



pennsylvania
PRE-K COUNTS

For A Brighter Future

End of Year Report 2008 - 2009

Pennsylvania Department of Education
Office of Child Development and Early Learning

I just wanted to express my appreciation for the PA Pre-K Counts program within our school. As the Kindergarten teacher for Penn-Grampian Elementary, I have found that the students in my classroom that were enrolled in the PA Pre-K Counts program last year are much better prepared for the Kindergarten curriculum and are excelling with their school work. Every student that was in PA Pre-K Counts is in my top reading group. These students love being at school and have an appreciation for learning.

The PA Pre-K Counts teachers at our school do a wonderful job following a curriculum that parallels that of the Kindergarten curriculum. This helps prepare the students for what lies ahead in Kindergarten. The teachers have so many creative ideas to help promote student growth. I hope that this program will continue in the future because it is an asset to our school district.

Shaina Franson, Kindergarten Teacher at Penn-Grampian Elementary School,
Clearfield County



pennsylvania

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End of Year Report 2008 - 2009

Executive Summary	3
Pennsylvania Pre-K Counts – Showing Results for Pennsylvania’s Children	7
Positive child outcomes	7
Quality classroom environment and relationships	10
Quality teachers	11
Small class size	12
Quality curriculum	13
Fiscal responsibility	14
Quality Design, Accountability and Implementation – the Keystone of Pennsylvania Pre-K Counts	15
Profile of Children Enrolled in Pennsylvania Pre-K Counts	17
Profile of Pennsylvania Pre-K Counts Grantees	21
Pennsylvania Pre-K Counts – Part of a Quality Early Education Continuum	22
Vision for the Future	23
• Appendix A	Chart of Pennsylvania Pre-K Counts Grantees
• Appendix B	Number of 3 and 4 Year Olds Served by Pennsylvania Pre-K Counts, by County

Appendix C-H are available online at www.pde.state.pa.us

- **Appendix C** Selection of Pennsylvania Pre-K Counts Grantees
- **Appendix D** 2008-2009 Pennsylvania Pre-K Counts Guidance & Application, continuation grants
- **Appendix E** 2008 -2009 Pennsylvania Pre-K Counts Guidance & Application, new/expansion grants
- **Appendix F** List of deadlines for Pennsylvania Pre-K Counts 2008-2009 application process
- **Appendix G** List of Pennsylvania Pre-K Counts Applicants and Funding Status
- **Appendix H** Program Review Instrument (PRI) announcement and worksheets



COMMONWEALTH OF PENNSYLVANIA
OFFICE OF THE GOVERNOR
HARRISBURG

October 1, 2009

THE GOVERNOR

Dear Members of the General Assembly:

I am pleased to share with you the second year results for Pennsylvania Pre-K Counts. This past year has shown us how important it is to make investments that will strengthen our economy to help us thrive in good times and better weather the tough ones. The number one investment we can make to strengthen our economy is in developing a skilled workforce, and that investment must begin in early childhood.

As you will read in the attached report, the quality design, accountability, and implementation of Pennsylvania Pre-K Counts is exceeding all expectations.

- We are reaching our most vulnerable children. Children affected by risk factors such as living in low-income families, learning English as a second language, or having special needs, often enter school without all the academic and social skills they need to succeed unless they receive quality early education. Approximately 95% of children enrolled in Pennsylvania Pre-K Counts are affected by at least one risk factor, 77% are affected by two or more risk factors.
- Children are making excellent progress in Pennsylvania Pre-K Counts and entering kindergarten ready to learn. Nearly every child (99%) showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills after attending the Pennsylvania Pre-K Counts program. School Districts report that Pennsylvania Pre-K Counts children entered kindergarten with age-appropriate skills, were more prepared for kindergarten than their peers, and are meeting development expectations throughout kindergarten.
- Pennsylvania Pre-K Counts teachers and classrooms are high quality. Approximately 80% of lead teachers have bachelor's degrees, and 77% either have their ECE Certification or are working toward ECE Certification. With an average of 16 children per classroom with at least one lead teacher and one teacher aide, Pennsylvania Pre-K Counts is exceeding recommended best practices.
- Thousands of parents are demanding quality early education for their children. At the end of the 2008-2009 school year, more than 7,800 children were already on waiting lists for Pennsylvania Pre-K Counts for 2009-2010.

Because of additional funding in 2008-2009, Pennsylvania Pre-K Counts was able to expand to serve an additional 800 children. Services were expanded to children in five additional counties and 17 additional school districts.

It is clear that Pennsylvania is building upon first-year successes of Pennsylvania Pre-K Counts by serving more children in high quality settings. The investments we are making today in Pennsylvania Pre-K Counts are having an immediate impact on their development and a long term impact on their academic progress, career success, and contribution to society. As these children grow, we will see test scores rise, special education costs drop, graduation rates increase, a qualified workforce grow and our tax base increase.

I encourage you to visit a Pennsylvania Pre-K Counts program in your local community, to see the amazing benefits of quality early education first-hand, and to hear from the parents, teachers, and children how Pennsylvania's investment in Pennsylvania Pre-K Counts has impacted their lives.

Sincerely,

A handwritten signature in black ink that reads "Edward G. Rendell".

Edward G. Rendell
Governor

Executive Summary

Virtually every indicator for success in Pennsylvania – higher academic achievement and graduation rates, a more skilled workforce, and a thriving economy – depend on the education of our children. With nearly 60% of children under age five affected by at least one risk factor¹ that can harm their chances for learning and school success, providing quality early learning opportunities to our young children is crucial. Without quality early education, children affected by risk factors such as living in low income families, or the low education level of their mother, will likely enter kindergarten without the necessary pre-academic and social skills they need to do well. They risk falling behind their peers, having poor academic performance throughout school, requiring remediation and expensive special education services as students, and relying on public assistance as adults.

I took my daughter to register for Kindergarten. I am pleased to say Amaris did excellent on the tests she was given. The staff at Union School was surprised to see how much she knew and also how open she was with the teachers. They asked me if she was going to PA Pre-K Counts and of course I said yes. They all agreed that there is a very clear difference when kids go to preschool.

Sonia Oviedo, Amaris' mother, Lehigh County

Pennsylvania Pre-K Counts provides children at risk of school failure with a high quality pre-kindergarten experience that can prepare them for success in school and in life. Research consistently shows that children with access to quality pre-kindergarten such as Pennsylvania Pre-K Counts can make up delays in development and enter school on par with their peers and ready to learn.² In 2008-2009, Pennsylvania Pre-K Counts served approximately 11,800 children in 62 counties.

Pennsylvania Pre-K Counts: Showing Results for Pennsylvania's Children

Quality program design, accountability and implementation have resulted in excellent results for Pennsylvania Pre-K Counts and, most importantly, terrific outcomes for children.

Reaching at-risk children. Children affected by risk factors for academic failure benefit greatly from quality pre-kindergarten. Pennsylvania Pre-K Counts has a demonstrated track record of targeting its resources to vulnerable children and families. Nearly every (81.5%) classroom is located in a zip code where at least 30% of children under age five live in low-income families. Grantees report that

- Nearly all (95%) children in Pennsylvania Pre-K Counts classrooms are affected by at least one risk factor for academic failure, such as living in low income families, learning English as a second language, or having disabilities or developmental delays.
- Most (77%) are affected by two or more risk factors, making them more likely to struggle in school.

Approximately 4.5% of three- and four-year olds in the rural/rural-mix counties were served and 3.5% of the three- and four-year olds in the urban/urban-mix counties were served in Pennsylvania Pre-K Counts.³



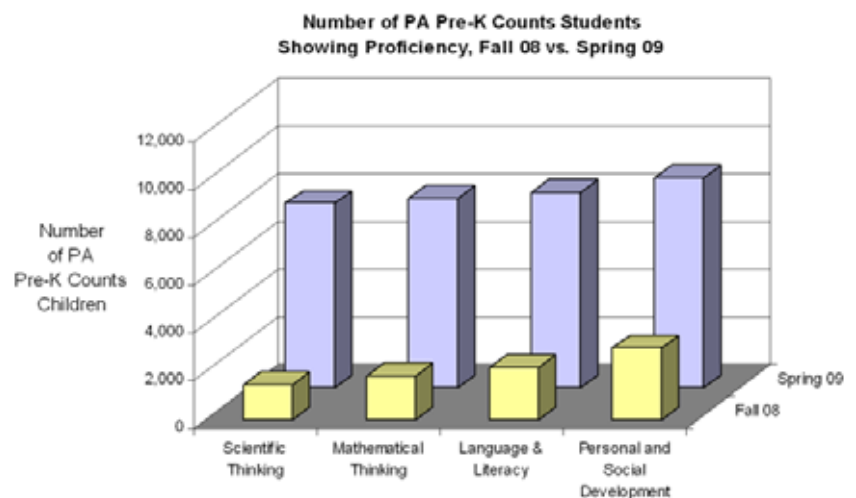
Learning how to make applesauce at Kids First Blair County, Blair County

Preparing children for school. Outcomes for Pennsylvania Pre-K Counts children compare favorably to outcomes in other states that have had pre-k programs in place for as long as 20 years. Second year reports demonstrate positive results on children’s progress.

- Nearly every child (99%) showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills after attending the Pennsylvania Pre-K Counts program.
 - Nearly 75% of children who attended Pennsylvania Pre-K Counts finished the school year with age-appropriate proficiency in literacy, numeracy and social skills. By the end of the year:
 - Five times as many children were proficient in Scientific Thinking (from 1,429 children upon entry to 7,686 at end of year).
 - More than four times as many children were proficient in Mathematical Thinking (from 1,792 children upon entry to 7,910 at end of year).
 - Nearly four times as many children were proficient in Language and Literacy (from 2,164 children upon entry to 8,135 at end of year).
 - Nearly three times as many children were proficient in Personal and Social Development (from 2,984 children upon entry to 8,763 at end of year).

Child outcomes for 2008-2009 are consistent with first-year outcomes. In 2007-2008, 94% of Pennsylvania Pre-K Counts children finished the school year with age-appropriate or emerging age-appropriate skills and behaviors. Nearly 70% showed age-appropriate skills and behaviors after attending the Pennsylvania Pre-K Counts program.

Getting parents involved in their children’s education early. Parents reported overall high satisfaction with the program. Grantees report that parents are volunteering in the classroom, doing learning activities with their children at home that complement their work in the classroom, and recognizing their children’s full potential.



Providing high quality pre-kindergarten experiences. Pennsylvania Pre-K Counts grantees are meeting the quality expectations of the program and providing children with a high-quality pre-kindergarten experience.

- More than three-quarters (79%) of Pennsylvania Pre-K Counts teachers have bachelor’s degrees and more than three-quarters (76%) have either obtained ECE teacher certification or are working toward their certification.
- The average class size is 16 children with at least one lead teacher and one teacher aide.
- The average score on the nationally-recognized Environment Rating Scale of classrooms assessed was 5.5 of a possible 7, meeting quality expectations for the program.
- Curricula used in classrooms align with Pennsylvania Early Learning Standards.

Just this year, my son has gone from a timid, shy three-year old to a confident, independent little man ready to face his fourth year of life. I feel very strongly and very personally that PA Pre-K Counts has been instrumental in his transformation.

Kimberly Katruska, parent, Greene County

Pennsylvania Pre-K Counts - Designed for Success

Pennsylvania Pre-K Counts is designed to provide high quality early learning experiences to our young children. The quality components of the program are based on years of research and meet or exceed nearly every quality benchmark set by the National Institute for Early Education Research (NIEER) for quality pre-kindergarten. In addition to quality design, OCDEL established a comprehensive monitoring and accountability process to ensure that quality standards are met and public funds are used properly.

Pennsylvania Pre-K Counts: Quality Design, Accountability & Results

Design	Accountability	Results
Positive child outcomes: Children's progress assessed three times throughout the year	Grantees report child outcomes using the Work Sampling online tool three times a year	Nearly every child (99%) showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills after attending the Pennsylvania Pre-K Counts program
Serving at-risk children: Program focuses on children affected by risk factors such as low-income (300% FPL), English Language Learners, or children with special needs	Parents sign statement verifying risk factors (income, IEP, etc.); Grantees report risk factors in PELICAN, documentation reviewed by Preschool Program Specialists during site visits [#]	Nearly every child (95%) is affected by at least one risk factor; most (77%) are affected by two or more risk factors
Quality classroom environment: Teachers learn to use the Environment Rating Scale (ERS) assessment; self-assess classrooms; must meet 5.5 on 7 point scale	Independent ERS assessors use Environment Rating Scales to assess classrooms	Overall score of 5.5 met by the observed classrooms
Quality teachers: Lead teachers required to be ECE certified; Assistant teachers required CDA or equivalent*	Grantees report teacher education levels online through PELICAN online data reporting system; Preschool Program Specialists verify during site visits	Nearly 80% of lead teachers have bachelor's degrees; 76% have or are working toward ECE certification within the required deadline
Small class sizes: No more than 20 children per classroom with one lead teacher and one teacher aide	Grantees report classroom enrollments online through PELICAN	Average class size in 2008-2009 was 16, surpassing the best practice recommendation of 17
Quality curriculum: Grantees must use a curriculum that aligns with the Pennsylvania Early Learning Standards	OCDEL approves curriculum during application process; grantees report online and Preschool Program Specialists verify use of curriculum during site visits	Grantees using curricula of their choice which align well with the Pennsylvania Early Learning Standards
Fiscal responsibility: Grantees required to use funds for benefit of Pennsylvania Pre-K Counts classrooms only	Grantees sign detailed grant agreements and provide quarterly fiscal reports which are monitored by OCDEL staff	Grantees expended funds as per grant requirements
Location of classrooms: Grantees must locate classrooms in areas of highest risk to serve the most vulnerable children	Grantees must provide a community needs assessment including demographics, risk information, and services already available in the areas that they plan to locate classrooms.	Nearly every (81.5%) classroom is located in a zip code where at least 30% of children under age five live in low-income families

[#] In 2009-2010, Grantees will be required to verify income by reviewing appropriate documentation.

