



Pennsylvania Pre-K Counts Statute, Regulations and Guidelines

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Statutory Authority:

Act 45 of 2007 established the Pennsylvania Pre-K Counts (PA PKC) 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](#).

PA PKC 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 PA PKC but not operate a classroom funded by the grant. The PA PKC 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 (ELL) 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. PA PKC 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 (OCDEL) 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.

PA PKC 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 PA PKC, 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.

Pursuant to the 2- year time limitation for Pennsylvania Pre-K Counts participation, children enrolled In PA PKC must have turned three years of age by the kindergarten cut-off date for the district of residency.

Once a child is age-eligible to attend kindergarten in the public school district of residence they are no longer eligible for 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 family'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.

Grantees will need to use the [current poverty guidelines](#) established for the current year for enrollment decisions and income verification.

Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) is the Departments of Human Services and Education's initiative to combine the state's early learning programs under a single management information system. 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 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

Competitive grant application announcements are posted at [PA PKC How to Apply](#), and announced through Penn*Link (to LEAs) and through the Early Education e-news.

[Subscribe to the PA Early Ed News.](#)

The eGrants system is the submission system typically used for competitive grant submission. This is a system separate from the PELICAN system.

§ 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:

The PELICAN system is used for the continuation grant process.

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. 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, including 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. Requests for a change in the distribution of half-day and/or full-day slots among various locations and/or partners and their locations.

c. Requests for fewer slots and funding by a single applicant or a joint applicant, including 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. Requests for a change in the location of one or more classroom.

e. Requests for a change in one or more partner (adding a partner, dropping a partner, or both).

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 in years when a competitive rebid grant process occurs.

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, non-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 understand the early learning program options in their service area.

Providers are encouraged to use the [COMPASS search option](#) to identify early learning providers in their service area. In addition, providers are encouraged to update their provider profile within PELICAN Provider Self Service to assure up to date and accurate program information is searchable by families interested in services.

§ 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

The Accountability Block Grant is now named Ready to Learn Block Grant.

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 child care.

Head Start programs may participate in Pennsylvania Pre-K Counts as well. In order to assure full use of Head Start funds, Pennsylvania Pre-K Counts providers must commit to avoid enrolling children in Pennsylvania Pre-K Counts who are already served in a Head Start program or eligible to participate in Head Start. The purpose of this requirement is to avoid an impact on enrollments in Head Start such that federal Head Start resources or the state Head Start Supplemental Assistance Program resources would be supplanted.

Head Start eligible families may have unique needs that are best supported by a program that is designed especially to meet those needs and offers a broad array of services, as does Head Start. However, families with children eligible for Head Start may prefer to enroll them in Pennsylvania Pre-K Counts, rather than Head Start. The Pennsylvania Pre-K Counts Program may enroll 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. Children funded through Infant Toddler Contracted slots and meeting Pre-K Counts age and income eligibility, should be prioritized for Pre-K Counts enrollment.

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).

It is the intent that 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. A temporary modified schedule may be approved by OCDEL on a case by case basis, with the goal of moving toward full program

participation. Decisions will be made based on input from early Intervention, the provider, the family, and the Preschool Program Specialist. Providers should be aware that in cases where a modified schedule is approved, funding may be reduced.

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. Programs are encouraged to operationalize collaborative efforts through written, formal agreements, which are reviewed at least annually.

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:

1. 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.
2. 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 child care programs, teachers shall possess a minimum of an associate's degree in early childhood education or child development.
 - (3) In licensed nursery school programs, teachers shall have a minimum of a bachelor's degree, 18 credits from an institution of higher education in early childhood education and a private academic teaching or temporary approval certificate.
 - (4) By December 31, 2011, all teachers in Program classrooms shall have early childhood education certification.

(b) Teacher aides in any classroom of eligible students supported by Program funding shall meet one of the following criteria:

- (1) Completion of at least 2 years of full-time postsecondary study or the equivalent.
- (2) Possession of an associate's degree or higher.
- (3) Ability to meet a rigorous standard of quality and demonstration of knowledge through a formal state or local academic assessment or possession by the teacher aide of a Child Development Associate's (CDA) certificate.
- (4) Teacher aides who work solely as translators shall have a high school diploma or its equivalent, and do not have to meet any of the other requirements of paragraphs (1)—(3).

(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

All lead teachers who are hired for Pennsylvania Pre-K Counts classrooms must have Pennsylvania Department of Education (PDE) Instructional certification for early childhood education at the start of the school year.

Lead agencies must assure that partner sites' lead teachers possess Pennsylvania Department of Education (PDE) Instructional 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 credential for preschool. Aides who have completed all of the requirements of the Child Development Associate's credential 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 credential.

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 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; and
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.

In addition to the Core Series training, staff responsible for the implementation of curriculum, and assessments should participate in training related to the chosen curriculum and assessment tools to assure fidelity. See [§ 405.45. Curriculum](#) and [§ 405.46. Assessment](#) for further clarification.

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 training for mandated reporters, 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 Key website at [PKC Approved Curriculum and Child Assessments](#).

At a minimum, lead teachers should be trained in the selected curriculum to assure fidelity to its implementation within PKC classrooms. It is encouraged that teacher aides also receive training in the curriculum.

§ 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; and
- 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 disenrolled, 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 Key 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.

- Policies 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 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 into pre-kindergarten programming involves coordinating with families, and with the agencies/programs/classrooms serving infants and toddlers.
2. Transition between pre-kindergarten programs involves coordination with the agencies that provide these services.
3. 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 (PA 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 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.
2. 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.

§ 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. A temporary modified schedule may be approved by OCDEL on a case by case basis, with the goal of moving toward full program participation. Decisions will be made based on input from early Intervention, the provider, the family, and the Preschool Program Specialist. Providers should be aware that in cases where a modified schedule is approved, funding may be reduced.

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 \$4,375 per child. Full-day programs may receive no less than \$8,750 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 offered during a “snack time” the meal must contain the recommended meal components of a snack as provided by a recognized authority in nutrition 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.

If food is left over from a snack or meal, children shall be allowed second helpings of foods listed in the USDA’s child and adult care meal patterns. *Second helpings of meals/snacks cannot be re-claimed.

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. *In order for a meal/snack to be reimbursable in the CACFP, a parent/guardian may not provide more than one creditable meal/snack component. There is one exception to this: the entire snack/meal can be reimbursed if a child has a documented disability even in cases where the parent/guardian has provided more than one creditable meal/snack component.

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 Division of Food and Nutrition.

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.

If participating in CACFP each parent is highly encouraged to complete the Child and Adult Care Food Program (CACFP) form for free and reduced meal reimbursement. *If a parent refuses to complete the form the school can be reimbursed under the “paid” reimbursement claim for that child. 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

https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP_childmealpattern.pdf

[Pennsylvania Department of Education: Division of Food and Nutrition Services](#)

[Nutrition Education Programs](#)

[PA WIC](#)

[Penn State Extension Nutrition Links](#)

[Project PA](#)

[School Nutrition Programs](#)

[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.

Special consideration: A family size value of one (1) with an income of \$0 is entered when a foster child is applying for Pennsylvania Pre-K Counts.

#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 Instructional Observation Checklist, the Continuous Quality Improvement Plan and information entered in the PELICAN data system.

A differentiated monitoring model will be applied to programs with a history of fully meeting program requirements, with no major programmatic changes. The use of a differentiated monitoring model will be at the discretion of 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:

- Fully Meets = 100 percent-95 percent of total points
- Partially Meets = 94.9 percent-86 percent of total points
- Does Not Meet= 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.

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.

PELICAN/ Early Learning Network (ELN) Data Entry

Ongoing updates of specified information in PELICAN Early Learning Network (ELN) data system 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 PELICAN Early Learning Network (ELN) data system can be found in [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 which 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:

Defined as a child who is referred to Pennsylvania Pre-K Counts from an appropriately credentialed health or mental health provider (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:

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

Education level of guardian:

Defined as when the parent or legal guardian of the child does not have a high school diploma, or high school equivalency, or postsecondary degree.

English language learner:

Defined as a child whose first language is not English and who is in the process of learning English. 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:

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

- 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.
- having 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.
- living in cars, parks, public places, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Incarcerated Parent:

Defined as a child for whom one of the child's parents is currently incarcerated.

Preschooler with an Individualized Education Program (IEP):

Defined as 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:

Defined as a child has moved from one school district to another in order to accompany or join a 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 work in nurseries such as Christmas and evergreen tree farming.

Teen mother:

Defined as 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 from the date of vacancy to fill vacated slots.

Additional Definitions and Clarifications:

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.

Enrollment: Children are considered to be enrolled when there is mutual understanding documented in writing 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.

Clarifications

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 under 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, which is 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 OCDEL 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 system 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.

Waiting Lists:

Providers should maintain waiting lists to assist in the maintenance of full enrollment over the course of the program year. In addition, providers may be asked periodically to inform OCDEL of waiting list numbers. This information should be maintained and readily available. The PELICAN system may be used for this purpose, but PELICAN use for this purpose will not be required.

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.

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 support must be dismissed from the Pennsylvania Pre-K Counts classroom and replaced with an eligible child from the waiting list or who is 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, which is 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 is 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 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; and
- 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; and
- 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 OCDEL 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 OCDEL approved evaluator may be utilized:

OCDEL approved Evaluator Criteria:

Evaluators applying to be an OCDEL approved evaluator who meet the following criteria, must submit their qualifications to OCDEL 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 an 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 them 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); and

e. can 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, they 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, they 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, their certification is considered inactive. In order for the individual to continue teaching, they 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 (BSLTQ).

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 PDE.

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 PA Key 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 1 and February 1 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 six 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 *Application of the Danielson Framework for Teaching in Pre-kindergarten Classrooms* 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. Required elements include:

- ❖ 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 OCDEL 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 PDE. 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.

OCDEL 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 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 OCDEL.

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; and
 - 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 OCDEL.

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; and
- 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 disenrolled, 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:

Click [Early Childhood Assessment for Children from Birth to Age 8](#) to explore assessment resources provided by OCDEL. [Summary tables](#) on screening tools are provided.

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:

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.

OCDEL 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. Information on additional screeners can be found by clicking the following: [Summary tables](#).

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 vision 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 Health Screenings:

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 Medicaid, 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 the program's Continuous Quality Improvement Plan.

At a frequency determined by PDE, an external assessment of the learning environment 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.

Clarifications

External Assessment 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.
- If PDE requires an external assessment using ECERS-3, 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.
- Preschool program specialists will initiate the application for an external 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 window for the external assessment. Failure to keep the 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.
- Based on the number of classrooms that need to be assessed, assessments may be conducted over a period of time.
- Providers will receive a hard copy of their assessment results.
- Results of the external assessment will also be shared with the preschool program specialist who may share results including those of its partners, with the lead agency. For those programs participating in Keystone STARS, a copy will also be sent to the Early Learning Resource Center (ELRC).

External Assessment for Pennsylvania Pre-K Counts STARS facilities:

- PKC classrooms in STARS facilities will be included in the STARS random sampling.

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 OCDEL'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 OCDEL'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; and
- Continuous Quality Improvement Plan.

Teacher Induction Plans are required of all providers. They are submitted to the preschool program specialists and approved by OCDEL.

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:

- Staff qualifications added to PELICAN (completed by 9/30)
- Child Enrollments (full enrollment by 9/1)
- Previous month's attendance finalized **7/5**

August:

- Staff qualifications added to PELICAN (completed by 9/30)
- Child Enrollments (full enrollment by 9/1)
- Previous month's attendance finalized **8/5**
- Partnership Agreement **8/15**
- Select an Assessment Vendor **8/15**
- Final Expenditure Reports for Previous Year **8/31** (Pelican)

September:

- Full Enrollment **9/1**
- Previous month's attendance finalized **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**
- Previous month's attendance finalized **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**
- Previous month's attendance finalized **11/5**
- Update child enrollment and staffing qualifications information in PELICAN

December:

- Previous month's attendance finalized **12/5**
- Update child enrollment and staffing qualifications information in PELICAN

January:

- Previous month's attendance finalized **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**
- Previous month's attendance finalized **2/5**
- Update child enrollment and staffing qualifications information in PELICAN

March:

- Previous month's attendance finalized **3/5**
- Audit Reporting due for programs receiving \$75,000 to \$750,000 in combined state and federal 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:

- Previous month's attendance finalized **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:

- Previous month's attendance finalized **5/5**
- Update child enrollment and staffing qualifications information in PELICAN

June:

- Previous month's attendance finalized **6/5**
- Final Budget Revisions due **6/15** (Pelican)
- Audit Reporting due for programs receiving \$750,000 or more in combined state and federal awards and subject to the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards **6/30**
- End date all enrollments by 6/30, even for children who will return for the next school year.

#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 Key online professional development calendar.

Lead agencies are responsible for assuring partners' development and ongoing review of a Continuous Quality Improvement Plan.

Appendix A: Continuous Quality Improvement Goal Planning Form

Lead Agency: _____ Partner Agency: _____ Year: _____

CQI Goal Planning Form

Continuous Quality Improvement (CQI) Goal*: <input type="checkbox"/> Immediate <input type="checkbox"/> Short Term (1-2 years) <input type="checkbox"/> 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	
<input type="checkbox"/> Enrollment	<input type="checkbox"/> Classroom Practices and ERS Scores
<input type="checkbox"/> Partnerships and Collaboration	<input type="checkbox"/> Staff Qualifications and Professional Development
<input type="checkbox"/> Transitions	<input type="checkbox"/> Parent Involvement

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

Action Steps
1

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

Source(s) of Evidence	Date(s) Completed

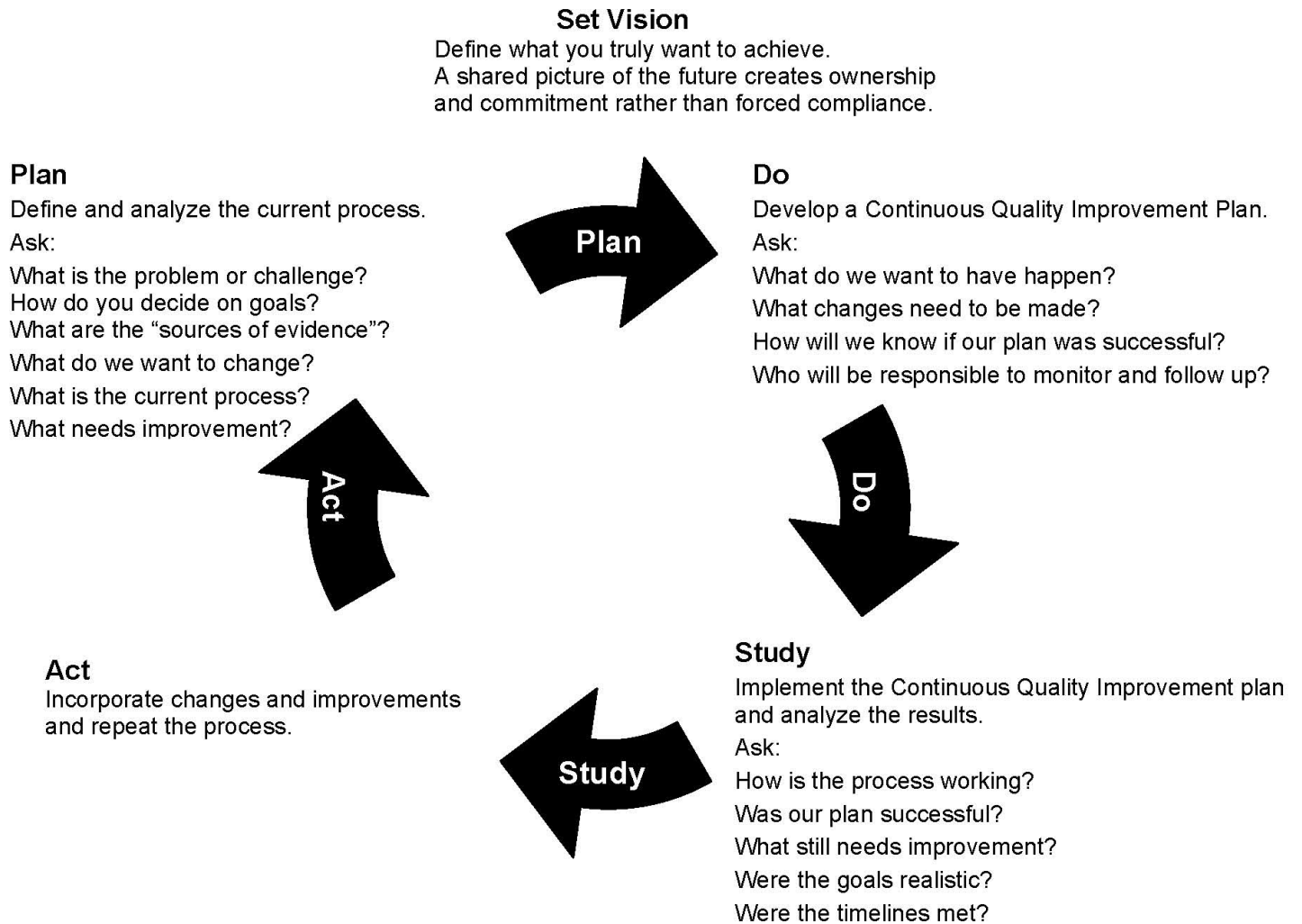
What resources or supports are needed to assist in the achievement of this goal?

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

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

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

Appendix B: 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; and
- 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**.

OCDEL 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 30** 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 below for 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 Childcare and Private License Nurseries, March 31 is the deadline. For most School Districts, Intermediate Units and Community Action Programs, June 30 is the deadline.

Agreed-Upon Procedures/Examination Engagement Guidelines:

Agreed-Upon Procedures:

The objective of the CPA/Auditor's agreed-upon procedures is to *present specific findings* to assist users in evaluating a provider's compliance with specified requirements or the effectiveness of a provider's internal control over compliance based on procedures agreed upon by the users of the report.

Examination Engagement:

The objective of the CPA/Auditor's examination procedures applied to a provider's compliance with specified requirements is to *express an opinion* on a provider's compliance (or assertion related thereto), based on the specified criteria. To express such an opinion, the practitioner accumulates enough evidence about the provider's compliance with specified requirements.

For financial attestation work of the Pennsylvania Pre-K Counts program operating as a **lead agency**, OCDEL would suggest the following compliance reviews:

1. Internal controls exist that provide safeguards against improper use of Pennsylvania Pre-K Counts funding;
2. Cost allocation plan is appropriate and fair testing a sample of allocated expenses;

3. Payments to the provider were consistent with expenditures; program did not have more than 30 days of cash on hand;
4. Pennsylvania Pre-K Counts programs may not charge families any fees during the established program hours; assure that all Pennsylvania Pre-K Counts children attended for free (including meals and field trips);
5. Provider did 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. A sample review is acceptable;
6. Mid-year and final expense reports accurately reflected the expenses of the program per sample review;
7. All Pennsylvania Pre-K Counts funds were, at a minimum, segregated from other funds through the use of a general ledger or other acceptable accounting practices; and
8. Any unexpended funds were returned to PDE.

For financial attestation work of the Pennsylvania Pre-K Counts program operating as a **partner**, OCDEL would suggest the following compliance reviews:

1. A partnership agreement exists between the provider and the lead agency;
2. Internal controls exist that provide safeguards against improper use of Pennsylvania Pre-K Counts funding;
3. Cost allocation plan is appropriate and fair testing a sample of allocated expenses;
4. Payments to the provider were consistent with expenditures;
5. Program did not have more than 30 days of cash on hand;
6. Pennsylvania Pre-K Counts programs may not charge families any fees during the established program hours; assure that all Pennsylvania Pre-K Counts children attended for free (including meals and field trips);
7. Provider did 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. A sample review is acceptable;
8. Mid-year and final expense reports accurately reflected the expenses of the program per sample review;
9. All Pennsylvania Pre-K Counts funds were, at a minimum, segregated from other funds through the use of a general ledger or other acceptable accounting practices; and
10. Any unexpended funds were returned to the lead agency.

Appendix B: 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 24, 2020 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 2020-2021*

Did this grantee receive any additional funding in 2020-2021?

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. (2000 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 Lead Teachers with ECE Instructional Certification*	Reason Lead Teacher does not hold ECE Instructional Certification (NA if columns 3 and 4 are equal)*	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="EDIT"/> <input type="button" value="REMOVE"/>

Grantee-Specific Requirements

1. 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*	
<input type="text"/>	<input type="text"/>	<input type="text"/>	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 in 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*	
<input type="text"/>	Select...	Select...	<input type="text"/>	<input type="text"/>	<input type="text"/>	Select...	Select...	<input type="text"/>	<input type="text"/>	EDIT
										REMOVE

ADD

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 in 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 *	
1. Comp	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 *

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 *

ADD

BACK TO CONTINUATION GRANT MAINT



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

FY 2021-2022



Commonwealth of Pennsylvania

Tom Wolf, Governor

Department of Education

Noe Ortega, Acting Secretary

Office of Child Development and Early Learning

Tracey Campanini, Deputy Secretary

Bureau of Early Learning Policy and Professional Development

Kesley Shaw, Director

Division of Standards and Professional Development

Deborah C. Wise, Chief

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The following persons have been designated to handle inquiries regarding the Pennsylvania Department of Education's nondiscrimination policies:

For Inquiries Concerning Nondiscrimination in Employment:

Pennsylvania Department of Education
Equal Employment Opportunity Representative
Bureau of Human Resources
333 Market Street, 11th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 787-4417, Fax: (717) 783-9348

For Inquiries Concerning Nondiscrimination in All Other Pennsylvania Department of Education Programs and Activities:

Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
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INTRODUCTION

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

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

Governor Wolf's proposed 2021-22 state budget includes an additional \$25 million for PA PKC. With this expansion funding, the state will be able to increase the number of children served in high-quality pre-kindergarten.

The Pennsylvania Department of Education (PDE), Office of Child Development and Early Learning (OCDEL) will use a competitive Pennsylvania Pre-K Counts Request for Applications (RFA) process to award expansion funds beginning in fiscal year 2021-22.

This RFA is intended to support providers in preparing to serve and enroll children by September 2021. The RFA is being released in May 2021 to give providers time to conduct outreach to families; recruit, hire and train staff; and plan for implementing the program pending grant approval.

Applicants must submit Letters of Intent to RA-PAPreKCounts@pa.gov by 3 PM on June 10, 2021. Only applicants that submit a complete Letter of Intent by the deadline will be permitted to apply for funding.

All PA PKC applications must be submitted in eGrants by Wednesday, June 30, 2021 at 3 PM.

The Project Officer for this competitive RFA process is:

Deborah C. Wise, M.Ed.
Chief, Division of Standards and Professional Development
Bureau of Early Learning Policy and Professional Development
Office of Child Development and Early Learning
Pennsylvania Department of Education

All questions regarding this competitive RFA process should be directed to the Project Officer only. Inquiries should be sent to RA-PAPreKCounts@pa.gov. To provide consistent messaging and an equitable application process, ONLY questions sent to RA-PAPreKCounts@pa.gov will be addressed. Questions and responses not already covered in either [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#) or within the Application Guidance document will be included in an on-going Frequently Asked Questions document posted at [PKC How to Apply](#).

APPLICATION PROCESS

Eligible Applicants

Pennsylvania continues to be committed to a mixed delivery system. As such, eligible applicants include existing PA PKC grantees and new applicants from these five eligible entity categories:

- a. School districts;
- b. PDE Licensed nursery schools;
- c. Head Start grantees;
- d. Child care centers and group child care homes designated at Keystone STAR 3 or STAR 4; and
- e. A third-party entity applying for PA PKC funding to administer the lead agency responsibilities for entities that are eligible to provide the classroom services under the categories listed above.

Eligible applicants must provide assurance that they operate in full compliance with [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#). Applicants should thoroughly review [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#) prior to submission of a Letter of Intent to apply to ensure an understanding of the program requirements and expectations of compliance if an application is successful. The application review process will include evaluation of the extent to which the applicant demonstrates knowledge and understanding of the PA PKC Statute and Regulations.

Required Letter of Intent

Because of the need to establish access to eGrants procurement system, applicants must submit a completed [Letter of Intent](#) to apply for funds. The template posted at [PKC How to Apply](#) must be used. The [Letter of Intent](#) represents the applicant's intent to apply for PA PKC funding and includes the legal name of the eligible agency that will apply, the AUN associated with the applying legal entity, preliminary information about requested funding, program model, provider type, and area to be served. Except for the legal entity and AUN, information submitted in the Letter of Intent may be modified in the final eGrants application.

Programs interested in applying must submit a fully completed [Letter of Intent](#) by **3 pm on June 10, 2021** to RA-PAPreKCounts@pa.gov. Programs that do not submit a timely [Letter of Intent](#) will not be able to apply in the eGrants system. Late submissions will not be accepted. Those agencies submitting a fully complete [Letter of Intent](#) by the due date will be notified when the PA PKC application is open in eGrants.

*Administrative Unit Number (AUN)

PA PKC applicants will need to supply a valid AUN number within the REQUIRED Letter of Intent. **A Letter of Intent without a valid AUN that matches the legal name of the applying entity will not be accepted.** To verify your AUN number or to check to see if you have one assigned to your agency, visit [EDNA](#). If you are an Intermediate Unit, select Search for Intermediate Units. If you are not an Intermediate Unit, select Advanced Search and search for your agency.

Applicants that are not currently licensed by PDE and therefore do not have an AUN number should contact Brian Bell at bribell@pa.gov or 717-346-0038 or James Redd at jaredd@pa.gov or 717-705-2910 at the Office of Child Development and Early Learning.

Pre-application Webinar

A pre-application webinar will be held on **May 17, 2021, from 10 am to 12 pm** via zoom. Please go to the [Pre-Application Webinar](#) link to register. The recording will be posted at the [PKC How to Apply](#) page in the “Pre-application webinar” section **after May 18, 2021** to assist interested applicants in the completion of the application. The webinar will include information on the application process and program requirements.

In addition to the specific pre-application webinar, applicants are encouraged to view the asynchronous Grant Writing 101 course found in the [Professional Development \(PD\) Registry](#). This course provides general tips on how to approach grant writing. A PD Registry log-in is required to access this course. Click [here](#) for information on how to create a log-in.

Application Deadline and Submission Information

Applicants will apply using the Pennsylvania eGrants system. OCDEL staff will manage the application process through the eGrants system. Applicants will be notified of award or non-award within the eGrants system.

All applications must be submitted in eGrants by Wednesday, June 30, 2021 at 3 PM. Applications submitted after this date and time will not be accepted or reviewed.

The PA PKC instructions for using eGrants are available at [eGrants](#).

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

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

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

SCOPE AND USE OF FUNDS

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

Eligible applicants may apply for the level of funding necessary to support the scope of project activities that are supported by relevant, and credible data, are cost effective, and relate to the goals and priorities of this initiative. Applicants are encouraged to consider this information as

guidance in the development of their initiative. Applicants are advised to determine their funding request based on the following funding priorities, and the scope and quality of their project.

Funding Priorities

The Department has identified the following funding priorities that will be considered when funding decisions are made:

- FY 2020-2021 PA PKC grantees in good standing will receive priority points in the *PKC Status, Partnerships and Locations* section of the application. FY 2020-2021 PA PKC grantees that with in which the most recent Program Review Instrument (PRI) score is in “needs improvement” status and/or in which any slots were returned due to under enrollment will not be considered for expansion funding.
- Partnerships: Joint applications proposing to establish and manage PA PKC through multiple partnerships will receive priority points within the *PKC Status, Partnerships and Locations* section of the application.
- County level unmet need: Funding will be distributed based upon county unmet need percentages (see [Appendix A](#) and [Appendix B](#)) relative to the amount of expansion funding allocated to the PA PKC state budget line item.
- School district risk: Risk level will be determined based upon the locations entered into the chart within the *PKC Status, Partnerships and Locations* section of the application. Applications proposing to serve children in school districts with higher levels of risk as defined by the percentages of economically disadvantaged children on the Future Ready PA Index will receive priority points within the *PKC Status, Partnerships and Locations* section of the application.

Applicants are eligible to apply for only one grant per fiscal year. The PA PKC grants are funded with state dollars and, therefore, carryover funds are not permitted. All grant funds identified in this FY 2021-22 application must be encumbered or spent by June 30, 2022. Grant awards are based on the availability of funds to PDE to support this project.

APPLICANT REVIEW, SCORING RUBRIC, AND NOTIFICATION

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

Narrative

- General Information
- Contact Information
- PA PKC Status, Partnerships, and Locations
- Program Description/Work Statement
- Program Assurances

Budget

- Budget Detail
- Budget Summary

Applications that are **complete** and **submitted on time by an eligible applicant** will be reviewed by a team of readers determined by OCDEL. These readers will be familiar with PA PKC regulations and guidelines. Applications will be awarded ratings based on the applicant's

ability to provide concise and detailed responses that address the questions, adhere to the PA PKC requirements in the responses, and adhere to the application instructions. PA PKC requirements, which should be reviewed prior to application, can be accessed at [PKC How to Apply](#).

The overall application is worth 530 points. Evaluation of the entire application will be based on the following criteria:

General Information: Section Maximum points = 0

- Failure to fully complete the General Information section completely and accurately will result in the disqualification of the proposal. *Please take special care in providing information that aligns with the legal name of the applying entity.*
- Points are awarded for “Summary of Grant Request” information that is consistent with the information provided within the rest of the application.

Contact Information: Section Maximum points = 0.

- Must be completed for consideration.
- Failure to fully complete the Contact Information section will result in the disqualification of the proposal.

PA PKC Status, Partnerships, and Locations: Section Maximum points = 200

Applicants will receive priority points based on the status of their most recent Program Review Instrument (PRI):

- 50 points for current grantees with fully meets score on their most recent PRI;
- 20 points for current grantees with a partially meets score on most recent PRI;
- Zero points for new applicants.

FY 2020-2021 PA PKC grantees in which the most recent PRI score is in “needs improvement” status will not be considered for expansion funding.

Applicants may receive additional points based on maintenance of PA PKC funding and quality for previous years.

- 50 points for current grantees who have maintained PA PKC funding and quality for more than six consecutive years; and
- 25 points for current grantees who have maintained PA PKC funding and quality for two to six consecutive years.

A maximum of 50 points will be awarded to joint applicants, with required letters of commitment attached to application.

- 50 points for joint applicants adding or proposing to partner with more than 10 partnering agencies;
- 25 points for joint applicants adding or proposing to partner with 6-10 partnering agencies; or
- 10 points for joint applicants adding or proposing to partner with 1-5 partnering agencies.

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

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

School district level risk will be calculated using the most recent [district fast fact information](#) and will be based upon where proposed location(s) are located. The risk calculation will be based upon the percentage of economically disadvantaged students.

- A maximum of 50 points for districts with higher percentages (80% or more) of economically disadvantaged children;
- 25 points awarded for districts with moderately-high percentages (65-79.9%) of economically disadvantaged children;
- 10 points for districts with moderate percentages (50-64.9%) of economically disadvantaged children;
- 5 points for districts with moderately-low percentages (30-49.9%) of economically disadvantaged children; and
- 0 points for districts with low percentages (0-29.9%) of economically disadvantaged children.

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

Program Description/Work Statement

Program History: Section Maximum points = 20

Up to 20 points will be based on whether the applicant’s response demonstrates a strong program history of service to pre-kindergarten children with a focus on providing quality services.

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

Applicants may earn up to 30 points based on the quality of the rationale for pre-kindergarten services within the proposed service area (i.e., the locations entered on the locations chart within the “PA PKC Status, Partnerships, and Locations” section of this application). Applicants must avoid proposing locations which would saturate pre-kindergarten services in one area while neglecting areas in which little or no pre-kindergarten services exist. Overall, proposed locations and the rationale for service need should demonstrate commitment to collaborate, rather than compete, with other pre-kindergarten providers within their service area.

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

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

Collaborations: Section Maximum points = 80

Up to 20 points may be awarded based on the quality of the applicant's description of collaborative relationships with Early Intervention.

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

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

Program Implementation: Section Maximum points = 40

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

Staffing: Section Maximum points = 20

Up to 20 points will be awarded based upon the quality of the applicant's response.

Program Assurances: Section Maximum points = 0

This section must be completed as part of the application, even though no points are awarded. Failure to fully complete the Program Assurances in the affirmative will result in disqualification of the proposal.

Budget: Section Maximum points = 100

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

Funding Distribution and Notification

OCDEL will use the application score along with information on the county level of unmet need (see [Appendix B](#)) to make funding decisions. The application score includes components which reflect statutory funding requirements related to prioritizing FY 2020-21 PA PKC grantees who provided programming consistent with PA PKC regulations and funding services area with the highest percentages of at-risk children. In addition, the application score reflects the applicant's ability to maintain high quality, pre-kindergarten services that comply with PA PKC regulations. The final statutory requirement related to geographic distribution will be met by providing funding to counties with the highest percentages of unmet need (see [Appendix B](#)).

Negotiations with potential applicants are anticipated to begin after the application deadline and applicants will be notified of selection or non-selection in June 2021, with final selection pending enactment of the FY 2021-22 budget that includes program funding. Once contracting is completed, selected grantees may begin programming.

TIME PERIOD, AND REQUIRED REPORTING AND MONITORING

Time Period:

Contingent on the approval of PA PKC appropriation in the FY 2021-22 budget, funding will be available for program expenses from July 1, 2021 through June 30, 2022.

Monitoring and Reporting:

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

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

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

APPLICATION TEMPLATE AND CONSIDERATIONS FOR A COMPETITIVE APPLICATION

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

GENERAL INFORMATION:

Legal name of the applicant agency:

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

Vendor Number (SAP #):

The supplied vendor number MUST align with the legal name and address provided in the application. A vendor number and account can be set up by registering at [Vendor Number Registration](#). All agencies applying for Pennsylvania Pre-K Counts (PKC) grants must be pre-registered. The Central Vendor Management Unit is a storage database. The Comptroller uses this account to store direct deposit information. If you have any questions about vendor numbers, please contact James Redd (jaredd@pa.gov, (717) 705-2910) or Brian Bell (bribell@pa.gov, (717) 346-0038) at OCDEL.

