

Race to the Top – Early Learning Challenge

2015 ANNUAL PERFORMANCE REPORT



JUNE 2016





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

Pennsylvania

2015

Due: February 29, 2016

U.S. Department of Education
Washington, DC 20202
OMB Number: 1810-0713
Expiration Date: December 31, 2016

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General Information

1. PR/Award#: S412A130040

2. Grantee Name Commonwealth of Pennsylvania Governor's Office

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Reporting Period Information

5. Reporting Period: From: 01/01/2015 To: 12/31/2015

Indirect Cost Information

6. Indirect Costs

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

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

Approving Federal agency: ED HHS Other Specify other: _____

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

Executive Summary

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

Developing a State System

Accomplishments

- Pennsylvania awarded its second phase of 38 Early Childhood Education Community Innovation Zones (CIZ) grants in 2015 for a total of 50 grantees across the state. Grantees receive intensive supports and local grants to increase family engagement, strengthen relationships between early childhood providers and schools to build prenatal to 3rd grade alignment, and strengthen community collaborations. The 50 grants represented geographic diversity ensuring our rural (40 percent), suburban (16 percent), and urban (44 percent) populations were represented. The 50 grantees also represented schools (28 percent), community-based organizations (28 percent), Intermediate Units (12 percent), early childhood programs (12 percent), United Ways (10 percent), Early Intervention programs (6 percent); and higher education institutions (4 percent).
- A CIZ grantee in Philadelphia built a strong partnership with a career and technology school after the school loaned space for the CIZ to hold unique train-the-trainer sessions for families and caregivers on learning with children in every day settings. The principal was so impressed with the training that she offered the CIZ's *Let's Read Math* program to pregnant and parenting teens.

Challenges and Lessons Learned

- During Year 1, Pre-K Counts specialists, who already had a robust caseload that consisted of state and federally-funded preschool programs, provided technical support to the Community Innovation Zones. For Year 2, Pennsylvania decided to hire CIZ-specific specialists whose role was to support CIZ grantees only. In doing this, specialists have smaller caseloads, can learn more about the needs of each grantee, and can provide more targeted, on-the-ground support.

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

Accomplishments

- In November 2015, the William Penn Foundation, in partnership with the University of Pennsylvania, released *An Inquiry Into Pennsylvania's Keystone STARS*. The goal of the inquiry was to provide a comprehensive look at Keystone STARS to then evaluate and revise the program. The inquiry focused on three major areas: child outcomes, quality components and systems approach to rating quality, and guiding improvements. The report found that children who participated in Keystone STAR 3 and 4 centers showed higher proficiencies than children in Keystone STAR 1 and 2 centers. OCDEL will use the recommendations from the inquiry to revise Keystone STARS.
- In order for unregulated and regulated child care programs to join Keystone STARS, Pennsylvania began start-up technical assistance (TA) peer mentoring. Peer mentors work hand-in-hand with providers interested in becoming regulated and/or participating in Keystone STARS. In Pennsylvania, the term "regulated" is used to describe the child care provider population holding an active Certificate of Compliance, issued by the Department of Human Services (DHS). In Pennsylvania, the terms "unregulated" or "license exempt" is used to describe the child care population that does not currently hold an active Certificate of Compliance, issued by DHS. A legally exempt provider is defined as any home-based provider that is providing child care for three or fewer children or a total of six children with a combination of related and up to three unrelated

children.

- Since starting targeted recruitment of child care programs in rural counties to participate in Keystone STARS, the Regional Keys have provided information and guidance to more than 170 potential STARS providers to open child care facilities. More than 57 child care facilities have enrolled and are designated at a minimum level of STAR 1, representing 21 of the 33 moderate-high and high-risk targeted counties.
- In order to streamline the process of including pre-kindergarten programs like Pennsylvania Pre-K Counts in Keystone STARS, OCDEL developed a Pre-STARS checklist. A program must fully implement the guidelines in the Pre-STARS checklist prior to enrollment into STARS. More than 20 Pre-K Counts programs are currently pursuing Keystone STARS designation. As of December 2015, there are over 166 Pre K Counts Lead Educational Agencies (LEA) grantees. Many LEA grantees are partnering with other programs in their respected area and may have classrooms in several cities in their county implementing Pre K Counts programming.

Challenges and Lessons Learned

- The University of Pennsylvania experienced challenges in completing its Inquiry of Keystone STARS by the original February 2015 deadline. Because Keystone STAR 1 and 2 providers are not required to report children's outcomes, there was some difficulty recruiting them to do so as part of the inquiry. The sample was too small in fall 2014. Therefore, the researchers conducted more intensive recruiting efforts to reach an acceptable number of child assessments. By May 2015, the University of Pennsylvania received the required statistically significant amount of child outcome assessments to evaluate child outcomes related to STAR levels.

Early Learning Standards

Accomplishments

- Revisions to the Kindergarten and grade 1 and grade 2 standards began in fall 2014. A convening of diverse stakeholder groups helped to refine Science, Social Studies, Language and Literacy, and Math content areas in 2015. Approximately 35 teachers, curriculum coaches, and higher education professionals participated in the refining of these content areas. A workgroup of family leaders and professionals helped refine the Kindergarten through grade 2 Early Learning Partnership Standards. The standards will be printed and distributed in 2016.
- OCDEL conducted four regional Governor's Institutes, *P-3 Collaboration: Working Together for Student Success*, in June/July 2015. Each of the 62 participating teams consisted of up to eight members which included at minimum: a birth-to-five administrator and practitioner and a Kindergarten-to-grade 3 administrator and practitioner.

Challenges and Lessons Learned

- The 2015 Governor's Institute enabled participants to support planning for the 2016 Institutes. Participants told OCDEL the following: working lunches proved to make the days too long and didn't allow for enough processing time; participants wanted less time spent with keynote speakers and more time in break-out sessions; participants requested more practical strategies and to dabble in theory and the overall theme of each day; rather than providing theory all on Day 1; participants requested to incorporate a piece of their final P-3 priority document into each day; rather than wait until the last day of the institute. Evaluation data indicated that rural areas were less represented at the Governor's Institutes. OCDEL will design strategies to increase rural participation for the 2016 and 2017 institutes.

Comprehensive Assessment Systems

Accomplishments

- In 2015, Pre-K Counts implemented new program standards for a developmental, behavioral, and health screening follow-up plan for families and programs. In order to ensure that the new program standards are implemented with fidelity, OCDEL developed a “tracker,” a proto-type of a comprehensive screening form, and piloted it with 15 Pre-K Counts programs. The tracker was developed to give teachers and families clear visual feedback on whether the child was screened and/or needs a referral.
- OCDEL partnered with Pennsylvania Partnerships for Children, a non-profit children's advocacy organization, to implement a grant from the David and Lucille Packard Foundation to increase the rates of developmental screening, and to improve follow-up assessment and care coordination; as well as linkages across systems that influence child development in the first five years of life. The cross-sector workgroup has developed informational materials and trainings and continues to reach out to new stakeholders.
- In order to make it easier for families to access Early Intervention services and early childhood education programs as well as meet the consumer education requirements of the Child Care and Development Block Grant, OCDEL began designing a web page with links to early childhood, health, and other resources for families of young children.
- OCDEL drafted a resource for professionals: *Guiding Principles on Early Childhood Assessment for Practitioners and Educators: Birth to Age 8*, which includes guidance on selecting an assessment tool from a variety of types and purposes of assessment tools; informational sheets on the basics of assessment; and an infographic on Pennsylvania's comprehensive assessment system. The resource will be published in 2016 and it has now become the framework for the development of three asynchronous assessment professional development modules.

Challenges and Lessons Learned

- Although teachers who piloted the tracker found it clear and easy to use, the average score for effectiveness of the tracker was not high. OCDEL is evaluating the responses and determining next steps.
- In 2015, OCDEL issued a new Request for Application for vendors to participate in its Early Learning Outcomes Reporting Strategy. This year's rigorous alignment process did not yield any assessment tool which aligns with any of the Pennsylvania frameworks to the extent that would ensure consistent outcomes are being collected across various tools. OCDEL has a strong commitment to formative assessment for the purposes of instructional and program improvement decision making. OCDEL has established a research council with experts and other stakeholders to generate key research questions to guide the use of any collected outcomes, and provide recommendations on outcomes reporting strategies.

Engaging and Supporting Families

Accomplishments

- Nearly 300 professionals and families attended the second annual family engagement conference, “Supporting Strong Partnerships for Children's School Readiness and Achievement,” in October 2015. The conference focused on strategies and practices related to family engagement Initiatives and aligned with the PA Early Learning Program Partnership Standards.
- OCDEL hired a research firm to conduct a family engagement study. The focus was to understand how family engagement efforts and activities impact a family's confidence and competence in supporting their child's learning and development. OCDEL established the research questions, rubric, and a sample of CIZ grantees to participate

in the study.

- OCDEL launched the web version of the Early Learning GPS and apps for Android, Apple, and Kindle in 2015. The Early Learning GPS helps families set the right course for their child's development with a short quiz, video tips, links to reliable resources, and an online scrapbook to follow their child's development, save activities to build skills that align with Pennsylvania's Early Learning Standards, and compare child care programs. Since the launch of the website in March 2015, nearly 8,500 users visited the site and 1,181 family accounts were created in 2015.

Challenges and Lessons Learned

- Because of the large interest in the family engagement conference, OCDEL is considering offering two regional conferences instead of one large statewide conference, so that more families can participate.

Supporting the Early Childhood Workforce

Accomplishments

- The foundation for a re-visioning of Pennsylvania's technical assistance (TA) system began in spring 2015, and this re-visioning work examines current models of support in Pennsylvania. Recommendations will be broad and concept-oriented, so as to be applicable to any new or revised models that are developed as the re-visioning of STARS moves forward. A steering committee and five workgroups are expected to deliver draft recommendations by spring 2016. Finally, a small advisory group of TA experts has been exploring ideas to build a resource e-library which consists of 20 individuals who are active in the delivery or administration of technical assistance in Pennsylvania.
- In 2015, Pennsylvania converted existing face-to-face professional development into online courses embedded in the Workforce Professional Development Registry (PD Registry). Pennsylvania plans on publishing nine courses which will total 24 hours of professional development. The first of these courses include several Keystone STARS Core Series face-to-face professional development modules and new modules that support or build on this content. In December 2015, Core Knowledge Competencies and Big Ideas Framework went live in the PD Registry as a three-hour course. Seventeen days after going live, more than 50 people enrolled in the course and evaluations have been very positive.
- In February 2015, all accredited Pennsylvania colleges and universities that offer early childhood education or child development degrees, certificates, and/or diplomas were invited to submit applications for a mini-grant program to provide funds to align their early childhood education coursework with the revised Core Knowledge Competencies. Eighteen two- and four-year post-secondary institutions representing all regions across the state were awarded mini-grants of up to \$15,000. Several institutions have revised or created new courses that have a stronger early childhood focus, and these courses have been presented to the universities' curriculum committees for approval.

Challenges and Lessons Learned

- Throughout 2015, the Rising STARS Tuition Assistance program continued. However, the state's budget impasse resulted in funds not being able to be paid out between July 1 and December 31, 2015. Applications continued to be accepted and reviewed, but approval and payment were not possible. Staff members worked with colleges and universities to provide letters to individual students who submitted complete applications, informing the institutions that the student will be eligible for funds as soon as funding is authorized.

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

Accomplishments

- As of December 16, 2015, 1,016 teachers from 306 schools (50 districts; 15 charter schools) finalized Kindergarten Entry Inventory (KEI) observations for 21,168 children, a 34 percent increase in the number of children from Cohort 1 (2014.) OCDEL used peer-to-peer strategy to build awareness about the benefits of the KEI, its connectedness to effective instruction, and family and community engagement. In February 2015, OCDEL released a KEI promotional video, garnering more than 900 views on YouTube.
- OCDEL enhanced technical assistance and training so as to build capacity to optimally use the KEI. This included an available asynchronous scoring and skill practice with a required proficient user assignment, the availability of extended face-to-face sessions, web-based systems training opportunities, and systems step-by-step guides by topic. The enhanced training can be accessed at the KEI landing page (www.kei-pa.org).
- System enhancements during Cohort 2 provided easy, printable access to teacher reports both at the child level and at the class level by indicator for instructional purposes.

Challenges and Lessons Learned

- Communication with participants was enhanced during Cohort 2 implementation based on feedback from Cohort 1 participants. OCDEL learned that implementation during Cohort 1 was most effective when a designated liaison was identified to share information between the state team and the implementing teachers. As such, a designated point of contact (POC) was a newly established requirement for Cohort 2. An online landing page was launched as a “one stop shop” for all KEI-related information. As the number of implementing schools continues to increase, effective communication will continue to present challenges. Communication strategies will continue to be enhanced into Cohort 3.
- Professional development continues to be a challenge, particularly with teachers using the asynchronous training. As a result of feedback from Cohort 1, additional guidance is included in the Professional Development Tab on the landing page. OCDEL has found success recruiting and training professionals when partnering with existing professional development agencies such as intermediate units. OCDEL will continue to strategize on effective professional development.
- Due to data entry challenges that occurred during Cohort 1 implementation, a new data system was created in 2015 for collecting KEI assessment data. The new system provided for more scalability, which was crucial, due to the anticipated growth in the number of users in 2015 and beyond.

Early Learning Data Systems

Accomplishments

- There were several enhancements to Pennsylvania's early childhood information system in 2015, including:
 - assigning unique identifiers for children enrolled in subsidized child care;
 - automatic generation of Spanish correspondence for Spanish-speaking subsidized child care families and providers;
 - and ability for individuals or organizations to apply for new or renewal certification or registration as a child care provider online.

Successful State Systems

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

Governance Structure

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

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

State-level governance

- **The Office of Child Development and Early Learning (OCDEL).** OCDEL is a dual deputation of the Departments of Education and Human Services. The latter serves as the lead agency for the RTT-ELC grant. The Director of Race to the Top-Early Learning Challenge (RTT-ELC) reports directly to the Deputy Secretary of OCDEL.
- The RTT-ELC director is responsible for the overall leadership and management of the grant and its associated projects, responsible for the development and directing the policy analysis for early childhood initiatives to raise quality in early childhood education achievement across Pennsylvania, and for ensuring that the Departments of Education and Human Services build capacity for continued oversight after the Race to the Top-Early Learning Challenge grant is expended. The RTT-ELC director participates in executive staff meetings and works collaboratively with all OCDEL bureau directors.
- **The Pennsylvania Department of Education (PDE),** including: 1) OCDEL; 2) the Office of Elementary and Secondary Education (includes private academic licensed nursery schools and the Homeless Education, Migrant Education, English Language Learners, Special Education and Education Leading to Employment and Career Training Programs), 3) the Office of Administration (including the Food and Nutrition Program), 4) the Office of Commonwealth Libraries, 5) the Office of Postsecondary and Higher Education (including the Family Literacy program), 6) Information Technology staff, 7) school district pre-K programs, 8) programs funded by Title 1 of the Elementary and Secondary Education Act, 9) PDE-designated attorneys from the Office of General Counsel; and 10) PDE directors from the Offices of Policy, Legislative Affairs, Press and Communications.
- **The Department of Human Services (DHS)** including: 1) OCDEL; 2) the Office of Mental Health and Substance Abuse Services; 3) the Office of Children, Youth and Families; 4)

the Office of Developmental Programs - services for individuals with intellectual disabilities, autism; 5) the Office of Income Maintenance - eligibility for programs including TANF, SNAP, home heating assistance, Medicaid, employment and training services, child support, and County Assistance Offices which determine eligibility for child care services for TANF families; 6) Office of Medical Assistance Programs; 7) the Office of Administration's Bureau of Information Systems; 8) DHS-designated attorneys from the Office of General Counsel; and 10) DHS Directors from the Offices of Policy, Legislative Affairs, Press and Communications.

- **The Department of Health**, including : 1) the Office of Health Promotion and Disease Prevention, Title V Maternal and Child Health Service Block Grant Programs, and the Women, Infants, and Children (WIC) program; and 2) the Office of Public Health and Preparedness, including public health centers.
- **Commissions and Councils**, including: 1) the Pennsylvania Early Learning Council; 2) the Early Learning Investment Commission; 3) the State Interagency Coordinating Council; and 3) the Young Child Wellness Council. Each of these entities provides guidance and feedback to OCDEL on its policies and practices. Each receives the opportunity to discuss the progress of the grant and recommendations for implementation throughout the grant period through regular meetings and conference calls when appropriate.

Regional governance and administration

The Pennsylvania Key and five Regional Keys, established in 2005, work with OCDEL to provide state and regional leadership in the development of an integrated and coordinated system of program quality improvements and professional development supports for early childhood education. The Early Learning Keys to Quality System coordinates professional development, access to higher education, Keystone STARS designations, community collaborations, and technical assistance. The PA Key monitors and provides targeted technical assistance to the Early Childhood Community Innovation Zones described below.

Pennsylvania's Early Intervention system is supported through the state-of-the-art, nationally recognized technical assistance program, Early Intervention Technical Assistance (EITA). Through a network of 24 EITA consultants, EITA provides professional development to Early Intervention providers; however, their trainings are also open to other early learning and development programs and families.

Local administration - Early Childhood Education Community Innovation Zones

Pennsylvania's strategic approach is to reach out, community by community, to serve and support the children most at risk for school failure and make what is proven to work in these communities available statewide. Through a competitive grant opportunity, Pennsylvania is offering targeted support to 50 high-needs communities through enhanced technical

assistance. These grants make it possible for communities to assess their own needs and specific challenges to children being successful in school, receive targeted technical assistance, and implement test strategies that address identified challenges.

In 2014, OCDEL made great strides toward achieving this goal by awarding 12 Early Childhood Education Community Innovation Zone (CIZ) grants. Through the Request for Application (RFA) process, Pennsylvania awarded an additional 38 grants in 2015. Grantees were awarded up to \$75,000 a year for the next two-and-a-half years to strengthen and implement strategies within their communities to help reduce the achievement gap by grade 3. Specifically, grantees are required to work collaboratively with early childhood programs and local school districts to align their work around standards, family engagement, and community partnerships.

One of the state's goals was to have a diverse demographic representation of CIZ ensuring our rural (40 percent), suburban (16 percent), and urban (44 percent) populations were represented. Connected to that goal, OCDEL hoped to see variety in the types of agencies that identified as the lead partner on grants. Leads consisted of: school district and community-based organizations (28 percent each); Intermediate Unit and early childhood programs (12 percent each); United Ways (10 percent), Early Intervention programs (6 percent); and higher education (4 percent).

To best support the work of the CIZ, an infrastructure was created in 2014. OCDEL developed a steering committee to help direct the technical assistance, training opportunities and guidance offered to the grantees. In 2015, Pennsylvania enhanced the infrastructure and supports offered to grantees. Many of the changes were developed through feedback from our Phase I grantees. In Phase 1, Year 1 of the grant, CIZ grantees were supported by two different entities; one for programmatic support conducted by PA Key Pre-K Counts specialists, and one for fiscal monitoring conducted by the Regional Keys. In 2015, the state made the decision to bring both of these supports under the PA Key. In doing so, the process was streamlined for the grantees and OCDEL was able to adapt the fiscal and programmatic reporting tools to better meet the needs of grantees.

The second change was to the specialists supporting the grantees. The goals of the CIZ specialists are to provide on-the-ground, direct support to grantees as they initiate and develop their projects. Additionally, specialists act as a conduit between the grantees and the state, helping grantees identify, locate, and utilize statewide resources. Lastly, the specialists support grantees as they refine their goals and projects. Through feedback gained from Phase 1 grantees, the state learned the value of the specialists.

“Having the current program specialist as our contact has been beyond helpful.”

“If I have a question or need additional information on a topic I know where to find it. I am happy with the level of communication and the timeliness in receiving answers.”

During Year 1, the Pre-K Counts specialists, who already had a robust caseload that consisted

of state and federally funded preschool programs with very specific guidelines and procedures, provided technical support to the CIZ. However, the specialist's role was more focused on monitoring than on technical assistance. Going into Year 2, Pennsylvania decided to hire CIZ-specific specialists whose role was to support CIZ grantees only. In doing this, specialists have a smaller caseload, can learn more about the needs of each grantee, and can provide more targeted, on-the-ground support.

The third change Pennsylvania made to its CIZ infrastructure was to move the fiscal oversight from the Regional Key Race to the Top coordinators to the PA Key. In doing this, the CIZ specialists, who are also part of the PA Key, could monitor grantees' budgets.

In November 2015, OCDEL convened the grantees, CIZ specialists and the family engagement specialists for a two-day orientation. On the first day, grantees had the opportunity to network and learn about work being accomplished in their region of the state. Additionally, they spent the afternoon learning about the *Community Systems Development Toolkit* (<http://www.buildinitiative.org/Resources/CommunitySystemsDevelopmentToolkit.aspx>) developed by the BUILD Initiative in collaboration with Pennsylvania's CIZ. The Community Systems Development Toolkit supports the hands-on implementation of collaborative systems work at the local level, providing resource tools that cover the full spectrum of community systems and coordination work. Grantees were able to learn about the theory behind system development, as well as explore some specific tools to help them think more deeply about their collaborations and focus on the sustainability of their work.

The CIZ had many successes in 2015. Some of the most exciting work came from unexpected partnerships and relationships. In Philadelphia, one CIZ was looking for office and meeting space to deliver its unique train-the-trainer model focused on learning with children in every day settings to parents and caregivers. They found a space at a local career and technology high school. The principal was very interested in the model the CIZ was using with families and she began to attend their monthly sessions. As the principal began to learn more about the work the CIZ was doing, she realized pregnant and parenting teens in her school could benefit. Now, the teen parents participate in the CIZ's *Let's Read Math* program where families learn how to connect reading and math to better support their children's growth and development. They also are able to attend the meetings where families learn how to advocate for their children and develop relationships with schools. Serving a community defined as a hard to reach, hard to serve population was never part of the plan for this CIZ but due to this unexpected partnership, new opportunities are open for both the CIZ and the teen parents.

In rural Venango County, another CIZ is working on preschool mental health. The CIZ's certified school psychologist began observing more children experiencing problems which may be linked to a parent's incarceration. Several striking illustrations of this phenomenon prompted the CIZ to act.

"At night I scream. I scream because I wake up and my mommy isn't there." - Bryce (age 4)

"It's like a hole inside. It's like I will never be happy again." Jennifer (age 8)

At one point, seven of the 71 children (10 percent) enrolled in one of their child care centers had a parent in jail; at another facility, one child's mother and father both were imprisoned; and in another case, a child's father died while his mother was in jail. Imprisonment had become so common among this CIZ's families that the organization now has a staff member who appears at court proceedings with the child's parent, does weekly prison visitation, and provides information and referral in support of children and families impacted by incarceration, including grandparents and others who step in to care for children while a parent is in prison. While the CIZ did not start out with a focus on incarcerated families, it is now able to support this vulnerable population of children and families.

