but will score this section being cognizant of answering this question: Does the budget request and narrative support the program description the grantee has proposed?

**50 points will be deducted for each, distinct major discrepancy. 10 points will be deducted for each, distinct minor discrepancy. 50 points will be deducted in cases where the same minor discrepancy is made multiple times.** Examples of major and minor discrepancies are provided below, but because each application will be unique, not every possible discrepancy can be covered. Reviewers will use the [Fiscal Supplement](#) when reviewing the budget.

*Major discrepancies include, but are not limited to the following:*

The amount of funding requested in General Information section does not match the budgeted amount.

Grantee describes a partnership but does not include a line item for a pass-through budget to partners.

A third-party entity has included lead teacher salaries on their budget.

Budget includes contracted services for lead teacher and/or lead teacher salary is not included on budget (except third party entities).

A specific cost or line item is inflated beyond reason. Use the fiscal supplement percentages as a guide. If budgeted line items are higher than recommended percentages a reasonable rationale must be included in the budget detail or points should be deducted.

Grantee includes four lead teacher and four aides in program design, but the salary line item only includes the lead teachers.

Grantee indicates a blended classroom in program description but does not cost allocate within the budget narrative or budget detail.

The justification for multiple budgeted line item is missing or limited in detail so that the reviewer cannot understand how funding is being calculated and/or used.

*Minor discrepancies include, but are not limited to the following:*

The amounts requested for one-line item does not match the amount described in the budget narrative (dollar amount inconsistency).

Costs are included but are entered the wrong line item.

Salary ranges on budget do not align with the salary ranges provided in Application Section: Program Description and Staffing, Question 2a.

A specific cost does not align with the guidance provided within the [Fiscal Supplement](#).

The justification for the budgeted line item is limited in detail so that the reviewer cannot fully understand how funding is being calculated and/or used, even if the reviewer can imply what is being justified.

**If the same minor discrepancy occurs multiple times, a deduction will only occur ONCE, but will result in a minor discrepancy being a major one.** For example, if all line items are missing or have limited justification, this would be considered a MAJOR discrepancy and fifty points would be deducted ONLY ONCE.

**In addition, reviewers will review uploaded partner budgets for joint applicants and point deductions will be made following the scoring noted above. The following points also will be deducted when partner budgets are missing.**

<b>Number of proposed partners</b>	<b>Points deducted if ALL are missing,</b>	<b>Points deducted if ALL are</b>	<b>Points deducted if half are missing</b>	<b>Points deducted if less than half are missing.</b>
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	<b>and lead is passing ALL direct service funding through to partners</b>	<b>missing, and lead is passing some direct service funding through to partners</b>		
More than 20	<b>Application will be disqualified from the review process.</b>	400	200 (10+missing)	100 (>10 missing)
10-19		300	100 (5-9 missing)	50 (>5-9 missing)
5-9		200	50 (2-4 missing)	50 (>2-4 missing)
1-4		100	50 (2 missing)	50 (>1-2 missing)

Appendix A: County Level Unmet need at 300% FPL

County	# of Children Ages 3-4	% of Children Ages 3-4 Living in Households under 300% FPL	Targeted Population (# of Children Ages 3-4 under 300% FPL)	Federal Preschool HS 2022-23 Funded Slots	HSSAP 2022-23 Funded Slots	School-Based Pre-K 2021-22 Funded Slots	Total Pre-K Funded Slots (E to G)	Total CCW Children Ages 3-4 Served in Keystone STARS 3 or 4 (November 2022)	UNMET NEED (# of Children Ages 3-4 under 300% FPL - Total Pre-K Funded Slots - CCW Children Ages 3-4 Enrolled in Keystone STARS 3 or 4)	PKC County Unmet Need/Statewide Unmet Need Percentage
Adams	1,998	51.4%	1,026	216	0	42	258	61	707	0.65%
Allegheny	26,373	46.1%	12,159	2,866	495	1,190	4,551	875	6,733	6.19%
Armstrong	1,314	66.8%	878	172	36	40	248	11	619	0.57%
Beaver	3,233	53.9%	1,744	421	20	173	614	91	1,039	0.96%
Bedford	1,001	67.7%	678	140	0	70	210	5	463	0.43%
Berks	10,104	61.0%	6,166	695	75	49	819	314	5,033	4.63%
Blair	2,718	63.0%	1,713	514	90	132	736	99	878	0.81%
Bradford	1,797	67.1%	1,206	204	68	0	272	71	863	0.79%
Bucks	12,392	32.5%	4,029	387	0	0	387	538	3,104	2.85%
Butler	4,301	38.6%	1,660	298	38	0	336	48	1,276	1.17%
Cambria	2,706	66.3%	1,795	311	18	215	544	62	1,189	1.09%
Cameron	89	93.9%	84	18	0	0	18	4	62	0.06%
Carbon	1,298	69.2%	898	177	29	66	272	19	607	0.56%
Centre	2,469	39.4%	974	196	45	0	241	66	667	0.61%
Chester	11,944	32.5%	3,881	451	226	0	677	278	2,926	2.69%
Clarion	837	60.2%	504	106	16	4	126	5	373	0.34%
Clearfield	1,508	69.9%	1,054	504	139	0	643	50	361	0.33%
Clinton	891	63.1%	562	91	0	0	91	17	454	0.42%
Columbia	1,320	66.1%	873	203	47	0	250	24	599	0.55%
Crawford	1,763	71.8%	1,265	138	0	0	138	90	1,037	0.95%
Cumberland	5,699	44.6%	2,544	168	0	54	222	147	2,175	2.00%
Dauphin	7,493	66.1%	4,954	622	166	36	824	350	3,780	3.48%

