



Head Start Supplemental Assistance Program Request for Applications (RFA) Guidance

FY 2022-2023



Commonwealth of Pennsylvania

Tom Wolf, Governor

Department of Education

Noe Ortega, Secretary

Office of Child Development and Early Learning

Tracey Campanini, Deputy Secretary

Bureau of Early Learning Policy and Professional Development

Kesley Shaw, Director

Division of Standards and Professional Development

Deborah C. Wise, Chief

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333 Market Street, 11th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 787-4417, Fax: (717) 783-9348

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Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750, Fax: (717) 783-6802

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education
Office of Child Development and Early Learning
333 Market Street, 6th Floor, Harrisburg, PA 17126-0333
Voice: (717)787-7489, Fax: (717) 787-1529
www.education.pa.gov
All Media Requests/Inquiries: Contact the Office of Press & Communications at (717) 783-9802

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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 success.

The Head Start Supplemental Assistance Program (HSSAP) began in fiscal year (FY) 2004-05 with a \$15 million state allocation that benefited 2,469 children served by 35 grantees across 39 counties. Since then, the program has grown considerably. In FY 2021-2022, there were 6,774 funded slots in state-funded Head Start programs being administered by 41 lead agencies in 49 counties.

The intent of HSSAP is to increase the number of low-income, Head Start-eligible children receiving high quality pre-kindergarten services in Pennsylvania. The proven high standards of Head Start programs ensure that young children are prepared for school, helping to close the achievement gap between groups of students in the K-12 educational system while their families receive additional services that enable them to support their children's successful entry into school.

Governor Wolf's proposed 2022-2023 state budget expands HSSAP by \$10 million, allocating a total of \$79 million to be distributed across eligible applicants starting a new five-year cycle July 1, 2022.

HSSAP funding is awarded competitively on a five-year grant cycle. FY 2022-2023 begins a new five-year cycle. All current HSSAP grantees, as well as any new, eligible applicants MUST apply during this competitive RFA process. The Pennsylvania Department of Education (PDE), Office of Child Development and Early Learning (OCDEL) is announcing this competitive HSSAP Request for Application (RFA) for fiscal year 2022-23. OCDEL encourages all eligible Head Start and Early Head Start providers to apply.

This RFA is intended to support providers in preparing to serve and enroll children by September 2022. The RFA is being released in February 2022 to give providers time to conduct outreach to families; recruit, hire and train staff; and plan for implementing the program pending grant approval. Applicants may submit funding proposals aligned with the program models outlined in the [Head Start Program Performance Standards 1302 Part B](#).

Applicants must submit Letters of Intent to RA-PAPreKCounts@pa.gov by 3:00 PM on February 25th, 2022. Only applicants that submit a complete Letter of Intent by the deadline will be permitted to apply for funding.

All applications must be submitted in eGrants by Monday, March 28th, 2022 at 3:00 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, and inquiries should be sent to RA-PAPreKCounts@pa.gov. To provide consistent messaging and an equitable application process, ONLY questions sent to RA-PAPreKCounts@pa.gov will be addressed. Questions and responses not already covered within the Application Guidance document will be included in a Frequently Asked Questions document posted at [HSSAP How to Apply](#).

APPLICATION PROCESS

OCDEL is using a competitive application process to disburse available state funding to eligible grantees beginning in FY 2022-23. This grant cycle is for a one-year grant with the option for four renewal years. During renewal years (grant continuation) there is no guarantee of cost-per-slot increases, so applicants should consider the full five-year cycle when applying.

The ceiling or limit on the potential number of slots that may be awarded to any applicant will depend upon a county's unmet need percentages, the number of applicants, and the amount of funding available. Funding is contingent upon approval by the Pennsylvania General Assembly.

HSSAP grants are funded via state dollars and, therefore, carryover funds are not permitted. All grant dollars identified in this FY 2022-23 application must be encumbered or spent by June 30, 2023.

Applicants should thoroughly review [Head Start Program Performance Standards](#) prior to submitting the 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 HSSAP Statute and Regulations.

ELIGIBLE APPLICANTS

Eligible entities include:

- Head Start grantees; and
- Early Head Start grantees.

Successful applicants MUST demonstrate:

- Current federal funding for Head Start or Early Head Start as a grantee or delegate; and
- No uncorrected deficiencies from the most current federal Monitoring Review.

Applicants must have the following in place to complete an application:

- REQUIRED Letter of Intent (see below);
- Vendor number (SAP #);
- Administrative Unit Number (AUN);
- Master Provider Index number (MPI); and
- Federal ID number or Tax ID number.

Applicants should review all information in this document before submitting the required Letter of Intent to apply.

Required Letter of Intent

Because of the need to establish access to eGrants procurement system, applicants must submit a completed [Letter of Intent](#) (LOI) using the template posted at [HSSAP How to Apply](#). The LOI represents the applicant's intent to apply for HSSAP funding and includes preliminary information about requested funding, program model, provider type, and area to be served. Except for the legal entity and AUN, information submitted in the LOI may be modified in the final eGrants application.

Programs interested in applying must submit a fully completed **LOI by 3:00 PM on February 25th, 2022**, to RA-PAPreKCounts@pa.gov. Applications will open in the eGrants system two to four business days after a completed LOI from an eligible applicant is received. Eligible applicants submitting a fully complete LOI by the due date will be notified when their HSSAP application is open in eGrants.

Programs that do not submit the LOI will not be able to access or submit a funding application in the eGrants system.

LOIs will be reviewed to ensure all information has been completed, is accurate, and that the applying agencies are eligible to apply.

Incomplete or inaccurate LOIs received prior to the due date will be returned to the applicant for corrections and will not be processed until re-submitted with all information provided and corrected.

Any LOI received from an agency that does not meet the eligibility requirements listed above will be returned to the applicant and will not be processed.

Any LOIs received after 3:00 PM on February 25th, 2022, will be considered "late" and will not be accepted.

*Administrative Unit Number (AUN)

HSSAP applicants will need to supply a valid Administrative Unit Number (AUN) within the LOI. ***An LOI without a valid AUN that matches the legal name of the applying entity will not be accepted.*** To verify your AUN or to check to see 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.

Applicants not currently licensed by PDE, do not have an AUN and should contact Brian Bell at bribell@pa.gov or 717-346-0038 or James Redd at jaredd@pa.gov or 717-705-2910 at OCDEL.

Bidder's Conference

A virtual Bidder's Conference will be held through Zoom on February 23rd, 2022, from 1:00 pm-2:30 pm. To attend: please register at the [HSSAP Virtual Bidders Conference Registration link](#)

Meeting ID: 955 9741 6773

Passcode: 039816

One tap mobile

+13017158592,95597416773# US (Washington DC)
or

+13126266799, 95597416773# US (Chicago)

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

Meeting ID: 955 9741 6773

The recording will be posted at [HSSAP How to Apply](#) shortly after to assist interested applicants in the completion of the application. The Bidder's Conference will include information on the application process and program requirements and participation is highly encouraged.

In addition to the Bidder's Conference, applicants are encouraged to view 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 login is required to access this course.

Application Deadline and Submission Information

Applicants will apply using the Pennsylvania eGrants system. OCDEL staff will manage the application process through the eGrants system. Applicants will be notified of award or non-award within the eGrants system.

All applications must be submitted by March 28th, 2022 at 3:00 PM. Applications submitted after this date and time will not be accepted or reviewed.

The HSSAP application can be accessed at [eGrants](#).

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 "Complete Step" button **once** within the eGrants system before the application is considered submitted for peer review.

Applicants are asked 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.

SCOPE AND USE OF FUNDS

Successful applicants MUST demonstrate:

- Current federal funding for Head Start or Early Head Start as a grantee or delegate; and
- No uncorrected deficiencies from the most current federal Integrated Monitoring System.

Eligible applicants that apply for HSSAP funding must provide assurance that they operate in full compliance with the federal Head Start Act, federal Head Start Program Performance Standards, and other program regulations. They assure they will provide updates to OCDEL if any changes in their compliance status occur during the program year. Failure to do so jeopardizes continued grant funding. To maintain HSSAP funding, grantees must maintain their federally-funded Head Start/Early Head Start status as a grantee or delegate agency.

HSSAP funding is awarded competitively on a five-year grant cycle. FY 2022-2023 begins a new five-year cycle. All current HSSAP grantees, as well as any new, eligible applicants MUST apply during this competitive RFA process. This grant cycle is for a one-year grant with the option for four renewal years. During renewal years (grant continuation) there is no guarantee of cost-per-slot increases so applicants should consider the full five-year cycle when applying.

Applicants should create this year's budget considering the amount of funding that may be needed by year five of the grant cycle. This means creating projections for a five-year budget while only applying for one year. As part of the application process, applicants will be asked for five-year projections with a detailed explanation of the projections, as well as a single year (FY 2022-2023) detailed budget and budget summary.

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

The Department has identified the following funding priorities that will be considered when funding decisions are made:

- Funding equal to the grant amount received in FY 2021-2022, shall go first to FY 2021-2022 grantees with Program Review Instrument (PRI) scores indicating program requirements have been fully or partially met and, who, by March 1, 2022, enrolled children to fill 90 percent of the number of slots they were contracted to serve for FY 2021-2022. Note: FY 2021-2022 HSSAP grantees in which the most recent Program Review Instrument (PRI) score is in "does not meet" status will not be considered for funding regardless of enrollment levels.
- For FY 2021-2022 HSSAP grantees with Program Review Instrument (PRI) scores indicating program requirements have been fully or partially met but, who, by March 1, 2022, failed to fill 90 percent of the number of slots it was contracted to serve for FY 2021-2022, funding equal to an amount reduced proportionally based on the number of slots enrolled as of March 1 will be provided.
- Any remaining funding will be distributed based upon the following:

- County level unmet need: Funding will be distributed based upon county unmet need percentages (see [Appendix A](#)) relative to the amount of funding remaining from what was allocated to the HSSAP state budget line item; and
- Overall quality of the application represented by the application score.

