

# Early Learning Challenge

## 2016 ANNUAL PERFORMANCE REPORT



Pennsylvania

JUNE 2017





**Race to the Top - Early Learning Challenge**  
**Annual Performance Report**  
**CFDA Number: 84.412**

**Pennsylvania**

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**Performance Report: Cover Sheet**

**General Information**

1. PR/Award#: S412A130040

2. Grantee Name Commonwealth of Pennsylvania Governor's Office

3. Grantee Address 225 Main Capitol Building  
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**Reporting Period Information**

5. Reporting Period: From: 01/01/2016 To: 12/31/2016

**Indirect Cost Information**

6. Indirect Costs

- a. Are you claiming indirect costs under this grant?  Yes  No
- b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government?  Yes  No
- c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s): From: \_\_\_\_\_ To: \_\_\_\_\_

Approving Federal agency:  ED  HHS  Other Specify other: \_\_\_\_\_

*(Submit current indirect cost rate agreement with this report.)*

## 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.

### Developing a State System

Accomplishments

#### Community Innovation Zones

- Several CIZs have made improvements in their relationships along the P-3 continuum. Grantees accomplished goals such as curriculum alignment between early learning and school district programs, increasing on-time kindergarten registration through coordinated efforts, and the creation of early learning councils with stakeholder representation across the P-3 continuum.
- In 2016, Pennsylvania focused on building the sustainability of these successful local projects by making promising practices accessible statewide and building the capacity of the CIZ collaborations to obtain resources to continue work after the grant period ends.
- The Office of Child Development and Early Learning (OCDEL) approached sustainability through the lens of focusing on the process of systems and adult behavior change, building capacity at the local level, and developing statewide collaborations. Another sustainability effort OCDEL has continued to develop is the integration of the CIZ into Pennsylvania's broader RTT-ELC projects, various office-wide initiatives, as well as state and national efforts.
- Two P-3 networking workshops for nearly 200 attendees. The two statewide networking meetings provided a statewide collaborative learning exchange. The two-day events allowed participants to build connections across geography and role and begin to appreciate others' experience and their value as potential resources.
- Interim results of the family engagement study to document best family engagement strategies of 12 CIZs.
- Leveraging the local successes of the CIZ to support OCDEL's priorities such as gathering feedback on Keystone STARS Re-visioning, recruiting schools to implement the Kindergarten Entry Inventory and participate in the Governor's Institutes.
- Helping CIZs effectively tell their story to local leaders through a Pecha Kucha Approach, social media strategies and/or StoryCorps inspired stories.

#### Developing and expanding a statewide Tiered Quality Rating and Improvement System (TQRIS)

Accomplishments

- Pennsylvania made significant progress towards re-visioning its TQRIS, Keystone STARS. Pennsylvania engaged more than 2,000 stakeholders in its Keystone STARS Re-visioning work, which led to new Core Values, logic model and framework to refine its structure, indicators, monitoring, and supports to increase access to high-quality early learning. The new Keystone STARS system will launch for the 2017-18 state fiscal year.
- Pennsylvania launched its re-visioning process in February 2016 with the Keystone STARS Think Tank. The Keystone STARS Think Tank is a diverse group of 53 stakeholders chosen by an OCDEL selection team based on rigorous criteria to reflect geographic, racial, gender, and professional diversity. The Think Tank, with feedback from more than 2,400 stakeholders, developed new Core Values to act as the framework for Keystone STARS Re-visioning.
- Using these Core Values, the Think Tank developed a logic model to build supply of quality diverse early learning programs; increase family access to quality programs; build and maintain

a qualified workforce; empower program leadership; integrate data and management systems; create a responsive, strengths-based and individualized technical assistance/coaching system; and create a Keystone STARS administrative system that is consistent in quality and responsive to providers and the technical assistance/coaching system.

#### Rural recruitment and support for Friend/Neighbor providers

- As part of Pennsylvania's Race to the Top-Early Learning Challenge Grant (RTT-ELC), OCDEL and its regional partners developed a Start Up Technical Assistance Peer Mentoring program for friend/neighbor and regulated child care programs to join Keystone STARS. Providers receive one-on-one support and a peer mentor every step through the process. Peer Mentors may be a current director or family owner-operator at of a program with a STAR 2, 3 or 4 rating. The Office of Child Development and Early Learning (OCDEL) identified 33 of the highest risk rural counties to conduct recruitment efforts. Pennsylvania has recruited providers in nearly every targeted county to participate in the program.
- In partnership with Child Care Certification, Child Care Information Services (CCIS) agencies and Regional Keys, Pennsylvania expanded its Peer Mentoring Start Up Technical Assistance program to support friend/neighbor providers.
- As part of the reauthorized Child Care and Development Block Grant (CCDBG), Pennsylvania requires all non-related child care providers receiving child care subsidy to become certified through the Department of Human Services (DHS), effective November 1, 2016. Pennsylvania has leveraged its RTT-ELC grant to conduct outreach and provide effective supports to friend/neighbor providers interested in becoming DHS-certified and participating in Keystone STARS.
- By the end of 2016, there were 125 or 62.5 % of our targeted number of 200 providers who reside in targeted Rural Recruitment counties participating in Keystone STARS.

#### Challenges and Lessons Learned

- OCDEL and its regional contractors have recruited providers in each of the targeted rural counties except Forest County. We are focusing on additional community and provider outreach in this county. Coined for its heavily forested areas, Forest County is the third least populous county in Pennsylvania.

#### **Early Learning Standards**

##### Accomplishments

- Participation in the Pre-natal-3<sup>rd</sup> Grade Governor's Institutes, "P-3 Collaboration: Working Together for Student Success," increased by 40 percent. Eighty-six teams of school district, early childhood professionals, higher education and other representatives attended the four Institutes in Pocono Manor, Erie, Philadelphia, and Pittsburgh.
- The Institutes focus 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). Based on feedback from previous Institutes, more time and facilitation was added in for teams to network and develop practical strategies they could implement in their communities.

##### Challenges and Lessons Learned

- It was noted that lack of funding at the local level has proven to be a barrier in the implementation of the new P-3 strategies learned at the institutes. In order to better support the implementation the team action plans, Pennsylvania offered \$4,000 prototype mini-grants to all teams attending any of the Institutes since 2014.
- Teams may use the stipend to explore systems change strategies (e.g. learning journeys,

immersion experiences, multi-stakeholder meetings) and/or strategies detailed within the Framework for Planning, Implementing, and Evaluating PreK- 3rd Grade Approaches. Sixty-seven teams applied for mini-grants as of December 1, 2016.

### **Comprehensive Assessment Systems**

Accomplishments:

#### Resource and Referral

- Pennsylvania leveraged its RTT-ELC grant to meet new CCDBG requirements for a consumer website by enhancing the Pennsylvania's Promise for Children (PA Promise) website. An evaluation of the CONNECT helpline and available resources for families found that access to Pennsylvania's information is scattered and disjointed. Families need to contact multiple organizations and be well-versed in the system to access the services they need. For example, families call the CONNECT helpline to access Early Intervention, but call the Child Care Works hotline for information on child care subsidy. It was recommended to expand the CONNECT helpline to be able to refer families to other early learning programs and create a quality consumer-friendly website.
- Based on a content audit by Thoughtform, Inc., the PA Promise website contained high-quality content. Pennsylvania decided to expand the existing PA Promise website to meet RTT-ELC and CCDBG grant requirements and better serve families. The new website will display the CONNECT helpline prominently on each page, provide easy to understand information on child development and quality early learning programs, and include photos of real Pennsylvania families. The website is scheduled to launch in summer 2017.

#### Quality training and supports on child assessment

- Upon review, Pennsylvania discovered that there were few professional development options for providers to effectively use various assessments. Because these assessments are critical to a high-quality program, Pennsylvania invested RTT-ELC funds to develop quality tools and professional development around the basics of assessment. Pennsylvania created new resources for professionals: *Guiding Principles on Early Childhood Assessment for Practitioners and Educators: Birth to Age 8*, which includes informational sheets on the basics of assessment.
- The framework, *Guiding Principles on Early Childhood Assessment for Practitioners and Educators: Birth to Age 8*, informed the current creation of a new asynchronous course which will help practitioners gain knowledge about the types of assessments and uses.

### **Early Learning Outcomes Reporting Strategy**

- There has been a challenge with complexity of the Pennsylvania's current outcomes reporting process, the reliability of the outcomes reported, and the integrity of information that could be provided back to providers and policy makers for decision-making purposes. OCDEL engaged stakeholders to understand the challenges with outcomes reporting in general, and specifically with the outcomes reporting strategy. A research council consisting of Pennsylvania scholars with expertise in child development, assessment and outcomes reporting was established for the purpose of further unpacking Pennsylvania's view on outcomes reporting and improving the Early Learning Outcomes Reporting (ELOR) strategy. OCDEL will use its recommendations to inform next steps.

### **Engaging and Supporting Families**

Accomplishments:

Pennsylvania expanded its supports to CIZs and other organizations in the state to educate and engage families:

- Pennsylvania provided five Community Innovation Zones training on implementing the Be Strong

Parent Café approach in their communities. The purpose of Be Strong Parent Café is to build the protective factors by teaching parents about them through individual deep self-reflection and peer-to-peer learning. The goal is to expand training to other communities in 2017.

- Pennsylvania nearly doubled attendance to more than 500 professionals and families at its third annual Family Engagement Conference by offering two regional options. The keynote speaker, Dr. Maria Paredes, highlighted data sharing and embedding family engagement across curriculum, instruction and assessment plans.
- During a five-week digital advertising campaign for the Early Learning GPS, Pennsylvania had double the industry average impressions and clickthroughs, and quadrupled the number of new weekly accounts.

### **Supporting the Early Childhood Workforce**

#### Accomplishments:

- In July 2016, the Technical Assistance Revisioning Steering Committee and more than 65 stakeholders issued recommendations for refining the technical assistance/quality improvement system in Pennsylvania for consideration as part of Keystone STARS Re-visioning. Recommendations include building a climate of continuous quality improvement (CQI); building leadership capacity; creating a Technical Assistance (TA) career pathway; building a consistent cross-sector and cross-regional TA Framework; and strengthening and streamlining feedback loops.
- As a result of Round 1 mini-grants to institutions of higher education (IHE) to align their college courses with the Core Knowledge Competencies (CKC), 220 courses at 18 two and four - year IHEs were aligned. Seven IHEs received Round 2 mini-grants in 2016 to align an additional 80 courses.
- Pennsylvania developed a framework for a Level 1 Infant/Toddler credential in June 2016. As a result of the recommendations surrounding credentials, a new goal was set by Pennsylvania to provide credit-bearing coursework through its professional development system. We will be building coursework utilizing the competencies and providing credits with an agreement with an IHE partner.
- In 2016, in response to stakeholder feedback, Pennsylvania focused on improving communications and the usability of the Professional Development (PD) Registry. In July 2016, a new user interface launched, improving the look and functionality of the registry. Pennsylvania created flyers and tip sheets, such as an “Introduction Guide for the PD Registry,” for instructors and certification representatives to give out to those providers who are new or struggling with the registry, for distribution in the field for easier usability. Staff have actively engaged stakeholders to help educate and listen to what users have to say about the site. Effective communications and customer service will continue to be a priority of the steering committee to insure that the site works best for all those who use it.
- The five on-line core series courses for the Environment Rating Scales have seen marked increases in enrollments since going live in late 2015. (School-Age Care Environment Rating Scale-Update (SACERS-U); Early Childhood Environment Rating Scale-Revised (ECERS-R); Infant-Toddler Environment Rating Scale-Revised (ITERS-R); Family Child Care Environment Rating Scale-Revised (FCCERS-R); and Early Childhood Environment Rating Scale, 3<sup>rd</sup> Edition (ECERS-3) ) Over 6,200 individuals have enrolled in the course since January of 2016. An additional course, a Spanish version of the Family Child Care Environment Rating Scale-Revised, is in the process of being customized for Pennsylvania to provide support to the growing population of Spanish speaking programs entering the QRIS.
- More than 1,110 individuals accessed Rising STARS Tuition Assistance financial aid in 2015-16. Several enhancements streamlined the application process for users.

### **Understanding the Status of Children's Learning and Development at Kindergarten Entry**

#### Accomplishments:

Use of Pennsylvania's Kindergarten Entry Inventory (KEI) continued to expand in 2016. Communication with schools and teachers implementing the KEI increased with a monthly e-newsletter to approximately 2,000 teachers and administrators.

Highlights of Phase 1 of the external validation study using 2014 and 2015 data found that:

- The KEI measures up to three distinct school readiness dimensions - (1) Cognitive competencies, (2) Control and Engagement competencies, and (3) Communication competencies.
- The KEI rating scale functions as expected.
- Use of the KEI with dual-language learners or children with special needs is not supported at this time.
- The 2015 KEI scores are reliable for teachers to use to differentiate the abilities of children who do not receive special services at the start of kindergarten and to share this information with parents. Also, the scores were found to be reliable for use to distinguish the average school readiness of kindergarten classrooms. However, there is no evidence at this time to support the use of the KEI to differentiate schools within a district or to differentiate the average school readiness of school districts.

Based on the study, KEI scores can be used at the child or classroom level to differentiate school readiness, but not at a more aggregate level across schools, districts, and communities or statewide.

#### Challenges and Lessons Learned:

- Reflection on Phase 1 findings necessitated revisiting the intended purposes of the KEI. Although the state team was excited that the KEI showed reliability for instructional decision-making, for family engagement in child learning, and for the school level readiness comparisons, the team was discouraged that the KEI was not showing reliability as a tool for making broader comparisons. OCDEL is aware that state, district, and community levels are hungry for consistent "readiness" data that can provide reliable comparisons for decision making. In response to the findings of Phase 1, OCDEL took several steps in Year 3 to ensure the KEI was not being utilized for purposes for which it had not been validated, and to address the real need for comparable information.

#### Early Learning Data systems

##### Accomplishments:

A revamped early learning program search website, [www.findchildcare.pa.gov](http://www.findchildcare.pa.gov) launched. The new site includes more user-friendly, intuitive user experience with simple and advanced search capabilities. After the launch, there was a 1,000 percent increase between May and July in the number of unique visitors who performed searches on the site.

- Enhancements to Provider Self-Service so that child care providers receiving child care subsidy can more easily submit attendance, invoices, and send/receive correspondence online. Where before programs may have to submit attendance forms or invoices to each Child Care Information Services (CCIS) agency serving children in their program, they can now submit one and it is electronically distributed to the appropriate agency.
- Enhanced current data systems to meet new Child Care and Development Block Grant requirements.

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## 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 deputation of the Departments of Education and Human Services. The latter serves as the lead agency for the RTT-ELC grant. The Director of the Race to the Top-Early Learning Challenge (RTT-ELC) reports directly to the Deputy Secretary of OCDEL.
- The RTT-ELC director is responsible for the overall leadership and management of the grant and its associated projects, responsible for the development and directing the policy analysis for early childhood initiatives to raise quality in early childhood education achievement across Pennsylvania, and 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. The RTT-ELC director participates in executive staff meetings and works collaboratively 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 (including 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 and Communications.
- **The Department of Human Services (DHS),** 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 intellectual 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, Press and Communications.
- **The Department of Health,** including : 1) the Office of Health Promotion and Disease Prevention, 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**, including: 1) the Pennsylvania Early Learning Council; 2) the Early Learning Investment Commission; 3) the State Interagency Coordinating Council; and 3) the Young Child Wellness Council. Each of these entities provides guidance and feedback to OCDEL on its policies and practices. Each receives the opportunity to discuss the progress of the grant and recommendations for implementation throughout the grant period through regular 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, Keystone STARS designations, community collaborations, and technical assistance. The PA Key monitors and provides targeted technical assistance to the Early Childhood Community Innovation Zones described below.

Pennsylvania's Early Intervention (EI) 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.

### ***Local Governance - 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 make successful strategies available statewide. Pennsylvania is offering targeted support to 50 high needs communities through enhanced technical assistance and a competitive grant opportunity. Grants are making it possible for communities to assess their challenges to helping children be successful in school, receive targeted technical assistance and implement strategies that address identified challenges.

### **Supporting sustainability of CIZ collaborations and successes**

In 2016, OCDEL intentionally focused on building sustainability of the CIZs through specific professional development and technical assistance opportunities. OCDEL approached sustainability through the lens of focusing on the process of systems and adult behavior change, building capacity at the local level, and developing statewide collaborations. Another sustainability effort OCDEL has continued to develop is the integration of the CIZ into Pennsylvania's broader RTT-ELC projects, various office-wide initiatives, as well as state and national efforts.

### **P-3 Networking Workshops**

In 2016, OCDEL partnered with Nancy Aronson Consulting, a group with expertise in systems change, to develop opportunities for generative thinking that leads to more impactful ideas and increases the likelihood of constructive, coherent action. Two statewide networking meetings provided a statewide collaborative learning exchange. The two-day events allowed participants to build connections across geography and role and begin to appreciate others' experience and their value as potential resources. The first meeting in May had 43 attendees. Attendance almost tripled for the November session with 117 participants.

*The P-3 Networking Meeting helped to create new connections that will impact regions, cities, families, and children in a positive and long-lasting way. - Catherine S.*

*This meeting was really helpful to our team. It helped clarify our focus and define our path.*

*- Lisa B.*

### **Capturing promising family engagement practices that could be replicated statewide**

OCDEL also partnered with School Readiness Consulting (SRC) to conduct a family engagement implementation study to understand the innovative, effective, and successful family engagement work that grantees are implementing in their respective communities, in order to support families of children prenatal to 3rd grade. Twelve CIZ grantees were selected to participate in the study due to their diversity in community setting, geographic region, lead agency, and grant implementation phase. Interim findings reflect an analysis of data collected in the spring of 2016 via interviews, review of grantee documents, and narratives of family engagement written by grantees.

The interim findings focus on the process of implementation and specific implementation strategies for CIZ and family engagement. Some highlights include:

- Grantees benefit from opportunities to discuss their experiences and share best practices with other CIZ grantees.
- Each project has evolved as grantees identified community needs, and the flexibility to be responsive to local context has been crucial for success.
- Family engagement and CIZ specialists are effective providers of individualized support, addressing questions and providing on-site support and feedback.
- The use of social media and technology (such as text messages) has been a particularly effective method of communication with families.
- Grantees are most successful when they are sensitive to families' varying needs, such as family circumstances and living situations, beliefs and preferences about education, and schedules and competing demands.
- The importance of using a strengths-based, culturally competent approach in partnering with families was identified, but additional development and resources is needed to do this successfully.

### **Leveraging CIZs to promote OCDEL priorities**

In addition to customized professional development offerings for the CIZ, OCDEL also continued to integrate grantees into other RTT-ELC projects. Several CIZs continue to support three key projects: PA Learning Standards for Early Childhood (ELS); the Kindergarten Entry Inventory (KEI); and the Governor's Institute. The CIZ are not only required to use the tools and participate in the Institute, they are integral in providing feedback, sharing resources, and collaborating with other agencies and schools in their communities. Additionally, the CIZ have been tapped to help disseminate information and participate in refining and expanding Keystone STARS; Pennsylvania's TQRIS system. While not a primary focus of CIZ efforts in 2016, grantees have been integral in supporting OCDEL locally through listening tours, policy summits, and general distribution of information on topics such as the Child Care Development Block Grant (CCDBG), the Every Student Succeeds Act (ESSEA), and suspension and expulsion policy development.

Through targeted professional development and intention coordination of efforts, the CIZ have made great strides in local efforts toward developing strong relationships between early learning programs and school districts to build P-3 alignment; increasing family supports and engagement; and strengthening the network and coordination of community organizations serving children and families with young children all with the goal of reducing the achievement gap by third grade. Additionally, through locally designed and delivered efforts, CIZ have made marked progress in individual communities.

Several CIZ have made improvements in their relationships along the P-3 continuum. Grantees accomplished goals such as curriculum alignment between early learning and school district programs, increasing on time kindergarten registration through coordinated efforts, and creating early learning councils with stakeholder representation across the P-3 continuum.

*We are very grateful for receiving this grant. This has allowed us to start the conversations with Head Start, ABC Kiddie Kampus and our district. In the past, I don't think as a district we had an understanding of what happened in these programs. The conversation has now begun.*

*- Pittston Area School District CIZ - Luzerne County*

In addition to P-3 coordination, increasing family supports and engagement continued to be a targeted effort of the CIZ. Many varied innovative efforts were implemented and refined. Many grantees experimented with social media, while others focused on developing family leadership and advocacy skills. Some common challenges grantees faced were in reaching young parents (18-26) and in engaging fathers. To face this challenge, grantees used parent cafés, parent to parent outreach, and partnering with statewide fatherhood initiatives.

*We have adjusted our approach over time based on feedback and self-evaluation. We have worked on welcoming parents and families in to play. In the beginning we were trying to give information and upon reflection adjusted our approach to ask questions to let the caregiver tell us what they need, and tailor information to their specific reply.*

*- Meadville Children's Center CIZ - Crawford County*

Strengthening the network and coordination of community organizations that serve children and families with young children was another overarching goal of the CIZ. Grantees focused on engaging “unlikely partners” in their local efforts. Some unusual community based partners include a barber shop, a transportation advocate, a prison administrator, an internet provider, and a grocery store. Grantees reported increased coordination of local efforts and more paths to sustainability through these partnerships.

