

Race to the Top – Early Learning Challenge 2014 ANNUAL PERFORMANCE REPORT

Pennsylvania



JUNE 2015



Race to the Top
Early Learning Challenge

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Note: All information in this document was prepared and submitted by the **Grantee** as their annual performance report (APR). For reference, the instructions and prompts from the approved APR form are included in italics throughout the document. Check marks in tables indicate the Grantee selected the option. A blank cells in a table indicates that the Grantee did not provide data or did not select the option.



APR Cover Sheet

General Information

1. **PR/Award #:** S412A130040
2. **Grantee Name:** Commonwealth of Pennsylvania Governor's Office
3. **Grantee Address:** 225 Main Capitol Building, Harrisburg, PA, 17120
4. **Project Director Name:** Debra Reuvenny

Title: Director, Race to the Top Early Learning Challenge

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Reporting Period Information

5. **Reporting Period:** 1/1/2014 to 12/31/2014

Indirect Cost Information

6. Indirect Costs

The Grantee is not claiming indirect costs under this grant.



Certification

The Grantee certifies that the State is currently participating in:

The Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148))

Yes No

Programs authorized under section 619 of part B and part C of the Individuals with Disabilities Education Act (IDEA)

Yes No

The Child Care and Development Fund (CCDF) program

Yes No

To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Signed by Authorized Representative

Name: Barbara G. Minzenberg

Title: Deputy Secretary, Office of Child Development and Early Learning

Executive Summary

For the reporting year, please provide a summary of your State's (1) accomplishments, (2) lessons learned, (3) challenges, and (4) strategies you will implement to address those challenges.

Grant Management

Accomplishments

- Pennsylvania hired staff to support the Race to the Top-Early Learning Challenge (RTT-ELC) grant projects, including a RTT-ELC Director, Community Innovation Zone Grant Manager, Early Learning Outcomes Reporting Project Manager, Keystone STARS expansion manager and RTT-ELC administrative assistant.
- Pennsylvania introduced the Early Childhood Education Community Innovation Zone (CIZ) grants, awarding 12 exemplar grants in 2014. Grantees were awarded up to \$75,000 a year for three years to strengthen and implement local strategies to help reduce the achievement gap by grade three. Specifically, grantees are required to work collaboratively with early childhood programs and local school districts to align their work around standards, family engagement and community partnerships. A CIZ grant manager was hired in 2014 to help further develop the infrastructure needed to adequately support the CIZs. Thirty-eight additional grants will be awarded in 2015.

TQRIS expansion

- Accomplishments: The University of Pennsylvania (UPenn) conducted a Keystone STARS inquiry with funding from the William Penn Foundation to evaluate whether Pennsylvania's TQRIS has an appropriate set of standards to promote positive child outcomes. UPenn collected and evaluated data through interviews, surveys, historical data on STARS movement and technical assistance usage, and child outcomes for children in participating programs. Once the UPenn STARS inquiry is complete, Pennsylvania will share the findings with stakeholders and determine what, if any, revisions will occur with the Pennsylvania Keystone STARS Standards.
- Pennsylvania began implementation of the Keystone STARS Enrollment and Movement Initiatives to mobilize more child care providers to participate in Keystone STARS and earn high quality STAR 3 and 4 ratings. Pennsylvania also initiated Child Care Capacity Awards for rural child care expansion in 30 rural counties across the commonwealth to recruit non-regulated (Relative/Neighbor) programs in rural areas to become licensed and participate in Keystone STARS.
- In order to increase parental demand for Keystone STARS, Pennsylvania developed a marketing plan to promote Keystone STARS through developing new family outreach materials and building the family outreach capacity of STARS programs.
- Pennsylvania created a Shared Services Leadership Council, including representatives from four regional Shared Services Alliances and Pennsylvania Associations for the Education of Young Children. The Leadership Council will help to: 1) design an introductory training module; 2) recruit mentors from existing shared service alliances to design a self-assessment tool for communities and individuals; and 3) create and implement the first Shared Services Summit in spring 2015.
- Pennsylvania completed the crosswalk analysis for all early learning programs targeted for recruitment into Keystone STARS. This includes Pennsylvania Pre-K Counts (Pre-K Counts), the state funded

preschool initiative; locally administered school district prekindergarten; licensed private academic preschools; and early intervention.

Challenges and Lessons Learned:

- UPenn experienced some difficulty recruiting STAR 1 and 2 providers to conduct child assessments for the study, but is developing a plan to address this issue.
- In preparing for bringing Pre-K Counts into Keystone STARS, Pennsylvania encountered a barrier around the program's health and safety standards. Pre-K Counts programs do not address health and safety at the same level of rigor as do child care and Head Start. Pennsylvania is developing a prerequisite process to assure all new potential STARS early learning programs fulfill the health and safety standards.

Early Learning Standards

Accomplishments:

- Pennsylvania posted the 2014 Infant/Toddler and Pre-kindergarten Early Learning Standards online in July 2014. The revisions include incorporation of the Pennsylvania Core Standards in English Language Arts and Mathematics; new Early Learning Partnership Standards informed by a crosswalk of several national family engagement frameworks; addition of Science, Technology, Engineering and Math (STEM) supportive practices; and revised language relevant to all types of early learning providers, including home visiting and early intervention. The 2014 Infant/Toddler and Pre-Kindergarten Learning Standards for Early Childhood will be available in booklet format in January 2015. Race to the Top-Early Learning Challenge (RTT-ELC) funding will provide all state-funded programs (11,000) with one free copy of both the Infant/Toddler and Pre-Kindergarten Learning Standards along with domain specific posters and a Learning Standards Continuum.
- Revisions to the Kindergarten, Grades 1 and 2 Standards began in the fall of 2014 through convening diverse stakeholder groups using RTT-ELC funding.
- Pennsylvania held the first P-3 Governor's Institute, P-3 Collaboration: Working Together for Student Success, in July 2014 for 11 teams of school and early childhood leaders. The Institute focused on P-3 alignment strategies, building collaborative partnerships, implementing standards effectively with young children (English Language Arts, Math, Student Interpersonal Skills, and Approaches to Learning), and Science, Technology, Engineering, Mathematics (STEM). Attendees found great value in this networking and educational experience: "Thanks to the Governor's Institute, the administrator of our K-12 school that attended really began to understand and verbalize the importance of P-3 and how our district could be more intentional in including the 0-5 centers in conversations and decisions."

Challenges and Lessons Learned:

- There was a delay in publishing hard copy booklets of the Standards. Pennsylvania will allow providers one program year to integrate the new standards into their instruction and observation and will provide Standards training.
- Lessons learned from the first Pennsylvania P-3 Governor's Institute include: being more intentional in providing each of the teams' technical assistance throughout the Institute around strategies in systems change; focusing on data-driven improvement; and offering more sessions directly supporting the P-3 Framework.

Comprehensive Assessment Systems

Accomplishments:

- Pennsylvania hired an Early Learning Outcomes Reporting (ELOR) Project Manager in August 2014 who is developing a professional development plan that includes robust information on the use of the developmental screening assessments, Ages & Stages Questionnaire (ASQ) and Ages & Stages Questionnaire Social-Emotional (ASQ-SE).
- With RTT-ELC funding, in 2014 the Office of Child Development and Early Learning (OCDEL) funded an analysis of Pennsylvania's early care and education resource and referral system, CONNECT. The independent researcher will provide a report of findings in January 2015. In addition the gap analysis, the report will focus on other state resource and referral systems in comparison to Pennsylvania's. Recommendations will be made for next steps in the expansion of CONNECT including short and long term goals.
- OCDEL revised the Early Learning Outcomes Reporting (ELOR) frameworks in fall 2014 to align with the revised Standards for Early Learning. This work is based upon recommendations to further enhance Pennsylvania's ELOR strategy to assure reliable and comparable information. These frameworks serve as the basis of the alignment process that OCDEL will use to review interested assessment companies who apply to become an approved vendor in 2016-17.

Challenges and Lessons Learned:

- When contacting CONNECT, many families choose to have their information forwarded to their local early intervention agency for follow up. If it is determined that the child does not need early intervention services, the local early intervention staff may not be equipped to refer the family to other needed services, such as health or medical needs, benefits offered by individual county assistance offices, or specific family engagement activities. This will be addressed in Year 2 with the development of a web based resource and referral system which will provide families with ease of access and comprehensive information regarding all OCDEL funded programs and links to other state programs that support families and young children.
- While expanding the number of approved assessment vendors to Pennsylvania funded early care and education providers is a current priority, OCDEL is challenged with developing clear, consistent and written rules for assessment companies' development of scoring methodology. With assistance from The Regional Education Laboratories (REL) Coordinating Entity, OCDEL's education research associate will develop minimum requirements for assessment companies scoring methodology to ensure reliable and consistent data across the tools.

Engaging and Supporting Families

Accomplishments:

- Pennsylvania aligned the Program Partnerships section of its 2014 Early Learning Standards with Pennsylvania's Family Engagement Crosswalk including 1) supporting families in time of need; 2) families have affirming, reciprocal relationships with community partners that build upon their strengths; and 3) families have the support and information they need to encourage their child's learning and development. The Crosswalk outlines the connections between several nationally-recognized research-

based family engagement frameworks such as Strengthening Families and the national Parent Teacher Association framework.

- One of the three objectives of the Early Childhood Education Community Innovation Zones (CIZ) is to engage families. All grantees are required to complete Pennsylvania's family engagement self-assessment. Each of the 12 grantees awarded in 2014 are implementing unique strategies to engage families, such as training parents to become leadership trainers for other parents and expanding a technology that allows children to send texts and photos to their parents while in preschool. As a support to our family engagement strategy, a full time family engagement consultant has been hired to provide technical assistance and ongoing support to the CIZs.
- Pennsylvania hosted its first Family Engagement Summit in October 2014 for over 200 attendees. The Summit brought together individuals from across Pennsylvania representing family leaders, early intervention personnel, school district personnel, Head Start, home-visiting, child care and preschool programs. Participants responded to the event with great enthusiasm; "A great event! A highlight for me, as a director who has been in the field for over 20 years, was that I only knew a handful of people in the room. I loved sitting with folks from Migrant Ed and learned a lot from them!"
- Pennsylvania contracted with a vendor and began work on Keystone Families First, a web-based interactive tool that helps families make informed choices about their young child's development and choosing a quality child care/early learning program. Five family focus groups were held in June and July 2014 to inform the development of the tool. Development of the English web-based version began in September 2014 with expected release in April 2015. A Spanish language version is planned for release in 2016 in response to Pennsylvania's growing Latino population.

Early Education Workforce

Accomplishments:

- Pennsylvania's revised Workforce Knowledge and Competency Framework, known as the Pennsylvania Core Knowledge Competencies for Early Childhood and School-Age Professionals (CKCs), was released in 2014. The revision is more inclusive of all early learning program settings and reflects the revised learning standards and current research on best practice. The Pennsylvania Big Ideas Framework and Individual Professional Development Plan for Early Childhood and School-Age Professionals is a companion document to the CKCs. Professional development on the new CKCs began in early 2014, with 98 professional development events training 1,688 individuals.
- Pennsylvania launched its new Workforce Professional Development (PD) Registry in July 2014. Substantial revisions to the PD Registry were made to increase alignment to the CKCs and improve accountability of instructors offering courses through the system. In addition, the PD Registry will significantly improve Pennsylvania's data collection capabilities to report on retention and Career Lattice Level when the Career Lattice verification phase goes into effect. By December 2014, over 3,000 courses were entered in to the PD Registry with over 20,000 individual enrollments into these courses.
- Pennsylvania released new home visiting core competencies in November 2014. The home visiting core competencies include knowledge, skills, and practices that inform and impact the relationship home visiting professionals have with families and promote a strength-based approach to continuous quality improvement of practice. These competencies were completed in September 2014 and a draft of the self-assessment in November 2014. Professional development on the competencies was introduced at

the Pennsylvania Early Childhood Summit in November 2014. Next steps will include the development of a rollout plan and integration of the competencies into the PD Registry.

- Pennsylvania began developing a review and approval process for Pennsylvania Quality Assurance System (PQAS) approved asynchronous professional development. “Asynchronous learning is a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people.” (Mayadas, F. March 1997, "Asynchronous learning networks: a Sloan Foundation perspective", Journal of Asynchronous Learning Networks). This process includes an application, guidelines, protocol, overview and rationale, rater's guide and scoring rubric appropriate for this type of technology-based professional development.
- The Rising STARS Tuition Assistance Program was fully implemented benefiting 1,400 early learning professionals at 63 institutions of higher education. This program covers 95% of tuition cost of a class upfront for up to \$4,500 annually for eligible staff at Keystone STARS facilities. As a result of outreach to higher education institutions to ensure successful implementation of the program, 20 higher education institutions receive weekly reports on the status of students of students' Rising STARS Tuition Assistance applications and receive direct payment for qualifying students.
- To ensure a complete Workforce data set, the PA Keys Portal and an “off the shelf” learning management system were modified in early 2014 to include Registry Alliance Partnership Eligibility Review fields and make feeds from the portal which houses all demographic and facility data possible. A highlight of these improvements includes the ability for users to “attach” themselves to their employers and for the PA Key information technology staff to track retention as people move within or out of the workforce.

Challenges and Lessons Learned:

- Outreach to higher education institutions regarding the Rising STARS Tuition Assistance will continue with the goal of coordinating direct payment to all institutions with students participating in Rising STARS Tuition Assistance. To reach this goal additional work will need to be done to coordinate other financial aid that students receive. Currently we are not at full capacity using state dollars for Rising STARS Tuition Assistance and did not use RTT-ELC funds for Year 1. Current policy includes a cap on per person funding; yet data is showing that student costs significantly exceed the current cap. OCDEL will use first year data to reevaluate the participation criteria and implement changes to those criteria in order to increase utilization of the funds. OCDEL will also work with Pennsylvania's Department of Labor and Industry to analyze workforce needs and identify the true student costs in order to plan for an increase in the tuition assistance cap and other participation criteria. The goal will be to address changes in FY15 and FY16.

Kindergarten Entry Inventory

Accomplishments:

- Cohort 1, who implemented the Kindergarten Entry Inventory (KEI) in 2014, included Title I schools designated in Focus and Priority status under the Elementary and Secondary Education Act. In addition to these required schools, the KEI was also open for voluntary use to any interested local education agency (LEA) or private kindergarten. Initial registration in the KEI system included 1,034 teachers from 250 schools covering 26 districts. Of those public school teachers (LEA affiliated) registered in the system, 693 teachers representing 206 schools in 24 districts reported outcomes on 15,905 children.

Participants from several focus groups in late 2014 shared how the KEI helped them to better understand their students, inform instruction and professional development, and build stronger relationships with early childhood providers. One principal stated, “As the principal I always struggle with getting to know our kindergarteners at the start of the school year. We have a half-day program and they are all new to our school. Being involved with the KEI process, actively assisting in the observation process, has allowed me to connect with the kindergartens in a way I haven't been able to in the past.”

- As part of the application process for the Early Childhood Education Community Innovation Zones grants, applicants were required to have a partnership between at least one early childhood education provider and school that will be serving the children in the target neighborhood. The applicants also agreed to implement the KEI in the target school in 2015. One applicant stated, “The CIZ grant was a good opportunity to get a better understanding of the KEI. Our partnering school district needed more information about the KEI and we used the grant as a way to talk with them about it.”

Challenges and Lessons Learned:

- During the pilot phase of the KEI, Pennsylvania was cautious about sharing too many specifics about the Inventory before it was proven to be valid and reliable. This reticence caused some misconceptions to emerge, which needed to be addressed with implementation. In 2014 Pennsylvania developed a messaging and marketing plan, which included key audiences, development of communications, partnerships with key organizations, and specific strategies to address misconceptions. This plan will be implemented over the course of the RTT-ELC grant, but included some key accomplishments in 2014 such as infographics, fact sheets and parent materials in English and Spanish.
- Professional development continues to present challenges as we bring on more and larger districts, especially those with contractual issues, which limit the ability to provide summer training. Pennsylvania has risen to this challenge by providing multiple modalities for training, including opportunities for district specific in-person training.
- Enhancing our already existing data system for Cohort 1 implementation was the biggest challenge Pennsylvania faced in 2014. The significant increase in the number of system users placed great strain on the system. This issue was immediately addressed by the system designers, but did cause delay in teachers' ability to finalize their outcomes. Pennsylvania project staff has weekly calls with the system developers and has already worked with them to brainstorm enhancements to the system so that larger numbers of users can access the system at one time. System usability will be a key focus in 2015.

Data Systems

Accomplishments:

- Pennsylvania implemented changes to its public-facing, online Early Learning Program and Provider Search functionality in November 2014. These modifications included making available additional information about early learning programs and providers as well as enhancing the usability of the online reporting capability.
- Several additional projects are underway and expecting release in 2015, including assigning unique identifiers for children enrolled in subsidized child care; automatic generation of Spanish

correspondences for subsidized child care families and providers; and provider self-service usability enhancements.

Challenges and Lessons Learned:

- The sole challenge was to initially get the grant projects started and in progress. The delay was, in part, caused by the need to modify the existing information systems contract to incorporate additional hours for the grant projects. That issue no longer exists nor is it expected to be a cause for future delays.

Successful State Systems

Aligning and coordinating early learning and development across the State (Section A(3) of Application)

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

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

- **The Office of Child Development and Early Learning (OCDEL).** OCDEL is a dual deputate of the departments of Education and Human Services. The latter serves as the lead agency for the RTT-ELC grant. The Director of Race to the Top-Early Learning Challenge (RTT-ELC) was hired in August, 2014.
- The RTT-ELC Director is responsible for overall leadership and management of the grant and its associated projects; responsible for development and directing policy analysis for early childhood initiatives to raise quality in early childhood education achievement across Pennsylvania; and responsible for ensuring that the departments of Education and Human Services build capacity for continued oversight after the Race to the Top-Early Learning Challenge grant is expended. Supervised directly by the Deputy Secretary of OCDEL, the RTT-ELC Director participates in executive staff meetings and works closely with all OCDEL Bureau Directors.
- **The Pennsylvania Department of Education (PDE),** including: 1) OCDEL; 2) the Office of Elementary and Secondary Education (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 (includes the Food and Nutrition Program), 4) the Office of Commonwealth Libraries, 5) the Office of Postsecondary and Higher Education (including the Family Literacy Program), 6) Information 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, Legislative Affairs and Press.
- **The Department of Human Services (DHS) (formerly Public Welfare),** 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 - services for individuals with disabilities, autism, 5) the Office of Income Maintenance - eligibility for programs including TANF, SNAP, 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) the Office of Administration`s Bureau of Information Systems, 8) DHS-designated attorneys from the Office of General Counsel; and 10) DHS Directors from the Offices of Policy, Legislative Affairs and Press.

- **The Department of Health**, including: 1) the Office of Health Promotion and Disease Prevention, including 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, including Public Health Centers.
- **Commissions and Councils**. Each of these entities provides guidance and feedback to OCDEL on its policies and practices. They provided their recommendations for Pennsylvania's RTT-ELC plan through conference calls and face-to-face meetings. Each will also receive the opportunity to discuss the progress of the grant and recommendations for implementation throughout the grant period through quarterly meetings and conference calls when appropriate.

Regional governance and administration

The Pennsylvania 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, STARS designations, community collaborations and technical assistance. The Regional Keys monitor and provide targeted technical assistance to the Early Childhood Community Innovation Zones described below.

Local administration - Early Childhood Education Community Innovation Zones

Pennsylvania's approach is a strategy to reach out, community by community, to serve and support the children most at risk for school failure and share these strategies statewide. Over the next three years, Pennsylvania will offer targeted support to 50 high needs communities through enhanced technical assistance, and a competitive grant opportunity. Grants will make it possible for communities to assess their challenges to children being successful in school, receive targeted technical assistance and implement test strategies that address identified challenges.

In 2014, the Office of Child Development and Early Learning (OCDEL) made strides toward achieving this goal. Through the Request for Application (RFA) process, Pennsylvania awarded 12 Early Childhood Education Community Innovation Zone (CIZ) grants. Grantees were awarded up to \$75,000 a year for the next three years to strengthen and implement strategies within their communities to help reduce the achievement gap by grade three. Specifically, grantees are required to work collaboratively with early childhood programs and local school districts to align their work around standards, family engagement and community partnerships.

Additionally, to support the work of the CIZs, an infrastructure was created. OCDEL developed a steering committee to help direct the technical assistance, training opportunities and guidance offered to the grantees. A CIZ Grant Manager was hired in 2014 to help further develop the infrastructure needed to adequately support the CIZs. Another layer of support was added by the Pennsylvania Regional Key Race to the Top Coordinators who are providing fiscal oversight to the CIZs. The final level of support created for the CIZs is offered through the Pennsylvania Pre-K Counts (Pre-K Counts) Specialists who offer programmatic assistance such as developing work plans and accessing resources.

In December 2014, OCDEL convened the CIZ grantees, Regional Key Race to the Top Coordinators and Pre-K Counts Specialists for a day-long orientation. CIZ team members learned about the fiscal and programmatic reporting and monitoring requirements; as well as, other supports and tools needed for grant implementation. A highlight of the orientation was the opportunity for grantees to interact and learn about each other's work. This orientation occurred during the last day of the week-long Pennsylvania Standards Aligned System (SAS)

Institute. The day prior to the CIZ orientation, the grantees provided a poster session for SAS Institute participants. Grantees presented their innovations to school district and school administrators and teachers from across Pennsylvania. Providing grantees this venue and the opportunity to present allowed for school and school district personnel to learn more about Pennsylvania's RTT-ELC grant as it relates to collaboration with schools.

CIZs are integral in supporting OCDEL's RTT-ELC work. The four major areas in which the CIZs have a role are: standards and standards aligned systems; Kindergarten Entry Inventory (KEI), family engagement; and community engagement. In 2014, Pennsylvania made significant enhancements to their Learning Standards for Early Childhood (ELS). Due to changes in Pennsylvania's third grade academic standards, current research, and the incorporation of the PA Core Standards, revisions to the Pennsylvania Pre-Kindergarten Learning Standards for Early Childhood were completed prior to the RTT-ELC grant award in the summer of 2013. These revisions served as the impetus to revise the Infant/Toddler ELS to ensure continued robust standards alignment. A diverse stakeholder group of infant and toddler experts convened and completed revisions to the Infant/Toddler ELS culminating on February 28, 2014.

Revisions to the Kindergarten, Grades One and Two Standards began in the fall of 2014 through convening diverse stakeholder groups through the use of RTT-ELC funding. Executive function skill standards in Approaches to Learning through Play and Social and Emotional Development were developed and finalized on September 22 and 23, 2014. The Approaches to Learning through Play Standards have been posted on the Standards Aligned System portal and have been messaged to school districts through a PENN*LINK. Standards revisions in the Creative Arts and Health, Wellness and Physical Development domains were completed October 27, 28 and 29, 2014. Standards revisions in the English Language Arts, Mathematics and Partnerships for Learning domains were completed November 17, 18, and 19, 2014. Standards revisions in the Science and Social Studies domains will be completed in January 2015. Kindergarten, Grades One and Two revisions will be completed by February 28, 2015. Public comment will be available in the spring of 2015 and messaging will be sent out through the BUILD list serve and a PENN*LINK to all Commonwealth school districts. Kindergarten, Grade One and Grade Two standards will be available in the summer of 2015.

All publishing companies with an approved Pennsylvania curriculum status were contacted in December 2014 and invited to align the curriculum to the 2014 revised Infant, Toddler and Pre-Kindergarten ELS. Publishing companies have until March 15, 2015 to submit alignment to the 2014 ELS. Existing curriculum/training modules such as Pennsylvania Color Me Healthy is being updated and will reflect the 2014 revised Infant, Toddler and Pre-Kindergarten ELS.

In connection to the work with standards, CIZs are also vital in the roll out of Pennsylvania's Kindergarten Entry Inventory (KEI). The KEI 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 an observational snapshot of children entering kindergarten, which is implemented during the first 45 calendar days of the kindergarten year.

Pennsylvania's work to gather information about the status of children at kindergarten entry is tied to the development of a continuum of early learning standards. The standards outline the State's expectations for children at significant age intervals, and form the basis for an outcomes reporting tool that may be used to

answer the question of what children know and are able to do when they enter kindergarten. The standards start with infant-toddler and maintain alignment through pre-kindergarten, kindergarten, and grades one and two, ultimately linking to Pennsylvania's grade three academic standards. Pennsylvania supports a Standards Aligned System incorporating standards, assessment, curriculum framework, instruction including interventions, materials and resources, and safe and supportive schools. The KEI is unique in that its foundation is Pennsylvania's standards, developed by Pennsylvania educators.