Applicants are eligible to apply for only one grant per fiscal year. Carryover funds are not permitted. All grant funds identified in this FY 2022-23 application must be encumbered or spent by June 30, 2023. Grant awards are based on the availability of funds to PDE to support this project.

APPLICANT REVIEW, SCORING RUBRIC, AND NOTIFICATION

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

Narrative

- General Information
- Contact Information
- HSSAP Status, Partnerships, and Locations
- Program Description/Work Statement
- Program Assurances

Budget

- Budget Detail
- Budget Summary

Applications **completed** and **submitted on time by an eligible applicant** will be reviewed by a team of reviewers determined by OCDEL. These reviewers will be familiar with the federal Head Start Program Performance Standards. Applications will be awarded ratings based on the applicant’s ability to provide concise and detailed responses that address the questions, adhere to the federal Head Start Program Performance Standards in the responses, and adhere to the application instructions. [Federal Head Start Program Performance Standards](#) should be reviewed prior to application.

The overall application is worth up to 450 points. Evaluation of the entire application will be based on the following criteria:

General Information:

Section Maximum points = 0

- Failure to 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.*

Contact Information:

Section Maximum points = 0 points.

- Must be completed for consideration.
- Failure to complete the Contact Information section will result in the disqualification of the proposal.

HSSAP Status, Partnerships and Locations, Five-year Budget Projections:

Section Maximum points = 80 points

Grantee Status:

up to 30 points

- 30 points for current grantees with a “Fully Meets” score on most recent PRI; or
- 20 points for current grantees with a “Partially Meets” score on their most recent PRI; and
- 0 points for new applicants.

Applications in which the applying agency has non-corrected deficiencies with the Federal Head Start Program Performance Standards will not be considered for funding. FY 2021-2022 HSSAP grantees in which the most recent PRI score is in “does not meet” status also will not be considered for funding.

Partnerships:

No points awarded but must be completed for consideration if passing funding through to partners (joint applications only).

Joint applicants are asked to complete partnership charts. Single applicants do not need to complete these charts. In addition, a Letter of Commitment from each partner agency is required to be uploaded. 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.

Locations:

No points awarded but must be completed for consideration (all applicants).

All applicants are asked to complete location charts that detail the locations where HSSAP slots will be served. 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.

Five-year budget projections:

50 points based on the quality of response and the relationship between the uploaded projections and the detailed responses.

Program Description/Work Statement

The following work statement sections must be addressed within the Work Statement of this application. Each question must be answered completely with enough detail to understand exactly what is being proposed and responses should follow [Head Start Program Performance Standards](#) to receive the maximum number of points.

Eligibility, Recruitment, Selection, Enrollment and Attendance (Head Start Program Performance Standards 1302 subpart A) Section Maximum points = 60

Q1: Federally approved service area:

10 points based on the quality of the response.

Locations entered on the locations chart within the “HSSAP Status, Partnerships, and Locations” section of this application will be reviewed to assure proposed locations are within the applicants federally approved service area.

Q2: Community-need:

20 points based on quality of response.

Q3: Collaborations and Prioritization of Services based on available pre-kindergarten services in the community:

30 points based on quality of response.

Program Structure (Head Start Program Performance Standards 1302 subpart B) Section
Maximum points = 40

Q1: Program Structure:

10 points based on quality of response.

Q2: Proposed model for HSSAP funding:

30 points based on quality of response.

- For **center-based** options, include the number of annual hours of planned class operations, as well as the number of months of operation.
- For **home-based** options, include specific information about the services offered using HSSAP funding.
- For **family child care** options, include annual hours of operation. Include specifics showing that HSSAP funding will be applied only to pre-kindergarten aged children.
- Locally designed program options will only be considered when a federal waiver is already approved for the variation.

In addition to describing the proposed model, applicants should describe how the proposed use of HSSAP funding aligns with and/or supports the applicant’s approved federal model.

Family and Community Engagement Program Services (Head Start Program Performance Standards 1302 subpart E)

Section Maximum points = 120 points

Q1: Family engagement approach:

- 20 points based on quality of response.

Q2: Collaborations with Early Intervention:

- 20 points based on quality of response.

Q3: Collaborations with PA Pre-K Counts and/or other available pre-kindergarten services:

- 20 points based on quality of response.

Q4: Collaborations with Local Education Agencies (LEAs)/school districts to meet ESSA Head Start coordination requirement, specifically:

- 20 total points (based on quality of response):
 - transferring child records to LEAs/schools:

- ❖ 4 points based on quality of response
- establishing channels of communication with LEAs/schools:
 - ❖ 4 points based on quality of response
- conducting meetings with parents and kindergarten/school staff:
 - ❖ 4 points based on quality of response
- organizing and/or participating in transition-related training with school staff:
 - ❖ 4 points based on quality of response
- linking Head Start services to LEAs/schools and utilizing LEAs/school educational and/or other services:
 - ❖ 4 points based on quality of response

Q5: Collaborations with child care and other community early learning programs including evidenced-based home visiting:
20 points based on quality of response

Q6: Collaborations with other local community agencies, beyond those in the previous questions, that support early learning (e.g., health organizations, libraries, social service agencies, IHEs, Early Learning Resource Centers (ELRCs):
20 points based on quality of response.

Staffing

Section Maximum points = 30 points

Q1: Recruitment and Retention of Effective Staff:
30 points based on quality of response and salary ranges.

COVID-19 Post-pandemic Planning

Section Maximum points= 20 points

Q1: Covid-19 Pandemic planning and contingencies:
20 points based on quality of response.

Program Assurances:

Section Maximum points = 0 points

Failure to fully complete the Program Assurances in the affirmative will result in disqualification of the proposal.

Budget:

Section Maximum points = 100 points

Budget detail which includes a line-item budget and justification for FY 2022-2023 are submitted and complete. The budget request and justification support the program description the grantee has proposed in the application for FY 2022-2023.

Funding Distribution and Notification

The application score along with information on the county level of unmet need (see [Appendix B](#)) will be used to make funding decisions.

Negotiations with potential applicants are anticipated to begin after the application deadline and that applicants will be notified of selection or non-selection in June 2022, with final selection pending enactment of the FY 2022-23 budget that includes program funding. Once contracting is completed, selected grantees may begin programming.

TIME PERIOD, AND REQUIRED REPORTING AND MONITORING

Time Period:

Contingent on the approval of HSSAP appropriation in the FY 2022-23 budget, funding will be available for program expenses from July 1, 2022, through June 30, 2023.

Monitoring and Reporting:

Successful applicants will submit reports through the Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) online data reporting system. System training is available through OCDEL; staff is available to offer technical assistance as needed.

HSSAP grantees receive periodic site visits to monitor and learn about program operations, and to identify model programs and practices. OCDEL staff is available to discuss 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 TEMPLATE AND CONSIDERATIONS FOR A COMPETITIVE APPLICATION

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

GENERAL INFORMATION:

Legal name of the applicant agency:

This is the name and address an agency uses on its federal W-9 form. It is used when registering for the agency's federal ID number. Applicants for HSSAP 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 providing 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 for HSSAP 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, (717) 705-2910) or Brian Bell (bribell@pa.gov, (717) 346-0038) at OCDEL.

Master Provider Index (MPI)

The supplied Master Provider Index (MPI) number MUST align with the legal name and address provided in the application. All HSSAP 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, HSSAP, 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 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 their MPI numbers. MPI numbers will not be provided without a Federal Tax ID number.

Tax ID Number or Federal ID Number

This is the number an agency uses on its federal W-9 form. Applicants for HSSAP 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

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 Type

Single grantees are defined as lead agencies responsible for operating HSSAP classrooms at their service location(s) under this grant.

Joint grantees are defined as lead agencies with partners.

Partnerships are defined as a provider receiving a pass-thru grant from the grantee and being responsible for operating HSSAP classrooms at their service location(s) under this grant. Do not include information on agencies that are providing contracted services but are not operating the HSSAP program/classroom.

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 “HSSAP Status, Partnerships, and Locations and 5-year Budget Projections” section within the eGrants system to complete a joint application.

Summary of Grant Request (0 points):

This section of the application asks for the following information:

Grant amount requested

This is the amount of funding requested to implement the proposed model. Please respond using whole numbers only. The amount entered in this section of the application must match the amount in the FY 2022-2023 budget detail and the FY 2022-2023 budget summary of this application.

Number of slots requested

Include the total number of slots being requested.

Cost per child

Cost per child is calculated by dividing the requested grant amount by the total number of slots requested. **This grant cycle is for a one-year grant with the option for four renewal years. During renewal years (grant continuation) there is no guarantee of cost per slot increases so applicants should consider the full five-year cycle when applying (see page 19 for details).**

Sample formula for determining requested grant amount:

Maximum number of slots anticipated in your plan for any operating year = Slots (Children) x The allowable cost per child @ \$10,000.00 = \$XX. Multiply by one (1) grant year = \$xx or requested grant amount.

Example as a formula: 20 Slots (children) X \$10,000.00 = \$200,000.00 X 5 years = \$1,000,000.00 or Year 5 = 20 Slots (children) X \$10,000.00 = \$200,000.00 for the year 5 requested grant amount.

CONTACT INFORMATION

Complete all requested information. 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.

If successful with the proposal, grant documents may be signed by Local Educational Agencies (LEAs) using the electronic signature (e-signature) option within the eGrants system (see [Appendix D: eGrants electronic signature](#)). Grantees who are not LEAs will sign and return hard copies of the grant documents.