*The formation of the West Ward Collective Impact Team was a success, with so many people from the community expressing interest! We also saw the beginnings of joint planning for some activities, which I expect to grow in Year 2.*

*- Family Connections of Easton CIZ - Northampton County*

### **Effectively telling the CIZ story to build sustainability**

In order for a CIZ to access new resources to sustain their work, they need to be able to effectively tell their story to community leaders. OCDEL is partnering with School Readiness Consulting (SRC) to support CIZ grantees in collecting best and promising practices and to facilitate sharing this information with other communities throughout the state. Often, it is the on-the-ground stories of challenges and successes that provide the best and most compelling examples of how to implement effective reforms that can change the trajectory for young children and families. SRC will work alongside CIZ grantees to support efforts to share their stories of innovation. Specific strategies were shared and ongoing technical assistance was offered to all 50 CIZs.

- Social Media Strategies: SRC will facilitate a discussion with grantees about the current use of social media to communicate with their stakeholders.

- Pecha Kucha Approach: SRC will work alongside grantees to workshop the development of Pecha-Kuchas for participating grantees.
- StoryCorps-Inspired Interviews: SRC will develop and manage a StoryCorps-inspired area at the meeting to encourage participants to record experiences and successes in implementing CIZ grants.

OCDEL's Community Innovation Zone goals for 2017 are to continue to build local capacity to develop strong and lasting networks that contribute to sustainability, while simultaneously growing the skills and resources of the state team to best support communities after the term of the grant. Focused efforts to connect local work to broader office, state, and national initiatives will also be a goal of 2017.

### **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 Race to the Top Early Learning Challenge (RTT-ELC) grant with oversight from the Governor's Office and the Secretaries of the Departments 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 on recommendations on early learning policies and practices. The ELC meets face-to-face a minimum of three times per year and via conference call when necessary 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 (the Pennsylvania Head Start Association, Early Intervention programs, child care programs, Child Care Works, and the Pennsylvania Pre-K Counts program); other education organizations (the Pennsylvania School Boards Association, Pennsylvania school districts); state agencies (the Pennsylvania Department of Health and the Office of Mental Health and Substance Abuse Services); and representatives from private businesses, foundations, and community-based organizations. The ELC also meets regularly with the State Interagency Coordinating Council (SICC), which is described below.

The RTT-ELC director reports to the Early Learning Council at their regular meetings and will continue to report progress 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 Early Learning Council plays a significant role in implementing the state's RTT-ELC plan. Continuous feedback and recommendations are solicited from members on Race to the Top-Early Learning Challenge activities.

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

**The State Interagency Coordinating Council (SICC)** is a 19-member group of gubernatorial appointees comprised of the parents of children who are or have participated in Early Intervention services; representatives from the Pennsylvania Departments of Education, Health, and Human Services; and

representatives from higher education, school districts, and Intermediate Unit providers. The SICC, which meets six times per 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 for all eligible infants, toddlers, and young children and their families.

This group has experience with making recommendations about children with developmental delays and disabilities and will be helpful in this arena. The SICC also has a workgroup called the Committee for Stakeholder Engagement (CSE), which focuses on the review of data and specifically how it impacts the state's birth-5 EI system. Feedback is solicited from SICC members and this feedback is included in RTT-ELC activities as appropriate. The RTT-ELC director reports quarterly to the SICC and will continue to report progress to the SICC.

**The Early Learning Investment Commission (ELIC)**, established by executive order in 2008, is a group of 69 gubernatorial appointees representing every major industry in Pennsylvania. The commission works to improve tomorrow's economy through support for smart policy investments in today's young children. Since its founding, commissioners have informed tens of thousands of business and civic leaders about the critical importance of preparing all children with the knowledge and skills required for success in the 21<sup>st</sup> century and have been effective policy and budget advocates with the General Assembly. The commission supports regional business leaders groups across Pennsylvania that not only raise awareness about the benefits of quality early childhood education, but also contribute to building systems that support it.

The commission hosts two state wide events per year at the state capitol in the spring and autumn, and numerous events with businesses, civic leaders and policy makers in local communities throughout the year. The group receives updates from the OCDEL deputy secretary, provides feedback on strategies to best engage the business community, and makes recommendations about expanding high quality early learning programs.

**Pennsylvania Project LAUNCH (Linking Actions for Unmet Children's Health) Partnership:** PA Project LAUNCH has completed grant year two and continues to work toward the goal of a coordinated and comprehensive plan to promote the wellness of young children, prenatal to eight years old. Project LAUNCH had representation at all of the regional 2016 Governor's Institutes and provided support to the community teams during the resource networking session related to how they might infuse Project LAUNCH core strategies into their Prenatal to 3<sup>rd</sup> Grade Alignment plan. Additionally, Project LAUNCH continues to support the public awareness of the Early Learning GPS, a RTT-ELC activity. Several OCDEL representatives are cross-represented on the Project LAUNCH and RTT-ELC grants. In September, the Pennsylvania Project LAUNCH Partnership purchased the ***Competency Guidelines for Endorsement in Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health®***, developed by the Michigan Association for Infant Mental Health (MI-AIMH). The implementation process will be a collaborative effort between PA Project LAUNCH and PA-AIMH and will be "launched" in March 2017. Pennsylvania has joined 25 US states and one international territory in the movement toward the promotion of infant mental health principles and practices, influenced in PA greatly by the recommendations of the Early Childhood Mental Health Advisory Committee (2009) who indicated PA should, *"adopt and promote a set of early childhood mental health competencies for all professionals and across all levels of service provision for families with children from conception through age five."*

This strategy has linkages to the RTT-ELC work related to workforce development. An endorsement in infant/early mental health (I/ECMH) is a verifiable process that supports the development and acknowledgment of infant and early childhood professionals, within a framework that recognizes knowledge, training, and criteria for best practice standards. It is not a license or certification, but

instead is an overlay onto a person's professional credentials which recognizes achievement of competence in the area of I/ECMH.

### **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 Tom Wolf firmly supports expanded funding for early childhood education in Pennsylvania. In the 2016 - 2017 budget proposed to the General Assembly in February, Governor Wolf stated "There are two paths we can take: we can fix our deficit and invest in education to move Pennsylvania forward or we can continue to embrace the failed status quo and cut \$1 billion from education funding, cut hundreds of millions of dollars to essential social services and continue to stifle the commonwealth's economic growth," said Governor Wolf. "If we do not act to end the era of deficit denial, one time fixes and budget gimmicks, the consequences will be billions of dollars in property tax hikes for Pennsylvanians and cuts to our schools and critical services for women, children, and seniors."

The proposed budget would provide early childhood education:

- \$9 million increased investment to serve approximately 1,700 additional families in evidence based home visiting;
- \$10 million increased investment in Child Care Works to serve approximately 1,800 additional children from the Child Care Works waiting list;
- maintained investment in Keystone STARS to serve approximately 1,000 additional children;
- \$65 million increased investment in Pre-K Counts to serve at least 7,400 additional children;
- \$10 million increased investment in Head Start Supplemental to serve at least 1,030 additional children; and
- \$11 million increased investment in Preschool Early Intervention to serve approximately 1,100 additional children.

### **Child Care Development Block Grant Reauthorization**

In November 2014, the Child Care Development Fund and Block Grant was reauthorized. During 2015, every OCDEL bureau participated in developing the first draft of Pennsylvania's state plan for the Child Care and Development Block Grant (CCDBG). A significant portion of OCDEL's funding comes from the CCDBG, and the state plan touches every bureau in the office including family-friendly policies for Child Care Works (CCW) subsidy; equal access to child care for at-risk children; improving enforcement of child care regulations through increased inspections; recruiting and retaining a qualified and effective child care workforce; and supporting continuous quality improvement. The plan was submitted to the federal Office of Child Care in March 2016 and was approved.

OCDEL reached out to family child care homes and friend/neighbor caregivers to help them with the upcoming changes as a result of reauthorization. Regional meetings occurred among certification, Child Care Information Services (CCIS) agencies, Keystone STARS, Regional Keys, and Early Intervention (EI) partners were held. Regional Keys and CCIS agencies scheduled dozens of providers meetings across the state to discuss the upcoming changes and the steps providers can do to prepare. Resources are available for providers on the Department of Human Services website. As of November 1, 2016, all families participating in the subsidized child care program have transitioned to use of either regulated care or a related caregiver to ensure Pennsylvania is in full compliance with the health and safety requirements

With the passage of the Federal Child Care Final Rule in September 2016, OCDEL is poised to amend the state's regulations for health and safety in child care programs and the regulations for the subsidized child care program. These are opportunities to further improve high quality, seamless child care experiences for our most vulnerable children. The target date for the update regulations is spring of 2018.

There are several areas of the RTT-ELC grant where full compliance with the new CCDBG regulations will reflect and impact the grant. OCDEL has identified the following priorities and impacts:

- **Project 3 - Keystone STARS: CCDBG reauthorization** has changed professional development pre-service and ongoing professional development requirements for child care providers; inspection of neighbor care; and increases the set aside of funds over time to enhance infant toddler services. It also links into the work on Keystone STARS revisions related to developing a strategy to improve and enhance parent communications about the TQRIS, developmental screening, child development and children's social emotional health. OCDEL and its business partners continue to develop opportunities for providers to access pre-service professional development in a way that is easy for them. In 2016, OCDEL developed online modules that providers could access on-demand for the preservice requirements for health and safety as well as Child Care Provider Orientation Part I.
- **Project 5 - Comprehensive Assessment Systems Resource & Referral:** Initially, the goal of this work was to expand the Early Intervention resource and referral system, which is currently an 800 number, to include a web-based presence. However, the timeliness of the CCDBG reauthorization and the requirement to provide a website for consumer education created the opportunity to merge these two efforts. The outcome of this merger will be an easily accessible, easy to navigate "one-stop shop" primarily designed for families to access information about a range of topics from supporting their child's growth and development to various forms of assistance that families may need to reach that goal.

OCDEL continues the process of assessing integration opportunities for program and service delivery with the goal of building an integrated licensing, a program monitoring and a quality improvement system modeled after other states; streamlining data tracking; and developing an integrated payment model for providers serving children

### **Expulsion and Suspension from Early Childhood Programs Inclusion in Early Childhood Programs**

To continue suspension and expulsion efforts previously made, in 2016, OCDEL hosted one statewide and five regional Policy Forums to review two draft announcements; "Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania" and "Inclusion of All Children in Early Childhood Programs in Pennsylvania". The statewide Policy Forum had 145 participants from a range of early childhood programs and the regional Policy Forums had over 400 total participants. Over 2,700 comments on the two announcements were cataloged and combined with over 840 comments previously received during the public comment period for the "Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania" announcement. The intent is to release both of these announcements as a package in January 2017 for a final public comment period prior to July 1, 2017 implementation. Additional guidelines and professional development are being designed based on the needs identified during the Policy Forums.

### **Young Children and their Families Experiencing Homelessness**

Recently, 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. As a result of these updates, the advocacy community met with OCDEL to discuss additional trainings for shelter staff and property managers that work with children and families experiencing homelessness and/or poverty.

OCDEL, along with Early Intervention Technical Assistance (EITA) and the PA Key, designed a statewide training program to address needs in the community. OCDEL met with the Department of Education's Children and Youth Experiencing Homelessness Program (ECYEH) and collaborated to determine the locations of these trainings. The first roll-out was held in the eight regions of the ECYEH program as coordinated through OCDEL, PA Key, Early Intervention Technical Assistance (EITA), Pennsylvania Department of Education (PDE) statewide coordinator, PDE's regional coordinators, and PDE's technical assistance arm, the Center for School and Communities. The Bureau of Early Learning

During year three, OCDEL continued to present at statewide conferences and meetings that included:

- Pennsylvania's Education for Children and Youth Experiencing Homelessness Program (ECYEH) statewide conference
- Department of Human Services Housing Coordinator's work group
- PA Key's Higher Education webinar
- Department of Community and Economic Development Steering Committee,
- Homeless Education Task Force
- OCDEL All Staff Meeting
- Statewide Interagency Coordinating Council (SICC)
- Welcoming All Children subcommittee
- PA Housing and Finance Agency (PHFA)
- PennDel AHMA (PA/Delaware Affordable Housing Management Association).

OCDEL continues to be the early childhood representative on the Department of Human Services Housing Coordinator's work group and the Department of Community and Economic Development's (DCED) Steering Committee.

### **Every Student Succeeds Act (ESSA)**

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act (ESEA). Developed and passed with strong, bipartisan agreement, ESSA replaces the No Child Left Behind Act and provides significant flexibility around federal education policy by shifting authority back to states and communities.

The Pennsylvania Department of Education is committed to collaborating with stakeholders - including educators, policymakers, and community members throughout the commonwealth to ensure coherent and thoughtful state-level implementation of ESSA.

ESSA requires that states develop and submit a state plan to the U.S. Department of Education. To ensure that the Pennsylvania State Plan is rooted in the day-to-day needs of educators, students, and communities, PDE designed a stakeholder engagement process that relies on participation from a group of diverse thought leaders and practitioners. OCDEL has partnered with the Council of Chief State School Officers (CCSSO) to plan a series of stakeholder sessions and work group meetings designed to explore four key areas of the new federal law: Assessment, Accountability, Educator Certification, and Educator Evaluation.

OCDEL is an essential partner in developing the Pennsylvania ESSA plan to assure that early childhood is integrated into the plan seamlessly. OCDEL staff collaborated with the Mid-Atlantic Comprehensive Center at West Ed, along with Maryland Department of Education, Office of State Superintendents in Washington DC, and Center on Enhancing Early Learning Outcomes National Institute for Early Education Research (CEELO) to address strategies of early childhood integration in to the plan.

Pennsylvania will submit the written plan by the September 18, 2017 due date.

**Participating State Agencies**

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

None

## High-Quality, Accountable Programs

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

During this reporting year of RTT-ELC implementation, has the State made progress in **developing or revising** a TQRIS that is based on a statewide set of tiered Program Standards?

**If yes**, these standards currently apply to (please check all that apply):

- 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:
  - Center-based
  - Family Child Care

**If yes**, these standards currently apply to (please check all that apply):

- Early Learning and Development Standards
- A Comprehensive Assessment System
- Early Childhood Educator Qualifications
- Family Engagement Strategies
- Health Promotion Practices
- Effective Data Practices

**The State has made progress in ensuring that** (please check all that apply):

- 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.

Keystone STARS (STARS) is the Tiered Quality Rating and Improvement System (TQRIS) in Pennsylvania. STARS has been promoting and supporting Pennsylvania early care and education programs for more than thirteen years. At 14 years old, it is one of the most mature TQRIS systems in the nation. A STARS participating facility can be found in all 67 counties of Pennsylvania.

STARS is currently a four-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 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. PA PreK Counts, PDE licensed Private Academic Schools and school district - based classrooms must pass a basic health and safety checklist, referred as the "Pre STARS checklist" before enrolling in Keystone STARS.

As part of the Race to the Top Early Learning Challenge (RTT-ELC) grant, Pennsylvania has proposed two types of revisions to the STARS system. The first is the review of the STARS system to 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?

Pennsylvania launched the Keystone STARS Revisioning process in February 2016 so that more providers will participate and provide higher quality services to more young children. Pennsylvania has contracted with the renowned consultant group *Propulsion Squared* to work with OCDEL on the Keystone STARS Revisioning process.

Our charge is to think about the system of early learning in Pennsylvania as a whole, inclusive of its diverse early learning programs and address the question "what is possible, for children, families, and providers?"

A stakeholder engaged plan was intentionally created so stakeholders can participate in the Revisioning process through in-person and virtual events. Regional partners (advocacy organizations, Regional Key, Certification (PA child care licensing), Technical Assistance, Child Care Information Services, Early Intervention) will reach out to providers and others not currently in STARS to encourage them to participate in the system redesign with a special eye to addressing issues of diversity and disproportionality in the current system.

#### **February 2016- the Keystone STARS Think Tank Team initial meeting.**

- The Keystone STARS Think Tank is a diverse group of 53 stakeholders chosen by an OCDEL selection team based on rigorous criteria to reflect geographic, racial, gender, and professional diversity. The goal of the two-day work session was to identify and draft the essential elements and core values for a new Keystone STARS framework. The Think Tank reviewed the "why and what of a QRIS" and looked at relevant national and state research to ground their thinking.

- The Keystone STARS QRIS Revisioning Think Tank Team is charged with engaging a diverse group of early learning stakeholders in the creation of a new conceptual framework for Keystone STARS. This new framework will define the shared core principles of a quality rating and improvement system that is meaningful to and inclusive of all children, families and early learning professionals in Pennsylvania's diverse early learning settings. It is expected the re-visioned performance standards and related program requirements will be embedded in a soft roll out during program year 2017/2018.

### **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.

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 professional development registry and leadership for technical assistance and special initiatives supporting STARS. Five other agencies, the Regional Keys (RK), are responsible for the management of Keystone STARS in their assigned counties. Imbedded in each RK is a staff position known as the RTT-ELC coordinator. On the regional level, the RTT-ELC coordinators support grant activities.

A priority of the RTT-ELC grant is to increase the number of regulated child care providers in rural counties. As reported in the 2012-13 Reach and Risk Report, OCDEL identified 33 counties with few or no child care providers participating in Keystone STARS (STARS). In order to promote recruitment for high-quality programs in the identified counties, the Regional Key (RK) RTT-ELC coordinators are continuously outreaching to their region's local communities and providing information about opportunities to promote the individual's licensing as a child care provider and supports to move up in quality. Financial, professional development and start up technical assistance (TA) peer mentoring supports are available for the identified rural recruitment counties.

Based upon the 2012-13 Reach and Risk Report, the RTT-ELC targeted rural recruitment counties are:

- High-risk rural counties: Bradford, Fayette, Greene, Northumberland, Potter, Warren and Venango;
- Moderate-high-risk rural counties: 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.

By the end of RTT-ELC grant year three, OCDEL has recruited and enrolled approximately 125 STAR 1-4 programs into Keystone STARS in the targeted rural counties.

Approximately 250 potential providers are enrolled in Start Up Technical Assistance Peer Mentoring to become high-quality child care options. OCDEL and its contractors, the Regional Keys, are confident the potential providers enrolled in Start Up Technical Assistance will successfully receive their Certificate of Compliance from child care licensing and enroll in Keystone STARS to continue their

journey of quality child care in their area.

OCDEL and its regional contractors have recruited providers in each of the targeted counties except Fulton County. The focus is on additional community and provider outreach in this county. Coined for its heavily forested areas, Forest County is the third least populous county in Pennsylvania.

The Southeast Regional Key (SERK) does not contain moderate-high or high - risk rural recruitment counties. This Key, however, oversees STARS implementation in Bucks, Chester, Delaware, Montgomery, and Philadelphia counties and is focusing assistance to bilingual individuals who aspire to open or already manage a bilingual child care entity in order to grow the overall bilingual high quality child care availability options.

**Voices From the Field: *A linguistically and culturally Professional Development opportunity for Spanish speaking friend/neighbor providers in Philadelphia.***

The Southeast Regional Key (SERK) has recruited 12 Spanish-speaking Philadelphia friend/neighbor providers to participate in a linguistically and culturally responsive professional development course designed to prepare them to own and operate their own family child care home businesses. The course will also assist them with completing and submitting their applications for the City of Philadelphia Family Child Care License and their Commonwealth of Pennsylvania (PA) Family Child Care Home Certificate of Compliance. This lively and engaged group of women committed to attending classes on two full Saturdays per month from April through August 2016.

The cohort has completed the ten-session course on child development, developmentally appropriate settings, pediatric first aid and CPR, and the City of Philadelphia's mandatory Food Safety and Handling class, offered in Spanish by SERK bilingual staff. They also received technical assistance on completing the various applications required to secure their City of Philadelphia Family Child Care License and coaching on both city requirements and state family child care regulations. As of December 2016 all of the providers have received their certificate of compliance as a family child care provider.

The SERK plans to continue to support these newly licensed family child care providers as they begin their journey toward higher quality education through participation in Keystone STARS. We encourage the providers to support each other by maintaining their current connections and engaging in regular community of practice sessions.

**Voices From the Field: *Family Child Care Home provider reaching for the stars!***

Kerry moved to York in February 2016 and became a certified family child care Home provider in May 2016. She has been in the child care field since 2012, previously working for United States Air Forces Families at McGuire Air Force Base in New Jersey. Kerry has successfully completed the Start Up Technical Assistance Peer Mentoring program to become a Keystone STARS provider.

Kerry's impression of Keystone STARS program is that, *"It's a great program! They offer lots of benefits such as tuition reimbursement in order to make the business successful."*

**Start - Up Peer Mentoring Technical Assistance**

In recruiting new providers in moderate-high risk and high-risk counties, it was determined based on stakeholder feedback that potential child care providers would greatly benefit from a STARS peer mentor to aid in the process of licensing regulations, zoning requirements, business practices and STARS performance standards.

The primary focus of start-up TA is targeting potential STARS programs in the identified moderate-high

or high-risk counties that are transitioning from Friend/Neighbor (FN) to a Family Child Care Home (FCCH) provider as part of the CCDBG reauthorization requirements for FN providers to sustain their subsidy agreement. Efforts are also focused on child care expansion in the targeted RTT-ELC moderate-high or high - risk counties. Third, assistance efforts focus on the expansion of early learning and development programs (ELDP) specified as a targeted expansion program for RTT-ELC efforts. ELDP includes private academic schools (Pennsylvania Department of Education-licensed preschool), school district entities offering preschool and Pre-K Counts standalone sites. Start-up TA may be also applied in non-targeted counties to increase the state's overall high-quality child care options for families.

Potential STARS providers receiving start-up TA has a maximum of 18 months to enroll and designate at least at STAR 1. The goal of TA is to provide resources and personalized services to ELDP as they enter STARS. The scope of TA is all ELDPs not currently designated in STARS. Each RK has hired a start-up TA peer mentor coordinator and recruited STAR 2 through STAR 4 peer mentors to aid in the facilitation of start-up TA.

