

Annual Report 2009-2010

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

Child Care Certification begins in PA with a statute requiring that child day care homes and centers must be licensed. 1959	Keystone STARS advances from a pilot program to statewide implementation. 6/03	PA legislature approves funding for 2004-2005 to serve: Over 100,000 children (monthly average) through Child Care Works; Over 63,000 children through Early Intervention (birth-5); Over 62,000 children through school-funded Full Day Kindergarten; Over 132,000 children through Keystone STARS; Nearly 3,700 children through Nurse-Family Partnership; 1,400 children through Parent-Child Home Program 7/04	Pennsylvania facilitates Mind in the Making institutes to enhance the teaching practices of early childhood teachers to improve quality early education. 12/04
Child Care Certification statute is updated, allowing DPW to impose fines for the illegal operation of a child care facility. 1965	898 Child Care Center and Group Home providers participate in the Keystone STARS program. 7/03		Task Force recommends reformed Early Childhood Education Guidelines for institutions of higher education. 12/04
Law under which Child Care Certification operates is enacted, Public Welfare Code Articles IX and X, requiring licensure of child care facilities. 1967	Pennsylvania becomes a BUILD Initiative state partner. 8/03		Director Credential is created for early childhood and school-age program directors and administrators. 12/04
Child Care Certification law is amended through the creation of Article X(c) to provide for registration of family child care homes. 1980	Department of Public Welfare issues the Keystone STARS Performance Standards for Family Day Care Homes. 1/04	Two Governor's Institutes are offered for early childhood practitioners focusing on literacy. 7/04	Task Force recommends reformed Elementary Education Guidelines for institutions of higher education. 3/05
Infant/Toddler Early Intervention program begins, offering individualized services and supports designed to help families with children ages birth to three who have disabilities or developmental delays. 7/90	Keystone STARS is opened to Family Child Care providers. 7/04	Keystone STARS Technical Assistance begins, providing specialized consultation for specific Keystone STARS Performance Standards. 7/04	Task Force recommends reformed Special Education Guidelines for institutions of higher education. 5/05
Preschool Early Intervention program begins, offering individualized services and supports designed to help families with children ages three to five who have disabilities or developmental delays. 7/90	1,313 Child Care Center, Group Home, and Family Child Care providers participate in the Keystone STARS program. 7/04	Work begins to change the scope of the teaching certificates for early childhood education, elementary education, and special education and to strengthen the teacher preparation program approval guidelines. 8/04	Statewide Infant/Toddler Strategy is created. 5/05
Regulations for child care centers, group child care homes and family child care homes are updated and codified at 55 Pennsylvania Code. 4/92	PA legislature approves two new funding streams for early childhood education: Head Start Supplemental Assistance Program to serve 2,484 children in 2004-2005; and Accountability Block Grant to fund programs that will enhance students' academic achievement and school readiness in school districts through three early childhood options: pre-kindergarten, full-day kindergarten, and reduced class size in grades K-3, to serve over 54,000 children in ABG-funded full day kindergarten and 3,000 children in ABG-funded pre-kindergarten. 7/04	More than 2,000 early learning practitioners participate in early childhood-specific summer professional development. 8/04	Pre K Counts Public-Private Partnership for Educational Success, a public-private initiative, begins funding districts, Head Start, child care and Early Intervention teams to create high quality pre-kindergarten programs. Lead funding provided by Heinz Endowments, the Grable Foundation and the William Penn Foundation. 6/05
The Pennsylvania Nurse Family Partnership (NFP) begins. 2/00		Office of Child Development is established. 9/04	3,349 child care providers participate in the Keystone STARS program. 6/05
The Parent-Child Home Program (PCHP) begins in PA. 1/02		Children's Trust Fund awards \$1,795,976 in grants to 13 community-based agencies to implement child abuse and neglect prevention programs. 11/04	PA Early Learning Keys to Quality, a regional approach that combines practitioner professional development and the Keystone STARS quality improvement programs, is created. 7/05
Keystone STARS begins as a pilot program. 6/02		Pennsylvania's Learning Standards for Pre-Kindergarten are published. 12/04	

<p>PA legislature approves funding for 2005-2006 to serve approximately: Over 118,000 children (monthly average) through Child Care Works; Over 66,000 children through Early Intervention (birth-5); Over 54,000 children through ABG-funded full day kindergarten; Over 68,000 children through school-funded full day kindergarten; Nearly 4,800 children through Head Start State Supplemental; Nearly 154,000 children through Keystone STARS; Nearly 3,800 children through Nurse-Family Partnership; Over 1,000 children through Parent-Child Home Program; Nearly 3,700 children through ABG-funded pre-kindergarten; Over 8,000 children through school-funded pre-k and K4 7/05</p> <p>Pennsylvania awards first MAWA Performance Grants for Inclusive Practices, a competitive grant, for Preschool Early Intervention Programs to increase the number of children with developmental delays/ disabilities included in typical early childhood programs. 7/05</p> <p>Early Childhood Capital Investment Fund, in cooperation with the Pennsylvania State Public School Building Authority, launches a \$5 million revolving low-interest loan fund to help school districts invest more fully in early childhood education. 7/05</p> <p>Child Care Works eligibility regulations are revised with new rules to remove barriers and increase access for low-income families. 7/05</p> <p>Work begins on developing a single, unified subsidy system to serve all families eligible for subsidized child care. 7/05</p>	<p>Child outcomes reporting is piloted among select Early Intervention programs. 7/05</p> <p>Early Childhood Education Partnership Conference held with U.S. Dept. of Health and Human Services, Region III. 9/05</p> <p>Dept. of Welfare and Dept. of Education hold joint Annual Early Childhood Education conference. 10/05</p> <p>The Heinz Endowments provides support for the Color Me Healthy (child nutrition) program and for a pilot infant/toddler mental health consultation program in western Pennsylvania. 11/05</p> <p>Infant/Toddler Mental Health Initiative Consultation is implemented in three Regional Keys. 1/06</p> <p>PA Department of Education launches the campaign for career and technical education facilities, promoting student preparation for Child Development Associate (CDA) certification. 2/06</p> <p>Development of a common set of child outcomes assessments for all early care and education programs in Pennsylvania begins. 2/06</p> <p>First-ever pre-kindergarten regulations for public schools are established by the State Board of Education. 3/06</p> <p>Parent Handbook developed for all Child Care Works families that are eligible for child care subsidy. 3/06</p>	<p>"Kindergarten, Here I Come" family activity guide is published, providing monthly parenting information and at-home experiences linked to Pennsylvania's Learning Standards for Pre-Kindergarten. 4/06</p> <p>Pennsylvania initiates statewide annual "One Book, Every Young Child" campaign. 4/06</p> <p>Parents are provided information on Keystone STARS as part of their parent Resource & Referral services at CCIS agencies. 5/06</p> <p>Early Childhood Career Lattice is released. 5/06</p> <p>"Partnering for Success: Pre-kindergarten Programs in Pennsylvania" guide book to promote pre-kindergarten partnerships is published. 6/06</p> <p>Pennsylvania School-Age Professional Credential is created. 6/06</p> <p>PA legislature approves funding for 2006-2007 to serve: Over 122,000 children (monthly average) through Child Care Works; Nearly 70,000 children through Early Intervention (birth-5); Over 55,000 children through ABG-funded full day kindergarten; Nearly 70,000 children through school-funded full day kindergarten; Nearly 6,000 children through Head Start State Supplemental; Over 138,000 children through Keystone STARS; Nearly 4,000 children through Nurse-Family Partnership; Over 4,000 children through ABG-funded pre-kindergarten; Over 10,000 children through school-funded pre-k and K4 7/06</p>	<p>New pre-certification orientation video is introduced for prospective child care centers and group child care homes. 7/06</p> <p>Keystone STARS Performance Standards for Centers updates include a focus on curriculum, the Early Learning Standards, and the Career Lattice as a tool to improve staff qualifications. 7/06</p> <p>Early Intervention Preschool Performance Grants for Inclusion provided to EI Preschool Programs. 7/06</p> <p>Keystone STARS is open to Head Start programs. 9/06</p> <p>Director Credential and Portfolio Policies and Procedures, and Portfolio Submission Option created. 11/06</p> <p>"Evaluation of Pennsylvania's Keystone STARS Quality Rating System in Child Care Settings" published - finds Keystone STARS is improving quality of child care and reversing the negative trend of declining quality over the past decade. 12/06</p> <p>TANF child care regulations revised to allow for the creation of a single, unified child care subsidy system. 12/06</p> <p>State Board of Education regulations regarding pre-kindergarten programs (Title 22, Ch 4, 11, 12) go into effect. 12/06</p> <p>Pennsylvania convenes early childhood and K-12 communities to facilitate the development of kindergarten transition planning based on the nationally-recognized framework by Dr. Robert Pianta. 12/06</p>
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COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF PUBLIC WELFARE
P.O. Box 2675
Harrisburg, Pennsylvania 17120-2675
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 28, 2010

We are pleased to present the Pennsylvania Office of Child Development and Early Learning's annual report for 2009-2010. As you will read, Pennsylvania has made great strides in recent years to improve quality early education opportunities for Pennsylvania's families, but our work is not done.

Creating an early education system that provides wide access to quality early learning opportunities for families with diverse needs is not easy. Over the last decade, Pennsylvania has been setting the standard for quality early education in Pennsylvania, striving for higher quality and to reach all children and families that can benefit, ensuring Pennsylvania's investment is producing results for our young children, and engaging families, schools, communities and leaders to promote quality early learning opportunities. Because of this systematic approach, Pennsylvania has become a leader in early education in the nation.

Providing quality early learning opportunities in the first five years shape a child's learning and success for life. Our window to make a difference in a child's future is small, but outcomes show that we are having an impact. 2009-2010 child outcomes for preschoolers in Pennsylvania Pre-K Counts, Keystone STARS 3 and 4 programs, and Head Start Supplemental Assistance Program, for example, show children are progressing throughout the program year and are coming to school ready to learn, with nearly every child ending the program year with age-appropriate or emerging age-appropriate language, numeracy and social skills.

Bipartisan support to help our young children reach their promise has enabled us to create new quality early learning options for families and provide access to more children in recent years; however, we still have work to do. In 2009-2010, Pennsylvania served about one-third of our young children in state or federally-funded quality early education programs. We cannot afford to deny even one child the opportunity to learn. As our preschoolers are entering the workforce, there could be twice as many people retiring. We need to give every Pennsylvania citizen the tools to compete in a global economy.

I invite you to join in celebrating our achievements over the past year and reflect on how we can do even better for our young children in the future.

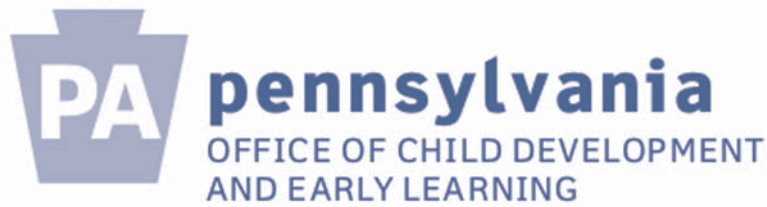
Sincerely,

Michael P. Nardone
Acting Secretary of Public Welfare

Enclosure

Sincerely,

Thomas Gluck
Acting Secretary of Education



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I - Creating a brighter future for Pennsylvania's young children

The education of Pennsylvania's children is vital to our commonwealth's success on all fronts. Whether you define success for Pennsylvania as a strong economy, effective schools, reduced crime, or thriving communities, quality early education is key. Children that have the opportunity to learn and reach their potential through quality early education are more likely to enter kindergarten with the necessary skills and:

- Are less likely to require costly special education and remediation services;
- Are more likely to do well in school, graduate, and attend college or career training; and
- Are more likely to be employed and have higher earnings.¹

Accessing quality early education is especially important for our vulnerable children. Children affected by risk factors such as limited family earnings are more likely to enter school behind their peers and benefit most from quality early experiences. According to the Office of Child Development and Early Learning (OCDEL) 2009-2010 Program Reach and Risk Assessment Report, there are 737,202 children under age five in Pennsylvania. Of those:

- 58% live in economically at-risk households, earning up to 300% of poverty.²
- 20% live in families whose mother did not receive early prenatal care.

Research shows that at-risk children who participate in high quality pre-kindergarten can overcome risk factors, make accelerated progress in development and enter kindergarten ready to learn.

Providing young children with quality early learning opportunities is a key strategy for their success in school and in the workforce. With tight budgets at the local and state levels, early education is a sound investment.

- Today, every dollar that Pennsylvania invests in early childhood education results in more than two dollars circulated in the regional economies through local employment and purchasing of local goods and services;³
- Tomorrow, every dollar that Pennsylvania invests in quality early education saves seven dollars in costs for special education, remediation, juvenile detention, crime control, public assistance and lost taxes.⁴

Pennsylvania's progress

Since 2002, Pennsylvania has moved from one of nine states to offer no publicly-funded pre-kindergarten to one of the nation's leaders in early education. Pennsylvania has committed to building an early education system where early learning programs and professionals continue to improve to best meet the needs of Pennsylvania's families. By setting the standard for quality early education; striving for higher quality and greater access to all families that benefit; ensuring that Pennsylvania's investment is producing results; and engaging families, schools, communities and leaders, Pennsylvania is providing thousands of young children and their families with the opportunity to reach their promise.



A recent PA Pre-K Counts graduate from Child Development Centers, Venango County

Pennsylvania sets the standard for quality early education.

- Pennsylvania is one of the first states to establish learning standards for early childhood from birth through second grade and commission an independent study to ensure alignment of all standards.
- Pennsylvania created the Early Learning Career Lattice and established three professional credentials for early childhood teachers and directors. In fact, Pennsylvania's Director Credential is one of 24 states' director credential programs approved by the National Association for the Education of Young Children (NAEYC).
- Pennsylvania established performance standards for programs such as Keystone Babies, Keystone STARS, Early Intervention, Pennsylvania Pre-K Counts, Head Start Supplemental, and Child Care Information Services (CCIS) that set quality expectations for staff qualifications and professional development, learning activities, working with parents and the community, and best business practices. In fact, Pennsylvania is one of 22 states to fully implement a system to rate and improve the quality of child care programs (Keystone STARS).

Pennsylvania strives for higher quality and to reach all children and families that can benefit.

- Over the past decade, Pennsylvania has created five new early childhood programs – Keystone Babies, Keystone STARS, Pennsylvania Pre-K Counts, Head Start Supplemental, and Early Childhood Mental Health Consultation.
- Pennsylvania is one of the first states to establish a state-funded quality pre-kindergarten system that includes both school-based and community-based early education programs (Pennsylvania Pre-K Counts).
- Since 2006, Pennsylvania integrated child care assistance and parent counseling on child care options for all families (those receiving TANF, formerly receiving TANF, and low-income) under OCDEL and the Child Care Information Services (CCIS) network.
- In 2005, Pennsylvania developed the Pennsylvania Early Learning Keys to Quality system to increase opportunities to higher education and coordinate quality professional development and technical assistance across all programs.
- Pennsylvania increases early education programs' capacity to meet the diverse needs of families through the Race Matters and Strengthening Families Initiatives, Higher Education Institute on Diversity, and English Language Learners Toolkit. In 2008, Pennsylvania was one of seven states invited to develop a plan to integrate the Strengthening Families approach into its programs.
- Pennsylvania is one of three states selected in 2008-2009 to participate in a national initiative to pilot a T.E.A.C.H. scholarship for afterschool and youth work professionals.

PRE-K

Pre-School Director NE Philadelphia

Academy with STAR 3, heading for STAR 4 is seeking a qualified person as Pre-School Director.

Required qualifications:

- Bachelor's Degree & Certification in Early Childhood Education (ECE)
- Director's Credential from PA Keys
- Knowledge of Pre-K Counts & Pelican system
- 3-5 Years of Experience Directing Pre-School

qualifications from help wanted ad which appeared in the Philadelphia Inquirer, 7/11/10

Pennsylvania ensures its investment is producing results for our young children and families.

- Pennsylvania is one of the first states to create a cohesive Office of Child Development and Early Learning (OCDEL) in 2007 that brings together the resources and expertise for early education, across the Departments of Education and Public Welfare.
- Through its Pennsylvania's Enterprise to Link Information Across Networks (PELICAN) data system, Pennsylvania tracks child, teacher, program and family information for OCDEL programs such as Certification, Child Care Works, Keystone STARS, Early Intervention, and Pennsylvania Pre-K Counts, to better coordinate enrollment and program measures.

- Pennsylvania is one of the first states to develop a common set of child outcomes assessments for all state-funded early learning programs and a system to report outcomes (Early Learning Network).
- Pennsylvania successfully partners with leading private foundations such as The Heinz Endowments, The Grable Foundation and the William Penn Foundation to build pre-kindergarten partnerships, increase public awareness for the value of early education, recruit business leaders as spokespeople for investment in early education, and create a more seamless system for early childhood professionals to increase their education.

Pennsylvania engages families, schools, communities and leaders to promote quality early learning opportunities.

- Pennsylvania was the first state to fully implement its Early Learning Council and advisory committees as per federal legislation.
- Pennsylvania is one of the first states to integrate child development and early education into its required school leaders continuing education program (Pennsylvania Inspired Leadership Educational Training)
- Pennsylvania developed a cross-program Family Survey to assess parent satisfaction statewide.

As a result of Pennsylvania's efforts:

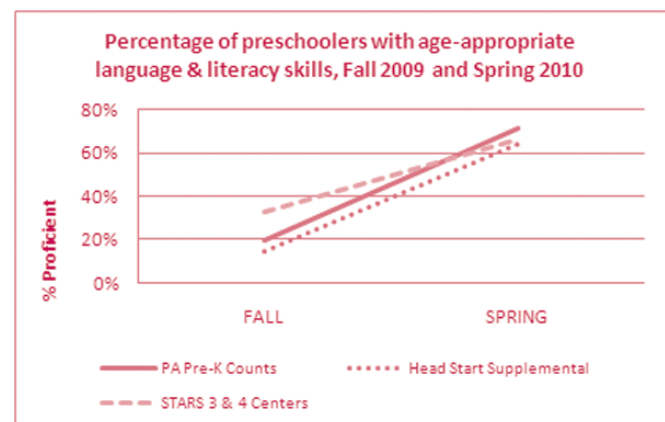
Pennsylvania's efforts to build a quality early education continuum have resulted in a widespread increase in quality early learning opportunities available and a promising trend of continued quality improvement.

Children are making progress, entering kindergarten ready to learn:

- For three years, nearly every child (between 94-99%) showed age-appropriate or emerging age-appropriate literacy, numeracy, and social skills after attending Pennsylvania Pre-K Counts. Grantees report that Pennsylvania Pre-K Counts graduates continue to perform on par with or better than their peers in kindergarten and first grade.
- 2009-2010 child outcomes for preschoolers in Pennsylvania Pre-K Counts, Keystone STARS 3 and 4 centers, and Head Start Supplemental Assistance Program show children are progressing throughout the program year and are coming to school ready to learn:
 - o Each program is showing a significant increase in the percentage of preschoolers with age-appropriate language, numeracy, and social skills from the beginning to end of the program year.
 - o Each program is meeting the needs of its populations with a variety of services to prepare children for kindergarten, with 65% - 78% of children showing age-appropriate language, numeracy and social skills by the end of the 2009-2010 program year.

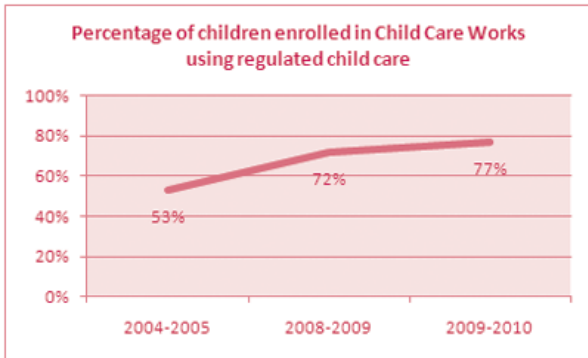
For example, the percentage of preschoolers showing age-appropriate language and literacy skills:

- in PA Pre-K Counts, which provides high quality pre-kindergarten to at-risk three and four year olds, increased from 19% in Fall to 71% in Spring;
- in Keystone STAR 3 and 4 centers, which provide high quality early education in child care centers from birth through school-age, increased from 32% in Fall to 69% in Spring; and
- in Head Start Supplemental Assistance Programs, which provide comprehensive early education and family support services to high-risk three and four year olds, increased from 15% in Fall to 67% in Spring.

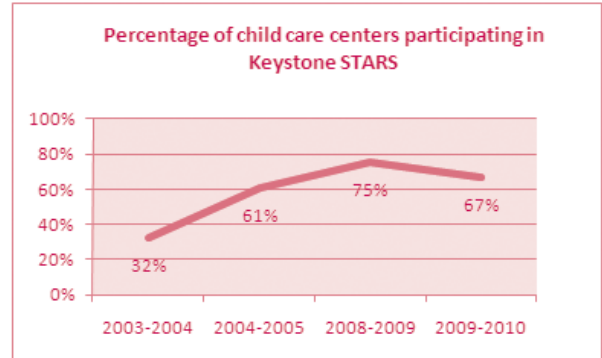


More quality early learning opportunities are available to children and families:

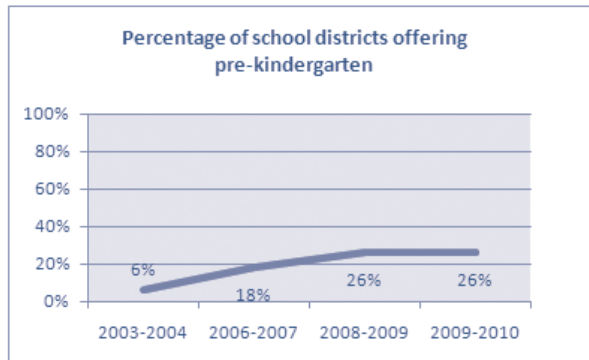
More families receiving Child Care Works child care assistance are choosing regulated care than ever before.



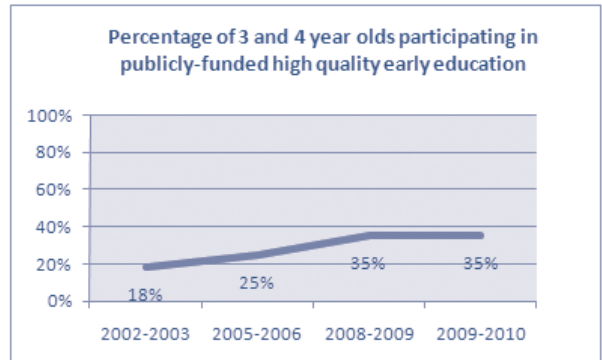
The percentage of child care centers participating in Keystone STARS has more than doubled.



The percentage of school districts offering pre-kindergarten has quadrupled.



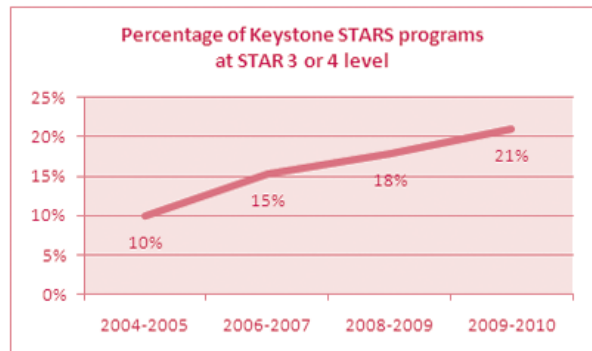
The percentage of 3 and 4 year olds in publicly-funded high quality early education nearly doubled.



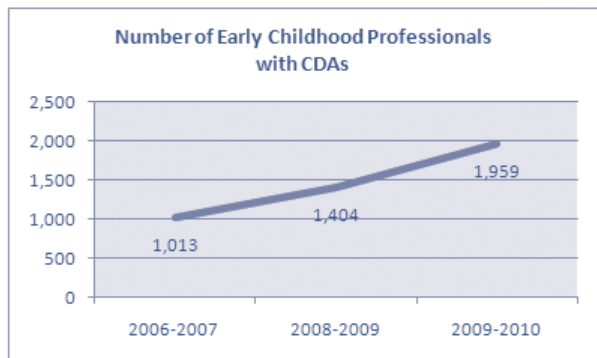
There is a positive trend of continuous quality improvement among early childhood programs and professionals:

Pennsylvania has reversed a 10-year negative trend of declining quality in child care through implementation of Keystone STARS.⁵

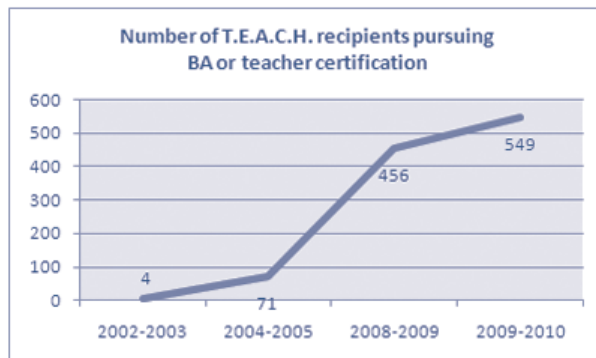
The percentage of Keystone STARS programs earning a high quality STAR 3 or 4 rating has more than doubled.



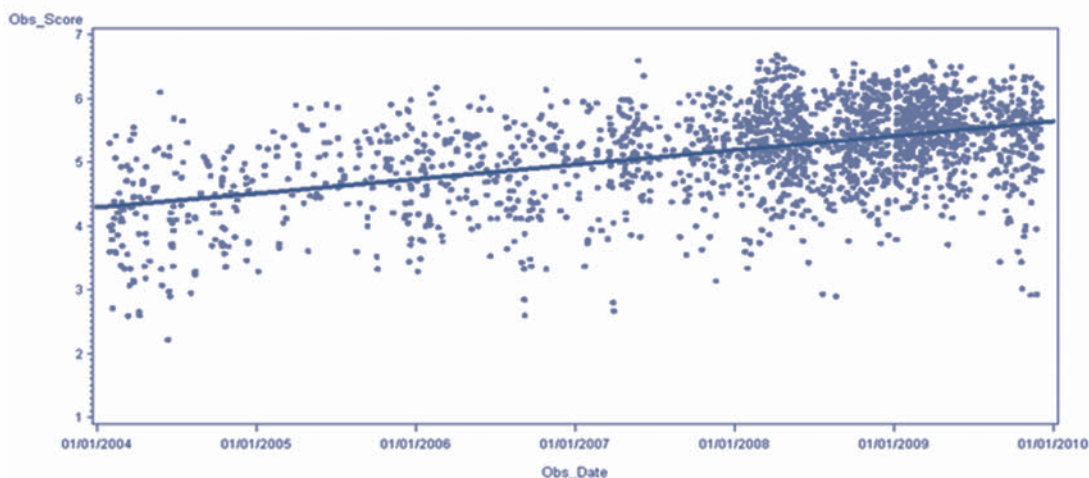
The number of early childhood teachers earning their Child Development Associate (CDA) credential has nearly doubled since 2006-2007.



The number of early childhood teachers and directors receiving T.E.A.C.H. scholarships to pursue bachelor's degrees or work towards teacher certification has increased enormously.



In addition, there is a six-year trend of increasing quality in early childhood classroom environments in child care, Head Start and pre-kindergarten settings as assessed using the nationally-recognized Early Childhood Environment Rating Scale- Revised.



Note: Figure presents all available ECERS-R scores, including Keystone STARS, PA Pre-K Counts, and Head Start facilities. Assessments are made at the classroom level. Each data point is a single assessment of a classroom

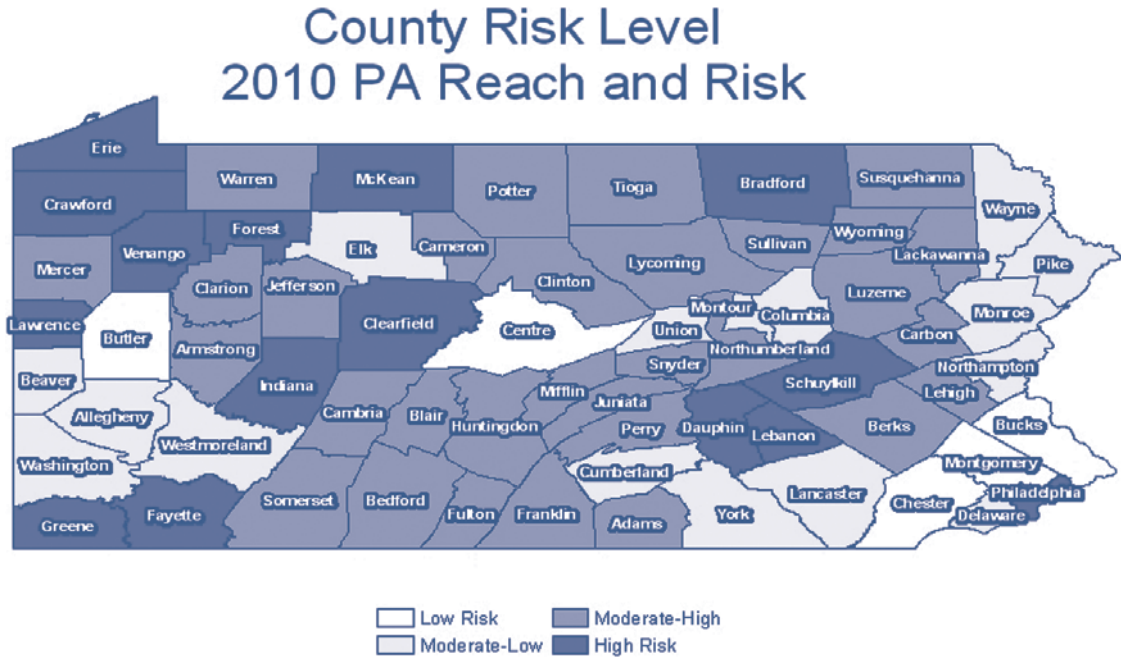
My son Jason's center is a Keystone STAR 4 center, which requires all the head teachers to have their CDA or a degree. The amount of information that Jason comes home with every day is unbelievable for a two year old! Jason is able to count to 20 and can count to 10 in Spanish, knows all his colors and his vocabulary blows me away!

The center implements the Early Learning Standards in their lesson planning and I believe that helps the teachers focus more on Jason. Jason has been with the center since he was eight weeks old. Other than home with me, I could not think of a better place for my son to spend his day.

Since I am a single working mom I would never even imagine sending my child to such a high quality child care, but because I was approved for Child Care Works, I am able to feel at ease dropping my son off at school each morning knowing that he is getting the best quality care out there! Crystal A. Ray, Montgomery County

Putting Progress in Perspective

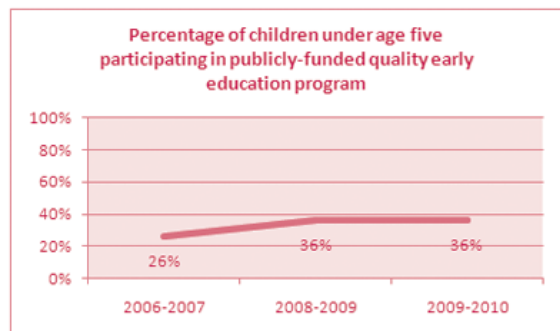
In order for Pennsylvania to achieve a goal of providing every child with an education that can prepare them for success in school and in life, more work needs to be done.



Source: 2010 Program Reach and Risk Report

According to OCDEL’s 2009-2010 Program Reach and Risk Assessment Report:

- 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, approximately one-third of children in Pennsylvania (58%) are living in economically at risk families (300% of poverty). The county with the lowest percent of children under living in economically at risk families was Chester County which had 29%.
- 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.



In addition, the reach of Pennsylvania’s quality early education programs has leveled in recent years.

New challenges that Pennsylvania faces include:

Greater need for child care assistance. The cost of child care is significant for many working families at any time, but the struggling economy has made the need for child care assistance even greater. The waiting list for Child Care Works rose to more than 4,400 eligible children in June 2010 since it was cleared in April.

Greater demand for higher qualified teachers. The educational requirements for teachers in early education programs are increasing, including school-based pre-kindergarten, Pennsylvania Pre-K Counts, Keystone STARS and Head Start in the next five years. The increase in requirements is creating higher demand from programs for qualified teachers, and much greater demand from teachers for higher education.

Greater parent demand for quality early education. Thousands of eligible families are interested in participating in Pennsylvania's early education programs but are waiting for services:

- Even with more stringent eligibility requirements, more than 4,500 children were on waiting lists for Pennsylvania Pre-K Counts at the start of the 2010-2011 school year. Preschoolers in five of Pennsylvania's counties do not have access to PA Pre-K Counts; in fact, only 4% of Pennsylvania's three and four year olds participate in the program.
- At least 2,000 eligible children are on waiting lists for Head Start throughout the commonwealth.
- More than 200 expectant mothers are on waiting lists for Nurse-Family Partnership, although most NFP programs do not maintain waiting lists but refer clients to other services. Expectant mothers in 30 of Pennsylvania's counties do not have access to NFP – 12 of those counties have actively expressed interest in implementing the program.
- More than 360 families were on waiting lists for Parent-Child Home Program (PCHP) in January. Families in 42 counties do not have access to PCHP.



