Pennsylvania Pre-K Counts
Request for Applications (RFA) Guidance

FY 2019-2020

Commonwealth of Pennsylvania

Tom Wolf, Governor

Department of Education

Pedro A. Rivera, Secretary

Office of Child Development and Early Learning

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Bureau of Early Learning Policy and Professional Development

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INTRODUCTION

Pennsylvania's future depends on providing every child with a world-class education and the skills to succeed in the global economy of the 21st century. In order to rebuild the middle class and reestablish Pennsylvania as an economic leader, the quality of education the commonwealth's children receive can no longer be dictated by the ZIP code where they live.

All Pennsylvania students should have access to a high-quality education from early childhood through postsecondary. To fulfill this promise, the state must start by recognizing that resources, results, and responsibility go hand-in-hand; the success of our schools relies on adequate and equitable public investment, accompanied by strong and fair accountability. The Pennsylvania Pre-K Counts grant program operates on a five-year cycle of continuation. Every five years the Pennsylvania Department of Education (PDE) issues a full, competitive rebid Request for Application (RFA) to evaluate equitable distribution of funding. In addition, Governor Wolf's proposed budget makes new investments in Pennsylvania Pre-K Counts ($40 million). With this expansion funding, the state will be able to increase the number of children served in high-quality pre-kindergarten.

PDE is issuing this RFA now in order to support providers in preparing to serve children and to assist in being ready for enrollment by September. We recognize that providers need to conduct outreach to families; recruit, hire and train staff; and do all of the planning necessary to successfully implement the program pending approval of funding.

BACKGROUND AND HISTORY OF PENNSYLVANIA PRE-K COUNTS

Pennsylvania is committed to ensuring that all children begin school ready to learn and succeed in their schooling careers, as lifelong learners, and productive citizens. Research confirms what most parents already know: all children can tap into their innate potential to learn when they receive high-quality instruction that takes into consideration what is known about brain development and how young children learn. Early childhood education is a proven strategy that ensures a child's readiness for school and school success.

Pennsylvania Pre-K Counts was enacted into law by Act 45 of 2007 (and amended in 2008 and 2010). Its purpose is to expand the number of children who have the opportunity to experience a pre-kindergarten program of high quality. The standards for the program ensure a high return on the investment made in preparing young children for school and will help close the achievement gap. Early education through Pennsylvania Pre-K Counts can open the doors of opportunity for every child to do well in school, in the workforce, and in life.

These guidelines and application process apply to a competitive opportunity to disperse funding to select eligible grantees beginning in FY 2019-20.

APPLICATION PROCESS

The Project Officer for this competitive RFA process is:

Deborah C. Wise, M.Ed.
Chief, Division of Standards and Professional Development
Bureau of Early Learning Services

Office of Child Development and Early Learning
Pennsylvania Department of Education

All questions regarding this competitive RFA process should be directed to the Project Officer only, by sending an email to RA-PAPreKCounts@pa.gov.

In order to provide consistent messaging and an equitable application process, ONLY questions sent to RA-PAPreKCounts@pa.gov, will be addressed. Questions and responses not already covered in either *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance*, or within the Application Guidance document, will be included in an on-going Frequently Asked Questions document posted at PKC How to Apply.

Pennsylvania Pre-K Counts Statute, Regulations, and Guidance

Any applicant should thoroughly review *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance* prior to submission of a letter of intent to apply to ensure an understanding of the program requirements and expectations of compliance if an application is successful. The application review process will include evaluation of the extent to which the applicant demonstrates knowledge and understanding of the Pennsylvania Pre-K Counts Statute and Regulations.

Required Letter of Intent

Because of the need to establish access to eGrants procurement system, eligible organizations must submit a completed Letter of Intent to apply for funds. The template posted at PKC How to Apply must be used. The Letter of Intent represents intent to apply for Pennsylvania Pre-K Counts funding and includes the legal name of the eligible agency that will apply, the AUN associated with the applying legal entity, preliminary information about requested funding, program model, provider type, and area to be served. Except for the legal entity and AUN, information submitted in the Letter of Intent may be modified in the final eGrants application.

Programs interested in applying must submit a fully completed Letter of Intent by **3 pm on May 8, 2019** to RA-PAPreKCounts@pa.gov. Programs that do not submit a timely Letter of Intent will not be able to apply in the eGrants system. Late submissions will not be accepted. Those agencies submitting a fully complete Letter of Intent by the due date will be notified when the Pennsylvania Pre-K Counts application is open in eGrants.

*Administrative Unit Number (AUN)

Pennsylvania Pre-K Counts applicants will need to supply a valid AUN number within the REQUIRED Letter of Intent*. A Letter of Intent without a valid AUN, matching the legal name of the applying entity will not be accepted.* To verify your AUN number or to check to see if you have one assigned to your agency, visit EDNA. If you are an Intermediate Unit, select Search for Intermediate Units. If you are not an Intermediate Unit, select Advanced Search and search for your agency.

Applicants that are not already licensed by PDE, and therefore do not have an AUN number, should contact Brian Bell (bribell@pa.gov, (717) 346-0038) or James Redd (jaredd@pa.gov) at the Office of Child Development and Early Learning.

Pre-application Recorded Webinar

An asynchronous pre-application webinar will be posted at PKC How to Apply after April 23, 2019 to assist interested applicants in the completion of the application. The webinar will include information on the application process and program requirements.

Application Deadline and Submission Information

The Pennsylvania eGrants system will be the only method for submitting an application for the Pennsylvania Pre-K Counts RFA process. Staff from OCDEL will manage the application process through the eGrants system. Applicants will be notified of award or non-award within the eGrants system. All successful applicants will be directed through the contracting process which will occur outside the eGrants system, once funding decisions are finalized.

All applications must be submitted by Wednesday, June 5, 2019 at 3 PM

Applications submitted after this date and time will not be accepted or reviewed.

The Pennsylvania Pre-K Counts application can be accessed at eGrants.

Specific instructions on the use of eGrants can be accessed at eGrants.

Please refer to the training slides provided in Appendix C of this document for specific directions and considerations for use of the eGrants system.

Applicants must click the FINAL "Complete Step" **button once** within the eGrants system before the application is considered submitted for review.

Applicants are encouraged to FULLY review the full application prior to finalizing the submission process. Once submitted, the application status will change to **"submitted for peer review."** This is the only notification the applicant will receive that the submission process has been completed.

SCOPE AND USE OF FUNDS

Please note that funding is contingent upon approval by the Pennsylvania General Assembly.

Eligible applicants may apply for the level of funding necessary to support the scope of project activities that are supported by relevant, and credible data, are cost effective, and relate to the goals of this initiative. Applicants are encouraged to consider this information as guidance in the development of their initiative. Applicants are advised to determine their funding request based on county level unmet need, and the scope and quality of their project. Applicants are eligible to apply for only one grant per fiscal year. The Pennsylvania Pre-K Counts grants are funded via state dollars and, therefore, carryover funds are not permitted. All grant dollars identified in this FY 2019-20 application must be encumbered or spent by June 30, 2020. Grant awards are based on the availability of funds to PDE to support this project.

APPLICANT REVIEW, SCORING RUBRIC, AND NOTIFICATION

The eGrants application is separated into two areas: narrative and budget. Each area is further divided into sections. Each section must be marked "complete" before the application can be submitted. The sections are:

Narrative
>   General Information
>   Contact Information
>   PKC Status, Partnerships, and Locations
>   Program Description/Work Statement
>   Program Assurances

Budget
>   Budget Detail
>   Budget Summary

Applications that are **complete** and **submitted on time by an eligible applicant** will be reviewed by a team of readers determined by OCDEL. These readers will be familiar with Pennsylvania Pre-K Counts regulations and guidelines. Applications will be awarded ratings based on the applicant's ability to provide concise and detailed responses that address the questions, adhere to the Pennsylvania Pre-K Counts requirements in the responses, and adhere to the application instructions. Pennsylvania Pre-K Counts requirements, which should be reviewed prior to application, can be accessed at PKC How to Apply.

The overall application is worth up to 460 points. Evaluation of the entire application will be based on the following criteria:

General Information: Section Maximum points= 10

Failure to fully complete the General Information section completely and accurately will result in the disqualification of the proposal. *Please take special care in providing information that aligns with the legal name of the applying entity.*

Points are awarded for "Summary of Grant Request" information that is consistent with the information provided within the rest of the application.

Contact Information: Section Maximum points= 0 points.
However, must be completed for consideration.

Failure to fully complete the Contact Information section will result in the disqualification of the proposal.

PKC Status, Partnerships, and Locations: Section Maximum points=120 points
30 points awarded to current grantees with exemplary score on most recent Program Review Instrument (PRI) or

Fifteen points awarded to current grantees with compliant score on most recent PRI or

No points awarded to current grantees with less than compliant score on most recent PRI or to new applicants.

Ten additional points awarded to current grantees who have maintained PKC funding and quality for more than six consecutive years.

Joint applicants are asked to complete partnership charts. Single applicants do not need to complete these charts. In addition, a letter of commitment from each partner agency is required to be uploaded. Click on the "add" button at the top of the charts to add additional lines. Please take special care in "saving" information in charts by scrolling to the bottom of the page and clicking on the blue "save" button. **Important Note:** eGrants will not automatically save this information after it is entered. The user must click on the blue "save" button or this information will be lost.

Up to 10 points will be awarded to joint applicants, with required letters of commitment attached to application.

All applicants are asked to complete location charts which detail the locations where PKC slots will be served. The information entered here will be used to determine an overall risk score using the criteria detailed below. Click on the "add" button at the top of the charts to add additional lines. Please take special care in "saving" information in charts by scrolling to the bottom of the page and clicking on the blue "save" button. **Important Note:** eGrants will not automatically save this information after it is entered. The user must click on the blue "save" button or this information will be lost.

Using county level risk from OCDEL 2016-2017 Reach and Risk Report:

- 30 points for high risk
- 20 points for moderate-high risk
- 5 points for moderate low risk
- 0 points for low risk

Averaged if proposing locations in multiple counties.

School District level risk will be calculated using the most recent [district fast fact information](#) and will be based upon where proposed location(s) are located. The risk calculation will be based upon the following: dropout rate percentage; percentage of economically disadvantaged students, percentage of English Language Learners, and percentage of Special Education students. Each of these four indicators will receive a separate score of up to 10 points which will then be added together for a final school district level risk score, with the highest possible score of 40 points.

The separate risk level scores will be averaged if proposing locations in multiple school districts.

Program Description/Work Statement

Program History: Section Maximum points= 20

Up to 20 points for a detailed response demonstrating a strong program history of service to pre-kindergarten children with a focus on providing quality services.

Rationale of Need, Enrollment Priorities, Funding Strategies: Section Maximum points= 70

Applicants can earn up to 30 points based on the quality of the rationale for prekindergarten services within the proposed service area (i.e. the locations entered on the locations chart within the "PKC Status, Partnerships, and Locations" section of this application). Applicants must demonstrate commitment to collaborate, rather than compete, relationships with other pre-kindergarten providers within their service area.

Up to 20 points awarded for description of specific prioritization strategies. Applicants must demonstrate commitment to collaborate, rather than compete, relationships with other pre-kindergarten providers within their service area.

Up to 20 points awarded for description of maximizing resources, based upon quality of response. Applicants must demonstrate commitment to collaborate, rather than compete with other pre-kindergarten providers within their service area.

Collaborations: Section Maximum points= 80

Up to 20 points awarded for described collaborative relationships with Early Intervention, based upon quality of response.

Please note, applicants should fully respond to three of the next four questions. One question will not apply, based upon the provider type under which the applicant is applying.

- Up to 20 points awarded for described collaborative relationships with Head Start, based upon quality of response.

- Up to 20 points awarded for described collaborative relationships with school districts, based upon quality of response.

- Up to 20 points awarded for described collaborative relationships with child care centers, group homes, family child care, or private licensed nurseries, based upon quality of response.

- Up to 20 points awarded for described collaborative relationships with other community agencies, based upon quality of response.

Program Implementation: Section Maximum points= 40

Up to 20 points for each of the two questions in this section, based upon quality of response and ability to demonstrate that children will receive high-quality services.