TA peer mentors may be a current director/assistant director or family owner-operator at a STAR 2, 3 or 4 level. Prior to application, the peer mentors must have an adequate professional development (PD) history demonstrating knowledge and experience and have completed their Individual Professional Development Plan (IPDP) in the PA Key PD Registry, including attainment of credentials specific to their STAR rating. Finally, the peer mentor must have a recommendation from his or her STARS specialist.

A peer mentor's duties are personalized to their mentee and may include assisting in PD Registry support, business practices, child care certification process, zoning in their local community, completing the STARS Enrollment packet, etc., based on the needs identified to ultimately enroll and designate at least at a STAR 1. Peer mentors are matched by "likeness" to their mentee; such as, provider type and proximity to mentee. Peer mentors may support up to six mentees at one time.

In the spring of 2016, OCDEL, PA Key and RK staff convened to develop a peer mentoring database. The peer mentor database was designed to easily capture and track the progress of Start Up Technical Assistance Peer Mentoring and Rising STARS Peer Mentoring. Rising STARS is a peer mentoring program designed to help providers move up in STAR levels. The peer mentor database currently includes more than 450 mentor-mentee matches.

By using the peer mentor database to capture the progress of mentor-mentee interactions, OCDEL, PA Key staff, Regional Key staff, and peer mentors are able to track progress towards:

- Effective mentoring interactions
- Mentoring goals
- Effective mentoring resources
- Financial invoices
- Download and manage reports
- Manage peer mentor caseloads

#### **Voices from the Field: *Love Out of Tragedy - Jessica***

Jessica is a new family provider in Indiana County. Jessica's mother was a family provider for years until tragedy struck their family. Jessica's nephew, who was only an infant at the time, had his life taken by his father while her sister, an active duty Marine, was away on training. Jessica's mother decided she needed time with her family so she made the difficult decision to close her family child care center. Jessica, looking to find any light that dark time, decided to take the reigns of the family

business. Jessica started a child abuse awareness campaign and opened a facility in her nephew's name.

Emilio's Playhouse was born to give families a safe place for their children while they are at work. Jessica enrolled in Start-Up Technical Assistance Peer Mentoring and began working very hard in her journey to make Emilio's Playhouse a quality early learning environment. She worked diligently with her mentor, faithfully attended weekly learning community events, and consistently implemented the things she learned in her program.

Within a few months, she completed what was needed to not only become a certified family child care provider but to enroll in Keystone STARS and move to STAR 1. Jessica is still not ready to rest; very soon she will be submitting her request for designation for STAR 2.

Jessica doesn't plan on stopping there; she also plans to enlist the help of Rising STARS tuition assistance to complete her degree in ECE so that she can continue along her pathway to higher quality.

### **Voices from the Field: *Striving Higher and Higher - Peggy of Grammy's Lil Learners***

Peggy was a licensed family child care provider for eight years while raising her four children as a single parent. After that period of time, she spent 16 years at Community Action Southwest (CAS) where she worked for Head Start for nine of the 16 years. During Peggy's employment at CAS, she juggled her family, work, and schooling. Peggy attended evening courses to work toward her Associate Degree and five years later was able to earn her diploma.

After earning her associate degree, Peggy spent seven years at CAS working as a Pre-K Counts teacher. During this time, Peggy became interested in the idea of re-opening her own child care facility and began researching what those requirements would be. Six months prior to resigning, Peggy applied for a DHS certificate of registration and added a 16 X 24 foot room to her house for her child care facility.

Peggy currently receives programming support four days during a week, which shows her commitment and dedication to the children she cares for. Grammy's Lil Learners is currently a STAR 2 facility, working toward becoming a STAR 3. *Peggy has a STAR 3 pre-designation scheduled and has also signed an agreement to be a Start-Up Technical Assistance Peer Mentor.*

In addition to this, Peggy continues to strive for success and has requested the STAR 4 worksheet to continue through the STARS hierarchy. Peggy is most pleased with the success of her child care facility and has shared that she owes some of this success to her Keystone STARS mentor, Patty.

### **Partnering Together: Child Care Development Block Grant and RTT-ELC**

Throughout the spring of 2016, the Bureaus of Early Learning Services, Certification and Subsidy worked in partnership with the Regional Keys (RK), Child Care Information Services (CCIS) and Child Care Certification offices statewide to implement changes as part of the reauthorization of the Child Care Development Block Grant (CCDBG); what it means to Pennsylvania and the process to prepare providers for changes. Friend/Neighbor (FN) providers had to become certified Family Child Care Home providers by November 2016 in order to keep their Child Care Works agreement valid, and care for children who are subsidized. In connection to RTT-ELC Rural Recruitment efforts, a portion of the FN providers reside in targeted Rural Recruitment counties. The FN providers are a new focus of childcare Rural Recruitment for 2016.

Relative/Neighbor (RN) providers, who care for related children who are subsidized, did not become FCCH providers. RN providers and parents who choose RN providers to care for their children had to complete an attestation form declaring the child(ren) are related to the RN providers (relatives are

defined as grandparents, aunts, uncles, siblings over the age of 18, or great-grandparents not living at the same residence).

In order to develop effective messaging for FN providers about the changes, RKs, Child Care Certification and CCIS offices recruited RN providers to participate in CCDBG reauthorization informational focus groups throughout Pennsylvania. The overall initial reaction from the FN provider focus groups was that although they felt a little overwhelmed and nervous, they understood that they would benefit from a helping hand to guide them through the process of child care certification. If the FN provider desires to promote high-quality early learning by enrolling in STARS, Start-Up Technical Assistance Peer Mentoring can aid in the process of becoming a certified child provider and the STARS enrollment/designation process.

### **What to expect in an inspection**

Statewide, the certification representatives (licensing) staff and Regional Key staff are teaming working together to bring informational “What to Expect When Being Inspected” meetings to potential FCCH providers. In these lively and interactive sessions, certification staff walk through child care licensing regulations, watch a family child care home inspection video and answer any questions potential providers may have. When signing up for this information session, providers are encouraged to enroll in Start-Up Technical Assistance Peer Mentoring for ongoing individualized assistance. Milestone incentives are awarded to potential providers as they progress through peer mentoring. Examples of milestone incentives are protective child-proofing products such as stove guards and choke tubes, as well as a provider favorite: fire safe file boxes. Once the potential provider successfully completes the peer mentoring program, the provider receive a tablet or basic laptop.

More than 100 FN providers elected to enroll in Start-Up Technical Assistance Peer Mentoring to pursue child care licensing and enrollment in Keystone STARS. The main reason FNs did not pursue licensure is because they were simply helping out a friend or neighbor for the time being and did not want to become a child care business.

### **Early Learning and Development Programs (ELDP) Expansion**

In Year 3 of the RTT-ELC grant, a key focus of Pennsylvania's work was the continued momentum of the Pre-STARS Checklist implementation to enable other early learning and development program types to participate in Keystone STARS without duplication of application and monitoring.

The Pre-STARS Checklist supports additional program type expansion into STARS, including:

- Pre-K Counts;
- Early Intervention;
- School district and career and technology centers offering preschool; and
- PDE licensed private academic nursery schools.

Pre-K Counts, Early Intervention, school districts and career and technology centers offering preschool, and private academic nursery schools are not required to be licensed by DHS to operate an early learning and development program. Historically, STARS builds upon the DHS child care regulations for child care centers, group homes and family child care homes. However, as part of the RTT-ELC work in developing crosswalks and STARS worksheets for non-DHS regulated ELDP, it was recognized that these non-DHS regulated programs may not address similar standards as part of their program requirements. As a result, it was important to establish minimum prerequisite requirements through which to build STARS quality and to prepare ELDP for enrollment into a tiered quality rating

improvement system.

The Pre-STARS Checklist must be reviewed and verified by the PA Key preschool specialists prior to STARS enrollment and before pre-designation can take place. The Pre-STARS Checklist is used in conjunction with corresponding cross walked worksheets for each type of ELDP such as Pre-K Counts, PDE licensed private academic nursery schools and school district entities offering prekindergarten. The checklist is the starting point to entering STARS. ELDP must fully implement the guidelines in the Pre-STARS Checklist prior to enrollment in STARS.

As part of the ELDP recruitment process, the PA Key preschool specialists and the Regional Keys communicate regarding the identification of potential ELDP interested in joining Keystone STARS. For all non-DHS Regulated ELDP types, the PA Key preschool specialist has the ELDP authorized program official complete the checklist and the preschool specialist verifies Pre-STARS checklist compliance and notes, in the observation section of the checklist, any observations for follow-up or provides verification the checklist has been implemented by the program.

The Regional Key proceeds with next steps by contacting the ELDP and beginning the enrollment process. In 2016, all expansion worksheets have been released and approximately 20 Pre-K Counts providers have designated at a STAR 3 or 4 level.

The hierarchy determination document was approved by the leadership of the Bureau of Early Learning Services, the PA Key, and Regional Keys. The most rigorous worksheets are used in the designation process for a program that contains multiple program types residing under one location.

**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.

<b>Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.</b>										
<b>Targets: Number and percentage of Early Learning and Development Programs in the TQRIS</b>										
Type of Early Learning and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	221	48.1%	275	60%	309	85%	459	100%	459	100%
Early Head Start and Head Start <sup>1</sup>	80	12%	145	21%	290	42%	384	56%	452	66%
Programs funded by IDEA, Part C	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded by IDEA, Part B, section 619	0	0%	0	0%	34	100%	34	100%	34	100%
Programs funded under Title I of ESEA	0	0%	0	0%	3	8%	6	16%	9	25%
Programs receiving CCDF funds	3,675	15%	8,382	35%	9,577	40%	16,162	68%	23,943	100%
Other 1	3,905	47%								
<i>Describe:</i>	Keystone STARS (CCDF-Funded Program)									
Other 2	0	0%	0	0%	0	0%	0	0%	0	0%
<i>Describe:</i>	Healthy Families America									
Other 3	0	0%	0	0%	0	0%	0	0%	0	0%
<i>Describe:</i>	Nurse-Family Partnership									

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measure (B)(2)(c) - Additional Other rows**

**Targets: Number and percentage of Early Learning and Development Programs in the TQRIS**

Type of Early Learning and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
Other 4	0	0%	0	0%	0	0%	0	0%	0	0%
<i>Describe:</i>	Parent-Child Home Program									
Other 5	0	0%	26	5%	47	9%	63	12%	80	15%
<i>Describe:</i>	Private Academic Licensed Nursery Schools									
Other 6	0	0%	0	0%	0	0%	0	0%	0	0%
<i>Describe:</i>	Parents as Teachers									
Other 7										
<i>Describe:</i>										
Other 8										
<i>Describe:</i>										
Other 9										
<i>Describe:</i>										
Other 10										
<i>Describe:</i>										

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

**Actuals: Number and percentage of Early Learning and Development Programs in the TQRIS**

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
State-funded preschool	459	221	48.1%	514	260	51%	508	264	52%	694	387	56%			
<i>Specify:</i>	Pennsylvania Pre-K Counts														
Early Head Start and Head Start <sup>1</sup>	686	80	12%	764	232	30%	819	312	38.1%	920	363	39.5%			
Programs funded by IDEA, Part C	48	0	0%	48	0	0%	48	0	0%	48	0	0%			
Programs funded by IDEA, Part B, section 619	34	0	0%	34	0	0%	34	0	0%	34	0	0%			
Programs funded under Title I of ESEA	36	0	0%	36	0	0%									
Programs receiving CCDF funds	23,943	3,675	15%	19,348	3,767	19.5%	15,065	3,905	25.9%	14,080	3,345	23.8%			
Other 1	8,382	3,905	47%	8,106	3,824	47.2%	7,918	3,813	48.3%	7,581	3,692	48.7%			
<i>Describe:</i>	Keystone STARS (CCDF-Funded Program)														
Other 2	2	0	0%	2	0	0%	2	0	0%	3	0	0%			
<i>Describe:</i>	Healthy Families America														
Other 3	22	0	0%	22	0	0%	22	0	0%	22	0	0%			
<i>Describe:</i>	Nurse-Family Partnership														

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measure (B)(2)(c) - Additional Other rows**

**Actuals: Number and percentage of Early Learning and Development Programs in the TQRIS**

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
Other 4	3	0	0%	3	0	0%	3	0	0%	3	0	0%			
<i>Describe:</i>	Parent-Child Home Program														
Other 5	533	0	0%	474	0	0%									
<i>Describe:</i>	Private Academic Licensed Nursery Schools														
Other 6	37	0	0%	43	0	0%	11	0	0%	65	0	0%			
<i>Describe:</i>	Parents as Teachers														
Other 7															
<i>Describe:</i>															
Other 8															
<i>Describe:</i>															
Other 9															
<i>Describe:</i>															
Other 10															
<i>Describe:</i>															

**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.

State-funded preschool: Pennsylvania Pre-K Counts

Early Head Start and Head Start: Home-based only sites not included

Programs funded by IDEA, Part B, Section 619 reflects number of local Preschool Early Intervention programs that OCDEL contracts with to provide EI services.

Programs funded under Title I of ESEA: data not available

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, 2016. The baseline includes the actual subset of regulated providers that also participated in Keystone STARS on March 31, 2013.

Keystone STARS: The number of programs in the State includes all regulated providers on December 31, 2016. The baseline is an actual count of regulated providers participating in the Keystone STARS program on June 30, 2013.

The targets for Private Academic Licensed Nursery Schools are low as they traditionally do not serve children with High Needs.

**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 two of the grant, Pennsylvania completed a research based inquiry of Keystone STARS, the commonwealth's quality rating and improvement system. The Keystone STARS inquiry completion was delayed 6 months, impacting decisions around streamlining and reducing burden in the system. While recruitment activities for child care providers continued to occur into the existing system, major changes to the STARS standards and recruitment of new provider types into the system did not occur. The inquiry results were finalized in November 2015 and are being used to guide changes to Keystone STARS for the second half of year three through the revised Keystone STARS performance indicators.

A goal of the Keystone STARS Revisioning process is that the revised performance indicators launching in year four of the RTT-ELC grant engages additional providers from all types of Early Learning and Development programs to reach RTT-ELC targets.

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

The State has made progress in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that (please check all that apply):

- Includes information on valid and reliable tools for monitoring such programs
- Has trained monitors whose ratings have an acceptable level of inter-rater reliability
- Monitors and rates Early Learning and Development Programs with appropriate frequency
- 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)
- 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.

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 (STARS), is a voluntary system in Pennsylvania that was implemented in 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 STARS programs in rural areas and providing incentives and supports to those programs not participating in STARS.

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 Environment Rating Scales are assessment instruments designed to evaluate early childhood program process quality. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions (Frank Porter Graham Child Development Institute 2015). 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 percent across all tools exceeding the authors' expectation of 85 percent. For more information regarding the Environment Rating Scales, please visit <http://ers.fpg.unc.edu/>.

The designation worksheets are revised on an "as needed basis" dependent upon current STARS program policy. There were no program policy changes in 2016. A key focus of Pennsylvania's work in 2016 was the Keystone STARS Revisioning process.

At a STARS designation visit, if a program is working towards a STAR 1 or STAR 2 rating, only an on-site designation visit is required. If the program is working toward a STAR 3 or STAR 4 rating, an on-site designation visit and ERS Assessment are required to verify compliance with STARS Performance

Standards. For all STAR levels, a designation on-site visit is required every two years, a paperwork renewal designation is completed in between the two year on-site designations cycle.

If the program does not meet the STARS Performance Standards other than ERS, the Regional Key Representative will assist the facility in developing a STARS action plan. The STARS action plan timeframes and specific steps may be modified based on the needs of a specific facility and/or the RK. The RK representative will notify the ERS assessor of the program's status.

If the facility meets the STARS Performance Standards other than the required ERS score its STAR level, the RK representative alerts the ERS assessor of the completed designation visit. The ERS assessor and the program establish a time period for the ERS assessment. The ERS assessor then visits the facility, after which the assessor provides reports of the assessment to the RK. The RK shares the ERS reports with the program.

If the facility does not meet the STARS Performance Standard for the ERS, the facility writes and implements an ERS Improvement Plan before the RK and assessor schedule a second ERS assessment after 90 days. If not met, the facility will be dropped to the STAR level it is able to achieve. If the facility meets the STARS Performance Standards including the ERS, the facility will develop an ERS Improvement Plan for potential areas of growth.

Information relating to a program's STAR rating, contact information, and associated fees are available on the DHS COMPASS website ([www.findchildcare.pa.gov](http://www.findchildcare.pa.gov)).

**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 in your State TQRIS through the following policies and practices? (If yes, please check all that apply.)

- Program and provider training
- Program and provider technical assistance
- Financial rewards or incentives
- Higher, tiered child care subsidy reimbursement rates
- Increased compensation

Describe the progress made in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS 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.

In 2016, changes to current STARS policy and practice have not changed, as Year 3's main focus was STARS Revisioning for roll-out in 2017. STARS encourages and supports programs to develop and sustain higher levels of quality in order to strengthen outcomes for children and families and to improve school readiness. STARS providers have access to a wealth of program and provider trainings, technical assistance, financial grants and awards and higher tiered child care subsidy reimbursement rates. Providing financial awards to facilities serving children who are vulnerable and at risk is one strategy implemented by OCDEL to promote continuous quality improvement.

In Pennsylvania, professional development is accessible through a variety of formats, locations, times, and accommodates the learning needs of the workforce, including individual learning abilities, technology usage, and geography. It aligns with standards and evidence-based practice, supports the application of theory and professional philosophy to practice, and promotes lifelong learning.

The PA Keys to Professional Development System is a comprehensive statewide framework for professionals serving children and families in all early childhood and school-age settings, including:

- Child care
- Early Head Start
- Head Start
- Early Intervention
- Public school
- Private academic school
- School-age

The Regional Keys are responsible for local planning, coordinating, and implementing regional professional development activities. The system's philosophy emphasizes local professional development plans, formation of local cadres of experienced instructors and professional development organizations, and collaborative decision-making with local partners, including higher education institutions.

STARS providers at the STAR 2 level or above and which serve at least 10 percent at-risk children at their facilities may be eligible for the STARS Merit and Education & Retention Award (MERA). At risk is defined in STARS as receiving subsidy or eligible for Early Intervention. MERA includes expenses relating to equipment and supplies/materials, professional development, accreditation costs, staff bonuses, salaries, compensation, and other expenses. The award includes staff-specific awards to retain highly-qualified directors and teaching staff.

As part of OCDEL's commitment to continuous quality improvement in early learning, child care programs participating in STARS at the STAR 2 level or above will receive a subsidy add-on for every child they serve who is enrolled in Pennsylvania's Child Care Works. This subsidy add-on, or "tiered reimbursement", increases with each STAR level. The add-on is automatically applied to the daily subsidized child care rate for the program by the Child Care Information Services (CCIS) regional office.

A priority of the RTT-ELC grant is to increase the number of licensed child care providers in rural counties with targeted recruitment strategies. STARS serves children in quality early learning programs in all 67 counties of Pennsylvania. OCDEL's Reach and Risk Report ([www.ocdelresearch.org](http://www.ocdelresearch.org)) identified 33 counties with low numbers of regulated or licensed child care and, among those providers, limited participation in STARS. The data indicate 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.

In order to promote recruitment for high-quality programs in these areas, the RTT-ELC coordinators continuously complete localized community outreach and provide information about opportunities to promote their registration or licensing as a child care provider and supports to move up in quality.

RTT-ELC funds are used to support the recruitment of interested providers by committing additional staff supports and Special Initiative Grants of up to \$2,000 for new childcare programs in targeted Rural Recruitment counties.

STARS participating providers have access to a variety of Technical Assistance (TA), regardless of the STAR level rating. TA is relationship-based professional development that uses tools, experience, and methods to empower the early learning and school age field to achieve positive results for children and families. TA supports the reflective processes that professionals need to translate the theories and information learned through education and/or training into best practices. Mentoring, coaching, consultation, professional development advising, and peer-to-peer TA are strategies that may be discrete processes or used as part of education and/or training programs. The intended outcome of TA is to enhance local capacity for achieving and sustaining quality services.

Examples of TA services available to STARS providers include:

- Keystone STARS Technical Assistance;
- Early Childhood Mental Health Consultation;
- Early Intervention Technical Assistance;
- Infant/Toddler Technical Assistance;
- School-Age Technical Assistance;
- Rising STARS Peer Mentoring; and
- Start Up Technical Assistance Peer Mentoring.

**Performance Measures (B)(4)(c)(1)**

In the table below, 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.

<b>Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.</b>					
<b>Targets</b>					
	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Total number of programs enrolled in the TQRIS</b>	3,985	8,575	10,115	16,901	24,690
<b>Number of programs in Tier 1</b>	1,717	5,465	5,500	11,212	16,443
<b>Number of programs in Tier 2</b>	1,077	1,703	2,777	3,569	5,785
<b>Number of programs in Tier 3</b>	570	693	863	979	923
<b>Number of programs in Tier 4</b>	621	714	975	1,141	1,539
<b>Number of programs in Tier 5</b>					
<b>Number of programs enrolled but not yet rated</b>					

<b>Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.</b>					
<b>Actuals</b>					
	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Total number of programs enrolled in the TQRIS</b>	3,985	3,893	3,813	3,692	
<b>Number of programs in Tier 1</b>	1,717	1,509	1,415	1,278	
<b>Number of programs in Tier 2</b>	1,077	1,163	1,145	1,080	
<b>Number of programs in Tier 3</b>	570	579	613	629	
<b>Number of programs in Tier 4</b>	621	642	640	705	
<b>Number of programs in Tier 5</b>					
<b>Number of programs enrolled but not yet rated</b>					

**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 ELDPs 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 two of the grant, Pennsylvania completed a research based inquiry of Keystone STARS, the commonwealth's quality rating and improvement system. The Keystone STARS inquiry completion was delayed 6 months, impacting decisions around streamlining and reducing burden in the system. While recruitment activities for child care providers continued to occur into the existing system, major changes to the STARS standards and recruitment of new provider types into the system did not occur. The inquiry results were finalized in November 2015 and are being used to guide changes to Keystone STARS for the second half of year three.

