Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Program Report on Program Operations

Fiscal Year 2023-2024

October 2024

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
Forum Building, 607 South Drive
Harrisburg, PA 17120
www.education.pa.gov

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Voice Telephone: (717) 783-3750, Fax: (717) 783-6802

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

Pennsylvania Department of Education
Office of Child Development and Early
Learning 607 South Drive, Harrisburg, PA
17120
Voice: (717) 346-9320, Fax: (717) 787-1529
www.education.pa.gov

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Introduction

The Pennsylvania Department of Education (PDE) supports two high-quality early childhood education programs that provide instruction to preschool children and families who may otherwise lack access and opportunity for high quality early learning, while preparing them for kindergarten entry: Pennsylvania Pre-K Counts and the Head Start Supplemental Assistance Program. State law requires the PDE to provide the General Assembly with an annual report detailing the operations of both Pennsylvania Pre-K Counts and Head Start Supplemental Assistance programs.

Pennsylvania PreK-Counts Program

Pennsylvania Pre-K Counts supports high-quality pre-kindergarten education for children ages three through entry into kindergarten for families earning up to 300 percent of the federal poverty income guidelines. In 2023-24, Pennsylvania Pre-K Counts funding made it possible for 25,053 children to enroll at 991 provider locations statewide.

Grants are awarded to approved providers on a per slot basis. Pennsylvania Pre-K Counts reimbursement rates for 2023-24 were $10,000 per full day slot and $5,000 per half day slot. The 2023-24 enacted state budget allocated $302,284,000 for the Pennsylvania Pre-K Counts program. PDE was able to utilize $2,478,002 in carry-over funding from prior fiscal years to provide a total amount of $304,762,002 to the program. The total allocation for 2023-24 was $304,322,685 (see Appendix A for distribution details).

Pennsylvania's Head Start Supplemental Assistance Program

Head Start is a federal program that supports child development and comprehensive family services from pregnancy to age five through services focused on early learning, health, and family well-being. In addition to educational programming, Head Start offers health/nutrition services, social service support, and a strong parent/family involvement component. Eligible preschool children are those who live in families earning up to 100 percent of the federal poverty level, and those who are identified as foster children or experiencing homelessness.

Pennsylvania's Head Start Supplemental Assistance Program provides Head Start preschool programs with state funding to enroll additional children and/or expand full day and full year service opportunities. In 2023-24, the Head Start Supplemental Assistance Program supported 7,069 Pennsylvania children in 222 Head Start locations statewide.

The 2023-24 enacted state budget allocated $88,178,000 for the Head Start Supplemental Assistance Program. The total allocation used was $88,175,472 (see Appendix B for distribution details). The per slot reimbursement rate is set annually as part of the contracting process with approved providers.

Impact of the Pandemic

During the 2023-24 program year, Pre-K Counts and Head Start Supplemental Assistance Programs were expected to return to full, in-person instruction and to maintain full enrollment; however, providers were allowed continued flexibility in instructional design. Additional details can be found in Appendices C, D, and E.

Providing High-Quality Services to Young Children and Families

All children should begin school ready to learn and succeed. Research indicates what is widely known—all children can tap into their innate potential to learn when they receive high-quality instruction that takes into consideration phases of brain development. Early childhood education is a proven strategy that ensures a child's readiness for school success.

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

Table 1: Comparison of Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Programs Standards to NIEER Standards and Benchmarks

NIEER Quality Standard	NIEER Benchmark	Pennsylvania Pre-K Counts Standards	Head Start Supplemental Assistance Program Standards
Early Learning Standards	Comprehensive	Comprehensive	Comprehensive
Curriculum Supports	Approval process and supports	Approval process	Approval process
Teacher degree	Bachelor's degree	Bachelor's degree + ECE Certification	Half of lead teachers must have a bachelor's degree
Teacher specialized training	Specializing in Pre-K	ECE certification	Specializing in child development
Assistant teacher degree	Child Development Associate (CDA) credential or equivalent	CDA or equivalent	CDA (at hire or completed 2 years from date of hire)

NIEER Quality Standard	NIEER Benchmark	Pennsylvania Pre-K Counts Standards	Head Start Supplemental Assistance Program Standards
Staff professional development	At least 15 hours a year; individual professional development plans; coaching	Meet requirements of Act 48 (180 hours over five years)	At least 15 hours a year; coaching
Maximum class size	20 or less	20 or less	17 or less if majority or all are 3-year-olds 20 or less if majority or all are 4-5 year-olds
Staff-child ratio	1 staff per 10 children (1:10)	1 teacher and 1 aide per 20 children (1:10)	1 teacher and 1 teaching assistant per 17-20 children
Screening & referral	Vision, hearing, health, and referral	Vision, hearing, health, and referral	Vision, hearing, health, and referral
Continuous quality improvement system	Structured classroom observations; data used for program improvement	Structured classroom observations; data used for program improvement	Structured classroom observations; data used for program improvement

Assessments Used to Measure Academic Performance

In Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Program classrooms, teachers are required to assess the progress of students. Teachers are most qualified to perform the assessment since they observe children in authentic environments and are familiar with each child's development and learning expectations.

The goal of early childhood assessment in Pennsylvania is to:

- Adapt instruction to meet individualized student and group needs;

- Understand the status of children across a broad range of cognitive and non-cognitive domains;

- Track achievement and developmental gains over time; and

- Inform policy by providing student outcomes in classrooms and across the state.

Program guidelines emphasize that providers should not use child outcome data to determine placement in a program, class, or special education, or to deny or exclude access to services for those children who are age and income eligible.

All providers report child outcomes within an approved on-line assessment system. Providers select from the following approved on-line child assessment tools to report child outcomes:

- Assessment Technology Incorporated: Galileo®
- Cognitive ToyBox, Inc.
- Desired Results Developmental Profile
- Experience Early Learning, home of Mother Goose Time
- Frog Street AIM Observational Assessment
- HighScope: COR Advantage
- LifeCubby: The Vine Assessment™
- My IGDIs™: Profile of Preschool Learning and Development Readiness (ProLADR)
- NIEER/Early Learning Scale
- Pearson: THE WORK SAMPLING SYSTEM®
- Pearson: THE WORK SAMPLING SYSTEM® for Head Start
- Teaching Strategies LLC: Teaching Strategies GOLD®

Pennsylvania Pre-K Counts

Pennsylvania Pre-K Counts provides high-quality pre-kindergarten education for children from families whose income is below 300 percent of the federal poverty income guidelines. An eligible child is defined as a child who is at least 3 years of age but is younger than kindergarten entry and lives in a family that meets the income requirements ($90,000 for family of four in 2023-24). In 2023-24, 277 lead agencies at 991 locations served 25,053 children through Pennsylvania Pre-K Counts.

Pre-K Counts Application Process

PDE competitively awards grants based on the amount of funding allocated by the General Assembly. Grants are awarded for one year, with an established number of subsequent years of continuation grants contingent upon available funding. The grant application and guidelines are publicly posted at [PA Pre-K Counts How To Apply - The Pennsylvania Key (pakeys.org)](). Applicants apply through the eGrants system. FY 2023-2024 was the beginning of a new 5-year grant cycle; therefore, a full, competitive Request for Applications (RFA) was conducted. See Appendices F and G for additional details.

Eligible Pre-K Counts Providers

The following entities may operate Pennsylvania Pre-K Counts classrooms:

- School districts;
- Licensed nursery schools;
- Head Start grantees; and
- Child Care Centers and Group Child Care Homes that maintain a STAR 3 or STAR 4 rating under the Keystone STARS Program (Pennsylvania's Quality Rating and Improvement System).

An eligible provider may apply for a grant alone or in combination with other eligible providers as a joint applicant, in which case the entity that applies shall be the lead agency in the partnership.

2023-24 Pre-K Counts Grant Awards

PDE awards Pennsylvania Pre-K Counts program grants to approved providers on a per-slot basis. Full-day slots require a minimum of five hours per day of instructional services for at least 180 days per year. Half-day slots require a minimum of 2.5 hours per day of instructional activities for at least 180 days per year. As part of the 2023-24 budget process, the General Assembly set the reimbursement rate at $10,000 per full- day slot and $5,000 for each half-day slot.

In 2023-24, PDE awarded a total of $299,800,000 to approved Pennsylvania Pre-K Counts providers.

Allowable Uses of Pre-K Counts Funds

Providers may use grant funds for costs associated with providing program services to eligible students enrolled in Pennsylvania Pre-K Counts and are issued a [Fiscal Supplement](#) to assist in developing program budgets. Funds may not be used for local administrative or indirect costs. See Appendix C for more information on program guidance.

Approved Pre-K Counts Providers and Enrollments

The list of 2023-24 approved Pre-K Counts program providers can be found in Appendix A.

Pre-K Counts Enrollment Goals

Per program guidance and to maintain consistency with federal Head Start requirements, Pennsylvania Pre-K Counts providers are expected to maintain at least 90% enrollment throughout the year. Head Start programs are one of the eligible provider types for Pre-K Counts funding, aligning guidance and practice to Head Start Performance Standards helps to support grantees who may be providing Head Start and Pre-K Counts services to families in the Commonwealth. Children are considered enrolled when an intake meeting between the parent or legal guardian and the Pre-K Counts provider has been completed, the necessary information has been gathered, and the child has been identified as a candidate for a Pre-K Counts slot. When a child withdraws from the program, providers have 20 instructional days to fill the vacant slot. Maintaining waiting lists at the provider level assists in filling vacant slots as quickly as possible.

Grantees are required to report enrollment in Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN), the Department's early learning data system. In FY 2023-2024 additional enrollment reporting requirements were added to section 1517-D of the Public School Code. Program policy related to these changes can be found in Appendix H.

Pennsylvania Head Start Supplemental Assistance Program

Head Start is a federal program that supports child development and comprehensive family services from pregnancy to age five through services focused on early learning, health, and family well-being. In addition to educational programming, Head Start offers health/nutrition services, social service support, and a strong parent/family involvement component. Eligible preschool children are those who live in families earning up to 100 percent of the federal poverty level, and those who are identified as foster children or experiencing homelessness.

Pennsylvania's Head Start Supplemental Assistance Program provides Head Start preschool programs with state funding to enroll additional children and/or expand full day and full year service opportunities. In 2023-24, the Head Start Supplemental Assistance Program supported 7,069 Pennsylvania children in 222 Head Start locations statewide.

Providers that are approved for Pennsylvania's Head Start Supplemental Assistance funding are existing federal Head Start grantees and must follow the federally approved program models, which includes both classroom and home visiting experiences. Each provider determines the model that best meets the needs of their local community.

2023-24 Head Start Supplemental Assistance Grant Awards

In 2023-24, PDE awarded a total of $87,518,472. Information about the 2023-24 award process is found in the following appendices:

- Appendix I contains the 2023-24 Head Start Supplemental Assistance continuation grant application; and

- Appendix B includes information on the approved providers.

Allowable Uses of Head Start Supplemental Assistance Funds

Providers are permitted to use grant funds for costs associated with providing program services to eligible students enrolled in the Head Start Supplemental Assistance program and are provided a Fiscal Supplement to assist in developing program budgets.

Approved Head Start Supplemental Assistance Providers and Enrollments

See Appendix B for the list of 2023-24 approved Head Start Supplemental Assistance program providers.

Head Start Supplemental Assistance Enrollment Goals

Per state law, Head Start Supplemental Assistance providers are expected to maintain at least 90% enrollment throughout the year. Per federal Head Start regulations, providers have 30 days to fill slot vacancies. At the beginning of each year, a program must develop and maintain a wait list to assist with filling vacant slots as soon as possible. Grantees report their enrollments in PELICAN.

Appendix A: 2023-24 Pennsylvania Pre-K Counts Participant Details
Data Sources: PELICAN PKC and PELICAN CCW

Location County	Lead Agency Name	Address	City	State	Zip	Grant Amount
Adams	CLARK AGAPAKIS	125 DOGWOOD CT	NEW OXFORD	PA	17350	$ 660,000
Adams	UPPER ADAMS SCHOOL DISTRICT	NORTH MAIN STREET	BIGLERVILLE	PA	17307	$ 170,000
Adams	YWCA GETTYSBURG AND ADAMS COUNTY	909 FAIRFIELD RD	GETTYSBURG	PA	17325	$ 360,000
Adams, Berks, Carbon, Chester & Franklin	PATHSTONE CORPORATION	301 LORTZ AVE	CHAMBERSBURG	PA	17201	$ 1,620,000
Allegheny	ALLEGHENY INTERMEDIATE UNIT	475 E WATERFRONT DR	HOMESTEAD	PA	15120	$ 3,080,000
Allegheny	ALLEGHENY VALLEY SCHOOL DISTRICT	300 PEARL AVE	CHESWICK	PA	15024	$ 100,000
Allegheny	COUNCIL OF THREE RIVERS AMER INDIAN CTR	120 CHARLES ST	BLAWNOX	PA	15238	$ 1,135,000
Allegheny	CRAFTON CHILDRENS CORNER INC	2644 BANKSVILLE AVE	PITTSBURGH	PA	15216	$ 200,000
Allegheny	CYNTHIA K FRANCKS CHILD CARE INC	12134 FRANKSTOWN RD	PITTSBURGH	PA	15235	$ 400,000
Allegheny	HERITAGE COMMUNITY INITIATIVES	820 BRADDOCK AVE	BRADDOCK	PA	15104	$ 360,000
Allegheny	HIGHLANDS SCHOOL DISTRICT	1500 PACIFIC AVE	NATRONA HEIGHTS	PA	15065	$ 510,000
Allegheny	HOSANNA HOUSE INC	807 WALLACE AVE	PITTSBURGH	PA	15221	$ 550,000
Allegheny	IMANI CHRISTIAN ACADEMY	2150 E HILLS DR	PITTSBURGH	PA	15221	$ 180,000
Allegheny	KIDS KADEMY II LLC	2022 SAXONBURG BLVD	TARENTUM	PA	15084	$ 390,000
Allegheny	MAPLE UNIFIED STUDENT ACADEMY INC	1705 MAPLE ST	HOMESTEAD	PA	15120	$ 170,000
Allegheny	MCKEESPORT AREA SCHOOL DISTRICT	3590 ONEIL BLVD	MCKEESPORT	PA	15132	$ 720,000
Allegheny	NORTHGATE SCHOOL DISTRICT	591 UNION AVENUE	PITTSBURGH	PA	15202	$ 190,000
Allegheny	PITTSBURGH PUBLIC SCHOOLS	341 S BELLEFIELD AVE	PITTSBURGH	PA	15213	$ 9,570,000
Allegheny	RIVERVIEW CHILDRENS CENTER INC	655 SYLVAN WAY	VERONA	PA	15147	$ 720,000
Allegheny	WILKINSBURG SCHOOL DISTRICT	718 WALLACE AVE	PITTSBURGH	PA	15221	$ 1,140,000

Allegheny	WOODLAND HILLS SCHOOL DISTRICT	531 JONES AVE	BRADDOCK	PA	15104	$	900,000
Allegheny	YWCA OF GREATER PITTSBURGH	2313 CARSON STREET	PITTSBURGH	PA	15203	$	180,000
Allegheny & Philadelphia	BRIGHTSIDE ACADEMY PHILADELPHIA LLC	707 GRANT ST	PITTSBURGH	PA	15219	$	1,880,000
Allegheny, Beaver, Fayette &	PIC OF WESTMORELAND AND FAYETTE COUNTY INC	219 DONOHOE RD	GREENSBURG	PA	15601	$	3,590,000
Armstron & Butler	BUTLER COUNTY CHILDRENS CENTER INC	139 RIEGER RD	BUTLER	PA	16001	$	850,000
Armstrong	APOLLO-RIDGE SCHOOL DISTRICT	1825 STATE ROUTE 56	SPRING CHURCH	PA	15686	$	200,000
Armstrong & Indiana	ARIN INTERMEDIATE UNIT 28	2895 W PIKE	INDIANA	PA	15701	$	800,000
Armstrong & Westmoreland	GRANDMAS HOUSE LLC	105 PFEFFER RD	EXPORT	PA	15632	$	980,000
Armstrong, Beaver & Butler	LIFESTEPS INC	383 NEW CASTLE RD	BUTLER	PA	16001	$	1,230,000
Beaver	ALIQUIPPA SCHOOL DISTRICT	100 HARDING AVE	ALIQUIPPA	PA	15001	$	400,000
Beaver	AMBRIDGE AREA SCHOOL DISTRICT	901 DUSS AVE	AMBRIDGE	PA	15003	$	920,000
Beaver	BIG BEAVER FALLS AREA SCHOOL	1503 8TH AVE	BEAVER FALLS	PA	15010	$	400,000
Beaver	CHIPPEWA NOAHS ARK	129 SHAFFER RD	BEAVER FALLS	PA	15010	$	170,000
Beaver	HAP ENTERPRISES INC	1198 MULBERRY ST	BEAVER	PA	15009	$	720,000
Beaver	KIMBERLY POPE-HARMON	115 ORCHARD ST	ALIQUIPPA	PA	15001	$	130,000
Beaver	RHYMING THYME INC	614 MARATTA RD	ALIQUIPPA	PA	15001	$	180,000
Beaver	RIVERSIDE BEAVER COUNTY SC DIS	318 COUNRTY CLUB DR	ELWOOD CITY	PA	16117	$	200,000
Beaver	WESTERN BEAVER COUNTY S D	343 RIDGEMONT DR	MIDLAND	PA	15059	$	200,000
Bedford	CHESTNUT RIDGE SCHOOL DIST	3281 VALLEY RD	FISHERTOWN	PA	15539	$	340,000
Bedford	TUSSEY MOUNTAIN SCHOOL DISTRICT	199 FRONT ST	SAXTON	PA	16678	$	120,000
Bedford & Cambria	ALLEGHENY LUTHERAN SOCIAL MINISTRIES INC	916 HICKORY ST	HOLLIDAYSBURG	PA	16648	$	400,000
Bedford & Cambria	BEDFORD AREA SCHOOL DISTRICT	330 E JOHN ST	BEDFORD	PA	15522	$	120,000
Bedford & Fayette	CRAYON CLUBHOUSE LLC	2614 C MEMORIAL BLVD	CONNELLSVILLE	PA	15425	$	640,000
Bedford, Cambria & Somerset	THE LEARNING LAMP	2025 BEDFORD ST	JOHNSTOWN	PA	15904	$	960,000

Berks	BERKS COUNTY INTERMEDIATE UNIT 14	1111 COMMONS BLVD	READING	PA	19605	$	3,780,000
Berks	BOYERTOWN AREA SCHOOL DISTRICT	DEPT OF TREASURY	AUSTIN	TX	73301	$	540,000
Berks	CALVARY CHURCH OF THE NAZARENE	3301 STOUDTS FERRY BRIDGE	READING	PA	19605	$	900,000
Berks	GOVERNOR MIFFLIN SCHOOL DISTRICT	10 S WAVERLY ST	READING	PA	19607	$	600,000
Berks	OLEY VALLEY SCHOOL DISTRICT	17 JEFFERSON ST	OLEY	PA	19547	$	150,000
Berks	OPPORTUNITY HOUSE	430 N 2ND ST	READING	PA	19601	$	600,000
Berks	WILSON SCHOOL DISTRICT	2601 GRANDVIEW BLVD	READING	PA	19609	$	900,000
Berks	YMCA OF READING AND BERKS COUNTY	631 WASHINGTON ST	READING	PA	19601	$	800,000
Berks & Chester	BERKS COMMUNITY ACTION PROGRAM	PO BOX 22	READING	PA	19603	$	3,950,000
Blair	ALTOONA AREA SCHOOL	1415 6TH AVE	ALTOONA	PA	16602	$	320,000
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	319 SYCAMORE ST	ALTOONA	PA	16602	$	900,000
Blair	KIDS FIRST CENTER FOR EARLY LEARNING	4 SHERATON DR	ALTOONA	PA	16601	$	1,000,000
Blair	TYRONE AREA SCHOOL DISTRICT	701 CLAY AVE	TYRONE	PA	16686	$	625,000
Blair & Lycoming	BEGIN WITH US CHILDCARE AND PRESCHOOL INC	703 GRANT AVE	ALTOONA	PA	16602	$	1,400,000
Blair, Centre, Clinton & Lycoming	CHILD DEVELOPMENT & FAMILY COUNCIL OF CENTRE CO	2565 PARK CENTER BLVD	STATE COLLEGE	PA	16801	$	1,480,000
Bradford	TOWANDA AREA SCHOOL DISTRICT	410 STATE ST	TOWANDA	PA	18848	$	360,000
Bradford	MOPPETS ON MULBERRY LLC	4204 BATTLE CREEK RD	ULSTER	PA	18850	$	100,000
Bradford & Sullivan	WYALUSING VALLEY CHILDRENS CENTER INC	42932 ROUTE 6	WYALUSING	PA	18853	$	1,200,000
Bradford & Tioga	BRADFORD TIOGA HEAD START INC.	5 RIVERSIDE PLZ	BLOSSBURG	PA	16912	$	1,870,000
Bradford & Tioga	DISCOVER THE WORLD CHILDRENS CENTER INC	2431 PENNSYLVANIA	SAYRE	PA	18840	$	600,000
Bradford & Tioga	STEPPING STONES PRESCHOOL INC	19 UNIVERSITY VIEW DR	MANSFIELD	PA	16933	$	1,270,000
Bucks	BRISTOL TOWNSHIP SCHOOL DISTRICT	5 BLUE LAKE RD	LEVITTOWN	PA	19057	$	800,000
Bucks	BUCKS COUNTY INTERMEDIATE UNIT 22	705 N SHADY RETREAT RD	DOYLESTOWN	PA	18901	$	1,620,000
Bucks	NESHAMINY SCHOOL DISTRICT	2250 LANGHORNE YARDLEY RD	LANGHORNE	PA	19047	$	1,500,000

Bucks	PENNSBURY SCHOOL DISTRICT	134 YARDLEY AVE	LEVITTOWN	PA	19054	$	900,000
Bucks	REFUGE FOR THE PERISHING HOLY TEMPLE	1230 PLYMOUTH AVE	BRISTOL	PA	19007	$	100,000
Bucks	UNITED WAY OF BUCKS COUNTY	413 HOOD BLVD	FAIRLESS HILLS	PA	19030	$	4,490,000
Butler	SLIPPERY ROCK STUDENT GOVERNMENT ASSOCIA	007 MCKAY EDUCATION BUILDI	SLIPPERY ROCK	PA	16057	$	350,000
Cambria	CAMBRIA COUNTY CHILD DEVELOPMENT CORPORATION	300 PRAVE ST	EBENSBURG	PA	15931	$	500,000
Cambria	CAMBRIA HEIGHTS SCHOOL DISTRICT	426 GLENDALE LAKE RD	PATTON	PA	16668	$	170,000
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA	516 MAIN ST	JOHNSTOWN	PA	15901	$	770,000
Cambria	CONEMAUGH VALLEY SCHOOL DISTRICT	1340 WILLIAM PENN AVE	JOHNSTOWN	PA	15906	$	430,000
Cambria	GREATER JOHNSTOWN SCHOOL DIS	1091 BROAD STREET	JOHNSTOWN	PA	15906	$	1,160,000
Cambria	NORTHERN CAMBRIA SCHOOL DIS	601 JOSEPH ST	NORTHERN CAMBRIA	PA	15714	$	180,000
Cambria	PENN CAMBRIA SCHOOL DISTRICT	201 6TH ST	CRESSON	PA	16630	$	170,000
Cameron & Elk	NORTHERN TIER	135 WEST 4TH STREET	EMPORIUM	PA	15834	$	300,000
Carbon	JIM THORPE AREA SD	1100 CENTER ST	JIM THORPE	PA	18229	$	200,000
Carbon	LEHIGHTON AREA SCHOOL DIST	1000 UNION ST	LEHIGHTON	PA	18235	$	200,000
Carbon	NESSAS SMALL STEPS CHILD CARE LLC	68 CRAZY HORSE TRL	ALBRIGHTSVILLE	PA	18210	$	180,000
Carbon	PALMERTON AREA SCHOOL DISTRICT	PO BOX 350	PALMERTON	PA	18071	$	300,000
Carbon	WEATHERLY AREA SCHOOL DISTRICT	602 SIXTH STREET	WEATHERLY	PA	18255	$	300,000
Carbon, Lehigh & Northampton	LEHIGH VALLEY CHILDRENS CENTERS INC	1501 LEHIGH ST	ALLENTOWN	PA	18103	$	4,630,000
Centre	THE PENNSYLVANIA STATE UNIVERSITY	408 OLD MAIN	UNIVERSITY PARK	PA	16802	$	1,010,000
Centre, Clearfield & Elk	CEN CLEAR CHILD SERVICES INC	50 BIGLER ROAD	WOODLAND	PA	16881	$	2,455,000
Chester	BRIGHT BEGINNINGS EDUCATION CENTER INC	2222 BALTIMORE PIKE	OXFORD	PA	19363	$	2,570,000
Chester	OWEN T ROBERTS SCHOOL DISTRICT	901 RIDGE RD	POTTSTOWN	PA	19465	$	400,000
Chester	TREEHOUSE CHILDCARE SERVICES LLC	102 HORSESHOE DR	THORNDALE	PA	19372	$	430,000
Chester	WARWICK CHILD CARE CENTER INC	300 N POTTSTOWN PIKE	EXTON	PA	19341	$	1,400,000

Chester & Montgomery	CHESTER COUNTY INTERMEDIATE UNIT	455 BOOT RD	DOWNINGTOWN	PA	19335	$	2,420,000
Chester & Montgomery	POTTSTOWN SCHOOL DISTRICT	230 BEECH ST	POTTSTOWN	PA	19464	$	2,620,000
Chester, Cumberland, Dauphin, Lancaster,	KUEHG CORP	103 HIGHPOINTE DRIVE	SEVEN FIELDS	PA	16046	$	2,200,000
Chester, Montgomery & Philadelphia	GREATER PHILADELPHIA YMCA	400 FAYETTE ST	CONSHOHOCKEN	PA	19428	$	670,000
Clarion	NORTH CLARION COUNTY SCH DIS	RD # 1 PO BOX 194	TIONESTA	PA	16353	$	280,000
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	18 WESTERN AVE	BROOKVILLE	PA	15825	$	1,760,000
Clarion, Clearfield, Jefferson, Mercer,	KEYSTONE SMILES COMMUNITY LEARNING CENTER	525 MAIN ST	KNOX	PA	16232	$	1,500,000
Clearfield	CHILDRENS AID SOCIETY IN CLEARFIELD CTY	1008 S 2ND ST	CLEARFIELD	PA	16830	$	280,000
Clinton & Lycoming	JERSEY SHORE AREA SCHOOL DISTRICT	175 A AND P DR	JERSEY SHORE	PA	17740	$	380,000
Clinton & Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR COMMUNITY	2138 LINCOLN ST	WILLIAMSPORT	PA	17701	$	1,015,000
Clinton & Lycoming	RIVER VALLEY REGIONAL YMCA	641 WALNUT ST	WILLIAMSPORT	PA	17701	$	380,000
Columbia & Northumberland	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	90 LAWTON LN	MILTON	PA	17847	$	1,980,000
Crawford & Erie	PENNSYLVANIA WESTERN UNIVERSITY OF PENNSYLVANIA	250 UNIVERSITY AVE	CALIFORNIA	PA	15419	$	1,550,000
Crawford & Venango	FAMILY & COMMUNITY CHRISTIAN ASSOCIATION	378 CHESTNUT ST	MEADVILLE	PA	16335	$	2,630,000
Crawford, Erie & Venango	CHILD DEVELOPMENT CENTERS INC	2335 W 38TH ST	ERIE	PA	16506	$	2,820,000
Cumberland	CARLISLE DAY CARE CENTER INC	100 E POMFRET ST	CARLISLE	PA	17013	$	200,000
Cumberland	MECHANICSBURG AREA SCHOOL DISTRICT	100 E ELMWOOD AVE	MECHANICSBURG	PA	17055	$	500,000
Cumberland	MECHANICSBURG LEARNING CENTER	601 E SIMPSON ST	MECHANICSBURG	PA	17055	$	350,000
Cumberland	SHIPPENSBURG UNIVERSITY HEAD START	1871 OLD MAIN DRIVE	SHIPPENSBURG	PA	17257	$	1,080,000
Cumberland & Dauphin	KEYSTONE SERVICE SYSTEMS INC	4391 STURBRIDGE DR	HARRISBURG	PA	17110	$	2,860,000
Dauphin	BRIGHT FUTURES LEARNING CENTER INC	10-12 NORTH FRONT STREET	STEELTON	PA	17113	$	4,890,000
Dauphin	CHRIST CORNERSTONE PRODUCTIONS ACADEMY LLC	487 SUNDAY DR	HARRISBURG	PA	17111	$	570,000
Dauphin	HALIFAX AREA SCHOOL DISTRICT	3940 PETERS MOUNTAIN RD	HALIFAX	PA	17032	$	660,000

Dauphin	HANSEL AND GRETEL EARLY LEARNING CTR INC	2206 WALNUT ST	HARRISBURG	PA	17103	$	1,150,000
Dauphin	HARRISBURG SCHOOL DISTRICT	1601 STATE ST	HARRISBURG	PA	17103	$	680,000
Delaware	AARDVARK CHILD CARE & LEARNING CTR INC	335 CHEYNEY RD	GLEN MILLS	PA	19342	$	400,000
Delaware	APPLE PIE DAY CARE INC	3 S STATE RD	UPPER DARBY	PA	19082	$	400,000
Delaware	CHESTER UPLAND SCHOOL DIST	232 W 9TH ST	CHESTER	PA	19013	$	1,400,000
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	200 YALE AVE	MORTON	PA	19070	$	2,070,000
Delaware	DISCOVERY TREE LLC	4814 DREXELBROOK DR	DREXEL HILL	PA	19026	$	660,000
Delaware	INTERBORO SCHOOL DISTRICT	900 WASHINGTON AVENUE	PROSPECT PARK	PA	19076	$	680,000
Delaware	TODAYS CHILD LEARNING CENTER INC	21 W BALTIMORE AVE	LANSDOWNE	PA	19050	$	3,290,000
Delaware	WIDENER UNIVERSITY INC	1 UNIVERSITY PL	CHESTER	PA	19013	$	400,000
Delaware	YOUTH ENRICHMENT PROGRAMS INC	2029 S 7TH ST # 33	PHILADELPHIA	PA	19148	$	800,000
Delaware & Philadelphia	EDUCATION INSTITUTE FOR EARLY INTERVENTION	252 MELROSE AVE	LANSDOWNE	PA	19050	$	2,730,000
Elk	JOHNSONBURG AREA SCHOOL DISTRICT	315 HIGH SCHOOL RD	JOHNSONBURG	PA	15845	$	150,000
Erie	BENEDICTINE SISTERS INC	345 E 9TH ST	ERIE	PA	16503	$	500,000
Erie	CORRY AREA SCHOOL DISTRICT	540 E PLEASANT ST	CORRY	PA	16407	$	600,000
Erie	DR GERTRUDE A BARBER CENTER INC	100 BARBER PL	ERIE	PA	16507	$	570,000
Erie	EARLY CONNECTIONS	200 W 11TH ST	ERIE	PA	16501	$	950,000
Erie	ERIE PUBLIC SCHOOLS	148 W 21ST ST	ERIE	PA	16502	$	2,285,000
Erie	MILLCREEK TOWNSHIP SCHOOL DISTRICT	3740 W 26TH ST	ERIE	PA	16506	$	520,000
Erie	MULTICULTURAL COMMUNITY RESOURCE CENTER	554 E 10TH ST	ERIE	PA	16503	$	200,000
Erie	ST MARTIN EARLY LEARNING CENTER	1701 PARADE ST	ERIE	PA	16503	$	400,000
Erie	YMCA OF GREATER ERIE	31 W 10TH ST	ERIE	PA	16501	$	1,510,000
Fayette	PINKY TOES CHILD CARE AND DVPT CTR	204 E CRAWFORD AVE	CONNELLSVILLE	PA	15425	$	170,000
Fayette	UNIONTOWN AREA SCHOOL DISTRICT	205 WILSON AVE	UNIONTOWN	PA	15401	$	480,000

Fayette	FRAZIER SCHOOL DISTRICT	142 CONSTITUTION ST	PERRYOPOLIS	PA	15473	$	100,000
Fayette & Westmoreland	DUCK HOLLOW DISCOVERY LEARNING CENTER	7822 NATIONAL PIKE	UNIONTOWN	PA	15401	$	1,600,000
Fayette & Westmoreland	LIGONIER VALLEY LEARNING CENTER	117 JUNIPER LN	LIGONIER	PA	15658	$	1,950,000
Forest, McKean & Potter	SENECA HIGHLANDS IU 9	119 S MECHANIC ST	SMETHPORT	PA	16749	$	2,660,000
Franklin	CHAMBERSBURG AREA SCHOOL DISTRICT	435 STANLEY AVE	CHAMBERSBURG	PA	17201	$	1,620,000
Franklin	FRANKLIN COUNTY HEAD START	1438 EXCEL AVENUE	CHAMBERSBURG	PA	17201	$	170,000
Franklin	GREENCASTLE-ANTRIM SCH DIST	500 EAST LEITERSBURG ST	GREENCASTLE	PA	17225	$	360,000
Franklin	TUSCARORA SCHOOL DISTRICT	100 W SEMINARY ST	MERCERSBURG	PA	17236	$	360,000
Franklin	WAYNESBORO AREA SCHOOL DISTRICT	210 CLAYTON AVE	WAYNESBORO	PA	17268	$	1,190,000
Fulton	SOUTHERN FULTON SCHOOL DISTRICT	3072 GREAT COVE RD	WARFORDSBURG	PA	17267	$	340,000
Greene & Washington	BLUEPRINTS	150 W BEAU ST	WASHINGTON	PA	15301	$	4,520,000
Huntingdon	HCCADC	52 JUNIATA AVE	HUNTINGDON	PA	16652	$	640,000
Huntingdon	HUNTINGDON AREA SCHOOL DISTRICT	2400 CASSADY AVE	HUNTINGDON	PA	16652	$	320,000
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM	570 S 11TH ST	INDIANA	PA	15705	$	300,000
Indiana	INDIANA COUNTY HEAD START, INC	528 GOMPERS AVE	INDIANA	PA	15701	$	150,000
Indiana	MARION CENTER AREA SCHOOLS	22820 RTE 403 HWY N	MARION CENTER	PA	15759	$	400,000
Indiana	PENNS MANOR AREA SCHOOL DISTRICT	6003 ROUTE 553 HWY	CLYMER	PA	15728	$	110,000
Indiana	RIVER VALLEY SCHOOL DISTRICT	102 SCHOOL LN	BLAIRSVILLE	PA	15717	$	200,000
Indiana	UNITED SCHOOL DISTRICT	10775 ROUTE 56 HIGHWAY EAS	ARMAGH	PA	15920	$	300,000
Indiana & Westmoreland	UNITY MARKETING GROUP INC	254 WINELAND RD	LIGONIER	PA	15658	$	550,000
Juniata & Perry	TUSCARORA INTERMEDIATE UNIT 11	2527 US HIGHWAY 522 S	MC VEYTOWN	PA	17051	$	550,000
Lackawanna	DAWN TOOLAN	227 PIKE ST	CARBONDALE	PA	18407	$	350,000
Lackawanna	DAY NURSERY ASSOCIATION	332 JEFFERSON AVE	SCRANTON	PA	18510	$	590,000
Lackawanna	DISCOVERY MULTIPLE INTELLIGENCES PRESCHOOL	738 TAYLOR AVE	SCRANTON	PA	18510	$	390,000

County	Organization	Address	City	State	Zip	Amount
Lackawanna	FRECKLES AND FRILLS INC	515 FIG ST	SCRANTON	PA	18505	$ 500,000
Lackawanna	THE KREIG INSTITUTE FOR EARLY CHILDHOOD	REAR 3716 LAWRENCE AVE	MOOSIC	PA	18507	$ 600,000
Lackawanna	TRI STAR CHILD CARE INC	433 THORNHURST RD	BEAR CREEK TOWNSHIP	PA	18702	$ 380,000
Lackawanna & Luzerne	ABC KIDDIE KAMPUS INC	701 S MAIN ST	OLD FORGE	PA	18518	$ 1,080,000
Lackawanna & Wyoming	HANDS OF WYOMING COUNTY	1687 SCOTTSVILLE RD	MEHOOPANY	PA	18629	$ 1,050,000
Lackawanna, Pike & Wayne	AGENCY FOR COMMUNITY EMPOWERMENT OF NEPA	123 WYOMING AVE	SCRANTON	PA	18503	$ 1,320,000
Lackwanna, Susquehanna & Wayne	NORTHEASTERN CHILD CARE SERVICES	1356 N WASHINGTON AVE	SCRANTON	PA	18509	$ 950,000
Lancaster	CONESTOGA VALLEY SCHOOL DISTRICT	2110 HORSESHOE RD	LANCASTER	PA	17601	$ 880,000
Lancaster	FIRST LEARNING LLC	506 OWL HILL RD	LITITZ	PA	17543	$ 2,980,000
Lancaster	LANCASTER EARLY EDUCATION CENTER	150 S QUEEN ST	LANCASTER	PA	17603	$ 800,000
Lancaster	SCHOOL DISTRICT OF LANCASTER	1020 LEHIGH AVE	LANCASTER	PA	17602	$ 5,970,000
Lancaster	SUNRISE USA LLC	1921 GLENWOLD DR	PAOLI	PA	19301	$ 200,000
Lancaster & Lebanon	LANCASTER-LEBANON INTERMEDIATE UNIT 13	1020 NEW HOLLAND AVE	LANCASTER	PA	17601	$ 2,840,000
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	241 W GRANT ST	NEW CASTLE	PA	16101	$ 2,750,000
Lawrence	PRE-K KIDS LEARNING CENTER INC	2740 ELLWOOD RD	NEW CASTLE	PA	16101	$ 200,000
Lawrence	TROB ENTERPRISE LLC	4130 W STATE ST	EDINBURG	PA	16116	$ 200,000
Lawrence & Mercer	MIDWESTERN INTERMEDIATE UNIT IV	453 MAPLE ST	GROVE CITY	PA	16127	$ 1,080,000
Lehigh	LITTLE ARCHIES CLUBHOUSE DAYCARE CENTER INC	635 W TURNER ST	ALLENTOWN	PA	18102	$ 180,000
Lehigh	PLAYTIME DAY CARE LLC	834 N HALSTEAD ST	ALLENTOWN	PA	18109	$ 350,000
Lehigh	RESURRECTED COMMUNITY DEVELOPMENT CORPOR	144 N 9TH ST	ALLENTOWN	PA	18102	$ 1,200,000
Lehigh	THE CUDDLE ZONE LEARNING CENTER INC	445 ALLENTOWN DR	ALLENTOWN	PA	18109	$ 835,000
Lehigh	KIDDIE CITY EARLY LEARNING CENTER INC	1309 W GORDON ST	ALLENTOWN	PA	18102	$ 1,180,000
Lehigh & Northampton	BETHLEHEM AREA SCHOOL DISTRICT	1516 SYCAMORE ST	BETHLEHEM	PA	18017	$ 1,200,000
Lehigh & Northampton	CERETA JOHNSON	4700 BECK RD	EMMAUS	PA	18049	$ 485,000

Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	1520 HANOVER AVE	ALLENTOWN	PA	18019	$	5,300,000
Lehigh & Northampton	GREATER VALLEY YOUNG MENS CHRISTIAN ASSOCIATION	2132 S 12TH ST	ALLENTOWN	PA	18103	$	2,070,000
Luzerne	BLOOM EARLY EDUCATION CENTERS INC	295 OLDFIELD RD	SHAVERTOWN	PA	18708	$	540,000
Luzerne	CHILD DEVELOPMENT COUNCIL OF NEPA INC	147 1/2 AMBER LN	WILKES BARRE	PA	18702	$	700,000
Luzerne	COUNTRY CHARM EARLY LEARNING CENTER INC	9 E BUTLER DR	DRUMS	PA	18222	$	340,000
Luzerne	GREATER NANTICOKE AREA SCHOOL DISTRICT	427 KOSCIUZKO ST	NANTICOKE	PA	18634	$	190,000
Luzerne	GREATER WYOMING VALLEY AREA YMCA	40 W NORTHAMPTON ST	WILKES BARRE	PA	18701	$	400,000
Luzerne	HAZELTON AREA SCHOOL DISTRICT	1515 W 23RD ST	HAZLE TOWNSHIP	PA	18202	$	2,465,000
Luzerne	LITTLE PEOPLE DAY CARE SCHOOL INC	154 3RD AVE	KINGSTON	PA	18704	$	680,000
Luzerne	LUZERNE COUNTY HEAD START INC	33 BEEKMAN ST	WILKES BARRE	PA	18702	$	2,340,000
Luzerne	LUZERNE INTERMEDIATE UNIT	2 COLLEY STREET	HANOVER	PA	18706	$	800,000
Luzerne	NORTHWEST AREA SCHOOL DISTRICT	243 THORNE HILL RD	SHICKSHINNY	PA	18655	$	200,000
Luzerne	SAEED FAMILY CORPORATION	253 S FRANKLIN ST	WILKES BARRE	PA	18701	$	1,400,000
Lycoming	BLESSED BEGINNINGS PRESCHOOL & CHILDCARE	822 W CENTRAL AVE	WILLIAMSPORT	PA	17702	$	700,000
Lycoming	EAST LYCOMING SCHOOL DISTRICT	349 CEMETERY STREET	HUGHESVILLE	PA	17737	$	400,000
Lycoming	LOYALSOCK TOWNSHIP SCHOOL DISTRICT	1605 FOUR MILE DR	WILLIAMSPORT	PA	17701	$	180,000
Lycoming	MONTGOMERY AREA SCHOOL	120 PENN ST	MONTGOMERY	PA	17752	$	500,000
Mercer	BUILDING BLOCKS CHILD CENTER INC	4075 LAMOR RD	HERMITAGE	PA	16148	$	180,000
Mercer	CHILDRENS CENTER OF MERCER COUNTY	900 N HERMITAGE RD	HERMITAGE	PA	16148	$	200,000
Mercer	COMMUNITY ACTION PARTNERSHIP OF MERCER	75 S DOCK STREET	SHARON	PA	16146	$	950,000
Mercer	ZION EDUCATION CENTER	602 ROEMER BLVD	FARRELL	PA	16121	$	280,000
Mifflin	GRACE COVENANT CHURCH	227 WASHINGTON AVE	LEWISTOWN	PA	17044	$	820,000
Mifflin, Snyder & Union	SUMMIT EARLY LEARNING INC	14 S 11TH ST	MIFFLINBURG	PA	17844	$	1,620,000
Monroe	POCONO SERVICES FOR FAMILIES AND CHILDREN	212 W 4TH ST	EAST STROUDSBURG	PA	18301	$	910,000

Monroe	TGPC FOR C & L OF ST PAUL EVANGELICAL L C INC	138 TRACH DR	KRESGEVILLE	PA	18333	$	1,350,000
Monroe	WEE WONS INC	127 ROUTE 423	POCONO PINES	PA	18350	$	200,000
Montgomery	LEARN AND PLAY CENTERS INC	200 CAMP HILL RD	FORT WASHINGTON	PA	19034	$	1,000,000
Montgomery	MONTGOMERY CNTY PRINCIPALS & INTERMEDIATE UNIT 23	2 W LAFAYETTE ST	NORRISTOWN	PA	19401	$	4,750,000
Montgomery	VICKI AND DUC CARE LLC	491 ALLENDALE RD	KING OF PRUSSIA	PA	19406	$	200,000
Montgomery	YWCA TRI COUNTY AREA	315 KING ST	POTTSTOWN	PA	19464	$	440,000
Montgomery	FEDERATION DAYCARE SERVICES INC	10700 JAMISON AVE	PHILADELPHIA	PA	19116	$	160,000
Montgomery & Philadelphia	CHILDREN OF AMERICA	5300 W ATLANTIC AVE	DELRAY BEACH	FL	33484	$	500,000
Montour	BUSY LITTLE BEAVERS INC	23 WESNER LN	DANVILLE	PA	17821	$	340,000
Montour	DANVILLE AREA SCHOOL DISTRICT	733 IRONMEN LANE	DANVILLE	PA	17821	$	360,000
Northampton	EASTON SCHOOL DISTRICT PAYROLL DEPARTM	1801 BUSHKILL DR	EASTON	PA	18040	$	370,000
Northampton	THIRD STREET ALLIANCE FOR WOMEN	41 N 3RD ST	EASTON	PA	18042	$	800,000
Northampton	WILSON AREA SCHOOL DISTRICT	2040 WASHINGTON BOULEVARD	EASTON	PA	18042	$	530,000
Northumberland	MMJJ INC	117 INDIANA CIR	KULPMONT	PA	17834	$	300,000
Northumberland	MOUNT CARMEL AREA SCHOOL DISTRICT	600 W 5TH ST	MOUNT CARMEL	PA	17851	$	600,000
Northumberland	SUSQUEHANNA VALLEY YMCA	1150 N 4TH ST	SUNBURY	PA	17801	$	280,000
Perry	WEST PERRY SCHOOL DISTRICT	2606 SHERMANS VALLEY RD	ELLIOTTSBURG	PA	17024	$	440,000
Philadelphia	ACELERO LEARNING CAMDEN PHILADELPHIA INC	1801 N 23RD ST	PHILADELPHIA	PA	19121	$	1,300,000
Philadelphia	AMAZING KIDZ ACADEMY LLC	7120 N BROAD ST	PHILADELPHIA	PA	19126	$	1,190,000
Philadelphia	BRIGHT MINDS BRIGHT BEGINNINGS	543 W PIKE ST	PHILADELPHIA	PA	19140	$	100,000
Philadelphia	CATHOLIC SOCIAL SERVICES	222 N 17TH ST	PHILADELPHIA	PA	19103	$	140,000
Philadelphia	CONGREGATION BETH SOLOMON	198 TOMLINSON RD	PHILADELPHIA	PA	19116	$	250,000
Philadelphia	CREATIVE LEARNING ENVIRONMENTS	4824 PRINCETON AVE	PHILADELPHIA	PA	19135	$	340,000
Philadelphia	DREAMSCAPE EDUCATION LLC	35 S 60TH ST	PHILADELPHIA	PA	19139	$	510,000

Philadelphia	HEAVENLY DAYCARE AND LEARNING CENTER INC	5144 N 4TH ST	PHILADELPHIA	PA	19120	$	480,000
Philadelphia	KIDDIE PREP ACADEMY LLC	5843 MARKET ST	PHILADELPHIA	PA	19139	$	400,000
Philadelphia	LEARNING MY WAY MONTESSORI LLC	6341 GERMANTOWN	PHILADELPHIA	PA	19144	$	100,000
Philadelphia	LITTLE LEARNERS LITERACY ACADEMY	1336 W PORTER ST	PHILADELPHIA	PA	19148	$	180,000
Philadelphia	MT AIRY CHRISTIAN DAY SCH	7800 OGONTZ AVE	PHILADELPHIA	PA	19150	$	150,000
Philadelphia	NORRIS SQUARE COMMUNITY ALLIANCE	174 DIAMOND ST	PHILADELPHIA	PA	19122	$	400,000
Philadelphia	OAK LANE SCHOOLS INCORPORATED	200 PINE LN	DOUGLASSVILLE	PA	19518	$	800,000
Philadelphia	OVERBROOK LITTLE LEARNERS INC	1845 N 59TH ST	PHILADELPHIA	PA	19151	$	80,000
Philadelphia	SCHOOL DISTRICT OF PHILADELPHIA	440 N BROAD ST	PHILADELPHIA	PA	19130	$	37,890,000
Philadelphia	SOMERSET ACADEMY EARLY LEARNING CENTER	719 W GIRARD AVE	PHILADELPHIA	PA	19123	$	400,000
Philadelphia	SPECIAL PEOPLE IN NORTHEAST INC	10501 DRUMMOND RD	PHILADELPHIA	PA	19154	$	1,200,000
Philadelphia	SUNBRIGHT CHILDCARE LLC	1434 HOPELAND RD	WYNCOTE	PA	19095	$	300,000
Pike	DELAWARE VALLEY SCHOOL DIST	236 ROUTE 6 AND 209	MILFORD	PA	18337	$	520,000
Pike	THE GOOD SHEPHERD CHILD CARE CENTER INC	102 STATE ROUTE 2001	MILFORD	PA	18337	$	300,000
Pike	THE SUNSHINE STATION	476 ROUTES 6 AND 209	MILFORD	PA	18337	$	100,000
Schuylkill	CHILD DEVELOPMENT INC	SUITE 210	MINERSVILLE	PA	17954	$	2,340,000
Schuylkill	PANTHER VALLEY SCHOOL DISTRICT	1 PANTHER WAY	LANSFORD	PA	18232	$	640,000
Schuylkill	SCHUYLKILL IU 29	17 MAPLE AVE	MAR LIN	PA	17951	$	200,000
Somerset	TABLELAND SERVICES, INC.	535 EAST MAIN ST	SOMERSET	PA	15501	$	1,070,000
Susquehanna	ENDLESS MOUNTAIN LEARNING CENTER INC	117 JACKSON ST	NEW MILFORD	PA	18834	$	160,000
Susquehanna	FOREST CITY REGIONAL SCHL DISTRICT	100 SUSQUEHANNA ST	FOREST CITY	PA	18421	$	320,000
Susquehanna	MT VIEW SCHOOL DISTRICT	11748 STATE ROUTE 106	KINGSLEY	PA	18826	$	160,000
Tioga	PENNYS DAYCARE LLC	23 LAKE ST	TIOGA	PA	16946	$	300,000
Tioga	SOUTHERN TIOGA SCHOOL DISTRICT	DEPT OF TREASURY IRS	OGDEN	UT	84201	$	800,000

County	Provider	Address	City	State	Zip	Amount
Union	LEWISBURG AREA SCHOOL DISTRICT	1951 WASHINGTON AVE	LEWISBURG	PA	17837	$ 180,000
Warren	WARREN FOREST COUNTIES ECONOMIC OPPORTUNITY COUNCI	1209 PENNSYLVANIA AVE W	WARREN	PA	16365	$ 300,000
Washington	PIGTAILS & INKWELLS DAY CARE CENTER INC	925 HENDERSON AVE	WASHINGTON	PA	15301	$ 300,000
Westmoreland	CHERISE M RACHAL	1001 S LEECHBURG HILL RD	LEECHBURG	PA	15656	$ 440,000
Westmoreland	HEMPFIELD AREA SCHOOL DSTRCT	4347 STATE ROUTE 136	GREENSBURG	PA	15601	$ 600,000
Westmoreland	JBS BRIGHT BEGINNINGS TWO LLC	780 BRUSH HILL RD	IRWIN	PA	15642	$ 400,000
Westmoreland	LITTLE CUBS DAYCARE AND LEARNING CENTER LLC	1737 ROSTRAVER RD	ROSTRAVER TOWNSHIP	PA	15012	$ 200,000
Westmoreland	LOVELI FOUNDATIONS LLC	1718 SW RUGH ST	GREENSBURG	PA	15601	$ 400,000
Westmoreland	MONESSEN CITY SCHOOL DISTRICT	1275 ROSTRAVER ST	MONESSEN	PA	15062	$ 580,000
Westmoreland	SETON HILL CHILD SERVICES INC	105 HARTMAN RD STE 204	GREENSBURG	PA	15601	$ 2,440,000
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	226 S MAPLE AVE	GREENSBURG	PA	15601	$ 1,540,000
York	COMMUNITY PROGRESS COUNCIL INC	226 E COLLEGE AVE	YORK	PA	17403	$ 360,000
York	CRISPUS ATTUCKS ASSOCIATION INC	605 S DUKE ST	YORK	PA	17401	$ 800,000
York	SCHOOL DISTRICT OF CITY OF YORK	31 N PERSHING AVE	YORK	PA	17401	$ 2,750,000
York	THE EARLY LEARNING CENTER INC	101 WEBSTER AVE	YORK	PA	17404	$ 340,000
York	YORK DAY NURSERY INC	450 E PHILADELPHIA ST	YORK	PA	17403	$ 300,000
York	YORK JEWISH COMMUNITY CENTER	2000 HOLLYWOOD DR	YORK	PA	17403	$ 200,000
York	YWCA YORK	320 E MARKET ST	YORK	PA	17403	$ 2,650,000
Total Grant Amount Awarded to Providers						**$ 299,800,000**
Administrative/ IT						**$ 4,522,685**
Total Allocation Used						**$ 304,322,685**

Location County	Lead Agency Name	Full Day Funded Slots	Half Day Funded Slots	3 Yr Old Full Day Enrollments	4 Yr Old Full Day Enrollments	3 Yr Old Half Day Enrollments	4 Yr Old Half Day Enrollments	Full Day Enrollments	Half Day Enrollments	Total PA Pre-K Funded Slots	Total PA Pre-K Enrollments	Total # of PA Pre-K Counts Children Also Enrolled in Head Start	Total # of PA Pre-K Counts Children Also Enrolled in Child Care Works
Adams	CLARK AGAPAKIS	56	20	21	35	11	10	0	0	76	0	0	12
Adams	UPPER ADAMS SCHOOL DISTRICT	17	0	6	12	0	0	17	0	17	17	0	0
Adams	YWCA GETTYSBURG AND ADAMS COUNTY	36	0	14	25	0	0	0	0	36	0	0	9
Adams, Berks, Carbon, Chester & Franklin	PATHSTONE CORPORATION	162	0	86	91	0	0	91	0	162	91	2	3
Allegheny	ALLEGHENY INTERMEDIATE UNIT	308	0	99	222	0	0	238	0	308	238	11	26
Allegheny	ALLEGHENY VALLEY SCHOOL DISTRICT	10	0	0	10	0	0	10	0	10	10	0	0
Allegheny	COUNCIL OF THREE RIVERS AMER INDIAN CTR	104	19	48	61	12	8	61	20	123	81	0	19
Allegheny	CRAFTON CHILDRENS CORNER INC	20	0	12	8	0	0	0	0	20	0	0	6
Allegheny	CYNTHIA K FRANCKS CHILD CARE INC	40	0	22	16	0	0	37	0	40	37	0	14

