

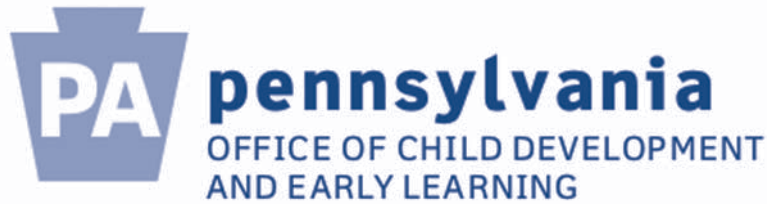


pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

Annual Report 2010-11

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





2010-11 Annual Report

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COMMONWEALTH OF PENNSYLVANIA
OFFICE OF THE GOVERNOR
HARRISBURG

THE GOVERNOR

June 15, 2012

I am pleased to present the Pennsylvania Office of Child Development and Early Learning's (OCDEL) annual report for 2010-11. This report explains how Pennsylvania is providing families with quality early learning choices that are preparing our children for a bright future.

Quality early education services are an important component of a quality education system. Pennsylvania has created an early education system that ensures quality, provides families with a variety of early learning choices and ensures accountability.

Through Pennsylvania's Early Learning Standards and companion family activity guides, our network of Child Care Information Services (CCIS) agencies and the Commonwealth of Pennsylvania's Application for Social Services (COMPASS) website, we are providing families with the resources to make informed early learning choices for their children. We have seen a steady increase in the number of families receiving Child Care Works child care assistance choosing regulated care and a 72 percent increase in families submitting applications online. Ninety-three percent (93 percent) of families responding to the OCDEL family survey indicated that they have used information about their child's performance that they received from their early education program to make changes in how they support their child's development at home.

Child outcomes from Early Intervention, Head Start Supplemental Assistance Program, Keystone STARS 3 and 4 centers and Pennsylvania Pre-K Counts show that children from these quality early learning programs are entering kindergarten ready for school success. More than half of preschool children who exited Early Intervention services in 2010-11 had age-appropriate skills, resulting in no further need for special education services in schools. In PA Pre-K Counts, less than one in four children entered the 2010-11 school year with age-appropriate skills, but by the end of the same school year, three in four children in PA Pre-K Counts showed age-appropriate language, math and social skills.

The quality early education programs and services we provide our young children today will serve them and the Commonwealth well as they enter school and the workforce. This report documents the impact Pennsylvania's investments in early education are making for children, families and communities across the Commonwealth.

Sincerely,

A handwritten signature in blue ink that reads "Tom Corbett".

TOM CORBETT
Governor

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

Education is the foundation of Pennsylvania: it drives the state's economy; it prepares children to compete in the global marketplace; and it leads to economic growth and job creation. Pennsylvania's children need a solid educational foundation before kindergarten in order to achieve in school and succeed in the workforce. It is imperative that our Commonwealth's children succeed; their success becomes Pennsylvania's success as they fill the 21st century jobs that drive the economy.

Quality early education can help create a brighter future for Pennsylvania by:

- **Reducing public costs for special education, public assistance, prisons and health care.**

According to the Pew Center on the States, high-quality pre-kindergarten programs, especially for at-risk children, have been shown to decrease special education placements by 50 percent and reduce grade repetition by 33 percent.¹ As adults, children who receive quality early education are also less likely to commit crimes or require public assistance; and more likely to retain good jobs and have higher earnings. For example, Fight Crime Invest in Kids projects that high quality early learning could cut a quarter or more of the costs of corrections in Pennsylvania. Cutting a quarter of the \$1.8 billion a year spent on corrections in Pennsylvania would eventually save \$450 million a year.² Studies from Harvard and Columbia Universities show that children who have access to quality early education from birth have more resilience against toxic stress and better health outcomes and behaviors as young adults.³

- **Facilitating job growth.** Early education provides economic stimulus and job growth for local communities. Every dollar spent on early education generates \$1.06 dollars in the local economy through local hiring and purchasing goods and services. For every 10 jobs created in the early childhood education sector, three more jobs are created outside early childhood education.⁴ Parents with access to reliable, affordable early childhood education are more likely to be employed, have less absenteeism, and can earn up to 30 percent more over the course of their lifetimes because they are able to stay in the workforce.⁵

- **Effectively preparing students for new workforce demands.** Sixty-three percent of jobs in the next decade will require some post-secondary education.⁶ Forty years of research shows that children receiving high quality early education are more likely to be prepared for and do better in school; graduate high school; attend college or job training; and have higher earnings. This window of opportunity is very small – the achievement gap begins as early as 18 months of age, and children who do not read proficiently by third grade are more likely to drop out of high school.⁷

To be competitive, Pennsylvania needs to ensure that every child, regardless of zip code, race, economic and educational status, receives a first class education to help them achieve their full potential. Quality early education services are an important component of a quality education system.

According to the Office of Child Development and Early Learning 2010-11 Program Reach and Risk Assessment Report, there are 729,538 children under age five living in Pennsylvania. Of those:

- 58 percent live in economically at-risk families earning up to 300 percent of the federal poverty level; and
- 16 percent have mothers with less than a high school education.



Pennsylvania is ensuring quality early childhood education programs.

Pennsylvania's early childhood education system provides a quality framework for all early learning programs in the state, both public and private, to help our young children reach their promise. Although Pennsylvania offers about a dozen early learning options for children from birth through school-age, there are common elements across the continuum to ensure quality.

- Pennsylvania was one of the first states to create a cohesive Office of Child Development and Early Learning (OCDEL). OCDEL brings together the resources and expertise for early education, across the Departments of Education and Public Welfare.
- Pennsylvania was the first state to fully implement its Early Learning Council and advisory committees as per federal legislation.
- Pennsylvania created the Early Learning Career Lattice and established three professional credentials for early childhood teachers and directors. Pennsylvania's Director Credential is one of 32 states' director credential programs approved by the National Association for the Education of Young Children (NAEYC).
- 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 was 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's early childhood education programs are required to observe and provide periodic evaluations of a child's progress and share progress with families.
- Pennsylvania has implemented the nationally-recognized Environment Rating Scales (ERS) as a standard tool to assess the quality of instruction in Keystone STARS and PA Pre-K Counts programs.
- Pennsylvania established performance standards for programs such as Child Care Information Services (CCIS), Head Start Supplemental, Early Intervention, Keystone Babies, Keystone STARS, and Pennsylvania Pre-K Counts 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 two states that were highlighted in depth in the federal Quality Rating Systems (QRS) Assessment Project 2008-11 because of Keystone STARS' well-defined models and intentional goals to connect the Keystone STARS with other early childhood programs or services.⁸
- 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 (PIL) Educational Training). To date, more than 7,600 principals, superintendents, assistant superintendents and early childhood leaders have completed the program.
- 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 and create a more seamless system for early childhood professionals to increase their education.

As a parent whose child has been enrolled in PA Pre-K Counts for almost two years, I am ecstatic with the results that this program has had on my ability to provide for my family.

I heard about PA Pre-K Counts from a friend who works at a child care center. I looked it up and there were very few centers in Pennsylvania that offered PA Pre-K Counts in my area. Fortunately I found that Warwick Childcare's Frazer center had PA Pre-K Counts, and I immediately enrolled my child.

Without PA Pre-K Counts, I have absolutely no idea how I could possibly have gone back to work and gotten on my feet. Financing PA Pre-K Counts is extremely important to working parents like myself, who literally would not financially survive without this program.

Rebecca S., Parent, Chester County

Pennsylvania provides families with a variety of early learning choices.

Each child is unique and the early learning experiences that help each young child reach his/her promise are different. Families need to have access to a variety of quality early learning options so they can make sound choices for their children.

- Eight of Pennsylvania's quality early education programs (Early Intervention, federal Early Head Start grant, Head Start, Keystone Babies, federal Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV), Nurse-Family Partnership, Parent-Child Home Program, Pennsylvania Pre-K Counts) focus on services to at-risk children and their families.
- Pennsylvania has 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.
- Pennsylvania increases early education programs' capacity to meet the diverse needs of families through the Race Matters and Strengthening Families Initiatives, NAEYC Pathways to Cultural Competence Project, and English Language Learners Toolkit and Professional Development. In 2008, Pennsylvania was one of seven states invited to develop a plan to integrate the Strengthening Families approach into its programs.
- The Bureau of Early Intervention Services began a concerted effort to support children with developmental delays or disabilities in typical early childhood settings such as child care, Head Start, or preschool.
- Pennsylvania's network of 59 Child Care Information Services (CCIS) agencies act as the hub for child care information and resource and referral services in local communities.
- Pennsylvania developed a cross-program Family Survey to assess satisfaction and guide improvements statewide.



Pennsylvania embraces accountability for results.

Setting high standards for programs and teachers will not be effective if Pennsylvania doesn't ensure the standards are being met. Pennsylvania embraces accountability in its early childhood education system to ensure children are receiving the best quality early childhood education possible and experience the best possible results.

- In order to support governmental transparency and sound programmatic decisions regarding the administration of early childhood services, OCDEL annually compiles the Program Reach and Risk Assessment Report.
- Pennsylvania's Environment Rating Scales (ERS) Assessors and STARS Designators verify their reliability on the tools at least annually.
- Pennsylvania's early learning data management system (PELICAN) has increased the efficiency of state programs and reduces fraud waste and abuse by standardizing and automating activities such as eligibility determination, provider payment, receiving and tracking complaints against child care providers, maintaining waiting lists for services, and tracking grants and budgets.
- Pennsylvania is the only state that can link data across all early childhood programs at the child and program site levels as defined by the Early Childhood Data Collaborative.⁹

As a result of Pennsylvania's efforts:

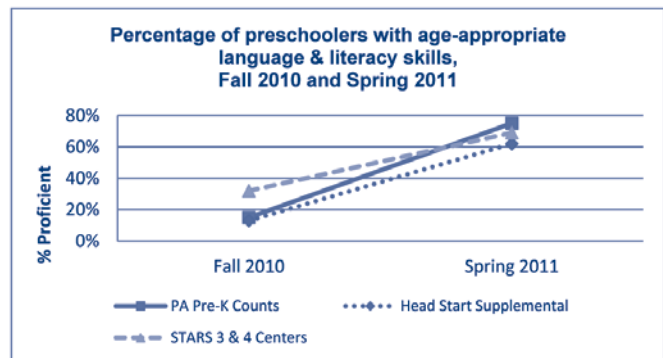
Pennsylvania's efforts to build a quality early education continuum have resulted in an increase in quality early learning opportunities available and a promising trend of continued quality improvement.

Children are making progress, entering kindergarten ready to learn:

Programs such as Early Intervention, Head Start Supplemental, Keystone Babies, Keystone STARS, Nurse-Family Partnership, Parent-Child Home Program, and Pennsylvania Pre-K Counts and are preparing children for kindergarten so they can enter school ready to learn and to succeed.

2010-11 child outcomes for Head Start Supplemental Assistance Program, Keystone STAR 3 and 4 programs, and Pennsylvania Pre-K Counts, show children are progressing throughout the program year and are coming to school ready to learn:

- Each program is showing a significant increase in the percentage of preschoolers with age-appropriate language, math, and social skills from the beginning to end of the program year.
- Each program is meeting the needs of its populations with a variety of services to prepare children for kindergarten, with nearly every child (97 percent-99 percent) showing age-appropriate or emerging age-appropriate language, math and social skills by the end of the 2010-11 school year.
 - **Head Start Supplemental, providing comprehensive early education and family support services to high-risk three and four year olds:** Less than one in five preschoolers (10 percent-21 percent) began the school year in Head Start Supplemental programs with age-appropriate skills. By the end of the school year, approximately three in five children (59 percent-71 percent) showed age-appropriate language, math and social skills after attending Head Start Supplemental programs in 2010-11.
 - **Keystone STARS 3 and 4, providing high quality early education in child care centers, group and family child care homes for children from birth through school-age:** Less than one in three preschoolers (27 percent-38 percent) began the school year in Keystone STAR 3 and 4 programs with age-appropriate skills. By the end of the school year, approximately two in three children (65 percent-73 percent) showed age-appropriate language, math and social skills after attending Keystone STARS 3 and 4 programs in 2010-11.
 - **PA Pre-K Counts, providing high quality pre-k kindergarten to at-risk three and four year olds:** Less than one in four children (13 percent-21 percent) began the school year in Pennsylvania Pre-K Counts classrooms with age-appropriate skills. By the end of the school year, approximately three in four children (74 percent-80 percent) showed age-appropriate language, math and social skills after attending Pennsylvania Pre-K Counts in 2010-11.
- Child assessment data from preschoolers who exited Early Intervention in 2010-11 shows that nearly every child (97 percent) made progress from entry to exit. In addition
 - 72 percent 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.
 - 55 percent 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.

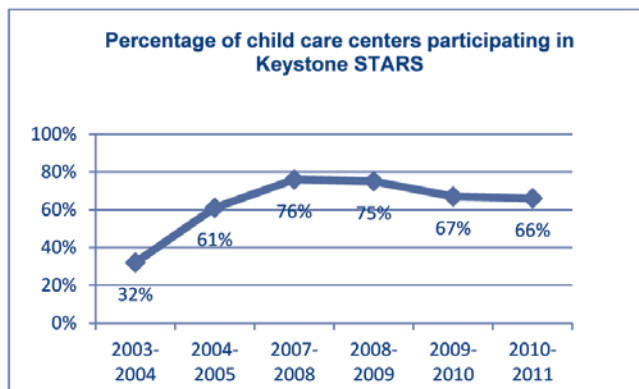
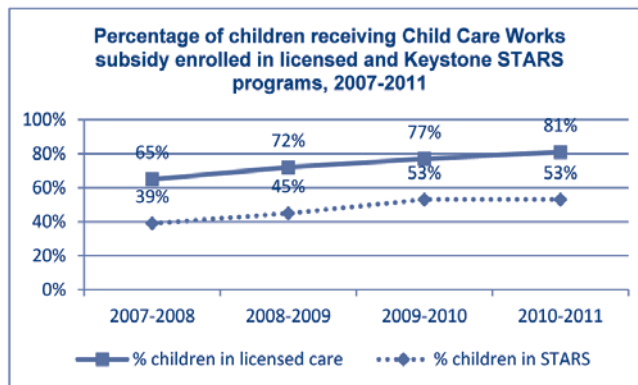


Observing and assessing children’s progress is a key component to a quality early childhood education program. Teachers share individual child progress with their families and use the information to refine teaching techniques and learning activities to best meet the needs of their students.

This is the fourth year that the Office of Child Development and Early Learning has reported child outcomes for Pennsylvania Pre-K Counts, and the second year of reporting child outcomes for Keystone STAR 3 and 4 and Head Start Supplemental Assistance Programs.

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

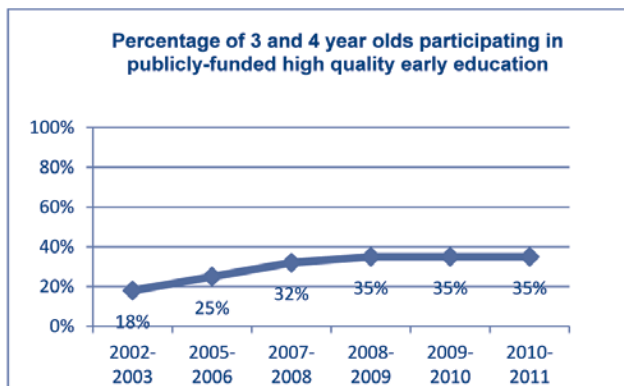
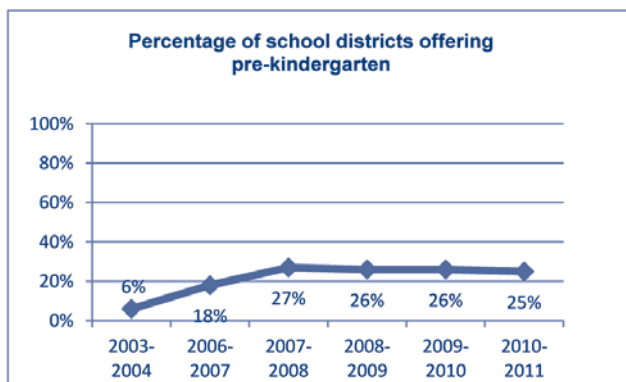
More families receiving Child Care Works child care assistance are choosing regulated care than ever before. The percentage of children enrolled in Child Care Works using regulated care and Keystone STARS has steadily increased since the unification of child care services for TANF, former TANF and low income families under the Child Care Information Services (CCIS) agencies in 2006-07.



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 has nearly doubled.

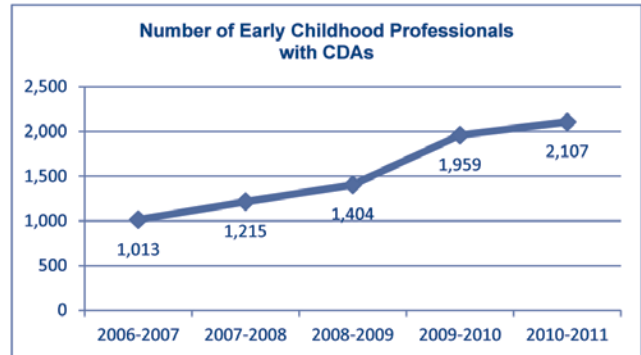
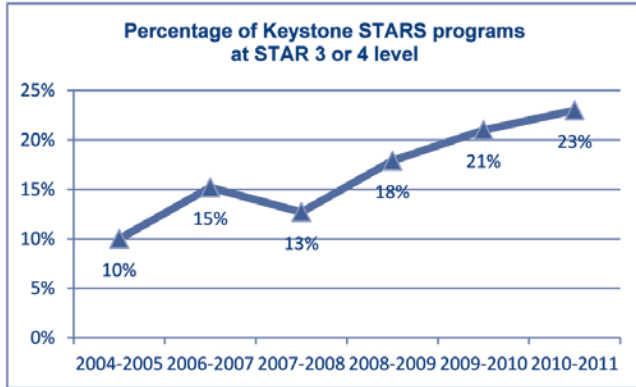


There is a positive trend of continuous quality improvement among early childhood programs and professionals:

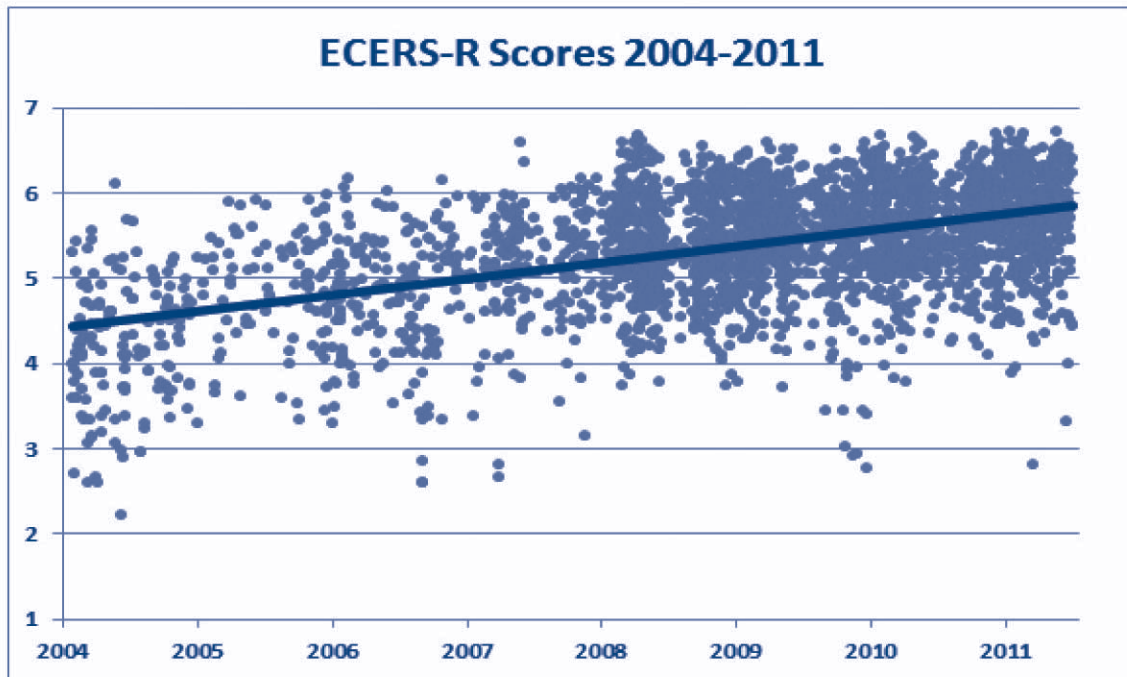
- Pennsylvania has reversed a 10-year negative trend of declining quality in child care through implementation of Keystone STARS.¹⁰

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 doubled since 2006-07.



In addition, there is a seven-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.

II. Highlights from 2010-11

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

- Ensure quality early childhood education programs;
- Provide families with a variety of early learning choices; and
- Embrace accountability for results.

Below are highlights of Pennsylvania's achievements in 2010-11.

Ensuring quality early childhood education programs

- Starting July 2010, Keystone STAR 4 programs were required to have a higher percentage (50 percent) of lead teachers with bachelor's degrees in early childhood education or related field.
- The Early Childhood Education Career Lattice was updated in 2011 to better reflect all of the career paths of early childhood education professionals, such as including coursework in Human Services, and creating an alternate pathway to Levels 4 and 5 that includes experience and/or credits.
- OCDEL and the PA Key piloted the new "ERS Toolbox" specialized professional development that offers an interactive hands-on approach to using the Environmental Rating Scales (ERS) to improve program quality.
- In 2010-11, OCDEL greatly expanded the resources available on the Standards Aligned System (SAS) portal and created the Early Learning Professional Learning Community.
- OCDEL and the PA Key convened a Career Advising Work Group to identify the needs of early childhood program directors and staff to effectively manage their career development and move up the Early Childhood Career Lattice.
- Fifty-seven (57) ECE Program-to-Program Articulation agreements were developed among three articulation project teams led by Bloomsburg University of PA, Shippensburg University of PA, Slippery Rock University, and the Southeastern Pennsylvania team led by the Pennsylvania Key.
- Pennsylvania developed an online version of the Cross-System Technical Assistance self-assessment and used the results to develop eight webinars attended by STARS Technical Assistance providers.
- In 2010-11, 228 Keystone STARS programs received Child Care Health Consultation services.
- Pennsylvania offered a three-day I am Moving, I am Learning Instructor Institute to 62 Pennsylvania Quality Assurance System (PQAS) certified instructors.

RESULTS:

- In 2010-11, 264 early education professionals earned their Director Credential, 11 percent more than in 2009-10.
- In 2010-11, 183 school and early education leaders participated in one of eight Early Childhood Executive Leadership Institutes around the state, nearly twice as many as participated in 2009-10.
- Nearly 20 percent 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.



- Child care providers receiving Keystone STARS Technical Assistance were 2.2 times more likely to advance a STAR level than those who did not receive help.¹¹
- Review of child outcomes found that children in a Pennsylvania Pre-K Counts classroom with a lead teacher who holds a Teacher Certification are approximately 50 percent more likely to achieve greater than average gains in language and literacy, math, and personal and social development than children whose lead teacher does not hold a certificate.
- As a result of Title I transition grants, 70 percent of participating schools reported an increase in early kindergarten registration from the previous year.

Providing families with a variety of early learning options

- “Supporting Conversations about Race and Culture in Early Childhood Settings” was implemented statewide through the Regional Keys.
- OCDEL and the PA Key developed a series of modules called “Supporting English Language Learners (ELL) and Dual Language Learners (DLL) in Early Childhood Settings.” An Instructor Institute and full rollout of the series is scheduled for 2011-12.
- During 2009-11, in partnership with 63 early care and education sites, serving approximately 3,500 children, 29 out of 33 Preschool Early Intervention programs participated in “Preschool Early Intervention Positive Behavior Support Program for Inclusion.”
- Nearly 180,000 materials were distributed to families through early childhood education programs, libraries and Community Engagement Groups (CEG) in 2010-11.

