



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC WELFARE**

**Division of Procurement
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Director**

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March 1, 2010

FLYER 2

SUBJECT: RFP NO. 21-09 REGIONAL KEY PROFESSIONAL DEVELOPMENT DELIVERY AND MANAGEMENT OF KEYSTONE STARS

Dear Prospective Offeror:

The attached package represents a formal issuance of materials related to the Commonwealth of Pennsylvania, Department of Public Welfare Request for Proposal (RFA) 21-09, **REGIONAL KEY PROFESSIONAL DEVELOPMENT DELIVERY AND MANAGEMENT OF KEYSTONE STARS**. The following material is being sent to all entities that were mailed the original RFP package:

- Written answers to the questions submitted for the above referenced RFA. The answers serve as the official response from the Office of Child Development and Early Learning, Department of Public Welfare (DPW), to the questions raised by prospective bidders concerning this RFP.
- PRI PD and TA Template for 2009-2010
- Program Review Instrument for FY 09-10
- PowerPoint Presentation from the pre-proposal conference
- Attendance list from the pre-proposal conference

NO ADDITIONAL QUESTIONS REGARDING RFP 21-09 WILL BE ACCEPTED OR ANSWERED EITHER VERBALLY OR IN WRITING.

All proposals must be received by March 31, 2010, **at or before 2:00 p.m.**, by the Department of Public Welfare, Procurement Section, Room 525, Health and Welfare Bldg, Commonwealth Avenue and Forster Street, Harrisburg, Pennsylvania 17120.

Sincerely,

A handwritten signature in cursive script, appearing to read "Daniel R. Boyd".

Daniel R. Boyd, Director
DPW Division of Procurement

**RFA 21-09 PA Keys to Quality
Questions and Answers**

- Q1: Do you know that last date any updates/addendums to the RFA would be posted to the web site?
A1: No definite date. Updates will be made as needed and applicants should routinely check the website for any new additions.
- Q2: Traditionally seek sign-off by our Leadership Council on our regional plan. Can we continue to have the sign-off?
A2: Yes.
- Q3: On page 8 of 40, under C staffing. 3 page maximum is noted for question 1. On page 14 under 1c staffing it states 3 page maximum page limit is for question 1 and does not include job descriptions. Is that correct?
A3: Correct. Addenda/attachments may be noted in the narrative portions and indicated in a Table of Contents.
- Q4: Does Budget Justification have a maximum number of pages?
A4: No.
- Q5: Under Organizational Background/emergency Preparedness, if the Emergency Plan exceeds 3 pages is that okay?
A5: No.
- Q6: Can we obtain a copy of the Program Review Instrument (PRI)?
A6: Yes, the 09/10 PRI will be posted to the DGS website.
- Q7: If awarded the Regional Key, how soon could we expect access to current regional data? (Professional development, data bases, current STARS status, PELICAN)?
A7: Tentatively starting June 1st.
- Q8: If awarded the key, what training would be immediately available to new keys?
A8: PELICAN on line training modules, Core Series Training available through the Keys to Quality professional development system, Keystone STARS implementation guidance, technical assistance and professional development from OCDEL and the PA Key.
- Q9: What is the funding formula for CEGs?
A9: There is a specific amount allocated each year by county through RFA process run by OCDEL and Regional Keys are informed of contracting amounts for each CEG.
- Q10: How are monthly targets set for recruitment and movement?
A10: Targets are based on the number of regulated providers in each region by provider type and the use of historical data. The final determination is made through a combined effort between OCDEL and each Regional Key.

- Q11: If services can be provided by STARS staff, can money in budget for those services be rolled into staff and operations line item?
- A11: This question cannot be answered because it is unclear as to what types of services the applicant is referring in this question. DSM answer: Yes, specifically if the Regional Key provides some professional development or technical assistance that amount of funding can be pulled into the operations line item. The applicant should comment on the cost effectiveness, community and capacity building aspects of these decisions.
- Q12: The sample budget in Rider 3 has total budget amounts in grant awards of approximately 6.5 million dollars, however in the RFP the totally listed is 12 million dollars. What budget amount should be used for fiscal year 2011?
- A12: A correction will be made and posted to the DGS website to Table 6 on pages 25 &26 pf Part IV and Rider 2 for Work Statement Requirements) .
- Q13: Mind in the Making (MITM)—2 cohorts recommended or required?
- A13: At this time, 2 cohorts are recommended.
- Q14: No objectives or strategies were provided in Section V. Community Outreach and Coordination. Is this section open-ended?
- A14: Yes.
- Q15: Cover sheet states “Enclosed in two separately sealed submittals is the proposal of the Applicant identified below...” Should the 8 copies and the CD be submitted in 2 separate packages?
- A15: No, submissions should be in one package. A correction will be made to the cover sheet and posted to the DGS website.
- Q16: Rider 1-Payment Provisions, Section B, states in the first sentence that payment will be in quarterly installments but number 1-5 describe a monthly invoicing process.
- A16: A revised Rider 1 will be posted to the DGS website.
- Q17: There are references to the PA Key Center. Is this in reference to the PA Key offices?
- A17: Yes.
- Q18: In section F Organizational Background section 09 A. Structure, item 1- is the organizational chart one of the 3 pages permitted for this section?
- A18: No-organizational charts may be added as an attachment and should be noted in the narration as such and entered in a table of contents.
- Q19: In Section III-Budget Submittal, section C – Indirect Cost cannot exceed 2%. Is the 2% based on the entire budget or just operating?
- A19: Entire budget.

- Q20: In the RFA, a disk copy of the grant proposal is requested. That was not mentioned in the presentation, is the disk copy a requirement?
- A20: Yes, the disk is a requirement.
- Q21: Page 7, specifically states double spaced, but last paragraph page 9 giving instructions for Part II does not specifically state double spaced requirement. Is Part II to be double spaced?
- A21: Yes, responses will need to be double spaced.
- Q22: On page 8, section B, number 7 reads: “Address your experience in integrating the core elements of outreach, professional development, technical assistance, case management, financial management and resource deployment to support desired outcome of STARS participation and continuous achievement of higher STAR levels, quality and improved outcomes for children.” For those bidders that do not currently operate Regional Keys, may we instead: “address your experience in integrating the core elements of outreach, professional development, technical assistance, case management, financial management and resource deployment to support the desired achievement of higher quality and improved outcomes for children?”
- A22: Applicants will need to respond to the requirements of the RFA using applicable experience that will best address each element of the section.
- Q23: Can you provide bidders with access to all current brochures that are distributed by each regional key? How many brochures are distributed by the southeast regional key? Are these mailed or handed out or both? What are the average annual mailing costs for the SERK?
- A23: Applicants can refer to the following websites to view some of the brochures/information about OCDEL programs and the Southeast Regional Key:
www.pakeys.org
www.papromisesforchildren.com
www.seregionalkye.org
Each Regional Key also creates various publications specific for their region that can be emailed, postal mailed or handed out. It is difficult to quantify “how many brochures” considering the various modes of distribution and types of information that is disseminated each year. Budget estimates for the postage line item for SERK is \$18,000.
- Q24: On page 7 or 40, Application Format:
- a. Regarding the specification to use double-spaced Times New Roman, 12-point font: does this apply to any documents that are in appendices, such as job descriptions, resumes?
 - b. Regarding the specification to avoid bold, italicize, and underlined text: does this mean that headings for the different sections cannot be in bold text?
 - c. Regarding the specification that applications may be professionally bound but should not be submitted in a binder: can you please clarify this specification (e.g., can the application be in spiral binders, one for the Technical Submittal and one for the Budget Submittal)?

