Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Program
Report on Program Operations
Fiscal Year 2019-20

Commonwealth of Pennsylvania

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Introduction

Act 45 of 2007 requires the Pennsylvania Department of Education (PDE) 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 2019-20 fiscal year (FY):

- Pennsylvania Pre-K Counts assisted 26,461 students from families earning up to 300 percent of the federal poverty level.
- Head Start Supplemental Assistance Programs served 7,790 children from families earning up to 100 percent of the federal poverty level.

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

Concerning Pennsylvania Pre-K Counts, this report contains the program guidance used for the 2019-20 fiscal year, which outlines the eligibility and enrollment requirements for participating providers. It also lists all participating providers, including county of residence, address, grant amount awarded, and actual enrollments.

Concerning the Head Start Supplemental Assistance Program, this report contains a listing of all participating providers, including county of residence, address, grant amount awarded and actual enrollments.

PDE uses Title 22, Chapter 405.2 and 405.11 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, for student transportation, for staff professional development, and for appropriate meals and snacks for students.

The FY 2019-20 state budget allocated $217,284,000 million in funding for Pennsylvania Pre-K Counts, which included $25 million in expansion funding. Expansion funds were awarded through a competitive application process.

The FY 2019-20 state budget allocated $5 million in expansion funds for the Head Start Supplemental Assistance Program, which increased FY 2018-19 slots served by 385. Expansion funds were awarded to existing Head Start Supplemental Assistance Programs through the continuation grant process. In addition, a county specific competitive application process occurred for Erie county. This occurred because the FY 2018-2019 Head Start Supplemental Assistance Program provider serving Erie County lost their federal Head Start eligibility. The Erie county specific application process awarded funding to two agencies, adding funding for an already existing Head Start Supplemental Assistance Program agency, and awarding a new grant to another eligible agency. The overall Head Start Supplemental Assistance Program budget for FY 2019-20 was $64,178,000.

See Appendix A for the 2019-20 Pennsylvania Pre-K Counts Continuation Grant Application, Appendix B for the 2019-2020 Pennsylvania Pre-K Counts Expansion Grant Application, Appendix C for the 2019-20 Head Start Supplemental Assistance Program Continuation Grant Application, and Appendix D for the 2019-20 Head Start Supplemental Assistance Program Erie County Specific Grant Application.

The Need for High-Quality Pre-Kindergarten in Pennsylvania

Figures used for FY 2019-20 application processes showed more than 102,049, or 59.6 percent, of 3- and 4-year-old children living in families earning up to 300 percent of the federal poverty level (FPL) did not have access to publicly-funded high-quality early childhood education (ECE) programs, such as Pennsylvania Pre-K Counts and the Head Start Supplemental Assistance Program. This percentage of unserved 3- and 4-year-olds is referred to as the *unmet need*.

Table 1: Percent of Unmet Need by County, FY 2019-2020

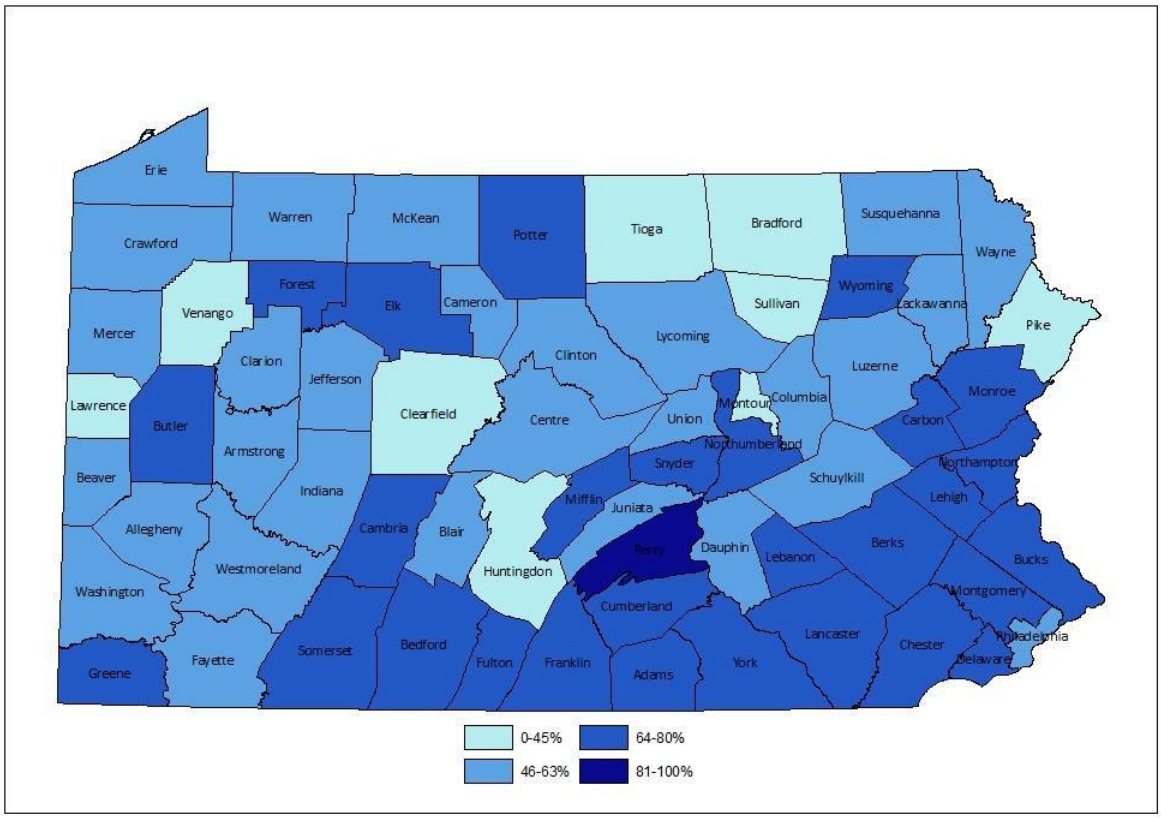
County	Unmet Need*	County	Unmet Need*	County	Unmet Need*	County	Unmet Need*
Adams	69.6%	Columbia	61.1%	Lawrence	16.4%	Snyder	70.7%
Allegheny	48.0%	Crawford	60.3%	Lebanon	65.3%	Somerset	72.0%
Armstrong	55.3%	Cumberland	77.2%	Lehigh	72.0%	Sullivan	11.4%
Beaver	57.8%	Dauphin	61.1%	Luzerne	62.4%	Susquehanna	54.5%
Bedford	67.3%	Delaware	64.6%	Lycoming	63.0%	Tioga	40.5%
Berks	70.2%	Elk	68.0%	McKean	50.2%	Union	62.1%
Blair	47.5%	Erie	53.3%	Mercer	59.1%	Venango	37.1%
Bradford	32.0%	Fayette	46.0%	Mifflin	68.1%	Warren	61.9%
Bucks	69.0%	Forest	76.4%	Monroe	69.6%	Washington	54.8%
Butler	63.9%	Franklin	69.3%	Montgomery	73.7%	Wayne	54.0%
Cambria	64.6%	Fulton	69.4%	Montour	31.6%	Westmoreland	56.5%
Cameron	62.4%	Greene	63.9%	Northampton	63.4%	Wyoming	73.7%

Carbon	66.3%	Huntingdon	44.4%	Northumberland	71.9%	York	73.9%
Centre	54.1%	Indiana	50.7%	Perry	88.0%	**Statewide**	**59.6%**
Chester	73.0%	Jefferson	54.8%	Philadelphia	47.8%		
Clarion	47.6%	Juniata	52.0%	Pike	38.9%		
Clearfield	31.6%	Lackawanna	49.6%	Potter	72.9%		
Clinton	61.6%	Lancaster	77.7%	Schuylkill	55.6%		

*Unmet Need = [(Number of Children Ages 3-4 under 300% FPL)- (Total Pre-K 2018-2019 Funded Slots)- (Total Child Care Works Preschool Children Served in Keystone STARS 3 or 4)]/ Number of Children Ages 3-4 under 300% FPL

Figure 1: Percent of Unmet Need by County

The map below shows the percent of unmet need by county in Pennsylvania.



Providing High-Quality Services to Young Children and Families

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

My child has had many changes that I have noticed since she came to the PA Pre-K Counts program and the main thing is her independence. I have noticed she likes to do a lot of things on her own.

Another thing I noticed was her social skills have gotten better. She is also learning how to adapt to change a lot easier and I just think that the program all together is a good experience…

An Allegheny County Family

Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Programs meet or exceed most quality standards recommended by the National Institute for Early Education Research (NIEER), as illustrated in Table 2.

Table 2: Comparison of Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Programs Standards to NIEER Standards and Benchmarks

NIEER Quality Standard	NIEER Benchmark	Pennsylvania Pre-K Counts Standards	Head Start Supplemental Assistance Program Standards
Early Learning Standards	Comprehensive	Comprehensive	Comprehensive
Curriculum Supports	Approval process and supports	Approval process	Approval process
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

NIEER Quality Standard	NIEER Benchmark	Pennsylvania Pre-K Counts Standards	Head Start Supplemental Assistance Program Standards
Staff professional development	At least 15 hours a year; individual PD plans; coaching	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 old's – 17 or less 4-year old's – 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 old's – 2:17 or less (classrooms must always have two paid staff) 4-year old's – 2:20 or less (classrooms must always have two paid staff)
Screening & referral	Vision, hearing, health, and referral	Vision, hearing, health, and referral	Vision, hearing, health, and referral
Continuous quality improvement system	Structured classroom observations; data used for program improvement	Structured classroom observations; data used for program improvement	Structured classroom observations; data used for program improvement

Description of Assessments Used to Measure Academic Performance

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®
- Cognitive ToyBox, Inc.
- HighScope: COR Advantage
- LifeCubby: The Vine Assessment™
- 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
- My IGDIs™: Profile of Preschool Learning and Development Readiness (ProLADR)
- Teaching Strategies LLC: Teaching Strategies GOLD®

Pennsylvania Pre-K Counts Overview

Pennsylvania Pre-K Counts provides high-quality pre-kindergarten education for at-risk 3- and 4-year-olds in Pennsylvania. Eligible children are age three through kindergarten entry age and live in families earning up to 300 percent of the FPL ($78,600 for family of four). In 2019-20, there were 26,461 children served in Pennsylvania Pre-K Counts in 67 counties by 242 lead agencies at 865 locations.

Criteria to Determine Grant Fund Amounts

PDE awarded grants to approved providers on a per-child basis, in an amount set by the Department, 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. For 2019-20, the cost per child rate

for half-day programs was increased to $4,375 per child. For 2019-20, 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. The cost per child for full-day programs was increased to $8,750 per child.

> *We are parents of special-needs twins who have greatly benefited from the PA Pre-K Counts program...They entered the PA Pre-K Counts program with delays that interfered with their ability to learn in a typical classroom setting. Now they are on target developmentally and poised to be successful kindergartners.*
>
> *Bret W. & Sharon J., Northampton County*

Summary of Application Process 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 FY 2012-13 program year. Pennsylvania held a competitive grant process to select eligible grantees for a second five-year grant period beginning with FY 2013-14. Another competitive grant process was held in the spring 2018 to select eligible grantees for a third five-year grant period beginning FY 2018-19.

In addition to continuation grants, expansion grants were awarded in FY 2014-15, FY 2015-16, FY 2017-18 and in FY 2019-20. Due to a budget impasse in FY 2015-16, expansion funding was allocated at 25 percent. FY 2015-16 amounts were annualized in FY 2016-17. A full competitive grant process occurred in spring 2018 for FY 2018-19.

Total Amount of Grant Funds Paid to Approved Providers

As shown in Appendix E, in 2019-20, $217,284,000 million in grant funds were paid to providers and used to manage state level administrative and information technology support for the Pennsylvania Pre-K Counts program.

Summary of Allowable Uses of Grant Funds Under the Program

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

Listing of Providers Submitting Applications and Application Status

See Appendix G.

Approved Providers with Contact Information and Enrollments

See Appendix E.

Financial Summary of Total Expenditures of Each Provider

At the time of publication, total FY 2019-20 provider expenditures were being reconciled and thus, are not available. Appendix E contains grant funds paid in FY 2019-20. It is anticipated that funds will be fully expended.

Enrollment Goals

Children are considered enrolled when an intake meeting between parent or legal guardian 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. Classroom start dates may differ if this enrollment has been completed prior to the start of the year.

Grantees are always required to maintain full enrollment and report enrollment in Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN), the data system used for managing Pennsylvania's state-funded early learning programs. When a child withdraws from Pennsylvania Pre-K Counts, the program has 20 instructional days to fill the vacant slot. Maintaining waiting lists ensures vacant slots are filled immediately.

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

See Appendix E for information on Pennsylvania Pre-K Counts children also served in Head Start Supplemental Assistance Program or Child Care Works, Pennsylvania's subsidized child care program.

Per Act 24 of 2011, PDE no longer collects information on Pennsylvania Pre-K Counts children served in Federal Head Start, and private pay child care, or the 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/family involvement component.

Eligible children are age 3- to 5-years, living in families earning up to 100 percent of the federal poverty level ($26,200 for a family of four), identified as foster children, or 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 2019-20, there were 7,790 children served in state-funded Head Start in 52 counties, by 41 lead agencies.

Providers were permitted to use grant funds for the design and maintenance of a quality curriculum for students, for student transportation, for staff professional development, and for 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 C for the 2019-20 Head Start Supplemental Assistance Program continuation grant application, Appendix D for the Head Start Supplemental Assistance Program Erie county specific grant application, and Appendices I and J 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 H for details.

Program Impacts due to Covid-19

On March 13, 2020 Governor Tom Wolf closed all Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Program in person operations in response to the COVID-19 pandemic. Although programs were closed for in person operations, funding continued to programs based on the executed contracts and enrollments as of March

13, 2020. This continuation of funding assured program stability during the COVID-19 crisis. Both Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Programs were expected to continue to pay staff during the in-person closures, and were asked, when feasible, to continue to provide meals and continuity of learning opportunities to enrolled students. These expectations were communicated to programs through Pennsylvania Department of Education Frequently Asked Questions documents posted to the Department's website. Programs were also provided flexibility in some typical fiscal spending policies through Announcement PKC 4/20 and HSSAP 4/20 (see Appendix K) to allow program expenditures to support virtual remote learning, and other COVID-19 related expenditures.

In May 2020, program staff conducted an internal, informal survey of programs to understand the extent to which programs were able to continue remote operations for enrolled students. The results across all lead agencies and partnering agencies show that approximately 33 percent of programs were able to continue to offer meals, approximately 78 percent of programs offered virtual remote learning options, and approximately 72 percent of programs offered non- virtual remote learning options.

Appendix A: 2019-20 Pennsylvania Pre-K Counts Continuation Grant Application

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)*

2. 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

2.1. 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)*

3. PARTNERSHIPS*

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

- Yes
- No

3.1. 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)*

4. SERVICE LOCATIONS*

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

- Yes
- No

4.1. 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)*

4.2. 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)

5. ADDITIONAL FUNDING IN 2018-19*

Did this grantee receive any additional funding in 2018-19?

- Yes
- No

5.1. 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)*

Program Operations

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)*

Fiscal Information

Staff Salaries

1. Complete a row for each LEAD TEACHER that will be funded through this Grantee and provide the information indicated. ** NOTE: Reporting of this information is no way a waiver of program staff qualification requirements.*

Lead Teacher Name*	Early Childhood Education Certified?*	Highest Current Degree?*	TOTAL Annual Salary (Enter Whole Number ONLY - No Symbols)*	Number of PA Pre-K Counts Work Days per Year*	TOTAL Number of Work Days per Year*	Number of PA Pre-K Counts Work Hours per Day*	TOTAL Number of Work Hours per Day*	Number of PA Pre-K Counts Children in Classroom(s) Assigned*	TOTAL Number of Children in Classroom(s) Assigned*	
	Select...	Select...				Select...	Select...			EDIT REMOVE

ADD

Classroom Enrollments

1. Complete a row for each anticipated CLASSROOM under each Location that will serve PA Pre-K Counts children through this Grantee and provide the information indicated. **Note: Total Pre-K Counts enrollments for all classrooms must match total enrollments for grant.*

Location Name*	Classroom Name*	PA Pre-K Counts Standard Full-Day Slots in this Classroom*	TOTAL Number of Full-Day Children in this Classroom*	PA Pre-K Counts Standard Half-Day Slots in this Classroom*	TOTAL Number of Half-Day Children in this Classroom*	
						EDIT REMOVE

ADD

Location Enrollments

1. Complete a row for each anticipated LOCATION that will serve PA Pre-K Counts children through this Grantee and provide the information indicated. **Note: Total Pre-K Counts enrollments for all locations must match total enrollments for grant. *

Location Name*	PA Pre-K Counts Standard Full-Day Slots in this Location*	TOTAL Number of Full-Day Children in this Location*	PA Pre-K Counts Standard Half-Day Slots in this Location*	TOTAL Number of Half-Day Children in this Location*

Appendix B: Pennsylvania Pre-K Counts Expansion Grant Application FY 2019-20

Program Office: Child Development and Early Learning
Program Name: Pennsylvania Pre-K Counts Grant
Grant Year: 2019-20
Report Date: 08/03/2020

General Information

Completed applications must be submitted by 3 pm on June 5, 2019.

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

Legal name of applicant agency

Enter value

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

Enter value

Vendor number (SAP#)

Enter value

MPI # (9 digits)

Enter value

Tax ID Number or Federal ID Number

Enter value

Address of applicant agency

Street address:

City:

Enter value

State: PA

Zip code:

Enter value

County:

Select

Applicant provider type (choose ONE)

- Child Care Center or Group Child Care Home designated at Keystone STAR 3 or 4
- Head Start grantee
- Licensed Nursery School
- School district
- A third party entity administering the lead agency responsibilities for entities that are eligible to provide the classroom services under the categories listed above

Application type (choose ONE)

- Single grantee
- Joint (lead agency with partners)

***If JOINT was selected**: **A signed PARTNER LETTER OF COMMITMENT must be uploaded for each proposed partner in the "PKC Status, Partners, and Locations" section of this application.**

Summary of grant request

Grant amount requested (whole $ amount ONLY)

$
Enter value

# of full-day slots requested

#
Enter value

# of half-day slots requested

#
Enter value

Length of service day

Length of year

List county(ies) where children will be served

List school districts where proposed locations are located

Applicants must complete this FY 2019-20 Pennsylvania Pre-K Counts application based on funding of $8,500 per child for full-day students, and $4,250 per child for half-day students. This will enable applicants to plan and implement high quality programs in a timely and effective manner, subject to available funds.

