![Pennsylvania Department of Education logo]

Pennsylvania Pre-K Counts/
Head Start Supplemental Assistance Program
Report on Program Operations
Fiscal Year 2017-18

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Introduction

Act 45 of 2007 requires the Pennsylvania Department of Education to provide the General Assembly with a summary of the operations of the Pennsylvania Pre-K Counts and Head Start Supplemental Assistance programs.

In the 2017-18 fiscal year:

- Pennsylvania Pre-K Counts assisted 20,674 students from families earning up to 300 percent of the federal poverty level.

- Head Start Supplemental Assistance Programs served 5,651 children from families earning up to 100 percent of the federal poverty level.

The high-quality early education that these children received in Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Programs prepared them to enter kindergarten.

For Pennsylvania Pre-K Counts, this report contains the program guidance used for the 2017-18 fiscal year, which outlines the eligibility and enrollment requirements for participating providers; a listing of all participating providers, including county of residence, address, grant amount awarded and actual enrollments.

The Pennsylvania Department of Education continues to use Title 22, Chapter 405.2 as the eligibility criteria for providers. Grants were awarded to approved providers on a cost per-child basis for eligible students the provider proposed to serve in their grant application. Complete justification for cost per-child amounts was required in the grant application. Applications were not funded unless expenditures were fully justified.

Providers were permitted to use grant funds for the design and maintenance of a quality curriculum for students, student transportation, as well as for professional development or appropriate meals and snacks for students.

The FY 2017-18 state budget allocated 25 M in expansion funds for Pennsylvania Pre-K Counts, which increased FY 16-17 slots served by 2425. The Head Start Supplemental Assistance Program underwent a full competitive re-bid for funding in FY 17-18. The re-bid funding included a 5 M increase in funding from FY 16-17, which allowed programs to increase cost per child expenditures. It is important to note that many Head Start Supplemental Assistance Program applicants did increase their cost per child during the competitive application process which decreased the overall number of slots served with the expansion funding, but allowed programs to institute both cost of living

increases, and be responsive to the increased demands under newly released federal performance standards. See Appendix A for a copy of the Pennsylvania Pre-K Counts continuation grant application and Appendix B for the Head Start Supplemental Assistance Program competitive re-bid application.

The Need for High-Quality Pre-Kindergarten in Pennsylvania

Unmet need figures used for FY 2017-18 application processes, showed nearly 64 percent, or 115,284 of 3- and 4-year-old children living in families earning up to 300 percent of the federal poverty level did not have access to publicly-funded high-quality early childhood education programs such as Pennsylvania Pre-K Counts and the Head Start Supplemental Assistance Program.

*Unmet Need = [(Number of Children Ages 3-4 under 300% FPL) – (Total Pre-K 2017-18 Funded Slots) – (Total Child Care Works Preschool Children Served in Keystone STARS 3 or 4)] / (Number of Children Ages 3-4 under 300% FPL)

County	Unmet Need*	County	Unmet Need*	County	Unmet Need*	County	Unmet Need*
Adams	74.8%	Columbia	77.0%	Lawrence	15.3%	Snyder	73.2%
Allegheny	53.5%	Crawford	67.2%	Lebanon	60.6%	Somerset	72.5%
Armstrong	69.9%	Cumberland	86.3%	Lehigh	74.8%	Sullivan	29.9%
Beaver	60.6%	Dauphin	60.4%	Luzerne	64.8%	Susquehanna	56.7%
Bedford	75.9%	Delaware	71.1%	Lycoming	66.2%	Tioga	43.9%
Berks	80.0%	Elk	72.4%	McKean	65.9%	Union	71.8%
Blair	56.1%	Erie	52.1%	Mercer	61.4%	Venango	49.8%
Bradford	58.8%	Fayette	62.6%	Mifflin	68.7%	Warren	63.1%
Bucks	79.0%	Forest	49.7%	Monroe	72.9%	Washington	59.9%
Butler	69.1%	Franklin	79.5%	Montgomery	75.4%	Wayne	51.5%
Cambria	67.6%	Fulton	76.3%	Montour	49.1%	Westmoreland	70.2%
Cameron	59.7%	Greene	65.5%	Northampton	69.7%	Wyoming	78.6%
Carbon	76.7%	Huntingdon	48.0%	Northumberland	75.5%	York	78.1%
Centre	60.4%	Indiana	55.3%	Perry	88.5%	**Statewide**	**64.3%**
Chester	76.7%	Jefferson	61.6%	Philadelphia	50.6%		
Clarion	56.9%	Juniata	59.6%	Pike	22.0%		
Clearfield	38.5%	Lackawanna	50.2%	Potter	70.4%		
Clinton	66.5%	Lancaster	79.8%	Schuylkill	61.1%		

Providing High-Quality Services to Young Children and Families

The Pennsylvania Department of Education is committed to ensuring that all children begin school ready to learn and to 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 we know 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 and Head Start Supplemental Assistance Programs meet

> *Our daughter Maria is in her second year of the PA Pre-K Counts program. Being in the program has been a beneficial experience for her. It has nurtured development in various areas such as: social/emotional, language arts, cognitive, interpersonal, self-help skills, math, science/social studies concepts and literacy. We have appreciated this opportunity for her to attend because we feel that preschool is the first introduction to education and this experience will assist her to reach her fullest learning potential. She will be more than ready for Kindergarten!*
>
> *Chad and Chandra B.*

most of quality standards recommended by the National Institute for Early Education Research (NIEER).

NIEER Quality Standard	NIEER Benchmark	Pennsylvania Pre-K Counts Standards	Head Start Supplemental Assistance Program Standards
Early Learning Standards	Comprehensive	Comprehensive	Comprehensive
Teacher degree	Bachelor's degree	Bachelor's degree + ECE Certification	Half of lead teachers must have a Bachelor's degree
Teacher specialized training	Specializing in pre-k	ECE certification	Specializing in child development
Assistant teacher degree	Child Development Associate (CDA) credential or equivalent	CDA or equivalent	CDA
Staff professional development	At least 15 hours a year	Meet requirements of Act 48 (180 hours over five years)	At least 15 hours a year
Maximum class size	20 or less	20 or less	3 year olds – 17 or less 4 year olds – 20 or less
Staff-child ratio	1 staff per 10 children (1:10)	1 teacher and 1 aide per 20 children (1:10)	3 year olds – 2:17 or less (classrooms must always have two paid staff) 4 year olds – 2:20 or less (classrooms must always have two paid staff)
Screening & referral	Vision, hearing, health; and at least 1 support service	Vision, hearing, health, and other support services	Vision, hearing, health, and other support services

NIEER Quality Standard	NIEER Benchmark	Pennsylvania Pre-K Counts Standards	Head Start Supplemental Assistance Program Standards
Meals	At least 1 a day	A half day program must offer, at a minimum, one meal each day. Full day programs must offer both a snack and a meal.	For full day – one meal and one snack; for half day - one snack
Monitoring/Continuous quality improvement systems	Site visits	Structured classrooms observations; data used for program improvement	Structured classrooms observations; data used for program improvement

Description of Assessments Used to Measure Academic Progress

In Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Program classrooms, teachers are required to assess students because the teachers are most qualified to perform the assessment, as they observe the child in authentic environments, and are familiar with each child's development and learning expectations.

The goal of early childhood assessment in Pennsylvania is to:

1. Adapt instruction to meet individualized student and group needs;

2. Understand the status of children across a broad range of cognitive and non-cognitive domains;

3. Track achievement and developmental gains over time; and

4. Inform policy by providing a picture of student outcomes in the classroom and across the state.

Guidelines emphasize that programs should not use child outcome data to determine placement in a program, class or special education, or to deny, or exclude access to services for those children who are age-eligible.

All providers were required to report child outcomes within an approved on-line assessment system. Providers were able to select from the following approved on-line child assessment tools to report child outcomes:

- Assessment Technology Incorporated: Galileo®
- Early Learning Labs: Profile of Preschool Learning and Development Readiness (ProLADR)
- HighScope: COR Advantage
- National Institute for Early Education Research (NIEER)/ Lakeshore: Early Learning Scale (ELS)
- Pearson: THE WORK SAMPLING SYSTEM®
- Pearson: THE WORK SAMPLING SYSTEM® for Head Start
- Teaching Strategies LLC: Teaching Strategies GOLD®

Pennsylvania Pre-K Counts Overview

Pennsylvania pre-K Counts provides high-quality pre-kindergarten education for at-risk three and four year olds in Pennsylvania. Eligible children are age three through kindergarten entry age and live in families earning up to 300 percent of the federal poverty level ($72,900 for family of four). In 2017-18, there were 20,674 children served in Pennsylvania Pre-K Counts in 67 counties by 213 lead agencies at 788 locations.

> *Alexis was so happy when she got off the bus the first day and couldn't wait to go the next day. There were a few hiccups along the way, but she has grown by leaps and bounds. I am beyond pleased.*
>
> *Anonymous*

Criteria to Determine Grant Fund Amounts

The Department of Education awarded grants to approved providers on a per-child basis, in an amount set by the Department of Education, for each eligible student served by an approved provider. Half-day programs were required to provide a minimum of 2.5 hours per day of instructional activities or services for at least 180 days per year. Half-day programs were eligible for $4,250 per child. Full-day programs were required to provide a minimum of five hours per day of instructional activities or services for at least 180 days per year. Full-day programs were eligible for $8,500 per child.

Summary of Process to Apply for Grant Funds

The initial applications for Pennsylvania Pre-K Counts were selected for a five-year period beginning in FY 2007-08 and ending in FY 2011-12. An additional year of continuation funding was offered for the 2012 program year. Pennsylvania held a competitive grant process to select eligible grantees for a second five-year grant period beginning with 2013.

In addition to continuation grants, expansion grants were awarded in 2014 and in 2015. Due to a budget impasse in FY 2015-2016, expansion funding was allocated at 25

percent. FY 2015-2016 amounts were annualized in FY 2016-2017. In 2017-18, expansion funding was awarded. A full competitive grant process is scheduled to occur in spring 2018 for FY 2018-2019.

Total Amount of Grant Funds Paid to Approved Providers

As shown in Appendix C, $172,639,267 in grant funds were paid to providers and used to manage state level administrative and information technology support for the program.

Summary of Allowable Uses of Grant Funds Under the Program

Funds could only be used for the costs associated with providing program services to eligible students enrolled in the program. Funds could not be used for local administrative or indirect costs. See Appendix D for more information on program regulations.

Listing of Providers Submitting Applications and Application Status

See Appendix E.

Approved Providers with Contact Information and Enrollments

See Appendix C.

Financial Summary of Total Expenditures of Each Provider

Total provider expenditures are currently being reconciled and thus, are not available at this time. Appendix C contains grant funds paid in the 2017-18 fiscal year. It is anticipated that funds will be fully expended.

Enrollment Goals

Children are "enrolled" when an intake meeting between parent and school has been completed, and the necessary information has been gathered and the child has been identified as a candidate for a Pennsylvania Pre-K Counts slot. Classroom start dates may differ if this enrollment has been completed prior to the start of the year.

Grantees are required to maintain full enrollment at all times and report enrollment in PELICAN. When a child withdraws from Pennsylvania Pre-K Counts, the

> *PA Pre-K Counts has impacted our family in a very helping way. Our son has learned some valuable lessons that have come from someone other than Mom and Dad. I feel since the beginning of the year, he has learned to handle situations better and not throw a fit if it doesn't go his way. His teachers help him to overcome whatever struggle he is having and find other ways to deal with them.*
>
> *Anonymous*

program has 20 instructional days to fill the vacant slot. Maintaining waiting lists ensures that vacant slots are filled immediately.

Students Served Through Child Care Works (Child Care Subsidy) and Head Start Supplemental Assistance Program

See Appendix C for information on Pennsylvania Pre-K Counts children also served in Head Start Supplemental Assistance Program or Child Care Works.

Per Act 24 of 2011, the Department of Education no longer collects information on Pennsylvania Pre-K Counts children also served in Federal Head Start, private pay child care, or total number of children enrolled in Head Start Supplemental Assistance Program, Federal Head Start, Child Care Works, or private pay child care at each entity.

Head Start Supplemental Assistance Program Overview

Head Start provides comprehensive early learning services to children and families who are most at risk of academic failure. Federal and state funding supports this program in Pennsylvania. In addition to educational programming, Head Start offers health/nutrition services, social service support to families and a strong parent involvement component.

Eligible children are age three to five and live in families earning up to 100 percent of the federal poverty level ($24,300 for a family of four), identified as foster children, or who live in families experiencing homelessness. Up to 10 percent of enrollment slots can be used to support at-risk children whose families exceed the income guidelines. In 2017-18 there were 5,651 children served in state-funded Head Start in 50 counties by 41 lead agencies.

Providers were permitted to use grant funds for the design and maintenance of a quality curriculum for students, student transportation, as well as for professional development for staff and appropriate meals and snacks for students. Head Start Supplemental Assistance Program design must follow the federally approved program models and includes both classroom and home visiting models. Each grantee offers the model that best meets their local community need. See Appendix B for a copy of the competitive re-bid grant application and Appendix G for details on applicants.

Summary of Allowable Uses of Grant Funds Under the Program

Funds could only be used for the costs associated with providing program services to eligible students enrolled in the program. Funds could not be used for administrative or indirect costs. See Appendix F for details.

Appendix A: 2017-2018 Pennsylvania Pre-K Counts Continuation Application

Continuation Grant

Grant Structure

1. TOTAL SLOTS*

Is this Grantee requesting a reduction in the total number of either Full-Day or Half-Day Slots?

○ Yes

○ No

1.1. If you answered "Yes" to the above, please indicate these change(s) in the Grant Structure chart and text box below and provide the rationale for these change(s). (2000 characters)*

[text box]

2. SKRP SLOTS*

Did the Grantee hold SKRP slots in 2016-17?

○ Yes

○ No

2.1. If you answered "Yes" to the above, please indicate how many half day and full day slots you were funded for below.*

[text box]

2.2. If you answered "Yes" to the above and wish to reduce your SKRP slots in 2017-18, please indicate how many half day and full day slots you wish to serve in the text box and grant structure chart below.*

[text box]

3. SLOT DISTRIBUTION*

Is this Grantee requesting a change in the distribution of Full-Day and/or Half-Day Slots across its Partners and/or Locations?

○ Yes

○ No

3.1. If you answered "Yes" to the above, please indicate these change(s) in the Grant Structure chart below and provide the rationale for these change(s). (2000 characters)*

[text box]

4. PARTNERSHIPS*

Is this Grantee requesting a change in one or more Partners (Adding or Dropping Partners)?

○ Yes

○ No

4.1. If you answered "Yes" to the above, please indicate the Partnership change(s) in the Grant Structure chart below and provide the rationale for these change(s). (2000 characters)*

[text box]

5. SERVICE LOCATIONS*

Is this Grantee requesting a change in one or more Locations (Adding or Closing Locations)?

○ Yes

○ No

5.1. If you answered "Yes" to the above, please indicate the Service Location change(s) in the Grant Structure chart below and provide the rationale for these change(s).*NOTE* Any Service Location being added to the Grant Structure MUST meet the eligibility requirement for its provider type by August 25, 2017 or it cannot be included in this application. (2000 characters)*

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5.2. Additionally, for any Service Location change to a zip code with a poverty level less than 30%, please provide the rationale for proposing this Location. (2000 characters)

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6. ADDITIONAL FUNDING IN 2016-17*

Did this grantee receive any additional funding in 2016-17?

○ Yes

○ No

6.1. If you answered "Yes" to the above, please indicate how many slots you were awarded and the amount of funding in the text box below. (20000 characters)*

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Program Operations

1. PROGRAM CHANGES*

Does this Grantee anticipate any programmatic changes in your program for the coming year (such as curriculum, child outcomes reporting, parental involvement, transportation, etc.)?

○ Yes

○ No

1.1. If you answered "Yes" to the above, please provide the rationale for the change(s). (2000 characters)*

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2. PROVIDER & SERVICE LOCATION ELIGIBILITY *

Has this Grantee maintained their eligibility status for ALL Providers AND Service Locations (Child Care Locations - STARS 3 or 4 Designation, Licensed Nurseries Locations - PDE License, Head Start Providers - Federal Monitoring Review)?

○ Yes

○ No

2.1. If you answered "No" to the above, please explain in detail the circumstances and the steps being taken to correct. *NOTE* Any location not meeting eligibility status by August 25, 2017 is not eligible for PKC funding at this time and should not be included in this continuation application. (2000 characters)*

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Staff Qualifications

1. LEAD TEACHER CERTIFICATION*

Complete a row for each provider that will be funded through this Grantee and provide the information indicated based on your CURRENT LEAD TEACHERS. Please verify that the Lead Agency and ALL Partners identified in the Grant Structure are listed.

Provider Name*	Total Number of Lead Teachers*	Number of Early Childhood Education Certified Lead Teachers*	
			EDIT▣ REMOVE▣

ADD▣

Grantee-Specific Requirements

1. Please describe any efforts your agency has made in the birth to third grade continuum. What activities or initiatives have you engaged in with the aim of bridging the gaps between birth and third grade? (2000 characters or less)*

2. Please obtain an agency specific question from your Preschool Program Specialist. Copy the question and paste it here along with your response to that question. (2000 characters or less)

Additional Funding

1. IF THERE ARE ADDITIONAL FUNDS AVAILABLE, would this Grantee be interested in requesting additional funds for standard slots?*

○ Yes

○ No

1.1. If you answered "Yes" to the above, please fill out the chart below, showing ONLY the Total Additional Funding & Slots this Grantee would like to request IF AVAILABLE FOR RE-DISTRIBUTION.*

Funding Requested (Enter Whole Numbers ONLY - No Symbols)*	Standard Full-Day Slots Requested*	Standard Half-Day Slots Requested*	
			EDIT▣ REMOVE▣

ADD▣

1.2. Additionally, please provide rationale for any Additional Funding and Slots. Are you currently fully enrolled? What is your waitlist number? Describe the need in this community (2000 characters or less)*

Appendix B: 2017-2018 Head Start Supplemental Assistance Program Competitive Re-Bid Application

OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING
HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM (HSSAP) FY 2017-18

FY 2017-18 HSSAP competitive grant application template (formatted within eGrants system)

General Information

Legal name of applicant agency

_____

"Doing business as" name (if different from legal name)

_____

Vendor number (SAP#) _____

AUN # _____

MPI # (9 digits) _____

Federal ID# or Tax ID # _____

Address of applicant agency

Street address: _____

_____

City: _____ State: _____ Zip code: _____

County: _____

Application type (choose ONE)

☐ Single grantee

☐ Joint (lead agency with partners)

GRANT REQUEST AND ABSTRACT

Provide a brief description of the proposed model. Include number of children served, number of classrooms, program structure (aligned with options detailed in 1302 subpart B), number of annual hours, counties and school districts to be served, and the involved partners (if applicable).

Grant amount requested (whole $ amount only) $_____

# of slots requested _____

Cost per child used to calculate requested grant amount
$_____.

This funding is contingent upon approval by the Pennsylvania Legislature.

There is no ceiling or limit on the potential number of slots that may be awarded to any individual applicant.

Existing grant recipients shall be eligible to receive 2017-18 grants of the same amount as received in 2016-17 (less start-up costs) if, by 3/1/17 they enrolled children to fill more than 90 percent of their approved slots.

Existing grant recipients with less than 90 percent of slots filled shall have their grants reduced proportionally (e.g. a recipient with 75 percent enrollment will get 75 percent of its 2016-17 grant).

Any funds remaining shall go first to recipients proposing to serve more eligible children in 2017-18 and thereafter to new applicants.

Head Start Supplemental Assistance Program grants are funded via state dollars and, therefore, carryover funds are not permitted. All grant dollars identified in this FY 2017-18 application must be encumbered or spent by June 30, 2018.

Contact Information

      A. Applicant (lead agency) Contact Information

Overall contact person for this application and the Head Start Supplemental Assistance Program

Name (person)	Street Address	City	State	ZIP Code	Telephone	Email Address

Authorized budget contact person for issues and questions about the budget

Name (person)	Street Address	City	State	ZIP Code	Telephone	Email Address

Authorized individual to sign contract for the Head Start Supplemental Assistance Program. Indicate the address where the contract should be sent. This individual must be authorized to sign contracts as detailed on pg. 7 of the application guidance.

Name (person)	Street Address	City	State	ZIP Code	Telephone	Email Address

      B. Partner Agency Contact Information (applicants-please complete a row for each partner)

Overall contact person for the Head Start Supplemental Assistance Program

Name (partner agency)	Name (person)	Street Address	City	State	ZIP Code	Telephone	Email Address

Grant Structure

    A. Partnerships

For joint grantees, please complete the following charts for ALL partners that you are proposing to provide funds to for Head Start Supplemental Assistance Program Classroom(s) as part of your grant. Partnerships are defined as when a provider receives a pass-thru grant from the grantee and is responsible for providing the Head

Start Supplemental Assistance Program slots at their service location(s) under this grant. **A signed LETTER OF COMMITMENT must be uploaded for each proposed partner.**

Single grantees not requesting partnerships should not complete these charts.

For each chart, please provide the Partner MPI # (9 digits) as the identifier. A row under each chart should be complete for each partner as all information is required.

Partner Information

MPI ID#	Federal TAX ID#	Partner Agency Legal Name	School District Where Located	Provider Type

Partner Address Information

MPI ID#	Street Address	City	State	ZIP Code	County	Email Address	Phone #

Partner Pass-Thru Grant Information

MPI ID#	Pass-Thru Grant Amount	Number of Slots Requested

B. LOCATIONS

For BOTH joint and single grantees, please complete the following charts for ALL locations that you are proposing to enroll children in for the Head Start Supplemental Assistance Program. A location is defined as any physical address where a Head Start Supplemental Assistance Program classroom will be located.

For each chart, please provide the Location MPI # (13 digits) as the identifier. A row under each chart should be complete for each location as all information is required.

The total sum of locations full day and half day slots must match grantee's total requested full-day and half-day slots requested in Section I, Question E. Each location base MPI# (9 digits) must match either the Lead Agency MPI# or a Partner MPI#.

Location Information

MPI ID #	TAX ID #	Name	STAR Level (if applicable)	School District Where Located	School Districts Served	Number of Slots requested

Location Address Information

MPI ID #	Street Address	City	State	ZIP Code	Poverty Level	County

Location Contact Information

MPI ID #	Location Email Address	Location Phone Number	Contact Name	Contact Title	Contact Phone Number	Contact Email Address

Program Description/Work Statement:

The following sections must be addressed within the Work Statement of this application. Each question must be answered completely with enough detail to understand exactly what is being proposed and responses should be in compliance with Head Start regulations and guidance to receive the maximum number of points.

Program History

Are you currently a Head Start Supplemental Assistance Program Lead Agency or Partner Agency?

☐ Yes   ☐ No

If no, have you previously received Head Start Supplemental Assistance Program funding?

☐ Yes   ☐ No

Are you currently in compliance with federal Head Start performance standards with no record of non-corrected deficiencies?

☐ Yes   ☐ No

Eligibility, Recruitment, Selection, Enrollment and Attendance (Head Start Program Performance Standards 1302 subpart A)

Describe the federally approved service area. Proposed HSSAP funding must provide services within the federally-approved service area.

Explain how the proposed HSSAP services align with and fulfill needs detailed in the agency's community-wide strategic planning and needs assessment. In other words, provide the rationale for the proposed Head Start services in your community through HSSAP.

How do you work with and collaborate with other early learning providers in your community to coordinate recruitment, referrals, and waiting lists? The description must include information from the agency's community-wide strategic planning and needs assessment detailing, at minimum, the pre-kindergarten landscape of the service area. In cases where the service area pre-kindergarten landscape shows the availability of high-quality pre-kindergarten for a full school day, the applicants should describe either 1) how younger children will be prioritized, or 2) why Head Start Program Performance Standard 1302.14 (a) may not be met.

Program Structure (Head Start Program Performance Standards 1302 subpart B)

Describe the agency's federally-approved program structure.

Describe the proposed model for the requested HSSAP funding. For **center-based** options, include the number of annual hours of planned class operations, as well as the number of months of operation. For **home-based** options, include specific information about the services offered using HSSAP funding. For **family child care** options, include annual hours of operation. Include specifics showing that HSSAP funding will be applied only to pre-kindergarten aged children. Locally-designed program options will only be considered when a federal waiver is already approved for the variation.

Describe how the proposed HSSAP funding will align with, and/or enhance the agency's federally-approved program structure.

Family and Community Engagement Program Services (Head Start Program Performance Standards 1302 subpart E)

Describe the program's family engagement approach. Detail the extent to which HSSAP funding will be utilized to enhance this approach.

Describe how you have collaborated with each of the following to build equitable access to quality early childhood experiences for all eligible families in your community:

- Early Intervention (both infant/toddler and preschool)
- PA Pre-K Counts
- School districts
- Child care and other community early learning programs
- Other local community agencies that support early learning (health organizations, libraries,
  social service agencies, CCIS)
- Higher education

Please indicate if your Head Start agency currently participates in Keystone STARS at any locations. If so, describe the number of centers, the STAR level of each, and the number of years you've been participating. Do you anticipate increasing the designated

STAR level of any locations? Do you anticipate completing designation of additional federally-funded centers? If so, indicate your implementation plan.

Program Assurances

Eligible applicants applying for Head Start Supplemental Assistance Program funding must provide assurance they understand and have the capacity to meet the requirements of the program.

Please read and check all boxes.

☐ The applicant agrees to adhere to the federal Head Start Act of 2007 and the federal Head Start Program Performance Standards in the implementation of the HSSAP funded program.

☐ Filing of this application has been duly authorized by the governing body of the applicant.

☐ The applicant is fully enrolled (federal and state enrollment) and agrees to maintain full enrollment for the duration of the HSSAP funded year. Full enrollment, including enrollment in partner sites, will begin on the first day of agreed upon services and adhere to the federal Performance Standards for maintaining full enrollment.

☐ The applicant has no uncorrected deficiencies in any area of the current Integrated Monitoring process as noted by the Office of Head Start.

☐ The applicant understands that loss of the federal Head Start/Early Head Start grant will result in loss of Head Start Supplemental Assistance Program funding.

☐ The applicant understands that child care partners providing the HSSAP instructional portion of an enrolled child's program must be at least a Keystone STAR 3 at the time of grant submission and maintain that STAR level throughout the year.

☐ The applicant agrees to comply with all HSSAP reporting requirements as determined by OCDEL.

☐ The applicant agrees to submit all required reporting materials within the deadlines established by the administering agencies.

☐ The HSSAP director, or designee, agrees to attend required HSSAP meetings.

☐ The applicant agrees to keep the following documentation on file at the programs for HSSAP review: signed letters of agreement with partners; DHS certification if required; financial audit report and individual children's documentation of eligibility for HSSAP.

Fiscal Documentation

Completed within eGrants

      1. Line item budget and budget justification

      2. Budget summary

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

A link to the budget template is here:

http://www.pakeys.org/uploadedContent/Docs/Head%20Start/APPENDIX%20A%20-%20Fiscal%20Supplement.pdf.

Appendix C: 2017-18 Pennsylvania Pre-K Counts Participant Details

Location County	Lead Agency Name	Address	City	State	Zip	Grant Amount
Delaware	AARDVARK DAY CARE INC	739 SECANE RD	PRIMOS	PA	19018	$ 161,500
Lackawanna & Luzerne	ABC KIDDIE KAMPUS INC	701 S MAIN ST	OLD FORGE	PA	18518	$ 1,018,300
Philadelphia	ACELERO LEARNING CAMDEN PHILADELPHIA	1801 N 23RD ST	PHILADELPHIA	PA	19121	$ 850,000
Westmoreland	ALL KIDS ARE SPECIAL CHILDCARE & LRG CTR	316 4TH AVE	NEW KENSINGTON	PA	15068	$ 331,500
Allegheny	ALLEGHENY INTERMEDIATE UNIT	475 E WATERFRONT DR	HOMESTEAD	PA	15120	$ 2,448,000
Bedford & Cambria	ALLEGHENY LUTHERAN SOCIAL MINISTRIES	998 LOGAN BLVD	ALTOONA	PA	16602	$ 229,500
Beaver	AMBRIDGE AREA SCHOOL DISTRICT	901 DUSS AVE	AMBRIDGE	PA	15003	$ 510,000
Armstrong & Indiana	ARIN INTERMEDIATE UNIT 28	2895 W PIKE	INDIANA	PA	15701	$ 860,000
Armstrong	ARMSTRONG COUNTY COMMUNITY ACTION AGENCY	705 BUTLER ROAD	KITTANNING	PA	16201	$ 161,500
Philadelphia	ASOCIACION PUERTO EN MARCHA	1900 N 9TH ST STE 102	PHILADELPHIA	PA	19122	$ 340,000
Westmoreland	BARBARA MENSER	320 PRICE ST	BOVARD	PA	15619	$ 84,050
Bedford	BEDFORD AREA SCHOOL DISTRICT	330 E JOHN ST	BEDFORD	PA	15522	$ 144,500
Blair	BEGIN WITH US CC AND PRESCHOOL INC	703 GRANT AVE	ALTOONA	PA	16602	$ 1,200,000
Erie	BENEDICTINE SISTERS INC	345 E 9TH ST	ERIE	PA	16503	$ 261,800
Berks & Chester	BERKS COMMUNITY ACTION PROGRAM	PO BOX 22	READING	PA	19603	$ 2,955,781
Berks	BERKS COUNTY INTERMEDIATE UNIT 14	1111 COMMONS BLVD	READING	PA	19605	$ 1,203,600
Allegheny	BETHEL PARK SCHOOL DISTRICT	301 CHURCH ROAD	BETHEL PARK	PA	15102	$ 191,250
Lehigh & Northampton	BETHLEHEM AREA SCHOOL DISTRICT	1516 SYCAMORE ST	BETHLEHEM	PA	18017	$ 680,000
Beaver	BIG BEAVER FALLS AREA SCHOOL	1503 8TH AVE	BEAVER FALLS	PA	15010	$ 306,000
Bradford	BLAST INTERMEDIATE UNIT NO 17	33 SPRINGBROOK DR	CANTON	PA	17724	$ 344,250
Luzerne	BLOOM EARLY EDUCATION CENTERS INC	62 YEAGER AVE	SHAVERTOWN	PA	18708	$ 153,000
Greene & Washington	BLUEPRINTS	150 W BEAU ST	WASHINGTON	PA	15301	$ 3,559,500
Lawrence & Mercer	BRADFORD CHILD CARE SERVICES INC	1370 WASHINGTON PIKE	BRIDGEVILLE	PA	15017	$ 306,000
Bradford & Tioga	BRADFORD TIOGA HEAD START INC.	5 RIVERSIDE PLZ	BLOSSBURG	PA	16912	$ 1,083,750
Chester	BRIGHT BEGINNINGS EDUCATION CENTER INC	2222 BALTIMORE PIKE	OXFORD	PA	19363	$ 1,190,000
Dauphin	BRIGHT FUTURES LEARNING CENTER INC	10-12 NORTH FRONT STREET	STEELTON	PA	17113	$ 1,581,000
Philadelphia	BRIGHTSIDE ACADEMY INC	707 GRANT ST	PITTSBURGH	PA	15219	$ 680,000