- A24: a: Attachment and appendices do not have to have 12 Point Times New Roman fonts, however documents that are not readable may be disqualified or not receive full scoring points.
 b: Yes, applicants will need avoid bold, italicize, and underlined text.
 c: Both the Technical and Budget Submittals may be bound as one submission but each must be clearly identified within the bound document.
- Q25: In the Standard Terms and Conditions, under # 8. Payment, item b.: Is the option of using the Commonwealth purchasing card available for the Regional Keys? If so, what is the small fee that the Contractor will be required to pay?
- A25: We will not be using the card for this engagement.
- Q26: The NW Key received funding for a 2nd ECMH consultant in January. Should the budget reflect one consultant position or two?
- A26: The \$70,000 amount listed in the budget estimate is reflective of one ECMH consultant and includes costs for related benefits associated with the position.
- Q27: In Section II, Implementation of Keys to Quality and Keystone Stars (pages 9-10), the RFA indicates that the applicant will provide specific, concrete objectives and strategies, outlining the approach selected. Can you clarify what you mean by “approach selected”? The RFA already specifies the objectives and strategies within each of the five major categories where the roles and responsibilities of OCDEL, the PA Key and Regional Keys are detailed (pages 26-40 and in Rider 2). Should we only address those objectives listed, or add others that might be relevant to the Regional Key roles and responsibilities?
- A27: “Approach selected” is determined by the applicant on how best to achieve the requirements of the project. Applicants will need to address the requirements and scope of work identified using objectives and strategies identified in the RFA; however, applicants may also include objectives and strategies based off their organizations’ skills, abilities and resources to perform the work of a Regional Key.
- Q28: An organization that is not currently a Regional Key should include resumes only of those individuals who currently are employed by the applying organization & would be funded by the Key. They are not expected to obtain resumes of individuals currently employed by the existing Key on the assumption that these people would "transfer" to the new organization.
- A28: There is no expectation for applicants to obtain resumes of individuals currently employed by existing Regional Key. However, applicants must be clear on how their organizations intend on staffing a Regional Keys to meet the requirements and the scope of operations included in the RFA.
- Q29: Can salaries for regional staff be applied to all budget categories? If not, which categories can salaries be applied to outside of Personnel/Operations?
- A29: Salaries cannot be applied to all budget categories (such as Provider Grants) and to many line items. Exceptions may be approved on a case-by-case basis and only with OCDEL

approval. Applicants should refer to the Regional Key Budget Estimates when completing the 2010/2011 Regional Key Budget

- Q30: Given that this RFA has been released late in the fiscal year, will there be an extension or transition period for implementing the grant?
- A30: New grantees should begin transitioning efforts as soon as they receive official letter of award from the Commonwealth. New grantees and exiting grantees will continue these efforts during the first quarter of fiscal year 2010/2011.
- Q31: For the indirect cost allowance, can that be taken for the full amount of the budget or only for specific categories since some of the categories are for direct contracts and payouts? If only for specific categories, which ones?
- A31: The indirect cost is calculated within the total amount of the budget. Applicants should refer to the budget estimates for each region provided in the Rider 3 of the RFA.
- Q32: For job descriptions, can they be general organizational job descriptions if an organization has a job classification system or do they have to be specific for the project?
- A32: Organization-specific language is acceptable for job descriptions however applicants must refer to Appendix B for the state-drafted position descriptions for STARS to ensure that applicant position descriptions include job requirements for the specified STARS positions.
- Q33: In the requirements, it states that an applicant can not apply to conduct services for more than one regional key area. Several organizations have programs in more than one regional key. Would each program be considered a separate entity eligible to apply in the region that they serve or would they be considered parts of one main entity?
- A33: Only one application per legal entity will be accepted in which only one region is identified to be served within the application.
- Q34: If an organization has programs in more than one regional key, and the various programs are currently subcontracting with the regional key in their individual areas to provide services, would this disqualify programs from applying?
- A34: No, this does not disqualify the applicant; however the applicant must meet the all requirements under Part III Criteria for Selection.
- Q35: One major question about eligibility: We are in the designation process for our STAR 3 but will not be assessed or designated until the beginning of April, most likely. Would this make us completely ineligible since it says that applicants must have “attained/maintained STAR 3 or 4?”
- A35: To be eligible to apply, applicants must meet all the requirements in the Criteria for Selection (Part III of the RFA) at the time of submission.
- Q36: I was looking at the proposed budget for 2010-2011 fiscal year, it looks as though the budget amount for provider grants is less than what was shown in Rider 2 table 6 for the NW Region. There is a \$925,927.16 difference from what was paid out in the 08-09

- compared to the 2010-2011 budget. I could not find any justification as to the decrease. Is there information I am missing, like closed centers or anticipation on centers moving down in stars because of the career lattice? Is there any guidance on this difference?
- A36: The difference between the projected allocation amount listed in the budget estimate and the amount listed in the Revised Table 6 is \$338,950.13. The difference reflects additional funding asserted during the fiscal year to meet regional needs.
- Q37: Is there a preference for single- or double- sided printing of the completed proposal?
- A37: There is no preference but for economy of preparation double sided printing is advisable when appropriate.
- Q38: Is it necessary to register for the preproposal conference regarding RFA 21-09 on Feb 18th?
- A38: No pre-registration is required however during the conference participants will need to sign in and identify the agency represented.
- Q39: What is the role of the PA Key in community engagement?
- A39: The role of the PA Key in community engagement is to provide technical assistance, communications, and assistance to the Regional Keys in monitoring, and convening.
- Q40: How are the Regional Keys involved with the PA Key around community engagement?
- A40: The PA Key and Regional Keys work together on effective technical assistance and monitoring which includes enhancing partnerships, facilitating communication with Community Engagement Groups (CEGs), monitoring CEG contracts, providing feedback on implementation of deliverables, and providing reporting to OCDEL. CEG's are funded via the Regional Keys.
- Q41: What types of technical assistance does the Regional Key provide to Community Engagement Groups (CEGs)?
- A41: Technical assistance provided by the Regional Key around community engagement may include partnering with PA Key to provide oral and written feedback and resources on an as needed basis, participating on conference calls addressing issues around community engagement with PA Key and OCDEL staff, and providing networking opportunities to enhance partnerships.
- Q42: Are we eligible for this grant [REQUEST FOR APPLICATIONS TO WORK WITH OCDEL On PA KEYS TO QUALITY: REGIONAL KEY PROFESSIONAL DEVELOPMENT DELIVERY AND MANAGEMENT of KEYSTONE STARS] to receive tuition for students who take one of our Director's Credential courses?
- A42: The purpose of the RFA is to identify six Regional Key contractors to provide leadership, management and administration of all aspects of the Keys to Quality initiative at the Regional Level.
Professional Development funding for Keystone STARS providers is included as one of the responsibilities of being a Regional Key.

- Q43: What is the estimated average size of grant awards and/or range of awards?
- A43: The Keys to Quality Program is funded by federal and state child care dollars. A specific amount of funding is allocated annually and that amount cannot be exceeded. The Budget Estimate worksheet in Rider 3 (Budget Section: Regional Key Budget Forms) specifies the award amounts by region for the previous fiscal year. The array of award amounts by facility size, type and STAR can be found at: <http://www.pakeys.org/uploadedContent/Docs/STARS/STARS-Awards%20Overview.pdf>
- Q44: Are Job Descriptions/Resumes requested for all agency staff that would have some time allocated to the Regional Key? For example, would a job description and resume be included for a Receptionist whose role is for the entire agency rather than just the Regional Key?
- A44: Yes, all job descriptions/resumes must be included for any positions being funded by the initiative and any positions whether funded or not that will support the operation of the Regional Key.
- Q45: Are Job Descriptions and Resumes to be included as an integral part of Part 3, Section B, or as an Appendix?
- A45: Job descriptions and resumes may be included as an appendix and should be referenced as such in the written response portions and as part of a table of contents.
- Q46: Must STARS Manager/Specialist and Grants Manager Job Descriptions include the tasks listed in Appendix B verbatim, or is organization-specific language acceptable as long as the requirements are included?
- A46: Organization-specific language is acceptable as long as the requirements are included.
- Q47: I.A.1. and I.A.2. - Are the organization charts included in the 3-page maximum for the Structure section?
- A47: Organizational charts may be included as attachments and should be referenced as such in the written response portion and as part of a table of contents.
- Q48: Can you provide any clarification around the expectations for the Keys in terms of being involved in/supportive of new teacher induction programs?
- A48: Yes, it is relevant for the Regional Keys to understand and support Teacher Induction especially for providers at STAR 3 & 4. Regional Keys should:
- Connect teachers and directors to resources that will assist them in moving from Instructor Level I to Instructor Level II;
 - Assist teacher in securing and documenting services hours; and
 - Ensure that there is induction and evaluation plan to move the teacher to Instructor II.
- Q49: Does OCDEL anticipate that PDII's will be offered in coming months for Core Series, Mind in the Making, or other STARS Support professional development events?
- A49: We are in the process of scheduling two PDII's in the spring for Links to Learning. Links to Learning Foundations (the Core Series equivalent for school-age practitioners for Learning Standards) and Links to Learning: Engaging Families and Links to Learning:

Collaborating and Coordinating with Schools (Support Training) will be in April. A second PDII for Links to Learning: Homework, Math, Science, Technology, Literacy, Art, Social, Fitness & Nutrition is being scheduled for May.

