APPLICATION GUIDELINES FOR
STRENGTHENING AND ALIGNING HIGHER EDUCATION SYSTEMS FOR EARLY CARE
AND EDUCATION PROFESSIONALS

STRATEGIC APPROACHES TO USING HIGHER EDUCATION TO BUILD HIGH
QUALITY PRACTICES IN CHILD CARE SETTINGS

ISSUING OFFICE:
Pennsylvania Department of Education
Office of Child Development and Early Learning
333 Market Street
Harrisburg, Pennsylvania 17126-0333

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RESPONSE DATE:
August 12, 2019 5:00 P.M.
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**AVAILABLE ON THE PENNSYLVANIA DEPARTMENT OF EDUCATION’S WEBSITE:**

1. Listing of Career and Technology Centers, Early Childhood Education or equivalent Associate Degree Providers, and Statewide Program to Program Agreements with four-year programs that lead to Early Childhood Education degrees or to PK-4 Certification (as of March 2, 2016)
2. Excerpts from The Institute of Medicine/National Research Council’s *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*
3. Agreement to Participate in **Strengthening and Aligning Higher Education to Build High Quality Practices in Child Care Settings** -- (PDE-3668)
4. Project Abstract – Rider B (PDE-3118)
5. Budget Projection (PDE-3113G)
6. Sample Budget Projection
7. Pre-Proposal Conference Questions Stemming from **Strengthening and Aligning Higher Education to Build High Quality Practices in Child Care Settings** -- (PDE-4658)
8. Notification of Intent to Submit for **Strengthening and Aligning Higher Education to Build High Quality Practices in Child Care Settings** (PDE-4658A)
9. **Strengthening and Aligning Higher Education to Build High Quality Practices in Child Care Settings** Grant Award Contract, Standard Terms and Conditions Riders A, B, and C--Applicants other than the State System of Higher Education (PDE-3113)
10. Interagency Agreement--Universities of the Pennsylvania State System of Higher Education (PDE-3113H)
1.1 Purpose

Children begin learning at birth and develop at a rapid pace in their early years to build a critical foundation for life-long success. The professionals caring for and educating young children bear a great responsibility for their health, safety, social-emotional growth, and educational development. The Institute of Medicine (IOM)/National Research Council (NRC) explores the implications of the science of child development for the professionals who work with children from birth through age eight in the report, Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation. The committee found that much is known about what early childhood education (ECE) professionals need to know, be able to do, and what professional learning supports they require.

Guidelines have been established to ensure ECE professionals have access to degrees that are grounded in the most recent research around children’s learning and development. To increase access to these high quality and relevant degrees, institutions of higher education (IHEs) must deliver content responsive to the needs of the ECE workforce. These guidelines provide direction to developing and/or strengthening systems that result in advancing curriculum focused on child development and instructional practices for young children. The skills, knowledge, competencies, and needs of the ECE workforce must drive the curriculum and structure of programs that increase the attainment of industry-recognized credentials or competency-based equivalents:

- A credit-bearing Child Development Associate (CDA) certificate;
- An associate degree;
- A bachelor’s degree; and/or
- A Pennsylvania ECE PreK-4 instructional certificate.

Applications submitted in response to these guidelines are limited to Higher Education Institutions working to build and sustain high-quality, cross-systems relationships among and between high schools, two-year and four-year IHEs that serve Pennsylvania’s ECE programs. Applicants may propose to do one or more of the following four activities:

1. Institutionalize changes in CDA, associate degree, bachelor’s degree, and ECE teacher preparation certification programs to closely align with the knowledge, skills, and pedagogy required for the ECE workforce by engaging in the National Association for the Education of

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1 Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation a report by the National Academies of Sciences Engineering Medicines, April 1, 2015.
Young Children (NAEYC) Higher Education Accreditation process.

2. Increase IHE capacity to meet the needs of the ECE workforce by specially-designing courses related to: Pennsylvania’s Learning Standards for Early Childhood Infant and Toddlers and Pre-Kindergarten, ECE subject matter with a particular focus on infants and toddlers, developing knowledge and skills for educating young children whose primary language is not English, are not part of the dominate culture, and children who have special needs or come from vulnerable populations; teaching very young children with persistent challenging behaviors;

3. Design and institute stackable credentials or micro badging that leads to a CDA;

4. Enhance articulation agreements to ensure alignment with PDE’s Program to Program Transfer Articulation Oversite Committee (TAOC). Establish a foundation for best practices with the IHE partners on this grant; and

5. Create systems and structure to ensure teacher competence and the fidelity of implementation of effective practices by student teachers or apprentices.

IHEs are expected to implement innovations developed under these guidelines beyond the term of the grant award. A written report consisting of both quantitative and qualitative information will be requested after the first year of program implementation.

Funded partnerships may be regional or state-wide and must include at least one two-year or four-year IHE partner.

1.2 Issuing Office

These application guidelines are issued for the commonwealth by the Department of Education, Office of Child Development and Early Learning, telephone: (717) 265-8911; e-mail address: spoljac@pa.gov. All inquiries and questions should be emailed to: Susan Polojac, Director, Preschool Development Grant, Pennsylvania Department of Education, 333 Market Street, 6th floor, Harrisburg, PA 17101. The Issuing Office is the sole point of contact in the Commonwealth for these guidelines.

1.3 Eligible Applicants

Eligible Applicants under these application guidelines are IHEs offering ECE programs\(^2\) that culminate in an associate's or bachelor's degree. Eligible partnerships under these application guidelines are designed to meet Pennsylvania’s ECE workforce’s needs by equipping ECE professionals with the requisite knowledge, skills, and capacity to support improved child outcomes for all children. The Federal Preschool Development Birth - 5 Grant (PDG B-5) funds will support activities submitted in response to these guidelines. If applying in a partnership proposal under these guidelines, a partnership shall include at a minimum:

1. At least one CDA awarding institute or a two or four-year IHE offering ECE programs\(^3\) that culminate in an associate’s or bachelor’s degree.
2. Two and four-year IHE partners must be willing to develop and mutually agree upon a program to program articulation agreement and participate in the PA Trac System.

Additional partners may include:

1. Other educational agencies, including but not limited to, a local school district or career technology center with an ECE program of study;
2. A Pennsylvania Intermediate Unit or non-profit cultural or educational organization; and
3. Teacher organizations;

\(^2\) The name of a degree program is inconsequential under these competitive guidelines.

\(^3\) The name of a degree program is inconsequential under these competitive guidelines.
4. Early learning program associations or organizations;
5. Business and community members; and/or
6. Professional development organizations.