Location County	Lead Agency Name	Address	City	State	Zip	Grant Amount
Bucks	BRISTOL TOWNSHIP SCHOOL DISTRICT	6401 MILL CREEK RD	LEVITTOWN	PA	19057	$ 790,500
Montour	BUSY LITTLE BEAVERS INC	23 WESNER LN	DANVILLE	PA	17821	$ 144,500
Butler	BUTLER COUNTY CHILDRENS CENTER INC	139 RIEGER RD	BUTLER	PA	16001	$ 595,000
Cambria	CAMBRIA HEIGHTS SCHOOL DISTRICT	426 GLENDALE LAKE RD	PATTON	PA	16668	$ 144,500
Centre, Clearfield & Elk	CEN CLEAR CHILD SERVICES INC	50 BIGLER ROAD	BIGLER	PA	16825	$ 1,909,250
Columbia, Luzerne & Northumberland	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	90 LAWTON LN	MILTON	PA	17847	$ 918,000
Franklin	CHAMBERSBURG AREA SCHOOL DISTRICT	435 STANLEY AVE	CHAMBERSBURG	PA	17201	$ 1,190,000
Westmoreland	CHERISE M RACHAL	1001 S LEECHBURG HILL RD	LEECHBURG	PA	15656	$ 144,500
Chester	CHESTER COUNTY INTERMEDIATE UNIT	455 BOOT RD	DOWNINGTOWN	PA	19335	$ 484,500
Delaware	CHESTER UPLAND SCHOOL DIST	232 W 9TH ST	CHESTER	PA	19013	$ 821,100
Bedford	CHESTNUT RIDGE SCHOOL DIST	3281 VALLEY RD	FISHERTOWN	PA	15539	$ 272,000
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	319 SYCAMORE ST	ALTOONA	PA	16602	$ 433,500
Blair, Centre & Clinton	CHILD DEVELOPMENT & FAMILY COUNCIL OF CENTRE CO	2565 PARK CENTER BLVD	STATE COLLEGE	PA	16801	$ 1,054,000
Venango	CHILD DEVELOPMENT CENTER INC	155 E BISSELL AVE	OIL CITY	PA	16301	$ 1,802,000
Luzerne	CHILD DEVELOPMENT COUNCIL OF NEPA INC	147 1/2 AMBER LN	WILKES BARRE	PA	18702	$ 523,600
Schuylkill	CHILD DEVELOPMENT INC	SUITE 210	MINERSVILLE	PA	17954	$ 1,849,600
Lancaster	CHILDCARE SERVICES INC	506 OWL HILL RD	LITITZ	PA	17543	$ 374,000
Bucks, Montgomery & Philadelphia	CHILDREN OF AMERICA NEW BRITAIN LLC	5300 W ATLANTIC AVE	DELRAY BEACH	FL	33484	$ 476,000
Clearfield	CHILDRENS AID SOCIETY IN CLEARFIELD CTY	1008 S 2ND ST	CLEARFIELD	PA	16830	$ 153,000
Mercer	CHILDRENS CENTER OF MERCER COUNTY	900 N HERMITAGE RD	HERMITAGE	PA	16148	$ 85,000
Adams	CLARK AGAPAKIS	125 DOGWOOD CT	NEW OXFORD	PA	17350	$ 170,000
Lancaster	COCALICO SCHOOL DISTRICT	PO BOX 800	DENVER	PA	17517	$ 127,500
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA COUNTY	516 MAIN ST	JOHNSTOWN	PA	15901	$ 739,500
Mercer	COMMUNITY ACTION PARTNERSHIP OF MERCER COUNTY	1901 MEMORIAL DR	FARRELL	PA	16121	$ 663,000
Philadelphia	COMMUNITY CONCERN 13 MULTI-PURPOSE LRNG	2721 CECIL B MOORE AVE	PHILADELPHIA	PA	19121	$ 170,000
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	LEHIGH	BETHLEHEM	PA	18018	$ 3,151,612
Cambria	CONE MAUGH VALLEY SCHOOL DISTRICT	1340 WILLIAM PENN AVE	JOHNSTOWN	PA	15906	$ 289,000
Lancaster	CONESTOGA VALLEY SCHOOL DISTRICT	2110 HORSESHOE RD	LANCASTER	PA	17601	$ 425,000
Erie	CORRY AREA SCHOOL DISTRICT	540 E PLEASANT ST	CORRY	PA	16407	$ 340,000
Allegheny	COUNCIL OF THREE RIVERS AMER INDIAN CTR	120 CHARLES ST	BLAWNOX	PA	15238	$ 1,202,750
Allegheny	CRAFTON CHILDRENS CORNER INC	2702 BANKSVILLE AVE	PITTSBURGH	PA	15216	$ 170,000

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Chester	CREATIVE EDUCATION INC	1027 NEWARK RD	TOUGHKENAMON	PA	19374	$ 127,500
Philadelphia	CREATIVE LEARNING ENVIRONMENTS INC	42 PENNS CT	ASTON	PA	19014	$ 289,000
York	CRISPUS ATTUCKS ASSOCIATION INC	605 S DUKE ST	YORK	PA	17401	$ 170,000
Montour	DANVILLE AREA SCHOOL DISTRICT	600 WALNUT STREET	DANVILLE	PA	17821	$ 289,000
Montgomery	DAY CARE ASSOCIATION OF MONTGOMERY COUNTY INC	201 SABINE AVE	NARBERTH	PA	19072	$ 272,000
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	200 YALE AVE	MORTON	PA	19070	$ 1,254,600
Pike	DELAWARE VALLEY SCHOOL DIST	236 ROUTE 6 & 209	MILFORD	PA	18337	$ 280,500
Erie	DR GERTRUDE A BARBER CENTER INC	100 BARBER PL	ERIE	PA	16507	$ 382,500
Erie	EARLY CONNECTIONS	200 W 11TH ST	ERIE	PA	16501	$ 667,250
Lycoming	EAST LYCOMING SCHOOL DISTRICT	349 CEMETERY STREET	HUGHESVILLE	PA	17737	$ 216,750
Northampton	EASTON SCHOOL DISTRICT PAYROLL DEPARTM	1801 BUSHKILL DR	EASTON	PA	18040	$ 161,500
Crawford & Erie	EDINBORO UNIVERSITY OF PA EARLY CHILDHOOD/SPECIAL	325 SCOTLAND RD	EDINBORO	PA	16444	$ 895,559
Erie	ERIE CITY SCHOOL DISTRICT	148 W 21ST ST	ERIE	PA	16502	$ 1,796,750
Crawford	FAMILY & COMMUNITY CHRISTIAN ASSOCIATION	378 CHESTNUT ST	MEADVILLE	PA	16335	$ 1,892,100
Philadelphia	FAMILY SUPPORT SERVICES	7200 CHESTNUT ST	UPPER DARBY	PA	19082	$ 238,000
Franklin	FANNETT METAL SCHOOL DIST	PO BOX 91	WILLOW HILL	PA	17271	$ 161,500
Susquehanna	FOREST CITY REGIONAL SCHL DISTRICT	100 SUSQUEHANNA ST	FOREST CITY	PA	18421	$ 294,750
Fayette	FRAZIER SCHOOL DISTRICT	142 CONSTITUTION ST	PERRYOPOLIS	PA	15473	$ 136,000
Berks	GOVERNOR MIFFLIN SCHOOL DISTRICT	10 S WAVERLY ST	READING	PA	19607	$ 170,000
Mifflin	GRACE COVENANT CHURCH	227 WASHINGTON AVE	LEWISTOWN	PA	17044	$ 464,100
Indiana	GRAND BEGINNINGS CHILDRENS CENTER INC	339 GRANDVIEW AVE	INDIANA	PA	15701	$ 136,000
Erie	GREATER ERIE COMMUNITY ACTION COMITTEE	18 W 9TH ST	ERIE	PA	16501	$ 578,000
Cambria	GREATER JOHNSTOWN SCHOOL DIS	1091 BROAD STREET	JOHNSTOWN	PA	15906	$ 858,500
Luzerne	GREATER NANTICOKE AREA SCHOOL DISTRICT	427 KOSCIUZKO ST	NANTICOKE	PA	18634	$ 161,500
Northampton	GREATER VALLEY YOUNG MENS CHRISTIAN ASSOCIATION	1524 W LINDEN ST	ALLENTOWN	PA	18102	$ 1,094,800
Dauphin	HALIFAX AREA SCHOOL DISTRICT	3940 PETERS MOUNTAIN RD	HALIFAX	PA	17032	$ 223,125
Dauphin	HANSEL AND GRETEL EARLY LEARNING CTR INC	2206 WALNUT ST	HARRISBURG	PA	17103	$ 170,000
Beaver	HAP ENTERPRISES INC	310 WAYNE ST	BEAVER	PA	15009	$ 578,000
Clearfield	HARMONY AREA SCHOOL DISTRICT	5239 RIDGE RD	WESTOVER	PA	16692	$ 85,000
Dauphin	HARRISBURG SCHOOL DISTRICT	1601 STATE ST	HARRISBURG	PA	17103	$ 144,500
Luzerne	HAZELTON AREA SCHOOL DISTRICT	1515 W 23RD ST	HAZLE TOWNSHIP	PA	18202	$ 1,797,750

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Huntingdon	HCCADC	52 JUNIATA AVE	HUNTINGDON	PA	16652	$ 714,000
Allegheny	HIGHLANDS SCHOOL DISTRICT	1500 PACIFIC AVE	NATRONA HEIGHTS	PA	15065	$ 144,500
Lancaster	HILDEBRANDT LEARNING CENTER	200 TALCOTT AVE	WATERTOWN	MA	02472	$ 323,000
Allegheny	HOSANNA HOUSE INC	807 WALLACE AVE	PITTSBURGH	PA	15221	$ 176,800
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM	570 S 11TH ST	INDIANA	PA	15705	$ 255,000
Delaware	INTERBORO SCHOOL DISTRICT	900 WASHINGTON AVENUE	PROSPECT PARK	PA	19076	$ 68,000
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	18 WESTERN AVE	BROOKVILLE	PA	15825	$ 1,549,875
Clinton & Lycoming	JERSEY SHORE AREA SCHOOL DISTRICT	175 A AND P DR	JERSEY SHORE	PA	17740	$ 340,000
York	JEWISH COMMUNITY CENTER OF YORK	2000 HOLLYWOOD DR	YORK	PA	17403	$ 131,750
Carbon	JIM THORPE AREA SD	410 CENTER AVE	JIM THORPE	PA	18229	$ 170,000
Elk	JOHNSONBURG AREA SCHOOL DISTRICT	315 HIGH SCHOOL RD	JOHNSONBURG	PA	15845	$ 127,500
Philadelphia	KAIS COMFY CORNER INC	1601 S 9TH ST	PHILADELPHIA	PA	19148	$ 170,000
Schuylkill	KAREN FAUST JEFFREY FAUST DOLORES FAUS	51 1/2 MIFFLIN ST	PINE GROVE	PA	17963	$ 127,500
Dauphin	KEYSTONE SERVICE SYSTEMS INC	124 PINE ST	HARRISBURG	PA	17101	$ 3,587,000
Philadelphia	KIDS ACCELERATED LLC	608 N TROOPER RD	NORRISTOWN	PA	19403	$ 153,000
Blair	KIDS FIRST LILY POND	4 SHERATON DR	ALTOONA	PA	16601	$ 646,000
Cumberland, Dauphin, Lancaster & York	KINDERCARE EDUCATION LLC	655 METRO PL S	DUBLIN	OH	43017	$ 790,500
Luzerne	KINGS COLLEGE	133 N RIVER ST	WILKES BARRE	PA	18711	$ 170,000
Lackawanna	KMP INC	433 THORNHURST RD	BEAR CREEK TOWNSHIP	PA	18702	$ 170,000
Lackawanna	LACKAWANNA TRAIL SCHOOL DISTRICT	PO BOX 85	FACTORYVILLE	PA	18419	$ 304,625
Lancaster & Lebanon	LANCASTER LEBANON IU 13	1020 NEW HOLLAND AVE	LANCASTER	PA	17601	$ 2,364,500
Lancaster	LANCASTER MENNONITE SCHOOL	2176 LINCOLN HWY E	LANCASTER	PA	17602	$ 170,000
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	241 W GRANT ST	NEW CASTLE	PA	16101	$ 2,006,000
Montgomery	LEARN AND PLAY CENTERS INC	200 CAMP HILL RD	FORT WASHINGTON	PA	19034	$ 340,000
Lehigh	LEHIGH CARBON COMMUNITY COLLEGE	4525 EDUCATION PARK DR	SCHNECKSVILLE	PA	18078	$ 42,500
Lehigh & Northampton	LEHIGH VALLEY CHILDRENS CENTERS INC	1501 LEHIGH ST	ALLENTOWN	PA	18103	$ 2,310,300
Carbon	LEHIGHTON AREA SCHOOL DIST	1000 UNION ST	LEHIGHTON	PA	18235	$ 106,250
Union	LEWISBURG AREA SCHOOL DISTRICT	1951 WASHINGTON AVE	LEWISBURG	PA	17837	$ 85,000
Beaver & Butler	LIFESTEPS INC	383 NEW CASTLE RD	BUTLER	PA	16001	$ 976,238
Fayette & Westmoreland	LIGONIER VALLEY LEARNING CENTER INC	117 JUNIPER LN	LIGONIER	PA	15658	$ 1,016,500
Luzerne	LUZERNE COUNTY HEAD START, INC.	33 BEEKMAN ST	WILKES BARRE	PA	18702	$ 1,802,000

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Luzerne & Wyoming	LUZERNE INTERMEDIATE UNIT 18	2 COLLEY STREET	HANOVER	PA	18706	$ 501,502
Clinton & Lycoming	LYCOMING CLINTON COUNTIES COMMISSION FOR COMM ACTI	2138 LINCOLN ST	WILLIAMSPORT	PA	17701	$ 1,020,000
Indiana	MARION CENTER AREA SCHOOLS	22820 RTE 403 HWY N	MARION CENTER	PA	15759	$ 181,050
Allegheny	MCKEESPORT AREA SCHOOL DISTRICT	3590 ONEIL BLVD	MCKEESPORT	PA	15132	$ 760,817
Cumberland	MECHANICSBURG AREA SCHOOL DISTRICT	100 E ELMWOOD AVE	MECHANICSBURG	PA	17055	$ 191,250
Lawrence	MIDWESTERN INTERMEDIATE UNIT IV	453 MAPLE ST	GROVE CITY	PA	16127	$ 273,323
Erie	MILLCREEK TOWNSHIP SCHOOL DISTRICT	3740 W 26TH ST	ERIE	PA	16506	$ 255,000
Westmoreland	MONESSEN CITY SCHOOL DISTRICT	1275 ROSTRAVER ST	MONESSEN	PA	15062	$ 467,500
Lycoming	MONTGOMERY AREA SCHOOL	120 PENN ST	MONTGOMERY	PA	17752	$ 425,000
Montgomery	MONTGOMERY COUNTY COMMUNITY COLLEGE CHIL	340 DEKALB PIKE	BLUE BELL	PA	19422	$ 518,500
Montgomery	MONTGOMERY COUNTY INTERMEDIATE UNIT 23	2 W LAFAYETTE ST	NORRISTOWN	PA	19401	$ 1,190,000
Philadelphia	MOTIVATED YOUNG MINDS INC	5124 WALNUT ST	PHILADELPHIA	PA	19139	$ 595,000
Northumberland	MOUNT CARMEL AREA SCHOOL DISTRICT	600 W 5TH ST	MOUNT CARMEL	PA	17851	$ 510,000
Susquehanna	MT VIEW SCHOOL DISTRICT	11748 STATE ROUTE 106	KINGSLEY	PA	18826	$ 166,500
Bucks	NESHAMINY SCHOOL DISTRICT	2001 OLD LINCOLN HWY	LANGHORNE	PA	19047	$ 450,500
Clarion	NORTH CLARION COUNTY SCH DIS	RD # 1 PO BOX 194	TIONESTA	PA	16353	$ 244,800
Lackawanna, Susquehanna & Wayne	NORTHEASTERN CHILD CARE SERVICES INC	1356 N WASHINGTON AVE	SCRANTON	PA	18509	$ 839,800
Cambria	NORTHERN CAMBRIA SCHOOL DIS	601 JOSEPH ST	NORTHERN CAMBRIA	PA	15714	$ 86,110
Cameron	NORTHERN TIER	135 WEST 4TH STREET	EMPORIUM	PA	15834	$ 127,500
Allegheny	NORTHGATE SCHOOL DISTRICT	591 UNION AVENUE	PITTSBURGH	PA	15202	$ 161,500
Luzerne	NORTHWEST AREA SCHOOL DISTRICT	243 THORNE HILL RD	SHICKSHINNY	PA	18655	$ 242,250
Chester	OWEN J ROBERTS SCHOOL DISTRICT	901 RIDGE RD	POTTSTOWN	PA	19465	$ 474,300
Adams, Carbon, Chester & Schuylkill	PATHSTONE CORPORATION	1625 N FRONT ST	HARRISBURG	PA	17102	$ 688,500
Cambria	PENN CAMBRIA SCHOOL DISTRICT	201 6TH ST	CRESSON	PA	16630	$ 144,500
Indiana	PENNS MANOR AREA SCHOOL DISTRICT	6003 ROUTE 553 HWY	CLYMER	PA	15728	$ 102,000
Bucks	PENNSBURY SCHOOL DISTRICT	134 YARDLEY AVE	LEVITTOWN	PA	19054	$ 433,500
Tioga	PENNYS DAYCARE LLC	23 LAKE ST	TIOGA	PA	16946	$ 255,000
Philadelphia	PHILADELPHIA EARLY LEARNING ALLIANCE	7922 BUSTLETON AVE	PHILADELPHIA	PA	19152	$ 637,500
Chester	PHILADELPHIA FREEDOM VALLEY YMCA	400 FAYETTE ST	CONSHOHOCKEN	PA	19428	$ 127,500
Philadelphia	PHILADELPHIA HEALTH MANAGEMENT CORP	1500 MARKET ST	PHILADELPHIA	PA	19102	$ 850,000
Allegheny, Beaver, Fayette & Westmoreland	PIC - WESTMORELAND/FAYETTE	219 DONOHOE ROAD	GREENSBURG	PA	15601	$ 2,227,000

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Allegheny	PITTSBURGH PUBLIC SCHOOLS	341 S BELLEFIELD AVE	PITTSBURGH	PA	15213	$ 5,627,000
Monroe	POCONO SERVICES FOR FAMILIES AND CHILDREN	212 W 4TH ST	EAST STROUDSBURG	PA	18301	$ 340,000
Chester & Montgomery	POTTSTOWN SCHOOL DISTRICT	230 BEECH ST	POTTSTOWN	PA	19464	$ 2,240,600
Bucks	QUAKERTOWN COMMUNITY SCHOOL DIST	100 COMMERCE DR	QUAKERTOWN	PA	18951	$ 289,000
Beaver	RIVERSIDE BEAVER COUNTY SC DIS	318 COUNRTY CLUB DR	ELWOOD CITY	PA	16117	$ 166,500
Allegheny	RIVERVIEW CHILDRENS CENTER INC	655 SYLVAN WAY	VERONA	PA	15147	$ 646,000
Bucks	SCHOOL DISTRICT OF BOROUGH OF MORRISVILLE	550 W PALMER ST	MORRISVILLE	PA	19067	$ 472,500
York	SCHOOL DISTRICT OF CITY OF YORK	31 N PERSHING AVE	YORK	PA	17401	$ 2,099,500
Lancaster	SCHOOL DISTRICT OF LANCASTER	1020 LEHIGH AVE	LANCASTER	PA	17602	$ 3,910,000
Philadelphia	SCHOOL DISTRICT OF PHILA	440 N BROAD ST	PHILADELPHIA	PA	19130	$ 29,095,500
Schuylkill	SCHUYLKILL IU 29	17 MAPLE AVE	MARLIN	PA	17951	$ 476,000
Lackawanna, Pike & Wayne	SCRANTON LACKAWANNA HUMAN DEVELOPMENT AGENCY	321 SPRUCE ST FL 1	SCRANTON	PA	18503	$ 1,216,500
Forrest, McKean & Potter	SENECA HIGHLANDS INTERMEDIATE UNIT NO 9	119 S MECHANIC ST	SMETHPORT	PA	16749	$ 1,806,500
Westmoreland	SETON HILL CHILD SERVICES INC	105 HARTMAN RD STE 204	GREENSBURG	PA	15601	$ 1,819,000
Cumberland	SHIPPENSBURG UNIVERSITY HEAD START	1871 OLD MAIN DRIVE	SHIPPENSBURG	PA	17257	$ 892,500
Fulton	SOUTHERN FULTON SCHOOL DISTRICT	3072 GREAT COVE RD	WARFORDSBURG	PA	17267	$ 144,500
Tioga	SOUTHERN TIOGA SCHOOL DISTRICT	241 MAIN ST	BLOSSBURG	PA	16912	$ 722,500
Bradford & Tioga	STEPPING STONES PRESCHOOL INC	855 TEARS RD	COLUMBIA CROSS ROADS	PA	16914	$ 697,000
Mifflin, Snyder & Union	SUM CHILD DEVELOPMENT	14 S 11TH ST	MIFFLINBURG	PA	17844	$ 1,530,000
Lancaster	SUNRISE USA LLC	1921 GLENWOLD DR	PAOLI	PA	19301	$ 170,000
Somerset	TABLELAND SERVICES, INC.	535 EAST MAIN STREET	SOMERSET	PA	15501	$ 735,250
Monroe	TGPC FOR C & L OF ST PAUL EVANGELICAL L C INC	138 TRACH DR	KRESGEVILLE	PA	18333	$ 535,500
Lehigh	THE CUDDLE ZONE LEARNING CENTER INC	445 ALLENTOWN DR	ALLENTOWN	PA	18109	$ 561,000
Lackawanna	THE KREIG INSTITUTE FOR EARLY CHILDHOOD	REAR 3716 LAWRENCE AVE	MOOSIC	PA	18507	$ 491,300
Bedford & Somerset	THE LEARNING LAMP	2025 BEDFORD ST	JOHNSTOWN	PA	15904	$ 238,000
Centre	THE PENNSYLVANIA STATE UNIVERSITY	123 STUDENT HEALTH CTR	UNIVERSITY PARK	PA	16802	$ 780,300
Northampton	THIRD STREET ALLIANCE FOR WOMEN	41 N 3RD ST	EASTON	PA	18042	$ 170,000
Westmoreland	TINY TOWN ENTERPRISES INC	1270 MIDDLETOWN RD	GREENSBURG	PA	15601	$ 340,000
Delaware	TODAYS CHILD LEARNING CENTER INC	21 W BALTIMORE AVE	LANSDOWNE	PA	19050	$ 1,519,800

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Bradford	TOWANDA AREA SCHOOL DISTRICT	410 STATE ST	TOWANDA	PA	18848	$ 306,000
Chester	TREEHOUSE CHILDCARE SERVICES LLC	102 HORSESHOE DR	THORNDALE	PA	19372	$ 272,000
Lawrence	TROB ENTERPRISE LLC	4130 W STATE ST	EDINBURG	PA	16116	$ 161,500
Wyoming	TUNKHANNOCK AREA SCHOOL DIST	41 PHILADELPHIA AVE	TUNKHANNOCK	PA	18657	$ 438,600
Juniata	TUSCARORA INTER UNIT 11	2527 US HIGHWAY 522 S	MC VEYTOWN	PA	17051	$ 425,000
Franklin	TUSCARORA SCHOOL DISTRICT	100 W SEMINARY ST	MERCERSBURG	PA	17236	$ 306,000
Bedford	TUSSEY MOUNTAIN SCHOOL DISTRICT	199 FRONT ST	SAXTON	PA	16678	$ 170,000
Blair	TYRONE AREA SCHOOL DISTRICT	701 CLAY AVE	TYRONE	PA	16686	$ 548,250
Indiana	UNITED SCHOOL DISTRICT	PO BOX 168	ARMAGH	PA	15920	$ 255,000
Bucks	UNITED WAY OF BUCKS COUNTY	413 HOOD BLVD	FAIRLESS HILLS	PA	19030	$ 1,296,250
Indiana & Westmoreland	UNITY MARKETING GROUP INC	254 WINELAND RD	LIGONIER	PA	15658	$ 289,000
Dauphin	UPPER DAUPHIN AREA SCHOOL DISTRICT	5668 STATE ROUTE 209	LYKENS	PA	17048	$ 127,500
Warren	WARREN AND FOREST COUNTIES ECONOMIC OPPORTUNITY CO	1209 PENNSYLVANIA AVE W	WARREN	PA	16365	$ 221,000
Chester	WARWICK CHILD CARE CENTER INC	300 N POTTSTOWN PIKE	EXTON	PA	19341	$ 276,250
Franklin	WAYNESBORO AREA SCHOOL DISTRICT	210 CLAYTON AVE	WAYNESBORO	PA	17268	$ 144,500
Carbon	WEATHERLY AREA SCHOOL DISTRICT	602 SIXTH STREET	WEATHERLY	PA	18255	$ 306,000
Monroe	WEE WONS INC	127 ROUTE 423	POCONO PINES	PA	18350	$ 168,300
Allegheny	WEST MIFFLIN AREA SD	3000 LEBANON CHURCH RD	WEST MIFFLIN	PA	15122	$ 289,000
Perry	WEST PERRY SCHOOL DISTRICT	2606 SHERMANS VALLEY RD	ELLIOTTSBURG	PA	17024	$ 374,000
Beaver	WESTERN BEAVER COUNTY S D	343 RIDGEMONT DR	MIDLAND	PA	15059	$ 170,000
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	226 S MAPLE AVE	GREENSBURG	PA	15601	$ 170,000
Philadelphia	WESTWOOD INCORPORATED	200 PINE LN	DOUGLASSVILLE	PA	19518	$ 170,000
Allegheny	WILKINSBURG SCHOOL DISTRICT	718 WALLACE AVE	PITTSBURGH	PA	15221	$ 722,500
Northampton	WILSON AREA SCHOOL DISTRICT	2040 WASHINGTON BOULEVARD	EASTON	PA	18042	$ 161,500
Somerset	WINDBER AREA SCHOOL DIST	2301 GRAHAM AVENUE	WINDBER	PA	15963	$ 170,000
Allegheny	WOODLAND HILLS SCHOOL DISTRICT	531 JONES AVE	BRADDOCK	PA	15104	$ 153,000
Bradford & Sullivan	WYALUSING VALLEY CHILDRENS CENTER INC	42932 ROUTE 6	WYALUSING	PA	18853	$ 1,020,000
Erie	YMCA OF GREATER ERIE	31 W 10TH ST	ERIE	PA	16501	$ 1,148,350
York	YORK DAY NURSERY INC	450 E PHILADELPHIA ST	YORK	PA	17403	$ 89,250
Montgomery & Philadelphia	YOUR CHILDS WORLD LEARNING CENTER	7120 N BROAD ST	PHILADELPHIA	PA	19126	$ 977,500
Delaware	YOUTH ENRICHMENT PROGRAMS INC	2029 S 7TH ST # 33	PHILADELPHIA	PA	19148	$ 637,500

Location County	Lead Agency Name	Address	City	State	Zip	Grant Amount
York	YWCA YORK	320 E MARKET ST	YORK	PA	17403	$ 1,062,500
Mercer	ZION EDUCATION CENTER	753 CEDAR AVE	SHARON	PA	16146	$ 127,500
	Information Technology/Admin					$ 2,833,000
	TOTALS					**$ 172,639,267**

County	Lead Agency Name	Full Day Funded Slots	Half Day Funded Slots	Full Day Enrollments	Half Day Enrollments	Total PA Pre-K Funded Slots	Total PA Pre-K Enrollments	Total # of PA Pre-K Counts Children Also Enrolled in Head Start Supplemental Assistance Program	Total # of PA Pre-K Counts Children Also Enrolled in Child Care Works
Delaware	AARDVARK DAY CARE INC	19	0	19	0	19	19	0	13
Lackawanna & Luzerne	ABC KIDDIE KAMPUS INC	119	0	118	0	119	118	0	4
Philadelphia	ACELERO LEARNING CAMDEN PHILADELPHIA	100	0	99	0	100	99	0	3
Westmoreland	ALL KIDS ARE SPECIAL CHILDCARE & LRG CTR	39	0	39	0	39	39	0	0
Allegheny	ALLEGHENY INTERMEDIATE UNIT	288	0	265	20	288	285	1	17
Bedford & Cambria	ALLEGHENY LUTHERAN SOCIAL MINISTRIES	27	0	27	0	27	27	0	1
Beaver	AMBRIDGE AREA SCHOOL DISTRICT	60	0	60	0	60	60	0	40
Armstrong & Indiana	ARIN INTERMEDIATE UNIT 28	100	0	100	0	100	100	0	3
Armstrong	ARMSTRONG COUNTY COMMUNITY ACTION AGENCY	19	0	19	0	19	19	0	6
Philadelphia	ASOCIACION PUERTO EN MARCHA	40	0	62	0	40	62	0	4
Westmoreland	BARBARA MENSER	0	17	0	15	17	15	0	3
Bedford	BEDFORD AREA SCHOOL DISTRICT	17	0	17	0	17	17	0	1
Blair	BEGIN WITH US CC AND PRESCHOOL INC	140	0	140	17	140	157	1	6
Erie	BENEDICTINE SISTERS INC	30	0	31	0	30	31	0	13
Berks & Chester	BERKS COMMUNITY ACTION PROGRAM	349	0	319	0	349	319	1	21
Berks	BERKS COUNTY INTERMEDIATE UNIT 14	140	0	147	0	140	147	0	20
Allegheny	BETHEL PARK SCHOOL DISTRICT	15	15	15	15	30	30	0	2
Lehigh & Northampton	BETHLEHEM AREA SCHOOL DISTRICT	80	0	80	0	80	80	0	2
Beaver	BIG BEAVER FALLS AREA SCHOOL	36	0	37	0	36	37	0	12

County	Lead Agency Name	Full Day Funded Slots	Half Day Funded Slots	Full Day Enrollments	Half Day Enrollments	Total PA Pre-K Funded Slots	Total PA Pre-K Enrollments	Total # of PA Pre-K Counts Children Also Enrolled in Head Start Supplemental Assistance Program	Total # of PA Pre-K Counts Children Also Enrolled in Child Care Works
Bradford	BLAST INTERMEDIATE UNIT NO 17	28	25	33	24	53	57	0	2
Luzerne	BLOOM EARLY EDUCATION CENTERS INC	18	0	18	0	18	18	0	0
Greene & Washington	BLUEPRINTS	417	0	418	0	417	418	1	48
Lawrence & Mercer	BRADFORD CHILD CARE SERVICES INC	36	0	36	0	36	36	0	19
Bradford & Tioga	BRADFORD TIOGA HEAD START INC.	68	119	187	0	187	187	0	11
Chester	BRIGHT BEGINNINGS EDUCATION CENTER INC	139	2	139	2	141	141	0	4
Dauphin	BRIGHT FUTURES LEARNING CENTER INC	186	0	187	0	186	187	0	4
Philadelphia	BRIGHTSIDE ACADEMY INC	80	0	79	0	80	79	0	6
Bucks	BRISTOL TOWNSHIP SCHOOL DISTRICT	93	0	93	0	93	93	0	0
Montour	BUSY LITTLE BEAVERS INC	17	0	17	0	17	17	0	6
Butler	BUTLER COUNTY CHILDRENS CENTER INC	70	0	71	0	70	71	0	2
Cambria	CAMBRIA HEIGHTS SCHOOL DISTRICT	17	0	17	0	17	17	0	13
Centre, Clearfield & Elk	CEN CLEAR CHILD SERVICES INC	210	21	212	21	231	233	0	34
Columbia, Luzerne & Northumberland	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	108	0	108	0	108	108	0	0
Franklin	CHAMBERSBURG AREA SCHOOL DISTRICT	140	0	139	0	140	139	0	0
Westmoreland	CHERISE M RACHAL	17	0	17	0	17	17	0	6
Chester	CHESTER COUNTY INTERMEDIATE UNIT	57	0	47	0	57	47	0	0
Delaware	CHESTER UPLAND SCHOOL DIST	95	0	99	0	95	99	0	4
Bedford	CHESTNUT RIDGE SCHOOL DIST	32	0	32	0	32	32	0	3
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	51	0	52	0	51	52	14	1
Blair, Centre & Clinton	CHILD DEVELOPMENT & FAMILY COUNCIL OF CENTRE CO	124	0	123	0	124	123	0	3
Venango	CHILD DEVELOPMENT CENTER INC	212	0	194	0	212	194	0	24
Luzerne	CHILD DEVELOPMENT COUNCIL OF NEPA INC	60	0	61	0	60	61	0	1
Schuylkill	CHILD DEVELOPMENT INC	216	0	212	1	216	213	0	13
Lancaster	CHILDCARE SERVICES INC	36	16	36	16	52	52	0	3

County	Lead Agency Name	Full Day Funded Slots	Half Day Funded Slots	Full Day Enrollments	Half Day Enrollments	Total PA Pre-K Funded Slots	Total PA Pre-K Enrollments	Total # of PA Pre-K Counts Children Also Enrolled in Head Start Supplemental Assistance Program	Total # of PA Pre-K Counts Children Also Enrolled in Child Care Works
Bucks, Montgomery & Philadelphia	CHILDREN OF AMERICA NEW BRITAIN LLC	60	0	60	0	60	60	0	0
Clearfield	CHILDRENS AID SOCIETY IN CLEARFIELD CTY	18	0	18	0	18	18	0	9
Mercer	CHILDRENS CENTER OF MERCER COUNTY	10	0	10	0	10	10	0	0
Adams	CLARK AGAPAKIS	0	40	9	29	40	38	0	1
Lancaster	COCALICO SCHOOL DISTRICT	0	30	0	30	30	30	0	16
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA COUNTY	87	0	87	0	87	87	0	0
Mercer	COMMUNITY ACTION PARTNERSHIP OF MERCER COUNTY	78	0	78	0	78	78	0	6
Philadelphia	COMMUNITY CONCERN 13 MULTI-PURPOSE LRNG	20	0	29	0	20	29	0	0
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	373	0	379	0	373	379	0	1
Cambria	CONE MAUGH VALLEY SCHOOL DISTRICT	34	0	34	0	34	34	0	21
Lancaster	CONESTOGA VALLEY SCHOOL DISTRICT	50	0	50	0	50	50	0	4
Erie	CORRY AREA SCHOOL DISTRICT	40	0	40	0	40	40	0	4
Allegheny	COUNCIL OF THREE RIVERS AMER INDIAN CTR	132	19	110	20	151	130	0	0
Allegheny	CRAFTON CHILDRENS CORNER INC	20	0	20	0	20	20	0	0
Chester	CREATIVE EDUCATION INC	15	0	15	0	15	15	0	3
Philadelphia	CREATIVE LEARNING ENVIRONMENTS INC	34	0	35	0	34	35	0	75
York	CRISPUS ATTUCKS ASSOCIATION INC	20	0	14	1	20	15	1	6
Montour	DANVILLE AREA SCHOOL DISTRICT	34	0	34	0	34	34	0	6
Montgomery	DAY CARE ASSOCIATION OF MONTGOMERY COUNTY INC	32	0	34	0	32	34	0	7
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	146	0	175	0	146	175	0	5
Pike	DELAWARE VALLEY SCHOOL DIST	1	64	2	62	65	64	0	0
Erie	DR GERTRUDE A BARBER CENTER INC	45	0	45	0	45	45	0	12
Erie	EARLY CONNECTIONS	30	97	30	93	127	123	0	3