In addition to the work the CIZs are doing in their communities, CIZs are vital in supporting the work OCDEL is pursuing in connection to Pennsylvania's RTT-ELC. The three major areas in which the CIZs have a role are: standards and standards-aligned systems; family engagement; and community engagement.

Standards and standards-aligned systems

Within this area, CIZs are supporting three specific initiatives: PA Learning Standards for Early Childhood (ELS); the Kindergarten Entry Inventory (KEI); and the Governor's Institutes. The CIZs are not only required to use the tools and participate in the institute, they are integral in providing feedback, sharing the resources, and collaborating with other agencies and schools in their communities.

Revisions to the ELS continued into 2015. Infant/Toddler and Pre-Kindergarten Standards were completed in 2013-2014. Kindergarten, Grades 1 and 2 Standards began in the fall of 2014 through convening diverse stakeholder groups through the use of RTT-ELC funding. In 2014, changes to the following domains were completed: Executive Function Skill standards in Approaches to Learning through Play; Social and Emotional Development; Creative Arts; Health, Wellness and Physical Development; English Language Arts; Mathematics; and Partnerships for Learning. Standards revisions in the Science and Social Studies domains were completed in January 2015. Kindergarten, grades 1 and 2 revisions were completed in 2015. A public comment period was available in spring 2015. OCDEL anticipates the kindergarten, grade 1 and grade 2 standards will be available in summer 2016.

Pennsylvania will continue to provide targeted intervention and support around standards implementation and use of data for decision-making, instruction and quality improvement. Some examples include the Governor's Institutes in the summer of 2015, on-site professional development as requested by grantees, monthly touch points with OCDEL staff, and meetings between OCDEL staff and CIZs to share, learn, modify and improve services. Additionally, the state has become more intentional in using and distributing the ELS at other RTT-ELC

trainings and institutes.

In connection to the work with standards, CIZs are also vital in the roll-out of Pennsylvania's KEI. The KEI is intended to be used by kindergarten teachers to record students' demonstration of skills, and serve as an indicator of individual student needs in the cognitive and non-cognitive key learning areas of: social and emotional development; language and literacy; mathematics; approaches to learning; and health, wellness and physical development. This tool serves to report outcomes to parents, guide teacher instruction, and inform policy by providing a picture of aggregate student outcomes upon entry into the Kindergarten classrooms across the commonwealth. The KEI is an observational snapshot of children entering Kindergarten, which is implemented during the first 45 calendar days of the Kindergarten year.

CIZs support the use of the ELS and standards-aligned systems through their participation in the P-3 Governor's Institutes. In June and July 2015, OCDEL held four regional P-3 Governor's Institutes; *Prenatal to Grade 3 Collaboration: Working Together for Student Success*. The Institutes focused on P-3 alignment strategies, building collaborative partnerships, administrator and teacher effectiveness, P-3 instructional tools, strategies in systems change, instituting improvements in data-driven decision-making and family engagement. Each of the 62 participating teams consisted of up to eight members, including at minimum, a birth to age-5 administrator and practitioner, and a Kindergarten to grade 3 administrator and practitioner. Additional representation was added based on community need and composition (e.g. librarian, curriculum specialist, higher education faculty, Early Intervention, business leader, family member, etc.). The goals of the institute were for participants to strengthen partnerships between community, school districts, and early childhood programs, apply a P-3 framework to early childhood settings, participate in the P-3 Early Learning Community, and to engage in continuous improvement via implementation and sharing of strategies and programs that will enhance student achievement.

CIZs were required to attend the institute, in part, to develop and enhance their collaborative, community-based work around the use of the ELS and standards aligned systems. Because the institutes were four days long, many teams had the opportunity to really sit down together to focus on their goals and hear from state leaders about the benefits of not just using, but aligning standards and implementing the KEI. The institute created not only awareness, but also a few standards and KEI champions. One elementary principal who expressed a desire to share what he learned with other principals said:

*"The standards are aligned to grade 3 and the KEI is free? Why wouldn't we be using them?
I'm in!"*

Family Engagement

The CIZ learning network is promoted through the Annual Family Engagement Conference, which provides an opportunity for communities to share their successful strategies, materials,

and resources, as well as to problem-solve challenges with others engaged in this work. The second annual conference, “Supporting Strong Partnerships for Children's School Readiness and Achievement,” held in October 2015, focused on strategies and practices related to family engagement initiatives and aligned with the PA Early Learning Program Partnership Standards. The conference was attended by a cross systems representation of professionals from health, mental health and nutrition, special needs and Early Intervention, elementary education and early learning as well as family support. Pennsylvania also encouraged and facilitated the attendance of family leaders at the summit. As a result there were 289 attendees; among them were 30 family leaders.

The conference focused on building family engagement skills and knowledge among families and professionals, and providing an opportunity to learn strategies, supports and resources to support strong partnerships to increase children's school readiness and achievement. The conference also encouraged stakeholders to move from family engagement as a set of individual activities to family engagement strategies based upon shared knowledge, simultaneously allowing for the individual needs of Pennsylvania's communities.

Pennsylvania's full time family engagement consultant provides individualized technical assistance to the CIZ. In 2015, grantees made great strides in deepening their family engagement strategies. One CIZ grantee located in an urban setting partnered with a local community-based organization to better connect families to local resources. The initial community committee meeting gathered feedback on gaps for programming parents would like to see. The committee has been able to fill the gaps through additional family engagement trainings and opportunities. A second grantee, located in a more rural community, conducted a single-parent needs assessment to look for ways to support single-parent households. They created a job search resource to hand out to families that have lost or are in need of employment. Another grantee said:

“We use the family engagement framework throughout our program. It is very helpful in framing our thinking.”

In 2015 the family engagement implementation study was launched in the CIZ. For this study, OCDEL's focus is to understand how family engagement efforts and activities impact a family's confidence and competence in supporting their child's learning and development. This study, defined as an implementation study, will not only support the work of the CIZ in real time; but outcomes gleaned from the study will support OCDEL in developing policy around family engagement.

Community Engagement

Pennsylvania recognizes that every family wants their young children to have quality early learning experiences, but don't always know where to turn in the community. The CIZ supported the development and use of the Early Learning GPS (formerly called Keystone Families First). This web-based interactive tool helps families make informed choices about

their young child's development and choosing a quality child care/early learning program. The tool is designed to be used by families on their own, working with a professional, or as part of a group class.

During the weeks leading up to the official launch, OCDEL held webinars with its CIZs in preparation to share the GPS with their families. The CIZs have integrated the GPS in many different ways. Several grantees have included it as part of their kindergarten registration outreach. Another grantee used it at an annual health and wellness fair encouraging families to create an account on the spot. One grantee was so excited when she first tried it she called her sister, who has a baby at home, and told her she needed to sign up right away! That same grantee held a special meeting to introduce the GPS to their families.

Stakeholder Involvement

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

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

- **The Pennsylvania Early Learning Council (ELC)**, established by executive order in 2008, is a 50-member council of gubernatorial appointees who serve for a three-year term. The role of the council is to advise OCDEL with recommendations on early learning policies and practices. The ELC meets face-to-face a minimum of three times per year and via conference call when necessary as a vehicle to have robust discussion and input related to OCDEL's strategic planning and implementation efforts.

ELC members represent a broad array of stakeholders, including: parents (specifically parents of children with high needs); early learning and development organizations (the Pennsylvania Head Start Association, Early Intervention programs, child care programs, Child Care Works, and the Pennsylvania Pre-K Counts program); other education organizations (the Pennsylvania School Boards Association, Pennsylvania school districts); state agencies (the Pennsylvania Department of Health and the Office of Mental Health and Substance Abuse Services); and private businesses and community-based organizations.

The RTT-ELC director reported to the ELC at their regular meetings and will continue to report progress throughout the RTT-ELC grant duration. Because the OCDEL deputy secretary, RTT-ELC director and representatives from other participating state agencies serve on the council, the ELC plays a significant role in implementing the state's RTT-

ELC plan. Continuous feedback and recommendations are solicited from ELC members on Race to the Top-Early Learning Challenge activities.

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

This group has experience with making recommendations about children with developmental delays and disabilities and will be helpful in this arena. Feedback is solicited from SICC members and this feedback is included in RTT-ELC activities as appropriate. The RTT-ELC director reports quarterly to the SICC and will continue to report progress to the SICC.

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

The ELIC meets twice per year at the state capitol in the spring and autumn, as well as meeting in regional groups throughout the year. The group receives updates from the OCDEL deputy secretary and provides feedback on strategies to best engage the business community.

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

OCDEL plays a critical role in the roll-out of the PA Project LAUNCH. The LAUNCH

project director formerly worked for the Pennsylvania Key as an early childhood mental health coordinator where she was responsible for supporting the implementation of the Early Childhood Mental Health Consultation program across the state. An OCDEL early childhood advisor serves as the OCDEL liaison on the LAUNCH implementation team. She supports the team by providing perspectives from the early childhood field. This includes linkages with workforce development, early learning standards, health, and family engagement. The RTT-ELC director and Early Intervention Services Bureau director also serve on this team. Additionally, the RTT-ELC director, the Early Intervention Services Bureau director and the early childhood advisor serve on the state Young Child Wellness Council. PA Project LAUNCH has included in its strategic plan to raise public awareness about the Early Learning GPS, a RTT-ELC activity.

The project has completed its first year and has engaged in multiple activities around the strategies of 1) screening and assessment, 2) physical health-behavioral health integration, 3) early childhood mental health consultation, 4) enhanced home visitation, and 5) family strengthening and parent skill building in order to build a strong foundation for implementation in the identified pilot communities in Allegheny County. State and local Young Child Wellness Councils have been developed and have robust cross-sector representation and family participation. Each council has multiple workgroups focused specifically around their corresponding strategic plan goals and objectives. The councils, which consist of early childhood education, mental and physical health providers, higher education and family stakeholders, are tasked with improving social/emotional development, mental health and overall wellness of children; developing a comprehensive plan that improves health and mental health practices; coordinating policies and services across systems; and promoting the provision of evidence-based prevention and Early Intervention services in the identified communities. During years three to five, successful strategies will be expanded countywide. Toward the end of the grant, the models developed and lessons learned will be shared at a public conference with other counties in the state to begin the process of applying those lessons to other areas of the commonwealth, maximizing the reach of LAUNCH.

Institutes of Museums and Library Sciences

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

A steering committee of representatives of all three sectors met twice in 2014 and worked on identifying opportunities to align work, expand membership and develop an action plan to create opportunities for partnerships at the local or regional level. The group selected co-chairs representing each system who co-presented at the Statewide Conference of Museums and Historic House event in April 2015 and identified key data sources to review to help prioritize work. The work of the IMLS steering committee slowed down in the early part of 2015 due to a temporary transition of staff in OCDEL as a result of a new administration. However, in the early spring the RTT-ELC director reconvened the steering committee through a series of phone conferences. Based on the recommendations of the steering committee, the focus of this group was narrowed down to developing a plan to pilot greater collaboration between early learning programs, families and libraries/museums with a focus on family engagement in rural Pennsylvania counties. Three counties were chosen due to the small number of high-quality early learning programs and families' lack of access to high-quality early learning opportunities in these regions. A meeting was convened in fall 2015 in which cross-systems stakeholders in each of these counties developed a number of suggestions that were specific to their counties and were responsible for arranging local stakeholder meetings to have further conversations. A touchpoint conference call meeting was held in December where stakeholders shared the progress made in their communities.

- The Northwest Regional Key is teaming up with local leadership partners about existing art and literacy initiatives, models and projects. Their next steps include connecting with the United Way to determine if they would be interested in supporting the PLAYtime model for children and families in Venango County. (PLAYtime was born from inspiration by the United Way's Imagination Library and uses theatre, the arts and the boundless creativity and imaginations of preschool children ages 2-5 to make books come alive.)
- In late 2015, the Pennsylvania library system developed and disseminated pop-up kindergartens known as Play K to public libraries in the identified rural counties. Play K consists of materials and activities for six different playscapes or “play and learn” centers. Each playscape is designed around the exploration of a topic including a big idea and one or more essential questions that provide focus for the learning experiences. Within each playscape, the nine key learning areas from the Pennsylvania Learning Standards for Early Childhood are reinforced as children and parents play and learn together. Materials and books (fiction and informational text) for hands-on learning are provided that support the theme. The adults leave with Cruise Cards that have ideas for activities to do at home, book suggestions and a song, rhyme or finger play. Programming options are provided for each playscape to support a range of implementation based on

library staffing and community needs.

IMLS stakeholders will play a vital role in messaging information about Play K to families and networks in their communities.

Proposed Legislation, Policies, or Executive Orders

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

In the Governor's fiscal year 2015-2016 budget proposal to the General Assembly, Governor Wolf proposed a 75% increase in the number of children enrolled in high-quality pre-K as a first phase towards universal quality pre-Kindergarten for all 3- and 4-year-olds. His proposal for a total investment of \$494 million for early childhood education included:

- \$197 million for Pre-K Counts - a \$100 million increase;
- \$59 million for Head Start Supplemental - a \$20 million increase; and
- \$238 million for Early Intervention.

Governor Wolf firmly supports expanded funding for early childhood education in Pennsylvania. In December 2015, the Governor exercised a line item veto, rejecting a budget that cut \$95 million from education, and directed emergency funding for key services. During the budget impasse, the governor identified "must pay" programs such as child care subsidy and certification. The departments of Education and Human Services approved a waiver request from OCDEL to release fiscal year 2014/2015 unspent RTT-ELC funds during the budget impasse, which allowed OCDEL to fund the first two quarters of all 50 Community Innovation Zone grantees and to continue the work of RTT-ELC without major obstacles.

Deputy Secretary Figlar engaged OCDEL's leadership team in a number of strategic planning leadership retreats to re-vision stakeholder engagement and an assurance of OCDEL bureaus working collaboratively. Through a process of Appreciative Inquiry, leadership identified a new vision statement and goal statements. Bureau directors then engaged their staffs in identifying strategies and activities to reach these goals.

The re-visioning of stakeholder engagement also resulted in very deliberate strategies to redesign the Early Learning Council's role as an advisory committee that provides expertise across OCDEL's multiple program areas and direct contact with community stakeholders. As Pennsylvania's Early Learning Council is being shaped to serve in a more advisory capacity, members of the council have been tapped to assist with leading strategic projects focused on setting a path to a positive user-defined experience for all of OCDEL's clients, including children, families, communities, and providers. The professional composition of the Early Learning Council reflects OCDEL's diversity, with members of the advocacy, early learning,

non-profit, Early Intervention, and business community gathered at the table.

Child Care Development Block Grant Reauthorization

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

OCDEL reached out to family child care homes and friend/neighbor caregivers to help them with the upcoming changes as a result of reauthorization. Regional meetings occurred among certification, child care information services (CCIS) agencies, Keystone STARS, Regional Keys, and Early Intervention partners were held. Regional Keys and CCIS agencies scheduled dozens of providers meetings across the state to discuss the upcoming changes and the steps providers can do to prepare. Resources are available for providers on the Department of Human Services website.

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

- Project 3 - Keystone STARS: CCDBG reauthorization will change professional development pre-service and ongoing professional development requirements for child care providers; inspection of neighbor care; and increases the set aside of funds over time to enhance infant toddler services. It also links into the work on Keystone STARS revisions related to developing a strategy to improve and enhance parent communications about the TQRIS, developmental screening, child development and children's social emotional health.
- Project 5 - Comprehensive Assessment Systems Developmental Screening: CCDF includes language around provisions on the social-emotional health of children, including providing consumer and provider education about policies regarding expulsions of children from early care and education programs and developmental screenings for children at risk of cognitive or developmental delays. Currently, developmental and behavioral screening is not mandated for all early learning and development programs or at all levels of the TQRIS. Over the next two years, execution and screening timelines may be impacted for RTT-ELC as a result of the

requirement to fully implement this mandate by September 30, 2017.

- Project 5 - Comprehensive Assessment Systems Resource & Referral: Initially the goal of this work was to expand the Early Intervention resource and referral system which is currently an 800 number to include a web-based presence. However, the timeliness of the CCDBG reauthorization and the requirement to provide a website for consumer education created the opportunity to merge these two efforts. The outcome of this merger will be an easily accessible, easy to navigate “one-stop shop” primarily designed for families to access information about a range of topics from supporting their child's growth and development to various forms of assistance that families may need to reach that goal.
- Project 8 - Data Systems: In CCDBG, the regulations indicate states must make available by electronic means easily accessible provider-specific information showing results of monitoring and inspection reports, as well as the number of deaths, serious injuries, and instances of substantiated child abuse that occur in child care settings each year. At this time, it is unclear if this will have an impact on RTT-ELC data projects.

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

Expulsion and Suspension from Early Childhood Programs

OCDEL has issued a draft announcement titled, “Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania”. This draft announcement was sent out for public comment from September 3, 2015 to October 15, 2015. OCDEL extended the comment period so all of our stakeholders would have an opportunity to respond to the draft announcement. Stakeholder input included preschools, Head Start, child care centers, advocates, Keystone STARS providers, Pre-K Counts providers, Children's Hospital Of Philadelphia, Pennsylvania Chapter of the American Academy of Pediatrics, and Early Intervention providers. This is in response to the U.S. Department of Health and Human Services and the U.S. Department of Education's Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings.

This is the second office-wide announcement for OCDEL. The first was issued in 2013 for “Children Experiencing Homelessness.” OCDEL's commitment to protecting the state's most vulnerable children will continue to be an office-wide effort. OCDEL will continue to meet with stakeholders while conducting an analysis on the public comments. There will be continuous opportunities for public input as OCDEL designs and disseminates guidance and professional development on this topic.

Young Children and their Families Experiencing Homelessness

In October 2014, Pennsylvania Act 143 updated Act 212 (Early Intervention Services System Act of 1990) by adding an additional at-risk tracking category for infants/toddlers experiencing homelessness. In 2015 the advocacy community met with OCDEL to discuss additional trainings for shelter staff and property managers that work with children and families experiencing homelessness and families that are in poverty.

OCDEL, along with Early Intervention Technical Assistance (EITA) and the PA Key, designed a statewide training program to address needs in the community. In November 2015, OCDEL started rolling out statewide trainings in Philadelphia (the trainings will continue through 2016). OCDEL met with the Department of Education's Children and Youth Experiencing Homelessness Program (ECYEH) and collaborated on the locations of these trainings. The first roll-out will be in the eight regions of the ECYEH program as coordinated through OCDEL, PA Key, EITA, PDE's statewide coordinator, PDE's regional coordinators, and PDE's technical assistance arm called the Center for School and Communities. The Bureau of Early Learning contacted the PA Keys so they have a regional representative at these trainings.

OCDEL will do additional focused trainings per community requests. The trainings include: resources for administrators, staff, and families; the impact of homelessness on childhood development; information on accessing programs through OCDEL; basics of Early Intervention; and an overview of the Ages and Stages Questionnaire (ASQ) Screening Tool.

As part of implementing new requirements imposed by CCDBG re-authorization, OCDEL will prioritize child care services for children from families experiencing homelessness. OCDEL will do this two ways:

- Regulations for the subsidized child care program will be amended to extend a waiver to families experiencing homelessness for verification requirements. Families experiencing homelessness will be permitted to self-declare and self-certify certain information in order for children to start enrollment in care. After that, the family will be allowed up to six months to submit any documentation needed to support eligibility.
- OCDEL will utilize its existing grantees, the CCIS agencies, to work with specific providers in local communities who can meet the unique child care needs of children from families experiencing homelessness. CCIS agencies will enter into contracted relationships with these providers so that child care slots are more immediately available for children from these families.

OCDEL will continue to meet with ECYEH and the Migrant Education Program to discuss changes in CCDBG and how the changes will better serve children experiencing homelessness and children that live in families who are migrant.

OCDEL will participate in an upcoming meeting with the Department of Human Services' executive housing coordinator and their invitees to better coordinate efforts within both departments and with community partners.

Participating State Agencies

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

None

High-Quality, Accountable Programs

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

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

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

- State-funded preschool programs
- Early Head Start and Head Start programs
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based
 - Family Child Care

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

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

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

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

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

Keystone STARS (STARS) is the Tiered Quality Rating and Improvement System (TQRIS) in Pennsylvania. STARS is one of the most mature TQRIS systems in the nation has been promoting and supporting Pennsylvania child care programs for more than 13 years. STARS participating facilities can now be found in all 67 counties in Pennsylvania.

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

As part of the Race to the Top Early Learning Challenge (RTT-ELC) grant, Pennsylvania has proposed two types of revisions to the STARS system. The first was the review of the STARS system to determine if changes should occur to the actual standards themselves: does Pennsylvania have the correct set of standards to promote positive child outcomes? Does it have too few or too many standards?

In 2014 (Year 1 of the RTT-ELC grant) a research based inquiry, *An Inquiry into Pennsylvania's Keystone STARS*, funded by the William Penn Foundation outside of the RTT-ELC funds, was in the process of completion by University of Pennsylvania (UPenn) researchers. Over the 13-year history of STARS, OCDEL has increased the rigor of the standards, as well as created additional standards to each level. The field has provided feedback indicating that STARS has requirements that seem unnecessary and are at times burdensome to providers. As part of the RTT-ELC implementation process, Pennsylvania will revise STARS. OCDEL prioritized a national scan of research related to TQRIS, state-level data collection and analysis to understand which are the "few and powerful" TQRIS standards that promote increased child outcomes.

The report was originally slated for release in February 2015. However, OCDEL and UPenn encountered a challenge to completing the report and associated recommendations by the February deadline. At the lowest two levels of STARS, participating programs are not required to utilize child assessment tools. In order to facilitate the data collection, UPenn and OCDEL offered incentives for STAR 1 and STAR 2 providers to complete Work Sampling assessment

and share de-identified information with the UPenn team. Due to limited sample size or incomplete assessment information, the total child outcomes records at the STAR 1 and 2 levels were not large enough to attach statistical significance to the inquiry. The UPenn team and OCDEL began to remedy this problem in January 2015. Intensive outreach efforts to lower STAR level providers was implemented so child assessment data were entered into the Pearson Work Sampling System (WSS). In May 2015, UPenn received the required statistical significant amount of child outcome assessments to evaluate child outcomes related to STAR levels.