Competitive applications submitted under these guidelines will help assist Pennsylvania IHE’s:

1. Develop sustainable relationships that culminate in high quality practice-based/clinical experiences for Pennsylvania’s current and future ECE workforce;
2. Integrate Pennsylvania’s Learning Standards for Early Childhood Infant and Toddlers and Pre-Kindergarten into their respective ECE courses and degree programs (see Early Learning Standards Infants and Toddlers and Early Learning Standards Prekindergarten);
3. Incorporate competency-based assessment to access prior learning and teacher knowledge;
4. Participate in establishing PA Trac recognized program to program articulation agreements
5. Integrate PA-AIMH Infant Mental Health Competencies for Level 1 or higher The Pennsylvania Association for Infant Mental Health;
6. Identify and implement effective coaching strategies for higher education faculty who “supervise” student teachers or apprentices to improve retention and professional practice;
7. Integrate changes to degree program that are more closely aligned with the knowledge, skills, and pedagogy required for the ECE workforce to be effective in improving child outcomes for Pennsylvania's young children;
8. Make measurable progress towards NAEYC accreditation or accredit the targeted degree program that the innovative career pathway will be a part of;
9. Fulfill PA’s program to program articulation program for the ECE workforce; and
10. Ensure Faculty use of emerging, evidence-based curricula.

Each partnership will designate an IHE as the lead organization that will be responsible for all aspects of the project, including, but not limited to, the following:

1. Executing a contract or interagency agreement (IAA) with the Commonwealth of Pennsylvania on behalf of its partners;
2. Sub-contracting to provide resources and access to a network of experts who will deliver high quality professional ECE knowledge and skills that incorporate:
   • Appropriate professional practice designed to enable the ECE workforce to improve child outcomes;
   • Pennsylvania’s Learning Standards for ECE:
     o Infant and Toddlers, and
     o Pre-Kindergarten
   • Pennsylvania’s Core Knowledge Competencies for Early Childhood and School–Age Professionals; and
   • Data-driven decision making that enables IHEs to respond to the local needs of the ECE workforce.
3. Collaborating with all partners to design activities that achieve expected outcomes of this grant program;
4. Monitoring and managing federal funds consistent with Education Department General Administrative Regulations (EDGAR);
5. Maintaining records consistent with EDGAR and executed contract or interagency agreement (IAA);
6. Notifying program office in writing of any programmatic or personnel changes;
7. Submitting quarterly cash or hand financial reports;
8. Submitting comprehensive quarterly progress reports;
9. Participating in quarterly webinars, conference calls, or other activities established by the program office to share strategies/results with other funded partnerships;
10. Submitting budget revisions when any major budget category changes by 20 percent or more; and
11. Submitting all final financial and evaluation reports.

An IHE or community partner may be a partner in more than one application submitted for funding.

Applications will not be accepted from applicants who are:

- Unable to offer a face-to-face learning program that participates in Pennsylvania’s T.E.A.C.H. Program;
- Are currently delinquent in filing reports either with the Pennsylvania Department of Education (PDE), OCDEL or Labor, Education and Community Services (LECS) Controller’s Office; or
- Not eligible for NAEYC Accreditation self-study.

1.4 Scope

These guidelines contain (1) instructions governing the submission of applications and the information to be submitted; (2) requirements which must be met for a partnership to be eligible for consideration; (3) the selection process; and (4) evaluation criteria.

A grant award contract including standard contract terms and conditions, Riders A, B, and C is available on the PDE website at: http://www.education.state.pa.us/portal/server.pt/community/competitive_grants/7462/eligible_partnerships_program_-_higher_education/506824.  Universities under the PA State System of Higher Education (PASSHE) will be issued an IAA; a copy is also available on the above web site.

1.5 Statement of the Problem

It is estimated that between 14,000 and 16,000 individuals currently working in Pennsylvania’s ECE programs hold a high school diploma or a General Educational Development (GED) diploma. Another 16,000 individuals have participated in ongoing professional development opportunities but have not completed college course work to earn college credit or degrees. The commonwealth has worked with two-year and four-year degree granting institutions of higher education to create and implement an articulation agreement specific to ECE. However, there is still a significant number of ECE staff who have not earned a CDA, associate, or bachelor’s degree. Having a shared set of competencies, knowledge, and skills is an essential step to the professionalizing of the ECE workforce and setting industry-wide norms.

Pennsylvania’s Office of Child Development and Early Learning (OCDEL) is a dual deputate of Pennsylvania Department of Education and the Pennsylvania Department of Human Services. OCDEL is focused on creating opportunities for the commonwealth’s young children to develop and learn to their fullest potential. By developing an effective ECE system that includes high standards for programs and professionals, supports to meet these standards, accountability, and community engagement, OCDEL supports Pennsylvania’s children, families, teachers, and communities in reaching this goal. By building a strong foundation for children, OCDEL’s efforts today translate into a brighter future for tomorrow’s citizens.

Keystone STARS is a program of Pennsylvania’s Office of Child Development and Early Learning (OCDEL). Keystone STARS has four primary goals:

- To improve the quality of ECE;
- To support ECE providers in meeting their quality improvement goals;
- To recognize programs for continuous quality improvement and meeting higher quality standards; and
- To provide families a way to choose the quality of care and education programs.
OCDEL’s Keystone STARS Program supports all ECE programs to improve program quality. OCDEL encourages programs to think about Keystone STARS Performance Standards as a tool to support continuous quality improvement (CQI) that impacts services to the children and families in care.

ECE professionals work in a practice-based profession where they are responsible for helping all young children achieve high standards in learning and support their healthy development; this requires not only solid academic knowledge, but also strong clinical components and work ethic. By shifting to the knowledge, skills, competencies, and capacities to improve ECE teaching and learning, the connection between associate and bachelor’s degree programs and an ECE center-based experience strengthens. To make this change, two-year and four-year IHEs must participate in their regional PDOs needs assessment and planning efforts to ensure degree programs are providing the requisite knowledge and strongest ECE-based experience possible to immerse current and future ECE professionals in realistic classroom experiences.

Improving the quality of clinical experiences will help close the gap between theory and practice and ensure that ECE professionals will be effective in meeting the needs of all students. In enhanced clinical preparation settings, future ECE professionals will have better opportunities to:

1. Integrate theory with practice;
2. Develop and test classroom management and pedagogical skills;
3. Perfect the use of evidence in making professional decisions about their practice;
4. Understand and integrate the standards related to their profession;
5. Collaborate and work closely with colleagues and students;
6. Evaluate what they know and can do in the classroom; and
7. Analyze their teaching in a sustained, intense, ECE-embedded experience under the tutelage of effective ECE professionals, center directors, and higher education faculty.