The challenges in supporting CIZs in the alignment of the ELS and implementation of the KEI have been two-fold. First, OCDEL found that if the lead agency was a school district, while they may be familiar with the KEI, their focus on and awareness of the ELS is minimal. Helping them become more aware of how they align with the PA Core Standards has been a barrier to full alignment. When an early childhood program is the lead in the grant, OCDEL is finding that some aren't using the ELS as intended, aren't aware they continue past kindergarten and many have never heard of the KEI. OCDEL realizes more professional development is needed to help early childhood programs use the standards with fidelity and become familiar with the KEI. Second, because the revisions of the ELS are still only available as an online document, many organizations are not printing them out and therefore not using them. The PA Early Learning Standards are scheduled to be printed by the end of January 2015 and once they are printed, the expectation is that more agencies will use them and explore the improvements.

Another area in which CIZs are making substantial progress is in family engagement. CIZs will be an active collaboration among communities, families, early learning programs and schools to promote children's high-quality early learning experiences. This is a community investment in high-impact family engagement, quality early learning opportunities, resources and information to close the achievement gap for at-risk children such as those in low-income families, English language learners, children with disabilities and developmental delays, and children experiencing homelessness. Additionally, these exemplar communities addressed community collaborations and Pre-K-grade three alignment.

The family engagement activities of these CIZs are as diverse as the communities themselves. For example, Parent Power is a community based organization which utilizes a grass-roots community based coalition of parents, family, and community members to develop leaders in effective partnership practices used to communicate with teachers, school principals, and district administrators. In another school district, Chester County Intermediate Unit organizes community resources to support an engaging and innovative online preschool experience. The Pittsburgh Association for the Education of Young Children collaborates with its local university and early childhood programs to develop the Message from Me application which aims to involve families in the educational experience of their children by allowing preschool and kindergarten children to take digital pictures, record audio messages, and send them to their families via email and cell phone technology. These varied activities will be supported as part of an overall strategy utilizing a systemic framework.

As a support to our family engagement strategy a full time Family Engagement Consultant has been hired to provide technical assistance and ongoing support to the CIZs. This includes, for example, connection to resources and support during their self-assessment process. A process of community self-assessment, including a family engagement component has been identified and is required of the CIZs. During the CIZ orientation, the CIZ teams were introduced to the Family Engagement Consultant and provided with an overview of the Early Learning Program Partnership Standards, the PA Crosswalk, the Early Learning Keystone Families First (a web-based interactive tool that helps families make informed choices about their young child's development and choosing a quality child care/early learning program); as well, as strategies to begin a self-assessment of their current family engagement practices.

The final area where the CIZs directly support the work of Pennsylvania's RTT-ELC is in community engagement. Pennsylvania recognizes that every family wants their young children to have quality early learning experiences, but don't always know where to turn. Keystone Families First is a web-based interactive tool that helps families make informed choices about their young child's development and choosing a quality child care/ early learning program. Its purpose is to:

- Create an interactive way for families to think about what they can do to support their child's development and simple action steps they can do with additional supports;
- Engage them when they are most receptive, and make it easy for them to follow their own learning path.

The tool can also make it easier for professionals serving children and families and businesses who want to provide information to their employees to have meaningful conversations about their children's early learning. It can support several of Pennsylvania's family engagement standards. Additionally, it may help families become more aware of and connected to resources in their communities.

The concept behind Keystone Families First is that families answer up to 10 questions about their baby, toddler or preschooler. After the family answers a question, they receive helpful tips and links to reliable resources. If they choose to create a user account, they can save tips, resources, to-dos and photos to their child's personal map to use later. For example, several questions address understanding developmental milestones and focusing on a child's abilities. Families will be able to indicate in their child's map which milestones the child has met and share them with their child's doctor, teacher or other adults in their child's life. They will also be able to save activities that are based on Pennsylvania's Early Learning Standards that they would like to do with their children and compare several child care/ early learning programs

The beta version developed in 2013 is currently available at <http://papromiseforchildren.com/gps>. It does not include the ability for families to create or save items to a personal map for their child. In June and July 2014 Pennsylvania conducted five focus groups for feedback on the beta version with families from different parts of the state and at different income levels. Some families had their children with them. Based on the feedback from the focus groups, the new Keystone Families First will include short video tips with the option to read text, as well as the option for families to sign up for email tips in the web-based version and notifications through the app version. Development of the English web-based version began in September 2014 with expected release in April 2015.

In order to support the CIZs over the next two years, OCDEL will provide targeted intervention and support around standards implementation and alignment, use of data for decision making, instruction and quality improvement. Some examples include professional development for the CIZs at the Governor's Institutes in the summer of 2015, a Family Engagement Summit in the fall of 2015, on-site professional development as requested by grantees, monthly touch points with OCDEL staff, and meetings between OCDEL staff and CIZs to share, learn, modify and improve services.

Stakeholder Involvement

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

OCDEL serves as the lead agency for the RTT-ELC grant with oversight from the Governor's Office and the Secretaries of Education and Human Services. OCDEL also involves the key stakeholder groups in the management of RTT-ELC grant-funded activities on an ongoing basis:

- The Pennsylvania Early Learning Council (ELC), established by executive order in 2008, is a 50-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 three times a year as a vehicle to have robust discussion and input related to OCDEL's Strategic Planning and implementation efforts.

ELC members represent a broad array of stakeholders, including: parents (specifically 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 Pennsylvania 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 and community-based organizations.

The Deputy Secretary of OCDEL reported on RTT-ELC grant activities at the first and second ELC meetings. The newly hired RTT-ELC Director reported at the third annual meeting and will continue to report progress at each of the three annual ELC meetings throughout the RTT-ELC grant duration. Because the OCDEL Deputy Secretary, RTT-ELC Director and representatives from other Participating State Agencies serve on the council, the ELC plays a significant role in implementing the state's RTT-ELC plan. Continuous feedback and recommendations are solicited from ELC members on Race to the Top-Early Learning Challenge activities.

The State Interagency Coordinating Council (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 Human Services. 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.

This group is experienced at making recommendations about children with developmental delays and disabilities and will be helpful in this arena. Feedback is solicited from SICC members and this feedback is included in RTT-ELC activities as appropriate. The Deputy Secretary of OCDEL reported on RTT-ELC grant activities until the hiring of the RTT-ELC Director. The newly hired RTT-ELC Director reported at the September, 2014 meeting and will continue to report progress to the SICC. As a result of the September report, the RTT-ELC Director was solicited by a number of local ICC groups (LICC) to inform early intervention and early care and education professionals about specific projects associated with the RTT-ELC grant. The LICCs were most interested in learning about the Early Childhood Education Community Innovation Zones and how they can collaborate with their local schools and communities to

apply for this grant opportunity. They also appreciated information about the professional development opportunities afforded by the Governors Institutes that will occur in the summers of 2015, 2016 and 2017. LICCs were interested in gaining more knowledge about the revisions associated with the Pennsylvania Learning Standards for Early Childhood (ELS) and the implementation of the Kindergarten Entry Inventory (KEI). Conversations ensued as to how the early intervention community can support the use of the ELS and implementation of the KEI in their community.

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.

The ELIC meets twice per year at the State Capitol in the spring and autumn, as well as meeting in regional groups throughout the year. They receive updates from the OCDEL Deputy Secretary and provide feedback.

Linking Action for Unmet Needs in Children's Health (LAUNCH) Grant: In October 2014, the Department of Human Services' Office of Mental Health and Substance Abuse Services (OMHSAS) was awarded a \$4 million federal grant for Project LAUNCH. Funding will be used to create and implement an integrated comprehensive plan to promote the wellness of young children birth to eight years old. The grant will enable Pennsylvania to create and implement a plan to address physical, cognitive, social, emotional and behavioral aspects of children's development in a holistic and coordinated manner. The Pennsylvania LAUNCH partnership will help parents to raise healthy, happy children who thrive and enter school ready to learn and succeed. The project will serve pregnant mothers, children ages birth to eight and their families who are at-risk for social, emotional and other mental health concerns.

During a five year period, the LAUNCH project will serve 2,000 individuals annually and 10,250 people, through screening and referral to evidence-based interventions. The Pennsylvania Launch grant will bring together proven approaches for supporting health and mental health development in an integrated strategy that will be tested in three pilot programs in Allegheny County as a model for other Pennsylvania communities. Families, pediatricians, child care providers, treatment professionals and educators will all work together on the plan. A local council in Allegheny County and a state council will facilitate implementation of Project LAUNCH and will use data and research to assess the quality of implementation. If proven successful in Allegheny County, the pilot will be scaled up and implemented statewide in years four and five.

OCDEL plays a critical role in the roll-out of the LAUNCH project. The newly appointed LAUNCH Project Director formerly worked for the Pennsylvania Key as an Early Childhood Mental Health Coordinator where she was responsible for supporting the implementation of the Early Childhood Mental Health Consultation Program across the State. An OCDEL Early Childhood Advisor serves as the OCDEL liaison on the LAUNCH implementation team. She supports the team by providing perspectives from the early childhood field. This includes linkages with workforce development, early learning standards, health and family engagement. The RTT-ELC Director and Early Intervention Services Bureau Director also serve on this team. Additionally, the Deputy Secretary of OCDEL, the RTT-ELC Director, the Early Intervention

Services Bureau Director and the Early Childhood Advisor will serve on the statewide Young Child Wellness Council. The Council, which consists of early childhood education, mental and physical health providers, higher education and family stakeholders, will be tasked with improving social/emotional development, mental health and overall wellness of children; developing a comprehensive plan that improves health and mental health practices; coordinating policies and services across systems; and promoting the provision of evidence based prevention and early intervention services. The Council will meet for the first time in the first quarter of 2015.

Institutes of Museums and Library Sciences: BUILD, in partnership with the Institutes of Museum and Library Sciences (IMLS), selected five states to provide technical assistance and meeting facilitation to better integrate museums and libraries into statewide early childhood systems. This partnership came as a result of the *Growing Young Minds, How Museums and Libraries Create Lifelong Learners* report (GrowingYoungMinds.pdf). In this targeted technical assistance grant, BUILD's goals are to: create deliberate and mutually beneficial connections between museums, libraries and the early childhood systems in Pennsylvania; cross-train for deeper understanding and alignment among these three sectors; and identify and disseminate effective practices to support family engagement.

A steering committee of representatives of all three sectors met twice in 2014. Members are currently meeting to identify opportunities to align work, expand membership and develop an action plan to create opportunities for partnerships at the local or regional level. While the committee and work are in a preliminary phase, the group has selected co-chairs representing each system, submitted a proposal for the Statewide Conference of Museums and Historic House event in April 2015 and identified key data sources to review to help prioritize work. The next convening of the group will be sometime in the first quarter of 2015.

Implications of the IMLS collaboration for RTT-ELC projects include:

- Project 2-Community Innovation Zones (CIZ): Given the focus of maximizing community connections and family engagement embedded in the CIZ grants, libraries and museums are natural partners. OCDEL will be working to disseminate the information about each CIZ to their local libraries and local museums (if one exists in that community).
- Project 3-Keystone STARS: STARS standards as they currently exist have several points of intersection with the work of museums and libraries. Through discussion, steering committee members identified professional development supports for ECE providers, lending resources and supports for families. By supporting local partnerships, programs have access to a wider variety of resources which will further enhance the quality of programs and staff competencies.
- Project 4-Pennsylvania Learning Standards for Early Childhood Education: Libraries and Museums, as identified through steering committee discussions are independently engaging families in program activities in their sites. This collaboration with OCDEL will allow wider professional development and distribution of Pennsylvania's Early Learning Standards, and provide museum and library staff with OCDEL resources, which they are currently unaware of and often creating locally.
- Project 6-Workforce Development: Planning and implementation of cross-training librarians to be certified approved trainers in the Pennsylvania Quality Assurance System, PQAS has already begun. Access to PQAS, the state professional development instructor registry, is embedded in

an online, web-based system. By certifying librarians to offer and provide credit for professional development will allow more local opportunity for access by ECE providers.

- Project 9-Governor's Institutes: There are two ways this initiative intersects with the Institutes. Library and museum staff would be ideal partners to participate in the local teams applying to attend the event. The second point of intersection is to capitalize on the professional development modules that libraries and museums offer on various content and utilize their expertise in future events as instructors.

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had or will have an impact on the RTT-ELC grant. Describe the expected impact and any anticipated changes to the RTT-ELC State Plan as a result.

Governor-elect

On January 20, 2015, Tom Wolf will be inaugurated as Governor of the Commonwealth of Pennsylvania. In Governor Wolf's platform, "A Fresh Start for Pennsylvania," he identified early childhood education as a means to "rebuild our middle class and strengthen Pennsylvania's economy...We must provide every child with a world-class education that equips them with the skills to succeed in the 21st century." Governor Wolf's plan includes putting into place a high quality cradle-to-career education system which includes expanding Pre-K and Kindergarten opportunities and programs. The Governor's agenda, as reflected in his election platform, is consistent with Pennsylvania's RTT-ELC work.

Child Care Development Block Grant Reauthorization

In November 2014, the Child Care Development Fund and Block Grant (CCDF) was reauthorized. As a result, OCDEL is in the process of early planning as to how our office will meet the new requirements by FY17. There are several areas of the RTT-ELC grant where the planning for full compliance with the new CCDF regulations will reflect and impact the grant. While all discussions around the impact of reauthorization are preliminary at this time, at present OCDEL can identify the following priorities and potential impacts:

- Project 3 - Keystone STARS: At the time of Annual Progress Report submission, the impact on Keystone STARS is only in the initial discussion phase of planning. CCDF reauthorization will change professional development pre-service and ongoing professional development requirements, inspection of neighbor care, and increases the set aside of funds over time to enhance infant toddler services.
- Project 5 - Measuring Child Outcomes: CCDF includes language around provisions on social-emotional health of children, including providing consumer and provider education about policies regarding expulsions of children from early care and education programs and developmental screenings for children at risk of cognitive or developmental delays. Currently developmental and behavioral screening is not mandated for all early learning and development programs, or at all levels of the TQRIS. Over the next two years, full implementation and screening timelines may be impacted for RTT-ELC as a result of the requirement to fully implement this requirement by September 30, 2017.
- Project 8 - Data Systems: in CCDF, the regulations indicate states must make available by electronic means, easily accessible provider-specific information showing results of monitoring and inspection reports, as well as the number of deaths, serious injuries, and instances of substantiated child abuse

that occur in child care settings each year. At this time, it is unclear if this will have impact on RTT-ELC data projects.

A team of OCDEL staff will be attending an Office of Child Care Implementing CCDF Reauthorization in January 2015. Upon return, work will begin in earnest to develop Pennsylvania's FY 15, two year state plan, which will address how during October 1, 2015 through September 30, 2017, OCDEL will be in full compliance with the regulations. The CCDF plan for federal fiscal years 2016 through 2018 is due March 1, 2016.

Child Protective Services Law

Beginning in 2013 and concluding in 2014, the Commonwealth of Pennsylvania has implemented legislation that strengthens the Child Protective Services Laws (CPSL). In response to the enacted legislation, the Office of Children, Youth and Families convened the CPSL Implementation Team. The team, composed of over 120 members from a variety of disciplines who play a role in protecting children, came together to ensure the timely and consistent implementation of these amendments across Pennsylvania. Their work will support the identification, investigation/assessment of and response to reports of suspected child abuse and general protective services. The team members will be integral in assuring implementation of the amendments and evaluating the efforts made by various disciplines to keep children safe in the Commonwealth. As of December 31, 2014, the following changes will be implemented, directly affecting all early learning and development programs in the Commonwealth:

- Increased clarification around who is a Mandated Reporter; the requirements to make a report; and the penalties for failure to report;
- Increased the frequency around Mandated Reporters, paid or unpaid, to obtain Pennsylvania State Police, ChildLine Child Abuse Registry, and FBI Fingerprint Clearances, pre-employment and updating them every three years;
- Implementing recurring Mandated Reporter Training using an approved curriculum for all programs and licensees under the jurisdiction of the departments of Human Services and State.

Early Intervention Services System Act

In October 2014, Pennsylvania Act 143 updated Act 212 (Early Intervention Services System Act of 1990) by adding an additional at-risk tracking category for infants/toddlers experiencing homelessness.

The Act requires that if an infant/toddler is experiencing homelessness and is found ineligible for early intervention they are still eligible for early intervention tracking. The tracking will include at least a quarterly contact with the family and a developmental screening of the infant/toddler. These screenings do not preclude the family from asking for a full evaluation at any time.

The toxic stressors of homelessness that infants/toddlers are experiencing can have a negative impact on their development. By keeping these children in tracking, OCDEL can quickly provide services should the infant/toddler start to display a delay.

Pennsylvania has also made the determination that, in the event an infant/toddler is no longer without housing, they are still eligible for tracking to the age of 3. This is an added measure to protect the most at-risk infants/toddlers.

Reporting

OCDEL has made significant changes in the PA Enterprise to Link Information for Children Across Networks - Early Intervention (PELICAN -EI) to reflect the living situation qualifiers that are reported to the federal government through the Pennsylvania Education for Children and Youth Experiencing Homelessness Program (ECYEH). OCDEL's early learning programs, Pre-K Counts and Head Start, have also been working directly with ECYEH to report their programs' number of children experiencing homelessness.

Activities to Date

OCDEL issued two announcements regarding Act 143 to the field (early intervention announcement and OCDEL program-wide announcement). OCDEL broadly disseminated these announcements to homeless shelters, WIC program, PA Housing and Finance Agency, early intervention stakeholders and programs, and all other OCDEL early learning and care programs.

In May 2013, OCDEL issued an announcement to all early learning and care programs to ensure that infants, toddlers, and preschoolers experiencing homelessness are being served. Prior to this time, infants/toddlers were not mentioned under McKinney-Vento and only early intervention and Head Start were mandated by law to provide services. OCDEL released a webinar in October 2013 that not only explains all the programs that OCDEL has to offer, but also available resources and information regarding young children and their families experiencing homelessness. To date, over 1,000 professionals and interested persons have accessed this webinar.

OCDEL meets with stakeholders on a regular basis to inform them of the activities and policies related to implementation of Act 143. These include: Pennsylvania Education for Children and Youth Experiencing Homelessness Program, Department of Human Services Housing Coordinator's, Department of Economic and Community Development Committee, State Interagency Coordinating Council, early intervention leadership, Early Learning Council and the Pennsylvania Intermediate Unit Providers Association (PAIU).

OCDEL presents to early care and learning and early intervention programs across the state in order to reach providers that not only serve young children and their families experiencing homelessness, but also to reach out to groups that work with families that are at-risk due to low income factors. Some of these include: Pennsylvania/Delaware Affordable Housing Management Association and the PA Housing and Finance Agency.

Next Steps

OCDEL is in the process of designing regional developmental screening trainings for shelter personnel and low income housing managers across the state. These regional trainings will include: administration of the Ages and Stages Questionnaire and the Ages and Stages/Social Emotional Questionnaire, child development, and information about OCDEL programs.

Participating State Agencies

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan.

On September 24, 2014, the Governor signed Act 2014-132, changing the name of The Pennsylvania Department of Public Welfare to the Pennsylvania Department of Human Services (DHS) effective November 24, 2014. "Our new name better reflects the wide range of services we offer to Pennsylvanians as well as respect for our clients,

their families and advocacy groups who have been requesting the name change,” said Secretary Bev Mackereth. In order to responsibly manage taxpayer money throughout the transition, the new name is being phased in gradually. DHS will continue to use the name “Department of Public Welfare” on badges, licenses, stationery, signage and any other official documents until existing supplies are exhausted.

The Office of Child Development and Early Learning is a dual deputate of the departments of Education and Human Services. The latter serves as the lead agency for the RTT-ELC grant.

High-Quality, Accountable Programs

Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application)

During the current year, has the State made progress in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards that include—

(1) Early Learning & Development Standards	
Yes or No	Yes
Early Learning & Development Standards that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(2) A Comprehensive Assessment System	
Yes or No	Yes
A Comprehensive Assessment System that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(3) Early Childhood Educator qualifications	
Yes or No	Yes
Early Childhood Educator qualifications that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	

Developing and Adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS)
(Continued)

(4) Family engagement strategies	
Yes or No	Yes
Family engagement strategies that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(5) Health promotion practices	
Yes or No	Yes
Health promotion practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(6) Effective data practices	
Yes or No	Yes
Effective data practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

The State has made progress in ensuring that:	
TQRIS Program Standards are measurable	✓
TQRIS Program Standards meaningfully differentiate program quality levels	✓
TQRIS Program Standards reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children	✓
The TQRIS is linked to the State licensing system for Early Learning and Development Programs	✓

Describe progress made during the reporting year in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

The quality rating and improvement system in Pennsylvania is called Keystone STARS. Keystone STARS has been promoting and supporting Pennsylvania center, group and family child care programs for over twelve years. It is one of the most mature TQRIS systems in the nation. Other than regulated or licensed child care providers, Head Start/Early Head Start providers (which in Pennsylvania are license-exempt for the Head Start program hours) are the only other early learning and development providers participating in Keystone STARS at this time.

Keystone STARS or STARS, is a 4 level block system with standards that address staff qualifications and professional development, the early learning program, partnerships with family and communities, and leadership and management. The Office of Child Development and Early Learning (OCDEL) defines "block system" in the following manner: as the STAR levels increase, participating programs are expected to master and maintain compliance with all the standards at the level they are attempting to achieve as well as those of the previous levels. In Pennsylvania, child care programs must have a Certificate of Compliance or Registration issued by OCDEL's Bureau of Certification Services to participate in STARS. Head Start/Early Head Start agencies may not have any deficiencies on their current program monitoring.

As part of the Race to the Top Early Learning Challenge (RTT-ELC) grant, Pennsylvania has proposed two types of revisions to the Keystone STARS system. The first is the review the STARS system and determine if changes should occur to the actual standards themselves: Does Pennsylvania have the correct set of standards to promote positive child outcomes? Does it have too few or too many standards? An additional consideration is whether Pennsylvania should consider modifying its approach from Block System to a Point System or a Hybrid of both. A Point System is one in which a STAR level 1-4 is achieved by meeting a minimum threshold score for each quality level. A Hybrid System is one in which participating programs must fulfill some levels of the STARS system in their entirety, and also allows for the highest levels to be met by scoring points in addition to the Block standards' requirements. No revisions were made to the Keystone STARS Standards in 2014.

In the 2014, the first year of the RTT-ELC grant, a Keystone STARS research based inquiry, funded by the William Penn Foundation outside of the RTT-ELC funds, was completed by staff from the University of Pennsylvania (UPenn). Beginning in spring 2014, information was collected on Keystone STARS. UPenn completed interviews of staff associated with the implementation of STARS, current OCDEL staff, STARS implementing sub-recipients, participating child care and Head Start Staff, and early childhood advocates. Additionally, they accessed records relevant to STARS related to technical assistance, time providers were taking to move into and up through the STAR levels, reasons providers have to opting out of STARS and other data collected by OCDEL. UPenn developed and distributed a STARS survey to over 1,000 current STARS participants at all levels of the four STAR

system. The final piece of data collection centered around the child outcomes collection by participating programs on the Pearson Work Sampling System.

Over the twelve year history of Keystone STARS OCDEL has increased the rigor of the standards as well as added additional standards to each level. In doing so, feedback from the field has been that Keystone STARS has requirements that seem unnecessary and are at times burdensome to providers. As part of the RTT-ELC implementation process, Pennsylvania is considering revisions to STARS. OCDEL prioritized a national scan of research related to QRIS, state level data collection and analysis to understand which are the “few and powerful” QRIS standards that promote increased child outcomes.

At the time of this first RTT-ELC grant Annual Progress Report submission, UPenn is reviewing and analyzing data sets to create a report of findings and recommendations. The report was originally slated to be released in February 2015. OCDEL and UPenn have encountered a barrier to completing the report and associated recommendations by the February deadline. At the lowest two levels of STARS, participating programs are not required to utilize child assessment tools. In order to facilitate the data collection, UPenn and OCDEL offered incentives for STAR 1 and STAR 2 providers to complete Work Sampling and share de-identified information with the UPenn team. Due to limited sample size or incomplete assessment information, the total child outcomes records at the STAR 1 and 2 levels are not large enough to attach statistical significance for the Inquiry. Planning to resolve this issue is scheduled for the beginning of January 2015.

Once the UPenn STARS Inquiry is complete, OCDEL will share the findings with stakeholders to determine what, if any, revisions will occur with the Pennsylvania Keystone STARS Standards. Revisions, should they occur, are the prioritized work for the first half of 2015, the second year of the Pennsylvania RTT-ELC grant.

The second type of revision proposed in the RTT-ELC grant was allowing additional early learning and development programs (in addition to child care and Head Start) to participate in the Keystone STARS system. Targets for expansion include state and locally funded prekindergarten programs, licensed private academic preschools and early intervention programs. Narrative addressing the progress of this work as well as an identified barrier is presented below.

