



Office of Child Development and Early Learning
Pennsylvania Departments of Education and Public Welfare

Program Reach and Risk Assessment
State Fiscal Year 2009-2010
October 2010

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Please note: This report and spreadsheets of county and city data are available online at www.education.state.pa.us and www.pakeys.org.



COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF PUBLIC WELFARE
P.O. Box 2675
Harrisburg, Pennsylvania 17105-2675
PHONE (717) 787-2600
FAX (717) 772-2062

DEPARTMENT OF EDUCATION
333 Market Street
Harrisburg, Pennsylvania 17126-0333
PHONE (717) 783-9780
FAX (717) 787-7222

October 12, 2010

We are pleased to provide you with the 2009-2010 Program Reach and Risk Assessment Report published by the Office of Child Development and Early Learning. This report provides valuable information on the state of early learning throughout the Commonwealth. Our children – especially our at-risk children – need access to quality early learning opportunities in order to succeed in school and in life. This report helps us identify our highest risk communities and determine how many children we are reaching with our quality early education programs.

There are several new additions to the OCDEL Risk and Reach Report this year, including new risk factors, additional home visiting program data, preschool child outcomes, refined city boundary data and updated risk level methodology.

Here are some key findings from the report.

Children in 69% of Pennsylvania's counties are at moderate-high to high risk of school failure.

According to the report, children in 15 of Pennsylvania's 67 counties are at high risk of school failure, and children in 31 counties are at moderate-high risk of school failure. These counties are in every part of the Commonwealth and represent urban, suburban and rural communities.


Preschoolers in high quality early education programs such as Pennsylvania Pre-K Counts, Keystone STARS 3 and 4 and Head Start Supplemental Programs made progress in all skill areas during the 2009-2010 year, with 97%-99% finishing the program year with age-appropriate or emerging age-appropriate language, math and social skills.


Approximately one-third (36%) of Pennsylvania's children from birth to age five participate in publicly-funded quality early childhood programs, such as Pennsylvania Pre-K Counts, Keystone STARS, Child Care Works, Early Intervention and Nurse-Family Partnership.

Children served in state and federally funded early childhood programs are funded at an average rate of approximately \$2,900 per child, an amount which is significantly less than the cost of providing a quality early education experience that produces positive outcomes for children, families and communities.

Investing in Pennsylvania's quality early education initiatives can help all of Pennsylvania's children enter school ready to learn. Reports on positive child outcomes show that children who enter quality early education programs developmentally behind their peers can catch up during their early years and enter kindergarten with the skills they need to be successful in school. As you review this information, we hope you will agree that investment in quality early learning opportunities needs to be a priority for Pennsylvania.

Sincerely,


Michael P. Nardone
Acting Secretary of Public Welfare



Thomas E. Gluck
Acting Secretary of Education

Enclosure

Executive Summary

One of the most important ways to help children reach their potential and succeed is through quality early care and education. Such opportunities are especially important for children affected by conditions that make them at risk to fail in school. When children affected by risk factors such as living in economically at risk families or low maternal educational attainment have access to quality early education before age five, these children can often make up for setbacks in their lives, enabling them to enter kindergarten on par with their peers.

Children who are encouraged and supported through quality early care and education demonstrate significant progress in acquiring early learning skills and can save schools money for special education and remediation costs. These children are more likely to graduate from high school, to attend college or quality job training programs, and be valuable members of the workforce. The benefits of quality early education to children and families translate into a more competitive workforce and greater tax base, while reducing public expenses in special education costs, public assistance, crime control and lost taxes.

It is in Pennsylvania's best interest to invest in quality early education because it will provide our communities with benefits for years to come. It is important that these investments are strategically made to provide the greatest return possible for the commonwealth on our limited resources.

In order to support sound programmatic and investment decisions regarding the distribution of early childhood services, the Pennsylvania Office of Child Development and Early Learning (OCDEL) annually compiles the Program Reach and Risk Assessment Report. This report provides county- as well as city- specific information on the level of risk for school failure for children (based on 10 risk factors) and the availability, or reach, of most OCDEL programs to children in each county and in the 27 largest cities in Pennsylvania. This is the fourth year of the report.

The Reach and Risk report includes a breakdown of program reach by infant/toddlers (birth – two years); preschool (ages three and four); and all children under age five served.

Enhancements to this year's report include updates to the risk categories, additional information on home-visiting programs, and child outcomes information for three programs. In this report, four new risk categories were added: percent of babies born at low birth weight, percent of births to mothers not receiving early prenatal care, percent of children born to mothers who used tobacco during pregnancy, and percent of substantiated cases of abuse and neglect for children under five. The 200% federal poverty level was replaced with 300% federal poverty level, due to supporting research that children in families earning up to 300% FPL are at risk of school failure and do not have the resources to purchase high quality early childhood services. Also, the risk level methodology has been updated.

This year's report shows that Pennsylvania continues to make progress serving young children, but still experiences gaps in serving those who could benefit the most from a quality early education experience, especially in high quality early education settings and serving infants and toddlers.