To ensure that IHE faculty who supervise clinical experiences and cooperating teachers who provide guidance to ECE leadership have the appropriate knowledge and skills required, it may be necessary for all partners to participate together, learn together, and implement changes that will result in high quality, realistic clinical experiences such as apprenticeship. To prepare for a different type of clinical experience, it is essential that Pennsylvania’s ECE degree programs provide their students with the knowledge and skills associated with:

- Pennsylvania’s Learning Standards for Early Childhood Infants and Toddlers and Pre-Kindergarten;
- Children from backgrounds that are diverse in family structure, socioeconomic status, race, ethnicity, culture, and language;
- Advancing the learning and development of children who are dual-language learners;
- Advancing the development and learning of children who have specialized developmental or learning needs, such as children with disabilities or learning delays, children experiencing chronic stress/adversity, and children who are gifted and talented;
- Data-driven decision-making that enable current ECE workforce to use various types of data, including formative assessments, to strengthen classroom instruction; and
- Instructional strategies, learning environments and leadership skills that are developmentally appropriate for the 0-8 continuum.

Even though there is limited research devoted to identifying evidence-based ECE teacher preparation program features that are essential in developing skills and knowledge that foster learning and development in young children, research of the Frank Porter Graham Child

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5 Ibid, 1-2.
Development Institute identifies the following three professional practice domains as the most often overlooked:

1. Addressing the needs of young children with disabilities and their families;
2. Understanding and working effectively with infants and toddlers; and
3. Building young children’s competence and interest in content areas.

Each domain is critically important in the preparation of tomorrow’s ECE professionals; each domain is often under-emphasized in Early Childhood Teacher Education (ECTE) programs; however, evidence-based research in each domain is inadequate. Described below are numerous challenges in implementing evidence-based practices in ECTE programs and in understanding the impact of ECE programs:

1. Accreditation of ECTE programs is voluntary, which has limited the benefits of state and national attempts at quality assurance.
2. There is a dearth of research about the barriers and facilitators for faculty in implementing high-quality college curricula that align with evidence-based practice.
3. Pre-service students in ECTE programs receive limited coursework in key content areas, such as working with children with disabilities, infants and toddlers, and mathematics.
4. No system is in place to ensure the use of evidence-based approaches in preparing teachers. There are numerous published examples of “beacons of excellence”; promising IHE programs and approaches for preparing students to work with young children. However, rather than a nationwide system of evidence-based approaches for preparing teachers to enter the field, “a cottage industry of path breaking initiatives” exists.
5. There is little follow-up of pre-service students once they have entered the field. Missing are measures of: a) teacher competence, b) the fidelity of implementation of effective practices by student teachers, and c) faculty use of emerging, evidence-based curricula.

Three IOM/NRC recommendations relevant for ECE workforce development are:

**Recommendation 1:** Strengthen competency-based qualification requirements for all care and education professionals working with children from birth through age 8.

**Recommendation 2:** Develop and implement comprehensive pathways and multi-year timelines at the individual, institutional, and policy levels for transitioning to a minimum bachelor’s degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.

**Recommendation 3:** Strengthen practice-based qualification requirements, including a supervised induction period, for all lead educators working with children from birth through age 8.

While there are numerous other themes that emanate from the IOM/NRC research, (see Requirements for Professional Practice, Foundational Knowledge and Competencies for All Adults with Professional Responsibilities for Young Children included in Appendix 2, Excerpts from The Institute of Medicine/National Research Council’s Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation) that have bearing on ECE professional practice, the Knowledge and Competencies for ECE Practitioners appears (outlined below in Table 1) most relevant to ensuring innovative pathways developed under these guidelines, and meet the needs of current and future ECE professionals.

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6 The FPG Child Development Institute of The University of North Carolina at Chapel Hill is one of the nation’s largest organization for studying young children and their families; it conducts research and provides outreach services. More information is available at http://fpg.unc.edu.

### Table 1. Knowledge and Competencies for ECE Practitioners

#### 1. Core Knowledge Base
- Knowledge of the developmental science that underlies important domains of early learning and child development, including cognitive development, specific content knowledge and skills, general learning competencies, socio-emotional development, and physical development and health.
- Knowledge of how these domains interact to facilitate learning and development.
- Knowledge of content and concepts that are important in ECE of major subject-matter areas, including language and literacy, mathematics, science, technology, engineering, arts, and social studies.
- Knowledge of the learning trajectories (goals, developmental progressions, and instructional tasks and strategies) of how children learn and become proficient in each of the domains and specific subject-matter areas.
- Knowledge of the science that elucidates the interactions among biological and environmental factors that influence children’s development and learning; including the positive effects of consistent, nurturing interactions that facilitate development and learning, as well as the negative effects of chronic stress and exposure to trauma and that can impede development and learning.
- Knowledge of principles for assessing children that are developmentally appropriate; culturally sensitive and relevant, reliable, and valid across a variety of populations, domains, and assessment purposes.

#### 2. Practices to Help Children Learn
- Ability to establish relationships and interactions with children that are nurturing and use positive language.
- Ability to create and manage effective learning environments (physical space, materials, activities, classroom management).
- Ability to consistently deploy productive routines, maintain a schedule, and make transitions brief and productive, all to increase predictability and learning opportunities and to maintain a sense of emotional calm in the learning environment.
- Ability to use a repertory of instructional and care-giving practices and strategies, including implementing validated curricula, that engage children through nurturing, responsive interactions and facilitate learning and development in all domains in ways that are appropriate for their stage of development.
- Ability to set appropriate individualized goals and objectives to advance young children’s development and learning.
- Ability to use learning trajectories: a deep understanding of the content, knowledge of the way children think and learn about the content, and the ability to design and employ instructional tasks, curricula, and activities that effectively promote learning and development within and across domains and subject-matter areas.
- Ability to select, employ, and interpret a portfolio of both informal and formal assessment tools and strategies to use the results to understand individual children’s developmental progression and determine whether needs are being met, and to use this information to individualize, adapt, and improve instructional practices.
- Ability to integrate and leverage different kinds of technologies in curricula and instructional practice to promote children’s learning.
- Ability to promote positive social development and self-regulation while mitigating challenging behaviors in ways that reflect an understanding of the multiple biological and environmental factors that affect behavior.
- Ability to recognize the effects of factors from outside the practice setting (e.g., poverty, trauma, parental depression, experience of violence in the home or community) that affect

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8 Ibid.

### 3. Working with Diverse Populations of Children

- Ability to advance the learning and development of children from backgrounds that are diverse in family structure, socioeconomic status, race, ethnicity, culture, and language.
- Ability to advance the learning and development of children who are dual-language learners.
- Ability to advance the development and learning of children who have specialized developmental or learning needs, such as children with disabilities or learning delays, children experiencing chronic stress/adversity, and children who are gifted and talented. All ECE professionals, not just those in specialized roles, need knowledge and basic competencies for working with these children.