County	Lead Agency Name	Full Day Funded Slots	Half Day Funded Slots	Full Day Enrollments	Half Day Enrollments	Total PA Pre-K Funded Slots	Total PA Pre-K Enrollments	Total # of PA Pre-K Counts Children Also Enrolled in Head Start Supplemental Assistance Program	Total # of PA Pre-K Counts Children Also Enrolled in Child Care Works
Lycoming	EAST LYCOMING SCHOOL DISTRICT	13	25	12	26	38	38	0	0
Northampton	EASTON SCHOOL DISTRICT PAYROLL DEPARTM	19	0	20	0	19	20	0	49
Crawford & Erie	EDINBORO UNIVERSITY OF PA EARLY CHILDHOOD/SPECIAL	105	0	105	0	105	105	0	1
Erie	ERIE CITY SCHOOL DISTRICT	81	249	98	229	330	327	0	8
Crawford	FAMILY & COMMUNITY CHRISTIAN ASSOCIATION	191	60	191	60	251	251	7	1
Philadelphia	FAMILY SUPPORT SERVICES	27	2	29	2	29	31	0	2
Franklin	FANNETT METAL SCHOOL DIST	19	0	19	0	19	19	0	4
Susquehanna	FOREST CITY REGIONAL SCHL DISTRICT	36	0	35	0	36	35	0	3
Fayette	FRAZIER SCHOOL DISTRICT	16	0	0	32	16	32	0	0
Berks	GOVERNOR MIFFLIN SCHOOL DISTRICT	20	0	20	0	20	20	0	1
Mifflin	GRACE COVENANT CHURCH	49	8	47	8	57	55	0	0
Indiana	GRAND BEGINNINGS CHILDRENS CENTER INC	16	0	0	13	16	13	0	22
Erie	GREATER ERIE COMMUNITY ACTION COMITTEE	68	0	68	0	68	68	0	0
Cambria	GREATER JOHNSTOWN SCHOOL DIS	101	0	104	1	101	105	0	1
Luzerne	GREATER NANTICOKE AREA SCHOOL DISTRICT	0	38	0	38	38	38	0	2
Northampton	GREATER VALLEY YOUNG MENS CHRISTIAN ASSOCIATION	109	38	49	36	147	85	0	0
Dauphin	HALIFAX AREA SCHOOL DISTRICT	15	30	30	0	45	30	0	0
Dauphin	HANSEL AND GRETEL EARLY LEARNING CTR INC	20	0	20	0	20	20	0	0
Beaver	HAP ENTERPRISES INC	68	0	67	0	68	67	0	3
Clearfield	HARMONY AREA SCHOOL DISTRICT	10	0	10	0	10	10	0	3
Dauphin	HARRISBURG SCHOOL DISTRICT	17	0	17	0	17	17	0	6
Luzerne	HAZELTON AREA SCHOOL DISTRICT	204	15	203	17	219	220	0	29
Huntingdon	HCCADC	84	0	84	0	84	84	0	6

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Allegheny	HIGHLANDS SCHOOL DISTRICT	0	34	0	34	34	34	0	11
Lancaster	HILDEBRANDT LEARNING CENTER	38	0	38	0	38	38	0	71
Allegheny	HOSANNA HOUSE INC	20	0	12	0	20	12	0	5
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM	30	0	27	0	30	27	0	5
Delaware	INTERBORO SCHOOL DISTRICT	0	16	0	16	16	16	0	17
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	142	89	143	90	231	233	0	1
Clinton & Lycoming	JERSEY SHORE AREA SCHOOL DISTRICT	40	0	40	0	40	40	0	0
York	JEWISH COMMUNITY CENTER OF YORK	12	7	12	13	19	25	0	4
Carbon	JIM THORPE AREA SD	0	40	0	40	40	40	0	6
Elk	JOHNSONBURG AREA SCHOOL DISTRICT	15	0	15	0	15	15	0	4
Philadelphia	KAIS COMFY CORNER INC	20	0	20	0	20	20	0	7
Schuylkill	KAREN FAUST JEFFREY FAUST DOLORES FAUS	15	0	15	0	15	15	0	0
Dauphin	KEYSTONE SERVICE SYSTEMS INC	422	0	418	0	422	418	0	1
Philadelphia	KIDS ACCELERATED LLC	18	0	18	0	18	18	0	4
Blair	KIDS FIRST LILY POND	76	0	76	0	76	76	0	0
Cumberland, Dauphin, Lancaster & York	KINDERCARE EDUCATION LLC	93	0	93	0	93	93	0	15
Luzerne	KINGS COLLEGE	20	0	20	0	20	20	0	1
Lackawanna	KMP INC	20	0	21	0	20	21	0	0
Lackawanna	LACKAWANNA TRAIL SCHOOL DISTRICT	37	0	33	0	37	33	0	5
Lancaster & Lebanon	LANCASTER LEBANON IU 13	256	42	250	36	298	286	0	3
Lancaster	LANCASTER MENNONITE SCHOOL	20	0	20	0	20	20	0	4
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	236	0	233	0	236	233	0	16
Montgomery	LEARN AND PLAY CENTERS INC	40	0	40	0	40	40	0	21
Lehigh	LEHIGH CARBON COMMUNITY COLLEGE	0	10	0	10	10	10	0	43
Lehigh & Northampton	LEHIGH VALLEY CHILDRENS CENTERS INC	271	0	275	0	271	275	0	4
Carbon	LEHIGHTON AREA SCHOOL DIST	0	25	0	25	25	25	0	15
Union	LEWISBURG AREA SCHOOL DISTRICT	0	20	0	18	20	18	1	38
Beaver & Butler	LIFESTEPS INC	104	22	82	6	126	88	32	570

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Fayette & Westmoreland	LIGONIER VALLEY LEARNING CENTER INC	119	0	117	0	119	117	0	6
Luzerne	LUZERNE COUNTY HEAD START, INC.	212	0	215	0	212	215	0	0
Luzerne & Wyoming	LUZERNE INTERMEDIATE UNIT 18	65	0	64	0	65	64	0	0
Clinton & Lycoming	LYCOMING CLINTON COUNTIES COMMISSION FOR COMM ACTI	84	72	123	33	156	156	0	1
Indiana	MARION CENTER AREA SCHOOLS	0	41	0	37	41	37	0	1
Allegheny	MCKEESPORT AREA SCHOOL DISTRICT	74	32	74	32	106	106	0	1
Cumberland	MECHANICSBURG AREA SCHOOL DISTRICT	0	45	1	45	45	46	0	9
Lawrence	MIDWESTERN INTERMEDIATE UNIT IV	34	0	34	0	34	34	0	24
Erie	MILLCREEK TOWNSHIP SCHOOL DISTRICT	0	60	0	64	60	64	0	55
Westmoreland	MONESSEN CITY SCHOOL DISTRICT	55	0	56	0	55	56	0	3
Lycoming	MONTGOMERY AREA SCHOOL	50	0	50	0	50	50	1	12
Montgomery	MONTGOMERY COUNTY COMMUNITY COLLEGE CHIL	61	0	61	0	61	61	0	4
Montgomery	MONTGOMERY COUNTY INTERMEDIATE UNIT 23	140	0	142	0	140	142	0	8
Philadelphia	MOTIVATED YOUNG MINDS INC	70	0	61	0	70	61	0	56
Northumberland	MOUNT CARMEL AREA SCHOOL DISTRICT	60	0	60	0	60	60	1	13
Susquehanna	MT VIEW SCHOOL DISTRICT	19	0	39	0	19	39	0	0
Bucks	NESHAMINY SCHOOL DISTRICT	53	0	53	0	53	53	0	0
Clarion	NORTH CLARION COUNTY SCH DIS	28	0	28	0	28	28	0	4
Lackawanna, Susquehanna & Wayne	NORTHEASTERN CHILD CARE SERVICES INC	98	0	100	0	98	100	0	0
Cambria	NORTHERN CAMBRIA SCHOOL DIS	0	20	0	20	20	20	0	15
Cameron	NORTHERN TIER	15	0	15	0	15	15	0	8
Allegheny	NORTHGATE SCHOOL DISTRICT	19	0	20	0	19	20	0	6

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Luzerne	NORTHWEST AREA SCHOOL DISTRICT	37	0	22	0	37	22	0	1
Chester	OWEN J ROBERTS SCHOOL DISTRICT	55	0	49	0	55	49	0	0
Adams, Carbon, Chester & Schuylkill	PATHSTONE CORPORATION	81	0	80	0	81	80	0	8
Cambria	PENN CAMBRIA SCHOOL DISTRICT	17	0	17	0	17	17	0	1
Indiana	PENNS MANOR AREA SCHOOL DISTRICT	0	24	0	24	24	24	0	10
Bucks	PENNSBURY SCHOOL DISTRICT	0	102	2	99	102	101	0	0
Tioga	PENNYS DAYCARE LLC	30	0	30	0	30	30	0	2
Philadelphia	PHILADELPHIA EARLY LEARNING ALLIANCE	75	0	70	0	75	70	0	5
Chester	PHILADELPHIA FREEDOM VALLEY YMCA	15	0	11	4	15	15	0	2
Philadelphia	PHILADELPHIA HEALTH MANAGEMENT CORP	100	0	79	21	100	100	0	0
Allegheny, Beaver, Fayette & Westmoreland	PIC - WESTMORELAND/FAYETTE	262	0	262	0	262	262	0	8
Allegheny	PITTSBURGH PUBLIC SCHOOLS	666	0	664	0	666	664	1	3
Monroe	POCONO SERVICES FOR FAMILIES AND CHILDREN	40	0	38	0	40	38	0	2
Chester & Montgomery	POTTSTOWN SCHOOL DISTRICT	262	0	257	2	262	259	0	3
Bucks	QUAKERTOWN COMMUNITY SCHOOL DIST	34	0	34	0	34	34	0	1
Beaver	RIVERSIDE BEAVER COUNTY SC DIS	19	0	19	0	19	19	0	2
Allegheny	RIVERVIEW CHILDRENS CENTER INC	72	8	71	9	80	80	0	0
Bucks	SCHOOL DISTRICT OF BOROUGH OF MORRISVILLE	37	0	53	0	37	53	0	0
York	SCHOOL DISTRICT OF CITY OF YORK	247	0	247	0	247	247	0	0
Lancaster	SCHOOL DISTRICT OF LANCASTER	460	0	460	0	460	460	0	6
Philadelphia	SCHOOL DISTRICT OF PHILA	3396	54	3177	83	3450	3260	0	9
Schuylkill	SCHUYLKILL IU 29	56	0	56	0	56	56	0	7
Lackawanna, Pike & Wayne	SCRANTON LACKAWANNA HUMAN DEVELOPMENT AGENCY	139	0	138	30	139	168	0	3
Forrest, McKean & Potter	SENECA HIGHLANDS INTERMEDIATE UNIT NO 9	199	20	191	0	219	191	0	5

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Westmoreland	SETON HILL CHILD SERVICES INC	214	0	217	0	214	217	0	2
Cumberland	SHIPPENSBURG UNIVERSITY HEAD START	105	0	108	0	105	108	0	12
Fulton	SOUTHERN FULTON SCHOOL DISTRICT	17	0	17	0	17	17	0	0
Tioga	SOUTHERN TIOGA SCHOOL DISTRICT	83	4	83	4	87	87	0	15
Bradford & Tioga	STEPPING STONES PRESCHOOL INC	82	0	82	0	82	82	0	10
Mifflin, Snyder & Union	SUM CHILD DEVELOPMENT	180	0	164	15	180	179	0	10
Lancaster	SUNRISE USA LLC	20	0	20	0	20	20	0	8
Somerset	TABLELAND SERVICES, INC.	50	73	34	22	123	56	0	124
Monroe	TGPC FOR C & L OF ST PAUL EVANGELICAL L C INC	18	90	18	90	108	108	0	34
Lehigh	THE CUDDLE ZONE LEARNING CENTER INC	66	0	66	0	66	66	0	12
Lackawanna	THE KREIG INSTITUTE FOR EARLY CHILDHOOD	57	0	57	0	57	57	0	17
Bedford & Somerset	THE LEARNING LAMP	28	0	29	0	28	29	0	4
Centre	THE PENNSYLVANIA STATE UNIVERSITY	91	0	91	0	91	91	0	2
Northampton	THIRD STREET ALLIANCE FOR WOMEN	20	0	20	0	20	20	0	6
Westmoreland	TINY TOWN ENTERPRISES INC	40	0	46	0	40	46	0	5
Delaware	TODAYS CHILD LEARNING CENTER INC	174	0	178	0	174	178	0	4
Bradford	TOWANDA AREA SCHOOL DISTRICT	36	0	36	0	36	36	0	13
Chester	TREEHOUSE CHILDCARE SERVICES LLC	32	0	33	0	32	33	2	10
Lawrence	TROB ENTERPRISE LLC	19	0	20	0	19	20	0	2
Wyoming	TUNKHANNOCK AREA SCHOOL DIST	50	0	54	0	50	54	0	6
Juniata	TUSCARORA INTER UNIT 11	50	0	38	2	50	40	0	7
Franklin	TUSCARORA SCHOOL DISTRICT	36	0	37	0	36	37	0	3
Bedford	TUSSEY MOUNTAIN SCHOOL DISTRICT	10	20	10	20	30	30	0	4
Blair	TYRONE AREA SCHOOL DISTRICT	37	55	36	49	92	85	0	0
Indiana	UNITED SCHOOL DISTRICT	30	0	30	0	30	30	0	6
Bucks	UNITED WAY OF BUCKS COUNTY	129	15	146	14	144	160	0	6

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Indiana & Westmoreland	UNITY MARKETING GROUP INC	34	0	34	0	34	34	0	1
Dauphin	UPPER DAUPHIN AREA SCHOOL DISTRICT	15	0	15	0	15	15	0	30
Warren	WARREN AND FOREST COUNTIES ECONOMIC OPPORTUNITY CO	26	0	26	0	26	26	0	6
Chester	WARWICK CHILD CARE CENTER INC	35	0	33	0	35	33	0	9
Franklin	WAYNESBORO AREA SCHOOL DISTRICT	0	34	18	17	34	35	0	5
Carbon	WEATHERLY AREA SCHOOL DISTRICT	36	0	36	0	36	36	0	2
Monroe	WEE WONS INC	19	0	19	0	19	19	0	0
Allegheny	WEST MIFFLIN AREA SD	0	68	0	68	68	68	0	2
Perry	WEST PERRY SCHOOL DISTRICT	44	0	44	0	44	44	0	1
Beaver	WESTERN BEAVER COUNTY S D	20	0	20	0	20	20	0	0
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	20	0	21	0	20	21	0	8
Philadelphia	WESTWOOD INCORPORATED	20	0	20	0	20	20	0	0
Allegheny	WILKINSBURG SCHOOL DISTRICT	85	0	95	0	85	95	0	7
Northampton	WILSON AREA SCHOOL DISTRICT	19	0	19	0	19	19	0	1
Somerset	WINDBER AREA SCHOOL DIST	20	0	20	0	20	20	0	0
Allegheny	WOODLAND HILLS SCHOOL DISTRICT	18	0	18	0	18	18	1	11
Bradford & Sullivan	WYALUSING VALLEY CHILDRENS CENTER INC	120	0	110	0	120	110	0	0
Erie	YMCA OF GREATER ERIE	68	131	70	128	199	198	0	1
York	YORK DAY NURSERY INC	10	1	11	0	11	11	0	0
Montgomery & Philadelphia	YOUR CHILDS WORLD LEARNING CENTER	115	0	109	0	115	109	0	2
Delaware	YOUTH ENRICHMENT PROGRAMS INC	75	0	77	0	75	77	0	0
York	YWCA YORK	125	0	127	0	125	127	0	1
Mercer	ZION EDUCATION CENTER	15	0	16	0	15	16	0	7
TOTALS		18,825	2,204	18,626	2,048	21,029	20,674	65	2,289

Pennsylvania Pre-K Counts Statute, Regulations and Guidelines

Effective July 1, 2017

COMMONWEALTH OF PENNSYLVANIA
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Tom Wolf, Governor

Department of Education
Pedro A. Rivera, Secretary

Office of Child Development and Early Learning
Suzann Morris, Deputy Secretary

Bureau of Early Learning Services
Rebecca C. Mercatoris, Director

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Statutory Authority:
Act 45 established the Pennsylvania Pre-K Counts Program as a competitive grant program to expand pre-kindergarten opportunities for eligible students throughout this commonwealth. It authorized the Pennsylvania Department of Education (PDE) to promulgate regulations and

establish guidelines and standards necessary to implement the Program. The regulations that were promulgated can be found at Part 405 of Title 22 of the Pennsylvania Code.

The Program serves children who are at least three years of age and younger than the entry age for kindergarten in their school district of residence and must be provided free of charge. However, families that can afford to pay some or all of the cost for the Program may do so but they may not be solicited to pay. Grants are awarded through a competitive grant process to school districts, Head Start programs, licensed nursery schools, child care centers and group child care homes that are at least a STAR 3 under the Keystone STARS quality rating system established by the Pennsylvania Department of Human Services and third-party entities that carry out the administrative and fiduciary provisions of the Program but not operate a classroom funded by the grant. The programs must target enrollment to children who are most at risk of school failure, which is defined as living in households below 300 percent of the federal poverty rate, are English language learners or are at risk due to community factors, academic difficulties or economic disadvantage. Grant recipients shall verify income and family size before enrolling students. Children with identifiable disabilities or developmental delays may be included in the Program and shall be served in inclusive environments in which they constitute no more than 20 percent of the initial enrollment at the start of the Program year.

Grant funds may not be placed in a reserve account or used for administrative purposes. They may only fund Programs that provide no fewer than 180 days of pre-kindergarten services, include a minimum of 2 1/2 hours of instructional services in half-day programs and a minimum of 5 hours of instructional services for full-day programs. Program providers may have a delayed start-up in the first year of their participation in the Program and offer fewer than 180 days of instructional services upon approval by PDE. Classroom size is restricted to no more than 20 students (with 17 students preferred as in the State Board of Education regulations in Chapter 4 (relating to academic standards and assessment) with two adult staff—a teacher certified in early childhood education, and a teacher aide who is highly qualified. To be considered highly qualified, a teacher aide shall have completed two full years of postsecondary study, hold a child development associate's credential or an associate's degree or higher, or pass a rigorous formal state or local assessment demonstrating knowledge. Continuing professional development must be provided to both teachers and teacher aides. In addition, teachers shall complete a year-long teacher induction program, undergo evaluations and apply for Level II Certification under the State Board of Education regulations in Chapter 49 (relating to certification of professional personnel).

In planning programs, providers shall coordinate and collaborate with Early Intervention and Head Start agencies, school districts, community groups and other area providers of pre-kindergarten services. In particular, grantees should coordinate the availability of services with other Office of Child Development and Early Learning programs which have waiting lists. Grantees operating in partnerships with other entities shall have written partnership agreements explaining how they will operate. Providers shall have plans for parental engagement, transition of students to kindergarten, immunizations and emergency response.

The Program's curriculum must be aligned with the early learning standards established by PDE, and grantees and their provider partners shall perform other duties under applicable regulations and standards, including assessment of student progress and the classroom environment. Eligible students may not be included in school district calculations for average daily membership for the purpose of fund reimbursements under Article XXV of the Public School Code of 1949 (24 P. S. §§ 25-2501—25-2599.3).

PDE has promulgated regulations and established guidelines and standards that address the process through which eligible providers may apply for grant funds, allowable and required uses of the funds, per-student funding levels and the criteria for identifying approved providers. PDE will also identify student and program assessments to be used by approved providers, encourage the development and maintenance of community coordination and partnerships, and perform other functions necessary to carry out the Program, including the monitoring of approved providers.

RULES and REGULATIONS, [22 PA. CODE § 405] Pennsylvania Pre-K Counts

Regulation	Program Guidelines
General Provisions **§ 405.1. Purpose.** This chapter establishes rules and procedures for implementing the Program created to provide expanded access to high quality prekindergarten experiences for eligible students.	No Further Clarification Required
§ 405.2. Definitions. The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise: Act—Article XV-D (b) of the Public School Code of 1949 (24 P.S. §§ 15- 1511-D—15-1516-D), added by the act of July 20, 2007 (P.L. 278, No. 45). *Approved provider*—An eligible provider that has been approved by the Department to offer prekindergarten under the act. *At-risk child*—A child who is at risk of educational failure because of poverty, economic disadvantage, limited English proficiency, academic difficulties, or individual or community factors. *CDA*—Child Development Associate Credential. *Department*—The Department of Education of the Commonwealth. *Eligible applicant*—Any of the following entities: (i) A school district. (ii) A Head Start program.	No Further Clarification Required An approved or eligible provider refers specifically to eligible service provider types. Any location servicing pre-kindergarten children must meet one of the approved provider types.

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(iii) A nursery school licensed under the Private Academic Schools Act (24 P.S. §§ 6701—6721).	
(iv) A regulated child day care center or a group day care home that is designated a STAR 3, or higher under the Keystone STARS quality rating system established by the Department of Public Welfare, as of the beginning of the 2009-2010 program year.	
(v) A third party entity that will carry out fiduciary and other lead agency responsibilities for entities eligible to operate program classrooms.	
Eligible provider—An eligible provider as defined in section 1511-D of the act (24 P.S. § 15-1511-D). A child day care center or group day care home must have been designated a STAR 3, or higher under the Keystone STARS quality rating system established by the Department of Public Welfare as of the beginning of the 2009-2010 program year.	
Eligible student—An eligible student as defined in the section 1511-D of the act.	
Grant—An award of funds by the Department for the purposes of carrying out the Program.	
Identified developmental delay or disability—As used in this chapter, a child who has a written Individualized Education Program under Chapter 14 (relating to special education services and programs) and the Federal Individuals with Disabilities Education Improvement Act (20 U.S.C.A. §§ 1400—1419).	
Lead agency—An entity that submits an application for funding and will undertake reporting, record-keeping, compliance and fiduciary responsibilities for the members of a partnership under the grant.	
Location—The site, place or address where Program services are provided.	
Partner—One, or more, entities that are in a formal relationship with a lead agency to	

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provide Program services using grant funds and that have signed a written partnership agreement. *Partnership agreement*—The written document that specifies the roles and responsibilities of all entities in the partnership established to provide Program services using grant funds. *Program*—The PA Pre-K Counts Program established under the act. *Program year*—The school year during which Program services are delivered to children enrolled in the program. *Teacher*—The primary teacher in the classroom who is responsible for the instruction of children and meets the requirements in § 405.44 (relating to staffing and professional development). *Teacher aide*—A paraprofessional who provides instructional support to students, including those who do one or more of the following: (i) Provide one-on-one tutoring if tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher. (ii) Assist with classroom management, by organizing instructional materials. (iii) Provide instructional assistance in a computer laboratory. (iv) Conduct parental involvement activities. (v) Provide instructional support in a library or media center. (vi) Act as a translator. (vii) Provide instructional support services under the direct supervision of the primary teacher.	
§ 405.3. General rules. (a) Program services shall be provided free of charge. (b) Nothing in this section shall be construed to prevent families with children who participate in the Program and are	**General Information:** Pennsylvania Pre-K Counts programs may not charge families any fees during the established program hours and must assure that all Pennsylvania Pre-K Counts

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willing and able to pay part or all of the cost of the participation, from doing so. Approved and eligible providers and lead agencies are prohibited from soliciting costs from families. (c) A student participating in the Program may not be included in the average daily membership or adjusted average daily membership of an approved provider school district for the purpose of reimbursement under Article XXV of the Public School Code of 1949 (24 P.S. §§ 25-2501—25-2599.3). (d) Programs must be open to children with identified developmental delays or disabilities, or both, and provide inclusive environments for these children. (e) Approved providers may enroll eligible students who reside outside of the providers' usual attendance area but all eligible children must be residents of this commonwealth. (f) Program grant funds are to be used for providing services and programs to age-eligible students as described in § 405.21 (relating to targeting children to be served). Program classes may include children supported by alternative funding sources, including Early Intervention, Head Start, school district or other public funds. In addition, those other funding sources may be used to support a student in a Program outside the age requirements or the 2-year time limitation. (g) Approved providers shall verify the income and family size of all children participating in the Program prior to enrollment pursuant to Program announcements issued by the Department. (h) Program providers shall be provided with Program announcements issued by the Department to provide guidance and direction regarding application,	children attend for free, including any meals and field trips. Nutritious meals and snacks must be provided by the Pennsylvania Pre-K Counts program at appropriate times during the Pennsylvania Pre-K Counts day. A half day program must offer, at a minimum, one meal each day. Full day programs must offer both a snack and a meal. No fees may be charged for any snack or meal. Additional information on meals and snacks can be found in Supplemental Resource #001 on page 39 of this document. Providers may not charge a concurrent fee to any other program for a Pennsylvania Pre-K Counts funded child during the Pennsylvania Pre-K Counts portion of the day. Once a child is age-eligible to attend kindergarten in the public school district of residence he/she is no longer eligible for enrollment to be supported by Pennsylvania Pre-K Counts funding. Those children eligible for kindergarten, whose parents elect to keep their child in pre-kindergarten for an additional year, may be placed in a Pennsylvania Pre-K Counts classroom provided alternate funding sources are used and the child is not included in the Pennsylvania Pre-K Counts enrollment. This applies to a kindergarten-eligible child who is participating in the Early Intervention program. There are two primary eligibility requirements that all children must meet in order to be considered eligible for Pennsylvania Pre-K Counts: children must be age and income eligible for the

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implementation and reporting requirements. (i) The Department will administer the Program consistent with the statutory authorization.	program. Local programs may define additional eligibility requirements, but at a minimum age and income must be met. All children who participate in Pennsylvania Pre-K Counts must be income-eligible. Families whose income is at or below 300 percent of the federal poverty level are eligible. Income verification is required for every child. Grantees must verify a child's low-income status before final enrollment is completed by collecting documentation of income that confirms the reported annual gross income noted during the initial stages of the enrollment process. The verification of family size and income must be documented through a staff person's signature and kept on file. Acceptable documentation to determine eligibility can be found in Supplemental Resource #002 on page 41 of this document. Approved income eligibility is valid for the entire time the child is enrolled in the program. It does not need to be re-assessed annually. Documentation of this requirement must be kept on file at the program, either in a locked separate file or in the child's confidential file. These records, while confidential, are subject to audit and review. The current poverty guidelines are available on the PA Keys – Pennsylvania Pre-K Counts' intranet. Grantees will need to use the guidelines established for the current year for enrollment decisions and income verification. PELICAN will serve as the authoritative contact list for the program. Notices and announcements and other

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	communications will be dispersed based on email addresses pulled from this source. Information in PELICAN should be updated, at minimum, on a monthly basis. Pennsylvania Pre-K Counts agencies and partners will have a minimum of one formal compliance review visit annually. Preschool program specialists will utilize the Program Review Instrument and other supporting documents to identify areas of strength and areas of needed focus to assure full compliance with the Pennsylvania Pre-K Counts regulations and policies. Additional information on program review and monitoring can be found in Supplemental Resource #003 on page 43 of this document.
Competitive Application Procedures **§ 405.11. Eligible Provider.** An eligible provider may apply for a grant alone or in combination with other eligible providers as a joint applicant, in which case the entity that applies for the grant shall be the lead agency in a partnership, as defined in § 405.2 (relating to definitions).	**Eligible Provider**: The following entities may operate Pennsylvania Pre-K Counts classrooms. 1. School districts; 2. Licensed nursery schools; 3. Head Start grantees; and 4. Child Care Centers and Group Child Care Homes that maintain a STAR 3 rating or higher under the Keystone STARS Program. A third-party entity may apply for Pennsylvania Pre-K Counts funding and administer the lead agency responsibilities for entities that are eligible to provide the classroom services under the categories listed above. Provider eligibility must be maintained throughout the entire grant period.
§ 405.12. Proposal Submission. (a) The Department will announce through its website that competitive grant	No Further Clarification Required

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applications are to be submitted to the Department, specifying the submission deadline. (b) To be considered for a grant award, an applicant shall meet the deadline for submission of all information by the dates announced in the request for applications.	
§ 405.13. Grant Agreements. (a) After an eligible provider has been approved, the provider or lead agency shall enter into a grant agreement with the Department. Grant agreements must contain, at a minimum, a work statement and budget. (b) Grantees shall contact the Department for guidance if a change needs to be made to the scope of work or the budget contained in the grant agreement.	**Competitive Grants:** Competitive grants are awarded for one year, with an established number of subsequent years of continuation grants if funding is available. **Continuation Grants:** There are several potential types of Continuation Grant applicants. Each is described below: 1. Continuation Grants with No Changes. This category includes single applicants that are requesting the same number of half-day and/or full day Pennsylvania Pre-K Counts slots and the same level of funding as was awarded in the previous fiscal year. It also includes joint/partnership applicants with no changes in the partners, the total number and type of slots requested, or in the site or location that a particular partner plans to use for its Pennsylvania Pre-K Counts classes, or in the number and type of slots (half-day and full-day) for each partner. The total funding and number and type of slots remain the same as in the previous fiscal year. There is no change in any of the partners in this category of continuation application nor a change in the funding level requested. There may, however, be changes in specific line items in the budget that show how the funds are to be used, including the level of pass through funds provided to each partner,

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	but not in the number or type of slots each pass through recipient is to receive.
	2. Continuation Grants with Changes. There are several types of Continuation Grants with Changes.
	a. This category is for single applicants that want to change the number and type of slots, (half-day and full-day) they will provide, but not the level of funding. It also includes partnerships or joint applicants proposing to change the number and types of slots requested for any of the partners in a partnership, but not the total funds requested.
	b. This category includes a request for a change in the distribution of half-day and/or full-day slots among various locations and/or partners and their locations.
	c. This category includes a request for fewer slots and funding by a single applicant or a joint applicant. It includes a joint applicant that is requesting funds for a partnership that is dropping one or more partner. If a partner is not planning to be an ongoing part of a partnership, whether by its own volition or for any other reason, the slots and per child funding provided to that partner through the lead agency revert to The Office of Child Development and Early Learning. The slots and their funding do not belong to the partnership or the lead agency. Nor do the slots belong to the departing partner to continue as a Pennsylvania Pre-K Counts provider either on its own or as part of another partnership.
	d. This category includes grantees requesting a change in the location of one or more classroom.

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	e. This change indicates that a grantee is proposing a change in one or more partner (adding a partner, dropping a partner, or both). f. Consolidation Grants. Two or more lead agencies may consolidate their program under one lead agency, designating the other as a partner. The funds requested for a Continuation Grant for the consolidated lead agencies may not exceed the sum of the grants to the lead agencies when they were individual or separate grantees in the previous fiscal year. Lead agencies that wish to consolidate should contact their preschool program specialist as soon as possible for directions on how to consolidate.
§ 405.14. Annual Community Needs Assessment. Applicants for Program funding shall conduct an annual assessment of community needs for Pre-K services as part of the application process for continuation, expansion or new grant funds.	**Annual Community Needs Assessment:** Lead agencies and their partners must update their needs assessment annually to fulfill regulatory requirement for continuation applications. A new needs assessment must be conducted after the fifth year of the Pennsylvania Pre-K Counts Program.
Program Planning **§ 405.21. Targeting children to be served.** The Department will instruct applicants to target their program enrollment to children who are most at risk, consistent with the description in the program guidance of targeting services to children most at risk, if it is likely that the funds appropriated for the upcoming program year will be less than the funds required to serve all eligible children in this commonwealth. The Department will also instruct approved providers to engage in outreach and partnership with Child Care Works, Head Start, and other appropriate programs of the Office of Child Development and Early	**Eligible Children**: 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. Eligible 3 and 4 year olds who reside in a low income household and are at risk of educational failure because of limited English proficiency, poverty, community factors, academic difficulties or economic disadvantage may be enrolled in the program. Additional Risk Factor Guidance can be found in Supplemental Resource #004 on page 46 of this document.

