pennsylvania
PRE-K COUNTS

For A Brighter Future

End of Year Report
2009-2010

Pennsylvania Department of Education
Office of Child Development and Early Learning

The students who have attended the PA Pre-K Counts program have made tremendous academic gains in kindergarten. They arrived to Kindergarten in August with a great start on identifying letter names and sounds. As a result, our Kid Writing progress has been remarkable. Many children became independent writers much earlier in the kindergarten school year than in years when there was not the PA Pre-K Counts program.

The children's reading skills have been amazing as well. They are generally more motivated and believe in themselves as learners.

In the area of math, they arrived with impressive counting skills and knowledge of number names and shapes. With our Every Day math program's spiraling curriculum and the children's math knowledge upon arrival to kindergarten, I have witnessed an earlier acquisition of math skills.

The PA Pre-K Counts program is phenomenal at offering 4-year-olds a wonderful, developmentally-appropriate education. Our kindergarten children are living proof of the success of the PA Pre-K Counts program.

Kim DeLullo, Kindergarten teacher

pennsylvania

PRE-K COUNTS

For A Brighter Future

End of Year Report
2009-2010

September 15, 2010

Dear Members of the Pennsylvania General Assembly:

I want to thank you for your continued support and commitment to educating Pennsylvania's children. The success of Pennsylvania Pre-K Counts and our entire early education continuum is a direct result of bipartisan support for the core value that a good education is essential to preparing our children for future success in life and in the workforce.

Pennsylvania Pre-K Counts is one example of how Pennsylvania has risen from one of only nine states with no state-funded pre-kindergarten to a leader in the nation. You should be proud of what we have been able to achieve in a short period of time to provide more quality early learning opportunities to Pennsylvania's families. Since 2003, we've doubled the number of preschoolers in publicly funded pre-kindergarten through school-based pre-kindergarten, Pennsylvania Pre-K Counts, Keystone STARS, Early Intervention, Head Start and Head Start Supplemental, and the Accountability Block Grant. Today, over 100,000 Pennsylvania preschoolers all across the state participate in these high quality pre-kindergarten programs.

Now in the third year, we see that our investment in Pennsylvania Pre-K Counts is preparing our children for kindergarten which is leading to school success. Consistently, nearly every child has graduated from Pennsylvania Pre-K Counts with age-appropriate or emerging age-appropriate literacy, math and social skills. Schools report that graduates of Pennsylvania Pre-K Counts continue to perform on par with or better than their peers in kindergarten and first grade. We will continue to see a return on our investment in these students as they achieve in school and enter the workforce.

The amazing progress we've made to prepare our at-risk children for kindergarten and make quality early education opportunities accessible is a solid foundation. We've created a system that works, but in order to have a broad impact on school readiness and student performance, our investment must reach more than the 35% of preschoolers that we serve today. I have no doubt that with your strong commitment to early childhood education and Pennsylvania Pre-K Counts we can serve more at-risk children.

I encourage you to visit a Pennsylvania Pre-K Counts program in your community to see first-hand how our investment in quality early education is helping our young children reach their promise.

Sincerely,

Edward G. Rendell
Governor

Executive Summary

Research continues to reinforce that what children learn before kindergarten affects their learning and success for life. The early years before kindergarten are unique; they lay the foundation for all future learning and social development and cannot be duplicated later in life. When it comes to early learning, there are no "do overs."

Pennsylvania Pre-K Counts was created to provide research-based, high quality pre-kindergarten opportunities to at-risk children across the commonwealth by leveraging our existing early education services in schools, Keystone STARS child care programs, Head Start, and licensed nursery schools. The standards are high and the accountability comprehensive. The dedication to quality results in consistently excellent outcomes for children.

> Pennsylvania Pre-K Counts has been a real benefit to our schools and the community. We are seeing a significant difference in students who attend PA Pre-K Counts versus students who have not. [Those who have] been part of the program have entered Kindergarten more prepared academically and behaviorally.
>
> Mark Bollman Elementary Principal, Tussey Mountain School District, Bedford County

Pennsylvania Pre-K Counts – Showing Results for Pennsylvania's Young Children

This year's performance is consistent with the first two years; the program's high quality and comprehensive accountability are resulting in documented positive outcomes for children.

Providing at-risk children with a strong foundation. Enrollment for Pennsylvania Pre-K Counts is targeted to children affected by risk factors that can harm their development and chances for school success. In 2009-2010, participating children lived in families earning up to 300 percent of the federal poverty level. Approximately half (49.9%) of children enrolled were also impacted by at least one other risk factor - such as learning English as a second language, having special needs, or living with a parent or guardian that has less than a high school education - making them more likely to struggle in school.

