U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150005

Grants.gov Tracking#: GRANT11757246

Closing Date: Oct 14, 2014

Table of Contents

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
10/10/2014	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Commonwealth of Pennsylvania

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
23-6003115	7951457050000

d. Address:

* Street1:	333 Market Street
Street2:	6th Floor
* City:	Harrisburg
County/Parish:	
* State:	PA: Pennsylvania
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	17101-2210

e. Organizational Unit:

Department Name:	Division Name:
Department of Education	OCDEL

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Dr.	* First Name:	Barbara
Middle Name:	G.		
* Last Name:	Minzenberg		
Suffix:			

Title: Deputy Secretary

Organizational Affiliation:

Office of Child Development and Early Learning

* Telephone Number:	717-346-9320	Fax Number:	

* Email: bminzenber@pa.gov

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.419

CFDA Title:

Preschool Development Grants

* 12. Funding Opportunity Number:

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number 84.419B

13. Competition Identification Number:

84 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

| | Add Attachment | | |

* 15. Descriptive Title of Applicant's Project:

Add more than 2,300 new high-quality preschool slots in high needs communities and use grant funds to enhance an existing state funded program by adding comprehensive services.

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant	17		* b. Program/Project	all

Attach an additional list of Program/Project Congressional Districts if needed.

	Add Attachment		

17. Proposed Project:

* a. Start Date:	01/01/2015		* b. End Date:	12/31/2018

18. Estimated Funding ($):

* a. Federal	20,000,000.00
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on [   ].

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes   ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Dr.		* First Name:	Barbara

Middle Name:	C.

* Last Name:	Minzenberg

Suffix:	

* Title:	Deputy Secretary

* Telephone Number:	717-346-9320		Fax Number:	

* Email:	bminzenber@pa.gov

* Signature of Authorized Representative:	Michelle Hill		* Date Signed:	10/10/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681- 1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Michelle Hill	Deputy Secretary
APPLICANT ORGANIZATION	DATE SUBMITTED
Commonwealth of Pennsylvania	10/10/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
☐ a. contract ☒ b. grant ☐ c. cooperative agreement ☐ d. loan ☐ e. loan guarantee ☐ f. loan insurance	☐ a. bid/offer/application ☒ b. initial award ☐ c. post-award	☒ a. initial filing ☐ b. material change

4. Name and Address of Reporting Entity:

☒ Prime ☐ SubAwardee

*Name: Office of Child Development and Early Learning

*Street 1: 333 Market Street, 6th Floor   Street 2:

*City: Harrisburg   State: PA: Pennsylvania   Zip: 17126

Congressional District, if known:

6. * Federal Department/Agency:

ED/HHS

7. * Federal Program Name/Description:

Preschool Development Grants

CFDA Number, if applicable: 84.419

8. Federal Action Number, if known:

9. Award Amount, if known:

$

10. a. Name and Address of Lobbying Registrant:

Prefix: Dr.   *First Name: Barbara   Middle Name: G.

*Last Name: Minzenberg   Suffix:

*Street 1: 333 Market Street, 6th Floor   Street 2:

*City: Harrisburg   State: PA: Pennsylvania   Zip: 17126

b. Individual Performing Services (including address if different from No. 10a)

Prefix: Dr.   *First Name: Barbara   Middle Name: G.

*Last Name: Minzenberg   Suffix:

*Street 1:   Street 2:

*City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*Signature: Michelle Figlar

*Name: Prefix: Dr.   *First Name: Barbara   Middle Name: G.

*Last Name: Minzenberg   Suffix:

Title: Deputy Secretary   Telephone No.: 7173466130   Date: 10/10/2014

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Standard Form - LLL (Rev. 7-97)

PR/Award # S419B150005

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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW., Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

| | Add Attachment | | |

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

---

* APPLICANT'S ORGANIZATION

Commonwealth of Pennsylvania

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.   * First Name: Barbara   Middle Name: G.

* Last Name: Minzenberg   Suffix:

* Title: Deputy Secretary

* SIGNATURE: Michelle Bi.   * DATE: 10/10/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)

- Research issues, hypotheses and questions being addressed

- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: | OCDEL Abstract.pdf | | | Delete Attachment | View Attachment |

Project: Pennsylvania Pre-K Counts Expansion

Applicant: Pennsylvania Office of Child Development and Early Learning

Pennsylvania's history of supporting high quality early education provides a strong foundation upon which this Preschool Expansion funding will build. Already, Pennsylvania's state-funded preschool program, Pre-K Counts, is serving 13,819 children. This represents a significant number of Eligible Children, but the Office of Child Development and Early Learning (OCDEL) is prepared to do more.

OCDEL will utilize a two pronged strategy of enhancing all Pre-K Counts programs and expanding the number of slots for existing Pre-K Counts programs in High-Need Communities. Therefore, an additional 2,314 children be served and OCDEL will ensure that all Pre-K Counts programs, serving a total of 16,113 Eligible Children, meet the definition of High-Quality programs and are serving Pennsylvania's children who are most in need. By expanding and enhancing the existing infrastructure of Pre-K Counts programs and the monitoring and professional development system, OCDEL will be able to successfully reach full enrollment within a matter of months.

OCDEL will rely heavily on existing partnerships in order to accomplish these ambitious, but achievable, goals. First, OCDEL will convene a group of stakeholders to identify areas in the existing Pre-K Counts guidelines that will need to be reworked in order to ensure all programs are meeting the definition of High-Quality programs. Then, these changes and additional funding for classrooms will be communicated to programs and all programs will be required to implement those enhancements to Pre-K Counts classrooms. All 161 current Pre-K Counts programs will be subgrantees for the enhancement of Comprehensive Services. Concurrently, Pre-K Counts programs in High-Needs areas will expand their programs to serve additional children. For the expansion of slots, the following Pre-K Counts providers were identified as serving High-Need areas and will receive additional slots based on capacity and need:

Big Beaver Falls Area School District	Delaware Co. Intermediate Unit #25	Chester County Intermediate Unit #19
Erie City School District	Bradford Tioga Head Start	ARIN Intermediate Unit #28
School District of Lancaster	Allegheny Intermediate Unit #3	Seton Hill Child Services, Inc
School District of	Berks Community Action	Community Action Program of

Philadelphia	Program	Mercer County
Greater Nanticoke Area School District	STEP, Inc. aka Lycoming-Clinton Head Start	PIC of Fayette & Westmoreland Counties
Community Services for Children	Erie City School District Pocono Service for Families and Children	Allegheny Lutheran Social Ministries
Pittsburgh Board of Education	School District of the City of York	Lancaster Lebanon Intermediate Unit #13
Child Development Inc.	McKeesport Area School District	Chester-Upland School District
Cen-Clear, Inc.	Kings College	Pathone Inc.
Pottstown Area School District	Wilkinsburg Borough School District	Scranton Lackawanna Human Development
Child Development Inc. Keystone Human Service, aka Capital Area Head Start		

* West Philadelphia is a Federally designated Promise Zone and included in the subgrant.

The monitoring and professional development for these programs is currently provided through a partnership with the Pennsylvania Key (PA Key) and the Regional Keys. The PA Key and the Regional Keys will provide state and regional leadership in the development of an integrated and coordinated system of program quality improvements and professional development supports for early childhood education. Both the PA Key and Regional Keys will be expanded to ensure adequate support and monitoring of Pre-K Counts programs under this Preschool Expansion.

As a result of this Preschool Expansion funding, OCDEL will:

- Expand the number of children served in Pre-K Counts programs from 13,819 to 16,133;

- Ensure that every new Preschool Expansion classroom serving Eligible Children will meet the definition of High-Quality;

- Improve state funded Pre-K Counts by requiring Comprehensive services;

- Expand the monitoring and support capacity of the PA Key and Regional Keys; and

- Increase the number of Eligible Children ready for Kindergarten.

Nearly all of this funding will go directly to preschool programs and it will be matched at least (b)(C) % by other funding sources. This is possible because Pennsylvania's strategy builds upon an existing, successful state-funded preschool program and will join a statewide array of successful programs and initiatives dedicated to increasing the availability of and access to High Quality early childhood services.

Project Narrative File(s)

* Mandatory Project Narrative File Filename: OCDEL_PK_Exp_Narr.pdf

Delete Mandatory Project Narrative File   View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Office of Child Development and Early Learning

October 14, 2014

Contents

1

A. Executive Summary

(1) Build on the State's progress to date

Pennsylvania has a long history of dedication to its children. The state boasts one of the country's first democratic systems of public schools and its first university. However, in 2002, when Pennsylvania Governor Mark Schweiker commissioned a study to assess Pennsylvania's early childhood programs, three troubling trends arose: a decline in the quality of child care between the 1980s and 2000; significant decreases in quality ratings for both child care centers and family child care homes during the same period; and a corresponding drop in the overall qualifications of early childhood educators between 1996 and 2000.

The State went into action almost immediately to reverse what it saw as a deterioration of a once progressive early learning system. By implementing the recommendations from the group that had studied the problem, Pennsylvania has surpassed most of the nation, setting a strong foundation for a robust and comprehensive system, creating early education standards, and developing a common set of child assessments, along with a system to report the outcomes. The state implemented a system to ensure that data was used to drive student learning and development. The state reformed early learning teacher preparation requirements to ensure that teachers understood standards and assessments, and how to best support children to meet them. In 2002, Pennsylvania became one of the first states to pilot a tiered quality rating and improvement system (TQRIS), Keystone STARS, which would become the backbone of its early learning and development system.

In 2007, Pennsylvania reorganized its funding and governance structure to bring together early learning and development programs in both the Departments of Education and Public Welfare. This change was driven by the belief that families would be better served if support organizations were interconnected. The resulting office, the Office of Child Development and Early Learning (OCDEL), was responsible for the implementation of a transformative shift toward a comprehensive, high-quality, affordable system of public and private pre-kindergarten education and services designed to meet the needs of children and families across the demographic and socioeconomic spectrum. With eight initiatives and more than $11 billion in state and federal funding, the percentage of preschoolers participating in high-quality publicly funded early education has steadily increased, as has the number of early childhood teachers with a bachelor's degree in Early Childhood.

With an eye toward serving its highest needs children, the state has created multiple funding streams for Early Learning and Development programs. These programs include the state-funded pre-kindergarten program, Pre-K Counts, which provides high-quality pre-kindergarten opportunities at no cost to families of preschoolers with high needs (up to 300 percent of poverty); the Head Start Supplemental Assistance Program, which serves high-needs preschoolers in accordance with the Head Start Act; and the Accountability Block Grants, which school districts can use to fund strategies for academic improvement including pre-kindergarten, full-day kindergarten, and class size reductions in kindergarten through third grade.

Pennsylvania's key Early Learning and Development programs combine universal and local approaches to address the gap in kindergarten readiness and to ensure that all children, including Eligible Children, are fully prepared to succeed in kindergarten and beyond. All of Pennsylvania's Early Learning and Development programs provide specific supports for Eligible Children. Below is a brief description of these programs:

Program	Program Description
Keystone STARS	Operates as the state's tiered quality rating and improvement system for child care and Head Start. In 2014 it is expanding to include Pre-K Counts and Early Intervention. Programs that participate in Keystone STARS earn STAR designations according to their integration of STARS program quality standards. Requirements for standards integration become more stringent at each successive STAR level.
Pennsylvania Pre-K Counts	Provides high-quality pre-kindergarten at no cost to families of children from age three until the entry age for kindergarten whose families earn up to 300 percent of the federal poverty level. More than two-thirds of children enrolled in Pennsylvania Pre-K Counts in state fiscal year 2012-13 were also affected by risk factors other than poverty, such as living in foster care, having limited English skills, or having disabilities or developmental delays.
Child Care Works	Provides subsidized child care in the form of financial assistance towards paying for child care for children with high needs living in families who meet work and income requirements. Families earning up to 200 percent of the federal poverty level are eligible.
Early Intervention	Provides children from birth to age five who have disabilities or developmental delays with services and supports to promote their development in natural and early education settings. Services may include parent education, developmental therapies and other support services.
Head Start Supplemental Assistance Program	Provides comprehensive early learning services to children with high needs and families most at risk of academic failure. Eligibility is targeted to families who earn up to 100 percent of the federal poverty level. HSSAP allows federal Head Start programs to enroll additional children through this state funding stream.

Program	Program Description
Early Head Start	Provides comprehensive early learning services to children with high needs and families who are at risk. Families earning up to 100 percent of the federal poverty level are eligible to apply. Pennsylvania is currently the only state to implement a federally funded Early Head Start grant and serves pregnant women, infants and toddlers through this program.
Nurse-Family Partnership	Provides registered nurses to work with low-income first-time expectant mothers through a child's early years to ensure a healthy pregnancy and engage in activities with the baby after birth that will promote healthy development, and make plans for the future.
Parent Child Home Program	Provides a home visitor to help parents of children with high needs learn how to read and play with their children in a way that promotes early learning and builds a positive parent-child bond.
Pennsylvania's Children's Trust Fund	Provides resources to community-based organizations to provide supportive services that help pregnant teens, teen parents, and young parents learn skills for strengthening families to prevent child abuse and neglect.

In addition to administering these eight programs, Pennsylvania is also a grantee for the federal Maternal, Infant, and Early Childhood Home Visiting Program, which funds Early Head Start, Nurse-Family Partnership, Healthy Families America and Parents as Teachers programs.

(2) Provide High-Quality Preschool Programs in two or more High-Need Communities

Currently, OCDEL serves 13,819 children in Pennsylvania Pre-K Counts (Pre-K Counts), Pennsylvania's state-funded voluntary preschool program. This program serves children across the state, targeting High-Need Communities. As part of the Preschool Expansion opportunity, OCDEL will both expand the number of slots available in High-Need Communities and increase the quality of Pre-K Counts programs across the state.

As a result of OCDEL's exploration of need and capacity in Pennsylvania's High-Need Communities, OCDEL was able to identify seven Tier I, thirteen Tier II, eight Tier III and seven Tier IV school districts. The specific communities are identified in Section D(1) and the process by which communities were chosen is in Section D(2). These Tiers define the level of need in the community, and Philadelphia, designated as a federal Promise Zone, is one of the High Need Communities that will be served. Each of the identified communities will receive subgrants with which to expand their Pre-K Counts slots. In addition to expanding slots, OCDEL will be reviewing the Pre-K Counts guidelines to ensure that all Pre-K Counts programs will meet all of the requirements of High-Quality Preschool Programs. This will also be achieved through subgrants to current Pre-K Counts programs.

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(3) Increase in Eligible Children served in High-Quality Preschool Programs

In recent years, there has been a significant push in Pennsylvania to increase access to High-Quality early education for all children, but especially for those children with high needs. Pennsylvania's state funded preschool program, Pre-K Counts is poised to serve 13,819 children in state fiscal year (SFY) 2014-15. While this level of participation is commendable, the evidence is clear that there is still unmet demand. In order to address this, OCDEL is proposing to serve a total of 16,133 children in SFY 2015-16 with the addition of this Preschool Expansion funding. This expansion will utilize a two-pronged approach - enhancing the services provided in current programs and the addition of 2,314 slots. The additional slots will be made available in the high-need communities previously mentioned.

(4) Have all the characteristics specified in the definition of High-Quality Preschool Programs

In SFY 2014-15, Pennsylvania will serve 13,819 children in the Pre-K Counts program. The program aligns with eleven of the twelve elements included in the definition of High-Quality Preschool Program as noted in the following program descriptions, and part of the funding from this opportunity will be utilized to ensure that all current Pre-K Counts programs meet the comprehensive services requirement of the Preschool Expansion Grant.

High staff qualifications

Pre-K Counts requires lead teachers to possess a Pennsylvania Early Childhood (ECE) teaching certificate. PA ECE certification is based on a baccalaureate degree from an accredited college or university with an approved teacher preparation program. In addition to a minimum GPA of 3.0, students must pass a competency exam to become certified. Assistant teachers must possess a minimum of a Child Development Associate credential or its equivalent, an associate's degree or 60 college credits. Therefore, in this regard, Pre-K Counts regulations exceed the definition of High-Quality programs.

High-quality professional development for all staff

All teachers working in Pre-K Counts classrooms must have a Pennsylvania Early Childhood Teacher Certification (ECE Certificate). Teachers holding an Instructional Level I ECE Certificate may count their time working in a community-based Pre-K Counts program toward the three years of successful teaching experience necessary to convert the certificate to an Instructional Level II Certificate, in accordance with the requirements of Pennsylvania's

Department of Education. These requirements also include one year of participation in an OCDEL approved Teacher Induction Plan, six bi-annual evaluations and completion of 24 post-baccalaureate credits.

In order to continue to assure that teachers remain current in pedagogical thinking, Pennsylvania's ACT 48 requires Level II teachers to fulfill 180 hours of approved professional development every five years. In lieu of training hours, teachers may also meet this requirement by taking six post baccalaureate credits on the same time cycle.

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 Public Welfare certified Pennsylvania Quality Assurance System (PQAS) instructors based on the Pennsylvania Learning Standards for Early Childhood) and the Pennsylvania Core Knowledge Competencies for Early Childhood Professionals, samples of which can be found in Appendix A and Appendix B, respectively.

Child-to-instructional staff ratio of no more than 10 to 1 and class size of no more than 20 with, one teacher with high staff qualifications

The ratio for Pre-K Counts is 10 children to one teacher, or a maximum of 20 children assigned to a teacher and an assistant teacher. While the maximum stated ratio is 2:20, OCDEL has messaged that an enrollment of 17 is best practice.

A Full-Day program

Pennsylvania's state funded Pre-K Counts allows local communities to choose a part day or full day program based on community need. The current break down of Pre-K Counts enrollments is 65 percent full day and 35 percent part day. The Pre-K Counts regulations define full day as a minimum of five instructional hours. In order to ensure children are served for the full five hours, OCDEL recommends programs plan a 5.5 hour day to allow for transition into/out of programming. In keeping with the requirements of this funding opportunity, resources from this grant will be used to institute these full day programs only.

Inclusion of children with disabilities to ensure access to and full participation

OCDEL strives to provide full inclusion of children identified as eligible for early intervention. To insure that children with developmental delays or disabilities have access to high-quality early learning opportunities, OCDEL has taken the following steps:

- Participants in Keystone Stars, Pre-K Counts and Head Start Supplemental Assistance Program initiatives are required to demonstrate participation in early intervention supports for children with IFSPs or IEPs in their programs.

- OCDEL's Bureau of Early Intervention Services, responsible for early intervention for infants and toddlers under Part C of IDEA as well as eligible young preschool-age children under Part B/619, strives to promote inclusive practices within early intervention programs. Parents are fully informed, as required by IDEA about their child's needs and service options. Educational placement data is collected at the child-by-child level and each program is evaluated annually to insure adequate progress toward inclusive practices in their community. Bureau of Early Intervention Services reports to the federal Office of Special Education Programs (OSEP) on the number of infants and toddlers served in the home and in other community settings, and the number of preschool age children who are served with typical peers in early childhood educational settings.

- Collaboration between early childhood and early intervention programs to help community preschool programs serve children with disabilities occurs at every level. Activities include:
  - Local collaborations to share training resources;
  - Partnerships among early childhood programs and early intervention programs to promote inclusive practices;
  - Early intervention technical assistance grants to increase community based early intervention services and program readiness;
  - Technical assistance and training initiatives designed for early childhood educators and early interventionists on high priority topics that may interfere with successful inclusion, including positive behavior practices, accommodations within the typical setting, coaching and others;
  - Early intervention program participation on local LEARN teams, so that the needs of children with disabilities are considered in planning to promote access to early childhood education.
  - Local early intervention programs serve as a training and professional development resource for early childhood educators and caregivers. Additionally,

early interventionists participate in trainings designed for the early childhood community in general;

- o   The Pennsylvania Key and the Early Intervention Technical Assistance program collaborate on programs addressing the needs of children facing high risks, such as children and families who are homeless; and

- o   Early childhood educators are represented on the State Interagency Coordinating Council. Early intervention leaders and stakeholders participate actively in the Early Childhood Council.

- Early intervention programs ensure adequate child find in part through collaboration with the broader early childhood community. Local early childhood leaders participate in child find planning, receive information to insure that their staff and families have knowledge of early intervention and how to access it. Partnerships with Head Start and other early childhood entities exist at the local level to promote timely screening and evaluation.

- Early interventionists participated in the development of the Pennsylvania Learning Standards for Early Childhood. The standards are used by those serving children with disabilities in multiple ways: screening and evaluation, program design, and assessment of progress. In addition, early interventionists use the standards as the basis for effective support and consultation in early childhood environments.

- Through the "Include Me From the Start" initiative, early intervention provides parents with information and support to insure that they have a full understanding of the strength and value of inclusion and provide assistance advocating for the needs of their child during the evaluation and planning process.

Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula and learning environments aligned with Early Learning and Development Standards

As referenced in Section B, OCDEL has developed and promulgated Early Learning Standards and has set forth expectations for alignment to curriculum and instruction. In Pennsylvania, the PA Key is OCDEL's partner tasked with the implementation and management of state funded pre-kindergarten initiatives, including Pre-K Counts. In addition, the five Regional Keys are assigned a geographic region to implement and manage the Keystone STARS program. OCDEL works with the PA Key and the Regional Keys to offer ongoing professional

development on the use of the Early Learning Standards, cultural, language, ability and diversity training. Through work identified in the commonwealth's Race to the Top-Early Learning Challenge grant, OCDEL will be developing ongoing professional development modules supporting the collection, analysis and planning related to completing child assessment.

In addition, Pennsylvania's Higher Education Institute on Cultural, Linguistic and Ability Diversity (CLAD) offers professional development for its early educators who train teachers for early childhood programs, for Technical Assistant Consultants on working with hard to reach/hard to serve populations, and most recently, Professional Development instructors on imbedding cultural, linguistic and ability concepts in their instructional practices using the NAEYC Pathways to Cultural Competence. Pennsylvania has also developed Career Advising Guidelines (2012), and Career Adviser Competencies using the Diversity Framework and CLAD and Equity lens and also intentionally integrated CLAD/Equity principles and guidelines into the newly developed Environmental Rating Scales (ERS) Assessor Competencies.

Individualized accommodations and supports so that all children can access and participate fully in learning activities

OCDEL recognizes the diverse needs of children and is committed to providing services and supports to ensure that all children have access to and are participating fully in learning activities.

- Through training provided by PA Key, Early Intervention Technical Assistance, local early intervention programs and other sources, OCDEL seeks to increase early childhood educators' knowledge of individual differences and ability to incorporate individual accommodations into instructional practice.

- Infant-toddler and preschool early intervention services are provided within the early childhood environment, to the degree possible.

- Early Intervention programs are required by OSEP to include early childhood educators in the individual education plan development process, and when possible, the individual family service plan development process.

- As noted above, PA Key and the Regional Keys provide targeted trainings to address high priority topics which frequently interfere with successful engagement in early childhood education, including behavior support and inclusive practices.

- OCDEL provides Early Intervention technical assistance, including early childhood mental health support and Pre-K advisors to help programs address the needs of children who are at-risk beginning with enhanced instructional practices, and including referral to and cooperation with early intervention and behavioral health services.

- Through Pennsylvania's Race to the Top Early Learning Challenge Community Innovation Zones, which are located in high-need areas of the state, grant funding is provided to strengthen relationships between early childhood providers and schools to build birth – 3rd grade alignment, to increase family supports and engagement, and to strengthen community networks of organizations supporting families, especially children with barriers to successful engagement.

Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff

OCDEL provides program guidance regarding the recruitment and retention of highly qualified staff. In Pennsylvania, K-12 school districts operate under local control. As a result salaries vary widely community to community. In awarding Pre-K Counts grants, OCDEL carefully scrutinizes the program salary line items and the accompanying budget narrative. If proposed salaries are not within an acceptable range, OCDEL reviews the budget with the program. The funding level of $7,950 per child is ample to allow local entities to approximate the salary level of school district personnel.

Program evaluation to ensure continuous improvement

OCDEL has an ongoing monitoring system to ensure fidelity of implementation and identify and support continuous quality improvement. As referenced in Section B(4), OCDEL and its implementation partner utilize semi-annual onsite monitoring and a biennial independent Early Childhood Environment Rating Scale-Revised, (ECERS-R) completion. In addition, local administrators implement a teacher effectiveness model based on Charlotte Danielson's Framework for Teaching Model (Appendix C). Finally, OCDEL analyzes child outcomes data annually to assist in guiding planning around professional development offerings.

On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development

Fully implementing Comprehensive Services will be an area of program enhancement as a result of successful Preschool Expansion Grant funding. Currently many elements of comprehensive services are part of the program regulations and requirements. However, some

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Pre-K Counts requirements will be revised to reflect the more stringent requirements as defined in this NOA as Comprehensive Services. Funding from this opportunity will be utilized on a state-level to support this transition. Specific elements of Comprehensive Services to be added through the Preschool Expansion funds include: vision, hearing and mental health screening; strengthened parent education and engagement opportunities; family linkages to community resources; and a more targeted focus on parent education around good nutrition and physical activity during program hours as well as at home.

(5) Set expectations for the school readiness of children upon kindergarten entry

Through Pennsylvania's Early Learning Outcome Framework, all state funded or state managed preschool programs are implementing and reporting child outcomes into the Early Learning Network (ELN). The Framework provides a consistent set of indicators across the domains of Language and Literacy; Mathematical; Personal and Social; and Scientific Thinking. OCDEL's goal is that all children enrolled in Pre-K Counts make continued and sustained progress towards proficiency on those indicators identified in the Early Learning Framework, which can be found in Appendix D. OCDEL analyzes aggregate outcomes data on an annual basis and across program years to identify trends and needs for professional development.

(6) Be supported by a broad group of stakeholders

OCDEL is dedicated to involving diverse stakeholders in all programs. By design, OCDEL is a convener of numerous programs, public and private organizations, and families. For this Preschool Expansion opportunity, stakeholders across the state are dedicated to ensuring this program is implemented with success. Letters of Support from ELIC, PA Partnerships for Children, Pennsylvania Head Start Association, Pennsylvania Child Care Association, Pennsylvania Chapter of the American Association of Pediatrics can all be found in Part Five: Other Attachments section of this application.

(7) Allocation of funds

   (a) Enhance State Preschool Program infrastructure

Pennsylvania will utilize this Preschool Expansion funding to build upon the existing infrastructure of the current Pre-K Counts program. Since the Pre-K Counts Regulations and Guidance are already aligned in eleven of twelve areas of High-Quality Programs, upon

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notification of grant award, OCDEL will work to update the current Pre-K Counts Regulations and Guidance to include program requirements to implement comprehensive services.

- OCDEL will convene a group of stakeholders to define and provide guidance on the changes required to regulations and the professional development that will be needed by programs in order to implement comprehensive services.
- OCDEL will offer mini-grants to its subgrantees to: purchase sensory screening equipment such as hearing or vision screening machines; purchase high quality classroom equipment for newly established classrooms; complete or attend professional development for staff; and to develop local resource directories as needed.
- Offer staff pre-service training to expand program knowledge and skills concerning family engagement and comprehensive supports.

(b) Subgrants to Early Learning Providers

Since OCDEL currently implements Pre-K Counts, a highly successful state-funded preschool program, additional funds will be provided to accommodate the additional expectations regarding Comprehensive Services. OCDEL intends to modify the renewal contracts for selected current Pre-K Counts grantees serving targeted high needs communities in order to provide additional slots. This will not require the development of new programs or new contracts, and thus, upon notice of grant award, OCDEL will complete funding adjustments to address increases for subgrantees for SFY 2015-16.

Provide Services in Year One

OCDEL has identified the subgrantees receiving the expansion slots offered under this grant, thus the Pre-K Counts programs receiving additional slots will have over eight months to prepare environments, recruit and train staff, and recruit eligible children. Therefore, these programs will serve additional children within one year of award. For all the existing state funded Pre-K Counts grantees, including the grantees that are receiving additional slots, changes will be made to Pre-K Counts policy and grant renewal contracts to address the addition of Comprehensive Services and will ensure that all children served in the current Pre-K Counts Program will experience these Comprehensive Services within one year as well.

Subgrant at least 95 percent

OCDEL proposes to use approximately $19 million to enhance Pre-K Counts program services for existing children and serve an additional 2,314 children in 35 high-needs

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communities. In addition, OCDEL will subgrant slightly less than $1 million to support the ongoing monitoring, technical assistance, and continuous quality improvement of the implantation of the grant.

Culturally and Linguistically Appropriate Outreach and Communication Efforts

By expanding enrollment opportunities into unserved or underserved communities, OCDEL depends on the skills and knowledge of the local program staff to complete program outreach. By connecting programs with the wealth of resources available to them through OCDEL and providing funds to develop and enhance community linkages, local programs will allocate resources to effectively meet families' needs. Additional funding from this opportunity will be utilized to increase the cultural and linguistic appropriate outreach of Pre-K Counts programs by expanding the efforts already supported through current Pre-K Counts funding.

Ambitious and Achievable Plan for Section A

Pennsylvania proposes to expand access to High-Quality Preschool Programs through a two-pronged expansion/enhancement of the existing state funded Pre-K Counts program. Through this, OCDEL, in partnership with subgrantees, PA Key and the Regional Keys, will increase the number of Eligible Children participating in Pre-K Counts who are ready for kindergarten. Although the lead agency, OCDEL will subgrant nearly all of the $20 million budget to other organizations - $19 million to Pre-K Counts programs, and nearly $1 million for monitoring and oversight. Through this funding, all Pre-K Counts programs will meet the definition of High-Quality Programs by July 2015 and an additional 2,314 eligible children will be served. This opportunity will ensure that OCDEL is able to serve more of Pennsylvania's Eligible Children in High-Quality programs in their communities. Further details on OCDEL's plan for this funding can be found in the Ambitious and Achievable plans in the following sections. Additional supporting evidence for Section A includes Table A and the Letters of Support, found in Part Five: Other Attachments.

B. Commitment to State Preschool Programs

(1) State Early Learning and Development Standards

Pennsylvania's Learning Standards for Early Childhood from birth through second grade are the foundation for all state-funded programs and represent a birth-12 continuum of learning. Created to inform curricula and assessments, these standards have been validated by independent evaluation for horizontal and vertical alignment. The standards include nine domains, which

include the five domains identified by the U.S. Department of Education as essential to school readiness, and can be found in Appendix A. In 2009, an independent evaluation of the standards determined that they were both aligned to third-grade academic standards and suited to students with diverse needs. Refer to Appendix E for the Executive Summary of the Alignment Study.

The year after the validation study was completed, Pennsylvania began integrating its early learning standards into the Standards Aligned System (SAS) - the K-12 online resource portal designed to provide educators with a framework and integrated tools to enhance their teaching effectiveness. To date, five of the domains for pre-kindergarten have been integrated. These include: reading, writing, speaking and listening, mathematics, and social and emotional development. Pre-kindergarten and kindergarten learning standards for early childhood in the curriculum framework format have been posted for public access on the PA Key website.

Pennsylvania's commitment to continuous quality improvement extends to a commitment to improving standards. Most recently, the Pre-kindergarten Learning Standards for Early Childhood were revised in 2013 to reflect the work conducted by OCDEL and the Pennsylvania Department of Education, Office of Elementary and Secondary Education during the years of 2010-2012. The revisions include the standards now embedded into the SAS portal and Pennsylvania Pre-K Core Standards in English Language Arts and Mathematics. Improvements in pre-kindergarten concepts and competencies (included in the standards book) were informed in part by Pennsylvania Department of Education Migrant Education Specialists and Early Intervention Technical Assistants, and included the incorporation of language specific to these populations. Supportive practices (included in the standards book) offer strategies practitioners can utilize to support standards skill and concept learning and development. Migrant Education Specialists and Early Intervention Technical Assistants also provided inclusive strategies to include within the supportive practices section.

The Kindergarten Learning Standards for Early Childhood were revised in the summer of 2013 to reflect Pennsylvania Core Standards in English Language Arts and Mathematics in addition to standards currently found in SAS in the domains of Science, Environment and Ecology, Social Studies, and Student Interpersonal Skills (Social and Emotional Development). The curriculum framework (concepts and competencies, and supportive practices) to support these revisions will be enhanced in 2014. The Kindergarten Standards draft will be vetted by Pennsylvania Department of Education Migrant Education Specialists and Early Intervention

Technical Assistants. Kindergarten Learning Standards for Early Childhood will be printed and disseminated to all kindergarten programs in Pennsylvania within the next several months.

The Infant and Toddler Standards have also been revised to reflect language appropriate for all Early Learning and Development programming in Pennsylvania. This includes Home-Visiting (Nurse Family Partnership, Parent Child Home Program, Parent as Teachers, Healthy Families America, and Early Head Start), Early Intervention, and Limited English Proficiency. Infant and Toddler Standards revisions included input from Pennsylvania Department of Education Migrant Education Specialists, Early Intervention Technical Assistants, Parents, and Home-Visiting representatives. All revised standards have been posted for public access. Early Learning and Development Programs will receive professional development on the revised standards with full transition and implementation of the standards by July 1, 2015.

Early learning and development programs that receive state funding for program services must use a curriculum that aligns with the Early Learning Standards. In addition they must implement ongoing child assessment and report child outcomes in the Early Learning Network. The seven authentic assessment tools utilized by Pre-K Counts, Keystone STAR 3 and 4 programs, Early Intervention, and Head Start Supplemental Assistance Programs, to report child outcomes to the state were all verified to align with the Early Learning standards. See Appendix F for listing of approved assessment tools.

Communication regarding standards, i.e. what children should know and be able to do at each developmental stage, is central to Pennsylvania's parent engagement strategy. Therefore, the state has engaged in an aggressive campaign to make standards accessible to families, providers, and community-members through family-friendly activity calendars and Early Learning Standards wheels. The activities guides and supplemental activities are published in English and Spanish, distributed statewide through Early Learning and Development providers and the Local Education and Resource Network partners, which conduct local community outreach, and are available on the Pennsylvania Department of Education's and Pennsylvania's Promise for Children websites. Nearly a quarter million guides were distributed to families in 2013-2014. See Appendix G for a listing of family-friendly standards, resources and materials.

(2) Pennsylvania's financial investment

With an eye toward its highest needs children, the state has created multiple funding streams for Early Learning and Development programs. These programs include the state-funded

pre-kindergarten program, Pre-K Counts, which provides high-quality pre-kindergarten opportunities at no cost to families of preschoolers with high needs (up to 300 percent of poverty); the state-funded Head Start Supplemental Assistance Program, which serves high-needs preschoolers; and Accountability Block Grants, which school districts can use to fund strategies for academic improvement including pre-kindergarten, full-day kindergarten, and class size reductions in kindergarten through third grade. The specific numbers of eligible children and the commonwealth's financial investment are included in Table B of the Application Package and are noted here:

- State-funded Head Start Supplemental Assistance Program, created in 2004, served 5,643 children in SFY 2013-14
- Pre-K Counts, created in 2007, served 12,149 children in SFY 2013-14
- Acountability Block Grant, created in 2007, served 2,381 children in SFY 2013-14

(3) Legislation, Policies and Practices

The following legislation, policies and practices demonstrate Pennsylvania's commitment to increasing accessing to high quality preschool programs for eligible children:

- 2002: Keystone STARS was established as a result of the Schweiker Report
- 2004: Head Start Supplemental Assistance Program was funded
- 2006: OCDEL was established by executive order, locating children's programming for infants, toddlers and preschool children within one office
- 2007: Pre-K Counts was established via the Public School Code.1 Act 45
- 2008: The Early Learning Council was established by executive order to fulfill the requirements for the State Advisory Council under the Head Start Act of 2007
- 2009: OCDEL was awarded an Early Head Start grant to serve 128 infants and toddlers.
- 2012: OCDEL was awarded formula and competitive funding for the Maternal Infant Early Childhood Home Visitation grant
- 2013: Pennsylvania SFY 2013-14 Budget included a five percent increase for both Head Start Supplemental Assistance Program and Pre-K Counts

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1 PUBLIC SCHOOL CODE OF 1949, ARTICLE XV-D, EARLY LEARNING PROGRAMS, http://www.legis.state.pa.us/WU01/LI/LI/US/HTM/1949/0/0014.015D.HTM

- 2013: Pennsylvania was awarded a $51.7M Race to the Top – Early Learning Challenge grant
- 2014: Pennsylvania SFY 2014-15 Budget included a $10 million increase for Pre-K Counts
- 2014: Pennsylvania Department of Welfare, Office of Mental Health and Substance Abuse Services received a Project Launch grant

All of these legislative, policy and program enhancements/changes have strengthened Pennsylvania's foundation for early childhood services. This Preschool Expansion opportunity will fit within an existing and successful system that is dedicated to increasing access to high-quality preschool programs for all children, especially children with high needs.

(4) Quality of existing State Preschool Programs

Pennsylvania is a diverse state, geographically, culturally and fiscally. Solutions that work in one community may not work for another. Rather than creating a statewide template for early childhood service delivery, OCDEL is committed to supporting local needs. Pennsylvania's Pre-K Counts was founded on the theory that local communities must implement services based on community needs. The PA School Code specifies four eligible provider types for Pre-K Counts programming: Head Start grantees; Keystone STARS child care programs at STAR 3 or 4; private academic preschools; and school districts. The current model allows programs to determine the need for services and offer either part day or full day services. The two state-wide eligibility requirements for service are income and age. Children must be at or below 300 percent of the federal poverty guidelines and one or two years from their local kindergarten enrollment age eligibility. Local programs may develop additional selection criteria to help prioritize the neediest children; these criteria must be approved by OCDEL and consistently applied.

In addition to the enrollment requirements, Pre-K Counts has program Regulations and Guidelines, which can be found in Appendix H. The current requirements in the Regulations and Guidelines are fully aligned with the elements of a High-Quality Preschool Program identified in the Notice Inviting Application, with the exception of Comprehensive Services. Through this opportunity, the Pre-K Counts program will be enhanced to ensure adherence to all Preschool Expansion Grant requirements, including Comprehensive Services.

Monitoring and continuous quality improvement are embedded in Pre-K Counts and are essential to the success of the program. OCDEL has developed a cycle of program monitoring,

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technical assistance and evaluation. Pre-K Counts programs receive annual monitoring visits to assure compliance with program standards. This monitoring is completed by a Preschool Program Specialist. A job description of the Preschool Program Specialist can be found in Appendix I. On a biennial basis, every location funded by Pre-K Counts receives an Environment Rating Scale observation using the Early Childhood Environment Rating Scale-Revised (Harms, Clifford, & Cryer, 2004) completed by an independent assessor, who assesses a random sample of 50 percent of the funded rooms. OCDEL has been communicating with the authors and will migrate to use of the ECERS III upon its validation in the near future. Using the results of ongoing monitoring, requested technical assistance and the ECERS results, programs develop and implement continuous quality improvement plans for the program as well as individual development plans for staff. Preschool Program Specialists assist the programs in identifying resources to assist them in meeting their goals.

As a result of the commonwealth's successful Race to the Top - Early Learning Challenge grant, Pre-K Counts programs will be eligible to participate in Keystone STARS in SFY 2014-15. OCDEL has developed an approved Accreditation Crosswalk which outlines the alignment between the Keystone STARS levels and other standards so that early learning and development entities other than child care providers may participate in the Keystone STARS program. Elements that are in total alignment between Keystone STARS and the program standards of the entity seeking to participate in STARS, are eliminated from the STARS designation process. Pre-K Counts sites will be required to demonstrate 18 of 46 standards. Keystone STARS participating programs have access to an array of technical assistance, financial incentives and tuition assistance options.

(5) Coordination of Preschool Programs and Services

OCDEL brings together all aspects of early learning and development for children ages birth through five years old in the Departments of Education and Public Welfare. Since 2006, the work of OCDEL and its partners throughout the commonwealth have resulted in continuous quality improvement among early learning programs, greater participation among school districts in early education, and more quality early learning opportunities for young children. OCDEL has a documented history of providing high quality services, directly and indirectly. OCDEL's environment of continuous quality improvement encourages providers to ensure they are providing the highest quality of care to Pennsylvania's children.

The Department of Public Welfare, Office of Children Youth and Families (OCYF) is in frequent contact with OCDEL at the state systems level. At present, OCYF is facilitating sweeping changes to implement revisions to the strengthened Pennsylvania Child Protective Services Law in coordination with all state offices. In 2014-15 there will be multiple joint communications and professional development opportunities developed to support and protect children.

OCDEL encourages its local subgrantees to establish relationships with the local county-based children and youth services offices. In addition to serving as a point of contact around mandated reporting, OCYF also refers families to support programs. In the past, OCDEL has provided education regarding the importance of selecting STAR 2 and higher child care providers for children in the foster care system.

The Pennsylvania Department of Education has regional McKinney-Vento liaisons located throughout the state to support families who are experiencing homelessness. OCDEL partners are able to access these liaisons as a support for resource and referral. In 2013-14, OCDEL issued a program wide announcement detailing the resources and expectations around coordinating and collaborating across programs to support children in families experiencing homelessness.

Pennsylvania's early learning and development governance structure includes multiple state agencies that work together to facilitate interagency coordination, streamline decision-making, effectively allocate resources, and create long-term sustainability. The participating state agencies that form the early learning and development governance structure are:

State-level governance:

- **OCDEL,** a dual deputate within the Departments of Education and Public Welfare. OCDEL is the Lead Agency for this grant.
- **The Pennsylvania Department of Education (PDE),** including: 1) OCDEL; 2) the Office of Elementary and Secondary Education which includes private academic licensed nursery schools and the Homeless Education, Migrant Education, English Language Learners, Special Education and Education Leading to Employment and Career Training Programs; 3) the Office of Administration which includes the Food and Nutrition Program; 4) the Office of Commonwealth Libraries; 5) the Office of Postsecondary and Higher Education which includes the Family Literacy Program; 6) Information

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Technology staff, 7) School District Pre-K Programs; 8) programs funded by Title 1 of the Elementary and Secondary Education Act; 9) PDE-designated attorneys from the Office of General Counsel; and 10) PDE Directors from the Offices of Policy, Government Affairs and Press.

- **The Department of Public Welfare (DPW),** including: 1) OCDEL; 2) the Office of Mental Health and Substance Abuse Services; 3) the Office of Children, Youth and Families; 4) the Office of Developmental Programs which includes services for individuals with disabilities; 5) the Office of Income Maintenance which includes eligibility for programs such as TANF, food stamp program, home heating assistance, Medicaid, employment and training services, child support, and County Assistance Offices which determine eligibility for child care services for TANF families; 6) Office of Medical Assistance Programs; 7) Office of Long-Term Living; 8) the Office of Administration's Bureau of Information Systems; 9) DPW-designated attorneys from the Office of General Counsel; and 10) DPW Directors from the Offices of Policy, Legislative Affairs and Press.

- **The Department of Health,** including: 1) the Office of Health Promotion and Disease Prevention which includes the Home Visiting, Title V Maternal and Child Health Service Block Grant Programs, and the Women, Infants, and Children (WIC) Program; and 2) the Office of Public Health and Preparedness which includes Public Health Centers.