Q50: Checklist and Order of Submission states, "Lobbying Certification and Disclosure of Lobbying Activities contained in Rider 7. The applicant agency and any subcontracting agencies under this grant must each review and sign this form that will become part of the grant agreement if a grant is awarded and executed."

Can you verify that this means that upon submission of the completed RFA on or before 3/31, the packet must include completed Lobbying Certification forms for the applicant agency, all parent agencies of CEG organizations in the region, all STARS TA subcontracting organizations, and all Professional Development subcontracting organizations?

A50: The form must only be filled out by entities, whether grantees or sub grantee, that receive over \$100K of federal funds through the agreement. It is understood that applicants cannot obtain this form from agencies not under contract at the time of submission.

Q51: The section that requires the applicant to submit the résumé or curriculum vitae for positions already filled. The applicant is submitting an application but would like to maintain current STARS staff. How do I handle writing this into the application? If I understand the grant correctly I am not allowed to discuss our application, so how do I get the information to submit?

A51: Applicants will need to follow the requirements in the RFA and determine how best to address each component in their application. Identifying the qualifications and expectations of staff yet to be hired is a start.

Q52: Is there a particular format OCDEL wants the Section A – E on page 10 of the RFA?

A52: Applicants must follow the specified format noted in Part II, Section A of the Application Requirements. Missing or unidentifiable responses to the RFA requirements will result in loss of scoring points or disqualification of the application.

Q53: Can organizational charts or flow charts be in smaller font than 12 pt Times Roman?

A53: Yes, however organizational charts that are not readable may be disqualified or not receive full scoring points.

Q54: Under Organizational Background on page 8 of the RFA. Under question 1 it asks for an organizational structure chart. Is the org chart counted within the 3 page limit or is it an additional page allowance?

A54: Organizational charts may be included as attachments and should be referenced as such in the written response portion and as part of a table of contents and will not be counted as part of the 3 page narrative requirement.

Q55: On page 8, Section B, number 7 reads: "Address your experience in integrating the core elements of outreach, professional development, technical assistance, case management, financial management and resource deployment to support the desired outcome of STARS participation and continuous achievement of higher STAR levels, quality and

improved outcomes for children.” This requirement could only be met by current Regional Keys. For those bidders that do not currently operate Regional Keys, may we instead: “address your experience in integrating the core elements of outreach, professional development, technical assistance, case management, financial management and resource deployment to support the desired achievement of higher quality and improved outcomes for children”?

- A55: Refer to A22: Applicants will need to respond to the requirements of the RFA using applicable experience that will best address each element of the section.
- Q56: Are there specific targets that OCDEL provides to the Regional Keys in terms of: number of PD sessions on the Core Series, number of PD sessions on the STARS Support, # of PD participants, # of CDAs offered, # of staff that receive school-age professional credential, # of directors that receive director credential, etc? If so, can you specify all such FY 2011 targets for each Key?
- A56: Applicants should refer to Regional Key specific data contained in the reference tables in of PART IV Work Statement Requirements. Typically, targets are based on the number of providers in each region and the use of historical data. The final determination is made through a combined effort between OCDEL and each Regional Key.
- Q57: How many Mind in the Making sessions should each Key deliver each fiscal year? (page 20)
- A57: Each Regional Key is responsible for the delivery of at least two Mind in the Making (MITM) sessions per fiscal year.
- Q58: Can you provide bidders access to the current Teacher Induction and Evaluation Plan tool used by the SERK? Is this standard among all Regional Keys? (page 17)
- A58: All documents necessary for the completion RFA 21-09 were provided by OCDEL and included with the application; Fiscal Year 2008-2009 data was provided to ensure equity in response. No additional documents in relation to RFA 21-09 are scheduled for release. To date, there is no standardized Teacher Induction and Evaluation Tool.
- Q59: Can you provide bidders with access to the current regional plan for the SERK?
- A59: All documents necessary for the completion RFA 21-09 were provided by OCDEL and included with the application; Fiscal Year 2008-2009 data was provided to ensure equity in response. No additional documents in relation to RFA 21-09 are scheduled for release.
- Q60: Can you provide bidders with access to the regional quality improvement plan for the SERK?
- A60: All documents necessary for the completion RFA 21-09 were provided by OCDEL and included with the application; Fiscal Year 2008-2009 data was provided to ensure equity in response. No additional documents in relation to RFA 21-09 are scheduled for release.
- Q61: Can you provide bidders access to the current regional TA inventory tool used by the SERK? Is this standard among all Regional Keys?

- A61: All documents necessary for the completion RFA 21-09 were provided by OCDEL and included with the application; Fiscal Year 2008-2009 data was provided to ensure equity in response. No additional documents in relation to RFA 21-09 are scheduled for release.
- Q62: Can you provide bidders access to the current facility professional development plan tool used by the SERK? Is this standard among all Regional Keys?
- A62: All documents necessary for the completion RFA 21-09 were provided by OCDEL and included with the application; Fiscal Year 2008-2009 data was provided to ensure equity in response. No additional documents in relation to RFA 21-09 are scheduled for release.
- Q63: Can you provide bidders access to the current regional TA plan for the SERK?
- A63: All documents necessary for the completion RFA 21-09 were provided by OCDEL and included with the application; Fiscal Year 2008-2009 data was provided to ensure equity in response. No additional documents in relation to RFA 21-09 are scheduled for release.
- Q64: What tasks are meant by “regional management of the PELICAN Keys to Quality database for program management in cooperation with OCDEL”? (page 24) Page 29 reads: The Regional Keys will maintain regional data on ECE quality and practitioner professional development/education. This includes the capacity to maintain and make minor changes to the PELICAN Keys to Quality and Professional Development databases, and/or any other automated systems developed by the PA Key or OCDEL.” Should Regional Keys employ programmers that can make modifications, enhancements, and reports for the databases in consultation with OCDEL? It was our understanding that only Deloitte could make changes to PELICAN.
- A64: Provider and Grant Management are two examples of tasks that require regional management via PELICAN Keys to Quality. All aspects of programming and database system support are conducted via OCDEL’s subcontracted IT support. A Regional Key does not need to employ a programmer but there should be staff members with considerable IT talent who can assist in Regional Key staff training and troubleshooting on the PELICAN K2q and ELN systems .
- Q65: What are the technical specifications of PELICAN?
- A65: Selected candidates must have reliable access to Internet Explorer 6.0 or above, the Microsoft Office Suite (that includes EXCEL, WORD, etc.) and Adobe.
- Q66: Is PELICAN a separate database from the Professional Development database? Or are they the same database?
- A66: These are separate databases.
- Q67: Does OCDEL have a database that supports the day-to-day operations of the Regional Keys? To include automated tracking of provider participation and progress, ERS visit forms, provider award types and amounts, provider TA and progress, PD provided and attended, site monitor visits and findings, ECMH contacts, Child Health Care Consultation contacts, subcontract awards/invoices/payments, tickler system for designation expiration, etc? If so, is this standard for all Keys? If not, is this something that the applicants can propose and budget to build?