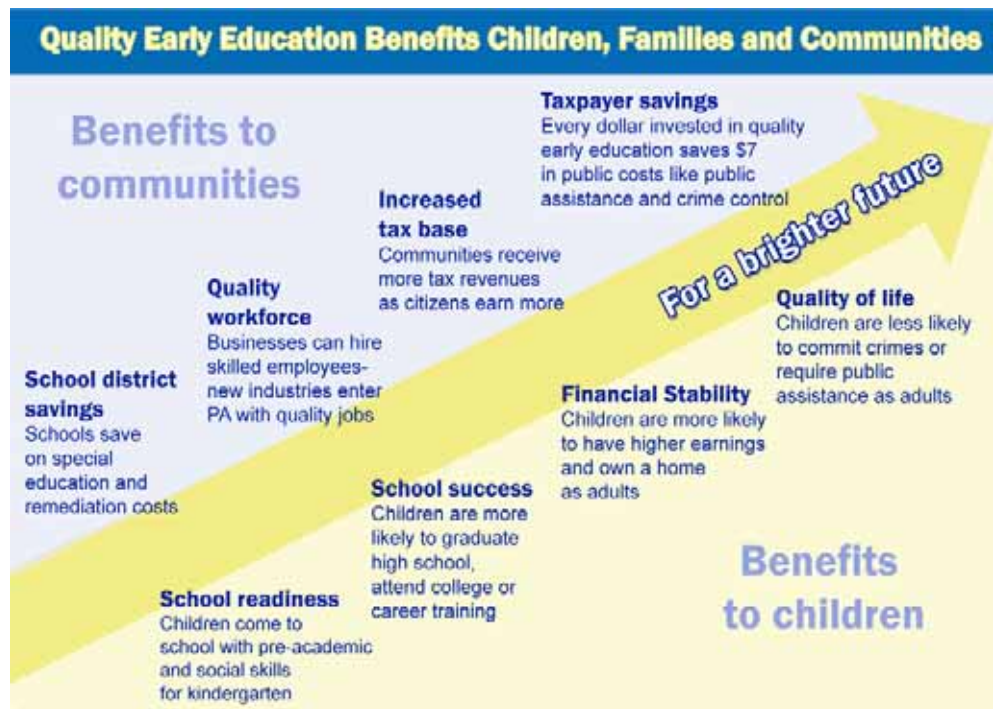
* As per the State Board of Education regulations, Head Start and child care programs have until December 2011 to meet ECE certification requirements, but now must have an associate's degree or higher in early childhood education. Licensed nursery school teachers must have a BA and private teaching license. Teachers who are not certified are required to develop action plans to obtain certification by 2011. Teacher assistants must complete at least 2 years of postsecondary study, or possess a CDA or associate's degree by the end of the 2009-2010 year.

Pennsylvania Pre-K Counts – for a brighter future

The positive impact of Pennsylvania Pre-K Counts is immediately recognizable in the children and their families, but the long-term benefits will extend throughout our communities. Pennsylvania Pre-K Counts is part of a quality early education continuum serving the diverse needs of children and families across the commonwealth.

Pennsylvania Pre-K Counts is designed to complement other OCDEL programs available to young children and their families so that they can reach their promise.

Here are some examples:



- Keystone STARS helps child care programs continue to improve their quality, providing better early learning experiences for children. This continuous quality improvement initiative is making it possible for many child care programs to participate in Pennsylvania Pre-K Counts. In 2008-2009, 117 STARS programs moved from a STAR 2 to a STAR 3 so they could continue their participation in Pennsylvania Pre-K Counts.
- More at-risk families – including working families – have access to Pennsylvania Pre-K Counts. Pennsylvania Pre-K Counts includes a variety of early education providers such as school districts, child care, Head Start, and nursery schools, making it easier for families to enroll in programs close to their home or work.
- Child Care Information Services (CCIS) agencies coordinate with Pennsylvania Pre-K Counts grantees to help reach out to eligible low-income families. In addition, CCIS agencies help eligible working families participating in Pennsylvania Pre-K Counts access Child Care Works child care assistance for the portion of the day that the child is not in a Pennsylvania Pre-K Counts classroom. This assistance can make the difference between a child benefitting from a quality early education experience through Pennsylvania Pre-K Counts and not being able to access this program at all.
- Pennsylvania Pre-K Counts grantees coordinate with Early Intervention and other children’s services in local communities to provide free screening, referrals, and additional services for children who need a little extra help. These collaborations make it possible for children who may have fallen between the cracks to receive these services early to get them on the right start for school.

Other principals are asking for PA Pre-K Counts to be in their schools, as the value of the program has been touted by the principal where we are sharing a building.

Chambersburg Area School District, Franklin County

Based on first and second year results, Pennsylvania Pre-K Counts is preparing our children, families and communities for a brighter future.

Pennsylvania Pre-K Counts – Showing Results for Pennsylvania’s Children

Pennsylvania Pre-K Counts offers a research-based, high quality pre-kindergarten experience that will effectively prepare children for kindergarten and improve their academic achievement that translates into success as adults. Quality early education sets a solid foundation for all future learning; without educational support in the early years, a child’s lifelong education suffers.

Quality design, accountability and implementation are resulting in documented positive impact for Pennsylvania’s children, such as:

- Positive child outcomes
- Quality classroom environment and relationships
- Highly qualified teachers
- Small class sizes
- Quality curriculum
- Fiscal responsibility

Nearly every child (99%) showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills after attending the Pennsylvania Pre-K Counts program.

Positive Child Outcomes

In early childhood, a young child’s progress cannot be measured by a series of tests; it requires ongoing observations by teachers and parents, collection of work by the child, and the use of a valid and reliable assessment tool. Regular child assessments guide teachers and parents as they work together to support the child’s early learning and development. Child assessments are also a valuable tool when evaluating and refining program design and implementation.

DESIGN: Pennsylvania Pre-K Counts grantees are required to conduct three assessments throughout the year of each child’s progress using child observations, portfolio collection, staff and parent input as well as a valid and reliable assessment tool approved by OCDEL.

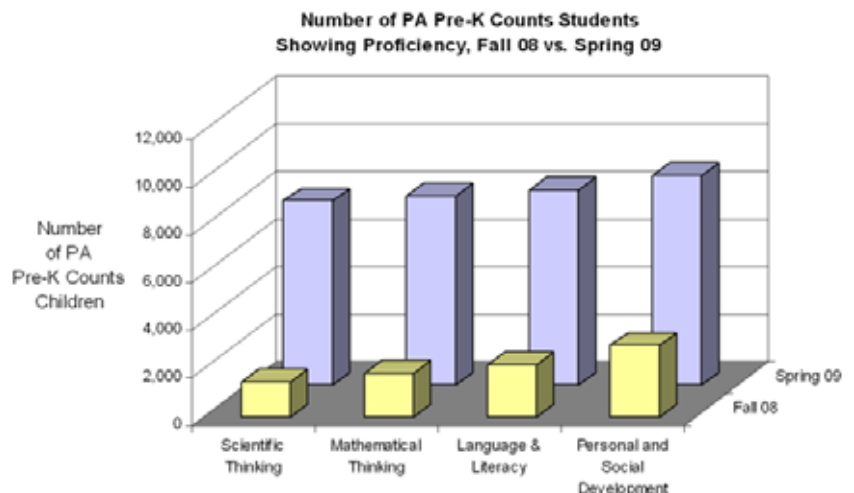
Teachers can use this information to guide learning activities and curriculum and share with parents to work together in their child’s development.

ACCOUNTABILITY: In 2008-2009 grantees reported outcomes for all Pennsylvania Pre-K Counts children among seven developmental areas:

- Scientific thinking;
- Mathematical thinking;
- Language and literacy;
- Personal and social development;
- Social studies;
- The arts; and
- Physical development and health.

In 2008-2009, grantees used the Work Sampling⁴ Online tool for reporting child outcomes. This report is based on Work Sampling System’s Checklist and Guidelines.

RESULTS: Second year reports indicate children are gaining the pre-academic and social skills they will need for kindergarten, while parents are becoming more involved in their child’s early



learning. Outcomes for Pennsylvania Pre-K Counts students compare positively to outcomes in other states that have had pre-k programs in place for as long as 20 years.

Second year reports on children's progress show:

Nearly every child (99%) showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills after attending the Pennsylvania Pre-K Counts program.

- Nearly 75% of children who attended Pennsylvania Pre-K Counts finished the school year with age-appropriate proficiency in literacy, numeracy and social skills.
 - Upon entry, less than 20% (1,429) of children were proficient in Scientific Thinking. Five times as many children (7,686) were proficient at end of year.
 - Upon entry, less than 20% (1,792) of children were proficient in Mathematical Thinking. More than four times as many children (7,910) were proficient at end of year.
 - Upon entry, less than 25% (2,164) of children were proficient in Language and Literacy. Nearly four times as many children (8,135) were proficient at end of year.
 - Upon entry, less than 30% (2,984) of children were proficient in Personal and Social Development. Nearly three times as many children (8,763) were proficient at end of year.

Progress was made in closing achievement gaps for English Language Learners and children with developmental delays or disabilities.

Spanish-speaking children were three times more likely than English-speaking children to begin the year without age-expected language and literacy skills. By the end of the year, Spanish-speaking children participating in Pennsylvania Pre-K Counts had closed the gap—both groups finished the year with less than 2% of children still without age-expected language skills.

Among students with developmental delays or disabilities who entered the program without age-expected skills in language and literacy, 83% progressed to emerging or age-appropriate skills by the end of the school year.



Feeding the fish at Beaver Falls Area School District, Beaver County

Half of my class started school only speaking Spanish and now all of children will be entering Kindergarten speaking fluent English. It's hard to believe what these children would have to go through entering Kindergarten not knowing how to speak English.

Pre-K Counts Teacher, Bethlehem Area School District,
Lehigh, Northampton Counties

We are working with our local school districts to track [child outcome] data throughout the school year. We have seen a measurable increase in scores in the areas of beginning sounds, sequencing events, making predictions, knowing initial consonants and high frequency words as well as writing the letters of their name for children who attended PA Pre-K Counts last year in comparison to those who did not or did not attend any preschool program. In most cases, children who attended our program scored at least the same or higher than the district average or then those who did not attend preschool are the above listed areas.

Kids First Blair County, Blair County

Pennsylvania Pre-K Counts graduates are excelling in Kindergarten

School Districts report that Pennsylvania Pre-K Counts children entered kindergarten with age-appropriate skills, were more prepared for kindergarten than their peers, and are meeting development expectations throughout kindergarten.

For example:

- Nearly every Pennsylvania Pre-K Counts graduate (95%) entering kindergarten in the Turkeyfoot Valley Area School District showed age-appropriate skills per the DIBELS screening assessment.⁵
- Erie and Corry School District's kindergarten teachers reported that 85.7% of the children who participated in Pennsylvania Pre-K Counts classrooms were doing better in math, literacy and social skills compared to peers who had not attended Pennsylvania Pre-K Counts; 100% were doing better in motor skills; and 57% were better able to follow rules and be self-regulated.

Pennsylvania Pre-K Counts is reducing the need for special education services

Children with developmental delays who participated in Pennsylvania Pre-K Counts in 2007-2008 were able to make significant developmental progress to enter kindergarten on par with national norms. Some school districts report:

- Many children who entered Pennsylvania Pre-K Counts in 2007-2008 with Individualized Education Plans (IEPs) requiring Early Intervention services no longer required services when they entered kindergarten in 2008-2009.
- Of those children who participated in Pennsylvania Pre-K Counts last year, a smaller percentage required Early Intervention services in kindergarten than among the total kindergarten population.

Pennsylvania Pre-K Counts is getting parents involved in their children's early learning

A state-wide sample of 200 parents whose children are participating in Pennsylvania Pre-K Counts reported overall high satisfaction with the program and that Pennsylvania Pre-K Counts was meeting their expectations and their child's needs.

Child outcomes for 2008-2009 are consistent with first-year outcomes. In 2007-2008, 94% of Pennsylvania Pre-K Counts children finished the school year with age-appropriate or emerging age-appropriate skills and behaviors. Nearly 70% showed age-appropriate skills and behaviors after attending the Pennsylvania Pre-K Counts program.

Quality classroom environment and relationships

In order for young children to learn, they need stable relationships with trusted adults and learning environments that stimulate exploration and creativity. Recent research has reinforced that high quality teacher-child interactions correlate as strongly with children's learning and behavior as teacher education and small class sizes.⁶

DESIGN: Pennsylvania Pre-K Counts classrooms are evaluated using the Early Childhood Environment Rating Scale- Revised (ECERS-R)⁷. The nationally recognized Environment Rating Scales rate the various interactions that take place in a classroom between staff and children; staff, parents, and other adults; among the children themselves; and the interactions children have with the many materials and activities in the environment; as well as those features, such as space, schedule, and materials that support these interactions.

All Pennsylvania Pre-K Counts lead teachers are expected to attend training as part of a Core Series, including Early Learning Standards and Scheduling; Environment Rating Scales; Work Sampling Online; and Strengthening Relationships with Children, Families and Peers. Programs are required to learn the Environment Rating Scales and conduct a self-assessment of their classroom(s) before an independent assessment is completed. Pennsylvania Pre-K Counts classrooms are required to earn a 5.5 rating on the 7-point ECERS-R scale.

ACCOUNTABILITY: Independent assessors conduct an evaluation of the program quality in Pennsylvania Pre-K Counts classrooms using the ECERS-R tool. If a classroom does not make the 5.5 rating during the first assessment, the grantee, in cooperation with the Preschool Program Specialist, must develop an improvement plan that includes goals, improvement strategies, responsible person(s), and target dates for completion.

RESULTS: ERS Assessors completed 360 classroom assessments in 2008-2009, with an average ERS score of 5.5.

STAR Providers on the Move

In order to meet new Pennsylvania Pre-K Counts requirements for 2009-2010, OCDEL and its partners began the process of helping 117 STAR 2 child care programs participating in Pennsylvania Pre-K Counts move to a STAR 3 level early in 2008-2009.

OCDEL's goal was to facilitate 100 percent of the STAR 2 providers already participating in Pennsylvania Pre-K Counts to advance to STAR 3. When OCDEL surveyed these programs to assess their own capacity to do this, all but two programs expressed their intent to continue.

The challenge for many of these providers was the very accelerated timeline. The Regional Keys, with the assistance of the Preschool Program Specialists, provided technical assistance supports in areas such as meeting physical environment requirements; addressing health & safety issues; curriculum planning; increasing and enhancing the quality of teacher initiated interactions with children; and identifying leadership and management opportunities, such as developing a continuous quality improvement plan.

Professional development is the key component for a successful transition to a STAR 3 level. As with any provider interested in increasing their STAR level, the Regional Key met with each provider to review the standards and determine what was needed for a successful move to the next level. In addition, the Preschool Specialists provided support as a liaison to keep the providers on the specified deadline and to inform the Keys of what additional help might have been needed. Monthly conference calls allowed the teams to successfully identify and address any challenges for the programs as they moved through the process.

One of the primary challenges—obtaining a Director's credentials, which includes nine higher education credits needed in a short period of time—became obtainable via the technical assistance provided by each Regional Key through a collaborative partnership with local colleges and universities. Financial assistance through STARS Incentive funds and Pennsylvania Pre-K Counts funding were also available to provider staff as they worked towards meeting the education qualifications.

By July 1, 2009, 100% of the 117 STAR 2 and Pennsylvania Pre-K Counts providers successfully completed all necessary requirements to move to a STAR 3. The supportive partnership implemented to assist with this achievement remains firmly in place to ensure that these providers maintain their STAR 3 eligibility.

Quality teachers

Quality teachers help keep children engaged, promote positive development, address concerns, and work with parents to create learning experiences both in school and at home. Several studies have found that the presence of teachers with a bachelor's degree with specialized training in early childhood education leads to better outcomes for young children.⁸ The 2006 independent study of Keystone STARS programs also found that classrooms with teachers that had at least an associate's degree had significantly higher ERS scores.⁹ As with any profession, continuing professional development is necessary to refine skills and gain updated knowledge.