- **Commissions and Councils.** Each will also receive the opportunity to discuss the progress of this grant and make recommendations for implementation throughout the grant period through regular meetings and conference calls when appropriate.
  - *The Pennsylvania Early Learning Council (ELC),* established by executive order in 2008, is a fifty member council of gubernatorial appointees who serve for a three-year term. The role of the Council is to advise OCDEL with recommendations on early learning policies and practices. The ELC meets a minimum of three times a year as a vehicle for robust discussion and input related to OCDEL's Strategic Planning and implementation efforts. ELC members represent a broad array of stakeholders, including parents, some of those being parents of children with high needs; early learning and development organizations including the Pennsylvania Head Start Association, Early Intervention program, child care programs, Child Care Works, and

the Pre-K Counts Program; other education organizations and state agencies including the Pennsylvania School Boards Association, Pennsylvania School Districts, the Pennsylvania Department of Health, and the Office of Mental Health and Substance Abuse Services; and private businesses, representatives of the media, and community-based organizations..

o *The State Interagency Coordinating Council for Early Intervention (SICC), a* 50-member group of gubernatorial appointees comprising the parents of children eligible for Early Intervention services and representatives from the Pennsylvania Departments of Education, Health, and Public Welfare. The SICC, which meets six times a year, is convened by federal statute. Its mission is to ensure that a comprehensive delivery system of integrated Early Intervention programs and services is available in Pennsylvania to all eligible infants, toddlers and young children and their families.

o *The Early Learning Investment Commission (ELIC)*, established by Executive Order in 2008, is a group of 76 gubernatorial appointees who represent businesses across the state. The group works to ensure the capacity of the future workforce by supporting efforts to strengthen early childhood programs to adequately prepare young children for future school, college, and career success. The ELIC supports regional commissions across Pennsylvania who educate citizens, other business leaders, and legislators about the benefits of quality early childhood education and conducts local activities to support quality early education.

(6) Pennsylvania's role in promoting coordination of preschool programs

Across the state and within state agencies, collaboration and partnership is a priority. For example:

- The Keystones to Opportunity (Striving Readers) Grant was awarded to Pennsylvania through the U.S. Department of Education's Striving Readers Comprehensive Literacy Program to support Pennsylvania's comprehensive approach to improving literacy outcomes for all children, including disadvantaged students, limited English proficient students and students with disabilities. OCDEL is a significant partner in this work as 15 percent of the total grant award is dedicated to Early Childhood. OCDEL staff participate on the program steering team.

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- Funded through the Race to the Top – Early Learning Challenge, Early Childhood Education Community Innovation Zone Grant recipients will be awarded local grants to strengthen relationships between early childhood providers and schools to build birth – 3rd grade alignment, to increase family supports and engagement, and to strengthen community networks of organizations supporting families. Grantees will also receive intensive supports focused on increasing the use of developmental screenings and implementation of the Kindergarten Entry Inventory. Best and promising practices will be documented and shared with other communities throughout the state.

- A Transition Toolkit was developed by OCDEL for use by early learning and development community based providers and school district to promote collaborative transition models and build trust and relationships among children, families, teachers and the school community.

OCDEL also works to promote the coordination of preschool programs and other sectors by utilizing the philosophy of partnerships. Specifically, OCDEL has utilized the PA Key, the Regional Keys, LEARN Partners, advocacy organizations and other state offices to advance early childhood and family supports in Pennsylvania.

OCDEL and the PA Key

Policy development, program participation requirements, and funding are driven by OCDEL through the Bureau of Early Learning Services (BELS). BELS subcontracts the work of provider designation, technical assistance, and professional development to the PA Key and Regional Keys. As such, the PA Key is OCDEL's partner tasked with the implementation and management of state funded pre-kindergarten initiatives including Pre-K Counts Head Start Supplemental Assistance Program, Early Head Start and the MIECHV programs. PA Key staff serves as program monitors and technical assistance providers. In addition, the PA Key has a number of divisions that serve as resources to partners. The PA Key has a division that supports the development and management of the early childhood professional development system, serves as the state lead for a complex technical assistance system, and supports a number of initiatives providing targeted supports to Keystone STARS, such as Early Childhood Mental Health and Child Care Health Consultation.

OCDEL and Early Intervention Technical Assistance

Pennsylvania recognizes the importance of professional development in the area of early intervention. The Bureau of Early Intervention Services (BEIS) subcontracts with the Early Intervention Technical Assistance program to provide training and technical assistance to early interventionists, early childhood educators, and families concerned about the needs of infants, toddlers and preschoolers with developmental delays or disabilities. EITA staff provide a variety of supports, including participation in annual program verification activities, in-person trainings and workshops, statewide webinars, online resources, leadership conferences and support of local interagency coordinating councils. EITA manages targeted technical assistance grants to focus on issues of importance to the early intervention community, such as promoting inclusive practices, assistive technology, and positive behavior support. EITA works collaboratively with the PA Key, Regional keys, state and local early intervention leadership, parents, advocacy groups, and other stakeholders to build high quality early intervention services for infants, toddlers, and preschoolers in Pennsylvania.

OCDEL and the Regional Keys

The five Regional Keys are integral to the success of Keystone STARS statewide. Each Regional Key is assigned a geographic region to implement and manage the Keystone STARS program. They are responsible for recruitment of new regulated providers into the system, providing individual supports, local and regional professional development, designating the programs as compliant with STARS standards, and presenting the STAR awards. In Pennsylvania, STARS designation allows a child care provider to apply for grants and awards to support further quality enhancements to the program. The Regional Keys manage the grant applications and monitor recipient use of those funds.

Each of the Regional Keys maintains a Regional Leadership Council. These councils recruit membership from all sectors supporting young children in the area. Councils and their agendas reflect the priorities of the local communities in better supporting children and families.

There are existing systems in place to facilitate communication between OCDEL, the PA Key, and the Regional Keys. Representatives from these groups meet for one to two days a month to discuss current initiatives, planning, and hot topics. These meetings serve as a forum to discuss issues related to early childhood and the support of programs in a continuous quality improvement model.

OCDEL and LEARN Partners

Engaging communities throughout Pennsylvania around quality early learning is an ongoing process that involves a variety of community members: families, school districts, early learning providers and programs, churches, community organizations, businesses. OCDEL makes every effort to communicate that everyone can be involved in supporting young children. As a strategy to coordinate messaging and resources across the commonwealth, ODEL depends on the LEARN Partners. Pennsylvania's Local Education and Resource Network (LEARN) Partners conduct community outreach in their local communities and work with organizations and individuals interested in quality early education. LEARN Partners can bring together early childhood programs, parents and families, school districts, and child-serving organizations to assess what quality early learning programs and to develop ways to encourage the development of new early learning programs. They may also work with school districts and community-based early learning programs to develop ways to make smooth transition from preschool to kindergarten for children, parents, and teachers. OCDEL has over 900 LEARN partners in the state organized into three communities: Family Engagement partners; Transition partners; and Community Engagement partners.

OCDEL and Advocacy Organizations

OCDEL frequently partners on targeted activities with the Pennsylvania Head Start and Child Care Associations. A prime example of the partnership that directly promotes high-quality programming is the annual Early Childhood Summit. This event, which combines association conferences with state program meetings, has developed into one of the largest and highest quality professional growth and development activities nationwide. By combining resources, the Summit attendance is typically between 850-1,000 participants. As a result, the partners are able to routinely recruit national speakers and offer high quality sessions over three days.

OCDEL and Other State Agencies

OCDEL routinely seeks opportunity to coordinate with other state offices to advance collaboration and services on the behalf of at-risk young children. A recent example in OCDEL's participation with Pennsylvania's Department of Public Welfare (DPW), Office of Mental Health and Substance Abuse Services to support the submission and subsequent award of a Project Launch grant. Additionally, OCDEL is supporting DPW's Office of Children, Youth and Families with the messaging, training and monitoring of the early learning and development community in implementing the new Pennsylvania Child Protective Services Law mandates.

C. Ensuring Quality in Preschool Programs

(1) State Preschool Program infrastructure and quality improvements

OCDEL has a highly successful state preschool program infrastructure. This Preschool Expansion Grant represents an opportunity to enhance the current model of Pre-K Counts and expand the number of children served in the program. OCDEL will utilize infrastructure funding to expand and strengthen the existing Pre-K Counts program. OCDEL will subgrant no more than five percent or $1 million to support the ongoing monitoring, technical assistance, and continuous quality improvement of the implementation of the grant. This subgrant will include funding for additional Preschool Program Specialists, Environment Rating Assessors, increased technical assistance from the Pennsylvania Academy of Pediatrics and with the Regional Keys to support needs based training identified by OCDEL. Additional infrastructure costs are described in Section G. Budget and Sustainability.

(a) Enhancing or expanding Early Learning and Development Standards

As previously mentioned, the Early Learning and Development Standards for Infant toddler and prekindergarten were recently updated; however, work is planned for Kindergarten, first, and second grades in 2014-15. Infant-toddler, Pre-kindergarten and Kindergarten standards are connected through the Continuum of Learning and further linked to the 3rd grade academic standards. Preschool Expansion Grant funding will NOT be used to support this enhancement of the standards as funding has already been secured.

(b) Implementing Program Standards consistent with a High-Quality Preschool Program

As described in Section A(4), the requirements of participation in Pre-K Counts are well-aligned with the definition of High-Quality Preschool Programs, with the exception of Comprehensive services. Therefore, all of the programs participating in Pre-K Counts are already equipped to provide High-Quality care to Pennsylvania's children. The additional requirement of Comprehensive Services will be written into existing contracts as a policy change, and all programs will be expected to immediately address the changes, with OCDEL support and Preschool Expansion funding. To ensure that the implementation of Pre-K Counts programming is successful and consistent, OCDEL will utilize existing monitoring and support infrastructure.

(c) Supporting programs in meeting the needs of children with disabilities and English learners

The OCDEL Regional Key and EITA partners have resources to support child care staff in modifying curriculum to support English Language Learners. Translation services exist for

oral and written communication. OCDEL currently has a bi-lingual home visitor serving Spanish-speaking families who connects partners with additional community resources.

Another of Pennsylvania's strengths is its long-standing commitment to supporting a diverse and culturally competent complement of professional development instructors, higher education faculty, and technical assistance consultants. Pennsylvania was an early adopter of National Institute of Early Education Research's (NIEER) recommendation that "Resources and policies should be directed toward revamping the content and structure of higher education and professional development opportunities to include more practice-based opportunities and to integrate essential focus areas related to the latest brain research, language acquisition, with emphasis on dual language learners, cultural and economic diversity, and working with families and colleagues across disciplines and from varied cultures and communities."[2] Opportunities that Pennsylvania has offered over the past five years include train-the-trainer events on "Autism 101"; "Supporting English Language Learners and Dual Language Learners in Early Childhood Classroom Settings;" "Special Quest Birth to Five" (focus on inclusion for children ages birth through five with disabilities); and "Race Matters: Classroom Practices to Support Conversations about Race and Culture in Early Childhood Settings."

(d) Conducting a needs assessment

OCDEL is committed to providing early childhood services to Pennsylvania's young children. In order to understand how well the commonwealth is reaching its young children with quality early learning services, with special attention to at-risk children, OCDEL conducts an annual Program Reach and Community Risk Assessment. This assessment was used to identify incidence of risk factors at a community level as well as identify the program reach at the county and school district level. By analyzing the risk data and the reach, which is indicative of program coverage, OCDEL prioritized high needs areas for program investment. Preschool Expansion Grant funding will not be requested for this work.

(e) Establishing or upgrading preschool teacher education and licensure requirements

Pennsylvania's current preschool teacher education and licensure requirements for participation in Pre-K Counts are greater than the requirements of this grant opportunity. All Pre-K Counts preschool teachers must have both a bachelor's degree in early childhood as well as a

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2 (NIEER, Degrees in Context, April 2011, Issue 22)

Pennsylvania Early Childhood teacher certification. State funding is available to all classroom staff in Early Learning and Development Programs participating in Keystone STARS through Rising STARS Tuition Assistance. If a Pre-K Counts program does not participate in Keystone STARS, Pre-K Counts funding can be utilized to support increasing staff qualifications through college credit or approved professional development.

(f) *Improving teacher and administrator early education training programs and professional development*

Pennsylvania is proud to be a leader in creating a model professional development and technical assistance system that makes high-quality learning opportunities available to professionals working across its child-serving programs (center and home-based child care, school-age programs, Head Start, Early Head Start, Early Intervention, school district based pre-kindergarten, and Pre-K Counts). The system maintains a high degree of accountability for the individuals providing professional development and technical assistance services to the early learning and development community. Pennsylvania has demonstrated its commitment to Continuous Quality Improvement (CQI) throughout all aspects of its early learning and development system by constantly working to identify and implement current best practices in professional development and to offer opportunities for early childhood professionals to deepen their understanding of the Core Knowledge Competencies, especially in working with children with high needs.

Pennsylvania's Keys to Professional Development includes:

- A Workforce Knowledge and Competency Framework (a sample of which is included in Appendix B);
- A common statewide progression of credentials and degrees aligned with that framework, including a career lattice of credentialing opportunities, a registry data system, compensation strategies to address education attainment and retention, and professional development opportunities leading to college credit;
- Local planning and delivery of professional development and technical assistance; and
- Partnerships with postsecondary institutions and other professional development providers.

One of the programs supporting administrator professional development unique to Pennsylvania is called the "Early Childhood Executive Leadership Institute." The Institute

includes alignment to learning standards for early childhood and was developed in collaboration with the National Institute for School Leadership and Pennsylvania Inspired Leadership Program. This Institute is designed to increase the capability of leaders in early childhood education programs to understand and connect the many systems focused on the growth, development, and education of children from birth through third grade. Its purpose is also to edify school district leaders on the facets and models of service delivery in early childhood.

Institute participants come from the same or nearby communities, service area, or educational network so each party can internalize and implement key concepts and approaches in an integrated way. The intent of the five day session is for participants to develop insight into and the alignment of early childhood with school district practice, and a plan to implement this alignment. Pennsylvania is one of the first states to develop and implement an institute that includes leaders from both early education and the K-12 community. This Institute is offered annually in eight regions within the state.

OCDEL is in the process of implementing professional development modules for early learning and development community based providers as well as school teachers and administrators based on Kristie Kaurez *Pre-K 3rd Grade Conceptual Alignment*. Kaurez, a University of Washington professor, visited Pennsylvania in July 2014 to introduce the concepts to OCDEL and a group of early educators in a Governor's Institute. In 2015, 2016 and 2017 OCDEL will be building on the success of the inaugural institute and will hold four Governor's Institutes annually for 50-60 teams of combined community-based early learning and development providers and their school district counterparts. These events have a dual purpose of individual growth as well as systems alignment and team building.

(g) A Statewide Longitudinal Data System to link preschool, elementary and secondary data

Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) is the Departments of Public Welfare and Education's initiative to combine the state's early learning programs under a single management information system. All early learning services information is managed in PELICAN. For Pre-K Counts and other state-funded initiatives, PELICAN captures program, staff and child information. Through the system, OCDEL is able to establish a system of unique identifiers to associate a child's enrollment in a program to their child outcomes. At an aggregate level, OCDEL receives information annually to assess the programs' needs for professional development or to analyze trends.

Pennsylvania uses the Pennsylvania Information Management System (PIMS) to manage student, teacher, and school level K-12 information. PIMS, PELICAN, and certain data sets related to higher education are linked in the Statewide Longitudinal Data System (SLDS) to collect child service and outcome information for students from birth to 20. Kindergarten child outcomes are linked to the PELICAN Early Learning Network through the SLDS virtual bridge. The Pennsylvania Information Management System – Early Learning Network virtual bridge is deployed via a Cognos Framework, which securely draws data from the Pennsylvania Information Management System database and from the Early Learning Network tables in the Department of Public Welfare Enterprise Data Warehouse, using the Pennsylvania Department of Education child identifier and the Pennsylvania Department of Education staff identifier to link the student and staff data respectively across the two systems. The Cognos Framework provides secure ad hoc querying and reporting capability and is accessible via PDE's existing Cognos environment. The bridge is illustrated in Figure 3.1 below.
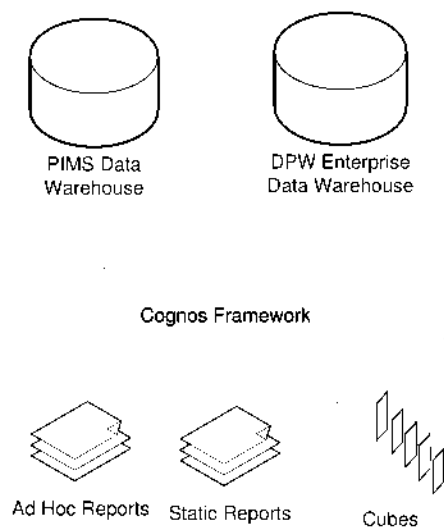
PIMS Data
Warehouse

DPW Enterprise
Data Warehouse

Cognos Framework

Ad Hoc Reports   Static Reports   Cubes

Figure 3.1: Pennsylvania Information Management System – Early Learning Network Bridge

Users of the PELICAN ELN/Pre-K Counts system are able to download a collection of Child Longitudinal Outcomes Reports that display aggregate outcomes data for children who were previously enrolled with early childhood education programs or providers that participate in the Early Learning Network. Participating providers include those participating in Pre-K Counts, Head Start, School District Prekindergarten and Keystone STARS 3 and 4. These reports enable providers to view aggregate data for children who have formerly attended their early learning programs, with options to display Kindergarten Entry Inventory proficiencies for children in

kindergarten, data for children completing grade three, percent of population with IEPs for children from kindergarten through grade three, and grade retention for children from kindergarten through grade three. These reports enable providers to make comparisons at the program, school district, county and state levels.

(h) Implementing a Comprehensive Early Learning Assessment System

Screening Measures - Ages and Stages and Ages and Stages SE

Pennsylvania encourages early screening and ongoing, comprehensive, observation-based assessment of young children. Requirements for use of a standards-aligned, developmental screening tool are included in program standards for all children from birth to age five including Pre-K Counts programs, Head Start Supplemental Assistance Programs, state-managed Early Head Start programs, home visiting programs, early intervention programs, and child care programs in levels 2, 3, and 4 of the Keystone STARS tiered quality rating and improvement system. Although use of the Ages and Stages Questionnaire (ASQ) and Ages and Stages Questionnaire-Social Emotional (ASQ-SE) are recommended and are aligned to learning standards, programs may choose from any valid and reliable screening tool which has been aligned to the standards and meets the needs of their program. Pennsylvania's professional development plan has included robust information on the use of ASQ and ASQ-SE; however, Pennsylvania is proposing to fund additional training and targeted support in our ECE Community Innovation Zones around the selection of appropriate screening tools.

Pre-K Counts providers must complete a developmental screening on all children within 45 calendar days of their 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. Screening processes that occur prior to entry in a Pre-K Counts classroom may also fulfill this requirement.

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

Formative Assessments - ELOR

Pennsylvania's approach to assessment selection is rooted in the belief that local programs have unique needs based upon the diverse groups of children and families they serve, the professionals they employ, and unique curricular philosophies.

In 2012, Pennsylvania shifted from one state-selected assessment tool to allowing programs to choose from a list of approved, valid and reliable, comprehensive assessment tools (Appendix F), which are rigorously aligned to state standards-based frameworks, which is illustrated in Figure 2.1 below.
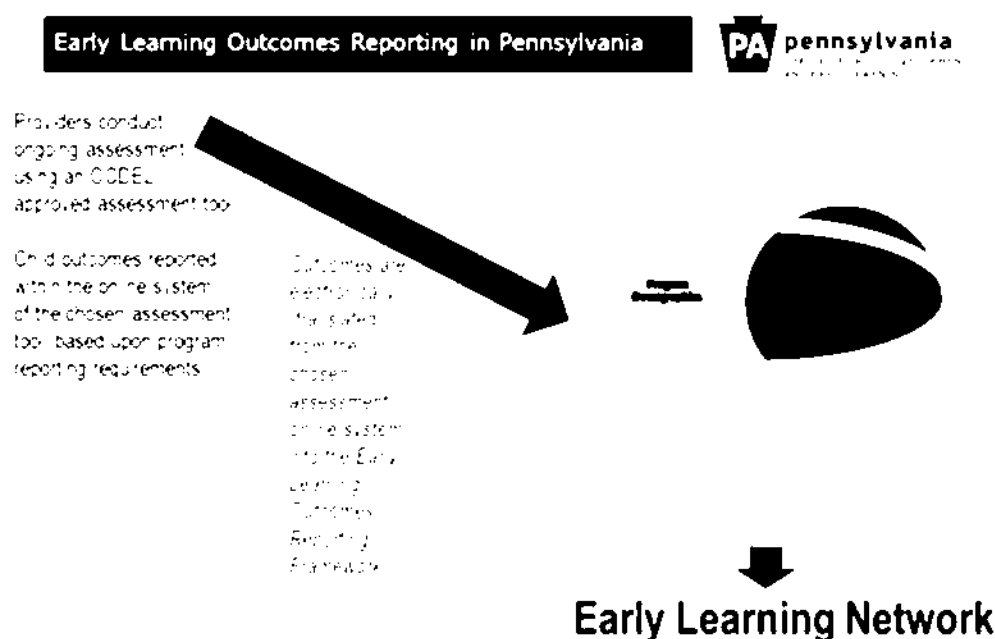

Figure 2.1: ELOR Overview

This shift, part of an innovative new reporting system referred to as the Early Learning Outcomes Reporting (ELOR) strategy, meant that providers could choose a tool which best met the needs of their program. Each instrument was paired with full access to resources located within the assessment vendors' online systems to share information with families, and to inform instruction and program improvements. The multiple assessment tools and reporting strategy were introduced in 2012 to Pre-K Counts, Head Start Supplemental Assistance Programs, early intervention programs, and child care programs at the top two levels of the STARS tiered quality rating and improvement system. For information on the approved assessment tools for 2013-14, please refer to Appendix F.

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Aligning its early-learning outcomes reporting strategy to multiple assessments and standards-based frameworks allows Pennsylvania to offer programs flexibility in choosing which assessment tool best meets the needs of their program while providing a standard matrix for statewide collection of child outcomes for statewide decision making and statewide program improvements.

Roll-out of the new strategy included training for providers in the selection of appropriate assessment measures. This system also includes a rigorous approval process that includes components for aligning comprehensive, valid and reliable, observation-based assessment tools with Pennsylvania's standards-based frameworks (infant, young toddler, older toddler, and pre-kindergarten). In the spring of each year, a request for interest (RFI) is posted publicly for any interested assessment company. If approved, the assessment company is responsible for developing and submitting a scoring methodology, which, building from the alignment work, is the mechanism for translating outcomes collected in the assessment tool into the standards-based Early Learning Outcomes Reporting frameworks. The assessment company must also ensure that their on-line system can communicate outcomes into Pennsylvania's Early Learning Network.

Pennsylvania has been monitoring the strategy's effectiveness and results over the past year, and commissioned a review of the alignment process with national experts, Catherine Scott Little and Sharon Lynn Kagan. Next steps from the review process include clear recommendations to further enhance Pennsylvania's Early Learning Outcomes Reporting strategy to assure reliable and comparable data is being collected across the multiple assessment tools.

Measures of Environmental Quality

Since 2002, Pennsylvania has implemented the nationally recognized Environment Rating Scales (ERS) as a standard tool to assess environmental quality in Keystone STARS and Pre-K Counts programs. The ERS are reliable across multiple age groups (infant/toddler, preschool, school-age) and program types (center and home based). The ERS tools have well-developed accompanying training materials and understandable progressions for improvement. The scales have proven reliability and validity. Pennsylvania's Program Quality Assessment team is currently comprised of sixteen assessors and three supervisors. New assessors must successfully complete five reliable assessments on an Environment Rating Scale prior to using the scale independently. The team maintains a high level of reliability (average 92 percent or

above) due to regular reliability checks with team members or a supervisor. New staff complete a minimum of one reliability check per scale every 90 days, and 180 days for staff with over one-year experience who consistently achieve reliability. However, reliability visits often occur more frequently. In addition, the team regularly communicates via conference call or regional team meetings. As a result, consensus documents have been developed and are continually updated to ensure internal reliability across the Commonwealth. Assessors use the Branagh Information Group's ERS database to conduct assessments and write detailed summary reports. A facility report and individual classroom summary reports are shared with programs to inform them of their strengths and potential areas of improvement. Data collected is also used to generate various reports from the ERS database reports portal. These reports may be used at the program level (such as a time comparison report of scores across two or more assessment periods) as well as at the state level to identify targets for Pennsylvania's professional development and technical assistance programs.

Over 1,700 ERS assessments were conducted in Pennsylvania during 2013-14 program year. Programs applying for or renewing a Keystone STAR 3 or 4 level are required to have an ERS assessment in one-third of the classrooms in the program. Providers participating in Pre-K Counts have assessments on one-half of all classrooms in their program. In addition, assessors offer training to providers participating in Pre-K Counts, HSSAP and Keystone STARS, which provides an overview of the indicators of child care quality and prepares providers with the skills necessary to use the rating scale as a self-assessment tool. Additional resources are also available to programs, such as the "ERS Self-Reflection" tools. These tools have been developed by the assessment team to assist providers in targeting and managing their continuous quality improvement efforts. A Pennsylvania-specific review of ERS scores coupled with child outcomes has shown increases in the growth children make when programs score at higher levels of the ERS.

- The full Early Childhood Environment Rating Scale-Revised instrument includes seven sub-scales. Pre-K Counts classrooms that are not participating in Keystone STARS are rated on five of the seven subscales during the external assessment. They include: Space and Furnishings, Language Reasoning, Activities, Interaction, and Program Structure.

- At least one half of all Pre-K Counts classrooms are assessed annually. A random sample of classrooms are selected for the external Early Childhood Environment Rating Scale-Revised assessment.

The required 5.50 average score demonstrates the incorporation of developmentally appropriate practice in classroom environments. For those Pre-K Counts classrooms that do not meet the 5.50 minimum standard or have a sub-scale of less than 4.50, an improvement plan must be submitted to the preschool program specialist. These improvement plans must be sent from a partner site to the lead agency for approval prior to submission to the preschool program specialist.

In addition to the ERS, another measure of environment quality focuses on important input from the families our programs serve. OCDEL's cross-program family survey process allows us to gather feedback directly from the families that are participating in our programs. Please refer to Appendix K for results of the family survey process. The OCDEL family survey process is an integral component of our overall program evaluation strategy. The family survey results have validated that families also recognize the strengths seen through other measures. OCDEL currently surveys families across programs including: Child Care Works, Early Head Start, Early Intervention (infant/toddler and preschool), Head Start Supplemental Assistance Program, Keystone STARS, Parent Child Home Program, Pre-K Counts, and MIECHV family support programs. The surveys include a "core" set of questions that are asked across all programs, along with specific items that are designed to elicit program-specific feedback (for example, EI asks questions that are specific to the IEP process). STARS and Pre-K Counts results are shared at the statewide level, through advisory structures and technical assistance systems (including the Regional Keys). Local programs are provided statewide data and, in some instances (if their individual return rate is high enough), local data. By involving families in this annual process, OCDEL has created a feedback loop with families about Early Learning and Development programming.

Measures of the Quality of Adult-Child Interactions - ERS, supplemental commonwealth tools when requested, implementation of the Danielson model

In addition, beginning in July 2013, local education agencies, early intervention agencies, and Pre-K Counts programs were required to use an observation-based framework to measure teacher effectiveness. The recommended, state-supported model is the Charlotte Danielson

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Framework for Teaching, which can be found in Appendix C. OCDEL has developed specific early childhood examples and guiding questions to support appropriate use of the rubric in early childhood settings. The rubric provides valuable, evidence-based information on the teacher's ability to plan intentionally, create an environment conducive to learning, deliver appropriate instruction, and engage in teaching as a profession. Information gained from use of the rubric will be used to inform professional development needs of the teachers assessed. In addition, the information gained, when used in conjunction with child outcomes, and the ERS, can provide a comprehensive, data-driven approach to continuous quality improvement and targeted professional development. Pennsylvania, with grant funding through the National Governor's Association, is currently implementing an action plan to further apply the Danielson Framework for Teaching in early childhood programs beyond Pre-K Counts and early intervention.

A Kindergarten Entry Assessment - KEI

Pennsylvania's commitment to data-driven decision making and improving outcomes for all children, specifically those with high needs, are the two main motivations behind the improvement of the current kindergarten readiness assessment process, which is referred to as the Kindergarten Entry Inventory (KEI). As Pennsylvania builds a high quality and accountable system of early learning and development programs, parents, teachers, and state administrators have expressed a need for information on the status of children's skills and abilities as they enter kindergarten.

The Pennsylvania Kindergarten Entry Inventory is intended to be used by kindergarten teachers to record students' demonstration of skills and serve as an indicator of individual student needs in the cognitive and non-cognitive key learning areas of: social and emotional development; language and literacy; mathematics; approaches to learning; and health, wellness and physical development. This tool serves to report to parents, guide teacher instruction, and inform policy by providing a picture of aggregate student outcomes upon entry into the kindergarten classroom across the commonwealth.

The KEI is a comprehensive, standards-based inventory of skills, which collects student outcomes in the following learning domains: approaches to learning, language and literacy, mathematics, social and emotional development and health, and wellness. OCDEL contracted with the Central Susquehanna Intermediate Unit (CSIU) in July of 2012 to develop a web-based data system that allows for an easy collection of student outcomes. On a secure website, teachers

log-in and enter both demographic information for each student in their kindergarten class and a skill level for each of the 34 indicators on the KEI. Training is provided through a series of asynchronous training modules that focus on specific aspects of the outcomes reporting and database usability. In addition, CSIU provides technical support via phone and email on an as-needed basis to all kindergarten teachers who are using the data system. Leveraging the SLDS, the KEI will be used at the state level to conduct early childhood program evaluation and determine mediating contextual factors that can impact early learning. Utilizing Race to the Top funding, OCDEL has recruited and trained teachers in 236 school districts.

Users of the PELICAN ELN/Pre-K Counts system are able to download a collection of Child Longitudinal Outcomes Reports that display aggregate outcomes data for children who were previously enrolled with early childhood education programs or providers that participate in the Early Learning Network. Participating providers include those participating in Pre-K Counts, Head Start, school district prekindergarten and Keystone STARS 3 and 4. These reports enable providers to view aggregate data for children who have formerly attended their early learning programs, with options to display KEI proficiencies for children in kindergarten, PSSA data for children completing grade three, percent of population with IEPs for children from kindergarten through grade three, and grade retention for children from kindergarten through grade three. In addition, these reports enable providers to make comparisons at the program, school district, county and state levels. Users are able to view information by lead agency and location and make comparisons to data at the school district, county and state level. OCDEL began the process of including KEI data in the SLDS in the summer of 2013.

Linkages between Data Systems

Currently, there is not a single data system that contains all the information collected from each inventory or assessment. However, Pennsylvania is committed to ensuring that all of the information is accessible and linked. For example, the Kindergarten Entry Inventory is linked to SLDS through a bridge. These connections ensure that comprehensive information is being gathered without duplication.

(i) Building preschool programs' capacity to engage parents

Pre-K Counts providers include strategies for parent engagement in their program handbooks and utilize the Partnership Standards within the Learning Standards for Early Childhood as the framework for these plans. Keystone STARS includes parent engagement in its

standards, increasing the requirements as the STARS levels increase. These program standards include family meeting during enrollment, daily updates about children's activities, and holding parent-teacher conferences. On a local level, OCDEL actively supports family engagement, but does not detail how programs should include parents beyond requirements for support and planning on child development activities.

OCDEL will build upon the work of Strengthening Families, Head Start and the Family Engagement Project embedded in Race to the Top-Early Learning Challenge to develop policy and guidance for Pre-K Counts programs to meaningfully include families. Building on a concept used in the Keystone STARS programs called "Good, Better, Best", OCDEL will convene stakeholders to develop the guidance and definitions for adoption in Pre-K Counts related to Family Engagement. The goal will be to identify the minimum requirements to fulfil the family engagement component, but also to provide goals for improvement by identifying "Better" and "Best" practices for families. Annually as subgrantees complete their continuous quality improvement plans, they can review ways to move the role parents play in their program to a deeper level of participation.

(j) Building State- and community-level support for High-Quality Preschool Programs

OCDEL has a strong history of, and continues to engage stakeholders across the state to ensure support, linkages and communication in regards to child health, mental health, family support, nutrition, child welfare, and adult education and training sectors. As such, funding from this opportunity will not be utilized to support this work. Details regarding OCDEL's linkages with other sectors can be found in Section B(5).

(k) Other activities that would support the delivery of High-Quality Preschool Programs to Eligible Children.

Providing Pennsylvania's children with quality early learning experiences is a collaborative effort of families, schools, and communities that can produce a return on investment for all. Supports at the state level are important, but often the most innovative and successful strategies are borne from local collaboration and solutions. The Early Childhood Education (ECE) Community Innovation Zone Grant Program will offer fifty Community Innovation Grants to at-risk elementary schools and communities. The first phase of the grants will be awarded in 2014 to 12 communities with exemplary innovations in place.

Over the course of three years, ECE Community Innovation Zone grant recipients will receive intensive supports focused on increasing the use of developmental screenings, collaboration between early childhood providers and schools to build birth   3rd grade alignment, increasing family supports and engagement, and strengthening community networks of organizations supporting families. Best and promising practices will be documented and shared with other communities throughout the state.

Another support to early learning and development programs are Family Meals mini-grants. Family Meals is a partnership with the Pennsylvania Department of Education's Child Adult Food Care Program, the Society for Registered Dieticians and local early learning and development programs. Mini-grant recipients partner with local dieticians to offer parent nutrition classes, with the goal of improving the choices busy families make for meals. Dieticians complete a pre-program survey and can tailor the sessions to address nutrition education, cooking skills and meal planning on the go.

Another example of a cross system activity support High-Quality Programs in Pennsylvania is a public private partnership with the Heinz Foundation to implement an initiative called Health and Green. Programs participating in a two part professional development series are eligible to apply for mini grants to improve the environmental quality of their early learning and development program locations. Examples of successful past awards include radon mitigation, water filtration systems, air purifiers, carpet removal and replacement. In 2013, the Healthy and Green initiative awarded 39 grant totaling $180,000. Based on the success, Heinz Foundation has provided a second round of funding for SFY 2014-15.

In addition to these supports for programs and families, Pennsylvania is committed to ongoing, repeated evaluation of child and family outcomes and of program quality. These evaluations document Pennsylvania Pre-K Counts' impact on and benefit to both participating providers and the children they serve who enter kindergarten better prepared to succeed because they have been enrolled in a quality pre-kindergarten program. Pennsylvania is looking to add to the unfolding national perspectives on research-based studies around efficacy and validation of pre-kindergarten programs and to investigate how supports and other elements of pre-kindergarten programs interact to support program quality and positive outcomes for children and families, especially those at risk.

Pennsylvania is uniquely positioned to address this research gap and to rigorously assess the extent to which participation in Pennsylvania Pre-K Counts has a significant, measurable effect on child outcomes. OCDEL plans to partner with a team of researchers to add to the existing knowledge about the link between pre-kindergarten program quality and child outcomes through an empirical research study. The research questions are: (1) What is the relationship between participation in Pennsylvania Pre-K Counts and child outcomes, including learning and school readiness? and (2) What is the relationship between the comprehensive services offered by Pennsylvania Pre-K Counts providers and family outcomes?

OCDEL currently collects enrollment information and outcomes for children enrolled in Pennsylvania Pre-K Counts programs in the Early Learning Network data system. Pennsylvania understands that outcomes are needed for children who did not participate in Pennsylvania Pre-K Counts to assess whether the program is related to differences in child outcomes. The state will utilize Pennsylvania's Kindergarten Entry Inventory, which is given to kindergarten students across the state. Further stratification will be performed as feasible to examine the contextual effects of family demographics and community risk factors, such as poverty, neighborhood cohesion, toxic stress, and access to quality programs – all of which may affect the impact high-quality programs have on child outcomes.

This work will include a local team of researchers, who will conduct the evaluation and a national team who will provide guidance and feedback to ensure the evaluation's objectives and methods are consistent with best practice and informed by other national and state research. The core team of researchers will work directly with state administrators and program staff to conduct interviews, data management support, data analytics, and final report preparation.

(2) Implement a system for continuous improvement

(a) Has the capacity to measure preschool quality and provide performance feedback to inform and drive State and local continuous program improvement efforts

OCDEL has several opportunities to collect, summarize and provide feedback to programs for the purposes of continuous quality improvement. OCDEL requires each Pre-K Counts location to receive an Environmental Rating every other year for 50 percent of the funded rooms at the site. ERS scores are entered into a web-based system supported by the Branagh Information Group. The system, known as BIG, enables OCDEL to pull information reports

related to the ERS in a number of ways. By analyzing the BIG reports, OCDEL can direct resources for specific quality improvements.

In addition to BIG reports, the Pre-K Counts programs are monitored a minimum of twice annually. Data collected through onsite program review as well as analysis of data submitted by the program to PELICAN contribute to the completion of the Pre-K Counts Program Review Instrument (PRI). This compilation evaluates all program mandates and regulations for compliance. The PRI is maintained in PELICAN and OCDEL has the capability to analyze the compliance data at several different levels.

In addition to onsite monitoring, collection of child outcomes, and completion of environment ratings, OCDEL solicits feedback from parents. OCDEL's cross-program family survey process allows us to gather feedback directly from the families that are participating in our programs. The OCDEL family survey process is an integral component of our overall program evaluation strategy. OCDEL currently surveys families across programs including: Child Care Works, Early Head Start, early intervention (infant/toddler and preschool), Head Start Supplemental Assistance Program, Keystone STARS, Parent Child Home Program, Pre-K Counts, and MIECHV family support programs. The surveys include a "core" set of questions that are asked across all programs, along with specific items that are designed to elicit program-specific feedback (for example, EI asks questions that are specific to the IEP process). Keystone STARS and Pre-K Counts results are shared at the statewide level, through advisory structures and technical assistance systems (including the Regional Keys). Local programs are provided statewide data and, in some instances (if their individual return rate is high enough), local data. By involving families in this annual process, OCDEL has created a feedback loop with families about early learning and development programming.

(b) Use of Statewide Longitudinal Data System

OCDEL's data system, PELICAN, enables providers to view aggregate data for children who have formerly attended their early learning and development programs, with options to display KEI proficiencies for children in kindergarten, PSSA data for children completing grade three, percent of population with IEPs for children from kindergarten through grade three, and grade retention for children from kindergarten through grade three. These reports enable providers to make comparisons at the program, school district, county and state levels. Users are able to view information by lead agency and location and make comparisons to data at the school

district, county and state level. OCDEL began the process of including KEI data into the SLDS in the summer of 2013.

(c) Measureable outcomes to be achieved

Pennsylvania's PELICAN data system supports program improvement efforts of state agency managers and reporting to legislators and the public to build support for expanded investment in early learning and development programs. For example, OCDEL leaders can review child assessment and program quality at data at the state, county and local program levels to guide professional development efforts. The outcomes the office reviews annually include:

- o The percentage of four-year olds with proficient academic and social skills;
- o The percentage of four-year olds proficient with language and literacy skills;
- o The percentage of four-year olds proficient with mathematical thinking skills;
- o The percentage of four-year olds proficient with social and emotional; and
- o The percentage of four-year olds proficient with scientific thinking skills.

It is significant to note, that OCDEL does not set baseline expectations for children at kindergarten entry. Local communities, programs and families work together to understand a child's progress and readiness. OCDEL is committed to offering professional development and supports for programs to increase the number of children that are ready for kindergarten by following the above mentioned percentages and targeting supports as needed.

(3) Measure the outcomes of participating children with the Kindergarten Entry Inventory

Pennsylvania's Kindergarten Entry Inventory is a reliable reporting tool that provides a consistent statewide measure to identify a child's cognitive and non-cognitive skill levels and evaluate aggregate data for better P-3 alignment. As part of the Race to the Top - Early Learning Challenge grant, the KEI is available to all Pennsylvania school districts at no cost, and is required in all schools designated as focus or priority.

The Kindergarten Entry Inventory is not intended as a high stakes assessment for comparison among early childhood programs, of teacher effectiveness, or as a high stakes assessment of children. The tool was developed from 2010 to 2014, and has been proven valid (content validity) and reliable. The tool will undergo additional validity testing (congruent validity) in 2015. Pilot summary reports are already available. The KEI includes 30 standards-based indicators and reports outcomes in the domains of: Social and Emotional Development;

English Language Arts; Mathematics; Approaches to Learning; and Health, Wellness and Physical Development.

The KEI, completed in an online database, uses multiple sources of evidence that have been gathered during the first 45 days of a student's kindergarten experience to determine children's skill levels across the 30 indicators. Teachers determine children's skills through observation of children in the classroom and input from families and other specialists. Teachers and schools should not use the Inventory to place children in particular groups or classrooms. The data helps teachers and schools better prepare for the school year based on the needs of the children in the class.

Early childhood education programs that use the Pennsylvania Learning Standards for Pre-Kindergarten already instructionally support everything in the Kindergarten Entry Inventory there is no need to "teach" to the Inventory. Early childhood education programs that use the Pennsylvania Learning Standards for Pre-Kindergarten to inform curriculum and assessment are already observing children's progress based on the Kindergarten Entry Inventory. The 30 indicators are directly aligned to the Pre-Kindergarten standards and Early Learning Outcomes Reporting Framework.

Results of the Kindergarten Entry Inventory can be used to build partnerships and improve quality. The purpose of collecting aggregate data statewide is to inform policies and procedures to improve and strengthen Pennsylvania's education continuum. The results from the KEI on an aggregate level help support OCDEL to identify areas where additional support or resources are needed.

Ambitious and Achievable Plan for Section C

Ensure program quality through the use of existing Pre-K Counts monitoring and infrastructure.

A. Key Goals

Pennsylvania's Preschool expansion strategy will achieve the following results:

a. Pre-K Counts will meet all elements of High-Quality Preschool by enhancing the existing program requirements to provide Comprehensive Services to families of Eligible Children in Pre-K Counts.

b. Monitoring and Technical Assistance will continue to be provided by the Regional Keys.

B. Activity Summary and Rationale

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a. As the existing infrastructure is scalable, infrastructure funding will go towards expansion of monitoring abilities and support, not creation of new processes or programs.