Delaware	13,529	43.8%	5,924	678	103	130	911	731	4,282	3.94%
Elk	788	70.6%	556	65	12	15	92	10	454	0.42%
Erie	6,333	63.2%	4,004	800	217	377	1,394	454	2,156	1.98%
Fayette	2,715	63.8%	1,731	556	95	31	682	45	1,004	0.92%
Forest	27	71.4%	19	0	0	23	23	0	-4	0.00%
Franklin	3,604	65.3%	2,352	359	75	0	434	19	1,899	1.75%
Fulton	314	62.0%	195	33	0	0	33	4	158	0.15%
Greene	798	59.5%	475	123	22	53	198	9	268	0.25%
Huntingdon	924	68.2%	630	219	32	19	270	6	354	0.33%
Indiana	1,816	66.4%	1,205	305	81	184	570	66	569	0.52%
Jefferson	1,098	67.6%	742	156	30	0	186	16	540	0.50%
Juniata	573	56.9%	326	100	24	0	124	3	199	0.18%
Lackawanna	4,458	63.6%	2,835	586	176	2	764	199	1,872	1.72%
Lancaster	14,097	56.2%	7,928	571	119	484	1,174	325	6,429	5.91%
Lawrence	1,978	64.5%	1,275	384	115	0	499	102	674	0.62%
Lebanon	3,936	68.1%	2,681	320	155	0	475	71	2,135	1.96%
Lehigh	9,092	58.4%	5,311	673	227	0	900	502	3,909	3.59%
Luzerne	7,446	68.0%	5,066	710	272	81	1,063	295	3,708	3.41%
Lycoming	2,367	67.1%	1,588	266	94	48	408	103	1,077	0.99%
McKean	760	69.7%	530	150	0	134	284	27	219	0.20%
Mercer	2,297	69.9%	1,606	380	85	8	473	89	1,044	0.96%
Mifflin	1,214	82.0%	995	151	19	0	170	9	816	0.75%
Monroe	3,705	62.8%	2,326	248	93	0	341	79	1,906	1.75%
Montgomery	18,995	31.5%	5,979	470	96	135	701	543	4,735	4.35%
Montour	453	54.6%	247	85	0	0	85	25	137	0.13%
Northampton	5,749	48.0%	2,762	338	80	154	572	202	1,988	1.83%
Northumberland	2,043	71.6%	1,462	216	48	19	283	24	1,155	1.06%
Perry	1,128	61.3%	692	33	0	51	84	4	604	0.55%
Philadelphia	42,007	70.3%	29,515	7,325	2,074	1,036	10,435	2,968	16,112	14.81%
Pike	752	53.8%	404	60	62	52	174	15	215	0.20%