Allegheny	HERITAGE COMMUNITY INITIATIVES	36	0	10	17	0	0	29	0	36	29	0	14
Allegheny	HIGHLANDS SCHOOL DISTRICT	34	34	0	34	14	19	34	33	68	67	0	7
Allegheny	HOSANNA HOUSE INC	55	0	27	28	0	0	0	0	55	0	0	13
Allegheny	IMANI CHRISTIAN ACADEMY	18	0	8	6	0	0	14	0	18	14	0	4
Allegheny	KIDS KADEMY II LLC	39	0	18	18	0	0	36	0	39	36	0	4
Allegheny	MAPLE UNIFIED STUDENT ACADEMY INC	17	0	3	14	0	0	17	0	17	17	0	2
Allegheny	MCKEESPORT AREA SCHOOL DISTRICT	72	0	34	49	0	0	71	0	72	71	2	11
Allegheny	NORTHGATE SCHOOL DISTRICT	19	0	5	14	0	0	19	0	19	19	0	1
Allegheny	PITTSBURGH PUBLIC SCHOOLS	957	0	357	538	0	0	815	0	957	815	5	183
Allegheny	RIVERVIEW CHILDRENS CENTER INC	72	0	23	49	0	0	72	0	72	72	0	12
Allegheny	WILKINSBURG SCHOOL DISTRICT	114	0	40	79	0	0	85	0	114	85	0	20
Allegheny	WOODLAND HILLS SCHOOL DISTRICT	90	0	29	65	0	0	89	0	90	89	0	18

County	Provider												
Allegheny	YWCA OF GREATER PITTSBURGH	18	0	7	9	0	0	17	0	18	17	0	2
Allegheny & Philadelphia	BRIGHTSIDE ACADEMY PHILADELPHIA LLC	188	0	54	57	0	0	95	0	188	95	1	29
Allegheny, Beaver, Fayette & Westmorela	PIC OF WESTMORELAND AND FAYETTE COUNTY INC	359	0	148	230	0	0	71	0	359	71	2	23
Armstron & Butler	BUTLER COUNTY CHILDRENS CENTER INC	85	0	31	54	0	0	82	0	85	82	1	3
Armstrong	APOLLO-RIDGE SCHOOL DISTRICT	20	0	2	19	0	0	20	0	20	20	0	3
Armstrong & Indiana	ARIN INTERMEDIATE UNIT 28	80	0	15	65	0	0	76	0	80	76	2	5
Armstrong & Westmoreland	GRANDMAS HOUSE LLC	98	0	47	54	0	0	97	0	98	97	1	9
Armstrong, Beaver & Butler	LIFESTEPS INC	110	26	20	56	10	6	75	15	136	90	0	6
Beaver	ALIQUIPPA SCHOOL DISTRICT	40	0	26	21	0	0	38	0	40	38	0	8
Beaver	AMBRIDGE AREA SCHOOL DISTRICT	92	0	37	59	0	0	90	0	92	90	0	16
Beaver	BIG BEAVER FALLS AREA SCHOOL	40	0	10	30	0	0	40	0	40	40	0	7
Beaver	CHIPPEWA NOAHS ARK	17	0	7	11	0	0	0	0	17	0	0	9

County	Provider												
Beaver	HAP ENTERPRISES INC	72	0	22	49	0	0	72	0	72	72	0	5
Beaver	KIMBERLY POPE-HARMON	13	0	5	7	0	0	0	0	13	0	0	8
Beaver	RHYMING THYME INC	18	0	10	7	0	0	18	0	18	18	0	7
Beaver	RIVERSIDE BEAVER COUNTY SC DIS	20	0	0	20	0	0	20	0	20	20	0	0
Beaver	WESTERN BEAVER COUNTY S D	20	0	0	20	0	0	20	0	20	20	0	1
Bedford	CHESTNUT RIDGE SCHOOL DIST	34	0	3	31	0	0	0	0	34	0	0	2
Bedford	TUSSEY MOUNTAIN SCHOOL DISTRICT	0	24	0	0	0	21	0	24	24	24	0	0
Bedford & Cambria	ALLEGHENY LUTHERAN SOCIAL MINISTRIES INC	40	0	19	21	0	0	16	0	40	16	0	5
Bedford & Cambria	BEDFORD AREA SCHOOL DISTRICT	12	0	5	7	0	0	0	0	12	0	0	0
Bedford & Fayette	CRAYON CLUBHOUSE LLC	64	0	39	26	0	0	64	0	64	64	2	9
Bedford, Cambria & Somerset	THE LEARNING LAMP	92	8	42	58	3	4	23	2	100	25	0	6
Berks	BERKS COUNTY INTERMEDIATE UNIT 14	378	0	128	242	0	0	321	0	378	321	1	34

Berks	BOYERTOWN AREA SCHOOL DISTRICT	54	0	17	41	0	0	53	0	54	53	0	1
Berks	CALVARY CHURCH OF THE NAZARENE	90	0	37	62	0	0	88	0	90	88	0	18
Berks	GOVERNOR MIFFLIN SCHOOL DISTRICT	60	0	4	57	0	0	0	0	60	0	0	3
Berks	OLEY VALLEY SCHOOL DISTRICT	15	0	0	15	0	0	15	0	15	15	0	0
Berks	OPPORTUNITY HOUSE	60	0	38	29	0	0	60	0	60	60	0	16
Berks	WILSON SCHOOL DISTRICT	90	0	32	67	0	0	0	0	90	0	0	5
Berks	YMCA OF READING AND BERKS COUNTY	80	0	35	38	0	0	66	0	80	66	0	11
Berks & Chester	BERKS COMMUNITY ACTION PROGRAM	395	0	188	217	0	0	339	0	395	339	2	52
Blair	ALTOONA AREA SCHOOL	32	0	1	31	0	0	30	0	32	30	1	0
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	90	0	30	53	0	0	88	0	90	88	0	4
Blair	KIDS FIRST CENTER FOR EARLY LEARNING	100	0	49	58	0	0	93	0	100	93	0	24
Blair	TYRONE AREA SCHOOL DISTRICT	38	49	8	28	24	21	37	42	87	79	0	11

Blair & Lycoming	BEGIN WITH US CHILDCARE AND PRESCHOOL INC	140	0	56	61	0	0	100	0	140	100	0	17
Blair, Centre, Clinton & Lycoming	CHILD DEVELOPMENT & FAMILY COUNCIL OF CENTRE CO	148	0	47	95	0	0	102	0	148	102	1	16
Bradford	TOWANDA AREA SCHOOL DISTRICT	36	0	1	34	0	0	1	0	36	1	0	1
Bradford	MOPPETS ON MULBERRY LLC	10	0	4	7	0	0	10	0	10	10	0	1
Bradford & Sullivan	WYALUSING VALLEY CHILDRENS CENTER INC	120	0	52	66	0	0	120	0	120	120	0	13
Bradford & Tioga	BRADFORD TIOGA HEAD START INC.	187	0	79	121	0	0	185	0	187	185	2	3
Bradford & Tioga	DISCOVER THE WORLD CHILDRENS CENTER INC	60	0	29	36	0	0	60	0	60	60	0	8
Bradford & Tioga	STEPPING STONES PRESCHOOL INC	127	0	54	71	0	0	36	0	127	36	1	10
Bucks	BRISTOL TOWNSHIP SCHOOL DISTRICT	80	0	25	58	0	0	80	0	80	80	0	5
Bucks	BUCKS COUNTY INTERMEDIATE UNIT 22	162	0	40	122	0	0	159	0	162	159	0	3
Bucks	NESHAMINY SCHOOL DISTRICT	150	0	54	91	0	0	145	0	150	145	0	6
Bucks	PENNSBURY SCHOOL DISTRICT	90	0	21	68	0	0	90	0	90	90	0	2

Bucks	REFUGE FOR THE PERISHING HOLY TEMPLE	10	0	4	6	0	0	10	0	10	10	1	3
Bucks	UNITED WAY OF BUCKS COUNTY	449	0	174	270	0	0	430	0	449	430	3	55
Butler	SLIPPERY ROCK STUDENT GOVERNMENT ASSOCIA	35	0	15	24	0	0	35	0	35	35	0	1
Cambria	CAMBRIA COUNTY CHILD DEVELOPMENT CORPORATION	50	0	20	28	0	0	49	0	50	49	0	0
Cambria	CAMBRIA HEIGHTS SCHOOL DISTRICT	17	0	0	17	0	0	0	0	17	0	0	0
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA	77	0	26	45	0	0	68	0	77	68	0	4
Cambria	CONEMAUGH VALLEY SCHOOL DISTRICT	43	0	8	25	0	0	34	0	43	34	0	2
Cambria	GREATER JOHNSTOWN SCHOOL DIS	116	0	20	92	0	0	116	0	116	116	1	18
Cambria	NORTHERN CAMBRIA SCHOOL DIS	18	0	3	15	0	0	18	0	18	18	0	2
Cambria	PENN CAMBRIA SCHOOL DISTRICT	17	0	0	17	0	0	17	0	17	17	0	2
Cameron & Elk	NORTHERN TIER	30	0	5	23	0	0	0	0	30	0	0	3
Carbon	JIM THORPE AREA SD	0	40	0	0	13	31	0	40	40	40	0	1

Carbon	LEHIGHTON AREA SCHOOL DIST	0	40	0	0	13	21	0	36	40	36	0	0
Carbon	NESSAS SMALL STEPS CHILD CARE LLC	18	0	7	10	0	0	18	0	18	18	0	2
Carbon	PALMERTON AREA SCHOOL DISTRICT	30	0	11	19	0	0	29	0	30	29	0	4
Carbon	WEATHERLY AREA SCHOOL DISTRICT	30	0	10	21	0	0	30	0	30	30	0	1
Carbon, Lehigh & Northampton	LEHIGH VALLEY CHILDRENS CENTERS INC	463	0	221	257	0	0	417	0	463	417	0	71
Centre	THE PENNSYLVANIA STATE UNIVERSITY	101	0	41	57	0	0	74	0	101	74	0	12
Centre, Clearfield & Elk	CEN CLEAR CHILD SERVICES INC	223	45	86	132	17	32	215	43	268	258	3	9
Chester	BRIGHT BEGINNINGS EDUCATION CENTER INC	257	0	98	145	0	0	242	0	257	242	0	17
Chester	OWEN T ROBERTS SCHOOL DISTRICT	40	0	20	20	0	0	34	0	40	34	0	4
Chester	TREEHOUSE CHILDCARE SERVICES LLC	43	0	18	29	0	0	43	0	43	43	1	3
Chester	WARWICK CHILD CARE CENTER INC	140	0	56	59	0	0	95	0	140	95	0	26
Chester & Montgomery	CHESTER COUNTY INTERMEDIATE UNIT	242	0	90	151	0	0	242	0	242	242	7	20

County	Organization												
Chester & Montgomery	POTTSTOWN SCHOOL DISTRICT	260	4	103	175	0	0	252	0	264	252	0	31
Chester, Cumberland, Dauphin, Lancaster,	KUEHG CORP	220	0	85	135	0	0	211	0	220	211	1	27
Chester, Montgomery & Philadelphia	GREATER PHILADELPHIA YMCA	67	0	29	40	0	0	65	0	67	65	0	9
Clarion	NORTH CLARION COUNTY SCH DIS	28	0	7	23	0	0	28	0	28	28	1	0
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	176	0	55	97	0	0	12	0	176	12	1	5
Clarion, Clearfield, Jefferson, Mercer,	KEYSTONE SMILES COMMUNITY LEARNING	150	0	47	88	0	0	112	0	150	112	0	19
Clearfield	CHILDRENS AID SOCIETY IN CLEARFIELD CTY	28	0	11	17	0	0	28	0	28	28	0	3
Clinton & Lycoming	JERSEY SHORE AREA SCHOOL DISTRICT	38	0	20	22	0	0	39	0	38	39	0	4
Clinton & Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR COMMUNITY	66	71	26	46	28	51	68	68	137	136	0	6
Clinton & Lycoming	RIVER VALLEY REGIONAL YMCA	38	0	24	19	0	0	36	0	38	36	0	13
Columbia & Northumberland	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	198	0	65	135	0	0	192	0	198	192	0	4

Crawford & Erie	PENNSYLVANIA WESTERN UNIVERSITY OF PENNSYLVANIA	134	42	53	79	14	32	125	39	176	164	2	50
Crawford & Venango	FAMILY & COMMUNITY CHRISTIAN ASSOCIATION	243	40	95	150	2	33	243	40	283	283	0	19
Crawford, Erie & Venango	CHILD DEVELOPMENT CENTERS INC	282	0	122	160	0	0	266	0	282	266	0	56
Cumberland	CARLISLE DAY CARE CENTER INC	20	0	9	10	0	0	21	0	20	21	0	1
Cumberland	MECHANICSBURG AREA SCHOOL DISTRICT	50	0	21	34	0	0	49	0	50	49	0	4
Cumberland	MECHANICSBURG LEARNING CENTER	30	10	7	27	10	1	30	10	40	40	0	8
Cumberland	SHIPPENSBURG UNIVERSITY HEAD START	108	0	14	97	0	0	105	0	108	105	0	2
Cumberland & Dauphin	KEYSTONE SERVICE SYSTEMS INC	286	0	119	220	0	1	280	1	286	281	5	21
Dauphin	BRIGHT FUTURES LEARNING CENTER INC	434	110	131	136	0	0	245	0	544	245	2	36
Dauphin	CHRIST CORNERSTONE PRODUCTIONS ACADEMY LLC	57	0	15	38	0	0	56	0	57	56	1	18
Dauphin	HALIFAX AREA SCHOOL DISTRICT	66	0	27	44	0	0	36	0	66	36	0	7
Dauphin	HANSEL AND GRETEL EARLY LEARNING CTR INC	115	0	46	73	0	0	114	0	115	114	0	32

Dauphin	HARRISBURG SCHOOL DISTRICT	68	0	27	50	0	0	68	0	68	68	1	9
Delaware	AARDVARK CHILD CARE & LEARNING CTR INC	40	0	6	13	0	0	17	0	40	17	0	2
Delaware	APPLE PIE DAY CARE INC	40	0	19	24	0	0	40	0	40	40	0	17
Delaware	CHESTER UPLAND SCHOOL DIST	140	0	53	88	0	0	139	0	140	139	0	17
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	207	0	92	126	1	0	199	1	207	200	1	22
Delaware	DISCOVERY TREE LLC	66	0	23	40	0	0	34	0	66	34	0	21
Delaware	INTERBORO SCHOOL DISTRICT	68	0	0	69	0	0	68	0	68	68	0	3
Delaware	TODAYS CHILD LEARNING CENTER INC	329	0	150	178	0	0	317	0	329	317	4	61
Delaware	WIDENER UNIVERSITY INC	40	0	12	32	0	0	20	0	40	20	0	21
Delaware	YOUTH ENRICHMENT PROGRAMS INC	80	0	38	48	0	0	73	0	80	73	0	10
Delaware & Philadelphia	EDUCATION INSTITUTE FOR EARLY INTERVENTION	273	0	113	121	1	3	218	2	273	220	2	72
Elk	JOHNSONBURG AREA SCHOOL DISTRICT	15	0	1	15	0	0	15	0	15	15	0	0

County	Name												
Erie	BENEDICTINE SISTERS INC	50	0	30	34	0	0	48	0	50	48	1	8
Erie	CORRY AREA SCHOOL DISTRICT	60	0	16	44	0	0	60	0	60	60	0	2
Erie	DR GERTRUDE A BARBER CENTER INC	57	0	29	28	0	0	57	0	57	57	0	9
Erie	EARLY CONNECTIONS	95	0	29	60	0	0	91	0	95	91	0	11
Erie	ERIE PUBLIC SCHOOLS	228	1	20	208	0	0	222	0	229	222	4	35
Erie	MILLCREEK TOWNSHIP SCHOOL DISTRICT	52	0	19	34	0	1	51	1	52	52	0	4
Erie	MULTICULTURAL COMMUNITY RESOURCE CENTER	20	0	8	12	0	0	20	0	20	20	0	6
Erie	ST MARTIN EARLY LEARNING CENTER	40	0	17	25	0	0	40	0	40	40	0	11
Erie	YMCA OF GREATER ERIE	134	34	48	78	17	24	134	29	168	163	0	35
Fayette	PINKY TOES CHILD CARE AND DVPT CTR	17	0	7	6	0	0	17	0	17	17	0	4
Fayette	UNIONTOWN AREA SCHOOL DISTRICT	48	0	20	24	0	0	41	0	48	41	0	2
Fayette	FRAZIER SCHOOL DISTRICT	0	20	0	0	6	13	0	19	20	19	0	0

Fayette & Westmoreland	DUCK HOLLOW DISCOVERY LEARNING CENTER	160	0	67	83	0	0	132	0	160	132	0	24
Fayette & Westmoreland	LIGONIER VALLEY LEARNING CENTER	195	0	80	102	0	0	184	0	195	184	2	13
Forest, McKean & Potter	SENECA HIGHLANDS IU 9	266	0	37	222	0	0	245	0	266	245	1	25
Franklin	CHAMBERSBURG AREA SCHOOL DISTRICT	162	0	85	140	0	0	157	0	162	157	58	4
Franklin	FRANKLIN COUNTY HEAD START	17	0	5	12	0	0	17	0	17	17	0	0
Franklin	GREENCASTLE-ANTRIM SCH DIST	36	0	14	24	0	0	36	0	36	36	0	0
Franklin	TUSCARORA SCHOOL DISTRICT	36	0	15	28	0	0	36	0	36	36	1	2
Franklin	WAYNESBORO AREA SCHOOL DISTRICT	119	0	53	71	0	0	119	0	119	119	0	6
Fulton	SOUTHERN FULTON SCHOOL DISTRICT	34	0	10	23	0	0	0	0	34	0	0	0
Greene & Washington	BLUEPRINTS	452	0	157	281	0	0	417	0	452	417	3	45
Huntingdon	HCCADC	64	0	28	39	0	0	64	0	64	64	1	4
Huntingdon	HUNTINGDON AREA SCHOOL DISTRICT	32	0	11	22	0	0	0	0	32	0	0	2

County	Name												
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM	30	0	14	16	0	0	30	0	30	30	0	3
Indiana	INDIANA COUNTY HEAD START, INC	15	0	7	9	0	0	15	0	15	15	0	1
Indiana	MARION CENTER AREA SCHOOLS	40	0	0	41	0	0	0	0	40	0	0	5
Indiana	PENNS MANOR AREA SCHOOL DISTRICT	0	22	0	0	0	22	0	0	22	0	0	0
Indiana	RIVER VALLEY SCHOOL DISTRICT	20	0	4	17	0	0	20	0	20	20	0	0
Indiana	UNITED SCHOOL DISTRICT	30	0	7	25	0	0	30	0	30	30	0	0
Indiana & Westmoreland	UNITY MARKETING GROUP INC	55	0	33	30	0	0	1	0	55	1	0	12
Juniata & Perry	TUSCARORA INTERMEDIATE UNIT 11	55	0	17	41	0	0	50	0	55	50	1	0
Lackawanna	DAWN TOOLAN	35	0	14	24	0	0	0	0	35	0	0	3
Lackawanna	DAY NURSERY ASSOCIATION	59	0	26	38	0	0	59	0	59	59	0	7
Lackawanna	DISCOVERY MULTIPLE INTELLIGENCES PRESCHOOL	37	4	13	25	4	2	37	4	41	41	0	1
Lackawanna	FRECKLES AND FRILLS INC	50	0	17	34	0	0	50	0	50	50	0	2

County	Provider												
Lackawanna	THE KREIG INSTITUTE FOR EARLY CHILDHOOD	60	0	35	22	0	0	52	0	60	52	0	3
Lackawanna	TRI STAR CHILD CARE INC	38	0	14	26	0	0	38	0	38	38	0	12
Lackawanna & Luzerne	ABC KIDDIE KAMPUS INC	108	0	37	76	0	1	100	1	108	101	0	29
Lackawanna & Wyoming	HANDS OF WYOMING COUNTY	105	0	42	72	0	0	103	0	105	103	0	1
Lackawanna, Pike & Wayne	AGENCY FOR COMMUNITY EMPOWERMENT OF NEPA	132	0	38	85	0	0	105	0	132	105	1	9
Lackwanna, Susquehanna & Wayne	NORTHEASTERN CHILD CARE SERVICES	95	0	43	53	0	0	92	0	95	92	0	24
Lancaster	CONESTOGA VALLEY SCHOOL DISTRICT	88	0	34	57	0	0	72	0	88	72	0	5
Lancaster	FIRST LEARNING LLC	283	30	108	138	8	22	220	29	313	249	1	12
Lancaster	LANCASTER EARLY EDUCATION CENTER	80	0	54	46	0	0	0	0	80	0	1	12
Lancaster	SCHOOL DISTRICT OF LANCASTER	597	0	108	447	0	0	396	0	597	396	1	80
Lancaster	SUNRISE USA LLC	20	0	12	10	0	0	0	0	20	0	0	6
Lancaster & Lebanon	LANCASTER-LEBANON INTERMEDIATE UNIT 13	284	0	51	243	0	0	256	0	284	256	1	32

Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	275	0	108	171	0	0	269	0	275	269	17	38
Lawrence	PRE-K KIDS LEARNING CENTER INC	20	0	10	6	0	0	18	0	20	18	0	3
Lawrence	TROB ENTERPRISE LLC	20	0	4	11	0	0	0	0	20	0	0	3
Lawrence & Mercer	MIDWESTERN INTERMEDIATE UNIT IV	108	0	45	64	0	0	89	0	108	89	0	30
Lehigh	LITTLE ARCHIES CLUBHOUSE DAYCARE CENTER INC	18	0	11	2	0	0	18	0	18	18	0	9
Lehigh	PLAYTIME DAY CARE LLC	35	0	22	12	0	0	35	0	35	35	0	8
Lehigh	RESURRECTED COMMUNITY DEVELOPMENT CORPOR	120	0	42	30	0	0	85	0	120	85	1	17
Lehigh	THE CUDDLE ZONE LEARNING CENTER INC	82	3	36	44	0	0	81	0	85	81	0	8
Lehigh	KIDDIE CITY EARLY LEARNING CENTER INC	118	0	71	36	0	1	104	0	118	104	1	24
Lehigh & Northampton	BETHLEHEM AREA SCHOOL DISTRICT	120	0	9	118	0	0	119	0	120	119	0	6
Lehigh & Northampton	CERETA JOHNSON	48	1	23	26	0	0	45	0	49	45	0	10
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	530	0	216	378	0	0	520	0	530	520	9	50

Lehigh & Northampton	GREATER VALLEY YOUNG MENS CHRISTIAN ASSOCIATION	207	0	101	116	0	0	204	0	207	204	0	32
Luzerne	BLOOM EARLY EDUCATION CENTERS INC	54	0	22	38	0	0	52	0	54	52	0	11
Luzerne	CHILD DEVELOPMENT COUNCIL OF NEPA INC	70	0	34	42	0	0	66	0	70	66	0	23
Luzerne	COUNTRY CHARM EARLY LEARNING CENTER INC	34	0	20	39	0	0	34	0	34	34	0	2
Luzerne	GREATER NANTICOKE AREA SCHOOL DISTRICT	0	38	0	0	12	30	0	38	38	38	0	1
Luzerne	GREATER WYOMING VALLEY AREA YMCA	40	0	17	24	0	0	40	0	40	40	0	10
Luzerne	HAZELTON AREA SCHOOL DISTRICT	239	15	58	174	1	10	237	11	254	248	0	16
Luzerne	LITTLE PEOPLE DAY CARE SCHOOL INC	68	0	44	34	0	0	68	0	68	68	0	24
Luzerne	LUZERNE COUNTY HEAD START INC	234	0	74	158	0	0	212	0	234	212	6	12
Luzerne	LUZERNE INTERMEDIATE UNIT	80	0	25	48	0	0	74	0	80	74	1	4
Luzerne	NORTHWEST AREA SCHOOL DISTRICT	20	0	5	14	0	0	20	0	20	20	0	0
Luzerne	SAEED FAMILY CORPORATION	140	0	31	86	0	0	121	0	140	121	1	8

County	Name												
Lycoming	BLESSED BEGINNINGS PRESCHOOL & CHILDCARE	70	0	29	42	0	0	65	0	70	65	2	18
Lycoming	EAST LYCOMING SCHOOL DISTRICT	40	0	4	37	0	0	40	0	40	40	0	3
Lycoming	LOYALSOCK TOWNSHIP SCHOOL DISTRICT	18	0	0	18	0	0	18	0	18	18	0	0
Lycoming	MONTGOMERY AREA SCHOOL	50	0	22	32	0	0	0	0	50	0	0	0
Mercer	BUILDING BLOCKS CHILD CENTER INC	18	0	10	9	0	0	18	0	18	18	0	7
Mercer	CHILDRENS CENTER OF MERCER COUNTY	20	0	6	14	0	0	18	0	20	18	0	5
Mercer	COMMUNITY ACTION PARTNERSHIP OF MERCER COUNTY	95	0	27	68	0	0	93	0	95	93	2	0
Mercer	ZION EDUCATION CENTER	26	4	18	10	5	1	25	3	30	28	0	4
Mifflin	GRACE COVENANT CHURCH	80	4	25	50	2	2	74	4	84	78	0	6
Mifflin, Snyder & Union	SUMMIT EARLY LEARNING INC	162	0	62	91	0	0	71	0	162	71	0	7
Monroe	POCONO SERVICES FOR FAMILIES AND CHILDREN	91	0	48	59	0	0	91	0	91	91	8	6
Monroe	TGPC FOR C & L OF ST PAUL EVANGELICAL L C INC	126	18	36	99	14	5	126	18	144	144	0	3

Monroe	WEE WONS INC	20	0	11	14	0	0	0	0	20	0	0	3
Montgomery	LEARN AND PLAY CENTERS INC	100	0	55	51	0	0	94	0	100	94	0	17
Montgomery	MONTGOMERY CNTY PRINCIPALS & INTERMEDIATE	475	0	176	263	0	0	431	0	475	431	1	13
Montgomery	VICKI AND DUC CARE LLC	20	0	9	8	0	0	17	0	20	17	0	5
Montgomery	YWCA TRI COUNTY AREA	44	0	8	15	0	0	19	0	44	19	0	5
Montgomery	FEDERATION DAYCARE SERVICES INC	16	0	5	10	0	0	5	0	16	5	0	4
Montgomery & Philadelphia	CHILDREN OF AMERICA	50	0	20	27	0	0	49	0	50	49	0	10
Montour	BUSY LITTLE BEAVERS INC	34	0	11	23	0	0	33	0	34	33	0	7
Montour	DANVILLE AREA SCHOOL DISTRICT	36	0	11	25	0	0	35	0	36	35	0	0
Northampton	EASTON SCHOOL DISTRICT PAYROLL DEPARTM	37	0	19	16	0	0	35	0	37	35	0	0
Northampton	THIRD STREET ALLIANCE FOR WOMEN	80	0	52	37	0	0	67	0	80	67	1	12
Northampton	WILSON AREA SCHOOL DISTRICT	53	0	11	44	0	0	53	0	53	53	0	2

Northumberland	MMJJ INC	30	0	12	15	0	0	30	0	30	30	1	13
Northumberland	MOUNT CARMEL AREA SCHOOL DISTRICT	60	0	3	50	0	0	61	0	60	61	0	1
Northumberland	SUSQUEHANNA VALLEY YMCA	28	0	14	15	0	0	0	0	28	0	0	7
Perry	WEST PERRY SCHOOL DISTRICT	44	0	0	46	0	0	43	0	44	43	0	2
Philadelphia	ACELERO LEARNING CAMDEN PHILADELPHIA	130	0	39	75	0	0	98	0	130	98	2	12
Philadelphia	AMAZING KIDZ ACADEMY LLC	119	0	19	23	0	0	43	0	119	43	3	4
Philadelphia	BRIGHT MINDS BRIGHT BEGINNINGS	10	0	3	1	0	0	3	0	10	3	0	0
Philadelphia	CATHOLIC SOCIAL SERVICES	14	0	7	7	0	0	14	0	14	14	0	2
Philadelphia	CONGREGATION BETH SOLOMON	25	0	11	14	0	0	25	0	25	25	0	9
Philadelphia	CREATIVE LEARNING ENVIRONMENTS	34	0	11	16	0	0	26	0	34	26	0	6
Philadelphia	DREAMSCAPE EDUCATION LLC	51	0	19	27	0	0	47	0	51	47	0	15
Philadelphia	HEAVENLY DAYCARE AND LEARNING CENTER INC	48	0	27	22	0	0	37	0	48	37	0	8

Philadelphia	KIDDIE PREP ACADEMY LLC	40	0	16	19	0	0	30	0	40	30	0	10
Philadelphia	LEARNING MY WAY MONTESSORI LLC	10	0	5	7	0	0	10	0	10	10	0	6
Philadelphia	LITTLE LEARNERS LITERACY ACADEMY	18	0	10	6	0	0	18	0	18	18	0	2
Philadelphia	MT AIRY CHRISTIAN DAY SCH	15	0	1	11	0	0	14	0	15	14	1	1
Philadelphia	NORRIS SQUARE COMMUNITY ALLIANCE	40	0	16	27	0	0	40	0	40	40	0	13
Philadelphia	OAK LANE SCHOOLS INCORPORATED	80	0	21	39	0	0	59	0	80	59	0	18
Philadelphia	OVERBROOK LITTLE LEARNERS INC	8	0	3	3	0	0	6	0	8	6	0	1
Philadelphia	SCHOOL DISTRICT OF PHILADELPHIA	3755	68	1387	2044	31	43	3178	57	3823	3235	95	447
Philadelphia	SOMERSET ACADEMY EARLY LEARNING CENTER	40	0	15	18	0	0	26	0	40	26	1	5
Philadelphia	SPECIAL PEOPLE IN NORTHEAST INC	120	0	49	55	0	0	99	0	120	99	0	11
Philadelphia	SUNBRIGHT CHILDCARE LLC	17	26	1	12	10	2	7	9	43	16	2	7
Pike	DELAWARE VALLEY SCHOOL DIST	39	26	3	36	5	25	38	30	65	68	12	3

County	Program												
Pike	THE GOOD SHEPHERD CHILD CARE CENTER INC	30	0	10	21	0	0	30	0	30	30	0	3
Pike	THE SUNSHINE STATION	10	0	0	6	0	0	6	0	10	6	0	0
Schuylkill	CHILD DEVELOPMENT INC	234	0	98	143	0	0	232	0	234	232	1	11
Schuylkill	PANTHER VALLEY SCHOOL DISTRICT	64	0	27	32	0	0	59	0	64	59	0	2
Schuylkill	SCHUYLKILL IU 29	20	0	0	22	0	0	20	0	20	20	0	1
Somerset	TABLELAND SERVICES, INC.	81	52	15	67	29	25	80	50	133	130	0	7
Susquehanna	ENDLESS MOUNTAIN LEARNING CENTER INC	16	0	11	7	0	0	16	0	16	16	0	1
Susquehanna	FOREST CITY REGIONAL SCHL DISTRICT	32	0	0	32	0	0	32	0	32	32	0	6
Susquehanna	MT VIEW SCHOOL DISTRICT	16	0	1	16	0	0	16	0	16	16	0	1
Tioga	PENNYS DAYCARE LLC	30	0	12	20	0	0	30	0	30	30	0	3
Tioga	SOUTHERN TIOGA SCHOOL DISTRICT	79	2	36	46	3	1	59	4	81	63	2	10
Union	LEWISBURG AREA SCHOOL DISTRICT	18	0	3	16	0	0	18	0	18	18	0	1

County	Name												
Warren	WARREN FOREST COUNTIES ECONOMIC OPPORTUNITY	30	0	7	10	0	0	20	0	30	20	0	0
Washington	PIGTAILS & INKWELLS DAY CARE CENTER INC	30	0	14	21	0	0	0	0	30	0	0	12
Westmoreland	CHERISE M RACHAL	40	8	13	27	5	2	37	6	48	43	0	10
Westmoreland	HEMPFIELD AREA SCHOOL DSTRCT	60	0	20	42	0	0	60	0	60	60	0	4
Westmoreland	JBS BRIGHT BEGINNINGS TWO LLC	40	0	16	25	0	0	0	0	40	0	0	4
Westmoreland	LITTLE CUBS DAYCARE AND LEARNING CENTER LLC	20	0	11	9	0	0	20	0	20	20	0	10
Westmoreland	LOVELI FOUNDATIONS LLC	40	0	12	13	0	0	29	0	40	29	0	3
Westmoreland	MONESSEN CITY SCHOOL DISTRICT	58	0	31	27	0	0	57	0	58	57	0	7
Westmoreland	SETON HILL CHILD SERVICES INC	244	0	84	137	0	0	97	0	244	97	2	12
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	154	0	67	98	0	0	154	0	154	154	7	8
York	COMMUNITY PROGRESS COUNCIL INC	36	0	17	19	0	0	35	0	36	35	1	3
York	CRISPUS ATTUCKS ASSOCIATION INC	80	0	45	40	0	0	80	0	80	80	1	17

County	Provider												
York	SCHOOL DISTRICT OF CITY OF YORK	275	0	0	233	0	0	0	0	275	0	1	17
York	THE EARLY LEARNING CENTER INC	34	0	17	19	0	0	0	0	34	0	0	12
York	YORK DAY NURSERY INC	30	0	15	17	0	0	28	0	30	28	0	22
York	YORK JEWISH COMMUNITY CENTER	20	0	12	12	0	0	6	0	20	6	0	13
York	YWCA YORK	265	0	99	175	3	3	259	6	265	265	1	32
Totals		**29,501**	**958**	**10,659**	**18,049**	**328**	**529**	**24,318**	**735**	**30,459**	**25,053**	**334**	**3,527**

Appendix B: HSSAP 2023-24 PARTICIPANT DETAILS
Data Sources: PELICAN PKC and PELICAN CCW

LOCATION COUNTY	LEAD AGENCY NAME	ADDRESS	CITY	STATE	ZIP	GRANT AMOUNT
Allegheny	ALLEGHENY COUNTY EXECUTIVE	436 GRANT ST	PITTSBURGH	PA	15219	$ 3,168,000.00
Allegheny	PITTSBURGH PUBLIC SCHOOLS	341 S BELLEFIELD AVE	PITTSBURGH	PA	15213	$ 2,559,711.00
Armstrong & Butler	BUTLER COUNTY CHILDRENS CENTER	139 RIEGER RD	BUTLER	PA	16001	$ 859,140.00
Beaver & Fayette	PIC WESTMORELAND/FAYETTE	219 DONOHOE RD	GREENSBURG	PA	15601	$ 925,865.00
Berks	BERKS COUNTY INTERMEDIATE UNIT	1111 COMMONS BLVD	READING	PA	19605	$ 997,500.00
Berks, Carbon & Chester	PATHSTONE	301 LORTZ AVE	CHAMBERSBURG	PA	17201	$ 506,046.00
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	319 SYCAMORE ST	ALTOONA	PA	16602	$ 1,468,476.00
Bradford & Tioga	Bradford Tioga Head Start Inc.	5 RIVERSIDE PLZ	BLOSSBURG	PA	16912	$ 2,063,800.00
Cambria	COMMUNITY ACTION PARTNERSHIP CAMBRIA CTY	516 MAIN ST	JOHNSTOWN	PA	15901	$ 252,558.00
Centre & Clearfield	CEN CLEAR CHILD SERVICES INC	50 BIGLER ROAD	Woodland	PA	16881	$ 1,461,512.00
Chester	CHESTER COUNTY INTERMEDIATE UNIT	455 BOOT RD	DOWNINGTOWN	PA	19335	$ 2,835,712.00
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	18 WESTERN AVE SUITE C	BROOKVILLE	PA	15825	$ 920,000.00
Columbia	COLUMBIA DAYCARE PROGRAM INC	215 E 5TH ST	BLOOMSBURG	PA	17815	$ 620,635.00
Dauphin	KEYSTONE SERVICE SYSTEMS INC	4391 STURBRIDGE DR	HARRISBURG	PA	17110	$ 2,629,772.00
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	200 YALE AVE OPTIONS	MORTON	PA	19070	$ 1,236,000.00
Elk	NORTHERN TIER	135 WEST 4TH STREET	EMPORIUM	PA	15834	$ 116,400.00
Erie	Benedictine Sisters Inc	345 E 9TH ST	ERIE	PA	16503	$ 185,300.00
Erie	CHILD DEVELOPMENT CENTERS INC	2335 W 38TH ST Suite 1	ERIE	PA	16506	$ 2,200,000.00
Franklin	FRANKLIN COUNTY HEAD START	1438 EXCEL AVENUE	CHAMBERSBURG	PA	17201	$ 1,271,775.00
Green & Washington	BLUEPRINTS	150 W BEAU ST	WASHINGTON	PA	15301	$ 1,821,339.00
Huntingdon	HUNTINGDON CTY CHILD & ADULT DVPT CORP	52 JUNIATA AVE	HUNTINGDON	PA	16652	$ 440,992.00
Indiana	INDIANA COUNTY HEAD START, INC	528 GOMPERS AVE	INDIANA	PA	15701	$ 745,767.00
Juniata	TUSCARORA INTERMEDIATE UNIT 11	2527 US HIGHWAY 522 S	MC VEYTOWN	PA	17051	$ 441,600.00
Lackawanna, Pike, Susquehanna & Wayne	AGENCY FOR COMMUNITY EMPOWERMENT OF NEPA	123 WYOMING AVE Suite 311	SCRANTON	PA	18503	$ 4,121,150.00
Lancaster	CAP of Lancaster County	601 S QUEEN ST	LANCASTER	PA	17603	$ 1,890,910.00
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	241 W GRANT ST	NEW CASTLE	PA	16101	$ 2,209,265.00
Lebanon	LANCASTER-LEBANON INTERMEDIATE UNIT 13	1020 NEW HOLLAND AVE	LANCASTER	PA	17601	$ 2,325,000.00
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	1520 Hanover Ave	Allentown	PA	18019	$ 5,171,075.00
Luzerne	LUZERNE COUNTY HEAD START INC	33 BEEKMAN ST	WILKES BARRE	PA	18702	$ 4,859,280.00

Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR	2138 LINCOLN ST	WILLIAMSPORT	PA	17701	$ 1,123,300.00
Mercer	COMMUNITY ACTION PARTNERSHIP MERCER CTY	75 S Dock Street	Sharon	PA	16146	$ 1,105,000.00
Mifflin	SNYDER UNION MIFFLIN CHILD DEVELOPMENT I	14 S 11TH ST	MIFFLINBURG	PA	17844	$ 285,988.00
Monroe	Pocono Services for Families and Childre	212 W 4TH ST	EAST STROUDSBURG	PA	18301	$ 1,566,213.00
Montgomery	MONTGOMERY CNTY PRINCIPALS & INTERMEDIAT	2 W LAFAYETTE ST	NORRISTOWN	PA	19401	$ 1,057,728.00
Northumberland	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	90 LAWTON LN	MILTON	PA	17847	$ 1,152,000.00
Philadelphia	SCHOOL DISTRICT OF PHILADELPHIA	440 N BROAD ST	PHILADELPHIA	PA	19130	$ 24,888,000.00
Schuylkill	CHILD DEVELOPMENT INC	SUITE 210 2880 POTTSVILLE	MINERSVILLE	PA	17954	$ 484,866.00
Somerset	TABLELAND SERVICES, INC.	535 EAST MAIN ST	SOMERSET	PA	15501	$ 370,326.00
Westmoreland	SETON HILL CHILD SERVICES INC	105 HARTMAN RD STE 204	GREENSBURG	PA	15601	$ 578,000.00
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	226 S MAPLE AVE	GREENSBURG	PA	15601	$ 2,550,471.00
York	COMMUNITY PROGRESS COUNCIL INC	226 E COLLEGE AVE	YORK	PA	17403	$ 2,052,000.00
Total Grant Amount Awarded to Providers						**$ 87,518,472.00**
Administrative						**$ 657,000.00**
Total Allocation Used						**$ 88,175,472.00**

LOCATION COUNTY	LEAD AGENCY NAME	TOTAL HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM FUNDED SLOTS	TOTAL HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM ENROLLMENTS	TOTAL # OF HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM CHILDREN ALSO ENROLLED IN PA PRE-K COUNTS	TOTAL # OF HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM CHILDREN ALSO ENROLLED IN CHILD CARE WORKS
Allegheny	ALLEGHENY COUNTY EXECUTIVE	264	311	14	25
Allegheny	PITTSBURGH PUBLIC SCHOOLS	231	266	8	95
Armstrong & Butler	BUTLER COUNTY CHILDRENS CENTER	74	83	0	4
Beaver & Fayette	PIC WESTMORELAND/FAYETTE	115	159	2	5
Berks	BERKS COUNTY INTERMEDIATE UNIT	75	78	2	6
Berks, Carbon & Chester	PATHSTONE	46	49	3	0
Blair	CHILD ADVOCATES OF BLAIR COUNTY INC	108	122	2	5
Bradford & Tioga	Bradford Tioga Head Start Inc.	136	149	5	3
Cambria	COMMUNITY ACTION PARTNERSHIP CAMBRIA CTY	18	20	0	0
Centre & Clearfield	CEN CLEAR CHILD SERVICES INC	184	210	5	8
Chester	CHESTER COUNTY INTERMEDIATE UNIT	209	227	8	11
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	46	50	1	1
Columbia	COLUMBIA DAYCARE PROGRAM INC	47	53	0	3
Dauphin	KEYSTONE SERVICE SYSTEMS INC	166	193	11	28
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT	103	126	2	15
Elk	NORTHERN TIER	12	17	1	1
Erie	Benedictine Sisters Inc	17	17	1	2
Erie	CHILD DEVELOPMENT CENTERS INC	200	220	6	32
Franklin	FRANKLIN COUNTY HEAD START	75	81	59	3
Green & Washington	BLUEPRINTS	117	127	3	3
Huntingdon	HUNTINGDON CTY CHILD & ADULT DVPT CORP	32	79	1	6
Indiana	INDIANA COUNTY HEAD START, INC	81	101	1	4
Juniata	TUSCARORA INTERMEDIATE UNIT 11	24	26	1	0
Lackawanna, Pike, Susquehanna & Wayne	AGENCY FOR COMMUNITY EMPOWERMENT OF NEPA	295	281	15	8
Lancaster	CAP of Lancaster County	119	134	2	16
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC	115	126	18	20
Lebanon	LANCASTER-LEBANON INTERMEDIATE UNIT 13	155	167	2	15
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN INC	325	378	11	31

County	Organization				
Luzerne	LUZERNE COUNTY HEAD START INC	272	275	8	12
Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR	94	110	2	4
Mercer	COMMUNITY ACTION PARTNERSHIP MERCER CTY	85	25	0	1
Mifflin	SNYDER UNION MIFFLIN CHILD DEVELOPMENT I	19	31	1	0
Monroe	Pocono Services for Families and Childre	93	109	9	5
Montgomery	MONTGOMERY CNTY PRINCIPALS & INTERMEDIAT	96	105	0	1
Northumberland	CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	64	68	0	2
Philadelphia	SCHOOL DISTRICT OF PHILADELPHIA	2074	1999	114	232
Schuylkill	CHILD DEVELOPMENT INC	41	43	1	7
Somerset	TABLELAND SERVICES, INC.	22	23	0	1
Westmoreland	SETON HILL CHILD SERVICES INC	34	27	2	3
Westmoreland	WESTMORELAND HUMAN OPPORTUNITIES INC	183	274	11	8
York	COMMUNITY PROGRESS COUNCIL INC	108	130	4	6
TOTALS		**6,574**	**7,069**	**336**	**632**

Pennsylvania Pre-K Counts Statute, Regulations and Guidelines

Effective July 1, 2023

Contents

4

Statutory Authority:

Act 45 of 2007 (24 PS § 15-1511-D(B)) established the Pennsylvania Pre-K Counts (PA PKC) program as a competitive grant program to expand pre-kindergarten opportunities for eligible students throughout the commonwealth. The Act authorizes the Pennsylvania Department of Education (PDE) to promulgate regulations and establish guidelines and standards necessary to implement PA PKC. The regulations that were promulgated can be found at Part 405 of Title 22 of the Pennsylvania Code.

PA PKC serves children who are at least three years of age and younger than the entry age for kindergarten and must be provided free of charge. Grants are awarded through a competitive grant process to school districts, Head Start programs, licensed nursery schools, child care centers and group child care homes that are at least a STAR 3 under the Keystone STARS quality rating system established by the Pennsylvania Department of Human Services, and third-party entities that carry out the administrative and fiduciary provisions of PA PKC but not operate a classroom funded by the grant. The PA PKC

programs must target enrollment to children who are most at risk of school failure, which is defined as living in households below 300 percent of the federal poverty rate, are English Language Learners (ELL) or are at risk due to community factors, academic difficulties, or economic disadvantage. Grant recipients shall verify income and family size before enrolling students. Children with identifiable disabilities or developmental delays may be included in the program and shall be served in inclusive environments in which they constitute no more than 20 percent of the initial enrollment at the start of the program year.

Grant funds may not be placed in a reserve account or used for administrative purposes. They may only fund programs that provide no fewer than 180 days of pre-kindergarten services, include a minimum of 2.5 hours of instructional services in half-day programs and a minimum of 5 hours of instructional services for full-day programs. PA PKC providers may have a delayed start-up in the first year of their participation in the program and offer fewer than 180 days of instructional services upon approval by PDE. Classroom size is restricted to no more than 20 students (with 17 students preferred as in the State Board of Education regulations in Chapter 4 (relating to academic standards and assessment) of Title 22 of the Pennsylvania Code) with two adult staff—a teacher certified in early childhood education, and a teacher aide who meets one or more of the following: completion of two full years of postsecondary study, hold a child development associate's credential or an associate's degree or higher, or pass a rigorous formal state or local assessment demonstrating knowledge. Continuing professional development must be provided to both teachers and teacher aides. In addition, teachers shall complete an induction program, undergo evaluations, and apply for Level II Certification under the State Board of Education regulations in Chapter 49 (relating to certification of professional personnel) of Title 22 of the Pennsylvania Code.

In planning programs, providers shall coordinate and collaborate with Early Intervention and Head Start agencies, school districts, community groups and other area providers of pre-kindergarten services. In particular, grantees should coordinate the availability of services with other Office of Child Development and Early Learning (OCDEL) programs which have waiting lists. Grantees operating in partnerships with other entities shall have written partnership agreements explaining how they will operate. Providers shall have plans for family engagement, transition of students to kindergarten, immunizations, and emergency response.

PA PKC curriculum must be aligned with the early learning standards established by PDE, and grantees and their provider partners shall perform other duties under applicable regulations and standards, including assessment of student progress and the classroom environment. Eligible students may not be included in school district calculations for average daily membership for the purpose of fund reimbursements under Article XXV of the Public School Code of 1949 (24 P. S. §§ 25-2501—25-2599.3).

PDE has promulgated regulations and established guidelines that address the process through which eligible providers may apply for grant funds, allowable and required uses of the funds, per-student funding levels and the criteria for identifying approved providers.

PDE will also identify student and program assessments to be used by approved providers, encourage the development and maintenance of community coordination and partnerships, and perform other functions necessary to carry out PA PKC, including the monitoring of approved providers.

Format of this document
This document contains the regulatory requirements for grantees of the PA Pre-K Counts program, along with the policies that provide guidance and clarification on the implementation of the regulations. The regulatory language is presented as it is articulated within 22 Pa. Code Chapter 405. In most cases guidance and clarifications are provided immediately after the related regulation. In cases where the guidance and clarifications are substantial, information is provided and referenced in either a supplemental resource or an appendix. All information within this document should be considered program policy.

Additional resources for program administration can be found within the PA PKC intranet. Lead and partner agencies must gain access to the PA PKC intranet site to access important information including policy announcements, communications, resources, and templates related to program operations. Providers must obtain a log-in and password to access the PA PKC intranet and should log-in frequently to stay updated. To obtain a log-in and password, ask your assigned Preschool Program Specialist for details.

RULES and REGULATIONS, [22 PA. CODE § 405] Pennsylvania Pre-K Counts

General Provisions
§ 405.1. Purpose.
This chapter establishes rules and procedures for implementing the Program created to provide expanded access to high quality prekindergarten experiences for eligible students.

Guidance and Clarifications
No Further Clarification Required

§ 405.2. Definitions.
The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

Act—Article XV-D (b) of the Public School Code of 1949 (24 P.S. §§ 15- 1511-D—15-1516-D), added by the act of July 20, 2007 (P.L. 278, No. 45).
Approved provider—An eligible provider that has been approved by the Department to offer prekindergarten under the act.
At-risk child—A child who is at risk of educational failure because of poverty, economic disadvantage, limited English proficiency, academic difficulties, or individual or community factors.
CDA—Child Development Associate Credential.

Department—The Department of Education of the Commonwealth.

Eligible applicant—Any of the following entities:

> (i) A school district.
>
> (ii) A Head Start program.
>
> (iii) A nursery school licensed under the Private Academic Schools Act (24 P.S. §§ 6701—6721).
>
> (iv) A regulated child day care center or a group day care home that is designated a STAR 3, or higher under the Keystone STARS quality rating system established by the Department of Public Welfare, as of the beginning of the 2009-2010 program year.
>
> (v) A third party entity that will carry out fiduciary and other lead agency responsibilities for entities eligible to operate program classrooms.

Eligible provider—An eligible provider as defined in section 1511-D of the act (24 P.S. § 15-1511-D). A child day care center or group day care home must have been designated a STAR 3, or higher under the Keystone STARS quality rating system established by the Department of Public Welfare as of the beginning of the 2009-2010 program year.

Eligible student—An eligible student as defined in the section 1511-D of the act.

Grant—An award of funds by the Department for the purposes of carrying out the Program.

Identified developmental delay or disability—As used in this chapter, a child who has a written Individualized Education Program under Chapter 14 (relating to special education services and programs) and the Federal Individuals with Disabilities Education Improvement Act (20 U.S.C.A. §§ 1400—1419).

Lead agency—An entity that submits an application for funding and will undertake reporting, record-keeping, compliance and fiduciary responsibilities for the members of a partnership under the grant.

Location—The site, place or address where Program services are provided.

Partner—One, or more, entities that are in a formal relationship with a lead agency to provide Program services using grant funds and that have signed a written partnership agreement.

Partnership agreement—The written document that specifies the roles and responsibilities of all entities in the partnership established to provide Program services using grant funds.

Program—The PA Pre-K Counts Program established under the act.

Program year—The school year during which Program services are delivered to children enrolled in the program.

Teacher—The primary teacher in the classroom who is responsible for the instruction of children and meets the requirements in § 405.44 (relating to staffing and professional development).

Teacher aide—A paraprofessional who provides instructional support to students, including those who do one or more of the following:

> (i) Provide one-on-one tutoring if tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
>
> (ii) Assist with classroom management, by organizing instructional materials.
>
> (iii) Provide instructional assistance in a computer laboratory.
>
> (iv) Conduct parental involvement activities.
>
> (v) Provide instructional support in a library or media center.
>
> (vi) Act as a translator.

(vii) Provide instructional support services under the direct supervision of the primary teacher.

Guidance and Clarifications

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

§ 405.3. General rules.

(a) Program services shall be provided free of charge.

(b) Nothing in this section shall be construed to prevent families with children who participate in the Program and are willing and able to pay part or all of the cost of the participation, from doing so. Approved and eligible providers and lead agencies are prohibited from soliciting costs from families.

(c) A student participating in the Program may not be included in the average daily membership or adjusted average daily membership of an approved provider school district for the purpose of reimbursement under Article XXV of the Public School Code of 1949 (24 P.S. §§ 25-2501—25-2599.3).

(d) Programs must be open to children with identified developmental delays or disabilities, or both, and provide inclusive environments for these children.

(e) Approved providers may enroll eligible students who reside outside of the providers' usual attendance area but all eligible children must be residents of this commonwealth.

(f) Program grant funds are to be used for providing services and programs to age-eligible students as described in § 405.21 (relating to targeting children to be served). Program classes may include children supported by alternative funding sources, including Early Intervention, Head Start, school district or other public funds. In addition, those other funding sources may be used to support a student in a Program outside the age requirements or the 2-year time limitation.

(g) Approved providers shall verify the income and family size of all children participating in the Program prior to enrollment pursuant to Program announcements issued by the Department.

(h) Program providers shall be provided with Program announcements issued by the Department to provide guidance and direction regarding application, implementation and reporting requirements.

(i) The Department will administer the Program consistent with the statutory authorization.