C. Key Activities

Step ID	Activity Description	Start	Dura-tion	Finish	Key Milestone
1	Revise the MOU to reflect the Pre-K Counts enhancements and slot expansion per program requirements	1/1/15	1	2/1/15	Work Statements will be ready to send out for Subgrantee Signature
2	Identify and engage members of workgroup to define Comprehensive Services for Pre-K Counts	1/1/15	1	2/1/15	Invitation and Meeting Date for members to convene will be finalized
3	Workgroup will meet and remain connected in person or via technology to develop Comprehensive services policy Guidance and the *"Good, Better Best for Family Engagement Guidance."*	2/10/15	2	4/10/15	Policy and Guidance will be submitted for approval
4	Develop and release guidance and protocol for subgrantees to apply for mini-grants for start-up or program supports to cover comprehensive service requirements	2/21/15	4	6/1/15	Mini-grants submitted for review
5	Contractor staff for Preschool Specialist and Environment Assessor Position Vacancies will be Posted, Interviewed, and Hired	2/28/16	4	7/1/15	Staff complement will be complete

	to begin 7/1/15, contingent on PA Budget approval.				
6	OCDEL will process all funding adjustments for enhanced funding through Pre-K Counts for 2015-16 program year.	3/6/15	2	5/15/15	Continuation Grants are submitted in PELICAN System
7	OCDEL will revise the Program Review Instrument to reflect policy enhancements	4/1/15	2	6/1/15	Updated PRI completed
8	OCDEL and PA Key will plan Regional Meetings to provide orientation to the subgrantee staff on the new program policies, related monitoring and reporting	5/1/15	4	9/1/15	3 Regional meeting will occur for subgrantee
9	Mini-grants reviewed and award made, for funds to start 7/1/15 contingent on PA Budget approval.	6/5/15	1	7/1/15	Subgrantees receive approval of grant requests
10	Full program implementation begins on cycle with the new state fiscal year cycle for enhanced program services	7/1/15	41	12/31/18	All 13,819 state funded Pre-K Counts children will receive Comprehensive Services
11	Pre-K Counts evaluation will begin.	7/15/15	6	1/1/16	Evaluation Report will be submitted to PDE for consideration
12	Ongoing Monitoring and reporting will occur annually in accordance with OCDEL and/US DoEd policy guidance	9/1/15	39	12/31/18	Monthly data reports, PRI, Continuation Grant review, Annual Final Program and Expenditure Reports

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D. Responsible Party

    a. OCDEL is ultimately responsible for implementing the activities associated with the state's High-Quality Plan. OCDEL will use multiple sources of inputs to enhance then refine the current Pre-K Counts guidelines to support the enrollment and services provided to Eligible Children.

    b. As OCDEL promulgates guidelines for the program, the private partners will continue to implement those changes. This will be accomplished through the partnerships with the PA Key and the five Regional Keys.

E. Funding Narrative

    a. Program infrastructure to support the implementation of ongoing monitoring, technical assistance and professional development will be less than 5 percent of the total Budget. The total amount to ensure the implementation of High-Quality Preschool programming will be $950,360.

F. Supporting Evidence

    a. (C)(2)(a) Evidence of a monitoring protocol used to drive continuous program improvement. The Program Review Instrument is included in Appendix L.

    b. (C)(2)(c) Evidence of State targets with measurable outcomes, including school readiness achieved by the program. A sample annual summary report is posted in Appendix M.

G. Performance Measures

    a. OCDEL uses the Program Review Instrument to measure subgrantees compliance with the program policies. Subgrantees must maintain a score of 89.5 percent.

    b. Subgrantees are assessed using the Early Childhood Environment Rating Scale-Revised on a biennial basis, programs must achieve a 5.25 average score on 5 scales.

H. Addressing the needs of Eligible Children

    a. Eligible children need High-Quality programs. By utilizing the existing monitoring and supports provided by the Pennsylvania Key, OCDEL ensures that the eligible children served in these programs are receiving high-quality care.

D. Expanding High-Quality Preschool Programs in Each High-Need Community

(1) Selection of Subgrantees and each High-Need Community

The following subgrantees have been identified as partners in the expansion of High-Quality preschool pending the notification of successful grant award.

School District	Tier	County	Estimated # 4 year olds @ 200 percent FPL	# 4 year olds @ 200 percent FPL un-served	New Slots with Preschool Expansion	Rural/ Urban
Bangor Area SD	Tier I	Northampton	62	62	40	Rural
Purchase Line Area SD	Tier I	Indiana	73	73	40	Rural
Interboro SD	Tier I	Delaware	81	81	40	Urban
Octorara Area SD	Tier I	Chester	112	112	40	Rural
Pottsgrove SD	Tier I	Montgomery	93	93	40	Rural
Purchase Line SD	Tier I	Indiana	74	48	20	Rural
Stroudsburg Area SD	Tier I	Monroe	115	115	60	Rural
Towanda Area SD	Tier I	Bradford	69	69	20	Rural
Big Beaver Falls Area SD	Tier II	Beaver	99	54	20	Rural
Greater Nanticoke Area SD	Tier II	Luzerne	103	60	20	Rural
Lancaster SD	Tier II	Lancaster	654	357	120	Urban
McKeesport Area SD	Tier II	Allegheny	209	122	40	Urban
New Kensington-Arnold SD	Tier II	Westmore-land	119	58	20	Rural
Panther Valley SD	Tier II	Carbon	87	45	20	Rural
*Philadelphia City SD**	*Tier II*	*Philadelphia*	*11191*	*6484*	*534*	*Urban*
Reading SD	Tier II	Berks	1122	843	280	Urban
Sharon City SD	Tier II	Mercer	107	50	20	Rural
Steelton-Highspire SD	Tier II	Dauphin	64	47	32	Urban
Wilkes-Barre Area SD	Tier II	Luzerne	324	149	40	Urban

School District	Tier	County	Estimated # 4 year olds @ 200 percent FPL	# 4 year olds @ 200 percent FPL un-served	New Slots with Preschool Expansion	Rural/ Urban
William Penn SD	Tier II	Delaware	203	105	40	Urban
Williamsport Area SD	Tier II	Lycoming	291	171	20	Urban
Albert Gallatin Area SD	Tier III	Fayette	146	54	20	Rural
Allentown City SD	Tier III	Lehigh	1064	605	160	Urban
Chester-Upland SD	Tier III	Delaware	454	250	100	Urban
Erie City SD	Tier III	Erie	878	418	120	Urban
Greater Johnstown SD	Tier III	Cambria	204	53	20	Urban
Pittsburgh SD	Tier III	Allegheny	1612	291	120	Urban
Scranton SD	Tier III	Lackawanna	480	186	60	Urban
Sto-Rox SD	Tier III	Allegheny	95	46	20	Urban
Wilkinsburg Borough SD	Tier III	Allegheny	116	39	20	Urban
York City SD	Tier IV	York	531	242	40	Urban
Aliquippa SD	Tier IV	Beaver	73	13	20	Urban
Duquesne SD	Tier IV	Allegheny	76	32	20	Urban
Harrisburg SD	Tier IV	Dauphin	628	205	48	Urban
Lebanon SD	Tier IV	Lebanon	297	76	20	Rural
Mahanoy SD	Tier IV	Schuylkill	45	1	20	Rural
Brownsville Area SD	Tier IV	Fayette	76	16	20	Rural
Philadelphia is a federally designated Promise Zone.						

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(2) Evidence of Underserved in each High-Need Community

As previously mentioned, OCDEL collects and publishes the Annual Program Reach and Risk Assessment Report. This report, which provides information at the county and school district level, consistently applies the same statistics to evaluate the level of services provided or "Reach" and the aggregate risk factors to determine community "Risk Level." Using the most current data available, OCDEL identified the high needs communities for this funding opportunity.

For purposes of the analysis, Reach was defined as the participation rate in federal Head Start, Head Start Supplemental Assistance Program (HSSAP), and Pre-K Counts. These programs reflect federal or state funded enrollments of children receiving high-quality preschool services. Risk Level for purposes of this analysis was calculated using the following risk factors:

- Percentage of Children under 5 Living in Households under 200 percent FPL
- Percentage of Children Receiving Free/ Reduced Lunch
- Percentage below Proficient Reading 3rd Grade PSSA
- Percentage below Proficient Math 3rd Grade PSSA
- Absence: Rate That a Student Was Both Enrolled and Absent
- Percentage of Students Who Do Not Graduate in Four Years with a Regular High School Diploma
- Percentage of Focus and Priority Schools.

Each of the risk factors are reported as a percentage, allowing for comparison across school districts of varying population sizes. The percentages were placed into four equal sized groups called quartiles, each containing 25 percent of the school districts. A rating of one (low risk) to four (high risk) was then given to each quartile for each risk factor; the top 25 percent were considered to be high risk and the bottom 25 percent were low risk. The sums of the risk indicators for each school district were averaged to determine an overall Average Risk Level. This is the average quartile ranking for a school district across the risk indicators. The Average Risk Levels were then classified into risk categories (low, moderate-low, moderate-high, high).

To prioritize communities to include as subgrantees, OCDEL considered programs with NO Reach, to those Programs with Highest Risk and Reach less than 50 percent. From a potential 500 school districts, this method resulted in 35 school districts for consideration. One of these areas is West Philadelphia, which is also identified as a federal Promise Zone. Given

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receipt of the proposed federal funding, Philadelphia School District will be awarded additional slots to serve four year olds in that targeted community.

(3) Outreach and Selection Process

Based on the prioritization of high-needs communities as illustrated in sections D(1) and D(2), OCDEL contacted the highest needs Pre-K Counts grantees to determine their ability to expand programming and implement the enhanced Pre-K Counts program beginning in July 2015. All Pre-K Counts grantees identified in the above chart have agreed to expand enrollments for eligible children in the 2015-2016 program year. Upon submission of the Preschool Expansion grant, OCDEL will update the current agreements and work statements for subgrantees.

(4) Subgrants to implement and sustain voluntary, High-Quality Preschool Programs

OCDEL has a history of quickly implementing increases in program funding, supporting individual programs' start-up and reaching full enrollment. The most significant example of this success is the implementation of Pre-K Counts in the initial year of funding. The funding opportunity was announced in May 2007, grants were negotiated and contracted by August 2007, and full enrollment in all programs was achieved by December 1, 2007. Over the life of this initiative, each time the program has received a funding increase, state and partner staff have moved into action to support new or expanding grantees to effectively increase enrollment.

(a) *Ambitious and Achievable Targets for the Number and Percentage of Additional Eligible Children During Each Year*

There are approximately 59,391 Eligible Children in Pennsylvania. Currently, Pre-K Counts is serving 8,790 Eligible Children. In order better address the needs of these Eligible Children, OCDEL proposes a two pronged strategy to expanding the Pre-K Counts program enhancement of current Pre-K Counts programming to include comprehensive services; and increase in the number of Pre-K Counts slots in high needs areas. In order to build on this existing program, OCDEL's ambitious plan is to provide enhanced comprehensive services to all of the Pre-K Counts classrooms serving Eligible Children, which will impact 13,819 children, as well as award and serve 2,314 additional four-year-old children annually with Preschool Expansion Grant funding. Therefore, through this funding, 11,204 Eligible Children will be served directly, which means that 18.86 percent of Eligible Children will be served throughout all four years of the grant. However, because improvements in mixed aged classrooms will result

in improvements in services for all children, not just Eligible Children, a total of 16,133 children will be served in enhanced programs as a result of this funding.

(b)(i) Improvement through Enhanced Pre-K Counts

Upon notification of a successful award, Pre-K Counts program staff will work to identify necessary changes for implementing comprehensive services as a part of the Pre-K Counts program. These changes will improve the current program. Changes to Pre-K Counts guidelines will include children having completed hearing, vision, and mental health screenings in the first 60 days of the program, enhanced requirements concerning culturally and linguistically responsive family engagement and partnerships with and linkages to community services to enhance family well-being. In order to determine these changes, OCDEL will utilize a workgroup comprised of representatives of current grantees, partner staff and members of the Early Learning Council.

In addition to update policy guidelines, OCDEL will utilize a portion of the Year One grant award to offer mini-grants for the purchase of hearing and vision screening tools appropriate for preschool children's sensory screening. Mini-grants will also serve as a resource for those programs that are opening a new classroom and need to request start-up funds for classroom equipment; books, materials and supplies. OCDEL has in the past offered similar mini grants to those programs funded under Head Start Supplemental Assistance Program funding, in order to assist them in meeting Head Start Performance Standards. Programs purchased and received training on use of *The Spot*, Pediavision vision screener and the otoaucoustic emissions hearing screening machines. Similar equipment will be necessary for Pre-K Counts programs.

The one year mini-grant will also include an option for subgrantees to request funds to support the development of a family resource guide by the grantee. This guide will be a compilation of the resources available to families in the local community. OCDEL will also develop and offer professional development on reaching out to the Head Start Collaboration Office, the Pennsylvania Head Start Association and the Parents as Teachers Lead Office for Pennsylvania. Many programs funded by Pre-K Counts have limited experience in supporting families outside of early learning and development. The intent of the professional development module and the development of the resource guide is to establish the foundations of community based linkages to support families' well-being.

Through Preschool Expansion Grant funding, OCDEL will meet the 12 elements of High-Quality Preschool Programs for full day OCDEL funded programs, which is a total enrollment of 13,819 children, approximately 8,790 four year old and 4,700 three year old at-risk children. Although this funding will be directed only towards Eligible Children, four year olds at or below 200 percent FPL, in order to ensure that programs are able to enhance the Comprehensive Services for each Eligible Child, funding must be appropriated per classroom. Therefore, all Pre-K Counts classrooms with Eligible Children will receive $1,800 in order to implement the previously mentioned enhancements. Although the funding is directed to classrooms serving Eligible Children, every child in the classroom will be favorably impacted by this Preschool Expansion funding through the expansion of comprehensive services.

(b)(ii) Increased Pre-K Counts Slots

The Preschool Expansion Grant funding will allow OCDEL to increase the number of four year olds who will be able to attend Pre-K Counts. OCDEL anticipates funding an additional 2,314 children in Pre-K Counts in SFY 2015-16, beginning July 1, 2015. These children will be served in programs with at least one year of experience meeting the program requirements of Pre-K Counts, in addition to receiving the enhanced Pre-K Counts supports for comprehensive services.

Total Impact

The targeted total number of vulnerable young children impacted by this grant will be 16,133 in each of four program years 2015-16 through 2018-19.

(5) Sustainability of High-Quality Preschool Programs after the grant period

Pennsylvania has a history of seeking funding to support at-risk children's programming. Beginning in 2002 with the establishment of Keystone STARS to address quality in child care; the initial investment in state funded Head Start in 2004 and the expansion of the initiative in 2005 and 2013; and the investment in 2007 in Pre-K Counts as well as the expansion in 2008, 2013 and 2014. These commitments illustrate that the commonwealth has prioritized young children, regardless of administration and during challenging economic times. OCDEL will continue to advocate for expanded funding utilizing its 10 years of data supporting positive outcomes.

Ambitious and Achievable Plan for Section D

OCDEL considers the expansion of the number of High-Quality Preschool Program slots and the enhancement of the existing Pre-K Counts program to fully include the inclusion of Comprehensive Services to be Achievable and Ambitious due to the timeline set for full implementation of the timeline. If provided notice of successful grant award, OCDEL proposes to have the programs funded by this expansion fully enrolled by the September 30, 2015, 30 days after the traditional start of the 2015-2015 program year.

A. Key Goals

Pennsylvania's strategy will achieve the following results:

    a. Current Pre-K Counts programs in areas of high need will be given additional funding to add slots in order to serve an additional 2,314 children.

    b. Current Pre-K Counts programs will implement program changes in order to provide comprehensive services and meet the definition of High Quality programs.

B. Activity Summary and Rationale

    a. By targeting current Pre-K Counts providers for these enhancements and expansion, OCDEL can reduce ramp-up time and provide High-Quality services as quickly as possible.

    b. Through the use of the current Pre-K Counts procurement, OCDEL is able to identify programs in areas of high need with the capability of serving additional children, this reduces the time and resources related to requiring an additional procurement.

C. Key Activities

Step ID	Activity Description	Start	Dura-tion	Finish	Key Milestone
1	Revise the MOU to reflect the Pre-K Counts enhancements and slot expansion per program requirements.	1/1/15	1	2/1/15	Work Statements will be ready to send out for Subgrantee Signature
2	Send MOUs to 35 subgrantees	2/2/15	1	3/1/15	MOU's

	expanding slots.				electronically sent for signature.
3	Develop and release guidance and protocol for subgrantees to apply for mini-grants for start-up or program supports to cover comprehensive service requirements	2/21/15	4	6/1/15	Mini-grants submitted for review.
4	MOU's collected, executed and copies sent to US DoEd.	3/15/15	0	3/15/15	MOUs are sent to US DoEd.
5	OCDEL will process all funding adjustments for enhanced funding through Pre-K Counts for 2015-16 program year.	3/6/15	2	5/15/15	Continuation Grants are submitted in PELICAN System.
6	Full program implementation begins on cycle with the new state fiscal year cycle.	7/1/15	41	12/31/18	Full enrollment will occur by 9/30/15 of the new 2,314 slots.

D. Responsible Party
    a. As previously stated, OCDEL is ultimately responsible for implementing the activities associated with the state's High-Quality Plan.

E. Supporting Evidence
    a. Letters of Support from Pre-K Counts Programs.
    b. Table D(4) and Table A. (Excel Spreadsheet).

F. Performance Measures
    a. Monthly PELICAN Pre-K Counts Monitoring Reports.
    b. Quarterly Fiscal Reports.

G. Addressing the needs of Eligible Children

a. All programs chosen for this preschool expansion are in areas of high-need. These areas have high numbers of unserved Eligible Children. By increasing the number of available slots, OCDEL is increasing the availability of High-Quality preschool programs for Eligible Children.

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships

(1) Roles and responsibilities of OCDEL and Subgrantee

OCDEL is currently administering the Pre-K Counts program through which over 13,819 at-risk children are being served. This existing foundation will be built upon to enhance current programming and increase the number of slots filled. The current roles and responsibilities of OCDEL and subgrantees will essentially remain the same. The biggest changes will be in terms of the implementation of comprehensive services and the expansion into un-served or under-served high-needs communities.

OCDEL

OCDEL will serve as the grant administration and fiduciary agent. As such it will set or modify guidelines related to the change in PA Pre-K Counts. In addition it will facilitate the procurement and contracting with all subgrantees in the implementation of the enhanced and expanded program. In order to assure that programs are in full compliance with program expectations, OCDEL will build upon the existing partnership with the PA Key to monitor the program.

PA Key and Regional Keys

The PA Key and five Regional Keys, established in 2005, work with OCDEL to provide state and regional leadership in the development of an integrated and coordinated system of program quality improvements and professional development supports for early childhood education. The Early Learning Keys to Quality System coordinates professional development, access to higher education, Keystone STARS designations, community collaborations and technical assistance. The PA Key will monitor and provide targeted technical assistance to the Preschool Expansion Grant subgrantees as described below.

The PA Key will expand the number of Preschool Program Specialists to meet the program support demands for the enhanced and expanded Pre-K Counts program. Currently,

Specialists maintain a regional caseload of approximately 16-20 Pre-K Counts programs. In addition to their monitoring and technical assistance roles, they are also charged with developing and maintaining collaborative relationships which would support the early learning and development programs in their assigned region. The relationship between OCDEL and the PA Key is illustrated below.

OCDEL's current partners supporting Pre-K Counts at the state level, specifically PA Key and the Regional Keys, will receive updated professional development related to determining compliance with the new program requirements. OCDEL currently uses a monitoring tool called the Program Review Instrument (PRI). Based on the policies developed and implemented around the enhanced programming, the PA Key Specialists will modify the tool to include monitoring related to screenings, connections to dental and medical homes, and community referrals. The PRI is a tool that provides a performance score which assists in determining the need for technical assistance or which may lead to a non-renewal recommendation.

Subgrantees

Subgrantees implementing the program at the local level will be expected to implement Pre-K Counts in accordance with the enhanced requirements to include full comprehensive services. The program will operate a minimum of 180 days, with 5.5 hours of programming recommended. All requirements for staff qualifications will remain the same. There will be an additional professional development component offered for those programs not previously offering referrals to community-based. Since the proposed subgrantees have existing relationships as current Pre-K Counts grantees with OCDEL, communication and problem-solving processes are already developed.

(2) OCDEL's plan to implement High-Quality Preschool Programs

OCDEL's subgrantees in this work will be existing Pre-K Counts programs and thus will have at least one year of experience in meeting the requirements of Pre-K Counts by the time this funding is available. OCDEL's strategy is simple; it does not have to implement High-Quality Preschool programs from scratch and the programs do not have to undergo significant modifications. The addition of slots and the enhancement of comprehensive services will require funding and ongoing support, but will not require the implementation of a completely new program. In order to become a Pre-K Counts grantee, organizations completed an application

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process in which the organization described and attested to their ability to meet **Pre-K Counts** requirements, many of which exceed the requirements of this grant. Therefore, programs may begin serving children under this enhanced **Pre-K Counts** funding almost immediately.

In order to be eligible to participate in Pre-K Counts, programs must demonstrate organizational capacity and existing infrastructure to successfully operate the program. OCDEL will be monitoring the subgrantees through the process and thus will be able to support these programs through challenges that may arise. The overall organizational structure of Pre-K Counts program is as follows:
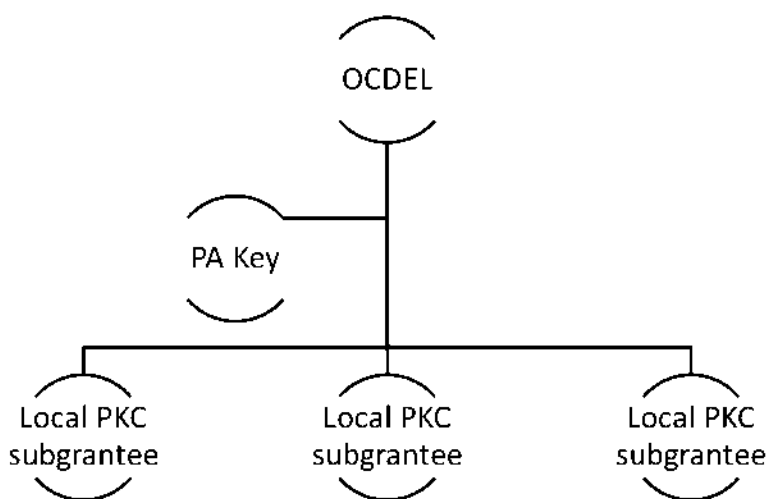
At the local Pre-K Counts subgrantee level, programs must assign a program administrator to serve as the overall program contact. This individual serves as the single point of contact for OCDEL to subgrantee communications, scheduling of site visits and any conversations related to program performance. The local administrator must participate in any mandated professional development sessions. OCDEL through the initial and renewal guidance provides guidelines for sufficient levels of funding to fulfill administrative functions.

(3) Minimize local administrative costs

All Pre-K Counts Recipients are required to submit program narrative and budgets to address how they will fulfill the program requirements. This process is completed in PELICAN, OCDEL's data system. As part of the Pre-K Counts resource materials, OCDEL disseminates a Fiscal Supplement to provide guidance for appropriate levels of expense, as well as to demonstrate appropriate cost allocation methods. Each budget submitted for services is analyzed

for appropriateness, allowability and allocability to Pre-K Counts. All budgets are subject to a three-step review. Initially the assigned Specialist, who is familiar with the program from onsite visits, approves/disapproves the expenses. The second review is by the PA Key fiscal staff to determine whether appropriate allocation and fiscal principles have been applied to the budget. OCDEL fiscal staff conduct a final check. The PELICAN system calculates program expenses and provides a percentage attributed to each line item. A justification statement is required for each line item. Lack of information or incorrect information will result in the budget being returned to the applicant to clarify or correct.

Initial budgets, budget revisions and expenditure reports are all captured in PELICAN and maintained annually. Program staff at any level have the ability to access and compare expenditures across years and verify requests.

This budget approval process helps local programs monitor their budgets with guidance at three levels and it helps OCDEL to understand differences and similarities between programs across the state. This level of accountability helps to ensure that programs are minimizing administrative costs and budgeting appropriately.

(4) Monitor the Early Learning Providers to ensure delivery of High-Quality Preschool Programs

Pre-K Counts grantees will have a minimum of two formal compliance review visits annually. Preschool Program Specialists through the PA Key will utilize the *Program Review Instrument* (Appendix M) and supporting documents to identify areas of strength and areas of needed focus to assure full compliance with the Pre-K Counts regulations and policies. A minimum acceptable score of 86 percent on the *Program Review Instrument* must be achieved annually.

- Pre-K Counts programs have a fundamental set of requirements that have been established to guide their program design. These requirements are detailed in the Pre-K Counts statute, the regulations, the Pre-K Counts policies, and the annual guidance that is included in the continuation grant application.
- Ongoing participation in Pre-K Counts is reliant on the program's successful implementation of the requirements as detailed in the regulatory and policy documents described above. It is anticipated that both lead agencies and partners are familiar with the requirements of the program including updates or revisions that may occur annually.

- A variety of sources of evidence will be assessed annually to assure compliance with Pre-K Counts policies and regulations. These sources include, but are not limited to, the Program Review Instrument, the Best Practices Rubric, the Environment Rating Scale score (external and self-assessment), the Continuous Quality Improvement Plan and information entered in the Early Learning Network.

In addition to the formal monitoring visits, Pre-K Counts programs can seek technical assistance from the Specialist for program, staff, parent, or child related needs. The Specialist then works to either directly provide support or connect the program with the appropriate resource.

(5) Coordination of plans

OCDEL is the office designated as the responsible entity for the majority of state funded or federally supported program initiatives supporting young children and their families. As such, OCDEL has implemented consistent program policies related to child assessment; use of approved assessment vendors; and accesses to acceptable professional development, family engagement and workforce development. All senior program directors from OCDEL's Bureaus of Early Intervention, Child Care Certification, Child Care Subsidy, and Early Learning Services meet formally on a weekly basis. These regular meetings serve to keep the leadership apprised of updates and changes to program policy, strengths and challenges identified in each initiative and provide an opportunity for coordinated planning. Annually OCDEL's Deputy Secretary updates and expands on the Office's strategic plan.

Due to OCDEL's role as an umbrella under which most Early Learning and Development programs fall, Pre-K Counts subgrantees benefit from the coordination and collaboration expertise of OCDEL. Pre-K Counts programs are supported in identifying and developing relationships across provider types and with the Regional Key by their Program Specialist.

(6) Coordinate the delivery of High-Quality Preschool Programs with existing services

OCDEL proposes to utilize this funding to supplement and improve the existing Pre-K Counts program and expand the number of children served. In order to ensure that all children in Pre-K Counts are receiving comprehensive services, a portion of this funding will go to enhancing the current services provided. OCDEL has also identified areas of the state that are currently underserved. These communities will receive additional slots. At a local level, Pre-K Counts programs coordinate with Child Care Works, Keystone Stars providers, Head Start and Family Centers, and all other child serving systems. In addition, as part of the Pre-K Counts

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application process, applicants must include a description of the outreach they have completed to other child serving agencies and how implementation of new services will not adversely impact those agencies.

Preschool Program Specialists assist in program coordination and facilitate outreach within the local community when necessary to understand the eligibility requirements of local support programs and services offered to support children in the targeted service area. Specialists may also assist programs in developing referral processes to other early learning and development programs for families on the waiting list. Therefore, from a state and local level, OCDEL is committed to supplementing and coordinating funding sources with this Preschool Expansion funding, not supplanting current funding.

(7) Integrate High-Quality Preschool Programs for Eligible Children

Pre-K Counts has a policy regarding collecting, verifying and maintaining documentation of income. OCDEL will work with subgrantees to implement a hybrid of 200 percent and the current 300 percent FPGs for program eligibility. The PELICAN data system captures family income and the Specialists monitor monthly enrollment reports to ensure that children being served are within the accepted income guidelines.

Subgrantees were selected by a combination of community risk factors including poverty level. In addition, subgrantees will be required to develop partnerships with the local early intervention agency to support the enrollment of children with diverse needs, especially those eligible for and receiving early intervention services.

(8) Deliver High-Quality Preschool Programs to Eligible Children

Pre-K Counts grantees are required to coordinate with the Early Intervention Infant/Toddler and Preschool programs. This ensures a smooth transition for children coming into Pre-K Counts from the Infant/Toddler program and coordination for those who may be receiving Preschool Early Intervention services. Sub-grantees must work with Early Intervention (EI) programs to ensure that EI services are scheduled so that regular attendance in the Pre-K Counts program is possible. Managing these kinds of scheduling challenges requires cooperation and good working relationships across programs that serve children. Additionally, a Pre-K Counts program may be the first to identify that a child is in need of a referral for Early Intervention services. This "Child Find" or child identification role is facilitated if there is an

established working relationship with both the Infant/ Toddler and Preschool Early Intervention programs.

For those children who are English Language Learners, OCDEL's Regional Key and EITA partners have resources to support child care staff in modifying curriculum to support English Language Learners. Translation services exist for oral and written communication. OCDEL currently has one bi-lingual home visitor serving Spanish-speaking families who has consistently connected partners with additional community resources. OCDEL will support the hiring of additional bi-lingual staff.

In addition to supporting diverse families, Pennsylvania is known for its long-standing commitment to supporting a diverse and culturally competent complement of professional development instructors, higher education faculty, and technical assistance consultants. Pennsylvania was an early adopter of NIEER's recommendation to revamp higher education and professional develop to include more practice-based opportunities and opportunities to learn about diverse populations. Opportunities that Pennsylvania has offered over the past five years include train-the-trainer events on "Autism 101," "Supporting English Language Learners and Dual Language Learners in Early Childhood Classroom Settings," "Special Quest Birth to Five" (focus on inclusion for children ages birth through five with disabilities), and "Race Matters: Classroom Practices to Support Conversations about Race and Culture in Early Childhood Settings." In addition, for three years (2008-2010) Pennsylvania sponsored an annual Higher Education Institute, with a focus on supporting the skills and knowledge of faculty members and instructors preparing early childhood education teachers.

(9) Ensure culturally and linguistically responsive outreach and communication efforts

OCDEL has developed a number of outreach strategies to ensure that families from all backgrounds may effectively participate in their child's development. Pennsylvania Learning Standards for Early Childhood include an emphasis on cultural, developmental and linguistic appropriateness. Child Care Information Services (CCIS) agencies, local grantees providing subsidized child care related services, reach out to families from many cultural and linguistic backgrounds and have access to a language line (translation service) to support families. Additionally, CCIS grantees offer supports and resources in the language of local communities. For example, programs serving Latino communities have resource materials in Spanish.

In 2012, to further improve cultural and linguistic appropriateness, OCDEL collaborated with the Migrant Education Program to create a Kindergarten Readiness Checklist based on Pennsylvania Learning Standards for Early Childhood. This checklist is used by Pennsylvania's Migrant Education Program Specialists and families to ascertain a child's skill level in key domains of school readiness, prior to entry in kindergarten. The kindergarten checklist is translated into: Arabic, Burmese, Cambodian, Chin, Chinese, English, Karen, Nepali, Spanish and Vietnamese.

To ensure understanding of standards among parents, assessment outcomes are shared with Migrant Education families during home visits. In addition, Migrant Education Summer Programs use standards and linked curriculum to provide preschool students with a positive learning experience to better prepare for kindergarten.

In addition, Pre-K Counts requires family engagement. At a minimum, collaboration agreements between Pre-K Counts programs are encouraged with Early Intervention, Head Start, Local Education and Resource Networks (LEARN) Partners, and the community's early learning and development programs including private nursery schools, local school districts, and community-based child care providers. Pre-K Counts programs with the CCIS agencies to coordinate funding for wrap-around child care that may be needed. Pre-K Counts programs include strategies for parent engagement in their program handbooks and utilize the Partnership Standards within the Learning Standards for Early Childhood as the framework for parent engagement. Keystone STARS includes parent engagement in its standards, increasing the requirements as the STARS levels increase. These STARS program standards include family meeting during enrollment, daily updates about children's activities, and holding parent-teacher conferences.

.(10) Ensure strong partnerships.

(a) Partner with LEAs or other Early Learning Providers to provide successful transitions from preschool into kindergarten

OCDEL developed a Transition Toolkit to be used by early learning and development community based providers and school districts to promote collaborative transition models. Use of the toolkit builds trust and relationships among children, families, teachers and the school community. OCDEL offers at least one professional development opportunity annually for the

use of the Transition Toolkit. Early learning and development and school district staff are encouraged to attend as a team.

Through Pennsylvania's Race to the Top-Early Learning Challenge, OCDEL will annually develop and implement 4 regional, week long Governor's Institutes. The intended participants are teams of LEA early childhood teachers (K-fourthgrade), those LEA administrators, and ECE program directors and staff. Preschool specialists will support the Pre-K Counts grantee develop and submit representative team applications for attendance to these events. The Governor's Institutes will consistently focus on P-3 alignment theory, but will also focus on supportive practices and strategies on age appropriate practices and family engagement.

(b) Coordinates and collaborates with LEAs or other Early Learning Providers

Providing opportunities for early educators to participate in professional development

OCDEL, through the PA Key, supports the PA Keys to Quality Workforce Registry. This registry serves as the coordinating system for early learning and development programs. Professional development offered in this system is aligned with the PA Core Knowledge Competencies and delivered by Pennsylvania Quality Assurance System approved instructors.

In addition, OCDEL focusing on P-3 alignment, encourages joint professional development at the local level between early learning and development programs and local education agencies. Two such joint professional development initiatives are supported by OCDEL. The Early Childhood Executive Leadership Institute, was designed to bring together early learning and development program directors and managers and school district administrators over the course of five days to develop an understanding of one another's educational aims and environments and to develop a comprehensive, local plan for P-3 alignment. In addition, the week-long Governor's Institute takes place in four regional locations over the summer and also requires team attendance with representatives from school districts and early learning and development providers; many of the same goals for alignment exist in the Governor's Institute forums.

Providing and ensuring families' access to supports

OCDEL has embedded the Strengthening Families protective factors into a meaningful and easy to understand format for early learning and development professionals and community partners to use in implementing strategies for reaching and working with Children with High Needs and their families. This approach is addressed as individual professional development on

the Protective Factors and is included in the Infant, Toddler, Pre-kindergarten Early Learning Standards and Keystone STARS Standards.

Supporting full inclusion of Eligible Children with disabilities and developmental delays

OCDEL through its partners, Early Intervention Technical Assistance, (EITA) and the PA Key, provide a myriad of professional development and resources to support children's inclusion in Pre-K Counts. Supporting the transition of children receiving Early Intervention from an early learning and development setting to kindergarten is addressed in the Transition Toolkit described earlier.

Supporting the inclusion of children who may be in need of additional supports

OCDEL provides resources to English Language Learners including a translation line for staff and families. Many family focused resources are published in both English and Spanish. In addition, Pennsylvania is committed to further work with Cultural, Linguistic and Ability Diversity (CLAD). The newly revised and updated Early Learning Standards address and incorporate Cultural, Linguistic and Ability Diversity. Professional development opportunities are offered on a variety of CLAD topics, including *"Conversations on Race,"* to help raise the level of awareness among providers and professionals and enhance the knowledge, competencies and skills of adults working with children and their families from economically disadvantaged and diverse populations. Professional development has also been offered for Technical Assistant Consultants on working with to reach/hard to serve populations and most recently Professional Development instructors on imbedding cultural, linguistic and ability concepts in their instructional practices using the NAEYC Pathways to Cultural Competence. Pennsylvania has also intentionally integrated CLAD/Equity principles and guidelines into the newly developed Environmental Rating Scales (ERS) Assessor Competencies.

Ensuring that High-Quality Preschool Programs have age-appropriate facilities

In addition to the on-going monitoring performed by their Preschool Specialist, Pre-K Counts programs have two additional requirements related to their facilities. As a Pre-K Counts program, providers were accepted to become a grantee based on being one of four eligible provider types. Those are: Keystone STAR child care at levels 3 or 4; school district, licensed private academic preschool or Head Start. Each entity must maintain compliance with the program regulations governing their program type. They must also meet the additional requirements for Pre-K Counts.

Additionally, each Pre-K Counts location receives an Environment Rating Scale assessment every other year. The location has 50 percent of the Pre-K Counts funded rooms randomly selected for the ECERS-R. In order to be in compliance, Pre-K Counts locations must maintain an average score of 5.25.

Developing and implementing a systematic procedure for sharing data and other records

Pre-K Counts programs, as well as other state funded initiatives must utilize the PELICAN system to enter program, staff and child demographics. In addition Pre-K Counts must participate in the commonwealth's Early Learning Outcomes Reporting initiative and use an approved vendor to complete the vendor's child assessment in a web-based system. The PELICAN systems is linked with the commonwealth Department of Education systems to create a longitudinal data system. Pennsylvania has been recognized at present as the only state to have all 10 elements of the Data Quality Campaign.

Utilizing community-based learning resources

In addition to the partnership with the PA Key, OCDEL also has partnerships with regional contractors to serve as Regional Keys. The Regional Keys' primary function is to support the implementation of the Keystone STARS quality rating and improvement system. The Keys serve a support role to all early learning programs. Each Key works to maximize cross-systems activities to benefit early learning programs at the local level. They are engaged with local institutions of higher education to address the ongoing need for the early learning community.

OCDEL acts as a coordinating umbrella, within which early childhood services are provided. Therefore, OCDEL is optimally placed to ensure strong partnerships.

Ambitious and Achievable Plan for Section E

Collaborating with Each Subgrantee and ensuring strong partnerships.

A. Key Goals

Pennsylvania's strategy will achieve the following result:

    a. Current Pre-K Counts programs will partner with OCDEL to enhance and expand the Pre-K Counts model.

B. Activity Summary and Rationale

    a. By utilizing data, OCDEL has identified the most under-served communities, representing both rural and urban settings, in which to invest this new funding.

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This strategy builds on the strengths of programs in those local communities to effectively implement High-Quality preschool programs. In implementing a mixed delivery strategy, OCDEL has provided incentive for all providers to improve quality.

C. Key Activities

Step ID	Activity Description	Start	Dura -tion	Finish	Key Milestone
1	Program Specialists Begin Monitoring of Expansion Slots through the use of Program Review tool, Technical Assistance Notes, Recommendations for Professional Development sessions.	7/1/15	41	12/31/18	Program Specialists monitor expansion slots.
2	Ongoing Professional Development occurs	8/1/15	40	12/31/18	Induction and ongoing PD occur
3	Environment Assessment on new locations begins	11/15/15	37	12/31/18	Assessments are completed.

D. Responsible Party

    a. As previously stated, OCDEL is ultimately responsible for implementing the activities associated with the state's High-Quality Plan.

E. Funding Narrative

    a. Funds to support strong partnerships and the continuous quality improvement process will be allocated from both state and federal funds. OCDEL will blend the 5 percent infrastructure allowance to increase the number of staff for the preschool specialist and environment assessor role. Additional funds will be dedicated to ongoing professional development at a state or regional level.

F. Supporting Evidence

        a. Supporting evidence demonstrating OCDEL and subgrantee performance will be reviewed monthly over the course of the program year. Reports are generated from PELICAN and the Preschool Program Specialists.

G. Performance Measures

        a. Full Enrollment

        b. Full Compliance with Outcomes submission

        c. Children meet the income eligibility

        d. Monitoring of enrollment percentage of children eligible for Early Intervention

        e. All staff meet qualifications

        f. Quarterly monitoring of fiscal expenditures.

H. Addressing the needs of Eligible Children

        a. The current Pre-K Counts programs that will be expanding services are already partners with OCDEL. These relationships have been built over the years and set the foundation for a successful and ambitious growth phase where more Eligible Children are served than ever before.

F. Alignment within a Birth through Third Grade Continuum

(1) For birth through age-five programs, these activities include--

    (a) Coordinating with other early education and care programs and child care family service providers to build a strong continuum of learning for children from birth through age five

OCDEL's approach to service delivery is to provide funding to meet locally identified need that expands families' choices, facilitates or improves their access to programs and supports in their own communities, and engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate. Through the various applications OCDEL offers, it has allowed four high quality provider types to submit or funding. Keystone STAR 3 and 4 child care, Head Start, School Districts and Private Academic schools can seek funding. In the guidance documents for funding, OCDEL also identifies opportunities for early learning provider types to submit applications in partnership to meet community need.

    Other examples of OCDEL's development and coordination across the continuum are the universal expectations around the use of the Early Learning Standards, promotion of consistent child assessment tools, development of the Core Knowledge Competencies and the Home

Visiting Competencies and coordination to professional development. At all levels from the state to local level, OCDEL strives to make connections and coordinate to improve services to vulnerable children.

   (b) Ensuring that High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families

Through this enhancement of and increase in Pre-K Counts program slots, more families will have access to High-Quality early childhood programming. However, for OCDEL, it is essential that this program does not lead to a diminution of other services or an increased cost to families. As a part of existing Pre-K Counts regulations, funding for programming must not supplant other sources of funding. This requirement will continue to ensure the increased resources due to Preschool Expansion funding are not supplanting other funding streams. In addition, as Pre-K Counts is free for all eligible families, OCDEL has ensured that this funding opportunity will not result in increased costs for families.

(2) Kindergarten through third grade activities

   (a) Ensuring that Eligible Children are well-prepared for kindergarten

OCDEL is committed to increasing kindergarten readiness for all children, but especially those children who are eligible for public funded preschool programs. The Early Learning Standards provide the foundation for kindergarten readiness. Pre-K Counts programs utilize curriculum and assessments that align with the standards, thus ensuring children receive instruction and experience activities that support their growth and development across the multiple domains necessary for school readiness. The use of Early Learning Outcomes Reporting (ELOR) allow multiple programs to understand a child's development over time. Pre-K Counts programs utilize an approved assessment tool to measure children's growth and K- readiness in the Fall and Spring. The approved tools are aligned with state standards, which serve as benchmarks for school readiness. In addition, the Kindergarten Entry Inventory (KEI), provides standards-based benchmarks of school readiness across five domains (social and emotional development, approaches to learning, mathematics, language and literacy development, and health/wellness) upon entry into kindergarten. Use of the KEI is required in low achieving programs, however, is available to any school wishing to implement. KEI outcomes are linked to early learning and development programs through the State Longitudinal Data System.

Pre-K Counts programs are required to develop transition plans which are reviewed and monitored by preschool program specialists. OCDEL's Transition across the Continuum of Early Learning (TACEL) initiative has produced program/school self-assessments, related resources, and professional development to assist programs in developing their transition plans. Effective parent engagement strategies utilized by all programs will encourage family involvement and support for child development.

(b) Sustaining the educational and developmental gains of Eligible Children

(i) Promoting collaboration between preschool and kindergarten teachers

Building on the successes of previous Governor's Institutes, Pennsylvania is utilizing – Race to the Top-Early Learning Challenge funding to plan and implement Governor's Institutes over the next three years. From 2001 through 2009, OCDEL, in collaboration with the Pennsylvania's Department of Education's Office of School Planning and the Office of Elementary and Secondary Education, planned and implemented week-long professional development Institutes designed to bring early learning professionals (P-3) together in a collaborative setting. The Institutes were provided at no cost to attendees, and focused on bringing local teams of early learning educators and administrators together to learn from one another and to develop local action plans for their school setting. Pennsylvania's goal was to actively involve pre-kindergarten professionals from school districts, Head Start Programs, child care, academic licensed nursery school, programs, higher education, intermediate units, and librarians in an intensive five day professional development program. Pennsylvania Governor's Institutes have supported teachers and administrators' efforts to build instructional strategies and techniques for implementing research and standards-based best practices in their classrooms.

In the summer of 2014, the first weeklong Race to the Top-Early Learning Challenge funded Institute attended by 100 participants representing 11 school districts. Each subsequent year, Pennsylvania will offer up to four, week long Governor's Institutes, in various geographic regions of the state with up to 250 participants in each region. The goals of the Institutes will be to bring early learning and development professionals from both birth to five year old and K-3 settings together in teams to focus on instructional strategies to promote a comprehensive set of early learning standards. Each team will learn from experts and work as a team to develop an action plan that will be implemented in local settings.