Risk

- **Children are at risk of school failure throughout the commonwealth.** Of the 67 counties, children in 46 (69%) counties are at moderate-high or high risk of school

failure; of the 27 largest cities, children in 21 (78%) are at moderate-high or high risk of school failure. Every county has children affected by risk factors for school failure. For example, more than half of children in Pennsylvania (58%) are living in economically at risk families (300% federal poverty level (FPL)). The county with the lowest percent of children under five living in 300% FPL was Chester County which had 29%.

Reach

- **A little more than one-third (36%) of children under age five participate in state and/or federally funded quality early childhood education programs.** In the commonwealth's 27 largest cities, more than half (57%) of children under age five participate in state and/or federally funded quality early childhood programs. Quality programs are defined as: Nurse-Family Partnership, Parent-Child Home Program; Head Start State and Federal; Pennsylvania Pre-K Counts; PA Pact for Pre-K, School Based Pre-K; Early Intervention; and Keystone STARS.
- **Across the commonwealth, reach is greatest for Keystone STARS (15%), Early Intervention (9%) and Head Start (5%).** These programs were the only direct impact programs for children under age five to reach children in all 67 counties.
- **Reach is greatest across the commonwealth for Keystone STARS.** Of all the state investments, most children were reached through the Keystone STARS program, which provides service to 15% of children from birth to age five. Four percent of children under age five in Pennsylvania were served in STAR 3 and 4 programs. As of June 2010, there were 4,420 child care providers within the Keystone STARS system, covering all counties and reaching an estimated 109,554 children under age five and 58,976 school age children.
- **One-fifth (20%) of Pennsylvania's infants and toddlers (birth to age two) participate in publicly-funded quality early education programs.** Among children under age three statewide, approximately 11% are served by Keystone STARS, 7% are served by Early Intervention, and 0.4% are served by Early Head Start.
- **Approximately half (53%) of Pennsylvania's preschoolers (three and four year olds) are served in state and/or federally funded quality early childhood programs.** Twenty-one percent of three and four year olds are estimated to be served by Keystone STARS, 11% are served by state and federal Head Start, and 10% are served by Early Intervention.

Investment in quality early childhood education

- **Pennsylvania's average investment per child served under the age of five is \$2,900 annually.** Children receiving service in these state and federally funded early childhood programs are funded at an average rate of approximately \$2,900 per child served, an amount which is significantly less than the cost of providing a quality early education experience that produces positive outcomes for children, families and communities. In general, the national cost for a five hour day at 180 days a year for a pre-kindergarten program is \$8,700 per child. This represents a gap in our public investment to achieve the most positive results for children.

The quality of a child's early education affects their learning for life. By understanding the needs of our young children across the commonwealth and the reach of our early childhood programs, Pennsylvania can make smarter investments for a brighter future.

I. Introduction

The Office of Child Development and Early Learning (OCDEL) is committed to providing early childhood services to Pennsylvania's young children, with special attention to those at risk of school failure. Research consistently shows that children at risk of school failure benefit from quality early learning opportunities, with economic and educational benefits that extend to our families, communities, and the commonwealth. This report provides information about how well the commonwealth is reaching its young children with quality early learning services, with special attention to at-risk children for Fiscal Year (FY) 2009-2010. The report:

- includes an analysis of economic, maternal, birth outcome, academic, and toxic stress risk factors that can harm a child's chances of doing well in school;
- compiles information on the number of children served through OCDEL programs;
- shows the funding allocation levels for early childhood programs supported by state and federal investments; and
- identifies counties and cities most likely to benefit from early childhood investments, based on these risk factors.

This data can be used to: 1) track progress in reaching all children who can benefit most from early education; 2) help communities better understand their early childhood programming needs, particularly in counties where there are high risks; 3) educate lawmakers on Pennsylvania's progress in early childhood education; and 4) inform future decisions regarding early childhood education investments, policies and practices.

There are several new additions to the OCDEL Risk and Reach Report this year, including new risk factors, additional home visiting program data, preschool child outcomes, refined city boundary data, and updated risk level methodology.

II. Methodology

All data is provided in the Excel workbooks titled "ECE_Analysis_June_2010" and "ECE_Analysis_June_2010_Municipalities" which are available on the Pennsylvania Department of Education website at www.education.state.pa.us and Pennsylvania Key website at www.pakeys.org.

The data was compiled in four stages: 1) Gathering relevant information about state-funded early childhood program usage by county and city¹; 2) Gathering economic, maternal, birth outcome, academic, and toxic stress risk factors and compiling information on the number and percentage of children in various risk categories by county; 3) Developing an Average Risk Level (ARL) to classify risk level for counties; and 4) Combining the ARL information with the state-funded early childhood program usage information to identify county use by risk. Descriptions of the four stages of data collection are provided below, along with information about where to find the data in the supporting data files.

Gathering relevant information

Program enrollment and funding data for FY 2009-2010 was collected and compiled for state-administered education programs serving children under five years of age. For some

¹ It is important to note that this data contains duplicated children, and a child participating in more than one OCDEL program is counted more than once. OCDEL is developing an Early Learning Network to address this issue so that this future material will report counts of unduplicated children.

programs a one-month snapshot is presented using end of fiscal year data². FY 2009-2010 Head Start data was not available for this report, therefore FY 2008-2009 data is presented³. For two programs, Parent Child Home Program and Pennsylvania's Pact for Pre-K, only mid-year data was available and is presented. A revision of this report is planned for release after all FY 2009-2010 program data becomes available.