Guidance and Clarifications

Pennsylvania Pre-K Counts programs may not charge families any fees during the established program hours and must assure that all Pennsylvania Pre-K Counts children attend for free, including any meals and field trips.

Nutritious meals and snacks must be provided by the Pennsylvania Pre-K Counts program at appropriate times during the Pennsylvania Pre-K Counts day. A half day program must offer, at a minimum, one meal each day. Full day programs must offer both a snack and a

meal. No fees may be charged for any snack or meal. Additional information on meals and snacks can be found in [#001: Meals and Snacks in Pennsylvania Pre-K Counts Classrooms.](#)

Providers may not charge a concurrent fee to any other program for a Pennsylvania Pre-K Counts funded child during the Pennsylvania Pre-K Counts portion of the day.

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

Once a child is age-eligible to attend kindergarten in the public school district of residence they are no longer eligible for Pennsylvania Pre-K Counts funding.

Those children eligible for kindergarten whose parents elect to keep their child in pre-kindergarten for an additional year may be placed in a Pennsylvania Pre-K Counts classroom provided alternate funding sources are used and the child is not included in the Pennsylvania Pre-K Counts enrollment. This applies to a kindergarten-eligible child who is participating in the Early Intervention program.

There are two primary eligibility requirements that all children must meet in order to be considered eligible for Pennsylvania Pre-K Counts; children must be age and income eligible for the program. Local programs may define additional eligibility requirements through an approved enrollment prioritization plan, but at a minimum age and income must be met.

All children who participate in Pennsylvania Pre-K Counts must be income eligible. Families whose income is at or below 300 percent of the federal poverty level are eligible. Income verification is required for every child.

Grantees must verify a family's low-income status before final enrollment is completed by collecting documentation of income that confirms the reported annual gross income noted during the initial stages of the enrollment process. The verification of family size and income must be documented through a staff person's signature and kept on file. Acceptable documentation to determine eligibility can be found in [#002: Income and Family Size Verification Guidance](#).

Approved income eligibility is valid for the entire time the child is enrolled in the program. It does not need to be re-assessed annually.

Documentation of this requirement must be kept on file at the program, either in a locked separate file or in the child's confidential file. These records, while confidential, are subject to audit and review.

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

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Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) is the Departments of Human Services and Education's initiative to combine the state's early learning programs under a single management information system. PELICAN serves as the authoritative contact list for the program. Notices and announcements and other communications are dispersed based on email addresses pulled from this source. Providers are expected to update information in PELICAN monthly.

Pennsylvania Pre-K Counts agencies and partners will have a minimum of one formal compliance review visit annually. Preschool program specialists will utilize the Program Review Instrument (PRI) and other supporting documents to identify areas of strength and areas of needed focus to assure full compliance with Pennsylvania Pre-K Counts regulations and policies. Additional information on program review and monitoring can be found in #003: Program Review and Monitoring.

Competitive Application Procedures
§ 405.11. Eligible Provider.
An eligible provider may apply for a grant alone or in combination with other eligible providers as a joint applicant, in which case the entity that applies for the grant shall be the lead agency in a partnership, as defined in § 405.2 (relating to definitions).

Guidance and Clarifications
The following entities may operate Pennsylvania Pre-K Counts classrooms.
> 1. School districts;
> 2. Licensed nursery schools;
> 3. Head Start grantees; and
> 4. Child Care Centers and Group Child Care Homes that maintain a STAR 3 rating or higher under the Keystone STARS Program.

A third-party entity may apply for Pennsylvania Pre-K Counts funding and administer the lead agency responsibilities for entities that are eligible to provide the classroom services under the categories listed above.

Provider eligibility must be maintained throughout the entire grant period.

§ 405.12. Proposal Submission.
(a) The Department will announce through its website that competitive grant applications are to be submitted to the Department, specifying the submission deadline.
(b) To be considered for a grant award, an applicant shall meet the deadline for submission of all information by the dates announced in the request for applications.

Guidance and Clarifications
Competitive grant application announcements are posted at PA PKC How to Apply, and announced through Penn*Link (to LEAs) and through the Early Education e-news.
Subscribe to the PA Early Ed News.

The eGrants Grants Management platform is the system that is typically used for application submission for PKC competitive grants. This is a system separate from the PELICAN system. To access eGrants, applicants must use MyPDESuite. This is a web portal that enables users to access various PDE data collection applications including eGrants and FAI. [Download Information on how to access MyPDESuite for various PDE data collection applications including eGrants](#).

§ 405.13. Grant Agreements.

(a) After an eligible provider has been approved, the provider or lead agency shall enter into a grant agreement with the Department. Grant agreements must contain, at a minimum, a work statement and budget.

(b) Grantees shall contact the Department for guidance if a change needs to be made to the scope of work or the budget contained in the grant agreement.

Guidance and Clarifications

Competitive Grants:

Competitive grants are awarded for one year, with an established number of subsequent years of continuation grants if funding is available. See [Appendix D](#) for policy on important continuation grant timelines.

Continuation Grants:

The PELICAN system is used for the continuation grant process.

There are several potential types of Continuation Grant applicants as described below:

Continuation Grants with No Changes:

This category includes single applicants that are requesting the same number of half-day and/or full day Pennsylvania Pre-K Counts slots and the same level of funding as was awarded in the previous fiscal year. It also includes joint/partnership applicants with no changes in the partners, the total number and type of slots requested, or in the site or location that a particular partner plans to use for its Pennsylvania Pre-K Counts classes, or in the number and type of slots (half-day and full-day) for each partner. The total funding and number and type of slots remain the same as in the previous fiscal year. There is no change in any of the partners in this category of continuation application nor a change in the funding level requested. There may, however, be changes in specific line items in the budget that show how the funds are to be used, including the level of pass-through funds provided to each partner, but not in the number or type of slots each pass through recipient is to receive.

Continuation Grants with Changes:

There are several types of Continuation Grants with Changes.

> a. Requests by single applicants to change the number and type of slots (half-day and full-day) they will provide, but not the level of funding. This includes

partnerships or joint applicants proposing to change the number and types of slots requested for any of the partners in a partnership, but not the total funds requested.

b. Requests to change the distribution of half-day and/or full-day slots among various locations and/or partners and their locations.

c. Requests for fewer slots and funding by a single applicant or a joint applicant, including a joint applicant that is requesting funds for a partnership that is dropping one or more partner. If a partner is not planning to be an ongoing part of a partnership, whether by its own volition or for any other reason, the slots and per child funding provided to that partner through the lead agency revert to OCDEL. The slots and their funding do not belong to the partnership or the lead agency. Nor do the slots belong to the departing partner to continue as a Pennsylvania Pre-K Counts provider either on its own or as part of another partnership.

d. Requests for a change in the location of one or more classroom.

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

Consolidation Grants:

Two or more lead agencies may consolidate their program under one lead agency, designating the other as a partner. The funds requested for a Continuation Grant for the consolidated lead agencies may not exceed the sum of the grants to the lead agencies when they were individual or separate grantees in the previous fiscal year. Lead agencies that wish to consolidate should contact their preschool program specialist as soon as possible for directions on how to consolidate.

§ 405.14. Annual Community Needs Assessment.

Applicants for Program funding shall conduct an annual assessment of community needs for Pre-K services as part of the application process for continuation, expansion, or new grant funds.

Guidance and Clarifications

Lead agencies and their partners must update their needs assessment annually to fulfill regulatory requirement for continuation applications. A new needs assessment must be conducted in years when a competitive rebid grant process occurs.

Program Planning
§ 405.21. Targeting children to be served.

The Department will instruct applicants to target their program enrollment to children who are most at risk, consistent with the description in the program guidance of targeting services to children most at risk, if it is likely that the funds appropriated for the upcoming program year will be less than the funds required to serve all eligible children in this commonwealth. The Department will also instruct approved providers to engage in

outreach and partnership with Child Care Works, Head Start, and other appropriate programs of the Office of Child Development and Early Learning to inform Programs and families that they serve about the availability of the Program and to coordinate with these programs particularly when there are waiting lists.

Guidance and Clarifications

Eligible Children:

Age and income are the two primary eligibility requirements that all children must meet to be considered for enrollment in Pennsylvania Pre-K Counts. Eligible 3- and 4-year-olds who reside in a low-income household and are at risk of educational failure because of limited English proficiency, poverty, community factors, academic difficulties, or economic disadvantage may be enrolled in the program. Additional guidance on enrollment prioritization plans can be found in #004: Enrollment Prioritization Plan Guidance.

Children living in families with income at or below 300 percent of the federal poverty level are eligible for enrollment in Pennsylvania Pre-K counts.

Outreach:

Grantees must establish and maintain collaborative, non-competitive, relationships with other local early learning programs (including Pennsylvania Pre-K Counts, Head Start, Child Care Works, and Early Intervention Programs) to ensure children on waiting lists have the opportunity to participate in the program which best meets family needs. This requires grantees to understand the early learning program options in their service area.

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

§ 405.22. Maximizing Resources.

Approved providers shall use Program grant funds to supplement, not to supplant, public funds from any other source that are used to serve otherwise eligible students, including, but not limited to, Accountability Block Grant funds, local funds, or federal or state Head Start funds for Programs provided in the same geographic area.

However, this requirement does not prohibit combining funding sources for support of a single Program as long as additional eligible students are served and all of the Program standards are met by the program supported with the combined resources.

Guidance and Clarifications

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

Children who are enrolled in Pennsylvania Pre- K Counts may be co-enrolled in other programs, including Child Care Works, federal or state Head Start, or private pay options.

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Providers that receive multiple funding streams (e.g., Head Start funding or Child Care Works) should develop strategies to braid, layer, or leverage multiple resources to provide wraparound services to children who may need a longer day and/or a longer program year. Those providers who participate in the Child Care Works subsidy program may continue to do so. Note that for those children/families who are participating in Pennsylvania Pre-K Counts and receive Child Care Works subsidy, the Child Care Works eligibility regulations provide for the child to typically remain in subsidy as well as Pennsylvania Pre-K Counts throughout the course of the child's participation in Pennsylvania Pre-K Counts. Pennsylvania Pre-K Counts providers and Early Learning Resource Centers (ELRCs) are required to work together to coordinate services for those Pennsylvania Pre-K Counts children who are also enrolled in wrap-around child care.

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

Head Start eligible families may have unique needs that are best supported by a program that is designed specially to meet those needs and offers a broad array of services, as does Head Start. However, families with children eligible for Head Start may prefer to enroll them in Pennsylvania Pre-K Counts, rather than Head Start. The Pennsylvania Pre-K Counts Program may enroll Head Start eligible students at the parent's request but should document:
      1) The date(s) Head Start eligibility was shared with parents, and
      2) The signature of parent(s) documenting their request for enrollment in the
      Pennsylvania Pre-K Counts Program.

The goal is to have cooperation rather than competition between Head Start and Pennsylvania Pre-K Counts in enrollment of students.

§ 405.23. Disallowance of Duplicate Funding.
Program funds may not be used to provide the same service for a child already receiving that service funded by another resource.

Guidance and Clarifications
Pennsylvania Pre-K Counts funding is the sole source of funding during the Pennsylvania Pre-K Counts instructional day. Providers may utilize alternative funding for those Pennsylvania Pre-K Counts children who are enrolled in additional programs such as Head Start and child care for the hours that extend beyond the Pennsylvania Pre-K Counts day.

§ 405.24. Enrollment.
Each approved provider shall develop and implement a plan for securing full enrollment throughout the program year, except as follows:

(1) When a student leaves the Program after the start of the program year, the provider shall have up to 20 instructional days to fill the vacancy, after which time the Department may request the return of funds or reduce future payments for the vacated and unfilled slot in the amount of funds, relative to the remaining instructional days of the Program for that program year, unless the vacancy occurs within 21 instructional days of the last day of class.

(2) If an enrolled child has ten or more unexcused absences, the provider shall take appropriate steps to address attendance, up to and including dismissal of the child from the program. The department may request the return of funds or reduce future payments to Programs that have not taken appropriate steps to overcome unexcused absences.

(3) Provider policies regarding unexcused absences and the number allowed must be written and provided to parents, families, or guardians of enrolled children and to the Department.

(4) An approved provider may not deny a student admission to a Program by reason of the student's disability.

Guidance and Clarifications
Full enrollment, as demonstrated by PELICAN enrollment statistics, must be achieved by September 1 of each year, and always maintained. A child will not be counted by OCDEL as enrolled if the child is not entered into PELICAN.

Children are considered "enrolled" when there is mutual understanding between parent or guardian and the Pennsylvania Pre-K Counts Program that the child has been accepted into the program and will begin attending on a specified future date. In addition, an intake meeting between parent and school has been completed, the necessary information has been gathered and the child has been identified as a candidate for a Pennsylvania Pre-K Counts slot.

Programs should make efforts to enroll children using their "legal" name. Programs should not refuse enrollment to children of parents who do not wish to provide "legal" name.

Outreach efforts throughout the community to locate and enroll children whose families are at 300 percent or below the federal poverty guidelines are an ongoing requirement for Pennsylvania Pre-K Counts.

Through collaborative efforts with other community providers, Pennsylvania Pre-K Counts programs may be able to reduce the waiting lists in the county Head Start program or Child Care Works subsidy programs by establishing a system of reciprocal referrals.

A selection and prioritization strategy must be developed that first looks at 300 percent or below of income, then other risk factors such as homelessness, teen mother, or English language learner. Additional guidance on enrollment prioritization plans can be found in #004: Enrollment Prioritization Plan Guidance.

Providers have 20 instructional days to fill vacated slots. Vacancies lasting more than 20 days should be reported to the preschool program specialist. Maintaining a waiting list will ensure slots are filled immediately.

Children with disabilities may receive at-risk prioritization in Pennsylvania Pre-K Counts as part of a provider's enrollment strategies if the child meets all eligibility requirements. Services for eligible students may not be denied based on disability.

Attendance:

Providers must monitor attendance and establish a means to maintain attendance information so that it is available upon request of the Department. The PELICAN system may be used for this purpose; however, attendance data reporting within the PELICAN system will not be required.

Chronic, unexcused absences will be considered on a case-by-case basis and could result in reduced funding. These situations require ongoing support from the Pennsylvania Pre-K Counts provider and may result in the child's dismissal from the program.

Written provider policies regarding attendance and notification when a child is absent must be provided to parents, guardians and PDE. A parent or family handbook is an effective means of defining program procedures and policies and sharing that information with families. The Attendance Policy should be included within the handbook and/ or provided in some other manner in writing. Additional guidance on Enrollment, Attendance and Vacancies can be found in #005: Enrollment, Attendance and Vacancies.

Program Coordination and Collaboration

§ 405.31. Coordination and Collaboration with Agencies Providing Services to Young Children.

(a) Approved providers shall coordinate and collaborate with the local agencies providing Early Intervention services to infants and toddlers to ensure a smooth transition for children and families that have been receiving services from Early Intervention.

(b) Approved providers shall coordinate and collaborate with the local agencies providing Early Intervention services to preschool age children to ensure the following:

(1) A smooth transition for children and families that have been receiving services from Early Intervention.

(2) Coordination of any continued Early Intervention services the child will receive while enrolled in the Program.

(3) Awareness of the available Early Intervention services for children enrolled in the Program who have not been identified as in need of Early

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Intervention services but who may be eligible for the services, and the capacity to provide appropriate information to parents and make appropriate referrals for Early Intervention evaluations and services.

(c) Approved providers shall coordinate and collaborate with the Child Care Information Services agency in their area to coordinate services and benefits received by families and to achieve enrollment in the Program of children who are most at risk and in need of services.

(d) Approved providers shall coordinate and collaborate with programs that provide the before and after Program child care for participating children so that transportation arrangements, emergency contacts and other necessary information are shared and so that the needs of families whose children are enrolled in the Program are met.

(e) Approved providers shall coordinate and collaborate with Head Start agencies.

(f) Approved providers shall coordinate and collaborate with school districts in those areas from which they are enrolling children in the Program to develop and implement plans for a smooth transition for children who will leave the Program to be enrolled in the school districts' K-12 program; to ensure alignment of curriculum and standards between the Program and the K-12 school district program; and to consolidate activities, such as professional development, to the extent practicable, to the advantage of both programs and creation of greater efficiencies.

(g) Approved providers shall coordinate and collaborate with the local community groups that engage the public in issues related to early childhood education.

(h) Approved providers shall coordinate and collaborate with other Program sites in their county on activities such as professional development, family outreach and child enrollment strategies, to the extent practicable to the advantage of all of the Programs and creation of greater efficiencies.

Guidance and Clarifications
Early Intervention
Pennsylvania Pre-K Counts Programs are inclusive, high-quality early childhood educational programs. For PKC children receiving Early Intervention services, the PKC Program is their general education setting. The defining features of inclusion is access, participation, and supports. PKC children receiving supports and services from local Early Intervention providers shall receive services in the same learning environments as their nondisabled peers.

Supports and services for children receiving Early Intervention are determined through the development of an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP). The IFSP/IEP is developed by the family and a team of early childhood professionals based on information gathered through assessments, observations of the child, information from the family and other individuals involved in the child's development. Pre-K Counts staff are integral partners and must be involved with the planning and coordination of Early Intervention services through attendance at plan meetings or through providing input into the development of the IFSP/IEP.

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Early Intervention staff and Pre-K Counts staff will work together to embed strategies into the typical routines and activities within the program to promote the child's development and participation.

Pre-K Counts, in collaboration with Infant and Toddler Early Intervention programs, will develop procedures for the transition of children and families who are exploring Pennsylvania Pre-K Counts as an early childhood learning opportunity. Procedures will ensure planning will begin at least six months prior to the child's third birthday and collaborative efforts will be used to support the child and family's transition process.

Pennsylvania Pre-K Counts providers are integral in identifying children who may be eligible or in need of Early Intervention services. PA PKC should make family referrals to Early Intervention when appropriate and make sure the parents are aware of the referral. It is the intent that children receiving Early Intervention services must participate in the full range of opportunities available to all children within the PKC program, including attendance in a 2.5- or 5-hour day, 180 days per year. A temporary modified schedule may be approved by OCDEL on a case-by-case basis, with the goal of moving toward full program participation. Decisions will be made based on collaboration with Early Intervention, the provider, the family, and the Preschool Program Specialist. Providers should be aware that in cases where a modified schedule is approved, funding may be reduced.

The ELRCs serve as the Child Care Information Services agency. For more information on ELRCs, visit: Early Learning Resource Centers (pa.gov).

Pennsylvania Pre-K Counts providers must document all collaboration efforts. Programs are encouraged to operationalize collaborative efforts through written, formal agreements, which should be reviewed and/or updated at least annually.

Transition from Pennsylvania Pre-K Counts programs into kindergarten shall support a child's individual and family needs during the transfer of services (share adaptations and best practices) for a successful transition.

§ 405.32. Partnerships.
Partnerships of eligible providers must have a signed partnership agreement. The agreement shall be submitted to and approved by the Department. The partnership agreement must delineate how the entities that comprise the partnership will carry out their roles and responsibilities within the Program, including: communication, decision-making, reporting, monitoring of program requirements, recordkeeping, and fiduciary matters.

Guidance and Clarifications
As applied to Pennsylvania Pre-K Counts, a "partnership" is an agreed upon formal relationship between a lead agency and eligible Pennsylvania Pre-K Counts classroom providers, or partners, in which partnership members work together to provide high quality pre-kindergarten in a specific geographic area. For purposes of Pennsylvania Pre-K

Counts, the word "partner" is used exclusively to mean an eligible provider that is providing a Pennsylvania Pre-K Counts classroom and is receiving funding for all of its operational expenses, such as salaries of the teacher and the aide, materials, and supplies. This would not include an entity that is merely providing space for the classroom (rental agreement).

There must be established formal partnership agreements between a lead agency (grantee) and each of its partnering agencies. The formal agreement should be legally binding. In addition to the roles and responsibilities noted in the regulation above, the agreement must include detail relevant to partnerships from the lead agency contract and the instances and protocols for dissolving the partnership.

Program and Classroom Requirements
§ 405.41. School Term.
Programs shall offer a minimum of 180 days of developmentally appropriate instructional practices and activities for students.
   (1) In the first year of operation as a provider, if the provider is unable to start up immediately at the beginning of the program year, the provider may serve children for fewer than 180 days, but in no case fewer than 160 days.
   (2) Days may not be counted as days of developmentally appropriate practices and activities when the Program is closed, and time may not be counted as time spent on developmentally appropriate practices and activities for an activity to which admission is charged.

Guidance and Clarifications
Program Year
All continuing grantees are required to operate for a minimum of 180 instructional days per program year, and school cancellations must be made up to assure the full number of days of operation. It is advisable to include a few extra days of operation in the school calendar to anticipate weather-related closures.

Programs planning to use approved Flexible Instruction Plans (FIPs) (formerly referred to as Remote Learning Plans) to count days students engage in remote learning as instructional days need to do the following:

- Update and/or develop FIPs.
   o Plans must be developed with staff and family input and be approved by the programs' governing board or administrative body/person.
   o A partner agency must submit their FIPs to the lead agency for approval prior to any implementation.
   o Lead agencies must submit plans to the Preschool Program Specialists (PPS) for approval prior to any initiation of the plans.
- **AFTER** the FIP has been approved by the lead agency's governing board or administrative person/body and the PPS, the lead agency and partners must submit

the Emergency Instructional Time" (EIT) template to OCDEL template to OCDEL at RA-PAPreKCounts@pa.gov.
- o The EIT template is located on the PA Key Intranet.
- Inform staff, and families of the approved FIP by adding language to Emergency Preparedness Plans and to Family policies (e.g., family handbook).
  - o Providers should review program attendance policies (PA PKC § 405.24. Enrollment and Supplemental Resource #005) and remind families of the program's attendance policies, including but not limited to what counts as an excused absence and how attendance will be tracked in instances of remote learning.
- Inform PPS within 24 hours of an initiated FIP during the school year.
- Track usage of initiated FIPs during the school year.
  - o Programs should be able to produce reporting on instances of use to OCDEL, if requested.

For more details on FIP, see Supplemental Resource #019: Flexible Instruction Planning.

§ 405.42. Program Day and Developmentally Appropriate Instructional Practices and Activities.

Instructional time for students shall be time in the program devoted to developmentally appropriate instructional practices and activities provided as an integral part of the Program under the direction of qualified employees.

(1) The following practices and activities, as described in the early learning standards in § 4.20 (relating to pre-kindergarten education), count towards instructional time:

(i) Classroom instruction

(ii) Orientation of children during regular school hours to the Program, Program setting and Program routines conducted:

(iii) Meals and snack-time, as long as they are integral parts of the curriculum facilitated by the lead teacher and used for student learning experiences

(iv) Play-time, including outdoor and indoor play or child directed activities as long as they are an integral part of the instructional day, facilitated by the lead teacher and used for student learning.

(v) Time spent at the library, and in art, music or physical education.

(vi) Opening exercises that engage children, including opening circle time, in preparation for the day.

(vii) School, group or class educational trips to which admission is not charged to students or parents and provided that a teacher accompanies the students.

(viii) Student services, such as guidance and counseling services, psychological services, speech pathology and audiology services, and student health services.

(ix) Civil defense, fire, bus evacuation and similar drills.

(x) Early dismissal and delayed opening only when due to inclement weather.

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

Guidance and Clarifications
Length of Day:
There are two ways that Pennsylvania Pre-K Counts can be structured:

1. Pennsylvania Pre-K Counts programs may operate as half-day programs. These half-day programs must provide a minimum of 2.5 hour per day of instructional services or activities, for a minimum of 180 days per year.

2. Pennsylvania Pre-K Counts programs may operate as full-day programs for a minimum of 5 hours per day of instructional services or activities, for a minimum of 180 days per year.

Grantees are advised to plan for a minimum of an extra half hour in their schedule for arrival and departure time to ensure that children receive either the full 2.5 or 5 hours of instructional time that is intended. Teachers and teacher aides will need to be scheduled and paid salary for a minimum of ½ hour a day beyond the scheduled time for the students to allow for planning and preparation time.

Counting Hours per Day:
Only time providing instructional activities to children may be counted toward the half-day and full-day length of day and the 180 days per year. Grantees will need to plan for a slightly longer day and year so that you have allowed for naptime in full-day programs and for arrival time, as well as for weather-related closures for non-attendance of students on days when professional development is being provided.

Instructional activities only count toward "instructional time" when children are with appropriately certified staff and include the following:
- Time spent at the library, and in art, music or physical education constitutes "instructional time" if facilitated by the regular teacher or area specialists.
- An early dismissal so that a part of the day may be spent in parent/teacher conferences does not count as a full day of instruction.
- Additional guidance on defining instructional time can be found in #006: Definition of Instructional Time.

Programs wishing to use approved Flexible Instruction Plans (FIPs) to count days students engage in remote learning as instructional time need to do the following:

- Update and/or develop Flexible Instruction Plans (FIPs), (formerly referred to as Remote Learning Plans)
    - Plans need to be developed with staff and family input and be approved by the programs' governing board, or administrative body/person.
- Partner Agencies must submit plans to lead agencies for approval prior to any initiation of the plans. Lead agencies must submit plans to Preschool Program Specialists (PPS) for approval prior to any initiation of the plans.

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

For more details on Flexible Instruction Planning see Supplemental Resource #019: Flexible Instruction Planning.

Pennsylvania Pre-K Counts funds may only be used to support activities and for materials and program content that are secular in nature.

§ 405.43. Class Size and Student/Staffing Ratio.

(a) Program class enrollments are limited to at most 20 students with at least one teacher and one aide in the classroom, however, for high quality programming a maximum of 17 students is recommended.

(b) If a Program class has ten or fewer students, there shall be one teacher in the classroom and an aide must be available onsite to assist the teacher as needed.

(c) Whenever the enrollment in a class exceeds 20, the class shall be divided into two classes so that each class individually does not exceed 20 students. Each class must be properly staffed and, if space is to be shared, that space must be divided by a barrier that adequately separates the spaces for instructional purposes.

Guidance and Clarifications

Pennsylvania Pre-K Counts Programs must have a student/teacher ratio of no more than 20 students for one teacher and one teacher aide in a classroom, that is, two adults in a classroom for every 20 students. Programs of high quality ordinarily have a student/teacher ratio of no more than 17 students for one teacher and one teacher aide in a classroom or two adults for every 17 students. This requirement is consistent with State Board of Education regulations (22 Pa. Code §4.20 (6)). If the classroom has 10 or fewer 3-

and 4-year-olds, it must have one lead teacher and a secondary person available in the facility. The secondary person must meet the requirements for a Pennsylvania Pre-K Counts teacher's aide.

Any number of children in a classroom above 20 constitutes a second classroom. Classrooms that share space must provide physical barriers that denote the separation of the classrooms. Each space must meet the student/teacher ratio and have the appropriately qualified staff.

§ 405.44. Staffing and Professional Development.

(a) Teachers of eligible students supported by Program funding shall meet the following requirements:
> (1) In school districts, teachers shall have early childhood education certification.
> (2) In Head Start and child care programs, teachers shall possess a minimum of an associate's degree in early childhood education or child development.
> (3) In licensed nursery school programs, teachers shall have a minimum of a bachelor's degree, 18 credits from an institution of higher education in early childhood education and a private academic teaching or temporary approval certificate.
> (4) By December 31, 2011, all teachers in Program classrooms shall have early childhood education certification.

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

(c) A lead teacher in the Program, including those in community-based settings, including outdoor and indoor play or child directed activities with an Instructional Level I certificate shall convert the certificate to an Instructional Level II certificate within 6 years from the time of initial service as an Instructional Level I teacher in the Program. Teachers holding an Instructional Level I early childhood certificate may count their time working in a Program community-based program toward the 3 years of required experience necessary before converting the certificate to an Instructional Level II certificate, in accordance with the requirements of the Department, including a year's participation in a Department approved teacher induction plan, six semiannual evaluations and the Department specified continuing professional development credits.

(d) Program teachers shall undertake continuous professional development as specified by the Department and, at a minimum, meet the requirements of sections 1205.1—1205.5 of the Public School Code of 1949 (24 P.S. §§ 12-1205.1—121205.5).

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(e) Program teacher aides shall take a minimum of 24 hours of continuous professional development as specified by the Department, and in early childhood education and development, each year.

Guidance and Clarifications

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

Lead agencies must assure that partner sites' lead teachers possess Pennsylvania Department of Education (PDE) Instructional certification for early childhood education at the start of the school year.

A teacher aide is required in all Pennsylvania Pre-K Counts classrooms that exceed 10 students. All aides must meet one of the following criteria:

- Possession of a current Child Development Associate (CDA) credential for preschool. Aides who have completed all requirements of the CDA credential and have submitted their application to the Council of Professional Recognition and are awaiting their formal assessment by the council may apply for a time-limited waiver.
- Completion of at least two years of postsecondary study with a minimum of 60 college credits; or
- Possession of an associate degree or higher; or
- Ability to meet a rigorous standard of quality and demonstration of knowledge in and the ability to assist a teacher in instructing reading, writing, and mathematics. This rigorous standard of quality includes a demonstration of competence in basic literacy skills, the ability to speak and write Standard English, and the ability to provide instruction of pre-kindergarten students in the acquisition of the knowledge, skills and abilities described in the Early Learning Standards. Demonstration of this knowledge and ability can be accomplished through a formal state or local academic assessment or possession by the teacher aide of a Child Development Associate's credential.

Teacher aides who work solely as translators must have a secondary diploma or its equivalent, and do not have to meet any of the other requirements of (a) through (c) above.

Recruitment and Retention:

Effective recruitment and retention of high quality teachers create a consistent teaching staff in programs. Consistent staffing is critical to obtaining and maintaining high quality pre-kindergarten programs. All submitted PA PKC program budgets should include provisions for competitive lead teacher and aide salaries and benefits. As part of the review of program budgets, PA PKC program and fiscal staff will continue to review the recommended percentages outlined in the line-item budget. PA PKC programs must include detailed and accurate line-item justifications as outlined in the PA-PKC-Fiscal-Supplement-2020.01.pdf (pcdn.co). Program and fiscal staff will pay close attention to the following during their review:

• Compensation amounts for direct service staff. The recommended starting PA PKC teacher wage is $45,000/school year (180 days) or $33.33/hour (180 days/7.5 hours per day) or the comparable public school district starting teacher salary, in cases where the comparable public school district teacher salary is higher than this amount.
   • Provided benefits for direct service staff.

Additional guidance on staff recruitment and retention can be found in #007: Staff Recruitment and Retention Plan.

Professional Development:
All Pennsylvania Pre-K Counts teachers must maintain Act 48 credits pursuant to the requirements of keeping their Instructional Certification active. In addition, all teachers must attend the Pennsylvania Pre-K Counts Core Series of Professional Development. Within the first two years of Pennsylvania Pre-K Counts participation, the following sessions are required:

1. Assessment: Beyond the Basics of Observation and Data Utilization;
2. Linking Standards, Curriculum Framework and Assessment;
3. Strengthening Relationships with Children, Families and Colleagues; and
4. Application of Act 13 of 2020: Evaluation of Educator Effectiveness for Teaching in Pre-Kindergarten Classrooms[1]

All core series trainings can be scheduled through the PA Keys professional development registry.

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

PA PKC programs must also integrate trauma-informed approaches into program curriculum and assure personnel who have direct contact with children have professional development in trauma-informed approaches. For more information on this requirement, see Appendix E: PKC 22-#002 Pennsylvania Pre-K Counts Trauma-Informed Resources.

Beginning SY 2023-2024, PA PKC programs must assure lead teachers receive Act 48 training on Structured Literacy, Professional Ethics, and Culturally Relevant and Sustaining Education (CR-SE) within 3 years (before SY 2026-2027).

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[1] Act 13 of 2020 (Act 13) revised the Act 82 Educator Effectiveness process used to evaluate professional employees working for Pre-K to 12 educational entities across Pennsylvania. Effective 2021-2022, the revised rating system applies to classroom teachers, non-teaching professionals, and principals as defined in Act 13.

Programs have the flexibility to use any training which covers the topics of Structured Literacy, Professional Ethics, and Culturally Relevant and Sustaining Education (CR-SE) and meets the needs and requirements of their program type.

The SAS PD Center offers an Act 48 course related to structured literacy as an option to meet this requirement:
- Structured Literacy is a 10-hour Act 48 course that examines the research that supports this approach, identifies the key features and content of Structured Literacy, and examines/aligns current instructional practices.

The SAS PD Center will offer Act 48 courses related to Professional Ethics, and Culturally Relevant and Sustaining Education (CR-SE), which could be used for Induction (see 22 Pa. Code § 405.64) and continuing education requirements. The anticipated release of these courses is June 2023.

Professional development for teacher aides must include at least 24 hours of continuing professional education each year. Acceptable professional development includes instruction eligible for Act 48, continuing education credits, college credits, or hours taught by Pennsylvania Department of Human Services-certified Pennsylvania Quality Assurance System instructors based on the [Pennsylvania Learning Standards for Early Childhood](#) and the [Pennsylvania Professional Standards and Competencies for Early Childhood Educators](#) At least 50 percent or 12 hours should be specific to early childhood education.

Act 120 of 2013 made significant changes to the Educator Discipline Act including enhanced mandatory reporting requirements. Under the Child Protective Services Law (CPSL) and Educator Discipline Act, all Pennsylvania Pre-K Counts personnel and anyone who has direct contact with children are considered mandated reporters. The changes require that all school entities and independent contractors of school entities provide child abuse recognition and reporter training to all employees, including contracted substitute teachers, who have direct contact with children. Mandated reporters are required to make an immediate and direct report of suspected child abuse to ChildLine either electronically at [The Child Welfare Portal](#) or by calling 1-800-932-0313. The Commonwealth has established a dedicated website to provide information about these changes. The webpage features: Questions and Answers, options for Mandated Reporter trainings, clarification about Clearances and other relevant information. All Pennsylvania Pre-K Counts staff who have direct contact with a child must attend a professional development event on mandated reporting. For training for mandated reporters, visit [Keep Kids Safe](#).

Lead teachers in a community-based Pennsylvania Pre-K Counts setting that have Instructional Level I Certificates must convert and maintain their certificate to an Instructional II Certificate within six years from the time of initial service as an Instructional Level I teacher in the program, beginning with and counting 2007 as the first year in the six-year window. Teachers holding an Instructional Level I early childhood certificate may count their time working in a community-based Pennsylvania Pre-K Counts

program toward the three years of successful teaching experience necessary before converting the certificate to an Instructional Level II Certificate, in accordance with the requirements of PDE. These requirements also include participation in an Office of Child Development and Early Learning approved Teacher Induction Plan, six bi-annual satisfactory evaluations and completion of 24 post baccalaureate credits. Additional information on this requirement can be found in [#008: Early Childhood Education and Teacher Certification: Frequently Asked Questions](#), [#009: Tracking Activity for Moving ECE Level I Certification to Level II Certification](#), [#010: Teacher Certification Evaluation in Community-Based Programs](#), and [#011: Teacher Induction for Community-Based Providers](#).

Teacher and teacher aide substitutes must be placed in classrooms whenever there is staff absence to assure the Pennsylvania Pre-K Counts student/teacher ratio. Every effort must be made to assure substitutes meet the qualification requirements of the position they are filling. In short-term substitute situations (less than 90 days), at a minimum, the lead teacher substitute must hold a bachelor's degree in early childhood education or a related field. In cases where a long-term substitute is required (more than 90 days), long-term lead teacher substitutes must meet the Pennsylvania Pre-K Counts teacher qualifications.

Updates to 22 Pa. Code Chapter 49 became effective April 22, 2023. The revised regulations add PA PKC as eligible providers, as defined in 22 Pa. Code §405.2 (relating to definitions) and as entities to which the Pennsylvania Department of Education (PDE) may issue an Emergency, day-to-day (Type 06) or long-term (Type 01 or 04) Permit. Eligible providers can now request these permits from PDE to address lead teacher staffing needs for PKC program teachers. For more information see [Appendix F: PKC 22-#004 Emergency Teacher Certification Permits.](#)

§ 405.45. Curriculum.
(a) The curriculum used in any classroom that includes a child who is enrolled in the Program must be standards-based.
(b) The curriculum used in the Program must be determined by the Department to be aligned with the Early Learning Standards established by the Department.

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

Download copies of the Early Learning Standards at [Pennsylvania Learning Standards for Early Childhood](#).

When a program is considering the use of a curriculum that has not yet been aligned with Early Learning Standards, the publisher should be contacted to complete and submit an alignment review to RA-PAPreKCounts@pa.gov. All requested alignments will be reviewed, and if they meet the Office of Child Development and Early Learning framework, will be posted on the PDE website. Programs that use a locally designed curriculum must

demonstrate alignment with the Early Learning Standards prior to the use in Pennsylvania Pre-K Counts. Locally designed curriculum alignments must be submitted to RA-PAPreKCounts@pa.gov for review and approval to assure alignment. A template for submission is available on the PA Key website at PKC Approved Curriculum and Child Assessments.

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

PA PKC programs must also integrate trauma-informed approaches into program curriculum and assure personnel who have direct contact with children have professional development in trauma-informed approaches. For more information on this requirement, see Appendix E: PKC 22-#002 Pennsylvania Pre-K Counts Trauma-Informed Resources.

§ 405.46. Assessment.
Approved providers shall:

(1) Assess eligible students with a minimum frequency determined by the Department using an assessment tool approved by the Department.
(2) Participate in Department conducted training in the use of the assessment tool as prescribed by the Department.
(3) Report aggregate assessment information to the Department for purposes of Program monitoring, evaluation, reporting child outcomes and accountability in a manner and with a frequency and schedule determined by the Department.
(4) Participate in a Department conducted assessment of the Program learning environment and attend the training in the use of the environmental self-assessment tool as prescribed by the Department.

Guidance and Clarifications
Comprehensive Assessment:
Pennsylvania Pre-K Counts providers must complete a developmental screening on all children within 45 calendar days of the child's first day in the classroom setting. This evidence-based, reliable, and valid screening instrument should be used as a first step in identification of potential delays and to indicate those children who need to be further referred for evaluation. The Office of Child Development and Early Learning recommends the use of the *Ages & Stages* [ASQ and ASQ-SE]. Developmental screening processes that occur up to 90 days prior to entry in a Pennsylvania Pre-K Counts classroom fulfill this requirement.

Pennsylvania Pre-K Counts providers shall ensure all children have had the opportunity to receive the recommended vision, hearing, and health screenings. To meet this requirement, programs should at minimum:
- Communicate to families about the importance of early screening;

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- Collect evidence from families regarding screenings that have occurred within 180 days of the recommended screening timeframes;
- In cases where screenings have not occurred, provide timely opportunities for enrolled children to have the opportunity for screening. These screenings may be conducted by the providers or an outside agency including a physician; and
- Communicate with families about screening results and support follow up as needed.

At no time should a child be denied access to PKC programming or be disenrolled if recommended screenings are not up to date. Additional guidance on required screenings can be found in #012: Comprehensive Screening.

Pennsylvania Pre-K Counts providers will select and use an assessment tool from the available tools approved by PDE to assess and monitor a child's developmental progress. Student assessments guide instructional practice, professional development and technical assistance to programs and provide a method for reporting all progress of children participating in a Pennsylvania Pre-K Counts Program. To ensure the collection of reliable data, staff responsible for implementation of the chosen assessment tool must attend training on the use of the tool. A listing of approved assessment tools is available at PKC Approved Curriculum and Child Assessments. The listed assessment tools have been determined to align with the 2014 Pre-Kindergarten Early Learning Standards.

When a program is considering the use of an assessment tool that has not yet been aligned with Early Learning Standards, the publisher should be contacted to complete and submit an alignment review to RA-PAPreKCounts@pa.gov. All requested alignments will be reviewed, and if they meet the Office of Child Development and Early Learning framework, will be posted on the PA Key website. Programs may not use a locally designed assessment tool to meet this requirement. Templates for alignment can be requested by contacting RA-PAPreKCounts@pa.gov.

Pennsylvania Pre-K Counts providers must monitor child outcomes information and establish a means to maintain outcomes information so that it is available upon request of the Department. Data gathering from families, the education team and research-based assessment instruments should be combined to obtain the information needed to assess and report children's progress on the chosen assessment tool.

Grantees should develop procedures for sharing assessment information with parents as defined in the Partnerships for Learning Key Learning Area of the Learning Standards for Early Childhood. Parents can partner with their Pennsylvania Pre-K Counts providers to help ensure the best outcomes for their children.

Pennsylvania Pre-K Counts programs must select and use an assessment tool from the tools approved by PDE to assess and monitor program learning environment (classrooms). Programs may submit to have additional tools added to the approved listing. Classroom internal assessments, performed by trained personnel, must be completed annually in all PA PKC classrooms. An external assessment shall be conducted annually in at least one PA

PKC classroom. The external assessor will be trained in the assessment tool used for the external assessment. Results of the environmental assessments must be used by the program to determine program needs as part of a continuous quality improvement plan. When required by the Department, additional assessments shall be conducted by an external assessor assigned by the Department.

Lead teachers must attend training on the use of the chosen program assessment tool within the first six months of employment in a Pennsylvania Pre-K Counts classroom. The PA Key Professional Development System supports a variety of environmental assessment professional development. To learn what is currently available programs should reference the Pennsylvania Professional Development Registry. Programs choosing to use other approved program assessments are responsible for ensuring staff receive training on use of the tool. Additional information on this requirement can be found in #013: Assessment of the Learning Environment.

§ 405.47. Parent Involvement.
Approved providers shall develop and implement a plan for involvement and input of parents, families and guardians of children enrolled in the program to inform them of program goals, instructional strategies, and the progress of their children and to involve them in supportive activities designed to help ensure their child's success.

Guidance and Clarifications
Family engagement (termed in statute as parental involvement) is an important element that contributes to the success of the program and the children receiving its services. Family engagement requires vigilant planning and understanding of the diverse situation and needs of families and their children. Providers must use Pennsylvania's Family Engagement Birth through College, Career, Community Ready Framework in the development and implementation of the parent engagement plan.

The six standards found within the Pennsylvania's Family Engagement Birth through College, Career, Community Ready Framework provide elements to consider in development of a plan for family involvement:
- Standard 1- Connect families to community resources that support their goals, interests, and needs.
- Standard 2 - Build partnerships with families that are strengths-based, authentic, reciprocal, and respectful.
- Standard 3 - Partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors, leaders and advocates as they support their child's learning and development.
- Standard 4 - Provide intentional opportunities for families to connect and engage with each other.
- Standard 5 - Support families as they develop their leadership and advocacy skills.
- Standard 6 - Build partnerships with families during times of transition.

§ 405.48. Program Transition Planning.

(a) Approved providers shall develop and implement plans designed to ensure a smooth and supportive transition for children entering the program from the setting from which they are coming, including the home, Early Intervention services, Early Head Start or child care.

(b) Approved providers shall develop and implement plans to ensure a smooth and supportive transition for children leaving the Program to enter kindergarten and the K-12 school environment.

Guidance and Clarifications

Transitions for young children from one setting to another are critical times in their lives. The planning and development of relationships with the individuals, programs and organizations that may be involved in a child's life as that child moves from one setting to another takes time, but is time well spent. This planning and developing of relationships needs to be conducted with care and sensitivity to the child, the family, and the programs and agencies involved.

1. Transition into pre-kindergarten programming involves coordinating with families, and with the agencies/programs/classrooms serving infants and toddlers.
2. Transition between pre-kindergarten programs involves coordination with the agencies that provide these services.
3. Transition plans must be developed for those children preparing to enter kindergarten programs.

The Transition Best Practices Rubric and Transition Tool Kit are available to all early learning practitioners as a resource to assist in developing effective transition strategies.

The Office of Child Development and Early Learning, in partnership with the Office of Elementary and Secondary Education, has developed the Pennsylvania Kindergarten Entry Inventory (PA KEI) as a comprehensive, standards-based measure of children's skills as they enter kindergarten. Information on the KEI can be found at PA KEI Landing Page. Although the KEI is conducted by the kindergarten teacher, Pennsylvania Pre-K Counts Programs can benefit from collaborating with schools and districts that implement and are encouraged to recruit school and districts to participate in the KEI.

§ 405.49. Immunizations.

Approved providers shall meet the immunization requirements that pertain to their provider type; for school districts and licensed nursery schools see 28 Pa. Code §§ 23.81—23.87 (relating to immunization); for child care centers and group child care homes see 28 Pa. Code § 27.77 (relating to immunization requirements for children in child care group settings); and for Head Start agencies see 45 CFR 1304.20 (relating to child health and development services), the federal Head Start Performance Standards.

All providers of Pennsylvania Pre-K Counts funded programs must meet the immunization requirements for their provider type:
• School districts and licensed nursery schools--28 PA. Code **§**23.81-87 which implements Sec. 13031 of the Public School Code (24 P.S. **§**1303a);
• Child care centers and group child care homes – 28 Pa. Code **§**27.77.
• Head Start agencies – 45 CFR **§**1304.20, the federal Head Start Performance Standards.

These requirements include, but are not limited to the following:
1. Within 60 days of a child's first day of attendance in the program, the provider shall obtain a record establishing that the child has received the vaccinations recommended by the American Committee on Immunization Practices; or receipt from a parent or guardian of a child of a written objection to the child being vaccinated on religious grounds or a physician verified medical reason of a temporary or permanent nature explaining why the child is not to be vaccinated.

2. Providers must exclude children from group activities for an additional 30 days who are not vaccinated due to a temporary medical condition, unless they have received written confirmation from a physician, or state or local health department of vaccination, or continuation of the medical condition. A new verification is required every 30 days, or the child may not be readmitted to the setting until the requirements are met.

§ 405.50. Emergency Response Plans.

Approved providers shall develop, implement, review, and revise annually as necessary, a comprehensive disaster and emergency response plan that meets the guidelines of the Pennsylvania Emergency Management Agency. See resources at [Planning and Preparedness](#).

Guidance and Clarifications
Comprehensive Emergency Response Plan
Each Pennsylvania Pre-K Counts Program provider must adopt and implement a comprehensive disaster response and emergency preparedness plan.

The plan must be developed in cooperation with the local Emergency Management Agency and be consistent with the guidelines developed by the Pennsylvania Emergency Management Agency and other pertinent state requirements.

The plan must be reviewed annually and modified as necessary. A copy of the plan must be provided to the [county emergency management agency](#). If the applicant does not already have such a plan in place, one must be developed.

§ 405.51. Inclusive Environments.

A Program classroom should reflect the naturally occurring ratio of students with and without developmental delays and disabilities in the area served by the approved provider and should not contain more than 20 percent of students who have been identified by the start of the program year as having a developmental delay or disability. However, in attempting to promote inclusion in this way, approved providers may not deny students admission to a classroom based on their disability or delay.

Guidance and Clarifications

The practice of enrolling children with developmental delays in typical environments is often referred to as inclusion. For a Pennsylvania Pre-K Counts classroom to be an inclusive early childhood setting, it may not have an enrollment that is predominantly children participating in Early Intervention. An inclusive early childhood setting is no more than 20 percent of the classroom's initial enrollment being children diagnosed with developmental delays or disabilities and having either an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) prior to entering Pennsylvania Pre-K Counts.

After the start of the program year, additional children may be identified as needing Early Intervention services and ultimately an IEP or IFSP, bringing the percentage of children in the classroom having identified developmental delays or disabilities higher than 20 percent. This increase in the percentage after the start of the program year is allowed.

PKC Providers must comply with the OCDEL Inclusion Policy Statement and Suspension and Expulsion Policy Statement.

For more information on Collaboration with Early Intervention, see Supplemental Resource # 014: Collaboration with Early Intervention.

The Pennsylvania Pre-K Counts provider might be the first to identify a child for referral to Early Intervention for screening, evaluation, and eligibility determination. PA PKC providers must coordinate enrollment strategies with "Child Find." Federal and state law mandates mandate Early Intervention programs outreach to identify all those children who may be eligible for or in need of Early Intervention services.

Recordkeeping, Reporting and Attendance at Department Sponsored Meetings and Trainings

§ 405.61. Program Reporting.

Approved providers shall provide reports as requested by the Department and in the manner and at times as prescribed by the Department, including, but not limited to, expenditure reports, reconciliation of cash reports, enrollment, attendance, demographic information, and child outcomes.

Guidance and Clarifications

Pennsylvania Pre-K Counts providers must submit documentation of program implementation through multiple sources: Early Learning Network, Financial Accounting

Information System (FAI system), and submission of written program plans. Additional Information on reporting can be found in [#015: Reporting and Data Requirements](#), [#016: Continuous Quality Improvement/Best Practices](#), and [#017: Fiscal Reporting and Deadlines](#).

§ 405.62. Recordkeeping.

Approved providers shall maintain all records pertinent to the program, including, but not limited to, financial, statistical, property, changes in Keystone STARS status, child care certificate, nursery school license, teacher evaluations and recommendations, and any other supporting documentation, for a period of at least 7 years from the date of submission of their final closeout report, or until all audits are complete and findings have been completely resolved, whichever occurs last.

Guidance and Clarifications

Providers must maintain all pertinent records for a minimum of seven years (or until all unresolved issues have been addressed). This includes but is not limited to all documents related to operating requirements, child records, teacher evaluations, and all other supporting documents. In addition, grantees are also expected to maintain books, records, documents, and other evidence in sufficient detail to support all claims against the Pennsylvania Pre-K Counts funding.

§ 405.63. Attendance at Department Sponsored Meetings and Trainings.

Approved providers shall attend any mandatory meetings and training sessions arranged by the Department.

Guidance and Clarifications

All approved providers are expected to attend all mandatory meetings and trainings. This includes, but is not limited to, monthly partner and annual regional meetings, annual state-wide conferences, and any additional professional development sessions required by the Department.

§ 405.64. Teacher Induction Plans and Evaluations.

Approved providers shall facilitate activities that teachers must undertake to advance their certification from Instructional Level I to Instructional Level II.

> (1) Providers shall implement a teacher induction program that meets the requirements of **§**49.16 and **§**49.83 (relating to approval of induction plans; and Instructional II) and implementing Department guidelines and that has been approved by the Department and facilitates the involvement of teachers in the Program.
> (2) Providers shall conduct or make available to teachers holding Level I teaching certificates semiannual evaluations as are necessary for Level I certificate holders to be recommended for a Level II teaching certificate.

Professional Development:
Lead teachers in community-based Pennsylvania Pre-K Counts settings that have Instructional Level I Certificates are required to convert to and maintain an Instructional II Certificate within six years from the time of initial service as an Instructional Level I teacher in the program.

Teachers holding an Instructional Level I early childhood Certificate must count their time working in a community-based Pennsylvania Pre-K Counts program toward the three years of successful teaching experience necessary before converting the certificate to an Instructional Level II Certificate, in accordance with the requirements of PDE. These requirements also include participation in an Office of Child Development and Early Learning approved Teacher Induction Plan, six bi-annual evaluations and completion of 24 post-baccalaureate credits. Additional information on this requirement can be found in [#008: Early Childhood Education and Teacher Certification: Frequently Asked Questions](#), [#009: Tracking Activity for Moving ECE Level I Certification to Level II Certification](#), [#010: Teacher Certification Evaluation in Community-Based Programs](#), and [#011: Teacher Induction for Community-Based Providers](#).

Integration of professional development on Professional Ethics, and Culturally Relevant and Sustaining Education (CR-SE) will be required within program Induction plans beginning SY 2024-2025. More information will be provided as PDE develops communications and updates Induction guidelines.

Teacher aides must attend at least 24 hours of continuing professional education each year. Acceptable professional development includes instruction eligible for Act 48, continuing education credits, college credits, or hours taught by Pennsylvania Department of Human Services certified Pennsylvania Quality Assurance System (PQAS) instructors based on the Pennsylvania Learning Standards for Early Childhood (available on the Early Childhood section of PDE's website) and the Pennsylvania Core Knowledge Competencies for Early Childhood Professionals (available on the PA Keys website).

Grantee Fiscal Responsibilities
§ 405.71. Segregation of Funds.
An approved provider that receives grant funds under the Program shall maintain a separate account in its budget to facilitate monitoring and auditing of the use of the grant funds. If the approved provider is a school district, the school district may not place grant funds in a reserve account.

Guidance and Clarifications
All funds provided by PDE for the Pennsylvania Pre-K Counts Program must, at a minimum, be segregated from other funds using a general ledger or other acceptable accounting practices.

All funded Pennsylvania Pre-K Counts lead agencies and partner agencies will be required to meet Pennsylvania Pre-K Counts audit requirements. Additional information on the requirements can be found at [#018: Audit Requirements](#).

§ 405.72. Grant Awards.

(a)Grants shall be awarded by the Department to approved providers on a per-child basis, in an amount set by the Department, for each eligible student served by an approved provider.

(b)The amount of grant funds provided per-student may not exceed the cost of administering the approved provider's prekindergarten program.

Guidance and Clarifications

Funds will be available for both half-day and full-day programs at a cost per child determined by the Pennsylvania General Assembly. Per child amounts must be fully justified in the grant application and will not be awarded unless fully justified.

To support families and promote consistent child attendance, Pennsylvania Pre-K Counts programs may use grant funds to offer enrolled students transportation to the program.

§ 405.73. Use of Funds.

(a)Funds may only be used for the costs associated with providing Program services to eligible students enrolled in the Program.

(b)Funds may not be used for administrative or indirect costs.

Guidance and Clarifications

No further clarifications.