HSSAP STATUS, PARTNERSHIPS AND LOCATIONS, 5-YEAR BUDGET PROJECTIONS

HSSAP Status, Partnerships and Locations, 5-year Budget Projections:

Section Maximum points = 100 points

HSSAP Status:

This section of the application asks applicants about current HSSAP grantee status as a lead agency including FY 2021-2022 Program Review Instrument (PRI) scores, current federal Head Start compliance status, and enrollment percentages by March 1, 2022. FY 2021-2022 grant recipients shall be eligible to receive 2022-2023 grants of the same amount as received in 2021-2022 if:

- the agency is currently in compliance with federal Head Start Program Performance Standards with no record of non-corrected deficiencies;
- by March 1, 2022, the HSSAP grantee enrolled at least 90 percent of the number of slots it was contracted to serve for FY 2021-2022. This response will be verified using PELICAN data. Grantees should ensure PELICAN data is accurately reported BY February 28th, 2022, which reflects enrollments through March 1; and
- the agency maintained a FY 2021-2022 Program Review Instrument (PRI) score that “fully meets” or “partially meets” requirements.

For FY 2021-2022 HSSAP grantees with Program Review Instrument (PRI) scores indicating that program requirements have been fully or partially met but who, by March 1, 2022, failed to fill 90 percent of the number of slots they were contracted to serve for FY 2021-2022, funding equal to an amount reduced proportionally based on the number of slots enrolled as of March 1 will be provided. Applicants in this category will be asked to provide reasons for the under-enrollment, and any efforts taken to achieve full enrollment. Reasons directly related to the COVID-19 pandemic, including being understaffed, will be considered in funding decisions about how to allocate any remaining funding across all applicants.

Applications in which the applying agency has non-corrected deficiencies with the Federal Head Start Program Performance Standards will not be considered for funding. FY 2021-2022 HSSAP grantees in which the most recent PRI score is in “does not meet” status also will not be considered for funding.

In addition to funding priority, applicants will also receive application points for their Program Review Instrument (PRI) scores as such:

- 50 points awarded to current grantees with “fully meets” on most recent PRI
- 20 points awarded to current grantees with “partially meets” score on most recent PRI
- 0 points for new applicants

Partnerships:

No points awarded for this section, but it must be completed for consideration if passing funding through to partners (joint applications only)

Joint applicants are asked to complete partnership charts. Single applicants do not need to complete these charts. Applicants are asked to complete this section so that reviewers and program staff can understand how partnerships will be managed if funding is awarded, as well as to assure alignment between the proposed partners and program model descriptions/budget

information provided in the rest of the application. This section also allows for expedited set up of grant structure within the PELICAN data system if funding is awarded. Accurate and complete information is expected when completing the partnership chart.

If you are applying as a joint applicant, please complete a chart for ALL partners you are proposing to **provide pass-through funding to operate** HSSAP locations/classroom(s) as part of your grant. **Joint applications without a completed Partnership Chart WILL NOT be reviewed.**

In addition to the partnership chart, a Letter of Commitment from each partner agency is required to be uploaded. 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.

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 when a provider receives a pass-thru grant from the grantee and is responsible for operating HSSAP classrooms at their service location(s) under this grant. **Do not** include information on agencies providing contracted services but are not “operating” the HSSAP program/classroom. **A signed Partner Letter of Commitment also must be uploaded for each proposed partner.**

Locations:

No points awarded but must be completed for consideration (all applicants)

Location is defined as any physical address where a HSSAP classroom will be located. All applicants are asked to complete location charts which detail the locations where HSSAP slots will be served. The location chart provides information on any and all locations where HSSAP slots are being proposed. For BOTH joint and single grantees, please complete the location chart for ALL locations you are proposing to enroll children in for HSSAP.

Applicants are asked to complete this section so reviewers and program staff can understand how locations will be managed if funding is awarded, as well as to assure alignment between the proposed locations and program model descriptions provided in the rest of the application. This section also allows for expedited set up of grant structure within the PELICAN data system if funding is awarded. Accurate and complete information is expected when completing the location chart.

Applications without a completed Locations 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 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.

The total sum of location slots must match the grantee's total requested slots requested in the General Information Section. Each location base MPI# (9 digits) must match either the Lead Agency MPI# or a Partner MPI#.

Five-year budget projections:

50 points based on the quality of response and the relationship between the uploaded projections and the detailed responses.

HSSAP funding is awarded competitively on a five-year grant cycle. FY 2022-2023 begins a new five-year cycle. All current HSSAP grantees, as well as any new, eligible applicants MUST apply during this competitive RFA process. This grant cycle is for a one-year grant with the option for four renewal years. During renewal years (grant continuation) there is no guarantee of cost per slot increases so applicants should consider the full five-year cycle when applying.

Applicants should create this year's FY 2022-2023 budget considering the amount of funding that may be needed by year five of the grant cycle. This means creating projections for a five-year budget while only applying for one year. As part of the application process applicants will be asked for five-year projections with detailed explanation of the projections, as well as a single year (FY 2022-2023) detailed budget and budget summary. **The overall budget (funding) for each year of the five -year cycle should not exceed the requested grant amount proposed in this application.**

The five-year projected budget should clearly show how FY 2022-2023 funds will be spent and should match what is proposed in the FY 2022-2023 budget section of this application. For the four subsequent years on the five-year projection, applicants should consider and show how line-item expenditures might shift from year to year to account for "cost of living" and other projected needs. It is likely that the FY 2022-2023 budget may show line-item expenditures that exceed the recommended percentages for items such as supplies and equipment to account for single year purchases. Doing so will not result in scoring deductions if the narrative and budget justification clearly state why this is the case and align with the information presented in the five -year budget projections, and if the five-year budget projections are reasonable. It is anticipated that the expenditures in the FY 2022-2023 line items may decrease over the subsequent four years and that funding would shift to account for things like increases to salary and benefits. This is an example of how applicants might approach the five -year budget projection.

Applicants will only be accountable to the FY2022-2023 budget submitted as part of this application. Applicants will not be held accountable to the projections and will submit continuation grant applications each subsequent grant year to provide actual budgets for those years, which can differ from the projections provided as part of this application. The projections are meant to help applicants, reviewers, and program staff understand how the FY 2022-2023 budget was constructed and how it may change over the five-year grant cycle while allowing applicants to apply for a funding amount that meets both the needs of FY 2022-2023 and the subsequent years of this grant cycle.

Applicants will upload a [five-year budget projection spreadsheet template](#) AND describe how the requested funding will support the whole 5-year grant cycle. In the narrative response,

applicant should include specific data/ and how the budget projections were made. Applicants should describe explicitly how AND why line items in the first-year budget (completed in the budget section of this application) are projected to be adjusted over the whole 5-year grant cycle.

Program Description/Work Statement

The following work statement sections must be addressed within the Work Statement of this application. Each question must be answered completely with enough detail to understand exactly what is being proposed and responses should comply with Head Start Program Performance Standards to receive the maximum number of points.

When constructing responses, applicants should provide data and details that support the question being addressed and avoid providing data and details that are not related to the specific question being asked. Reviewers **will score each question separately** based solely on the response to the question being asked. Other than where the application explicitly asks for uploaded documentation, applicants **should not upload additional information** to support their response to a question. Reviewers will be directed to review and score questions based solely on the narrative directly provided for each question.

Eligibility, Recruitment, Selection, Enrollment and Attendance (Head Start Program Performance Standards 1302 subpart A)

This section of the application asks applicants to provide detailed responses to three questions related to Head Start Program Performance Standards 1302, subpart A. The questions relate directly to §1302.11 Determining community strengths, needs, and resources, as well as §1302.14 Selection process.

Q1: Federally approved service area:

10 points awarded if locations entered on the locations chart within the “HSSAP Status, Partnerships, and Locations” section of this application are within the applicants federally approved service area.

Applicants are asked to define their agency’s federally approved service area, required by Head Start Program Performance Standard 1302.11 (a). Proposed HSSAP funding must provide services within the federally approved service area. Locations entered on the locations chart within the “HSSAP Status, Partnerships, and Locations” section of this application will be reviewed to assure proposed locations are within the applicants federally approved service area.

Points will be deducted if the location charts are not completed and/or if the locations are not located within the described federally approved service area.

Q2: Community need:

20 points awarded for detailed responses that include information describing the agency’s community-wide strategic planning and needs assessment, required by Head Start Program Performance Standard 1302.11 (b), and explicitly relating the findings of the agency’s community-wide strategic planning and needs assessment to the proposed HSSAP services.

This question affords the opportunity to provide a data-based rationale for the proposed HSSAP services. Applicant should provide specific information/data from the agency's most recent strategic planning and needs assessment in the response and provide clear connections to show alignment between the agency's strategic planning and needs assessment and the proposed HSSAP services.

Points will be deducted for responses with limited information, lack of specific detail, and lack of details making connections to the proposed HSSAP services.

Q3: Collaborations and Prioritization of Services based on available pre-kindergarten services in the community:

30 points awarded for detailed responses that describe community coordination efforts including but not limited to:

- how well the applicant understands the pre-kindergarten landscape in the proposed HSSAP service area;
- how relationships are developed across programs serving the same demographic population;
- how recruitment is coordinated to assure families have access to the program that is the best fit for their needs; and
- and, in cases where, a non- Head Start, full day pre-kindergarten option exists, how the program either prioritizes younger children or a detailed description with a rationale stating why prioritization of younger children is not occurring.

While Head Start typically serves children with the greatest need, families are encouraged to choose from those services available to them within the community that best serve their individual circumstances. A communication system of shared waiting lists and referrals within the community is critical to assure families understand the services that are available, so they make the most informed decisions. Applicants are asked to include information from the agency's community-wide strategic planning and needs assessment detailing, at minimum, the pre-kindergarten landscape of the service area. In addition to the minimum pre-kindergarten information, applicants may choose to include additional information on other community programs as it relates to recruitment of children for HSSAP services.