Programs are listed below and arranged by the age cohort served, starting with those focusing on infants and toddlers, those serving children through preschool, and finally those programs serving mixed age-groups. They are also separated into two categories of service: direct and indirect impact. *Direct impact* programs are those for which dollars directly support quality early childhood education. *Indirect impact* programs are those which operate through community and school level systems that support quality and access to quality early childhood education and care.

- a. Direct Impact Programs
 - i. Nurse-Family Partnership (NFP) (Tab 6),
 - ii. Parent-Child Home Program (PCHP) (Tab 7),
 - iii. Head Start State and Federal (Tab 8),
 - iv. Pennsylvania Pre-K Counts (Tab 9),
 - v. PA Pact for Pre-K (ABG) (Tab 10),
 - vi. School Based Pre-K (Tab 11),
 - vii. Early Intervention (Tab 12),
 - viii. Keystone STARS (Tab 13),
- b. Indirect Impact Programs
 - i. Child Care Works/Subsidy (Tab 14),
 - ii. Community Engagement Group, and (Tab 15),
 - iii. Title I Funding for Pre-K through 2nd Grade (Tab 16)

County and City Ranking with Risk Indicators

Each of the risk indicators is reported in the supplemental data files as a percentage, allowing for comparison across counties of varying population sizes. The percentages were placed into four equal sized groups called quartiles, each containing 25% of the counties. A rating of one (low risk) to four (high risk) was then given to each quartile for each risk factor; the top 25% were considered to be high risk and the bottom 25% were low risk. The sums of the risk factors for each county were averaged to determine an overall Average Risk Level (ARL). This is the average quartile ranking for a county across the risk indicators. The ARLs were then classified into risk categories ranging from high-risk to low risk (Tab 19 and Tab 20). The same methodology was also applied to the city rankings.

² See Excel workbooks for data sources.

³ A revised report will be published after all 2009-2010 program data becomes available.

Economic, Maternal, Birth Outcome, Academic, and Toxic Stress Risk Indicators⁴

Economic, maternal, birth outcome, academic and toxic stress risk indicators were identified based on research literature of early childhood risk. County and city level data was collected on each indicator. The ten risk indicators chosen for inclusion in the risk analysis model include (Tab 18 and Tab 20):

Economic Risk

Research shows children who are living in economically stressed families are more likely to have poor nutrition, chronic health problems, and be less prepared for and have more difficulty in school.

- **Percent of families with related children under age five living in economically high risk families, 100% FPL** (2006-2008 American Community Survey 3 Year Estimate)

Research shows potential efforts to support early childhood and school readiness may include outreach to families in poverty. Thus, a family measure of poverty was included, in addition to the actual child rates, to identify counties that had high numbers of families living in poverty. The US Department of Health and Human Services 2010 Poverty Guidelines for a family of four at 100% FPL is \$22,050.

- **Percent of children under age five living in economically at risk families, 300% FPL** (2006-2008 American Community Survey 3 Year Estimate)

The 200% federal poverty level was replaced with 300%, due to supporting research that shows that children in families earning up to 300% FPL are at risk of school failure and do not have the resources to purchase high quality early childhood services.⁵The US Department of Health and Human Services 2010 Poverty Guidelines for a family of four at 300% FPL is \$66,150.

Maternal Risk

Women who are single parents, as well as those who cohabitate with their child's other parent, tend to have lower educational attainment, lower income, and higher rates of child abuse and domestic violence than married women (Whitehead and Popenoe, 2004).

- **Percent of related children born to young and single mothers** (Pennsylvania Department of Health, Vital Statistics 2008)

Research shows that children living with both biological parents are less likely to exhibit behavior problems, and children living with married parents are less likely to experience economic hardship (Golden, 2005).

⁴ The reach data is for the 2009-2010 fiscal year; however the risk indicators may or may not be from this fiscal year. Currently, the Rate of children under age five living in low income families, Percent of families with related children under age five living below poverty level, and Percent of single mother-headed families with children under age five living below poverty level are from the 2000 Census Data. The Rate of births to mothers with less than a high school degree and the PSSA scores are updated annually. City reach data are calculated either by city or by zip codes which comprise a city.

⁵ According to the National Institute for Early Education Research's (NIEER) analysis of data from the Early Childhood Longitudinal Study (ECLS-K), children living in families earning up to 300% of the federal poverty level are significantly underperforming compared to their peers with family incomes above 300% of the federal poverty line. www.pakeys.org/pages/get.aspx?page=EarlyLearning_Tools

- **Percent of births to mothers with less than a high school degree** (Pennsylvania Department of Health, Vital Statistics 2008)
Children who live with parents who have a low education level are less likely to receive cognitive stimulation and high quality child care during crucial development periods, and are more likely to have diminished reading skills.

Birth Outcome Risk

As a group, low birth weight children and children born preterm experience more health, cognitive development, and social problems than do children born at a normal birth weight and born at full term. Birth outcome risk is recognized as a public health issue as it has been associated with large health care costs, and linked to infant mortality.