The preliminary results were shared by the UPenn team with OCDEL and stakeholders, including the STARS Stakeholders Committee and the Early Learning Council in May 2015. The preliminary results provided a broad look at current quality components and systems approach to rating quality and guiding improvements. Internal pre-planning development took place using the preliminary results to revision the STARS performance standards as “steps to quality” versus “levels of quality”. The STARS Stakeholders Committee was asked to design workgroups relating to:

- Barriers and suggested changes to the Keystone STARS performance standards;
- Average cost to provider to attain each standard; and
- Evaluation of whether the standards continue to meet programs' needs.

These documents will provide additional guidance throughout the revision process with stakeholder groups.

In November 2015, the William Penn Foundation in partnership with UPenn released *An Inquiry into Pennsylvania's Keystone STARS*. The goal of the inquiry was to provide a comprehensive look at Keystone STARS to inform revisions to and evaluations of the program. The inquiry focuses on three major areas: child outcomes, quality components and systems approach to rating quality, and guiding improvements. The full report is available on the UPenn Consortium for Policy Research in Education website at www.cpre.org. Some highlights of the report include:

- The majority of children received a high total score on the WSS (75 percent of children scored above 2.5 on a three-point scale for the total score). Due to this finding, the UPenn research team evaluated the median outcome scores across STAR levels and found the following:
 - Four-year-old children in STAR 3 and STAR 4 centers performed significantly higher on the WSS total score than those in STAR 1 and STAR 2 centers, though estimated effects were small.

- No difference in total scores was found between STAR 1 and STAR 2 centers.
- No difference in total scores was found between STAR 3 and STAR 4 centers.
- Significant difference was found between total scores of STAR 2 and STAR 3 centers.
- Early Childhood Environment Rating Scale-Revised (ECERS-R) correlations were used to examine the associations between the WSS total score and ECERS-R total and subscale scores. ECERS-R total and subscale scores were statically significant and positively associated with WSS total scores.
- In order to examine the basis of the Keystone STARS quality components, the UPenn research team analyzed three sources of data: child development theory, existing empirical research, and a survey administered to Keystone STARS participants which asked providers to identify components of quality they believe relate to child outcomes. The findings represent the amount of evidence supporting each quality component's direct relationship to child outcomes.
 - Supports Individual Child Learning:
 - Child Observation/Curriculum/Assessment
 - Environment Rating
 - Strengthens Teacher and Family Interactions with Children:
 - Transitions
 - Staff Development
 - Staff Communication and Support
 - Staff Qualifications
 - Community Resources and Family Involvement
 - Sustains the Child Care Provider:
 - Director Development
 - Director Qualifications
 - Employee Compensation
 - Continuous Quality Improvement
 - Business Practices

- The inquiry recommends making distinctions among current Keystone STARS performance standards to streamline system requirements focused on child outcomes. The creation of three program tracks of 1) evidence-based standards, 2) individual improvement activities, and 3) monitoring and reporting. These tracks represent a possible manner of streamlining the performance standards to account for the recommended distinctions of performance standards to child outcomes. Evidence-based standards represent measurable, mutable and directly linked quality components to child outcomes. Individual improvement activities represent flexibility to achieve meaningful and sustainable quality. Monitoring and reporting activities represent state priorities and system maintenance for sustainability.
- The final recommendations as established in the inquiry include: defining Keystone STARS as steps to quality and creating a logic model to guide revisions. After reorganizing the standards to help the providers understand the progression of Keystone STARS requirements, it is recommended to define Keystone STARS as steps to quality. This will help providers understand the expectations across STAR levels for each track.

In December 2015, the Early Learning Council and State Interagency Coordinating Council met to discuss the first steps of re-visioning STARS and provide recommendations for stakeholder feedback and engagement.

The first steps of re-visioning have been determined to:

- Streamline STARS performance standards to the "few and powerful";
- Refine evidence for STARS designation to maintain rigor without rigidity;
- Define STARS levels as steps to quality, and align revisions with Child Care and Development Block Grant (CCDBG) reauthorization implementation; and
- Provide multiple opportunities for stakeholders to participate in the re-visioning process.

No revisions to the Keystone STARS performance standards were made in 2015. It is expected the re-visioned performance standards and related program requirements will be embedded in a soft roll-out during program year 2017/2018. The second type of revision proposed in the RTT-ELC grant was to allow additional early learning and development programs (ELDP), in addition to child care and Head Start, to participate in the Keystone STARS system. Targets for expansion include state-funded preschool, Pre-K Counts, Pennsylvania Department of Education (PDE)-licensed private academic nursery schools, school district preschools, career and technology center preschools, and Early Intervention programs. Narrative focusing on the progress of welcoming the identified expansion programs

into Keystone STARS is addressed below in *Promoting Participation in the TQRIS*.

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

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

Rural Recruitment

A priority of the RTT-ELC grant is to increase the number of regulated child care providers in rural counties. As reported in the 2012/2013 Reach and Risk Report, OCDEL has identified 33 counties with few or no child care providers participating in Keystone STARS (STARS). In order to promote recruitment for high quality programs in the identified counties, the Regional Key (RK) RTT-ELC coordinators are continuously reaching out to their local communities and providing information about opportunities to promote the individual's registration or licensing as a child care provider and supports to participate in quality. Financial, professional development and start-up peer mentoring technical assistance (TA) are available to the identified rural recruitment counties.

Based on the 2012/2013 Reach and Risk Report, the RTT-ELC targeted rural recruitment counties are:

- High-risk rural counties: Bradford, Fayette, Greene, Northumberland, Potter, Warren and Venango;
- Moderate-high-risk rural counties: Armstrong, Blair, Cambria, Cameron, Carbon, Clarion, Clearfield, Clinton, Crawford, Forest, Franklin, Fulton, Huntingdon, Indiana, Jefferson, Lawrence, Lycoming, McKean, Mercer, Mifflin, Perry, Schuylkill, Somerset, Sullivan, Susquehanna, and Tioga.

Maeanne is an example of a rural recruitment success story. She is a former Friend Neighbor (FN) caregiver from Fayette County and has been caring for children in her home for more than a year. The children range in ages from two years to young school age. Maeanne first reached out to the Southwest Regional Key in need of resources to engage the family of a special needs child in her care. The mentor manager and community outreach specialist were able to assist Maeanne by providing her with resources to assist the family through the Individual Family Service Plan (IFSP) process; as well as connecting her with members of the family child care community. Since then, she began her journey in getting licensed and enrolling in Keystone STARS. When Maeanne was asked why she chose to move from a relative neighbor to a licensed home provider enrolled in STARS, she responded, "The

challenge of the STARS program interested me because I am always striving to do my best and reach my goals. Keystone STARS is about continuous quality improvement.” Maeanne said what she found most valuable in the process was *“being able to reach out to the people in STARS and getting the help I needed when I needed it.”* The Southwest Regional Key welcomed Maeanne as a STAR 1 provider in January 2015.

When reaching out to potential providers in moderate-high-risk and high-risk counties, OCDEL discovered that it would benefit the providers to receive support from a STARS peer mentor. The mentor would aid in the process of licensing regulations, zoning requirements, business practices, and STARS performance standards.

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

In spring 2015, OCDEL, PA Key and RK staff convened as a workgroup to develop start-up TA peer mentoring. The workgroup determined the best solution for potential STARS providers, who may need individualized assistance before entering STARS, is a personalized guiding hand. The workgroup met several times throughout 2015 to analyze and discuss the potential barriers new providers may face. The group determined that peer mentoring and personal assistance will lay the foundation in creating a high-quality child care facility.

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

Potential STARS providers receiving start-up TA have a maximum of 18 months to ultimately enroll and designate at least at STAR 1. The goal of TA is to provide resources and personalized services to ELDP as they enter STARS. The scope of TA is all ELDPs not currently designated in STARS. TA is designed to guide mentees to enroll and designate at

least a STAR 1 level in STARS. Each RK has hired a start-up TA peer mentor coordinator and recruited STAR 2 through STAR 4 peer mentors to aide in the facilitation of start-up TA.

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

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

An online database is in creation to assist the peer mentor coordinators and allow peer mentors to track interactions and formulate next steps to support their assigned mentee(s). The peer mentor database is currently in spreadsheet form. Each Regional Key TA coordinator sends the completed spreadsheet to OCDEL for review each month until the online database is completed. The online database will be housed on the PA Key intranet portal website for remote accessibility and will be available for use in early 2016.

Peer mentoring assisted Our Precious Angels, a child care center in the Ford City area, in supporting at-risk children. The Northwest Regional Key rural recruiter first met Valerie and Kristen Schaeffer at Department of Human Services' (DHS) orientation training in Erie, PA. He spoke to them about rural recruitment at the training and exchanged emails and phone calls until they received their Certificate of Compliance. Our Precious Angels opened their doors in November 2014 and immediately enrolled in Keystone STARS. Valerie and Kristen are a mother/daughter duo who have always aspired to open a child care facility. Since enrolling in STARS, Our Precious Angels has grown from a center with six children to having 16 enrolled (full time, part time and drop in). What makes this story so special is that Precious Angels extends their day for four Head Start children (25 percent of enrollment) and two part-day kindergartners. Almost 50 percent of their enrollment is extending the day for at-risk children in the Ford City area. Both Valerie and Kristen have taken advantage of the TA peer mentoring program and the business TA program and are preparing to move up from STAR 1 to STAR 2.

Since the inception of rural recruitment, the four RKs who encompass targeted rural recruitment counties within their region have assisted more than 170 potential STARS

providers with information and guidance on opening a child care facility. More than 57 child care facilities have enrolled and been designated at least STAR 1, representing over 21 moderate-high and high-risk targeted counties. The Southeast Regional Key does not contain moderate-high or high-risk rural recruitment counties. This key, however, oversees STARS implementation in Philadelphia, Delaware, and Montgomery counties and is focusing assistance to bilingual individuals who aspire to open or already manage a bilingual child care entity in order to grow the overall bilingual high-quality child care availability options.

Laura, owner and director of Tots Spot Child Care & Early Learning LLC, opened in the identified moderate-high-risk rural recruitment area in Huntingdon County. Laura provides care for children ages six weeks to 12 years Monday through Friday. Laura began her career working for a child care center, but decided that opening her own program would be most beneficial for her family. Laura was contacted by the rural recruiter to discuss moving her program into STARS in 2015. When asked about her experience with STARS, Laura responded, *“Shortly after receiving my DHS certificate, I was contacted by the Keystone STARS rural recruiter and STARS specialist. They were fantastic! They offered services such as trainings, funding and resources for both my daycare families and myself and answered any questions I had. They made ‘house runs’ as I call it to help with paperwork and various things to help me move up the STARS level. Currently, I am a STAR 1 but am in the process of moving up to a STAR 2.”*

In the Northeast Regional Key, Bradford County is identified as a high-risk rural recruitment county. Parents in Bradford have limited access to DHS-certified programs and, prior to the emphasis on rural recruitment, there was only one program above a STAR 2 in the entire county. Darlene Burleigh, CEO of Stepping Stones Preschool, saw the need to expand access to quality. During the fall of 2014, the Northeast Regional Key rural recruiter supported Darlene in the process of opening a new site in Troy, PA. The program opened in January 2015 and continued progress toward a high-quality environment. In April 2015, Stepping Stones was designated as STAR 4 and partnered to provide Pre-K Counts programming to children in the Troy Area School District.

In August 2015, the Bureaus of Early Learning Services, Certification, Subsidy and Early Intervention worked in partnership to apprise RK, Child Care Information Services (CCIS) and Child Care Certification offices statewide regarding the reauthorization of the CCDBG; what it means to Pennsylvania and the process to prepare providers for changes. Through collaborative messaging, the RKs, Child Care Certification and CCIS offices recruited FCCH and FN providers to participate in CCDBG reauthorization informational focus groups throughout Pennsylvania. The purpose of the focus groups was to explain to FCCH providers that self-registering as an FCCH provider will no longer be an option for licensure renewal. FCCH providers will have to go through the full certification process which includes additional

professional development training hours and topics, pre-certification inspection, and annual unannounced inspections. FN providers will have to become certified FCCH providers by November 2016 in order to keep their Child Care Works agreement valid and care for children who are subsidized. Relative Neighbor (RN) providers that care for related children who are subsidized will not have to become FCCH providers. RN providers and parents who choose RN providers to care for their children will have to complete an attestation form declaring the child(ren) are related to the RN providers (relatives are defined as grandparents, aunts, uncles, siblings over the age of 18, or great-grandparents not living at the same residence).

The overall initial reaction from the FCCH and FN provider focus groups was that, although they felt a little overwhelmed and nervous, they understood that they would benefit from having a helping hand guide them through the process of child care certification. If the FCCH or FN provider desires to promote high quality early learning by enrolling in STARS, start-up TA peer mentoring can aide in the process of becoming a certified child provider and the STARS enrollment/designation process.

Following the FN and FCCH focus groups completed in September, joint regional meetings consisting of regional CCIS offices, regional child care certification offices, Early Intervention program offices, and Regional Keys were held across the state to further inform the field of how the organizations can help providers prepare for the CCDBG reauthorization changes. The FCCH and FN focus groups (which were audio recorded) were played for the organizations, so they could receive a better sense of provider reaction and what types of reaction to expect when meeting with FCCH and FN providers at localized community CCDBG informational meetings.

During community CCDBG informational meetings held throughout October, November, and December 2015, providers that may or may not have participated in the focus groups were invited to learn about the upcoming FCCH and FN law changes. Regional Child Care Certification offices, Regional Keys, and CCIS offices held the meetings at local CCIS offices, a familiar setting for the FN and FCCH providers. Informational flyers regarding law changes were disseminated and explained to the provider community. TA peer mentoring was also among the topics explained as a possible option for providers who would like a guiding hand through the child care certification process and enrollment into STARS.

The four bureaus are continuously messaging the CCDBG law change information; as well as start-up TA peer mentoring, through a provider-familiar website, email newsletters, and direct mailings.

Peggy, owner and director of Grammy's Little Learners in Greene County, has successfully transitioned from a FN provider to a FCCH provider and is pursuing her move-up from STAR 2 to STAR 3 designation. *"Keystone STARS has helped me provide an enriched learning*

environment, knowledge for improving quality child care for my Family Child Care Home,” she said. “I have received grant money and was introduced to my peer mentor who is absolutely wonderful. My STARS specialist keeps me informed as to what my next steps are for moving to the next STAR level. I am excited to say I am a Keystone STARS provider! Thank you for all your help!”

Early Learning and Development Programs (ELDP) Expansion

In Year 2 of the RTT-ELC grant, a key focus of Pennsylvania's work in 2015 was the integration and implementation of the Pre-STARS checklist.

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

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

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

In 2015, DHS Certification and Bureau of Early Learning Services staffs, PA Key preschool specialists, and Environment Rating Scale (ERS) assessors provided input on the Pre-STARS checklist and a shared draft of the checklist with Regional Key staff and Pre-K Counts programs for input and comment. The Pre-STARS checklist must be reviewed and verified by the PA Key preschool specialists prior to STARS enrollment and before pre-designation can take place. The Pre-STARS checklist will be used in conjunction with corresponding cross walked worksheets for each type of ELDP such as Pre-K Counts, PDE-licensed private academic nursery schools and school district entities offering pre-Kindergarten. The checklist is the starting point to entering STARS. ELDP must fully implement the guidelines in the Pre-STARS checklist prior to enrollment into STARS.

It is expected that each ELDP is meeting the Pre-STARS checklist components on a daily

basis. Accordingly, every checkpoint on the list must be implemented by the program and authorized by the ELDP official at the time of attestation sign-off and designation. If the STARS designator determines during the onsite designation of the ELDP that a checkpoint on the list is not in compliance, the program cannot be designated for a STAR level rating and the ELDP will need to address any deficits prior to a designator returning.

As part of the ELDP recruitment process, the PA Key Preschool Specialists and the Regional Keys will communicate regarding the identification of potential ELDPs interested in joining Keystone STARS. For all non-DHS Regulated ELDP types, the PA Key Preschool Specialist will have the ELDP-authorized program official complete the checklist and the Preschool Specialist will verify Pre-STARS checklist compliance and then note, in the observation section of the checklist, any observations for follow-up or provide verification the checklist has been implemented by the program.

Once the PA Key preschool specialist notifies the Regional Key (and provides the successfully completed Pre-STARS checklist to the Regional Key), the program is ready for enrollment into STARS. The Regional Key will proceed with next steps by contacting the ELDP and beginning the enrollment process. After the enrollment process is complete, Regional Key staff will use the appropriate ELDP worksheets to begin the STAR level designation process. In 2015, the Pre-K Counts program expansion worksheets were released; more than 20 Pre-K Counts providers are currently participating in the STARS enrollment process.

In Year 2, representatives from OCDEL and the State Board of Education came to consensus on the appropriate cross-walking of Keystone STARS performance standards with the current School District Pre-Kindergarten Pennsylvania School Code Title 22, Chapter 4 regulations.

The determination of appropriate worksheets for the potential of multiple program types residing under one Master Index Number (MPI), should make use of the STARS Designation Hierarchy document. MPI numbers are used by DHS to identify legal entities and service locations that participate in any of their child care programs. Following this scenario-based chart will assure STARS designation managers that they are using the correct worksheets for the ELDP. The hierarchy determination document was approved by the leadership of the Bureau of Early Learning Services, the PA Key, and Regional Keys. The most rigorous worksheets shall be used in the designation process for a program that contains multiple program types residing under one MPI.

To reduce costs of RK personnel to recruit and enroll the ELDP, the welcoming of non-licensed programs will be introduced in phases. In Year 3, the STARS expansion program worksheets relating to PDE-licensed private academic nursery schools, school district and career and technology center preschools, and Early Intervention are positioned for issuance to the field. PDE is presently revamping private academic nursery school standards, which will

impact TQRIS crosswalk developed specifically for private academic nursery schools. This will require OCDEL to revise the crosswalk worksheets when the new standards are finalized.

Performance Measure (B)(2)(c)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

State-funded preschool: Pennsylvania Pre-K Counts (includes current child care providers only)

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

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

Programs funded under Title I of ESEA: data not available.

Programs receiving from CCDF funds: Child Care Works; the number of programs in the State includes all regulated and unregulated providers that had a Child Care Works subsidy enrollment on October 30, 2015. The baseline includes the actual subset of regulated providers that also participated in Keystone STARS on March 31, 2013.

Keystone STARS: The number of programs in the State includes all regulated providers on December 31, 2015. The baseline is an actual count of regulated providers participating in the Keystone STARS program on June 30, 2013.

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

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

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

In Year 2 of the grant, Pennsylvania completed a research based inquiry of Keystone STARS, the commonwealth's quality rating and improvement system. The Keystone STARS inquiry completion was delayed six months, impacting decisions around streamlining and reducing burden in the system. Recruitment activities for child care providers continued to occur into the existing system; however major changes to the STARS standards and recruitment of new provider types into the system did not occur. The inquiry results were finalized in November 2015 and are being used to guide changes to Keystone STARS for the second half of Year 3.

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

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

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

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

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

STARS utilizes two monitoring tools, the Environment Rating Scale (ERS) suite, valid and reliable monitoring tools, and the Keystone STARS designation monitoring standards worksheets. The ERS includes assessment instruments designed to evaluate early childhood program process quality. Process quality consists of the various interactions in a classroom between staff and children; staff, parents, and other adults; among the children themselves; and interactions children have with the materials and activities in the environment. Features such as space, schedule and materials which support these interactions are also assessed (Frank Porter Graham Child Development Institute, 2015). The ERS suite consists of the Infant Toddler Environment Rating Scale-Revised (ITERS-R), the Early Childhood Environment Rating Scale Revised (ECERS-R), the School Age Care Environment Rating Scale (SACERS), and the Family Child Care Environmental Rating Scale (FCCERS). New ERS assessors are expected to be reliable five times on each scale before being able to conduct independent assessments. Once reliable on a scale, the assessor must participate in reliability checks every three months for the first year. After that initial year, assessors are expected to participate in reliability checks once every six months on each scale. The designation worksheets are revised on an "as needed basis" dependent upon current STARS

program policy.

At a STARS designation visit, if a program is working toward a STAR 1 or STAR 2 rating, only an on-site designation visit is required. If the program is working toward a STAR 3 or STAR 4 rating, an on-site designation visit and ERS Assessment are required to verify compliance with STARS performance standards. For all STAR levels, a designation on-site visit is required every two years, a paperwork renewal designation is completed in between the two year on-site designations cycle.

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

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

If the facility does not meet the STARS performance standard for the ERS, the facility writes and implements an ERS improvement plan before the RK and assessor schedule a second ERS assessment after 90 days. If not met, the facility will be dropped to the STAR level they are able to achieve. If the facility meets the STARS performance standards including the ERS, the facility will develop an ERS improvement plan for potential areas of growth.

Information relating to a program's STAR rating, contact information, and associated fees are available on the DHS COMPASS website (www.compass.state.pa.us). Enhancement planning was a large focus of systems development for 2015 due to CCDBG reauthorization requirement for an easily accessible public interface relating to child care licensing history, and health and safety violations. The COMPASS website navigation is also in analyzation mode, improving accessibility for the public user to make informed decisions regarding their current or potential ELDP choice.

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

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices? (If yes, please check all that apply.)

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

Describe the progress made in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

In 2015, changes to STARS policy and practice have not changed significantly. STARS encourages and supports programs to develop and sustain higher levels of quality in order to strengthen outcomes for children and families and to improve school readiness. STARS providers have access to a wealth of program and provider trainings, technical assistance, financial grants and awards and higher tiered child care subsidy reimbursement rates. Providing financial awards to facilities serving children who are vulnerable and at risk is one strategy implemented by OCDEL to promote continuous quality improvement.

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

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

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

The Regional Keys are responsible for local planning, coordinating, and implementing regional

professional development activities. The system's philosophy emphasizes local professional development plans, formation of local cadres of experienced instructors and professional development organizations, and collaborative decision-making with local partners, including institutions of higher education institutions.

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

As part of OCDEL's commitment to continuous quality improvement in early learning, child care programs participating in STARS at the STAR 2 level or above will receive a subsidy add-on for every child they serve who is enrolled in Pennsylvania's Child Care Works. This subsidy add-on, or "tiered reimbursement", increases with each STAR level. The add-on is automatically applied to the daily subsidized child care rate for the program by the Child Care Information Services (CCIS) regional office. As part of Governor Wolf's 2015-2016 budget proposal, additional investments are planned to increase the add-ons overall for eligible children for STARS 3 and 4 providers and to increase at a greater level STAR 2, 3, and 4 programs serving infants and toddlers.