Mom helps daughter hear her heartbeat and learn about health at a parent-child workshop at the Family YMCA of Easton, Phillipsburg & Vicinity in Northampton County

When I was pregnant, we enrolled in Early Head Start. Through Early Head Start we found out my daughter had speech and developmental delays. With their help we got her Early Intervention services. We enrolled her into Head Start when she turned 3 and they also helped in getting a diagnosis of her ADHD and helped get a TSS.

If it was not for Head Start and Early Intervention, my daughter would not be doing as well as she is in first grade. With their help, we were able to help her get on target and learn what she needed to learn.

Marti Cruver, Beaver County

Greater demand for accountability. As the economy continues to recover, Pennsylvanians want to know that their tax dollars are being spent wisely. It is crucial that Pennsylvania can provide documented positive outcomes for children and evaluate the effectiveness of its early education programs through its PELICAN data system and Early Learning Network.

The performance of Pennsylvania's current students and future workforce relies on their education from the early years and on a system that can provide quality early education to every child that can benefit most from the experience.

II. Highlights from 2009-2010

Through the Office of Child Development and Early Learning (OCDEL), Pennsylvania has created a suite of programs that work together to best serve the diverse needs of young children and families. OCDEL's work continues to:

- Set the standard for quality early education in Pennsylvania;
- Strive for higher quality and reach all children and families that can benefit;
- Ensure Pennsylvania's investment is producing results for young children and families; and
- Engage families, schools, communities and leaders to promote quality early learning opportunities.

Since my son, Elliot, has been enrolled in PA Pre-K Counts and Early Intervention services, I could not be any happier with Elliot's growth and development. As soon as his needs were outlined in his Individualized Educational Plan, we saw a daily dedication to make sure reaching his goals was a priority. The staff and teachers who instruct my son do a fantastic job, and I really feel that their curriculum and educational philosophies cater to my son's individual progress and growth. PA Pre-K Counts has given my son the boost that he needs to give him a shot at progress along with his classmates.

David Buona, Parent, Erie County

Below are highlights of Pennsylvania's achievements in 2009-2010.

Setting the standard for early education in Pennsylvania

- Pennsylvania revised Keystone STARS standards for STAR 3 centers and group homes and STAR 4 group homes including increases to professional development. As of July 2010, Keystone STAR 4 programs will be required to have a higher percentage (50%) of lead teachers with bachelor's degrees in early childhood education or related field.
- New regulations were created to reinforce the quality expectations of Pennsylvania Pre-K Counts. As of 2009-2010, child care programs participating in Pennsylvania Pre-K Counts must have a Keystone STAR 3 or 4 designation (previously, they could have a STAR 2, 3 or 4 designation).
- The Learning Standards for Early Childhood were revised in 2009-2010 to better assure and demonstrate alignment across age groups and to reflect components of the Standards Aligned System.

Striving for higher quality and reach all children and families that can benefit

- A 12-hour series of Race Matters professional development modules related to racial equity and tolerance in the early learning classroom was created and introduced to 42 instructors.
- In 2009-2010, OCDEL and Early Intervention Technical Assistance (EITA) updated and revised the Early Intervention Language Special Instruction credential that was piloted in 2008-2009 to become the Early Intervention Language Coach credential.
- In partnership with the Pennsylvania Inspired Leadership Program (PILS) three Early Childhood Executive Leadership (ECEL) Institutes with 100 school and early childhood leaders were piloted in 2009-2010.
- With funding from the American Recovery and Reinvestment Act (ARRA), Pennsylvania increased quality early learning opportunities for at-risk infants and toddlers by piloting Keystone Babies in May 2010 for 208 at-risk infants and toddlers in Keystone STAR 3 and 4 centers and becoming an Early Head Start grantee to provide Early Head Start services to 128 infants and toddlers.

RESULTS:

- More families accessing Child Care Works subsidy are using regulated care and choosing quality early learning programs than ever before. Approximately 77% of all children enrolled in Child Care Works used regulated child care in 2009-2010, more than half of them (53%) enrolled in Keystone STARS programs.

- In 2009-2010, nearly a quarter (24%) of child care programs participating in Keystone STARS moved up at least one STAR level, increasing the quality early learning opportunities for children in their programs.
- Because of OCDEL's Early Intervention inclusion initiative, OCDEL has observed a nearly 19% increase over the past three years in the number of preschool age children included in typical early childhood programs, resulting in a total of 69% of preschoolers in Early Intervention receiving their services in these settings (e.g. child care, Head Start, preschool) in 2009-2010.
- The number of school districts offering full-day kindergarten has increased 22% from 378 in 2008-2009 to 460 in 2009-2010.
- More than 575 lead teachers in Pennsylvania Pre-K Counts classrooms are ECE-certified in 2009-2010, 25% more than in 2008-2009.
- Thirty-three program to program articulation agreements have been signed between two and four year institutions of higher education to allow students earning associate's degrees to transfer most of their credits towards a bachelor's degree.
- More than 253 T.E.A.C.H. scholarship recipients graduated with a degree or credential in 2009-2010, 38% more than in 2008-2009.
- Nearly three times more candidates for the Pennsylvania School-Age Professional Credential successfully completed the assessment process in 2009-2010 than in 2008-2009 and were awarded the credential.



This baby is one of the first to participate in the Keystone Babies program at Lehigh Valley Child Care.

Ensuring Pennsylvania's investment is producing results for our young children and families.

- The OCDEL Program Reach and Risk report was refined to include more comprehensive risk factors to failure in school, additional home visiting program data, preschool child outcomes, refined city boundary data, and updated risk level methodology.
- OCDEL launched Phase I of PELICAN Keys to Quality which manages Keystone STARS information and integrates it with the other PELICANs including the Early Learning Network. OCDEL also piloted PELICAN Preschool Early Intervention with six programs, with plans for statewide implementation in 2010-2011.
- Keystone STAR 3 and 4 centers and Head Start Supplemental Assistance programs began reporting child outcome data three times a year into the Early Learning Network using developmentally appropriate assessment tools.
- Environment Rating Scale (ERS) assessors conducted 1,476 classroom assessments in Pennsylvania Pre-K Counts, Head Start, and Keystone STAR 3 and 4 programs. The average overall ERS score across all scales was 5.35, which indicates classroom environments that encourage appropriate development and children reaching their fullest potential.
- OCDEL implemented Keystone STARS Technical Assistance Quality Assurance and Accountability System for performance areas such as professionalism, reporting, and measurable impact on provider to support consistency and quality in technical assistance for STARS programs.

RESULTS:

- In 2009-2010, children in 69% of Pennsylvania's counties are at moderate-high to high risk of school failure, yet only 36% of children under age five have access to publicly-funded quality early education programs.
- Preschoolers in high quality early education programs such Pennsylvania Pre-K Counts, Keystone STARS 3 and 4 centers, 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.
- Classroom quality and learning environments increased based on average overall classroom scores on the Environment Rating Scales:
 - o PA Pre-K Counts average overall score of 5.73 for 2009-2010, an increase from last year's score of 5.5.
 - o Keystone STAR 4 programs achieved an average overall score of 5.62, an increase from last year's score of 5.48.

Engaging families, communities and leaders to promote quality early learning opportunities.

- During the Early Learning Investment Commission's third annual economic summit in April 2010, national experts shared with more than 175 Pennsylvania business leaders the brain research and economic evidence that reinforce several gubernatorial candidates' positions in making quality early education a priority investment for Pennsylvania.
- OCDEL released the Kindergarten Transition Toolkit to strengthen connections among children, families, early learning programs and school districts within their community.
- In 2009-2010, Pennsylvania's Promise for Children piloted Pennsylvania's Promise for Children Week, November 8-14, 2009, in 15 counties.
- OCDEL sent its cross-program Family Survey to more than 86,000 families participating in Child Care Works, Early Intervention, Head Start Supplemental, Keystone STARS 3 and 4 centers, and Pennsylvania Pre-K Counts, with nearly a 30% return rate.

RESULTS

- By June 2010, nearly 14,800 individuals and organizations in Pennsylvania had signed the Pennsylvania Promise for Children declaration, a 50% increase from June 2009.
- In June 2010, there were 11,516 subscribers to Build Early Childhood Education E-News, a 43% increase from June 2009.
- More than 25,000 pre-kindergarten and kindergarten children and their families were impacted by 21 Title I Transition Grants to Community Engagement Groups through a variety of activities such as Kindergarten registrations, Kindergarten classroom visits, literacy events, Kindergarten summer camps, and school and community based transition events.
- In their efforts to engage various members within their communities in 2009-2010, Community Engagement Groups (CEG) reported that over 2 million children, parents and community members throughout the commonwealth participated in nearly 5,000 events such as recognition & leadership events, legislative educational outreach, Week of the Young Child events, or community & health fairs.
- Parents rated very high satisfaction across programs included on the OCDEL Family Survey with staff respecting their culture, being available to talk at times that fit in with the family's schedule, and making it easy to talk about their child and family.

These efforts are positioning Pennsylvania as a leader in the nation in early education and resulting in more quality early education options for families, higher accountability for public investment, and children entering kindergarten ready to learn.

III Making quality early education a reality for Pennsylvania

Pennsylvania's approach to providing quality early learning opportunities for its young children and families focuses on consistency in quality, accountability, and positive child outcomes, with flexibility to meet families' needs.

Through the Office of Child Development and Early Learning (OCDEL), Pennsylvania has created a family of programs that work together to best serve the diverse needs of our young children. OCDEL's work continues to:

- Set the standard for quality early education in Pennsylvania;
- Strive for higher quality and reach all children and families that can benefit;
- Ensure Pennsylvania's investment is producing results for young children and families; and
- Engage families, schools, communities and leaders to promote quality early learning opportunities.

Because these elements are implemented across all of OCDEL's early childhood programs, an overview of each is included below, with specific details included in the OCDEL program profiles.

Setting the standard for quality early education in Pennsylvania

Since 1959, Pennsylvania has set minimum health and safety standards for child care programs through its child care regulations. Governor Schweiker established the first voluntary quality standards for child care programs in 2002 with the pilot of Keystone STARS. Since then, Pennsylvania has developed and continues to refine standards for teacher quality, classroom quality, and sound program management.

For example, Pennsylvania is one of the first states to develop Learning Standards for infants through 2nd grade and commission and independent evaluation to ensure the standards align with each other and 3rd – 12th grade standards.

Pennsylvania's teacher and program standards are informed by leading research, best practices, and input from parents, teachers, programs, and the education community. In addition to developing quality standards for early education teachers and programs, OCDEL works with its partners to create a smooth alignment of early education standards with elementary, secondary and higher education.

Teacher quality

Having quality teachers in the classroom is one of the most important components to a good education. Good teachers keep children engaged, promote positive development, address concerns, and work with parents to create learning experiences both in school and at home. These teachers understand how young children learn and

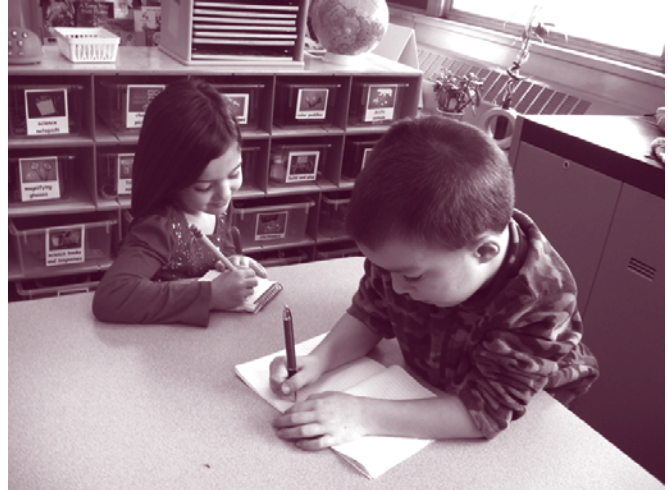
I am a single mom of two children. I work full time and my children and I have benefited from Child Care Works since they were babies. When I think about how things could have gone without being able to access child care for my kids, I see a very different life for us.

This program has allowed me to keep my children in a safe, healthy environment while I work. I believe Child Care Works has not only been a help to my family, but to us as a community as well.

I cannot tell you the impact that had on me, and I will be grateful forever for it helping me be a better mom. I hope that we can all see this program as not just a handout, but as a community's compassionate hand reaching out to our children—our future—and saying, "We do care and we will not leave you behind."

Michelle Greer, Parent

can observe children's behaviors, attitudes, and learning styles to provide the most effective learning activities for children to thrive. They also recognize that promoting a young's child's learning requires a partnership between teacher and family. Several studies have found that the presence of teachers with a bachelor's degree specialized in early childhood education leads to better outcomes for young children.⁶ The 2006 independent study of Keystone STARS programs also found that classrooms with teachers who had at least an associate's degree had significantly higher Environment Rating Scale scores.⁷ As with any profession, continuing professional development is necessary to refine skills and gain updated knowledge.



PA Pre-K Counts children at Riverside Child Care, Beaver County

Historically in the child care sector, low wages have led to low teacher education levels and high teacher turnover. Although the child care sector produces one of the highest economic multipliers for regional economies in Pennsylvania (for every dollar Pennsylvania invests in child care programs, \$2.17 is circulated in the local economy⁸), child care programs operate on very tight budgets.

Pennsylvania has created a framework for early childhood teachers to make early education a lifelong career and for early learning programs to provide quality teachers. New teacher education requirements at the state and national level that come into effect in 2010-2013 have spurred an increased need for early education professionals to earn professional credentials, college degrees, and teacher certification.

Pennsylvania's efforts to set the standard for teacher quality include:

- Setting a career path in early education: PA Keys to Quality Early Learning Career Lattice;
- Establishing standards for instructors serving early childhood and school-age professionals through the Pennsylvania Quality Assurance System (PQAS);
- Revising Teacher Certification (Ch. 49-2); and
- Aligning the Professional Development Record (PDR) with new Teacher Certification requirements.

Setting a career path in early education: PA Keys to Quality Early Learning Career Lattice. The Early Learning Career Lattice outlines the career options available for individuals interested in working in early education. It helps those who are new and veteran to the field make smart education and professional development choices that can help advance their career.

The Career Lattice⁹ is organized in eight levels that indicate the level of education that is required for positions in child care/ school-age care, Early Head Start/Head Start, Early Intervention, public schools, private academic schools, consultants/mentors/trainers, and higher education faculty.

Establishing standards for instructors serving early childhood and school-age professionals through the Pennsylvania Quality Assurance System (PQAS). The Pennsylvania Quality Assurance System (PQAS) certifies instructors who provide professional development opportunities to early childhood and school-age professionals in Pennsylvania. The PQAS System maintains a registry of approximately 1,800 approved instructors to help ensure that professional development activities meet quality standards. In 2009-2010, requirements for PQAS instructors and technical assistance consultants were revised to align with the Pennsylvania Early Learning Career Lattice. In 2009-2010, 480 instructors were awarded PQAS approval.

PQAS instructors conducted approximately 11,600 workshops averaging 15 professionals per session. Programs such as PA Pre-K Counts, Keystone STARS, Keystone Babies, Nurse-Family Partnership and Parent-Child Home program require that some or all continuing education be conducted by a PQAS instructor.

Revising Teacher Certification (Ch. 49-2). In August 2007, changes were approved to the structure of teaching certificates in Pennsylvania beginning January 2013.

Key aspects of the changes:

- By January 1, 2011, all teacher education programs must include nine credits or 270 hours of instruction and field experience in accommodations and adaptations for students with disabilities in an inclusive setting, including instruction in literacy skills development and cognitive skill development for students with disabilities. At least three credits or 90 additional hours must address the instructional needs of English language learners.
- January 1, 2013 is the effective date for issuing the new certificates – Early Childhood Education (PK-Grade 4); Elementary/Middle (Grades 4-8); Special Education (PK-Grade 8) with a dual in Early Childhood Education, Elementary/Middle, or Reading Specialist; Special Education (Grades 7-12) with a dual in Secondary Education or Reading Specialist.
- Community providers providing pre-kindergarten services on behalf of school districts must also use teachers who have an Early Childhood Education certificate, within five years of the effective date of the regulations (September 1, 2007) or within five years of the date of the contract.

Individual early education programs in Pennsylvania also have higher educational requirements coming into effect in the next few years. For example:

In Pennsylvania Pre-K Counts, all lead teachers in Pennsylvania Pre-K Counts classrooms must have their teacher certification in early childhood education by December 31, 2011 (currently, only school district classrooms require certified lead teachers).



Displaying artwork at York County Jewish Community Center, a Keystone STARS program that offers PA Pre-K Counts and serves children receiving Child Care Works.

Current Structure		Structure as of January 1, 2013	
Early Childhood Education	Nursery Kindergarten Grades 1 – 3 or Ages 3 - 8	Early Childhood Education	Pre-kindergarten Kindergarten Grades 1 – 4 or Ages 3 - 9
Elementary Education	Kindergarten Grades 1 – 6 or Ages 3 – 11	Elementary/ Middle Education	Grades 4 – 8 or Ages 9 through 14
Special Education	Nursery through grade 12 Up to age 21	Special Education PK – Grade 8 Special Education Grades 7-12	Pre-kindergarten, Kindergarten, Grades 1 - 8 or Ages 3 - 14 with dual in Early Childhood Education, Elementary/Middle Education or Reading Specialist Grades 7 - 12 or Ages 11 through 21 with dual in Secondary Education or Reading Specialist

In Head Start:

- By 2013, the Education Coordinator must have a bachelor's degree in early childhood education or related field (currently, they may have an associate's degree).
- By 2013, half of lead teachers must have their bachelor's degree in early childhood education or a related field (currently, they may have an associate's degree or CDA).
- By 2013, teachers aides must have a CDA or associate's degree (currently, they must have a high school equivalency).

Also, as of July 2010, Keystone STAR 4 programs will be required to have a higher percentage (50%) of lead teachers with bachelor's degrees in early childhood education or related field.

Aligning the Professional Development Record (PDR) with new Teacher Certification requirements.

Keystone STARS requires early childhood education staff to develop a Professional Development Record (PDR) that outlines the continuing education they have received and identifies areas in which they need further professional development. Staff in other OCDEL programs also use the PDR to chart their continuing education. To better support the early education professionals working towards ECE Certification, OCDEL and PA Early Learning Keys to Quality began work to align the PDR with the educational requirements for ECE certification, as well as to extend the use of the PDR to all OCDEL programs.

For two years, I was part of the Nurse-Family Partnership program. I learned how to be a better mom. I love a lot of parts of the program, like hearing her heart beat for the first time when I was pregnant, the books my daughter got that she loves me to read, and the referrals that the program offers is great.

Karla Curtis, Lycoming County

In 2008-2009 guidelines for Early Childhood Education Teacher Certification (Chapter 49-2 Pre-K to 4th grade) were completed and higher education institutions submitted revised curricula to the Department of Education for approval. In order to create a more seamless system for staff education and professional development as they move through the Career Lattice, OCDEL began work to revise the Core Body of Knowledge (CBK) and Professional Development Record (PDR) to more clearly align with Chapter 49 and the National Association for the Education of Young Children's teacher preparation framework. With some additions, Chapter 49-2 will basically serve as the Core Body of Knowledge in order to assure the same content and approach through the early childhood professional development preparation and support processes. A committee representing a diverse group of early education professionals is engaged in revising the current CBK. Representation includes individuals from Higher Education, PA Early Learning Keys to Quality system, Head Start, professional development organizations, and public schools. The Core competencies have been identified for all competency levels and are undergoing final edits. Publication and release is anticipated for 2011.

Classroom quality

Qualified teachers require a solid program to provide the best early learning opportunities possible for young children. Strong programs combine qualified teachers, research-based curriculum, observation, assessment and cooperation with the family to create the best possible learning environment for the child.

Pennsylvania established and continues to refine:

- Pennsylvania Learning Standards for Early Childhood;
- Curriculum and child observation guidance that promotes child development; and
- Pennsylvania Standards Aligned System.

Pennsylvania Learning Standards for Early Childhood. OCDEL developed Learning Standards for Early Childhood¹⁰ to establish a common language for quality, regardless of the type of early learning environment

(home, school, community-based program). The standards for Infant –Toddler; Pre-Kindergarten, Kindergarten, First, and Second Grade outline Pennsylvania’s age-appropriate expectations for children’s skill development, regardless of the type of early learning environment (home, school, community-based program). All OCDEL programs use the Learning Standards for Early Childhood to guide instructional practice.

The STARS program keeps my focus on the program, reminding me through materials checklists, rating scales, and trainings, what my program is doing right and where we can make improvements.

Laura Rosecky, Child Care Provider, Erie County

Pennsylvania’s Learning Standards for Early Childhood outline the approaches to learning, communications, (emerging) literacy and numeracy, creative expression, social, and physical skills that a child develops throughout the course of the year and provides guidance for activities to support this development in the classroom and at home. Also included is a standard on involving families in their child’s learning, including sharing information with families on their child’s progress, possible screenings to better assess development, and connecting families with community services. They are not designed to be used as a curriculum or assessment tool but to guide parents and teachers as they choose appropriate learning activities and assessment tools for young children. The Standards were revised in 2009-2010 to better assure alignment across age groups, based on recommendations from an evaluation report completed by national experts, Sharon Lynn Kagan and Catherine Scott Little. The revised Standards also reflect components of the Department of Education’s Standards Aligned System and demonstrate sequential learning through a Continuum of Learning document.

An analysis of how closely commonly-used early childhood curricula and assessments align with Pennsylvania’s Early Learning Standards is posted on the Pennsylvania Department of Education Web site and is available to all OCDEL programs as they select a curriculum for their classrooms.¹¹ Grantees are also offered training on how to integrate standards, curriculum, and assessment to promote good instruction, and how curriculum and assessment are related.

Pennsylvania is one of the first states to develop Early Learning Standards from birth - 2nd grade

The Standards have also been integrated in family-friendly activity calendars such as Learning is Everywhere, Kindergarten Here I Come!, and Kindergarten Here I Am! All three calendars and supplemental activities are available on the

Pennsylvania’s Promise for Children website, www.papromiseforchildren.com.

Curriculum and child observation that promotes child development. A quality, research-based curriculum guides a teacher to provide learning activities that help every child in the classroom develop. There is no one magic curriculum that is best for every classroom and every child, but a quality curriculum offers activities that are developmentally appropriate. Curriculum includes both the carefully planned environments and activities in the classroom, such as recurring story telling at circle time, and unplanned and spontaneous learning, such as learning about climate and weather during the first snowfall or developing self-regulation skills while waiting for a turn on the slide. No matter what model is used, curriculum “affects students by initiating learning and by exposing students to experiences designed to help all children to attain skills and knowledge and to change values and feelings.”¹² OCDEL programs, such as Keystone Babies, Keystone STARS, Pennsylvania Pre-K Counts and Head Start Supplemental are required to use a curriculum that aligns with the PA Learning Standards for Early Childhood.

In early childhood, a young child’s progress cannot be measured by a series of tests; it requires ongoing observations by teachers and parents, collection of the child’s work, and the use of a valid and reliable assessment tool. Regular child assessments guide teachers and parents as they work together to support the child’s early

learning and development. Child assessments are also a valuable tool when evaluating and refining program design and implementation.

OCDEL's early education programs require observation and periodic assessment of a child's progress, for example:

- Pennsylvania's child care certification regulations enacted September 2008 require providers to share information on the child's growth and development with parents as part of their service agreement.
- Pennsylvania selected the Ages and Stages and Ages and Stages: Social and Emotional screening tools for use with children & youth agencies and early learning programs. Ages and Stages have been distributed to children and youth agencies through the Office of Children, Youth and Families to OCDEL programs participating in Keystone STARS.
- Pennsylvania Pre-K Counts grantees are required to assess children three times a year and report those outcomes into the Early Learning Network (ELN).
- Early Intervention requires programs to assess children at the time of entry into the program, annually and when they exit, which are then entered into the Early Learning Network.
- Keystone Babies programs are required to assess children's progress three times a which are then entered into the Early Learning Network.
- Keystone STARS programs at STAR 2 level and above complete two-three assessments per year, depending on the STAR level. In 2009-2010, Keystone STAR 3 & 4 centers began reporting those outcomes into the Early Learning Network.
- The Head Start Supplemental Assistance Program grantees are required to assess children three times a year. In 2009-2010 these grantees began reporting outcomes into the Early Learning Network.
- The Parent-Child Home Program assesses children twice a year using Ages & Stages¹³, Parent and Child Together (PACT) and the Child Behavior Traits (CBT).

For more information on OCDEL's plans to collect and track child outcomes, please see the Early Learning Network discussion on page 31.

Pennsylvania Standards Aligned System (SAS). Much research has been conducted as to what makes a great school. There are many intangible components; however, research supports the notion that great schools and school systems tend to have six common elements that ensure Student Achievement: Clear Standards, Fair Assessments, Curriculum Framework, Instruction, Materials & Resources, and Interventions. The Pennsylvania Standards Aligned System (SAS) is a collaborative product of research and good practice that identifies six distinct elements which, when utilized together, will provide early learning programs, schools and districts a common framework for continuous program, school and district enhancement and improvement. OCDEL has provided resources in each of these areas that are available to school district and early learning program staff and the general public at www.pdesas.org/ocdel. In June 2010, OCDEL offered professional development at three Governor's Early Childhood Institutes to introduce the SAS with emphasis on the early childhood education



Erie County PA Pre-K Counts programs host first annual Pre-K Counts Awareness day at Asbury Woods Nature Center in Erie

components as well as regional workshops for early childhood instructors. OCDEL is also working with Intermediate Unites to provide information to school districts. OCDEL will continue to introduce the SAS to early childhood programs in 2010-2011 and request feedback and examples of best practices on how to use the resources.

Sound program management

OCDEL recognizes the importance of solid business practices in providing quality early education and integrates performance and fiscal standards into its program design. The creation of Keystone STARS, Early Intervention, Pennsylvania Pre-K Counts, Nurse-Family Partnership, Parent-Child Home Program and Child Care Information Services (CCIS) agencies performance standards provide early learning programs with quality expectations for staff qualifications and professional development, learning activities, working with parents and the community, and best business practices.

For example:

- Keystone STARS programs must meet performance standards for Leadership and Management that address the business practices of the early learning program (budgets, policies, staff benefits, etc.) Keystone Babies programs, as STAR 3 and 4 centers, must also follow STARS Performance Standards.
- Pennsylvania Pre-K Counts grantees must show that their organization provides sound program management in their application and must meet guidelines for fiscal reporting, staff compensation, and program operation.
- Head Start programs follow comprehensive federal Head Start performance standards. Programs participating in the Head Start Supplemental Assistance Program also meet fiscal guidelines.
- Child Care Information Services (CCIS) agencies must meet 20 performance standards that address accuracy and parent satisfaction.
- Early Intervention programs must meet performance indicators such as timeliness of services and providing services in the most inclusive settings possible.
- Nurse-Family Partnership and Parent-Child Home Program grantees submit fiscal information to their national oversight agencies which are then provided to OCDEL.



Clearfield County Career and Technology Center recognizes Clearfield County home-based child care providers for their achievements in the Keystone STARS program.

Striving for higher quality and reach all children and families that can benefit

In order for Pennsylvania's early education continuum to produce results for our children and families, it needs to continue to improve quality while providing more children with access to these programs. Pennsylvania has made a commitment to move forward on both fronts with remarkable results.

Pennsylvania's efforts to improve quality while expanding access include:

- Career development supports;
- Technical assistance; and
- Meeting the diverse needs of families.

Career development supports

New educational requirements for teachers are creating even greater demand for career development opportunities and supports. To help professionals meet these demands, Pennsylvania offers a number of supports including:

- Professional Credential programs for early childhood education;
- Improving access to higher education for early childhood professionals;
- Education and Retention Awards; and
- Early Intervention Technical Assistance professional development.

My children entered Head Start in 1981. I was a single mom raising 3 children, all under the age of five years old. I was a high school dropout to marry young. My love for children is what kept me going. I volunteered weekly at my daughter's Head Start. I soon became a volunteer they would call as a substitute. I was inspired, encouraged and respected by the teachers and went back to school to obtain my GED.

In 1990 I answered a newspaper ad for a Teacher's Assistant at the same Head Start and was hired. I immediately started classes to obtain my C.D.A. (Child Development Associate). In 1991 I began classes toward my degree in Early Childhood Education, while working for Head Start. I took on a second job to support my family. I obtained my AS in Early Childhood Education in 2002. I continued to further my education and in May of 2009 I received my BS in Professional Education Studies.

I raised three daughters as a single mom, and put each through college. Early Childhood Education not only educates children, it educates families for a lifetime.

Dianna Weijers, Somerset County Head Start

Professional Credential programs for early childhood education. Professional credentials are an important step on the career development ladder for early childhood education professionals. In addition to providing financial assistance to earn the Child Development Associate (CDA) credential¹⁴, OCDEL developed the following credentials:

Pennsylvania Director Credential –The Pennsylvania Director Credential provides a standard by which to measure program management, fiscal and leadership abilities of directors and administrators of early childhood and school-age programs. The Pennsylvania Director Credential is one of 24 States' director credential programs approved by the National Association for the Education of Young Children (NAEYC). Directors can earn the credential through coursework at 33 higher education institutions or through portfolio submission. In 2009-2010, 237 early education professionals earned their Director Credential.

Pennsylvania School-Age Professional Credential – Modeled after the Child Development Associate (CDA) credential, the Pennsylvania School-Age Professional Credential (SAPC) was developed to support professionals providing school-age care and education in Keystone STARS programs to meet requirements for the Career Lattice (Level III), Education and Retention Awards, T.E.A.C.H. Scholarships, and child care regulations.¹⁵ The credential coursework is offered as community-based or college credit with online options available. In 2009-2010 the focus was to better facilitate the independent assessment process of the credential. As a result, nearly three times more candidates successfully completed the assessment process in 2009-2010 than in 2008-2009 and were

awarded the credential. In 2009-2010, criteria was drafted for school-age professionals who currently have CDAs to earn a SAPC without going through the entire process (called “Second Setting”).

Early Intervention Language Coach credential – In 2009-2010, OCDEL and Early Intervention Technical Assistance (EITA) updated and revised the Early Intervention Language Special Instruction credential that was piloted in 2008-2009. The new Early Intervention Language Coach credential, developed by Dr. Juliann Woods and her graduate staff from the University of Florida, consists of graduate-level online courses that provide intensive learning opportunities in the areas of language development and coaching and how to use specific interventions to support the needs of children with language impairments and their families. Participants are required to document competency through homework assignments and submission of video tapes. Eligible participants include infant/toddler (birth to three) Early Interventionists/ Special Instructors currently working in an Early Intervention program serving children with disabilities.

Improving access to higher education for early childhood professionals. OCDEL’s collaboration with the higher education and foundation communities is making it easier for Pennsylvania’s colleges and universities to offer early childhood education degrees and for early childhood staff to earn those degrees.

Teacher Induction Supports. Research shows that although their education may be excellent, teachers who are new to the classroom may find that in practice effective instruction, planning and preparing assessments are more difficult than they seemed in school. Without some mentoring, support, and specialized professional development, they may become frustrated and leave the field.

All teachers in Pennsylvania with Instructional Level I (provisional) certification are required to convert to Instructional Level II (permanent) certification within six years of active teaching. For Pennsylvania Pre-K Counts teachers in community-based settings (Head Start, child care, nursery school) the six year deadline did not begin until the start of the 2008-2009 program year. In order to obtain the Level II certificate, teachers must have at least three years of teaching experience, one year’s participation in a Department approved Teacher Induction Plan, six satisfactory semiannual evaluations and continuing education. Keystone STAR 3 and STAR 4 certified teachers may also voluntarily convert their Instructional Level I to a Level II with the support of their program administrators.

In order to facilitate the induction of Pennsylvania Pre-K Counts teachers in community-based programs, the Pennsylvania Department of Education revised its policy in 2008 to include teaching experience in non-school district-based settings to count toward the three year minimum. OCDEL Preschool Program Specialists also provide technical assistance to Pennsylvania Pre-K Counts grantees to prepare their Teacher Induction Plans.

Innovation Grant – Gate Opener Project. OCDEL, in collaboration with the Pennsylvania Key and the Grable Foundation, The Heinz Endowments, and the William Penn Foundation, issued its first grants to nine institutes of higher education in 2009-2010 to help “open the gates of higher education” to early childhood professionals. Because many early childhood professionals enter the field with no or some college coursework, there can be significant challenges as they return to school to earn bachelor’s degrees. Through the Gate Opener Grants, these colleges and universities work



Two PA Pre-K Counts teachers from Chestnut Ridge School District program proudly display their Child Development Associate (CDA) credentials, Bedford County

with early childhood professionals to address challenges that they face as they access and earn bachelor's degrees. Some of the barriers addressed in the first year of the project include PRAXIS review support; a need for classes available at time convenient for non-traditional students; and student teaching placement options. These projects will assist teachers working in Keystone STARS programs; Head Start; and Pennsylvania Pre-K Counts to earn bachelor's degrees and certification in early childhood education. Approximately 577 early childhood professionals have benefitted from the project.