In 2016, Pennsylvania Launched the Keystone STARS Revisioning process. A goal of the Keystone STARS Revisioning process is that the revised performance indicators launching in year four of the RTT-ELC grant engages additional providers from all types of Early Learning and Development programs to reach RTT-ELC targets.

**Performance Measure (B)(4)(c)(2) Definition of Highest Tiers**

For purposes of Performance Measure (B)(4)(c)(2), how is the State defining its "highest tiers"?

The highest tiers are the top two tiers of the QRIS system, STARS 3 and 4.

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

In the table below, 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.

<b>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.</b>										
<b>Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS</b>										
Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	4,863	44%	5,524	50%	8,286	75%	11,049	100%	11,049	100%
Early Head Start and Head Start <sup>1</sup>	1,245	0.4%	6,523	21%	13,047	42%	17,397	56%	20,503	66%
Programs funded by IDEA, Part C	1,957	5%								
Programs funded by IDEA, Part B, section 619	3,790	7%	3,790	7.2%	52,752	100%	52,752	100%	52,752	100%
Programs funded under Title I of ESEA	0	0%	0	0%	409	8%	818	16%	1,278	25%
Programs receiving CCDF funds	14,019	21%	14,019	21%	23,857	35%	34,081	50%	68,163	100%
Other 1	32,139	31%	103,746	100%	103,746	100%	103,746	100%	103,746	100%
<i>Describe:</i>	Keystone STARS (CCDF-Funded Program)									
Other 2	0	0%								
<i>Describe:</i>	Healthy Families America									

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measure (B)(4)(c)(2) - Additional Other rows**

**Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS**

Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
Other 3	0	0%								
<i>Describe:</i>	Nurse-Family Partnership									
Other 4	0	0%								
<i>Describe:</i>	Parent-Child Home Program									
Other 5	0	0%								
<i>Describe:</i>	Private Academic Licensed Nursery Schools									
Other 6	0	0%								
<i>Describe:</i>	Parents as Teachers									
Other 7										
<i>Describe:</i>										
Other 8										
<i>Describe:</i>										
Other 9										
<i>Describe:</i>										
Other 10										
<i>Describe:</i>										

**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.**

In most States, the **Number of Children with High Needs served by programs in the State** for the current reporting year will correspond to the **Total** reported in Table (A)(1)-3a. If not, please explain the reason in the data notes.

**Actuals: Number and percent of Children with High Needs in programs in top tiers of the TQRIS**

Type of Early Learning and Development Programs in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# 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	#	%	# 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%	12,749	5,222	41%	12,891	6,478	50.3%	17,958	9,963	55.5%			
<i>Specify:</i>	Pennsylvania Pre-K Counts														
Early Head Start and Head Start <sup>1</sup>	31,066	1,245	0.4%	34,632	5,894	17%	35,592	8,296	23.3%	35,585	9,224	25.9%			
Programs funded by IDEA, Part C	37,058	1,957	5%	36,617	2,289	6.3%	37,311	2,080	5.6%	38,758	2,345	6.1%			
Programs funded by IDEA, Part B, section 619	52,752	3,790	7%	44,977	3,540	7.9%	45,576	3,106	6.8%	46,559	2,604	5.6%			
Programs funded under Title I of ESEA	5,113	0	0%	7,260	0	0%	4,502	0	0%	4,678	0	0%			
Programs receiving CCDF funds	68,163	14,019	21%	72,916	15,719	22%	63,217	13,538	21%	65,368	19,014	29.1%			
Other 1	103,746	32,139	31%	103,643	33,447	32.3%	96,880	35,010	33.5%	87,808	35,709	40.7%			
<i>Describe:</i>	Keystone STARS (CCDF-Funded Program)														
Other 2	145	0	0%	185	0	0%	282	0	0%	259	0	0%			
<i>Describe:</i>	Healthy Families America														

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measure (B)(4)(c)(2) - Additional Other rows**

**Actuals: Number and percent of Children with High Needs in programs in top tiers of the TQRIS**

Type of Early Learning and Development Programs in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# 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	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
Other 3	5,002	0	0%	5,060	0	0%	8,491	0	0%	8,281	0	0%			
<i>Describe:</i>	Nurse-Family Partnership														
Other 4	194	0	0%	148	0	0%	212	0	0%	197	0	0%			
<i>Describe:</i>	Parent-Child Home Program														
Other 5	21,602	0	0%	19,715	0	0%	19,560	0	0%	18,392	0	0%			
<i>Describe:</i>	Private Academic Licensed Nursery Schools														
Other 6	3,028	0	0%	2,739	0	0%	1,453	0	0%	8,139	0	0%			
<i>Describe:</i>	Parents as Teachers														
Other 7															
<i>Describe:</i>															
Other 8															
<i>Describe:</i>															
Other 9															
<i>Describe:</i>															
Other 10															
<i>Describe:</i>															

### **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.

Early Head Start and Head Start includes the following: State and Federal funding, Head Start, Early Head Start and Migrant Seasonal center-based only.

Early Learning and Development Programs funded by IDEA, Part C are primarily home based programs.

Early Learning and Development Programs funded by IDEA, Part B, Section 619 child enrollments are actual numbers; however, enrollment in top tier QRIS sites are based on estimates and will be duplicated. Part of the work of the application will be to better track preschool enrollments for children receiving Part B services.

Programs receiving from CCDF funds: Child Care Works; Child Care Works baseline data is actual, based on June 30, 2013 enrollments within the PELICAN Child Care Works data warehouse for infant through 5 year olds.

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.

### **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 targets by the end of the grant period.

Previously, in year two of the grant, Pennsylvania completed a research based inquiry of Keystone STARS, the commonwealth's quality rating and improvement system. The Keystone STARS inquiry completion was delayed 6 months, impacting decisions around streamlining and reducing burden in the system. While recruitment activities for child care providers continued to occur into the existing system, major changes to the STARS standards and recruitment of new provider types into the system did not occur. The inquiry results were finalized in November 2015 and are being used to guide changes to Keystone STARS for the second half of year three.

In 2016, Pennsylvania launched the Keystone STARS Revisioning process. A goal of the process is that the revised performance indicators launching in year four of the RTT-ELC grant engages additional providers from all types of Early Care and Education programs to reach the targeted goals.

### **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.

In November 2015, the William Penn Foundation in conjunction with UPenn released, "An Inquiry into Pennsylvania's Keystone STARS." The inquiry recommends making distinctions amount current Keystone STARS performance standards to streamline system requirements focused on child outcomes. The inquiry also recommends streamlining the Keystone STARS performance standards to the "few and powerful" and as steps of quality, refraining from categorizing as levels of quality. The final recommendation is to create a logic model to guide revisions to Keystone STARS.

The inquiry recommends making distinctions among current Keystone STARS performance standards to streamline system requirements focused on child outcomes. The creation of three program tracks of evidence-based standards, individual improvement activities and lastly, monitoring and reporting, represents a possible manner of streamlining the performance standards to account for the

recommended distinctions of performance standards to child outcomes. Evidence-based standards represent measurable, mutable and directly linked quality components to child outcomes. Individual improvement activities represent flexibility to achieve meaningful and sustainable quality. Monitoring and reporting represent state priorities and system maintenance for sustainability. The full report is available on the University of Pennsylvania's Consortium for Policy Research in Education website at [www.cpre.org](http://www.cpre.org).

Utilizing "An Inquiry into Pennsylvania's Keystone STARS," Pennsylvania launched the Keystone STARS Revisioning process in February 2016 so that more providers will participate and provide higher quality services to more young children.

Our charge is to think about the system of early learning in Pennsylvania as a whole, inclusive of its diverse early learning programs and address the question, "what is possible, for children, families, and providers?"

Please see "*Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application)*" for more information regarding Pennsylvania's Revisioning timeline and process.

Pennsylvania will validate the effectiveness of Pennsylvania's TQRIS once the recommended changes have been reviewed and finalized by various stakeholder committees such as the STARS Think Tank team, Early Learning Council, State Interagency Coordinating Council and other early learning stakeholders. The revisions to the performance standards are embedded as a hold harmless year to the provider community in program year 2017/2018.

## Focused Investment Areas -- Sections (C), (D), and (E)

Select the Focused Investment Areas addressed in your RTT-ELC State Plan:

- (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.

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

## Promoting Early Learning Outcomes

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

The State has made progress in ensuring that its Early Learning and Development Standards (check all that apply):

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

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 grade 2 continuum to promote readiness and early school success and are aligned with standards that span to the 12<sup>th</sup>-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 3 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 and Pre-Kindergarten Learning Standards for Early Childhood were revised in 2014.

#### Kindergarten, Grade 1 and Grade 2 Learning Standards for Early Childhood

Revisions to the Kindergarten, Grades 1 and 2 standards were made in the fall of 2014, by convening diverse stakeholder groups using Race to the Top-Early Learning Challenge funding. The Science, Social Studies, Language and Literacy, and Math content areas were also refined. The Pennsylvania Department of Education content leads in Science, Social Studies and Mathematics helped to facilitate this work. Approximately 35 professionals (teachers, curriculum coaches, higher education) participated in the refinements to these content areas.

The Kindergarten through Grade 2 Early Learning Partnership Standards workgroup was comprised of family leaders (including members of the State Parent Advisory Council for Title 1), OCDEL staff and educational consultants from the Pennsylvania Training and Technical Assistance Network (PaTTAN). An initiative of the Bureau of Special Education (BSE) in the Department of Education (PDE), PaTTAN works in partnership with families and local education agencies to support programs and services to improve student learning and achievement. The workgroup drafted the new Partnerships Standards and they were completed in the summer of 2015.

The Office of Child Development and Early Learning (OCDEL) reviewed the Kindergarten, Grades 1 and 2 standards refinements during the months of June, July, and August. Public comment on the Kindergarten, Grades 1 and 2 standards was open for 15 calendar days and messaging on public comment was sent through a PENN\*LINK to all school district superintendents and principals as well as through the PA Promise Early Education News (PAEEN). (PENN\*LINK manages the delivery of e-mail among PDE, and local education agencies (LEAs): school districts, charter schools, intermediate units, and vocational technical schools/career and technology centers.

The Department of General Services (DGS) completed the design work of the Kindergarten, Grades 1 and 2 standards in March of 2016. Procurement of print occurred during April 2016 and included 7,500 copies of Infant/Toddler PA Learning Standards for Early Childhood; 7,500 copies of Pre-K PA Learning Standards for Early Childhood; 15,000 copies of Kindergarten Learning Standards for Early Childhood; 15,000 copies of Grade 1 Learning Standards for Early Childhood; 15,000 copies of Grade 2 Learning Standards for Early Childhood; 25,000 copies of Learning Standards Continuum. This printing also included the bundling of 2,000 P-3 sets of Continuum, Infant/Toddler, Pre-Kindergarten, Kindergarten, Grade 1 and Grade 2 Learning Standards for Early Childhood; and 2,000 Early Learning Sets of Continuum, Infant/Toddler, Pre-Kindergarten, and Kindergarten Learning Standards for Early Childhood.

CENVEO, the contract awardee, printed the Learning Standards for Early Childhood in July 2016. As part of procurement, CENVEO disseminated 4,579 P-3 sets (Continuum, Infant/Toddler, Pre-Kindergarten, Kindergarten, Grade 1, and Grade 2 Learning Standards for Early Childhood) free of charge to all elementary schools, private academic, and school age child care programs within the commonwealth.

The remaining printed standards documents as well as inventory once housed with Department of General Services (DGS) Publications was moved to the DGS warehouse in Harrisburg for permanent storage. The on-line platform for purchase and fulfillment was updated to reflect current stock and is still maintained by Pennsylvania Historic Museum Commission (PHMC).

Highlights of the 2016 Kindergarten, Grade 1 and 2 revisions include:

- Incorporation of the Pennsylvania Core Standards in English Language Arts and Mathematics
- 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*™
- Addition of Science, Technology, Engineering and Math (STEM) supportive practices (strategies used by adults to foster opportunities for student skill development)
- Updated 21<sup>st</sup> century skills in the key learning areas of approaches to learning through play and social and emotional Development

### **Student Interpersonal Skills**

Pennsylvania was awarded a Collaborative for Academic, Social and Emotional Learning (CASEL) Grant in August 2016. This grant affords Pennsylvania the opportunity to move forward with the finalization of the SIH work for eventual release to all schools across the commonwealth in 2017.

### **Pennsylvania Approved Curriculum**

All state-funded programs are required to use of an approved curriculum. If a state-funded program uses a home-grown curriculum, an alignment of the curriculum must be sent to OCDEL. A 75 percent threshold must be met for approval. Program alignment documents have been received, reviewed and approved, and this process is on-going throughout the program year.

### **Professional Development**

The asynchronous course Linking Standards, Curriculum Framework and Instruction was completed. The course consists of three one - hour lessons and is available on the Pennsylvania professional development registry. Six hundred ninety-two early learning professionals completed this course in the first three quarters of this year. A second standards-based course was completed during this grant year. 21<sup>st</sup> Century Skills is comprised of two one - hour lessons. The first lesson focuses on social and emotional development and the second lesson focuses on approaches to learning through play. It is now available on the Pennsylvania professional development registry. Science Technology Engineering and Math (STEM) is the last standards-based course currently in development.

### **Partnerships for Learning**

OCDEL has provided targeted professional development on the Partnerships for Learning Standards to a variety of stakeholders including breakout sessions at all four Governor Institutes in the summer of 2016, the National Family and Community Engagement Conference (as part of a state panel); the OCDEL Family Engagement Conference held in October 2016. Community Innovation Zones continue to utilize the Partnership for Learning Standards as a framework for their family engagement work. In the next year, OCDEL will provide monthly webinars designed for Community Innovation Zone teams and Governor's Institute teams that will focus on the Partnerships for Learning Standards.

### **Comprehensive Assessment Systems**

Pennsylvania is committed to providing reliable and consistent information for decision-making at all levels (classroom, program, community, and 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 is committed to enhancing a comprehensive assessment system maintaining and tracking 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 3. Currently, child outcomes are integrated into Pennsylvania's unified early childhood data system through the Early Learning Network (ELN) with the purpose of:

- Providing reliable and comparable data for the purposes of decision-making at multiple tiers (families, teachers and caregivers, program administration and policymakers);
- Allowing flexibility in choice of assessment measures so that the unique needs of users and consumers can be met;
- Collecting outcomes that are standards-based; and
- 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 enhancement to its Comprehensive Assessment System:

- Improving data quality through fine-tuning and review of the current Early Learning Outcomes Reporting (ELOR) strategy.

A research council consisting of Pennsylvania renowned scholars with expertise in child development, assessment and outcomes reporting was established for the purpose of further unpacking Pennsylvania's view on outcomes reporting and improving the Early Learning Outcomes Reporting (ELOR) strategy.

On February 2, 2016, OCDEL convened the first Research Council meeting. The Research Council was tasked with the following:

- Generate key research questions to guide the use of any collected outcomes; and
- Provide recommendations on outcomes reporting strategies.

A whitepaper is anticipated at the beginning of 2017. Plans for outcomes reporting have been on hold and decisions for FY 17-18 are pending.

### **Early Intervention**

One of the outcomes of the collaborative work of PA's RTT-ELC team is greater alignment of initiatives among OCDEL bureaus. An example of this is a memorandum sent to all Infant/Toddler and Preschool Early Intervention leaders in March 2015 from the EI bureau director. The memorandum stated that by July 2015 all Early Intervention programs:

- Will align to the 2014 Learning Standards for Early Childhood;
- Ensure that Early Intervention personnel are knowledgeable about the 2014 Learning Standards for Early Childhood;
- Ensure that curricula and assessments align with the 2014 Learning Standards for Early Childhood; and
- Incorporate the 2014 Learning Standards for Early Childhood into locally developed quality enhancement plans (QEP).

To support Early Intervention programs understanding of the 2014 Learning Standards for Early Childhood, a three-hour training session on standards and implementation was developed. The Bureau of Early Intervention Services and the Bureau of Early Learning Services along with other key stakeholders met from January 2015 through April 2015 to develop the training session. Team participation was required to register for the training. Teams could consist of: coordinator/preschool supervisor, occupational therapist, physical therapist, speech and language therapist, service coordinator, special instructor/teacher, representative of contracted providers, and a family member. The training was offered in five locations across the state, with both morning and afternoon sessions available. A total of 678 participants attended.

Teams were to identify and promote: strategies for linking evaluation findings, plan goals and intervention practices to the 2014 Learning Standards for Early Childhood; articulate what the standards are and why they matter to families; explicitly use the standards when collaborating with team members and early childhood educators; network with fellow Early Intervention and early childhood leaders related to standards; and develop an action plan on the 2014 Learning Standards for Early Childhood implementation. Currently, more than 40 programs have submitted an action plan to the Bureau of Early Intervention Services.

Following statewide training on the Early Learning Standards, support transitioned to local individualized support for action plans. In 2015-16, local EI programs continued to find ways to embed the learning standards into programming. Many preschool EI programs (Section 619 Preschool Special Education) intentionally linked standards to IEP goals. To help infant toddler EI programs use the Early Learning Standards, EITA created a document that linked standards to the evidence based coaching model used in the home visiting model of EI.

OCDEL alignment in 2015-16 included a closer alignment of OCDEL-funded professional development programs. The PA Key and EITA are working jointly to develop a common approach to coaching as a statewide professional development approach. Additional examples of aligning Bureau work within OCDEL include the development of OCDEL-wide policies on inclusion and suspension and expulsion.

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

The Office of Child Development and Early Learning (OCDEL) held four regional P-3 Governor's Institutes; *P-3 Collaboration: Working Together for Student Success* during the summer months of 2016. These Institutes were held in four locations across the commonwealth:

- June 21-23 in Pocono Manor (Northeast)
- June 27-29 in Erie (Northwest)
- July 18-20 in Philadelphia (Southeast)
- August 1-3 in Pittsburgh (Southwest)

The Institutes focused on P-3 alignment strategies, building collaborative partnerships, Administrator and Teacher Effectiveness, P-3 Instructional Tools, strategies in systems change, instituting improvements in data-driven decision-making and Family Engagement. Each of the 86 participating teams consisted of up to 8 members; and was comprised of at minimum: a birth-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.). In 2016, the institutes increased in the total number of teams from 62 in 2015 to 86 in 2016. The goals of the Institute did not shift from previous years and continued to focus on strengthening partnerships between community and school district early childhood programs, building collaboration between community and school district early childhood programs within the community, applying a P-3 Framework to early childhood settings, and engaging in continuous improvement via implementation and sharing of strategies and programs that will enhance student achievement.

Lessons learned from the 2015 Pennsylvania P-3 Governor's Institute informed the planning and implementation of the 2016 events. Nancy Aronson Consulting, was requested to return to lead the three-day institute. The overarching questions for team planning included:

- What about being connected to P-3 gives you the greatest satisfaction?
- What is at the core of why you do this work?
- What's happening in the larger environment that makes this work so important now?
- What do you hope our team accomplishes?
- What would success look like?
- Thinking back on the most effective team you were on, what made it so effective? What brings out the best in you as a team member?

Day two centered around leading change, discovering and reflecting on how they can be a leader in P-3 as an individual as well as a member of their team. In an effort to help teams begin to focus their P-3 goals, participants attended breakout sessions focused on the eight buckets on Kristie Kauerz's Framework. Day three of the institute motivated teams to create their preferred future for their P-3 work and create bold statements of strategic intent. Teams were given time to develop their P-3 goals and action plan in moving forward after the institute. Teams planned their next meeting and decided on roles and responsibilities. The institute ended with teams sharing their plans with the group.

A common concern from participants who had attended Governor's Institutes in previous years was the lack of funding at the local level. The funding deficient has hindered implementation of new P-3

strategies learned at the institutes. In an effort to assist teams in overcoming this financial barrier, the decision was made to give all teams that have attended a Governor's Institute in 2014, 2015, or 2016, and completed and submitted a team action plan, the opportunity to apply for a \$4000 stipend. The purpose of the stipend is to financially assist teams in exploring one or more systems change strategies (e.g. learning journeys, immersion experiences, multi-stakeholder meetings) and/or strategies detailed within the Framework for Planning, Implementing, and Evaluating PreK- 3rd Grade Approaches. OCDEL received and approved 67 stipends to teams that want to explore, develop, modify or implement strategies and practices that support and improve the early care and education of children, prenatal through grade 3. Applicants were asked to demonstrate how the project supports local P-3 initiatives and how the strategies proposed would advance the work of the teams P-3 agenda. Applicants were encouraged to build on existing related efforts to identify potential partners and to reach out to organizations in advance of submissions so proposed collaborations are well-defined ready to engage.

The final outcomes of each awarded grant are due to OCDEL in June 2017.

Examples of team goals identified in proposals include:

- Increase the awareness of pre-k and k-2 curriculum components as a way to provide a continuum of learning regardless of pre-k provider,
- Provide pre-k parents with increased opportunities to visit their neighborhood school and learn about early literacy best practices,
- Allow opportunities for all kindergarten and pre-k teachers time to observe their classrooms and discuss coordination of their curriculum.