Supplemental Resources
#001: Meals and Snacks in Pennsylvania Pre-K Counts Classrooms

Nutritious meals and snacks must be provided by the Pennsylvania Pre-K Counts program at appropriate times during the Pennsylvania Pre-K Counts day. A half-day program must offer, at a minimum, one meal each day. Full day programs must offer both a snack and a meal.

Clarifications

Pennsylvania Pre-K Counts targets at-risk children who may experience food insecurity and poor nutrition. It is desirable to offer them a healthy meal no matter how short the day. Effective teachers make mealtime a learning time broadly, and teach about healthy eating habits, so there is no loss of "instructional time."

Whenever feasible, Pennsylvania Pre-K Counts providers should access federal food reimbursement programs. The PDE Division of Food and Nutrition can provide information and guidance about these programs.

The Pennsylvania Pre-K Counts meal may be either breakfast or lunch, depending on the time of operational day. Half day programs may offer the required meal at an appropriate time during the day based upon the hours of program operation. However, if offered during a "snack time" the meal must contain the recommended meal components of a snack as provided by a recognized authority in nutrition such as the Child and Adult Care Food Program of the U.S. Department of Agriculture (USDA).

Providers should follow the most recent, age-appropriate nutritional requirements of a recognized authority such as the Child and Adult Care Food Program of the U.S. Division of Food and Nutrition.

If participating in the Child and Adult Care Food Program (CACFP), each parent should be strongly encouraged to complete the CACFP form for free and reduced meal reimbursement. If a parent refuses to complete the form, the provider can be reimbursed under the "paid" reimbursement claim for that child. CACFP forms should be kept on file at the Pennsylvania Pre-K Counts Program.

No child may be forced to eat the prepared meal or snack; however, it must be offered.

Food may not be withheld for any reason including discipline.

No fees may be charged for any snack or meal.

Children shall be allowed second helpings of foods if food is left over from a snack or meal.

To the extent possible, information provided by family members concerning a child's eating habits, preferences, or special needs regarding food must be considered in planning meals.

A family member may prefer to provide an occasional meal or snack. While this is allowable, providers should work with families to ensure that meals offered by the provider meet families' expectations, when possible. For a meal/snack to be reimbursable under the CACFP, a parent/guardian may not provide more than one creditable meal/snack component. The only exception is when a child has a documented disability, supported by a written statement from a State licensed healthcare professional. In this instance, the CACFP program operator is required to provide at least one meal/snack component for the meal/snack to be reimbursable. Providers should consult the PDE Division of Food and Nutrition at RA-CACFP@pa.gov for guidance on accommodating children with disabilities under CACFP.

Alternative foods for children who are allergic to the prepared meal or snack must be offered. Providers should consult the PDE Division of Food and Nutrition at RA-CACFP@pa.gov for guidance on accommodating allergies and disabilities in CACFP.

Foods and beverages that have little nutritional value (e.g., sweets, salty snack foods, soft drinks/soda/powdered drink mixes, etc.) should not be served to children. Only fluid milk and 100% full fruit and vegetable juices are reimbursable beverages in the CACFP meal pattern. Water must be offered throughout the day to children.

Families who offer to share snacks or treats should be encouraged to provide healthy and nutritious snacks. If non-nutritious sweets such as cakes are offered, a nutritious alternative must be provided in addition to the celebratory treat. Grain-based desserts are not creditable grains in CACFP and should not a planned component for meals and/or snacks.

Children should be encouraged to develop healthy eating habits and be encouraged to choose nutrient dense foods based on age-appropriate nutrition requirements of a recognized authority. Resources are provided below.

Educational activities and information for families that focus on nutrition and healthy eating for preschoolers are recommended as part of the program's family engagement activities.

Resources

Pennsylvania Department of Education: Division of Food and Nutrition Services

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

CACFP Handbooks

CACFP Child Meal Pattern

School Breakfast Program

School Lunch Program

Dietary Guidelines for Americans, 2020-2025 and Online Materials | Dietary Guidelines for Americans
Nutrition Education for CACFP

PA Harvest of the Month

PA Farm to School

USDA Choose My Plate

PA WIC

Penn State Extension Nutrition Links

#002: Income and Family Size Verification Guidance

Income Verification Guidance:
The following are included when verifying income:
- Earned income from all sources including gross wages from work, cash, and in-kind payments received by an individual in exchange for services and net income from self-employment.
- Unearned income including cash and contributions received by an individual for which the individual does not perform a service such as: alimony; child support; military family allotments or other regular support from an absent family member; pensions; public assistance (including Temporary Assistance for Needy Families, Supplemental Security Insurance, Emergency Assistance money payments and non-Federally Funded General Assistance or General Relief money payments); and dividends, interest, net income, net royalties and periodic receipts from estates or trusts.
- Unearned benefits received periodically by an individual, such as unemployment compensation, workman's compensation, gambling or lottery winnings, or retirement benefits.

Income Deductions:
The following are deducted when determining family income:
- Voluntary or court-ordered child support or child support paid by the parent or caretaker or family member to a present or former spouse not residing in the same household.
- A medical expense not reimbursed through medical insurance that exceeds 10 percent of the family gross monthly income.

Income Exclusions:
The following are excluded when determining family income:
- Employment earnings of an individual who is an emancipated minor.
- Tax refunds, including earned income tax credits.
- Withdrawals of bank, credit union or brokerage deposits or money borrowed.
- Loans or grants, such as scholarships or income from federal student aid or participation in work-study program.
- Payments to volunteers in service to America, such as Americorps or Foster Grandparent programs.
- Any foster care payments by a foster care placement agency, including payments to permanent legal custodians or adoption assistance payments by county children and youth agency.

Whose Income is Counted:
- The parent or caretaker of the child.
- The parent or caretaker's spouse.
- Children's, excluding a child's earned income.
- Others residing with the child, in instances when these persons are counted toward family size.

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The period of time for income verification is the 12 months immediately before the month in which the application or reapplication for enrollment of a child is made, or for the calendar year immediately before the calendar year in which the application or reapplication is made.

Verification of Income:
- Acceptable verification of **earned income** from employment includes pay stubs reflecting earnings, W-2 forms, the IRS form used for reporting tips, a written employer statement of anticipated earnings or other document that establishes the parent's or caretaker's anticipated earnings from employment.
- Acceptable verification from **self-employment** includes tax returns, business records or other documents establishing profit from self-employment.
- Acceptable verification of **unearned income** includes a copy of a current benefit check, an award letter that designates the amount of a grant or benefit, such as a letter from the Social Security Administration stating the amount of the social security benefit, a bank statement, a court order, or other document or data base report that establishes the amount of unearned income.
- If a family receives or pays child support, the eligibility agency shall verify the amount of support received or paid by the family by documents from the Pennsylvania Department of Human Services.

Family Size

The number of people in the house to be counted for the purposes of reporting "family size" include the child or children for whom Pennsylvania Pre-K Counts is being requested and the following individuals who live with that child or children in the same household:
- Parent of the child. The parent is the biological or adoptive mother or father, stepmother or stepfather, caretaker or spouse who exercises care and control over the child requesting Pennsylvania Pre-K Counts.
- A biological, adoptive, unrelated or foster child or stepchild of the parent or caretaker who is under 18 years of age and not emancipated.
- A child who is 18 years of age or older but under 22 years of age who is enrolled in high school, a general educational development program, or a post-secondary program leading to a degree, diploma or certificate and who is wholly or partially dependent on the income of the parent or caretaker or spouse of the parent or caretaker.
- Others supported by the income of the parent(s) or guardian(s) of the child enrolling or participating in the program. If counted toward family size, any applicable income of these persons must also be counted for eligibility purposes.

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

#003: Program Review and Monitoring

Pennsylvania Pre-K Counts lead agencies and partners will have a minimum of one formal compliance review visit annually. Preschool Program Specialists will utilize the *Program Review Instrument* (PRI) and other supporting documents to identify areas of strength and areas of needed focus to assure full compliance with the Pennsylvania Pre-K Counts regulations and policies. A minimum acceptable score of 86 percent of the total points on the PRI must be documented annually.

Clarifications

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

Ongoing participation in Pennsylvania Pre-K Counts is reliant on a provider's successful implementation of the program as detailed within this document. It is anticipated that both lead agencies and partners are familiar with the requirements of the program including updates or revisions that may occur annually. Lead agencies and partners should assure they are referencing the most recent version of *The Pennsylvania Statute, Regulations, and Guidance* document.

A variety of sources of evidence will be assessed annually to assure compliance with Pennsylvania Pre-K Counts regulations. These sources include, but are not limited to, the Program Review Instrument, the Best Practices Rubric, the Instructional Observation Checklist, the Continuous Quality Improvement Plan and information entered in the PELICAN data system.

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

Program Review Instrument

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

The elements within the PRI are reviewed and assessed on a varying percentage scale as follows:
- o Fully Meets = 100 percent-95 percent of total points
- o Partially Meets = 94.9 percent-86 percent of total points
- o Does Not Meet= 85.9 percent- 0 percent of total points

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

Best Practice Inventory

The Best Practice Inventory describes a teacher's implementation of classroom practices that are based on the guiding principles and content within the Learning Standards for Early Childhood.

The first three sections of the rubric will be utilized in each classroom that is visited. These sections are: Lesson Planning, Instruction, and Ongoing Assessment. This information provides a consistent framework across Pennsylvania Pre-K Counts providers for the review of effective classroom instruction. Results will be summarized, and the Preschool Program Specialists will incorporate this information into the PRI and encourage the results to be included in the program's Continuous Quality Improvement Plan.

The Best Practices Rubric is NOT meant as a teacher evaluation and will be used solely as a source of evidence that indicates areas of strength and/or areas for considered enhancement.

Some classrooms may be asked to pilot a more complete classroom review using the full Best Practices Rubric or additional sections within. Preschool Program Specialists will contact administrators to determine their interest in the use of the tool as a strategy to identify and implement additional technical assistance.

Instructional Observation Checklist

The Instructional Observation Checklist is a multi-page tool that focuses more deeply on lesson planning, the environment, instruction, and professionalism. The Checklist is **not** an assessment, but is intended to provide teachers with additional, higher-level feedback.

It is designed to be utilized in classrooms which have achieved a level of success with the Classroom Observation Checklist. The items included are designed to be observable, and to support best practices and intentionality and are applicable to the classroom staff collectively, as this is not intended to be a teacher evaluation.

This tool also may be used in whole or in part.

Continuous Quality Improvement Plan

The requirements for a Continuous Quality Improvement Plan are explained in [#016: Continuous Quality Improvement/Best Practice](). The ongoing assessment of the goals within the Continuous Quality Improvement Plan will be monitored as a source of evidence for compliance with Pennsylvania Pre-K Counts policies.

PELICAN/ Early Learning Network (ELN)Data Entry

Ongoing updates of specified information in PELICAN Early Learning Network (ELN) data system are mandated requirements for Pennsylvania Pre-K Counts providers. The Preschool Program Specialists will monitor the data entry process for each program to ensure information is accurate and complete, and submitted within the designated

timeframes. Additional information on the PELICAN Early Learning Network (ELN) data system can be found in PELICAN.

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

A PRI will be completed for each Pennsylvania Pre-K Counts lead agency and partner annually during a site visit. Preschool Program Specialists will work with the program administrators to schedule a convenient date for the visit. Lead agencies should be prepared to accurately reflect a partner's performance as well as their own during this visit.

Administrators of the program must participate in this site visit which will include a review of the PRI document, the specialist's findings through classroom observation, and an interview or discussion to better understand the way in which the program complies and monitors its compliance.

A list of documents that should be available will be sent to each provider prior to the visit.

#004: Enrollment Prioritization Plan Guidance

Enrollment of children into the PA PKC program **must** be un-biased and transparent and follow the program's statutory and regulatory requirements. Family income that is 300 percent or below the federal poverty guideline is the primary eligibility factor required for a child's participation in Pennsylvania Pre-K Counts. Enrollment for children should be prioritized by developing a selection process to consider additional risk factors. Each program, based on their community needs, should consider prioritizing enrollments for:

Child receiving behavioral supports:
Defined as a child who is referred to Pennsylvania Pre-K Counts from an appropriately credentialed health or mental health provider (not employed by the Pennsylvania Pre-K Counts program) or a child who is receiving mental health treatment. Additional verification beyond the interview is required.

Child or family who receives protective services:
Defined as a child who is a foster child, a kinship care child, or receiving Children and Youth Services.

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

English language learner:
Defined as a child whose first language is not English and who is in the process of learning English. Ask these two questions, as established by the Pennsylvania Department of Education, to determine if a child qualifies as an English language learner.
  o What is/was the child's first language?
  o Does the child speak a language other than English? (do not include languages learned in school)

Homeless:
Defined as a child who lacks a fixed, adequate and regular place of nighttime residence due to one of the following:
  o sharing the household of other individuals due to the loss of housing, economic hardship or a similar reason. Children, who are residing in motels, hotels or camping grounds due to the lack of alternate accommodations, are living in emergency or transitional shelters, are abandoned in hospitals, or are awaiting foster care placement.
  o having a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
  o living in cars, parks, public places, abandoned buildings, substandard housing, bus or train stations, or similar settings.

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

Preschooler with an Individualized Education Program (IEP):
Defined as a child who is currently enrolled in the Early Intervention program with an active IEP. Verification includes a copy of the IEP or other source of documentation from the parent or the Early Intervention agency.

Migrant (non-immigrant) seasonal student:
Defined as a child has moved from one school district to another in order to accompany or join a parent or guardian who is a migratory worker or fisher within the preceding 36 months, in order to obtain temporary or seasonal employment in qualifying agricultural or fishing work, including agri-related businesses such as meat or vegetable processing, or work in nurseries such as Christmas and evergreen tree farming.

Teen mother:
Defined as a mother who was under the age of 18 when the child was born.

Child enrolled in Infant Toddler Contracted Slots Program (ITCSP):
Defined as a child enrolled in ITCSP and eligible to transition into PA PKC.

Programs may add additional risk factors to their enrollment prioritization plans, but all additional risk factors must be supported by the program's community needs assessment and may not be exclusive in nature.

Any "other" risk factors that are identified during the enrollment process with families must be reported in the Early Learning Network. These risk factors can be determined by careful interview. Providers should ask specific questions and follow up with requests for additional documentation as needed.

Programs wishing to prioritize enrollment to a particular geographic region (e.g., school district catchment zone or zip code) may do so, however, if the program is not fully enrolled, children from outside the defined catchment zone must be included.

The prioritization plan must be approved by the Preschool Program Specialist. The Department reserves the right to request any PA PKC's prioritization plan at any time throughout the program year.

In addition to the selection criteria, the plan should also include instructions for maintaining transparent waiting lists and reflect a means to inform families of their status on the waiting list based on the prioritization plan.

At no time should children be excluded from enrollment for any reason that does not explicitly align with the program's prioritization plan and wait list protocols.

Communications with families interested in the PA PKC program must be transparent and timely. Programs should communicate the program's prioritization plan, along with information on the program's enrollment process, with interested families in a way that the enrollment process and how enrollment decisions are made are understood by families. If a program becomes fully enrolled and must wait list children who have lower prioritization, the program must communicate this explicitly with the family within 24 hours of the finding. The program must explain the use of prioritization to make enrollment decisions to the family and share the option for the child to be placed on a waiting list. When feasible, the program will assist the family in connecting with Head Start and/or other PA PKC programs in the area, and/or the regional ELRC to find other potential care options for a waitlisted child. If a child is found ineligible for the PA PKC program, the program must communicate the details of this finding with the family within 24 hours of the finding, and when feasible, will assist the family in connecting with the regional ELRC to find other potential care options.

#005: Enrollment, Attendance and Vacancies

Full Enrollment:
Pennsylvania Pre-K Counts Programs must achieve full enrollment by September 1 of each school year, except for the start-up year when programs may operate fewer days to accommodate the cost and time related to starting a new program.

Pennsylvania Pre-K Counts providers must maintain 100 percent enrollment throughout the program year as indicated by their number of funded slots and establish a written plan on ways to assure 100 percent enrollment.

Enrollment Reporting:
Programs should make efforts to enroll children using their "legal" name. Efforts may include asking for documentation (e.g., birth certificate) to verify legal name. However, programs should not refuse enrollment to children of parents who do not wish to provide evidence to verify "legal" name.

Each enrolled child must be entered in the PELICAN data system.   Children who have ended PKC programming must have program participation ended with the PELICAN system no later than the month following the participation end date. Updates to PELICAN data should occur by the last day of each month so changes reflect on the monthly program monitoring report.

Vacancies:
Providers have 20 instructional days from the date of vacancy to fill vacated slots.

Additional Definitions and Clarifications:
Definitions
Attendance is for reporting purposes defined as those instructional days when the Pennsylvania Pre-K Counts child is attending the classroom.

Excused absences are defined as those absences when a student is prevented from attending for mental, physical, or other urgent reasons. These can be further defined as illness, family emergency, death of a family member, health or dental appointments, fire, natural disaster, or other extenuating circumstances deemed as excused by the program.

Unexcused absences are any absences that are not included in the above definition of excused absences.

Enrollment:
Children are enrolled when there is mutual understanding documented in writing between parent or guardian, and the Pennsylvania Pre-K Counts program that the child has been accepted in the program and will begin attending on a specified future date.

Start date:

The date children begin attending the Pennsylvania Pre-K Counts class.

End date:
The date children stop attending the Pennsylvania Pre-K Counts class.

Clarifications

Full Enrollment:
Outreach efforts throughout the community to locate and enroll children whose families are at 300 percent or below the federal poverty guidelines is an ongoing requirement for Pennsylvania Pre-K Counts.

Through collaborative efforts with other community providers, Pennsylvania Pre-K Counts programs may be able to reduce the waiting lists in the county Head Start program or subsidized child care programs by establishing a system of reciprocal referrals.

A selection and prioritization strategy must be developed that first looks at 300 percent or below of income, then other risk factors (see Supplemental Resource #004).

Slots that are under 20 days since they were vacated are considered as enrolled and may be reported as such.

Chronic under-enrollment will be considered on a case-by-case basis and will, in most cases, result in reduced funding, which is calculated by the number of vacancies and the length of time. Programs will be notified in writing to identify issues of chronic under-enrollment.

When slots are unfilled, including partner slots, OCDEL will provide direction on redistribution. Lead agencies should monitor partner use of slots and may redistribute unfilled slots with OCDEL approval following the protocols for partner/location changes.

Enrollment Reporting:
The Office of Child Development and Early Learning uses the PELICAN data system to assess overall Pennsylvania Pre-K Counts enrollment as well as provider compliance with enrollment requirements.

All enrollments must be recorded into PELICAN and kept up to date. This includes "end dating" children who are no longer participating in the program. Updates to PELICAN data should occur by the last day of each month so changes reflect on the monthly program monitoring report.

Preschool Program Specialists will monitor PELICAN periodically to assure data is entered accurately for each child and that enrollment is at 100 percent.

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

Attendance:
Providers must monitor attendance and establish a means to maintain attendance information so that it is available upon request of the Department. The PELICAN system may be used for this purpose; however, attendance data reporting within the PELICAN system will not be required.

Attendance Requirement
Students enrolled in Pennsylvania Pre-K Counts classroom are considered full-time and must attend 5 days per week for a minimum of 180 school days per year for the full length of the day, either 2.5 hours/half day or 5 hours/full day.

Families must be contacted when children are absent for 3 consecutive days to learn the nature of the absence and offer support, as appropriate.

When children have more than 5 consecutive unexcused absences, the provider and family, together, must discuss the reasons for the absence and determine ways to support the child's attendance in school.

Children who have 10 or more consecutive unexcused absences or more than 10 percent unexcused absences over the course of the school year (more than 18 days total) and have not responded to program support must be dismissed from the Pennsylvania Pre-K Counts classroom and replaced with an eligible child from the waiting list or who is recruited from the community.

Attendance Policy for Families
Grantees must develop an attendance policy that identifies excused and unexcused absences, describes strategies for working with families when children are absent, processes for maintaining full enrollment, and the policy for dismissing children from the program as a last resort.

The attendance policy must be in writing and included in the provider's parent or family handbook.

Programs should include a review of the policy with families at enrollment and/or orientation. Annual reviews during a parent meeting are appropriate and providers should remind families of the policy at the first unexcused absence.

Vacancies

Programs that have not filled a vacant slot within the 20-day timeframe will be considered under-enrolled.

Providers must submit a Plan for Vacant Slots for any un-filled slots by September 30 for vacancies at the start of the program and/or 30 days from any un-filled vacancy occurring throughout the school year.

Chronic under-enrollment will be considered on a case-by-case basis and will, in most cases, result in reduced funding, which is calculated by the number of vacancies and the length of time. Programs will be notified in writing to identify issues of chronic under-enrollment.

Vacancies occurring 20 days prior to the end of school term do not require a Plan for Vacant Slots.

#006 Definition of Instructional Time

Pennsylvania Pre-K Counts funds may only be used to support activities and for materials and program content that are secular in nature.

The following activities are acceptable for classroom instructional activities provided a certified teacher is present during these activities:

- Classroom instruction
- Orientation to the classroom, orientation to classroom/school experiences (e.g. bus procedures)
- Meals and snack time, if they are integral parts of the curriculum, supervised by the teacher and used for student learning experiences
- Times when children choose activities (sometimes called free-choice time, center-time, etc.) if it is an integral part of the instructional day, supervised by the teacher and used for student learning experiences
- Time spent at the library, and in art, music or physical education if provided by the regular teacher or area specialists
- Opening exercise (morning message)
- School, group, or class education trips to which admission is not charged to students or parents and a certified teacher accompanies the students
- Student services, such as guidance and counseling services, psychological services, speech pathology and audiology services, and student health services
- Civil defense, fire, bus evacuation, and similar drills
- Early dismissal and delayed opening due to inclement weather

A typical pre-kindergarten classroom schedule includes most of the time spent in child-directed, teacher-facilitated instructional activities. These are teacher-guided play experiences where children interact with materials and peers that offer rich and age-appropriate opportunities for children's learning. Routine parts of a daily schedule such as meals or opening exercises offer unique and opportune times for teachers and students to participate together in stimulating learning experiences. Pre-kindergarten classrooms should maximize children's active and experiential learning and provide a minimal amount of teacher-directed instruction.

There are other times during a pre-kindergarten day when students are not engaged in instructional activities. Children's arrival or dismissal times, for example, the period when children enter or leave the building and are waiting for others to join them are not considered instructional time and do not count toward the 2.5- or 5.0-hour instructional requirement. Nap or quiet times are another example of a non-instructional activity. These times, whether they are short 10–15-minute periods or 1-2 hours in length, must be scheduled in addition to the Pennsylvania Pre-K Counts instructional requirement. It is anticipated that programs will operate longer than the 2.5 or 5.0 schedule to accommodate non-instructional times throughout the day. Recommended schedules are: 3.0 hours for a half day and 5.5 hours for a full day.

When routine parts of the day such as lunch or outdoor playground play are staffed by someone other than a certified teacher, they are not included in the instructional time requirement. If programs use these times to offer their Pennsylvania Pre-K Counts teachers breaks or planning time, a similarly qualified substitute must be present to count as instruction.

#007 Staff Recruitment and Retention Plan

Pennsylvania Pre-K Counts programs must hire qualified teachers to participate in the program. Staffing recruitment and retention are important to ensuring quality pre-kindergarten programs. While recruitment allows for the acquisition of distinctive teachers; retention helps maintain classroom and program consistency. Recruitment and retention are critical to program quality and consistency for children attending Pennsylvania Pre-K Counts programs. The Program Review Instrument (PRI) conducted annually by your Pre-K Counts specialist will evaluate that a staff recruitment and retention plan in place. Please see recommended strategies below to help with the development of your plan.

Recommended Recruitment strategies:
- Offer competitive salaries and benefits *comparable* to teachers in local school districts.
  - All program budgets should include provisions for competitive lead teacher and aide salaries and benefits. As part of the review of program budgets, program and fiscal staff will continue to review the recommended percentages outlined in the line-item budget. PA PKC programs must continue to include detailed and accurate line-item justifications as outlined in the PA-PKC-Fiscal-Supplement-2020.01.pdf (pcdn.co). Program and fiscal staff will pay close attention to the following during their review:
    - Compensation amounts for direct service staff. The recommended starting PA PKC teacher wage is $45,000/school year (180 days) or $33.33/hour (180 days/7.5 hours per day) or use the comparable public school district starting teacher salary, in cases where the comparable public school district teacher salary is higher than this amount.
    - Provided benefits for direct service staff.
- Review salary scale at least every three years for internal and external equity.
- Collaborate with Higher Education Institutions that offer PK-4 certification.
- Work with CareerLink and the PA Keys site to post job opportunities.

Recommended Retention strategies:
- Covering costs associated with moving from Level I- Level II, ACT 48 coursework, including written policies to require staff to maintain employment if these costs are covered.
- Information regarding professional development opportunities is posted and/or communicated to staff on an ongoing basis.
- Use tuition assistance programs such as Rising STARS or TEACH for staff to use towards continued education. Please note: The Rising STARS Tuition Assistance Program is only applicable if your Pennsylvania Pre-K Counts center also has a STARS designation.

- Research and refer staff to scholarship opportunities. Build policies that allow Level II teachers incentives and leave time to mentor other staff or to conduct evaluations at other Pennsylvania Pre-K Counts sites.
- Provide paid leave time for new teachers to be mentored by veteran teaching staff.
- Provide merit increases in addition to annual salary increases.

Strategies assure maintenance of certified teachers in PKC classrooms:
- Hire two certified teachers (lead and assistant).
- Maintain a pool of qualified substitutes.
- Hire additional staff that meet lead teacher qualifications who perform multiple program duties (e.g. covering planning time, data entry, instructional coaching).
- Teaching staff have the equivalent of at least one paid hour per day to prepare lessons and document learning and development.

#008: Early Childhood Education and Teacher Certification: Frequently Asked Questions

This document was developed by the PDE Office of Postsecondary and Higher Education and OCDEL to address issues regarding currently certified early childhood educators and individuals who are seeking certification.

1. What are the requirements for an Early Childhood Education Instructional I Certificate?

For the purposes of Pennsylvania Pre-K Counts an Early Childhood Education Instructional Certificate is defined as N-3 Instructional Certification or PK-4 Instructional Certification. N-3 Instructional Certification is no longer available but holding an active N-3 Instructional Certification does qualify a teacher to teach in a Pennsylvania Pre-K Counts classroom.

In order to obtain an Early Childhood Education Pre K-4 Instructional I Certificate (also referred to as a Level I) a teacher must do the following:

a. Complete a state-approved Early Childhood Education teacher preparation program, including:

- Student teaching;
- Grade point average (GPA) requirements: 3.0 overall cumulative GPA as noted on Bachelor's or Master's transcript. (See also question 11 for a limited exemption of this requirement under the internship program);
- Six semester hour credits in college level mathematics; and
- Three semester hour credits in college level English Composition; and
- Three semester hour credits in college level English/American Literature.

b. Receive the recommendation or verification of education from the preparing college/university; and

c. Meet all testing requirements established by the State Board of Education. Currently required tests and required qualifying scores can be found at [Teacher Certification Testing](#).

2. What is required to convert an Early Childhood Education Instructional I Certificate to an Instructional II Certificate?

In order to convert an N-3 or Pre K-4 Instructional I Certificate to an Instructional II Certificate (also referred to as a Level II), the teacher must complete the following:

a. 24 post-baccalaureate credits of collegiate study (graduate or undergraduate) from a Baccalaureate or Master's degree granting institution, or PDE-approved college equivalent in-service credits or a combination of both. Credits in the areas of law, medicine, theology, or real estate are not acceptable unless relevant to the area of Early Childhood Education.

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Initial certificates issued on or after Sept. 1, 2007, must complete six specific course credit hour requirements as identified in Certification Staffing and Policy Guidelines (CSPG)#7 and Level II Certification (pa.gov). PDE Certification FAQ can be found at Certification FAQs (pa.gov).

b. Three years of satisfactory teaching on an Instructional I Certificate attested to by the chief school administrator of the approved public or non-public school entity in which the most recent service was performed (22 Pa. Code § 49.83). When one Instructional I Certification area is converted to a Level II, all other instructional certificates held by the educator will be simultaneously converted to a Level II.

- An Instructional I Certificate is valid for six service years. Therefore, the educator has six years of teaching in which to complete all requirements to convert to a Level II Certificate.
- Teaching in a Pennsylvania Pre-K Counts program, applies toward years of service on an Instructional I Certificate.

Service Time Counted as Mandatory:
- Service in Pennsylvania Pre-K Counts program, beginning in 2007;
- Service in a public school pre-kindergarten program; and
- Service in a public school K-4 as an Early Childhood Education certified teacher

Service Time Counted as Optional:
(Applied at the discretion of the certificate holder)
- Service in Head Start programs;
- Service in child care facilities that are a STAR 3 or above;
- Service in licensed nursery schools; and
- Only 50 percent of total required experience may be in an Early Intervention special education classroom

c. Completion of a PDE-approved induction program. Programs such as Head Start that have an approved plan that meets the requirements of an Induction Plan may submit that plan to OCDEL for approval.

d. A completed Instructional I to Instructional II Assessment (as established by Act 13 of 2020 and amended in 22 Pa. Code §19.1 Educator Effectiveness Tool) with a "Satisfactory" rating for teachers who were certified on or after September 1, 2001. The teacher being evaluated and the entity where the teacher taught keeps the following documents on file:

- The record of six Semi-Annual Evaluations, which is used as a basis for the recommendation/verification of satisfactory years of service. The satisfactory years of service must be attested to by the chief school administrator, or the school entities equivalent of a chief school administrator on the Instructional I to Instructional II Assessment form Educator Effectiveness tool.

Evaluations for educators employed in community-based, non-public school Pennsylvania Pre-K Counts programs and other community-based entities may be conducted by an individual who meets one of the following requirements:

1) The following school district or intermediate unit (IU) personnel (with an active certificate in their field as listed) qualify to perform the teacher evaluation function:

❖ Principal or assistant principal
❖ Superintendent or assistant superintendent
❖ IU executive director or assistant executive director
❖ Supervisor of Special Education (must have experience in Early Intervention)

2) Early childhood faculty at an approved institution of higher education that has a PDE-approved early childhood teacher preparatory program. This does not include adjunct faculty.

Where the above is not possible, an OCDEL approved evaluator may be utilized:

OCDEL approved Evaluator Criteria:
Evaluators applying to be an OCDEL approved evaluator who meet the following criteria, must submit their qualifications to OCDEL for approval prior to conducting teacher evaluations.

❖ Holds an active level II Pennsylvania Teaching Certificate in Early Childhood Education OR a Supervisory Certificate

   o If applicant holds a supervisory certificate, evidence of three years of early childhood education experience in a 0-5 and/or PK-3 setting must be provided. A review of an applicant's resume will serve as evidence. Experience must be in the following: Head Start program, child care program at STAR 3 or higher, licensed nursery school, or school district serving PK- 3.

   o If applicant holds a level II teaching certificate, evidence must be provided to show experience in the completion of teacher evaluation. Applicant should submit one or more examples of a written evaluation conducted of a pre-kindergarten teacher.

3. How many years is an Instructional I certificate valid before it must be converted to an Instructional II certificate?

An Instructional I certificate is valid for six years of actual professional service, not calendar years, in a public-school entity and Pennsylvania Pre-K Counts Programs.

Service on a Level I certificate in a public-school entity and Pennsylvania Pre-K Counts Program will be charged against the period of validity of the Level I Certificate.

An Instructional I certificate may be valid for longer than six years of service if the service is performed in one of the schools identified in question number two as **optional.** Service time in these schools is only credited toward Level II Certification at the **option** of the certificate holder.

4. Will the time an individual certified in Early Childhood Education at the Instructional I level teaches for Pennsylvania Pre-K Counts, regardless of the setting, count toward Instructional II?

Yes

5. Do Pennsylvania Pre-K Counts teachers working in community-based Pennsylvania Pre-K Counts Programs have to earn an Early Childhood Education Instructional II certificate after six years of teaching experience on an Instructional I certificate?

Yes

6. Does the experience approved for the Instructional II certification apply for eligibility to become a supervisor of a single area (i.e. supervisor of Early Childhood Education or supervisor of elementary)?

Yes

Issuance of a Supervisory Certificate requires a minimum of five years of professional school service **in the area for which the certificate is sought.** Preparation for this certificate is at the graduate level and includes in-depth study in the area of supervision (22 Pa Code **§**49.111).

A person prepared as a single area supervisor may be eligible for certification provided the applicant:

a. has completed an approved program of graduate study preparing them for the responsibilities of supervising in the specified single program area and of directing the activities of certificated professional employees. (Preparation completed out-of-state must meet Pennsylvania standards for certification.);

b. is recommended for certification by the authorized certification officer of the institution where such education was obtained, or holds a comparable certificate from another state (for out-of-state applicants only);

c. provides a chief school administrator's verification of the completion of five years of satisfactory professional service in a program in the area for which the supervisory certificate is sought;

d. has provided evidence of satisfactory achievement on assessments prescribed by PDE under Section 49.18(a); and

e. can meet all other requirements provided by law.

7. What will happen if an educator fails to convert an N-3 or PreK-4 Instructional I Certificate to an Instructional II certificate after six years of certified service?

If an individual has served six years on an Instructional I certificate in a public school entity or Pennsylvania Pre-K Counts program without applying to convert it to an Instructional II, the certification is considered lapsed or invalid. In order for the individual to continue teaching beyond the six years, they must convert the certification to an Instructional II. In order to receive a Level II certificate by September 1, PDE should receive the application by January 1 of the year in which conversion is sought.

8. How do you re-establish the validity of an invalid or lapsed certificate?

If an individual has completed six years of service on an Instructional I or Level I certificate in a public-school entity or Pennsylvania Pre-K Counts program without applying to convert it to a Level II, their certification is considered lapsed. In order for the individual to continue teaching, they must submit the required documentation and application to convert the certification to an Instructional II or Level II. (See list of requirements in Question #2).

9. What will happen if an educator fails to achieve the continued professional development requirements of Act 48?

In order to maintain active certification, an individual must comply with the continuing education requirements of Act 48. If an individual fails to comply with the continuing education requirement of 180 hours or six credits of professional education within the five year period, their certification is considered inactive. In order for the individual to continue teaching, they must complete the required professional education and submit proof of successful completion of the credits required. Once the requirement is met, the certification automatically becomes reactivated. Information on Act 48 requirements can be found at Act 48 Information.

10. How do you re-activate an inactive certificate?

To re-activate an inactive certificate, one must complete the required six credits or 180 hours, or equivalent combination of approved continuing professional education. The coursework can come from an accredited 4-year college, an accredited 2-year college, a Pennsylvania IU, or any Act 48 approved provider.

If credits or hours are earned from a PDE-approved provider, at the request of the teacher, the credits will be submitted by the professional education provider to PDE's Bureau of School Leadership and Teacher Quality (BSLTQ).

If credits are earned from an out-of-state college, the teacher must submit official, sealed transcripts to the Pennsylvania Department of Education, Act 48 Transcripts, 333 Market Street, 3rd Floor, Harrisburg, PA 17126-0333.

A certificate that has been put on Voluntary Inactive (suspends the continuing education requirements) status by the educator will require an application and fee to be sent to PDE for reactivation. A certificate inactivated by the system due to insufficient Act 48 hours continuing professional education credits, will be re-activated only when all requirements are met.

11. What is the required status of a certification?

Pennsylvania Pre-K Counts requires all lead classroom teachers in the program to be Early Childhood Education N-3 or PreK-4 certified. This means the certification must be both active and valid.

12. What is a Teacher Intern Certificate?

The Pennsylvania Teacher Intern Certification Program is specifically designed for individuals who have:

a. a minimum of a baccalaureate degree related to the area of certification requested.

b. completed six credits of college-level math, six credits of college-level English literature and composition.

c. a minimum of a 3.0 GPA in their baccalaureate degree. An individual who has passed the basic skills may enter the program with a 2.80 GPA and exit the program with a 3.0.

d. completed an approved institution of higher education's screening process and been accepted to the Teacher Intern Program in order to teach under an Intern Certificate.

e. achieved a satisfactory score on the required certification tests.

f. achieved satisfactory assessments on their student teaching conducted by the college or university in which they are enrolled.

Further information regarding the program and requirements can be found at Intern Certificate.

13. Are elementary education staff eligible to participate in the Teacher Intern Certificate Program to achieve an Early Childhood Education certificate?

Yes. The individual will have to meet the requirements of the institution offering the Teacher Internship Program.

14. Does teaching under an Intern Certification require the candidate to leave his/her teaching position in order to meet student teaching obligations?

Not necessarily. The intern candidate may continue as a lead teacher in a classroom. The assessment of his/her teaching by the college or university under which the Intern Certificate is being acquired constitutes the "assessment of the student's teaching." However, this is determined by the college or university offering the intern program. Prospective interns are encouraged to ask these detailed questions of the institution where they hope to do their internship. In some cases the college or university may require the intern candidate to spend some time teaching in another classroom and grade level, particularly if the individual is not certified in any field.

15. What is the minimum number of Early Childhood Education credits a person must take to become Early Childhood Education certified?

The preparing institutions make this decision, not PDE.

16. Can a community college refer someone to be presented for certification?

No. Community colleges do not have PDE approval for teacher certification programs. The program referral for certification must come from a PDE-approved 4-year degree granting college/university. However, the degree granting institution may decide which community college credits to accept toward certification requirements.

17. What are the requirements for emergency permits for PA PKC providers and how is an emergency permit obtained?

The lead or partner entity must request an emergency permit from PDE for an individual to serve in a vacant position as a long-term substitute lead teacher. Emergency permits are issued at the request of the lead or partner entity expressing an emergency need to fill a position that has been advertised, but no qualified and properly certificated applicant is available. The candidate for an emergency permit must have earned a bachelor's degree from a state-approved college or university and must meet all other eligibility requirements related to age, citizenship, mental and physical health, and good moral character.

The permit is valid from the first day of the month of issuance until the last day of summer school in that school year and may be reissued only if the emergency circumstances necessitating the permit still exist, a fully qualified and certified individual is unavailable,

and the entity submits the appropriate application to PDE. Additional information about Emergency Permits can be found in Appendix F.

18. Can an Early Childhood Education certificate be added onto an existing instructional certificate by taking the required certification tests alone?

Yes. PDE does permit an Early Childhood Education certificate to be added on to an existing certificate by passing the content area test alone.

19. Can student teaching be waived by a college?

A minimum of 12-week full-time student teaching experience under the supervision of qualified program faculty and cooperating teachers is required. Individuals providing supervision must be program faculty with knowledge and experience in the program area. The cooperating teachers must be trained by the preparation program faculty and have certification in Early Childhood Education, have had three years of satisfactory certificated teaching experience and at least one year of certificated teaching experience in the school entity where the student teacher is placed.

There is no provision for a waiver of student teaching experience. However, the teacher intern program may offer an option for fulfilling this requirement. See questions 10 through 13 for more information.

20. Does a minor in Early Childhood Education enable a candidate who holds a bachelor's degree in another area to take the Pennsylvania certification tests and become certified in Early Childhood Education?

No. An individual must complete the college's or university's certification program approved by PDE for that area of certification.

21. What is the Accelerated Certification Program, how does it work, and what is its status?

22 Pa. Code §49.86 refers to an accelerated program for PreK-4 and 4-8 Certificate administration. Accelerated Programs are programs designed for current holders of PA Instructional I or II certificates who wish to become certified in additional grade levels. Access The Accelerated Program Guidelines to learn more about the program.

#009: Tracking Activity for Moving ECE Level I Certification to Level II Certification

OCDEL has created a form to track a teacher's progress in moving from Level I certification to Level II. This form can be accessed through the PA Key PKC intranet or by contacting your Preschool Program Specialist.

The form is to be maintained and updated on an on-going basis as a record of the providers' progress in having ECE Level I teachers convert their certificates to Level II. The form is to be completed and submitted to the Preschool Program Specialist through each provider's Lead Agency by October 1 and February 1 of each program year. The Preschool Specialist will review this form during on-site monitoring visits with the expectation that it is being kept current.

Components on the Form:

Name of Teacher: List name of teacher, including maiden name (if applicable). If a teacher who is listed resigns from the provider's staff, make a note below the teacher's name stating "resignation" and the date. Do not eliminate this person's name from the form as it will be a record of the teacher's employment at your facility. If a teacher is on an extended leave, indicate "leave" and the type (sick, family, etc.) along with the date. When the teacher returns, indicate "returned" and the date.

Date Entered PKC Classroom: List date teacher started in the PA Pre-K Counts classroom. Note: To move from Level I to Level II certification, teachers have six years from start date (in an eligible classroom).

Date Left PKC Classroom: List date teacher left the PA Pre-K Counts classroom (if applicable).

>ECE Level I Certification Date: List date that ECE Level I certification was approved by PDE. Note: All lead teachers must have ECE Level I certification to teach in a PA Pre-K Counts classroom.

Teacher Induction Program: List "start date" and "completion date" for required teacher induction program.

>Evaluation Dates: List completion dates for the required six (6) satisfactory evaluations toward Level II certification.

Note: Two bi-annual evaluations are required beyond the six (6) satisfactory evaluations if Level II certification is not achieved within 3 years.
Note: PDE 13-1 Tool replaces PDE 82-1

Level II Final Evaluation Date: List date that the final evaluation was completed.

Post-Baccalaureate Credits: List current number of credits completed toward the 24 post-baccalaureate credits required for Level II certification. As additional course credits are acquired, enter the new number of credits accumulated and the date the entry was made. Substitute new numbers for the old numbers as changes in the number occur and revise the date to reflect when the change in the number was entered.

- Pennsylvania's Educator Effectiveness System - Act 13 Training Date: List date that the required training was completed. Comments: Include any additional notes relevant to the teacher's progress toward Level II certification.

Note: An asynchronous Act 13 training is available on the PA Key site in the PD Registry. This training is available for PA Pre-K Counts teachers, evaluators, and directors.

#010: Teacher Certification Evaluation in Community-Based Programs

Teachers in Pennsylvania Pre-K Counts community-based classrooms must engage in the PDE-prescribed evaluation process as part of conversion of Level I to Level II Certification requirement. For more information on Pennsylvania's Educator Effectiveness System Project, visit PDE SAS Act 13 Educator Effectiveness: https://www.pdesas.org/EducatorFrameworks/EducatorEffectiveness/

When evaluating Level II certified teachers in community-based Pennsylvania Pre-K Counts programs, the program may continue to utilize an LEA or IU evaluator or may utilize an OCDEL approved evaluator.

Act 13 of 2020 revised the Act 82 Educator Effectiveness process used to evaluate professional employees working for Pre-K to 12 educational entities across Pennsylvania. Effective 2021-2022, the revised rating system applies to classroom teachers, non-teaching professionals, and principals as defined in Act 13.

Clarifications:
Evaluation Requirement
- Teachers must have at least three years of satisfactory service in as Level I and 24 post-baccalaureate credits to convert a Level I teaching certificate to Level II; additionally:
    - Six credits must be associated with area(s) of certification and/or must be designed to improve professional practice
    - The three years of satisfactory service on a Level I certificate must be verified by the chief school administrator of the employing school entity
    - Completion of a PDE induction program verified by the chief school administrator of your employing entity

Teachers with Level I certification must have a minimum of two evaluations per year with a "satisfactory" rating.

These evaluations must be conducted within the six-year window for Level I to Level II conversion.

Pennsylvania Pre-K Counts providers must identify an evaluator who meets the criteria (described below) for this requirement.

- Lead agencies must monitor partners' efforts to fulfill this requirement and to offer support in the identification of a qualified evaluator.

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Options for community-based teacher evaluators after transition to Pennsylvania's Educator Effectiveness System Educator Effectiveness System established by Act 13 and amended in 22 Pa. Code §19.1:

NOTE: It is recommended that evaluator types listed above have experience or understanding of early childhood classrooms and their unique instructional structure to offer appropriate feedback.

1) The following school district or IU personnel (with an active certificate in their field as listed) qualify to perform the teacher evaluation function:

- ✓ Principal or assistant principal
- ✓ Superintendent or assistant superintendent
- ✓ IU executive director or assistant executive director
- ✓ Supervisor of Special Education (with Early Intervention experience)

2) Early childhood faculty at an approved institution of higher education that has a PDE-approved early childhood teacher preparatory program. This does not include adjunct faculty.
3) Interested professionals who meet the credentials listed below may apply to PDE's Office of Child Development and Early Learning for approval. Documentation of all required elements must be submitted. Required elements include:

- An active Level II Pennsylvania Teaching Certificate in Early Childhood Education OR a Supervisory Certificate.

- If applicant holds a supervisory certificate, evidence of three years of early childhood education experience in a 0-5 and/or PK-3 setting must be provided. A review of applicant's resume will serve as evidence. Experience must be in the following: Head Start program, childcare program at STAR 3 or higher, licensed nursery school, or school district serving PK- 3.

- If applicant holds a Level II teaching certificate, evidence must be provided to show experience in the completion of teacher evaluation. Applicant should submit one or more examples of a written evaluation conducted of a pre-kindergarten teacher.

Preschool Program Specialists may share these criteria and discuss this option with their assigned grantees and counsel them on the criteria for evaluator approval. Should an individual wish to seek OCDEL approval to conduct evaluations, they should submit a letter of interest and the above referenced documentation to Jolie Phillips (jolphillip@pa.gov) requesting approval.

All evaluator types listed above must have PDE-approved training in teacher evaluation (22 Pa. Code § 19.1) or an alternate LEA teacher evaluation plan approved by PDE. Please contact your local IU for training.

Using the Pennsylvania Department of Education's Evaluation and Assessment Forms

Level I evaluations must be completed on the PDE-approved forms: PDE 13-1. Teacher Effectiveness Tool. This form can be found in the PKC intranet. When evaluating Level II certified teachers in community-based Pennsylvania Pre-K Counts programs, the program may continue to utilize PDE-approved forms or may develop an equivalent means for the annual evaluation of Level II certified teachers.

#011: Teacher Induction for Community-Based Providers

The Guidelines for Induction Programs, developed by PDE, while written for public school districts, should be interpreted to apply to community-based providers.

Pennsylvania Pre-K Counts lead agencies must work together with their partners to determine the best option for induction programs for the partnership.

Lead agencies should discuss the options available to partners and secure agreement about the option they want to pursue.

Community-based partners may add an addendum to a school district or IU plan to include the provider. This addendum must indicate how the plan will be made applicable to and implemented by community-based partners.

School districts or IUs are not required to undertake submission of a Teacher Induction Plan as they already have PDE-approved plans. However, the "Designated Educator Evaluator Form" (see below) must be submitted to OCDEL annually.

All community-based Pennsylvania Pre-K Counts providers must name an induction coordinator and ensure that all their early childhood education teachers participate in an approved, teacher induction program, regardless of years of teaching.

All Pennsylvania Pre-K Counts providers must provide a copy of their finalized Induction Plan to their Preschool Specialist for final approval, including the "Designated Educator Evaluator Form" which must also be submitted to OCDEL annually.

Options for Teacher Induction Plans:
1.   Become part of a school district's Teacher Induction Plan using the following steps:
   a. This option works especially well for Pennsylvania Pre-K Counts providers in partnerships that include a public-school district or those providers that have a strong collaboration with a local district;
   b. The lead agency should consult with the local district(s) of the partnership to determine the school's willingness to assist community-based providers with meeting the induction requirement;
   c. Meet with representatives of each partner provider to be included in the plan to discuss ways the Induction Plan can be amended to include the community-based providers;
   d. Create an addendum to the plan that details the variations of the plan and how it has been made applicable to partners;
   e. Submit both the plan and the addendum to the director and the Teacher Induction Council for sign-off by the authorized person; and
   f. The lead agency should submit the plan and addendum to the Preschool Program Specialist who will forward to the Office of Child Development and Early Learning for approval. The Preschool Program Specialist will review

the plan and work with the provider to suggest any changes as needed prior to submitting the document to OCDEL.

2.   Become part of an IU's existing Induction Plan:
Follow the steps outlined above.

3.   Develop a stand-alone Induction Plan:
This option works well for those providers who are not in a partnership with a school district or IU.

DESIGNATED EDUCATOR EVALUATOR FORM

Return completed induction plan to your program specialist.

Identify the contact person responsible for the induction plan (e.g., Principal, Director, etc.).

Please complete all the information below.

This form must be submitted with your completed induction plan and submitted/updated annually.

Contact Name:
Title:
Lead Agency Name:
Mailing Address:
Telephone Number:
Email Address:

Partners included in the submitted induction plan (include additional pages as needed):

_____

Evaluator(s): List any evaluator associated with the programs listed above (repeat information below as needed)

Name:
Credentials:

(e.g., Principal, Asst. Principal, Office of Child Development and Early Learning approved, intermediate supervisor, etc.)

Evaluator Contact Information (Phone):   (Email Address):

*NOTE: This form also can be accessed within the PA PKC intranet.

#012 Comprehensive Screening

Pennsylvania Pre-K Counts providers must complete a developmental screening on all children within 45 calendar days of the child's first day in the classroom setting. Developmental screening processes that occur up to 90 days prior to entry in a Pennsylvania Pre-K Counts classroom fulfill this requirement.

Pennsylvania Pre-K Counts providers shall ensure all children have had the opportunity to receive the recommended vision, hearing, and health screenings. To meet this requirement, programs should at minimum:
- Communicate to families about the importance of early screening;
- Collect evidence from families regarding screenings that have occurred within 180 days of the recommended screening timeframes;
- In cases where screenings have not occurred, provide timely opportunities for enrolled children to have the opportunity for screening. These screenings may be conducted by the providers or an outside agency including a physician; and
- Communicate with families about screening results and support follow up as needed.

At no time should a child be denied access to PKC programming or be disenrolled if recommended screenings are not up to date. Screenings should be used as a first step in identification of potential delays or health concerns and to indicate those children who need to be further referred for evaluation or follow up care.

OCDEL provides a free tracking tool for programs that do not have another means to track screenings. The tool can be accessed through the PKC intranet. Please speak with your preschool program specialist if you do not currently have access to the intranet.

Clarifications:
Click Early Childhood Assessment for Children from Birth to Age 8 to explore assessment resources provided by OCDEL. Summary tables on screening tools are provided.

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

In general, screening is not an end in itself (Meisels & Atkins-Burnett, 2005). Screening is not a readiness test and should not be used to determine a child's readiness for pre-kindergarten or kindergarten. Instead, it should be used to identify potential delays for learning that typically result in the need for further diagnostic evaluation by professionals. Developmental screening instruments were developed to alert early childhood professionals to a child's potential areas of strength and need in each developmental domain. Developmental screening instruments are "early alert systems" that can help to focus further assessment and observation. In other words, "screening may be used to

identify children who should be observed further for possible delay or problems" (National Association for the Education of Young Children, 2005, p.13).

Developmental Screenings:
Developmental screenings are quick snapshots that should collect information in all domains of a child's development: social, cognitive, physical, and social emotional to identify potential risks.

OCDEL recommends the use of the Ages & Stages, and the Ages & Stages SE Questionnaires. These instruments are valid and reliable, easy to use and family friendly. This tool is being used across various state and county programs including Children and Youth programs, Keystone STARS, Pennsylvania Early Head Start, Nurse-Family Partnership and Parent Child Home Program. Training for Ages & Stages and the Ages & Stages SE Questionnaires can be found on the PA Keys Professional Development Calendar (search Using Ages and Stages Questionnaires® as a Screening Tool). This is a one-time training need. Information on additional screeners can be found by clicking the following: Summary tables.

Sensory screenings may be administered by appropriately trained program staff, or programs partnering with Head Start, the Association for the Blind or other local community-based organizations to complete vison and hearing screens. Preschool specialist can be a resource for programs identifying equipment and possible community resources to meet the hearing and vision screening requirement. If a child demonstrates a concern on the screening, parents should be informed and provided assistance in connecting with follow up.

Physical Health Screenings:
Physical and oral health is important to children's school readiness. According to the Early Periodic Screening, Diagnostic and Treatment Program (EPSDT), all three- and four-year-old children should have an annual well child checkup and a dental exam.

Children enrolled in Pennsylvania Pre-K Counts should be covered by Medicaid, by the Child Health Insurance Program (CHIP) or through private insurance. Children on schedule for a well-child visit annually may have sensory, health and/or developmental screenings completed. Providers may request consent to exchange information to obtain screening results from a child's physician.

Returning children do not need screening annually unless indicated by a change in the child's circumstances or development.

Once a screening has been conducted, based on the findings, the agency will make the necessary recommendations and referrals, and work with the local intervention agencies to support the child and family. Pennsylvania Pre-K Counts providers must coordinate enrollment strategies with "Child Find." Child Find is a requirement under federal law that mandates Early Intervention programs reach out to identify all those children who may be eligible or in need of Early Intervention services.

OCDEL funds an information and referral service, CONNECT, designed to link families with early intervention and special education services. CONNECT is a statewide resource and referral system and currently is a phone and fax system staffed by one full time employee (FTE) who is a trained information specialist. Back up support is provided as needed. The line is staffed 7:30 am to3:30 pm each business day. Programs are encouraged to share information regarding CONNECT with families when the results of screening suggest the need for additional services. CONNECT services can be accessed at 1-800-692-7288, help@connectpa.net, or by submitting the form online.