Promoting Participation in the TQRIS (Section B(2) of Application)

Describe progress made during the reporting year in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

In 2014, work commenced to include all the following early learning and development programs (ELDP) into Pennsylvania's TQRIS system, Keystone STARS:

- Pennsylvania licensed child care providers;
- Non- licensed targeted groups such as:
 - Pennsylvania Pre-K Counts (Pre-K Counts), Pennsylvania's state funded preschool initiative;
 - locally administered school district and vocational technical preschools;
 - Department of Education (PDE) licensed Private Academic Nursery Schools; and
 - early intervention.

Work to expand Keystone STARS included: preparation of the state database system, Pennsylvania's Enterprise to Link Information Across Networks (PELICAN): Office of Child Development and Early Learning (OCDEL) monthly Regional Key directors/managers meeting, quarterly Keystone STARS stakeholders meetings; and bi-weekly sub-projects meetings with technical and business analysts to discuss what enhancements were needed to prepare for the expansion of Keystone STARS in PELICAN and the Keystone STARS designation documents. However, policy documents and informational introductory documents for all licensed providers were put on hold to wait for the conclusion of the Keystone STARS research inquiry, conducted by the University of Pennsylvania.

In Quarter 1 of the state fiscal year 2014/2015, the Regional Key contractors were supplied with appropriate Race to the Top-Early Learning Challenge (RTT-ELC) funds to advertise, interview and hire staff, which in turn allowed RTT-ELC efforts to be addressed and begin in each Regional Key. The Regional Keys and OCDEL established quarterly meetings and monthly conference calls for Regional Key RTT-ELC coordinators and RTT-ELC rural recruitment staff to receive guidance and technical assistance from OCDEL on the continued Keystone STARS expansion efforts.

In fall 2014, Pennsylvania began implementation of the Keystone STARS Special Initiatives grant. The new grant opportunity for Keystone STARS providers breaks down into three awards: Enrollment, Movement and Child Care Capacity Awards. The Enrollment and Movement Awards are designed to enroll non- licensed early learning providers (Pre-K Counts; locally administered school district and vocational technical preschool; PDE licensed Private Academic Nursery Schools; and early intervention) and other child care provider types who are not otherwise eligible for other Keystone STARS grants due to the fact they do not serve at least 10% of children receiving childcare subsidy. Pennsylvania also initiated Child Care Capacity Awards for rural child care expansion in 33 moderate to high risk rural counties as identified in OCDEL's Reach and Risk Report. The premise of this grant opportunity is to recruit additional licensed programs and to assist non-licensed programs to become licensed providers to serve these at risk counties and participate in Keystone STARS.

As the new Special Initiatives grant was released in the fall, there has been a “soft-rollout” embedded in RTT-ELC grant outreach practices across the five Regional Keys. The Special Initiatives grant is led by each Regional Key RTT-ELC coordinator, the region's recruiter specialist and Keystone STARS manager. In order to support programs caring for children receiving Child Care Development Fund (CCDF) funding, each Regional Key utilizes their relationship with Child Care Information Services (CCIS) agencies to gain insight on Relative/Neighbor

provider populations for their region. The Regional Key utilizes the CCIS agency relationship to promote Relative/Neighbor care providers' participation in Keystone STARS in 33 targeted counties identified as lacking or limited in high quality child care providers. Relative/Neighbor care providers interested in becoming a licensed child care provider and participating in Keystone STARS are contacted by the Regional Keys who provide further information to assist Relative/Neighbor provider on their journey to quality child care.

The first Relative/Neighbor transition to becoming a Keystone STARS provider began in the winter of 2014, in the Southwest Regional Key. Maeanne, a Relative/Neighbor provider from Fayette County, has been caring for children in her home for over a year. The children range in ages from two years old to young school age. Maeanne first reached out to the Southwest Regional Key in need of resources to engage the family of a special needs child in her care. The Southwest Regional Key representatives were able to assist Maeanne by providing her with resources to assist the family through the Individual Family Service Plan (IFSP) process as well as connect her with members of the family child care community in her area. Since then, she began her journey in getting licensed and enrolling in Keystone STARS.

“The Keystone STARS program interested me because I am always striving to do my best and reach my goals. Being able to reach out to the people in Keystone STARS and getting the help I needed, when I needed it, is most valuable to me.”-Maeanne, Fayette County

The Regional Keys also achieve connections with possible motivated individuals wanting to open a child care facility by attending regional Department of Human Services (DHS) pre-certification orientation meetings. The Regional Keys attend the meetings in their specific region to present a high level overview of the Keystone STARS program as part of the DHS Certification Orientation meetings. The Regional Keys utilize outreach tools including group event presentations about Keystone STARS to interest new providers and provide information on the Special Initiative grant. Other outreach strategies include a series of modules reviewing the process of preparing and owning a care child business and connecting with local Small Business Development Centers for individualized advice on business management and operations. Additional outreach services include Regional Key representatives that assist with understanding components of Keystone STARS and/or assisting with carrying out pre-enrollment activities. The Regional Keys also visit universities across Pennsylvania promoting the essential need for quality child care and the advantages of owning a child care business to undergraduate and graduate students. Furthermore, the Regional Keys are using opportunities to connect with families about quality early learning in obstetrician and pediatric offices through brochures and in 2015 packets pediatricians and obstetricians can share with their patients.

In 2014, the Keystone STARS marketing plan was developed to align with the RTT-ELC grant timeline. In collaboration with a private partnership, OCDEL has received Keystone STARS promotional materials for providers to display and to promote their participation in Keystone STARS such as Keystone STARS flags and banners. Also, in order to increase parental demand for Keystone STARS, Pennsylvania developed a marketing plan to promote Keystone STARS through developing new family outreach materials with the goal of family understanding and demand for Keystone STARS programs.

To address the barriers that occurred in 2014, a 2015 plan was designed for collaboration between Regional Keys and CCIS's throughout the state. The CCIS agencies throughout the state will support Keystone STARS through “hold messages” during provider or parent calls to their local CCIS. While a provider or parent is on hold, they will learn the advantages of enrolling in a Keystone STARS program and gain valuable information about site and classroom specific quality. New brochures and video links for websites to promote Keystone STARS continuum of quality will also be available in 2015.

Pennsylvania completed the crosswalk analysis for all ELDP targeted for recruitment into Keystone STARS. Each early learning and development program has its own specific Keystone STARS worksheet cross-walked with their program standards and the Keystone STARS Standards to better facilitate the Keystone STARS designation process. This includes Pre-K Counts; locally administered school district and vocational technical preschool; PDE licensed Private Academic Nursery Schools; and early intervention preschool program. Strategies utilized to ensure that measurable progress will be made in reaching and establishing RTT-ELC grant targets by the end of the grant period include targeted marketing materials for collaboration with CCIS, DHS certification, potential childcare providers (current Relative/Neighbor care providers receiving subsidy), and all other ELDP.

To reduce costs of Regional Key personnel to recruit and enroll the ELDP, the welcoming of non- licensed programs will be introduced in waves. During 2014, the checklist has been in a review process with OCDEL, the Regional Keys and PA Key. The first welcoming of provider types into Keystone STARS to occur during Pennsylvania fiscal year 2015/2016, will be Pre-K Counts, followed by Private Academic Nursery Schools and other ELDP. PDE is presently revamping Private Academic Nursery School standards, which will impact current the TQRIS crosswalk developed specifically for Private Academic Nursery Schools. This will require OCDEL to revise the Private Academic Nursery School crosswalk worksheets for Keystone STARS when the new standards are finalized.

Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

Targets										
Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning & Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	221	48.10%	275	60.00%	309	85.00%	459	100.00%	459	100.00%
Early Head Start & Head Start ¹	80	12.00%	145	21.00%	290	42.00%	384	56.00%	452	66.00%
Programs funded by IDEA, Part C	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%
Programs funded by IDEA, Part B, section 619	-	0.00%	-	0.00%	34	100.00%	34	100.00%	34	100.00%
Programs funded under Title I of ESEA	-	0.00%	-	0.00%	3	8.00%	6	16.00%	9	25.00%
Programs receiving from CCDF funds	3,675	15.00%	8,382	35.00%	9,577	40.00%	16,162	68.00%	23,943	100.00%
Other 1	3,905	47.00%								
Describe:	Keystone STARS (CCDF-Funded Program)									
Other 2	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%
Describe:	Healthy Families America									
Other 3	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%
Describe:	Nurse-Family Partnership									
Other 4	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%
Describe:	Parent-Child Home Program									
Other 5	-	0.00%	26	5.00%	47	9.00%	63	12.00%	80	15.00%
Describe:	Private Academic Licensed Nursery Schools									
Other 6	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%
Describe:	Parents as Teachers									

¹ Including Migrant and Tribal Head Start located in the State.

Actuals									
Number and percentage of Early Learning and Development Programs									
Type of Early Learning & Development Program in the State	Baseline			Year 1			Year 2		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	459	221	48.10%	514	260	51.00%			
Specify:	Pennsylvania Pre-K Counts								
Early Head Start & Head Start ¹	686	80	12.00%	764	232	30.00%			
Programs funded by IDEA, Part C	48	-	0.00%	48	-	0.00%			
Programs funded by IDEA, Part B, section 619	34	-	0.00%	34	-	0.00%			
Programs funded under Title I of ESEA	36	-	0.00%	36	-	0.00%			
Programs receiving from CCDF funds	23,943	3,675	15.00%	19,348	3,767	19.50%			
Other 1	8,382	3,905	47.00%	8,106	3,824	47.20%			
Describe:	Keystone STARS (CCDF-Funded Program)								
Other 2	2	-	0.00%	2	-	0.00%			
Describe:	Healthy Families America								
Other 3	22	-	0.00%	22	-	0.00%			
Describe:	Nurse-Family Partnership								
Other 4	3	-	0.00%	3	-	0.00%			
Describe:	Parent-Child Home Program								
Other 5	533	-	0.00%	474	-	0.00%			
Describe:	Private Academic Licensed Nursery Schools								
Other 6	37	-	0.00%	43	-	0.00%			
Describe:	Parents as Teachers								

¹ Including Migrant and Tribal Head Start located in the State.

Actuals Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool						
Specify:						
Early Head Start & Head Start ¹						
Programs funded by IDEA, Part C						
Programs funded by IDEA, Part B, section 619						
Programs funded under Title I of ESEA						
Programs receiving from CCDF funds						
Other 1						
Describe:						
Other 2						
Describe:						
Other 3						
Describe:						
Other 4						
Describe:						
Other 5						
Describe:						
Other 6						
Describe:						

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(2)(c) Data Notes

Indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Actuals (%) = Numerator (# of programs participating in the statewide TQRIS) / Denominator (# of programs in the State)

State-funded preschool: Pennsylvania Pre-K Counts (includes current child care providers only); Data Source and Year: PELICAN, 2013-14

Early Head Start and Head Start: Home-based only sites not included; Data Source and Year: Federal PIR, 2013-14

Programs funded by IDEA, Part B, Section 619 reflects number of local Preschool Early Intervention programs that OCDEL contracts with to provide EI services; Data Source and Year: PELICAN EI, December 2014

Programs funded under Title I of ESEA: Data Source and Year: Pennsylvania Department of Education, 2013-14.

Programs receiving from CCDF funds: Child Care Works; the number of programs in the State includes all regulated and unregulated providers that had a Child Care Works subsidy enrollment on November 30, 2014. The baseline includes the actual subset of regulated providers that also participated in Keystone STARS on March 31, 2013; Data Source and Year: PELICAN, November 30, 2014

Keystone STARS: The number of programs in the State includes all regulated providers on December 31, 2014. The baseline is an actual count of regulated providers participating in the Keystone STARS program on June 30, 2013. Data Source and Year: PELICAN, December 2014.

Healthy Families America: MIECHV-funded only; Data Source and Year: Local agency reports, 2013-14.

Nurse-Family Partnership: includes state-funded and MIECHV-funded; Data Source and Year: Local agency reports, 2013-14

Parent-Child Home Program: Data Source and Year: MIS Year-End Report, 2013-14. Private Academic Licensed Nursery Schools: The targets for Private Academic Licensed Nursery Schools are low as they traditionally do not serve children with High Needs; Data Source and Year: Pennsylvania Department of Education, 2013-14.

Parents as Teachers: includes state-funded family centers and MIECHV-funded; Data Source and Year: Local agency reports and Office of Children, Youth and Families, 2013-14.

Performance Measure (B)(2)(c) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

In Year 1 of the Race to the Top-Early Learning Challenge (RTT-ELC) grant, the Office of Child Development and Early Learning initiated a research based inquiry of Keystone STARS, the commonwealth's tiered quality rating and improvement system. While recruitment activities for child care providers continued to occur into the existing system, major changes to the Keystone STARS Standards and recruitment of new provider types into the system did not occur. The inquiry results will be finalized in May 2015 and will guide changes to Keystone STARS for the second half of Year 2 of the RTT-ELC grant. OCDEL will implement recommendations to remove overly prescriptive and Keystone STARS Standards that have not been linked to improving child outcomes. By modifying the structure of Keystone STARS and implementing a communication and outreach strategy to child care programs, OCDEL should begin to see increased participation in targets in RTT-ELC year 2.

Strategies utilized to ensure that measurable progress will be made in reaching and establishing RTT-ELC grant targets by the end of the grant period will include revising and implementing the recommendations listed in the inquiry report. The report will identify barriers to participation and opportunities to streamline our Keystone STARS Standards. Stakeholder input will be solicited so the ELDPs feel vested in the changes and more willing to adopt those changes. In November of 2014, Pennsylvania elected a new governor. As the new administration is seated, OCDEL will provide a briefing of its recommendations and requests for program policy or regulatory changes related to Keystone STARS participation. Once revisions to Keystone STARS are completed, targeted marketing materials for collaboration with CCIS, DHS certification, potential childcare providers (who are currently Relative/Neighbor care providers receiving subsidy), and all other ELDP will be updated and released.

Rating and monitoring Early Learning and Development Programs (Section B(3) of Application)

Has the State made progress during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that:

System for Rating & Monitoring	
Includes information on valid and reliable tools for monitoring such programs	Yes
Has trained monitors whose ratings have an acceptable level of inter-rater reliability	Yes
Monitors and rates Early Learning and Development Programs with appropriate frequency	Yes
Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site)	Yes
Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs	Yes

Describe progress made during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS. Describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

The TQRIS system, Keystone STARS, is a voluntary system in Pennsylvania that has been implemented since 2002. In addition to considering what changes may need to occur to the structure and process of the system to promote positive outcomes for at-risk children, OCDEL also focused on increasing access to high quality Keystone STARS programs in rural areas and providing incentives and supports to those programs not participating to join Keystone STARS.

Keystone STARS utilizes two monitoring tools, the Environment Rating Scale (ERS) suite, a valid and reliable monitoring tools, and the Keystone STARS designation monitoring standards worksheets. The ERS suite consists of the Infant Toddler Environment Rating Scale-Revised (ITERS-R), the Early Childhood Environment Rating Scale-Revised (ECERS-R), the School Age Care Environment Rating Scale (SACERS), and the Family Child Care Environmental Rating Scale (FCCERS). New ERS assessors are expected to be reliable five times on each scale before being able to conduct independent assessments. Once reliable on a scale the assessor must participate in reliability checks every three months for the first year. After that initial year, assessors are expected to participate in reliability checks once every six months on each scale. The most recent team reliability percentage was 92% across all tools exceeding the authors' expectation of 85%. The designation worksheets are revised on an "as needed basis" dependent upon current Keystone STARS program policy.

A key focus of Pennsylvania's work in 2014 was the integration and implementation of the three Special Initiatives to support additional program types including: Pre-K Counts; early intervention; school district and vocational technical schools offering preschool; PDE licensed Private Academic Nursery Schools ; and expansion of rural child care programs into Keystone STARS. Pre-K Counts; early intervention; school districts and vocational technical schools offering preschool; and Private Academic Nursery Schools are not required to be licensed by the Department of Human Services to operate an early learning and development program.

Keystone STARS is supported by OCDEL and the PA Keys to Quality. PA Keys to Quality includes the PA Key, a contracted agency responsible for the Workforce Registry, leadership for technical assistance and special initiatives supporting Keystone STARS. Five other agencies, the Regional Keys, are responsible for the management of Keystone STARS in the counties assigned to them by OCDEL. Imbedded in each Regional Key is a staff position known as the Race to the Top (RTT-ELC) coordinators. On the regional level, the RTT-ELC coordinators serve to support grant activities.

A priority of the RTT-ELC grant is to increase the number of licensed child care providers in rural counties with targeted recruitment strategies. Keystone STARS serves children in quality early learning programs in 66 of 67 counties, however intensive and targeted efforts are being made in Sullivan county to bring one regulated provider into Keystone STARS; as well as, to expand early learning opportunities in all counties. OCDEL's 2011/2012 and 2012/2013 Reach and Risk Report (www.ocdelresearch.org) identified 33 counties with low numbers of regulated or licensed child care and among those providers limited participation in Keystone STARS. The data indicates a need for STAR 3 and 4 programs in the targeted rural communities to promote high quality early learning and increase child care program capacity.

The Keystone STARS Inquiry will guide OCDEL with recommended changes for the state TQRIS and how to effectively recruit and retain high quality providers in the targeted rural counties. In order to promote recruitment for high quality programs in these areas, the RTT-ELC coordinators are completing localized community outreach and providing information about opportunities to promote their registration or licensing as a child care provider and supports to move up in quality.

The following provides details about the three Special Initiatives grants:

1. Keystone STARS Enrollment Incentive:

The Enrollment Incentives are for early learning programs not eligible for the Keystone STARS grants and awards available to child care programs due to the program not meeting the state-required 10% child care subsidy eligibility and/or the program not being a state regulated child care program. In Pennsylvania, child care centers and groups are required to be "licensed" and child care family homes are required to be "registered". Both groups fall into the "regulated" category due to being addressed in both statute and regulations. Currently in Pennsylvania Relative/Neighbor providers are unregulated providers and are unable to participate in Keystone STARS.

Programs enrolling in Keystone STARS after December 1, 2013 are eligible for a one time only enrollment incentive for one of the following achievements:

- \$1,000 enrollment incentive for enrollment in Keystone STARS and successful STAR 3 designation; or
- \$2,000 enrollment incentive for enrollment in Keystone STARS and successful STAR 4 designation.

2. Keystone STARS Movement Incentive:

The Movement Incentives are for early learning programs not eligible for current Keystone STARS grants and awards due to the program not meeting the 10% child care subsidy eligibility and/or the program not being a state regulated child care program.

- If a program moves up to a STAR 3 or 4 between December 1, 2013 and December 31, 2017 they may be eligible for a one time per STAR level, movement incentive:
 - \$1,000 movement incentive for movement from STAR 2 to STAR 3;
 - \$1,000 movement incentive from STAR 3 to STAR 4; or
 - \$2,000 for movement from STAR 2 to STAR 4 or if the program enrolls at a STAR 4.

3. Child Care Capacity Awards for Rural Child Care Expansion:

The Child Care Capacity Awards for Rural Child Care Expansion are for non-regulated child care programs (i. e., Relative/Neighbor Care programs) seeking to become a state regulated program or for current regulated programs looking to open a new* facility in the targeted rural counties**. OCDEL and the Regional Keys plan to use its resources to assist the child care providers in opening 200 new child care businesses in the targeted counties by December 31, 2017 through the following means:

- Providing targeted mini-grants up to child care businesses to reimburse for expenditures related to opening/operating a child care (e.g., smoke detectors, first aid kits, liability insurance, curriculum, toys, etc.);
- Registering or licensing the child care business through OCDEL's Bureau of Certification Services;
- Establishing provider agreements between OCDEL's Child Care Information Services (CCIS) agencies and the provider as a means to serve Child Care Works subsidy eligible children/families;
- Enrolling the program into Keystone STARS and achieving at least STAR 1; and
- Connecting programs to state (Departments of Community and Economic Development, State, Revenue, etc.) and local resources that will assist the program in becoming an established and strong business.

**New” is defined as a provider that opens a regulated program in the targeted counties between December 1, 2013 through December 31, 2017 and had no previous Certification or Keystone STARS history at the location for which the provider is requesting funds.

**The targeted counties, as identified in the FY 2011-12 and FY 2012-13 OCDEL Reach and Risk data include:

High-Risk Counties in Rural Pennsylvania

- Bradford, Fayette, Greene, Northumberland, Potter, Warren and Venango

Moderate-High-Risk Counties in Rural Pennsylvania

- Armstrong, Blair, Cambria, Cameron, Carbon, Clarion, Clearfield, Clinton, Crawford, Forest, Franklin, Fulton, Huntingdon, Indiana, Jefferson, Lawrence, Lycoming, McKean, Mercer, Mifflin, Perry, Schuylkill, Somerset, Sullivan, Susquehanna, and Tioga

OCDEL is also working to provide resources to streamline critical business practices that can also make or break the success of child care providers. In Pennsylvania, increasing support for shared service alliances is being led by the Pennsylvania Association for the Education of Young Children, Delaware Valley Association for the Education of Young Children and Pittsburgh Association for the Education of Young Children. A Shared Services Alliance is a community-based partnership comprised of small businesses (non-profit or for-profit) within an industry or sector working together to share costs and deliver services in a more streamlined and efficient way. By participating in an Alliance, small businesses become stronger, more accountable, more financially sound and efficient and better equipped to offer affordable, high-quality services. The Shared Services concept is being

implemented in several communities with early care and education providers across Pennsylvania. These communities are building Shared Service Alliances to support both business practices and continuous quality improvement.

Summary of current Pennsylvania Shared Service Alliances:

Philadelphia Early Learning Alliance includes five centers (STAR 3 and 4) that serve primarily at-risk children. Sites share the following services:

- Customized professional development;
- Mentoring; and
- Shared staff (substitute pool, maintenance and grant writing).

Early Childhood Innovative Connections (Lancaster) includes six centers (STAR 2, 3 and 4). Sites share the following services:

- Customized professional development;
- Shared staff (substitute pool, accounting, grant writing and back office management);
- Access to www.SharedSourcePA.org; and
- Local bulk purchasing.

Homewood Child Care Alliance (Pittsburgh) includes 12 home-based providers that serve primarily at-risk children. Homes share the following services:

- Customized professional development;
- Bulk purchasing;
- Access to www.SharedSourcePA.org; and
- Support for families focused on early literacy and advocacy, as well as transition to kindergarten.

Non-profit Early Childhood Education Alliance (Pittsburgh), includes six high quality centers in an area where many high-needs children and families live. This Alliance offers:

- Peer mentoring (teachers);
- Customized professional development;
- Shared staff (nurse/health and safety inspector, playground inspector, grant writer); and
- Access to www.SharedSourcePA.org.

RTT-ELC funding has supported the creation of a Leadership Council, including representatives from each Alliance and Pennsylvania Associations for the Education of Young Children with consultation from Opportunities Exchange beginning in 2015. Opportunities Exchange, a national organization, helps organizations improve financial sustainability and quality through the formation of Shared Service Alliances. The Leadership Council was formed for the purpose of: 1) designing a shared services alliance introductory training module; 2) identifying mentors from existing shared service alliances who will design a self-assessment tool for communities and individual providers to assess the need, interest and ability to engage in shared services alliance building conversations; and 3) to create and implement the first Shared Services Summit in the spring of 2015.

By the end of 2014 RTT-ELC funds have not only supported the Leadership Council creation of the introductory training module, but also allowed a member to attend Shared Services Study Tour in Colorado Springs, CO to

bring additional information to the Council on best practices in successful alliances to better inform the creation of the self-assessment tool and future training events.

Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application)

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating your State TQRIS through the following policies and practices?

Policies and Practices Supporting Program Quality	
Program and provider training	Yes
Program and provider technical assistance	Yes
Financial rewards or incentives	Yes
Higher, tiered child care subsidy reimbursement rates	
Increased compensation	

Number of tiers/levels in the State TQRIS
4

How many programs moved up or down at least one level within the TQRIS over the last fiscal year?

	State-funded preschool programs	Early Head Start	Head Start programs	Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	Early Learning and Development Programs funded under Title I of ESEA	Center-based Early Learning and Development Programs receiving funds from the State's CCDF program	Family Child Care Early Learning and Development Programs receiving funds from the State's CCDF program
TQRIS Programs that Moved Up at Least One Level	23	31	31	0	0	416	93
TQRIS Programs that Moved Down at Least One Level	11	8	8	0	0	82	16

Optional Notes - State TQRIS Tiers/Levels

Explain missing data. If program movement up or down is not tracked by program type in the TQRIS you can provide the Total Programs that Moved Up and Total Programs that Moved Down in this optional notes box.

*Early Head Start and Head Start programs includes the following: Federal HS, Federal EHS, and State Head Start (Head Start Supplemental Assistance Program). Number is duplicated.