- **Percent of babies born at low birth weight** (Pennsylvania Department of Health, 2009)
Low birth weight infants, babies weighing less than 2,500 grams (approximately 5.5 pounds) at birth, have a greater probability of experiencing developmental problems, and are at greater risk of experiencing disabilities and/or dying within the first year of life. Visual and auditory impairments, learning disorders, behavioral problems, grade retention, and school failure have been linked to low birth weight. Taking into account the socio demographic risk factors, low birth weight children still score significantly lower on intelligence tests than do children born at a normal weight. They are also more likely to be affected with attention-related disorders.
- **Percent of births to mothers not receiving early prenatal care** (Pennsylvania Department of Health, 2009)
By taking precautions through prenatal care visits, there is a greater likelihood for the detection and/or prevention of possible health care issues. Prenatal care during the first trimester can prevent many poor birth outcomes that result in developmental delays or health problems in infants and young children.

Academic Risk

Academic indicators predict risk for poor long-term education outcomes. Over time, early childhood investments should demonstrate improved academic outcomes.

- **PSSA: Percent below proficient in 3rd grade math** (Pennsylvania Department of Education, 2010)
- **PSSA: Percent below proficient in 3rd grade reading** (Pennsylvania Department of Education, 2010)

Toxic Stress

Toxic stress can be caused by exposure to violence, physical or emotional abuse, chronic neglect, and caregiver substance abuse or mental illness. Research has linked toxic stress to adverse impact on brain development including cognitive impairment, developmental delays, and later health problems such as heart disease and diabetes.

- **Percent of substantiated cases of abuse and neglect for children under 5**
(Pennsylvania Department of Public Welfare, Office of Children, Youth and Families, 2009)
Exposure to adverse child experiences, such as abuse or neglect, has been found to lead to early initiation of drug use and increased likelihood of use. Physical consequences, such as damage to a child's growing brain, can have psychological implications such as cognitive delays or emotional difficulties.
- **Percent of children born to mothers who used tobacco during pregnancy**
(2006-2008 American Community Survey 3 Year Estimate)
Behavioral data associate maternal smoking with lower verbal scores and poorer performance on specific language/auditory test. Even exposure to secondhand smoke can lead to low birth weight and thus a higher likelihood of disabilities.

Analyzing Results

After all program reach data was compiled, the results were analyzed in conjunction with risk level to determine the extent to which early childhood programming and funding has been targeted to those counties and cities with the greatest need, or highest ARL (Tab 1 and Tab 2). Using these comparisons, future recommendations for additional investments can be determined.

III. Findings

The findings are divided into three parts. Presented first are the findings on overall risk, reach and investment related to the counties. This includes separate findings for infants and toddlers as well as preschoolers. Second is the risk and reach findings related to the 27 largest municipalities. (Please note that the separate investment information is not yet available for the city portion of the analysis.) Third is a program by program analysis, which covers both the county and city data.

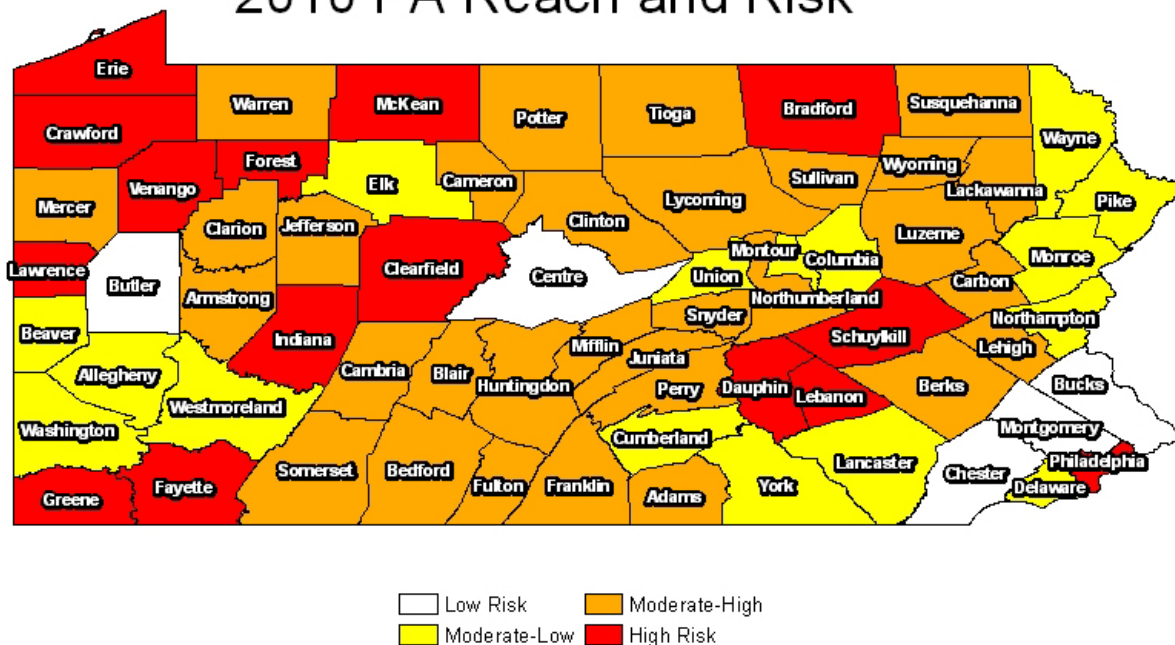
County Analysis

County Level Findings on Risk Level

Mapped below are the commonwealth's 67 counties and Average Risk Level for each, based on the FY 2009-2010 analysis. The risk data shows that the ARL has changed for several counties between 2006-2007 and 2009-2010. In fact, seven have moved up in risk level while 14 moved down in risk level. Overall, risk across the state remains high in the very urban and very rural areas.⁶

⁶ This is based on 10 risk factors as compared to seven from FY 2008-2009.