Master Provider Index (MPI):

The supplied Master Provider Index (MPI) number MUST align with the legal name and address provided in the application. All PA PKC applicants will need an MPI number if the application is approved. The number is requested as part of the application process to ensure timely contracting for successful applications. MPI numbers are used by the Pennsylvania Department of Human Services to identify legal entities and service locations that participate in any of its programs. As such, they are used in PELICAN as a common identifier for all OCDEL programs, including child care licensing, Early Intervention, PA PKC, Head Start Supplemental Assistance Program, and Keystone STARS. Legal entities are assigned a unique nine-digit MPI number. In addition, service locations are assigned a unique 13-digit MPI number, which is created by adding a four-digit extension to the nine-digit MPI of the legal entity. Legal entities and service providers currently participating in any of these programs should have an MPI number. Applicants that are not currently participating in any of these programs should contact the Early Learning Network (ELN) Help Desk at (877) 491-3818, option 2 and provide their Federal Tax ID to determine their MPI numbers. MPI numbers will not be provided without a Federal Tax ID number.

Tax ID Number or Federal ID Number:

This is the number that an agency uses on its federal W-9 form. Applicants for PA PKC funds should consult with the person who handles tax, legal, or accounting matters for the agency to determine the federal ID number. Use the number that aligns with the legal name and address provided in this application. The correct number must be provided when requested to process an application. Failure to do so will result in significant delays in funding approved applicants. This number is often referred to as the “FEIN number” by OCDEL staff.

Address of Applicant Agency:

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

Applicant Provider Type:

The following entities are eligible to apply:

- a. Existing PA PKC grantees that continue to meet one of the eligibility categories below.
- b. New applicants that meet one of the five eligible applicant categories:

- Child care centers and group child care homes designated at Keystone STAR 3 or STAR 4. *The applying agency MUST have at least one location designated at the Keystone STAR 3 or STAR 4 level to apply under this provider type;*
- Head Start grantees;
- PDE Licensed nursery schools;
- School districts, *please note that PA PKC statute specifically uses the term “school districts;” therefore, intermediate units, charter schools, and other LEAs, are not eligible to apply under the “school district” provider type;*
A third-party entity applying for PA PKC funding and administers the lead agency responsibilities for entities that are eligible to provide the classroom services under the categories listed above. A third-party entity does not meet another eligible provider type, and therefore, cannot directly serve children with PA PKC programming.

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

Applicant Type:

Single grantees are defined as lead agencies responsible for providing the PA PKC program slots at their service location(s) under this grant.

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

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

Summary of Grant Request:

This section of the application asks for the following information:

Grant amount requested:

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

Applicants should complete this FY 2021-22 PA PKC application based on projected funding of \$8,750 per child for full-day students, and \$4,375 per child for half-day students.

Number of full-day slots requested:

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

Number of half-day slots requested:

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

CONTACT INFORMATION

Complete all requested information. If individuals' function in more than one role, repeat information when necessary. Click on the "add" button at the end of each row to add additional lines. Please take special care in "saving" information in charts by scrolling to the bottom of the page and clicking on the blue "save" button. **Important Note:** eGrants will not automatically save this information after it is entered. The user must click on the blue "save" button or this information will be lost.

If a new applicant is successful in their proposal, grant documents may be signed by Local Education Agencies (LEAs) and community organizations with a Board of Directors using the electronic signature (e-signature) option within the eGrants system (see [Appendix D: eGrants electronic signature](#)). Other community agencies will need to sign and return hard copies of the grant materials. FY 2020-2021 grantees who receive additional funding will be handled through a funding adjustment within the PELICAN system.

PA PKC STATUS, PARTNERSHIPS, AND LOCATIONS

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

Question 1: PA PKC Grantee Status/ yes or no response (50 points):

Are you currently a PA PKC Lead Agency or Partner Agency?

Up to 50 points are awarded to approved providers that received grant funds in the immediately preceding school year and are based on the extent to which the provider has met program standards and has demonstrated satisfactory implementation of the program, based upon Program Review Instrument (PRI) scores. OCDEL staff will verify affirmative responses and use the most recent PRI score to determine the number of points awarded to FY 2020-2021 PA PKC grantees.

FY 2020-2021 PA PKC grantees in which the most recent PRI score is in "needs improvement" status will not be considered for expansion funding.

New applicants will receive zero priority points.

Question 2: Consecutive Years/numerical response (50 points):

This question asks for the number of **consecutive years** the applying agency has received PA PKC funding. The applicant should enter the highest number of **consecutive** years of providing PA PKC services.

Applicants may receive additional points based on maintenance of PA PKC funding and quality for previous years.

- 50 points for current grantees who have maintained PA PKC funding and quality for more than six consecutive years; and
- 25 points for current grantees who have maintained PA PKC funding and quality for two to six consecutive years.

Question 3: Partnerships (50 points):

Applicants should review §405.32 (Partnerships) to understand how partnerships are defined under PA PKC regulation and guidance. Partnerships are specifically defined for PA PKC as a provider receiving a pass-thru grant from the grantee and being responsible for providing the PA PKC program slots at their service location(s) under this grant.

The partnership model is efficient and effective for assuring responsible use of state dollars allowing one fiduciary agent (lead agency) to manage the specific needs for multiple agencies providing PA PKC services. The partnership model also effectively provides consistency in program fidelity across multiple programs. For these reasons, PDE is prioritizing partnerships in this application.

Up to 50 points will be awarded to joint applicants, with required letters of commitment attached to application.

- 50 points will be awarded to joint applicants adding or proposing to partner with more than 10 partnering agencies.
- 25 points will be awarded to joint applicants adding or proposing to partner with 6-10 partnering agencies.
- 10 points will be awarded to joint applicants adding or proposing to partner with 1-5 partnering agencies.

Single grantees not requesting partnerships should not complete the partnership charts.

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

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

For each chart, please provide the Partner MPI number (9 digits) as the identifier. All partners will need an MPI number as part of the application process. MPI numbers are used by the Pennsylvania Department of Human Services to identify providers and service locations that

participate in any of its programs. As such, they are used in PELICAN as a common identifier for all OCDEL programs, including child care certification, Early Intervention, PA PKC, Head Start Supplemental Assistance Program, and Keystone STARS. Providers currently participating in any of these programs should have an MPI number. Applicants that are not currently participating any of these programs should contact the Early Learning Network Help Desk at (877) 491-3818 and provide their Federal Tax ID to determine their MPI. An MPI Number cannot be provided without a Federal Tax ID.

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

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

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

Question 4: Locations / chart (50 points)

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

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

For each chart, please provide the Location MPI number (13 digits) as the identifier. All locations will need an MPI number as part of the application process. Each Location Base MPI number (9 digits) must match either the Lead Agency MPI number or a Partner MPI number. MPI numbers are used across the Pennsylvania Department of Human Services to identify providers and service locations that participate in any of their programs. As such, they are used in PELICAN as a common identifier for all OCDEL programs, including child care certification, Early Intervention, PA PKC, Head Start Supplemental, and Keystone STARS. Providers

currently participating in any of these programs should have an MPI number. Applicants not currently participating any of these programs should contact the Early Learning Network Help Desk at (877) 491-3818 and provide their Federal Tax ID to determine their MPI number. An MPI cannot be provided without a Federal Tax ID.

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

- Federal Tax ID #
- Legal Name of the Location
- Provider type: *For current locations, please enter the location's current status. For new locations, please enter the location's anticipated status as of December 1, 2021. For fiscal year 2021-2022, 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 PA PKC program.*
- STAR Level (if applicable)
- School District where located
- School Districts served
- Number of full day PA PKC slots requested
- Number of half day PA PKC slots requested: *The total locations for full-day and half-day slots must match the grantee's total requested full day and half day slots in the General Information section of the application.*
- Address

In addition, please note that the information is collected using charts which cannot be required in the eGrants system. It is up to the applicant to ensure the information that is entered is saved, is accurate, and that all sections are fully completed. Click on the "add" button at the end of each row to add additional lines. Please take special care in "saving" information in the charts by scrolling to the bottom of the page and clicking on the blue "save" button. **Important Note:** eGrants will not automatically save this information after it is entered. The user must click on the blue "save" button or this information will be lost.

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

School District level risk will be calculated using the most recent [district fast fact information](#) and will be based upon where proposed location(s) are located. The risk calculation will be based upon the percentage of economically disadvantaged students.

- 50 points will be awarded for districts with high percentages of economically disadvantaged children (over 80%),
- 25 points awarded for districts with moderately-high percentages of economically disadvantaged children (65-79.9%),
- 10 points for districts with moderate percentages of economically disadvantaged children (50-64.9%),

- 5 points for districts with moderately-low percentages of economically disadvantaged children (30-49.9%), and
- 0 points for districts with low percentages of economically disadvantaged children (0-29.9%).

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

PROGRAM DESCRIPTION / WORK STATEMENT

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

Program History:

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

Question 1: Pre-Kindergarten Program History/ text response (20 points):

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

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

Rationale of Need, Enrollment Priorities, Funding Strategies

This section has three questions which ask applicants to provide a rationale for the need to operate PA PKC programming in the proposed service area, how enrollments will be prioritized beyond age and income, and, how services will compliment, not compete, with other pre-kindergarten service providers. Please note, that OCDEL will review the applicant’s submitted proposed location information at the zip-code level to assure proposed locations will not impact already available Head Start, PA PKC, or local pre-kindergarten enrollments. Local communities are the best determinate of need; therefore, applicants should be intentional about the locations where they are proposing to serve PA PKC children to assure there is not an over saturation of pre-kindergarten services in one area while other areas are being left unserved.

Question 1: Rationale/ text response (30 points)

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

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

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

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

Applicants should review §405.21 (Targeting Children to be Served) and §405.24 (Enrollment) within [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#) in developing the response to this question. PA PKC programs must demonstrate need, and recruit and select those children and families with the greatest need. As part of that process, programs must develop prioritization strategies and verification and documentation processes and assure they will maintain full enrollment for the duration of their school year. Age and income are the two primary eligibility requirements that all children must meet in order to be considered for enrollment in PA PKC. Additional priorities for enrollment must be developed at the local level that reflect collaborative efforts with local and regional pre-kindergarten efforts. Applicants should provide a detailed strategy for how enrollment will be determined based on the pre-kindergarten landscape and risk factors. A rationale for the detailed strategy should also be provided.

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

Describe how your program will utilize PA PKC funding to maximize resources within your community to supplement and not supplant funds across early learning programs.

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

Collaborations:

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

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

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

Applicants should review the following in developing a response to this question: §405.31 (Coordination and Collaboration with Agencies Providing Services to Young Children), §405.51 (Inclusive Environments) within [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#), [OCDEL policy statement on Inclusion](#), and [OCDEL policy statement on Suspension and Expulsion](#).

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

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

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

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

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

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

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

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

Please note, if you are applying as a child care center or group home or as a privately licensed nursery, please answer this question with: “applying as a child care center or group home” or “applying as a privately licensed nursery.”

Describe relevant collaborations with child care centers or group homes, family child care providers, or privately licensed nurseries. In what ways were community child care providers or privately licensed nursery schools included in the planning process for this application? If there is a formal agreement in place with any relevant child care providers, please attach to this application. If a planning meeting was held, provide the date and the contact.

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

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

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

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

Program Implementation:

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

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

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

Family engagement is an important element that contributes to the overall success of a PA PKC program and the children receiving services. Family engagement extends beyond point-in-time events, and requires vigilant planning, and an understanding of the diverse situations of each family. Applicants should use the six (6) standards found within [The Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework](#) (p.32-50) in crafting a response to this question.

Question 2: Transition/ text response (20 points)

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

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

Staffing:

This section asks one question related to staffing.

Question 1: Staffing/ text response (20 points)

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

- 1. Completion of at least two years of full-time postsecondary study or the equivalent;*
- 2. Possession of an associate's degree or higher; or*
- 3. Ability to meet a rigorous standard of quality and demonstration of knowledge through a formal state or local academic assessment, or possession by the teacher aide of a Child Development Associate's certificate.*

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

Applicants should review the following in developing a response to this question:

§405.44 (Staffing and Professional Development), and §405.64 (Teacher Induction Plans and Evaluations) within [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance](#) .

Staffing recruitment and retention are critical to ensuring the quality of PA PKC programming. While recruitment allows for the acquisition of distinctive teachers, retention helps maintain classroom and program consistency. The applicant's response should detail both recruitment

and retention strategies and should include information regarding the provision for salaries that are comparable to local school districts.

PROGRAM ASSURANCES

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

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

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

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

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

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

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

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

The program will adhere to the PDE OCDEL joint policy statement on suspension and expulsion.

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

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

I assure that the applicant, including all partners, will comply with the PA PKC audit requirements.

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

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

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

I assure that the applicant, including all partners in a joint application, will use PA PKC funds for the exclusive use of the PA PKC program and classrooms.

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

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

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

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

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

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

In limited situations listed in the guidance in which a waiver is allowable, I assure that the waiver will be submitted to OCDEL in advance and in accordance with OCDEL announcements, guidance and other communications.

I assure that the PA PKC program will begin submitting enrollment data to OCDEL on August 15, 2021 and be fully enrolled by November 1, 2021 and in the future by the opening day of the 180-day program year and recognize that failure to do so may result in the loss of funds and return of slots to OCDEL.

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

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

I assure that the applicant, including all partners in a joint application, will respond to any changes in Pennsylvania School Code in a timely manner. When savings can be realized by

such changes, every effort will be made by the applicant and partners in a joint application, to use such savings to increase the number of children served. When this is not possible, any savings would be returned to PDE for reallocation.

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

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

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

FISCAL DOCUMENTATION

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

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

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

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

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

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

Appendix A: County Level Unmet need at 300% FPL

County	Targeted Population at 300% FPL ¹	Unmet Need at 300% FPL ²	Percent of Children Under 300% FPL Not Served ³
Adams	1,216	862	70.9%
Allegheny	11,813	5,462	46.2%
Armstrong	838	421	50.3%
Beaver	1,878	998	53.1%
Bedford	686	370	53.9%
Berks	6,419	4,302	67.0%
Blair	1,853	952	51.4%
Bradford	1,107	494	44.6%
Bucks	4,065	2,563	63.0%
Butler	1,598	1,058	66.2%
Cambria	1,921	1,086	56.5%
Cameron	59	24	41.0%
Carbon	956	583	61.0%
Centre	1,136	649	57.1%
Chester	3,988	2,802	70.3%
Clarion	565	279	49.4%
Clearfield	1,156	468	40.5%
Clinton	525	311	59.2%
Columbia	905	574	63.4%
Crawford	1,411	862	61.1%
Cumberland	2,659	2,052	77.2%
Dauphin	4,659	2,844	61.0%
Delaware	5,963	3,884	65.1%
Elk	547	388	70.9%
Erie	4,107	1,984	48.3%
Fayette	1,721	827	48.0%
Forest	36	22	61.2%
Franklin	2,248	1,536	68.3%
Fulton	204	39	19.0%
Greene	450	205	45.5%
Huntingdon	609	292	48.0%
Indiana	1,197	585	48.9%

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

² Unmet Need at 300% FPL = (Targeted Population at 300% FPL) – (Distinct Count Pre-K Children Served)

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

Data Sources:

Number of Children Ages 3-4: American Community Survey 5 Year Estimates (2015-19)

Percent of Children Living in Households under 300% FPL: American Community Survey 5 Year Estimates (2015-19)

Distinct Count Pre-K Children Served: Pennsylvania Partnerships for Children Pre-K data mapping application

Jefferson	719	437	60.8%
Juniata	340	199	58.5%
Lackawanna	2,941	1,722	58.5%
Lancaster	8,393	6,392	76.2%
Lawrence	1,319	482	36.5%
Lebanon	2,538	1,753	69.1%
Lehigh	5,306	3,730	70.3%
Luzerne	5,137	3,398	66.1%
Lycoming	1,677	1,045	62.3%
McKean	510	180	35.3%
Mercer	1,401	780	55.7%
Mifflin	977	649	66.4%
Monroe	2,305	1,742	75.6%
Montgomery	6,007	4,304	71.6%
Montour	246	93	37.7%
Northampton	3,026	2,092	69.1%
Northumberland	1,468	1,050	71.5%
Perry	717	618	86.2%
Philadelphia	31,482	13,203	41.9%
Pike	358	162	45.3%
Potter	287	172	59.9%
Schuylkill	1,912	1,209	63.2%
Snyder	599	422	70.5%
Somerset	838	573	68.4%
Sullivan	66	10	14.6%
Susquehanna	542	333	61.4%
Tioga	654	223	34.1%
Union	379	198	52.3%
Venango	848	307	36.2%
Warren	582	352	60.4%
Washington	2,111	1,241	58.8%
Wayne	606	412	68.0%
Westmoreland	3,325	1,786	53.7%
Wyoming	318	247	77.7%
York	6,082	4,851	79.8%
Pennsylvania	164,507	96,141	58.4%

Appendix B: County slot allocations based on county level unmet need at 300% FPL and proposed funding amounts

County	County Unmet Need/Statewide Unmet Need Percentage	30 Million in Funding - 2% admin = 29,400,000 = 3,360 FDE Slots	15 Million in Funding - 2% admin = 14,700,000 = 1680 FDE Slots	10 Million in Funding - 2% admin = 9,800,000 = 1120 FDE Slots	5 Million in Funding - 2% admin = 4,900,000 = 560 FDE Slots
Adams	0.90%	30	15	10	5
Allegheny	5.68%	191	95	64	32
Armstrong	0.44%	15	7	5	2
Beaver	1.04%	35	17	12	6
Bedford	0.39%	13	6	4	2
Berks	4.47%	150	75	50	25
Blair	0.99%	33	17	11	6
Bradford	0.51%	17	9	6	3
Bucks	2.67%	90	45	30	15
Butler	1.10%	37	18	12	6
Cambria	1.13%	38	19	13	6
Cameron	0.03%	1	0	0	0
Carbon	0.61%	20	10	7	3
Centre	0.67%	23	11	8	4
Chester	2.91%	98	49	33	16
Clarion	0.29%	10	5	3	2
Clearfield	0.49%	16	8	5	3
Clinton	0.32%	11	5	4	2
Columbia	0.60%	20	10	7	3
Crawford	0.90%	30	15	10	5
Cumberland	2.13%	72	36	24	12
Dauphin	2.96%	99	50	33	17
Delaware	4.04%	136	68	45	23
Elk	0.40%	14	7	5	2
Erie	2.06%	69	35	23	12
Fayette	0.86%	29	14	10	5
Forest	0.02%	1	0	0	0
Franklin	1.60%	54	27	18	9
Fulton	0.04%	1	1	0	0
Greene	0.21%	7	4	2	1
Huntingdon	0.30%	10	5	3	2
Indiana	0.61%	20	10	7	3
Jefferson	0.45%	15	8	5	3
Juniata	0.21%	7	3	2	1

Lackawanna	1.79%	60	30	20	10
Lancaster	6.65%	223	112	74	37
Lawrence	0.50%	17	8	6	3
Lebanon	1.82%	61	31	20	10
Lehigh	3.88%	130	65	43	22
Luzerne	3.53%	119	59	40	20
Lycoming	1.09%	37	18	12	6
McKean	0.19%	6	3	2	1
Mercer	0.81%	27	14	9	5
Mifflin	0.68%	23	11	8	4
Monroe	1.81%	61	30	20	10
Montgomery	4.48%	150	75	50	25
Montour	0.10%	3	2	1	1
Northampton	2.18%	73	37	24	12
Northumberland	1.09%	37	18	12	6
Perry	0.64%	22	11	7	4
Philadelphia	13.73%	461	231	154	77
Pike	0.17%	6	3	2	1
Potter	0.18%	6	3	2	1
Schuylkill	1.26%	42	21	14	7
Snyder	0.44%	15	7	5	2
Somerset	0.60%	20	10	7	3
Sullivan	0.01%	0	0	0	0
Susquehanna	0.35%	12	6	4	2
Tioga	0.23%	8	4	3	1
Union	0.21%	7	3	2	1
Venango	0.32%	11	5	4	2
Warren	0.37%	12	6	4	2
Washington	1.29%	43	22	14	7
Wayne	0.43%	14	7	5	2
Westmoreland	1.86%	62	31	21	10
Wyoming	0.26%	9	4	3	1
York	5.05%	170	85	57	28
Statewide	100.00%	3360	1680	1120	560

Appendix C: eGrants

When OCDEL receives the REQUIRED Letter of Intent, information will be added into the eGrants system.

New applicants will receive two (2) email notifications

- One with log-in information from the eGrants system; and
- One detailing next steps to access the application from OCDEL.

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

Use the eGrants “**Getting Started Guide**” and “**Creating a grant application**” as a point of reference.

- Change your password (p.27)

Welcome to the Department of Education, Office of Child Development and Early Learning's early intervention eGrants page. PDE's early intervention provides support and services to families with children, from ages three to five, with developmental delays and disabilities.

News **thursday, april 29, 2021**

user guides

- [Getting Started](#)
- [Agency User Management](#)
- [Creating Agency Users](#)
- [Creating a Grant Application](#)
- [Signing and Submitting Grant Applications](#)
- [Signing and Submitting Third Party Grant Applications](#)
- [How to Add a Program Office to a User](#)

Version: 5.3.23.11 Session Timeout: 12:46:02 PM

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Below are instructions for setting up and starting the application.

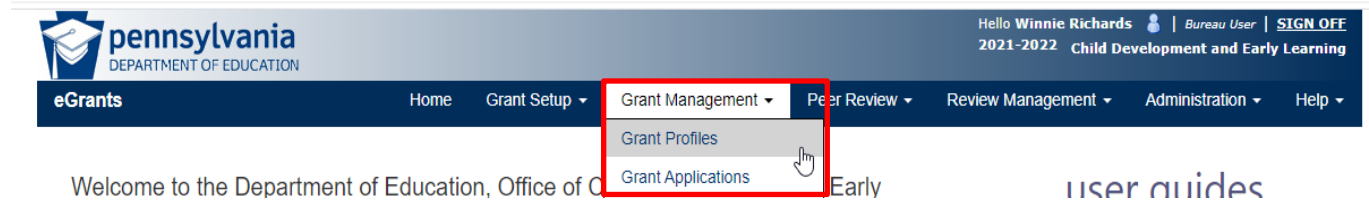
First, complete the steps of the setup wizard:

1. Select **Child Development and Early Learning** (Top right-hand corner).
2. Select **Grant year, 2021-2022** (Top right-hand corner).

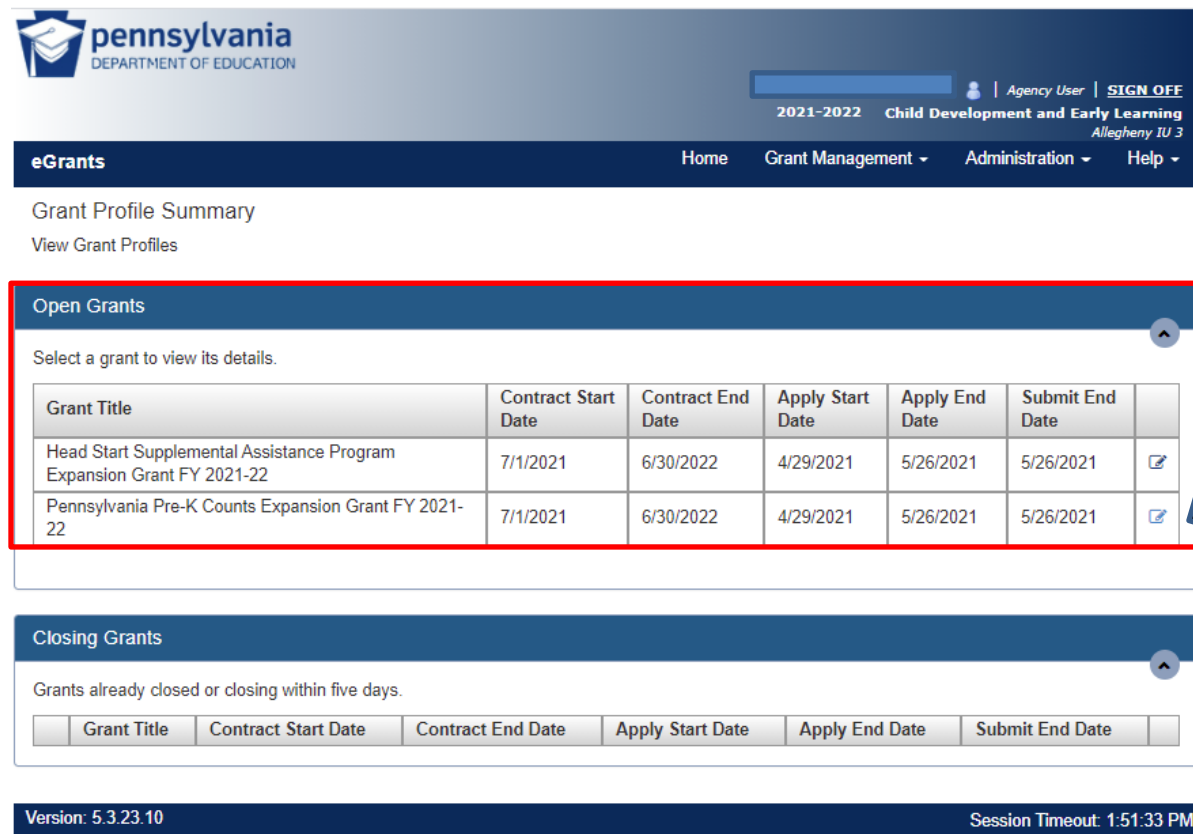
Header information: Hello Winnie Richards | Bureau User | SIGN OFF
2021-2022 Child Development and Early Learning

To create a new grant application:

- From the main menu, select **Grants Management**. When the dropdown menu appears, select **Grant Profiles**.



- The **Grant Summary** screen appears. The top selection grid lists all open grants released by the Program office. The lower selection grid lists grants due to close within the next 30 days. Click on the “Paper and Pencil” icon next to the Pennsylvania Pre-K Counts Grant.



- After clicking on the “paper/pencil” icon. The **Grant Profile Detail** screen appears. If your Agency is eligible to apply, the **Start Application** button appears. Click on that button to begin creating the grant application.

The screenshot displays the Pennsylvania Department of Education's eGrants interface. At the top, the logo for the Pennsylvania Department of Education is visible. The user is logged in as an Agency User, and the current session is for the 2021-2022 fiscal year, specifically for the Child Development and Early Learning program in Allegheny IU 3. The navigation menu includes Home, Grant Management, Administration, and Help. The main content area shows the Grant Profile Detail for the Pennsylvania Pre-K Counts Expansion Grant FY 2021-22. A 'Tasks' section contains a 'Start Application' button, which is highlighted with a red box. Below this, there are two tabs: 'Overview' (selected) and 'PDE Contacts'. The 'Overview' tab displays various grant details in a grid format:

Field	Value	Field	Value
Total Funding Amount	25000000.00	Total Expected # of Awards	100
Funding Type	State	State Program Code	130
CFDA Number	00000		
Contract Start Date	07-01-2021	Contract End Date	06-30-2022
Apply Start Date	04-29-2021	Apply End Date	5/26/2021 3:00:00 PM
Submit Start Date	04-29-2021	Submit End Date	5/26/2021 3:00:00 PM

At the bottom of the page, the version number is 5.3.23.10 and the session timeout is 1:54:14 PM. The copyright notice states: Copyright © 2013-2020 Pennsylvania Department of Education. All Rights Reserved.

6. Next complete the “**setup wizard**”

The screenshot shows the Pennsylvania Department of Education eGrants interface. At the top, there is a header with the Pennsylvania Department of Education logo and the text "pennsylvania DEPARTMENT OF EDUCATION". To the right of the header, it says "Hello Winnie Richards | Bureau User | SIGN OFF" and "2021-2022 Child Development and Early Learning". Below the header is a navigation menu with "eGrants" and several menu items: "Home", "Grant Setup", "Grant Management", "Peer Review", "Review Management", "Administration", and "Help".

Below the navigation menu, there is a blue bar with the text "Grant Title: Head Start Supplemental Assistance Program Expansion Grant FY 2021-22".

Below the blue bar is a progress indicator with four steps: "Setup", "Contact", "Sign Off", and "Finish". The "Setup" step is highlighted with a blue background and a small blue triangle below it.

Below the progress indicator is the "Setup" section. It has the heading "Setup" and the text "Welcome to the Create Grant Application Wizard Set Up page. You will use this wizard to set up your grant application." Below this text is the instruction "Select the grant application type, then click Next." followed by a red asterisk. There is a dropdown menu with "Select" as the selected option. Below this is the "Agency" field, which is required (indicated by a red asterisk) and has "Allegheny IU 3" selected in the dropdown menu. A mouse cursor is visible over the "Allegheny IU 3" option.

At the bottom right of the "Setup" section, there are two buttons: "Next" (in blue) and "Cancel" (in grey).

7. Select **original** from drop box. Then select **agency name** from the agency drop box. Click **Next**

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




Contact

Your contact information appears in the fields below. Please review and make any needed changes, then click Next.

Title	<input type="text" value="Select"/>
First Name *	<input type="text" value="Winnie"/>
Middle Initial	<input type="text"/>
Last Name *	<input type="text" value="Richards"/>
Job Title *	<input type="text" value="Early Childhood Education Advisor"/>
Email *	<input type="text" value="winrichard@pa.gov"/>
Phone *	<input type="text" value="717-772-4849"/>
Phone Ext.	<input type="text"/>

9. Choose **Electronic Signature** if you have been approved for this option. If not, choose **Print, Sign & Mail**.
10. Click the **Next** button.



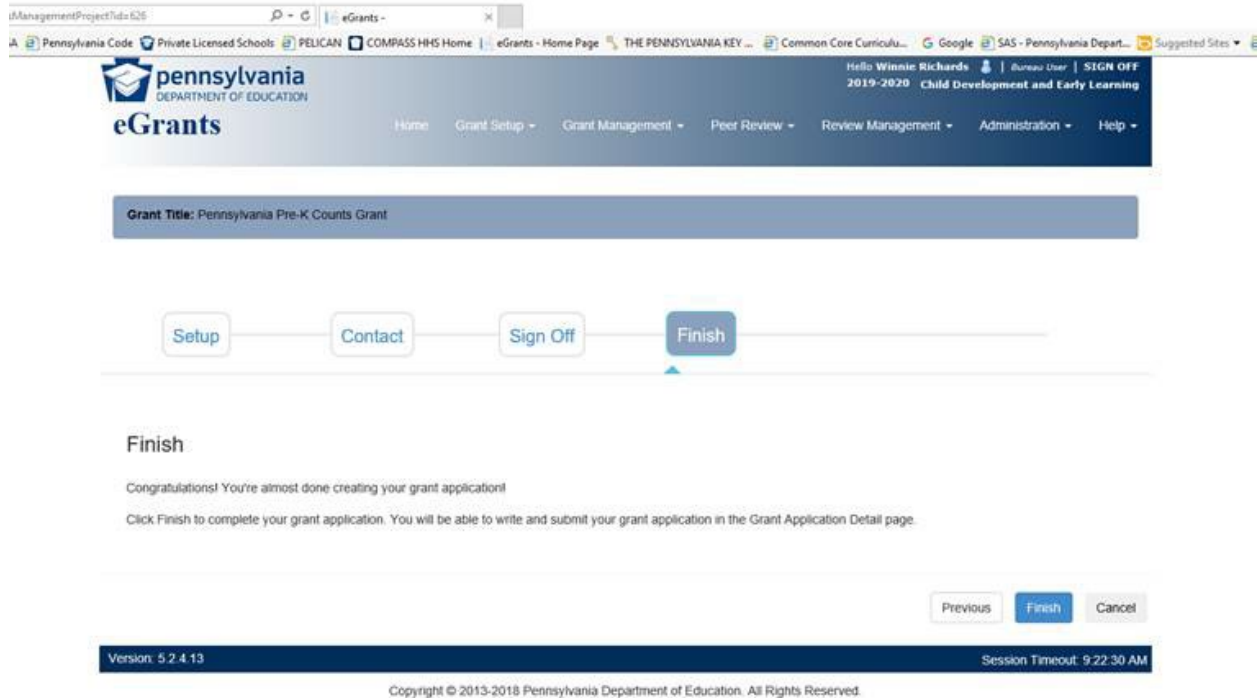
Authorized Sign off

Authorized Signoff Preferences

Electronic Signature

Print, Sign & Mail

11. The “finish” screen will populate. Click **Finish** to complete the grant setup wizard.



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

After saving each section they must ALL be marked “**complete**”. A checkmark will appear beside each section when it has been completed.

If you need to edit a section that was “marked complete”. Click on **Make In Process** button at the bottom of the page you want to edit.

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

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

Appendix D: eGrants electronic signature

OCDEL recommends the use of an electronic signature (eSignature) on all grant agreements for Local Education Agencies (LEAs) and community agencies with a Board of Directors. The use of an eSignature allows the grant to proceed through if approved more quickly than a hard copy version and helps expedite payments. This is not a requirement to submit the original grant application. School Districts, Intermediate Units, and community agencies with a Board of Directors can use eSignature. If the agency does not fall under one of these categories, you must sign and return a hard copy of the grant agreement. If you are unsure if you have an eSignature authority please contact Winnie Richards at winrichard@pa.gov

Instructions for Completing eSignature Resolutions

PDE will grant eSignatures as requested per the *Resolution* upon completion of the following:

1. Ensure all **[bold]** bracketed areas are completed with the appropriate, relative information.
2. The “Attest” section of the Resolution (page 1) must be signed by the President/Chair or Vice-President/Chair AND the Treasurer/Secretary.

Note: The individual who is being granted the signatory authority may **NOT** attest on behalf of himself/herself.