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Learning to inform Programs and families that they serve about the availability of the Program and to coordinate with these programs particularly when there are waiting lists.	Children living in families with income at or below 300 percent of the federal poverty level are eligible for enrollment in Pennsylvania Pre-K counts. Outreach: Grantees must establish and maintain collaborative, not competitive, relationships with other local early learning programs, including Pennsylvania Pre-K Counts, Head Start, Child Care Works, and Early Intervention Programs, to ensure children on waiting lists have the opportunity to participate in the program which best meets family needs. This requires grantees to have an understanding of the early learning program options in their service area.
§ 405.22. Maximizing Resources. Approved providers shall use Program grant funds to supplement, not to supplant, public funds from any other source that are used to serve otherwise eligible students, including, but not limited to, Accountability Block Grant funds, local funds, or federal or state Head Start funds for Programs provided in the same geographic area. However, this requirement does not prohibit combining funding sources for support of a single Program as long as additional eligible students are served and all of the Program standards are met by the program supported with the combined resources.	**Maximizing Resources:** Children who are enrolled in Pennsylvania Pre- K Counts may be co-enrolled in other programs, including Child Care Works, federal or state Head Start or private pay options. Providers that receive multiple funding streams (e.g., Head Start funding or Child Care Works) should develop strategies to braid, layer or leverage multiple resources to provide wraparound services to children who may need a longer day and/or a longer program year. Those providers who participate in the Child Care Works subsidy program may continue to do so. Note that for those children/families who are participating in Pennsylvania Pre-K Counts and receive Child Care Works subsidy, the Child Care Works eligibility regulations provide for the child to typically remain in subsidy as well as Pennsylvania Pre-K Counts throughout the course of the child's participation in Pennsylvania Pre- K Counts. Pennsylvania Pre-K Counts

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	providers and CCIS offices are required to work together to coordinate services for those Pennsylvania Pre-K Counts children who are also enrolled in wrap-around child care. Head Start programs may participate in Pennsylvania Pre-K Counts as well. In order to assure full use of Head Start funds, Pennsylvania Pre-K Counts providers must commit to avoid enrolling children in Pennsylvania Pre-K Counts who are already served in a Head Start program or eligible to participate in Head Start. The purpose of this requirement is to avoid an impact on enrollments in Head Start such that federal Head Start resources or the 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 especially to meet those needs and offers a broad array of services, as does Head Start. However, families with children eligible for Head Start may prefer to enroll them in Pennsylvania Pre-K Counts, rather than Head Start. The Pennsylvania Pre-K Counts Program may enroll these students, giving the parents an option. The goal is to have cooperation, rather than competition between Head Start and Pennsylvania Pre-K Counts in enrollment of students.
§ 405.23. Disallowance of Duplicate Funding. Program funds may not be used to provide the same service for a child already receiving that service funded by another resource.	**Disallowance of Duplicate Funding:** Pennsylvania Pre-K Counts funding is the sole source of funding during the Pennsylvania Pre-K Counts instructional day. Providers may utilize alternative funding for those Pennsylvania Pre-K Counts children who are enrolled in additional programs such as Head Start

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	and child care for the hours that extend beyond the Pennsylvania Pre-K Counts day.
§ 405.24. Enrollment. Each approved provider shall develop and implement a plan for securing full enrollment throughout the program year, except as follows: (1) When a student leaves the Program after the start of the program year, the provider shall have up to 20 instructional days to fill the vacancy, after which time the Department may request the return of funds or reduce future payments for the vacated and unfilled slot in the amount of funds, relative to the remaining instructional days of the Program for that program year, unless the vacancy occurs within 21 instructional days of the last day of class. (2) If an enrolled child has ten or more unexcused absences, the provider shall take appropriate steps to address attendance, up to and including dismissal of the child from the program. The department may request the return of funds or reduce future payments to Programs that have not taken appropriate steps to overcome unexcused absences. (3) Provider policies regarding unexcused absences and the number allowed must be written and provided to parents, families or guardians of enrolled children and to the Department. (4) An approved provider may not deny a student admission to a Program by reason of the student's disability.	**Enrollment:** Full enrollment, as demonstrated by PELICAN enrollment statistics, must be achieved by September 1 of each year and maintained at all times. A child will not be counted by OCDEL as enrolled if the child is not entered into PELICAN. Children are considered to be enrolled when there is mutual understanding between parent or guardian and the Pennsylvania Pre-K Counts program that the child has been accepted into the program and will begin attending on a specified future date. In addition, an intake meeting between parent and school has been completed, the necessary information has been gathered and the child has been identified as a candidate for a Pennsylvania Pre-K Counts slot. Programs should make efforts to enroll children using their "legal" name. Programs should not refuse enrollment to children of parents who do not wish to provide "legal" name. Outreach efforts throughout the community to locate and enroll children whose families are at 300 percent or below the federal poverty guidelines are an ongoing requirement for Pennsylvania Pre-K Counts. Through collaborative efforts with other community providers, Pennsylvania Pre-K Counts programs may be able to reduce the waiting lists in the county Head Start program or Child Care Works subsidy programs by establishing a system of reciprocal referrals.

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	A selection and prioritization strategy must be developed that first looks at 300 percent or below of income, then other risk factors such as homelessness, teen mother or English language learner. Providers have 20 instructional days to fill vacated slots. Vacancies lasting more than 20 days should be reported to the preschool program specialist. Maintaining a waiting list will ensure slots are filled immediately. Children with disabilities may receive at-risk prioritization in Pennsylvania Pre-K Counts as part of a provider's enrollment strategies if the child meets all eligibility requirements. At no time will services be denied based on disability. **Attendance:** Providers must monitor attendance and establish a means to maintain attendance information so that it is available upon request of the Department. The PELICAN system may be used for this purpose; however attendance data reporting within the PELICAN system will not be required. Chronic, unexcused absences will be considered on a case-by-case basis and could result in reduced funding. These situations require ongoing support from the Pennsylvania Pre-K Counts provider and may result in the child's dismissal from the program. Written provider policies regarding attendance and notification when a child is absent must be provided to parents, guardians and PDE. A parent or family handbook is an effective means of defining program procedures and policies and

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	sharing that information with families. The Attendance Policy should be included within the handbook and/ or provided in some other manner in writing.
	Additional guidance on Enrollment, Attendance and Vacancies can be found in Supplemental Resource #005 on page 48 of this document.
Program Coordination and Collaboration	
§ 405.31. Coordination and Collaboration with Agencies Providing Services to Young Children. (a) Approved providers shall coordinate and collaborate with the local agencies providing Early Intervention services to infants and toddlers to ensure a smooth transition for children and families that have been receiving services from Early Intervention. (b) Approved providers shall coordinate and collaborate with the local agencies providing Early Intervention services to preschool age children to ensure the following: (1) A smooth transition for children and families that have been receiving services from Early Intervention. (2) Coordination of any continued Early Intervention services the child will receive while enrolled in the Program. (3) Awareness of the available Early Intervention services for children enrolled in the Program who have not been identified as in need of Early Intervention services but who may be eligible for the services, and the capacity to provide appropriate information to parents and make appropriate referrals for Early Intervention evaluations and services.	**Community Outreach/Early Intervention:** Children receiving supports and services from local Early Intervention programs shall receive services in the same learning environments as same age peers. Pennsylvania Pre-K Counts providers must coordinate enrollment strategies with "Child Find" (a program to identify all children who may be eligible or in need of Early Intervention services). Children receiving Early Intervention services must participate in the full range of opportunities available to all children within the PKC program, including attendance in a 2.5 or 5 hour day, 180 days per year. Supports and services for children receiving Early Intervention services are determined through the development of an Individualized Family Service Plan or Individualized Education Plan (IFSP/IEP). The IFSP/IEP is developed by the family and a team of early childhood professionals based on information gathered through assessments, observations of the child, information from the family and other individuals involved in

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(c) Approved providers shall coordinate and collaborate with the Child Care Information Services agency in their area to coordinate services and benefits received by families and to achieve enrollment in the Program of children who are most at risk and in need of services. (d) Approved providers shall coordinate and collaborate with programs that provide the before and after Program child care for participating children so that transportation arrangements, emergency contacts and other necessary information are shared and so that the needs of families whose children are enrolled in the Program are met. (e) Approved providers shall coordinate and collaborate with Head Start agencies. (f) Approved providers shall coordinate and collaborate with school districts in those areas from which they are enrolling children in the Program to develop and implement plans for a smooth transition for children who will leave the Program to be enrolled in the school districts' K-12 program; to ensure alignment of curriculum and standards between the Program and the K-12 school district program; and to consolidate activities, such as professional development, to the extent practicable, to the advantage of both programs and creation of greater efficiencies. (g) Approved providers shall coordinate and collaborate with the local community groups that engage the public in issues related to early childhood education. (h) Approved providers shall coordinate and collaborate with other Program sites in their county on activities such as professional development, family outreach and child enrollment strategies, to the extent practicable to the advantage of all of the Programs and creation of greater efficiencies.	the child's development. Pre-K Counts staff are integral partners and must be involved with the planning and coordination of Early Intervention services through attendance at plan meetings or through providing input into the development of the IFSP/IEP. Early Intervention Staff and Pennsylvania Pre-K Counts staff will work together to embed strategies into the typical routines and activities within the program to promote the child's development and participation. Pre-K Counts, in collaboration with Early Intervention programs will develop procedures for the transition of children and families who are exploring Pennsylvania Pre-K Counts as an early childhood learning opportunity. Procedures will ensure planning will begin at least six months prior to the child's third birthday and collaborative efforts will be used to support the child and families transition process. Referrals should be made by Pennsylvania Pre-K Counts staff to families for Early Intervention services when appropriate. Pennsylvania Pre-K Counts providers must document all collaboration efforts. Transition from Pennsylvania Pre-K Counts programs into kindergarten shall support a child's individual and family needs during the transfer of services (share adaptations and best practices) for a successful transition.

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§ 405.32. Partnerships. Partnerships of eligible providers must have a signed partnership agreement. The agreement shall be submitted to and approved by the Department. The partnership agreement must delineate how the entities that comprise the partnership will carry out their roles and responsibilities within the Program, including: communication, decision-making, reporting, monitoring of program requirements, recordkeeping and fiduciary matters.	**Partnerships:** As applied to Pennsylvania Pre-K Counts, a "partnership" is an agreed upon formal relationship between a lead agency and eligible Pennsylvania Pre-K Counts classroom providers, or partners, in which partnership members work together to provide high quality pre-kindergarten in a specific geographic area. For purposes of Pennsylvania Pre-K Counts, the word "partner" is used exclusively to mean an eligible provider that is providing a Pennsylvania Pre-K Counts classroom and is receiving funding for all of its operational expenses, such as salaries of the teacher and the aide, materials, and supplies. This would not include an entity that is merely providing space for the classroom (rental agreement).

Program and Classroom Requirements
 	
§ 405.41. School Term.
Programs shall offer a minimum of 180 days of developmentally appropriate instructional practices and activities for students.
   (1) In the first year of operation as a provider, if the provider is unable to start up 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.
   (2) Days may not be counted as days of developmentally appropriate practices and activities 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.
	Program Year:
	All continuing grantees are required to operate for a minimum of 180 instructional days per program year, and snow days or school cancellations must be made up to assure the full number of days of operation. It is advisable to include a few extra days of operation in the school calendar to anticipate weather-related closures.

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§ 405.42. Program Day and Developmentally Appropriate Instructional Practices and Activities. Instructional time for students shall be time in the program devoted to developmentally appropriate instructional practices and activities provided as an integral part of the Program under the direction of qualified employees. (1) The following practices and activities, as described in the early learning standards in § 4.20 (relating to pre-kindergarten education), count towards instructional time: (i) Classroom instruction (ii) Orientation of children during regular school hours to the Program, Program setting and Program routines conducted: (iii) Meals and snack-time, as long as they are integral parts of the curriculum facilitated by the lead teacher and used for student learning experiences (iv) Play-time, including outdoor and indoor play or child directed activities as long as they are an integral part of the instructional day, facilitated by the lead teacher and used for student learning. (v) Time spent at the library, and in art, music or physical education. (vi) Opening exercises that engage children, including opening circle time, in preparation for the day. (vii) School, group or class educational trips to which admission is not charged to students or parents and provided that a teacher accompanies the students. (viii) Student services, such as guidance and counseling services, psychological services, speech pathology and audiology services, and student health services. (ix) Civil defense, fire, bus evacuation and similar drills. (x) Early dismissal and delayed opening only when due to inclement weather.	**Length of Day** There are two ways that Pennsylvania Pre-K Counts can be structured: Pennsylvania Pre-K Counts programs may operate as half-day programs. These half-day programs must provide a minimum of 2.5 hour per day of instructional services or activities, for a minimum of 180 days per year. Pennsylvania Pre-K Counts programs may operate as full-day programs for a minimum of 5 hours per day of instructional services or activities, for a minimum of 180 days per year. Grantees 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 ½ 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 ½ hour a day beyond the scheduled time for the students to allow for planning and preparation time. Counting Hours per Day. Only time providing instructional activities to children may be counted toward the half-day and full-day length of day and the 180 days per year. Grantees will need to plan for a slightly longer day and year so that you have allowed for nap-time in full-day programs and for arrival time, as well as for closures for inclement weather and non-attendance of students on days when professional development is being provided. Instructional activities only count toward "instructional time" when children are with

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(2) Time spent in transportation, professional development and parent/teacher conferences does not count as instructional time.	appropriately certified staff and include the following: • Time spent at the library, and in art, music or physical education constitutes "instructional time" if facilitated by the regular teacher or area specialists. • An early dismissal so that a part of the day may be spent in parent/teacher conferences does not count as a full day of instruction. Pennsylvania Pre-K Counts funds may only be used to support activities and for materials and program content that are secular in nature. Additional guidance on defining instructional time can be found in Supplemental Resource #006 on page 51 of this document.
§ 405.43. Class Size and Student/Staffing Ratio. (a) Program class enrollments are limited to at most 20 students with at least one teacher and one aide in the classroom, however, for high quality programming a maximum of 17 students is recommended. (b) If a Program class has ten or fewer students, there shall be one teacher in the classroom and an aide must be available onsite to assist the teacher as needed. (c) Whenever the enrollment in a class exceeds 20, the class shall be divided into two classes so that each class individually does not exceed 20 students. Each class must be properly staffed and, if space is to be shared, that space must be divided by a barrier that adequately separates the spaces for instructional purposes.	**Class Size and Student-Teacher Ratios** Pennsylvania Pre-K Counts programs must have a student/teacher ratio of no more than 20 students for one teacher and one teacher aide in a classroom, that is, two adults in a classroom for every 20 students. Programs of high quality ordinarily have a student/teacher ratio of no more than 17 students for one teacher and one teacher aide in a classroom or two adults for every 17 students. This requirement is consistent with State Board of Education regulations (22 Pa. Code **§**4.20 (6)). If the classroom has 10 or fewer 3-and 4-year-olds, it must have one highly qualified teacher and a secondary person available in the facility. The secondary person must meet the requirements for a Pennsylvania Pre-K Counts teacher's aide. Any number of children in a classroom above 20 constitutes a second classroom. Classrooms that share space must provide physical barriers that denote the

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	separation of the classrooms. Each space must meet the student/teacher ratio and have the appropriately qualified staff.
§ 405.44. Staffing and Professional Development. (a) Teachers of eligible students supported by Program funding shall meet the following requirements: (1) In school districts, teachers shall have early childhood education certification. (2) In Head Start and child care programs, teachers shall possess a minimum of an associate's degree in early childhood education or child development. (3) In licensed nursery school programs, teachers shall have a minimum of a bachelor's degree, 18 credits from an institution of higher education in early childhood education and a private academic teaching or temporary approval certificate. (4) By December 31, 2011, all teachers in Program classrooms shall have early childhood education certification. (b) Teacher aides in any classroom of eligible students supported by Program funding shall meet one of the following criteria: (1) Completion of at least 2 years of full-time postsecondary study or the equivalent. (2) Possession of an associate's degree or higher. (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 (CDA) certificate. (4) Teacher aides who work solely as translators shall have a high school diploma or its equivalent, and do not have to meet any of the other requirements of paragraphs (1)—(3).	**Staffing and Professional Development:** 1. School district lead teachers in Pennsylvania Pre-K Counts Classrooms: As with all pre-kindergarten classrooms operated by school districts, the standard for a lead teacher in a Pennsylvania Pre-K Counts classroom or any classroom enrolling children who generated Pennsylvania Pre-K Counts per child funding, is possession of a Pennsylvania teaching certificate for early childhood education. 2. Community-based lead teachers in Pennsylvania Pre-K Counts Classrooms: All teachers who are hired for Pennsylvania Pre-K Counts classrooms must have certification for early childhood education at the start of the school year. 3. Lead agencies must assure that partner sites' lead teachers possess certification for early childhood education at the start of the school year. 4. A teacher aide is required in all Pennsylvania Pre-K Counts classrooms that exceed 10 students. All aides must meet one of the following criteria: a. Possession of a current Child Development Associate's certificate for preschool. Aides who have completed all of the requirements of the Child Development Associate's certificate and have submitted their application to the Council of Professional Recognition and are awaiting their formal assessment by the council may apply for a time-limited waiver.

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(c) A lead teacher in the Program, including those in community-based settings, including outdoor and indoor play or child directed activities with an Instructional Level I certificate shall convert the certificate to an Instructional Level II certificate within 6 years from the time of initial service as an Instructional Level I teacher in the Program. Teachers holding an Instructional Level I early childhood certificate may count their time working in a Program community-based program toward the 3 years of required experience necessary before converting the certificate to an Instructional Level II certificate, in accordance with the requirements of the Department, including a year's participation in a Department approved teacher induction plan, six semiannual evaluations and the Department specified continuing professional development credits. (d) Program teachers shall undertake continuous professional development as specified by the Department and, at a minimum, meet the requirements of sections 1205.1—1205.5 of the Public School Code of 1949 (24 P.S. §§ 12-1205.1—121205.5). (e) Program teacher aides shall take a minimum of 24 hours of continuous professional development as specified by the Department, and in early childhood education and development, each year.	b. Completion of at least two years of postsecondary study with a minimum of 60 college credits; or c. Possession of an associate's degree or higher; or d. Ability to meet a rigorous standard of quality and demonstration of knowledge in and the ability to assist a teacher in instructing reading, writing, and mathematics. This rigorous standard of quality includes a demonstration of competence in basic literacy skills, the ability to speak and write standard English, and the ability to provide instruction of pre-kindergarten students in the acquisition of the knowledge, skills and abilities described in the Early Learning Standards. Demonstration of this knowledge and ability can be accomplished through a formal state or local academic assessment or possession by the teacher aide of a Child Development Associate's certificate. Teacher aides who work solely as translators must have a secondary diploma or its equivalent, and do not have to meet any of the other requirements of (a) through (c) above. **Recruitment and Retention** Effective recruitment and retention of highly quality teachers creates a consistent teaching staff in programs. Consistent staffing is critical to obtaining and maintaining high quality pre-kindergarten programs. Salaries of teaching staff in community-based programs should be comparable to school districts to the extent possible using grant funding. Additional guidance on staff recruitment and retention can be found in

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	Supplemental Resource #007 on page 52 of this document.

Professional Development

All Pennsylvania Pre-K Counts teachers must maintain ACT 48 credits pursuant to the requirements of keeping their Instructional Certification active. In addition, all teachers must attend the Pennsylvania Pre-K Counts Core Series of Professional Development. Within the first two years of Pennsylvania Pre-K Counts participation, the following sessions are required:

1. Observation and Assessment
2. Linking Standards, Curriculum Framework and Assessment
3. Strengthening Relationships with Children, Families and Colleagues
4. Application of the Danielson Framework for Teaching in Pre-Kindergarten Classrooms

All core series trainings can be scheduled through the PA Keys professional development registry.

Professional development for teacher aides must include at least 24 hours of continuing professional education each year. Acceptable professional development includes instruction eligible for Act 48, continuing education credits, college credits, or hours taught by Pennsylvania Department of Human Services-certified Pennsylvania Quality Assurance System instructors based on the Pennsylvania Learning Standards for Early Childhood (available on the Early Childhood section of PDE's website) and the Pennsylvania Core Knowledge Competencies for Early Childhood Professionals (available on the |

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	PA Keys website). At least 50 percent or 12 hours should be specific to early childhood education.

Act 120 of 2013 (SB 34) made significant changes to the Educator Discipline Act including enhanced mandatory reporting requirements. Under the Child Protective Services Law (CPSL) and Educator Discipline Act, all Pennsylvania Pre-K Counts personnel and anyone who has direct contact with children are considered mandated reporters. The changes require that all school entities and independent contractors of school entities provide child abuse recognition and reporter training to all employees, including contracted substitute teachers, who have direct contact with children. Mandated reporters are required to make an immediate and direct report of suspected child abuse to ChildLine either electronically at www.compass.state.pa.us/cwis or by calling 1-800-932-0313. The Commonwealth has established a dedicated website to provide information about these changes. The webpage features: Questions and Answers, options for Mandated Reporter trainings, clarification about Clearances and other relevant information. All Pennsylvania Pre-K Counts staff who have direct contact with a child must attend a professional development event on mandated reporting. For more information, please visit http://KeepKidsSafe.pa.gov

Lead teachers in a community-based Pennsylvania Pre-K Counts settings that have Instructional Level I Certificates must convert and maintain their certificate to an Instructional II Certificate within six years from the time of initial service as an Instructional Level I teacher in the program, beginning with and counting |

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	2007 as the first year in the six-year window. Teachers holding an Instructional Level I early childhood certificate may count their time working in a community-based Pennsylvania Pre-K Counts program toward the three years of successful teaching experience necessary before converting the certificate to an Instructional Level II Certificate, in accordance with the requirements of PDE. These requirements also include participation in an Office of Child Development and Early Learning approved Teacher Induction Plan, six bi-annual satisfactory evaluations and completion of 24 post baccalaureate credits. Additional information on this requirement can be found in Supplemental Resources #008 (page 53 of this document), #009 (page 60 of this document), #010 (page 62 of this document), and #011 (page 65 of this document). Teacher and teacher aide substitutes must be placed in classrooms whenever there is staff absence to assure the Pennsylvania Pre-K Counts student/teacher ratio. Every effort must be made to assure substitutes meet the qualification requirements of the position they are filling. In short-term substitute situations (less than 90 days), at a minimum, the lead teacher substitute must hold a Bachelor's degree in early childhood education or a related field. In cases where a long-term substitute is required (more than 90 days), long-term lead teacher substitutes must meet the Pennsylvania Pre-K Counts teacher qualifications.
§ 405.45. Curriculum. (a) The curriculum used in any classroom that includes a child who is enrolled in the Program must be standards-based. (b) The curriculum used in the Program must be determined by the Department to	**Curriculum**: A copy of approved curriculum is available at http://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx#tab-1. These curriculum

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be aligned with the Early Learning Standards established by the Department.	models have been determined to align with the 2014 Revised Pre-Kindergarten Early Learning Standards. Copies of the Early Learning Standards can be downloaded at the following address http://www.pakeys.org/pages/get.aspx?page=Career_Standards or can be ordered at http://www.shoppaheritage.com/ When a program is considering the use of a curriculum that has not yet been aligned with Early Learning Standards, the publisher should be contacted to complete and submit an alignment review to RA-PAPreKCounts@pa.gov. All requested alignments will be reviewed, and if they meet The Office of Child Development and Early Learning framework, will be posted on the PDE website. Programs that use a locally designed curriculum must demonstrate alignment with the Early Learning Standards prior to the use in Pennsylvania Pre-K Counts. Locally designed curriculum alignments must be submitted to RA-PAPreKCounts@pa.gov for review and approval to assure alignment. A template for submission is available on the PA Keys website at http://www.pakeys.org/pages/get.aspx?page=Career_Standards.
§ 405.46. Assessment. Approved providers shall: (1) Assess eligible students with a minimum frequency determined by the Department using an assessment tool approved by the Department. (2) Participate in Department conducted training in the use of the assessment tool as prescribed by the Department. (3) Report aggregate assessment information to the Department for	**Comprehensive Assessment:** Pennsylvania Pre-K Counts providers must complete a developmental screening on all children within 45 calendar days of the child's first day in the classroom setting. This evidence-based, reliable and valid screening instrument should be used as a first step in identification of potential delays and to indicate those children who need to be further referred for evaluation. The Office of Child Development and Early Learning recommends the use of the *Ages*

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purposes of Program monitoring, evaluation, reporting child outcomes and accountability in a manner and with a frequency and schedule determined by the Department. (4) Participate in a Department conducted assessment of the Program learning environment and attend the training in the use of the environmental self-assessment tool as prescribed by the Department.	*& Stages* [ASQ and ASQ-SE]. Developmental screening processes that occur up to 90 days prior to entry in a Pennsylvania Pre-K Counts classroom fulfill this requirement. Pennsylvania Pre-K Counts providers shall ensure all children have had the opportunity to receive the recommended vision, hearing, and health screenings. To meet this requirement, programs should at minimum: - Communicate to families about the importance of early screening - Collect evidence from families regarding screenings that have occurred within 180 days of the recommended screening timeframes - In cases where screenings have not occurred, provide timely opportunities for enrolled children to have the opportunity for screening. These screenings may be conducted by the providers or an outside agency including a physician. - Communicate with families about screening results and support follow up as needed. At no time should a child be denied access to PKC programming or be dis-enrolled, if recommended screenings are not up to date. Additional guidance on required screenings can be found in Supplemental Resource #012 on page 67 of this document. Pennsylvania Pre-K Counts providers will select and use an assessment tool from the available tools approved by PDE to assess and monitor a child's developmental progress. Student assessments guide instructional practice,

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	professional development and technical assistance to programs and provide a method for reporting all progress of children participating in a Pennsylvania Pre-K Counts program. To ensure the collection of reliable data, staff responsible for implementation of the chosen assessment tool must attend training on the use of the tool.
	Pennsylvania Pre-K Counts providers must monitor child outcomes information and establish a means to maintain outcomes information so that it is available upon request of the Department. Data gathering from families, the education team and research-based assessment instruments should be combined to obtain the information needed to assess and report children's progress on the chosen assessment tool.
	Grantees should develop procedures for sharing assessment information with parents as defined in the Partnerships for Learning Key Learning Area of the Learning Standards for Early Childhood. Parents can partner with their Pennsylvania Pre-K Counts providers to help ensure the best outcomes for their children.
	Pennsylvania Pre-K Counts programs must select and use an assessment tool from the tools approved by PDE to assess and monitor program learning environment (classrooms). Programs may submit to have additional tools added to the approved listing. Classroom self-assessments, performed by trained personnel, must be completed annually. Results of the environmental assessment must be used by the program to determine program needs as part of a continuous quality improvement plan. At a frequency

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	determined by PDE, an Environment Rating Scale assessment may be conducted by an outside assessor. Lead teachers must attend training on the use of the chosen program assessment tool within the first six months of employment in a Pennsylvania Pre-K Counts classroom. The PA Key Professional Development System supports the Environment Rating Scale Foundations and the Early Childhood Environment Rating Scale-3 courses. Programs choosing to use other approved program assessments are responsible for ensuring staff receive training on use of the tool. Additional information on this requirement can be found in Supplemental Resources #013 on page 71 of this document.
§ 405.47. Parent Involvement. Approved providers shall develop and implement a plan for involvement and input of parents, families and guardians of children enrolled in the program to inform them of program goals, instructional strategies, and the progress of their children and to involve them in supportive activities designed to help ensure their child's success.	**Parental Involvement:** Family engagement (termed in statute as parental involvement) is an important element that contributes to the success of the program and the children receiving its services. Family engagement requires vigilant planning and understanding of the diverse situation and needs of families and their children. Providers must use the Partnerships for Learning Key Learning Area of the Learning Standards for Early Childhood in the development and implementation of the parent engagement plan. Elements to consider in development of a plan for family involvement include the following: • Joint staff and parent planning. • Polices for development and support of reciprocal relationships with families that acknowledges families as the child's first teacher.

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	• Establishment of a role for families in developing and evaluating program success. • A regular system of reporting to families showing the progress of their children and provision of opportunities for families to contribute their ideas and thoughts about progress, using language and a communication vehicle that is understood and readily accessible to them. • Involvement activities such as field trips, informational training, workshops, and other family and child events. • Toy and book lending programs.
§ 405.48. Program Transition Planning. (a) Approved providers shall develop and implement plans designed to ensure a smooth and supportive transition for children entering the program from the setting from which they are coming, including the home, Early Intervention services, Early Head Start or child care. (b) Approved providers shall develop and implement plans to ensure a smooth and supportive transition for children leaving the Program to enter kindergarten and the K-12 school environment.	**Transition:** Transitions for young children from one setting to another are very critical times in their lives. The planning and development of relationships with the individuals, programs and organizations that may be involved in a child's life as that child moves from one setting to another takes time, but is time well spent. This planning and developing of relationships needs to be conducted with care and sensitivity to the child, the family, and the programs and agencies involved. 1. Transition between pre-kindergarten programming involves coordination with the agencies that provide these services. 2. Transition plans must be developed for those children preparing to enter kindergarten programs. The *Transition Best Practices Rubric* and *Transition Tool Kit* are available to all early learning practitioners at www.pakeys.org or within PDE's SAS (www.pdesas.org) Transition Across the Continuum of Early Learning Professional Learning

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	Community as a resource to assist in developing effective transition strategies. The Office of Child Development and Early Learning, in partnership with The Office of Elementary and Secondary Education, has developed The Pennsylvania Kindergarten Entry Inventory (KEI) as a comprehensive, standards-based measure of children's skills as they enter kindergarten. Information on the KEI can be found at www.kei-pa.org. Although the KEI is conducted by the kindergarten teacher, Pennsylvania Pre-K Counts programs can benefit from collaborating with schools and districts that implement and are encouraged to recruit school and districts to participate in the KEI.
§ 405.49. Immunizations. Approved providers shall meet the immunization requirements that pertain to their provider type; for school districts and licensed nursery schools see 28 Pa. Code §§ 23.81—23.87 (relating to immunization); for child care centers and group child care homes see 28 Pa. Code § 27.77 (relating to immunization requirements for children in child care group settings); and for Head Start agencies see 45 CFR 1304.20 (relating to child health and development services), the federal Head Start Performance Standards.	**Immunization Requirements:** All providers of Pennsylvania Pre-K Counts funded programs must meet the immunization requirements for their provider type: • School districts and licensed nursery schools--28 PA. Code §23.81-87 which implements Sec. 13031 of the Public School Code (24 P.S. §1303a); • Child care centers and group child care homes – 28 Pa. Code §27.77. • Head Start agencies -- 45 CFR §1304.20, the federal Head Start Performance Standards. These requirements include, but are not limited to the following: 1. Within 60 days of a child's first day of attendance in the program, the provider shall obtain a record establishing that the child has received the vaccinations recommended by the American Committee on Immunization Practices; or 2. Receipt from a parent or guardian of a child of a written objection to the child being vaccinated on religious grounds or a physician verified medical reason **of a**

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	temporary or permanent nature explaining why the child is not to be vaccinated. 3. Providers must exclude children from group activities for an additional 30 days who are not vaccinated due to a temporary medical condition, unless they have received written confirmation from a physician, or state or local health department of vaccination, or continuation of the medical condition. A new verification is required every 30 days or the child may not be readmitted to the setting until the requirements are met.
§ 405.50. Emergency Response Plans. Approved providers shall develop, implement, review and revise annually as necessary, a comprehensive disaster and emergency response plan that meets the guidelines of the Pennsylvania Emergency Management Agency. See Practical Information on Crisis Planning: a Guide for Schools and Communities, at www.pema.state.pa.us.	**Comprehensive Emergency Response Plan:** Each Pennsylvania Pre-K Counts Program provider must adopt and implement a comprehensive disaster response and emergency preparedness plan. The plan must be developed in cooperation with the local Emergency Management Agency and be consistent with the guidelines developed by the Pennsylvania Emergency Management Agency and other pertinent state requirements. The plan must be reviewed annually and modified as necessary. A copy of the plan must be provided to the county emergency management agency. If the applicant does not already have such a plan in place, one must be developed. The Office of Child Development and Early Learning has developed a toolkit to guide providers in the development of a comprehensive emergency response plan. The toolkit can be ordered by contacting the PA Key at 1-800-284-6031.
§ 405.51. Inclusive Environments. A Program classroom should reflect the naturally occurring ratio of students with	Upon release (anticipated for FY 2017), PKC Providers must comply with the

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and without developmental delays and disabilities in the area served by the approved provider and should not contain more than 20 percent of students who have been identified by the start of the program year as having a developmental delay or disability. However, in attempting to promote inclusion in this way, approved providers may not deny students admission to a classroom based on their disability or delay.	Office of Child Development and Early Learning (OCDEL) policies on Inclusion and Suspension and Expulsion. **Early Intervention Program:** Providers of Pennsylvania Pre-K Counts programs must coordinate with the Infant and Toddler, and the Preschool Early Intervention programs. The purpose of this requirement is to ensure a smooth transition for children coming into Pennsylvania Pre-K Counts from the Infant and Toddler program and who may be receiving Preschool Early Intervention services. In such instances, it is important for the Pennsylvania Pre-K Counts provider to know what, if any, supportive services have been determined to be necessary for a child identified as having a developmental delay or disability and are available through the Early Intervention program. A working relationship with the Early Intervention program will be helpful in coordinating the array of services a particular child may be receiving. Children in Pennsylvania Pre-K Counts that receive Early Intervention services may not miss significant portions of the Pennsylvania Pre-K Counts program in order to receive their Early Intervention services. The Early Intervention services must be scheduled so as to make regular attendance in the Pennsylvania Pre-K Counts program possible. Managing these kinds of scheduling challenges requires cooperation and good working relationships across programs that serve children. The Pennsylvania Pre-K Counts provider may be the first to identify that a particular child is in need of a referral for Early Intervention services. This "Child Find" or child identification role will be greatly

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	facilitated if there is an established working relationship with both the Infant and Toddler Early Intervention program and the Preschool Early Intervention program for three to five year-olds. The practice of enrolling children with developmental delays in typical environments is often referred to as inclusion. In order for a Pennsylvania Pre-K Counts classroom to be an inclusive early childhood setting, it may not have an enrollment that is predominantly children participating in Early Intervention. An inclusive early childhood setting is no more than 20 percent of the classroom's initial enrollment being children diagnosed with developmental delays or disabilities, and having either an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) prior to entering Pennsylvania Pre-K Counts. After the start of the program year, additional children may be identified as needing Early Intervention services and ultimately an IEP or IFSP, bringing the percentage of children in the classroom having identified developmental delays or disabilities higher than 20 percent. This increase in the percentage after the start of the program year is allowed.
Recordkeeping, Reporting and Attendance at Department Sponsored Meetings and Trainings **§ 405.61. Program Reporting.** Approved providers shall provide reports as requested by the Department and in the manner and at times as prescribed by the Department, including, but not limited to, expenditure reports, reconciliation of cash reports, enrollment, attendance, demographic information and child outcomes.	 **Program Reporting:** Pennsylvania Pre-K Counts providers must submit documentation of program implementation through multiple sources: Early Learning Network, Financial Accounting Information System (FAI system), and submission of written program plans. Additional Information on reporting can be found in Supplemental

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	Resources #014 (page 73 of this document), #015 (page 77 of this document), #016 (page 82 of this document).
§ 405.62. Recordkeeping. Approved providers shall maintain all records pertinent to the program, including, but not limited to, financial, statistical, property, changes in Keystone STARS status, child care certificate, nursery school license, teacher evaluations and recommendations, and any other supporting documentation, for a period of at least 7 years from the date of submission of their final closeout report, or until all audits are complete and findings have been completely resolved, whichever occurs last.	**Recordkeeping:** Providers must maintain all pertinent records for a minimum of seven years (or until all unresolved issues have been addressed). This includes but is not limited to all documents related to operating requirements, child records, teacher evaluations, and all other supporting documents. In addition, grantees are also expected to maintain books, records, documents, and other evidence in sufficient detail to support all claims against the Pennsylvania Pre-K Counts funding.
§ 405.63. Attendance at Department Sponsored Meetings and Trainings. Approved providers shall attend any mandatory meetings and training sessions arranged by the Department.	**Meeting Attendance:** All approved providers are expected to attend all mandatory meetings and trainings. This includes, but is not limited to, monthly partner and annual regional meetings, annual state-wide conferences, and any additional professional development sessions required by the Department.
§ 405.64. Teacher Induction Plans and Evaluations. Approved providers shall facilitate activities that teachers must undertake to advance their certification from Instructional Level I to Instructional Level II. (1) Providers shall implement a teacher induction program that meets the requirements of **§**49.16 and **§**49.83 (relating to approval of induction plans; and Instructional II) and implementing Department guidelines and that has been approved by the Department and facilitates the involvement of teachers in the Program. (2) Providers shall conduct or make available to teachers holding Level I	**Professional Development:** Lead teachers in community-based Pennsylvania Pre-K Counts settings that have Instructional Level I Certificates are required to convert to and maintain an Instructional II Certificate within six years from the time of initial service as an Instructional Level I teacher in the program.