One school district principal stated that:

*"The P-3 grant supported the development of a Pre-k provider network and strengthened collaboration among multiple early childhood stakeholders to offer enhanced opportunities for early childhood students in our community including a family reading night and provider open house.*

The P-3 Governor's Institutes provide on-going collaborative opportunities throughout the Commonwealth, as well as assist in bringing teams of leaders together from prenatal-5 and K-3 organizations. Effective prenatal-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 is addressed with teams that attend the Institutes.

Pennsylvania continues 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 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.

Feedback received from the 2016 Governor's Institute included:

- “The activities for future planning helped our group tremendously. It was a unique way of presenting. Different from any experience that I have had before. We are ready to present to our faculty at the start of the school year.”
- “As a parent, and not an education professional, I was honored to be included in the Governors Institute.”
- “The Governor's Institute gave me the opportunity to come together with my colleagues to develop a common vision for our P-3 students. As the teacher of the IU Early Intervention class in a school district building, in the past I did not feel like I was a part of the daily school routine. I'm glad that I decided to attend.”
- “Our whole team is in awe at what we accomplished and what we learned over the past three days. It was well done and we feel prepared to finish our project now on our own. Thank you.”
- “I absolutely loved the institute and cannot wait to start our plan when we get back home! Thank you so much!”

A critical voice in support of the P-3 alignment work is Dr. David Volkman, Executive Deputy Secretary of Education. Dr. Volkman realizes the importance of high quality early childhood experiences and has carried the messaging that achievement gaps can be seen as early as eight months of age to other stakeholders in elementary and secondary education. A specific example of Dr. Volkman's work has been with the Pennsylvania Inspired Leadership (PIL) program. PIL is a statewide, standards-based continuing professional education program for school and system leaders and is focused on developing the capacity of leaders to improve student achievement.

OCDEL, in collaboration with PDE, created the Early Childhood Executive Leadership Institute (ECELI) which is one of the elective courses in PIL. Upon review of the course after several cohorts participated, it was determined that changes needed to be made. Processes were put into place to expand the application process, update the content to reflect current research on curriculum and best practice, and to incorporate a greater P-3 alignment focus. Prior to the revisions, the courses focused solely on pre-kindergarten topics and transition while failing to connect the entire P-3 continuum. Also, the ECELI course is a requirement of the Community Innovation Zone (CIZ) grantees; and as such needed to be both accessible and P-3 content driven. OCDEL reached out to Dr. Volkman to collaborate on the changes to ECELI. Through these meetings, OCDEL learned about moving to the blended course model and decided to adopt the same format to ECELI.

In 2016, the newly revised ECELI course which included rebranding it to: *P-3: Comprehensive Prenatal through Grade 3 Alignment for Student Success*. Two pilots were offered to 0-5 and K-3 administrators across the state, including the CIZ grantees, beginning in September 2016. Feedback from the 50 participants is being collected and revisions will be made with full implementation to occur in the spring 2017. Additionally, OCDEL will continue to partner with higher education and look for

additional opportunities to strengthen the P-3 connections at both the state and local levels.

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

The State has made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to (check all that apply):

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

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.

### **Background**

Pennsylvania is committed to providing reliable and consistent information for decision-making at all levels (classroom, program, community, and 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 is committed to enhancing a comprehensive assessment system maintaining and tracking 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:

- Providing reliable and comparable data for the purposes of decision-making at multiple tiers (families, teachers and caregivers, program administration and policymakers);
- Allowing flexibility in choice of assessment measures so that the unique needs of users and consumers can be met;
- Collecting outcomes that are standards-based; and
- 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 enhancement to its Comprehensive Assessment System: "Improving data quality through fine-tuning and review of the current Early Learning Outcomes Reporting (ELOR) strategy."

### **Resource and Referral**

Pennsylvania has had a strong foundation in resource and referral systems to date. OCDEL's resource and referral service for Early Intervention, CONNECT, is designed to link families with Early Intervention and special education services.

In 2014, OCDEL contracted an analysis of CONNECT and a report of findings was reviewed in January 2015. The report indicated:

- Pennsylvania lacks a single point of information (on-line or via phone) for OCDEL programs. In order to access services, parents and caregivers must know the name of the service they need

in order to search for service providers.

- OCDEL has not launched a comprehensive statewide marketing campaign for the above mentioned programs in the past five years. Previous statewide efforts including radio and television public service announcements targeting Pre-K Counts, Keystone STARS and Early Intervention.
- When seeking services for children, parents and caregivers frequently encounter difficulty obtaining program information. They find information on programs is scattered across numerous websites, both national and state, and that no single call-in center can provide them with information related to all available programs.

The report recommended:

- OCDEL develop a comprehensive helpline and website for OCDEL programs. This site will support and supplement the CONNECT Helpline. Ideally, users will be able to apply for services via this website.
- Ensure CONNECT Helpline information is prominently displayed on all related web pages/sites.
- Provide additional training to CONNECT Helpline operators to ensure comprehensive understanding of all OCDEL programs.
- Ensure all connecting links on websites and web pages are correct and working.

A steering committee was formed to consider the recommendations and begin the process of developing a web-based presence for CONNECT. In a fortuitous, albeit challenging, confluence of events, the RTT-ELC funding of CONNECT expansion and the Child Care Development Block Grant (CCDBG) reauthorization requirement to provide a consumer friendly website, it behooved OCDEL to combine the requirements of these two initiatives. The website is currently under development to meet requirements of both grants by linking consumers to the required elements. It is not designed as a website that will house data elements or provide consumers with the ability to apply for benefits and/or programming; rather, it will link to websites which have that capacity.

In March 2016, ThoughtForm, a communications consultancy and design firm located in Pittsburgh, interviewed eight families at the Early Learning Hub in Homewood, Pittsburgh followed by interviews of five service providers in Harrisburg who attended a meeting of the Pennsylvania State Interagency Coordinating Council (SICC). In addition, ThoughtForm emailed a survey to 82 providers across the state of Pennsylvania. A content audit was conducted on approximately 200 website links provided by OCDEL. PA's Promise for Children website rated as one of four high quality links, as well as a site recommended to families by service providers.

In April 2016, a decision was made by OCDEL administration to expand and redesign PA's Promise for Children website to include CONNECT information, with greater clarity of resources for families and providers. In June 2016, a review of the initial wireframe for the landing page was conducted. Thoughtform provided high-resolution mockups of the core website for review and completed final mock ups. CONNECT Helpline information is prominently displayed on all related web pages/sites.

In August 2016, a webinar and online survey for families and providers was conducted by the PA Key. Feedback indicated a desire to see actual photographs of families, not illustrations, on the website. In August, final obligations were fulfilled by ThoughtForm, and Pennsylvania began building the new website.

In October, professional family photo sessions were conducted capturing pictures of real Pennsylvania families for website use. The website re-design will be completed in the spring of 2017.

**Fine tuning and review of current Early Learning Outcomes Reporting (ELOR) strategy**

In 2012, Pennsylvania shifted from one state-selected assessment tool to allowing a program to choose from a list of approved, valid and reliable, comprehensive assessment tools 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 best meeting 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 inform instruction and program improvements. Pennsylvania's approach to assessment selections is rooted in the belief that local programs have unique needs based on the diverse groups of children and families they serve, the professionals they employ, and 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 the 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. The ELN combines structural information about the programs, including the quality and experience of staff, with information on the development of children over time. The 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. The ELN receives program, staff and child information from the state funded preschool program, Pre-K Counts, Early Intervention and the 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.

ELOR links Pennsylvania's Learning Standards for Early Childhood with assessment and instruction for children birth through transition to Kindergarten. Child outcomes reported to the state consist of outcomes that align to specific Pennsylvania learning standards. The specific standards chosen within the outcomes framework represent those standards which most directly predict later school success. Within the framework of outcomes reporting, early learning programs select an OCDEL-approved vendor assessment instrument. Outcomes from the selected tool are translated into age-specific ELOR frameworks within Pennsylvania's Enterprise to Link Information for Children across Networks (PELICAN) system.

In spring 2015, OCDEL released its annual Request for Interest (RFI) to engage assessment companies in the alignment process. Based on recommendations from an externally commissioned review of the alignment process, the rules for alignment were enhanced for the 2015 RFI process to ensure reliable and comparable data would be collected across the multiple assessment tools. This year's more rigorous alignment did not yield any assessment tool which aligns with any of the Pennsylvania frameworks to the extent that would ensure consistent outcomes are being collected across various tools.

Staff have continued to question the complexity of the outcomes reporting process, the reliability of the outcomes reported, and the integrity of information that could be provided back to providers and policy makers for decision-making purposes. Challenges with outcomes collection occur with the transfer of outcomes from the online assessment tool to the state ELN system. Providers are responsible for entering child-specific outcome identification numbers generated by the ELN system into the assessment company's online tool. This number becomes the link between the two systems. Data entry mistakes related to this unique ID account for the loss of significant numbers of outcomes that do not transfer to the ELN system. When outcomes are not transferred to the ELN system, extensive time from both program and research staff is required for follow-up.

When the transfer of outcomes does occur as it should, there are still questions regarding the

reliability of the outcomes being collected. The current process that translates assessment company information into outcomes within the ELN frameworks is psychometrically complex and has been completed by each assessment company. As a result of this complexity and differences between tools, OCDEL staff cannot ensure the outcomes received provide an accurate account of how children are doing in the defined indicators and domains. This has resulted in a reluctance to provide outcomes information back to programs or the general public.

OCDEL staff has engaged with stakeholders to understand the challenges with outcomes reporting in general, and specifically with the outcomes reporting strategy. Program specialists and providers have indicated that they have a limited understanding of the outcomes reporting process, and although they desire usable information for decision-making, do not feel that the current strategy has been effective. Voiced concerns relate to duplicative data entries (into assessment tool, and into ELN), providing reliable and up-to-date information based on time and staffing constraints, and being provided with actionable information particularly from ELN.

A research council consisting of Pennsylvania scholars with expertise in child development, assessment and outcomes reporting was established for the purpose of further unpacking Pennsylvania's view on outcomes reporting and improving the Early Learning Outcomes Reporting (ELOR) strategy.

On February 2, 2016 OCDEL convened the first Research Council meeting. The Research Council was tasked with the following:

- 1) Generate key research questions to guide the use of any collected outcomes; and
- 2) Provide recommendations on outcomes reporting strategies.

A report is anticipated at the beginning of 2017. Plans for outcomes reporting have been on hold and decisions for FY 17-18 are pending.

### **Resources and professional development**

OCDEL has focused making professional development accessible and affordable to all Pennsylvania's providers. This involved the creation of new resources for professionals: *Guiding Principles on Early Childhood Assessment for Practitioners and Educators: Birth to Age 8*, which includes informational sheets on the basics of assessment. This has become the framework for development of asynchronous assessment modules and will have a significant impact on visualizing the Early Learning Outcomes Reporting (ELOR) process moving forward. These resources have been approved and are available to the public, free of charge, by visiting the Pennsylvania Key or the Pennsylvania Department of Education websites.

OCDEL has been working with CypherWorx to develop the Assessment Basics course. This course consists of four one-hour lessons and will help practitioners gain knowledge about the types of assessments and uses. Practitioners will learn to observe, document and interpret data with the goal of making sure children receive appropriate experiences to support growth and learning. In addition, the course provides guidance on how to use child assessment outcomes to guide instruction and engage families. This course is in the final phases and will be added to the PA Key PD Registry.

An Assessment Basics course for administrators is currently in development. This course is designed to empower administrators in facilitating effective staff participation in a comprehensive assessment approach to meet the needs of young children. In addition, administrators will help to enhance and promote staff skills in using assessment data to make decisions about curriculum design, teaching strategies and engaging families and communities.

## **Enhancing Early Learning Data Systems**

Pennsylvania's early learning data systems have been tracking and analyzing vital information for years, but the next steps in making systems more robust will focus on ensuring that this data is more easily connected to outcomes, students and providers as discussed further in Section E2. Activities included:

- Assigning Secure IDs to all children enrolled in state-funded programs
- Developing provider self-service modules for Keystone STARS, Pennsylvania Pre-K
- Counts and Head Start Supplemental Assistance Program
- Developing data upload functionality to eliminate duplicative data entry (in progress)

**Health Promotion (Section C(3) of Application)**

The State has made progress in (check all that apply):

- Establishing a progression of standards for ensuring children's health and safety;
- Ensuring that health and behavioral screening and follow-up occur; and
- Promoting children's physical, social, and emotional development across the levels of your TQRIS Program Standards;
- Increasing the number of Early Childhood Educators who are trained and supported in meeting the health standards;
- Promoting healthy eating habits, improving nutrition, expanding physical activity; and
- Leveraging existing resources to meet ambitious yet achievable annual targets.

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.

***PENNSYLVANIA DID NOT ADDRESS FOCUS AREAS C(3) IN THEIR  
RTT-ELC APPLICATION -  
PAGES 60 of 132 AND 61 of 132 HAVE BEEN DELETED -***

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

The State has made progress in (check all that apply):

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

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.

The Pennsylvania RTT-ELC family engagement strategy focuses on:

### Family engagement tools and supports

- Strengthening the family engagement components of the Early Learning Partnership Standards and TQRIS (Keystone Stars) standards; providing targeted technical assistance and supports in the Early Childhood Education Community Innovation Zones (CIZ)
- Increasing access to information for families through technology to support a “next generation” approach to information dissemination via Pennsylvania's Early Learning GPS

### Be Strong Cafe

OCDEL partnered with the Centers for Schools and Communities (CSC) to help communities implement the Be Strong Parent Café. The Be Strong Parent Café process was created and developed by Strengthening Families Illinois to educate parents on the five research-based Strengthening Families™ Protective Factors that keep children safe and families strong. The purpose of Be Strong Parent Café is to build the protective factors by teaching parents about them through individual deep self-reflection and peer-to-peer learning. The model is based on the principles of adult learning and family support and can be utilized as a gateway to providing parent leadership opportunities. Five CIZ partners were invited to participate in the Be Strong Parent Café Institute, a two-day experiential and highly interactive institute that prepares a team of parents and providers to convene and implement parent cafés. With the support of the family engagement consultant and the five trained CIZ partners, OCDEL's goal is to train as many other CIZ grantees as are interested in 2017.

### Family Engagement Conference

OCDEL again offered the 3<sup>rd</sup> annual Family Engagement Conference, “Supporting Strong Partnerships for Children's School Readiness and Achievement” focused on strategies and practices related to Family Engagement Initiatives and aligned with the PA Early Learning Program Partnership Standards.

The conference was attended by a cross systems representation of family leaders, early learning professionals, infant and toddler health, mental health and nutrition specialist, early intervention, elementary education as well as family support professionals. The summit was held in two locations in 2016. As a result, the conference reach expanded from 289 attendees in 2015 to over 500 professional and family leader attendees learning together.

This year's conference featured keynote speaker Dr. Maria Paredes. Dr. Paredes highlighted data sharing and embedding family engagement across curriculum, instruction and assessment plans. She

presented the academic parent teacher team model as an example of an intentional and analytical approach to family engagement. Breakout sessions provided opportunities for participants to focus on data sharing and asset mapping, family engagement resources and sharing of innovative community practices. Sessions around Protective Factors and Race were facilitated in a café style sessions supported by family leaders to encourage participants to share experiences, knowledge, and wisdom. The result was a successful summit where family members and professionals left with a wealth of information, strategies and resources to use in their family engagement work.

### **Early Learning GPS**

Pennsylvania launched the Early Learning GPS web-based tool and app in 2015 with the purpose 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 Early Learning GPS was introduced to early learning programs, Child Care Information Services (CCIS) agencies, libraries, Women, Infants and Children (WIC) offices, foster and adoption agencies, pediatricians' offices, and other organizations serving children and families through training and marketing materials. Some examples of local organizations using the Early Learning GPS in their work:

- Early Childhood Innovation Connections in Lancaster is incorporating the Early Learning GPS into their online Parent Academy
- Erie School District gave GPS information to Pre-K Parents during Parent/Teacher conferences in the fall.
- CCIS offices reported that they have a Resource and Referral person walk through the Early Learning GPS with a family after their parent meeting to sign up for subsidy, and again during their re-determination.

In 2016, development focused on three main areas: building administrator user interface, building content for Spanish Early Learning GPS, and a digital advertising campaign.

The Early Learning GPS was designed so that program staff could manage content, schedule push notifications, and pull data themselves without ordering reports or change requests from the vendor. Pennsylvania could implement an entirely new quiz, such as a pre-natal or kindergarten GPS, with minimal support from the developer, for example.

The metrics section provides data, filtered by date on information such as registered users, average number of tips and resources used, quiz responses, and users per county and city. Data on unique visitors by city and registered users by county are shared quarterly with the CIZ so they can track the progress of their outreach efforts.

The infrastructure to develop a Spanish-language Early Learning GPS was built in 2015 while the English version was built. In 2016, Pennsylvania had the majority of content translated for Spanish and began building the Spanish video tips. They will be reviewed again by a native Spanish speaker to make sure the content is culturally appropriate. Pennsylvania expects to launch the Spanish Early Learning GPS in fall 2017.

In April - May 2016, Pennsylvania ran a five-week digital advertising campaign to increase registered users and downloads of the Early Learning GPS app. Digital advertising was especially effective because the action we wanted our target audiences to take was click to the website or app.

The campaign consisted of:

- DBM - Programmatic software allowing for banner ads to be displayed on mobile devices
- Google AdWords - Text ads based on consumer keyword search
- Facebook - Newsfeed and promoted posts on consumer's Facebook timeline
- Instagram - Image ads placed on consumer's Instagram timeline
- Pandora - :15 audio and display ads played on Pandora website and mobile app

Click through rates were 2-3 times greater than typically seen with digital advertising. Weekly new registered users doubled or tripled during the campaign. There was also a huge increase in reach for the PA's Promise for Children Facebook page.

The three aforementioned goals led to significant growth in the use of the tool. Unique visitors to the site grew from 8,500 in 2015 to 15,150 by the close of 2016. Registered users grew from 1,168 to 2,613 during the same time period. Lastly, app downloads increased from 406 to 1,905.

## Early Childhood Education Workforce

### Workforce Knowledge and Competency Framework and progression of credentials.

(Section D(1) of Application)

The State has made progress in developing (check all that apply):

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

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.

#### Technical Assistance and CQI

In 2016, a Steering Committee and five work groups consisting of Regional Keys, PA Key and OCDEL staff continued developing recommendations that would refine the Technical Assistance (TA) system and approaches to quality improvement efforts. More than 100 stakeholders from across the state and across agencies representing EITA, OCDEL, PA Key, Institutions of Higher Ed (IHE), Providers, Health care consultants, PD/TA consultants, Stars Specialists, Public Health Specialists, and AEYC's attended a meeting in May 2016 to review and refine the comprehensive recommendations.

More than 65 stakeholders reviewed research and existing data, surveyed key informants and TA stakeholders, learned about promising practices, and engaged in dialogue to create a plan for how to roll out the recommendations over the next two years and to track successes. The report was finalized in July 2016. Recommendations are informing the STARS Re-visioning work and include:

- o Building a climate of CQI is at the heart of TA Re-visioning, which aligns with the central focus for STARS Re-visioning. There is momentum and broad consensus to shift the lever of change from external quality supports to internal program change.
- o Building leadership capacity is imperative. Program leaders and emerging leaders guide CQI and provide a solid structural quality foundation with a complex array of skills.
- o Creating a TA career pathway is designed to provide customized supports for STARS specialists, TA Consultants, and Supervisors.
- o Building a consistent cross-sector and cross-regional TA Framework will enable us to bring promising practices to every level of the TA System and for their partners.
- o Strengthening and Streamlining Feedback Loops is an integral part of CQI efforts. Recommendations were set forth on streamlining data and building data-informed practice.

In order to provide OCDEL staff and partners with consistent communications, Pennsylvania built the OCDEL Resource Library-a website to archive templates, resources, and important information about all of the offices in the Office of Childhood Development and Early Learning (OCDEL) and their partners. This site is for internal use only and is meant to be of educational value to all those who work in Pennsylvania's Early Childhood Education field.

## **Core Knowledge Competencies**

Pennsylvania continued to offer mini-grants to postsecondary institutions to align their early childhood education coursework with the revised Core Knowledge Competencies (CKC).

In February 2015, all accredited Pennsylvania colleges and universities that offer early childhood education or child development degrees, certificates, and/or diplomas were invited to submit applications for Round 1 of this competitive grant opportunity. Eighteen two-year and four-year institutions of higher education (IHE) representing all regions of the state were awarded mini-grants ranging from \$7,500 to \$15,000. Final reports were submitted May 2016, a total of 220 courses were aligned. Several institutions reported making revisions to existing courses, specifically adding more emphasis on ages 0-5. Additionally, it was noted that training all ECE faculty on the CKC was extremely beneficial to the process.

Agreements for Round 2 were finalized in April 2016 for seven grantees to align 80 courses. An eighth IHE, Eastern University, submitted an innovative grant application that would allow them to work with their faculty to ensure that those teaching Pre-K to 4 coursework have a solid understanding of the CKCs and the early childhood system in Pennsylvania. Although this does not meet the stated requirements of the RTT-ELC mini-grant opportunity, we feel that it is a promising practice.

The alignment processes included creating detailed crosswalks of course syllabi to the CKCs including objectives, assignments and assessments. IHEs aligned anywhere from three courses in a specialized diploma to nearly thirty courses across multiple programs of study. Nearly all reported the process to take longer than expected and to be tedious but worth the effort. One IHE noted:

*“Aligning our course objectives with the CKC forced us to take a ‘hard’ look at what we were teaching and how comprehensive our course offerings were.”*

Early Intervention Technical Assistance (EITA) held their Leadership Conference in coordination with OCDEL and the PA Key. A pre-conference day was held for institutions of higher education to discuss the PK - 4 continuum, the need for better understanding of current early learning needs for pre-service teachers, and to build an ongoing group to continue collaborations. A survey is being completed and next steps are being generated. Twenty-Two representatives from Universities attended the IHE pre-conference.