RESULTS:

- Approximately 53 percent of children receiving Child Care Works subsidy are enrolled with Keystone STARS providers.
- Over the past four years, the number of children under age three receiving their Early Intervention services in community settings increased from 18 percent to 70 percent.
- Over the past four years, OCDEL has observed a nearly 19 percent increase in the number of children of preschool age included in typical early childhood programs, resulting in a total of 72 percent of preschoolers in Early Intervention receiving their services in these settings (e.g. child care, Head Start, preschool) in 2010-11.
- Nearly 82 percent of TANF children receiving child care assistance used regulated child care in 2010-11, which is 51 percent more since these families began receiving child care services through Child Care Information Services (CCIS) agencies in 2006-07.
- More than 38,600 individuals submitted applications for Child Care Works online through COMPASS in 2010-11, 72 percent more than in 2009-10. More than 31,500 searches for child care providers were completed online, 5 percent more than in 2009-10.
- In 2010-11, CEGs reported that over 1.5 million children, parents and community members throughout Pennsylvania participated in over 5,000 events such as recognition & leadership events, Week of the Young Child events, and community & health fairs.
- More than 93 percent of respondents to the OCDEL family survey indicated that they have used information about their child’s performance to make changes in how they teach their child and to support their child’s learning and development at home.

My children started in the Keystone STAR 4 program at the Child Development Laboratory at six months and are now four years old. They adore being there. It is hard to get them to leave at the end of the day, and often their play at home is about “Room to Grow.” I love hearing about amazing things they’ve learned, heard, seen, and read. They have taught me how to tell boy ducks from girl ducks, the difference between the ocean and the sea, and how to sign the alphabet. I cannot imagine a better place for my children to learn, grow, be loved, and thrive.

Eva L., Ph.D., Associate Professor and Mom,
Centre County

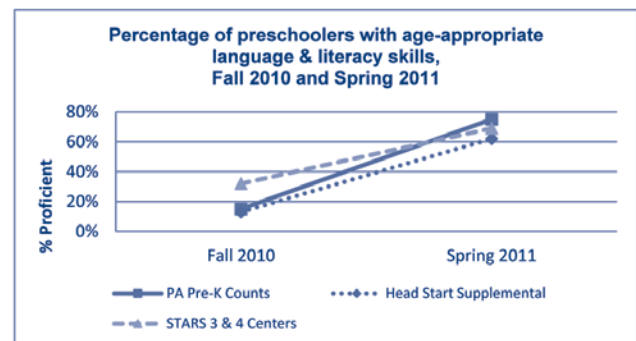
Embracing accountability for results

- Enhancements to OCDEL's 2010-11 Program Reach and Assessment Report include updates to the risk categories and data by school district, replacing data from 27 largest municipalities.
- Pennsylvania established the Keystone STARS Designator Reliability Protocol to ensure the consistency assigning Keystone STARS levels as conducted by various Keystone STARS designators statewide.
- In 2010-11, ERS assessors conducted 1,573 classroom assessments. The average overall ERS score across all scales and classrooms was 5.48, a statistically significant increase from the previous year's average score of 5.35, which indicates classroom environments that encourage appropriate development.

RESULTS:

- Of the 67 counties, children in 41 (61 percent) counties are at moderate-high or high risk of school failure.
- More than one-third (36 percent) of children under age five participate in state and/or federally funded quality early childhood education programs. Quality programs are defined as: Nurse-Family Partnership; Parent-Child Home Program; Head Start State and Federal (which includes Head Start Supplemental Assistance Program, Early Head Start, and Preschool Head Start); Pennsylvania Pre-K Counts; School Based Pre-K; Early Intervention; and Keystone STARS.
- Through 156 reliability visits conducted by 16 ERS assessors and 4 ERS supervisors, the ERS team achieved an overall reliability average of 93 percent.
- During 2010-11, Keystone STARS designators agreed on 97 percent of the performance standards.
- 2010-11 child outcomes for Head Start Supplemental Assistance Program, Keystone STAR 3 and 4 programs, and Pennsylvania Pre-K Counts, show children are progressing throughout the program year and are coming to school ready to learn:

- **Head Start Supplemental, providing comprehensive early education and family support services to high-risk three and four year olds:** Less than one in five preschoolers began the school year in Head Start Supplemental programs with age-appropriate skills. By the end of the school year, approximately three in five children showed age-appropriate language, math and social skills after attending Head Start Supplemental programs in 2010-11.



- **Keystone STARS 3 and 4, providing high quality early education in child care centers, group and family child care homes for children from birth through school-age:** Less than one in three preschoolers began the school year in Keystone STAR 3 and 4 programs with age-appropriate skills. By the end of the school year, approximately two in three children showed age-appropriate language, math and social skills after attending Keystone STARS 3 and 4 programs in 2010-11.
- **PA Pre-K Counts, providing high quality pre-k kindergarten to at-risk three and four year olds:** Less than one in four children began the school year in Pennsylvania Pre-K Counts classrooms with age-appropriate skills. By the end of the school year, approximately three in four children showed age-appropriate language, math and social skills after attending Pennsylvania Pre-K Counts in 2010-11.

- Child assessment data from preschoolers who exited Early Intervention in 2010-11 shows that nearly every child (97 percent) made progress from entry to exit. In addition
 - 72 percent 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.
 - 55 percent 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.

III. Making quality early education a reality of 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:

- Ensuring quality early childhood education programs;
- Providing families with a variety of early learning choices; and
- Embracing accountability for results.

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.

Ensuring quality early childhood education programs

Research shows that quality early education can save Pennsylvania's taxpayers between \$7 and \$17 for each dollar invested, with a 10 percent rate of return per year throughout the child's life.¹² But in order to achieve this kind of return on investment, Pennsylvania needs to ensure that its early childhood education programs are providing quality opportunities for children and families.

Some of the key research-based components of quality early learning include:

- Family participation in the child's early learning;
- High-quality teachers with credentials and/or degrees in early childhood development and education;
- Appropriate teacher-child ratios;
- Well-designed classrooms with appropriate learning activities based on early learning standards;
- Teacher observation and assessment of children's progress throughout the year;
- Ability for teachers and staff to meet the diverse needs of families; and
- Onsite monitoring of program quality.¹³

Pennsylvania is working to ensure quality in early childhood education programs while maximizing use of public resources through:

- Coordinated early childhood programs;
- Effective teachers and leaders;
- Quality classrooms and instruction;
- Sound program management;
- Alignment with K-12 education; and
- Continuous quality improvement.

The relationship between Carnegie Elementary and PA Pre-K Counts has provided the incoming students with an overall appreciation and awareness to the demands of the Kindergarten program, which has ultimately led to an increase in Kindergarten readiness and has significantly, reduces the transition time at the beginning of the school year.

Christopher M. Very, M.Ed., Principal, Carnegie Elementary, Allegheny County

Coordinated early childhood programs

Because of support from leadership, early learning and development programs, and families, Pennsylvania has become a leader in the nation in developing a coordinated, quality early education system based on solid program design, comprehensive accountability, and documenting positive outcomes for children, with a focus on serving our most vulnerable children.

Pennsylvania is one of the first states to create a cohesive Office of Child Development and Early Learning (OCDEL) that brings together the resources and expertise for early education, across the Departments of Education and Public Welfare. Through OCDEL, Pennsylvania's early childhood education system provides a quality framework for all early learning programs in the state, both public and private, to help our young children reach their promise. Although Pennsylvania offers about a dozen early learning options for children from birth through school-age, there are common elements across the continuum to ensure quality.

By combining all early childhood education programs in one office, the Commonwealth has been able to align quality and accountability of programs from birth through kindergarten. Pennsylvania has been able to increase efficiencies among early childhood programs by sharing expertise, aligning standards and providing financial and programmatic oversight.

Because Pennsylvania's early childhood education programs are well-aligned, families can more easily access services and have a smoother transition between programs as their children grow and their needs change.

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 in 2008. The Council and committees provide feedback on the successes and challenges of OCDEL programs in the field to inform policy and practices.

Early Learning Council

Program Committees:

Child Care Works
Full Day Kindergarten
Keystone STARS
Pennsylvania Pre-K Counts

Cross Sector Committees:

Early Childhood Mental Health
Early Learning Career Preparation & Development
Early Learning Network
Parent Advisory Council



In addition to the Early Learning Council, the State Interagency Coordinating Council (SICC) is a group of gubernatorial appointees representing parents and the Departments of Health, Education, and Public Welfare. The SICC is convened by federal statute and its mission is to ensure that a comprehensive delivery system of integrated Early Intervention programs and services is available in Pennsylvania to all eligible infants, toddlers and young children and their families.

OCDEL Listservs. OCDEL has three electronic newsletters that provide timely information and resources on early education in Pennsylvania.

- **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. There were approximately 11,000 subscribers as of June 2011. 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. Individuals may sign up at <http://listserv.dpw.state.pa.us/ocd-pa-child-care-certification.html>.
- **Learning is Everywhere Listserv.** Based on the Learning is Everywhere calendar, the monthly Learning is Everywhere e-News provides activities, songs and books that complement the Learning is Everywhere calendar. More than 6,000 families, schools, and early learning professionals and programs are subscribed. Individuals may sign up at <http://paprom.convio.net/LIEC>.

Effective teachers and leaders

Having effective teachers in the classroom is one of the most important components to a quality education. These teachers have the education and experience to understand how young children learn and 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 child's learning requires a partnership between teacher and family.

Research shows that the education level of the teacher has an effect on the performance of children in their class. An analysis of several studies indicate that the effects on child outcomes for children with teachers who have a bachelor's degree were significantly greater than for children whose teachers had less education.¹⁴ The 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.¹⁵ In 2010-11, children in PA Pre-K Counts classrooms with a lead teacher who holds a Teacher Certification were approximately 50 percent more likely to achieve greater than average gains in language and literacy, math, and personal and social development than children whose lead teacher did not hold a certificate.¹⁶

In August 2007, changes were approved to the structure of teaching certificates which began to take effect in 2010-11. Since 2007, Pennsylvania has been preparing for these changes.

By January 1, 2011, all teacher education programs were required to 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.

Starting January 1, 2013 Pennsylvania will issue new teacher certificates. See the chart for a comparison of the current and upcoming structure. 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.

The new structure provides schools with greater flexibility for teachers in the elementary grades, with an overlap of grade four in both the Early Childhood and Elementary Education certifications. It aligns teacher preparation with the developmental stages of the children they teach. It has, however, also reduced the amount of course offerings related to infants and toddlers. In 2008-09 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.

Increased teacher education requirements for programs such as Head Start, Keystone STARS, and Pennsylvania Pre-K Counts are improving the quality of early learning children receive in these programs, but have also increased demand for professional credentials, college degrees, and teacher certification. For example:

- Starting October 2011, all lead teachers in Head Start programs must have an associate’s degree (before 10/11, they could have a Child Development Associate (CDA)¹⁷ credential).
- Starting July 2010, Keystone STAR 4 programs were required to have a higher percentage (50 percent) of lead teachers with bachelor’s degrees in early childhood education or related field.
- In Pennsylvania Pre-K Counts, all lead teachers in Pennsylvania Pre-K Counts classrooms had to have their teacher certification in early childhood education by December 31, 2011 (before 12/31/11, only school district classrooms require certified lead teachers).

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).
- 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).
- Teacher aides must have a Child Development Associate (CDA) credential; be enrolled in a CDA to be completed within two years; associate’s degree or greater (currently, they must have a high school equivalency).

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

Historically in the child care sector, providers find it increasingly difficult to recruit and retain degreed teachers and staff. Teachers in early childhood programs are often “non-traditional students,” earning their professional credentials and degrees while working full time. To do this, 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 which includes:

- Early Learning Career Lattice;
- Pennsylvania Quality Assurance System (PQAS);
- Professional Credential Programs for Early Childhood Education; and
- Aligning the Core Body of Knowledge (CBK) with new Teacher Certification requirements.

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 Lattice¹⁸ 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. The Lattice was updated in 2011 to better reflect all of the career paths of early childhood education professionals, such as including coursework in human services, and creating an alternate pathway to Levels 4 and 5 that includes experience and/or credits.

Pennsylvania Quality Assurance System

(PQAS). The Pennsylvania Quality Assurance System (PQAS) certifies instructors who provide professional development or technical assistance to early childhood and school-age professionals in Pennsylvania. The PQAS System maintains a registry of approximately 2,000 approved instructors and consultants to help ensure that professional development activities and consultants meet quality standards. In 2010-11, approximately 350 instructors were awarded PQAS approval. PQAS instructors conducted approximately 13,158 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. Research shows that practitioner education and professional development are keys in providing good early learning experiences. Keeping this focus in mind, requirements and application for PQAS organizations were revised effective July 2011.

Our center has been involved with Keystone STARS since 2003. We started at STAR 1, but quickly worked our way to a STAR 4 and are very proud of this accomplishment.

Because of the STARS program I have been able to increase my education through T.E.A.C.H. It has always been a goal of mine to get a degree in ECE. I started working at ABC Kiddie Kampus as an assistant group supervisor. I really enjoyed working with the children and new this was my calling. I chose to take online classes at Northampton Community College. It took me 3 ½ years of hard work, but I finally graduated in May 2010 with a 3.47 GPA. If it was not for the STARS program and T.E.A.C.H. Scholarship, I would not have accomplished my dream.

Tammy Uhrin, Teacher, ABC Kiddie Kampus,
Lackawanna County

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) credential¹⁹, 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 32 States’ director credential programs recognized by the National Association for the Education of Young Children (NAEYC). Directors can earn the credential through coursework at 36 higher education institutions or through portfolio submission. Directors at Keystone STAR 3 and 4 programs are required to earn a Director Credential. In 2010-11, 264 early education professionals earned their Director Credential, 11 percent more than in 2009-10.

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.²⁰ The credential coursework is offered as community-based or college credit with online options available. In 2009-10, criteria was drafted for school-age professionals who currently have CDAs to earn a SAPC without going through the entire process (called “Second Setting”). In 2010-11, Pennsylvania participated in a comprehensive pilot project to review the National Draft Competencies for Afterschool and Youth Developmental Professionals to provide recommendation and identify alignments between the draft and Pennsylvania’s School-Age Professional Credential and Core Body of Knowledge.

Early Intervention Language Coach Credential –The Early Intervention Language Coach Credential, developed by Dr. Juliann Woods and her graduate staff from the University of Florida, consists of a graduate-level online course with five separate units that provide intensive learning opportunities in the areas of language development,

caregiver 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 graded assignments and submission of a video tape. Eligible participants include infant/toddler Early Interventionists/Special Instructors currently working in an Early Intervention program serving children with disabilities. Collaboration with a speech and language pathologist is emphasized and required for the various assignments. A cohort of 24 students completed the pilot in 2010-11, with full implementation in 2011-12.



Aligning the Core Body of Knowledge (CBK)

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. 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. 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 2012.

Quality classrooms and instruction

When you enter a classroom in a quality early learning program, you will see children happily engaged in a variety of activities, many of them play activities, with teachers observing or guiding and supporting the children's interactions and problem solving. What you may not realize is that these activities are based on a curriculum to develop children's language, reading, math and social skills. Teachers intentionally observe children's behavior and progress to assess the child's development and determine the appropriate learning activities to promote development. Quality school-age programs also include an intentional curriculum designed to build upon and enhance what children are learning in school.

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 framework and child observation and outcomes reporting; and
- Quality learning environments.

Learning Standards for Early Childhood. 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. Although they are not designed to be used as a curriculum or assessment tool, they provide a framework which can guide families and teachers as they choose appropriate

learning activities and tools to track progress for young children. The Learning Standards for Early Childhood were revised in 2009-10 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 continue to be refined to reflect efforts for continued alignment with the Department of Education's Standards Aligned System (SAS) including integration of the Common Core Standards, which were adopted by Pennsylvania in 2010. This continued refinement demonstrates sequential learning through a Continuum of Learning document and promotes school readiness.

OCDEL programs are required to use the standards to inform curriculum, instruction and child observation. OCDEL programs may purchase a curriculum or design their own but must show how the curriculum aligns with the Early Learning Standards. Pennsylvania provides a crosswalk of how closely commonly-used curricula align with Pennsylvania's Early Learning Standards that is posted on the Pennsylvania Department of Education website and is available to all early childhood education programs as they select the curricula for their classrooms.²¹ Programs may use a template to crosswalk locally developed curricula with the standards. Training is available for programs to learn how to integrate standards, curriculum, and assessment to promote effective instruction, and how curriculum and assessment are related.

Curriculum framework, child observation and outcomes reporting. A quality research-based curriculum guides a teacher to provide learning activities that help every child in the classroom develop. Curriculum includes both the carefully planned environments and activities in the classroom, such as recurring story telling at circle time, as well as 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."²²

OCDEL programs, such as Head Start Supplemental, Keystone Babies, Keystone STARS, and Pennsylvania Pre-K Counts 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 families, collection of the child's work, and the use of a valid and reliable authentic assessment tool. Regular child assessments guide teachers and families 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 are required to observe and provide periodic evaluation of a child's progress, for example:

- Pennsylvania's child care certification regulations require providers to share information on the child's growth and development with families 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.
- Head Start Supplemental programs, Keystone Babies, Keystone STAR 3 and 4 and Pennsylvania Pre-K Counts programs are required to assess children a minimum of 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 STARS programs at STAR 2 level complete one child assessment per year, the first within 45 days of enrollment.

- The Parent-Child Home Program assesses children twice a year using Ages & Stages²³, Parent and Child Together (PACT) and the Child Behavior Traits (CBT).

Quality learning environments. 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 typical early childhood classroom schedule includes a majority of time spent in child-directed instructional activities. These are teacher-guided play experiences where children interact with materials and peers that offer rich and age-appropriate opportunities for children's learning. Classrooms should maximize children's active and experiential learning and provide a minimal amount of teacher-directed instruction.

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

Environment Rating Scales. All Pennsylvania Pre-K Counts and Keystone STARS programs are expected to develop a working knowledge of the Environment Rating Scales (ERS) through coursework and a self-assessment. This valid and reliable tool rates features of an early childhood classroom that promote children's learning, such as:

- The physical design of the classroom;
- The daily schedule of activity, the types and amount of learning activities available to children;
- How teachers interact with children, families, and each other;
- How children interact with each other; and
- Promoting acceptance of diversity.

All programs are expected to complete a self-assessment: PA Pre-K Counts and Keystone STAR 3 and 4 programs also receive an independent assessment. 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.

In 2010-11, OCDEL and the PA Key piloted new "ERS Toolbox" specialized professional development that offers an interactive hands-on approach to build the early childhood staff understanding of how they can use the Environmental Rating Scales (ERS) to improve program quality.

For more information on independent ERS assessments, see page 41.

Classroom Assessment Scoring System (CLASS). Head Start programs are strongly encouraged to become reliable on the Classroom Assessment Scoring System (CLASS) assessment as it is now part of the federal monitoring process. In 2009-10 Pennsylvania conducted a pilot study of the CLASS assessment in 90 Keystone STAR 3 and 4 classrooms to determine the feasibility of statewide implementation among all early learning and development programs. Overall, results on the CLASS pilot assessments were reasonably good, and Pennsylvania continues to expand professional development opportunities for early childhood educators to be trained to use the CLASS assessment in their own programs.

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. Performance standards for programs such as Child Care Information Services (CCIS) agencies, Head Start State Supplemental Assistance Program, Early Intervention, Keystone STARS, and Pennsylvania Pre-K Counts, provide quality expectations for staff qualifications and professional development, learning activities, working with parents and the community, and best business practices.

For example:

- Child Care Information Services (CCIS) agencies must meet 20 performance standards that address accuracy and family satisfaction.
- Early Intervention programs must meet performance indicators such as timeliness of services and providing services in the most inclusive settings possible.
- Head Start programs follow comprehensive federal Head Start performance standards that include fiscal and staff management. Programs participating in the Head Start Supplemental Assistance Program also meet fiscal guidelines.
- 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.
- Nurse-Family Partnership and Parent-Child Home Program grantees submit fiscal information to their national oversight agencies which are then provided to OCDEL.
- 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.

Alignment with K-12 education

Reading proficiently by the end of third grade is a crucial marker in a child's educational development. Failure to read proficiently is linked to higher rates of school dropout, which suppresses individual earning potential as well as the nation's competitiveness and general productivity.²⁶

In order to maximize Pennsylvania's investment in quality early education and continue student achievement in the early grades, early learning programs and schools must work together to align standards, curriculum and professional development and provide smooth transitions for children and families into kindergarten and the elementary grades.

Pennsylvania's Learning Standards for Infants, Toddlers and Pre-Kindergarten, which OCDEL programs must use to inform curriculum and review of children's progress, are aligned with Pennsylvania's kindergarten – second grade early learning standards and third grade academic standards. By aligning learning standards, teachers and families have appropriate expectations for children's learning so children are prepared for each grade.

The students that have come from the PA Pre-K Counts Program transition more smoothly, adapt to school routine quicker, and understand the purpose of the school setting. The program is an asset to the parents, staff, and teachers of the Conneaut School District. We wish every child had the opportunity to attend the PA Pre-K Counts program. We are very pleased with the effects and hope that it will continue in the future.

Jacque Geer, Andrea McConnell, & Karen Sutliff,
Kindergarten Teachers, Alice Schafer Elementary
School, Crawford County

Pennsylvania also promotes a continuum from early childhood to elementary education through:

- Standards Aligned System (SAS);
- PA Inspired Leadership (PIL) Training for School and Early Childhood Program Leaders; and
- Supporting smooth transitions for young children.

Standards Aligned System (SAS). Much research has been done on what makes a great school. There are many intangible components; however, research shows that great schools and school systems tend to have six common elements that ensure student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. The Pennsylvania Standards Aligned System (SAS) is a comprehensive approach to support student achievement across Pennsylvania. The SAS is a framework to provide guidance, research, tools and good practices that address each of these key elements.

In 2009-10, OCDEL began integrating its early learning standards into the SAS framework. OCDEL has created a sister portal that aligns with the SAS for early childhood education, www.pdesas/ocdel. In 2010-11, OCDEL greatly expanded the resources available on the SAS portal, conducted professional development with early childhood professionals on using the OCDEL SAS, and participated in the 2010 Standards Aligned System Institute. Early childhood educators began submitting lesson plans and other resources, many of which have been included in the SAS. OCDEL also created the Early Learning Professional Learning Community (PLC). The purpose of a Professional Learning Community is to share educational ideas, concepts, and strategies related to early learning and integrating resources from the SAS into an early learning program.

PA Inspired Leadership (PIL) Training for School and Early Childhood Program Leaders.

As Pennsylvania early education system aligns more closely with the K-12 system, strong leadership across the education spectrum with understanding of the importance of early education is vital to student achievement. Through the Pennsylvania Inspired Leadership (PIL) Program, the state has integrated early childhood education concepts and leaders into existing leadership training for educators. The comprehensive, cohort-based program is focused on developing the capacity of leaders to improve student achievement. Pennsylvania implemented PIL training in January 2006 in partnership with the National Institute for School Leadership (NISL). To date, more than 7,600 principals, superintendents and assistant superintendents have completed the program.

A recent study from Old Dominion University found that principals that had completed a National Institute for School Leadership (NISL) training program led their schools to significantly greater gains in mathematics and reading/English language arts across elementary, middle and high school levels.²⁷ In 101 school districts where principals completed the PIL program from 2006 to 2010, researchers found evidence of achievement at the elementary, middle and high school levels; with 1,225 more students achieved reading proficiency, and 1,089 more students achieved math proficiency, than at comparison schools.

In addition, PIL offers a five-day The Early Childhood Executive Leadership (ECEL) Institute designed primarily for superintendents and assistant superintendents, principals and assistant principals, and early childhood development center/facility directors. Participants acquire the deep knowledge and leadership skills needed to successfully identify and navigate the challenges and opportunities confronting Pre-K-to-Grade 3 early childhood developers and educators in delivering coordinated, aligned, and coherent learning experiences to students (from Birth through Grade 3)—in collaboration with the families. Professionals are encouraged to participate as teams with partners in their local communities. In 2010-11, 183 school and early education leaders participated in one of eight Institutes offered in each of the PIL regions statewide, nearly twice as many as participated in 2009-10.

Supporting smooth transitions for young children. Transition is the approach of moving a child or children from one educational setting to another. Children who are exposed to positive transition practices experience less stress and have stronger relationships with teachers and other school personnel.²⁸ Families and schools also benefit when positive transition practices are in place. OCDEL is committed to providing supports



that promote positive transition practices which foster continued growth and development and positive attitudes about school and learning.²⁹

Based on statewide surveys and interviews with classroom teachers, OCDEL found that the available resources within communities, such as kindergarten registration events and materials like *Kindergarten, Here I Come* and *Kindergarten, Here I Am* activity guides, help orient families and children to their new schools and prepare them for a successful transition into kindergarten. In efforts to expand assistance to families through this transition process, in November 2010, OCDEL formed the Statewide Transition Workgroup with the goal of developing statewide

supports around transition. These supports address gaps and barriers in the transition process, such as educating school district personnel on the importance of transition practices, and developing strategies to engage and empower families throughout the transition process.