- A67: Management of the Keystone STARS program is done in part through the use of PELICAN Keys to Quality. The PELICAN Keys to Quality database, which grantees will be given security clearance access to once selected, includes but is not limited to a wide variety of provider and grant management tools, Technical Assistance Action Plan management, and interface with the Early Learning Network (ELN). Professional Development is tracked through the Professional Development database which is maintained by the PA Key, and will in the future be connected to PDE's Teacher Information Management System (TIMS). ECMH is tracked through the PA Key as well. Regional Key Performance Review Instruments (PRIs) are drafted and tracked in OCDEL and completed using information including but not limited to that is extracted from all of the aforementioned databases and systems.
- Q68: When will the TA database be completed? Can bidders have access to this database, database specifications, user manual? Is this database a module of or separate from PELICAN?
- A68: TA database functionality will become integrated into the Keys to Quality PELICAN system by October 2010.
- Q69: What is the Contractor Partnership Program (page 30)?
- A69: The Contractor Partnership Program (CPP) was created by Pennsylvania's Department of Public Welfare (DPW) to create additional employment opportunities within the Commonwealth. CPP is designed to leverage the economic resources of DPW to create jobs for individuals currently receiving TANF cash assistance by maximizing the recruitment, hiring and retention of those individuals by Commonwealth contractors, subcontractors and grantees.
- Q70: What is the process for ERS (page 30)? The State provides the assessments, and the Regional Key meets with assessors every six months to review the completed work and provide ERS validation visit forms for the upcoming six months? Regional Keys must complete ERS validation visit forms as a pre-designation before state assessors will complete the ERS?
- A70: Applicants interested in obtaining more information about the ERS process should visit the PA Keys website. The following link will provides information about ERS: http://www.pakeys.org/pages/get.aspx?page=Programs_STARS_ERS
It is not required that Regional Keys complete an ERS validation form as a pre designation.
- Q71: Do children need a diagnosis to receive services through the ECHMH program?
- A71: No.
- Q72: Would it be considered a conflict for ChildLink if ChildLink staff provided direct service through the ECHMH program AND service coordination in the Early Intervention system?
- A72: Without knowing the specific model the applicant is proposing to use, it does not appear to be a conflict to have ChildLink staff provide ECMH services.

- Q73: What is the role of the Nurse Health Consultant? Who is the “client” – the child care provider staff or the parent or both? Could the Health Consultant be an EI expert, rather than a nurse?
- A73: The role of the Nurse Health Consultant is to provide services and training for child care providers and their staff. No, the Health Consultant cannot be an EI expert instead of a nurse.
- Q74: Can you provide bidders access to the membership list and minutes from meetings of the SERK’s Community ECE Advisory Groups?
- A74: All documents necessary for the completion RFA 21-09 were provided by OCDEL and included with the application; Fiscal Year 2008-2009 data was provided to ensure equity in response. No additional documents in relation to RFA 21-09 are scheduled for release.
- Q75: What is the difference between the Regional ECE Advisory Group (page 37), the Regional Leadership Council (page 32), and Regional Advisory Groups (page 33)? Are these all different names for the same thing?
- A75: They are the same.
- Q76: How is the CEG work evaluated and on what basis? Are the metrics: number of group members, number of meetings, and attendance at meetings?
- A76: Community Engagement Groups report on a quarterly basis of their progress towards their contracted deliverables. Measures is the CEG's community outreach with School Districts, Policy Makers, and other targeted Stakeholders, as well as their progress of Transition Practices, Materials Distributed (including Community Reports), and Leveraging Funds to support Community Engagement.
- Q77: Can you provide bidders with access to the estimated awards that you anticipate the SERK will make to providers in the following categories: merit, support grant, education, and retention awards?
- A77: Applicants will need to refer to the revised Table 6 in the RFA that is posted to the DGS website.
- Q78: Can you provide bidders with access to PELICAN (test site/module) and the PD record and/or provide a demo of these databases at the bidders conference?
- A78: No.
- Q79: Is there a link between PELICAN and the PD record database? If so, please describe. If not, please indicate if this is a goal and the anticipated timeframe and plan.
- A79: No. PD linkage to PELICAN is not a goal.
- Q80: Will there be a link between PELICAN, the PD record database, and the TA database? If so, please describe the anticipated timeframe and plan. If not, please indicate why not.
- A80: The PELICAN Keys to Quality will integrate TA functionality by October 2010. PD functionality in PELICAN is not part of the system scope.

- Q81: Will there be a link between PELICAN, the PD record database, the TA database, and the Pearson database (for Ounce and Work Sampling)? If so, please describe the anticipated timeframe and plan. If not, please indicate why not.
- A81: Please refer to A80 for more information. Pearson functionality will have connectivity to the Early Learning Network and limited linkage to PELICAN Keys to Quality.
- Q82: Page 11 indicates a sample Regional Key budget has been included in Rider 3, but Rider 3 is just one blank page with the heading “Budget Section Regional key Budget Forms 2010-2011 (refer to Excel workbook). Please provide a link to the sample Regional Key budget.
- A82: The Excel workbook containing the budget worksheets is included as part of the RFA 21-09 posting on the DGS website “Under Related Solicitation Files”, located at <http://www.emarketplace.state.pa.us/GeneralEdit.aspx?SID=RFA%2021-09>
- Q83: Page 11 indicates “a specific amount of funding is allocated annually”. What is the total 2010-2011 budget for each Regional Key?
- A83: An approved 2010-2011 budget is unavailable at this time. Regional Key funding allocations are contingent upon the passage of the annual state budget. Applicants should refer to the Excel Regional Budget Estimate worksheet in the RFA budget workbook to assist in developing the applicant’s budget submittal for the RFA.
- Q84: On page 26 (out of 40) of the RFA, the 08/09 total grants to providers processed by the SERK was listed as \$12,597,442,86. Should applicants for the SERK use this figure for the budgeted amount in FY 2011?
- A84: Applicants should not use the \$12, 597,442.86. Applicants should refer to the Excel Regional Budget Estimate worksheet in the RFA budget workbook to assist in developing the applicant’s budget submittal for the RFA. A revised Table 6 is being posted to the DGS website.
- Q85 Is there a suggested percentage that each budget category should be as related to the whole? (i.e. Should Provider Grants be approximately 50% of the overall budget? Should Personnel costs be approximately 20% of the overall budget?)
- A85: There are no specified budget percentages for categories. The only line item assigned a percentage is Indirect Costs.
- Q86: Will staff at Regional Keys have direct access to the Pelican back end, with the appropriate security restrictions?
- A86: Regional Key staffs are assigned security roles based on position/function at the key.
- Q87: Page 30 includes mention of an “Intranet communications tool”. An Intranet is usually for a private network. What is this Intranet communications tool and how are staff from several different organizations meant to use it? Can applicants see this Intranet communications tool at the bidders’ conference or be provided with a link? Are the Regional Keys meant to budget for the creation and operation of a VPN (virtual private network), operating over encrypted Internet links?
- A87: The Regional Key Intranet was designed as forum through which Regional Keys post questions/answers, provide bulletins and house documents and various resources.

Applicants will not be able to view the intranet during the preproposal conference however successful bidders will be provided access. Access to and use of the intranet is free to the Regional Key and is reached via the PA Keys website www.pakeys.org.

- Q88: What is the average length of time the ECMH consultants work with a specific child/child's provider?
A88: 100 days is the average from case open to case closed with approximately 30 hours of service given in that time.
- Q89: Can applicants assume that furniture and equipment will be transferred from the existing vendor to a newly selected bidder at no cost? Or should applicants include all one-time, start-up costs in their budgets?
A89: Furniture and equipment is not assumed to be transferred to newly selected vendors. The Department of Public Welfare retains the title to property of any equipment having a useful life of more than one year and an individual cost of \$5,000 or more and that is purchased through the agreement. No start-up costs have been assigned to this agreement.
- Q90: Given last year's budget crisis, how will OCDEL execute a contract and make the advance payment to successful bidders in order to ensure a smooth transition into FY 2011?
A90: Payments for fiscal year 2010/2011 contracts are subject to the passage of the state budget.
- Q91: Does OCDEL require that all CEG contracts have a 1:1 match?
A91: The specified fiscal/in-kind match for CEG contractors is 25%.
- Q92: Are the budget and technical submittals to be sent in separate packages?
A92: Budget and technical submittals maybe enclosed in one package/envelope.
- Q93: Should the required resumes and job descriptions (page 8) be included in an appendix?
A93: See A45; Job descriptions and resumes may be included as an appendix and should be referenced as such in the written response portions and listed in a table of contents.
- Q94: Can existing and proposed organization charts be included in an appendix or do these count toward the page limits?
A94: See A18; Organizational charts may be added as an attachment and should be noted in the narration as such and entered in a table of contents and will not count towards the page limit.
- Q95: Can OCDEL provide an example of what it considers to be a "specific, concrete objective"? (page 9)
A95: Applicants should refer to Part IV Work Statement Requirements or to the recently posted Program Review Instrument added to the DGS website for RFA 21-09 for guidance.