### 4. Developing and Using Partnerships

- Ability to communicate and connect with families in a mutually respectful, reciprocal way, and can set goals with families and prepare them to engage in complementary behaviors and activities that will enhance development and ECE.
- Ability to recognize when behaviors and academic challenges may be a sign of an underlying need for referral for more comprehensive assessment, diagnosis, and support (e.g., mental health consultation, social services, family support services).
- Knowledge of professional roles and available services within care and education and in closely related sectors such as health and social services.
- Ability to access and effectively use available referral and resource systems.
- Ability to collaborate and communicate with professionals in other roles, disciplines, and sectors to facilitate mutual understanding and collective contributions to improving outcomes for children.

### 5. Continuously Improving the Quality of Practice

- Ability and motivation to access and engage in available professional learning resources to keep current with the science of development and ECE and with research on instructional and other practices.
- Knowledge and abilities for self-care to manage their own physical and mental health, including the effects of their own exposure to adversity, stress, and competencies that are important for all professionals who provide direct, regular care and education for young children to support development, foster early learning, and contribute to greater consistency along the birth through age 8 continuum.

Table 2 establishes the expected outcomes for each partnership funded under these guidelines.

**Table 2. Expected Outcomes for Funded Partnerships**

<table>
<thead>
<tr>
<th>IHEs</th>
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<tbody>
<tr>
<td>Innovative and sustainable pathways that allow currently employed ECE professionals to earn ECE industry-recognized credentials (i.e., CDA, associate’s or bachelor’s degree, a Pennsylvania PreK-4 instructional certificate) and that reduce barriers to accessing such credentials.</td>
</tr>
<tr>
<td>Higher education faculty prepared to coach and supervise ECE professionals in appropriate student teaching settings</td>
</tr>
<tr>
<td>Availability of high quality ECE-based practice experiences through partnerships with community based ECE programs</td>
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<tr>
<td>Program revisions that:</td>
</tr>
</tbody>
</table>
Integrate Pennsylvania’s Standards for Early Learning Infants and Toddlers and Pre-Kindergarten into ECE development courses and degree programs;
Develop coaching strategies for higher education faculty that improve professional practice of ECE professionals;
Incorporate effective teaching and learning practices in one or more core academic subjects;
Utilize of Pennsylvania’s Birth – College, Career, Community Ready Family Engagement Framework to inform instruction related to family and community
Enable currently employed ECE professionals to use various types of data, including formative assessments, to strengthen classroom instruction and make program improvements.

**IHEs and/or Community Partners**

- Improved relationships with IHEs to ensure high – quality, practice-based experiences and ensure that future ECE practitioners graduate with the knowledge, skills, and pedagogy required for succeeding in today’s ECE centers.
- Better processes for selecting and matching collaborating supervising teachers with early childhood students.
- Flexible release time for ECE staff to participate in an educational program leading to an ECE industry-recognized credential (i.e., CDA, an associate’s or bachelor’s degree, or a Pennsylvania ECE Prek-4 instructional certificate).
- Local capacity developed to improve instruction by:
  - Using resources available in SAS;
  - Ensuring curricula are aligned with Pa.’s Early Learning Standards for Infants and Toddlers and Pre-Kindergarten and Pennsylvania’s Birth – College, Career, Community Ready Family Engagement Framework;
  - Improving skill sets of lead ECE professionals and ECE program directors to encourage them to stay in the ECE profession;
  - Using instructional coaching for improving ECE professional practices of all staff; and
  - Effective teaching and learning practices in one or more core academic subjects.

**1.6 Funding Source**

Funding for this grant comes from the Preschool Development Grant Birth – Five (PDG B-5) and is to provide opportunities to accelerate Pennsylvania’s bold goals for systems-building and change. By allocating funds specifically to the capacity-building of infrastructure and staff dedicated to moving the Strategic Plan initiatives forward, young children, families, and providers will see benefits within the initial year of funding. The funding opportunity outlined within this grant application will provide the necessary funding to begin the process of increasing access to a mixed delivery system of credit bearing, ECE-focused coursework aligned with statewide ECE career pathways.

**1.7 Essential Elements to Include in Each Application**

Each application must demonstrate that it incorporates each of the following essential elements by translating them into instructional activities and appropriate action strategies connected to the individual partnership’s measurable goals and objectives:

1. With the input from all partners, decide how to assess the current knowledge and skills of the ECE program’s workforce to ensure new knowledge/skills are being learned, rather than relearning skills they already exhibit in their professional practice.
2. Develop a system, including articulation agreements, that will increase access for the ECE workforce to participate in and earn an industry-recognized credential (i.e., CDA, an associate’s or bachelor’s degree, or a Pennsylvania ECE Prek-4 instructional certificate) through innovative and sustainable pathways.
3. Incorporate competencies, knowledge, and skills outlined in Table 2. Knowledge and
Competencies for Early Childhood Practitioners if they are not evident in the professional experience and practice in the ECE workforce.

4. Integrate each of the following into ECE programs of study:
   - Pennsylvania’s Learning Standards for Early Childhood Infants and Toddlers and Pre-Kindergarten;
   - Family Engagement Framework:
   - NAEYC’s Professional Preparation standards
   - Develop coaching strategies for higher education faculty that improve professional practice of ECE professionals;
   - Incorporate effective teaching and learning practices in one or more core academic subjects; and
   - Enable currently employed ECE professionals to use various types of data, including formative assessments, to strengthen classroom instruction and make program improvements.

6. Collaborate with professional organizations to develop a variety of continuing supports for ECE programs, classrooms, and leadership.

7. Identify a plan for each partner to institutionalize changes to foster high quality ECE practice-based, clinical experiences and improved ECE teaching and learning beyond the term of the grant program.

8. Design and implement a comprehensive accountability system that enables the lead IHE partner to submit comprehensive data and information relevant to measurable goals and objectives identified in the partnership proposal.

Implementation of innovative and sustained pathways designed under these guidelines will commence upon the expiration of the grant award issued by the commonwealth.

1.8 Type of Award

If awards are made, the standard grant award contract will be issued, except for universities under the Pennsylvania State System of Higher Education, which will be issued an Inter – Agency Agreement (IAA). Negotiations will be held with potential contractors to discuss funding levels as well as programmatic changes. Because the application narrative will be incorporated into the grant award contract or IAA, revisions will be required for the narrative to be acceptable to the commonwealth.

1.9 Amount of Awards

Approximately $2.4 million is available to implement multiple regional and/or statewide partnerships. Grant requests may not exceed $250,000, and grantees may apply for multiple partnerships.

Awards issued under these guidelines will be valid through December 30, 2019. Funding is contingent upon conditions such as the appropriation of funds by the USDE, approval of a no cost extension by the USDE, no change in priority emphasis by the USDE or OCDEL, and a fully executed contract/MOU.

Each of the following expenditures will be disallowed from any contract or memoranda of understanding awarded:

1. Costs of instruction or tuition charges.\(^{10}\)
2. Facilities rental or janitorial costs for any of the partners.
3. Cost of food and beverages.