During 2010-11, the Statewide Transition Workgroup developed *Recipes for Readiness* family-friendly activity cards to assist families in educational interactions with their preschool-aged children to develop essential kindergarten readiness skills. Nearly 13,000 cards were distributed to families through the outreach efforts by Community Engagement Groups, schools, Intermediate Units and other community based programs.

The Statewide Transition Workgroup also focused their attention on the outreach to and education of school district personnel through the creation of an informational brochure, *Supporting Children's Entry into Formal School*, which details the importance and relevance of a focus on the transition process. Since its development, 2,500 brochures were distributed through face-to-face interactions with school district personnel and school board members.

During 2010-11, the OCDEL Transition Tool Kit was updated with current research, and highlights new materials to assist community and school personnel to create and maintain transition teams within specific counties, communities and/or schools.

Title I Transition to Kindergarten Grants. To better prepare children's transition to kindergarten, it is necessary to prepare child, family and school for kindergarten. A family's relationship with their child's school often begins at kindergarten registration. However, if a family doesn't enroll their child until weeks before school begins, or even the first day of school, valuable time is lost on preparing the child, the family, and the school for success. Involving a family with the school as soon as possible may help to develop a families' positive attitude toward the importance of school, as well as strengthen their relationship with the school and their ownership in their child's education as he or she transitions into kindergarten.

Since 2008, OCDEL has awarded Title I Transition grants to select Community Engagement Groups (CEGs) to facilitate smoother transitions for students entering kindergarten in Title I schools. In January 2011, OCDEL awarded grants to 18 CEGs to partner with schools and early learning programs to increase early registration to kindergarten for Title 1 schools. By reaching the most at-risk families early in the process of transition, families were also provided with supports to increase their involvement in their child's early learning and kindergarten readiness.

Through partnerships with 92 schools and hundreds of early childhood providers, nearly 30,000 pre-kindergarten and kindergarten children and their families were impacted through activities such as summer camp programs; meeting kindergarten teachers and other school staff; family workshops that assisted parents in early learning activities to help their child prepare for kindergarten; and distribution of kindergarten readiness materials, such as *Kindergarten, Here I Come!* Activity guides, and *Recipes for Readiness*. Strategic efforts by Transition teams included kindergarten registration advertisement through flyers, banners, PSAs, and other materials, enabled concentrated outreach to high-risk families.

As a result of these efforts, 70 percent of participating schools reported an increase in early kindergarten registration from the previous year. Several schools also reported an increase of parent involvement and volunteering at school, and a decrease in kindergarten classroom disruptions by kindergarten students during the initial weeks of class. In addition, 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.

Continuous quality improvement

Research shows that the higher quality the early childhood education program, the greater the positive outcomes for children. In fact, the benefits to children are higher when the quality is in the good to high range.³⁰ The higher the quality, the greater return on public investment.

Pennsylvania facilitates continuous quality improvement among early childhood education programs through career development supports and technical assistance.

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

- Improving access to higher education for early childhood professionals; and
- Early Intervention Technical Assistance.

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.

- **Career Advising System.** As Pennsylvania builds career pathways for early childhood educational professionals, directors and staff felt they needed additional support to make the best educational and professional development choices. In 2010-11, OCDEL and the PA Key convened a Career Advising Work Group to identify the needs of early childhood program directors and staff to effectively manage their career development and move up the career lattice. As a result of their analysis, Pennsylvania created professional development for instructors, directors and staff on building career advising skills such as developing long- and short-term professional developing goals; navigating higher education and financial aid; and keeping a healthy work/school/life balance. Full rollout of these modules, as well as release of a Career Resource Guide and Career Advising Toolkit are expected in 2011-12.
- **Voucher Program.** PA Keys to Professional Development Refund Voucher Program offers partial reimbursement for teachers working at least 20 hours a week in STAR 1 or above child care programs for courses taken for credit from an accredited college or university towards an early childhood education credential or degree. Professionals must receive a grade of B or higher to be eligible for reimbursement. In 2010-11, approximately 2,941 vouchers were awarded to professionals.

- **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. 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 24 post-baccalaureate college credits. PA Pre-K Counts certified teachers, including those in community-based settings (child care, Head Start, licensed nursery) must also follow these guidelines. Keystone STAR 3 and 4 and Head Start 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 and other early childhood education 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.

- **Higher Education Articulation Project.** In 2005, OCDEL and the Pennsylvania Key began engaging two and four year institutions of higher education that train early childhood workforce on articulation and transfer of academic credits into the bachelor's degree and /or certification programs. In 2007-08, OCDEL, in partnership with the Pennsylvania Key and the State System of Higher Education (PASSHE), invited two and four year higher education early childhood education institutions to develop 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.

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 Pre-K – Grade 4 bachelor's degree and certificate 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, delaying bachelor's degree attainment, and slowing the progress to providing highly qualified teachers to the Commonwealth's early education programs.

I feel fortunate to work in a field that is dedicated to promoting quality in the care and education of young children.

As a teacher in the Early Childhood profession, I am always reminded of the importance of providing a loving and nurturing environment to the children in my care. A nurturing environment is one that gives children the security and opportunity to discover themselves and the world around them.

I am also glad that my center participates in Keystone STARS. The requirements have challenged the staff to strive for excellence. It feels rewarding to know that my extra effort is helping to create a more enriched environment for the children through Keystone STARS.

My success as a teacher is their success in the world. This is one of the reasons I have chosen to continue my learning in the field by returning to school to become the best teacher I can for the students of the future.

Cecelia Butz, Teacher, Carriage House Children's Center, Allegheny County

In 2010-11, 57 ECE Program-to-Program Articulation agreements were developed among three articulation project teams led by Bloomsburg University of PA, Shippensburg University of PA, Slippery Rock University, and the Southeastern Pennsylvania team led by the Pennsylvania Key.

- **Gate Opener Project.** Starting in 2009-10, OCDEL, in collaboration with the Pennsylvania Key and the Grable Foundation, The Heinz Endowments, and the William Penn Foundation, issued ten grants to institutes of higher education to help “open the gates of higher education” to early childhood professionals working in Keystone STARS, Head Start, and PA Pre-K Counts programs. 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 with early childhood professionals to address challenges that they face as they pursue bachelor’s degrees. These barriers include: PRAXIS review support; a need for classes convenient for non-traditional students; and student teaching placement options. The biggest support provided to students in 2010-11 was individual counseling and advising by a dedicated faculty member to ensure that each student’s educational plan met their needs. Approximately 60 early childhood professionals benefitted from the project in 2010-11.
- **T.E.A.C.H. Scholarship³¹.** T.E.A.C.H. (Teacher Education and Compensation Helps) works with child care and community-based PA Pre-K Counts 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 2010-11, approximately 2,016 individuals received T.E.A.C.H. scholarships to attend 52 colleges and universities throughout the state. Of those, nearly all (98 percent) were women, and nearly half (41 percent) were people of color. Additionally 198 scholarship recipients graduated with a degree or credential in 2010-11:
 - 99 recipients earned an associate’s degree;
 - 61 recipients completed their CDA coursework and/or earned a CDA Credential;
 - 27 recipients earned a bachelor’s degree;
 - 14 recipients earned ECE Certification;
 - 12 recipients earned a Director’s Credential.

The average GPA for associate’s degree recipients in 2010-11 was 3.07 and 3.38 for bachelor’s degree recipients.

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 instructor institutes, leadership meetings, and online courses/distance learning.

Technical assistance

An important component to 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 Certification staff providing technical assistance to child care facilities in order to maintain compliance with the minimum health and safety standards in regulations, Preschool Program Specialists for Head Start Supplemental and Pennsylvania Pre-K Counts programs, and STARS Specialists for Keystone STARS programs.

Additional technical assistance supports include:

- Cross-systems technical assistance;
- Supporting children’s physical and emotional health; and
- Supports for professionals working with infants and toddlers.



Cross Systems Technical Assistance. Because technical assistance is an important part of Pennsylvania’s continuous quality improvement for all early childhood programs, OCDEL and the PA Early Learning Keys to Quality began work in 2009-10 to identify and provide supports for core competencies that all technical assistance and professional development consultants should possess. A work group developed six core competencies, such as professionalism, adult learning practices, and assessment and planning, which lay the foundation for developing a professional relationship with clients and promoting a strength-based approach to continuous quality improvement. These core competencies have been included as part of the Pennsylvania Quality Assurance System (PQAS) and are used to help guide the focus of future professional development for consultants. Technical assistance professionals take a self-assessment to determine their proficiency on the core competencies. PQAS-approved professional development organizations, those contracted to provide technical assistance to Keystone STARS programs, and Preschool Program Specialists are required to complete the self-assessment annually.

In 2010-11, Pennsylvania developed an online version of the self-assessment and used the results to develop eight webinars and an in-person workshop titled “The Art and Science of Technical Assistance.” All STARS TA providers participated in the first round of webinars in 2010-11.

Supporting children’s physical and emotional health. Children who are physically and emotionally healthy are more likely to learn and do better in school and in life. Supporting children’s health involves meeting health and safety standards, providing staff with the appropriate assessment and instructional skills, and encouraging children and families to make healthy choices regarding nutrition and physical activity.

Pennsylvania supports development of children through:

- Child Care Health Consultation;
- Early Childhood Mental Health Consultation Program; and
- Health promotion initiatives.

Child Care Health Consultation. Caring for Our Children, the national health and safety standards, recommends that child care programs have regular visits by child care health consultants to “promote the health and development of children, families, and staff and to ensure a healthy and safe child care environment.”³² Growing

evidence suggests that child care health consultants support healthy and safe early care and education settings and protect and promote the healthy growth and development of children and their families.³³

Child Care Health Consultation (CCHC) program began in 2007- 08 in response to the need for additional health and safety information, as identified by Environment Rating Scale scores. CCHC provides specially-trained health and safety professionals to offer consultation, technical assistance, and professional development to child care providers. Child care health consultants can give assistance over the phone, during onsite visits, and through trainings.

Child Care Health Consultation provides child care programs with access to health care professionals. The Child Care Health Consultant (CCHC) is a collaborative partner with the program. CCHC assist early care and education professionals in recognizing and promoting health and safety by providing resources to assist the program in meeting or exceeding basic health and safety standards for children, families and teachers in the child care setting.

Child Care Health Consultants:

- Help a program meet state regulations and national standards;
- Address the environment of the program;
- Address staff health issues;
- Help accommodate children or families with special health needs;
- Connect families to health-related community resources; and
- Provide or recommend health education for staff or families.

Keystone STARS programs may access free health consultation services through their Regional Key. In 2010-11, 228 Keystone STARS programs received Child Care Health Consultation services.

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.³⁴ 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.³⁵

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, 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 Learning.³⁶ ECMHC provides both prevention and intervention services to minimize the child's need for more intensive services in the future and to increase the early childhood educator'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.³⁷

A solid foundation for the Early Childhood Mental Health Consultation Program was built during the 2006-08 pilot phase. Since that time, the ECMH Consultation Program has positively impacted hundreds of early childhood

education facilities, and thousands of children and early childhood teachers. ECMH consultants provide much needed information regarding social and emotional development of young children to other providers in the community. Following the end of the pilot, the OMG Center for Collaborative Learning was commissioned to complete a qualitative analysis of ECMHC service provision in Pennsylvania. As a result of this analysis, a framework of recommendations was made to continue to improve the implementation and effectiveness of the ECMHC program.³⁸

My children love doing different activities. We use scarves while dancing. We use instruments while playing music. We also do exercises as part of my preschool activities. We are very active in my daycare. I love my children. They are all pretty healthy.

Excerpt from Keystone Kids Go! website,
www.panen.org/keystone-kids-go

In 2010-11, 594 children in 52 counties received ECMHC services. An average of 276 teachers were supported in their work by ECMHC each month during 2010-11. In program feedback surveys completed by early learning program staff at the conclusion of consultation services,

- 73 percent indicated that they observed an improvement in the challenging behavior as a result of ECMHC services;
- 94 percent 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 percent said that their skill level in meeting the social and emotional needs of children in their care was excellent or good.

Health promotion initiatives. Because of changes in lifestyles and eating habits, the number of overweight and obese adolescents has tripled since 1980 and the prevalence among younger children has more than doubled.³⁹ Being overweight in childhood increases a person's risk of developing chronic conditions such as high cholesterol, hypertension, respiratory ailments, orthopedic problems and type 2 diabetes as a youth. At-risk children and those from certain minority populations tend to be disproportionately affected. By addressing factors and behaviors that can lead to obesity in early childhood, we may be able to reverse this negative trend.⁴⁰

- **I am Moving, I am Learning.** In partnership with the Head Start Collaboration Office and U.S. Office of Head Start, OCDEL has expanded access to the I Am Moving, I Am Learning (IMIL) initiative from Head Start programs to all early childhood education programs. IMIL is a proactive approach for addressing childhood obesity in young children in early childhood programs. IMIL has three overall goals for building lifelong healthy preferences:
 - Increase the quantity of time spent in moderate to vigorous physical activity (MVPA) within daily routines to meet national guidelines (a total of 120 minutes daily for preschool children);
 - Improve the quality of movement experiences intentionally planned and facilitated by informed and participating adults, including teachers and parents; and
 - Promote healthy food choices every day for children, teachers, and parents.

The interactive and high-energy training is infused with ideas, strategies, lively music, and resources for embedding quality physical movement experiences and healthy nutrition choices within the existing curricula of early childhood programs.

In 2010-11, Pennsylvania offered a 3-day I am Moving, I am Learning Instructor Institute to 62 PQAS instructors. In 2011-12, two-day regional workshops will target approximately 300 early childhood educators across the state. After attending IMIL trainings in their local areas, early childhood program staff will develop an action plan including goals, outcomes and follow up. Regional Key staff will work with the programs to review progress and help them meet their targeted goals.

- **Keystone Kids Go!** is an initiative in Pennsylvania focused on improving young children's nutrition and physical activity. The initiative is targeted towards early childhood professionals from child care, Head Start, Early Intervention, family literacy, and pre-kindergarten programs.

- Go Colorful! provides resources and materials to teach preschoolers that healthy eating and movement are fun.
- Go Active! is a toolkit to help providers increase physical activity in the classrooms.
- Go Learn! showcases the promising practices of Keystone Kids Go! programs.
- Go Healthy! Provides healthy tips on personal wellness for early childhood professionals so they can be good role models for the children in their classrooms.
- Go Families and Parents! includes special projects created to involve parents in their children's nutrition and activity.



Keystone Kids Go! was created by the Pennsylvania Departments of Health, Education, and Public Welfare (Office of Child Development and Early Learning) in partnership with Tuscarora Intermediate Unit, Penn State Cooperative Extension, Family Literacy Programs, Pennsylvania Nutrition Education Network, and Head Start State Collaboration Office.

Supports for professionals working with infants and toddlers. Because of the rapid development of infants and toddlers, those caring for children under age three require unique skills and have unique needs. This is also the most crucial time in a child's development, when quality early learning experiences have the greatest impact. Pennsylvania supports professional development and technical assistance specifically for teachers of infants and toddlers.

- Pennsylvania's Infant-Toddler Specialist Network. This network includes representatives from various state systems which provide technical assistance, consultation and training to families and early childhood professionals who support the healthy development of infants and toddlers. Network members come together to share their experiences in working with families and early childhood professionals in order to identify potential professional development strategies, offer policy recommendations and participate in the creation and dissemination of resources that will enhance the provision of high quality infant-toddler services in Pennsylvania. At the same time, this network of specialists will share a common framework for consultation that is based on relationship-based practices.

Members of the Infant-Toddler Specialist Network have received training in the Program for Infant Toddler Care (PITC) and will create a statewide strategy for professional development that aligns with the six essential policies which are focused on improving the quality of care for infants and toddlers. Practitioners and administrators can expect these modules to be available in early 2012.

- STARS Infant Toddler Specialists. STARS Infant-Toddler Specialists are housed at each Regional Key and available to Keystone STARS programs to provide technical assistance and consultation to enhance relationship-based practices in the infant-toddler classrooms and throughout the facility. The specialists also provide local professional development opportunities and design regional resources for infant-toddler professionals such as resource libraries and networking opportunities.

Providing families with a variety of early learning choices

Each child is unique and the early learning experiences that help young children reach their promise are different. Families need to have access to a variety of quality early learning options so they can make sound choices for their children.

Pennsylvania offers quality early education options to families in the home, in schools, child care, Head Start, and nursery schools. For example:

- Early Intervention serves children from birth to age five with disabilities/ developmental delays and their families; services may take place at home or in a program and may include as parent education, developmental therapies or other supports.
- Head Start and Head Start Supplemental provide comprehensive early learning and family support services to young children living in poverty, and can provide home-based services. The comprehensive approach of Head Start addresses the nutrition, health and early learning of the child while helping parents become more engaged in their child's development.
- Keystone STARS supports child and school-age care, Pennsylvania Pre-K Counts and Head Start programs that are committed to continuous quality improvement.
- Nurse-Family Partnership and Parent-Child Home Program provide home-based services for children from birth to age three living in at-risk families.
- Pennsylvania Pre-K Counts provides high quality pre-kindergarten to at risk three and four year olds in participating school districts, Head Start, Keystone STAR 3 and 4 programs, and licensed nursery schools.

Because all of Pennsylvania's state-funded early education programs are administered by OCDEL, they work well together, making it easier for families to receive all the services they need. For example, 72 percent of preschoolers in Early Intervention received services in typical early childhood settings (e.g. child care, Head Start, preschool) in 2010-11.

Making quality programs accessible to at-risk families. Eight of Pennsylvania's quality early education programs (Early Intervention, federal Early Head Start grant, Head Start, Keystone Babies, federal Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV), Nurse-Family Partnership, Parent-Child Home Program, Pennsylvania Pre-K Counts) focus services on at-risk children and their families.

Through Child Care Works, at-risk families may receive a subsidy to help them afford child care. Families choose the program or individual and pay a co-pay for early learning services. More than three-quarters of children receiving Child Care Works are enrolled in regulated child care, more than half are enrolled in Keystone STARS programs.

Pennsylvania provides families with a variety of early learning choices by:

- Meeting the diverse needs of families;
- Educating families about early learning options; and
- Engaging families in their children's early learning.

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;
- English Language Learners (ELL) Strategy and Toolkit; and
- Early Intervention Inclusion Initiative.

Race Matters Initiative. In partnership with the Pennsylvania Build Initiative and the Pennsylvania Key, OCDEL continues to implement strategies to 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 2007-08 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 to offer professional development to 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. For example, the racial equity lens was applied to revisions of the Core Body of Knowledge for Early Childhood and School-Age Practitioners and the Professional Development Record.

In 2009-10, 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. In 2010-11, more than 300 early childhood professionals participated in “Supporting Conversations about Race and Culture in Early Childhood Settings” workshops statewide through the Regional Keys.

NAEYC Pathways to Cultural Competence Project. In order for children to develop and reach their potential, teachers “must accept the legitimacy of children’s home language, respect the home culture, and promote and encourage the active involvement and support of all families, including extended and nontraditional family units.”⁴¹ The National Association for the Education of Young Children (NAEYC) 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 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.

In 2009 Pennsylvania introduced the NAEYC Cultural Competence Project to the early childhood community through a cross-sector professional development and technical assistance webinar. In 2010-11 Pennsylvania continued work to embed the Pathways to Cultural Competence into its continuous quality improvement supports. The Cultural Competence Program and Teacher Checklists are posted on the PA Key website and have been distributed to instructors of the Race Matters professional development modules “Supporting Conversations about Race and Culture in Early Childhood Settings” as an additional resource. References to these documents are being included in the “Good, Better, Best: PA’s Continuous Quality Improvement Guide to Best Practices” (GGB) resource to be released in 2012.

Strengthening Families Initiative. “Children do better when their families are strong, and families do better when they live in communities that help them succeed.”⁴² 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. 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 Families approach to help early learning programs build Protective Factors around all families.⁴³

By utilizing the Strengthening Families Self-Assessment for Family Child Care Providers, we were able to identify concrete, practical strategies and provide resources that build providers’ knowledge and that support the integration of the Strengthening Families framework into their day-to-day work with children and families.

Strengthening Families™ is an approach to working with families to prevent child abuse and neglect that builds upon their strengths, rather than focusing on their deficits. It is not a curriculum or a program, but instead offers a framework of five research-based Protective Factors that give parents what they need to parent effectively, even under stress:

- **For adults:**
 - o Parental resilience
 - o Social connections for families
 - o Knowledge of parenting and child development
 - o Concrete supports in time of need
- **For children:**
 - o Healthy social and emotional development

By using the Strengthening Families Protective Factors framework as a basis for their services, early childhood and family service 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 Families approach into its programs. Pennsylvania’s efforts to integrate the Strengthening Factors approach into its child and family service systems has been led by a statewide leadership team that includes representatives from the Departments of Public Welfare, Education, and Health, as well as community-based service partners, early care and education programs, local school districts and Intermediate Units. The team offers guidance to child- and family-serving programs in incorporating the Strengthening Families approach within their work.⁴⁴ Pennsylvania has integrated elements of the Strengthening Families approach into the requirements for the Children’s Trust Fund and Keystone STARS Best Practices guides.

In 2010-11, over 425 professionals across child- and family service systems have been trained in the Strengthening Families Protective Factors framework.

English Language Learners (ELL) Toolkit and Professional Development. 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.⁴⁵ 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, NAEYC emphasizes 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.⁴⁶

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 state.

The ELL Tool Kit⁴⁷ 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 OCDEL programs use resources contained in the ELL Toolkit such as the Cultural Competence Models and studying Guidelines for Culturally Competent Educational Practices.

In 2010-11, OCDEL and the PA Key developed a series of modules called “Supporting English Language Learners (ELL) and Dual Language Learners (DLL) in Early Childhood Settings.” This 15 hour series will introduce early childhood professionals to ways in which evidence-based practices targeting dual language learners can be applied in early childhood classroom settings. An Instructor Institute and full rollout of the series is scheduled for 2011-12.

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 2010-11 more than 165 workshops on positive behavior supports and including children with developmental delays were provided to staff working in child care programs. Over the past four years, the number of children under age three receiving their Early Intervention services community settings increased from 18 percent to 70 percent.

Historically in Pennsylvania, less than 50 percent of children in Preschool Early Intervention with developmental delays or disabilities received their services in typical early childhood settings. In 2007-08, the Bureau of Early Intervention Services began a concerted effort to support 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.

As a result, over the past four years, OCDEL has observed a nearly 19 percent increase in the number of children of preschool age included in typical early childhood programs, resulting in a total of 72 percent of preschoolers in Early Intervention receiving their services in these settings (e.g. child care, Head Start, preschool) in 2010-11.

In 2010-11, three inclusion grants were offered to Preschool Early Intervention Programs – Preschool Performance Grants for Inclusion were awarded to seven 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.

OCDEL awarded 29 Preschool Early Intervention Positive Behavior Grants 2010-11. These grant awards supported Early Intervention Programs to implement strategies through the Pyramid Model of Positive Behavior Support. The Pyramid Model of positive behavior support is a unified tiered framework of evidence-based promotion, prevention, and interventions that will support the social competence and behavioral development of all young children. This grant opportunity requires partnerships with early childhood programs to systematically implement the Pyramid Model throughout one or more entire program buildings that contain several classrooms. With the assistance of Early Intervention Technical Assistance; these coaches will become very knowledgeable about the Pyramid Model of Positive Behavior Support as described by the Center for Social Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center for Social Emotional Intervention (TACSEI).

Educating families about their early learning options

All families want to make the best early learning choice for their children, but knowing what information is available and what questions to ask can be difficult. Pennsylvania helps to educate families through

- Child Care Information Services (CCIS);
- COMPASS; and
- Community Engagement Groups.

Child Care Information Services. Child Care Information Services (CCIS) agencies are the hub of child care information in local communities. CCIS agencies provide families with information on quality child care and personalized child care referrals based on the family's specific needs or preferences. Parents can receive information and counseling on:

- How to choose quality early learning programs for their child;
- The benefits of early learning programs for their child;
- Selecting a child care setting that meets the family's needs;
- Early care and education programs available in their community; and
- Child care provider referrals tailored to their specific needs.

CCIS staff are a reliable resource for hundreds of thousands of families as they choose the right child care fit for their family. CCIS agencies also administer the Child Care Works subsidized child care program. In 2006-07, CCIS agencies began providing parent counseling and referral services to families receiving TANF. Since then, 51 percent more children whose families receive TANF are enrolled in regulated child care programs. Nearly 82 percent of TANF children receiving child care assistance used regulated child care in 2010-11.