Teachers holding an Instructional Level I early childhood Certificate may count their time working in a community-based Pennsylvania Pre-K Counts program toward the three years of successful teaching experience necessary before converting the certificate to an Instructional Level II Certificate, in accordance with the |

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teaching certificates semiannual evaluations as are necessary for Level I certificate holders to be recommended for a Level II teaching certificate.	requirements of PDE. These requirements also include one year of participation in an Office of Child Development and Early Learning approved Teacher Induction Plan, six bi-annual evaluations and completion of 24 post-baccalaureate credits. Additional information on this requirement can be found in Supplemental Resources #008 (page 53 of this document), #009 (page 60 of this document), #010 (page 62 of this document), and #011(page 65 of this document). Teacher aides must attend at least 24 hours of continuing professional education each year. Acceptable professional development includes instruction eligible for Act 48, continuing education credits, college credits, or hours taught by Pennsylvania Department of Human Services certified Pennsylvania Quality Assurance System (PQAS) instructors based on the Pennsylvania Learning Standards for Early Childhood (available on the Early Childhood section of PDE's website) and the Pennsylvania Core Knowledge Competencies for Early Childhood Professionals (available on the PA Keys website).
Grantee Fiscal Responsibilities **§ 405.71. Segregation of Funds.** An approved provider that receives grant funds under the Program shall maintain a separate account in its budget to facilitate monitoring and auditing of the use of the grant funds. If the approved provider is a school district, the school district may not place grant funds in a reserve account.	**Segregation of Funds:** All funds provided by PDE for the Pennsylvania Pre-K Counts program must, at a minimum, be segregated from other funds through the use of a general ledger or other acceptable accounting practices. All funded Pennsylvania Pre-K Counts lead agencies and partner agencies will be required to meet Pennsylvania Pre-K Counts audit requirements. Additional information on the requirements can be

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	found in Supplemental Resource #017 on page 81 of this document.
§ 405.72. Grant Awards. (a)Grants shall be awarded by the Department to approved providers on a per-child basis, in an amount set by the Department, for each eligible student served by an approved provider. (b)The amount of grant funds provided per-student may not exceed the cost of administering the approved provider's prekindergarten program.	**Grant Awards:** Funds will be available for both half-day and full-day programs. Half-day programs may receive no less than $4,250 per child. Full-day programs may receive no less than $8,500 per child. Per child amounts must be fully justified in the grant application and will not be awarded unless fully justified. In order to support families and promote consistent child attendance, Pennsylvania Pre-K Counts programs may use grant funds to offer enrolled students transportation to the program.
§ 405.73. Use of Funds. (a)Funds may only be used for the costs associated with providing Program services to eligible students enrolled in the Program. (b)Funds may not be used for administrative or indirect costs.	No Further Clarification.

Supplemental Resources

#001: Meals and Snacks in Pennsylvania Pre-K Counts Classrooms
Nutritious meals and snacks must be provided by the Pennsylvania Pre-K Counts program at appropriate times during the Pennsylvania Pre-K Counts day. A half-day program must offer, at a minimum, one meal each day. Full day programs must offer both a snack and a meal.

Additional Clarification
- Pennsylvania Pre-K Counts targets at-risk children who may experience food insecurity and poor nutrition. It is desirable to offer them a healthy meal no matter how short the day. Good teachers make mealtime a learning time broadly, and teach about healthy eating habits, so there is no loss of "instructional time."
- The Pennsylvania Pre-K Counts meal may be either breakfast or lunch, depending on the time of operational day. Half day programs may offer the required meal at an appropriate time during the day based upon the hours of program operation, however, if offer during a "snack time" the meal must contain the recommended meal components as listed in a recognized authority such as the Child and Adult Care Food Program of the United States Department of Agriculture (USDA).
- No child may be forced to eat the prepared meal, however, it must be offered.
- Food may not be withheld for any reason including discipline.
- No fees may be charged for any snack or meal.
- Children shall be allowed second helpings of food listed in the USDA's child and adult care meal patterns.
- To the extent possible, information provided by family members concerning a child's eating habits, preferences, or special needs regarding food must be considered in planning for meals. A family member may prefer to provide an occasional meal or snack. While this is allowable, it is not recommended and providers should work with families to assure that offered meals meet family expectations whenever possible.
- Alternative foods for children who are allergic to the prepared meal or snack must be offered.
- Providers should follow the most recent, age-appropriate nutritional requirements of a recognized authority such as the Child and Adult Care Food Program of the United States Department of Agriculture (USDA).
- Foods and beverages that have little nutritional value (e.g., sweets, soft drinks) must not be served to children.
- Families who offer to share birthday snacks or holiday treats should be encouraged to provide healthy and nutritious snacks. If non-nutritious sweets such as birthday cakes are offered, a nutritious alternative must be provided in addition to the celebratory treat.
- Whenever feasible, Pennsylvania Pre-K Counts providers should access federal food reimbursement programs. The Food and Nutrition Services Division of the Pennsylvania Department of Education can provide information and guidance about these programs.
- Each parent is required to complete the Child and Adult Care Food Program (CACFP) form for free and reduced meal reimbursement. These should be kept on file at the Pennsylvania Pre-K Counts program.
- Children should be encouraged to develop good nutritional habits.
- Educational activities and information for families that focus on nutrition and healthy eating for preschoolers are recommended as part of the program's family engagement activities.

Resources

- Pennsylvania Department of Education: Division of Food and Nutrition Services
  http://www.portal.state.pa.us/portal/server.pt/community/food___nutrition_services/7483
- Penn State Extension: http://extension.psu.edu/health/nutrition-links
- USDA Food and Nutrition Service: Child and Adult Care Food Program
  http://www.fns.usda.gov/cnd/Care/CACFP/aboutcacfp.htm
- USDA My Pyramid: http://www.mypyramid.gov/

#002: Income and Family Size Verification Guidance

Income Verification Guidance:
The following are included when verifying income:
- Earned income from all sources including gross wages from work, cash, and in-kind payments received by an individual in exchange for services and net income from self-employment.
- Unearned income including cash and contributions received by an individual for which the individual does not perform a service such as: alimony; child support; military family allotments or other regular support from an absent family member; pensions; public assistance (including Temporary Assistance for Needy Families, Supplemental Security Insurance, Emergency Assistance money payments and non-Federally Funded General Assistance or General Relief money payments); and dividends, interest, net income, net royalties and periodic receipts from estates or trusts.
- Unearned benefits received periodically by an individual, such as unemployment compensation, workman's compensation, gambling or lottery winnings, or retirement benefits.

Income Deductions:
The following are deducted when determining family income:
- Voluntary or court-ordered child support or child support paid by the parent or caretaker or family member to a present or former spouse not residing in the same household.
- A medical expense not reimbursed through medical insurance that exceeds 10 percent of the family gross monthly income.

Income Exclusions:
The following are excluded when determining family income:
- Employment earnings of an individual who is an emancipated minor.
- Tax refunds, including earned income tax credits.
- Withdrawals of bank, credit union or brokerage deposits or money borrowed.
- Loans or grants, such as scholarships or income from federal student aid or participation in work-study program.
- Payments to volunteers in service to America, such as Americorps or Foster Grandparent programs.
- Any foster care payments by a foster care placement agency, including payments to permanent legal custodians or adoption assistance payments by county children and youth agency.

Whose Income is Counted:
- The parent or caretaker of the child.
- The parent or caretaker's spouse.
- Children's, excluding a child's earned income.
- Others residing with the child, in instances when these persons are counted toward family size.

Time Period:

The period of time for income verification is the 12 months immediately before the month in which the application or reapplication for enrollment of a child is made, or for the calendar year immediately before the calendar year in which the application or reapplication is made.

Verification of Income:
- Acceptable verification of **earned income** from employment includes pay stubs reflecting earnings, W-2 forms, the IRS form used for reporting tips, a written employer statement of anticipated earnings or other document that establishes the parent's or caretaker's anticipated earnings from employment.
- Acceptable verification from **self-employment** includes tax returns, business records or other documents establishing profit from self-employment.
- Acceptable verification of **unearned income** includes a copy of a current benefit check, an award letter that designates the amount of a grant or benefit, such as a letter from the Social Security Administration stating the amount of the social security benefit, a bank statement, a court order, or other document or data base report that establishes the amount of unearned income.
- If a family receives or pays child support, the eligibility agency shall verify the amount of support received or paid by the family by documents from the Pennsylvania Department of Human Services. .

Family Size
The number of people in the house to be counted for the purposes of reporting "family size" include the child or children for whom Pennsylvania Pre-K Counts is being requested and the following individuals who live with that child or children in the same household:
- Parent of the child. The parent is the biological or adoptive mother or father, stepmother or stepfather, caretaker or spouse who exercises care and control over the child requesting Pennsylvania Pre-K Counts.
- A biological, adoptive, unrelated or foster child or stepchild of the parent or caretaker who is under 18 years of age and not emancipated.
- A child who is 18 years of age or older but under 22 years of age who is enrolled in high school, a general educational development program, or a post-secondary program leading to a degree, diploma or certificate and who is wholly or partially dependent on the income of the parent or caretaker or spouse of the parent or caretaker.
- Others supported by the income of the parent(s) or guardian(s) of the child enrolling or participating in the program. If counted toward family size, any applicable income of these persons must also be counted for eligibility purposes.

#003: Program Review and Monitoring

Pennsylvania Pre-K Counts lead agencies and partners will have a minimum of one formal compliance review visit annually. Preschool Program Specialists will utilize the *Program Review Instrument* and other supporting documents to identify areas of strength and areas of needed focus to assure full compliance with the Pennsylvania Pre-K Counts regulations and policies. A minimum acceptable score of 86 percent of the total points on the *Program Review Instrument* must be documented annually.

Additional Clarification
- Pennsylvania Pre-K Counts providers have a fundamental set of requirements that have been established to guide their program design. These requirements are detailed in the Pennsylvania Pre-K Counts statute, the regulations, the Pennsylvania Pre-K Counts policies, and the annual guidance that is included in the continuation grant application.
- Ongoing participation in Pennsylvania Pre-K Counts is reliant on a provider's successful implementation of the program as detailed in the regulatory and policy documents described above. It is anticipated that both lead agencies and partners are familiar with the requirements of the program including updates or revisions that may occur annually.
- A variety of sources of evidence will be assessed annually to assure compliance with Pennsylvania Pre-K Counts policies and regulations. These sources include, but are not limited to, the Program Review Instrument, the Best Practices Rubric, the Environment Rating Scale score or other approved assessment of learning environment, the Continuous Quality Improvement Plan and information entered in the Early Learning Network.
- A differentiated monitoring model will be piloted in 2016-17. This model will be applied to programs with a history of exemplary performance. More details will be provided as they become available.

Program Review Instrument
- The *Program Review Instrument* includes a review of each of the Pennsylvania Pre-K Counts regulations and policies for compliance.
- The elements within the *Program Review Instrument* are reviewed and assessed on a varying percentage scale as follows:
    - Exemplary = 100 percent-95 percent of total points
    - Compliant = 94.9 percent-86 percent of total points
    - Deficient = 85.9 percent- 0 percent of total points

Best Practice Rubric
- The Best Practice rubric describes a teacher's implementation of classroom practices that are based on the guiding principles and content within the Learning Standards for Early Childhood.
- The first three sections of the rubric will be utilized in each classroom that is visited. These sections are: Lesson Planning, Instruction, and Ongoing Assessment. This information provides a consistent framework across Pennsylvania Pre-K Counts providers for the review of effective classroom instruction. Results will be summarized and the Preschool Program Specialists will incorporate this information into the *Program Review Instrument* and encourage the results to be folded into the program's Continuous Quality Improvement Plan.

- The Best Practices Rubric is NOT meant as a teacher evaluation and will be used solely as a source of evidence that indicates areas of strength and/or areas for considered enhancement.
- Some classrooms may be asked to pilot a more complete classroom review using the full Best Practices Rubric or additional sections within. Preschool Program Specialists will contact administrators to determine their interest in the use of the tool as a strategy to identify and implement additional technical assistance.

Instructional Observation Checklist
- The Instructional Observation Checklist was introduced in the FY 2014-15 program year.
- The Checklist is **not** an assessment, but is intended to provide teachers with additional, higher-level feedback and was developed using elements of the Danielson Framework ECE Rubric, Pennsylvania's Pre-Kindergarten Standards for Early Childhood, Early Childhood Environmental Rating Scale (ECERS-R), and NAEYC's Developmentally Appropriate Practices. A complete list of supplemental resources used in the tool's development can be found on the last page of the Instructional Observation Checklist.
- The Instructional Observation Checklist is a multi-page tool that focuses more deeply on lesson planning, the environment, instruction and professionalism.
- It is designed to be utilized in classrooms which have achieved a level of success with the Classroom Observation Checklist. The items included are designed to be observable, and to support best practices and intentionality and are applicable to the classroom staff collectively, as this is not intended to be a teacher evaluation.
- This tool also may be used in whole or in part.

Assessment of Learning Environment (e.g Environment Rating Scale) Supplemental Resource #013 details program requirements for the implementation of an approved assessment of the program's learning environment. OCDEL supports professional development in the Environment Rating Scale (ERS) and an outside assessor may conduct an ERS assessment for Pennsylvania Pre-K Counts programs, however programs may also choose to assess learning environment using other approved assessment types. The goal of assessing learning environment using an approved tool is to guide program improvements. A review of any needed improvement plans that have been developed will be completed to fully understand the program's efforts to improve.

Continuous Quality Improvement Plan
The requirements for a Continuous Quality Improvement Plan are explained in Supplemental Resource #015. The ongoing assessment of the goals within the Continuous Quality Improvement Plan will be monitored as a source of evidence for compliance with Pennsylvania Pre-K Counts policies.

Early Learning Network Data Entry
Ongoing updates of specified information in Early Learning Network are mandated requirements for Pennsylvania Pre-K Counts providers. The Preschool Program Specialists will monitor the data entry process for each program to ensure information is accurate and complete, and

submitted within the designated timeframes. Additional information on the Early Learning Network can be found at http://www.pakeys.org/pages/get.aspx?page=PELICAN.

Procedures for the Monitoring Site Visit

- Preschool Program Specialists utilize a *Program Review Instrument* to determine a provider's compliance. The *Program Review Instrument* reviews multiple sources of evidence that indicate exemplary areas as well as those areas that need additional effort to assure compliance.
- A *Program Review Instrument* will be completed for each Pennsylvania Pre-K Counts lead agency and partner annually during a site visit. Preschool Program Specialists will work with the program administrators to schedule a convenient date for the visit. Lead agencies should be prepared to accurately reflect a partner's performance as well as their own during this visit.
- Administrators of the program must participate in this site visit that will include a review of the *Program Review Instrument* document, the specialist's findings through classroom observation, and an interview or discussion to better understand the way in which the program complies and monitors its compliance.
- A list of documents that should be available will be sent to each provider prior to the visit.

#004: Additional Risk Factor Guidance

Family income that is 300 percent or below the federal poverty guideline is the primary eligibility factor required for a child's participation in Pennsylvania Pre-K Counts. Enrollment for children should be prioritized by developing a selection process to consider additional risk factors. Each program, based on their community needs should consider prioritizing enrollments for:

- **Child receiving behavioral supports**

A child who is referred to Pennsylvania Pre-K Counts from an appropriately credentialed health or mental health provider, who is not employed by the Pennsylvania Pre-K Counts program, or a child who is receiving mental health treatment. Additional verification beyond the interview is required.

- **Child or family who receives protective services**

A child who is a foster child, a kinship care child, or receiving Children and Youth Services.

- **Education level of guardian**

The parent or legal guardian of the child does not have a high school diploma, or GED or postsecondary degree.

- **English language learner**

A child whose first language is not English and who is in the process of learning English is considered an English language learner. Ask these two questions, as established by the Pennsylvania Department of Education, to determine if a child qualifies as an English language learner.

  - What is/was the child's first language?
  - Does the child speak a language other than English? (do not include languages learned in school)

- **Homeless**

A child who lacks a fixed, adequate and regular place of nighttime residence due to one of the following:

  - Children who are sharing the household of other individuals due to the loss of housing, economic hardship or a similar reason. Children, who are residing in motels, hotels or camping grounds due to the lack of alternate accommodations, are living in emergency or transitional shelters, are abandoned in hospitals, or are awaiting foster care placement.
  - Children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
  - Children who are living in cars, parks, public places, abandoned buildings, substandard housing, bus or train stations, or similar settings.

- **Incarcerated Parent**

A child for whom one of the child's parents is currently incarcerated.

- **Preschooler with an Individualized Education Program (IEP)**

A child who is currently enrolled in the Early Intervention program with an active IEP. Verification includes a copy of the IEP or other source of documentation from the parent or the Early Intervention agency. (See the Pennsylvania Pre-K Counts Regulations in Section One for more guidance on enrolling children with IEPs)

- **Migrant (non-immigrant) seasonal student**

A migrant child has moved from one school district to another in order to accompany or join a migrant parent or guardian who is a migratory worker or fisher within the preceding 36 months, in order to obtain temporary or seasonal employment in qualifying agricultural or fishing work, including agri-related businesses such as meat or vegetable processing, or working in nurseries such as Christmas and evergreen tree farming.

- **Teen mother**

A child whose mother was under the age of 18 when the child was born.

Any additional risk factors that are identified must be reported in the Early Learning Network. These risk factors can be determined by careful interviewing. Providers should ask specific questions and follow up with requests for additional documentation as needed.

#005: Enrollment, Attendance and Vacancies

Full enrollment
Pennsylvania Pre-K Counts programs must achieve full enrollment by September 1 of each school year, except for the start-up year when programs may operate fewer days to accommodate the cost and time related to starting a new program.

Pennsylvania Pre-K Counts providers must maintain 100 percent enrollment throughout the program year as indicated by their number of funded slots and establish a written plan on ways to assure 100 percent enrollment.

Enrollment reporting
Programs should make efforts to enroll children using their "legal" name. Efforts may include asking for documentation (eg. birth certificate) to verify legal name. However, programs should not refuse enrollment to children of parents who do not wish to provide evidence to verify "legal" name.
Each enrolled child must be entered in the PELICAN data system and updated monthly.

Vacancies
Providers have 20 instructional days to fill vacated slots.
Additional Clarification
Definitions
- **Enrollment:** Children are considered to be enrolled when there is mutual understanding between parent or guardian, and the Pennsylvania Pre-K Counts program that the child has been accepted in the program and will begin attending on a specified future date.
- **Start date:** The date children begin attending the Pennsylvania Pre-K Counts class.

Full Enrollment
- Outreach efforts throughout the community to locate and enroll children whose families are at 300 percent or below the federal poverty guidelines is an ongoing requirement for Pennsylvania Pre-K Counts.
- Through collaborative efforts with other community providers, Pennsylvania Pre-K Counts programs may be able to reduce the waiting lists in the county Head Start program or subsidized child care programs by establishing a system of reciprocal referrals.
- A selection and prioritization strategy must be developed that first looks at 300 percent or below of income, then other risk factors such as homelessness, teen mother or English language learner.
- Slots that are less than 20 days since they were vacated are considered as enrolled and may be reported as such.
- Chronic under-enrollment will be considered on a case-by-case basis and could result in reduced funding, calculated by the number of vacancies and the length of time. Programs will be notified in writing to identify issues of chronic under-enrollment.
- When slots are unfilled or a partner returns slots to a lead agency, they must be returned to the Office of Child Development and Early Learning for redistribution to a program that demonstrates the capacity to serve additional children with identified need.

Enrollment Reporting

- The Office of Child Development and Early Learning uses the PELICAN data to assess overall Pennsylvania Pre-K Counts enrollment as well as provider compliance with enrollment requirements.
- All enrollments must be recorded into PELICAN and kept up to date.
- Preschool Program Specialists will monitor PELICAN periodically to assure data is entered accurately for each child and that enrollment is at 100 percent.

Attendance

Providers must monitor attendance and establish a means to maintain attendance information so that it is available upon request of the Department. The PELICAN system may be used for this purpose; however attendance data reporting within the PELICAN system will not be required.

Definitions
- Attendance is, for reporting purposes, defined as those instructional days when the Pennsylvania Pre-K Counts child is attending the classroom.
- **Excused absences** are defined as: those absences when a student is prevented from attending for mental, physical or other urgent reasons. These can be further defined as illness, family emergency, death of a family member, health or dental appointments, fire, natural disaster, or other extenuating circumstances deemed as excused by the program.
- **Unexcused absences** are any absences that are not included in the above definition of excused absences.

Attendance Requirement
- *Students enrolled in Pennsylvania Pre-K Counts classroom are considered full-time and must attend 5 days per week for a minimum of 180 school days per year for the full length of the day, either 2.5 hours/half day or 5 hours/full day.*
- *Families must be contacted when children are absent for 3 consecutive days to learn the nature of the absence and offer support, as appropriate.*
- *When children have more than 5 consecutive unexcused absences, the provider and family, together, must discuss the reasons for the absence and determine ways to support the child's attendance in school.*
- *Children who have 10 or more consecutive unexcused absences or more than 10 percent unexcused absences over the course of the school year (more than 18 days total) and have not responded to program supports must be dismissed from the Pennsylvania Pre-K Counts classroom and replaced with an eligible child from the waiting list or recruited from the community..*

Attendance Policy for Families
- Grantees must develop an attendance policy that identifies excused and unexcused absences, describes strategies for working with families when children are absent, processes for maintaining full enrollment, and the policy for dismissing children from the program as a last resort.
- The attendance policy must be in writing and included in the provider's parent or family handbook.

- Programs should include a review of the policy with families at enrollment and/or orientation. Annual reviews during a parent meeting are appropriate and providers should remind families of the policy at the first unexcused absence.

<u>Vacancies</u>

- Programs that have not filled a vacant slot within the 20 day timeframe will be considered under-enrolled.
- Providers must submit a Plan for Vacant Slots for any un-filled slots by September 30 for vacancies at the start of the program and/or 30 days from any un-filled vacancy occurring throughout the school year.
- Chronic under-enrollment will be considered on a case-by-case basis and could result in reduced funding, calculated by the number of vacancies and the length of time. Programs will be notified in writing to identify issues of chronic under-enrollment.
- Vacancies occurring 20 days prior to the end of school term do not require a Plan for Vacant Slots.

#006 Definition of Instructional Time

Pennsylvania Pre-K Counts funds may only be used to support activities and for materials and program content that are secular in nature.

The following activities are acceptable for classroom instructional activities provided a certified teacher is present during these activities:

- Classroom instruction
- Orientation to the classroom, orientation to classroom/school experiences (e.g. bus procedures)
- Meals and snack time, as long as they are integral parts of the curriculum, supervised by the teacher and used for student learning experiences
- Play time, as long as it is an integral part of the instructional day, supervised by the teacher and used for student learning experiences
- Time spent at the library, and in art, music or physical education if provided by the regular teacher or area specialists
- Opening exercise (morning message)
- School, group or class education trips to which admission is not charged to students or parents and a certified teacher accompanies the students
- Student services, such as guidance and counseling services, psychological services, speech pathology and audiology services, and student health services
- Civil defense, fire, bus evacuation and similar drills
- Early dismissal and delayed opening due to inclement weather

A typical pre-kindergarten classroom schedule includes a majority of time spent in child-directed, teacher-facilitated instructional activities. These are teacher-guided play experiences where children interact with materials and peers that offer rich and age-appropriate opportunities for children's learning. Routine parts of a daily schedule such as meals or opening exercises offer unique and opportune times for teachers and students to participate together in stimulating learning experiences. Pre-kindergarten classrooms should maximize children's active and experiential learning and provide a minimal amount of teacher-directed instruction.

There are other times during a pre-kindergarten day when students are not engaged in instructional activities. Children's arrival or dismissal times, for example, the period of time when children enter or leave the building and are waiting for others to join them are not considered instructional time and do not count toward the 2.5 or 5.0 hour instructional requirement. Nap or quiet times are another example of a non-instructional activity. These times, whether they are short 10-15 minute periods or 1-2 hours in length, must be scheduled in addition to the Pennsylvania Pre-K Counts instructional requirement. It is anticipated that programs will operate longer than the 2.5 or 5.0 schedule to accommodate non-instructional times throughout the day. Recommended schedules are: 3.0 hours for a half day and 5.5 hours for a full day.

When routine parts of the day such as lunch or outdoor playground play are staffed by someone other than a certified teacher, they are not included in the instructional time requirement. If programs use these times to offer their Pennsylvania Pre-K Counts teachers breaks or planning time, a similarly qualified substitute must be present in order to count as instruction.

#007 Staff Recruitment and Retention Plan

Pennsylvania Pre-K Counts programs must hire qualified teachers to participate in the program. Staffing recruitment and retention are important to ensuring quality pre-kindergarten programs. While recruitment allows for the acquisition of distinctive teachers; retention helps maintain classroom and program consistency. Recruitment and retention are critical to program quality and consistency for children attending Pennsylvania Pre-K Counts programs. The Program Review Instrument (PRI) conducted annually by your Pre-K Counts specialist will evaluate that a staff recruitment and retention plan in place. Please see recommended strategies below to help with the development of your plan.

Recommended Recruitment strategies:

- Offer competitive salaries and benefits *comparable* to teachers in local school districts.
- Review salary scale at least every three years for internal and external equity.
- Collaborate with Higher Education Institutions that offer PK-4 certification.
- Work with CareerLink and the PA Keys site to post job opportunities.

Recommended Retention strategies:

- Covering costs associated with moving from Level I- Level II, ACT 48 coursework, including written policies to require staff to maintain employment if these costs are covered.
- Information regarding professional development opportunities is posted and/or communicated to staff on an ongoing basis.
- Use Rising Stars Tuition Assistance Program waivers from Keystone Stars for staff to use towards continued education. This is only applicable if your Pennsylvania Pre-K Counts center also has a STARS designation.
- Research and refer staff to scholarship opportunities. Build policies that allow Level II teachers incentives and leave time to mentor other staff or to conduct evaluations at other Pennsylvania Pre-K Counts sites.
- Provide paid leave time for new teachers to be mentored by veteran teaching staff.
- Provide merit increases in addition to annual salary increases.

Strategies assure maintenance of certified teachers in PKC classrooms:

- Hire two certified teachers (lead and assistant).
- Maintain a pool of qualified substitutes.
- Programs hire additional staff that meet lead teacher qualifications who perform multiple program duties (e.g. covering planning time, data entry, instructional coaching).
- Teaching staff have the equivalent of at least one paid hour per day to prepare lessons and document learning and development.

#008: Early Childhood Education and Teacher Certification: Frequently Asked Questions

This document was developed by the Pennsylvania Department of Education's Office of Postsecondary and Higher Education and the Office of Child Development and Early Learning, to address issues regarding currently certified early childhood educators and individuals who are seeking certification.

1. **What are the requirements for an Early Childhood Education Instructional I Certificate?**

    For the purposes of Pennsylvania Pre-K Counts an Early Childhood Education Instructional Certificate is defined as N-3 Instructional Certification or PK-4 Instructional Certification. N-3 Instructional Certification is no longer available but holding an active N-3 Instructional Certification does qualify a teacher to teach in a Pennsylvania Pre-K Counts classroom.

    In order to obtain an Early Childhood Education Pre K-4 Instructional I Certificate (also referred to as a Level I) a teacher must do the following:

    a. Complete a state-approved Early Childhood Education teacher preparation program, including:

    - Student teaching.
    - Grade point average (GPA) requirements: 3.0 overall cumulative GPA as noted on Bachelor's or Master's transcript. (See also question 11 for a limited exemption of this requirement under the internship program)
    - Six semester hour credits in college level mathematics; and
    - Three semester hour credits in college level English Composition; and
    - Three semester hour credits in college level English/American Literature.

    b. Receive the recommendation or verification of education from the preparing college/university; and

    c. Meet all testing requirements established by the State Board of Education. Currently required tests and required qualifying scores can be found at www.education.state.pa.us.

2. What is required to convert an Early Childhood Education Instructional I Certificate to an Instructional II Certificate?

In order to convert an N-3 or Pre K-4 Instructional I Certificate to an Instructional II Certificate (also referred to as a Level II), the teacher must complete the following:

a. 24 post-baccalaureate credits of collegiate study (graduate or undergraduate) from a Baccalaureate or Master degree granting institution, or Pennsylvania Department of Education-approved college equivalent in-service credits or a combination of both. Credits in the areas of law, medicine, theology, or real estate are not acceptable unless relevant to the area of Early Childhood Education. Initial certificates issued on or after Sept. 1, 2007, must complete six

specific course credit hour requirements as identified in Certification Staffing and Policy Guidelines (CSPG) #7 (www.education.state.pa.us, keyword CSPG 7).

b. Three years of satisfactory teaching on an Instructional I Certificate attested to by the chief school administrator of the approved public or non-public school entity in which the most recent service was performed (22 Pa. Code § 49.83). When one Instructional I Certification area is converted to a Level II, all other instructional certificates held by the educator will be simultaneously converted to a Level II.

- An Instructional I Certificate is valid for six service years. Therefore, the educator has six years of teaching in which to complete all requirements to convert to a Level II Certificate.
- Teaching in a Pennsylvania Pre-K Counts program, applies toward years of service on an Instructional I certificate.

Service Time Counted as Mandatory
- Service in Pennsylvania Pre-K Counts program, beginning in 2007
- Service in a public school pre-kindergarten program
- Service in a public school K-4 as an Early Childhood Education certified teacher

Service Time Counted as Optional
(Applied at the discretion of the certificate holder)
- Service in Head Start programs
- Service in child care facilities that are a STAR 3 or above
- Service in licensed nursery schools
- Only 50 percent of total required experience may be in an Early Intervention special education classroom

c. Completion of a PDE-approved induction program. Programs such as Head Start that have an approved plan that meets the requirements of an Induction Plan may submit that plan to The Office of Child Development and Early Learning for approval.

d. A completed Instructional I to Instructional II Assessment (ACT 82 of 2012 (22 Pa. Code §19.1) Educator Effectiveness Tool) with a "Satisfactory" rating for teachers who were certified on or after Sept. 1, 2001. The entity where the teacher taught keeps the following documents on file at the institution:

- The record of six Semi-Annual Evaluations, which is used as a basis for the recommendation/verification of satisfactory years of service. The satisfactory years of service must be attested to by the chief school administrator or the school entities equivalent of a chief school administrator on the Instructional I to Instructional II Assessment form Educator Effectiveness tool.

- Evaluations for educators employed in community-based, non-public school Pennsylvania Pre-K Counts programs and other community-based entities may be conducted by an individual who meets one of the following requirements:

1) The following school district or intermediate unit personnel (with an active certificate in their field as listed) qualify to perform the teacher evaluation function:

- ❖ Principal or assistant principal
- ❖ Superintendent or assistant superintendent
- ❖ Intermediate unit executive director or assistant executive director
- ❖ Early intervention supervisor

2) Early childhood faculty at an approved institution of higher education that has a PDE-approved early childhood teacher preparatory program. This does not include adjunct faculty.

➢ Where this is not possible, an Office of Child Development and Early Learning approved evaluator may be utilized:

Office of Child Development and Early Learning approved Evaluator Criteria:
    Evaluators applying to be an Office of Child Development and Early Learning approved evaluator who meet the following criteria, must submit their qualifications to The Office of Child Development and Early Learning for approval prior to conducting teacher evaluations.