Staffing: Section Maximum points= 20

Up to 20 points based upon quality of response.

Program Assurances: Section Maximum points= 0 points

Failure to fully complete the Program Assurances in the affirmative will result in disqualification of the proposal.

Budget: Section Maximum points= 100

Line item budget and justification are submitted and complete. The budget request and justification support the program description the grantee has proposed in the application.

Funding Distribution and Notification

The application score along with information on the county level of unmet need (see Appendix B) will be used to make funding decisions. The application score includes components which reflect statutory funding requirements related to prioritizing FY 2018-19 Pre-K Counts (PKC) grantees who provided programming consistent with PKC regulations, and funding services area with the highest percentages of at-risk children. In addition, the application score reflects the applicant's ability to maintain high quality, pre-kindergarten services that comply with PKC regulations. The final statutory requirement related to geographic distribution will be met by providing funding to counties with the highest percentages of unmet need (see Appendix B).

Negotiations with potential applicants are anticipated to begin after the application deadline and that applicants will be notified of selection or non-selection in June 2019, with final selection pending enactment of the FY 2019-20 budget that includes program funding. Once contracting is completed, selected grantees may begin programming.

TIME PERIOD, AND REQUIRED REPORTING AND MONITORING
Time Period:

Contingent on the approval of Pennsylvania Pre-K Counts appropriation in the FY 2019-20 budget, funding will be available for program expenses from July 1, 2019 through June 30, 2020.

Monitoring and Reporting:

Successful applicants will submit reports through the Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) online data reporting system. Training in the use of the system is available through OCDEL, and staff are available to offer technical assistance as needed.

Pennsylvania Pre-K Counts grantees receive periodic site visits to monitor and learn about program operations, and to identify model programs and practices. OCDEL staff is available to interpret program requirements and regulations, and provide technical assistance.

Grantee meetings are held at least once a year and in most cases regionally. While attendance is required, grantees have the discretion to send select staff based on the meeting agendas.

APPLICATION TEMPLATE AND CONSIDERATIONS FOR A COMPETITIVE APPLICATION

Information in this section will provide direction to the applicant in completion of the eGrants application.

GENERAL INFORMATION:

Legal name of the applicant agency:

This is the name and address that an agency uses on its federal W-9 form. It is used when registering for the agency's federal ID number. Applicants for Pennsylvania Pre-K Counts grants should consult with the person who handles tax, legal, or accounting matters for the agency to determine the legal name, address, and federal ID number. The correct legal name and address must be provided where requested in order to process an application. Failure to do so will result in significant delays in providing funding. The application also asks for a "Doing Business As" name (if different from the legal name).

Vendor Number (SAP #)

The supplied vendor number MUST align with the legal name and address provided in the application. A vendor number and account can be set up by registering at Vendor Number Registration selecting the **Non-Procurement Registration Form.** All agencies applying for Pennsylvania Pre-K Counts grants must be pre-registered. The Central Vendor Management Unit is a storage database. The Comptroller uses this account to store direct deposit information. If you have any questions about vendor numbers, please contact Brian Bell (bribell@pa.gov, (717) 346-0038) or James Redd (jaredd@pa.gov) at the Office of Child Development and Early Learning.

Master Provider Index (MPI)

The supplied Master Provider Index (MPI) number MUST align with the legal name and address provided in the application. All Pennsylvania Pre-K Counts applicants will need an MPI number if the application is approved. The number is requested as part of the application process to ensure timely contracting for successful applications. MPI numbers are used by the Pennsylvania Department of Human Services to identify legal entities and service locations that participate in any of its programs. As such, they are used in PELICAN as a common identifier for all OCDEL programs, including child care licensing, Early Intervention, Pennsylvania Pre-K Counts, Head Start Supplemental Assistance Program, and Keystone STARS. Legal entities are assigned a unique nine-digit MPI number. In addition, service locations are assigned a unique 13-digit MPI number, which is created by adding a four-digit extension to the nine-digit MPI of the legal entity. Legal entities and service providers currently participating in any of these programs should have an MPI number. Applicants that are not currently participating in any of these programs should contact the Early Learning Network (ELN) Help Desk at (877) 491-3818 and provide their Federal Tax ID to determine their MPI numbers. MPI numbers will not be provided without a Federal Tax ID number.

Tax ID Number or Federal ID Number

This is the number that an agency uses on its federal W-9 form. Applicants for Pennsylvania Pre-K Counts funds should consult with the person who handles tax, legal, or accounting matters for the agency to determine the federal ID number. Use the number that aligns with the legal name and address provided in this application. The correct number must be provided

when requested in order to process an application. Failure to do so will result in significant delays in funding approved applicants. This number is often referred to as the "FEIN number" by OCDEL staff.

Address of Applicant Agency:

Fully complete the chart with street address, city, state, zip code, and county of the applying lead agency. The address provided should align with that of the legal entity applying for funding.

Applicant Provider Type:

The following entities are eligible to apply:
   a. Existing Pennsylvania Pre-K Counts grantees that continue to meet one of the eligibility categories below.
   b. New applicants that meet one of the five eligible applicant categories:
      ▪ Child care centers and group child care homes designated at Keystone STAR 3 or STAR 4, *The applying agency MUST have at least one location designated at the Keystone STAR 3 or STAR 4 level to apply under this provider type:*
      ▪ Head Start grantees;
      ▪ PDE Licensed nursery schools;
      ▪ School districts, *please note that Pennsylvania Pre-K Counts statute specifically uses the term "school districts;" therefore, intermediate units, charter schools, and other LEAs, are not eligible to apply under the "school district" provider type;*
      ▪ A third-party entity applying for Pennsylvania Pre-K Counts funding and administers the lead agency responsibilities for entities that are eligible to provide the classroom services under the categories listed above. A third- party entity does not meet another eligible provider type, and therefore, cannot directly serve children with Pennsylvania Pre-K Counts programming.

All applicants should choose one applicant provider type, even in cases where the applying agency may meet more than one provider type. When choosing which provider type to select, applicants meeting multiple types should consider the extent to which maintenance of the chosen provider will affect eligibility to offer Pennsylvania Pre-K Counts services.

Applicant Type:

Single grantees are defined as lead agencies responsible for providing the Pennsylvania Pre-K Counts Program slots at their service location(s) under this grant.

Joint grantees are defined as lead agencies with partners. **Partnerships are defined as a provider receiving a pass-thru grant from the grantee and being responsible for providing the Pennsylvania Pre-K Counts Program slots at their service location(s) under this grant.**

If the applicant selects, "joint" as the application type, they will be asked to provide a listing of the partnering agency(ies). In addition to listing partners, joint applicants must include a signed and completed letter of commitment from each partnering agency. The [Partner Letter of Commitment](#) must be uploaded within the "PKC Status, Partnerships, and Locations" section within the eGrants system to complete a joint application. Applications with missing or incomplete letters of commitment may not receive points for partnerships.

Summary of Grant Request (10 points):

This section of the application asks for the following information:

Grant amount requested
This the amount of funding requested to implement the proposed model. Please respond using whole numbers only. The amount entered in this section of the application must match the amount in the budget detail and the budget summary of this application.

Applicants should complete this FY 2019-20 Pennsylvania Pre-K Counts application based on projected funding of $8,500 per child for full-day students, and $4,250 per child for half-day students.

Number of full-day slots requested
Include the total number of full day slots being requested. Full-day refers to a minimum of five hours per day of instructional services or activities.

Number of half-day slots requested
Include the total number of half day slots being requested. Half day refers to a minimum of 2.5 hours per day of instructional services or activities.

Length of service day
Include the number of total hours of the service day. Applicants are advised to plan for a minimum of an extra half hour in their schedule for arrival and departure time in order to ensure that children receive either the full 2.5 or 5 hours of instructional time that is intended. Teachers and teacher aides will need to be scheduled and paid salary for a minimum of a half an hour per day beyond the scheduled time for the students to allow for planning and preparation time.

Length of year
Include the total number of instructional days that PKC programming will operate.
Programs shall offer a minimum of 180 days of developmentally appropriate instructional practices and activities for students. In the first year of operation as a provider, if the provider is unable to start immediately at the beginning of the program year, the provider may serve children for fewer than 180 days, but in no case fewer than 160 days. Days may not be counted when the program is closed, and time may not be counted as time spent on developmentally appropriate practices and activities for an activity to which admission is charged. It is advisable to include a few extra days of operation in the school calendar to anticipate weather-related closures. Be sure to describe how the 180 days or more will be distributed over the year.

County(ies) where children will be served
When responding, applicants should review the locations where children will be served using PKC funding. Applicants should list the counties that correspond to the addresses of the proposed locations. Applicants should review county levels of unmet need (see Appendix B) when determining the proposed service locations.

School districts where proposed locations are located
When responding, applicants should review the locations where children will be served using PKC funding. Applicants should list the school districts that correspond to the addresses of the proposed locations. Applicants should also review school district levels of unmet need (see Appendix A) when determining the proposed service locations.

CONTACT INFORMATION

Complete all requested information. If individuals function in more than one role, repeat information when necessary. Partner contact information should be completed by JOINT grantees ONLY, including one chart for EACH partner. Click on the "add" button at the top of the charts to add additional lines. Please take special care in "saving" information in charts by scrolling to the bottom of the page and clicking on the blue "save" button. **Important Note:** eGrants will not automatically save this information after it is entered. The user must click on the blue "save" button or this information will be lost.

If a new applicant is successful in their proposal, grant documents must be signed using the electronic signature (e-signature) option within the eGrants system (see Appendix D: eGrants electronic signature). FY 18-19 grantees who receive additional funding will be handled through a funding adjustment within the PELICAN system.

PKC STATUS, PARTNERSHIPS, AND LOCATIONS

This section asks about current and/or historical PKC grantee status. In addition, applicants are asked to complete charts detailing any partnership relationships, as well as detailing ALL locations where PKC services are being proposed.

Question 1: PKC Grantee Status/ yes or no response (30 points):

Are you currently a Pennsylvania Pre-K Counts Lead Agency or Partner Agency?

Up to 30 points are awarded to approved providers that received grant funds in the immediately preceding school year and are based on the extent to which the provider has met program standards and has demonstrated satisfactory implementation of the program, based upon Program Review Instrument (PRI) scores. OCDEL staff will verify affirmative responses and use the most recent PRI score to determine the number of points awarded to FY 2018-19 PKC grantees.

Question 2: Consecutive Years/numerical response (10 points):

This question asks for the number of **consecutive years** the applying agency has received PKC funding. If the applicant answers "yes" to question 1, the number of consecutive years of providing PKC services should be entered. If the applicant answers "no" to question 1, then a numerical response between "0-5" should be entered. Ten points will be awarded to current grantees who have maintained PKC funding and quality for more than six consecutive years. Five points will be awarded to current grantees who have maintained PKC funding and quality for one to five years.

Question 3: Partnerships (10 points):

Single grantees not requesting partnerships should not complete these charts.

Applicants should review §405.32 (Partnerships) to understand how partnerships are defined under PKC regulation and guidance. Partnerships are specifically defined for Pennsylvania Pre-K Counts as a provider receiving a pass-thru grant from the grantee and being responsible for

providing the Pennsylvania Pre-K Counts Program slots at their service location(s) under this grant.

For joint grantees, please complete charts for ALL partners that you are proposing to provide funds to for Pennsylvania Pre-K Counts classroom(s) as part of your grant. **Joint applications without a completed Partnership Chart WILL NOT be reviewed.** Click on the "**ADD**" button at the top of the charts to add additional lines. Please take special care in "saving" information in the charts by scrolling to the bottom of the page and clicking on the blue "**SAVE**" button. **Important Note:** eGrants will not automatically save this information after it is entered. The user must click on the blue "save" button or this information will be lost.

An excel template for entering this information is also provided in the event applicants are having any issues with these eGrants tables. This information is REQUIRED, so please assure you have either completed the eGrants table correctly OR uploaded a completed excel template within this section of the application. Partnerships are defined as a provider receiving a pass-thru grant from the grantee and being responsible for providing the Pennsylvania Pre-K Counts Program slots at their service location(s) under this grant.