County Risk Level 2010 PA Reach and Risk



Source: 2010 Program Reach and Risk Report

County Level Findings on Reach and Investment:

Early Childhood Program Usage for Children Under Age Five (FY 2009-2010)

State and federally funded quality early childhood programs (NFP, PCHP, Head Start State and Federal, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS) are reaching 36% of children under age five statewide.

Program reach is greatest in the high risk counties (45%), and slightly lower for moderate-high (36%), moderate-low (32%) and low risk (31%) counties.

Children are being served in both rural and urban communities. Approximately 36% of young children are served in publicly-funded quality early education programs in rural and rural mix communities, while 36% of young children are also served in publicly-funded quality early education programs in urban and urban mix.

Of all the state investments, most children are being reached through the Keystone STARS program, which provides service to 15% of children from birth to five years. Seven percent of children under five in Pennsylvania are served in the STAR 2 facilities and four percent are served in high quality STAR 3 and 4 facilities (see Tab 5).

Early Childhood Program Usage by Children from Birth through Age Two

When considering the subset of infants and toddlers, 20% of children from birth to age two statewide are served in quality early childhood education settings that include Nurse-Family Partnership, Parent-Child Home Program, Early Head Start, Early Intervention Infant-Toddler and Keystone STARS (Tab 3). The range is from 7% to 32% by county.

Of all the state investments, most infants and toddlers are being reached through the Keystone STARS program, which provides service to an estimated 11% of children from birth to age two.

Early Childhood Program Usage by Children Ages Three and Four

When considering the subset of preschool age children, 53% of three and four year olds statewide are served in publicly-funded quality early childhood education settings that include Parent-Child Home Program, Head Start State and Federal, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention Preschool, and Keystone STARS. Usage ranges from 18% to 95% by county.

Of all the state investments, most preschoolers are being reached through the Keystone STARS program, which provides service to an estimated 21% of children ages three and four.

Early Childhood Program Funding (FY 2009-2010)

Children served in state and federally funded early childhood programs are funded at an average rate of \$2,900 **per child served** (Tab 5). Dividing the total program funding (for NFP, PCHP, Head Start State and Federal, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS) by the number of children under age five, Pennsylvania is spending \$1,037 **per child in Pennsylvania**.

Generally, funding has been targeted at counties with the greatest risk. Thirteen of the 15 high risk communities are receiving funding greater than the statewide funding per child (\$1,037). Bradford and Dauphin are the high risk counties that are spending less than the statewide average.

Of the 10 highest spending-per-child counties, two were high risk (Greene and Forest), and eight were moderate-high risk (Juniata, Susquehanna, Adams, Perry, Cameron, Carbon, Wyoming, and Sullivan). All of these counties were classified as rural or rural-mix.

City Analysis

City Level Findings on Risk Level

Out of the 27 largest cities, four (Bethel Park, Monroeville, Plum, and State College) are considered low risk. Two cities (Pottstown and West Mifflin) are considered moderate-low risk, and six cities (Chester, Easton, Hazleton, McKeesport, Norristown, and Pittsburgh) are considered moderate-high risk communities. The remaining 15 cities are all high risk (Allentown, Altoona, Bethlehem, Erie, Harrisburg, Johnstown, Lancaster, Lebanon, New Castle, Philadelphia, Reading, Scranton, Wilkes-Barre, Williamsport, and York).

City Findings on Reach

Early Childhood Program Usage by Pennsylvania's 27 Largest Cities

Twenty seven percent of Pennsylvania's children under age five live in the commonwealth's 27 largest cities. Children living in these cities tend to be at higher risk of school failure than those in the rest of their counties.

- Low Risk: Bethel Park, Monroeville, Plum, and State College
- Moderate-Low Risk: Pottstown and West Mifflin
- Moderate-High Risk: Chester, Easton, Hazleton, McKeesport, Norristown, and Pittsburgh
- High Risk: Allentown, Altoona, Bethlehem, Erie, Harrisburg, Johnstown, Lancaster, Lebanon, New Castle, Philadelphia, Reading, Scranton, Wilkes-Barre, Williamsport, and York

State and federally funded quality early childhood programs (NFP, PCHP, Head Start State and Federal, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS) are reaching 57% of children under age five in the 27 largest cities in the commonwealth.

Program reach for children under age five is greater in the high risk cities (56%) than in the low risk cities (26%).

Of all the state investments, most children are being reached through the Keystone STARS program, which provides service to 15% of children under age five statewide. Four percent of children under age five are served in the high quality STAR 3 and 4 facilities.

Program by Program Analysis

Direct Impact Programs for Children under Age Five in Pennsylvania

Nurse-Family Partnership (FY 2009-2010)

Nurse-Family Partnership (NFP), a program which provides registered nurses who work with expectant mothers, has been used to ensure healthy pregnancy, promote early literacy, and to encourage school readiness by helping mothers learn how to promote healthy child development. Pregnant women who are low-income, first-time mothers and who enroll by the 28th week of pregnancy are eligible. NFP only serves children from birth to age two.