The providers referenced in the table above are only counted in each table, “Moved Up” or “Moved Down” one time if applicable. The information in the chart reflects their initial STAR level during the grant year and their final STAR level during the grant year. Providers may have moved up or down during the course of the year, but that is not captured in this data. Providers may move down due to challenges with their child care certification (licensing) or failure to meet the STARS standards upon renewal. This process of moving up and/or down within a program year is called churn. Churn is not reflected in this chart. Providers move up as they feel ready to be designated at a higher level.

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas?

High-Quality Benchmarks at the Highest Level(s) of the TQRIS	
Standards alignment or reciprocity with Early Learning and Development Programs that meet State preschool standards (e.g., content of the standards is the same, or there is a reciprocal agreement between State preschool and the TQRIS)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet Federal Head Start Performance Standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start and the TQRIS, or there is an alternative pathway to meeting the standards)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet national accreditation standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)	Yes
Early Learning and Development Standards	Yes
A Comprehensive Assessment System	Yes
Early Childhood Educator qualifications	Yes
Family engagement strategies	Yes
Health promotion practices	Yes
Effective data practices	Yes
Program quality assessments	Yes

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.

The second type of revision proposed in the RTT-ELC grant was allowing additional early learning and development programs (addition to child care and Head Start) to participate in the Keystone STARS system. Targets for expansion include State and locally funded prekindergarten programs, licensed private academic preschools and early intervention programs.

Work that occurred in 2014 to support the expansion of provider types on Keystone STARS focused on a crosswalk of program standards for each early learning program against the Keystone STARS Standards. Crosswalks have been completed for:

- Pennsylvania Pre-K Counts, the state funded preschool initiative;
- Prekindergarten within a school district, locally administered;
- Licensed Private Academic Preschools; and
- Early Intervention.

The process of completing the crosswalk involves researching and documenting a correlative standard within program regulation for each program against the STARS Standards. Where there is alignment, it is recognized that programs in good standing with their program-type monitors are compliant with Keystone STARS requirements. On specific standards where there is no alignment, the program must demonstrate evidence to the Keystone STARS programs designators that they have fulfilled this set of requirements.

OCDEL has completed the crosswalk analysis for all targeted programs proposed to be recruited into Keystone STARS under the RTT-ELC proposals. The first targeted program for recruitment in Keystone STARS is Pennsylvania Pre-K Counts (Pre-K Counts). In preparing the process and messaging associated with bringing Pre-K Counts into Keystone STARS, OCDEL encountered a barrier around philosophy for health and safety

standards. In the current STARS process, child care participation in STARS is predicated on Certificate of Compliance and Head Start is predicated on good standing with their program's current monitoring cycle. In both cases, there is significant attention to program regulation around health and safety requirements. Neither program can participate in STARS if they are deficient with these prerequisite requirements.

Through the analysis of the new targeted programs, it was determined that there is an absence of focus on these basic health and safety requirements. Each of the new programs has some language about health and safety, but not to the level of rigor of child care and Head Start. OCDEL is in the process of developing a prerequisite process to assure the new programs fulfill the health and safety standards; however, it has yet to be determined which program office staff or STARS implementing partner agency will be responsible for this prerequisite process.

Performance Measure (B)(4)(c)(1)

In the table, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of programs covered by the TQRIS	3,985	8,575	10,115	16,901	24,690	3,893			
Number of Programs in Tier 1	1,717	5,465	5,500	11,212	16,443	1,509			
Number of Programs in Tier 2	1,077	1,703	2,777	3,569	5,785	1,163			
Number of Programs in Tier 3	570	693	863	979	923	579			
Number of Programs in Tier 4	621	714	975	1,141	1,539	642			

Performance Measure (B)(4)(c)(1) Data Notes

Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

"Baseline Today" includes only the number of child care children and Head Start children. These two programs are the only early learning programs currently able to participate in the system. Future targets include expansion to more provider types.

Performance Measure (B)(4)(c)(1) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

In Year 1 of the RTT-ELC grant, OCDEL initiated a research based inquiry of Keystone STARS, the commonwealth's tiered quality rating and improvement system. While recruitment activities for child care providers continued to occur into the existing system, major changes to the Keystone STARS Standards and recruitment of new provider types into the system did not occur. The inquiry results will be finalized in May 2015 and will guide changes to Keystone STARS for the second half of Year 2 of the RTT-ELC grant. OCDEL will implement recommendations to remove overly prescriptive and Keystone STARS Standards that have not been linked to improving child outcomes. By modifying the structure of Keystone STARS and implementing a communication and outreach strategy to child care programs, OCDEL should begin to see increased participation in targets in RTT-ELC Year 2.

Strategies utilized to ensure that measurable progress will be made in reaching and establishing RTT-ELC grant targets by the end of the grant period will include revising and implementing the recommendations listed in the inquiry report. The report will identify barriers to participation and opportunities to streamline our Keystone STARS Standards. Stakeholder input will be solicited so the ELDP's feel vested in the changes and more willing to adopt those changes. In November of 2014, Pennsylvania elected a new governor. As the new administration is seated, OCDEL will provide a briefing of its recommendations and requests for program policy or regulatory changes related to Keystone STARS participation. Once revisions to Keystone STARS are completed, targeted marketing materials for collaboration with CCIS, DHS certification, potential childcare providers (who are currently Relative/Neighbor care providers receiving subsidy), and all other ELDP will be updated and released.

Performance Measure (B)(4)(c)(2)

In the table, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

Targets										
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning & Development Programs in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	4,863	44.00%	5,524	50.00%	8,286	75.00%	11,049	100.00%	11,049	100.00%
Early Head Start & Head Start ¹	1,245	0.40%	6,523	21.00%	13,047	42.00%	17,397	56.00%	20,503	66.00%
Programs funded by IDEA, Part C	1,957	5.00%								
Programs funded by IDEA, Part B, section 619	3,790	7.00%	3,790	7.20%	52,752	100.00%	52,752	100.00%	52,752	100.00%
Programs funded under Title I of ESEA	-	0.00%	-	0.00%	409	8.00%	818	16.00%	1,278	25.00%
Programs receiving from CCDF funds	14,019	21.00%	14,019	21.00%	23,857	35.00%	34,081	50.00%	68,163	100.00%
Other 1	32,139	31.00%	103,746	100.00%	103,746	100.00%	103,746	100.00%	103,746	100.00%
Describe:	Keystone STARS (CCDF-Funded Program)									
Other 2	-	0.00%								
Describe:	Healthy Families America									
Other 3	-	0.00%								
Describe:	Nurse-Family Partnership									
Other 4	-	0.00%								
Describe:	Parent-Child Home Program									
Other 5	-	0.00%								
Describe:	Private Academic Licensed Nursery Schools									
Other 6	-	0.00%								
Describe:	Parents as Teachers									

¹ Including Migrant and Tribal Head Start located in the State.

Actuals									
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS									
Type of Early Learning & Development Programs in the State	Baseline			Year 1			Year 2		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	11,049	4,863	44.00%	12,749	5,222	41.00%	-	-	
Specify:	Pennsylvania Pre-K Counts								
Early Head Start & Head Start ¹	31,066	1,245	0.40%	34,632	5,894	17.00%	-	-	
Programs funded by IDEA, Part C	37,058	1,957	5.00%	36,617	2,289	6.30%	-	-	
Programs funded by IDEA, Part B, section 619	52,752	3,790	7.00%	44,977	3,540	7.90%	-	-	
Programs funded under Title I of ESEA	5,113	-	0.00%	7,260	-	0.00%	-	-	
Programs receiving from CCDF funds	68,163	14,019	21.00%	72,916	15,719	22.00%	-	-	
Other 1	103,746	32,139	31.00%	103,643	33,447	32.30%	-	-	
Describe:	Keystone STARS (CCDF-Funded Program)								
Other 2	145	-	0.00%	185	-	0.00%	-	-	
Describe:	Healthy Families America								
Other 3	5,002	-	0.00%	5,060	-	0.00%	-	-	
Describe:	Nurse-Family Partnership								
Other 4	194	-	0.00%	148	-	0.00%	-	-	
Describe:	Parent-Child Home Program								
Other 5	21,602	-	0.00%	19,715	-	0.00%	-	-	
Describe:	Private Academic Licensed Nursery Schools								
Other 6	3,028	-	0.00%	2,739	-	0.00%	-	-	
Describe:	Parents as Teachers								

¹ Including Migrant and Tribal Head Start located in the State.

Actuals						
Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool						
Specify:						
Early Head Start & Head Start ¹						
Programs funded by IDEA, Part C						
Programs funded by IDEA, Part B, section 619						
Programs funded under Title I of ESEA						
Programs receiving from CCDF funds						
Other 1						
Describe:						
Other 2						
Describe:						
Other 3						
Describe:						
Other 4						
Describe:						
Other 5						
Describe:						
Other 6						
Describe:						

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(2) Data Notes

Please indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Actuals (%) = Numerator (# of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS) / Denominator (# of Children with High Needs served by programs in the State)

State-funded preschool (Pennsylvania Pre-K Counts) includes current child care providers only; Data Source and Year: PELICAN, 2013-14.

Early Head Start and Head Start includes the following: State and Federal funding, Head Start, Early Head Start and Migrant Seasonal center-based only; Data Source and Year: Federal PIR, 2013-14.

Programs funded by IDEA, Part C are primarily home based programs; Data Source and Year: PELICAN EI, December 2014.

Programs funded by IDEA, Part B, Section 619: Data Source and Year: PELICAN EI, December 2014.

Programs funded under Title I of ESEA: Data Source and Year: Pennsylvania Department of Education, 2013-14.

Programs receiving from CCDF funds: Child Care Works; Data Source and Year: PELICAN, November 30, 2014.

Keystone STARS baseline data is the full estimate of children (birth through Kindergarten entry) in a Keystone STARS 3 or 4 program. June 2013 Child Care Works care level data was used to determine the proportion of children in a Keystone STAR 3 or 4 programs that are from birth through Kindergarten entry; Data Source and Year: PELICAN, December 2014.

Healthy Families America: MIECHV-funded only; Data Source and Year: Local agency reports, 2013-14.

Nurse-Family Partnership: includes state-funded and MIECHV-funded; Data Source and Year: Local agency reports, 2013-14

Parent-Child Home Program: Data Source and Year: MIS Year-End Report, 2013-14.

Private Academic Licensed Nursery Schools: The targets for Private Academic Licensed Nursery Schools are low as they traditionally do not serve children with High Needs; Data Source and Year: Pennsylvania Department of Education, 2013-14.

Parents as Teachers: includes state-funded family centers and MIECHV-funded; Data Source and Year: Local agency reports and Office of Children, Youth and Families, 2013-14.

Performance Measure (B)(4)(c)(2) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

In Year 1 of the RTT-ELC grant, OCDEL initiated a research based inquiry of Keystone STARS, the commonwealth's tiered quality rating and improvement system. While recruitment activities for child care providers continued to occur into the existing system, major changes to the Keystone STARS Standards and recruitment of new provider types into the system did not occur. The inquiry results will be finalized in May 2015 and will guide changes to Keystone STARS for the second half of Year 2 of the RTT-ELC grant. OCDEL will implement recommendations to remove overly prescriptive and Keystone STARS Standards that have not been linked to improving child outcomes. By modifying the structure of Keystone STARS and implementing a communication and outreach strategy to child care programs, OCDEL should begin to see increased participation in targets in RTT-ELC Year 2.

Strategies utilized to ensure that measurable progress will be made in reaching and establishing RTT-ELC grant targets by the end of the grant period will include revising and implementing the recommendations listed in the inquiry report. The report will identify barriers to participation and opportunities to streamline our Keystone STARS Standards. Stakeholder input will be solicited so the ELDP's feel vested in the changes and more willing to adopt those changes. In November of 2014, Pennsylvania elected a new governor. As the new administration is seated, OCDEL will provide a briefing of its recommendations and requests for program policy or regulatory

changes related to Keystone STARS participation. Once revisions to Keystone STARS are completed, targeted marketing materials for collaboration with CCIS, DHS certification, potential childcare providers (who are currently Relative/Neighbor care providers receiving subsidy), and all other ELDP will be updated and released.

Validating the effectiveness of the State TQRIS (Section B(5) of Application)

Describe progress made during the reporting year in validating the effectiveness of the TQRIS during the reporting year, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

Pennsylvania will validate the effectiveness of Pennsylvania's TQRIS once the findings of the Keystone STARS research based inquiry are completed by the University of Pennsylvania in May 2015. Once the recommended changes have been established, reviewed, and finalized the validation study will commence. The validation study is planned for 2017.

Focused Investment Areas: Sections (C), (D), and (E)

Select the Focused Investment Areas addressed in your RTT-ELC State Plan. Grantee should complete only those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

Focused Investment Areas

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.
- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Promoting Early Learning Outcomes

Early Learning Development Standards (Section C(1) of Application)

Has the State made progress in ensuring that it's Early Learning and Development Standards:

Early Learning and Development Standards	
Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers	Yes
Cover all Essential Domains of School Readiness	Yes
Are aligned with the State's K-3 academic standards	Yes
Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities	Yes

Describe the progress made in the reporting year, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Background

Pennsylvania's Learning Standards for Early Childhood were developed in 2004 through cross-sector collaboration from the departments of Health, Education and Public Welfare (now Department of Human Services), and representatives from child care, early intervention, school districts, Head Start, higher education, family support programs and researchers. The standards delineate benchmarks along the birth to kindergarten continuum to promote kindergarten readiness and are aligned with standards that span to the 12th-grade. Pennsylvania's standards are research-based according to age and development and form the foundation for curriculum, assessment, instruction and intervention within early care and education programs. They also comprise the primary device for ensuring high quality, consistent child care across geographies and programs. Pennsylvania was one of the first states in the country to develop and align early learning standards to grade three academic standards. In 2010 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. Pennsylvania's Infant, Toddler, Pre-Kindergarten and Kindergarten Learning Standards for Early Childhood had not been revised since 2009. Pennsylvania's Grades 1 and 2 Learning Standards for Early Childhood had not been revised since 2007.

Infant, Toddler and Pre-Kindergarten Learning Standards for Early Childhood

Due to changes in the third grade academic standards, current research, and the incorporation of the PA Core Standards, revisions to the Pennsylvania Pre-Kindergarten Learning Standards for Early Childhood were completed in the summer of 2013, prior to the Race to the Top-Early Learning Challenge grant award. These revisions to the Pre-Kindergarten Learning Standards for Early Childhood served as the impetus to revise the Infant/Toddler Learning Standards for Early Childhood to assure continued robust standards alignment. A diverse stakeholder group of infant and toddler experts convened and completed revisions to the Infant/Toddler Learning Standards for Early Childhood culminating February 28, 2014.

Highlights to the 2014 Infant/Toddler and Pre-Kindergarten revisions include:

1. Incorporation of the Pennsylvania Core Standards in English Language Arts and Mathematics;
2. Early Learning Partnerships Standards are a result of a crosswalk of the *Head Start Parent, Family and Community Engagement Framework*, PTA National Standards for Family-School Partnerships® and the *Strengthening Families Protective Factors Framework*™;
3. Addition of Science, Technology, Engineering and Math (STEM) Supportive Practices (strategies used by adults to foster opportunities for student skill development); and
4. Intentional use of language for all audience types (center and home based child care, early intervention, home visiting, Pennsylvania Pre-K Counts, and Head Start).

The Infant/Toddler and Pre-Kindergarten Learning Standards for Early Childhood draft documents were available for public comment beginning on May 1, 2014 and ended on May 15, 2014 (15 calendar days). Feedback from the field included representation from the following audience types: higher education; United Way; American Academy of Pediatrics; Commonwealth Libraries; early intervention; Pennsylvania Early Learning Council representation (Governor appointed positions); and child care. Feedback on the Early Learning Partnership Standards was received from family experts, early intervention, and a representative of Center for Schools and Communities. Additional feedback on Approaches to Learning through Play and Social and Emotional Development Standards (Infant/Toddler, Pre-Kindergarten, Kindergarten, and Grades 1 and 2) was provided by national experts from Harvard University, Dr. Becky Bailey and Stephanie Jones, supported through National Governors Association funding. Final refinements were made to the Infant/Toddler and Pre-Kindergarten Learning Standards for Early Childhood based on all feedback received. Initial feedback from the field indicates strong support for the inclusion of STEM supportive practices. Overall, revision feedback has been very positive.

The 2014 Infant/Toddler and Pre-Kindergarten Learning Standards for Early Childhood were posted on the Pennsylvania Department of Education and the Pennsylvania Key websites on July 1, 2014. The availability of the standards for download and print was messaged to the field through the PA BUILD list serve; as well as, a PENN*LINK which is disseminated to all commonwealth school districts. The 2014 Infant/Toddler and Pre-Kindergarten Learning Standards for Early Childhood can be found on the following web links: the Pennsylvania Key (http://www.pakeys.org/pages/get.aspx?page=Career_Standards) and the Pennsylvania Department of Education (www.education.state.pa.us).

In moving forward, it was determined the Pennsylvania Department of General Services (DGS) would complete the design portion of the standards booklets and bid out the printing component. DGS completed the design portion of the standards in booklet format in October 2014. A change in the Department of Public Welfare name and logo to Department of Human Services necessitated a two month delay in the print bidding process. The printing of the 2014 Infant/Toddler and Pre-Kindergarten Learning Standards for Early Childhood went out for bid the December 2, 2014. All bids were due to DGS by the close of business on December 9, 2014. Seven printing companies submitted bids and NPC from Claysburg, Pennsylvania secured the lowest bid and will be awarded the contract. The 2014 Infant/Toddler and Pre-Kindergarten Learning Standards for Early Childhood will be available in booklet format in January 2015. Race to the Top-Early Learning Challenge funding will allow for all state-funded programs (11,000) to receive one free copy of both the Infant/Toddler and Pre-Kindergarten Learning Standards along with domain specific posters and a Continuum. The Continuum document shows the standard skill progression from Infant, Young Toddler, Older Toddler, Pre-Kindergarten and Kindergarten. State-funded programs include: Pennsylvania Pre-K Counts, home visiting, early intervention, and Keystone STARS. Additional standards will be available for purchase through the Pennsylvania Historical and Museum Commission's website (www.phmc.state.pa.us).

Kindergarten, Grades 1 and 2 Learning Standards for Early Childhood

Revisions to the Kindergarten, Grades 1 and 2 standards began in the fall of 2014 through convening diverse stakeholder groups using Race to the Top-Early Learning Challenge funding. Executive function skill standards in Approaches to Learning through Play and Social and Emotional Development were developed and finalized on September 22 and 23. The Approaches to Learning through Play Standards will be posted on the Standards Aligned System (SAS) portal and will be messaged to school districts through a PENN*LINK. Standards revisions in the Creative Arts and Health, Wellness and Physical Development domains were completed October 27, 28 and 29. Standards revisions in the English Language Arts, Mathematics and Partnerships for Learning domains were completed November 17, 18, and 19. Standards revisions in the Science and Social Studies domains will be completed in January 2015. Kindergarten, Grades 1 and 2 revisions will be completed by February 28, 2015. Public comment will be available in the spring of 2015 and messaging will be sent out through the PA BUILD list serve and a PENN*LINK to all Commonwealth school districts. Kindergarten, Grades 1 and 2 standards will be available in the summer of 2015.

Pennsylvania Approved Curriculum

All publishing companies with an approved Pennsylvania curriculum status were contacted in December 2014 and invited to align the curriculum to the 2014 revised Infant, Toddler and Pre-Kindergarten Learning Standards for Early Childhood. Publishing companies have until March 15, 2015 to submit alignment to the 2014 standards. Existing curriculum/training modules such as Pennsylvania Color Me Healthy is being updated and will reflect the 2014 revised Infant, Toddler and Pre-Kindergarten Learning Standards for Early Childhood.

Early Learning Outcomes Reporting

The revised 2014 Infant, Toddler and Pre-Kindergarten Learning Standards for Early Childhood were used to revise the Early Learning Outcomes Reporting Frameworks (Infant, Young Toddler, Older Toddler, and Pre-Kindergarten) for Pennsylvania's comprehensive assessment system. Revisions to the Infant, Young Toddler, Older Toddler, and Pre-Kindergarten frameworks were completed in the fall of 2014.

Early Childhood Education Community Innovation Zones Promoting Early Learning Outcomes

Pennsylvania's approach is a strategy to reach out, community by community, to serve and support the children most at risk for school failure and make what is proven to work in these communities available statewide. Over the next three years, Pennsylvania will offer targeted support to 50 high needs communities through enhanced technical assistance, and a competitive grant opportunity. Grants will make it possible for communities to assess their challenges to children being successful in school, receive targeted technical assistance and implement test strategies that address identified challenges.

In 2014 great strides were made toward achieving this goal. Through the Request for Application (RFA) process, Pennsylvania awarded 12 Early Childhood Community Innovation Zone (CIZ) grants. Grantees were awarded up to \$75,000 a year for the next three years to strengthen and implement strategies within their communities to help reduce the achievement gap by grade three. Specifically, grantees are required to work collaboratively with early childhood programs and local school districts to align their work around standards, curriculum and assessment, family engagement and community partnerships.

To support the work of the CIZs an infrastructure was created. The Office of Child Development and Early Learning (OCDEL) developed a steering committee to help direct the technical assistance, training opportunities

and guidance offered to the grantees. Additionally, a Community Innovation Zone Grants Manager was hired in 2014 to help further develop the infrastructure needed to adequately support the CIZs.

- In order to support the CIZs over the next two years, OCDEL will provide targeted intervention and support around standards implementation and use of data for decision-making, instruction and quality improvement. Some examples include the Governor's Institutes in the summer of 2015, on-site professional development as requested by grantees, monthly touch points with OCDEL staff, and meetings between OCDEL staff and CIZs to share, learn, modify and improve services.

Professional Development

A Professional Development Steering Committee was created and convened on July 1, 2014. The committee developed a spreadsheet of professional development needs for all audience types: early intervention; home visiting; child care; Keystone STARS; Pennsylvania Pre-K Counts; and Head Start. Strands of common Learning Standards for Early Childhood content in addition to specific audience content was determined and documented. The committee established and prioritized a timeline for standards professional development.

The first priority was to revise the six hour Core Series training: Linking Standards, Curriculum Framework, and Assessment for Keystone STARS and Pennsylvania Pre-K Counts programs. The Pennsylvania Quality Assurance System (PQAS) maintains a registry of approved Professional Development Instructors to help ensure that professional development activities meet quality standards. Twenty-seven PQAS instructors have attended a past Professional Development Instructor Institute (PDII) on Linking Standards, Curriculum Framework and Assessment and are eligible to deliver the training.

A PDII/Core Series training committee was created and convened August through October 2014. This committee included representation from the following audience types: Pennsylvania Pre-K Counts; early intervention; home visiting; Keystone STARS technical assistance; and Family Engagement. The revisions to the six hour Core Series training included only minor refinements in content and activities allowing for training updates for PQAS instructors to occur in webinar format. Five webinar dates were scheduled and delivered allowing eligible PQAS instructors ample opportunities to participate. Training on the revised Core Series: Linking Standards, Curriculum Framework, and Assessment session will begin in January 2015 across all five Regional Keys.

Early intervention representatives developed a crosswalk of practices that includes the Department of Exceptional Children (DEC) Recommended Practices, Coaching Practices and the Pennsylvania Early Learning Standards. The Bureau of Early Intervention Services is using this crosswalk as a reference in writing guidance on standards implementation for all early intervention practitioners. A cohort of early intervention Technical Assistants will be trained on a modified version of the Core Series training in the first quarter of 2015 and begin delivering training to the field thereafter.

CypherWorx, of Rochester, NY, was contracted by the Pennsylvania Key to develop asynchronous courses and modules to be housed on the Professional Development Registry. The Core Series training: Linking Standards, Curriculum Framework, and Assessment will be translated in asynchronous format in the spring of 2015. Additional standards modules will be developed in 2015 and include the following topics: Executive Function Skills; Early Intervention Standards Implementation; and Home Visiting Standards Implementation.

Prenatal to Grade 3 (P-3) Governor's Institute

Pennsylvania has a long history of collaborative efforts between early learning (0-5) and Kindergarten-Grade 3 (K-3) settings both at the statewide and local levels. Collaborative examples include development and local

implementation of a birth-grade 12 comprehensive literacy plan, development and local implementation of a systems approach to transition into formal schooling, development and implementation of Early Childhood Executive Leadership Institutes, and use of National Governor's Association funding to further P-3 approaches.

A Governor's Symposium, was held in December 2013, and brought together a diverse group of stakeholders, including 25 leaders from quality early education (0-5) settings; 25 K-3 leaders identified by early education leaders as potential partners, and additional community stakeholders. The Governor's Symposium was focused on effective birth to Grade 3 instructional practices.