- ❖ Holds an active Level II Pennsylvania Teaching Certificate in Early Childhood Education OR a Supervisory Certificate

  - o If applicant holds a supervisory certificate, evidence of three years of early childhood education experience in a 0-5 and/or PK-3 setting must be provided. A review of applicants resume will serve as evidence. Experience must be in the following: Head Start program, child care program at STAR 3 or higher, licensed nursery school, or school district serving PK- 3. .

  - o If applicant holds a level II teaching certificate, evidence must be provided to show experience in the completion of teacher evaluation. Applicant should submit one or more examples of a written evaluation conducted of a pre-kindergarten teacher.

3. How many years is an Instructional I certificate valid before it must be converted to an Instructional II certificate?

An Instructional I certificate is valid for six years of actual professional service, not calendar years, in a public school entity and Pennsylvania Pre-K Counts Programs.

Service on a Level I certificate in a public school entity and Pennsylvania Pre-K Counts Program will be charged against the period of validity of the Level I Certificate.

An Instructional I certificate may be valid for longer than six years of service if the service is performed in one of the schools identified in question number two as **optional.** Service time in these schools is only credited toward Level II Certification at the **option** of the certificate holder.

4. Will the time an individual certified in Early Childhood Education at the Instructional I level teaches for Pennsylvania Pre-K Counts, regardless of the setting, count toward Instructional II?

Yes

5. Do Pennsylvania Pre-K Counts teachers working in community-based Pennsylvania Pre-K Counts Programs have to earn an Early Childhood Education Instructional II certificate after six years of teaching experience on an Instructional I Certificate?

Yes

6. Does the experience approved for the Instructional II certification apply for eligibility to become a supervisor of a single area (i.e. supervisor of Early Childhood Education or supervisor of elementary)?

Yes

Issuance of a Supervisory Certificate requires a minimum of five years of professional school service **in the area for which the certificate is sought.** Preparation for this certificate is at the graduate level and includes in-depth study in the area of supervision (22 Pa Code **§**49.111).

A person prepared as a single area supervisor may be eligible for certification provided the applicant:

a. Has completed an approved program of graduate study preparing him/her for the responsibilities of supervising in the specified single program area and of directing the activities of certificated professional employees. (Preparation completed out-of-state must meet Pennsylvania standards for certification.)

b. Is recommended for certification by the authorized certification officer of the institution where such education was obtained, or holds a comparable certificate from another state (for out-of-state applicants only).

c. Provides a chief school administrator's verification of the completion of five years of satisfactory professional service in a program in the area for which the supervisory certificate is sought.

d. Has provided evidence of satisfactory achievement on assessments prescribed by PDE under Section 49.18(a).

e. Is able to meet all other requirements provided by law.

7. What will happen if an educator fails to convert an N-3 or PreK-4 Instructional I Certificate to an Instructional II Certificate after six years of certified service?

If an individual has served six years on an Instructional I Certificate in a public school entity or Pennsylvania Pre-K Counts program without applying to convert it to an Instructional II, the certification is considered lapsed or invalid. In order for the individual to continue teaching beyond the six years, she/he must convert the certification to an Instructional II. In order to receive a Level II Certificate by September 1, PDE should receive the application by January 1 of the year in which conversion is sought.

8. How do you re-establish the validity of an invalid or lapsed certificate?
If an individual has completed six years of service on an Instructional I or Level I certificate in a public school entity or Pennsylvania Pre-K Counts program without applying to convert it to a Level II, their certification is considered lapsed. In order for the individual to continue teaching, he/she must submit the required documentation and application to convert the certification to an Instructional II or Level II. (See list of requirements in Question #2).

9. What will happen if an educator fails to achieve the continued professional development requirements of Act 48?

In order to maintain active certification, an individual must comply with the continuing education requirements of Act 48. If an individual fails to comply with the continuing education requirement of 180 hours or six credits of professional education within the five year period, his/her certification is considered inactive. In order for the individual to continue teaching, she/he must complete the required professional education and submit proof of successful completion of the credits required. Once the requirement is met, the certification automatically becomes reactivated. Act 48 requirements can be found at:
http://www.portal.state.pa.us/portal/server.pt/community/act_48_-_continuing_professional_education/8622.

10. How do you re-activate an inactive certificate?

To re-activate an inactive certificate, one must complete the required six credits or 180 hours, or equivalent combination of approved continuing professional education. The coursework can come from an accredited 4-year college, an accredited 2-year college, a Pennsylvania intermediate unit, or any Act 48 approved provider.

If credits or hours are earned from a PDE-approved provider, at the request of the teacher, the credits will be submitted by the professional education provider to PDE's Bureau of School Leadership and Teacher Quality.

If credits are earned from an out-of-state college, the teacher must submit official, sealed transcripts to the Pennsylvania Department of Education, Act 48 Transcripts, 333 Market Street, 3rd Floor, Harrisburg, PA 17126-0333.

A certificate that has been put on Voluntary Inactive (suspends the continuing education requirements) status by the educator will require an application and fee to be sent to PDE for reactivation. A certificate inactivated by the system due to insufficient Act 48 hours continuing professional education credits, will be re-activated only when all requirements are met.

11. What is the required status of a certification?

Pennsylvania Pre-K Counts requires all lead classroom teachers in the program to be Early Childhood Education N-3 or PreK-4 certified. This means the certification must be both active and valid.

12. What is a Teacher Intern Certificate?

The Pennsylvania Teacher Intern Certification Program is specifically designed for individuals who have:

a. A minimum of a baccalaureate degree related to the area of certification requested.

b. Completed six credits of college-level math, six credits of college-level English literature and composition.

c. A minimum of a 3.0 GPA in their baccalaureate degree. An individual who has passed the basic skills may enter the program with a 2.80 GPA and exit the program with a 3.0.

d. Completed an approved institution of higher education's screening process and been accepted to the Teacher Intern Program in order to teach under an Intern Certificate.

e. Achieved a satisfactory score on the required certification tests.

f. Achieved satisfactory assessments on their student teaching conducted by the college or university in which they are enrolled.

Further information regarding the program and requirements can be found at the following link: http://www.pa.nesinc.com/

13. Are elementary education staff eligible to participate in the Teacher Intern Certificate Program to achieve an Early Childhood Education certificate?

Yes. The individual will have to meet the requirements of the institution offering the Teacher Internship Program.

14. Does teaching under an Intern Certification require the candidate to leave his/her teaching position in order to meet student teaching obligations?

Not necessarily. The intern candidate may continue as a lead teacher in a classroom. The assessment of his/her teaching by the college or university under which the Intern Certificate is being acquired constitutes the "assessment of the student's teaching." However, this is determined by the college or university offering the intern program. Prospective interns are encouraged to ask these detailed questions of the institution where they hope to do their internship. In some cases the college or university may require the intern candidate to spend some time teaching in another classroom and grade level, particularly if the individual is not certified in any field.

15. What is the minimum number of Early Childhood Education credits a person must take to become Early Childhood Education certified?

The preparing institutions make this decision, not the Pennsylvania Department of Education.

16. Can a community college refer someone to be presented for certification?

No. Community colleges do not have PDE approval for teacher certification programs.

The program referral for certification must come from a PDE-approved 4-year degree granting college/university. However, the degree granting institution may decide which community college credits to accept toward certification requirements.

17. What are the requirements for emergency permits and how is an emergency permit obtained?

The emergency permit must be requested by the public school entity for an individual to serve in a vacant position or as a long-term or day-to-day substitute teacher. Emergency permits are issued at the request of the employing public school entity expressing an emergency need to fill a position that has been advertised, but no qualified and properly certificated applicant is available. The candidate for an emergency permit must have earned a bachelor's degree from a state-approved college or university and must meet all other eligibility requirements related to age, citizenship, mental and physical health, and good moral character.

The permit is valid from the first day of the month of issuance until the last day of summer school in that school year and may be reissued only if the emergency circumstances necessitating the permit still exist, a fully qualified and certified individual is unavailable, and the entity submits the appropriate application to PDE. Additional information about Emergency Permits can be found at:
http://www.teaching.state.pa.us/teaching/lib/teaching/013_EmergencyPermits_13.pdf

18. Can an Early Childhood Education certificate be added onto an existing instructional certificate by taking the required certification tests alone?

Yes. PDE does permit an Early Childhood Education certificate to be added on to an existing certificate by passing the content area test alone.

19. Can student teaching be waived by a college?

A minimum of 12-week full-time student teaching experience under the supervision of qualified program faculty and cooperating teachers is required. Individuals providing supervision must be program faculty with knowledge and experience in the program area. The cooperating teachers must be trained by the preparation program faculty and have certification in Early Childhood Education, have had three years of satisfactory certificated teaching experience and at least one year of certificated teaching experience in the school entity where the student teacher is placed.

There is no provision for a waiver of student teaching experience. However, the teacher intern program may offer an option for fulfilling this requirement. See questions 10 through 13 for more information.

20. Does a minor in Early Childhood Education enable a candidate who holds a bachelor's degree in another area to take the Pennsylvania certification tests and become certified in Early Childhood Education?

No. An individual must complete the college's or university's certification program approved by PDE for that area of certification.

21. What is the Accelerated Certification Program, how does it work, and what is its status?

Pennsylvania Code (22 Pa. Code §49.86) refers to an accelerated program for PreK-4 and 4-8 Certificate administration. This section requires that PDE develop and approve accelerated programs for candidates to attain these certificates, effective Jan. 1, 2013. The accelerated programs will be developed after the PreK-4 and 4-8 guidelines are finalized.

#009: Tracking Activity for Moving ECE Level I Certification to Level II Certification

OCDEL has created a form to track a teacher's progress in moving from Level I certification to Level II. This form can be accessed through the PaKeys PKC intranet or by contacting your Preschool Program Specialist.

The form is to be maintained and updated on an on-going basis as a record of the providers' progress in having ECE Level I teachers convert their certificates to Level II. The form is to be completed and submitted to the Preschool Program Specialist through each provider's Lead Agency by September 30th and January 30th of each program year. The Preschool Specialist will review this form during on-site monitoring visits with the expectation that it is being kept current.

Components on the form:
Name of Teacher: List name of teacher, including maiden name *(if applicable).* If a teacher who is listed resigns from the provider's staff, make a note below the teacher's name stating "resignation" and the date. Do not eliminate this person's name from the form as it will be a record of the teacher's employment at your facility. If a teacher is on an extended leave, indicate "leave" and the type (sick, family, etc.) along with the date. When the teacher returns, indicate "returned" and the date.

Date Entered PKC Classroom: List date teacher started in the PA Pre-K Counts classroom. *Note:* To move from Level I to Level II certification, teachers have 6 years from start date (in an eligible classroom).

Date Left PKC Classroom: List date teacher left the PA Pre-K Counts classroom *(if applicable).*

ECE Level I Certification Date: List date that ECE Level I certification was approved by PDE. Note: All lead teachers must have ECE Level I certification to teach in a PA Pre-K Counts classroom.

Teacher Induction Program: List "start date" and "completion date" for required teacher induction program.

Evaluation Dates: List completion dates for the required six (6) satisfactory evaluations toward Level II certification. **Note:** Two (2) bi-annual evaluations are required beyond the six (6) satisfactory evaluations if Level II certification is not achieved within 3 years. **Note:** As of July 1, 2014, PDE 82-1*(Classroom Teacher Rating Tool Form)* will replace PDE 426 as the required observation tool for community-based providers.

Level II Final Evaluation Date: List date that the final evaluation was completed.

Post-Baccalaureate Credits: List current number of credits completed toward the 24 post-baccalaureate credits required for Level II certification. As additional course credits are acquired, enter the new number of credits accumulated and the date the entry was made. Substitute new numbers for the old numbers as changes in the number occur and revise the date to reflect when the change in the number was entered.

Teacher Effectiveness Training Date: List date that the required *Teacher Effectiveness Model (Danielson Observation Tool)* training was completed.

Comments: Include any additional notes relevant to the teacher's progress toward Level II certification.

#010: Teacher Certification Evaluation in Community-Based Programs

Teachers in Pennsylvania Pre-K Counts community-based classrooms must engage in the Pennsylvania Department of Education's (PDE) prescribed evaluation process as part of conversion of Level I to Level II Certification requirement. For more information on Pennsylvania's Educator Effectiveness Project, visit http://www.portal.state.pa.us/portal/server.pt/community/educator_effectiveness_project/20903. When evaluating Level II certified teachers in community-based Pennsylvania Pre-K Counts programs, the program may continue to utilize an LEA or an intermediate unit evaluator, or may develop an equivalent means for the annual evaluation of Level II certified teachers.

Additional Clarification: Evaluation Requirement

- Teachers must have at least three years of satisfactory teaching experience to convert a Level I teaching certificate to Level II.
- Teachers with Level I certification must have a minimum of two evaluations per year with a "satisfactory" rating.
- These evaluations must be conducted within the six-year window for Level I to Level II conversion.
- Pennsylvania Pre-K Counts providers must identify an evaluator who meets the criteria (described below) for this requirement.
- Lead agencies must monitor partners' efforts to fulfill this requirement and to offer support in the identification of a qualified evaluator.

Options for community-based teacher evaluators after transition to Educator Effectiveness System established by Act 82 of 2012 (22 Pa. Code §19.1)

1) The following school district or intermediate unit personnel (with an active certificate in their field as listed) qualify to perform the teacher evaluation function:

- ❖ Principal or assistant principal
- ❖ Superintendent or assistant superintendent
- ❖ Intermediate unit executive director or assistant executive director
- ❖ Early intervention supervisor

2) Early childhood faculty at an approved institution of higher education that has a PDE-approved early childhood teacher preparatory program. This does not include adjunct faculty.

It is recommended that evaluator types listed above have experience or understanding of early childhood classrooms and their unique instructional structure in order to offer appropriate feedback.

3) Interested professionals who meet the credentials listed below may apply to PDE's Office of Child Development and Early Learning for approval. Documentation of all required elements must be submitted.

- ❖ Holds an active Level II Pennsylvania Teaching Certificate in Early Childhood Education OR a Supervisory Certificate

- o If applicant holds a supervisory certificate, evidence of three years of early childhood education experience in a 0-5 and/or PK-3 setting must be provided. A review of applicants resume will serve as evidence. Experience must be in the following: Head Start program, child care program at STAR 3 or higher, licensed nursery school, or school district serving PK- 3.

- o If applicant holds a Level II teaching certificate, evidence must be provided to show experience in the completion of teacher evaluation. Applicant should submit one or more examples of a written evaluation conducted of a pre-kindergarten teacher.

Preschool Program Specialists may share these criteria and discuss this option with their assigned grantees and counsel them on the criteria for evaluator approval. Should an individual wish to seek PDE's Office of Child Development and Early Learning approval to conduct evaluations, they should submit a letter of interest and the above referenced documentation to Jolie Phillips (jolphillip@pa.gov) requesting approval.

ALL evaluator types listed above MUST have PDE-approved training in teacher evaluation (Educator Effectiveness in accordance with ACT 82 of 2012 (22 Pa. Code §19.1) or an alternate LEA teacher evaluation plan that was approved by the Pennsylvania Department of Education. Please contact your local intermediate unit for training.

It is strongly recommended, that ALL evaluators view the Early Childhood Supplement to Charlotte Danielson's Framework for Teaching webinar at: http://vclass.cciu.org/play_recording.html?recordingId=1249326967651_1384956648375

Engaging Teacher Evaluators
- Community-based providers that have an approved person on staff may have evaluations conducted by that person.
- Providers may contact local school districts or intermediate units to determine if there is someone on staff with the expertise and availability to conduct the evaluations.
- Provider may contact faculty at local institutions of higher education to determine if there is someone on staff with the expertise and availability to conduct the evaluations.
- If providers are unable to secure an evaluator from these options, they should contact their preschool program specialist for additional options.
- The cost associated with conducting teacher evaluations may be included in the Pennsylvania Pre-K Counts' budget.

Instructions for using the Pennsylvania Department of Education's evaluation and assessment forms
- Level I evaluations must be completed on the PDE-approved forms: Teacher Effectiveness Tool. When evaluating Level II certified teachers in community-based Pennsylvania Pre-K Counts programs, the program may continue to utilize PDE-approved forms, or may develop an equivalent means for the annual evaluation of Level II certified teachers.
- The Office of Child Development and Early Learning has developed pre-kindergarten possible examples and guiding questions as a supplement to the Danielson Rubric. This

supplement should be used by any evaluator of Pennsylvania Pre-K Counts programming (this supplement can be found at http://www.pdesas.org/Instruction/Frameworks).

- The language contained within the teacher effectiveness tool is specific to school district personnel, however community-based providers may interpret the wording as follows:

  - ❖ Form says "District/LEA": Community-based provider interpretation-name of Pre-K Counts entity or partner
  - ❖ Form says "School": Community-based provider interpretation-name of site where the teacher is teaching

#011: Teacher Induction for Community-Based Providers

- *The Guidelines for Induction Programs*, developed by the Pennsylvania Department of Education (PDE), while written for public school districts, should be interpreted to apply to community-based providers. These guidelines have been updated effective September 2013.
- Pennsylvania Pre-K Counts lead agencies must work together with their partners to determine the best option for induction programs for the partnership.
- Lead agencies should discuss the options available to partners and secure agreement about the option they want to pursue.
- Community-based partners may add an addendum to a district or intermediate unit plan to include the provider. This addendum must indicate how the plan will be made applicable to and implemented by community-based partners.
- School districts or intermediate units do not need to undertake submission of a Teacher Induction Plan as they already have PDE-approved plans, however Appendix A, designating evaluator information must be submitted to the Office of Child Development and Early Learning.
- All community-based Pennsylvania Pre-K Counts providers must name an induction coordinator and ensure that all of their early childhood education teachers participate in an approved, year-long teacher induction program, regardless of years of teaching.
- All Pennsylvania Pre-K Counts providers must give a copy of their finalized Induction Plan to their Preschool Specialist for final approval, including Appendix A, designating evaluator information.

<u>Options for Teacher Induction Plans</u>

1. Become part of a school district's Teacher Induction Plan using the following steps:
   a. This option works especially well for Pennsylvania Pre-K Counts providers in partnerships that include a public school district or those providers that have a strong collaboration with a local district.
   b. The lead agency should consult with the local district(s) of the partnership to determine the school's willingness to assist community-based providers with meeting the induction requirement.
   c. Meet with representatives of each partner provider to be included in the plan to discuss ways the Induction Plan can be amended to include the community-based providers.
   d. Create an addendum to the plan that details the variations of the plan and how it has been made applicable to partners.
   e. Submit both the plan and the addendum to the director and the Teacher Induction Council for sign-off by the authorized person.
   f. The lead agency should submit the plan and addendum to the Preschool Program Specialist who will send it to the Office of Child Development and Early Learning for approval. The Preschool Program Specialist will review the plan and work with the provider to suggest any changes as needed prior to submitting the document to the Office of Child Development and Early Learning.
2. Become part of an intermediate unit's existing Induction Plan.
   a. Follow the steps outlined above.
3. Develop a stand-alone Induction Plan.
   a. This option works well for those providers who are not in a partnership with a school district or intermediate unit.

#012 Comprehensive Screening

Pennsylvania Pre-K Counts providers must complete a developmental screening on all children within 45 calendar days of the child's first day in the classroom setting. Developmental screening processes that occur up to 90 days prior to entry in a Pennsylvania Pre-K Counts classroom fulfill this requirement.

Pennsylvania Pre-K Counts providers shall ensure all children have had the opportunity to receive the recommended vision, hearing, and health screenings. To meet this requirement, programs should at minimum:
- Communicate to families about the importance of early screening
- Collect evidence from families regarding screenings that have occurred within 180 days of the recommended screening timeframes
- In cases where screenings have not occurred, provide timely opportunities for enrolled children to have the opportunity for screening. These screenings may be conducted by the providers or an outside agency including a physician.
- Communicate with families about screening results and support follow up as needed.

At no time should a child be denied access to PKC programming or be dis-enrolled, if recommended screenings are not up to date.

Screenings should be used as a first step in identification of potential delays or health concerns and to indicate those children who need to be further referred for evaluation or follow up care.

OCDEL provides a free tracking tool for programs that do not have another means to track screenings. The tool can be accessed through the PKC intranet. Please speak with your preschool program specialist if you do not currently have access to the intranet.

Additional Clarification

- A developmental screening for young children is a preventative strategy that quickly triggers additional supports for those children with suspected developmental delays or disabilities.
- Screening is not a readiness test and should not be used to determine a child's readiness for pre-kindergarten or kindergarten. Instead, it should be used to identify potential delays for learning that typically result in the need for further diagnostic evaluation by professionals.
- Developmental screenings are quick snapshots that should collect information in all domains of a child's development: social, cognitive, physical, and social emotional to identify potential risks.
- In general, screening is not an end in itself (Meisels & Atkins-Burnett, 2005). Developmental screening instruments were developed to alert early childhood professionals to a child's potential areas of strength and need in each developmental domain. Developmental screening instruments are "early alert systems" that can help to focus further assessment and observation. In other words, "screening may be used to identify children who should be observed further for possible delay or problems" (National Association for the Education of Young Children, 2005, p.13).

- Despite pediatricians' completion of screening during routine health care visits, less than 50 percent of children who have developmental delays are identified prior to their start in school.
- The Office of Child Development and Early Learning recommends the use of the Ages & Stages and the Ages & Stages SE Questionnaires. These instruments are valid and reliable, easy to use and family friendly. This tool is being used across various state and county programs including Children and Youth programs, Keystone STARS, Pennsylvania Early Head Start, Nurse-Family Partnership and Parent Child Home Program. Training for Ages & Stages and the Ages & Stages SE Questionnaires can be found on the PA Keys Professional Development Calendar (search Using Ages and Stages Questionnaires® as a Screening Tool). This is a one-time training need.
- Sensory screenings may be administered by appropriately trained program staff, or programs partnering with Head Start, the Association for the Blind or other local community based organizations to complete vison and hearing screens. Preschool specialist can be a resource for programs identifying equipment and possible community resources to meet the hearing and vision screening requirement. In the event that a child demonstrates a concern on the screening, parents should be informed and provided assistance in connecting with follow up.
- Physical and oral health is important to children's school readiness. As three and four year old children, according to the Early Periodic Screening, Diagnostic and Treatment Program, EPSDT, should have an annual well child checkup and a dental exam. Pennsylvania Pre-K Counts programs beginning in 2015-2016 will require parents of enrolled children to demonstrate within 60 days of enrollment that the child is up to date with this requirement.
- Children enrolled in Pennsylvania Pre-K Counts should be covered by the Children; Health Insurance Program (CHIP) or through private insurance. Children on schedule for a well-child visit annually may have sensory, health and/or developmental screenings completed. Providers may request consent to exchange information to obtain screening results from a child's physician.
- Returning children do not need screening annually unless indicated by a change in the child's circumstances or development.
- Once a screening has been conducted, based on the findings, the agency will make the necessary recommendations and referrals, and work with the local intervention agencies to support the child and family. Pennsylvania Pre-K Counts providers must coordinate enrollment strategies with "Child Find." Child Find is a requirement under federal law that mandates Early Intervention programs reach out to identify all those children who may be eligible or in need of Early Intervention services.
- OCDEL funds an information and referral service, CONNECT, designed to link families with early intervention and special education services. CONNECT is a statewide resource and referral system and currently is a phone and fax system staffed by one full time employee (FTE) who is a trained information specialist. Back up support is provided as needed. The line is staffed 7:30 am to 3:30 pm each business day. Programs are encouraged to share information regarding CONNECT with families when the results of screening suggest the need for additional services. CONNECT services can be accessed at 1-800-692-7288.

Important Note

- There is a minimal cost associated with purchasing Ages & Stages. Grantees are permitted to include the cost of the resource in their budgets.

- All children in Pennsylvania are eligible for Health Insurance. If a family is seeking information about obtaining insurance for enrolled children can be provided with contact information to the Pennsylvania Children's Health Insurance Program (CHIP) at: http://www.chipcoverspakids.com/

Additional Resources

- [American Academy of Pediatrics Recommendations for Preventive Pediatric Health Care](#) –the AAP/Bright Futures screening schedule

- Ages & Stages website: www.agesandstages.com
- First Steps for Early Success: State Strategies to Support Developmental Screening in Early Childhood Settings. http://www.clasp.org/resources-and-publications/publication-1/State-Strategies-to-Support-Developmental-Screening-in-Early-Childhood-Settings.pdf
- Developmental and Behavioral Screening Initiative: Impact and Opportunities – presentations and resources: http://ectacenter.org/topics/earlyid/dec2014.asp
- Developmental Screening in Early Childhood Systems Summary Report. American Academy of Pediatrics. Healthy Child Care American conference. March 2009.
- Meisels, S.J. and Atkins-Burnet, S. 2005. Developmental Screening in Early Childhood, A Guide 5th Edition. NAEYC Washington, D.C.
- NAEYC Supplement, Screening and Assessment of Young English Language Learners, 2005. http//naeyc.org/about/positions/pdf./E: Supplement Shorter Version.pdf
- National Early Childhood Technical Assistance Center (NECTAC) - http://www.nectac.org
- Understanding and Choosing Assessments and Developmental Screeners for Young Children Ages 3-5: Profiles of Selected Measures
  - http://www.acf.hhs.gov/sites/default/files/opre/screeners_final.pdf

#013: Assessment of the Learning Environment

Pennsylvania Pre-K Counts programs must select and use an assessment tool from the tools approved by PDE to assess and monitor program learning environment (classrooms).

Classroom self-assessments, performed by trained facility personnel, must be completed annually. Results of the environmental assessment must be used by the program to determine program needs as part of a continuous quality improvement plan.

At a frequency determined by PDE, an Environment Rating Scale assessment may be conducted by an outside assessor.

Lead teachers must attend training on the use of of the chosen program assessment tool within the first six months of employment in a Pennsylvania Pre-K Counts classroom. The PA Key Professional Development System supports the Environment Rating Scale Foundations and the Early Childhood Environment Rating Scale-3 courses. Programs choosing to use other approved program assessments are responsible for ensuring staff receive training on use of the tool.

Additional Clarification

External Assessment using Environment Rating Scale for select Pennsylvania Pre-K Counts Programs

- PDE reserves the right to require and conduct an external assessment of select Pennsylvania Pre-K Counts Programs.
- The full ECERS-3 instrument includes six sub-scales. Pennsylvania Pre-K Counts classrooms that are not participating in Keystone STARS will be rated on five of the six subscales during the external assessment. They include: Space and Furnishings, Language and Literacy, Learning Activities, Interaction, and Program Structure.
- PKC classrooms in STARS facilities will be included in the STARS random sampling. One half of PKC classrooms (chosen randomly) in non-STARS facilities will be assessed every two years.
- Preschool program specialists will initiate the application for an external Environment Rating Scale assessment. When the Assessor contacts the program to confirm the window, they will also confirm address and other site specific information to determine the number of classrooms to be assessed. This will also provide an opportunity for selecting black-out days.
- Programs will be notified of their Environment Rating Scale window for the external assessment. Failure to keep the Environment Rating Scale window will result in a charge of $700 per day for each day that was cancelled, rescheduled or denied unless just cause is established.
- When the assessor arrives at the site, a facility contact should greet the assessor. A facility contact should be accessible for the duration of the assessors visit.
- The assessor will spend 3 hours of continuous observation, and will notify the facility contact when the observation is complete.
- Based on the number of classrooms that need to be assessed, additional days of assessment will be conducted within the four-week window, but may not necessarily be continuous days.
- Providers will receive a hard copy of their Environment Rating Scale assessment results in the mail.
- Results of the Environment Rating Scale assessment will also be emailed to the preschool program specialist who will email copies, including those of its partners, to the

lead agency. For those programs participating in Keystone STARS, a copy will also be sent to the regional key.

External Assessment for Pennsylvania Pre-K Counts STARS facilities

- Pennsylvania Pre-K Counts child care facilities that that are renewing their Keystone STARS level must generate a window for Environment Rating Scale assessment that is in keeping with their STARS renewal date.
- Renewals for STARS Pennsylvania Pre-K Counts facilities will accept an Environment Rating Scale window up to six months prior to the renewal. For STAR 3 or 4, renewal assessments are required every other year.
- Programs attempting a move in designation from STAR 3 to STAR 4 must request an Environmental Rating Scale validation after STARS standards have been validated.

Self-Assessment

- Programs may choose to use any Department approved assessment of learning environment to fulfill the required annual self-assessment.
- A self-assessment must be completed in every classroom annually.
- Self-assessments must be completed by personnel who have completed training on the chosen tool. Depending on the chosen assessment personnel may include persons outside the facility. For programs choosing to use the Environment Rating Scale, personnel conducting the self-assessment must have attended both Environment Rating Scale sessions: the Environment Rating Scale Foundations and the Early Childhood Environment Rating Scale-3 OR online ECERS-3 training. The Environment Rating Scale professional development is supported by the PA Keys system. Training for other approved assessments must be attained by the program.
- Self-assessments should, as much as possible, be an honest reflection of the classroom environment.
- Results of annual self-assessments for all classrooms must be submitted to preschool program specialists. Partners must also submit their results to the lead agency.

Department Approved Assessments of Learning Environment

The Early Childhood Environment Rating Scale-3 (Professional development supported by the Department)

Classroom Assessment Scoring System (CLASS) for Pre-Kindergarten Classrooms (Pre-K version)

Teaching Pyramid Tool for Preschool Classrooms (TPOT)

- Programs may submit to have additional assessments of learning environment added by contacting OCDEL staff at RA-PAPreKCounts@pa.gov.

#014: Reporting and Data Requirements

Pennsylvania Pre-K Counts providers must submit documentation of program implementation through multiple sources: Early Learning Network, Financial Accounting Information System, and submission of written program plans.

PELICAN/Early Learning Network:
Data reports must be submitted through the Office of Child Development and Early Learning's PELICAN/Early Learning Network. Demographic, narrative, fiscal, and child outcomes reports are required from each lead agency and partner.

Financial Accounting Information System:
Providers must submit their *Reconciliation of Cash on Hand Quarterly Reports* via the Financial Accounting Information System website.

Program Plans:
Required program plans, including plans for vacant slots, continuous quality improvement plans, partnership agreements, and teacher induction plans, must also be submitted to the preschool program specialist who monitors each provider's program compliance.

Additional Clarification
Reporting through the PELICAN/ Early Learning Network
- The PELICAN/Early Learning Network serves as the web-based repository for Pennsylvania Pre-K Counts information. Access http://www.pakeys.org/pages/get.aspx?page=PELICAN for further information on the PELICAN/Early Learning Network system.
- Lead agencies and partners must, together, determine the responsible party for each type of reporting requirement. In some cases the lead agency may choose to enter data for its partners, in other situations the partners may enter their own data.
- The lead agency is responsible for assuring that all data is entered accurately and thoroughly, within the designated timeframe. Program Review determinations will be impacted in cases where programs fail to meet reporting deadlines. In addition, payments may be withheld in cases where a final expenditure report is more than 60 days overdue.
- Data entered through the PELICAN/ Early Learning Network must be updated monthly to assure accuracy. This includes information on providers, classrooms, teachers, families and children.
- The information submitted through the Office of Child Development and Early Learning's reporting system is utilized to create the annual reports to the General Assembly and the Governor's Office, and to make programmatic decisions about new policies, recommendations and professional development.
- Provider contact information, housed in PELICAN, must be kept current to assure accurate and timely communications.

Financial Accounting Information System
- Lead agencies must submit supporting budgetary information quarterly through the Financial Accounting Information System.

- This information needs to be gathered from partners and compiled for lead agency submission.
- Provider pay-outs from the Comptroller rely on accurate and timely completion of reports within the Financial Accounting Information System**.**

<u>Written Reports Submitted to the Preschool Program Specialist</u>
- The following plans must be submitted annually: Partnership, Continuous Quality Improvement Plan, and Environment Rating Scale Improvement Plan (when needed).
- Teacher Induction Plans are required of all providers. They are submitted to the preschool program specialists and approved by the Office of Child Development and Early Learning.
- The lead agency is responsible to collect these plans from partners and submit them with their own plans.
- Preschool program specialists review this plans and discuss modifications when needed and monitor implementation of these plans.
- Programs must submit the Level I to Level II certification tracker to the assigned preschool program specialist on October 1 and February 1 of each school year.