Pennsylvania will follow-up and support the implementation of local team action plans on an on-going basis through use of electronic Professional Learning Communities available through Pennsylvania's Standards Aligned System and through, at least one, face-to-face follow-up interaction with participants. Pennsylvania also leverages the Standards Aligned System to track lessons learned, challenges, resources, and innovative approaches developed by participants through their implemented action plans which may be shared statewide or used as a springboard to further P-3 reform efforts.

(ii) Expanding access to Full-Day kindergarten

OCDEL frequently engages in planning and conversation with the Office of Elementary and Secondary Education. There is a high level of coordination across initiatives related to early childhood programming. For example, as a part of the Department of Education's Ready to Learn grant, there is an additional $1 million in funding for full-day kindergarten as well as a menu option for schools to invest in prekindergarten programming. A Kindergarten Advisory group supports the promotion of full-day kindergarten.

(iii) Increasing the percentage of children who are able to read and do math at grade level by the end of third grade

The birth to five year old system and the K-3 system have contributions to make to the other in the area of educator effectiveness. Effective birth to five years old programming has traditionally included a comprehensive approach to standards implementation, which recognizes both cognitive and non-cognitive skill development. Extending this comprehensive approach to standards implementation in grades K-3 will be addressed with both funding from National Governor's Association and from RTT-ELC. Implementation of the Pennsylvania Teacher Evaluation model within the Pre-K Counts programs has renewed focus on the need to train teachers in specific instructional strategies that are both appropriate and effective for young children. The aforementioned Governor's Symposium and Institutes focus on providing educator support in effective instructional strategies.

The PA Keys to Quality Professional Development and Workforce Registry maintain a statewide network or professional development instructors. Any Early Learning and Development Program can seek an instructor based on the content they are seeking. The instructors are required to be certified, embed the Early Learning Standards in their presentations and be knowledgeable about both current initiatives and providers in Pennsylvania.

c) Sustaining a high level of parent and family engagement as children move from High-Quality Preschool Programs into the early elementary school years

OCDEL and the PA Key developed a Transition Toolkit and associated professional development relevant to the perspective of sending entities and receiving entities in the transition process. The Toolkit is available for download to programs and schools on the PA Key website and has a strong parent involvement strand included in the modules. As part of OCDEL's contract with the Regional Keys, annually at least one professional development session is scheduled in each region for transition.

Programs are also encouraged to take into consideration children's after school needs as they transition out of preschool and into school age programming. If a family is in need of wrap around care, programs can refer them to the Child Care Information Services agency in their community to discuss eligibility for and identification of an appropriate provider to meet the families' needs.

(d) Taking steps, or building upon the steps it has taken, to align -

(i) Child learning standards and expectations

Pennsylvania's Learning Standards for Early Childhood were developed in 2004 through cross-sector collaboration from the Departments of Health, Education and Welfare, along with representatives from child care, Early Intervention, school districts, Head Start, higher education, family support programs and researchers. Pennsylvania expanded its efforts to create a true continuum of learning from birth through grade 3 by commissioning an alignment study in 2009. Drs. Sharon Lynn Kagan and Catherine Scott-Little, nationally-recognized experts in Early Learning and Development reviewed the degree of alignment between Pennsylvania's Learning Standards for Early Childhood and the early grades of the state's K-12 system. Their analysis addressed four parameters: balance, coverage, depth, and difficulty and found that the state's standards and assessments are strong and that they show good alignment across age/grade levels. According to the study, "Pennsylvania is to be congratulated on developing a cohesive set of standards that address birth through second grade." OCDEL used key findings from the study to frame the 2009 revision of its learning standards.

From 2010 to 2012, OCDEL collaborated with the Pennsylvania Department of Education's Office of Elementary and Secondary Education to further align standards. Please refer to Appendix J for a sample of Continuum document which highlights the alignment

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between Early Learning standards and K-3 standards. Standards have been aligned birth through grade 12 in the areas of Social and Emotional Development (Student Interpersonal Skills), English Language Arts, Mathematics, Scientific Thinking (including technology and environment and ecology), Social Studies, Health, Wellness and Physical Development, and Creative Expression. Approaches to Learning standards are developed birth through kindergarten. In addition, English Language Arts and Mathematics standards were revised in the summer of 2013 to reflect Pennsylvania Core Standards, a Pennsylvania specific set of standards. These revisions include a pre-kindergarten to grade 12 set of aligned standards. Documents which support the implementation of the infant-toddler and pre-kindergarten standards are currently being developed are targeted to be released July 2014. In addition, early education resources which support the implementation of the standards have begun to be integrated into the Standards Aligned System portal.

The Standards Aligned System (SAS) is a comprehensive framework consisting of six elements: Standards, Assessment, Curriculum Framework, Instruction, Materials and Resources and Safe and Supportive Schools. Research shows, when utilized together, these six elements create a framework for continuous school improvement and child/student success and achievement. The SAS portal is designed to organize and deliver educational content carefully aligned to Pennsylvania standards and provide educators with integrated classroom tools to enhance their teaching effectiveness. The SAS portal also provides Pennsylvania educators with leading edge networking technologies that create opportunities to communicate and collaborate with peers across the commonwealth. The SAS portal has become the primary vehicle to bring resources to Pennsylvania educators and to begin the process of standards implementation. Populating the site is a joint effort of all of the offices under the Pennsylvania Department of Education (PDE), including OCDEL, and educators from across the state. Initial work focused on providing information to understand the standards, while current work is moving toward providing materials and resources to translate the standards into effective classroom instruction. Training modules, standards crosswalks, emphasis guides, and learning progressions are just a few of the seminal resources available. This innovative, comprehensive approach to support student achievement integrates Pennsylvania's early care and education community into the K-12 system.

(ii) Teacher preparation, credentials, and workforce competencies

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Pre-K Counts requires lead teachers to possess a Pennsylvania Early Childhood (ECE) teaching certificate. PA ECE certification is based on a baccalaureate degree from an accredited college or university with an approved teacher preparation program. In addition to a minimum GPA or 3.0, students must pass a competency exam to become certified. Assistant teachers must meet the Pennsylvania definition of highly qualified. Assistant teachers must possess a minimum of a Child Development Associate credential or its equivalent, an associate's degree or 60 college credits. Therefore, in this regard, Pre-K Counts regulations exceed the definition of High-Quality programs.

All teachers working in Pre-K Counts classrooms, must have a Pennsylvania Early Childhood Teacher Certification, (ECE Certificate). Teachers holding an Instructional Level I ECE Certificate may count their time working in a community-based Pre-K Counts program toward the three years of successful teaching experience necessary to convert the certificate to an Instructional Level II Certificate, in accordance with the requirements of Pennsylvania's Department of Education. These requirements also include one year of participation in an OCDEL approved Teacher Induction Plan, six bi-annual evaluations and completion of 24 post-baccalaureate credits.

In order to continue to assure that teachers remain current in pedagogical thinking, Pennsylvania's ACT 48 requires Level II teachers to fulfil 180 hours of approved professional development every five years. In lieu of training hours, teachers may also meet this requirement by taking six post baccalaureate credits on the same time cycle.

(iii) Comprehensive Early Learning Assessment Systems

OCDEL provides opportunity for alignment with the K-12 system for Comprehensive Assessment System through the implementation of the Kindergarten Entry Inventory. By participating in the professional development around the implementation of KEI, kindergarten teachers and their administrators are expanding their understanding of the increases in quality among the Early Learning and Development Programs. It provides an opportunity for understanding the Early Learning Standards and their relationship to the K-12 standards. KEI will serve as a vehicle, over time for conversations regarding professional development within communities as well as planning for staff and information sharing with families.

(iv) Data systems

As referenced in earlier sections, OCDEL understands the importance of linked data systems as a tool to promote success. Decision making based on reliable data is important to program planning. OCDEL is working to enhance the connections for student records from the infant toddler home visitation programs to preschool programs to the K-12 system. A key to the success of this work is the use of a Private Pupil Identification number (PPID). The PPID is unique to each student and can be used to align records across systems. The work completed by OCDEL, DPW and PDE has designated Pennsylvania as the only state to meet all 10 requirements of the Early Childhood Data Collaborative related to SLDS.

(v) Family engagement strategies

In order to ensure a high level of parent and family engagement throughout the child's life, OCDEL has aligned Partnership standards with Head Start family engagement framework and Parent Teacher Organization standards. This ensures a continuity of expectations and supports for families. In addition, OCDEL has developed and posted a host of materials for family engagement on the PA Key Website. Staff work to connect with school districts or follow up on recommendations and post examples of ways parents and families are engaged in order to provide a peer-to peer perspective on best practices.

The Community Innovation Zone grants available as a result of RTT-ELC funding have a requirement for both schools and their community based partners to develop successful family engagement strategies. OCDEL is in discussion with foundation partners, planning ways to share and sustain these successful practice beyond the life of the RTT-ELC grant. As the Preschool Specialist support both Pre-K Counts and CIZ grantees, they will be able to provide examples of successful practices across the programs they serve.

High Quality Plan for Section F
Alignment within a Birth through Third Grade Continuum.

A. Key Goals

Pennsylvania's strategy will achieve the following results:

    a. OCDEL will support strategies to ensure that parents, teachers and children will experience a Birth through Third Grade continuum of services and expectations, such as the Governors Institutes.

    b. OCDEL will integrate and leverage funding to assure alignment of and consistency across program goals and objectives.

B. Activity Summary and Rationale

    a. In order to increase collaboration and communication from a birth – third grade level, OCDEL is committed to increasing the supports for such conversations.

C. Key Activities

Step ID	Activity Description	Start	Dura -tion	Finish	Key Milestone
1	Cross systems professional development for the P-3 Alignment	1/1/15	6	6/1/15	Facilitator Training will occur.
2	(4) Governor's Institutes will occur	6/1/15	3	8/15/15	Pre-K Counts programs are represented.
3	Transition Activities for children entering and exiting the program will occur	8/1/15	1	9/1/15	Transition for children and families complete.
4	OCDEL will participate in the Standards Aligned System Conference to represent Early Childhood	12/1/15	1	12/15/15	ECE and K-12 programs receive cross-training.
5	(4) Governor's Institutes will occur	6/1/16	3	8/15/16	Pre-K Counts programs are represented.
6	Transition Activities for children entering and exiting the program will occur	8/1/16	1	9/1/16	Transition for children and families complete.
7	OCDEL will participate in the Standards Aligned System Conference to represent Early Childhood	12/1/16	1	12/15/16	ECE and K-12 programs receive cross-training.
8	(4) Governor's Institutes will occur	6/1/17	3	8/15/17	Pre-K Counts programs are

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Step ID	Activity Description	Start	Dura-tion	Finish	Key Milestone
					represented.
9	Transition Activities for children entering and exiting the program will occur	8/1/17	1	9/1/17	Transition for children and families complete.
10	OCDEL will participate in the Standards Aligned System Conference to represent Early Childhood	12/1/17	1	12/15/17	ECE and K-12 programs receive cross-training.
11	(4) Governor's Institutes will occur	6/1/18	3	8/15/18	Pre-K Counts programs are represented.
12	Transition Activities for children entering and exiting the program will occur	8/1/18	1	9/1/18	Transition for children and families complete.
13	OCDEL will participate in the Standards Aligned System Conference to represent Early Childhood	12/1/18	1	12/15/18	ECE and K-12 programs receive cross-training.

D. Responsible Party

    a. As previously stated, OCDEL is ultimately responsible for implementing the activities associated with the state's High-Quality Plan.

E. Funding Narrative

    a. Funding for Aligned systems will be leveraged from this opportunity, the Race to the Top-Early Learning Challenge grant, Head Start Collaboration Office and commonwealth general funds.

F. Supporting Evidence

    a. OCDEL will monitor the registration and participation of the events and use Specialist to recruit and support subgrantees identify teams for attending these cross systems events.

G. Performance Measures

    a. Annually OCDEL will seek to increase the number of school districts participating in the Governor's Institutes with community-based early learning and development programs;

    b. OCDEL will increase the number of school districts using the Kindergarten Entry Inventory.

H. Addressing the needs of Eligible Children

    a. Starting Kindergarten doesn't mean that an Eligible Child no longer needs additional supports. The focus on alignment through third grade ensures that programs are empowered to support a child's development beyond their time in the program.

G. Budget and Sustainability

The Budget Narrative will be uploaded separately per filing instuctions.

Competitive Preference Priorities

Competitive Preference Priority 1: Contributing Matching Funds

Pennsylvania's commitment to expanding the number of High-Quality Preschool slots goes far beyond this funding opportunity. In fact, the state of Pennsylvania recently allotted an additional $ (b)(4) dollars for Pre-K Counts. This represents a significant increase in Pre-K Counts funding and will be a (b)(4) % non-Federal match of Pennsylvania's first year award, if successful. An additional investment of $ (b)(4) was also appropriated for early childhood and K-12 education in the form of Ready to Learn Funding in the commonwealth's 2014-15 budget, for a total amount available to school districts of $ (b)(4) . OCDEL and the Office of Elementary and Secondary Education estimate that $ (b)(4) is dedicated to prekindergarten education or to the enhancement of P3 alignment at the time of this submission. Supporting documentation of this investment can be found in Attachment N of the Appendix.

OCDEL has a number of strong philanthropic partners. Heinz Foundation, The Grable Foundation, William Penn Foundation have committed matching funds to OCDEL for years 1

and 2 of the grant. The aggregate amount totals $ (b)(4) for support of statewide initiatives, such as Health and Green, Digital Media Literacy, and the Early Learning Investment Commission. In addition to matching funds at the state level, these partners also commit $ (b)(4) in a targeted subset of OCDEL identified High-Needs Communities over the course of this funding opportunity. The total 4 year philanthropic investment totals $ (b)(4)

At the subgrantee level, programs entering into partnership in the delivery of the Preschool Expansion Grant services have identified $ (b)(4) of local match in the form of cash, space, services or volunteer in-kind. Given the constraints of developing and submitting the grant, OCDEL will continue to identify and provide technical assistance opportunities to more fully leverage non-federal match in support of the grant.

Competitive Preference Priority 2: Supporting a Continuum of Early Learning and Development

As noted in the ambitious and achievable plan for Section F, OCDEL has proposed an ambitious plan to award Preschool Expansion funding for new slots to 35 diverse communities. By allocating the funding statewide, OCDEL is increasing early childhood services in underserved communities. By locating programs in these High-Needs Communities, OCDEL is providing a structured opportunity for further alignment. As part of the program requirements, Pre-K Counts programs must establish cross-systems conversations related to children's transition into and out of the program. In addition, communities served by Pre-K Counts benefit from the technical assistance and professional development available to subgrantees. A prime example is the implementation of the Governor's Institutes, where Early Childhood and K-12 staff must attend together.

OCDEL has been intentional about developing and enhancing the continuum of supports for children and families by implementing programs for expectant mothers, home visitation programs for infants, toddlers and preschool children and offering a variety of center based choices for young children. OCDEL also supports those families whose decision it is to keep their child at home with a wealth of resource and activity guides. The investment of state and federal funds through Pre-K Counts benefits the birth through third grade continuum by providing resources, ongoing professional development and increasing the conversation around high quality early childhood education.

Competitive Preference Priority 3: Creating New High-Quality State Preschool Program Slots

As noted in the budget narrative, the vast majority of the funding from this opportunity will go toward increasing the availability of slots in High-Need areas of Pennsylvania. In fact, as $[(b)(4)] will be subgranted to increase the number of slots and $[(b)(4)] will be subgranted to enhance Pre-K Counts programs, OCDEL vastly exceeds the 50% requirement to create new slots.

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Other Attachment File(s)

* Mandatory Other Attachment Filename: | OCDEL Application Assurances FINAL.pdf |

| | Delete Mandatory Other Attachment | View Mandatory Other Attachment |

To add more "Other Attachment" attachments, please use the attachment buttons below.

| Add Optional Other Attachment | | |

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number). **APPLICATION ASSURANCES AND CERTIFICATIONS**
Preschool Development Grants --Development Grants Competition

(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): Commonwealth of Pennsylvania Governor's Office	Applicant's Mailing Address: 225 Main Capitol Building Harrisburg, PA 17120
Employer Identification Number: 23-6003115	Organizational DUNS: 795145705

Lead Agency: Office of Child Development and Early Learning	Lead Agency Contact Phone: 717- 346-9320
Contact Name: Dr. Barbara G. Minzenberg *(Single point of contact for communication)*	Lead Agency Contact Email Address: bminzenber@pa.gov

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): Tom Corbett

Telephone: 717-787-2500

Signature of Governor or Authorized Representative of the Governor: *Tom Corbett*

Date: 10/8/14

Lead Agency Authorized Representative (Printed Name): BARBARA G. MINZENBERG

Agency Name: OCDEL

Signature of Lead Agency Authorized Representative:

Date: 10/8/14

(b)(6)

Part 5: Other Attachments Form

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR

Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
Tom Corbett	
Signature: *Tom Corbett*	Date: *10/8/14*

FredRogers

October 3, 2014

Barbara G. Minzenberg, Ph.D.
Deputy Secretary
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17101

Dear Dr. Minzenberg:

As the Co-Chair of the Pennsylvania Early Learning Council (ELC), I would like to express my support for Pennsylvania's application to the U.S. Departments of Education and Health and Human Services for a Preschool Expansion Grant. The ELC is Pennsylvania's state advisory committee on early childhood education and care. The purpose of the ELC is to plan for the expansion of effective early learning and development services for young children and their families, and make recommendations to ensure the plans are implemented successfully.

The ELC has been briefed on the Pennsylvania application and has been given the opportunity to provide input regarding the proposed program enhancements to Pennsylvania Pre-K Counts. At the July 2014 ELC meeting, the anticipated grant announcement was discussed. Following the posting of the Notice Inviting Application, ELC members wrote letters to the Governor and the Office of Child Development and Early Learning (OCDEL) encouraging the Corbett Administration to submit an application. Finally, during an October 1 conference call, ELC members were briefed on the proposed application and provided input to OCDEL.

The ELC understands that Pennsylvania is proposing a two-pronged approach to the Preschool Expansion Grant. Funding from this grant will increase the number of slots in the current state-funded Pennsylvania Pre-K Counts program, focusing on high-need areas of the commonwealth. In addition, all Pre-K Counts programming will incorporate Comprehensive Services. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

The Pennsylvania Early Learning Council believes your proposal can improve young children's health, social emotional and cognitive outcomes, enhance school readiness, and help close the school readiness gap that exists between children with high needs and their peers at the time they enter kindergarten.

We wish you the best for a successful application.

Sincerely,

(b)(6)

William H. Isler
President

16TH DISTRICT
PATRICK M. BROWNE

SENATE BOX 203016
171 MAIN CAPITOL BUILDING
HARRISBURG, PA 17120-3016
(717) 787-1350
FAX: (717) 787-0196

EMAIL: pbrowne@pasen.gov
WEBSITE: senatorbrowne.com

Majority Whip

Senate of Pennsylvania

COMMITTEES

RULES & EXECUTIVE NOMINATIONS
VICE CHAIRMAN

BANKING & INSURANCE

COMMUNITY ECONOMIC &
RECREATIONAL DEVELOPMENT

EDUCATION

FINANCE

LABOR & INDUSTRY

POLICY

September 26, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126
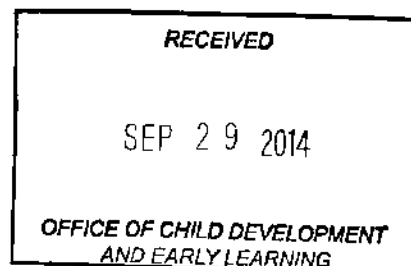
Dear Dr. Minzenberg:

This letter is written to express the support of the Early Childhood Education Caucus in the submission of the *Preschool Expansion Grant* for Pennsylvania. You know that this Caucus is comprised of 125 members of the Pennsylvania General Assembly who have committed their support to high quality early learning programs for young children in our state. This is a bi-partisan, bi-cameral caucus united in the belief that children benefit from a high quality early learning programs and that these programs serve as the foundation for later success.

We are aware that receipt of the *Preschool Expansion Grant* for Pennsylvania would result in an additional 2,314 high quality slots within an enhanced Pre-K Counts Program. The program will be based upon our Pennsylvania Pre-K Counts Program model and will allow us to improve the current program with sensory screenings, enhanced family engagement, and family education, especially in the area of nutrition. This is a four year grant with a potential federal award of $20 million per year, or $80 million over the course of the grant period.

As you note in the grant application, the General Assembly increased the Pre-K Counts line item by $(b)(4) in its 2014-15 budget appropriations, raising the total state investment to $(b)(4) We also increased the Early Intervention line item by $(b)(4) in this appropriation. Furthermore, we doubled the Ready to Learn block grant program through an increase of $(b)(4) this year; a portion of those funds will be utilized by school districts to fund early learning programs. The General Assembly is committed to young children and has a

MAIN DISTRICT OFFICE
702 W. HAMILTON STREET, SUITE 101, ALLENTOWN, PA 18101-2471
(610) 821-8468 • FAX (610) 821-8798
PLEASE VISIT SENATOR BROWNE'S WEBSITE AT SENATORBROWNE.COM FOR HIS SATELLITE OFFICE LOCATIONS

PR/Award # S419B150005

Page e99

history of increasing funding for early childhood education. These increased investments stem from the belief that Pennsylvania's young children deserve a great start, which will help to ensure kindergarten and life success. Our caucus enthusiastically supports submission of *Pennsylvania's Preschool Expansion Grant* application.

Very sincerely,

(b)(6)

Senator Pat Browne   Representative Phyllis Mundy

October 13, 2014

Barbara Minzenberg, Ph.D.
Deputy Secretary
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Deputy Secretary Minzenberg:

As the Co-Chairs of the Governor's Early Learning Investment Commission (ELIC), we would like to express the Commission's strong support for Pennsylvania's application to the U.S. Departments of Education and Health and Human Services for a Preschool Expansion Grant. As you know, the ELIC is a committed group of business leaders from across the Commonwealth, focused on securing support for public investment in early learning by focusing on practices that are educationally, economically, and scientifically sound.

Pennsylvania is proposing a two-pronged approach to the Preschool Expansion Grant. Funding from this grant will increase the number of slots in the current state-funded Pennsylvania Pre-K Counts program, focusing on high-need areas of the commonwealth. In addition, all Pre-K Counts programming will incorporate Comprehensive Services. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

The Early Learning Investment Commission believes your proposal can improve young children's health, social emotional and cognitive outcomes, enhance school readiness, and help close the school readiness gap that exists between children with high needs and their peers at the time they enter kindergarten.

We wish you the best for a successful application.

Sincerely,

(b)(6)

Peter J. Danchak
President - Northeast Pennsylvania
PNC Bank
Co-chair, Early Learning
Investment Commission

Lloyd Lamm
Regional Banking Executive, Capital Region
First National Bank of Pennsylvania
Co-chair, Early Learning
Investment Commission

THE GRABLE FOUNDATION
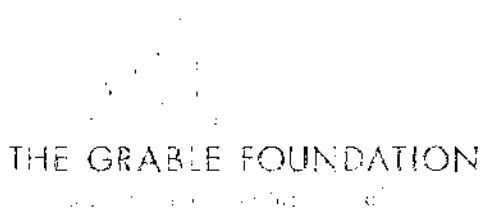
September 29, 2014

Barbara G. Minzenberg, Ph. D.
Deputy Secretary
Office of Child Development and Early Learning
Departments of Education and Public Welfare
333 Market Street, Sixth Floor
Harrisburg, PA 17126

Dear Dr. Minzenberg:

I am pleased to express my support for Pennsylvania's Preschool Expansion Grant application. The Grable Foundation has been a long-standing partner with Pennsylvania's Office of Child Development and Early Learning (OCDEL), and has proudly invested in the work of this public-private partnership since 2004. Grable has consistently made grants to support innovative strategies and pilot programs led by OCDEL.

The results of this work have been dramatic, including the following accomplishments:

- Building capacity of the Governor's Early Learning Investment Commission (ELIC) which brings together key corporate and civic leadership to raise visibility about the importance of quality early childhood programs;
- Development of the PA Promise for Children Campaign;
- Creation of a pooled fund that supported the development of Pennsylvania's ground-breaking Early Learning Network (ELN), an extensive data management and reporting system of information about families, children, program quality, and teachers, and the relationships among those factors;
- Reduction of barriers faced by early learning practitioners in accessing higher education opportunities, specifically teacher certification and bachelor's degrees in Early Childhood Education;

- Development of the Digital Media Literacy project, an initiative that has positioned Pennsylvania as a leader in the use of developmentally appropriate technology in early learning classrooms

Current funding from The Grable Foundation includes $[(b)(4)] in support of Pennsylvania's innovative Digital Media Technology initiative and $206,696 in funding for Pennsylvania's Early Learning Investment Commission (ELIC). Both of these grants extend from August 1, 2014 through August 31, 2016.

Finally, The Grable Foundation has committed funding to other entities in Pennsylvania in support of increasing opportunities for high quality early learning in Pennsylvania, and for the infrastructure that surrounds early education. These efforts are outlined in Attachment A.

The Grable Foundation continues to look for creative partnership opportunities with and alongside OCDEL that forward our shared goal of ensuring a high quality early education for each young child in Pennsylvania.

I would be glad to have further discussions about Grable's grantmaking on behalf of high quality early learning in Pennsylvania; please feel free to contact me directly at 412-471-4550 or at kristen@grable.org.

Sincerely,

(b)(6)

Kristen A. Burns
Associate Director

THE HEINZ ENDOWMENTS

HOWARD HEINZ ENDOWMENT • VIRA I. HEINZ ENDOWMENT

October 6, 2014

Barbara G. Minzenberg, Ph.D., Deputy Secretary
Departments of Education and Public Welfare
Office of Child Development and Early Learning
333 Market Street, 6th Fl
Harrisburg, PA 17126

Dear Dr. Minzenberg:

As the Senior Director for the Children, Youth & Families Program of The Heinz Endowments, I am pleased to support Pennsylvania's Preschool Expansion Grant application. The Heinz Endowments has had a long history of partnering with the Commonwealth of Pennsylvania in developing a system of high quality programs and supports for families and children in Pennsylvania.

In the area of early childhood education, in partnership with Pennsylvania's Office of Child Development and Early Learning (OCDEL), we have proudly invested in the work of this public-private partnership since 2003, supporting innovative strategies and pilot programs led by OCDEL, and partnering with the William Penn Foundation to make possible Pennsylvania's participation as a BUILD Initiative state.

The results of this work have been dramatic, including the following accomplishments:
- Building capacity of the Governor's Early Learning Investment Commission (ELIC) which brings together key corporate and civic leadership to raise the visibility about the importance of quality early childhood programs and other supports;
- Development of the PA Promise for Children Campaign;
- Creation of a pooled fund that supported the development of Pennsylvania's Early Learning Standards (Infant/Toddler through 2nd Grade);
- Supporting a key research study that followed 10,001 children throughout PA school districts who were in quality Pre-K Counts settings;
- Development of the English Language Learners Toolkit;
- Supporting the redesign of the ECE professional development system, including incorporating issues of race and culture in ECE;
- Creating ECE Healthy and Green, an initiative that is bringing sound environmental practices into Pennsylvania's early childhood settings;
- Supporting early childhood mental health by increasing the capacity of mental health clinicians to work with families with young children;
- Launching the Infant/Toddler Mental Health Project which is now statewide with 13.5 Early Childhood Mental Health Consultants;
- Creating a pooled fund that initiated Pre-K Counts, increasing PA's capacity to provide quality early childhood education for about 11,000 children.

Current funding from the Heinz Endowments includes $[(b)(4)] in support of Pennsylvania's innovative Early Childhood Education Healthy and Green initiative (7/1/14 through 10/31/16), $[(b)(4)] funding for Pennsylvania's continuing participation in the BUILD Initiative for calendar year 2015, and a $[(b)(4)] grant, pending board approval, to partner with the BUILD Initiative for developing a system of outreach to libraries, and other community partners to create high quality early learning opportunities in 2015/16.

Finally, the Heinz Endowments has committed funding to other entities in Pennsylvania in support of the development of infrastructure and increasing the supply of high quality early learning in Pennsylvania. These efforts are outlined in Attachment A.

The Heinz Endowments continues to look for creative partnership opportunities with and alongside OCDEL that forward our shared goal of ensuring a high quality early education for each young child in Pennsylvania.

Very sincerely,

(b)(6)

Marge Petruska
Senior Program Director

Attachments

WILLIAM PENN FOUNDATION

October 7, 2014

Barbara G. Minzenberg, Ph. D.
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

On behalf of the William Penn Foundation, I am pleased to provide support for the Pennsylvania Office of Child Development and Early Learning's (OCDEL) application to the U.S Department of Education to expand high-quality preschool programs through the Preschool Expansion Grant.

Along with other philanthropic organizations, the William Penn Foundation has created a strong and lasting public/private partnership with OCDEL. We have invested well over $6 million since 2004 to support initiatives aligned with OCDEL's goal of building high quality early childhood programs, conducting research, developing innovative pilot programs, and partnering with BUILD and other organizations to support pioneering state strategies in early learning. The results of this work have been dramatic, and include:

- Development of Pennsylvania's Early Learning Standards;
- The redesign of the early childhood educator professional development system;
- Development of the PA Promise for Children early learning marketing campaign;
- Piloting of the Pre-K Counts high quality early childhood program for low-income young children;
- A key research study that followed 10,001 children in PA who were in quality pre-k settings;
- Support of an independent inquiry, currently underway, to inform possible revisions to the Keystone STARS quality rating and improvement system.

The William Penn Foundation has put a high priority on making sure that children in Pennsylvania are well prepared for a strong start in school through high quality pre-k experiences. We have currently committed over $[(b)(4)] in funding (for the period 2015-2018) in support of the development of infrastructure and increasing the supply of high quality early learning in Pennsylvania. These investments include $[(b)(4)] to expand the number of slots in high quality settings, $[(b)(4)] for program quality improvement, $[(b)(4)] to expand access to pre-k, $[(b)(4)] for research to inform improvement efforts, and $[(b)(4)] to improve teacher preparation.

We continue to look for successful partnership opportunities with OCDEL and other partners that forward our shared goal of ensuring a high quality early education for each young child in Pennsylvania. We are confident that a Preschool Expansion Grant would be well-used to advance this goal.

Please do not hesitate to contact us should you have any questions.

Sincerely,

[(b)(6)]

Laura Sparks

September 23, 2014

Barbara G. Minzenberg, Ph.D.
Deputy Secretary
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Deputy Secretary Minzenberg:

On behalf of Pennsylvania Partnerships for Children (PPC), I would like to express our support for Pennsylvania's application to the U.S. Departments of Education and Health and Human Services for a Preschool Expansion Grant. As you know, PPC is a statewide, independent, non-partisan and non-profit children's advocacy organization. Our early learning work focuses on giving at-risk children the strong start they need for school success through high-quality child care, pre-kindergarten and evidence-based home visiting programs. This competition is an excellent opportunity to expand access to high-quality pre-k to at-risk children in the commonwealth.

Pennsylvania is proposing a two-pronged approach to the Preschool Expansion Grant. Funding from this grant will increase the number of slots in the state-funded Pennsylvania Pre-K Counts program, focusing on high-need areas of the commonwealth. In addition, all Pre-K Counts programming will incorporate comprehensive services. This strategy will improve the quality and increase the availability of statewide pre-k programs.

Though we have made progress, we have much more to do to increase pre-k access across the commonwealth. About 53,000 Pennsylvania children benefit from high-quality pre-k that is funded through state or federal sources, but that represents only about 18 percent - or about 1 in 6 - of the nearly 300,000 3- and 4-year-olds in the state. That means about 244,000 children lack access to publicly funded, high-quality pre-k every year. PPC believes the commonwealth's proposal will take another important step to provide pre-k in at-risk communities and increase the number of children served in the commonwealth so more children enter school ready to succeed.

We wish you the best for a successful application.

Sincerely,

(b)(6)

717-236-5680   800-257-2030   www.papartnerships.org

CITY OF PITTSBURGH

"AMERICA'S MOST LIVABLE CITY"

Dr. Barbara Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

September 30, 2014

RE: SENT VIA ELECTRONIC MAIL AND FIRST CLASS MAIL

Dear Dr. Minzenberg,

In response to U.S. Secretary of Education, Arne M. Duncan's announcement on August 13, 2014 of the Preschool Development Grant Competition, please find enclosed a set of recommendations and contextual information that demonstrates our continued interest in high quality early childhood education...

I believe these recommendations show Pittsburgh to be a leading candidate to receive funds from the Preschool Development Grant, as per Secretary Duncan's strong suggestion. As such I have assembled leaders from across various sectors, such as pre-K practitoners, higher education, public schools, business, philanthropy and government to form the Mayor's Blue Ribbon Panel on Early Childhood Education (MBRPECE).

The MBRPECE is of great assistance to my office in articulating the need and capability of this City to not only add slots to our much needed Pre-K initiatives; but also to outline the critical set of needs that exist here. MBRPECE's work will point to a brighter future for expansion of early childhood educational opportunities for all children in the City of Pittsburgh.

This effort, if successful, will add slots for four-year olds to Pittsburgh's high quality early education systems. These children will come directly from a "waiting list" of families. This will enable families who are desirous of giving their children this necessary first step, the opportunity to do so. At this moment we could fulfill the aspirations of 378 more children and families should the proceeds be there to support this City's essential need.

As you well know, research has shown, quite definitively, that high quality early education can make such a crucial difference in the life outcomes of children. Locally and colloquially folks in Pittsburgh are prone to observe that a high quality early education experience can send a student off to, "a Penn State", or, "a State Pen." Of course, the tragic range of this continuum of possibility is no laughing matter. We can, positively, do something certain to maintain the

course of our children's lives, such that they are fruitful and giving citizens of the Commonwealth, landing as adults in desired careers and lifestyles.

Dramatic and loving attention to high quality early education can make what appears for some to be a tragic certainty, instead become a very happy beginning. These pathways can and do begin prenatally.

At this time, we are focused on the request that your offices continue the support of the high quality early childhood learning experience, through selecting Pittsburgh as a major location to invest successful Preschool Development Grant funding. I thank the MBRPECE for placing Pre-natal-to-K high quality learning on a future agenda.

It is my great honor as the Mayor of the City of Pittsburgh to transfer to you this this set of recommendations, which will make a major difference in the life outcomes for a growing number of our children.

I know that you will receive this request with the grace, knowledge and commitment that you have shown to all of the children in Pennsylvania. I thank you in advance for your time, attention and well wishes in this matter.

Sincerely,

(b)(6)

William Peduto
Mayor

cc: MBRPECE

MISSION: READINESS
MILITARY LEADERS FOR KIDS

8 October 2014

The Honorable Carolyn Dumaresq, Ed.D.
Acting Secretary of Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

The Honorable Beverly Mackereth
Secretary of Public Welfare
Pennsylvania Department of Public Welfare
Health and Welfare Building
Harrisburg, PA 17105

Dr. Barbara G. Minzenberg, Ph.D.
Deputy Secretary
Office of Child Development and Early Learning
Pennsylvania Departments of Education and
Public Welfare
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Secretary Dumaresq; Secretary Mackereth; Deputy Secretary Minzenberg:

MISSION: READINESS is a nonpartisan, national security organization of over 450 retired admirals and generals and other senior military leaders. We have come together to address data from the Department of Defense indicating that 72 percent of all young Pennsylvanians between the ages of 17 and 24 are unable to join the military, primarily because they have either failed to finish high school, have criminal records, or are physically unfit. We are troubled by the likely impact that this will have on our future military preparedness. Our belief is that a shrinking pool of eligible recruits is a threat to our national security interests.

The retired military leaders of MISSION: READINESS recognize early learning as a tested strategy to help our next generation of Americans achieve personal and career success. National research has shown, time and time again, that participants in high-quality early care and education programs are more likely to graduate from high school and less likely to commit crime. Early learning is therefore key to providing young learners with a foundation for many options in adulthood, including a career in the military should they choose to pursue one.

As you know, in the last decade Pennsylvania has gone from being one of only nine states in the country not allocating any state funds for quality early care and education to a nationally recognized model consisting of high-quality early learning continuum programs. Programs like Pennsylvania Pre-K Counts, Head Start Supplemental Assistance, Keystone STARS and other components of this continuum are helping tens of thousands of at-risk 3- and 4-year-olds throughout the Commonwealth reach their full potential.

Therefore, on behalf of Mission: Readiness Pennsylvania members, it is my pleasure to offer this letter of support for the Commonwealth of Pennsylvania's application for a Preschool Expansion Grant. I applaud Pennsylvania's application for proposing an increase to the number of slots in the current state-funded Pennsylvania Pre-K Counts program and for focusing on high-need areas of the commonwealth. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

As an organization of military leaders, we care deeply about our future military preparedness. We know that continued investments in high-quality early learning continuum programs like those found in Pennsylvania will assist in achieving that goal by getting young Americans the right start in life. A strong commitment today to high-quality early education will keep America strong and safe tomorrow.

Respectfully submitted,

(b)(6)

Thomas J. 'TJ' Wilson, III
Rear Admiral, U.S. Navy (Ret.)

MissionReadiness.org

FIGHT CRIME: Invest in Kids
Pennsylvania

October 7, 2014

Barbara G. Minzenberg, Ph.D.
Deputy Secretary
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Dr. Minzenberg:

I am writing on behalf of the members of FIGHT CRIME: INVEST IN KIDS *PENNSYLVANIA* to support the Commonwealth of Pennsylvania's application to the US Departments of Education and Health and Human Services for an expansion grant within the Preschool Development Grant program.

FIGHT CRIME: INVEST IN KIDS *PENNSYLVANIA* is a nonprofit organization of almost 200 police chiefs, district attorneys, sheriffs and other law enforcement leaders throughout the state. Our members know from experience on the front lines of fighting crime and from decades of research that high-quality early learning programs are very powerful crime prevention tools. When children participate in high-quality early learning programs, they are far more likely to enter school ready to learn and graduate from high school and far less likely to have early behavioral problems that can lead to juvenile and adult crime. Since 2001, we have been pleased to play an important collaborative role with many organizational partners to educate policymakers about and advocate for strategic investments to help build Pennsylvania's early learning continuum.

The body of research is clear that only high-quality pre-k programs—those that are characterized by numerous recognized standards—yield the crime prevention, school readiness and taxpayer savings benefits that are shown to be attainable. We firmly support Pennsylvania's Preschool Development Grant application, which we understand addresses both making the existing state Pre-K Counts program of even higher quality and expanding it to serve more at-risk children in targeted high-need areas of the state.

Thank you for your ongoing work on behalf of Pennsylvania's young children and families and for pursuing a Preschool Development expansion grant to further the tremendous work that has been done already to build Pennsylvania's high-quality early learning system.

Sincerely,

(b)(6)

Bruce R. Clash
State Director

**PA Early Learning
Keys to Quality**
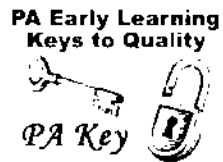
PA Key

Pennsylvania Key
200 North Third Street, 3rd Floor
Harrisburg, PA 17101

P/717-213-2061 • F/717-213-0585
www.pakeys.org

Coordinated by the Berks County Intermediate Unit

Dr. Barbara Minzenberg, Ph.D.
Deputy Secretary
Office of Child Development and Early Learning
Departments of Education and Public Welfare
333 Market Street, 6th Floor
Harrisburg, PA 17126

October 10, 2014

Dear Dr. Minzenberg,

The Pennsylvania Key, administered by the Berks County Intermediate Unit (BCIU), has been a proud partner of the Office of Child Development and Early Learning since 2005. The PA Key provides leadership and high quality supports to Pennsylvania's early learning system in the form of professional development, technical assistance, and both programmatic and fiscal monitoring of PA Pre-K Counts and the Head Start Supplemental Assistance Program.

The PA Key and BCIU are excited by the possibility of the expansion of Pre-K Counts services through the federal Preschool Expansion grant, and look forward to continuing to partner with OCDEL in supporting these programs.

Sincerely,

(b)(6)

Maureen J. Murphy
Director, PA Key

475 East Waterfront Drive

Homestead, PA 15120

(412) 394-5700

aiu

Allegheny Intermediate Unit

Educational Opportunities · Innovative Solutions · Leadership Excellence

September 26, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Allegheny Intermediate Unit currently provides high quality preschool services to eligible children/families through Federal Early Head Start, Federal and State Head Start, State Early Intervention and State Pre-K Counts serving over 4,500 children annually.

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

The Allegheny Intermediate Unit, AIU3, is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, AIU3 will begin serving 40 eligible four year old children through this initiative.

Through this opportunity our program will serve the Duquesne and Sto-Rox Area School Districts which OCDEL has identified as high-needs communities for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely,

(b)(6)

Chris Rodgick
Director Early Childhood Education
Head Start/Pre-K Counts Programs

We maximize educational opportunities for all learners by responding to the needs of our community
with leading-edge, high-quality, cost-effective programs and services.

Patricia W. Savage, Ph.D.
President/CEO

915 Hickory Street
Hollidaysburg, PA 16648
814.696.4556
fax 814.696.4561
email ceo@alsm.org
www.alsm.org

September 30, 2014

Dr. Barbara G. Minzenberg, Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg:

I hope this letter finds you well.

As you likely know, the Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate comprehensive services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Allegheny Lutheran Social Ministries is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, Allegheny Lutheran Social Ministries will begin serving 20 eligible four-year-old children through this initiative.

Allegheny Lutheran Social Ministries (ALSM) is a faith-based not-for-profit organization that has been serving individuals and families for more than 65 years with services that span the generations. ALSM touches the lives of more than 3,000 people annually in eight West Central Pennsylvania counties, including Cambria County.

Through this opportunity our program will serve the Greater Johnstown School District which OCDEL has identified as a high-needs community for purposes of the grant application. This expansion funding will allow us to reach out to the Greater Johnstown School District, and build a stronger relationship to ease the transition for children and families from preschool to kindergarten. The additional slots will provide educational experiences for more preschoolers that would not otherwise have that opportunity.

Thank you for your outreach to our program.

We look forward to our partnership.

Sincerely,

(b)(6)

Patricia W. Savage
President/CEO

SENIOR
COMMUNITIES

Hickory Commons
At Hollidaysburg

The Lutheran Home
At Johnstown

The Oaks At
Pleasant Gap

COMMUNITY
SERVICES

Senior Daily
Living Centers

Counseling

In-Home Care

CHILDREN'S
SERVICES

Bedford &
Fulton Counties
Head Start

Bedford County
Early Head Start

Family Centers
Of Bedford County

Growing Years
Early Learning Centers

Kid Step Programs

OUR MISSION
To serve people through a ministry of love, compassion, and mercy in the name of our Lord, Jesus Christ.

ARIN Intermediate Unit
2895 West Pike
Indiana, PA 15701-9769

Regional Education Service Agency
PHONE: 724-463-5300
FAX: 724-463-5315
EMAIL: info@iu28.org
WEB: iu28.org

October 9, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

ARIN Intermediate Unit is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, ARIN IU will begin serving 20 eligible four year old children through this initiative.