- Q96: Are applicants held to the headings outlined on page 14 or the headings and subheadings on pages 8 and 9?
- A96: Applicants are strongly advised to use the heading format specified in the RFA. Missing or unidentifiable responses to the RFA requirements will result in loss of scoring points or disqualification of the application.
- Q97: Are any of the Keystone STARS funds from ARRA funding? If so how will these funds be replaced when ARRA funds expire?
- A97: There are no ARRA funds incorporated into Keystone STARS funds.
- Q98: Can a Regional Key's website be hosted on the PA Key server or does it need to be hosted by the applicant?
- A98: Regional Key websites will be hosted by the applicant.
- Q99: The application includes positions descriptions for 2 positions. Are others available?
- A99: No.
- Q100: Should a new agency be awarded a Regional Key- how do you see the transition to the new agency? (Specifically with timelines if possible)
- A100: New grantees should begin transitioning efforts as soon as they receive official letter of award from the Commonwealth. New grantees and exiting grantees will continue these efforts during the first quarter of fiscal year 2010/2011. OCDEL will be working closely with both new and exiting grantees and will oversee all transition work including but not limited to records transfer, staff training, and target and goal planning. Formal timelines for transition will be established with new grantees and approved by OCDEL upon the conclusion of the RFA.

WELCOME

PA KEYS TO QUALITY

PREPROPOSAL CONFERENCE

FEBRUARY 18, 2010

HARRISBURG, PA

Agenda

- | | |
|-------------|---|
| 9:30-9:45 | Welcome, Introductions & Conference Overview |
| 9:45-10:45 | Overview PA Keys to Quality Request for Application (RFA) |
| 10:45-10:55 | Break (submit question forms at this time) |
| 10:55-11:45 | Contractor Partnership |
| 11:45-12:30 | Questions and Answers |
| 12:30 | Conclusion |

Introductions

- Catherine Cormany OCDEL/BELS Ops & Monitoring Division Chief
- Leslie Roesler PA Key
- Rita Shaffer DPW Comptroller's Office
- Kevin Rockwell DPW Procurement Office
- Marcellus Simmons OIM Employment and Training
- Shari Yiengst OCDEL/Finance and Administrative Unit
- Adrienne Smyth OCDEL/BELS Ops & Monitoring

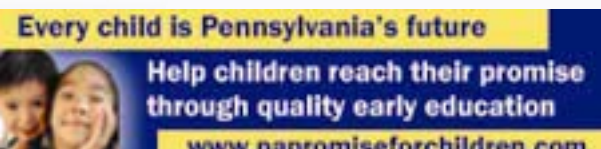
Conference Overview

- Anyone attending this pre-proposal conference must sign in and identify the agency they are representing.
- Questions that arise during this conference must be written on the Pre-proposal Question form. Answers to those questions as well as questions previously submitted may be answered by the end of this conference. All Questions and Answers will be posted to the DGS website by February 25, 2010.
- Applicants should continue to monitor the website for updates.

PA Keys to Quality

RFA Overview

- ✓ Purpose
- ✓ Calendar of Events
- ✓ Application Requirements
- ✓ Criteria for Selection
- ✓ Evaluation Criteria
- ✓ Work Statement Requirements



Purpose

The purpose of this RFA is to identify six Regional Key contractors to provide leadership, management and administration for all aspects of the **Keys to Quality: Regional Key Professional Development Delivery and Management of Keystone STARS** (“PA Keys to Quality”) initiative on behalf of the Office of Child Development and Early Learning (OCDEL).

Calendar of Events

Activity	Date
Deadline to submit Questions	February 18, 2010
Answers to Potential Applicant questions posted to the DGS website	February 25, 2010
Please monitor website for all communications regarding the RFA.	Ongoing
Sealed proposal must be received by Department of Public Welfare Division of Procurement	March 31, 2010 by 2:00 PM

Application Requirements

Format

1. All information submitted to OCDEL is to be typed, double spaced, Times New Roman, 12-point font. The use of bold, italicize, and underlined text should be avoided.
2. Each page should include a footer with the applicants name and the page number.
3. Each page should clearly identify which of the requirements are being addressed.
4. Applications may be professionally bound but should not be submitted in a binder.

Application Requirements

5. Applicants must submit One Original and seven (total 8) hard copies of the technical and budget sections of the application.
6. Applications may be reproduced as needed by OCDEL for the sole purpose of review.
7. Additional documentation is discouraged, but if included, it must be identified in a Table of Contents in the Application.
8. The application cover sheet (Attachment 2 in RFA)

Application Requirements

Technical Submittal (One original and 7 hard copies -8 total)

1. Organizational Background
 - a. Structure (3 page maximum)
 - b. Capacity and Experience (5 page maximum)
 - c. Staffing(3 page maximum)
 - d. Cost Effective, Integrated Approach (3 page maximum)
 - e. Emergency Preparedness (3 page maximum)

Application Requirements

Technical Submittal continued

2. Implementation of Keys to Quality and Keystone STARS
 - a. Evaluation and Accountability (3 page maximum)
 - b. Leadership (3 page maximum)
 - c. Administration & Management (3 page maximum)
 - d. Professional Development and Technical Assistance (3 page maximum)
 - e. Outreach and Coordination (3 page maximum)

Application Requirements

Budget Submittal and Budget Justification

1. Budget Form—2010/2011 Regional Key Budget
2. Budget Justification

Evaluation Criteria

- **Technical:** DPW has established the weight for the Technical criterion for this RFA as 70% of the total points.
- **Budget and Budget Justification:** DPW has established the weight for the budget criterion for this RFA as 30 % of the total points.

Criteria for Selection

- A. To be eligible for selection, an application must be:
1. Received in accordance with the established timeline;
 2. Received in accordance with the required format, and;
 3. Properly signed by an official authorized to bind the applicant.
- B. To be eligible for selection an applicant:
1. Cannot apply to conduct services for more than one (1) Regional Key area;
 2. Must be able to secure at minimum a 30 day line of credit to maintain operations;

Criteria for Selection

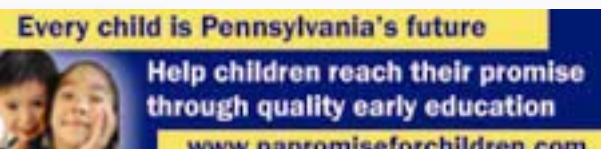
3. Must be a Pennsylvania entity in good standing to conduct business on behalf of the Commonwealth;
4. Cannot be listed on state or federal tax delinquent or debarment lists;
5. Must have regional experience for the area in which applicant is applying;
6. Must maintain an office within the region applying for;
7. Must maintain 12 month Regional Key program operation;

Criteria for Selection

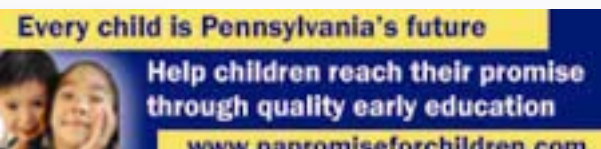
8. Must have attained/maintain STAR 3 or 4 designation as part of the Keystone STARS program if the applicant operates child care facilities; and
9. Must have demonstrated early childhood education expertise.

Work Statement Requirements

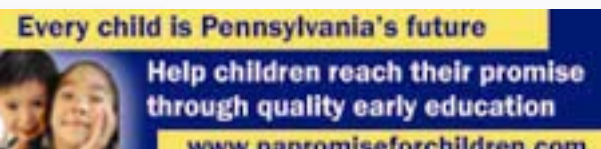
PA Keys to Quality brings together numerous organizations and programs providing quality improvement, professional development, technical assistance, as well as financial supports in a coordinated and systematic service delivery model critical to OCDEL services programs like Keystone STARS, PA Pre-K Counts, Head Start, etc. PA Keys to Quality builds bridges across state government departments. These are blended with OCDEL early learning strategies, creating one vision for all early learning programs, practitioners, children, and families.