In addition, Head Start Program Performance Standard 1302.14 (a) details the federal requirements for prioritizing younger children as part of the selection process, in cases where Head Start eligible children can enroll in high-quality pre-kindergarten for a full school day. In cases where the service area pre-kindergarten landscape shows the availability of high-quality pre-kindergarten for a full school day, the applicants should describe either 1) how younger children will be prioritized, or 2) why this requirement may not be met.

Points will be deducted for responses that do not explicitly describe the pre-kindergarten landscape in the proposed HSSAP service area. Applicants who do not provide specific data/information with recent data sources cited will have points deducted. Points will be deducted for responses with limited detail, lack of information regarding community coordination efforts and lack of information about prioritizing younger children where other options for full day pre-kindergarten exist.

Program Structure (Head Start Program Performance Standards 1302 subpart B)

This section of the application asks applicants to provide detailed responses to two questions related to Head Start Program Performance Standards 1302, subpart B.

Q1: Program Structure:

10 points awarded for detailed responses that describe the agency's federally approved program structure.

Applicants should provide a description which aligns to one or more of the program options provided within Head Start Program Performance Standards 1302, subpart B. In addition, applicants should provide information on provided comprehensive services.

Points will be deducted for responses with limited information, lack of specific detail, responses that include program options that do not align with those detailed in Head Start Program Performance Standards 1302, subpart B, and responses which do not include information on provided comprehensive services.

Q2: Proposed model for HSSAP funding:

30 points awarded for detailed responses that clearly articulate the proposed use/model of the requested HSSAP funding and how the proposed use of HSSAP funding aligns with and/or supports the applicant's approved federal model.

- Applicants requesting to fund **center-based** options must include the number of annual hours of planned class operations, as well as the number of months of operation to receive full points.
- Applicants requesting to fund **home-based** options must include specific information about the services offered using HSSAP funding to receive full points.
- Applicants requesting to fund **family child care** options must include annual hours of operation to receive full points. Applicants using family child care option must also include specifics showing that HSSAP funding will be applied only to pre-kindergarten aged children. Locally designed program options will only be considered when a federal waiver is already approved for the variation.

In addition to describing the proposed HSSAP model, applicants should describe how the proposed use of HSSAP funding aligns with and/or enhances the applicant's approved federal model. To receive full points, applicants must make explicit reference and provide supportive details for at least three of the following in the description of how the HSSAP model aligns with and/or enhances the applicant's approved federal model:

- enhancement of care for the child;
- equity;
- meeting families' needs;
- enhancing current programing; and/or
- continuity of care for the child.

Points will be deducted for responses with limited information, lack of specific detail, and responses which do not provide specific information on how the proposed HSSAP program models will be implemented and how the proposed HSSAP model aligns with and/or supports the applicant's approved federal model.

Family and Community Engagement Program Services (Head Start Program Performance Standards 1302 subpart E)

This section of the application asks applicants to provide detailed responses to six questions related to Head Start Program Performance Standards 1302, subpart E.

Q1: Family engagement approach:

20 points awarded for detailed responses that describe the applicant's approach to engaging families using the six strategies from Head Start Program Performance Standard 1302.50 Family engagement, detailed here:

Family engagement approach. A program must:

(1) Recognize parents as their children's primary teachers and nurturers and implement intentional strategies to engage parents in their children's learning and development and support parent-child relationships, including specific strategies for father engagement;

(2) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community;

(3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;

(4) Provide parents with opportunities to participate in the program as employees or volunteers;

(5) Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and,

(6) Implement procedures for teachers, home visitors, and family support staff to share information with each other, as appropriate and consistent with the requirements in part [1303 subpart C](#), of this chapter; FERPA; or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.

As required by Head Start Program Performance Standard 1302.50 Family engagement these strategies should be integrated into all systems and program services to support family well-being and promote children's learning and development.

Full points will be awarded to responses that directly address all six of these strategies with enough detail so the reviewers understand what is implemented. Applicants should explicitly utilize language from Head Start Program Performance Standard 1302.50 (b) within their response and provide details explaining how HSSAP funding will be utilized to enhance the described approach.

Points will be deducted for responses with lack of detail, that do not address all six strategies, and that do not provide explicit connection between the described strategies and the requested HSSAP funding.

Q2-Q6: For the next five (5) questions, applicants are asked to describe collaborations with specific early learning providers and agencies, and other community and education agencies, required by Head Start Program Performance Standard 1302.53 Community partnerships and coordination with other early childhood education programs.

Applicants should provide a detailed response explaining specific collaborative efforts for each of the following with the goal of building equitable access to quality early childhood experiences to all eligible families in the service area:

- Q2: Early Intervention (both infant/toddler and preschool)
- Q3: PA Pre-K Counts and other available pre-kindergarten services
- Q4: Local Education Agencies (LEAs)/school districts
- Q5: Child care and other community early learning programs including evidence-based home visiting
- Q6: Other local community agencies that support early learning

Applicants should utilize language from Head Start Program Performance Standard 1302.53 (a) and (b), as applicable, within their response.

Additional guidance for each of the collaboration questions:

Q2: Collaborations with Early Intervention:

20 points based on quality of response. Points will be deducted for responses with lack of detail and for those which do not address both 0-3 and 3-5 Early Intervention collaborations.

Q3: Collaborations with PA Pre-K Counts and/or other available pre-kindergarten services:

20 points based on quality of response. Points will be deducted for responses with lack of detail.

Q4: Collaborations with Local Education Agencies (LEAs)/school districts to meet ESSA Head Start coordination requirement, specifically:

20 total points based on quality of response

- 4 points based on quality of response:
 - transferring child records to LEAs/schools
- 4 points based on quality of response:
 - establishing channels of communication with LEAs/schools
- 4 points based on quality of response:
 - conducting meetings with parents and kindergarten/school staff
- 4 points based on quality of response:
 - organizing and/or participating in transition-related training with school staff
- 4 points based on quality of response:
 - linking Head Start services to LEAs/schools and utilizing LEAs/school educational and/or other services

Points will be deducted for responses with lack of detail, and that do not provide explicit detail for each of the bulleted points above.

Q5: Collaborations with child care and other community early learning programs including evidenced-based home visiting:

20 points based on quality of response. Points will be deducted for responses with lack of detail.

Q6: Collaborations with other local community agencies, beyond those in the previous questions, that support early learning (e.g. health organizations, libraries, social service agencies, IHEs, Early Learning Resource Centers (ELRCs)):

20 points based on quality of response. Points will be deducted for responses with lack of detail.

Staffing

This section of the application asks applicants to provide detailed responses to one question related to Head Start Program Performance Standards 1302, subpart I, human relations management.

Q1: Recruitment and Retention of Effective Staff:

30 points based on quality of response and salary ranges.

Recruitment and retention of highly effective staff is a key component of quality pre-kindergarten services. The question within this section asks applicants to describe the program's approach to staff recruitment and retention. Applicants should include in their response any recruitment and retention strategies currently used or those that are planned to be used and detail the extent to which the proposed HSSAP funding will support recruitment and retention efforts. Salary ranges for teachers and aides, and other educational support staff, as well as which benefits staff can access must be included to receive full points.

Reviewers will be looking for strategies that increase staffing salaries (initially and/or over time) and/or benefits. If the response discusses increased salaries and/or benefits over time, then the information provided must align with the uploaded 5-year budget projections. In addition, reviewers will look for evidence in the response that the staff recruited are "highly effective." The response should include information on the types of credentials the program seeks when hiring staff, as well as on the training and professional development the program offers to assure on-going development of staff over time.

Points will be deducted for responses with limited information, lack of specific detail, and responses which do not provide specific information on salary ranges and benefits for, at minimum, teachers and teacher aides, and on necessary credentials for hire, as well as information on the on-going training and professional development provided to staff. In addition, points will be deducted, if the response does not include explicit mention on how the requested HSSAP funding will be used to support staff recruitment and retention.

COVID-19 Post-pandemic Planning

This section of the application asks applicants to provide detailed responses to one question related to Covid-19 post-pandemic planning and contingencies in the event Covid-19 continues to impact enrollments, staffing, and/or the ability to conduct in-person instruction.

Q1: Covid-19 pandemic planning and contingencies:

20 points based on quality of response.

During the Covid-19 pandemic, the Department of Education (PDE) has allowed for remote learning options for HSSAP-funded children and has allowed flexibility in spending so that under-enrolled programs may use HSSAP funds for staffing, to continue program operations, and to provide additional family supports when under-enrollment was related to Covid-19. Applicants should review [Appendix F](#) and [Appendix G](#) to understand the types of flexibilities offered during FY 2020-2021 and 2021-2022.

Anticipating continued flexibility with remote learning and in spending in FY 2022, if the need arises, describe program contingency plans in the event COVID impacts continue to impact enrollments, staffing, and/or the ability to conduct in-person instruction. Include details

describing how HSSAP grant funds will continue to support children, families, staff, and/or overall program operations.

Points will be deducted for responses with limited information, lack of specific detail, and responses which do not provide specific information on how HSSAP grant funds will continue to support children, families, staff, and/or overall program operations. In addition, points will be deducted, if the response does not align with the anticipated policies documented in [Appendix F](#) and [Appendix G](#).

PROGRAM ASSURANCES

Eligible applicants that apply for HSSAP funding must provide assurance they understand and have the capacity to meet the requirements for the program. Applicants are asked to read and indicate full understanding of the assurance by checking the provided box by each assurance. Only applications with ALL assurances checked in the affirmative will be considered for funding.