A priority of the RTT-ELC grant is to increase the number of licensed child care providers in rural counties with targeted recruitment strategies. STARS serves children in quality early learning programs in all 67 counties of Pennsylvania. OCDEL's 2011/2012 and 2012/2013 Reach and Risk Report (www.ocdelresearch.org) identified 33 counties with low numbers of regulated or licensed child care and, among those providers, limited participation in STARS. The data indicate a need for STAR 3 and 4 programs in the targeted rural communities to promote high quality early learning and increase child care program capacity.

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

RTT-ELC funds are used to support the recruitment of interested providers by committing additional staff supports and Special Initiative Grants. The following provides details about the Special Initiatives Grants:

1. Keystone STARS Enrollment Incentive:

The enrollment incentives are for early learning programs not eligible for STARS grants and awards available to child care programs due to the program not meeting the state-required 10 percent at-risk eligibility and/or the program not being a state-regulated child care program.

During the 2015 program year, Pennsylvania child care centers and groups were required to be "licensed" and family child care homes are required to be "registered". The term "group child care" refers to the premises in which care is provided at one time for more than six but fewer than 16 older school-age level children or more than six but fewer than 13 children of another age level who are unrelated to the operator. A "child care group" facility may be located in a residence or another premises. Both groups fall into the "regulated" category due to being addressed in both statute and regulations. Currently in Pennsylvania Relative/Neighbor providers are unregulated providers and are unable to participate in Keystone STARS. As a result of CCDBG reauthorization, new regulations were enacted in 2015 and will for implementation by November 2016 requiring "neighbor" providers to become certified family child care home providers. STARS enrollment will remain voluntary.

Programs, not otherwise eligible for STARS Grants and Awards, enrolling in STARS after December 1, 2013 are eligible for a one time only enrollment incentive for one of the following achievements:

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

2. Keystone STARS Movement Incentive:

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

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

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

The Child Care Capacity Awards for rural child care expansion are for non-regulated child care programs (i. e., Relative/Neighbor Care programs) seeking to become a state-regulated program or for current regulated programs looking to open a new facility in the targeted rural counties. ("New" is defined as a provider that opens a regulated program in the targeted counties between December 1, 2013 and December 31, 2017 and had no previous certification or STARS history at the location for which the provider is requesting funds.) OCDEL and the Regional Keys plan to use their resources to assist the child care providers with opening 200 new child care businesses in the targeted counties by December 31, 2017 through the following means:

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

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

Examples of TA services available to STARS providers include:

- Keystone STARS Technical Assistance;
- Early Childhood Mental Health Consultation;
- Early Intervention Technical Assistance;
- Infant/Toddler Technical Assistance;

- School-Age Technical Assistance;
- Rising STARS Peer Mentoring; and
- Start Up Technical Assistance Peer Mentoring.

In November 2015, the William Penn Foundation, in conjunction with the University of Pennsylvania released, *An Inquiry into Pennsylvania's Keystone STARS*. The inquiry made several recommendations to increase participation in the system at the highest two levels of quality. Efforts to streamline the system should focus on activities related to improving child outcomes, reducing administrative burden, particularly related to paperwork, and involve participants in decision-making as it relates to their own quality improvements. Progress on the refinements and impacts to Keystone STARS will be addressed in the 2016 Annual Report.

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

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

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

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

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

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

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

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

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

In Year 2 of the grant, Pennsylvania completed a research based inquiry of Keystone STARS, the commonwealth's quality rating and improvement system. The Keystone STARS inquiry completion was delayed six months, impacting decisions around streamlining and reducing burden in the system. Recruitment activities for child care providers continued to occur into the existing system; however major changes to the STARS standards and recruitment of new provider types into the system did not occur. The inquiry results were finalized in November 2015 and are being used to guide changes to Keystone STARS for the second half of Year 3.

Movement toward fulfilling the targets for state-funded preschool and Head Start/Early Head Start will begin to advance due to the release of worksheets and processes to include those funded programs in STARS effective January, 2016. As part of the STARS re-visioning process, OCDEL will also establish what high-quality performing program means for early learning programs in Pennsylvania and may identify alternative pathways to become a participant in STARS. While OCDEL is sensitive to the goals of increasing the number of early learning and development programs as prescribed by the RTT-ELC proposed time line, it does not want to rush the re-visioning STARS as stakeholder engagement and buy-in are critical to future participation success.

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

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

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

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

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

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

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

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

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

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

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

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

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

Type of Early Learning and Development Programs in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	11,049	4,863	44%	12,749	5,222	41%	12,891	6,478	50.3%						
<i>Specify:</i>	Pennsylvania Pre-K Counts														
Early Head Start and Head Start ¹	31,066	1,245	0.4%	34,632	5,894	17%	35,592	8,296	23.3%						
Programs funded by IDEA, Part C	37,058	1,957	5%	36,617	2,289	6.3%	37,311	2,080	5.6%						
Programs funded by IDEA, Part B, section 619	52,752	3,790	7%	44,977	3,540	7.9%	45,576	3,106	6.8%						
Programs funded under Title I of ESEA	5,113	0	0%	7,260	0	0%	4,502	0	0%						
Programs receiving CCDF funds	68,163	14,019	21%	72,916	15,719	22%	63,217	13,538	21%						
Other 1	103,746	32,139	31%	103,643	33,447	32.3%	96,880	35,010	33.5%						
<i>Describe:</i>	Keystone STARS (CCDF-Funded Program)														
Other 2	145	0	0%	185	0	0%	282	0	0%						
<i>Describe:</i>	Healthy Families America														

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

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

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

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

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

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

State-funded preschool (Pennsylvania Pre-K Counts) includes current child care providers only.

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

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

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

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

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

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

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

In Year 2 of the grant, Pennsylvania completed a research based inquiry of Keystone STARS, the commonwealth's quality rating and improvement system. The Keystone STARS inquiry completion was delayed six months, impacting decisions around streamlining and reducing burden in the system. Recruitment activities for child care providers continued to occur into the existing system; however major changes to the STARS standards and recruitment of new provider types into the system did not occur. The inquiry results were finalized in November 2015 and are being used to guide changes to Keystone STARS for the second half of Year 3.

Movement toward fulfilling the targets for state-funded preschool and Head Start/Early Head Start will begin to advance due to the release of worksheets and processes to include those funded programs in STARS effective January, 2016. As part of the STARS re-visioning process, OCDEL will also establish what high-quality performing program means for early learning programs in Pennsylvania and may identify alternative pathways to become a participant in STARS. While OCDEL is sensitive to the goals of increasing the number of early learning and development programs as prescribed by the RTT-ELC proposed time line, it does not want to rush the re-visioning STARS as stakeholder engagement and buy-in are critical to future participation success.

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

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

In November 2015, the William Penn Foundation in conjunction with the University of Pennsylvania released, *An Inquiry into Pennsylvania's Keystone STARS*. The inquiry recommends making distinctions among current Keystone STARS performance standards to streamline system requirements focused on child outcomes. The creation of three program tracks represents a possible manner of streamlining the performance standards to account for the recommended distinctions of performance standards to child outcomes. The inquiry also recommends streamlining the Keystone STARS performance standards to the “few and powerful” and as steps of quality, refraining from categorizing as levels of quality. The final recommendation is to create a logic model to guide revisions to Keystone STARS.

Pennsylvania will validate the effectiveness of Pennsylvania's TQRIS once the recommended changes have been reviewed and finalized by various stakeholder committees such as the Early Learning Council and State Interagency Coordinating Council. The revisions to the performance standards are embedded as a soft roll-out to the provider community in program year 2017/2018. The validation study is planned to commence in 2017.

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

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

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

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

Promoting Early Learning Outcomes

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

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

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

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

Background

Pennsylvania's Learning Standards for Early Childhood were developed in 2004 through cross-sector collaboration from the Departments of Health, Education and Public Welfare (now Department of Human Services), and representatives from child care, Early Intervention, school districts, Head Start, higher education, family support programs and researchers. The standards delineate benchmarks along the birth to Kindergarten continuum to promote Kindergarten readiness and are aligned with standards that span to 12th-grade.

Pennsylvania's standards are research-based according to age and development, and form the foundation for curriculum, assessment, instruction and intervention within early care and education programs. They also comprise the primary device for ensuring high-quality, consistent child care across geographies and programs. Pennsylvania was one of the first states in the country to develop and align early learning standards to grade three academic standards. In 2010, Pennsylvania began integrating its early learning standards into the Standards Aligned System (SAS), the K-12 online resource portal designed to provide educators with a framework and integrated tools to enhance their teaching effectiveness. Pennsylvania's Infant, Toddler, Pre-Kindergarten and Kindergarten Learning Standards for Early Childhood had not been revised since 2009. Pennsylvania's Grades 1 and 2 Learning Standards for Early Childhood had not been revised since 2007.

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

Due to changes in the third grade academic standards, current research, and the incorporation of the PA Core Standards, revisions to the Pennsylvania Pre-Kindergarten Learning Standards for Early Childhood revisions were completed in the summer of 2013, prior to the Race to the Top-Early Learning Challenge grant award. These revisions to the Pre-Kindergarten Learning Standards for Early Childhood served as the impetus to revise the Infant/Toddler Learning Standards for Early Childhood to assure continued robust standards

alignment. A diverse stakeholder group of infant and toddler experts convened and completed revisions to the Infant/Toddler Learning Standards for Early Childhood culminating February 28, 2014.

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

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

The Infant/Toddler and Pre-Kindergarten Learning Standards for Early Childhood draft documents were available for public comment beginning on May 1, 2014 and ended on May 15, 2014 (15 calendar days). Feedback included representation from the following audience types: higher education; United Way; the Pennsylvania Chapter of the American Academy of Pediatrics; Commonwealth Libraries; Early Intervention; Pennsylvania Early Learning Council representation (governor-appointed positions); and child care.

The 2014 Infant/Toddler and Pre-Kindergarten Learning Standards for Early Childhood printing contract was awarded to NPC from Claysburg, Pennsylvania. Twenty-five thousand copies of the Infant/Toddler and Pre-Kindergarten Learning Standards for Early Childhood as well as posters and the continuum were printed and sent to the Department of General Services (DGS) for housing of the inventory in addition to sending all state-funded programs (Pennsylvania Pre-K Counts, Head Start Supplemental, Keystone STARS, Early Intervention and Home-visiting programs) one free copy of the Infant/Toddler and Pre-Kindergarten Learning Standards for Early Childhood. The Pennsylvania Historic Museum Commission (PHMC) was chosen to fulfill all of the standards orders and developed and hosted a web link (www.paheritage.com) for convenient, on-line purchase of the standards. To date, the following fulfillment numbers are as follows: 1,015 Infant/Toddler sets; 2,373 Pre-Kindergarten sets; 4,512 Infant/Toddler and Pre-Kindergarten sets; 87 Continuum; and 667 Posters.

Kindergarten, Grades 1 and 2 Learning Standards for Early Childhood

Revisions to the Kindergarten, grades 1 and 2 standards began in the fall of 2014 through convening diverse stakeholder groups using Race to the Top-Early Learning Challenge funding. The Science, Social Studies, Language and Literacy, and Math content areas were refined January 26 - 28, 2015. The Pennsylvania Department of Education content leads in

Science, Social Studies and Mathematics helped to facilitate this work. Approximately 35 professionals (teachers, curriculum coaches, higher education) participated in the refinements to these content areas. Additionally, follow-up science work was completed on February 26, 2015 at the Governor Mifflin School District.

The Kindergarten through Grade 2 Early Learning Partnership Standards workgroup was comprised of family leaders (including members of the State Parent Advisory Council for Title 1), OCDEL staff and educational consultants from the Pennsylvania Training and Technical Assistance Network (PaTTAN). An initiative of the Bureau of Special Education (BSE) in the Department of Education (PDE), PaTTAN works in partnership with families and local education agencies to support programs and services to improve student learning and achievement. The workgroup drafted the new Partnerships Standards between the months of November 2014 through February of 2015. Internal review; as well as, targeted review from partners was completed in the summer of 2015.

The Office of Child Development and Early Learning (OCDEL) reviewed the Kindergarten, grades 1 and 2 standards refinements during the months of June, July and August. Public comment on the Kindergarten, Grades 1 and 2 standards was open for 15 calendar days, beginning on September 15, 2015 and culminating on September 30, 2015. Messaging on public comment was sent through a PENN*LINK to all school district superintendents and principals as well as through the PA Promise Early Education News (PAEEN). [PENN*LINK manages the delivery of e-mail among PDE, Local Education Agencies (LEAs): school districts, charter schools, intermediate units, and vocational technical schools/career and technology centers. PAEEN is a monthly e-newsletter with updates on OCDEL programs and policies, trends and reports, and trainings and community events. PAEEN reaches more than 9,930 subscribers.] Feedback detailed concern with use of English Language Arts (ELA) within Mathematics (explanations of problem-solving, computing), and the need for clarifying concepts and competencies in ELA. Staff reviewed feedback and was unable to make revisions based on the use of ELA within Mathematics because Pennsylvania Core Standards in ELA and Mathematics were approved and included in the March 1, 2014 revision of the Pennsylvania Code (§ 4.3. Definitions). In response to the second concern, an internal group at OCDEL convened in October to add greater detail to the concepts, competencies and supportive practices within the Language and Literacy domain.

The Department of General Services (DGS) will do the design work of the Kindergarten, Grades 1 and 2 standards. Printing of the Kindergarten, Grades 1 and 2 standards (15,000 copies of each) will go out through bid with the lowest bidder receiving the contract. As with the Infant/Toddler and Pre-Kindergarten standards - the Kindergarten, Grades 1 and 2 standards will be sent to DGS for housing of inventory in addition to sending all elementary schools, out of school and school age child care programs one free copy of the Kindergarten, Grades 1 and 2 standards. The Pennsylvania Historic Museum Commission (PHMC) will

continue to host a website for convenient, on-line purchase and fulfillment of orders.

Student Interpersonal Skills

In 2015, Pennsylvania was awarded a National Governors Association Grant that focuses on the integration of social and intellectual habits (SIH) into the state's education reform efforts. The outcomes of this work are to raise awareness of the importance of SIH, improve learning standards for those skills, and develop and implement policy strategies to integrate SIH into teaching and learning, from early childhood through grade 12. Expert consultants for this project are Drs. Stephanie Jones and Rebecca Bailey from the Harvard Graduate School of Education who also reviewed and provided suggestions on the key learning areas of Approaches to Learning through Play and Social and Emotional Development of the Pennsylvania Infant/Toddler and Pre-Kindergarten ELS. The SIH workgroup has identified the ELS as a model for supporting teachers in implementation of SIH standards at higher grade levels. The ELS provides "supportive practices" for each learning standard. These supportive practices give the practitioner specific strategies to help children learn or make progress in particular skill sets.

Pennsylvania Approved Curriculum

All publishing companies with an approved Pennsylvania curriculum status were contacted in December of 2014 and invited to align the curriculum to the 2014 revised Infant, Toddler and Pre-Kindergarten Learning Standards for Early Childhood. The following publishing companies were approved for Infant/Toddler: Funshine® Express - Butterflies; HighScope; Kaplan - Learn Every Day; and Mother Goose Time. The following publishing companies were approved for Pre-Kindergarten: Funshine® Express - Fireflies; HighScope; Investigator Club®; Pearson - Opening the World to Learning (OWL); Scholastic - Big Day for PreK; Kaplan - Learn Every Day; Teaching Strategies® Creative Curriculum; Mother Goose Time; Frog Street Press, Inc.; D.I.G. - Develop. Inspire. Grow. The following publishing companies were approved for domain specific coverage: GrapeSEED - Language and Literacy (PreK); I Can Problem Solve - Approaches to Learning through Play, Language and Literacy, Social and Emotional Development (PreK); Children's Literacy Initiative - Blueprint for Early Literacy - Language and Literacy (PreK); Investigator Club - all domains but Social Studies (Infant/Toddler); and Tools of the Mind - all domains except Social Studies (Pre-K).

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

Early Childhood Education Community Innovation Zones Promoting Early Learning Outcomes
The Community Innovation Zones (CIZ) supports the use of the Early Learning Standards.

Specifically, the CIZ are expected to use the standards as they plan and assess their programs and practices. One section, The Partnership Standards, is used intentionally with all grantees as they develop their family engagement strategies. Those seven standards are:

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

Using three nationally-recognized, research-based frameworks as a foundation for a comprehensive family engagement strategy, OCDEL created The Pennsylvania Family Engagement Crosswalk, which illustrates the connections between these frameworks and the current Early Learning Program Partnership Standards. With the support of family engagement specialists, this crosswalk, in conjunction with the partnership standards, guides the CIZs as they develop and assess family engagement strategies in their communities.

Professional Development

Training on the revised six hour Core Series: Linking Standards, Curriculum Framework, and Assessment session began in January 2015 across all five Regional Keys and was offered 91 times (through October) for an approximate total of 1,318 participants. In addition, this training was developed into an asynchronous course consisting of three one-hour lessons:

Pennsylvania Learning Standards for Early Childhood; Linking Standards, Curriculum and Assessment; and a case study, *Putting it All Together*. These courses are now housed on the Professional Development Registry which makes them easily accessible to the workforce at no cost. Currently, the second standards-related course is in development. This course is titled 21st Century Skills - Executive Functioning in Young Children and focuses on the domains of Approaches to Learning through Play and Social and Emotional Development. Science, Technology, Engineering, Mathematics (S.T.E.M) will be the next asynchronous course to be developed.

Early Intervention:

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

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

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

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

Partnerships for Learning:

OCDEL has provided targeted professional development on the Partnerships for Learning Standards to a variety of stakeholders including: breakout sessions at all four Governor's Institutes in the summer of 2015; the OCDEL Family Engagement Conference that was held in October 2015; and a session co-presented with family leaders at the Early Intervention Leadership Conference in November 2015. In addition, the Partnership for Learning Standards was a focus on a session on family engagement at the Community Innovation Zones orientation in November 2015.

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

Pennsylvania has a long history of collaborative efforts between early learning (0-5) and Kindergarten to grade 3 (K-3) settings both at the statewide and local levels. Collaborative examples include development and local implementation of a birth to grade 12 comprehensive literacy plan, development and local implementation of a systems approach to

transition into formal schooling, development and implementation of shared professional development in the form of Early Childhood Executive Leadership Institutes, and use of National Governor's Association funding to further P-3 approaches.

In June and July 2015, the Office of Child Development and Early Learning (OCDEL) held four regional P-3 Governor's Institutes: *P-3 Collaboration: Working Together for Student Success*. The Institutes focused on P-3 alignment strategies, building collaborative partnerships, administrator and teacher effectiveness, P-3 instructional tools, strategies in systems change, instituting improvements in data-driven decision-making and family engagement. Each of the 62 participating teams consisted of up to eight members, at minimum a birth to age-5 administrator and practitioner, and a Kindergarten to grade 3 administrator and practitioner. Additional representation was added based on community need and composition (e.g. librarian, curriculum specialist, higher education faculty, Early Intervention, business leader, family member, etc.). The goals of the Institute were for participants to strengthen partnerships between community and school district early childhood programs, build collaboration between community and school district early childhood programs within the community, apply a P-3 framework to early childhood settings, participate in the (P-3) Early Learning Community on PA's Department of Education's Student Aligned System (SAS) website, and to engage in continuous improvement via implementation and sharing of strategies and programs that will enhance student achievement.

Feedback received from the 2015 Governor's Institute included:

- *"This was the best conference I have attended in my 26 years of teaching! I will use the information and techniques with appropriate colleagues! OUTSTANDING!!!"*
- *"I appreciated the opportunity to attend and am excited to go back to and get to work."*
- *"Our team will be following up with monthly meetings, which is a much needed accomplishment."*
- *"Getting to plan with partners was invaluable."*
- *"It was valuable time to really connect with our team."*
- *"As a building principal, I felt this was such an informative and helpful team-building and learning experience."*
- *"The information provided during the conference was important and quite an eye-opener."*
- *"The time we had to work with each other, reflect on our practices and plan for the future to improve and grow was invaluable."*
- *"We came out with a clear goal to complete going back to our community and also strengthened our relationships between the various community Pre-K programs/resources and primary elementary school."*
- *"This was a great opportunity to be with our team to plan and strategize next steps. It also helped us to bond on a different level."*
- *"I feel motivated and refreshed to head into the new school year."*

From 2015 participants, lessons were learned that have supported planning for the 2016 institutes. Working lunches proved to make the days too long for participants and didn't allow for enough processing time. Participants wanted less time spent with keynote speakers and more time in break-out sessions. They asked for more practical strategies and to dabble in theory and the big idea each day of the institute; rather than providing the theory all on Day 1. They asked to incorporate a piece of their final P-3 priority document into each day; rather than wait until the last day of the institute. Evaluation data indicated that rural areas were less represented at the Governor's Institutes. OCDEL will design strategies to insure rural participation for the 2016 and 2017 institutes.

The P-3 Governor's Institutes continue to provide on-going collaborative efforts throughout the commonwealth. The institutes continue to assist in bringing teams of leaders together from 0-5 and K-3 organizations and acknowledge that these two systems each have contributions to make to the other in the area of P-3 alignment. Effective 0-5 programming has traditionally included a comprehensive approach to standards implementation, which recognizes both cognitive and non-cognitive skill development. Extending this comprehensive approach to standards implementation into grades K-3 was addressed with teams.

OCDEL realizes the importance of spreading the P-3 message, not just across the state but also at the local level. Policy recommendations are also essential. In 2014, OCDEL invited Kristie Kaurez, one of the authors of the *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*, to share her research and to train state level stakeholders in P-3. Leadership and staff from the following attended: OCDEL, Pennsylvania Key, Regional Keys, Office of Elementary and Secondary Education (OESE), higher education institutions, and Pennsylvania education associations. This training sparked a great deal of interest in P-3 and led to some exciting conversations in 2015.

A critical connection was made by Dr. David Volkman, Executive Deputy to the Secretary of Education, helping him realize the importance of quality early childhood experiences. Mr. Volkman carried his "a-ha" message that achievement gaps can be seen as early as eight months of age to other stakeholders in elementary and secondary education. A specific example of his advocacy is in Dr. Volkman's work with the Pennsylvania Inspired Leadership (PIL) program. PIL is a statewide, standards-based continuing professional education program for school and system leaders and is focused on developing the capacity of leaders to improve student achievement. Based on feedback from PIL participants, PDE is developing blended courses (combination of on-line and face-to-face) to better meet the challenges of administrators' inability to leave their buildings. Dr. Volkman and the PIL coordinators championed the need to include P-3 theory, research, and application.