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\(^{10}\) Tuition for all currently employed early childhood educators will be paid by T.E.A.C.H. financial aid; implementation of innovative pathway will commence upon the expiration of the grant agreement issued by the commonwealth.
4. Purchases of equipment. Under these application guidelines equipment is an instrument, machine, apparatus, or set of articles that meets all of the following criteria:
   a. Cost is $5,000 or more per unit;
   b. It retains its original shape, appearance and character with use;
   c. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;
   d. It is nonexpendable; i.e., if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit; and
   e. Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for more than one 12-month fiscal period.

5. Capital expenditures.

6. Full-time personnel hired specifically for the project.

7. College or university fees such as, but not limited to, academic fees, equipment fees, computer fees, community center fees, ID fees, health fees.

8. Per diem, lodging, and mileage reimbursement rates consistent with prevailing state limits available at General Service Administration Per Diem.

9. Indirect costs exceeding 8%.

10. Grant funds cannot be used to pay the salary of a project director who does not spend at least 20% of his/her time involved in instructional activities.

Regardless of the cost, computer software is categorized as "Supplies and Materials."

1.10 Project Expiration Date

Contracts awarded, or memoranda of understanding issued under these application guidelines will expire on or before December 30, 2019.

1.11 Rejection of Applications

The commonwealth reserves the right to reject any and all applications received as a result of these guidelines and to negotiate separately with successful grant recipients. Applications will not be accepted from applicants (1) where IHE partners are not authorized to participate in TEACH financial aid; (2) who are currently delinquent in filing reports either with PDE, OCDEL, or LECS Comptroller's Office; (3) if applications are not completed according to specifications contained in Part II, Application Requirements; and (4) if they are not submitted by the established filing deadline of 5:00 P.M. on Friday, August 9, 2019

1.12 Incurring Costs

The commonwealth is not liable for any costs incurred by applicants or successful grant recipients prior to the effective date of any contract or IAA.

1.13 Pre-Proposal Conference

A pre-proposal conference will be conducted via a webinar scheduled for 9:30 A.M. until Noon on July 23, 2019. The purpose of this conference is (1) to clarify the guidelines; (2) to emphasize portions of the guidelines considered especially important; and (3) to answer questions. Questions must be forwarded in writing by July 19, 2019 to the Issuing Office to ensure that sufficient analysis can be made before an answer is supplied during the webinar. The Issuing Office has prepared a pre-printed form entitled Pre-Proposal Conference Questions Stemming from Higher Education, Early Child Care, and Community-based Partnerships Working to Implement Innovative and Sustained Pathways Designed Specifically to Meet the Needs of Pennsylvania's Current ECE Workforce guidelines (PDE-4658), which is available on the Department of Education's website at: http://www.education.state.pa.us/portal/server.pt/community/competitive_grants/7462/eligible_partnerships_program_-higher_education/506824, for applicants to submit their questions. Applicants
will have an opportunity to pose additional **written** questions during the webinar. The webinar will be recorded for anyone who cannot participate. The recording will be available on the website as soon as possible.

**1.14 Amendment to the Guidelines**

If it becomes necessary to revise any part of the application guidelines, an amendment will be posted to the PDE’s web site.

**1.15 Response Date**

To be considered for funding, all applications must be completed in the form and manner specified in Part II, Application Requirements, no later than 5:00 P.M. **August 9, 2019.**

Applicants are asked to notify the Issuing Office by **July 19, 2019** of their intent to submit an application by completing and mailing the “Notification of Intent to Submit an Application for HIGHER EDUCATION AND COMMUNITY-BASED PARTNERSHIPS WORKING TO BUILD INNOVATIVE PATHWAYS DESIGNED SPECIFICALLY TO Meet THE NEEDS OF PENNSYLVANIA’S CURRENT ECE WORKFORCE” (PDE-4658A), which is available on the Department of Education’s website at [http://www.education.state.pa.us/portal/server.pt/community/competitive_grants/7462/eligible_partnerships_program_-_higher_education/506824](http://www.education.state.pa.us/portal/server.pt/community/competitive_grants/7462/eligible_partnerships_program_-_higher_education/506824). There is no obligation to submit a final application even though a notification form is submitted.

**1.16 Economy of Preparation**

Applications should be prepared simply and economically, providing a straightforward, concise, and detailed description of the project’s goals, objectives, and activities that will be provided under this competition. Part II, Application Information, describes the items to be addressed by each application section. Proofread responses carefully; points will be deducted for grammatical, typographical, and syntactical errors.

**1.17 Prime Contractor Responsibilities**

Contractors\(^1\) will be required to assume responsibility for all goals, objectives, and activities outlined in their application. Additionally, each contractor must have all funds committed and obligated by **December 30, 2019.** The sole point of contact for each contract or MOU will be the project director for the lead IHE, also known as the contractor.

After a contract is awarded or an MOU is issued, contractors are obligated to file the following reports:

<table>
<thead>
<tr>
<th>REPORT</th>
<th>DUE DATE(S)</th>
<th>FILED WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reconciliation of Cash on Hand (PDE-2030)</td>
<td>10 days after each calendar quarter once payment begins</td>
<td>LECS Comptroller's Office (Electronic submission)</td>
</tr>
<tr>
<td>Final Completion Report (PDE-2032)</td>
<td>90 days after grant expires or after all funds have been obligated</td>
<td>OCDEL</td>
</tr>
<tr>
<td>Audit Information(^2)</td>
<td>Nine months after expiration of</td>
<td>Bureau of Audits and</td>
</tr>
</tbody>
</table>

\(^1\) Under these guidelines, the contractor is the lead IHE partner designated in the application.

\(^2\) Entities that expend $500,000 or more in total federal awards during their fiscal year are required to have an audit in accordance with OMB Circular A-133. Entities that expend less than $500,000 in total federal awards during their fiscal year are exempt from the Single Audit requirements (Single Audit Amendments of 1996), but they...
15

<table>
<thead>
<tr>
<th>REPORT</th>
<th>DUE DATE(S)</th>
<th>FILED WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td>contract/interagency Agreement</td>
<td></td>
<td>OCDEL</td>
</tr>
<tr>
<td>Progress Report (PDE-3810E)</td>
<td>Due at the end of each calendar quarter after the project begins</td>
<td>OCDEL</td>
</tr>
<tr>
<td>Program Evaluation (PDE-3810)</td>
<td>30 days after project ends</td>
<td>OCDEL</td>
</tr>
</tbody>
</table>

For auditing purposes, project staff will also need to maintain time and effort sheets or similar reporting mechanisms to document time devoted to project activities.

1.18 Disclosure of Application Contents

All material submitted becomes the property of the Commonwealth of Pennsylvania. Applications submitted to the commonwealth may be reviewed and evaluated by any person other than competing applicants at the discretion of the commonwealth. The commonwealth has the right to use any or all ideas presented in any response to these guidelines. Selection or rejection of the application does not affect this right.