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

COMPASS. In order to increase access for families to gain information and apply for various health and human services, Pennsylvania created the COMPASS website. On this site, individuals can determine their eligibility and apply for or renew a variety of services such as Medical Assistance, Children’s Health Insurance Program (CHIP), and Child Care Works child care assistance. By using COMPASS individuals can apply at any time during the day or night from home, a library or any location with Internet access.

The site allows families to search for a variety of early childhood education programs, including child care, Head Start, Nurse-Family Partnership, Early Intervention, licensed nursery schools, PA Pre-K Counts, and Parent-Child Home Program. Families can search by program type, location (county, school district and zip code), ages of children they serve, services provided, and Keystone STAR level. Families can also view the two year licensing and compliance history of each regulated child care facility.

Since inclusion of early childhood information in 2008, there has been a steady increase in families accessing child care information and assistance through COMPASS. In 2010-11, more than 38,600 individuals submitted applications for Child Care Works online through COMPASS, 72 percent more than in 2009-10. More than 31,500 searches for child care providers were completed online, 5 percent more than in 2009-10.

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 their communities.

Pennsylvania’s Early Childhood Community Engagement Groups (CEG) assist families in making good choices about quality early learning for their children through building 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. These networks conduct outreach such as early learning events and activities within a

My children participated with the Head Start program many years ago and I still see the positive effects of that program as they did well in grade school and high school. Today, I am fortunate enough to have grandchildren and I see the same positive benefits of early education because they are in full time Kindergarten classes. Knowing that your children or grandchildren are safe is vitally important to any parent or grandparent and knowing that they are receiving quality education is vitally important too.

Having a job is important to any family so they can meet their family needs, and Child Care Works child care subsidy allows for me and many others to go to work and allows for my grandchildren to participate in a quality early education program.

Two of my grandchildren are five years old and they can count up to 20 in English and in Spanish! They also are learning how to read because the early education program they are in provides them with books for us the parents or grandparents to read to them every night. I am included in their educational process so I know they are receiving so much more now than if they were not involved in the CCIS subsidy child care (Child Care Works).

Angela H., grandmother, Philadelphia County

community which focus on quality early education programs and access to early learning opportunities. CEGs also work with school districts and community-based early learning programs to develop ways to make smooth transitions from preschool to kindergarten for children, families and teachers.

In 2010-11, CEGs reported that over 1.5 million children, parents and community members throughout the Commonwealth participated in over 5,000 events such as recognition & leadership events, Week of the Young Child events, and community & health fairs.

Working with community partners, Community Engagement Groups reported engaging nearly 500 public 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.

Through the grassroots efforts, Community Engagement Groups leveraged nearly \$4 million from donations, grants and in-kind support to promote quality early learning for Pennsylvania children.

Engaging families in their children's early learning

Parent involvement is crucial to a child's early learning. Parents are a child's first teacher, most trusted adult and champion throughout school and life. A high-quality early learning program creates a partnership with families to best understand the child's needs and develop a plan to help the child thrive. Research has shown that not only is it vital for families to be involved in a child's early learning, children whose parent/guardian participates in their learning throughout school have higher student performance.⁴⁸

Pennsylvania promotes family engagement through OCDEL programs in a number of ways:

- The "Program and Family Partnership" domain of Pennsylvania's Early Learning Standards includes specific requirements for involving families in their child's development, such as discussing the screening process and observations of children's development at home and programs; plan strategies to support the child's transition to a new classroom or school; and provide parents with opportunities to have input on program policies.
- Pennsylvania adopted the nationally-acclaimed Strengthening Families framework and, in 2008, was one of seven states invited to develop a plan to integrate the framework into its system.
- Child care licensing regulations require parent communications and those parents must be provided with an opportunity to participate in the program.
- PA Pre-K Counts programs are required to develop a Family Involvement Plan that includes a variety of engagement strategies and practices.
- State-funded Head Start programs are required to follow federal Head Start program standards which include parent involvement on the program's Policy Council and providing adult focused programs based on family requests to include literacy, job preparation, parenting, and program planning for their own child.
- Early Intervention programs are required to support family participation by helping families become vital team members in the planning and delivery of services for their children.
- One of the Keystone STARS performance standards focuses on Partnerships with Families and Community. As STAR levels increase, requirements for family engagement increase.
- Pennsylvania's evidence-based home visitation programs prioritize effective family support and engagement to build strong and sustainable relationships between the families and their home visitors and to promote positive outcomes for children.

Parent resources. OCDEL has developed a number of activity calendars and tools packed with fun activities that are aligned with the Early Learning Standards and help develop all the skills young children need to succeed. These easy-to-use materials are distributed to families through OCDEL programs, and CEGs. Materials include:

Activity calendars. Each month has a theme and includes four weeks of activities based on the theme. Each activity is also linked to a “learning area” – the type of development that you are encouraging. These learning areas are connected to Pennsylvania’s Early Learning Standards.

- ***Every Day I Learn Through Play!*** Activities you can do to help your child learn and develop using daily routines, every day interactions and play. This guide provides ideas for learning in many areas of development for infants and toddlers.
- ***Learning is Everywhere.*** Includes activities you can do around the house (bedroom, kitchen) and in your neighborhood. Each activity includes something for infants, toddlers and preschoolers and kindergartners so the whole family can participate!
- ***Kindergarten Here I Come!*** Activities to help preschoolers get ready for kindergarten. Each month focuses on a different area of development, such as sparking creativity and celebrating your child’s difference!
- ***Kindergarten, Here I Am!*** Activities for children Includes activities through kindergarten based on authors of popular children’s books, such as Eric Carle and Dr. Seuss!

Recipes for Readiness. Recipes for Readiness provide various family-friendly activities that will assist in promoting the skills that Kindergarten teachers are looking for as children enter their classrooms. Activities are designed for use with children age 3-5 and are aligned to the PA Learning Standards for Early Childhood. One set of cards comes in both English and Spanish.

Early Learning Standards Wheels. The Early Learning Standards Wheel provides simple examples of skills expected for each age group. Families can move the wheel to the learning area they are interested in and find typical skills an infant, toddler, pre-kindergartner and kindergartner would have.

In 2010-11, nearly 180,000 materials were distributed to families through early childhood education programs, libraries and Community Engagement Groups.

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 2010-11, the OCDEL Family Survey was mailed to more than 87,000 families participating in Child Care Works⁴⁹, Early Intervention, Head Start Supplemental, Keystone STARS 3 and 4 centers, Pennsylvania Pre-K Counts, and for the first time, Early Head Start and Keystone Babies with a 23 percent return rate. In addition to the mailed surveys, 2,548 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 2011.

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. For example, at least 95 percent of respondents felt that their child’s early childhood education program:

- Were available to talk with them at times that fit into their schedule;
- Were honest with them, even if they had difficult things to discuss;
- Understood my family’s culture, beliefs and traditions; and
- Built on their child’s strengths and interests.

More than 93 percent of respondents also indicated that they have used information about their child's performance to make changes in how they teach their child and to support their child's learning and development at home.

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

Embracing accountability for results

Setting high standards for programs and teachers is only effective if Pennsylvania can ensure the standards are being met. Pennsylvania embraces accountability in its early childhood education system to ensure children are receiving the best quality early childhood education possible and experience the best possible results.

In order to make best use of public resources that produce positive outcomes for our young children, OCDEL continues to refine its system of accountability at the family, provider, and administrative levels.

Families applying for programs that have eligibility guidelines must show documentation that they meet guidelines which may include documentation of income and documentation of work or education participation.

Through data review and site visits, 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 state staff to develop a corrective action plan which is then monitored until fully implemented. Pennsylvania 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;
- Effective data management; and
- Documenting positive results for children.

OCDEL Reach and Risk Assessment Report

In order to support governmental transparency and sound programmatic decisions regarding the administration of early childhood services, the Pennsylvania Office of Child Development and Early Learning (OCDEL) annually compiles the Program Reach and Risk Assessment Report. This report provides information on the level of risk for school failure for children (based on 15 risk factors) and the availability, or reach, of most OCDEL programs to children in each county and school district in Pennsylvania. The Reach and Risk report includes data for all children under age five and a breakdown of program reach by infant/toddlers (birth – two years) and preschool (ages three and four). This is the fifth year of the report.

This data can be used for several purposes: 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; and 3) inform future decisions regarding early childhood education policies and practices.

Enhancements to the 2010-11 report include updates to the risk categories and data by school district, replacing data from 27 largest municipalities. In this report, six new risk categories were added: percent of children receiving free/reduced lunch; birth rate to mothers, age 15-17; percent of births considered very preterm; percent of deaths of children under the age of one; percent of school districts not meeting Adequate Yearly Progress (AYP); and percent of children under age 18 with documented cases of maltreatment.

According to the report:

- **Children are at risk of school failure throughout the state.** Of the 67 counties, children in 41 (61 percent) counties are at moderate-high or high risk of school failure. Every county has children affected by risk factors for school failure. For example, more than half of children in Pennsylvania (58 percent) are living in economically at-risk families (up to 300 percent of the federal poverty level - FPL). The county with the lowest percentage of children under five living at 300 percent FPL was Chester County which had 30.6 percent.
- **More than one-third (36 percent) of children under age five participate in state and/or federally funded quality early childhood education programs.** Quality programs are defined as: Nurse-Family Partnership; Parent-Child Home Program; Head Start State and Federal (which includes HSSAP, Early Head Start, and Preschool Head Start); Pennsylvania Pre-K Counts; School Based Pre-K; Early Intervention; and Keystone STARS.
- **Reach is greatest across the Commonwealth for Keystone STARS.** Of all the state investments, most children were reached through the Keystone STARS program, which provides service to an estimated 15 percent of children from birth to age five. Four percent of children under age five in Pennsylvania were served in STAR 3 & 4 programs. As of June 2011, there were 4,252 child care providers within the Keystone STARS system, covering all counties and reaching an estimated 107,465 children under age five and 60,765 school-age children.

Data from the 2010-11 Reach and Risk Report is included in the State and County Profiles section.

Environment Rating Scales (ERS) Assessments

Since 2002 Pennsylvania has implemented the nationally-recognized Environment Rating Scales (ERS) as a standard tool to assess the quality of instruction in Keystone STARS and Pennsylvania Pre-K Counts programs. The ERS scales rate elements that promote children's learning, such as the classroom design; quality of interactions between teachers, parents and children; and how the program promotes acceptance of diversity. 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.

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.

Assessor reliability. Inter-rater reliability of ERS assessors is critical to consistency and validity of the assessments. All new ERS assessors must conduct reliability visits with another assessor or their supervisor and the assessors' initial scores must be within 85 percent of the finalized score. A new assessor must be reliable five times before conducting independent assessments. After establishing initial reliability, assessors must do quarterly reliability visits for the first year of employment and semi-annual reliability assessments thereafter.

In 2010-11, the ERS team began conducting reliability visits with peers from other regions as another way to examine consistency across the state. This "cross-regional" approach to reliability provides another method for examining assessor consistency in scoring practices statewide, which also ensures accountability for meeting quality standards. Through 156 reliability visits conducted by 16 ERS assessors and 4 ERS supervisors, the ERS team achieved an overall reliability average of 93 percent.

There has been a seven-year trend of increasing quality in early childhood classrooms based on Environment Rating Scales assessments.

In 2010-11, ERS assessors conducted 1,573 classroom assessments. The average overall ERS score across all scales and classrooms was 5.48, a statistically significant increase from the previous year's average score of 5.35, which indicates classroom environments that encourage appropriate development and children reaching their fullest potential.

STARS Designator reliability

Programs interested in participating in Keystone STARS or moving up a STAR level receive an initial Designation visit by a STARS Specialist or Manager who determines if the program is meeting the standards for a particular STAR level.

In order to ensure consistency among the STARS Specialists and Managers who conduct Designation visits and assign STAR levels to programs throughout the Commonwealth, each Designator must verify their reliability regularly through Designator Reliability Visits. Designators complete a Designation Reliability Visit for every 15 designations, alternating between pairing with a Designator from the same Regional Key and a Designator from a different Regional Key.

My daughter Makenzie attended the 3 year-old Head Start program last year and now in PA Pre-K Counts. Makenzie is not only learning about socialization skills but she also has the opportunity to practice basic reading, writing, art, science, and math skills.

Every day she comes home to tell me the new things she learned or the programs they had with a smile on her face. She wakes up each morning excited to go to school like a big kid which makes life better for everyone in my family. She adores her teachers: Miss Marcie, Miss Ann, and Miss Jenny. They genuinely love each and every one of their students and provide a quality education while engaging a group of four-year children with interactive and creative lessons. My husband and I are both happy with the program and we look forward to a great rest of the year. Having Makenzie attend PA Pre-K Counts gives us hope that her first year in elementary school will be successful.

Suellen & Damon W., Lycoming County

Both Designators complete the designation of a program at the same time, but independently of one another. After the designation is complete, the results are compared to determine reliability. The results assist in determining if there are any standards that need to be better clarified, if any component of the designation process needs to be better defined or if additional training or support is required for Designators. During 2010-11, designators agreed on 97 percent of the performance standards.



Effective data management

Innovation and data-driven decisionmaking are essential to creating an accountable high quality early childhood education system. Effective use of unified data systems can help improve program quality, workforce quality, access to quality early learning services, and most importantly, child outcomes and success in school. Unified data management system supports:

- Closing the readiness gap;
- Increasing alignment and cooperation between programs;
- Reducing paperwork for programs and families; and
- Consistent application of policies, notification, and business practices.

Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) is a secure, highly integrated information system that links children, teacher, and program data across OCDEL programs to centralize and streamline program data, increase efficiencies and inform policy. The coordination of this information also provides valuable aggregate and longitudinal data on children and families served throughout the Commonwealth.

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.

PELICAN has increased the efficiency of state programs and reduced fraud waste and abuse by standardizing and automating activities such as eligibility determination, provider payment, receiving and tracking complaints against child care providers, maintaining waiting lists for services, and tracking grants and budgets. 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.

Documenting positive results for children

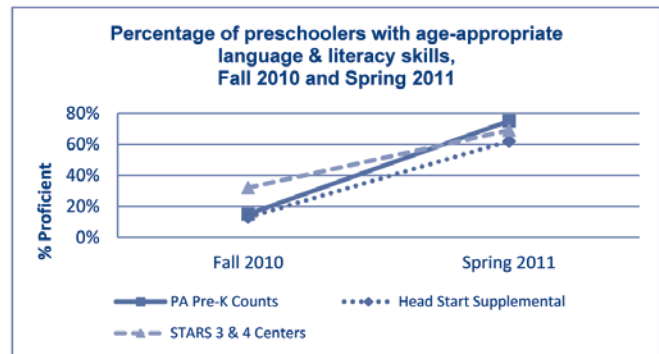
The goal of Pennsylvania's early childhood education system is to prepare children and families for success in kindergarten and beyond. Documenting children's progress is an essential part of a quality early childhood education program. Teachers share individual child progress with their families and use the information to refine teaching techniques and learning activities to best meet the needs of their students. Teachers and programs can

also evaluate how children progress in a classroom to identify and address areas for improvement in professional development, curriculum or instruction. Aggregate child outcomes information also helps the communities and the Commonwealth evaluate the effectiveness of its programs and make data-driven policy decisions.

Programs such as, Head Start Supplemental, Keystone STARS, and Pennsylvania Pre-K Counts report children's progress several times a year using an authentic assessment reporting tool into the Early Learning Network. The Early Learning Network is made possible in part through grants from the Grable Foundation, The Heinz Endowments, and the William Penn Foundation.

2010-11 child outcomes for Head Start Supplemental Assistance Program, Keystone STAR 3 and 4 programs and Pennsylvania Pre-K Counts show children are progressing throughout the program year and are coming to school ready to learn:

- Each program is showing a significant increase in the percentage of preschoolers with age-appropriate language, math, and social skills from the beginning to end of the program year.
- Each program is meeting the needs of its populations with a variety of services to prepare children for kindergarten, with nearly every child (97 percent-99 percent) showing age-appropriate or emerging age-appropriate language, math and social skills by the end of the 2010-11 school year.



Head Start Supplemental, providing comprehensive early education and family support services to high-risk three and four year olds: Less than one in five preschoolers (10 percent-21 percent) began the school year in Head Start Supplemental programs with age-appropriate skills. By the end of the school year, approximately three in five children (59 percent-71 percent) showed age-appropriate language, math and social skills after attending Head Start Supplemental programs in 2010-11.

Keystone STARS 3 and 4, providing high quality early education in child care centers, group and family child care homes for children from birth through school-age: Less than one in three preschoolers (27 percent-38 percent) began the school year in Keystone STAR 3 & 4 programs with age-appropriate skills. By the end of the school year, approximately two in three children (65 percent-73 percent) showed age-appropriate language, math and social skills after attending Keystone STARS 3 & 4 programs in 2010-11.

PA Pre-K Counts, providing high quality pre-k kindergarten to at-risk three and four year olds: Less than one in four children (13 percent-21 percent) began the school year in Pennsylvania Pre-K Counts classrooms with age-appropriate skills. By the end of the school year, approximately three in four children (74 percent-80 percent) showed age-appropriate language, math and social skills after attending Pennsylvania Pre-K Counts in 2010-11.

Child assessment data from preschoolers who exited Early Intervention in 2010-11 shows that nearly every child (97 percent) made progress from entry to exit. In addition

- 72 percent 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.
- 55 percent 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.

IV – Profiles of OCDEL Programs

Pennsylvania offers a variety of early childhood programs for children from birth through school-age and their families. Pennsylvania serves more than 300,000 young children through these early childhood initiatives.

Child Care Certification

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 that “Child care for infants, young children, and school-age children is anchored in a respect for the developmental needs, characteristics, and cultures of the children and their families; it recognizes the unique qualities of each individual and the importance of early brain development in young children.”⁵⁰ Families also need to be able to depend on the state’s monitoring and certification and licensing of child care facilities to meet the minimum health and safety standards.

The National Association for Regulatory Administration (NARA) asserts in its May 2011 report “Strong Licensing: The Foundation for a Quality Early Care and Education System” that a strong child care licensing system can impact the quality of care in programs and the readiness of children enrolled to enter school ready to succeed.

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.

Being in the Nurse-Family Partnership program has helped me in a lot of ways. My home nurse, Mary Ann, is amazing. I really don't know what I would do without her.

One thing she taught me is that I can be successful in raising my daughter as a single mother. I learned many activities to do with my daughter to teach her to learn and grow. I learned to really be involved and interact with my daughter. Playtime is very important to get involved in. We do a lot of activities that Mary Ann taught us, such as playing and building with blocks, singing, coloring and reading.

Reading has been a huge part of our lives since my daughter was born. We read every night before bedtime. Mary Ann also taught me how to discipline Julianna in a positive manner and without me having to handle situations in a negative manner.

Mary Anne just didn't teach me things about my daughter, she taught me a lot about myself as well. I always wanted to go to college, but after getting pregnant, I put it off and thought I would never make it. Mary Ann always told me that I could go to college and be successful. She had faith in me and because of her, I am now enrolled in college.

It's hard balancing work, school and being a single mother. However, I am very determined and want to succeed. Thanks to Mary Ann's encouraging words, I know it's possible to do whatever I set my mind to. She taught me to set goals and meet them. I will continue to set goals and reach them.

The Nurse-Family Partnership program has been a very big part of our lives and my home nurse, Mary Ann has become like a part of my family. I wish everyone had a chance to be in this program and to meet such a wonderful person as Mary Ann. She has taught me things I will carry with me for a lifetime and could never thank her enough.

Amanda, mom, Allegheny County

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, U.S. Centers for Disease Control, and the U.S. 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.



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.⁵¹

Regulations require persons seeking to operate child care facilities to attend an orientation training session prior to receiving a certificate of compliance or registration. This full day session provides 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.

Certification representatives conduct random sample inspections at 15 percent of all registered family child care homes.

Certification representatives also investigate complaints regarding alleged regulatory violations at regulated child care programs.

Certified/Registered Child Care Facilities as of June 2011*	
Facility Type	Number of Facilities
Child care centers	4,524
Group child care homes	854
Family child care homes	3,121
Total	8,499

If the certification representative observes that a facility is not meeting a regulatory requirement, the certification representative requests 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 review the certification history, including verified complaints, of child care programs, as well as submit complaints online.

RESULTS: In 2011, Pennsylvania ranked 14th in combined scores for child care center oversight and regulation by the National Association for Child Care Resource and Referral Agencies, up from 16th in 2009.⁵²

In 2010-11, nearly 3,000 individuals participated in orientation training sessions offered by regional certification offices: 1,774 persons attended orientation training to operate child care centers and group child care homes; and 1,330 persons attended orientation training for prospective family child care home operators.

* During 2010-11, OCDEL conducted a process to identify and eliminate duplicate entries, allowing for a more accurate recording of the number of facilities.

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 percent more likely to be employed, stay off welfare, and have higher earnings.⁵³ 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.⁵⁴ 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.

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 families⁵⁵ 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.

Since March 2008, Pennsylvania families can apply for Child Care Works online through the COMPASS website.⁵⁶ Families can also search for child care programs online using a number of search criteria such as location, ages of children served, and availability of transportation to local schools. See page 36 for more information on COMPASS.

In order to make it more feasible for Keystone STARS programs to serve children receiving Child Care Works, OCDEL began offering a “subsidy add-on” rate for child care programs participating in Keystone STARS at STAR 2 and above in 2007-08. These programs receive a 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, families must submit proof of employment (or a combination of employment and training) and verification of income. Families 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.

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:

- Nearly 81 percent of all children enrolled in Child Care Works use regulated child care;

- Nearly 82 percent of TANF children receiving child care assistance are using regulated child care in 2010-11, which is 51 percent more since these families began receiving child care services through Child Care Information Services (CCIS) agencies in 2006-07; and
- Approximately 53 percent of children receiving Child Care Works subsidy are enrolled with Keystone STARS providers.

More than 38,600 applications for Child Care Works were submitted online through COMPASS in 2010-11, 72 percent more than in 2009-10. More than 31,500 searches for child care providers were completed online, 5 percent more than in 2009-10.

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

I want to let everyone know how much Child Care Works/CCIS has helped me in letting my children attend child care. I am a single mother of two. If it wasn't for Child Care Works/CCIS, I would never be able to afford child care, which would make me not be able to work. My children have learned so much from attending the child care program. My daughter is now ready for kindergarten and my son will soon be in preschool, but he also has come a very long way.

Child care costs are so expensive and single parents may have difficulty paying for services. I just want to say thank you so much for the opportunity for my children to attend a great childcare. It really means a great deal to me!

Stacy Y., parent

Children's Trust Fund

Brain research has shown that abuse or neglect can create toxic stress which limits a child's brain development and increases his/her chances of suffering from stress related diseases in adulthood.⁵⁷ 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 childhood 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.⁵⁸ 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 Grant Year 2010-11 (November 2010 – October 2011) over 1,200 children and their families and over 600 early childhood education providers were served by across the state through 10 grant-funded programs.

In November 2010, a new round of grantees began services. Home visiting coaches regularly visit participating registered family child care providers in their homes to coach and support the providers' work with children and their families. Examples of some grant activities include:

- United Way of Bucks County provides a series of child abuse and neglect prevention trainings for early childhood programs and staff throughout the county, with a particular outreach emphasis on those enrolled in the Keystone STARS program. Training is available to parents using the *Incredible*

Years: Basic Parent Training Program – Early Childhood curriculum, which focuses on strengthening parenting competencies and fostering parents’ involvement in children’s school experiences in order to promote children’s academic and social competencies and reduce conduct problems.

- Fulton County Center for Families provides the evidence-based Parents As Teachers (PAT) program to parents with children enrolled in the Family Center’s child care services. Staff also works cooperatively within the child care centers to implement PAT and PATHS (Promoting Alternative Thinking Strategies), another evidence-based strategy that focuses on positive social and emotional development in children.
- H.A.N.D.S. of Wyoming County implements the Parents As Teachers Born to Learn curriculum with family child care providers and families in Wyoming County by providing support in child development, as well as information on how to teach concepts to young children and best support parents to prevent incidences of child abuse and neglect. In addition, H.A.N.D.S. implements the Magic 1-2-3 program in a four-county region. This research-based program aims at providing simple, clear strategies to reduce the coercive and conflicted patterns of interaction between parents/early childhood educators and children.

ACCOUNTABILITY: In order to ensure that the services and supports offered by CTF grantees are effective, each grantee is required to develop a set of program- and community-level outcomes and indicators. OCDEL staff visit each grantee on an annual basis and provide ongoing training and technical assistance.

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 so they are successful in any early education setting.

National longitudinal studies⁵⁹ indicate that with Early Intervention services:

- Families benefit by being able to better meet their children’s special needs from an early age and throughout their; 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.