Profile of Pennsylvania Pre-K Counts Lead Teachers
as of May 2009

	number	percentage
Total Number of Teachers:	801	
Teachers with Bachelor Degrees	631	79%
Teachers Certified in Early Childhood Education (ECE)	338	42%
Teachers Working Towards Early Childhood Education (ECE) Certification	274	34%
Teachers with Master Degrees	74	9%

Teachers may be counted in more than one category above

DESIGN: All lead teachers are required to have a bachelor's degree and certification in early childhood education by December 2011. Lead teachers in Head Start and child care programs must possess a minimum of an associate's degree in early childhood education or development. Lead teachers in licensed nursery school programs must have a minimum of a bachelor's degree and a license to teach in a private academic school. All ECE-Certified lead teachers in Pennsylvania Pre-K Counts classrooms must also meet the continuing professional development requirements of Act 48.

Teacher aides must complete at least two years of postsecondary study, possess a Child Development Associate (CDA) credential¹⁰ or associate's degree by 2009-2010. Teacher aides must complete 24 hours of approved continuing professional development each year.



Teacher and student at Day Care Centers, Inc., Montgomery County

I enjoy the fact that when there is a trip or outing, parents are welcomed. This gives me the opportunity to see how my child interacts with her classmates and how well she responds to her teachers. The weekly newsletter keeps me informed and gives parents tips like healthy eating, reading with your finger to guide your child's eyes and other things. PA Pre-K Counts benefits the child as well as the adults and I sometimes find myself talking to her teachers and "comparing notes."

Jamiel Alexander, parent, York County

ACCOUNTABILITY: Through the Pennsylvania's Enterprise to Link Information Across Networks (PELICAN) Pennsylvania Pre-K Counts online reporting system, teachers and teacher aides in Pennsylvania Pre-K Counts classrooms are required to report their education level and the number of hours of professional development they have attended. Preschool Program Specialists verify this information during site visits and are working with community-based programs to help their teachers meet the higher education requirements that go into effect December 2011.



Children drawing in PA Pre-K Counts classroom in Pottstown School District, Montgomery County

Pennsylvania Pre-K Counts is making it possible for teachers in all participating programs to meet the State Board of Education regulations by providing both adequate funding and providing child care and Head Start teachers access to T.E.A.C.H. (Teacher Education and Compensation Helps)¹¹ scholarships to obtain the necessary college degrees and certification.

RESULTS: More than three-quarters (76%) of Pennsylvania Pre-K Counts lead teachers are ECE certified or working toward their ECE certification. Nearly 10% more Pennsylvania Pre-K Counts lead teachers are ECE certified than in 2007-2008.

With resources from OCDEL, more than 350 child care and Head Start teachers in Pennsylvania Pre-K Counts classrooms received T.E.A.C.H. scholarships in 2008-2009 to earn college credits toward degrees in early childhood education.

Small class size

In smaller classes, teachers can be more responsive and nurturing to their students, observe their progress, and better engage children in appropriate learning activities. Small class sizes also make it possible for the teacher to develop a bond with each child, which promotes early learning. National research, including the research review "From Neurons to Neighborhoods: The Science of Early Childhood Development," affirms the positive impact of small groups on teacher behavior and child outcomes.¹² For high quality early learning programs, a class size of no more than 17 children with one lead teacher and one teacher aide is recommended.

The average class size of a Pennsylvania Pre-K Counts classroom is 16, which surpasses best practice recommendations of 17 children per classroom.

DESIGN: Classrooms must have no more than 20 children per class, with at least one lead teacher and one teacher aide.

ACCOUNTABILITY: Programs submit monthly enrollment and classroom reports online through the PELICAN system, with follow-up by Preschool Program Specialists to ensure that Pennsylvania Pre-K Counts classrooms are maintaining proper ratios and class size.

RESULTS: Pennsylvania Pre-K Counts programs have reported an average class size of 16, which surpasses recommended best practices.

Quality curriculum

A quality research-based curriculum guides a teacher to provide learning activities that help every child in the classroom develop. There is no one magic curriculum that is best for every classroom and every child, but a quality curriculum will offer activities that are developmentally appropriate. Curriculum includes both the carefully planned environments and activities in the classroom, such as recurring story telling at circle time, as well as unplanned and spontaneous learning, such as learning about climate and weather during the first snowfall or developing self-regulation skills while waiting for a turn on the slide. No matter what model is used, curriculum “affects students by initiating learning and by exposing students to experiences designed to help all children to attain skills and knowledge and to change values and feelings.”¹³

When the program was first established, I was a bit skeptical. But now, after talking to our kindergarten teachers, visiting the PA Pre-K Counts classrooms and seeing what is taking place there, I am a believer. The skills that PA Pre-K Counts students come to kindergarten with have them leaps and bounds ahead of others [who] have not had that experience, whether at pre-k or at home. This allows the teachers to enrich the lessons they present and challenge their students more.

Todd Lape, Hasson Heights Elementary School Principal, Oil City Area School District, Venango County

DESIGN: Pennsylvania Pre-K Counts grantees are required to use a curriculum that aligns with Pennsylvania’s Early Learning Standards.¹⁴ OCDEL developed Early Learning Standards for infants through second grade to establish a common language for quality, regardless of the type of early learning environment (home, school, community-based program).

Pennsylvania’s Early Learning Standards outline the approaches to learning, communications, (emerging) literacy and numeracy, creative expression, social, and physical skills that a child develops throughout the course of the year and provides guidance for activities to support this development in the classroom and at home. Although they are not designed to be used as a curriculum or assessment tool, they can guide parents and teachers as they choose appropriate learning activities and assessment tools for young children.

An analysis of how closely the commonly-used, pre-kindergarten curricula align with Pennsylvania’s Early Learning Standards is posted on the Pennsylvania Department of Education Web site and is available to all Pennsylvania Pre-K Counts grantees as they select the curricula for their classrooms. Grantees are also offered training on how to integrate standards, curriculum, and assessment to promote good instruction, and how curriculum and assessment are related.



Community Action Southwest classroom, Washington County

ACCOUNTABILITY: Grantees identify the main curriculum and supplemental curricula they are using in the classrooms as part of their reporting. Preschool Program Specialists also review curriculum and materials during their site visits to ensure it meets program expectations.

RESULTS: Pennsylvania Pre-K Counts grantees selected curricula that align well with the Early Learning Standards and support children’s development in all areas.

Fiscal responsibility

Because Pennsylvania Pre-K Counts is a public investment, it is crucial that programs receiving grant funds are fiscally sound and that grant funds are used to support Pennsylvania Pre-K Counts.

DESIGN: Grantees may only use funds for expenses that relate to the Pennsylvania Pre-K Counts classroom. Applicants are provided with detailed budget guidance and technical assistance as to appropriate uses of grant funds.

ACCOUNTABILITY: OCDEL established several mechanisms to monitor and insure that Pennsylvania Pre-K Counts grantees are appropriately using public funds.

- Grantees sign detailed grant agreements that provide clear definitions and instructions on budget allocations and recordkeeping and restriction of counting Pennsylvania Pre-K Counts children as part of a school district's average daily membership (ADM) or funding a child in a full-day funded Pennsylvania Pre-K Counts slot with funding from Head Start or Child Care Works.
- Grantees enter fiscal information into the eGrants system. PELICAN was enhanced to include more fiscal controls, such as assuring that no child can be enrolled in more than one Pennsylvania Pre-K Counts program and implemented an alert system to inform DPW Child Care Works subsidy case managers when children receiving subsidy are also receiving Pennsylvania Pre-K Counts so that Child Care Works payments are not made for any portion of the day in which the child is in a Pennsylvania Pre-K Counts classroom. In 2009-2010 all grantees and partners will enter fiscal information into PELICAN.
- During the 2008-2009 grant year, each Pennsylvania Pre-K Counts grantee received a site visit from their Preschool Program Specialist to assure compliance with grant language, program guidance, and reporting requirements. These visits included a review of budget documents, fiscal reporting and proper use of funds.

RESULTS: As of June 30, 2009, funds were expended as per the grant requirements.



Children showing off their work in a Wyalusing Valley Children's Center Pre-K Counts classroom, Bradford County

If it weren't for the PA Pre-K Counts program, we would not have the financial means to send our daughter, Julia, to a quality preschool program. Julia thrives in this program and enjoys school. Providing great schools is one of our top priorities as parents.

Joe and Michelle Kopfinger, Parents, Schuylkill County

Quality Design, Accountability and Implementation – the Keystone of Pennsylvania Pre-K Counts

Pennsylvania achieved such impressive results in its first two years of Pennsylvania Pre-K Counts because of the quality design, accountability and implementation of the program. The quality components of Pennsylvania Pre-K Counts meet or exceed nearly every quality benchmark set by the National Institute for Early Education Research (NIEER) for a quality pre-kindergarten program that will prepare children for school. Several accountability measures are integrated into the program to ensure that Pennsylvania Pre-K Counts grantees are meeting the quality expectations.

- Detailed reporting:** Grantees submit monthly and quarterly reports which are monitored and reviewed by OCDEL. These reports include student demographics (age, risk factors, etc.), classroom & teacher demographics (education level and continuing education of teachers, size of classroom, curriculum, etc.) as well as attendance reports.

NIEER Quality Standard	NIEER Benchmark	Pennsylvania Pre-K Counts Standards
Early Learning Standards	Comprehensive	Comprehensive
Teacher degree	Bachelor's degree	Bachelor's degree + ECE Certification*
Teacher specialized training	Specializing in pre-k	ECE certification*
Assistant teacher degree	Child Development Associate (CDA) credential or equivalent	CDA or equivalent [#]
Teacher in-service	At least 15 hours a year	Meet requirements of Act 48 (180 hours over five years)
Maximum class size	20 or less	20 or less
Staff-child ratio	1 staff per 10 children (1:10)	1 teacher and 1 aide per 20 children (1:10)
Required screening/referral and support services	Vision, hearing, health; and at least 1 support service	Programs required to develop collaborations with Early Intervention service providers to be able to provide support services/referrals; develop parent engagement strategies to support parents' involvement in child's early learning; and support the smooth transition of children into the preschool program and on to kindergarten
Meals	At least 1 a day	For full day - one meal and one snack; for half day - one snack
Required monitoring	Site visits	Site visits by preschool program specialists; ECERS-R ratings in select classrooms; child outcomes reporting online; monthly and quarterly program and fiscal online reporting

*as per the State Board of Education regulations, Head Start and child care programs have until December 2011 to meet ECE certification requirements, but now must have an associate's degree or higher in early childhood education. Licensed nursery schools must have a BA and private teaching license.

[#] Teacher assistants must complete at least 2 years of postsecondary study, or possess a CDA or associate's degree by 2009-2010.

- **Site visits:** Experienced Preschool Program Specialists conduct site visits and, using a comprehensive Program Review Instrument (PRI), evaluate each grantee on how it has met program requirements for staff qualifications, reporting, communications/interactions, meeting and training attendance, continuous quality improvement, teacher qualifications, funds management, classroom environment, enrollment and attendance of the children, and program review.¹⁵
- **Independent ERS assessments:** Independent assessors evaluate individual classrooms using the nationally recognized Early Childhood Environment Rating Scales-Revised (ECERS-R).

Research on the benefits of quality early education

Numerous studies have shown that quality early education can prepare children for success in school and in life.

Quality early education is essential to healthy brain development. The circuits for key functions such as vision/hearing, language, and higher cognitive function develop most in the first five years of life. The creation of these circuits is affected by a child's early learning environment. Bad experiences actually chew away at brain connections, while good quality experiences spur healthy development. After age five, the number of new connections slows, making it more difficult to build the necessary cognitive and social skills. (Center on the Developing Child, Harvard University)

Improves academic skills. The Abecedarian Project, a carefully controlled study of at risk children randomly assigned to participate in either a high quality early education program or a non-treated control group, found that children who received high quality early education:

- Earned higher cognitive test scores from the toddler years to age 21.
- Had higher academic achievement in both reading and math from the primary grades through young adulthood.
- Completed more years of education and were more likely to attend a four-year college. (Source: Abecedarian Project, (www.fpg.unc.edu/~abc/))

Benefits child, family and community. Studies of several early childhood interventions, including the High/Scope Perry Preschool Program, Abecedarian Project, Chicago Child-Parent Centers, and Parent Child Development Centers, show that children who participate in a quality early childhood education experience benefit in ways that go beyond the positive outcomes commonly emphasized. These studies also suggest that pre-kindergarten can:

- Strengthen commitment and attitude toward school.
- Lead participants to take better care of their health throughout their lives.
- Start children on the path to financial stability and independence.
- Increase the likelihood that mothers of participating children get good jobs.
- Enhance the parenting skills of participants' parents.
- Produce positive effects that extend into future generations.

(Overlooked Benefits of Pre-kindergarten, March 2005, <http://nieer.org/resources/policyreports/report6.pdf>)

Reduces crime. "Providing high-quality Head Start or other pre-kindergarten program to all eligible at-risk Pennsylvania children could prevent as many as 1,700 kids from committing crimes when they grow up." ("Head Start and Quality Pre-Kindergarten Could Prevent 1,700 Kids From Becoming Criminals Every Year in Pennsylvania," Fight Crime Invest in Kids PA, June 2006)

Stimulates today's economy. For every dollar Pennsylvania invests in early childhood programs, more than two dollars is circulated throughout our local economies through employment and purchasing of goods and services. (Source: Zhilin Liu, Rosaria Ribeiro & Mildred Warner. "Comparing Child Care Multipliers in the Regional Economy: Analysis from 50 States," 2004 <http://government.cce.cornell.edu/doc/reports/childcare/reports.asp>)

Contributes to long-term economic growth. A key factor in economic growth is the quality of the workforce. Children who attend quality pre-kindergarten are more likely to be employed and have higher earnings, thus positively contributing to the tax base. Annual rates of return on preschool investments are estimated at 10 percent or higher each year over the students' lifetimes, exceeding the 6 to 7 percent average rate of return typically expected of government programs and the stock market ("The Economic Promise of Investing in High Quality Preschool," Committee for Economic Development, 2006)

Profile of Children Enrolled in Pennsylvania Pre-K Counts

DESIGN: Pennsylvania Pre-K Counts is designed to serve children affected by risk factors that can harm their development and chance for school success.

Eligibility for Pennsylvania Pre-K Counts includes children who are between age three and until the entry age for kindergarten and are affected by one of more risk factors. Children affected by a number of risk factors, including limited family earnings, are more likely to enter school behind their peers and benefit most from a quality pre-kindergarten experience. Pennsylvania Pre-K Counts has integrated several risk factors into its student eligibility criteria, including:

- Living in a family earning 300% of the federal poverty level or less, (or a family of four earning \$66,150).** Children living in low-income families are more likely to have poor nutrition, chronic health problems, and be less prepared for and have more difficulty in school. According to the Pennsylvania Department of Labor and Industry’s Self-Sufficiency Standard (http://pathwayspa.org/Self_Sufficiency_Standard.pdf), a family of four with one preschooler and one school-age child would need to earn approximately 300% of the federal poverty level in order to be able to afford the basic necessities. Families earning less than 300% are often forced to choose between basic necessities such as child care, nutritional food, adequate housing or health care, because they cannot afford them.
- English Language Learners.** Students who are English Language Learners (ELL) are much less likely than children who speak English as their first language to score at or above the proficient level in mathematics in both the elementary and middle school grades. The measured gaps are in the double-digits.¹⁶
- Having special needs.** Children with disabilities or developmental delays benefit greatly from the most inclusive, high quality early education setting possible.