Through this opportunity our program will serve the Purchase Line Area School District, which OCDEL identified high-needs community for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely,

(b)(6)

James Wagner
Executive Director

Bradford-Tioga Head Start, Inc.
5 Riverside Plaza
Blossburg PA 16912
(570)638-1400 (570) 638-1425 Fax
www.bradfordtiogahs.org

September 29, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Bradford-Tioga Head Start, Inc. is pleased to offer an intent to partner in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, Bradford-Tioga Head Start, Inc. will intend to serve 20 eligible four-year-old children through this initiative, pending official approval from our Board.
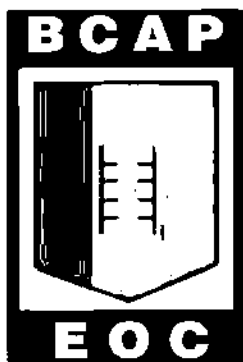
Through this opportunity, our program will serve Towanda Area School District, which OCDEL identified high-needs community for purposes of the grant application .

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely,

(b)(6)

Jody Thomas
Executive Director

Berks Community Action Program
P.O. Box 22
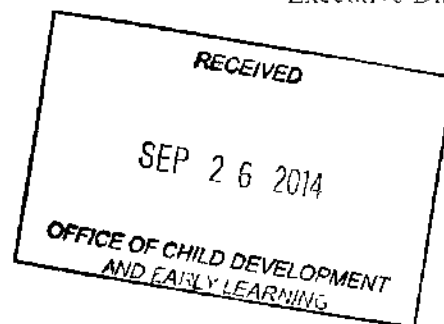## Reading, Pennsylvania 19603-0022

TEL: 610-376-6571 • FAX: 610-376-6575
Email: info@bcapberks.org

Lawrence A. Berringer
Executive Director

September 24, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

The Berks County Community Action Program, BCAP, is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, BCAP will begin serving 280 eligible four year old children through this initiative.

Through this opportunity our program will serve the Reading Area School District, which OCDEL identified high-needs community for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Yours in community action,

(b)(6)

Lawrence A. Berringer
Executive Director

An Equal Opportunity Employer

community Action

BIG BEAVER FALLS AREA SCHOOL DISTRICT
1503 Eighth Avenue, Beaver Falls, PA 15010
Phone (724) 843-3470 Fax (724) 843-2360
www.tigerweb.k12.pa.us

DONNA M. NUGENT, Ed.D Superintendent of Schools JOYCE DEPENHART Director of Student Services	GARY CECCARELLI, B.S. Business Manager ROBERT PELAIA Director of Physical Plant

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

September 24, 2014

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

The Big Beaver Falls Area School District is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Our district will financially support the expansion through the following funds: Administrative salaries of Director of Student Services and Principal: $ (b)(4) Custodial & maintenance fees: $ (b)(4) Room and utility costs: $ (b)(4) Nurse & Counselor services: $ (b)(4) This is just an estimate of $ _____ that the district is willing to contribute locally in order to support an additional Preschool classroom.   Beginning in program year 2015-2016, Big Beaver Falls Area School District will begin serving 20 eligible four year old children through this initiative.

Through this opportunity our program will serve the Big Beaver Falls Area School District, which OCDEL identified high-needs community for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

(b)(6)

Donna M. Nugent, Ed.D.

In the Big Beaver Falls Area School District, we are committed to an exemplary educational program
which is built on trust, caring, diversity, and opportunity
AN EQUAL OPPORTUNITY EMPLOYER
PR/Award # S419B150005
Page e118

Chester County Intermediate Unit

September 26, 2014

Dr. Barbara Minzenberg
Departments of Education & Public Welfare
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate comprehensive services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

The Chester County Intermediate Unit (CCIU) is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, CCIU will begin serving 40 eligible four-year old children through this initiative. Through this opportunity our program will serve Octorara Area School District, which OCDEL identified high-needs community for purposes of the grant application. As an Intermediate Unit, the CCIU is already providing high quality comprehensive services to children of all ages in Chester County and would value the opportunity to meet the growing needs of the Octorara Area School District.

Thank you for your outreach to our program, we look forward to growing the partnership between the CCIU and OCDEL.

Sincerely,

(b)(6)

Joseph J. O'Brien, Ed.D.
Executive Director

(b)(6)

cc: Jacalyn Auris
        Tamara Acuna

RECEIVED

SEP 29 2014

OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

CenClear

Since 1980

September 26, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market Street, 6th Floor
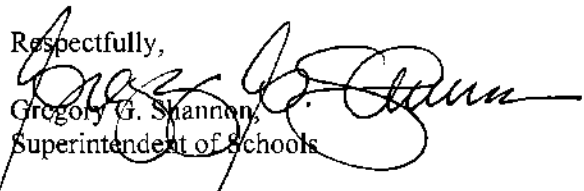Harrisburg, PA 17126

Dear Dr. Minzenberg:

Please accept this letter of support and commitment from Cen-Clear Child Services, Inc. (*dba* CenClear) for the application submitted by Pennsylvania to the U.S. Department of Education for Preschool Expansion under the Race to the Top: Preschool Development Grant.

The Pennsylvania Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to expand high quality preschool opportunities. First, by working closely with current Pre-K Counts programs with a demonstrated need to serve additional children, OCDEL will increase the number of slots available in targeted, high-need areas of the state. Second, all Pre-K Counts programs will enhance their program design to incorporate Comprehensive Services into existing programming. This dual strategy will both improve the quality and increase the availability of statewide preschool programs, thereby strengthening Pennsylvania's early childhood system for all children.

CenClear endorses this approach and is pleased to commit to partnering in the Preschool Expansion initiative as a sub-grantee with OCDEL. Through this opportunity the CenClear program will serve children in the Purchase Line Area School District, which OCDEL has identified as a high-needs community and targeted for expansion in its grant application. Beginning in program year 2015-2016, CenClear will begin seventeen (17) eligible four-year-old children. We further anticipate that parent or community volunteers will provide an estimated 700 hours of program support, valued at $(b)(4).

Thank you for considering us for this opportunity. We look forward to partnering with you.

Sincerely,

(b)(6)

Eugene M. Kephart, D.Ed.
Executive Director

1633 Philipsburg Bigler Hwy · Philipsburg, PA 16866
Phone: (814) 342-5678 · (800) 525 5437 · Fax: (814) 342-2755
www.CenClear.org

PR/Award # S419B150005
Page e120

CHESTER UPLAND SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT
1720 MELROSE AVENUE
CHESTER, PA 19013

Gregory G. Shannon,
Superintendent of Schools

Telephone: (610) 447-3610
Fax: (610) 446-3616

September 29, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

The Chester Upland School District is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, the Chester Upland School District will begin serving 100 eligible four-year-old children through this initiative. We will provide classroom space in our schools, dietary needs, curriculum materials, instructional support, and professional development for the staff.

Through this opportunity our program will serve the Chester Upland School District, which OCDEL has identified as a high-needs community for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Respectfully,

Gregory G. Shannon,
Superintendent of Schools

The Child We Raise Will Lead the Village...

Child
Development, Inc.

Ready for school and a lifetime of learning

September 29, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Child Development Inc. is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, Child Development Inc. will begin serving 18 eligible four year old children through this initiative. Through this opportunity our program will serve the Mahanoy School District which OCDEL has identified as a high-needs community for purposes of the grant application.

Child Development Inc. will provide $ (b)(4) in local match to support the grant. Funds received from the Schuylkill United Way will be allocated to assist in providing comprehensive, wrap-around services for children and families.

Thank you for your outreach to our program, we look forward to our partnership.

In the best interest of children and families -

(b)(6)

Mary Ann Devlin
Executive Director

2880 Pottsville-Minersville Highway, Suite 210 • Minersville, PA 17954
Voice: (570) 544-8959• (800) 433 33/0 • Fax: (570) 544-6915
www.childdevelop.org
PR/Award # S419B150005
Proud member of the Schuylkill United Way

Head Start/Early Head Start of the Lehigh Valley
PA Pre-K Counts Preschool

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Community Services for Children, CSC, is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, CSC will begin serving 200 eligible four year old children through this initiative.

Through this opportunity our program will serve the Bangor Area and Allentown City School Districts, which OCDEL identified high-needs communities for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely,

(b)(6)

Jane Ervin
CEO/President

PROGRAMS: Head Start/Early Head Start of the Lehigh Valley • PA Pre-K Counts Preschool
Child Care Information Services (CCIS) of Lehigh County • Northeast Regional Key • Early Education Academy • LehighValleyCamps.com
PR/Award # S419B150005

1520 Hanover Ave. • Allentown, PA 18109 • 610-437-6000 • FAX 610-437-6500 • www.cscinc.org

DELAWARE COUNTY INTERMEDIATE UNIT

SERVING THE SCHOOLS OF DELAWARE COUNTY

Education Service Center
200 Yale Avenue
Morton, Pennsylvania 19070-1918

Phone (610) 938-9000

Lawrence J. O'Shea, Ph.D.
Executive Director

September 29, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Delaware County Intermediate Unit, DCIU, is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, DCIU will begin serving 80 eligible four year old children through this initiative.

Through this opportunity our program will serve the Interboro Area and William Penn Area School Districts, which OCDEL identified high-needs communities for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely,

(b)(6)

Lawrence J. O'Shea, Ph.D.
Executive Director

9/30/14

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

The Erie City School District is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, Erie City School District will begin serving 120 eligible four year old children through this initiative.

Through this opportunity our program will serve the Erie City School District which OCDEL has identified as a high-needs community for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely

(b)(6)

Federal Programs Coordinator
Erie's Public Schools
148 West 21st Street
Erie, PA. 16502
814-874-6070 work
814-874-6077 fax
kolszewski@eriesd.org

GREATER NANTICOKE AREA SCHOOL DISTRICT

Administrative Suite
Superintendent's Office
427 Kosciuszko Street, Nanticoke, PA 18634-2690

Fax: (570) 735-1350
Phone: (570) 735-1270

Dr. Ronald Grevera
Superintendent of Schools

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Greater Nanticoke Area School District supports and commits to partnering with the Office of Child Development and Early Learning (OCDEL) in its proposal of a two-pronged approach to the US Department of Education's Preschool Expansion Grant. As an existing Pre-K Counts program in a high-needs community with an unmet need for additional slots, we generally support OCDEL's plan to increase the number of slots available; we would like to have thoughtful conversation with OCDEL as to whether this would best occur at our own preschool or through our role as a lead agency partnering with a preschool in our community, and whether an additional classroom program would best be full-day or half-day. Our Pre-K Counts program is eager to incorporate Comprehensive Services as a needed enhancement of our program, as proposed by OCDEL. This approach will both improve the quality and increase the availability of preschool programs across Pennsylvania.

Our school district will repurpose and renovate a room for an additional preschool class in our Family Center, if deemed the most effective location option for such an expansion. As such, we offer an in-kind cash match of janitorial and occupancy costs, which we estimate conservatively as $(b)(4) per year ((b)% of the Family Center's annual occupancy costs). Our Family Center conducts quarterly Community Advisory Board meetings, bringing together various non-profits and local stakeholders; this strong community network will provide opportunities for additional sponsorship of program components, as well as an exchange of ideas for how best to maximize the reach and effectiveness of our preschool program services. One of our district's greatest resources, our National Honor Society and high school club volunteers, will be available for classroom visits and family engagement events, for music and art demonstrations and to assist with play supervision.

Beginning in program year 2015-2016, our district will begin serving 15-20 eligible four year old children through this initiative, depending on the level of funding.

Thank you for your outreach to our program and the other PA Pre-K Counts programs serving high-needs communities. We look forward to our partnership.

Sincerely,

(b)(6)

Ronald J. Grevera, D.Ed.

September 29, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Keystone Service Systems, Inc. DBA Capital Area Head Start is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, Keystone Service Systems, Inc. DBA Capital Area Head Start will begin serving 80 eligible four year old children through this initiative.

Through this opportunity our program will serve Harrisburg Area and Steelton-Highspire School Districts, which OCDEL identified as high-needs communities for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely
(b)(6)

Jo Pepper
Director CAHS

JP:hj

KING'S COLLEGE

Sponsored by the Congregation of Holy Cross

CONTROLLER'S OFFICE
(570) 208 - 5837

September 26, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6ᵗʰ floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Kings College is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, Kings College will begin serving 40 eligible four year old children through this initiative.

Through this opportunity our program will serve Wilkes-Barre Area School District, which OCDEL identified high-needs community for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely

(b)(6)
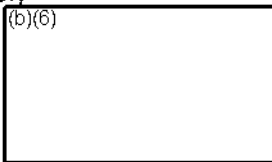
Thomas Graber, CPA
Associate Vice President, Controller
& Chief Accounting Officer

Lancaster-Lebanon
Intermediate Unit 13

IU13

An Education Service Agency

One Cumberland Street
Lebanon, PA 17042
(717) 450-1500
www.iu13.org

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Lancaster-Lebanon Intermediate Unit 13, LLIU, is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, LLIU will begin serving 20 eligible four year old children through this initiative. Through this opportunity our program will serve Lebanon School District which OCDEL has identified as a high-needs community for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely

(b)(6)

Brenda L. Hanthorn

October 10, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

McKeesport Area School District is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, McKeesport Area School District will begin serving 40 eligible four year old children through this initiative.

Through this opportunity our program will serve the McKeesport Area School District, which OCDEL identified high-needs community for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely,

(b)(6)

Rula S. Skezas, Ed. D.

Superintendent

Helping People. Changing Lives.

Ronald J. Errett
President/CEO

Board of Directors

Chair
Ray Benedict

Vice Chair
Autumn Wray Klein

Secretary
Tricia Kehoe

Treasurer
Richard English

Denise Anthony

Peter Costar

Terry Harrison

Denise Jarrett

Robert Kochems

John Lechner

Walter Matthews

Lori Marley

Karen Winner Sed

Ed Palanski

September 25, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Community Action Partnership of Mercer County (CAPMC) pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, Mercer CAP will begin serving 17-20 eligible four year old children through this initiative.

Through this opportunity our program will serve Sharon City School District, which OCDEL identified high-needs community for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely

(b)(6)

Ron J. Errett

PathStone

Connecting You to Opportunities
www.pathstone.org

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Pathstone Corporation is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, Pathstone Corporation will begin serving 20 eligible four year old children through this initiative.

Through this opportunity our program will serve the Panther Valley School District, which OCDEL identified high-needs community for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely,

(b)(6)

Holly Strait
Sr. Director Child & Family Development Services

Private

Council
OF WESTMORELAND/FAYETTE, INC.

September 26, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Stephanie L. Miller, MS, NCC

Tim Yurcisin

Offices:

Corporate/Greensburg
219 Donohoe Road
Greensburg, PA 15601
Phone: (724) 836-2600
Fax: (724) 836-4588

New Kensington
1150 Fifth Avenue, Suite 200
New Kensington, PA 15068
Phone: (724) 334-8600
Fax: (724) 334-8710

Uniontown

Uniontown

Monessen

Monaca

Dear Dr. Minzenberg:

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Private Industry Council of Westmoreland/Fayette, Inc. (PIC) is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, PIC will begin serving 60 eligible four year old children through this initiative.

Through this opportunity our program will serve the Albert Gallatin Area, Brownsville Area and Aliquippa School Districts which OCDEL has identified as high-needs communities for purposes of the grant application.

PIC will also commit $ [(b)(4)] in local match. This will be documented from parent involvement, administrative wages paid from unrestricted dollars, foundation funding, and/or local donations including from the participating schools.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely,

[(b)(6)]

Tim Yurcisin
President & CEO

cc: Terri Campbell
        John Sproull
        Shujuane Martin
        Rene Despot
        Rachel Stickle

Where needs are met...goals are reached.

d.b.a.
Education and Technology Institute

Operating Partner of
PA CareerLink

PR/Award # S419B150005
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Grantee for
Head Start/Early Head Start
of Fayette County

Grantee for
Head Start of Beaver
County

341 South Bellefield Avenue | Pittsburgh, PA 15213-3516
Parent Hotline: 412-622-7920 | superintendentoffice@pghboe.net | www.pps.k12.pa.us

Linda S. Lane, Ed.D., Superintendent of Schools

October 1, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

On behalf of Pittsburgh Public Schools (PPS), I am writing to enthusiastically support the proposal being submitted by the Office of Child Development and Early Learning (OCDEL) to the U.S. Department of Education's Preschool Development Grants–Expansion Grants competition. As you know, PPS has served the Pittsburgh community with comprehensive Early Childhood Education (ECE) programs for nearly 50 years. Recently, financial constraints have forced us to reduce our classroom numbers, but we remain the largest provider of ECE services for at-risk/low-income children in the City.

If OCDEL's proposal is successful, your agency will implement a two-pronged approach to increasing the availability and improving the quality of statewide preschool programs. By identifying current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This sound approach will strengthen Pennsylvania's early childhood system for all children.

PPS looks forward to partnering with your agency on the implementation of the Expansion Grants program as a sub-grantee. OCDEL has identified the community that PPS serves as one that it is in high need of early childhood services. If a grant is awarded, PPS, in collaboration with other high quality child care agencies in Pittsburgh, will serve an additional 120 eligible four-year-old children, beginning in the 2015-16 program year. We will also contribute $(b)(4) of non-restricted indirect costs to this partnership.

In tough economic times, it is critical to invest every dollar in what we know works. Early education programs are proven and this application builds on Pennsylvania's existing system to better prepare our youngest Pennsylvanians for achievement.

We wish you the best for a successful proposal.

Sincerely,

(b)(6)

Linda S. Lane

c: Carol Barone-Martin, Executive Director, PPS Early Childhood Education

We are an equal rights and opportunity school district. Parent Hotline: 412-622-7920 | www.pps.k12.pa.us

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Pocono Services for Families and Children

212 West Fourth Street
East Stroudsburg, PA 18301
Administrative Phone: (570) 421-2711
Family Service Phone: (570) 421-2676
Fax: (570) 421-6482
www.psfc.org

Tim Lee
Executive Director

October 3, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate high quality comprehensive services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Pocono Services for Families and Children is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning with the 2015-16 program year, Pocono Services for Families and Children will begin serving 60 eligible four-year-old children through this initiative. With this opportunity our program will serve East Stroudsburg Area School District, which OCDEL identified as a high-needs community for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely,

(b)(6)

Tim Lee
Executive Director

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Pottstown School District, is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016 Pottstown School District will begin serving 40 eligible four year old children through this initiative. Through this opportunity our program will serve the Pottsgrove and Pottstown Area School Districts, which OCDEL identified high-needs communities for purposes of the grant application.

Pottstown School District has a long history of partnering with community early learning programs to provide quality early education services to Pre-K children in our community. Through our comprehensive school readiness initiative, PEAK, we support our community partner sites with services designed to improve school readiness and to engage and support families. We believe our work with families and young children is life-changing and are fully committed to continuing to provide high quality services under the Preschool Expansion Grant.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely,

(b)(6)

Jeff Sparagana, Ed D
Superintendent of Schools

THE SCHOOL DISTRICT OF LANCASTER

Pedro A. Rivera
Superintendent
251 South Prince Street, 4th Floor
Lancaster, Pennsylvania 17603

*(717) 291-6121*

September 29, 2014

Dr. Barbara G. Minzenberg, Deputy Secretary
Office of Child Development and Early Learning
333 Market Street, 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The School District of Lancaster is pleased to commit to partnering with the Office of Child Development and Early Learning (OCDEL), as a sub-grantee, in the Preschool Expansion Grant. Using a two-pronged approach, OCDEL will increase the number of slots available in high need areas of the state, as demonstrated by current PreK Counts programs with lengthy waitlists. Additionally, all PreK Counts programs will incorporate Comprehensive Services, improving quality and increasing availability of statewide preschool opportunities, strengthening Pennsylvania's early childhood system.

Beginning in program year 2015-2016, the School District of Lancaster will begin serving 120 eligible four year old children through this initiative. At this time, the district is committed to matching funds as detailed below.

District Run Program Budget for One Year	$ (b)(4)
Transportation for One Year	
Curriculum – Little Treasures	
Curriculum – Creative	
Building Rental – 6 Classes	
Administrative Support – Early Childhood Coordinator	
Administrative Support – Accounting Supervisor	
Custodial – 50% of 1 FTE	
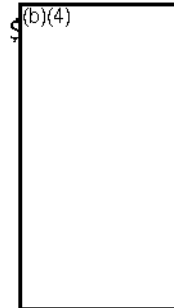
Thank you for reaching out to the School District of Lancaster. We look forward to this partnership and to increasing the high quality early learning opportunities for our youngest students.

Sincerely,

Pedro A. Rivera, Superintendent
School District of Lancaster

The School District of Lancaster

TOGETHER WE CAN

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF EARLY CHILDHOOD EDUCATION
440 NORTH BROAD STREET, SUITE 271
PHILADELPHIA, PENNSYLVANIA 19130

DIANE CASTELBUONO
DEPUTY CHIEF

TELEPHONE (215) 400-6242
FAX (215) 400-4271

Dr. Barbara G. Minzenberg, Deputy Secretary
Office of Child Development and Early Learning
Pennsylvania Department of Education
333 Market Street, 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg:

The School District of Philadelphia enthusiastically supports the Office of Child Development and Early Learning (OCDEL) in the two-pronged approach it proposes to take in response to the U.S. Department of Education's Preschool Expansion Grant. By utilizing current Pre-K Counts providers with demonstrated need for additional service capacity, such as the School District of Philadelphia, OCDEL will ensure a significant increase in the number of high-quality preschool seats within some of the most high-need regions of the state. We are especially pleased that participation in this grant will enable us to enhance our existing Pre-K Counts programs by augmenting resources for a comprehensive array of support services, which will benefit large numbers of disadvantaged children and families in Philadelphia.

The School District of Philadelphia is prepared to commit to a formal, "sub-recipient" relationship with the state beginning with the 2015/16 project period in order to address the specific program objectives noted above. Through the extension of our current partnership, the School District will provide quality preschool programming to an additional 534 eligible four-year-olds from high-need regions of our city, including West Philadelphia, which is host to a federally-designated Promise Zone.

In conjunction with our endorsement of this exciting project, we would also like to pledge a yearly in-kind contribution of approximately $ (b)(4) from the District's local operating budget related to facility management costs at participating implementation sites and direct, on-going support offered by various central administrative personnel.

Thank you for including the School District of Philadelphia in this initiative. I look forward to our expanded partnership.

Sincerely,

(b)(6)

Diane Castelbuono
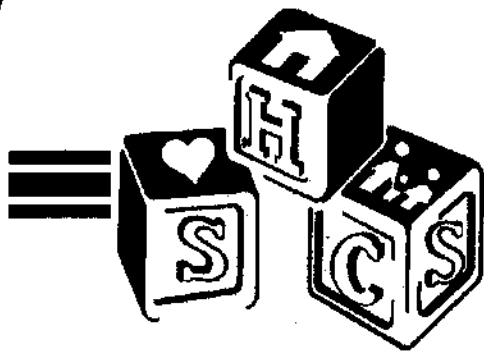
Seton Hill Child Services, Inc.

Central Office – 226 South Maple Avenue – Suite 221
Greensburg, PA 15601
(724) 836-0099
shchildservices.org

September 25, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Through this opportunity our program will serve the New Kensington-Arnold School District which OCDEL has identified as a high-needs community for purposes of the grant application. Seton Hill Child Services is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, Seton Hill Child Services will begin serving 20 eligible four year old children through this initiative. Seton Hill Child Services is currently supporting the Early Childhood population through Head Start, Early Head Start and Pre K Counts slots in the New Kensington Arnold area. We are aware through waiting lists, community assessments, and other statistical reports that there continues to be many children that remain unserved. These slots will allow additional children in this area to access quality learning opportunities. Thank you for your outreach to our program, we look forward to our partnership.

Sincerely

(b)(6)

Elisa Brady M. Ed.

Director of Operations

Seton Hill Child Services

THE SCRANTON - LACKAWANNA
HUMAN DEVELOPMENT AGENCY, INC.

321 SPRUCE STREET 1ST FLOOR, SCRANTON, PENNSYLVANIA 18503

Phone: (570) 963-6836   **Fax: (570) 496-7713**

September 26, 2014

SAM CECCACCI
Executive Director

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA   17126

Dear Dr. Minzenberg:

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant.   By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state.   In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming.   This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

Scranton Lackawanna Human Development Agency (SLHDA), Inc. is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, SLHDA will begin serving 60 eligible four year old children through this initiative.

Through this opportunity our program will serve the Scranton School District which OCDEL has identified as a high-needs community for purposes of the grant application.

The SLHDA, Inc. program will generate a number of opportunities for local match amounts in support of this grant.   Rent for facilities through the use of partners such as the Scranton School District and other partners will be provided without cost to the grant. Renovations will be completed in advance of the children being admitted at no cost to the grant and volunteers in terms of including parents and other community partners in program activities will generate local match.   United Way Dollars support other areas of program operations.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely,

(b)(6)

Ann Lynady
Head Start Director

2138 Lincoln Street
Williamsport, PA 17701
1-800-346-3020
(570) 326-0587
FAX: (570) 322-2197

124 East Walnut Street
Lock Haven, PA 17745
1-800-222-2019
(570) 858-5800
FAX: (570) 858-5808

Terry E. Roller, President & CEO

Lycoming-Clinton Counties Commission for Community Action (STEP), Inc.

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

STEP, Inc. is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL . Beginning in program year 2015-2016, STEP, Inc. will begin serving 18 eligible four- year- old children through this initiative.

Through this opportunity our program will serve Williamsport Area School District, which OCDEL identified as a high-needs community for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely,

(b)(6)

Terry E. Roller
President & CEO
Lycoming-Clinton Counties Commission for Community Action (STEP), Inc.

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.

The Wilkinsburg School District is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, Wilkinsburg School District will begin serving 20 eligible four year old children through this initiative.

Through this opportunity our program will serve the Wilkinsburg School District which OCDEL has identified as a high-needs community for purposes of the grant application.

Thank you for your outreach to our program, we look forward to our continued partnership.

Sincerely,

Dr. Daniel J. Matsook
Acting Superintendent

Dr. Eric B. Holmes
Superintendent of Schools

September 25, 2014

Dr. Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market St. 6th floor
Harrisburg, PA 17126

Dear Dr. Minzenberg,

The Office of Child Development and Early Learning (OCDEL) proposes a two-pronged approach to the US Department of Education Preschool Expansion Grant. By utilizing current Pre-K Counts programs with demonstrated need for additional slots, OCDEL will increase the number of slots available specifically in high-need areas of the state. In addition, all Pre-K Counts programs will enhance their services to incorporate Comprehensive Services into existing programming. This strategy will both improve the quality and increase the availability of statewide preschool programs, strengthening Pennsylvania's early childhood system for all children.
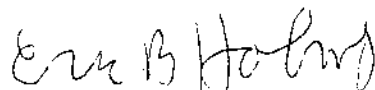
The School District of the City of York is pleased to commit to partnering in the Preschool Expansion Grant as a sub-grantee with OCDEL. Beginning in program year 2015-2016, The School District of the City of York will begin serving at least 40 eligible four year old children through this initiative.

Through this opportunity our program will serve The School District of the City of York which OCDEL has identified as a high-needs community for purposes of the grant application.

In addition, although we are financially challenged, we offer approximately $(b)(4) in local funds match through the cost provided for janitorial services, utilities, general maintenance, and program oversight for those classrooms.

Thank you for your outreach to our program, we look forward to our partnership.

Sincerely,

Eric B. Holmes, Ed. D.
Superintendent

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2014
Infants- Toddlers

Pennsylvania
Learning Standards
for Early Childhood

pennsylvania
DEPARTMENT OF EDUCATION

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Standard Area 10.2: Healthful Living
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Standard Area 10.4: Physical Activity: Gross Motor Coordination
Standard Area 10.5: Concepts, Principles and Strategies of Movement: Fine Motor Coordination
Health, Wellness and Physical Development Glossary

Key Learning Area: Social and Emotional Development: Student Interpersonal Skills
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Social and Emotional Development Glossary

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Standard PL.1: Families are supported in times of need.
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Standard PL. 7: Families are supported in times of transition.

RESOURCES

AL.1 Constructing and Gathering Knowledge

Big Ideas: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning.

Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?

Broad Standard Statement: Infants and toddlers will use sensory exploration and demonstrate a growing interest in the environment to gain information.

		Standard	Concepts and Competencies	Supportive Practices
A. Curiosity and Initiative	**Infant**	**Standard** **AL.1.I.A** **Use the senses as a primary means to explore and learn from the environment.**	**Concepts and Competencies** **The learner will:** • Use hands, mouth, eyes in a coordinated manner to explore body, objects and surroundings • Transfer items from hand to hand to investigate the feel or appearance.	**Supportive Practices** **The adult will:** ✆ Provide opportunities for children to explore their natural and human-made environment ✆ Talk about and describe objects in the environment with children (e.g. trees, bark, leaves, flowers, petal, stem, mailbox, birdfeeder) • Put objects around the room to capture children's interest • Intentionally use music or other sensory activities • Engage children in routines by describing what is being done • Show children how objects work • Provide safe areas where infants can explore
	Young Toddler	**Standard** **AL.1.YT.A** **Show interest in various environmental stimuli.**	**Concepts and Competencies** **The learner will:** • Ask questions to obtain an adult response • Point to and move towards an object or activity • Engage with objects to learn about them • Reach for or ask to play with a new toy or object after introduced by adult	**Supportive Practices** **The adult will:** ✆ Provide an variety of activities and materials for exploration from their natural and human-made environment ✆ Name and describe objects when children point to them ✆ Encourage children to figure out how things work • Ask "I wonder " questions • Answer children's "why" questions • Provide safe areas and opportunities for children to explore and experiment

		Standard	Concepts and Competencies	Supportive Practices
	Older Toddler	**Standard** **AL.1.OT.A** **Explore characteristics of and ask questions about objects people, activities and environments.**	**Concepts and Competencies** The learner will: • Explore object to see how they work (e.g. pushing buttons to start and stop turning object over) • Approach others at play and ask what they are doing or attempt to join in • Make independent play choices • Ask questions to seek information	**Supportive Practices** The adult will: ↄ Provide opportunities for children to explore objects and ask questions about the natural and human-made environment ↄ Provide time for children to thoroughly explore or become involved in specific activities or materials ↄ Use question/answer techniques to promote inquiry • Provide a variety of familiar and unfamiliar objects and experiences • Rotate materials frequently • Allow children time during the day to make independent choices • Ask open-ended questions

Broad Standard Statement: Infants and toddlers will demonstrate increased independence as they explore their environment and engage in new activities.

		Standard	Concepts and Competencies	Supportive Practices
B. Risk Taking	Infant	**Standard** **AL.1.I.B** **Explore in the comfort of a familiar surrounding or adult.**	**Concepts and Competencies** The learner will: • Engage in play routines near a familiar adult • Engage with an unfamiliar adult to complete routine activity while a familiar adult is nearby • Try to take walking steps to reach a familiar adult	**Supportive Practices** The adult will: • Stay near children but encourage them to separate and seek out toys or objects • Introduce new adults in the comfort of familiar adults and environments • Avoid sudden changes to routine or adults
B. Risk Taking	Young Toddler	**Standard** **AL.1.YT.B** **Explore the environment in close proximity to and in the constant sight of familiar adult.**	**Concepts and Competencies** The learner will: • Engage with an unfamiliar adult while a familiar adult is nearby • Participate in new experiences initiated by familiar adult	**Supportive Practices** The adult will: • Continue to observe children who leave the security of an adult in case support is needed • Provide specific feedback on children's efforts of independence • Introduce new experiences and people slowly, mixed in with familiar activities • Provide multiple opportunities for children to engage in new experiences • Prepare children for changes in routines and give them time to adjust

		Standard	Concepts and Competencies	Supportive Practices
Older Toddler		AL.1.OT.B Explore the environment independently seeking occasional approval from adults.	The learner will: • Turn and look to adult for reassurance when attempting new things or meeting new people • Observe adult completing a task, then independently attempt the task	The adult will: • Recognize children's individual temperaments and be prepared to support their attempts to try or learn new things accordingly • Provide many opportunities for children to become familiar with new ideas, people or materials • Introduce new concepts before asking children to participate

Broad Standard Statement: Infants and toddlers patterns of play will increase in complexity.

		Standard	Concepts and Competencies	Supportive Practices
C. Stages of Play	Infant	AL.1.I.C Engage in parallel play.	The learner will: • Move toward an object • Imitate adult actions in play • Children will independently play near adults • Play near others without interacting with them	The adult will: • Limit solitary time to nap/sleep • Provide opportunities for infants to explore the environment by giving them space to crawl, stand and move around • Offer objects with different textures and surfaces for infants to explore • Allow infants to mouth, shake, and manipulate a variety of objects and toys
	Young Toddler	AL.1.YT.C Engage in associative play.	The learner will: • Imitate action of peers and adults in their play • Build with blocks alongside another block-builder, occasionally taking the other's blocks for own structure • Color on paper with crayons while seated next to another child who is coloring or painting • Place phone to ear and pretend to listen after watching a peer complete similar action • Join others at play, first watching and later joining in	The adult will: • Join in children's play and ask questions that extend their thinking about the play activity • Explain what is occurring while playing alongside a child • Ask questions about the children's actions, encouraging them to think about what comes next • Provide activities that encourage interactive play with others • Verbalize what another child is doing to encourage imitation interaction.

	Standard	Concepts and Competencies	Supportive Practices
Older Toddler	**AL.1.OT.C** **Engage with others in simple cooperative play.**	**The learner will:** • Interact with other children during play • Join others play, first watching and later joining in • Act out familiar scenarios	**The adult will:** • Participate in children's play, explaining what is happening and asking questions about what might come next • Provide choices for play • Design the environment to provide ample materials and opportunities for children to play or work together • Observe children in social and cooperative play and provide support for emerging social skills (e.g. turn taking, sharing)

2014
Pre-Kindergarten

Pennsylvania
Learning Standards
for Early Childhood

pennsylvania
DEPARTMENT OF EDUCATION

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RESOURCES

1.1 Foundational Skills

Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning.

Essential Question: How do I acquire and practice pre-reading skills?

	Standard	Concepts and Competencies	Supportive Practices
A. Book Handling	**1.1 PK.A Practice appropriate book handling skills.**	**The learner will:** • Orient a book correctly • Turn pages in order • Use pointers or finger to track print on charts, posters, environmental print or in books • Practice tracking from top to bottom and left to right with scaffolding	**The adult will:** • Model correct book orientation • Model turning pages carefully and in order • Provide pointers and charts for children to practice tracking • Reinforce children moving from top to bottom and left to right
B. Print Concepts	**Standard** **1.1 PK.B Identify basic features of print.**	**Concepts and Competencies** **The learner will:** • Differentiate between numbers and letters and letters and words • Recognize and name some upper and lower case letters of the alphabet	**Supportive Practices** **The adult will:** • Provide rich environmental print in the classroom (e.g. posters, charts, word walls) • Provide a variety of materials (e.g. hands-on, print, and/or digital) for exploration of letters • Provide opportunities in group and learning centers for identifying letters, words, numbers and sentences • Use print and digital-text materials for functional purposes
C. Phonological Awareness	**Standard** **1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**	**Concepts and Competencies** **The learner will:** • Recognize rhyming words • Recognize when two or more words begin with the same sound (alliteration) • Count syllables in spoken words • Isolate and pronounce initial sounds • Segment single-syllable spoken words into phonemes	**Supporting Practices** • Provide opportunities for children to experiment and play with the sounds that words make through rhymes, nonsense words, poems, music and chants • Read books that contain rich language (rhyme, repetition, and rhythm) • Provide opportunities for children to clap out the syllables of names or words • Play rhyming and sound games • Provide materials for exploration of sounds

	Standard	Concepts and Competencies	Supportive Practices
D. Phonics and Word	**1.1. PK.D Develop beginning phonics and word skills.**	**The learner will:** • Associate some letters with their names and sounds • Identify familiar words and environmental print	**The adult will:** • Provide charts and morning messages for children to read independently • Promote reading the room strategy, such as searching for letters and words in environmental print • Create learning centers that focus on letters, sounds, words and creating simple sentences • Use print and digital-text materials for functional purposes
E. Fluency	*Emerging to…* • **Read emergent reader text with purpose and understanding.**	**Concepts and Competencies** **The learner will:** • Recite rhymes, songs, and familiar text while tracking with a finger or pointer • Apply knowledge of letters, word and sounds to read simple sentences • Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back	**Supportive Practices** **The adult will:** • Provide purposeful and playful exposure to a variety of printed materials • Read and re-read text daily • Provide learning centers and a classroom library where learners can interact with emergent reader text • Provide a variety of opportunities for children to engage in pre-reading (e.g. morning messages, charts, etc.) • Use print and digital-text materials for functional purposes

(b)(6)

Pennsylvania
Core Knowledge Competencies
for Early Childhood & School-Age Professionals

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

Pennsylvania Core Knowledge Competencies

for Early Childhood &
School Age Professionals

Introduction

How to Use the Core Knowledge Competencies

Core Knowledge Competencies

Appendices

(b)(6)

Child Growth and Development

(b)(6)

Rationale: Children's fun, stimulating and successful learning experiences in their early childhood and school-age programs are dependent on their early childhood and school-age professionals' knowledge and application of basic child development. Professionals must understand the inter-dependence of each key area of learning and how to provide meaningful and relevant experiences for children that are developmentally appropriate, individualized to accommodate each child's needs and interests, and be respectful of the families' diverse values and cultures.

The adult working in the early childhood and school-age field will be able to:

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 **All of Level 1**	COMPETENCY LEVEL 3 **All of Level 1 & Level 2**
Describe how child development depends on supportive and reciprocal relationships with families, caregivers, peers and other community members. K1.1 C1	Illustrate for families, caregivers, peers and other community members the impact their reciprocal relationships have on a child's development. K1.1 C2	Examine how classroom practices support child development through positive interactions with families, caregivers, peers and other community members to further develop reciprocal relationships. K1.1 C3
Identify important concepts and principles of child development theory and the theorists associated with the theories.* K1.2 C1	Apply principles and concepts of child development theories in working with children.* K1.2 C2	Analyze how the principles and concepts of child development theories inform professionals about children's development and learning.* K1.2 C3
List issues and policies that impact child development and learning, including: • Inclusion • Diversity • Brain Development • Children and Families At Risk • Poverty K1.3 C1	Illustrate ways knowledge of issues and policies impact practices related to child development and learning, including: • Inclusion • Diversity • Brain Development • Children and Families At Risk • Poverty K1.3 C2	Design strategies to address issues and policies related to practice which intentionally impact child development and learning, including: • Inclusion • Diversity • Brain Development • Children and Families At Risk • Poverty K1.3 C3
Identify the impact of brain development on children's development and learning. K1.4 C1	Apply knowledge of brain development to facilitate children's learning, socio-emotional development, and self-regulation. K1.4 C2	Analyze the degree effectiveness information of brain development and learning is used to guide instructional practices. K1.4 C3
Identify the different domains of child development and how they link to the Key Learning Areas of the PA Learning Standards.* K1.5 C1	Use knowledge of the domains of child development as they relate to the Key Areas of Learning within the PA Learning Standards to implement evidence-based instructional practices.* K1.5 C2	Analyze the degree to which evidence-based instruction and appropriate adaptations and accommodations occur across the different domains of child development and relate to the Key Areas of Learning in the PA Learning Standards.* K1.5 C3

EARLY CHILDHOOD & SCHOOL-AGE PROFESSIONALS

Child Growth and Development

EARLY CHILDHOOD & SCHOOL-AGE PROFESSIONALS

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Describe how the Learning Standards demonstrate the sequence of child skill development in the continuum of learning across age levels and grades. K1.6 C1	Implement planned activities and assessments that reflect the sequence of development as articulated in the PA Learning Standards across age levels and grades. K1.6 C2	Analyze and assess the extent to which activities and assessments reflect the sequence of development in the PA Learning Standards across age levels and grades. K1.6 C3
Describe how individual children develop and learn at different rates and in various ways. K1.7 C1	Apply knowledge of growth, development, and learning to establish appropriate expectations for individual children. K1.7 C2	Evaluate and modify programs according to the individual needs of children. K1.7 C3
Describe how play fosters opportunities for children to learn and develop communication, problem solving, and creativity skills. K1.8 C1	Provide play environments, experiences and activities that foster communication, problem solving, and creativity. K1.8 C2	Evaluate play environments, experiences and activities in program settings, which facilitate the construction of knowledge through play. K1.8 C3
Identify the developmental patterns of growth that occur from birth through middle childhood, which support competence and self-confidence. K1.9 C1	Develop environments that foster competence and self-confidence birth to middle childhood. K1.9 C2	Evaluate play environments, experiences and activities in program settings, which facilitate the construction of knowledge through play. K1.9 C3
Identify the ways that children's age, development, culture, language and ability differences influence learning in the classroom. K1.10 C1	Select appropriate groupings of children, staff assignments, and transitions based upon children's age, development, culture, language, and ability differences. K1.10 C2	Assess and modify as needed the decisions made in the selection of appropriate groupings of children, staff assignments, and transitions based upon children's age, development, culture, language, and ability differences. K1.10 C3

ADMINISTRATOR / DIRECTOR

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Describe programmatic systems that support reciprocal communication strategies with families about child development including individual children's abilities, interests and needs. D1.1 C1	Adopt programmatic systems to support reciprocal communication strategies with families about child development including individual children's abilities, interests and needs. D1.1 C2.	Assess and modify methods to support reciprocal communication strategies with families about child development, including individual abilities, interests and needs, which facilitate continuous quality improvement. D1.1 C3
Describe curricular elements that support a learning environment based upon research-based evidence in child development and learning.* D1.2 C1	Guide staff in curriculum development that supports an environment based upon research-based evidence in child development and learning.* D1.2 C2	Assess program staff knowledge of child development and adjust professional development plans as necessary to support positive outcomes in children.* D1.2 C3
Define ways that classroom practices are impacted by inclusion, diversity, brain development, children and families at risk and poverty. D1.3 C1	Support program staff in their classroom practices that are impacted by inclusion, diversity, brain development, children and families at risk and poverty. D1.3 C2	Assess the degree to which program staff is using family and community data around the issues of inclusion, diversity, brain development, children and families at risk and poverty when developing policies or practices within the classroom/program. D1.3 C3

Child Growth and Development

COMPETENCY LEVEL 1

Explain to staff, families and the community the impact of brain development on children's development and learning.
D1.4 C1

Define the importance of all staff having a strong foundation in child development and how the developmental domains link to the PA Learning Standards in support of the needs of all learners.*
D1.5 C1

Describe to staff, families, and the community how the PA Learning Standards demonstrate the sequence of child skill development in the continuum of learning across age levels and grades.
D1.6 C1

Explain to staff, families and the community the importance of developing schedules and curriculum that are responsive to individual needs of children and families.
D1.7 C1

Describe the elements that should be present in play environments, experiences and activities that support the development of communication skills, problem solving and creativity.
D1.8 C1

Explain the importance of fostering competence and self-confidence of a child from birth through middle childhood.
D1.9 C1

Explain to staff, families and the community the ways that children's age, development, culture, language and ability differences influence learning in the classroom.
D1.10 C1

COMPETENCY LEVEL 2
All of Level 1

Employ knowledge of brain development to facilitate children's learning, socio-emotional development and self-regulation within the program.
D1.4 C2

Adopt program practices that demonstrate knowledge of the domains of child development to meet the developmental needs of all children, including early childhood age, school-aged, children with special needs and diverse backgrounds.*
D1.5 C2

Apply strategies that support evidence-based child development practices through program scheduling and adoption, adaptation, or creation of responsive curriculum and play in alignment with PA Learning Standards.
D1.6 C2

Develop program schedules and implement curriculum to ensure responsiveness to individual needs of children and families.
D1.7 C 2

Monitor the implementation of instructional practices that support the development of communication skills, problem solving, and creativity.
D1.8 C2

Model effective strategies for staff to support a nurturing environment that fosters self-concept development in children birth to middle childhood.
D1.9 C2

Model effective strategies for staff in the selection of appropriate groupings of children staff assignments, and transitions based on children's age, development, culture, language, and ability differences that align with research-based practices.
D1.10 C2

COMPETENCY LEVEL 3
All of Level 1 & Level 2

Examine strategies/practices for ways to continuously improve instructional practices to support children's learning, socio-emotional development and self-regulation.
D1.4 C3

Develop and evaluate program curriculum and environments using the PA Learning Standards as a framework based on the developmental needs of the children in your care.*
D1.5 C3

Analyze the strategies which support evidence-based child development practices through program scheduling and adoption, adaptation, or creation of responsive curriculum and play in alignment with PA Learning Standards.
D1.6 C3

Create a system to assess the effectiveness of program schedules and curriculum to ensure responsiveness to individual needs of all children and families.
D1.7 C3

Analyze the role of the adult as a facilitator in creating, promoting, and sustaining complex, creative, problem solving during play experiences.
D1.8 C3

Assess effectiveness and make recommendations around how staff supports a nurturing environment that fosters self-concept development in children birth to middle childhood.
D1.9 C3

Assess effectiveness and make recommendations on how staff selects appropriate groupings of children staff assignments, and transitions based on children's age, development, culture, language, and ability differences that align with research-based practices.
D1.10 C3

ADMINISTRATOR / DIRECTOR

Overview of the Danielson Framework for Teaching with Pre-K Counts Examples

Domain 1: Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes
1d Demonstrating Knowledge of Resources
1e Designing Coherent Instruction
1f Designing Student Assessments
Domain 2: Classroom Environment
2a Creating an Environment of Respect and Rapport
2b Establishing a Culture for Learning
2c Managing Classroom Procedures
2d Managing Student Behavior
2e Organizing Physical Space
Domain 3: Instruction
3a Communicating with Students
3b Using Questioning and Discussion Techniques
3c Engaging Students in Learning
3d Using Assessment in Instruction
3e Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities
4a Reflecting on Teaching
4b Maintaining Accurate Records
4c Communicating with Families
4d Participating in the Professional Community
4e Growing and Developing Professionally
4f Showing Professionalism

Domain 1: Planning and Preparation

	Failing	Needs Improvement	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy.	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Possible Examples	• The only strategy used on lesson plan is whole group instruction. • The teacher has children writing their names in all uppercase. • Teacher distributes ditto worksheets to all students. • The teacher says, "The spider is an insect."	• The teacher plans lessons on sorting by attributes based on characteristics students are unfamiliar with. • The teacher plans to forge ahead with a lesson on skipping even though some students have not mastered hopping on one foot.	• The teacher's plan for sorting by attributes is based on vocabulary learned in prior lessons/experiences. • The teacher realized her students are not sure how to use scissors so she plans to practice that before introducing the activity on cutting. • The teacher plans to expand a concept on sharing by having them act out scenes from a book they read on sharing. • Teacher has materials at varied levels in the classroom to meet the needs of individual learning styles. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development.	• The teacher uses a "KWL" chart at the introduction of the unit on caterpillars to uncover student misconceptions and prior knowledge. • The teacher plans to adapt all learning centers/entire classroom environment to reflect the current topic/theme. In addition, she adds specific activities to address the needs of individual students. • Itinerant teacher and regular ed teacher proactively seek support from one another to enhance student success with upcoming unit. • Teacher applies a new instructional strategy learned at a professional development session.
Possible Guiding Questions	• Specifically, what do you expect the student to know? • What things do you routinely do to extend your content knowledge in all learning domains you teach? • Describe the process you use as you plan your daily lessons. • What strategies do you use to check students' misconceptions as you begin the study of a new concept? • How do you adapt instruction for those students who need extra time and alternative strategies to master/practice a concept/skill? • What enrichment is available for those who have mastered/practiced the concept/skill you are teaching?			