This funding is contingent upon approval by the Pennsylvania General Assembly.

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

The Pennsylvania Pre-K Counts grants are funded via state dollars; therefore, carryover funds are not permitted. All grant dollars identified in this FY 2019-20 application must be encumbered or spent by June 30, 2020.

Contact Information

Applicant Contact Information

Overall contact person for this application

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 Pennsylvania Pre-K Counts. This individual must be authorized to sign contracts as detailed on pg. 15 of the application guidance. It is preferred that the electronic signature (eSignature) option is used. Please note, waiving the eSignature option will result in a delay in the contracting process.

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

Partner agency contact information (applicants-please complete a row for each partner)

Overall contact person for Pennsylvania Pre-K Counts program

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

PKC Status, Partnerships, and Locations

PKC status as a current and/or previous grantee:

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

- Yes
- No

If yes, for how many **consecutive years** has the applying agency received funding?

Enter value

Partnerships:

Single applicants DO NOT need to complete the "partnership chart" below. However, ALL applicants must complete the "locations chart".

If you are applying as a joint applicant, please complete a chart for ALL partners you are proposing to provide funds to for Pennsylvania Pre-K Counts classroom(s) as part of your grant. **Joint applications without a completed Partnership Chart WILL NOT be reviewed.** An excel template for entering this information is also provided in the event applicants are having any issues with these eGrants tables. This information is REQUIRED, so please assure you have either completed the eGrants table correctly OR uploaded a completed excel template within this section of the application.

Partnerships are defined as when a provider receives a pass-thru grant from the grantee and is responsible for providing the Pennsylvania Pre-K Counts program slots at their service location(s) under this grant. **A signed PARTNERSHIP LETTER OF COMMITMENT also must be uploaded for each proposed partner.**

Partnership Chart Information If you want to ADD additional line items click on the ADD button.

(Please "click" the **SAVE** button at the bottom of the page to save your responses) *Remember if you are inactive after 20 minutes the system will log you out.*

9-digit MPI # of the Partner	Federal Tax ID #	Legal Name of the Partner	Provider Type	Street Address	City	State	Zip code	County	School District where located	Pass Thru Grant Amount	# of Full Day PKC slots requested	# of Half Day PKC slots requested
										# Ente	# Enter v	# Enter v
										# Ente	# Enter v	# Enter v

Location(s) Chart Information:*ALL applicants must complete the "Locations chart" below for ALL proposed locations* If you want to ADD additional line items click on the ADD button. (Please "click" the **SAVE** button at the bottom of the page to save your responses)

ALL applicants need to FULLY complete the locations chart. This chart provides information on any and all locations where PKC slots are being proposed. For BOTH joint and single grantees, please complete the following charts for ALL locations that you are proposing to enroll children in for Pennsylvania Pre-K Counts. A Location is defined as any physical address where a Pennsylvania Pre-K Counts classroom will be located.

Applications without a completed "Locations Chart" WILL NOT be reviewed. An excel template for entering this information is also provided in the event applicants are having any issues with these eGrants tables. This information is REQUIRED, so please assure you have either completed the eGrants table correctly OR uploaded a completed excel template

within this section of the application.

Under the column entitled "Provider Type," please enter the location provider type as follows: for current locations, please enter the location's current status. For new locations, please enter the location's anticipated status as of December 2, 2019. For fiscal year 2019, ALL child care centers and group homes must be a STAR 3 level or higher, and maintain this STAR designation throughout the life of their Pennsylvania Pre-K Counts program.

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

Location Information ***ALL applicants must complete the "Locations chart" below for ALL proposed locations**** If you want to ADD additional line items click on the ADD button. (Please "click" the **SAVE** button at the bottom of the page to save your responses)

7 or 9-digit MPI # of the Lead or Partner location	4 Digit location extension	Federal Tax ID #	Legal Name of the Partner	Provider Type	STAR Level (if applicable)	Street Address	City	State	Zip code	County	School District Where Located	School Districts Served	# of FD Pre-K Counts Slots Requested

Upload Documents

Partner Letters of Commitment

If you are applying as a joint applicant, please upload your Partner Letters of Commitment BELOW.

Excel document

*If you have trouble adding information to the Partnership and/or MANDATORY charts please use the following Excel template and upload BELOW.

Upload Files

File Name	Uploaded By	Uploaded Date	Download	Delete

Program Description/Work Statement

Program Description/ Work Statement:

The following work statement 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 PKC regulations and guidance to receive the maximum number of points.

Program History

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

Rationale of Need, Enrollment Priorities, Funding Strategies

Provide a rationale for the need to operate Pennsylvania Pre-K Counts programs in the identified service area (i.e. the locations entered on the locations chart within the "PKC Status, Partnerships, and Locations" section of this application). If you currently have pre-kindergarten services, include specific information about your current waiting list.

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

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

Collaborations

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

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

Please note, if you are applying as a school district, please answer this question with: "applying as a school district."

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

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

Please note, if you are applying as a third party entity, please answer this question with: "applying as a third party entity." Describe relevant collaborations with any other community agencies that have not already been included in the above questions. If there is a formal agreement in place with any relevant community agencies, please attach to this application. If any planning meetings were held, provide the dates and contacts.

Program Implementation

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

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

Staffing

Pennsylvania Pre-K Counts classrooms are staffed with teachers and teacher aides who are trained to provide high-quality learning experiences for pre-kindergarten children. Pennsylvania Pre-K Counts regulations require that lead teachers hold a Pennsylvania Early Childhood Education teaching certificate (N-3 or PK-4) and assistant teachers must meet at least one of the following criteria:

1. Completion of at least two years of full-time postsecondary study or the equivalent.

2. Possession of an associate's degree or higher.

3. Ability to meet a rigorous standard of quality and demonstration of knowledge through a formal state or local academic assessment, or possession by the teacher aide

of a Child Development Associate's certificate.

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

Upload Documents

Formal Agreement (s)

If you have a formal agreement with Head Start, School Districts, Child Care centers, Group Homes, Third Party entities, Community Agencies or Privately Licensed Nursery schools please attach BELOW.

Upload Files

File Name	Uploaded By	Uploaded Date	Download	Delete

Program Assurances

Program Assurances

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

Select

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

Select

I assure that the applicant, including all partners, will abide by the CARES Act funding guidance, including the fiscal spending required by Uniform Guidance, 2 C.F.R. § 200.303.

Select

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

Select

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

Select

I assure that the applicant, including all partners in a joint application, will use CARES Act funds for the exclusive use of COVID-19 related expenses.

Select

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

Select

I assure that as a lead agency with one or more partners that I will enter into a mutually agreed to and signed written agreement with all of my partners concerning the governance and operation of the CARES Act funding.

Select

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

Select

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

Select

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

Select

I assure that the applicant, including all partners in a joint application, will provide either a 2 1/2 hour or 5 hour Pre-K instructional program for a planned program year of a minimum of 180 days for Pennsylvania Pre-K Counts funded students at no cost to the parents or families of such children.

Select

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

Select

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

Select

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

Select

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

Select

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

Select

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

Select

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

Select

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

Select

I assure that the Pennsylvania Pre-K Counts program will begin submitting enrollment data to OCDEL on Aug.15, 2019, and be

fully enrolled by November 1, 2019 and in future and the opening day of the 180-day program year and recognize that failure to do so may result in the loss of funds and return of slots to OCDEL.

Select

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

Select

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

Select

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

Select

ALL JOINT applicants must agree to the following assurances. Please read and check all boxes.

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

Select

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

Select

Budget Detail

Overall Budget Detail

Budget
$0.00
Allocation
$0.00

Budget Over(Under) Allocation
$0.00

Budget-Line Item Detail & Justification

Fiscal Supplement-Appendix B

Please download the following document for examples of how to budget for each line item that you propose to utilize within the Pre-K Counts program.

https://www.pakeys.org/wp-content/uploads/2019/04/APPENDIX-B-Fiscal-Supplement.pdf

Budget Line Item Breakdown

Expenditure Name	Amount	Justification
	$ Enter value	
	$ Enter value	
	0	

If you are proposing to work with partners,

Please attach a separate line item budget which includes budget justification and a budget 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.

https://www.pakeys.org/wp-content/uploads/2019/04/Line-Item-Budget-Template.xlsx

Upload each Partner Line Item Budget BELOW (1 per partner). *Joint applicants only*

Upload Files

File Name	Uploaded By	Uploaded Date	Download	Delete

Budget Summary

Review budget summary and mark section complete.

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2900 Other Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$0.00	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
							Approved Indirect Cost/Operational Rate: %	**$0.00**
							Final	**$0.00**

Appendix C: 2019-2020 Head Start Supplemental Assistance Program Continuation Grant Application

Grant Structure

1. TOTAL SLOTS*

Is this Grantee requesting a reduction in the total number of Standard Full Year 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) *

2. SLOT DISTRIBUTION*

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

- Yes
- No

2.1. 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) *

3. PARTNERSHIPS*

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

- Yes
- No

3.1. 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) *

4. SERVICE LOCATIONS*

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

- Yes
- No

4.1. 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). (2000 characters) *

Program Operations

Staff Qualifications

1. LEAD TEACHER QUALIFICATIONS*

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.

LEAD TEACHER QUALIFICATIONS*	Provider Name*	Total Number of Lead Teachers*	Number of Lead Teachers with Bachelor's Degree in Early Childhood Education or Child Development*	Number of Lead Teachers with Associate Degree in Early Childhood Education or Child Development*	
					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 Year 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) *

Fiscal Information

Staff Salaries

1. Complete a row for each LEAD TEACHER OR HOME VISITOR that will be funded through this Grantee and provide the information indicated. ** NOTE: Reporting of this information is in no way a waiver of program staff qualification requirements.*

Lead Teacher/Home Visitor Name*	Number of HSSAP Work Days per Year*	TOTAL Number of Work Days per Year*	Number of HSSAP Work Hours per Day*	TOTAL Number of Work Hours per Day*	Number of HSSAP Children in Classroom(s) Assigned*	TOTAL Number of Children in Classroom(s) Assigned*	
			Select...	Select...			EDIT REMOVE

ADD

Appendix D: Head Start Supplemental Assistance Program Erie County Specific Grant Application

OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING
HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM (HSSAP) FY 2019-20

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, length of service day and year, school districts to be served and the involved partners or collaborations. Include whether model is center-based or home-based. Include overall goals and objectives of this project.

Grant amount requested (whole $ amount only) $_____

# of slots requested _____

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

The total funding available for this RFI is $566,000.00. Slots must be proposed in Erie County.

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.

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 2019-20 RFI must be encumbered or spent by June 30, 2020.

Contact Information

A. Applicant (lead agency) Contact Information

Overall contact person for this application and the Head Start Supplemental Assistance Program
Name _____
Telephone _____
Email_____

Authorized budget contact person for issues and questions about the budget
☐ Same as above

If different from above:
Name _____
Telephone _____
Email _____

Authorized individual to sign contract for the Head Start Supplemental Assistance Program. This individual must be authorized to sign contracts.

☐ Same as above

If different from above:
Name _____
Telephone _____
Email _____

Indicate the address where the contract should be sent.
Street Address _____
City_____
State_____Zipcode _

Grant Structure
Complete Proposed Partnerships and Locations Excel template (attached).

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 RFI 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 childcare 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
Complete EXCEL budget template (attached).

A line Item Budget with detailed budget justification is required for a successful application. Each line item will be reviewed carefully. Detailed and accurate submissions will assure timely approval of applications.

If you are proposing to work with partners,
Please complete separate excel tab for budget information including detailed budget justification information for each partner to your application.

Appendix E: 2019-20 Pennsylvania Pre-K Counts Participant Details

Location County	Lead Agency Name	Address	City	State	Zip	Grant Amount
Delaware	AARDVARK CHILD CARE & LEARNING CTR INC	PO BOX 469	GLEN MILLS	PA	19342	$ 350,000
Lackawanna & Luzerne	ABC KIDDIE KAMPUS INC	701 S MAIN ST	OLD FORGE	PA	18518	$ 1,041,250
Philadelphia	ACELERO LEARNING CAMDEN PHILADELPHIA	1801 N 23RD ST	PHILADELPHIA	PA	19121	$ 1,225,000
Westmoreland	ALL KIDS ARE SPECIAL CHILDCARE & LRG CTR	1001 KNOLLWOOD RD	NEW KENSINGTON	PA	15068	$ 630,000
Allegheny	ALLEGHENY INTERMEDIATE UNIT	475 E WATERFRONT DR	HOMESTEAD	PA	15120	$ 2,625,000
Bedford & Cambria	ALLEGHENY LUTHERAN SOCIAL MINISTRIES	998 LOGAN BLVD	ALTOONA	PA	16602	$ 323,750
Beaver	AMBRIDGE AREA SCHOOL DISTRICT	901 DUSS AVE	AMBRIDGE	PA	15003	$ 700,000
Armstrong	APOLLO-RIDGE SCHOOL DISTRICT	1825 STATE ROUTE 56	SPRING CHURCH	PA	15686	$ 175,000
Armstrong & Indiana	ARIN INTERMEDIATE UNIT 28	2895 W PIKE	INDIANA	PA	15701	$ 1,050,000
Armstrong	ARMSTRONG COUNTY COMMUNITY ACTION AGENCY	705 BUTLER ROAD	KITTANNING	PA	16201	$ 350,000
Philadelphia	ASOCIACION PUERTORRIQUENOS EN MARCHA INC	1900 N 9TH ST	PHILADELPHIA	PA	19122	$ 525,000
Bedford	BEDFORD AREA SCHOOL DISTRICT	330 E JOHN ST	BEDFORD	PA	15522	$ 245,000
Blair	BEGIN WITH US CC AND PRESCHOOL INC	703 GRANT AVE	ALTOONA	PA	16602	$ 1,225,000
Erie	BENEDICTINE SISTERS INC	345 E 9TH ST	ERIE	PA	16503	$ 437,500
Berks & Chester	BERKS COMMUNITY ACTION PROGRAM	PO BOX 22	READING	PA	19603	$ 3,692,500
Berks	BERKS COUNTY INTERMEDIATE UNIT 14	1111 COMMONS BLVD	READING	PA	19605	$ 1,400,000
Allegheny	BETHEL PARK SCHOOL DISTRICT	301 CHURCH ROAD	BETHEL PARK	PA	15102	$ 148,750
Lehigh & Northampton	BETHLEHEM AREA SCHOOL DISTRICT	1516 SYCAMORE ST	BETHLEHEM	PA	18017	$ 875,000
Beaver	BIG BEAVER FALLS AREA SCHOOL	1503 8TH AVE	BEAVER FALLS	PA	15010	$ 350,000
Luzerne	BLOOM EARLY EDUCATION CENTERS INC	62 YEAGER AVE	SHAVERTOWN	PA	18708	$ 315,000
Greene & Washington	BLUEPRINTS	150 W BEAU ST	WASHINGTON	PA	15301	$ 3,909,689
Berks	BOYERTOWN AREA SCHOOL DISTRICT	911 MONTGOMERY AVENUE	BOYERTOWN	PA	19512	$ 262,500
Bradford & Tioga	BRADFORD TIOGA HEAD START INC.	5 RIVERSIDE PLZ	BLOSSBURG	PA	16912	$ 1,424,293
Chester	BRIGHT BEGINNINGS EDUCATION CENTER INC	2222 BALTIMORE PIKE	OXFORD	PA	19363	$ 1,750,000
Dauphin	BRIGHT FUTURES LEARNING CENTER INC	10-12 NORTH FRONT STREET	STEELTON	PA	17113	$ 1,627,500
Philadelphia	BRIGHTSIDE ACADEMY PHILADELPHIA LLC	707 GRANT ST	PITTSBURGH	PA	15219	$ 1,347,500
Bucks	BRISTOL TOWNSHIP SCHOOL DISTRICT	6401 MILL CREEK RD	LEVITTOWN	PA	19057	$ 700,000
Bucks	BUCKS COUNTY INTERMEDIATE UNIT 22	705 N SHADY RETREAT RD	DOYLESTOWN	PA	18901	$ 1,381,465
Montour	BUSY LITTLE BEAVERS INC	23 WESNER LN	DANVILLE	PA	17821	$ 194,252