Pennsylvania Pre-K Counts Reporting Deadlines

Month	PKC Due Dates
July	• Attendance **7/5** (if necessary)
August	• Partnership Agreement Updates **8/15** • Select an Assessment Vendor **8/15** • Final Expenditure Reports for Previous Year **8/31** (Pelican)
September	• Full Enrollment **9/1** • Attendance **9/5** • Begin Class No Later than **9/30** Guaranteeing 180 days of Instruction
October	• Teacher Tracker of Level I to Level II Activities to Specialist **10/1** • Attendance **10/5** • Financial Accounting Information System reporting by 10th business day • Quarterly Expenditure Reports by 10th business day (Pelican) • 1st Child Outcomes Submission
November	• Continuous Quality Improvement Plans Updated to Specialist **11/1** • Attendance **11/5**
December	• Attendance **12/5**
January	• Attendance **1/5** • Financial Accounting Information System reporting by 10th business day • Quarterly Expenditure Reports by 10th business day (Pelican) • 2nd Child Outcomes Submission if recommended by assessment vendor
February	• Teacher Tracker of Level I to Level II Activities to Specialist **2/1** • Attendance **2/5**
March	• Attendance **3/5** • Audit Reporting due for programs receiving <u>$75,000 to $750,000</u> in awards and **NOT** subject to the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards **3/31**
April	• Attendance **4/5** • Financial Accounting Information System reporting by 10th business day • Quarterly Expenditure Reports by 10th business day (Pelican)
May	• Attendance **5/5** • Last Child Outcomes Submission
June	• Attendance **6/5** • Final Budget Revisions due **6/15** (Pelican)

	• Audit Reporting due for programs receiving <u>$750,000 or more</u> in awards and subject to the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards **6/30**

*Additionally, please update child enrollments and staff qualifications on a regular basis

#015: Continuous Quality Improvement/Best Practices

Pennsylvania Pre-K Counts Programs must develop and implement a Continuous Quality Improvement Plan during the first Pennsylvania Pre-K Counts implementation year. It must be reviewed at least annually and updated to accurately reflect progress made towards meeting identified goals, or to establish new goals or areas of focus for the current year. The plan must be submitted each year to the preschool program specialist by November 1.

Additional Clarification
Definition
Continuous Quality Improvement is the complete process of: identifying, describing and analyzing strengths and weaknesses; developing a plan that includes benchmarks and measurable goals for improvement; implementing the plan; learning from outcomes; and revising solutions. It is an ongoing process by which an organization makes decisions and evaluates its progress. It is grounded in the overall mission, vision and values of the organization and should become a natural part of the way every day work is done.

Continuous Quality Improvement Planning for Pennsylvania Pre-K Counts Must:
- Include staff, families, children and stakeholders at all levels.
- Consider the information from the *Program Review Instrument*, *Best Practice Rubric*, assessment of learning environment as well as agency-specific strategies for documenting and reviewing program, classroom and teacher performance that include Pennsylvania Pre-K Counts regulations and policies.
- Incorporate four components:
  - Sources of Evidence: The evidence used to identify the areas of needed improvement.
  - Goals, Objectives and Strategies: Description of identified and measurable goals to be accomplished and how they will be achieved.
  - Timeline and Person(s) Responsible: Ongoing dates of review and targeted end-dates should be included, along with the person who has the primary responsibility for implementing and monitoring the goal.
  - Follow-up: The procedure for ongoing review that will occur annually at a minimum.
- Include a process for annual submission to the preschool program specialist and be available for review at each site visit.
- Pennsylvania Pre-K Counts Continuous Quality Improvement Plan may be a subset of a provider's existing strategic or ongoing plan. School district improvement plans, Head Start self-assessments or Keystone STARS Continuous Quality Improvement Plans that incorporate Pennsylvania Pre-K Counts-specific goals and the four components described above are acceptable.
- Professional development for Continuous Quality Improvement is provided through the Keystone STARS Core Series and can be accessed through the PA Keys online professional development calendar.
- Lead agencies are responsible for assuring partners' development and ongoing review of a Continuous Quality Improvement Plan.

Resources:

- Books from the American Society for Training and Development Training Basics Series: http://www.astd.org/content/publications/ASTDPress/
  - Russell, Jeffrey and Linda: Change Basics
  - Willmore, Joe: Performance Basics
  - Haneberg, Lisa: Organizational Development Basics
- Bloom, Paula Jorde: Blueprint for Action: http://www.redleafpress.org/productdetails.cfm?PC=794
- Carter and Curtis: The Visionary Director: http://www.redleafpress.org/productdetails.cfm?PC=1622
- Clark, Don: The Keys to Effective Schools: http://books.google.com/books?hl=en&lr=&id=e-Lwa60vTRgC&oi=fnd&pg=PR7&dq=clark,+donald+continuous+quality+improvement&ots=KhxOUokmFo&sig=l0N01Q_RNzoeSbxskijHbrfYVeQ#v=onepage&q&f=false

Continuous Quality Improvement Goal Planning Form

Lead Agency:_____ Partner Agency:_____ Year:_____

CQI Goal Planning Form

Continuous Quality Improvement (CQI) Goal*: ☐ Immediate ☐ Short Term (1-2 years) ☐ Long Term (3-5 years)	Staff Coordinating/Staff Involved	Projected Date of Completion
		Actual Date Of Completion

How does your goal align with quality standards

PA Pre K Counts Guidance	
☐ Enrollment	☐ Classroom Practices and ERS Scores
☐ Partnerships and Collaboration	☐ Staff Qualifications and Professional Development
☐ Transitions	☐ Parent Involvement

What are the action steps? Who is responsible? What is the timeframe?

Action Steps
1

What source(s) of evidence did you use to determine this goal?

Source(s) of Evidence	Date(s) Completed

What resources or supports are needed to assist in the achievement of this goal?

Professional Development/Technical Assistance Needs	Changes/Improvements to Learning Program, Management, or Business Practices	Materials, Equipment, or Facility Improvements

*Please use a separate page for each goal. Copy this page, as needed, to accommodate your program's goals.

CQI Goal Planning Form (Optional Tool)
4/2/2008

Continuous Quality Improvement Process

Set Vision
Define what you truly want to achieve.
A shared picture of the future creates ownership
and commitment rather than forced compliance.

Plan

Define and analyze the current process.

Ask:

What is the problem or challenge?
How do you decide on goals?
What are the "sources of evidence"?

What do we want to change?

What is the current process?

What needs improvement?

Plan

Do

Develop a Continuous Quality Improvement Plan.

Ask:

What do we want to have happen?

What changes need to be made?

How will we know if our plan was successful?

Who will be responsible to monitor and follow up?

Act

Do

Act

Incorporate changes and improvements
and repeat the process.
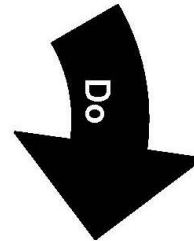
Study

Implement the Continuous Quality Improvement plan
and analyze the results.

Ask:

How is the process working?

Was our plan successful?

What still needs improvement?

Were the goals realistic?

Were the timelines met?

Study
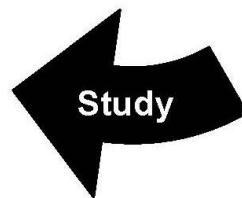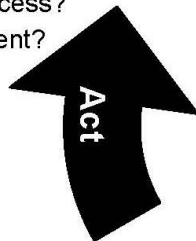
Steps for Continuous Quality Improvement

1. **Develop your new vision or reflect your current version and modify as appropriate.**
   Visions should be statements about your agency's view of provision of services. They reflect values and hopes for the future, are collaborative in nature, and describe the best possible outcome.

2. **Solicit buy-in.**
   Teachers and administrators, the families that are served and community representatives should be part of the Continuous Quality Improvement Plan team. Each offers valuable information and insight into the strategic planning process.

3. **Define and analyze the current processes.**
   - Review the current operation to determine what is going well and what could be improved.
   - Use the vision and program implementation designs to consider levels of quality functioning and progress towards the overall goal.
   - Gather sources of evidence to help with this assessment.
   - Develop the Continuous Quality Improvement Plan.
   - Identify goals that will help improve the overall quality of the program. Goals should be both short-term and long-term and can relate to classroom and/or teacher performance, management systems, work with parents and community, expansion or new locations, or enhanced collaborations.
   - Include a process for ongoing assessment and modifications, as needed in addition to an annual review.

4. **Implement the Continuous Quality Improvement Plan and analyze the results.**
   - Consider the way in which the goals and strategies to achieve them will be communicated to staff and stakeholders.
   - Identify strategies for assuring program-wide ownership of the changes in structure and program, and how staff and stakeholders will be involved in the improvements and assessment of the plan.
   - Schedule regular assessments of the goals and action steps that can occur during regular staff meetings, parent meetings or meetings with governance boards.

5. **Incorporate changes and improvements and repeat the process.**
   Action steps to achieve Continuous Quality Improvement Plan goals should be flexible, changing as staff, children, or program requirements change. Ongoing reviews of each goal are necessary to identify whether the goal still makes sense for the overall program vision and if it is on track according to the timeline originally established.

#016: Fiscal Reporting and Deadlines

Pennsylvania Pre-K Counts providers must maintain and submit accurate fiscal reports to the Office of Child Development and Early Learning.

Additional Clarification
Continuation Grant Budget
- Annual budgets must be completed in the Early Learning Network's PELICAN (see Supplemental resource #011) system within two weeks of notification of Continuation Application Narrative approval in PELICAN.
- Proper descriptions and justification must be provided must be provided for each line item. A description is **ALWAYS** needed for every line item. A justification is needed when a line item falls outside of the recommended range for that line item.
- Ranges for each line item will be provided annually.
- Programs should properly cost allocate any expenditures that are shared resources.
- Programs should utilize Appendix B-Fiscal Supplement in the *Pennsylvania Pre-K Counts Guidance.*
- Lead agencies with partners must assure all partner budgets are submitted before lead agencies may submit their Continuation Grant Budget.

Budget Revisions
- Budget revisions that show expenditure deviations +/- 10 percent from the originally-approved budget should be completed as needed and receive prior approval from all appropriate levels.
- Lead agencies and partner agencies must submit budget revisions in PELICAN.
- Strong written justification must be provided for expenditures outside the recommended fiscal guidelines provided by the Office of Child Development and Early Learning in the *Pennsylvania Pre-K Counts Guidance.*
- The approval process will be electronic for the following budget revisions that require advance approval:
  - Any deviation to a line item greater than +/-10 percent
  - Addition of a new line item
- All budget revisions must be submitted and approved prior to initiating the *Final Expenditure Report* in PELICAN.
- Final budget revisions should be submitted no later than the submission of the *Final Expenditure Report* by **June 30**.
- The Office of Child Development and Early Learning reserves the right to deny any budget revision that was not pre-approved. This could impact final payment.

Quarterly Expenditure Reports (Applies to Lead Agencies Only)
- *Quarterly Expenditure Reports* are to be completed in PELICAN.
- The *Quarterly Expenditure Report* details the amount expended prior to the close of quarter and the amount projected to be spent to the close of the quarter.
- Submission dates are: October 10, January 10, and April 10.

Final Expenditure Report (Applies to Lead Agencies Only)

- The *Final Expenditure Report* ensures that revenues and expenditures are properly accounted for in the correct fiscal year.
- Funding for the Pennsylvania Pre-K Counts Program is distributed on a state fiscal year (July 1-June 30) basis, and cannot be carried over to the following year.
- The final expenditure report must be entered into PELICAN no later than August 31. Payments may be withheld in cases where a final expenditure report is more than 60 days overdue.

Inventory Control
- Grantees must maintain an inventory list of equipment with a purchase price exceeding $5,000. The list should be submitted in PELICAN, along with the *Final Expenditure Report*, on **August 31** of each year.
- The lead agency is responsible for reviewing inventory reports from partner agencies which is submitted into the PELICAN system along with the lead agency's *Final Expenditure Report* and Inventory Report.

Financial Accounting Information System (Applies to Lead Agencies Only)
- *Interim Reports*, one-time filing exceptions, can be submitted for projects that are in their first quarter payment cycle and are experiencing extraordinary cash needs that cannot be met by the regular monthly payments.
- *Quarterly Reports*, the reconciliation of cash on hand, are required to be submitted no later than the 10th working day of the month. Once this deadline has passed, no changes can be made to the previously submitted report. Reports submitted after this date will be considered delinquent and will be processed in the next payment cycle.
- Revised reports can be filed to correct material misstatements submitted on a prior *Quarterly Report*. Contact the specialist, if this is necessary, for instructions.
- Delinquent reports are necessary if the *Quarterly Report* has not been submitted by the 10th working day of the month. Scheduled payments to the respective project will be suspended until the report has been submitted.

#017: Audit Requirements
All funded Pennsylvania Pre-K Counts lead agencies and partner agencies will be required to meet Pennsylvania Pre-K Counts audit requirements.

Additional Clarification
- Providers must comply with all applicable state audit requirements.
- Providers are expected to maintain books, records, documents, and other evidence in sufficient detail to support all claims against the Pennsylvania Pre-K Counts funding.
- Providers must submit the *Executive Summary* or the *Attestation* form as documentation of compliance with this requirement to the Pennsylvania Key Fiscal Coordinator, **annually, by March 31** for agencies who receive $75,000 - $750,000 in state and federal funding. Agencies that receive more than $750,000 and/or subject to 2 CFR 200, Uniform Guidance, have until **June 30th** to submit a copy of their audit**.**
- Audit expenses should be charged to the next fiscal year budget.
- All documentation for the Pennsylvania Pre-K Counts program must be maintained for seven years.
- PDE reserves the right to cost-settle with a grantee for non-allowable costs and/or undocumented costs.

Audit requirements
- If a Provider receives more than $750,000 in state Pennsylvania Pre-K Counts funding during the program year, but is not subject to the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (2 CFR 200), they must have an audit of those funds made in accordance with Generally Accepted Government Auditing Standards (The Yellow Book), revised, as published by the Comptroller General of the United States.
- If the Provider is not subject to the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (2 CFR 200), but receives between $75,000 and $750,000 in state Pennsylvania Pre-K Counts funding during the program year, they are required to have an independent auditor conduct an examination in accordance with the American Institute of Certified Public Accountants' Statements on Standards for Attestation Engagements (SSAE, Section 201, Agreed-Upon Procedures Engagement or SSAE, Section 601, Compliance Attestation, Examination Engagement) and shall include all Pennsylvania Pre-K Counts funding. The independent auditor shall issue a report on its attestation engagement as defined in aforementioned sections. Please see the attached Agreed –Upon Procedures/Examination Engagement Guidelines for guidance.
- If a Provider receives less than $75,000 in state Pennsylvania Pre-K Counts funding within the funding year, an audit is not required.   Providers can meet this requirement through the use of an independent Certified Public Accountant, external Auditor or partners may work with Lead Agencies to include Pennsylvania Pre-K Counts in the Lead Agency Audit.
- School District and Intermediate Unit Lead Agency and Partners who submit Audits, which include Pennsylvania Pre-K Counts funding, to the Pennsylvania Department of Education are excused from submitting an additional copy of this audit to OCDEL, but must provide evidence to demonstrate the audit has been submitted by June 30. (Submission pages, confirmation page or findings summary pages)
- Annually providers must submit the Executive Summary or the Attestation form as documentation of compliance with this requirement. Audit expenses should be charged

to the next fiscal year budget. Providers are required to submit documentation for their audit to Fiscal Coordinator or Fiscal Specialist by June 30. If you are not subject to an audit and are completing an agreed upon procedures report or a compliance attestation, your deadline for submission is March 31. Providers with annual audits scheduled after this deadline must contact the fiscal specialist to discuss an extension to the requirement and the related timeline.

- According to the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (2 CFR 200), no extension requests will be permitted. Audit reports are due 9 months after the close of fiscal year. For most Childcare and Private License Nurseries, March 31 is the deadline. For most School Districts, Intermediate Units and Community Action Programs, June 30 is the deadline.

Appendix 1:
Summer Kindergarten Readiness Program Guidelines for Participating Programs

Purpose

The goal of the Summer Kindergarten Readiness Program is to increase access to quality programming prior to kindergarten as well as to ameliorate the learning gap that research shows traditionally occurs over summer months. Participation in summer programs improves skill comprehension and facilitates long-term retention, especially for those children at high risk for school failure. Additionally, such programs offer opportunities for early learning providers to partner with school districts to provide transition information for children and families entering kindergarten.

Eligibility and Funding

Provider Eligibility:
An eligible provider location includes school districts, licensed nursery schools, Head Start agencies, child care centers and group child care centers that maintain a STAR 3 rating or higher. In addition, operation of Summer Kindergarten Readiness Program classrooms in spaces that meet an eligible provider type but do not exist as standard Pennsylvania Pre-K Counts classrooms may occur. In these instances, the Office of Child, Development and Early Learning expects the development and submission of a Memorandum of Understanding between lead agency and the location of the classroom which details attention to health and safety, building access, and other relevant information.

Only lead agencies currently receiving funding for Pennsylvania Pre-K Counts may apply for Summer Kindergarten Readiness Program funding.

Child Eligibility:
Any Pennsylvania Pre-K Counts eligible child[1] who will be entering kindergarten the fall following attendance in Summer Kindergarten Readiness Programming.

Funding:
Funding requests can be made for multiple groups of children for any combination of part day or full day that best meets their identified community need.

Funds can be requested for up to the following amounts:
- 10 part days (2.5 hours) of Summer Kindergarten Readiness Programming to serve 20 eligible children; request can be made for $5,000 per GROUP; and/or
- 10 full days (5 hours) of Summer Kindergarten Readiness Programming to serve 20 eligible children; request can be made for $6,800 per GROUP

  ➢ Please note that days for Summer Kindergarten Readiness Programming do not have to be consecutive days.

Program Design

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[1] Head Start eligible children can also be enrolled in a Pennsylvania Pre-K Counts funded Summer Kindergarten Readiness Program.

Pennsylvania Pre-K Counts agencies applying for Summer Kindergarten Readiness Program funding should briefly describe their program design in terms of the following:

- Part or full day services
- Number of Summer Kindergarten Readiness Program groups of children
- Staffing complement supporting Summer Kindergarten Readiness Program*
- The location of services including school district and county
- Partnerships with existing community agencies**
- Collaborations with existing agencies***

*Staffing

Lead teachers and teacher aides of Summer Kindergarten Readiness Program must meet Pennsylvania Pre-K Counts staffing qualifications. These requirements are detailed under *Pennsylvania Pre-K Counts regulation 405.44.* http://www.pakeys.org/private/net/docs/1/final%20approved%20pkc%20regs%20and%20guidelines%202011-12.pdf

**Partnerships

Partnerships are defined as an agreed upon formal relationship between a lead agency and eligible PA Pre-K Counts classroom providers (partners), requiring a signed partnership agreement. Partnership members work together to provide high-quality summer readiness programming in a specific geographic area. For purposes of Summer Kindergarten Readiness Programming, the word "partner" is used exclusively to mean an eligible provider that is providing summer readiness programming and is receiving funding for all of its operational expenses, such as salaries of the teacher and the aide, materials and supplies. This would not include an entity that is merely providing space for the classroom (rental agreement).

***Collaboration

Collaborations must include the planning of transition to kindergarten activities with local education agencies (LEA), but may also include collaborations with other community agencies such as higher education facilities, local libraries, and other community groups. It is recommended that agencies applying for Summer Kindergarten Readiness Program funding collect and maintain letters of support from collaborating LEAs.

Transition planning with local LEAs
A plan describing collaboration with one or more LEAs should include:

- Joint transition planning
- Goals and objectives for children and families
    - Goals and objectives for children might include a targeted focus of the Summer Kindergarten Readiness Program based upon spring level child outcomes when available. Examples of a targeted focus might include language and literacy development, social and emotional development, or orientation to school setting.
- Programs are also encouraged to utilize kindergarten teachers in the Summer Kindergarten Readiness Program where appropriate. Stipends for kindergarten teachers or other personnel would be an appropriate use of Summer Kindergarten Readiness Program funds

Family Engagement

Family engagement in the transition to kindergarten is critical to children's success. Summer Kindergarten Readiness Programming should be used to enhance the process for families to become connected to their child's next learning setting. Summer Kindergarten Readiness Programming should be designed to include ways to include and engage families in their child's transition to kindergarten.

Use of the Office of Child Development and Early Learning resources

Content of Summer Kindergarten Readiness Programming should align to the Pennsylvania Learning Standards for Early Childhood http://www.pakeys.org/pages/get.aspx?page=Career_Standards.

In addition, Office of Child Development and Early Learning resources such as *Recipes for Readiness, Kindergarten, Here I Come,* and *Kindergarten, Here I Am* should be incorporated into Summer Kindergarten Readiness Programming and family engagement. Use of the Office of Child Development and Early Learning's *Transition Toolkit* can also be used to facilitate transition planning and collaboration with LEAs.

Reporting

Successful applicants will record teacher, child, and classroom information into the Early Learning Network. Programs will also provide a brief narrative summary of the project, which, at minimum should include overall enrollment numbers, a locally determined measurement of program effectiveness, and a summary of successes and challenges of the Summer Kindergarten Readiness Program.

Reports will be due on July 15th for Summer Programs operating in June and by September 15th from Summer Programs operating in July and August. Contact your Preschool Program Specialist for details.

Your Preschool Program Specialist will conduct a monitoring visit for your Summer Kindergarten Readiness Program(s). A Program Review Instrument will be made available to you and will be used to evaluate your program's ability to meet the requirements.

Financial Reporting

All SKRP funding must be used for SKRP expenses only. Any unspent funds from SKRP must be returned to the Commonwealth and not used for other PA Pre-K Counts program expenses.

Reporting in PELICAN
Grantees running SKRP sessions must list the total SKRP awarded amount in Line Item 92 in the PELICAN system using the Budget and Budget Revision functionality. No detailed justification, description, or cost allocation will need to be reported on the PELICAN budget line item 92 for SKRP. Please report program expense description, justification and cost allocation on the SKRP Budgeting Spreadsheet.

Any unspent funding for SKRP must be reported through the use of the Final Expenditure Report functionality in PELICAN.

Reporting SKRP Cost Allocation and Expenses
Grantees running SKRP sessions must utilize the SKRP Budgeting Spreadsheet to report the following information:
- Total SKRP Budget
- Cost Allocation
- SKRP Final Expenses
- Planned total of children to be served
- Final total of children served

Grantees can obtain this spreadsheet from their Preschool Program Specialist. This spreadsheet must be made available to your Preschool Program Specialist during the PRI visit.

For further detail on cost allocation assistance, please download the "Appendix B – Fiscal Supplement" from the PA Key's website:
http://www.pakeys.org/uploadedContent/Docs/PKC/APPENDIX%20B.p

Appendix E: 2017-18 Pennsylvania Pre-K Counts Applicant Details

County	Applicant Name	Expansion Funding Amount Requested	Expansion funding amount awarded	Difference between amount requested and amount awarded (expansion)	Amount awarded for Continuation	Total FY17-18 funding amount awarded
Adams	Clark Agapakis	$0.00	$0.00	$0.00	$170,000.00	$170,000.00
Allegheny	Allegheny Intermediate Unit	$0.00	$0.00	$0.00	$2,448,000.00	$2,448,000.00
Allegheny	Bethel Park SD	$0.00	$0.00	$0.00	$191,250.00	$191,250.00
Allegheny	Bradford Childcare Services Inc	$0.00	$0.00	$0.00	$306,000.00	$306,000.00
Allegheny	Crafton Children Corner Inc	$0.00	$0.00	$0.00	$170,000.00	$170,000.00
Allegheny	Wilkinsburg Borough SD	$148,750.00	$148,750.00	$0.00	$537,750.00	$686,500.00
Allegheny	Allegheny Lutheran Social Ministries Inc	$0.00	$0.00	$0.00	$229,500.00	$229,500.00
Allegheny	Highlands SD	$0.00	$0.00	$0.00	$144,500.00	$144,500.00
Allegheny	Council 3 Rvs Amr in Ctr Inc	$340,000.00	$340,000.00	$0.00	$862,750.00	$1,202,750.00
Allegheny	Hosanna House	$0.00	$0.00	$0.00	$176,800.00	$176,800.00
Allegheny	Pittsburgh SD	$1,734,000.00	$170,000.00	$1,564,000.00	$5,049,000.00	$5,219,000.00
Allegheny	Northgate SD	$127,500.00	$0.00	$127,500.00	$161,500.00	$161,500.00
Allegheny	Brightside Academy	$3,116,000.00	$0.00	$3,116,000.00	$680,000.00	$680,000.00
Allegheny	McKeesport Area SD	$0.00	$0.00	$0.00	$760,817.00	$760,817.00
Allegheny	Woodland Hills SD	$306,000.00	$0.00	$306,000.00	$153,000.00	$153,000.00
Allegheny	West Mifflin Area SD	$0.00	$0.00	$0.00	$289,000.00	$289,000.00

Allegheny	Riverview Childrens Center Inc	$119.00	$0.00	$119.00	$646,000.00	$646,000.00
Allegheny	Imani Christian Academy	$340,000.00	$0.00	$340,000.00	$0.00	$0.00
Armstrong	Armstrong County Community Action Agency	$0.00	$0.00	$0.00	$161,500.00	$161,500.00
Beaver	Ambridge Area SD	$0.00	$0.00	$0.00	$510,000.00	$510,000.00
Beaver	Big Beaver Falls Area SD	$0.00	$0.00	$0.00	$306,000.00	$306,000.00
Beaver	Lifesteps Inc	$85,000.00	$85,000.00	$0.00	$902,500.00	$987,500.00
Beaver	Western Beaver County SD	$0.00	$0.00	$0.00	$170,000.00	$170,000.00
Beaver	Riverside Beaver County SD	$0.00	$0.00	$0.00	$166,500.00	$166,500.00
Beaver	Hap Enterprises Inc	$442,000.00	$442,000.00	$0.00	$136,000.00	$578,000.00
Bedford	Bedford Area SD	$0.00	$0.00	$0.00	$144,500.00	$144,500.00
Bedford	Tussey Mountain SD	$170,000.00	$170,000.00	$0.00	$0.00	$170,000.00
Bedford	Chestnut Ridge SD	$0.00	$0.00	$0.00	$272,000.00	$272,000.00
Berks	Berks Community Action Program Inc	$1,317,500.00	$850,000.00	$467,500.00	$2,116,500.00	$2,966,500.00
Berks	Berks County IU 14	$1,419,500.00	$0.00	$1,419,500.00	$1,203,600.00	$1,203,600.00
Berks	Governor Mifflin SD	$170,000.00	$0.00	$170,000.00	$170,000.00	$170,000.00
Berks	Opportunity House	$144,500.00	$0.00	$144,500.00	$0.00	$0.00
Berks	Westwood Incorporated	$0.00	$0.00	$0.00	$170,000.00	$170,000.00
Berks	Boyertown Area SD	$340,000.00	$0.00	$340,000.00	$0.00	$0.00
Blair	Begin With US Child Care	$510,000.00	$510,000.00	$0.00	$690,000.00	$1,200,000.00
Blair	Child Advocates of Blair County Inc.	$0.00	$0.00	$0.00	$433,500.00	$433,500.00
Blair	KIDS FIRST BLAIR COUNTY	$323,000.00	$323,000.00	$0.00	$323,000.00	$646,000.00
Blair	Tyrone Area SD	$63,750.00	$0.00	$63,750.00	$548,250.00	$548,250.00

County	Organization	Amount 1	Amount 2	Amount 3	Amount 4	Amount 5
Bradford	WYALUSING VALLEY CHILDRENS CENTER INC	$544,000.00	$544,000.00	$0.00	$476,000.00	$1,020,000.00
Bradford	Towanda Area SD	$510,000.00	$306,000.00	$204,000.00	$0.00	$306,000.00
Bucks	United Way of Bucks County	$688,500.00	$688,500.00	$0.00	$607,750.00	$1,296,250.00
Bucks	Neshaminy SD	$289,000.00	$161,500.00	$127,500.00	$289,000.00	$450,500.00
Bucks	Children of America	$1,020,000.00	$0.00	$1,020,000.00	$340,000.00	$340,000.00
Bucks	Bristol Township SD	$501,500.00	$0.00	$501,500.00	$790,500.00	$790,500.00
Bucks	Bucks County IU 22	$1,156,000.00	$0.00	$1,156,000.00	$0.00	$0.00
Bucks	Pennsbury SD	$0.00	$0.00	$0.00	$433,500.00	$433,500.00
Bucks	Borough of Morrisville SD	$0.00	$0.00	$0.00	$472,500.00	$472,500.00
Bucks	Quakertown Community SD	$0.00	$0.00	$0.00	$289,000.00	$289,000.00
Butler	Butler Co Childrens Center	$153,000.00	$153,000.00	$0.00	$442,000.00	$595,000.00
Cambria	Greater Johnstown SD	$680,000.00	$680,000.00	$0.00	$357,000.00	$1,037,000.00
Cambria	The Learning Lamp	$238,000.00	$68,000.00	$170,000.00	$170,000.00	$238,000.00
Cambria	Conemaugh Valley SD	$76,500.00	$76,500.00	$0.00	$212,500.00	$289,000.00
Cambria	Penn Cambria SD	$0.00	$0.00	$0.00	$144,500.00	$144,500.00
Cambria	Northern Cambria SD	$0.00	$0.00	$0.00	$93,500.00	$93,500.00
Cambria	Community Action Partnership of Cambria County	$0.00	$0.00	$0.00	$739,500.00	$739,500.00
Cambria	Cambria Heights SD	$0.00	$0.00	$0.00	$144,500.00	$144,500.00
Cambria	Cambria Co Child Dev Corp	$170,000.00	$0.00	$170,000.00	$0.00	$0.00
Cameron	Northern Tier	$0.00	$0.00	$0.00	$127,500.00	$127,500.00
Carbon	Weatherly Area SD	$306,000.00	$306,000.00	$0.00	$0.00	$306,000.00
Carbon	Jim Thorpe Area SD	$0.00	$0.00	$0.00	$170,000.00	$170,000.00
Carbon	Lehighton Area SD	$170,000.00	$170,000.00	$0.00	$0.00	$170,000.00

Centre	Child Development & Family Council of Centre Co Inc	$476,000.00	$476,000.00	$0.00	$578,000.00	$1,054,000.00
Centre	Pennsylvania State Univ CC Prg	$238,000.00	$238,000.00	$0.00	$542,300.00	$780,300.00
Chester	Bright Beginnings Education Center, Inc.	$340,000.00	$340,000.00	$0.00	$850,000.00	$1,190,000.00
Chester	Owen J Roberts SD	$170,000.00	$170,000.00	$0.00	$346,800.00	$516,800.00
Chester	Sunrise USA LLC	$0.00	$0.00	$0.00	$170,000.00	$170,000.00
Chester	Chester County Intermediate Unit	$0.00	$0.00	$0.00	$484,500.00	$484,500.00
Chester	Creative Education Inc	$0.00	$0.00	$0.00	$127,500.00	$127,500.00
Chester	TREEHOUSE CHILD CARE SERVICES DBA THE CHILDRENS TREEHOUSE	$144,500.00	$144,500.00	$0.00	$127,500.00	$272,000.00
Chester	Warwick Childcare Center	$0.00	$0.00	$0.00	$255,000.00	$255,000.00
Clarion	North Clarion County SD	$0.00	$0.00	$0.00	$244,800.00	$244,800.00
Clearfield	Childrens Aid Society	$0.00	$0.00	$0.00	$144,500.00	$144,500.00
Clearfield	Harmony School Board	$0.00	$0.00	$0.00	$119,000.00	$119,000.00
Clearfield	Cen Clear Child SERVICES INC	$208,250.00	$208,250.00	$0.00	$1,675,500.00	$1,883,750.00
Crawford	FCAA PKC	$484,500.00	$484,500.00	$0.00	$1,407,600.00	$1,892,100.00
Cumberland	Shippensburg University Head Start	$0.00	$0.00	$0.00	$892,500.00	$892,500.00
Cumberland	Mechanicsburg Area SD	$63,750.00	$63,750.00	$0.00	$127,500.00	$191,250.00
Dauphin	Bright Futures Learning Centers Inc	$1,547,000.00	$850,000.00	$697,000.00	$731,000.00	$1,581,000.00
Dauphin	Keystone Service Systems Inc.	$0.00	$0.00	$0.00	$3,587,000.00	$3,587,000.00
Dauphin	Pathstone	$0.00	$0.00	$0.00	$688,500.00	$688,500.00
Dauphin	Harrisburg SD	$0.00	$0.00	$0.00	$144,500.00	$144,500.00

Dauphin	Hansel and Gretel Early Learning Center Inc	$0.00	$0.00	$0.00	$170,000.00	$170,000.00
Dauphin	Halifax Area SD	$0.00	$0.00	$0.00	$191,250.00	$191,250.00
Dauphin	Upper Dauphin Area SD	$0.00	$0.00	$0.00	$127,500.00	$127,500.00
Delaware	Delaware County IU 25	$408,000.00	$408,000.00	$0.00	$846,600.00	$1,254,600.00
Delaware	Interboro SD	$68,000.00	$68,000.00	$0.00	$0.00	$68,000.00
Delaware	Chester Upland SD	$0.00	$0.00	$0.00	$821,100.00	$821,100.00
Delaware	Creative Learning Environments Inc	$144,500.00	$144,500.00	$0.00	$144,500.00	$289,000.00
Delaware	Aardvark Day Care Inc.	$510,000.00	$161,500.00	$348,500.00	$0.00	$161,500.00
Delaware	Todays Child Learning Center	$510,000.00	$0.00	$510,000.00	$1,519,800.00	$1,519,800.00
Delaware	Exceptional Learning Academy	$76,500.00	$0.00	$76,500.00	$0.00	$0.00
Elk	Johnsonburg Area SD	$0.00	$0.00	$0.00	$127,500.00	$127,500.00
Erie	Benedictine Sisters Inc	$0.00	$0.00	$0.00	$261,800.00	$261,800.00
Erie	Edinboro University of PA	$297,500.00	$297,500.00	$0.00	$680,000.00	$977,500.00
Erie	Corry Area SD	$0.00	$0.00	$0.00	$340,000.00	$340,000.00
Erie	Dr Gertrude A Barber Center	$127,500.00	$127,500.00	$0.00	$255,000.00	$382,500.00
Erie	Early Connections, Inc.	$297,500.00	$212,500.00	$85,000.00	$454,750.00	$667,250.00
Erie	Erie City SD	$0.00	$0.00	$0.00	$1,796,750.00	$1,796,750.00
Erie	Greater Erie Community ActionCommittee	$0.00	$0.00	$0.00	$578,000.00	$578,000.00
Erie	Millcreek Area SD	$0.00	$0.00	$0.00	$255,000.00	$255,000.00
Erie	YMCA of Greater Erie	$0.00	$0.00	$0.00	$1,148,350.00	$1,148,350.00
Fayette	Frazier SD	$0.00	$0.00	$0.00	$136,000.00	$136,000.00
Franklin	Fannett Metal SD	$0.00	$0.00	$0.00	$161,500.00	$161,500.00
Franklin	Waynesboro Area SD	$144,500.00	$144,500.00	$0.00	$0.00	$144,500.00
Franklin	Chambersburg Area SD	$340,000.00	$340,000.00	$0.00	$850,000.00	$1,190,000.00