Our Vision: All Pennsylvania families will have access to high-quality early care and education and school age child care opportunities for their children that foster success in school and in life.

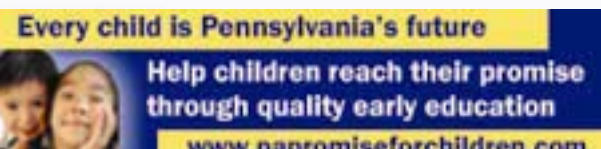


Our Mission: To maintain a quality improvement system in which all early learning programs and practitioners are encouraged and supported to improve child outcomes. Improvements in programming are designed to increase the capacity to support children's learning and development; increase educational attainment among practitioners; enhance professional skills and competencies in support of children's learning and development.



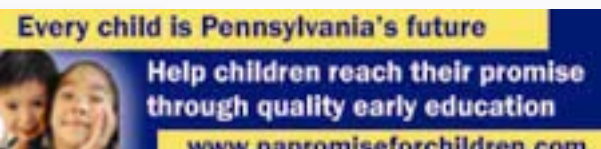
Guiding Principles:

- High Quality Benefits for Children
- Individually and Culturally Appropriate High Expectations for Children’s Learning
- Leadership
- State and Regional Coordination
- Commitment to Quality Content
- All Practitioners Participate in Quality Improvement Activities
- Focus on Credentials and Professionalism
- Systems Coordination, Integration and Accountability
- Compensation, Funding and Financing
- Public, Stakeholder and Community Engagement



KEYS TO QUALITY

PA Keys to Quality brings together numerous organizations and programs providing quality improvement, professional development, technical assistance, as well as financial supports in a coordinated and systematic service delivery model critical to OCDEL services programs like Keystone STARS, PA Pre-K Counts, Head Start, etc. PA Keys to Quality builds bridges across state government departments. These are blended with OCDEL early learning strategies, creating one vision for all early learning programs, practitioners, children, and families.



Specifically, the Regional Keys:

A.) Work in an integrated and collaborative way both locally and statewide within the early care and education community.

B.) Facilitate community interface with Head Start, Early Intervention, Pa Pre-K Counts, Child Care Information Services agencies, Certification Regional Offices, local School Districts, etc. *The Regional Key serves as geographic hub to connect early learning programs and services.*

C.) Provide Community Engagement contract management and partnership.

Specifically, the Regional Keys:

D.) Develop and implement communication strategies to assure that early learning practitioners are aware of professional development opportunities and programs and communities are aware of Keystone STARS. *Ensure that new advances and opportunities are appropriately communicated to participants and community stakeholders.*

E.) Encourage all early learning practitioners to participate in the program and professional development system, and increase their educational attainment. Review funding priorities to promote credit-bearing offerings and explore alternative higher education opportunities (such as distance education).

F.) *Ensure that the content of professional development be based upon the early learning standards, core body of knowledge, Pa. Code Title 22, Chapter 49, and most current research.* It should be based on individual development plans of the practitioner, delivered by OCDEL certified Pennsylvania Quality Assurance System (PQAS) instructors and focused on improving outcomes for children.

Specifically, the Regional Keys:

G.) Increase communication and collaboration with the higher education community in order to achieve goals of increased *support for the attainment of early education credentials and increased number of higher education programs that offer early childhood education coursework and certification.*

H.) Assist in facilitating *Teacher Induction and Evaluation Plans* for Teacher Preparation Programs (Instructional Certification).

I.) The Regional Keys implement *professional development* for early childhood professionals in the region *through a complex network of contracts with professional development organizations, higher education providers and individuals.* Each Regional Key currently contracts to provide both non-credit and credit professional development, including Child Development Associate (CDA) certificates, School Age Professional Credentials, Director Credentials, workshops and early childhood coursework.

Professional Development Responsibilities of each Regional Key:

1. *Core Series* – Required in STARS Standards for each facility director (e.g. Environment Rating Scales, Learning Standards)
2. *STARS Support* – STARS Standards requires additional PD to meet specific standards for directors and staff (e.g. observation, new staff orientation)
3. *Credentials* – STARS Standards requires % of staff obtain appropriate credentials. (e.g. CDA, school-age, director)

Professional Development Responsibilities of each Regional Key:

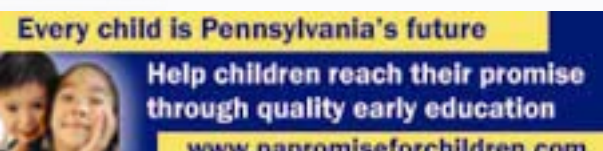
4. *Needs-based professional development* – determined through dissemination of the Facility Professional Development Plan; Core Body of Knowledge and Professional Development Records
5. *Mind in the Making* – 2 cohorts (10 learning pair each/yr.); 12 modules (24 hrs)
6. *Credit-bearing course* – develop relationships with institutions of higher education; inform practitioners of T.E.A.C.H. Scholarships, voucher & other financial assistance.

Professional Development Responsibilities of each Regional Key:

4. *Needs-based professional development* – determined through dissemination of the Facility Professional Development Plan; Core Body of Knowledge and Professional Development Records
5. *Mind in the Making* – 2 cohorts (10 learning pair each/yr.); 12 modules (24 hrs)
6. *Credit-bearing course* – develop relationships with institutions of higher education; inform practitioners of T.E.A.C.H. Scholarships, voucher & other financial assistance.

Professional Development Events 2008-09

Regional Key	# Professional Development Events	# of hours of Professional Development Events	# of Participants Attending Events
Central	547	3,357	8,227
North East	1,007	5,741	17,060
North West	428	2,427	7,552
South Central	811	4,504	14,453
South East	841	6,971	14,919
South West	658	2,998	10,758



STARS Technical Assistance

1. Intensive one-on-one service to Keystone STARS facilities to achieve specific performance standards & movement in STAR levels.
2. Enhance, not duplicate, other part of early childhood education system (e.g. STARS Management, professional development).
3. Team approach combining any and all necessary resources to facilitate the success of the Keystone STARS partner is required.

STARS TA Provided 2008-09

Region				YTD Hrs. (Closed)		YTD (All Cases)			
	Total # Requests	# Closed Plans	Average Hrs. (Closed Plans)	Direct Hrs.	Indirect Hrs.	Direct Hrs.	Indirect Hrs.	# Visits	Travel Hrs.
South Central	213	142	18.04	2,198	363.25	2744.25	504.50	942	984.25
North East	163	87	16.86	1,152	314.75	2065.75	612.75	593	629.50
South East	361	208	11.54	1,886	513.82	2775.45	714.42	1286	1230.35
North West	77	35	18.10	431	202.50	914.25	398.76	311	441.15
Central	86	46	10.20	329	140.25	530.75	176.75	163	404.50
South West	95	30	33.13	779.75	214	1440	417.75	574	594
Totals	995	548	15.56	6,776	1,749	10,470	2,825	3,869	4,284

Every



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Early Childhood Mental Health

The primary purposes of ECMH partnerships in the Regional Keys are:

1. To reduce the number of children expelled from child care due to challenging behaviors;
2. To increase the understanding of social and emotional development and its impact on educational success; and
3. To link and bridge systems and services on behalf of a child, family and program.

School-Age Supports

1. *Regionally based organizations and specialists* provide professional development and technical assistance to meet specific needs of school-age practitioners;
2. *School-age specific worksheets* and optional tools provide guidance for meeting benchmarks;
3. *Development of Professional development* to assist school-age practitioner movement on the Career Lattice (e.g. SAC New Staff Orientation, SAC Credential) and understanding of linking curriculum and learning standards, coordinating and communicating with families and schools, observation and assessment.;
4. T.E.A.C.H. Afterschool/Youth Development Scholarship.