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 2010-11, OCDEL continued its efforts to grow early childhood education staff skills to support children with challenging behaviors. During 2009-2011, in partnership with 63 early care and education sites, serving approximately 3,500 children, 29 out of 33 Preschool Early Intervention programs participated in *Preschool Early Intervention Positive Behavior Support Program for Inclusion*. The purpose of the program was to increase the expertise of Early Intervention staff, community education partners and families related to supporting preschool children to successfully be included in typical early childhood settings through the use of positive behavior supports.

As a result of this program, preschool teachers' skills in providing classroom supports and behavioral guidance increased, and the frequency of inappropriate teacher behaviors, such as providing only negative feedback on children's behavior and speaking of families as challenging and uninterested, decreased. Of the children identified at baseline as being at risk for challenging behavior or delays in social emotional development, 75 percent made progress, including 46 percent who were no longer found to be at risk as measured by one of three social-emotional screening tools.

RESULTS:

Parent satisfaction. More than 8,000 families responded to the annual family survey in 2011. The results showed that most families agreed Early Intervention has empowered them to make the best choices for their children.

Consistent with past results, in a 2011 survey of nearly 3,500 families whose children participated in Early Intervention Infant/Toddler programs, over 95 percent 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.



For the nearly 5,000 families who responded to the 2011 survey and participated in Early Intervention Preschool, the ratings for family satisfaction were comparable, with over 90 percent of families reporting that:

- They felt they were a part of the IFSP/IEP decision making process;
- They were provided 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.

I’m really grateful for our physical therapist because she gives us ideas and makes us smarter in doing the right things for Kevana [who was born premature]. I appreciate [the Early Intervention Services through] The Early Learning Institute. Kevana has come so far and is now able to enjoy getting around, exploring and learning. Her quality of life is so much better now and it brings me to tears to see my baby doing so well.
Caroletha, parent, Allegheny County

At least 90 percent of preschool families and 95 percent of infant/toddler families surveyed felt that staff understood their family’s culture, beliefs and traditions.

Positive child outcomes. Child assessment data from preschoolers who exited Early Intervention in 2010-11 shows that nearly every child (97 percent) made progress from entry to exit. In addition

- 72 percent 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.
- 55 percent 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.

Head Start Supplemental Assistance Program

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 targets providing services to three and four year olds and their families living up to 130 percent of the federal poverty guidelines.⁶⁰

HSSAP served 5,465 children in 2010-11 through funding opportunities to extend the federally funded day, week, or program year of children already participating in Head Start.

DESIGN: HSSAP provides supplemental funding to existing Head Start programs to expand the number of children and families served by Head Start beyond the programs’ federally funded slots or to extend the length of day or program year for federally funded children currently receiving services by increasing the length of day, number of days or weeks per year.

Both 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. Head Start staff participate in ongoing professional development in an effort to continually improve the overall quality of the Head Start classroom. In

December 2007, legislation was approved requiring programs to meet higher standards of teacher qualifications by 2011 and 2013.

In 2010-11, all center-based teachers were required to have at least an associate's degree in early childhood education or a related field. Currently, programs are working to ensure that all classroom assistants are also enrolled in a CDA class or that they will have earned at least an associate's degree by 2013.

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

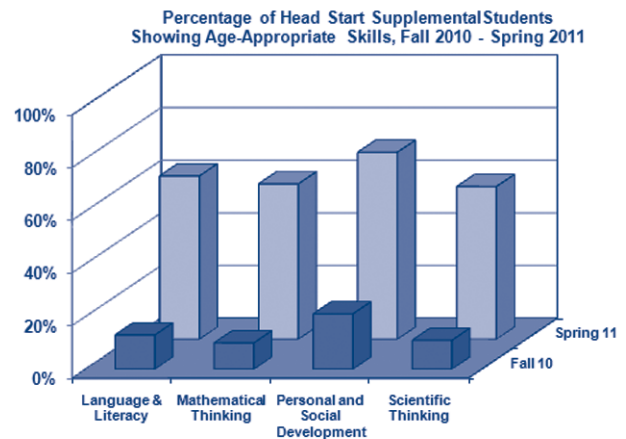
** Head Start requirements state that 50 percent of teachers must have an AA in ECE. If teachers are employed by a school district, ECE certification is required.

ACCOUNTABILITY: HSSAP programs submit monthly reports containing enrollment and fiscal information. Preschool Program Specialists conduct site visits of programs. 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 reported by Region III Office of Head Start as being in compliance with the *Head Start Performance Standards*. In 2009-10, all HSSAP grantees began reporting child outcomes data into the Early Learning Network. This improved the monitoring of the program by allowing OCDEL to access reports in a more efficient manner.

In 2012-2013, HSSAP will begin a competitive grant application process open to all Head Start and Early Head Start agencies operating without deficiencies in Pennsylvania. It will allow OCDEL to better prioritize counties or communities identified as most in need of additional services, and increase accountability by encouraging existing grantees to re-evaluate their current model and refine to meet the most recent needs of their communities, which may have changed since the last procurement process. Previously unfunded counties will also be eligible to apply.

RESULTS: Less than one in five preschoolers began the school year in Head Start Supplemental programs with age-appropriate skills. By the end of the school year, approximately three in five preschoolers showed age-appropriate language, math, and social skills after attending Head Start Supplemental in 2010-11.⁶¹

- The percent of children who were proficient in Language and Literacy increased from 13 percent in the fall to 62 percent in the spring.
- The percent of children who were proficient in Mathematical Thinking increased from 10 percent in the fall to 59 percent in the spring.
- The percent of children who were proficient in Personal and Social Development increased from 21 percent in the fall to 71 percent in the spring.
- The percent of children who were proficient in Scientific Thinking increased from 11 percent in the fall to 58 percent in the spring.



Having my son in Head Start for two years was a great experience for us both.

Eliel absolutely loves school and learning because of his teacher's methods in the classroom and her ways with her students. His teacher is very hands-on and super sweet to all of the children in the classroom treating them equally with love and respect. Her classroom environment is always welcoming and all of her students adore her (some don't even want to go home at the end of the day, including Eliel). She does one on one with students who need the extra help.

My son had a speech impediment and was very, very, shy, but he broke out of his shell and is now great with words and memory due to her teaching. Eliel was also physically violent his first year in Head Start and didn't like to share but thanks to his teacher he learned to use his words and is now respectful towards others and initiates sharing with classmates. Not only did she teach him social skills, but he learned how to write his first name when he was 3 yrs old and his full name by the time he turned 4. He learned about a variety of topics.

He was well prepared for Kindergarten, loves school, and is motivated to learn thanks to his Head Start teacher.

Mom, Lancaster County

Studies have shown that Head Start students outperform other poor children on a range of cognitive and social outcomes. The outcomes are significant because Head Start closes one-third of the gap between children from families with median incomes and those with bottom quartile incomes.⁶² Research has also demonstrated that Head Start improves children's health. It provides health and dental services to children who might otherwise not have them.⁶³ Head Start has even been shown to have helped reduce childhood obesity.⁶⁴

NOTE: OCDEL's Early Head Start Grant

In 2009-10 OCDEL received a federal Early Head Start grant through the American Recovery and Reinvestment Act (ARRA) to provide Early Head Start services for infants, toddlers and pregnant women beginning April 26, 2010.⁶⁵

Early Head Start is a federal program focused on providing comprehensive services to eligible children and families, prenatally through age 3, including child development, health, safety, nutrition, parent engagement, family goal planning and shared governance.

In 2010-11, OCDEL continued to partner with eight direct service providers to provide 128 center-based and home-based Early Head Start services in five counties identified as having a great need quality early learning opportunities for infants and toddlers. Partners served children and their families in Armstrong, Berks, Lawrence Lancaster and Philadelphia counties. 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.

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.⁶⁶ By supporting a child's brain development through early learning activities, Keystone Babies helps lay the foundation for later learning, communication, and behavior.⁶⁷ 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.

DESIGN: Started as a pilot program in May 2010, Keystone Babies provided a quality early learning experience to at-risk infants and toddlers in Keystone STAR 3 or STAR 4 centers who were also enrolled in Child Care Works. Based on the Pennsylvania Learning Standards for infants and toddlers, Keystone Babies utilized 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 to offer supportive resources to families. Keystone Babies was funded through the American Recovery and Reinvestment Act (ARRA).⁶⁸

ACCOUNTABILITY: High-quality early learning programs in select counties with high risk level and low program reach for infants and toddlers were invited to apply for the Keystone Babies pilot program in 2009-10. Keystone Babies classrooms were 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 teachers and staff were required to complete at least 24 hours of professional development annually specific to the development of infants and toddlers and their families. Programs assessed children's progress three times each year, with the outcomes documented and reported into the Early Learning Network.

RESULTS: In FY 2010-11, Keystone Babies served 208 infants in 12 counties in 14 STAR 4 centers and eight STAR 3 centers.

Keystone STARS / Early Learning Keys to Quality

With 60 percent of Pennsylvania's young children in child care as their parents work,⁶⁹ and nearly 10 percent of Pennsylvania's school-age children participating in afterschool programs,⁷⁰ Pennsylvania needs quality early care and education to support its workforce today and prepare our workforce of tomorrow.

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 the negative trend of declining quality in child care that was evident in the 1990's.⁷¹

DESIGN: Keystone STARS is a quality rating and improvement system (QRIS) in early learning and school age environments that builds on the health and safety requirements of certification. Learning programs must meet research-based performance standards for: staff qualifications and professional development; learning program (child observation, curriculum, classroom environment); partnerships with family and community; and leadership and management (business practices).



Keystone STARS / Early Learning Keys to Quality is the largest quality early care and education program in Pennsylvania, serving children from birth through school-age in all 67 counties. It supports certified or registered child care programs, Pennsylvania Pre-K Counts, and Head Start programs in various ways for continuous quality improvements, while also offering families an easy way to gauge the quality of early learning and school-age programs.

Pennsylvania is one of two states that were highlighted in depth in the federal Quality Rating Systems (QRS) Assessment Project 2008-2011 because of Keystone STARS well-defined models and intentional goals to connect the Keystone STARS with other early childhood programs or services.⁷²

Keystone STARS improves quality in early learning programs through:

Standards: Programs may enter Keystone STARS at Start with STARS and earn a STAR1 through STAR 4 level determined by 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: Pennsylvania offers financial assistance via merit awards and vouchers for college degrees, Child Development Associate (CDA) credentials, teacher certifications, and other specialized professional development opportunities to help Keystone STARS programs meet the educational and early childhood expertise requirements of staff as programs move up the quality ladder.

Program directors are required to take a Core Series of professional development workshops, which are spread across STAR levels and are designed to provide the skills and information needed to advance in STAR levels.

Assistance: Through six Regional Keys located statewide, programs participating in Keystone STARS may receive technical assistance for achieving the standards required of their STAR level. Keystone STARS

Providers Participating in Keystone STARS by STAR Level and Provider Type, June 2011

	Start w/STARS	STAR 1	STAR 2	STAR 3	STAR 4	STAR 4A	TOTAL
Center	298	1,042	846	392	250	190	3,018
Group	60	159	78	34	13	7	351
Family	281	360	137	49	34	22	883
TOTAL	639	1,561	1,061	475	297	219	4,252

Technical Assistance (TA) is an intensive one-on-one service to early learning providers to help them meet specific Keystone STARS standards and move up STAR 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 STAR 2-4 programs serving children who receive Child Care Works subsidy also receive a STARS add-on rate to supplement this subsidy.

Some changes came into effect in the STARS standards in 2010-11, such as the increase in the percentage of lead teachers required to have bachelor's degrees (increased from 25 percent in 2009-10 to 50 percent in 2010-11.)

In addition, updates to Family Child Care Home provider standards were drafted to increase qualifications of the primary staff person/owner operator to have a diploma, certificate, or six early childhood credits at a Keystone STAR 3 level. For a Keystone STAR 4 level, the primary staff person/owner operator must have at least 30 college credits with 12 of those credits earned through early childhood courses. These updates are slated to go into effect on July 1, 2012 and July 1, 2014, respectively.

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

Program Accountability: Keystone STARS programs at STAR 2 - 4 levels participate in Environment Rating Scales (ERS) assessments. 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. They are also required to submit periodic reports of each child's progress.

Teacher Quality Protocol: Issued in October 2010, the Teacher Quality Protocol provides consistency statewide in the identification and calculation of Early Childhood Education core content credits, including partial or full credit for a particular course. This calculation assists with the determination of placement on the Keystone STARS Career Lattice in order to establish staff qualifications for a particular Keystone STARS level.

Designator Reliability Protocol: In order to ensure consistency among the STARS Specialists and Managers who conduct Designation visits and assign STAR levels to programs throughout the Commonwealth, each Designator must verify their reliability regularly through Designator Reliability Visits. Designators complete a Designation Reliability Visit for every 15 designations, alternating between pairing with a Designator from the same Regional Key and a Designator from a different Regional Key.

Both Designators complete the designation of a program at the same time, but independently of one another. After the designation is complete, the results are compared to determine reliability. The results assist in determining if there are any standards that need to be better clarified, if any component of the designation process needs to be better defined or if additional training or support is required for Designators.

Also, when designators conduct reliability visits, they must identify how well each quality standard has been met by rating the provider's work towards achieving each standard as "good," "better," or "best." Results from the reliability visits assist PA in determining if there are standards or sources of evidence that require greater clarification, if any component of the designation process requires more detailed definitions, or if additional training or support is needed for designators. During 2010-11, Keystone STARS designators agreed on 97 percent of the performance standards.

Estimated Children in Keystone STARS Providers by STAR Level and Provider Type, June 2011

	Start w/STARS	STAR 1	STAR 2	STAR 3	STAR 4	STAR 4A	TOTAL
Center	15,794	55,226	44,838	20,776	13,250	10,070	159,954
Group	660	1,749	858	374	143	77	3,861
Family	1,405	1,800	685	245	170	110	4,415
TOTAL	17,859	58,775	46,381	21,395	13,563	10,257	168,230

Technical Assistance: The goal of the Keystone STARS Technical Assistance (TA) Quality Assurance and Accountability System is to establish and support the implementation of an action plan that will assist Keystone STARS providers in meeting the appropriate standards of quality and in moving up to higher STAR levels.

In 2010-11, Keystone STARS TA focused on improvements for increased consistency and quality in technical assistance in several key performance areas, including:

- **Adding Technical Assistance Tracking** into PELICAN Keys to Quality system. This increased accountability by enabling OCDEL to track the time spent on technical assistance requests, to track the progress of provider action plan goals, and to gauge effectiveness of technical assistance interactions.
- **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. Research has shown that child care providers receiving Keystone STARS TA are 2.2 times more likely to advance a STAR level than those who did not receive help. Also, STAR 1 providers were nearly six times more likely to move up a STAR level when they utilized Keystone STARS TA. Across all provider types and levels, providers receiving technical assistance had higher rates of moving up a STAR level.⁷³
- **Reporting Obligations** to include timely, accurate submission of reports, timely follow-up and completion of referrals, records management and targets.

My husband and I chose to enroll our child, Aaron, at the BCIU Learning Center because of their STAR status and because they were willing to meet the needs of my child. Since his transition into the new classroom, we can tell that Aaron is truly happy when his face lights up upon seeing the staff and children. Our son receives physical therapy in the Toddler Room. The staff in Aaron's classroom work to implement the goals and strategies the physical therapist recommends. Our son also receives speech therapy in our home. At pick-up and drop-off times the Toddler Room Team takes the time to share the goals and strategies recommended by his speech therapist and they are more than willing to implement any suggestions. Aaron's teachers also communicate with his speech therapist to discuss his progress and anything they feel needs extra work.

When we leave Aaron in the care of his new classroom, we can start our work day with peace of mind. My husband and I feel as though we made a wise choice to enroll our son in a program that meets high standards of Keystone STARS.
Erica F., Berks County

- **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.

RESULTS: In 2010-11, approximately 172,500 children statewide were enrolled in Keystone STARS programs. Of those, over 53 percent (72,530) received Child Care Works subsidy.

In 2010-11, nearly 20 percent 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 five percent increase in the number of STAR 3 and 4 programs, comprising 23 percent of all Keystone STARS participants.

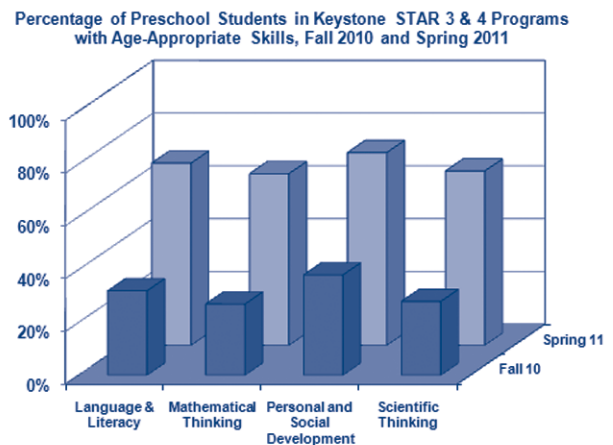
Environment Rating Scale (ERS) scores have remained strong among Keystone STAR 3 and 4 programs for 2010-11. The overall average ERS score for Keystone STAR 3 programs was 5.29. The overall average ERS score for Keystone STAR 4 programs was 5.71.

Providers Participating in Keystone STARS by STAR Level and Region as of June 30, 2011

	Start w/STARS	STAR 1	STAR 2	STAR 3	STAR 4	STAR 4A	TOTAL
Center	23	144	106	47	32	11	363
Northeast	58	314	222	107	72	35	808
Northwest	98	155	106	47	51	18	475
South Central	90	263	237	87	74	41	792
Southeast	305	458	293	131	42	65	1,294
Southwest	65	227	97	56	26	49	520
TOTAL	639	1,561	1,061	475	297	219	4,252

Less than one in three preschoolers began the school year in Keystone STAR 3 and 4 programs with age-appropriate skills. By the end of the school year, approximately two in three children showed age-appropriate language, math and social skills after attending Keystone STARS 3 & 4 programs in 2010-11.⁷⁴

- The percent of children who were proficient in **Language and Literacy** increased from 32 percent in the fall to 69 percent in the spring.
- The percent of children who were proficient in **Mathematical Thinking** increased from 27 percent in the fall to 65 percent in the spring.
- The percent of children who were proficient in **Personal and Social Development** increased from 38 percent in the fall to 73 percent in the spring.
- The percent of children who were proficient in **Scientific Thinking** increased from 28 percent in the fall to 66 percent in the spring.



This is the second year that Keystone STAR 3 and 4 programs have reported child outcomes, and outcomes for 2010-11 are consistent with 2009-10 outcomes.

Parents rate high satisfaction with Keystone STARS and engage in their child’s learning. In a 2011 survey of almost 7,000 parents whose children participate in a Keystone STAR 3 or 4 program, at least 96 percent 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;
- Information on their child’s performance motivated them to support their child’s learning and development at home; and
- Teachers understood their family’s culture, beliefs, and traditions.

Estimated Children in Keystone STARS Providers by STAR Level and Region as of June 30, 2011

	Start w/STARS	STAR 1	STAR 2	STAR 3	STAR 4	STAR 4A	TOTAL
Center	589	5,508	4,346	2,047	1,240	535	14,265
Northeast	1,562	12,580	10,752	4,933	3,492	1,807	35,126
Northwest	1,528	4,621	4,070	1,873	2,559	762	15,413
South Central	2,646	10,207	11,217	3,681	3,166	2,029	32,946
Southeast	9,205	16,780	11,761	6,193	2,130	2,695	48,764
Southwest	2,329	9,079	4,235	2,668	976	2,429	21,716
TOTAL	17,859	58,775	46,381	21,395	13,563	10,257	168,230

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.

Nurse-Family Partnership is a great program for first-time moms who may not have a role model. My role model is my nurse, and I know she'll be there for me to help me set a solid foundation for my son, Jaden. She gave me the knowledge and the confidence to be a good mother. Tiffany B., mom, Luzerne County

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) is a research-based, nurse home visiting program that 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 2010-11, 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: Compared to NFP nationally, families participating in NFP in Pennsylvania present more risk factors such as a greater number of teens, more unmarried and less educated participants, and those who have greater histories of mental illness and abuse. Despite these risk factors, Pennsylvania NFP meets or exceeds Nurse-Family Partnership goals for language development at 21 months, immunizations completed by age two, and the number of months that the mothers are working in the year after their child is born.

National randomized, controlled trials and Pennsylvania site implementation data demonstrate that Nurse-Family Partnership delivers on its three primary goals of:⁷⁵

- Better pregnancy outcomes;
 - 79 percent reduction in pre-term delivery for women who smoke
 - In Pennsylvania, a 15 percent reduction in smoking during pregnancy (similar to NFP's national rate of a 16 percent reduction)
- Compared to their peers, improved child health and development; and
 - 59 percent reduction in child arrests at age 15
 - 48 percent reduction in child abuse and neglect
 - 50 percent reduction in language delays at child age 21 months
- Increased economic self-sufficiency.
 - 83 percent increase in labor force participation by the mother by the child's fourth birthday
 - 46 percent increase in father's presence in the household

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.⁷⁶ 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 2010-11, 1,297 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. Programs are also required to conduct developmental screenings of children and refer to Early Intervention or other services when appropriate.

ACCOUNTABILITY: PCHP National Center conducts annual site certification visits to ensure that all sites are providing services with fidelity to the model. Programs also submit child outcomes data to the National Center throughout the year through an online Management Information System. Programs submit semi-annual narrative reports to OCDEL summarizing successes, challenges and anecdotal information. OCDEL receives regular reports from the National Center regarding online site data and certification status.

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)⁷⁷. 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 2010-11, of the 1,297 children served by PCHP:

- 92 children were referred to Infant-Toddler Early Intervention
 - o 59 determined eligible and received services (64 percent)
- 46 children were referred to Preschool Early Intervention
 - o 29 determined eligible and received services (63 percent)

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. All of Vanessa's children were very shy and quiet and spent most of the day sitting in front of the TV. 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 all of her children about pictures, colors, and shapes. This helped all three children to learn crucial skills they would need in school, and also helped children and mother alike to gradually learn English. During a recent visit to Vanessa's home, Maritza discovered that 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, PCHP staff, Chester 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.⁷⁸



Pennsylvania Pre-K Counts provides research-based, high quality pre-kindergarten opportunities to at-risk children across the Commonwealth by leveraging 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 2010-11, Pennsylvania Pre-K Counts served children in 403 (81 percent) of Pennsylvania's school districts in 62 counties. Approximately 4.7 percent of 3 and 4 year olds in the rural counties and 3.5 percent of the 3 and 4 year olds in the urban counties participated in Pennsylvania Pre-K Counts.⁷⁹

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

Eligibility for Pennsylvania Pre-K Counts includes children who are between age three until the entry age for kindergarten and living in families earning up to 300 percent of the poverty level. Children living in low-income families are more likely to have poor nutrition, chronic health problems, and be less prepared for and have more difficulty in school.

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.

Pennsylvania Pre-K Counts grantees include child care centers and group child care homes with a Keystone STAR 3 and 4 rating, Head Start programs, school districts, and licensed nursery schools.

ACCOUNTABILITY: Families are required to provide documentation that they meet the income requirements for the program. In addition to gaining the parent's signature attesting to their child's risk factors, grantees must retain a copy of the documents used to verify income.

Grantees submit monthly and quarterly reports which are monitored and reviewed OCDEL. These reports include student demographics, classroom and teacher demographics as well as attendance reports.