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

All children in Pennsylvania are eligible for Health Insurance. Medicaid is a free program for eligible children. CHIP provides no cost or low-cost health coverage for eligible children. If a family is seeking information about obtaining insurance for enrolled children can be provided with contact information to the Pennsylvania Children's Health Insurance Program (CHIP) or Medicaid by applying on COMPASS.

Resources:
American Academy of Pediatrics Recommendations for Preventive Pediatric Health Care

Ages & Stages website

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

Meisels, S.J. and Atkins-Burnet, S. 2005. Developmental Screening in Early Childhood, A Guide 5th Edition. NAEYC Washington, D.C.

NAEYC Supplement, Screening and Assessment of Young English Language Learners, 2005.

#013: Assessment of the Learning Environment

Pennsylvania Pre-K Counts programs must select and use an assessment tool from the tools approved by PDE to assess and monitor program learning environment (classrooms).

Classroom internal assessments, performed by trained facility personnel, must be completed annually. Results of the environmental assessment must be used by the program to determine program needs as part of the program's Continuous Quality Improvement Plan.

An external assessment shall be conducted annually in at least one PA PKC classroom.

When required by the Department, additional assessments shall be conducted by an external assessor assigned by the Department.

Lead teachers must attend training on the use of the chosen program assessment tool within the first six months of employment in a Pennsylvania Pre-K Counts classroom. The PA Key Professional Development System supports a variety of environmental assessment professional development. To learn what is currently available programs should reference the Pennsylvania Professional Development Registry. Programs are responsible for ensuring staff receive training on use of the tool.

Clarifications
External Assessment for Pennsylvania Pre-K Counts Programs:
An external assessment shall be conducted annually in at least one PA PKC classroom. The external assessor will be trained in the assessment tool used for the external assessment. Results of the environmental assessments must be used by the program to determine program needs as part of a continuous quality improvement plan.

The Department reserves the right to require and conduct additional external assessment(s) of select Pennsylvania Pre-K Counts classrooms.

If the Department requires an external assessment in additional classrooms, the assigned Preschool Program Specialist will initiate the process for an external assessment. The external assessment process may be conducted by Program Quality Assessor or another designee of the Department that has received training in the assessment tool being used to conduct the assessment.

Providers must receive and shall retain a hard copy of their assessment results.

Results of the external assessment must be shared with the preschool program specialist who may share results including those of its partners, with the lead agency. For those programs participating in Keystone STARS, a copy will also be sent to the STARS Quality Coach.

Internal-Assessment:

Programs may choose to use any Department approved assessment of learning environment to fulfill the required annual internal assessment.

An internal assessment must be completed in every classroom annually.

Internal assessments must be completed by personnel who have completed training on the chosen tool. Depending on the chosen assessment personnel may include persons outside the facility. The PA Key Professional Development System supports a variety of environmental assessment professional development. To learn what is currently available programs should reference the Pennsylvania Professional Development Registry.

Internal assessments should, as much as possible, be an honest reflection of the classroom environment.

Results of annual internal assessments for all classrooms must be submitted to preschool program specialists. Partners must also submit their results to the lead agency.

Department Approved Assessments of Learning Environment:

The Early Childhood Environment Rating Scale-3 (Professional development supported by the Department)

Classroom Assessment Scoring System (CLASS) for Pre-Kindergarten Classrooms (Pre-K through 3rd grade version)

Teaching Pyramid Tool for Preschool Classrooms (TPOT)

Programs may submit to have additional assessments of learning environment added by contacting OCDEL staff at RA-PAPreKCounts@pa.gov.

#014: Collaboration with Early Intervention

Providers of Pennsylvania Pre-K Counts programs must coordinate with the local Infant and Toddler, and the Preschool Early Intervention programs. The purpose of this requirement is to ensure a smooth transition for children coming into Pennsylvania Pre-K Counts from the Infant and Toddler program and who may be receiving Preschool Early Intervention services. In such instances, it is important for the Pennsylvania Pre-K Counts provider to know what, if any, supportive services have been determined to be necessary for a child identified as having a developmental delay or disability and are available through the Early Intervention program. A working relationship with the local Early Intervention program will be helpful in supporting a successful early learning experience for children with disabilities.

Early Intervention in Pennsylvania is modeled on the belief that children with disabilities should experience supports and services within settings that are typical for all children. This is further supported by federal law, Individuals with Disabilities Education Act (IDEA), that requires service provisions in the "least restrictive environment." Children who are receiving Early Intervention services and who are enrolled in PA Pre-K Counts must be enrolled for and participate in the full range of opportunities within the program. They must attend five days per week, for the 2.5- or 5-hour day. Children in Pennsylvania Pre-K Counts that receive Early Intervention services may not miss significant portions of the Pennsylvania Pre-K Counts program to receive their Early Intervention services. The Early Intervention services must be scheduled to make regular attendance in the Pennsylvania Pre-K Counts Program possible.

The method of support for each individual child with a disability will be decided with the family and Early Intervention staff after completion of an evaluation. PA PKC staff will be invited and should make every effort to attend these meetings.

Early Intervention staff will work with PA PKC staff to integrate targeted skills into everyday classroom routines and activities.

For information about the Early Intervention service delivery model go to Early Intervention Service Delivery: Coaching Across Settings Announcement and/or the Service Delivery Coaching Across Settings course on the PD Registry.

PA PKC providers must document the collaborative approach to service provision. Examples of documentation might include meeting minutes and/or formal agreements signed by both PA PKC and the local Early Intervention program(s).

Both Early Intervention and PA PKC must review and update their collaborative processes annually.

Transitions

Eligible children who are receiving services in the Infant-Toddler Early Intervention program will begin the transition process into Preschool Early Intervention usually before their third birthday.

PA PKC providers should collaborate with their Infant-Toddler Early Intervention program, to develop procedures for families to explore PA PKC as an option for the child's early learning education.

The Early Intervention team and PA PKC staff must work collaboratively with families to support transition into kindergarten. Meetings with the kindergarten team to discuss successful entry into kindergarten, best learning modalities, and adaptations should be shared. Preschool Early Intervention Programs hold transition meetings every year for children transitioning to school-age the following school year. These transition meetings are required to be held no later than the last day February.

Additional collaborations
PA PKC should make family referrals to Early Intervention when appropriate and make sure the parents are aware of the referral.

Early Intervention programs should refer children to PA PKC as an option, regardless of whether they are eligible for Early Intervention services.

PA PKC and Early Intervention are encouraged to develop and share joint professional development.

#015: Reporting and Data Requirements

Pennsylvania Pre-K Counts providers must submit documentation of program implementation through multiple sources:

- Early Learning Network;
- Financial Accounting Information System; and
- submission of written program plans.

PELICAN/Early Learning Network:
Data reports must be submitted through OCDEL's PELICAN/Early Learning Network. Demographic and fiscal, reports are required from each lead agency and partner.

Financial Accounting Information System:
Providers must submit their *Reconciliation of Cash on Hand Quarterly Reports* via the Financial Accounting Information System website. To access FAI, applicants must use MyPDESuite. This is a web portal that enables users to access various PDE data collection applications including eGrants and FAI. Download Information on how to access MyPDESuite for various PDE data collection applications including eGrants. Failure to complete *Reconciliation of Cash on Hand Quarterly Reports* will result in payment delays.

Program Plans:
Required program plans, including plans for vacant slots, continuous quality improvement plans, partnership agreements, and teacher induction plans, must also be submitted to the preschool program specialist who monitors each provider's program compliance.

Clarifications:
Reporting through the PELICAN/Early Learning Network:
The PELICAN/Early Learning Network serves as the web-based repository for Pennsylvania Pre-K Counts information. Access PELICAN for further information on the PELICAN/Early Learning Network system.

Lead agencies and partners must, together, determine the responsible party for each type of reporting requirement. In some cases, the lead agency may choose to enter data for its partners, in other situations the partners may enter their own data.

The lead agency is responsible for assuring that all data is entered accurately and thoroughly, within the designated timeframe. Program Review determinations will be impacted in cases where programs fail to meet reporting deadlines. In addition, payments may be withheld in cases where a final expenditure report is more than 60 days overdue.

Data entered through the PELICAN/Early Learning Network must be updated monthly to assure accuracy. This includes information on providers, classrooms, teachers, families, and children. Updates to PELICAN data should occur by the last day of each month so changes reflect on the monthly program monitoring report.

The information submitted through OCDEL's reporting system is utilized to create the annual reports to the General Assembly and the Governor's Office, and to make programmatic decisions about new policies, recommendations, and professional development. Provider contact information, housed in PELICAN, must be kept current to assure accurate and timely communications.

Financial Accounting Information System:

Lead agencies must submit supporting budgetary information quarterly through the Financial Accounting Information (FAI) System. This information needs to be gathered from partners and compiled for lead agency submission. Provider pay-outs from the Comptroller rely on accurate and timely completion of reports within the FAI System. Payments will be delayed as a result of delays in FAI reporting completion.

Written Reports Submitted to the Preschool Program Specialist:

The following plans will be reviewed annually for completion and specific application to the PA PKC program:

- Plan to Reduce Suspension and Expulsion
- Attendance Plan
- Emergency Preparedness Plan
- Induction Plan, with submitted "Designated Educator Evaluator Form"
- Community Needs Assessment
- Partnership Plan (if applicable)
- Parent Involvement Plan
- Transition Plan
- Staff Recruitment and Retention Plan
- Continuous Quality Improvement Plan
- Flexible Instruction Plan (if applicable)

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

The lead agency is responsible to collect these plans from partners and submit them with their own plans. Preschool program specialists review these plans and discuss modifications when needed and monitor implementation of these plans.

Programs must submit the Level I to Level II certification tracker to the assigned preschool program specialist on October 1 and February 1 of each school year.

July:
- Staff qualifications added to PELICAN (completed by 9/29)
- Child Enrollments (full enrollment by 9/1)
- Previous month's attendance finalized **7/5**

August:
- Staff qualifications added to PELICAN (completed by 9/29)
- Child Enrollments (full enrollment by 9/1)
- Previous month's attendance finalized **8/4**
- Partnership Agreement **8/15**
- Select an Assessment Vendor **8/15**
- Final Expenditure Reports for Previous Year **8/31** (PELICAN)

September:
- Full Enrollment **9/1**
- Previous month's attendance finalized **9/5**
- Begin Class No Later than **9/29** Guaranteeing 180 days of Instruction
- Staffing completed in PELICAN by **9/29**

October:
- Teacher Tracker of Level I to Level II Activities to Specialist **10/2**
- Previous month's attendance finalized **10/5**
- Financial Accounting Information System reporting by 10th business day
- Quarterly Expenditure Reports by 10th business day (PELICAN)
- Update child enrollment and staffing qualifications information in PELICAN by **10/31**

November:
- Continuous Quality Improvement Plans Updated to Specialist **11/1**
- Previous month's attendance finalized **11/5**
- Update child enrollment and staffing qualifications information in PELICAN by **11/30**

December:
- Previous month's attendance finalized **12/5**
- Update child enrollment and staffing qualifications information in PELICAN by **12/31**

January:
- Previous month's attendance finalized **1/5**
- Financial Accounting Information System reporting by 10th business day

- Quarterly Expenditure Reports by 10th business day (PELICAN)
- Update child enrollment and staffing qualifications information in PELICAN by **1/30**

February:
- Teacher Tracker of Level I to Level II Activities to Specialist **2/1**
- Previous month's attendance finalized **2/5**
- Update child enrollment and staffing qualifications information in PELICAN by **2/28**

March:
- Previous month's attendance finalized **3/5**
- Update child enrollment and staffing qualifications information in PELICAN by **3/31**
- Audit Reporting due for most child care and Private Licensed Nursery schools **3/30**

April:
- Previous month's attendance finalized **4/5**
- Financial Accounting Information System reporting by 10th business day
- Quarterly Expenditure Reports by 10th business day (PELICAN)
- Update child enrollment and staffing qualifications information in PELICAN by **4/30**
- Continuation Grant must be approved and finalized **4/15**
- Funding adjustments must be approved and finalized by **4/15**

May:
- Previous month's attendance finalized **5/5**
- Update child enrollment and staffing qualifications information in PELICAN by **5/31**

June:
- Previous month's attendance finalized **6/5**
- Final Budget Revisions due **6/17** (PELICAN)
- Audit Reporting due for school districts, Intermediate Units, and Community Action Programs **6/30**
- End date all enrollments by **6/30**, even for children who will return for the next school year.

#016: Continuous Quality Improvement/Best Practices

Pennsylvania Pre-K Counts Programs must develop and implement a Continuous Quality Improvement Plan during the first Pennsylvania Pre-K Counts implementation year. It must be reviewed at least annually and updated to accurately reflect progress made towards meeting identified goals, or to establish new goals or areas of focus for the current year. The plan must be submitted each year to the preschool program specialist by November 1.

Clarifications:
Definition:
Continuous Quality Improvement is the complete process of:
- identifying, describing and analyzing strengths and weaknesses;
- developing a plan that includes benchmarks and measurable goals for improvement;
- implementing the plan;
- learning from outcomes; and
- revising solutions. It is an ongoing process by which an organization makes decisions and evaluates its progress.

Continuous Quality Improvement is grounded in the overall mission, vision and values of the organization and should become a natural part of the way every day work is done. Continuous Quality Improvement planning for Pennsylvania Pre-K Counts must include staff, families, children, and stakeholders at all levels.

Consider the information from the *Program Review Instrument*, *Best Practice Inventory*, *Classroom Observation Checklist, Instructional Observation Checklist,* assessment of learning environment as well as agency-specific strategies for documenting and reviewing program, classroom and teacher performance that include Pennsylvania Pre-K Counts regulations and policies.

Incorporate the following four components in the plan:
- Sources of Evidence: The evidence used to identify the areas of needed improvement.
- Goals, Objectives and Strategies: Description of identified and measurable goals to be accomplished and how they will be achieved.
- Timeline and Person(s) Responsible: Ongoing dates of review and targeted end-dates should be included, along with the person who has the primary responsibility for implementing and monitoring the goal.
- Follow-up: The procedure for ongoing review that will occur annually at a minimum.

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

Pennsylvania Pre-K Counts Continuous Quality Improvement Plan may be a subset of a provider's existing strategic or ongoing plan. School district improvement plans, Head Start self-assessments or Keystone STARS Continuous Quality Improvement Plans that incorporate Pennsylvania Pre-K Counts-specific goals and the four components described above are acceptable.

Professional development for Continuous Quality Improvement is provided through the Keystone STARS Core Series and can be accessed through the PA Key online professional development calendar.

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

Continuous Quality Improvement Goal Planning Form

Lead Agency:_____ Partner Agency:_____ Year:_____

CQI Goal Planning Form

Continuous Quality Improvement (CQI) Goal*: ☐ Immediate ☐ Short Term (1-2 years) ☐ Long Term (3-5 years)	Staff Coordinating/Staff Involved	Projected Date of Completion
		Actual Date Of Completion

How does your goal align with quality standards

PA Pre K Counts Guidance

☐ Enrollment	☐ Classroom Practices and ERS Scores
☐ Partnerships and Collaboration	☐ Staff Qualifications and Professional Development
☐ Transitions	☐ Parent Involvement

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

Action Steps

1

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

Source(s) of Evidence	Date(s) Completed

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

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

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

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

Set Vision
Define what you truly want to achieve.
A shared picture of the future creates ownership
and commitment rather than forced compliance.

Plan
Define and analyze the current process.
Ask:
What is the problem or challenge?
How do you decide on goals?
What are the "sources of evidence"?
What do we want to change?
What is the current process?
What needs improvement?

Plan

Act

Do
Develop a Continuous Quality Improvement Plan.
Ask:
What do we want to have happen?
What changes need to be made?
How will we know if our plan was successful?
Who will be responsible to monitor and follow up?

Do

Act
Incorporate changes and improvements
and repeat the process.

Study

Study
Implement the Continuous Quality Improvement plan
and analyze the results.
Ask:
How is the process working?
Was our plan successful?
What still needs improvement?
Were the goals realistic?
Were the timelines met?

Steps for Continuous Quality Improvement:

1. Develop your new vision or reflect your current version and modify as appropriate.

   Visions should be statements about your agency's view of provision of services. They reflect values and hopes for the future, are collaborative in nature, and describe the best possible outcome.

2. Solicit buy-in.

   Teachers and administrators, the families that are served and community representatives should be part of the Continuous Quality Improvement Plan team. Each offers valuable information and insight into the strategic planning process.

3. Define and analyze the current processes.
   - Review the current operation to determine what is going well and what could be improved;
   - Use the vision and program implementation designs to consider levels of quality functioning and progress towards the overall goal;
   - Gather sources of evidence to help with this assessment;
   - Develop the Continuous Quality Improvement Plan;
   - Identify goals that will help improve the overall quality of the program. Goals should be both short-term and long-term and can relate to classroom and/or teacher performance, management systems, work with parents and community, expansion or new locations, or enhanced collaborations; and
   - Include a process for ongoing assessment and modifications, as needed in addition to an annual review.

4. Implement the Continuous Quality Improvement Plan and analyze the results.
   - Consider the way in which the goals and strategies to achieve them will be communicated to staff and stakeholders.
   - Identify strategies for assuring program-wide ownership of the changes in structure and program, and how staff and stakeholders will be involved in the improvements and assessment of the plan.
   - Schedule regular assessments of the goals and action steps that can occur during regular staff meetings, parent meetings or meetings with governance boards.

5. Incorporate changes and improvements and repeat the process.

   Action steps to achieve Continuous Quality Improvement Plan goals should be flexible, changing as staff, children, or program requirements change. Ongoing reviews of each goal are necessary to identify whether the goal still makes sense for the overall program vision and if it is on track according to the timeline originally established.

#017: Fiscal Reporting and Deadlines

Pennsylvania Pre-K Counts providers must maintain and submit accurate fiscal reports to the Office of Child Development and Early Learning.

Clarifications:
Continuation Grant Budget:
Annual budgets must be completed in the Early Learning Network's PELICAN system within two weeks of notification of Continuation Application Narrative approval in PELICAN.

Proper descriptions and justification must be provided for each line item. A description is **ALWAYS** needed for every line item. A justification is needed when a line item falls outside of the recommended range for that line item.

Ranges for each line item will be provided annually.

Programs should properly cost allocate any expenditures that are shared resources.

Programs must adhere to the guidance provided within the PA Pre-K Counts Fiscal Supplement when creating or revising program budgets.

Lead agencies with partners must assure all partner budgets are submitted before lead agencies may submit their Continuation Grant Budget.

Budget Revisions:
Budget revisions that show expenditure deviations +/- 10 percent from the originally approved budget should be completed as needed and receive prior approval from all appropriate levels.

Lead agencies and partner agencies must submit budget revisions in PELICAN.

Strong written justification must be provided for expenditures outside the recommended fiscal guidelines provided by OCDEL in the *Pennsylvania Pre-K Counts Guidance*.

The approval process will be electronic for the following budget revisions that require advance approval:
- o   Any deviation to a line item greater than +/-10 percent
- o   Addition of a new line item

All budget revisions must be submitted and approved prior to initiating the *Final Expenditure Report* in PELICAN.

Final budget revisions should be submitted no later than the submission of the *Final Expenditure Report* by **June 30**.

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OCDEL reserves the right to deny any budget revision that was not pre-approved. This could impact final payment.

Quarterly Expenditure Reports (Applies to Lead Agencies Only):
Quarterly Expenditure Reports are to be completed in PELICAN.

The *Quarterly Expenditure Report* details the amount expended prior to the close of quarter and the amount projected to be spent to the close of the quarter.

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

Final Expenditure Report (Applies to Lead Agencies Only):
The *Final Expenditure Report* ensures that revenues and expenditures are properly accounted for in the correct fiscal year.

Funding for the Pennsylvania Pre-K Counts Program is distributed on a state fiscal year (July 1-June 30) basis and cannot be carried over to the following year.

The final expenditure report must be entered into PELICAN no later than August 31. Payments may be withheld in cases where a final expenditure report is more than 60 days overdue.

Inventory Control:
Grantees must maintain an inventory list of equipment with a purchase price exceeding $5,000. The list should be submitted in PELICAN, along with the *Final Expenditure Report*, no later than **August 31** of each year.

The lead agency is responsible for reviewing inventory reports from partner agencies which is submitted into the PELICAN system along with the lead agency's *Final Expenditure Report* and Inventory Report.

Financial Accounting Information System (Applies to Lead Agencies Only)
Interim Reports, one-time filing exceptions, can be submitted for projects that are in their first quarter payment cycle and are experiencing extraordinary cash needs that cannot be met by the regular monthly payments.

Quarterly Reports, the reconciliation of cash on hand, are required to be submitted no later than the 10th working day of the month. Once this deadline has passed, no changes can be made to the previously submitted report. Reports submitted after this date will be considered delinquent and will be processed in the next payment cycle.

Revised reports can be filed to correct material misstatements submitted on a prior *Quarterly Report*. Contact the specialist for instructions.

Delinquent reports are necessary if the *Quarterly Report* has not been submitted by the 10th working day of the month. Scheduled payments to the respective project will be suspended until the report has been submitted.

#018: Audit Requirements

Pennsylvania Pre-K Counts lead agencies and partner agencies may be required to meet audit requirements depending upon the amount and types of funding the agency receives.

Clarifications:
Providers must comply with all applicable state audit requirements.

Providers are expected to maintain books, records, documents, and other evidence in sufficient detail to support all claims against the Pennsylvania Pre-K Counts funding. OCDEL reserves the right to request a review of these materials.

Agencies that receive more than $750,000 in Pennsylvania Pre-K Counts funding and/or are subject to 2 CFR 200, Uniform Guidance, have until **June 30** to submit a copy of their audit**.**

Audit expenses should be charged to the next fiscal year budget.

All documentation for the Pennsylvania Pre-K Counts program must be maintained for seven years.

PDE reserves the right to cost-settle with a grantee for non-allowable costs and/or undocumented costs.

Audit requirements:

If a Provider receives more than $750,000 in state Pennsylvania Pre-K Counts funding during the program year, but is not subject to the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (2 CFR 200), they must have an audit of those funds made in accordance with Generally Accepted Government Auditing Standards (The Yellow Book), revised, as published by the Comptroller General of the United States.

If the Provider is not subject to the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (2 CFR 200), and receives less than$750,000 in state Pennsylvania Pre-K Counts funding during the program year, they are not required to have an audit. Programs meeting this definition will have a fiscal review as part of typical program monitoring. The fiscal review may include the following:
1. Internal controls exist that provide safeguards against improper use of Pennsylvania Pre-K Counts funding;
2. Cost allocation plan is appropriate and a sample of allocated expenses is reviewed;
3. Payments to the provider were consistent with expenditures; program did not have more than 30 days of cash on hand;
4. A review of fiscal implications based on the following policies:

a. Pennsylvania Pre-K Counts programs may not charge families any fees during the established program hours
b. Provider did not charge a concurrent fee to any other program for a Pennsylvania Pre-K Counts funded child during the Pennsylvania Pre-K Counts portion of the day.

5. Mid-year and final expense reports accurately reflected the expenses of the program
6. All Pennsylvania Pre-K Counts funds were, at a minimum, segregated from other funds through the use of a general ledger or other acceptable accounting practices; and
7. Any unexpended funds were returned to PDE.
8. For Pennsylvania Pre-K Counts programs operating under a joint grant (lead with partners), a partnership agreement exists between the provider and the lead agency;

School District and Intermediate Unit Lead Agency and Partners who submit Audits, which include Pennsylvania Pre-K Counts funding, to the Pennsylvania Department of Education are excused from submitting an additional copy of this audit to OCDEL but must provide evidence to demonstrate the audit has been submitted by June 30. (Submission pages, confirmation page or findings summary pages)

When an audit is required, providers must submit the Executive Summary as documentation of compliance with this requirement annually. Providers are required to submit documentation for their audit to the Fiscal Specialist by June 30

According to the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (2 CFR 200), no extension requests will be permitted. Audit reports are due 9 months after the close of fiscal year. For most Childcare and Private License Nurseries, March 31 is the deadline. For most School Districts, Intermediate Units and Community Action Programs, June 30 is the deadline.

#019 Flexible Instruction Plan (FIP)

At minimum, Flexible Instruction Plans must include the following information:

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

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

- Inclement weather closings;
- Act 80 and teacher in-service days built into the provider program year calendar;
- For emergency-related classroom or building closures such as, unsafe building conditions (e.g., flooding, sewer), COVID-19 classroom or building exposure resulting in the need to quarantine or need to clean classroom or building; or
- When an absence for an individual student would typically be "excused" by the program. PA PKC programs are reminded that Supplemental Resource #005 defines an excused absence as: "Those absences when a student is prevented from attending for mental, physical or other urgent reasons. These can be further defined as illness, family emergency, death of a family member, health or dental appointments, fire, natural disaster, or other extenuating circumstances deemed as excused by the program (PA PKC Statute, Regulations, and Guidelines, 2023, p. 49)." If a student engages remotely in this circumstance, the day can be counted for attendance per <u>Tracking Student Attendance in a Remote Learning Environment</u>.

FIP occurrences not included in the pre-defined circumstances:

- If a provider encounters a circumstance not included in the predefined circumstances above, the provider must obtain approval from PDE and the OCDEL PKC/HSSAP steering committee prior to implementation.
- To obtain approval, the following should occur:
    - The provider must submit a written request to the Preschool Program Specialist detailing the circumstances, including assurance of family participation, and justifying the requested use of an approved FIP. Details should include all relevant information based on the requested need, such as, but not limited to, the following:
        - For medical issues of persons other than the enrolled student that would impact regular attendance of the enrolled student include

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documentation by medical staff. Documentation does not need to contain specific medical information protected by HIPPA but should include a general statement of need and must be signed by a health care professional with Medical ID number included. An example of when this would be appropriate is when an enrolled student lives with an immunocompromised family member and in-person instruction may expose a family member to a contagious disease, such as COVID-19 or the measles.

- For staffing related issues, include current staffing profile (number of classes and current staff available to cover these classes); number of children affected; time frame for use of the FIP; and documentation of family consent to engage in remote learning and understanding of attendance policy as it relates to remote learning.
- For behavior related issues, include documentation of behavior plan steps taken to date; members of the behavior team (families must be included; include EI and/or behavior health personnel for students receiving those services); time frame for use of FIP; and the plan for how the student will transition back to full in-person instruction. Use of an FIP does meet the definition of exclusion and should only be used in instances where time is needed to implement an evaluation or an in-person behavior plan, or all other avenues have been exhausted.
- For Head Start eligible PA PKC providers, include documentation that the proposed remote learning model has been approved by the federal program.

- If the Preschool Program Specialist views the request as reasonable, the Specialist will submit the request to OCDEL through the PKC/HSSAP Steering Committee for consideration.
- The PKC/HSSAP Steering Committee will review requests submitted up to 24 hours prior to the scheduled steering committee meeting. The PKC/HSSAP steering committee meets every two weeks on Tuesday mornings.
    - All single-occurrence requests to utilize an approved remote learning plan for non-predefined circumstances will be reviewed but are not guaranteed for approval.
    - Committee approval applies only to the single-occurrence circumstance described in the request. Approval must be sought by the provider for each occurrence of a non-predefined circumstance.
    - In cases where approval by the Steering Committee would potentially come after a need to implement a FIP plan (e.g., meeting staff ratios), programs may implement the FIP plan while awaiting approval.
    - If the committee denies the request, the provider is still responsible for meeting the Pennsylvania Pre-K Counts 180 instructional day requirement for the program year. However, the instructional time while the provider awaited the committee's decision and an approved FIP was implemented will count as instructional time.

Below are examples of single-occurrence circumstances that would warrant approval by the Steering Committee:

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

FIP Monitoring

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

Considerations When Planning for Remote Instruction

Remote learning: Virtual

When planning and implementing virtual learning, providers must consider the following:

- Access and availability to technology for students, families, and educators;
- Family schedules (i.e., are family members working from home; what is their availability to interact and monitor their child's online learning experiences);
- Multi-age learning (multiple children of varying ages in the home setting); and
- Teachers' experience, competency and ability to create quality virtual learning opportunities.

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

- The provider must develop a written FIP that identifies what virtual options will be used, share the plan with families, and have families acknowledge receipt of the policy. At minimum, the plan must address the following:
  - How family technology needs were assessed and addressed, including documentation of such assessment;
  - How student participation will be tracked;
  - What platforms will be used;
  - How students, staff, and families have or will receive training in the platforms;
  - How content will be delivered;
  - How students and families will be engaged, including ways participation will be flexible to meet student and family needs; and
  - How programs will document and assess student learning.
- The provider must assess family technology needs (hardware, software, and access) and explain how efforts made to alleviate any barriers to access. Providers may not

charge fees to families for remote learning. Providers must document methods used to assess and address family technology needs.

- Certified lead teachers must develop and monitor content of no more than 30 minutes per day of virtual remote learning.
- Content must be delivered using a platform familiar to students and families and that includes all learning domains aligned with PA Learning Standards for Early Childhood. Allowable content includes:
  - Synchronous: real time; virtual meetings between lead teacher/student(s) in which instruction/learning activities occur (e.g., live read aloud); and
  - Asynchronous: on own time instruction/learning activities that are reviewed after submission by teacher or other staff (e.g., a recorded lesson with clear expectations to access/complete it within a specified time frame).

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

Virtual learning should:

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

Virtual learning should not:

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

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

- The provider must develop a written FIP that identifies what non-virtual options will be used, share the plan with families and have families acknowledge receipt of the policy. At minimum, the plan must include the following:
  - Documentation outlining how family needs (for pickup of materials, for example) were assessed and addressed;

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- o How student participation will be tracked;
- o What materials will be provided to students, families, and staff;
- o How families will receive training on at-home learning activities;
- o How students and families will be engaged, including ways participation will be flexible to meet student and family needs; and
- o How programs will document and assess student learning.
- o The provide must take steps to understand and alleviate any barriers to obtaining materials necessary for completing and collecting take-home assignments. Providers may not charge fees to families for remote learning.
- o Certified lead teachers must develop and monitor content of no more than 30 minutes per day of non-virtual remote learning. Content must include all learning domains aligned with the PA Learning Standards for Early Childhood.
- o An adult must facilitate the content and include documentation of completion that is reviewed by program staff on a regular schedule (e.g., a videoed or photographed at home learning activity). Allowable content includes any learning activity completed outside of school environment, take-home activity packets, and Public Broadcasting System (PBS)-related activities. Home visits will count when an instructional component is included for the child.

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

Tracking Student Attendance in a Remote Learning Environment

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

For any remote learning (virtual or non-virtual) to count for any funded instructional day requirement at least 30 minutes of content must be developed and monitored by the lead teacher for any day remote learning is offered.

Thirty minutes a day is the minimum expectation for remote learning in an FIP. A program may offer more than 30 minutes. Programs should refer to the Summary of National Responses to COVID-19 and Continuity of Education for Early Years for specific recommendations. No more than 30 minutes of remote instruction each day may count toward the minimum requirement for daily attendance.

If a program is offering at least 30 minutes of remote learning per day that is developed and monitored by the lead teacher, the program is in compliance with its instructional day requirement. Children who complete at least 30 minutes of remote learning per day should be considered "in attendance" for that day even when more than 30 minutes of remote learning is provided. At no time should families be penalized if their child(ren) is unable to participate in more than 30 minutes per day of remote learning.

Appendix A: PKC 20-#001: Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Programs Changes to Legal Entity Information (Effective 11/3/2020)

| PKC 20-#001; HSSAP 20-#001 | pennsylvania OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING |
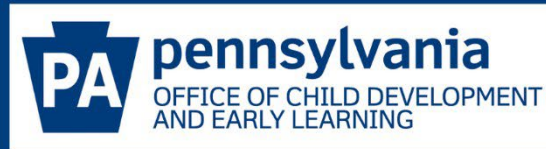
Pennsylvania Office of Child Development and Early Learning
Bureau of Early Learning Policy and Professional Development

Issue Date: Nov. 3, 2020

Effective Date: Nov. 3, 2020

Subject: Pennsylvania Pre-K Counts and Head Start Supplemental
Assistance Programs Changes to Legal Entity Information

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

From:

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

PURPOSE
To review the requirement of relevant and timely communication whenever there is a change to legal entity information.

BACKGROUND
Pennsylvania supports a mixed delivery system of services for children birth through age five through the Pennsylvania Department of Education (PDE), the Pennsylvania Department of Human Services (DHS), and federal programs. Providers applying for
Pennsylvania Pre-K Counts and/or Head Start Supplemental Assistance Program (HSSAP) funding hold multiple licenses and across multiple state Departments, and, in some cases,

federal Head Start as well. Providers are awarded licenses and grants based on the legal entity information supplied at the time a license and/or a grant are provided. Changes in legal information, such as changes to the legal entity name, the legal entity address, and/or Federal Employer Identification Number (FEIN) or Tax ID # may impact multiple systems.

DISCUSSION

In order to decrease instances of delayed payments, and to ensure proper legal accounting is being followed, whenever a Pennsylvania PKC or HSSAP grantee anticipates a change in any information related to the legal entity, the grantee must notify their Preschool Program Specialist before the legal changes take place. The Pennsylvania PKC or HSSAP grantee must also notify any other relevant agencies and systems of the change including, but not limited to the following:

- Federal IRS agency
- DHS child care licensing (when the entity holds the DHS child care licensing)
- PDE Private Academic Licensing Office (when the entity holds a PDE Private Licensed Nursery (PLN) license)
- Early Learning Resource Center (ELRC) (for subsidy agreements and STARS)
- Education Names and Addresses (EDNA) system (to update information linked to AUN)
- Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) system
- Vendor profile with the commonwealth's Vendor Management Unit (for payment purposes)
- Bank accounts to which payments are made
- All commonwealth departments with which the legal entity has grants or contracts

NEXT STEPS

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

Appendix B: PKC 20-#002: Pennsylvania Pre-K Counts and Head Start Supplemental
Assistance Programs Budget Revision and Funding Adjustment Clarifications
(effective 11/10/2020; updated March 8, 2022)

<table>
<tr><td>PKC 20-#002; HSSAP
20-#002</td><td>PA pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING</td></tr>
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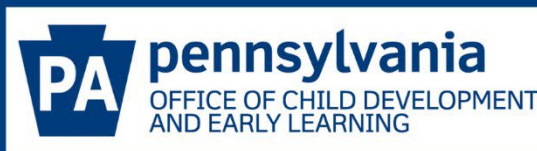
Pennsylvania Office of Child Development and Early Learning
Bureau of Early Learning Policy and Professional Development

Issue Date: Nov. 10, 2020 (updated March 8, 2022)

Effective Date: Nov. 10, 2020

End Date: N/A

Subject: Pennsylvania Pre-K Counts and Head Start Supplemental
Assistance Programs Budget Revision and Funding Adjustment
Clarifications

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

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

PURPOSE

To clarify the differences between a program budget revision and a program funding adjustment
and to provide timelines for when each type of budget change can be processed.

BACKGROUND

In order to process changes to program budgets so programs can receive the correct funding,
changes need to be made in the Pennsylvania's Enterprise to Link Information for Children
Across Networks (PELICAN) system as soon as programs are aware of a change. Since carry

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over of funding is not allowable, timely changes need to be made prior to the end of the fiscal year. Any changes that will impact the overall allocation to a provider need to be made prior to April 15 of the program year so payments can be adjusted prior to the close of the program year.

DISCUSSION

There is a difference between a budget revision and a funding adjustment, and a different timeline for when each needs to be completed.

A **budget revision** is a change to the budget that impacts individual line items. Budget revisions are necessary when there is a funding adjustment (see below) or when there is an expenditure deviation of +/- 10 percent from the originally approved budgeted line items.

Further clarification is provided in the [Pennsylvania Pre-K Counts Statute, Regulations, and Guidance document](#):

> *Budget revisions that show expenditure deviations +/- 10 percent from the original approved budget should be completed as needed and receive prior approval from all appropriate levels.*
>
> *Lead agencies and partner agencies must submit budget revisions in PELICAN.*
>
> *Strong written justification must be provided for expenditures outside the recommended fiscal guidelines provided by the Office of Child Development and Early Learning (OCDEL) in the Pennsylvania Pre-K Counts (PKC) and Head State Supplemental Assistance Programs (HSSAP) Guidance.*
>
> *The approval process will be electronic for the following budget revisions that require advance approval:*
> > o *Any deviation to a line item greater than +/-10 percent* o
> > *Addition of a new line item*
>
> *All budget revisions must be submitted and approved prior to initiating the Final Expenditure Report in PELICAN.*

> Final net zero budget revisions (meaning there is no increase or decrease to the overall allocation) should be submitted no later than **June 30.**

> *OCDEL reserves the right to deny any budget revision that was not pre-approved. This could impact final payment.*

A **funding adjustment** is a change to the overall allocation to the provider. A funding adjustment requires a budget revision but follows a stricter timeline due to the processing time

necessary to assure appropriate program payments are made prior June 30. Budget revisions that are necessary due to a funding adjustment or change to the providers overall allocation (either an increase or a decrease in overall funding for a program year) should be completed as soon as possible after the notification of the change.

The final due date for budget revision due to a funding adjustment must be submitted and final approval is **April 15** of that fiscal year. If April 15 falls on a Saturday or Sunday, the deadline for submission is the close of business the Friday immediately preceding April 15.

Budget revisions due to a funding adjustment **CANNOT be completed after April 15 of the program year.**

NEXT STEPS
1. Share this information with appropriate staff, including all those responsible for fiscal decisions.
2. Direct any questions to your Preschool Program Specialist.

**ANNOUNCEMENT
DS 21-01**

PA pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

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

Issue Date: Feb. 02, 2021

Effective Date: Feb. 02, 2021

Subject: Monitoring Coordination Across Dually Licensed Programs and Programs with PA Pre-K Counts and Head State Supplemental Assistance Programs

To: Pennsylvania Pre-K Counts Programs, Head Start Supplemental Assistance Programs, Office of Child Development and Early Learning (OCDEL) Staff, Child Care Providers

From:

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

PURPOSE

To clarify the distinction of and interaction between Pennsylvania Department of Education (PDE) licensed programs, PDE funded programs, and Department of Human Services (DHS) licensed child care as it relates to program monitoring and or complaint investigation.

BACKGROUND

Pennsylvania supports a mixed delivery system of services for children birth through age five through both PDE and DHS licensed and funded programs. In many cases providers hold multiple licenses and grants across multiple commonwealth departments. In some cases, there has been confusion about when providers should be monitored and what program regulations apply when multiple licenses and grants are held by a provider. The following definitions provide information on some programs that may be interacting with one another within child care programs:

DHS licensed (certified) program: Programs which hold a DHS child care Certificate of Compliance (COC) and are subject to monitoring under child care facility regulations. The certificate of compliance includes the maximum number of children permitted to be in care at one time, and any special restrictions applicable to the child care facility.

PDE private licensed school (also referred to as Private Academic School (PAS): Programs which hold a PAS and are subject to monitoring under Chapter 53 of Title 22. In a prekindergarten setting, this typically includes a license for nursery school (also called Private License Nursery (PLN)) and/or kindergarten serving children ages 2 ½ through 5. The license includes specific classrooms, capacity, and hours of operation.

PDE-funded program: PDE offers two state-funded grant opportunities for prekindergarten programs, the Pennsylvania Pre-K Counts (PKC) program and the Head Start Supplemental Assistance Program (HSSAP). These grants allow eligible providers to apply for funding to offer prekindergarten (ages 3-5) services to eligible students. Both programs build upon the requirements of the provider's existing provider type(s). For HSSAP, grantees **must** follow federal Head Start Performance standards.

The PA PKC program has four eligible provider types:
1) School districts
2) PDE privately licensed nursery (PLN)
3) Head Start Grantee
4) Child care centers and group homes at STAR 3 or 4 designation

DISCUSSION

For HSSAP grantees, grantees must follow federal Head Start Performance standards and are monitored by the Office of Head Start for the Head Start portion of the day. Some HSSAP grantees may also hold a COC. This might also include blended classrooms models in which Head Start funded children are blended into classrooms that also serve children enrolled in child care only. HSSAP grantees holding a child care COC are monitored by DHS certification representatives for the non-Head Start portion of the day and when classrooms are blended. Any HSSAP staff serving non-Head Start children or working during the non-Head Start portion of the day would be subject to DHS monitoring.

When a provider applies for a PKC grant, they are asked to choose only **one** provider type from the list of PDE approved eligible provider types. A PKC provider may hold multiple licenses; however, they are required to apply for PKC under **one** type.

The following entities may operate PKC classrooms.
1. School districts;
2. Licensed nursery schools;
3. Head Start grantees; and
4. Child Care Centers and Group Child Care Homes that maintain a STAR 3 or 4 rating in Keystone STARS Program.

PKC programming builds upon the requirements of these eligible provider types, and provider eligibility must be maintained throughout the entire grant period to maintain PKC operations. Therefore, it is important that the PKC classrooms are being monitored by the relevant monitoring system of their eligible provider type. The eligible provider type for each PKC location can be found within the PELICAN system or can be verified with a PKC Preschool Program Specialist.

If a PKC classroom is operating in one of the first three eligible provider types above, the DHS certification representative is **not** responsible for inspecting the PKC classroom during the PKC hours of operation. These PKC classrooms would be monitored by the entity responsible for monitoring the chosen provider type *(please see detailed in the graphics below)*. These classrooms **do not** need to be added to the capacity of the location's COC (unless they operate child care wrap around services for any portion of the day or year).

NOTE: PKC programs that receive STAR 4 reciprocity due to operating as a HS/EHS grantee are **not** eligible to apply as a Pre-K Counts eligibility type if the HS/EHS federal funding is lost, unless the site was able to attain at least a STAR 3 status through the regular Keystone STARS designation process, and they changed their provider type to Child Care Center that maintains a STAR 3 or 4 rating in Keystone STARS Program.
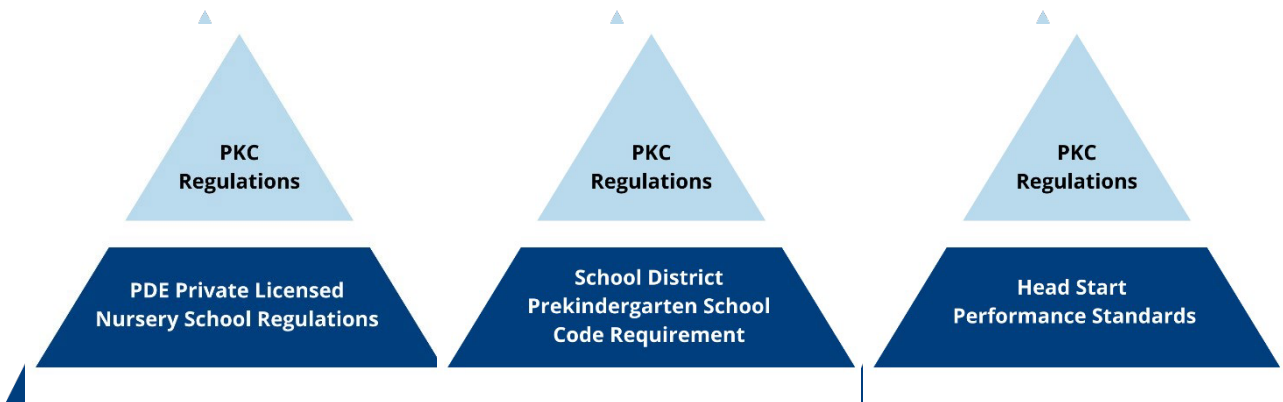
If a PKC classroom is operating under the fourth eligible provider type (i.e. child care centers and group homes at STAR 3 or 4 designation), the DHS certification representative is responsible for inspecting the PKC classroom during the PKC hours of operation for regulatory compliance. These classrooms **must** be included in the capacity of the location's COC and compliance with all regulations will be reviewed and verified.
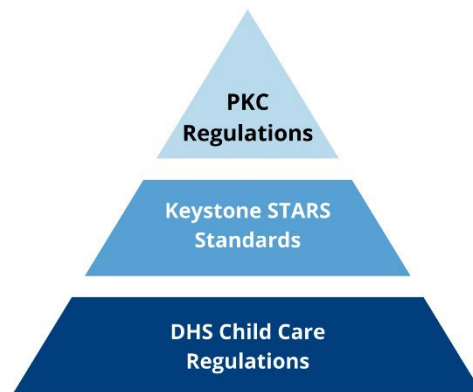
For PKC grantees, when determining which licensing requirements apply it is important to understand whether the provider holds a DHS COC, a PDE license or both. It also must be determined what portion of the program is funded through PDE.

DHS COC and PDE PAS licenses

In addition to the provider's DHS COC, if the PKC provider holds a valid PAS, then the following would apply:

A PKC provider **must** be able to demonstrate that it holds a valid PAS operating license issued by the Department of Education. This license should include classrooms and hours of operation.
- If the classroom is only used for the PAS licensed classroom, then DHS monitoring of the classroom and assigned teachers should **not** occur (Please see Example #1 below).
- If the classroom is used for child care services before and/or after the PAS licensed hours of operation, then DHS monitoring **will** occur for the assigned child care portion of the day (Please see Example #2 below).
- If staff work only in the PAS classroom and only during the PAS operational hours, then those staff files should **not** be reviewed by DHS certification representative.
- If staff work in PAS classrooms and also work during child care hours (before and/or after), then DHS monitoring **will** occur for staff assigned to the DHS child care portion of the day (Please see Example #2 below).

Example #1: Provider holds both a COC and a PAS license. There are 4 child care classrooms and one PAS classroom. The PAS classroom is ONLY used during the hours of operations listed on the PAS license.

	Hours of operation	Staffing	Monitoring
DHS license	6 am- 6 pm	Child care staff in child care classrooms	DHS monitoring **does not** occur in the PAS classroom. PAS staff are not included in monitoring.
PDE PAS license	8 am- 2:30 pm	PAS licensed staff only in PAS classroom	Monitored by PDE for operational hours on PAS license.

Example #2: Provider holds both a COC and a PAS license. There are 4 child care classrooms and one PAS classroom. The PAS classroom is used during the hours of operations listed on the PAS license and is also used for child care before and/or after the PAS hours of operation.

	Hours of Operation	Staffing	Monitoring
DHS license	6 am- 6 pm	Child care staff in child care only classrooms	DHS monitoring would occur in child care classrooms and in the PAS classroom ONLY between 6am-8am and 2:30 pm- 6pm (*before and after the hours of operation for PAS*). Any staff working in child care would be included in the DHS monitoring.
PDE PAS license	8 am- 2:30 pm	Staff who work during both PAS and DHS child care hours.	
		Staff who work only during the PAS operational hours.	PAS **only** staff are not included in DHS monitoring.

If there are inquiries regarding PAS, providers should contact PDE PAS staff at ra-nppss@pa.gov.

NEXT STEPS
1. Share this information with appropriate staff.
2. Direct any questions to your Preschool Program Specialist, Certification Representative, or program supervisor.

Appendix D: Announcement PKC 22-#003/ HSSAP 22-#003: Pennsylvania Pre-K Counts (PKC) and Head Start Supplemental Assistance Programs (HSSAP) Continuation Grant and Budget Protocol
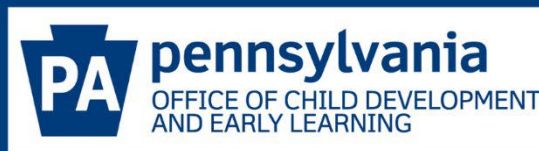
PURPOSE
To establish a protocol for the continuation grant process and deadlines.

BACKGROUND
Continuation grants and budgets **must** be submitted and fully approved in the Pennsylvania Enterprise to Link Information for Children Across Networks (PELICAN) system by **April 15** of each program year for programs to receive the correct funding. Late submissions will impact the overall allocation to a grantee and jeopardize the guarantee of continuity of payments in the following program year.

DISCUSSION
PKC and HSSAP are grant programs funded through a competitive Request for Application. The initial grant period is one year with up to four options renewals. The process to execute the

renewals annually is known as a Continuation Grant. This policy announcement is intended to establish the ongoing deadlines for grant recipients in years they are submitting a continuation grant.

Preschool Program Specialists (PPS) will notify their assigned programs each year of the timeline for opening continuation grants and budgets. The final due date for continuation grant and budget to be submitted and final approval is **April 15** of that fiscal year. If April 15 falls on a Saturday or Sunday, the deadline for submission is the close of business the Friday immediately preceding April 15.

Grantees can refer to the Early Learning Network (ELN) Financial Management Continuation Grant User Guide for the steps to create a Pennsylvania Pre-K Counts (PKC) Continuation Grant Application. Grantees also participating in the Head Start Supplemental Assistance Program (HSSAP) will follow the same steps to submit a HSSAP Continuation Grant Application. This user guide can be found on the PKC/HSSAP Intranet. Information about continuation grants is provided in [the Pennsylvania Pre-K Counts](#) [Statute, Regulations, and Guidance](#) document:

- Competitive grants are awarded for one year, with an established number of subsequent years of continuation grants if funding is available. The PELICAN system is used for the continuation grant process.
- There are several potential types of Continuation Grant applicants. Each is described below:

Continuation Grants with No Changes

This includes single applicants requesting the same number of half-day and/or full day PKC slots or the same number of P1 slots for HSSAP and the same level of funding as was awarded in the previous fiscal year. It also includes joint/partnership applicants with no changes in the partners, the total number and type of slots requested, or in the site or location that a particular partner plans to use for its PKC or HSSAP classes, or in the number and type of slots (half-day, full-day, P1) for each partner. The total funding and number and type of slots remain the same as in the previous fiscal year. There is no change in any of the partners in this category of continuation application nor a change in the funding level requested. There may be changes in specific line items in the budget that show how the funds are to be used, including the level of pass-through funds provided to each partner, but not in the number or type of slots each pass through recipient receives.

Continuation Grants with Changes

There are several types of Continuation Grants with Changes.
- a. Single applicants that want to change the number and type of slots (half-day, full-day, P1) they will provide, but not the level of funding, including partnerships or joint applicants proposing to change the number and types of slots requested for any of their partners, but not the total funds requested.
- b. Requests for a change in the distribution of half-day and/or full-day slots or P1 slots among various locations and/or partners and their locations.

c. Requests for fewer slots and funding by a single applicant or a joint applicant, including a joint applicant requesting funds for a partnership dropping one or more partners. If a partner is not planning to partner in the next program year, whether by its own volition or for any other reason, the slots and per child funding provided to that partner through the lead agency revert to The Office of Child Development and Early Learning. The slots and their funding do not belong to the partnership or the lead agency. Nor do the slots belong to the departing partner to continue as a PKC provider either on its own or as part of another partnership.

d. Requests for a change in the location of one or more classroom.

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

OCDEL reserves the right to deny any continuation grant and budget that was not preapproved. Timely submissions for continuation grants are expected. Continuation grants and budgets CANNOT be completed after **April 15** of the program year.

NEXT STEPS

1. Share this information with appropriate staff, including all those responsible for fiscal decisions.
2. Direct any questions to your Preschool Program Specialist.

PKC 22-#002; HSSAP 22-#003	PA pennsylvania OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING
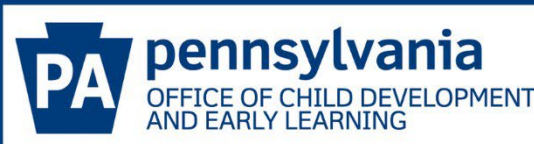
Pennsylvania Office of Child Development and Early Learning
Bureau of Early Learning Policy and Professional Development

Issue Date: July 27, 2022

Effective Date: July 27, 2022

Subject: Pennsylvania Pre-K Counts Trauma-Informed Resources

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

From:

Tracey Campanini

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

PURPOSE
To provide policy clarification regarding program expectations for trauma- informed policies and practices. To share trauma-informed resources available to Pennsylvania Pre-K Counts (PA PKC) and Head Start Supplemental Assistance Programs (HSSAPs).

BACKGROUND
The mission of the Pennsylvania Department of Education (PDE) is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, PDE seeks to establish a culture committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.

Act 18 of 2019 (Act 18) revised the Pennsylvania school code to include a requirement that schools add professional development to include information on a trauma-informed approach. A trauma-informed approach was defined as:

> "…includes a school-wide approach to education and a classroom-based approach to student learning that recognizes the signs and symptoms of trauma and responds by fully integrating knowledge about trauma into policies, professional learning, procedures and practices for the purposes of recognizing the presence and onset of trauma, resisting the reoccurrence of trauma and promoting resiliency tailored to a school entity's culture, climate and demographics and the community as a whole."

Act 18 also included a provision in PA PKC statute for PDE to "encourage the integration of trauma-informed approaches into the program curriculum and the professional development curriculum of personnel of the eligible provider who have regular contact with children."

PA PKC and HSSAP providers **must** comply with the OCDEL Inclusion Policy Statement and Suspension and Expulsion Policy Statement, which has relationship with implementing trauma-informed care practices and reducing expulsion. The policies and supporting resources for this program requirement can be accessed at PROMOTING INCLUSION & REDUCING EXPULSION AND SUSPENSION – THE PENNSYLVANIA KEY (pakeys.org). Connecting trauma-informed policy and practice to the everyday interactions between program personnel, children, and families can inform and impact program policy focused on reducing and eliminating suspension and expulsions.

DISCUSSION

PA PKC and HSSAP programs funded through PDE **must** integrate trauma-informed approaches into program curriculum and assure personnel who have direct contact with children have professional development in trauma-informed approaches.