Zion Family Services Pre-K Counts class, Mercer County

Total Pennsylvania Pre-K Counts Enrollment by Region, May 2009

Region	Total Enrollments	Estimated # of 3 year olds Enrolled*	Estimated # of 4 year olds Enrolled*
Central	1,210	345	865
Northeast	1,996	627	1,396
Northwest	1,973	501	1,472
South Central	1,417	433	987
Southeast	3,651	1,544	2,107
Southwest	1,594	572	1,022
TOTALS	11,841	4,022	7,819

*Estimated age groups determined by September 1, 2008 cut off date

Often children affected by these risk factors enter school without all the academic and social skills they need to succeed. This readiness gap can widen into an “achievement gap” as the child goes through school. Although all children benefit from quality pre-kindergarten, research has shown that at-risk children benefit the most, and can often catch up with their peers developmentally by the end of the pre-kindergarten year.

These eligibility criteria make it possible for programs to serve children who can benefit most from a high quality pre-kindergarten experience.

ACCOUNTABILITY: Pennsylvania has made a concerted effort in its selection of Pennsylvania Pre-K Counts

grantees and its monitoring process to ensure that the program targets children at risk of school failure.

Targeting services to children who are most in need is closely monitored through the

- application process (both the distribution of grant funds and locations of individual classrooms to highest need areas and descriptions of how a grantee will conduct outreach and target enrollment to children most in need);
- monitoring and evaluation system in place through OCDEL;
- Preschool Program Specialists who routinely visit the programs on-site and provide technical assistance; and
- PELICAN reporting system that captures data on the children enrolled. Parents are required to identify the risk categories in which their child belongs and sign and print their name indicating that, 1) the information provided is accurate to the extent of their knowledge, 2) additional verification may be required at a later date, and 3) they are giving permission to provide this information to the Pennsylvania Department of Education as required for Pennsylvania Pre-K Counts program reporting.

RESULTS: In its second year, Pennsylvania Pre-K Counts served children in nearly 78% (391) of Pennsylvania’s school districts in 62 counties. Approximately 4.5% of three- and four-year olds in the rural/rural-mix counties were served and 3.5% of the three- and four-year olds in the urban/urban-mix counties were served in Pennsylvania Pre-K Counts.¹⁷

Pennsylvania Pre-K Counts is reaching at-risk children who have never had access to quality early education before. Nearly every (81.5%) classroom is located in a zip code where at least 30% of children under age five live in low-income families. Nearly half (46.7%) of Pennsylvania Pre-K Counts classrooms are located in zip codes where at least half of the children under age five live in low-income families.

According to grantee reports, 95% of children enrolled in Pennsylvania Pre-K Counts are affected by at least one risk factor, and 77% are affected by two or more risk factors.

Pennsylvania Pre-K Counts is still only reaching a fraction of eligible children in Pennsylvania.¹⁸ In 2008-2009, Pennsylvania Pre-K Counts served:

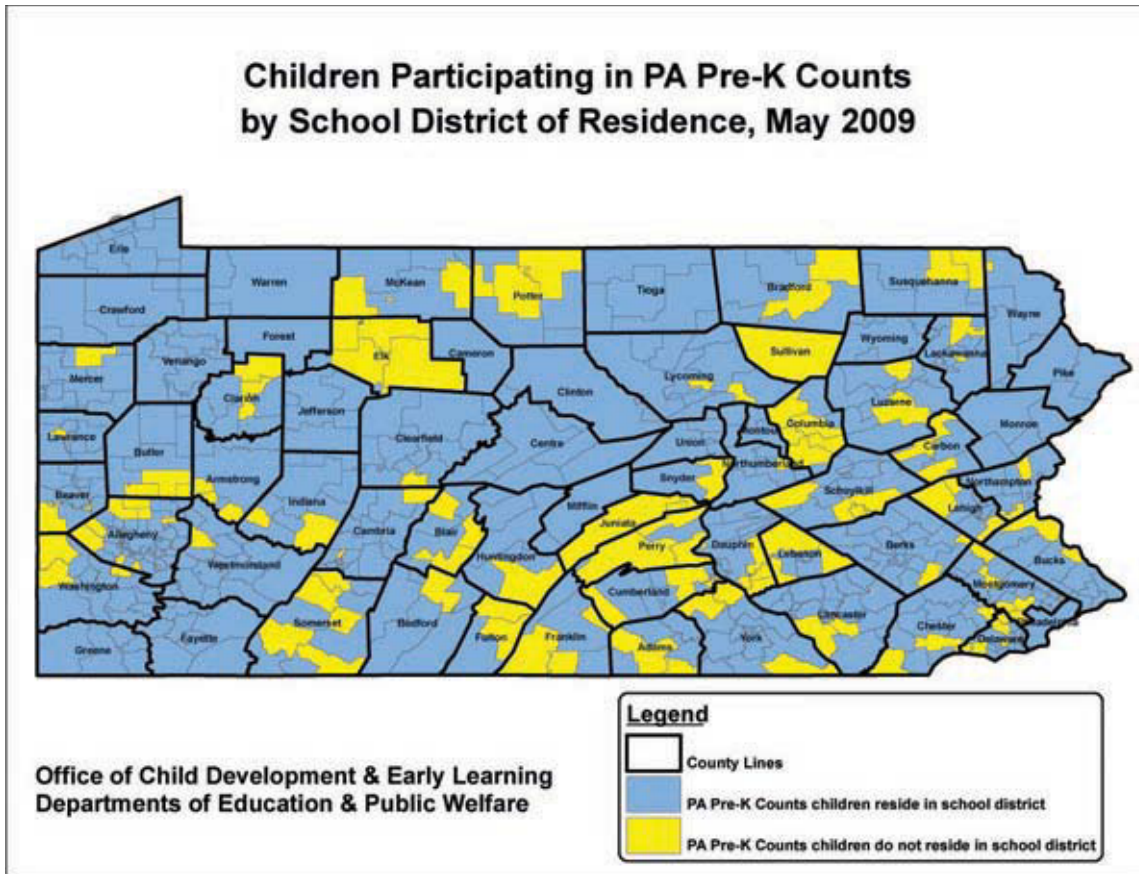
- approximately 6% of preschool children living in families earning 300% of the Federal Poverty Level or less¹⁹;
- approximately 9% of preschool children participating in the Food and Nutrition program²⁰;
- approximately 19% of preschool children who are English Language Learners²¹; and
- approximately 4% of preschool children who have an Individualized Education Plan (IEP).

Overall, 4% of Pennsylvania’s three- and four-year olds participated in Pennsylvania Pre-K Counts in 2008-2009. See Appendix B for county-specific information.

Because quality early education can positively influence the academic success of at-risk children throughout their school careers, it is vital that Pennsylvania provides access to quality early education to those children who

Factors Affecting Children in PA Pre-K Counts, May 2009

Risk Factor	Total	% of Children
Family At or Below 300% of Federal Poverty Level	9,875	83.4%
English Language Learner	1,438	12.1%
Family in Child Welfare System	1,750	14.8%
In Food and Nutrition Program	9,315	78.7%
Homeless	66	0.6%
Individualized Education Plan	886	7.5%
Migrant / Seasonal Student	64	0.5%
Other Risk Factors	1,491	12.6%
With At Least One Risk Factor Listed	11,215	94.7%
With Multiple Risk Factors Listed	9,138	77.2%



benefit most from the experience. Pennsylvania has made progress, but children are still being left behind. For example, nearly 60% of Pennsylvania’s three and four year olds live in families earning 300% of the federal poverty level or less. Currently, about 56% of all three- and four-year olds in Pennsylvania have access to state-funded quality early education programs.²²

Many programs have waiting lists and report that at the start of the 2009-2010 school year, more than 7,800 eligible children are on waiting lists for Pennsylvania Pre-K Counts. This is more than twice the waiting lists that programs had at the beginning of the 2008-2009 school year.

We have collaborated with our local Intermediate Unit to ensure that children who may need speech and language intervention will be serviced at our school. IEPs have been adopted and there will not be a gap in services. These efforts show the parents that we are truly concerned about the individual needs of their children and that our school district will go above and beyond whatever it takes to ensure that their child receives any special services that may be needed.

Cambria Heights School District, Cambria County

Recruiting and Enrolling Eligible Children

Similar to kindergarten registration, grantees begin the enrollment process for the following school year in early spring. Grantees submit enrollment plans to OCDEL and work with their Preschool Program Specialist to make any adjustments to the plan.

There are a number of strategies that grantees use to recruit eligible children for their Pennsylvania Pre-K Counts programs:

- Many grantees work with their school district partners and the school districts they serve to coordinate Pennsylvania Pre-K Counts and kindergarten registration events. Registration information will be included in school district newsletters and broadcast on school cable channels.

They also

- Coordinate with CCIS agencies to identify eligible children on waiting lists for Child Care Works.
- Coordinate registration and referrals between Head Start and Pennsylvania Pre-K Counts grantees. Lawrence County Social Services, for example, created a common application for parents to apply for both Pennsylvania Pre-K Counts and Head Start.
- Keep in touch with parents of children turning four who attended Pennsylvania Pre-K Counts over the summer. Heritage Health/4Kids, a partner of Allegheny Intermediate Unit, used their social worker to keep in touch with families during the summer months to keep them engaged in the program.
- Provide information at offices/events that serve young children such as county human services agencies, doctor's offices, and family fairs.
- Many grantees go door to door in key neighborhoods to recruit eligible children.
- In June 2008, Pennsylvania ran television and radio public service announcements encouraging eligible families to register for Pennsylvania Pre-K Counts.

Because Pennsylvania Pre-K Counts is such a high quality program, word of mouth is a major method of recruitment. "When you have a good program, news travels fast." Chestnut Ridge SD. Once families apply, grantees have developed local processes for prioritizing applications based on eligibility. Many have established rankings for children based on the number of risk factors that affect them, such as living in low income families or having special needs.

For Cen-Clear Child Services, once an application is received, the family is assigned a priority code based on risk factors and needs of the family. If two families have the exact same priority code, the family who submitted an application first is a higher priority.

Many grantees reported full enrollment on the first day of school with waiting lists. Even though programs have no problem filling seats and maintaining enrollment, they still recognize the importance of continuing community education. "It is important to continue to spread information in the community regarding the importance of quality early childhood experiences." Dr. Gertrude A Barber Center, Erie

"Our biggest problem is having to turn down children who would obviously benefit from the program." Greater Nanticoke Area School District

My son is reading entire books already! His behavior in school has improved tremendously and now he can focus on his tasks and follow the teacher's directions. Our family is very thankful that the PA Pre-K Counts program is available and we are living proof that public investment in early childhood education pays off.

Debbie Berk, Parent, Beaver County

Profile of Pennsylvania Pre-K Counts Grantees

Pennsylvania Pre-K Counts grantees include child care centers and group day care homes with a Keystone STAR 2 rating or higher²³, Head Start programs, school districts, and licensed nursery schools. Some grantees are single organizations, while approximately one-third (53) of the Pennsylvania Pre-K Counts' 155 grantees have established partnerships with other programs. Applicants were encouraged to form partnerships because experience has shown that pre-kindergarten partnerships improve the quality of early learning opportunities for children while creating a strong quality early education system within communities. When early education programs work together, they build upon each other's strengths and resources.

Chart: Pennsylvania Pre-K Counts Grantees by Provider Type, as of May 2009

Type of provider	Number of Lead Agencies (Single Applicants & Joint Partnerships)	Number of Partners
School District	67	7
Head Start	31	10
Child Care	53	133
Licensed Nursery School	3	11
Non-Profit Organization	1	0
TOTAL	155	161

Pennsylvania Pre-K Counts grantees that have formed partnerships report that their decision has helped them target outreach to eligible children and reach full enrollment quickly.

For a detailed chart of each grantee, see Appendix A.



Children's Aid Society Pre-K Counts classroom gets to see a fire truck up close, Clearfield County

Pennsylvania Pre-K Counts – Part of a Quality Early Education Continuum

The needs of Pennsylvania's children and families can vary greatly. Pennsylvania offers a variety of programs that promote early learning in our young children that can address the diverse needs of Pennsylvania's families. The vision is to create a quality early education continuum that helps every child reach his/her promise.

Pennsylvania Pre-K Counts is a key part of Pennsylvania's quality early education continuum and is designed to coordinate well with other OCDEL programs. Pennsylvania Pre-K Counts helps to reinforce and improve Pennsylvania's quality early education system to the benefit of all of Pennsylvania's young children.

I am most proud of how the classroom came together as a community. Our End of Year Family Gathering turned out to be a HUGE success. Almost every family attended a Picnic in the Park to celebrate the learning accomplished this year. We had over 100 people in attendance including children and their families and the staff.

Northeastern Child Care Services, Lackawanna County

- By including school districts and community-based early learning programs, such as child care, licensed nursery schools and Head Start, Pennsylvania Pre-K Counts is making the best use of the early education expertise in the commonwealth, and is better serving the needs of our working families.
- Coordination with Intermediate Units, Early Intervention providers and other community organizations is making it possible for children who require additional services to receive the help they need early so they can reach their potential and continue to learn and grow. Many grantees are working with other organizations to provide free health screenings and can better provide referrals or coordinate to provide additional services in the classroom or at home. Pennsylvania Pre-K Counts has also provided wonderful inclusion opportunities for children with special needs to participate in typical early education settings with their peers.
- When Pennsylvania Pre-K Counts was initiated, OCDEL connected every grantee with the Child Care Information Services (CCIS) agencies who manage Child Care Works waiting lists. OCDEL worked with CCIS agencies to establish strategies to make parents on the Child Care Works waiting list aware of Pennsylvania Pre-K Counts openings and for CCIS agencies to coordinate with local Pennsylvania Pre-K Counts providers. Now, parent counselors at CCIS agencies regularly provide information on Pennsylvania Pre-K Counts and local programs to parents when they apply for Child Care Works. This is part of the regular protocol for working with parents applying for Child Care Works. This assistance can make the difference between a child benefitting from a quality early education experience through Pennsylvania Pre-K Counts and not being able to access this program at all.
- By aligning their curriculum with the Pennsylvania Early Learning Standards, Pennsylvania Pre-K Counts grantees can more easily work with teachers of infant-toddler and kindergarten classrooms to help children make a smooth



Children playing on the swing at Owl Hill Child Services, Lancaster County

transition from one program to another. In fact, grantees are required in their application and reporting to describe the activities they undertake to ensure smooth transitions for the children and families into and out of the Pennsylvania Pre-K Counts classroom.

- Because of Keystone STARS, many child care programs are able to meet the quality expectations of Pennsylvania Pre-K Counts and provide a high quality pre-kindergarten experience.