Potter	334	70.3%	235	18	0	28	46	0	189	0.17%
Schuylkill	2,795	67.5%	1,888	353	41	52	446	57	1,385	1.27%
Snyder	852	69.3%	590	69	0	0	69	2	519	0.48%
Somerset	1,355	60.2%	816	110	22	111	243	6	567	0.52%
Sullivan	96	62.8%	60	0	0	0	0	0	60	0.06%
Susquehanna	893	63.8%	570	34	17	30	81	4	485	0.45%
Tioga	932	67.2%	627	102	68	0	170	44	413	0.38%
Union	795	56.3%	448	101	16	268	385	8	55	0.05%
Venango	1,153	75.0%	864	280	0	0	280	107	477	0.44%
Warren	836	66.3%	555	185	0	0	185	12	358	0.33%
Washington	4,235	48.7%	2,061	453	95	0	548	141	1,372	1.26%
Wayne	894	55.1%	492	87	40	81	208	16	268	0.25%
Westmoreland	6,386	51.4%	3,282	548	217	70	835	240	2,207	2.03%
Wyoming	429	62.7%	269	51	0	0	51	2	216	0.20%
York	10,835	53.2%	5,764	523	108	218	849	268	4,647	4.27%
<b>Statewide</b>	<b>291,064</b>	<b>61.2%</b>	<b>160,529</b>	<b>28,172</b>	<b>6,538</b>	<b>5,965</b>	<b>40,675</b>	<b>11,077</b>	<b>108,777</b>	<b>100.0%</b>

Appendix B: County slot allocations based on county level unmet need at 300% FPL and proposed funding amounts

County	County Unmet Need/Statewide Unmet Need Percentage	\$ 332,284,000 in Funding - 2% admin = 325,638,320/11000 CPC = 29,603 FDE Slots	\$ 322,284,000 in Funding - 2% admin = 315,838,320/11000 CPC = 28,713 FDE Slots	\$ 317,284,000 in Funding - 2% admin = 296,238,320/11000 CPC = 28,267 FDE Slots	\$ 302,284,000 in Funding - 2% admin = 291,806,089/11000 CPC = 26,931 FDE Slots
Adams	0.65%	192	187	184	175
Allegheny	6.19%	1832	1777	1750	1667
Armstrong	0.57%	168	163	161	153
Beaver	0.96%	283	274	270	257
Bedford	0.43%	126	122	120	115
Berks	4.63%	1370	1329	1308	1246
Blair	0.81%	239	232	228	217
Bradford	0.79%	235	228	224	214
Bucks	2.85%	845	819	807	768
Butler	1.17%	347	337	332	316
Cambria	1.09%	323	314	309	294
Cameron	0.06%	17	16	16	15
Carbon	0.56%	165	160	158	150
Centre	0.61%	181	176	173	165
Chester	2.69%	796	772	760	724
Clarion	0.34%	101	98	97	92
Clearfield	0.33%	98	95	94	89
Clinton	0.42%	123	120	118	112
Columbia	0.55%	163	158	156	148
Crawford	0.95%	282	274	270	257

Cumberland	2.00%	592	574	565	539
Dauphin	3.48%	1029	998	982	936
Delaware	3.94%	1165	1130	1113	1060
Elk	0.42%	124	120	118	112
Erie	1.98%	587	569	560	534
Fayette	0.92%	273	265	261	249
Forest	0.00%	-1	-1	-1	-1
Franklin	1.75%	517	501	494	470
Fulton	0.15%	43	42	41	39
Greene	0.25%	73	71	70	66
Huntingdon	0.33%	96	93	92	88
Indiana	0.52%	155	150	148	141
Jefferson	0.50%	147	142	140	134
Juniata	0.18%	54	53	52	49
Lackawanna	1.72%	509	494	486	463
Lancaster	5.91%	1750	1697	1671	1592
Lawrence	0.62%	183	178	175	167
Lebanon	1.96%	581	564	555	529
Lehigh	3.59%	1064	1032	1016	968
Luzerne	3.41%	1009	979	964	918
Lycoming	0.99%	293	284	280	267
McKean	0.20%	60	58	57	54
Mercer	0.96%	284	276	271	259
Mifflin	0.75%	222	215	212	202
Monroe	1.75%	519	503	495	472
Montgomery	4.35%	1289	1250	1230	1172
Montour	0.13%	37	36	36	34
Northampton	1.83%	541	525	517	492



Northumberland	1.06%	314	305	300	286
Perry	0.55%	164	159	157	149
Philadelphia	14.81%	4385	4253	4187	3989
Pike	0.20%	59	57	56	53
Potter	0.17%	51	50	49	47
Schuylkill	1.27%	377	366	360	343
Snyder	0.48%	141	137	135	129
Somerset	0.52%	154	150	147	140
Sullivan	0.06%	16	16	16	15
Susquehanna	0.45%	132	128	126	120
Tioga	0.38%	112	109	107	102
Union	0.05%	15	14	14	14
Venango	0.44%	130	126	124	118
Warren	0.33%	97	94	93	89
Washington	1.26%	373	362	356	340
Wayne	0.25%	73	71	70	66
Westmoreland	2.03%	601	583	573	546
Wyoming	0.20%	59	57	56	53
York	4.27%	1265	1227	1208	1150
<b>Statewide</b>	<b>100.00%</b>	<b>29603</b>	<b>28713</b>	<b>28267</b>	<b>26931</b>

## Appendix C: Guidance on use of the eGrants system

Applicants will apply using the Pennsylvania eGrants system which has been migrated into the MyPDESuite.