Programs will need to be able to produce a training record for personnel having direct contact with children to their Preschool Program Specialist, if requested, to assure this policy is being met. The Preschool Program Specialist may also engage in discussions with program leaders and personnel related to the ways in which trauma-informed practice has been implemented into PA PKC and/or HSSAP curriculum and professional development.

There is no prescribed requirement on which training(s) need to be taken. Programs have the flexibility to use any training which covers the topic of trauma-informed practice and meets the needs of their program type. For example, Head Start provided training on the topic of trauma-informed care would meet the intent of this policy.

PDE has provided several resources to assure programs have access to training on trauma-informed approaches.
Programs can access PDE resources at: Office for Safe School website.
In addition, PDE has developed five (5) on-line learning modules on trauma-informed practices. The modules include:

- Module 1: Introduction to Trauma-informed Practices
- Module 2: Adverse Childhood Experiences in the Learning Environment

- Module 3: Neuroscience
- Module 4: Self-Care

- Module 5: Building Trauma-informed Schools

Programs can access this PDE-developed trauma-informed training through the PD Center at www.pdesas.org. Search keyword: *trauma-informed*. Users will need a SAS log-in to access these trainings. Trainings count for Act 48 training hours.
Additional school resources can be found at T.I.P. in School - Resources (pa.gov).

In addition to the resources discussed above, the Office of Child Development and Early Learning (OCDEL) has funded the following trauma-informed trainings specific to early childhood education that can be accessed through the PD Registry. A Registry ID and log-in ID are needed to access these trainings. Trainings count for the Pennsylvania Quality Assurance System (PQAS) hours.

- Becoming Trauma Informed: Define Trauma and its Impacts, Practice Skills, Secondary Traumatic Stress, Resilience and Supportive Practices (6-hour course)
- Becoming Trauma Informed: Define Trauma and its Impacts (2-hour course)
- Becoming Trauma Informed: Define Trauma and its Impacts (3-hour course)
- Becoming Trauma Informed: Practice Skills (2-hour course)
- Becoming Trauma Informed: Practice Skills (3-hour course)
- Becoming Trauma Informed: Secondary Traumatic Stress, Resilience and Supportive Practices (2-hour course)
- Becoming Trauma Informed: Secondary Traumatic Stress, Resilience and Supportive Practices (3-hour course)

NEXT STEPS
1. Share this information with appropriate staff.
2. Lead agencies share with all partner agencies, as applicable.
3. Include and implement on-going trauma-informed training in personnel's training plans.
4. Direct any questions to your Preschool Program Specialist.

PKC 22-#004
Emergency Teacher
Certification Permits

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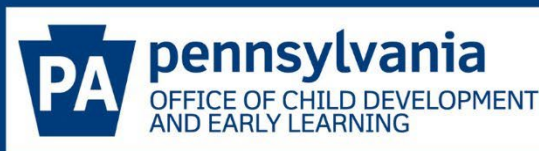
Pennsylvania Office of Child Development and Early Learning
Bureau of Early Learning Policy and Professional Development

Issue Date: September 20, 2022

Effective Date: September 20, 2022
Subject: Emergency Teacher Certification Permits now available to all Pennsylvania
Pre-K Counts provider types.

To: Pennsylvania Pre-K Counts (PA PKC)

Tracey Campanini

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

PURPOSE
To provide updates on Chapter 49, as defined in § 49.31 *Criteria for eligibility* regarding
Pennsylvania Pre-K Counts (PA PKC) provider ability to apply for Emergency Teacher
Certification Permits.

BACKGROUND
The amendments to Chapter 49 are intended to support efforts to improve educator recruitment,
increase the number of classrooms staffed by fully prepared teachers, increase retention in the
profession, and improve student outcomes by strengthening the preparation of new educators,
creating conditions to provide more support for educators as they enter the classroom and by
improving the skill sets of current educators in working with an increasingly diverse student
population. For complete information on the Chapter 49 amendments visit: Pennsylvania
Bulletin (pacodeandbulletin.gov)

Emergency Teacher Certification Permits are now available to all PA PKC providers. § 49.31 *Criteria for eligibility* adds language to include PA PKC eligible providers, as defined in §405.11 (CHAPTER 405. PA PRE-K COUNTS), as entities to which the Pennsylvania Department of Education (PDE) may issue an Emergency, day-to-day (Type 06) or long-term (Type 01 or 04) Permit. These eligible providers can now request these permits from PDE to address lead teacher staffing needs. PA PKC requires all lead teachers in program classrooms to possess early childhood education certification.

An Emergency Teacher Certification Permit is requested to fill a vacant lead teacher position when the school or eligible provider is unable to find a qualified and properly certified educator holding a valid and active certificate. Prior to the amendments to Chapter 49, only Local Education Agencies (i.e., the school district PA PKC eligible provider type) had the ability to apply for an Emergency Permit.

On April 23, 2022, the final form amendments to Chapter 49: Certification of Professional Personnel became effective upon publication in the Pennsylvania Bulletin (pacodeandbulletin.gov). This new process will allow eligible PA PKC teachers to apply for Emergency Permits through their lead or partner agencies.

DISCUSSION
This announcement is intended to provide relevant PA PKC information regarding the use of Emergency Teacher Certification Permits. PDE Teacher Certification oversees the implementation of emergency teacher certification and provides multiple resources. PA PKC providers interested in emergency teacher certification should access the links below to understand all information regarding Emergency Permits.

Emergency Permits FAQ
CSPG 13 - Emergency Permits (pa.gov)

Why would a PA PKC provider wish to apply for an Emergency Permit?
In cases where a lead teacher holding Instructional Certification cannot be recruited, applying for a Type 01 Emergency Permit means PA PKC programs without a qualified lead teacher can come into compliance with the PA PKC lead teacher staff qualifications while the teacher holding an emergency Permit is pursuing Level I certification.

In cases where a lead teacher holding Instructional Certification cannot be recruited, applying for a Type 04 Emergency Permit means PA PKC programs without a qualified lead teacher can come into compliance with the PA PKC lead teacher staff qualifications for one school term only with no educational obligation.

PA PKC providers would not have a need to apply for the Type 06 Emergency Permit: Day to Day substitute as the PA PKC regulations already provide provisions for substitute teachers up to 90 days.

Who is eligible to apply?

An Emergency Teacher Certification Permit can only be issued to a candidate who has earned a bachelor's degree from a state-approved institution and can only be used to teach in a vacant position or as a long-term substitute. The Emergency Teacher Certification Permit is **only** valid for **one school year**.

Emergency Teacher Certification Permits **will not be issued** if the candidate:
- Holds an expired Intern certificate in the subject area being requested; • Holds a lapsed Level I certificate; or
- Voluntarily deleted the subject area being requested from their certificate.

Who applies for the Emergency Permit?
An individual, who holds a bachelor's degree from a state-approved institution, identified by a PA PKC lead or partner provider as a candidate for either a Type 01 or a Type 04 Emergency permit. Individuals may **not** apply for an Emergency Teacher Certification Permit without a recommendation to do so from the hiring lead or partnering agency.

After an individual has applied within the Teacher Information Management System (TIMS), the PA PKC lead or partner agency must also access TIMS to submit a request to PDE to process the application on behalf of the applicant.

How does an individual apply?
Instructions for submitting an application for an Emergency Teacher Certification Permit can be accessed here: Submit an Emergency Permit (pa.gov)

PA PKC programs have been pre-populated in TIMS using the AUN on file from EDNA and the most recent PA PKC application.

If an applicant does not find the program name in the drop down, the PA PKC lead or partner agency should reach out to Brian Bell (bribell@pa.gov) to obtain an AUN. The program will need to be added to the TIMS system before an application can be submitted. This will take 4-6 weeks to process once an AUN has been established.

How does a lead or partner agency request an Emergency Teacher Certification Permit on behalf of an applicant?
PA PKC agencies need to have a Local Security Administrator (LSA) assigned. PA PKC lead and/or partner agencies who already have an assigned LSA with PDE TIMS, can access TIMS to request Emergency permits after an individual has applied.

PA PKC lead and/or partner agencies who do not already have an assigned LSA with PDE TIMS, need to contact Nathaniel Edmonds at nedmonds@pa.gov to get set up before they can request an Emergency permit.

Once an LSA has been assigned, they may log into TIMS and submit a request to PDE for the Emergency permit on behalf of an applicant.
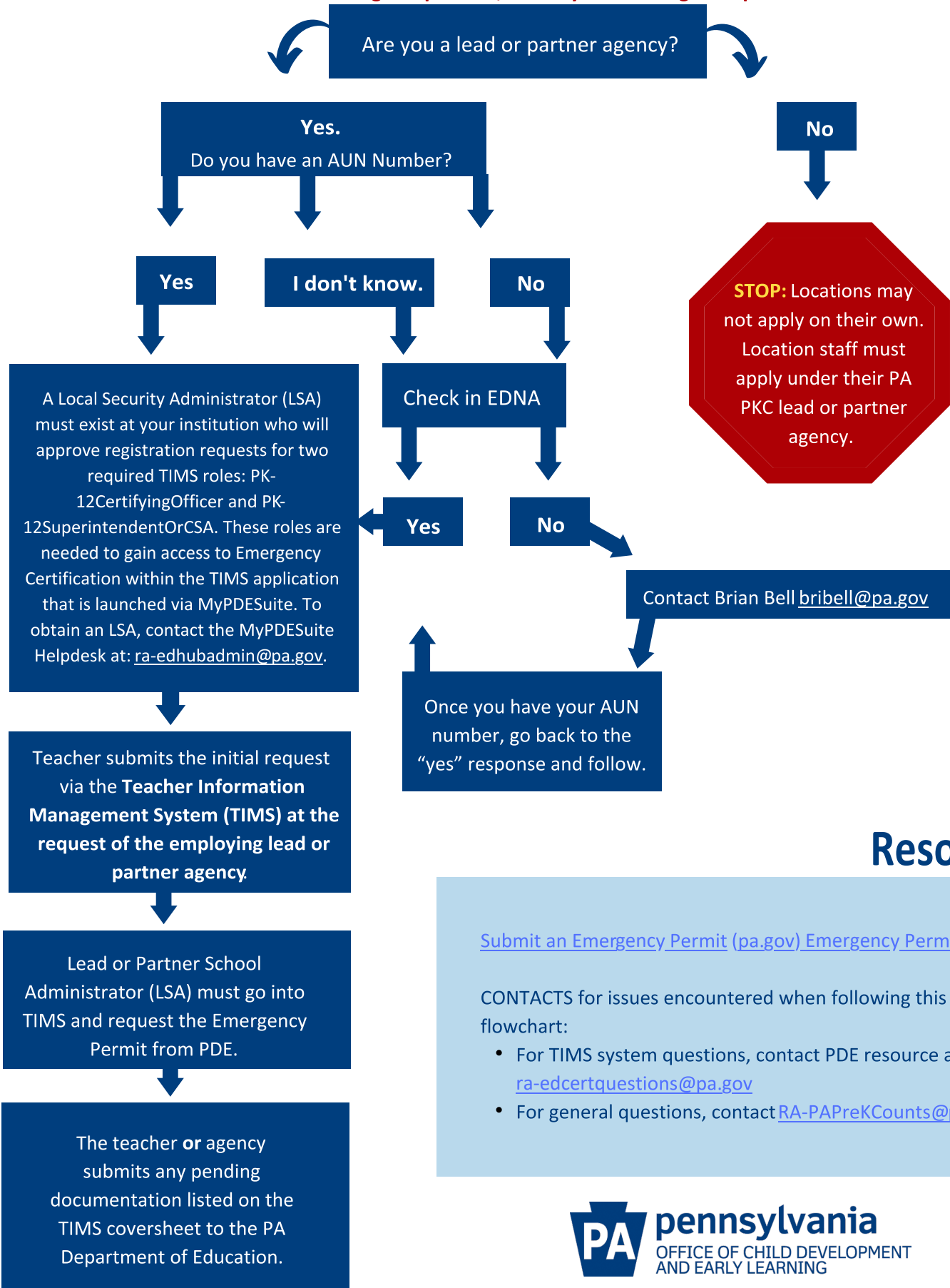
NEXT STEPS
1. Share this information with appropriate staff.
2. Lead agencies share with all partner agencies as applicable.
3. Direct any questions to your Preschool Program Specialist or to the PDE resource account at ra-edcertquestions@pa.gov

PDE Emergency Permit: Steps for PA Pre-K Counts

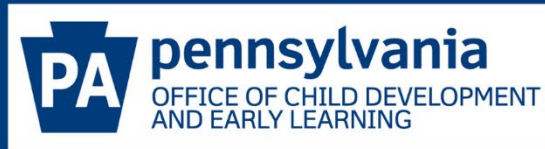**Before initiating this process, talk to your PK Program Specialist**

Are you a lead or partner agency?

Yes.
Do you have an AUN Number?

No

Yes   **I don't know.**   **No**

STOP: Locations may not apply on their own. Location staff must apply under their PA PKC lead or partner agency.

A Local Security Administrator (LSA) must exist at your institution who will approve registration requests for two required TIMS roles: PK-12CertifyingOfficer and PK-12SuperintendentOrCSA. These roles are needed to gain access to Emergency Certification within the TIMS application that is launched via MyPDESuite. To obtain an LSA, contact the MyPDESuite Helpdesk at: ra-edhubadmin@pa.gov.

Check in EDNA

Yes   **No**

Contact Brian Bell bribell@pa.gov

Teacher submits the initial request via the **Teacher Information Management System (TIMS) at the request of the employing lead or partner agency**.

Once you have your AUN number, go back to the "yes" response and follow.

Lead or Partner School Administrator (LSA) must go into TIMS and request the Emergency Permit from PDE.

Resources

Submit an Emergency Permit (pa.gov) Emergency Permits FAQ

CONTACTS for issues encountered when following this flowchart:
- For TIMS system questions, contact PDE resource account ra-edcertquestions@pa.gov
- For general questions, contact RA-PAPreKCounts@pa.gov

The teacher **or** agency submits any pending documentation listed on the TIMS coversheet to the PA Department of Education.

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APPENDIX D

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

Issue Date: September 05, 2023

Effective Date: July 1, 2023

Subject: Options for Remote Learning

To: Head Start Supplemental Assistance Programs (HSSAP)

From: Shante' Brown
Deputy Secretary, Office of Child Development & Early Learning

PURPOSE
To provide guidance on use of remote learning options during emergencies.

BACKGROUND
HSSAP programs are expected to provide in-person instruction. PDE recognizes there may still be a need for remote instruction in certain circumstances. This policy clarifies how remote learning time can continue to allow flexibility in providing service hours in HSSAP.

DISCUSSION
HSSAP wishing to use remote learning need to do the following:
- Update and/or develop Flexible Instruction Plans (FIPs)
  - Plans need to be developed with staff and family input and be approved by the program's governing board.
- A partner agency must submit their FIPs to lead agencies for approval prior to any implementation of the plans.
- Lead agencies must submit plans to Preschool Program Specialists (PPS) for approval prior to any implementation of the plans.

AFTER the FIP has been approved by the lead agency's governing board and the PPS, the lead agency and partners **must** submit the Flexible Instruction Plan (FIP) template to the Office of Child Development and Early Learning (OCDEL) via email to RA-PAPreKCounts@pa.gov.
- The template can be found in the Pennsylvania Key Portal.

- Inform staff and families of the approved FIP by adding language to Emergency Preparedness Plans and Family Policies (e.g., family handbook).
- Providers should review program attendance policies (HSSAP HSPS 1302.16 Attendance) and remind families of the program's attendance policies, including but not limited to what counts as an excused absence, and how attendance will be tracked in instances of remote learning.
- Inform PPS within 24 hours of an initiated FIP during the school year.
- Track usage of initiated FIPs during the school year.
- Programs should be able to produce reporting on instances of use to OCDEL, if requested.

Flexible Instruction Planning (FIP)
At minimum, Flexible Instruction Plans (FIPs) must include the following information:
- How students will be engaged remotely and indicating how the provider will ensure equitable access and meeting the needs of students with special needs.
    - See section below "Considerations When Planning for Remote Instruction."
    - Programs should consider virtual and non-virtual modalities.
    - Technology purchases should not be considered a necessity of a successful FIP.
- The specific instances when a program will use FIP. Only instances detailed in the approved FIP should initiate use of the FIP, unless specifically approved in writing by PPS and OCDEL prior to use.

FIP may be used for the following pre-defined circumstances:
- Inclement weather closings.
- ACT 80 and teacher in-service days built into the provider program year calendar.
- For emergency-related classroom or building closures such as, unsafe building conditions (e.g., flooding, sewer), or classroom or building exposure to a communicable disease resulting in the need to quarantine or need to clean classroom or building.
- Individual students may engage in remote learning detailed in a FIP when an absence would typically be "excused" by the program.

FIP occurrences not included in the pre-defined circumstances:
- If a provider encounters a circumstance not included in the pre-defined circumstances above the following is necessary:
    - Documentation that the proposed model has been discussed with and approved by the federal Head Start program,
    - Approval from the OCDEL PKC/HSSAP steering committee must be attained prior to implementation. To obtain approval, the following should occur:
        - The provider must submit a written request to the Preschool Program Specialist detailing of the circumstances, including assurance of family participation and justifying the requested use of

an approved FIP. Details should include all relevant information based on the requested need, such as, but not limited to the following:

- Medical issues of persons other than the enrolled student that would impact regular attendance of the enrolled student should include documentation by medical staff. Documentation does not need to contain specific medical information protected by HIPPA but should include a general statement of need and must be signed by a health care professional with Medical ID number included. An example of when this would be appropriate is when an enrolled student lives with an immunocompromised family member and in-person instruction may expose family member to a contagious disease, such as COVID-19 or the measles.
- For staffing related issues: include current staffing profile (number of classes and current staff available to cover these classes); number of children affected, time frame for use of the FIP, and documentation of family consent to engage in remote learning and understanding of attendance policy as it relates to remote learning.
- For behavior related issues: documentation of behavior plan steps taken to date, members of the behavior team (families must be included; include EI and/or behavioral health services for students receiving those services), time frame for use of FIP, and the plan for how the student will transition back to full in-person instruction. Use of an FIP does meet the definition of exclusion and should only be used where time is needed to implement an evaluation or an in-person behavior plan; or all other avenues have been exhausted.
- If the Preschool Program Specialist feels the request is reasonable and the program has documentation of discussion with and approval by the federal Head Start program, the request will then be submitted to OCDEL through the PKC/HSSAP steering committee for consideration.
- The PKC/HSSAP steering committee will review requests submitted up to 24 hours prior to the scheduled steering committee meeting. The PKC/HSSAP steering committee's regular meeting occurs every two weeks on Tuesday mornings.
- All single-occurrence requests to utilize an approved remote learning plan for non-predefined circumstances will be reviewed but are not guaranteed for approval.
- Committee approval applies only to the single-occurrence circumstance described in the request. Approval must be sought by the provider for each occurrence of a non-predefined circumstance.
- In cases where approval by the Steering Committee would potentially come after a need to implement a FIP plan (e.g., meeting staff ratios), programs may implement the FIP plan while awaiting approval.

- If the committee denies the request, the provider is still responsible for meeting the service hour requirements as defined by federal Head Start Performance Standards.

Below are examples of single-occurrence circumstances that would warrant approval by the Steering Committee:
- Child custody matters;
- Unforeseen short-term provider closure not related to provider eligibility;
- Supporting the short-term needs of an individual student; and
- Issues related to staffing shortages that impact a program's ability to meet classroom ratios.

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

FIP Monitoring

Providers will be monitored by the Preschool Program Specialist (PPS) for successful implementation of the approved FIP after each occurrence. If the PPS determines that the approved remote learning plan has not been successfully implemented, the provider is responsible for meeting the HSSAP service hours requirement for the program year.

Considerations When Planning for Remote Instruction
Remote learning: Virtual

When planning and implementing virtual learning, providers must consider the following:
- Access and availability to technology for students, families, and educators;
- Family schedules (i.e., are family members working from home; what is their availability to interact and monitor their child's online learning experiences);
- Multi-age learning (multiple children of varying ages in the home setting); and
- Teachers' experience, competency, and ability to create quality virtual learning opportunities.

For virtual remote learning options to count as an instructional day, the following requirements must be included in the plan and met:
- The provider must develop a written FIP that identifies what virtual options will be used, share the plan with families, and have families acknowledge receipt of the policy. At minimum the plan should address the following:
  - How family technology needs were assessed and addressed, including documentation of such assessment;
  - How student participation will be tracked;
  - What platforms will be used;
  - How students, staff, and families have or will receive training in the platforms;
  - How content will be delivered;
  - How students and families will be engaged, including ways participation will be flexible to meet student and family needs; and
  - How programs will document and assess student learning.

- The provider must assess family technology needs (hardware, software, and access) and explain efforts made to alleviate any barriers to access. Providers may not charge fees to families for remote learning. Providers must document methods used to assess and address family technology needs.
- Qualified lead teachers must develop and monitor content of no more than 30 minutes per day of virtual remote learning.
- Content should be delivered using a platform familiar to students and families and that includes all learning domains aligned with PA Learning Standards for Early Childhood.
- Allowable content includes:
  - Synchronous: real time; virtual meetings between lead teacher/student(s) in which instruction/learning activities occur (e.g., live read aloud); and
  - Asynchronous: on own time instruction/learning activities that are reviewed after submission by teacher or other staff (e.g., a recorded lesson with clear expectations to access/complete it within a specified time frame).

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

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

Online learning should not:
- Place undue burden (financial, stress) on families or programs;
- Look the same for every family;
- Perpetuate inequities;
- Mimic typical school settings; or
- Focus on assignment completion and due dates.

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

- The provider must develop a written FIP that identifies what non-virtual options will be used, share the plan with families, and have families acknowledge receipt of the policy. At minimum, the plan should include the following:
  - Documentation outlining how family needs (for pickup of materials, for example) were assessed and addressed;
  - How student participation will be tracked;
  - What materials will be provided to students, families, and staff;
  - How families will receive training on at-home learning activities;
  - How students and families will be engaged, including ways participation will be flexible to meet student and family needs; and
  - How programs will document and assess student learning.
- The provider must take steps to understand and alleviate any barriers to obtaining materials necessary for completing and collecting take home assignments. Providers may not charge fees for remote learning.
- Qualified lead teachers must develop and monitor content of no more than 30 minutes per day of non-virtual remote learning. Content should include all learning domains aligned with the PA Learning Standards for Early Childhood.
- An adult must facilitate the content and include documentation of completion that is reviewed by program staff on a regular schedule (e.g., a videoed or photographed at home learning activity). Allowable content includes:
  - Any learning activity completed outside of school environment;
  - Take -home activity packets;
  - Public Broadcasting System (PBS)-related activities; and
  - Home visits will count when an instructional component is included.

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

Tracking Student Attendance in a Remote Learning Environment

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

For remote learning (virtual or non-virtual) to count for any funded instructional day requirement, at least 30 minutes of content must be developed and monitored by the lead teacher for any day remote learning is offered.

Thirty minutes a day is the minimum expectation for remote learning in an FIP. A program may offer more than 30 minutes. No more than 30 minutes of instruction each day may count toward the minimum requirement for daily attendance.

If programs are offering at least 30 minutes of remote learning per day that is developed and monitored by the lead teacher, the program follows its instructional day requirement. Children who complete at least 30 minutes of remote learning per day

should be considered "in attendance" for that day even when more than 30 minutes of remote learning per day are provided. At no time should families be penalized if their child(ren) is unable to participate in more than the minimum 30 minutes per day of remote learning.

NEXT STEPS

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

HSSAP 23-#002: Enrollment Monitoring Protocols
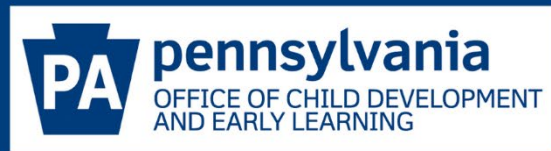
pennsylvania
OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING

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

Issue Date: December 4, 2023

Effective Date: July 1, 2023

Subject: Enrollment Monitoring Protocols

To: Head Start Supplemental Assistance Programs (HSSAP)

From:

Shante' Brown
Deputy Secretary, Office of Child Development & Early Learning (OCDEL)

PURPOSE
To clarify the process for program monitoring of enrollments.

BACKGROUND
Enrollment requirements are detailed in School Code Act 14 of 1949, Section 1503 D. Priority in Funding, as well as in the Special Program Terms: Appendix A of the Head Start Supplemental Assistance Program contract (#5; #12) as follows:

School Code 1949 Act 14, Section 1503D. Priority in funding.
   (a) General rule. --A Head Start provider that received a grant in the prior fiscal year shall be eligible to receive a grant in an amount equal to the grant received in the immediately preceding fiscal year, less any start-up costs. If by March 1 the Head Start provider did not enroll at least 90% of the number of children it was approved to serve for that year, then the grant shall be reduced proportionally based on the number of children enrolled as of March 1.
   (b) Priority for remaining funding. --For the remaining funds, the department shall give priority in funding to Head Start providers applying for grants to serve additional eligible children.
   (1503-D amended July 13, 2005, P.L.226, No.46)

Special Program Terms:
The Contractor agrees to assist the Commonwealth in administering the Head Start Supplemental Assistance Program, created pursuant to Article XV-D of the Public School Code of 1949, as amended, 24 P.S. §§15-1501-D through 15-1506-D, on behalf

of PDE. In performing this service, Contractor agrees to:

- #5: Maintain full enrollment of the slots funded by the Department of Health and Human Services, Administration of Children and Families, Office of Head Start. Failure to maintain federally funded enrollment as well as HSSAP funded slots will result in a decrease in program funding.
- #12: Enter and maintain grant, program, staff, and child demographics in the Pennsylvania Enterprise for Learning Across Network Systems (PELICAN) web-based system in accordance with program requirements.

DISCUSSION

Monthly enrollment **must be** reported by all lead and partner agencies in PELICAN. This reporting should occur **prior** to the last day of a month. Enrollment monitoring reports are created by OCDEL based on the data entered in PELICAN by the last day of each month. Training materials are available on how to enter data into PELICAN: PELICAN – The Pennsylvania Key (pakeys.org)

Beginning January 1 and monthly thereafter, OCDEL program staff will generate a monitoring report using available PELICAN child enrollment data entered into PELICAN by HSSAP programs. This monthly monitoring report will be reviewed and any lead agency which is less than 90% enrolled will receive an under enrollment notification letter and **must** engage in under enrollment improvement planning. Monthly monitoring and under enrollment improvement planning will continue through the last day of February.

Enrollment Improvement Plan

Lead agencies identified as under enrolled must develop, in collaboration with the assigned Preschool Program Specialist, an improvement plan and timetable for reducing or eliminating under enrollment. A working improvement plan to reduce under enrollment **must be** submitted to OCDEL (through the assigned Preschool Program Specialist) 30 days after receipt of the initial under enrollment notification letter.

Note: OCDEL does not formally approve plans; however, the plan will be used to support and facilitate conversations prior to the deadline for full enrollment.

If your agency reaches at least 90 percent enrollment by the last day of February, then OCDEL will process a continuation grant for the subsequent fiscal year with a slot amount equal to the slot amount awarded in current fiscal year.

If your agency does not reach at least 90 percent enrollment by the last day of February, then the program may be designated "under enrolled", and will be subject to the recapture, withholding, or reduction of your base grant during the continuation grant process. Any reduction in funding would lead to an adjustment of your funded enrollment to be consistent with the historical, actual enrollment level.

OCDEL will be hosting two under enrollment calls to provide guidance and answer any questions on this policy announcement. **An administrator from the lead agency**

must attend one of these meetings and attendance will be taken. Please register for ONE of the following dates:

December 15, 2023 at 11 am
https://berksiu.zoom.us/webinar/register/WN_HGqUjtjIRc2nocvZjkpS2g

or

December 19, 2023 at 1 pm
https://berksiu.zoom.us/webinar/register/WN_GPpWcWj6TLqvcpjLRtisbA

NEXT STEPS

1. Share this information with appropriate staff.
2. Lead agencies share with all partner agencies.
3. Review and update as needed any program policies related to the discussed topics.
4. Administrators from the lead agency **must** attend one of the initial under enrollment improvement plan calls.
5. Direct any questions to your Preschool Program Specialist

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

FY 2023-2024

Commonwealth of Pennsylvania
Josh Shapiro, Governor

Department of Education
Dr. Khalid Mumin, Secretary-Elect

Office of Child Development and Early Learning
Shante Brown, Deputy Secretary

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

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

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

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

For Inquiries Concerning Nondiscrimination in All Other Pennsylvania Department of Education Programs and Activities:
Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750, Fax: (717) 783-6802

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

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

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INTRODUCTION

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

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

These guidelines and application process apply to a competitive opportunity to disperse funding to select eligible grantees for a five-year grant period beginning in FY 2023-24. All FY 2022-23 Pennsylvania Pre-K Counts grantees wishing to serve children in FY 2023-2024 MUST apply as part of this competitive rebid process. In addition, applications from those seeking to become new Pennsylvania Pre-K Counts grantees will be reviewed.

This RFA is intended to support providers in preparing to serve and enroll children by September 2023. The RFA is being released in March 2023 to give providers time to conduct outreach to families; recruit, hire and train staff; and plan for implementing the program pending grant approval.

Applicants must submit Letters of Intent to RA-PAPreKCounts@pa.gov by 3 PM on March 28, 2023. Only applicants that submit a complete Letter of Intent by the deadline may apply for funding.

All PA PKC applications must be submitted in eGrants by April 25, 2023, at 3 PM.

The Project Officer for this competitive RFA process is:

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

All questions regarding this competitive RFA process should be directed to the Project Officer only. Inquiries should be sent to RA-PAPreKCounts@pa.gov. To provide consistent messaging

and an equitable application process, ONLY questions sent to RA-PAPreKCounts@pa.gov will be addressed. Questions and responses not already covered in either *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance* or within the Application Guidance document will be included in an on-going Frequently Asked Questions document posted at PKC How to Apply.

APPLICATION PROCESS

Applicant Checklist

☐ (Recommended) Review *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance* and other application information available at PKC How to Apply.
☐ (Required) Assure applying agency meets provider eligibility requirements.
☐ (Required) Assure required AUN matches legal entity information of the applying agency.
☐ (Required) Email a letter of intent (use the provided template) to apply to RA-PAPreKCounts@pa.gov by 3 PM on March 28, 2023.
☐ (Recommended) Attend a pre-application webinar or view the posted recording.
☐ (Required) Complete and submit the application in eGrants by April 25, 2023, at 3 PM.

☐ (For joint applications) Have each partner complete and sign a FY 2023-24 Pennsylvania Pre-K Counts Program Partner Letter of Commitment and a partner budget. Upload each Partner Letter of Commitment to the "PKC Status, Partnerships, and Locations" section of the application in eGrants. Upload each partner budget to the Budget detail section of the application in eGrants.

Eligible Applicants

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

    a. School districts;

    b. PDE Licensed nursery schools;

    c. Head Start grantees;

    d. Child care centers and group child care homes designated at Keystone STAR 3 or STAR 4; and

    e. Third-party entities applying for PA PKC funding to administer the lead agency responsibilities for entities that are eligible to provide the classroom services under the categories listed above.

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

Required Letter of Intent

Interested applicants must submit a fully completed Letter of Intent by **3 pm on March 28, 2023,** to RA-PAPreKCounts@pa.gov.
Because of the need to establish access to eGrants procurement system, applicants must submit a completed Letter of Intent to apply for funds using the template posted at PKC How to Apply Website. The Letter of Intent represents the applicant's intent to apply for PA PKC funding and includes the legal name of the eligible agency that will apply, the AUN associated with the applying legal entity, preliminary information about requested funding, program model, provider type, and area to be served. Except for the legal entity, AUN, and chosen provider type, information submitted in the Letter of Intent may be modified in the final eGrants application. Programs that do not submit a timely Letter of Intent will not be able to apply in the eGrants system. Late submissions will not be accepted. Those agencies submitting a fully complete Letter of Intent by the due date will be notified when the PA PKC application is open in eGrants.

*Administrative Unit Number (AUN)

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

The applicant's AUN must be the AUN associated with the provider type under which the agency will be applying for PA PKC. Agencies without an AUN associated with the provider type under which the agency will be applying for PA PKC should contact Brian Bell at bribell@pa.gov or 717-346-0038 or James Redd at jaredd@pa.gov or 717-705-2910 at OCDEL.

Pre-application Webinar

A pre-application webinar will be held on Friday**, March 17, 2023, from 9am to 1pm**. Please go to the Pre-Application Webinar link to register.

Meeting ID: 989 7784 8741

Passcode: 890653

One tap mobile

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    +1 301 715 8592 US (Washington DC)

The recording will be posted at the PKC How to Apply page in the "Pre-application webinar" section **after March 22, 2023** to assist interested applicants in the completion of the application. The webinar will include information on the application process and program requirements.

In addition to the specific pre-application webinar, applicants are encouraged to view the "Getting to Know PA PKC Rebid Webinar Series" posted at PA PRE-K COUNTS HOW TO APPLY – THE PENNSYLVANIA KEY (pakeys.org) and the asynchronous Grant Writing 101 course found in the Professional Development (PD) Registry. This course provides general tips on how to approach grant writing. A PD Registry log-in is required to access this course. Click here for information on how to create a log-in.

Application Deadline and Submission Information

Applicants will apply using the Pennsylvania eGrants system. Programs will need to login to MyPDESuite to gain access to the eGrants system. Applicants should reference the documents found under "eGrants migration to MyPDESuite" on PA PRE-K COUNTS HOW TO APPLY – THE PENNSYLVANIA KEY (pakeys.org) and complete the migration process.

All applications must be submitted in eGrants by April 25, 2023, at 3 PM. Applications submitted after this date and time will not be accepted or reviewed.

The PA PKC instructions for using eGrants are available at eGrants.

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

Applicants must click the FINAL "Submit for Peer Review" **button once** within the eGrants system before the application is considered **submitted for peer review**.

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

SCOPE AND USE OF FUNDS

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

Eligible applicants must complete a needs assessment in the proposed service area(s) which supports the scope of the project. At minimum, the needs assessment must include information on the number of eligible students in the proposed service area, other eligible PKC providers in the proposed service area, other providers of pre-kindergarten services in the proposed service area, and data on child and family risk factors and needs. The needs assessment will be used to respond to questions within the application.

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

Funding Priorities
PDE will consider the following funding priorities when determining awards:

- FY 2022-23 PA PKC grantees in good standing will receive priority points in the *PKC Status, Partnerships and Locations* section of the application.
- County level unmet need: Funding will be distributed based upon county unmet need percentages (see [Appendix A](#) and [Appendix B](#)) relative to the amount of expansion funding allocated to the PA PKC state budget line item for FY 2023-24.
- Zip code level unmet need to avoid saturation of funded slots: In cases where more than one applicant has proposed slots at locations within similar zip codes; funding will be distributed based upon zip code unmet need to the highest scoring applicant.
- School district risk: Risk level will be determined based upon the locations entered in the chart within the *PKC Status, Partnerships and Locations* section of the application. Applications proposing to serve children in school districts with higher levels of risk as defined by the percentages of economically disadvantaged children on the Future Ready PA Index will receive priority points within the *PKC Status, Partnerships and Locations* section of the application.

Applicants are eligible to apply for only one grant per fiscal year. PA PKC grants are funded with state dollars and, therefore, carryover funds are not permitted. All grant funds identified in this FY 2023-24 application must be encumbered or spent by June 30, 2024. Grant awards are based on the availability of funds to PDE to support this project.

APPLICATION REVIEW, FUNDING DISTRIBUTION, AND NOTIFICATION

The overall application is worth 1195 points. The eGrants application is separated into two areas: narrative and budget. Each area is further divided into sections. Each section must be marked "complete" in eGrants before the application can be submitted. The sections are:

Narrative
      General Information (0 points)
      Contact Information (0 points)
      PA PKC Status, Partnerships, and Locations (275 points)
      Rationale for Services (140 points)
      Program Description and Staffing (150 points)
      Collaborations (130 points)
      Program Assurances (0 points)
Budget
      Budget Detail (500 points)
      Budget Summary

Applications that are **complete** and **submitted on time by an eligible applicant** will be reviewed by a team of readers determined by OCDEL. These readers will be familiar with PA PKC regulations and guidelines. Applications will be awarded ratings based on the applicant's ability to provide concise and detailed responses that address the questions, adhere to the PA PKC requirements in the responses, and adhere to the application instructions. Detailed scoring for each application question is included in this document. PA PKC requirements, which should be reviewed prior to application, can be accessed at [PKC How to Apply](#).

OCDEL will use the application score along with information on the county level of unmet need (see Appendix B), and zip code level unmet need in cases where more than one applicant has proposed slots at locations within similar zip codes, to make funding decisions. The application score includes components which reflect statutory funding requirements related to prioritizing FY 2022-23 PA PKC grantees who provided programming consistent with PA PKC regulations and funding service areas with the highest percentages of at-risk children. In addition, the application score reflects the applicant's ability to maintain high quality, pre-kindergarten services that comply with PA PKC regulations. The final statutory requirement related to geographic distribution will be met by providing funding to counties with the highest percentages of unmet need and avoiding cases of funding saturation by reviewing zip codes level unmet need in cases where more than one applicant has proposed slots at locations within similar zip codes.

Applications will be sorted by the county in which the proposed service locations are located. Funding recommendations will be made based on the following:

- County level unmet need (provided in Appendix A). This data point determines the number of eligible students within a county. Appendix B provides a breakdown of the number of slots to be awarded in each county based on the amount of funding available. Applicants should be aware of and use these numbers when making decisions about how many slots to apply for within a county.
- Application score. The highest scoring applications will be funded by county (based on county level unmet need). Applications may not be funded at their full request when there are multiple high scoring applicants within a county (see proposed locations and zip code level unmet need).
- Proposed locations and zip code level unmet need. The applicant's proposed location information will be reviewed at the zip-code level to assure proposed locations will not impact already available Head Start, or local pre-kindergarten enrollments. Local communities are the best determinate of need; therefore, applicants should be intentional about the locations where they are proposing to serve PA PKC children to assure there is not an over-saturation of pre-kindergarten services in one area while other areas are being left unserved. To avoid saturation in one area of a county, the proposed locations will be considered when awarding funding. The proposed locations will be reviewed as part of the awarding process and funding may be provided to lower scoring applicants in cases where such applicants are proposing to serve locations in underserved zip codes.

Negotiations with potential applicants are anticipated to begin after the application deadline. Applicants will be notified of selection or non-selection pending enactment of the FY 2023-24 budget that includes program funding. Once contracting is completed, selected grantees may begin programming.

Applications will be notified of award or non-award through the eGrants system and through letter emailed to the primary contact on the application. Successful awards are initially made "with conditions" and a successful agency may need to revise the submitted application based on the availability of funding. Applicants are asked in the application assurances to **commit to a timely revision** within the eGrants system when awarded to assure contracts can be in place as soon as possible after awards are announced.

GRANT PERIOD AND REQUIRED REPORTING AND MONITORING

Grant Period

Contingent on the approval of PA PKC appropriation in the FY 2023-24 budget, and fully executed contracts, funding will be available for program expenses from July 1, 2023, through June 30, 2024.

Monitoring and Reporting

Successful applicants must submit reports through the PELICAN online data reporting system and through the FAI system (which requires login to MyPDESuite). PELICAN training is available through OCDEL, and staff are available to offer technical assistance as needed.

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

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

APPLICATION COMPONENTS, SCORING RUBRIC, AND CONSIDERATIONS FOR A COMPETITIVE APPLICATION

The overall application is worth 1195 points. Evaluation of the application will be based on the following criteria:

Application Section: General Information: Maximum points = 0

Failure to fully complete the General Information section completely and accurately will result in the disqualification of the proposal. *Please take special care in providing information that aligns with the legal name of the applying entity.*

The "Summary of Grant Request" information should be consistent with the information provided within the rest of the application.

Application Questions and Clarifications

Legal name of the applicant agency

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

Vendor Number (SAP #)

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

Master Provider Index (MPI)

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

Tax ID Number or Federal ID Number

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

Address of Applicant Agency

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

Applicant Provider Type

The following entities are eligible to apply:

a. Existing PA PKC grantees that continue to meet at least one of the eligibility categories below; and
b. New applicants that meet one of the five eligible applicant categories:
   - School districts (*please note that PA PKC statute specifically uses the term "school districts;" therefore, intermediate units, charter schools, and other LEAs, are not eligible to apply under the "school district" provider type*);
   - Head Start grantees;
   - PDE-licensed nursery schools;
   - Child care centers and group child care homes designated at Keystone STAR 3 or STAR 4. *The applying agency MUST have at least one location designated at the Keystone STAR 3 or STAR 4 level to apply under this provider type;* or
   - Third-party entities applying for PA PKC funding to administer the lead agency responsibilities for entities that are eligible to provide the classroom services under the categories listed above. *A third-party entity does not meet another eligible provider type, and therefore, cannot directly serve children with PA PKC programming.*

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

Applicant Type

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

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

Partnerships will receive priority points as part of this application. Points will be awarded within the "PA PKC Status, Partnerships, and Locations" section

If the applicant selects, "joint" as the application type, they will be asked to provide a listing of the partnering agency(ies). In addition to listing partners, joint applicants must include a signed and completed letter of commitment from each partnering agency. The *partner letter of commitment* must be uploaded within the "PA PKC Status, Partnerships, and Locations" section within the eGrants system to complete a joint application.

Summary of Grant Request

This section of the application presents a chart to be completed with the following information:

Number of full-day slots requested:
Include the total number of full day slots being requested. Full day refers to a minimum of five hours per day of instructional services or activities. Refer to *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance* p. 53 for the PA PKC definition of "instructional time."

Number of half-day slots requested:
Include the total number of half day slots being requested. Half day refers to a minimum of 2.5 hours per day of instructional services or activities. Refer to *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance* p. 53 for the PA PKC definition of "instructional time."

Up to 5 points will be deducted in the "PA PKC Status, Partnerships, and Locations" section of the application if the slots requested do not match the slots information provided within the location charts.

Grant amount requested:
This amount will be calculated within the chart based upon the number of full day and half day slots entered within the chart. This should reflect the amount of funding requested to implement the proposed model. The amount calculated in this section of the application must match the amount in the budget detail and the budget summary of this application.

Applicants should complete this FY 2023-24 PA PKC application based on projected funding of $11,000 per child for full-day students, and $5,500 per child for half-day students.

Up to 10 points will be deducted from the budget section of the application if the grant amount requested does not match budget totals.

Up to 10 points will be deducted from the budget section of the application if the grant amount requested and/or the budget totals are not divisible by the cost per child.

Acceptance of lesser cost per child:
Applicants are asked to complete a question regarding acceptance of a lesser cost per child if the Governor's proposed expansion to increase the cost per child is not approved. If an applicant selects "no" and the increase is not approved, the application will not be considered for funding (at a lesser cost per child).

Application Section: Contact Information: Maximum points = 0
Failure to fully complete the Contact Information section will result in the disqualification of the proposal.

Application Questions and Clarifications
Applicant (lead agency) contact information: contact information is requested for **an overall contact person for the application**; **an authorized budget contact** for issues and questions about the budget; and **the authorized person to sign contracts**.

Complete all requested information for each contact type. If individuals' function in more than one role, repeat information when necessary.

Click on the "add" button at the end of each row to add additional lines. Please take special care in "saving" information in charts by scrolling to the bottom of the page and clicking on the blue "save" button. **Important Note:** eGrants will not automatically save this information after it is entered. The user must click on the blue "save" button or this information will be lost.

The person listed as the authorized individual to sign contract documents must be authorized with formal approval using the Resolution-E-Signature-11.29.21.pdf (pcdn.co).

Application Section: PA PKC Status, Partnerships, and Locations: Maximum points = 275
This section asks about current and/or historical PA PKC grantee status. In addition, applicants are asked to provide a rationale for applying as either a single applicant or as a joint applicant. In addition, applicants will complete charts detailing partnership relationships, as well as detailing ALL locations where PA PKC services are being proposed. The proposed locations provided by the applicant in this section will define the applicant's PKC service area.

Application Questions and Clarifications
Question 1: PA PKC Grantee Status: Lead Agency/ yes or no response (0 points)/ PA PKC Grantee Status: Partner Agency/ yes or no response (0 points)/ PRI score for current grantees/ text response (50 points):

1a: Are you currently a PA PKC Lead Agency?

Select "yes" if the applying agency has a signed PA PKC contract with the commonwealth for FY 2022-2023.

Select "no" if the applying agency does not hold a signed PA PKC contract with the commonwealth for FY 2022-2023.

1b: Are you currently a PA PKC Partner Agency?

Select "yes" if the applying agency receives "pass through" funding to offer PA PKC services from a lead agency FY 2022-2023.

Select "no" if the applying agency does not receive "pass through" funding to offer PA PKC services from a lead agency for FY 2022-2023.

1c: What was/were the PA PKC agency FY 2022-2023 Program Review Instrument (PRI) score(s)?

For agencies with multiple PRIs due to being lead and partner(s), enter ALL current PRI scores. This response will be verified using PRI score entered in the PELICAN system. If not a FY 2022-2023 grantee, your response should be "Not a FY 2022-2023 PA PKC grantee."

Reviewers will use the responses from 1a, 1b, and 1c to determine the score for PA PKC grantee status.

Up to 50 points will be awarded to approved providers that received grant funds in the immediately preceding school year and are based on the extent to which the provider has met program standards and has demonstrated satisfactory implementation of the program, based upon Program Review Instrument (PRI) scores. OCDEL staff will verify affirmative responses and use the most recent PRI score(s) to determine the number of points awarded to FY 2022-2023 PA PKC grantees. For agencies with multiple PRI scores and in which the available scores fall into different scoring categories, the <u>LOWEST</u> scoring category will be used for scoring purposes.

- 50 points for current grantees with a "fully meets" score on their most recent PRI;
- 25 points for current grantees with a "partially meets" score on most recent PRI; or
- Zero points for new applicants and for current grantees with a "needs improvement" score on their most recent PRI.

Question 2: Consecutive Years/selection from provided listing (75 points):
Select each program year a PA PKC grant was held by the applicant and then indicate whether the grant was held as a lead, partner or both.
The applicant should select each year the applicant agency received PA PKC funding as a lead or partner agency. The applicant should then select for each selected year whether they were a lead, a partner, or both. Based on the applicant responses and verification in the PELICAN system, the highest number of **consecutive** years of providing PA PKC services will be calculated and priority points awarded accordingly. **Consecutive** means "unbroken years of service."
Example: If a lead agency received a PKC grant in FY 2012-2013; 2013-2014; 2014-2015; 2015-2016; 2017-2018. Did not receive a grant in FY 2018-2019. Received an expansion grant in FY 2020-2021. Maintained that grant in FY 2021-2022 and FY 2022-2023. The **consecutive** years entered should be five (5). For the 5 consecutive years from FY 2012 through FY 2017.

Applicants receive points based on maintenance of PA PKC funding.

- 75 points for current grantees who have maintained PA PKC funding for more than fifteen consecutive years.

- 50 points for current grantees who have maintained PA PKC funding for ten to fourteen consecutive years; and
- 25 points for current grantees who have maintained PA PKC funding for five to nine consecutive years.
- 10 points for current grantees who have maintained PA PKC funding for two to four consecutive years.

Question 3: Rationale for applying as a Single or Joint Applicant (Partnership)/text response (25 points)

Describe the rationale for applying as either a single applicant without partners or as a joint applicant with partners. The response should align to the selection made under "applicant type" in the General Information section of this application.

> **For single applicants: Describe the decision-making process which led to applying as a single applicant. When relevant and available, use data to explain this decision. Describe how the requirements of implementing the PA PKC program will be managed by the applying agency. Also describe how § 405.31. Coordination and Collaboration with Agencies Providing Services to Young Children (h): "Approved providers shall coordinate and collaborate with other Program sites in their county on activities such as professional development, family outreach and child enrollment strategies, to the extent practicable to the advantage of all of the Programs and creation of greater efficiencies", will be met.**

> **For joint applicants (with partners): Describe the decision-making process which led to applying as a joint applicant. When relevant and available, use data to explain this decision. Describe how communication occurred with partners for this application, how on-going communication with partners will occur, how partners were selected, and what services/supports the applying agency (lead agency) will provide to the partners with direct connections made to the pass-through funding being provided to the partner(s).**

Applicants should review 22 Pa. Code §405.32 (Partnerships) to understand how partnerships are defined under PA PKC regulation and guidance. Partnerships are specifically defined for PA PKC as a provider receiving a pass-thru grant from the grantee and being responsible for providing the PA PKC program slots at their service location(s) under this grant.

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

Partnerships can also be beneficial to smaller providers who may need the support of a larger agency for services such as, but not limited to management of eligibility and enrollment; data management; fiscal management; fulfillment of teacher certification requirements, application support; shared services (e.g., substitutes, transportation). Partnerships can also be beneficial for purposes of curricular, assessment and transition practice alignment.

Partnerships also can benefit families seeking PA PKC services if centralized eligibility and enrollment is done at the lead agency level for all partners. In this model families would only need to engage with one agency for eligibility and enrollment decisions rather than EACH PA PKC provider.

Reviewers will first verify that the response aligns with the selected applicant type (single or joint) selected within the General Information section of this application. 5 points will be deducted if the response does not align with the selected applicant type.

Responses of single applicants (applying without partners):

25 points for detailed responses that directly address the decision-making process for applying as a single applicant. Responses at this scoring level must include data that is relevant to the decision, and describe, in detail, how the agency will fully manage the implementation of the PA PKC program (including, but not limited to addressing, managing child eligibility and enrollments, implementing lead teacher induction plans and evaluations, management of PELICAN data reporting, and management of fiscal reporting). Responses at this level must also include details on how § 405.31. Coordination and Collaboration with Agencies Providing Services to Young Children (h): "Approved providers shall coordinate and collaborate with other Program sites in their county on activities such as professional development, family outreach and child enrollment strategies, to the extent practicable to the advantage of all of the Programs and creation of greater efficiencies", will be met.

20 points for detailed responses that directly address the decision-making process for applying as a single applicant. Responses at this scoring level must include data that is relevant to the decision, and describe, in detail, how the agency will fully manage the implementation of the PA PKC program (including, but not limited to addressing, managing child eligibility and enrollments, implementing lead teacher induction plans and evaluations, management of PELICAN data reporting, and management of fiscal reporting).

15 points for responses that directly and/or indirectly address the decision-making process for applying as a single applicant. Responses at this scoring level may include some data that is relevant to the decision, and somewhat describe how the agency will manage the implementation of the PA PKC program (including, but not limited to addressing, managing child eligibility and enrollments, implementing lead teacher induction plans and evaluations, management of PELICAN data reporting, and management of fiscal reporting).

5 points for responses that have limited information to address the decision-making process for applying as a single applicant. Responses at this scoring level may lack data that is relevant to the decision and have limited information to describe how the agency will manage the implementation of the PA PKC program (including, but not limited to addressing, managing child eligibility and enrollments, implementing lead teacher induction plans and evaluations, management of PELICAN data reporting, and management of fiscal reporting).

Responses of joint applicants (applying with partners):

25 points for detailed responses that directly address the decision-making process for applying as a joint applicant. Responses at this scoring level must include data that is relevant to the decision, and describe, in detail, how communication occurred with partners for this application, how on-going communication with partners will occur, how partners were selected, and what services/supports the applying agency (lead agency) will provide to the partners with direct connections made to the pass-through funding being provided to the partner(s).

15 points for responses that directly and/or indirectly address the decision-making process for applying as a joint applicant. Responses at this scoring level may include some data that is relevant to the decision, and somewhat describe how communication occurred with partners for this application, how on-going communication with partners will occur, how partners were

selected, and what services/supports the applying agency (lead agency) will provide to the partners with direct connections made to the pass-through funding being provided to the partner(s).

5 points for responses that have limited information to address the decision-making process for applying as a joint applicant. Responses at this scoring level may lack data that is relevant to the decision and have limited information to describe how communication occurred with partners for this application, how on-going communication with partners will occur, how partners were selected, and what services/supports the applying agency (lead agency) will provide to the partners with direct connections made to the pass-through funding being provided to the partner(s).

Question 4 (50 points): Partnerships: Joint application ONLY must complete charts listing their partners and all requested information including uploading a Letter of Commitment from EACH proposed partner agency

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

Joint applicants must complete partnerships charts in eGrants.

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

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

For each chart, please provide the Partner MPI number (9 digits) as the identifier. All partners will need an MPI number as part of the application process. MPI numbers are used by the Pennsylvania Department of Human Services to identify providers and service locations that participate in any of its programs. As such, they are used in PELICAN as a common identifier for all OCDEL programs, including child care certification, Early Intervention, PA PKC, Head Start Supplemental Assistance Program, and Keystone STARS. Providers currently participating in any of these programs should have an MPI number. Applicants that are not currently participating in any of these programs should contact the Early Learning Network (ELN) Help Desk at (877) 491-3818, option 2 and provide their Federal Tax ID to determine if the partnering agency(ies) already have an MPI number assigned. MPI numbers will not be provided without a Federal Tax ID number. Agencies who the ELN Help Desk determines do not have an MPI assigned, will be directed to include zeros within the application when MPI is requested. If awarded, these agencies will be provided an MPI at time of contracting. In addition to the MPI number the following information for each partnering agency is also required:

- Federal Tax ID #
- Legal Name of the Partnering Agency

- School District where located
- Provider type
- Address
- Pass-thru grant amount
- Number of full-day PA PKC slots (i.e., the slots the partnering agency will serve)
- Number of half-day PA PKC slots (i.e., the slots the partnering agency will serve)

In addition to completing the partnership charts, a joint applicant must include a signed and completed partner letter of commitment **from each partnering agency.** The template is available at PKC How to Apply and must be uploaded within the eGrants system to complete a joint application. and must be uploaded within the eGrants system to complete a joint application.