Roles and Responsibilities of Systems Partners

High level extracts from RFA 21-09 comprise the following section with the significant responsibilities of each partner: OCDEL, the Pa Key, and the Regional Key identified. This presentation is not intended to replace a careful reading of RFA 21-09 and includes abbreviated responsibilities identified in RFA 21-09 under the five following categories:

Evaluation & Accountability

Leadership

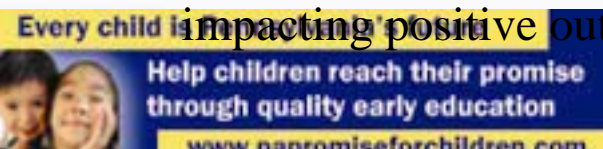
Administration & Management

Professional Development & Technical Assistance

Community Outreach

OCDEL (Evaluation & Accountability)

1. *Develops an evaluation framework to assess the process and outcomes of Keys to Quality.* Evaluations focuses on implementation to support continuous improvement; long-term research projects to determine if the STARS and professional development standards are effectively linked to child outcomes;
2. *Establishes participation and STAR level targets,* gathers and evaluates data, by region, on the percentage of providers who participate in STARS;
3. Implements through the *Program Review Instrument* specific deliverables of the contract. Monitors and approves improvement plans of the PA Key and Regional Keys to insure accountability and high levels of performance of the contract;
4. Supports the ongoing development and implementation of the *PELICAN Keys to Quality Data System* an integrated, internet-based management system that encompasses the work of Keystone STARS, and technical assistance in consultation with the PA Key and Regional Keys. The purpose of this system is to support efficient administration of the quality improvement system, to gather data needed to track progress in meeting annual goals and benchmarks, and to identify investments impacting positive outcomes for children.



PA Key (Evaluation & Accountability)

1. Supports development & implementation of web based professional development calendar and practitioner registry;
2. Assist OCDEL in evaluating data and providing feedback by region on amount and types of professional development and technical assistance delivered;
3. In consultation with OCDEL, supports development of policies and procedures to ensure consistent, reliable implementation of technical assistance, professional development, ERS assessments and STARS designations.

Regional Key (Evaluation & Accountability)

1. Maintain regional data on ECE quality and practitioner professional development/education. *This includes the capacity to maintain and make minor changes to the PELICAN Keys to Quality and Professional Development databases, and/or any other automated systems developed by the PA Key or OCDEL;*
2. Provide regional support to providers using the *Early Learning Network* to access *Work Sampling and Ounce* child assessments and enter general program, teacher and child demographic data;
3. *Achieve monthly and annual STARS provider movement targets* that are established in coordination with OCDEL;
4. *Complete quarterly PRI reports* indicating progress and challenges on program implementation and achievement of benchmarks.

OCDEL (Leadership)

1. *Develops benchmarks for quality improvement in the early learning system and tracks progress in achieving these benchmarks.* This includes setting goals (statewide and by region) for the percentage of Pennsylvania's early education and care programs that should be at STAR one, two, three and four, benchmark annual movement progress to higher STAR levels and the percentage of practitioners that have attained various education/professional development levels in a career lattice;
2. *Develops a periodic assessment of ECE finance with the PA Key, Regional Keys and STARS Advisory, that:* a) models the cost of each level of Keystone STARS and compares this with existing resources; b) estimates the cost of assisting practitioners to achieve desired credentials and levels of professional development; and, c) estimates the funding needed to achieve desired quality goals;
3. *Reviews and revises the STARS standards, policies and procedures and innovate continued development of the Keys to Quality System in consultation with PA Key, Regional Keys, STARS Advisory and other appropriate partners.*

PA Key (Leadership)

1. Implements Pennsylvania's quality improvement agenda with OCDEL and plays a critical leadership role as part of its collaborative relationship with state government and other key stakeholders in developing the integrated, coordinated program quality improvement including professional development, technical assistance, and community outreach supports;
2. Leads the work on engagement of the higher education community; program to program articulation agreements between two and four year schools;
3. Manages state-wide professional development contracts including Project T.E.A.C.H., Better Kid Care, and ECELS;
4. Coordinates state-wide policies and practices related to Early Childhood Mental Health and School Age projects;
5. Facilitates coordination of cross-sector behavior supports for children birth to five, and staffs the statewide Early Childhood Mental Health Advisory Committee.

Regional Key (Leadership)

1. Provide overall leadership to their Region in achieving the quality benchmarks set forth for Keystone STARS;
2. Meet regularly and engage on a county or regional level, as appropriate, to ensure a strong working relationship and shared vision for the quality improvement system. Engage with representatives from Community ECE Advisory Groups, licensing representatives, CCIS, CAO practitioners, higher education, family support, school district representatives, IU representatives, and other key ECE and community stakeholders in the region. This includes any sub-contractors involved in implementing professional development, technical assistance and quality improvement;
3. Develop a plan for delivering the professional development opportunities outlined in the Pennsylvania career lattice with representatives from higher education institutions, professional development contractors, regional advisory groups and others.

OCDEL (Administration & Management)

1. Directly contracts with, supervises, and partners with the PA Key and the Regional Keys;
2. Works in partnership with the PA Key and the Regional Keys to review plans, targets and budgets and ensure effective use of allocations;
3. Supervises and monitors the work of the PA Key and Regional Keys by developing contracts and work plans for administration and implementation of Keystone STARS and the PA Professional Development system. This includes developing the allocation formula for funding; reviewing each Key's annual proposed work and quality improvement plans and budgets; and developing guidelines for the selection, monitoring and oversight of sub-contractors.

PA Key (Administration & Management)

1. Oversees statewide administration of the professional development system. This includes: developing policies, procedures, supports, modules, data collection and reporting systems and ensuring alignment with Keystone STARS;
2. Environment Rating Scales – employs and supervises ERS assessors to ensure that the staff involved in conducting assessments are free of conflicts-of-interest and have consistent reliability checks;
3. Oversees administration of the Director’s Credential, School Age Professional Credential, PQAS system, voucher program, practitioner registry, and online professional development calendar.

Regional Key (Administration & Management)

1. *Develop a regional quality improvement plan for professional development and technical assistance* that leads to increased STARS participation and increased levels of quality, based on input from Regional Advisory Groups and other key stakeholders;
2. *Develop a professional development and technical assistance budget for the regional quality improvement allocation.* Funds should be targeted to efforts that increase participation and moving up in STARS and PA's Professional Development System, and, support credit-bearing professional development;
3. Assume responsibility for *fiscal management of the regional quality improvement allocation*, including fiscal/administrative oversight of all sub-contracts;
4. Implement STARS in the region.

OCDEL (PD/TA)

1. *Provides* an allocation of Professional Development/Technical Assistance and *funds* through contracts with the PA Key and each of the Regional Keys;
2. *Develops policies and procedures* to ensure that these funds are used to support STARS and OCDEL initiatives within the Regions participation, improve quality of programs and outcomes for children, in collaboration with the PA Key in addition to monitoring how PD/TA funds are used in each region;
3. Supports the development of connections with the Higher Education System both 2 and 4 year institutions with PA Key and Regional Keys. Serve as a link to the Pennsylvania Department of Education;
4. *Approves professional development and technical assistance plans* for each of the regions with the PA Key.

PA Key (PD/TA)

1. Provides leadership and coordination of cross-systems PD and TA. Including development and implementation of a three-year cross-systems (Head Start, Keystone STARS, Early Intervention, Keystone Babies, Pre-K Counts, school-age, ECMH, etc.) professional development strategic plan, the creation of TA competencies and coordination of Fourth Friday webinars for PD & TA consultants;
2. Provides PD and TA to Regional Keys and their partners;
3. Reviews and develops statewide curriculum materials and PD modules;
4. Coordinates the Head Start Collaboration Office;
5. Manages PA Pre-K counts monitoring and technical assistance programs.

Regional Key (PD/TA)

1. Implement TA and PD supports and ensure that technical assistance funded by the Regional Keys Center encourages and supports programs seeking to enter STARS, or for STARS participants, improves STAR quality level;
2. Administer ECE professional development and technical assistance funds in the region, directly and via sub-contracts;
3. Ensure that professional development is credit-bearing if funded or provided directly by the Regional Keys, whenever possible;
4. Ensure that trainers satisfy PQAS requirements if funded by the Regional Keys;
5. Reach out to Keystone STARS programs in Keystone Babies and PA Pre-K Counts to support Technical Assistance and Professional Development participation and opportunities in collaboration with Program Specialists so that there is coordinated support of STAR level maintenance for continued participation in Keystone Babies and PA Pre-K Counts.