Building on previous successes with early education and instructional Governor's Institutes which were held from 2001 through 2009 by Pennsylvania's Office of Child Development and Early Learning in collaboration with the Office of School Planning and the Office of Elementary and Secondary Education, the P-3 Governor's Institutes were planned. These week-long professional development Institutes are designed to bring early learning professionals (pre-kindergarten-grade3) together in a collaborative setting.

The Pennsylvania Department of Education held the first P-3 Governor's Institute, P-3 Collaboration: Working Together for Student Success, July 27th through July 31, 2014. The Institute focused on P-3 alignment strategies, building collaborative partnerships, implementing standards effectively with young children (English language arts, math, student interpersonal skills, and approaches to learning), and science, technology, engineering, mathematics (STEM). Each of the 11 participating teams consisted of up to eight members, at minimum a 0-5 administrator and practitioner and a K-3 administrator and practitioner. Additional representation was added based upon community need and composition (e.g., librarian, curriculum specialist, higher education faculty, early intervention, business leader, family member, etc.). The goals of the Institute were for participants to strengthen partnerships between community and school district early childhood programs; build collaboration between community and school district early childhood programs within the community; apply a P-3 Framework to early childhood settings; participate in the P-3 Early Learning Community on Pennsylvania's Standards Aligned System; and to engage in continuous improvement via implementation and sharing of strategies and programs that will enhance student achievement. To aid in accomplishment of team goals and implementation of their P-3 practices, teams receive monthly follow-up touch points with OCDEL's P-3 specialist. Similar Institutes will be planned for summers 2015, 2016, and 2017 for a larger number of participants (4 regional with 24-28 participating teams in each region). Planning for 2015 Institutes began in September 2014.

Feedback received from the 2014 Governor's Institute included:

- *“Without attending the P-3 Governor's Institute our team would not have had the opportunity to collaborate and come up with an action plan as a team.”*
- *“The Governor's Institute helped us begin to think about the people that really need to be a part of our team from the 0-5 setting and began to have effective conversations around P-3.”*
- *“The Institute helped our team intentionally look at initiatives that we have been working on that don't need to be a focus or a priority right now and are able to be set aside to be more intentional in doing quality P-3 work.”*
- *“Prior to attending the P-3 Governor's Institute our K-12 administrators have not even considered having conversations with the 0-5 community providers in our area around topics such as: aligning curriculum, sharing data, and sharing professional development.”*
- *“Thanks to the Governor's Institute, the administrator of our K-12 school that attended really began to understand and verbalize the importance of P-3 and how our district could be more intentional in including the 0-5 centers in conversations and decisions.”*

Lessons learned from the first Pennsylvania P-3 Governor's Institute include: being more intentional in providing each of the teams' technical assistance throughout the Institute around strategies in systems change; instituting improvements in data-driven decision-making; and providing more sessions directly supporting the P-3 Framework. In addition, the application for teams to apply to the Institutes will provide a more explicit explanation of the intent of the Institute and the purpose of selecting the appropriate team members.

The P-3 Governor's Institute provided on-going collaborative efforts throughout the Commonwealth. The Institutes helped bring teams together from 0-5 and K-3 and acknowledge that the birth-5 system and the K-3 system each have contributions to make to the other in the area of P-3 alignment. Effective birth- age 5 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 into grades K-3 was addressed with teams that attended the Institute.

Pennsylvania will continue to use the following strategies to ensure that measurable progress will be made in these areas by the end of the grant period:

1. Outreach across all five Regional Keys about effective implementation of Pennsylvania Learning Standards for Early Childhood.
2. Collaboration with K-3 systems and organizations to assure the Pennsylvania Learning Standards for Early Childhood are intentionally utilized in instruction, curriculum and assessment practices.
3. Collaboration with K-3 systems and organizations to assure the Pennsylvania Learning Standards for Early Childhood are a focal part of the P-3 framework in the Commonwealth.

Comprehensive Assessment Systems (Section C(2) of Application)

Has the State made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to:

Comprehensive Assessment Systems	
Select assessment instruments and approaches that are appropriate for the target populations and purposes	Yes
Strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems	Yes
Articulate an approach for aligning and integrating assessments and sharing assessment results	Yes
Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

General Background on Comprehensive Assessment System

Pennsylvania is committed to providing reliable and consistent information for decision making at all levels (classroom, program, community, state) and to providing infrastructure and resources for improving child outcomes, specifically for those children at risk. With the creation of an integrated data system beginning in 2002, Pennsylvania solidified its commitment to enhancing a comprehensive assessment system to maintain and track its coordination of high quality early childhood programs. This system includes program specific standards/regulations around the use of early childhood assessments including screening tools, formative assessments and summative assessments, along with measures of program quality and adult-child interaction. This system of comprehensive assessment includes assessments that allow linkages between developmental and curricular benchmarks across birth to grade three. Currently, child outcomes are integrated into Pennsylvania's unified early childhood data system through the Early Learning Network (ELN) with the purpose of:

1. Providing reliable and comparable data for the purposes of decision-making at multiple tiers (families, teachers and caregivers, program administration and policymakers);
2. Allowing flexibility in choice of assessment measures so that the unique needs of users and consumers can be met;
3. Collecting outcomes that are standards-based;
4. Using appropriate un-burdensome and un-duplicative measures for assessing young children, teachers, and programs.

With Race to the Top-Early Learning Challenge (RTT-ELC) grant funds, Pennsylvania proposed the following enhancements to its Comprehensive Assessment System:

1. Review of program standards/regulations regarding developmental screening with intentional focus on developing and enhancing follow up protocols when screeners indicate a need;
2. Improving data quality through fine-tuning and review of the current Early Learning Outcomes Reporting (ELOR) strategy; and

3. Improving data quality and use of information through development of multi-module professional development opportunities.

Developmental Screening Progress:

Background:

Pennsylvania encourages early screening and ongoing, comprehensive, observation-based assessment for 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 upon entry into Pennsylvania 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 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) is recommended and they are aligned to Pennsylvania's Learning Standards for Early Childhood, programs may choose from any valid and reliable screening tool which has been aligned to the Standards and meets the needs of their program.

These screening tools permit early childhood educators to identify children who would benefit from referral to resources addressing a variety of needs, including developmental, behavioral and, in some cases, physical health needs. The chosen screening tool provides educators with information about their children's development which has to be shared with the family within 45 days of enrollment. It is assumed that follow-up increases referrals to community resources, involves families in programs and increases the opportunity to educate families in how they can support their children, however currently there is not a streamlined system in place to explicitly monitor this aspect of program standards. Operationalizing the follow-up process is a focus of this RTT-ELC project.

Pennsylvania has a strong foundation in resource and referral systems to date. OCDEL funds an information and referral service, CONNECT, designed to link families with early intervention and special education services. The funds for CONNECT are managed by Early Intervention Technical Assistance/Tuscarora Intermediate Unit 11 through an intergovernmental agreement. CONNECT is a statewide resource and referral system for early intervention which was required by PA Act 212 of 1990 and also required as a "central directory" for Part C Infant Toddler Service System of the Individuals with Disabilities Education Act (IDEA). The CONNECT resource and referral system currently is a phone and fax system that links families to infant/toddler and preschool early intervention services. CONNECT is staffed by one full time employee who is a trained information specialist. Back-up support is provided as needed. The line is staffed 7:30 am to 3:30 pm each business day.

When the information specialist gets a call from a parent indicating that they have a concern about their child's development, standardized basic demographic information is gathered (on a voluntary basis) and entered into a database. The information specialist then offers the parent two options: (1) they can give the parents the phone number for the appropriate local early intervention program and the parent can call them; or (2) the specialist can fax the information (by computer) to the local early intervention program the same day and the parent can expect a call from the early intervention program within 10 business days. The overwhelming majority of parents choose option number two. If an information specialist receives a call from a parent who is clearly not eligible for early intervention due to the child's age, the state they reside in, or the parent is looking for another resource such as housing, the specialist makes every effort to direct them to another resource line. However, they are not trained on every possible referral. All 67 counties of Pennsylvania are included in CONNECT because early intervention services are available in all counties. This is important, since an analysis has identified that the 211 national number for social services only includes 53 of the 67 counties in Pennsylvania.

Progress:

The Early Learning Outcomes Reporting (ELOR) Project Manager, hired in August 2014 and funded through RTT-ELC, has begun the initial phases of the developmental screening project by connecting with the RTT-ELC funded Community Innovation Zones (CIZ) and participating in the Office of Child Development and Early Learning (OCDEL) pre-kindergarten programs (Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Program) team to assure program requirements include information relevant to screening, intentional follow up and tracking of referrals. In connection with the initial phases, the ELOR Project Manager reviewed program standards around assessment and outcomes reporting and suggested resources and requirements updates for Pennsylvania Pre-K Counts statute, regulations and guidelines. It is anticipated that Keystone STARS (Pennsylvania's tiered quality rating improvement system) standards will also reflect updates to assessment and reporting standards after an inquiry is completed (expected in 2015). The final phase of the developmental screening project will be implementation of newly developed program standards for intentional developmental, behavioral, and health screening follow-up plan with families and programs.

Although use of a screening tool is a current requirement in state-funded programs, through RTT-ELC funding, Pennsylvania is committed to providing additional supports and guidance surrounding intentional follow-up when the results of such screenings suggest a need for additional services. RTT-ELC grant funding will be used for the following deliverables:

- Investigation and analysis of existing resource and referral help lines and web sites in Pennsylvania that link families to Pennsylvania funded early childhood programs;
- Expansion of CONNECT information specialists' knowledge of other Pennsylvania funded early childhood programs;
- Expansion of CONNECT staff to meet needs;
- Creation of public awareness materials about the expanded capacity of CONNECT; and
- Creation and maintenance of a web based information and referral system.

With RTT-ELC funding in 2014, OCDEL contracted with an independent researcher to do an analysis of CONNECT, the current resource and referral help line, to identify existing supports and gaps to linking families with all Pennsylvania funded early care and learning programs. A report of findings due January 2015 will provide a gap analysis and focus on other state resource and referral systems in comparison to Pennsylvania's. A steering committee will be formed to consider the report recommendations and begin the process of enhancement. It is anticipated that RTT-ELC funds will support the upgrade and expansion of the resource and referral system by contracting with a technology vendor. The last phase of implementation will be to hire and train CONNECT staff as needed and to develop a public awareness campaign.

Challenges:

Although follow-up after initial screening in state-funded programs is included in programs' standards/regulations, there is no formalized mechanism for monitoring this requirement. Many program requirements related to assessment are collected within OCDEL's Early Learning Network (ELN); however, currently there is no mechanism for collecting developmental screening information within ELN. OCDEL is addressing this challenge by researching the ability to include this information in ELN through its annual PELICAN (Pennsylvania's Enterprise to Link Information for Children across Networks) scoping process. This process allows Pennsylvania to strategically plan its information technology projects and to establish its systems priorities for subsequent years. Monitoring the follow up process will allow Pennsylvania to understand the

extent of screening referrals, the need for resources and how current referral resources are being utilized across programs.

Fine tuning and review of current ELOR strategy

Background:

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 which are rigorously aligned to state standards-based frameworks (infant, young toddler, older toddler, and pre-kindergarten). 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. Pennsylvania's approach to assessment selections 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.

As part of this strategy, assessment companies must ensure that their on-line system can communicate outcomes into Pennsylvania's Early Learning Network (ELN). OCDEL uses ELN for gathering information on early care and learning programs in Pennsylvania. It is a mechanism for program monitoring, as well as, the main repository of statewide child and program outcomes. ELN combines structural information about the programs, including the quality and experience of staff, with information on the development of children over time. ELN enables Pennsylvania to better understand the children served by providing a platform for collecting, tracking and analyzing information about children, classrooms, staff and providers across all program types. ELN receives program, staff and child information from Pennsylvania Pre-K Counts, early intervention and Pennsylvania's early care and education professional development system, Keys to Quality. Pennsylvania has been focusing on the delivery of professional development which assist providers in utilizing all available information from ELN (child outcomes, reports from the ELN including state longitudinal data system reports) to improve program quality, improve classroom instruction and target the needs for additional professional development.

Progress:

In August 2014, the RTT-ELC ELOR Project Manager was hired. Since then the ELOR Project Manager has participated in several outreach projects and meetings in order to gain a greater understanding of how Pennsylvania funded early care and education programs are utilizing ELN and professional development opportunities around early childhood assessment.

- At the All Staff Regional Keys Summit in September 2014, the ELOR Project Manager had the opportunity to network and attend several sessions, including assisting OCDEL's business analyst with her presentation on the basics of ELN.

By attending the Early Childhood Education Community Innovation Zone (CIZ) grantee orientation in December 2014, an initial connection was created between the grantees and the ELOR Project Manager to establish a relationship working towards providing targeted technical assistance when needed. In order to continue Pennsylvania's tradition of aligning assessments to its learning standards, the revised 2014 Infant, Young Toddler, Older Toddler and Pre-Kindergarten Learning Standards for Early Childhood (ELS) were used to revise the ELOR Frameworks. In addition to reducing the number of indicators per standard (for more consistent measurement and comparison), OCDEL aligned the ELOR Framework with each ELS and Kindergarten Entry Inventory (KEI) domain. This work is based upon recommendations to further enhance Pennsylvania's ELOR

strategy to assure reliable and comparable information. Revisions to the Infant, Young Toddler, Older Toddler, and Pre-Kindergarten frameworks were completed in the fall 2014. These frameworks serve as the basis of the alignment process that OCDEL will use to review interested assessment companies who will respond to the Request for Information (RFI) process to become an approved vendor for 2016-17. The Frameworks will be compared with assessment companies' authentic assessments to demonstrate that their tool provides reliable coverage across the cognitive and non-cognitive domains related to Pennsylvania's ELS.

OCDEL's RFI to invite existing and new assessment companies to become Pennsylvania approved vendors has been revised with clear and consistent written rules for the alignment process. In previous years' RFIs OCDEL required three indicators that assessment vendors were required to meet. Additional requirements that were not explicitly captured in the business agreements have been included in the updated RFI. OCDEL will now be requiring vendors to respond and align to nine explicit requirements. The RFI has been vetted through procurement and legal process and will be released on February 2015.

With the addition of the ELOR Project Manager, one of the major activities in the past year was to enhance OCDEL's dialogue with the multiple approved assessment companies to ensure an open and collaborative partnership. The main goal is to improve the electronic process of data sharing, making sure that the companies transfer valid and reliable data to OCDEL. Through this improved collaboration each assessment company has agreed to provide OCDEL and each Pennsylvania funded provider with a monitoring report aligned with the outcomes reporting deadlines for the providers.

The ELOR Project Manager is leading the conversation for Pennsylvania about how collected information will be utilized at multiple levels (classroom, program, community, state). This is part of OCDEL's larger discussion about the conscious shift in Pennsylvania's thinking about outcomes, moving intentionally from quantity data driven collection to quality and use of the collected information. Pennsylvania has reached out to RTT-ELC technical assistance to assist in connecting Pennsylvania with other technical assistance organizations and other states with content expertise on outcomes and is working with the Center on Enhancing Early Learning Outcomes (CEELO) to develop a strategy that works for Pennsylvania. CEELO has arranged a collaborative share meeting with Pennsylvania and other RTT-ELC states that will create the opportunity to learn from other state strategies; as well as, strategize with national early childhood assessment experts.

Challenges:

While expanding the number of approved assessment vendors for Pennsylvania-funded early care and education providers is a current priority, OCDEL is challenged with developing clear and consistent written rules for assessment companies' development of scoring methodology. Assessment companies wishing to have their assessment measure(s) approved must align their tool with the ELOR Framework, as well as develop a statistically sound methodology for translating scoring into the four ELOR skill levels. With assistance from The Regional Education Laboratories (REL) Coordinating Entity, a RTT-ELC technical assistance collaborator, OCDEL's education research associate will develop minimum requirements for assessment companies scoring methodology to ensure reliable and consistent data across the tools.

Professional Development Opportunities:

Background:

Early childhood and school-age professionals come from diverse backgrounds including many different degrees, experiences, and types and amount of professional development. The research about outcomes for children when teachers have high quality professional development in early childhood content is compelling. Working

with young children is a profession that requires knowledge of how children grow and develop, as well as the skills to communicate effectively with children and families. Practitioner/teacher preparation (both pre-service and in-service) significantly predicts program quality. The education and specialized professional development opportunities of practitioners are critical to sustaining high quality early learning experiences for children.

Knowledge expectations of early childhood professionals are identified in *Pennsylvania's Core Knowledge Competencies for Early Childhood and School-Age Professionals* (CKCs). The CKCs identify a set of content areas that help define the knowledge expectations for professionals in settings within the early childhood education and school-age field. These core competencies, linked to Pennsylvania's Learning Standards for Early Childhood, specify the scope of skills and knowledge that guides those who work with children to facilitate child learning and development and support strong partnerships with families. The following CKCs deal explicitly with assessments:

K4CKK4: Assessment;

K4 CG1: Comprehensive Assessment System; and

K4 CG2: Child Assessment K4 CG3: Observation, Reporting and Documentation.

OCDEL is committed to providing high quality professional development and resources to practitioners. Implementing a comprehensive module training plan will improve teacher preparation and instruction.

The Pennsylvania Key (PA Key) works with OCDEL to provide statewide leadership in the development of an integrated and coordinated system of program quality improvements and professional development supports for early childhood education. The PA Keys to Professional Development has implemented a system for approving individuals and organizations that provide professional development and technical assistance to early childhood and school-age professionals in Pennsylvania. The Pennsylvania Quality Assurance System (PQAS) maintains a registry of approved Professional Development Instructors and Technical Assistance Consultants to help ensure that professional development activities and technical assistance meet quality standards. Currently, the system includes professional development opportunities related to the Core Knowledge Competencies listed above. Included in these offerings is six-hour Core Series training: Linking Standards, Curriculum Framework and Assessment. This is a mandatory training for state-funded programs. Twenty-seven PQAS instructors are eligible to deliver the training.

Progress:

At the Early Childhood Education Summit held in November 2014 at which over 1,000 early care and education personnel attended, the ELOR Project Manager represented OCDEL by distributing resources to practitioners. Attendees were encouraged to participate in an ELOR on-line survey. The objective of the survey was to collect data about providers' basic knowledge about assessments and outcomes, to collect data about providers' needs and desire to continue training on topics related to assessments and outcomes, and to collect participants' demographic data. Participation was voluntary and dependent on participants' time and effort. The survey was completed by 408 participants, representing urban and rural Pennsylvania and geographic diversity. The survey results indicated that practitioners' goals of conducting ongoing assessments were consistent with OCDEL's goals:

- To support learning and instruction– 86%
- To identify children who may need additional services – 83.2%
- To determine what children are missing in their development – 77.2%

The outcomes of this survey will be used to inform the future RTT-ELC funded development of the asynchronous training modules on assessment and outcomes; focus on data collection methods; and to understand how practitioners use outcomes to drive early childhood best practices. The geographic diversity will support determining locations for regional training opportunities. Other results and additional suggestions will support the creation of info graphics and future messaging from OCDEL to the workforce regarding early childhood assessment and outcomes.

Additionally, while at the Summit, the ELOR Project Manager was able to get feedback from practitioners during the ELN presentations conducted by the OCDEL business analyst. Feedback specific to providers' first-hand experience with the ELN, as well as how ELN professional development is executed has proven to be valuable as the ELOR steering committee studies and makes recommendations about these issues.

The six hour Core Series training, *Linking Standards, Curriculum Framework and Assessment*, has been revised. A Professional Development Instructor Institute (PDII)/Core Series training committee was created and convened August through October, 2014. This committee included representation from the following audience types: Pennsylvania Pre-K Counts, early intervention, home visiting, Keystone STARS technical assistance, and family engagement. The revisions to the six hour Core Series training included only minor refinements in content and activities allowing for training updates to occur in webinar format. Five webinar dates were scheduled and delivered allowing eligible PQAS instructors ample opportunities to participate. Training on the revised Core Series: *Linking Standards, Curriculum Framework and Assessment* session will begin in January 2015. The strategy behind these changes was to develop a highly educated workforce which ensures that children's progress is being documented and used to drive high quality instruction and program planning.

By updating comprehensive assessments resources, OCDEL informs providers about continuous improvements and how these are entwined with instruction, particularly for children who are culturally, linguistically and developmentally diverse. Based on the following resources: *Review of Early Childhood Classroom Observation Measures, Revised Report and Guidelines on Early Childhood Assessment for Children from Birth to Age 8 (Grade 3), and Summary of Assessment Measures (2007)*, a compendium has been designed to support programs that are in the process of selecting or changing their assessment or screening tools. OCDEL anticipates that this compendium will be helpful to all programs by highlighting the types of information on reliability and validity that each provider should examine to determine the effectiveness of its assessment tool. Originally, OCDEL's plan was to update documents on assessments and to refer Pennsylvania providers to recently published documents from other states on assessments. Through a survey, OCDEL received provider feedback which resulted in changing focus to include all adult learners in messaging the importance of follow-up of initial screenings for social/emotional development for all young children and assessment based changes to instruction. OCDEL will provide the information in three tiers: a full report, FACTS pages and info-graphics. The updated resources are expected to be disseminated in March 2015.

OCDEL, in collaboration with the PA Key, is developing asynchronous learning modules based upon the updated resources mentioned above. "Asynchronous learning is a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people." (Mayadas, F. March 1997, "Asynchronous learning networks: a Sloan Foundation perspective", *Journal of Asynchronous Learning Networks*). Implementing a comprehensive module training plan will improve teacher preparation and instruction. This comprehensive assessment training plan will be part of the greater Pennsylvania standards-aligned system (pre-k to grade three) and will link standards, assessment and instruction for all children ages birth to five. These modules will also include instruction on assessment types and how assessment informs program improvements, instruction and intervention, and professional development.

The scope of the work to develop and implement a comprehensive assessment training plan began with initial meetings with the design team who is focusing on creating a template for the courses. Technology based professional development has been separated into a three year plan. Phase 1 is focused on transforming the core basic training series to asynchronous modules to be housed within the Learning Management System (LMS). Phase 1 modules specific to comprehensive assessment will focus on the basics of assessment and will be completed before June 2015. The focus of these courses are observation and collecting evidence, basics of child assessments and basic of assessments for program and professional continuous quality improvement (CQI) plans. Additional comprehensive assessment modules will be developed in Phase 2 in subsequent grant years and will focus on data literacy.

Challenges:

OCDEL has realized that additional time and attention are needed to update the printed and electronic resources related to appropriate assessments for young children. Due to the possible impact and aimed focus to distribute this important information to individuals in the field, the original plan did not allow enough time for external reviews and expert reviews. OCDEL recognized the need to engage assessment experts and has addressed this concern by extending time allotted and outreach to several national organizations, other states and assessments experts. OCDEL is collaborating with a senior policy analyst in the education division of the National Governors Association Center for Best Practices and the director of the QRIS National Learning Network with the BUILD initiative. The resources will be edited per the individuals' comments and feedback.

Engaging and Supporting Families (Section C(4) of Application)

Has the State made progress in:

Family Engagement	
Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of your Program Standards	Yes
Including information on activities that enhance the capacity of families to support their children's education and development	Yes
Increasing the number and percentage of Early Childhood Educators trained and supported to implement the family engagement strategies	Yes
Promoting family support and engagement statewide, including by leveraging other existing resources	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Background

Pennsylvania recognizes family engagement as a critical element for improving child outcomes, particularly for those families with high needs who require additional support to encourage their child's learning and development. The goal for family engagement is to support strong partnerships between families, communities, early learning and development programs, and schools to promote children's high-quality early learning experiences. The Pennsylvania Race to the Top-Early Learning Challenge (RTT-ELC) family engagement strategy focuses on:

- Strengthening our family engagement components of our Early Learning Program Partnership Standards and TQRIS (Keystone STARS) Standards; thereby providing a broad, statewide foundation to move forward the family engagement agenda.
- Providing targeted technical assistance and supports in the Early Childhood Community Innovation Zones (CIZ); thereby strengthening family outreach and engagement.
- Increasing access to information for families through technology that will support a “next generation” approach to information dissemination via Keystone's Family First (a web-based interactive tool that helps families make informed choices about their young child's development and choosing a quality child care/ early learning program). This approach focuses on building systems and investing in communities. Families are the first and most influential teachers in a child's life. It is they who make decisions about and encourage their child's early learning, turning to available supports for guidance. To strengthen the engagement of families, we are expanding the access to information and supports and building the skills of families and those within their communities.

Pennsylvania has progressed thoughtfully in its statewide efforts towards high-impact family engagement. Even prior to RTT-ELC, its development of Early Learning Program Partnership Standards, Early Intervention Technical Assistance (EITA), LEARN networks, CONNECT early learning materials, and resources have served as a solid foundational support for systemic family engagement. For example, Pennsylvania's infrastructure includes a full-time Special Assistant at the Office of Child Development and Early Learning, who works across early learning and development programs to strengthen family engagement efforts.