Completing the Letter of Commitment:

- The required template for the Partner Letter of Commitment can be found at: partner letter of commitment.
- A complete, accurate, and signed Letter of Commitment must be submitted/uploaded for each proposed partner.
- "Name of Partnering Agency" = the legal name of the partner agency. This should match information provided in the partnership charts within the "PKC Status, Partnerships, and Locations" section of the application.
- "Name of Applying Agency" = the legal name of the agency applying for the PA PKC grant. This should match information provided in the general information section of the application.
- By signing the Letter of Commitment, the applying agency is acknowledging that they have reviewed the PA PKC requirements with the partnering agency, and they commit to support the partnering agency in meeting the program requirements.
- By signing the Letter of Commitment, the partnering agency is acknowledging that they have reviewed the PA PKC requirements and they commit to meeting the program requirements.
- It is important for reviewers to understand if the partnering agency is applying under multiple applications. The partnering agency should complete the following based on this guidance:

Our agency is seeking to partner with this lead agency only--- check this when the partnering agency WILL NOT be applying as their own lead agency or submitting any other Letters of Commitment with any other applying agencies.

Our agency also will be applying as its own lead agency---check this when the partnering agency WILL ALSO be applying on their own as a lead agency. This is allowable.

Our agency has submitted an additional Letter of Intent with the following applying agencies---check this when the partnering agency WILL be submitting other Letters of Commitment with other applying agencies. The letter also asks for those agencies to be listed.

- It is important for reviewers to understand what the capacity to serve PA PKC slots is at each partnering agency. The partnering agency should complete the following based on this guidance:

Our capacity to serve PKC slots is:

# of full-day slots
# of half-day slots

"Capacity" refers to the total number of PA PKC eligible children that could be served at the proposed locations of the partnering agency. This is especially important information if the partnering agency is also applying as a lead agency or as a partnering agency in other applications. The "true capacity" of the partner agency will be considered for funding recommendations when the partner agency is also applying as a lead agency or as a partnering agency in other applications.

- The letter of commitment should be signed by the Chief Executive Officer and/or Owner of the Partner Agency.

Applicants receive up to 50 points based on the number of partners proposed. To receive full points for the number of proposed partners, an accurate, and completed, uploaded "Partner Letter of Commitment" is required for the proposed partner to be counted.

- 50 points for more than 20 proposed partners.
- 30 points for 10-19 proposed partners.
- 15 points for 5-9 proposed partners.
- 10 points for 1-4 proposed partners.

Question 5: Locations / chart (75 points)

All applicants are asked to complete location charts in E-Grants to identify the locations where PKC slots will be served. The applicants **service area** for the PA PKC program will be defined by the proposed locations provided within the location charts.

The applicant's proposed location information will be reviewed at the zip-code level to assure proposed locations will not impact already available Head Start, PA PKC, or local pre-kindergarten enrollments. Local communities are the best determinate of need; therefore, applicants should be intentional about the locations where they are proposing to serve PA PKC children to assure there is not an over saturation of pre-kindergarten services in one area while other areas are being left unserved. Applicants should not propose locations which would saturate pre-kindergarten services in one area while neglecting areas in which little or no pre-kindergarten services exist. Overall, proposed locations and the rationale for service need should demonstrate commitment to collaborate, rather than compete, with other pre-kindergarten providers within their service area.

The information entered in the location chart also will be used to determine an overall risk score using the criteria detailed below.

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

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

For each chart, please provide the Location MPI number (13 digits) as the identifier. All locations will need an MPI number as part of the application process. Each Location Base MPI number (9 digits) must match either the Lead Agency MPI number or a Partner MPI number. MPI numbers are used across the Pennsylvania Department of Human Services to identify providers and service locations that participate in any of their programs. As such, they are used in PELICAN as a common identifier for all OCDEL programs, including child care certification, Early Intervention, PA PKC, Head Start Supplemental, and Keystone STARS. Applicants that are not currently participating in any of these programs should contact the Early Learning Network (ELN) Help Desk at (877) 491-3818, option 2 and provide their Federal Tax ID to determine if the locations already have an MPI number assigned. MPI numbers will not be provided without a Federal Tax ID number. Locations who the ELN Help Desk determines do not have an MPI assigned, will be directed to include zeros within the application when MPI is requested. If awarded, these locations will be provided an MPI at time of contracting. In addition to the MPI number the following information for each location is also required:

- Federal Tax ID #
- Legal Name of the Location
- Provider type: *For current locations, please enter the location's current status. For new locations, please enter the location's anticipated status as of December 1, 2023. For fiscal year 2023-2024, ALL child care centers and group homes must be a STAR 3 level or higher and maintain this STAR designation throughout the life of their PA PKC program.*
- STAR Level (if applicable)
- School District where located-*do not use acronyms/ spell out the full name of the school district*
- School Districts served
- Number of full day PA PKC slots requested
- Number of half day PA PKC slots requested: *The total locations for full-day and half-day slots must match the grantee's total requested full day and half day slots in the General Information section of the application.* Up to 5 points will be deducted in this section of the application if the slots requested in the general information section do not match the slots information provided within the location charts.
- Address

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

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

- A maximum of 75 points for districts with the highest percentages (70% or more) of economically disadvantaged students;

- 50 points awarded for districts with high percentages (60%-69.9%) of economically disadvantaged students;
- 30 points for districts with moderately high percentages (40%-59.9%) of economically disadvantaged students;
- 20 points for districts with moderate percentages (20%-39.9%) of economically disadvantaged students; and
- 15 points for districts with moderately-low percentages (10%-19.9%) of economically disadvantaged students.
- 5 points for districts with low percentages (0%-9.9%) of economically disadvantaged students.

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

Application Section: Rationale for Services: Maximum Points: 140

This section asks applicants to provide a historical context of the applying agency in providing high quality pre-kindergarten services. It also asks about the process for conducting a community needs assessment and how the results of such assessment informed the application. In addition, applicants are asked to provide information on how they will prioritize enrollments into the PA PKC program if awarded funding.

Application Questions and Clarifications

Each question must be answered completely with enough detail to understand exactly what is being proposed and responses should be in compliance with *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance* to receive the maximum number of points. A detailed scoring rubric is provided to assist applicants in crafting their responses.

Question 1: Pre-Kindergarten Program History/ text response (30 points)

This question is designed to allow all applying agencies to highlight a history of offering prekindergarten programming. PDE is interested in funding programs with a strong history of offering quality pre-kindergarten services. As such, applicants should respond with details about currently operating pre-kindergarten programs that show commitment to quality. It is important for applicants to provide relevant information about the extent to which currently operating pre-kindergarten programs align with the PA PKC requirements or other "high quality" state or national models. Reviewers will determine the "goodness-of-fit" between existing pre-kindergarten programs and the PA PKC requirements in scoring this question.

Discuss the program history of serving pre-kindergarten children with "high-quality" programming for the applying agency and any proposed partner agencies.

The response should address the following:

- ***Discuss any programming provided by the applying agency or its partner agencies for preschool/pre-kindergarten age children (ages 3-5).***

  - ***Provide information on when these programs operated, including if they are currently operating.***

- ***Describe how the programs mentioned align with the requirements of the PA PKC program***

  - ***Examples of alignment might include teacher qualifications, use of approved curriculum, use of approved assessments, family engagement,***

> ***inclusion, teacher-child ratio, focus on continuous quality improvement, etc.***

> ***AND/OR***

- ***Describe how the programs mentioned align with other state or national models for pre-kindergarten services***

  - ○ ***For this response do not assume the reviewer understands other state or national models. Provide enough description of the model so the reviewer can understand how the model fits a definition of "high quality."***

30 points awarded for responses with a strong history of offering pre-kindergarten programming **other than** PKC that strongly align with PKC regulations and/or other state and/or national models (**direct references included**). Programs should be **currently operating**.

25 points awarded for responses with a strong history of offering pre-kindergarten programming which might include PKC that align with PKC regulations and/or other state and/or national models (the details may be implied). For these points the response needs to talk about offering PKC programming and **other programming**. Programs should be **currently operating or recent (within last 3 years)**.

15 points for responses that share some information about offering other prekindergarten programming, but it may be unclear how well these programs align with PKC regulations and/or other state and/or national models, **or** the response only talks about offering PKC programming, **or** the response meets the 25-point criteria but are not recent.

5 points for responses that have limited information about offering other prekindergarten programming and limited detail about alignment to PKC regulations and/or other state and/or national models, **or** only talks about offering PKC programming but gives limited details, or the response meets the 15-point criteria but are not recent.

Question 2: Community Needs Assessment/ multiple text responses (30 points)

Applicants must complete a Community Needs Assessment prior to the application process (22 Pa. Code § 405.14). The Community Needs Assessment should include a scan of high-quality early learning programs operating in the community, as well as consideration for the needs of families in the targeted service area. The purpose is to ensure services to families are not disrupted and provide information to lead to potential partnerships and collaborations. If other pre-kindergarten services are available in the proposed service area, the applicant should provide a strong rationale for the requested PA PKC services, and describe how the proposed PA PKC services will compliment, and not compete with, the already available pre-kindergarten services. Applicants are also encouraged to include data-driven information about additional risk factors beyond age and income in the rationale for the need for pre-kindergarten services.

2a: Eligible Students/text response

How many eligible students are in your service area (defined by your proposed locations)? How was the number of eligible students in your service area (defined by your proposed locations) determined?

2b: Identifying and involving other agencies providing (or proposing to provide) prekindergarten services to the eligible student population in the process/text response

Are there other agencies providing (or proposing to provide) prekindergarten services to the eligible population? How do you know? Of these agencies, describe which ones were involved in the community needs assessment process? How were these other agencies involved in the process?

2c: Strengths and Needs/text response

Describe the outcomes/results of the community needs assessment. Describe any identified strengths. Describe any identified needs, for example:

> *Did the community needs assessment identify several eligible PA PKC providers in the service area which could come together in a partnership agreement?*

> *Did the community needs assessment unveil information regarding the need to serve any specific populations of students (e.g. children of working families, English Language Learners, students experiencing homelessness)?*

Reviewers will use the responses from 2a, 2b, and 2c to determine the extent to which the applicant conducted a community needs assessment.

30 points awarded for responses with strong evidence that a community needs assessment was conducted that is specific for understanding the prekindergarten needs of the proposed service area. Responses that include detailed information on **all** the following will be scored at this level:

- Eligible students
- Other agencies in the service area providing (or proposing to provide) prekindergarten services to the eligible population
- How other agencies were included in the planning process for this application
- Data driven information on service area strengths
- Data driven information on service area needs

20 points awarded for responses with evidence that a community needs assessment was conducted that is specific for understanding the prekindergarten needs of the proposed service area. Responses that include some information on **all** the following will be scored at this level:

- Eligible students
- Other agencies in the service area providing (or proposing to provide) prekindergarten services to the eligible population
- How other agencies were included in the planning process for this application
- Service area strengths
- Service area needs

10 points for responses with some evidence that a community needs assessment was conducted that is specific for understanding the prekindergarten needs of the proposed service area. Responses that include information on **some** the following will be scored at this level:

- Eligible students
- Other agencies in the service area providing (or proposing to provide) prekindergarten services to the eligible population
- How other agencies were included in the planning process for this application

- Service area strengths
- Service area needs

5 points for responses with limited evidence that a community needs assessment was conducted that is specific for understanding the prekindergarten needs of the proposed service area. The response may include **some** information on the following, but only **some** of the information is relevant and recent. Overall, the response doesn't provide enough data for the reviewer to be confident that the applying agency conducted a community needs assessment:

- Eligible students
- Other agencies in the service area providing (or proposing to provide) prekindergarten services to the eligible population
- How other agencies were included in the planning process for this application
- Service area strengths
- Service area needs

Question 3: Rationale for the defined service area response/text response (30 points)
Based on the results of your community needs assessment, make the connections between the information provided in Questions 2 (a-c) and the need to operate PA PKC programs in the identified service area (locations proposed in the applicant's location charts).

30 points for responses with a **strong** rationale for why PKC services are needed in the proposed area. The response details draw directly from information provided in Questions 2 (a-c), and the proposed service area (locations proposed in the applicant's location charts). There is **much detail and explicit connections** made between the proposed service area (proposed locations) and the data (evidence) presented in the rationale.

20 points for responses that include a rationale for why PKC services are needed in the proposed area. The response details draw directly from information provided in Questions 2 (a-c), and the proposed service area (locations proposed in the applicant's location charts). There are details and connections made between the proposed service area (proposed locations) and the data (evidence) presented in the rationale, but the information provided may show that other prekindergarten services already exist in the proposed service area, and/or that some of the proposed locations may not address an immediate service need.

10 points for responses that include **some** rationale for why PKC services are needed in the proposed area. The response details draw **somewhat** from information provided in Questions 2 (a-c), and the proposed service area (locations proposed in the applicant's location charts). There are **some** details and **some** connections made between the proposed service area (proposed locations) and the data (evidence) presented in the rationale.

5 points for responses with a **limited** rationale for why PKC services are needed in the proposed area. The details included are **limited** and do not draw from information provided in Questions 2 (a-c), and/or the proposed service area (locations proposed in the applicant's location charts). There are **limited** details and **limited** connections made between the proposed service area (proposed locations) and the data (evidence) presented in the rationale.

Question 4: Rationale for funding the applicant/text response (20 points)
Describe the reasons/rationale why the applying agency is the "best fit" for providing PA PKC services in the defined service area. If there are other agencies in the same service

area providing prekindergarten services or if other agencies are applying in the same service area (refer to response in Question 2b), be sure to address this in the response.

20 points for responses that include a **strong** rationale for why the applying agency is the "best fit" for providing PA PKC services in the defined service area.

10 points for responses that include **some** rationale for why the applying agency is the "best fit" for providing PA PKC services in the defined service area.

5 points for responses with a **limited** rationale for why the applying agency is the "best fit" for providing PA PKC services in the defined service area.

Question 5: Rationale for how enrollment will be prioritized (30 points)
Describe the plan for enrolling students into the PA PKC program. The plan for enrollment must be transparent and un-biased, and must include explicit details on the following:

- *How will children be prioritized for enrollment. Describe the additional risk factors (beyond income and age) that will impact selection and enrollment decisions. Detail the proposed prioritization strategy, including explicit reference to how enrollment decisions will be made based on those risk factors. The prioritized risk factors should be related to the outcomes/results found in the community needs assessment.*

- *How will enrollments be coordinated with other agencies offering PK services? The response must explicitly address coordination with Head Start, including the strategy for promoting Head Start enrollment for children meeting 100 percent of Federal Poverty Level (FPL). If other pre-kindergarten opportunities exist within the proposed service area (see response in question 2b), include information on how enrollments will be prioritized to ensure each child is placed in the most appropriate placement based on their needs and risk factors.*

Applicants should review 22 Pa. Code §405.21 (Targeting Children to be Served), §405.24 (Enrollment), and Supplemental Resource #004: Enrollment Prioritization Plan Guidance within *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance* in developing the response to this question.

PA PKC programs must demonstrate need, and recruit and select those children and families with the greatest need.

As part of that process, programs must develop prioritization strategies and verification and documentation processes and assure they will maintain full enrollment for the duration of their school year. Age and income are the two primary eligibility requirements that all children must meet to be considered for enrollment in PA PKC.

Additional priorities for enrollment must be developed at the local level that reflect collaborative efforts with local and regional pre-kindergarten efforts.

Applicants should provide a detailed strategy for how enrollment will be determined based on the pre-kindergarten landscape, risk factors, and family needs and preferences. A rationale for the detailed strategy should also be provided.

The response to this question should include a detailed prioritization strategy with explicit references to the additional risk factors (beyond age and income) that will impact enrollment decisions. In addition, the strategy should discuss enrollment in the context of other available PK services in the area.

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

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

30 points for responses that include a detailed prioritization strategy with explicit references to additional risk factors (beyond age and income) that will impact enrollment decisions. This scoring range should include information on prioritizing the 100%-300% FPL range, and specific risk factors related to information provided in the questions about needs identified in the community needs assessment. The reviewer should understand from the response exactly how children will be prioritized for enrollment. The response should also include explicit information regarding enrollment in the context of other available PK services in the area.

20 points for responses that include a somewhat detailed prioritization strategy which aligns to additional risk factors (beyond age and income) that will impact enrollment decisions. This scoring range should include information on prioritizing the 100%-300% FPL range, and specific risk factors related to information provided in the questions about needs identified in the community needs assessment. The reviewer should understand from the response how children will be prioritized for enrollment, but the reviewer may need to imply some details. The response should also include some information regarding enrollment in the context of other available PK services in the area.

10 points for responses that include some detail regarding additional risk factors (beyond age and income) that will impact enrollment decisions. There should be some mention of specific risk factors but there may be some need to interpret how these factors will be prioritized for enrollment. The response also includes some information regarding enrollment in the context of other available PK services in the area.

5 points for responses that include less detail on risk factors or prioritization strategy, but the reviewer can interpret some level of information from the response on how enrollment will be handled based on risk factors (not first come first serve).

0 points for responses that miss the intent of the question, have little to no detail on additional risk factors, or who response is a first come, first serve strategy.

Application Section: Program Description and Staffing: Maximum Points: 150

Effective, high-quality classroom instruction and program instructional philosophies are hallmarks of the PA PKC program. Program policies and recruitment and retention of highly effective staff assure a high-quality PA PKC program, securing the best short-term and long-term outcomes for enrolled students. The questions within this section ask applicants to

describe how the program will implement various aspects of the PA PKC program and to describe the program's approach to staff recruitment and retention.

Application Questions and Clarifications
Question 1: PA PKC program implementation/multiple response (75 points).

1a: Number of classrooms with PA PKC funded students/ numerical response
Count only classrooms that will serve any PA PKC-funded students.

1b: Classroom configurations/text response
Detail the number of students per classroom AND how the classrooms will be configured i.e., all PKC funded students or classrooms with students from different funding streams (e.g., Head Start, PA PKC, private pay, child care subsidy, school-funded PK, locally-funded PK): AKA Blended Classrooms: if Blended describe the anticipated configuration of each classroom.

Applicants should review § 405.43. Class Size and Student/Staffing Ratio within *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance*.

Applicants should review § 405.22. Maximizing Resources within *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance*.

1c: Teacher: Student ratio/ numerical response
Add the number of students (consider all students per classroom regardless of funding) that will be supervised by ONE teacher.

Applicants should review § 405.43. Class Size and Student/Staffing Ratio within *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance*.

1d: Hours of Operations for the PA PKC funded programs/classrooms/text response
Describe the hours of operation of the PA PKC portion of the day. If offering both full day and half day options, both should be described.

The hours per day for PA PKC must be a minimum of 5 hours per day for full day slots or 2.5 hours per day for half day slots, but 6 hours and 3 hours is recommended.

Applicants should review § 405.42. Program Day and Developmentally Appropriate Instructional Practices and Activities within *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance*.

1e: School Year calendar/text response
Describe the PA PKC school year calendar.

The school year calendar for PA PKC must allow for at least 180 instructional days in a typical school year. School year calendars with 160 instructional days are allowable for start-up locations/classrooms. It is encouraged that more than 180 days are scheduled to plan for unexpected closures, etc.

Applicants should review § 405.41. School Term within *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance.*

1f: Curricular philosophy/text response
Describe the curricular philosophy as it relates to the PA PKC program being proposed.

This response should include information about the curriculum(a) that will be used in classrooms where PA PKC funded students will be served, as well as the general philosophy regarding how the instruction for PA PKC students will occur. Review § 405.45. Curriculum before responding.

1g: Behavior philosophy/text response
Describe the behavior philosophy as it relates to the PA PKC program being proposed. Include information about the programs approach to reducing or eliminating suspensions and expulsions.

This response might include information about any specific behavior programs that will be implemented. Review the OCDEL Inclusion Policy Statement and Suspension and Expulsion Policy Statement before responding.

1h: Special programming/ text response
Describe any special programs and/or services that will be offered to PA PKC funded students/families, that are above and beyond what is required to implement PA PKC.

This question allows applicants to showcase any programs or supports that will benefit PA PKC enrolled students and/or families. If the applicant does not offer any special programming or supports, the response should be "No additional services or supports will be offered." Applicants will not lose application points for not offering special programming, but applicants who do offer special programming will receive additional points (as detailed below).

Reviewers will use the responses from 1a through 1h to determine a score for program implementation.

Reviewers will first look for examples where details of responses **exceed** the requirements for PA PKC. Programs can earn up to 15 additional points (to the scores below) for proposing program innovations and exceeding PA PKC requirements in **more than one** of the following (*examples* of exceeding requirements are noted in **bold**):
- Classroom configurations are discussed in detail so that reviewers can understand the student make-up of the classrooms. **Blended classrooms are discussed.**
- Teacher: student ratio is not more than 1:10. **Teacher: ratio is less than 1:10.**
- Hours of operation for Full Day is at least 5 hours of instructional time; Hours of operation for Half Day is at least 2.5 hours of instructional time; only the PA PKC portion of the day is discussed. **Hours of operation fall outside typical school day hours (non-traditional hours of operation)**
- School year details at least 180 instructional days or 160 days for startup locations/classrooms. **An extended school year is discussed (more than 9 months of operation with summer hours included).**
- **Special program offerings for PA PKC students are discussed.**

60 points for responses that include information that aligns with the requirements of the PA PKC program for **all** the following:

- Number of classrooms aligns with requested slots and number of proposed lead teachers; only classrooms with PKC funded students are discussed
- Classroom configurations are discussed in detail so that reviewers can understand the student make-up of the classrooms.
- Teacher: student ratio is not more than 1:10
- Hours of operation for Full Day are at least 5 hours of instructional time; Hours of operation for Half Day are at least 2.5 hours of instructional time; only the PA PKC portion of the day is discussed
- School year details at least 180 instructional days or 160 days for startup locations/classrooms
- Curriculum is comprehensive (i.e., covers all learning domains) and is aligned with the Learning Standards for Early Childhood. The curricular philosophy is discussed so the reviewers can understand how the program believes teaching/instruction should occur for optimum outcomes.
- The program philosophy for handling classroom behaviors is developmentally appropriate for prekindergarten students and aligns with OCDEL's policy on preventing and eliminating suspensions and expulsions.

40 points for responses that include information that aligns with the requirements of the PA PKC program for **at least five** of the following:
- Number of classrooms aligns with requested slots and number of proposed lead teachers; only classrooms with PKC funded students are discussed
- Classroom configurations are discussed in detail so that reviewers can understand the student make-up of the classrooms.
- Teacher: student ratio is not more than 1:10
- Hours of operation for Full Day are at least 5 hours of instructional time; Hours of operation for Half Day are at least 2.5 hours of instructional time; only the PA PKC portion of the day is discussed
- School year details at least 180 instructional days or 160 days for startup locations/classrooms
- Curriculum is comprehensive (i.e., covers all learning domains) and is aligned with the Learning Standards for Early Childhood. The curricular philosophy is discussed so the reviewers can understand how the program believes teaching/instruction should occur for optimum outcomes.
- The program philosophy for handling classroom behaviors is developmentally appropriate for prekindergarten students and aligns with OCDEL's policy on preventing and eliminating suspensions and expulsions.

25 points for responses that include information that aligns with the requirements of the PA PKC program for **at least four** of the following:
- Number of classrooms aligns with requested slots and number of proposed lead teachers; only classrooms with PKC funded students are discussed
- Classroom configurations are discussed in detail so that reviewers can understand the student make-up of the classrooms.
- Teacher: student ratio is not more than 1:10
- Hours of operation for Full Day are at least 5 hours of instructional time; Hours of operation for Half Day are at least 2.5 hours of instructional time; only the PA PKC portion of the day is discussed
- School year details at least 180 instructional days or 160 days for startup locations/classrooms

- Curriculum is comprehensive (i.e., covers all learning domains) and is aligned with the Learning Standards for Early Childhood. The curricular philosophy is discussed so the reviewers can understand how the program believes teaching/instruction should occur for optimum outcomes.
- The program philosophy for handling classroom behaviors is developmentally appropriate for prekindergarten students and aligns with OCDEL's policy on preventing and eliminating suspensions and expulsions.

15 points for responses that include information that aligns with the requirements of the PA PKC program for **at least three** of the following:
- Number of classrooms aligns with requested slots and number of proposed lead teachers; only classrooms with PKC funded students are discussed
- Classroom configurations are discussed in detail so that reviewers can understand the student make-up of the classrooms.
- Teacher: student ratio is not more than 1:10
- Hours of operation for Full Day are at least 5 hours of instructional time; Hours of operation for Half Day are at least 2.5 hours of instructional time; only the PA PKC portion of the day is discussed
- School year details at least 180 instructional days or 160 days for startup locations/classrooms
- Curriculum is comprehensive (i.e., covers all learning domains) and is aligned with the Learning Standards for Early Childhood. The curricular philosophy is discussed so the reviewers can understand how the program believes teaching/instruction should occur for optimum outcomes.
- The program philosophy for handling classroom behaviors is developmentally appropriate for prekindergarten students and aligns with OCDEL's policy on preventing and eliminating suspensions and expulsions.

Five points for responses that include information that aligns with the requirements of the PA PKC program for **at least two** of the following:
- Number of classrooms aligns with requested slots and number of proposed lead teachers; only classrooms with PKC funded students are discussed
- Classroom configurations are discussed in detail so that reviewers can understand the student make-up of the classrooms.
- Teacher: student ratio is not more than 1:10
- Hours of operation for Full Day are at least 5 hours of instructional time; Hours of operation for Half Day are at least 2.5 hours of instructional time; only the PA PKC portion of the day is discussed
- School year details at least 180 instructional days or 160 days for startup locations/classrooms
- Curriculum is comprehensive (i.e., covers all learning domains) and is aligned with the Learning Standards for Early Childhood. The curricular philosophy is discussed so the reviewers can understand how the program believes teaching/instruction should occur for optimum outcomes.
- The program philosophy for handling classroom behaviors is developmentally appropriate for prekindergarten students and aligns with OCDEL's policy on preventing and eliminating suspensions and expulsions.

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

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

2a: Staffing salaries and benefits/text response

What will be the PA PKC lead teacher salary ranges and how were the ranges determined? What will be the PA PKC aide salary ranges and how were the ranges determined? Discuss the benefits available to lead teachers and aides.

The recommended starting lead teacher wage is $45,000/ PA PKC school year (180 days) or $33.33/ hour (180 days/7.5 hours per day) or use the comparable public school district starting teacher salary, in cases where the comparable public school district teacher salary is higher than this amount.

If a lead teacher or aide work beyond the PA PKC portion of the day, ONLY the salaries related to the PA PKC portion of the day should be included.

When discussing benefits, be sure to describe which benefits are available to all (lead teachers and aides) and which are offered based on pre-set criteria. Be sure to describe the established criteria in these instances.

2b: Staff Recruitment/text response

Describe how staff meeting the required qualifications above will be recruited. If you already have staff who qualify please describe their current credentials in detail AND include details on planning for recruitment.

2c: Staff Retention/text response

Describe the program's approach to staff retention. Be sure to include the program's approach to on-going training and professional development.

Staffing recruitment and retention are critical to ensuring the quality of PA PKC programming. While recruitment allows for the acquisition of distinctive teachers, retention helps maintain classroom and program consistency.

Applicants should review the following in developing a response to 2b and 2c.

22 Pa. Code §405.44 (Staffing and Professional Development), §405.64 (Teacher Induction Plans and Evaluations),Supplemental Resource #007 Staff Recruitment and Retention Plan, Supplemental Resource #008 Early Childhood Education and Teacher Certification: Frequently Asked Questions, Supplemental Resource #010: Teacher Certification Evaluation in Community-Based Programs, and Supplemental Resource #011: Teacher Induction for

Community-Based Providers within *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance* .

Reviewers will use the responses from 2a, 2b, and 2c to determine a score for meeting the staffing requirements for PA PKC.

75 points for responses that include details/examples on **all** the following:
- salary ranges for lead teachers **and** aides are included
- salary ranges for lead teachers are within the recommended range
- staff have access to multiple benefits
- some lead teachers and some aides have current credentials to meeting PA PKC qualifications
- multiple recruitment **and** retention strategies
- program's approach to on-going training and PD aligns with PA PKC regulations

60 points for responses that include details/examples on **all** the following:
- salary ranges for lead teachers **and** aides are included
- salary ranges for lead teachers are within the recommended range
- staff have access to some benefits
- some staff (lead and/or aides) have current credentials to meeting PA PKC qualifications
- some recruitment **and** retention strategies
- program's approach to on-going training and PD aligns with PA PKC regulations

50 points for responses that include details/examples on **at least six of the following** the following:
- salary ranges for lead teachers are included
- salary ranges for aides for aides are included
- salary ranges for lead teachers are within the recommended range
- staff have access to some benefits
- some staff (lead and/or aides) have current credentials to meeting PA PKC qualifications
- some recruitment strategies
- some retention strategies
- program's approach to on-going training and PD aligns with PA PKC regulations

40 points for responses that include details/examples (may be implied) on **at least five of the following** the following:
- salary ranges for lead teachers
- salary ranges for aides
- salary ranges for lead teachers are within the recommended range
- staff have access to some benefits
- some staff (lead and/or aides) have current credentials to meeting PA PKC qualifications
- some recruitment strategies
- some retention strategies
- program's approach to on-going training and PD aligns with PA PKC regulations

25 points for responses that include details/examples (may be implied) on **at least four of the following** the following:
- salary ranges for lead teachers

- salary ranges for aides
- salary ranges for lead teachers are within the recommended range
- staff have access to some benefits
- some staff (lead and/or aides) have current credentials to meeting PA PKC qualifications
- some recruitment strategies
- some retention strategies
- program's approach to on-going training and PD aligns with PA PKC regulations

15 points for responses that include details/examples (may be implied) on **at least three of the following** the following:
- salary ranges for lead teachers
- salary ranges for aides
- salary ranges for lead teachers are within the recommended range
- staff have access to some benefits
- some staff (lead and/or aides) have current credentials to meeting PA PKC qualifications
- some recruitment strategies
- some retention strategies
- program's approach to on-going training and PD aligns with PA PKC regulations

Five points for responses that include details/examples (may be implied) on **at least two of the following** the following:
- salary ranges for lead teachers
- salary ranges for aides
- salary ranges for lead teachers are within the recommended range
- staff have access to some benefits
- some staff (lead and/or aides) have current credentials to meeting PA PKC qualifications
- some recruitment strategies
- some retention strategies
- program's approach to on-going training and PD aligns with PA PKC regulations

Application Section: Collaborations: Maximum Points: 130

This section asks applicants to describe various collaborative relationships necessary to implement an effective PA PKC program. To maximize funding resources and assure a systematic approach to the early learning services provided within communities, PA PKC providers should involve a wide array of other community agencies offering similar or complimentary services. Applicants should review § 405.31. Coordination and Collaboration with Agencies Providing Services to Young Children in *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance* when responding. **Letters of support and/or formal agreements specific to PA PKC collaborations may be uploaded within this section to enhance the quality of any of the questions within this section and will be considered as explicit evidence of collaboration if they are recent (dated after March 1, 2022) and contain details of collaboration and are signed by an official representative of the agency (title is required). Letters of support and/or formal agreements should relate directly to the agencies addressed within this section's questions, include collaborations that will directly impact the PA PKC program, and should be clearly labeled so the reviewers can understand which questions the letters of support and/or formal agreements address.**

Application Questions and Clarifications

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

Describe PA PKC program specific collaborations with Early Intervention (EI) (both infant/toddler and preschool) and with other behavioral and/or mental health agencies.

Applicants should review the following in developing a response to this question: §405.51 (Inclusive Environments) within *Pennsylvania Pre-K Counts Statute, Regulations, and Guidance*, and OCDEL policy statement on Inclusion.

The intent of this question is to ascertain the applicants understanding of inclusion and the policies the proposed program either currently has or will have regarding inclusive practices. It is also an opportunity for applicants to discuss how they collaborate with early intervention, and/or other mental health and behavioral health agencies **beyond what is required by law.** Applicants may write about their attempts to collaborate and still receive points for their response.

20 points for responses with **several** explicit details/examples about collaborations with EI (infant/toddler **and** PK) and other mental health/behavioral health agencies, **beyond what is required by law.** To receive this scoring level, responses must explicitly reference connections to the OCDEL inclusion policy and provide detailed information about on-going collaboration with EI and at least one other mental health or behavioral health agency (can be their own agency if these services are provided). There must also be explicit reference to how PKC children will benefit from these services.

15 points for responses with **some** explicit details about collaborations with EI (infant/toddler **and** PK) and other mental health/behavioral health agencies, **beyond what is required by law.** To receive this scoring level, responses must reference connections to the OCDEL inclusion policy and provide detailed information about on-going collaboration with EI and at least one other mental health or behavioral health agency (can be their own agency if these services are provided). There must also be explicit reference to how PKC children will benefit from these services.

10 points for responses with some details (can be implied) about collaborations with EI and other mental health/behavioral health agencies, **beyond what is required by law.** To receive this scoring level, responses must provide some detailed information about on-going collaboration with EI and at least one other mental health or behavioral health agency (can be their own agency if these services are provided).

Five points for responses that include limited detail about collaborations with EI and other mental health/behavioral health agencies. For example, response might only include details on what is required by law. Responses might mention the OCDEL inclusion policy, but details connecting these policies to the proposed program might be weak.

Question 2: Early Learning Resource Centers: subsidy and child care services/ text response (20 points)

Describe PA PKC program specific collaborations with the Early Learning Resource Center(s) that provide child care subsidy in the proposed service area, and collaborations with agencies that provide child care before and after the PA PKC portion of the day (i.e. child care centers or group homes, family child care providers, and/or privately licensed nurseries).

20 points for responses with **several** explicit details/examples about collaborations with the Early Learning Resource Center(s) that provide child care subsidy in the proposed service area, **and** collaborations with agencies that provide child care before and after the PA PKC portion of the day (i.e. child care centers or group homes, family child care providers, and/or privately licensed nurseries).

15 points for responses with **some** explicit details about collaborations with the Early Learning Resource Center(s) that provide child care subsidy in the proposed service area, **and** collaborations with agencies that provide child care before and after the PA PKC portion of the day (i.e. child care centers or group homes, family child care providers, and/or privately licensed nurseries).

10 points for responses with some details (can be implied) about collaborations with the Early Learning Resource Center(s) that provide child care subsidy in the proposed service area, **and/or** collaborations with agencies that provide child care before and after the PA PKC portion of the day (i.e. child care centers or group homes, family child care providers, and/or privately licensed nurseries).

Five points for responses that include limited detail about collaborations with the Early Learning Resource Center(s) that provide child care subsidy in the proposed service area, **and/or** collaborations with agencies that provide child care before and after the PA PKC portion of the day (i.e. child care centers or group homes, family child care providers, and/or privately licensed nurseries).

Question 3: Head Start/ text response (20 points)

Describe PA PKC program specific collaborations with Head Start. If the applying agency is a Head Start agency describe how the proposed PA PKC program will be integrated and/or enhanced.

20 points for responses with **several** explicit details/examples about collaborations with Head Start **or** if the applying agency is a Head Start agency the response has **several** explicit details/examples about how the proposed PA PKC program will be integrated and/or enhanced.

15 points for responses with **some** explicit details about collaborations with Head Start **or** if the applying agency is a Head Start agency the response has **some** explicit details/examples about how the proposed PA PKC program will be integrated and/or enhanced.

10 points for responses with some details (can be implied) about collaborations with Head Start **or** if the applying agency is a Head Start agency the response has some details (can be implied) about how the proposed PA PKC program will be integrated and/or enhanced.

Five points for responses that include limited detail about collaborations with Head Start **or** if the applying agency is a Head Start agency the response has limited detail about how the proposed PA PKC program will be integrated and/or enhanced.

Question 4: School District/ text response (20 points)

Describe PA PKC program specific collaborations with school districts. Include details on the following: establishing channels of communication with the school districts within the proposed service area including how child records will be shared, establishing transition practices, developing curricular alignment, consolidating activities (such as professional development), and sharing services. If the applying agency is a school district, describe how the proposed PA PKC program will be integrated and/or enhanced.

20 points for responses with details/examples on **all** the following:
- establishing channels of communication with the school districts within the proposed service area including how child records will be shared,
- establishing transition practices,
- developing curricular alignment,
- consolidating activities (such as professional development),
- and sharing services.

or if the applying agency is a school district the response has **several** explicit details/examples about how the proposed PA PKC program will be integrated and/or enhanced.

15 points for responses with details/examples on **at least three** of the following:
- establishing channels of communication with the school districts within the proposed service area including how child records will be shared,
- establishing transition practices,
- developing curricular alignment,
- consolidating activities (such as professional development),
- and sharing services.

or if the applying agency is a school district the response has **some** explicit details/examples details/examples about how the proposed PA PKC program will be integrated and/or enhanced.

10 points for responses with details/examples on **at least two** of the following:
- establishing channels of communication with the school districts within the proposed service area including how child records will be shared,
- establishing transition practices,
- developing curricular alignment,
- consolidating activities (such as professional development),
- and sharing services.

or if the applying agency is a school district the response has some details (can be implied) about how the proposed PA PKC program will be integrated and/or enhanced.

Five points for responses that include limited detail about collaborations with school districts **or** if the applying agency is a school district the response has limited detail about how the proposed PA PKC program will be integrated and/or enhanced.

Question 5: Community Agencies/ text response (20 points)
Describe PA PKC relevant collaborations with any other community agencies in the program county that have not already been included in the above questions.

In order to maximize funding resources and assure a systematic approach to the early learning services provided within communities, PA PKC providers shall coordinate and collaborate with other community agencies in their county on activities such as professional development, family outreach and child enrollment strategies, to the extent practicable to the advantage of all of the and creation of greater efficiencies. Some examples of other community agencies might include libraries, institutions of higher education, and/or health agencies.

20 points for responses with **several** explicit details/examples about collaborations with multiple community agencies.

Question 6: Family Engagement/ multiple text responses (30 points)

Describe the program's family engagement approach by explaining how the families of PA PKC enrolled students will be engaged in each of the following areas:

6a: Learning communities connect families to community resources that support families' interests, goals, and needs. Explain how the interests, goals and needs of the families of PA PKC enrolled students will be understood by the program and how families will be connected to community resources to meet their interests, goals and needs.

6b: Learning communities build partnerships with families that are strengths-based, authentic, reciprocal, and respectful. Explain how the PA PKC program, classrooms, and staff will build such partnerships with families.

6c: Learning communities partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors, and advocates as they support their child's learning and development. Explain how the PA PKC program, classrooms, and staff will assist families in supporting their child's learning and development.

6d: Learning communities provide intentional opportunities for families to connect and engage with each other. Explain how the PA PKC program will work to connect families of enrolled students with one another.

6e: Learning communities support families as they develop their leadership and advocacy skills. Explain how the PA PKC program will assist families in supporting their leadership and advocacy skills.

6f: Learning communities build partnerships with families during times of transition. Explain how the PA PKC program will assist families during times of transition.

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

The intent of this question is to understand the applicants understanding of family engagement and the policies the proposed program either currently has or will have regarding family engagement. It is also an opportunity for applicants to discuss their approach to engaging families, and to make explicit connections to **EACH** of areas found within the Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework.

Application Section: Program Assurances: Maximum Points: 0
This section must be completed as part of the application, even though no points are awarded.

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

Failure to respond in the affirmative ("yes" response) to any of the program assurances will result disqualification from funding consideration.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I assure that the PA PKC program will begin submitting enrollment data to OCDEL on August 15, 2023 and be fully enrolled by November 1, 2023 and in the future by the opening day of the 180-day program year and recognize that failure to do so may result in the loss of funds and return of slots to OCDEL.

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

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

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

I assure that the applicant, including all partners in a joint application, will update this application, upon request, within 48 hours of notification of award and/or notification of comments requiring updates, to assure timely contracting.

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

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

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

Application Section: Budget: Maximum Points: 500

Line item budget with descriptions must be submitted and complete. The budget request and descriptions support the program the grantee has proposed in the application.

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

There are two pieces of fiscal documentation required for a successful application within the eGrants system: the budget detail-line item budget with detailed budget descriptions, and the budget summary (this is generated by the eGrants system after the line item detail is completed).

Applications that include partners in their model must also include a budget template for each partner. The partner budgets should be uploaded as an attachment to the eGrants application.

A line item budget template for partners can be downloaded within the eGrants system or from Partner Line Item Budget.

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

Budget Expenditures	Budget Amount	Description
1.) Enter all Program related Child Health and Development Salaries	$66,000	**Classroom 1, 20 slots: Smith (FT teacher) - $45,000 (100%); Clark (Asst. Teacher) $30,000 x 70% = $21,000**

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

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

Reviewers will first skim the budget detail and descriptions to understand to which line items the applicant has assigned funds. Reviewers will also review uploaded partner budgets for joint applicants. Reviewers will deduct points for budget requests which do not align with and support the information presented in program proposal. The goal of scoring the budget documentation for this review is to be sure that the allocation of the funding proposed supports the fidelity and quality of the PKC program, and details **allowable** PKC expenditures. Reviewers will not provide a detailed analysis of the numerical figures presented in the budget as these will most likely be negotiated with approved grantees, but will score this section being cognizant of answering this question: Does the budget request and narrative support the program description the grantee has proposed?

50 points will be deducted for each, distinct major discrepancy. 10 points will be deducted for each, distinct minor discrepancy. 50 points will be deducted in cases where the same minor discrepancy is made multiple times. Examples of major and minor discrepancies are provided below, but because each application will be unique, not every possible discrepancy can be covered. Reviewers will use the Fiscal Supplement when reviewing the budget.

Major discrepancies include, but are not limited to the following:

The amount of funding requested in General Information section does not match the budgeted amount.

Grantee describes a partnership but does not include a line item for a pass-through budget to partners.

A third-party entity has included lead teacher salaries on their budget.

Budget includes contracted services for lead teacher and/or lead teacher salary is not included on budget (except third party entities).

A specific cost or line item is inflated beyond reason. Use the fiscal supplement percentages as a guide. If budgeted line items are higher than recommended percentages a reasonable rationale must be included in the budget detail or points should be deducted.

Grantee includes four lead teacher and four aides in program design, but the salary line item only includes the lead teachers.

Grantee indicates a blended classroom in program description but does not cost allocate within the budget narrative or budget detail.

The justification for multiple budgeted line item is missing or limited in detail so that the reviewer cannot understand how funding is being calculated and/or used.

Minor discrepancies include, but are not limited to the following:

The amounts requested for one-line item does not match the amount described in the budget narrative (dollar amount inconsistency).

Costs are included but are entered the wrong line item.

Salary ranges on budget do not align with the salary ranges provided in Application Section: Program Description and Staffing, Question 2a.

A specific cost does not align with the guidance provided within the Fiscal Supplement.

The justification for the budgeted line item is limited in detail so that the reviewer cannot fully understand how funding is being calculated and/or used, even if the reviewer can imply what is being justified.

If the same minor discrepancy occurs multiple times, a deduction will only occur ONCE, but will result in a minor discrepancy being a major one. For example, if all line items are missing or have limited justification, this would be considered a MAJOR discrepancy and fifty points would be deducted ONLY ONCE.

In addition, reviewers will review uploaded partner budgets for joint applicants and point deductions will be made following the scoring noted above. The following points also will be deducted when partner budgets are missing.

Number of proposed partners	Points deducted if ALL are missing,	Points deducted if ALL are	Points deducted if half are missing	Points deducted if less than half are missing.

	and lead is passing ALL direct service funding through to partners	**missing, and lead is passing some direct service funding through to partners**		
More than 20	**Application will be disqualified from the review process.**	400	200 (10+missing)	100 (>10 missing)
10-19		300	100 (5-9 missing)	50 (>5-9 missing)
5-9		200	50 (2-4 missing)	50 (>2-4 missing)
1-4		100	50 (2 missing)	50 (>1-2 missing)

Appendix A: County Level Unmet need at 300% FPL

County	# of Children Ages 3-4	% of Children Ages 3-4 Living in Households under 300% FPL	Targeted Population (# of Children Ages 3-4 under 300% FPL)	Federal Preschool HS 2022-23 Funded Slots	HSSAP 2022-23 Funded Slots	School-Based Pre-K 2021-22 Funded Slots	Total Pre-K Funded Slots (E to G)	Total CCW Children Ages 3-4 Served in Keystone STARS 3 or 4 (November 2022)	UNMET NEED (# of Children Ages 3-4 under 300% FPL - Total Pre-K Funded Slots - CCW Children Ages 3-4 Enrolled in Keystone STARS 3 or 4)	PKC County Unmet Need/Statewide Unmet Need Percentage
Adams	1,998	51.4%	1,026	216	0	42	258	61	707	0.65%
Allegheny	26,373	46.1%	12,159	2,866	495	1,190	4,551	875	6,733	6.19%
Armstrong	1,314	66.8%	878	172	36	40	248	11	619	0.57%
Beaver	3,233	53.9%	1,744	421	20	173	614	91	1,039	0.96%
Bedford	1,001	67.7%	678	140	0	70	210	5	463	0.43%
Berks	10,104	61.0%	6,166	695	75	49	819	314	5,033	4.63%
Blair	2,718	63.0%	1,713	514	90	132	736	99	878	0.81%
Bradford	1,797	67.1%	1,206	204	68	0	272	71	863	0.79%
Bucks	12,392	32.5%	4,029	387	0	0	387	538	3,104	2.85%
Butler	4,301	38.6%	1,660	298	38	0	336	48	1,276	1.17%
Cambria	2,706	66.3%	1,795	311	18	215	544	62	1,189	1.09%
Cameron	89	93.9%	84	18	0	0	18	4	62	0.06%
Carbon	1,298	69.2%	898	177	29	66	272	19	607	0.56%
Centre	2,469	39.4%	974	196	45	0	241	66	667	0.61%
Chester	11,944	32.5%	3,881	451	226	0	677	278	2,926	2.69%
Clarion	837	60.2%	504	106	16	4	126	5	373	0.34%
Clearfield	1,508	69.9%	1,054	504	139	0	643	50	361	0.33%
Clinton	891	63.1%	562	91	0	0	91	17	454	0.42%
Columbia	1,320	66.1%	873	203	47	0	250	24	599	0.55%
Crawford	1,763	71.8%	1,265	138	0	0	138	90	1,037	0.95%
Cumberland	5,699	44.6%	2,544	168	0	54	222	147	2,175	2.00%
Dauphin	7,493	66.1%	4,954	622	166	36	824	350	3,780	3.48%

Delaware	13,529	43.8%	5,924	678	103	130	911	731	4,282	3.94%
Elk	788	70.6%	556	65	12	15	92	10	454	0.42%
Erie	6,333	63.2%	4,004	800	217	377	1,394	454	2,156	1.98%
Fayette	2,715	63.8%	1,731	556	95	31	682	45	1,004	0.92%
Forest	27	71.4%	19	0	0	23	23	0	-4	0.00%
Franklin	3,604	65.3%	2,352	359	75	0	434	19	1,899	1.75%
Fulton	314	62.0%	195	33	0	0	33	4	158	0.15%
Greene	798	59.5%	475	123	22	53	198	9	268	0.25%
Huntingdon	924	68.2%	630	219	32	19	270	6	354	0.33%
Indiana	1,816	66.4%	1,205	305	81	184	570	66	569	0.52%
Jefferson	1,098	67.6%	742	156	30	0	186	16	540	0.50%
Juniata	573	56.9%	326	100	24	0	124	3	199	0.18%
Lackawanna	4,458	63.6%	2,835	586	176	2	764	199	1,872	1.72%
Lancaster	14,097	56.2%	7,928	571	119	484	1,174	325	6,429	5.91%
Lawrence	1,978	64.5%	1,275	384	115	0	499	102	674	0.62%
Lebanon	3,936	68.1%	2,681	320	155	0	475	71	2,135	1.96%
Lehigh	9,092	58.4%	5,311	673	227	0	900	502	3,909	3.59%
Luzerne	7,446	68.0%	5,066	710	272	81	1,063	295	3,708	3.41%
Lycoming	2,367	67.1%	1,588	266	94	48	408	103	1,077	0.99%
McKean	760	69.7%	530	150	0	134	284	27	219	0.20%
Mercer	2,297	69.9%	1,606	380	85	8	473	89	1,044	0.96%
Mifflin	1,214	82.0%	995	151	19	0	170	9	816	0.75%
Monroe	3,705	62.8%	2,326	248	93	0	341	79	1,906	1.75%
Montgomery	18,995	31.5%	5,979	470	96	135	701	543	4,735	4.35%
Montour	453	54.6%	247	85	0	0	85	25	137	0.13%
Northampton	5,749	48.0%	2,762	338	80	154	572	202	1,988	1.83%
Northumberland	2,043	71.6%	1,462	216	48	19	283	24	1,155	1.06%
Perry	1,128	61.3%	692	33	0	51	84	4	604	0.55%
Philadelphia	42,007	70.3%	29,515	7,325	2,074	1,036	10,435	2,968	16,112	14.81%
Pike	752	53.8%	404	60	62	52	174	15	215	0.20%

Potter	334	70.3%	235	18	0	28	46	0	189	0.17%
Schuylkill	2,795	67.5%	1,888	353	41	52	446	57	1,385	1.27%
Snyder	852	69.3%	590	69	0	0	69	2	519	0.48%
Somerset	1,355	60.2%	816	110	22	111	243	6	567	0.52%
Sullivan	96	62.8%	60	0	0	0	0	0	60	0.06%
Susquehanna	893	63.8%	570	34	17	30	81	4	485	0.45%
Tioga	932	67.2%	627	102	68	0	170	44	413	0.38%
Union	795	56.3%	448	101	16	268	385	8	55	0.05%
Venango	1,153	75.0%	864	280	0	0	280	107	477	0.44%
Warren	836	66.3%	555	185	0	0	185	12	358	0.33%
Washington	4,235	48.7%	2,061	453	95	0	548	141	1,372	1.26%
Wayne	894	55.1%	492	87	40	81	208	16	268	0.25%
Westmoreland	6,386	51.4%	3,282	548	217	70	835	240	2,207	2.03%
Wyoming	429	62.7%	269	51	0	0	51	2	216	0.20%
York	10,835	53.2%	5,764	523	108	218	849	268	4,647	4.27%
Statewide	**291,064**	**61.2%**	**160,529**	**28,172**	**6,538**	**5,965**	**40,675**	**11,077**	**108,777**	**100.0%**

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

County	County Unmet Need/Statewide Unmet Need Percentage	$ 332,284,000 in Funding - 2% admin = 325,638,320/11000 CPC = 29,603 FDE Slots	$ 322,284,000 in Funding - 2% admin = 315,838,320/11000 CPC = 28,713 FDE Slots	$ 317,284,000 in Funding - 2% admin = 296,238,320/11000 CPC = 28,267 FDE Slots	$ 302,284,000 in Funding - 2% admin = 291,806,089/11000 CPC = 26,931 FDE Slots
Adams	0.65%	192	187	184	175
Allegheny	6.19%	1832	1777	1750	1667
Armstrong	0.57%	168	163	161	153
Beaver	0.96%	283	274	270	257
Bedford	0.43%	126	122	120	115
Berks	4.63%	1370	1329	1308	1246
Blair	0.81%	239	232	228	217
Bradford	0.79%	235	228	224	214
Bucks	2.85%	845	819	807	768
Butler	1.17%	347	337	332	316
Cambria	1.09%	323	314	309	294
Cameron	0.06%	17	16	16	15
Carbon	0.56%	165	160	158	150
Centre	0.61%	181	176	173	165
Chester	2.69%	796	772	760	724
Clarion	0.34%	101	98	97	92
Clearfield	0.33%	98	95	94	89
Clinton	0.42%	123	120	118	112
Columbia	0.55%	163	158	156	148
Crawford	0.95%	282	274	270	257

Cumberland	2.00%	592	574	565	539
Dauphin	3.48%	1029	998	982	936
Delaware	3.94%	1165	1130	1113	1060
Elk	0.42%	124	120	118	112
Erie	1.98%	587	569	560	534
Fayette	0.92%	273	265	261	249
Forest	0.00%	-1	-1	-1	-1
Franklin	1.75%	517	501	494	470
Fulton	0.15%	43	42	41	39
Greene	0.25%	73	71	70	66
Huntingdon	0.33%	96	93	92	88
Indiana	0.52%	155	150	148	141
Jefferson	0.50%	147	142	140	134
Juniata	0.18%	54	53	52	49
Lackawanna	1.72%	509	494	486	463
Lancaster	5.91%	1750	1697	1671	1592
Lawrence	0.62%	183	178	175	167
Lebanon	1.96%	581	564	555	529
Lehigh	3.59%	1064	1032	1016	968
Luzerne	3.41%	1009	979	964	918
Lycoming	0.99%	293	284	280	267
McKean	0.20%	60	58	57	54
Mercer	0.96%	284	276	271	259
Mifflin	0.75%	222	215	212	202
Monroe	1.75%	519	503	495	472
Montgomery	4.35%	1289	1250	1230	1172
Montour	0.13%	37	36	36	34
Northampton	1.83%	541	525	517	492

Northumberland	1.06%	314	305	300	286
Perry	0.55%	164	159	157	149
Philadelphia	14.81%	4385	4253	4187	3989
Pike	0.20%	59	57	56	53
Potter	0.17%	51	50	49	47
Schuylkill	1.27%	377	366	360	343
Snyder	0.48%	141	137	135	129
Somerset	0.52%	154	150	147	140
Sullivan	0.06%	16	16	16	15
Susquehanna	0.45%	132	128	126	120
Tioga	0.38%	112	109	107	102
Union	0.05%	15	14	14	14
Venango	0.44%	130	126	124	118
Warren	0.33%	97	94	93	89
Washington	1.26%	373	362	356	340
Wayne	0.25%	73	71	70	66
Westmoreland	2.03%	601	583	573	546
Wyoming	0.20%	59	57	56	53
York	4.27%	1265	1227	1208	1150
Statewide	**100.00%**	29603	28713	28267	26931

Appendix C: Guidance on use of the eGrants system

Applicants will apply using the Pennsylvania eGrants system which has been migrated into the MyPDESuite.