Higher Education Articulation Project. In 2007-2008, OCDEL, in partnership with the Pennsylvania Key and the State System of Higher Education, began working with two and four year higher education institutions to develop a seamless program-to-program early childhood education (ECE) articulation to make it easier for early childhood students to transfer all associate's degree credits into a four year program. Without such an agreement, students who enter a bachelor's degree program with an associate's degree are forced to repeat courses, expending their time and resources, and slowing the progress to providing educated teachers to the commonwealth's early education programs.

A Pennsylvania Early Childhood Program-to-Program Articulation provides a seamless transfer of an early childhood education (ECE) associate's degree program based on the core competencies in the National Association for the Education of Young Children (NAEYC) Standards and PreK-4 Guidelines for teacher preparation into a P-K4 bachelor's degree and certificate program.

In 2009-2010, 33 ECE Program-to-Program Articulation agreements were developed among three articulation project teams led by Bloomsburg University of PA, Shippensburg University of PA, and Slippery Rock University. Ten more agreements are expected to be finalized in fall 2010.

T.E.A.C.H. Scholarships. T.E.A.C.H. (Teacher Education and Compensation Helps) works with child care and Head Start programs, early childhood staff and higher education institutions to offer scholarship programs and supports that improve the education and compensation of early childhood staff. Scholarships are offered for Child Development Associate (CDA) credential coursework and assessment; Pennsylvania Director Credential; associate's and bachelor's degree programs and teacher certification.

In 2009-2010, approximately 1,836 individuals received T.E.A.C.H. scholarships to attend 49 colleges and universities throughout the commonwealth. There is a 10% increase in individuals receiving bachelor's degree scholarships and a 120% increase in individuals receiving scholarships to earn their teacher certification than in 2008-2009.

Additionally 253 scholarship recipients graduated with a degree or credential in 2009-2010:

- 110 recipients earned an associate's degree;
- 69 recipients completed their CDA coursework and/or earned a CDA Credential;
- 45 recipients earned a bachelor's degree;
- 31 recipients earned ECE Certification;
- 9 recipients earned a Master's Degree with Certification in ECE; and
- 7 recipients earned a Director's Credential.

The number of T.E.A.C.H. scholarship recipients earning bachelor's degrees increased by 125% since last year

The number of T.E.A.C.H. recipients earning associate's degrees increased by 40% and the number of teachers earning bachelor's degrees increased by 125% than in 2009-2009.

Pennsylvania was selected as one of three states in 2008-2009 to participate in a national initiative to pilot a T.E.A.C.H. scholarship for afterschool and youth work professionals. Implementation of the scholarship continues to be accomplished through a partnership between the Pennsylvania Key, Pennsylvania Child Care Association

(PACCA), Pennsylvania Afterschool Youth Development Network (PSAYDN), the United Way of Southeastern Pennsylvania and the National Institute on Out-of-School Time (NIOST). In 2009 – 2010 the T.E.A.C.H. Afterschool and Youth Work Scholarship provided financial assistance and other supports for 18 staff to earn college coursework toward a Pennsylvania School Age Professional Credential, Youth Work Certificate or associate's degree. Scholarship recipients maintained an average grade point average of 3.9. Several individuals completing the Pennsylvania School Age Professional Credential coursework have indicated interest in continuing in an associate's degree program.

Voucher Program. PA Keys to Professional Development Refund Voucher Program offers reimbursement to teachers working at least 20 hours a week in STAR 1 or above child care programs and working in Pennsylvania Pre-K Counts classrooms for courses that earn college credits (including CDA coursework) and payment for the CDA assessment. Professionals must receive a grade of B or higher to be eligible for reimbursement. In 2009-2010, approximately 2,808 vouchers were awarded to early childhood professionals.

The PA Pre-K Counts programs provide much needed screenings to children in our area. Without this program, many of these children would slip through the cracks. The partnership with the local community and school districts helps these at risk children obtain experiences and education that were formerly not available to them.

Amber Krzanowski, PA Pre-K Counts,
Westmoreland County

Education and Retention Awards. The Keystone STARS Education & Retention Award (ERA) provides financial awards to highly qualified directors and/or teaching staff in STARS programs at STAR 2 or higher who have attained specialized degrees, credentials, or relevant credit-based coursework. Child care programs participating in STARS that meet eligibility requirements may apply each year for these awards for their qualified staff. The ERA helps STARS programs retain qualified staff and encourage other staff to pursue higher education, which improves the overall quality of their programs. In 2009-2010, approximately 5,235 early education professionals received Education and Retention Awards, a 10% increase from 2008-2009.

Early Intervention Technical Assistance professional development. Early Intervention (EI) professionals have continuing education requirements to meet in their field:

- Teachers, speech and language therapists and supervisors who have PDE instructional certification must complete 180 hours of Act 48 continuing education credits every five years; and
- EI professionals working with infants and toddlers must complete 24 hours of training each year.

Early Intervention Technical Assistance (EITA), Pennsylvania Training and Technical Assistance Network (PaTTAN) provides specialized professional development opportunities for Early Intervention professionals through credit-bearing coursework, workshops, professional development instructors institutes, leadership meetings, and online courses/distance learning.

In addition, EITA/PaTTAN offers a video conference-based professional development series that result in a Credential of Competency for Special Education Paraprofessionals. In 2009-2010 EITA revised the piloted Early Intervention Language Special Instructor Credential to become the online Early Intervention Language Coach Credential.

Technical Assistance

An important component to learning and continuous quality improvement is learning while doing. In addition to supports to earn credentials, degrees, and professional development, OCDEL provides technical assistance to its programs. Most OCDEL programs have technical assistance support available, such as Preschool Program Specialists for Head Start Supplemental and Pennsylvania Pre-K Counts programs, and STARS Specialists for Keystone STARS programs.

Cross Systems Technical Assistance.

Although each program has unique requirements, there are certain skills and knowledge that all technical assistance professionals should possess. Based on the recommendations of the work group, in 2009-2010 OCDEL and the PA Early Learning Keys to Quality developed a list of core competencies for technical assistance and professional development consultants. The competencies address skills, knowledge and attitudes that lay the foundation for developing a professional relationship with all clients and promoting a strength-based approach to continuous quality improvement. The core competencies have been included as part of the Pennsylvania Quality Assurance System (PQAS) and will be used to help guide the focus of future professional development for consultants.

Early Childhood Mental Health Consultation Program.

Children who are emotionally healthy have a significantly greater chance of achieving success in school than those with emotional difficulties. Relationships that children form with trusted adults in the home, in an early learning program, and in other parts of their life play a major role in their overall development.¹⁶ Scientific research demonstrates that helping children address social/emotional issues in their early years can improve their ability to learn for life and improve their quality of life and those of their families.¹⁷

The Early Childhood Mental Health Consultation (ECMHC) program provides child-specific consultation services to Keystone STARS programs to address the social/emotional concerns of young children in order to reduce expulsions and promote healthy development. ECMHC services are provided at the request of the director and teacher and with the permission of the child's parent or guardian.

ECMHC services are offered within the framework of the "The Pyramid Model" introduced by The Center on Social and Emotional Foundations for Learning¹⁸. ECMHC provides both prevention and intervention services to minimize the child's need for more intensive services in the future and to increase the staff's confidence and competence in dealing with children with challenging behaviors. ECMHC Consultants work directly with teachers and parents to increase their capacity to understand and address the child's developmental needs. A synthesis of 26 studies concluded ECMHC consultation helped increase staff confidence and competence in dealing with children with challenging behaviors, lower stress, and provide a higher quality of service.¹⁹

The final report of the project's pilot phase, from 2006-2008, written by the University of Pittsburgh, noted "the pilot project was very successful in building a solid foundation for the Early Childhood Mental Health Consultation Programs."²⁰



PA Pre-K Counts student at Chestnut Ridge School District, Bedford County

In 2009-2010, nearly 450 children in 51 counties received ECMHC services. In program feedback surveys completed by early learning program staff at the conclusion of consultation services,

- 73% indicated that they observed an improvement in the challenging behavior as a result of ECMHC services;
- 94% of early learning staff said that they had an excellent or good understanding of the possible reasons for the challenging behavior after receiving ECMHC services; and
- 96% said that their skill level in meeting the social and emotional needs of children in their care was excellent or good.

Meeting the Diverse Needs of Families

For best results, there cannot be a “one size fits all” approach to education, especially to early education. OCDEL has invested in several initiatives to best serve the diverse needs of Pennsylvania’s families, including:

- Race Matters Initiative;
- National Association for the Education of Young Children Pathways to Cultural Competence Project;
- Strengthening Families Initiative;
- Higher Education Institute on Diversity;
- English Language Learners (ELL) Strategy and Toolkit; and
- Early Intervention Inclusion Initiative.

Raven was admitted into the Nurse-Family Partnership program when she was 16 weeks pregnant, homeless, a former drug addict, and a new resident of the area. She let the nurse come to see her because she had no one else. Through the support systems, some of which she learned about thru NFP, she got her GED, housing, a job, entered college, and will be graduating from college next spring when her child is 3-1/2 years old.

Nurse-Family Partnership Nurse, Lycoming County

Race Matters Initiative. In partnership with the Pennsylvania Build Initiative and the Pennsylvania Key, OCDEL continues to implement strategies to better evaluate racial equity and diversity among OCDEL’s programs and the broader early childhood community. Using the Annie E. Casey Foundation’s Race Matters Toolkit, OCDEL began in 2007 – 2008 to examine to what extent its programs, policies, practices, and communications are effectively serving all of Pennsylvania’s children and families, identify discrepancies among various racial or cultural groups, and ways in which the commonwealth can address those discrepancies.

OCDEL encourages its partners and programs to implement racial equity tools as they examine the makeup of their organizations, leadership, and access to services; analyze and collect data; and communicate needs. OCDEL continues offering professional development to Early Childhood Community Engagement Groups, providers of OCDEL services and OCDEL leadership staff on how to use these tools as they develop or revise program practices and policies. The racial equity lens is currently being applied to revisions of the Core Body of Knowledge for Early Childhood and School-Age Practitioners and the Professional Development Record.

In 2009 – 2010, a 12-hour series of professional development modules related to racial equity and tolerance in the early learning classroom was created and introduced to 42 instructors representing a range of organizations including Head Start, Intermediate Units, school districts, cooperative extension, Regional Keys, Pennsylvania Pre-K Counts, Early Childhood Mental Health Consultation, AEYC Affiliates, and STARS Technical Assistance. “Supporting Conversation about Race and Culture in Early Childhood Settings” will be implemented through the Regional Keys in 2010 – 2011.

National Association for the Education of Young Children (NAEYC) Pathways to Cultural Competence Project. In the spring of 2009 Pennsylvania introduced the NAEYC Cultural Competence Project through a cross-sector professional development and technical assistance webinar. NAEYC’s Pathways to Cultural Competence Project offers early childhood programs two checklists to help guide them in reflecting

and improving upon their use of culturally-competent practices. The checklists are arranged by the concepts of cultural competence that were developed by a group of nationally-recognized experts and include concepts such as identify shared goals among families and staff; authentically incorporate cultural traditions and history in the classroom; ensure policies and practices embrace and respect families' cultural values, attitudes, and beliefs towards learning; and equalize balances of power, counter stereotyping and bias through intentional teaching.

Due to popular demand, OCDEL held a follow-up full-day session with NAEYC staff Jerlean Daniel, Executive Director and Davida McDonald, Director of State Policy to dig deeper into the concepts. Moving forward Pennsylvania will identify strategies for embedding these checklists in the current work around continuous quality improvement, Race Matters, and through professional development and technical assistance efforts.

Pennsylvania is one of seven states invited to integrate the Strengthening Families Framework into its early education programs

Strengthening Families Initiative. When families are vulnerable, children are less likely to succeed. Brain research has shown that abuse or neglect can limit a child's brain development, impeding their learning for life.



As participants in Chester County Intermediate Unit's Young Parents ELECT Program, this family receives Nurse-Family Partnership services and Child Care Works for their child to attend a Keystone STAR 3 program.

Families approach into its programs. For example, Pennsylvania embedded the Strengthening Families/Protective Factors approach and language into the best practice guides and tools for Keystone STARS. In January 2010 a day-long training of trainers was offered to 40 early learning professionals. These trainers were required to offer at least one workshop to staff at an early childhood program.

Higher Education Institute on Diversity. OCDEL recognizes the critical importance of teachers who are sensitive to the cultural, linguistic, socio-economic and ability diversity of the children and families they serve. Beginning in 2007-2008, OCDEL has hosted an annual Higher Education Institute on Diversity, a professional development opportunity for higher education faculty involved in pre-service teacher preparation programs and professional development for early education professionals.

Young children need a safe and stable family and home life in order to grow. By helping parents cope with challenges, build support networks and understand their child's development, early learning programs can help families and children thrive. To help prevent child abuse and neglect from occurring, Pennsylvania has joined with the national Strengthening Families²¹ approach to help early learning programs build Protective Factors around all families.

By using the Strengthening Families Protective Factors approach, early learning programs can help parents feel valued and supported, with opportunities to build social connections readily available, and staff can be trained to recognize signs of family stress that might precede abuse or neglect and then offer appropriate support in a positive fashion. Through training, program staff gains the tools, strategies, and support they need to build caring and trusting relationships with families.

In October 2008, Pennsylvania was one of seven states invited to develop a plan to integrate the Strengthening

The purpose of the Institute is to provide faculty, administrators, and other professional development providers with methods, research, and instructional strategies associated with meeting the unique educational needs of children who are racially, ethnically, linguistically, and socio-economically diverse and their families. Among the many benefits of attending the Institute are the opportunities to experience high-quality professional development workshops, learn in-depth content on the various workshop tracks and specific research-based best practice strategies as well network and interact with international, national and local experts on the subject. More than 250 faculty and professional development instructors have attended the conference each year.



Gino assists his son, Angelo, as they work on decorating Angelo's birthday hat at the Hanover Area Parent-Child Home Program, York County

English Language Learners (ELL) Strategy and Toolkit.

It is estimated that one out of every five children in grades K-12 today is either a child who has newly arrived in the U.S. or is a child with at least one parent who has immigrated.²² The number of children who speak English as a Second Language continues to increase in Pennsylvania communities, creating unique challenges and opportunities for early learning programs. In its position statement on culturally and linguistically diverse children, the National Association for the Education of Young Children has emphasized the importance of preparing early childhood educators who are knowledgeable about ELLs, understand the relationship between language and culture as vehicles for learning and development, and forge partnerships with ELL families and their communities.²³

In 2009, OCDEL commissioned Dr. Lisa C. Buenaventura to create the ECE English Language Learner Research Brief and Toolkit to help early learning programs to address the needs of infants, toddlers, and Pre K-3 English Language Learners (ELLs) from immigrant, refugee, and migrant families within the commonwealth.

The ELL Tool Kit has been developed to provide research-based information, guidelines, and principles for early learning professionals to promote culturally competent practice. While it provides a broad range of information about young ELLs and their families, its primary purposes are:

- To define cultural competence and proficiency;
- To describe second language acquisition;
- To unpack myths and realities about ELLs;
- To highlight research and best practices for educating and supporting young ELLs and their families; and
- To outline strategies to build and sustain culturally competent and proficient early learning professionals and organizations.

All programs and services served by OCDEL will be using resources contained in the ELL Toolkit such as the Cultural Competence Models and studying Guidelines for Culturally Competent Educational Practices. The Toolkit is available on the PA Key website at www.pakeys.org/pages/get.aspx?page=ELLToolkit.

Early Intervention Inclusion Initiative. When children with developmental delays participate in typical classrooms, all children benefit. Children with developmental delays and disabilities learn age-appropriate communication and social behaviors, while typically developing children learn to understand and accept differences.

The Infant/Toddler Early Intervention program focused on supporting families' choices for child care so that parents of children with developmental delays have the same choices of child care for their children. In 2009-2010 more than 125 workshops on positive behavior supports and including children with developmental delays were provided to staff working in child care programs. Over the past three years, the number of children under age three receiving their Early Intervention services in early childhood settings increased from 18% to 55%.

Historically in Pennsylvania, less than 50% of children in Preschool Early Intervention with developmental delays or disabilities received their services in typical early childhood settings. In 2007-2008, the Bureau of Early Intervention Services began a concerted effort to accommodate as many children with developmental delays or disabilities in typical early childhood settings such as child care, Head Start, or preschool. Strategies included 1) outreach to Pennsylvania Pre-K Counts programs to ensure these new classrooms were inclusive of typically developing children and children with developmental delays or disabilities; 2) targeted technical assistance to help Preschool Early Intervention programs with the lowest numbers of children in inclusive settings increase the number of children served in typical settings; 3) aggressively monitoring classroom and enrollment data and severely limiting new early childhood special education classes and (4) participating in two national inclusion grant programs.

There has been a nearly 20% increase over three years in the number of preschoolers in Early Intervention receiving services in typical early childhood classrooms such as child care, Head Start and preschool

As a result, over the past three years, OCDEL has observed a nearly 19% increase in the number of children of preschool age included in typical early childhood programs, resulting in a total of 69% of preschoolers in Early Intervention receiving their services in these settings (e.g. child care, Head Start, preschool) in 2009-2010.

In 2009-2010, three inclusion grants were offered to Preschool Early Intervention Programs – Preschool Performance Grants for Inclusion were awarded eight programs; Preschool ARRA Grants for Inclusion: Assistive Technology Grants were awarded to 31 programs; and Preschool ARRA Grants for Inclusion: Positive Behavior Support Grants were awarded to 29 programs.

When Vanessa first came to the Family Center to participate in the Parent-Child Home Program, her three young children had not been exposed to reading activities or books, and neither she nor her children spoke English. The Family Center Parent Educator, Maritza, who worked with the family, found that the youngest son, David, tested positive for developmental delays, including a speech impediment. Maritza linked the family to a speech therapist and followed up to make sure that Vanessa and David were keeping regular appointments. Over time, David began to improve, increasing his vocabulary and improving his pronunciation.

Maritza also stressed the importance of reading, advising Vanessa to use books to invent stories and to talk with her children about pictures, colors, and shapes. This helped the children to learn crucial skills needed in school, and also helped the family to gradually learn English.

During a recent visit to Vanessa's home, Maritza discovered the family had created a "book corner," filled with books checked out from the local library. Vanessa and her children read frequently now, and her children face much better chances of success when they are ready to start school.

LeeAnn Riloff, Maternal and Child Health Consortium, Chester County

Ensuring Pennsylvania's investment is producing results for young children and families

In order to make best use of public resources that produce positive outcomes for our young children, OCDEL continues to develop a system of accountability at the family, provider, and administrative levels. Through data review and site visits, OCDEL staff monitor adherence to performance standards and fiscal requirements. Regional specialists such as STARS specialists, Preschool Program Specialists, Early Intervention Advisors, and Subsidy Coordinators conduct site visits to monitor programs and provide technical assistance and supports for programs to continue to improve their quality. If programs are not meeting the requirements, they work with their specialist or OCDEL staff to develop a corrective action plan which is then monitored until fully implemented. OCDEL also collects customer satisfaction surveys from both parents and providers.

Accountability measures for individual programs are included in each program description; however, four initiatives that cross many programs are

- OCDEL Program Reach and Risk Assessment Report;
- Environment Rating Scales Assessments;
- Pennsylvania's Enterprise to Link Information Across Networks (PELICAN); and
- The Early Learning Network (ELN).

OCDEL Reach and Risk Assessment Report

In order to support sound programmatic and investment decisions regarding the distribution of early education services, OCDEL annually compiles the Program Reach and Risk Assessment Report. This report provides county and 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.

About one-third (36%) of Pennsylvania's young children participate in publicly-funded quality early education programs.

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 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.

According to the report:

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

Data from the 2009-2010 Reach and Risk Report is included in the State and County Profiles section.

Environment Rating Scales Assessments

Young children learn differently than older children and adults. They need to feel psychologically and physically safe and secure in order to learn. They are active learners, and use their whole bodies and all senses at once. Cognitive processes shape social ones, emotional processes affect language development, physical processes influence cognition, and so on.²⁴

Children learn through exploration, engaging their curiosity and creativity. They need activities that engage multiple skills at once (cognitive, physical, social) and give them the flexibility to regulate their own pace a bit.

The relationships with teachers, learning activities and classroom environment have a great impact on a child's development. Recent research has reinforced that high quality teacher-child interactions correlate as strongly with children's learning and behavior as teacher education and small class sizes.²⁵

Since 2002 Pennsylvania has implemented the nationally-recognized Environment Rating Scales (ERS) as a standard tool to assess the quality of early learning programs participating in Keystone STARS, Head Start Supplemental Assistance Program and Pennsylvania Pre-K Counts. Independent ERS assessors visit classrooms in child care programs, Head Start programs, licensed nursery schools and pre-kindergarten classrooms in public schools. Programs are assessed every two years to promote continuous quality improvement. Assessors may visit a number of classrooms in one program, depending on the ages of children served and size of program, in order to better evaluate the quality of the classroom settings for each age group.



Early Intervention teachers Maria and Monica provide parent trainings on adapting toys and books for children with autism at the Delaware County Intermediate Unit

Classrooms must earn certain ratings on the seven-point ERS scale based on the quality standards of the applicable OCDEL program. For example, Pennsylvania Pre-K Counts classrooms must earn a 5.5 rating on the Early Childhood Environment rating Scales. Keystone STAR 3 programs must meet an overall facility score of 4.25.

If a program does not earn the necessary ERS ratings, it must work with its specialist to develop and implement an improvement plan that includes goals, improvement strategies, responsible person(s), and target dates for completion. If it does not meet the goals of that plan, the program could lose its STAR level or be removed from Pennsylvania Pre-K Counts.

In 2009-2010, ERS assessors conducted 1,476 classroom assessments. The average overall ERS score across all scales and classrooms was 5.35, which indicates classroom environments that encourage appropriate development and children reaching their fullest potential.

Pennsylvania's Enterprise to Link Information Across Networks (PELICAN)

A key to creating a quality early education continuum is the seamless transfer of information between programs and the ability to analyze comprehensive data on all of OCDEL's programs. The goal of Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) is to have a single integrated information system that will allow OCDEL to track how Pennsylvania children and families use OCDEL programs and, with a focus on quality, to provide easily accessible information for Pennsylvania parents about early learning programs and services.

PELICAN supports:

- Provider Certification for licensing of child care providers, including public access to a facility's operating history, complaint and enforcement management, and online provider access to update information;
- Child Care Works for subsidized child care services, including online client access to apply for services;
- Early Learning Services for quality initiatives including Pennsylvania Pre-K Counts, Head Start Supplemental and Keystone STARS;
- Early Intervention, for management of these services; and
- Early Learning Network for child demographics, assessments and outcomes; classroom quality, and teacher experience.

There is a six year trend of increasing quality in early childhood classrooms in child care, Head Start and pre-kindergarten based on ECERS assessments over time

By centralizing demographic and enrollment information for children, teachers, and families, PELICAN will streamline data management across OCDEL programs. The coordination of this information will also provide unprecedented aggregate data on children and families served throughout the commonwealth.

In 2007-2008 OCDEL launched PELICAN Pennsylvania Pre-K Counts and PELICAN Provider Certification. In 2008-2009, PELICAN Pennsylvania Pre-K Counts entered Phase Two; PELICAN Infant/Toddler Early Intervention was piloted in four counties; and preparation began for development of PELICAN Preschool Early Intervention and PELICAN Keys to Quality.

In 2009-2010, OCDEL launched Phase I of PELICAN Keys to Quality which manages Keystone STARS information as well as Head Start Supplemental and integrates it with the other PELICANs. OCDEL also piloted PELICAN Preschool Early Intervention with six programs, with plans for statewide implementation in 2010-2011.

There are approximately 10,000 providers, 24,000 early childhood staff, and 300,000 child records in the PELICAN system. Over time, PELICAN will help Pennsylvania measure program, service, and provider performance as it relates to progress and outcomes of children participating in early childhood programs.

Early Learning Network

Pennsylvania's Early Learning Network (ELN) will provide unprecedented information to help analyze how well Pennsylvania's early education programs are serving our young children.

The Early Learning Network is:

- One reporting system reflecting results of authentic assessments used across programs, aligning with Pennsylvania's Early Learning Standards;
- A standard system to be used by and coordinated among all OCDEL programs (e.g., Pennsylvania Pre-K Counts, Early Intervention, Head Start, Keystone STARS); and
- A comprehensive data system designed to integrate financial, program, teacher, family and child information.



Children from the LifeSpan Keystone STARS program in Lehigh County share heartwarming messages to their parents

Supporting the PELICAN system, ELN tracks outcomes for children who participate in OCDEL early learning programs. Because ELN is a comprehensive system coordinating outcomes from OCDEL programs for children from birth until they enter kindergarten, OCDEL can document how Pennsylvania's quality early learning system is contributing to positive outcomes for children. Plans include the ability to link the information about children's participation in, and outcomes from, their early learning programs to their school-age participation and outcomes, such as PSSA scores.

In addition to providing fiscal and outcomes data for OCDEL administration, teachers can share information about their children's progress with parents, which will help guide curriculum and supporting the child's progress at home and in school. ELN also tracks teacher educational levels and experience and provide information on how teacher education affects child outcomes.

In 2008-2009, infant/toddler and preschool Early Intervention programs and Pennsylvania Pre-K Counts programs began reporting child outcomes online.

In 2009-2010, Keystone STAR 3 & 4 centers, school district Pre-Kindergarten programs, and Head Start Supplemental Assistance programs began reporting child outcomes into ELN. For the first time, the Early Learning Network coordinated data from PELICAN and the child outcomes reporting tools, ensuring greater accuracy and accountability. The Early Learning Network is made possible in part through grants from the Grable Foundation, The Heinz Endowments, and William Penn Foundation.

I believe that it is important to invest in early childhood education and continue building a strong education and knowledge towards guiding young children into their future. I started as a family child care and opened up a child care center a couple of years ago. I joined Keystone STARS and they helped me make sure my facility had age appropriate toys, equipment, curriculum, and knowledge of each age group. I was granted a T.E.A.C.H scholarship and I enrolled in the E.C.E associate's program through the local community college. I was given the opportunity to learn as I taught.

I have a better and broad understanding to where I want to take my business and the children I provide care for. The math, cognitive, literacy, and social development skills at my center have never been as strong as they are now. My vision is to take my very diverse facility and provide one of the best and safest facilities, targeting families under hard financial circumstances.

Damaris Alvarado, Philadelphia County

Engaging families, schools, communities and leaders to promote quality early learning opportunities

To be effective, OCDEL needs diverse input, opinions and resources to make a quality early education continuum possible and sustainable for Pennsylvania's children. Everyone makes a contribution, from the policymakers who consistently vote for early childhood education to the teacher who works day in and day out to help every child reach their promise.

OCDEL is encouraging engagement and leadership at all levels through:

- Early Learning Council and committees;
- Early Learning Investment Commission;
- Supporting smooth transition from early childhood to school;
- OCDEL Family Survey;
- Early Childhood Community Engagement Groups;
- OCDEL Listservs; and
- Pennsylvania's Promise for Children.

Nearly 50 Pennsylvania business executives are members of the Early Learning Investment Commission

Early Learning Council and committees

An important component to the refinement of OCDEL's policies, procedures, and vision is the involvement of the Early Learning Council and its advisory committees. Although OCDEL had an advisory committee structure in place before, Pennsylvania was the first state to implement its Early Learning Council as per federal legislation. The Council and committees provide feedback on the successes and challenges of OCDEL programs in the field and recommendations for new directions in early education.

Early Learning Council
Early Learning Investment Commission

Program Committees:

Child Care Works
Full Day Kindergarten
Keystone STARS
Pennsylvania Pre-K Counts
State Interagency Coordinating Council (SICC)

Cross Sector Committees:

Early Childhood Mental Health
Early Learning Career Preparation & Development
Early Learning Network
Birth toThree Committee
Parent Council

The decisions that we make for our commonwealth today will become our children's legacy. The preschool children of today are the workers of the future that will help drive our economic success. The United States must compete in the global economy and we need a well-educated work force to succeed in world markets. The investment we make in young children today will pay huge dividends in the future for the state's businesses.

Edward Donley, former chairman of Air Products and
Roger MacLean, Allentown Police Department chief of
police in op-ed published in the Allentown Morning Call,
June 19, 2009

Early Learning Investment Commission

More businesses are recognizing that quality early education opportunities directly impact their workforce. Today's employees are more productive at work when they have access to reliable, quality early education for their children. Tomorrow's employees have the reading, writing, mathematical and social skills to succeed in a competitive workforce when those skills are nurtured in their early years. By the age of five, the foundation for the skills that employers seek, such as communications, critical thinking, problem-solving, and teamwork are almost fully developed.

Recognizing a need to form new and broader coalitions in support of children's issues that include business leaders, Pennsylvania created the Pennsylvania Early Learning Investment Commission. Through the Commission, business, higher education and civic leaders have shown a keen interest in the role that quality early education plays in workforce development and have added their support to others in the community for continued public and private investment.

Some of their activities included: submitting letters to the editor and opinion editorials; inserting information about early childhood development in organizational newsletters; educating legislators and other policy makers about the importance of investing in early

education and presenting to over 3,500 business and civic leaders on Workforce Investment Boards, Community Economic Development Boards, Chambers of Commerce, Kiwanis Clubs, Rotary Clubs and United Way Boards.



ELIC co-chairs Peter Danchak and Phil Peterson present Edward Donley with the 2010 Champion for Children Award

During the Early Learning Investment Commission's third annual economic summit in April 2010 national experts shared with more than 175 Pennsylvania business leaders the brain research and economic evidence that reinforce several gubernatorial candidates' positions in making quality early education a priority investment for Pennsylvania. Speakers included Michael J. Mandel, Ph.D., Former Chief Economist at *BusinessWeek*; Timothy J. Bartik, Ph.D., Senior Economist at the W.E. Upjohn Institute for Employment Research; Major General Wesley E. Craig, Jr., US Army Retired and member of the Mission Readiness initiative and Dr. Judy L. Cameron, Professor of Psychiatry at the University of Pittsburgh.

Staff support for the Commission is made possible with funding from the Grable Foundation, The Heinz Endowments, William Penn Foundation and the Pew Charitable Trusts.

Supporting smooth transitions from early childhood to school

The transition between early learning programs or home to school can be one of the most significant events that a young child experiences. Differences in expectations, pedagogy, and physical setting can cause a child and their family to experience a variety of emotions. If the child is stressed about the change, he is less likely to learn. Research shows that the positive outcomes for children from quality early care settings continue into the school years when there is coordination and alignment between early learning program and school and families are involved in the transition process. By participating in initiatives such as the PA Inspired Leadership program, Title I Transition to Kindergarten Grants, and OCDEL Transition Toolkit, OCDEL is helping to strengthen the bridge between early education and K-12 education and smooth the transition for its students into kindergarten.

PA Inspired Leadership (PIL) Training for School and Early Childhood Program Leaders. As Pennsylvania develops its early education continuum and aligns more closely with the K-12 school system, strong leadership across the education spectrum with understanding of the importance of early education is vital to student achievement. The Pennsylvania Department of Education has begun work to integrate early childhood education concepts and leaders into existing leadership training for educators. Preparation began in 2008 with piloting of the new course in 2009-2010, and full implementation in each of the eight PIL regions in 2010-2011.

- **Pennsylvania Inspired Leadership Program:** The Pennsylvania Inspired Leadership (PIL) Program is an initiative of the Department of Education that provides standards-based continuing professional education for school and system leaders throughout the commonwealth. Since 2006, more than 3,000

school leaders have completed one or more PIL courses. Pennsylvania has worked with the National Institute for School Leadership (NISL), a partner in the PIL program, to integrate early childhood concepts into the leadership coursework.

- **Early Childhood Executive Leadership Institute:** The Early Childhood Executive Leadership (ECEL) Institute focuses on what early childhood leaders and educators need to know and be able to do in order to understand and connect the variety of systems serving children (Birth to Grade 3) and to ensure instructional improvements that will lead to student growth in cognitive, social, emotional, and attentional areas. The five-day ECEL Institute has been designed primarily for superintendents and assistant superintendents, principals and assistant principals, and early childhood development center/facility directors. Professionals are encouraged to register as teams with partners in their local communities. In 2009-2010, 100 school and early education leaders participated in three pilots of the Institute. The five-day ECEL Institute will be offered in each of the eight PIL Regions in 2010-2011.

Title I Transition to Kindergarten Grants. Since 2008, OCDEL has awarded Title I grants to select Community Engagement Groups to facilitate smoother transition for students into kindergarten in Title I schools. In January 2010, 24 Community Engagement Groups were awarded grants to develop or further expand comprehensive transition to kindergarten plans with early learning programs and Title I elementary schools. Through partnerships with 120 schools in 61 school districts and hundreds of early childhood providers, over 25,000 pre-kindergarten and kindergarten children and their families were impacted through a variety of activities such as Kindergarten registrations, Kindergarten classroom visits, literacy events, Kindergarten summer camps, and school and community based transition events. Community Engagement Transition teams also designed, produced and distribute many innovative tools of kindergarten transition, such as Welcome to Kindergarten DVDs, kindergarten back packs, introduction booklets, and Family Resource Guides. Through their involvement with the Transition teams, several school districts elected to implement their own transition plans as part of their outreach efforts to incoming students.