Possible Sources of Evidence	Lesson Plans are connected to the Early Learning Standards, Comprehensive Curriculum, ECERS, Observation, Pre-Conference Questions/Answers, IEP Goals			
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Possible Examples	• The lesson plan includes a teacher led 30-minute circle time. • The teacher plans to present a lesson with no visual props. • The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.	• The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. • In the unit on families, the teacher has not incorporated information provided by the families. • Lesson plans make only peripheral reference to students' interests. • The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet	• The teacher creates an assessment of students' levels of cognitive development. • The teacher examines previous year's portfolio folders to ascertain the proficiency levels of groups of students in the class. • The teacher administers a student interest survey at the beginning of the school year. • The teacher plans activities based on student interests. • The teacher realizes that not all of his students are Christian, so he plans to read stories that reflect the diversity of the students. • The teacher plans to invite students and families to share their ancestry with the class.	• The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • The teacher plans to provide multiple activity options; students will self-select the activity that best meets their individual approach to learning. • The teacher attended the local Mexican heritage day, meeting several of his students' extended family members. • Teacher has determined that a pre-k age student is reading and offers enrichment activities. • The teacher regularly creates adapted assessment materials for several students with learning disabilities.
Possible Guiding Questions	• Is there anything about your class I should know before I come in? • Tell me about your greatest challenges with your students and the strategies you are using to meet those challenges. • What resources, including outreach to other adults who are familiar with the child, have you investigated to support your efforts			
Possible Sources of Evidence	Lesson Plans are connected to the Early Learning Standards, Evidence of grouping and planned instruction related to learning differences, IEP Goals, Child Outcomes, Anecdotal notes,			

PR/Award # S419B150005

Early Learning Outcomes Framework

Domain	
Indicator (standard)	**Preschool** 37 months - K entry
Approaches to Learning	
Constructing Knowledge	Shows interest in a growing range of topics, ideas and tasks.
	Uses play to construct knowledge, plan and meet goals, and negotiate interactions with others.
	Shows interest and interacts with others about their work or actions.
	Asks questions for clarification & to seek meaningful information.
Organizing and Understanding Knowledge	Works towards completing task despite interruptions or classroom disruptions.
	Independently breaks simple tasks into steps & completes them one at a time.
	Tries different ways to complete a task.
Applying Knowledge	Uses materials and objects to represent other objects.
	Produces and explains the purpose for a new creation.
	Uses music, art or stories to express ideas and feelings.
Learning Through Experience	Understands how behavior may impact others' response to action.
	Understands who or where to go to for help when needed.
	Attempts problem solving activities to achieve a positive outcome.
	Relates home or outside learned knowledge to school experiences.
Cognitive Thinking and General Knowledge: Mathematical Thinking	
Numbers and Operations	Represents a number of objects with a written numeral 0 - 10.
	Names numerals up to 10.
	Counts up to 20.
	Demonstrates one-to-one correspondence when counting up to 10 objects.
	Compares values of whole numbers up to 10.
Algebraic Concepts	Represents and explains the results of adding sets of objects up to and including six, using math vocabulary.
	Represents and explains the results of subtracting sets of objects up to and including six, using math vocabulary.
Geometry	Identifies shapes as two-dimensional (lying in a plane, "flat") or three-dimensional (solid).
	Describes objects in the environment using names of shapes.
	Describes the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.
	Identifies and describes shapes.

	Models shapes in the world by building shapes from components and drawing shapes.
	Uses simple shapes to compose larger shapes.
Measurement, Data and Probability	Describes and compares measurable attributes of length and weights of everyday objects.
	Compares two objects with a measureable attribute in common to see which object has "more of"/ "less of" the attribute and describe the difference.
	Classifies up to 10 objects using one attribute into categories.

Cognitive Thinking and General Knowledge: Scientific Thinking

Biological Sciences	Names basic parts of living things.
	Recognizes the difference between living and non-living things.
	Identifies basic needs of plants and animals.
	Recognizes that plants and animals grow and change.
	Matches offspring to parents.
Physical Sciences	Notices change in matter.
	Sorts and describes objects according to size, shape, color and texture.
	Explores and describes motion of toys and objects.
Environment and Ecology	Identifies how weather affects daily life.
	Identifies season that corresponds with observable conditions.
	Identifies a variety of uses for water.
	Identifies simple strategies to protect the environment (for example: recycling, reducing use).
Science as Inquiry	Participates in simple investigations to answer a question or to test a prediction.
	Asks questions about objects, organisms and events.
	Uses the five senses and simple equipment to gather data.

Health, Wellness and Physical Development

Health and Safety Practices	Identifies fundamental practices for good health (for example: eat well, get rest, exercise, regular dental and doctor visits).
	Practices basic hygiene routines with adult reminders.
	Identifies and locates body parts.
	Identifies and follows basic safety rules.
	Identifies the consequences of unsafe behaviors.
Physical Activity: Gross Motor Coordination	Demonstrates the coordination of body movements in active play.
	Combines large motor movements with the use of equipment.
	Moves and stops with control.
	Exhibits balance.
	Coordinates eye and hand movements to perform a task.
	Uses hands, fingers and wrists to manipulate objects.

Concepts, Principles and Strategies of Movement: Fine Motor	Uses writing and drawing implements with correct grip.

Language and Literacy Development

Foundational Skills	Differentiates between numbers and letters and letters and words.
	Identifies familiar words and environmental print.
	Associates some letters with their names and sounds.
	Recognizes and names some upper and lower case letters of the alphabet.
	Recognizes rhyming words.
	Counts syllables in spoken words.
	Islolates and pronouces initial sounds.
	Practices appropriate book handling skills.
Reading, Analyzing and Interpreting Text and Literature	Makes connections between information in a text or story and personal experiences.
	Identifies parts of a book (for example: title page, front cover, back cover, author and illustrator) and parts of a text (for example: beginning, end, details).
	Answers questions about unfamiliar words read aloud from a text or story.
	Answers questions to connect illustrations to the written word.
	Answers questions about a text to retell key details.
	Uses new vocabulary and phrases acquired in conversations and being read to.
	Retells a familiar story with picture support.
	Describes pictures in books using details.
	Answers questions to compare and contrast the adventures and experiences of characters in familiar stories.
Writing	Draws/dictates about one specific topic.
	Generates ideas to convey information.
	Makes logical connections between drawing and dictation.
	Establishes "who" and "what" the narrative will be about.
	Demonstrates age appropriate writing skills.
	Recounts a single event and tells about the events in the order in which they occurred.
Speaking and Listening	Participates in collaborative conversations with peers and adults in small and larger gropus.
	Answers questions about key details in a text read aloud or information presented orally or through other media.
	Responds to what a speakers says in order to follow directions, seek help, or gather information.

	Uses simple sentences, speaking clearly enough to be understood by most audiences.
	Demonstrates command of the conventions of standard English when speaking based on pre-kindergarten level and content.

Social and Emotional Development

Self-Awareness and Self-Management	Acknowledges socially accepted ways to express emotion.
	Recognizes and labels basic feelings.
	Demonstrates awareness of self and one's own preferences.
	Begins to understand consequences of own behavior.
Establishing and Maintaining Relationships	Identifies problem and discusses possible solutions.
	Identifies similarities and difference between self and others.
	Engages in reciprocal conversations with others (adults and peers).
	Asks for and accepts offers of help when needed or appropriate.
	Plays cooperatively with a few peers for a sustained period of time.
Decision Making and Responsible Behavior	Recognizes there are socially acceptable ways to behave in different places.
	Cooperates in both large and small group activities that are facilitated by adults.
	Actively engages in assisting others when appropriate.

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OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

Pennsylvania Early Learning Standards Alignment Study

by
Sharon Lynn Kagan, Ed.D., Teachers College, Columbia University & Yale University
Catherine Scott-Little, Ph.D., University of North Carolina at Greensboro
Jeanne L. Reid, M.P.A., Teachers College, Columbia University

Executive Summary
2009

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I. Introduction

The Pennsylvania Early Learning Standards Alignment Study ("Study") was commissioned by the Pennsylvania Office of Child Development and Early Learning (OCDEL) of the Departments of Education and Public Welfare, with support from the William Penn Foundation, to support Pennsylvania's innovative work in the establishment of an effective early childhood accountability system. The Study reviewed the degree of alignment that Pennsylvania's early childhood standards and assessments demonstrate with each other and with the early grades of the K-12 system, and is intended to be used by OCDEL to revise its standards as necessary in response to the findings.

The Study concluded that, overall, the standards and assessments are strong and show good alignment across the age/grade levels.

II. Study Questions and Design

This study addressed both horizontal and vertical alignment questions.

Horizontal alignment refers to the consistency of standards and assessment *within* a given age cohort (e.g., Pre-K), including to what degree the assessment reflects the learning and development represented in the standards.

Standards ⟷ **Curriculum** ⟷ **Assessment**

Example: 4-year-olds

In this area, the Study asked:

- To what extent are Pennsylvania's Infant-Toddler standards aligned with the Ounce Scale assessment that is used for this age group?
- To what extent are Pennsylvania's Pre-K Standards aligned with the Work Sampling System assessment that is used for this age group?

Vertical alignment refers to the consistency of standards and assessments *between* age cohorts (e.g., Pre-K vs. Kindergarten [*short-term*] and Pre-K vs. Third Grade [*long-term*]), including to what degree the standards and assessments represent a progression of learning and development over time.

S t a n d a r d s | K | Pre-K | A s s e s s m e n t s

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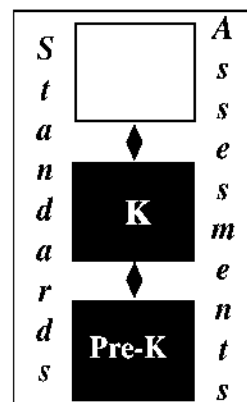
In this area, the Study asked:

- To what extent are Pennsylvania's Infant-Toddler, Pre-K and Kindergarten standards aligned?
- To what extent are Pennsylvania's standards for Kindergarten through 3rd grade aligned?
- To what extent is the Work Sampling System assessment for pre-k aligned with PA's PSSA 3rd grade assessment?

Typical analyses conducted on early childhood standards simply look at the extent to which the items in one document "match" the items in another document. This type of low complexity analysis was insufficient for this Study for two reasons: 1) OCDEL needed a more in-depth look at alignment; and 2) the low complexity approach would not work across such a wide age range.

In response, a new and innovative approach to analyzing alignment was developed for this Study. Following a review of alignment studies conducted for K-12 systems and a thorough study of research on early learning and development from birth through age 8, the research team developed a template and coding system that can be used to conduct high complexity alignment analyses. This approach to analyzing alignment addressed both *match* from one document to another and the *quality* of the alignment across documents. This analysis protocol was used to address alignment across the following four parameters:

1) Balance: the percentage of all indicators and items devoted to each domain.
2) Coverage: the degree to which template constructs are addressed by both documents
3) Depth: the percentage of indicators/items found on each template construct within the domain
4) Difficulty: the level of cognitive or developmental demand in pairs of indicators and items across documents

III. Summary of Findings and Observations:

A. *Conclusion*
Overall, the standards and assessments are strong and show good alignment across the age/grade levels. Pennsylvania is to be congratulated on developing a cohesive set of standards that address Birth through Second Grade. The vast majority of states have standards that address Infant-Toddler and Pre-Kindergarten, but are separate from the K-12 standards. Pennsylvania's approach is truly unique and forward thinking. There appears to be a relatively high degree of alignment in the Infant-Toddler through Kindergarten standards. Alignment in the Pre-K through Third Grade standards could be strengthened to provide a stronger framework for children's transitions and to reflect a more developmental orientation at the upper levels.

B. *Broad Based Areas for Improvement*
Three broad-based areas for improvement emerge from the study for follow-up by the PA Office of Child Development and Early Learning.

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1. Pennsylvania's early learning standards acknowledge the tension between academic and developmental elements, and have taken steps to minimize the discord beyond what many states have done. Additional attention should be given to bolster the developmental elements in the revisions to the standards.
2. Not all of the items in the standards are addressed by the assessment instruments. Pennsylvania's standards contain more content than is assessed by the assessment instruments. Results from the alignment analyses should be reviewed carefully to ensure that the assessments have addressed all developmentally and academically significant content from the standards, and to determine that the assessment items sufficiently reflect the balance, coverage, depth and difficulty levels of the standards.
3. Some indicators appear across age groups. While it is true that standards can and should transcend age groups, indicators must be age appropriate. In cases where indicators appear for two age groups, the overlaps have been identified and the study recommends that Pennsylvania address all areas of overlap in its revisions in order to ensure that the standards reflect an appropriate progression in the knowledge and skills outlined for each age level and across the age levels.
4. In some cases, there were age gaps where indicators addressed a construct at one age level but no similar indicator was noted in the previous and/or next age level. For example, a construct might have been represented at prekindergarten and then at first grade, with nothing pertinent to the construct at kindergarten. Since continuity of learning is critical, recommendations were made to create indicators for the missing age levels.

C. *Balance, Coverage, Depth and Difficulty Findings*
   Highlights of the findings in the areas of balance, coverage, depth and difficulty are noted below. Each of these findings can be addressed by OCDEL in the standards revisions.

Balance:
The study used the following criterion for balance: At any age level, when less than 10% or more than 50% of indicators focus on a single domain, there is a quality imbalance.
- In the infant-toddler through kindergarten alignment, Approaches to Learning and Physical Development are under-emphasized in some age groups.
- Language & Communication may be over-represented at 24-36 months.
- The Cognitive domain may be over-represented in Kindergarten.
- When compared to the Ounce assessment, the Infant-Toddler standards place a heavier emphasis on Language and Communication Development, and devote fewer indicators to Cognitive Development and General Knowledge, and Social and Emotional Development.

Depth and coverage:
The study identified the extent to which the specific constructs within each domain were addressed and noted:
- The indicators addressed the academic subject area constructs with greater depth than constructs related to cognitive processes.

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- There is some uneven coverage of the constructs across age groups. There are some mismatches and breaks in coverage that are not developmentally or educationally appropriate which need to be addressed in the revisions.

Difficulty:

When looking at the extent to which paired indicators and items represent equivalent cognitive or developmental demand for what children should know and be able to do, the study found:

- The pairs of indicators in the infant-toddler through kindergarten standards reflected a progression of difficulty from younger to older in most cases. There are a small number of pairs in which indicators at the younger age appeared more difficult than the indicators at older ages, with some pairs showing equal difficulty or unmatched pairs without a corresponding indicator.

D. *Recommendations by Age*

The following age-specific recommendations are provided to assist OCDEL in its revision process.

Infant-Toddler Standards:

- Consider how play is reflected throughout the document to ensure that the standards communicate the importance of play across developmental domains in a coherent manner. Look across the different areas where play is addressed to ensure that the role play has in all areas of children's development is addressed and that the indicators present a coherent picture of how play develops across the various domains.
- Consider whether the "Red Flags" (select indicators designated within the document as particularly important for identifying children who might need to be screened for potential disabilities) within the standards document are the most effective way to educate caregivers regarding how to discern when children may need a formal screening and/or evaluation for suspected disabilities.
- Review the rationale for the age levels used in the standards document and consider whether it would be helpful to have the age levels used in the standards align more closely with the age levels used in the assessment for Infants-Toddlers.

Pre-Kindergarten Standards:

- Consider how play is reflected throughout the document to ensure that the standards communicate the importance of play across developmental domains in a coherent manner. It may be worthwhile to rethink the conceptualization of play as a fundamental part of the learning process.
- Review the indicators in the pre-kindergarten and kindergarten standards for identical pairs and revise them as appropriate to reflect progression of learning and development over time, with careful consideration of children's learning and development over time.
- Consider adding indicators that address important cognitive processes that develop at this age. These processes include reasoning, perspective taking, reflection on thought processes, planning and intentionality, and adaptability of thought processes.

- Consider adding a standard for technology that includes the use of technology and the social, ethical, and human issues related to it.

Kindergarten Standards:
- There is an apparent shift from developmental "domains" to a predominance of subject areas, with an over-emphasis on the Cognitive domain. In the overall domain of Cognitive Development and General Knowledge, the balance percentage is quite high at 59%. Consider whether to increase the relative emphasis on other domains by adding indicators there (such as in the area of play in the Approaches to Learning domain), and/or decreasing the relative emphasis on the Cognitive domain by removing some indicators from Cognitive-related subject areas.
- The content for Kindergarten is quite prescriptive and detailed, often expressed as lists of very specific indicators. Review the indicators to ensure that they address content that is deemed to be developmentally and academically significant.
- The items represented in the Kindergarten document are often quite sophisticated in their content (e.g., *Identify color, line and texture patterns in visual arts* and *Distinguish between scientific fact and a belief through literature*). Consider revising indicators that may presume knowledge that is not age appropriate for Kindergarten children.

First through Third Grade Standards:
The analysis suggests that the standards for grades One and Two are both broad and deep in their treatment of essential elements of early education. Pennsylvania is to be commended for having standards that span infancy through second grade and cover both academic and developmental content. Yet, there is room for important improvement if the standards are to align effectively with those of earlier developmental stages and years. Three areas are noted:

- *Under-emphasis of Specific Domains*: Two domains where additional emphasis is needed are Social and Emotional Development and Approaches to Play and Learning, particularly in Third grade where these domains were absent.
- *Under-emphasis on Cognitive Processes*: Like many states, Pennsylvania has accorded a great deal of attention to subject matter **knowledge** areas in grades One through Three. Sometimes, however, this emphasis comes at the expense of a focus on cognitive **processes**. First, Second, and Third grade standards should be reviewed to accord greater attention to transcendent cognitive process, including such processes as problem solving, hypothesis making, conjecture, and analysis.
- *Missing Subject Area*: The Third grade standards do not include the Science subject area. They should be revised to include standards related to Science, including content related to both the scientific inquiry process and the various Science sub-fields.

E. *Recommendations by Assessment*
The following assessment recommendations are provided to assist OCDEL in its alignment work.

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The Ounce Scale for Infants and Toddlers:
- The standards address a broader array of constructs than does the assessment. Results from the analyses should be reviewed to ensure that the assessment addresses all indicators/constructs deemed to be highly significant for this age.

Work Sampling System:
- Overall, the Pre-K standards and Work Sampling assessment are well aligned and when there is misalignment, there are constructs that are addressed in the standards but not on the assessment.

Pennsylvania System of School Assessment (PSSAs):
- The Work Sampling System addresses all domains of children's development (physical, social-emotional, language and cognitive development, as well as approaches toward play and learning), while the Third grade PSSA addresses only reading and mathematics. There is, therefore, significant mis-alignment in the *balance* of the content covered. Within the two areas of literacy and mathematics, however, there was a relatively good degree of alignment in the specific constructs addressed (i.e., the *coverage* and *depth* analyses).
- The Third Grade standards address reading and writing, mathematics, social studies, the arts and humanities, health, safety and physical education, and family and consumer sciences, while the Third grade PSSA addresses only reading and mathematics. Such narrowing of the assessments is problematic. To that end, we strongly recommend that the Department review what is being assessed in the PSSA, with some intention to align its assessment to the standards.
- Such consideration should also focus on critical questions with which the field is grappling:

  1. What is the appropriate balance between the disciplinary areas and the developmental domains in standards and assessments, and how should this balance change over time?
  2. How much of a child's learning should be assessed *before* Third grade?
  3. What would such assessments for children below Third grade entail?
  4. How much of a child's learning should be assessed *at* Third grade?

IV. <u>Summary</u>
Pennsylvania is to be commended for having standards and assessments that form a cohesive framework for education and assessments from birth through second grade. The high complexity alignment analyses conducted in this Study indicate good alignment from infancy through second grade and provide information that can be used to further improve the quality of the standards and assessments. Revisions in the standards will further strengthen the state's innovative approach to implementing an effective early childhood accountability system.

ABOUT THE Authors:

Sharon Lynn Kagan is the Virginia and Leonard Marx Professor of Early Childhood and Family Policy, Co-Director of the National Center for Children and Families, and Associate Dean for Policy at Teachers College, Columbia University and Professor Adjunct at Yale University's Child Study Center. Recognized internationally and nationally for her accomplishments related to the care and education of young children, Kagan is the author of over 200 articles and 13 books. A leader in shaping the American early childhood agenda, her work focuses on the care and education of low-income children and their families. Specifically, she focuses on the application of research to public policies related to early childhood programs and policies, standards and accountability, transition to school, family-school relationships, and infrastructure development including governance, finance, regulations and professional development and leadership for early childhood practitioners.

Dr. Kagan is the only woman in the history of American Education to receive its three most prestigious awards: the 2004 Distinguished Service Award from the Council of Chief State School Officers (CCSSO), the 2005 James Bryant Conant Award for Lifetime Service to Education from the Education Commission of the States (ECS), and the Harold W. McGraw, Jr. Prize in Education.

A former Head Start teacher and Director, and public school administrator, Dr. Kagan is Past President of the National Association for the Education of Young Children and Family Support America. She was a member of President Clinton's education transition team and has served on countless national panels, including those sponsored by the National Academy of Sciences, the US Department of Education, and the US Administration for Children and Families. She chaired the National Education Goals Panel Technical Planning Group for Goal One, and was the early childhood Distinguished Fellow for the Education Commission of the States. Currently, she is a member of over forty national boards or panels, and is conducting research on Head Start, child care, early learning standards and educational transitions. She is working with over 30 countries around the globe to establish early learning standards, public policies, and teacher education, including Armenia, Brazil, Cambodia, China, Egypt, Ghana, Georgia, Jordan, Laos, Mongolia, Paraguay, South Africa, Tajikistan, Turkmenistan, Uzbekistan, and Vietnam.
Contact Information: Sharon.kagan@yale.edu or Sharon.kagan@columbia.edu

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Catherine Scott-Little is an Associate Professor in the Department of Human Development and Family Studies at the University of North Carolina at Greensboro. Working with Sharon Lynn Kagan of Teachers College, Catherine has completed several national studies on state-level early learning standards from over 45 states. She has served as an advisor on early learning standards in numerous states. Catherine has co-authored several publication on the topics of early learning standards and assessments, including *Inside the Content: The Depth and Breadth of Early Learning Standards* and, most recently *Inside the Content of Infant-Toddler Early learning Guidelines: Results from Analyses, Issues to Consider, and Recommendations.*
Contact Information: mcscottl@uncg.edu

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Pennsylvania Pre-K Counts Preschool Expansion

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Jeanne Reid is a Graduate Research Fellow at the National Center for Children and Families and a doctoral candidate at Teachers College in early childhood policy. She received her master's in public administration from the Kennedy School at Harvard University

ABOUT THE FUNDER:

The William Penn Foundation, founded in 1945 by Otto and Phoebe Haas, is dedicated to improving the quality of life in the Greater Philadelphia region through efforts that foster rich cultural expression, strengthen children's futures, and deepen connections to nature and community. In partnership with others, the Foundation works to advance a vital, just, and caring community. Learn more about the Foundation online at www.williampennfoundation.org.

W I L L I A M   P E N N
F O U N D A T I O N

Early Learning Outcomes Reporting

PA pennsylvania
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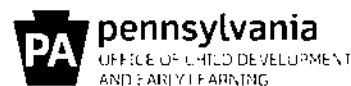
Approved Assessment Tools for FY2014-15

This information pertains to Pennsylvania Pre-K Counts, Head Start Supplemental Assistance Program, and Keystone STARS 3 and 4 family, group and center facilities and will be posted on the PA Key website at www.pakeys.org.

The purpose of this announcement is to announce the approved on-line assessment tools for the 2014-15 program year.

In order for an assessment tool to be approved, the vendor must demonstrate that the tool is valid and reliable; demonstrate alignment with the Pennsylvania Early Learning Outcomes Reporting frameworks; develop scoring method that produces individual outcomes for each framework indicator; and establish a process for reporting outcomes data to OCDEL.

Please note that four new tools (indicated by a *) for infants and toddlers and five tools for pre-kindergarten are now available.

Infant-toddler (0-3 years)
- Assessment Technology Incorporated: Galileo®*
- Curriculum Associates: BRIGANCE® Early Childhood Developmental Inventory (ECDI)
- Curriculum Associates: BRIGANCE® Head Start Developmental Inventory (HSDI)
- Houghton Mifflin Harcourt: Riverside Early Assessments of Learning (REAL) Head Start*
- Houghton Mifflin Harcourt: Riverside Early Assessments of Learning (REAL) Kindergarten Readiness*
- HighScope: COR Advantage*
- Pearson: THE OUNCE SCALE
- Teaching Strategies LLC: Teaching Strategies GOLD®

Pre-kindergarten (3-5 years)
- Assessment Technology Incorporated: Galileo®*
- Houghton Mifflin Harcourt: Riverside Early Assessments of Learning (REAL) Head Start*
- Houghton Mifflin Harcourt: Riverside Early Assessments of Learning (REAL) Kindergarten Readiness*
- HighScope: COR Advantage*
- National Institute for Early Education Research (NIEER)/ Lakeshore: Early Learning Scale (ELS)
- Pearson: THE WORK SAMPLING SYSTEM®
- Pearson: THE WORK SAMPLING SYSTEM® for Head Start
- Teaching Strategies LLC: Teaching Strategies GOLD®

> As part of the Early Learning Outcomes Reporting strategy, participating programs are allowed to switch their approved assessment tool at any time, and are encouraged to reassess their choice each program year.
>
> Programs are encouraged to select an approved tool by July 1, 2014. Typically, programs should begin using the tool at least 60 days prior to the first outcomes reporting deadline.

Resources to help programs select an assessment tool:
- **One page fact sheets** for each approved assessment tool, including contact information, are posted on the PA Key website at www.pakeys.org. You can access the Early Learning Outcomes Reporting page by clicking on "Early Childhood Programs" at the top of the home page and then clicking on "Outcomes Reporting" in the left menu.

- Visit the "**Selecting an approved assessment tool**" section of the Frequently Asked Questions at http://www.pakeys.org/pages/get.aspx?page=Outcomes_FAQs.

The Office of Child Development and Early Learning strongly encourages programs to select an approved on-line assessment tool for the 2014-15 program year by July 1, 2014. Programs should begin using the tool at least 60 days before the first outcomes reporting deadline. Operationalizing assessment costs is a priority; however, STARS providers are encouraged to work with their selected vendor to make payment arrangements based on grant receipt.

Programs who have questions not addressed in the materials available online may email them to ra-eln@pa.gov.

List of Family-Friendly Standards Resource Materials

Learning Standards for Early Childhood

	English	Spanish
Pennsylvania Infant/Toddler Learning Standards for Early Childhood	X	X
Pennsylvania Prekindergarten Standards for Early Childhood	X	X
Pennsylvania Kindergarten Standards for Early Childhood	X	X
Pennsylvania Continuum of Learning	X	X

Learning Standards Resources for Families

	English	Spanish
Every Day I Learn through Play	X	X
Learning is Everywhere!	X	X
Kindergarten, Here I Come!	X	
Kindergarten, Here I Am!	X	
Learning Standards Wheel	X	X
Recipes for Readiness	X	X
Building Blocks for Babies	X	

Keystone STARS (TQRIS) Standards Print Materials for Families

	English	**Spanish**
Keystone STAR Brochure "Looking for quality child care?"	X	
Reach for the STARS Brochure Description of each STAR level is and what a parent would expect in the center STAR 1,2,3,4	X	.

Pennsylvania Pre-K Counts Statute, Regulations and Guidelines

Effective July 1, 2014

pennsylvania
DEPARTMENT OF EDUCATION

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street
Harrisburg, PA 17126-0333
www.education.state.pa.us

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Statutory Authority:
Act 45 established the Pennsylvania Pre-K Counts Program as a competitive grant program to expand pre-kindergarten opportunities for eligible students throughout this commonwealth. It authorized the Pennsylvania Department of Education (PDE) to promulgate regulations and establish guidelines and standards necessary to implement the Program. The regulations that were promulgated can be found at Part 405 of Title 22 of the Pennsylvania Code.

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

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

In planning programs, providers shall coordinate and collaborate with Early Intervention and Head Start agencies, school districts, community groups and other area providers of pre-kindergarten services. In particular, grantees should coordinate the availability of services with other Office of Child Development and Early Learning programs which have waiting lists. Grantees operating in partnerships with other entities shall have written partnership agreements

explaining how they will operate. Providers shall have plans for parental engagement, transition of students to kindergarten, immunizations and emergency response.

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

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

RULES and REGULATIONS, [22 PA. CODE § 405] Pennsylvania PRE-K COUNTS

General Provisions	
§ 405.1. Purpose. This chapter establishes rules and procedures for implementing the Program created to provide expanded access to high quality prekindergarten experiences for eligible students.	No Further Clarification Required
§ 405.2. Definitions. The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise: Act—Article XV-D (b) of the Public School Code of 1949 (24 P.S. §§ 15- 1511-D—15-1516-D), added by the act of July 20, 2007 (P.L. 278, No. 45). *Approved provider*—An eligible provider that has been approved by the Department to offer prekindergarten under the act. *At-risk child*—A child who is at risk of educational failure because of poverty, economic disadvantage, limited English proficiency, academic difficulties, or individual	No Further Clarification Required

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.

§ 405.3. General rules.

(a) Program services shall be provided free of charge.

(b) Nothing in this section shall be construed to

General Information:

Pennsylvania Pre-K Counts programs may not charge families any fees during the established program hours and must assure that all

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

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 snack each day. Full day programs must offer both a snack and a meal. No fees may be charged for any snack or meal. Additional information on meals and snacks can be found in Supplemental Resource #001 on page 35 of this document.

Providers may not charge a concurrent fee to any other program for a Pennsylvania Pre-K Counts funded child during the Pennsylvania Pre-K Counts portion of the day.

Once a child is age-eligible to attend kindergarten in the public school district of residence he/she is no longer eligible for enrollment to be supported by Pennsylvania Pre-K Counts funding.

Those children eligible for kindergarten, whose parents elect to keep their child in pre-kindergarten for an additional year, may be placed in a Pennsylvania Pre-K Counts classroom provided alternate funding sources are used and the child is not included in the Pennsylvania Pre-K Counts enrollment. This applies to a kindergarten-eligible child who is participating in the Early Intervention program.

There are two primary eligibility requirements that all children must meet in order to be considered eligible for Pennsylvania Pre-K Counts: children must be age and income eligible for the 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.

authorization.	Income verification is required for every child.
	Grantees must verify a child's low-income status before final enrollment is completed by collecting documentation of income that confirms the reported annual gross income noted during the initial stages of the enrollment process. The verification of family size and income must be documented through a staff person's signature and kept on file. Acceptable documentation to determine eligibility can be found in Supplemental Resource #002 on page 36 of this document.
	Approved income eligibility is valid for the entire time the child is enrolled in the program. It does not need to be re-assessed annually.
	Documentation of this requirement must be kept on file at the program, either in a locked separate file or in the child's confidential file. These records, while confidential, are subject to audit and review.
	The current poverty guidelines are available on the PA Keys – Pennsylvania Pre-K Counts' intranet. Grantees will need to use the guidelines established for the current year for enrollment decisions and income verification.
	PELICAN will serve as the authoritative contact list for the program. Notices and announcements and other communications will be dispersed based on email addresses pulled from this source. Information in PELICAN should be updated, at minimum, on a monthly basis.
	Pennsylvania Pre-K Counts agencies and partners will have a minimum of one formal compliance review visit annually. Preschool program specialists will utilize the Program Review Instrument and other supporting documents to identify areas of strength and areas of needed focus to assure full compliance with the Pennsylvania Pre-K Counts

	regulations and policies. Additional information on program review and monitoring can be found in Supplemental Resource #003 on page 39 of this document.
Competitive Application Procedures	
§ 405.11. Eligible Provider. An eligible provider may apply for a grant alone or in combination with other eligible providers as a joint applicant, in which case the entity that applies for the grant shall be the lead agency in a partnership, as defined in § 405.2 (relating to definitions).	**Eligible Provider:** The following entities may provide 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.	No Further Clarification Required
§ 405.13. Grant Agreements. (a) After an eligible provider has been approved, the provider or lead agency shall enter into a grant agreement with the Department. Grant agreements must contain, at a minimum, a work statement and budget. (b) Grantees shall contact the Department for guidance if a change needs to be made to the scope of work or the budget contained in the	**Competitive Grants:** Competitive grants are awarded for one year, with four subsequent years of continuation grants if funding is available. **Continuation Grants:** There are several potential types of

| grant agreement. | Continuation Grant applicants. Each is described below:

1. Continuation Grants with No Changes. This category includes single applicants that are requesting the same number of half-day and/or full day Pennsylvania Pre-K Counts slots and the same level of funding as was awarded in the previous fiscal year. It also includes joint/partnership applicants with no changes in the partners, the total number and type of slots requested, or in the site or location that a particular partner plans to use for its Pennsylvania Pre-K Counts classes, or in the number and type of slots (half-day and full-day) for each partner. The total funding and number and type of slots remain the same as in the previous fiscal year. There is no change in any of the partners in this category of continuation application nor a change in the funding level requested. There may, however, be changes in specific line items in the budget that show how the funds are to be used, including the level of pass through funds provided to each partner, but not in the number or type of slots each pass through recipient is to receive.

2. Continuation Grants with Changes. There are several types of Continuation Grants with Changes.

a. This category is for single applicants that want to change the number and type of slots, (half-day and full-day) they will provide, but not the level of funding. It also includes partnerships or joint applicants proposing to change the number and types of slots requested for any of the partners in a partnership, but not the total funds requested.

b. This category includes a request for a change in the distribution of half-day and/or full-day slots among various locations and/or partners and their locations. |

	c. This category includes a request for fewer slots and funding by a single applicant or a joint applicant. It includes a joint applicant that is requesting funds for a partnership that is dropping one or more partner. If a partner is not planning to be an ongoing part of a partnership, whether by its own volition or for any other reason, the slots and per child funding provided to that partner through the lead agency revert to The Office of Child Development and Early Learning. The slots and their funding do not belong to the partnership or the lead agency. Nor do the slots belong to the departing partner to continue as a Pennsylvania Pre-K Counts provider either on its own or as part of another partnership. d. This category includes grantees requesting a change in the location of one or more classroom. e. This change indicates that a grantee is proposing a change in one or more partner (adding a partner, dropping a partner, or both). f. Consolidation Grants. Two or more lead agencies may consolidate their program under one lead agency, designating the other as a partner. The funds requested for a Continuation Grant for the consolidated lead agencies may not exceed the sum of the grants to the lead agencies when they were individual or separate grantees in the previous fiscal year. Lead agencies that wish to consolidate should contact their preschool program specialist as soon as possible for directions on how to consolidate.
§ 405.14. Annual Community Needs Assessment. Applicants for Program funding shall conduct an annual assessment of community needs for Pre-K services as part of the application process for continuation, expansion or new grant funds.	**Annual Community Needs Assessment:** Lead agencies and their partners must update their needs assessment annually to fulfill regulatory requirement for continuation applications. A new needs assessment must be conducted after the fifth year of the Pennsylvania Pre-K Counts Program.

Program Planning

§ 405.21. Targeting children to be served.

The Department will instruct applicants to target their program enrollment to children who are most at risk, consistent with the description in the program guidance of targeting services to children most at risk, if it is likely that the funds appropriated for the upcoming program year will be less than the funds required to serve all eligible children in this commonwealth. The Department will also instruct approved providers to engage in outreach and partnership with Child Care Works, Head Start, and other appropriate programs of the Office of Child Development and Early 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.

Eligible Children:

Age and income are the two primary eligibility requirements that all children must meet in order to be considered for enrollment in Pennsylvania Pre-K Counts. Eligible 3 and 4 year olds who reside in a low income household and are at risk of educational failure because of limited English proficiency, poverty, community factors, academic difficulties or economic disadvantage may be enrolled in the program. Additional Risk Factor Guidance can be found in Supplemental Resource #004 on page 42 of this document.

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 are expected to collaborate with other Pennsylvania Pre-K Counts providers, local Head Start and Child Care Works programs to ensure children on waiting lists have the opportunity for participation in Pennsylvania Pre-K Counts as well as to maintain program enrollment at 100 percent.

§ 405.22. Maximizing Resources.

Approved providers shall use Program grant funds to supplement, not to supplant, public funds from any other source that are used to serve otherwise eligible students, including, but not limited to, Accountability Block Grant funds, local funds, or federal or state Head Start funds for Programs provided in the same geographic area.

However, this requirement does not prohibit combining funding sources for support of a single Program as long as additional eligible students are served and all of the Program standards are met by the program supported with the combined resources.

Maximizing Resources:

Children who are enrolled in Pennsylvania Pre-K Counts may be co-enrolled in other programs, including Child Care Works, federal or state Head Start or private pay options.

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

	county subsidy offices are required to work together to coordinate services for those Pennsylvania Pre-K Counts children who are also enrolled in wrap-around child care.
	Head Start programs may participate in Pennsylvania Pre-K Counts as well. In order to assure full use of Head Start funds, Pennsylvania Pre-K Counts providers must commit to avoid enrolling children in Pennsylvania Pre-K Counts who are already served in a Head Start program or eligible to participate in Head Start. The purpose of this requirement is to avoid an impact on enrollments in Head Start such that federal Head Start resources or the state Head Start Supplemental Assistance Program resources would be supplanted.
	Head Start eligible families may have unique needs that are best supported by a program that is designed especially to meet those needs and offers a broad array of services, as does Head Start. However, families with children eligible for Head Start may prefer to enroll them in Pennsylvania Pre-K Counts, rather than Head Start. The Pennsylvania Pre-K Counts Program may enroll these students, giving the parents an option. The goal is to have cooperation, rather than competition between Head Start and Pennsylvania Pre-K Counts in enrollment of students.
§ 405.23. Disallowance of Duplicate Funding. Program funds may not be used to provide the same service for a child already receiving that service funded by another resource.	**Disallowance of Duplicate Funding:** Pennsylvania Pre-K Counts funding is the sole source of funding during the Pennsylvania Pre-K Counts instructional day. Providers may utilize alternative funding for those Pennsylvania Pre-K Counts children who are enrolled in additional programs such as Head Start and child care for the hours that extend beyond the Pennsylvania Pre-K Counts day. Additional guidance on reimbursement for Pennsylvania Pre-K Counts slots can be found in Supplemental Resource #005 on page 44 of this document.

§ 405.24. Enrollment.

Each approved provider shall develop and implement a plan for securing full enrollment throughout the program year, except as follows:

(1) When a student leaves the Program after the start of the program year, the provider shall have up to 20 instructional days to fill the vacancy, after which time the Department may request the return of funds or reduce future payments for the vacated and unfilled slot in the amount of funds, relative to the remaining instructional days of the Program for that program year, unless the vacancy occurs within 21 instructional days of the last day of class.

(2) If an enrolled child has ten or more unexcused absences, the provider shall take appropriate steps to address attendance, up to and including dismissal of the child from the program. The department may request the return of funds or reduce future payments to Programs that have not taken appropriate steps to overcome unexcused absences.

(3) Provider policies regarding unexcused absences and the number allowed must be written and provided to parents, families or guardians of enrolled children and to the Department.