At the same time, OCDEL began similar discussions around the Early Childhood Executive

Leadership Institute (ECELI) which is one of the elective courses in PIL. Not only was OCDEL noticing a decline in attendance, but also recognized the need to revise the curriculum to provide a greater P-3 focus. At the time, the courses focused solely on pre-Kindergarten topics and transition while failing to connect the entire P-3 continuum. As a result, many school district administrators did not see the importance of taking this course. Also, the ECELI course is a requirement of the Community Innovation Zone (CIZ) grantees; and as such needed to be both accessible and P-3 content driven. OCDEL reached out to Dr. Volkman to collaborate on the changes to ECELI. Through these meetings, OCDEL learned about moving to the blended course model and decided to adopt the same format to ECELI.

In the final months of 2015, OCDEL began intensive meetings with stakeholders including key OCDEL and OESE staff, a former elementary principal, a higher education early childhood instructor and PILS facilitator, and the team that is developing the blended coursework. These meetings have led to more deliberate conversations about P-3; creating more connections and less siloed work. For example, OCDEL is now collaborating more intentionally with the Bureau of Higher Education which has led to discussions about strengthening the principal preparation program around P-3.

In 2016, PDE plans to roll out the newly revised ECELI course which will also include rebranding it to: *P-3: Comprehensive Prenatal through Grade 3 Alignment for Student Success*. A pilot will be offered to the CIZ in the spring. Based upon feedback from the CIZ, revisions will be made with full implementation to occur in fall 2016. Additionally, OCDEL will continue to partner with higher education and look for other opportunities to strengthen the P-3 connections at both the state and local levels.

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

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

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

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

Background

Pennsylvania is committed to providing reliable and consistent information for decision making at all levels (classroom, program, community, state), and to providing infrastructure and resources for improving child outcomes, specifically for those children at risk. With the creation of an integrated data system beginning in 2002, Pennsylvania solidified its commitment to enhancing a comprehensive assessment system to maintain and track its coordination of high quality early childhood programs. This system includes program specific standards and regulations around the use of early childhood assessments including screening tools, formative assessments and summative assessments, along with measures of program quality and adult-child interaction. This system of comprehensive assessment includes assessments that allow linkages between developmental and curricular benchmarks across birth to grade 3. Currently, child outcomes are integrated into Pennsylvania's unified early childhood data system through the Early Learning Network (ELN) with the purpose of:

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

With Race to the Top-Early Learning Challenge (RTT-ELC) grant funds, Pennsylvania proposed the following enhancements to its comprehensive assessment system:

- Review of program standards and regulations regarding developmental screening with intentional focus on developing and enhancing follow up protocols when screeners indicate a need;
- Improving data quality through fine-tuning and review of the current Early Learning

Outcomes Reporting (ELOR) strategy; and

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

Developmental Screening:

Pennsylvania encourages early screening and ongoing, comprehensive, observation-based assessment for young children. Requirements for use of a standards-aligned, developmental screening tool are included in program standards for all children from birth to age five upon entry into Pennsylvania's state funded programs including: Pre-K Counts; Head Start Supplemental Assistance; state-managed Early Head Start; home visiting; Early Intervention and child care at levels 2, 3, and 4 of the Keystone STARS tiered quality rating and improvement system. Although use of the Ages and Stages Questionnaire (ASQ) and Ages and Stages Questionnaire-Social-Emotional (ASQ-SE) is recommended and they are aligned to Pennsylvania's Learning Standards for Early Childhood, programs may choose from any valid and reliable screening tool which has been aligned to the standards and meets the needs of their program.

These screening tools permit early childhood educators to identify children who would benefit from referral to resources addressing a variety of needs, including developmental, behavioral and, in some cases, physical health needs. The chosen screening tool provides educators with information about their children's development which has to be shared with the family within 45 days of enrollment. In 2015, Pre-K Counts implemented new program standards for a developmental, behavioral, and health screening follow-up plan for families and programs. In order to insure that the new program standards are implemented with fidelity, OCDEL developed "tracker", a prototype of a comprehensive screening form, and piloted its use in 15 Pre-K Counts programs. The tracker was developed to give teachers and families clear visual feedback as to whether the child was screened and/or needs referral. A follow-up survey was conducted in which 15 participants representing 18 teachers responded. The survey results showed:

- 16 out of 18 teachers used the form (88.9 percent).
- The form was completed on 299 out of 335 children (89.3 percent).
- 75 percent of the respondents indicated they would have preferred an electronic version of the tracker.
- Ease of use: Responses varied from not at all to very easy. Average score indicated very easy to use.
- Clarity of directions: Responses varied from not at all to very clear. Average score was very clear.
- Usefulness of tracker: Responses varied from not at all to very useful. Average score was not useful.

OCDEL is presently reviewing all the responses and comments to determine what needs to

occur next to improve the teacher/family support and referral process.

In 2015, OCDEL collaborated with Pennsylvania Partnerships for Children (PPC), a children's advocacy organization advancing government policies that improve the health, early learning, and well-being of Pennsylvania's children. PPC received a grant from the David and Lucille Packard Foundation to help guide work in Pennsylvania to assure the healthy development of children through increasing the rates of developmental screening, and to improve follow-up assessment and care coordination; as well as linkages across systems that influence child development in the first five years of life.

PPC engaged a large group of stakeholders from across the state to identify and research issues surrounding developmental screening in Pennsylvania. PPC's goals in Year 1 of the grant included the formation of a statewide developmental screening workgroup to collaborate on identifying and advocating for changes in policy or procedure to support an increase of the rate and quality of developmental screenings and parent surveillance, improve traditional referral systems, improve referral and linkages to appropriate services and improve data monitoring and collection. OCDEL has been an instrumental partner with involvement from a number of bureau leaders on the grant committee and other bureau staff participating in all four workgroups focused on data, strategies, referrals and interventions, and family and community engagement.

After multiple meetings, a developmental screening inventory and review was created, which identified gaps, overlaps and challenges in the systems and processes currently in place. The workgroup members, through robust and candid discussion across a variety of medical and early learning sectors in and outside of state government, drew a complex picture of the journey a child/family must navigate from the point of possible developmental screening to assessment and follow-up. This work resulted in an inclusive developmental screening glossary for cross-sector professionals; recommendations to include developmental screening in the state's new Early Learning GPS (an online tool for parents of young children); a letter to recommend the inclusion of developmental screening in a Department of Human Services' request for information (RFI); delivery of an informational developmental screening training to early care and education professionals at a state professional development conference; a webinar for the developmental screening workgroup on the Early Learning GPS; recommendations for/to the Early Learning GPS resource and new digital application; the release of a developmental screening "Faces and Facts" informative one-pager that has been shared with members of the Pennsylvania General Assembly; the development of infographic materials; and ongoing meetings to identify and address opportunities and challenges with improving developmental screening in Pennsylvania.

OCDEL is also a strategic partner in the implementation of Pennsylvania's Linking Actions for Unmet Needs in Children's Health (LAUNCH) federal grant administered by the Office of Mental Health and Substance Abuse Services (OMHSAS). OCDEL's early childhood advisor

serves as the OCDEL liaison on the LAUNCH implementation team. The RTT-ELC director and the bureau director of Early Intervention services also serve on this team. Additionally, the deputy secretary of OCDEL, the RTT-ELC director, the bureau director of Early Intervention services and the early childhood advisor serve on the statewide Young Child Wellness Council. Additional OCDEL staff participates on LAUNCH's developmental screening workgroup. The LAUNCH director also sits on the PPC developmental screening grant committee. The collaboration between OCDEL, PPC and LAUNCH is providing continuity between multiple efforts being made in Pennsylvania to expand not only the use of developmental screening across the state, but to insure that a system is put into place for appropriate referrals and follow-up.

Resource and Referral

Pennsylvania has had a strong foundation in resource and referral systems to date. OCDEL's resource and referral service for Early Intervention, CONNECT, is designed to link families with Early Intervention and special education services. In 2015, a landing page was created to inform families about all OCDEL funded early learning programs.

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

- Pennsylvania lacks a single point of information (on-line or via phone) for OCDEL programs. In order to access services, parents and caregivers must know the name of the service they need in order to search for service providers.
- OCDEL has not launched a comprehensive statewide marketing campaign for the above mentioned programs in the past five years. Previous statewide efforts including radio and television public service announcements targeting Pre-K Counts, Keystone STARS and Early Intervention.
- When seeking services for children, parents and caregivers frequently encounter difficulty obtaining program information. They find information on programs is scattered across numerous websites, both national and state, and that no single call-in center can provide them with information related to all available programs.

The report recommended:

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

A steering committee was formed to consider the recommendations and begin the process of developing a web-based presence for CONNECT. In a fortuitous, albeit challenging, confluence of events, the RTT-ELC funding of CONNECT expansion and the Child Care Development Block Grant (CCDBG) reauthorization requirement to provide a consumer friendly website, it behooved OCDEL to combine the requirements of these two initiatives. The website that is currently under development will meet requirements of both grants by linking consumers to the required elements. It is not designed as a website that will house data elements or provide consumers with the ability to apply for benefits and/or programming; rather, it will link to websites which have that capacity. The website is now in prototype form and in early 2016, consumer focus groups will be conducted for feedback on name identification, ease of access, and semantics.

The decision to combine the CCDBG requirements and RTT-ELC goals for this website did create some challenges, especially regarding meeting timelines. Researching the required CCDBG online resources and linking to them was time consuming for OCDEL staff and the technology vendor. Additionally, after the prototype website was developed, work paused to allow the new leadership time to review the progress. As a result, it was determined to use a professional web design firm to assist OCDEL in creating a product that has the features it needs to make it truly accessible and useful for families.

Fine tuning and review of current ELOR strategy

In 2012, Pennsylvania shifted from one state-selected assessment tool to allowing programs to choose from a list of approved, valid and reliable, comprehensive assessment tools that are rigorously aligned to state standards-based frameworks (infant, young toddler, older toddler, and pre-Kindergarten). This shift, part of an innovative new reporting system referred to as the Early Learning Outcomes Reporting (ELOR) strategy, meant that providers could choose a tool that best met the needs of their program. Each instrument was paired with full access to resources located within the assessment vendors' online systems to share information with families and to inform instruction and program improvements. Pennsylvania's approach to assessment selections is rooted in the belief that local programs have unique needs based on the diverse groups of children and families they serve, the professionals they employ, and unique curricular philosophies. As part of this strategy, assessment companies must ensure that their on-line system can communicate outcomes into Pennsylvania's Early Learning Network (ELN). OCDEL uses the ELN for gathering information on early care and learning programs in Pennsylvania. It is a mechanism for program monitoring; as well as the main repository of statewide child and program outcomes. The ELN combines structural information about the programs, including the quality and experience of staff, with information on the development of children over time. The ELN enables Pennsylvania to better understand the children served by providing a platform for collecting, tracking and analyzing information about children, classrooms, staff and providers across all program types. The ELN

receives program, staff and child information from the state funded preschool program, Pre-K Counts, Early Intervention and the early care and education professional development system, Keys to Quality. Pennsylvania has been focusing on the delivery of professional development which assist providers in utilizing all available information from ELN (child outcomes, reports from the ELN including state longitudinal data system reports) to improve program quality, improve classroom instruction and target the needs for additional professional development.

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

In spring 2015, OCDEL released its annual Request for Interest (RFI) to engage assessment companies in the alignment process. Based on recommendations from an externally commissioned review of the alignment process conducted in 2013, the rules for alignment were enhanced for the 2015 RFI process to ensure reliable and comparable data would be collected across the multiple assessment tools. This year's more rigorous alignment did not yield any assessment tool which aligns with any of the Pennsylvania frameworks to the extent that would ensure consistent outcomes are being collected across various tools.

In addition, from 2012-2015, staff have questioned the complexity of the outcomes reporting process, the reliability of the outcomes reported, and the integrity of information that could be provided back to providers and policy makers for decision-making purposes. Challenges with outcomes collection occur with the transfer of outcomes from the online assessment tool to the state ELN system. Providers are responsible for entering child-specific outcome identification numbers generated by the ELN system into the assessment company's online tool. This number becomes the link between the two systems. Data entry mistakes related to this unique ID account for the loss of significant numbers of outcomes that do not transfer to the ELN system. When outcomes are not transferred to the ELN system, extensive time from both program and research staff is required for follow-up.

When the transfer of outcomes does occur as it should, there are still questions regarding the reliability of the outcomes being collected. The current process that translates assessment company information into outcomes within the ELN frameworks is psychometrically complex and has been completed by each assessment company. As a result of this complexity and differences between tools, OCDEL staff cannot ensure the outcomes received provide an accurate account of how children are doing in the defined indicators and domains. This has

resulted in a reluctance to provide outcomes information back to programs or the general public.

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

OCDEL has a strong commitment to formative assessment for the purposes of instructional and program improvement decision-making. The office is also committed to flexibility in assessment tool choice so that providers can choose assessment tools that align with learning standards but also provide supports and resources to meet the unique needs of various program types and a diverse client base. Therefore, the requirements for choosing and implementing an approved assessment tool will remain in place. With these tools, providers will be able to create their own classrooms, enter staff and children, and generate teacher and parent reports by fully utilizing the assessment company's online products.

For fiscal year 2016, when the current RFI process was to yield a newly established set of approved tools, OCDEL proposed allowing the fiscal year 2015 approved assessment tools to be used by programs for required child assessment. In February, OCDEL will convene a research council, which will include Pennsylvania researchers familiar with child assessment and outcomes reporting and use. The research council will be tasked with the following objectives:

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

Professional Development

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

OCDEL contracts with the Pennsylvania Key (PA Key) to provide statewide leadership in the development of an integrated and coordinated system of program quality improvements and

professional development supports for early childhood education. The PA Keys Professional Development has implemented a system for approving individuals and organizations that provide professional development and technical assistance to early childhood and school-age professionals in Pennsylvania. The Pennsylvania Quality Assurance System (PQAS) maintains a registry of approved professional development instructors and technical assistance consultants to help ensure that professional development activities and technical assistance meet quality standards. Currently, the system includes professional development opportunities related to the CKCs. Included in these offerings is six-hour core series training: Linking Standards, Curriculum Framework and Assessment, which is a mandatory training for state-funded programs.

During the multiple ELN/ELOR focus groups held throughout the state in October and November 2015, professional development needs on assessments was a recurring topic. The feedback received from participants showed that a significant number of providers do not understand the CKCs related and correlated with assessment and comprehensive assessment systems. These results, along with an ELOR on-line survey from 2014, have supported the development of an assessment resource. *Guiding Principles on Early Childhood Assessment for Practitioners and Educators: Birth to Age 8* includes guidance on selecting an assessment tool which includes a compendium of types and purpose of assessment tools; informational sheets on the basics of assessment; and an infographic on Pennsylvania's comprehensive assessment system. OCDEL planned to publish this resource in May 2015; however, the need to have the resource reviewed by experts and stakeholders became evident as it was in development. This delayed publication and the expectation is that it will be available in early 2016.

The assessment resource has now become the framework for the development of three asynchronous assessment professional development modules. In 2015, OCDEL began development of the three modules based upon the learning triangle of standards/curriculum/assessment. Phase 1 began in January 2015 and includes: 1) revision of the Core Series professional development on linking standards to curriculum and assessment; 2) face-to-face professional development on the Core Series; and 3) asynchronous module development on the standards which went live in December. Phase 2 began in July 2015 and focuses on the basics of assessment, administration, observation and utilization for practitioners. Phase 1 is completed and the completion of Phase 2 is expected in mid-2016. Phase 3 will focus on basics of assessments, selection, utilization, guiding professional development and offering support for administrators and directors.

Health Promotion (Section C(3) of Application)

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

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

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

PENNSYLVANIA DID NOT ADDRESS FOCUS AREA C(3) IN ITS RTT-ELC APPLICATION.
PAGES 78 of 160 AND 79 of 160 HAVE BEEN DELETED

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

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

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

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

The Pennsylvania RTT-ELC family engagement strategy focuses on:

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

The CIZ learning network is promoted through an Annual Family Engagement Conference, which provides an opportunity for communities to share their successful strategies, materials, and resources, as well as to problem-solve challenges with others engaged in this work. The second annual conference, “Supporting Strong Partnerships for Children's School Readiness and Achievement,” held in October 2015, focused on strategies and practices related to Family Engagement Initiatives and aligned with the PA Early Learning Program Partnership Standards. The conference was attended by a cross systems representation of professionals from health, mental health and nutrition, special needs and Early Intervention, elementary education and early learning as well as family support. Pennsylvania also encouraged and facilitated the attendance of family leaders at the summit. As a result there were 289 attendees; among them were 30 family leaders.

The conference focused on building family engagement skills and knowledge among families and professionals, and providing an opportunity to learn strategies, supports and resources to support strong partnerships to increase children's school readiness and achievement. The conference also encouraged stakeholders to move from family engagement as a set of individual activities, to family engagement strategies that are based upon shared knowledge, 

simultaneously allowing for the individual needs of Pennsylvania's communities.

This year's conference featured two keynotes. Dr. Karen Mapp from Harvard University's Graduate School of Education presented the *Dual Capacity Framework for Family Engagement* defining components of family engagement programs that work, i.e. learning, relational, collaborative, and interactive. She also addressed the need for administrative commitment by understanding that family engagement is a key component of student performance and school improvement. In the afternoon, Camille Catlett from University of North Carolina's Frank Porter Graham Child Development Center highlighted use of the Pennsylvania Learning Standards for Early Childhood and the need to use evidence-based practices that support each family, including those whose children are diverse in culture, language, ability, and life circumstances. She shared many resources with links to access additional information on line. Breakout sessions covered topics such as *Be Your Child's Champion*, *Strengthening Families*, *Early Learning GPS*, as well as “dig deeper” sessions with the keynote speakers. Several sessions were facilitated to encourage participants to share experiences, knowledge, and wisdom. The result was a successful summit where family members and professionals left with a wealth of information, strategies and resources to use in their family engagement work.

The conference planning committee reviewed participant feedback and attendance from the 2015 Family Engagement Conference and has begun planning for the 2016 conference. The committee is seeking to expand the conference reach; as well as facilitate an increased attendance among family leaders. Participants from throughout the state responded to the event with great enthusiasm. Feedback from the conference included:

“Family engagement is not more parents attending a meeting. It is sharing, building, collaborating.”

“I appreciate the higher level learning/training that is not normally available for those who work in daycare.”

As an additional support to these activities, Pennsylvania's full-time family engagement consultant provides individualized technical assistance to the CIZs. An example of the consultant's support are face-to-face support around linking the Partnership Standards to practice, connecting the CIZs to resources for engaging fathers, and facilitating linkages among similar interest (i.e. bilingual family supports). At the November CIZ orientation for the 38 Phase II grantees, CIZ teams were introduced to the family engagement consultant, the Partnership Standards and strategies to begin a self-assessment of their current family engagement practices. Continued support to the CIZs over the year includes targeted intervention and support around family engagement and use of data for decision-making, instruction quality improvement, and professional development activities.

In 2015, CIZ grantees made great strides in deepening their family engagement strategies. A grantee located in an urban setting, partnered with a local community-based organization to

better connect families to local resources. The initial community committee meeting gathered feedback on gaps for programming parents would like to see. The committee has been able to fill the gaps through additional family engagement trainings and opportunities. A second grantee, located in a more rural community, conducted a single-parent needs assessment to look for ways to support single-parent households. They created a job search resource to hand out to families that have lost or are in need of employment. And yet another grantee said:

“We use the family engagement framework throughout our program. It is very helpful in framing our thinking.”

2015 also saw the launch of the family engagement implementation study in the CIZs. Through a competitive request for proposal (RFP) process, School Readiness Consulting (SRC) was procured to partner with the Office of Child Development and Early Learning (OCDEL) to develop and conduct the study. SRC's main goal to make sure all children, especially those in under resourced communities, experience an early childhood education that translates to success in school and in life, aligns with the primary goal of the RTT-ELC and OCDEL's many initiatives. For this study, OCDEL's focus is to understand how family engagement efforts and activities are impacting a family's confidence and competence in supporting their child's learning and development. This study, defined as an implementation study, will not only support the work of the CIZs in real time; but outcomes gleaned from the study will support OCDEL in developing policy around family engagement. In collaboration with SRC, OCDEL developed seven questions to guide the study:

1. What are successful family engagement strategies currently being used in the CIZs?
2. What are the barriers, challenges, and successes experienced by stakeholders?
3. How are state resources being used, and what influence are they having on the implementation of ideas and innovations?
4. What are the experiences around cross-organization collaboration and program rollout?
5. Over time, are there language changes and paradigm shifts being used to talk about family engagement?
6. How are communities using data to inform their work?
7. What are the most effective ways for OCDEL to provide support to communities as they roll out their programs?

OCDEL spent the latter part of 2015 developing the rubric to select a sampling of CIZs for the study. SRC and OCDEL wanted to ensure a representative sample was created. Therefore, the following categories were defined to select study participants: rural/urban/suburban; region of the state; lead agency (early childhood program, community based program, higher education etc.); and Phase I / Phase II grantee. Additionally, the CIZs innovations will be considered as SRC and OCDEL want to look at implementation strategies across the birth to 

grade 3 continuum.

Early Learning GPS

Pennsylvania recognizes that every family wants their young children to have quality early learning experiences, but don't always know where to turn in their community. CIZS help support the development and use of the Early Learning GPS (formerly called Keystone Families First). This web-based interactive tool helps families make informed choices about their young child's development and aids in choosing a quality child care/ early learning program. During focus groups held in 2014, many families indicated they did not understand how the name, Keystone Families First, connected to the functions of the tool. Through the family focus groups, OCDEL proposed the name Early Learning GPS. Families indicated that they felt more comfortable with this name, as they noted, it describes exactly what the tool does. So in 2015, OCDEL officially renamed the tool.

The purpose of the Early Learning GPS is to:

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

The tool is designed to be used by families on their own, working with a professional, or as part of a group class. The version funded through RTT-ELC builds off a low-cost/no-cost version that was developed by a cross-sector work group and vetted by approximately 40 family focus groups.

The web version of the Early Learning GPS launched in late March 2015, ahead of schedule. The web version was updated with additional features in November 2015. The app for Android, Apple, and Kindle launched in November 2015.

Families and professionals can:

- Create a free account and individual maps for all children from prenatal to age five. Based on the child's age, families access the infant, toddler, or preschooler quiz;
- Answer up to ten questions about their child and family. Based on their answer, families access a short video tip and links to reliable resources. They can save the tip and resources to their child's map;
- Search and save local resources such as parenting or adult education classes, food pantries, health services, or libraries;
- Follow their child's development milestones, search and save activities based on Pennsylvania's early learning standards, and compare child care/early learning

programs; and

- Enable weekly push notifications in the Early Learning GPS app for Android and Apple.