“Gearing up for Kindergarten” is a school transition program to help get preschoolers ready for kindergarten. The Clinton County Community Engagement Group helps coordinate this initiative with local PA Pre-K Counts and Head Start programs.

OCDEL Transition Toolkit. OCDEL’s Transition Toolkit is designed to strengthen connections among children, families, early learning programs and school districts within their community. The ideas and information presented in the toolkit have come from a review of national research and a statewide collection of successful transition practices. Research, information and tools have been selected to provide a springboard for additional learning in this area. In 2009-2010, the Toolkit was distributed to early learning programs, all school districts, and Community Engagement Groups. As a working document, it is currently being revised for re-release in 2010-2011.²⁶

OCDEL Family Survey

Parent feedback is crucial to the development of a successful early education program. In an effort to better coordinate and evaluate parent satisfaction and feedback across all OCDEL programs, OCDEL established a work group in 2008 to develop a cross-program OCDEL Family Survey.

In 2009-2010, the OCDEL Family Survey was mailed to more than 86,000 families participating in Child Care Works²⁷, Early Intervention, Head Start Supplemental, Keystone STARS 3 and 4 centers, and Pennsylvania Pre-K Counts, with a nearly 30% return rate. In addition to the mailed surveys, 2,648 families in Child Care Works subsidy responded to a survey provided to them at their face to face meeting at the time of enrollment during the months of May and June 2010.

The survey includes some questions common to all programs, such as “Were available to talk with me at times that fit into my schedule,” as well as questions specific to each program. Families had a choice between six different responses per item ranging from Very Strongly Disagree to Very Strongly Agree. Below are the percent of respondents that answered and either “Agreed”, “Strongly Agreed” or “Very Strongly Agreed” with the item.

Overall the results of the survey show a very high level of satisfaction.

Items that showed very high satisfaction across the OCDEL programs included:

- Staff gave me information about their mission, goals, policies and procedures.
- Staff was available to talk with me at times that fit into my schedule.
- Staff respected my culture.
- Staff made it easy to talk to them about my child and our family.

Highlights of individual program results are included in OCDEL Program Profiles.

Early Childhood Community Engagement Groups

Local public awareness and support is critical to providing our young children with access to quality early education. When communities value early education, more families become aware of available services and decision makers recognize quality early education is a priority for public investment.

Pennsylvania’s Early Childhood Community Engagement Groups (CEG) build support networks in every county for organizations and individuals interested in quality early education. CEGs bring together early childhood programs, families, school districts and child-serving organizations to assess what quality early learning programs are currently available in the community and to develop ways to encourage quality early learning. They also work with school districts and community-based early learning programs to develop ways to make smooth transition from preschool to kindergarten for children, parents and teachers.

In their efforts to engage various members within their communities in 2009-2010, CEGs reported that over two million children, parents and community members throughout the commonwealth participated in nearly 5,000 events such as recognition & leadership events, legislative educational outreach, Week of the Young Child events, and community & health fairs.

Working with their partnering school districts, Community Engagement Groups reported engaging 500 schools in the commonwealth in kindergarten transition activities to ensure that children, families, schools and child care providers are all working towards a smooth and successful transition into kindergarten.

OCDEL Listservs

OCDEL has created four electronic information resources for early education programs and those interested in early education.

- **Build Early Childhood Education E-News.** Sponsored by OCDEL and the Pennsylvania Build Initiative, the Build Early Childhood E-News is a biweekly e-newsletter to inform early learning professionals, the early childhood community, policymakers, community leaders and the public on developments in early childhood education in Pennsylvania. The newsletter is free and available to

anyone. In June 2010, there were 11,516 subscribers to the listserv, a 43% increase from June 2009. Individuals may view past issues and subscribe at <http://paprom.convio.net/build>.

- **Certification Listserv.** The Certification Listserv provides updates to early learning providers regarding issues relating to certification and registration, regulation, large product recalls, policy statements and general information that may of interest to providers. During the H1N1 outbreaks, the Certification Listserv distributed information about local immunization clinics for providers to share with families across the commonwealth. Anyone may sign up to receive communication from the Certification Listserv by visiting the Department of Public Welfare website at <http://listserv.dpw.state.pa.us/ocd-pa-child-care-certification.html>.
- **Early Learning Community Education Listserv.** The Early Learning Community Education Listserv is designed to support programs providing OCDEL services as they tell their story and conduct outreach in their communities. As of June 2010, there were approximately 7,635 subscribers to the listserv, an 83% increase from June 2009.
- **Learning is Everywhere Listserv.** Based on the Learning is Everywhere calendar, the monthly release of the Learning is Everywhere e-News provides updates of early learning activities, songs and books on the Learning is Everywhere web pages. Although the e-News is open to all, subscribers include families, schools, and early learning professionals and programs. Since its initial launch in November 2009, the Learning is Everywhere e-News has grown to reach over 5,000 subscribers. Individuals may view monthly activities and sign up at <http://paprom.convio.net/LIEC>.

Pennsylvania's Promise for Children

Pennsylvania's Promise for Children is a campaign to raise awareness about the importance of providing Pennsylvania's young children with access to quality early learning opportunities. Pennsylvania's Promise for Children campaign offers easy-to-understand information on the benefits of quality early learning opportunities at home and in programs, tips for parents on helping their children learn, and ways for everyone to get involved and tell their story. Pennsylvanians can also sign PA's Promise for Children declaration to add their name to the thousands of others who value quality early education for Pennsylvania's young children. More than 300,000 PA Promise for Children materials were distributed throughout local communities by Community Engagement Groups, libraries, schools, CCIS agencies and other community organizations in 2009-2010. Individuals can sign the declaration and learn more about the campaign at www.papromiseforchildren.com.

In 2009-2010, Pennsylvania's Promise for Children piloted Pennsylvania's Promise for Children Week, November 8-14, 2009, in 15 counties. CEGs participated by holding events and securing media. Some activities included county commissioners issuing proclamations, teacher recognition events, PSAs, letters to the editor and op-eds, and site visits by community leaders and legislators. By June 2010, nearly 14,800 individuals and organizations in Pennsylvania had signed the Pennsylvania Promise for Children declaration, which is a 50% increase from 2009.

The campaign is sponsored by the PA Build Initiative, Grable Foundation, The Heinz Endowments, William Penn Foundation and the Pennsylvania Key in cooperation with OCDEL.



In celebration of Pennsylvania's Promise for Children Week, students at the Ann Street School in Pike County dressed up as what they want to be when they grow up. The Ann Street School participates in Keystone STARS.

Quality early education key to economic future, national security

from the Pennsylvania Early Learning Investment Commission Economic Summit, April 19, 2010

Today's economy depends on human capital. "People are one of the hardest resources to move," stated Timothy J. Bartik, Ph.D., Senior Economist at the W.E. Upjohn Institute for Employment Research at the Pennsylvania Early Learning Investment Commission's Economic Summit on April 19, 2010 in Harrisburg, PA. When you invest in early education, "you invest in the future workers for your state."

In the short-term, access to free or low-cost reliable child care increases the employment rates of parents up to 20%. The multiplier effect of investment in early education programs can mean for every dollar invested, more than \$2 is circulated into the regional economy through employment and purchasing goods and services.

In the long term, early childhood programs increase residents' earnings by increasing the quantity and quality of local labor supply. Because parents can remain in the workforce when their children are young and continue to gain job skills, they can experience a long-term earnings increase up to 30% even after their children leave early education. Because quality early education increases a child's likelihood to do well in school, graduate high school and attend college or job training, Bartik shared that quality early education can increase a child's potential earnings as an adult by up to 60%.

"National security in 2030 is highly dependent on what is happening in pre-k right now," added Major General Wesley E. Craig, Jr., US Army Retired and member of the Mission Readiness initiative. "Only about 25% of our nation's young adults can qualify to serve in the military: 25% of our young adults dropped out of high school, 10% have committed a crime, and 30% are overweight and obese." In fact, the percentage of eligible young adults has dropped from 40% forty years ago to 25% today. Quality early education can reverse this trend.

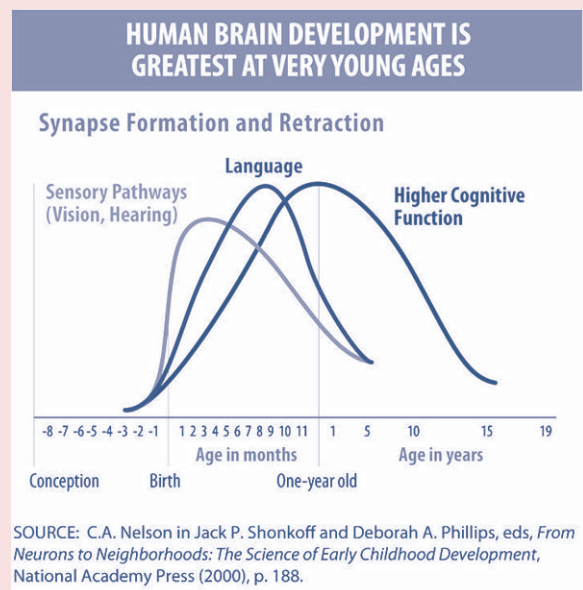
"It's a question about priorities," stated Michael J. Mandel, Ph.D., Former Chief Economist at *BusinessWeek*. Early childhood education is a "high return/low risk investment."

Why is investing early so important? Quality early education has an immediate impact on both the hard skills – language, numeracy, higher cognitive thinking – and the soft skills – social skills – that last a lifetime. Judy L. Cameron, Ph.D., Professor of Psychiatry at the University of Pittsburgh explained that there is "a convergence of understanding from multiple disciplines" that we need to get children set on the right trajectory early. "Brains and skills are built over time," when the foundation is weak, all learning suffers.

In the first five years, brain plasticity is very high, with the neural circuits for vision, hearing, language, and higher cognitive function peaking in the first two years of age. Experience affects which neural circuits remain and which by age six will be "pruned" or cut away. "The rate of return is much greater when early education is done early, as brain plasticity decreases with age. It is more expensive to change behavior down the road than it is for early education training to teach proper behavior from the start and get it right the first time," stated Cameron.

When impacted early, it's the soft skills that make a difference, stressed Bartik. Soft skills are "self-reinforcing." Quality early education "changes how [the child] acts, changes how the teacher views them, how the parents view them, and how they view themselves." As the child gets positive reinforcement for doing well, they are more likely to continue to achieve.

To read the full article and full presentations, visit www.pa-elic.org.



IV. Profiles of OCDEL Programs

Through the Office of Child Development and Early Learning (OCDEL), Pennsylvania offers a variety of early childhood programs for children from birth to age five and their families. Pennsylvania serves more than 300,000 young children through these early childhood initiatives.

Accountability Block Grant

Although Pennsylvania's school districts share the common goal of preparing our children for success in life, each district has unique needs. In order to help school districts implement strategies known to improve academic performance, Pennsylvania created the Accountability Block Grant (ABG). Started in 2004, the Accountability Block Grant provides funding to school districts toward 11 proven strategies to improve student achievement. Of these options for districts, three are specifically focused on early childhood. The Accountability Block Grant is now one part of the PA PACT fund, which incorporates several different funding opportunities for school districts.

DESIGN: Using PA PACT funds, school districts are able to support early learning in the following ways: 1) establish, maintain, or expand pre-kindergarten; 2) establish, maintain or expand full day kindergarten; or 3) reduce class size in kindergarten through third grade to 17 or fewer students/classroom.

Extensive research on pre-kindergarten programs demonstrates that quality pre-kindergarten not only prepares children for school, but also has a lasting positive effect on student achievement well beyond kindergarten. Research also shows that reducing K-3rd grade class size effectively improves student achievement at those grade levels, mainly because children receive more individualized attention from the classroom teacher.

In December 2006, the State Board of Education approved regulations that established standards for public school-based pre-kindergarten programs and community-based pre-kindergarten programs partnering with public schools. Some elements of the regulations include development of a strategic plan, use of academic standards, and teacher education requirements for community-based partners. These standards apply to all pre-kindergarten programs in Pennsylvania including those programs funded through PA PACT.

Three-quarters of ABG funds are invested in the three early childhood options

In 2009-2010, 3,554 children in 33 school districts were enrolled in pre-kindergarten programs through PA PACT funds.

ACCOUNTABILITY: Districts provide a mid-year and end-of-year report on program implementation and outcomes. OCDEL staff conduct targeted site visits to districts to assess the use of early childhood best practices. If districts are not meeting best practices, OCDEL staff provide guidance and resources for improvement.

RESULTS: Research has shown the benefits of quality early education programs in preparing students to be successful in school and in their personal lives. School districts have shown a strong commitment to early childhood education by investing approximately three-quarters of ABG funding to these three early childhood options.

PSSA results of children who participated in full-day kindergarten demonstrate the impact of ABG Early Childhood strategies. When students who were enrolled in ABG-funded FDK programs in 2004-2005 took the third grade PSSA in 2008 and 2009, 77% were proficient and advanced in reading compared to 69% of all third grade students in 2006. Also, the percentage of at risk children who scored proficient/advanced increased from 56% in 2007 (prior to FDK) to 63% in 2009.

Child Care Certification

Child care facilities provide care to Pennsylvania's youngest and most vulnerable children. The majority of children in child care are from birth to age five. For many children the majority of their awake hours are spent in the care of someone other than their parents. It is essential that these facilities provide a safe and healthy environment for our children. The *Caring for Our Children: National Health & Safety Performance Standards for Out of Home Child Care Programs* developed by the American Academy of Pediatrics, American Public Health Association and U.S. Department of Health and Human Services, asserts in the introduction that "health involves more than the absence of illness and injury. To stay healthy, children depend on adults to make healthy choices for them and to teach them to make such choices for themselves over the course of a lifetime. Child development addresses physical growth and the development in many areas: gross and fine motor skills, language, emotional balance, cognitive capacity, and personal-social skills. Thus, health and safety issues overlap with those considered part of early childhood education and mental health. Such overlap is inevitable and indeed desirable."



Things get cooking at Brightside Academy in Philadelphia

DESIGN: Pennsylvania regulates and enforces the minimum health and safety standards for child care programs to protect the health, safety and rights of children and to reduce risks to children in these settings. The child care facility regulations are available on the Pennsylvania Code website at www.pacode.com.

As of June 2010	Number of Facilities
Child care centers	4,482
Group child care homes	883
Family child care homes	3,368
Total	8,733

Each type of child care facility (child care centers, group child care homes, and family child care homes) has its own set of regulations for operation. Child care centers and group homes must receive a certificate of compliance to operate, while family child care homes receive a certificate of registration. These regulations are developed by drawing upon expert resources such as the American Academy of Pediatrics, US Centers for Disease Control, and the US Consumer Products Safety Commission. Input is sought from providers, consumers, advocates and experts in determining the minimum

standard, with consideration for what will protect children, but will not impose undue costs on child care facilities.

In June 2010, OCDEL published proposed amendments to the regulations relating to professional development for staff working in child care facilities. The proposed amendments include a five-year phased increase in the number of professional development hours a child care facility staff person would be required to obtain on an annual basis. Pennsylvania's current child care staff training requirement of six hours per year lags behind all but four other states and is the lowest for staff working in child care centers. The proposed amendments were withdrawn by OCDEL on August 12, 2010 with the right to re-submit them at a later date.

ACCOUNTABILITY: In order for individuals to open a child care center, group home, or family child care home, they must complete a comprehensive application. A child care center and group child care home is inspected before a certificate of compliance is issued and the facility may open.²⁸

Regulations require persons seeking to operate child care facilities to attend an orientation prior to receiving a certificate of compliance or registration. This full day session provides persons an overview of the laws impacting child care facility operation; issues to consider regarding operating a facility; choosing a facility location; how to apply for a certificate of compliance or registration and various types of programs that impact child care.

Each of the more than 5,300 child care centers and group child care homes is inspected by a certification representative at least once a year. Certification representatives also conduct unannounced inspections and complaint investigations at child care centers and group child care homes.

Certification representatives conduct random sample inspections at 15% of all registered family child care homes. In addition, OCDEL investigates complaints regarding alleged regulatory violations at family child care homes.

If the certification representative observes that a facility is not meeting a regulatory requirement, the certification representative asks for a plan of correction and verifies that the plan is implemented and the violation is corrected. Depending upon the severity of the violation, OCDEL can order immediate closure of the facility.

Through the COMPASS online child care search, individuals can both review the certification history, including complaints, of child care programs, as well as submit complaints online.

RESULTS: In 2009-2010, nearly 3,000 individuals participated in orientation training sessions offered by regional certification offices: 1,695 persons attended orientation training to operate child care centers and group child care homes; and 1,234 persons attended orientation training for prospective family child care home operators.

OCDEL launched PELICAN Provider Certification in March 2008 with full integration of all regulated child care providers by June 2009. In 2009-2010, OCDEL enhanced the usability of PELICAN Provider Certification through improvements to record inspection information and increased efficiency of processing certification information. Now that all regulated child care providers are in PELICAN Provider Certification, OCDEL will use the data collected in 2009-2010 to assess regulatory violations at facilities and make recommendations with regard to professional development and technical assistance to increase compliance with minimum standards.

Our child care center opened its doors on December 15, 2009 with 15 children from infancy to preschool. Since then, we have grown to serve children 6 weeks to 5 years old and have an enrollment of 76 children. All this has been possible because of programs like Child Care Works and Keystone STARS.

We are serving a community that is in desperate need of high quality care at reasonable costs. With grants from Keystone STARS we were able to furnish several rooms, and 67% of our families participate in Child Care Works. We are excited to continue working with Keystone STARS and to continue opening our doors to many more families in need.

Erica Gonzalez, Child Care Provider, Montgomery County

Child Care Works

In tough economic times, providing child care assistance to working families is crucial to their financial stability. Research has shown that families with access to child care assistance are up to 15% more likely to be employed, stay off welfare, and have higher earnings.²⁹ When families are not able to access child care assistance, they may go into debt, return to public assistance, choose lower quality, less stable child care, or face untenable choices in their household budgets.³⁰ Child care costs are extraordinarily high for working, low-income families - comparable with their housing costs. Child Care Works can be the difference between self-sufficiency and improving a family's quality of life or depending on public assistance and supports just to make ends meet.



Dramatic play at ABC Kiddie Kampus, a Keystone STARS program in Lackawanna County. Their teacher recently earned her associate's degree, with honors, thanks to her T.E.A.C.H. Scholarship.

DESIGN: Child Care Works makes it possible for low-income families to find reliable child care near their home or work and provides financial assistance to help them afford it. Through Child Care Works, families have access to quality early learning programs – including Keystone STARS programs – that may have been out of their reach financially.

Through the Child Care Works partnership, eligible parents³¹ make a co-payment to the child care program in addition to the state subsidy that Child Care Works provides. Through a network of 59 Child Care Information Services (CCIS) agencies serving every county in the commonwealth, families receive information on nearby child care programs participating in Child Care Works as well as other quality early learning opportunities so they can make the best choices for their family.

In March 2008, Pennsylvania made it possible for parents to apply for Child Care Works online through the COMPASS website.³³ Parents can also search for child care programs online using a number of search criteria such as location, ages of children served, availability of transportation to local schools, etc.

More families using Child Care Works are choosing regulated child care than ever before

In order to make it possible for Keystone STARS programs to serve more children receiving Child Care Works, OCDEL began offering a “subsidy add-on” rate for child care programs participating in Keystone STARS in 2007-2008. These programs receive an additional subsidy add-on amount to the daily rate for each child they serve that is participating in Child Care

Works. This add-on rate helps to cover the additional costs of providing higher quality early education to these vulnerable children.

ACCOUNTABILITY: In order to receive Child Care Works, parents must submit proof of employment (or a combination of employment and training) and verification of income. Parents are asked to verify employment and income during “re-determination” process every six months. Child care programs that participate in Child Care Works submit monthly statements of children’s attendance to avoid overpayment.

All children receiving Child Care Works are entered into PELICAN. Through the PELICAN system, CCIS representatives receive notification when a child receiving Child Care Works is enrolled in Pennsylvania Pre-K Counts, so they can ensure that the child care provider is only reimbursed for the time that the child is not in the Pennsylvania Pre-K Counts classroom.

OCDEL staff conduct an annual evaluation of CCIS agencies on 20 performance standards that address accuracy and parent satisfaction. If the CCIS is deficient in any area, it creates a Corrective Action Plan and OCDEL conducts follow-up monitoring to make sure the plan is implemented.

RESULTS: More families accessing Child Care Works subsidy are using regulated care and choosing quality early learning programs than ever before:

- Approximately 77% of all children enrolled in Child Care Works use regulated child care;
- Approximately 76% of TANF children receiving child care assistance are using regulated child care in 2009-2010, which is 44% more since these families began receiving child care services through Child Care Information Services (CCIS) agencies in 2006-2007; and
- Approximately 53% of Child Care Works children in regulated child care are enrolled with Keystone STARS providers.

More than 22,400 applications for Child Care Works were submitted online through COMPASS in 2009-2010, 20% more than in 2008-2009. Approximately 30,000 searches for child care providers were completed online, 16% more than in 2008-2009.

According to the Parent Survey completed by parents when they enroll in Child Care Works, 98% responded that they were very happy with the service they received at their CCIS agency, and 96% responded that they had learned a lot about other OCDEL programs, including Keystone STARS, Head Start and PA Pre-K Counts.

Children's Trust Fund

Brain research has shown that abuse or neglect can limit a child's brain development, impeding their learning for life.³³ When families are vulnerable, children are less likely to succeed. Young children need a safe and stable family and home life in order to grow. A vital piece of early learning is the engagement of the parents.

DESIGN: Pennsylvania's Children's Trust Fund (CTF) teaches parents and early education providers ways to strengthen families and build protective factors (such as parenting skills and resilience in times of stress, social connections and support network, and knowledge of child development) in an effort to prevent child abuse and neglect before it begins. Grants are awarded to community-based programs that are embedding the Strengthening Families protective factors framework developed by the Center for Study of Social Policy within their services to families and early care and education providers.³⁴ A 15-member board comprised of public and legislative members appointed by the Governor administers this fund with support from OCDEL. Funds are generated from a \$10 surcharge on applications for marriage licenses and divorce complaints.

Friends of the Children's Trust Fund was established in 2008 to raise additional funds for CTF initiatives.

In the 2008-2009 grant year that ended in October 2009, 27 CTF grantees served approximately 2,450 families and 1,900 early childhood education practitioners. Examples of some grant activities include:

- Clarion County's Promise is implementing the training program entitled The Happiest Baby, a research-based program to teach parents techniques for calming crying babies in an effort to reduce the incidence of parental stress that has been shown to be a contributing factor in domestic violence and child abuse.
- Pottstown School District, in collaboration with community partners, created a community-wide initiative to reduce child abuse and neglect focusing on families with young children.

- The Institute for Safe Families is implementing the Caregivers Helping to Affect and Nurture Children Early (CHANCE) program and curriculum to prevent child abuse and neglect through domestic violence awareness and intervention.

ACCOUNTABILITY: Each grantee develops an action plan that tracks program- and community-level outcomes and submits quarterly progress reports to OCDEL. OCDEL staff also conduct annual site visits.

RESULTS: All grantees are meeting their stated outcomes.

Early Intervention

All children learn best in the most inclusive setting possible, where typically developing children and those with disabilities or developmental delays can grow and learn together. Early Intervention provides services to help maximize the potential of eligible young children with disabilities/ developmental delays with services to help maximize their potential so they are successful in any early education setting.

National longitudinal studies³⁵ indicate that with Early Intervention services

- Families are more confident about parenting issues and helping their child grow; and
- Children show increased development, with significantly high percentages of infants and toddlers showing mastery of the appropriate developmental milestones after receiving Early Intervention services for one year; and the majority of preschoolers performing similarly to their typical peers on standardized tests and behavior scales.



Family Child Resources, Inc. Early Intervention program, York County

DESIGN: Early Intervention offers individualized services, such as special instruction, developmental therapies and other support services, and parent education, to meet the unique needs of children who have developmental delays, as well as their families. Early Intervention builds upon the natural learning occurring in those first five years.

Early Intervention:

- Enhances the families' capacity and confidence to meet the developmental needs of their child in the settings where children would be if they did not have a disability;
- Helps prevent the need for more and costly intervention in the future by improving child outcomes in the early years;
- Embeds supports and services within learning opportunities that exist in the child's typical routines and within the home and community activities and/or early education programs; and
- Builds on existing supports and services in the family, community, and early education resources.

All eligible children receive Early Intervention services in Pennsylvania.

ACCOUNTABILITY: OCDEL monitors the performance of local Early Intervention programs, assesses parent satisfaction and analyzes child outcomes to ensure that families are receiving quality services.

Monitoring of programs. Local Early Intervention programs submit performance data on a monthly basis, which is reviewed and analyzed by OCDEL staff. In addition, Early Intervention programs are reviewed by OCDEL every two years through an onsite verification process. As a result of this verification, each local program, in collaboration with OCDEL, develops an Improvement Plan to increase program compliance with federal and state regulations and greater fiscal management. Once the Improvement Plan has been approved by OCDEL, the local programs are monitored on their progress in implementing the plan. Within one calendar year, the program is then validated for successful implementation. The results of the statewide verifications are reported to State Interagency Coordinating Council (SICC).

In 2009-2010, OCDEL continued its efforts to grow early childhood education staff skills to support children with challenging behaviors. For example, the first annual Early Childhood Behavior Institute was held for 300 participants, half of which were early childhood education staff and half were Early Intervention staff.

In 2009-2010, there were several advancements to PELICAN Early Intervention. All child records for Infant/Toddler EI were integrated into the PELICAN system. After a pilot phase, all Infant/Toddler EI programs prepared to access the financial components of the system on July 1, 2010, such as a single claims process for all direct services that will be validated against the child's Plan. The Preschool EI Programs piloted and then began statewide implementation of PELICAN EI as the single source of data collection for child data, including demographic, evaluation, plan and caseload management of the child's record.

RESULTS

Parent satisfaction. More than 11,000 families responded to the annual Family Survey in 2010, 3,000 more than in 2009. The results showed that most families agreed Early Intervention has empowered them to make the best choices for their children.

a 2010 survey of nearly 5,000 families whose children participated in Early Intervention Infant/Toddler programs, over 95% of families reported that Early Intervention staff:

- Made it easy to talk to about their child and family;
- Provided ideas of how to support their child's development at home;
- Provided the services on the IFSP/IEP in a timely way; and
- Built on their child's strengths and interests.

Kevin had a tough introduction to life. He was sent home from the hospital at three months of age and was referred for Early Intervention services. The EI team's primary focus was based on his feeding difficulties which impacted his growth and weight, all of which affected his ability to reach his developmental milestones.

Kevin's health problems hindered him from participating in his family's routines because he was sick much of the time. He received weekly services in his Spanish speaking home for feeding, nursing, and developmental therapy. He also received physical, occupational and speech therapies.

As his third birthday approached, Kevin could be found running, going up and down steps, and using a riding toy. He has progressed from making simple sounds to relating experiences in complete sentences. He speaks primarily Spanish, but understands English. Kevin was recently evaluated, scoring average to above average in all areas. Kevin was able to receive the critical Early Intervention services that he needed to overcome his challenges. Because of his remarkable growth and progress, he is on target with children his age.

Family-Child Resources, York/Adams County

For the nearly 7,000 families who responded to the 2010 survey and participated in Early Intervention Preschool, the ratings for family satisfaction were comparable, with over 90% of families reporting that:

- They felt they were a part of the IFSP/IEP decision making process;
- They were provide with ideas of how to support their child’s development at home;
- They were provided with an explanation as to the relationship between assessment/evaluation findings and their child’s outcomes/goals; and
- They felt they were given choices regarding their family’s services and supports.

Nearly every family (98%) involved in both programs felt the staff respected their culture.

Positive child outcomes. Child assessment data from infants, toddlers and preschoolers who entered Early Intervention after July 1, 2008 and exited Early Intervention prior to June 30, 2009 shows that nearly every child (99%) made progress from entry to exit. In addition

- 80% of those children who entered the program below age expectations in development substantially increased their rate of growth by the time they exited the program.
- 60% of the preschool children who exited the program during that time period function within age expectations, resulting in no further need for special education services in schools.

Full-Day Kindergarten

Children attending full-day kindergarten programs develop better socialization skills, demonstrate independent learning skills, are more productive in peer group projects and are reflective about their

experiences and learning. In full-day kindergarten, teachers have more time for direct interaction with children, to provide a variety of experiences and to implement screening and assessment. The benefits are significant for all children, but are exceptional for at-risk children. Attendance in full-day kindergarten programs, although not mandated in Pennsylvania, has been increasing over the last thirty years.³⁶ In Pennsylvania, 92% of public school districts offer some form of full-day kindergarten.

Nearly 25% more school districts offered full-day kindergarten in 2009-2010 than in 2008-2009

DESIGN: Each school district has access to a rubric outlining Early Childhood Best Practices based on research, the Accountability Block Grant Guidelines, and the Pennsylvania Early Learning Standards for Kindergarten. These best practices include small class size³⁷; student work displayed at the eye level of the child; and class schedule posted and organized to provide a balance of appropriate activities. Each district has the authority to design its program according to its own policies and needs.

ACCOUNTABILITY: OCDEL staff provide monitoring and technical assistance to school districts newly offering full-day kindergarten. For school districts that demonstrated a need for improved practices, OCDEL staff conduct site visits which include interviews, observations and data review to determine where districts fall on the Best Practices rubric, their use of the Early Learning Standards for Kindergarten, and the types of professional development opportunities provided to teachers. In 2009-2010, OCDEL provided targeted technical assistance on best practices to 15 school districts at their request.

RESULTS: The number of districts offering full-day kindergarten has increased from 378 in 2008-2009 to 460 in 2009-2010. In 2009-2010, 80,454 children in kindergarten participated in full-day kindergarten programs. School districts are encouraged to collect longitudinal data related to the impact of full-day kindergarten in their district and provide that data to OCDEL to examine the long-term impact of full-day kindergarten vs. half day kindergarten in Pennsylvania.

Head Start Supplemental Assistance Program (HSSAP)

Head Start began at the national level in 1965 to break the cycle of poverty by providing comprehensive early learning and family support services to young children living in poverty and their families. The comprehensive approach of Head Start addresses the nutrition, health, mental health and early learning of the child while helping parents become more engaged in their child's development.

In 2004, Pennsylvania made it possible for more children to participate in this nationally-recognized program through the Head Start Supplemental Assistance Program (HSSAP). HSSAP is based on the federal model of Head Start that targets services to three and four year olds and their families living up to 130% of the federal poverty guidelines.³⁸ The quality components of Pennsylvania HSSAP meet or exceed eight of the quality benchmarks set by the National Institute for Early Education Research (NIEER) for a quality pre-kindergarten program that will prepare children for school.

NIEER Quality Standard	NIEER Benchmark	Pennsylvania HSSAP Standards
Early Learning Standards	Comprehensive	Comprehensive
Teacher degree	Bachelor's degree	Minimum of CDA **
Teacher specialized training	Specializing in pre-k	Specializing in child development
Assistant teacher degree	Child Development Associate (CDA) credential or equivalent	High School Equivalency
Teacher in-service	At least 15 hours a year	At least 15 hours a year
Maximum class size	20 or less	3 year olds 15 -17 or less 4 year olds 17-20 or less
Staff-child ratio	1 staff per 10 children (1:10)	3 year olds - 2:17 or less (classrooms must always have 2 paid staff) 4 year olds 2:20 (classrooms must always have 2 paid staff)
Required screening/referral and support services	Vision, hearing, health; and at least 1 support service	Programs required to develop collaborations with early intervention service providers to be able to provide support services/referrals; develop parent engagement strategies to support parents' involvement in child's early learning; and support the smooth transition of children into the preschool program and on to kindergarten
Meals	At least 1 a day	For full day - one meal and one snack; for half day - one snack
Required monitoring	Site visits	Site visits by preschool program specialists; ECERS-R ratings in select classrooms; voluntary participation in Keystone STARS; child outcomes reporting; monthly and quarterly program and fiscal reporting

** Head Start requirements state that 50 percent of teachers must have an AA in ECE. If teachers are employed by a school district, ECE certification is required.



Artwork at Cen Clear Child Services, which participates in Head Start, HSSAP and PA Pre-K Counts in Centre and Clearfield Counties

In 2009-2010, HSSAP served 5,514 children through new slots or extension of the existing children's federally funded day, week or program year. A listing of grantees is available on the PA Key website at www.pakeys.org.

DESIGN: HSSAP provides supplemental funding to existing Head Start programs to expand the number of children and families served by Head Start or to extend the length of day or program year for children currently receiving services.