For each chart, please provide the Partner MPI number (9 digits) as the identifier. All partners will need an MPI number as part of the application process. MPI numbers are used by the Pennsylvania Department of Human Services to identify providers and service locations that participate in any of its programs. As such, they are used in PELICAN as a common identifier for all OCDEL programs, including child care certification, Early Intervention, Pennsylvania Pre-K Counts, Head Start Supplemental Assistance Program, and Keystone STARS. Providers currently participating in any of these programs should have an MPI number. Applicants that are not currently participating any of these programs should contact the Early Learning Network Help Desk at (877) 491-3818 and provide their Federal Tax ID to determine their MPI. An MPI Number cannot be provided without a Federal Tax ID.

In addition to the MPI number the following information for each partnering agency is also required:

- Federal Tax ID #
- Legal Name of the Partnering Agency
- School District where located
- Provider type
- Address
- Pass-thru grant amount
- Number of full-day PKC slots
- Number of half-day PKC slots

In addition to completing the partnership charts, a joint applicant must include signed and completed partner letters of commitment **from each partnering agency.** A template is available at PKC How to Apply and must be uploaded within the eGrants system to complete a joint application. Applications with missing or incomplete letters of commitment will not receive the points for partnerships.

Partnerships and collaborations play a key role in supporting a successful Pennsylvania Pre-K Counts program and significantly impact multiple requirements and aspects of a program's operation. Partnerships, while not required, are encouraged as part of this competitive process.

Question 4: Locations / chart (70 points)

BOTH joint and single grantees should complete these charts. Charts should be completed for ALL locations that you are proposing to enroll children for Pennsylvania Pre-K Counts. **A location is defined as any physical address where a Pennsylvania Pre-K Counts classroom will be located. Applications without a completed Locations Chart WILL NOT be reviewed.** Click on the "add" button at the top of the charts to add additional lines. Please take special care in "saving" information in charts by scrolling to the bottom of the page and clicking on the blue "save" button. **Important Note:** eGrants will not automatically save this information after it is entered. The user must click on the blue "save" button or this information will be lost.

An excel template for entering this information is also provided in the event applicants are having any issues with these eGrants tables. This information is REQUIRED, so please assure you have either completed the eGrants table correctly OR uploaded a completed excel template within this section of the application.

For each chart, please provide the Location MPI number (13 digits) as the identifier. All locations will need an MPI number as part of the application process. Each Location Base MPI number (9 digits) must match either the Lead Agency MPI number or a Partner MPI number. MPI numbers are used across the Pennsylvania Department of Human Services to identify providers and service locations that participate in any of their programs. As such, they are used in PELICAN as a common identifier for all OCDEL programs, including child care certification, Early Intervention, Pennsylvania Pre-K Counts, Head Start Supplemental, and Keystone STARS. Providers currently participating in any of these programs should have an MPI number. Applicants not currently participating any of these programs should contact the Early Learning Network Help Desk at (877) 491-3818 and provide their Federal Tax ID to determine their MPI number. An MPI cannot be provided without a Federal Tax ID.

In addition to the MPI number the following information for each partnering agency is also required:

- Federal Tax ID #
- Legal Name of the Location
- Provider type: *For current locations, please enter the location's current status. For new locations, please enter the location's anticipated status as of December 1, 2019. For fiscal year 2019-20, ALL child care centers and group homes must be a STAR 3 level or higher and maintain this STAR designation throughout the life of their Pennsylvania Pre-K Counts program.*
- STAR Level (if applicable)
- School District where located
- School Districts served
- Number of full day PKC slots requested
- Number of half day PKC slots requested: *The total locations for full-day and half-day slots must match the grantee's total requested full day and half day slots in the General Information section of the application.*
- Address

In addition, please note that the information is collected using charts which cannot be required in the eGrants system. It is up to the applicant to ensure the information that is entered is saved, is accurate, and that all sections are fully completed. Click on the "add" button at the top of the charts to add additional lines. Please take special care in "saving" information in the charts by

scrolling to the bottom of the page and clicking on the blue "save" button. **Important Note:** eGrants will not automatically save this information after it is entered. The user must click on the blue "save" button or this information will be lost.

Risk level will be determined based upon the locations entered into the chart and the following:

Using county level risk from OCDEL 2016-2017 Reach and Risk Report:

- 30 points for high risk
- 20 points for moderate-high risk
- 5 points for moderate low risk
- 0 points for low risk

Averaged if proposing locations in multiple counties.

School District level risk will be calculated using the most recent district fast fact information and will be based upon where proposed location(s) are located. The risk calculation will be based upon the following: dropout rate percentage; percentage of economically disadvantaged students, percentage of English Language Learners, and percentage of Special Education students. Each of these four indicators will receive a separate score of up to 10 points which will then be added together for a final school district level risk score, with the highest possible score of 40 points.

Applicants are asked to complete location charts which detail the locations where PKC slots will be served. The information entered here will be used to determine an overall risk score using the criteria detailed below.

Click on the "add" button at the top of the charts to add additional lines. Please take special care in "saving" information in charts by scrolling to the bottom of the page and clicking on the blue "save" button. **Important Note:** *eGrants will not automatically save this information after it is entered. The user must click on the blue "save" button or this information will be lost.*

The separate risk level scores will be averaged if proposing locations in multiple school districts.

PROGRAM DESCRIPTION / WORK STATEMENT

Each question must be answered completely with enough detail to understand exactly what is being proposed and responses should be in compliance with *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance* to receive the maximum number of points.

Program History:

The section has one question which ask applicants about history related to offering quality pre-kindergarten services.

Question 1: PK Program History/ text response (20 points):

Discuss the program history of serving pre-kindergarten children for the applying agency and any proposed locations. Describe the mission and vision for pre-kindergarten services.

PDE is interested in funding programs with a strong history of offering quality pre-kindergarten services. As such, applicants should respond with details about currently operating pre-kindergarten programs that show commitment to quality. It is important for applicants to provide relevant information about the extent to which currently operating pre-kindergarten programs align with the Pennsylvania Pre-K Counts requirements. Reviewers will determine the "goodness-of-fit" between existing pre-kindergarten programs and the Pennsylvania Pre-K Counts requirements.

Rationale of Need, Enrollment Priorities, Funding Strategies

This section has three questions which ask applicants to provide a rationale for the need to operate PKC programming in the proposed service area, how enrollments will be prioritized beyond age and income, and, how services will compliment, not compete, with other pre-kindergarten service providers.

Question 1: Rationale/ text response (30 points)

Provide a rationale for the need to operate Pennsylvania Pre-K Counts programs in the identified service area. If you currently have pre-kindergarten services, include specific information about your current waiting list.

Applicants must complete a Community Needs Assessment prior to the application process (§405.14). The Community Needs Assessment should include a scan of high- quality early learning programs operating in the community, as well as consideration for the needs of working families in the targeted service area. The purpose is to ensure services to working families are not disrupted and provide information to lead to potential partnerships and collaborations. If other pre-kindergarten services are available in the proposed service area, the applicant should provide a strong rationale for the requested PKC services, and describe how the proposed PKC services will compliment, and not compete with, the already available PK services. Applicants are also encouraged to include data-driven information about additional risk factors beyond age and income in the rationale for the need for prekindergarten services.

Question 2: Prioritization Strategy/ text response (20 points)

Describe the additional risk factors (beyond income and age) that will impact selection and enrollment decisions. Detail the proposed prioritization strategy, including explicit reference to how enrollment decisions will be made based on those risk factors. If other pre-kindergarten opportunities exist within the proposed service area, include information on how enrollments will be prioritized to ensure each child is placed in the most appropriate placement based on their needs and risk factors.

Applicants should review §405.21 (Targeting Children to be Served) and §405.24 (Enrollment) in developing the response to this question. Pennsylvania Pre-K Counts programs must demonstrate need, and recruit and select those children and families with the greatest need. As part of that process, programs must develop prioritization strategies and verification and documentation processes, and assure they will maintain full enrollment for the duration of their school year. Age and income are the two primary eligibility requirements that all children must meet in order to be considered for enrollment in Pennsylvania Pre-K Counts. Additional

priorities for enrollment must be developed at the local level that reflect collaborative efforts with local and regional pre-kindergarten efforts.   Applicants should provide a detailed strategy for how enrollment will be determined based on the pre-kindergarten landscape and risk factors. A rationale for the detailed strategy should also be provided.

Question 3: Maximizing Resources/ text response (20 points)

Describe how your program will utilize Pennsylvania Pre-K Counts funding to maximize resources within your community to supplement and not supplant funds across early learning programs.

Applicants should review §405.22 (Maximizing Resources) to develop a response to this question. Programs receiving multiple funding streams (e.g., Head Start funding, child care subsidy, local PK investments) should describe strategies to "braid" or leverage multiple resources to provide wraparound services to children who may need a longer day or year of service, and to provide braided classrooms for equity purposes. In addition, programs receiving child care subsidy should describe plans to utilize PKC funding to prioritize children currently receiving child care subsidy or who are on the subsidy waiting list. Programs applying to fund pre-kindergarten services solely through PKC funding should describe how the PKC services will support a systematic approach to early learning in the proposed community.

Collaborations:

This section asks applicants to answer **four of five questions** describing various collaborative relationships. *Applicants should fully respond to four of the five collaboration questions. One question will not apply, based upon the provider type under which the applicant is applying. Please read questions carefully and respond accordingly.*

Question 1: Early Intervention/ text response (20 points)

Describe collaborations with Early Intervention (EI) (both infant/toddler and preschool). Detail the programs' inclusion policies and practices. How will EI, and other behavioral and/or mental health agencies, be utilized to support inclusion, and to reduce or eliminate suspension and expulsion?

Applicants should review the following in developing a response to this question: §405.31 (Coordination and Collaboration with Agencies Providing Services to Young Children), §405.51 (Inclusive Environments), OCDEL policy statement on Inclusion, and OCDEL policy statement on Suspension and Expulsion.

Question 2: Head Start/ text response (20 points)

Please note, if you are applying as a Head Start agency, please answer this question with: "applying as a Head Start agency." Describe collaborations with Head Start, including the strategy for promoting Head Start enrollment for children meeting 100 percent of Federal Poverty Level (FPL). If there is a formal agreement in place with Head Start, please attach to this application. Describe the planning process with Head Start as preparations were made for this application process. If a planning meeting was held, provide the date and the contact.

In order to maximize funding resources and assure a systematic approach to the early learning services provided within communities, PKC providers must commit to avoid enrolling children into PKC programming who are already being served in a Head Start program or who are eligible to participate in Head Start. The purpose of this requirement is to avoid impact on enrollments in Head Start such that federal Head Start or state Head Start Supplemental Assistance Program resources would be supplanted.

Head Start eligible families may have unique needs that are best supported by a program that is designed to meet those needs and offers a broad array of services. The applicant's response to this question should describe cooperative, rather than competitive, relationships between Head Start and PKC.

Question 3: School District/ text response (20 points)

Please note, if you are applying as a school district, please answer this question with: "applying as a school district." *Describe relevant collaborations with school districts, excluding transition practices, which will be addressed in a subsequent question. In what ways were districts included in the planning process for this application? If there is a formal agreement in place with any relevant districts, please attach to this application. If a planning meeting was held, provide the date and the contact.*

In order to maximize funding resources and assure a systematic approach to the early learning services provided within communities, PKC providers should involve school districts which will directly benefit from the proposed PKC programs in the planning process for the application. Applicants should consider how the proposed PKC services might enhance PK offerings within the community, and ways in which collaborations with school districts might occur to support PKC programming.

Question 4: Childcare, Privately Licensed Nursery schools/ text response (20 points)

Please note, if you are applying as a child care center or group home or as a privately licensed nursery, please answer this question with: "applying as a child care center or group home" or "applying as a privately licensed nursery."
Describe relevant collaborations with child care centers or group homes, family child care providers, or privately licensed nurseries. In what ways were community child care providers or privately licensed nursery schools included in the planning process for this application? If there is a formal agreement in place with any relevant child care providers, please attach to this application. If a planning meeting was held, provide the date and the contact.