As Pennsylvania increases its investment in educating our youngest children, we need to ensure that each of the pieces fit together for the benefit of the children, families, teachers and communities. OCDEL has been proactive in crafting Pennsylvania Pre-K Counts so that it can enhance the existing early education system, make best use of commonwealth resources, and bring Pennsylvania one step closer to a comprehensive quality early education continuum.



Child's artwork from YMCA of Greater Erie Pre-K Counts class, Erie County

Vision for the Future

Pennsylvania Pre-K Counts and its grantees continue to refine the quality implementation of the program and documenting positive outcomes for children. The work of Pennsylvania Pre-K Counts is spearheading quality improvement throughout the early education continuum.

- Nearly every Keystone STARS 2 provider who participated in Pennsylvania Pre-K Counts in 2008-2009 increased their STAR level to meet the higher quality eligibility standards for 2009-2010. Beginning in 2009-2010, child care programs must have a STAR 3 or 4 level to participate in Pennsylvania Pre-K Counts.
- The child outcome reporting of Pennsylvania Pre-K Counts grantees is the beginning of consistent child outcome reporting among all OCDEL programs. Grantees have helped shape the reporting process, professional development, and supports that will be expanded to other OCDEL programs as part of the Early Learning Network.
- In addition to reporting the risk factors which affect each child, grantees will now be required to verify the income of each family through appropriate documentation.
- Even though waiting lists for the program are long in some areas, Pennsylvania Pre-K Counts grantees understand the importance of continuing to educate families in their community about the importance of quality early education for their children. Grantees continue to collaborate with other early learning programs and child organizations to raise awareness about quality early education and Pennsylvania Pre-K Counts opportunities in their community.
- Grantees and OCDEL staff will continue to provide assistance and supports to teachers participating in Pennsylvania Pre-K Counts in community-based programs that still need to earn their Early Childhood Education teaching certificates in order to meet the State Board of Education regulations in 2011.

The first two years of Pennsylvania Pre-K Counts show that this program is reaching its promise, and helping thousands of children reach their promise through quality early education. The more children who have access to Pennsylvania Pre-K Counts, the greater the benefits to our children, families, communities, and the commonwealth.

The PA Pre-K Counts program has made a huge impact on the children involved. I have seen the children becoming more social in the classroom and able to have the confidence to express emotions. Not only are the children benefitting from the PA Pre-K Counts program but so are the parents and siblings. I have gotten feedback from parents saying how they have enjoyed learning new and different approaches on how to interact with their children in the home setting. Seeing how much the parents' confidence has grown when interacting with their children is so rewarding!

PA Pre-K Counts Teacher, Bennett Family Center, Centre County

Endnotes

¹ Based on number of children under age five living in families earning 300% of the federal poverty level or less.

² See page 16 for chart of leading national research.

³ The children served are as of December 2008.

⁴ For more information on Work Sampling, visit <http://www.worksamplingonline.com/>.

⁵ The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. The DIBELS assessment is widely used in kindergarten and first grade to regularly monitor the development of students' early literacy skills.

⁶ "Measures of Classroom Quality in Pre-Kindergarten and Children's Development of Academic, Language and Social Skills," University of Virginia, Mashburn, Andrew J. and Pianta, Robert C., May 2008, <http://www.virginia.edu/uvatoday/newsRelease.php?id=5217>

⁷ For more information on the Environment Rating Scales, visit <http://www.fpg.unc.edu/~ECERS/>.

⁸ (Barnett, 2003a; Bowman, Donovan & Burns, 2001; Howes & Brown, 2000), <http://www.iir.berkeley.edu/cscce/pdf/teacher.pdf>.

⁹ "Evaluation of Pennsylvania's Keystone STARS Quality Rating System in Child Care Settings," December 2006, available at www.pakeys.org

¹⁰ The Child Development Associate credential is a nationally recognized credential for early childhood professionals in center-based, family child care, and home visitor programs. The Child Development Associate (CDA) Competency Standards and Assessment System provide standards for training, evaluation, and recognition of practitioners based on their ability to meet the unique needs of an age group. For more information, visit <http://www.cdacouncil.org/cda.htm>.

¹¹ For more information on T.E.A.C.H. scholarships, visit www.pacca.org

¹² "Class Size: What's the Best Fit?," Preschool Policy Matters, National Institute for Early Education Research, Issue 9, December 2004, www.nieer.org.

¹³ Vold, E. B. (2003). Young children's affirmation of differences: Curriculum that is multicultural and developmentally appropriate. In J. P. Isenberg & M. R. Jalongo (Eds.), *Major trends and issues in early childhood education: Challenges, controversies, and insights (Second edition)* (pp. 30-46). New York: Teaches College Press

¹⁴ www.pde.state.pa.us, keyword search: "Early Childhood Education Standards."

¹⁵ The ELS announcement and PRI worksheets are included in Appendix H.

¹⁶ http://justspanish4u.com/yahoo_site_admin/assets/docs/Pew-Hispanic_Center.23880753.pdf.

¹⁷ The children served are as of December 2008.

¹⁸ Data based on grantee reports in PELICAN of risk factors affecting children enrolled in Pennsylvania Pre-K Counts.

¹⁹ Calculation based on Total PA Ages 3 & 4 Population (2007 PA Population Estimates) & % of Total Population Under Age 6 At or Below 300% of FPL (2005-2007 American Communities Survey).

²⁰ Calculation based on Total PA Ages 3 & 4 Population (2007 PA Population Estimates) & % of PA School Enrollments Under 18 Eligible under the National School Lunch Program (2008-2009).

²¹ Calculation based on Total PA Ages 3 & 4 Population (2007 PA Population Estimates) & % of PA School Enrollments Under 18 that are ELL / LEP (2007-2008).

²² Because children can be affected by more than one risk factor and there is no unduplicated documentation for children affected by every risk factor, reach is determined by the number of three and four year olds living in families earning 300% of the federal poverty level or less.

Number of 3 and 4 year olds participating in quality early education based on 2007-2008 Reach and Risk Report. Quality early education programs include school-based pre-k and K4 programs, Accountability Block Grant pre-k and K4, Preschool Early Intervention, Head Start Supplemental Assistance Program, and Keystone STAR child care programs.

²³ As of 2009-2010, child care programs must have a STAR 3 rating or higher to participate in Pennsylvania Pre-K Counts.

COUNTY	LEAD AGENCY NAME	ADDRESS	CITY	STATE	ZIP	GRANT AMOUNT	TOTAL ENROLLMENTS
Adams	LITTLE LIFE ENRICHMENT CENTER	125 DOGWOOD CT	NEW OXFORD	PA	17350	\$ 79,000	19
Adams & Carbon	RURAL OPPORTUNITIES, INC.	1625 N FRONT ST	HARRISBURG	PA	17102	\$ 252,800	32
Allegheny	ALLEGHENY IU CO HS	475 WATERFRONT DR E	HOMESTEAD	PA	15120	\$ 2,085,600	270
Allegheny	BUTTERFLY GARDEN EARLY LEARNING CENTER (FOCUS ON RENEW)	225 OLIVIA ST	MC KEES ROCKS	PA	15136	\$ 79,000	20
Allegheny	COUNCIL OF THREE RIVERS AMERICAN INDIAN CENTER, INC.	120 CHARLES ST	PITTSBURGH	PA	15238	\$ 714,950	103
Allegheny	HIGHLANDS SD	5591 RIDGE RD	NATRONA HEIGHTS	PA	15065	\$ 134,300	41
Allegheny	MCKEESPORT AREA SD	3590 ONEIL BLVD	MCKEESPORT	PA	15132	\$ 402,900	97
Allegheny	PITTSBURGH SD	1398 PAGE ST	PITTSBURGH	PA	15233	\$ 2,543,800	319
Allegheny	RIVERVIEW CHILDREN'S CENTER	655 SYLVAN WAY	VERONA	PA	15147	\$ 442,400	48
Allegheny	WEST MIFFLIN AREA SD	3000 LEBANON CHURCH RD	WEST MIFFLIN	PA	15122	\$ 268,600	70
Allegheny	WILKINSBURG BOROUGH SD	400 KELLY AVE	WILKINSBURG	PA	15221	\$ 533,250	97
Allegheny	WOODLAND HILLS SD	2430 GREENSBURG PIKE	PITTSBURGH	PA	15221	\$ 268,600	38
Armstrong	ARMSTRONG COUNTY COMMUNITY ACTION AGENCY	124 ARMSDALE RD	KITTANNING	PA	16201	\$ 158,000	20
Beaver	AMBRIDGE AREA SD	740 PARK RD	AMBRIDGE	PA	15003	\$ 158,000	23
Beaver	BIG BEAVER FALLS AREA SD	1503 8TH AVE	BEAVER FALLS	PA	15010	\$ 134,300	17
Beaver	CIVIC SENIOR CITIZENS CLUB (BEAVER COUNTY HEAD START)	1200 MAIN ST	ALIQUIPPA	PA	15001	\$ 134,300	19
Beaver	HAP ENTERPRISES INC / TINY TOTS LEARNING CENTER	310 WAYNE ST	BEAVER	PA	15009	\$ 86,900	29
Beaver	RIVERSIDE BEAVER COUNTY SD	308 COUNTRY CLUB DR	ELLWOOD CITY	PA	16117	\$ 158,000	21
Beaver	WESTERN BEAVER COUNTY SD	216 ENGLE RD	INDUSTRY	PA	15052	\$ 158,000	20

COUNTY	LEAD AGENCY NAME	ADDRESS	CITY	STATE	ZIP	GRANT AMOUNT	TOTAL ENROLLMENTS
Beaver & Butler	LIFESTEPS, INC.	383 NEW CASTLE RD	BUTLER	PA	16001	\$ 406,850	81
Bedford	CHESTNUT RIDGE SD	3281 VALLEY RD	FISHERTOWN	PA	15539	\$ 252,800	51
Bedford	TUSSEY MOUNTAIN SD	1110 MIFFLIN ST	SAXTON	PA	16678	\$ 185,650	44
Berks	BERKS COMMUNITY ACTION PROGRAM	PO BOX 22	READING	PA	19603	\$ 1,603,700	214
Blair	CHILD ADVOCATES BLAIR CO	319 SYCAMORE ST	ALTOONA	PA	16602	\$ 537,200	36
Blair	LILY POND CHILD DEVELOPMENT CENTERS, INC	2713 W CHESTNUT AVE	ALTOONA	PA	16601	\$ 158,000	20
Blair	TYRONE AREA SD	701 CLAY AVE	TYRONE	PA	16686	\$ 343,650	70
Bradford	ATHENS AREA SD	5252 MONKEY RUN RD	GILLETT	PA	16925	\$ 118,500	15
Bradford	NORTH PENN COMP HLTH SERVICES / BRADFORD TIOGA HEAD START	5 RIVERSIDE PLZ	BLOSSBURG	PA	16912	\$ 134,300	34
Bradford	WYALUSING VALLEY CHILDREN'S CENTER, INC.	RR 1 BOX 185B	WYALUSING	PA	18853	\$ 284,400	36
Bucks	BRISTOL TOWNSHIP SD	6401 MILL CREEK RD	LEVITTOWN	PA	19057	\$ 521,400	66
Bucks	MORRISVILLE BOROUGH SD	150 CLYMER AVE	MORRISVILLE	PA	19067	\$ 284,400	56
Bucks	NESHAMINY SD	2001 OLD LINCOLN HWY	LANGHORNE	PA	19047	\$ 79,000	20
Bucks	UNITED WAY OF BUCKS COUNTY	413 HOOD BLVD	FAIRLESS HILLS	PA	19030	\$ 316,000	39
Butler	BUTLER CO CHILDREN'S CENTER INC	131 HOMEWOOD DR	BUTLER	PA	16001	\$ 284,400	39
Cambria	CAMBRIA HEIGHTS SD	428 GLENDALE RD	PATTON	PA	16668	\$ 134,300	17
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA COUNTY	516 MAIN ST	JOHNSTOWN	PA	15901	\$ 687,300	89
Cambria	CONEMAUGH VALLEY SD	1340 WILLIAM PENN AVE	JOHNSTOWN	PA	15906	\$ 201,450	34
Cambria	GREATER JOHNSTOWN SD	1091 BROAD ST	JOHNSTOWN	PA	15906	\$ 94,800	10
Cambria	NORTHERN CAMBRIA SD	601 JOSEPH ST	NORTHERN CAMBRIA	PA	15714	\$ 118,500	30
Cambria	PENN CAMBRIA SD	201 6TH ST	CRESSON	PA	16630	\$ 134,300	17

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Cambria & Clearfield	HARMONY AREA SD	5239 RIDGE ROAD	WESTOVER	PA	16692	\$ 158,000	40
	NORTHERN TIER COMM ACTION CTR	135 W 4TH ST	EMPORIUM	PA	15834	\$ 118,500	15
	JIM THORPE AREA SD	410 CENTER AVE	JIM THORPE	PA	18229	\$ 158,000	40
Centre	BENNETT FAMILY CENTER	123 BENNETT FAMILY CENTER	UNIVERSITY PARK	PA	16802	\$ 335,750	31
Centre	CHILD DEVELOPMENT COUNCIL	2565 PARK CENTER BLVD	STATE COLLEGE	PA	16801	\$ 268,600	8
Centre & Clearfield	CEN-CLEAR CHILD SRVC INC	1633 PHILIPSBURG BIGLER HW	PHILIPSBURG	PA	16866	\$ 912,450	207
Chester	CHILDTIME CHILDCARE, INC.	1400 BLACKHORSE HILL RD	COATESVILLE	PA	19320	\$ 79,000	19
Chester	CREATIVE PLAY DAY SCHOOL	1027 NEWARK RD	TOUGHKENAMON	PA	19374	\$ 71,100	15
Chester	OWEN J ROBERTS SD	901 RIDGE RD	POTTSTOWN	PA	17022	\$ 158,000	19
Chester	WARWICK CHILD CARE CENTER, INC.	1190 RIDGE RD	POTTSTOWN	PA	19465	\$ 126,400	15
Chester & Montgomery	POTTSTOWN SD	230 BEECH ST	POTTSTOWN	PA	19464	\$ 995,400	130
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	18 WESTERN AVE	BROOKVILLE	PA	15825	\$ 778,150	167
Clearfield	CHILDREN'S AID SOCIETY IN CLEARFIELD COUNTY	1008 S 2ND ST	CLEARFIELD	PA	16830	\$ 134,300	17
Clinton & Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR COMMUNITY ACTION (STEP), INC.	2138 BOYD ST	WILLIAMSPORT	PA	17701	\$ 679,400	112
Columbia	COLUMBIA CHILD DEVELOPMENT PROGRAM	215 E 5TH ST	BLOOMSBURG	PA	17815	\$ 118,500	15
Crawford	PENNCREST SD	18741 HIGHWAY 198	SAEGERTOWN	PA	16433	\$ 442,400	56
Crawford	YWCA TWIN CREEKS HEAD START	18282 TECHNOLOGY DR	MEADVILLE	PA	16335	\$ 533,250	101
Cumberland	CARLISLE EARLY EDUCATION CENTER	100 E POMFRET ST	CARLISLE	PA	17013	\$ 94,800	12