FISCAL DOCUMENTATION (100 points)

There are two pieces of fiscal documentation required for a successful application within the eGrants system: the budget detail, which is a line-item budget with detailed budget justification, and the budget summary (this is generated by the eGrants system after the line-item detail is completed). Each will be reviewed carefully by OCDEL, and program staff may contact you if additional information is needed. Detailed and accurate submissions will ensure timely approval of applications. 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](#). Applications will not be considered complete until all relevant fiscal documentation is submitted.

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 justification section of the budget template to explain the method(s) of cost allocation used for each line item. Each line item should be thoroughly justified and clearly related to the proposed project. There should be a clear relationship between the proposed activities and where the money will be spent. The budget justification 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. An example of the budget justification 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. Examples of justification may be found in [Fiscal Supplement document](#).

Budget Expenditures	Budget Amount	Justification
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1.) Enter all Program related Child Health and Development Salaries	\$61,000	Classroom 1, 20 slots: Smith (FT teacher) - \$40,000 (100%); Clark (Asst. Teacher) \$30,000 x 70% = \$21,000
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2. Budget Summary – The Budget Summary will be generated by the eGrants system after the budget detail line-item budget is completed. It is important for the applicant to check that the budget summary figures align with the budget detail line-item budget, and with the requested grant amount entered in 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.

Appendix A: County Level Unmet need at 100% FPL

County	Targeted Population at 100% FPL ¹	Unmet Need at	Percent of Children Under
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¹ Targeted Population at 100% FPL = (Number of Children Ages 3-4) * (Percent of Children Ages 3-4 Living in Households under 100% FPL)

		100% FPL ²	100% FPL Not Served ³
Adams	300	32	10.5%
Allegheny	4,284	393	9.2%
Armstrong	283	65	22.9%
Beaver	603	14	2.4%
Bedford	149	-23	-15.7%
Berks	2,100	1,027	48.9%
Blair	663	-1	-0.2%
Bradford	375	26	6.8%
Bucks	850	147	17.3%
Butler	428	87	20.2%
Cambria	811	328	40.5%
Cameron	21	1	4.5%
Carbon	343	120	35.1%
Centre	324	78	24.0%
Chester	981	251	25.6%
Clarion	200	77	38.5%
Clearfield	464	-81	-17.3%
Clinton	164	28	17.1%
Columbia	308	83	26.9%
Crawford	435	156	36.0%
Cumberland	500	188	37.6%
Dauphin	1,524	431	28.3%
Delaware	1,881	634	33.7%
Elk	118	27	22.6%
Erie	1,749	471	26.9%
Fayette	729	39	5.3%
Forest	10	7	70.7%
Franklin	600	193	32.1%
Fulton	52	7	14.2%
Greene	165	12	7.3%
Huntingdon	170	-64	-37.4%
Indiana	421	25	5.9%
Jefferson	294	112	38.2%
Juniata	86	-29	-33.8%

² Unmet Need at 100% FPL = (Targeted Population at 100% FPL) – (Federal Preschool HS 2021-22 Funded Slots) – (Total PA Pre-K Counts 2021-22 Funded Slots Under 100% FPL) – (CCW Children Ages 3-4 Served In Keystone STARS 3 or 4 Under 100% FPL)

³ Percent of Children Under 100% FPL Not Served = (Unmet Need at 100% FPL) / (Targeted Population at 100% FPL)

Data Sources:

Number of Children Ages 3-4: American Community Survey 5 Year Estimates (2015-19)

Percent of Children Living in Households under 100% FPL: American Community Survey 5 Year Estimates (2015-19)

Distinct Count Pre-K Children Served Under 100% FPL: the unduplicated count of children ages 3-4 in Pre-K Counts, Head Start Supplemental Assistance Program and children participating in CCW at a Keystone STAR 3-4 location and the federal preschool Head Start funded slots.

Lackawanna	1,033	194	18.8%
Lancaster	2,095	969	46.2%
Lawrence	486	-112	-23.0%
Lebanon	711	278	39.1%
Lehigh	1,841	751	40.8%
Luzerne	2,149	901	41.9%
Lycoming	579	186	32.0%
McKean	199	-8	-3.9%
Mercer	530	67	12.7%
Mifflin	336	146	43.5%
Monroe	584	177	30.3%
Montgomery	1,352	376	27.8%
Montour	95	3	3.1%
Northampton	920	291	31.6%
Northumberland	508	242	47.8%
Perry	170	124	72.7%
Philadelphia	14,460	3,514	24.3%
Pike	117	12	10.3%
Potter	112	74	65.8%
Schuylkill	556	150	27.0%
Snyder	171	85	49.4%
Somerset	285	123	43.1%
Sullivan	10	5	51.9%
Susquehanna	194	73	37.5%
Tioga	210	19	8.8%
Union	91	-28	-30.3%
Venango	229	-52	-22.6%
Warren	237	49	20.8%
Washington	564	3	0.5%
Wayne	106	-43	-41.1%
Westmoreland	1,047	263	25.1%
Wyoming	82	18	21.7%
York	1,454	480	33.0%
Pennsylvania	55,901	14,193	25.4%

Appendix B: Proposed county level slot allocations based on county level unmet need and amount of funding awarded by General Assembly

County	County Unmet Need/Statewide Unmet Need Percentage	79 Million in Funding - 2% admin = 77,420,000 / 12,000 CPC = 6,452 FDE Slots	73 Million in Funding - 2% admin = 71,540,000 / 12,000 CPC = 5,962 FDE Slots	69 Million in Funding - 2% admin = 67,620,000 / 12,000 CPC = 5,635 FDE Slots
Adams	0.22%	14	13	12
Allegheny	2.77%	179	165	154
Armstrong	0.46%	29	27	25
Beaver	0.10%	7	6	6
Bedford	0.00%	0	0	0
Berks	7.24%	467	432	402
Blair	0.00%	0	0	0
Bradford	0.18%	12	11	10
Bucks	1.04%	67	62	58
Butler	0.61%	39	36	34
Cambria	2.31%	149	138	128
Cameron	0.01%	0	0	0
Carbon	0.85%	55	51	47
Centre	0.55%	35	33	30
Chester	1.77%	114	106	98
Clarion	0.54%	35	32	30
Clearfield	0.00%	0	0	0
Clinton	0.20%	13	12	11
Columbia	0.58%	38	35	32
Crawford	1.10%	71	66	61
Cumberland	1.33%	86	79	74
Dauphin	3.04%	196	181	169
Delaware	4.47%	288	266	248
Elk	0.19%	12	11	10
Erie	3.32%	214	198	184
Fayette	0.27%	18	16	15
Forest	0.05%	3	3	3
Franklin	1.36%	88	81	75
Fulton	0.05%	3	3	3
Greene	0.09%	5	5	5
Huntingdon	0.00%	0	0	0
Indiana	0.18%	11	11	10
Jefferson	0.79%	51	47	44

Juniata	0.00%	0	0	0
Lackawanna	1.37%	88	82	77
Lancaster	6.83%	440	407	385
Lawrence	0.00%	0	0	0
Lebanon	1.96%	126	117	110
Lehigh	5.29%	341	315	298
Luzerne	6.35%	410	378	358
Lycoming	1.31%	84	78	74
McKean	0.00%	0	0	0
Mercer	0.47%	31	28	27
Mifflin	1.03%	66	61	58
Monroe	1.25%	81	74	70
Montgomery	2.65%	171	158	149
Montour	0.02%	1	1	1
Northampton	2.05%	132	122	115
Northumberland	1.71%	110	102	96
Perry	0.87%	56	52	49
Philadelphia	24.76%	1598	1476	1395
Pike	0.08%	5	5	5
Potter	0.52%	33	31	29
Schuylkill	1.06%	68	63	60
Snyder	0.60%	38	36	34
Somerset	0.87%	56	52	49
Sullivan	0.04%	2	2	2
Susquehanna	0.51%	33	31	29
Tioga	0.13%	8	8	7
Union	0.00%	0	0	0
Venango	0.00%	0	0	0
Warren	0.35%	22	21	20
Washington	0.02%	1	1	1
Wayne	0.00%	0	0	0
Westmoreland	1.85%	119	110	104
Wyoming	0.12%	8	7	7
York	3.38%	218	202	191
Statewide	100.00%	6452	5962	5635

Appendix C: Use of eGrants for the application process

When OCDEL receives the required LOI, information will be added into the eGrants system.


New applicants will receive two email notifications:

- Login information from the eGrants system; and
- Next steps to access the application from OCDEL.

Existing applicants will receive one email notification from OCDEL detailing next steps to access the application. The email will also contain your current login ID for the eGrants system in addition to information about how to reset your password, if needed.

Use the eGrants “Getting Started Guide” as a point of reference.

- Change your password (p.27)



Hello [redacted] | Agency User | [SIGN OFF](#)
2022-2023
Child Development and Early Learning
Pittsburgh SD


eGrants

eGrants DashboardHomeGrant Management ▾Help ▾

Welcome to the Department of Education, Office of Child Development and Early Learning's eGrants page.

- PDE's Early Intervention (EI) provides support and services to families with children, from ages three to five, with developmental delays and disabilities.
- PDE's state funded Pennsylvania Pre-K Counts (Pre-K Counts) program provides quality half-day and full-day pre-kindergarten to eligible 3 and 4 year old children.
- OCDEL's state funded Head Start Supplemental Assistance Program (HSSAP) provides existing Head Start grantees state funds to supplement federal allocations to expand high quality pre-kindergarten Head Start services for eligible children throughout Pennsylvania.








News wednesday, february 9, 2022

 [eGrants Dashboard](#)

Version: 5.3.29.9

Session Timeout: 1:43:34 PM

user guides

-  [Getting Started](#)
-  [Agency User Management](#)
-  [Creating Agency Users](#)
-  [Creating a Grant Application](#)
-  [Signing and Submitting Grant Applications](#)
-  [Signing and Submitting Third Party Grant Applications](#)
-  [How to Add a Program Office to a User](#)

Below are instructions for setting up and starting the application.