(4) An approved provider may not deny a student admission to a Program by reason of the student's disability.

Enrollment:

Full enrollment, as demonstrated by PELICAN enrollment statistics, must be achieved by September 1 of each year and maintained at all times. A child will not be counted by OCDEL as enrolled if the child is not entered into PELICAN.

Children are considered to be enrolled when there is mutual understanding between parent or guardian and the Pennsylvania Pre-K Counts program that the child has been accepted into the program and will begin attending on a specified future date. In addition, an intake meeting between parent and school has been completed, the necessary information has been gathered and the child has been identified as a candidate for a Pennsylvania Pre-K Counts slot.

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 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.

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.

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.

Children with disabilities shall be considered for Pennsylvania Pre-K Counts enrollment under the program's enrollment strategies for income verification and receive an at-risk prioritization and at no time will be denied services because of their disability.

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

Community Outreach/Early Intervention:
Children receiving supports and services from local Early Intervention agencies shall receive services in typical settings for all children.

Pennsylvania Pre-K Counts providers must coordinate enrollment strategies with "Child Find" (a program to identify all children who may be eligible or in need of Early Intervention services).

Children receiving Early Intervention services must participate in the full range of opportunities within the program for a 2.5 or 5 hour day, 180 days per year.

The method of support for each child with a disability will be decided upon by the family and Early Intervention staff after a formal evaluation has taken place. Pennsylvania Pre-K Counts staff should be invited to meetings so

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

that the staff can benefit from expectations and strategies shared at meetings.

Early Intervention Staff and Pennsylvania Pre-K Counts staff will integrate targeted skills and strategies within the program day during routines and activities.

Transitions from Infant-Toddler Early Intervention programs entering into a Pennsylvania Pre-K Counts program will begin at least six months prior to child's third birthday. Both agencies will develop procedure for families to explore Pennsylvania Pre-K Counts as a viable option for inclusive services. Collaborative efforts should be used to support the child and families transition processes.

Referrals should be made by Pennsylvania Pre-K Counts staff to families for Early Intervention services when appropriate.

Pennsylvania Pre-K Counts providers must document all collaboration efforts.

Transition from Pennsylvania Pre-K Counts programs into kindergarten shall support a child's individual and family needs during the transfer of services (share adaptations and best practices) for a successful transition.

creation of greater efficiencies.

§ 405.32. Partnerships.
Partnerships of eligible providers must have a signed partnership agreement. The agreement shall be submitted to and approved by the Department. The partnership agreement must delineate how the entities that comprise the partnership will carry out their roles and responsibilities within the Program, including: communication, decision-making, reporting, monitoring of program requirements, recordkeeping and fiduciary matters.

Partnerships:
As applied to Pennsylvania Pre-K Counts, a "partnership" is an agreed upon formal relationship between a lead agency and eligible Pennsylvania Pre-K Counts classroom providers, or partners, in which partnership members work together to provide high quality pre-kindergarten in a specific geographic area. For purposes of Pennsylvania Pre-K Counts, the word "partner" is used exclusively to mean an eligible provider that is providing a Pennsylvania Pre-K Counts classroom and is receiving funding for all of its operational expenses, such as salaries of the teacher and the aide, materials, and supplies. This would not include an entity that is merely providing space for the classroom (rental agreement).

Program and Classroom Requirements

§ 405.41. School Term.
Programs shall offer a minimum of 180 days of developmentally appropriate instructional practices and activities for students.
  (1) In the first year of operation as a provider, if the provider is unable to start up immediately at the beginning of the program year, the provider may serve children for fewer than 180 days, but in no case fewer than 160 days.
  (2) Days may not be counted as days of developmentally appropriate practices and activities when the Program is closed, and time may not be counted as time spent on developmentally appropriate practices and activities for an activity to which admission is charged.

Program Year:
All continuing grantees are required to operate for a minimum of 180 instructional days per program year, and snow days or school cancellations must be made up to assure the full number of days of operation. It is advisable to include a few extra days of operation in the school calendar to anticipate weather-related closures.

§ 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

Length of Day

There are two ways that Pennsylvania Pre-K Counts can be structured:

Pennsylvania Pre-K Counts programs may

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.

operate as half-day programs. These half-day programs must provide a minimum of 2.5 hour per day of instructional services or activities, for a minimum of 180 days per year.

Pennsylvania Pre-K Counts programs may operate as full-day programs for a minimum of 5 hours per day of instructional services or activities, for a minimum of 180 days per year.

Grantees are advised to plan for a minimum of an extra half hour in their schedule for arrival and departure time in order to ensure that children receive either the full 2 ½ or 5 hours of instructional time that is intended. Teachers and teacher aides will need to be scheduled and paid salary for a minimum of ½ hour a day beyond the scheduled time for the students to allow for planning and preparation time.

Counting Hours per Day. Only time providing instructional activities to children may be counted toward the half-day and full-day length of day and the 180 days per year. Grantees will need to plan for a slightly longer day and year so that you have allowed for nap-time in full-day programs and for arrival time, as well as for closures for inclement weather and non-attendance of students on days when professional development is being provided.

Instructional activities only count toward "instructional time" when children are with appropriately certified staff and include the following:
- Time spent at the library, and in art, music or physical education constitutes "instructional time" if provided 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.

Additional guidance on defining instructional time can be found in Supplemental Resource #006 on page 46 of this document.

§ 405.43. Class Size and Student/Staffing Ratio.

(a) Program class enrollments are limited to at most 20 students with at least one teacher and one aide in the classroom, however, for high quality programming a maximum of 17 students is recommended.

(b) If a Program class has ten or fewer students, there shall be one teacher in the classroom and an aide must be available onsite to assist the teacher as needed.

(c) Whenever the enrollment in a class exceeds 20, the class shall be divided into two classes so that each class individually does not exceed 20 students. Each class must be properly staffed and, if space is to be shared, that space must be divided by a barrier that adequately separates the spaces for instructional purposes.

§ 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.

Class Size and Student-Teacher Ratios

Pennsylvania Pre-K Counts programs must have a student/teacher ratio of no more than 20 students for one teacher and one teacher aide in a classroom, that is, two adults in a classroom for every 20 students. Programs of high quality ordinarily have a student/teacher ratio of no more than 17 students for one teacher and one teacher aide in a classroom or two adults for every 17 students. This requirement is consistent with State Board of Education regulations (22 Pa. Code §4.20 (6)). If the classroom has 10 or fewer 3-and 4-year-olds, it must have one highly qualified teacher and a secondary person available in the facility. The secondary person must meet the requirements for a Pennsylvania Pre-K Counts teacher's aide.

Any number of children in a classroom above 20 constitutes a second classroom. Classrooms that share space must provide physical barriers that denote the separation of the classrooms. Each space must meet the student/teacher ratio and have the appropriately qualified staff.

Staffing and Professional Development:

1. School district lead teachers in Pennsylvania Pre-K Counts Classrooms: As with all pre-kindergarten classrooms operated by school districts, the standard for a lead teacher in a Pennsylvania Pre-K Counts classroom or any classroom enrolling children who generated Pennsylvania Pre-K Counts per child funding, is possession of a Pennsylvania teaching certificate for early childhood education.

2. Community-based lead teachers in Pennsylvania Pre-K Counts Classrooms: All teachers who are hired for Pennsylvania Pre-K Counts classrooms must have certification for early childhood education at the start of the school year.

3. Lead agencies must assure that partner sites' lead teachers possess a bachelor's degree in

(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

early childhood and their teaching certification.

4. A teacher aide is required in all Pennsylvania Pre-K Counts classrooms that exceed 10 students. All aides must meet one of the following criteria:

a. Possession of a current Child Development Associate's certificate for preschool. Aides who have completed all of the requirements of the Child Development Associate's certificate and have submitted their application to the Council of Professional Recognition and are awaiting their formal assessment by the council may apply for a time-limited waiver.

b. Completion of at least two years of postsecondary study with a minimum of 60 college credits; or

c. Possession of an associate's degree or higher; or

d. Ability to meet a rigorous standard of quality and demonstration of knowledge in and the ability to assist a teacher in instructing reading, writing, and mathematics. This rigorous standard of quality includes a demonstration of competence in basic literacy skills, the ability to speak and write standard English, and the ability to provide instruction of pre-kindergarten students in the acquisition of the knowledge, skills and abilities described in the Early Learning Standards.

Demonstration of this knowledge and ability can be accomplished through a formal state or local academic assessment or possession by the teacher aide of a Child Development Associate's certificate.

Teacher aides who work solely as translators must have a secondary diploma or its equivalent, and do not have to meet any of the other requirements of (a) through (c) above.

Recruitment and Retention

Effective recruitment and retention of highly

Department, and in early childhood education and development, each year.	quality teachers creates a consistent teaching staff in programs. Consistent staffing is critical to obtaining and maintaining high quality pre-kindergarten programs. Additional guidance on staff recruitment and retention can be found in Supplemental Resource #007 on page 48 of this document. **Professional Development:** At a minimum, 24 hours of professional development must be obtained annually with at least 50 percent or 12 hours specific to early childhood education. Professional development hours may include hours facilitated by a Pennsylvania Quality Assurance System (PQAS)-certified instructor, providing ACT 48 credit or college classes. All Pennsylvania Pre-K Counts 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. Environment Rating Scale 2. Observation and Assessment 3. Linking Schedules, Standards and Assessment 4. Strengthening Relationships with Children, Families and Colleagues All core series trainings can be scheduled through the PA Keys training calendar. Pennsylvania Pre-K Counts personnel (and all educational professionals in Pennsylvania) are required, under the Child Protective Services Act, to report suspected child abuse to the appropriate authorities. This requirement must be conducted within the agency-specific procedures and policies regarding suspected child abuse and neglect. Beginning in 2013, all Pennsylvania Pre-K Counts staff who have the potential to be left alone with a child must attend a professional development event on mandated reporting. This training may be offered by county child welfare agencies, the

. . . .	Regional Key, or other protective services agencies qualified to instruct on this topic. This training requirement must be accomplished by Sept. 1, 2013, for existing staff who have not previously received such training and within 30 days of hire for newly employed staff. Those staff who received a Mandated Reporting training within the last five years are grandfathered and do not need to repeat the training. 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 Supplemental Resources #008 (page 49 of this document), #009 (page 57 of this document), #010 (page 58 of this document), and #011 (page 61 of this document). 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 Public

Welfare certified Pennsylvania Quality Assurance System instructors based on the Pennsylvania Learning Standards for Early Childhood (available on the Early Childhood section of PDE's website) and the Pennsylvania Core Knowledge Competencies for Early Childhood Professionals (available on the PA Keys website).

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.

Curriculum:
A copy of approved curriculum is available at http://www.portal.state.pa.us/portal/server.pt/community/departmental_offices/7235/p/1188258. These curriculum models have been determined to align with the 2009 Revised Pre-Kindergarten Early Learning Standards.

Copies of the Early Learning Standards can be downloaded at the following address http://www.pakeys.org/pages/get.aspx?page=Career_Standards or can be ordered at www.childcarepublishing.com.

When a program is considering the use of a curriculum that has not yet been aligned with Early Learning Standards, the publisher should be contacted to complete and submit an alignment review to Maryanne Olley at molley@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 Maryanne Olley at molley@pa.gov for review and approval to assure alignment. A template for submission is available on the PA Keys website at http://www.pakeys.org/pages/get.aspx?page=Career_Standards.

§ 405.46. Assessment.

Approved providers shall:

(1) Assess eligible students with a minimum frequency determined by the Department using an assessment tool approved by the Department.

(2) Participate in Department conducted training in the use of the assessment tool as prescribed by the Department.

(3) Report aggregate assessment information to the Department for 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.

Comprehensive Assessment:
Beginning 2013, 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]. Additional guidance on developmental screening can be found in Supplemental Resource #012 on page 63 of this document.

Pennsylvania Pre-K Counts providers will select and use an assessment tool from the available tools approved by PDE to assess and monitor a child's developmental progress. Student assessments guide instructional practice, 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, it is recommended that those staff responsible for implementation of the chosen assessment tool attend training on the use of the tool.

Pennsylvania Pre-K Counts grantees are required to report child outcomes on October 15, and May 15 using one of the tools approved by PDE, which aligns to the Early Learning Outcomes Reporting Pre-Kindergarten Framework. 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 Program Partnerships 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 classrooms must utilize the Early Childhood Environmental Rating Scale to assess classrooms. At a frequency determined by PDE, an Environment Rating Scale assessment, by an outside assessor, should result in an overall minimum program score of 5.50. Classroom self-assessments, performed by a trained facility person, must be completed annually. Lead teachers must take the Environment Rating Scale Foundations and the Early Childhood Environment Rating Scale-Revised courses within the first six months of employment in a Pennsylvania Pre-K Counts classroom as part of the core training series for Pennsylvania Pre-K Counts. Additional information on this requirement can be found in Supplemental Resources #013 on page 65 of this document.

§ 405.47. Parent Involvement.
Approved providers shall develop and implement a plan for involvement and input of parents, families and guardians of children enrolled in the program to inform them of program goals, instructional strategies, and the

Parental Involvement:
Parental involvement is an important element that contributes to the success of the program and the children receiving its services. Parent involvement requires vigilant planning and understanding of the diverse situation and

progress of their children and to involve them in supportive activities designed to help ensure their child's success.

needs of families and their children. Elements to consider in development of a plan for family involvement include the following:

- Joint staff and parent planning.
- Polices for development and support of reciprocal relationships with families that acknowledges families as the child's first teacher.
- Establishment of a role for families in developing and evaluating program success.
- A regular system of reporting to families showing the progress of their children and provision of opportunities for families to contribute their ideas and thoughts about progress, using language and a communication vehicle that is understood and readily accessible to them.
- Involvement activities such as field trips, informational training, workshops, and other family and child events.
- Toy and book lending programs.

§ 405.48. Program Transition Planning.

(a) Approved providers shall develop and implement plans designed to ensure a smooth and supportive transition for children entering the program from the setting from which they are coming, including the home, Early Intervention services, Early Head Start or child care.

(b) Approved providers shall develop and implement plans to ensure a smooth and supportive transition for children leaving the Program to enter kindergarten and the K-12 school environment.

Transition:

Transition for young children from one setting to another are very critical times in their lives. The planning and development of relationships with the individuals, programs and organizations that may be involved in a child's life as that child moves from one setting to another takes time, but is time well spent. This planning and developing of relationships needs to be conducted with care and sensitivity to the child, the family, and the programs and agencies involved.

1. Transition between pre-kindergarten programming involves coordination with the agencies that provide these services.
2. Transition plans must be developed for those children preparing to enter kindergarten programs. Transition into kindergarten is an important time in children's lives, and influences their

later school careers. Robert Pianta's research demonstrates that children face discontinuities between preschool and kindergarten as they enter elementary school for the first time. These discontinuities underscore the importance of this period. Smooth transitions are even more critical for children in high risk categories. The *Transition Best Practices Rubric* and *Transition Tool Kit* is available to all early learning practitioners at www.pakeys.org or within PDE's SAS (www.pdesas.org) Transition Across the Continuum of Early Learning Professional Learning Community.

§ 405.49. Immunizations.

Approved providers shall meet the immunization requirements that pertain to their provider type; for school districts and licensed nursery schools see 28 Pa. Code §§ 23.81—23.87 (relating to immunization); for child care centers and group child care homes see 28 Pa. Code § 27.77 (relating to immunization requirements for children in child care group settings); and for Head Start agencies see 45 CFR 1304.20 (relating to child health and development services), the federal Head Start Performance Standards.

Immunization Requirements:

All providers of Pennsylvania Pre-K Counts funded programs must meet the immunization requirements for their provider type:
• School districts and licensed nursery schools- -28 PA. Code §23.81-87 which implements Sec. 13031 of the Public School Code (24 P.S. §1303a);
• Child care centers and group child care homes – 28 Pa. Code §27.77.
• Head Start agencies -- 45 CFR §1304.20, the federal Head Start Performance Standards.

These requirements include, but are not limited to the following:
1. Within 60 days of a child's first day of attendance in the program, the provider shall obtain a record establishing that the child has received the vaccinations recommended by the American Committee on Immunization Practices; or
2. Receipt from a parent or guardian of a child of a written objection to the child being vaccinated on religious grounds or a physician verified medical reason **of a temporary or permanent nature** explaining why the child is not to be vaccinated.
3. Providers must exclude children from group activities for an additional 30 days who are not

vaccinated due to a temporary medical condition, unless they have received written confirmation from a physician, or state or local health department of vaccination, or continuation of the medical condition. A new verification is required every 30 days or the child may not be readmitted to the setting until the requirements are met.

§ 405.50. Emergency Response Plans.
Approved providers shall develop, implement, review and revise annually as necessary, a comprehensive disaster and emergency response plan that meets the guidelines of the Pennsylvania Emergency Management Agency. See Practical Information on Crisis Planning: a Guide for Schools and Communities, at www.pema.state.pa.us.

Comprehensive Emergency Response Plan:
Each Pennsylvania Pre-K Counts Program provider must adopt and implement a comprehensive disaster response and emergency preparedness plan.

The plan must be developed in cooperation with the local Emergency Management Agency and be consistent with the guidelines developed by the Pennsylvania Emergency Management Agency and other pertinent state requirements.

The plan must be reviewed annually and modified as necessary. A copy of the plan must be provided to the county emergency management agency. If the applicant does not already have such a plan in place, one must be developed.

The Office of Child Development and Early Learning has developed a toolkit to guide providers in the development of a comprehensive emergency response plan. The toolkit can be ordered by contacting the PA Key at 1-800-284-6031.

§ 405.51. Inclusive Environments.
A Program classroom should reflect the naturally occurring ratio of students with 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

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

promote inclusion in this way, approved providers may not deny students admission to a classroom based on their disability or delay.	the Pennsylvania Pre-K Counts provider to know what, if any, supportive services have been determined to be necessary for a child identified as having a developmental delay or disability and are available through the Early Intervention program. A working relationship with the Early Intervention program will be helpful in coordinating the array of services a particular child may be receiving.
	Children in Pennsylvania Pre-K Counts that receive Early Intervention services may not miss significant portions of the Pennsylvania Pre-K Counts program in order to receive their Early Intervention services. The Early Intervention services must be scheduled so as to make regular attendance in the Pennsylvania Pre-K Counts program possible. Managing these kinds of scheduling challenges requires cooperation and good working relationships across programs that serve children.
	The Pennsylvania Pre-K Counts provider may be the first to identify that a particular child is in need of a referral for Early Intervention services. This "Child Find" or child identification role will be greatly facilitated if there is an established working relationship with both the Infant and Toddler Early Intervention program and the Preschool Early Intervention program for three to five year-olds.
	The practice of enrolling children with developmental delays in typical environments is often referred to as inclusion. In order for a Pennsylvania Pre-K Counts classroom to be an inclusive early childhood setting, it may not have an enrollment that is predominantly children participating in Early Intervention. An inclusive early childhood setting is no more than 20 percent of the classroom's initial enrollment being children diagnosed with developmental delays or disabilities, and having either an Individualized Education Program (IEP) or Individualized Family

Service Plan (IFSP) prior to entering Pennsylvania Pre-K Counts.

After the start of the program year, additional children may be identified as needing Early Intervention services and ultimately an IEP or IFSP, bringing the percentage of children in the classroom having identified developmental delays or disabilities higher than 20 percent. This increase in the percentage after the start of the program year is allowed.

Recordkeeping, Reporting and Attendance at Department Sponsored Meetings and Trainings

§ 405.61. Program Reporting.
Approved providers shall provide reports as requested by the Department and in the manner and at times as prescribed by the Department, including, but not limited to, expenditure reports, reconciliation of cash reports, enrollment, attendance, demographic information and child outcomes.

Program Reporting:
Pennsylvania Pre-K Counts providers must submit documentation of program implementation through multiple sources: Early Learning Network, Financial Accounting Information System (FAI system), and submission of written program plans. Additional Information on reporting can be found in Supplemental Resources #014 (page 68 of this document), #015 (page 71 of this document), #016 (page 77 of this document).

§ 405.62. Recordkeeping.
Approved providers shall maintain all records pertinent to the program, including, but not limited to, financial, statistical, property, changes in Keystone STARS status, child care certificate, nursery school license, teacher evaluations and recommendations, and any other supporting documentation, for a period of at least 7 years from the date of submission of their final closeout report, or until all audits are complete and findings have been completely resolved, whichever occurs last.

Recordkeeping:
Providers must maintain all pertinent records for a minimum of seven years (or until all unresolved issues have been addressed). This includes but is not limited to all documents related to operating requirements, child records, teacher evaluations, and all other supporting documents. In addition, grantees are also expected to maintain books, records, documents, and other evidence in sufficient detail to support all claims against the Pennsylvania Pre-K Counts funding.

§ 405.63. Attendance at Department Sponsored Meetings and Trainings.
Approved providers shall attend any mandatory meetings and training sessions arranged by the Department.

Meeting Attendance:
All approved providers are expected to attend all mandatory meetings and trainings. This includes, but is not limited to, monthly partner and annual regional meetings, annual state-

wide conferences, professional development sessions, etc.

§ 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.

Professional Development:
Lead teachers in community-based Pennsylvania Pre-K Counts settings that have Instructional Level I Certificates are required to convert to and maintain an Instructional II Certificate within six years from the time of initial service as an Instructional Level I teacher in the program.

Teachers holding an Instructional Level I early childhood Certificate may count their time working in a community-based Pennsylvania Pre-K Counts program toward the three years of successful teaching experience necessary before converting the certificate to an Instructional Level II Certificate, in accordance with the requirements of PDE. These requirements also include one year of participation in an Office of Child Development and Early Learning approved Teacher Induction Plan, six bi-annual evaluations and completion of 24 post-baccalaureate credits. Additional information on this requirement can be found in Supplemental Resources #008 (page 49 of this document), #009 (page 56 of this document), #010 (page 58 of this document), and #011(page 61 of this document).

Teacher aides must attend at least 24 hours of continuing professional education each year. Acceptable professional development includes instruction eligible for Act 48, continuing education credits, college credits, or hours taught by Pennsylvania Department of Public Welfare certified Pennsylvania Quality Assurance System (PQAS) instructors based on the Pennsylvania Learning Standards for Early Childhood (available on the Early Childhood section of PDE's website) and the Pennsylvania Core Knowledge Competencies for Early Childhood Professionals (available on the PA Keys website).

Grantee Fiscal Responsibilities

§ 405.71. Segregation of Funds.

An approved provider that receives grant funds under the Program shall maintain a separate account in its budget to facilitate monitoring and auditing of the use of the grant funds. If the approved provider is a school district, the school district may not place grant funds in a reserve account.

Segregation of Funds:

All funds provided by PDE for the Pennsylvania Pre-K Counts program must, at a minimum, be segregated from other funds through the use of a general ledger or other acceptable accounting practices.

All funded Pennsylvania Pre-K Counts lead agencies and partner agencies will be required to meet Pennsylvania Pre-K Counts audit requirements. Additional information on the requirements can be found in Supplemental Resource #017 on page 79 of this document.

§ 405.72. Grant Awards.

(a)Grants shall be awarded by the Department to approved providers on a per-child basis, in an amount set by the Department, for each eligible student served by an approved provider.

(b)The amount of grant funds provided per-student may not exceed the cost of administering the approved provider's prekindergarten program.

Grant Awards:

Funds will be available for both half-day and full-day programs. Half-day programs may receive no less than no less than $(b)(4) per child and no more than $(b)(4) per child. Full-day programs may receive no less than $(b)(4) per child and no more than $(b)(4) per child. Per child amounts must be fully justified in the grant application and will not be awarded unless fully justified.

No Further Clarification.

§ 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.

BERKS COUNTY INTERMEDIATE UNIT

POSITION TITLE: Preschool Program Specialist

QUALIFICATIONS:
A. Minimum of Bachelor's Degree, in early education or related degree. Masters degree in early education, child development, or administration preferred.
B. Minimum of 5 years of high level work in the field of early learning with experience in partnership work and administration.
C. Exceptional writing, organizational, and management skills, with the ability to work independently.
D. Ability to perform a leadership role, work collaboratively, and communicate effectively with pre-school sites including child care, Head Start, nursery schools and school-based programs, as well as local communities, government, and the education community.
E. Knowledge of Pennsylvania's Early Learning Standards for Pre-Kindergarten and Kindergarten.
F. Knowledge of Pennsylvania's pre-school regulations and programs including Keystone STARS, Head Start Supplemental, Early Intervention, and school-based pre-K.
G. Ability and willingness to travel.
H. Experience in delivering professional development; possess or obtain a Certified Instructor PQAS within 3 months of hire date

REPORTS TO:
Preschool Program Manager

POSITION GOAL:
To provide support and monitor the pre-school sites to help meet the high quality standards established by the Pennsylvania Office of Child Development and Early Learning (OCDEL).

PERFORMANCE RESPONSIBILITIES:
The essential functions of this position include, but are not limited to, the following fundamental duties:
A. Provide consultation and assistance to ensure successful implementation of assigned early childhood programs.
B. Monitor assigned early childhood programs for compliance with OCDEL regulations and requirements as well as provide appropriate feedback as prescribed.
C. Establish relationships with early childhood programs to assure the technical assistance will be well received and utilized.
D. Assist early childhood programs that work with at-risk students coordinate and integrate services for those students.
E. Provide support for the implementation of the Pennsylvania Early Learning Standards at all pre-school sites.
F. Provide support to implement a curriculum that is aligned with the Pennsylvania Early Learning Standards.

G. Develop, implement and/or facilitate professional development events and meetings for early childhood programs. .

H. Provide support to strengthen and expand joint partnerships and community collaborations to help make the best use of resources and improve the quality of all of the pre-school sites involved.

I. Establish relationships with Community Engagement, PA Keys Regional Staff, Head Start regional Staff and the OCDEL Staff to effectively utilize all parts of the early childhood system to support high quality in all programs.

J. Identify strengths and areas that need improvement in classrooms, program operation and provide recommendations and strategies to improve quality.

K. Assist pre-school programs to identify and develop goals related to program quality improvement.

L. Coordinate strategies that support children and families.

M. Support the inclusion of children with special needs students in all early childhood programs sites.

N. .Demonstrates effective communication with supervisors, peers and all early childhood programs.

O. Submit completed reports as requested to provide supervisors and OCDEL with regular updates on progress of each site in a timely manner.

P. Demonstrate a working knowledge of the Early Learning Network and provides ongoing technical assistance to early childhood programs.

TERMS OF EMPLOYMENT:

Twelve months. Salary to be established by the Intermediate Unit Board of Directors per the Compensation and Benefits Plan for the Governor's Early Learning Team.

EVALUATION:

Performance in this position will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

The position holder must be able to perform the essential job functions with or without reasonable accommodation. It is the responsibility of the employee to inform the BCIU Director of Human Resources of any and all reasonable accommodations that will be required.

BCIU is an equal opportunity employment, educational, and service organization.

Revised: July 27, 2010

CONTINUUM

Infant-Toddler * Pre-Kindergarten * Kindergarten

2014 Pennsylvania Learning Standards for Early Childhood

Office of Child Development and Early Learning

Pennsylvania * Department of Education * Department of Public Welfare

Approaches to Learning Through Play

Standard Area AL.1: Constructing and Gathering Knowledge

	Infant	Young Toddler	Older Toddler	Pre-Kindergarten	Kindergarten
A. Curiosity and Initiative	AL.1.I.A Use the senses as a primary means to explore and learn from the environment.	AL.1.YT.A Show interest in various environmental stimuli.	AL.1.OT.A Explore characteristics of and ask questions about objects people, activities and environments.	AL.1.PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.	AL.1. K. A Demonstrate an eagerness to discover and discuss a growing range of topics, ideas and tasks.
B. Risk Taking	AL.1.I.B Explore in the comfort of a familiar surrounding or adult.	AL.1.YT.B Explore the environment in close proximity to and in the constant sight of familiar adult.	AL.1.OT.B Explore the environment independently seeking occasional approval from adults.	AL.1. PK.B Demonstrate a willingness to participate in new and challenging experiences.	AL.1. K.B Demonstrate a willingness to participate in an increasing variety of diverse experiences.
C. Stages of Play	AL.1.I.C Engage in parallel play.	AL.1.YT.C Engage in associative play.	AL.1.OT.C Engage with others in simple cooperative play.	AL.1.PK.C Engage in complex play sequences with two or more children.	AL.1. K.C Engage in elaborate, interactive play sequences that include acting out roles and negotiating play themes.

Standard Area AL.2: Organizing and Understanding Information

	Infant	Young Toddler	Older Toddler	Pre-Kindergarten	Kindergarten
A. Engagement and attention	AL.2.I.A Interact with others, objects or activities for short periods of time.	AL.2.I.YT.A Engage with others, focus attention and participate in activities for longer periods of time.	AL.2.OT.A Focus attention and participate in task oriented activities.	AL.2. PK.A Work toward completing a task, even if challenging, and despite interruptions.	AL.2. K.A Demonstrate capacity to concentrate over time on task, despite interruptions, or classroom disruptions.
B. Task Analysis	AL.2.I.B Anticipate next step of a familiar routine or activity.	AL.2.YT.B Know the sequence of familiar routines.	AL.2.OT.B Identify and complete the sequence of familiar routines and tasks.	AL.2. PK.B Independently break simple tasks into steps and complete them one at a time.	AL.2. K.B Complete multi-step tasks with independence.
C. Persistence	AL.2.I.C Engage with an object in more than one way.	AL.2.YT.C Attempt to accomplish challenging tasks.	AL.2.OT.C Attempt to accomplish challenging tasks by employing familiar strategies.	AL.2. PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.	AL.2. K.C Accomplish challenging tasks from beginning to end independently.
D. Patterning	EMERGING	AL.2.YT.D Recognize simple patterns in the environment.	AL.2.OT.D Recognize and create simple patterns.	AL.2.PK.D Recognize and extend simple patterns.	AL.2 K.D Create a simple and/or complex pattern using various objects.
E. Memory	AL.2.I.E Recognize and respond to familiar adults and routines.	AL.2.YT.E Recall information from previous experiences.	AL.2.OT.E Retain and recall information from previous experiences.	AL. 2.PK.E Retain and recall information presented over a short period of time.	AL. 2 K.E Retain and recall information presented in past learning experiences.

Family Survey Data

Office of Child Development and Early Learning Family Survey 2012-2013

The annual survey provides an opportunity for the Pennsylvania Office of Child Development and Early Learning (OCDEL) to hear directly from the families served. Programs in the annual family survey process include: Child Care Works (child care subsidy), Early Intervention (infant/toddler and preschool programs), Early Head Start, Head Start State Supplemental, Keystone STARS, Maternal Infant Early Childhood Home Visiting Programs (MIECHV), PA Pre-K Counts, and Parent-Child Home Program.

In the past year, my child's Early Care and Development Program…	% Agree
Gave me information about their mission, goals, policies and procedures.	96%
Helped me to be able to see how much progress my child is making.	94%
Were available to talk with me at times that fit into my schedule.	95%
Helped me to access other programs and/or services for my family (for example: parent support, food stamps, WIC, get a library card etc.).	76%
Were honest with me, even if they had difficult things to discuss.	95%
Made it easy for me to talk to them about my child and our family.	95%
Asked me about how well the program is meeting my child's needs.	87%
Understood my family's culture, beliefs and traditions.	95%
Helped families get to know and support each other.	72%
Helped me to understand how information collected about my child and family is used for program improvement.	86%
Helped me feel more confident in my skills as a parent.	91%
Built on my child's strengths and interests.	95%
Gave me information about organizations that offer support to parents (for example: Parent to Parent of PA, Support Groups, Parent Training Information Centers, Family Resource Centers)	81%
Was Provided during times that met our family's needs.	96%
Gave me ideas of how to support my child's development at home.	92%
Helped me to understand and support my child's behavior. (For example, helping my child to handle their feelings, helping my child to get along with others, helping my child to feel secure with my chosen caregiver(s), helping my child transition)	90%
Provided me information about community organizations, agencies and events that are of interest to families with young children.	82%

In the past year, I have used information about my child's performance to support my child's learning and development at home.	96%
In the past year, I have used information about my child's performance to make changes in how I teach my child.	94%

*Grantee Name*_____ *Date(s) of Visit(s)*_____
Lead Agency or Partner (Circle One)
Regulated Criteria
Program Requirements

<u>*Reporting Accuracy and Timelines*</u>	**Meets 20**	**Does Not Meet 0**

Lead agency and Partner classroom sites:
Complies with process for reporting; inputs information into ELN, PELICAN and chosen assessment tool that is timely, accurate and complete and/or submits information to lead agency for reporting that is timely, accurate, and complete.

Lead Agency Administrative:
Assures information is reported in PELICAN and chosen assessment tool within required timeframes; assures information is accurate and complete; clearly articulates reporting expectations and timelines to partners and partners understand their role in meeting requirements.

Sources of Evidence: *PELICAN review; chosen assessment tool review; OCDEL reports compiled from ELN; partner agreement; written communications to/from Lead Agency and Partners; Location/Program Change Requests; Partner Agreement; Induction Tracking; staff qualification and accurate enrollment.*

<u>**Comments:**</u>

<u>*Meeting Attendance*</u>	**Meets 5**	**Does Not Meet 0**

Lead agency and Partner classroom sites:
Provide evidence of attendance at any mandatory meetings and training sessions arranged by the Department. This could include Statewide meetings, Regional Meetings or professional development.

Lead Agency Administrative:
Provides evidence of attendance at any mandatory meetings and training sessions arranged by the Department as well as support any Partners in attending. This could include Statewide meetings, Regional Meetings or professional development.

Sources of Evidence: Sign-in sheets from meetings; sign-in sheets from required trainings; chat box sign-in from required webinars.

<u>**Comments:**</u>

Immunizations	**Meets 5**	**Does Not Meet 0**

Lead Agency and Partner Classroom Sites:
Ensures the Program is meeting the immunization requirements that pertain to their provider type.

Lead Agency Administrative:
Supports their partner programs in maintaining immunization requirements for their provider type.

Sources of Evidence: Random sampling of children's files to verify a record is on file; immunization reports; nurse files.

Comments:

Communication	**Meets 10**	**Does Not Meet 0**

Lead Agency and Partner classroom sites:
Demonstrates strategies for regular updates of program implementation; has system for notifying Specialist (and Lead Agency) of challenges and changes such as enrollment, and teacher changes that impact qualification requirements; keeps PELICAN contact list updated; uses ELN Help Desk as needed to seek support for data entry; adopts a policy on confidentiality and sharing of information; has a process for maintaining confidential information and children's files.

Lead Agency Administrative:
Holds regularly scheduled meetings with partners to review updates to policy, to discuss community education outreach for the community, to establish professional development opportunities across the provider group and to seek joint decision making related to ongoing operations; reads and interprets OCDEL announcements, disseminates this information to partners and analyzes and clarifies information within for partners; seeks partner feedback and input on the development and implementation of the partnership agreement; utilizes, (to the extent possible) shared decision making with partners; reviews partners' confidentiality policies.

Sources of Evidence: PELICAN contact lists; written communications between Partner and Lead Agencies; written communication between specialist and program; confidentiality policy/procedures. Meeting minutes and sign in sheets for partner meetings.

Comments:

Site Visits with Specialists	Meets 5	Does Not Meet 0

Lead Agency and Partner classroom sites:
Schedules and attends (no cancellation) annual PA PKC administrative review, as well as a classroom site visit, allowing for appropriate timing and location to review and discuss program elements; has required information available for all sites and is complete and organized; appropriate staff attend the meeting or are apprised of its occurrence; classroom staff are notified of impending visit and, to the extent possible, schedules time for teacher to meet with Specialist; assures that all parties are notified of results and develops action plans, (as needed) that include an ongoing review and monitoring process to rectify any noncompliant areas.

Lead Agency Administrative:
Informs partners of site visit dates for both lead agency and partner visits; seeks partner representation to attend appropriate meetings with specialists; Lead Agency representative attends partner site visit meetings, reviews results, identifies areas that may need follow-up and works with Partners and Specialist to develop an improvement plan; plan includes Lead Agency role in supporting and monitoring, identifies site strengths and uses them as mentors or models for others.

Sources of Evidence: Uses Best Practice Rubric; communications between Lead Agency and Partners; materials available and completed during site visit; action plans and subsequent follow-up documentation for areas needing attention; attendance lists at site visit meetings; interviews with Partner and Lead Agency administrative and teaching staff; interviews with Lead Agency demonstrating knowledge about provider strengths and/or challenges.

Comments:

Required Plans, Policies and OCDEL/PA Key Submissions

Required Plans, Policies and OCDEL/PA Key Submissions		
Recruitment and Retention Plan	Acceptable Plan 1	No Plan 0
Attendance Plan	Acceptable Plan 1	No Plan 0
Emergency Preparedness Plan	Acceptable Plan 1	No Plan 0
Enrollment Plan	Acceptable Plan 1	No Plan 0
Induction Plan	Acceptable Plan 1	No Plan 0
Community Needs Assessment	Acceptable Plan 3	No Plan 0
Partnership Plan with written agreements	Acceptable Plan 1	No Plan 0
Parent Involvement Plan	Acceptable Plan 1	No Plan 0
Transition Plan	Acceptable Plan 1	No Plan 0

Lead Agency and Partner classroom sites:
Required plans are submitted on time and they are accurate and complete; apprises Specialist of any changes to plans; implements, updates and monitors the information within plans.

Lead Agency Administrative:
Assures that partners have submitted the required plans so they can be forwarded to the Preschool Program Specialist; reviews the Partners' plans to assure compliance with PA Pre-K Counts requirements and provides feedback where appropriate; reviews partners' ongoing work towards meeting the goals described within each plan.

Sources of Evidence: _Submission of required plans; documentation of regular reviews and monitoring; viewing of plans during site visits._

Comments:

Eligibility, Enrollment and Attendance

Eligibility   Meets 20   Does Not Meet 0

Lead Agency and Partner classroom sites:
Verifies income eligibility for all enrolled children and keeps information in private and secure file; verifies age eligibility to assure students are 3 or 4 years old and are no more than 2 years away from kindergarten eligibility according to the child's residential district; assures no children are kindergarten eligible.

Lead Agency Administrative:
Agency verifies that partners have documentation of the sources used to identify income eligibility; lead agency monitors a portion of enrolled children to assure they meet the 300% or below poverty guidelines requirement; lead agency is knowledgeable about the prioritization of additional risk factors; lead agency is knowledgeable about ways Partners prioritize additional risk factors; assures Partners' knowledge of district kindergarten entry dates and how they assure students' age eligibility for 1-2 years prior to kindergarten.

Sources of Evidence: Documentation of a child's birthdate; kindergarten cut-off date for school district of residence verified; appropriate income documentation is reviewed and compared against current Federal Poverty Level (FPL) guidelines; pelican review (child information); child files; applications.

Comments:

Enrollment   Meets 10   Does Not Meet 0

Lead Agency and Partner classroom sites:
Maintains 100% enrollment; fills vacant slots within 20 service days; maintains a waiting list of eligible children; has a prioritization strategy for waiting list and enrollment decisions based on additional risk factors; works with other community PA PKC providers, partners and non-participating early childhood providers to assure a cross-agency referral process; enters enrollment data into PELICAN and keeps information up to date.

Lead Agency Administrative:
Lead agency reviews partners' enrollment data to assure 100 percent enrollment is maintained and vacant slots are replaced within 20 days with age and income-eligible children; lead agency is knowledgeable about partners' waiting lists for age and income-eligible families; lead agency assures that partners have developed a prioritization strategy for enrollment; lead agency reviews PELICAN data to assure partners' child and family data is updated in PELICAN and works with partners, where appropriate, to maintain their waiting list in PELICAN; facilitates collaboration and system of referrals amongst PA Pre-K Counts providers within community and other early childhood programs.
Sources of Evidence: Prioritization guidelines/score sheet; active classroom rosters in PELICAN; waiting lists; process for recruitment/enrollment/referrals; pelican review (child files; applications; waitlists).

Comments:

Reimbursement for Slots   **Meets 5**   **Does Not Meet 0**

Lead Agency and Partner Classroom sites:
Notifies Specialist of enrollment challenges that may result in decreased funding; seeks approval for slot changes or location changes from Specialist or Lead Agency prior to making changes; requests reimbursement for PA Pre-K Counts portion of day and year only.

Lead Agency Administrative:
Assures partners' enrollment meets funded slot allocation; submits requests for approval of slot changes and location changes prior to making changes; assures partners' funding reimbursement is for PA Pre-K Counts portion of day and year only.

Sources of Evidence: *PELICAN reports; attendance; OCDEL and PA Key fiscal specialist feedback.*

Comments:

Inclusive Environments   *Meets 5*   *Does Not Meet 0*

Lead Agency and Partner classroom sites:
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% of students who have been identified by the start of the program year as having a developmental delay or disability.

Lead Agency Administrative:
Lead agency reviews partners' enrollment to assure the ratio of students initially identified with a developmental delay or disability does not exceed 20% of the classroom enrollments and represents a naturally occurring ratio for that community.

Sources of Evidence: *Interviews with program staff; review of child files; prioritization strategies; pelican review (risk factors); screening results.*

Comments:

Pennsylvania Pre-K Counts Preschool Expansion   85

| _Attendance_ | Meets 5 | Does Not Meet 0 |

Lead Agency and Partner Classroom sites:
Has process for reviewing attendance records; shares attendance policy with families; policy is strength-based and includes communication and support to families.

Lead Agency Administrative:
Understands partners' process for monitoring attendance; reviews documentation to assure partner attendance or has an improvement plan in place; reviews partners' attendance policy for parent supportive focus.

Sources of Evidence: Classroom attendance sheets; attendance entered in PELICAN; attendance policy for families; internal/agency attendance policy (what kind of follow-up with families with attendance issues).

Comments:

Personnel Qualifications and Professional Development

| _Lead Teacher Qualifications_ | Meets 20 | Does Not Meet 0 |

Lead Agency and Partner Classrooms:
Teacher credentials are on file and meet the requirement for the program type. To assure continued compliance, program must have a long-term and short-term substitute procedure that assures qualified teachers are providing instruction to PA PKC children. In addition, program should have a plan to recruit and retain qualified teachers.

Lead Agency Administrative:
Assures each partner's teachers meet the qualifications as appropriate for the program type. In addition, lead agency understands partner sites' substitute procedures, recruitment and retention plans; assures compliance with PA PKC requirements.

Sources of Evidence: _Review of teacher files, including substitutes when possible; copy of PA ECE teaching certificate for all lead teachers; documentation of advertisement listings of job openings which include credential requirements; fiscal budget details; pelican review (qualifications); induction Tracking staff qualifications._

Comments:

Teacher Aide	Meets 5	Does Not Meet 0

Lead Agency and Partner Classrooms:
Teacher aides meet one of the options for aide.

Lead Agency Administrative:
Assures teacher aide qualifications are met in all PA Pre-K Counts partner classrooms; lead agency reviews professional development plans for partners' staff to assure compliance with requirements.

Sources of Evidence: Review of teacher aide files for documentation of CDA, paraprofessional certificate; college transcript or college diploma; pelican review (qualifications); staff qualifications.