COUNTY	LEAD AGENCY NAME	ADDRESS	CITY	STATE	ZIP	GRANT AMOUNT	TOTAL ENROLLMENTS
Cumberland	MECHANICSBURG AREA SD	100 E ELMWOOD AVE	MECHANICSBURG	PA	17055	\$ 79,000	29
Cumberland, Lancaster, & York	KNOWLEDGE LEARNING CORPORATION	1849 CHARTER LN	LANCASTER	PA	17601	\$ 406,850	53
Dauphin	HALIFAX AREA SD	3940 PETERS MOUNTAIN RD	HALIFAX	PA	17032	\$ 177,750	30
Dauphin	HARRISBURG CITY SD	2101 N FRONT ST	HARRISBURG	PA	17110	\$ 3,412,800	417
Dauphin	HEAVEN SENT ACADEMY	201 N PROGRESS AVE	HARRISBURG	PA	17109	\$ 158,000	20
Dauphin	STEELTON-HIGHSPIRE SD	4 WALNUT ST	STEELTON	PA	17113	\$ 67,150	18
Delaware	CHESTER-UPLAND SD	1720 MELROSE AVE	CHESTER	PA	19013	\$ 948,000	110
Delaware	DELAWARE COUNTY IU 25	200 YALE AVE	MORTON	PA	19070	\$ 1,888,100	242
Erie	CORRY AREA SD	18700 CONELWAY RD	CORRY	PA	16407	\$ 316,000	40
Erie	DR GERTRUDE A BARBER CENTER	136 EAST AVE	ERIE	PA	16507	\$ 229,100	29
Erie	EARLY CONNECTIONS EARLY LRNG CTR	420 W 6TH ST	ERIE	PA	16507	\$ 225,150	39
Erie	ERIE CITY SD	148 W 21ST ST	ERIE	PA	16502	\$ 1,232,400	222
Erie	GREATER ERIE COMMUNITY ACTION COMMITTEE	18 W 9TH ST	ERIE	PA	16501	\$ 537,200	69
Erie	MILLCREEK TOWNSHIP SD	5774 STERRETTANIA RD	FAIRVIEW	PA	16415	\$ 118,500	30
Erie	SAINT BENEDICT CENTER	345 E 9TH ST	ERIE	PA	16503	\$ 158,000	20
Erie	YMCA OF GREATER ERIE (DOWNTOWN)	31 W 10TH ST	ERIE	PA	16501	\$ 888,750	156
Fayette	FRAZIER SD	142 CONSTITUTION ST	PERRYOPOLIS	PA	15473	\$ 177,750	7
Fayette	PIC OF WESTMORELAND-FAYETTE	492 COOLSPRING ST	UNIONTOWN	PA	15401	\$ 1,129,700	142
Franklin	CHAMBERSBURG AREA SD	435 STANLEY AVE	CHAMBERSBURG	PA	17201	\$ 474,000	68
Franklin	FANNETT-METAL SD	14823 PATH VALLEY	WILLOW HILL	PA	15824	\$ 181,700	25
Fulton	SOUTHERN FULTON SD	3072 GREAT COVE RD	WARFORDSBURG	PA	17267	\$ 185,650	49
Greene & Washington	COMMUNITY ACTION SOUTHWEST	150 W BEAU ST	WASHINGTON	PA	15301	\$ 1,501,000	170

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Huntingdon & Mifflin	HUNTINGDON COUNTY CHILD & ADULT DEVELOPMENT CORPORATION	52 JUNIATA AVE	HUNTINGDON	PA	16652	\$ 426,600	54
Indiana	GRAND BEGINNINGS CHILDREN CENTER INC	339 GRANDVIEW AVE	INDIANA	PA	15701	\$ 126,400	15
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM, INC.	517 S. 11th St.	INDIANA	PA	15705	\$ 237,000	23
Indiana	MARION CENTER AREA SD	22820 ROUTE 403 HW N	MARION CENTER	PA	15759	\$ 276,500	69
Indiana	PENNS MANOR AREA SD	6003 ROUTE 553 HWY	CLYMER	PA	15728	\$ 94,800	25
Lackawanna	ABC KIDDIE KAMPUS	701 S MAIN ST	OLD FORGE	PA	18518	\$ 158,000	20
Lackawanna	INFANT CARE PROG. @ COVENANT CHURCH	550 MADISON AVE	SCRANTON	PA	18510	\$ 19,750	5
Lackawanna	SUNSHINE & RAINBOWS DAY CARE CENTER	3716 LAWRENCE AVE	MOOSIC	PA	18507	\$ 316,000	40
Lackawanna	WEE CARE DAY CARE (KMP, INC)	2790 SCRAN-CARB HWY	OLYPHANT	PA	18447	\$ 158,000	20
Lackawanna, Susquehanna, & Wayne	NORTHEASTERN CHILD CARE SERVICES	1356 N WASHINGTON AVE	SCRANTON	PA	18509	\$ 790,000	99
Lackawanna & Wayne	SCRANTON-LACKA HMN DEV AGY	321 SPRUCE ST	SCRANTON	PA	18503	\$ 402,900	68
Lancaster	COCALICO SD	1 S 4TH ST	REAMSTOWN	PA	17517	\$ 118,500	30
Lancaster	HILDEBRANDT LEARNING CENTERS	60 DORCHESTER DR	DALLAS	PA	18612	\$ 316,000	40
Lancaster	LANCASTER SD	251 S PRINCE ST	LANCASTER	PA	17603	\$ 1,264,000	169
Lancaster	LITTLE PEOPLE DAY CARE SCHOOL (SSB CORPORATION)	780 CHICKIES HILL RD	COLUMBIA	PA	17512	\$ 158,000	21
Lancaster	OWL HILL LEARNING CENTERS	506 OWL HILL RD	LITITZ	PA	17543	\$ 205,400	33
Lancaster & Lebanon	LANCASTER-LEBANON IU 13	1020 NEW HOLLAND AVE	LANCASTER	PA	17601	\$ 1,046,750	175
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES, INC.	PO BOX 189	NEW CASTLE	PA	16101	\$ 632,000	80

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Lehigh	THE CUDDLE ZONE LEARNING CENTER	445 ALLENTOWN DR	ALLENTOWN	PA	18109	\$ 458,200	59
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN, INC.	1520 HANOVER AVE	ALLENTOWN	PA	18109	\$ 1,106,000	144
Lehigh & Northampton	LEHIGH VALLEY CHILD CARE, INC.	1500 LEHIGH ST	ALLENTOWN	PA	18103	\$ 790,000	100
Luzerne	CHILD DEVELOPMENT COUNCIL OF NORTHEASTERN PENNSYLVANIA, INCORPORATED	9 E MARKET ST	WILKES BARRE	PA	18701	\$ 158,000	20
Luzerne	GREATER NANTICOKE AREA SD	427 KOSCIUSZKO ST	NANTICOKE	PA	18634	\$ 150,100	38
Luzerne	HAZLETON AREA SD	1515 W 23RD ST	HAZLETON	PA	18202	\$ 1,121,800	147
Luzerne	LUZERNE COUNTY HEAD START, INC.	33 BEEKMAN ST	WILKES BARRE	PA	18702	\$ 1,074,400	136
Luzerne	RAINBOW HILL SCHOOL	397 SHICKSHINNY LAKE RD	SHICKSHINNY	PA	18655	\$ 118,500	29
Lycoming	EAST LYCOMING SD	349 CEMETERY ST	HUGHESVILLE	PA	17737	\$ 237,000	61
Lycoming	JERSEY SHORE AREA SD	175 A & P DRIVE	JERSEY SHORE	PA	17740	\$ 158,000	22
Lycoming	MONTGOMERY AREA SD	120 PENN ST	MONTGOMERY	PA	17752	\$ 395,000	51
McKean	SMETHPORT AREA SD	414 S MECHANIC ST	SMETHPORT	PA	16749	\$ 402,900	50
Mercer	COMMUNITY ACTION PARTNERSHIP OF MERCER COUNTY	1901 MEMORIAL DR	FARRELL	PA	16121	\$ 750,500	100
Mercer	ZION FAMILY SERVICES	1825 ROEMER BLVD	FARRELL	PA	16121	\$ 158,000	20
Mifflin	HIDE-N-SEEK CHRISTIAN DAY CARE	205 WASHINGTON AVE	LEWISTOWN	PA	17044	\$ 256,750	49
Mifflin	SNYDER UNION MIFFLIN CH DEV IN	10 BOLLINGER RD	LEWISTOWN	PA	17044	\$ 126,400	2
Monroe	POCONO SVC FOR FAMILIES & CHLD	212 W 4TH ST	EAST STROUDSBURG	PA	18301	\$ 118,500	15

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Monroe	THE GROWING PLACE CHILD CARE CENTERS	PO BOX 168	KRESGEVILLE	PA	18333	\$ 268,600	70
Monroe	TOBYHANNA KIDS DAY CARE CENTER	471 STERLING RD	TOBYHANNA	PA	18466	\$ 316,000	51
Monroe	WEE WONS INC.	PO BOX 776	POCONO PINES	PA	18350	\$ 158,000	20
Montgomery	DAY CARE CENTERS INC	2828 SPEAR AVE	ARDSLEY	PA	19038	\$ 158,000	20
Montgomery	JENKINTOWN DAY NURSERY	400 BAEDER RD	JENKINTOWN	PA	19046	\$ 158,000	21
Montgomery	MONTGOMERY COUNTY COMMUNITY COLLEGE CHILDREN'S CENTER	340 DEKALB PIKE	BLUE BELL	PA	19422	\$ 474,000	60
Montgomery	PHOENIXVILLE AREA YMCA	19 W LINFIELD RD	LIMERICK	PA	19468	\$ 118,500	15
Montgomery	STEP BY STEP INC.	2450 HAMILTON AVE	ABINGTON	PA	19001	\$ 158,000	21
Montour	DANVILLE AREA HEAD START	177 LIBERTY VALLEY RD	DANVILLE	PA	17821	\$ 134,300	17
Northampton	BETHLEHEM AREA SD	1516 SYCAMORE ST	BETHLEHEM	PA	18017	\$ 632,000	100
Northampton	FAMILY YMCA EARLY CHILDHOOD DEVELOPMENT CENTER	283 W ST JOESPH ST	EASTON	PA	18040	\$ 474,000	78
Northampton	NORTHAMPTON COMMUNITY COLLEGE	3835 GREEN POND RD	BETHLEHEM	PA	18020	\$ 158,000	18
Northumberland	CENTRAL SUSQUEHANNA IU 16	PO BOX 213	LEWISBURG	PA	17837	\$ 402,900	51
Northumberland	MOUNT CARMEL AREA SD	600 W 5TH ST	MOUNT CARMEL	PA	17851	\$ 316,000	40
Perry	NEWPORT SD	420 FICKES LN	NEWPORT	PA	17074	\$ 59,250	15
Philadelphia	PHILADELPHIA CITY SD	440 N BROAD ST	PHILADELPHIA	PA	19130	\$ 20,516,300	2,783
Pike	DELAWARE VALLEY SD	1375 ROUTE 739	DINGMANS FERRY	PA	18328	\$ 209,350	54
Potter	AUSTIN AREA SD	138 COSTELLO AVE	AUSTIN	PA	16720	\$ 51,350	11
Potter	GALETON AREA SD	25 BRIDGE ST	GALETON	PA	16922	\$ 79,000	10
Potter	OSWAYO VALLEY SD	277 S OSWAYO ST	SHINGLEHOUSE	PA	16748	\$ 94,800	23
Schuylkill	CHILD DEVELOPMENT, INC.	420 UNIVERSITY DR	SCHUYLKILL HAVEN	PA	17972	\$ 632,000	80

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Schuylkill	DAWN TO DUSK LEARNING AND CHILD CARE CENTER	51 5 MIFFLIN ST	PINE GROVE	PA	17963	\$ 118,500	15
Somerset	TABLELAND SERVICES INC (AKA COMMUNITY ACTION PARTNERSHIP OF SOMERSET COUNTY)	192 SMITH AVE	SALISBURY	PA	15558	\$ 707,050	108
Somerset	TURKEYFOOT VALLEY AREA SD	172 TURKEYFOOT RD	CONFLUENCE	PA	15424	\$ 118,500	15
Susquehanna	FOREST CITY REGIONAL SD	100 SUSQUEHANNA ST	FOREST CITY	PA	18421	\$ 300,200	46
Susquehanna	MOUNTAIN VIEW SD	RR 1	KINGSLEY	PA	18826	\$ 158,000	20
Tioga	NORTHERN TIOGA SD	117 COATES AVE	ELKLAND	PA	16920	\$ 158,000	21
Tioga	SOUTHERN TIOGA SD	1 DORSETT DR	MANSFIELD	PA	16933	\$ 671,500	92
Union	LEWISBURG AREA SD	1951 WASHINGTON AVE	LEWISBURG	PA	17837	\$ 79,000	19
Venango	CHILD DEVELOPMENT CENTERS, INC.	614 11TH ST	FRANKLIN	PA	16323	\$ 470,050	68
Venango	OIL CITY AREA SD	825 GRANDVIEW RD	OIL CITY	PA	16301	\$ 402,900	53
Warren	WARREN-FOREST CO ECON OPP CNCL	1209 PENNSYLVANIA AVE W	WARREN	PA	16365	\$ 126,400	22
Westmoreland	MONESSEN CITY SD	1275 ROSTRAVER ST	MONESSEN	PA	15062	\$ 316,000	51
Westmoreland	SETON HILL CHILD SERVICES, INC.	1011 OLD SALEM RD	GREENSBURG	PA	15601	\$ 1,208,700	121
Wyoming	H.A.N.D.S. OF WYOMING COUNTY / TUNKHANNOCK AREA SD	41 PHILADELPHIA AVE	TUNKHANNOCK	PA	18657	\$ 217,250	35
York	CRISPUS ATTUCKS ASSOCIATION INC	605 S DUKE ST	YORK	PA	17403	\$ 79,000	19
York	YORK CITY SD	200 N ALBEMARLE ST	YORK	PA	17403	\$ 916,400	116
York	YORK DAY NURSERY, INC.	450 E PHILADELPHIA ST	YORK	PA	17403	\$ 79,000	21
York	YORK JEWISH COMMUNITY CENTER	2000 HOLLYWOOD DR	YORK	PA	17403	\$ 122,450	19
York	YORK YWCA	320 E MARKET ST	YORK	PA	17403	\$ 513,500	68
	TOTALS	INFORMATION TECHNOLOGY				\$ 85,985,550	11,841