1.19 Notification and Evaluators’ Comments

Each applicant will be notified in writing about the status of the application. In addition, copies of each evaluator’s written evaluation will be provided.

1.20 News Releases

News releases and/or press statements pertaining to contracts awarded or memoranda of understanding issued under these application guidelines cannot be made without written authorization from the Issuing Office and must conform to the guidelines provided by the Issuing Office.

1.21 Commonwealth Participation

The program officer for these guidelines is: Susan Polojac, Director, ESSA Preschool Development Grant Birth-Five (PDG B-5) in the Department of Education. Ms. Polojac is available to provide technical assistance to applicants up to the filing deadline and to contractors after awards are made. Ms. Polojac also has the responsibility to ensure activities submitted under each application are permissible under the ESSA Preschool Development Grant Birth-Five (PDG B-5) funds.

1.22 Terms of Payment

Funds may not be spent prior to the effective date of the grant award contract or IAA. Moreover, 10% of the total contract or IAA will be withheld by the commonwealth and will not be released unless the contractor satisfies all mandatory reporting obligations. The remaining balance will be prorated over the term of the contract or IAA. Payments will begin when the contractor’s file has been activated by LECS Comptroller’s Office. Depending on when a contractor’s account is activated, up to three months of payments may be issued for the contractor’s payment schedule to be up-to-date.

The commonwealth has converted to an Automated Clearing House (ACH) System to disburse federal payments processed through the Federal Subsidies Section. Funds will be deposited into a designated ACH account rather than being disbursed by check.

are required to maintain records, which can be audited.
Payments under the contract or IAA will continue as long as the contractor continues to submit quarterly Reconciliation of Cash on Hand forms (PDE-2030) and the funds on-hand are within the cash management guidelines established by EDGAR.

1.23 Important Dates

The following dates generally reflect the evaluation process and are targets subject to change by the department:

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidelines Released</td>
<td>July 9, 2019</td>
</tr>
<tr>
<td>Letter of Intent Due</td>
<td>July 19, 2019</td>
</tr>
<tr>
<td>Submission of Written Questions for Pre-Proposal Conference</td>
<td>July 19, 2019</td>
</tr>
<tr>
<td>Pre-Proposal Conference</td>
<td>July 23, 2019</td>
</tr>
<tr>
<td>Competitive Partnership Applications Due</td>
<td>August 9, 2019</td>
</tr>
<tr>
<td>Application Review and Scoring by Review Panel</td>
<td>August 12-16, 2019</td>
</tr>
<tr>
<td>All Applicants Notified</td>
<td>August 26, 2019</td>
</tr>
<tr>
<td>Meeting with Each Grant Recipient</td>
<td>September 12-13, 2019</td>
</tr>
<tr>
<td>Grant Award Contracts Prepared and Returned to PDE</td>
<td>October 1, 2019</td>
</tr>
<tr>
<td>ESSA Preschool Development Grant Birth-Five (PDG B-5) Expire</td>
<td>December 30, 2019</td>
</tr>
<tr>
<td>Task</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Submission of Bi-Monthly Evaluation Reports to OCDEL</td>
<td>October 31, 2019</td>
</tr>
<tr>
<td></td>
<td>December 30, 2019</td>
</tr>
<tr>
<td>Participation in Monthly Telephone Calls</td>
<td>October 1, 2019</td>
</tr>
<tr>
<td></td>
<td>November 4, 2019</td>
</tr>
<tr>
<td>Grant Close Out</td>
<td>December 2, 2019</td>
</tr>
<tr>
<td>Submission of OMB Circular A-133 Audit Report</td>
<td>March 31, 2019 (90 days after funds expire)</td>
</tr>
<tr>
<td></td>
<td>May 1, 2019</td>
</tr>
</tbody>
</table>

### 1.24 General Conditions

The commonwealth’s Standard Terms and Conditions are an integral part of each grant award contract. For State System universities, the IAA represents the understandings of the agencies involved.

### 1.25 Procedures for Filing Allegations of Procedural Violations

The following procedures govern the filing of allegations of procedural violation against OCDEL:

1. A signed letter of the complaint citing specific allegations of wrong-doing must be received by Deputy Secretary, Office of Child Development and Early Learning, no later than 30 calendar days from the mailing date of the funding decision. Letters should be mailed to Deputy Secretary, Office of Child Development and Early Learning, 333 Market St., 6th Floor, Harrisburg, PA 17126.

2. The Deputy Secretary assigns follow up to the Chief of Staff, OCDEL.

3. The Chief of Staff will investigate allegations of violation.

4. Upon receipt of the allegations, the Deputy Secretary will acknowledge receipt of correspondence and will indicate an investigation will ensue, culminating in a written response to the allegations mailed within 20 business days of the date the letter was received by OCDEL.

5. The written response shall include the following: the name of the party raising the allegation of procedural violation, the nature of the allegations, the recommended resolution and the reasons for the recommendation.

6. The complainant may appeal the recommended resolution to the Secretary of Education pursuant to 1 Pennsylvania Code, §35.20.

### Part II

**APPLICATION INFORMATION**

All eligible applicants must submit copies of the following in a PDF format:

1. Cover Page;

2. Project Abstract – Rider B (PDE-3118);

3. Agreement for Higher Education and Community Organizations Partnerships (PDE-3668);

4. Acronym Definition Page and Explanations of Projects Referenced in Narrative;

5. Budget Projection (PDE-3113G);

6. Evidence of NAEYC accreditation or of the IHE’s participation in self-study;

7. Draft evaluation instruments to measure effectiveness of goals, objectives, activities, and expected outcomes; and

8. Proposal Narrative, which includes the following sequence of sections:
   a. Executive Summary;
   b. Local Needs Assessment/Cooperative Planning;
c. Instructional Program/Program Results;
d. Evaluation;
e. Dissemination of Project Information; and
f. Cost and Price Analysis.

Each application must contain the following information submitted in the format and sequence described below:

1. **Cover Page**, which lists application contents and page numbers.

2. **Project Abstract** - Rider B (PDE-3118). This section gathers information related to the specific project, its measurable goals, objectives, and activities. This form asks questions related to who will lead and engage in the partnership activities, funding level, anticipated starting, and completion dates of the strategic plan. In addition to listing all partners (IHE faculty, Deans and president, PDO staff, community partners) the abstract includes a table that connects project activities to project goals and individual objectives. Each partnership must include one of its measurable goals or objectives and the type of industry-recognized ECE credential to be earned, i.e., CDA, associate's or bachelor's degree or a Pennsylvania ECE PreK-4 instructional certificate.

4. **Agreement to Participate in a Higher Education and Community-based Partnerships Working to Implement Innovative Programs Designed Specifically to Meet the Needs of Pennsylvania’s Current ECE Workforce** program (PDE-3668). A signed agreement is required from each partner that describes the roles and responsibilities of each partner. Letters of endorsement do not fulfill this requirement.