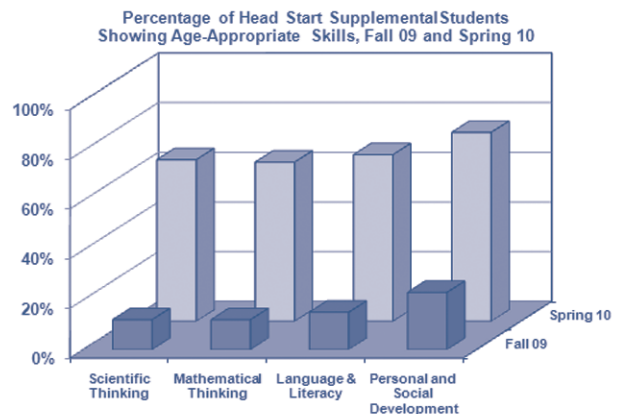
Federally-funded and state-funded Head Start programs must follow comprehensive federal Head Start Performance Standards. Services are comprehensive in nature, providing for child development, health/safety/nutrition, parent engagement, and family/community partnerships. Through professional development opportunities, Head Start staff participate in ongoing professional development in an effort to constantly improve the overall quality of the Head Start classroom. In December 2007, federal legislation was approved

requiring programs to meet higher standards of teacher qualifications by 2011 and 2013.

ACCOUNTABILITY: HSSAP programs submit monthly reports containing enrollment and fiscal information. Preschool Program Specialists provide ongoing monitoring and technical assistance and conduct site visits annually. A federal team of peer reviewers conduct site visits every three years for a comprehensive review based on the Performance Standards. All HSSAP grantees were in compliance with the Head Start Performance Standards as reported by Region III Office of Head Start. In 2009-2010, HSSAP grantees began submitting program and child outcomes data into the Early Learning Network.

RESULTS: Nearly every child (98%) showed age-appropriate or emerging age-appropriate literacy, numeracy, and social skills after attending a Head Start Supplemental program in 2009-2010.

- The percent of children with age-appropriate scientific thinking skills increased from 12% in Fall to 65% in Spring.
- The percent of children with age-appropriate mathematical thinking skills increased from 12% in Fall to 64% in Spring.
- The percent of children with age-appropriate language and literacy skills increased from 15% in Fall to 67% in Spring.
- The percent of children with age-appropriate personal and social development skills increased from 23% in Fall to 76% in Spring.



NOTE: OCDEL's Early Head Start Grant

In 2009-2010 OCDEL received a federal Early Head Start grant through the American Recovery and Reinvestment Act (ARRA) to provide Early Head Start services for 128 infants, toddlers and pregnant women. Services beginning April 26, 2010.

Early Head Start is a federal program focused on providing comprehensive services to eligible families including child development, health, safety, nutrition, parent engagement, family goal planning and shared governance.

OCDEL works with eight community-based early education partners to provide 40 center-based and 88 home-based Early Head Start services in five counties

identified as having a great need quality early learning opportunities for infants and toddlers. Pennsylvania is the first state to be awarded a federal Early Head Start grant, showcasing an innovative new model of service delivery that will help Pennsylvania better integrate Early Head Start into its early childhood system.

My daughter, Lyndsey, had never attended child care or preschool due to cost as well as poor programs in the area. My husband and I were very thankful that we qualified for Head Start and have gotten to watch our daughter reap from the benefits.

Now that she has attended Head Start she knows all of her uppercase and lowercase letters, letter sounds, and has actually started reading. Lyndsey has recently read the book "I Went Walking" to her classmates all on her own. I do not feel Lyndsey would be this advanced academically if she had not gone to Head Start.

Kelly Blood, Parent Crawford County

Keystone Babies

Quality early education for infants and toddlers is crucial. Research has shown that brain plasticity is very high during the first five years of life, and neural circuits affecting key functions, such as language and high level cognitive thinking, develop most during the first two years.³⁹ By supporting a child's brain development through early learning activities, Keystone Babies helps lay the foundation for later learning, communication, and behavior.⁴⁰ It is much more effective, and less costly, to invest in the healthy development of our children in their early years than try to fix problems later.

Started as a pilot program in May 2010, Keystone Babies provides a quality early learning experience to at-risk infants and toddlers in Keystone STAR 3 or STAR 4 centers who are also enrolled in Child Care Works. It uses evidence-based approaches to fill gaps in early childhood services, to extend high quality learning opportunities to Pennsylvania's infants and toddlers, to promote all areas of child development, and offer supportive resources to their families.

DESIGN: Funded through the American Recovery and Reinvestment Act (ARRA), the Keystone Babies program is based on the Pennsylvania Infant-Toddler Learning Standards⁴¹ for promoting health and safety, supporting developmentally appropriate practice and relationships, and encouraging family and community partnerships.

ACCOUNTABILITY: Because Keystone Babies is a pilot program, programs in select counties with high risk level and low program reach for infants and toddlers were invited to apply. Keystone Babies classrooms are assessed twice a year with a pre-test and post-test using the Infant-Toddler Environment Rating Scale, Revised (ITERS-R). Infant-Toddler Program Specialists conduct regular site visits of classrooms. All classroom staff must complete at least 24 hours of professional development annually specific to the development of infants and toddlers and their families. Programs assess children's progress three times each year, and outcomes are reported into the Early Learning Network.

RESULTS: Since Keystone Babies first began providing services in May 2010, approximately 208 children participated in Keystone Babies in 12 counties in 2009-2010.

Keystone STARS / Early Learning Keys to Quality

Early learning programs in Pennsylvania, such as child care and Head Start, serve more than 300,000 children each year. The quality of these programs affects our children’s early learning and preparation for school.

Started as a pilot program in 2002, Keystone STARS has been shown to improve the quality of child care across the state and has reversed a 10-year trend of declining quality in child care.⁴²

DESIGN: Keystone STARS / Early Learning Keys to Quality supports child care, Pennsylvania Pre-K Counts and Head Start programs that are committed to continuous quality improvement and offers families a valuable tool to gauge quality in early learning programs.

Keystone STARS improves quality in early learning programs through:

- Standards:** Programs may enter Keystone STARS at Start with STARS and earn a STAR 1 through STAR 4 level based on research-based standards for quality, such as staff qualifications and professional development, the learning environment, partnerships with family and community, and business management. Programs must also earn certain scores on their Environment Rating Scales (ERS) assessments based on their STAR levels.
- Training - Professional Development:** Keystone STARS standards require higher educational levels for staff as programs move up the quality ladder while offering financial assistance and professional development opportunities. For example, child care and Head Start programs are eligible for T.E.A.C.H. scholarships to earn the Child Development Associate (CDA) credential, college degrees, or teacher certification while continuing to work full-time. Early learning professionals also have access to specialized professional development workshops and professional credentials.⁴³ Program directors are required to take a Core Series of professional development workshops. The workshops are spread across STAR levels and are designed to provide the skills and information needed to advance in STAR levels.



Reading together at Begin With Us child care program, a Keystone STARS program in Blair County. The program also participates in Child Care Works, PA Pre-K Counts and Keystone Babies.

Providers Participating in Keystone STARS by STAR Level and Provider Type, June 2010

	Start W/STARS	STAR 1	STAR 2	STAR 3	STAR 3A	STAR 4	STAR 4A	TOTAL
Center	295	1,069	864	347	9	213	210	3,007
Group	60	171	68	29	2	12	7	349
Family	339	473	138	42	0	36	36	1,064
TOTAL	694	1,713	1,070	418	11	261	253	4,420

- **Assistance:** Through six Regional Keys located throughout the commonwealth, programs participating in Keystone STARS may receive technical assistance on meeting the requirements for higher STARS levels, including preparation for ERS assessments.
- **Resources and Support:** Keystone STARS programs may be eligible for support grants, merit awards, and Education and Retention Awards to help continue to improve quality in their programs. Keystone STARS programs serving children who receive Child Care Works subsidy also receive a STARS add-on rate to supplement this subsidy.

Several changes in the standards for centers and group homes were made in 2009-2010, including:

- STAR 3 centers and group homes now report children’s outcomes three times a year into the Early Learning Network.
- Primary staff persons at STAR 4 group homes must complete two (instead of one) professional growth and development activities. By 2015, they are required to have earned the Director Credential.
- Primary staff persons at STAR 3 group homes must complete 18, instead of 15, hours of professional development.

Additional revisions are slated to take effect in 2010-2011, including an increase in the percentage of lead teachers in STAR 4 programs required to have bachelor’s degrees as well as the release of updated Family provider guidelines.

Estimated Children in Keystone STARS Providers by STAR Level and Provider Type, June 2010

	Start W/STARS	STAR 1	STAR 2	STAR 3	STAR 3A	STAR 4	STAR 4A	TOTAL
Center	15,635	56,657	45,792	18,391	477	11,289	11,130	159,371
Group	660	1,881	748	319	22	132	77	3,839
Family	1,695	2,365	690	210	0	180	180	5,320
TOTAL	17,990	60,903	47,230	18,920	499	11,601	11,387	168,530

ACCOUNTABILITY: OCDEL has expanded accountability measures in Keystone STARS for both programs and technical assistance organizations.

The percentage of Keystone STARS programs with high quality STAR 3 or 4 ratings has more than doubled since 2002

Program accountability. Keystone STARS programs at STAR levels 2 through 4 participate in Environment Rating Scales (ERS) assessments.⁴⁴ Each program is required to attend training to learn the Environment Rating Scales and conduct a self-assessment of their classrooms. For STAR 3 and 4 programs, independent evaluators conduct an ERS assessment of one classroom for each age range (Infants, Toddlers,

Preschoolers, School-Age). If programs do not meet the required ERS assessment scores, the assessor, STARS Specialist, and program will develop an action plan and provide additional technical assistance to help them meet their goals.

Keystone STARS programs must submit documentation annually (and may receive a designation visit) to show they are meeting the standards for their STAR level.

Technical assistance. In 2009-2010, Keystone STARS Technical Assistance Quality Assurance and Accountability System implemented the following key performance areas to support consistency and quality in technical assistance for STARS programs:

- **Qualifications, Professional Development and Professionalism** requirements of technical assistance consultants to ensure consultants are highly qualified and continue to stay current on trends, research and issues in the field.
- **Reporting Obligations** to include timely, accurate submission of reports, timely follow-up and completion of referrals, records management and targets.
- **Measurable Impact on Provider** establishes the expectation that technical assistance will have some influence on the measurable improvement of a program. Change affected may be in knowledge, skills, attitudes or behaviors in the target population resulting in improvement in specific standards, STAR level change and “stickiness” of the improvement.

Providers Participating in Keystone STARS by STAR Level and Region as of June 30, 2010

	Start W/STARS	STAR 1	STAR 2	STAR 3	STAR 3A	STAR 4	STAR 4A	TOTAL
Central	41	153	104	52	0	30	16	396
Northeast	51	335	210	100	1	62	40	799
Northwest	82	188	105	46	1	45	19	486
South Central	57	268	255	82	1	70	47	780
Southeast	391	544	303	86	1	31	79	1,435
Southwest	72	225	93	52	7	23	52	524
TOTAL	694	1,713	1,070	418	11	261	253	4,420

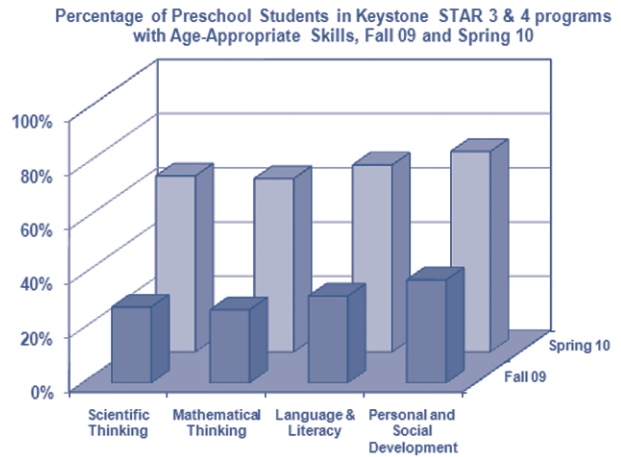
RESULTS: In 2009-2010, nearly a quarter (24%) of child care programs participating in Keystone STARS moved up at least one STAR level, increasing the quality early learning opportunities for children in their programs. A strong commitment to continuous quality improvement was also demonstrated through a 9.7% increase in the number of STAR 3 and 4 programs.

Environment Rating Scale (ERS) scores have also increased among Keystone STAR 4 programs for 2009-2010. Approximately 1,475 classroom assessments were conducted and Keystone STAR 4 programs achieved an average overall score of 5.62, an increase from 2008-2009 when they had earned a 5.48 average overall score.

Being a part of the Keystone STARS program has allowed us to provide the necessary activities that will give our children a head start in school. Our teachers have also been able to further their education due to Keystone STARS, as it allows them to gain knowledge in the areas they seek to improve.

Verna Aggie, Aggie's Child Care, Delaware County

- More than 65% of preschoolers who attended Keystone STARS 3 & 4 centers finished the 2009-2010 program year with age-appropriate literacy, numeracy and social skills.⁴⁵
 - The percent of children with age-appropriate scientific thinking skills increased from 28% in Fall to 65% in Spring.
 - The percent of children with age-appropriate mathematical thinking skills increased from 27% in Fall to 64% in Spring.
 - The percent of children with age-appropriate Language and Literacy skills increased from 32% in Fall to 69% in Spring.
 - The percent of children with age-appropriate personal and social development skills increased from 38% in Fall to 74% in Spring.



Estimated Children in Keystone STARS Providers by STAR Level and Region as of June 30, 2010

	Start W/STARS	STAR 1	STAR 2	STAR 3	STAR 3A	STAR 4	STAR 4A	TOTAL
Central	871	5,727	4,378	2,264	0	1,182	752	15,174
Northeast	1,425	13,489	10,290	4,604	53	3,010	1,976	34,847
Northwest	1,526	5,296	3,609	2,036	53	2,289	815	15,624
South Central	1,455	9,626	12,291	3,380	53	2,756	2,215	31,776
Southeast	9,995	18,044	12,651	4,180	53	1,595	3,005	49,523
Southwest	2,718	8,721	4,011	2,456	287	769	2,624	21,586
TOTAL	17,990	60,903	47,230	18,920	499	11,601	11,387	168,530

Parents rate high satisfaction with Keystone STARS and engage in their child’s learning. In a 2010 survey of over 7,000 parents whose children participate in a Keystone STAR3 or 4 center, approximately 96% reported that:

- The daily activities and the background and experience of teachers met their expectations;
- Teachers interacted with their child in a positive manner and provided services that met their child’s needs;
- Teachers were available at convenient times, were honest when discussing difficult issues, and made it easy to talk about their children and family; and
- Information on their child’s performance motivated them to support their child’s learning and development at home.

Nearly every parent (98%) responded that the program respected his/her culture.

Parent-Child Home Program

Parents are a child's first teacher and the interaction between a parent and child is essential to a child's early learning. When parents spend time talking, reading and playing with children in ways that promote their development, it can have great results for children.⁴⁶ The Parent-Child Home Program (PCHP) is a nationally-replicated, research-based early literacy and home visitation program for families with infants and toddlers.

In 2009-2010, 1,324 children were served through 25 PCHP sites in 25 counties.

DESIGN: A home visitor models for parents how to read and play with their children to promote positive parent-child interaction, literacy development, and a language-rich home environment. PCHP reinforces the parent's role as their child's first and most important teacher and provides them with the guidance and supports to promote quality early learning opportunities for their children. Home visitors provide half-hour home visits twice a week for two years.



This family participating in the Parent-Child Home Program at Family Connections of Easton, Northampton County

The Parent-Child Home Program helped my son's vocabulary and retention this year. It has also helped my 2-year old daughter as well. I love this program and what it does for children. I hope it continues so my daughter can have the privilege of being a part of it as well.

Nicole, Parent, Blair County

Programs are also required to conduct developmental screenings of children and refer to Early Intervention or other services when appropriate.

ACCOUNTABILITY: PCHP National Center and OCDEL staff independently conducts site visits, with OCDEL conducting visits every other year. Programs submit semi-annual narrative reports to OCDEL summarizing successes, challenges and anecdotal information. Programs also submit child outcomes to the National Center throughout the year.

RESULTS: An independent study by Indiana University of Pennsylvania showed positive gains in all areas being observed in both positive parent-child interactions (Parent and Child Together – PACT) and child behavior traits showing increases in language and literacy development (Child Behavior Traits – CBT)⁴⁷. A follow-up study of PACT and CBT data performed by the PCHP National Center again showed positive gains in all domains being observed – Parent-Child Interaction, Positive Parenting Behavior, Cooperation with Adults, Attention to Task, and Engagement in Developmentally Appropriate Tasks.

In 2009-2010, of the 1,324 children served by PCHP:

- 82 children were referred to Infant-Toddler Early Intervention
 - o 49 determined eligible and received services (60%)
- 61 children were referred to Preschool Early Intervention
 - o 36 determined eligible and received services (59%)

Pennsylvania Nurse-Family Partnership

High quality in-home parent coaching services that begin when the mother is pregnant, such as Pennsylvania's Nurse-Family Partnership, help mothers deliver healthy babies and can cut cases of child abuse and neglect nearly in half.

The Pennsylvania Nurse-Family Partnership program, which celebrated its 10th year Anniversary in Pennsylvania in April 2010, is one of the largest and most successful expansions of a home-visiting program.

DESIGN: The Pennsylvania Nurse Family Partnership (NFP) helps children and families reach their promise by giving first time mothers the supports necessary to provide an excellent start for their children. This research-based, nurse home visiting program helps low-income, first-time parents experience healthy pregnancies, learn how to take good care of their babies, and make plans for the future.

Home visits by registered nurses promote the physical, cognitive and social-emotional development of the children and provide general support as well as instructive parenting skills to the parents. Services are provided to families prenatally until the child reaches two years of age. In 2009-2010, 4,635 families were served through 23 NFP programs in 39 counties.

ACCOUNTABILITY: A rigorous training and site certification process is conducted through the NFP National Service Office. Grantees report performance and family information to the National Office, and can receive technical assistance.

RESULTS: National randomized, controlled trials and Pennsylvania site implementation data demonstrate that Nurse-Family Partnership delivers on its three primary goals of ⁴⁸:

Better pregnancy outcomes;

- 79% reduction in pre-term delivery for women who smoke
- In Pennsylvania, a 15% reduction in smoking during pregnancy (similar to NFP's national rate of a 16% reduction)

Compared to their peers, improved child health and development; and

- 59% reduction in child arrests at age 15
- 48% reduction in child abuse and neglect
- 50% reduction in language delays at child age 21 months

Increased economic self-sufficiency.

- 83% increase in labor force participation by the mother by the child's fourth birthday
- 46% increase in father's presence in the household



What may have been the greatest day in their young lives, two babies whose families participate in the Nurse-Family Partnership program with Maternal Family Health Services spend some time with Elmo at the NFP family picnic in Luzerne County

Pennsylvania Pre-K Counts

Research shows that quality pre-kindergarten can have a significant impact on children's development and readiness for kindergarten. At-risk children who would otherwise enter kindergarten without age-appropriate skills can make up the readiness gap when they have access to quality pre-kindergarten and enter kindergarten on par with their peers.⁴⁹

Pennsylvania Pre-K Counts provides research-based, high quality pre-kindergarten opportunities to at-risk children across the commonwealth by leveraging our existing early education services in schools, Keystone STARS child care programs, Head Start, and licensed nursery schools. The standards are high and the accountability comprehensive. The dedication to quality results in consistently excellent outcomes for children.

In 2009-2010, 153 Pennsylvania Pre-K Counts grantees with 165 partners served 11,863 children in 62 counties. Children residing in 81% of Pennsylvania's school districts participated in Pennsylvania Pre-K Counts.

**Total Pennsylvania Pre-K Counts Enrollment
by Region, May 2010**

Region	Total Enrollments	Est. # Of 3 Year Olds Enrolled	Est. # Of 4 Year Olds Enrolled
Central	1,340	348	992
Northeast	2,104	670	1,434
Northwest	2,018	600	1,418
South Central	1,412	410	1,002
Southeast	3,260	1,382	1,878
Southwest	1,729	650	1,079
TOTALS	11,863	4,060	7,803

*Estimated age groups determined by September 1, 2009 cut off date

DESIGN: Enrollment for Pennsylvania Pre-K Counts is targeted to children affected by risk factors that can harm their development and chances for school success.

The quality components of Pennsylvania Pre-K Counts meet or exceed nearly every quality benchmark set by the National Institute for Early Education Research (NIEER) for a quality pre-kindergarten program that will prepare children for school.

We are completely amazed by what the PA Pre-K Counts program has done for our daughter. Not only has she developed emotionally and mentally but her social skills have improved as well. PA Pre-K Counts has also taught our daughter about fire safety, hygiene, and healthy eating habits. Our child enjoys the games and fun as well as learning and is always excited about the next school day.

We were very surprised by how much they were able to teach her in one year. The teachers are great with her and have helped bring her out of her shell. Our child is now prepared and ready to begin kindergarten a lot smarter because of PA Pre-K Counts.

The Brown Family, Lycoming-Clinton County

Pennsylvania Pre-K Counts grantees include child care centers and group child care homes with a Keystone STAR 3 or 4 rating, Head Start programs, school districts, and licensed nursery schools. In 2009-2010, the eligibility requirements for child care programs was revised to only include Keystone STAR 3 and 4 programs (previously, Keystone STAR 2 programs could participate).

In 2009-2010, new regulations were created for Pennsylvania Pre-K Counts that reinforce the quality expectations of the program.⁵⁰

ACCOUNTABILITY: Grantees submit monthly and quarterly reports which are monitored and reviewed OCDEL. These reports include student demographics (age, risk factors, etc.), classroom & teacher demographics (education level and continuing education of teachers, size of classroom, curriculum, etc.) as well

as attendance reports. Preschool Program Specialists conduct site visits and, using a comprehensive Program Review Instrument (PRI), evaluate each grantee on how it has met program requirements for staff qualifications, reporting, communications/interactions, meeting and training attendance, continuous quality improvement, teacher qualifications, funds management, classroom environment, enrollment and attendance of the children, and program review.

2009-2010: Pennsylvania Pre-K Counts: Quality Design, Accountability & Results

Design	Accountability	Results
Positive child outcomes: Children's progress assessed three times throughout the year	Grantees report child outcomes using authentic assessment tools three times a year	Nearly every child (over 98%) showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills after attending the Pennsylvania Pre-K Counts program
Serving at-risk children: Grantees must locate classrooms in areas of highest risk to serve the most vulnerable children Program focuses on children affected by risk factors such as economic stressors (300% FPL), English Language Learners, or children with special needs	Grantees must provide a community needs assessment including demographics, risk information, and services already available in the areas that they plan to locate classrooms. Grantees review and maintain copies of income verification documents. Parents sign statement verifying risk factors (income, IEP, etc.); Grantees report risk factors in PELICAN, documentation reviewed by Preschool Program Specialists during site visits	Nearly every (80%) classroom is located in a zip code where at least 30 percent of children under age five live in low-income families Every child living in families earning up to 300 percent of poverty; approximately half (49.9%) are affected by two or more risk factors
Quality classroom environment: Teachers learn to use the Environment Rating Scale (ERS) assessment; self-assess classrooms; must meet 5.5 on 7 point scale	Independent ERS assessors use Early Childhood Environment Rating Scale – Revised (ECERS-R) to assess classrooms	Average overall score of 5.73 by the observed classrooms, statistically significant increase from last year's overall score of 5.5
Quality teachers: Lead teachers required to be ECE certified; Assistant teachers required CDA or equivalent*	Grantees report teacher education levels through PELICAN online data reporting system; Preschool Program Specialists verify during site visits	84 percent of lead teachers have Bachelor's degrees; 66 percent have ECE certification
Small class sizes: No more than 20 children per classroom with one lead teacher and one teacher aide	Grantees report classroom enrollments online through PELICAN	Average class size was 17, meeting the best practice recommendations
Quality curriculum: Grantees must use a curriculum that aligns with the Pennsylvania Early Learning Standards	OCDEL approves curriculum during application process; grantees report online and Preschool Program Specialists verify use of curriculum during site visits	Grantees using curricula of their choice which align well with the Pennsylvania Early Learning Standards
Engage families: Grantees instructed to include parents in their child's learning	Grantees report quarterly on family involvement activities, such as parent conferences, transition planning	94 percent of parents who responded to family survey stated that information they received on the child's performance in school motivated them to change how they teach their child at home
Fiscal responsibility: Grantees required to use funds for benefit of PA Pre-K Counts classrooms only	Grantees sign detailed grant agreements and provide quarterly fiscal reports which are monitored by OCDEL	Grantees expended funds as per grant requirements

* As per the State Board of Education regulations, Head Start and child care programs have until December 2011 to meet ECE certification requirements, but now must have an Associate's degree or higher in early childhood education. Licensed nursery school teachers must have a BA and private teaching license. Teachers who are not certified are required to develop action plans to obtain certification by 2011.

Independent assessors evaluate individual classrooms using the nationally recognized Early Childhood Environment Rating Scales-Revised (ECERS-R). Grantees also conduct three assessments throughout the year of each child's progress using child observations, portfolio collection (sample of a child's work), staff and parent input as well as a valid and reliable assessment tool approved by OCDEL and enter the outcomes into the Early Learning Network.

RESULTS: In 2009-2010, participating children lived in families earning up to 300 percent of poverty. Approximately half of children enrolled were also impacted by at least one other risk factor, such as learning English as a second language, having special needs, or living with parent or guardian that has less than a high school education, making them more likely to struggle in school.



PA Pre-K Counts classroom at Children's Aid Society, Clearfield County

Grantees are meeting and often exceeding the quality expectations of the program:

- Nearly 25% more lead teachers in Pennsylvania Pre-K Counts classrooms are ECE-certified than in 2008-2009.
- The average overall Environment Rating Scale score increased from 5.5 in 2008-2009 to 5.7 in 2009-2010, a statistically significant increase in quality in the learning environment and teacher-child interactions.
- The average class size is 17, which meets best practices.

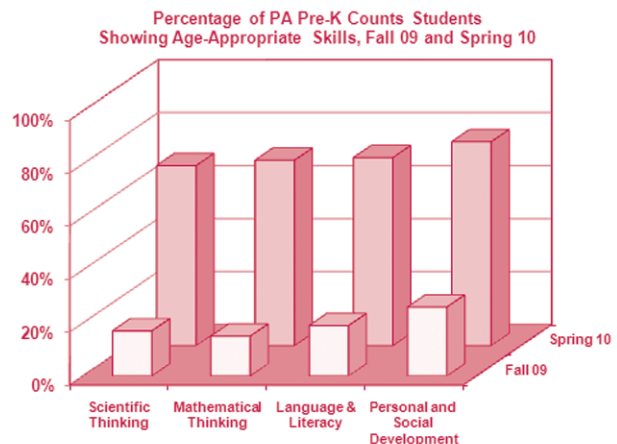
Third-year outcomes show that Pennsylvania Pre-K Counts children are:

- Making outstanding progress throughout their participation in the program;
- Entering kindergarten ready to learn; and
- Continuing to achieve in school as they enter kindergarten and first grade.

These outcomes are consistent with student performance in the first two years of the program.

More than 70% of children who attended Pennsylvania Pre-K Counts finished the school year with age-appropriate literacy, numeracy and social skills.

- The percent of children with age-appropriate scientific thinking skills increased from 17% in Fall to 68% in Spring.
- The percent of children with age-appropriate mathematical thinking skills increased from 15% in Fall to 70% in Spring.
- The percent of children with age-appropriate language and literacy skills increased from 19% in Fall to 71% in Spring.
- The percent of children with age-appropriate personal and social development skills increased from 26% in Fall to 77% in Spring.



Parents rate high satisfaction with Pennsylvania Pre-K Counts and engage in their child's learning. In a 2010 survey of nearly 3,200 parents whose children are participating in Pennsylvania Pre-K Counts, approximately 95% reported that:

- The background of teachers and educational program met their expectations;
- Teachers provided them with new ideas on how to support their child's development at home;
- The program provided them with ways to get involved such as volunteering opportunities; and
- Information on their child's performance motivated them to change how they teach their child at home.

Nearly every parent (97%) responded that the program respected his/her culture.

Public-Private Partnerships

A quality early education continuum requires support and participation of both the public and private sectors. Pennsylvania is fortunate to have a strong and supportive foundation community. OCDEL encourages partnerships with the foundation and research communities to develop pilot projects that may be replicated statewide and conduct research to reinforce the benefits of quality early education.

Pennsylvania Build Initiative

The Build Initiative is a multi-state partnership that helps states construct a coordinated early learning system that responds to the needs of young children from birth to five and their families, so that children are safe, healthy, eager to learn and ready to succeed in school. It is supported by an Early Childhood Funders' Collaborative made up of 15 leading philanthropies. Pennsylvania is one of five states selected to participate in this national initiative. Pennsylvania has been a Build partner since 2004.

Build serves as a catalyst for change and a national resource on early learning and leadership development. As a partner in Build, Pennsylvania receives grant money and technical assistance to support early childhood system building. Since 2007-2008, Pennsylvania Build has supported OCDEL's work to create a quality early education continuum with work in the areas of coordinated leadership, standards and assessment, professional development, and public engagement.

Coordinated Leadership. Through executive order, the PA Build assisted in the creation of The Pennsylvania Early Learning Council and The Pennsylvania Early Learning Investment Commission. These groups serve as vehicles to maintain active involvement of early childhood stakeholders and business leaders. The 75 member PA Early Learning Council provides input to plans to sustain and expand effective early learning services for young children and their families, and make recommendations to ensure the plans are implemented successfully. With the input and assistance of business leaders, the PA Early Learning Investment Commission works to increase public investment in early childhood investments by engaging business leaders across the state in education and advocacy, and increasing awareness of the importance of the early years.



Bennet with mom and dad at his first birthday party in Allegheny County. Bennet participates in several therapy sessions a week with Early Intervention specialists at the Allegheny Alliance for Infants and Toddlers

Standards and Assessment. PA Build supported the Spanish translation of the Early Learning Standards for Infant-Toddlers, Pre-K, and Kindergarten, as well as the printing and wide dissemination of the newly aligned English standards to child care centers, pre-K programs, early intervention programs, schools and libraries.

Professional Development. Professional development supported by PA Build has focused around inclusive practices and racial equity, as well as support of articulation projects between two and four year higher education institutions. 12 hours of training modules called “Supporting Conversations about Race and Culture in Early Childhood Settings” have been developed and are now available to early childhood programs. Thirty-three program to program articulation agreements have been signed between two and four year institutions of higher education to allow students earning associate’s degrees to transfer most of their credits towards a bachelor’s degree.

Public Engagement. In addition to sponsoring research and publications such as the OCDEL annual report and biweekly Build ECE News, the Pennsylvania Build initiative is a co-sponsor (with the Pennsylvania Key) of the “Pennsylvania’s Promise for Children” public awareness campaign. Pennsylvania’s Promise for Children serves as a public website for parents, organizations, and communities to become involved in promoting early childhood education and learning about its benefits for children, families, and communities.

Public-Private Partnership Phase II

Building upon the success of the first phase of the Pre K Counts Public-Private Partnership for Educational Success, the Grable Foundation, The Heinz Endowments and William Penn Foundation created a combined fund over three years to support the second phase of the partnership. The second phase of the partnership has focused on a) leadership development of the business and early childhood community; b) quality outcomes for children through systematic measurement and reporting on program quality, and c) building the local capacity of teachers to deliver high quality education by meeting the required early childhood education bachelor’s degree and credential requirements. Progress has been made in each area.



The Early Learning Investment Commission composed of business leaders across the Commonwealth grew to 48 members. They presented the importance of investing in early childhood education to over 200 business and civic groups that reached 4,500 people. Six regional business groups have formed. The first PA Promise for Children Week was a great success as it engaged children, family, and early childhood professionals in promoting the importance of early childhood education. Tools and materials were created and distributed through Community Engagement Groups.

Extensive ongoing professional development and technical assistance has been offered to the early childhood community around using the authentic assessment tools as well as the Early Learning Network. Over 3,000 people participated in 250 workshops that were offered on the assessment tools. ELN support was offered through face to face sessions, webinars, conference calls, and a Help Desk. PA Pre-K Counts programs, Accountability Block Grant Pre Kindergarten Programs, Head Start State Supplemental Programs, and Keystone STAR 3 and 4 child care centers are now part of the Early Learning Network.

The Gate Opener initiative funded nine institutions of higher education to develop innovative strategies to support non-traditional early childhood education students. Successes included offering free Praxis courses, developing online courses, providing courses at community based sites, and providing mentors and advisors to help navigate the higher education system. Over 700 students were directly impacted by this initiative.

Partnership for America's Economic Success – Pew Charitable Trusts

The Partnership for America's Economic Success awarded Pennsylvania a grant to cultivate business leaders to support investment in early childhood education. A quote from this organization states that "Pennsylvania has emerged as a leader in effective engagement of business leaders as advocates for early childhood programs".