As of October 31, 2015, there were 6,992 visitors to the web-based tool and 882 family accounts created.

During the weeks before official launch, OCDEL held webinars with its CIZs to prepare them to share the GPS with their families. CIZs have integrated the GPS in many different ways. Several grantees have included it as part of their kindergarten registration outreach. Another grantee used it at an annual health and wellness fair encouraging families to create an account on the spot. One grantee was so excited when she first tried it she called her sister, who has a baby at home, and told her she needed to sign up right away! That same grantee held a special meeting to introduce the GPS to her families.

In response to requests from libraries, pediatricians, and other professionals working with families, OCDEL developed Early Learning GPS promotional kits with posters, bookmarks and table tents. More than 6,000 kits have been distributed to early childhood programs, libraries, pediatricians, birthing centers, family centers, foster and adoption agencies, elementary, career and technical schools, housing services agencies, WIC offices, etc. More than 100 professionals have been trained to present the Early Learning GPS to other professionals and use with families. Additional tools, such as a quick start guide, social media posts and 20-minute online tutorial are available at <http://papromiseforchildren.com/gps>.

Communities across the commonwealth are using the Early Learning GPS in a variety of ways:

One library hosted “Early Learning GPS nights” where families can answer questions and discuss together.

After learning about the Early Learning GPS, several school districts added it as a link to the Kindergarten-readiness section of their websites. Home visitors who have iPads use the Early Learning GPS with families during home visits. A grantee who partners with a career and technology school is going to use the GPS with her ECE students.

During trainings, professionals said they felt the Early Learning GPS is a terrific tool, but they needed more experience to use it effectively with families. As a result, OCDEL developed a marketing and outreach committee to learn more about the challenges for professionals and what resources will help them more effectively use the tool. A new training was launched in October 2015 that is much more hands-on for professionals and is helping them develop strategies.

Another enhancement added through community feedback was the inclusion of local resources. Because the Early Learning GPS already included weekly notifications, local partners are encouraged to provide their local information to be included in the tool. For

example, many school districts are interested in sharing information on Kindergarten registration as a weekly message to GPS users from their county.



Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials.

(Section D(1) of Application)

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

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

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

Link Technical Assistance to Core Knowledge Competencies

As part of Pennsylvania's commitment to continuous quality improvement (CQI), re-visioning the technical assistance (TA) system and the approach to CQI is in process. The ultimate goal for this re-visioning effort is to improve CQI efforts that result in positive child outcomes by increasing tools, resources and supports available to early learning programs as they work to achieve best practice. The aim is to create an implementation plan for changes that will increase consistency of supports across regions and TA models, while respecting unique differences. The TA models involved in this effort are: the state TQRIS, Keystone STARS (STARS); peer mentors; infant-toddler; school age; health; and mental health. While the re-visioning work focuses on the current models supported by Pennsylvania, the resulting recommendations will be broad and concept-oriented so as to be applicable to any new or revised models that are developed as re-visioning of STARS moves forward.

The foundation for this effort began in spring 2015 by listening to a diverse array of stakeholders. This was accomplished by the following strategies:

- Interviews with 15 key informants including: contracted technical assistance organizations and consultants; Regional Key technical assistance supervisors, consultants and directors;
- Survey of TA consultants and supervisors, soliciting their ideas to strengthen the system and supports they need to be effective;
- Two-day retreat for After School Quality (ASQ) TA consultants; and
- Two-day retreat with representatives from all TA models.

As a result of this feedback, a steering committee and five work groups were created to develop recommendations for system improvements. Each work group has facilitators selected from Regional Key leaders, and each is staffed by a member of the Pennsylvania Key (PA Key). [The PA Key is a contracted agency responsible for the workforce professional

development registry and leadership for technical assistance and special initiatives supporting STARS. Five other agencies, the Regional Keys, are responsible for the management of STARS in the counties assigned to them by the Office of Child Development and Early Learning (OCDEL)]. The members are representative of all regions and each TA model. The groups have been charged with exploring values and vision for the work, having collective learning and dialogue, and developing recommendations for system changes. The five workgroups are: 1) TA Framework - Support and Supervision; 2) Communities of Practice and Leadership Capacity; 3) Three Levels of TA Consultants; 4) CQI/Readiness and Relationships; and 5) Feedback Loops and Data.

Workgroup focuses are in the following areas with the expectation that draft recommendations will be presented in late spring 2016.

- TA Framework: Recommendations for a support and supervision framework to include pre- and in-service training, and consultant and supervisor supports such as 1:1 supervision, shadowing and mentoring, and caseloads.
- Communities of Practice and Leadership Capacity: Creating a plan to strengthen knowledge and practices in facilitating communities of practice and creating a plan to build leadership capacity.
- Three Levels of TA Consultants: This group is focusing on recommendations for a career ladder for technical assistance consultants.
- CQI/Readiness and Relationships: Focusing on how CQI concepts, such as readiness, fit into each TA sector. This group is considering a pilot design and evaluation of the CQI approaches.
- Feedback Loops and Data: The focus is on streamlining data (to the most essential), reducing duplication and identifying other modalities to provide feedback during consultation (e.g. videotaping practice).

The foundation of the TA framework is relationship-based support, and capacity is built on individual and organizational strengths through an inquiry based process. The overarching concept for the framework is the value and culture of continuous quality improvement: study, reflect, and act at every level of the organization.

The pillars of the framework include:

- Clear qualifications and career pathways;
- Opportunities for professional learning;
- Ongoing reflection with our supervisors;
- Peer support and communities of practice;
- Compensation and workforce conditions to support best practice;

- Feedback loops.

A theory of change for re-visioning the TA and CQI framework has been developed. The ultimate goal of this work is for children to have better cognitive, physical, and social-emotional outcomes, including school-readiness and ongoing school success.

Finally, a small advisory group of TA experts has been exploring ideas for building a TA resource e-library. The group includes approximately 20 individuals who are active in the delivery or administration of technical assistance in Pennsylvania's early learning system. They represent each of the current TA models, as well as Head Start. In addition, initial conversations have been held with Pennsylvania's Department of Education director of library development regarding potential formats and locations for the e-library. The group has offered suggestions based on a review of current resources, as well as a review of regional and national libraries. The TA e-library will be housed within the PA Keys website, which is currently being redesigned.

Pennsylvania is committed to the development of a common statewide progression of credentials and degrees aligned to the *Pennsylvania Core Knowledge Competencies for Early Childhood and School-Age Professionals* (CKC). To accomplish this goal it is critical to engage post-secondary institutions. In support of this goal, Pennsylvania developed a mini-grant program to provide postsecondary institutions with financial resources that will allow them to align their early childhood education coursework with the revised CKC.

In February 2015, all accredited Pennsylvania colleges and universities that offer early childhood education or child development degrees, certificates, and/or diplomas were invited to submit applications for this competitive grant opportunity. Eighteen two-year and four-year institutions of higher education (IHE) representing all regions of the state were awarded mini-grants ranging from \$7,500 to \$15,000. The efforts of these 18 grantees will result in more than 300 early childhood courses aligned to the CKC.

Interim reports submitted at the end of September 2015 asked grantees to share any challenges, successes and questions that have arisen. The reports reveal that this initiative is making a difference in deepening the understanding of early childhood education and how early childhood is being viewed. Many of the grantees have engaged in internal study groups to deepen their own knowledge of the CKC. To date, several institutions dug deeply into the alignment process, and as a result, have revised or created new courses that have a stronger early childhood focus. These courses have been presented to the universities' curriculum committees for approval. Others mentioned that this process has raised the credibility of the early childhood education course of study in the eyes of the education faculty.

Alignment work from this group of grantees will be completed by April 30, 2016.

Pennsylvania Home Visitor Core Competencies

The Home Visitor Core Competencies include knowledge, skills, and practices that inform and impact the relationship home visiting professionals have with families and promote a strength-

based approach to CQI. The core competencies provide the basis for professional implementation, and home visiting professionals should develop them further as they gain experience, obtain professional development, and receive reflective supervision. Development of the competencies was completed in late 2014. In 2015, online and print versions were designed and an initial supply of 500 hard copies was printed and distributed to OCDEL-funded agencies providing home visiting services across the commonwealth. In September 2015, the competencies were made available electronically for download on the PA Keys website (<http://www.pakeys.org/pages/get.aspx?page=HVC>). In October 2015, a work group was established to begin the design of a professional development module to inform home visiting professionals about the competencies, how to utilize them in their work, the benefits of collecting statewide professional development needs, and the link to the work that home visitors are already doing.

One of the stakeholders provided the following feedback about the rollout of the Home Visitor Competencies: *“Thanks for including me and the other HV model representatives in the meeting last week to discuss the roll out of the HV competencies. I appreciate that with both home visiting and child care as part of OCDEL and both focused ultimately on positive outcomes for young children (one through care of the child and support with the families, and the other with care for the parents with support for the child) that it makes some sense to develop a PD system that is flexible enough to accommodate both sets of professionals.”*

Knowledge Mediator Competencies

“Knowledge mediator” is the term used to describe the array of individuals who convey knowledge to early learning professionals in Pennsylvania. Previously, five sets of core competencies existed, one for each of the various knowledge mediator roles: career advisors; instructors; Regional Key STARS managers; regional program quality assessors; and technical assistance consultants.

Last year a workgroup representing the various knowledge mediator roles offered recommendations on streamlining these competencies. As a result, a crosswalk document was created that includes two categories: 1) common competencies shared across all of the roles; and 2) specialty competencies that are unique to a particular sector. In August, the committee presented a final draft document for vetting and held a webinar to outline the changes and solicit additional feedback. Approximately 30 stakeholders from Regional Keys and knowledge mediator roles participated in the webinar.

Next steps for a crosswalk document include investigating any adaptations which may result from the TA re-visioning work regarding the creation of generalist, specialist, and master level consultants and from the creation of a peer mentor credential. The PA Key workforce specialist is involved in all of the committees that address knowledge mediator competencies to provide consistency and to avoid duplication of efforts.

Credentials

Pennsylvania has taken steps to enhance the statewide progression of credentials and

degrees aligned with the Workforce Knowledge and Competency Framework to support the infant and toddler workforce and peer mentors.

Infant/Toddler Credential

In 2015, Pennsylvania convened an infant/toddler credential workgroup consisting of stakeholders from higher education, certification, Early Intervention, home visiting, Head Start, child care practitioners, professional development organizations, Pennsylvania Department of Health, and Pennsylvania Office of Mental Health and Substance Abuse. The workgroup was presented information on infant/toddler credentials in other states, demographic information about infant/toddler educators and infant/toddler professional development opportunities in Pennsylvania.

In the summer of 2015, a partnership was formed with *Zero to Three* (ZTT) for technical assistance in creation of the infant/toddler credential. A few workgroup members were also asked to review the newly created ZTT Critical Competencies for Infant Toddler Educators™. These competencies are being considered for use in Pennsylvania and are in the process of being cross-walked with the CKC.

The workgroup has come to consensus on guiding and operating principles for both the full workgroup meetings, as well as subcommittee work. The workgroup has also made some initial recommendations to begin the credential work. The workgroup recommends that the infant/toddler credential have three levels with development beginning with Level 1. Level 1 is for professionals who work with infants/toddlers and have a CDA Credential™ or equivalent with no higher education degree, or professionals with a higher education degree, but not in early childhood or related field.

Four subcommittees have been established to work on the various components of the credential: coursework/content, marketing/systems, assessment/documentation, and incentives. Additional members from higher education were invited to join the coursework/content and marketing/system subcommittees due to their interest in offering coursework related to infant/toddler care.

Detailed recommendations will be determined by the subcommittees. The recommendations will then be presented to the full workgroup for discussion. If recommendations are approved by the workgroup, they will be presented to the PA Key and OCDEL.

Next steps for the workgroup include:

- Defining topics to cover for Level 1 of the credential and drafting course frameworks/ recommendations by using a template.
- Alignment and groupings of coursework with the CKC and the ZTT Critical Competencies for Infant Toddler Educators™.
- Identifying and establishing alternative pathways.
- Identifying target population for Level 1 (targeting a variety of sectors at this level or

target a specific role and/or sector).

- Establishing specific requirements for:
 - term of credential;
 - application/renewal fee;
 - prior training/education;
 - prior work experience;
 - professional activity;
 - assessment;
 - documentation;
 - career lattice placement; and
 - incentives.

Peer Mentor Certificate

As a part of the Technical Assistance Re-visioning process Pennsylvania has been examining where to strengthen coaching and consultation practices and to deepen the work around embedding Continuous Quality Improvements (CQI) concepts in technical assistance practices. One aspect of this work is to examine pre-service and in-service preparation of consultants and to support growing program leaders. The Peer Mentor Credential is one strategy being employed to in a common framework focusing on building leadership capacity or building pathways for leaders. The pathway will establish standards, provide supports, and offer alternative pathways to meet mentors at their current skill level. Peer Mentors are currently supporting family child care providers and center providers to move to higher STAR levels.

In spring 2015, a workgroup was formed consisting of stakeholders from higher education, Early Intervention, Head Start, professional development organizations, regional peer mentors and technical assistance consultants. At the initial meeting, workgroup members learned about the Pennsylvania Rising STARS peer mentoring system and results of research into national models on mentoring/coaching, training and competencies. Information gleaned from contacts in Colorado, Ohio, and from the International Coaching Federation was particularly helpful.

The workgroup has come to consensus on guiding and operating principles for both the full workgroup meetings, as well as subcommittee work. The workgroup has also made some initial recommendations to begin the credential work.

Early discussions on the requirements for the certificate resulted in consensus to create a credential in lieu of a certificate and offer it at three levels. This aligns well with Pennsylvania's TA re-visioning work regarding the creation of generalist, specialist, and master level consultants. The PA Key workforce specialist leads both workgroups.

Four subcommittees were established, mirroring the structure of the infant/toddler credential work. The subcommittees are: coursework/content, marketing/systems, assessment/documentation, and incentives. Detailed recommendations will be determined by the subcommittees. The recommendations will then be presented to the full workgroup for discussion. If recommendations are approved by the workgroup, they will be presented to the PA Key and OCDEL.

Next steps for the workgroup include:

- Finalizing Peer Mentor Competencies.
- Defining topics to cover for Level 1 of the credential and draft course frameworks/ recommendations by using a template after reviewing the statewide core training that is being created.
- Alignment and groupings of coursework with the competencies.
- Identifying and establishing alternative pathways.
- Identifying target population for Level 1 (targeting to cross-sector and disciplines at this educational/career lattice level or targeting to a specific role and/or sector).
- Establishing specific requirements for:
 - term of credential;
 - application/renewal fee;
 - prior training/education;
 - prior work experience;
 - professional activity;
 - assessment;
 - documentation;
 - career lattice placement;
 - approval and removal process; and
 - incentives.

Alternate Pathways

In 2015, Pennsylvania researched potential alternate pathways for movement on the career lattice. A review of TQRIS career ladders/pathways from other states was conducted to determine how work experience and non-credit bearing professional development may be considered in the design of credentials. In lieu of creating an alternate pathways advisory group, existing workgroups are exploring steps to alternate pathways, particularly in regard to obtaining credentials. The two workgroups in the process of creating credentials (infant-toddler and peer mentor), as well as a workgroup charged with reviewing the existing director

credential, will provide recommendations to create a uniform approach to alternate pathways.

Workforce Communications

Pennsylvania seeks to develop a coordinated communication plan to support consistent, clear information for early learning professionals and knowledge mediators about expectations and to support access to professional development opportunities.

In 2015, communications focused on creating strategic communication plans for current projects, such as the infant/toddler credential, peer mentoring certificate, and asynchronous courses. In addition, plans were created for the Environment Rating System (ERS) team as they began to transition the field from the Early Childhood Environment Rating Scale Revised (ECERS-R) to the Early Childhood Environment Rating Scale, Third Edition (ECERS-3). Communication for this project included creating literature for the field and creating literature for specialists to better understand what this transition meant. A web page on the PA Key website was also created to house communications that can be accessed by the public. Additionally, flyers were created for online professional development. In 2016, communication for this project will continue and will also expand to reach more individuals affected by this change.

In addition to detailing current communication to the field, Pennsylvania has delivered various resources, such as “Common Terminology” and “Additional Information” documents associated with its new asynchronous courses. Communication also included newsletters for PQAS instructors to receive regular updates and using an “updates” box on the PD Registry to notify users of news and changes.

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

(Section D(2) of Application)

The State has made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes (check all that apply):

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

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

Access to effective professional development aligned to competency framework

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

To address this goal, Pennsylvania began the process of creating on-demand courses to be embedded in the Workforce Professional Development Registry (PD Registry). The first courses identified include several Keystone STARS Core Series face-to-face professional development modules and new modules that support or build on this content. Nine courses for

a total of 20 hours of professional development are in various stages of development.

The guiding principle in the development of these courses is that publishing an online course is similar to publishing a book - it cannot be readily changed. Information has to be accurate and have a reasonable “shelf life.” This first year was a start-up year and involved the development of a number of guidelines, processes, procedures, materials and production decisions that will be used across the development of all courses.

For instance:

- An online project management system was identified and utilized to track progress on tasks and assignments as multiple courses are simultaneously in various stages of development.
- A style guide was created for consistent and accurate editorial and naming conventions across all of the courses.
- A guide for subject matter experts regarding options for using handouts, worksheets and other resources in an online environment, and instructions for creating and formatting final tests was created.
- The process for handling course content for general and secondary audiences such as higher education faculty.
- The process to identify and engage peer reviewers. The peer reviewers bring an authentic voice and perspective to the examples, activities and content in the courses/ lessons. They are included in review and selection of still images as well as “voices.” They assist with scripting dialogue for the narrators of the courses. Each narrator represents a different provider role, and their voices, images, and comments were chosen to match typical early learning provider demographics. They help sharpen focus of activities and knowledge checks in each lesson. Scheduling and orienting the peer reviewers slows down the process but adds considerably to the integrity of the final product.
- Established a graphical user interface that establishes a consistent “look and feel” for all of the courses.

Conversion of existing face-to-face content was the first type of professional development to be created in this format. *Core Knowledge Competencies and Big Ideas Framework* is a three-hour course that went live in December 2015. It is the first course to be completed and entered into the PD Registry. It went live in early December 2015. This course describes the PA Professional Development System Framework. Learners explore and practice using two resources for assessing their professional development needs and accomplishments and planning for their future - *the PA Core Knowledge Competencies for Early Childhood and School-Age Professionals* and the *Big Ideas Framework*. This course also includes supplementary information for directors, administrators, faculty, and instructors. The objectives

of this course state that upon completion of the course, learners will be able to:

- Distinguish among the various components of the PA Professional Development system.
- Illustrate the relationship between the Core Knowledge Competencies and Big Ideas Framework in assessing professional development needs and accomplishments and planning for the future.
- Define competency and describe the Core Knowledge Competencies Framework.
- Practice completing the Big Ideas/Essential Questions self-assessment and creating an individual professional development plan.
- Describe the value of the PA Professional Development system for those who are creating and delivering professional development in the field of early childhood. (This objective applies specifically to program directors and to instructors.)

Two-and-a-half weeks after going live, more than 50 people enrolled in the course with over 50 percent completing the course through the end of December 2015. Evaluations have been very positive. Since students are not required to complete a course in one sitting we do expect the completion rate to increase. All students indicate that they “strongly agree” or “agree” with the following evaluation statements:

- The objective(s) of the module were clearly stated.
- The objective(s) of the module were achieved.
- The module adequately covered the topic.
- The format was an effective learning method for me.
- The content was respectful and inclusive of all groups.
- The materials (module and support materials) were clear and understandable.
- Information regarding how to access additional resources and information related to the topic was provided.

The written comments provided by participants indicate that the objectives of the course have been met. These comments include:

- *“I will be able to identify areas to work on and how I can grow personally and professionally. Also, this knowledge will allow me to evaluate how I can identify center goals.”*
- *“I will better incorporate the core competencies into my work with my employees.”*
- *“I will be able to better support my staff as they navigate their personal professional development plan.”*
- *“Realized importance of following plan to better support child development and help*

them be successful. Realized importance the plan has in my growth.”

- *“This course has given me the opportunity to expand my knowledge and understanding of the Core Knowledge and Big Ideas Framework and the Individual Professional Development Plan.”*

A Regional Key director shared the following: *“I have a brand new staff person who is a former director. She has been out of the child care world for a few years. She participated in the courses, and said they were engaging, informative, and she learned a ton. Yay. So wonderful to have first-hand positive feedback so soon after the course has been published.”*

The Learning Standards for Early Childhood course, *Linking Standards, Curriculum Framework, and Assessment*, also a three-hour course, went live the second week in December. This course describes the Pennsylvania Learning Standards for Early Childhood and explores the ways the standards are combined with curriculum and assessment to create effective learning experiences. Learners practice using the standards to develop individual and group goals through a case study.

Other courses currently in development include: *Continuous Quality Improvement: Building Change that Lasts; Adult Learning Principles; School-Age: Guiding Behavior; Learning Standards with a Focus on 21st Century Skills, Social Emotional Development and Approaches to Learning; Basics of Assessment for Teachers; and Safe Sleep.*

Additionally, in partnership with the Environment Rating Scale Institute, core series courses focusing on the Environment Rating Scales have been customized for Pennsylvania. There are five courses: (1) *School-Age Care Environment Rating Scale-Updated (SACERS-U)*; (2) *Early Childhood Environment Rating Scale -Revised (ECERS-R)*; (3) *Infant Toddler Environment Rating Scale -Revised (ITERS-R)*; (4) *Family Child Care Environment Rating Scale -Revised (FCCERS-R)*; and (5) *Early Childhood Environment Rating Scale, 3rd Edition (ECERS-3)*. Each course went live individually across several weeks from November through early December 2015. The courses have been well received by the field, with combined enrollments of over 575 individuals through mid-December.

Implementing Policies and Incentives

The Rising STARS Tuition Assistance Program continued through 2015. In response to feedback from the field, in the second half of the year, several changes were made to the eligibility requirements of this program, which covers 95 percent of the tuition cost for a college level class in an early childhood education program. Program changes included:

- The annual maximum available per student was increased from \$4,500 to \$6,000.
- For aides, assistant teachers, teachers, and assistant directors, the salary cap for eligibility was changed from \$20/hour to \$40,000/year.
- For child care center director, family or group child care home owner/operator, Head Start education manager/coordinator or site supervisor, the salary cap was changed

from \$25/hour to \$50,000/year.