OCDEL (Community Outreach & Coordination)

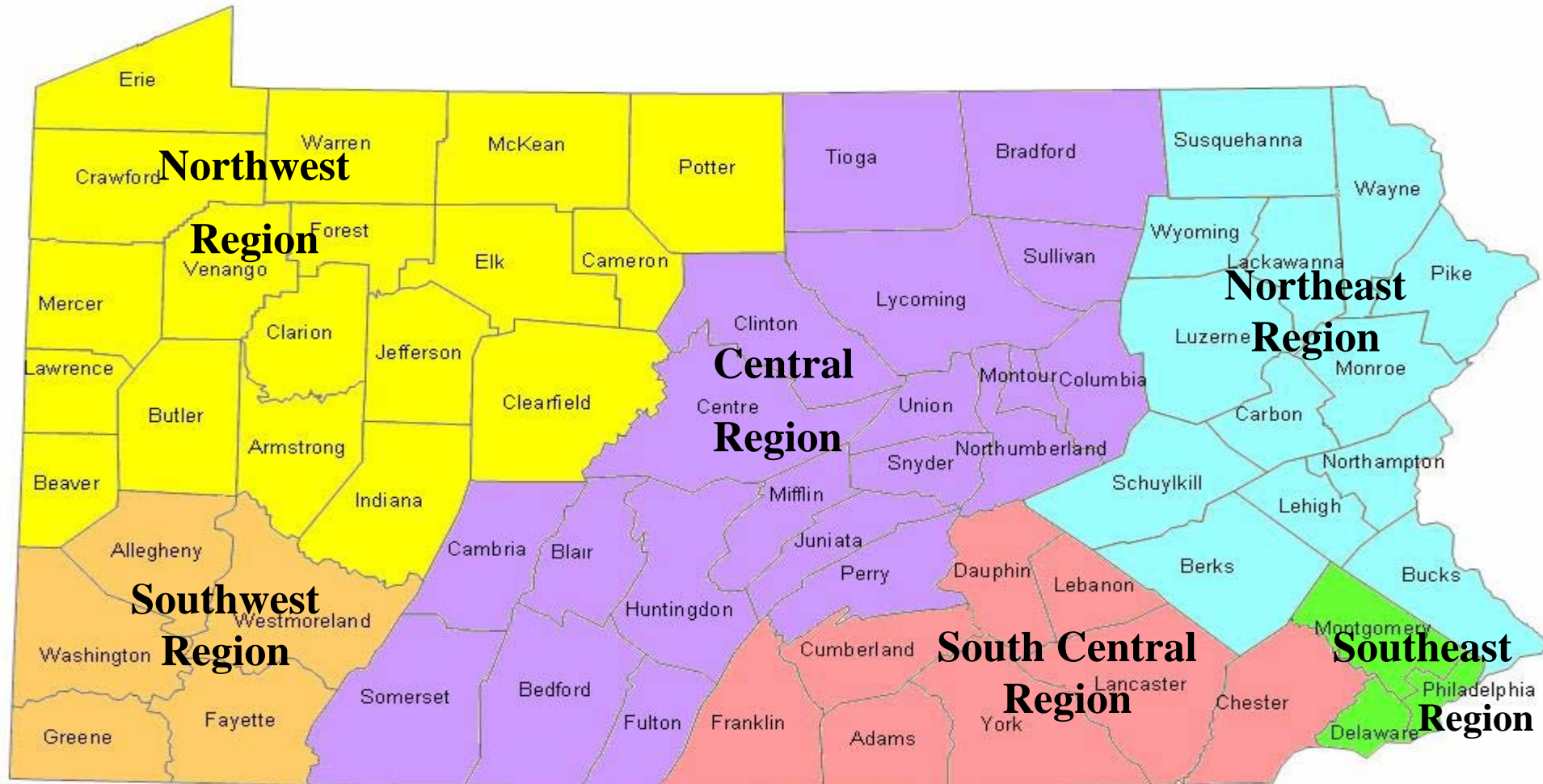
1. Regularly meets with the STARS Advisory Committee to maintain and strengthen state-level relationships;
2. Participates with the PA Key and Regional Keys, as needed, for developing and planning statewide meetings and conferences;
3. Provides consultation to the PA Key and Regional Keys, as needed regarding unresolved issues with individual Community Engagement Groups;
4. In collaboration with PA Key, develops guidelines, review applications and determine funding levels for CEGs;
5. Informs Regional Keys and Community Engagement Groups regarding funding allocations.

PA Key (Community Outreach & Coordination)


1. Oversees the development of outreach materials to inform consumers, policy makers, ECE programs and practitioners, about Keystone STARS, professional development opportunities, and the statewide quality benchmarks;
2. Provides technical assistance, professional development, and outreach materials to Community Engagement Groups to educate the community regarding the importance of investing in high quality early learning programs;
3. Manages the PA Promise for Children campaign and BUILD listserve;
4. Coordinates cross sector initiatives including PA Pre-K Counts, Keystone Babies, Head Start Collaboration Office, technical assistance, school age and early childhood mental health initiatives.

Regional Key (Community Outreach & Coordination)

1. *Conduct outreach* to ensure that providers, consumers and policy makers in the region are familiar with Keystone STARS, professional development opportunities and the regional quality benchmarks;
2. *Maintain up-to-date information on all professional development and technical assistance activities in the region* in consultation with professional development contractors, Regional ECE Advisory Groups, and other key stakeholders;
3. *Ensure awareness and accessibility of scholarships* (including T.E.A.C.H.) and other financial assistance by programs and practitioners in the region needed to succeed in STARS and reach professional development goals;
4. Manage regional Community Engagement Group contracts.



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Due Date: March 31, 2010 at 2:00 p.m.

Send To:

**DEPARTMENT OF PUBLIC WELFARE
DIVISION OF PROCUREMENT
HEALTH & WELFARE BUILDING, ROOM 525
COMONWEALTH & FORSTER STS.
HARRISBURG, PA 17120**

CONCLUSION

- This concludes the RFA 21-09 overview.
- Anyone attending this pre-proposal conference must sign in and identify the agency they are representing.
- Questions that arise during this conference must be written on the Pre-proposal Question form. Answers to those questions as well as questions previously submitted may be answered by the end of this conference. All Questions and Answers will be posted to the DGS website by February 25, 2010.
- Applicants should continue to monitor the website for updates.

**PA KEYS TO QUALITY REGIONAL KEY
REQUEST FOR APPLICATION #21-09
PRE-PROPOSAL APPLICANT REGISTER
February 18, 2010 – 9:30 a.m. to 12:30 p.m. – Harrisburg PaTTAN**

PLEASE PRINT CLEARLY

NAME	AGENCY NAME AND ADDRESS	PHONE and E-MAIL
Michele Block	Child Care Consultants, Inc. 13 W Market St. York, PA 17401	717 854-2273 maddypr@comcast.net
Priscilla Bauer	SENK 1500 Columbus Ave Phila, PA 19147	215 271-0433 ext. 271 pbauer@ccs southphila.org
Roxie Nestlerode	EDEL-PSU 34-S Henderson Bldg University Park PA 16802	814-865-9156 r1418@psu.edu
Amy Friedlander	PHMC 260 S. Broad, Phila 19102	215-985-2512 amyf@phmc.org
MARCELUS SIMMONS	CONTINUUM PARTNERSHIP PROGRAM	717-705-7716
Monica Willett	PA Key 300 N. 2nd St, 9th Fl, Hbg PA 17101	(717) 213-2067 monwil@berksiu.org

STAFF/REGISTRATION

PA KEYS TO QUALITY REGIONAL KEY
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Jaye Reed	EDEF- PSU	JAR5@PSU.edu
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Michael Bedrosian	PHMC 19109 260 S. Broad St., 18 th Floor, Phila.	215-790-7209 mikeb@phmc.org
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