NFP has reached 40 of the 67 counties in Pennsylvania (Tab 6). This program serves 4,635 children, which is 1% of the infants and toddlers in PA. Fifty-three percent of the high risk counties are served by NFP.

NFP has reached 24 of the 27 largest cities in Pennsylvania. Among the cities that received Nurse-Family Partnership Grants, 4,381 infants and toddlers were served (4%).

Parent-Child Home Program (mid-year FY 2009-2010)

Parent-Child Home Program (PCHP) provides a home visitor to help parents learn how to read and play with their children in a way that promotes early learning and builds a positive parent-child bond (Tab 7). Families of at-risk children who enroll their children between 18 months and two years of age and agree to participate for two years are eligible.

PCHP has been used to promote early literacy and school readiness in 25 counties throughout the state. PCHP reached 1,324 children, which is 0.2% of children under age 5. Four of the counties that use PCHP are high risk counties.

Parent-Child Home Program has been used to promote early literacy and school readiness in nine of the 27 largest cities throughout the state, serving 522 children. Seven of the cities that use Parent-Child Home Program are high risk cities.

Head Start State and Federal (FY 2008-2009)

Head Start provides free, comprehensive early learning services to children & families most at risk of academic failure (Tab 8). Families earning 130% or less of the federal poverty level are eligible to apply.

The Head Start State and Federal program has reached 35,558 children across all 67 counties in Pennsylvania. This is 5% of all children under age five.

In FY 2008-2009, there were a total of 48 agencies in 53 counties administering Head Start services in the state through the Head Start Supplemental Assistance Program, reaching 5,738 students.

In FY 2008-2009, there were 22 agencies in 22 of the 27 largest cities administering federal and state Head Start services, reaching 14,829 students.

Pennsylvania Pre-K Counts (FY 2009-2010)

Pennsylvania Pre-K Counts provides high quality pre-kindergarten opportunities to three and four year olds at no cost to families (Tab 9). Children from age three until the entry age for kindergarten are eligible to apply. Pennsylvania Pre-K Counts targets children at risk of school failure, either because of income, language or special needs.

In FY 2009-2010, there were 153 agencies in 62 counties administering Pennsylvania Pre-K Counts services in the state, reaching 11,863 students; that is 4% of Pennsylvania's preschool age children. Providers in five counties did not receive Pennsylvania Pre-K Counts Grants (Elk, Forest, Juniata, Snyder, and Sullivan). Pennsylvania Pre-K Counts reached all high risk counties.

There were 83 agencies in all of the 27 largest cities administering Pennsylvania Pre-K Counts services in the state, reaching 5,495 students.

Pennsylvania's Pact for Pre-K (mid-year FY 2009-2010)

Pennsylvania's Pact for Pre-K is a way to provide additional investment to school districts that can be used for early childhood programs. Accountability Block Grants (ABG) have been used to provide funding for quality Pre-K programming in 23 counties throughout the state.

Seven of the counties that use PA Pact for Pre-K funds are high risk counties. Overall, counties using PA Pact for Pre-K funds reached 3,554 children under age five (1.2% of preschool age children) through ABG programs.

PA Pact for Pre-K funds have been used in nine of the 27 largest cities throughout the state, reaching 2,375 students. Six of these nine cities using ABG funds for Pre-K are high risk cities.

School Based Pre-K Program (FY 2009-2010)

School Based Pre-K Programs offer programs for three and four year old children from two-and-a-half to five hours a day, for a minimum of 180 days (Tab 11).

School Based Pre-K programs deliver quality Pre-K programming in 42 counties throughout the state. Generally, School Based Pre-K programs were serving a greater percentage of children in high risk counties and moderate-high risk counties. Thirteen of the 42 counties that use School Based Pre-K are high risk counties.

Six percent (17,787) of preschool age children in Pennsylvania were reached by School Based Pre-K Programs in FY 2009-2010.

School Based Pre-K programs deliver quality Pre-K programming in 14 of the 27 largest cities throughout the state. Ten of the cities that use School Based Pre-K are high risk cities.

Early Intervention (FY 2009-2010)

Early Intervention provides services to children from birth to age five who have disabilities/developmental delays to help promote development so they are successful in any early education setting (Tab 12). Services may include parent education, development therapies, and other support services.

Early Intervention is offered in every county in the state, reaching 9% of children under age five. Among the top seven counties in terms of reach, or those serving more than 12% of the population under age five, one (Elk) is moderate-low risk, two (Warren and Cameron) are moderate-high risk, and four (Erie, Forest, Greene, and McKean) are high risk. Six are rural counties and one is urban-mix.

Early Intervention reached 12% of children under five in the 27 largest cities in PA.

Keystone STARS (June 2010)

Keystone STARS promotes quality in child care and Head Start programs (Tab 13). Programs that participate in Keystone STARS may begin at Start with STARS and can earn a STAR 1 to STAR 4 level based on quality standards.

As of June 2010, there were 4,420 child care providers within the Keystone STARS system, covering all counties and reaching an estimated 109,554 (15%) children under age five in the commonwealth. Overall, 50% of regulated child care facilities participated in Keystone STARS, with 67% of centers participating.