5. **Acronym Definition Page and Explanations of Projects Referenced in Narrative.** Present a comprehensive description of all acronyms and projects references in narrative.

6. **Two-Year Budget Projection for Competitive Application** prepared on form PDE-3113G or a similar format.

7. **Draft copies of evaluation instruments to measure effectiveness of the tasks to be undertaken to design an innovative pathway for current ECE professionals to participate and earn an industry-recognized ECE credential (i.e., CDA, associate's or bachelor's degree or a Pennsylvania ECE PreK-4 instructional certificate).**

7. **Application Narrative** containing the following sections:
   a. Executive Summary
   b. Local Needs Assessment/Cooperative Planning
   c. Instructional Program/Program Results
   d. Plan of Action
   e. Evaluation
   f. Dissemination of Project Information
   g. Cost and Price Analysis

The Application Narrative is limited to 20 double-spaced pages, prepared in 12 point, Arial font.

The application must respond to all requirements in this part of the guidelines. Any other information thought to be relevant, but not required by a section, should be provided as an appendix to the application. **Material contained in appendices may not be fully considered by external evaluators.**
When writing a narrative, follow the prescribed sequence below for each section; each section need not start on a new page; be sure to include detailed descriptions and action strategies associated with each section of the application.

1. **EXECUTIVE SUMMARY.** (a) State the goal of the regional/statewide partnership (refer to item #6 in the Project Abstract). (b) List measurable objectives (refer to item #6 in the Project Abstract), standards or benchmarks to determine effectiveness of the program and summarize the ECE academic program, academic supports (refer to item #6 in the Project Abstract) to be provided, future delivery strategies, and the steps IHEs will take to ensure program is accessible to today's current ECE workforce. (c) List anticipated project outcomes--including (1) higher education coaches (i.e., supervising faculty) from each partner; and (2) the anticipated partner benefits outside of the IHEs.

2. **LOCAL NEEDS ASSESSMENT/COOPERATIVE PLANNING.** This section of the application documents current, local needs of each eligible ECE centers' workforce. Partnerships will: (a) Describe the ECE landscape and needs in the region of focus; (b) Describe demographics of children in that region; (c) Describe what each IHE has done to integrate Pennsylvania’s Early Learning Standards for Early Childhood Infant and Toddlers and Pre-Kindergarten into curricula and ECE program of study. (d) Identify how current ECE use resources from Pennsylvania’s Standards Aligned Systems and are highlighted throughout the degree program. (e) Describe other local conditions that substantiate the need for the partners to participate in the development of practice-based courses that will improve their abilities to help young children learn to higher levels. i.e., the rate of turnover of ECE staff. (f) Describe the collaborative process that will be used to develop an innovative and sustainable ECE pathway that meets not only the needs of current workforce, but also ensures that the pathway incorporates knowledge and skills associated with the professional practice of ECE practitioners.

3. **INSTRUCTIONAL PROGRAM/PROGRAM RESULTS.** This section focuses on the ECE program of study and anticipated results. (a) Develop an implementation timeline for each activity associated with developing an innovative pathway for current ECE workforce; use the measurable objectives and activities listed in item #6 of Project Abstract (PDE-3118). Include the duration of each activity, and the name and title of individual(s) responsible for overseeing the activity. (b) Describe how the partnership will ensure that current ECE practitioners will not be required to relearn knowledge and competencies they already exhibit in their job. (c) Describe how the partnership will ensure that the requisite Knowledge and Competencies for ECE Practitioners outlined in Table 2 of these guidelines will form the cornerstone of the innovative pathway. (d) Describe how each of the following will be integrated into redesigned ECE programs of study:
   - Integrate Pennsylvania’s Standards for Early Learning Infants and Toddlers and Pre-Kindergarten into ECE development courses and degree programs;
   - Develop coaching strategies for higher education faculty that improve professional practice of ECE professionals;
   - Incorporate effective teaching and learning practices in one or more core academic subjects;
   - Integrate policy changes that align with NAEYC accreditation standards; and
   - Enable currently employed ECE professionals to use various types of data, including formative assessments, to strengthen classroom instruction and make program improvements.
   (e) Summarize anticipated outcomes: these are the benefits provided to current and future ECE workforce, cooperating ECE teachers, other ECE teachers, center directors, students, higher education faculty, student teachers, IHEs, and other partners as a result of the activities outlined in the application (see Table 3. Anticipated Outcomes for Funded Partnerships). (f) Since partnerships are designing innovative and sustained pathways to meet the educational needs of today’s ECE workforce, describe the incentives and flexibilities that will be incorporated to allow currently employed ECE workers to participate in these programs. (g) Describe the supports and retention strategies that will be implemented when current ECE workers enroll, especially since one
goal/objective is for current ECE to earn an industry-recognized credential (i.e., CDA, associate's or bachelor's degree or a Pennsylvania ECE PreK-4 instructional certificate).

4. PLAN OF ACTION. The focus of this section is process. (a) Describe the plan in terms of essential elements 1-7 outlined in 1.7 of these guidelines. (b) Describe evidence-based ECE pedagogical methods that will be incorporated into ECE programs of study. (c) Present a staffing plan—including the names and roles of individuals from each partner and an organizational chart, including names of individuals and the partner they represent. (d) Describe how partnership anticipates improving practice-based, clinical sites for future ECE practitioners. (e) Describe how the partnership(s) has the capacity to design an innovative and sustained pathway that culminates in an industry-recognized ECE credential (i.e., a CDA, an associate's or bachelor's degree or Pennsylvania's ECE PreK-4 instructional certificate). (f) Describe why the partnership has the capacity to strengthen the professional practice of current ECE workforce, accomplish stated goals, objectives, and expected outcomes, including the qualifications of the lead IHE's project director to administer a regional/ statewide partnership grant. Note: Since syllabi will be finalized during the term of the grant, partnerships will be required to submit syllabi when the grant award expires.

5. EVALUATION. An external evaluator is not required by these guidelines. This section identifies benchmarks for each goal, objective, activity, and expected outcome. Each partnership will identify (1) methods that will be used to report status and results to its partners and (2) how it will work with partners to understand and use key project results for continuous program improvement. (a) Design a plan that measures the effectiveness of key strategies and component parts that are deemed essential for keeping all partners working toward the common goal of developing an innovative and sustained pathway that culminates in an industry-recognized ECE credential (i.e., a CDA, an associate's or bachelor's degree or a Pennsylvania ECE PreK-4 instructional certificate). (b) Establish rigorous standards or benchmarks that will be used to determine the effectiveness of the partnership's efforts to develop an innovative pathway. Incorporate appropriate strategies and flexibilities to retain and encourage ECE practitioners to complete and earn an industry-recognized ECE credential. (c) Provide draft copies of evaluation instruments that will be implemented (either in current form or with revisions). (d) Identify the individual who will be responsible for the overall evaluation and describe his/her experience with evaluations of this nature. (e) Describe the feedback loop that will be implemented for continuous program improvement to occur. (f) Describe how evaluation results will be reported to partners.