- Students must have been employed at a Keystone STARS facility or facilities for at least twelve months; rather than at the same Keystone STARS facility for at least twelve months. A brief gap of two to three weeks is permitted to allow for changing jobs.
- Students employed at programs that experience a suspension of their Keystone STAR status continue to be eligible for tuition assistance.

The Pennsylvania budget impasse resulted in funds not being able to be paid out between July 1 and December 31, 2015. Applications continued to be accepted and reviewed, but full approval and payment were not made. Staff members worked with colleges and universities to provide letters for individual students who submitted complete applications, informing the institutions that the student will be eligible for the funds as soon as a budget is signed into law. Based on the reviews of applications, it is expected that 1,445 students working at 992 Keystone STARS programs and attending 119 different colleges/universities would have benefitted from Rising STARS Tuition Assistance.

Compensation/retention incentives

The Keystone STARS Education and Retention Award (ERA) program continues to incentivize individuals to pursue credentials and degrees while remaining employed at Keystone STARS facilities. Eligibility for this assistance requires individuals to specifically meet early childhood credit/degree attainment.

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

Work on Pennsylvania's Early Childhood PD Registry continued throughout 2015, taking incremental steps that will ultimately allow the comprehensive tracking of provider qualifications, professional development, and career path. Changes and enhancements that were made during the year include:

- Identifying user roles and adding clickable buttons to the home page, allowing the user to select his/her role and access supports specific to that role.
- Enhancing course certificates to include the competency group and date of the event.
- Enhancing the Individual Professional Development Plan to include the total number of professional development hours that a student has taken within each competency group.
- Allowing early learning programs to request facility and legal entity administrator permission for up to two individuals, allowing them to pull reports displaying professional development taken by all staff members associated with their program/s.
- Assigning program directors, certification (licensing) staff, and Regional Key staff

permission groups that allow them to view the transcript report for programs within their area of responsibility.

Seven members of the team attended the National Registry Alliance Conference in October 2015. Members of that team focused on learning as much as possible about how other states are using their registries, particularly around the issue of credentials verification.

Performance Measures (D)(2)(d)(1):

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

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

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

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

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

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

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

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

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

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

Ninety-two percent of the target was met. The budget impasse may have had some bearing on this. The decline was primarily in the EC N-3 and Pre K to Grade 4 programs. EC N-3 program is being phased out and replaced by Pre K to Grade 4. Anecdotally, basic skills assessment test has been a challenge for students to qualify to complete the PreK-4 program. It is anticipated that the implementation of the Rising STARS Tuition Assistance Program will make college coursework and completion of degrees more accessible to early childhood practitioners.

For Rising STARS Tuition Assistance the salary cap and the tuition assistance maximum were increased in order to expand the pool of eligible students and to allow students to take more courses (and therefore complete degrees faster). Increased flexibility in the director credential requirements are being addressed to ensure the credential is more relevant for the individuals and will therefore encourage higher participation.

Performance Measures (D)(2)(d)(2):

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

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Baseline and Annual Targets										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
Credential Type 1	7,574	18.8%	8,559	21.3%	9,586	23.8%	10,640	26.4%	11,704	29.1%
<i>Specify:</i>	15 hr New Staff Orientation (Career Lattice Level I)									
Credential Type 2	1,035	2.6%	1,118	2.8%	1,196	3%	1,316	3.3%	1,408	3.5%
<i>Specify:</i>	Credential, Diploma, Certificate or 6 ECE Credits (Career Lattice Level III)									
Credential Type 3	96	0.24%	101	0.25%	116	0.29%	174	0.43%	261	0.65%
<i>Specify:</i>	AA/AAS including 18 ECE credits (Career Lattice Level V)									
Credential Type 4	84	0.21%	88	0.22%	94	0.23%	118	0.29%	177	0.44%
<i>Specify:</i>	BS/BA in ECE/Equivalent Degree or related field including 30 ECE credits (Career Lattice Level VI)									
Credential Type 5	73	0.18%	75	0.19%	75	0.19%	75	0.19%	75	0.19%
<i>Specify:</i>	Master's in ECE/Equivalent Degree or related field including 30 ECE credits (Career Lattice Level VII)									
Credential Type 6										
<i>Specify:</i>										
Credential Type 7										
<i>Specify:</i>										
Credential Type 8										
<i>Specify:</i>										
Credential Type 9										
<i>Specify:</i>										
Credential Type 10										
<i>Specify:</i>										
Credential Type 11										
<i>Specify:</i>										
Credential Type 12										
<i>Specify:</i>										
Credential Type 13										
<i>Specify:</i>										

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

Actuals

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
Credential Type 1	7,574	18.8%	8,619	21.4%	10,551	26.2%				
<i>Specify:</i>	15 hr New Staff Orientation (Career Lattice Level I)									
Credential Type 2	1,035	2.6%	1,271	3.2%	1,146	2.8%				
<i>Specify:</i>	Credential, Diploma, Certificate or 6 ECE Credits (Career Lattice Level III)									
Credential Type 3	96	0.24%	170	0.42%	132	0.33%				
<i>Specify:</i>	AA/AAS including 18 ECE credits (Career Lattice Level V)									
Credential Type 4	84	0.21%	133	0.33%	119	0.3%				
<i>Specify:</i>	BS/BA in ECE/Equivalent Degree or related field including 30 ECE credits (Career Lattice Level VI)									
Credential Type 5	73	0.18%	66	0.16%	96	0.23%				
<i>Specify:</i>	Master's in ECE/Equivalent Degree or related field including 30 ECE credits (Career Lattice Level VII)									
Credential Type 6										
<i>Specify:</i>										
Credential Type 7										
<i>Specify:</i>										
Credential Type 8										
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Credential Type 10										
<i>Specify:</i>										
Credential Type 11										
<i>Specify:</i>										
Credential Type 12										
<i>Specify:</i>										
Credential Type 13										
<i>Specify:</i>										

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

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

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

Credential Type 1: Year 2 actuals are based on the number of certificates awarded (web lessons) for New Staff Orientation and School-Age New Staff Orientation in the past year.

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

Credential Type 3, 4 and 5: Year 2 actuals are based on Rising STARS Tuition Assistance (RSTAP) applications approved for each degree type with an expected graduation date of 2015. Currently data collected in RSTAP is AA, BA/BS or Masters and the course number and title.

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

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

This was the first full year of the Rising STARS Tuition Assistance Program (pays tuition upfront) including funding for ECE Master's degree programs.

PA will work with the Council for Professional Recognition to share data on individuals that have successfully/unsuccessfully completed the assessment process. This data will be crosswalked with individuals that have received financial assistance through the PA CDA Assessment voucher program. Follow-up will be initiated with individuals that were not successful in the process or have not yet submitted their application. Follow-up will be made with those whose vouchers have also expired.

Measuring Outcomes and Progress

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

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

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

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

The Pennsylvania Kindergarten Entry Inventory (KEI) is intended to be used by Kindergarten teachers to record students' demonstration of skills and serve as an indicator of individual student needs in the cognitive and non-cognitive key learning areas of: social and emotional development; language and literacy; mathematics; approaches to learning; and health, wellness and physical development. This tool serves to report to parents, guide teacher instruction, and inform policy by providing a picture of aggregate student outcomes upon entry into the Kindergarten classroom across the commonwealth. The KEI is an observational snapshot of children entering Kindergarten, which is implemented during the first 45 calendar days on the Kindergarten year.

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

Rather than reporting student progress on all of the Pennsylvania learning standards, 30 standards from five key learning areas were identified as salient indicators for determining child level of proficiency on benchmark standards, referred to by some as the child's level of Kindergarten readiness. However, according to the National Association for Education of Young Children's position statement on school readiness (www.naeyc.org/about/positions/pdf/psready98.pdf), readiness should be flexibly and broadly defined taking into account multiple components including:

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

The KEI provides a snapshot of skills captured at one single point in time and should not be used in a high-stakes manner. Although the KEI only focuses on 30 standards-based indicators, it is important for programs to focus on a comprehensive standards-based approach to Kindergarten readiness. The KEI and its resulting information can be utilized as a catalyst for meaning discussions on all the components of readiness detailed above.

History

Cohort 1

OCDEL, in partnership with the Pennsylvania Department of Education's Office of Elementary and Secondary Education, is implementing a phased deployment of the KEI. Phase 1 began with Cohort 1, which implemented the KEI in 2014, included Title I schools designated in Focus and Priority status under the Elementary and Secondary Education Act. Focus schools meet any one or more of the following criteria: Title I schools with a graduation rate below 60 percent; schools not otherwise designated as a Priority school, but falling in the lowest 10 percent of Title I schools (excluding bottom 5 percent); or test participation below 95 percent. Priority schools are the lowest 5 percent of Title I schools (based on aggregate math and reading PSSA or Keystone scores) or Title I schools receiving School Improvement Grant (SIG) funds. Focus and Priority schools were required to use the KEI as part of their planning process for instructional improvements. In addition to these required schools, the KEI was also open for voluntary use to any interested local education agency or private Kindergarten. Cohort 1 implementation included 707 teachers from 217 schools covering 21 districts. Approximately 16,000 child outcomes were collected. These numbers include Pennsylvania's largest school district, the School District of Philadelphia. A detailed summary of Cohort 1 can be found on the Department of Education website (<http://www.education.pa.gov/K-12/>)

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

Cohort 2 implemented the KEI in 2015. Initial registration in the KEI system included more than 300 schools covering 69 lead entities (50 districts, 15 charter schools, and four private schools). Of those teachers registered in the system, 1,016 finalized outcomes. The tool was once again available for voluntary use in any interested classroom, school or district. Focus and priority schools were again required to implement the KEI as part of their school turn-around efforts. In addition, implementation was also required of schools partnering with our Community Innovation Zones (CIZ). Pennsylvania's approach is a strategy to reach out, community by community, to serve and support the children most at risk for school failure and make what is proven to work in these communities available statewide. In 2014, the Office of Child Development and Early Learning (OCDEL) awarded 12 CIZ grants. An additional 38 grants were awarded in 2015. Grantees were awarded up to \$75,000 a year for the duration of the RTT-ELC grant to strengthen and implement strategies within their communities to help reduce the achievement gap by grade 3. Specifically, grantees are required to work collaboratively with early childhood programs and local school districts to align their work around standards, family engagement and community partnerships.

In 2015, 17 of the 50 CIZ grantees implemented the KEI. The remaining 33 CIZ will implement in 2016. In order to support the CIZ over the next two years, OCDEL will provide targeted intervention and support around the KEI and use of data for decision-making, instruction and quality improvement. OCDEL has already received initial feedback regarding the incorporation of the KEI into the CIZ grant process and requirements:

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

Several components comprise the KEI process and include: awareness building; communication to cohort participants; professional development; proficient user assignment; collecting evidence, conducting scoring, data entry, data finalization, and accessing and utilizing information. These components echo Cohort 1 implementation. Year 2 focused on significant enhancements in several of these areas.

Cohort 2 Enhancements

Awareness Building:

Outreach to key audiences continued in Year 2, and, as a result, the number of voluntary schools implementing the KEI tripled from Year 1. Use of peer-to-peer strategy was utilized to build awareness about the benefits of the KEI, its connectedness to effective instruction, and family and community engagement. In February 2015, a KEI promotional video was released. This collaborative video uses teachers, principals, and families involved in the 2014 Cohort 1, to promote use of the KEI. The video can be viewed by accessing the KEI landing page (www.kei-pa.org), and was integrated into all outreach and professional development conducted in 2015.

Specific outreach efforts during 2015 targeted the Pennsylvania State Education Association (PSEA); Pennsylvania Association of School Administrators (PASA); Pennsylvania School Board Association (PSBA); and focus and priority schools administration. Specifically, efforts included:

- The creation of a PSBA specific professional development module available to PSBA members through their designated learning management system;
- Presentations at PASA-PSBA annual conference in October 2015; and
- Integration of KEI into a special Pennsylvania Department of Education Standards Aligned System (SAS) professional development day for focus and priority school leaders in December 2015.

Awareness and recruitment trainings were conducted at typically scheduled events to “get the word out” about the KEI, to address misconceptions, and to potentially recruit participants. This occurred during the CIZ grantee meetings in November 2015 and during the four regional Governor's Institutes in June and July 2015. The Institutes focused on P-3 alignment strategies, building collaborative partnerships, administrator and teacher effectiveness, P-3 instructional tools, strategies in systems change, instituting improvements in data-driven decision-making and family engagement. Each of the 62 participating teams consisted of up to eight members at minimum: a birth to age-5 administrator and practitioner and a Kindergarten to grade 3 administrator and practitioner. Additional representation was added based upon community need and composition (e.g. librarian, curriculum specialist, higher-education faculty, Early Intervention, business leader, family member, etc.). The goals of the institute were for participants to strengthen partnerships between community and school district early childhood programs, build collaboration between community and school district early childhood programs within the community, apply a P-3 framework to early childhood settings, participate in the (P-3) Early Learning Community on SAS, and to engage in continuous improvement via implementation and sharing of strategies and programs that will enhance student achievement.

Communication to Cohort Participants:

Communication with participants was enhanced during Cohort 2 implementation due to feedback from Cohort 1 participants. The state team learned that implementation during Cohort 1 was most effective when a designated liaison was identified to share information between the state team and the implementing teachers. As such, a designated point of contact (POC) was a newly established requirement for Cohort 2. Systems enhancements which facilitated easier online communication were also added to the KEI data system, and included a dedicated list serve, and the inclusion of multiple levels of contact information within the system. In addition, the KEI landing page was further developed and messaged as the “one-stop shop” for KEI information. The KEI landing page (www.kei-pa.org) includes a variety of public information related to the KEI, as well as the log-in required options for professional development and data entry. As the number of implementing schools continues to increase, effective communication will continue to present challenges. Communication strategies will continue to be enhanced in Cohort 3.

Professional Development:

As part of Cohort 2 implementation, technical assistance and training was enhanced to build capacity to optimally use the KEI. This included an available asynchronous scoring and skill practice with a required proficient user assignment, the availability of extended face-to-face sessions, web-based systems training opportunities, and systems step-by-step guides by topic. The enhanced training can be accessed at the KEI landing page (www.kei-pa.org). Professional development still presents a challenge, especially when implementing schools use the asynchronous module. It has been challenging to get a realistic picture if all of the nuances of an observation-based assessment are being implemented with fidelity. In order to address these challenges, additional information learned from face-to-face sessions was added to the professional development tab on the landing page. In addition, other viable options for professional development continue to be explored. During Cohort 2, success with recruitment and professional development was noticeable when partnerships were formed with existing professional development agencies such as Intermediate Units. Overcoming professional development challenges will continue to be a focus in Cohort 3, especially as we anticipate increasing the number of users.

Data Entry and Finalization:

Due to data entry challenges that occurred during Cohort 1 implementation, enhancing our existing data system for Cohort 2 implementation was a significant focus during Year 2.

In 2015, a new data system was created to collect KEI assessment data. The KEI database was created using new database development tools. The new system provided for more scalability, which was crucial, due to the anticipated growth in the number of users in 2015 and

beyond. The change to a PHP/SQL model from the FileMaker Pro Instant Web publishing model (used in 2014) significantly reduced input latency (a lag in data entry time and response) issues experienced by users. The input latency went from minutes (using FileMaker) to milliseconds (using PHP/SQL). Using a PHP/SQL model allowed users to connect using their choice of browser software (Safari, Explorer, Chrome, Firefox) and did not face the same limitations or issues that the FileMaker Pro model faced. This new solution also allowed users to be able to connect to the database using IOS (iPhone, iPad) and Android-based devices. Finally, the cost of using PHP/SQL software is significantly less expensive than providing users with licensing through the FileMaker Pro model.

In addition, the 2015 version of the KEI system allowed users to change passwords without having to contact technical support, which significantly reduced the number of calls for support staff compared to the 2014 version. Feedback from systems users during Cohort 2 has been very positive.

Accessing and Utilizing Information

During the 2015 Governor's Institutes, designated breakout sessions were designed in partnership with the Mid-Atlantic Comprehensive Center, OCDEL, and Governor Mifflin School District to address effective use of data. KEI data was used as the cornerstone of these sessions. A similar session was presented to focus and priority school leadership in December 2015.

A significant area of feedback from Cohort 1 participants dealt with the availability of reports from the KEI system. System enhancements during Cohort 2 provided easy, printable access to teacher reports both at the child level and at the class level by indicator for instructional purposes. Directions were posted to the KEI landing page to assist teachers in understanding how to access these reports. In order to address the reporting needs at building, district, and community levels, OCDEL staff has engaged with implementing schools that have already been using KEI data within their data team meetings. The goal is to understand, from the end user perspective, how KEI data can be used in various decision-making processes.

In December 2015, the data system was enhanced to generate indicator level reports at the state, district, and building levels. A communication was sent announcing the availability of these reports along with a request to collect feedback on what other types of reporting options users might like from the system. Continuing into Year 3, this feedback, along with feedback from our Community Innovation Zone (CIZ) teams, will be utilized to inform the creation of other reporting features within the system. Access to useful reports and how KEI data can be used will be the major focus moving into Year 3.

Validation Study

In addition to the analysis detailed above and within the available pilot reports, which occurred prior to RTT-ELC funding, Pennsylvania has contracted an external validation study which began in Year 2. The American Institute for Research (AIR) partnering with University of Pennsylvania submitted a validity study plan in August 2015 with the following goals:

Phase 1: Construct Validity Study

- To provide validity evidence based on the associations between sets of KEI items to determine the degree to which they align with the five school readiness domains (i.e., [1] language and literacy; [2] mathematics; [3] social and emotional development; [4] approaches to learning; and [5] health, wellness, and physical development) or with other early learning domains;
- To provide validity evidence of the extent to which the KEI can be used by educators as an equitable, unbiased indicator of the developmental status across multiple domains for *all* children in the Commonwealth of Pennsylvania, including those with special needs and dual language learners (DLLs); and
- To provide evidence about the reliability of teacher reports in providing information on children's knowledge and skills across multiple domains in an effort to determine whether teachers are reliable reporters of children's knowledge and skills.

Phase 2 --Path 1: Concurrent Validity and Usability Studies

- To examine the concurrent relationship between the children's scores on the evidence-based domains of the KEI's items and their scores on domains of other established, independent measures of school readiness; and
- To determine the usability of the KEI for Kindergarten teachers and examine teachers' level of satisfaction with and use of the KEI (e.g., Kindergarten teachers are able to complete the KEI with minimal disruption of instruction and use the information to guide their instructional practice).

As outlined, the study will occur in two phases. Phase 1 will occur August 2015 through April 2016 and will include a rigorous construct validity study. Preliminary findings using 2014 outcomes were presented in September 2015. The summary of findings shows that there is an adequate overall sample size; as well as, adequate samples of subgroup populations. AIR will conduct additional construct validity analysis on both 2014 and 2015 outcomes until April 2016. At this point, based on the results, a decision will be made on whether additional refinements to the KEI are necessary or if the tool meets construct validity standards and can move into Phase 2, a congruent study to occur in the fall of 2016.

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

The State has made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that (check all that apply):

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

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

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

Pennsylvania implemented various changes to its early childhood information system through 2015. In addition, several additional projects were initiated during the year and will be progressing into 2016 and 2017.

Following is the list of projects that were completed and are currently in use as of the end of 2015.

- Assigning Unique Identifiers for Children Enrolled in Subsidized Child Care - In order to expand Pennsylvania's reporting capabilities through its existing state longitudinal data system, an additional unique identifier was assigned to children actively enrolled in the subsidized child care program. The modifications went live in mid-April 2015.
- Automatic Generation of Spanish Correspondences for Subsidized Child Care Families and Providers - In order to improve services and communications with subsidized child care families and providers, enhancements to Pennsylvania's information system made

all system-generated correspondences available in either English or Spanish -based on the preferences of the families and providers. Full-system implementation occurred in April 2015.

- Ad Hoc Reporting/Querying Tool for Keys to Quality - As part of Pennsylvania's efforts to improve the quality of early learning services, an ad hoc reporting tool was created to enhance information reporting and monitoring abilities. The reporting tool went live in April 2015.
- Provider Self-Service Usability Enhancements (Phase 2) - This project enhanced the provider experience in using Pennsylvania's information system that enables individuals or organizations to apply for new or renewal certification or registration as a child care provider. System improvements included a more modern, usable and understandable look and feel along with a mobility upgrade to permit easy use with a wide variety of mobile devices. The system improvements were available in August 2015.

Following are the projects that were initiated in 2015 and will continue into 2016 and 2017.

- Enhancements to Online Early Learning Program and Provider Search - Mobility enablement, additional usability improvements and provider outcomes reports are all included as part of the current phase of enhancements to Pennsylvania's Online Early Learning Program and Provider Search. Current and potential search users were surveyed early in the project to assist in defining the parameters of the effort. Pennsylvania's information technology vendor is currently in the development phase of the project. The search enhancements are targeted to be available for public use in June 2016.
- Provider Self-Service Usability Enhancements (Phase 3) - As a continuation of the enhancements to the early learning providers' online tool, Phase 3 focuses on the subsidized child care online attendance tracking and reporting functions. Along with general overall usability improvements, eCorrespondence functionality and an ability to interface with provider's attendance tracking systems will be introduced. Targeted implementation date for this project is September/October 2016.
- Online Community Dashboard - The goals of the project are to create easily accessible and usable online tools for parents, early childhood education providers and other stakeholders to view information about Pennsylvania's early learning programs. Discussions have been initiated at the executive staff and stakeholder leadership levels and will be expanding to incorporate focus groups with a wide variety of stakeholders. The feedback from the discussions and focus groups will be incorporated into the project charter in early 2016.

Pennsylvania's Department of Human Services maintains a stringent process for monitoring information systems projects through an established systems development lifecycle (SDLC).

At a minimum, information systems budgets and contract compliance are monitored and evaluated monthly. In addition, the planned information systems projects are incorporated as part of the annual planning process to ensure continued progress.

Data Tables

Commitment to early learning and development.

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

Table (A)(1)-1: Children from Low-Income¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	60,732	42.8%
Toddlers ages 1 through 2	122,462	42.8%
Preschoolers ages 3 to kindergarten entry	184,470	42.8%
Total number of children, birth to kindergarten entry, from low-income families	366,372	42.8%

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

Data Table A(1)-1 Data Notes

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

U.S. Census Bureau, 2010-14 American Community Survey

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

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs.