3. The governing body (school board, board of directors, board of trustees, etc.) must adopt the *Resolution*, identifying and authorizing the administrator (Superintendent, Executive Director, CEO, etc.) to sign electronic agreements with PDE.
4. Once the resolution is adopted by the governing body, the Secretary of the governing body must sign the top “certification” section of page 2.
5. The authorized administrator (who received signatory authority) must sign the bottom “agreement” section of page 2.
6. Email the documents to the Bureau of Management Services (BMS) to the following resource account: RA-EDGRANTSFIRST@pa.gov. Please use the options for providing acceptable eSignatures to PDE.

Once received, the resolution will be reviewed by PDE’s legal office. Once approved by legal, the BMS will grant eSignature access in the eGrants system.

Note: In order to grant eSignature access, the user must already exist in the eGrants system. Ensure the authorized administrator (who is receiving the signatory authority) has been setup as a user and has appropriate roles prior to emailing the resolution.

Timeframe: Please allow about a week for review and processing once received. Feel free to contact the provided resource account with any questions regarding the eSignature resolution process.

Acceptable forms of eSignatures to PDE Electronic Sign and Submit – Option A


Where possible, Resolutions should be submitted with real signatures. General steps are:

1. Save your Resolution to your PC
2. Print a hardcopy
3. Sign by hand
4. Scan completed document into PC
(Taking a picture of the completed document with your phone or other device is acceptable, as long as it is all legible and clear in the photo.)
5. Email to PDE, ED, GrantsFirst RA-EDGRANTSFIRST@pa.gov
6. As always, please be sure to retain items in your “Sent” folder in your e-mail system as a reference and confirmation for yourself that your Resolution has been submitted.

Electronic Sign and Submit – Option B

For those who are able to access documents but may not have capability to print from your home workspace, electronically signed documents are acceptable. Please follow the steps below to use Adobe Acrobat (free to all users) Fill & Sign options.

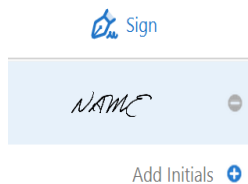
1. Download and save the PDF document, using the normal naming convention you would apply.
2. Click the “Fill & Sign” option on the right-menu pane.

a.  Fill & Sign

3. Adobe will prompt you to choose “Fill and sign” or “Request Signatures”
 - a. Choose “Fill and sign” to return to the document and sign it
4. Click the “Sign” button located at the top of the page in the middle

a.  Sign

5. Select your signature to apply anywhere in the document, or if you haven’t set one up yet, click the “Add Signature” option to create one.



a.

- b. Feel free to use the “Add Initials” option to add Date where needed.

6. Follow the steps on-screen if you need to configure a new signature. Adobe provides three options for creating signatures: Type, Draw, Picture. These options allow you to type and select a font style, use your mouse to draw your signature, or to take a picture of your actual signature and upload it to Adobe.
7. Save the document once signed
8. Email to anyone else who may need to sign (Attest) for review.
9. When using an eSignature, the Resolution must be submitted by attaching it to an email from the Attestor i.e., President/Chair or Vice-President/Chair OR the Treasurer/Secretary.

Appendix E: Resolution

RESOLUTION

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

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

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

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

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

ATTEST

(individual receiving signatory authority may not attest on behalf of himself/herself)

Signature (President/Chair or Vice-President/Chair)

Signature (Treasurer/Secretary)

Print/type name and title

Print/type name and title

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

Dated: _____

Signature (Secretary)

Print/type name and title

TO BE EXECUTED BY AUTHORIZED OFFICER:

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

Dated: _____

Signature (authorized signatory)

Print/type name and title

Appendix D: 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.

Provider Name*	Total Number of Lead Teachers*	Number of Lead Teachers with Bachelors Degree in Early Childhood Education or Child Development*	Number of Lead Teachers with Associate Degree in Early Childhood Education or Child Development*	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="EDIT"/> <input type="button" value="REMOVE"/>

Grantee-Specific Requirements

1. 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. Additional funding requested cannot increase the current cost per child allotted*

Funding Requested (Enter Whole Numbers ONLY - No Symbols)*	Standard Full Year Slots Requested*	
<input type="text"/>	<input type="text"/>	<input type="button" value="EDIT"/> <input type="button" value="REMOVE"/>

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

Appendix E: Head Start Supplemental Assistance Program Expansion
Grant Application Guidance



Head Start Supplemental Assistance Program Request for Applications (RFA) Guidance

FY 2021-2022



Commonwealth of Pennsylvania

Tom Wolf, Governor

Department of Education
Noe Ortega, Acting Secretary

Office of Child Development and Early Learning
Tracey Campanini, Deputy Secretary

Bureau of Early Learning Policy and Professional Development
Kesley Shaw, Director

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

The Pennsylvania Department of Education (PDE) does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, [sex] gender, sexual orientation, disability, age, religion, ancestry, union membership, gender identity or expression, AIDS or HIV status, or any other legally protected category. Announcement of this policy is in accordance with State Law including the Pennsylvania Human Relations Act and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

The following persons have been designated to handle inquiries regarding the Pennsylvania Department of Education's nondiscrimination policies:

For Inquiries Concerning Nondiscrimination in Employment:

Pennsylvania Department of Education
Equal Employment Opportunity Representative
Bureau of Human Resources
333 Market Street, 11th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 787-4417, Fax: (717) 783-9348

For Inquiries Concerning Nondiscrimination in All Other Pennsylvania Department of Education Programs and Activities:

Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750, Fax: (717) 783-6802

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education
Office of Child Development and Early Learning
333 Market Street, 6th Floor, Harrisburg, PA 17126-0333
Voice: (717)787-7489, Fax: (717) 787-1529
www.education.pa.gov
All Media Requests/Inquiries: Contact the Office of Press & Communications at (717) 783-9802

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INTRODUCTION

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

Head Start Supplemental Assistance Program (HSSAP) began in fiscal year (FY) 2004-05 with a \$15 million state allocation that benefited 2,469 children served by 35 grantees across 39 counties. Since then, the program has grown considerably. In FY 2020-2021, there were 6,497 funded slots in state-funded Head Start programs being administered by 41 lead agencies in 52 counties.

The intent of HSSAP is to increase the number of low-income, Head Start-eligible children receiving high quality pre-kindergarten services in Pennsylvania. The proven high standards of Head Start programs ensure that young children are prepared for school, helping to close the achievement gap between groups of students in the K-12 educational system while their families receive additional services that enable them to support their children's successful entry into school.

Governor Wolf's proposed 2021-22 state budget expands HSSAP by \$5 million. With this expansion funding, the state will be able to increase the number of children served in high-quality pre-kindergarten.

The Pennsylvania Department of Education (PDE), Office of Child Development and Early Learning (OCDEL) is announcing a competitive HSSAP Request for Application (RFA) for fiscal year 2021-22. OCDEL encourages all eligible Head Start and Early Head Start providers to apply.

This RFA is intended to support providers in preparing to serve and enroll children by September 2021. The RFA is being released in May 2021 to give providers time to conduct outreach to families; recruit, hire and train staff; and plan for implementing the program pending grant approval. Applicants may submit funding proposals aligned with the program models outlined in the [Head Start Program Performance Standards 1302 Part B](#).

Applicants must submit Letters of Intent to RA-PAPreKCounts@pa.gov by 3 PM on June 24, 2021. Only applicants that submit a complete Letter of Intent by the deadline will be permitted to apply for funding.

All applications must be submitted in eGrants by Wednesday, July 15, 2021 at 3 PM.

The Project Officer for this competitive RFA process is:

Deborah C. Wise, M.Ed.
Chief, Division of Standards and Professional Development
Bureau of Early Learning Policy and Professional Development
Office of Child Development and Early Learning
Pennsylvania Department of Education

All questions regarding this competitive RFA process should be directed to the Project Officer only. Inquiries should be sent to RA-PAPreKCounts@pa.gov. To provide consistent messaging and an equitable application process, ONLY questions sent to RA-PAPreKCounts@pa.gov will be addressed. Questions and responses not already covered within the Application Guidance document, will be included in an on-going Frequently Asked Questions document posted at [HSSAP How to Apply](#).

APPLICATION PROCESS

OCDEL is using a competitive application process to disperse available state expansion funding to eligible grantees beginning in FY 2021-22.

The ceiling or limit on the potential number of slots that may be awarded to any applicant will depend upon a county's unmet need percentages and the amount of funding available. Funding is contingent upon approval by the Pennsylvania General Assembly and is guaranteed.

HSSAP grants are funded via state dollars and, therefore, carryover funds are not permitted. All grant dollars identified in this FY 2021-22 application must be encumbered or spent by June 30, 2022.

Applicants should thoroughly review [Head Start Performance Standards](#) prior to submitting the Letter of Intent to apply to ensure an understanding of the program requirements and expectations of compliance if an application is successful. The application review process will include evaluation of the extent to which the applicant demonstrates knowledge and understanding of the HSSAP Statute and Regulations.

Eligible Applicants

Eligible entities include:

- Head Start grantees; and
- Early Head Start grantees.

Successful applicants MUST demonstrate:

- Current federal funding for Head Start or Early Head Start as a grantee or delegate; and
- No uncorrected deficiencies from the most current federal Monitoring Review.

Applicants must have the following in place to complete an application:

- REQUIRED Letter of Intent (see below);
- Vendor number (SAP #);
- Administrative Unit Number (AUN);
- Master Provider Index number (MPI); and
- Federal ID number or Tax ID number.

Applicants should review all information in this document before submitting the required Letter of Intent to apply.

Required Letter of Intent

Because of the need to establish access to eGrants procurement system, applicants must submit a completed [Letter of Intent](#) (LOI) using the template posted at [HSSAP How to Apply](#). The LOI represents the applicant's intent to apply for HSSAP funding and includes preliminary information about requested funding, program model, provider type, and area to be served. Except for the legal entity and AUN, information submitted in the LOI may be modified in the final eGrants application.

Programs interested in applying must submit a fully completed **LOI by 3 PM on June 24, 2021** to RA-PAPreKCounts@pa.gov. Programs that do not submit the LOI will not be able to access or submit a funding application in the eGrants system. Late submissions will not be accepted. Agencies submitting a fully complete LOI by the due date will be notified when the HSSAP application is open in eGrants.

*Administrative Unit Number (AUN)

HSSAP applicants will need to supply a valid AUN number within the LOI. ***A LOI without a valid AUN that matches the legal name of the applying entity will not be accepted.*** To verify your AUN number or to check to see if you have one assigned to your agency, visit [EDNA](#). If you are an Intermediate Unit, select Search for Intermediate Units. If you are not an Intermediate Unit, select Advanced Search and search for your agency.

Applicants that are not currently licensed by PDE and therefore do not have an AUN number should contact Brian Bell at bribell@pa.gov or 717-346-0038 or James Redd at jaredd@pa.gov or 717-705-2910 at OCDEL.

Pre-application Webinar

A pre-application webinar will be held through Zoom on June 4, 2021 from 10 am-12 pm. To register for the webinar please click [here](#). The recording will be posted at [HSSAP How to Apply](#) shortly after to assist interested applicants in the completion of the application. The webinar will include information on the application process and program requirements.

In addition to the specific pre-application webinar, applicants are encouraged to view the asynchronous Grant Writing 101 course found in the [Professional Development \(PD\) Registry](#). This course provides general tips on how to approach grant writing. A PD Registry login is required to access this course.

Application Deadline and Submission Information

Applicants will apply using the Pennsylvania eGrants system. OCDEL staff will manage the application process through the eGrants system. Applicants will be notified of award or non-award within the eGrants system.

All applications must be submitted by Wednesday, July 15, 2021 at 3 PM. Applications submitted after this date and time will not be accepted or reviewed.

The HSSAP application can be accessed at [eGrants](#).

Specific instructions and instructions for using eGrants are available at [eGrants](#).

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

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

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

SCOPE AND USE OF FUNDS

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

Successful applicants MUST demonstrate:

- Current federal funding for Head Start or Early Head Start as a grantee or delegate; and
No uncorrected deficiencies from the most current federal Integrated Monitoring System.

Eligible applicants that apply for HSSAP funding must provide assurance that they operate in full compliance with the federal Head Start Program Act, federal Head Start Performance Standards, and other program regulations. They assure they will provide updates to OCDEL if any changes in their compliance status occur during the program year. Failure to do so jeopardizes continued grant funding. To maintain HSSAP funding, grantees must maintain their federally funded Head Start/Early Head Start status as a grantee or delegate agency.

Eligible applicants may apply for the level of funding necessary to support the scope of project activities that are supported by relevant, and credible data, are cost effective, and relate to the goals and priorities of this initiative. Applicants are encouraged to consider this information as guidance in the development of their initiative. Applicants are advised to determine their funding request based on the following funding priorities, and the scope and quality of their project.

Funding Priorities

The Department has identified the following funding priorities that will be considered when funding decisions are made:

- Expansion funding shall go first to FY 2020-2021 grantees who, by March 1, 2021, enrolled children to fill 90 percent or more of their approved slots and are proposing to serve more eligible children in 2021-2022 and thereafter to other applicants, including new applicants.
- FY 2020-2021 HSSAP grantees in good standing will receive priority points in the *HSSAP Status, Partnerships and Locations* section of the application. Note: FY 2020-

2021 HSSAP grantees in which the most recent Program Review Instrument (PRI) score is in “needs improvement” status will not be considered for expansion funding.

- County level unmet need: Funding will be distributed based upon county unmet need percentages (see [Appendix A](#)) relative to the amount of expansion funding allocated to the HSSAP state budget line item.
- School District risk: Risk level will be determined based upon the locations entered in the chart within the *HSSAP Status, Partnerships and Locations* section of the application. Applications proposing to serve children in school districts with higher levels of risk as defined by the percentages of economically disadvantaged children on the Future Ready PA Index will receive priority points within the *HSSAP Status, Partnerships and Locations* section of the application.

Applicants are eligible to apply for only one grant per fiscal year. HSSAP grants are funded with state dollars, and, therefore, carryover funds are not permitted. All grant funds identified in this FY 2021-22 application must be encumbered or spent by June 30, 2022. Grant awards are based on the availability of funds to PDE to support this project.

APPLICANT REVIEW, SCORING RUBRIC, AND NOTIFICATION

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

Narrative

- General Information
- Contact Information
- HSSAP Status, Partnerships, and Locations
- Program Description/Work Statement
- Program Assurances

Budget

- Budget Detail
- Budget Summary

Applications that are **complete** and **submitted on time by an eligible applicant** will be reviewed by a team of readers determined by OCDEL. These readers will be familiar with the federal Head Start Performance Standards. Applications will be awarded ratings based on the applicant’s ability to provide concise and detailed responses that address the questions, adhere to the federal Head Start Performance Standards in the responses, and adhere to the application instructions. [Federal Head Start Performance Standards](#), should be reviewed prior to application.

The overall application is worth up to 440 points. Evaluation of the entire application will be based on the following criteria:

General Information: Section Maximum points = 0

- Failure to fully complete the General Information section completely and accurately will result in the disqualification of the proposal. *Please take special*

care in providing information that aligns with the legal name of the applying entity.

Contact Information: Section Maximum points = 0 points.

- Must be completed for consideration.
- Failure to fully complete the Contact Information section will result in the disqualification of the proposal.

HSSAP Status, Partnerships, and Locations: Section Maximum points = 120 points

- 50 points for current grantees with an exemplary score on most recent PRI; or
- 20 points for current grantees with a compliant score on their most recent PRI; and
- 0 points for new applicants.

Applications in which the applying agency has non-corrected deficiencies with the Federal Head Start Performance Standards will not be considered for expansion funding. FY 2020-2021 HSSAP grantees in which the most recent PRI score is in “needs improvement” status also will not be considered for expansion funding.

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

- Up to 20 points will be awarded to joint applicants, with required letters of commitment attached to application. 20 points will be awarded to joint applicants adding or proposing to partner with more than 10 partnering agencies. 10 points will be awarded to joint applicants adding or proposing to partner with 6 to 10 partnering agencies. 5 points will be awarded to joint applicants adding or proposing to partner with 1 to 5 partnering agencies.

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

- School District level risk will be calculated using the most recent [district fast fact information](#) and will be based upon where proposed location(s) are located. The risk calculation will be based upon the percentage of economically disadvantaged students. 50 points will be awarded for districts with high percentages of economically disadvantaged children (over 80%), 25 awarded for districts with moderately-high percentages of economically disadvantaged children (65-79.9%), 10 points for districts with moderate percentages of economically disadvantaged children (50-64.9%), 5 points for districts with moderately-low percentages of economically disadvantaged children (30-49.9%),

and 0 points for districts with low percentages of economically disadvantaged children (0-29.9%), .

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

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 follow [Head Start Performance Standards](#) to receive the maximum number of points.

Eligibility, Recruitment, Selection, Enrollment and Attendance (Head Start Program Performance Standards 1302 subpart A) Section Maximum points = 60

Q1: Federally approved service area: 10 points based on the quality of the response. Locations entered on the locations chart within the “HSSAP Status, Partnerships, and Locations” section of this application will be reviewed to assure proposed locations are within the applicants federally approved service area.

Q2: Community-need: 20 points based on quality of response.

Q3: Collaborations and Prioritization of Services based on available pre-kindergarten services in the community: 30 points based on quality of response.

Program Structure (Head Start Program Performance Standards 1302 subpart B) Section Maximum points = 60

Q1: Program Structure: 10 points based on quality of response.

Q2: Proposed model for HSSAP funding: 20 points based on quality of response. For **center-based** options, include the number of annual hours of planned class operations, as well as the number of months of operation. For **home-based** options, include specific information about the services offered using HSSAP funding. For **family child care** options, include annual hours of operation. Include specifics showing that HSSAP funding will be applied only to pre-kindergarten aged children. Locally designed program options will only be considered when a federal waiver is already approved for the variation.

Q3: Alignment of proposed HSSAP model with approved federal model: 30 points based on quality of response.

Family and Community Engagement Program Services (Head Start Program Performance Standards 1302 subpart E) Section Maximum points = 80

Q1: Family engagement approach: 20 points based on quality of response.

Q2: Collaborations: 60 points based on quality of response and inclusion of the following (10 points for each):

- Early Intervention (both infant/toddler and preschool)
- PA Pre-K Counts

- School districts
- Child care and other community early learning programs
- Other local community agencies that support early learning (health organizations, libraries, social service agencies, CCIS)
- Higher education

Staffing Section Maximum points = 20

Q1: Recruitment and Retention of Effective Staff: 20 points based on quality of response.

Program Assurances: Section Maximum points = 0 points

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

Budget: Section Maximum points = 100

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

Funding Distribution and Notification

The application score along with information on the county level of unmet need (see [Appendix B](#)) will be used to make funding decisions.

Negotiations with potential applicants are anticipated to begin after the application deadline and that applicants will be notified of selection or non-selection in June 2021, with final selection pending enactment of the FY 2021-22 budget that includes program funding. Once contracting is completed, selected grantees may begin programming.

TIME PERIOD, AND REQUIRED REPORTING AND MONITORING

Time Period:

Contingent on the approval of HSSAP appropriation in the FY 2021-22 budget, funding will be available for program expenses from July 1, 2021 through June 30, 2022.

Monitoring and Reporting:

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

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

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

APPLICATION TEMPLATE AND CONSIDERATIONS FOR A COMPETITIVE APPLICATION

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

GENERAL INFORMATION:

Legal name of the applicant agency:

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

Vendor Number (SAP #)

The supplied vendor number MUST align with the legal name and address provided in the application. A vendor number and account can be set up by registering at [Vendor Number Registration](#). All agencies applying for HSSAP grants must be pre-registered. The Central Vendor Management Unit is a storage database. The Comptroller uses this account to store direct deposit information. If you have any questions about vendor numbers, please contact James Redd (jaredd@pa.gov, (717) 705-2910) or Brian Bell (bribell@pa.gov, (717) 346-0038) at OCDEL.

Master Provider Index (MPI)

The supplied Master Provider Index (MPI) number MUST align with the legal name and address provided in the application. All HSSAP applicants will need an MPI number if the application is approved. The number is requested as part of the application process to ensure timely contracting for successful applications. MPI numbers are used by the Pennsylvania Department of Human Services to identify legal entities and service locations that participate in any of its programs. As such, they are used in PELICAN as a common identifier for all OCDEL programs, including child care licensing, Early Intervention, HSSAP, Head Start Supplemental Assistance Program, and Keystone STARS. Legal entities are assigned a unique nine-digit MPI number. In addition, service locations are assigned a unique 13-digit MPI number, which is created by adding a four-digit extension to the nine-digit MPI of the legal entity. Legal entities and service providers currently participating in any of these programs should have an MPI number. Applicants that are not currently participating in any of these programs should contact the Early Learning Network (ELN) Help Desk at (877) 491-3818, option #2 and provide their Federal Tax ID to determine their MPI numbers. MPI numbers will not be provided without a Federal Tax ID number.

Tax ID Number or Federal ID Number

This is the number that an agency uses on its federal W-9 form. Applicants for HSSAP funds should consult with the person who handles tax, legal, or accounting matters for the agency to determine the federal ID number. Use the number that aligns with the legal name and address

provided in this application. The correct number must be provided when requested to process an application. Failure to do so will result in significant delays in funding approved applicants. This number is often referred to as the “FEIN number” by OCDEL staff.

Address of Applicant Agency:

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

Applicant Type:

Single grantees are defined as lead agencies responsible for providing the HSSAP slots at their service location(s) under this grant.

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

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

Summary of Grant Request (0 points):

This section of the application asks for the following information:

Grant amount requested

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

Number of slots requested

Include the total number of slots being requested.

Cost per child

Cost per child is calculated by dividing the requested grant amount by the total number of slots to be served. Current FY 2020-2021 grantees applying for expansion funding should complete this FY 2021-22 HSSAP application based on the same cost per child of the current FY 2020-2021 grant. No cost per child increases will be allowed for current FY 2020-2021 grantees.

CONTACT INFORMATION

Complete all requested information. If individuals’ function in more than one role, repeat information when necessary. Click on the “add” button at the end of each row to add additional lines. Please take special care in “saving” information in charts by scrolling to the bottom of the page and clicking on the blue “save” button. **Important Note:** eGrants will not automatically

save this information after it is entered. The user must click on the blue “save” button or this information will be lost.

If a new applicant is successful in their proposal, grant documents may be signed by Local Education Agencies (LEAs) using the electronic signature (e-signature) option within the eGrants system (see [Appendix D: eGrants electronic signature](#)). New grantees who are not LEAs will sign and return hard copies of the grant documents. FY 2020-2021 grantees who receive additional funding will be handled through a funding adjustment within the PELICAN system.

HSSAP STATUS, PARTNERSHIPS, AND LOCATIONS

HSSAP Status, Partnerships, and Locations: Section Maximum points = 120 points

This section of the application asks applicants about current HSSAP grantee status as a lead or partner agency, and current federal Head Start compliance status. Existing grant recipients shall be eligible to receive 2021-2022 grants of the same amount as received in 2020-2021.

Any funds remaining shall go first to FY 2020-2021 grantees who, by March 1, 2021, enrolled children to fill 90 percent or more of their approved slots and are proposing to serve more eligible children in 2021-2022 and thereafter to other applicants, including new applicants.

Applications in which the applying agency has non-corrected deficiencies with the Federal Head Start Performance Standards will not be considered for expansion funding.

50 points awarded to current grantees with exemplary score on most recent PRI or 20 points awarded to current grantees with compliant score on most recent PRI

FY 2020-2021 HSSAP grantees in which the most recent PRI score is in “needs improvement” status will not be considered for expansion funding.

New applicants will receive 0 priority points.

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

Up to 20 points will be awarded to joint applicants, with required letters of commitment attached to application. 20 points will be awarded to joint applicants adding or proposing to partner with more than 10 partnering agencies. 10 points will be awarded to joint applicants adding or proposing to partner with 6 to 10 partnering agencies. 5 points will be awarded to joint applicants adding or proposing to partner with 1 to 5 partnering agencies.

All applicants are asked to complete location charts which detail the locations where HSSAP slots will be served. The information entered here will be used to determine an overall risk score using the criteria detailed below. Click on the “add” button at the end of each row to add additional lines. Please take special care in “saving” information in charts by scrolling to the

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

School District level risk will be calculated using the most recent [district fast fact information](#) and will be based upon where proposed location(s) are located. The risk calculation will be based upon the percentage of economically disadvantaged students. 50 points will be awarded for districts with high percentages of economically disadvantaged children (over 80%), 25 points awarded for districts with moderately-high percentages of economically disadvantaged children (65-79.9%), 10 points for districts with moderate percentages of economically disadvantaged children (50-64.9%), 5 points for districts with moderately-low percentages of economically disadvantaged children (30-49.9%), and 0 points for districts with low percentages of economically disadvantaged children (0-29.9%) .

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

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 Head Start Program Performance Standards to receive the maximum number of points.

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

This section of the application asks applicants to provide detailed responses to three questions related to Head Start Performance Standards 1302, subpart A. The questions relate directly to §1302.11 Determining community strengths, needs, and resources, as well as §1302.14 Selection process.

Applicants are asked to define their agency’s federally approved service area, required by Head Start Program Performance Standard 1302.11 (a). Proposed HSSAP funding must provide services within the federally approved service area.

Applicants are asked to provide information on the agency’s community-wide strategic planning and needs assessment, required by Head Start Program Performance Standard 1302.11 (b), as it relates to the proposed HSSAP service. This question affords the applicant the opportunity to provide a data-based rationale for the proposed HSSAP services. Applicant should provide specific information from the agency’s strategic planning and needs assessment in the response and provide clear connections to show alignment between the agency’s strategic planning and needs assessment and the proposed HSSAP services.

The final question in this section asks applicants to describe community coordination efforts. While Head Start typically serves children with the greatest need, families are encouraged to choose from those services available to them within the community that best serve their individual circumstances. A communication system of shared waiting lists and referrals within the community is critical to assure families understand the services that are available, so they make the most informed decisions. Applicants are asked to include information from the agency’s community-wide strategic planning and needs assessment detailing, at minimum, the pre-kindergarten landscape of the service area. In addition to the minimum pre-kindergarten

information, applicants may choose to include additional information on other community programs as it relates to recruitment of children for HSSAP services.

In addition, Head Start Program Performance Standard 1302.14 (a) details the federal requirements for prioritizing younger children as part of the selection process, in cases where Head Start eligible children can enroll in high-quality pre-kindergarten for a full school day. In cases where the service area pre-kindergarten landscape shows the availability of high-quality pre-kindergarten for a full school day, the applicants should describe either 1) how younger children will be prioritized, or 2) why this requirement may not be met.

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

This section of the application asks applicants to provide detailed responses to three questions related to Head Start Performance Standards 1302, subpart B.

Applicants are asked to describe the agency's federally approved program structure. Applicants should provide a description which aligns to one or more of the program options provided within Head Start Performance Standards 1302, subpart B. In addition, applicants should provide information on provided comprehensive services.

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

Applicants are then asked to describe how the proposed HSSAP funding will align with, and/or enhance the agency's approved federally approved program structure.

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

This section of the application asks applicants to provide detailed responses to two questions related to Head Start Performance Standards 1302, subpart E.

Applicants are asked to describe the program's family engagement approach, required by Head Start Program Performance Standard 1302.50 Family engagement. Strategies should be integrated into all systems and program services to support family well-being and promote children's learning and development. Applicants should utilize language from Head Start Program Performance Standard 1302.50 (b) within their response. Detail the extent to which HSSAP funding will be utilized to enhance this approach.

Applicants are asked to describe collaborations with specific early learning providers and agencies, as well as other community and education agencies, required by Head Start Program Performance Standard 1302.53 Community partnerships and coordination with other early childhood and education programs. Applicants should provide a detailed response explaining specific collaborative efforts for each of the following with the goal of building equitable access to quality early childhood experiences to all eligible families in the service area. Applicants

should utilize language from Head Start Program Performance Standard 1302.53 (a) and (b), as applicable, within their response.

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

Staffing

This section of the application asks applicants to provide detailed responses to one question related to Head Start Performance Standards 1302, subpart 1, human relations management.

Recruitment and retaining highly effective staff is a key component of quality pre-kindergarten services. The question within this section asks applicants to describe the program's approach to staff recruitment and retention. Applicants should include in their response any recruitment and retention strategies currently used and detail the extent to which the proposed HSSAP funding will support recruitment and retention efforts.

PROGRAM ASSURANCES

Eligible applicants that apply for HSSAP funding must provide assurance they understand and have the capacity to meet the requirements for the program. Applicants are asked to read and indicate full understanding of the assurance by checking the providing box by each assurance. Only applications with ALL assurances checked will be considered for funding.

FISCAL DOCUMENTATION (100 points)

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

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

1. *Budget Detail - Line Item Budget* – This is completed in the eGrants system and can be found in the separate Budget section. Each line item must be appropriately cost allocated by category. Applicants must complete the justification section of the budget template to explain the method(s) of cost allocation used for each line item and be thoroughly justified and clearly related to the proposed project. There should be a clear relationship between the proposed activities and where the money is going to be spent. **The budget justification should provide**

detailed information so that reviewers can understand 1) how the budget amount was calculated, and 2) specifics regarding cost allocations or how the funding will be used.

All requested items must be thoroughly explained and clearly related to the proposed project. There should be a sound relationship between the proposed activities and where the money is going to be spent. An example of the budget justification using the cost-allocation methods listed in the Fiscal Supplement document is provided below. Recommended percentage ranges for each line item are also provided within the fiscal supplement, which should be reviewed prior to budget preparation and submission. Examples of justification may be found in [Fiscal Supplement document](#).

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

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

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

Appendix A: County Level Unmet need at 100% FPL

County	Targeted Population at 100% FPL ¹	Unmet Need at 100% FPL ²	Percent of Children Under 100% FPL Not Served ³
Adams	300	33	11.1%
Allegheny	4,284	316	7.4%
Armstrong	283	140	49.5%
Beaver	603	53	8.7%
Bedford	149	-16	-10.9%
Berks	2,100	1,073	51.1%
Blair	663	-53	-8.0%
Bradford	375	-27	-7.3%
Bucks	850	187	22.0%
Butler	428	34	8.0%
Cambria	811	345	42.6%
Cameron	21	-1	-4.3%
Carbon	343	97	28.3%
Centre	324	63	19.4%
Chester	981	261	26.6%
Clarion	200	63	31.4%
Clearfield	464	-205	-44.1%
Clinton	164	31	18.8%
Columbia	308	37	12.1%
Crawford	435	136	31.2%
Cumberland	500	167	33.5%
Dauphin	1,524	436	28.6%
Delaware	1,881	719	38.2%
Elk	118	16	13.5%
Erie	1,749	475	27.2%
Fayette	729	-11	-1.5%
Forest	10	8	80.5%
Franklin	600	161	26.9%
Fulton	52	-6	-11.3%
Greene	165	10	6.3%

¹ Targeted Population at 100% FPL = (Number of Children Ages 3-4) * (Percent of Children Ages 3-4 Living in Households under 100% FPL)

² Unmet Need at 100% FPL = (Targeted Population at 100% FPL) – (Federal Preschool HS 2020-21 Funded Slots) – (Distinct Count Pre-K Children Served Under 100% FPL)

³ Percent of Children Under 100% FPL Not Served = (Unmet Need at 100% FPL) / (Targeted Population at 100% FPL)

Data Sources:

Number of Children Ages 3-4: American Community Survey 5 Year Estimates (2015-19)

Percent of Children Living in Households under 100% FPL: American Community Survey 5 Year Estimates (2015-19)

Distinct Count Pre-K Children Served Under 100% FPL: the unduplicated count of children ages 3-4 in Pre-K Counts, Head Start Supplemental Assistance Program and children participating in CCW at a Keystone STAR 3-4 location and the federal preschool Head Start funded slots.

Huntingdon	170	-87	-51.1%
Indiana	421	-15	-3.4%
Jefferson	294	95	32.3%
Juniata	86	-40	-45.8%
Lackawanna	1,033	-1	-0.1%
Lancaster	2,095	1,117	53.3%
Lawrence	486	-131	-27.0%
Lebanon	711	131	18.5%
Lehigh	1,841	723	39.3%
Luzerne	2,149	824	38.4%
Lycoming	579	175	30.3%
McKean	199	8	4.2%
Mercer	530	-14	-2.6%
Mifflin	336	113	33.6%
Monroe	584	185	31.7%
Montgomery	1,352	514	38.0%
Montour	95	3	3.6%
Northampton	920	280	30.4%
Northumberland	508	191	37.5%
Perry	170	137	80.6%
Philadelphia	14,460	3,278	22.7%
Pike	117	-36	-31.2%
Potter	112	77	68.8%
Schuylkill	556	117	21.1%
Snyder	171	78	45.7%
Somerset	285	106	37.2%
Sullivan	10	3	32.7%
Susquehanna	194	51	26.2%
Tioga	210	-14	-6.5%
Union	91	-40	-44.3%
Venango	229	-144	-63.2%
Warren	237	49	20.8%
Washington	564	-44	-7.7%
Wayne	106	-75	-71.4%
Westmoreland	1,047	47	4.5%
Wyoming	82	18	21.7%
York	1,454	610	42.0%
Pennsylvania	55,901	12,834	23.0%

Appendix B: Proposed county level slot allocations based on county level unmet need and amount of funding awarded by General Assembly

County	County Unmet Need/Statewide Unmet Need Percentage	5 Million in Funding - 2% admin = 4,900,000 / 10,000 CPC = 490 FDE Slots	2.5 Million in Funding - 2% admin = 2,450,000 / 10,000 CPC = 245 FDE Slots	2 Million in Funding - 2% admin = 1,960,000 / 10,000 CPC = 196 FDE Slots
Adams	0.26%	1	1	1
Allegheny	2.46%	12	6	5
Armstrong	1.09%	5	3	2
Beaver	0.41%	2	1	1
Bedford	0.00%	0	0	0
Berks	8.36%	41	20	16
Blair	0.00%	0	0	0
Bradford	0.00%	0	0	0
Bucks	1.46%	7	4	3
Butler	0.27%	1	1	1
Cambria	2.69%	13	7	5
Cameron	0.00%	0	0	0
Carbon	0.76%	4	2	1
Centre	0.49%	2	1	1
Chester	2.03%	10	5	4
Clarion	0.49%	2	1	1
Clearfield	0.00%	0	0	0
Clinton	0.24%	1	1	0
Columbia	0.29%	1	1	1
Crawford	1.06%	5	3	2
Cumberland	1.31%	6	3	3
Dauphin	3.40%	17	8	7
Delaware	5.60%	27	14	11
Elk	0.12%	1	0	0
Erie	3.70%	18	9	7
Fayette	0.00%	0	0	0
Forest	0.06%	0	0	0
Franklin	1.26%	6	3	2
Fulton	0.00%	0	0	0
Greene	0.08%	0	0	0
Huntingdon	0.00%	0	0	0
Indiana	0.00%	0	0	0
Jefferson	0.74%	4	2	1
Juniata	0.00%	0	0	0

Lackawanna	0.00%	0	0	0
Lancaster	8.70%	43	21	17
Lawrence	0.00%	0	0	0
Lebanon	1.02%	5	3	2
Lehigh	5.63%	28	14	11
Luzerne	6.42%	31	16	13
Lycoming	1.37%	7	3	3
McKean	0.06%	0	0	0
Mercer	0.00%	0	0	0
Mifflin	0.88%	4	2	2
Monroe	1.44%	7	4	3
Montgomery	4.01%	20	10	8
Montour	0.03%	0	0	0
Northampton	2.18%	11	5	4
Northumberland	1.48%	7	4	3
Perry	1.07%	5	3	2
Philadelphia	25.54%	125	63	50
Pike	0.00%	0	0	0
Potter	0.60%	3	1	1
Schuylkill	0.91%	4	2	2
Snyder	0.61%	3	1	1
Somerset	0.83%	4	2	2
Sullivan	0.03%	0	0	0
Susquehanna	0.40%	2	1	1
Tioga	0.00%	0	0	0
Union	0.00%	0	0	0
Venango	0.00%	0	0	0
Warren	0.38%	2	1	1
Washington	0.00%	0	0	0
Wayne	0.00%	0	0	0
Westmoreland	0.36%	2	1	1
Wyoming	0.14%	1	0	0
York	4.76%	23	12	9
Statewide	100.00%	490	245	196

Appendix C: Use of eGrants for the application process

When OCDEL receives the REQUIRED LOI, information will be added into the eGrants system.