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Adams	LITTLE LIFE ENRICHMENT CENTER	10	9	6			
Adams & Carbon	RURAL OPPORTUNITIES, INC.	15	17			1	
Allegheny	ALLEGHENY IU CO HS	91	179	2	4	5	
Allegheny	BUTTERFLY GARDEN EARLY LEARNING CENTER (FOCUS ON RENEW)	7	13	2	1		
Allegheny	COUNCIL OF THREE RIVERS AMERICAN INDIAN CENTER, INC.	53	50	5	35	8	
Allegheny	HIGHLANDS SD	0	41	1	2	1	
Allegheny	MCKEESPORT AREA SD	37	60		3		
Allegheny	PITTSBURGH SD	120	199	45	55	1	2
Allegheny	RIVERVIEW CHILDREN'S CENTER	32	16	6	4	2	1
Allegheny	WEST MIFFLIN AREA SD	37	33	2			
Allegheny	WILKINSBURG BOROUGH SD	17	80	5	10	8	6
Allegheny	WOODLAND HILLS SD	0	38				
Armstrong	ARMSTRONG COUNTY COMMUNITY ACTION AGENCY	7	13		1	7	
Beaver	AMBRIDGE AREA SD	3	20				
Beaver	BIG BEAVER FALLS AREA SD	0	17	3	1	2	2
Beaver	CIVIC SENIOR CITIZENS CLUB (BEAVER COUNTY HEAD START)	3	16	1			
Beaver	HAP ENTERPRISES INC / TINY TOTS LEARNING CENTER	14	15	7	1		
Beaver	RIVERSIDE BEAVER COUNTY SD	0	21				
Beaver	WESTERN BEAVER COUNTY SD	0	20				

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Beaver & Butler	LIFESTEPS, INC.	27	54	10	1		
Bedford	CHESTNUT RIDGE SD	9	42	15	2	1	
Bedford	TUSSEY MOUNTAIN SD	36	8			16	2
Berks	BERKS COMMUNITY ACTION PROGRAM	75	139	21	17		
Blair	CHILD ADVOCATES BLAIR CO	18	18	17	1		
Blair	LILY POND CHILD DEVELOPMENT CENTERS, INC	2	18	2	2		
Blair	TYRONE AREA SD	50	20	19			
Bradford	ATHENS AREA SD	0	15	6			
Bradford	NORTH PENN COMP HLTH SERVICES / BRADFORD TIOGA HEAD START	5	29	2	1		
Bradford	WYALUSING VALLEY CHILDREN'S CENTER, INC.	13	23	19	2		
Bucks	BRISTOL TOWNSHIP SD	26	40		1		
Bucks	MORRISVILLE BOROUGH SD	25	31	5		2	
Bucks	NESHAMINY SD	8	12				
Bucks	UNITED WAY OF BUCKS COUNTY	16	23	6	2		
Butler	BUTLER CO CHILDREN'S CENTER INC	10	29				
Cambria	CAMBRIA HEIGHTS SD	1	16				
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA COUNTY	44	45	1			
Cambria	CONEMAUGH VALLEY SD	15	19	4	6		
Cambria	GREATER JOHNSTOWN SD	0	10				
Cambria	NORTHERN CAMBRIA SD	0	30				
Cambria	PENN CAMBRIA SD	0	17				

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Cambria & Clearfield	HARMONY AREA SD	10	30	8	1		2
Cameron	NORTHERN TIER COMM ACTION CTR	0	15	1			
Carbon	JIM THORPE AREA SD	10	30		1		
Centre	BENNETT FAMILY CENTER	12	19	23	1		
Centre	CHILD DEVELOPMENT COUNCIL	8	0	3	5		
Centre & Clearfield	CEN-CLEAR CHILD SRVC INC	60	147	63	5		
Chester	CHILDTIME CHILDCARE, INC.	12	7				
Chester	CREATIVE PLAY DAY SCHOOL	5	10				
Chester	OWEN J ROBERTS SD	7	12		1		
Chester	WARWICK CHILD CARE CENTER, INC.	6	9		1		
Chester & Montgomery	POTTSTOWN SD	56	74	19	6	4	
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	50	117	14	20	7	
Clearfield	CHILDREN'S AID SOCIETY IN CLEARFIELD COUNTY	2	15	4	3		
Clinton & Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR COMMUNITY ACTION (STEP), INC.	27	85			14	
Columbia	COLUMBIA CHILD DEVELOPMENT PROGRAM	3	12				
Crawford	PENNCREST SD	13	43				
Crawford	YWCA TWIN CREEKS HEAD START	6	95	20	3		1
Cumberland	CARLISLE EARLY EDUCATION CENTER	4	8	3			

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Cumberland	MECHANICSBURG AREA SD	2	27	3	5		
Cumberland, Lancaster, & York	KNOWLEDGE LEARNING CORPORATION	21	32	11	3		
Dauphin	HALIFAX AREA SD	9	21	6			
Dauphin	HARRISBURG CITY SD	180	237	25	36		
Dauphin	HEAVEN SENT ACADEMY	5	15	4	11		
Dauphin	STEELTON-HIGHSPIRE SD	0	18				8
Delaware	CHESTER-UPLAND SD	72	38				
Delaware	DELAWARE COUNTY IU 25	118	124	33	43		
Erie	CORRY AREA SD	1	39				
Erie	DR GERTRUDE A BARBER CENTER	16	13	2	4	1	
Erie	EARLY CONNECTIONS EARLY LRNG CTR	34	5	5	2		
Erie	ERIE CITY SD	84	138	21	45		1
Erie	GREATER ERIE COMMUNITY ACTION COMMITTEE	13	56				
Erie	MILLCREEK TOWNSHIP SD	10	20	7	7		
Erie	SAINT BENEDICT CENTER	5	15		2		
Erie	YMCA OF GREATER ERIE (DOWNTOWN)	44	112	34	46		
Fayette	FRAZIER SD	4	3				
Fayette	PIC OF WESTMORELAND- FAYETTE	42	100	28	17		
Franklin	CHAMBERSBURG AREA SD	7	61	1			
Franklin	FANNETT-METAL SD	9	16	4	1		3
Fulton	SOUTHERN FULTON SD	23	26			17	
Greene & Washington	COMMUNITY ACTION SOUTHWEST	46	124	21	11		

COUNTY	LEAD AGENCY NAME	ESTIMATED TOTAL # OF 3 YEAR OLDS ENROLLED	ESTIMATED TOTAL # OF 4 YEAR OLDS ENROLLED	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN PRIVATE PAY CHILD CARE*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN CHILD CARE WORKS*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN FEDERAL HEAD START*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM*
Huntingdon & Mifflin	HUNTINGDON COUNTY CHILD & ADULT DEVELOPMENT CORPORATION	5	49	27	3		
Indiana	GRAND BEGINNINGS CHILDREN CENTER INC	5	10	1	2		
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM, INC.	12	11	5			
Indiana	MARION CENTER AREA SD	1	68	7			
Indiana	PENNS MANOR AREA SD	1	24				
Lackawanna	ABC KIDDIE KAMPUS	3	17	6	2		
Lackawanna	INFANT CARE PROG. @ COVENANT CHURCH	2	3		4		
Lackawanna	SUNSHINE & RAINBOWS DAY CARE CENTER	21	19	5	4		3
Lackawanna	WEE CARE DAY CARE (KMP, INC)	7	13	8	3		
Lackawanna, Susquehanna, & Wayne	NORTHEASTERN CHILD CARE SERVICES	43	56	10	33		
Lackawanna & Wayne	SCRANTON-LACKA HMN DEV AGY	12	56	4	1		
Lancaster	COCALICO SD	15	15				
Lancaster	HILDEBRANDT LEARNING CENTERS	10	30				
Lancaster	LANCASTER SD	39	130	31	49	1	1
Lancaster	LITTLE PEOPLE DAY CARE SCHOOL (SSB CORPORATION)	14	7	4	6		
Lancaster	OWL HILL LEARNING CENTERS	6	27	1			
Lancaster & Lebanon	LANCASTER-LEBANON IJ 13	58	117	1	1		76
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES, INC.	30	50	2			

COUNTY	LEAD AGENCY NAME	ESTIMATED TOTAL # OF 3 YEAR OLDS ENROLLED	ESTIMATED TOTAL # OF 4 YEAR OLDS ENROLLED	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN PRIVATE PAY CHILD CARE*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN CHILD CARE WORKS*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN FEDERAL HEAD START*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM*
Lehigh	THE CUDDLE ZONE LEARNING CENTER	34	25	22	15		
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN, INC.	52	92	14	14		
Lehigh & Northampton	LEHIGH VALLEY CHILD CARE, INC.	6	94	1	9	1	
Luzerne	CHILD DEVELOPMENT COUNCIL OF NORTHEASTERN PENNSYLVANIA, INCORPORATED	9	11	4	5		
Luzerne	GREATER NANTICOKE AREA SD	5	33				
Luzerne	HAZLETON AREA SD	53	94	5	3		
Luzerne	LUZERNE COUNTY HEAD START, INC.	28	108	2			
Luzerne	RAINBOW HILL SCHOOL	9	20	3			
Lycoming	EAST LYCOMING SD	0	61			2	
Lycoming	JERSEY SHORE AREA SD	0	22	1		1	
Lycoming	MONTGOMERY AREA SD	0	51				
McKean	SMETHPORT AREA SD	1	49				
Mercer	COMMUNITY ACTION PARTNERSHIP OF MERCER COUNTY	20	80	11	8		
Mercer	ZION FAMILY SERVICES	10	10	6	5		
Mifflin	HIDE-N-SEEK CHRISTIAN DAY CARE	5	44	9	6		
Mifflin	SNYDER UNION MIFFLIN CH DEV IN	1	1	1	1		
Monroe	POCONO SVC FOR FAMILIES & CHLD	1	14				

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Monroe	THE GROWING PLACE CHILD CARE CENTERS	2	68	4	2		
Monroe	TOBYHANNA KIDS DAY CARE CENTER	16	35	6	1		
Monroe	WEE WONS INC.	7	13	3	2		
Montgomery	DAY CARE CENTERS INC	8	12	18			
Montgomery	JENKINTOWN DAY NURSERY	9	12	20	1		
Montgomery	MONTGOMERY COUNTY COMMUNITY COLLEGE CHILDREN'S CENTER	27	33	4	18		
Montgomery	PHOENIXVILLE AREA YMCA	0	15	15	3		
Montgomery	STEP BY STEP INC.	8	13	10			
Montour	DANVILLE AREA HEAD START	4	13	1	1		
Northampton	BETHLEHEM AREA SD	43	57		2		
Northampton	FAMILY YMCA EARLY CHILDHOOD DEVELOPMENT CENTER	39	39		1		
Northampton	NORTHAMPTON COMMUNITY COLLEGE	6	12	2	1		
Northumberland	CENTRAL SUSQUEHANNA IU 16	9	42	1			
Northumberland	MOUNT CARMEL AREA SD	0	40				
Perry	NEWPORT SD	3	12				
Philadelphia	PHILADELPHIA CITY SD	1,141	1,642	512	732	52	76
Pike	DELAWARE VALLEY SD	17	37	1			
Potter	AUSTIN AREA SD	7	4				
Potter	GALETON AREA SD	0	10				
Potter	OSWAYO VALLEY SD	1	22				
Schuylkill	CHILD DEVELOPMENT, INC.	27	53	16	8		

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Schuylkill	DAWN TO DUSK LEARNING AND CHILD CARE CENTER	5	10	3	1		
Somerset	TABLELAND SERVICES INC (AKA COMMUNITY ACTION PARTNERSHIP OF SOMERSET COUNTY)	43	65			3	47
Somerset	TURKEYFOOT VALLEY AREA SD	1	14				
Susquehanna	FOREST CITY REGIONAL SD	0	46	6		17	
Susquehanna	MOUNTAIN VIEW SD	0	20				
Tioga	NORTHERN TIOGA SD	8	13	5	2		
Tioga	SOUTHERN TIOGA SD	44	48	28	18		1
Union	LEWISBURG AREA SD	9	10				
Venango	CHILD DEVELOPMENT CENTERS, INC.	2	66	22	6		
Venango	OIL CITY AREA SD	14	39	9	8		
Warren	WARREN-FOREST CO ECON OPP CNCL	2	20	6			
Westmoreland	MONESSEN CITY SD	16	35	7	8		
Westmoreland	SETON HILL CHILD SERVICES, INC.	70	51	5	11		
Wyoming	H.A.N.D.S. OF WYOMING COUNTY / TUNKHANNOCK AREA SD	18	17	5	10		
York	CRISPUS ATTUCKS ASSOCIATION INC	2	17	3	14		
York	YORK CITY SD	0	116	12	6		
York	YORK DAY NURSERY, INC.	0	21	6	12		
York	YORK JEWISH COMMUNITY CENTER	3	16	3	2		
York	YORK YWCA	31	37	3	10		
TOTALS		4,022	7,819	1,502	1,486	250	156

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Adams	LITTLE LIFE ENRICHMENT CENTER	0	0	1	11
Adams & Carbon	RURAL OPPORTUNITIES, INC.	0	107	0	0
Allegheny	ALLEGHENY IU CO HS	3	140	25	8
Allegheny	BUTTERFLY GARDEN EARLY LEARNING CENTER (FOCUS ON RENEW)	0	12	15	9
Allegheny	COUNCIL OF THREE RIVERS AMERICAN INDIAN CENTER, INC.	0	0	65	5
Allegheny	HIGHLANDS SD	2	14	6	8
Allegheny	MCKEESPORT AREA SD	0	0	1	0
Allegheny	PITTSBURGH SD	13	43	137	129
Allegheny	RIVERVIEW CHILDREN'S CENTER	0	11	9	55
Allegheny	WEST MIFFLIN AREA SD	0	0	0	0
Allegheny	WILKINSBURG BOROUGH SD	13	0	13	5
Allegheny	WOODLAND HILLS SD	0	0	0	0
Armstrong	ARMSTRONG COUNTY COMMUNITY ACTION AGENCY	0	31	1	0
Beaver	AMBRIDGE AREA SD	0	0	0	0
Beaver	BIG BEAVER FALLS AREA SD	2	2	1	3
Beaver	CIVIC SENIOR CITIZENS CLUB (BEAVER COUNTY HEAD START)	0	0	0	1
Beaver	HAP ENTERPRISES INC / TINY TOTS LEARNING CENTER	0	1	7	43
Beaver	RIVERSIDE BEAVER COUNTY SD	0	0	0	0
Beaver	WESTERN BEAVER COUNTY SD	0	0	0	0

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Beaver & Butler	LIFESTERS, INC.	0	0	11	74
Bedford	CHESTNUT RIDGE SD	0	2	4	9
Bedford	TUSSEY MOUNTAIN SD	2	28	0	0
Berks	BERKS COMMUNITY ACTION PROGRAM	0	112	58	41
Blair	CHILD ADVOCATES BLAIR CO	60	130	47	126
Blair	LILY POND CHILD DEVELOPMENT CENTERS, INC	0	0	13	69
Blair	TYRONE AREA SD	25	10	0	50
Bradford	ATHENS AREA SD	0	0	0	5
Bradford	NORTH PENN COMP HLTH SERVICES / BRADFORD TIOGA HEAD START	0	0	0	0
Bradford	WYALUSING VALLEY CHILDREN'S CENTER, INC.	0	0	10	28
Bucks	BRISTOL TOWNSHIP SD	0	0	36	45
Bucks	MORRISVILLE BOROUGH SD	0	4	0	5
Bucks	NESHAMINY SD	0	0	0	0
Bucks	UNITED WAY OF BUCKS COUNTY	0	1	41	360
Butler	BUTLER CO CHILDREN'S CENTER INC	0	0	0	0
Cambria	CAMBRIA HEIGHTS SD	0	0	0	0
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA COUNTY	0	0	0	0
Cambria	CONEMAUGH VALLEY SD	0	0	7	13
Cambria	GREATER JOHNSTOWN SD	0	0	0	0
Cambria	NORTHERN CAMBRIA SD	0	0	0	0
Cambria	PENN CAMBRIA SD	0	0	0	0