**Total Pennsylvania Pre-K Counts Enrollment
by Region, May 2011**

Region	Total Enrollments	Est. # Of 3 Year Olds Enrolled	Est. # Of 4 Year Olds Enrolled
Central	1,499	435	1,064
Northeast	1,885	545	1,340
Northwest	1,818	459	1,359
South Central	1,403	350	1,053
Southeast	3,073	1,278	1,795
Southwest	1,681	574	1,107
TOTALS	11,359	3,641	7,718

*Estimated age groups determined by September 1 cut off date

2010-11: Pennsylvania Pre-K Counts at a Glance

Design	Accountability	Results
<p>Positive child outcomes: Children's progress reported three times throughout the year</p>	<p>Grantees report child outcomes using an authentic assessment tool three times a year.</p>	<p>Less than one in four children began the school year in Pennsylvania Pre-K Counts classrooms with age-appropriate skills. By the end of the school year, approximately three in four children showed age-appropriate language, math and social skills after attending Pennsylvania Pre-K Counts in 2010-11.</p>
<p>Serving at-risk children: Grantees must locate classrooms in areas of highest risk to serve the most vulnerable children</p> <p>All children must live in families earning up to 300 percent of poverty and may also be affected by risk factors such as English Language Learners, or children with disabilities or developmental delays</p> <p>Grantees are instructed to prioritize enrollment with highest risk children</p>	<p>Grantees must provide a community needs assessment including demographics, risk information, and services already available in the areas that they plan to locate classrooms.</p> <p>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</p>	<p>Nearly every (81 percent) classroom is located in a ZIP code where at least 30 percent of children under age five live in low-income families</p> <p>Every child living in families earning up to 300 percent of poverty; more than half (60 percent) are affected by two or more risk factors</p>
<p>Teachers: Lead teachers required to be ECE certified; Assistant teachers required CDA or equivalent*</p>	<p>Grantees report teacher education levels through PELICAN online data reporting system; Preschool Program Specialists verify during site visits</p>	<p>74 percent of lead teachers have Bachelor's degrees; 63 percent have ECE certification</p>
<p>Curriculum: Grantees must use a curriculum that aligns with the Pennsylvania Early Learning Standards</p>	<p>OCDEL approves curriculum during application process; grantees report online and Preschool Program Specialists verify use of curriculum during site visits</p>	<p>Grantees using curricula of their choice which align well with the Pennsylvania Early Learning Standards</p>
<p>Classroom environment: Teachers learn to use the Environment Rating Scale (ERS) assessment; self-assess classrooms; must meet 5.5 on 7 point scale</p>	<p>Independent ERS assessors use Early Childhood Environment Rating Scale – Revised (ECERS-R) to assess classrooms</p>	<p>Average overall score of 5.86 by the observed classrooms, statistically significant increase from last year's overall score of 5.73</p>
<p>Family involvement: Grantees must develop a Family Involvement Plan for each family</p>	<p>Grantees report quarterly on family involvement activities, such as parent conferences, transition planning</p>	<p>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</p>
<p>Class sizes: No more than 20 children per classroom with one lead teacher and one teacher aide</p>	<p>Grantees report classroom enrollments online through PELICAN</p>	<p>Average class size was 17, meeting the best practice recommendations</p>
<p>Fiscal responsibility: Grantees required to use funds for benefit of PA Pre-K Counts classrooms only</p>	<p>Grantees sign detailed grant agreements and provide quarterly fiscal reports which are monitored by OCDEL</p>	<p>Grantees expended funds as per grant requirements</p>

* 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.

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.⁸⁰

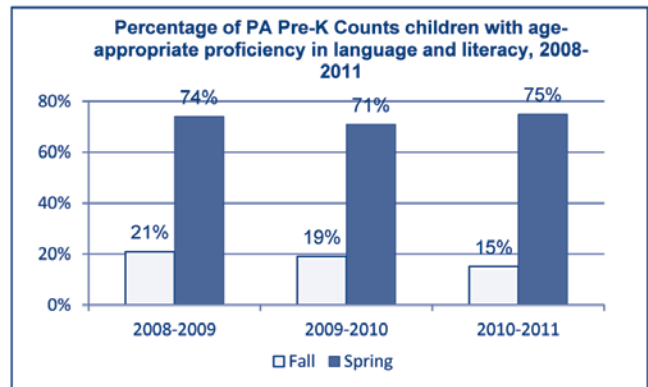
Independent assessors evaluate individual classrooms using the nationally recognized Early Childhood Environment Rating Scales-Revised (ECERS-R).

Grantees conduct ongoing assessments 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. Three times a year they enter the outcomes into the Early Learning Network.

RESULTS: 2010-11 performance is consistent with the first three years; the program's high quality and comprehensive accountability are resulting in documented positive outcomes for children.

Closing the Achievement Gap Before It Begins.

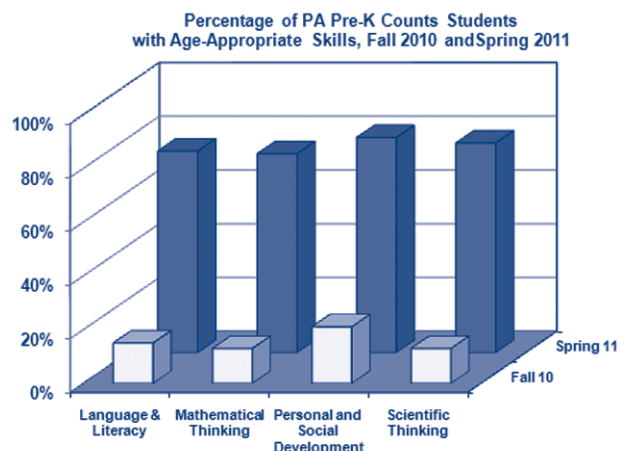
Pennsylvania Pre-K Counts focuses services on at-risk children because they are more likely to fail in school and benefit most from a high-quality early education. In 2010-11, participating children lived in families earning up to 300 percent of the federal poverty level. More than half (60 percent) of children enrolled were also affected by at least one other risk factor such as learning English as a second language, having a disability or developmental delay, or living with parent or guardian that has less than a high school education, making them more likely to struggle in school.



Pennsylvania Pre-K Counts grantees are better targeting children most in need of services. Since 2008, the percentage of children entering Pennsylvania Pre-K Counts with age-appropriate skills has decreased, while the percentage end the school year with age-appropriate skills has remained consistent.

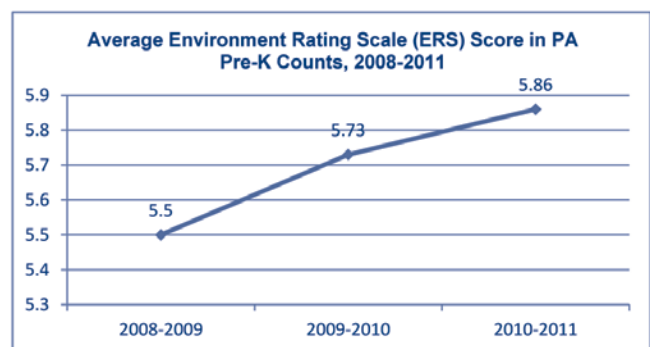
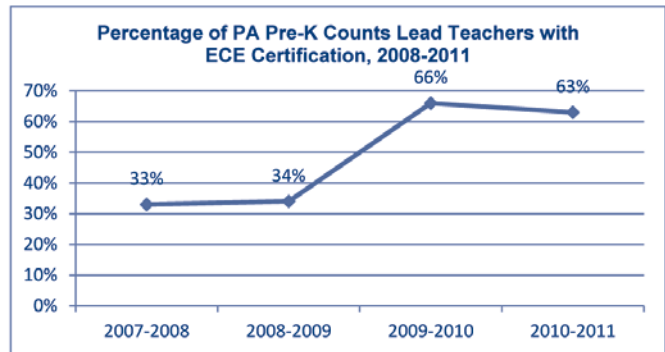
Less than one in four children began the school year in Pennsylvania Pre-K Counts classrooms with age-appropriate skills. **By the end of the school year, approximately three in four children showed age-appropriate language, math and social skills after attending Pennsylvania Pre-K Counts in 2010-11.**

- The percent of children who were proficient in **Language and Literacy** increased from 15 percent in the fall to 75 percent in the spring.
- The percent of children who were proficient in **Mathematical Thinking** increased from 13 percent in the fall to 74 percent in the spring.
- The percent of children who were proficient in **Personal and Social Development** increased from 21 percent in the fall to 80 percent in the spring.
- The percent of children who were proficient in **Scientific Thinking** increased from 13 percent in the fall to 74 percent in the spring.



Providing High-Quality Pre-Kindergarten Experiences. Pennsylvania Pre-K Counts grantees continue to meet the quality expectations of the program and provide children with a high-quality pre-kindergarten experience.

- Nearly two-thirds (63 percent) of Pennsylvania Pre-K Counts lead teachers with Teacher Certification in Early Childhood Education, nearly twice the amount than at the start of the program in 2007-08.
- Review of child outcomes found that children in a Pennsylvania Pre-K Counts classroom with a lead teacher who holds a Teacher Certification are approximately 50 percent more likely to achieve greater than average gains in language and literacy, math, and personal and social development than children whose lead teacher does not hold a certificate.
- The average classroom rating score on the nationally-recognized Environment Rating Scale of classrooms assessed was 5.86 of a possible 7, which is significantly higher than the last year's average score of 5.73 and exceeds quality expectations for the program. In fact, there has been a trend of increasing quality in PA Pre-K Counts classrooms over time.



Parent satisfaction. Nearly all (94 percent) of parent survey respondents changed how they teach their children at home based on information on their child's performance in the program. Parent demand is exceeding availability – grantees reported that nearly 4,500 eligible children are on waiting lists for Pennsylvania Pre-K Counts at the start of the 2011-12 school year.

Working for PA Pre-K Counts gives me the opportunity to take all of my education and experience and put them into practice. I am able to build learning centers that foster cognitive and social development while keeping the children's interests and abilities as my guide. One day, as I stood in the middle of my classroom and observed the children, I wanted to take a snapshot of all that was occurring in just one moment of time. Children were reading, engaged in writing activities, exploring science and math, role-playing in dramatic play, and building a village in the block center. I realize that this learning occurs every day and every moment in my room, but that moment was one that caused me to realize the importance of PA Pre-K Counts and how a well-planned environment fosters engagement and motivates children. I know that our teaching team will make a difference in the lives of each individual child. Our goal is to teach children to be problem-solvers, engaged and motivated learners, while building social skills that will prepare them for a successful future as a whole person.

Ann Zwgley, PA Pre-K Counts teacher

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 communications.

- **Standards and Assessment.** PA Build supported the Spanish translation and the dissemination of the early learning Standards for Infant-Toddlers, Pre-K, and Kindergarten 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, racial equity, and family supports as well as support of articulation projects between two and four year higher education institutions. In 2010-11, PA Build supporting the "Coming Together" conference for higher education faculty, professional development instructors and early childhood education professionals, as well as expanding professional development for using the Strengthening Families Framework.
- **Communications.** The PA build sponsors research and publications such as the OCDEL annual report and biweekly Build ECE News which is distributed to more than 10,000 subscribers.

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 the 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) quality outcomes for children through systematic measurement and reporting on program quality, and b) 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 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. Approximately 60 early childhood professionals benefitted from the project in 2010-11.

Parent Child Interaction Therapy

The Heinz Endowments awarded a grant to 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 of the grant, 18 mental health therapists from nine community-based mental health agencies covering 14 counties participated in an intensive 5 day initial training session. At the end of the 40 hours, the therapists returned to their agencies and began providing PCIT to children and families. In addition to the 40 hour initial training, therapists participate in twice monthly clinical supervision calls and a two-day follow up training six months after the initial training. These trained therapists served approximately 170 families in 2010-11.



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. In 2010-11, representatives from environmental, health and safety, and early childhood sectors were invited to participate on the Advisory Council, the Facilities Work Group, and the Environment and Ecology Work Group.

Endnotes

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- ¹² Letter from James Heckman to the National Commission for Fiscal Responsibility and Budget Reform, September 2010, http://www.heckmanequation.org/system/files/Federal-Commission_9-1-2010FINAL%20_3_.pdf.
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- ¹⁷ 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>.
- ¹⁸ You can download the Lattice at http://www.pakeys.org/pages/get.aspx?page=Career_Requirements.
- ¹⁹ 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>.
- ²⁰ 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).
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- ⁷⁰ National Afterschool Alliance, http://www.afterschoolalliance.org/policyStateFacts.cfm?state_abbr=PA.
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2010-11: Early Childhood Education in Pennsylvania

- **36% of children under age five participate in publicly-funded quality early education programs**

According to the US Census Bureau, Pennsylvania's 2010 population was 12,702,379, an increase of 3.4% since 2000. 87.4% of the population have earned at least a high school degree, with 26.4% 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 2006-2010 was \$50,398.

There are 729,538 children from birth to age five living in Pennsylvania.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	58.4%
Births to mothers with less than a high school education	15.8%

In addition, 22.1% of 3rd graders in Pennsylvania scored below proficient on the 2010 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	11.4%	Nurse-Family Partnership	0.6%
Early Intervention	11.4%	Parent-Child Home Program	0.2%
Head Start Supplemental Assistance Program	0.7%	Pennsylvania Pre-K Counts	1.6%
Federal and state Head Start	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.5%
Keystone STARS	14.7%	School-based pre-kindergarten	2.6%
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%

2010-11: Early Childhood Education in Adams County

- Children are at Moderate-Low risk of school failure in Adams County
- 23.8% of children under age five participate in publicly-funded quality early education programs

Adams is a rural county located in south central Pennsylvania. According to the US Census Bureau, the 2010 population was 101,407, an estimated 11.1% increase from 2000. Approximately 84.7% 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 2006-2010 was \$56,529.

There are 5,594 children from birth to age five living in Adams County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	62.4%	58.4%
Births to mothers with less than a high school education	16.6%	15.8%

In addition, 26.2% of 3rd graders in Adams County scored below proficient on the 2010 PSSA reading test (22.1% 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	5.2%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	7.8%	11.4%	Parent-Child Home Program	0.3%	0.2%
Head Start Supplemental Assistance Program	0.7%	0.7%	Pennsylvania Pre-K Counts	0.6%	1.6%
Federal and state Head Start	5.2%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	9.9%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				23.8%	36%

2010-11: Early Childhood Education in Allegheny County

- Children are at Moderate-Low risk of school failure in Allegheny County
- 41.6% of children under age five participate in publicly-funded quality early education programs

Allegheny is an urban county located in southwest Pennsylvania. According to the US Census Bureau, the 2010 population was 1,223,348, an estimated -4.6% decrease from 2000. Approximately 91.6% of the adult population graduated high school, and nearly 34.1% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$47,961.

There are 63,640 children from birth to age five living in Allegheny County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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%	58.4%
Births to mothers with less than a high school education	8.4%	15.8%

In addition, 20.2% of 3rd graders in Allegheny County scored below proficient on the 2010 PSSA reading test (22.1% 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	13.4%	11.4%	Nurse-Family Partnership	0.2%	0.6%
Early Intervention	12.6%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	1.2%	0.7%	Pennsylvania Pre-K Counts	1.7%	1.6%
Federal and state Head Start	6.9%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.7%	0.5%
Keystone STARS	16.4%	14.7%	School-based pre-kindergarten	3.7%	2.6%
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)				41.6%	36%

2010-11: Early Childhood Education in Armstrong County

- Children are at Moderate-High risk of school failure in Armstrong County
- 32.5% of children under age five participate in publicly-funded quality early education programs

Armstrong is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 68,941, an estimated -4.8% decrease from 2000. Approximately 87.7% 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 Manufacturing. The median household income in 2006-2010 was \$42,752.

There are 3,605 children from birth to age five living in Armstrong County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	71.3%	58.4%
Births to mothers with less than a high school education	10.7%	15.8%

In addition, 21.7% of 3rd graders in Armstrong County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	12.3%	11.4%	Parent-Child Home Program	1.3%	0.2%
Head Start Supplemental Assistance Program	0.6%	0.7%	Pennsylvania Pre-K Counts	0.5%	1.6%
Federal and state Head Start	6.7%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	11.7%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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%	36%

2010-11: Early Childhood Education in Beaver County

- Children are at Moderate-High risk of school failure in Beaver County
- 27.8% of children under age five participate in publicly-funded quality early education programs

Beaver is an urban county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 170,539, an estimated -6.0% decrease from 2000. Approximately 89.6% of the adult population graduated high school, and nearly 19.2% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$46,190.

There are 8,966 children from birth to age five living in Beaver County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	64.1%	58.4%
Births to mothers with less than a high school education	10.8%	15.8%

In addition, 19.5% of 3rd graders in Beaver County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	11.1%	11.4%	Parent-Child Home Program	0.5%	0.2%
Head Start Supplemental Assistance Program	0.7%	0.7%	Pennsylvania Pre-K Counts	1.5%	1.6%
Federal and state Head Start	0.7%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.5%	0.5%
Keystone STARS	13.2%	14.7%	School-based pre-kindergarten	0.9%	2.6%
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)				27.8%	36%

2010-11: Early Childhood Education in Bedford County

- Children are at Moderate-Low risk of school failure in Bedford County
- 40.8% of children under age five participate in publicly-funded quality early education programs

Bedford is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 49,762, an estimated -0.4% decrease from 2000. Approximately 83.9% 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 2006-2010 was \$40,249.

There are 2,627 children from birth to age five living in Bedford County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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%	58.4%
Births to mothers with less than a high school education	17.9%	15.8%

In addition, 22.6% of 3rd graders in Bedford County scored below proficient on the 2010 PSSA reading test (22.1% 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	2.6%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	8.6%	11.4%	Parent-Child Home Program	3.9%	0.2%
Head Start Supplemental Assistance Program	0.2%	0.7%	Pennsylvania Pre-K Counts	4.1%	1.6%
Federal and state Head Start	8.8%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	2.4%	0.5%
Keystone STARS	6.1%	14.7%	School-based pre-kindergarten	9.3%	2.6%
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%	36%

2010-11: Early Childhood Education in Berks County

- Children are at Moderate-High risk of school failure in Berks County
- 33.7% of children under age five participate in publicly-funded quality early education programs

Berks is an urban county located in southeast Pennsylvania. According to the US Census Bureau, the 2010 population was 411,442, an estimated 10.1% increase from 2000. Approximately 83.1% of the adult population graduated high school, and nearly 21.7% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$53,470.

There are 25,288 children from birth to age five living in Berks County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	61.7%	58.4%
Births to mothers with less than a high school education	22.9%	15.8%

In addition, 22.9% of 3rd graders in Berks County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	1.0%	0.6%
Early Intervention	14.5%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.1%	0.7%	Pennsylvania Pre-K Counts	0.8%	1.6%
Federal and state Head Start	3.2%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	1.7%	0.5%
Keystone STARS	12.4%	14.7%	School-based pre-kindergarten	1.7%	2.6%
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)				33.7%	36%

2010-11: Early Childhood Education 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

Blair is an urban county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 127,089, an estimated -6.1% decrease from 2000. Approximately 89.7% 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 Educational, Health and Social Services. The median household income in 2006-2010 was \$42,363.

There are 7,227 children from birth to age five living in Blair County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	72.0%	58.4%
Births to mothers with less than a high school education	12.8%	15.8%

In addition, 19.9% of 3rd graders in Blair County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	2.6%	0.6%
Early Intervention	15.8%	11.4%	Parent-Child Home Program	0.7%	0.2%
Head Start Supplemental Assistance Program	1.5%	0.7%	Pennsylvania Pre-K Counts	2.2%	1.6%
Federal and state Head Start	5.9%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	13.6%	14.7%	School-based pre-kindergarten	1.9%	2.6%
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%	36%

2010-11: Early Childhood Education in Bradford County

- Children are at Moderate-High risk of school failure in Bradford County
- 33.5% of children under age five participate in publicly-funded quality early education programs

Bradford is a rural county located in northern Pennsylvania. According to the US Census Bureau, the 2010 population was 62,622, an estimated -0.2% decrease from 2000. Approximately 85.4% of the adult population graduated high school, and nearly 15.7% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$40,543.

There are 3,764 children from birth to age five living in Bradford County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	75.4%	58.4%
Births to mothers with less than a high school education	15.0%	15.8%

In addition, 30.3% of 3rd graders in Bradford County scored below proficient on the 2010 PSSA reading test (22.1% 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	6.4%	11.4%	Nurse-Family Partnership	1.6%	0.6%
Early Intervention	10.6%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.5%	0.7%	Pennsylvania Pre-K Counts	2.3%	1.6%
Federal and state Head Start	5.8%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	2.0%	0.5%
Keystone STARS	10.1%	14.7%	School-based pre-kindergarten	3.2%	2.6%
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)				33.5%	36%

2010-11: Early Childhood Education in Bucks County

- Children are at Low risk of school failure in Bucks County
- 30.6% of children under age five participate in publicly-funded quality early education programs

Bucks is an urban county located in southeast Pennsylvania. According to the US Census Bureau, the 2010 population was 625,249, an estimated 4.6% increase from 2000. Approximately 91.9% of the adult population graduated high school, and nearly 34.5% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$74,828.

There are 34,150 children from birth to age five living in Bucks County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	32.5%	58.4%
Births to mothers with less than a high school education	6.8%	15.8%

In addition, 16.1% of 3rd graders in Bucks County scored below proficient on the 2010 PSSA reading test (22.1% 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	4.1%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	13.0%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.0%	0.7%	Pennsylvania Pre-K Counts	0.5%	1.6%
Federal and state Head Start	1.9%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	15.0%	14.7%	School-based pre-kindergarten	0.1%	2.6%
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%	36%

2010-11: Early Childhood Education in Butler County

- Children are at Low risk of school failure in Butler County
- 26.4% of children under age five participate in publicly-funded quality early education programs

Butler is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 183,862, an estimated 5.6% increase from 2000. Approximately 91.9% of the adult population graduated high school, and nearly 28.8% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$56,878.

There are 9,983 children from birth to age five living in Butler County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	43.3%	58.4%
Births to mothers with less than a high school education	4.9%	15.8%

In addition, 14.7% of 3rd graders in Butler County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	11.2%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.3%	0.7%	Pennsylvania Pre-K Counts	0.9%	1.6%
Federal and state Head Start	4.0%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	10.2%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				26.4%	36%

2010-11: Early Childhood Education in Cambria County

- Children are at Moderate-High risk of school failure in Cambria County
- 46.7% of children under age five participate in publicly-funded quality early education programs

Cambria is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 143,679, an estimated -5.8% decrease from 2000. Approximately 87.6% of the adult population graduated high school, and nearly 17.5% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$39,574.

There are 7,243 children from birth to age five living in Cambria County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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%	58.4%
Births to mothers with less than a high school education	9.7%	15.8%

In addition, 23.2% of 3rd graders in Cambria County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	1.6%	0.6%
Early Intervention	12.5%	11.4%	Parent-Child Home Program	0.8%	0.2%
Head Start Supplemental Assistance Program	0.4%	0.7%	Pennsylvania Pre-K Counts	2.8%	1.6%
Federal and state Head Start	7.9%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.8%	0.5%
Keystone STARS	15.4%	14.7%	School-based pre-kindergarten	5.6%	2.6%
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)				46.7%	36%

2010-11: Early Childhood Education in Cameron County

- Children are at Moderate-High risk of school failure in Cameron County
- 81.7% of children under age five participate in publicly-funded quality early education programs

Cameron is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 5,085, an estimated -14.9% decrease from 2000. Approximately 85.2% of the adult population graduated high school, and nearly 14.9% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$40,733.

There are 219 children from birth to age five living in Cameron County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	90.2%	58.4%
Births to mothers with less than a high school education	7.1%	15.8%

In addition, 9.7% of 3rd graders in Cameron County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	34.2%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	5.5%	0.7%	Pennsylvania Pre-K Counts	6.8%	1.6%
Federal and state Head Start	14.2%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	26.5%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				81.7%	36%

2010-11: Early Childhood Education in Carbon County

- Children are at Moderate-High risk of school failure in Carbon County
- 25.9% of children under age five participate in publicly-funded quality early education programs

Carbon is a rural county located in northeast Pennsylvania. According to the US Census Bureau, the 2010 population was 65,249, an estimated 11% increase from 2000. Approximately 86.7% 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 Manufacturing. The median household income in 2006-2010 was \$47,744.

There are 3,487 children from birth to age five living in Carbon County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	64.4%	58.4%
Births to mothers with less than a high school education	11.4%	15.8%

In addition, 17.2% of 3rd graders in Carbon County scored below proficient on the 2010 PSSA reading test (22.1% 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	5.8%	11.4%	Nurse-Family Partnership	0.1%	0.6%
Early Intervention	9.1%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.8%	0.7%	Pennsylvania Pre-K Counts	1.6%	1.6%
Federal and state Head Start	7.1%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	6.9%	14.7%	School-based pre-kindergarten	1.1%	2.6%
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)				25.9%	36%

2010-11: Early Childhood Education in Centre County

- Children are at Low risk of school failure in Centre County
- 32.8% of children under age five participate in publicly-funded quality early education programs

Centre is an urban county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 153,990, an estimated 13.4% increase from 2000. Approximately 92.6% of the adult population graduated high school, and nearly 40% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$47,016.