New applicants will receive two (2) email notifications

- One with login information from the eGrants system; and
- One detailing next steps to access the application from OCDEL.

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

Use the eGrants “**Getting Started Guide**” as a point of reference.

- Change your password (p.27)

pennsylvania
DEPARTMENT OF EDUCATION

Hello **Winnie Richards** | Bureau User | [SIGN OFF](#)
2021-2022 **Child Development and Early Learning**

eGrants Home Grant Setup Grant Management Peer Review Review Management Administration Help

Welcome to the Department of Education, Office of Child Development and Early Learning's early intervention eGrants page. PDE's early intervention provides support and services to families with children, from ages three to five, with developmental delays and disabilities.

News **thursday, april 29, 2021**

user guides

- [Getting Started](#)
- [Agency User Management](#)
- [Creating Agency Users](#)
- [Creating a Grant Application](#)
- [Signing and Submitting Grant Applications](#)
- [Signing and Submitting Third Party Grant Applications](#)
- [How to Add a Program Office to a User](#)

Version: 5.3.23.11 Session Timeout: 12:46:02 PM

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Below are instructions for setting up and starting the application.

First, complete the steps of the setup wizard:

1. Select **Child Development and Early Learning** (Top right-hand corner).
2. Select **Grant year, 2021-2021** (Top right-hand corner).

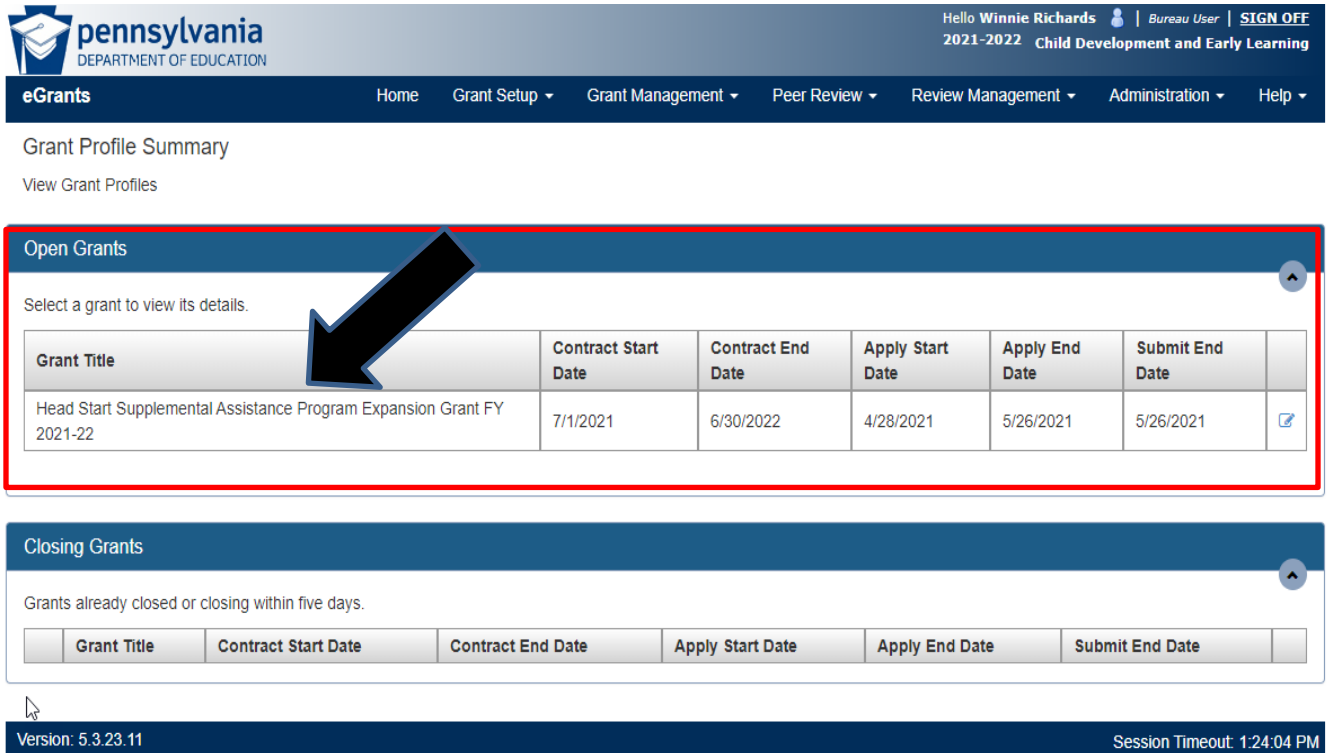
To create a new grant application:

- From the main menu, select **Grants Management**. When the dropdown menu appears, select **Grant Profiles**.



Welcome to the Department of Education, Office of Child Development and Early Learning [user guides](#)


- The **Grant Summary** screen appears. The top selection grid lists all open grants released by the Program office. The lower selection grid lists grants due to close within the next 30 days. Click on the “Paper and Pencil” icon next to the HSSAP Grant.



Grant Profile Summary
View Grant Profiles

Open Grants

Select a grant to view its details.

Grant Title	Contract Start Date	Contract End Date	Apply Start Date	Apply End Date	Submit End Date	
Head Start Supplemental Assistance Program Expansion Grant FY 2021-22	7/1/2021	6/30/2022	4/28/2021	5/26/2021	5/26/2021	

Closing Grants

Grants already closed or closing within five days.

Grant Title	Contract Start Date	Contract End Date	Apply Start Date	Apply End Date	Submit End Date

Version: 5.3.23.11 Session Timeout: 1:24:04 PM

5. After clicking on the “paper/pencil” icon. The **Grant Profile Detail** screen appears. If your Agency is eligible to apply, the **Start Application** button appears. Click on that button to begin creating the grant application.

The screenshot displays the Pennsylvania Department of Education eGrants interface. At the top, the Pennsylvania Department of Education logo is on the left, and the user's name 'ah Janosko' and role 'Agency User' are on the right. Below the logo, the text '2021-2022 Child Development and Early Learning Allegheny IU 3' is visible. The navigation bar includes 'Home', 'Grant Management', 'Administration', and 'Help'. The main content area is titled 'Grant Profile Detail' and 'View Grant Profile Detail'. The 'Grant Profile' section shows the title 'Head Start Supplemental Assistance Program Expansion Grant FY 2021-22'. A 'Tasks' sidebar on the right contains a 'Start Application' button, which is highlighted with a red rectangular box. Below the title, there are three tabs: 'Overview', 'PDE Contacts', and 'Grant Application Summary'. The 'Overview' tab is active, displaying a form with the following fields:

Total Funding Amount	5000000.00	Total Expected # of Awards	50
Funding Type	State	State Program Code	141
CFDA Number	00000		
Contract Start Date	07-01-2021	Contract End Date	06-30-2022
Apply Start Date	05-10-2021	Apply End Date	5/26/2021 3:00:00 PM
Submit Start Date	05-03-2021	Submit End Date	5/26/2021 3:00:00 PM

6. Next complete the “**setup wizard**”

The screenshot displays the Pennsylvania Department of Education eGrants interface. At the top, the logo for Pennsylvania Department of Education is on the left, and the user information 'Hello Winnie Richards | Bureau User | SIGN OFF' and the fiscal year '2021-2022 Child Development and Early Learning' is on the right. A navigation bar below the logo contains links for Home, Grant Setup, Grant Management, Peer Review, Review Management, Administration, and Help. A blue banner below the navigation bar displays the 'Grant Title: Head Start Supplemental Assistance Program Expansion Grant FY 2021-22'. A progress indicator shows four steps: Setup (highlighted with a blue triangle), Contact, Sign Off, and Finish. The main content area is titled 'Setup' and contains the following text: 'Welcome to the Create Grant Application Wizard Set Up page. You will use this wizard to set up your grant application. Select the grant application type, then click Next. *'. Below this text are two dropdown menus: the first is labeled 'Select' and the second is labeled 'Agency *'. Both dropdown menus are highlighted with a red box. At the bottom right of the page, there are two buttons: 'Next' (highlighted with a red box) and 'Cancel'.

7. Select **original** from drop box. Then select **agency name** from the agency drop box. Then Click **Next**

- Complete **contact information**. This should be the person who is directly responsible for completing and submitting the application.
- Click the **Next** button.



Contact

Your contact information appears in the fields below. Please review and make any needed changes, then click Next.

Title	<input type="text" value="Select"/>
First Name *	<input type="text" value="Winnie"/>
Middle Initial	<input type="text"/>
Last Name *	<input type="text" value="Richards"/>
Job Title *	<input type="text" value="Early Childhood Education Advisor"/>
Email *	<input type="text" value="winrichard@pa.gov"/>
Phone *	<input type="text" value="717-772-4849"/>
Phone Ext.	<input type="text"/>

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



Authorized Sign off

Authorized Signoff Preferences

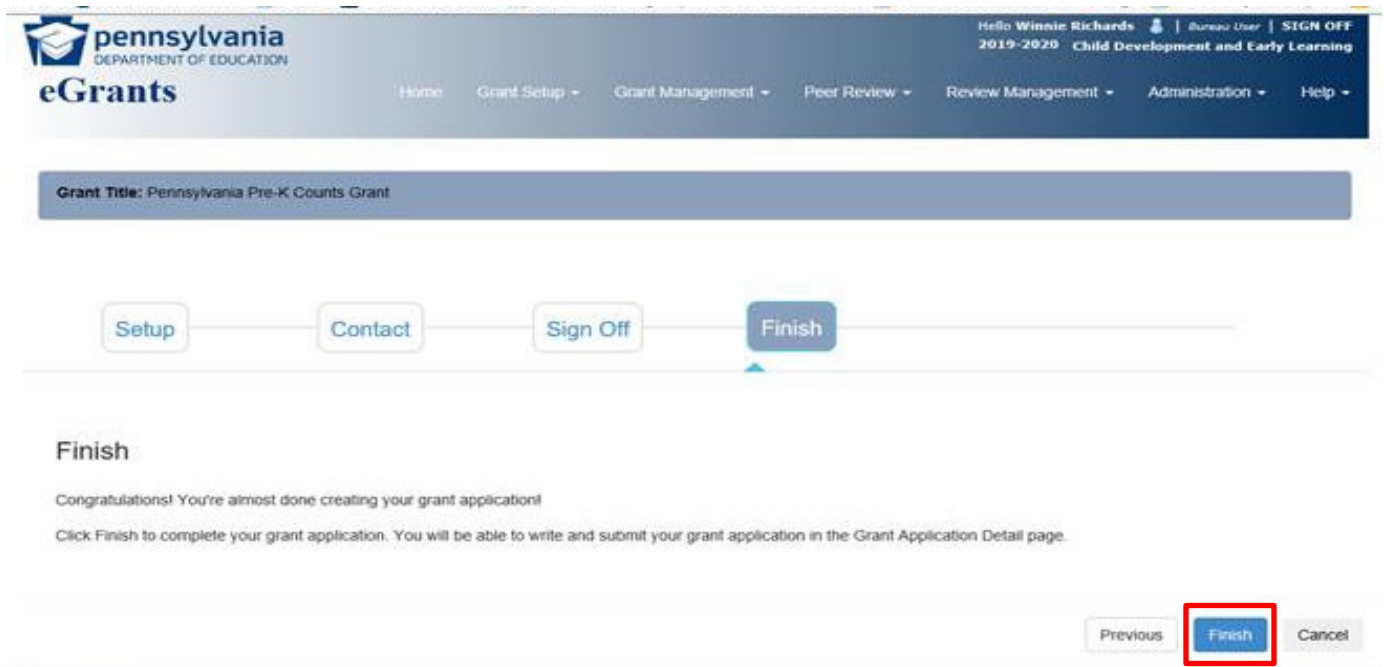
- Electronic Signature
- Print, Sign & Mail

Previous

Next

Cancel

12. The “finish” screen will populate. Click **Finish** to start the grant.



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

After saving each section they must ALL be marked **complete**. A checkmark will appear beside each section when it has been completed.

If you need to edit a section that was “marked complete”. Click on **Make In Process** button at the bottom of the page you want to edit.

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

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

Appendix D: eGrants electronic signature

OCDEL recommends the use of an electronic signature (eSignature) on all grant agreements for Local Education Agencies (LEAs) and community agencies with a Board of Directors. The use of an eSignature allows the grant to proceed through if approved more quickly than a hard copy version and helps expedite payments. This is not a requirement to submit the original grant application. School Districts, Intermediate Units, and community agencies with a Board of Directors can use eSignature. If the agency does not fall under one of these categories, you must sign and return a hard copy of the grant agreement. If you are unsure if you have an eSignature authority please contact Winnie Richards at winrichard@pa.gov

Instructions for Completing eSignature Resolutions

PDE will grant eSignatures as requested per the *Resolution* upon completion of the following:

1. Ensure all **[bold]** bracketed areas are completed with the appropriate, relative information.
2. The “Attest” section of the Resolution (page 1) must be signed by the President/Chair or Vice-President/Chair AND the Treasurer/Secretary.

Note: The individual who is being granted the signatory authority may **NOT** attest on behalf of himself/herself.

3. The governing body (school board, board of directors, board of trustees, etc.) must adopt the *Resolution*, identifying and authorizing the administrator (Superintendent, Executive Director, CEO, etc.) to sign electronic agreements with PDE.
4. Once the resolution is adopted by the governing body, the Secretary of the governing body must sign the top “certification” section of page 2.
5. The authorized administrator (who received signatory authority) must sign the bottom “agreement” section of page 2.
6. Email the documents to the Bureau of Management Services (BMS) to the following resource account: RA-EDGRANTSFIRST@pa.gov. Please use the options for providing acceptable eSignatures to PDE.

Once received, the resolution will be reviewed by PDE’s legal office. Once approved by legal, the BMS will grant eSignature access in the eGrants system.

Note: In order to grant eSignature access, the user must already exist in the eGrants system. Ensure the authorized administrator (who is receiving the signatory authority) has been setup as a user and has appropriate roles prior to emailing the resolution.

Timeframe: Please allow about a week for review and processing once received. Feel free to contact the provided resource account with any questions regarding the eSignature resolution process.

Acceptable forms of eSignatures to PDE Electronic Sign and Submit – Option A


Where possible, Resolutions should be submitted with real signatures. General steps are:

1. Save your Resolution to your PC
2. Print a hardcopy
3. Sign by hand
4. Scan completed document into PC
(Taking a picture of the completed document with your phone or other device is acceptable, as long as it is all legible and clear in the photo.)
5. Email to PDE, ED, GrantsFirst RA-EDGRANTSFIRST@pa.gov
6. As always, please be sure to retain items in your “Sent” folder in your e-mail system as a reference and confirmation for yourself that your Resolution has been submitted.

Electronic Sign and Submit – Option B

For those who are able to access documents but may not have capability to print from your home workspace, electronically signed documents are acceptable. Please follow the steps below to use Adobe Acrobat (free to all users) Fill & Sign options.

1. Download and save the PDF document, using the normal naming convention you would apply.
2. Click the “Fill & Sign” option on the right-menu pane.

a.  Fill & Sign

3. Adobe will prompt you to choose “Fill and sign” or “Request Signatures”
 - a. Choose “Fill and sign” to return to the document and sign it
4. Click the “Sign” button located at the top of the page in the middle

a.  Sign

5. Select your signature to apply anywhere in the document, or if you haven’t set one up yet, click the “Add Signature” option to create one.



a.

- b. Feel free to use the “Add Initials” option to add Date where needed.

6. Follow the steps on-screen if you need to configure a new signature. Adobe provides three options for creating signatures: Type, Draw, Picture. These options allow you to type and select a font style, use your mouse to draw your signature, or to take a picture of your actual signature and upload it to Adobe.
7. Save the document once signed
8. Email to anyone else who may need to sign (Attest) for review.
9. When using an eSignature, the Resolution must be submitted by attaching it to an email from the Attestor i.e., President/Chair or Vice-President/Chair OR the Treasurer/Secretary.

Appendix E: Resolution

RESOLUTION

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

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

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

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

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

ATTEST

(individual receiving signatory authority may not attest on behalf of himself/herself)

Signature (President/Chair or Vice-President/Chair)

Signature (Treasurer/Secretary)

Print/type name and title

Print/type name and title

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

Dated: _____

Signature (Secretary)

Print/type name and title

TO BE EXECUTED BY AUTHORIZED OFFICER:

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

Dated: _____

Signature (authorized signatory)

Print/type name and title

Pennsylvania Office of Child Development and Early Learning
Bureau of Early Learning Policy and Professional Development

Issue Date: June 16, 2021 (Updated Sept. 28, 2021; **Nov. 8, 2021**)

Effective Date: July 1, 2021

Subject: Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Programs Program Planning Post-Pandemic and Options for Remote Learning

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

From: Tracey Campanini 
Deputy Secretary, Office of Child Development & Early Learning

PURPOSE

To provide guidance for program planning post COVID-19 pandemic and remote learning options that were implemented during the COVID-19 pandemic.

This announcement has been updated to include additional language. Additional updated language is highlighted in red in the following text.

BACKGROUND

The Pennsylvania Department of Education (PDE) released Frequently Asked Questions guidance on July 24, 2020. The guidance provided provisions for the submission of reopening plans and remote learning options to count as an instructional day in PA PKC and HSSAP programs during the time of the Governor's Proclamation of Disaster. As programs prepare for a return to in-person instruction five days per week next school year, the Pennsylvania Department of Education (PDE) recognizes that there may still be a need for remote instruction in certain circumstances.

Therefore, this policy clarifies how remote learning time can continue to satisfy the 180-day instructional time requirement for PA PKC programs and allow continued flexibility in providing service hours in HSSAP.

DISCUSSION

PA PKC and HSSAP wishing to use remote learning during the 2021-2022 school year need to do the following:

Appendix F: Flexible Instruction Plan Policy

- Update and/or develop Flexible Instruction Plans (FIPs), (formerly referred to as Remote Learning Plans)
 - Plans need to be developed with staff and family input and be approved by the programs' governing board, or administrative body/person.
- Partner Agencies must submit plans to lead agencies for approval prior to any initiation of the plans. Lead agencies must submit plans to Preschool Program Specialists (PPS) for approval prior to any initiation of the plans.
- Lead Agencies and Partner must submit the "Emergency Instructional Time" template to The Office of Child Development and Early Learning (OCDEL) via email to RA-PAPreKCounts@pa.gov
 - Submission must take place **AFTER** the FIP has been approved by the lead agency's governing board or administrative person/body and the PPS. Do not submit prior to the approval.
 - The template can be found in the PA Key Intranet.
- Inform staff, and families of the approved FIP by adding language to Emergency Preparedness Plans, and Family policies (e.g. family handbook).
 - **Providers should review program attendance policies (PA PKC § 405.24. Enrollment and Supplemental Resource #005; HSSAP HSPS 1302.16 Attendance) and remind families of the programs attendance policies, including but not limited to what counts as an excused absence, and how attendance will be tracked in instances of remote learning.**
- Inform PPS within 24 hours of an initiated FIP during the 2021-2022 school year.
- Track usage of initiated FIPs during the 2021-2022 school year.
 - Programs should be able to produce reporting on instances of use to OCDEL, if requested.

Flexible Instruction Planning (FIP)

Flexible Instruction Plans (FIPs) must include the following:

- How students will be engaged remotely. See section below "*Considerations When Planning for Remote Instruction.*"
 - Programs should consider virtual and non-virtual modalities.
 - Technology purchases should not be considered a necessity of a successful FIP.
- The specific instances when a program will use a FIP. Only instances detailed in the approved FIP should initiate use of the FIP, unless specifically approved in writing by PPS and OCDEL.

FIP may be used for the following pre-defined circumstances:

Appendix F: Flexible Instruction Plan Policy

- Inclement weather closings.
- ACT 80 and teacher in-service days built into the provider program year calendar.
- For emergency-related **classroom or building closures such as, unsafe building conditions (e.g., flooding, sewer), COVID-19 classroom or building exposure resulting in the need to quarantine or need to clean classroom or building.**
- Individual students may engage in remote learning detailed in a FIP, when an absence would typically be “excused” by the program. PA PKC programs are reminded that Supplemental Resource #005 defines an excused absence 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 (PA PKC Statute, Regulations, and Guidelines, 2021, p. 45).” If a student engages remotely in this circumstance, the day can be counted for attendance per [Tracking Student Attendance in a Remote Learning Environment](#).

FIP occurrences **not** included in the pre-defined circumstances:

- If a provider encounters a circumstance not included in the predefined circumstances above, approval from the department and OCDEL PKC/HSSAP steering committee must be attained prior to implementation. To obtain approval, the following should occur:
 - The request shall be submitted to the Preschool Program Specialist in writing and contain details of the circumstance, including assurance of family participation, and justification for the requested use of an approved FIP. **Details should include all relevant information based on the requested need, such as, but not limited to the following:**
 - **For medical issues of persons other than the enrolled student that would impact regular attendance of the enrolled student:**
 - **Documentation by medical staff (does not need to contain specific medical information protected by HIPPA but should include a general statement of need and must be signed by a health care professional with Medical ID number included). For example: immunocompromised family member lives with enrolled student and in-person instruction may expose family member to COVID-19.**
 - **For staffing related issues: include current staffing profile (number of classes and current staff available to cover these classes); number of children affected, specific timeframes, and documentation of family consent to engage in remote learning and understanding of attendance policy as it relates to remote learning.**
 - **For behavior related issues: documentation of behavior plan steps taken to date, including behavior team members (families must be included; for students already receiving EI and/or behavioral health services, EI and/or behavior health personnel must be included);**

- time frame for use of FIP, plan for transition back to full in-person instruction.
 - Please note: use of an FIP does meet of the definition of exclusion, and should only be used in instances where time is needed to implement an evaluation or an in-person behavior plan; or all other avenues have been exhausted.
 - For HSSAP models, documentation that proposed model has been approved by the federal program.
- If the Preschool Program Specialist feels the request is reasonable, the request will then be submitted to the department through the PKC/HSSAP steering committee for consideration. The PKC/HSSAP steering committee will review requests submitted up to 24 hours prior to the scheduled steering committee meeting. The PKC/HSSAP steering committee's regular meeting occurs every two weeks on Tuesday mornings.
 - Approvals granted shall be for individual circumstance occurrences, meaning that an approval request must be submitted for every occurrence of a non-predefined circumstance.
 - In cases where approval by the steering team would potentially come after a need to implement a FIP plan (e.g., meeting staff ratios), programs may implement the FIP plan while awaiting approval.
 - In cases where the occurrence is not approved, the provider is still responsible for meeting the PA PreK Counts 180 instructional day requirement for the program year, however the instructional time for the time period the program was awaiting a response from the steering team and an approved FIP was implemented, will count as instructional time.

Circumstances that could arise that will be considered for single-occurrence approval by the department and steering committee could include but are not limited to the following:

- Child custody matters;
- Unforeseen short-term provider closure not related to provider eligibility;
- Supporting the short-term needs of an individual student; and
- Issues related to staffing shortages that impact a program's ability to meet classroom ratios.

All single-occurrence requests to utilize an approved remote learning plan for non-predefined circumstances will be reviewed but are not guaranteed for approval.

FIP Monitoring

Providers will be monitored for successful implementation of the approved FIP after each occurrence by the PPS. In cases where the PSS determines that the approved remote learning plan has not been successfully implemented, the provider is still responsible for meeting the PA PreK Counts 180 instructional day requirement and the HSSAP service hours requirement for the program year.

Considerations When Planning for Remote Instruction

Remote learning: Virtual

For virtual remote learning options to count as an instructional day, the following requirements must be met:

- A written Flexible Instructional Plan (FIP) that identifies what virtual options will be used must be developed and shared with families, and families must acknowledge receipt of the policy. The plan should address, at minimum, the following:
 - How family technology needs were assessed and addressed;
 - How student participation will be tracked;
 - What platforms will be used;
 - How student, staff, and families have or will receive training in the platforms;
 - How content will be delivered;
 - How students and families will be engaged, including ways participation will be flexible to meet student and family needs;, and
 - How programs will document and assess student learning.
- Family technology needs (hardware, software, and access) should be assessed and efforts made to alleviate any barriers to access; no fees may be charged. Programs must document the ways family needs were assessed and addressed.
- Certified lead teachers should be developing and monitoring content of no more than 30 minutes per day of virtual remote learning.
- Content should be delivered using a platform students and families are familiar with and is expected to include all learning domains aligned with PA Learning Standards for Early Childhood.
- Allowable content includes:
 - Synchronous: real time; virtual meetings between lead teacher/student(s) in which instruction/learning activities occur (e.g., live read aloud).
 - Asynchronous: on own time instruction/learning activities that are reviewed after submission by teacher or other staff (e.g., a recorded lesson with clear expectations to access/complete it within a specified time frame).

Preschool Program Specialists will monitor virtual learning experiences through review of provided options and family interviews and should be provided access to online platforms upon request.

Online learning should:

- Maintain and enhance relationships between schools and families;

Appendix F: Flexible Instruction Plan Policy

- Support families as their child's first teachers;
- Respect the family's and student's unique needs during this time;
- Maintain and enhance learning that happens anywhere;
- Be available to all families and learners (to every extent possible);
- Focus on critical learning standards across multiple content areas (cross curricular);
- Focus on student progress and learning;
- Use online tools the students are already familiar with;
- Address various learning styles; and
- Comply with any privacy related issues

Online learning should not:

- Place undue burden (financial, stress) on families or programs,
- Look the same for every family,
- Perpetuate inequities,
- Mimic typical school settings, or
- Focus on assignment completion and due dates

Considerations when planning and implementing virtual learning:

- Technology access and availability,
- Family schedules (are family members working from home; what is their availability to interact and monitor their child's online learning experiences),
- Multi-age learning (multiple children of varying ages in the home setting), and
- Teachers' experience and competency creating virtual learning opportunities.

Remote Learning: Non-Virtual

For non-virtual remote learning options to count as an instructional day, the following requirements must be met:

- A written Flexible Instructional Plan that identifies what non-virtual options will be used must be updated or developed and shared with families, and families must acknowledge receipt of the policy. The plan should include, at minimum, the following:
 - Documentation outlining how family needs (for pickup of materials, for example) were assessed and addressed,
 - How student participation will be tracked,
 - What materials will be provided,
 - How families will receive training on at-home learning activities,
 - How students and families will be engaged, including ways participation will be flexible to meet student and family needs, and
 - How programs will document and assess student learning.
- Efforts must be made to understand and alleviate any barriers to obtaining materials necessary for completing and collecting take home assignments. No fees may be charged.

Appendix F: Flexible Instruction Plan Policy

- Certified lead teachers should be developing and monitoring content of no more than 30 minutes per day of non-virtual remote learning. Content should include all learning domains aligned with the PA Learning Standards for Early Childhood.
- Content should be facilitated by an adult and include documentation of completion that is reviewed by program staff on a regular schedule (e.g. a videoed or photographed at home learning activity). Allowable content includes:
 - Any learning activity completed outside of school environment,
 - Take -home activity packets, and
 - Public Broadcasting System (PBS)-related activities.
 - Home visits will count when an instructional component is included.

Preschool Program Specialists will monitor non-virtual remote learning experiences through review of provided options and family interviews and should be provided access to provided options upon request.

Tracking Student Attendance in a Remote Learning Environment

When a PA PKC or HSSAP initiates a FIP, the program must accurately track out of school instructional time (i.e., remote learning) like attendance in the school building. For tracking purposes, participation in remote learning options should be verified.

Whether using virtual or non-virtual instruction, for remote learning to count for any funded instructional day requirement, at least 30 minutes of content should be developed and monitored by the lead teacher for any day remote learning is offered. If programs wish to offer more than 30 minutes of content through remote learning, whether using virtual or non-virtual instruction, they may do so. Programs should refer to the [Summary of National Responses to COVID-19 and Continuity of Education for Early Years](#) for specific recommendations. The minimum expectation for enrolled children is to participate in 30 minutes of remote instruction per day when offered, whether virtual or non-virtual instruction, however no more than 30 minutes of instruction daily should count to meet the minimum requirement for daily attendance. If programs are offering at least 30 minutes of remote learning per day, developed and monitored by the lead teacher, the program is in compliance with its instructional day requirement. Children who complete at least 30 minutes of remote learning per day should be considered “in attendance” for that day even in cases where more than 30 minutes of remote learning per day are provided. At no time should families be penalized if their child(ren) are unable to participate in more than the minimum 30 minutes per day of remote learning.

NEXT STEPS

1. Share this information with appropriate staff.
2. Lead agencies share with all partner agencies as applicable.
3. Communicate with families your intention to use an approved FIP as applicable.
4. Direct any questions to your Preschool Program Specialist.