### **Credentialing practitioners: Infant/Toddler, Home Visiting, Peer Mentoring, Knowledge Mediators and Master Consultants**

The credential-developing groups worked with IHE, PD and TA stakeholders to create competencies that provide the knowledge, skills, and practices that improve the quality of early learning professionals.

In the first half of 2016, the subcommittees and full Infant/Toddler Credential work group worked on various tasks for the Infant/Toddler Credential. These tasks included:

- Creation of purpose statements for each level of the credential;
- Creation of a framework for coursework for Level 1. Each course was based on Zero to Three's (ZTT) Critical Competencies for Infant/Toddler Educators;
- Creation of two marketing documents to help explain the project to the ECE field (Project overview and Levels overview); and
- In April 2016, draft recommendations were presented to OCDEL representatives and the full workgroup for feedback. A Gaps Analysis done by Zero to Three on the specific I/T courses in the PA Registry was also presented for review and discussion of next steps.

The PA Key began to gather stakeholders for the Infant/Toddler Credential Workgroup in 2015. The

group consists of stakeholders from Higher Ed, Regional Keys, Home Visiting, Dept of Health, Head Start, OCDEL, Certification, Early Intervention, child care providers, and a training organization. There were approximately 25 active members in the workgroup. The group worked diligently and produced the final recommendations for Level 1 of the Infant/Toddler Credential to OCDEL in June 2016. To date, at least one IHE is utilizing the course framework in their courses.

For over a year and a half, each stakeholder contributed at in-person and virtual meetings bringing their perspectives and experience of the needs of working with infants and toddlers. These stakeholders were more than willing to share their organizational resources as well as their time to review various materials.

They were very invested in making sure that the various roles that work with infants/ toddlers and their families in PA have the proper specialized training that is necessary to build a strong foundation. They wanted to make sure that practitioners were met at the level that they were currently at so that their skills could be built upon. Thus they wanted alternative pathways established. The stakeholders also thought it was very valuable for practitioners to not only obtain additional knowledge through trainings or college courses, but be required to demonstrate this knowledge in various infant and toddler settings.

In July 2016, Pennsylvania presented at the BUILD conference on their steps to Level 1 of the Infant/Toddler Credential. The session, *Mission Critical: Explicit Competencies and Professional Development for Infant-Toddler Educators*, included presentations from Zero to Three and Illinois. There were approximately 60 attendees.

Pennsylvania also participated on the 2016 *Conversations on Access and Quality for Infants and Toddlers: Peer Learning Group* sponsored by The National Center on Early Childhood Quality Assurance, the BUILD Initiative, and the State Capacity Building Center's Infant/Toddler Specialist Network. The Infant/Toddler Credential is part of this work to create a strategic plan targeting services and programs for Infants/Toddlers in conjunction with the STARS Re-visioning work that is currently occurring.

In addition, 'Zero to Three' has asked Pennsylvania to be a pilot state for the roll-out of their 13 professional learning modules that help infant-toddler educators gain the Critical Competencies for Infant-Toddler Educators™ (Dean, LeMoine, & Mayoral, 2015)™. The Competencies address the gaps in the knowledge-to-practice cycle that promotes high-quality care and education for infants and toddlers. It is Pennsylvania's goal to leverage this series of trainings along with coaching around the modules for Early Head Start-Child Care Programs in an initial pilot with the intention of providing an accessible online version of the modules in 2017 to a larger audience.

### **Peer Mentoring**

The PA Key began to gather stakeholders for the Peer Mentoring Credential Workgroup in February 2015. The group consists of stakeholders from Early Intervention, trainers, Head Start, TA Consultants/Specialists, OCDEL, Higher Ed, Regional Key Mentoring Managers/Specialists, and mentors. There are approximately 20 active members on the workgroup.

For a little over a year, each stakeholder contributed at in-person and virtual meetings bringing their experience and knowledge of the mentoring and coaching processes. These stakeholders were willing to share their organizational resources as well as their time to review various materials.

Each of the stakeholders believed in the value of having mentors for staff at various early learning settings. They were seeking to find the commonalities with competencies and trainings across various

early childhood roles especially because the term coach, mentor, and consultants are often entwined.

During the first half of 2016, the Peer Mentoring Credential Workgroup worked on various tasks for the Peer Mentoring Credential. These tasks included:

- Reviewed current Pennsylvania and national trainings on mentoring and coaching
- Participated in a webinar entitled Building Leadership Capacity. This webinar was about the combining of two other workgroups (Director Credential and Professional Leadership) to accomplish the work of the TA Re-visioning project.

Two representatives from the Peer Mentoring Credential Workgroup represented the group on the Professional Leadership workgroup for TA Re-visioning. This group worked on a definition for internal mentor and discussed training needs of mentors. The workgroup was updated periodically about the work.

The Mentoring Managers/Specialists from each Regional Key played a vital part by sharing their current trainings and processes. This was the first formal opportunity for the Mentoring Managers/Specialists to come together and share their work with others from across the state. This has led them to being included in meetings and networking with the RTT Rural Recruiters. They have begun to share forms, training information, as well as successes and challenges. When the TA Revisioning work started, the mentor managers/specialists also participated in various virtual and in-person meetings. They were able to provide feedback on the importance of mentors, their role in technical assistance, training needs, and competency requirements

As of a result of the recommendations surrounding credentials, a new goal set by OCDEL and the PA Key has been to strive to provide credit-bearing coursework through our professional development system. We will be building coursework utilizing the competencies and providing credits with an agreement with a Higher Ed partner.

In discussions about aligning the new Head Start guidelines with our early learning program's QRIS systems it has been agreed that these new courses could deepen the current CDA options, while still obtaining the national CDA Credential. We will be working on deepening the Home Visiting CDA to offer an option, richer in working with families and supporting social service/community access, in order to address the Head Start guidelines requiring Family Service Workers to hold a state approved certification.

In a much larger developing goal for the competencies developed for Knowledge Mediators and Master Consultants, we are creating a stronger system for supporting the early learning field through a coaching model. These competencies will build the coursework to train many of our current TA, PD, Pre-K Counts and STARS specialists to transform into Coaches to assist in supporting programs in Universal level supports in the realms of Social/Emotional learning, Instruction, Parent Partnerships, Cultural Competency, and Organizational Leadership. We have begun training support personnel through the McCormick Leadership Systems and Practice Based Coaching in preparation for this paradigm shift from PD/TA to a Coaching system. The evidence base for a coaching model has been gaining in strength across the country and we will be utilizing Motivational Interviewing (Wendy Reinke & Keith Nelson) to build a system with tools and toolkits to support our Coaches.

### **Alternate Pathways**

In 2016, Pennsylvania undertook the revision of its career lattice. A leadership team was convened to investigate the elements and structures of other states' lattices and to devise the new structure for Pennsylvania. During this process the team determined that a focus on the system of supports and services needed to propel professionals through the lattice was a more appropriate endeavor. The leadership team is in the process of drafting a guidance document to inform the design of the Keystone STARS system and the larger system of professional development and technical assistance

for early childhood education practitioners.

## **Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.**

(Section D(2) of Application)

The State has 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 (check all that apply):

- Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework;
- 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
  - Scholarships
  - Compensation and wage supplements,
  - Tiered reimbursement rates,
  - Other financial incentives
  - Management opportunities
- Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention
- Setting 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; and
  - 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.

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**

In year one, Pennsylvania began the process of developing asynchronous professional development courses to meet the demands of early care and education professionals. The first year was a start-up year and involved the development of a number of guidelines, processes, procedures, materials, and production decisions to be used across the development of all courses.

Courses are performance based, integrate the PA Early Learning Standards, the PA Core Knowledge Competencies, and the PA Certification Regulations for center-based care, family child care homes and Friend and Neighbor care settings. References, images, and graphics, used within the courses reflect the demographics of Pennsylvania's early care and school age professionals and the families they serve. Several courses have level 2 and 3 content, addressing the needs of experienced professionals and some span the period birth thru second grade. Therefore, many courses are suitable for use by Higher Education faculty as part of their coursework. Course are compatible with iPads and hand-held

devices.

To date, ten on-demand courses totaling 28 hours are published in the Professional Development Registry. Additionally, we have added a consumer review step for course prior to finalizing. Our reviewers reflect, as closely as possible, our end users and any relevant regulatory or content experts. Volunteers include TA consultants, approved trainers and directors. The review consists of guidance through a ConsRev file ,which clarifies what we want to learn from the review process. ReviewStoryLineFile is a format we provide for reviewers to make their notes. Typically, the Consumer Review is the final review before the professional narration is recorded. Occasionally, the consumers raise a question that has to go back to the Subject Matter Experts before we can record narration.

Seven more courses (20 hours) are in various stages of development, including Spanish versions of existing courses. Year three will consist of developing the final six courses (12 hours).

Course status below:

#### *Published*

- Core Knowledge Competencies
- Linking Standards and Curriculum Framework
- Continuous Quality Improvement: Building Change that Last,
- Engaging Adult Learners
- 21st Century Skills
- Safe Infant Sleep
- Early Learning Standards for PQAS Instructors
- Asthma
- Infectious Disease
- Food Allergies

#### *2016 Development*

- Assessment Basics - Teachers
- Assessment Basics-Administrators
- School-age Group Supervision
- STEM - Birth to Grade 2
- Core Knowledge Competencies (Spanish Language version)
- Linking Standards and Curriculum Framework (Spanish Language version)
- Safe Infant Sleep (Spanish Language version)
- Introduction to Early Childhood and School-Age Professional Dispositions (English and Spanish)
- Early Childhood and School-Age Professional Dispositions: From Concept to Practice (English and Spanish)
- Nurturing Early Childhood and School-Age Professional Dispositions: Strategies for Directors (English and Spanish)

#### **Selected consumer feedback comments about courses produced to date:**

CKC Course - *“A teacher who was returning to the field after several years absence took the CKC course. She reported that she finally understood the CKCs and what they meant to her own professional practice.”* A Director in Northwest PA

CQI Course - *“I was surprised at how much I learned. The activities and case study examples were very realistic.”* A TA Consultant from Central PA

Linking Standards for PQAS Instructors - *“I usually try to reference the PA Standards but this gave me*

*a deeper understanding of the Standards and more ideas for integrating them in my work with teachers.” A TA Consultant and PQAS Instructor*

Safe Infant Sleep Course - *“Caregivers will really learn what to do. I would like to talk with the PA Key about allowing me to make this a requirement in all Directed Plans of Correction.”* PA Bureau of Certification

Engaging Adult Learners - *“I loved learning about my instructor `style`. Even though I'm an experienced instructor, I will use many of the strategies I practiced in this course.”* An experienced PQAS instructor

The five online core series courses for the Environment Rating Scales have seen marked increases in enrollments since going live in late 2015. (School-Age Care Environment Rating Scale-Update (SACERS-U); Early Childhood Environment Rating Scale-Revised (ECERS-R); Infant-Toddler Environment Rating Scale-Revised (ITERS-R); Family Child Care Environment Rating Scale-Revised (FCCERS-R); and Early Childhood Environment Rating Scale, 3<sup>rd</sup> Edition (ECERS-3)) Over 6,200 individuals have enrolled in the course since January of 2016. An additional course, a Spanish version of the Family Child Care Environment Rating Scale-Revised, is in the process of being customized for Pennsylvania to provide support to the growing population of Spanish speaking programs entering the QRIS.

In 2016, the Environment Rating Scale (ERS) team continued to enhance communications efforts and pathways to support the field with incorporating the Early Childhood Environment Rating Scale, 3<sup>rd</sup> Edition (ECERS-3) into the tools used to measure quality classroom practices for preschool aged children. Additional literature was created and distributed to system partners and the field with updates on available resources, new professional development opportunities and messages that reframe the way the summary feedback from an assessment should be used. All communications have taken on a strengths-based approach that guides the providers to using their strengths as a basis for growth. New communication avenues are also being created including a blog entitled “Let's Talk Quality! Program Quality Assessment in PA” slated for release in January 2017.

### ***Implementing Policies and Incentives***

The Rising STARS Tuition Assistance Program experienced several enhancements in 2016 to simplify the process of applying and to assist those needing additional support. The application was modified so that applicants could include multiple courses in one application. Verification documents required for application were also streamlined. Verification of the facility requirement is now completed automatically by accessing the facility database with another Pennsylvania state system which feeds the information to the PA Key website. In collaboration with Institutions of Higher Education, modifications were made to the application process to support applicants.

In fiscal year 2015/2016:

- 1,670 individuals applied for the Rising STARS Tuition Assistance Program
- 1,132 individuals were approved for the Rising STARS Tuition Assistance Program
- Of those approved, graduation indicated between January - December 2016
  - Associate's Degree - 118
  - Bachelor's Degree - 127
  - Master's Degree - 213

## **Progress in Publicly Reporting Aggregated Data on Early Childhood Educator Development, Advancement, and Retention**

Work on Pennsylvania's Early Childhood PD Registry continued throughout 2016, including the prioritization of enhancements related to collecting workforce data on compensation and years of service (expected 2017). This will allow PA to contribute data to inform policy through the National Registry Alliance dataset project.

Enhancements and improvements completed:

- Created drop-down menu options in the course catalog for users to easily search for courses that meet the new Child Care Development Block Grant health and safety professional development requirements.
- Access given to Certification staff to pull transcript reports for their facilities.
- Created guides and “tipsheets” for multiple users, including a guide for Family Child Care and Friend/Neighbor providers entering the system as new users.
- Enhanced the system to provide accurate information to the Pennsylvania Department of Education for users to receive ACT 48 credits.
- Attended the National Registry Alliance in September 2016 which included networking and plans for future collaboration with Registry staff from Colorado and West Virginia, who also use SimplyDigi.

In 2016, in response to stakeholder feedback, Pennsylvania focused on improving communications and the usability of the Professional Development (PD) Registry. In July 2016, a new user interface was launched, improving the look and functionality of the Registry. Pennsylvania created flyers and tip sheets, such as an “Introduction Guide for the PD Registry,” for instructors and certification reps to give out to those providers who are new or struggling with the Registry, for distribution in the field for easier usability. Staff have actively engaged stakeholders to help educate and listen to what users have to say about the site. Effective communications and customer service will continue to be a priority of the Steering Committee in 2017 to insure that the site works best for all those who use it.

**Performance Measures (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.**

<b>Baseline and Annual Targets</b>					
	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Total number of "aligned" institutions and providers</b>	138	138	138	138	138
<b>Total number of Early Childhood Educators credentialed by an "aligned" institution or provider</b>	11,385	12,296	13,157	14,736	15,768

**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.**

<b>Actuals</b>					
	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Total number of "aligned" institutions and providers</b>	138	138	138	138	
<b>Total number of Early Childhood Educators credentialed by an "aligned" institution or provider</b>	11,385	12,243	12,129	13,903	

**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 grade 4 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-one percent of the target was met. As more practitioners access bachelor's and master's programs, fewer CDAs and SAC credentials may be issued. The field is becoming more educated and degreed, but not necessarily with a credential.

**Performance Measures (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.

<b>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.</b>										
<b>Baseline and Annual Targets</b>										
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>									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
<b>Credential Type 1</b>	7,574	18.8%	8,559	21.3%	9,586	23.8%	10,640	26.4%	11,704	29.1%
<i>Specify:</i>	15 hr New Staff Orientation (Career Lattice Level I)									
<b>Credential Type 2</b>	1,035	2.6%	1,118	2.8%	1,196	3%	1,316	3.3%	1,408	3.5%
<i>Specify:</i>	Credential, Diploma, Certificate or 6 ECE Credits (Career Lattice Level III)									
<b>Credential Type 3</b>	96	0.24%	101	0.25%	116	0.29%	174	0.43%	261	0.65%
<i>Specify:</i>	AA/AAS including 18 ECE credits (Career Lattice Level V)									
<b>Credential Type 4</b>	84	0.21%	88	0.22%	94	0.23%	118	0.29%	177	0.44%
<i>Specify:</i>	BS/BA in ECE/Equivalent Degree or related field including 30 ECE credits (Career Lattice Level VI)									
<b>Credential Type 5</b>	73	0.18%	75	0.19%	75	0.19%	75	0.19%	75	0.19%
<i>Specify:</i>	Master's in ECE/Equivalent Degree or related field including 30 ECE credits (Career Lattice Level VII)									
<b>Credential Type 6</b>										
<i>Specify:</i>										
<b>Credential Type 7</b>										
<i>Specify:</i>										
<b>Credential Type 8</b>										
<i>Specify:</i>										
<b>Credential Type 9</b>										
<i>Specify:</i>										
<b>Credential Type 10</b>										
<i>Specify:</i>										
<b>Credential Type 11</b>										
<i>Specify:</i>										
<b>Credential Type 12</b>										
<i>Specify:</i>										
<b>Credential Type 13</b>										
<i>Specify:</i>										

**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.**

**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>									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
<b>Credential Type 1</b>	7,574	18.8%	8,619	21.4%	10,551	26.2%	6,676	35%		
<i>Specify:</i>	15 hr New Staff Orientation (Career Lattice Level I)									
<b>Credential Type 2</b>	1,035	2.6%	1,271	3.2%	1,146	2.8%	1,601	4%		
<i>Specify:</i>	Credential, Diploma, Certificate or 6 ECE Credits (Career Lattice Level III)									
<b>Credential Type 3</b>	96	0.24%	170	0.42%	132	0.33%	118	0.29%		
<i>Specify:</i>	AA/AAS including 18 ECE credits (Career Lattice Level V)									
<b>Credential Type 4</b>	84	0.21%	133	0.33%	119	0.3%	127	0.32%		
<i>Specify:</i>	BS/BA in ECE/Equivalent Degree or related field including 30 ECE credits (Career Lattice Level VI)									
<b>Credential Type 5</b>	73	0.18%	66	0.16%	96	0.23%	213	0.53%		
<i>Specify:</i>	Master's in ECE/Equivalent Degree or related field including 30 ECE credits (Career Lattice Level VII)									
<b>Credential Type 6</b>										
<i>Specify:</i>										
<b>Credential Type 7</b>										
<i>Specify:</i>										
<b>Credential Type 8</b>										
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<i>Specify:</i>										
<b>Credential Type 11</b>										
<i>Specify:</i>										
<b>Credential Type 12</b>										
<i>Specify:</i>										
<b>Credential Type 13</b>										
<i>Specify:</i>										

**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 3 actuals are based on the number of certificates awarded (web lessons) for New Staff Orientation and School-Age New Staff Orientation in the past year.

Credential Type 2: Year 3 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, 4 and 5: Year 3 actuals are based on Rising STARS Tuition Assistance applications approved for each degree type with an expected graduation date of 2016.

**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.

This was the second full year of the Rising STARS Tuition Assistance Program (pays tuition upfront) including funding for ECE Master's degree programs. While AA/AS degrees are down by .04% from last year and BA/BS are holding steady, MA/MS have almost doubled from last year, .23% to .53%. AA/AS are the only Credential Type for which we did not exceed the target. However, the slight decrease could be a result of more providers seeking Master's degrees. Our strategies for recruiting Rising STARS applicants include speaking at local and regional conferences (e.g. PA ECE Summit Annual Conference) and communicating with various partners such as Institutions of Higher Education and Regional Keys. Rising STARS information is available on the PA Keys website as well as advertised in Early Ed news. Additionally, a helpline number and email are available for providers who may have questions on eligibility/requirements.

## Measuring Outcomes and Progress

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

The State has made progress in developing a common, statewide Kindergarten Entry Assessment that (check all that apply):

- Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;
- 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;
- Is administered beginning no later than the start of the school year in the fourth year of the grant to children entering a public school kindergarten. States may propose a phased implementation plan that forms the basis for broader statewide implementation;
- 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; and
- 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).

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 engage 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 on 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 maintain alignment from infant-toddler through pre-kindergarten, kindergarten, and grades 1 and 2, ultimately linking to Pennsylvania's grade 3 academic standards. 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 child level of proficiency on benchmark standards, referred to by some as the child's level of kindergarten readiness. However, according to the National Association for Education of Young Children's position statement on school readiness ([www.naeyc.org/about/positions/pdf/psready98.pdf](http://www.naeyc.org/about/positions/pdf/psready98.pdf)), readiness should be flexibly and broadly defined taking into account multiple components including:

- A comprehensive set of skills (cognitive and non-cognitive)
- The teacher's and school's ability to meet the needs of all children...including a focus on reflective practice (learning environment, pedagogy, school structures)
- The family's readiness to share information and advocate for their child
- The communities' readiness' to provide services to ensure positive learning environments.

The KEI provides a snapshot of skills captured at one single point in time and 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 use a comprehensive standards-based approach to kindergarten readiness. The KEI and its resulting information can be utilized as a catalyst for meaningful discussions on all the components of readiness detailed above.

### **Validity and Reliability Efforts**

Using RTT-ELC funding, Pennsylvania engaged in an external validation study. The study was design to occur in two phases. Phase 1 occurred in Year 2 (began April 2015) and Year 3 (concluded June 2016). Phase 2 began July 2016, and will conclude in Year 4 (June 2017).