In order to maximize funding resources and assure a systematic approach to the early learning services provided within communities, PKC providers should involve community agencies who provide child care services to young children in the proposed service area in the planning process for the application. Applicants should consider how the proposed PKC services might enhance, and not compete with, other PK offerings within the community. In addition, applicants should consider the full early learning continuum of services in their response, e.g. how collaborations occur with programs serving birth to three-year-old children.

Question 5: Community Agencies/ text response (20 points)

Please note, if you are applying as a third party entity, please answer this question with "applying as a third party entity." *Describe relevant collaborations with any other community*

agencies that have not already been included in the above questions. If there is a formal agreement in place with any relevant community agencies, please attach to this application. If any planning meetings were held, provide the dates and contacts.

In order to maximize funding resources and assure a systematic approach to the early learning services provided within communities, PKC providers should involve a wide array of other community agencies in the planning process for the application. Some examples of other community agencies might include libraries, Institutions of Higher Education, or health agencies. Applicants should first identify the agencies with whom collaborations will occur. Then applicants should describe how the proposed PKC services might enhance, and not compete with, services provided by these other community agencies, and ways in which the community agencies might support the PKC program.

Program Implementation:

This section has two questions that ask applicants to describe their program's family engagement approach, and transition efforts.

Question 1: Family Engagement/ text response (20 points)

Describe the program's family engagement approach. In your response, explicit connections to each area of The Pennsylvania Partnership for Learning Standards should be made. Detail the extent to which PKC funding will be utilized to enhance the family engagement approach.

Family engagement is an important element that contributes to the overall success of a PKC program and the children receiving services. Family engagement extends beyond point-in-time events, and requires vigilant planning, and an understanding of the diverse situations of each family. Applicants should use the *Pennsylvania Partnership for Learning Standards* found within the *Pennsylvania Learning Standards for Early Childhood* in crafting a response to this question.

Question 2: Transition/ text response (20 points)

Explain your program's transition efforts. How have you worked to coordinate smooth transition for the children who enter and exit your program to and from other schools and programs? What are your program's long- and short-term goals for transition?

Applicants should review §405.48 (Program Transition Planning) in developing a response to this question. Applicants should provide a detailed response which includes information on how families, children, and other agencies are involved in the transition process into and out of the PKC program. The information provided should be explicitly connected to the shared short term and long terms goals for transition.

Staffing:
This section asks one question related to staffing.

Question 1: Staffing/ text response (20 points)

Pennsylvania Pre-K Counts classrooms are staffed with teachers and teacher aides who are trained to provide high-quality learning experiences for pre-kindergarten children. Pennsylvania Pre-K Counts regulations require that lead teachers hold a Pennsylvania Early Childhood

Education teaching certificate (N-3 or PK-4) and assistant teachers must meet at least one of the following criteria:
1. *Completion of at least two years of full-time postsecondary study or the equivalent;*
2. *Possession of an associate's degree or higher; or*
3. *Ability to meet a rigorous standard of quality and demonstration of knowledge through a formal state or local academic assessment, or possession by the teacher aide of a Child Development Associate's certificate.*

Do you currently have staff to fill these positions and/or a plan to recruit staff? Please describe how both lead teachers and aides meeting these qualifications will be recruited and retained.

Applicants should review the following in developing a response to this question:
§405.44 (Staffing and Professional Development), and §405.64 (Teacher Induction Plans and Evaluations).

Staffing recruitment and retention are critical to ensuring the quality of PKC programming. While recruitment allows for the acquisition of distinctive teachers, retention helps maintain classroom and program consistency. The applicant's response should detail both recruitment and retention strategies, and should include information regarding the provision for salaries that are comparable to local school districts.

PROGRAM ASSURANCES

Pennsylvania Pre-K Counts applicants must provide assurance that they understand and have the capacity to meet the requirements for the program as outlined in the *Pennsylvania Pre-K Counts Statute, Regulations and Guidelines*. Applicants will be asked to select from a "yes" or "no" drop down menu to indicate whether they can comply with the assurances. This document provides guidelines for reference in completing the application questions below.

Failure to respond in the affirmative to any of the program assurances will result disqualification from funding consideration.

By submitting this application for a Pennsylvania Pre-K Counts grant, I represent and assure, on behalf of the applicant, that I have received, read, understood, and will comply with the provisions of the Pennsylvania Pre-K Counts Guidance.

The program will serve only those children whose families have documented income at 300 percent, or below the current federal poverty guideline.

I assure that the applicant, including all partners in a joint application, will abide by the Immunization Requirements of the Guidance.

I assure that the applicant, including all partners in a joint application, has established and implemented a written Emergency Response Plan, as required by state law, or will do so prior to receipt of any Pennsylvania Pre-K Counts awarded funds.

The program will adhere to the Pennsylvania Department of Education's (PDE) guidelines for inclusion.

The program will adhere to the Pennsylvania Department of Education (PDE) Office of Child Development and Early Learning (OCDEL) joint policy statement on inclusion.

The program will adhere to the Pennsylvania Department of Education (PDE) Office of Child Development and Early Learning (OCDEL) joint policy statement on suspension and expulsion.

The program will enter specified data in the Early Learning Network within the time periods indicated by PDE and will keep data current.

The program will assure segregation of program funds in their fiscal record keeping.

I assure that the applicant, including all partners in a joint application, agrees to use Pennsylvania Pre-K Counts funds to supplement and not supplant public funds received from any other source.

I assure that the applicant, including all partners in a joint application, agrees to avoid the use of Pennsylvania Pre-K Counts funds in a manner that replaces services that are currently being provided by Head Start grantees.

I assure that the applicant, including all partners in a joint application, will provide either a 2.5or 5-hour pre-k instructional program for a planned program year of a minimum of 180 days for Pennsylvania Pre-K Counts funded students at no cost to the parents or families of such children.

I assure that the applicant, including all partners in a joint application, will use Pennsylvania Pre-K Counts funds for the exclusive use of the Pennsylvania Pre-K Counts program and classrooms.

I assure that if a child care provider, or any partner funded under this grant is a child care provider, the entity is at least a STAR 3.

I assure that the applicant, including all partners in a joint application, will comply with all Pennsylvania Pre-K Counts Monitoring Requirements established by PDE including, but not limited to purchasing and participating in assessment programs that PDE has identified for the assessment of student progress and the assessment of the learning environment and attending the required training sessions.

I assure that the applicant, including all partners in a joint application, will abide by the legal requirements for staff background checks that regulate its type of program.

I assure that the applicant, including all partners in a joint application, will use Pennsylvania Pre-K Counts funds to support activities and for materials and program content that is secular in nature.

I consent to the use of any data or statements, I or my designee provides herein, for the purpose of publication and reporting by PDE, and understand that the data or statements may be presented in full, in part, or paraphrased.

I assure that the applicant, including all partners in a joint application, will comply with the requirements pertaining to the age of children to be enrolled in the program, the student to teacher ratio, the hiring of staff who meet the qualifications specified, the professional development requirements, and all monitoring and assessment requirements.

In limited situations listed in the guidance in which a waiver is allowable, I assure that the waiver will be submitted to the Office of Child Development and Early Learning (OCDEL) in advance and in accordance with OCDEL announcements, guidance and other communications.

I assure that the Pennsylvania Pre-K Counts program will begin submitting enrollment data to OCDEL on August 15, 2019 and be fully enrolled by November 1, 2019 and in the future by the opening day of the 180-day program year and recognize that failure to do so may result in the loss of funds and return of slots to OCDEL.

I assure that the applicant, including all partners in a joint application, will cooperate in the development of a Continuous Quality Improvement Plan as requested by OCDEL.

I assure that the applicant, including all partners in a joint application, will participate with OCDEL in all required grantee meetings and work together with OCDEL cooperatively to field a sound, high quality program, including meeting all reporting requirements in a timely and accurate manner.

I assure that the applicant, including all partners in a joint application, will respond to any changes in Pennsylvania School Code in a timely manner. When savings can be realized by such changes, every effort will be made by the applicant and partners in a joint application, to use such savings to increase the number of children served. When this is not possible, any savings would be returned to PDE for reallocation.

JOINT applicants must agree to the following assurances. Single applicants should select "not applicable."

I assure that as a lead agency with one or more partners that I will enter into a mutually agreed to and signed written agreement with all of my Pennsylvania Pre-K Counts partners concerning the governance and operation of the program.

I assure that as a lead agency with one or more partners that I will provide all information sent to me from OCDEL regarding any aspect of the Pennsylvania Pre-K Counts program to a representative designated by each partner to be the recipient of all such communications on behalf of the partner entity.

FISCAL DOCUMENTATION

The fiscal document section is worth 100 points. There are two pieces of fiscal documentation required for a successful application within the eGrants system: the budget detail-line item budget with detailed budget justification, and the budget summary (this is generated by the eGrants system after the line item detail is completed). Each will be reviewed carefully by OCDEL, and program staff may contact you if additional information is needed. Detailed and accurate submissions will ensure timely approval of applications. Applications that include partners in their model must also include a budget template for each partner. The partner budgets should be uploaded as an attachment to the eGrants application.

A line item budget template for partners can be downloaded within the eGrants system or from Partner Line Item Budget . Applications will not be considered complete until all relevant fiscal documentation is submitted.

1. *Budget Detail - Line Item Budget* – This is completed in the eGrants system and can be found in the separate Budget section. Each line item must be appropriately cost allocated by category. Applicants must complete the justification section of the budget template to explain the method(s) of cost allocation used for each line item and be thoroughly justified and clearly related to the proposed project. There should be a clear relationship between the proposed activities and where the money is going to be spent. **The budget justification should provide detailed information so that reviewers can understand 1) how the budget amount was calculated, and 2) specifics regarding cost allocations or how the funding will be used.** All requested items must be thoroughly explained and clearly related to the proposed project. There should be a sound relationship between the proposed activities and where the money is going to be spent. An example of the budget justification using the cost-allocation methods listed in the Fiscal Supplement document is provided below. Recommended percentage ranges for each line item are also provided within the fiscal supplement, which should be reviewed prior to budget preparation and submission. Examples of justification may be found in Fiscal Supplement document.

Budget Expenditures	Budget Amount	Justification
1.) Enter all Program related Child Health and Development Salaries	$61,000	**Classroom 1, 20 slots: Smith (FT teacher) - $40,000 (100%); Clark (Asst. Teacher) $30,000 x 70% = $21,000**

2. *Budget Summary*– The Budget Summary will be generated by the eGrants system after the line item detail is completed. It is important for the applicant to check that the budget summary figures align with the budget detail-line item budget, as well as with the requested grant amount entered into the General Information section of the application.

If you are proposing to work with partners, please have a separate budget for each partner. We will review your document and all partner documents to see the methodology and distribution proposed for your total grant.