Appendix G: Pennsylvania Pre-K Counts Expansion Grant Details

County proposing to serve with expansion	Agency Name	Grant Amount Requested	Full Day Slots Requested	Half Day Slots Requested	Funding Awarded	Full Day Slots Awarded	Half Day Slots Awarded
Adams	Clark Agapakis	\$170,000	0	40	\$87,500	0	20
Adams	YWCA Gettysburg And Adams County	\$315,000	36	0	\$315,000	36	0
Allegheny; Westmoreland	Private Industry Council of Westmoreland/Fayette, Inc.	\$481,250	55	0	\$481,250	55	0
Allegheny	Cynthia K. Franck's Child Care, Inc.	\$175,000	20	0	\$175,000	20	0
Allegheny	EPIC-Educational Projects and Information Consultant Center, Inc	\$131,250	15	0	\$0	0	0
Allegheny	Heritage Community Initiatives	\$315,000	36	0	\$315,000	36	0
Allegheny	Kids Kademy II L.L.C.	\$131,250	15	0	\$131,250	15	0
Allegheny	Pittsburgh School District	\$245,000	28	0	\$245,000	28	0
Allegheny	Pittsburgh Urban Christian School	\$131,250	12	6	\$131,250	12	6
Allegheny	Stepping Stones Children's Center	\$1,640,625	125	125	\$0	0	0
Allegheny	Thomas Child Care and Learning Academy	\$70,000	8	0	\$70,000	8	0
Allegheny	YOUNG WOMENS CHRISTIAN ASSOCIATION OF PITTSBURGH	\$175,000	20	0	\$175,000	20	0
Beaver	Ambridge Area School District	\$175,000	20	0	\$175,000	20	0
Beaver	Rhyming Thyme Inc.	\$157,500	18	0	\$157,500	18	0
Berks	Berks Community Action Program, Inc.	\$463,750	53	0	\$463,750	53	0
Berks	Calvary Church of the Nazarene/Riverview Christian	\$175,000	20	0	\$175,000	20	0
Blair	Kids First Center for Early Learning	\$253,750	29	0	\$253,750	29	0
Blair	Time to Succeed Child Care and Early Learning Center Inc.	\$218,750	20	10	\$0	0	0
Bradford	Athens Area School District	\$656,250	75	0	\$0	0	0
Bradford	Discover the World Children's Center Inc	\$175,000	20	0	\$175,000	20	0
Bradford	Moppets on Mulberry LLC	\$175,000	20	0	\$0	0	0
Bradford; Tioga	Bradford Tioga Head Start Inc.	\$26,250	3	0	\$26,250	3	0
Bradford; Tioga	Stepping Stones Preschool Inc	\$148,750	17	0	\$148,750	17	0
Bucks	Bucks County Intermediate Unit #22	\$297,500	34	0	\$297,500	34	0
Bucks	Florence A. Lanzillo/Creative Little Hands	\$109,375	10	5	\$0	0	0
Bucks	Refuge For The Perishing Holy Temple	\$87,500	10	0	\$87,500	10	0
Bucks	United Way of Bucks County	\$315,000	36	0	\$315,000	36	0
Cambria	Conemaugh Valley School District	\$78,750	9	0	\$78,750	9	0
Cambria	Greater Johnstown School District	\$131,250	15	0	\$131,250	15	0
Cambria	Northern Cambria School District	\$175,000	20	0	\$157,500	18	0
Cambria ; Somerset	The Learning Lamp	\$245,000	28	0	\$245,000	28	0
Carbon	Panther Valley School District	\$157,500	18	0	\$157,500	18	0
Centre ; Clearfield	Cen-Clear Child Services, Inc.	\$140,000	0	32	\$140,000	0	32

Chester	Creative Education, Inc.	\$131,250	15	0	\$131,250	15	0
Chester	KMR Daycare LLC	\$525,000	60	0	\$0	0	0
Chester	MNA Learning Services Inc./Kiddie Academy	\$175,000	20	0	\$0	0	0
Chester	YMCA of Greater Brandywine	\$470,266	60	0	\$175,000	20	0
Chester ; Montgomery	Chester County IU 24	\$1,700,000	200	0	\$1,575,000	180	0
Clarion ; Clearfield ; Jefferson	Keystone Smiles Community Learning Center	\$301,875	18	33	\$301,875	18	33
Crawford ; Venango	Family and Community Christian Association	\$323,750	17	40	\$323,750	17	40
Crawford ; Erie	Edinboro University of Pennsylvania	\$433,125	27	45	\$192,500	12	20
Cumberland	1st Church of God Learning and Play Center	\$240,625	20	15	\$240,625	20	15
Cumberland	Shippensburg University of Pennsylvania	\$65,625	0	15	\$65,625	0	15
Dauphin	Bright Futures Learning Centers Inc.	\$297,500	34	0	\$297,500	34	0
Dauphin	KinderCare Education LLC	\$175,000	20	0	\$175,000	20	0
Delaware	Apple Pie Day Care, Inc	\$1,050,000	120	0	\$350,000	40	0
Delaware	Discovery Tree LLC	\$350,000	40	0	\$350,000	40	0
Delaware	Interboro School District	\$148,750	17	0	\$148,750	17	0
Delaware	Widener University	\$507,500	56	4	\$175,000	20	0
Delaware	Woodlyn Academy LLC	\$1,010,000	60	0	\$0	0	0
Erie	Child Development Centers, Inc.	\$350,000	40	0	\$350,000	40	0
Erie	Corry Area School District	\$175,000	20	0	\$175,000	20	0
Erie	St. Martin Center, Inc.	\$175,000	20	0	\$175,000	20	0
Fayette ; Westmoreland	Duck Hollow Discovery Learning Center, Inc.	\$700,000	80	0	\$350,000	40	0
Fayette	Uniontown Area School District	\$665,000	76	0	\$157,500	18	0
Franklin	Franklin County Head Start/First Start Partnerships for Children and Families	\$148,750	17	0	\$148,750	17	0
Franklin	Greencastle-Antrim School District	\$157,500	18	0	\$157,500	18	0
Franklin	Waynesboro Area School District	\$148,750	17	0	\$148,750	17	0
Greene; Washington	Blueprints	\$236,250	27	0	\$236,250	27	
Indiana	Indiana County Head Start, Inc.	\$131,250	15	0	\$131,250	15	0
Indiana ; Westmoreland	Unity Marketing Group, Inc.	\$35,000	4	0	\$35,000	4	0
Lackawanna	Day Nursery Association	\$157,500	18	0	\$157,500	18	0
Lackawanna	Freckles and Frills, Inc	\$175,000	20	0	\$175,000	20	0
Lackawanna ; Wyoming	HANDS of Wyoming County	\$78,750	9	0	\$78,750	9	0
Lancaster	Child Care Services, Inc./OWL HILL	\$385,000	4	80	\$385,000	4	80
Lancaster	School District of Lancaster	\$402,500	46	0	\$402,500	46	0
Lawrence	Midwestern Intermediate Unit IV	\$236,250	27	0	\$236,250	27	0
Lehigh	Children of Joy Christian Acadmey	\$700,000	60	40	\$0	0	0
Lehigh	Kiddie City Early Learning Center INC	\$875,000	100	0	\$175,000	20	0
Lehigh	Leaders of Our Future LLC	\$175,000	20	0	\$0	0	0

Lehigh	Little Archie's Clubhouse Daycare Center, Inc.	\$565,000	51	27	\$0	0	0
Lehigh	Love ABC Learning Center inc	\$153,125	15	5	\$0	0	0
Lehigh	PLAYTIME DAYCARE	\$262,500	20	20	\$0	0	0
Lehigh	Resurrected Community Development Corporation	\$175,000	20	0	\$175,000	20	0
Lehigh	The Cuddle Zone Learning Center Inc	\$131,250	15	0	\$131,250	15	0
Lehigh	Watch Us Grow Learning Center	\$332,500	38	0	\$0	0	0
Lehigh ; Northampton	Greater Valley Young Mens Christian Association	\$533,750	61	0	\$350,000	40	0
Lehigh ; Northampton	Community Services for Children, Inc.	\$350,000	40	0	\$350,000	40	0
Lehigh ; Northampton	Lehigh Valley Children's Centers Inc.	\$306,250	35	0	\$306,250	35	0
Luzerne	Child Development Council of Northeastern PA, Inc.	\$87,500	10	0	\$87,500	10	0
Luzerne	Country Charm Early Learning Center, Inc.	\$175,000	20	0	\$175,000	20	0
Luzerne	Hazleton Area School District	\$306,250	35	0	\$306,250	35	0
Luzerne	Little People Daycare School Inc	\$297,500	34	0	\$0	0	0
Luzerne	Luzerne Intermediate Unit	\$87,500	10	0	\$87,500	10	0
Luzerne	Saeed Family Corporation/Building Blocks	\$175,000	20	0	\$175,000	20	0
Luzerne	ABC Kiddie Kampus	\$175,000	20	0	\$175,000	20	0
Lycoming	Blessed Beginnings Preschool and Childcare LLC	\$175,000	20	0	\$175,000	20	0
McKean ; Potter	Seneca Highlands Intermediate Unit Nine	\$726,250	83	0	\$612,500	70	0
Mercer	Children's Center of Mercer County	\$87,500	10	0	\$87,500	10	0
Monroe	Golden Child Learning Academy LLC	\$221,217	20	10	\$218,750	20	10
Montgomery	Learn & Play Inc.	\$262,500	30	0	\$262,500	30	0
Montgomery	Montgomery County Intermediate Unit #23	\$743,750	80	10	\$568,750	60	10
Montgomery	YWCA Tri-County Area	\$131,250	15	0	\$131,250	15	0
Montgomery	Federation Day Care Services	\$140,000	16	0	\$140,000	16	0
Montgomery ; Philadelphia	Greater Philadelphia Young Men's Christian Association	\$332,500	38	0	\$332,500	38	0
Montour	Busy Little Beavers, Inc.	\$43,750	5	0	\$43,750	5	0
Northampton	Bethlehem Area School District	\$175,000	20	0	\$175,000	20	0
Northampton	Wilson Area School District	\$131,250	15	0	\$131,250	15	0
Northumberland	Greater Susquehanna Valley YMCA	\$87,500	10	0	\$87,500	10	0
Philadelphia	Brightside Academy Philadelphia LLC	\$1,575,000	180	0	\$700,000	80	0
Philadelphia	Acelero Learning Camden Philadelphia Inc	\$87,500	10	0	\$87,500	10	0
Philadelphia	Amazing Kidz Academy LLC	\$612,500	70	10	\$175,000	20	0
Philadelphia	Bright Minds Bright Beginnings	\$52,500	6	0	\$0	0	0
Philadelphia	Candys Kids Learning Academy, LLC	\$87,500	10	0	\$0	0	0
Philadelphia	Catholic Social Services	\$122,500	14	0	\$122,500	14	0
Philadelphia	CSRD LLC/Top Notch Tots	\$262,500	20	20	\$0	0	0
Philadelphia	District 1199C Training and Upgrading Fund	\$525,000	60	0	\$288,750	33	0
Philadelphia	Gan Chabad	\$105,000	12	0	\$0	0	0
Philadelphia	Grays Ferry Early Learning Academy, LLC	\$131,250	15	0	\$131,250	15	0

Philadelphia	Hashr Al Baiyinah LLC	\$404,000	30	0	\$0	0	0
Philadelphia	Heavenly Daycare and Learning Center Inc	\$157,500	18	0	\$157,500	18	0
Philadelphia	Incredible Kids Learning Center	\$437,500	50	0	\$0	0	0
Philadelphia	JT Solutions	\$140,000	16	0	\$0	0	0
Philadelphia	Kiddie Prep Academy LLC	\$350,000	40	0	\$175,000	20	0
Philadelphia	Kids Castle Learning Center	\$218,750	25	0	\$0	0	0
Philadelphia	Little Einsteins Early Learning, LLC	\$328,125	30	15	\$0	0	0
Philadelphia	Little Learners Literacy Academy	\$170,000	20	0	\$0	0	0
Philadelphia	Places and Spaces for Growth Learning Center	\$35,000,000	40	0	\$0	0	0
Philadelphia	Renata Howell	\$262,500	30	0	\$0	0	0
Philadelphia	Scholarly Minds Academy LLC	\$87,500	10	0	\$0	0	0
Philadelphia	The Magic Years LLC	\$87,500	10	0	\$0	0	0
Philadelphia	The School District of Philadelphia	\$1,225,000	140	0	\$1,050,000	120	0
Philadelphia	Voice Community Economic Development Corporation	\$350,000	30	20	\$175,000	20	0
Philadelphia	The Education Institute for Early Intervention	\$1,373,750	156	2	\$175,000	20	0
Pike	Delaware Valley School District	\$122,500	14	0	\$122,500	14	0
Pike	Good Shepherd Child Care Center, Inc.	\$214,906	10	5	\$0	0	0
Schuylkill	Schuylkill Intermediate #29	\$17,500	2	0	\$17,500	2	0
Tioga	Penny's Daycare LLC	\$35,000	4	0	\$35,000	4	0
Warren	Warren Forest Counties Economic Opportunity Council	\$157,500	18	0	\$157,500	18	0
Washington	Pigtails & Inkwells Day Care Center, Inc./ Once Upon a Time	\$87,500	10	0	\$87,500	10	0
Westmoreland	Hempfield Area School District	\$175,000	20	0	\$175,000	20	0
Westmoreland	JB's Bright Beginnings Two, LLC	\$87,500	0	20	\$87,500	0	20
Westmoreland	Monessen City School District	\$26,250	3	0	\$26,250	3	0
Westmoreland	Westmoreland Community Action	\$1,260,000	144	0	\$315,000	36	0
York	Community Progress Council	\$157,500	18	0	\$157,500	18	0
York	Crispus Attucks Association of York, PA	\$175,000	20	0	\$175,000	20	0
York	Early Learning Center, Inc.	\$297,500	34	0	\$148,750	17	0
York	The Young Women's Christian Association of York, PA	\$875,000	100	0	\$875,000	100	0
York	York Day Nursery, Inc.	\$131,250	15	0	\$131,250	15	0

Totals	\$77,699,139	4527	654	\$24,521,875	2652	301
			ADMIN	\$478,125		
			DIFFERENCE	\$0		

Appendix H: 2021-22 Pennsylvania Pre-K Counts Participant Details

Location County	Lead Agency Name	Address	City	State	Zip	Grant Amount
Adams	CLARK AGAPAKIS	125 DOGWOOD CT	NEW OXFORD	PA	17350	\$ 262,500
Adams	UPPER ADAMS SCHOOL DISTRICT	NORTH MAIN STREET	BIGLERVILLE	PA	17307	\$ 148,750
Adams	YWCA GETTYSBURG AND ADAMS COUNTY	909 FAIRFIELD RD	GETTYSBURG	PA	17325	\$ 315,000
Adams, Berks, Carbon, Chester & Franklin	PATHSTONE CORPORATION	1625 N FRONT ST	HARRISBURG	PA	17102	\$ 1,470,000
Allegheny	ALLEGHENY INTERMEDIATE UNIT	475 E WATERFRONT DR	HOMESTEAD	PA	15120	\$ 2,800,000
Allegheny	BETHEL PARK SCHOOL DISTRICT	301 CHURCH RD	BETHEL PARK	PA	15102	\$ 148,750
Allegheny	COUNCIL OF THREE RIVERS AMER INDIAN	120 CHARLES ST	BLAWNEX	PA	15238	\$ 1,168,125
Allegheny	CRAFTON CHILDRENS CORNER INC	2702 BANKSVILLE AVE	PITTSBURGH	PA	15216	\$ 175,000
Allegheny	CYNTHIA K FRANCKS CHILD CARE INC	12134 FRANKSTOWN RD	PITTSBURGH	PA	15235	\$ 160,417
Allegheny	DUQUENSE CITY SCHOOLS	300 KENNEDY AVE	DUQUESNE	PA	15110	\$ 297,500
Allegheny	HERITAGE COMMUNITY INITIATIVES	820 BRADDOCK AVE	BRADDOCK	PA	15104	\$ 264,600
Allegheny	HIGHLANDS SCHOOL DISTRICT	1500 PACIFIC AVE	NATRONA HEIGHTS	PA	15065	\$ 297,500
Allegheny	HOSANNA HOUSE INC	807 WALLACE AVE	PITTSBURGH	PA	15221	\$ 262,500
Allegheny	IMANI CHRISTIAN ACADEMY	2150 E HILLS DR	PITTSBURGH	PA	15221	\$ 157,500
Allegheny	KIDS KADEMY II LLC	2859 FREEPORT RD	NATRONA HEIGHTS	PA	15065	\$ 131,250
Allegheny	MCKEESPORT AREA SCHOOL DISTRICT	3590 ONEIL BLVD	MCKEESPORT	PA	15132	\$ 630,000
Allegheny	NORTHGATE SCHOOL DISTRICT	591 UNION AVENUE	PITTSBURGH	PA	15202	\$ 166,250
Allegheny	PITTSBURGH PUBLIC SCHOOLS	341 S BELLEFIELD AVE	PITTSBURGH	PA	15213	\$ 7,131,250
Allegheny	PITTSBURGH URBAN CHRISTIAN SCHOOL	809 CENTER ST	PITTSBURGH	PA	15221	\$ 131,250
Allegheny	RIVERVIEW CHILDRENS CENTER INC	655 SYLVAN WAY	VERONA	PA	15147	\$ 665,000
Allegheny	THOMAS CHILD CARE AND LEARNING ACADEMY	10739 FRANKSTOWN RD	PITTSBURGH	PA	15235	\$ 70,000

Allegheny	WILKINSBURG SCHOOL DISTRICT	718 WALLACE AVE	PITTSBURGH	PA	15221	\$	848,750
Allegheny	WOODLAND HILLS SCHOOL DISTRICT	531 JONES AVE	BRADDOCK	PA	15104	\$	787,500
Allegheny	YWCA OF GREATER PITTSBURGH	305 WOOD ST	PITTSBURGH	PA	15222	\$	290,500
Allegheny, Beaver, Fayette & Westmoreland	PIC - WESTMORELAND/FAYETT E	219 DONOHOE ROAD	GREENSBURG	PA	15601	\$	2,467,500
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 & Westmoreland	GRANDMAS HOUSE LLC	616 1ST STREET EXT	APOLLO	PA	15613	\$	857,500
Armstrong, Beaver & Butler	LIFESTEPS INC	383 NEW CASTLE RD	BUTLER	PA	16001	\$	962,500
Beaver	AMBRIDGE AREA SCHOOL DISTRICT	901 DUSS AVE	AMBRIDGE	PA	15003	\$	875,000
Beaver	BIG BEAVER FALLS AREA SCHOOL	1503 8TH AVE	BEAVER FALLS	PA	15010	\$	350,000
Beaver	HAP ENTERPRISES INC	310 WAYNE ST	BEAVER	PA	15009	\$	630,000
Beaver	KIMBERLY POPE-HARMON	115 ORCHARD ST	ALIQUIPPA	PA	15001	\$	113,750
Beaver	RHYMING THYME INC	614 MARATTA RD	ALIQUIPPA	PA	15001	\$	157,500
Beaver	RIVERSIDE BEAVER COUNTY SC DIS	318 COUNRTY CLUB DR	ELWOOD CITY	PA	16117	\$	175,000
Beaver	WESTERN BEAVER COUNTY S D	343 RIDGEMONT DR	MIDLAND	PA	15059	\$	525,000
Bedford	CHESTNUT RIDGE SCHOOL DIST	3281 VALLEY RD	FISHERTOWN	PA	15539	\$	297,500
Bedford	BEDFORD AREA SCHOOL DISTRICT	330 E JOHN ST	BEDFORD	PA	15522	\$	245,000
Bedford & Cambria	ALLEGHENY LUTHERAN SOCIAL MINISTRIES INC	998 LOGAN BLVD	ALTOONA	PA	16602	\$	323,750
Bedford	TUSSEY MOUNTAIN SCHOOL DISTRICT	199 FRONT ST	SAXTON	PA	16678	\$	175,000
Bedford, Cambria & Somerset	THE LEARNING LAMP	2025 BEDFORD ST	JOHNSTOWN	PA	15904	\$	778,750
Berks	BOYERTOWN AREA SCHOOL DISTRICT	DEPT OF TREASURY	AUSTIN	TX	73301	\$	428,750
Berks	CALVARY CHURCH OF THE NAZARENE	3301 STOUPTS FERRY BRIDGE	READING	PA	19605	\$	700,000
Berks	GOVERNOR MIFFLIN SCHOOL DISTRICT	10 S WAVERLY ST	READING	PA	19607	\$	350,000
Berks	OPPORTUNITY HOUSE	430 N 2ND ST	READING	PA	19601	\$	350,000

Berks	YMCA OF READING AND BERKS COUNTY	631 WASHINGTON ST	READING	PA	19601	\$	525,000
Berks	BERKS COUNTY INTERMEDIATE UNIT 14	1111 COMMONS BLVD	READING	PA	19605	\$	1,400,000
Berks & Chester	BERKS COMMUNITY ACTION PROGRAM	PO BOX 22	READING	PA	19603	\$	4,156,250
Blair	BEGIN WITH US CC AND PRESCHOOL INC	703 GRANT AVE	ALTOONA	PA	16602	\$	1,225,000
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	319 SYCAMORE ST	ALTOONA	PA	16602	\$	761,250
Blair	KIDS FIRST CENTER FOR EARLY LEARNING	4 SHERATON DR	ALTOONA	PA	16601	\$	918,750
Blair	TYRONE AREA SCHOOL DISTRICT	701 CLAY AVE	TYRONE	PA	16686	\$	564,375
Blair, Centre, Clinton & Lycoming	CHILD DEVELOPMENT & FAMILY COUNCIL OF	2565 PARK CENTER BLVD	STATE COLLEGE	PA	16801	\$	1,295,000
Bradford	TOWANDA AREA SCHOOL DISTRICT	410 STATE ST	TOWANDA	PA	18848	\$	315,000
Bradford & Sullivan	WYALUSING VALLEY CHILDRENS CENTER INC	42932 ROUTE 6	WYALUSING	PA	18853	\$	1,050,000
Bradford & Tioga	BRADFORD TIOGA HEAD START INC.	5 RIVERSIDE PLZ	BLOSSBURG	PA	16912	\$	1,115,625
Bradford & Tioga	DISCOVER THE WORLD CHILDRENS CENTER INC	2431 PENNSYLVANIA	SAYRE	PA	18840	\$	525,000
Bradford & Tioga	STEPPING STONES PRESCHOOL INC	855 TEARS RD	COLUMBIA CROSS ROADS	PA	16914	\$	971,250
Bucks	BRISTOL TOWNSHIP SCHOOL DISTRICT	5 BLUE LAKE RD	LEVITTOWN	PA	19057	\$	700,000
Bucks	BUCKS COUNTY INTERMEDIATE UNIT 22	705 N SHADY RETREAT RD	DOYLESTOWN	PA	18901	\$	1,741,250
Bucks	NESHAMINY SCHOOL DISTRICT	2250 LANGHORNE YARDLEY RD	LANGHORNE	PA	19047	\$	1,312,500
Bucks	PENNSBURY SCHOOL DISTRICT	134 YARDLEY AVE	LEVITTOWN	PA	19054	\$	787,500
Bucks	QUAKERTOWN COMMUNITY SCHOOL	100 COMMERCE DR	QUAKERTOWN	PA	18951	\$	297,500
Bucks	REFUGE FOR THE PERISHING HOLY TEMPLE	1230 PLYMOUTH AVE	BRISTOL	PA	19007	\$	87,500
Bucks	UNITED WAY OF BUCKS COUNTY	413 HOOD BLVD	FAIRLESS HILLS	PA	19030	\$	2,213,750
Butler	BUTLER COUNTY CHILDRENS CENTER INC	139 RIEGER RD	BUTLER	PA	16001	\$	612,500
Butler	SLIPPERY ROCK STUDENT GOVERNMENT	007 MCKAY EDUCATION	SLIPPERY ROCK	PA	16057	\$	306,250
Cambria	CAMBRIA HEIGHTS SCHOOL DISTRICT	426 GLENDALE LAKE RD	PATTON	PA	16668	\$	148,750
Cambria	COMMUNITY ACTION PARTNERSHIP OF	516 MAIN ST	JOHNSTOWN	PA	15901	\$	761,250

Cambria	CONEMAUGH VALLEY SCHOOL DISTRICT	1340 WILLIAM PENN AVE	JOHNSTOWN	PA	15906	\$	376,250
Cambria	GREATER JOHNSTOWN SCHOOL DIS	1091 BROAD STREET	JOHNSTOWN	PA	15906	\$	1,015,000
Cambria	NORTHERN CAMBRIA SCHOOL DIS	601 JOSEPH ST	NORTHERN CAMBRIA	PA	15714	\$	157,500
Cambria	PENN CAMBRIA SCHOOL DISTRICT	201 6TH ST	CRESSON	PA	16630	\$	148,750
Cameron & Elk	NORTHERN TIER	135 WEST 4TH STREET	EMPORIUM	PA	15834	\$	262,500
Carbon	JIM THORPE AREA SD	410 CENTER AVE	JIM THORPE	PA	18229	\$	175,000
Carbon	LEHIGHTON AREA SCHOOL DIST	1000 UNION ST	LEHIGHTON	PA	18235	\$	175,000
Carbon	PALMERTON AREA SCHOOL DISTRICT	PO BOX 350	PALMERTON	PA	18071	\$	262,500
Carbon	PANTHER VALLEY SCHOOL DISTRICT	1 PANTHER WAY	LANSFORD	PA	18232	\$	157,500
Carbon	WEATHERLY AREA SCHOOL DISTRICT	602 SIXTH STREET	WEATHERLY	PA	18255	\$	332,500
Centre	THE PENNSYLVANIA STATE UNIVERSITY	408 OLD MAIN	UNIVERSITY PARK	PA	16802	\$	857,500
Centre, Clearfield & Elk	CENCLEAR CHILD SERVICES INC	50 BIGLER ROAD	BIGLER	PA	16825	\$	2,266,250
Chester	BRIGHT BEGINNINGS EDUCATION CENTER INC	2222 BALTIMORE PIKE	OXFORD	PA	19363	\$	1,750,000
Chester	CHESTER COUNTY INTERMEDIATE UNIT	455 BOOT RD	DOWNINGTOWN	PA	19335	\$	2,638,125
Chester	CREATIVE EDUCATION INC	1027 NEWARK RD	TOUGHKENAMON	PA	19374	\$	446,250
Chester	GREATER PHILADELPHIA YMCA	400 FAYETTE ST	CONSHOHOCKEN	PA	19428	\$	507,500
Chester	OWEN T ROBERTS SCHOOL DISTRICT	901 RIDGE RD	POTTSTOWN	PA	19465	\$	437,500
Chester	TREEHOUSE CHILDCARE SERVICES LLC	102 HORSESHOE DR	THORNDALE	PA	19372	\$	332,500
Chester	WARWICK CHILD CARE CENTER INC	300 N POTTSTOWN	EXTON	PA	19341	\$	437,500
Chester	YMCA OF GREATER BRANDYWINE	ONE EAST CHESTNUT	WEST CHESTER	PA	19380	\$	175,000
Chester & Montgomery	POTTSTOWN SCHOOL DISTRICT	230 BEECH ST	POTTSTOWN	PA	19464	\$	2,467,500
Clarion	NORTH CLARION COUNTY SCH DIS	RD # 1 PO BOX 194	TIONESTA	PA	16353	\$	245,000
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	18 WESTERN AVE	BROOKVILLE	PA	15825	\$	1,540,000
Clarion, Clearfield, Jefferson & Mercer	KEYSTONE SMILES COMMUNITY LEARNING	525 MAIN ST	KNOX	PA	16232	\$	945,000

Clearfield	CHILDRENS AID SOCIETY IN CLEARFIELD CTY	1008 S 2ND ST	CLEARFIELD	PA	16830	\$	245,000
Clinton & Lycoming	JERSEY SHORE AREA SCHOOL DISTRICT	175 A AND P DR	JERSEY SHORE	PA	17740	\$	315,000
Clinton & Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION	2138 LINCOLN ST	WILLIAMSPORT	PA	17701	\$	1,050,000
Columbia, Luzerne & Northumberland	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	90 LAWTON LN	MILTON	PA	17847	\$	1,417,500
Crawford	FAMILY & COMMUNITY CHRISTIAN ASSOCIATION	378 CHESTNUT ST	MEADVILLE	PA	16335	\$	1,977,500
Crawford & Erie	EDINBORO UNIVERSITY OF PA	100 BUTTERFIELD HALL	EDINBORO	PA	16444	\$	1,277,500
Crawford, Erie & Venango	CHILD DEVELOPMENT CENTERS INC	2335 W 38TH ST	ERIE	PA	16506	\$	2,467,500
Cumberland	CARLISLE DAY CARE CENTER INC	100 E POMFRET ST	CARLISLE	PA	17013	\$	175,000
Cumberland	MECHANICSBURG AREA SCHOOL DISTRICT	100 E ELMWOOD AVE	MECHANICSBURG	PA	17055	\$	350,000
Cumberland	SHIPPENSBURG UNIVERSITY HEAD START	1871 OLD MAIN DRIVE	SHIPPENSBURG	PA	17257	\$	1,299,375
Cumberland & Dauphin	KEYSTONE SERVICE SYSTEMS INC	4391 STURBRIDGE DR	HARRISBURG	PA	17110	\$	3,762,500
Cumberland, Dauphin, Lancaster & York	KUEHG CORP	103 HIGHPOINTE DRIVE	SEVEN FIELDS	PA	16046	\$	1,400,000
Dauphin	BRIGHT FUTURES LEARNING CENTER INC	10-12 NORTH FRONT STREET	STEELTON	PA	17113	\$	1,925,000
Dauphin	HALIFAX AREA SCHOOL DISTRICT	3940 PETERS MOUNTAIN RD	HALIFAX	PA	17032	\$	175,000
Dauphin	HANSEL AND GRETEL EARLY LEARNING CTR	2206 WALNUT ST	HARRISBURG	PA	17103	\$	350,000
Dauphin	HARRISBURG SCHOOL DISTRICT	1601 STATE ST	HARRISBURG	PA	17103	\$	148,750
Dauphin	UPPER DAUPHIN AREA SCHOOL DISTRICT	5668 STATE ROUTE 209	LYKENS	PA	17048	\$	131,250
Delaware	AARDVARK CHILD CARE & LEARNING CTR INC	335 CHEYNEY RD	GLEN MILLS	PA	19342	\$	350,000
Delaware	APPLE PIE DAY CARE INC	3 S STATE RD	UPPER DARBY	PA	19082	\$	350,000
Delaware	CHESTER UPLAND SCHOOL DIST	232 W 9TH ST	CHESTER	PA	19013	\$	1,050,000
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	200 YALE AVE	MORTON	PA	19070	\$	1,811,250
Delaware	DISCOVERY TREE LLC	4814 DREXELBROOK	DREXEL HILL	PA	19026	\$	577,500
Delaware	EDUCATION INSTITUTE FOR EARLY	252 MELROSE AVE	LANSDOWNE	PA	19050	\$	175,000
Delaware	INTERBORO SCHOOL DISTRICT	900 WASHINGTON AVENUE	PROSPECT PARK	PA	19076	\$	595,000

Delaware	TODAYS CHILD LEARNING CENTER INC	21 W BALTIMORE AVE	LANSDOWNE	PA	19050	\$	2,187,500
Delaware	WIDENER UNIVERSITY INC	ONE UNIVERSITY PL	CHESTER	PA	19013	\$	175,000
Delaware	YOUTH ENRICHMENT PROGRAMS INC	2029 S 7TH ST # 33	PHILADELPHIA	PA	19148	\$	525,000
Elk	JOHNSONBURG AREA SCHOOL DISTRICT	315 HIGH SCHOOL RD	JOHNSONBURG	PA	15845	\$	131,250
Erie	BENEDICTINE SISTERS INC	345 E 9TH ST	ERIE	PA	16503	\$	437,500
Erie	CORRY AREA SCHOOL DISTRICT	540 E PLEASANT ST	CORRY	PA	16407	\$	525,000
Erie	DR GERTRUDE A BARBER CENTER INC	100 BARBER PL	ERIE	PA	16507	\$	428,750
Erie	EARLY CONNECTIONS	200 W 11TH ST	ERIE	PA	16501	\$	844,375
Erie	ERIE CITY SCHOOL DISTRICT	148 W 21ST ST	ERIE	PA	16502	\$	2,003,750
Erie	MILLCREEK TOWNSHIP SCHOOL DISTRICT	3740 W 26TH ST	ERIE	PA	16506	\$	262,500
Erie	ST MARTIN EARLY LEARNING CENTER	1701 PARADE ST	ERIE	PA	16503	\$	350,000
Erie	YMCA OF GREATER ERIE	31 W 10TH ST	ERIE	PA	16501	\$	1,338,750
Fayette	CRAYON CLUBHOUSE LLC	2614 C MEMORIAL BLVD	CONNELLSVILLE	PA	15425	\$	297,500
Fayette	DUCK HOLLOW DISCOVERY LEARNING	7822 NATIONAL PIKE	UNIONTOWN	PA	15401	\$	875,000
Fayette	FRAZIER SCHOOL DISTRICT	142 CONSTITUTION	PERRYOPOLIS	PA	15473	\$	87,500
Fayette	PINKY TOES CHILD CARE AND DVPT CTR	204 E CRAWFORD AVE	CONNELLSVILLE	PA	15425	\$	175,000
Fayette	UNIONTOWN AREA SCHOOL DISTRICT	205 WILSON AVE	UNIONTOWN	PA	15401	\$	420,000
Fayette & Westmoreland	LIGONIER VALLEY LEARNING CENTER	117 JUNIPER LN	LIGONIER	PA	15658	\$	1,706,250
Forest, McKean & Potter	SENECA HIGHLANDS IU 9	119 S MECHANIC ST	SMETHPORT	PA	16749	\$	2,301,250
Franklin	CHAMBERSBURG AREA SCHOOL DISTRICT	435 STANLEY AVE	CHAMBERSBURG	PA	17201	\$	1,417,500
Franklin	FRANKLIN COUNTY HEAD START	1438 EXCEL AVENUE	CHAMBERSBURG	PA	17201	\$	148,750
Franklin	GREENCASTLE-ANTRIM SCH DIST	500 EAST LEITERSBURG ST	GREENCASTLE	PA	17225	\$	315,000
Franklin	TUSCARORA SCHOOL DISTRICT	100 W SEMINARY ST	MERCERSBURG	PA	17236	\$	315,000
Franklin	WAYNESBORO AREA SCHOOL DISTRICT	210 CLAYTON AVE	WAYNESBORO	PA	17268	\$	1,190,000

Fulton	SOUTHERN FULTON SCHOOL DISTRICT	3072 GREAT COVE RD	WARFORDSBURG	PA	17267	\$	297,500
Greene & Washington	BLUEPRINTS	150 W BEAU ST	WASHINGTON	PA	15301	\$	4,130,000
Huntingdon	HCCADC	52 JUNIATA AVE	HUNTINGDON	PA	16652	\$	787,500
Huntingdon	HUNTINGDON AREA SCHOOL DISTRICT	2400 CASSADY AVE	HUNTINGDON	PA	16652	\$	175,000
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM	570 S 11TH ST	INDIANA	PA	15705	\$	262,500
Indiana	INDIANA COUNTY HEAD START, INC	528 GOMPERS AVE	INDIANA	PA	15701	\$	131,250
Indiana	MARION CENTER AREA SCHOOLS	22820 RTE 403 HWY N	MARION CENTER	PA	15759	\$	350,000
Indiana	PENNS MANOR AREA SCHOOL DISTRICT	6003 ROUTE 553 HWY	CLYMER	PA	15728	\$	105,000
Indiana	UNITED SCHOOL DISTRICT	10775 ROUTE 56 HIGHWAY EAS	ARMAGH	PA	15920	\$	262,500
Indiana & Westmoreland	UNITY MARKETING GROUP INC	254 WINELAND RD	LIGONIER	PA	15658	\$	481,250
Juniata & Perry	TUSCARORA INTERMEDIATE UNIT 11	2527 US HIGHWAY 522 S	MC VEYTOWN	PA	17051	\$	481,250
Lackawanna	FRECKLES AND FRILLS INC	515 FIG ST	SCRANTON	PA	18505	\$	175,000
Lackawanna	THE KREIG INSTITUTE FOR EARLY CHILDHOOD	REAR 3716 LAWRENCE AVE	MOOSIC	PA	18507	\$	525,000
Lackawanna	DAY NURSERY ASSOCIATION	332 JEFFERSON AVE	SCRANTON	PA	18510	\$	472,500
Lackawanna & Luzerne	ABC KIDDIE KAMPUS INC	701 S MAIN ST	OLD FORGE	PA	18518	\$	1,216,250
Lackawanna & Wyoming	HANDS OF WYOMING COUNTY	1687 SCOTTSVILLE RD	MEHOOPANY	PA	18629	\$	918,750
Lackawanna, Susquehanna & Wayne	NORTHEASTERN CHILD CARE SERVICES	1356 N WASHINGTON AVE	SCRANTON	PA	18509	\$	805,000
Lancaster	CHILD CARE SERVICES INC	506 OWL HILL RD	LITITZ	PA	17543	\$	1,120,000
Lancaster	CONESTOGA VALLEY SCHOOL DISTRICT	2110 HORSESHOE RD	LANCASTER	PA	17601	\$	437,500
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	SCHOOL DISTRICT OF LANCASTER	1020 LEHIGH AVE	LANCASTER	PA	17602	\$	5,101,250
Lancaster	SUNRISE USA LLC	1921 GLENWOLD DR	PAOLI	PA	19301	\$	175,000
Lancaster & Lebanon	LANCASTER-LEBANON INTERMEDIATE UNIT 13	1020 NEW HOLLAND AVE	LANCASTER	PA	17601	\$	4,095,000

Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	241 W GRANT ST	NEW CASTLE	PA	16101	\$	2,065,000
Lawrence & Mercer	MIDWESTERN INTERMEDIATE UNIT IV	453 MAPLE ST	GROVE CITY	PA	16127	\$	971,250
Lehigh	RESURRECTED COMMUNITY	144 N 9TH ST	ALLENTOWN	PA	18102	\$	175,000
Lehigh	THE CUDDLE ZONE LEARNING CENTER INC	445 ALLENTOWN DR	ALLENTOWN	PA	18109	\$	730,625
Lehigh	KIDDIE CITY EARLY LEARNING CENTER INC	1309 W GORDON ST	ALLENTOWN	PA	18102	\$	332,500
Lehigh & Northampton	BETHLEHEM AREA SCHOOL DISTRICT	1516 SYCAMORE ST	BETHLEHEM	PA	18017	\$	1,050,000
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	1520 HANOVER AVE	ALLENTOWN	PA	18019	\$	4,112,500
Lehigh & Northampton	GREATER VALLEY YOUNG MENS CHRISTIAN	1524 W LINDEN ST	ALLENTOWN	PA	18102	\$	1,811,250
Lehigh & Northampton	LEHIGH VALLEY CHILDRENS CENTERS INC	1501 LEHIGH ST	ALLENTOWN	PA	18103	\$	3,701,250
Luzerne	BLOOM EARLY EDUCATION CENTERS	62 YEAGER AVE	SHAVERTOWN	PA	18708	\$	315,000
Luzerne	CHILD DEVELOPMENT COUNCIL OF NEPA INC	147 1/2 AMBER LN	WILKES BARRE	PA	18702	\$	612,500
Luzerne	COUNTRY CHARM EARLY LEARNING CENTER INC	9 E BUTLER DR	DRUMS	PA	18222	\$	175,000
Luzerne	GREATER NANTICOKE AREA SCHOOL DISTRICT	427 KOSCIUZO ST	NANTICOKE	PA	18634	\$	166,250
Luzerne	HAZELTON AREA SCHOOL DISTRICT	1515 W 23RD ST	HAZLE TOWNSHIP	PA	18202	\$	2,156,875
Luzerne	KINGS COLLEGE	133 N RIVER ST	WILKES BARRE	PA	18711	\$	175,000
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	\$	700,000
Luzerne	NORTHWEST AREA SCHOOL DISTRICT	243 THORNE HILL RD	SHICKSHINNY	PA	18655	\$	175,000
Luzerne	SAEED FAMILY CORPORATION	253 S FRANKLIN ST	WILKES BARRE	PA	18701	\$	743,750
Lycoming	BLESSED BEGINNINGS PRESCHOOL &	822 W CENTRAL AVE	WILLIAMSPORT	PA	17702	\$	175,000
Lycoming	EAST LYCOMING SCHOOL DISTRICT	349 CEMETERY STREET	HUGHESVILLE	PA	17737	\$	350,000
Lycoming	MONTGOMERY AREA SCHOOL	120 PENN ST	MONTGOMERY	PA	17752	\$	437,500
Mercer	CHILDRENS CENTER OF MERCER COUNTY	900 N HERMITAGE RD	HERMITAGE	PA	16148	\$	175,000
Mercer	COMMUNITY ACTION PARTNERSHIP OF	75 S DOCK STREET	SHARON	PA	16146	\$	831,250

Mercer	ZION EDUCATION CENTER	602 ROEMER BLVD	FARRELL	PA	16121	\$	175,000
Mifflin	GRACE COVENANT CHURCH	227 WASHINGTON AVE	LEWISTOWN	PA	17044	\$	717,500
Mifflin, Snyder & Union	SUMMIT EARLY LEARNING INC	14 S 11TH ST	MIFFLINBURG	PA	17844	\$	1,417,500
Monroe	POCONO SERVICES FOR FAMILIES AND CHILDREN	212 W 4TH ST	EAST STROUDSBURG	PA	18301	\$	796,250
Monroe	TGPC FOR C & L OF ST PAUL EVANGELICAL L C	138 TRACH DR	KRESGEVILLE	PA	18333	\$	1,181,250
Monroe	WEE WONS INC	127 ROUTE 423	POCONO PINES	PA	18350	\$	175,000
Montgomery	MONTGOMERY CNTY PRINCIPALS &	2 W LAFAYETTE ST	NORRISTOWN	PA	19401	\$	2,878,750
Montgomery	MONTGOMERY COUNTY COMMUNITY COLLEGE	340 DEKALB PIKE	BLUE BELL	PA	19422	\$	472,500
Montgomery	WONDERSPRING	201 SABINE AVE	NARBERTH	PA	19072	\$	350,000
Montgomery	YWCA TRI COUNTY AREA	315 KING ST	POTTSTOWN	PA	19464	\$	743,750
Montgomery	LEARN AND PLAY CENTERS INC	200 CAMP HILL RD	FORT WASHINGTON	PA	19034	\$	875,000
Montgomery & Philadelphia	CHILDREN OF AMERICA	5300 W ATLANTIC AVE	DELRAY BEACH	FL	33484	\$	437,500
Montour	BUSY LITTLE BEAVERS INC	23 WESNER LN	DANVILLE	PA	17821	\$	192,500
Montour	DANVILLE AREA SCHOOL DISTRICT	733 IRONMEN LANE	DANVILLE	PA	17821	\$	315,000
Northampton	EASTON SCHOOL DISTRICT PAYROLL	1801 BUSHKILL DR	EASTON	PA	18040	\$	332,500
Northampton	THIRD STREET ALLIANCE FOR WOMEN	41 N 3RD ST	EASTON	PA	18042	\$	350,000
Northampton	WILSON AREA SCHOOL DISTRICT	2040 WASHINGTON	EASTON	PA	18042	\$	463,750
Northumberland	MMJJ INC	117 INDIANA CIR	KULPMONT	PA	17834	\$	157,500
Northumberland	MOUNT CARMEL AREA SCHOOL DISTRICT	600 W 5TH ST	MOUNT CARMEL	PA	17851	\$	525,000
Northumberland	SUSQUEHANNA VALLEY YMCA	1150 N 4TH ST	SUNBURY	PA	17801	\$	245,000
Perry	WEST PERRY SCHOOL DISTRICT	2606 SHERMANS VALLEY RD	ELLIOTTSBURG	PA	17024	\$	385,000
Philadelphia	ACELERO LEARNING CAMDEN PHILADELPHIA	1801 N 23RD ST	PHILADELPHIA	PA	19121	\$	1,312,500
Philadelphia	AMAZING KIDZ ACADEMY LLC	7120 N BROAD ST	PHILADELPHIA	PA	19126	\$	160,417
Philadelphia	ASOCIACION PUERTORRIQUENOS EN	1900 N 9TH ST STE 102	PHILADELPHIA	PA	19122	\$	525,000

Philadelphia	CATHOLIC SOCIAL SERVICES	222 N 17TH ST	PHILADELPHIA	PA	19103	\$	122,500
Philadelphia	CONGREGATION BETH SOLOMON	198 TOMLINSON RD	PHILADELPHIA	PA	19116	\$	218,750
Philadelphia	CREATIVE LEARNING ENVIRONMENTS	4824 PRINCETON AVE	PHILADELPHIA	PA	19135	\$	297,500
Philadelphia	DISTRICT 1199C	100 S BROAD ST	PHILADELPHIA	PA	19102	\$	288,750
Philadelphia	DREAMSCAPE EDUCATION LLC	35 S 60TH ST	PHILADELPHIA	PA	19139	\$	350,000
Philadelphia	FEDERATION DAYCARE SERVICES INC	10700 JAMISON AVE	PHILADELPHIA	PA	19116	\$	140,000
Philadelphia	GOLDEN CHILD LEARNING ACADEMY LLC	1317 S DORRANCE ST	PHILADELPHIA	PA	19146	\$	218,750
Philadelphia	GRAYS FERRY EARLY LEARNING ACADEMY LLC	1325 S 33RD ST	PHILADELPHIA	PA	19146	\$	111,090
Philadelphia	HEAVENLY DAYCARE AND LEARNING CENTER INC	5144 N 4TH ST	PHILADELPHIA	PA	19120	\$	805,000
Philadelphia	KAIS COMFY CORNER INC	1601 S 9TH ST	PHILADELPHIA	PA	19148	\$	158,200
Philadelphia	KIDDIE PREP ACADEMY LLC	5843 MARKET ST	PHILADELPHIA	PA	19139	\$	175,000
Philadelphia	MOTIVATED YOUNG MINDS INC	5124 WALNUT ST	PHILADELPHIA	PA	19139	\$	1,050,000
Philadelphia	OAK LANE SCHOOLS INCORPORATED	200 PINE LN	DOUGLASSVILLE	PA	19518	\$	700,000
Philadelphia	SCHOOL DISTRICT OF PHILADELPHIA	440 N BROAD ST	PHILADELPHIA	PA	19130	\$	33,748,750
Philadelphia	SPECIAL PEOPLE IN NORTHEAST INC	10501 DRUMMOND RD	PHILADELPHIA	PA	19154	\$	1,050,000
Philadelphia	VOICE COMMUNITY ECO DEVEL CORP	3509 OLD YORK RD	PHILADELPHIA	PA	19140	\$	175,000
Philadelphia & Westmoreland	BRIGHTSIDE ACADEMY PHILADELPHIA LLC	707 GRANT ST	PITTSBURGH	PA	15219	\$	2,390,000
Pike	AGENCY FOR COMMUNITY	123 WYOMING AVE	SCRANTON	PA	18503	\$	1,303,750
Pike	DELAWARE VALLEY SCHOOL DIST	236 ROUTE 6 AND 209	MILFORD	PA	18337	\$	455,000
Pike	THE SUNSHINE STATION	476 ROUTES 6 AND 209	MILFORD	PA	18337	\$	87,500
Schuylkill	CHILD DEVELOPMENT INC	SUITE 210	MINERSVILLE	PA	17954	\$	2,371,250
Schuylkill	SCHUYLKILL IU 29	17 MAPLE AVE	MAR LIN	PA	17951	\$	175,000
Somerset	TABLELAND SERVICES, INC.	535 EAST MAIN ST	SOMERSET	PA	15501	\$	848,750
Susquehanna	ENDLESS MOUNTAIN LEARNING CENTER INC	117 JACKSON ST	NEW MILFORD	PA	18834	\$	140,000

Susquehanna	FOREST CITY REGIONAL SCHL DISTRICT	100 SUSQUEHANNA	FOREST CITY	PA	18421	\$	332,500
Susquehanna	MT VIEW SCHOOL DISTRICT	11748 STATE ROUTE 106	KINGSLEY	PA	18826	\$	140,000
Tioga	PENNYS DAYCARE LLC	23 LAKE ST	TIOGA	PA	16946	\$	262,500
Tioga	SOUTHERN TIOGA SCHOOL DISTRICT	DEPT OF TREASURY IRS	OGDEN	UT	84201	\$	708,750
Union	LEWISBURG AREA SCHOOL DISTRICT	1951 WASHINGTON	LEWISBURG	PA	17837	\$	157,500
Warren	WARREN AND FOREST COUNTIES ECONOMIC	1209 PENNSYLVANIA	WARREN	PA	16365	\$	420,000
Washington	PIGTAILS & INKWELLS DAY CARE CENTER INC	925 HENDERSON AVE	WASHINGTON	PA	15301	\$	87,500
Westmoreland	ALL KIDS ARE SPECIAL CHILDCARE & LRG CTR	1001 KNOLLWOOD RD	NEW KENSINGTON	PA	15068	\$	630,000
Westmoreland	CHERISE M RACHAL	1001 S LEECHBURG HILL	LEECHBURG	PA	15656	\$	175,000
Westmoreland	HEMPFIELD AREA SCHOOL DSTRCT	4347 STATE ROUTE 136	GREENSBURG	PA	15601	\$	175,000
Westmoreland	JBS BRIGHT BEGINNINGS TWO LLC	780 BRUSH HILL RD	IRWIN	PA	15642	\$	262,500
Westmoreland	LOVELI FOUNDATIONS LLC	1718 SW RUGH ST	GREENSBURG	PA	15601	\$	87,500
Westmoreland	MONESSEN CITY SCHOOL DISTRICT	1275 ROSTRAVER ST	MONESSEN	PA	15062	\$	507,500
Westmoreland	SETON HILL CHILD SERVICES INC	105 HARTMAN RD STE 204	GREENSBURG	PA	15601	\$	1,872,500
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	226 S MAPLE AVE	GREENSBURG	PA	15601	\$	1,190,000
York	COMMUNITY PROGRESS COUNCIL INC	226 E COLLEGE AVE	YORK	PA	17403	\$	315,000
York	CRISPUS ATTUCKS ASSOCIATION INC	605 S DUKE ST	YORK	PA	17401	\$	525,000
York	SCHOOL DISTRICT OF CITY OF YORK	31 N PERSHING AVE	YORK	PA	17401	\$	2,633,750
York	THE EARLY LEARNING CENTER INC	101 WEBSTER AVE	YORK	PA	17404	\$	148,750
York	YORK DAY NURSERY INC	450 E PHILADELPHIA ST	YORK	PA	17403	\$	262,500
York	YORK JEWISH COMMUNITY CENTER	2000 HOLLYWOOD DR	YORK	PA	17403	\$	135,625
York	YWCA YORK	320 E MARKET ST	YORK	PA	17403	\$	2,143,750
	Information Technology/Admin					\$	4,522,685
	Totals					\$	242,308,533

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
Adams	CLARK AGAPAKIS	20	20	19	20	40	39	0	17
Adams	UPPER ADAMS SCHOOL DISTRICT	17	0	17	0	17	17	0	0
Adams	YWCA GETTYSBURG AND ADAMS COUNTY	36	0	0	0	36	0	0	0
Adams, Berks, Carbon, Chester & Franklin	PATHSTONE CORPORATION	168	0	149	0	168	149	1	5
Allegheny	ALLEGHENY INTERMEDIATE UNIT	320	0	275	0	320	275	4	34
Allegheny	BETHEL PARK SCHOOL DISTRICT	17	0	17	0	17	17	0	0
Allegheny	COUNCIL OF THREE RIVERS AMER INDIAN CTR	124	19	88	20	143	108	0	29
Allegheny	CRAFTON CHILDRENS CORNER INC	20	0	0	0	20	0	0	0
Allegheny	CYNTHIA K FRANCKS CHILD CARE INC	20	0	8	0	20	8	0	4
Allegheny	DUQUENSE CITY SCHOOLS	34	0	14	0	34	14	0	3

Allegheny	HERITAGE COMMUNITY INITIATIVES	36	0	8	0	36	8	0	3
Allegheny	HIGHLANDS SCHOOL DISTRICT	0	68	0	67	68	67	1	3
Allegheny	HOSANNA HOUSE INC	30	0	0	0	30	0	0	7
Allegheny	IMANI CHRISTIAN ACADEMY	18	0	18	0	18	18	0	6
Allegheny	KIDS KADEMY II LLC	15	0	13	0	15	13	0	1
Allegheny	MCKEESPORT AREA SCHOOL DISTRICT	72	0	72	0	72	72	1	6
Allegheny	NORTHGATE SCHOOL DISTRICT	19	0	19	0	19	19	0	1
Allegheny	PITTSBURGH PUBLIC SCHOOLS	815	0	723	0	815	723	4	123
Allegheny	PITTSBURGH URBAN CHRISTIAN SCHOOL	12	6	15	0	18	15	2	0
Allegheny	RIVERVIEW CHILDRENS CENTER INC	76	0	75	0	76	75	0	6
Allegheny	THOMAS CHILD CARE AND LEARNING ACADEMY LLC	8	0	8	0	8	8	0	6
Allegheny	WILKINSBURG SCHOOL DISTRICT	97	0	63	0	97	63	2	15

Allegheny	WOODLAND HILLS SCHOOL DISTRICT	90	0	19	0	90	19	1	14
Allegheny	YWCA OF GREATER PITTSBURGH	38	0	13	0	38	13	0	3
Allegheny, Beaver, Fayette & Westmoreland	PIC - WESTMORELAND/FAYETTE	285	0	260	0	285	260	3	13
Armstrong	APOLLO-RIDGE SCHOOL DISTRICT	20	0	19	0	20	19	0	2
Armstrong & Indiana	ARIN INTERMEDIATE UNIT 28	120	0	117	0	120	117	1	3
Armstrong & Westmoreland	GRANDMAS HOUSE LLC	98	0	97	0	98	97	0	8
Armstrong, Beaver & Butler	LIFESTEPS INC	80	60	51	26	140	77	0	4
Beaver	AMBRIDGE AREA SCHOOL DISTRICT	100	0	97	0	100	97	0	7
Beaver	BIG BEAVER FALLS AREA SCHOOL	40	0	40	0	40	40	0	3
Beaver	HAP ENTERPRISES INC	72	0	66	0	72	66	1	0
Beaver	KIMBERLY POPE-HARMON	13	0	13	0	13	13	0	5
Beaver	RHYMING THYME INC	18	0	14	0	18	14	0	8

Beaver	RIVERSIDE BEAVER COUNTY SC DIS	20	0	17	0	20	17	0	2
Beaver	WESTERN BEAVER COUNTY S D	60	0	60	0	60	60	0	0
Bedford	CHESTNUT RIDGE SCHOOL DIST	34	0	34	0	34	34	0	0
Bedford	BEDFORD AREA SCHOOL DISTRICT	28	0	27	0	28	27	0	0
Bedford & Cambria	ALLEGHENY LUTHERAN SOCIAL MINISTRIES INC	37	0	36	0	37	36	0	8
Bedford	TUSSEY MOUNTAIN SCHOOL DISTRICT	10	20	10	11	30	21	0	1
Bedford, Cambria & Somerset	THE LEARNING LAMP	89	0	84	0	89	84	0	12
Berks	BOYERTOWN AREA SCHOOL DISTRICT	49	0	52	0	49	52	0	2
Berks	CALVARY CHURCH OF THE NAZARENE	80	0	61	0	80	61	0	9
Berks	GOVERNOR MIFFLIN SCHOOL DISTRICT	40	0	40	0	40	40	0	0
Berks	OPPORTUNITY HOUSE	40	0	40	0	40	40	0	22
Berks	YMCA OF READING AND BERKS COUNTY	60	0	58	0	60	58	0	21

Berks	BERKS COUNTY INTERMEDIATE UNIT 14	160	0	164	0	160	164	1	16
Berks & Chester	BERKS COMMUNITY ACTION PROGRAM	475	0	338	0	475	338	0	46
Blair	BEGIN WITH US CC AND PRESCHOOL INC	140	0	114	0	140	114	2	15
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	87	0	0	0	87	0	0	4
Blair	KIDS FIRST CENTER FOR EARLY LEARNING	105	0	99	0	105	99	0	29
Blair	TYRONE AREA SCHOOL DISTRICT	37	55	37	51	92	88	0	8
Blair, Centre, Clinton & Lycoming	CHILD DEVELOPMENT & FAMILY COUNCIL OF CENTRE CO	148	0	127	0	148	127	1	13
Bradford	TOWANDA AREA SCHOOL DISTRICT	36	0	36	0	36	36	0	2
Bradford & Sullivan	WYALUSING VALLEY CHILDRENS CENTER INC	120	0	100	0	120	100	0	13
Bradford & Tioga	BRADFORD TIOGA HEAD START INC.	68	119	187	0	187	187	50	5
Bradford & Tioga	DISCOVER THE WORLD CHILDRENS CENTER INC	60	0	49	0	60	49	0	2
Bradford & Tioga	STEPPING STONES PRESCHOOL INC	111	0	110	0	111	110	1	17

Bucks	BRISTOL TOWNSHIP SCHOOL DISTRICT	80	0	80	0	80	80	0	3
Bucks	BUCKS COUNTY INTERMEDIATE UNIT 22	199	0	166	0	199	166	0	3
Bucks	NESHAMINY SCHOOL DISTRICT	150	0	149	0	150	149	0	2
Bucks	PENNSBURY SCHOOL DISTRICT	90	0	90	0	90	90	0	2
Bucks	QUAKERTOWN COMMUNITY SCHOOL DIST	34	0	34	0	34	34	0	2
Bucks	REFUGE FOR THE PERISHING HOLY TEMPLE	10	0	8	0	10	8	0	0
Bucks	UNITED WAY OF BUCKS COUNTY	250	6	230	5	256	235	0	29
Butler	BUTLER COUNTY CHILDRENS CENTER INC	70	0	57	0	70	57	0	1
Butler	SLIPPERY ROCK STUDENT GOVERNMENT ASSOCIA	35	0	35	0	35	35	1	3
Cambria	CAMBRIA HEIGHTS SCHOOL DISTRICT	17	0	0	0	17	0	0	0
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA COUNTY	87	0	85	0	87	85	1	2
Cambria	CONEMAUGH VALLEY SCHOOL DISTRICT	43	0	0	0	43	0	0	0

Cambria	GREATER JOHNSTOWN SCHOOL DIS	116	0	0	0	116	0	0	9
Cambria	NORTHERN CAMBRIA SCHOOL DIS	18	0	0	0	18	0	0	0
Cambria	PENN CAMBRIA SCHOOL DISTRICT	17	0	17	0	17	17	0	0
Cameron & Elk	NORTHERN TIER	30	0	15	0	30	15	0	1
Carbon	JIM THORPE AREA SD	0	40	0	40	40	40	0	0
Carbon	LEHIGHTON AREA SCHOOL DIST	0	40	0	38	40	38	0	1
Carbon	PALMERTON AREA SCHOOL DISTRICT	30	0	30	0	30	30	0	1
Carbon	PANTHER VALLEY SCHOOL DISTRICT	18	0	0	0	18	0	0	0
Carbon	WEATHERLY AREA SCHOOL DISTRICT	38	0	30	0	38	30	0	2
Centre	THE PENNSYLVANIA STATE UNIVERSITY	98	0	89	0	98	89	0	9
Centre, Clearfield & Elk	CENCLEAR CHILD SERVICES INC	234	50	213	45	284	258	9	9
Chester	BRIGHT BEGINNINGS EDUCATION CENTER INC	199	2	164	0	201	164	1	12

Chester	CHESTER COUNTY INTERMEDIATE UNIT	301	1	147	0	302	147	0	20
Chester	CREATIVE EDUCATION INC	51	0	50	0	51	50	0	3
Chester	GREATER PHILADELPHIA YMCA	58	0	30	0	58	30	0	5
Chester	OWEN T ROBERTS SCHOOL DISTRICT	50	0	49	0	50	49	0	7
Chester	TREEHOUSE CHILDCARE SERVICES LLC	38	0	37	0	38	37	0	6
Chester	WARWICK CHILD CARE CENTER INC	50	0	48	0	50	48	0	9
Chester	YMCA OF GREATER BRANDYWINE	20	0	14	0	20	14	0	0
Chester & Montgomery	POTTSTOWN SCHOOL DISTRICT	280	4	253	1	284	254	0	25
Clarion	NORTH CLARION COUNTY SCH DIS	28	0	26	0	28	26	0	0
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	176	0	118	0	176	118	0	6
Clarion, Clearfield, Jefferson & Mercer	KEYSTONE SMILES COMMUNITY LEARNING CENTER	101	14	58	15	115	73	0	14
Clearfield	CHILDRENS AID SOCIETY IN CLEARFIELD CTY	28	0	28	0	28	28	0	4

Clinton & Lycoming	JERSEY SHORE AREA SCHOOL DISTRICT	36	0	36	0	36	36	0	5
Clinton & Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR COMMUNITY	84	72	94	1	156	95	5	1
Columbia, Luzerne & Northumberland	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	162	0	160	0	162	160	0	0
Crawford	FAMILY & COMMUNITY CHRISTIAN ASSOCIATION	206	40	203	37	246	240	0	7
Crawford & Erie	EDINBORO UNIVERSITY OF PA	135	22	133	21	157	154	0	48
Crawford, Erie & Venango	CHILD DEVELOPMENT CENTERS INC	282	0	270	0	282	270	0	28
Cumberland	CARLISLE DAY CARE CENTER INC	20	0	19	0	20	19	0	2
Cumberland	MECHANICSBURG AREA SCHOOL DISTRICT	30	20	29	20	50	49	0	0
Cumberland	SHIPPENSBURG UNIVERSITY HEAD START	141	15	139	14	156	153	0	5
Cumberland & Dauphin	KEYSTONE SERVICE SYSTEMS INC	430	0	294	0	430	294	4	32
Cumberland, Dauphin, Lancaster & York	KUEHG CORP	160	0	160	0	160	160	0	27
Dauphin	BRIGHT FUTURES LEARNING CENTER INC	220	0	209	0	220	209	4	22

Dauphin	HALIFAX AREA SCHOOL DISTRICT	20	0	20	0	20	20	0	2
Dauphin	HANSEL AND GRETEL EARLY LEARNING CTR INC	40	0	40	0	40	40	0	11
Dauphin	HARRISBURG SCHOOL DISTRICT	17	0	15	0	17	15	0	0
Dauphin	UPPER DAUPHIN AREA SCHOOL DISTRICT	15	0	0	0	15	0	0	0
Delaware	AARDVARK CHILD CARE & LEARNING CTR INC	40	0	40	0	40	40	0	4
Delaware	APPLE PIE DAY CARE INC	40	0	39	0	40	39	0	0
Delaware	CHESTER UPLAND SCHOOL DIST	120	0	120	0	120	120	0	12
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	207	0	189	1	207	190	1	13
Delaware	DISCOVERY TREE LLC	66	0	65	0	66	65	0	18
Delaware	EDUCATION INSTITUTE FOR EARLY INTERVENTION	20	0	17	2	20	19	0	2
Delaware	INTERBORO SCHOOL DISTRICT	68	0	63	0	68	63	0	2
Delaware	TODAYS CHILD LEARNING CENTER INC	250	0	249	1	250	250	2	65

Delaware	WIDENER UNIVERSITY INC	20	0	19	0	20	19	0	2
Delaware	YOUTH ENRICHMENT PROGRAMS INC	60	0	61	0	60	61	1	15
Elk	JOHNSONBURG AREA SCHOOL DISTRICT	15	0	15	0	15	15	0	0
Erie	BENEDICTINE SISTERS INC	50	0	43	0	50	43	0	4
Erie	CORRY AREA SCHOOL DISTRICT	59	2	52	1	61	53	0	3
Erie	DR GERTRUDE A BARBER CENTER INC	49	0	48	0	49	48	1	6
Erie	EARLY CONNECTIONS	50	93	46	80	143	126	1	12
Erie	ERIE CITY SCHOOL DISTRICT	209	40	231	3	249	234	2	31
Erie	MILLCREEK TOWNSHIP SCHOOL DISTRICT	0	60	0	60	60	60	0	6
Erie	ST MARTIN EARLY LEARNING CENTER	40	0	40	0	40	40	0	15
Erie	YMCA OF GREATER ERIE	122	62	115	61	184	176	0	50
Fayette	CRAYON CLUBHOUSE LLC	34	0	0	0	34	0	0	1

Fayette	DUCK HOLLOW DISCOVERY LEARNING CENTER	100	0	98	0	100	98	1	15
Fayette	FRAZIER SCHOOL DISTRICT	0	20	0	20	20	20	0	0
Fayette	PINKY TOES CHILD CARE AND DVPT CTR	20	0	20	0	20	20	1	3
Fayette	UNIONTOWN AREA SCHOOL DISTRICT	48	0	42	0	48	42	1	8
Fayette & Westmoreland	LIGONIER VALLEY LEARNING CENTER	195	0	193	0	195	193	2	14
Forest, McKean & Potter	SENECA HIGHLANDS IU 9	252	22	223	22	274	245	0	9
Franklin	CHAMBERSBURG AREA SCHOOL DISTRICT	162	0	150	0	162	150	3	5
Franklin	FRANKLIN COUNTY HEAD START	17	0	0	0	17	0	0	0
Franklin	GREENCASTLE-ANTRIM SCH DIST	36	0	28	0	36	28	0	0
Franklin	TUSCARORA SCHOOL DISTRICT	36	0	34	0	36	34	0	0
Franklin	WAYNESBORO AREA SCHOOL DISTRICT	136	0	119	1	136	120	2	11
Fulton	SOUTHERN FULTON SCHOOL DISTRICT	34	0	32	0	34	32	0	1

Greene & Washington	BLUEPRINTS	472	0	439	0	472	439	5	43
Huntingdon	HCCADC	90	0	85	3	90	88	0	1
Huntingdon	HUNTINGDON AREA SCHOOL DISTRICT	20	0	20	0	20	20	1	0
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM	30	0	26	0	30	26	0	3
Indiana	INDIANA COUNTY HEAD START, INC	15	0	0	0	15	0	0	0
Indiana	MARION CENTER AREA SCHOOLS	40	0	35	0	40	35	1	0
Indiana	PENNS MANOR AREA SCHOOL DISTRICT	0	24	0	0	24	0	0	0
Indiana	UNITED SCHOOL DISTRICT	30	0	30	0	30	30	0	0
Indiana & Westmoreland	UNITY MARKETING GROUP INC	55	0	55	0	55	55	0	14
Juniata & Perry	TUSCARORA INTERMEDIATE UNIT 11	55	0	51	0	55	51	0	1
Lackawanna	FRECKLES AND FRILLS INC	20	0	16	0	20	16	2	1
Lackawanna	THE KREIG INSTITUTE FOR EARLY CHILDHOOD	60	0	58	0	60	58	0	8

Lackawanna	DAY NURSERY ASSOCIATION	54	0	50	0	54	50	2	10
Lackawanna & Luzerne	ABC KIDDIE KAMPUS INC	139	0	85	0	139	85	0	16
Lackawanna & Wyoming	HANDS OF WYOMING COUNTY	105	0	74	0	105	74	1	1
Lackawanna, Susquehanna & Wayne	NORTHEASTERN CHILD CARE SERVICES	92	0	84	0	92	84	0	15
Lancaster	CHILD CARE SERVICES INC	88	80	86	30	168	116	0	5
Lancaster	CONESTOGA VALLEY SCHOOL DISTRICT	50	0	50	0	50	50	0	0
Lancaster	LANCASTER EARLY EDUCATION CENTER	80	0	65	0	80	65	0	12
Lancaster	LANCASTER MENNONITE SCHOOL	40	0	36	0	40	36	0	1
Lancaster	SCHOOL DISTRICT OF LANCASTER	583	0	519	0	583	519	1	74
Lancaster	SUNRISE USA LLC	20	0	2	0	20	2	0	3
Lancaster & Lebanon	LANCASTER-LEBANON INTERMEDIATE UNIT 13	467	2	445	1	469	446	5	61
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	236	0	208	0	236	208	2	18

Lawrence & Mercer	MIDWESTERN INTERMEDIATE UNIT IV	111	0	105	0	111	105	1	23
Lehigh	RESURRECTED COMMUNITY DEVELOPMENT CORPOR	20	0	20	0	20	20	1	8
Lehigh	THE CUDDLE ZONE LEARNING CENTER INC	83	1	82	1	84	83	0	6
Lehigh	KIDDIE CITY EARLY LEARNING CENTER INC	38	0	37	0	38	37	0	13
Lehigh & Northampton	BETHLEHEM AREA SCHOOL DISTRICT	120	0	118	0	120	118	0	9
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	470	0	453	0	470	453	18	37
Lehigh & Northampton	GREATER VALLEY YOUNG MENS CHRISTIAN ASSOCIATION	207	0	182	0	207	182	0	34
Lehigh & Northampton	LEHIGH VALLEY CHILDRENS CENTERS INC	423	0	417	0	423	417	3	74
Luzerne	BLOOM EARLY EDUCATION CENTERS INC	36	0	37	0	36	37	0	8
Luzerne	CHILD DEVELOPMENT COUNCIL OF NEPA INC	70	0	69	0	70	69	0	27
Luzerne	COUNTRY CHARM EARLY LEARNING CENTER INC	20	0	20	0	20	20	0	1
Luzerne	GREATER NANTICOKE AREA SCHOOL DISTRICT	0	38	0	38	38	38	0	0

Luzerne	HAZELTON AREA SCHOOL DISTRICT	239	15	235	15	254	250	1	10
Luzerne	KINGS COLLEGE	20	0	22	0	20	22	0	15
Luzerne	LUZERNE COUNTY HEAD START INC	212	0	204	0	212	204	6	18
Luzerne	LUZERNE INTERMEDIATE UNIT 18	80	0	78	0	80	78	0	4
Luzerne	NORTHWEST AREA SCHOOL DISTRICT	20	0	20	0	20	20	0	0
Luzerne	SAEED FAMILY CORPORATION	85	0	73	0	85	73	3	2
Lycoming	BLESSED BEGINNINGS PRESCHOOL & CHILDCARE	20	0	20	0	20	20	0	6
Lycoming	EAST LYCOMING SCHOOL DISTRICT	40	0	35	0	40	35	0	3
Lycoming	MONTGOMERY AREA SCHOOL	50	0	50	0	50	50	0	2
Mercer	CHILDRENS CENTER OF MERCER COUNTY	20	0	20	0	20	20	0	5
Mercer	COMMUNITY ACTION PARTNERSHIP OF MERCER COUNTY	95	0	93	0	95	93	1	0
Mercer	ZION EDUCATION CENTER	20	0	20	0	20	20	0	6