Parent Child Interaction Therapy

The Heinz Endowments awarded a grant to support the implementation of Parent-Child Interaction Therapy in Pennsylvania. Parent-Child Interaction Therapy (PCIT) is an evidence-based mental health intervention that has shown to have positive outcomes for young children by decreasing child behavior problems and improving parent-child relationships. It has also been successful in decreasing parental stress and preventing child abuse. Implementing this intervention will help increase the capacity of Pennsylvania providers to serve very young children.

The grant will be implemented over a two year period through a partnership of the Office of Child Development and Early Learning and the Office of Mental Health and Substance Abuse. During the first year, a nationally recognized trainer in PCIT will provide intensive training, ongoing supervision, coaching and support to eight master's level clinicians in four licensed mental health agencies across the Commonwealth. During the second year, eight more clinicians will be trained. Those who are trained will then be able to train an additional clinician in their agency. The training will begin in November 2010.



Babies interacting with toys and teacher at Academy of Little Learners, a Keystone STARS program in Lehigh County.

PA ECE Green Initiative

The Heinz Endowments awarded a planning grant to engage a variety of state officials and community stakeholders in the early learning, environment, and health fields to work in collaboration to assist Pennsylvania early learning programs to become some of the most environmentally healthy and friendly early childhood education providers in the country. A comprehensive plan was developed and has been submitted to the Heinz Endowments for a three year project that would begin in January of 2011.

I am a single parent of a daughter who is four years old. I've been using Child Care Works for child care while I work for the past several years. My daughter began child care services at age one.

Child Care Works is nothing short of a blessing for low income families. It helps woman and men who are in situations like my own. Without the early education program my child would not be reaching her full potential.

It is incredibly comforting to know I can attend work and support for my daughter, and she is in good hands. Without the services, my daughter and I would not be the family we are today.

Amanda VLosich

V – Vision for tomorrow

Pennsylvania continues to feel the impact of the economic downturn, with young children and families some of its most vulnerable victims. Although Pennsylvania has not greatly expanded the number of children served recently, it has continued to refine the quality program design, implementation and accountability of its early education system, producing positive outcomes for children.

In 2009-2010, Pennsylvania strengthened standards for Pennsylvania Pre-K Counts and Keystone STARS 3 and 4; developed new connections with the K-12 and higher education; facilitated more early childhood teachers to earn their bachelor's degrees and teacher certification, piloted new quality early learning opportunities for infants and toddlers; expanded accountability and documented child outcomes through the Early Learning Network.

In 2010-2011, Pennsylvania will continue its work to facilitate higher education levels for early childhood teachers; strengthen connections between early education and K-12 education; document progress for more children; improve quality early learning opportunities for infants and toddlers; and build leadership among early childhood programs.

Facilitate higher education levels for early childhood teachers. Several new teacher education requirements will come into effect in 2010-2011. Pennsylvania will continue its support of early childhood teachers earning college degrees and certification through initiatives such as the revision of the Early Learning Career Lattice, increase in program-to-program articulation agreements, and Teacher Induction Supports.

Strengthen connections between early education and K-12 education. OCDEL will continue to integrate early childhood into Pennsylvania's Standards Aligned System; fully implement the Early Childhood Executive Leadership Institute; and provide technical assistance and supports to communities and school districts interested in developing a smooth transition for children from pre-kindergarten to kindergarten and beyond.

Document progress for more children. More OCDEL programs will begin reporting child outcomes in the Early Learning Network including Keystone STAR 3 and 4 family and group child care homes, Nurse-Family Partnership and Parent-Child Home Program. Pennsylvania will continue to build the Early Learning Network to connect children's performance through their school years.

Improve quality early learning opportunities for infants and toddlers. In addition to continued implementation of Keystone Babies and OCDEL's Early Head Start grant, OCDEL will design professional development and other opportunities to share best practices for infant-toddler early education.

Increase early learning programs' ability to educate families and communities about early learning opportunities. In addition to continuing its partnership with Pennsylvania's Promise for Children, OCDEL will provide professional development to a cohort of early childhood program representatives so they can better educate families and their communities about the benefits of quality early education and the early learning opportunities available.

We currently have our second child in the PA Pre-K Counts program. The devotion and caring of the teachers excels that of any other we know. We recommend this program to those who may have children that may soon be going to kindergarten. It's a great way for the children to get a head start and an appreciation of education.

Our daughter went through the program in 2007-2008; she is now in first grade and is an "All 'A' Achiever!" We believe her accomplishments are due to the education she received through PA Pre-K Counts.

Dustin and Sarah Lind, Venango County

Endnotes

- ¹ Abecedarian Project, www.fpg.unc.edu/~abc/; Perry Preschool Project, www.highscope.org/Content.asp?ContentId=219
- ² 300% FPL is equivalent to a family of four earning \$66,150
- ³ Zhilin Liu, Rosaria Ribeiro & Mildred Warner. "Comparing Child Care Multipliers in the Regional Economy: Analysis from 50 States," 2004 <http://government.cce.cornell.edu/doc/reports/childcare/reports.asp>
- ⁴ Reynolds AJ, Temple JA, Robertson DL, and EA Mann. 2002. Age 21 cost-benefit analysis of the Title I Chicago Child-Parent Centers. *Educational Evaluation and Policy Analysis*, 24, 267-303 www.waisman.wisc.edu/cls/
- ⁵ "Evaluation of Pennsylvania's STARS Quality Rating System in Child Care Settings," (December 2006)
- ⁶ (Barnett, 2003a; Bowman, Donovan & Burns, 2001; Howes & Brown, 2000), www.iir.berkeley.edu/csce/pdf/teacher.pdf
- ⁷ "Evaluation of Pennsylvania's STARS Quality Rating System in Child Care Settings," (December 2006)
- ⁸ Zhilin Liu, Rosaria Ribeiro & Mildred Warner. "Comparing Child Care Multipliers in the Regional Economy: Analysis from 50 States," 2004 <http://government.cce.cornell.edu/doc/reports/childcare/reports.asp>
- ⁹ You can download the Lattice at www.pakeys.org/pages/get.aspx?page=Career_Requirements
- ¹⁰ Early Learning Standards are available online at www.education.state.pa.us.
- ¹¹ <http://www.portal.state.pa.us/portal/server.pt/community/Standards/8709/>
- ¹² Vold, E. B. (2003). Young children's affirmation of differences: Curriculum that is multicultural and developmentally appropriate. In J. P. Isenberg & M. R. Jalongo (Eds.), *Major trends and issues in early childhood education: Challenges, controversies, and insights (Second edition)* (pp. 30-46). New York: Teachers College Press, p. 31.
- ¹³ <http://www.brookespublishing.com/tools/asq/index.htm>
- ¹⁴ The Child Development Associate credential is a nationally recognized credential for early childhood professionals in center-based, family child care, and home visitor programs. The Child Development Associate (CDA) Competency Standards and Assessment System provide standards for training, evaluation, and recognition of practitioners based on their ability to meet the unique needs of an age group. For more information, visit <http://www.cdacouncil.org/cda.htm>.
- ¹⁵ Recognized in regulations as equivalent to 9 credit hours from an accredited college or university in elementary education or child development and 1 year experience with children. This is the same as the Child Development Associate (CDA).
- ¹⁶ C. Raver, "Young Children's Emotional Development and School Readiness," July 2003
- ¹⁷ Karoly, L.A., Kilburn, M.R. & Cannon, J.S. (2005). *Early Childhood Interventions: Proven Results, Future Promise*. Pittsburgh, PA: RAND Corporation
- ¹⁸ <http://www.vanderbilt.edu/csefel/>
- ¹⁹ (Brennan, E. M., Bradley, J. R., Allen, M. D., & Perry, D. F. [in press]. The evidence base for mental health consultation in early childhood settings: Research synthesis addressing staff and program outcomes. *Early Education and Development*.)
- ²⁰ Janel Smith-Jones, Ph.D. and Maria Zeglen Townsend, Ph.D., "Evaluation of the Infant/Toddler Systems Building Initiatives: Final Report for the Early Childhood Mental Health Consultation program." University of Pittsburgh Office of Child Development, September 2008, <http://www.education.pitt.edu/ocd/publications/ecmh.pdf>.
- ²¹ To learn more about the Strengthening Families initiative, visit <http://strengtheningfamilies.net/>
- ²² Camarota, 2005
- ²³ NAEYC, 2005
- ²⁴ Kostelnik et al, 2007
- ²⁵ "Measures of Classroom Quality in Pre-Kindergarten and Children's Development of Academic, Language and Social Skills," University of Virginia, Mashburn, Andrew J. and Pianta, Robert C., May 2008, www.virginia.edu/uvatoday/newsRelease.php?id=5217
- ²⁶ www.pakeys.org/pages/get.aspx?page=TransitionToolkit
- ²⁷ A sample of families in Child Care Works received the survey. All families enrolled in the other programs received the survey.
- ²⁸ All persons seeking to operate a child care facility must attend a precertification orientation training prior to opening.
- ²⁹ Tekin, Erdal (2004), *Child Care Subsidy Receipt, Employment, and Child Care Choices of Single Mothers*
- ³⁰ Matthews 2006
- ³¹ Eligible parents are those earning 200% of the federal poverty level or less that meet the work requirement of 20 hours per week.
- ³² www.compass.state.pa.us
- ³³ "Long-Term Consequences of Child Abuse and Neglect", U.S. Department of Health and Human Services www.childwelfare.gov/pubs/factsheets/long_term_consequences.cfm
- ³⁴ www.strengtheningfamilies.net
- ³⁵ The National Early Intervention Longitudinal Study (NEILS) www.sri.com/neils/; *Pre-Elementary Education Longitudinal Study (PEELS)*, Available at: www.peels.org
- ³⁶ Full-day kindergarten is defined as five hours of instruction per day for 180 days.
- ³⁷ Class size ratio of 1:17
- ³⁸ With appropriate documentation, beginning in 2008 programs can serve up to 35% of their funded enrollment of families living between 100-130% of the Federal Poverty Guidelines.
- ³⁹ Judy L. Cameron, Ph.D., Professor of Psychiatry at the University of Pittsburgh
- ⁴⁰ National Research Council and Institute of Medicine (2000). *From neurons to neighborhoods: the science of early childhood development*. Washington, DC: National Academy Press
- ⁴¹ Pennsylvania Department of Education and Department of Public Welfare, Office of Child Development and Early Learning (2009). *Pennsylvania learning standards for early childhood, infants and toddlers*. Available at www.pakeys.org/uploadedContent/Docs/PD/Infant-Toddler%202009.pdf
- ⁴² "Evaluation of Pennsylvania's Keystone STARS Quality Rating System in Child Care Settings," December 2006
- ⁴³ See page 19 for more information on career development in the early childhood workforce.
- ⁴⁴ Please see page 31 for more information on assessments across OCDEL programs.
- ⁴⁵ Based on program reports for 9,804 children in Work Sampling Online reporting tool
- ⁴⁶ (Bruner 1964, 1966; Vygotsky 1962)
- ⁴⁷ Parent-Child Home Program: Analysis of Pennsylvania Statewide PACT, CBT and TELD Findings 2005-2006; Center for Educational and Program Evaluation; Indiana University of Pennsylvania; Prepared by Becky A. Knickelbein, Heather Degroot & Shelley Strobel; June 21, 2007.
- ⁴⁸ www.nursefamilypartnership.org/proven-results and "Breaking the cycle of child abuse and reducing crime in Pennsylvania: Coaching parents through intensive home visiting," *Fight Crime: Invest in Kids Pennsylvania*, 2008, <http://www.fightcrime.org/sites/default/files/reports/PA%20CAN%20Report%202008.pdf> (data taken from Nurse-Family Partnership. (2007). *Nurse-Family Partnership of Pennsylvania—Evaluation report 6 program Initiation through June 30, 2007*. Denver, CO: Nurse-Family Partnership National Service Office)
- ⁴⁹ Abecedarian Project, www.fpg.unc.edu/~abc/
- ⁵⁰ Title 22, Chapter 405 of the Pennsylvania Code, www.pacode.com/secure/data/022/chapter405/chap405toc.html

2009-2010: Early Childhood Education in Pennsylvania

According to the US Census Bureau, Pennsylvania's 2009 population was 12,604,767, an increase of 2.6% since 2000. 81.9% of the population have earned at least a high school degree, with 22.4% of the population having earned a bachelor's degree or higher. The most frequently reported industry in Pennsylvania counties is Manufacturing, followed by Health Care/Social Services. The median household income in 2008 was \$50,702.

35.8% of children under age five participate in publicly-funded quality early education programs

There are 737,202 children from birth to age five living in Pennsylvania.

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	PA
Living in economically at-risk families, up to 300% of poverty	58.3%
Births to mothers without early prenatal care	20.4%
Births to mothers with less than a high school education	16.1%

In addition, 22.3% of 3rd graders in Pennsylvania scored below proficient on the 2009 PSSA reading test.

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	PA	Program	PA
Child Care Works	11.6%	Nurse-Family Partnership	.6%
Early Intervention	8.6%	Parent-Child Home Program	.2%
Head Start Supplemental Assistance Program	.8%	Pennsylvania Pre-K Counts	1.6%
Federal and state Head Start	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	.5%
Keystone STARS	14.9%	School-based pre-kindergarten	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)			35.8%

2009-2010: Early Childhood Education in Adams County

Adams is a rural county located in south central Pennsylvania. According to the US Census Bureau, the 2009 population was 102,323, an estimated 12.1% increase from 2000. Approximately 79.7% of the adult population graduated high school, and nearly 16.7% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$55,124.

There are 5,770 children from birth to age five living in Adams County.

Children are at Moderate-High risk of school failure in Adams County

23.0% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	62.7%	58.3%
Births to mothers without early prenatal care	24.1%	20.4%
Births to mothers with less than a high school education	18.1%	16.1%

In addition, 23.0% of 3rd graders in Adams County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	5.1%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	6.4%	8.6%	Parent-Child Home Program	0.2%	.2%
Head Start Supplemental Assistance Program	0.6%	.8%	Pennsylvania Pre-K Counts	0.6%	1.6%
Federal and state Head Start	4.1%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	9.5%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				23.0%	35.8%

2009-2010: Early Childhood Education in Allegheny County

Allegheny is an urban county located in southwest Pennsylvania. According to the US Census Bureau, the 2009 population was 1,218,494, an estimated -4.9% decrease from 2000. Approximately 86.3% of the adult population graduated high school, and nearly 28.3% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$48,778.

There are 65,562 children from birth to age five living in Allegheny County.

Children are at Moderate-Low risk of school failure in Allegheny County

39.3% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	53.8%	58.3%
Births to mothers without early prenatal care	10.2%	20.4%
Births to mothers with less than a high school education	8.5%	16.1%

In addition, 22.4% of 3rd graders in Allegheny County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	13.7%	11.6%	Nurse-Family Partnership	0.2%	.6%
Early Intervention	9.9%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	1.2%	.8%	Pennsylvania Pre-K Counts	1.7%	1.6%
Federal and state Head Start	5.3%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.8%	.5%
Keystone STARS	15.5%	14.9%	School-based pre-kindergarten	3.4%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				39.3%	35.8%

2009-2010: Early Childhood Education in Armstrong County

Armstrong is a rural-mix county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 67,851, an estimated -6.3% decrease from 2000. Approximately 80.0% of the adult population graduated high school, and nearly 10.4% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$41,055.

There are 3,867 children from birth to age five living in Armstrong County.

Children are at Moderate-High risk of school failure in Armstrong County

28.7% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	68.6%	58.3%
Births to mothers without early prenatal care	15.0%	20.4%
Births to mothers with less than a high school education	13.2%	16.1%

In addition, 23.0% of 3rd graders in Armstrong County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	8.7%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	8.7%	8.6%	Parent-Child Home Program	1.3%	.2%
Head Start Supplemental Assistance Program	0.5%	.8%	Pennsylvania Pre-K Counts	0.6%	1.6%
Federal and state Head Start	5.7%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	9.6%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				28.7%	35.8%

2009-2010: Early Childhood Education in Beaver County

Beaver is an urban-mix county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 171,673, an estimated -5.4% decrease from 2000. Approximately 83.6% of the adult population graduated high school, and nearly 15.8% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$45,393.

There are 8,893 children from birth to age five living in Beaver County.

Children are at Moderate-Low risk of school failure in Beaver County

36.0% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	65.4%	58.3%
Births to mothers without early prenatal care	17.3%	20.4%
Births to mothers with less than a high school education	10.3%	16.1%

In addition, 18.3% of 3rd graders in Beaver County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	13.1%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	7.7%	8.6%	Parent-Child Home Program	0.5%	.2%
Head Start Supplemental Assistance Program	0.7%	.8%	Pennsylvania Pre-K Counts	1.6%	1.6%
Federal and state Head Start	9.3%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.5%	.5%
Keystone STARS	12.3%	14.9%	School-based pre-kindergarten	1.2%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)			36.0%	35.8%	

2009-2010: Early Childhood Education in Bedford County

Bedford is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 49,579, an estimated -0.8% decrease from 2000. Approximately 78.3% of the adult population graduated high school, and nearly 10.2% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$39,754.

There are 2,772 children from birth to age five living in Bedford County.

Children are at Moderate-High risk of school failure in Bedford County

46.6% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	75.1%	58.3%
Births to mothers without early prenatal care	16.9%	20.4%
Births to mothers with less than a high school education	15.8%	16.1%

In addition, 23.4% of 3rd graders in Bedford County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	3.8%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	6.1%	8.6%	Parent-Child Home Program	3.7%	.2%
Head Start Supplemental Assistance Program	0.1%	.8%	Pennsylvania Pre-K Counts	4.1%	1.6%
Federal and state Head Start	8.5%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	2.2%	.5%
Keystone STARS	11.2%	14.9%	School-based pre-kindergarten	8.7%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				46.6%	35.8%

2009-2010: Early Childhood Education in Berks County

Berks is an urban-mix county located in southeast Pennsylvania. According to the US Census Bureau, the 2009 population was 407,125, an estimated 9% increase from 2000. Approximately 78.0% of the adult population graduated high school, and nearly 18.5% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$54,492.

There are 26,985 children from birth to age five living in Berks County.

Children are at Moderate-High risk of school failure in Berks County

32.5% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	62.8%	58.3%
Births to mothers without early prenatal care	23.0%	20.4%
Births to mothers with less than a high school education	22.3%	16.1%

In addition, 24.9% of 3rd graders in Berks County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	9.2%	11.6%	Nurse-Family Partnership	0.9%	.6%
Early Intervention	10.2%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.1%	.8%	Pennsylvania Pre-K Counts	0.9%	1.6%
Federal and state Head Start	2.4%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	1.8%	.5%
Keystone STARS	11.4%	14.9%	School-based pre-kindergarten	1.7%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				32.5%	35.8%

2009-2010: Early Childhood Education in Blair County

Blair is an urban-mix county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 126,122, an estimated -2.3% decrease from 2000. Approximately 83.8% of the adult population graduated high school, and nearly 13.9% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$40,135.

There are 7,237 children from birth to age five living in Blair County.

Children are at Moderate-High risk of school failure in Blair County

42.6% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	70.5%	58.3%
Births to mothers without early prenatal care	16.3%	20.4%
Births to mothers with less than a high school education	14.3%	16.1%

In addition, 22.3% of 3rd graders in Blair County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	8.3%	11.6%	Nurse-Family Partnership	2.6%	.6%
Early Intervention	11.3%	8.6%	Parent-Child Home Program	0.7%	.2%
Head Start Supplemental Assistance Program	1.7%	.8%	Pennsylvania Pre-K Counts	2.2%	1.6%
Federal and state Head Start	5.9%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	14.1%	14.9%	School-based pre-kindergarten	2.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				42.6%	35.8%

2009-2010: Early Childhood Education in Bradford County

Bradford is a rural county located in northern Pennsylvania. According to the US Census Bureau, the 2009 population was 61,131, an estimated -2.6% decrease from 2000. Approximately 81.7% of the adult population graduated high school, and nearly 14.8% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$40,033.

There are 3,602 children from birth to age five living in Bradford County.

Children are at High risk of school failure in Bradford County

39.2% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	79.4%	58.3%
Births to mothers without early prenatal care	11.7%	20.4%
Births to mothers with less than a high school education	13.7%	16.1%

In addition, 28.8% of 3rd graders in Bradford County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	7.6%	11.6%	Nurse-Family Partnership	1.6%	.6%
Early Intervention	9.4%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.4%	.8%	Pennsylvania Pre-K Counts	2.4%	1.6%
Federal and state Head Start	6.1%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	2.0%	.5%
Keystone STARS	12.0%	14.9%	School-based pre-kindergarten	3.4%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				39.2%	35.8%

2009-2010: Early Childhood Education in Bucks County

Bucks is an urban county located in southeast Pennsylvania. According to the US Census Bureau, the 2009 population was 626,015, an estimated 4.7% increase from 2000. Approximately 88.6% of the adult population graduated high school, and nearly 31.2% have a bachelor's degree or higher education. The main industry in the county is Retail Trade. The median household income in 2008 was \$75,701.

There are 36,222 children from birth to age five living in Bucks County.

Children are at Low risk of school failure in Bucks County

30.3% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	34.1%	58.3%
Births to mothers without early prenatal care	15.8%	20.4%
Births to mothers with less than a high school education	6.7%	16.1%

In addition, 16.6% of 3rd graders in Bucks County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	5.3%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	9.6%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	0.5%	1.6%
Federal and state Head Start	1.8%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	15.6%	14.9%	School-based pre-kindergarten	0.2%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				30.3%	35.8%

2009-2010: Early Childhood Education in Butler County

Butler is a rural-mix county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 184,694, an estimated 6.1% increase from 2000. Approximately 86.8% of the adult population graduated high school, and nearly 23.5% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$57,398.

There are 10,779 children from birth to age five living in Butler County.

Children are at Low risk of school failure in Butler County

26.2% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	39.4%	58.3%
Births to mothers without early prenatal care	14.7%	20.4%
Births to mothers with less than a high school education	7.0%	16.1%

In addition, 15.5% of 3rd graders in Butler County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	4.5%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	8.3%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.3%	.8%	Pennsylvania Pre-K Counts	1.2%	1.6%
Federal and state Head Start	3.7%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	10.8%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				26.2%	35.8%

2009-2010: Early Childhood Education in Cambria County

Cambria is a rural-mix county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 143,998, an estimated -5.7% decrease from 2000. Approximately 80.0% of the adult population graduated high school, and nearly 13.7% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$37,927.

There are 7,389 children from birth to age five living in Cambria County.

Children are at Moderate-High risk of school failure in Cambria County

51.7% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	71.1%	58.3%
Births to mothers without early prenatal care	14.7%	20.4%
Births to mothers with less than a high school education	10.8%	16.1%

In addition, 24.8% of 3rd graders in Cambria County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	10.9%	11.6%	Nurse-Family Partnership	1.6%	.6%
Early Intervention	8.7%	8.6%	Parent-Child Home Program	0.6%	.2%
Head Start Supplemental Assistance Program	0.4%	.8%	Pennsylvania Pre-K Counts	3.4%	1.6%
Federal and state Head Start	6.5%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	4.4%	.5%
Keystone STARS	18.3%	14.9%	School-based pre-kindergarten	4.9%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				51.7%	35.8%

2009-2010: Early Childhood Education in Cameron County

Cameron is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 5,163, an estimated -13.6% decrease from 2000. Approximately 79.8% of the adult population graduated high school, and nearly 12.1% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$37,538.

There are 282 children from birth to age five living in Cameron County.

Children are at Moderate-High risk of school failure in Cameron County

59.6% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	71.7%	58.3%
Births to mothers without early prenatal care	18.0%	20.4%
Births to mothers with less than a high school education	12.5%	16.1%

In addition, 19.6% of 3rd graders in Cameron County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	9.2%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	20.6%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	5.3%	1.6%
Federal and state Head Start	6.7%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	20.6%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				59.6%	35.8%

2009-2010: Early Childhood Education in Carbon County

Carbon is a rural-mix county located in northeast Pennsylvania. According to the US Census Bureau, the 2009 population was 63,865, an estimated 8.6% increase from 2000. Approximately 79.0% of the adult population graduated high school, and nearly 11.0% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$47,425.

There are 3,193 children from birth to age five living in Carbon County.

Children are at Moderate-High risk of school failure in Carbon County

25.8% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	67.3%	58.3%
Births to mothers without early prenatal care	21.8%	20.4%
Births to mothers with less than a high school education	12.5%	16.1%

In addition, 20.5% of 3rd graders in Carbon County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	7.5%	11.6%	Nurse-Family Partnership	0.1%	.6%
Early Intervention	7.9%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.8%	.8%	Pennsylvania Pre-K Counts	1.8%	1.6%
Federal and state Head Start	5.5%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	7.6%	14.9%	School-based pre-kindergarten	0.1%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				25.8%	35.8%

2009-2010: Early Childhood Education in Centre County

Centre is an urban-mix county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 146,212, an estimated 7.7% increase from 2000. Approximately 88.2% of the adult population graduated high school, and nearly 36.3% have a bachelor's degree or higher education. The main industry in the county is Retail Trade. The median household income in 2008 was \$47,843.

There are 6,182 children from birth to age five living in Centre County.

Children are at Low risk of school failure in Centre County

38.8% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	54.9%	58.3%
Births to mothers without early prenatal care	13.6%	20.4%
Births to mothers with less than a high school education	10.7%	16.1%

In addition, 15.4% of 3rd graders in Centre County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	6.9%	11.6%	Nurse-Family Partnership	1.2%	.6%
Early Intervention	8.0%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.3%	.8%	Pennsylvania Pre-K Counts	2.5%	1.6%
Federal and state Head Start	3.6%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	20.9%	14.9%	School-based pre-kindergarten	0.3%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				38.8%	35.8%

2009-2010: Early Childhood Education in Chester County

Chester is an urban county located in southeast Pennsylvania. According to the US Census Bureau, the 2009 population was 498,894, an estimated 15.1% increase from 2000. Approximately 89.3% of the adult population graduated high school, and nearly 42.5% have a bachelor's degree or higher education. The main industry in the county is Retail Trade. The median household income in 2008 was \$85,547.

There are 32,461 children from birth to age five living in Chester County.

Children are at Low risk of school failure in Chester County

29.7% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	29.2%	58.3%
Births to mothers without early prenatal care	18.0%	20.4%
Births to mothers with less than a high school education	12.5%	16.1%

In addition, 14.9% of 3rd graders in Chester County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	4.6%	11.6%	Nurse-Family Partnership	0.4%	.6%
Early Intervention	9.5%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.1%	.8%	Pennsylvania Pre-K Counts	0.2%	1.6%
Federal and state Head Start	1.4%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	14.9%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				29.7%	35.8%

2009-2010: Early Childhood Education in Clarion County

Clarion is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 39,479, an estimated -5.5% decrease from 2000. Approximately 81.8% of the adult population graduated high school, and nearly 15.3% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$42,092.

There are 2,009 children from birth to age five living in Clarion County.

Children are at Moderate-High risk of school failure in Clarion County

42.1% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	75.1%	58.3%
Births to mothers without early prenatal care	22.5%	20.4%
Births to mothers with less than a high school education	20.3%	16.1%

In addition, 19.6% of 3rd graders in Clarion County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	6.9%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	11.6%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	5.3%	1.6%
Federal and state Head Start	5.4%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	13.3%	14.9%	School-based pre-kindergarten	1.8%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				42.1%	35.8%

2009-2010: Early Childhood Education in Clearfield County

Clearfield is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 82,324, an estimated -1.3% decrease from 2000. Approximately 79.1% of the adult population graduated high school, and nearly 11.1% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$37,324.

There are 4,064 children from birth to age five living in Clearfield County.

Children are at High risk of school failure in Clearfield County

51.1% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	72.9%	58.3%
Births to mothers without early prenatal care	18.2%	20.4%
Births to mothers with less than a high school education	11.8%	16.1%

In addition, 28.3% of 3rd graders in Clearfield County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	8.1%	11.6%	Nurse-Family Partnership	1.2%	.6%
Early Intervention	11.5%	8.6%	Parent-Child Home Program	1.4%	.2%
Head Start Supplemental Assistance Program	2.0%	.8%	Pennsylvania Pre-K Counts	4.4%	1.6%
Federal and state Head Start	14.8%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	13.4%	14.9%	School-based pre-kindergarten	0.7%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				51.1%	35.8%

2009-2010: Early Childhood Education in Clinton County

Clinton is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 36,797, an estimated -2.9% decrease from 2000. Approximately 80.4% of the adult population graduated high school, and nearly 13.4% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$37,494.

There are 2,124 children from birth to age five living in Clinton County.

Children are at Moderate-High risk of school failure in Clinton County

30.0% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	75.5%	58.3%
Births to mothers without early prenatal care	27.4%	20.4%
Births to mothers with less than a high school education	24.2%	16.1%

In addition, 26.5% of 3rd graders in Clinton County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	7.7%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	8.3%	8.6%	Parent-Child Home Program	1.2%	.2%
Head Start Supplemental Assistance Program	1.0%	.8%	Pennsylvania Pre-K Counts	4.3%	1.6%
Federal and state Head Start	5.8%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	8.3%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				30.0%	35.8%

2009-2010: Early Childhood Education in Columbia County

Columbia is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 65,111, an estimated 1.5% increase from 2000. Approximately 80.6% of the adult population graduated high school, and nearly 15.8% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$43,399.

There are 3,224 children from birth to age five living in Columbia County.

Children are at Moderate-Low risk of school failure in Columbia County

32.7% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	69.4%	58.3%
Births to mothers without early prenatal care	14.1%	20.4%
Births to mothers with less than a high school education	12.4%	16.1%

In addition, 20.4% of 3rd graders in Columbia County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	8.5%	11.6%	Nurse-Family Partnership	2.2%	.6%
Early Intervention	8.5%	8.6%	Parent-Child Home Program	1.5%	.2%
Head Start Supplemental Assistance Program	2.9%	.8%	Pennsylvania Pre-K Counts	0.5%	1.6%
Federal and state Head Start	6.3%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	11.1%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				32.7%	35.8%

2009-2010: Early Childhood Education in Crawford County

Crawford is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 88,521, an estimated -2.1% decrease from 2000. Approximately 81.6% of the adult population graduated high school, and nearly 14.7% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$40,336.

There are 5,258 children from birth to age five living in Crawford County.

Children are at High risk of school failure in Crawford County

34.2% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	72.4%	58.3%
Births to mothers without early prenatal care	24.8%	20.4%
Births to mothers with less than a high school education	24.7%	16.1%

In addition, 30.3% of 3rd graders in Crawford County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	8.6%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	6.3%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.2%	.8%	Pennsylvania Pre-K Counts	2.8%	1.6%
Federal and state Head Start	5.7%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	2.1%	.5%
Keystone STARS	15.8%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				34.2%	35.8%

2009-2010: Early Childhood Education in Cumberland County

Cumberland is an urban-mix county located in south central Pennsylvania. According to the US Census Bureau, the 2009 population was 232,483, an estimated 8.8% increase from 2000. Approximately 86.1% of the adult population graduated high school, and nearly 27.9% have a bachelor's degree or higher education. The main industry in the county is Retail Trade. The median household income in 2008 was \$60,534.

There are 12,332 children from birth to age five living in Cumberland County.

Children are at Moderate-Low risk of school failure in Cumberland County

28.7% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	45.8%	58.3%
Births to mothers without early prenatal care	19.5%	20.4%
Births to mothers with less than a high school education	13.0%	16.1%

In addition, 18.4% of 3rd graders in Cumberland County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	6.5%	11.6%	Nurse-Family Partnership	0.3%	.6%
Early Intervention	6.5%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	0.3%	1.6%
Federal and state Head Start	0.4%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	19.4%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				28.7%	35.8%

2009-2010: Early Childhood Education in Dauphin County

Dauphin is an urban county located in south central Pennsylvania. According to the US Census Bureau, the 2009 population was 258,934, an estimated 2.8% increase from 2000. Approximately 83.4% of the adult population graduated high school, and nearly 23.5% have a bachelor's degree or higher education. The main industry in the county is Public Administration. The median household income in 2008 was \$52,149.

There are 16,995 children from birth to age five living in Dauphin County.

Children are at High risk of school failure in Dauphin County

40.8% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	60.4%	58.3%
Births to mothers without early prenatal care	23.2%	20.4%
Births to mothers with less than a high school education	18.3%	16.1%

In addition, 31.2% of 3rd graders in Dauphin County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	15.0%	11.6%	Nurse-Family Partnership	0.6%	.6%
Early Intervention	6.7%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	1.2%	.8%	Pennsylvania Pre-K Counts	2.9%	1.6%
Federal and state Head Start	4.5%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.2%	.5%
Keystone STARS	21.4%	14.9%	School-based pre-kindergarten	2.8%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)			40.8%	35.8%	

2009-2010: Early Childhood Education in Delaware County

Delaware is an urban county located in southeast Pennsylvania. According to the US Census Bureau, the 2009 population was 558,028, an estimated 1.1% increase from 2000. Approximately 86.5% of the adult population graduated high school, and nearly 30.0% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$64,688.

There are 34,291 children from birth to age five living in Delaware County.