Applicants should reference the documents found under "eGrants migration to MyPDESuite" on PA PRE-K COUNTS HOW TO APPLY – THE PENNSYLVANIA KEY (pakeys.org) and complete the migration process.

Accessing the eGrants system:

When OCDEL receives the REQUIRED Letter of Intent, OCDEL staff will add the applying agency into the eGrants system. This is the first step to accessing the PA PKC application.

New applicants will receive two (2) email notifications
- One with eGrants log-in information; and
- One detailing the next steps to access the application from OCDEL.

Applicants who have completed the MyPDESuite migration process will receive one (1) email notification from OCDEL detailing next steps to access the application. Those programs will need to user their Keystone Login ID and password to login to myPDESuite to access eGrants.

Once the applying agency has access to the eGrants system:

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

Below are instructions for setting up and starting the application.

First, complete the steps of the setup wizard:

1. Select **Child Development and Early Learning** (Top right-hand corner).
2. Select **Grant year, 2023-2024** (Top right-hand corner).

To create a new grant application:

3. From the Dashboard, select the **Programs Available Without Applications** button.

4. Next the **Open Grants** screen will appear. Click on the "Start Application" icon next to the Pennsylvania Pre-K Counts Competitive Grant FY 2023-24.

eGrants Dashboard

Programs Available without Applications.

Open Grants							
This list includes available programs across all program years. Click the Start Application button to review program details and/or to start an application.							
Program Year	Grant Title	Contract Start Date	Contract End Date	Apply Start Date	Apply End Date	Submit End Date	
2023-2024	Pennsylvania Pre-K Counts Competitive Grant FY 2023-24	7/1/2023	6/30/2024	3/10/2023	4/25/2023	4/25/2023	Start Application
							View Grant Pro

5. Next the **Grant Profile** page will appear. If your Agency is eligible to apply, the **Start Application** button will show. Click on that button to begin creating the grant application.

Grant Profile Detail

View Grant Profile Detail

Grant Profile

Pennsylvania Pre-K Counts Competitive Grant FY 2023-24

Tasks

Start Application

Overview   PDE Contacts

6. Next complete the "**setup wizard**"

pennsylvania
DEPARTMENT OF EDUCATION

Hello **Winnie Richards** | 👤 | *Bureau User* | **SIGN OFF**
2023-2024   **Child Development and Early Learning**

eGrants   Alerts(0)   Dashboard   Home   Grant Setup ▾   Grant Management ▾   Peer Review ▾   Review Management ▾   Administration ▾   Help ▾

Grant Title: Pennsylvania Pre-K Counts Competitive Grant FY 2023-24

Setup ——— Contact ——— Sign Off ——— Finish

Setup

Welcome to the Create Grant Application Wizard Set Up page. You will use this wizard to set up your grant application.

Select the grant application type, then click Next. *

Original ▾

Agency *

Aliquippa SD ▾

Next   Cancel

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

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

Setup — Contact — Sign Off — Finish

Contact

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

Title	Select
First Name *	Winnie
Middle Initial	
Last Name *	Richards
Job Title *	Early Childhood Education Advisor
Email *	winrichard@pa.gov
Phone *	717-772-4849
Phone Ext.	

Previous   Next   Cancel

8. Complete the **authorized sign off**. Then click the **Next** button.

- Choose Electronic Signature if you have been approved for this option. If not, choose Print, Sign & Mail.
- Signatures are not needed to submit the initial grant application.

If approved, grant documents may be signed by Local Education Agencies (LEAs) and community organizations with a Board of Directors using the electronic signature (e-signature) option within the eGrants system. Directions on obtaining e-signature can be found under **"eGrants Electronic Signature (eSignature)"** at PA PRE-K COUNTS HOW TO APPLY – THE PENNSYLVANIA KEY (pakeys.org). **Electronic signature is not needed at the time of application submission but will be needed if awarded the grant.** Instructions for the signature process will be provided in approval letters.

If approved, other community agencies (without a Board of Directors) will need to sign and return hard copies of the grant materials. **Signature methods are not needed at the time of application submission but will be needed if awarded the grant.** Instructions for the signature process will be provided in approval letters.

9. The "finish" screen will populate. Click **Finish** to complete the grant setup wizard.

10. To continue working on the grant after starting the application go to the **dashboard, Applications Incomplete/In process** button to continue working on the grant.

11. **Workers Protection Form-***Mandatory*

Please upload the "Workers Protection Form" in the **Uploads** section of eGrants before submitting your grant application. **Executive Order 2021-06 Workers Protection Contractor Grantee Notice** information can be found on the PreK Counts How to apply website under "quick links".

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

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

If you need to "edit" a section that was "**marked complete**". Click on the "**make in process"** button at the bottom of the page you want to edit.

Applicants must click the "Submit for Peer Review" **button once** within the eGrants system before the application is considered "**submitted for peer review**".

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

Appendix G: PKC 2023 COMPETITION RESULTS

County by locations served	LEA	Doing Business As Name	# of FD Slots Requested	# of HD Slots Requested	Total Grant Amount Requested	# of FD Slots Awarded	# of HD Slots Awarded	Total Amount Funded	Peer Review Application Score
Adams	Littlestown Area SD		0	30	$ 165,000.00	0	0	$ -	785
Adams	LITTLE LIFE ENRICHMENT CENTER	Little Life Enrichment Center	56	20	$ 726,000.00	56	20	$ 660,000.00	905
Adams	Upper Adams SD		20	0	$ 220,000.00	17	0	$ 170,000.00	1015
Adams	YWCA GETTYSBURG AND ADAMS COUNTY		36	0	$ 396,000.00	36	0	$ 360,000.00	750
Adams, Berks, Carbon, Chester, Franklin	PATHSTONE CORPORATION		162	0	$ 1,782,000.00	162	0	$ 1,620,000.00	1039
Allegheny	ABK Learnng and Development Center		15	0	$ 165,000.00	0	0	$ -	605
Allegheny	Brittini R Wright LLC DBA Wright Childcare Solutions	Wright Childcare Solutions	100	0	$ 1,100,000.00	0	0	$ -	889
Allegheny	Gateway SD		20	0	$ 220,000.00	0	0	$ -	750
Allegheny	Linda Grinage DBA Blessed Assurance Christian Child Care	Blessed Assurance Christian Child Care, LLc	13	0	$ 143,000.00	0	0	$ -	760
Allegheny	Solid Foundations Academy		25	15	$ 357,500.00	0	0	$ -	505
Allegheny	Allegheny IU 3		355	0	$ 3,905,000.00	308	0	$ 3,080,000.00	1012
Allegheny	Allegheny Valley SD		15	0	$ 165,000.00	10	0	$ 100,000.00	650
Allegheny	Council of 3 Rivers American Indian Center Inc	COTRAIC	178	19	$ 2,062,500.00	104	19	$ 1,135,000.00	977
Allegheny	Crafton Childrens Corner		20	0	$ 220,000.00	20	0	$ 200,000.00	1000
Allegheny	Cynthia K Francks Child Care		40	0	$ 440,000.00	40	0	$ 400,000.00	848
Allegheny	Heritage Community Initiatives		36	0	$ 396,000.00	36	0	$ 360,000.00	960
Allegheny	Highlands SD		51	34	$ 748,000.00	34	34	$ 510,000.00	910
Allegheny	Hosanna House Inc	Hope Academy powered by Hosanna House	73	0	$ 803,000.00	55	0	$ 550,000.00	915
Allegheny	Imani Christian Academy		40	0	$ 440,000.00	18		$ 180,000.00	915
Allegheny	Kids Kademy		49	0	$ 539,000.00	39	0	$ 390,000.00	597
Allegheny	Maple Unified Student Academy Inc	MUSA	17	17	$ 280,500.00	17	0	$ 170,000.00	975
Allegheny	McKeesport Area SD		72	0	$ 792,000.00	72	0	$ 720,000.00	1090
Allegheny	Northgate SD	Northgate School District	19	0	$ 209,000.00	19	0	$ 190,000.00	650
Allegheny	Pittsburgh SD	School District of Pittsburgh	971	0	$ 10,681,000.00	957	0	$ 9,570,000.00	1120
Allegheny	Riverview Childrens Center Inc		86	0	$ 946,000.00	72	0	$ 720,000.00	990
Allegheny	Wilkinsburg Borough SD		114	0	$ 1,254,000.00	114	0	$ 1,140,000.00	960
Allegheny	Woodland Hills SD		90	0	$ 990,000.00	90	0	$ 900,000.00	965
Allegheny	YWCA Propel Braddock Hills Early Learning Program	YWCA Propel Braddock Hills Early Learning Program	18	0	$ 198,000.00	18	0	$ 180,000.00	915
Allegheny, Beaver, Fayette, Westmoreland	PIC of Westmoreland/Fayette Inc	Private Industry Council (PIC)	379	0	$ 4,169,000.00	359	0	$ 3,590,000.00	1013
Allegheny, Philadelphia, Westmoreland	Brightside Academy Philadelphia LLC		296	0	$ 3,256,000.00	188	0	$ 1,880,000.00	920
Allegheny, Somerset	Boys & Girls Clubs of Western Pennsylvania		20	0	$ 220,000.00	0	0	$ -	635
Armstrong	Apollo-Ridge SD	Apollo-Ridge School District	20	0	$ 220,000.00	20	0	$ 200,000.00	990
Armstrong, Beaver, Butler	Lifesteps Inc		110	26	$ 1,353,000.00	110	26	$ 1,230,000.00	1010
Armstrong, Butler	Butler Co Childrens Center Inc	Early Learning Connections	85	0	$ 935,000.00	85	0	$ 850,000.00	1055
Armstrong, Westmoreland	Grandmas House Learning Center	Grandma's House Learning Center	138	0	$ 1,518,000.00	98	0	$ 980,000.00	789
Beaver	Rochester Area SD		17	0	$ 187,000.00	0	0	$ -	745
Beaver	Aliquippa SD		40	0	$ 440,000.00	40	0	$ 400,000.00	910
Beaver	Ambridge Area SD		92	0	$ 1,012,000.00	92	0	$ 920,000.00	885
Beaver	Big Beaver Falls Area SD		40	0	$ 440,000.00	40	0	$ 400,000.00	1105
Beaver	Chippewa Noahs Ark LLC		17	0	$ 187,000.00	17	0	$ 170,000.00	885
Beaver	HAP/ Tiny Tot Child Development Center	Tiny Tot Child Development Center	72	0	$ 792,000.00	72	0	$ 720,000.00	1020
Beaver	KIMBERLY POPE DBA PRECIOUS TOTS DAYCARE	Precious Tots Daycare	13	0	$ 143,000.00	13	0	$ 130,000.00	795
Beaver	RHYMING THYME INC		18	0	$ 198,000.00	18		$ 180,000.00	875
Beaver	Riverside Beaver County SD		20	0	$ 220,000.00	20	0	$ 200,000.00	815
Beaver	Western Beaver County SD		20	0	$ 220,000.00	20	0	$ 200,000.00	865
Bedford	Bedford Area SD		12	0	$ 132,000.00	12	0	$ 120,000.00	1030
Bedford	Chestnut Ridge SD	Chestnut Ridge School District	34	0	$ 374,000.00	34	0	$ 340,000.00	870
Bedford	Tussey Mountain SD		10	20	$ 220,000.00	2	20	$ 120,000.00	860
Bedford, Cambria	Allegheny Lutheran Social Ministries		40	0	$ 440,000.00	40	0	$ 400,000.00	1045
Bedford, Cambria, Somerset	The Learning Lamp		96	10	$ 1,111,000.00	96	0	$ 960,000.00	988
Bedford, Fayette	Crayon Clubhouse LLC		64	0	$ 704,000.00	64	0	$ 640,000.00	920
Berks	Kutztown Area SD		15	0	$ 165,000.00	0	0	$ -	815

County	Organization	Program							
Berks	Berks County IU 14		378	0	$ 4,158,000.00	378	0	$ 3,780,000.00	976
Berks	Boyertown Area SD		54	0	$ 594,000.00	54	0	$ 540,000.00	920
Berks	Governor Mifflin SD		60	0	$ 660,000.00	60	0	$ 600,000.00	915
Berks	Oley Valley SD	Oley Valley Elementary School	15	0	$ 165,000.00	15	0	$ 150,000.00	905
Berks	Opportunity House	Second Street Learning Center	60	0	$ 660,000.00	60	0	$ 600,000.00	940
Berks	Riverview Christian Early Learning Center	Riverview Christian Early Learning Center	120	0	$ 1,320,000.00	90	0	$ 900,000.00	880
Berks	Wilson SD	Wilson School District Pre-K Counts	90	0	$ 990,000.00	90	0	$ 900,000.00	965
Berks	YMCA of Reading and Berks Co		80	0	$ 880,000.00	80	0	$ 800,000.00	1000
Berks, Chester	Berks Community Action Program Inc	BCAP	395	0	$ 4,345,000.00	395	0	$ 3,950,000.00	1009
Blair	The Childrens Place Academy LLC	The Academy, Early Education Center	40	0	$ 440,000.00	0	0	$ -	670
Blair	Altoona Area SD		32	96	$ 880,000.00	32	0	$ 320,000.00	810
Blair	Begin With US Child Care and Preschool Inc.		160	0	$ 1,760,000.00	140	0	$ 1,400,000.00	1010
Blair	Child Advocates Blair Co		90	0	$ 990,000.00	90	0	$ 900,000.00	1082
Blair	Kids First Center for Early Learning (fr Kids Frst Blair Co)		140	0	$ 1,540,000.00	100	0	$ 1,000,000.00	1050
Blair	Tyrone Area SD		35	55	$ 687,500.00	35	55	$ 625,000.00	855
Blair, Centre, Clearfield, Clinton, Lycoming	Child Development & Family Council of Centre Co Inc		168	0	$ 1,848,000.00	148	0	$ 1,480,000.00	1050
Bradford	DISCOVER THE WORLD CHILDRENS CENTER INC		120	0	$ 1,320,000.00	60	0	$ 600,000.00	980
Bradford	MOPPETS ON MULBERRY LLC	Moppets on Mulberry Child Enrichment Center	10	0	$ 110,000.00	10	0	$ 100,000.00	640
Bradford	Towanda Area SD		36	0	$ 396,000.00	36	0	$ 360,000.00	1010
Bradford, Sullivan	WYALUSING VALLEY CHILDRENS CENTER INC		120	0	$ 1,320,000.00	120	0	$ 1,200,000.00	967
Bradford, Tioga	Bradford Tioga Head Start Inc.		204	0	$ 2,244,000.00	187	0	$ 1,870,000.00	1050
Bradford, Tioga	Stepping Stones Preschool Inc	Stepping Stones Preschool	127	0	$ 1,397,000.00	127	0	$ 1,270,000.00	1085
Bucks	Bristol Township SD		132	0	$ 1,452,000.00	80	0	$ 800,000.00	650
Bucks	Bucks County IU 22	Bucks IU	168	0	$ 1,848,000.00	162	0	$ 1,620,000.00	889
Bucks	Neshaminy SD		150	0	$ 1,650,000.00	150	0	$ 1,500,000.00	1060
Bucks	Pennsbury SD		90	0	$ 990,000.00	90	0	$ 900,000.00	925
Bucks	Refuge Child Care Academy	Refuge Childcare Academy	10	0	$ 110,000.00	10	0	$ 100,000.00	840
Bucks	United Way of Bucks County		449	0	$ 4,939,000.00	449	0	$ 4,490,000.00	1066
Butler	Slippery Rock Univ/Sga Presch	SRU/SGA Preschool and Child Care Center	35	0	$ 385,000.00	35	0	$ 350,000.00	1020
Cambria	MOMS HOUSE INC OF JOHNSTOWN		15	0	$ 165,000.00	0	0	$ -	730
Cambria	Cambria County Child Development Corporation		65	0	$ 715,000.00	50	0	$ 500,000.00	965
Cambria	Cambria Heights SD		17	0	$ 187,000.00	17		$ 170,000.00	1010
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA COUNTY		87	0	$ 957,000.00	77	0	$ 770,000.00	1019
Cambria	Conemaugh Valley SD		43	0	$ 473,000.00	43	0	$ 430,000.00	985
Cambria	Greater Johnstown SD		116	0	$ 1,276,000.00	116	0	$ 1,160,000.00	1015
Cambria	Northern Cambria SD		18	0	$ 198,000.00	18	0	$ 180,000.00	1045
Cambria	Penn Cambria SD	PENN CAMBRIA SCHOOL DISTRICT	17	0	$ 187,000.00	17	0	$ 170,000.00	1000
Cameron, Elk	Northern Tier Comm Action Corporation		30	0	$ 330,000.00	30	0	$ 300,000.00	1075
Carbon	Jim Thorpe Area SD		15	40	$ 385,000.00	0	40	$ 200,000.00	1020
Carbon	Lehighton Area SD		0	40	$ 220,000.00	0	40	$ 200,000.00	740
Carbon	Nessa's Small Steps Child Care		20	0	$ 220,000.00	18	0	$ 180,000.00	725
Carbon	Palmerton Area SD		30	0	$ 330,000.00	30	0	$ 300,000.00	930
Carbon	Weatherly Area SD		36	0	$ 396,000.00	30	0	$ 300,000.00	845
Carbon, Lehigh, Northampton	Lehigh Valley Childrens Center Inc		529	0	$ 5,819,000.00	463	0	$ 4,630,000.00	1046
Centre	Pennsylvania State Univ CC Prg		101	0	$ 1,111,000.00	101	0	$ 1,010,000.00	1069
Centre, Clearfield, Elk	CenClear	CenClear	261	49	$ 3,140,500.00	223	45	$ 2,455,000.00	999
Chester	Building Blocks Learning and Child Development Center	Building Blocks Learning and Child Development Center	12	0	$ 132,000.00	0	0	$ -	375
Chester	Bright Beginnings Education Center		257	0	$ 2,827,000.00	257	0	$ 2,570,000.00	915
Chester	Owen J Roberts SD		40	0	$ 440,000.00	40	0	$ 400,000.00	960
Chester	TREEHOUSE CHILD CARE SERVICES DBA THE CHILDRENS TREEHOUSE	The Children's Treehouse Early Learning Center	63	0	$ 693,000.00	43	0	$ 430,000.00	1025
Chester	Warwick Child Care Center Inc		140	0	$ 1,540,000.00	140	0	$ 1,400,000.00	1015
Chester, Cumberland, Dauphin, Delaware, Lancaster, Montgomery, York	KUEGH/ KinderCare - Charter Lane	KinderCare Charter Lane	260	0	$ 2,860,000.00	220	0	$ 2,200,000.00	854

| County	Organization	DBA/Alt Name							
Chester, Montgomery	Chester County IU 24	Chester County Head Start	360	0	$ 3,960,000.00	242	0	$ 2,420,000.00	853
Chester, Montgomery, Philadelphia	Greater Philadelphia Young Men's Christian Association	GP YMCA	96	0	$ 1,056,000.00	67	0	$ 670,000.00	963
Clarion	North Clarion County SD	North Clarion County School District	28	0	$ 308,000.00	28	0	$ 280,000.00	925
Clarion, Clearfield, Jefferson, Mercer, Venango, Warren	Keystone Smiles Comm Lrng Ctr	Keystone SMILES CLC	175	0	$ 1,925,000.00	150	0	$ 1,500,000.00	975
Clarion, Jefferson	Jefferson-Clarion Head Start, Inc.		176	0	$ 1,936,000.00	176	0	$ 1,760,000.00	1075
Clearfield	Childrens Aid Society DCC		28	0	$ 308,000.00	28	0	$ 280,000.00	1040
Clinton, Lycoming	Jersey Shore Area SD		40	0	$ 440,000.00	38	0	$ 380,000.00	765
Clinton, Lycoming	Lycoming-Clinton CCCA		84	72	$ 1,320,000.00	66	71	$ 1,015,000.00	934
Clinton, Lycoming	River Valley Regional YMCA (formerly Williamsport YMCA)		48	0	$ 528,000.00	38	0	$ 380,000.00	862
Columbia, Northumberland	Central Susquehanna IU 16		198	0	$ 2,178,000.00	198	0	$ 1,980,000.00	1001
Crawford, Erie	Pennsylvania Western University	same	187	20	$ 2,167,000.00	145	20	$ 1,550,000.00	937
Crawford, Erie, Venango	Child Development Centers Inc		322	0	$ 3,542,000.00	302	0	$ 3,020,000.00	1012
Crawford, Venango	FCCA PKC		260	40	$ 3,080,000.00	243	40	$ 2,630,000.00	975
Cumberland	Little Lights Learning Center of Carlisle UMC Inc	Little Lights Learning Center of CUMC, Inc.	8	0	$ 88,000.00	0	0	$ -	790
Cumberland	Carlisle Early Education Ctr	Carlisle Early Education Center	40	0	$ 440,000.00	20	0	$ 200,000.00	780
Cumberland	Mechanicsburg Area SD		50	0	$ 550,000.00	50	0	$ 500,000.00	915
Cumberland	Mechanicsburg Learning Center		30	10	$ 385,000.00	30	10	$ 350,000.00	905
Cumberland	Shippensburg Univ Headstart	Shippensburg Head Start	108	0	$ 1,188,000.00	108	0	$ 1,080,000.00	940
Cumberland, Dauphin	Keystone Service Systems Inc	Capital Area Head Start	340	0	$ 3,740,000.00	286	0	$ 2,860,000.00	949
Dauphin	Bright Futures Learning Centers Inc		434	110	$ 5,379,000.00	434	110	$ 4,890,000.00	925
Dauphin	Christ Cornerstone Productions Academy LLC		57	0	$ 627,000.00	57	0	$ 570,000.00	975
Dauphin	Halifax Area SD		66	0	$ 726,000.00	66	0	$ 660,000.00	922
Dauphin	Hansel & Gretel School		115	0	$ 1,265,000.00	115	0	$ 1,150,000.00	925
Dauphin	Harrisburg City SD		68	0	$ 748,000.00	68	0	$ 680,000.00	1035
Delaware	Barr Williams DBA Childrens Garden VI Childcare	Children's Garden VI Childcare and Preschool Center	10	0	$ 110,000.00	0	0	$ -	595
Delaware	Kids Connection Learning Center		80	0	$ 880,000.00	0	0	$ -	825
Delaware	Woodlyn Academy LLC		40	0	$ 440,000.00	0	0	$ -	720
Delaware	Aardvark Child Care and Learning Center Inc		60	0	$ 660,000.00	40	0	$ 400,000.00	553
Delaware	APPLE PIE DAY CARE INC		95	0	$ 1,045,000.00	40	0	$ 400,000.00	770
Delaware	Chester-Upland SD		140	0	$ 1,540,000.00	140	0	$ 1,400,000.00	975
Delaware	Delaware County IU 25		207	0	$ 2,277,000.00	207	0	$ 2,070,000.00	917
Delaware	Interboro SD		68	0	$ 748,000.00	68	0	$ 680,000.00	1020
Delaware	The Discovery Tree	Rising Stride Child Care Centers	73	0	$ 803,000.00	66	0	$ 660,000.00	780
Delaware	Todays Child Learning Center		329	0	$ 3,619,000.00	329	0	$ 3,290,000.00	1052
Delaware	Widener University / Main		40	0	$ 440,000.00	40	0	$ 400,000.00	918
Delaware	Youth Enrichment Programs		80	0	$ 880,000.00	80	0	$ 800,000.00	925
Delaware, Philadelphia	Children's Garden Childcare and Preschool Center	Childrens Garden Childcare and Preschool Center	30	0	$ 330,000.00	0	0	$ -	718
Delaware, Philadelphia	Education Institute for Early Intervention (EIEI) Inc. (The)		282	0	$ 3,102,000.00	273	0	$ 2,730,000.00	860
Elk	Johnsonburg Area SD		15	0	$ 165,000.00	15	0	$ 150,000.00	780
Erie	Benedictine Sisters of Erie		50	0	$ 550,000.00	50	0	$ 500,000.00	1025
Erie	Corry Area SD		60	0	$ 660,000.00	60	0	$ 600,000.00	1035
Erie	Dr Gertrude A Barber Center	Barber National Institute	72	0	$ 792,000.00	57	0	$ 570,000.00	1078
Erie	Early Connections, Inc.		130	0	$ 1,430,000.00	95	0	$ 950,000.00	958
Erie	Erie City SD	Erie City SD	228	1	$ 2,513,500.00	228	1	$ 2,285,000.00	1055
Erie	Millcreek Township SD		60	0	$ 660,000.00	52	0	$ 520,000.00	990
Erie	Multicultural Community Resource Center		40	0	$ 440,000.00	20	0	$ 200,000.00	955
Erie	St Martin Ctr Inc Early Learing Ctr	St. Martin Center, Inc., Early Learning Center	40	0	$ 440,000.00	40	0	$ 400,000.00	930
Erie	YMCA of Greater Erie		238	0	$ 2,618,000.00	111	40	$ 1,310,000.00	791
Fayette	Frazier SD		0	20	$ 110,000.00	0	20	$ 100,000.00	900
Fayette	Pinky Toes Childcare and Development Center		72	0	$ 792,000.00	17	0	$ 170,000.00	965
Fayette	Uniontown Area SD		54	0	$ 594,000.00	48	0	$ 480,000.00	960
Fayette, Westmoreland	DUCK HOLLOW DISCOVERY LEARNING CENTER INC	Duck Hollow Discovery Learning Center	200	0	$ 2,200,000.00	160	0	$ 1,600,000.00	789

County	Entity	Alt Name							
Fayette, Westmoreland	Ligonier Valley Learning Center	Ligonier Valley Learning Center	195	0	$ 2,145,000.00	195	0	$ 1,950,000.00	920
Forest, McKean, Potter	Seneca Highlands IU 9		265	22	$ 3,036,000.00	266	0	$ 2,660,000.00	939
Franklin	Chambersburg Area SD		162	0	$ 1,782,000.00	162	0	$ 1,620,000.00	974
Franklin	First Start Partnership for Children and Families Inc.		17	0	$ 187,000.00	17	0	$ 170,000.00	1000
Franklin	Greencastle-Antrim SD		36	0	$ 396,000.00	36	0	$ 360,000.00	1015
Franklin	Tuscarora SD		36	0	$ 396,000.00	36	0	$ 360,000.00	975
Franklin	Waynesboro Area SD		119	0	$ 1,309,000.00	119	0	$ 1,190,000.00	940
Fulton	Southern Fulton SD		34	0	$ 374,000.00	34	0	$ 340,000.00	925
Greene, Washington	Blueprints		481	0	$ 5,291,000.00	452	0	$ 4,520,000.00	932
Huntingdon	HCCADC/Huntingdon County Child & Adult Development Corporation		64	0	$ 704,000.00	64	0	$ 640,000.00	910
Huntingdon	Huntingdon Area SD		32	0	$ 352,000.00	32	0	$ 320,000.00	850
Indiana	LOLAs Early Care & Education Center		15	0	$ 165,000.00	0	0	$ -	605
Indiana	ARIN IU 28	ARIN IU28	80	0	$ 880,000.00	80	0	$ 800,000.00	900
Indiana	Indiana Co Chld DC Program		30	0	$ 330,000.00	30	0	$ 300,000.00	1055
Indiana	Indiana County Head Start Inc		20	0	$ 220,000.00	15	0	$ 150,000.00	980
Indiana	Marion Center Area SD		40	0	$ 440,000.00	40	0	$ 400,000.00	1045
Indiana	Penns Manor Area SD		0	22	$ 121,000.00	0	22	$ 110,000.00	915
Indiana	River Valley SD		40	0	$ 440,000.00	20	0	$ 200,000.00	875
Indiana	United SD		30	0	$ 330,000.00	30	0	$ 300,000.00	1000
Indiana, Westmoreland	UNITY MARKETING GROUP INC DBA GREAT EXPECTATIONS CHILD CARE	Great Expectations Child Care and Early Learning Center	55	0	$ 605,000.00	55	0	$ 550,000.00	995
Juniata, Perry	TIU/ Tuscarora IU 11	Juniata County Head Start	55	0	$ 605,000.00	55	0	$ 550,000.00	1045
Lackawanna	Day Nursery Assoc		64	0	$ 704,000.00	59	0	$ 590,000.00	950
Lackawanna	Discovery Montessori	Discovery Montessori	45	4	$ 517,000.00	37	4	$ 390,000.00	1010
Lackawanna	Edison Early Learning Center		35	0	$ 385,000.00	35	0	$ 350,000.00	940
Lackawanna	Kreig Institute For Early Childhood Education Inc	Sunshine and Rainbows Day Care Center	60	0	$ 660,000.00	60	0	$ 600,000.00	945
Lackawanna	The Wellkind School For Early Learners, Inc.	The WellKind School for Early Learners	55	0	$ 605,000.00	50	0	$ 500,000.00	975
Lackawanna	Tri-Star Child Care Inc. DBA Tri-Star Academy	Tri-Star Academy	38	0	$ 418,000.00	38	0	$ 380,000.00	930
Lackawanna, Luzerne	ABC Kiddie Kampus Inc		159	0	$ 1,749,000.00	108	0	$ 1,080,000.00	882
Lackawanna, Luzerne	Little People Daycare School		136	0	$ 1,496,000.00	68	0	$ 680,000.00	932
Lackawanna, Pike, Wayne	Agency for Community EmPOWERment of NEPA		139	0	$ 1,529,000.00	132	0	$ 1,320,000.00	888
Lackawanna, Susquehanna, Wayne	Northeastern Ch Care Service	Treasure House Child Development Centers	129	0	$ 1,419,000.00	95	0	$ 950,000.00	910
Lancaster	Conestoga Valley SD		88	0	$ 968,000.00	88	0	$ 880,000.00	930
Lancaster	First Learning/Owl Hill Learning Academy	Owl Hill Learning Academy	283	30	$ 3,278,000.00	283	30	$ 2,980,000.00	1085
Lancaster	Lancaster Day Care Ctr	Lancaster Early Education Center	80	0	$ 880,000.00	80	0	$ 800,000.00	1050
Lancaster	Lancaster SD		597	0	$ 6,567,000.00	597	0	$ 5,970,000.00	1035
Lancaster	Sunrise Corporation LLC	Little People Daycare School of Columbia	20	0	$ 220,000.00	20	0	$ 200,000.00	580
Lancaster, Lebanon	LLIU/ Lancaster-Lebanon IU 13	Lancaster-Lebanon IU 13	284	0	$ 3,124,000.00	284	0	$ 2,840,000.00	1074
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES INC		276	0	$ 3,036,000.00	275	0	$ 2,750,000.00	1021
Lawrence	PRE-K KIDS LEARNING CENTER INC		20	0	$ 220,000.00	20	0	$ 200,000.00	825
Lawrence	Trob Enterprises DBA Sweet Pea Patch	Sweet Pea Patch	20	0	$ 220,000.00	20	0	$ 200,000.00	925
Lawrence, Mercer	Midwestern IU 4	Midwestern Intermediate Unit IV	111	0	$ 1,221,000.00	108	0	$ 1,080,000.00	1037
Lehigh	Allentown City SD	Allentown School District	160		$ 1,760,000.00	0	0	$ -	880
Lehigh	Cuddle Zone Learning Center	Cuddle Zone Learning Center	82	3	$ 918,500.00	82	3	$ 835,000.00	905
Lehigh	Kiddie City Early Learning Center, Inc	Kiddie City Early Learning Center	138	0	$ 1,518,000.00	118	0	$ 1,180,000.00	585
Lehigh	Little Archie's Clubhouse Daycare Center Inc		50	0	$ 550,000.00	18	0	$ 180,000.00	630
Lehigh	Playtime Daycare LLC		40	0	$ 440,000.00	35	0	$ 350,000.00	790
Lehigh	Resurrected Life Childrens Academy	Resurrected Life Children's Academy	120	0	$ 1,320,000.00	120	0	$ 1,200,000.00	900
Lehigh, Northampton	Bethlehem Area SD		120	0	$ 1,320,000.00	120	0	$ 1,200,000.00	750
Lehigh, Northampton	Cereta Johnson/ Children of Joy Christian Academy		104	40	$ 1,364,000.00	48	1	$ 485,000.00	693
Lehigh, Northampton	Community Services For Children Inc		533	0	$ 5,863,000.00	530	0	$ 5,300,000.00	986
Lehigh, Northampton	Greater Valley Young Mens Christian Association		267	0	$ 2,937,000.00	207	0	$ 2,070,000.00	805
Luzerne	Bloom Early Education Centers, Inc.		54	0	$ 594,000.00	54	0	$ 540,000.00	950
Luzerne	Child Development Co of NE PA		70	0	$ 770,000.00	70	0	$ 700,000.00	961
Luzerne	Country Charm Early Learning Center		34	0	$ 374,000.00	34	0	$ 340,000.00	1055
Luzerne	Greater Nanticoke Area SD		0	38	$ 209,000.00	0	38	$ 190,000.00	1070

County	Provider	DBA	Seats	Seats2	Amount	Seats3	Seats4	Amount2	Score
Luzerne	Greater Wyoming Valley Area YMCA		40	0	$ 440,000.00	40	0	$ 400,000.00	978
Luzerne	Hazleton Area SD		239	15	$ 2,711,500.00	239	15	$ 2,465,000.00	965
Luzerne	Luzerne County Head Start, Inc.		234	0	$ 2,574,000.00	234	0	$ 2,340,000.00	1060
Luzerne	Luzerne IU 18		90	0	$ 990,000.00	80	0	$ 800,000.00	890
Luzerne	Northwest Area SD		20	0	$ 220,000.00	20	0	$ 200,000.00	920
Luzerne	SAEED/ Building Blocks Learning Center	Building Blocks Learning Center	140	0	$ 1,540,000.00	140	0	$ 1,400,000.00	1010
Lycoming	LIFE Child Care Learning Center	LIFE Child Care Learning Center	15	0	$ 165,000.00	0	0	$ -	720
Lycoming	BLESSED BEGINNINGS PRESCHOOL AND CHILDCARE LLC		70	0	$ 770,000.00	70	0	$ 700,000.00	850
Lycoming	East Lycoming SD		40	0	$ 440,000.00	40	0	$ 400,000.00	615
Lycoming	Loyalsock Township SD		20	0	$ 220,000.00	20	0	$ 200,000.00	910
Lycoming	Montgomery Area SD		50	0	$ 550,000.00	50	0	$ 500,000.00	1015
Mercer	BUILDING BLOCKS CHILD CENTER INC		18	0	$ 198,000.00	18	0	$ 180,000.00	910
Mercer	Children's Center of Mercer County	Children's Center of Mercer County	20	0	$ 220,000.00	20	0	$ 200,000.00	800
Mercer	Community Action Partnership of Mercer Co	CAPMC	95	0	$ 1,045,000.00	95	0	$ 950,000.00	1011
Mercer	Zion Education Center	Zion Education Center	26	4	$ 308,000.00	26	4	$ 280,000.00	955
Mifflin	Grace Covenenant/ Hide-n-Seek Christian Day Care	Grace Covenant Church/Hide N Seek Christian Daycare	80	4	$ 902,000.00	80	4	$ 820,000.00	990
Mifflin, Snyder, Union	Summit Early Learning, Inc. (formerly Snyder Union Mifflin)		162	0	$ 1,782,000.00	162	0	$ 1,620,000.00	998
Monroe	Pocono Svc for Families & Chld		91	0	$ 1,001,000.00	91	0	$ 910,000.00	900
Monroe	The Growing Place Childcare Centers	The Growing Place Child Care Centers	126	18	$ 1,485,000.00	126	18	$ 1,350,000.00	1015
Monroe	Wee Wons Inc		20	0	$ 220,000.00	20	0	$ 200,000.00	945
Montgomery	Pottsgrove SD	Pottsgrove School District	40	0	$ 440,000.00	0	0	$ -	760
Montgomery	Upper Perkiomen SD		36	0	$ 396,000.00	0	0	$ -	810
Montgomery	Federation Early Learning Services	Federation Early Learning Services	16	0	$ 176,000.00	16	0	$ 160,000.00	605
Montgomery	Montgomery County IU 23		475	0	$ 5,225,000.00	475	0	$ 4,750,000.00	879
Montgomery	Play and Learn Centers	Play & Learn	100	0	$ 1,100,000.00	100	0	$ 1,000,000.00	1004
Montgomery	Pottstown SD		262	0	$ 2,882,000.00	262	0	$ 2,620,000.00	910
Montgomery	The Margaret George School and Childcare Center	The Margaret George School and Childcare Center	20	0	$ 220,000.00	20	0	$ 200,000.00	750
Montgomery	YWCA Tri-County Area		45	0	$ 495,000.00	44	0	$ 440,000.00	930
Montgomery, Philadelphia	Children of America	Children of America Chestnut Hill	50	0	$ 550,000.00	50	0	$ 500,000.00	625
Montour	The Learning Tree Child Care Center LLC		15	0	$ 165,000.00	0	0	$ -	760
Montour	Busy Little Beavers	Busy Little Beavers	34	0	$ 374,000.00	34	0	$ 340,000.00	850
Montour	Danville Area Head Start	Danville Area Head Start	36	0	$ 396,000.00	36	0	$ 360,000.00	1065
Northampton	Easton Area SD		38	0	$ 418,000.00	37	0	$ 370,000.00	835
Northampton	Third Street Alliance For Women and Children		80	0	$ 880,000.00	80	0	$ 800,000.00	875
Northampton	Wilson Area SD		53	0	$ 583,000.00	53	0	$ 530,000.00	950
Northumberland	GREATER SUSQUEHANNA VALLEY YMCA - MILTON BRANCH		28	0	$ 308,000.00	28	0	$ 280,000.00	955
Northumberland	MMJJ INC DBA WINNIE THE POOH DAY CARE	Winnie the Pooh Daycare and Pre-School	30	0	$ 330,000.00	30	0	$ 300,000.00	1025
Northumberland	Mount Carmel Area SD		60	0	$ 660,000.00	60	0	$ 600,000.00	948
Perry	West Perry SD		44	0	$ 484,000.00	44	0	$ 440,000.00	990
Philadelphia	Barr Dowd DBA Children's Garden Academy Child Dev Center	Children's Garden Academy Child Development Center	10	0	$ 110,000.00	0	0	$ -	615
Philadelphia	DIVINE TREASURES CHILD CARE INC	DIVINE TREASURES CHILD CARE INC	20	0	$ 220,000.00	0	0	$ -	795
Philadelphia	Incredible Kids Learning Center	Incredible Kids Learning Center	40	0	$ 440,000.00	0	0	$ -	785
Philadelphia	JITB JRS Arrows at the Gate Childcare LLC		16	0	$ 176,000.00	0	0	$ -	605
Philadelphia	Litas Little Angels LLC		15	0	$ 165,000.00	0	0	$ -	240
Philadelphia	Little Dinos LLC		40	0	$ 440,000.00	0	0	$ -	570
Philadelphia	Together We Grow LLC	Together We Grow and Prosper LLC	15	0	$ 165,000.00	0	0	$ -	665
Philadelphia	Your Child and Mine Early Learning Center		20	0	$ 220,000.00	0	0	$ -	800
Philadelphia	Zhang Sah	Zhang Sah Martial Arts & Learning Centers	0	80	$ 440,000.00	0	0	$ -	610
Philadelphia	Acelero Learning Camden Phila Inc		150	0	$ 1,650,000.00	130	0	$ 1,300,000.00	915
Philadelphia	Amazing Kidz Academy LLC		200	0	$ 2,200,000.00	119	0	$ 1,190,000.00	855
Philadelphia	Bright Minds Bright Beginnings LLC		16	0	$ 176,000.00	10	0	$ 100,000.00	655
Philadelphia	Casa del Carmen Family Center	Casa del Carmen	14	0	$ 154,000.00	14	0	$ 140,000.00	845
Philadelphia	Congregation Beth Solomon DBA CBS Kosher Food Program	Congregation Beth Solomon	25	0	$ 275,000.00	25	0	$ 250,000.00	1025
Philadelphia	Creative Learning Environments Inc		34	0	$ 374,000.00	34	0	$ 340,000.00	935
Philadelphia	Dreamscape Education	Dreamscape Early Childhood Education Center	51	0	$ 561,000.00	51	0	$ 510,000.00	845

County	Provider	Alternate Name			Amount			Amount	
Philadelphia	Excelsior School of Philadelphia	Excelsior School of Philadelphia	80	0	$ 880,000.00	80	0	$ 800,000.00	790
Philadelphia	Heavenly Daycare and Learning Center Inc		87	0	$ 957,000.00	48	0	$ 480,000.00	750
Philadelphia	Kiddie Prep Academy LLC		40	0	$ 440,000.00	40	0	$ 400,000.00	745
Philadelphia	Learning My Way Montessori		10	0	$ 110,000.00	10	0	$ 100,000.00	785
Philadelphia	Little Learners Literacy Academy	Little Learners Literacy Academy	20	0	$ 220,000.00	18	0	$ 180,000.00	720
Philadelphia	Mt Airy Christian Day School	MT AIRY CHRISTIAN DAY SCHOOL	20	0	$ 220,000.00	15	0	$ 150,000.00	720
Philadelphia	Norris Square Community Alliance	Norris Square Community Alliance	80	0	$ 880,000.00	40	0	$ 400,000.00	705
Philadelphia	Overbrook Little Learners Inc		8	0	$ 88,000.00	8	0	$ 80,000.00	720
Philadelphia	Philadelphia City SD		4008	68	$ 44,462,000.00	3755	68	$ 37,890,000.00	1085
Philadelphia	Somerset Academy Early Learning Center		40	0	$ 440,000.00	40	0	$ 400,000.00	850
Philadelphia	Special People NE Inc	SPIN	120	0	$ 1,320,000.00	120	0	$ 1,200,000.00	970
Philadelphia	Sun Bright Childcare and Learning Center		20	40	$ 440,000.00	17	26	$ 300,000.00	905
Pike	Delaware Valley SD		40	30	$ 605,000.00	39	26	$ 520,000.00	820
Pike	Good Shepard/ Green Trees Early Learning Center Inc	Green Trees Early Learning Center, Inc.	31	0	$ 341,000.00	30	0	$ 300,000.00	955
Pike	The Sunshine Station	Sunshine Academy	20	0	$ 220,000.00	10	0	$ 100,000.00	810
Schuylkill	Child Development Inc		234	0	$ 2,574,000.00	234	0	$ 2,340,000.00	979
Schuylkill	Panther Valley SD		64	0	$ 704,000.00	64	0	$ 640,000.00	905
Schuylkill	Schuylkill IU 29		85	0	$ 935,000.00	20	0	$ 200,000.00	895
Somerset	Rockwood Area SD	Rockwood Area School District	20	0	$ 220,000.00	0	0	$ -	765
Somerset	Tableland Services Inc	Community Action Partnership of Somerset County	81	52	$ 1,177,000.00	81	52	$ 1,070,000.00	987
Susquehanna	ENDLESS MOUNTAIN LEARNING CENTER INC		20	0	$ 220,000.00	16	0	$ 160,000.00	825
Susquehanna	Forest City Regional SD		32	0	$ 352,000.00	32	0	$ 320,000.00	965
Susquehanna	Mountain View SD		40	0	$ 440,000.00	16	0	$ 160,000.00	830
Tioga	APRIL RANSOM DBA RANSOM DAY CARE	Ransom Daycare	7	0	$ 77,000.00	0	0	$ -	560
Tioga	Pennys Daycare LLC		30	0	$ 330,000.00	30	0	$ 300,000.00	900
Tioga	Southern Tioga SD		101	4	$ 1,133,000.00	78	4	$ 800,000.00	860
Union	Lewisburg Area SD	Lewisburg Area School District	18	0	$ 198,000.00	18	0	$ 180,000.00	875
Warren	Warren & Forest Counties Economic Opportunity Council		30	0	$ 330,000.00	30	0	$ 300,000.00	820
Washington	Pigtails and Inkwells/ Once Upon A Time Early Learning Center	Once Upon A Time Early Learning Center	30	0	$ 330,000.00	30	0	$ 300,000.00	980
Westmoreland	Appleseed Learning Center	Appleseed Learning Center	40	8	$ 484,000.00	40	8	$ 440,000.00	870
Westmoreland	Hempfield Area SD		60	0	$ 660,000.00	60	0	$ 600,000.00	915
Westmoreland	JB's Bright Beginnings Two LLC		40	0	$ 440,000.00	40	0	$ 400,000.00	945
Westmoreland	Little Cubs Daycare LLC		40	0	$ 440,000.00	20	0	$ 200,000.00	820
Westmoreland	Loveli Foundations LLC		40	0	$ 440,000.00	40	0	$ 400,000.00	950
Westmoreland	Monessen City SD		58	0	$ 638,000.00	58	0	$ 580,000.00	870
Westmoreland	Seton Hill Child Services Inc		252	0	$ 2,772,000.00	244	0	$ 2,440,000.00	965
Westmoreland	Westmoreland Human Opportunities Inc.	Westmoreland Community Action	154	0	$ 1,694,000.00	154	0	$ 1,540,000.00	1029
Wyoming	Mehoopany Nursery School	HANDS of Wyoming County	108	0	$ 1,188,000.00	105	0	$ 1,050,000.00	1010
York	Dover Area SD		40	0	$ 440,000.00	0	0	$ -	585
York	YMCA of the Roses	York YMCA	50	0	$ 550,000.00	0	0	$ -	665
York	Community Progress Co		36	0	$ 396,000.00	36	0	$ 360,000.00	858
York	Crispus Attucks Association of York PA	Crispus Attucks York	80	0	$ 880,000.00	80	0	$ 800,000.00	850
York	Early Learning Center	Webster Early Learning Center	34	0	$ 374,000.00	34	0	$ 340,000.00	910
York	York City SD	York City School District	301	0	$ 3,311,000.00	275	0	$ 2,750,000.00	1085
York	York Day Nursery, Inc.	York Day Early Learning	70	0	$ 770,000.00	30	0	$ 300,000.00	905
York	York Jewish Community Center	York Jewish Community Center	20	0	$ 220,000.00	20	0	$ 200,000.00	930
York	York YWCA	YWCA York	285	0	$ 3,135,000.00	265	0	$ 2,650,000.00	860

**PKC 23-#002:
PELICAN Data Entry
Updates**
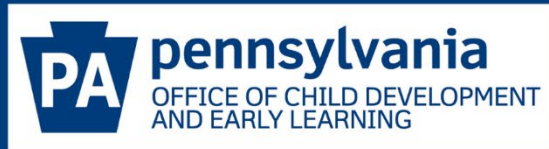
pennsylvania
PA OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

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

Issue Date: March 28, 2024

Effective Date: March 28, 2024

Subject: PELICAN data entry updates

To: Pennsylvania Pre-K Counts (PA PKC)

From:

Shante' Brown
Deputy Secretary, Office of Child Development & Early Learning
(OCDEL)

PURPOSE

To inform PA PKC providers about new requirements for reporting child enrollment
information in PELICAN that will begin April 1, 2024.

BACKGROUND

A newly enacted law (section 1517-D of the Public School Code) requires PA PKC
providers to provide OCDEL with the following information beginning April 1, 2024:

1) Notice and information on an eligible student enrolled in a program-funded slot in
   the approved provider's program within 15 days of the enrollment; and

2) Notice and information on an eligible student's removal from enrollment in a
   program-funded slot in the approved provider's program within 15 days from the
   removal of enrollment.

Section 1517-D also requires OCDEL to submit quarterly reports to the Pennsylvania
Senate and House Appropriations Committees beginning July 31, 2024. These reports
will include the following information:

1) The total number of eligible students enrolled in a program-funded slot for each
   approved provider organized by month in the previous quarter;

2) The number of eligible students newly enrolled in a program-funded slot for each
   approved provider organized by month in the previous quarter;

3) The number of eligible students removed from enrollment in a program-funded slot for each approved provider organized by month in the previous quarter;

4) The number of eligible students enrolled for 90% of the month in a program-funded slot for each approved provider organized by month in the previous quarter;

5) The number of total funded slots for each approved provider by month in the previous quarter;

6) A listing by county of the total number of requested program-funded slots for students from eligible providers in the county and the total number of slots approved for all approved providers in the county for the current fiscal year; and

7) Other information the department deems necessary.

DISCUSSION

Starting April 1, 2024, providers must update PELICAN within 15 days of a new enrollment or within 15 days of end dating an enrollment.

OCDEL will use this data to provide the quarterly reports to the General Assembly. As such, it is important that all data be reported accurately in PELICAN. This includes accurately reporting child start dates and end dates, and the reason for end dating an enrollment.

Materials on how to enter data into PELICAN are found at PELICAN – The Pennsylvania Key (pakeys.org). Specialists should be reviewing data with providers on an on-going basis to assure timely and accurate enrollment information within PELICAN at all times.

NEXT STEPS

1. Share this information with appropriate staff.
2. Lead agencies share with all partner agencies.
3. Review and update as needed any program policies related to the discussed topics.
4. Direct any questions to your Preschool Program Specialist.

Appendix I

Continuation Grant Application

<div align="right">

EXPAND ALL

</div>

Grant Structure

Please read and respond to the question(s) on this page. If there are any updates to the Grant Structure, please document these changes both as answers to the applicable questions below, and within the Grant Structure table. Failure to do so will result in a processing delay.

— 1. TOTAL SLOTS (required)

Is this Grantee requesting a reduction in the total number of Standard Full Year Slots?

○ Yes

○ No

1.1. If you answered "Yes" to the above, please indicate these change(s) in the Grant Structure chart and text box below and provide the rationale for these change(s). (2000 characters) (required)

[ ]

— 2. SLOT DISTRIBUTION (required)

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

○ Yes

○ No

2.1. If you answered "Yes" to the above, please indicate these change(s) in the Grant Structure chart below and provide the rationale for these change(s). (2000 characters) (required)

[ ]

— 3. PARTNERSHIPS (required)

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

○ Yes

○ No

3.1. If you answered "Yes" to the above, please indicate the Partnership change(s) in the Grant Structure chart below and provide the rationale for these change(s). (2000 characters) (required)

[ ]

– 4. SERVICE LOCATIONS (required)

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

○ Yes

○ No

4.1. If you answered "Yes" to the above, please indicate the Service Location change(s) in the Grant Structure chart below and provide the rationale for these change(s). (2000 characters) (required)

[   ]

– 5. ADDITIONAL CHANGES (required)

Detail requests for any changes from the original FY 2022-2023 grant application with the exception of partner and location changes already detailed in previous questions. Grantees who indicated changes in staffing salaries/benefits that would occur over the period of the five-year grant should note in this question how those changes will be implemented. (2000 characters)

[   ]

Program Operations

Please read and respond to the question(s) on this page.

Staff Qualifications

– 1. LEAD TEACHER QUALIFICATIONS (required)

Complete a row for each provider that will be funded through this Grantee and provide the information indicated based on your CURRENT LEAD TEACHERS. Please verify that the Lead Agency and ALL Partners identified in the Grant Structure are listed.

Provider Name (*)	Total Number of Lead Teachers (*)	Number of Lead Teachers with Bachelors Degree in Early Childhood Education or Child Development (*)	Number of Lead Teachers with Associate Degree in Early Childhood Education or Child Development (*)	
[ ]	[ ]	[ ]	[ ]	EDIT REMOVE

ADD

Grantee-Specific Requirements

– 1. 1. Please obtain an agency specific question from your Preschool Program Specialist. Copy the question and paste it here along with your response to that question. (2000 characters or less) (required)

[   ]

Additional Funding

Please read and respond to the question(s) on this page.

− 1. IF THERE ARE ADDITIONAL FUNDS AVAILABLE, would this Grantee be interested in requesting additional funds for standard slots? (required)

○ Yes

○ No

1.1. If you answered "Yes" to the above, please fill out the chart below, showing ONLY the Total Additional Funding & Slots this Grantee would like to request IF AVAILABLE FOR RE-DISTRIBUTION. Additional funding requested cannot increase the current cost per child allotted(required)

Funding Requested (Enter Whole Numbers ONLY - No Symbols)* (*)	Standard Full Year Slots Requested (*)	
		EDIT REMOVE

ADD

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

Fiscal Information

Please read and respond to the question(s) on this page.

Staff Salaries

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

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

ADD