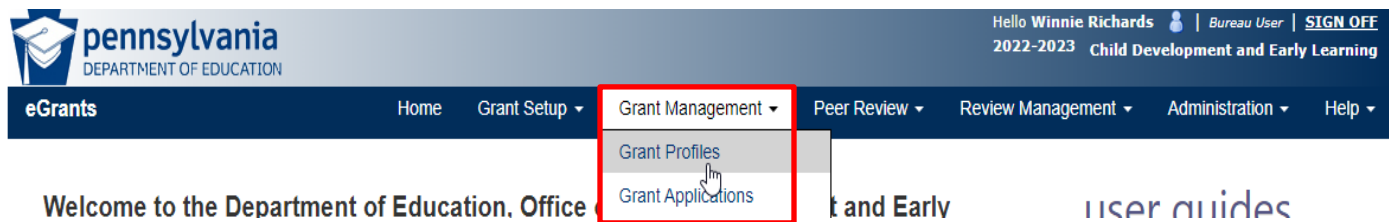
First, complete the steps of the setup wizard:

1. Select Child Development and Early Learning (Top right-hand corner).
2. Select Grant year, 2022-2023 (Top right-hand corner).



To create a new grant application:

3. From the main menu, select "Grants Management". When the dropdown menu appears, select "Grant Profiles".



- The Grant Summary screen appears. The top selection grid lists all open grants released by the Program office. The lower selection grid lists grants due to close within the next 30 days. Click on the “Paper and Pencil” icon next to the HSSAP Grant.

pennsylvania
DEPARTMENT OF EDUCATION

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2022-2023 Child Development and Early Learning

eGrants Home Grant Setup Grant Management Peer Review Review Management Administration Help

Grant Profile Summary
View Grant Profiles

Open Grants

Select a grant to view its details.

Grant Title	Contract Start Date	Contract End Date	Apply Start Date	Apply End Date	Submit End Date	
Head Start Supplemental Assistance Program Competitive Grant FY 2022-23	7/1/2022	6/30/2023				

Closing Grants

Grants already closed or closing within five days.

Grant Title	Contract Start Date	Contract End Date	Apply Start Date	Apply End Date	Submit End Date	
-------------	---------------------	-------------------	------------------	----------------	-----------------	--

Version: 5.3.29.9 Session Timeout: 9:27:09 AM

- After clicking on the “paper/pencil” icon. The Grant Profile Detail screen appears. If your Agency is eligible to apply, the “Start Application” button appears. Click on that button to begin creating the grant application.

Grant Profile Detail

[View Grant Profile Detail](#)

Grant Profile

Head Start Supplemental Assistance Program Competitive Grant FY 2022-23

Tasks

[Start Application](#)

Overview

PDE Contacts

Total Funding Amount

65000000.00

Total Expected # of
Awards

50

Funding Type

State

State Program Code

141

CFDA Number

00000

Contract Start Date

07-01-2022

Contract End Date

06-30-2023

Apply Start Date

02-10-2022

Apply End Date

3/28/2022 4:00:00 PM


Submit Start Date

02-24-2022

Submit End Date

3/28/2022 4:00:00 PM

6. Next complete the “setup wizard”
7. Select original from drop box. Then select agency name from the agency drop box. Then Click Next button.

**pennsylvania**
DEPARTMENT OF EDUCATION

Hello **Winnie Richards** | Bureau User | [SIGN OFF](#)
2022-2023 **Child Development and Early Learning**

eGrants Home Grant Setup ▾ Grant Management ▾ Peer Review ▾ Review Management ▾ Administration ▾ Help ▾

Grant Title: Head Start Supplemental Assistance Program Competitive Grant FY 2022-23

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. *

Select ▾

Agency *
Select ▾

Next

Cancel

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

Setup

Contact

Sign Off

Finish

Contact

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

Title	<div>Select ▼</div>
First Name *	<div>Winnie</div>
Middle Initial	<div></div>
Last Name *	<div>Richards</div>
Job Title *	<div>Early Childhood Education Advisor</div>
Email *	<div>winrichard@pa.gov</div>
Phone *	<div>717-772-4849</div>
Phone Ext.	<div></div>

Previous

Next

Cancel

10. Choose electronic signature if you have been approved for this option. If not, choose print, sign, and mail.
11. Click the Next button.

Setup — Contact — **Sign Off** — Finish

Authorized Sign off

Authorized Signoff Preferences

☒ Electronic Signature

☐ Print, Sign & Mail

Previous **Next** Cancel

12. The “finish” screen will populate. Click Finish to start the grant.

pennsylvania
DEPARTMENT OF EDUCATION

Hello Winnie Richards | Bureau User | [SIGN OFF](#)
2022-2023 Child Development and Early Learning

eGrants Home Grant Setup Grant Management Peer Review Review Management Administration Help

Grant Title: Head Start Supplemental Assistance Program Competitive Grant FY 2022-23

Setup Contact Sign Off **Finish**

Finish

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.

Previous **Finish** Cancel

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 Make In Process button at the bottom of the page you want to edit.

Applicants must click the FINAL “Complete Step” 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.

Appendix D: eGrants electronic signature

OCDEL recommends the use of an electronic signature (eSignature) on all grant agreements for Local Education Agencies (LEAs) and community agencies with a Board of Directors. The use of an eSignature allows the grant to proceed through if approved more quickly than a hard copy version and helps expedite payments. **This is not a requirement to submit the original grant application.** School Districts, Intermediate Units, and community agencies with a Board of Directors can use eSignature. If the agency does not fall under one of these categories, you must sign and return a hard copy of the grant agreement, if approved for the grant. If you are unsure if you have an eSignature authority please contact Winnie Richards at winrichard@pa.gov

Instructions for Completing eSignature Resolutions

PDE will grant eSignatures as requested per the *Resolution* upon completion of the following:

1. Ensure all **[bold]** bracketed areas are completed with the appropriate, relative information.
2. The “Attest” section of the Resolution (page 1) must be signed by the President/Chair or Vice-President/Chair AND the Treasurer/Secretary.

Note: The individual who is being granted the signatory authority may **NOT** attest on behalf of himself/herself.

3. The governing body (school board, board of directors, board of trustees, etc.) must adopt the *Resolution*, identifying and authorizing the administrator (Superintendent, Executive Director, CEO, etc.) to sign electronic agreements with PDE.
4. Once the resolution is adopted by the governing body, the Secretary of the governing body must sign the top “certification” section of page 2.
5. The authorized administrator (who received signatory authority) must sign the bottom “agreement” section of page 2.
6. Email the documents to the Bureau of Management Services (BMS) to the following resource account: RA-EDGRANTSFIRST@pa.gov. Please use the options for providing acceptable eSignatures to PDE.

Once received, the resolution will be reviewed by PDE’s legal office. Once approved by legal, the BMS will grant eSignature access in the eGrants system.

Note: To grant eSignature access, the user must already exist in the eGrants system. Ensure the authorized administrator (who is receiving the signatory authority) has been setup as a user and has appropriate roles prior to emailing the resolution.

Timeframe: Please allow about a week for review and processing once received. Feel free to contact the provided resource account with any questions regarding the eSignature resolution process.

Acceptable forms of eSignatures to PDE



Electronic Sign and Submit – Option A

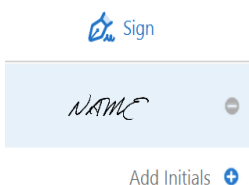
Where possible, Resolutions should be submitted with real signatures. General steps are:

1. Save your Resolution to your PC
2. Print a hardcopy
3. Sign by hand
4. Scan completed document into PC
(Taking a picture of the completed document with your phone or other device is acceptable, as long as it is all legible and clear in the photo.)
5. Email to PDE, ED, GrantsFirst RA-EDGRANTSFIRST@pa.gov
6. As always, please be sure to retain items in your “Sent” folder in your e-mail system as a reference and confirmation for yourself that your Resolution has been submitted.

Electronic Sign and Submit – Option B

For those who are able to access documents but may not have capability to print from your home workspace, electronically signed documents are acceptable. Please follow the steps below to use Adobe Acrobat (free to all users) Fill & Sign options.

1. Download and save the PDF document, using the normal naming convention you would apply.
2. Click the “Fill & Sign” option on the right-menu pane.
 - a.  Fill & Sign
3. Adobe will prompt you to choose “Fill and sign” or “Request Signatures”
 - a. Choose “Fill and sign” to return to the document and sign it
4. Click the “Sign” button located at the top of the page in the middle
 - a.  Sign
5. Select your signature to apply anywhere in the document, or if you haven’t set one up yet, click the “Add Signature” option to create one.



- a.
 - b. Feel free to use the “Add Initials” option to add Date where needed.
6. Follow the steps on-screen if you need to configure a new signature. Adobe provides three options for creating signatures: Type, Draw, Picture. These options allow you to type and select a font style, use your mouse to draw your signature, or to take a picture of your actual signature and upload it to Adobe.
 7. Save the document once signed
 8. Email to anyone else who may need to sign (Attest) for review.
 9. When using an eSignature, the Resolution must be submitted by attaching it to an email from the Attestor i.e., President/Chair or Vice-President/Chair OR the Treasurer/Secretary.

