

Crosswalk of Proposed 2021 Annual Performance Progress Report Questions and 2020 Annual Performance Progress Report

This crosswalk aligns the proposed questions for the 2021 Annual PPR with the existing questions in the OMB approved 2020 Annual PPR. The crosswalk provides a reference for grantees to identify data and narrative responses to assist in preparing responses to the proposed 2021 Annual PPR questions. The proposed questions align with the grant requirements on pages 2-3 of HHS-2019-ACF-OCC-TP-1567.

Proposed 2021 Annual PPR	2020 Annual PPR
<p>1. Discuss in detail, how you used the PDG B-5 grant to support the development or enhancement of your statewide comprehensive early childhood care and education system? If available, use data to support your response.</p>	<p>This question is a broad summary of all questions.</p> <p>Data/Lists Questions A.1 Identification of system I.1 Grant Activities</p>
<p>2. How have PDG B-5 funds helped you use existing federal, state, local, and non-governmental resources more efficiently to strengthen the delivery of existing programs? Include efforts to align regulatory standards and requirements, and efficiencies addressing one, two or all three of these efforts: (1) resource sharing, (2) coordination of services, and (3) reduction in duplication of services. In addition, describe other approaches to improve resource efficiency. If available, use data to support your response.</p>	<p>Narrative Questions A.2 Efforts to streamline administrative governance A.6 Efforts to better coordinate programs A.9 Efforts to standardized definitions (see A.8) B.3 align funding, regulatory standards, etc. F.3 Improve resource efficiency G.2 Streamline data governance</p> <p>Data/Lists Questions A.3 Working Groups supporting PDG Initiative A.4 Active councils supporting system A.5 External partners to support efforts to coordinate programs A.8 Definitions of selected terms and program use F.2 Common Eligibility Requirements</p>
<p>3. How have PDG B-5 funds helped you improve the coordination and delivery of services across models and funding streams in the state's mixed delivery system. In your response include Head Start and child care providers, home visiting and preschool programs, state and local governments, Indian tribes and tribal organizations, private entities (including faith and community-based entities) and local educational agencies if applicable. If available, use data to support your response.</p>	<p>Narrative Questions A.7 Collaboration of HSSCO B.4 Efforts to engage unlisted, unregistered, unlicensed or informal providers B.6.2 Barriers to providing data for providers and slots</p> <p>Data/Lists Questions A.1 Identification of System programs B.1.1 Services provided B.1.2 Funding and Expenditures B.5.1 Partners for B.5 B.6 Providers and slots</p>
<p>4. Taking into account the realities of COVID, describe how PDG B-5 funds have helped you develop recommendations to better use existing resources to serve more children and families and improve the overall participation of all children in a mixed delivery system of federal, state, and local early childhood care and education programs? Please ensure</p>	<p>Narrative Questions B.2 Serving more children/families C.2 Efforts to serve vulnerable and underserved children and families</p> <p>Data/Lists Questions B.1.3 Data on # of Children Served B.1.4 Data on # of Families Served C.1 Prioritization of vulnerable and underserved</p>

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<p>your response includes specific mention of infants and toddlers, vulnerable, underserved, or unserved children and children with, or at risk for, disabilities. If available, use data to support your response.</p>	
<p>5. Taking into account the realities of COVID, describe how PDG B-5 funds have helped improve program quality, and the degree to which you have been able to maintain access and availability of services? Include in your response workforce initiatives, expansion or revisions of quality standards, program expansion. If available, use data to support your response.</p>	<p>Narrative Questions D.5 Efforts to improve quality Data/Lists Questions D.1 QRIS and Licensing D.2 Workforce Registry D.3 Early Learning Standards D.4 Competency Framework</p>
<p>6. How have PDG B-5 funds helped maximize family and parental choice and knowledge of and engagement with existing programs in the state’s mixed delivery system, easing access to all services? Include specific mention of progress related to coordinated application, eligibility, and enrollment. If available, use data to support your response.</p>	<p>Narrative Questions F.1.2 Plan for centralized or consolidated application process F.1.3 Progress on centralized or consolidated application process Data/Lists Questions E.1 Child Care Consumer Education website E.2 Family Engagement Framework F.1 Centralized or consolidated application process F.2 Common Eligibility Requirements</p>
<p>7. Taking into account the realities of COVID, describe how have PDG B-5 funds helped enhance school readiness for children from low-income and disadvantaged families, and assisted in the development of effectively transitioning practices for children into elementary school? If available, use data to support your response.</p>	<p>Narrative Questions E.4. Efforts to support collaboration with early learning programs and elementary schools Data/Lists Questions E.3 Kindergarten Readiness Assessment</p>
<p>8. How have PDG B-5 funds helped enhance or improve data coordination and sharing in your state’s early care and education system? Include in your response progress related to ECIDS, SLDS, and distinct counts (unduplicated count).</p>	<p>Narrative Questions B.1.5 Describe barriers on data reporting – children/families B.6.2 Barriers on data reporting – providers/slots G.1 Governance of administrative data G.2 Streamline data governance H.2 Efforts to improve data coordination and sharing H.3.2 Efforts to improve LDS H.4.2 Plans to develop capability for distinct count Data/Lists Questions B.1.3 Data on # of Children Served B.1.3.1 Distinct Count Children B.1.4 Data on # of Families Served B.1.4.1 Distinct Count Family</p>

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	<p>B.6 Providers and slots B.6.1 Distinct count of providers and slots H.1 Integrated data system H.3 Data capacity to track longitudinally H.4. Ability for Distinct counts H.5 Use of administrative data</p>
<p>9. How have PDG B-5 funds helped ongoing efforts to enhance and/or implement your state’s Program Performance Evaluation Plan? Provide a description of how your Program Performance Evaluation has informed your PDG B-5 grant activities to date.</p>	<p>Narrative Questions I.2 Program Performance Evaluation Plan I.3 How PPEP informed grant activities</p>

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