Phase 1 involved a construct validity study to examine evidence that supported the school readiness dimensions measured by the KEI. The primary topic of inquiry was whether the 30 indicators of the KEI empirically reflect the intended five school readiness domains. The study used data available from the 2014 and 2015 KEI to address this primary question. The Phase 1 construct validity study was organized with six research questions (RQs):

- RQ1. What are the characteristics of the KEI?
- RQ2. Does the KEI measure five distinct school readiness dimensions: (1) Language and Literacy; (2) Mathematics; (3) Social and Emotional Development; (4) Approaches to Learning; and (5) Health, Wellness, and Physical Development)? If not, what distinct dimensions of school readiness are being measured by the KEI?
- RQ3. Within each of the identified dimension structures, do the KEI indicators function as expected?
- RQ4. To what extent do the scores reflect information about individual children?
- RQ5. Do the dimensions of the KEI operate consistently for dual language learners (DLLs) and children with special needs?
- RQ6. Do scores on the KEI dimensions reliably differentiate children, classrooms, schools, and districts?

The key findings for each of the six research questions investigated are summarized below.

Differences in findings from the 2014 and 2015 data analyses are noted.

- **RQ1. What are the characteristics of the KEI?** The purpose of examining the nature of the KEI data was to select the appropriate analytic procedures that matched the data characteristics. The KEI ratings were not normally distributed across the four skill levels for all 30 indicators, and children's scores were influenced by classroom groupings. As a result of these characteristics, appropriate analytic procedures were identified to best account for the indicator distributions and clustering in the data.
- **RQ2. Does the KEI measure five distinct school readiness dimensions?** Factor analysis was used to uncover the number of distinct dimensions or groups of indicators that best describe the data. A five-dimension structure, corresponding to the five readiness domains, is not supported in either the 2014 or 2015 data. Factor analyses indicated that the KEI 2014 data are best represented with two dimensions (Cognitive and Other competencies) or with one dimension

(General School Readiness). Factor analyses of the 2015 data identified a more differentiated three-dimension structure fit the data: (1) Cognitive competencies, (2) Control and Engagement competencies, and (3) Communication competencies. Similar to the 2014 data, the 2015 data also can be represented with two dimensions (Cognitive and Other competencies) or with one dimension (General School Readiness).

- **RQ3. Within each of the identified dimension structures, do the KEI indicators function as expected?** The findings revealed that the indicators function as expected. The KEI indicators capture both complex skills and skills children more easily master. The indicators also function appropriately within the dimensions such that children who receive a high rating on a particular indicator of focus tend also to receive high ratings for other indicators in the dimension. Finally, the KEI rating scale functions appropriately in that teachers use higher-level ratings to characterize children with the higher overall ability levels and lower-level ratings to characterize children with lower overall ability levels.
- **RQ4. To what extent do the scores reflect information about individual children?** Variation in the KEI scores was divided into that which reflected the child's abilities and that which reflected other sources of variability not directly attributable to the child, such as teacher or classroom characteristics. Findings revealed that a third of the variation in the KEI scores is not directly attributable to the child but rather to some other non-child sources of variance. Non-child variation in scores can be problematic because it limits the instrument's ability to accurately differentiate children's true abilities. Non-child variation may be at least partially attributable to teachers' differential understanding of the KEI indicators. This level of non-child variation is of concern but is not atypical of teacher-report measures (Waterman, McDermott, Fantuzzo, & Gadsen, 2012).
- **RQ5. Do the dimensions of the KEI operate consistently for DLLs and children with special needs?** Several of the indicators on the KEI function differently for DLLs and children with special needs, which means that teachers rated these indicators differently for DLL children and children with special needs than they did for children of equal abilities who were not receiving supportive services. This finding indicates that the use of the KEI dimensions with these populations is *not* supported at this time.
- **RQ6. Do scores on the KEI dimensions reliably differentiate children, classrooms, schools, and districts?** This question assessed the reliability of the KEI under the more developed 2015 administration protocol. The 2015 KEI scores are reliable for teachers to use to differentiate the abilities of children who do not receive special services at the start of kindergarten and to share this information with parents. Also, the scores were found to be reliable for use to distinguish the average school readiness of kindergarten classrooms. However, there is *no* evidence at this time to support the use of the KEI to differentiate schools within a district or to differentiate the average school readiness of school districts.

### **Evidence-Based Uses of the KEI**

The Phase 1 construct validity study addresses the following potential uses of the KEI. First, scores on the KEI are intended by OCDEL to be used by kindergarten teachers and principals to better understand individual students' knowledge and skills across school readiness domains at the start of school. External state and local stakeholders may have sought additional potential uses of the KEI including: to support district and state discussions related to teachers' professional development needs; to inform district and state funding decisions by providing an understanding of the knowledge and skills children demonstrate at kindergarten entry across school districts; and to help the state understand differences in kindergarteners' skills and abilities based on their prekindergarten experiences.

### **Uses of the KEI Supported by Construct Validity Evidence**

The construct validity findings provide the evidentiary support for the use of the KEI by kindergarten teachers and principals to better understand individual student's knowledge and skills. Specifically, the

scores on the KEI:

**1. Can be used at the Child Level to Differentiate Children's Individual School Readiness.**

Scores on the KEI dimensions can be used by teachers within the classroom to support the learning of children who are not DLLs or do not have a documented special need (i.e., individualized education program). This KEI information at the child level also can be shared with parents. The KEI is not valid for differentiating the abilities of DLL children and children with special needs. There is also *no* evidence to support using the KEI for high-stakes decision making (e.g., restricting or preventing kindergarten entry, evaluating teachers, judging program quality).

**2. Use at the Classroom Level to Differentiate Classrooms' Aggregate School Readiness.**

Scores on the KEI dimensions can be used by principals to distinguish the average kindergarten classroom school readiness within their schools. Results from multilevel statistical models revealed that reliability is adequate for differentiating among kindergarten classrooms. The use of the KEI dimensions is contingent upon additional evidence from a concurrent validity study.

**Uses of the KEI Not Supported by Current Evidence**

The construct validity findings *do not* provide evidentiary support for the use of the scores on the KEI to inform district and state decisions. Specifically, the scores on the KEI:

**1. Cannot be used at the district level or state level for high-stakes decision making (e.g., for professional development or funding decisions).** Reliability is too low for the KEI scores to be used by superintendents to differentiate schools or by the Commonwealth to differentiate districts. These uses are not supported by the current evidence.

**2. Cannot be used to understand differences in kindergarteners' skills and abilities based on their prekindergarten experiences.** The scores on the KEI cannot be used in isolation for this purpose. The scores on the KEI could only be used in this capacity as a part of a comprehensive and complex research design that would yield causal findings about the effectiveness of various prekindergarten experiences and would be generalizable to all children served by the commonwealth.

Based on the findings from the construct validity study, OCDEL decided that the evidence-based dimensions and evidence-based uses of KEI will meet Pennsylvania's needs at this time. Therefore, OCDEL has decided that AIR and Penn Child Research Center should conduct a concurrent validity study of children's scores on the evidence-based dimensions of the KEI and their scores on dimensions of other established, independent measures of school readiness in Phase 2. Recruitment and data collection for Phase 2 occurred from July 2016 through November 2016. Preliminary results are expected in April 2017, with the final report release June 30, 2017.

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.

**History**

OCDEL, in partnership with the Pennsylvania Department of Education's Office of Elementary and Secondary Education, is implementing a phased deployment of the KEI. Phase 1 began with Cohort 1, which 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. Cohort 1 implementation included 707 teachers from 217 schools covering 21 districts. Approximately 16,000 child outcomes were collected. These numbers include Pennsylvania's largest school district, the School District of Philadelphia. A detailed summary of Cohort 1 can be found on the Department of Education website (<http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/Kindergarten-Entry-Inventory.aspx>).

Cohort 2 implemented the KEI in 2015. Initial registration in the KEI system included 285 schools covering 69 lead entities (50 districts, 15 charter schools, and four private schools). Of those teachers registered in the system, 920 finalized outcomes. The tool was once again available for voluntary use in any interested classroom, school or district. Focus and priority schools were again required to implement the KEI as part of their school turn-around efforts. In addition, implementation was also required of schools partnering with our Community Innovation Zones (CIZ). 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.

Cohort 3 implemented the KEI in 2016. Initial registration in the KEI system included 301 schools covering 108 lead entities (82 districts, 21 charter schools, and 5 private schools). Of those teachers registered in the system, 1007 finalized outcomes. The tool was once again available for voluntary use in any interested classroom, school or district. Focus and priority schools were again required to implement the KEI as part of their school turn-around efforts. In addition, 38 of the 50 Community Innovation Zones (CIZ) implemented the KEI. Communication to participants continued to be a focus in Year 3. An electronic newsletter was released in May 2016. The newsletter continues to be sent to all KEI system users and provides monthly updates, information, and resources from August through May. Topics to date include:

- August - Welcome to this year's cohort and a review of the professional development requirements and implementation time line
- September - Learning standards and evidence collection
- October - PAsSecure ID, scoring, and teacher bias
- November - Using data for instruction and family engagement
- December - Using data at the school, district, and community level

This percentage does not reflect recipients who may peruse the newsletter in their email, without actually clicking on the email. Resources being accessed are also able to be tracked.

### **Understanding and approaching challenges: Communicating results of validity and reliability efforts and addressing sustainability**

Reflection on Phase 1 findings (detailed above) necessitated revisiting the intended purposes of the KEI. Although the state team was excited that the KEI showed reliability for instructional decision-making, for family engagement in child learning, and for the school level readiness comparisons, the team was discouraged that the KEI was not showing reliability as a tool for making broader comparisons. OCDEL is aware that state, district, and community levels are hungry for consistent "readiness" data that can provide reliable comparisons for decision making. In response to the findings of Phase 1, OCDEL took several steps in Year 3 to ensure the KEI was not utilized for purposes for which it had not been validated, and to address the real need for comparable information.

- OCDEL developed and distributed two resources: *KEI Determining Readiness* and *KEI Data Use Flyer*. These publications can be accessed from the KEI landing page ([www.kei-pa.org](http://www.kei-pa.org)) resources tab.

- OCDEL initiated an external research council to provide insight and recommendations on outcomes reporting, and a broader research agenda. This group consists of seven researchers knowledgeable in the field of assessment, research, and early learning, and two external facilitators. The group has been initially tasked with providing recommendations on outcomes reporting for the purpose of policy decision-making. The group was formed in February 2016, and meet regularly in 2016 to develop a white paper specific to outcomes reporting. The recommendations will drive next steps for state-wide early learning outcomes reporting. The state team anticipates the recommendations will include specific reference to next steps for the KEI.
- OCDEL has been and will continue to engage with state, county and community-level early learning efforts which seek to use the KEI in various ways. These discussions include sharing of Phase 1 results, and, straight-forward conversations about the ways the tool should not be used. It is the hope of OCDEL, that research council recommendations will provide viable options for the collection and distribution of reliable, comparable “readiness” information.

OCDEL has been excited about the Phase 1 results in terms of the reliable uses of the KEI at the practical level. One unintended outcome of KEI implementation has been the use of the KEI as a tool for entry into the K-3 domain. There has long been a gap between the cultures of 0-5 early learning and the K-3 domain. The KEI has provided many local organizations the tangible, state-driven tool to “open the door” to more intentional and robust discussions about the prenatal to third grade continuum, and the pivotal role early learning can play in school improvement efforts. At the state level, KEI implementation has provided OCDEL staff the opportunity to visit schools across the state, and to provide supports and resources. In order to develop strategies for sustaining the practical uses of the KEI, OCDEL has been collecting information on the ways in which the KEI information is being utilized. Here are just a few stories:

#### **Driving instructional decisions:**

In Jefferson-Morgan School District, KEI results were shared with the kindergarten teachers and administration—including the School Board's Education Committee. The kindergarten teachers have examined the KEI results both overall and individually. The teachers have indicated that they have seen an overall growth with nearly every student. The teachers have differentiated their instruction and modified classroom groups. For example, THE WRITING PROCESS and MEASUREMENT were two indicators which demonstrated Not Yet Evident. As a result, more direct teacher instruction along with authentic learning opportunities/exploration will continue in those academic areas.

*"I am so thankful for the KEI results for the past two years. I have been able to adjust my reading and math groups for more effective instruction. By looking at the overall snapshot view and individual scores, it is easier for me to plan and differentiate for my students."*

*Mrs. Sue Ann Headley, Jefferson-Morgan Kindergarten Teacher*

#### **Potential to ignite school and community efforts:**

KEI implementation and data analysis at the Slippery Rock school district resulted in a realization that the children in the southern region do not have the same access to high-quality early learning programs as children in the northern region. Though both rural, the northern region of the district is anchored by Slippery Rock University, creating a small but more urban-like community in Slippery Rock Borough, with more ECE opportunities and quality programs that are full with waiting lists. Fewer quality ECE programs in the southern region of the district will continue to limit specific interventions before kindergarten entry. The Slippery Rock Community Innovation Zone is discussing ways to

address this issue and the local need for child care recruitment has been discussed at the state level with rural recruitment staff.

### **Using state resources to boost implementation and best practice**

In Reading School District year 1 implementation occurred without much understanding or direction. The KEI was not well-received by teachers or admin. In fact, it was viewed as one more thing the state was requiring. Year 1 implementation did not sit well with one administrator who reached out to OCDEL staff for help. OCDEL staff participated in an administrative level meeting about the KEI and shared its intent, and potential benefits with a team of administrators. As a follow up OCDEL staff provided a refresher face-to-face training with all kindergarten teachers whether they had previously implemented or not. After hearing from OCDEL directly, teachers were more receptive to implementation, understood the tool's benefits, and were eager to implement with fidelity. As a follow up, OCDEL staff provided information on the KEI to school-based PK teachers. A data-driven dialogue model was also introduced. The PK teachers engaged readily with the KEI, offered themselves as resources on observation-based assessment, and openly discussed the needs for play-based experiences in the early years. OCDEL staff is currently working with the district to schedule a KEI specific training with more administrative staff. This training will focus on the need for effective, developmentally-appropriate strategies in early learning classrooms.

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

The State has 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 (check all that apply):

- Has all of the Essential Data Elements;
- Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- 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;
- 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; and
- Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

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 continued to make significant progress enhancing its existing early childhood information system during the third year of the grant. Advancements were implemented to 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 significant changes to its early childhood information system in 2016. In addition, several additional projects were initiated during the year and are being targeted for completion in 2017.

Following is the list of projects that were completed and are currently in use as of the end of 2016:

- Enhancements to Pennsylvania's Online Early Learning Program and Provider Search - Improvements and modernization changes were introduced to make the existing search as simple and as intuitive as possible to use. In addition to the look and feel changes, the site was updated to be mobile-friendly and a new, user-friendly URL was introduced. In more technical changes, site optimization was added and Google analytics now permit program staff to learn more about the site usage. These enhancements were implemented in June 2016.
- Provider Self-Service Usability Enhancements (Phase 3) - The project further enhances the provider experience in using the information system that supports child care providers who participate in the low-income subsidized child care program in Pennsylvania. System improvements included a more modern, usable and understandable look and feel as well as mobility upgrades to permit easy use with a variety of mobile devices. Specifically for child care providers participating in the subsidized child care program the following improvements were made: streamlined process to submit monthly attendance invoices electronically, more intuitive online access to payment information, and options to send/receive electronic correspondences. These enhancements were implemented in November 2016.

- Certification and Licensing System Enhancements - Originally this systems work was established as a placeholder for potential changes to Pennsylvania's Keystone STARS program and the portion of the data system used to document and designate STARS ratings for early learning programs. Based on the direction of the STARS Re-visioning, these changes were deemed unnecessary. As a related project, increasing the usability of the certification and licensing system assisted in implementation of some of the Child Care Development Block Grant (CCDBG) requirements to assure that basic health and safety is monitored in all child care settings that are supported by CCDBG. With implementation of the changes in November 2016, Pennsylvania was able to ensure the efficacy of staff supporting the base-level of providers eligible to participate in Keystone STARS as well as assuring the monitoring of basic health and safety requirements. This is the foundational part of the process for programs to enter STARS.

Following are the projects that were initiated in 2016 and will continue into 2017:

- Online Community Dashboard - The goals of the project are to create easily accessible and usable online tools for parents, early childhood education providers and other stakeholders to view information about Pennsylvania's early learning programs. Discussions were held at the executive staff levels, focus groups for ten different stakeholder groups were conducted, and brainstorming sessions are being concluded. Business requirements, design sessions, systems development and go-live implementation are scheduled for 2017.
- Early Learning Network Automatic Data Upload for Providers and Grantees - The high-level goal of this project is to improve the overall user experience for programs who report information as part of Pennsylvania's early learning programs. To accomplish this, the project is targeted to permit an online data upload functionality; modernize processes for individual, provider and child enrollment management; and update several existing reports. Business and systems requirements as well as general system design phases were started and concluded in 2016. The remaining phases of the systems development life cycle will continue in 2017 with targeted implementation by December 2017.

Pennsylvania's Department of Human Services continues to maintain 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).

<b>Table (A)(1)-1: Children from Low-Income<sup>1</sup> families, by age</b>		
	<b>Number of children from Low-Income families in the State</b>	<b>Children from Low-Income families as a percentage of all children in the State</b>
<b>Infants under age 1</b>	59,287	41.8%
<b>Toddlers ages 1 through 2</b>	118,697	41.8%
<b>Preschoolers ages 3 to kindergarten entry</b>	181,181	41.8%
<b>Total number of children, birth to kindergarten entry, from low-income families</b>	359,165	41.8%

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

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

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

2015 American Community Survey 1-Year Estimates

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

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique 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 <sup>1</sup>	85,317	9.9%
Are English learners <sup>2</sup>	25,777	3%
Reside on "Indian Lands"	0	0%
Are migrant <sup>3</sup>	970	0.1%
Are homeless <sup>4</sup>	4,695	0.5%
Are in foster care	5,596	0.7%
Other 1 as identified by the State	505,236	58.8%
<i>Describe:</i>	Children at or below 300% of the Federal Poverty Level	
Other 2 as identified by the State		
<i>Describe:</i>		

<sup>1</sup>For 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).

<sup>2</sup>For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.

<sup>3</sup>For 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).

<sup>4</sup>The 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)).

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

Enter text here to indicate 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 2016)  
 Children who are English learners: # based on total PA population under 5 (U.S. Census Bureau, 2010-14 American Community Survey) & % of PA school enrollments that are LEP (2015-16)  
 Children who are migrant: Pennsylvania Department of Education (9/1/2015-8/31/2016)  
 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 Human Services, Office of Children, Youth and Families by Hornby Zeller Associates, Inc. (2015)  
 Children at or below 300% of the Federal Poverty Level: 2015 American Community Survey 1-Year Estimates. 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.