Butler	BUTLER COUNTY CHILDRENS CENTER INC	139 RIEGER RD	BUTLER	PA	16001	$	612,500
Berks	CALVARY CHURCH OF THE NAZARENE	3301 STOUDTS FERRY BRIDGE	READING	PA	19605	$	525,000
Cambria	CAMBRIA HEIGHTS SCHOOL DISTRICT	426 GLENDALE LAKE RD	PATTON	PA	16668	$	148,750
Cumberland	CARLISLE DAY CARE CENTER INC	100 E POMFRET ST	CARLISLE	PA	17013	$	175,000
Centre, Clearfield & Elk	CENCLEAR CHILD SERVICES INC	50 BIGLER ROAD	BIGLER	PA	16825	$	2,126,250
Columbia, Luzerne & Northumberland	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	90 LAWTON LN	MILTON	PA	17847	$	1,417,500
Franklin	CHAMBERSBURG AREA SCHOOL DISTRICT	435 STANLEY AVE	CHAMBERSBURG	PA	17201	$	1,417,500
Westmoreland	CHERISE M RACHAL	1001 S LEECHBURG HILL RD	LEECHBURG	PA	15656	$	175,000
Chester	CHESTER COUNTY INTERMEDIATE UNIT	455 BOOT RD	DOWNINGTOWN	PA	19335	$	1,063,125
Delaware	CHESTER UPLAND SCHOOL DIST	232 W 9TH ST	CHESTER	PA	19013	$	1,050,000
Bedford	CHESTNUT RIDGE SCHOOL DIST	3281 VALLEY RD	FISHERTOWN	PA	15539	$	297,500
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	319 SYCAMORE ST	ALTOONA	PA	16602	$	761,250
Blair, Centre, Clinton & Lycoming	CHILD DEVELOPMENT & FAMILY COUNCIL OF CENTRE CO	2565 PARK CENTER BLVD	STATE COLLEGE	PA	16801	$	1,295,000
Crawford & Venango	CHILD DEVELOPMENT CENTER INC	702 LIBERTY ST	FRANKLIN	PA	16323	$	2,117,500
Luzerne	CHILD DEVELOPMENT COUNCIL OF NEPA INC	147 1/2 AMBER LN	WILKES BARRE	PA	18702	$	525,000
Schuylkill	CHILD DEVELOPMENT INC	SUITE 210	MINERSVILLE	PA	17954	$	2,240,000
Lancaster	CHILDCARE SERVICES INC	506 OWL HILL RD	LITITZ	PA	17543	$	735,000
Montgomery & Philadelphia	CHILDREN OF AMERICA	5300 W ATLANTIC AVE	DELRAY BEACH	FL	33484	$	350,000
Clearfield	CHILDRENS AID SOCIETY IN CLEARFIELD CTY	1008 S 2ND ST	CLEARFIELD	PA	16830	$	245,000
Mercer	CHILDRENS CENTER OF MERCER COUNTY	900 N HERMITAGE RD	HERMITAGE	PA	16148	$	87,500
Adams	CLARK AGAPAKIS	125 DOGWOOD CT	NEW OXFORD	PA	17350	$	175,000
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA COUNTY	516 MAIN ST	JOHNSTOWN	PA	15901	$	761,250
Mercer	COMMUNITY ACTION PARTNERSHIP OF MERCER COUNTY	75 S DOCK STREET	SHARON	PA	16146	$	831,250
York	COMMUNITY PROGRESS COUNCIL INC	226 E COLLEGE AVE	YORK	PA	17403	$	157,500
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	1520 HANOVER AVE	ALLENTOWN	PA	18019	$	3,762,500
Cambria	CONE MAUGH VALLEY SCHOOL DISTRICT	1340 WILLIAM PENN AVE	JOHNSTOWN	PA	15906	$	297,500
Lancaster	CONESTOGA VALLEY SCHOOL DISTRICT	2110 HORSESHOE RD	LANCASTER	PA	17601	$	437,500
Philadelphia	CONGREGATION BETH SOLOMON	198 TOMLINSON RD	PHILADELPHIA	PA	19116	$	218,750
Erie	CORRY AREA SCHOOL DISTRICT	540 E PLEASANT ST	CORRY	PA	16407	$	350,000
Allegheny	COUNCIL OF THREE RIVERS AMER INDIAN CTR	120 CHARLES ST	BLAWNOX	PA	15238	$	1,141,875
Allegheny	CRAFTON CHILDRENS CORNER INC	2702 BANKSVILLE AVE	PITTSBURGH	PA	15216	$	175,000
Fayette	CRAYON CLUBHOUSE LLC	2614 C MEMORIAL BLVD	CONNELLSVILLE	PA	15425	$	297,500

Chester	CREATIVE EDUCATION INC	1027 NEWARK RD	TOUGHKENAMON	PA	19374	$	312,047
Philadelphia	CREATIVE LEARNING ENVIRONMENTS INC	42 PENNS CT	ASTON	PA	19014	$	297,500
York	CRISPUS ATTUCKS ASSOCIATION INC	605 S DUKE ST	YORK	PA	17401	$	350,000
Montour	DANVILLE AREA SCHOOL DISTRICT	733 IRONMEN LANE	DANVILLE	PA	17821	$	315,000
Lackawanna	DAY NURSERY ASSOCIATION	332 JEFFERSON AVE	SCRANTON	PA	18510	$	315,000
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	200 YALE AVE	MORTON	PA	19070	$	1,750,000
Pike	DELAWARE VALLEY SCHOOL DIST	236 ROUTE 6 & 209	MILFORD	PA	18337	$	332,500
Bradford	DISCOVER THE WORLD CHILDRENS CENTER INC	2431 PENNSYLVANIA AVE	SAYRE	PA	18840	$	350,000
Delaware	DISCOVERY TREE LLC	4814 DREXELBROOK DR	DREXEL HILL	PA	19026	$	350,000
Erie	DR GERTRUDE A BARBER CENTER INC	100 BARBER PL	ERIE	PA	16507	$	393,750
Philadelphia	DREAMSCAPE EDUCATION LLC	35 S 60TH ST	PHILADELPHIA	PA	19139	$	350,000
Fayette	DUCK HOLLOW DISCOVERY LEARNING CENTER I	7822 NATIONAL PIKE	UNIONTOWN	PA	15401	$	525,000
Allegheny	DUQUENSE CITY SCHOOLS	300 KENNEDY AVE	DUQUESNE	PA	15110	$	376,250
Erie	EARLY CONNECTIONS	200 W 11TH ST	ERIE	PA	16501	$	836,599
Lycoming	EAST LYCOMING SCHOOL DISTRICT	349 CEMETERY STREET	HUGHESVILLE	PA	17737	$	350,000
Northampton	EASTON SCHOOL DISTRICT PAYROLL DEPARTM	1801 BUSHKILL DR	EASTON	PA	18040	$	332,500
Crawford & Erie	EDINBORO UNIVERSITY OF PA	100 BUTTERFIELD HALL	EDINBORO	PA	16444	$	1,008,126
Susquehanna	ENDLESS MOUNTAIN LEARNING CENTER INC	117 JACKSON ST	NEW MILFORD	PA	18834	$	140,000
Erie	ERIE CITY SCHOOL DISTRICT	148 W 21ST ST	ERIE	PA	16502	$	1,862,189
Crawford	FAMILY & COMMUNITY CHRISTIAN ASSOCIATION	378 CHESTNUT ST	MEADVILLE	PA	16335	$	1,944,589
Philadelphia	FAMILY SUPPORT SERVICES INC	7200 CHESTNUT ST	UPPER DARBY	PA	19082	$	525,000
Franklin	FANNETT METAL SCHOOL DIST	PO BOX 91	WILLOW HILL	PA	17271	$	148,750
Susquehanna	FOREST CITY REGIONAL SCHL DISTRICT	100 SUSQUEHANNA ST	FOREST CITY	PA	18421	$	332,500
Fayette	FRAZIER SCHOOL DISTRICT	142 CONSTITUTION ST	PERRYOPOLIS	PA	15473	$	87,500
Berks	GOVERNOR MIFFLIN SCHOOL DISTRICT	10 S WAVERLY ST	READING	PA	19607	$	350,000
Mifflin	GRACE COVENANT CHURCH	227 WASHINGTON AVE	LEWISTOWN	PA	17044	$	700,000
Armstrong & Westmoreland	GRANDMAS HOUSE LLC	616 1ST STREET EXT	APOLLO	PA	15613	$	507,500
Cambria	GREATER JOHNSTOWN SCHOOL DIS	1091 BROAD STREET	JOHNSTOWN	PA	15906	$	883,750
Luzerne	GREATER NANTICOKE AREA SCHOOL DISTRICT	427 KOSCIUZKO ST	NANTICOKE	PA	18634	$	166,250
Chester	GREATER PHILADELPHIA YMCA	400 FAYETTE ST	CONSHOHOCKEN	PA	19428	$	175,000
Northumberland	GREATER SUSQUEHANNA VALLEY YMCA	1150 N 4TH ST	SUNBURY	PA	17801	$	157,500
Lehigh & Northampton	GREATER VALLEY YOUNG MENS CHRISTIAN ASSOCIATION	1524 W LINDEN ST	ALLENTOWN	PA	18102	$	1,461,250

Franklin	GREENCASTLE-ANTRIM SCH DIST	500 EAST LEITERSBURG ST	GREENCASTLE	PA	17225	$	157,500
Dauphin	HALIFAX AREA SCHOOL DISTRICT	3940 PETERS MOUNTAIN RD	HALIFAX	PA	17032	$	175,000
Lackawanna & Wyoming	HANDS OF WYOMING COUNTY	1687 SCOTTSVILLE RD	MEHOOPANY	PA	18629	$	840,000
Dauphin	HANSEL AND GRETEL EARLY LEARNING CTR INC	2206 WALNUT ST	HARRISBURG	PA	17103	$	350,000
Beaver	HAP ENTERPRISES INC	310 WAYNE ST	BEAVER	PA	15009	$	630,000
Dauphin	HARRISBURG SCHOOL DISTRICT	1601 STATE ST	HARRISBURG	PA	17103	$	148,750
Luzerne	HAZELTON AREA SCHOOL DISTRICT	1515 W 23RD ST	HAZLE TOWNSHIP	PA	18202	$	1,850,625
Huntingdon	HCCADC	52 JUNIATA AVE	HUNTINGDON	PA	16652	$	743,750
Philadelphia	HEAVENLY DAYCARE AND LEARNING CENTER INC	5144 N 4TH ST	PHILADELPHIA	PA	19120	$	580,039
Allegheny	HIGHLANDS SCHOOL DISTRICT	1500 PACIFIC AVE	NATRONA HEIGHTS	PA	15065	$	297,500
Lancaster	HILDEBRANDT LEARNING CENTERS LLC	200 TALCOTT AVE	WATERTOWN	MA	02472	$	525,000
Allegheny	HOSANNA HOUSE INC	807 WALLACE AVE	PITTSBURGH	PA	15221	$	262,500
Huntingdon	HUNTINGDON AREA SCHOOL DISTRICT	2400 CASSADY AVE	HUNTINGDON	PA	16652	$	175,000
Allegheny	IMANI CHRISTIAN ACADEMY	2150 E HILLS DR	PITTSBURGH	PA	15221	$	157,500
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM	570 S 11TH ST	INDIANA	PA	15705	$	262,500
Delaware	INTERBORO SCHOOL DISTRICT	900 WASHINGTON AVENUE	PROSPECT PARK	PA	19076	$	446,250
Westmoreland	JBS BRIGHT BEGINNINGS TWO LLC	780 BRUSH HILL RD	IRWIN	PA	15642	$	175,000
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	18 WESTERN AVE	BROOKVILLE	PA	15825	$	1,540,000
Clinton & Lycoming	JERSEY SHORE AREA SCHOOL DISTRICT	175 A AND P DR	JERSEY SHORE	PA	17740	$	320,688
Carbon	JIM THORPE AREA SD	410 CENTER AVE	JIM THORPE	PA	18229	$	175,000
Elk	JOHNSONBURG AREA SCHOOL DISTRICT	315 HIGH SCHOOL RD	JOHNSONBURG	PA	15845	$	131,250
Philadelphia	KAIS COMFY CORNER INC	1601 S 9TH ST	PHILADELPHIA	PA	19148	$	138,309
Schuylkill	KAREN FAUST JEFFREY FAUST DOLORES FAUS	51 1/2 MIFFLIN ST	PINE GROVE	PA	17963	$	73,169
Cumberland & Dauphin	KEYSTONE SERVICE SYSTEMS INC	4391 STURBRIDGE DR	HARRISBURG	PA	17110	$	3,762,500
Clarion, Clearfield, Jefferson & Mercer	KEYSTONE SMILES COMMUNITY LEARNING CENTER	525 MAIN ST	KNOX	PA	16232	$	730,058
Lehigh	KIDDIE CITY EARLY LEARNING CENTER INC	1309 W GORDON ST	ALLENTOWN	PA	18102	$	196,877
Blair	KIDS FIRST CENTER FOR EARLY LEARNING	4 SHERATON DR	ALTOONA	PA	16601	$	665,000
Beaver	KIMBERLY POPE-HARMON	115 ORCHARD ST	ALIQUIPPA	PA	15001	$	113,750
Luzerne	KINGS COLLEGE	133 N RIVER ST	WILKES BARRE	PA	18711	$	175,000
Cumberland, Dauphin, Lancaster & York	KUEHG CORP	200 OLD MAIN ST	TEWKSBURY	MA	01876	$	1,050,000
Lancaster	LANCASTER EARLY EDUCATION CENTER	150 S QUEEN ST	LANCASTER	PA	17603	$	700,000
Lancaster	LANCASTER MENNONITE SCHOOL	2176 LINCOLN HWY E	LANCASTER	PA	17602	$	350,000
Lancaster & Lebanon	LANCASTER-LEBANON INTERMEDIATE UNIT 13	1020 NEW HOLLAND AVE	LANCASTER	PA	17601	$	3,592,314
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	241 W GRANT ST	NEW CASTLE	PA	16101	$	2,065,000

Montgomery	LEARN AND PLAY CENTERS INC	200 CAMP HILL RD	FORT WASHINGTON	PA	19034	$	470,318
Lehigh	LEHIGH CARBON COMMUNITY COLLEGE	4525 EDUCATION PARK DR	SCHNECKSVILLE	PA	18078	$	87,500
Lehigh & Northampton	LEHIGH VALLEY CHILDRENS CENTERS INC	1501 LEHIGH ST	ALLENTOWN	PA	18103	$	3,395,000
Carbon	LEHIGHTON AREA SCHOOL DIST	1000 UNION ST	LEHIGHTON	PA	18235	$	175,000
Union	LEWISBURG AREA SCHOOL DISTRICT	1951 WASHINGTON AVE	LEWISBURG	PA	17837	$	78,750
Armstrong, Beaver & Butler	LIFESTEPS INC	383 NEW CASTLE RD	BUTLER	PA	16001	$	910,000
Fayette & Westmoreland	LIGONIER VALLEY LEARNING CENTER INC	117 JUNIPER LN	LIGONIER	PA	15658	$	1,706,250
Westmoreland	LOVELI FOUNDATIONS LLC	1718 SW RUGH ST	GREENSBURG	PA	15601	$	87,500
Luzerne	LUZERNE COUNTY HEAD START INC	33 BEEKMAN ST	WILKES BARRE	PA	18702	$	1,855,000
Luzerne	LUZERNE INTERMEDIATE UNIT 18	2 COLLEY STREET	HANOVER	PA	18706	$	668,284
Clinton & Lycoming	LYCOMING CLINTON COUNTIES COMMISSION FOR COMM ACTI	2138 LINCOLN ST	WILLIAMSPORT	PA	17701	$	1,050,000
Indiana	MARION CENTER AREA SCHOOLS	22820 RTE 403 HWY N	MARION CENTER	PA	15759	$	350,000
Allegheny	MCKEESPORT AREA SCHOOL DISTRICT	3590 ONEIL BLVD	MCKEESPORT	PA	15132	$	630,000
Cumberland	MECHANICSBURG AREA SCHOOL DISTRICT	100 E ELMWOOD AVE	MECHANICSBURG	PA	17055	$	350,000
Lawrence & Mercer	MIDWESTERN INTERMEDIATE UNIT IV	453 MAPLE ST	GROVE CITY	PA	16127	$	735,000
Erie	MILLCREEK TOWNSHIP SCHOOL DISTRICT	3740 W 26TH ST	ERIE	PA	16506	$	262,500
Northumberland	MMJJ INC	117 INDIANA CIR	KULPMONT	PA	17834	$	157,500
Westmoreland	MONESSEN CITY SCHOOL DISTRICT	1275 ROSTRAVER ST	MONESSEN	PA	15062	$	481,250
Lycoming	MONTGOMERY AREA SCHOOL	120 PENN ST	MONTGOMERY	PA	17752	$	437,500
Montgomery	MONTGOMERY COUNTY COMMUNITY COLLEGE	340 DEKALB PIKE	BLUE BELL	PA	19422	$	533,750
Montgomery	MONTGOMERY COUNTY INTERMEDIATE UNIT 23	2 W LAFAYETTE ST	NORRISTOWN	PA	19401	$	2,228,846
Philadelphia	MOTIVATED YOUNG MINDS INC	5124 WALNUT ST	PHILADELPHIA	PA	19139	$	875,000
Northumberland	MOUNT CARMEL AREA SCHOOL DISTRICT	600 W 5TH ST	MOUNT CARMEL	PA	17851	$	525,000
Susquehanna	MT VIEW SCHOOL DISTRICT	11748 STATE ROUTE 106	KINGSLEY	PA	18826	$	140,000
Bucks	NESHAMINY SCHOOL DISTRICT	2001 OLD LINCOLN HWY	LANGHORNE	PA	19047	$	1,200,944
Clarion	NORTH CLARION COUNTY SCH DIS	RD # 1 PO BOX 194	TIONESTA	PA	16353	$	245,000
Lackawanna, Susquehanna & Wayne	NORTHEASTERN CHILD CARE SERVICES	1356 N WASHINGTON AVE	SCRANTON	PA	18509	$	805,000
Cameron & Elk	NORTHERN TIER	135 WEST 4TH STREET	EMPORIUM	PA	15834	$	262,500
Allegheny	NORTHGATE SCHOOL DISTRICT	591 UNION AVENUE	PITTSBURGH	PA	15202	$	166,250
Luzerne	NORTHWEST AREA SCHOOL DISTRICT	243 THORNE HILL RD	SHICKSHINNY	PA	18655	$	175,000
Philadelphia	OAK LANE SCHOOLS INCORPORATED	200 PINE LN	DOUGLASSVILLE	PA	19518	$	700,000
Berks	OPPORTUNITY HOUSE	430 N 2ND ST	READING	PA	19601	$	350,000
Chester	OWEN T ROBERTS SCHOOL DISTRICT	901 RIDGE RD	POTTSTOWN	PA	19465	$	323,750
Carbon	PALMERTON AREA SCHOOL DISTRICT	PO BOX 350	PALMERTON	PA	18071	$	276,173