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Cambria & Clearfield	HARMONY AREA SD	0	3	1	7
	NORTHERN TIER COMM ACTION CTR	0	0	0	0
	JIM THORPE AREA SD	0	0	1	0
Centre	BENNETT FAMILY CENTER	0	0	13	204
Centre	CHILD DEVELOPMENT COUNCIL	0	0	22	9
Centre & Clearfield	CEN-CLEAR CHILD SRVC INC	0	15	4	71
	CHILDTIME CHILDCARE, INC.	1	0	16	20
Chester	CREATIVE PLAY DAY SCHOOL	0	0	16	29
Chester	OWEN J ROBERTS SD	0	0	0	0
Chester	WARWICK CHILD CARE CENTER, INC.	0	1	38	110
Chester & Montgomery	POTTSTOWN SD	0	3	33	35
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	0	13	32	41
Clearfield	CHILDREN'S AID SOCIETY IN CLEARFIELD COUNTY	0	16	29	32
Clinton & Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR COMMUNITY ACTION (STEP), INC.	17	92	0	0
Columbia	COLUMBIA CHILD DEVELOPMENT PROGRAM	57	101	11	6
	PENNCREST SD	0	0	0	0
Crawford	YWCA TWIN CREEKS HEAD START	1	71	33	105
Cumberland	CARLISLE EARLY EDUCATION CENTER	0	2	24	52

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Cumberland	MECHANICSBURG AREA SD	1	0	18	23
Cumberland, Lancaster, & York	KNOWLEDGE LEARNING CORPORATION	0	0	25	99
Dauphin	HALIFAX AREA SD	0	0	1	1
Dauphin	HARRISBURG CITY SD	0	0	9	1
Dauphin	HEAVEN SENT ACADEMY	0	0	11	4
Dauphin	STEELTON-HIGHSPIRE SD	0	0	0	0
Delaware	CHESTER-UPLAND SD	0	0	0	0
Delaware	DELAWARE COUNTY IU 25	40	100	60	67
Erie	CORRY AREA SD	0	0	0	0
Erie	DR GERTRUDE A BARBER CENTER	0	0	17	41
Erie	EARLY CONNECTIONS EARLY LRNG CTR	0	0	68	16
Erie	ERIE CITY SD	0	0	29	19
Erie	GREATER ERIE COMMUNITY ACTION COMMITTEE	0	66	0	0
Erie	MILLCREEK TOWNSHIP SD	0	0	10	30
Erie	SAINT BENEDICT CENTER	0	13	22	4
Erie	YMCA OF GREATER ERIE (DOWNTOWN)	0	0	146	159
Fayette	FRAZIER SD	0	0	0	0
Fayette	PIC OF WESTMORELAND-FAYETTE	0	0	17	31
Franklin	CHAMBERSBURG AREA SD	0	0	0	0
Franklin	FANNETT-METAL SD	0	0	0	0
Fulton	SOUTHERN FULTON SD	0	2	0	0
Greene & Washington	COMMUNITY ACTION SOUTHWEST	29	52	95	67

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Huntingdon & Mifflin	HUNTINGDON COUNTY CHILD & ADULT DEVELOPMENT CORPORATION	0	16	5	25
Indiana	GRAND BEGINNINGS CHILDREN CENTER INC	0	13	18	89
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM, INC.	0	0	9	32
Indiana	MARION CENTER AREA SD	0	0	0	0
Indiana	PENNS MANOR AREA SD	0	0	0	0
Lackawanna	ABC KIDDIE KAMPUS	0	0	4	5
Lackawanna	INFANT CARE PROG. @ COVENANT CHURCH	0	0	6	1
Lackawanna	SUNSHINE & RAINBOWS DAY CARE CENTER	19	8	16	6
Lackawanna	WEE CARE DAY CARE (KMP, INC)	1	0	23	24
Lackawanna, Susquehanna, & Wayne	NORTHEASTERN CHILD CARE SERVICES	0	2	38	8
Lackawanna & Wayne	SCRANTON-LACKA HMN DEV AGY	0	0	2	7
Lancaster	COCALICO SD	0	0	0	0
Lancaster	HILDEBRANDT LEARNING CENTERS	0	0	0	0
Lancaster	LANCASTER SD	0	0	59	52
Lancaster	LITTLE PEOPLE DAY CARE SCHOOL (SSB CORPORATION)	0	0	15	17
Lancaster	OWL HILL LEARNING CENTERS	0	0	30	16
Lancaster & Lebanon	LANCASTER-LEBANON IU 13	0	31	1	3
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES, INC.	74	218	21	12

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Lehigh	THE CUDDLE ZONE LEARNING CENTER	0	0	15	23
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN, INC.	0	0	18	16
Lehigh & Northampton	LEHIGH VALLEY CHILD CARE, INC.	0	0	0	0
Luzerne	CHILD DEVELOPMENT COUNCIL OF NORTHEASTERN PENNSYLVANIA, INCORPORATED	0	4	41	27
Luzerne	GREATER NANTICOKE AREA SD	0	0	0	0
Luzerne	HAZLETON AREA SD	0	0	30	162
Luzerne	LUZERNE COUNTY HEAD START, INC.	0	0	0	2
Luzerne	RAINBOW HILL SCHOOL	0	0	0	30
Lycoming	EAST LYCOMING SD	0	7	0	0
Lycoming	JERSEY SHORE AREA SD	0	4	18	60
Lycoming	MONTGOMERY AREA SD	0	0	0	0
McKean	SMETHPORT AREA SD	0	1	0	0
Mercer	COMMUNITY ACTION PARTNERSHIP OF MERCER COUNTY	19	177	15	45
Mercer	ZION FAMILY SERVICES	0	0	7	5
Mifflin	HIDE-N-SEEK CHRISTIAN DAY CARE	0	0	12	3
Mifflin	SNYDER UNION MIFFLIN CH DEV IN	4	129	75	35
Monroe	POCONO SVC FOR FAMILIES & CHLD	0	0	0	0

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Monroe	THE GROWING PLACE CHILD CARE CENTERS	0	0	8	51
Monroe	TOBYHANNA KIDS DAY CARE CENTER	0	0	1	3
Monroe	WEE WONS INC.	0	0	1	15
Montgomery	DAY CARE CENTERS INC	0	0	0	23
Montgomery	JENKINTOWN DAY NURSERY	0	0	12	47
Montgomery	MONTGOMERY COUNTY COMMUNITY COLLEGE CHILDREN'S CENTER	0	0	10	24
Montgomery	PHOENIXVILLE AREA YMCA	0	0	34	56
Montgomery	STEP BY STEP INC.	0	0	0	6
Montour	DANVILLE AREA HEAD START	23	20	8	1
Northampton	BETHLEHEM AREA SD	0	0	3	0
Northampton	FAMILY YMCA EARLY CHILDHOOD DEVELOPMENT CENTER	0	0	0	23
Northampton	NORTHAMPTON COMMUNITY COLLEGE	0	0	3	120
Northumberland	CENTRAL SUSQUEHANNA IU 16	0	0	0	0
Northumberland	MOUNT CARMEL AREA SD	0	0	0	0
Perry	NEWPORT SD	0	0	0	5
Philadelphia	PHILADELPHIA CITY SD	265	257	770	478
Pike	DELAWARE VALLEY SD	25	0	0	0
Potter	AUSTIN AREA SD	0	0	0	0
Potter	GALETON AREA SD	0	0	0	0
Potter	OSWAYO VALLEY SD	0	0	0	0
Schuylkill	CHILD DEVELOPMENT, INC.	128	187	53	16

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Schuylkill	DAWN TO DUSK LEARNING AND CHILD CARE CENTER	0	0	4	16
Somerset	TABLELAND SERVICES INC (AKA COMMUNITY ACTION PARTNERSHIP OF SOMERSET COUNTY)	0	37	0	0
Somerset	TURKEYFOOT VALLEY AREA SD	0	0	0	0
Susquehanna	FOREST CITY REGIONAL SD	0	18	0	6
Susquehanna	MOUNTAIN VIEW SD	0	0	0	0
Tioga	NORTHERN TIOGA SD	3	0	6	9
Tioga	SOUTHERN TIOGA SD	1	1	25	71
Union	LEWISBURG AREA SD	0	0	0	0
Venango	CHILD DEVELOPMENT CENTERS, INC.	0	2	55	70
Venango	OIL CITY AREA SD	0	0	4	11
Warren	WARREN-FOREST CO ECON OPP CNCL	0	45	12	14
Westmoreland	MONESSEN CITY SD	0	0	0	0
Westmoreland	SETON HILL CHILD SERVICES, INC.	0	93	82	95
Wyoming	H.A.N.D.S. OF WYOMING COUNTY / TUNKHANNOCK AREA SD	6	0	5	34
York	CRISPUS ATTUCKS ASSOCIATION INC	0	0	44	14
York	YORK CITY SD	0	0	0	0
York	YORK DAY NURSERY, INC.	0	0	48	26
York	YORK JEWISH COMMUNITY CENTER	0	0	9	77
York	YORK YWCA	0	0	41	2
TOTALS		834	2,468	3,025	4,403

COUNTY	COUNTY CLASSIFICATION	RISK LEVEL	TOTAL CHILDREN AGE 3 & 4	TOTAL PA Pre-K COUNTS ENROLLMENTS	% 3 & 4 YEAR OLDS IN PA Pre-K COUNTS
Adams	Rural	moderate-low	2,384	34	1.4%
Allegheny	Urban	moderate-high	26,605	1,103	4.1%
Armstrong	Rural-Mix	moderate-high	1,620	20	1.2%
Beaver	Urban-Mix	moderate-low	3,622	149	4.1%
Bedford	Rural	moderate-high	1,191	95	8.0%
Berks	Urban-Mix	moderate-high	11,037	214	1.9%
Blair	Urban-Mix	high	2,870	126	4.4%
Bradford	Rural	moderate-high	1,417	85	6.0%
Bucks	Urban	low	15,374	181	1.2%
Butler	Rural-Mix	low	4,579	100	2.2%
Cambria	Rural-Mix	moderate-high	2,922	211	7.2%
Cameron	Rural	moderate-low	121	15	12.4%
Carbon	Rural-Mix	moderate-high	1,250	57	4.6%
Centre	Urban-Mix	moderate-low	2,478	98	4.0%
Chester	Urban	moderate-low	13,417	103	0.8%
Clarion	Rural	moderate-high	849	75	8.8%
Clearfield	Rural	high	1,618	191	11.8%
Clinton	Rural	high	837	94	11.2%
Columbia	Rural	moderate-low	1,289	15	1.2%
Crawford	Rural	high	2,065	157	7.6%
Cumberland	Urban-Mix	moderate-low	4,819	51	1.1%
Dauphin	Urban	high	6,324	485	7.7%
Delaware	Urban	moderate-low	13,501	352	2.6%
Elk	Rural	moderate-low	661	0	0.0%
Erie	Urban-Mix	high	6,579	565	8.6%
Fayette	Rural-Mix	high	3,190	149	4.7%
Forest	Rural	moderate-high	62	0	0.0%
Franklin	Rural-Mix	moderate-high	3,659	93	2.5%
Fulton	Rural	moderate-high	311	49	15.8%
Greene	Rural	high	793	81	10.2%
Huntingdon	Rural	moderate-high	865	36	4.2%
Indiana	Rural	moderate-high	1,785	132	7.4%
Jefferson	Rural	moderate-high	1,017	92	9.0%
Juniata	Rural	moderate-high	596	0	0.0%
Lackawanna	Urban	moderate-high	4,356	169	3.9%
Lancaster	Urban-Mix	moderate-high	13,252	318	2.4%
Lawrence	Rural-Mix	high	2,055	80	3.9%
Lebanon	Urban-Mix	moderate-high	2,994	175	5.8%
Lehigh	Urban	moderate-high	8,018	243	3.0%
Luzerne	Urban	moderate-high	6,348	370	5.8%
Lycoming	Rural-Mix	moderate-high	2,511	152	6.1%
McKean	Rural	high	897	50	5.6%
Mercer	Rural-Mix	high	2,719	120	4.4%
Mifflin	Rural	high	1,241	69	5.6%
Monroe	Rural	moderate-low	4,068	156	3.8%
Montgomery	Urban	low	20,025	232	1.2%
Montour	Rural	moderate-low	414	17	4.1%
Northampton	Urban	moderate-low	7,299	256	3.5%
Northumberland	Rural	high	1,944	91	4.7%

COUNTY	COUNTY CLASSIFICATION	RISK LEVEL	TOTAL CHILDREN AGE 3 & 4	TOTAL PA Pre-K COUNTS ENROLLMENTS	% 3 & 4 YEAR OLDS IN PA Pre-K COUNTS
Perry	Rural-Mix	moderate-high	1,136	15	1.3%
Philadelphia	Urban	high	36,987	2,783	7.5%
Pike	Rural	moderate-low	1,119	54	4.8%
Potter	Rural	moderate-high	443	44	9.9%
Schuylkill	Rural-Mix	moderate-high	2,881	95	3.3%
Snyder	Rural	moderate-low	897	0	0.0%
Somerset	Rural-Mix	moderate-high	1,556	123	7.9%
Sullivan	Rural	moderate-high	106	0	0.0%
Susquehanna	Rural-Mix	moderate-high	870	83	9.5%
Tioga	Rural	moderate-high	994	113	11.4%
Union	Rural	moderate-low	793	19	2.4%
Venango	Rural	high	1,210	121	10.0%
Warren	Rural	moderate-high	886	62	7.0%
Washington	Urban-Mix	moderate-low	4,726	89	1.9%
Wayne	Rural-Mix	moderate-high	1,060	66	6.2%
Westmoreland	Urban-Mix	moderate-low	7,553	172	2.3%
Wyoming	Rural-Mix	moderate-high	683	35	5.1%
York	Urban-Mix	moderate-low	10,480	261	2.5%
TOTALS			294,228	11,841	4.0%

Because our son was in the PA Pre-K Counts program, his very attentive and knowledgeable teachers were able to recognize some social and sensory shortcoming that were concerning to them.

Our son's teachers kindly sat down with us to discuss their concerns and very adequately informed us on how to proceed with getting our son tested to see if he could qualify for some therapy services through our county. They also told us that they would do the best they could to help our son overcome his social and sensory issues by contacting people they knew who were more trained in the field of special education.

Even while we were going through the process of getting our son evaluated for Asperger's Syndrome, we were seeing improvements in his social skills as a result of his teachers' working with him and getting him to integrate with his learning environment.

Christine Russell, Parent, Montgomery County



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