<b>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</b>				
<b>Type of Early Learning and Development Program</b>	<b>Infants under age 1</b>	<b>Toddlers ages 1 through 2</b>	<b>Preschoolers ages 3 until kindergarten entry</b>	<b>Total</b>
<b>State-funded preschool</b>	0	0	17,115	17,115
<i>Specify:</i>	Pennsylvania Pre-K Counts			
<i>Data Source and Year:</i>	PELICAN 2015-16			
<b>Early Head Start and Head Start<sup>1</sup></b>	2,530	5,507	35,435	43,472
<i>Data Source and Year:</i>	Federal PIR, 2015-16			
<b>Programs and services funded by IDEA Part C and Part B, section 619</b>	6,871	31,887	46,559	85,317
<i>Data Source and Year:</i>	PELICAN EI, December 2016 Estimate			
<b>Programs funded under Title I of ESEA</b>			4,678	4,678
<i>Data Source and Year:</i>	Pennsylvania Department of Education, 2015-16			
<b>Programs receiving funds from the State's CCDF program</b>	5,857	26,183	32,700	64,740
<i>Data Source and Year:</i>	Child Care Works: PELICAN, November 2016			
<b>Other 1</b>	7,750	35,394	44,664	87,808
<i>Specify:</i>	Keystone STARS (Breakout 2 of CCDF-Funded Programs)			
<i>Data Source and Year:</i>	Estimated from PELICAN Child Care Works and Keys to Quality data, December 2016			
<b>Other 2</b>	173	78	8	259
<i>Specify:</i>	Healthy Families America			
<i>Data Source and Year:</i>	2015-16			
<b>Other 3</b>	8,281	0	0	8,281
<i>Specify:</i>	Nurse-Family Partnership			
<i>Data Source and Year:</i>	2015-16			
<b>Other 4</b>	0	110	87	197
<i>Specify:</i>	Parent Child Home Program			
<i>Data Source and Year:</i>	MIS Year-End Report, 2014-15			
<b>Other 5</b>				18,392
<i>Specify:</i>	Private Academic Licensed Nursery Schools			
<i>Data Source and Year:</i>	Pennsylvania Department of Education, 2015-16			

**Table (A)(1)-3a - Additional Other rows**

<b>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</b>				
<b>Type of Early Learning and Development Program</b>	<b>Infants under age 1</b>	<b>Toddlers ages 1 through 2</b>	<b>Preschoolers ages 3 until kindergarten entry</b>	<b>Total</b>
<b>Other 6</b>	4,436	2,659	1,044	8,139
<i>Specify:</i>	Parents as Teachers			
<i>Data Source and Year:</i>	2015-16			
<b>Other 7</b>	0	0	5,728	5,728
<i>Specify:</i>	Head Start Supplemental Assistance Program			
<i>Data Source and Year:</i>	PELICAN, 2015-16			
<b>Other 8</b>				
<i>Specify:</i>				
<i>Data Source and Year:</i>				

<sup>1</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

**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.

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool	2,894	50	587	4,399	14	1,199	7,971
<i>Specify:</i>	Pennsylvania Pre-K Counts						
Early Head Start and Head Start <sup>1</sup>	9,226	61	1,255	12,801	38	16,396	4,378
Early Learning and Development Programs funded by IDEA, Part C	4,259	44	944	4,356	9	7,357	21,789
Early Learning and Development Programs funded by IDEA, Part B, section 619	5,915	61	1,247	7,625	15	2,138	29,558
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program	17,375	118	1,385	54,534	23	5,538	28,948
Other 1	6,769	190	2,848	15,615	88	11,178	63,533
<i>Describe:</i>	Keystone STARS (Breakout 2 of CCDF-Funded Programs)						
Other 2	27	1	2	117	0	8	104
<i>Describe:</i>	Healthy Families America						

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Table (A)(1)-3b - Additional Other rows**

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
<b>Other 3</b>	165	0	1	16	0	8,094	5
<i>Describe:</i>	Nurse-Family Partnership						
<b>Other 4</b>	12	0	2	6	0	21	171
<i>Describe:</i>	Parent Child Home Program						
<b>Other 5</b>							
<i>Describe:</i>							
<b>Other 6</b>	247	5	8	177	1	19	1,108
<i>Describe:</i>	Parents as Teachers						
<b>Other 7</b>	1,000	8	307	1,752	3	405	2,175
<i>Describe:</i>	Head Start Supplemental Assistance Program						
<b>Other 8</b>							
<i>Describe:</i>							

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

Enter text here to indicate data source and 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, 2015-16  
 Early Head Start and Head Start: Federal PIR, 2015-16  
 Early Learning and Development Programs funded by IDEA, Part C: PELICAN EI, Calendar Year 2016  
 Early Learning and Development Programs funded by IDEA, Part B, section 619: PELICAN EI, Calendar Year 2016  
 Early Learning and Development Programs funded under Title I of ESEA: data not yet available  
 Child Care Works: PELICAN, November 2016  
 Keystone STARS: PELICAN, Calendar Year 2016  
 Head Start Supplemental Assistance Program: PELICAN, 2015-16  
 Healthy Families America: MIECHV only, 2015-16  
 Nurse-Family Partnership: ETO, 2015-16  
 Parent Child Home Program: MIS Year-End Report, 2014-15; 2015-16 data not yet available  
 Parents as Teachers: MIECHV only, 2015-16



**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.

Funding for each Fiscal Year					
Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
<b>Supplemental State spending on Early Head Start and Head Start<sup>1</sup></b>	\$37,278,000	\$39,178,000	\$39,178,000	\$44,178,000	
<b>State-funded preschool</b>	\$82,784,000	\$87,284,000	\$97,284,000	\$122,284,000	
<i>Specify:</i>	Pennsylvania Pre-K Counts				
<b>State contributions to IDEA Part C</b>	\$126,185,000	\$131,831,000	\$127,974,000	\$127,974,000	
<b>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry</b>	\$216,973,000	\$227,973,000	\$237,516,000	\$241,779,000	
<b>Total State contributions to CCDF<sup>2</sup></b>	\$99,663,497	\$115,823,416	\$104,836,212	\$112,541,647	
<b>State match to CCDF Exceeded / Met / Not Met</b>	Met	Met	Met	Met	
<i>If exceeded, indicate amount by which match was exceeded</i>					
<b>TANF spending on Early Learning and Development Programs<sup>3</sup></b>	\$201,710,000	\$218,807,000	\$231,428,000	\$293,116,000	
<b>Other State contributions 1</b>					
<i>Specify:</i>					
<b>Other State contributions 2</b>					
<i>Specify:</i>					
<b>Other State contributions 3</b>					
<i>Specify:</i>					
<b>Other State contributions 4</b>					
<i>Specify:</i>					
<b>Other State contributions 5</b>					
<i>Specify:</i>					
<b>Other State contributions 6</b>					
<i>Specify:</i>					

**Table (A)(1)-4 - Additional Other rows**

**Funding for each Fiscal Year**

<b>Type of investment</b>	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Other State contributions 7</b>					
<i>Specify:</i>					
<b>Other State contributions 8</b>					
<i>Specify:</i>					
<b>Total State contributions:</b>	<b>\$764,593,497</b>	<b>\$820,896,416</b>	<b>\$838,216,212</b>	<b>\$941,872,647</b>	

<sup>1</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

<sup>2</sup> Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

<sup>3</sup> 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.

<b>Total number of Children with High Needs participating in each type of Early Learning and Development Program<sup>1</sup></b>					
<b>Type of Early Learning and Development Program</b>	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>State-funded preschool</b> ( <i>annual census count; e.g., October 1 count</i> )	11,049	12,131	13,456	17,115	
<i>Specify:</i>	Pennsylvania Pre-K Counts				
<b>Early Head Start and Head Start<sup>2</sup></b> ( <i>funded enrollment</i> )	37,121	35,059	37,597	37,579	
<b>Programs and services funded by IDEA Part C and Part B, section 619</b> ( <i>annual December 1 count</i> )	52,071	51,292	51,300	47,970	
<b>Programs funded under Title I of ESEA</b> ( <i>total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report</i> )	634,890	650,061	654,903	662,843	
<b>Programs receiving CCDF funds</b> ( <i>average monthly served</i> )	68,163	72,916	72,887	74,264	
<b>Other 1</b>	98,806	98,707	99,623	97,127	
<i>Describe:</i>	Keystone STARS (CCDF-Funded Program)				
<b>Other 2</b>	145	185	282	259	
<i>Describe:</i>	Healthy Families America				
<b>Other 3</b>	5,060	7,866	8,491	8,281	
<i>Describe:</i>	Nurse-Family Partnership				
<b>Other 4</b>	211	148	212	197	
<i>Describe:</i>	Parent-Child Home Program				
<b>Other 5</b>	21,602	19,715	19,560	18,392	
<i>Describe:</i>	Private Academic Licensed Nursery Schools				
<b>Other 6</b>	2,542	3,088	1,453	8,139	
<i>Describe:</i>	Parents as Teachers				
<b>Other 7</b>	4,379	4,761	4,781	5,728	
<i>Describe:</i>	Head Start Supplemental				
<b>Other 8</b>					
<i>Describe:</i>					

<sup>1</sup> Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

<sup>2</sup> 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.

Programs and services funded by IDEA Part C and Part B, Section 619 (*annual December 1 count*) - The Year 3 data does not include 5 years olds presently served in Kindergarten, whereas, they are included in previous years.

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

Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

**Data Table A(1)-6 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.**

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

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
<b>State-funded preschool</b>	X	X	X	X	
<i>Specify:</i>	Pennsylvania Pre-K Counts				
<b>Early Head Start and Head Start<sup>1</sup></b>	X	X	X	X	
<b>Programs funded by IDEA, Part C</b>	X	X		X	
<b>Programs funded by IDEA, Part B, section 619</b>	X	X			
<b>Programs funded under Title I of ESEA</b>					
<b>Programs receiving CCDF funds</b>					
<b>Current Quality Rating and Improvement System requirements (Specify by tier)</b>					
<b>Tier 1</b>					
<b>Tier 2</b>	X				
<b>Tier 3</b>	X	X	X	X	
<b>Tier 4</b>	X	X	X	X	
<b>Tier 5</b>	X	X	X	X	
<b>State licensing requirements</b>					
<b>Other 1</b>	X			X	
<i>Describe:</i>	Healthy Families America				
<b>Other 2</b>	X		X	X	
<i>Describe:</i>	Nurse-Family Partnership				
<b>Other 3</b>	X	X			
<i>Describe:</i>	Parent-Child Home Program				
<b>Other 4</b>	X	X			
<i>Describe:</i>	Private Academic Licensed Nursery Schools				
<b>Other 5</b>	X		X	X	
<i>Describe:</i>	Parents as Teachers				
<sup>1</sup> Including Migrant and Tribal Head Start located in the State.					

**Table (A)(1)-7 - Additional Other rows**

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
<b>Other 6</b>	X	X	X	X	
<i>Describe:</i>	Head Start Supplemental				
<b>Other 7</b>					
<i>Describe:</i>					
<b>Other 8</b>					
<i>Describe:</i>					

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

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

## Budget and Expenditures

### 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.

### Budget Summary Table Explanation of Changes

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

## Project Budget 1

**Project Name: Grant Management**

---

### Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

The Race to the Top - Early Learning Challenge Director left Commonwealth employment early in grant year 3. A replacement Director was not hired until October 2016, causing personnel related costs to be lower than budgeted.

The need for anticipated supplies did not arise, accounting for the lower level of spending on the Supplies line.

Due to the temporarily vacated position of Director, the originally intended number of TA activities were not proposed, approved or executed during this time. We intend to aggressively pursue targeted TA activities in year 4.

### Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

All unspent TA dollars were moved to year 4.

## **Project Budget 2**

**Project Name:** Early Childhood Education Community Innovation Zones

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### **Project Budget Narrative**

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Due to the state budget impasse in year 2, some of the work in project 2 was not able to be completed during that time. All unspent year 2 funds were moved into year 3 to ensure the full scope of work could be completed. The full scope of work for year 3 was completed without the need of all of the remaining funds from year 2, resulting in project 2 coming in under budget for year 3.

Minor adjustments were made to Personnel, Benefits and Travel.

### **Project Budget Explanation of Changes**

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Some unspent funds from year 3 will be moved to year 4 within this project, and some funds will be moved to other projects.

## **Project Budget 3**

**Project Name: Refining and Expanding Keystone STARS**

---

### **Project Budget Narrative**

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

This project came in under budget due to some costs being lower than anticipated. Staff attrition at sub-recipient vendors and a delay in some work related to Keystone STARS Revisioning accounted for additional unspent funds. Marketing materials related to the afore mentioned Keystone STARS Revisioning work could not move forward due to the delay.

Minor adjustments were made to Personnel, Benefits and Travel.

### **Project Budget Explanation of Changes**

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

All unspent funds in year 3 will be moved within this project to year 4. Additional funds will also be allocated from other projects to expand the work and simultaneously promote the framework for sustainability in project 3. Any funds transferred into project 3 from other projects will not affect plans currently in place, or otherwise adversely affect the work in those projects.

## Project Budget 4

**Project Name:** Pennsylvania Learning Standards for Early Childhood

### Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Costs associated with printing the Early Learning Standards were as expected. The contractual line came in under budget due to the Standards Validation Study not taking place.

### Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The year 4 budget will be reduced to align with expected costs associated with cross-walking competencies to standards for English language learners, thus some unspent funds from year 3 will be moved to year 4 within this project, and some funds will be moved to other projects.

## **Project Budget 5**

**Project Name: Comprehensive Assessment Systems**

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### **Project Budget Narrative**

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

The contractual line was not fully spent due to a delay with the contractor creating the web design for CONNECT on PaPromise for Children website. Funds to continue supporting this effort will be available in the year 4 budget.

### **Project Budget Explanation of Changes**

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

While work will continue with the web design for CONNECT on PaPromise for Children, a decision was made to not move forward with the training and technical assistance assessment grants. Largely due to timing considerations, we believe development, implementation and evaluation of this grant would not be able to take place with fidelity. All unspent funds in year 3 will be allocated to other projects, as will the funds available from the reduced year 4 budget.

## Project Budget 6

**Project Name: Workforce Development**

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### Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Contractual expense was only slightly over budget due to higher than anticipated costs related to the PD Registry.

### Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Additional funds will supplement the year 4 budget in this project to support ongoing work and to launch additional projects to promote sustainability. This will occur through supporting the Early Learning Field in obtaining credit bearing coursework, launching our Coaching/Responsive Consultation Model and continued development of the PD Registry. Any funds transferred into project 6 from other projects will not affect plans currently in place, or otherwise adversely affect the work in those projects.

## **Project Budget 7**

**Project Name:** Pennsylvania's Kindergarten Entry Inventory

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### **Project Budget Narrative**

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

We had proposed to develop KEI resource kits which included expenses for contracting a person or entity to compile the kits and purchase all materials. This idea was not able to be realized due to procurement challenges, resulting in the Contractual line in project 7 coming in under budget.

Travel was over budget due to underestimating travel expenses related to the KEI, and for Race to the Top travel overall.

The Other line item was under budget due to decreased participation in the KEI resource work groups.

### **Project Budget Explanation of Changes**

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The unspent amount from year 3 will be moved to year 4 to support the KEI data system and other planned activities related to the KEI.

## Project Budget 8

**Project Name:** Measuring Outcomes and Progress

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### Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Work in this project is progressing as planned. Transfer of funds to the Department of Human Services Bureau of Information Systems (who manage the contracts supporting the majority of work for this project) happens at intermittent intervals. All unspent funds from year 3 will be moved forward to continue the work, as we anticipate no changes in expected costs overall.

### Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Unspent funds from year 3 will be moved to year 4.

## **Project Budget 9**

**Project Name: Governor's Institutes for Educators PreK to Grade 3**

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### **Project Budget Narrative**

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

The vendor that manages the Governor's Institutes did not invoice for 2016 institutes until December, so the expense will occur in January (year 4), affecting both the Contractual line and the Funds to be Distributed to Localities line. Funds to support the 2016 Governor's Institutes will be moved forward to supplement the 2017 budget.

### **Project Budget Explanation of Changes**

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Governor's Institutes related costs are not as much as expected, so a majority unspent funds from year 3 will be moved to year 4 within this project, and some funds will be moved to other projects.

**Project Budget 10**

**Project Name:** \_\_\_\_\_

***PENNSYLVANIA'S RTT-ELC APPLICATION INCLUDED 9 PROJECTS.  
PAGES 113-132 HAVE BEEN DELETED.***

### RTT-ELC Budget Summary of Actual Expenditures

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	\$256,706.11	\$218,658.42	\$0.00	\$548,107.53
2. Fringe Benefits	\$50,137.00	\$184,035.96	\$172,974.44	\$0.00	\$407,147.40
3. Travel	\$2,497.00	\$13,631.23	\$17,174.25	\$0.00	\$33,302.48
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$538.00	\$0.00	\$538.00
6. Contractual	\$1,392,140.00	\$5,154,006.93	\$10,687,054.32	\$0.00	\$17,233,201.25
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$3,514.84	\$18,800.00	\$0.00	\$22,314.84
9. Total Direct Costs (add lines 1-8)	\$1,517,517.00	\$5,611,895.07	\$11,115,199.43	\$0.00	\$18,244,611.50
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	\$3,612,807.30	\$5,553,633.25	\$0.00	\$9,329,424.55
12. Funds set aside for participation in grantee technical assistance	\$4,565.00	\$64,828.46	\$60,759.90	\$0.00	\$130,153.36
13. Total Grant Funds Requested (add lines 9-12)	\$1,685,066.00	\$9,289,530.83	\$16,729,592.58	\$0.00	\$27,704,189.41
14. Funds from other sources used to support the State Plan	\$2,176,000.00	\$2,676,000.00	\$1,526,000.00	\$0.00	\$6,378,000.00
15. Total Statewide Budget (add lines 13-14)	\$3,861,066.00	\$11,965,530.83	\$18,255,592.58	\$0.00	\$34,082,189.41

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.

**Actual Expenditures for Project 1 -Grant Management**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$33,157.00	\$98,258.94	\$63,451.96	\$0.00	\$194,867.90
2. Fringe Benefits	\$22,855.00	\$72,172.93	\$58,314.98	\$0.00	\$153,342.91
3. Travel	\$500.00	\$1,999.16	\$100.62	\$0.00	\$2,599.78
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$388.00	\$0.00	\$388.00
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)	\$56,512.00	\$172,431.03	\$122,255.56	\$0.00	\$351,198.59
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	\$4,565.00	\$64,828.46	\$60,759.90	\$0.00	\$130,153.36
13. Total Grant Funds Requested (add lines 9-12)	\$61,077.00	\$237,259.49	\$183,015.46	\$0.00	\$481,351.95
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	\$237,259.49	\$183,015.46	\$0.00	\$481,351.95

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.

**Actual Expenditures for Project 2 - Early Childhood Community Innovation Zones**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$6,083.00	\$52,984.53	\$53,332.07	\$0.00	\$112,399.60
2. Fringe Benefits	\$4,192.00	\$37,202.06	\$39,200.13	\$0.00	\$80,594.19
3. Travel	\$0.00	\$1,212.31	\$5,342.25	\$0.00	\$6,554.56
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	\$502,920.40	\$1,391,452.24	\$0.00	\$1,895,413.64
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	\$594,319.30	\$1,489,326.69	\$0.00	\$2,094,961.99
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	\$2,500,247.35	\$3,723,973.63	\$0.00	\$6,387,204.98
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$174,300.00	\$3,094,566.65	\$5,213,300.32	\$0.00	\$8,482,166.97
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. <b>Total Statewide Budget</b> (add lines 13-14)	\$174,300.00	\$3,094,566.65	\$5,213,300.32	\$0.00	\$8,482,166.97

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.

**Actual Expenditures for Project 3 - Keystone STARS**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$15,707.00	\$46,359.33	\$46,881.38	\$0.00	\$108,947.71
2. Fringe Benefits	\$10,825.00	\$35,447.02	\$37,255.21	\$0.00	\$83,527.23
3. Travel	\$1,868.00	\$677.84	\$2,533.73	\$0.00	\$5,079.57
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$150.00	\$0.00	\$150.00
6. Contractual	\$285,069.00	\$296,604.15	\$961,443.08	\$0.00	\$1,543,116.23
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	\$379,088.34	\$1,048,263.40	\$0.00	\$1,740,820.74
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	\$1,112,559.95	\$1,826,470.73	\$0.00	\$2,939,030.68
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$313,469.00	\$1,491,648.29	\$2,874,734.13	\$0.00	\$4,679,851.42
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. <b>Total Statewide Budget</b> (add lines 13-14)	\$313,469.00	\$1,491,648.29	\$2,874,734.13	\$0.00	\$4,679,851.42

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.

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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.

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**Actual Expenditures for Project 4 - Revisions to Learning Standards for Early Childhood (Infant Toddler; Prekindergarten; Kindergarten; Grades 1 and 2).**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$129.00	\$6,252.58	\$0.00	\$0.00	\$6,381.58
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	\$131,090.92	\$150,604.36	\$0.00	\$287,890.28
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$3,514.84	\$0.00	\$0.00	\$3,514.84
9. Total Direct Costs (add lines 1-8)	\$6,324.00	\$140,858.34	\$150,604.36	\$0.00	\$297,786.70
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	\$140,858.34	\$150,604.36	\$0.00	\$297,786.70
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	\$140,858.34	\$150,604.36	\$0.00	\$297,786.70

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

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**Actual Expenditures for Project 5 - Support effective uses of  
Comprehensive Assessment Systems**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$17,796.00	\$59,103.31	\$54,993.01	\$0.00	\$131,892.32
2. Fringe Benefits	\$12,265.00	\$39,213.95	\$38,204.12	\$0.00	\$89,683.07
3. Travel	\$0.00	\$0.00	\$313.20	\$0.00	\$313.20
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	\$50,802.20	\$137,499.44	\$0.00	\$188,301.64
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	\$149,119.46	\$231,009.77	\$0.00	\$410,190.23
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	\$149,119.46	\$231,009.77	\$0.00	\$410,190.23
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	\$149,119.46	\$231,009.77	\$0.00	\$410,190.23

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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**Actual Expenditures for Project 6 - Workforce Development Framework**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$81,474.00	\$1,038,214.17	\$1,358,798.26	\$0.00	\$2,478,486.43
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	\$1,038,214.17	\$1,358,798.26	\$0.00	\$2,478,486.43
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	\$1,038,214.17	\$1,358,798.26	\$0.00	\$2,478,486.43
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	\$1,038,214.17	\$1,358,798.26	\$0.00	\$2,478,486.43

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.

**Actual Expenditures for Project 7 - Develop and Implement the Pennsylvania Kindergarten Entry Inventory (KEI)**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$804.63	\$6,446.74	\$0.00	\$7,251.37
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	\$348,623.00	\$783,547.50	\$0.00	\$1,132,217.50
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$18,800.00	\$0.00	\$18,800.00
9. Total Direct Costs (add lines 1-8)	\$47.00	\$349,427.63	\$808,794.24	\$0.00	\$1,158,268.87
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	\$349,427.63	\$808,794.24	\$0.00	\$1,158,268.87
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	\$349,427.63	\$808,794.24	\$0.00	\$1,158,268.87

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.

**Actual Expenditures for Project 8 - Enhancements to various PELICAN systems required to meet the goals of the grant**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$1,018,314.00	\$2,200,425.35	\$5,903,709.44	\$0.00	\$9,122,448.79
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	\$2,200,425.35	\$5,903,709.44	\$0.00	\$9,122,448.79
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. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$1,018,314.00	\$2,200,425.35	\$5,903,709.44	\$0.00	\$9,122,448.79
14. Funds from other sources used to support the State Plan	\$2,150,000.00	\$2,650,000.00	\$1,500,000.00	\$0.00	\$6,300,000.00
15. <b>Total Statewide Budget</b> (add lines 13-14)	\$3,168,314.00	\$4,850,425.35	\$7,403,709.44	\$0.00	\$15,422,448.79

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.

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**Actual Expenditures for Project 9 - Establish and support four cohorts of P-3 Governor Institute participants**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$2,684.71	\$2,437.71	\$0.00	\$5,122.42
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	\$585,326.74	\$0.00	\$0.00	\$585,326.74
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	\$588,011.45	\$2,437.71	\$0.00	\$590,449.16
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	\$3,188.89	\$0.00	\$3,188.89
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	\$588,011.45	\$5,626.60	\$0.00	\$593,638.05
14. Funds from other sources used to support the State Plan	\$26,000.00	\$26,000.00	\$26,000.00	\$0.00	\$78,000.00
15. Total Statewide Budget (add lines 13-14)	\$26,000.00	\$614,011.45	\$31,626.60	\$0.00	\$671,638.05

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

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

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