Keystone STARS was the state-funded early childhood initiative that reached the greatest number of young children. STAR 3 and STAR 4 sites are considered higher quality settings that research has related to positive child outcomes. The analysis showed that approximately 4% of children under age five are served in these high quality programs.

Twenty of the 27 largest cities served more children under 5 than the state average (15%) in Keystone STARS.

In addition to serving children from birth to age five, Keystone STARS programs also serve children from age five to age 12 (considered “school-age” children), often in wrap-around care before or after school. In 2009-2010, Keystone STARS programs served approximately 168,530 children from birth to age 12.

Indirect Impact Programs for Children under Age Five in Pennsylvania

Child Care Works⁷ (June 2010)

Child Care Works is the subsidized child care program that provides financial help to pay for child care for families who meet work and income requirements (Tab 14). To be eligible, families must earn 200% or less of the federal poverty level or less and must meet certain work requirements. In 2010, more than half of children receiving Child Care Works were enrolled in a Keystone STARS program.

In the month of June 2010, subsidized child care was provided to 85,799 children under age five. Children ages five to 12 also receive Child Care Works subsidy. In this month, Child Care Works served a total of 136,832 children including school-age children. Approximately 12% of all children under five receive Child Care Works subsidy.

⁷ Children ages 5 to 12 also receive Child Care Works subsidy. In June 2010, Child Care Works served a monthly average of 85,799 children (birth – age 5), and approximately 136,832 unduplicated children from birth to age 12.

Early Childhood Community Engagement Groups (FY 2009-2010)

Early Childhood Community Engagement Groups (CEG) develop and implement county outreach efforts to engage and inform key stakeholders about the benefits of quality early learning programs (Tab 16). Additionally, CEGs facilitate linkages between school districts, early learning programs and other stakeholders to support successful kindergarten transition.

Title I Funding for Pre-K through 2nd Grade (FY 2009-2010)

Title I Funding for Pre-K through 2nd grade is a source of funding for the School Based Pre-K Program based on the percentage of low income children within the school district (Tab 16). Title I is not considered a direct impact program because the school districts can use the funds for children in Pre-K through second grade.

Only nine counties within the commonwealth did not receive Title I Funding. Seven of these counties were rural while two were urban-mix.

Home Visiting Programs

Early Head Start, Nurse-Family Partnership, and Parent-Child Home Program are three programs that can use home visiting model of service delivery to serve children and families. Several new home visiting programs not managed by the Office of Child Development and Early Learning were included in this year's report (Tab 17). These programs were not included in the count of children served because services are not directed exclusively to young children and may include mothers and fathers. In future years, this report will look for ways to incorporate home visiting reach data into the count of children under age five served. For more information about maternal, infant, and early childhood home visiting services in PA, please refer to the 2010 PA Home Visiting Plan and Needs Assessment.

Project ELECT / PPT

Project ELECT (Education Leading to Employment and Career Training) helps teen parents stay in school, obtain a high school diploma or GED, have healthy babies, become capable parents and prepare to become self-sufficient adults. All ELECT programs are located in public local schools and provide teens with: pregnancy prevention information, individual and group counseling, assistance with child care and transportation, health and nutrition instruction, and parent and child development education via intensive case management at school and within the home. Many ELECT programs utilize the Parents As Teachers curriculum with families within their homes. Project ELECT sites are located in 36 counties serving nearly 3,200 teen parents.

Parents As Teachers (PAT)

Pennsylvania's network of Family Centers provides services to help families become healthy, well-educated and self-sufficient and is open to the community. For families that are identified as higher risk due to economic, health or educational circumstances, additional home visitation services are provided using the PAT curriculum to enhance child development and school achievement through parent education and support. In 2009-2010, a total of 4,225 families were provided PAT home visitation services in 29 counties statewide.

Even Start and Family Literacy

Two Family Literacy programs are administered by the Pennsylvania Department of Education and address the literacy needs of all members of the family while promoting parents' involvement in their children's education. Parents are their children's first teachers and most powerful influence on their academic success. These programs improve educational opportunities of eligible families by integrating early childhood education and adult education in a unified program. Family Literacy and Even Start programs operate in 53 counties and serve over 2,000 families, some of which provide services within the home.

County/Municipal Health Departments

County/municipal health departments offer home visiting services to high risk pregnant women to increase positive birth outcomes by providing education, social support and links to community services. Uninsured pregnant women are assisted in obtaining services and/or applying for Medical Assistance. Information is provided on healthy nutrition, smoking cessation, abstaining from drugs and alcohol, dental care and mental health care. Some sites use the Healthy Start model to achieve healthy results for mothers and their children. Over 7,300 women are served in 12 counties.

Preschool Child Outcomes

New this year, preschool child outcomes were collected for several high quality programs using the Work Sampling System authentic assessment (Tab 21). At three points throughout the year (Fall, Winter, and Spring), an assessment of children's skills, knowledge, behavior, and accomplishments is reported on seven domains. The seven domains are: personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health. Training was provided by the commonwealth including guidelines for each specific skill, behavior, or academic accomplishment. The outcome categories for each domain are: "Not Yet," meaning the child cannot demonstrate the indicator; "In Process," meaning the child demonstrates the indicator intermittently; and "Proficient," which means that the child can reliably demonstrate indicator. This assessment allows teachers and policy makers to monitor children's continuous progress.