Appendix A: School District Level Unmet need at 300% FPL

School District	County	Targeted Population at 300% FPL[1]	Unmet Need at 300% FPL[2]	Percent of Children Under 300% FPL Not Served[3]
Abington Heights SD	Lackawanna	196	181	92.3%
Abington SD	Montgomery	585	541	92.5%
Albert Gallatin Area SD	Fayette	389	270	69.4%
Aliquippa SD	Beaver	139	19	13.4%
Allegheny Valley SD	Allegheny	129	129	100.0%
Allegheny-Clarion Valley SD	Clarion	76	27	35.8%
Allentown City SD	Lehigh	3,204	2,133	66.6%
Altoona Area SD	Blair	1,083	463	42.7%
Ambridge Area SD	Beaver	240	140	58.4%
Annville-Cleona SD	Lebanon	167	151	90.4%
Antietam SD	Berks	98	80	81.6%
Apollo-Ridge SD	Armstrong	162	82	50.6%
Armstrong SD	Armstrong	665	412	61.9%
Athens Area SD	Bradford	168	-41	-24.6%
Austin Area SD	Potter	8	0	3.6%
Avella Area SD	Washington	27	4	15.4%
Avon Grove SD	Chester	316	296	93.7%
Avonworth SD	Allegheny	86	86	100.0%
Bald Eagle Area SD	Centre	132	4	3.1%
Baldwin-Whitehall SD	Allegheny	350	52	14.9%
Bangor Area SD	Northampton	220	181	82.2%
Beaver Area SD	Beaver	155	115	74.2%
Bedford Area SD	Bedford	171	118	69.0%
Belle Vernon Area SD	Westmoreland	132	58	43.8%
Bellefonte Area SD	Centre	301	220	73.1%
Bellwood-Antis SD	Blair	86	86	100.0%

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[1] Targeted Population at 300% FPL = (Number of Children Ages 3-4) * (Percent of Children Ages 3-4 Living in Households under 300% FPL)

[2] Unmet Need at 300% FPL = (Targeted Population at 300% FPL) – (Total Pre-K 2018-19 Funded Slots)

[3] Percent of Children Under 300% FPL Not Served = (Unmet Need at 300% FPL) / (Targeted Population at 300% FPL)

Data Sources:

Number of Children Ages 3-4: American Community Survey 5 Year Estimates (2013-17)

Percent of Children Living in Households under 300% FPL: American Community Survey 5 Year Estimates (2013-17)

Total Pre-K 2018-19 Funded Slots: includes Federal Preschool Head Start, Head Start Supplemental Assistance Program (HSSAP), and PA Pre-K Counts

Additional Notes:

Unable to provide breakdown of Child Care Works Enrolled in a Keystone STARS 3 or 4 program at a School District level.

Children could be served across multiple programs; funded slots include both half day and full day.

School District	County	Targeted Population at 300% FPL[1]	Unmet Need at 300% FPL[2]	Percent of Children Under 300% FPL Not Served[3]
Bensalem Township SD	Bucks	643	623	96.9%
Benton Area SD	Columbia	42	-10	-24.5%
Bentworth SD	Washington	123	77	62.5%
Berlin Brothersvalley SD	Somerset	63	46	72.9%
Bermudian Springs SD	Adams	204	168	82.4%
Berwick Area SD	Columbia	363	121	33.4%
Bethel Park SD	Allegheny	235	218	92.8%
Bethlehem Area SD	Northampton	1,403	915	65.2%
Bethlehem-Center SD	Washington	48	11	23.6%
Big Beaver Falls Area SD	Beaver	273	193	70.7%
Big Spring SD	Cumberland	324	288	88.9%
Blackhawk SD	Beaver	95	55	57.8%
Blacklick Valley SD	Cambria	81	81	100.0%
Blairsville-Saltsburg SD	Indiana	198	124	62.5%
Bloomsburg Area SD	Columbia	313	209	66.8%
Blue Mountain SD	Schuylkill	201	201	100.0%
Blue Ridge SD	Susquehanna	94	34	35.9%
Boyertown Area SD	Berks	439	379	86.3%
Bradford Area SD	McKean	333	195	58.6%
Brandywine Heights Area SD	Berks	156	139	89.1%
Brentwood Borough SD	Allegheny	116	116	100.0%
Bristol Borough SD	Bucks	143	61	42.7%
Bristol Township SD	Bucks	725	619	85.4%
Brockway Area SD	Jefferson	95	60	63.0%
Brookville Area SD	Jefferson	149	81	54.4%
Brownsville Area SD	Fayette	282	154	54.6%
Burgettstown Area SD	Washington	219	182	83.1%
Burrell SD	Westmoreland	74	56	75.7%
Butler Area SD	Butler	686	497	72.4%
California Area SD	Washington	67	67	100.0%
Cambria Heights SD	Cambria	125	108	86.4%
Cameron County SD	Cameron	101	69	68.3%
Camp Hill SD	Cumberland	74	74	100.0%
Canon-McMillan SD	Washington	279	222	79.6%
Canton Area SD	Bradford	83	15	18.0%
Carbondale Area SD	Lackawanna	149	-47	-31.9%
Carlisle Area SD	Cumberland	569	447	78.6%
Carlynton SD	Allegheny	153	60	39.3%
Carmichaels Area SD	Greene	272	216	79.4%
Catasauqua Area SD	Lehigh	151	151	100.0%
Centennial SD	Bucks	364	326	89.6%
Central Bucks SD	Bucks	513	450	87.7%
Central Cambria SD	Cambria	147	77	52.3%
Central Columbia SD	Columbia	182	182	100.0%
Central Dauphin SD	Dauphin	1,111	924	83.2%
Central Fulton SD	Fulton	145	101	69.6%

School District	County	Targeted Population at 300% FPL[1]	Unmet Need at 300% FPL[2]	Percent of Children Under 300% FPL Not Served[3]
Central Greene SD	Greene	126	40	32.0%
Central Valley SD	Beaver	170	55	32.5%
Central York SD	York	321	304	94.7%
Chambersburg Area SD	Franklin	982	577	58.8%
Charleroi SD	Washington	158	66	41.8%
Chartiers Valley SD	Allegheny	165	103	62.4%
Chartiers-Houston SD	Washington	75	58	77.3%
Cheltenham SD	Montgomery	302	302	100.0%
Chester-Upland SD	Delaware	1,140	717	62.9%
Chestnut Ridge SD	Bedford	197	147	74.7%
Chichester SD	Delaware	206	29	14.0%
Clairton City SD	Allegheny	190	128	67.3%
Clarion Area SD	Clarion	73	21	28.9%
Clarion-Limestone Area SD	Clarion	78	42	53.8%
Claysburg-Kimmel SD	Blair	82	15	18.2%
Clearfield Area SD	Clearfield	332	162	48.8%
Coatesville Area SD	Chester	1,107	919	83.0%
Cocalico SD	Lancaster	368	335	91.0%
Colonial SD	Montgomery	192	192	100.0%
Columbia Borough SD	Lancaster	358	310	86.6%
Commodore Perry SD	Mercer	101	84	83.2%
Conemaugh Township Area SD	Somerset	59	31	52.7%
Conemaugh Valley SD	Cambria	68	17	25.5%
Conestoga Valley SD	Lancaster	466	380	81.6%
Conewago Valley SD	Adams	301	207	68.8%
Conneaut SD	Crawford	242	149	61.5%
Connellsville Area SD	Fayette	469	185	39.5%
Conrad Weiser Area SD	Berks	194	177	91.3%
Cornell SD	Allegheny	53	34	63.9%
Cornwall-Lebanon SD	Lebanon	429	344	80.2%
Corry Area SD	Erie	503	369	73.3%
Coudersport Area SD	Potter	55	36	65.4%
Council Rock SD	Bucks	142	137	96.5%
Cranberry Area SD	Venango	129	79	61.3%
Crawford Central SD	Crawford	678	449	66.2%
Crestwood SD	Luzerne	182	182	100.0%
Cumberland Valley SD	Cumberland	436	338	77.5%
Curwensville Area SD	Clearfield	100	13	12.7%
Dallas SD	Luzerne	232	166	71.5%
Dallastown Area SD	York	428	409	95.6%
Daniel Boone Area SD	Berks	157	102	65.0%
Danville Area SD	Montour	211	158	74.8%
Deer Lakes SD	Allegheny	160	160	100.0%
Delaware Valley SD	Pike	188	-15	-7.8%
Derry Area SD	Westmoreland	221	163	73.8%

School District	County	Targeted Population at 300% FPL[1]	Unmet Need at 300% FPL[2]	Percent of Children Under 300% FPL Not Served[3]
Derry Township SD	Dauphin	213	180	84.5%
Donegal SD	Lancaster	248	206	83.1%
Dover Area SD	York	439	439	100.0%
Downingtown Area SD	Chester	291	250	85.9%
DuBois Area SD	Clearfield	434	197	45.4%
Dunmore SD	Lackawanna	186	147	79.1%
Duquesne City SD	Allegheny	257	126	49.1%
East Allegheny SD	Allegheny	181	71	39.3%
East Lycoming SD	Lycoming	156	114	73.1%
East Penn SD	Lehigh	509	489	96.1%
East Pennsboro Area SD	Cumberland	320	271	84.7%
East Stroudsburg Area SD	Monroe	640	397	62.0%
Eastern Lancaster County SD	Lancaster	615	597	97.1%
Eastern Lebanon County SD	Lebanon	560	522	93.2%
Eastern York SD	York	199	183	92.0%
Easton Area SD	Northampton	809	490	60.6%
Elizabeth Forward SD	Allegheny	132	98	74.2%
Elizabethtown Area SD	Lancaster	391	373	95.4%
Elk Lake SD	Susquehanna	117	100	85.5%
Ellwood City Area SD	Lawrence	247	110	44.6%
Ephrata Area SD	Lancaster	598	527	88.1%
Erie City SD	Erie	2,323	1,253	53.9%
Everett Area SD	Bedford	164	89	54.4%
Exeter Township SD	Berks	168	134	79.7%
Fairfield Area SD	Adams	95	95	100.0%
Fairview SD	Erie	161	146	90.7%
Fannett-Metal SD	Franklin	93	76	81.7%
Farrell Area SD	Mercer	102	-41	-39.7%
Ferndale Area SD	Cambria	84	84	100.0%
Fleetwood Area SD	Berks	120	-37	-30.3%
Forbes Road SD	Fulton	45	45	100.0%
Forest Area SD	Forest	44	35	79.3%
Forest City Regional SD	Susquehanna	109	68	62.5%
Forest Hills SD	Cambria	95	61	64.0%
Fort Cherry SD	Washington	72	72	100.0%
Fort LeBoeuf SD	Erie	94	60	63.9%
Fox Chapel Area SD	Allegheny	251	138	55.0%
Franklin Area SD	Venango	342	117	34.2%
Franklin Regional SD	Westmoreland	115	115	100.0%
Frazier SD	Fayette	71	51	72.0%
Freedom Area SD	Beaver	142	106	74.7%
Freeport Area SD	Armstrong	63	23	36.3%
Galeton Area SD	Potter	48	30	62.9%
Garnet Valley SD	Delaware	157	147	93.6%
Gateway SD	Allegheny	307	175	57.0%

School District	County	Targeted Population at 300% FPL[1]	Unmet Need at 300% FPL[2]	Percent of Children Under 300% FPL Not Served[3]
General McLane SD	Erie	184	157	85.3%
Gettysburg Area SD	Adams	282	192	68.1%
Girard SD	Erie	240	182	75.9%
Glendale SD	Clearfield	85	68	79.9%
Governor Mifflin SD	Berks	357	283	79.3%
Great Valley SD	Chester	171	151	88.3%
Greater Johnstown SD	Cambria	678	335	49.4%
Greater Latrobe SD	Westmoreland	172	-26	-15.1%
Greater Nanticoke Area SD	Luzerne	231	97	42.1%
Greencastle-Antrim SD	Franklin	214	156	72.9%
Greensburg Salem SD	Westmoreland	380	199	52.4%
Greenville Area SD	Mercer	129	55	42.6%
Greenwood SD	Perry	40	40	100.0%
Grove City Area SD	Mercer	172	137	79.6%
Halifax Area SD	Dauphin	91	74	81.3%
Hamburg Area SD	Berks	184	133	72.3%
Hampton Township SD	Allegheny	145	145	100.0%
Hanover Area SD	Luzerne	284	170	59.8%
Hanover Public SD	York	351	282	80.4%
Harbor Creek SD	Erie	82	53	64.4%
Harmony Area SD	Clearfield	46	-18	-38.5%
Harrisburg City SD	Dauphin	1,459	381	26.1%
Hatboro-Horsham SD	Montgomery	215	195	90.7%
Haverford Township SD	Delaware	124	124	100.0%
Hazleton Area SD	Luzerne	1,549	1,143	73.8%
Hempfield Area SD	Westmoreland	415	277	66.7%
Hempfield SD	Lancaster	578	524	90.7%
Hermitage SD	Mercer	132	88	66.8%
Highlands SD	Allegheny	286	95	33.2%
Hollidaysburg Area SD	Blair	320	233	72.8%
Homer-Center SD	Indiana	42	-80	-188.5%
Hopewell Area SD	Beaver	166	146	87.9%
Huntingdon Area SD	Huntingdon	272	162	59.6%
Indiana Area SD	Indiana	247	31	12.5%
Interboro SD	Delaware	330	296	89.7%
Iroquois SD	Erie	83	57	68.8%
Jamestown Area SD	Mercer	69	52	75.5%
Jeannette City SD	Westmoreland	66	-22	-32.9%
Jefferson-Morgan SD	Greene	98	61	62.1%
Jenkintown SD	Montgomery	29	29	100.0%
Jersey Shore Area SD	Lycoming	214	145	67.8%
Jim Thorpe Area SD	Carbon	193	153	79.3%
Johnsonburg Area SD	Elk	44	12	26.9%
Juniata County SD	Juniata	369	204	55.3%
Juniata Valley SD	Huntingdon	89	53	59.3%
Kane Area SD	McKean	109	75	68.9%