Appendix E: Resolution

RESOLUTION

BE IT RESOLVED, by authority of the **[insert name of governing body]** of the **[insert name of municipality, LEA, corporation or unincorporated association]**, and it is hereby resolved by authority of the same, that the **[insert name of individual]**, who is the **[Superintendent, Executive Director, Director, President, other]** of the above named body is authorized and directed to sign any and all contracts, agreements, grants and/or licenses (hereinafter collectively referred to as contract(s)) with the Pennsylvania Department of Education (Department); and

BE IT FURTHER RESOLVED, that the body consents to the use of electronic signatures by the above named individual and that no handwritten signature from the above named individual shall be required in order for any contract with the Department to be legally enforceable and that by affixing his/her electronic signature to an electronic file of the contract via the Department's e-grants system, the above designated authorized individual shall have effectively executed and delivered the contract, binding the **[insert name of governing body]** to comply with the terms of said contract; and

BE IT FURTHER RESOLVED, that no writing shall be required in order to make the contract valid and legally binding, provided that the Department and all other necessary Commonwealth approvers affix their signatures electronically and an electronically-printed copy of the Contract is e-mailed or is otherwise made available to the body by electronic means; and

BE IT FURTHER RESOLVED, that the body will not contest the due authorization, execution, delivery, validity or enforceability of the electronic Contract under the provisions of a statute of frauds or any other applicable law. The Contract, if introduced as evidence on paper in any judicial, arbitration, mediation, or administrative proceedings, will be admissible as between the parties to the same extent and under the same conditions as other business records originated and maintained in documentary form and the admissibility thereof shall not be contested under either the business records exception to the hearsay rule or the best evidence rule; and

BE IT FURTHER RESOLVED, that the body will notify the Department's Bureau of Management Services promptly in the event that the above named individual is no longer authorized to execute agreements on behalf of the body electronically and that the Department shall be entitled to rely upon the above named officer's authority to execute agreements electronically on behalf of the body until such notice is received by the Department's Office of Chief Counsel.

ATTEST

(individual receiving signatory authority may not attest on behalf of himself/herself)

Signature (President/Chair or Vice-President/Chair)

Signature (Treasurer/Secretary)

Print/type name and title

Print/type name and title

I, _____, Secretary, of _____. Do certify that the foregoing is a true and correct copy of the Resolution adopted at a regular meeting of the _____, held the _____ day of _____, 20____.

Dated: _____

Signature (Secretary)

Print/type name and title

TO BE EXECUTED BY AUTHORIZED OFFICER:

As the person authorized to sign on behalf of the above named body, I agree that I shall not provide any other person with my eGrants password or otherwise authorize any other individual to affix my electronic signature to any agreement with the Department.

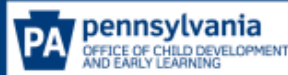
Dated: _____

Signature (authorized signatory)

Print/type name and title

Appendix F: HSSAP 20-#005 FY 2020 Enrollment Monitoring and Funding Adjustments during Governor's Proclamation of Disaster Emergency

ANNOUNCEMENT PKC 20-#005; HSSAP 20-#005



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

Issue Date: March 15, 2021

Effective Date: March 15, 2021

End Date: June 30, 2021

Subject: FY 2020 Enrollment Monitoring and Funding Adjustments during Governor's Proclamation of Disaster Emergency

To: Pennsylvania Pre-K Counts Programs, Head Start Supplemental Assistance Programs

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

PURPOSE

To clarify process for program monitoring of enrollments and grant funding adjustments based on enrollment challenges during COVID-19 pandemic.

BACKGROUND

Public School Code, Section 1503-D (priority in funding), section (a) states that "If by March 1 the Head Start provider did not enroll at least 90% of the number of children it was approved to serve for that year, then the grant shall be reduced proportionally based on the number of children enrolled as of March 1." Pennsylvania Pre-K Counts §405.24. Enrollment states, "Each approved provider shall develop and implement a plan for securing full enrollment throughout the program year." This regulation is further clarified in program policy as such "Full enrollment, as demonstrated by PELICAN enrollment statistics, must be achieved by September 1 of each year and maintained at all times. A child will not be counted by OCDEL as enrolled if the child is not entered into PELICAN" ([Pennsylvania Pre-K Counts Statute, Regulations, and Guidelines](#), p. 15).

In response to the COVID-19 pandemic, the Pennsylvania Department of Education (PDE) released [Frequently Asked Questions guidance](#) on July 24, 2020. The guidance states that full enrollment (as defined for each program, detailed above) is still expected in FY 2020. Allowances for remote learning options were expected to stabilize enrollment throughout the pandemic. Through discussion with programs, reviewing data

and various stakeholder groups (e.g. Head Start Administrators, PA PKC/HSSAP Advisory), it has been determined that COVID-19 pandemic has impacted enrollments even with the flexibility of remote learning.

Enrollment data through Jan. 31, 2021:

- 164 of 229 (71.6%) HSSAP locations (data source January HSSAP monitoring report) are currently not meeting enrollment requirements.
- 430 of 895 (48%) PA PKC locations (data source January PKC monitoring report) are currently not meeting enrollment requirements.

DISCUSSION

After review of program enrollment data through Feb. 28, 2021, program staff will identify agencies not meeting the statutory requirement for HSSAP funding, and the regulatory requirement for PA PKC. Identified programs will receive written notification via email sent to the program contact listed in the PELICAN system. As a result of the Governor's Proclamation of Disaster Emergency, identified programs will be allowed to maintain full program funding for FY 2020 after review and approval of the following:

- 1) Written details from programs detailing recruitment efforts and the **specific** reasons for under-enrollment.
- 2) A detailed review of program budgets in the PELICAN system by headquarters (HQ) staff to determine appropriate use of funding when a program is under-enrolled; and
- 3) An attestation by programs that they have the capacity to meet full enrollment in FY 2021.

Budget information (#2 above) will be pulled directly from the PELICAN system. Information for #1 and #3 above must be submitted to RA-PAPreKCounts@pa.gov, no later than 3 pm, April 19, 2021. Upon receipt, HQ staff will conduct a review and submit written notification to the provider within 10 business days.

In cases where, after a review and approval of the above, it is determined under-enrollment is a direct result of the COVID-19 pandemic and spending is in line with continued program needs during the pandemic, programs will receive written notification that full funding can be maintained for the remainder of FY 2020.

In cases where, after a review and denial of the above, it is determined under-enrollment is not directly linked to COVID-19 pandemic, programs will receive written notification detailing a funding reduction aligned with the typical statutory (for HSSAP) and/or regulatory (for PA PKC) requirements for full enrollment. Funding adjustments may be temporary (only through remainder of FY 2020) or permanent. In addition, funding reductions will occur in cases where the information requested above is not received by 3pm, April 19, 2021. Providers should review [Announcement PKC 20-#002; HSSAP 20-#002 Pennsylvania Pre-K Counts and Head Start Supplemental Assistance](#)

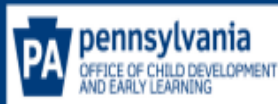
Programs Budget Revision and Funding Adjustment Clarifications issued Nov. 10, 2020, to review the necessary timing of program funding adjustments.

NEXT STEPS

1. Share this information with appropriate staff.
2. Direct any questions to your Preschool Program Specialist.

Appendix G: HSSAP 21-#001 Head Start Supplemental Assistance Programs Program Planning Post-Pandemic and Options for Remote Learning

PKC 21-#001; HSSAP
21-#001



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

Issue Date: June 16, 2021 (Updated Sept. 28, 2021; Nov. 8, 2021)

Effective Date: July 1, 2021

Subject: Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Programs Program Planning Post-Pandemic and Options for Remote Learning

To: Pennsylvania Pre-K Counts (PA PKC) and Head Start Supplemental Assistance Programs (HSSAP)

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

PURPOSE

To provide guidance for program planning post COVID-19 pandemic and remote learning options that were implemented during the COVID-19 pandemic.

This announcement has been updated to include additional language. Additional updated language is highlighted in red in the following text.

BACKGROUND

The Pennsylvania Department of Education (PDE) released Frequently Asked Questions guidance on July 24, 2020. The guidance provided provisions for the submission of reopening plans and remote learning options to count as an instructional day in PA PKC and HSSAP programs during the time of the Governor's Proclamation of Disaster. As programs prepare for a return to in-person instruction five days per week next school year, the Pennsylvania Department of Education (PDE) recognizes that there may still be a need for remote instruction in certain circumstances.

Therefore, this policy clarifies how remote learning time can continue to satisfy the 180-day instructional time requirement for PA PKC programs and allow continued flexibility in providing service hours in HSSAP.

DISCUSSION

PA PKC and HSSAP wishing to use remote learning during the 2021-2022 school year need to do the following:

- Update and/or develop Flexible Instruction Plans (FIPs), (formerly referred to as Remote Learning Plans)
 - Plans need to be developed with staff and family input and be approved by the programs' governing board, or administrative body/person.
- Partner Agencies must submit plans to lead agencies for approval prior to any initiation of the plans. Lead agencies must submit plans to Preschool Program Specialists (PPS) for approval prior to any initiation of the plans.
- Lead Agencies and Partner must submit the "Emergency Instructional Time" template to The Office of Child Development and Early Learning (OCDEL) via email to RA-PAPreKCounts@pa.gov
 - Submission must take place **AFTER** the FIP has been approved by the lead agency's governing board or administrative person/body and the PPS. Do not submit prior to the approval.
 - The template can be found in the PA Key Intranet.
- Inform staff, and families of the approved FIP by adding language to Emergency Preparedness Plans, and Family policies (e.g. family handbook).
 - Providers should review program attendance policies (PA PKC § 405.24. Enrollment and Supplemental Resource #005; HSSAP HSPS 1302.16 Attendance) and remind families of the programs attendance policies, including but not limited to what counts as an excused absence, and how attendance will be tracked in instances of remote learning.
- Inform PPS within 24 hours of an initiated FIP during the 2021-2022 school year.
- Track usage of initiated FIPs during the 2021-2022 school year.
 - Programs should be able to produce reporting on instances of use to OCDEL, if requested.