Comments:

Professional Development and Induction/Evaluation	Meets 10	Does Not Meet 0

Lead Agency and Partner Classrooms:
Teaching staff have professional development plans and are attending PQAS-certified and Act 48 training events where appropriate; All PA Pre-K Counts staff attend a professional development event on <u>required</u> mandated child abuse reporting. The provider follows its approved induction plan, offering training and mentoring as described in the plan; certified staff's requirements for Level I to Level II are being supported.

Lead Agency Administrative:
Reviews partners' professional development plans for teacher aides/assistants for compliance with the 24- hour requirement and PQAS; assures partners have completed <u>required</u> mandated child abuse reporter training; monitors partners' induction and evaluation plans and has supported efforts to obtain mentors and evaluators as appropriate.

Sources of Evidence: Teacher and teacher aide files; professional development plans; agendas from professional development events; review of waivers and action plans; professional development attendance summaries and certificates; induction plan; evaluations (PDE 426-427 or Teacher Effectiveness Tool).

Comments:

Classroom Design and Environment

Teacher-Student Ratio and Classroom Size   **Meets 5**   **Does Not Meet   0**

Lead Agency and Partner Classrooms:
Maintains a 1 to 10 ratio with a qualified teacher and one aide in each classroom with over 10 children; non-PA PKC funded children that are within the classroom still maintain 20 children maximum and are not included in enrollment counts; children are supervised at all times.

Lead Agency Administrative:
Assures partners' classrooms are meeting the student/teacher ratio of 1 to 10 and have no more than 2:20 in each classroom regardless of classroom size or number of adults; assures that additional children in a PA PKC classroom funded by alternate resources are not included in the PKC count for enrollment.

Sources of Evidence: *Observation of physical site; room capacity signs posted indicate appropriateness of room for enrollment; interview of agency staff/classroom staff (to verify total number of enrollments in blended classrooms); staff and child enrollment data in PELICAN.*

Comments:

Length of Day and Year   **Meets 5**   **Does Not Meet   0**

Lead Agency and Partner Classrooms:
Provides a minimum of 2.5 hours/day and 450 hours/year (half day) or 5.0 hours/day and 900 hours/year (full day) appropriate classroom instructional hours per year; provides 180 days of classroom instruction per year; has a plan for make-up day to assure 180 days are met regardless of closures.

Lead Agency Administrative:
Assures partners are providing a minimum of 2.5 hours/day and 450 hours/year (half day) or 5.0 hours/day and 900 hours/year (full day) instructional hours per year; assures partners' schedules meet the definition of instructional time; reviews and assures partners' calendars include 180 days of classroom instruction; works with partners to develop plans for make-up days in case of school closure.

Sources of Evidence: *Daily schedules for each classroom; school year calendars' parent handbooks with policy on snow days or weather closing/make up days; pelican review (attendance).*

Comments:

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*Environment Rating Scale   **Meets 10   Does Not Meet   0**

Lead Agency and Partner Classrooms:

Cooperates with external ERS staff scheduling and assessing classrooms; external assessment classroom scores are a minimum of 5.5; Improvement plans for those subscales at 4.50 or below have been completed and submitted with ongoing monitoring of improvement changes being documented; performs annual self-assessment, reviews results and develops plan for improvement, also including improvements into the CQI plan; staff have attended ERS training events

Lead Agency Administrative:

Assures partners' compliance with ERS visits; monitors scores for 5.5 average; works with partners to develop and implement improvement plans for those sub areas that are under 4.50, and monitors progress; assures partners' inclusion of ERS low-scoring areas to CQI plan; works with partners to identify professional development that will support work towards 5.5; assures partners' classroom teachers have attended ERS training and perform annual self-assessments of classrooms.

Sources of Evidence: Official ERS scores; completed self-assessments; improvement plans if applicable; certificates of attendance at ECERS trainings for all relevant staff.

Comments:

Classroom Instructional Support

Curriculum and Standards   **Meets 10   Does Not Meet   0**

Lead Agency and Partner Classroom sites:
Uses a primary curriculum that is aligned with the Pennsylvania Learning Standards for Pre-kindergarten; curriculum statement reflects culture and community; lesson plans reflect intentional use of the Standards as framework; utilizes Standards Aligned System resources on the OCDEL-SAS page.

Lead Agency Administrative:
Identifies partners' curriculum resources and assures they are aligned with the Pennsylvania Learning Standards for Early Childhood; has reviewed partners' lesson planning strategies to understand how the learning standards are included in teachers' instruction; has investigated PDE's Standards Aligned System (SAS) and encourages partners' use.

Sources of Evidence: _Curriculum statement in a policy handbook; curriculum materials; primary curriculum included on approved list from OCDEL; documentation/certificates of training of staff in chosen curriculum; lesson plans; interviews with staff; pelican review (classroom session) individualized goals for children._

Comments:

Screening and Assessment	**Meets 10**	**Does Not Meet 0**

Lead Agency and Partner Classroom sites:
Uses ongoing observation and assessment to understand individual children's interests, areas of strength and areas needing focus; uses the assessment results to drive classroom instruction; reports children's outcomes with their chosen assessment vendor using the ongoing assessment information as a source of evidence. PA 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 to identify development areas of concern. Families are included in review of children's progress.

Lead Agency Administrative:
Identifies partners' procedures for ongoing assessment and assures that it is aligned with the Learning Standards and is used as one source of evidence for child outcomes reporting; reviews partners' strategies for including parents or guardians in ongoing review and development of individualized goals for children.

Sources of Evidence: _Random sampling of child files include documentation of a completed screening within 45 days of enrollment; review of portfolios; observation notes and other forms of assessment documentation; interview with lead teacher; reports from approved assessment vendor showing finalized assessments; documentation of shared goal setting with families; pelican review (classroom session)._

Comments:

Best Practices in Collaboration and Coordination

Parent Involvement and Feedback	**Meets 10**	**Does Not Meet 0**

Lead Agency and Partner Classroom sites:
Engages parents in multiple ways, including program decision making, participation in children's goal planning and educational activities; parenting education (offers parent meetings); utilizes parent bulletin boards to display agency information; provides opportunities for volunteering; distributes a parent/family handbook that includes required policies; develops and implements an approved Parent Involvement Plan.

Lead Agency Administrative:
Assures partners' development of parent involvement plans; reviews plan for the inclusion of family engagement strategies that offer opportunities for parents' involvement in program planning, shared review of children's progress and goal planning, educational activities; reinforces parents' role in supporting children's learning and supports family engagement; assures partners' development and distribution of family handbook.

Sources of Evidence: _Documentation of parent involvement activities (flyers/advertisements; sign-in sheets; parent handbook); newsletters; parent information board; interviews with staff; testimonials from parents; volunteer opportunities; parent education; parent meetings; parent communication/newsletters; program decision making opportunities transition plan; parent conferences, parent involvement plan._

Comments:

Early Intervention	**Meets 4**	**Does Not Meet 0**

Lead Agency and Partner Classroom sites:
Coordinates services with early intervention agencies to assure support to those children receiving services or children identified after enrollment as needing services; coordinates with early intervention agencies to support children's transition in and out of the PA Pre-K Counts program; offers inclusive classrooms as specified in the PA Pre-K Counts regulations.

Lead Agency Administrative:
Reviews partners' strategies for coordination with local early intervention agencies to assure smooth transition; lead agency assures partners operate inclusive classrooms according to the PA Pre-K Counts regulations; assures coordination with early intervention agencies to support those children who are receiving early intervention services.

Sources of Evidence: Copies of IEP's in children's files (when applicable); interviews with staff; parent handbook includes a statement on early intervention; program policies include statement on including staff in IEP transition meetings as appropriate; information on referral to EI services available to parents; child files; transition plan; program resources include written policies on early intervention strategies and procedures.

Comments:

Subsidy	**Meets 4**	**Does Not Meet 0**

Lead Agency and Partner Classroom sites:
Works with the local subsidy office (CCIS) to coordinate services for those children who are receiving subsidy for wraparound child care; describes subsidies to families and makes referrals as appropriate; completes and submits required paperwork to subsidy.

Lead Agency Administrative:
Assures partners are coordinating subsidy services with the local CCIS; understands partners' process for describing subsidy and making referrals.

Sources of Evidence: Copy of verification of enrollment form sent to CCIS office in child files; interview with program staff; CCIS monthly invoices; written referrals.

Comments:

<u>**Community Providers**</u>   **Meets   4**   **Does Not Meet   0**

Lead Agency and Partner Classroom sites:
Collaborates with other PA PKC providers in community and with other early childhood providers; refers families to other providers for wraparound services and/or social service agencies as appropriate; opens professional development to community providers.

Lead Agency Administrative:
Supports collaboration with other PA Pre-K Counts providers in their community and with other early childhood providers; assures partners have a process to refer parents to those agencies that provide wraparound child care and social service agencies; offers coordinated professional development events that meet expressed needs of partners and opens events to other providers in community.

Sources of Evidence: Minutes from meetings that show participation/attendance at collaborative meetings; community resource guides with agency contact information available for families; parent information boards/resources libraries; sign-in sheets for PD events provided by program; interview with program.

<u>**Comments:**</u>

<u>**Head Start**</u>   **Meets   4**   **Does Not Meet   0**

Lead Agency and Partner Classroom Sites:
Works with the local Head Start provider to coordinate services for children who may be eligible for more than one program type or would benefit from participating in both programs; collaborates in order to serve as many children as possible in the community with varying levels of eligibility.

Lead Agency Administrative:
Assures partners are coordinating with the local Head Start providers and referring families to Head Start as eligibility is determined.

Sources of Evidence: Interview with program; memorandum of understanding on file; enrollment strategies include referral to Head Start for income eligible families; collaboration and communication with local head start provider review of resources and information provided to eligible families.

<u>**Comments:**</u>

School Districts	Meets 4	Does Not Meet 0

Lead Agency and Partner Classroom Sites:
Coordinates and collaborates 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.

Lead Agency Administrative:
Ensures alignment of curriculum and standards between the Program and the K-12 school district program and, when possible, consolidates activities such as professional development.

Sources of Evidence: Interview with program; documentation of coordinated efforts to assist families with kindergarten registration; sign-in sheets at PD events sponsored by School Districts; policy on how children's records are transferred to school districts when a child transitions to kindergarten; documentation of meetings with local school districts; transition plan.

Comments:

Transition	Meets 5	Does Not Meet 0

Lead Agency and Partner Classroom sites:
Agency includes process for transition in and out of the PA Pre-K Counts classroom and coordination with local school districts, other early childhood providers, early intervention and families; program implements the plan in an effective and intentional manner.

Lead Agency Administrative:
Assures partners implement transition in and out of the PA Pre-K Counts classroom and coordinate transitional practices with local school districts, other early childhood providers, early intervention and families.

Sources of Evidence: Submits program plans; documentation of meetings with local agencies; policy handbook; documentation of participation in community early childhood events; referral process; child files; parent involvement materials such as meeting agendas, copies of newsletters or sent-home information, parent-teacher conference schedule; professional development announcements.

Comments:

Fiscal Responsibilities

Audits	Meets 15	Does Not Meet 0

Lead Agency and Partner Classroom sites:
Complies with audit requirements appropriate to the size of PA Pre-K Counts grant; attestation submitted on time; maintains files (all files) and documentation as directed in State and PA Pre-K Counts policy; report or an approved extension is submitted by December 31ˢᵗ following the previous program year.

Lead Agency Administrative:
Assures partners' audits are completed and submitted to OCDEL; reviews partners' file maintenance procedure for compliance; assures attestation is submitted on time; report or an approved extension is submitted by December 31ˢᵗ following the previous program year. Agency will ensure all funds are properly allocated, spent and accounted for. Should unspent funds be identified, Agency will report to the Department.

Sources of Evidence: *Specialist is copied on email with electronic submission of audit by December 31ˢᵗ deadline (or extension deadline, if a request was made prior to December 31ˢᵗ); spreadsheet from Matt with submission updates; monitoring report (fiscal specialists documentation); communications from providers.*

Comments:

Program Reporting	Meets 15	Does Not Meet 0

Lead Agency and Partner Classroom sites:
Provides reports as requested by the Department and in the manner and at the times as prescribed by the Department, including, but not limited to: **Quarterly Expenditure Reports, Budget Revisions** *and* **Final Expenditure Report** *(for prior grant year).*

Lead Agency Administrative:
Provides reports as requested by the Department and in the manner and at the times as prescribed by the Department, including, but not limited to: **Quarterly Expenditure Reports, Budget Revisions and Final Expenditure Reports** *(for prior grant year). Agency supports its Partners in completing all reporting in an accurate manner.*

Sources of Evidence: *PELICAN review; OCDEL reports compiled from ELN; summaries or requests for information from OCDEL fiscal staff or data specialists; written communications to/from Lead Agency and Partners audit.*

Comments:

Non-Regulated Criteria

Quality Initiatives

(CQI) Continuous Quality Improvement Plan	Meets 15	Partially Meets 10	Does Not Meet 0

Lead Agency and Partner Classroom sites:

Submits plan to Specialist by Nov. 1 annually; goals are reviewed and updated regularly according to program needs; ensures the plan is a working document and the program is implementing their goals throughout the year; maintains and implements an annual plan for quality improvement which incorporates multiple sources of evidence. Plan identifies, describes and analyzes program strengths and weaknesses: includes benchmarks and measurable goals for improvement, implementing the plan, learning from outcomes and revising solutions. Plan is used as part of an ongoing process by which the program makes decisions and evaluates its progress. Plan may include goals in the following areas: Enrollment, Classroom Practices and ERS Scores; Partnerships and collaboration; staff Qualifications and professional development; transitions and/or parent Involvement.

There are 3 levels of scoring.
**If you meet* __ALL__ *of the above criteria, you will receive the 15 maximum points allotted. If you partially meet the expectations, you will receive 10 points. If you DO NOT meet the criteria that are expected, you will receive 0 points.*

Lead Agency Administrative:

Ensures that partners submit a CQI to specialist by Nov. 1 annually and that those goals have been reviewed and are updated to reflect current situation; assists partners by supporting goals where appropriate; ensures that partners are implementing their goals throughout the year.

Sources of Evidence: *A formal plan is submitted annually by November 1 (plan includes multiple sources of evidence; measurable goal statements; action steps for implementation and a formal review process to assess progress towards goals. Goals are not limited to program requirements, but demonstrate a visionary approach to quality by utilizing a "good, better, best" practice for improving quality over time); review CQI plan.*

Comments:

Classroom Instructional Support

| _Classroom Equipment and Materials_ | Meets 15 | Partially Meets 10 | Does Not Meet 0 |

Lead Agency and Partner Classroom sites:
Classrooms include materials and equipment that reflect all Key Learning Areas of the Learning Standards for Pre-kindergarten and the Environment Rating Scale (ERS) subscales; materials are in good repair and age appropriate; children can self-select materials from labeled shelves or containers; environment is print-rich and artwork reflects process, not product, with the majority of posted materials being from children's art instead of purchased displays; community culture is reflected.

There are 3 levels of scoring.
*If you meet _ALL_ of the above criteria, you will receive the 15 maximum points allotted. If you partially meet the expectations, you will receive 10 points. If you DO NOT meet the criteria that is expected, you will receive 0 points.

Lead Agency Administrative:
Works with partners to assure appropriate classroom arrangement, including equipment that is age appropriate and in good repair, culturally diverse and print-rich; utilizing ERS scores and Learning Standards for Pre-kindergarten as a guide.

Sources of Evidence: Documentation of classroom observations during site visits; interview with staff (do you have additional materials for rotating?); review of budgets for proposed material purchases; ERS self-assessment; Best Practices rubric; classroom checklist; lesson plans; storage.

Comments:

| _Preventative Child Health Procedures_ | Meets 5 | Does Not Meet 0 |

Lead Agency and Partner Classroom sites:
Classrooms have policies for hand washing for both children and adults; preventative disease control policies have been developed and disseminated to families.

Lead Agency Administrative:
Assures the development and dissemination of policies related to hand washing and contagious disease control.

Sources of Evidence: Lesson plans; daily schedules; classroom visits; ERS scores; Learning Standards; photos of classroom design; policy handbook – curriculum statement; curriculum resources; assessment resources, assessment reporting in PELICAN; observation of posted signs near sinks and other relevant areas; newsletters include training topics related to health.

Comments: .

Classroom Instruction   **Meets   15   Partially Meets 10   Does Not Meet   0**

Lead Agency and Partner Classroom sites:
Facilitates active learning and engagement with materials and equipment; schedule includes significant portion of instruction that allows for child discovery and exploration guided through teacher interaction and intentional planning; activities are adapted to accommodate children's individual needs and learning styles; schedule and curriculum are linked to the Pennsylvania Early Learning Standards individual student needs.

There are 3 levels of scoring
*If you meet ALL of the above criteria, you will receive the 15 maximum points allotted. If you partially meet the expectations, you will receive 10 points. If you DO NOT meet the criteria that is expected, you will receive 0 points.

Lead Agency Administrative:
Assures partners monitor teacher instructional planning and implementation for best practice.

Sources of Evidence: *Observation of classroom; interview of teacher; lesson plans; daily schedule; Best Practices rubric; classroom checklist; class schedule; goal notebook; approved curriculum list.*

Comments:

Meals and Snacks   **Meets   5   Does Not Meet 0**

Lead Agency and Partner Classroom sites:
Provides required meal complement as per hours of operation; no charges to families are incurred; offers family style eating; utilizes food reimbursement programs as appropriate.

Lead Agency Administrative:
Assures required meals are being offered without charge to families; assists in obtaining food reimbursement as appropriate; understands meal service procedures such as family style eating; staffs models appropriate meal expectations; appropriate amount of staffing during meal time.

Sources of Evidence: *Food reimbursement program application in child files; menus posted; daily schedule; parent handbook/agreement that indicates that meals or snacks provided at no charge; classroom observation; interview with staff; BPR; menus, CACFP forms; free and reduced lunch forms; observation (family style).*

Comments:

Scoring Sheet

(Regulated Criteria)

Program Requirements	Score	Total Possible Score
Reporting Accuracy and Timelines	_____	20
Meeting Attendance	_____	5
Immunizations	_____	5
Communication	_____	10
Site Visits with Specialists	_____	5

Required Plans, Policies and OCDEL/PA Key Submissions

	Score	Total Possible Score
Recruitment and Retention Plan	_____	1
Attendance Plan	_____	1
Emergency Preparedness Plan	_____	1
Enrollment Plan	_____	1
Induction Plan	_____	1
Community Needs Assessment	_____	3
Partnership Plan with written agreements	_____	1
Parent Involvement Plan	_____	1
Transition Plan	_____	1

Eligibility, Enrollment and Attendance

	Score	Total Possible Score
Eligibility	_____	20
Enrollment	_____	10
Reimbursement for Slots	_____	5
Inclusive Environments	_____	5
Attendance	_____	5

Personnel Qualifications and Professional Development

	Score	Total Possible Score
Lead Teacher Qualifications	_____	*20*
Teacher Aide	_____	*5*
Professional Development and Induction/Evaluation	_____	*10*

Classroom Design and Environment

Teacher-Student Ratio and Classroom Size	_____	*5*
Length of Day and Year	_____	*5*
Environment Rating Scale	_____	*10*

Classroom Instructional Support

Curriculum and Standards	_____	*10*
Screening and Assessment	_____	*10*

Best Practices in Collaboration and Coordination

	Score	Total Possible Score
Parent Involvement and Feedback	_____	*10*
Early Intervention	_____	*4*
Subsidy	_____	*4*
Community Providers	_____	*4*
Head Start	_____	*4*
School Districts	_____	*4*
Transition	_____	*5*

Fiscal Responsibilities

Audits	_____	*15*
Program Reporting	_____	*15*
Total for Regulated	_____	**241**

(Non-Regulated Criteria)

Quality Initiatives

CQI Plan	_____	*15*

Classroom Instructional Support

Classroom Equipment and Materials	_____	*15*
Preventative Child Health Procedures	_____	*5*
Classroom Instruction	_____	*15*
Meals and Snacks	_____	*5*

Total for Non-Regulated   ____   **55**

Exemplary = 95%-100% (total 282-296)
Compliant= 86%-94.9% (total 255-281)
Needs Improvement = 85.9% and below (total 254-0)

Overall Total   ____   *296*

Children's Progress Update:
Pennsylvania Pre-K Counts, 2012-13

pennsylvania
PRE-K COUNTS

Pennsylvania Pre-K Counts provides high-quality pre-kindergarten services to 11,350 at-risk three- and four-year olds in the state so that they are prepared for school success.

Eligibility for Pennsylvania Pre-K Counts includes children who are between age three to the entry age for kindergarten and living in families earning up to 300 percent of the poverty level. Grantees are instructed to prioritize enrollment to children most at-risk in their communities. For example, children may also be impacted by other risk factors, such as English language learning, participation in the child welfare system, or disability or developmental delay. As of March 2013, 67 percent of PA Pre-K Counts students are affected by at least one risk factor in addition to family income.

As part of the evidence-based standards of Pennsylvania Pre-K Counts, teachers assess a child's progress throughout the school year and use this information to guide classroom instruction and inform and engage families in their child's learning.

The percentage of four-year olds with proficient academic and social skills tripled to 82 percent after participating in PA Pre-K Counts programs in 2012-13.[1]

- The percent of children with proficient **language and literacy skills** increased from 22 percent in the fall to 82 percent in the spring.
- The percent of children with proficient **mathematical thinking skills** increased from 21 percent in the fall to 84 percent in the spring.
- The percent of children with proficient **social and emotional skills** increased from 33 percent in the fall to 88 percent in the spring.
- The percent of children with proficient **scientific thinking** skills increased from 23 percent in the fall to 85 percent in the spring.

Percentage of Four-Year Olds in PA Pre-K Counts with Proficient Skills. Fall 2012 and Spring 2013
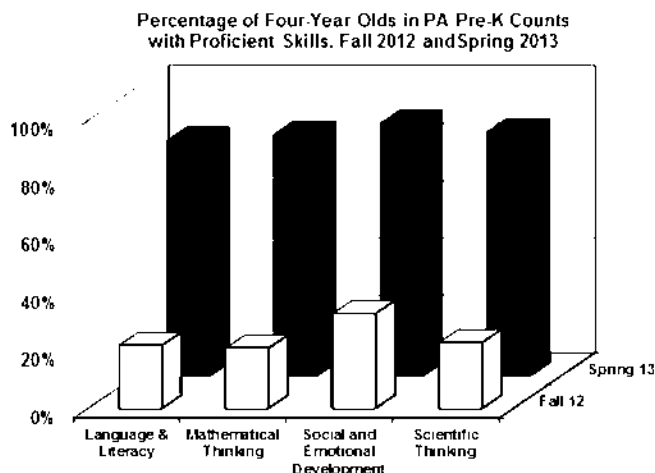
Nearly all (95 percent) parents felt PA Pre-K Counts programs built on their child's interests and strengths and have used information on their child's performance to support their learning and development at home.[2]

My daughter (b)(6) *has been attending the PA Pre-K Counts program for about seven months now and has had a fantastic experience. She is learning a lot of new things and enjoying every minute of her day there. She already can recognize all of her letters in the alphabet and she can count to 20 with no problems. She is very creative and has a great imagination and this program gives her the chance to express both of them.*

(b)(6) *is only four years old and already has a love for going to school and a love for learning. As parents, my husband and I could not be happier with this program and the way our daughter has adapted to going school.* (b)(6) *County family*

---

[1] Based on program reports on indicators relevant to Pennsylvania's Early Learning Standards for 5,148 children using an OCDEL-approved authentic assessment tool.
[2] Based on more than 2,300 responses to a 2011 family survey. PA families whose children were enrolled in PA Pre-K Counts programs. 8/24/13

PA **pennsylvania**
OFFICE OF THE GOVERNOR

Fact Sheet
Line Item Veto/Enacted Budget

What Action is the Governor Taking?

Facing a $1.5 billion deficit and struggling to provide adequate funding for essential programs, the General Assembly voted to increase its own $(b)(4) budget by (percent. They chose to charge the taxpayers an additional $(b)(4) to pay for their parking. They refused to use any of their own six-month surplus – $(b)(4) in taxpayer-funded budgetary reserves – to help close the budget gap. They filled the budget with earmarks driven by high-powered lobbyists. And they refused to deal with the biggest fiscal challenge facing Pennsylvania – our public pensions.

The governor is also concerned by the revenue assumptions used by the House and Senate in crafting their budget and chose to use his line-item veto authority to reduce spending to ensure a better chance of meeting revenue estimates. The commonwealth's official revenue estimate is $(b)(4) lower than the revenue estimate in the General Assembly budget. Item vetoes are as follows:

General Bill

- 38 appropriations, more than $(b)(4) of spending
- Two transfer appropriations (Machinery and Equipment Loan Fund [MELF] and Small Business First), totaling $(b)(4)
- One legislative earmark

Fiscal Code

- Seven legislative earmarks that drive out some of the funding the governor item vetoed in the General Appropriation Bill. The total value of item vetoed earmarks is nearly $(b)(4) (this total is part of the $(b)(4) noted above because the appropriation must be reduced in the General Appropriation Bill and the earmark must also be eliminated).

Along with some other discretionary programs, legislative earmarks that were not item vetoed will be placed in budgetary reserve to give the Administration time to review the program and its intended outcomes. This review period will also allow the commonwealth to monitor revenue collections to ensure that sufficient funding is available for the earmarks.

General Assembly Operating Appropriations – $(b)(4) of reductions in total

During budget negotiations, the governor asked the General Assembly to use $(b)(4) of its $(b)(4) (b)(4) in reserves to help balance the budget. Because the General Assembly did not include this funding in its budget, and at the same time relied on overly optimistic revenues, the governor chose to reduce the General Assembly's spending, which will cause the General Assembly to spend down its reserves to a more reasonable level.

In the spring, the governor directed agencies under his jurisdiction to identify any available funds that could be used to help balance the budget. As a result of the governor's direction, commonwealth agencies returned nearly $(b)(4) of unneeded funds that helped to balance this year's budget.

Other Appropriations with a Line-Item Veto – $[(b)(4)] of reductions in total

- **Treasury – Intergovernmental Organizations: Line-Item Veto of $[(b)(4)]**
  - The General Assembly added this funding to pay for membership dues for a national organization, dues which the Fish and Boat Commission has paid in recent years. The governor believes the Fish and Boat Commission should continue to pay the full cost of this national membership organization.
  - In the February budget, the Fish Fund was projected to have a balance of more than $[(b)(4)] at the end of this fiscal year.
  - The membership dues are only one-tenth of one percent of projected Fish Fund spending this year.
- **Dept. of Community and Economic Development (DCED) – Community Development Financial Institution Grants: Line-Item Veto of $[(b)(4)]**
  - Rather than create another new state program when the state's resources are limited, the governor chose to eliminate funding for this new program.
- **DCED – Intergovernmental Cooperation Authority (ICA): Line-Item Veto of $[(b)(4)]**
  - Based on conversations with the ICA, the Administration does not believe this increased funding is necessary.
- **Dept. of Conservation and Natural Resources (DCNR) – Heritage and Other Parks: Line-Item Veto of $[(b)(4)]**
  - The governor eliminated a legislative earmark for the Washington Crossing Park.
- **Dept. of Environmental Protection (DEP) – Environmental Program Management: Line-Item Veto of $[(b)(4)]**
  - The governor eliminated a legislative earmark for a study on the effects of natural gas drilling. Funding was included in last year's budget for this project, and that funding remains unspent.
- **DEP – Sewage Facilities Planning Grants: Line-Item Veto of $[(b)(4)]**
  - The governor eliminated legislative earmarks that directed funding to specific projects.
- **Dept. of General Services (DGS) – Rental, Relocation and Municipal Charges: Line-Item Veto of $[(b)(4)]**
  - The General Assembly added funding to DGS' budget for parking costs and then gave itself the authority to move that funding to its budget. Given the level of legislative reserves that remain, the governor chose to eliminate this funding.
- **Dept. of Labor & Industry – General Government Operations: Line-Item Veto of $[(b)(4)]**
  - The governor eliminated a legislative earmark that directed funding to a specific entity.
- **Dept. of Military and Veterans Affairs (DMVA) – Civil Air Patrol: Line-Item Veto of $[(b)(4)]**
  - The General Assembly added funding to DMVA's budget for this program. While the governor has supported veterans' initiatives throughout his career, including the creation of the successful Pennsylvania's Veterans Trust Fund, the DMVA has stated that this program funding is not necessary.

Vetoes of Transfer Amounts to the General Fund – $[(b)(4)] reduction

- The governor reduced the transfer from the Machinery and Equipment Loan Fund to the General Fund from $[(b)(4)] A reduction in the proposed amount was necessary to ensure sufficient funding for important economic development projects.
- The governor reduced the transfer from the Small Business First Fund to the General Fund from $[(b)(4)] A reduction in the proposed amount was necessary to ensure sufficient funding for important economic development projects.

General Fund Revenues

In addition to the $[(b)(4)] reduction in the transfers from special funds, the commonwealth's official revenue estimate is projected to be an additional $[(b)(4)] lower than the revenues in the House and Senate plan.

Other Key Budget Highlights

- $[(b)(4)] in spending, an increase of only [(b)(4)]% from the previous fiscal year. This is about $[(b)(4)] less than in the February budget.
- No new taxes
- Ready to Learn Block Grant - $[(b)(4)] increase (to $[(b)(4)] total)
- Pre-K Counts - $[(b)(4)] increase (to $[(b)(4)])
- Special Education - $[(b)(4)] increase (to $[(b)(4)])
- A new Ready-to-Succeed Scholarships program - $[(b)(4)]
- Intellectual Disabilities Waiver - $[(b)(4)] initiative to address the waiting list
- Services to Persons with Disabilities and Attendant Care - $[(b)(4)] to serve an additional 1,599 individuals with physical disabilities
- Child Advocacy Centers – new $[(b)(4)] program that was part of the February budget
- Primary Health Care Practitioner - $[(b)(4)] increase (part of the *Healthy PA* initiative)
- Community-Based Health Care Subsidy - $[(b)(4)] increase (part of the *Healthy PA* initiative)

Background

At the time that the General Appropriation Bill and other appropriation bills are presented to the governor for approval, the official revenue estimates for the budget year are established by the governor. If the appropriations passed by the legislature exceed the revenue estimates plus any available surplus, the governor has the authority and duty either to veto entire appropriation bills or to reduce the amount of appropriations in order to produce a budget that is in balance with total resources available. The governor also has the power to reduce or item veto any appropriation he thinks excessive or unnecessary even if the total appropriations passed by the legislators do not exceed estimated resources available. A governor's item veto may be overridden by a two-thirds vote of each house of the General Assembly.

The signing of the appropriations bills and any revenue bills by the governor is the last step in the approval stage of the budget process.

Definitions

Budgetary Reserve: An administrative mechanism used to freeze program funding. Monies placed into budgetary reserve can be released following a detailed review of the program(s) which they fund.

Earmark: A legislative provision that directs appropriated funds to be spent on specific projects.

Fiscal Code: Legislation that, in short, authorizes and directs the disposition of funds outlined in it and the General Appropriation Act.

General Appropriation Act: A single piece of legislation containing numerous individual appropriations. The General Appropriation Act contains only appropriations for the executive, legislative and judicial departments of the commonwealth, for the public debt and for public schools. All other appropriations are made by separate acts, each concerning one subject.

Item Veto: The Constitution of Pennsylvania empowers the governor to disapprove part or all of any item or items of any bill making appropriations of money. The part or parts of the bill approved become law and the item or items disapproved become void. This power is known as the item veto.

Pre-K Counts Lead Agencies

Abc Kiddie Kampus, Inc.
Allegheny Intermediate Un #3
Allegheny Lutheran Social Ministries Inc
Ambridge Area School District
Arin Intermediate Unit 28
Armstrong County Community Action Agency
Austin Area SD
Begin With Us Cc And Preschool Inc
Benedictine Sisters, Inc.
Berks Community Action Program
Bethel Park School District
Bethlehem Area School District
Big Beaver Falls Area School
Bloom Early Education Centers, Inc.
Bradford Child Care Services, Inc.
Bradford Tioga Head Start Inc.
Bright Beginnings Education Center Inc
Bright Futures Lrg Ctrs, Inc.
Butler County Children's Center, Inc.
Cambria Heights School Dist
Cen-Clear Child Services, Inc.
Chambersburg Area School Dis
Cherise M. Rachal
Chester County Intermediate Unit
Chester Upland School Dist
Chestnut Ridge School Dist
Child Advocates Of Blair County, Inc
Child Development & Family Council Of Centre Co.,
Child Development Center, Inc.
Child Development Council Of Nepa, Inc
Child Development Inc.
Childcare Services, Inc.
Children's Aid Society In Clearfield City
Clark Agapakis
Cocalico School District
Community Action Partnership Of Cambria County

Community Action Partnership Of Mercer County

Community Action Southwest
Community Services For Children, Inc.
Conemaugh Valley School District
Conestoga Valley School District
Corry Area School District
Kmp, Inc
Knowledge Universe Education, LLLC
Lackawanna Trail School District
Lancaster-Lebanon IU #13

Corry Area School District
Council Of Three Rivers Amer. Indian Ctr
Creative Education Inc.
Creative Learning Environments Inc.
Crispus Attucks Association, Inc.
CSIU
Danville Area School Dist
Delaware County Intermediate Unit #25
Delaware Valley School Dist
Dr Gertrude A Barber Center Inc
Early Connections
East Lycoming School District
Edinboro University Of Pa Early Childhood/Special
Erie School District
Family And Community Christian Associati
Fannett-Metal School District
Forest City Regional Schl District
Frazier School District
Grace Covenant Church
Grand Beginnings Children's Center Inc
Greater Erie Cmty Action Committee,Inc
Greater Nanticoke Area School Dist
Greater Valley Young Men's Christian Association
Halifax Area School District
Hansel And Gretel Early Learning Ctr, Inc
Hap Enterprises, Inc.
Harmony Area School District
Hazleton Area School Dist
Highlands School District
Hildebrandt Learning Centers LLC
Huntingdon City Child & Adult Dvpt Corp
Indiana County Child Day Care Prg, Inc.
Jefferson-Clarion Head Start, Inc.
Jersey Shore Area School District
Jewish Community Center Of York
Jim Thorpe Area SD

Johnsonburg Area School District

Karen Faust, Jeffrey Faust, Dolores Faus
Keystone Service Systems Inc
Kids Accelerated LLC
Kids First Lily Pond
Kings College
Scranton-Lacka Hmn Dev Agy Inc
Seton Hill Child Services, Inc.
Shippensburg University Head Start
Smethport Area SD

Lawrence County Social Services Inc
Learn And Play Centers, Inc
Lehigh Carbon Community College
Lehigh Valley Children's Centers, Inc.
Lewisburg Area School District
Lifesteps, Inc.
Luzerne County Head Start, Inc.
Lycoming Clinton Counties Commission For Comm Acti
Marion Center Area Schools
Mckeesport Area School
Millcreek Township School District
Montgomery Area School District
Montgomery County Community College Chil
Morrisville School District
Mt Carmel Area School District
Mt View School District
Neshaminy School District

North Clarion County School Dis

Northeastern Child Care Services, Inc.
Northern Cambria School Dis
Northern Tier
Northgate School District
Owen T Roberts School District
Pathstone Corporation
Penn Cambria School District
Penns Manor Area School District
Pennsbury School District
Pennsylvania State University
Philadelphia Freedom Valley YMCA
Pic - Westmoreland/Fayette
Playtime Day Care LLC
Pottstown School District
Rainbow Hill School, Inc
Riverside Beaver County SD
Riverview Children's Center, Inc.
School Dis Of Bristol Twnshp
School District Of City Of York
School District Of Lancaster
School District Of Philadelphia
School District Of Pittsburgh

Snyder, Union, Mifflin Child Development
Southern Tioga School Dis
SSB Corporation
T.G.P.C. For C&L Of St Paul Evangelical L.C., Inc.
Tableland Services, Inc.
The Cuddle Zone Learning Center, Inc.
The Kreig Institute For Early Childhood

Tiny Town Enterprises, Inc.

Tobyhanna Kids, Inc.
Today's Child Learning Centers Inc
Tunkhannock Area School Dist
Tuscarora Inter Unit 11
Tuscarora School District
Tyrone Area School District
United School District
United Way Of Bucks County
Unity Marketing Group, Inc.
Warren And Forest Counties Economic Opportunity Co
Warwick Child Care Center, Inc.
Wee Wons Inc.
West Mifflin Area SD
Western Beaver County School District
Wilkinsburg School District
Wyalusing Valley Children's Center, Inc
YMCA Of Greater Erie
York Day Nursery, Inc.
Youth Enrichment Programs, Inc
YWCA Of York

Budget Narrative File(s)

* Mandatory Budget Narrative Filename: OCDEI Budget Narrative.pdf

| Delete Mandatory Budget Narrative | View Mandatory Budget Narrative |

To add more Budget Narrative attachments, please use the attachment buttons below.

| Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative |

Office of Child Development and Early Learning Budget Narrative

Budget Narrative - Sections (G)(1)(2) and (3)

In order to enhance the current Pre-K Counts programming and expand the number of slots, OCDEL proposes to utilize this Preschool Development Grant funding in three main ways, (1) general oversight, monitoring and professional development support; (2) subgrants to increase the number of Pre-K Counts classrooms serving Eligible Children; and (3) subgrants to enhance current Pre-K Counts classrooms. The ambitious nature of the plan comes from the speed of implementation and the depth and breadth of Pre-K Counts enhancements and expansion. However, this strategy is achievable because OCDEL has a strong foundation of existing quality enhancement activities to support this Preschool Expansion.

OCDEL's role as a convener of nearly all of Pennsylvania's early childhood programs ensures continued connection to the variety of funding sources including title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act of 1990. Through federal RTT-ELC funding, philanthropic donations, and other partnerships, classrooms have access to supports to ensure high quality. This Preschool Development Grant Funding will add another layer to ensure more Eligible children experience High Quality Preschool care.

In addition to these supports that are currently funded through existing sources, because Pennsylvania's Pre-K Counts programs are already closely aligned to the definition of High Quality programs, the determination of $7,950 budgeted for each additional slot is supported by years of Pre-K Counts administration. Although the addition of comprehensive services to current Pre-K Counts program requirements will be new, OCDEL drew from extensive experience with Early Head Start comprehensive service requirements and similar programs to develop the per-classroom enhancement funding model.

As described in Section (D)(5), OCDEL has a demonstrated history of sustainable growth in early education programs. The administration, philanthropic community and the public at large are committed to ensuring that growth is maintained and continuing. As illustrated by the plan for matching contributions described in Competitive Preference Priority 1, OCDEL is committed to ensuring that appropriate funding is contributed throughout, and beyond, the length of this funding opportunity.

Line Item Budget and Narrative:

1) Personnel: NA

2) Fringe Benefits: NA

3) Travel: NA

4) Equipment: No equipment will be purchased for the commonwealth.

5) Supplies: NA

6) Contractual: to the PA Key $336,700 for infrastructure or 1.8%

Description – PA Key Annual Budget	Project	Estimating Basis
2 FTE Preschool Specialist Staff, salaries, benefits, travel, supplies	Grant Management and Local Grant Coordination	$ 160,000
2 Environment Assessors, Salary, Benefits Salary, travel, supplies, Reliability Training	Environment Assessment and Associated PD	$ 150,000
Ongoing Professional Development for subgrantees: • 3 Locations Regional Meetings, site, materials, speakers travel • American Academy of Pediatrics Professional Development • Regional Key Professional Development I AM Moving I am Learning • Support the Early Childhood Summit	Ongoing Program Improvement, Focus on Health Related Professional Development and Obesity Prevention, Professional Development Comprehensive Services	$ 26,700

7) Funds to be distributed to subgrantees:

- Year One: In the initial year of funding, it is anticipated that OCDEL will begin disbursing funds for program services for state program year 15-16. The federal funding cycle crosses over the state funding cycle. Therefore, Pre-K Counts programs will receive year one funds at half of the level they will receive for the following funding cycles. The funding break down will be as follows:

- Funding for Additional Slots - $7,950 per slot * 2,314 additional slots = $18,396,300 for new slots, but for year one at it will only be a half year, therefore only $9,198,150 will be utilized for slots.
- Setting a Strong Foundation - the remaining $9,198,150 will be utilized to ensure that Pre-K Counts programs are set up for a successful launch of additional slots and enhanced services. This will include:
    - ❖ OCDEL will reserve $2,698,150 for existing PKC programs to request mini-grants to purchase materials, equipment and supplies in order to effectively implement comprehensive services beginning July 1, 2015. This includes but is not limited to otoaucoustic and vision screening machines, additional staff hours to develop family-community linkage materials and seek training on the Ages and Stages and Ages and Stages SE materials.
    - ❖ In the initial year, OCDEL will reserve $3,471,000 for the purchase all classroom materials and supplies for newly opened classrooms, items such as furniture, books, and educational resources.
    - ❖ In the initial year, OCDEL will reserve $2,000,000 for existing Pre-K Counts programs to complete a program self-assessment to request one-time funding for activities to improve assistant teacher qualifications to a minimum of a CDA and provide additional pre-service professional development.
    - ❖ In the initial year, OCDEL will complete an evaluation of the linkages between Pre-K Counts participation and child outcomes. The estimated cost is $600,000.
    - ❖ In the initial year, OCDEL will reserve $429,000 for professional development opportunities involving the implementation of comprehensive services, Positive Behavior Support, and English Language Learners/Dual Language Learners.
- Enhancement of Comprehensive Services - $1800* 691 classrooms = $1,242,000, to include the full array of screening, add a more robust parent

engagement/education strategy and develop parent resource and referral information. Many of the elements in the definition of Comprehensive Services are already part of the Pre-K Counts Program requirements. Additional costs are estimated consistently across classrooms regardless of the number of eligible children enrolled in the classroom. Additional costs per classroom calculated into the enhancement are:

- ❖ Expanding the screenings completed on enrolled children to include sensory screenings - $700.00 annually

- ❖ Increasing program resources to support two parent engagement activities annually - $500.00 annually

- ❖ Nutrition resources for families - $200.00 annually

- ❖ Developing resources and a portion of staff time to support linkages with communities to support families - $400.00 annually

- In Years 2-4:

  - Annually $7950 per slot * 2,314 additional slots = $18,396,300 for new slots

  - Comprehensive services will be funded at $1800* 691 classrooms = $1,242,000 as described above.

8) Funds Set Aside for Technical Assistance $25,000

9) Total Funds Requested $20,000,000.

- Other Funds Allocated to the State's Plan $ (b)(4)

- Philanthropic and local contributions $ (b)(4)

10) Total Budget $ (b)(4)

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Commonwealth of Pennsylvania

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs*	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

*Indirect Cost Information *(To Be Completed by Your Business Office)*:

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ☐ To: ☐ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): ☐

The Indirect Cost Rate is ☐ %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ☐ %.

ED Form No. 524

PR/Award # S419B150005

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Commonwealth of Pennsylvania		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Barbara	C.	Minzenberg	

Address:

Street1: 333 Market Street, 6th Floor

Street2:

City: Harrisburg

County:

State: PA: Pennsylvania

Zip Code: 17126

Country: USA: UNITED STATES

Phone Number (give area code)

7173469320

Fax Number (give area code)

Email Address:

bminzenber@pa.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes   ☐ No   ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes   ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes   Provide Exemption(s) #:

☐ No   Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.