Children are at Moderate-Low risk of school failure in Delaware County

29.7% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	42.1%	58.3%
Births to mothers without early prenatal care	21.0%	20.4%
Births to mothers with less than a high school education	10.0%	16.1%

In addition, 22.6% of 3rd graders in Delaware County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	12.7%	11.6%	Nurse-Family Partnership	0.3%	.6%
Early Intervention	7.7%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.3%	.8%	Pennsylvania Pre-K Counts	1.0%	1.6%
Federal and state Head Start	3.1%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.6%	.5%
Keystone STARS	13.9%	14.9%	School-based pre-kindergarten	1.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				29.7%	35.8%

2009-2010: Early Childhood Education in Elk County

Elk is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 32,011, an estimated -8.8% decrease from 2000. Approximately 82.7% of the adult population graduated high school, and nearly 12.3% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$43,858.

There are 1,618 children from birth to age five living in Elk County.

Children are at Moderate-Low risk of school failure in Elk County

30.0% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	63.4%	58.3%
Births to mothers without early prenatal care	13.6%	20.4%
Births to mothers with less than a high school education	5.9%	16.1%

In addition, 16.2% of 3rd graders in Elk County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	3.8%	11.6%	Nurse-Family Partnership	1.7%	.6%
Early Intervention	14.0%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	0.0%	1.6%
Federal and state Head Start	3.4%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	7.5%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				30.0%	35.8%

2009-2010: Early Childhood Education in Erie County

Erie is an urban-mix county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 280,291, an estimated -0.2% decrease from 2000.

Approximately 84.6% of the adult population graduated high school, and nearly 20.9% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$44,006.

There are 16,630 children from birth to age five living in Erie County.

Children are at High risk of school failure in Erie County

43.0% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	69.0%	58.3%
Births to mothers without early prenatal care	21.4%	20.4%
Births to mothers with less than a high school education	16.3%	16.1%

In addition, 30.8% of 3rd graders in Erie County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	18.9%	11.6%	Nurse-Family Partnership	1.0%	.6%
Early Intervention	13.3%	8.6%	Parent-Child Home Program	0.4%	.2%
Head Start Supplemental Assistance Program	0.6%	.8%	Pennsylvania Pre-K Counts	3.4%	1.6%
Federal and state Head Start	5.3%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	15.3%	14.9%	School-based pre-kindergarten	1.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				43.0%	35.8%

2009-2010: Early Childhood Education in Fayette County

Fayette is a rural-mix county located in southwest Pennsylvania. According to the US Census Bureau, the 2009 population was 142,605, an estimated -4.1% decrease from 2000. Approximately 76.0% of the adult population graduated high school, and nearly 11.5% have a bachelor's degree or higher education. The main industry in the county is Retail Trade. The median household income in 2008 was \$34,050.

There are 7,440 children from birth to age five living in Fayette County.

Children are at High risk of school failure in Fayette County

33.6% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	76.4%	58.3%
Births to mothers without early prenatal care	16.9%	20.4%
Births to mothers with less than a high school education	20.2%	16.1%

In addition, 28.6% of 3rd graders in Fayette County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	8.9%	11.6%	Nurse-Family Partnership	2.5%	.6%
Early Intervention	8.1%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.7%	.8%	Pennsylvania Pre-K Counts	2.6%	1.6%
Federal and state Head Start	7.9%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	9.5%	14.9%	School-based pre-kindergarten	1.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				33.6%	35.8%

2009-2010: Early Childhood Education in Forest County

Forest is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 6,775, an estimated 37% increase from 2000. Approximately 79.4% of the adult population graduated high school, and nearly 8.9% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$35,029.

There are 218 children from birth to age five living in Forest County.

Children are at High risk of school failure in Forest County

44.4% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	75.1%	58.3%
Births to mothers without early prenatal care	25.7%	20.4%
Births to mothers with less than a high school education	3.1%	16.1%

In addition, 25.6% of 3rd graders in Forest County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	5.0%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	12.8%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	0.0%	1.6%
Federal and state Head Start	5.0%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	22.8%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				44.4%	35.8%

2009-2010: Early Childhood Education in Franklin County

Franklin is a rural-mix county located in south central Pennsylvania. According to the US Census Bureau, the 2009 population was 144,994, an estimated 12.1% increase from 2000. Approximately 78.9% of the adult population graduated high school, and nearly 14.8% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$53,686.

There are 9,682 children from birth to age five living in Franklin County.

Children are at Moderate-High risk of school failure in Franklin County

21.4% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	62.8%	58.3%
Births to mothers without early prenatal care	24.9%	20.4%
Births to mothers with less than a high school education	24.3%	16.1%

In addition, 24.7% of 3rd graders in Franklin County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	5.0%	11.6%	Nurse-Family Partnership	0.2%	.6%
Early Intervention	7.1%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	1.1%	.8%	Pennsylvania Pre-K Counts	0.9%	1.6%
Federal and state Head Start	3.0%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	8.4%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				21.4%	35.8%

2009-2010: Early Childhood Education in Fulton County

Fulton is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 14,852, an estimated 4.1% increase from 2000. Approximately 73.2% of the adult population graduated high school, and nearly 9.3% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$43,314.

There are 826 children from birth to age five living in Fulton County.

Children are at Moderate-High risk of school failure in Fulton County

52.3% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	76.8%	58.3%
Births to mothers without early prenatal care	18.7%	20.4%
Births to mothers with less than a high school education	13.5%	16.1%

In addition, 16.3% of 3rd graders in Fulton County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	1.9%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	10.0%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	5.7%	1.6%
Federal and state Head Start	9.4%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	7.6%	14.9%	School-based pre-kindergarten	16.6%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				52.3%	35.8%

2009-2010: Early Childhood Education in Greene County

Greene is a rural county located in southwest Pennsylvania. According to the US Census Bureau, the 2009 population was 39,245, an estimated -3.5% decrease from 2000. Approximately 75.7% of the adult population graduated high school, and nearly 12.2% have a bachelor's degree or higher education. The main industry in the county is Mining. The median household income in 2008 was \$40,589.

There are 1,872 children from birth to age five living in Greene County.

Children are at High risk of school failure in Greene County

43.8% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	74.6%	58.3%
Births to mothers without early prenatal care	18.6%	20.4%
Births to mothers with less than a high school education	16.6%	16.1%

In addition, 31.7% of 3rd graders in Greene County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	5.7%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	12.6%	8.6%	Parent-Child Home Program	2.2%	.2%
Head Start Supplemental Assistance Program	1.8%	.8%	Pennsylvania Pre-K Counts	4.4%	1.6%
Federal and state Head Start	11.2%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	9.2%	14.9%	School-based pre-kindergarten	0.9%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				43.8%	35.8%

2009-2010: Early Childhood Education in Huntingdon County

Huntingdon is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 45,395, an estimated -0.4% decrease from 2000. Approximately 74.6% of the adult population graduated high school, and nearly 11.9% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$41,568.

There are 2,294 children from birth to age five living in Huntingdon County.

Children are at Moderate-High risk of school failure in Huntingdon County

45.6% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	78.9%	58.3%
Births to mothers without early prenatal care	16.0%	20.4%
Births to mothers with less than a high school education	14.2%	16.1%

In addition, 31.4% of 3rd graders in Huntingdon County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	7.1%	11.6%	Nurse-Family Partnership	4.5%	.6%
Early Intervention	7.9%	8.6%	Parent-Child Home Program	2.0%	.2%
Head Start Supplemental Assistance Program	1.4%	.8%	Pennsylvania Pre-K Counts	2.8%	1.6%
Federal and state Head Start	11.9%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	3.1%	.5%
Keystone STARS	10.3%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				45.6%	35.8%

2009-2010: Early Childhood Education in Indiana County

Indiana is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 87,450, an estimated -2.4% decrease from 2000. Approximately 81.0% of the adult population graduated high school, and nearly 17.0% have a bachelor's degree or higher education. The main industry in the county is Retail Trade. The median household income in 2008 was \$41,358.

There are 4,343 children from birth to age five living in Indiana County.

Children are at High risk of school failure in Indiana County

37.5% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	73.0%	58.3%
Births to mothers without early prenatal care	25.8%	20.4%
Births to mothers with less than a high school education	21.8%	16.1%

In addition, 22.4% of 3rd graders in Indiana County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	7.5%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	7.9%	8.6%	Parent-Child Home Program	1.3%	.2%
Head Start Supplemental Assistance Program	0.6%	.8%	Pennsylvania Pre-K Counts	3.5%	1.6%
Federal and state Head Start	8.3%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	9.5%	14.9%	School-based pre-kindergarten	3.8%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				37.5%	35.8%

2009-2010: Early Childhood Education in Jefferson County

Jefferson is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 44,634, an estimated -2.8% decrease from 2000. Approximately 81.0% of the adult population graduated high school, and nearly 11.7% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$37,551.

There are 2,524 children from birth to age five living in Jefferson County.

Children are at Moderate-High risk of school failure in Jefferson County

31.1% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	78.6%	58.3%
Births to mothers without early prenatal care	29.8%	20.4%
Births to mothers with less than a high school education	23.0%	16.1%

In addition, 17.5% of 3rd graders in Jefferson County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	9.0%	11.6%	Nurse-Family Partnership	1.8%	.6%
Early Intervention	7.8%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	3.5%	1.6%
Federal and state Head Start	6.1%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	9.2%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				31.1%	35.8%

2009-2010: Early Childhood Education in Juniata County

Juniata is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 23,118, an estimated 1.3% increase from 2000. Approximately 74.5% of the adult population graduated high school, and nearly 8.8% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$42,705.

There are 1,378 children from birth to age five living in Juniata County.

Children are at Moderate-High risk of school failure in Juniata County

29.2% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	72.9%	58.3%
Births to mothers without early prenatal care	23.5%	20.4%
Births to mothers with less than a high school education	29.6%	16.1%

In addition, 25.1% of 3rd graders in Juniata County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	4.8%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	6.5%	8.6%	Parent-Child Home Program	1.5%	.2%
Head Start Supplemental Assistance Program	3.3%	.8%	Pennsylvania Pre-K Counts	0.0%	1.6%
Federal and state Head Start	10.4%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	8.6%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				29.2%	35.8%

2009-2010: Early Childhood Education in Lackawanna County

Lackawanna is an urban county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 208,801, an estimated -2.1% decrease from 2000. Approximately 82.0% of the adult population graduated high school, and nearly 19.6% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$41,880.

There are 11,479 children from birth to age five living in Lackawanna County.

Children are at Moderate-High risk of school failure in Lackawanna County

40.5% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	66.8%	58.3%
Births to mothers without early prenatal care	18.9%	20.4%
Births to mothers with less than a high school education	15.7%	16.1%

In addition, 21.5% of 3rd graders in Lackawanna County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	11.7%	11.6%	Nurse-Family Partnership	1.3%	.6%
Early Intervention	8.8%	8.6%	Parent-Child Home Program	0.4%	.2%
Head Start Supplemental Assistance Program	1.9%	.8%	Pennsylvania Pre-K Counts	1.9%	1.6%
Federal and state Head Start	7.7%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	12.9%	14.9%	School-based pre-kindergarten	5.2%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				40.5%	35.8%

2009-2010: Early Childhood Education in Lancaster County

Lancaster is an urban-mix county located in south central Pennsylvania. According to the US Census Bureau, the 2009 population was 507,766, an estimated 7.9% increase from 2000. Approximately 77.4% of the adult population graduated high school, and nearly 20.5% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$55,824.

There are 34,350 children from birth to age five living in Lancaster County.

Children are at Moderate-Low risk of school failure in Lancaster County

26.8% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	63.0%	58.3%
Births to mothers without early prenatal care	22.8%	20.4%
Births to mothers with less than a high school education	30.7%	16.1%

In addition, 22.5% of 3rd graders in Lancaster County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	6.8%	11.6%	Nurse-Family Partnership	0.6%	.6%
Early Intervention	7.1%	8.6%	Parent-Child Home Program	0.2%	.2%
Head Start Supplemental Assistance Program	0.2%	.8%	Pennsylvania Pre-K Counts	0.9%	1.6%
Federal and state Head Start	2.4%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.1%	.5%
Keystone STARS	12.0%	14.9%	School-based pre-kindergarten	1.3%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				26.8%	35.8%

2009-2010: Early Childhood Education in Lawrence County

Lawrence is a rural-mix county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 90,160, an estimated -4.7% decrease from 2000. Approximately 81.6% of the adult population graduated high school, and nearly 15.1% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$41,594.

There are 4,845 children from birth to age five living in Lawrence County.

Children are at High risk of school failure in Lawrence County

40.2% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	72.2%	58.3%
Births to mothers without early prenatal care	23.5%	20.4%
Births to mothers with less than a high school education	20.3%	16.1%

In addition, 19.4% of 3rd graders in Lawrence County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	11.4%	11.6%	Nurse-Family Partnership	3.1%	.6%
Early Intervention	7.3%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	1.6%	.8%	Pennsylvania Pre-K Counts	2.0%	1.6%
Federal and state Head Start	8.5%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	3.5%	.5%
Keystone STARS	10.2%	14.9%	School-based pre-kindergarten	3.7%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				40.2%	35.8%

2009-2010: Early Childhood Education in Lebanon County

Lebanon is an urban-mix county located in south central Pennsylvania. According to the US Census Bureau, the 2009 population was 130,506, an estimated 8.5% increase from 2000. Approximately 78.6% of the adult population graduated high school, and nearly 15.4% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$52,273.

There are 7,882 children from birth to age five living in Lebanon County.

Children are at High risk of school failure in Lebanon County

37.9% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	63.1%	58.3%
Births to mothers without early prenatal care	21.6%	20.4%
Births to mothers with less than a high school education	22.5%	16.1%

In addition, 27.6% of 3rd graders in Lebanon County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	5.5%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	8.6%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	1.6%	.8%	Pennsylvania Pre-K Counts	2.3%	1.6%
Federal and state Head Start	4.7%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	1.5%	.5%
Keystone STARS	14.1%	14.9%	School-based pre-kindergarten	3.7%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				37.9%	35.8%

2009-2010: Early Childhood Education in Lehigh County

Lehigh is an urban county located in northeast Pennsylvania. According to the US Census Bureau, the 2009 population was 343,519, an estimated 10.1% increase from 2000. Approximately 81.1% of the adult population graduated high school, and nearly 23.3% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$53,894.

There are 21,146 children from birth to age five living in Lehigh County.

Children are at Moderate-High risk of school failure in Lehigh County

34.4% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	59.5%	58.3%
Births to mothers without early prenatal care	21.7%	20.4%
Births to mothers with less than a high school education	18.8%	16.1%

In addition, 27.5% of 3rd graders in Lehigh County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	12.1%	11.6%	Nurse-Family Partnership	0.6%	.6%
Early Intervention	10.4%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.6%	.8%	Pennsylvania Pre-K Counts	1.2%	1.6%
Federal and state Head Start	3.7%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	15.1%	14.9%	School-based pre-kindergarten	1.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				34.4%	35.8%

2009-2010: Early Childhood Education in Luzerne County

Luzerne is an urban county located in northeast Pennsylvania. According to the US Census Bureau, the 2009 population was 312,845, an estimated -2.0% decrease from 2000. Approximately 81.1% of the adult population graduated high school, and nearly 16.4% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$41,791.

There are 16,193 children from birth to age five living in Luzerne County.

Children are at Moderate-High risk of school failure in Luzerne County

36.9% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	65.4%	58.3%
Births to mothers without early prenatal care	17.9%	20.4%
Births to mothers with less than a high school education	17.8%	16.1%

In addition, 23.6% of 3rd graders in Luzerne County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	10.0%	11.6%	Nurse-Family Partnership	2.0%	.6%
Early Intervention	6.9%	8.6%	Parent-Child Home Program	1.1%	.2%
Head Start Supplemental Assistance Program	0.7%	.8%	Pennsylvania Pre-K Counts	2.2%	1.6%
Federal and state Head Start	5.6%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.4%	.5%
Keystone STARS	16.5%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				36.9%	35.8%

2009-2010: Early Childhood Education in Lycoming County

Lycoming is a rural-mix county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 116,840, an estimated -2.7% decrease from 2000.

Approximately 80.6% of the adult population graduated high school, and nearly 15.1% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$42,005.

There are 6,359 children from birth to age five living in Lycoming County.

Children are at Moderate-High risk of school failure in Lycoming County

48.2% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	73.8%	58.3%
Births to mothers without early prenatal care	22.1%	20.4%
Births to mothers with less than a high school education	16.5%	16.1%

In addition, 21.4% of 3rd graders in Lycoming County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	12.2%	11.6%	Nurse-Family Partnership	2.7%	.6%
Early Intervention	10.1%	8.6%	Parent-Child Home Program	1.1%	.2%
Head Start Supplemental Assistance Program	0.9%	.8%	Pennsylvania Pre-K Counts	1.7%	1.6%
Federal and state Head Start	6.4%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	22.3%	14.9%	School-based pre-kindergarten	0.8%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				48.2%	35.8%

2009-2010: Early Childhood Education in McKean County

McKean is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 43,196, an estimated -6.0% decrease from 2000. Approximately 82.2% of the adult population graduated high school, and nearly 14.0% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$38,749.

There are 2,259 children from birth to age five living in McKean County.

Children are at High risk of school failure in McKean County

47.1% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	73.1%	58.3%
Births to mothers without early prenatal care	9.2%	20.4%
Births to mothers with less than a high school education	16.9%	16.1%

In addition, 26.5% of 3rd graders in McKean County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	5.1%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	16.1%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	2.6%	1.6%
Federal and state Head Start	6.9%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	2.5%	.5%
Keystone STARS	8.4%	14.9%	School-based pre-kindergarten	7.9%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				47.1%	35.8%

2009-2010: Early Childhood Education in Mercer County

Mercer is a rural-mix county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 116,071, an estimated -3.5% decrease from 2000. Approximately 82.9% of the adult population graduated high school, and nearly 17.3% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$40,573.

There are 6,320 children from birth to age five living in Mercer County.

Children are at Moderate-High risk of school failure in Mercer County

30.8% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	68.6%	58.3%
Births to mothers without early prenatal care	19.5%	20.4%
Births to mothers with less than a high school education	20.4%	16.1%

In addition, 22.9% of 3rd graders in Mercer County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	7.3%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	7.2%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	5.8%	.8%	Pennsylvania Pre-K Counts	1.7%	1.6%
Federal and state Head Start	6.9%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	12.4%	14.9%	School-based pre-kindergarten	0.3%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				30.8%	35.8%

2009-2010: Early Childhood Education in Mifflin County

Mifflin is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 45,937, an estimated -1.2% decrease from 2000. Approximately 77.2% of the adult population graduated high school, and nearly 10.9% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$38,571.

There are 3,044 children from birth to age five living in Mifflin County.

Children are at Moderate-High risk of school failure in Mifflin County

32.0% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	79.4%	58.3%
Births to mothers without early prenatal care	27.0%	20.4%
Births to mothers with less than a high school education	36.1%	16.1%

In addition, 22.0% of 3rd graders in Mifflin County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	8.3%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	6.8%	8.6%	Parent-Child Home Program	0.9%	.2%
Head Start Supplemental Assistance Program	0.6%	.8%	Pennsylvania Pre-K Counts	1.3%	1.6%
Federal and state Head Start	7.9%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	11.9%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				32.0%	35.8%

2009-2010: Early Childhood Education in Monroe County

Monroe is a rural county located in northeast Pennsylvania. According to the US Census Bureau, the 2009 population was 166,355, an estimated 19.9% increase from 2000. Approximately 83.8% of the adult population graduated high school, and nearly 20.5% have a bachelor's degree or higher education. The main industry in the county is Retail Trade. The median household income in 2008 was \$56,854.

There are 9,075 children from birth to age five living in Monroe County.

Children are at Moderate-Low risk of school failure in Monroe County

30.1% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	53.6%	58.3%
Births to mothers without early prenatal care	25.3%	20.4%
Births to mothers with less than a high school education	12.3%	16.1%

In addition, 23.6% of 3rd graders in Monroe County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	9.5%	11.6%	Nurse-Family Partnership	1.5%	.6%
Early Intervention	6.6%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.4%	.8%	Pennsylvania Pre-K Counts	1.7%	1.6%
Federal and state Head Start	2.1%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	16.7%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				30.1%	35.8%

2009-2010: Early Childhood Education in Montgomery County

Montgomery is a rural county located in southeast Pennsylvania. According to the US Census Bureau, the 2009 population was 782,339, an estimated 4.5% increase from 2000. Approximately 88.5% of the adult population graduated high school, and nearly 38.7% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$77,993.

There are 48,475 children from birth to age five living in Montgomery County.

Children are at Low risk of school failure in Montgomery County

31.0% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	33.8%	58.3%
Births to mothers without early prenatal care	18.2%	20.4%
Births to mothers with less than a high school education	6.7%	16.1%

In addition, 14.5% of 3rd graders in Montgomery County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	5.6%	11.6%	Nurse-Family Partnership	0.3%	.6%
Early Intervention	7.4%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.1%	.8%	Pennsylvania Pre-K Counts	0.6%	1.6%
Federal and state Head Start	1.2%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.1%	.5%
Keystone STARS	19.4%	14.9%	School-based pre-kindergarten	0.3%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				31.0%	35.8%

2009-2010: Early Childhood Education in Montour County

Montour is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 17,715, an estimated -2.9% decrease from 2000. Approximately 82.3% of the adult population graduated high school, and nearly 22.1% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$46,982.

There are 1,032 children from birth to age five living in Montour County.

Children are at Moderate-Low risk of school failure in Montour County

48.1% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	68.8%	58.3%
Births to mothers without early prenatal care	16.1%	20.4%
Births to mothers with less than a high school education	20.4%	16.1%

In addition, 22.5% of 3rd graders in Montour County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	8.0%	11.6%	Nurse-Family Partnership	1.4%	.6%
Early Intervention	6.6%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	1.9%	.8%	Pennsylvania Pre-K Counts	1.6%	1.6%
Federal and state Head Start	7.5%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	19.9%	14.9%	School-based pre-kindergarten	10.4%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				48.1%	35.8%

2009-2010: Early Childhood Education in Northampton County

Northampton is an urban county located in northeast Pennsylvania. According to the US Census Bureau, the 2009 population was 298,990, an estimated 11.9% increase from 2000. Approximately 80.7% of the adult population graduated high school, and nearly 21.2% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$59,771.

There are 17,280 children from birth to age five living in Northampton County.

Children are at Moderate-Low risk of school failure in Northampton County

28.6% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	48.0%	58.3%
Births to mothers without early prenatal care	17.6%	20.4%
Births to mothers with less than a high school education	13.4%	16.1%

In addition, 22.8% of 3rd graders in Northampton County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	8.0%	11.6%	Nurse-Family Partnership	1.5%	.6%
Early Intervention	8.3%	8.6%	Parent-Child Home Program	0.2%	.2%
Head Start Supplemental Assistance Program	0.3%	.8%	Pennsylvania Pre-K Counts	1.5%	1.6%
Federal and state Head Start	2.2%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.5%	.5%
Keystone STARS	12.5%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				28.6%	35.8%

2009-2010: Early Childhood Education in Northumberland County

Northumberland is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 91,311, an estimated -3.4% decrease from 2000. Approximately 77.8% of the adult population graduated high school, and nearly 11.1% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$40,265.

There are 5,050 children from birth to age five living in Northumberland County.

Children are at Moderate-High risk of school failure in Northumberland County

38.6% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	69.4%	58.3%
Births to mothers without early prenatal care	15.8%	20.4%
Births to mothers with less than a high school education	19.6%	16.1%

In addition, 25.2% of 3rd graders in Northumberland County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	6.8%	11.6%	Nurse-Family Partnership	1.9%	.6%
Early Intervention	8.6%	8.6%	Parent-Child Home Program	1.2%	.2%
Head Start Supplemental Assistance Program	0.9%	.8%	Pennsylvania Pre-K Counts	1.8%	1.6%
Federal and state Head Start	5.3%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	1.2%	.5%
Keystone STARS	11.6%	14.9%	School-based pre-kindergarten	4.2%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				38.6%	35.8%

2009-2010: Early Childhood Education in Perry County

Perry is a rural-mix county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 45,502, an estimated 4.3% increase from 2000. Approximately 79.9% of the adult population graduated high school, and nearly 11.3% have a bachelor's degree or higher education. The main industry in the county is Educational Services. The median household income in 2008 was \$54,078.

There are 2,845 children from birth to age five living in Perry County.

Children are at Moderate-High risk of school failure in Perry County

26.1% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	72.3%	58.3%
Births to mothers without early prenatal care	26.4%	20.4%
Births to mothers with less than a high school education	16.0%	16.1%

In addition, 26.2% of 3rd graders in Perry County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	4.7%	11.6%	Nurse-Family Partnership	0.4%	.6%
Early Intervention	6.8%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	0.5%	1.6%
Federal and state Head Start	1.9%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	13.7%	14.9%	School-based pre-kindergarten	0.5%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				26.1%	35.8%

2009-2010: Early Childhood Education in Philadelphia County

Philadelphia is an urban county located in southeast Pennsylvania. According to the US Census Bureau, the 2009 population was 1,547,297, an estimated 2.0% increase from 2000. Approximately 71.2% of the adult population graduated high school, and nearly 17.9% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$37,090.

There are 101,185 children from birth to age five living in Philadelphia County.

Children are at High risk of school failure in Philadelphia County

50.0% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	76.2%	58.3%
Births to mothers without early prenatal care	36.5%	20.4%
Births to mothers with less than a high school education	23.9%	16.1%

In addition, 47.5% of 3rd graders in Philadelphia County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	28.9%	11.6%	Nurse-Family Partnership	0.6%	.6%
Early Intervention	8.3%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	1.4%	.8%	Pennsylvania Pre-K Counts	2.4%	1.6%
Federal and state Head Start	7.6%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.8%	.5%
Keystone STARS	19.1%	14.9%	School-based pre-kindergarten	9.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)			50.0%	35.8%	

2009-2010: Early Childhood Education in Pike County

Pike is a rural county located in northeast Pennsylvania. According to the US Census Bureau, the 2009 population was 60,529, an estimated 30.7% increase from 2000. Approximately 86.8% of the adult population graduated high school, and nearly 19.0% have a bachelor's degree or higher education. The main industry in the county is Accommodation/Food Services. The median household income in 2008 was \$57,558.

There are 2,505 children from birth to age five living in Pike County.

Children are at Moderate-Low risk of school failure in Pike County

29.2% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	64.9%	58.3%
Births to mothers without early prenatal care	21.9%	20.4%
Births to mothers with less than a high school education	8.0%	16.1%

In addition, 8.5% of 3rd graders in Pike County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	13.1%	11.6%	Nurse-Family Partnership	0.4%	.6%
Early Intervention	7.6%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	1.1%	.8%	Pennsylvania Pre-K Counts	2.1%	1.6%
Federal and state Head Start	2.3%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	10.9%	14.9%	School-based pre-kindergarten	4.1%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				29.2%	35.8%

2009-2010: Early Childhood Education in Potter County

Potter is a rural county located in northeast Pennsylvania. According to the US Census Bureau, the 2009 population was 16,714, an estimated -7.6% decrease from 2000. Approximately 80.6% of the adult population graduated high school, and nearly 12.3% have a bachelor's degree or higher education. The main industry in the county Health Care/Social Services. The median household income in 2008 was \$36,175.

There are 994 children from birth to age five living in Potter County.

Children are at Moderate-High risk of school failure in Potter County

37.5% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	71.7%	58.3%
Births to mothers without early prenatal care	7.2%	20.4%
Births to mothers with less than a high school education	19.0%	16.1%

In addition, 22.2% of 3rd graders in Potter County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	8.1%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	10.9%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	1.2%	.8%	Pennsylvania Pre-K Counts	3.6%	1.6%
Federal and state Head Start	5.4%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	4.6%	14.9%	School-based pre-kindergarten	10.6%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				37.5%	35.8%

2009-2010: Early Childhood Education in Schuylkill County

Schuylkill is a rural-mix county located in northeast Pennsylvania. According to the US Census Bureau, the 2009 population was 146,952, an estimated -2.3% decrease from 2000. Approximately 77.2% of the adult population graduated high school, and nearly 10.7% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$42,705.

There are 7,415 children from birth to age five living in Schuylkill County.

Children are at High risk of school failure in Schuylkill County

33.3% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	73.8%	58.3%
Births to mothers without early prenatal care	11.7%	20.4%
Births to mothers with less than a high school education	15.3%	16.1%

In addition, 23.6% of 3rd graders in Schuylkill County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	13.8%	11.6%	Nurse-Family Partnership	1.4%	.6%
Early Intervention	9.8%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	1.4%	.8%	Pennsylvania Pre-K Counts	1.3%	1.6%
Federal and state Head Start	5.9%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	9.2%	14.9%	School-based pre-kindergarten	2.1%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				33.3%	35.8%

2009-2010: Early Childhood Education in Snyder County

Snyder is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 38,519, an estimated 2.6% increase from 2000. Approximately 73.2% of the adult population graduated high school, and nearly 12.5% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$46,379.

There are 2,254 children from birth to age five living in Snyder County.

Children are at Moderate-High risk of school failure in Snyder County

28.5% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	72.6%	58.3%
Births to mothers without early prenatal care	30.6%	20.4%
Births to mothers with less than a high school education	30.2%	16.1%

In addition, 18.6% of 3rd graders in Snyder County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	9.4%	11.6%	Nurse-Family Partnership	0.5%	.6%
Early Intervention	6.9%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	0.0%	1.6%
Federal and state Head Start	5.6%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	13.1%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				28.5%	35.8%

2009-2010: Early Childhood Education in Somerset County

Somerset is a rural-mix county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 76,953, an estimated -3.8% decrease from 2000. Approximately 77.5% of the adult population graduated high school, and nearly 10.8% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$37,893.

There are 3,713 children from birth to age five living in Somerset County.

Children are at Moderate-High risk of school failure in Somerset County

36.4% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	68.7%	58.3%
Births to mothers without early prenatal care	15.8%	20.4%
Births to mothers with less than a high school education	16.8%	16.1%

In addition, 23.0% of 3rd graders in Somerset County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	11.1%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	7.4%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	1.9%	.8%	Pennsylvania Pre-K Counts	4.1%	1.6%
Federal and state Head Start	4.6%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	2.5%	.5%
Keystone STARS	11.0%	14.9%	School-based pre-kindergarten	4.1%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				36.4%	35.8%

2009-2010: Early Childhood Education in Sullivan County

Sullivan is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 6,140, an estimated -6.3% decrease from 2000. Approximately 78.0% of the adult population graduated high school, and nearly 12.8% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$37,113.

There are 271 children from birth to age five living in Sullivan County.

Children are at Moderate-High risk of school failure in Sullivan County

30.6% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	76.6%	58.3%
Births to mothers without early prenatal care	16.3%	20.4%
Births to mothers with less than a high school education	12.0%	16.1%

In addition, 10.4% of 3rd graders in Sullivan County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	3.3%	11.6%	Nurse-Family Partnership	1.5%	.6%
Early Intervention	6.6%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	0.0%	1.6%
Federal and state Head Start	19.9%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	0.0%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				30.6%	35.8%

2009-2010: Early Childhood Education in Susquehanna County

Susquehanna is a rural-mix county located in northeast Pennsylvania. According to the US Census Bureau, the 2009 population was 40,646, an estimated -3.8% decrease from 2000. Approximately 82.5% of the adult population graduated high school, and nearly 13.2% have a bachelor's degree or higher education. The main industry in the county is Retail Trade. The median household income in 2008 was \$43,467.

There are 1,987 children from birth to age five living in Susquehanna County.

Children are at Moderate-High risk of school failure in Susquehanna County

41.5% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	79.6%	58.3%
Births to mothers without early prenatal care	18.1%	20.4%
Births to mothers with less than a high school education	15.4%	16.1%

In addition, 17.8% of 3rd graders in Susquehanna County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	8.9%	11.6%	Nurse-Family Partnership	1.5%	.6%
Early Intervention	7.1%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	4.8%	.8%	Pennsylvania Pre-K Counts	4.4%	1.6%
Federal and state Head Start	5.7%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	2.7%	.5%
Keystone STARS	8.3%	14.9%	School-based pre-kindergarten	8.3%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				41.5%	35.8%

2009-2010: Early Childhood Education in Tioga County

Tioga is a rural county located in northeast Pennsylvania. According to the US Census Bureau, the 2009 population was 40,875, an estimated -1.2% decrease from 2000. Approximately 80.5% of the adult population graduated high school, and nearly 14.2% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$38,699.

There are 2,219 children from birth to age five living in Tioga County.

Children are at Moderate-High risk of school failure in Tioga County

43.8% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	71.5%	58.3%
Births to mothers without early prenatal care	13.4%	20.4%
Births to mothers with less than a high school education	14.7%	16.1%

In addition, 24.0% of 3rd graders in Tioga County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	14.2%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	7.0%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	1.6%	.8%	Pennsylvania Pre-K Counts	5.5%	1.6%
Federal and state Head Start	8.7%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	21.4%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				43.8%	35.8%

2009-2010: Early Childhood Education in Union County

Union is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2009 population was 43,560, an estimated 4.7% increase from 2000. Approximately 73.1% of the adult population graduated high school, and nearly 18.0% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$45,545.