Flexible Instruction Planning (FIP)

Flexible Instruction Plans (FIPs) must include the following:

- How students will be engaged remotely. See section below "Considerations When Planning for Remote Instruction."
 - Programs should consider virtual and non-virtual modalities.
 - Technology purchases should not be considered a necessity of a successful FIP.
- The specific instances when a program will use a FIP. Only instances detailed in the approved FIP should initiate use of the FIP, unless specifically approved in writing by PPS and OCDEL.

FIP may be used for the following pre-defined circumstances:

- Inclement weather closings.
- ACT 80 and teacher in-service days built into the provider program year calendar.
- For emergency-related classroom or building closures such as, unsafe building conditions (e.g., flooding, sewer), COVID-19 classroom or building exposure resulting in the need to quarantine or need to clean classroom or building.
- Individual students may engage in remote learning detailed in a FIP, when an absence would typically be "excused" by the program. PA PKC programs are reminded that Supplemental Resource #005 defines an excused absence as:
 - "Those absences when a student is prevented from attending for mental, physical or other urgent reasons. These can be further defined as illness, family emergency, death of a family member, health or dental appointments, fire, natural disaster, or other extenuating circumstances deemed as excused by the program (PA PKC Statute, Regulations, and Guidelines, 2021, p. 45)." If a student engages remotely in this circumstance, the day can be counted for attendance per [Tracking Student Attendance in a Remote Learning Environment](#).

FIP occurrences **not** included in the pre-defined circumstances:

- If a provider encounters a circumstance not included in the predefined circumstances above, approval from the department and OCDEL PKC/HSSAP steering committee must be attained prior to implementation. To obtain approval, the following should occur:
 - The request shall be submitted to the Preschool Program Specialist in writing and contain details of the circumstance, including assurance of family participation, and justification for the requested use of an approved FIP. Details should include all relevant information based on the requested need, such as, but not limited to the following:
 - For medical issues of persons other than the enrolled student that would impact regular attendance of the enrolled student:
 - Documentation by medical staff (does not need to contain specific medical information protected by HIPPA but should include a general statement of need and must be signed by a health care professional with Medical ID number included). For example: immunocompromised family member lives with enrolled student and in-person instruction may expose family member to COVID-19.
 - For staffing related issues: include current staffing profile (number of classes and current staff available to cover these classes); number of children affected, specific timeframes, and documentation of family consent to engage in remote learning and understanding of attendance policy as it relates to remote learning.
 - For behavior related issues: documentation of behavior plan steps taken to date, including behavior team members (families must be included; for students already receiving EI and/or behavioral health

services, EI and/or behavior health personnel must be included); time frame for use of FIP, plan for transition back to full in-person instruction.

- Please note: use of an FIP does meet of the definition of exclusion, and should only be used in instances where time is needed to implement an evaluation or an in-person behavior plan; or all other avenues have been exhausted.
- For HSSAP models, documentation that proposed model has been approved by the federal program.
- If the Preschool Program Specialist feels the request is reasonable, the request will then be submitted to the department through the PKC/HSSAP steering committee for consideration. The PKC/HSSAP steering committee will review requests submitted up to 24 hours prior to the scheduled steering committee meeting. The PKC/HSSAP steering committee's regular meeting occurs every two weeks on Tuesday mornings.
 - Approvals granted shall be for individual circumstance occurrences, meaning that an approval request must be submitted for every occurrence of a non-predefined circumstance.
 - In cases where approval by the steering team would potentially come after a need to implement a FIP plan (e.g., meeting staff ratios), programs may implement the FIP plan while awaiting approval.
 - In cases where the occurrence is not approved, the provider is still responsible for meeting the PA PreK Counts 180 instructional day requirement for the program year, *however the instructional time for the time period the program was awaiting a response from the steering team and an approved FIP was implemented, will count as instructional time.*

Circumstances that could arise that will be considered for single-occurrence approval by the department and steering committee could include but are not limited to the following:

- Child custody matters;
- Unforeseen short-term provider closure not related to provider eligibility;
- Supporting the short-term needs of an individual student; and
- Issues related to staffing shortages that impact a program's ability to meet classroom ratios.

All single-occurrence requests to utilize an approved remote learning plan for non-predefined circumstances will be reviewed but are not guaranteed for approval.

FIP Monitoring

Providers will be monitored for successful implementation of the approved FIP after each occurrence by the PPS. In cases where the PSS determines that the approved remote learning plan has not been successfully implemented, the provider is still

responsible for meeting the PA PreK Counts 180 instructional day requirement and the HSSAP service hours requirement for the program year.

Considerations When Planning for Remote Instruction

Remote learning: Virtual

For virtual remote learning options to count as an instructional day, the following requirements must be met:

- A written Flexible Instructional Plan (FIP) that identifies what virtual options will be used must be developed and shared with families, and families must acknowledge receipt of the policy. The plan should address, at minimum, the following:
 - How family technology needs were assessed and addressed;
 - How student participation will be tracked;
 - What platforms will be used;
 - How student, staff, and families have or will receive training in the platforms;
 - How content will be delivered;
 - How students and families will be engaged, including ways participation will be flexible to meet student and family needs; and
 - How programs will document and assess student learning.
- Family technology needs (hardware, software, and access) should be assessed and efforts made to alleviate any barriers to access; no fees may be charged. Programs must document the ways family needs were assessed and addressed.
- Certified lead teachers should be developing and monitoring content of no more than 30 minutes per day of virtual remote learning.
- Content should be delivered using a platform students and families are familiar with and is expected to include all learning domains aligned with PA Learning Standards for Early Childhood.
- Allowable content includes:
 - Synchronous: real time; virtual meetings between lead teacher/student(s) in which instruction/learning activities occur (e.g., live read aloud).
 - Asynchronous: on own time instruction/learning activities that are reviewed after submission by teacher or other staff (e.g., a recorded lesson with clear expectations to access/complete it within a specified time frame).

Preschool Program Specialists will monitor virtual learning experiences through review of provided options and family interviews and should be provided access to online platforms upon request.

Online learning should:

- Maintain and enhance relationships between schools and families;

- Support families as their child's first teachers;
- Respect the family's and student's unique needs during this time;
- Maintain and enhance learning that happens anywhere;
- Be available to all families and learners (to every extent possible);
- Focus on critical learning standards across multiple content areas (cross curricular);
- Focus on student progress and learning;
- Use online tools the students are already familiar with;
- Address various learning styles; and
- Comply with any privacy related issues

Online learning should not:

- Place undue burden (financial, stress) on families or programs,
- Look the same for every family,
- Perpetuate inequities,
- Mimic typical school settings, or
- Focus on assignment completion and due dates

Considerations when planning and implementing virtual learning:

- Technology access and availability,
- Family schedules (are family members working from home; what is their availability to interact and monitor their child's online learning experiences),
- Multi-age learning (multiple children of varying ages in the home setting), and
- Teachers' experience and competency creating virtual learning opportunities.

Remote Learning: Non-Virtual

For non-virtual remote learning options to count as an instructional day, the following requirements must be met:

- A written Flexible Instructional Plan that identifies what non-virtual options will be used must be updated or developed and shared with families, and families must acknowledge receipt of the policy. The plan should include, at minimum, the following:
 - Documentation outlining how family needs (for pickup of materials, for example) were assessed and addressed,
 - How student participation will be tracked,
 - What materials will be provided,
 - How families will receive training on at-home learning activities,
 - How students and families will be engaged, including ways participation will be flexible to meet student and family needs, and
 - How programs will document and assess student learning.
- Efforts must be made to understand and alleviate any barriers to obtaining materials necessary for completing and collecting take home assignments. No fees may be charged.

- Certified lead teachers should be developing and monitoring content of no more than 30 minutes per day of non-virtual remote learning. Content should include all learning domains aligned with the PA Learning Standards for Early Childhood.
- Content should be facilitated by an adult and include documentation of completion that is reviewed by program staff on a regular schedule (e.g. a videoed or photographed at home learning activity). Allowable content includes:
 - Any learning activity completed outside of school environment,
 - Take -home activity packets, and
 - Public Broadcasting System (PBS)-related activities.
 - Home visits will count when an instructional component is included.

Preschool Program Specialists will monitor non-virtual remote learning experiences through review of provided options and family interviews and should be provided access to provided options upon request.

Tracking Student Attendance in a Remote Learning Environment

When a PA PKC or HSSAP initiates a FIP, the program must accurately track out of school instructional time (i.e., remote learning) like attendance in the school building. For tracking purposes, participation in remote learning options should be verified.

Whether using virtual or non-virtual instruction, for remote learning to count for any funded instructional day requirement, at least 30 minutes of content should be developed and monitored by the lead teacher for any day remote learning is offered. If programs wish to offer more than 30 minutes of content through remote learning, whether using virtual or non-virtual instruction, they may do so. Programs should refer to the Summary of National Responses to COVID-19 and Continuity of Education for Early Years for specific recommendations. The minimum expectation for enrolled children is to participate in 30 minutes of remote instruction per day when offered, whether virtual or non-virtual instruction, however no more than 30 minutes of instruction daily should count to meet the minimum requirement for daily attendance. If programs are offering at least 30 minutes of remote learning per day, developed and monitored by the lead teacher, the program is in compliance with its instructional day requirement. Children who complete at least 30 minutes of remote learning per day should be considered "in attendance" for that day even in cases where more than 30 minutes of remote learning per day are provided. At no time should families be penalized if their child(ren) are unable to participate in more than the minimum 30 minutes per day of remote learning.

NEXT STEPS

1. Share this information with appropriate staff.
2. Lead agencies share with all partner agencies as applicable.
3. Communicate with families your intention to use an approved FIP as applicable.
4. Direct any questions to your Preschool Program Specialist.