In 2009-2010, there were 10,888 preschool aged children assessed in the PA Pre-K Counts program. For the Head Start State Supplemental program, 6,685 children ages three and four were assessed in 2009-2010. In STAR 3 and 4 centers, there were 12,242 children ages three and four assessed in 2009-2010. The increase in percent of children who are proficient between Fall and Spring is significant for all programs in all domains. Please refer to the data in the county file under Tab 21.

Early Learning Network

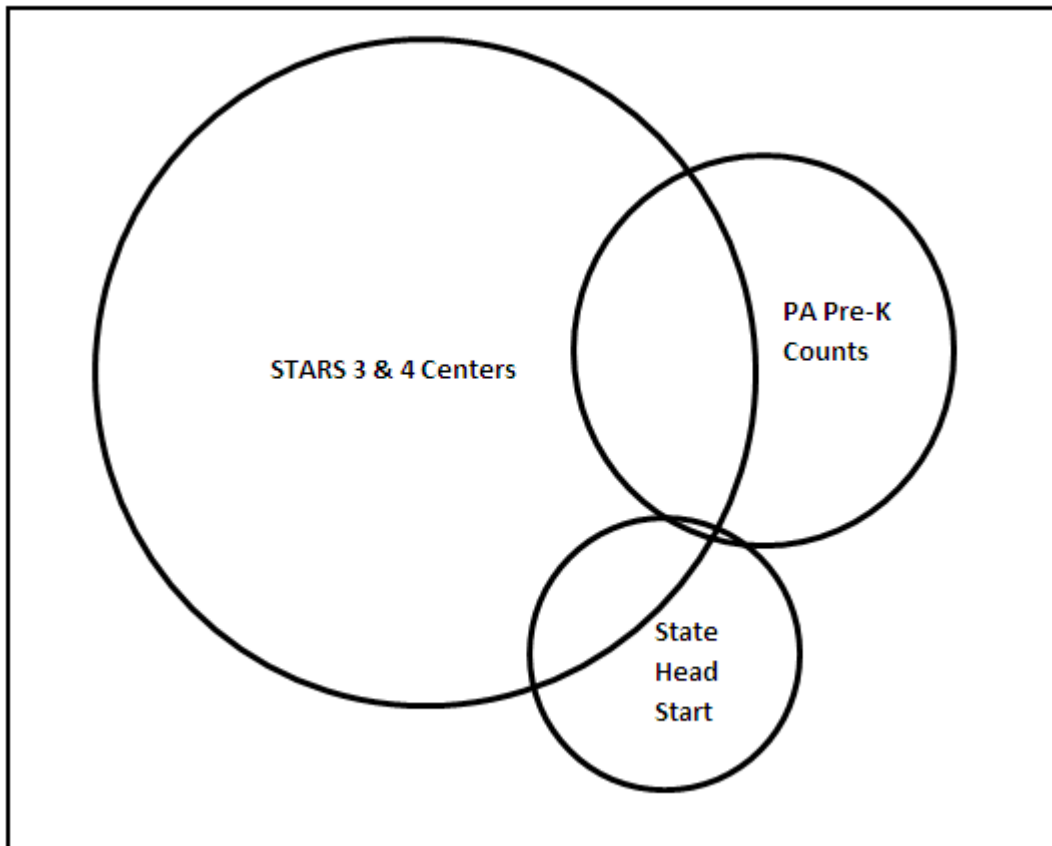
Also new this year, a new unified data collection and management system called the Early Learning Network (ELN) permits reporting of unduplicated count of children who received multiple enrollments in certain programs. ELN data from Year 1 currently does not reflect final year-end counts (for example, the distinction between program funding sources was added during Year 1 implementation and identification of federal vs. state funding is still being entered for some enrollments). Although use of ELN for final year-end counts is not available this year, the percentages of children enrolled in multiple

programs are helpful in understanding the extent of cross-program enrollments. Table 1 presents these percentages and Figure 1 presents the data in a Venn diagram.

Table 1: Early Learning Program Enrollments

	<u>Percent</u>
STARS 3 & 4 Centers	57.5
PA Pre-K Counts	16.4
Head Start Supplemental Assistance Program	11.9
STARS 3&4C and PA PKC	12.0
STARS 3&4C and HSSAP	2.1
PA PKC and HSSAP	0.0
STARS 3&4C and PA PKC and HSSAP	0.1
<i>Total</i>	<i>100.0</i>

Figure 1: Venn Diagram of Early Learning Cross-Program Enrollments



IV. Future Directions and Limitations of Use

The Office of Child Development and Early Learning is using the program Risk and Reach analysis data to better tailor supports to communities. This compilation of information is shared to better inform and educate communities to consider appropriate and effective early childhood investments. . In future editions, through further refinement of the data, OCDEL will be able to determine the number of unduplicated children served across the commonwealth.

Feedback is welcome on this data, analysis, and report, as this will be an evolving project that will adjust to meet usage demands. If you have suggestions or would like to share how your community used the information, please contact the Office of Child Development and Early Learning, at 717-346-9320 or via email at RA-dpwocdnet@state.pa.us.