There are 1,886 children from birth to age five living in Union County.

Children are at Moderate-Low risk of school failure in Union County

29.4% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	66.8%	58.3%
Births to mothers without early prenatal care	18.3%	20.4%
Births to mothers with less than a high school education	27.2%	16.1%

In addition, 16.4% of 3rd graders in Union County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	9.5%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	6.4%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	1.1%	1.6%
Federal and state Head Start	6.6%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	12.5%	14.9%	School-based pre-kindergarten	1.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				29.4%	35.8%

2009-2010: Early Childhood Education in Venango County

Venango is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 54,183, an estimated -5.9% decrease from 2000. Approximately 81.0% of the adult population graduated high school, and nearly 13.1% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$40,757.

There are 3,083 children from birth to age five living in Venango County.

Children are at High risk of school failure in Venango County

44.3% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	74.6%	58.3%
Births to mothers without early prenatal care	24.1%	20.4%
Births to mothers with less than a high school education	15.6%	16.1%

In addition, 22.8% of 3rd graders in Venango County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	21.8%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	11.3%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.6%	.8%	Pennsylvania Pre-K Counts	3.9%	1.6%
Federal and state Head Start	10.3%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	10.2%	14.9%	School-based pre-kindergarten	4.5%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				44.3%	35.8%

2009-2010: Early Childhood Education in Warren County

Warren is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2009 population was 40,638, an estimated -7.4% decrease from 2000. Approximately 84.8% of the adult population graduated high school, and nearly 14.2% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$41,193.

There are 2,097 children from birth to age five living in Warren County.

Children are at Moderate-High risk of school failure in Warren County

35.1% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	75.7%	58.3%
Births to mothers without early prenatal care	12.0%	20.4%
Births to mothers with less than a high school education	21.6%	16.1%

In addition, 21.3% of 3rd graders in Warren County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	12.7%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	12.3%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	2.7%	1.6%
Federal and state Head Start	9.0%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	8.0%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				35.1%	35.8%

2009-2010: Early Childhood Education in Washington County

Washington is an urban-mix county located in southwest Pennsylvania. According to the US Census Bureau, the 2009 population was 207,389, an estimated 2.2% increase from 2000. Approximately 82.6% of the adult population graduated high school, and nearly 18.8% have a bachelor's degree or higher education. The main industry in the county is Health Care/Social Services. The median household income in 2008 was \$50,791.

There are 11,192 children from birth to age five living in Washington County.

Children are at Moderate-Low risk of school failure in Washington County

26.8% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	54.8%	58.3%
Births to mothers without early prenatal care	14.3%	20.4%
Births to mothers with less than a high school education	10.0%	16.1%

In addition, 18.9% of 3rd graders in Washington County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	13.2%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	7.4%	8.6%	Parent-Child Home Program	0.4%	.2%
Head Start Supplemental Assistance Program	0.8%	.8%	Pennsylvania Pre-K Counts	0.9%	1.6%
Federal and state Head Start	4.5%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	11.2%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				26.8%	35.8%

2009-2010: Early Childhood Education in Wayne County

Wayne is a rural-mix county located in northeast Pennsylvania. According to the US Census Bureau, the 2009 population was 51,337, an estimated 7.6% increase from 2000. Approximately 80.7% of the adult population graduated high school, and nearly 14.6% have a bachelor's degree or higher education. The main industry in the county is Retail Trade. The median household income in 2008 was \$45,736.

There are 2,441 children from birth to age five living in Wayne County.

Children are at Moderate-Low risk of school failure in Wayne County

45.6% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	73.5%	58.3%
Births to mothers without early prenatal care	16.7%	20.4%
Births to mothers with less than a high school education	9.6%	16.1%

In addition, 18.4% of 3rd graders in Wayne County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	10.2%	11.6%	Nurse-Family Partnership	1.4%	.6%
Early Intervention	11.4%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	5.9%	.8%	Pennsylvania Pre-K Counts	2.8%	1.6%
Federal and state Head Start	6.6%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	15.6%	14.9%	School-based pre-kindergarten	4.4%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				45.6%	35.8%

2009-2010: Early Childhood Education in Westmoreland County

Westmoreland is an urban-mix county located in southwest Pennsylvania. According to the US Census Bureau, the 2009 population was 362,251, an estimated -2.1% decrease from 2000. Approximately 85.6% of the adult population graduated high school, and nearly 20.2% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$46,994.

There are 17,999 children from birth to age five living in Westmoreland County.

Children are at Moderate-Low risk of school failure in Westmoreland County

29.8% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	56.0%	58.3%
Births to mothers without early prenatal care	12.5%	20.4%
Births to mothers with less than a high school education	8.7%	16.1%

In addition, 15.6% of 3rd graders in Westmoreland County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	12.0%	11.6%	Nurse-Family Partnership	0.0%	.6%
Early Intervention	8.5%	8.6%	Parent-Child Home Program	0.3%	.2%
Head Start Supplemental Assistance Program	0.5%	.8%	Pennsylvania Pre-K Counts	1.4%	1.6%
Federal and state Head Start	4.9%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	11.8%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				29.8%	35.8%

2009-2010: Early Childhood Education in Wyoming County

Wyoming is a rural-mix county located in northeast Pennsylvania. According to the US Census Bureau, the 2009 population was 27,808, an estimated -1% decrease from 2000. Approximately 83.7% of the adult population graduated high school, and nearly 15.4% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$45,470.

There are 1,683 children from birth to age five living in Wyoming County.

Children are at Moderate-High risk of school failure in Wyoming County

18.2% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	67.1%	58.3%
Births to mothers without early prenatal care	18.3%	20.4%
Births to mothers with less than a high school education	14.9%	16.1%

In addition, 22.2% of 3rd graders in Wyoming County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	7.8%	11.6%	Nurse-Family Partnership	4.0%	.6%
Early Intervention	4.9%	8.6%	Parent-Child Home Program	0.0%	.2%
Head Start Supplemental Assistance Program	0.0%	.8%	Pennsylvania Pre-K Counts	1.2%	1.6%
Federal and state Head Start	1.0%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	.5%
Keystone STARS	5.2%	14.9%	School-based pre-kindergarten	0.0%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)				18.2%	35.8%

2009-2010: Early Childhood Education in York County

York is an urban-mix county located in south central Pennsylvania. According to the US Census Bureau, the 2009 population was 428,937, an estimated 12.4% increase from 2000. Approximately 80.7% of the adult population graduated high school, and nearly 18.4% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2008 was \$56,848.

There are 26,326 children from birth to age five living in York County.

Children are at Moderate-Low risk of school failure in York County

26.9% of children under age five participate in publicly-funded quality early education programs

Risk factors affecting children's success in school.

Family and community factors affect how well young children learn, leaving our at-risk children behind. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Risk factors like those listed below can hurt a child's chances of doing well in school.

Percentage of children under age five affected by select risk factors:

Risk factor for failing in school	County	PA
Living in economically at-risk families, up to 300% of poverty	54.4%	58.3%
Births to mothers without early prenatal care	16.5%	20.4%
Births to mothers with less than a high school education	15.6%	16.1%

In addition, 21.0% of 3rd graders in York County scored below proficient on the 2009 PSSA reading test (22.3% of 3rd graders statewide).

Quality early education programs.

Research has also shown that at-risk children who receive quality early education can catch up to their peers in cognitive and social development before they reach kindergarten, so they are ready to succeed in school and in life. These benefits last a lifetime. Pennsylvania's quality early education programs are helping children overcome risk factors and succeed in school.

Percentage of children under age five served in early education programs:

Program	County	PA	Program	County	PA
Child Care Works	10.1%	11.6%	Nurse-Family Partnership	0.6%	.6%
Early Intervention	8.1%	8.6%	Parent-Child Home Program	0.1%	.2%
Head Start Supplemental Assistance Program	0.4%	.8%	Pennsylvania Pre-K Counts	1.1%	1.6%
Federal and state Head Start	2.4%	4.6%	Pre-kindergarten funded PA PACT (formerly ABG)	0.1%	.5%
Keystone STARS	12.2%	14.9%	School-based pre-kindergarten	0.1%	2.4%
All publicly-funded quality early education programs (Nurse-Family Partnership, Parent-Child Home Program, Head Start, Pennsylvania Pre-K Counts, PA Pact for Pre-K, School Based Pre-K, Early Intervention, and Keystone STARS)			26.9%	35.8%	

OCDEL receives grant from U.S. Office of Special Education Programs (OSEP) to develop a common system of measuring child progress across state early childhood programs, including Early Intervention. 12/06	PA legislature approves funding for 2007-2008 to serve: Over 132,000 children (monthly average) through Child Care Works; Nearly 74,000 children through Early Intervention (birth-5); Nearly 65,000 children through ABG-funded full day kindergarten; Over 77,000 children through school-funded full day kindergarten; Nearly 6,000 children through Head Start Supplemental; Nearly 179,000 children through Keystone STARS; Over 4,000 children through Nurse-Family Partnership; Over 4,000 children through ABG-funded pre-kindergarten; Over 10,000 children through school-funded pre-k and K4; Nearly 11,000 children through PA Pre-K Counts 7/07	The Independent Regulatory Review Commission (IRRC) unanimously approves the final form Chapter 49-2 regulations: new teacher-certification rules which develop guidelines for higher education to implement the Early Childhood Education Certificate. 8/07	PA Learning Standards for Kindergarten is published. 12/07
PA Office of Child Development and Early Learning (OCDEL) is created in the Departments of Education and Public Welfare, which includes the Infant/Toddler and Preschool Early Intervention programs. 1/07		New Advisory Committee for the Early Learning Network convenes. 8/07	Pennsylvania Pre-K Counts begins reporting child outcomes. 12/07
First "Program Reach and County Risk Assessment" report is published. 1/07		OCDEL commissions independent evaluation of the alignment of the Pennsylvania Early Learning Standards. 8/07	PA Department of Public Welfare hosts Infant/Toddler Mental Health Symposium. 12/07
"Friends of Children's Trust Fund" nonprofit organization is created to accept/solicit private and federal investments in the Children's Trust Fund program. 3/07		OCDEL initiates a tiered reimbursement rate for children who receive Child Care Works subsidy and are enrolled at a Keystone STAR 2, 3 or 4 program. 9/07	Pennsylvania's Promise for Children declarations online. 1/08
Pennsylvania's Promise for Children campaign is launched. 4/07	Infant/Toddler Early Intervention and Preschool Early Intervention connect under one management in OCDEL's Bureau of Early Intervention Services. 7/07	The Preschool and Infant-Toddler monitoring tools for Early Intervention are combined into one streamlined monitoring tool that can be used for both programs. 10/07	Governor releases first Performance Report for PA Government describing the work of 25 state agencies and offices from the 2006-2007 fiscal year. 1/08
Pre K Counts Public-Private Partnership for Educational Success holds inaugural Executive Leadership Council meeting, co-chaired by PNC CEO Jim Rohr and Governor Ed Rendell. 4/07		OCDEL partners with Office of Children, Youth and Families to provide Ages & Stages to child care providers. 10/07	OCDEL receives a technical assistance and training grant from SpecialQuest Birth-Five: Head Start/Hilton Foundation Training Program. 2/08
Planning phase for the Early Learning Network begins. 5/07		STARS Advisory Committee launches a statewide Listening Tour to hear from Keystone STARS programs and practitioners. 11/07	First targeted grants to promote pre-k to K transition plans are awarded to select Community Engagement Groups. 2/08
Unification of Child Care Works subsidy program for all parents under Child Care Information Services agencies is completed. 6/07		Pennsylvania Pre-K Counts Advisory Committee is formed. 11/07	Pennsylvania Pre-K Counts mid-year report is published. 2/08
PA Learning Standards for Infants and Toddlers are published. 5/07	Full implementation of child outcomes reporting by Early Intervention programs statewide begins. 7/07	Three Program-to-Program Articulation in Early Childhood Education (ECE) pilot project grants are announced. 11/07	Early Childhood Mental Health Advisory Committee is created. 3/08
	Early Childhood Mental Health Consultation program moves forward from pilot to full implementation in all six Regional Keys. 8/07		Online self-service for Child Care Works and Child Care Provider Search becomes available on COMPASS, allowing online submission of an application or redetermination for Child Care Works financial assistance, and online ability to search for child care providers. 3/08
		Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) is launched. 11/07	OCDEL receives grant from the National Professional Development Center on Inclusion (NPDCI). 3/08

<p>Pennsylvania awarded grant to participate in Harvard Seminar on Early Childhood Science and Policy for Legislative, Business and Foundation Executives. 3/08</p> <p>Pre K Counts Interim Report 2005-2007 by Children's Hospital of Pittsburgh of UPMC and the UCLID Center at the University of Pittsburgh reports that children participating in Pre K Counts Public-Private Partnership classrooms showed significant progress in acquiring early learning skills during their participation, particularly those who were at risk of school failure. In fact, the length of program enrollment was a good predictor of a child's progress. 3/08</p> <p>OCDEL begins implementing the Race Matters Initiative. 3/08</p> <p>PELICAN Provider Certification goes live. OCDEL launches an electronic child care facility management system to process applications, inspections, complaints and certificates of compliance and registration for all child care facilities. 3/08</p> <p>Public awareness media campaign for Keystone STARS and Pennsylvania Pre-K Counts is launched. 4/08</p> <p>Final form Child Care Regulations are published, updating health and safety requirements to reflect best practices and research; making the regulations easier to read and more accessible to providers and parents; reflecting an update of the regulations to include correct reference to other applicable laws; and improving opportunity for facility compliance. 5/08</p>	<p>OCDEL hosts first Higher Education Institute on Diversity. 5/08</p> <p>Title 22, Chapter 49-2: Pre-K Through 4th Grade Teacher Preparation Guidelines are published, reflecting the best characteristics of early childhood and elementary education. 5/08</p> <p>OCDEL partners with Office of Children, Youth and Families to provide Ages & Stages to community providers. 5/08</p> <p>The Gate Opener Innovation grant is announced. Nine institutions of higher education awarded grant money to improve access and opportunity to Bachelor's degree completion for early childhood professionals. 5/08</p> <p>25% of Keystone STARS programs move up at least one STAR level in 2007-2008. 6/08</p> <p>Approximately 178,157 children are estimated to receive child care and early learning services through Keystone STARS. 6/08</p> <p>Inclusion of preschool children receiving Early Intervention services in typical early education settings increased 9% (up to 58% total) in 2007-2008. 6/08</p> <p>PA releases first-year outcomes for children in Pennsylvania Pre-K Counts: 94% of children showed age-appropriate skills and behaviors or emerging age-appropriate skills and behaviors at end of school year. 6/08</p>	<p>PA legislature approves funding for 2008-2009 to serve: More than 135,000 families (monthly average) through Child Care Works; Nearly 34,000 infants and toddlers and nearly 44,000 preschoolers through Early Intervention (birth-5); Nearly 70,000 children through 448 school districts in full day kindergarten; Over 5,600 children through Head Start Supplemental; 170,000 children in 5,000 programs through Keystone STARS; 4,200 children through Nurse-Family Partnership; Over 55,000 children in 388 school districts through PA Pact-funded pre-kindergarten; Over 18,000 children through school-funded pre-k and K4; Nearly 12,000 children in 315 programs through PA Pre-K Counts 7/08</p> <p>PA Department of Labor and Industry renews both Child Care Workers and Pre-School Teachers to the 2008 High Priority Occupations (HPO). 7/08</p> <p>OCDEL hosts first Keystone STARS Leadership Institute for STAR 3 and STAR 4 providers. 7/08</p> <p>OCDEL announces an increase in the tiered reimbursement rate for children who receive Child Care Works subsidy and are enrolled at a STAR 2, 3 or 4 program. 7/08</p> <p>Keystone STARS highlighted as a case study in the presentation by Charles J. Homer M.D., M.P.H., National Initiative for Children's Healthcare Quality and Harvard School of Public Health on Improving Quality in Early Childhood Programs at the Harvard/NGA National Symposium on Early Childhood Science and Policy Presentations. 7/08</p>	<p>OCDEL receives grants from three foundations totaling \$3,550,000 to support leadership development of the business and early childhood provider community; the Early Learning Network, and the local capacity of teachers to deliver quality by meeting the required early childhood education B.A. degree and credential requirements. 7/08</p> <p>Pennsylvania receives federal grant for inclusion from the national Head Start/Hilton Foundation Training Program called Special Quest. 7/08</p> <p>Fiscal Year Budget 2008-2009 supports a new Early Learning Facilities Fund (ELFF) to subsidize some of the costs of constructing or renovating early learning centers who are Keystone STAR 2 or above with special consideration to programs participating in Pennsylvania Pre-K Counts. 8/08</p> <p>OCDEL launches its Community Education Listserv. 8/08</p> <p>The Early Childhood Governor's Institutes embraces the Pennsylvania STEM (Science, Technology, Engineering, Mathematics) Initiative, designed to develop and deploy statewide strategies and resources to enhance Pennsylvania's education and workforce development efforts targeted at the development of a globally competitive science, technology, engineering and mathematics workforce. 9/08</p> <p>Nine-part video series released on the Learning Standards for Early Childhood to support program directors' work with their staff on applying the Learning Standards' to their curriculum and assessment practices. 9/08</p>
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<p>Governor Rendell signs Executive Orders creating the Pennsylvania Early Learning Council and the Pennsylvania Early Learning Investment Commission. 9/08</p>	<p>The Pennsylvania Governor's Forum: Linking Ready Kids to Ready Schools held in Philadelphia, during which leaders from K-12, early childhood, and higher education shared expertise and contributed to the new state policy framework on the transition from early childhood to the early elementary years and the alignment of practices between those systems, including higher education's role. 12/08</p>	<p>OCDEL Deputy Secretary testifies before U.S. House Subcommittee on Early Childhood Education on Pennsylvania's Early Education Continuum. 3/09</p>	<p>Inclusion of preschool children receiving Early Intervention services in typical early education settings increased to 63% in 2008-2009. 6/09</p>
<p>2007-2008 Pennsylvania Pre-K Counts Year End Report Released – 94% of Pennsylvania Pre-K Counts children finished the school year with age-appropriate skills and behavior or emerging age-appropriate skills and behavior. 10/08</p>	<p>Kindergarten Advisory Committee is formed. 12/08</p>	<p>Keystone STARS Performance Standards for Group Homes updated and issued for 2009-2010 fiscal year. 3/09</p>	<p>OCDEL Cross Program Family Survey is implemented across Early Intervention Birth-Five, PA Pre-K Counts, and Child Care Works programs. 6/09</p>
<p>Early Intervention and Pennsylvania Pre-K Counts programs make their first data reports in Work Sampling System/Ounce online. 10/08</p>	<p>2007-08 Governor's Report on State Performance is released, highlighting Pennsylvania's progress, includes special section for OCDEL. 1/09</p>	<p>Communications Advisory Committee formed. 5/09</p>	<p>OCDEL's Learning Is Everywhere calendar published, providing activities for children from birth - age five based on the Learning Standards for Early Childhood. 6/09</p>
<p>Release of University of Pittsburgh's Early Childhood Mental Health Consultation Project Final Evaluation Report, demonstrating the quality of early education young children with social and emotional issues receive in early learning programs. 10/08</p>	<p>OCDEL Cross-Program Family Survey is piloted. 1/09</p>	<p>New Professional Development requirement for regulation exempt providers in Child Care Works is released. 4/09</p>	<p>OCDEL hosts second Higher Education Institute on Diversity. 6/09</p>
<p>Bureau of Certification Listserv for registered and certified child care programs is created. 10/08</p>	<p>OCDEL releases Kindergarten Entry Date Recommendations, which reviews findings on kindergarten entry dates in the Commonwealth and provides a recommendation to districts about their policies for kindergarten age eligibility. 1/09</p>	<p>170 Pennsylvania business leaders take call to action to invest in early education at the Economic Summit on Early Childhood Investment in Harrisburg. 4/09</p>	<p>OCDEL hosts second Keystone STARS Leadership Institute for STAR 3 and STAR 4 providers. 6/09</p>
<p>OCDEL releases its second annual Reach and Risk Report. The 2007-2008 report provides specific information on the level of risk for school failure for PA children (based on seven risk factors) and the availability, or reach, of most OCDEL programs to children in each county and in the 27 largest cities. 11/08</p>	<p>OCDEL and Office of Mental Health and Substance Abuse Services issue Joint Announcement of Behavior Supports for Young Children to ensure young children and their families have tools to promote good mental health and access to an array of individualized services for more complex behavioral health treatment. 2/09</p>	<p>Child Care Works Waiting List Grows to 16,000. 5/09</p>	<p>Nearly one-third (32%) of Keystone STARS programs move up at least one STAR level in 2008-2009; 30% increase in STAR 3 & 4 programs. 6/09</p>
<p>Children's Trust Fund awards \$714,620 in grants to six community-based agencies to implement child abuse and neglect prevention programs. 11/08</p>	<p>OCDEL releases handbook: Staffing OCDEL Councils, Committees, Work Groups, and Task Forces. 5/09</p>	<p>OCDEL releases handbook: Staffing OCDEL Councils, Committees, Work Groups, and Task Forces. 5/09</p>	<p>4,828 providers participate in the Keystone STARS program with an estimated 177,530 children served. 6/09</p>
<p>Members announced for the Early Learning Council. 11/08</p>	<p>OCDEL and Office of Mental Health and Substance Abuse Services issue Joint Announcement of Behavior Supports for Young Children to ensure young children and their families have tools to promote good mental health and access to an array of individualized services for more complex behavioral health treatment. 2/09</p>	<p>The first phase of the Early Learning Network completed, linking of existing child demographic database, PELICAN, with the child outcome reporting system, Work Sampling and Ounce Scale Online for a more complete analysis of child outcomes. 5/09</p>	<p>70% of TANF children receiving child care assistance are using regulated child care in 2008-2009, a 38% increase since Child Care Information Services (CCIS) agencies began providing child care services to TANF families in 2006-2007. 6/09</p>
<p>Children's Trust Fund awards \$714,620 in grants to six community-based agencies to implement child abuse and neglect prevention programs. 11/08</p>	<p>Pennsylvania Supreme Court issues decision in St. Elizabeth's case upholding the Department of Public Welfare's authority to require Certification of non-profit child care facilities. 2/09</p>	<p>Second year Pennsylvania Pre-K Counts outcomes released: Nearly every child (99%) showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills after attending the Pennsylvania Pre-K Counts program. 6/09</p>	<p>OCDEL partners with Office of Children, Youth and Families to issue joint bulletin for providing access to quality care by integrating Keystone STARS into child care purchasing through child welfare agencies. 7/09</p>

Speech from President Barack Obama references Pennsylvania's success in early learning during his speech on an Early Learning Challenge Grant. 7/09	OCDEL's Learning Is Everywhere section added to the PA Promise for Children website and debuts the online version of the Learning Is Everywhere calendar, which includes extra activities featuring a new Idea Spotlight each month. 9/09	Release of the third annual OCDEL Program Reach and Risk Assessment Report. The 2008-2009 report shows that children in three-quarters (76%) of Pennsylvania's counties are at moderate-high to high risk of school failure. 10/09	Pennsylvania receives nearly \$19 million to expand Early Head Start programs from the American Recovery and Reinvestment Act (ARRA) federal stimulus funding. OCDEL awarded \$1,186,084 to serve 128 children as an Early Head Start grantee. 11/09
OCDEL sponsors the First Annual Early Childhood Behavior Conference for Early Intervention and Early Childhood Practitioners. 7/09	"Growing What Works: Lessons Learned from Pennsylvania's Nurse-Family Partnership Initiative" case study published. 9/09	A three-year independent study of 10,000 at-risk preschoolers in Pre-K Counts Public-Private Partnership sites showed marked improvement in early learning abilities and prospects for future school success; study conducted by the SPECS Research Team from the University of Pittsburgh's Early Childhood Partnerships Program and managed through the Children's Hospital of Pittsburgh Foundation. 10/09	Professional Development Instructor Institute (PDII) introduces a four part, 12 hour training series: Supporting Conversations about Race and Culture in Early Childhood Settings. 12/09
OCDEL offers Early Intervention Preschool Grants for Inclusion with a focus on improving positive behavior supports and assistive technology using Preschool EI ARRA funds. 7/09	OCDEL initiates the Intermediate Unit Workgroup to coordinate professional development, provision of resources and technical assistance for better supporting community providers and school districts. 9/09	Improved use of regulated child care in Child Care Works, since July 2008 reports show: 10% increase in TANF children from 62% to 72%; 6% increase in Former TANF children from 60% to 66%; 4% increase in Low-Income children from 73% to 77% 9/09	Tulchin Research poll results indicate that more than four in five Pennsylvania voters (81%) support providing early childhood education to all Pennsylvania children. 1/10
Child care programs participating in Pennsylvania Pre-K Counts must have a Keystone STAR 3 or 4 designation (STAR 2 programs are no longer eligible to participate). 7/09	OCDEL's Bureau of Subsidized Child Care Services issues a new Regulated Provider Agreement in its entirety. 1/10	After three month budget impasse, PA legislature approves funding for 2009-2010 to serve: Nearly 130,000 families (monthly average) through Child Care Works; Over 33,000 infants and toddlers and 46,000 preschoolers through Early Intervention (birth-5); Nearly 85,000 children in full day kindergarten; Over 5,600 children through Head Start Supplemental; Nearly 178,000 children through Keystone STARS; 4,500 children through Nurse-Family Partnership; Nearly 1,400 children through Parent-Child Home Program; Over 4,000 children through ABG-funded pre-kindergarten; Over 9,000 children through school-funded pre-k and K4; Nearly 12,000 children through PA Pre-K Counts 10/09	OCDEL's Bureau of Subsidized Child Care Services issues a new Regulated Provider Agreement in its entirety. 1/10
Independent evaluation of the Early Learning Network (ELN) by the OMG Center for Collaborative Learning shows positive results. Results showed broad support and shared vision among key stakeholder groups. Also, most providers expressed that the reporting is easy to do and useful in developing lesson plans and for communicating with parents. 8/09	Early Intervention Leadership Meeting provided program improvement and leadership training to over 250 Early Intervention supervisors and provider supervisors. 10/09	OCDEL providers commemorate Pennsylvania Promise for Children Week (Nov. 8-14) with events celebrating Pennsylvania's young children and the quality early learning programs and teachers that help them reach their promise. 11/09	Pennsylvania Infant-Toddler Systems Committee of the Early Learning Council releases final report. 2/10
Three Early Childhood Governors Institutes provided training to nearly 300 early childhood practitioners. 8/09	Pennsylvania Pre-K Counts End of Year Report 2008-2009 released: Includes highlights about how PA Pre-K Count graduates excel in Kindergarten, how PA Pre-K Counts reduces the need for special education services, and how PA Pre-K Counts engages parents. 10/09		Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) Early Intervention preschool pilot program begins. 2/10
The Early Learning Network goes live. 8/09	New OCDEL community education resources are posted online, including the 2009-2010 OCDEL Community Education Calendar and revised toolkit templates. 10/09		Keystone STARS Performance Standards for Family Child Care Homes updated and issued for 2010-2011 fiscal year. 3/10
46% of Child Care Works children receive child care from Keystone STARS providers, a 6% increase from the prior year. 9/09			Early Head Start (EHS) begins serving children and families: Pennsylvania is the first state grantee to offer state-funded EHS services in collaboration with community partners. 4/10

<p>Pennsylvania's "One Book, Every Young Child" campaign celebrates five years highlighting the importance of early literacy development in preschoolers. 4/10</p>	<p>Pennsylvania Inspired Leadership program launches the Early Childhood Executive Leadership Institute, where participants learn to resolve issues confronting early childhood developers and educators in delivering coordinated learning experiences to students from Birth through Grade 3. 5/10</p>	<p>Outcomes released for preschoolers in Keystone STAR 3 and 4 centers: More than 97% of preschoolers showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills at the end of the 2009-2010 program year. 6/10</p>	<p>PA legislature approves funding for 2010-2011 to serve: Nearly 135,000 families (monthly average) through Child Care Works; Over 34,000 infants and toddlers and 47,000 preschoolers through Early Intervention (birth-5); Nearly 85,000 children in full day kindergarten; Over 5,500 children through Head Start Supplemental; Nearly 173,000 children through Keystone STARS; Over 4,500 children through Nurse-Family Partnership; Nearly 1,300 children through Parent-Child Home Program; Nearly 4,500 children through ABG-funded pre-kindergarten; Over 14,500 children through school-funded pre-k and K4; Nearly 12,000 children through PA Pre-K Counts 8/10</p>
<p>Early Learning Investment Commission hosts its third annual Economic Summit, where national experts presented evidence to more than 150 Pennsylvania business leaders that quality early education impacts economic growth and local earnings. 4/10</p>	<p>PA recognized for subsidized child care achievements by the Government Accountability Office in a report to Congress. 5/10</p>	<p>OCDEL hosts third Keystone STARS Leadership Institute for STAR 3 and STAR 4 providers. 6/10</p>	<p>Nearly one-quarter (24%) of Keystone STARS programs move up at least one STAR level in 2009-2010; nearly 10% increase in STAR 3 and STAR 4 programs. 6/10</p>
<p>First Annual Champion for Children Award presented by the Early Learning Investment Commission. 4/10</p>	<p>The Independent Regulatory Review Commission (IRRC) approves new regulations for PA Pre-K Counts. 5/10</p>	<p>4,420 providers participate in the Keystone STARS program with an estimated 168,530 children served. 6/10</p>	<p>Head Start Supplemental outcomes released: Nearly every child (98%) showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills at the end of the 2009-2010 program year. 6/10</p>
<p>Nurse-Family Partnership celebrates ten years serving Pennsylvania families. 4/10</p>	<p>OCDEL Bureau of Certification Services transitions from four to three regional designations: Central/Northeast, Southeast, and Western regions. 6/10</p>	<p>OCDEL benefits from State Longitudinal Data Systems Grant 3 Funds, with \$14.2 million to use over three years. 6/10</p>	<p>Nearly 3,000 individuals participated in child care facility orientation training sessions in 2009-2010, the first full fiscal year in which child care regulations required prospective operators to attend training prior to receiving a certificate of compliance or registration. 6/10</p>
<p>Pennsylvania recognizes Month of the Young Child. OCDEL program providers also host special events during April 11-17 for Week of the Young Child. 4/10</p>	<p>Proposed Child Care Regulations published with the goal of strengthening the professional development requirements for child care facility staff. 6/10</p>	<p>Nearly 3,000 individuals participated in child care facility orientation training sessions in 2009-2010, the first full fiscal year in which child care regulations required prospective operators to attend training prior to receiving a certificate of compliance or registration. 6/10</p>	<p>2009-2010 Pennsylvania Pre-K Counts outcomes released: Nearly every child (over 98%) showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills after attending the Pennsylvania Pre-K Counts program. 6/10</p>
<p>Eleven colleges and universities sign program-to-program articulation agreements for students studying early childhood education. 4/10</p>	<p>Ten colleges and universities in western PA sign program-to-program articulation agreements for students studying early childhood education. 6/10</p>	<p>Nearly 3,000 individuals participated in child care facility orientation training sessions in 2009-2010, the first full fiscal year in which child care regulations required prospective operators to attend training prior to receiving a certificate of compliance or registration. 6/10</p>	<p>The Keystone Babies program launches, offering high quality infant-toddler programs to families receiving child care subsidy. 5/10</p>
<p>Pennsylvania's Children Trust Fund launches new website. 4/10</p>	<p>2009-2010 Pennsylvania Pre-K Counts outcomes released: Nearly every child (over 98%) showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills after attending the Pennsylvania Pre-K Counts program. 6/10</p>	<p>The Keystone Babies program launches, offering high quality infant-toddler programs to families receiving child care subsidy. 5/10</p>	<p>The Keystone Babies program launches, offering high quality infant-toddler programs to families receiving child care subsidy. 5/10</p>

Quality Early Education Benefits Children, Families and Communities

Benefits to communities

Quality workforce

Businesses can hire skilled employees- new industries enter PA with quality jobs

School savings

Schools save on special education costs

Brain development

Quality early learning promotes healthy brain development

Increased tax base

Communities receive more tax revenues as citizens earn more

Taxpayer savings

Every dollar invested in quality early education saves \$7 in public costs like public assistance and crime control

School readiness

Children come to school with pre-academic and social skills for kindergarten

School success

Children are more likely to graduate high school, attend college or career training

For a brighter future

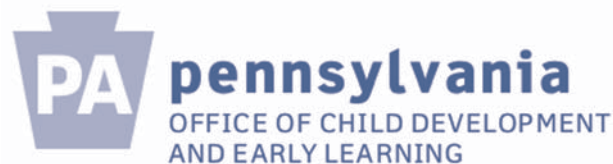
Financial stability

Children are more likely to have higher earnings and own a home as adults

Benefits to children

Quality of life

Children are less likely to commit crimes or need public assistance as adults



Office of Child Development and Early Learning
Pennsylvania Departments of Education and Public Welfare
333 Market Street, 6th Floor
Harrisburg, PA 17126
(717) 346-9320
www.education.state.pa.us | www.dpw.state.pa.us

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