Pennsylvania's early intervention system is supported through the state-of-the-art, nationally recognized technical assistance program, Early Intervention Technical Assistance (EITA). Through a network of 24 EITA Consultants, EITA provides professional development to early intervention providers; however, their trainings are also open to other early learning and development programs and families. EITA provides specialized co-training opportunities for providers to learn directly from a parent's experience with infant/toddler early intervention and preschool special education. EITA trainings embed family involvement and meaningful engagement in all topical trainings such as inclusion/natural environments, positive behavior supports, supporting children with complex needs, autism, and family leadership. Additional professional development is supported through the Pennsylvania Key (PA Key). The PA Key works 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.

Partnership Standards

In Pennsylvania, the Learning Standards for Early Childhood have included a family engagement component since 2007. Pennsylvania identified three nationally-recognized, research-based frameworks to be used as a foundation for a comprehensive family engagement strategy prior to RTT-ELC. Using this foundation, the Pennsylvania Family Engagement Crosswalk was developed and illustrates the connections between these frameworks. Through this work we noticed seven common themes and moved forward, aligning our Early Learning Program Partnership Standards with these seven areas. Through a stakeholder process that included a workgroup comprised of individuals from Pennsylvania's Office of Child Development and Early Learning (OCDEL), EITA, child care, preschool and family leaders, a revised set of Program Partnerships Standards was developed. These currently revised standards reflect updated research, and ensure inclusiveness of program types.

They are:

1. families are supported in times of need;
2. families have affirming, reciprocal relationships with community partners that build upon their strengths;
3. families have the support and information they need to encourage their child's learning and development;
4. family members have support from other families;
5. families have goals of their own and supportive community partners to help them reach their goals;
6. families grow in their leadership and become change agents and supporters of what is working; and,
7. families have support in times of transition.

The 2014 Infant/Toddler and Pre-Kindergarten Learning Standards for Early Childhood can be found on the following web links: the Pennsylvania Key (http://www.pakeys.org/pages/get.aspx?page=Career_Standards) and the Pennsylvania Department of Education (www.education.state.pa.us).

Pennsylvania's systematic approach to family engagement efforts are demonstrated through the monitoring of programs based upon these standards, provision of on-going professional development and technical assistance, and the adoption of these standards across the Commonwealth's early learning and development programs' policies and requirements. This includes Pennsylvania's TQIRS (Keystone STARS), Pennsylvania Pre-K Counts, early intervention, child care and home based visiting. A Professional Development Steering Committee was created and convened on July 1, 2014. The committee established and prioritized a timeline for standards professional development.

Pennsylvania's professional development strategy includes the development of training modules and a Professional Development Instructors Institute (PDII) for Pennsylvania Quality Assurance System (PQAS) instructors, followed by professional development for early learning professionals. Professional development

includes an overview of the new Program Partnership Standards and provides specific resources, strategies, and activities aligned with the standards that early childhood professionals can implement to strengthen their family outreach and engagement efforts.

Community Innovation Zones

Pennsylvania continues to expand and enhance their family engagement work through the implementation of Early Childhood Education Community Innovation Zones (CIZ). The CIZ are an active collaboration by communities, families, early learning programs and schools to promote children's high quality early learning experiences and continued engagement through the early elementary years. This is a community investment in high-impact family engagement, quality early learning opportunities, resources and information to close the achievement gap for at-risk children such as those in low-income families, English language learners, children with disabilities and developmental delays, and children experiencing homelessness.

Over the next three years through a Request for Application (RFA) process, Pennsylvania will award 50 CIZ grants to high need communities. Twelve of these CIZ grants were awarded in 2014. Grantees were awarded up to \$75,000 a year for the next three years to strengthen and implement strategies to address community collaborations and prenatal to grade three (P-3) alignment around standards, curriculum and assessment. Thirty-eight additional awards will be granted in 2015. To support the work of the CIZs, a steering committee directs the technical assistance and training opportunities offered. Also, a CIZ Grants Manager was hired to help further develop the infrastructure needed to adequately support the CIZ.

The family engagement activities of these CIZ are as diverse as the communities themselves. For example, Parent Power is a community based organization which utilizes a grass-roots community based coalition of parents, family, and community members to develop leaders in effective partnership practices used to communicate with teachers, school principals, and district administrators. In another community, Chester County Intermediate Unit organizes resources to support an engaging and innovative online preschool experience. The Pittsburgh Association for the Education of Young Children collaborates with its local university and early childhood programs to develop the Message from Me application which aims to involve families in the educational experience of their children by allowing preschool and kindergarten children to take digital pictures, record audio messages, and send them to their families via email and cell phone technology. These varied activities will be supported as part of an overall strategy utilizing a systemic framework.

As a support to our family engagement strategy a full time Family Engagement Consultant has been hired to provide technical assistance and ongoing support to the CIZ. This includes, for example, connection to resources and support during their self-assessment process. A process of community self-assessment, including a family engagement component has been identified and is required of the CIZs. In December of 2014, the CIZ teams participated in a Grantee Orientation where they were introduced to the Family Engagement Consultant, and provided with an overview of the Early Learning Program Partnership Standards, the PA Crosswalk, and Keystone Families First; as well as, strategies to begin a self-assessment of their current family engagement practices.

Continued support to the CIZ over the next two years includes targeted intervention and support around family engagement and use of data for decision making, instruction quality improvement, and professional development activities. Some examples include the Governor's Institutes in the summer of 2015, technical assistance provided by the Family Engagement Consultant and the Pennsylvania preschool specialists, and developing sustainability plans and mentoring frameworks.

Family Engagement Summit

Another strategy for expanding Pennsylvania's family engagement efforts is the commitment to hosting an Annual Family Engagement Summit. This summit is an opportunity for the Office of Child Development and Early Learning to promote and disseminate information and resources for family engagement; as well as,

highlight successful strategies of our local communities. Our first annual summit “Supporting Strong Partnerships for Children’s School Readiness and Achievement” was held in October of 2014. It was attended by over 200 participants from throughout the Commonwealth of Pennsylvania. The Summit kicked-off with an overview of Pennsylvania’s RTT-ELC goals and objectives provided by the Secretary of the Department of Human Services and Deputy Secretary of the Office of Child Development and Early Learning. The Summit focused on strategies and practices related to the PA Early Learning Program Partnership Standards and family engagement initiatives. Of particular note was the success of bringing together individuals who came from across Pennsylvania and represented a variety of roles including: family leaders, early intervention personnel, school district personnel, Head Start, home-visiting, child care and preschool programs. Participants responded to the event with great enthusiasm. One Family Engagement Summit attendee commented:

“A great event! I was surprised by the number of attendees. A highlight for me, as a director who has been in the field for over 20 years, was that I only knew a handful of people in the room. Usually when I attend an event, it is all the same players...I loved sitting with folks from Migrant Ed and learned a lot from them!”

The planning committee for the Annual Family Engagement Summit reviewed participant feedback from the first Summit and has begun planning for the 2015 Family Engagement Summit. Planning an event that facilitates the attendance of stakeholders statewide is a challenge considering the distance some Pennsylvanians need to travel. In response to this challenge the planning committee is exploring hosting regional family engagement summits for 2016, partnering with other statewide conferences to share information about family engagement, and utilizing webinar technology to reach remote locations.

Pennsylvania offers learning opportunities through varied professional development events and modalities. Pennsylvania’s Early Childhood Training Registry (PQAS) has 666 instructors that have identified family engagement as an area of training expertise, and in calendar year 2014 over 409 family engagement professional development events educated 7,598 participants. (This does not include EITA.)

As a result, Pennsylvania’s families will benefit from a greater level of coordinated outreach and engagement. We are in a position to enhance the supports that will drive increased family outreach and engagement. The commitment is strong in supporting communities to move from family engagement as a set of individual activities, to a family engagement strategy that is based upon shared knowledge, while allowing for the individual needs of communities.

Keystone Families First

In Pennsylvania, we want every child to have quality early learning experiences, but families do not always know where to turn for those resources. Keystone Families First is a web-based interactive tool that helps families make informed choices about their young child’s development and choosing a quality child care/early learning program. Its purpose is to:

- Create an interactive way for families to think about what they can do to support their child’s development and simple action steps they can do with additional supports.
- Engage them when they are most receptive, and make it easy for them to follow their own learning path.

The tool can also make it easier for professionals serving children and families, and businesses who want to provide information to their employees to have meaningful conversations about their children’s early learning. It supports several of Pennsylvania’s family engagement standards and is a valuable tool to promote family support and engagement activities statewide.

The concept is that, utilizing this tool, families answer up to 10 questions about their baby, toddler or preschooler. After the family answers a question, they receive helpful tips and links to reliable resources. If they choose to create a user account, they can save tips, resources, to-dos and photos to their child's personal map to use later. For example, several questions address understanding developmental milestones and focus on their child's abilities. Families will be able to indicate in their child's map which milestones the child has met and share them with their child's doctor, teacher or other adults in their child's life. They will also be able to save activities based on Pennsylvania's Early Learning Standards that they would like to do with their children, and compare several child care and early learning programs.

The beta version developed in 2013 is currently available at PA Promise for Children website (<http://papromiseforchildren.com/gps>). The beta version does not include the ability for families to create or save items to a personal map for their child.

In June and July 2014 Pennsylvania conducted five focus groups for feedback on the beta version with families from different parts of the state and from different income levels. Some families had their children with them.

- Participants seemed to learn something new and had to think about which answer to pick for at least a few of the questions. The question format did get them thinking in a different way.
- Most parents understood the idea of the personal map right away and liked that it was going to be part of the app.
- Families liked that Keystone Families First includes a lot of information about developmental milestones and activities that can help their child meet milestones - most apps do not have that capability.
- Because information is from Pennsylvania's Office of Child Development and Early Learning families felt it is reliable information and were pleased that they are not being solicited to buy anything.

Families also had recommendations for improvement in the next version:

- Families wanted the tips to be shorter - no more than two minutes narrated.
- Families wanted the ability to receive notifications which provide tips that are customized for them.

Based on the feedback from the focus groups, the new Keystone Families First app will include short video tips with the option to read text, as well as, the option for families to sign up for email tips in the web-based version and notifications through the app version. Development of the English web-based version began in September 2014 with expected release in April 2015. A Spanish language version is planned for release in 2016 in response to Pennsylvania's growing Latino population.

Strategies to Ensure that Measurable Progress Will Be Made by the End of the Grant Period

Pennsylvania engages in ongoing assessment of its family engagement efforts to improve outcomes for children from Pre-K through grade 3. The outlined strategies related to the Partnership Standards, Community Innovation Zones and Keystone Families First are informed by a wide variety of data; as well as, information gathered through technical assistance, monitoring, client surveys and participant evaluations. Finally, Pennsylvania will contract a researcher in 2015 to further develop metrics and identify that work to support a community based approach to family engagement.

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials (Section D(1) of Application)

Has the State made progress in developing:

Workforce Knowledge and Competency Framework	
A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes	Yes
A common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework	Yes

Describe the progress made during the reporting year, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Pennsylvania's revised Workforce Knowledge and Competency Framework, known as the *Pennsylvania Core Knowledge Competencies for Early Childhood and School-Age Professionals (CKCs)*, is an essential component of Pennsylvania's professional development system. It identifies a set of content areas that help define the knowledge expectations for professionals in settings within the early childhood and school-age field. It supports students' preparation for entry into the field of early childhood and school-age care as well as professionals' commitment to lifelong learning through ongoing professional growth. This revision is designed to be more inclusive of all group settings and updated to reflect revised learning standards and current research on best practice.

The *Pennsylvania Big Ideas Framework and Individual Professional Development Plan for Early Childhood and School-Age Professionals* is a companion document to the CKCs. It is a summary of the core competencies presented as Big Ideas and Essential Questions, and is the primary tool for consideration of long and short term professional development goals and the creation of professional development plans for individual early childhood and school-age educators.

These resources were formally introduced to the early care and education field in January 2014 by mailing a copy to all Keystone STARS, Pennsylvania Pre-K Counts (Pre-K Counts), and Head Start participating facilities; as well as, higher education institutions with early childhood education programs of study. PDF versions were made available for download on the Pennsylvania Keys (PA Key) website. The PA Key and five Regional Keys, established in 2005, work with Pennsylvania's Office of Child Development and Early Learning (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, STARS designations, community collaborations and technical assistance. The Regional Keys monitor and provide targeted technical assistance to OCDEL's to early learning facilities participating in Keystone STARS.

Additionally, a Professional Development Instructor Institute (PDII) was held for a select group of 43 approved instructors with the intent for these instructors to deliver the new professional development content to early

childhood practitioners across the state. Professional development on the new CKCs began immediately. Through December 2014 a total of 98 professional development events were delivered to 1,688 individuals.

PA Keys to Professional Development has implemented a system for approving individuals and organizations that provide professional development and technical assistance to early childhood and school-age professionals in Pennsylvania. The Pennsylvania Quality Assurance System (PQAS) maintains a registry of approved Professional Development Instructors and Technical Assistance Consultants to help ensure that professional development activities and technical assistance meet quality standards. A webinar for all PQAS approved instructors on how to use the CKC in their professional development designs occurred in December 2014. Face to face professional development on this content will continue throughout the next fiscal year. Additionally, work began in December 2014 to develop an asynchronous version of this professional development content.

In July 2014, the revised Workforce Professional Development Registry (PD Registry) was rolled out. Substantial revisions to the PD Registry were made to increase alignment to the CKCs and improve accountability of instructors offering courses through the system. In addition, the PD Registry will significantly improve Pennsylvania's data collection capabilities to report on retention and Career Lattice Level when the Career Lattice verification phase goes into effect. Work on Career Lattice verification is scheduled to begin July 2015 with full implementation by December 2017.

With the rollout of the PD Registry, full integration of the core knowledge competencies and the Big Ideas and Essential Questions Self-Assessment were accomplished. All courses in the PD Registry are aligned to the CKCs. All questions in the self-assessment are aligned to the CKCs. Individuals can complete the self-assessment in the registry and select priorities for professional development, thus creating an Individual Professional Development Plan (IPDP) that reflects these priorities. Professional development offerings in the registry that align with an individual's IPDP appear as suggested professional development in their IPDP. This feature will eventually allow directors and Regional Key staff to get a comprehensive view of program and regional needs. As of the end of December 2014, a total of 24,703 (21%) registry users had started the self-assessment. All individuals in Keystone STARS participating facilities will be required to complete the online self-assessment beginning in July 2015. Individuals are required to complete an IPDP annually. The IPDP is also monitored annually by the program director and Regional Keys using an available compliance report. In January 2015, outreach efforts to stakeholders to communicate this requirement will be implemented.

By December 2014, over 3,000 courses were entered into the PD Registry with over 20,000 individual enrollments into these courses.

Link Technical Assistance to Core Knowledge Competencies

Technical Assistance (TA) delivery is tracked in a statewide data management system. Pennsylvania also gives practitioners who participate in technical assistance up to six hours of professional development. These hours need to be tracked in the PD Registry and aligned to individual professional development priorities identified in the IPDP. Since TA was already aligned to the STARS Standards, the best approach was to then align the STARS Standards to indicators within the Core CKCs. Eight TA courses have been created in the PD Registry which align to competencies. To receive credit for participation individuals now have to complete an online TA feedback survey. This will allow for a more thorough accounting of whom and how many people are receiving TA; as well as providing a more representative data set for the feedback survey. This feature was implemented in October 2014.

Work has begun to implement a system of financial incentives to engage higher education in aligning coursework to the new CKCs. A meeting with a core group of higher education representatives was convened on December 19, 2014. The purpose of this meeting was to share the intent of the mini-grant program to align coursework to CKCs, to get input from participants regarding what the alignment process entails from their end, and to get input to the draft application. The mini-grant application will be released in early 2015.

Pennsylvania Home Visitor Core Competencies

The home visiting core competencies include knowledge, skills, and practices that inform and impact the relationship home visiting professionals have with families and promote a strength-based approach to continuous quality improvement of practice. The core competencies provide the basis for professional implementation, and home visiting professionals should develop them further as they gain experience, obtain professional development, and receive reflective supervision. These competencies were completed in September 2014 and a draft of the self-assessment was completed in November 2014. Professional development on the competencies was introduced at Pennsylvania's Early Childhood Education Summit in November 2014. Next steps will include the development of a rollout plan and integration of the competencies into the PD Registry.

Knowledge Mediator Competencies

Knowledge Mediator is the term used to describe the array of individuals who convey knowledge to early learning professionals in Pennsylvania. There are currently five sets of core competencies, one for each of the various Knowledge Mediator roles. Each set of competencies addresses content, skills, knowledge and attitudes that lay the foundation for continuous quality improvement. These tools are designed to be used across systems, both by individuals for their own professional development planning and by supervisors in supporting individual and organizational needs.

In an effort to streamline the use of these competencies a crosswalk document has been created that contains all of the core competencies for the five Knowledge Mediator roles: Relationship- Based Career Advisor, Instructor, Regional Key STARS Management, Regional Program Quality Assessors, and Technical Assistance Consultants. The document is broken down into two categories: common competencies, which are shared across all of the roles; and unique competencies for each Knowledge Mediator role. Currently a committee representing the various Knowledge Mediator roles is working on reviewing the document, considering whether more competencies could be included in the common category and updating any programmatic changes or terminology.

Pennsylvania has taken steps to enhance the statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework to support the infant and toddler workforce and Peer Mentors. Work on these two activities began in September 2014.

Infant/Toddler Credential

Pennsylvania continues to support Infant/Toddler caregivers in Keystone STARS programs through technical assistance provided by Infant/Toddler Specialists located in each Regional Key. These Specialists, and other Knowledge Mediators in the community, have in-depth understanding of the Program for Infant Toddler Care (PITC) and offer age-specific professional development on an individual program and community basis.

Additional infant/toddler supports are found in another group of Infant/Toddler Specialists located at the PA Key. These individuals provide technical assistance to Pennsylvania's Maternal, Infant and Early Childhood Home Visiting (MIECHV) programs and Early Head Start partners.

Revisions to the Pennsylvania Pre-Kindergarten Learning Standards for Early Childhood (ELS) were completed in the summer of 2013, prior to the RTT-ELC grant award. These revisions to the Pre-Kindergarten ELS served as the impetus to revise the Infant/Toddler ELS to assure continued robust standards alignment. A diverse stakeholder group of infant and toddler experts convened and completed revisions to the Infant/Toddler ELS culminating February 28, 2014. In July 2014, updated Infant/Toddler ELS were made available to the field. To inform the development of an infant/toddler credential, extensive research to identify local, state and national resources was conducted. Three Pennsylvania colleges and universities are offering certificate and degree programs targeted at professionals who work with infant/toddlers. Notably, Chatham University offers a Master's level certificate in Infant Toddler Mental Health and in the spring 2015 term will be introducing a Bachelor level Infant Toddler Development completion degree. The program targets early childhood educators planning to complete their bachelor degree and/or gain a specialization in early childhood development and education. This program will offer 120 credits (55 in core curriculum) and result in an individual receiving a bachelor's degree. The program will be offered online, making it accessible to students outside of the immediate Pittsburgh, PA area. A meeting was held on November 19, 2014 with faculty and administrators of the University to discuss how this program supports the early childhood education workforce; how it can be recognized to meet Career Lattice progression; and how it can support the development of a larger statewide Infant/Toddler agenda. This degree does meet requirements for Rising STARS Tuition Assistance Program and Career Lattice Level VI.

Research on the Infant/Toddler Credential included the review of several key documents and websites. Key documents are:

State/Territory Infant/Toddler Credential Overview April 2014 which was prepared by the National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center). This document provides a snapshot of credentialing and professional development efforts across the nation.

Credentials for the Infant/Toddler Child Care Workforce: A Technical Assistance Tool for Child Care and Development Fund Administrators which was prepared by Office of Child Care and US Department of Health and Human Services. This document gives an overview of the development of an Infant/Toddler Credential.

Additional information on the importance of quality for infants/toddlers was found on the following websites: Child Care Aware, Child Development Council, Early Care and Learning, Early Head Start National Resource Center, For Our Babies, NAEYC, Zero to Three.

The next step in the process is the creation of an Infant/Toddler Credential. Completed research will be used to inform this process. Stakeholder groups to be represented in a workgroup have been identified and an initial meeting will be held in February 2015.

Peer Mentor Certificate

As part of Pennsylvania's continuous quality improvement on the Workforce Competency Framework, we will be creating a Peer Mentor Certificate. Currently, Pennsylvania's Rising STAR Mentoring program, managed by each of the five Regional Keys across the State, uses peer mentors to help move a child care program from a STAR 1 to STAR 2 level in the Keystone STARS TQRIS. Guidelines and timeframes are in place for both the mentor and mentee. Specialized trainings are conducted for mentors by their Regional Key.

The next step in the process is to create the Certificate. With RTT-ELC grant funding, research is currently being conducted on what is available nationally, looking at various requirements, and looking at options where it might fit best in the current system. Some of the coaching and mentoring models being examined are from the Pennsylvania Department of Education, Head Start, and Pennsylvania's Rising STAR Mentoring program. A workgroup will be formed in early 2015 and will meet in spring 2015 to begin development of the Certificate.

Workforce Communications

Pennsylvania seeks to develop a coordinated and clear communication plan to support consistent, clear information for early learning professionals and Knowledge Mediators about expectations and to support access to professional development opportunities. In 2014 with funding from the RTT-ELC grant, initial steps for this project started by hiring a Communications Specialist for Workforce Development and Technical Assistance. This individual's role includes creation of a formal communication plan for the CKCs, Workforce Registry changes, and all other workforce initiatives.

Early preparation for the communications plan looked into identifying the various forms of communication currently being utilized. An initial draft of the plan was fashioned using these existing messaging techniques, such as step-by-step tutorial videos for using the PD Registry and a newsletter for instructors. The draft plan also introduced new ideas for communication, such as a style guide for uniform communication practice. The plan includes a detailed record to track messaging. Pennsylvania will continue to monitor and evaluate messaging practices and will rise to overcome any challenges presented with this communication plan.

**Supporting Early Childhood Educators in improving their knowledge, skills, and abilities
(Section D(2) of Application)**

Has the State made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes:

Supporting Early Childhood Educators	
Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework	Yes
Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including:	Yes
<i>Scholarships</i>	Yes
<i>Compensation and wage supplements</i>	Yes
<i>Tiered reimbursement rates</i>	
<i>Other financial incentives</i>	
<i>Management opportunities</i>	
Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention	Yes
Setting ambitious yet achievable targets for:	Yes
<i>Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework</i>	Yes
<i>Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework</i>	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Access to effective professional development aligned to competency framework

Technology-based professional development is proving to be an efficient and effective way to meet the demands of early care and education professionals in Pennsylvania. Creating technology-based offerings for new topics and converting a significant number of the PA Key Professional Development in-person courses to e-learning formats offers the possibility of addressing issues of scale, audience targeting, levels of proficiency and levels of learning.

To build on existing offerings and with funding from the RTT-ELC grant, an instructional design company was contracted by the PA Key in November 2014 to develop 20 hours of asynchronous professional development each year for the next three years. This content will be housed on the PD Registry. On October 30, 2014 a meeting was held with primary decision makers to create a plan for the first twenty hours, including priorities and subject matter experts. Some content identified includes TQRIS core series professional development content on the CKC, Pennsylvania Learning Standards for Early Childhood, and comprehensive assessment. On

December 9, 2014 the team met with the instruction design contractor to review the instructional design development process. Conversion of the first module will begin January 2015.

Technology -Based Non-Credit Professional Development Approval

Pennsylvania currently has a quality system to approve individuals who are interested in offering early childhood and school-age professional development to practitioners: the Pennsylvania Quality Assurance System (PQAS). With the tremendous increase in technology-based non-credit professional development, an approval process will be developed to assure quality in this format as well. This need is being addressed by the development of a protocol and accompanying documentation for interested entities to use to apply for approval to offer technology-based professional development in the Commonwealth.

Technology-based professional development was defined as any learning opportunity delivered via electronic media. Because this includes numerous media sources and formats, the focus of this project was both webinars and asynchronous delivery. "Asynchronous learning is a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people." (Mayadas, F. March 1997, "Asynchronous learning networks: a Sloan Foundation perspective", *Journal of Asynchronous Learning Networks*)

Webinars were chosen because there has been an incredible increase in the number of webinars being offered as identified by the PD Registry. Asynchronous professional development was chosen because vendors are contacting the PA Key to offer "approved" professional development in Pennsylvania, and they may be able to supplement the professional development currently offered to practitioners.