Mifflin	GRACE COVENANT CHURCH	80	4	49	4	84	53	0	5
Mifflin, Snyder & Union	SUMMIT EARLY LEARNING INC	162	0	96	0	162	96	2	5
Monroe	POCONO SERVICES FOR FAMILIES AND CHILDREN	91	0	91	0	91	91	14	2
Monroe	TGPC FOR C & L OF ST PAUL EVANGELICAL L C INC	126	18	127	15	144	142	0	7
Monroe	WEE WONS INC	20	0	20	0	20	20	0	4
Montgomery	MONTGOMERY CNTY PRINCIPALS & INTERMEDIATE UNIT 23	324	10	289	0	334	289	0	2
Montgomery	MONTGOMERY COUNTY COMMUNITY COLLEGE	54	0	52	0	54	52	0	4
Montgomery	WONDERSPRING	40	0	38	0	40	38	0	4
Montgomery	YWCA TRI COUNTY AREA	85	0	43	0	85	43	0	10
Montgomery	LEARN AND PLAY CENTERS INC	100	0	93	0	100	93	1	22
Montgomery & Philadelphia	CHILDREN OF AMERICA	50	0	83	0	50	83	0	9
Montour	BUSY LITTLE BEAVERS INC	22	0	22	0	22	22	0	10

Montour	DANVILLE AREA SCHOOL DISTRICT	36	0	36	0	36	36	0	0
Northampton	EASTON SCHOOL DISTRICT PAYROLL DEPARTM	38	0	29	0	38	29	0	1
Northampton	THIRD STREET ALLIANCE FOR WOMEN	40	0	36	0	40	36	1	5
Northampton	WILSON AREA SCHOOL DISTRICT	53	0	46	0	53	46	0	1
Northumberland	MMJJ INC	18	0	18	0	18	18	1	2
Northumberland	MOUNT CARMEL AREA SCHOOL DISTRICT	60	0	20	0	60	20	0	3
Northumberland	SUSQUEHANNA VALLEY YMCA	28	0	28	0	28	28	0	5
Perry	WEST PERRY SCHOOL DISTRICT	44	0	44	0	44	44	0	0
Philadelphia	ACELERO LEARNING CAMDEN PHILADELPHIA	150	0	110	0	150	110	1	4
Philadelphia	AMAZING KIDZ ACADEMY LLC	20	0	6	0	20	6	0	1
Philadelphia	ASOCIACION PUERTORRIQUENOS EN MARCHA	60	0	59	0	60	59	0	1
Philadelphia	CATHOLIC SOCIAL SERVICES	14	0	14	0	14	14	0	2

Philadelphia	CONGREGATION BETH SOLOMON	25	0	23	0	25	23	0	7
Philadelphia	CREATIVE LEARNING ENVIRONMENTS	34	0	33	0	34	33	0	4
Philadelphia	DISTRICT 1199C	33	0	10	0	33	10	0	1
Philadelphia	DREAMSCAPE EDUCATION LLC	40	0	39	0	40	39	0	8
Philadelphia	FEDERATION DAYCARE SERVICES INC	16	0	10	0	16	10	0	3
Philadelphia	GOLDEN CHILD LEARNING ACADEMY LLC	25	0	23	0	25	23	0	1
Philadelphia	GRAYS FERRY EARLY LEARNING ACADEMY LLC	15	0	3	0	15	3	0	0
Philadelphia	HEAVENLY DAYCARE AND LEARNING CENTER INC	92	0	80	1	92	81	0	12
Philadelphia	KAIS COMFY CORNER INC	20	0	3	0	20	3	0	0
Philadelphia	KIDDIE PREP ACADEMY LLC	20	0	19	0	20	19	0	7
Philadelphia	MOTIVATED YOUNG MINDS INC	120	0	87	0	120	87	0	15
Philadelphia	OAK LANE SCHOOLS INCORPORATED	80	0	77	0	80	77	0	12

Philadelphia	SCHOOL DISTRICT OF PHILADELPHIA	3823	68	2931	90	3891	3021	79	367
Philadelphia	SPECIAL PEOPLE IN NORTHEAST INC	120	0	99	0	120	99	0	6
Philadelphia	VOICE COMMUNITY ECO DEVEL CORP	20	0	8	0	20	8	0	2
Philadelphia & Westmoreland	BRIGHTSIDE ACADEMY PHILADELPHIA LLC	296	0	99	0	296	99	0	45
Pike	AGENCY FOR COMMUNITY EMPOWERMENT OF NEPA	149	0	126	0	149	126	3	3
Pike	DELAWARE VALLEY SCHOOL DIST	33	38	34	36	71	70	11	0
Pike	THE SUNSHINE STATION	10	0	10	0	10	10	0	0
Schuylkill	CHILD DEVELOPMENT INC	271	0	259	0	271	259	0	17
Schuylkill	SCHUYLKILL IU 29	20	0	20	0	20	20	0	1
Somerset	TABLELAND SERVICES, INC.	71	52	62	52	123	114	0	2
Susquehanna	ENDLESS MOUNTAIN LEARNING CENTER INC	16	0	11	0	16	11	0	4
Susquehanna	FOREST CITY REGIONAL SCHL DISTRICT	38	0	31	0	38	31	1	3

Susquehanna	MT VIEW SCHOOL DISTRICT	16	0	16	0	16	16	0	0
Tioga	PENNY'S DAYCARE LLC	30	0	30	0	30	30	0	4
Tioga	SOUTHERN TIOGA SCHOOL DISTRICT	79	4	79	4	83	83	2	12
Union	LEWISBURG AREA SCHOOL DISTRICT	18	0	0	0	18	0	1	0
Warren	WARREN AND FOREST COUNTIES ECONOMIC OPPORTUNITY CO	48	0	39	0	48	39	0	2
Washington	PIGTAILS & INKWELLS DAY CARE CENTER INC	10	0	6	0	10	6	2	1
Westmoreland	ALL KIDS ARE SPECIAL CHILDCARE & LRG CTR	72	0	50	0	72	50	0	10
Westmoreland	CHERISE M RACHAL	20	0	0	0	20	0	1	4
Westmoreland	HEMPFIELD AREA SCHOOL DSTRCT	20	0	19	0	20	19	1	0
Westmoreland	JBS BRIGHT BEGINNINGS TWO LLC	20	20	5	5	40	10	0	5
Westmoreland	LOVELI FOUNDATIONS LLC	10	0	10	0	10	10	0	0
Westmoreland	MONESSEN CITY SCHOOL DISTRICT	58	0	49	0	58	49	0	11

Westmoreland	SETON HILL CHILD SERVICES INC	214	0	212	0	214	212	2	6
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	136	0	126	0	136	126	27	2
York	COMMUNITY PROGRESS COUNCIL INC	36	0	25	0	36	25	0	1
York	CRISPUS ATTUCKS ASSOCIATION INC	60	0	60	0	60	60	1	7
York	SCHOOL DISTRICT OF CITY OF YORK	301	0	247	0	301	247	1	9
York	THE EARLY LEARNING CENTER INC	17	0	17	0	17	17	0	4
York	YORK DAY NURSERY INC	30	0	30	0	30	30	0	12
York	YORK JEWISH COMMUNITY CENTER	12	7	16	3	19	19	0	12
York	YWCA YORK	245	0	213	0	245	213	0	37
	Totals	26,533	1,373	22,573	982	27,906	23,555	325	2,659

Appendix I: Head Start Supplemental Assistance Program Expansion Grant Details

County proposing to serve with expansion	Agency Name	Cost per child	Grant Amount Requested	Slots Requested	Funding Awarded	Slots Awarded
Centre; Clearfield	CenClear	\$6,636	\$212,352	32	\$212,352	32
Chester	Chester County IU 24	\$8,506	\$867,612	102	\$867,612	102
Franklin	First Start Partnership for Children and Families Inc.	\$13,600	\$272,000	20	\$272,000	20
Indiana	Indiana Co HS Inc	\$6,962	\$139,252	20	\$139,252	20
Lehigh	Community Services For Children Inc	\$13,269	\$530,730	40	\$530,730	40
Montgomery	Montgomery County IU 23	\$8,750	\$175,000	20	\$175,000	20
Washington	Blueprints	\$12,200	\$122,000	10	\$122,000	10
Westmoreland	Westmoreland Community Action	\$8,224	\$592,128	72	\$592,128	72
	Totals		\$2,911,074	316	\$2,911,074	316
				ADMIN	\$100,000	
				Left Over Continuation Funds	\$12,360	
				DIFFERENCE	-\$2,523,434	

Appendix J: 2021-22 Head Start Supplemental Assistance Program Participant Details

LOCATION COUNTY	LEAD AGENCY NAME	ADDRESS	CITY	STATE	ZIP	GRANT AMOUNT
Allegheny	ALLEGHENY COUNTY EXECUTIVE	955 RIVERMONT DR	PITTSBURGH	PA	15207	\$ 2,746,752.00
Allegheny	PITTSBURGH PUBLIC SCHOOLS	341 S BELLEFIELD AVE	PITTSBURGH	PA	15213	\$ 2,103,506.00
Armstrong & Butler	BUTLER COUNTY CHILDRENS CENTER	139 RIEGER RD	BUTLER	PA	16001	\$ 644,458.00
Beaver & Fayette	PIC - WESTMORELAND/FAYETTE	219 DONOHOE ROAD	GREENSBURG	PA	15601	\$ 922,970.00
Berks	BERKS COUNTY INTERMEDIATE UNIT	1111 COMMONS BLVD	READING	PA	19605	\$ 744,248.00
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	319 SYCAMORE ST	ALTOONA	PA	16602	\$ 1,231,270.00
Bradford & Tioga	Bradford Tioga Head Start Inc.	5 RIVERSIDE PLZ	BLOSSBURG	PA	16912	\$ 1,490,176.00
Cambria	COMMUNITY ACTION PARTNERSHIP CAMBRIA CTY	516 MAIN ST	JOHNSTOWN	PA	15901	\$ 198,552.00
Carbon & Chester	PATHSTONE	1625 N FRONT ST	HARRISBURG	PA	17102	\$ 432,548.00
Centre & Clearfield	CENCLEAR CHILD SERVICES INC	50 BIGLER ROAD	BIGLER	PA	16825	\$ 1,257,858.00
Chester	CHESTER COUNTY INTERMEDIATE UNIT	455 BOOT RD	DOWNINGTOWN	PA	19335	\$ 1,685,376.00
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	18 WESTERN AVE SUITE C	BROOKVILLE	PA	15825	\$ 789,925.00
Columbia	COLUMBIA DAYCARE PROGRAM INC	215 E 5TH ST	BLOOMSBURG	PA	17815	\$ 436,145.00
Dauphin	KEYSTONE SERVICE SYSTEMS INC	4391 STURBRIDGE DR	HARRISBURG	PA	17110	\$ 2,346,513.00
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	200 YALE AVE OPTIONS	MORTON	PA	19070	\$ 1,245,163.00
Elk	NORTHERN TIER	135 WEST 4TH STREET	EMPORIUM	PA	15834	\$ 87,902.00
Erie	Benedictine Sisters Inc	345 E 9TH ST	ERIE	PA	16503	\$ 171,615.00
Erie	CHILD DEVELOPMENT CENTERS INC	2335 W 38TH ST	ERIE	PA	16506	\$ 1,129,402.00
Franklin	FRANKLIN COUNTY HEAD START	1438 EXCEL AVENUE	CHAMBERSBURG	PA	17201	\$ 1,120,749.00
Greene & Washington	BLUEPRINTS	150 W BEAU ST STE 304	WASHINGTON	PA	15301	\$ 1,470,389.00
Huntingdon	HUNTINGDON CTY CHILD & ADULT DVPT CORP	52 JUNIATA AVE	HUNTINGDON	PA	16652	\$ 394,529.00
Indiana	INDIANA COUNTY HEAD START, INC	528 GOMPERS AVE	INDIANA	PA	15701	\$ 580,946.00
Juniata	TUSCARORA INTERMEDIATE UNIT 11	2527 US HIGHWAY 522 S	MC VEYTOWN	PA	17051	\$ 389,629.00
Lackawanna, Pike, Susquehanna &	SCRANTON-LACKA HMN DEV AGY INC	123 WYOMING AVE Suite 311	SCRANTON	PA	18503	\$ 4,014,522.00
Lancaster	CAP of Lancaster County	601 S QUEEN ST	LANCASTER	PA	17603	\$ 1,570,723.00
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	241 W GRANT ST	NEW CASTLE	PA	16101	\$ 1,675,355.00
Lebanon	LANCASTER-LEBANON INTERMEDIATE UNIT 13	1020 NEW HOLLAND AVE	LANCASTER	PA	17601	\$ 1,431,294.00
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	1520 Hanover Ave	Allentown	PA	18019	\$ 4,441,965.00
Allegheny	ALLEGHENY COUNTY EXECUTIVE	955 RIVERMONT DR	PITTSBURGH	PA	15207	\$ 2,746,752.00
Luzerne	LUZERNE COUNTY HEAD START INC	33 BEEKMAN ST	WILKES BARRE	PA	18702	\$ 3,340,415.00
Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR	2138 LINCOLN ST	WILLIAMSPORT	PA	17701	\$ 997,244.00

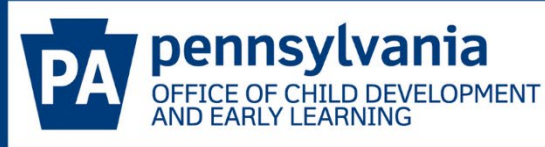
Mercer	COMMUNITY ACTION PARTNERSHIP MERCER CTY	75 S Dock Street	Sharon	PA	16146	\$ 938,834.00
Mifflin	SNYDER UNION MIFFLIN CHILD DEVELOPMENT I	14 S 11TH ST	MIFFLINBURG	PA	17844	\$ 228,992.00
Monroe	Pocono Services for Families and Childre	212 W 4TH ST	EAST STROUDSBURG	PA	18301	\$ 1,535,803.00
Montgomery	MONTGOMERY CNTY PRINCIPALS & INTERMEDIAT	2 W LAFAYETTE ST	NORRISTOWN	PA	19401	\$ 180,268.00
Northumberland & Union	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	90 LAWTON LN	MILTON	PA	17847	\$ 763,389.00
Philadelphia	SCHOOL DISTRICT OF PHILADELPHIA	440 N BROAD ST	PHILADELPHIA	PA	19130	\$ 19,788,180.00
Schuylkill	CHILD DEVELOPMENT INC	SUITE 210 2880 POTTSVILLE	MINERSVILLE	PA	17954	\$ 413,959.00
Somerset	TABLELAND SERVICES, INC.	535 EAST MAIN ST	SOMERSET	PA	15501	\$ 197,906.00
Westmoreland	SETON HILL CHILD SERVICES INC	105 HARTMAN RD STE 204	GREENSBURG	PA	15601	\$ 517,245.00
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	226 S MAPLE AVE	GREENSBURG	PA	15601	\$ 1,550,290.00
York	COMMUNITY PROGRESS COUNCIL INC	226 E COLLEGE AVE	YORK	PA	17403	\$ 1,076,468.00
	Admin					\$ 657,000.00
	TOTALS					\$ 68,940,473.00

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
Allegheny	ALLEGHENY COUNTY EXECUTIVE	272	279	10	35
Allegheny	PITTSBURGH PUBLIC SCHOOLS	224	160	7	33
Armstrong & Butler	BUTLER COUNTY CHILDRENS CENTER	74	79	1	12
Beaver & Fayette	PIC - WESTMORELAND/FAYETTE	116	143	3	2
Berks	BERKS COUNTY INTERMEDIATE UNIT	85	82	0	14
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	110	138	3	6
Bradford & Tioga	Bradford Tioga Head Start Inc.	136	202	54	4
Cambria	COMMUNITY ACTION PARTNERSHIP CAMBRIA CTY	18	21	0	1
Carbon & Chester	PATHSTONE	46	70	2	3
Centre & Clearfield	CENCLEAR CHILD SERVICES INC	184	209	12	14
Chester	CHESTER COUNTY INTERMEDIATE UNIT	219	80	0	3
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	46	51	0	2
Columbia	COLUMBIA DAYCARE PROGRAM INC	47	43	0	0
Dauphin	KEYSTONE SERVICE SYSTEMS INC	176	137	7	9

Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	130	117	3	14
Elk	NORTHERN TIER	12	14	1	0
Erie	Benedictine Sisters Inc	17	16	0	0
Erie	CHILD DEVELOPMENT CENTERS INC	120	130	2	19
Franklin	FRANKLIN COUNTY HEAD START	80	98	5	4
Greene & Washington	BLUEPRINTS	117	140	3	1
Huntingdon	HUNTINGDON CTY CHILD & ADULT DVPT CORP	48	60	1	6
Indiana	INDIANA COUNTY HEAD START, INC	81	88	1	5
Juniata	TUSCARORA INTERMEDIATE UNIT 11	26	24	0	1
Lackawanna, Pike, Susquehanna & Wayne	SCRANTON-LACKA HMN DEV AGY INC	471	378	22	25
Lancaster	CAP of Lancaster County	136	146	4	22
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	152	121	2	15
Lebanon	LANCASTER-LEBANON INTERMEDIATE UNIT 13	155	162	2	13
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	325	394	23	42
Luzerne	LUZERNE COUNTY HEAD START INC	266	456	11	15
Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR	94	71	5	1
Mercer	COMMUNITY ACTION PARTNERSHIP MERCER CTY	93	101	1	10
Mifflin	SNYDER UNION MIFFLIN CHILD DEVELOPMENT I	19	39	0	0
Monroe	Pocono Services for Families and Childre	103	146	15	5
Montgomery	MONTGOMERY CNTY PRINCIPALS & INTERMEDIAT	20	20	1	0
Northumberland & Union	CENTRAL SUSQUEHANNA	72	71	1	8
Philadelphia	SCHOOL DISTRICT OF PHILADELPHIA	2079	1238	71	104
Schuylkill	CHILD DEVELOPMENT INC	41	40	0	12
Somerset	TABLELAND SERVICES, INC.	17	17	0	0
Westmoreland	SETON HILL CHILD SERVICES INC	44	40	3	4
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	183	265	37	5
York	COMMUNITY PROGRESS COUNCIL INC	120	56	3	1
	TOTALS	6,774	6,142	316	470

ANNOUNCEMENT

**PKC 21-#002;
HSSAP 21-#002**



Pennsylvania Office of Child Development and Early Learning
Bureau of Early Learning Policy and Professional Development

Issue Date: January 21, 2022

Effective Date: January 21, 2022

End Date: June 30, 2022

Subject: FY 2021 Enrollment Monitoring and Funding Adjustments During the Ongoing Novel Coronavirus (COVID-19)

To: Pennsylvania Pre-K Counts Programs, Head Start Supplemental Assistance Programs

From: Tracey Campanini
Deputy Secretary, Office of Child Development & Early Learning

A handwritten signature in black ink that reads 'Tracey Campanini'.

PURPOSE

To clarify the process for program monitoring of enrollments and grant funding adjustments based on enrollment challenges during on-going novel Coronavirus (COVID-19).

BACKGROUND

Public School Code, Section 1503-D (priority in funding), section (a) states that “If by March 1 the Head Start provider did not enroll at least 90% of the number of children it was approved to serve for that year, then the grant shall be reduced proportionally based on the number of children enrolled as of March 1.” Pennsylvania Pre-K Counts §405.24. Enrollment. states, “Each approved provider shall develop and implement a plan for securing full enrollment throughout the program year.” This regulation is further clarified in program policy as such “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” ([Pennsylvania Pre-K Counts Statute, Regulations, and Guidelines](#), p. 15).

In response to the COVID-19 pandemic, the Pennsylvania Department of Education (PDE) released [Frequently Asked Questions guidance](#) on July 24, 2020, and issued PKC 21-#001/HSSAP 21-#001: Pennsylvania Pre-K Counts and Head Start

Appendix K: Enrollment Flexibilities and Monitoring During COVID-19

Supplemental Assistance Programs Program Planning Post-Pandemic and Options for Remote Learning on July 16, 2021 (with updates on September 28, 2021, and November 8, 2021).

As the expectations for full enrollment (as defined for each program, detailed above) was not waived for FY 2021, allowances for remote learning options were expected to stabilize enrollment throughout the pandemic. Through discussion with programs, reviewing data and various stakeholder groups (e.g. Head Start Administrators, PA PKC/HSSAP Advisory), it has been determined the COVID-19 pandemic has continued to impact enrollments even with the flexibility of remote learning.

DISCUSSION

After review of program enrollment data through February 28, 2022, program staff will identify agencies not meeting the statutory requirement for HSSAP funding, and the regulatory requirement for PA PKC. Identified programs will receive written notification via email sent to the program contact listed in the PELICAN system. Identified programs will be allowed to maintain full program funding for FY 2021 after review and approval of the following:

- 1) Written details from programs detailing recruitment efforts and the **specific** reasons for under-enrollment.
- 2) A detailed review of program budgets in the PELICAN system by headquarters (HQ) staff to determine appropriate use of funding when a program is under-enrolled; and
- 3) An attestation by programs that, excluding any on-going, pandemic related issues, they have the capacity to meet full enrollment in FY 2022.

Budget information (#2 above) will be pulled directly from the PELICAN system. Information for #1 and #3 above must be submitted to RA-PAPreKCounts@pa.gov, no later than 3 pm, April, 8, 2022. Upon receipt, OCDEL staff will conduct a review and submit written notification to the provider within ten (10) business days.

In cases where, after a review and approval of the above, it is determined under-enrollment is a direct result of the novel coronavirus (COVID-19) and spending is in line with continued program needs during the pandemic, programs will receive written notification that full funding can be maintained for the remainder of FY 2021.

In cases where, after a review and denial of the above, it is determined under-enrollment is not directly linked to novel coronavirus (COVID-19), programs will receive written notification detailing a funding reduction aligned with the typical statutory (for HSSAP) and/or regulatory (for PA PKC) requirements for full enrollment. Funding adjustments may be temporary (only through remainder of FY 2021) or permanent. In addition, funding reductions will occur in cases where the information requested above is not received by 3pm, April 8, 2022. Providers should review *Announcement PKC 20-#002; HSSAP 20-#002 Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Programs Budget Revision and Funding Adjustment Clarifications* issued November 10, 2020, to review the necessary timing of program funding adjustments.

NEXT STEPS

1. Share this information with appropriate staff.
2. Direct any questions to your Preschool Program Specialist.

Appendix L: COVID-19 Impacts on Enrollment

Lead Agency County	PA PKC LEAD AGENCY	Lead Agency Provider Type	Total Funded	Total Enrolled	Total % Enrolled	Date Docs Submitted to RA Acct	Recommendation (No change or reduction)	Date Outcome Emailed to Lead
Adams	CLARK AGAPAKIS	Child Care Provider	40	40	100.00%	N/A	No change needed. Meets the 90%	N/A
Adams	UPPER ADAMS SCHOOL DISTRICT	School District	17	16	94.12%	N/A	No change needed. Meets the 90%	N/A
Adams	YWCA GETTYSBURG AND ADAMS COUNTY	Child Care Provider	36	1	2.78%	3/18/2022	Data Issue: Full Funding	4/6/2022
Adams, Berks, Carbon, Chester & Franklin	PATHSTONE CORPORATION	Head Start	168	151	89.88%	3/18/2022	Full Funding	3/24/2022
Allegheny	ALLEGHENY INTERMEDIATE UNIT	Head Start	320	281	87.81%	3/18/2022	Full funding w/budget revision focusing on staff recruitment and retention	3/22/2022
Allegheny	BETHEL PARK SCHOOL DISTRICT	School District	17	17	100.00%	N/A	No change needed. Meets the 90%	N/A
Allegheny	COUNCIL OF THREE RIVERS AMER INDIAN CTR	Head Start	143	137	95.80%	N/A	No change needed. Meets the 90%	N/A
Allegheny	CRAFTON CHILDRENS CORNER	Child Care Provider	20	10	50.00%	3/18/2022	Full Funding	4/6/2022
Allegheny	CYNTHIA K FRANCKS CHILD CARE INC	Child Care Provider	20	8	40.00%	3/18/2022	Temp Reduction \$14,583,33	4/6/2022
Allegheny	DUQUENSE CITY SCHOOLS	School District	34	14	41.18%	3/18/2022	Full Funding	4/1/2022
Allegheny	HERITAGE COMMUNITY INITIATIVES	Child Care Provider	36	6	16.67%	3/18/2022	Temp Reduction \$50,400.00	4/6/2022
Allegheny	HIGHLANDS SCHOOL DISTRICT	School District	68	64	94.12%	N/A	No change needed. Meets the 90%	N/A
Allegheny	HOSANNA HOUSE INC	Child Care Provider	30	28	93.33%	N/A	No change needed. Meets the 90%	N/A
Allegheny	IMANI CHRISTIAN ACADEMY	Licensed Nursery	18	16	88.89%	3/18/2022	Full Funding	4/8/2022
Allegheny	KIDS KADEMY II LLC	Child Care Provider	15	14	93.33%	N/A	No change needed. Meets the 90%	N/A
Allegheny	MCKEESPORT AREA SCHOOL DISTRICT	School District	72	72	100.00%	N/A	No change needed. Meets the 90%	N/A
Allegheny	NORTHGATE SCHOOL DISTRICT	School District	19	19	100.00%	N/A	No change needed. Meets the 90%	N/A
Allegheny	PITTSBURGH PUBLIC SCHOOLS	School District	810	715	88.27%	3/18/2022	Full Funding	4/8/2022
Allegheny	PITTSBURGH URBAN CHRISTIAN SCHOOL	Licensed Nursery	18	13	72.22%	3/18/2022	Full Funding	4/5/2022
Allegheny	RIVERVIEW CHILDRENS CENTER INC	Child Care Provider	76	76	100.00%	N/A	No change needed. Meets the 90%	N/A
Allegheny	THOMAS CHILD CARE AND LEARNING ACADEMY LLC	Child Care Provider	8	7	87.50%	N/A	No change needed. Meets the 90%	N/A
Allegheny	WILKINSBURG SCHOOL DISTRICT	School District	97	90	92.78%	N/A	No change needed. Meets the 90%	N/A
Allegheny	WOODLAND HILLS SCHOOL DISTRICT	School District	90	90	100.00%	N/A	No change needed. Meets the 90%	N/A
Allegheny	YWCA OF GREATER PITTSBURGH	Child Care Provider	38	13	34.21%	3/18/2022	Temp reduction \$42,000.00	4/8/2022

Allegheny, Beaver, Fayette & Westmoreland	PIC - WESTMORELAND/FAYETTE	Head Start	285	257	90.18%	N/A	No change needed. Meets the 90%	N/A
Armstrong	APOLLO-RIDGE SCHOOL DISTRICT	School District	20	20	100.00%	N/A	No change needed. Meets the 90%	N/A
Armstrong & Indiana	ARIN INTERMEDIATE UNIT 28	Non-Profit	120	118	98.33%	N/A	No change needed. Meets the 90%	N/A
Armstrong & Westmoreland	GRANDMAS HOUSE LLC	Child Care Provider	98	97	98.98%	N/A	No change needed. Meets the 90%	N/A
Armstrong, Beaver & Butler	LIFESTEPS INC	Child Care Provider	140	77	55.00%	3/18/2022	Full Funding	4/6/2022
Beaver	AMBRIDGE AREA SCHOOL DISTRICT	School District	100	97	97.00%	N/A	No change needed. Meets the 90%	N/A
Beaver	BIG BEAVER FALLS AREA SCHOOL	School District	40	40	100.00%	N/A	No change needed. Meets the 90%	N/A
Beaver	HAP ENTERPRISES INC	Licensed Nursery	72	61	84.72%	3/18/2022	Full Funding	4/5/2022
Beaver	KIMBERLY POPE-HARMON	Child Care Provider	13	13	100.00%	N/A	No change needed. Meets the 90%	N/A
Beaver	RHYMING THYME INC	Child Care Provider	18	14	77.78%	3/18/2022	Full Funding	4/8/2022
Beaver	RIVERSIDE BEAVER COUNTY SC DIS	School District	20	18	90.00%	N/A	No change needed. Meets the 90%	N/A
Beaver	WESTERN BEAVER COUNTY S D	School District	60	60	100.00%	N/A	No change needed. Meets the 90%	N/A
Bedford	CHESTNUT RIDGE SCHOOL DIST	School District	34	33	97.06%	N/A	No change needed. Meets the 90%	N/A
Bedford	BEDFORD AREA SCHOOL DISTRICT	School District	28	27	96.43%	N/A	No change needed. Meets the 90%	N/A
Bedford & Cambria	ALLEGHENY LUTHERAN SOCIAL MINISTRIES INC	Head Start	37	36	97.30%	N/A	No change needed. Meets the 90%	N/A
Bedford	TUSSEY MOUNTAIN SCHOOL DISTRICT	School District	30	21	70.00%	3/18/2022	Full Funding	3/31/2022
Bedford, Cambria & Somerset	THE LEARNING LAMP	Licensed Nursery	89	83	93.26%	N/A	No change needed. Meets the 90%	N/A
Berks	BOYERTOWN AREA SCHOOL DISTRICT	School District	49	34	69.39%	3/18/2022	Full Funding	4/1/2022
Berks	CALVARY CHURCH OF THE NAZARENE	Child Care Provider	80	52	65.00%	3/18/2022	Full Funding	4/7/2022
Berks	GOVERNOR MIFFLIN SCHOOL DISTRICT	School District	40	40	100.00%	N/A	No change needed. Meets the 90%	N/A
Berks	OPPORTUNITY HOUSE	Child Care Provider	40	40	100.00%	N/A	No change needed. Meets the 90%	N/A
Berks	YMCA OF READING AND BERKS COUNTY	Child Care Provider	60	57	95.00%	N/A	No change needed. Meets the 90%	N/A
Berks	BERKS COUNTY INTERMEDIATE UNIT 14	Head Start	160	162	101.25%	N/A	No change needed. Meets the 90%	N/A
Berks & Chester	BERKS COMMUNITY ACTION PROGRAM	Non-Profit	475	340	71.58%	3/18/2022	Full Funding	4/6/2022
Blair	BEGIN WITH US CC AND PRESCHOOL INC	Child Care Provider	140	117	83.57%	3/18/2022	Full Funding	4/7/2022
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	Head Start	87	86	98.85%	N/A	No change needed. Meets the 90%	N/A
Blair	KIDS FIRST CENTER FOR EARLY LEARNING	Child Care Provider	105	99	94.29%	N/A	No change needed. Meets the 90%	N/A

Blair	TYRONE AREA SCHOOL DISTRICT	School District	92	88	95.65%	N/A	No change needed. Meets the 90%	N/A
Blair, Centre, Clinton & Lycoming	CHILD DEVELOPMENT & FAMILY COUNCIL OF CENTRE CO	Child Care Provider	148	115	77.70%	3/18/2022	Full Funding	4/4/2022
Bradford	TOWANDA AREA SCHOOL DISTRICT	School District	36	36	100.00%	N/A	No change needed. Meets the 90%	N/A
Bradford & Sullivan	WYALUSING VALLEY CHILDRENS CENTER INC	Child Care Provider	120	117	97.50%	N/A	No change needed. Meets the 90%	N/A
Bradford & Tioga	BRADFORD TIOGA HEAD START INC.	Head Start	187	140	74.87%	3/18/2022	Full Funding	3/31/2022
Bradford & Tioga	DISCOVER THE WORLD CHILDRENS CENTER INC	Child Care Provider	60	48	80.00%	3/18/2022	Full Funding	4/6/2022
Bradford & Tioga	STEPPING STONES PRESCHOOL INC	Child Care Provider	111	110	99.10%	N/A	No change needed. Meets the 90%	N/A
Bucks	BRISTOL TOWNSHIP SCHOOL DISTRICT	School District	80	80	100.00%	N/A	No change needed. Meets the 90%	N/A
Bucks	BUCKS COUNTY INTERMEDIATE UNIT 22	Head Start	199	152	76.38%	3/18/2022	Full Funding	4/5/2022
Bucks	NESHAMINY SCHOOL DISTRICT	School District	150	138	92.00%	N/A	No change needed. Meets the 90%	N/A
Bucks	PENNSBURY SCHOOL DISTRICT	School District	90	89	98.89%	N/A	No change needed. Meets the 90%	N/A
Bucks	QUAKERTOWN COMMUNITY SCHOOL DIST	School District	34	34	100.00%	N/A	No change needed. Meets the 90%	N/A
Bucks	REFUGE FOR THE PERISHING HOLY TEMPLE	Licensed Nursery	10	8	80.00%	N/A	No change needed. Meets the 90%	N/A
Bucks	UNITED WAY OF BUCKS COUNTY	Non-Profit	256	233	91.02%	N/A	No change needed. Meets the 90%	N/A
Butler	BUTLER COUNTY CHILDRENS CENTER INC	Head Start	70	66	94.29%	N/A	No change needed. Meets the 90%	N/A
Butler	SLIPPERY ROCK STUDENT GOVERNMENT ASSOCIA	Child Care Provider	35	35	100.00%	N/A	No change needed. Meets the 90%	N/A
Cambria	CAMBRIA HEIGHTS SCHOOL DISTRICT	School District	17	17	100.00%	N/A	No change needed. Meets the 90%	N/A
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA COUNTY	Head Start	87	85	97.70%	N/A	No change needed. Meets the 90%	N/A
Cambria	CONEMAUGH VALLEY SCHOOL DISTRICT	School District	43	27	62.79%	3/18/2022	Full Funding	4/4/2022
Cambria	GREATER JOHNSTOWN SCHOOL DIS	School District	116	114	98.28%	N/A	No change needed. Meets the 90%	N/A
Cambria	NORTHERN CAMBRIA SCHOOL DIS	School District	18	13	72.22%	3/18/2022	Full Funding	4/4/2022
Cambria	PENN CAMBRIA SCHOOL DISTRICT	School District	17	17	100.00%	N/A	No change needed. Meets the 90%	N/A
Cameron & Elk	NORTHERN TIER	Head Start	30	30	100.00%	N/A	No change needed. Meets the 90%	N/A
Carbon	JIM THORPE AREA SD	School District	40	40	100.00%	N/A	No change needed. Meets the 90%	N/A
Carbon	LEHIGHTON AREA SCHOOL DIST	School District	40	39	97.50%	N/A	No change needed. Meets the 90%	N/A
Carbon	PALMERTON AREA SCHOOL DISTRICT	School District	30	30	100.00%	N/A	No change needed. Meets the 90%	N/A