Adams, Berks, Carbon, Chester & Franklin	PATHSTONE CORPORATION	1625 N FRONT ST	HARRISBURG	PA	17102	$	1,470,000
Cambria	PENN CAMBRIA SCHOOL DISTRICT	201 6TH ST	CRESSON	PA	16630	$	148,750
Indiana	PENNS MANOR AREA SCHOOL DISTRICT	6003 ROUTE 553 HWY	CLYMER	PA	15728	$	105,000
Bucks	PENNSBURY SCHOOL DISTRICT	134 YARDLEY AVE	LEVITTOWN	PA	19054	$	787,500
Tioga	PENNYS DAYCARE LLC	23 LAKE ST	TIOGA	PA	16946	$	249,157
Allegheny, Beaver, Fayette & Westmoreland	PIC - WESTMORELAND/FAYETTE	219 DONOHOE ROAD	GREENSBURG	PA	15601	$	2,012,500
Fayette	PINKY TOES CHILD CARE AND DVPT CTR	204 E CRAWFORD AVE	CONNELLSVILLE	PA	15425	$	175,000
Allegheny	PITTSBURGH PUBLIC SCHOOLS	341 S BELLEFIELD AVE	PITTSBURGH	PA	15213	$	6,886,250
Monroe	POCONO SERVICES FOR FAMILIES AND CHILDREN	212 W 4TH ST	EAST STROUDSBURG	PA	18301	$	796,250
Chester & Montgomery	POTTSTOWN SCHOOL DISTRICT	230 BEECH ST	POTTSTOWN	PA	19464	$	2,467,500
Bucks	QUAKERTOWN COMMUNITY SCHOOL DIST	100 COMMERCE DR	QUAKERTOWN	PA	18951	$	297,500
Beaver	RIVERSIDE BEAVER COUNTY SC DIS	318 COUNRTY CLUB DR	ELWOOD CITY	PA	16117	$	175,000
Allegheny	RIVERVIEW CHILDRENS CENTER INC	655 SYLVAN WAY	VERONA	PA	15147	$	712,817
Luzerne	SAEED FAMILY CORPORATION	26 MOUNTAINWOOD DR	MOUNTAIN TOP	PA	18707	$	568,750
York	SCHOOL DISTRICT OF CITY OF YORK	31 N PERSHING AVE	YORK	PA	17401	$	2,633,750
Lancaster	SCHOOL DISTRICT OF LANCASTER	1020 LEHIGH AVE	LANCASTER	PA	17602	$	4,742,500
Philadelphia	SCHOOL DISTRICT OF PHILA	440 N BROAD ST	PHILADELPHIA	PA	19130	$	32,698,750
Schuylkill	SCHUYLKILL IU 29	17 MAPLE AVE	MAR LIN	PA	17951	$	157,500
Lackawanna, Pike & Wayne	SCRANTON LACKAWANNA HUMAN DEVELOPMENT AGENCY	123 WYOMING AVE	SCRANTON	PA	18503	$	1,303,750
Forest, McKean & Potter	SENECA HIGHLANDS IU 9	119 S MECHANIC ST	SMETHPORT	PA	16749	$	1,833,166
Westmoreland	SETON HILL CHILD SERVICES INC	105 HARTMAN RD STE 204	GREENSBURG	PA	15601	$	1,872,500
Cumberland	SHIPPENSBURG UNIVERSITY HEAD START	1871 OLD MAIN DRIVE	SHIPPENSBURG	PA	17257	$	1,233,750
Butler	SLIPPERY ROCK STUDENT GOVERNMENT ASSOCIA	007 MCKAY EDUCATION BUILDI	SLIPPERY ROCK	PA	16057	$	306,250
Fulton	SOUTHERN FULTON SCHOOL DISTRICT	3072 GREAT COVE RD	WARFORDSBURG	PA	17267	$	297,500
Tioga	SOUTHERN TIOGA SCHOOL DISTRICT	241 MAIN ST	BLOSSBURG	PA	16912	$	725,813
Philadelphia	SPECIAL PEOPLE IN NORTHEAST INC	10501 DRUMMOND RD	PHILADELPHIA	PA	19154	$	875,000
Erie	ST MARTIN EARLY LEARNING CENTER	1701 PARADE ST	ERIE	PA	16503	$	175,000
Bradford & Tioga	STEPPING STONES PRESCHOOL INC	855 TEARS RD	COLUMBIA CROSS ROADS	PA	16914	$	891,409
Mifflin, Snyder & Union	SUMMIT EARLY LEARNING	14 S 11TH ST	MIFFLINBURG	PA	17844	$	1,575,000
Lancaster	SUNRISE USA LLC	1921 GLENWOLD DR	PAOLI	PA	19301	$	175,000
Somerset	TABLELAND SERVICES, INC.	535 EAST MAIN ST	SOMERSET	PA	15501	$	848,750
Monroe	TGPC FOR C & L OF ST PAUL EVANGELICAL L C INC	138 TRACH DR	KRESGEVILLE	PA	18333	$	1,181,250
Lehigh	THE CUDDLE ZONE LEARNING CENTER INC	445 ALLENTOWN DR	ALLENTOWN	PA	18109	$	607,032

Lackawanna	THE KREIG INSTITUTE FOR EARLY CHILDHOOD	REAR 3716 LAWRENCE AVE	MOOSIC	PA	18507	$	525,000
Bedford, Cambria & Somerset	THE LEARNING LAMP	2025 BEDFORD ST	JOHNSTOWN	PA	15904	$	533,750
Centre	THE PENNSYLVANIA STATE UNIVERSITY	408 OLD MAIN	UNIVERSITY PARK	PA	16802	$	857,500
Pike	THE SUNSHINE STATION	476 ROUTES 6 AND 209	MILFORD	PA	18337	$	87,500
Northampton	THIRD STREET ALLIANCE FOR WOMEN	41 N 3RD ST	EASTON	PA	18042	$	350,000
Delaware	TODAYS CHILD LEARNING CENTER INC	21 W BALTIMORE AVE	LANSDOWNE	PA	19050	$	2,158,518
Bradford	TOWANDA AREA SCHOOL DISTRICT	410 STATE ST	TOWANDA	PA	18848	$	315,000
Chester	TREEHOUSE CHILDCARE SERVICES LLC	102 HORSESHOE DR	THORNDALE	PA	19372	$	350,000
Juniata & Perry	TUSCARORA INTERMEDIATE UNIT 11	2527 US HIGHWAY 522 S	MC VEYTOWN	PA	17051	$	481,250
Franklin	TUSCARORA SCHOOL DISTRICT	100 W SEMINARY ST	MERCERSBURG	PA	17236	$	315,000
Bedford	TUSSEY MOUNTAIN SCHOOL DISTRICT	199 FRONT ST	SAXTON	PA	16678	$	175,000
Blair	TYRONE AREA SCHOOL DISTRICT	701 CLAY AVE	TYRONE	PA	16686	$	564,375
Fayette	UNIONTOWN AREA SCHOOL DISTRICT	205 WILSON AVE	UNIONTOWN	PA	15401	$	315,630
Indiana	UNITED SCHOOL DISTRICT	10775 ROUTE 56 HIGHWAY EAS	ARMAGH	PA	15920	$	262,500
Bucks	UNITED WAY OF BUCKS COUNTY	413 HOOD BLVD	FAIRLESS HILLS	PA	19030	$	1,898,750
Indiana & Westmoreland	UNITY MARKETING GROUP INC	254 WINELAND RD	LIGONIER	PA	15658	$	446,250
Adams	UPPER ADAMS SCHOOL DISTRICT	NORTH MAIN STREET	BIGLERVILLE	PA	17307	$	148,750
Dauphin	UPPER DAUPHIN AREA SCHOOL DISTRICT	5668 STATE ROUTE 209	LYKENS	PA	17048	$	131,250
Warren	WARREN AND FOREST COUNTIES ECONOMIC OPPORTUNITY CO	1209 PENNSYLVANIA AVE W	WARREN	PA	16365	$	262,500
Chester	WARWICK CHILD CARE CENTER INC	300 N POTTSTOWN PIKE	EXTON	PA	19341	$	551,250
Franklin	WAYNESBORO AREA SCHOOL DISTRICT	210 CLAYTON AVE	WAYNESBORO	PA	17268	$	1,041,250
Carbon	WEATHERLY AREA SCHOOL DISTRICT	602 SIXTH STREET	WEATHERLY	PA	18255	$	332,500
Monroe	WEE WONS INC	127 ROUTE 423	POCONO PINES	PA	18350	$	175,000
Allegheny	WEST MIFFLIN AREA SD	3000 LEBANON CHURCH RD	WEST MIFFLIN	PA	15122	$	175,000
Perry	WEST PERRY SCHOOL DISTRICT	2606 SHERMANS VALLEY RD	ELLIOTTSBURG	PA	17024	$	385,000
Beaver	WESTERN BEAVER COUNTY S D	343 RIDGEMONT DR	MIDLAND	PA	15059	$	525,000
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	226 S MAPLE AVE	GREENSBURG	PA	15601	$	875,000
Allegheny	WILKINSBURG SCHOOL DISTRICT	718 WALLACE AVE	PITTSBURGH	PA	15221	$	848,750
Northampton	WILSON AREA SCHOOL DISTRICT	2040 WASHINGTON BOULEVARD	EASTON	PA	18042	$	373,518
Montgomery	WONDERSPRING	201 SABINE AVE	NARBERTH	PA	19072	$	350,000
Allegheny	WOODLAND HILLS SCHOOL DISTRICT	531 JONES AVE	BRADDOCK	PA	15104	$	787,500
Bradford & Sullivan	WYALUSING VALLEY CHILDRENS CENTER INC	42932 ROUTE 6	WYALUSING	PA	18853	$	1,050,000
Erie	YMCA OF GREATER ERIE	31 W 10TH ST	ERIE	PA	16501	$	1,270,007

Berks	YMCA OF READING AND BERKS COUNTY	631 WASHINGTON ST	READING	PA	19601	$ 525,000
York	YORK DAY NURSERY INC	450 E PHILADELPHIA ST	YORK	PA	17403	$ 131,250
York	YORK JEWISH COMMUNITY CENTER	2000 HOLLYWOOD DR	YORK	PA	17403	$ 135,625
Delaware	YOUTH ENRICHMENT PROGRAMS INC	2029 S 7TH ST # 33	PHILADELPHIA	PA	19148	$ 525,000
Allegheny	YWCA OF GREATER PITTSBURGH	305 WOOD ST	PITTSBURGH	PA	15222	$ 157,500
Montgomery	YWCA TRI COUNTY AREA	315 KING ST	POTTSTOWN	PA	19464	$ 612,500
York	YWCA YORK	320 E MARKET ST	YORK	PA	17403	$ 1,268,750
Mercer	ZION EDUCATION CENTER	602 ROEMER BLVD	FARRELL	PA	16121	$ 175,000
	Information Technology/Admin					**$ 3,356,154**
	Totals					**$ 217,278,114**

Location 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 CHILD CARE & LEARNING CTR INC	40	0	43	0	43	43	1	5
Lackawanna & Luzerne	ABC KIDDIE KAMPUS INC	119	0	119	0	119	119	0	22
Philadelphia	ACELERO LEARNING CAMDEN PHILADELPHIA	140	0	131	0	131	131	1	11
Westmoreland	ALL KIDS ARE SPECIAL CHILDCARE & LRG CTR	72	0	73	0	73	73	1	12
Allegheny	ALLEGHENY INTERMEDIATE UNIT	300	0	287	0	287	287	3	39
Bedford & Cambria	ALLEGHENY LUTHERAN SOCIAL MINISTRIES	37	0	37	0	37	37	0	5
Beaver	AMBRIDGE AREA SCHOOL DISTRICT	80	0	80	0	80	80	0	10
Armstrong	APOLLO-RIDGE SCHOOL DISTRICT	20	0	20	0	20	20	0	1
Armstrong & Indiana	ARIN INTERMEDIATE UNIT 28	120	0	115	0	115	115	0	4
Armstrong	ARMSTRONG COUNTY COMMUNITY ACTION AGENCY	40	0	32	0	32	32	0	0
Philadelphia	ASOCIACION PUERTORRIQUENOS EN MARCHA INC	60	0	59	0	59	59	0	5
Bedford	BEDFORD AREA SCHOOL DISTRICT	28	0	28	0	28	28	0	0
Blair	BEGIN WITH US CC AND PRESCHOOL INC	140	0	138	0	138	138	0	21
Erie	BENEDICTINE SISTERS INC	50	0	52	0	52	52	0	6
Berks & Chester	BERKS COMMUNITY ACTION PROGRAM	422	0	417	0	417	417	1	59

Berks	BERKS COUNTY INTERMEDIATE UNIT 14	160	0	161	0	161	161	1	9
Allegheny	BETHEL PARK SCHOOL DISTRICT	17	0	17	0	17	17	0	3

Lehigh & Northampton	BETHLEHEM AREA SCHOOL DISTRICT	100	0	99	0	99	99	2	6
Beaver	BIG BEAVER FALLS AREA SCHOOL	40	0	40	0	40	40	0	0
Luzerne	BLOOM EARLY EDUCATION CENTERS INC	36	0	36	0	36	36	0	6
Greene & Washington	BLUEPRINTS	448	0	418	0	418	418	0	50
Berks	BOYERTOWN AREA SCHOOL DISTRICT	0	60	0	59	60	59	0	0
Bradford & Tioga	BRADFORD TIOGA HEAD START INC.	187	0	186	0	186	186	5	6
Chester	BRIGHT BEGINNINGS EDUCATION CENTER INC	199	2	188	5	190	193	0	23
Dauphin	BRIGHT FUTURES LEARNING CENTER INC	186	0	185	0	185	185	7	37
Philadelphia	BRIGHTSIDE ACADEMY PHILADELPHIA LLC	154	0	101	0	101	101	0	34
Bucks	BRISTOL TOWNSHIP SCHOOL DISTRICT	80	0	80	0	80	80	0	8
Bucks	BUCKS COUNTY INTERMEDIATE UNIT 22	165	0	147	0	147	147	0	6
Montour	BUSY LITTLE BEAVERS INC	25	0	25	0	25	25	0	5
Butler	BUTLER COUNTY CHILDRENS CENTER INC	70	0	70	0	70	70	0	0
Berks	CALVARY CHURCH OF THE NAZARENE	60	0	55	0	55	55	0	13
Cambria	CAMBRIA HEIGHTS SCHOOL DISTRICT	17	0	17	0	17	17	0	0
Cumberland	CARLISLE DAY CARE CENTER INC	20	0	22	0	22	22	0	0
Centre, Clearfield & Elk	CENCLEAR CHILD SERVICES INC	234	18	0	0	18	0	0	0
Columbia, Luzerne & Northumberland	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	162	0	161	0	161	161	0	1
Franklin	CHAMBERSBURG AREA SCHOOL DISTRICT	162	0	162	0	162	162	2	6
Westmoreland	CHERISE M RACHAL	20	0	0	0	0	0	0	7
Chester	CHESTER COUNTY INTERMEDIATE UNIT	121	1	109	0	110	109	22	6
Delaware	CHESTER UPLAND SCHOOL DIST	120	0	120	0	120	120	0	21
Bedford	CHESTNUT RIDGE SCHOOL DIST	34	0	0	0	0	0	0	0
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	87	0	77	0	77	77	0	2
Blair, Centre, Clinton & Lycoming	CHILD DEVELOPMENT & FAMILY COUNCIL OF CENTRE CO	148	0	127	0	127	127	0	28
Crawford & Venango	CHILD DEVELOPMENT CENTER INC	242	0	237	0	237	237	1	71
Luzerne	CHILD DEVELOPMENT COUNCIL OF NEPA INC	60	0	60	0	60	60	2	16
Schuylkill	CHILD DEVELOPMENT INC	256	0	256	1	256	257	0	9
Lancaster	CHILDCARE SERVICES INC	80	8	78	8	86	86	0	3
Montgomery & Philadelphia	CHILDREN OF AMERICA	40	0	37	0	37	37	0	9
Clearfield	CHILDRENS AID SOCIETY IN CLEARFIELD CTY	28	0	28	0	28	28	0	3

Mercer	CHILDRENS CENTER OF MERCER COUNTY	10	0	10	0	10	10	0	1
Adams	CLARK AGAPAKIS	0	40	0	40	40	40	0	12
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA COUNTY	87	0	87	0	87	87	0	5
Mercer	COMMUNITY ACTION PARTNERSHIP OF MERCER COUNTY	95	0	94	0	94	94	0	2
York	COMMUNITY PROGRESS COUNCIL INC	18	0	18	0	18	18	0	1
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	430	0	425	0	425	425	6	51
Cambria	CONE MAUGH VALLEY SCHOOL DISTRICT	34	0	33	0	33	33	0	0
Lancaster	CONESTOGA VALLEY SCHOOL DISTRICT	50	0	52	0	52	52	0	3
Philadelphia	CONGREGATION BETH SOLOMON	25	0	25	0	25	25	0	9
Erie	CORRY AREA SCHOOL DISTRICT	40	0	40	0	40	40	0	1
Allegheny	COUNCIL OF THREE RIVERS AMER INDIAN CTR	121	19	122	20	141	142	0	24
Allegheny	CRAFTON CHILDRENS CORNER INC	20	0	0	0	0	0	0	4
Fayette	CRAYON CLUBHOUSE LLC	34	0	33	1	33	34	0	3
Chester	CREATIVE EDUCATION INC	36	0	36	0	36	36	0	5
Philadelphia	CREATIVE LEARNING ENVIRONMENTS INC	34	0	34	0	34	34	2	8
York	CRISPUS ATTUCKS ASSOCIATION INC	40	0	38	2	38	40	0	7
Montour	DANVILLE AREA SCHOOL DISTRICT	36	0	36	0	36	36	0	0
Lackawanna	DAY NURSERY ASSOCIATION	36	0	36	0	36	36	1	9
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	200	0	190	0	190	190	0	22
Pike	DELAWARE VALLEY SCHOOL DIST	3	70	4	69	74	73	18	2
Bradford	DISCOVER THE WORLD CHILDRENS CENTER INC	40	0	40	0	40	40	0	0
Delaware	DISCOVERY TREE LLC	40	0	40	0	40	40	0	6
Erie	DR GERTRUDE A BARBER CENTER INC	45	0	45	0	45	45	1	5
Philadelphia	DREAMSCAPE EDUCATION LLC	40	0	40	0	40	40	0	9
Fayette	DUCK HOLLOW DISCOVERY LEARNING CENTER I	60	0	54	0	54	54	1	11
Allegheny	DUQUENSE CITY SCHOOLS	43	0	34	0	34	34	0	9
Erie	EARLY CONNECTIONS	32	129	32	125	161	157	0	11
Lycoming	EAST LYCOMING SCHOOL DISTRICT	40	0	40	0	40	40	0	1
Northampton	EASTON SCHOOL DISTRICT PAYROLL DEPARTM	38	0	38	0	38	38	0	0
Crawford & Erie	EDINBORO UNIVERSITY OF PA	116	0	119	0	119	119	0	16
Susquehanna	ENDLESS MOUNTAIN LEARNING CENTER INC	16	0	16	0	16	16	0	3