Applicants should reference the documents found under “eGrants migration to MyPDESuite” on [PA PRE-K COUNTS HOW TO APPLY – THE PENNSYLVANIA KEY \(pakeys.org\)](https://pakeys.org) and complete the migration process.

### Accessing the eGrants system:

When OCDEL receives the REQUIRED Letter of Intent, OCDEL staff will add the applying agency into the eGrants system. This is the first step to accessing the PA PKC application.

New applicants will receive two (2) email notifications

- One with eGrants log-in information; and
- One detailing the next steps to access the application from OCDEL.

Applicants who have completed the MyPDESuite migration process will receive one (1) email notification from OCDEL detailing next steps to access the application. Those programs will need to use their Keystone Login ID and password to login to myPDESuite to access eGrants.

### Once the applying agency has access to the eGrants system:

Use the eGrants “**Getting Started Guide**” and “**Creating a grant application**” as a point of reference.

Below are instructions for setting up and starting the application.

First, complete the steps of the setup wizard:

1. Select **Child Development and Early Learning** (Top right-hand corner).
2. Select **Grant year, 2023-2024** (Top right-hand corner).



Hello Winnie Richards | Bureau User | SIGN OFF

2023-2024

Select a Program

Child Development and Early Learning


To create a new grant application:


- From the Dashboard, select the **Programs Available Without Applications** button.


## eGrants Dashboard

Navigate to your grant program applications using the buttons below.

[News Feed](#) [User Guides](#)

  
**Programs**  
Available Without Applications

  
**Applications**  
Incomplete/In Process

  
**Applications**  
Returned for Corrections

- Next the **Open Grants** screen will appear. Click on the “Start Application” icon next to the Pennsylvania Pre-K Counts Competitive Grant FY 2023-24.

eGrants Dashboard

Programs Available without Applications.

---

### Open Grants

This list includes available programs across all program years. Click the Start Application button to review program details and/or to start an application.

Program Year	Grant Title	Contract Start Date	Contract End Date	Apply Start Date	Apply End Date	Submit End Date	
2023-2024	Pennsylvania Pre-K Counts Competitive Grant FY 2023-24	7/1/2023	6/30/2024	3/10/2023	4/25/2023	4/25/2023	<a href="#">Start Application</a>

[View Grant Proc](#)

- Next the **Grant Profile** page will appear. If your Agency is eligible to apply, the **Start Application** button will show. Click on that button to begin creating the grant application.

Grant Profile Detail  
View Grant Profile Detail

---

Grant Profile

Pennsylvania Pre-K Counts Competitive Grant FY 2023-24

Tasks

Start Application

Overview PDE Contacts

- Next complete the “**setup wizard**”

pennsylvania DEPARTMENT OF EDUCATION

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2023-2024 Child Development and Early Learning

eGrants Alerts(0) Dashboard Home Grant Setup Grant Management Peer Review Review Management Administration Help

Grant Title: Pennsylvania Pre-K Counts Competitive Grant FY 2023-24

Setup Contact Sign Off Finish

### Setup

Welcome to the Create Grant Application Wizard Set Up page. You will use this wizard to set up your grant application.

Select the grant application type, then click Next. \*

Original

Agency \*  
Aliquippa SD

Next Cancel

- Select **original** from drop box. Then select **agency name** from the agency drop box. Click **Next**

7. Complete **contact information**. This should be the person who is directly responsible for completing and submitting the application. Click the **Next** button.



## Contact

Your contact information appears in the fields below. Please review and make any needed changes, then click Next.