Fulton	Southern Fulton SD	$0.00	$0.00	$0.00	$144,500.00	$144,500.00
Huntingdon	HCCADC	$0.00	$0.00	$0.00	$714,000.00	$714,000.00
Indiana	ARIN Intermediate Unit 28	$0.00	$0.00	$0.00	$860,000.00	$860,000.00
Indiana	Purchase Line SD	$127,600.00	$0.00	$127,600.00	$0.00	$0.00
Indiana	Penns Manor Area SD	$0.00	$0.00	$0.00	$102,000.00	$102,000.00
Indiana	Indiana County Child Day Care Program	$0.00	$0.00	$0.00	$255,000.00	$255,000.00
Indiana	Grand Beginnings Childrens Center	$0.00	$0.00	$0.00	$136,000.00	$136,000.00
Indiana	United SD	$0.00	$0.00	$0.00	$255,000.00	$255,000.00
Indiana	Marion Center Area SD	$331,500.00	$0.00	$331,500.00	$181,050.00	$181,050.00
Jefferson	Jefferson-Clarion Head Start, Inc.	$701,250.00	$425,000.00	$276,250.00	$1,084,500.00	$1,509,500.00
Jefferson	Playhouse Childrens Center	$522,750.00	$0.00	$522,750.00	$0.00	$0.00
Juniata	Tuscarora IU 11	$110,500.00	$110,500.00	$0.00	$314,500.00	$425,000.00
Lackawanna	ABC Kiddie Kampus Inc	$510,000.00	$510,000.00	$0.00	$508,300.00	$1,018,300.00
Lackawanna	Scranton-Lacka Hmn Dev Agy Inc	$569,500.00	$340,000.00	$229,500.00	$876,500.00	$1,216,500.00
Lackawanna	Northeastern Child Care Services Inc	$0.00	$0.00	$0.00	$839,800.00	$839,800.00
Lackawanna	The Kreig Institute for Early Childhood	$0.00	$0.00	$0.00	$491,300.00	$491,300.00
Lackawanna	Day Nursery Assoc	$306,000.00	$0.00	$306,000.00	$0.00	$0.00
Lancaster	Childcare Services Inc	$0.00	$0.00	$0.00	$374,000.00	$374,000.00
Lancaster	Conestoga Valley SD	$85,000.00	$85,000.00	$0.00	$340,000.00	$425,000.00
Lancaster	Cocalico Area SD	$0.00	$0.00	$0.00	$127,500.00	$127,500.00
Lancaster	KinderCare-Lancaster	$267,750.00	$267,750.00	$0.00	$522,750.00	$790,500.00
Lancaster	Lancaster SD	$2,014,500.00	$484,500.00	$1,530,000.00	$3,425,500.00	$3,910,000.00
Lancaster	Lancaster-Lebanon IU 13	$284,750.00	$0.00	$284,750.00	$2,364,500.00	$2,364,500.00

Lancaster	Community Action Lancaster Co	$439,507.00	$0.00	$439,507.00	$0.00	$0.00
Lancaster	Lancaster Mennonite School Locust Grove Campus	$510,000.00	$0.00	$510,000.00	$170,000.00	$170,000.00
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	$1,530,000.00	$850,000.00	$680,000.00	$1,156,000.00	$2,006,000.00
Lawrence	PRE-K KIDS LEARNING CENTER INC	$136,000.00	$0.00	$136,000.00	$0.00	$0.00
Lawrence	TROB Enterprises Inc	$0.00	$0.00	$0.00	$161,500.00	$161,500.00
Lehigh	Community Services Children Inc	$1,190,000.00	$850,000.00	$340,000.00	$2,320,500.00	$3,170,500.00
Lehigh	Lehigh Valley Children's Center Inc.	$807,500.00	$0.00	$807,500.00	$2,310,300.00	$2,310,300.00
Lehigh	Lehigh Carbon Community College	$0.00	$0.00	$0.00	$42,500.00	$42,500.00
Lehigh	The Cuddle Zone	$0.00	$0.00	$0.00	$561,000.00	$561,000.00
Lehigh	Playtime Daycare LLC	$0.00	$0.00	$0.00	$85,000.00	$85,000.00
Lehigh	Catasauqua Area SD	$161,500.00	$0.00	$161,500.00	$0.00	$0.00
Luzerne	Luzerne IU 18	$306,000.00	$306,000.00	$0.00	$306,000.00	$612,000.00
Luzerne	Hazleton Area SD	$425,000.00	$425,000.00	$0.00	$1,372,750.00	$1,797,750.00
Luzerne	Luzerne County Head Start, Inc.	$306,000.00	$119,000.00	$187,000.00	$1,683,000.00	$1,802,000.00
Luzerne	Northwest Area SD	$170,000.00	$0.00	$170,000.00	$170,000.00	$170,000.00
Luzerne	Building Blocks AEP Solomon	$170,000.00	$0.00	$170,000.00	$0.00	$0.00
Luzerne	Building Blocks Learning Center	$170,000.00	$0.00	$170,000.00	$0.00	$0.00
Luzerne	Child Development Co of NE PA	$85,000.00	$0.00	$85,000.00	$523,600.00	$523,600.00
Luzerne	Kings College	$0.00	$0.00	$0.00	$170,000.00	$170,000.00
Luzerne	KMP Inc	$0.00	$0.00	$0.00	$170,000.00	$170,000.00
Luzerne	Greater Nanticoke Area SD	$0.00	$0.00	$0.00	$161,500.00	$161,500.00

Luzerne	Hildebrandt Learning Centers, LLC	$0.00	$0.00	$0.00	$323,000.00	$323,000.00
Luzerne	Bloom Early Education Centers, Inc.	$153,000.00	$0.00	$153,000.00	$153,000.00	$153,000.00
Lycoming	BLaST IU 17	$459,000.00	$459,000.00	$0.00	$0.00	$459,000.00
Lycoming	Jersey Shore Area SD	$170,000.00	$170,000.00	$0.00	$170,000.00	$340,000.00
Lycoming	East Lycoming SD	$212,500.00	$0.00	$212,500.00	$212,500.00	$212,500.00
Lycoming	Lycoming Clinton Counties Commission for Community Action	$0.00	$0.00	$0.00	$1,020,000.00	$1,020,000.00
Lycoming	Montgomery Area SD	$0.00	$0.00	$0.00	$425,000.00	$425,000.00
Lycoming	YOUR GUARDIAN ANGEL PRESCHOOL AND CHILDCARE	$170,000.00	$0.00	$170,000.00	$0.00	$0.00
McKean	Seneca Highlands IU 9	$1,045,500.00	$850,000.00	$195,500.00	$956,500.00	$1,806,500.00
Mercer	Midwestern IU 4	$289,000.00	$289,000.00	$0.00	$0.00	$289,000.00
Mercer	Childrens Center of Mercer County	$0.00	$0.00	$0.00	$85,000.00	$85,000.00
Mercer	Community Action Partnership of Mercer	$0.00	$0.00	$0.00	$663,000.00	$663,000.00
Mercer	Zion Education Center	$0.00	$0.00	$0.00	$127,500.00	$127,500.00
Mifflin	Grace Covenant Church of Lewistown DBA HideNSeek Christan DC	$153,000.00	$153,000.00	$0.00	$319,600.00	$472,600.00
Mifflin	Tuscarora SD	$0.00	$0.00	$0.00	$306,000.00	$306,000.00
Monroe	The Growing Place Childcare Centers	$153,000.00	$153,000.00	$0.00	$382,500.00	$535,500.00
Monroe	Pocono Services for Children	$0.00	$0.00	$0.00	$340,000.00	$340,000.00
Monroe	Wee Wons	$0.00	$0.00	$0.00	$168,300.00	$168,300.00
Montgomery	Montgomery County IU 23	$340,000.00	$340,000.00	$0.00	$850,000.00	$1,190,000.00
Montgomery	Pottstown SD	$357,000.00	$357,000.00	$0.00	$1,883,600.00	$2,240,600.00
Montgomery	Montgomery Early Learning Centers	$340,000.00	$153,000.00	$187,000.00	$119,000.00	$272,000.00

Montgomery	Montgomery County Community College Childcare	$0.00	$0.00	$0.00	$518,500.00	$518,500.00
Montgomery	Kids Accelerated LLC	$0.00	$0.00	$0.00	$153,000.00	$153,000.00
Montgomery	Play and Learn Center	$510,000.00	$0.00	$510,000.00	$340,000.00	$340,000.00
Montour	Danville Area SD	$144,500.00	$144,500.00	$0.00	$144,500.00	$289,000.00
Montour	Busy Little Beavers	$0.00	$0.00	$0.00	$144,500.00	$144,500.00
Northampton	Wilson SD	$161,500.00	$161,500.00	$0.00	$0.00	$161,500.00
Northampton	Bethlehem Area SD	$34,000.00	$34,000.00	$0.00	$646,000.00	$680,000.00
Northampton	Forks YMCA Education Center	$603,500.00	$603,500.00	$0.00	$491,300.00	$1,094,800.00
Northampton	Third Street Alliance for Children	$0.00	$0.00	$0.00	$170,000.00	$170,000.00
Northampton	Learning Locomotion	$212,500.00	$0.00	$212,500.00	$0.00	$0.00
Northampton	Easton SD	$0.00	$0.00	$0.00	$161,500.00	$161,500.00
Northumberland	Central Susquehanna IU 16	$153,000.00	$153,000.00	$0.00	$765,000.00	$918,000.00
Northumberland	Mount Carmel Area SD	$0.00	$0.00	$0.00	$510,000.00	$510,000.00
Perry	West Perry SD	$85,000.00	$85,000.00	$0.00	$289,000.00	$374,000.00
Philadelphia	Philadelphia City SD	$3,791,000.00	$850,000.00	$2,941,000.00	$27,557,000.00	$28,407,000.00
Philadelphia	Asociacion Puertorriquenos en Marcha	$0.00	$0.00	$0.00	$340,000.00	$340,000.00
Philadelphia	Acelero Learning Camden Phila Inc	$0.00	$0.00	$0.00	$850,000.00	$850,000.00
Philadelphia	Dreamscape Education	$501,500.00	$0.00	$501,500.00	$0.00	$0.00
Philadelphia	Easter Seals of Southeastern Pa	$216,750.00	$0.00	$216,750.00	$0.00	$0.00
Philadelphia	Congregation Beth Solomon dba CBS St Sponsored Food Prg PA	$297,500.00	$0.00	$297,500.00	$0.00	$0.00
Philadelphia	Creative Minds Child Care	$382,500.00	$0.00	$382,500.00	$0.00	$0.00
Philadelphia	Family Support Services Inc	$340,000.00	$0.00	$340,000.00	$238,000.00	$238,000.00

Philadelphia	Grace Kids Academy LLC	$170,000.00	$0.00	$170,000.00	$0.00	$0.00
Philadelphia	Bright Star Learning Academy LLC	$127,500.00	$0.00	$127,500.00	$0.00	$0.00
Philadelphia	Your Childs World Learning Center	$1,360,000.00	$0.00	$1,360,000.00	$977,500.00	$977,500.00
Philadelphia	Philadelphia Early Learning Alliance	$0.00	$0.00	$0.00	$637,500.00	$637,500.00
Philadelphia	Philadelphia Freedom Valley YMCA	$0.00	$0.00	$0.00	$127,500.00	$127,500.00
Philadelphia	Public Health Management Corporation	$0.00	$0.00	$0.00	$850,000.00	$850,000.00
Philadelphia	Past Your Bedtime Childcare Ctr LLC	$119,000.00	$0.00	$119,000.00	$0.00	$0.00
Philadelphia	Motivated Young Minds Inc	$0.00	$0.00	$0.00	$595,000.00	$595,000.00
Philadelphia	Community Concern 13 Multi-purpose Lrng	$0.00	$0.00	$0.00	$170,000.00	$170,000.00
Philadelphia	Youth Enrichment Programs Inc	$0.00	$0.00	$0.00	$637,500.00	$637,500.00
Philadelphia	Kais Comfy Corner	$0.00	$0.00	$0.00	$170,000.00	$170,000.00
Pike	Delaware Valley SD	$0.00	$0.00	$0.00	$280,500.00	$280,500.00
Schuylkill	Child Development Inc	$433,500.00	$433,500.00	$0.00	$1,416,100.00	$1,849,600.00
Schuylkill	Karen Faust	$0.00	$0.00	$0.00	$127,500.00	$127,500.00
Schuylkill	Schuylkill IU 29	$0.00	$0.00	$0.00	$476,000.00	$476,000.00
Somerset	Windber Area SD	$170,000.00	$170,000.00	$0.00	$0.00	$170,000.00
Somerset	Somerset Area SD	$136,000.00	$0.00	$136,000.00	$0.00	$0.00
Somerset	Tableland Services Inc	$0.00	$0.00	$0.00	$735,250.00	$735,250.00
Susquehanna	Forest City Regional SD	$0.00	$0.00	$0.00	$273,500.00	$273,500.00
Tioga	Bradford Tioga Head Start Inc.	$310,250.00	$310,250.00	$0.00	$773,500.00	$1,083,750.00
Tioga	Stepping Stones Preschool Inc	$212,500.00	$212,500.00	$0.00	$484,500.00	$697,000.00
Tioga	Pennys Daycare LLC	$255,000.00	$255,000.00	$0.00	$0.00	$255,000.00

Tioga	Southern Tioga SD	$0.00	$0.00	$0.00	$722,500.00	$722,500.00
Union	Snyder Union Mifflin Ch Dev in	$340,000.00	$340,000.00	$0.00	$1,190,000.00	$1,530,000.00
Union	Lewisburg Area SD	$0.00	$0.00	$0.00	$85,000.00	$85,000.00
Venango	Child Development Center Inc	$0.00	$0.00	$0.00	$1,802,000.00	$1,802,000.00
Warren	Warren Forest Counties Economic Opportunity Co	$0.00	$0.00	$0.00	$221,000.00	$221,000.00
Washington	Community Action Southwest	$782,000.00	$782,000.00	$0.00	$2,777,500.00	$3,559,500.00
Westmoreland	Ligonier Valley Learning Center	$688,500.00	$688,500.00	$0.00	$328,000.00	$1,016,500.00
Westmoreland	All Kids Are Special Childcare and Learning Center	$340,000.00	$161,500.00	$178,500.00	$170,000.00	$331,500.00
Westmoreland	Seton Hill Child Services Inc	$314,500.00	$0.00	$314,500.00	$1,819,000.00	$1,819,000.00
Westmoreland	PIC of Westmoreland/Fayette Inc	$493,000.00	$0.00	$493,000.00	$2,227,000.00	$2,227,000.00
Westmoreland	New Horizons School	$150,969.00	$0.00	$150,969.00	$0.00	$0.00
Westmoreland	Small Steps Learning Center	$170,000.00	$0.00	$170,000.00	$0.00	$0.00
Westmoreland	Tots N Tikes	$510,000.00	$0.00	$510,000.00	$0.00	$0.00
Westmoreland	Greater Latrobe SD	$127,500.00	$0.00	$127,500.00	$0.00	$0.00
Westmoreland	Barbara Menser	$0.00	$0.00	$0.00	$84,050.00	$84,050.00
Westmoreland	Cherise M Rachal	$0.00	$0.00	$0.00	$144,500.00	$144,500.00
Westmoreland	Tiny Town Enterprises	$0.00	$0.00	$0.00	$340,000.00	$340,000.00
Westmoreland	Unity Marketing Group Inc	$0.00	$0.00	$0.00	$289,000.00	$289,000.00
Westmoreland	Westmoreland Human Opportunities Inc	$0.00	$0.00	$0.00	$170,000.00	$170,000.00
Westmoreland	Monessen City SD	$0.00	$0.00	$0.00	$467,500.00	$467,500.00
Wyoming	Tunkhannock Area SD	$93,500.00	$93,500.00	$0.00	$345,100.00	$438,600.00

Wyoming	Lackawanna Trail SD	$0.00	$0.00	$0.00	$304,625.00	$304,625.00
York	York City SD	$323,000.00	$323,000.00	$0.00	$1,776,500.00	$2,099,500.00
York	YWCA York	$340,000.00	$340,000.00	$0.00	$722,500.00	$1,062,500.00
York	Jewish Community Center of York	$0.00	$0.00	$0.00	$131,750.00	$131,750.00
York	Crispus Attucks Association of York PA	$170,000.00	$170,000.00	$0.00	$85,000.00	$255,000.00
York	York Day Nursery & Kindergartn	$89,250.00	$8,500.00	$80,750.00	$80,750.00	$89,250.00
		$55,934,945.00	**$25,087,750.00**	$30,847,195.00	**$143,926,642.00**	**$169,014,392.00**

Appendix F: 2017-18 Head Start Supplemental Assistance Program Participant Details

LOCATION COUNTY	LEAD AGENCY NAME	ADDRESS	CITY	STATE	ZIP	GRANT AMOUNT
Armstrong	ARMSTRONG COUNTY COMMUNITY ACTION AGENCY	705 Butler Road	KITTANNING	PA	16201	$ 372,213
Berks	BERKS COUNTY INTERMEDIATE UNIT 14	1111 COMMONS BLVD	READING	PA	19605	$ 722,500
Greene & Washington	BLUEPRINTS	150 W BEAU ST STE 304	WASHINGTON	PA	15301	$ 1,046,156
Bradford & Tioga	Bradford Tioga Head Start Inc.	5 RIVERSIDE PLZ	BLOSSBURG	PA	16912	$ 1,265,803
Butler	BUTLER COUNTY CHILDRENS CENTER	139 RIEGER RD	BUTLER	PA	16001	$ 253,413
Lancaster	CAP of Lancaster County	601 S QUEEN ST	LANCASTER	PA	17603	$ 746,356
Centre & Clearfield	CEN CLEAR CHILD SERVICES INC	50 BIGLER ROAD	BIGLER	PA	16825	$ 1,008,750
Northumberland & Union	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	90 LAWTON LN	MILTON	PA	17847	$ 741,082
Chester	CHESTER COUNTY INTERMEDIATE UNIT	455 BOOT RD	DOWNINGTOWN	PA	19335	$ 706,005
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	319 SYCAMORE ST	ALTOONA	PA	16602	$ 1,195,291
Crawford	CHILD DEVELOPMENT CENTER INC	155 E BISSELL AVE	OIL CITY	PA	16301	$ 408,000
Schuylkill	CHILD DEVELOPMENT INC	SUITE 210 2880 POTTSVILLE MINERSVILLE HWY	MINERSVILLE	PA	17954	$ 401,862
Columbia, Luzerne, & Sullivan	COLUMBIA DAYCARE PROGRAM INC	215 E 5TH ST	BLOOMSBURG	PA	17815	$ 423,400
Cambria	COMMUNITY ACTION PARTNERSHIP CAMBRIA CTY	516 MAIN ST	JOHNSTOWN	PA	15901	$ 192,750
Mercer	COMMUNITY ACTION PARTNERSHIP MERCER CTY	1901 MEMORIAL DR	FARRELL	PA	16121	$ 911,400
York	COMMUNITY PROGRESS COUNCIL INC	226 E COLLEGE AVE	YORK	PA	17403	$ 865,013
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	LEHIGH 431 E LOCUST ST	BETHLEHEM	PA	18018	$ 1,887,755
Allegheny	COUNTY OF ALLEGHENY	542 4TH AVE	PITTSBURGH	PA	15219	$ 2,666,490
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	200 YALE AVE	MORTON	PA	19070	$ 1,208,778
Franklin	FRANKLIN COUNTY HEAD START	1438 EXCEL AVENUE	CHAMBERSBURG	PA	17201	$ 345,003
Erie	GREATER ERIE COMMUNITY ACTION COMITTEE	18 W 9TH ST	ERIE	PA	16501	$ 566,002
Huntingdon	HUNTINGDON CTY CHILD & ADULT DVPT CORP	52 JUNIATA AVE	HUNTINGDON	PA	16652	$ 383,000
Indiana	INDIANA COUNTY HEAD START, INC	528 GOMPERS AVE	INDIANA	PA	15701	$ 299,718
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	18 WESTERN AVE SUITE C	BROOKVILLE	PA	15825	$ 766,843
Dauphin	KEYSTONE SERVICE SYSTEMS INC	124 PINE ST	HARRISBURG	PA	17101	$ 2,277,946

LOCATION COUNTY	LEAD AGENCY NAME	ADDRESS	CITY	STATE	ZIP	GRANT AMOUNT
Lebanon	LANCASTER LEBANON INTERMEDIATE UNIT 13	1020 NEW HOLLAND AVE	LANCASTER	PA	17601	$ 1,181,470
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	241 W GRANT ST	NEW CASTLE	PA	16101	$ 1,626,400
Luzerne	LUZERNE COUNTY HEAD START, INC.	33 BEEKMAN ST	WILKES BARRE	PA	18702	$ 1,950,560
Lycoming	LYCOMING CLNTN CTYS COMM ACT	2138 LINCOLN ST	WILLIAMSPORT	PA	17701	$ 968,104
Elk	NORTHERN TIER	135 WEST 4TH STREET	EMPORIUM	PA	15834	$ 85,333
Carbon	PATHSTONE	1625 N FRONT ST	HARRISBURG	PA	17102	$ 264,725
Beaver & Fayette	PIC - WESTMORELAND/FAYETTE	219 DONOHOE ROAD	GREENSBURG	PA	15601	$ 896,000
Allegheny	PITTSBURGH PUBLIC SCHOOLS	341 S BELLEFIELD AVE	PITTSBURGH	PA	15213	$ 1,936,608
Monroe	Pocono Services for Families and Childre	212 W 4TH ST	EAST STROUDSBURG	PA	18301	$ 1,244,851
Philadelphia	SCHOOL DISTRICT OF PHILA	440 N BROAD ST	PHILADELPHIA	PA	19130	$ 16,081,424
Lackawanna, Pike, Susquehanna, & Wayne	SCRANTON-LACKA HMN DEV AGY INC	321 SPRUCE ST FL 1	SCRANTON	PA	18503	$ 3,657,639
Westmoreland	SETON HILL CHILD SERVICES INC	105 HARTMAN RD STE 204	GREENSBURG	PA	15601	$ 502,130
Mifflin	SNYDER UNION MIFFLIN CHILD DEVELOPMENT	14 S 11TH ST	MIFFLINBURG	PA	17844	$ 234,000
Somerset	TABLELAND SERVICES, INC.	535 EAST MAIN STREET	SOMERSET	PA	15501	$ 192,123
Juniata	TUSCARORA INTER UNIT 11	2527 US HIGHWAY 522 S	MC VEYTOWN	PA	17051	$ 378,243
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	226 S MAPLE AVE	GREENSBURG	PA	15601	$ 759,861
Admin						$ 557,000
TOTALS						**$ 54,178,000**

LOCATION COUNTY	LEAD AGENCY NAME	TOTAL HEAD START SUPPLEMENTAL ASSISTANCE PROGAM FUNDED SLOTS	TOTAL HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM ENROLLMENTS	TOTAL # OF HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM CHILDREN ALSO ENROLLED IN PA PRE-K COUNTS	TOTAL # OF HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM CHILDREN ALSO ENROLLED IN CHILD CARE WORKS
Armstrong	ARMSTRONG COUNTY COMMUNITY ACTION AGENCY	39	38	0	3
Berks	BERKS COUNTY INTERMEDIATE UNIT 14	85	85	0	20
Greene & Washington	BLUEPRINTS	90	92	0	3
Bradford & Tioga	Bradford Tioga Head Start Inc.	119	119	1	6
Butler	BUTLER COUNTY CHILDRENS CENTER	30	48	0	4

LOCATION COUNTY	LEAD AGENCY NAME	TOTAL HEAD START SUPPLEMENTAL ASSISTANCE PROGAM FUNDED SLOTS	TOTAL HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM ENROLLMENTS	TOTAL # OF HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM CHILDREN ALSO ENROLLED IN PA PRE-K COUNTS	TOTAL # OF HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM CHILDREN ALSO ENROLLED IN CHILD CARE WORKS
Lancaster	CAP of Lancaster County	43	45	0	19
Centre & Clearfield	CEN CLEAR CHILD SERVICES INC	150	151	0	3
Northumberland & Union	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	72	72	0	9
Chester	CHESTER COUNTY INTERMEDIATE UNIT	83	67	1	2
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	110	130	1	7
Crawford	CHILD DEVELOPMENT CENTER INC	40	40	1	2
Schuylkill	CHILD DEVELOPMENT INC	41	39	0	6
Columbia, Luzerne, & Sullivan	COLUMBIA DAYCARE PROGRAM INC	90	92	0	0
Cambria	COMMUNITY ACTION PARTNERSHIP CAMBRIA CTY	18	18	0	2
Mercer	COMMUNITY ACTION PARTNERSHIP MERCER CTY	93	93	0	7
York	COMMUNITY PROGRESS COUNCIL INC	105	104	0	5
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	145	144	0	13
Allegheny	COUNTY OF ALLEGHENY	272	264	0	15
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	130	130	1	19
Franklin	FRANKLIN COUNTY HEAD START	30	31	0	1
Erie	GREATER ERIE COMMUNITY ACTION COMITTEE	68	62	0	10
Huntingdon	HUNTINGDON CTY CHILD & ADULT DVPT CORP	48	58	0	3
Indiana	INDIANA COUNTY HEAD START, INC	44	44	0	1
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	46	46	0	2
Dauphin	KEYSTONE SERVICE SYSTEMS INC	176	173	1	24
Lebanon	LANCASTER LEBANON INTERMEDIATE UNIT 13	139	139	0	6
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	152	154	0	11
Luzerne	LUZERNE COUNTY HEAD START, INC.	160	160	0	5
Lycoming	LYCOMING CLNTN CTYS COMM ACT	94	134	8	6
Elk	NORTHERN TIER	12	24	0	1
Carbon	PATHSTONE	29	29	0	2
Beaver & Fayette	PIC - WESTMORELAND/FAYETTE	116	111	0	6
Allegheny	PITTSBURGH PUBLIC SCHOOLS	224	175	0	46
Monroe	Pocono Services for Families and Children	86	77	0	1
Philadelphia	SCHOOL DISTRICT OF PHILA	1660	1765	33	299

LOCATION COUNTY	LEAD AGENCY NAME	TOTAL HEAD START SUPPLEMENTAL ASSISTANCE PROGAM FUNDED SLOTS	TOTAL HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM ENROLLMENTS	TOTAL # OF HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM CHILDREN ALSO ENROLLED IN PA PRE-K COUNTS	TOTAL # OF HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM CHILDREN ALSO ENROLLED IN CHILD CARE WORKS
Lackawanna, Pike, Susquehanna, & Wayne	SCRANTON-LACKA HMN DEV AGY INC	509	499	16	24
Westmoreland	SETON HILL CHILD SERVICES INC	44	45	0	5
Mifflin	SNYDER UNION MIFFLIN CHILD DEVELOPMENT	20	20	0	1
Somerset	TABLELAND SERVICES, INC.	17	17	0	1
Juniata	TUSCARORA INTER UNIT 11	26	26	0	0
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	94	91	1	3
TOTALS		**5,549**	**5,651**	**64**	**603**

Appendix G: 2017-18 Head Start Supplemental Assistance Program Applicant Details

County	Applicant Name	Funding amount requested	Funding amount awarded	Difference between amount requested and amount awarded	Award Status (yes or no)
Adams County	Access Inc	$337,793.00	$0.00	$337,793.00	no
Allegheny County	Pittsburgh SD	$2,309,200.00	$2,309,200.00	$0.00	yes
Allegheny County	Council 3 Rvs Amr in Ctr Inc	$300,000.00	$0.00	$300,000.00	no
Allegheny County	Allegheny Co Community Service	$2,736,990.00	$2,666,490.00	$70,500.00	yes
Armstrong County	Armstrong Co Comm Action Agy	$372,213.00	$372, 213.00	$0.00	yes
Berks County	Berks County IU 14	$722,500.00	$722,500.00	$0.00	yes
Blair County	Child Advocates Blair Co	$1,195,291.00	$1,195,291.00	$0.00	yes
Bucks County	Bucks County IU 22	$796,390.00	$0.00	$796,390.00	no
Butler County	Butler Co Childrens Center	$299,300.00	$ 253, 413.00	$45,887.00	yes
Cambria County	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA COUNTY	$192,750.00	$192,750.00	$0.00	yes
Cameron County	Northern Tier Comm Action Corporation	$85,333.00	$85,333.00	$0.00	yes
Chester County	PATHSTONE CORPORATION	$1,081,970.58	$264, 725.00	$817,245.58	yes

Chester County	Chester County IU 24	$1,105,000.00	$706,005.00	$398,995.00	yes
Clearfield County	Cen Clear Child SERVICES INC	$1,459,312.00	$ 1,008,750.00	$450,562.00	yes
Columbia County	Columbia Day Care Ctr Inc	$423,400.00	$423, 400.00	$0.00	yes
Dauphin County	Keystone Service Systems Inc	$2,277,946.00	$2,277,946.00	$0.00	yes
Delaware County	Delaware County IU 25	$1,208,778.00	$1,208,778.00	$0.00	yes
Erie County	Greater Erie Community Action Committee	$645,000.00	$566, 002.00	$78,998.00	yes
Franklin County	Franklin Co Head Start	$1,020,471.00	$ 345,003.00	$675,468.00	yes
Huntingdon County	Huntingdon County Child & Adult Development Corporation	$383,000.00	$383,000.00	$0.00	yes
Indiana County	Indiana Co HS Inc	$386,700.00	$299,718.00	$86,982.00	yes
Jefferson County	Jefferson-Clarion Head Start, Inc.	$766,843.00	$766,843.00	$0.00	yes
Juniata County	Tuscarora IU 11	$592,159.00	$378,243.00	$213,916.00	yes
Lackawanna County	Scranton-Lacka Hmn Dev Agy Inc	$3,795,799.00	$ 3,657,639.00	$138,160.00	yes
Lancaster County	Lancaster-Lebanon IU 13	$1,683,000.00	$1,181,470.00	$501,530.00	yes
Lancaster County	Community Action Lancaster Co	$2,103,167.08	$ 746,356.00	$1,356,811.08	yes
Lawrence County	LAWRENCE COUNTY SOCIAL SERVICES INC	$3,488,200.00	$1,626,400.00	$1,861,800.00	yes

Lehigh County	Community Services Children Inc	$4,686,722.00	$1,887,755.00	$2,798,967.00	yes
Luzerne County	Luzerne County Head Start, Inc.	$2,596,653.00	$1,950,560.00	$646,093.00	yes
Lycoming County	Lycoming-Clinton CCCA	$968,104.00	$968,104.00	$0.00	yes
Mercer County	Community Action Partnership of Mercer Co	$911,400.00	$911,400.00	$0.00	yes
Monroe County	Pocono Svc for Families & Chld	$2,951,378.00	$1,244,851.00	$1,706,527.00	yes
Montgomery County	Montgomery County IU 23	$338,000.00	$0.00	$338,000.00	no
Northumberland County	Central Susquehanna IU 16	$741,082.00	$741,082.00	$0.00	yes
Philadelphia County	Philadelphia City SD	$18,202,800.00	$15,708,000.00	$2,494,800.00	yes
Philadelphia County	Public Health Management Corporation 1500	$1,800,000.00	$0.00	$1,800,000.00	no
Philadelphia County	Norris Square Civic Association	$569,999.99	$0.00	$569,999.99	no
Schuylkill County	Child Development Inc	$401,862.00	$401,862.00	$0.00	yes
Somerset County	Tableland Services Inc	$192,123.00	$192,123.00	$0.00	yes
Tioga County	Bradford Tioga Head Start Inc.	$1,446,632.00	$1,265,803.00	$180,829.00	yes
Union County	Snyder Union Mifflin Ch Dev in	$234,000.00	$234,000.00	$0.00	yes
Venango County	Child Development Ctrs Inc	$1,020,000.00	$408,000.00	$612,000.00	yes
Washington County	Community Action Southwest	$1,423,496.00	$1,046,156.00	$377,340.00	yes
Westmoreland County	PIC of Westmoreland/Fayette Inc	$896,000.00	$896,000.00	$0.00	yes
Westmoreland County	Seton Hill Child Services Inc	$502,130.00	$502,130.00	$0.00	yes

Westmoreland County	Westmoreland Community Action Head Start	$2,565,000.00	$759,861.00	$1,805,139.00	yes
York County	Community Progress Co	$1,152,000.00	$865,013.00	$286,987.00	yes
		$75,367,887.65	**$53,620,168.00**	**$21,747,719.65**	