Erie	ERIE CITY SCHOOL DISTRICT	164	100	160	96	260	256	2	46
Crawford	FAMILY & COMMUNITY CHRISTIAN ASSOCIATION	203	40	203	40	243	243	0	12
Philadelphia	FAMILY SUPPORT SERVICES INC	60	0	59	0	59	59	0	14
Franklin	FANNETT METAL SCHOOL DIST	17	0	17	0	17	17	0	0
Susquehanna	FOREST CITY REGIONAL SCHL DISTRICT	38	0	38	0	38	38	0	3
Fayette	FRAZIER SCHOOL DISTRICT	0	20	0	18	20	18	0	0
Berks	GOVERNOR MIFFLIN SCHOOL DISTRICT	40	0	40	0	40	40	0	0
Mifflin	GRACE COVENANT CHURCH	78	4	47	3	51	50	0	9
Armstrong & Westmoreland	GRANDMAS HOUSE LLC	58	0	57	0	57	57	0	7
Cambria	GREATER JOHNSTOWN SCHOOL DIS	101	0	101	0	101	101	0	10
Luzerne	GREATER NANTICOKE AREA SCHOOL DISTRICT	0	38	0	38	38	38	0	1
Chester	GREATER PHILADELPHIA YMCA	20	0	0	0	0	0	0	1
Northumberland	GREATER SUSQUEHANNA VALLEY YMCA	18	0	18	0	18	18	0	7
Lehigh & Northampton	GREATER VALLEY YOUNG MENS CHRISTIAN ASSOCIATION	167	0	167	0	167	167	0	25
Franklin	GREENCASTLE-ANTRIM SCH DIST	18	0	18	0	18	18	0	1
Dauphin	HALIFAX AREA SCHOOL DISTRICT	20	0	20	0	20	20	0	0
Lackawanna & Wyoming	HANDS OF WYOMING COUNTY	96	0	70	0	70	70	0	1
Dauphin	HANSEL AND GRETEL EARLY LEARNING CTR INC	40	0	40	0	40	40	2	5
Beaver	HAP ENTERPRISES INC	72	0	72	0	72	72	0	6
Dauphin	HARRISBURG SCHOOL DISTRICT	17	0	17	0	17	17	0	3
Luzerne	HAZELTON AREA SCHOOL DISTRICT	204	15	204	15	219	219	0	11
Huntingdon	HCCADC	85	0	84	1	84	85	0	2
Philadelphia	HEAVENLY DAYCARE AND LEARNING CENTER INC	74	0	52	0	52	52	1	12
Allegheny	HIGHLANDS SCHOOL DISTRICT	0	68	0	68	68	68	0	5
Lancaster	HILDEBRANDT LEARNING CENTERS LLC	60	0	0	0	0	0	0	1
Allegheny	HOSANNA HOUSE INC	30	0	0	0	0	0	0	10
Huntingdon	HUNTINGDON AREA SCHOOL DISTRICT	20	0	19	0	19	19	0	0
Allegheny	IMANI CHRISTIAN ACADEMY	18	0	18	0	18	18	0	6
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM	30	0	27	0	27	27	1	4
Delaware	INTERBORO SCHOOL DISTRICT	51	0	52	2	52	54	1	2

Westmoreland	JBS BRIGHT BEGINNINGS TWO LLC	20	0	20	0	20	20	0	3
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	176	0	176	0	176	176	1	6
Clinton & Lycoming	JERSEY SHORE AREA SCHOOL DISTRICT	38	0	38	0	38	38	0	5
Carbon	JIM THORPE AREA SD	0	40	0	40	40	40	0	1
Elk	JOHNSONBURG AREA SCHOOL DISTRICT	15	0	15	0	15	15	0	0
Philadelphia	KAIS COMFY CORNER INC	20	0	14	0	14	14	0	3
Schuylkill	KAREN FAUST JEFFREY FAUST DOLORES FAUS	15	0	0	0	0	0	0	0
Cumberland & Dauphin	KEYSTONE SERVICE SYSTEMS INC	430	0	424	4	424	428	44	76
Clarion, Clearfield, Jefferson & Mercer	KEYSTONE SMILES COMMUNITY LEARNING CENTER	68	43	23	41	66	64	0	15
Lehigh	KIDDIE CITY EARLY LEARNING CENTER INC	30	0	18	0	18	18	0	9
Blair	KIDS FIRST CENTER FOR EARLY LEARNING	76	0	76	0	76	76	0	7
Beaver	KIMBERLY POPE-HARMON	13	0	13	0	13	13	0	8
Luzerne	KINGS COLLEGE	20	0	20	0	20	20	0	8
Cumberland, Dauphin, Lancaster & York	KUEHG CORP	120	0	120	0	120	120	0	17
Lancaster	LANCASTER EARLY EDUCATION CENTER	80	0	75	0	75	75	0	27
Lancaster	LANCASTER MENNONITE SCHOOL	40	0	40	0	40	40	0	0
Lancaster & Lebanon	LANCASTER-LEBANON INTERMEDIATE UNIT 13	412	0	374	25	374	399	3	69
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	236	0	236	0	236	236	6	21
Montgomery	LEARN AND PLAY CENTERS INC	60	0	60	0	60	60	0	13
Lehigh	LEHIGH CARBON COMMUNITY COLLEGE	0	20	0	19	20	19	0	0
Lehigh & Northampton	LEHIGH VALLEY CHILDRENS CENTERS INC	388	0	280	0	280	280	0	58
Carbon	LEHIGHTON AREA SCHOOL DIST	0	40	0	40	40	40	0	0
Union	LEWISBURG AREA SCHOOL DISTRICT	0	18	0	18	18	18	0	0
Armstrong, Beaver & Butler	LIFESTEPS INC	74	60	70	61	130	131	1	4
Fayette & Westmoreland	LIGONIER VALLEY LEARNING CENTER INC	195	0	220	0	220	220	0	20
Westmoreland	LOVELI FOUNDATIONS LLC	10	0	10	0	10	10	0	0
Luzerne	LUZERNE COUNTY HEAD START INC	212	0	220	0	220	220	4	7
Luzerne	LUZERNE INTERMEDIATE UNIT 18	80	0	77	0	77	77	0	3
Clinton & Lycoming	LYCOMING CLINTON COUNTIES COMMISSION FOR COMM ACTI	84	72	119	36	191	155	1	2
Indiana	MARION CENTER AREA SCHOOLS	40	0	40	0	40	40	0	0
Allegheny	MCKEESPORT AREA SCHOOL DISTRICT	54	36	54	36	90	90	1	12

Cumberland	MECHANICSBURG AREA SCHOOL DISTRICT	25	30	25	30	55	55	0	3
Lawrence & Mercer	MIDWESTERN INTERMEDIATE UNIT IV	84	0	83	0	83	83	0	23
Erie	MILLCREEK TOWNSHIP SCHOOL DISTRICT	0	60	0	59	60	59	0	5
Northumberland	MMJJ INC	18	0	18	0	18	18	0	5
Westmoreland	MONESSEN CITY SCHOOL DISTRICT	55	0	55	0	55	55	0	8
Lycoming	MONTGOMERY AREA SCHOOL	50	0	49	0	49	49	0	2
Montgomery	MONTGOMERY COUNTY COMMUNITY COLLEGE	61	0	61	0	61	61	0	0
Montgomery	MONTGOMERY COUNTY INTERMEDIATE UNIT 23	257	0	247	0	247	247	0	10
Philadelphia	MOTIVATED YOUNG MINDS INC	100	0	94	1	94	95	1	29
Northumberland	MOUNT CARMEL AREA SCHOOL DISTRICT	60	0	60	0	60	60	0	1
Susquehanna	MT VIEW SCHOOL DISTRICT	16	0	16	0	16	16	4	0
Bucks	NESHAMINY SCHOOL DISTRICT	150	0	147	0	147	147	0	0
Clarion	NORTH CLARION COUNTY SCH DIS	28	0	28	0	28	28	0	0
Lackawanna, Susquehanna & Wayne	NORTHEASTERN CHILD CARE SERVICES	92	0	90	0	90	90	0	21
Cameron & Elk	NORTHERN TIER	30	0	0	0	0	0	0	2
Allegheny	NORTHGATE SCHOOL DISTRICT	19	0	19	0	19	19	0	0
Luzerne	NORTHWEST AREA SCHOOL DISTRICT	20	0	20	0	20	20	0	0
Philadelphia	OAK LANE SCHOOLS INCORPORATED	80	0	76	0	76	76	1	16
Berks	OPPORTUNITY HOUSE	40	0	40	0	40	40	0	28
Chester	OWEN T ROBERTS SCHOOL DISTRICT	37	0	35	0	35	35	0	3
Carbon	PALMERTON AREA SCHOOL DISTRICT	35	0	30	0	30	30	0	0
Adams, Berks, Carbon, Chester & Franklin	PATHSTONE CORPORATION	168	0	167	1	167	168	5	3
Cambria	PENN CAMBRIA SCHOOL DISTRICT	17	0	17	0	17	17	0	0
Indiana	PENNS MANOR AREA SCHOOL DISTRICT	0	24	0	0	24	0	0	0
Bucks	PENNSBURY SCHOOL DISTRICT	90	0	90	0	90	90	0	1
Tioga	PENNYS DAYCARE LLC	30	0	30	0	30	30	0	6
Allegheny, Beaver, Fayette & Westmoreland	PIC - WESTMORELAND/FAYETTE	230	0	224	0	224	224	5	5
Fayette	PINKY TOES CHILD CARE AND DVPT CTR	20	0	20	0	20	20	0	4
Allegheny	PITTSBURGH PUBLIC SCHOOLS	787	0	736	0	736	736	9	144
Monroe	POCONO SERVICES FOR FAMILIES AND CHILDREN	91	0	89	0	89	89	6	2
Chester & Montgomery	POTTSTOWN SCHOOL DISTRICT	282	0	269	0	269	269	1	31

Bucks	QUAKERTOWN COMMUNITY SCHOOL DIST	34	0	34	0	34	34	0	0
Beaver	RIVERSIDE BEAVER COUNTY SC DIS	20	0	20	0	20	20	0	1
Allegheny	RIVERVIEW CHILDRENS CENTER INC	85	0	85	0	85	85	0	12
Luzerne	SAEED FAMILY CORPORATION	65	0	65	0	65	65	0	3
York	SCHOOL DISTRICT OF CITY OF YORK	301	0	293	0	293	293	3	29
Lancaster	SCHOOL DISTRICT OF LANCASTER	542	0	204	0	204	204	2	81
Philadelphia	SCHOOL DISTRICT OF PHILA	3660	74	3364	207	3438	3571	110	546
Schuylkill	SCHUYLKILL IU 29	18	0	18	0	18	18	0	0
Lackawanna, Pike & Wayne	SCRANTON LACKAWANNA HUMAN DEVELOPMENT AGENCY	149	0	149	0	149	149	1	5
Forest, McKean & Potter	SENECA HIGHLANDS IU 9	209	22	207	22	229	229	1	10
Westmoreland	SETON HILL CHILD SERVICES INC	214	0	129	0	129	129	1	8
Cumberland	SHIPPENSBURG UNIVERSITY HEAD START	141	0	140	0	140	140	0	6
Butler	SLIPPERY ROCK STUDENT GOVERNMENT ASSOCIA	35	0	35	0	35	35	0	1
Fulton	SOUTHERN FULTON SCHOOL DISTRICT	34	0	33	0	33	33	0	0
Tioga	SOUTHERN TIOGA SCHOOL DISTRICT	83	4	83	4	87	87	0	10
Philadelphia	SPECIAL PEOPLE IN NORTHEAST INC	100	0	100	0	100	100	1	8
Erie	ST MARTIN EARLY LEARNING CENTER	20	0	20	0	20	20	0	9
Bradford & Tioga	STEPPING STONES PRESCHOOL INC	106	0	106	0	106	106	1	9
Mifflin, Snyder & Union	SUMMIT EARLY LEARNING	180	0	156	20	156	176	0	4
Lancaster	SUNRISE USA LLC	20	0	20	0	20	20	0	0
Somerset	TABLELAND SERVICES, INC.	71	52	47	14	99	61	1	9
Monroe	TGPC FOR C & L OF ST PAUL EVANGELICAL L C INC	90	90	86	94	176	180	0	2
Lehigh	THE CUDDLE ZONE LEARNING CENTER INC	72	0	72	0	72	72	0	7
Lackawanna	THE KREIG INSTITUTE FOR EARLY CHILDHOOD	60	0	59	0	59	59	1	12
Bedford, Cambria & Somerset	THE LEARNING LAMP	61	0	61	0	61	61	0	2
Centre	THE PENNSYLVANIA STATE UNIVERSITY	98	0	69	1	69	70	0	11
Pike	THE SUNSHINE STATION	10	0	10	0	10	10	0	0
Northampton	THIRD STREET ALLIANCE FOR WOMEN	40	0	35	0	35	35	0	2
Delaware	TODAYS CHILD LEARNING CENTER INC	250	0	248	0	248	248	2	72
Bradford	TOWANDA AREA SCHOOL DISTRICT	36	0	36	0	36	36	0	1

Chester	TREEHOUSE CHILDCARE SERVICES LLC	40	0	40	0	40	40	0	7
Juniata & Perry	TUSCARORA INTERMEDIATE UNIT 11	55	0	54	0	54	54	1	0
Franklin	TUSCARORA SCHOOL DISTRICT	36	0	36	0	36	36	0	0
Bedford	TUSSEY MOUNTAIN SCHOOL DISTRICT	10	20	0	13	20	13	0	0
Blair	TYRONE AREA SCHOOL DISTRICT	37	55	37	56	92	93	1	10
Fayette	UNIONTOWN AREA SCHOOL DISTRICT	40	0	41	0	41	41	0	16
Indiana	UNITED SCHOOL DISTRICT	30	0	30	0	30	30	0	0
Bucks	UNITED WAY OF BUCKS COUNTY	211	12	211	12	223	223	0	22
Indiana & Westmoreland	UNITY MARKETING GROUP INC	51	0	51	0	51	51	0	11
Adams	UPPER ADAMS SCHOOL DISTRICT	17	0	17	0	17	17	0	0
Dauphin	UPPER DAUPHIN AREA SCHOOL DISTRICT	15	0	15	0	15	15	0	0
Warren	WARREN AND FOREST COUNTIES ECONOMIC OPPORTUNITY CO	30	0	30	0	30	30	0	0
Chester	WARWICK CHILD CARE CENTER INC	63	0	62	0	62	62	0	15
Franklin	WAYNESBORO AREA SCHOOL DISTRICT	102	0	119	1	119	120	0	15
Carbon	WEATHERLY AREA SCHOOL DISTRICT	38	0	35	0	35	35	1	3
Monroe	WEE WONS INC	20	0	20	0	20	20	0	5
Allegheny	WEST MIFFLIN AREA SD	0	40	0	39	40	39	0	0
Perry	WEST PERRY SCHOOL DISTRICT	44	0	44	0	44	44	0	0
Beaver	WESTERN BEAVER COUNTY S D	60	0	0	0	0	0	0	3
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	100	0	101	0	101	101	0	2
Allegheny	WILKINSBURG SCHOOL DISTRICT	97	0	67	0	67	67	1	16
Northampton	WILSON AREA SCHOOL DISTRICT	53	0	35	0	35	35	0	1
Montgomery	WONDERSPRING	40	0	39	0	39	39	0	5
Allegheny	WOODLAND HILLS SCHOOL DISTRICT	90	0	90	0	90	90	0	16
Bradford & Sullivan	WYALUSING VALLEY CHILDRENS CENTER INC	120	0	35	0	35	35	1	19
Erie	YMCA OF GREATER ERIE	104	98	101	98	199	199	1	59
Berks	YMCA OF READING AND BERKS COUNTY	60	0	59	0	59	59	0	16
York	YORK DAY NURSERY INC	15	0	15	0	15	15	0	8
York	YORK JEWISH COMMUNITY CENTER	12	7	0	0	7	0	0	9
Delaware	YOUTH ENRICHMENT PROGRAMS INC	60	0	58	0	58	58	1	19
Allegheny	YWCA OF GREATER PITTSBURGH	18	0	17	0	17	17	0	8
Montgomery	YWCA TRI COUNTY AREA	70	0	66	0	66	66	0	17
York	YWCA YORK	145	0	145	0	145	145	0	29

Mercer	ZION EDUCATION CENTER	20	0	20	0	20	20	0	4

Appendix F: 2019-20 Pennsylvania Pre-K Counts Statute, Regulations, and Guidelines[1]

Pennsylvania Pre-K Counts Statute, Regulations and Guidelines

Effective July 1, 2018

[1] Guidelines were not revised for FY 2019-2020. The FY 2018-2019 version continued to be used in FY 2019-2020.

Commonwealth of Pennsylvania
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

Division of Standards and Professional Development
Deborah C. Wise, Chief

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Bureau of Human Resources
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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 and must be provided free of charge. 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 meets one or more of the following: completion of 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 family 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 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

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.

Guidance and Clarifications

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.
(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 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.

Guidance and Clarifications
An approved or eligible provider refers specifically to eligible service provider types. Any location serving PKC students must meet one of the approved provider types.

§ 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 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, implementation and reporting requirements.
(i) The Department will administer the Program consistent with the statutory authorization.

Guidance and Clarifications
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 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 #001: Meals and Snacks in Pennsylvania Pre-K Counts Classrooms.

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 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 #002: Income and Family Size Verification Guidance.

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 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 (PRI) 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 #003: Program Review and Monitoring.