School District	County	Targeted Population at 300% FPL[1]	Unmet Need at 300% FPL[2]	Percent of Children Under 300% FPL Not Served[3]
Karns City Area SD	Butler	183	128	70.0%
Kennett Consolidated SD	Chester	320	221	69.1%
Keystone Central SD	Clinton	588	406	69.1%
Keystone Oaks SD	Allegheny	152	135	88.8%
Keystone SD	Clarion	197	148	75.1%
Kiski Area SD	Westmoreland	376	336	89.4%
Kutztown Area SD	Berks	185	168	90.8%
Lackawanna Trail SD	Wyoming	101	46	45.4%
Lakeland SD	Lackawanna	147	113	76.9%
Lake-Lehman SD	Luzerne	155	155	100.0%
Lakeview SD	Mercer	120	102	85.0%
Lampeter-Strasburg SD	Lancaster	288	288	100.0%
Lancaster SD	Lancaster	1,529	700	45.8%
Laurel Highlands SD	Fayette	231	112	48.6%
Laurel SD	Lawrence	61	27	44.3%
Lebanon SD	Lebanon	594	63	10.7%
Leechburg Area SD	Armstrong	72	52	72.3%
Lehighton Area SD	Carbon	234	21	9.2%
Lewisburg Area SD	Union	183	112	61.3%
Ligonier Valley SD	Westmoreland	178	138	77.5%
Line Mountain SD	Northumberland	140	108	77.2%
Littlestown Area SD	Adams	220	202	91.8%
Lower Dauphin SD	Dauphin	440	440	100.0%
Lower Merion SD	Montgomery	276	236	85.5%
Lower Moreland Township SD	Montgomery	42	42	100.0%
Loyalsock Township SD	Lycoming	237	237	100.0%
Mahanoy Area SD	Schuylkill	161	74	45.8%
Manheim Central SD	Lancaster	310	292	94.2%
Manheim Township SD	Lancaster	334	304	91.0%
Marion Center Area SD	Indiana	189	149	78.8%
Marple Newtown SD	Delaware	206	206	100.0%
Mars Area SD	Butler	102	102	100.0%
McGuffey SD	Washington	139	105	75.5%
McKeesport Area SD	Allegheny	440	192	43.6%
Mechanicsburg Area SD	Cumberland	400	335	83.7%
Mercer Area SD	Mercer	110	60	54.5%
Methacton SD	Montgomery	241	241	100.0%
Meyersdale Area SD	Somerset	87	43	49.3%
Mid Valley SD	Lackawanna	197	91	46.1%
Middletown Area SD	Dauphin	341	277	81.2%
Midd-West SD	Snyder	303	171	56.4%
Midland Borough SD	Beaver	62	62	100.0%
Mifflin County SD	Mifflin	1,052	757	72.0%
Mifflinburg Area SD	Union	256	181	70.7%
Millcreek Township SD	Erie	593	461	77.7%

School District	County	Targeted Population at 300% FPL[1]	Unmet Need at 300% FPL[2]	Percent of Children Under 300% FPL Not Served[3]
Millersburg Area SD	Dauphin	49	49	100.0%
Millville Area SD	Columbia	61	43	70.4%
Milton Area SD	Northumberland	226	191	84.5%
Minersville Area SD	Schuylkill	124	124	100.0%
Mohawk Area SD	Lawrence	121	31	25.6%
Monessen City SD	Westmoreland	86	13	15.6%
Moniteau SD	Butler	91	35	38.2%
Montgomery Area SD	Lycoming	161	111	69.0%
Montour SD	Allegheny	143	113	79.0%
Montoursville Area SD	Lycoming	124	124	100.0%
Montrose Area SD	Susquehanna	155	124	80.0%
Moon Area SD	Allegheny	264	236	89.4%
Morrisville Borough SD	Bucks	133	21	15.7%
Moshannon Valley SD	Clearfield	84	-14	-16.0%
Mount Carmel Area SD	Northumberland	217	197	90.8%
Mount Pleasant Area SD	Westmoreland	234	224	95.7%
Mount Union Area SD	Huntingdon	160	38	23.6%
Mountain View SD	Susquehanna	52	-7	-14.4%
Mt. Lebanon SD	Allegheny	99	99	100.0%
Muhlenberg SD	Berks	365	173	47.4%
Muncy SD	Lycoming	78	60	76.9%
Nazareth Area SD	Northampton	187	187	100.0%
Neshaminy SD	Bucks	575	287	49.9%
Neshannock Township SD	Lawrence	36	5	14.2%
New Brighton Area SD	Beaver	227	150	66.1%
New Castle Area SD	Lawrence	426	-166	-38.9%
New Hope-Solebury SD	Bucks	15	15	100.0%
New Kensington-Arnold SD	Westmoreland	209	39	18.5%
Newport SD	Perry	104	88	84.7%
Norristown Area SD	Montgomery	1,154	785	68.0%
North Allegheny SD	Allegheny	143	143	100.0%
North Clarion County SD	Clarion	81	53	65.5%
North East SD	Erie	165	91	55.1%
North Hills SD	Allegheny	240	240	100.0%
North Penn SD	Montgomery	637	541	84.9%
North Pocono SD	Lackawanna	182	106	58.2%
North Schuylkill SD	Schuylkill	164	69	41.9%
North Star SD	Somerset	254	220	86.6%
Northampton Area SD	Northampton	433	352	81.3%
Northeast Bradford SD	Bradford	130	113	86.9%
Northeastern York SD	York	158	123	77.8%
Northern Bedford County SD	Bedford	126	109	86.6%
Northern Cambria SD	Cambria	153	133	86.9%

School District	County	Targeted Population at 300% FPL[1]	Unmet Need at 300% FPL[2]	Percent of Children Under 300% FPL Not Served[3]
Northern Lebanon SD	Lebanon	256	218	85.1%
Northern Lehigh SD	Lehigh	103	63	61.2%
Northern Potter SD	Potter	73	73	100.0%
Northern Tioga SD	Tioga	258	135	52.3%
Northern York County SD	York	250	233	93.2%
Northgate SD	Allegheny	131	46	35.2%
Northwest Area SD	Luzerne	104	84	80.8%
Northwestern Lehigh SD	Lehigh	97	97	100.0%
Northwestern SD	Erie	146	99	67.9%
Norwin SD	Westmoreland	249	157	63.1%
Octorara Area SD	Chester	329	309	93.9%
Oil City Area SD	Venango	259	24	9.4%
Old Forge SD	Lackawanna	161	125	77.6%
Oley Valley SD	Berks	61	27	44.0%
Oswayo Valley SD	Potter	48	30	62.4%
Otto-Eldred SD	McKean	58	29	49.8%
Owen J. Roberts SD	Chester	301	221	73.4%
Oxford Area SD	Chester	421	220	52.2%
Palisades SD	Bucks	25	25	100.0%
Palmerton Area SD	Carbon	258	228	88.4%
Palmyra Area SD	Lebanon	279	241	86.4%
Panther Valley SD	Carbon	215	132	61.4%
Parkland SD	Lehigh	538	498	92.6%
Pen Argyl Area SD	Northampton	109	89	81.6%
Penn Cambria SD	Cambria	204	137	67.1%
Penn Hills SD	Allegheny	573	459	80.1%
Penn Manor SD	Lancaster	542	475	87.6%
Penncrest SD	Crawford	329	199	60.5%
Penn-Delco SD	Delaware	115	-18	-15.5%
Pennridge SD	Bucks	359	291	81.1%
Penns Manor Area SD	Indiana	93	14	14.8%
Penns Valley Area SD	Centre	162	109	67.3%
Pennsbury SD	Bucks	482	394	81.7%
Penn-Trafford SD	Westmoreland	241	203	84.3%
Pequea Valley SD	Lancaster	693	573	82.7%
Perkiomen Valley SD	Montgomery	148	135	91.2%
Peters Township SD	Washington	99	99	100.0%
Philadelphia City SD	Philadelphia	32,717	18,987	58.0%
Philipsburg-Osceola Area SD	Clearfield	181	109	60.2%
Phoenixville Area SD	Chester	294	203	69.0%
Pine Grove Area SD	Schuylkill	120	87	72.4%
Pine-Richland SD	Allegheny	129	129	100.0%
Pittsburgh SD	Allegheny	3,902	1,103	28.3%
Pittston Area SD	Luzerne	369	208	56.3%
Pleasant Valley SD	Monroe	254	146	57.4%
Plum Borough SD	Allegheny	176	165	93.7%

School District	County	Targeted Population at 300% FPL[1]	Unmet Need at 300% FPL[2]	Percent of Children Under 300% FPL Not Served[3]
Pocono Mountain SD	Monroe	1,006	789	78.4%
Port Allegany SD	McKean	93	44	47.4%
Portage Area SD	Cambria	56	56	100.0%
Pottsgrove SD	Montgomery	263	223	84.8%
Pottstown SD	Montgomery	596	278	46.6%
Pottsville Area SD	Schuylkill	166	-64	-38.8%
Punxsutawney Area SD	Jefferson	459	308	67.1%
Purchase Line SD	Indiana	191	191	100.0%
Quaker Valley SD	Allegheny	54	54	100.0%
Quakertown Community SD	Bucks	413	288	69.7%
Radnor Township SD	Delaware	190	190	100.0%
Reading SD	Berks	2,611	1,923	73.7%
Red Lion Area SD	York	384	332	86.4%
Redbank Valley SD	Clarion	124	91	73.3%
Reynolds SD	Mercer	152	102	67.1%
Richland SD	Cambria	91	91	100.0%
Ridgway Area SD	Elk	95	59	62.1%
Ridley SD	Delaware	462	366	79.2%
Ringgold SD	Washington	261	129	49.4%
Riverside Beaver County SD	Beaver	132	92	69.6%
Riverside SD	Lackawanna	139	-20	-14.8%
Riverview SD	Allegheny	54	-5	-10.1%
Rochester Area SD	Beaver	64	-11	-17.5%
Rockwood Area SD	Somerset	61	41	67.1%
Rose Tree Media SD	Delaware	90	76	84.4%
Saint Clair Area SD	Schuylkill	98	16	16.1%
Salisbury Township SD	Lehigh	133	113	85.0%
Salisbury-Elk Lick SD	Somerset	48	34	71.0%
Saucon Valley SD	Northampton	53	53	100.0%
Sayre Area SD	Bradford	42	42	100.0%
Schuylkill Haven Area SD	Schuylkill	141	105	74.4%
Schuylkill Valley SD	Berks	150	116	77.3%
Scranton SD	Lackawanna	1,492	942	63.1%
Selinsgrove Area SD	Snyder	317	265	83.6%
Seneca Valley SD	Butler	450	412	91.6%
Shade-Central City SD	Somerset	28	11	39.0%
Shaler Area SD	Allegheny	232	192	82.8%
Shamokin Area SD	Northumberland	437	309	70.7%
Shanksville-Stonycreek SD	Somerset	36	36	100.0%
Sharon City SD	Mercer	255	149	58.4%
Sharpsville Area SD	Mercer	137	79	57.7%
Shenandoah Valley SD	Schuylkill	92	75	81.5%
Shenango Area SD	Lawrence	116	99	85.4%