Special populations: Children who	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays ¹	82,887	9.7%
Are English learners ²	25,690	3%
Reside on "Indian Lands"	0	0%
Are migrant ³	966	1%
Are homeless ⁴	4,211	5%
Are in foster care	8,146	1%
Other 1 as identified by the State	513,491	60%
<i>Describe:</i>	Children at or below 300% of the Federal Poverty Level	
Other 2 as identified by the State		
<i>Describe:</i>		

¹For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

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

³For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

⁴The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Data Table A(1)-2 Data Notes

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

Children who have disabilities or developmental delays: # of children in programs and services funded by IDEA Part C and Part B, Section 619 (Calendar Year 2015)

Children who are English learners: # based on total PA population under 5 (U.S. Census Bureau, 2010-14 American Community Survey) & % of PA school enrollments that are LEP (2014-15)

Children who are migrant: Pennsylvania Department of Education (9/1/2014-8/31/2015)

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

Children who are in foster care: AFCARS Longitudinal File prepared for Pennsylvania Department of Human Services, Office of Children, Youth and Families by Hornby Zeller Associates, Inc. (10/1/2013-9/30/2014)

Children at or below 300% of the Federal Poverty Level: U.S. Census Bureau, 2010-14 American Community Survey. Pennsylvania recognizes children in families earning between

200-300% of the poverty level as high needs based on analysis of data from the Early Childhood Longitudinal Study (ECLS-K) that showed that children in this income group significantly.

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

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

Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool	0	0	13,456	13,456
<i>Specify:</i>	Pennsylvania Pre-K Counts			
<i>Data Source and Year:</i>	PELICAN 2014-15			
Early Head Start and Head Start¹	2,139	4,711	37,320	44,170
<i>Data Source and Year:</i>	Federal PIR, 2014-15			
Programs and services funded by IDEA Part C and Part B, section 619	4,445	32,866	45,576	82,887
<i>Data Source and Year:</i>	PELICAN EI, December 2014 Estimate			
Programs funded under Title I of ESEA			4,502	4,502
<i>Data Source and Year:</i>	Pennsylvania Department of Education, 2014-15			
Programs receiving funds from the State's CCDF program	6,024	26,148	40,715	72,887
<i>Data Source and Year:</i>	Child Care Works: PELICAN, June 2015			
Other 1	8,270	37,871	50,739	96,880
<i>Specify:</i>	Keystone STARS (Breakout 2 of CCDF-Funded Programs)			
<i>Data Source and Year:</i>	Estimated from PELICAN Child Care Works and Keys to Quality data, December 2014			
Other 2	57	148	77	282
<i>Specify:</i>	Healthy Families America			
<i>Data Source and Year:</i>	2014-15			
Other 3	7,866	0	0	7,866
<i>Specify:</i>	Nurse-Family Partnership			
<i>Data Source and Year:</i>	2013-14			
Other 4	0	122	90	212
<i>Specify:</i>	Parent Child Home Program			
<i>Data Source and Year:</i>	MIS Year-End Report, 2014-15			
Other 5				19,715
<i>Specify:</i>	Private Academic Licensed Nursery Schools			
<i>Data Source and Year:</i>	Pennsylvania Department of Education, 2013-14			
Other 6	125	509	819	1,453
<i>Specify:</i>	Parents as Teachers			
<i>Data Source and Year:</i>	2014-15			

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

Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Other 7	0	0	4,781	4,781
<i>Specify:</i>	Head Start Supplemental Assistance Program			
<i>Data Source and Year:</i>	PELICAN, 2014-15			
Other 8				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.				

Data Table A(1)-3a Data Notes

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

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

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

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

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

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool	2,101	36	419	3,492	14	1,070	6,324
<i>Specify:</i>	Pennsylvania Pre-K Counts						
Early Head Start and Head Start ¹	9,879	63	1,252	13,334	55	10,505	19,676
Early Learning and Development Programs funded by IDEA, Part C	4,738	47	1,023	5,171	10	2,179	24,143
Early Learning and Development Programs funded by IDEA, Part B, section 619	5,614	67	1,182	7,354	19	1,877	29,463
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program	19,158	132	1,444	65,086	33	5,709	35,293
Other 1	4,967	121	2,091	11,088	54	5,447	44,005
<i>Describe:</i>	Keystone STARS (Breakout 2 of CCDF-Funded Programs)						
Other 2	24	0	4	108	0	1	145
<i>Describe:</i>	Healthy Families America						

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

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

Number of Children

Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
Other 3	157	0	1	15	0	7,688	5
<i>Describe:</i>	Nurse-Family Partnership						
Other 4	12	0	2	6	0	21	171
<i>Describe:</i>	Parent Child Home Program						
Other 5							
<i>Describe:</i>							
Other 6	279	6	6	140	1	11	1,010
<i>Describe:</i>	Parents as Teachers						
Other 7	742	6	283	1,539	4	338	1,734
<i>Describe:</i>	Head Start Supplemental Assistance Program						
Other 8							
<i>Describe:</i>							

Data Table A(1)-3b Data Notes

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

To be consistent with other federal reporting, children with missing race and/or ethnicity are counted as non-Hispanic children of two or more races.
 Pennsylvania Pre-K Counts: PELICAN, 2014-15
 Early Head Start and Head Start: Federal PIR, 2014-15
 Early Learning and Development Programs funded by IDEA, Part C: PELICAN EI, Calendar Year 2015
 Early Learning and Development Programs funded by IDEA, Part B, section 619: PELICAN EI, Calendar Year 2015
 Early Learning and Development Programs funded under Title I of ESEA: data not yet available
 Child Care Works: PELICAN, 2014-15
 Keystone STARS: PELICAN, Calendar Year 2015
 Head Start Supplemental Assistance Program: PELICAN, 2014-15
 Healthy Families America: MIECHV only, 2014-15
 Nurse-Family Partnership: 2013-14
 Parent Child Home Program: MIS Year-End Report, 2014-15

Parents as Teachers: MIECHV only, 2014-15
Private Academic Licensed Nursery Schools: data not yet available

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

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

Funding for each Fiscal Year					
Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
Supplemental State spending on Early Head Start and Head Start¹	\$37,278,000	\$39,178,000	\$39,178,000		
State-funded preschool	\$82,784,000	\$87,284,000	\$97,284,000		
<i>Specify:</i>	Pennsylvania Pre-K Counts				
State contributions to IDEA Part C	\$126,185,000	\$131,831,000	\$127,974,000		
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$216,973,000	\$227,973,000	\$237,516,000		
Total State contributions to CCDF²	\$99,663,497	\$115,823,416	\$110,483,294		
State match to CCDF Exceeded / Met / Not Met	Met	Met	Met		
<i>If exceeded, indicate amount by which match was exceeded</i>					
TANF spending on Early Learning and Development Programs³	\$201,710,000	\$214,195,000	\$245,207,000		
Other State contributions 1					
<i>Specify:</i>					
Other State contributions 2					
<i>Specify:</i>					
Other State contributions 3					
<i>Specify:</i>					
Other State contributions 4					
<i>Specify:</i>					
Other State contributions 5					
<i>Specify:</i>					
Other State contributions 6					
<i>Specify:</i>					

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

Funding for each Fiscal Year

Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
Other State contributions 7					
<i>Specify:</i>					
Other State contributions 8					
<i>Specify:</i>					
Total State contributions:	\$764,593,497	\$816,284,416	\$857,642,294		

¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

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

³ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Data Table A(1)-4 Data Notes

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

Supplemental State spending on Early Head Start and Head Start; State-funded preschool; State contributions to IDEA Part C; State contributions for special education and related services for children with disabilities, ages 3 through Kindergarten entry - Data Source: State of Pennsylvania SAP Accounting System.
 TANF Spending on Early Learning and Development Programs - Data Source: DHS Budget Office's TANF Worksheet.

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

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

Total number of Children with High Needs participating in each type of Early Learning and Development Program¹					
Type of Early Learning and Development Program	Baseline	Year One	Year Two	Year Three	Year Four
State-funded preschool <i>(annual census count; e.g., October 1 count)</i>	11,049	12,131	13,456		
<i>Specify:</i>	Pennsylvania Pre-K Counts				
Early Head Start and Head Start² <i>(funded enrollment)</i>	37,121	35,059	37,597		
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	52,071	51,292	51,300		
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	634,890	650,061	654,903		
Programs receiving CCDF funds <i>(average monthly served)</i>	68,163	72,916	72,887		
Other 1	98,806	98,707	99,623		
<i>Describe:</i>	Keystone STARS (CCDF-Funded Program)				
Other 2	145	185	282		
<i>Describe:</i>	Healthy Families America				
Other 3	5,060	7,866	7,866		
<i>Describe:</i>	Nurse-Family Partnership				
Other 4	211	148	212		
<i>Describe:</i>	Parent-Child Home Program				
Other 5	21,602	19,715	19,715		
<i>Describe:</i>	Private Academic Licensed Nursery Schools				
Other 6	2,542	3,088	1,453		
<i>Describe:</i>	Parents as Teachers				
Other 7	4,379	4,761	4,781		
<i>Describe:</i>	Head Start Supplemental				
Other 8					
<i>Describe:</i>					

¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Data Table A(1)-5 Data Notes

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

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

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

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

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

Data Table A(1)-6 Notes

Enter text to explain or clarify information as needed.

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

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

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	X	X	X	X	
<i>Specify:</i>	Pennsylvania Pre-K Counts				
Early Head Start and Head Start¹	X	X	X	X	
Programs funded by IDEA, Part C	X	X		X	
Programs funded by IDEA, Part B, section 619	X	X			
Programs funded under Title I of ESEA					
Programs receiving CCDF funds					
Current Quality Rating and Improvement System requirements (Specify by tier)					
Tier 1					
Tier 2	X				
Tier 3	X	X	X	X	
Tier 4	X	X	X	X	
Tier 5	X	X	X	X	
State licensing requirements					
Other 1	X			X	
<i>Describe:</i>	Healthy Families America				
Other 2	X		X	X	
<i>Describe:</i>	Nurse-Family Partnership				
Other 3	X	X			
<i>Describe:</i>	Parent-Child Home Program				
Other 4	X	X			
<i>Describe:</i>	Private Academic Licensed Nursery Schools				
Other 5	X		X	X	
<i>Describe:</i>	Parents as Teachers				
¹ Including Migrant and Tribal Head Start located in the State.					

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

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Other 6	X	X	X	X	
<i>Describe:</i>	Head Start Supplemental				
Other 7					
<i>Describe:</i>					
Other 8					
<i>Describe:</i>					

Data Table A(1)-7 Notes

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

Budget and Expenditures

Budget Summary Table Narrative

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

The unexpended funds in Year 2 were largely due to: 1) overestimation of budgeted costs; 2) some work delayed due to the state budget impasse or progressed slower than anticipated; 3) Personnel and Fringe Benefits required minor adjustments due to Year 2 being the first full year RTT-ELC was staffed; therefore exact costs were not fully calculable in Year 1 for future years; and 4) services or items had been purchased; however invoice processing was not completed by the end of the grant year.

Since there are no major changes in the statements of work and work is anticipated to continue normally, the majority of unexpended funds are moved to Years 3 and 4.

Budget Summary Table Explanation of Changes

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

All funds that were budgeted, but not expended in Year 2, are budgeted and projected to be spent in Years 3 and 4.

Project Budget 1

Project Name: Grant Management

Project Budget Narrative

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

Not all planned TA activities were realized in Year 2, so unspent dollars in this line were moved to Year 3.

Year 2 was the first full year RTT-ELC was staffed and so exact costs in personnel associated lines were not fully calculable in Year 1 for future years, resulting in expenses over budget in Personnel and Fringe Benefits.

Project Budget Explanation of Changes

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

\$23,500 was moved into this project from Project 6 to cover a shortfall in Personnel and Fringe Benefits in Years 3 and 4.

Project Budget 2

Project Name: Early Childhood Education Community Innovation Zones

Project Budget Narrative

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

Community Innovation Zone grants were over budget due to some expenses incurred in the final quarter of Year 1 being paid at the beginning of Year 2. Contractual expenses came in under budget due to delays related to the state budget impasse. The net of unspent funds in this project were moved to Years 3 and 4.

Year 2 was the first full year RTT-ELC was staffed and so exact costs in personnel associated lines were not fully calculable in Year 1 for future years, resulting in minor changes in Personnel, Fringe Benefits and Travel.

Project Budget Explanation of Changes

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

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

Project Budget 3

Project Name: Refining and Expanding Keystone STARS

Project Budget Narrative

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

This project came in under budget due to costs being lower than anticipated. Unspent funds in Year 2 were shifted to Years 3 and 4. Minor adjustments were made to Personnel, Benefits and Travel.

Project Budget Explanation of Changes

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

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

Project Budget 4

Project Name: Pennsylvania Learning Standards for Early Childhood

Project Budget Narrative

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

Year 2 Contractual expenses were under budget due to K-2 standards booklets not being printed within the time frame originally planned. Since the booklets will be printed prior to June 30, 2016, unspent funds are being moved from Year 2 to Year 3 to cover these costs.

Project Budget Explanation of Changes

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

Funds budgeted in Year 2, but not expended, will be moved to Year 3.
Year 4: Moved \$300,250 from Project 5 to cover additional costs for combined Standards and ELOR Validation Study which commences April 2016.

Project Budget 5

Project Name: Comprehensive Assessment Systems

Project Budget Narrative

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

Year 2 was the first full year RTT-ELC was staffed and so exact costs in personnel associated lines were not fully calculable in Year 1 for future years, resulting in minor expenses over budget in Personnel.

Validation study funds were moved to Project 4 for a combined Standards and ELOR Validation study.

Other unexpended funds due to projected costs being lower than anticipated and some work delayed a few months due to the budget impasse were moved to Years 3 and 4.

Project Budget Explanation of Changes

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

Year 4: Moved \$300,250 from Project 5 to Project 4 to cover additional costs for combined Standards and ELOR Validation Study which commences April 2016. There will be no negative impact on achieving the goals of this project as a result.

Project Budget 6

Project Name: Workforce Development

Project Budget Narrative

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

The state budget impasse had an impact on the timing of funds being spent and contracts being executed so much of this activity has been moved to Year 3. Many meetings that would have been face-to-face were switched to calls during the second half of the year (during the impasse), so travel costs were greatly diminished. Since all work is now going forward, unspent funds are moved to Years 3 and 4.

Project Budget Explanation of Changes

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

\$23,500 was moved to Project 1 to cover a shortfall in Personnel and Fringe Benefits in Years 3 and 4. There will be no negative impact on achieving the goals of this project as a result.

Project Budget 7

Project Name: Pennsylvania's Kindergarten Entry Inventory

Project Budget Narrative

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

Project 7 came in under budget due to work being delayed by a few months due to the State budget impasse. No lasting negative effect on Project 7 goals will be seen, as work is now continuing normally. Unspent funds were moved to Year 3.

Project Budget Explanation of Changes

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

Year 3: \$525,000 moved to Project 7 from Project 9 to develop KEI Resource Kits. There will be no negative impact on achieving the goals of this project as a result.

Project Budget 8

Project Name: Measuring Outcomes and Progress

Project Budget Narrative

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

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

Project Budget Explanation of Changes

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

Funds budgeted in Year 2, but not expended, are moved to Year 3 as that is when the expense will occur.

Project Budget 9

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

Project Budget Narrative

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

This project was under budget due to an overestimation of projected contractual costs. Some unspent funds were moved to Project 7 and the remaining unspent funds were moved to Years 3 and 4. There will be no negative impact on achieving the goals of this project as a result.

Project Budget Explanation of Changes

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

\$525,000 was moved from to Project 7 for the development of KEI kits.

Project Budget 10

Project Name: _____

Project Budget Narrative

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

THE PENNSYLVANIA RTT-ELC APPLICATION INCLUDED 9 PROJECTS.
PAGES 141-160 HAVE BEEN DELETED.

Project Budget Explanation of Changes

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

RTT-ELC Budget Summary of Actual Expenditures

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$72,743.00	\$256,706.11	\$0.00	\$0.00	\$329,449.11
2. Fringe Benefits	\$50,137.00	\$184,035.96	\$0.00	\$0.00	\$234,172.96
3. Travel	\$2,497.00	\$13,621.23	\$0.00	\$0.00	\$16,118.23
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$1,392,140.00	\$5,154,006.93	\$0.00	\$0.00	\$6,546,146.93
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$3,514.84	\$0.00	\$0.00	\$3,514.84
9. Total Direct Costs (add lines 1-8)	\$1,517,517.00	\$5,611,885.07	\$0.00	\$0.00	\$7,129,402.07
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$162,984.00	\$3,612,807.30	\$0.00	\$0.00	\$3,775,791.30
12. Funds set aside for participation in grantee technical assistance	\$4,565.00	\$64,828.46	\$0.00	\$0.00	\$69,393.46
13. Total Grant Funds Requested (add lines 9-12)	\$1,685,066.00	\$9,289,520.83	\$0.00	\$0.00	\$10,974,586.83
14. Funds from other sources used to support the State Plan	\$2,176,000.00	\$2,676,000.00	\$0.00	\$0.00	\$4,852,000.00
15. Total Statewide Budget (add lines 13-14)	\$3,861,066.00	\$11,965,520.83	\$0.00	\$0.00	\$15,826,586.83

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

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

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

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

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

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

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

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

Actual Expenditures for Project 1 - Grant Management

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$33,157.00	\$98,258.94	\$0.00	\$0.00	\$131,415.94
2. Fringe Benefits	\$22,855.00	\$72,172.93	\$0.00	\$0.00	\$95,027.93
3. Travel	\$500.00	\$1,999.16	\$0.00	\$0.00	\$2,499.16
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$56,512.00	\$172,431.03	\$0.00	\$0.00	\$228,943.03
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$4,565.00	\$64,828.46	\$0.00	\$0.00	\$69,393.46
13. Total Grant Funds Requested (add lines 9-12)	\$61,077.00	\$237,259.49	\$0.00	\$0.00	\$298,336.49
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$61,077.00	\$237,259.49	\$0.00	\$0.00	\$298,336.49

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

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

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

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

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

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

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Actual Expenditures for Project 2 - Early Childhood Community Innovation Zones

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$6,083.00	\$52,984.53	\$0.00	\$0.00	\$59,067.53
2. Fringe Benefits	\$4,192.00	\$37,202.06	\$0.00	\$0.00	\$41,394.06
3. Travel	\$0.00	\$1,212.31	\$0.00	\$0.00	\$1,212.31
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$1,041.00	\$502,920.40	\$0.00	\$0.00	\$503,961.40
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$11,316.00	\$594,319.30	\$0.00	\$0.00	\$605,635.30
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$162,984.00	\$2,500,247.35	\$0.00	\$0.00	\$2,663,231.35
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$174,300.00	\$3,094,566.65	\$0.00	\$0.00	\$3,268,866.65
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$174,300.00	\$3,094,566.65	\$0.00	\$0.00	\$3,268,866.65

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

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

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

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

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Actual Expenditures for Project 3 - Keystone STARS

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$15,707.00	\$46,359.33	\$0.00	\$0.00	\$62,066.33
2. Fringe Benefits	\$10,825.00	\$35,447.02	\$0.00	\$0.00	\$46,272.02
3. Travel	\$1,868.00	\$667.84	\$0.00	\$0.00	\$2,535.84
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$285,069.00	\$296,604.15	\$0.00	\$0.00	\$581,673.15
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$313,469.00	\$379,078.34	\$0.00	\$0.00	\$692,547.34
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$1,112,559.95	\$0.00	\$0.00	\$1,112,559.95
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$313,469.00	\$1,491,638.29	\$0.00	\$0.00	\$1,805,107.29
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$313,469.00	\$1,491,638.29	\$0.00	\$0.00	\$1,805,107.29

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

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

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$129.00	\$6,252.58	\$0.00	\$0.00	\$6,381.58
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$6,195.00	\$131,090.92	\$0.00	\$0.00	\$137,285.92
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$3,514.84	\$0.00	\$0.00	\$3,514.84
9. Total Direct Costs (add lines 1-8)	\$6,324.00	\$140,858.34	\$0.00	\$0.00	\$147,182.34
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$6,324.00	\$140,858.34	\$0.00	\$0.00	\$147,182.34
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$6,324.00	\$140,858.34	\$0.00	\$0.00	\$147,182.34

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

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

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$17,796.00	\$59,103.31	\$0.00	\$0.00	\$76,899.31
2. Fringe Benefits	\$12,265.00	\$39,213.95	\$0.00	\$0.00	\$51,478.95
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$50,802.20	\$0.00	\$0.00	\$50,802.20
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$30,061.00	\$149,119.46	\$0.00	\$0.00	\$179,180.46
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$30,061.00	\$149,119.46	\$0.00	\$0.00	\$179,180.46
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$30,061.00	\$149,119.46	\$0.00	\$0.00	\$179,180.46

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

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Actual Expenditures for Project 6 - Workforce Development Framework

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$81,474.00	\$1,038,214.17	\$0.00	\$0.00	\$1,119,688.17
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$81,474.00	\$1,038,214.17	\$0.00	\$0.00	\$1,119,688.17
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$81,474.00	\$1,038,214.17	\$0.00	\$0.00	\$1,119,688.17
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$81,474.00	\$1,038,214.17	\$0.00	\$0.00	\$1,119,688.17

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

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

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$804.63	\$0.00	\$0.00	\$804.63
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$47.00	\$348,623.00	\$0.00	\$0.00	\$348,670.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$47.00	\$349,427.63	\$0.00	\$0.00	\$349,474.63
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$47.00	\$349,427.63	\$0.00	\$0.00	\$349,474.63
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$47.00	\$349,427.63	\$0.00	\$0.00	\$349,474.63

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

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$1,018,314.00	\$2,200,425.35	\$0.00	\$0.00	\$3,218,739.35
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$1,018,314.00	\$2,200,425.35	\$0.00	\$0.00	\$3,218,739.35
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$1,018,314.00	\$2,200,425.35	\$0.00	\$0.00	\$3,218,739.35
14. Funds from other sources used to support the State Plan	\$2,150,000.00	\$2,650,000.00	\$0.00	\$0.00	\$4,800,000.00
15. Total Statewide Budget (add lines 13-14)	\$3,168,314.00	\$4,850,425.35	\$0.00	\$0.00	\$8,018,739.35

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

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

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

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

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

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

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$2,684.71	\$0.00	\$0.00	\$2,684.71
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$585,326.74	\$0.00	\$0.00	\$585,326.74
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$588,011.45	\$0.00	\$0.00	\$588,011.45
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$588,011.45	\$0.00	\$0.00	\$588,011.45
14. Funds from other sources used to support the State Plan	\$26,000.00	\$26,000.00	\$0.00	\$0.00	\$52,000.00
15. Total Statewide Budget (add lines 13-14)	\$26,000.00	\$614,011.45	\$0.00	\$0.00	\$640,011.45

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

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

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

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

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

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

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

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