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).

Guidance and Clarifications

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 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.

Guidance and Clarifications

No Further Clarification Required

§ 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.

Guidance and Clarifications

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:

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, but not in the number or type of slots each pass through recipient is to receive.

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.

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.

Guidance and Clarifications

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 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.

Guidance and Clarifications

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 #004: Additional Risk Factor Guidance.

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.

Guidance and Clarifications

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 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 childcare.

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 Head Start eligible students at the parent's request but should

document 1) the date(s) Head Start eligibility was shared with parents, and 2) the signature of parent(s) documenting their request for enrollment in the Pennsylvania Pre-K Counts Program. 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.

Guidance and Clarifications

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 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.

Guidance and Clarifications

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.

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. Services for eligible students may not 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 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 #005: Enrollment, Attendance and Vacancies.

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.
(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.

Guidance and Clarifications

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 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.

§ 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.

Guidance and Clarifications

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.

Guidance and Clarifications

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.

§ 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.

(2) Time spent in transportation, professional development and parent/teacher conferences does not count as instructional time.

Guidance and Clarifications

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 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 #006: Definition of Instructional Time.

§ 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.

Guidance and Clarifications

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 lead 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 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 childcare 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).
(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.

Guidance and Clarifications

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.

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.

Lead agencies must assure that partner sites' lead teachers possess certification for early childhood education at the start of the school year.

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:

- 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.
- Completion of at least two years of postsecondary study with a minimum of 60 college credits; or
- Possession of an associate's degree or higher; or

- 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 #007: Staff Recruitment and Retention Plan.

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. Assessment: Beyond the Basics of Observation and Data Utilization
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 and the Pennsylvania Core Knowledge Competencies for Early Childhood Professionals. 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 The Child Welfare Portal 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 Keep Kids Safe.

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 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 #008: Early Childhood Education and Teacher Certification: Frequently Asked Questions, #009: Tracking Activity for Moving ECE Level I Certification to Level II Certification, #010: Teacher Certification Evaluation in Community-Based Programs, and #011: Teacher Induction for Community-Based Providers.

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 be aligned with the Early Learning Standards established by the Department.

Guidance and Clarifications

A listing of approved curriculum is available at PKC Approved Curriculum and Child Assessments. The listed curriculum models have been determined to align with the 2014 Pre-Kindergarten Early Learning Standards.

Download copies of the Early Learning Standards at Pennsylvania Learning Standards for Early Childhood.

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 PKC Approved Curriculum and Child Assessments.

§ 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 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.

Guidance and Clarifications

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 & 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 #012: Comprehensive Screening.

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, 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. A listing of approved assessment tools is available at PKC Approved Curriculum and Child Assessments. The listed assessment tools have been determined to align with the 2014 Pre-Kindergarten Early Learning Standards.

When a program is considering the use of an assessment tool 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 may not use a locally designed assessment tool to meet this requirement. A template for submission is available on the PA Keys website at PKC Approved Curriculum and Child Assessments.

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 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 #013: Assessment of the Learning Environment.

§ 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.

Guidance and Clarifications

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.
- 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.

Guidance and Clarifications

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 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 PA KEI Landing Page. 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.

Guidance and Clarifications

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 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 resources at Planning and Preparedness.

Guidance and Clarifications

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 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.

Guidance and Clarifications

PKC Providers must comply with the Office of Child Development and Early Learning (OCDEL) policy statement on Inclusion found here: Inclusion Policy Statement, and OCDEL's policy statement on Suspension and Expulsion found here: Suspension and Expulsion Policy Statement.

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 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.

Guidance and Clarifications

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 #014: Reporting and Data Requirements, #015: Continuous Quality Improvement/Best Practices, and #016: Fiscal Reporting and Deadlines.

§ 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.

Guidance and Clarifications

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.

Guidance and Clarifications

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 teaching certificates semiannual evaluations as are necessary for Level I certificate holders to be recommended for a Level II teaching certificate.

Guidance and Clarifications

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 must 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 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 #008: Early Childhood Education and Teacher Certification: Frequently Asked Questions, #009: Tracking Activity for Moving ECE Level I Certification to Level II Certification, #010: Teacher Certification Evaluation in Community-Based Programs, and #011: Teacher Induction for Community-Based Providers.

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.

Guidance and Clarifications

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 found at #017: Audit Requirements.

§ 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.

Guidance and Clarifications

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.

Guidance and Clarifications

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.

Clarifications

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. Effective 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 snacks or treats should be encouraged to provide healthy and nutritious snacks. If non-nutritious sweets such as 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: Food and Nutrition Services

Penn State Extension Nutrition Links

USDA Food and Nutrition Service: Child and Adult Care Food Program (CACFP)

USDA Choose My Plate

#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* (PRI) 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 PRI must be documented annually.

Clarifications

Pennsylvania Pre-K Counts providers have a fundamental set of requirements that have been established to guide program design. These requirements are detailed within this document.

Ongoing participation in Pennsylvania Pre-K Counts is reliant on a provider's successful implementation of the program as detailed within this document. 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. Lead agencies and partners should assure they are referencing the most recent version of *The Pennsylvania Statute, Regulations, and Guidance* document.

A variety of sources of evidence will be assessed annually to assure compliance with Pennsylvania Pre-K Counts 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 applied to programs with a history of exemplary performance. The differentiated monitoring model will be initiated by the program's assigned Preschool Program Specialist.

Program Review Instrument

The *Program Review Instrument* (PRI) includes a review of each of the Pennsylvania Pre-K Counts regulations and policies for compliance.

The elements within the PRI 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

Scores on most recent PRI are used during competitive and continuation grant cycles to determine levels of compliance with program regulations for current grantees. Points are then assigned to the performance score section of the application.

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 PRI and encourage the results to be included in 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 examples, 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)

#013: Assessment of the Learning Environment 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 tools. 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 #015: Continuous Quality Improvement/Best Practice. 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 the PELICAN.

Procedures for the Monitoring Site Visit

Preschool Program Specialists utilize a PRI to determine a provider's compliance. The PRI reviews multiple sources of evidence that indicate exemplary areas as well as those areas that need additional effort to assure compliance.

A PRI 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 PRI 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.

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 interview. 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. Children who have ended PKC programming must have program participation ended with the PELICAN system no later than the month following the participation end date.

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.

End date:
The date children stop 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 will, in most cases, 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. This includes end dating children who are no longer participating in the program.

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.

Vacancies

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 will, in most cases, 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 tuition assistance programs such as Rising STARS or TEACH for staff to use towards continued education. Please note: The Rising STARS Tuition Assistance Program 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.

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 Teacher Certification Testing.

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's 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.

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 the above 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
    - 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 applicant's 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.
    - 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. Information on Act 48 requirements can be found at Essential Act 48 Information.

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 Intern Certificate.

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: Emergency Permits.

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. Accelerated Programs are programs designed for current holders of PA Instructional I or II certificates who wish to become certified in additional grade levels. Access The Accelerated Program Guidelines to learn more about the program.

#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 October 1st and February 1st 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 Educator Effectiveness . 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.

Clarifications:

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
    - 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.
    - 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.

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 Examples and Guiding Questions as supplements to the Danielson Rubric. These tools should be used by any evaluator of Pennsylvania Pre-K Counts programming.

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.

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.

Options for Teacher Induction Plans

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.
Follow the steps outlined above.

3. Develop a stand-alone Induction Plan.
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.

Clarifications

A developmental screening for young children is a preventative strategy that quickly triggers additional supports for those children with suspected developmental delays or disabilities.

In general, screening is not an end in itself (Meisels & Atkins-Burnett, 2005). 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 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).

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.

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.

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).

Resources

American Academy of Pediatrics Recommendations for Preventive Pediatric Health Care

Ages & Stages website

Developmental and Behavioral Screening Initiative: Impact and Opportunities – presentations and resources

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.

#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.

Clarifications

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. Failure to complete *Reconciliation of Cash on Hand Quarterly Reports* will result in payment delays.

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.

Clarifications
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 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**.** Payments will be delayed as a result of delays in FAI reporting completion.

Written Reports Submitted to the Preschool Program Specialist

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 these 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

July
- Attendance **7/5**

August
- Partnership Agreement **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
- Staffing completed in PELICAN by **9/30**

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)
- Update child enrollment and staffing qualifications information in PELICAN

November
- Continuous Quality Improvement Plans Updated to Specialist **11/1**
- Attendance **11/5**
- Update child enrollment and staffing qualifications information in PELICAN

December
- Attendance **12/5**
- Update child enrollment and staffing qualifications information in PELICAN

January
- Attendance **1/5**
- Financial Accounting Information System reporting by 10th business day
- Quarterly Expenditure Reports by 10th business day (Pelican)
- Update child enrollment and staffing qualifications information in PELICAN

February
- Teacher Tracker of Level I to Level II Activities to Specialist **2/1**
- Attendance **2/5**
- Update child enrollment and staffing qualifications information in PELICAN

March

- Attendance **3/5**
- Audit Reporting due for programs receiving $75,000 to $750,000 in awards and **NOT** subject to the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards **3/31**
- Update child enrollment and staffing qualifications information in PELICAN

April

- Attendance **4/5**
- Financial Accounting Information System reporting by 10th business day
- Quarterly Expenditure Reports by 10th business day (Pelican)
- Update child enrollment and staffing qualifications information in PELICAN

May

- Attendance **5/5**
- Update child enrollment and staffing qualifications information in PELICAN

June

- Attendance **6/5**
- Final Budget Revisions due **6/15** (Pelican)
- Audit Reporting due for programs receiving $750,000 or more in awards and subject to the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards **6/30**
- Update child enrollment and staffing qualifications information in PELICAN

#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.

Clarifications

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 the following 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.

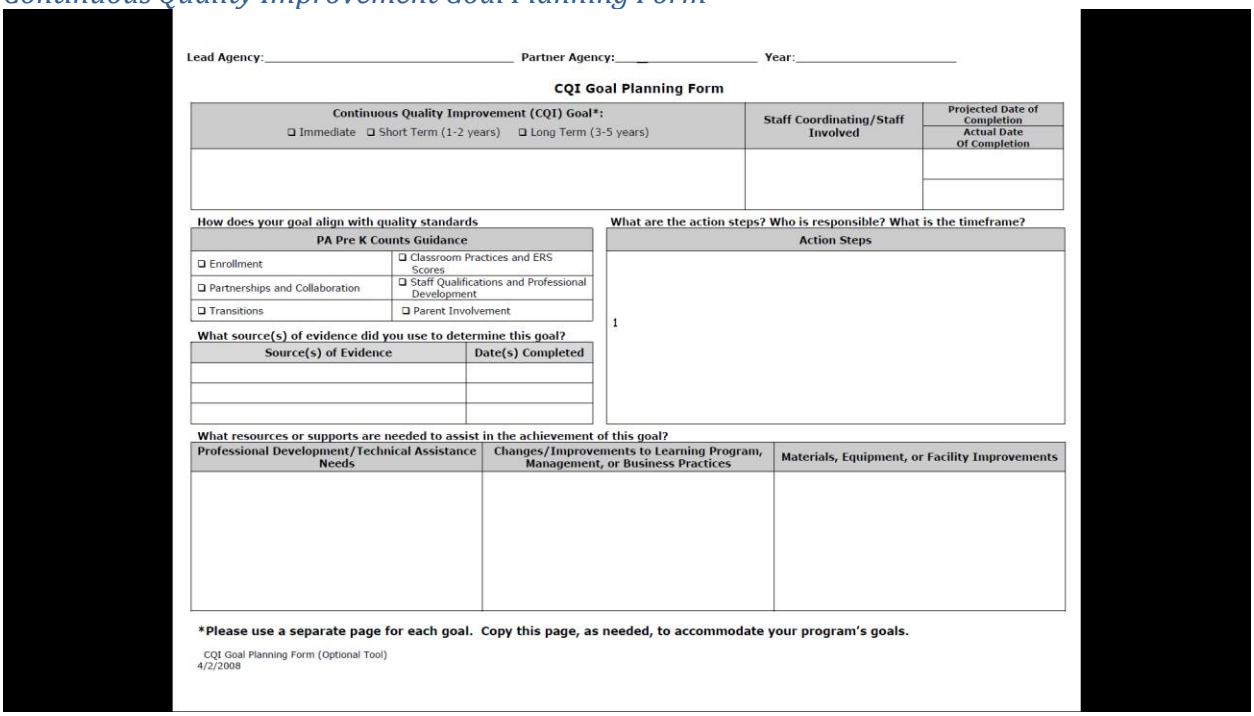
Include a process for annual submission to the preschool program specialist and be available for review at each site visit.

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.

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

Source(s) of Evidence	Date(s) Completed

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

Action Steps
1

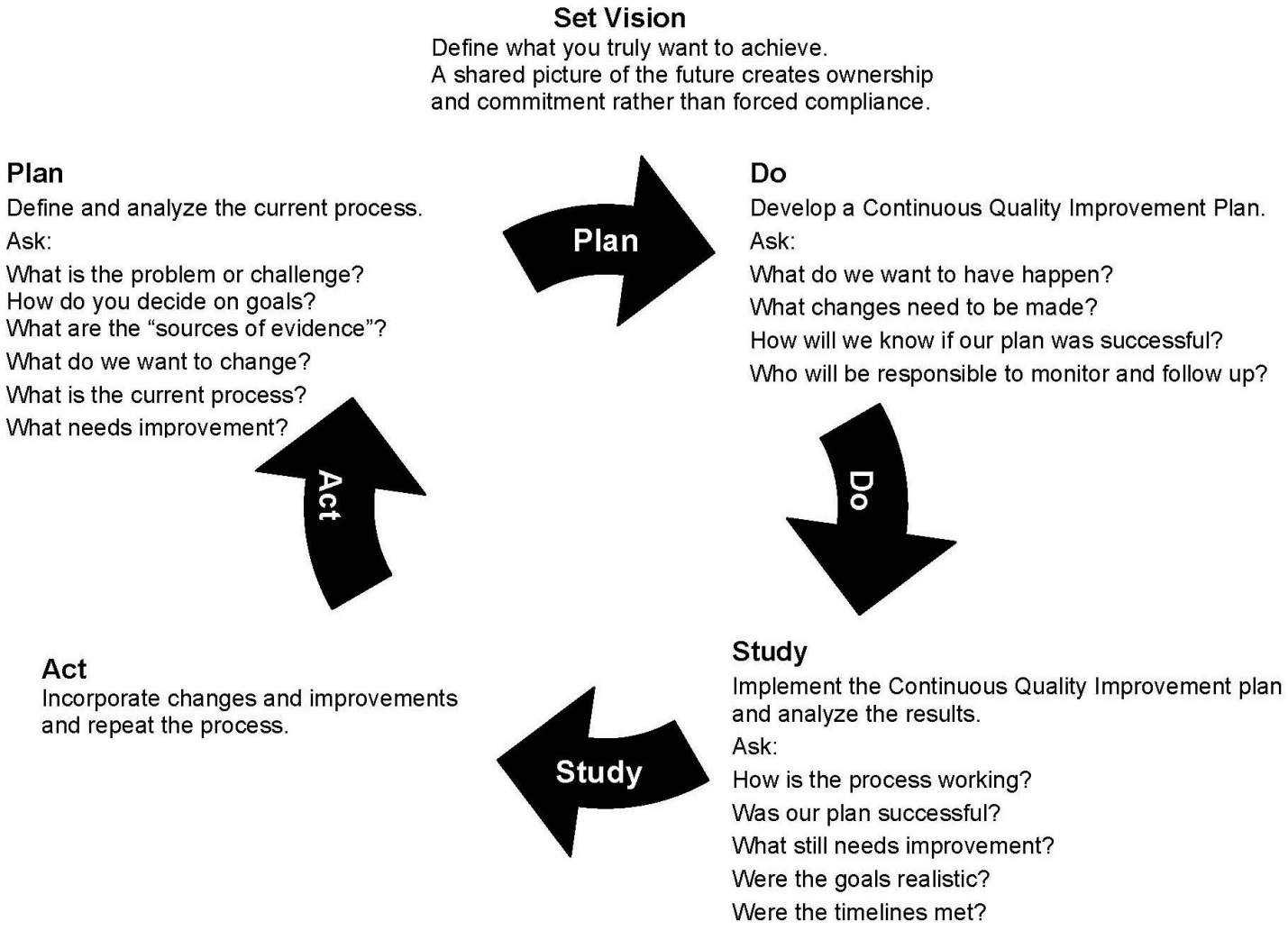
What resources or supports are needed to assist in the achievement of this goal?

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



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.

Clarifications

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 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.

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: The 10th business day of October, January, and April.

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*, no later than **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.

Clarifications

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.