6. DISSEMINATION OF PROJECT INFORMATION. (a) Illustrate how the partnership's processes for designing an innovative and sustainable ECE pathway can be replicated by other partners. (b) Identify components of the partnership that will be essential for others to replicate. (c) Design a plan that includes distribution channels that will be used to distribute a description of program processes and information.

7. COST AND PRICE ANALYSIS. This section adds meaning to the budget figures included on the budget form accompanying the partnership application. It explains how each budgeted item supports program goals, objectives, and activities. (a) Describe the cost effectiveness of the budget. (b) Connect each expenditure to relevant project goal(s), objective(s), activity(ies), and expected outcomes (see item #6 of Project Abstract). (c) Explain how the budget will be monitored to ensure each partner's expenditures are consistent with the budget. (d) Describe the institutional procedures that are in place regarding administering a grant of this nature, including procedures for contracting or procuring services of others. Partnerships are asked to complete a realistic, cost effective, and detailed budget for project years 1 and 2 (if a one-year, no cost extension is approved by the USDE) related to the following six expenditure categories: (1) Salaries, (2) Fringe Benefits, (3) Purchased Professional and Technical Services, (4) Other Purchased Services, (5) Supplies and Materials, and (6) Indirect Costs (limited to 8%). Carefully check all budget figures and calculations and verify that funding levels on the Project Abstract-Rider B match the totals reported on the budget projection form.
9. **BUDGET PROJECTION FOR COMPETITIVE APPLICATION.** Complete columns for Years 1 and 2 for this competition. **A partnership should not request or budget more than a total of $250,000 in year 1.** (a) Prepare a realistic, cost effective, two-year financial plan using the following 6 categories to itemize expenses anticipated for designing an innovative ECE pathway: (1) Salaries, (2) Fringe Benefits, (3) Purchased Professional and Technical Services, (4) Other Purchased Services, (5) Supplies and Materials, and (6) Indirect Costs (limited to 8% maximum). (b) A sample two-year budget is available on PDE’s web site at: [http://www.education.state.pa.us/portal/server.pt/community/competitive_grants/7462/eligible_partnerships_program_-_higher_education/506824](http://www.education.state.pa.us/portal/server.pt/community/competitive_grants/7462/eligible_partnerships_program_-_higher_education/506824). Carefully check all budget figures and calculations and verify that funding level reported on the Project Abstract-Rider B is the same as the total on the budget projection form.

**Common Application Shortcomings**

Partnerships should avoid the following common application shortcomings as they respond to application questions:

- Applications lack sufficient detail and raise more questions than they answer;
- Needs assessment data are not local, specific, and current;
- Key concepts are not developed into appropriate action strategies;
- Application information is poorly organized and, therefore, difficult to follow and understand;
- Instructional activities seldom build on existing partnerships;
- Application information is inconsistent from one section to another;
- Budgets are not cost effective;
- Budgets contain calculation errors; and
- Applications contain typographical, grammatical, and/or syntactical errors.
PART III

CRITERIA FOR SELECTION

Each part of the application has been assigned a point value for numerically rating and ranking applications. Point values for each part of the application are below; the maximum point value any application may receive is 250.

<table>
<thead>
<tr>
<th>PARTS OF APPLICATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Page, which lists application contents and page numbers</td>
<td>0</td>
</tr>
<tr>
<td>Certification that each IHE is Authorized to Participate in TEACH Financial Aid Program</td>
<td>10</td>
</tr>
<tr>
<td>Project Abstract - Rider B</td>
<td>0</td>
</tr>
<tr>
<td>Agreement to Participate in NAEYC Higher Education Accreditation Process</td>
<td>0</td>
</tr>
<tr>
<td>Acronym Definition Page and Explanations of Projects Referenced in Application</td>
<td>0</td>
</tr>
<tr>
<td>Budget Projection</td>
<td>20</td>
</tr>
<tr>
<td>Narrative</td>
<td></td>
</tr>
<tr>
<td>• Executive Summary</td>
<td>10</td>
</tr>
<tr>
<td>• Local Needs Assessment/Cooperative Planning</td>
<td>20</td>
</tr>
<tr>
<td>• Instructional Program/Program Results</td>
<td>25</td>
</tr>
<tr>
<td>• Plan of Action</td>
<td>30</td>
</tr>
<tr>
<td>• Dissemination of Project Information</td>
<td>20</td>
</tr>
<tr>
<td>• Evaluation, including copies of draft evaluation instruments</td>
<td>25</td>
</tr>
<tr>
<td>• Cost and Price Analysis</td>
<td>10</td>
</tr>
<tr>
<td>Subtotal</td>
<td>140</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPECIAL AREA POINTS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points will be awarded on an all or nothing basis for each category below:</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate essential changes will be integrated in future ECE practiced-based, clinical experiences.</td>
<td>20</td>
</tr>
<tr>
<td>• Demonstrate the partners have the capacity to implement an innovative ECE pathway that culminates in current ECE practitioners earning a CDA, an associate's or bachelor's degree, or Pennsylvania ECE PreK-4 instructional certificate.</td>
<td>20</td>
</tr>
<tr>
<td>• Demonstrate ECE program of study incorporates requisite knowledge and competencies recommended by IOM/NRC (see pages 10-12), along with the knowledge and skills that are Pennsylvania-specific (see 5a-e on page 13).</td>
<td>20</td>
</tr>
<tr>
<td>• Demonstrate current and future ECE practitioners who complete the innovative pathway will have the professional knowledge to enable all young children to learn to higher levels.</td>
<td>20</td>
</tr>
<tr>
<td>Subtotal - Special Bonus Points</td>
<td>80</td>
</tr>
<tr>
<td>Total Maximum Points</td>
<td>250</td>
</tr>
</tbody>
</table>

A panel of independent reviewers will review applications. Total points will be awarded based on overall strength, detailed descriptions provided, and responsiveness to the Higher Education, ECE and Community-based Partnerships Working to Implement Innovative and Sustained Pathways Designed Specifically to Meet the Needs of Pennsylvania's Current ECE Workforce guidelines. Scores will be recorded and statistically analyzed to determine which applications will be funded. Before funding recommendations are forwarded to the Secretary of Education and the program manager will review applications identified for funding to verify that they are consistent with The ESSA Preschool Development Grant Birth – Five (PDG B-5) requirements and guidance from USDE. Partnerships will be distributed across the commonwealth. The number of partnerships funded will
be limited by the amount of funds available.