This past year was filled with writing drafts of documents pertaining to both webinars and asynchronous professional development. Drafts were written for an application, guidelines, protocol, overview and rationale, rater's guide and scoring rubric. As these documents were being drafted it became apparent that information about the webinars was going to be vast and varied, so the focus was turned to asynchronous professional development first. The drafts were revised as needed and the rubric and rater's guide were tested. Three individuals were identified to be the primary reviewers of applications for approval of asynchronous professional development.

OCDEL is confident that the first round request for vendor applications will be ready in late spring 2015. The focus will then turn to the development of approval for webinars in their many forms. The implementation of this approval process is intended to ensure that technology-based non-credit professional development offerings in Pennsylvania will meet quality benchmarks as defined by the rubric in the areas of content, content delivery and quality assurance.

Implementing Policies and Incentives

Pennsylvania continues to invest in ensuring that the early care and education workforce is highly trained, qualified and competent. It continues to explore ways to support the field in obtaining higher degrees and credentials and in retaining a qualified workforce. To this end, significant progress has been made in implementing policies and incentives to promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework.

Financial aid and scholarships

The Rising STARS Tuition Assistance Program was fully implemented benefiting 1,400 early learning professionals at 63 institutions of higher education. This program covers 95% of tuition cost of a class upfront for

up to \$4,500 annually. Any staff person who is employed at a Keystone STARS designated early learning program and has been working at an early learning program operated by that legal entity for at least twelve months is eligible to apply for Rising STARS Tuition Assistance. Additional requirements include:

- Pennsylvania resident;
- Working a minimum of twenty (20) hours weekly in a classroom setting or as the director, assistant director or education coordinator;
- Aides, Assistant Teachers, Teachers, Assistant Directors earning less than \$20 per hour;
- Child Care Center Directors, Family or Group Child Care Home Owners/Operators, Head Start Education Managers/Coordinators, Site Supervisors earning less than \$25 per hour
- Agreeing to continue to work in a Keystone STARS facility for two months for every credit supported by the Rising STARS Tuition Assistance Program (maximum commitment of 24 months); and
- Maintaining a 3.0 GPA for the classes taken or degree program in which the student is enrolled

Efforts to ensure successful implementation of this program included outreach to higher education institutions via conference calls. Calls generally included representation from early childhood faculty, bursar, registrar and financial aid offices. The purpose of these calls was to share information about the program, understand the institutions' admission policies and requirements, registration and tuition payment deadlines, and to identify a primary point of contact and any potential barriers to participation with the primary outcome being to facilitate student access to courses. A total of 30 calls were held with higher education institutions across the State.

As a result of this outreach 20 institutions currently receive weekly reports notifying them of the status of students' Rising STARS Tuition Assistance applications and receive direct payment for qualifying students. Moving forward outreach to higher education institutions will continue with the goal of coordinating direct payment to all institutions with students participating in Rising STARS Tuition Assistance. To reach this goal additional work will need to be done to coordinate other financial aid that students receive.

Compensation/retention incentives

The Keystone STARS Education and Retention Award (ERA) program incentivizes individuals to pursue credentials and degrees while remaining employed at a Keystone STARS facility. Eligibility for this assistance requires individuals to specifically meet early childhood credit/ degree attainment. In July 2014 OCDEL expanded eligibility for the ERA to more closely align with Career Lattice levels. This change continues to recognize the value of college level early childhood education content knowledge while allowing more flexibility in how the credits are achieved.

Progress in publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention

To ensure a complete Workforce data set, the PA Keys Portal and an "off the shelf" learning management system were modified in early 2014. Enhancements were made to both systems to include Registry Alliance Partnership Eligibility Review fields and make feeds from the portal which houses all demographic and facility data possible. A highlight of these improvements includes the ability for users to "attach" themselves to their employers and for the PA Key information technology staff to track retention as people move within or out of the workforce. Future plans include Pennsylvania's participation in the national data set. A comprehensive enhancement request has been made to the learning management vendor that includes reporting requirements around the workforce and these enhancements are expected to go live in early 2015. Additionally, the PD Registry vendor is currently making changes to a Career Data Sheet that will allow for verified Career Lattice

tracking, verification of credentials and certifications and other workforce data tracking possible. Data sharing occurs between state data systems including Child Care Information System, Certification, and TQRIS.

Utilizing RTT-ELC technical assistance funds, five members of the Registry team attended the National Registry Alliance Conference in October 2014 and members of that team are making plans for an Annual Workforce Registry Report to be released in 2016. Planning meetings have begun to ensure that the correct data will be available for this report.

Additionally, integration of the CKCs and the Big Ideas and Essential Questions Self -Assessment into the PD Registry and resulting IPDP will allow directors, Regional Key staff and state administrators to have a comprehensive look at program, regional and state professional development and technical assistance needs. All individuals in Keystone STARS participating facilities will be required to complete the online self-assessment beginning in July 2015.

Performance Measure (D)(2)(d)(1)

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of "aligned" institutions and providers	138	138	138	138	138	138			
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	11,385	12,296	13,157	14,736	15,768	12,243			

Performance Measure (D)(2)(d)(1) Data Notes

Aligned institutions and providers - Data in this table are based on the number of institutions approved for a Pre-K to 4th grade program through the Pennsylvania Department of Education, community colleges, and the number of providers approved through the Pennsylvania Quality Assurance System to offer credential coursework.

EC Educators credentialed - Data represent the actual number of credentialed early childhood educators with a Director Credential, School-Age Professional Credential, Child Development Associate credential. Also included are the total number of Pre-K to 4 and N-3 certifications and ECE Associate Degrees awarded in the last year.

Performance Measure (D)(2)(d)(1) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Ninety-nine percent of the target was met. It is anticipated that the implementation of the Rising STARS Tuition Assistance Program will make college coursework and completion of degrees more accessible to early childhood practitioners.

Performance Measure (D)(2)(d)(2)

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Targets										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year									
Credentials Low to High	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
15 hr New Staff Orientation (Career Lattice Level I)	7,574	18.80%	8,559	21.30%	9,586	23.80%	10,640	26.40%	11,704	29.10%
Credential, Diploma, Certificate or 6 ECE Credits (Career Lattice Level III)	1,035	2.60%	1,118	2.80%	1,196	3.00%	1,316	3.30%	1,408	3.50%
AA/AAS including 18 ECE credits (Career Lattice Level V)	96	0.24%	101	0.25%	116	0.29%	174	0.43%	261	0.65%
BS/BA in ECE/Equivalent Degree or related field including 30 ECE credits (Career Lattice Level VI)	84	0.21%	88	0.22%	94	0.23%	118	0.29%	177	0.44%
Master's in ECE/Equivalent Degree or related field including 30 ECE credits (Career Lattice Level VII)	73	0.18%	75	0.19%	75	0.19%	75	0.19%	75	0.19%

Actuals										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
Progression: Low to High	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
15 hr New Staff Orientation (Career Lattice Level I)	7,574	18.80%	8,619	21.40%						
Credential, Diploma, Certificate or 6 ECE Credits (Career Lattice Level III)	1,035	2.60%	1,271	3.20%						
AA/AAS including 18 ECE credits (Career Lattice Level V)	96	0.24%	170	0.42%						
BS/BA in ECE/Equivalent Degree or related field including 30 ECE credits (Career Lattice Level VI)	84	0.21%	133	0.33%						
Master's in ECE/Equivalent Degree or related field including 30 ECE credits (Career Lattice Level VII)	73	0.18%	66	0.16%						

Performance Measure (D)(2)(d)(2) Data Notes

Please describe the methodology used to collect the data, including any error or data quality information.

The percentages are calculated based on information from the Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis for the Child Day Care Services Industry. Total workforce of 40,237.

Credential Type 1: Year 1 actuals are based on the number of certificates awarded (web lessons and mail-based lessons) for New Staff Orientation and School-Age New Staff Orientation in the past year.

Credential Type 2: Year 1 actuals are based on the actual number of School-Age Professional Credentials and Child Development Associate Credentials awarded in the past year.

Credential Type 3 and 4: Year 1 actuals are based on the number of college tuition vouchers issued and Rising STARS Tuition Assistance applications approved for each degree type with an expected graduation date of 2014.

Credential Type 5: Year 1 actuals are based on the number of college tuition vouchers issued for the degree type. This does not include Rising STARS Tuition Assistance as the program did not fund Master's Degree Program during this timeframe.

Performance Measure (D)(2)(d)(2) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Targets were exceeded in almost all areas.

During this period a change in supports for college tuition was made. The College Tuition Voucher Program (a reimbursement program) was replaced by the Rising STARS Tuition Assistance Program which pays tuition upfront. Initially this new program did not fund early childhood education master degree programs. Since then the decision was made to begin funding early childhood education master degree programs.

Measuring Outcomes and Progress

Understanding the Status of Children’s Learning and Development at Kindergarten Entry (Section E(1) of Application)

Has the State made progress in developing a common, statewide Kindergarten Entry Assessment that:

Kindergarten Entry Assessment	
Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness	Yes
Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities	Yes
Is administered beginning no later than the start of the school year in the third year of the grant to children entering a public school kindergarten (e.g., the 2014-2015 school year for Round 1 grantee states, the 2015-2016 school year for Round 2 grantees). States may propose a phased implementation plan that forms the basis for broader statewide implementation	Yes
Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws	Yes
Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA)	Yes

Describe the domain coverage of the State’s Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

The Pennsylvania Kindergarten Entry Inventory (KEI) 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 an observational snapshot of children entering kindergarten, which is implemented during the first 45 calendar days of the kindergarten year.

Pennsylvania's work to gather information about the status of children at kindergarten entry is tied to the development of a continuum of early learning standards. These standards outline Pennsylvania's expectations for children at significant age intervals and form the basis for an outcomes reporting tool that may be used to answer the question of what children know and are able to do when they enter kindergarten. These standards start with infant-toddler and maintain alignment through pre-kindergarten, kindergarten, and grades 1 and 2, ultimately linking to Pennsylvania's grade 3 academic standards. Pennsylvania supports a Standards Aligned System incorporating standards, assessment, curriculum framework, instruction including interventions, materials and resources, and safe and supportive schools. The KEI is unique in that its foundation is Pennsylvania's standards, developed by Pennsylvania educators.

Rather than reporting student progress on all of the Pennsylvania learning standards, 30 standards from five key learning areas were identified as salient indicators for determining kindergarten readiness. School readiness is a process that begins at birth and follows a continuum of learning that supports academic competence in early learning skills, while forming a bridge between children, families, schools and communities. The KEI provides a snapshot of skills captured at one single point in time. It should not be used in a high-stakes manner. Although the KEI only focuses on 30 standards-based indicators, it is important for programs to focus on a comprehensive standards-based approach to kindergarten readiness.

History

The Pennsylvania KEI was developed over a three year period beginning in March 2011, prior to Pennsylvania's receipt of RTT-ELC funding. Three distinct pilots occurring in 2011, 2012, and 2013 provided feedback leading to the current version of the tool and the KEI data system. From this well established base, Pennsylvania has been able to use RTT-ELC funds to enhance the KEI tool and system for its first year (2014) cohort implementation.

A significant part of the pilot years was to establish the tool as a valid and reliable measure of the status of children across both cognitive and non-cognitive learning domains at the start of the kindergarten year. During the 2012 and 2013 pilots, statistical analysis of the collected outcomes occurred to determine validity and reliability status. Detailed descriptive analysis of the outcomes can be accessed in the 2012 pilot report, as well as, the 2013 pilot report, which can be found on the OCDEL research site

([www.ocdelresearch.org/Reports/Kindergarten Entry Inventory](http://www.ocdelresearch.org/Reports/Kindergarten%20Entry%20Inventory)). Some key findings include:

- Based upon a comparison of the simple averages of the 30 indicators among the 2012 dataset and the 2013 dataset, results suggest stability in the instrument, and help explain its overall reliability;
- The 34 items in the inventory show high levels of internal reliability. Cronbach's alpha ranges from 0.0 to 1.0, with 1.0 representing perfect internal consistency. An alpha coefficient greater than 0.7 is the conventional cutoff for statistical reliability. In the 2012 Kindergarten Entry Inventory, all 34 items had high reliability scores. With the exception of the Health, Wellness and Physical Development Construct, all domains exceeded an alpha of 0.70;
- The 2013 Kindergarten Entry Inventory has an identical reliability vis-à-vis the previous year, 0.969 for all items. Most notably, the Health, Wellness and Physical Development indicators (#29 and #30) have significantly improved internal reliability: a change from 0.094 to 0.773;
- In addition to reliability tests for the overall sample, tests for domain reliability were conducted by subgroup in order to determine whether skills were assessed reliably across subgroups. The analysis suggests that each subgroup's domain ratings are internally reliable. Of the subgroups, ELL/DLL students have the most reliably rated domain scores, and half day kindergarten students have the least reliable domain ratings of subgroups.

In addition to the analysis detailed above and within the available pilot reports, Pennsylvania began the procurement process for an additional validation study. RTT-ELC funding will be utilized for this study to further validate the KEI. Although this study will occur in Year 2 of the RTT-ELC grant, the process to create and implement a Request for Application occurred in 2014, and a research agency has been procured. This study will determine the content validity of the KEI, and will be designed and conducted in 2015. Participants will be selected from Cohort 2. A report of findings is anticipated in spring 2016.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

OCDEL, in partnership with the Pennsylvania Department of Education's Office of Elementary and Secondary Education, is implementing a phased deployment of the KEI. Cohort 1, who implemented the KEI in 2014, included Title I schools designated in Focus and Priority status under the Elementary and Secondary Education Act. Focus schools meet any one or more of the following criteria: Title I schools with a graduation rate below 60 percent; schools not otherwise designated as a Priority school, but falling in the lowest 10 percent of Title I schools (excluding bottom 5 percent); or test participation below 95 percent. Priority schools are the lowest 5 percent of Title I schools (based on aggregate math and reading PSSA or Keystone scores) or Title I schools receiving School Improvement Grant (SIG) funds. Focus and Priority schools were required to use the KEI as part of their planning process for instructional improvements. In addition to these required schools, the KEI was also open for voluntary use to any interested local education agency or private kindergarten. Initial registration in the KEI system included 1,034 teachers from 250 schools covering 26 districts. These numbers include Pennsylvania's largest school district, the School District of Philadelphia. Of those public school teachers (LEA affiliated) registered in the system, 693 reported outcomes on 15,905 children. These teachers represented 206 schools covering 24 districts. The discrepancy in those registered to those reporting outcomes results from support teachers (e.g. ESOL, special education) registering in the system but not being the teacher on record to report outcomes, a number of private licensed and charter school kindergarten teachers, which are not included in these preliminary numbers; as well as, a number of teachers who did not complete the reporting process. The numbers represented are preliminary and are currently undergoing additional data clean-up.

Several components comprise the KEI process and include: awareness building; communication to cohort participants; professional development; proficient user assignment; collecting observations, conducting scoring, data entry, data finalization, and accessing and utilizing information. These components are not new to the KEI process in Pennsylvania; however, moving from pilot to implementation phase with Cohort 1, which included Pennsylvania's largest district, did present challenges in some areas including awareness building, professional development, and data collection.

Awareness Building: During the pilot phase of the KEI, Pennsylvania was cautious about sharing too many specifics about the Inventory before it was proven to be valid and reliable. This reticence caused some misconceptions to emerge, which needed to be addressed with implementation. In 2014 Pennsylvania developed a messaging and marketing plan, which included key audiences, development of communications, partnerships with key organizations, and specific strategies to address misconceptions. This plan will be implemented over the course of the RTT-ELC grant, but included some key accomplishments in 2014.

1. The development of several documents sharing information and specific messaging about the KEI. These include:
 - Using Pennsylvania's Kindergarten Entry Inventory to Improve Student Achievement;
 - Pennsylvania's Kindergarten Entry Inventory;
 - Five Things You Should Know about the Kindergarten Entry Inventory;
 - Understanding the Pennsylvania Kindergarten Entry Inventory: Information for Families.
2. Outreach to key audiences including the Pennsylvania State Education Association; Pennsylvania Association of Elementary and Secondary School Principals; Pennsylvania School Board Association; and Pennsylvania Association for Supervision and Curriculum Development. Many of these organizations include messaging through newsletters, listservs, and publications to their members. Pennsylvania's

communication strategy includes an intentional inclusion of kindergarten entry information in these areas over the course of the grant.

3. Awareness and recruitment trainings were conducted over the course of the year at typically scheduled events to “get the word out” about the Inventory, to address misconceptions, and to potentially recruit Cohort 2 participants. Some key events included The Early Childhood Education Summit, regional meetings of higher education representatives, county level transition to kindergarten meetings, and the Standards Aligned Systems Institute.
4. Use of peer-to-peer strategy will be utilized to build awareness about the benefits of the KEI, its connectedness to effective instruction, family and community engagement. Focus groups and web dialogue were conducted in December 2014 to collect participant feedback. The initial goal was to understand what additional supports, enhancements, and/or resources might be needed to facilitate effective implementation moving forward. Many positive comments and attitudes toward the KEI and the process occurred during these groups. Pennsylvania believes a key strategy in building KEI participation will be the sharing of such messaging. Some examples of comments included:

- *“You nailed the indicators in the tool. You are collecting the information that needs to be collected.”*
- *“Having the social and emotional, physical development, and approaches to learning indicators reminded me how important these are to the learning process. Perhaps the most important.”*
- *“As the principal I always struggle with getting to know our kindergartens at the start of the school year. We have a half day program and they are all new to our school. Being involved with the KEI process, actively assisting in the observation process, has allowed me to connect with the kindergartens in a way I haven't been able to in the past.”*
- *“It is important for us to provide outreach to our early learning programs. The KEI has provided us a tool for talking about our expectations.”*
- *“The KEI process forced me to slow down and have extended conversation with my students. I was able to build relationships that I might not have taken the time to do had I not been doing the KEI.”*

Early in 2015, Pennsylvania will also be creating a promotional video using teachers, principals, and families involved in the 2014 Cohort 1. Messages such as these will be a core focus.

5. Required use of KEI within our Community Innovation Zones will occur in 2015 Cohort 2.

Pennsylvania's approach is a strategy to reach out, community by community, to serve and support the children most at risk for school failure and make what is proven to work in these communities available statewide. Over the next three years, Pennsylvania will offer targeted support to 50 high needs communities through enhanced technical assistance, and a competitive grant opportunity. Grants will make it possible for communities to assess their challenges to children being successful in school, receive targeted technical assistance and implement test strategies that address identified challenges.

In 2014 strides were made toward achieving this goal. Through the Request for Application (RFA) process, Pennsylvania awarded 12 Early Childhood Community Innovation Zone (CIZ) grants. Grantees were awarded up to \$75,000 a year for the next three years to strengthen and implement strategies within their communities to help reduce the achievement gap by grade three. Specifically, grantees are required to work collaboratively

with early childhood programs and local school districts to align their work around standards, curriculum and assessment, family engagement and community partnerships.

To support the work of the CIZs an infrastructure was created. OCDEL developed a steering committee to help direct the technical assistance, training opportunities and guidance offered to the grantees. Additionally, a CIZ Grants Manager was hired in 2014 to help further develop the infrastructure needed to adequately support the CIZs.

- In 2014, as part of the grant process, each grantee was required to partner with at least one school district which serves a high percentage of at-risk students. Beginning in 2015 the districts partnering with the 12 initial CIZ grantees will be required to implement the KEI. In 2016, the districts partnering with all 50 CIZ grantees will be required to implement the KEI.
- In order to support the CIZs over the next two years, OCDEL will provide targeted intervention and support around the KEI and use of data for decision-making, instruction and quality improvement. OCDEL has already received initial feedback regarding the incorporation of the KEI into the CIZ grant process and requirements:

The CIZ grant was a good opportunity to get a better understanding of the KEI. Our partnering school district needed more information about the KEI and we used the grant as a way to talk with them about it. - 2014 focus group participant.

Professional Development: As part of Cohort 1 implementation, technical assistance and training was provided to build capacity to optimally use the KEI. This included an available asynchronous introductory webinar, asynchronous scoring and skill practice with a required proficient user assignment, and follow up sessions based upon need. Professional development continues to present challenges as we bring on more and larger districts, especially those with contractual issues which limit the ability to provide summer training. Pennsylvania has risen to this challenge by providing multiple modalities for training, including opportunities for district specific in-person training. Most notably in 2014, eight regional sessions were conducted in Philadelphia School District during their regularly scheduled professional development day at the end of the 2013 school year. Approximately 550 teachers were trained during these sessions.

In addition, teachers, during focus groups after the 2014 process, indicated that the asynchronous webinars were a beneficial option since they could access these at any time and complete training at their own pace. Many districts and schools do offer flexible time so teachers could track their hours spent on the webinars and use that time as flexible professional development. One teacher noted that she took the KEI with her to the beach. Pennsylvania recognizes the need to provide quality professional development that meets the needs of the end user, and will continue to focus on professional development as a key component of effective implementation throughout the course of the grant. Additional asynchronous session on conducting observation and data literacy are planned as part of Project 5, Workforce Development, and will be created with KEI end users in mind.

Data Collection: Enhancing our already existing data system for Cohort 1 implementation was the biggest challenge Pennsylvania faced in 2014. The significant increase in the number of system users placed great strain on the developed system. In addition, unforeseen access issues related to the professional development issues above exacerbated system issues. For example, the need to dedicate specific professional development days for data entry when contracts did not allow for teachers to work outside of school hours meant that large numbers of teachers were accessing the system at one time. This overloaded the web-based system and caused significant slowing. This issue was immediately addressed by the system designers, but did cause delay in

teachers' ability to finalize their outcomes. Pennsylvania project staff has weekly calls with the system developers and has worked with them to brainstorm enhancements to the system so that even larger numbers of users are able to access the system at one time. System usability will be a key focus in 2015.

Early Learning Data Systems (Section E(2) of Application)

Has the State made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that:

Early Learning Data Systems	
Has all of the Essential Data Elements	Yes
Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs	Yes
Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data	Yes
Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making	Yes
Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws	Yes

Describe the progress made during the reporting year, including the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above. Describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Pennsylvania made notable progress enhancing its existing early childhood information system during the first year of the grant. Advancements are underway to further improve the timeliness and usability of Pennsylvania's information and the systems used to support the goals improving the development and learning opportunities for all of Pennsylvania's children.

Pennsylvania implemented changes to its public-facing, online Early Learning Program and Provider Search functionality in November, 2014. These modifications included making available additional information about early learning programs and providers as well as enhancing the usability of the online reporting capability.

Each information system project progresses through the same phases of a standard system development lifecycle, but at different times and rates based on the project start date and the complexity of the effort. In the first phase, a charter defines the problem and contains a high level description of the project as well as its goals and objectives. The second phase is to define business requirements and create documentation that identifies what needs to be accomplished, how and when-from a business perspective. Establishing systems requirements is the third phase of the lifecycle-identifying high level technological requirements needed to accomplish the business needs. The fourth and fifth phases are used to outline general and detailed system design requirements. These phases are progressively more technical in nature-focusing on system functions, look and feel. The sixth and final phase of the process is the development of the system changes and final implementation of what was developed.

The following information system projects have progressed through the systems development lifecycle with various start dates during Year 1 of the RTT-ELC grant and are expected to progress to implementation during 2015:

- Assigning Unique Identifiers for Children Enrolled in Subsidized Child Care - In order to expand Pennsylvania's reporting capabilities through its existing state longitudinal data system, an additional unique identifier will be assigned to children actively enrolled in the subsidized child care program. This project began with business requirements in August and continued with systems requirements identification starting in October 2014. General system design sessions were then held in November. Detailed system design sessions were initiated and concluded in December 2014.
- Automatic Generation of Spanish Correspondences for Subsidized Child Care Families and Providers - In order to improve services and communications with subsidized child care families and providers, enhancements to Pennsylvania's information system will make all system-generated correspondences available in either English or Spanish - based on the preferences of the families and providers. Business requirements were established beginning in April and ending in May 2014. The project then moved into the systems requirements identification phase in June and continued through early July 2014. General system design details were documented from late-July through September 2014. Detailed system design sessions began in October and concluded in late December 2014. In addition, work progressed throughout the year to translate the specific correspondence documents.
- Ad Hoc Reporting/Querying Tool for Keys to Quality - As part of Pennsylvania's efforts to improve the quality of early learning services, an ad hoc reporting tool is being created to enhance information reporting and monitoring abilities. Business requirements sessions were initiated in late February and continued into early April 2014. Work then progressed to identification of systems requirements from late April through June 2014. Combined general and detailed system design discussions began in July and continued through October 2014. Final development stages were started in November 2014 and continued into 2015.
- Provider Self Service Usability Enhancements - This project is another aspect of enhancing the provider experience in using Pennsylvania's information system that permits individuals or organizations to apply for new or renewal certification or registration as a child care provider. System improvements will include a more modern, usable and understandable look and feel along with a mobility upgrade to permit easy use with a wide variety of mobile devices. Work was initiated with business requirements validations in July, followed by systems requirements and general system design through from August through November. Detailed system design discussions began in December 2014.
- Additional Enhancements to Online Early Learning Program and Provider Search - Mobility enablement, additional usability improvements and provider outcomes reports are all included as part of the next phase of enhancements to Pennsylvania's Online Early Learning Program and Provider Search. In October 2014, discussions took place regarding the draft project charter. As a result of those discussions, it was determined that obtaining input from the search users would be beneficial to ensuring the enhancements provide the most benefit to the end users. The user survey was drafted in October and finalized in December 2014 for distribution in January 2015.