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 Child care 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 G: 2019-20 Pennsylvania Pre-K Counts Applicant Details

County	Applicant Name	Funding Amount Requested	Funding Amount Awarded	Difference Between Amount Requested and Amount Awarded	Award Status (Yes or No)
Luzerne County	ABC KIDDIE KAMPUS INC	$350,000.00	$0.00	-$350,000.00	No
Philadelphia County	ACELERO LEARNING CAMDEN PHILADELPHIA	$700,000.00	$350,000.00	-$350,000.00	Yes
Westmoreland County	ALL KIDS ARE SPECIAL CHILDCARE & LRG CTR	$288,750.00	$288,750.00	$0.00	Yes
Allegheny County	ALLEGHENY VALLEY SCHOOL DISTRICT	$43,750.00	$0.00	-$43,750.00	No
Beaver County	AMBRIDGE AREA SCHOOL DISTRICT	$175,000.00	$175,000.00	$0.00	Yes
Indiana County	ARIN INTERMEDIATE UNIT 28	$175,000.00	$175,000.00	$0.00	Yes
Philadelphia County	BARR DOWD, INCORPORATED/Children's Garden Academy	$175,000.00	$0.00	-$175,000.00	No
Delaware County	BARR WILLIAMS, INCORPORATED	$288,750.00	$0.00	-$288,750.00	No
Indiana County	BEACON DAYCARE, INC.	$175,000.00	$0.00	-$175,000.00	No
Bedford County	BEDFORD AREA SCHOOL DISTRICT	$96,250.00	$96,250.00	$0.00	Yes
Blair County	BEGIN WITH US CC AND PRESCHOOL INC	$175,000.00	$0.00	-$175,000.00	No
Erie County	BENEDICTINE SISTERS INC	$175,000.00	$175,000.00	$0.00	Yes
Berks County	BERKS COMMUNITY ACTION PROGRAM	$323,750.00	$323,750.00	$0.00	Yes
Berks County	BERKS COUNTY INTERMEDIATE UNIT 14	$61,250.00	$61,250.00	$0.00	Yes
Luzerne County	BLOOM EARLY EDUCATION CENTERS INC	$157,500.00	$157,500.00	$0.00	Yes
Washington County	BLUEPRINTS	$831,250.00	$236,250.00	-$595,000.00	Yes
Bradford County	BRADFORD TIOGA HEAD START INC.	$472,500.00	$0.00	-$472,500.00	No
Chester County	BRIGHT BEGINNINGS EDUCATION CENTER INC	$525,000.00	$175,000.00	-$350,000.00	Yes
Dauphin County	BRIGHT FUTURES LEARNING CENTER INC	$437,500.00	$0.00	-$437,500.00	No
Philadelphia County	BRIGHTSIDE ACADEMY PHILADELPHIA LLC	$4,471,250.00	$1,750,000.00	-$2,721,250.00	Yes
Bucks County	BUCKS COUNTY INTERMEDIATE UNIT 22	$892,500.00	$595,000.00	-$297,500.00	Yes
Berks County	CALVARY CHURCH OF THE NAZARENE/Riverview Christian ELC	$875,000.00	$525,000.00	-$350,000.00	Yes
Cambria County	CAMBRIA COUNTY CHILD DEVELOPMENT CORPORATION	$175,000.00	$0.00	-$175,000.00	No
Lehigh County	CAMP RESTORATION INC	$280,000.00	$0.00	-$280,000.00	No
Columbia County	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	$157,500.00	$157,500.00	$0.00	Yes
Westmoreland County	CHERISE M RACHAL	$175,000.00	$0.00	-$175,000.00	No
Chester County	CHESTER COUNTY INTERMEDIATE UNIT	$4,375,000.00	$350,000.00	-$4,025,000.00	Yes
Blair County	CHILD ADVOCATES OF BLAIR COUNTY INC	$315,000.00	$315,000.00	$0.00	Yes
Blair, Centre & Lycoming County	CHILD DEVELOPMENT & FAMILY COUNCIL OF CENTRE CO	$385,000.00	$210,000.00	-$175,000.00	Yes
Crawford & Venango County	CHILD DEVELOPMENT CENTER INC	$525,000.00	$262,500.00	-$262,500.00	Yes
Luzerne County	CHILD DEVELOPMENT COUNCIL OF NEPA INC	$87,500.00	$0.00	-$87,500.00	No

Schuylkill County	CHILD DEVELOPMENT INC	$157,500.00	$157,500.00	$0.00	Yes
Lancaster County	CHILDCARE SERVICES INC/ Owl Hill	$188,125.00	$188,125.00	$0.00	Yes
Montgomery & Philadelphia County	CHILDREN OF AMERICA	$350,000.00	$350,000.00	$0.00	Yes
Clearfield County	CHILDRENS AID SOCIETY IN CLEARFIELD CTY	$87,500.00	$87,500.00	$0.00	Yes
Chester County	COATESVILLE AREA SCHOOL DISTRICT	$1,400,000.00	$0.00	-$1,400,000.00	No
Lancaster County	COCALICO SCHOOL DISTRICT	$131,250.00	$0.00	-$131,250.00	No
Mercer County	COMMUNITY ACTION PARTNERSHIP OF MERCER COUNTY	$131,250.00	$131,250.00	$0.00	Yes
Lehigh & Northampton County	COMMUNITY SERVICES FOR CHILDREN INC	$350,000.00	$350,000.00	$0.00	Yes
Allegheny County	CRAFTON CHILDRENS CORNER INC	$43,750.00	$0.00	-$43,750.00	No
Chester County	CREATIVE EDUCATION INC/ Creative Play Dayschool	$175,000.00	$87,500.00	-$87,500.00	Yes
Northampton County	CREATIVE LEARNING CENTER OF THE LEHIGH VALLEY	$175,000.00	$0.00	-$175,000.00	No
York County	CRISPUS ATTUCKS ASSOCIATION INC	$175,000.00	$175,000.00	$0.00	Yes
Montgomery County	DAY CARE ASSOCIATION OF MONTGOMERY COUNTY INC/ Montogomery Early Learning Centers	$175,000.00	$0.00	-$175,000.00	No
Lackawanna County	DAY NURSERY ASSOCIATION	$315,000.00	$315,000.00	$0.00	Yes
Delaware County	DELAWARE COUNTY INTERMEDIATE UNIT	$1,050,000.00	$350,000.00	-$700,000.00	Yes
Philadelphia County	DELILAH BRENNAN/ Destiny's Children	$175,000.00	$0.00	-$175,000.00	No
Delaware County	DISCOVERY TREE LLC	$875,000.00	$0.00	-$875,000.00	No
Allegheny County	DUQUENSE CITY SCHOOLS	$148,750.00	$148,750.00	$0.00	Yes
Erie County	EARLY CONNECTIONS	$175,000.00	$175,000.00	$0.00	Yes
Lycoming County	EAST LYCOMING SCHOOL DISTRICT	$87,500.00	$87,500.00	$0.00	Yes
Crawford & Erie County	EDINBORO UNIVERSITY	$420,000.00	$0.00	-$420,000.00	No
Susquehanna County	ENDLESS MOUNTAIN LEARNING CENTER, INC.	$236,250.00	$140,000.00	-$96,250.00	Yes
Crawford County	FAMILY & COMMUNITY CHRISTIAN ASSOCIATION/FCAA PKC	$621,250.00	$0.00	-$621,250.00	No
Mifflin County	GRACE COVENANT CHURCH/ Hide N Seek	$87,500.00	$87,500.00	$0.00	Yes
Indiana County	GRAND BEGINNINGS CHILDREN'S CENTER INC.	$140,000.00	$0.00	-$140,000.00	No
Armstrong & Westmoreland County	GRANDMAS HOUSE LLC	$367,500.00	$175,000.00	-$192,500.00	Yes
Northumberland County	GREATER SUSQUEHANNA VALLEY YMCA	$157,500.00	$157,500.00	$0.00	Yes
Lackawanna & Wyoming County	HANDS OF WYOMING COUNTY/ Evan Falls Nursery School	$840,000.00	$840,000.00	$0.00	Yes
Dauphin County	HANSEL & GRETEL SCHOOL	$700,000.00	$350,000.00	-$350,000.00	Yes
Dauphin County	HARRISBURG SCHOOL DISTRICT	$1,076,250.00	$0.00	-$1,076,250.00	No
Huntingdon County	HCCADC/ Huntingdon County Child and Adult Development Corp	$52,500.00	$52,500.00	$0.00	Yes
Allegheny County	HOSANNA HOUSE INC	$131,250.00	$131,250.00	$0.00	Yes
Huntingdon County	HUNTINGDON AREA SCHOOL DISTRICT	$175,000.00	$175,000.00	$0.00	Yes
Philadelphia County	INCREDIBLE KIDS LEARNING CENTER LLC	$306,250.00	$0.00	-$306,250.00	No
Delaware County	INTERBORO SCHOOL DISTRICT	$148,750.00	$148,750.00	$0.00	Yes
Westmoreland County	JBS BRIGHT BEGINNINGS TWO LLC	$350,000.00	$0.00	-$350,000.00	No

Cumberland & Dauphin County	KEYSTONE SERVICE SYSTEMS INC	$70,000.00	$70,000.00	$0.00	Yes
Clarion, Jefferson & Mercer County	KEYSTONE SMILES COMMUNITY LEARNING CENTER	$301,875.00	$205,625.00	-$96,250.00	Yes
Lehigh County	KIDDIE CITY EARLY LEARNING CENTER INC	$525,000.00	$157,500.00	-$367,500.00	Yes
Blair County	KIDS FIRST LILY POND/ Kids First Blair County	$210,000.00	$0.00	-$210,000.00	No
Luzerne County	KINGS COLLEGE	$175,000.00	$0.00	-$175,000.00	No
Cumberland & Dauphin County	KUEHG CORP/ Kindercare Charter Lane	$175,000.00	$175,000.00	$0.00	Yes
Lancaster County	LANCASTER EARLY EDUCATION CENTER/ Lancaster Daycare Center	$350,000.00	$350,000.00	$0.00	Yes
Lancaster & Lebanon County	LANCASTER LEBANON IU 13	$1,050,000.00	$770,000.00	-$280,000.00	Yes
Lawrence County	LAWRENCE COUNTY SOCIAL SERVICES INC	$700,000.00	$0.00	-$700,000.00	No
Montgomery County	LEARN AND PLAY CENTERS INC	$175,000.00	$0.00	-$175,000.00	No
Lehigh & Northampton County	LEHIGH VALLEY CHILDRENS CENTERS INC	$770,000.00	$770,000.00	$0.00	Yes
Fayette & Westmoreland County	LIGONIER VALLEY LEARNING CENTER INC	$210,000.00	$210,000.00	$0.00	Yes
Indiana County	LOLAS EARLY CARE AND EDUCATION CENTER	$175,000.00	$0.00	-$175,000.00	No
Westmoreland County	LOVELI FOUNDATIONS LLC	$87,500.00	$0.00	-$87,500.00	No
Luzerne County	LUZERNE COUNTY HEAD START INC	$315,000.00	$0.00	-$315,000.00	No
Luzerne County	LUZERNE INTERMEDIATE UNIT 18	$175,000.00	$87,500.00	-$87,500.00	Yes
Crawford County	MEADVILLE FAMILY YMCA	$332,500.00	$0.00	-$332,500.00	No
Cumberland County	MECHANICSBURG AREA SCHOOL DISTRICT	$131,250.00	$131,250.00	$0.00	Yes
Lawrence County	MIDWESTERN INTERMEDIATE UNIT IV	$227,500.00	$35,000.00	-$192,500.00	Yes
Northumberland County	MMJJ INC./ Winnie the Pooh	$175,000.00	$157,500.00	-$17,500.00	Yes
Cambria County	MOM'S HOUSE INCORPORATED OF JOHNSTOWN	$131,250.00	$0.00	-$131,250.00	No
Montgomery County	MONTGOMERY COUNTY INTERMEDIATE UNIT 23	$1,575,000.00	$787,500.00	-$787,500.00	Yes
Bucks County	NESHAMINY SCHOOL DISTRICT	$1,050,000.00	$0.00	-$1,050,000.00	No
Elk County	NORTHERN TIER	$131,250.00	$131,250.00	$0.00	Yes
Luzerne County	NORTHWEST AREA SCHOOL DISTRICT	$175,000.00	$0.00	-$175,000.00	No
Philadelphia County	OLDE CITY DAY SCHOOL	$437,500.00	$0.00	-$437,500.00	No
Tioga County	PENNYS DAYCARE LLC	$78,750.00	$0.00	-$78,750.00	No
Allegheny County	PIC - WESTMORELAND/FAYETTE	$315,000.00	$315,000.00	$0.00	Yes
Fayette County	PINKY TOES CHILD CARE AND DVPT CTR	$122,500.00	$0.00	-$122,500.00	No
Allegheny County	PITTSBURGH PUBLIC SCHOOLS	$411,250.00	$411,250.00	$0.00	Yes
Beaver County	PRECIOUS TOTS DAYCARE/ Kimberly Pope	$113,750.00	$113,750.00	$0.00	Yes
Allegheny County	RIVERVIEW CHILDRENS CENTER INC	$113,750.00	$0.00	-$113,750.00	No
Luzerne County	SAEED FAMILY CORPORATION	$743,750.00	$393,750.00	-$350,000.00	Yes
York County	SCHOOL DISTRICT OF CITY OF YORK	$315,000.00	$315,000.00	$0.00	Yes
Lancaster County	SCHOOL DISTRICT OF LANCASTER	$358,750.00	$358,750.00	$0.00	Yes
Philadelphia County	SCHOOL DISTRICT OF PHILA	$2,301,250.00	$700,000.00	-$1,601,250.00	Yes
Lackawanna County	SCRANTON LACKAWANNA HUMAN DEVELOPMENT AGENCY	$78,750.00	$78,750.00	$0.00	Yes

Lackawanna County	SCRANTON SCHOOL DISTRICT	$2,082,500.00	$0.00	-$2,082,500.00	No
Forest, McKean & Potter County	SENECA HIGHLANDS IU 9	$796,250.00	$113,750.00	-$682,500.00	Yes
Erie County	ST. MARTIN CENTER, INC.	$175,000.00	$175,000.00	$0.00	Yes
Delaware County	STEP BY STEP CHILD CARE INC	$875,000.00	$0.00	-$875,000.00	No
Bradford & Tioga County	STEPPING STONES PRESCHOOL INC	$210,000.00	$122,500.00	-$87,500.00	Yes
Philadelphia County	SUNBRIGHT CHILDCARE LLC	$350,000.00	$0.00	-$350,000.00	No
Monroe County	TGPC FOR C & L OF ST PAUL EVANGELICAL L C INC/ The Growing Place	$315,000.00	$315,000.00	$0.00	Yes
Lackawanna County	THE EDISON EARLY LEARNING CENTER, LLC	$323,750.00	$0.00	-$323,750.00	No
Berks County	THE JOURNEY FELLOWSHIP	$175,000.00	$0.00	-$175,000.00	No
Lackawanna County	THE KREIG INSTITUTE FOR EARLY CHILDHOOD	$175,000.00	$0.00	-$175,000.00	No
Cambria County	THE LEARNING LAMP	$288,750.00	$288,750.00	$0.00	Yes
Centre County	THE PENNSYLVANIA STATE UNIVERSITY	$61,250.00	$61,250.00	$0.00	Yes
Pike County	THE SUNSHINE STATION	$131,250.00	$87,500.00	-$43,750.00	Yes
Blair County	TIME TO SUCCEED CHILDCARE AND EARLY LEARNING CENTER	$218,750.00	$0.00	-$218,750.00	No
Bradford County	TIMOTHY & TENNILLE PORTER DBA CREATE & SHARE EARLY LEARNING	$131,250.00	$0.00	-$131,250.00	No
Westmoreland County	TINY TOWN ENTERPRISES INC.	$262,500.00	$0.00	-$262,500.00	No
Delaware County	TODAYS CHILD LEARNING CENTER INC	$507,500.00	$350,000.00	-$157,500.00	Yes
Westmoreland County	TOTS-N-TIKES INC.	$350,000.00	$0.00	-$350,000.00	No
Chester County	TREEHOUSE CHILDCARE SERVICES LLC	$52,500.00	$52,500.00	$0.00	Yes
Lawrence County	TROB ENTERPRISSES LLC	$148,750.00	$0.00	-$148,750.00	No
Juniata County	TUSCARORA INTER UNIT 11	$43,750.00	$43,750.00	$0.00	Yes
Fayette County	UNIONTOWN AREA SCHOOL DISTRICT	$280,000.00	$87,500.00	-$192,500.00	Yes
Bucks County	UNITED WAY OF BUCKS COUNTY	$835,625.00	$87,500.00	-$748,125.00	Yes
Dauphin County	UPPER DAUPHIN AREA SCHOOL DISTRICT	$131,250.00	$131,250.00	$0.00	Yes
Lackawanna County	UPPER VALLEY YMCA/Carbondale YMCA	$175,000.00	$0.00	-$175,000.00	No
Washington County	VILLAGE OF FPC	$131,250.00	$0.00	-$131,250.00	No
Philadelphia County	VOICE COMMUNITY ECONOMIC DEVELOPMENT CORP.	$787,500.00	$0.00	-$787,500.00	No
Lancaster County	WARWICK SCHOOL DISTRICT	$131,250.00	$0.00	-$131,250.00	No
Franklin County	WAYNESBORO AREA SCHOOL DISTRICT	$297,500.00	$297,500.00	$0.00	Yes
Allegheny County	WESTMINSTER NURSERY SCHOOL	$306,250.00	$0.00	-$306,250.00	No
Westmoreland County	WESTMORELAND HUMAN OPPORTUNITIES INC/ Westmoreland Community Action	$700,000.00	$0.00	-$700,000.00	No
Allegheny County	WILKINSBURG BoroughSCHOOL DISTRICT	$35,000.00	$0.00	-$35,000.00	No
Northampton County	WILSON AREA SCHOOL DISTRICT	$166,250.00	$0.00	-$166,250.00	No
Allegheny County	WOODLAND HILLS SCHOOL DISTRICT	$157,500.00	$157,500.00	$0.00	Yes
Berks County	WYOMISSING AREA SCHOOL DISTRICT	$175,000.00	$0.00	-$175,000.00	No
Erie County	YMCA OF GREATER ERIE	$446,250.00	$0.00	-$446,250.00	No

Mercer County	YOUNG MEN'S CHRISTIAN ASSOCATION OF FRANKLIN & GROVE CITY/ Grove City YMCA	$297,500.00	$0.00	-$297,500.00	No
Crawford County	YOUNG MEN'S CHRISTIAN ASSOCIATION/Titusville YMCA	$223,125.00	$0.00	-$223,125.00	No
Dauphin County	YWCA GREATER HARRISBURG	$148,750.00	$0.00	-$148,750.00	No
Allegheny County	YWCA OF GREATER PITTSBURGH	$175,000.00	$0.00	-$175,000.00	No
Montgomery County	YWCA TRI-COUNTY	$350,000.00	$0.00	-$350,000.00	No
Mercer County	ZION EDUCATION CENTER	$43,750.00	$43,750.00	$0.00	Yes
	Totals	**$58,966,250.00**	**$20,378,750.00**	**-$38,587,500.00**	