School District	County	Targeted Population at 300% FPL[1]	Unmet Need at 300% FPL[2]	Percent of Children Under 300% FPL Not Served[3]
Shikellamy SD	Northumberland	417	276	66.2%
Shippensburg Area SD	Cumberland	682	600	88.0%
Slippery Rock Area SD	Butler	195	33	16.9%
Smethport Area SD	McKean	22	-12	-54.9%
Solanco SD	Lancaster	803	759	94.5%
Somerset Area SD	Somerset	246	173	70.3%
Souderton Area SD	Montgomery	342	299	87.4%
South Allegheny SD	Allegheny	284	246	86.6%
South Butler County SD	Butler	81	41	50.5%
South Eastern SD	York	192	177	92.2%
South Fayette Township SD	Allegheny	89	89	100.0%
South Middleton SD	Cumberland	130	114	87.7%
South Park SD	Allegheny	99	99	100.0%
South Side Area SD	Beaver	89	72	80.9%
South Western SD	York	255	255	100.0%
South Williamsport Area SD	Lycoming	114	114	100.0%
Southeast Delco SD	Delaware	568	191	33.6%
Southeastern Greene SD	Greene	73	49	66.9%
Southern Columbia Area SD	Columbia	101	83	82.1%
Southern Fulton SD	Fulton	66	32	48.2%
Southern Huntingdon County SD	Huntingdon	114	46	40.3%
Southern Lehigh SD	Lehigh	108	108	100.0%
Southern Tioga SD	Tioga	240	52	21.7%
Southern York County SD	York	147	147	100.0%
Southmoreland SD	Westmoreland	218	131	60.1%
Spring Cove SD	Blair	261	197	75.5%
Spring Grove Area SD	York	233	233	100.0%
Springfield SD	Delaware	119	119	100.0%
Springfield Township SD	Montgomery	86	86	100.0%
Spring-Ford Area SD	Montgomery	374	334	89.3%
St. Marys Area SD	Elk	300	225	75.0%
State College Area SD	Centre	466	310	66.5%
Steel Valley SD	Allegheny	195	67	34.5%
Steelton-Highspire SD	Dauphin	351	241	68.6%
Sto-Rox SD	Allegheny	267	123	46.1%
Stroudsburg Area SD	Monroe	425	389	91.5%
Sullivan County SD	Sullivan	81	9	11.4%
Susquehanna Community SD	Susquehanna	107	92	86.0%
Susquehanna Township SD	Dauphin	296	276	93.3%
Susquenita SD	Perry	195	179	91.8%

School District	County	Targeted Population at 300% FPL[1]	Unmet Need at 300% FPL[2]	Percent of Children Under 300% FPL Not Served[3]
Tamaqua Area SD	Schuylkill	241	156	64.7%
Titusville Area SD	Venango	232	192	82.8%
Towanda Area SD	Bradford	230	121	52.7%
Tredyffrin-Easttown SD	Chester	64	64	100.0%
Trinity Area SD	Washington	353	290	82.1%
Tri-Valley SD	Schuylkill	61	61	100.0%
Troy Area SD	Bradford	182	118	64.9%
Tulpehocken Area SD	Berks	224	224	100.0%
Tunkhannock Area SD	Wyoming	243	140	57.6%
Turkeyfoot Valley Area SD	Somerset	44	44	100.0%
Tuscarora SD	Franklin	163	109	66.8%
Tussey Mountain SD	Bedford	109	38	34.9%
Twin Valley SD	Berks	359	308	85.8%
Tyrone Area SD	Blair	256	110	42.9%
Union Area SD	Lawrence	61	61	100.0%
Union City Area SD	Erie	145	97	66.8%
Union SD	Clarion	52	18	35.0%
Uniontown Area SD	Fayette	312	81	26.0%
Unionville-Chadds Ford SD	Chester	60	60	100.0%
United SD	Indiana	66	36	54.9%
Upper Adams SD	Adams	128	59	46.2%
Upper Darby SD	Delaware	1,821	1,588	87.2%
Upper Dauphin Area SD	Dauphin	200	183	91.5%
Upper Dublin SD	Montgomery	88	68	77.2%
Upper Merion Area SD	Montgomery	174	166	95.4%
Upper Moreland Township SD	Montgomery	239	239	100.0%
Upper Perkiomen SD	Montgomery	215	215	100.0%
Upper Saint Clair SD	Allegheny	97	97	100.0%
Valley Grove SD	Venango	68	68	100.0%
Valley View SD	Lackawanna	145	125	86.2%
Wallenpaupack Area SD	Pike	311	91	29.2%
Wallingford-Swarthmore SD	Delaware	35	35	100.0%
Warren County SD	Warren	557	342	61.4%
Warrior Run SD	Northumberland	233	127	54.5%
Warwick SD	Lancaster	510	474	92.9%
Washington SD	Washington	250	-13	-5.1%
Wattsburg Area SD	Erie	108	82	75.9%
Wayne Highlands SD	Wayne	271	222	81.9%
Waynesboro Area SD	Franklin	567	412	72.7%
Weatherly Area SD	Carbon	76	38	50.1%
Wellsboro Area SD	Tioga	191	157	82.2%
West Allegheny SD	Allegheny	256	256	100.0%
West Branch Area SD	Clearfield	88	-1	-1.5%

School District	County	Targeted Population at 300% FPL[1]	Unmet Need at 300% FPL[2]	Percent of Children Under 300% FPL Not Served[3]
West Chester Area SD	Chester	535	478	89.3%
West Greene SD	Greene	65	48	73.7%
West Jefferson Hills SD	Allegheny	114	114	100.0%
West Middlesex Area SD	Mercer	119	104	87.4%
West Mifflin Area SD	Allegheny	164	86	52.6%
West Perry SD	Perry	385	341	88.6%
West Shore SD	York	575	575	100.0%
West York Area SD	York	282	246	87.2%
Western Beaver County SD	Beaver	43	23	53.3%
Western Wayne SD	Wayne	188	147	78.2%
Westmont Hilltop SD	Cambria	74	74	100.0%
Whitehall-Coplay SD	Lehigh	338	318	94.1%
Wilkes-Barre Area SD	Luzerne	1,073	511	47.6%
Wilkinsburg Borough SD	Allegheny	185	-47	-25.2%
William Penn SD	Delaware	746	626	83.9%
Williams Valley SD	Schuylkill	102	102	100.0%
Williamsburg Community SD	Blair	62	25	40.3%
Williamsport Area SD	Lycoming	730	312	42.8%
Wilmington Area SD	Lawrence	195	161	82.6%
Wilson Area SD	Northampton	227	189	83.3%
Wilson SD	Berks	415	415	100.0%
Windber Area SD	Somerset	42	29	68.9%
Wissahickon SD	Montgomery	167	121	72.5%
Woodland Hills SD	Allegheny	753	494	65.6%
Wyalusing Area SD	Bradford	145	0	0.2%
Wyoming Area SD	Luzerne	255	191	74.9%
Wyoming Valley West SD	Luzerne	760	610	80.3%
Wyomissing Area SD	Berks	138	85	61.6%
York City SD	York	1,357	532	39.2%
York Suburban SD	York	219	181	82.6%
Yough SD	Westmoreland	193	113	58.6%
Pennsylvania		**171,085**	**112,649**	**65.8%**

Appendix B: County Level Unmet Need at 300% FPL

County	Targeted Population at 300% FPL[4]	Unmet Need at 300% FPL[5]	Percent of Children Under 300% FPL Not Served[6]
Adams	1,242	864	69.6%
Allegheny	12,555	6,027	48.0%
Armstrong	920	509	55.3%
Beaver	2,034	1,175	57.8%
Bedford	764	514	67.3%
Berks	6,117	4,294	70.2%
Blair	2,124	1,009	47.5%
Bradford	958	307	32.0%
Bucks	4,747	3,277	69.0%
Butler	1,731	1,106	63.9%
Cambria	1,883	1,216	64.6%
Cameron	101	63	62.4%
Carbon	975	646	66.3%
Centre	1,157	626	54.1%
Chester	4,255	3,108	73.0%
Clarion	542	258	47.6%
Clearfield	1,159	366	31.6%
Clinton	588	362	61.6%
Columbia	949	580	61.1%
Crawford	1,530	923	60.3%
Cumberland	2,865	2,213	77.2%
Dauphin	4,664	2,851	61.1%
Delaware	6,357	4,105	64.6%
Elk	469	319	68.0%
Erie	4,644	2,477	53.3%
Fayette	1,808	831	46.0%
Forest	38	29	76.4%
Franklin	2,347	1,626	69.3%
Fulton	255	177	69.4%
Greene	621	397	63.9%
Huntingdon	670	297	44.4%
Indiana	1,236	627	50.7%

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[4] Targeted Population at 300% FPL = (Number of Children Ages 3-4) * (Percent of Children Ages 3-4 Living in Households under 300% FPL)

[5] Unmet Need at 300% FPL = (Targeted Population at 300% FPL) – (Total Pre-K 2018-19 Funded Slots)

[6] Percent of Children Under 300% FPL Not Served = (Unmet Need at 300% FPL) / (Targeted Population at 300% FPL)

Data Sources:

Number of Children Ages 3-4: American Community Survey 5 Year Estimates (2013-17)

Percent of Children Living in Households under 300% FPL: American Community Survey 5 Year Estimates (2013-17)

Total Pre-K 2018-19 Funded Slots: includes Federal Preschool Head Start, Head Start Supplemental Assistance Program (HSSAP), and PA Pre-K Counts

Additional Notes:

Children could be served across multiple programs; funded slots include both half day and full day.

Jefferson	737	404	54.8%
Juniata	381	198	52.0%
Lackawanna	3,036	1,505	49.6%
Lancaster	8,763	6,806	77.7%
Lawrence	1,214	199	16.4%
Lebanon	2,309	1,507	65.3%
Lehigh	5,540	3,990	72.0%
Luzerne	5,177	3,233	62.4%
Lycoming	1,810	1,140	63.0%
McKean	603	303	50.2%
Mercer	1,626	961	59.1%
Mifflin	1,098	748	68.1%
Monroe	2,225	1,549	69.6%
Montgomery	6,535	4,819	73.7%
Montour	216	68	31.6%
Northampton	3,163	2,004	63.4%
Northumberland	1,651	1,187	71.9%
Perry	709	624	88.0%
Philadelphia	32,717	15,645	47.8%
Pike	473	184	38.9%
Potter	233	170	72.9%
Schuylkill	1,782	991	55.6%
Snyder	621	439	70.7%
Somerset	943	679	72.0%
Sullivan	81	9	11.4%
Susquehanna	545	297	54.5%
Tioga	689	279	40.5%
Union	485	301	62.1%
Venango	912	338	37.1%
Warren	617	382	61.9%
Washington	2,176	1,192	54.8%
Wayne	648	350	54.0%
Westmoreland	3,517	1,986	56.5%
Wyoming	381	281	73.7%
York	5,549	4,101	73.9%
Pennsylvania	171,104	102,049	59.6%

Appendix C: Use of eGrants for the application Process

When OCDEL receives the REQUIRED Letter of Intent, information will be added into the eGrants system.
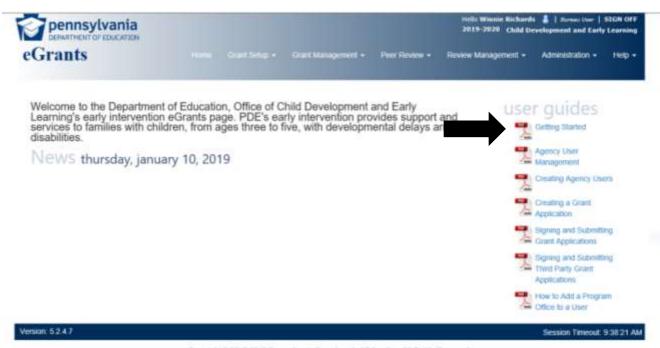
New applicants will receive two (2) email notifications
- One with log-in information from the eGrants system; and
- One detailing next steps to access the application from OCDEL.

Existing applicants will receive one (1) email notification from OCDEL detailing next steps to access the application. The email will also contain your current login ID for the eGrants system in addition to information about how to reset your password, if needed.

Use the eGrants "Getting Started Guide" as point of reference.