The sole challenge that has been experienced thus far was early in the first grant year, and involved getting the grant projects started and in progress. The delay was, in part, caused by the need to modify the existing

information systems contract to incorporate additional hours for the grant projects. That issue no longer exists nor is it expected to be a cause for future delays.

Pennsylvania's Department of Human Services maintains a stringent process for monitoring information systems projects through an established systems development lifecycle (SDLC). Information systems budgets and contract compliance are monitored and evaluated monthly, at a minimum. In addition, the planned information systems projects are incorporated as part of the annual planning process to ensure continued progress.

Data Tables

Commitment to early learning and development

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application. Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should provide data for the reporting year as well as previous years of the grant. Tables 6 and 7 may be updated only where significant changes have occurred (if no changes have occurred, you should note that fact).

Table (A)(1)-1: Children from Low-Income families, by age

Table (A)(1)-1: Children from Low-Income ¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	63,537	43.7%
Toddlers ages 1 through 2	124,411	43.7%
Preschoolers ages 3 to kindergarten entry	191,500	43.7%
Total number of children, birth to kindergarten entry, from low-income families	379,448	43.7%

¹ Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

Data Table (A)(1)-1 Data Notes

Indicate the data source and clarify or explain any of these data if needed.

Number of children from Low-Income families in the state = Children from Low-Income families as a percentage of all children in the state (U.S. Census Bureau, 2011-13 American Community Survey, ratio of income to poverty for children ages 0-5) * Pennsylvania State Data Center 2011-12 state estimates by age.

Table (A)(1)-2: Special Populations of Children with High Needs

Table (A)(1)-2: Special Populations of Children with High Needs		
Special Populations: Children who...	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays ¹	81,594	9.4%
Are English learners ²	22,575	2.6%
Reside on "Indian Lands"	0	0.0%
Are migrant ³	1,047	0.1%
Are homeless ⁴	3,809	0.4%
Are in foster care	7,433	0.9%
Other as identified by the State	520,484	59.9%
Describe:	Children at or below 300% of the Federal Poverty Level	
<p>¹For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).</p> <p>²For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.</p> <p>³For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).</p> <p>⁴The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).</p>		

Data Table (A)(1)-2 Data Notes

Indicate the data source and clarify or explain any of these data if needed.

Children who have disabilities or developmental delays: # of children in programs and services funded by IDEA Part C and Part B, Section 619 (Calendar Year 2014)

Children who are English learners: # based on total PA population under 5 (Pennsylvania State Data Center, 2011-12) & % of PA school enrollments that are LEP (2011-12)

Children who are migrant: Pennsylvania Department of Education (9/1/2013-8/31/2014)

Children who are homeless: Identification came from local education agencies, shelters, and pre-kindergarten programs who identified students experiencing homelessness either through the ECYEH Program data collection or through reporting in PIMS (Pennsylvania's K-12 data system).

Children who are in foster care: AFCARS Longitudinal File prepared for Pennsylvania Department of Public Welfare, Office of Children, Youth and Families by Hornby Zeller Associates, Inc. (4/1/2012-3/31/2013)

Children at or below 300% of the Federal Poverty Level: U.S. Census Bureau, 2011-13 American Community Survey and Pennsylvania State Data Center 2011-12 state estimates by age. Pennsylvania recognizes children in families earning between 200-300% of the poverty level as high needs based on analysis of data from the Early Childhood Longitudinal Study (ECLS-K) that showed that children in this income group significantly.

Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool	-	-	12,131	12,131
Specify:	Pennsylvania Pre-K Counts			
Data Source and Year:	PELICAN 2013-14			
Early Head Start & Head Start¹	1,932	4,347	34,166	40,445
Data Source and Year:	Federal PIR, 2013-14			
Programs funded by IDEA, Part C and Part B, section 619	6,330	30,287	44,977	81,594
Data Source and Year:	PELICAN EI, December 2014 Estimate			
Programs funded under Title I of ESEA	-	728	6,532	7,260
Data Source and Year:	Pennsylvania Department of Education, 2013-14			
Programs receiving funds from the State's CCDF program	6,002	26,114	40,800	72,916
Data Source and Year:	Child Care Works: PELICAN, June 2014			
Other 1	8,852	40,744	54,047	103,643
Specify:	Keystone STARS (Breakout 2 of CCDF-Funded Programs)			
Data Source and Year:	Estimated from PELICAN Child Care Works and Keys to Quality data, December 2014			
Other 2	159	24	2	185
Specify:	Healthy Families America			
Data Source and Year:	2013-14			
Other 3	5,060	-	-	5,060
Specify:	Nurse-Family Partnership			
Data Source and Year:	2012-13			
Other 4	-	-	148	148
Specify:	Parent Child Home Program			
Data Source and Year:	MIS Year-End Report, 2013-14			
Other 5	-	-	-	19,715
Specify:	Private Academic Licensed Nursery Schools			
Data Source and Year:	Pennsylvania Department of Education, 2013-14			
Other 6	794	1,044	901	2,739
Specify:	Parents as Teachers			
Data Source and Year:	2013-14			
Other 7	-	-	4,761	4,761
Specify:	Head Start Supplemental Assistance Program			
Data Source and Year:	PELICAN, 2013-14			

¹ Including Migrant and Tribal Head Start located in the State.

Data Table (A)(1)-3a Data Notes

Enter text here to clarify or explain any of these data if needed.

Keystone STARS: The full estimate of children is included because the number of children with high needs receiving services in a Keystone STARS program is unknown.

Private Academic Licensed Nursery Schools: The full estimate of children is included because the number of children with high needs receiving services in a Private Academic Licensed Nursery School is unknown.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs.

Table (A)(1)-3b: Number of Children							
Type of Early Learning & Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American Children	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
State-funded preschool	1,837	20	379	3,038	9	1,237	5,611
Specify:	Pennsylvania Pre-K Counts						
Early Head Start & Head Start ¹	8,329	60	567	12,251	51	9,697	18,447
Early Learning and Development Programs funded by IDEA, Part C	4,613	43	946	5,247	11	1,974	23,783
Early Learning and Development Programs funded by IDEA, Part B, section 619	5,564	53	1,071	7,233	19	1,796	29,241
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program	7,925	73	821	39,310	37	1,404	23,346
Other 1	5,981	172	2,299	13,750	66	6,731	44,727
Describe:	Keystone STARS (Breakout 2 of CCDF-Funded Programs)						
Other 2	22		1	53		6	103
Describe:	Healthy Families America						
Other 3	101		2	10		4,944	3
Describe:	Nurse-Family Partnership						
Other 4	5		1	36			102
Describe:	Parent Child Home Program						
Other 5							
Describe:	Private Academic Licensed Nursery Schools (data not yet available)						
Other 6	478	19	12	456	3	171	1,949
Describe:	Parents as Teachers						
Other 7	762	8	258	1,431	6	701	1,595
Describe:	Head Start Supplemental Assistance Program						

¹ Including Migrant and Tribal Head Start located in the State.

Data Table (A)(1)-3b Data Notes

Enter text here to clarify or explain any of these data if needed.

To be consistent with other federal reporting, children with missing race and/or ethnicity are counted as Non-Hispanic Children of Two or more Races.

Pennsylvania Pre-K Counts: PELICAN, 2013-14

Early Head Start and Head Start: Federal PIR, 2013-14

Early Learning and Development Programs funded by IDEA, Part C: PELICAN EI, Calendar Year 2014

Early Learning and Development Programs funded by IDEA, Part B, section 619: PELICAN EI, Calendar Year 2014

Early Learning and Development Programs funded under Title I of ESEA: data not yet available

Child Care Works: PELICAN, 2013-14

Keystone STARS: PELICAN, Calendar Year 2014

Head Start Supplemental Assistance Program: PELICAN, 2013-14

Healthy Families America: MIECHV only, 2013-14

Nurse-Family Partnership: 2012-13

Parent Child Home Program: MIS Year-End Report, 2013-14

Parents as Teachers: MIECHV and State-funded, 2013-14

Private Academic Licensed Nursery Schools: data not yet available

Table (A)(1)-4: Data on funding for Early Learning and Development

Note: For States that have a biennial State budget, please complete for all fiscal years for which State funds have been appropriated. We are not asking for forecasting, but for actual allocations. Therefore, States that do not have biennial budgets need not complete for years for which appropriations do not yet exist.

Table (A)(1)-4: Funding for each Fiscal Year					
Type of investment	Baseline	Year 1	Year 2	Year 3	Year 4
Supplemental State spending on Early Head Start & Head Start¹	\$37,278,000	\$39,178,000			
State-funded preschool	\$82,784,000	\$87,284,000			
Specify:	Pennsylvania Pre-K Counts				
State contributions to IDEA, Part C	\$126,185,000	\$131,831,000			
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$216,973,000	\$227,973,000			
Total State contributions to CCDF²	\$99,663,498	\$115,825,011			
State match to CCDF Exceeded / Met / Not Met	Exceeded	Exceeded			
<i>If exceeded, indicate amount by which match was exceeded</i>	\$784,000	\$15,513,000			
TANF spending on Early Learning and Development Programs³	\$185,770,000	\$201,711,000			
Total State contributions:	\$748,653,498	\$803,802,011			
¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs. ² Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match. ³ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.					

Data Table (A)(1)-4 Data Notes

Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.

Supplemental State spending on Early Head Start and Head Start; State-funded preschool; State contributions to IDEA Part C; State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry - Data Source: State of Pennsylvania SAP Accounting System.

TANF Spending on Early Learning and Development Programs - Data Source: DHS Budget Office's TANF Worksheet.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs. However, the current year should match the program totals reported in Table (A)(1)-3a.

Table (A)(1)-5: Total number of Children with High Needs participating in each type of Early Learning and Development Program¹			
Type of Early Learning and Development Program	Baseline	Year 1	Year 2
State-funded preschool (annual census count; e.g., October 1 count)	11,049	12,131	
Specify:	Pennsylvania Pre-K Counts		
Early Head Start and Head Start² (funded enrollment)	37,121	35,059	
Programs and services funded by IDEA Part C and Part B, section 619 (annual December 1 count)	52,071	51,292	
Programs funded under Title I of ESEA (total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)	634,890	650,061	
Programs receiving CCDF funds (average monthly served)	68,163	72,916	
Other 1	98,806	98,707	
Describe:	Keystone STARS (CCDF-Funded Program)		
Other 2	145	185	
Describe:	Healthy Families America		
Other 3	5,060	5,060	
Describe:	Nurse-Family Partnership		
Other 4	211	148	
Describe:	Parent-Child Home Program		
Other 5	21,602	19,715	
Describe:	Private Academic Licensed Nursery Schools		
Other 6	2,542	3,088	
Describe:	Parents as Teachers		
Other 7	4,379	4,761	
Describe:	Head Start Supplemental		
¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.			
² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.			

Data Table (A)(1)-5 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.

Early Head Start and Head Start: Table (A)(1)-3 includes cumulative enrollment numbers, while this number is funded slots so they do not match.

2012-13 Title I number was not available at the time the application was submitted; updated to reflect 2012-13.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards

Check marks indicate the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	✓	✓	✓
Cognition and general knowledge (including early math and early scientific development)	✓	✓	✓
Approaches toward learning	✓	✓	✓
Physical well-being and motor development	✓	✓	✓
Social and emotional development	✓	✓	✓

Data Table (A)(1)-6 Data Notes

Enter text to explain or clarify information as needed.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Check marks indicate where an element of a Comprehensive Assessment System is currently required.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	✓	✓	✓	✓	
Specify:					
Early Head Start & Head Start ¹	✓	✓	✓	✓	
Programs funded by IDEA, Part C	✓	✓		✓	
Programs funded by IDEA, Part B, section 619	✓	✓			
Programs funded under Title I of ESEA					
Programs receiving CCDF funds					
Current Quality Rating and Improvement System requirements (Specify by tier)					
Tier 1					
Tier 2	✓				
Tier 3	✓	✓	✓	✓	
Tier 4	✓	✓	✓	✓	
Tier 5	✓	✓	✓	✓	
State licensing requirements					
Other 1	✓			✓	
Describe:	Healthy Families America				
Other 2	✓		✓	✓	
Describe:	Nurse-Family Partnership				
Other 3	✓	✓			
Describe:	Parent-Child Home Program				
Other 4	✓	✓			
Describe:	Private Academic Licensed Nursery Schools				
Other 5	✓		✓	✓	
Describe:	Parents as Teachers				
Other 6	✓	✓	✓	✓	
Describe:	Head Start Supplemental				

¹ Including Migrant and Tribal Head Start located in the State.

Data Table (A)(1)-7 Data Notes

Enter text here to clarify or explain any of the data, if necessary.

Budget and Expenditure Tables

Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category

Report your actual budget expenditures for the entire previous budget period and for the current reporting period.

Budget Summary Table

Budget Summary Table					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$72,743.00	\$0.00	\$0.00	\$0.00	\$72,743.00
2. Fringe Benefits	\$50,137.00	\$0.00	\$0.00	\$0.00	\$50,137.00
3. Travel	\$2,497.00	\$0.00	\$0.00	\$0.00	\$2,497.00
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	\$1,392,140.00	\$0.00	\$0.00	\$0.00	\$1,392,140.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$4,565.00	\$0.00	\$0.00	\$0.00	\$4,565.00
9. Total Direct Costs (add lines 1-8)	\$1,522,082.00	\$0.00	\$0.00	\$0.00	\$1,522,082.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$162,984.00	\$0.00	\$0.00	\$0.00	\$162,984.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$1,685,066.00	\$0.00	\$0.00	\$0.00	\$1,685,066.00
14. Funds from other sources used to support the State Plan	\$2,176,000.00	\$0.00	\$0.00	\$0.00	\$2,176,000.00
15. Total Statewide Budget (add lines 13-14)	\$3,861,066.00	\$0.00	\$0.00	\$0.00	\$3,861,066.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Summary Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

During grant Year 1, we were unable to expend much of what was budgeted. Across projects, we experienced delays in hiring, implementation and delays related to commonwealth procurement processes. In Year 1 of the RTT-ELC grant process, many contracts were new and were subject to the procurement process for initial contracts. In Year 2 the majority of these contracts will be renewals which are expected to process in a timely manner. In some instances, the services or items related to projects had been purchased; however, the invoice had not yet made it through the payment process.

Budget Summary Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

All funds that were budgeted, but not expended in Year 1, are budgeted and projected to be spent in Year 2.

Budget Table: Project 1 – Grant Management

Budget Table: Project 1					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$33,157.00	\$0.00	\$0.00	\$0.00	\$33,157.00
2. Fringe Benefits	\$22,855.00	\$0.00	\$0.00	\$0.00	\$22,855.00
3. Travel	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
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. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$4,565.00	\$0.00	\$0.00	\$0.00	\$4,565.00
9. Total Direct Costs (add lines 1-8)	\$61,077.00	\$0.00	\$0.00	\$0.00	\$61,077.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$61,077.00	\$0.00	\$0.00	\$0.00	\$61,077.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$61,077.00	\$0.00	\$0.00	\$0.00	\$61,077.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 1 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

This project includes salaries and benefits for the RTT-ELC Director as well as the administrative assistant. Also included in this project is the \$100,000/year for technical assistance (TA). There was a delay in hiring the staff positions and staff did not come on board until middle to late August of year 1. This delay did result in less spending for grant Year 1.

Also related to the delay in hiring was the delay in use of the TA dollars. Several TA events were planned and attended in November/December, but due to the time delay between submission and payment, not all expenses were captured in Year 1.

Project 1 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

No substantive changes are expected to occur outside of the budget for this project.

Budget Table: Project 2 – Early Childhood Education Community Innovation Zones

Budget Table: Project 2					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$6,083.00	\$0.00	\$0.00	\$0.00	\$6,083.00
2. Fringe Benefits	\$4,192.00	\$0.00	\$0.00	\$0.00	\$4,192.00
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	\$1,041.00	\$0.00	\$0.00	\$0.00	\$1,041.00
7. Training Stipends	\$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 (add lines 1-8)	\$11,316.00	\$0.00	\$0.00	\$0.00	\$11,316.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$162,984.00	\$0.00	\$0.00	\$0.00	\$162,984.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$174,300.00	\$0.00	\$0.00	\$0.00	\$174,300.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$174,300.00	\$0.00	\$0.00	\$0.00	\$174,300.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
 Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
 Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
 Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 2 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

This project includes salary and benefits for the Community Innovation Zones Grant Manager. There was a delay in hiring the staff position and staff did not come on board until late October. Twelve Community Innovation Zone grants were awarded in year one and it was projected that half of the funds would be expended by the end of the grant year. However, due to delay in processing not all grant payments were made by December 31. This delay did result in less spending for grant Year 1.

Project 2 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Funds budgeted in Year 1, but not expended, will be shifted to Year 2 as that is when the expense will occur.

Budget Table: Project 3 – Refining and Expanding Keystone STARS

Budget Table: Project 3					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$15,707.00	\$0.00	\$0.00	\$0.00	\$15,707.00
2. Fringe Benefits				\$10,825.00	\$0.00
3. Travel	\$1,868.00	\$0.00	\$0.00	\$0.00	\$1,868.00
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	\$285,069.00	\$0.00	\$0.00	\$0.00	\$285,069.00
7. Training Stipends	\$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 (add lines 1-8)	\$313,469.00	\$0.00	\$0.00	\$0.00	\$313,469.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$313,469.00	\$0.00	\$0.00	\$0.00	\$313,469.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$313,469.00	\$0.00	\$0.00	\$0.00	\$313,469.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
 Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
 Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
 Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 3 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

This project includes salary and benefits for the TQRIS Specialist. There was a delay in hiring the staff position and staff did not come on board until mid-August. \$400,000.00 was identified as available from other sources to support the work in Year 1. This money was allocated by a foundation to support the Keystone STARS research based inquiry. These funds were expended; however, they were awarded from the foundation directly to the University of Pennsylvania as opposed to coming to the commonwealth and being redirected through procurement. This total was removed from the budget but should be recognized as in-kind contribution.

Project 3 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Funds budgeted in Year 1, but not expended, will be shifted to Year 2 as that is when the expense will occur. This will address a shift of the project deliverables and time lines into Year 2.

Budget Table: Project 4 – Pennsylvania Learning Standards for Early Childhood

Budget Table: Project 4					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits				\$0.00	\$0.00
3. Travel	\$129.00	\$0.00	\$0.00	\$0.00	\$129.00
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	\$6,195.00	\$0.00	\$0.00	\$0.00	\$6,195.00
7. Training Stipends	\$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 (add lines 1-8)	\$6,324.00	\$0.00	\$0.00	\$0.00	\$6,324.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$6,324.00	\$0.00	\$0.00	\$0.00	\$6,324.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$6,324.00	\$0.00	\$0.00	\$0.00	\$6,324.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 4 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The procurement process for the development and printing of the new Standards' material did take longer than anticipated. The procurement process was complete by the end of the grant year, however payments was not made. The actual cost was less than budgeted. These funds will be utilized in grant Year 2.

In writing the RTT-ELC application, OCDEL made an assumption the work for this project could be assigned to an existing vendor. This vendor was responsible for the printing and distribution of the state's current versions of the Learning Standards for Early Childhood. During the planning phases of RTT-ELC, the vendor was planning on providing deep discounts to the work and calculated this savings as funds attributed to the project. RTT-ELC requires states to follow their internal procurement procedures. The vendor previously completing the work was not on the appropriate print and distribution list and not eligible to bid on this work. As a result of the procurement process Pennsylvania selected another vendor for this work and lost the in-kind contribution. The vendor has been informed of the process to become an approved commonwealth vendor, but is still required to bid on future contracts. The \$160,000 that was budgeted from other sources to support the state plan was removed from the budget due to this change in process and vendor.

Project 4 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Funds budgeted in Year 1, but not expended, will be shifted to Year 2 as that is when the expense will occur.

Budget Table: Project 5 – Comprehensive Assessment Systems

Budget Table: Project 5					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$17,796.00	\$0.00	\$0.00	\$0.00	\$17,796.00
2. Fringe Benefits				\$12,265.00	\$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. Training Stipends	\$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 (add lines 1-8)	\$30,061.00	\$0.00	\$0.00	\$0.00	\$30,061.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$30,061.00	\$0.00	\$0.00	\$0.00	\$30,061.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$30,061.00	\$0.00	\$0.00	\$0.00	\$30,061.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
 Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
 Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
 Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 5 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

This project includes salary and benefits for the Early Learning Outcomes Reporting Manager. There was a delay in hiring the staff position and staff did not come on board until late September.

No other funds were expended for this project in Year 1. Expenses did occur in the later part of the year, but no payments were made prior to December 31, 2014.

Project 5 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Funds budgeted in Year 1, but not expended, will be shifted to Year 2 as that is when the expense will occur.

Budget Table: Project 6 – Workforce Development

Budget Table: Project 6					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits				\$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	\$81,474.00	\$0.00	\$0.00	\$0.00	\$81,474.00
7. Training Stipends	\$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 (add lines 1-8)	\$81,474.00	\$0.00	\$0.00	\$0.00	\$81,474.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$81,474.00	\$0.00	\$0.00	\$0.00	\$81,474.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$81,474.00	\$0.00	\$0.00	\$0.00	\$81,474.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 6 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Due to delays in implementation, contractor hiring, and the discrepancy in timing from funds being invoiced and the commonwealth's payment of those invoices, the budgeted funds for Year 1 were not expended. At the time of this report, staff has been hired, projects have been started and invoices have been submitted to the Office of Child Development and Early Learning.

Project 6 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Funds budgeted in Year 1, but not expended, will be shifted to Year 2 as that is when the expense will occur.

Budget Table: Project 7 – Pennsylvania's Kindergarten Entry Inventory

Budget Table: Project 7					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits				\$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	\$47.00	\$0.00	\$0.00	\$0.00	\$47.00
7. Training Stipends	\$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 (add lines 1-8)	\$47.00	\$0.00	\$0.00	\$0.00	\$47.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$47.00	\$0.00	\$0.00	\$0.00	\$47.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$47.00	\$0.00	\$0.00	\$0.00	\$47.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 7 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

This project had little expenses in Year 1 due to several delays in the procurement process impacting the systems enhancements; as well as the Kindergarten Entry Inventory validation study.

Project 7 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Funds budgeted in Year 1, but not expended, will be shifted to Year 2 as that is when the expense will occur.

Budget Table: Project 8 – Measuring Outcomes and Progress

Budget Table: Project 8					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits				\$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	\$1,018,314.00	\$0.00	\$0.00	\$0.00	\$1,018,314.00
7. Training Stipends	\$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 (add lines 1-8)	\$1,018,314.00	\$0.00	\$0.00	\$0.00	\$1,018,314.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$1,018,314.00	\$0.00	\$0.00	\$0.00	\$1,018,314.00
14. Funds from other sources used to support the State Plan	\$2,150,000.00	\$0.00	\$0.00	\$0.00	\$2,150,000.00
15. Total Statewide Budget (add lines 13-14)	\$3,168,314.00	\$0.00	\$0.00	\$0.00	\$3,168,314.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 8 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The difference in budget and actual expenditures is solely related to the delay in invoicing and payment. All plans related to this project are in process and on schedule to occur.

Project 8 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Funds budgeted in Year 1, but not expended, will be shifted to Year 2 as that is when the expense will occur.

Budget Table: Project 9 – Governor's Institutes for Educators PreK to Grade 3

Budget Table: Project 9					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits				\$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. Training Stipends	\$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 (add 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. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14. Funds from other sources used to support the State Plan	\$26,000.00	\$0.00	\$0.00	\$0.00	\$26,000.00
15. Total Statewide Budget (add lines 13-14)	\$26,000.00	\$0.00	\$0.00	\$0.00	\$26,000.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
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 Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
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 Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 9 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

No funds were expended for this project in grant Year 1. However, a Governor's Institute was held as planned. Additionally a contractor has been working on project deliverables throughout Year 1. The delay in expending the funds was due to a processing issue. The funds will be expended in Year 2.

Project 9 Budget Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Funds for the Governor's Institute that was held in grant Year 1 will be shifted to grant Year 2, as that is where the expenditure will occur.