There are 6,771 children from birth to age five living in Centre County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	53.7%	58.4%
Births to mothers with less than a high school education	10.1%	15.8%

In addition, 16.2% of 3rd graders in Centre County scored below proficient on the 2010 PSSA reading test (22.1% 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	4.0%	11.4%	Nurse-Family Partnership	1.1%	0.6%
Early Intervention	9.2%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.5%	0.7%	Pennsylvania Pre-K Counts	2.3%	1.6%
Federal and state Head Start	3.5%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	16.3%	14.7%	School-based pre-kindergarten	0.3%	2.6%
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)				32.8%	36%

2010-11: Early Childhood Education in Chester County

- Children are at Low risk of school failure in Chester County
- 31.7% of children under age five participate in publicly-funded quality early education programs

Chester is an urban county located in southeast Pennsylvania. According to the US Census Bureau, the 2010 population was 498,886, an estimated 15.1% increase from 2000. Approximately 92.5% of the adult population graduated high school, and nearly 47.8% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$84,741.

There are 31,126 children from birth to age five living in Chester County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	30.6%	58.4%
Births to mothers with less than a high school education	12.3%	15.8%

In addition, 13.8% of 3rd graders in Chester County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.5%	0.6%
Early Intervention	13.5%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.1%	0.7%	Pennsylvania Pre-K Counts	0.2%	1.6%
Federal and state Head Start	1.8%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	15.7%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				31.7%	36%

2010-11: Early Childhood Education in Clarion County

- Children are at Moderate-Low risk of school failure in Clarion County
- 47.1% of children under age five participate in publicly-funded quality early education programs

Clarion is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 39,988, an estimated -4.3% decrease from 2000. Approximately 87.2% of the adult population graduated high school, and nearly 17.2% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$40,028.

There are 2,053 children from birth to age five living in Clarion County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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%	58.4%
Births to mothers with less than a high school education	19.1%	15.8%

In addition, 15.7% of 3rd graders in Clarion County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	16.7%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.0%	0.7%	Pennsylvania Pre-K Counts	5.3%	1.6%
Federal and state Head Start	7.0%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	1.4%	0.5%
Keystone STARS	15.9%	14.7%	School-based pre-kindergarten	2.1%	2.6%
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%	36%

2010-11: Early Childhood Education in Clearfield County

- Children are at High risk of school failure in Clearfield County
- 51.2% of children under age five participate in publicly-funded quality early education programs

Clearfield is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 81,642, an estimated -2.1% decrease from 2000. Approximately 86.0% 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 Educational, Health and Social Services. The median household income in 2006-2010 was \$37,130.

There are 4,053 children from birth to age five living in Clearfield County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	74.1%	58.4%
Births to mothers with less than a high school education	15.0%	15.8%

In addition, 25.2% of 3rd graders in Clearfield County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	1.2%	0.6%
Early Intervention	16.8%	11.4%	Parent-Child Home Program	1.2%	0.2%
Head Start Supplemental Assistance Program	1.8%	0.7%	Pennsylvania Pre-K Counts	4.1%	1.6%
Federal and state Head Start	15.1%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	12.0%	14.7%	School-based pre-kindergarten	0.8%	2.6%
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)				51.2%	36%

2010-11: Early Childhood Education in Clinton County

- Children are at Moderate-High risk of school failure in Clinton County
- 35.3% of children under age five participate in publicly-funded quality early education programs

Clinton is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 39,238, an estimated 3.5% increase from 2000. Approximately 85.6% 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 2006-2010 was \$39,354.

There are 2,205 children from birth to age five living in Clinton County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	71.4%	58.4%
Births to mothers with less than a high school education	24.2%	15.8%

In addition, 30.5% of 3rd graders in Clinton County scored below proficient on the 2010 PSSA reading test (22.1% 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	7.4%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	10.9%	11.4%	Parent-Child Home Program	1.4%	0.2%
Head Start Supplemental Assistance Program	0.5%	0.7%	Pennsylvania Pre-K Counts	4.0%	1.6%
Federal and state Head Start	9.0%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	10.0%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				35.3%	36%

2010-11: Early Childhood Education in Columbia County

- Children are at Moderate-Low risk of school failure in Columbia County
- 31.2% of children under age five participate in publicly-funded quality early education programs

Columbia is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 67,295, an estimated 4.9% increase from 2000. Approximately 86.7% of the adult population graduated high school, and nearly 18.3% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$42,788.

There are 3,220 children from birth to age five living in Columbia County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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%	58.4%
Births to mothers with less than a high school education	16.1%	15.8%

In addition, 17.9% of 3rd graders in Columbia County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	2.2%	0.6%
Early Intervention	11.5%	11.4%	Parent-Child Home Program	1.4%	0.2%
Head Start Supplemental Assistance Program	0.9%	0.7%	Pennsylvania Pre-K Counts	0.5%	1.6%
Federal and state Head Start	6.5%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.8%	0.5%
Keystone STARS	9.3%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				31.2%	36%

2010-11: Early Childhood Education in Crawford County

- Children are at Moderate-High risk of school failure in Crawford County
- 33.2% of children under age five participate in publicly-funded quality early education programs

Crawford is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 88,765, an estimated -1.5% decrease from 2000. Approximately 85.8% of the adult population graduated high school, and nearly 18.3% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$38,924.

There are 5,070 children from birth to age five living in Crawford County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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%	58.4%
Births to mothers with less than a high school education	27.4%	15.8%

In addition, 25.7% of 3rd graders in Crawford County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	8.3%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.1%	0.7%	Pennsylvania Pre-K Counts	2.6%	1.6%
Federal and state Head Start	7.5%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.7%	0.5%
Keystone STARS	14.8%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				33.2%	36%

2010-11: Early Childhood Education in Cumberland County

- Children are at Low risk of school failure in Cumberland County
- 31.0% of children under age five participate in publicly-funded quality early education programs

Cumberland is an urban county located in south central Pennsylvania. According to the US Census Bureau, the 2010 population was 235,406, an estimated 10.2% increase from 2000. Approximately 90.4% of the adult population graduated high school, and nearly 32.3% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$60,219.

There are 12,733 children from birth to age five living in Cumberland County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	45.2%	58.4%
Births to mothers with less than a high school education	12.1%	15.8%

In addition, 17.4% of 3rd graders in Cumberland County scored below proficient on the 2010 PSSA reading test (22.1% 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	6.1%	11.4%	Nurse-Family Partnership	0.3%	0.6%
Early Intervention	8.0%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.0%	0.7%	Pennsylvania Pre-K Counts	0.4%	1.6%
Federal and state Head Start	1.6%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	20.7%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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%	36%

2010-11: Early Childhood Education in Dauphin County

- Children are at High risk of school failure in Dauphin County
- 41.1% of children under age five participate in publicly-funded quality early education programs

Dauphin is an urban county located in south central Pennsylvania. According to the US Census Bureau, the 2010 population was 268,100, an estimated 6.5% increase from 2000. Approximately 88.5% of the adult population graduated high school, and nearly 27.1% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$52,371.

There are 16,794 children from birth to age five living in Dauphin County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	62.5%	58.4%
Births to mothers with less than a high school education	17.3%	15.8%

In addition, 28.2% of 3rd graders in Dauphin County scored below proficient on the 2010 PSSA reading test (22.1% 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	14.5%	11.4%	Nurse-Family Partnership	0.6%	0.6%
Early Intervention	8.7%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	1.1%	0.7%	Pennsylvania Pre-K Counts	2.6%	1.6%
Federal and state Head Start	4.8%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	21.7%	14.7%	School-based pre-kindergarten	2.7%	2.6%
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)				41.1%	36%

2010-11: Early Childhood Education in Delaware County

- Children are at Moderate-Low risk of school failure in Delaware County
- 26.4% of children under age five participate in publicly-funded quality early education programs

Delaware is an urban county located in southeast Pennsylvania. According to the US Census Bureau, the 2010 population was 558,979, an estimated 1.5% increase from 2000. Approximately 90.5% of the adult population graduated high school, and nearly 34.7% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$61,876.

There are 33,979 children from birth to age five living in Delaware County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	45.3%	58.4%
Births to mothers with less than a high school education	10.0%	15.8%

In addition, 21.2% of 3rd graders in Delaware County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.3%	0.6%
Early Intervention	9.8%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.3%	0.7%	Pennsylvania Pre-K Counts	1.0%	1.6%
Federal and state Head Start	3.1%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	1.0%	0.5%
Keystone STARS	11.0%	14.7%	School-based pre-kindergarten	1.1%	2.6%
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)				26.4%	36%

2010-11: Early Childhood Education in Elk County

- Children are at Moderate-Low risk of school failure in Elk County
- 30.9% of children under age five participate in publicly-funded quality early education programs

Elk is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 31,946, an estimated -9% decrease from 2000. Approximately 89.8% of the adult population graduated high school, and nearly 16.2% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$43,745.

There are 1,547 children from birth to age five living in Elk County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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%	58.4%
Births to mothers with less than a high school education	7.7%	15.8%

In addition, 16.1% of 3rd graders in Elk County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	1.7%	0.6%
Early Intervention	16.9%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.0%	0.7%	Pennsylvania Pre-K Counts	0.0%	1.6%
Federal and state Head Start	3.6%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	8.8%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				30.9%	36%

2010-11: Early Childhood Education in Erie County

- Children are at High risk of school failure in Erie County
- 44.1% of children under age five participate in publicly-funded quality early education programs

Erie is an urban county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 280,566, an estimated -0.1% decrease from 2000. Approximately 89.0% 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 Manufacturing. The median household income in 2006-2010 was \$43,595.

There are 16,757 children from birth to age five living in Erie County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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%	58.4%
Births to mothers with less than a high school education	16.6%	15.8%

In addition, 25.9% of 3rd graders in Erie County scored below proficient on the 2010 PSSA reading test (22.1% 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	18.2%	11.4%	Nurse-Family Partnership	1.0%	0.6%
Early Intervention	16.5%	11.4%	Parent-Child Home Program	0.3%	0.2%
Head Start Supplemental Assistance Program	0.6%	0.7%	Pennsylvania Pre-K Counts	3.5%	1.6%
Federal and state Head Start	6.0%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.3%	0.5%
Keystone STARS	15.4%	14.7%	School-based pre-kindergarten	1.4%	2.6%
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)				44.1%	36%

2010-11: Early Childhood Education in Fayette County

- Children are at High risk of school failure in Fayette County
- 40.4% of children under age five participate in publicly-funded quality early education programs

Fayette is a rural county located in southwest Pennsylvania. According to the US Census Bureau, the 2010 population was 136,606, an estimated -8.1% decrease from 2000. Approximately 82.9% 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 Educational, Health and Social Services. The median household income in 2006-2010 was \$34,796.

There are 6,810 children from birth to age five living in Fayette County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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%	58.4%
Births to mothers with less than a high school education	20.9%	15.8%

In addition, 32.4% of 3rd graders in Fayette County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	2.7%	0.6%
Early Intervention	11.6%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.8%	0.7%	Pennsylvania Pre-K Counts	2.3%	1.6%
Federal and state Head Start	11.5%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	11.6%	14.7%	School-based pre-kindergarten	0.7%	2.6%
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)				40.4%	36%

2010-11: Early Childhood Education in Forest County

- Children are at Moderate-High risk of school failure in Forest County
- 78.0% of children under age five participate in publicly-funded quality early education programs

Forest is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 7,716, an estimated 56% increase from 2000. Approximately 80.7% of the adult population graduated high school, and nearly 9.6% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$35,150.

There are 182 children from birth to age five living in Forest County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	86.5%	58.4%
Births to mothers with less than a high school education	11.1%	15.8%

In addition, 29.4% of 3rd graders in Forest County scored below proficient on the 2010 PSSA reading test (22.1% 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	4.9%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	20.3%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.0%	0.7%	Pennsylvania Pre-K Counts	0.0%	1.6%
Federal and state Head Start	8.8%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	31.9%	14.7%	School-based pre-kindergarten	17.0%	2.6%
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)				78.0%	36%

2010-11: Early Childhood Education in Franklin County

- Children are at Moderate-High risk of school failure in Franklin County
- 23.2% of children under age five participate in publicly-funded quality early education programs

Franklin is a rural county located in south central Pennsylvania. According to the US Census Bureau, the 2010 population was 149,618, an estimated 15.7% increase from 2000. Approximately 83.8% of the adult population graduated high school, and nearly 18.3% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$51,035.

There are 9,947 children from birth to age five living in Franklin County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	66.1%	58.4%
Births to mothers with less than a high school education	23.7%	15.8%

In addition, 23.0% of 3rd graders in Franklin County scored below proficient on the 2010 PSSA reading test (22.1% 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	4.9%	11.4%	Nurse-Family Partnership	0.2%	0.6%
Early Intervention	8.7%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.2%	0.7%	Pennsylvania Pre-K Counts	0.8%	1.6%
Federal and state Head Start	4.4%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	9.2%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				23.2%	36%

2010-11: Early Childhood Education in Fulton County

- Children are at Moderate-Low risk of school failure in Fulton County
- 47.1% of children under age five participate in publicly-funded quality early education programs

Fulton is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 14,845, an estimated 4.1% increase from 2000. Approximately 83.4% of the adult population graduated high school, and nearly 9.9% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$45,240.

There are 916 children from birth to age five living in Fulton County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	74.8%	58.4%
Births to mothers with less than a high school education	12.1%	15.8%

In addition, 11.3% of 3rd graders in Fulton County scored below proficient on the 2010 PSSA reading test (22.1% 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	1.3%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	13.2%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.0%	0.7%	Pennsylvania Pre-K Counts	4.8%	1.6%
Federal and state Head Start	8.5%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	5.8%	14.7%	School-based pre-kindergarten	14.7%	2.6%
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%	36%

2010-11: Early Childhood Education in Greene County

- Children are at High risk of school failure in Greene County
- 37.2% of children under age five participate in publicly-funded quality early education programs

Greene is a rural county located in southwest Pennsylvania. According to the US Census Bureau, the 2010 population was 38,686, an estimated -4.9% decrease from 2000. Approximately 83.9% 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 Educational, Health and Social Services. The median household income in 2006-2010 was \$40,498.

There are 1,948 children from birth to age five living in Greene County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	73.6%	58.4%
Births to mothers with less than a high school education	20.4%	15.8%

In addition, 22.7% of 3rd graders in Greene County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	14.0%	11.4%	Parent-Child Home Program	2.3%	0.2%
Head Start Supplemental Assistance Program	0.0%	0.7%	Pennsylvania Pre-K Counts	3.7%	1.6%
Federal and state Head Start	10.0%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	6.4%	14.7%	School-based pre-kindergarten	0.9%	2.6%
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)				37.2%	36%

2010-11: Early Childhood Education in Huntingdon County

- Children are at Moderate-High risk of school failure in Huntingdon County
- 39.6% of children under age five participate in publicly-funded quality early education programs

Huntingdon is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 45,913, an estimated -0.7% decrease from 2000. Approximately 85.5% of the adult population graduated high school, and nearly 13.8% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$41,700.

There are 2,497 children from birth to age five living in Huntingdon County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	76.3%	58.4%
Births to mothers with less than a high school education	14.7%	15.8%

In addition, 28.6% of 3rd graders in Huntingdon County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	4.2%	0.6%
Early Intervention	10.4%	11.4%	Parent-Child Home Program	1.9%	0.2%
Head Start Supplemental Assistance Program	1.3%	0.7%	Pennsylvania Pre-K Counts	2.3%	1.6%
Federal and state Head Start	11.0%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	1.2%	0.5%
Keystone STARS	9.0%	14.7%	School-based pre-kindergarten	0.9%	2.6%
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)				39.6%	36%

2010-11: Early Childhood Education in Indiana County

- Children are at Moderate-High risk of school failure in Indiana County
- 35.6% of children under age five participate in publicly-funded quality early education programs

Indiana is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 88,880, an estimated -0.8% decrease from 2000. Approximately 86.7% of the adult population graduated high school, and nearly 19.2% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$40,225.

There are 4,497 children from birth to age five living in Indiana County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	73.4%	58.4%
Births to mothers with less than a high school education	22.5%	15.8%

In addition, 20.7% of 3rd graders in Indiana County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	10.5%	11.4%	Parent-Child Home Program	1.2%	0.2%
Head Start Supplemental Assistance Program	0.6%	0.7%	Pennsylvania Pre-K Counts	2.8%	1.6%
Federal and state Head Start	8.4%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	8.8%	14.7%	School-based pre-kindergarten	4.0%	2.6%
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)				35.6%	36%

2010-11: Early Childhood Education in Jefferson County

- Children are at Moderate-High risk of school failure in Jefferson County
- 30.9% of children under age five participate in publicly-funded quality early education programs

Jefferson is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 45,200, an estimated -1.6% decrease from 2000. Approximately 86.9% of the adult population graduated high school, and nearly 12.0% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$38,406.

There are 2,593 children from birth to age five living in Jefferson County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	78.3%	58.4%
Births to mothers with less than a high school education	26.1%	15.8%

In addition, 18.7% of 3rd graders in Jefferson County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	1.8%	0.6%
Early Intervention	11.6%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.0%	0.7%	Pennsylvania Pre-K Counts	3.2%	1.6%
Federal and state Head Start	7.8%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	6.6%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				30.9%	36%

2010-11: Early Childhood Education in Juniata County

- Children are at Moderate-Low risk of school failure in Juniata County
- 29.5% of children under age five participate in publicly-funded quality early education programs

Juniata is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 24,636, an estimated 8.0% increase from 2000. Approximately 80.1% 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 2006-2010 was \$44,276.

There are 1,559 children from birth to age five living in Juniata County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	75.9%	58.4%
Births to mothers with less than a high school education	36.6%	15.8%

In addition, 20.4% of 3rd graders in Juniata County scored below proficient on the 2010 PSSA reading test (22.1% 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	3.1%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	8.0%	11.4%	Parent-Child Home Program	1.5%	0.2%
Head Start Supplemental Assistance Program	2.6%	0.7%	Pennsylvania Pre-K Counts	0.0%	1.6%
Federal and state Head Start	13.0%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	6.9%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				29.5%	36%

2010-11: Early Childhood Education in Lackawanna County

- Children are at Moderate-High risk of school failure in Lackawanna County
- 39.3% of children under age five participate in publicly-funded quality early education programs

Lackawanna is an urban county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 214,437, an estimated -0.5% decrease from 2000. Approximately 87.5% of the adult population graduated high school, and nearly 23.7% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$43,673.

There are 11,559 children from birth to age five living in Lackawanna County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	66.0%	58.4%
Births to mothers with less than a high school education	15.5%	15.8%

In addition, 20.5% of 3rd graders in Lackawanna County scored below proficient on the 2010 PSSA reading test (22.1% 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	11.6%	11.4%	Nurse-Family Partnership	1.3%	0.6%
Early Intervention	11.4%	11.4%	Parent-Child Home Program	0.4%	0.2%
Head Start Supplemental Assistance Program	2.2%	0.7%	Pennsylvania Pre-K Counts	1.5%	1.6%
Federal and state Head Start	8.2%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	11.5%	14.7%	School-based pre-kindergarten	5.0%	2.6%
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%	36%

2010-11: Early Childhood Education in Lancaster County

- Children are at Moderate-Low risk of school failure in Lancaster County
- 25.6% of children under age five participate in publicly-funded quality early education programs

Lancaster is an urban county located in south central Pennsylvania. According to the US Census Bureau, the 2010 population was 519,445, an estimated 10.4% increase from 2000. Approximately 82.3% 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 Manufacturing. The median household income in 2006-2010 was \$54,765.

There are 35,521 children from birth to age five living in Lancaster County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	61.9%	58.4%
Births to mothers with less than a high school education	29.8%	15.8%

In addition, 21.3% of 3rd graders in Lancaster County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.6%	0.6%
Early Intervention	9.6%	11.4%	Parent-Child Home Program	0.2%	0.2%
Head Start Supplemental Assistance Program	0.2%	0.7%	Pennsylvania Pre-K Counts	0.9%	1.6%
Federal and state Head Start	2.3%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.1%	0.5%
Keystone STARS	10.8%	14.7%	School-based pre-kindergarten	1.3%	2.6%
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)				25.6%	36%

2010-11: Early Childhood Education in Lawrence County

- Children are at Moderate-High risk of school failure in Lawrence County
- 35.4% of children under age five participate in publicly-funded quality early education programs

Lawrence is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 91,108, an estimated -3.7% decrease from 2000. Approximately 86.5% of the adult population graduated high school, and nearly 18.6% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$42,570.

There are 4,866 children from birth to age five living in Lawrence County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	70.4%	58.4%
Births to mothers with less than a high school education	19.0%	15.8%

In addition, 18.4% of 3rd graders in Lawrence County scored below proficient on the 2010 PSSA reading test (22.1% 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	10.5%	11.4%	Nurse-Family Partnership	3.1%	0.6%
Early Intervention	10.4%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	1.6%	0.7%	Pennsylvania Pre-K Counts	1.4%	1.6%
Federal and state Head Start	8.9%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	3.8%	0.5%
Keystone STARS	7.9%	14.7%	School-based pre-kindergarten	3.8%	2.6%
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)				35.4%	36%

2010-11: Early Childhood Education in Lebanon County

- Children are at Moderate-High risk of school failure in Lebanon County
- 33.0% of children under age five participate in publicly-funded quality early education programs

Lebanon is an urban county located in south central Pennsylvania. According to the US Census Bureau, the 2010 population was 133,568, an estimated 11% increase from 2000. Approximately 84.4% of the adult population graduated high school, and nearly 18.3% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$52,356.

There are 8,458 children from birth to age five living in Lebanon County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	63.9%	58.4%
Births to mothers with less than a high school education	21.9%	15.8%

In addition, 22.0% of 3rd graders in Lebanon County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	11.1%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	1.5%	0.7%	Pennsylvania Pre-K Counts	2.2%	1.6%
Federal and state Head Start	4.4%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	1.4%	0.5%
Keystone STARS	11.7%	14.7%	School-based pre-kindergarten	3.6%	2.6%
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)				33.0%	36%

2010-11: Early Childhood Education in Lehigh County

- Children are at High risk of school failure in Lehigh County
- 37.4% of children under age five participate in publicly-funded quality early education programs

Lehigh is an urban county located in northeast Pennsylvania. According to the US Census Bureau, the 2010 population was 349,497, an estimated 12% increase from 2000. Approximately 85.9% of the adult population graduated high school, and nearly 27% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$53,541.

There are 21,406 children from birth to age five living in Lehigh County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	58.5%	58.4%
Births to mothers with less than a high school education	17.1%	15.8%

In addition, 25.3% of 3rd graders in Lehigh County scored below proficient on the 2010 PSSA reading test (22.1% 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	11.5%	11.4%	Nurse-Family Partnership	0.6%	0.6%
Early Intervention	13.7%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.6%	0.7%	Pennsylvania Pre-K Counts	1.1%	1.6%
Federal and state Head Start	5.3%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	15.5%	14.7%	School-based pre-kindergarten	1.3%	2.6%
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)				37.4%	36%

2010-11: Early Childhood Education 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

Luzerne is an urban county located in northeast Pennsylvania. According to the US Census Bureau, the 2010 population was 320,918, an estimated -0.5% decrease from 2000. Approximately 87.0% 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 Educational, Health and Social Services. The median household income in 2006-2010 was \$42,224.

There are 16,528 children from birth to age five living in Luzerne County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	63.7%	58.4%
Births to mothers with less than a high school education	17.6%	15.8%

In addition, 21.7% of 3rd graders in Luzerne County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	2.0%	0.6%
Early Intervention	9.1%	11.4%	Parent-Child Home Program	1.0%	0.2%
Head Start Supplemental Assistance Program	0.7%	0.7%	Pennsylvania Pre-K Counts	2.1%	1.6%
Federal and state Head Start	6.6%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.8%	0.5%
Keystone STARS	16.2%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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%	36%

2010-11: Early Childhood Education in Lycoming County

- Children are at Moderate-High risk of school failure in Lycoming County
- 48.7% of children under age five participate in publicly-funded quality early education programs

Lycoming is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 116,111, an estimated -3.3% decrease from 2000. Approximately 85.9% 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 Manufacturing. The median household income in 2006-2010 was \$42,689.

There are 6,449 children from birth to age five living in Lycoming County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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%	58.4%
Births to mothers with less than a high school education	15.4%	15.8%

In addition, 22.1% of 3rd graders in Lycoming County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	2.7%	0.6%
Early Intervention	12.6%	11.4%	Parent-Child Home Program	1.0%	0.2%
Head Start Supplemental Assistance Program	0.8%	0.7%	Pennsylvania Pre-K Counts	2.1%	1.6%
Federal and state Head Start	7.8%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	21.0%	14.7%	School-based pre-kindergarten	1.7%	2.6%
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)				48.7%	36%

2010-11: Early Childhood Education in McKean County

- Children are at High risk of school failure in McKean County
- 43.8% of children under age five participate in publicly-funded quality early education programs

McKean is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 43,450, an estimated -5.4% decrease from 2000. Approximately 88.3% of the adult population graduated high school, and nearly 15.6% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$40,097.