- Change your password (p.27)

Below are instructions for setting up and starting the application.

First, complete the steps of the setup wizard:

1. Select **OCDEL** (Top right hand corner).
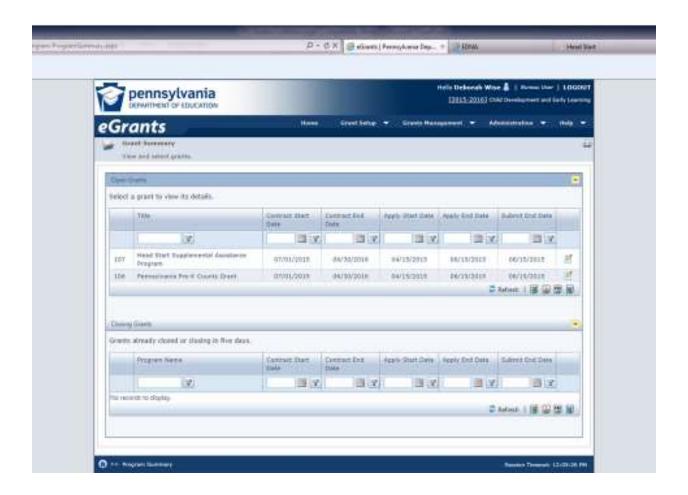2. Select **Grant year, 2019-2020** (Top right hand corner).

To create a new grant application:

3. From the main menu, select **Grants Management**. When the dropdown menu appears, select **Grant Profiles.**
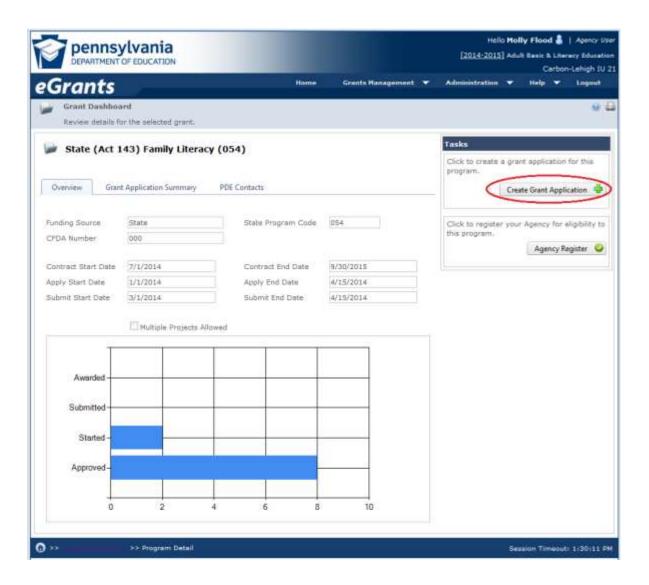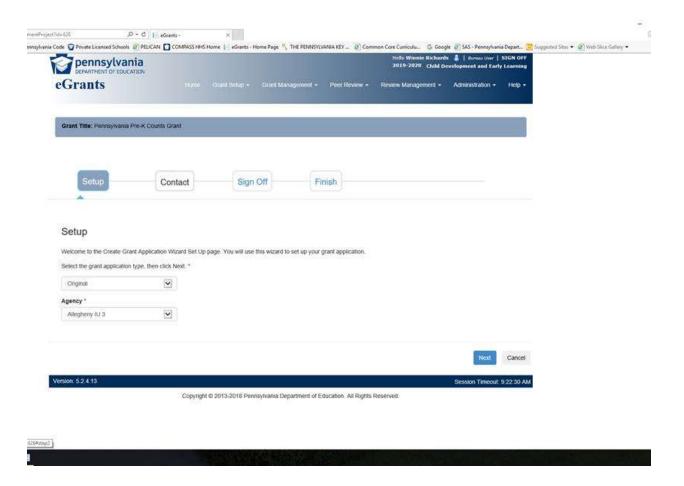
4. The **Grant Summary** screen appears. The top selection grid lists all open grants released by the Program office. The lower selection grid lists grants due to close within the next 30 days. Click on the paper and Pencil icon next to the Pennsylvania Pre-K Counts Grant.
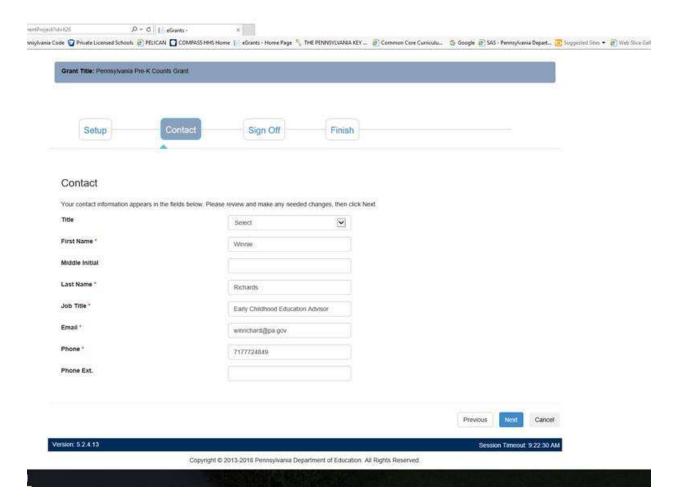
5. The **Grant Dashboard** screen appears. If your Agency is eligible to apply, the **Create Grant Application** button appears. Click on that button to begin creating the grant application.
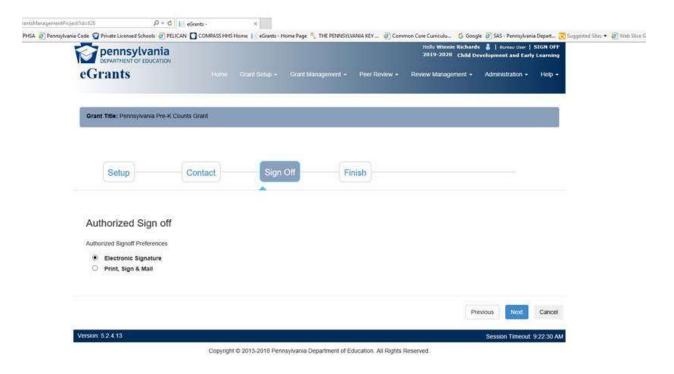
6. Click the "next" button.

7. Complete contact information. This should be the person who is directly responsible for completing and submitting the application.
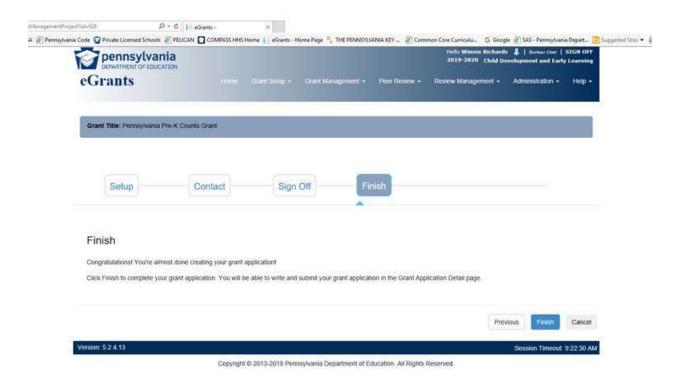8. Click the "next" button.

9. Choose "**electronic signature**" if you have been approved for this option. If not, choose "print, sign, and mail".
10. Click the "next" button.

11. The "finish" screen will populate.
12. Click "Finish" to start the grant.

The application is separated into sections. Review the **application guidance** above for specific information on each section of the application.

Each section must be marked "complete". A checkmark will appear beside each section when it has been completed.

Appendix D: eGrants electronic signature

OCDEL recommends the use of an electronic signature (eSignature) on all grant agreements. The use of an eSignature allows the grant to proceed through the approval process more quickly than a hard copy version and helps expedite payments.
Please ensure the [resolution](#) is completed and signed to enable the eSignature role. Please be sure to fill in all bold areas in brackets with the appropriate information.

Electronically signed contracts only need **one signature.** Contracts **not signed electronically** need **two signatures** for Community Based Organizations and all other entities.

For school districts the authorized individual is the school district superintendent.

For institutions of higher education including universities, colleges and community colleges, the president or another individual who has been given signature authority by the board of trustees must sign. In the latter case, documentation of signature authority is necessary.

Grants to community-based organizations and all other entities must be signed by the president or vice president **AND** secretary or treasurer of the organization if not signed electronically. If only one officer signs, the requirement for a second signature may be waived provided that evidence of the person's signature authority is provided.
In cases where it is necessary to demonstrate or document the authority of the person who signed the grant contract, such documentation can be obtained in any one of the following four ways:

1. a copy of the minutes of the Board of Trustees indicating that the person was authorized to sign contracts or the specific contract in question;
2. a copy of Board by-laws indicating that the person was authorized to sign contracts;
3. a signed certification by the Secretary of the Board that either minutes or by-laws exist that authorize the signatory to sign;
4. a letter signed by appropriate Board officers indicating that they ratify the signature of the individual who signed the contract;
5. a letter signed by the owner indicating he/she has the authority to enter into contracts on behalf of the organization.

Once the electronic resolution is completed, board-approved and signed by all appropriate parties, please send the **original** Resolution (with blue or black ink signatures) via US Mail to Pennsylvania Department of Education, Office of Child Development and Early Learning, ATTN Winnie Richards, 333 Market Street, 6th Floor, Harrisburg, PA 17126. **No photocopies or scanned/emailed resolutions can be accepted.**

RESOLUTION

BE IT RESOLVED, by authority of the **[insert name of governing body]** of the **[insert name of municipality, LEA, corporation or unincorporated association]**, and it is hereby resolved by authority of the same, that the **[insert name of individual]**, who is the [**Superintendent, Executive Director, Director, President, other]** of the above named body is authorized and directed to sign any and all contracts, agreements, grants and/or licenses (hereinafter collectively referred to as contract(s)) with the Pennsylvania Department of Education (Department); and

BE IT FURTHER RESOLVED, that the body consents to the use of electronic signatures by the above named individual and that no handwritten signature from the above named individual shall be required in order for any contract with the Department to be legally enforceable and that by affixing his/her electronic signature to an electronic file of the contract via the Department's e-grants system, the above designated authorized individual shall have effectively executed and delivered the contract, binding the **[insert name of body]** to comply with the terms of said contract; and

BE IT FURTHER RESOLVED, that no writing shall be required in order to make the contract valid and legally binding, provided that the Department and all other necessary Commonwealth approvers affix their signatures electronically and an electronically-printed copy of the Contract is e-mailed or is otherwise made available to the body by electronic means; and

BE IT FURTHER RESOLVED, that the body will not contest the due authorization, execution, delivery, validity or enforceability of the electronic Contract under the provisions of a statute of frauds or any other applicable law. The Contract, if introduced as evidence on paper in any judicial, arbitration, mediation, or administrative proceedings, will be admissible as between the parties to the same extent and under the same conditions as other business records originated and maintained in documentary form and the admissibility thereof shall not be contested under either the business records exception to the hearsay rule or the best evidence rule; and

BE IT FURTHER RESOLVED, that the body will notify the Department's Bureau of Management Services promptly in the event that the above named individual is no longer authorized to execute agreements on behalf of the body electronically and that the Department shall be entitled to rely upon the above named officer's authority to execute agreements electronically on behalf of the body until such notice is received by the Department's Office of Chief Counsel.

ATTEST

_____   _____
President/Chair or Vice-President/Chair   Treasurer/Secretary

_____   _____

Print/type name and title   Print/type name and title

I,_____, Secretary, of _____. Do certify that the foregoing is a true and correct copy of the Resolution adopted at a regular meeting of the _____, held the _____ day of _____, 20____.

Dated: _____   _____

                                                 Signature

                                           _____

                                           Print/type name and title

TO BE EXECUTED BY AUTHORIZED OFFICER:

As the person authorized to sign on behalf of the above named body, I agree that I shall not provide any other person with my e-grants password or otherwise authorize any other individual to affix my electronic signature to any agreement with the Department.

Dated: _____   _____

                                                 Signature

                                           _____

                                           Print/type name and title