Carbon	PANTHER VALLEY SCHOOL DISTRICT	School District	18	0	0.00%	3/18/2022	Data Issue: Full Funding	3/28/2022
Carbon	WEATHERLY AREA SCHOOL DISTRICT	School District	38	29	76.32%	3/18/2022	Full Funding	4/8/2022
Centre	THE PENNSYLVANIA STATE UNIVERSITY	Child Care Provider	98	89	90.82%	N/A	No change needed. Meets the 90%	N/A
Centre, Clearfield & Elk	CENCLEAR CHILD SERVICES INC	Head Start	278	255	91.73%	N/A	No change needed. Meets the 90%	N/A
Chester	BRIGHT BEGINNINGS EDUCATION CENTER INC	Licensed Nursery	201	162	80.60%	3/18/2022	Full Funding	4/5/2022
Chester	CHESTER COUNTY INTERMEDIATE UNIT	Head Start	302	148	49.01%	3/18/2022	Full Funding	4/8/2022
Chester	CREATIVE EDUCATION INC	Child Care Provider	51	48	94.12%	N/A	No change needed. Meets the 90%	N/A
Chester	GREATER PHILADELPHIA YMCA	Child Care Provider	58	30	51.72%	3/18/2022	Full Funding	4/7/2022
Chester	OWEN T ROBERTS SCHOOL DISTRICT	School District	50	41	82.00%	3/18/2022	Full Funding- data issue	3/24/2022
Chester	TREEHOUSE CHILDCARE SERVICES LLC	Child Care Provider	38	38	100.00%	N/A	No change needed. Meets the 90%	N/A
Chester	WARWICK CHILD CARE CENTER INC	Child Care Provider	50	55	110.00%	N/A	No change needed. Meets the 90%	N/A
Chester	YMCA OF GREATER BRANDYWINE	Child Care Provider	20	0	0.00%	3/18/2022	Data Issue: Full Funding	4/8/2022
Chester & Montgomery	POTTSTOWN SCHOOL DISTRICT	School District	284	261	91.90%	N/A	No change needed. Meets the 90%	N/A
Clarion	NORTH CLARION COUNTY SCH DIS	School District	28	26	92.86%	N/A	No change needed. Meets the 90%	N/A
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	Head Start	176	165	93.75%	N/A	No change needed. Meets the 90%	N/A
Clarion, Clearfield, Jefferson & Mercer	KEYSTONE SMILES COMMUNITY LEARNING CENTER	Child Care Provider	115	113	98.26%	N/A	No change needed. Meets the 90%	N/A
Clearfield	CHILDRENS AID SOCIETY IN CLEARFIELD CTY	Child Care Provider	28	27	96.43%	N/A	No change needed. Meets the 90%	N/A
Clinton & Lycoming	JERSEY SHORE AREA SCHOOL DISTRICT	School District	36	36	100.00%	N/A	No change needed. Meets the 90%	N/A
Clinton & Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR COMMUNITY	Head Start	156	107	68.59%	3/18/2022	Full Funding	4/5/2022
Columbia, Luzerne & Northumberland	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	Head Start	162	161	99.38%	N/A	No change needed. Meets the 90%	N/A
Crawford	FAMILY & COMMUNITY CHRISTIAN ASSOCIATION	Head Start	246	244	99.19%	N/A	No change needed. Meets the 90%	N/A
Crawford & Erie	EDINBORO UNIVERSITY OF PA	Non-Profit	156	152	97.44%	N/A	No change needed. Meets the 90%	N/A
Crawford, Erie & Venango	CHILD DEVELOPMENT CENTER INC	Head Start	282	276	97.87%	N/A	No change needed. Meets the 90%	N/A
Cumberland	CARLISLE DAY CARE CENTER INC	Child Care Provider	20	18	90.00%	N/A	No change needed. Meets the 90%	N/A
Cumberland	MECHANICSBURG AREA SCHOOL DISTRICT	School District	50	50	100.00%	N/A	No change needed. Meets the 90%	N/A
Cumberland	SHIPPENSBURG UNIVERSITY HEAD START	Head Start	156	150	96.15%	N/A	No change needed. Meets the 90%	N/A

Cumberland & Dauphin	KEYSTONE SERVICE SYSTEMS INC	Head Start	430	297	69.07%	3/18/2022	Full funding w/budget revision focusing on staff recruitment and retention	3/18/2022
Cumberland, Dauphin, Lancaster & York	KUEHG CORP	Child Care Provider	160	159	99.38%	N/A	No change needed. Meets the 90%	N/A
Dauphin	BRIGHT FUTURES LEARNING CENTER INC	Child Care Provider	223	209	93.72%	N/A	No change needed. Meets the 90%	N/A
Dauphin	HALIFAX AREA SCHOOL DISTRICT	School District	20	20	100.00%	N/A	No change needed. Meets the 90%	N/A
Dauphin	HANSEL AND GRETEL EARLY LEARNING CTR INC	Child Care Provider	40	40	100.00%	N/A	No change needed. Meets the 90%	N/A
Dauphin	HARRISBURG SCHOOL DISTRICT	School District	17	15	88.24%	3/18/2022	Full Funding	4/1/2022
Dauphin	UPPER DAUPHIN AREA SCHOOL DISTRICT	School District	15	15	100.00%	N/A	No change needed. Meets the 90%	N/A
Delaware	AARDVARK CHILD CARE & LEARNING CTR INC	Licensed Nursery	40	40	100.00%	N/A	No change needed. Meets the 90%	N/A
Delaware	APPLE PIE DAY CARE INC	Child Care Provider	40	18	45.00%	3/18/2022	Full Funding	4/5/2022
Delaware	CHESTER UPLAND SCHOOL DIST	School District	120	120	100.00%	N/A	No change needed. Meets the 90%	N/A
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	Head Start	207	193	93.24%	N/A	No change needed. Meets the 90%	N/A
Delaware	DISCOVERY TREE LLC	Child Care Provider	66	65	98.48%	N/A	No change needed. Meets the 90%	N/A
Delaware	EDUCATION INSTITUTE FOR EARLY INTERVENTION	Non-Profit	20	19	95.00%	N/A	No change needed. Meets the 90%	N/A
Delaware	INTERBORO SCHOOL DISTRICT	School District	68	63	92.65%	N/A	No change needed. Meets the 90%	N/A
Delaware	TODAYS CHILD LEARNING CENTER INC	Child Care Provider	250	248	99.20%	N/A	No change needed. Meets the 90%	N/A
Delaware	WIDENER UNIVERSITY INC	Child Care Provider	20	19	95.00%	N/A	No change needed. Meets the 90%	N/A
Delaware	YOUTH ENRICHMENT PROGRAMS INC	Child Care Provider	60	61	101.67%	N/A	No change needed. Meets the 90%	N/A
Eik	JOHNSONBURG AREA SCHOOL DISTRICT	School District	15	15	100.00%	N/A	No change needed. Meets the 90%	N/A
Erie	BENEDICTINE SISTERS INC	Child Care Provider	50	49	98.00%	N/A	No change needed. Meets the 90%	N/A
Erie	CORRY AREA SCHOOL DISTRICT	School District	61	55	90.16%	N/A	No change needed. Meets the 90%	N/A
Erie	DR GERTRUDE A BARBER CENTER INC	Licensed Nursery	49	48	97.96%	N/A	No change needed. Meets the 90%	N/A
Erie	EARLY CONNECTIONS	Child Care Provider	143	119	83.22%	3/18/2022	Full Funding	4/7/2022
Erie	ERIE CITY SCHOOL DISTRICT	School District	249	231	92.77%	N/A	No change needed. Meets the 90%	N/A
Erie	MILLCREEK TOWNSHIP SCHOOL DISTRICT	School District	60	60	100.00%	N/A	No change needed. Meets the 90%	N/A

Erie	ST MARTIN EARLY LEARNING CENTER	Child Care Provider	40	40	100.00%	N/A	No change needed. Meets the 90%	N/A
Erie	YMCA OF GREATER ERIE	Child Care Provider	184	176	95.65%	N/A	No change needed. Meets the 90%	N/A
Fayette	CRAYON CLUBHOUSE LLC	Child Care Provider	34	34	100.00%	N/A	No change needed. Meets the 90%	N/A
Fayette	DUCK HOLLOW DISCOVERY LEARNING CENTER	Child Care Provider	100	98	98.00%	N/A	No change needed. Meets the 90%	N/A
Fayette	FRAZIER SCHOOL DISTRICT	School District	20	20	100.00%	N/A	No change needed. Meets the 90%	N/A
Fayette	PINKY TOES CHILD CARE AND DVPT CTR	Child Care Provider	20	20	100.00%	N/A	No change needed. Meets the 90%	N/A
Fayette	UNIONTOWN AREA SCHOOL DISTRICT	School District	48	41	85.42%	3/18/2022	Full Funding	4/7/2022
Fayette & Westmoreland	LIGONIER VALLEY LEARNING CENTER	Licensed Nursery	195	192	98.46%	N/A	No change needed. Meets the 90%	N/A
Forest, McKean & Potter	SENECA HIGHLANDS IU 9	Non-Profit	274	233	85.04%	3/18/2022	Full Funding	4/6/2022
Franklin	CHAMBERSBURG AREA SCHOOL DISTRICT	School District	162	149	91.98%	N/A	No change needed. Meets the 90%	N/A
Franklin	FRANKLIN COUNTY HEAD START	Head Start	17	0	0.00%	3/18/2022	Data Issue: Full Funding	4/8/2022
Franklin	GREENCASTLE-ANTRIM SCH DIST	School District	36	28	77.78%	3/18/2022	Full Funding	4/8/2022
Franklin	TUSCARORA SCHOOL DISTRICT	School District	36	36	100.00%	N/A	No change needed. Meets the 90%	N/A
Franklin	WAYNESBORO AREA SCHOOL DISTRICT	School District	136	113	83.09%	3/18/2022	Full Funding	4/8/2022
Fulton	SOUTHERN FULTON SCHOOL DISTRICT	School District	34	34	100.00%	N/A	No change needed. Meets the 90%	N/A
Greene & Washington	BLUEPRINTS	Head Start	472	432	91.53%	N/A	No change needed. Meets the 90%	N/A
Huntingdon	HCCADC	Head Start	90	88	97.78%	N/A	No change needed. Meets the 90%	N/A
Huntingdon	HUNTINGDON AREA SCHOOL DISTRICT	School District	20	20	100.00%	N/A	No change needed. Meets the 90%	N/A
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM	Child Care Provider	30	26	86.67%	3/18/2022	Full Funding	4/4/2022
Indiana	INDIANA COUNTY HEAD START, INC	Head Start	15	0	0.00%	3/18/2022	Temp reduction \$131,250.00	4/4/2022
Indiana	MARION CENTER AREA SCHOOLS	School District	40	36	90.00%	N/A	No change needed. Meets the 90%	N/A
Indiana	PENNS MANOR AREA SCHOOL DISTRICT	School District	24	24	100.00%	N/A	No change needed. Meets the 90%	N/A
Indiana	UNITED SCHOOL DISTRICT	School District	30	30	100.00%	N/A	No change needed. Meets the 90%	N/A
Indiana & Westmoreland	UNITY MARKETING GROUP INC	Child Care Provider	55	55	100.00%	N/A	No change needed. Meets the 90%	N/A
Juniata & Perry	TUSCARORA INTERMEDIATE UNIT 11	Head Start	55	46	83.64%	3/18/2022	Full Funding	4/1/2022
Lackawanna	FRECKLES AND FRILLS INC	Child Care Provider	20	19	95.00%	N/A	No change needed. Meets the 90%	N/A
Lackawanna	SCRANTON LACKAWANNA HUMAN DEVELOPMENT AGENCY	Head Start	149	122	81.88%	3/18/2022	Full Funding	4/8/2022

Lackawanna	THE KREIG INSTITUTE FOR EARLY CHILDHOOD	Child Care Provider	60	59	98.33%	N/A	No change needed. Meets the 90%	N/A
Lackawanna	DAY NURSERY ASSOCIATION	Child Care Provider	54	48	88.89%	3/18/2022	Full Funding	3/24/2022
Lackawanna & Luzerne	ABC KIDDIE KAMPUS INC	Child Care Provider	139	82	58.99%	3/18/2022	Full Funding	4/4/2022
Lackawanna & Wyoming	HANDS OF WYOMING COUNTY	Licensed Nursery	105	104	99.05%	N/A	No change needed. Meets the 90%	N/A
Lackawanna, Susquehanna & Wayne	NORTHEASTERN CHILD CARE SERVICES	Child Care Provider	92	86	93.48%	N/A	No change needed. Meets the 90%	N/A
Lancaster	CHILD CARE SERVICES INC	Child Care Provider	168	119	70.83%	3/18/2022	Full Funding	4/6/2022
Lancaster	CONESTOGA VALLEY SCHOOL DISTRICT	School District	50	50	100.00%	N/A	No change needed. Meets the 90%	N/A
Lancaster	LANCASTER EARLY EDUCATION CENTER	Licensed Nursery	80	69	86.25%	3/18/2022	Full funding w/budget revision focusing on family supports	3/22/2022
Lancaster	LANCASTER MENNONITE SCHOOL	Licensed Nursery	40	36	90.00%	N/A	No change needed. Meets the 90%	N/A
Lancaster	SCHOOL DISTRICT OF LANCASTER	School District	583	528	90.57%	N/A	No change needed. Meets the 90%	N/A
Lancaster	SUNRISE USA LLC	Child Care Provider	20	19	95.00%	N/A	No change needed. Meets the 90%	N/A
Lancaster & Lebanon	LANCASTER-LEBANON INTERMEDIATE UNIT 13	Head Start	468	450	96.15%	N/A	No change needed. Meets the 90%	N/A
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	Head Start	236	213	90.25%	N/A	No change needed. Meets the 90%	N/A
Lawrence & Mercer	MIDWESTERN INTERMEDIATE UNIT IV	Non-Profit	111	106	95.50%	N/A	No change needed. Meets the 90%	N/A
Lehigh	RESURRECTED COMMUNITY DEVELOPMENT CORPOR	Child Care Provider	20	19	95.00%	N/A	No change needed. Meets the 90%	N/A
Lehigh	THE CUDDLE ZONE LEARNING CENTER INC	Child Care Provider	84	84	100.00%	N/A	No change needed. Meets the 90%	N/A
Lehigh	KIDDIE CITY EARLY LEARNING CENTER INC	Child Care Provider	38	38	100.00%	N/A	No change needed. Meets the 90%	N/A
Lehigh & Northampton	BETHLEHEM AREA SCHOOL DISTRICT	School District	120	120	100.00%	N/A	No change needed. Meets the 90%	N/A
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	Head Start	470	440	93.62%	N/A	No change needed. Meets the 90%	N/A
Lehigh & Northampton	GREATER VALLEY YOUNG MENS CHRISTIAN ASSOCIATION	Child Care Provider	207	178	85.99%	3/18/2022	Full Funding	4/5/2022
Lehigh & Northampton	LEHIGH VALLEY CHILDRENS CENTERS INC	Child Care Provider	423	417	98.58%	N/A	No change needed. Meets the 90%	N/A
Luzerne	BLOOM EARLY EDUCATION CENTERS INC	Child Care Provider	36	37	102.78%	N/A	No change needed. Meets the 90%	N/A
Luzerne	CHILD DEVELOPMENT COUNCIL OF NEPA INC	Child Care Provider	70	68	97.14%	N/A	No change needed. Meets the 90%	N/A
Luzerne	COUNTRY CHARM EARLY LEARNING CENTER INC	Child Care Provider	20	20	100.00%	N/A	No change needed. Meets the 90%	N/A
Luzerne	GREATER NANTICOKE AREA SCHOOL DISTRICT	School District	38	37	97.37%	N/A	No change needed. Meets the 90%	N/A

Luzerne	HAZELTON AREA SCHOOL DISTRICT	School District	254	254	100.00%	N/A	No change needed. Meets the 90%	N/A
Luzerne	KINGS COLLEGE	Child Care Provider	20	22	110.00%	N/A	No change needed. Meets the 90%	N/A
Luzerne	LUZERNE COUNTY HEAD START INC	Head Start	212	201	94.81%	N/A	No change needed. Meets the 90%	N/A
Luzerne	LUZERNE INTERMEDIATE UNIT 18	School District	80	78	97.50%	N/A	No change needed. Meets the 90%	N/A
Luzerne	NORTHWEST AREA SCHOOL DISTRICT	School District	20	20	100.00%	N/A	No change needed. Meets the 90%	N/A
Luzerne	SAEED FAMILY CORPORATION	Licensed Nursery	85	73	85.88%	3/18/2022	Full Funding	4/8/2022
Lycoming	BLESSED BEGINNINGS PRESCHOOL & CHILDCARE	Child Care Provider	20	0	0.00%	3/18/2022	Data Issue: Full Funding	4/5/2022
Lycoming	EAST LYCOMING SCHOOL DISTRICT	School District	40	34	85.00%	3/18/2022	Full Funding	3/23/2022
Lycoming	MONTGOMERY AREA SCHOOL	School District	50	50	100.00%	N/A	No change needed. Meets the 90%	N/A
Mercer	CHILDRENS CENTER OF MERCER COUNTY	Child Care Provider	20	20	100.00%	N/A	No change needed. Meets the 90%	N/A
Mercer	COMMUNITY ACTION PARTNERSHIP OF MERCER COUNTY	Head Start	95	94	98.95%	N/A	No change needed. Meets the 90%	N/A
Mercer	ZION EDUCATION CENTER	Child Care Provider	20	19	95.00%	N/A	No change needed. Meets the 90%	N/A
Mifflin	GRACE COVENANT CHURCH	Child Care Provider	84	83	98.81%	N/A	No change needed. Meets the 90%	N/A
Mifflin, Snyder & Union	SUMMIT EARLY LEARNING INC	Head Start	162	149	91.98%	N/A	No change needed. Meets the 90%	N/A
Monroe	POCONO SERVICES FOR FAMILIES AND CHILDREN	Head Start	91	69	75.82%	3/18/2022	Full Funding	3/30/2022
Monroe	TGPC FOR C & L OF ST PAUL EVANGELICAL L C INC	Child Care Provider	144	139	96.53%	N/A	No change needed. Meets the 90%	N/A
Monroe	WEE WONS INC	Child Care Provider	20	20	100.00%	N/A	No change needed. Meets the 90%	N/A
Montgomery	MONTGOMERY CNTY PRINCIPALS & INTERMEDIATE UNIT 23	Head Start	334	284	85.03%	3/18/2022	Full Funding	4/8/2022
Montgomery	MONTGOMERY COUNTY COMMUNITY COLLEGE	Child Care Provider	54	52	96.30%	N/A	No change needed. Meets the 90%	N/A
Montgomery	WONDERSRING	Child Care Provider	40	40	100.00%	N/A	No change needed. Meets the 90%	N/A
Montgomery	YWCA TRI COUNTY AREA	Child Care Provider	85	38	44.71%	3/18/2022	Full funding w/budget revision focusing on summer camp and staff recruitment	3/30/2022
Montgomery	LEARN AND PLAY CENTERS INC	Child Care Provider	100	91	91.00%	N/A	No change needed. Meets the 90%	N/A
Montgomery & Philadelphia	CHILDREN OF AMERICA	Child Care Provider	50	83	166.00%	N/A	No change needed. Meets the 90%	N/A
Montour	BUSY LITTLE BEAVERS INC	Child Care Provider	22	22	100.00%	N/A	No change needed. Meets the 90%	N/A
Montour	DANVILLE AREA SCHOOL DISTRICT	School District	36	36	100.00%	N/A	No change needed. Meets the 90%	N/A

Northampton	EASTON SCHOOL DISTRICT PAYROLL DEPARTM	School District	38	31	81.58%	3/18/2022	Full Funding	3/28/2022
Northampton	THIRD STREET ALLIANCE FOR WOMEN	Child Care Provider	40	38	95.00%	N/A	No change needed. Meets the 90%	N/A
Northampton	WILSON AREA SCHOOL DISTRICT	School District	53	43	81.13%	3/18/2022	Full Funding	3/28/2022
Northumberland	MMJJ INC	Child Care Provider	18	18	100.00%	N/A	No change needed. Meets the 90%	N/A
Northumberland	MOUNT CARMEL AREA SCHOOL DISTRICT	School District	60	61	101.67%	N/A	No change needed. Meets the 90%	N/A
Northumberland	SUSQUEHANNA VALLEY YMCA	Child Care Provider	28	28	100.00%	N/A	No change needed. Meets the 90%	N/A
Perry	WEST PERRY SCHOOL DISTRICT	School District	44	44	100.00%	N/A	No change needed. Meets the 90%	N/A
Philadelphia	ACELERO LEARNING CAMDEN PHILADELPHIA	Head Start	150	105	70.00%	3/18/2022	Full Funding	4/8/2022
Philadelphia	AMAZING KIDZ ACADEMY LLC	Child Care Provider	20	5	25.00%	3/18/2022	Temp reduction \$21,504	3/22/2022
Philadelphia	ASOCIACION PUERTORRIQUENOS EN MARCHA INC	Child Care Provider	60	59	98.33%	N/A	No change needed. Meets the 90%	N/A
Philadelphia	CATHOLIC SOCIAL SERVICES	Child Care Provider	14	14	100.00%	N/A	No change needed. Meets the 90%	N/A
Philadelphia	CONGREGATION BETH SOLOMON	Child Care Provider	25	23	92.00%	N/A	No change needed. Meets the 90%	N/A
Philadelphia	CREATIVE LEARNING ENVIRONMENTS	Child Care Provider	34	31	91.18%	N/A	No change needed. Meets the 90%	N/A
Philadelphia	DISTRICT 1199C	Non-Profit	33	2	6.06%	3/18/2022	Temp Reduction \$120,312.50	4/8/2022
Philadelphia	DREAMSCAPE EDUCATION LLC	Child Care Provider	40	39	97.50%	N/A	No change needed. Meets the 90%	N/A
Philadelphia	FEDERATION DAYCARE SERVICES INC	Child Care Provider	16	10	62.50%	3/18/2022	Full Funding	4/8/2022
Philadelphia	GOLDEN CHILD LEARNING ACADEMY LLC	Child Care Provider	25	23	92.00%	N/A	No change needed. Meets the 90%	N/A
Philadelphia	GRAYS FERRY EARLY LEARNING ACADEMY LLC	Child Care Provider	15	3	20.00%	3/18/2022	Temp Reduction \$20,160	3/24/2022
Philadelphia	HEAVENLY DAYCARE AND LEARNING CENTER INC	Child Care Provider	92	66	71.74%	3/18/2022	Full Funding	4/8/2022
Philadelphia	KAIS COMFY CORNER INC	Child Care Provider	20	2	10.00%	3/18/2022	Temp Reduction #16,800.00	4/8/2022
Philadelphia	KIDDIE PREP ACADEMY LLC	Child Care Provider	20	19	95.00%	N/A	No change needed. Meets the 90%	N/A
Philadelphia	MOTIVATED YOUNG MINDS INC	Child Care Provider	120	83	69.17%	3/18/2022	Full Funding	3/25/2022
Philadelphia	OAK LANE SCHOOLS INCORPORATED	Licensed Nursery	80	77	96.25%	N/A	No change needed. Meets the 90%	N/A
Philadelphia	SCHOOL DISTRICT OF PHILADELPHIA	School District	3891	3017	77.54%	3/18/2022	Full Funding	4/8/2022
Philadelphia	SPECIAL PEOPLE IN NORTHEAST INC	Child Care Provider	120	90	75.00%	3/18/2022	Full Funding	4/8/2022
Philadelphia	VOICE COMMUNITY ECO DEVEL CORP	Child Care Provider	20	8	40.00%	3/18/2022	Full funding /budget revision focusing on repairs, materials, and parent events	3/28/2022
Philadelphia & Westmoreland	BRIGHTSIDE ACADEMY PHILADELPHIA LLC	Child Care Provider	296	108	36.49%	3/18/2022	Temp reduction \$200,000.00	4/1/2022
Pike	DELAWARE VALLEY SCHOOL DIST	School District	71	70	98.59%	N/A	No change needed. Meets the 90%	N/A

Pike	THE SUNSHINE STATION	Child Care Provider	10	10	100.00%	N/A	No change needed. Meets the 90%	N/A
Schuylkill	CHILD DEVELOPMENT INC	Head Start	271	259	95.57%	N/A	No change needed. Meets the 90%	N/A
Schuylkill	SCHUYLKILL IU 29	Non-Profit	20	20	100.00%	N/A	No change needed. Meets the 90%	N/A
Somerset	TABLELAND SERVICES, INC.	Head Start	123	114	92.68%	N/A	No change needed. Meets the 90%	N/A
Susquehanna	ENDLESS MOUNTAIN LEARNING CENTER INC	Child Care Provider	16	11	68.75%	3/18/2022	Full Funding	4/4/2022
Susquehanna	FOREST CITY REGIONAL SCHL DISTRICT	School District	38	30	78.95%	3/18/2022	Full Funding	4/8/2022
Susquehanna	MT VIEW SCHOOL DISTRICT	School District	16	16	100.00%	N/A	No change needed. Meets the 90%	N/A
Tioga	PENNYS DAYCARE LLC	Child Care Provider	30	30	100.00%	N/A	No change needed. Meets the 90%	N/A
Tioga	SOUTHERN TIOGA SCHOOL DISTRICT	School District	83	81	97.59%	N/A	No change needed. Meets the 90%	N/A
Union	LEWISBURG AREA SCHOOL DISTRICT	School District	18	18	100.00%	N/A	No change needed. Meets the 90%	N/A
Warren	WARREN AND FOREST COUNTIES ECONOMIC OPPORTUNITY CO	Head Start	48	39	81.25%	3/18/2022	Full Funding	4/8/2022
Washington	PIGTAILS & INKWELLS DAY CARE CENTER INC	Child Care Provider	10	4	40.00%	3/18/2022	Full Funding	4/8/2022
Westmoreland	ALL KIDS ARE SPECIAL CHILDCARE & LRG CTR	Licensed Nursery	72	50	69.44%	3/18/2022	Full Funding	4/8/2022
Westmoreland	CHERISE M RACHAL	Child Care Provider	20	19	95.00%	N/A	No change needed. Meets the 90%	N/A
Westmoreland	HEMPFIELD AREA SCHOOL DSTRCT	School District	20	17	85.00%	3/18/2022	Full Funding	4/1/2022
Westmoreland	JBS BRIGHT BEGINNINGS TWO LLC	Child Care Provider	40	30	75.00%	3/18/2022	Full Funding	4/5/2022
Westmoreland	LOVELI FOUNDATIONS LLC	Child Care Provider	10	10	100.00%	N/A	No change needed. Meets the 90%	N/A
Westmoreland	MONESSEN CITY SCHOOL DISTRICT	School District	58	57	98.28%	N/A	No change needed. Meets the 90%	N/A
Westmoreland	SETON HILL CHILD SERVICES INC	Head Start	214	211	98.60%	N/A	No change needed. Meets the 90%	N/A
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	Head Start	136	119	87.50%	3/18/2022	Full Funding	4/4/2022
York	COMMUNITY PROGRESS COUNCIL INC	Head Start	36	24	66.67%	3/18/2022	Full Funding	4/8/2022
York	CRISPUS ATTUCKS ASSOCIATION INC	Child Care Provider	60	60	100.00%	N/A	No change needed. Meets the 90%	N/A
York	SCHOOL DISTRICT OF CITY OF YORK	School District	301	245	81.40%	3/18/2022	Full Funding	3/30/2022
York	THE EARLY LEARNING CENTER INC	Child Care Provider	17	17	100.00%	N/A	No change needed. Meets the 90%	N/A
York	YORK DAY NURSERY INC	Child Care Provider	30	30	100.00%	N/A	No change needed. Meets the 90%	N/A
York	YORK JEWISH COMMUNITY CENTER	Child Care Provider	19	19	100.00%	N/A	No change needed. Meets the 90%	N/A
York	YWCA YORK	Child Care Provider	245	204	83.27%	3/18/2022	Full Funding	4/6/2022

Lead Agency County	HSSAP Lead Agency Name	HSSAP Funded	Total Enrolled	HSSAP % Enrolled	Date Docs Submitted to RA Acct	Recommendation (No change or reduction)	Date Outcome Emailed to Lead
Allegheny	ALLEGHENY COUNTY EXECUTIVE	272	223	84.00%	3/18/2022	Full Funding	3/21/2022
Allegheny	PITTSBURGH PUBLIC SCHOOLS	224	178	82.46%	3/18/2022	Full Funding	4/5/2022
Armstrong & Butler	BUTLER COUNTY CHILDRENS CENTER	74	63	88.13%	3/18/2022	Full Funding	4/8/2022
Beaver & Fayette	PIC - WESTMORELAND/FAYETTE	116	112	99.55%	N/A	No change needed. Meets the 90%	N/A
Berks	BERKS COUNTY INTERMEDIATE UNIT	85	70	85.35%	3/18/2022	Full Funding	4/8/2022
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	110	84	79.36%	3/18/2022	Full Funding	3/24/2022
Bradford & Tioga	BRADFORD TIOGA HEAD START INC.	136	128	97.11%	N/A	No change needed. Meets the 90%	N/A
Cambria	COMMUNITY ACTION PARTNERSHIP CAMBRIA CTY	18	18	100%	N/A	No change needed. Meets the 90%	N/A
Carbon & Chester	PATHSTONE	46	41	92.13%	N/A	No change needed. Meets the 90%	N/A
Centre & Clearfield	CENCLEAR CHILD SERVICES INC	184	171	95.93%	N/A	No change needed. Meets the 90%	N/A
Chester	CHESTER COUNTY INTERMEDIATE UNIT	219	80	39.53%	3/18/2022	Temp Reduction \$233,520.00	4/8/2022
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	46	43	96.48%	N/A	No change needed. Meets the 90%	N/A
Columbia	COLUMBIA DAYCARE PROGRAM INC	47	47	100%	N/A	No change needed. Meets the 90%	N/A
Dauphin	KEYSTONE SERVICE SYSTEMS INC	176	104	62.00%	3/18/2022	Full Funding w/budget revision focusing on staff recruitment	3/16/2022
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	130	101	80.69%	3/18/2022	Full Funding	3/30/2022
Eik	NORTHERN TIER	12	12	100%	N/A	No change needed. Meets the 90%	N/A
Erie	BENEDICTINE SISTERS INC	17	16	97.00%	N/A	No change needed. Meets the 90%	N/A
Erie	CHILD DEVELOPMENT CENTERS INC	120	115	99.00%	N/A	No change needed. Meets the 90%	N/A
Franklin	FRANKLIN COUNTY HEAD START	80	78	100%	N/A	No change needed. Meets the 90%	N/A
Greene & Washington	BLUEPRINTS	117	107	94.45%	N/A	No change needed. Meets the 90%	N/A
Huntingdon	HUNTINGDON CTY CHILD & ADULT DVPT CORP	48	29	63.42%	3/18/2022	Full Funding	4/8/2022
Indiana	INDIANA COUNTY HEAD START, INC	81	81	100%	N/A	No change needed. Meets the 90%	N/A
Juniata	TUSCARORA INTERMEDIATE UNIT 11	26	16	64.50%	3/18/2022	Full Funding	4/1/2022

Lackawanna, Pike, Susquehanna & Wayne	SCRANTON-LACKA HMN DEV AGY INC	471	275	61.39%	3/18/2022	Full Funding	4/8/2022
Lancaster	CAP OF LANCASTER COUNTY	136	110	83.88%	3/18/2022	Full Funding	4/5/2022
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	152	137	93.13%	N/A	No change needed. Meets the 90%	N/A
Lebanon	LANCASTER-LEBANON INTERMEDIATE UNIT 13	155	154	100%	N/A	No change needed. Meets the 90%	N/A
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	325	310	98.00%	N/A	No change needed. Meets the 90%	N/A
Luzerne	LUZERNE COUNTY HEAD START INC	266	225	87.59%	3/18/2022	Full Funding	4/6/2022
Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR	94	60	67.00%	3/18/2022	Full Funding	4/5/2022
Mercer	COMMUNITY ACTION PARTNERSHIP MERCER CTY	93	84	93.32%	N/A	No change needed. Meets the 90%	N/A
Mifflin	SNYDER UNION MIFFLIN CHILD DEVELOPMENT I	19	19	100%	N/A	No change needed. Meets the 90%	N/A
Monroe	POCONO SERVICES FOR FAMILIES AND CHILDRE	103	94	94.25%	N/A	No change needed. Meets the 90%	N/A
Montgomery	MONTGOMERY CNTY PRINCIPALS & INTERMEDIAT	20	20	100%	N/A	No change needed. Meets the 90%	N/A
Northumberland & Union	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	72	64	91.88%	N/A	No change needed. Meets the 90%	N/A
Philadelphia	SCHOOL DISTRICT OF PHILADELPHIA	2079	1462	73.32%	3/18/2022	Full Funding	4/8/2022
Schuylkill	CHILD DEVELOPMENT INC	41	41	100%	N/A	No change needed. Meets the 90%	N/A
Somerset	TABLELAND SERVICES, INC.	17	17	100%	N/A	No change needed. Meets the 90%	N/A
Westmoreland	SETON HILL CHILD SERVICES INC	44	44	100%	N/A	No change needed. Meets the 90%	N/A
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	183	171	96.44%	N/A	No change needed. Meets the 90%	N/A
York	COMMUNITY PROGRESS COUNCIL INC	120	58	51.33%	3/18/2022	Full Funding	4/8/2022

*HSSAP enrollment percentages include a 3% add-on reflecting Head Start agencies' reserve to provide immediate access for families and children experiencing homelessness.