Appendix H: 2019-20 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	$ 372,213.00
Erie	Benedictine Sisters Inc	345 E 9TH ST	ERIE	PA	16503	$ 166,600.00
Berks	BERKS COUNTY INTERMEDIATE UNIT 14	1111 COMMONS BLVD	READING	PA	19605	$ 722,500.00
Greene & Washington	BLUEPRINTS	150 W BEAU ST STE 304	WASHINGTON	PA	15301	$ 1,305,423.00
Bradford & Tioga	Bradford Tioga Head Start Inc.	5 RIVERSIDE PLZ	BLOSSBURG	PA	16912	$ 1,446,632.00
Butler	BUTLER COUNTY CHILDRENS CENTER	139 RIEGER RD	BUTLER	PA	16001	$ 253,413.00
Lancaster	CAP of Lancaster County	601 S QUEEN ST	LANCASTER	PA	17603	$ 1,524,825.00
Centre & Clearfield	CEN CLEAR CHILD SERVICES INC	50 BIGLER ROAD	BIGLER	PA	16825	$ 1,008,750.00
Northumberland & Union	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	90 LAWTON LN	MILTON	PA	17847	$ 741,082.00
Chester	CHESTER COUNTY INTERMEDIATE UNIT	455 BOOT RD	DOWNINGTOWN	PA	19335	$ 995,212.00
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	319 SYCAMORE ST	ALTOONA	PA	16602	$ 1,195,291.00
Erie & Venango	CHILD DEVELOPMENT CENTERS INC	702 LIBERTY ST	FRANKLIN	PA	16323	$ 1,096,400.00
Schuylkill	CHILD DEVELOPMENT INC	2880 POTTSV MINERS HIGHWAY SUITE 210	MINERSVILLE	PA	17954	$ 401,862.00
Columbia & Sullivan	COLUMBIA DAYCARE PROGRAM INC	215 E 5TH ST	BLOOMSBURG	PA	17815	$ 423,400.00
Cambria	COMMUNITY ACTION PARTNERSHIP CAMBRIA CTY	516 MAIN ST	JOHNSTOWN	PA	15901	$ 192,750.00
Mercer	COMMUNITY ACTION PARTNERSHIP MERCER CTY	75 S Dock Street	Sharon	PA	16146	$ 911,400.00
York	COMMUNITY PROGRESS COUNCIL INC	226 E COLLEGE AVE	YORK	PA	17403	$ 1,045,013.00
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	1520 Hanover Ave	Allentown	PA	18019	$ 3,781,448.00
Allegheny	COUNTY OF ALLEGHENY	436 GRANT AVE STE 119	PITTSBURGH	PA	15209	$ 2,666,490.00
Delware	DELAWARE COUNTY INTERMEDIATE UNIT	200 YALE AVE	MORTON	PA	19070	$ 1,208,778.00
Franklin	FRANKLIN COUNTY HEAD START	1438 EXCEL AVENUE	CHAMBERSBURG	PA	17201	$ 816,000.00
Huntingdon	HUNTINGDON CTY CHILD & ADULT DVPT CORP	52 JUNIATA AVE	HUNTINGDON	PA	16652	$ 383,000.00
Indiana	INDIANA COUNTY HEAD START, INC	528 GOMPERS AVE	INDIANA	PA	15701	$ 424,718.00
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	18 WESTERN AVE SUITE C	BROOKVILLE	PA	15825	$ 766,843.00
Dauphin	KEYSTONE SERVICE SYSTEMS INC	4391 STURBRIDGE DR	HARRISBURG	PA	17110	$ 2,277,946.00
Lebanon	LANCASTER-LEBANON INTERMEDIATE UNIT 13	1020 NEW HOLLAND AVE	LANCASTER	PA	17601	$ 1,389,470.00
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	241 W GRANT ST	NEW CASTLE	PA	16101	$ 1,626,400.00
Luzerne	LUZERNE COUNTY HEAD START INC	33 BEEKMAN ST	WILKES BARRE	PA	18702	$ 3,242,806.00

Lycoming	LYCOMING CLNTN CTYS COMM ACT	2138 LINCOLN ST	WILLIAMSPORT	PA	17701	$ 968,104.00
Elk	NORTHERN TIER	135 WEST 4TH STREET	EMPORIUM	PA	15834	$ 85,333.00
Carbon & Chester	PATHSTONE	1625 N FRONT ST	HARRISBURG	PA	17102	$ 419,908.00
Beaver & Fayette	PIC - WESTMORELAND/FAYETTE	219 DONOHOE ROAD	GREENSBURG	PA	15601	$ 896,000.00
Allegheny	PITTSBURGH PUBLIC SCHOOLS	341 S BELLEFIELD AVE	PITTSBURGH	PA	15213	$ 2,042,040.00
Monroe	Pocono Services for Families and Childre	212 W 4TH ST	EAST STROUDSBURG	PA	18301	$ 1,490,926.00
Philadelphia	SCHOOL DISTRICT OF PHILADELPHIA	440 N BROAD ST	PHILADELPHIA	PA	19130	$ 19,209,960.00
Lackawanna, Pike, Susquehanna, & Wayne	SCRANTON-LACKA HMN DEV AGY INC	123 WYOMING AVE Suite 311	SCRANTON	PA	18503	$ 3,897,216.00
Westmoreland	SETON HILL CHILD SERVICES INC	105 HARTMAN RD STE 204	GREENSBURG	PA	15601	$ 502,130.00
Mifflin	SNYDER UNION MIFFLIN CHILD DEVELOPMENT I	14 S 11TH ST	MIFFLINBURG	PA	17844	$ 234,000.00
Somerset	TABLELAND SERVICES, INC.	535 EAST MAIN ST	SOMERSET	PA	15501	$ 192,123.00
Juniata	TUSCARORA INTERMEDIATE UNIT 11	2527 US HIGHWAY 522 S	MC VEYTOWN	PA	17051	$ 378,243.00
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	226 S MAPLE AVE	GREENSBURG	PA	15601	$ 912,861.00
	Admin					**$ 557,000.00**
	TOTALS					**$ 64,172,509.00**

LOCATION COUNTY	LEAD AGENCY NAME	TOTAL HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM 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	78	2	9
Erie	Benedictine Sisters Inc	17	22	0	3
Berks	BERKS COUNTY INTERMEDIATE UNIT 14	85	96	1	16
Greene & Washington	BLUEPRINTS	107	117	0	2
Bradford & Tioga	Bradford Tioga Head Start Inc.	136	147	7	4
Butler	BUTLER COUNTY CHILDRENS CENTER	30	31	0	9
Lancaster	CAP of Lancaster County	136	140	0	8
Centre & Clearfield	CEN CLEAR CHILD SERVICES INC	152	159	2	10
Northumberland & Union	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	72	92	0	9
Chester	CHESTER COUNTY INTERMEDIATE UNIT	117	138	22	7
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	110	132	1	1
Erie & Venango	CHILD DEVELOPMENT CENTERS INC	120	188	6	37
Schuylkill	CHILD DEVELOPMENT INC	41	51	1	6
Columbia & Sullivan	COLUMBIA DAYCARE PROGRAM INC	90	96	1	0

Cambria	COMMUNITY ACTION PARTNERSHIP CAMBRIA CTY	18	19	0	4
Mercer	COMMUNITY ACTION PARTNERSHIP MERCER CTY	93	99	0	11
York	COMMUNITY PROGRESS COUNCIL INC	120	231	4	13
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	285	326	8	34
Allegheny	COUNTY OF ALLEGHENY	272	342	13	30
Delware	DELAWARE COUNTY INTERMEDIATE UNIT	130	149	6	13
Franklin	FRANKLIN COUNTY HEAD START	60	73	2	4
Huntingdon	HUNTINGDON CTY CHILD & ADULT DVPT CORP	48	48	0	5
Indiana	INDIANA COUNTY HEAD START, INC	61	69	1	7
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	46	51	0	1
Dauphin	KEYSTONE SERVICE SYSTEMS INC	176	243	46	26
Lebanon	LANCASTER-LEBANON INTERMEDIATE UNIT 13	155	180	1	21
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	152	178	7	18
Luzerne	LUZERNE COUNTY HEAD START INC	266	271	4	20
Lycoming	LYCOMING CLNTN CTYS COMM ACT	94	104	1	3
Elk	NORTHERN TIER	12	24	0	0
Carbon & Chester	PATHSTONE	46	30	0	1
Beaver & Fayette	PIC - WESTMORELAND/FAYETTE	116	110	1	4
Allegheny	PITTSBURGH PUBLIC SCHOOLS	224	253	7	89
Monroe	Pocono Services for Families and Childre	103	160	6	4
Philadelphia	SCHOOL DISTRICT OF PHILADELPHIA	2079	1957	117	236
Lackawanna, Pike, Susquehanna, & Wayne	SCRANTON-LACKA HMN DEV AGY INC	471	502	28	21
Westmoreland	SETON HILL CHILD SERVICES INC	44	49	1	10
Mifflin	SNYDER UNION MIFFLIN CHILD DEVELOPMENT I	20	34	0	1
Somerset	TABLELAND SERVICES, INC.	17	18	1	0
Juniata	TUSCARORA INTERMEDIATE UNIT 11	26	34	1	0
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	111	123	1	3
	Admin				
	TOTALS	**6,497**	**7,164**	**299**	**700**

Appendix I: 2019-20 Head Start Supplemental Assistance Program Expansion Funding Applicant Details

County	Applicant Name	Expansion Funding Amount Requested	Expansion Funding Amount Awarded	Difference between amount requested and amount awarded	Amount awarded for continuation	Total FY 19-20 funding amount awarded
Armstrong	ARMSTRONG COUNTY COMMUNITY ACTION AGENCY	$0.00	$0.00	$0.00	$372,213.00	$372,213.00
Berks	BERKS COUNTY INTERMEDIATE UNIT 14	$0.00	$0.00	$0.00	$722,500.00	$722,500.00
Greene	Blueprints	$777,801.00	$259,267.00	$518,534.00	$1,046,156.00	$1,305,423.00
Tioga	Bradford Tioga Head Start	$180,829.00	$180,829.00	$0.00	$1,265,803.00	$1,446,632.00
Lancaster	CAP of Lancaster	$414,000.00	$414,000.00	$0.00	$1,110,825.00	$1,524,825.00
Clearfield	CEN CLEAR CHILD SERVICES INC	$0.00	$0.00	$0.00	$1,008,750.00	$1,008,750.00
Union	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	$0.00	$0.00	$0.00	$741,082.00	$741,082.00
Chester	Chester County Intermediate Unit	$850,609.00	$289,207.00	$561,402.00	$706,005.00	$995,212.00
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	$0.00	$0.00	$0.00	$1,195,291.00	$1,195,291.00
Venango	Child Development Center, Inc.	$204,000.00	$122,400.00	$81,600.00	$408,000.00	$530,400.00
Schuylkill	CHILD DEVELOPMENT INC	$0.00	$0.00	$0.00	$401,862.00	$401,862.00
Columbia	COLUMBIA DAYCARE PROGRAM INC	$0.00	$0.00	$0.00	$423,400.00	$423,400.00
Cambria	COMMUNITY ACTION PARTNERSHIP CAMBRIA CTY	$0.00	$0.00	$0.00	$192,750.00	$192,750.00
Mercer	COMMUNITY ACTION PARTNERSHIP MERCER CTY	$0.00	$0.00	$0.00	$911,400.00	$911,400.00
York	COMMUNITY PROGRESS COUNCIL INC	$0.00	$0.00	$0.00	$1,045,013.00	$1,045,013.00
Northampton	Community Services for Children	$1,359,393.00	$1,359,393.00	$0.00	$2,422,055.00	$3,781,448.00
Allegheny	County of Allegheny	$0.00	$0.00	$0.00	$2,666,490.00	$2,666,490.00
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	$0.00	$0.00	$0.00	$1,208,778.00	$1,208,778.00
Franklin	Franklin County Head Start	$816,006.00	$816,006.00	$0.00	$345,003.00	$1,161,009.00

Huntingdon	HUNTINGDON CTY CHILD & ADULT DVPT CORP	$0.00	$0.00	$0.00	$383,000.00	$383,000.00
Indiana	Indiana County Head Start	$125,000.00	$125,000.00	$0.00	$299,718.00	$424,718.00
Clarion	JEFFERSON-CLARION HEAD START, INC.	$0.00	$0.00	$0.00	$766,843.00	$766,843.00
Dauphin	KEYSTONE SERVICE SYSTEMS INC	$0.00	$0.00	$0.00	$2,277,946.00	$2,277,946.00
Lancaster	Lancaster-Lebanon Intermediate Unit	$416,000.00	$208,000.00	$208,000.00	$1,181,470.00	$1,389,470.00
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	$0.00	$0.00	$0.00	$1,626,400.00	$1,626,400.00
Luzerne	Luzerne County Head Start	$877,752.00	$877,752.00	$0.00	$2,365,054.00	$3,242,806.00
Lycoming	LYCOMING CLNTN CTYS COMM ACT	$0.00	$0.00	$0.00	$968,104.00	$968,104.00
Cameron	NORTHERN TIER	$0.00	$0.00	$0.00	$85,333.00	$85,333.00
Dauphin	Pathstone	$155,183.00	$155,183.00	$0.00	$264,725.00	$419,908.00
Fayette	PIC - WESTMORELAND/FAYETTE	$0.00	$0.00	$0.00	$896,000.00	$896,000.00
Allegheny	PITTSBURGH PUBLIC SCHOOLS	$0.00	$0.00	$0.00	$1,936,608.00	$1,936,608.00
Monroe	Pocono Services for Families and Children	$246,075.00	$246,075.00	$0.00	$1,244,851.00	$1,490,926.00
Philadelphia	SCHOOL DISTRICT OF PHILA	$0.00	$0.00	$0.00	$19,209,960.00	$19,209,960.00
Lackawanna	SCRANTON-LACKA HMN DEV AGY INC	$0.00	$0.00	$0.00	$3,657,639.00	$3,657,639.00
Westmoreland	SETON HILL CHILD SERVICES INC	$0.00	$0.00	$0.00	$502,130.00	$502,130.00
Union	SNYDER UNION MIFFLIN CHILD DEVELOPMENT	$0.00	$0.00	$0.00	$234,000.00	$234,000.00
Somerset	TABLELAND SERVICES, INC.	$0.00	$0.00	$0.00	$192,123.00	$192,123.00
Mifflin	TUSCARORA INTER UNIT 11	$0.00	$0.00	$0.00	$378,243.00	$378,243.00
Westmoreland	Westmoreland Human Opportunities	$720,000.00	$153,000.00	$567,000.00	$759,861.00	$912,861.00
Westmoreland	Westmoreland Human Opportunities, Inc. (WHO)	$170,000.00	$0.00	-$170,000.00	$759,861.00	$759,861.00
	Totals	**$7,142,648.00**	**$5,206,112.00**	**$1,766,536.00**	**$57,423,384.00**	**$62,629,496.00**

Appendix J: Head Start Supplemental Assistance Program Erie County Specific Grant Application Applicants Details

County	Applicant Name	RFI Funding Amount Requested	RFI Funding Amount Awarded	Difference between amount requested and amount awarded	Total FY 19-20 funding amount awarded
Erie	Child Development Center, Inc.	$566,000.00	$566,000.00	$0.00	$566,000.00
Erie	Benedictine Sisters	$196,000.00	$166,600.00	$29,400.00	$166,600.00
	Totals	**$762,000.00**	**$732,600.00**	**$29,400.00**	**$732,600.00**

Appendix K: Announcement: COVID-19 Fiscal Considerations, PKC 4/20, HSSAP 4/20

ANNOUNCEMENT: COVID-19 Fiscal Considerations- PKC: 4/20; HSSAP: 4/20
OFFICE OF CHILD DEVLOPMENT & EARLY LEARNING
BUREAU OF EARLY LEARNING POLICY AND PROFESSIONAL DVELOPMENT

ISSUE DATE: April 28, 2020
EFFECTIVE DATE: April 28, 2020

SUBJECT: Fiscal Considerations during COVID-19

TO: Pennsylvania Pre-K Counts (PA PKC) and Head Start Supplemental Assistance Programs (HSSAP)

FROM: Tracey Campanini, Deputy Secretary, Office of Child Development and Early Learning (OCDEL)

Tracey Campanini

PURPOSE: To provide clarifications and considerations as programs complete FY 2019-2020 budget revisions in response to COVID-19.

BACKGROUND: COVID-19 has closed face-to-face operations of Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Programs. Programs are encouraged to continue to provide, when feasible, nutritious meals, family engagement, and continuity of learning activities. OCDEL recognizes that programs will be evaluating approved budgets to respond to changes in programming during this time. As such, this policy announcement provides clarifications on several budget topics as programs prepare potential budget revisions.

DISCUSSION:

Purchase of Gift Cards: OCDEL does not approve any expenditure of funding (state or federal funding) for the purchase of gift cards. The use of gift cards cannot be tracked and may lead to non-compliance with other state and federal restrictions regarding the purchase of specific items such as firearms, cigarettes, etc.

Purchase of Technology: In the past, OCDEL has limited the number of devices, such as tablets, a grantee could purchase with PKC or HSSAP funding. The reasoning was that in a typical classroom a one-to-one student to technology device was not necessary and teachers were encouraged to use electronic technology on a limited basis and only to support overall instruction. Teachers were encouraged to use more hands-on, teacher-student interactive methods of instruction rather than electronic technology. Considering COVID-19, this best practice during face-to-face instruction needs to be relaxed as programs develop continuity of learning activities using non-face-to-face means. OCDEL will approve the purchase in bulk of technology devices, and other virtual means of learning, in cases where the program has developed a written policy for the distribution and use of such items which maintains the devices as property of the funded program. The developed policy should also provide explanation of how the

purchased items will support continuity of learning, and/or family engagement that supports the goals of the PA PKC and/or HSSAP program.

Use of PA PKC and/or HSSAP funds to support program viability: In limited cases and where there are no other funding options available to cover the full cost of expenses typically cost allocated (examples include mortgage, rent, utilities) PA PKC and/or HSSAP funds can be used to cover the full expenses associated with such costs to maintain the viability of the agency. Programs need to explore all funding options before making a request to their PK specialist for the use of funds for this purpose.

NEXT STEPS:

1) Share this announcement with all relevant staff, including partnering agencies.
2) Discuss options with PK Program Specialist.
3) Submit timely budget revisions, as needed.