There are 2,372 children from birth to age five living in McKean County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	71.8%	58.4%
Births to mothers with less than a high school education	16.0%	15.8%

In addition, 25.0% of 3rd graders in McKean County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	18.8%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.0%	0.7%	Pennsylvania Pre-K Counts	2.3%	1.6%
Federal and state Head Start	6.5%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	5.6%	0.5%
Keystone STARS	8.3%	14.7%	School-based pre-kindergarten	8.0%	2.6%
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%	36%

2010-11: Early Childhood Education in Mercer County

- Children are at Moderate-High risk of school failure in Mercer County
- 33.5% of children under age five participate in publicly-funded quality early education programs

Mercer is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 116,638, an estimated -3.0% decrease from 2000. Approximately 87.1% 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 Educational, Health and Social Services. The median household income in 2006-2010 was \$42,573.

There are 5,962 children from birth to age five living in Mercer County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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%	58.4%
Births to mothers with less than a high school education	21.1%	15.8%

In addition, 22.5% of 3rd graders in Mercer County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	10.9%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	6.2%	0.7%	Pennsylvania Pre-K Counts	1.8%	1.6%
Federal and state Head Start	7.3%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	13.5%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				33.5%	36%

2010-11: Early Childhood Education in Mifflin County

- Children are at Moderate-High risk of school failure in Mifflin County
- 31.4% of children under age five participate in publicly-funded quality early education programs

Mifflin is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 46,682, an estimated -0.4% decrease from 2000. Approximately 80.8% 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 2006-2010 was \$37,539.

There are 2,922 children from birth to age five living in Mifflin County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	85.0%	58.4%
Births to mothers with less than a high school education	33.9%	15.8%

In addition, 23.8% of 3rd graders in Mifflin County scored below proficient on the 2010 PSSA reading test (22.1% 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	7.4%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	9.3%	11.4%	Parent-Child Home Program	1.1%	0.2%
Head Start Supplemental Assistance Program	0.1%	0.7%	Pennsylvania Pre-K Counts	2.5%	1.6%
Federal and state Head Start	8.6%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	9.9%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				31.4%	36%

2010-11: Early Childhood Education in Monroe County

- Children are at Moderate-Low risk of school failure in Monroe County
- 32.6% of children under age five participate in publicly-funded quality early education programs

Monroe is a rural county located in northeast Pennsylvania. According to the US Census Bureau, the 2010 population was 169,842, an estimated 22.5% increase from 2000. Approximately 88.7% of the adult population graduated high school, and nearly 23.8% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$56,733.

There are 8,688 children from birth to age five living in Monroe County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	56.6%	58.4%
Births to mothers with less than a high school education	11.2%	15.8%

In addition, 21.1% of 3rd graders in Monroe County scored below proficient on the 2010 PSSA reading test (22.1% 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	10.8%	11.4%	Nurse-Family Partnership	1.6%	0.6%
Early Intervention	8.0%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.4%	0.7%	Pennsylvania Pre-K Counts	1.6%	1.6%
Federal and state Head Start	2.4%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	19.0%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				32.6%	36%

2010-11: Early Childhood Education in Montgomery County

- Children are at Moderate-Low risk of school failure in Montgomery County
- 29.8% of children under age five participate in publicly-funded quality early education programs

Montgomery is a rural county located in southeast Pennsylvania. According to the US Census Bureau, the 2010 population was 799,874, an estimated 6.6% increase from 2000. Approximately 92.6% of the adult population graduated high school, and nearly 44.2% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$76,380.

There are 47,305 children from birth to age five living in Montgomery County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	33.1%	58.4%
Births to mothers with less than a high school education	6.3%	15.8%

In addition, 14.0% of 3rd graders in Montgomery County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.3%	0.6%
Early Intervention	9.3%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.1%	0.7%	Pennsylvania Pre-K Counts	0.5%	1.6%
Federal and state Head Start	1.1%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.1%	0.5%
Keystone STARS	18.3%	14.7%	School-based pre-kindergarten	0.3%	2.6%
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%	36%

2010-11: Early Childhood Education in Montour County

- Children are at Moderate-Low risk of school failure in Montour County
- 53.4% of children under age five participate in publicly-funded quality early education programs

Montour is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 18,267, an estimated -0.2% decrease from 2000. Approximately 87.5% of the adult population graduated high school, and nearly 25% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$45,255.

There are 1,050 children from birth to age five living in Montour County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	62.5%	58.4%
Births to mothers with less than a high school education	22.6%	15.8%

In addition, 27.0% of 3rd graders in Montour County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	1.3%	0.6%
Early Intervention	8.2%	11.4%	Parent-Child Home Program	0.5%	0.2%
Head Start Supplemental Assistance Program	1.6%	0.7%	Pennsylvania Pre-K Counts	1.6%	1.6%
Federal and state Head Start	9.0%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	22.4%	14.7%	School-based pre-kindergarten	10.4%	2.6%
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)				53.4%	36%

2010-11: Early Childhood Education in Northampton County

- Children are at Moderate-Low risk of school failure in Northampton County
- 31.9% of children under age five participate in publicly-funded quality early education programs

Northampton is an urban county located in northeast Pennsylvania. According to the US Census Bureau, the 2010 population was 297,735, an estimated 11.5% increase from 2000. Approximately 87.0% of the adult population graduated high school, and nearly 26.3% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$58,762.

There are 16,231 children from birth to age five living in Northampton County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	46.6%	58.4%
Births to mothers with less than a high school education	10.7%	15.8%

In addition, 21.6% of 3rd graders in Northampton County scored below proficient on the 2010 PSSA reading test (22.1% 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	9.1%	11.4%	Nurse-Family Partnership	1.5%	0.6%
Early Intervention	11.8%	11.4%	Parent-Child Home Program	0.2%	0.2%
Head Start Supplemental Assistance Program	0.3%	0.7%	Pennsylvania Pre-K Counts	1.5%	1.6%
Federal and state Head Start	0.4%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.7%	0.5%
Keystone STARS	14.6%	14.7%	School-based pre-kindergarten	1.8%	2.6%
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)				31.9%	36%

2010-11: Early Childhood Education in Northumberland County

- Children are at Moderate-High risk of school failure in Northumberland County
- 37.2% of children under age five participate in publicly-funded quality early education programs

Northumberland is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 94,528, an estimated 0.0% change from 2000. Approximately 84.2% of the adult population graduated high school, and nearly 13.5% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$38,387.

There are 5,273 children from birth to age five living in Northumberland County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	71.6%	58.4%
Births to mothers with less than a high school education	20.1%	15.8%

In addition, 20.8% of 3rd graders in Northumberland County scored below proficient on the 2010 PSSA reading test (22.1% 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	6.1%	11.4%	Nurse-Family Partnership	1.8%	0.6%
Early Intervention	11.2%	11.4%	Parent-Child Home Program	1.1%	0.2%
Head Start Supplemental Assistance Program	0.9%	0.7%	Pennsylvania Pre-K Counts	1.7%	1.6%
Federal and state Head Start	6.5%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	2.0%	0.5%
Keystone STARS	10.3%	14.7%	School-based pre-kindergarten	4.6%	2.6%
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)				37.2%	36%

2010-11: Early Childhood Education in Perry County

- Children are at Moderate-High risk of school failure in Perry County
- 24.7% of children under age five participate in publicly-funded quality early education programs

Perry is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 45,969, an estimated 5.4% increase from 2000. Approximately 85.4% of the adult population graduated high school, and nearly 14% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$52,659.

There are 2,761 children from birth to age five living in Perry County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	74.0%	58.4%
Births to mothers with less than a high school education	20.2%	15.8%

In addition, 24.1% of 3rd graders in Perry County scored below proficient on the 2010 PSSA reading test (22.1% 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	3.9%	11.4%	Nurse-Family Partnership	0.4%	0.6%
Early Intervention	9.6%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.0%	0.7%	Pennsylvania Pre-K Counts	0.5%	1.6%
Federal and state Head Start	2.0%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	11.6%	14.7%	School-based pre-kindergarten	0.5%	2.6%
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)				24.7%	36%

2010-11: Early Childhood Education in Philadelphia County

- Children are at High risk of school failure in Philadelphia County
- 50.7% of children under age five participate in publicly-funded quality early education programs

Philadelphia is an urban county located in southeast Pennsylvania. According to the US Census Bureau, the 2010 population was 1,526,006, an estimated 0.6% increase from 2000. Approximately 79.4% of the adult population graduated high school, and nearly 22.2% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$36,251.

There are 101,053 children from birth to age five living in Philadelphia County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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%	58.4%
Births to mothers with less than a high school education	23.7%	15.8%

In addition, 41.8% of 3rd graders in Philadelphia County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.6%	0.6%
Early Intervention	11.0%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	1.4%	0.7%	Pennsylvania Pre-K Counts	2.5%	1.6%
Federal and state Head Start	7.4%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.8%	0.5%
Keystone STARS	19.7%	14.7%	School-based pre-kindergarten	9.6%	2.6%
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)				50.7%	36%

2010-11: Early Childhood Education in Pike County

- Children are at Low risk of school failure in Pike County
- 31.2% of children under age five participate in publicly-funded quality early education programs

Pike is a rural county located in northeast Pennsylvania. According to the US Census Bureau, the 2010 population was 57,369, an estimated 23.9% increase from 2000. Approximately 91.5% 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 Educational, Health and Social Services. The median household income in 2006-2010 was \$56,843.

There are 2,823 children from birth to age five living in Pike County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	60.2%	58.4%
Births to mothers with less than a high school education	7.4%	15.8%

In addition, 7.6% of 3rd graders in Pike County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.4%	0.6%
Early Intervention	9.6%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	1.3%	0.7%	Pennsylvania Pre-K Counts	1.9%	1.6%
Federal and state Head Start	4.0%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	11.8%	14.7%	School-based pre-kindergarten	3.6%	2.6%
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)				31.2%	36%

2010-11: Early Childhood Education in Potter County

- Children are at Moderate-High risk of school failure in Potter County
- 36.8% of children under age five participate in publicly-funded quality early education programs

Potter is a rural county located in northeast Pennsylvania. According to the US Census Bureau, the 2010 population was 17,457, an estimated -3.4% decrease from 2000. Approximately 85.5% of the adult population graduated high school, and nearly 12.4% have a bachelor's degree or higher education. The main industry in the county Manufacturing. The median household income in 2006-2010 was \$39,196.

There are 974 children from birth to age five living in Potter County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	78.5%	58.4%
Births to mothers with less than a high school education	13.8%	15.8%

In addition, 16.7% of 3rd graders in Potter County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	14.9%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.0%	0.7%	Pennsylvania Pre-K Counts	2.4%	1.6%
Federal and state Head Start	4.5%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	3.8%	0.5%
Keystone STARS	4.2%	14.7%	School-based pre-kindergarten	10.9%	2.6%
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)				36.8%	36%

2010-11: Early Childhood Education in Schuylkill County

- Children are at Moderate-High risk of school failure in Schuylkill County
- 32.7% of children under age five participate in publicly-funded quality early education programs

Schuylkill is a rural county located in northeast Pennsylvania. According to the US Census Bureau, the 2010 population was 148,289, an estimated -1.4% decrease from 2000. Approximately 83.6% of the adult population graduated high school, and nearly 13.6% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$42,315.

There are 7,711 children from birth to age five living in Schuylkill County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	70.2%	58.4%
Births to mothers with less than a high school education	15.8%	15.8%

In addition, 20.2% of 3rd graders in Schuylkill County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	1.4%	0.6%
Early Intervention	13.2%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	1.4%	0.7%	Pennsylvania Pre-K Counts	1.3%	1.6%
Federal and state Head Start	5.7%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	9.2%	14.7%	School-based pre-kindergarten	2.0%	2.6%
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%	36%

2010-11: Early Childhood Education in Snyder County

- Children are at Moderate-Low risk of school failure in Snyder County
- 27.3% of children under age five participate in publicly-funded quality early education programs

Snyder is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 39,702, an estimated 5.7% increase from 2000. Approximately 81.6% 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 2006-2010 was \$44,713.

There are 2,424 children from birth to age five living in Snyder County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	78.4%	58.4%
Births to mothers with less than a high school education	32.9%	15.8%

In addition, 20.5% of 3rd graders in Snyder County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.5%	0.6%
Early Intervention	9.0%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.1%	0.7%	Pennsylvania Pre-K Counts	0.0%	1.6%
Federal and state Head Start	5.0%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	12.9%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				27.3%	36%

2010-11: Early Childhood Education in Somerset County

- Children are at Moderate-High risk of school failure in Somerset County
- 30.4% of children under age five participate in publicly-funded quality early education programs

Somerset is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 77,742, an estimated -2.9% decrease from 2000. Approximately 82.9% of the adult population graduated high school, and nearly 14.3% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$39,194.

There are 3,702 children from birth to age five living in Somerset County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	72.8%	58.4%
Births to mothers with less than a high school education	16.2%	15.8%

In addition, 18.5% of 3rd graders in Somerset County scored below proficient on the 2010 PSSA reading test (22.1% 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	6.7%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	9.6%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	1.4%	0.7%	Pennsylvania Pre-K Counts	3.3%	1.6%
Federal and state Head Start	4.4%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	2.5%	0.5%
Keystone STARS	9.0%	14.7%	School-based pre-kindergarten	4.0%	2.6%
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)				30.4%	36%

2010-11: Early Childhood Education in Sullivan County

- Children are at Moderate-High risk of school failure in Sullivan County
- 17.6% of children under age five participate in publicly-funded quality early education programs

Sullivan is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 6,428, an estimated -2.0% decrease from 2000. Approximately 86.1% of the adult population graduated high school, and nearly 11.4% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$36,250.

There are 255 children from birth to age five living in Sullivan County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	77.7%	58.4%
Births to mothers with less than a high school education	14.0%	15.8%

In addition, 0.0% of 3rd graders in Sullivan County scored below proficient on the 2010 PSSA reading test (22.1% 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	3.1%	11.4%	Nurse-Family Partnership	1.6%	0.6%
Early Intervention	6.7%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	9.4%	0.7%	Pennsylvania Pre-K Counts	0.0%	1.6%
Federal and state Head Start	9.4%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	0.0%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				17.6%	36%

2010-11: Early Childhood Education in Susquehanna County

- Children are at Moderate-High risk of school failure in Susquehanna County
- 33.9% of children under age five participate in publicly-funded quality early education programs

Susquehanna is a rural county located in northeast Pennsylvania. According to the US Census Bureau, the 2010 population was 43,356, an estimated 2.6% increase from 2000.

Approximately 86.8% 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 2006-2010 was \$43,457.

There are 2,173 children from birth to age five living in Susquehanna County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	81.0%	58.4%
Births to mothers with less than a high school education	14.6%	15.8%

In addition, 18.6% of 3rd graders in Susquehanna County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	1.4%	0.6%
Early Intervention	9.6%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	3.7%	0.7%	Pennsylvania Pre-K Counts	3.5%	1.6%
Federal and state Head Start	5.5%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	1.4%	0.5%
Keystone STARS	6.1%	14.7%	School-based pre-kindergarten	7.9%	2.6%
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)				33.9%	36%

2010-11: Early Childhood Education in Tioga County

- Children are at Moderate-High risk of school failure in Tioga County
- 40.9% of children under age five participate in publicly-funded quality early education programs

Tioga is a rural county located in northeast Pennsylvania. According to the US Census Bureau, the 2010 population was 41,981, an estimated 1.5% increase from 2000. Approximately 87.1% of the adult population graduated high school, and nearly 17.7% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$40,338.

There are 2,227 children from birth to age five living in Tioga County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	74.3%	58.4%
Births to mothers with less than a high school education	11.0%	15.8%

In addition, 24.2% of 3rd graders in Tioga County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	9.6%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	1.5%	0.7%	Pennsylvania Pre-K Counts	4.7%	1.6%
Federal and state Head Start	8.9%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	17.8%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				40.9%	36%

2010-11: Early Childhood Education in Union County

- Children are at Moderate-Low risk of school failure in Union County
- 28.5% of children under age five participate in publicly-funded quality early education programs

Union is a rural county located in central Pennsylvania. According to the US Census Bureau, the 2010 population was 44,947, an estimated 8.0% increase from 2000. Approximately 83.1% of the adult population graduated high school, and nearly 22.2% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$45,474.

There are 2,097 children from birth to age five living in Union County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	62.2%	58.4%
Births to mothers with less than a high school education	24.5%	15.8%

In addition, 16.4% of 3rd graders in Union County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	7.2%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.4%	0.7%	Pennsylvania Pre-K Counts	0.9%	1.6%
Federal and state Head Start	5.6%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	13.9%	14.7%	School-based pre-kindergarten	1.0%	2.6%
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%	36%

2010-11: Early Childhood Education in Venango County

- Children are at High risk of school failure in Venango County
- 43.3% of children under age five participate in publicly-funded quality early education programs

Venango is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 54,984, an estimated -4.5% decrease from 2000. Approximately 87.3% of the adult population graduated high school, and nearly 14.1% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$39,812.

There are 3,088 children from birth to age five living in Venango County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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%	58.4%
Births to mothers with less than a high school education	17.5%	15.8%

In addition, 23.1% of 3rd graders in Venango County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	16.2%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.6%	0.7%	Pennsylvania Pre-K Counts	2.9%	1.6%
Federal and state Head Start	9.7%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	9.7%	14.7%	School-based pre-kindergarten	4.9%	2.6%
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)				43.3%	36%

2010-11: Early Childhood Education in Warren County

- Children are at Moderate-High risk of school failure in Warren County
- 33.7% of children under age five participate in publicly-funded quality early education programs

Warren is a rural county located in northwest Pennsylvania. According to the US Census Bureau, the 2010 population was 41,815, an estimated -4.7% decrease from 2000. Approximately 88.9% of the adult population graduated high school, and nearly 16.9% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$41,286.

There are 2,088 children from birth to age five living in Warren County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	76.7%	58.4%
Births to mothers with less than a high school education	18.3%	15.8%

In addition, 23.0% of 3rd graders in Warren County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	17.2%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.0%	0.7%	Pennsylvania Pre-K Counts	0.7%	1.6%
Federal and state Head Start	8.8%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	6.9%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				33.7%	36%

2010-11: Early Childhood Education in Washington County

- Children are at Moderate-Low risk of school failure in Washington County
- 28.2% of children under age five participate in publicly-funded quality early education programs

Washington is an urban county located in southwest Pennsylvania. According to the US Census Bureau, the 2010 population was 207,820, an estimated 2.4% increase from 2000. Approximately 89.0% of the adult population graduated high school, and nearly 24.2% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$49,687.

There are 10,556 children from birth to age five living in Washington County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	53.2%	58.4%
Births to mothers with less than a high school education	9.1%	15.8%

In addition, 15.6% of 3rd graders in Washington County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	11.3%	11.4%	Parent-Child Home Program	0.4%	0.2%
Head Start Supplemental Assistance Program	0.8%	0.7%	Pennsylvania Pre-K Counts	1.2%	1.6%
Federal and state Head Start	4.9%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	10.5%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				28.2%	36%

2010-11: Early Childhood Education in Wayne County

- Children are at Moderate-Low risk of school failure in Wayne County
- 41.9% of children under age five participate in publicly-funded quality early education programs

Wayne is a rural county located in northeast Pennsylvania. According to the US Census Bureau, the 2010 population was 52,822, an estimated 10.7% increase from 2000. Approximately 86.7% 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 Educational, Health and Social Services. The median household income in 2006-2010 was \$45,930.

There are 2,182 children from birth to age five living in Wayne County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	70.4%	58.4%
Births to mothers with less than a high school education	8.6%	15.8%

In addition, 13.8% of 3rd graders in Wayne County scored below proficient on the 2010 PSSA reading test (22.1% 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%	11.4%	Nurse-Family Partnership	1.5%	0.6%
Early Intervention	10.7%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	4.6%	0.7%	Pennsylvania Pre-K Counts	3.1%	1.6%
Federal and state Head Start	7.9%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	13.6%	14.7%	School-based pre-kindergarten	5.1%	2.6%
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)				41.9%	36%

2010-11: Early Childhood Education in Westmoreland County

- Children are at Moderate-Low risk of school failure in Westmoreland County
- 30.7% of children under age five participate in publicly-funded quality early education programs

Westmoreland is an urban county located in southwest Pennsylvania. According to the US Census Bureau, the 2010 population was 365,169, an estimated -1.3% decrease from 2000. Approximately 91.4% of the adult population graduated high school, and nearly 24% have a bachelor's degree or higher education. The main industry in the county is Educational, Health and Social Services. The median household income in 2006-2010 was \$47,689.

There are 17,671 children from birth to age five living in Westmoreland County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	57.0%	58.4%
Births to mothers with less than a high school education	9.2%	15.8%

In addition, 15.0% of 3rd graders in Westmoreland County scored below proficient on the 2010 PSSA reading test (22.1% 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	7.0%	11.4%	Nurse-Family Partnership	0.0%	0.6%
Early Intervention	12.6%	11.4%	Parent-Child Home Program	0.3%	0.2%
Head Start Supplemental Assistance Program	0.5%	0.7%	Pennsylvania Pre-K Counts	1.3%	1.6%
Federal and state Head Start	4.9%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	11.6%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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)				30.7%	36%

2010-11: Early Childhood Education in Wyoming County

- Children are at Moderate-Low risk of school failure in Wyoming County
- 23.0% of children under age five participate in publicly-funded quality early education programs

Wyoming is a rural county located in northeast Pennsylvania. According to the US Census Bureau, the 2010 population was 28,276, an estimated -0.7% decrease from 2000. Approximately 89.1% of the adult population graduated high school, and nearly 16.8% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$47,403.

There are 1,521 children from birth to age five living in Wyoming County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	67.9%	58.4%
Births to mothers with less than a high school education	11.7%	15.8%

In addition, 20.7% of 3rd graders in Wyoming County scored below proficient on the 2010 PSSA reading test (22.1% 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	6.6%	11.4%	Nurse-Family Partnership	4.4%	0.6%
Early Intervention	8.0%	11.4%	Parent-Child Home Program	0.0%	0.2%
Head Start Supplemental Assistance Program	0.0%	0.7%	Pennsylvania Pre-K Counts	0.5%	1.6%
Federal and state Head Start	4.2%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.0%	0.5%
Keystone STARS	5.9%	14.7%	School-based pre-kindergarten	0.0%	2.6%
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%	36%

2010-11: Early Childhood Education in York County

- Children are at Moderate-High risk of school failure in York County
- 28.3% of children under age five participate in publicly-funded quality early education programs

York is an urban county located in south central Pennsylvania. According to the US Census Bureau, the 2010 population was 434,972, an estimated 13.9% increase from 2000. Approximately 86.8% of the adult population graduated high school, and nearly 21.5% have a bachelor's degree or higher education. The main industry in the county is Manufacturing. The median household income in 2006-2010 was \$57,494.

There are 26,592 children from birth to age five living in York County.

Risk factors affecting children's success in school.

When children experience risk factors such as living in economically stressed families, poor or no pre-natal care for the mother, parents with low educational levels, abuse and neglect, and entering a poorly performing school system, they are more likely to enter school behind, and fail in school. The more risk factors the child experiences, the greater her risk of school failure.

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	57.8%	58.4%
Births to mothers with less than a high school education	15.2%	15.8%

In addition, 18.7% of 3rd graders in York County scored below proficient on the 2010 PSSA reading test (22.1% 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	6.1%	11.4%	Nurse-Family Partnership	0.6%	0.6%
Early Intervention	10.2%	11.4%	Parent-Child Home Program	0.1%	0.2%
Head Start Supplemental Assistance Program	0.4%	0.7%	Pennsylvania Pre-K Counts	1.0%	1.6%
Federal and state Head Start	2.4%	4.9%	Pre-kindergarten funded PA PACT (formerly ABG)	0.1%	0.5%
Keystone STARS	13.5%	14.7%	School-based pre-kindergarten	0.5%	2.6%
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)				28.3%	36%

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

Financial stability

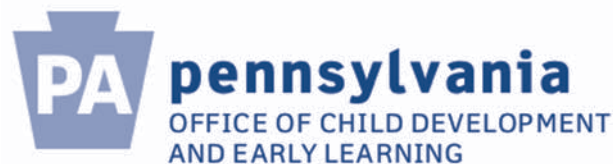
Children are more likely to have higher earnings and own a home as adults

Quality of life

Children are less likely to commit crimes or need public assistance as adults

For a brighter future

Benefits to children



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Pennsylvania Departments of Education and Public Welfare
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