Title	<input type="text" value="Select"/>
First Name *	<input type="text" value="Winnie"/>
Middle Initial	<input type="text"/>
Last Name *	<input type="text" value="Richards"/>
Job Title *	<input type="text" value="Early Childhood Education Advisor"/>
Email *	<input type="text" value="winrichard@pa.gov"/>
Phone *	<input type="text" value="717-772-4849"/>
Phone Ext.	<input type="text"/>

8. Complete the **authorized sign off**. Then click the **Next** button.

Authorized Sign off

Authorized Signoff Preferences

Electronic Signature

Print, Sign & Mail

Previous Next Cancel

- Choose Electronic Signature if you have been approved for this option. If not, choose Print, Sign & Mail.
- Signatures are not needed to submit the initial grant application.

If approved, grant documents may be signed by Local Education Agencies (LEAs) and community organizations with a Board of Directors using the electronic signature (e-signature) option within the eGrants system. Directions on obtaining e-signature can be found under “eGrants Electronic Signature (eSignature)” at [PA PRE-K COUNTS HOW TO APPLY – THE PENNSYLVANIA KEY \(pakeys.org\)](https://pakeys.org). **Electronic signature is not needed at the time of application submission but will be needed if awarded the grant.** Instructions for the signature process will be provided in approval letters.

If approved, other community agencies (without a Board of Directors) will need to sign and return hard copies of the grant materials. **Signature methods are not needed at the time of application submission but will be needed if awarded the grant.** Instructions for the signature process will be provided in approval letters.

9. The “finish” screen will populate. Click **Finish** to complete the grant setup wizard.

The screenshot shows the Pennsylvania Department of Education eGrants interface. At the top, the user is logged in as Winnie Richards, a Bureau User, with a 'SIGN OFF' button. The navigation menu includes Home, Grant Setup, Grant Management, Peer Review, Review Management, Administration, and Help. The current grant title is 'Pennsylvania Pre-K Counts Expansion Grant FY 2022-23'. A progress bar shows four steps: Setup, Contact, Sign Off, and Finish. The 'Finish' button is highlighted in blue. Below the progress bar, the 'Finish' section contains a congratulatory message: 'Congratulations! You're almost done creating your grant application! Click Finish to complete your grant application. You will be able to write and submit your grant application in the Grant Application Detail page.' At the bottom right, there are three buttons: 'Previous', 'Finish', and 'Cancel'.

10. To continue working on the grant after starting the application go to the **dashboard**, **Applications Incomplete/In process** button to continue working on the grant.

The screenshot shows the eGrants Dashboard. At the top, there is a header for 'quality pre-kindergarten Head Start services for eligible children throughout Pennsylvania.' Below this is the 'eGrants Dashboard' title and a navigation instruction: 'Navigate to your grant program applications using the buttons below.' There are two buttons at the top right: '0 News Feed' and 'User Guides'. The main dashboard area features three large buttons: '0 Programs Available Without Applications' (red), '1 Applications Incomplete/In Process' (green), and '0 Applications Returned for Corrections' (orange).

## 11. Workers Protection Form-Mandatory

Please upload the “[Workers Protection Form](#)” in the **Uploads** section of eGrants before submitting your grant application. **Executive Order 2021-06 Workers Protection Contractor Grantee Notice** information can be found on the PreK Counts How to apply website under “quick links”.

The screenshot displays a grid of application sections. Each section has a blue header and a white content area with a scroll arrow on the right. The sections are:

- Instructions**: Complete all sections and mark as complete before submitting.
- Authorized Signoff**: Contract Document Signoff
- Content**:
  - Narratives**:
    - ✓ General Information
    - ✓ Contact Information
    - ✓ PKC Status, Partnerships, and Locations
    - ✓ Rationale for Services
    - ✓ Program Description and Staffing
    - ✓ Collaborations
    - ✓ Program Assurances
  - Budget**:
    - ✓ Budget Detail
    - ✓ Budget Summary
- Funding Accountability and Transparency Data**: Enter Agency/LEA Information
- Reporting/Guidelines**:
  - Contract Documents
  - Project Reports
  - [Uploads](#)
  - Final Reporting
- Administrative Functions**

The application is separated into sections. Review the **application guidance** above for specific information on each section of the application.

After saving each section they must ALL be marked “**complete**”. A checkmark will appear beside each section when it has been completed.

If you need to “edit” a section that was “**marked complete**”. Click on the “**make in process**” button at the bottom of the page you want to edit.

Applicants must click the “Submit for Peer Review” **button once** within the eGrants system before the application is considered “**submitted for peer review**”.

Applicants are encouraged to FULLY review the full application prior to finalizing the submission process. Once submitted, the application workflow step status will change to “**submitted for peer review.**” This is the only notification the applicant will receive that the submission process has been completed.