Visiting the farm at The Cuddle Zone Learning Center, Lehigh County

In its third year, Pennsylvania Pre-K Counts grantees served children in 81 percent (402) of Pennsylvania's school districts in 62 counties. Approximately 5.3 percent of 3 and 4 year olds in rural/rural-mix counties were served and 3.7 percent of the 3 and 4 year olds in urban/urban-mix counties participated in Pennsylvania Pre-K Counts.[1]
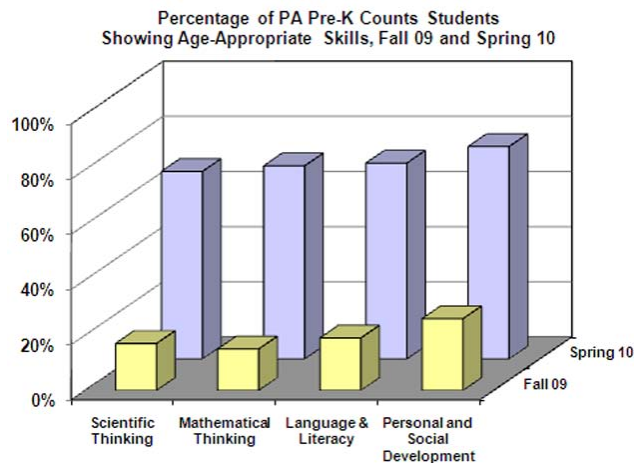
Children making excellent progress, ready for kindergarten. Third year outcomes show that Pennsylvania Pre-K Counts children are:
- Making outstanding progress throughout their participation in the program;
- Entering kindergarten ready to learn; and
- Continuing to achieve in school as they enter kindergarten and first grade.

Nearly every child (over 98 percent) showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills after attending Pennsylvania Pre-K Counts in 2009-2010.

More than 70 percent of children who attended Pennsylvania Pre-K Counts finished the school year with age-appropriate proficiency in literacy, numeracy and social skills.

- The percent of children who were proficient in **Scientific Thinking** increased from 17 percent in Fall to 68 percent in Spring.
- The percent of children who were proficient in **Mathematical Thinking** increased from 15 percent in Fall to 70 percent in Spring.
- The percent of children who were proficient in **Language and Literacy** increased from 19 percent in Fall to 71 percent in Spring.
- The percent of children who were proficient in **Personal and Social Development** increased from 26 percent in Fall to 77 percent in Spring.

Percentage of PA Pre-K Counts Students Showing Age-Appropriate Skills, Fall 09 and Spring 10

Grantees report that Pennsylvania Pre-K Counts graduates continue to perform on par with or better than their peers in kindergarten and first grade. For example:

- Between 36 - 57 percent of Pennsylvania Pre-K Counts graduates scored above the average scores measuring numeracy and early literacy for all kindergarten students entering the Penn Cambria School District in Fall 2009.
- By the end of the 2009-2010 kindergarten year in the Pottstown School District, 94 percent of Pennsylvania Pre-K Counts graduates were at grade level in early literacy, while 85 percent of the total kindergarten population was at grade level. [2]
- Every child (100%) who participated in Pennsylvania Pre-K Counts entered first grade in Harrisburg School District in 2009-2010 with age-appropriate or emerging age-appropriate early literacy skills, while 87 percent of children who did not participate in Pennsylvania Pre-K Counts entered with age-appropriate or emerging age-appropriate early literacy skills.[3]

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

- Eighty-four percent of Pennsylvania Pre-K Counts teachers have Bachelor's degrees and two-thirds have obtained ECE teacher certification. Nearly 25 percent more teachers are ECE certified this year than in 2008-2009.
- The average classroom rating score on the nationally-recognized Environment Rating Scale of classrooms assessed was 5.73 of a possible 7, which is significantly higher than the last year's average score of 5.5 and exceeds quality expectations for the program. This means better teacher-child interaction and learning environments for children.
- The average class size of a Pennsylvania Pre-K Counts classroom is 17 children, which meets best practice recommendations.
- Curricula used in classrooms align with Pennsylvania Early Learning Standards, which reflect components of Pennsylvania's Standards Aligned System and demonstrate sequential learning through a Continuum of Learning document.
- Nearly all (94%) of parent survey respondents changed how they teach their children at home based on information on their child's performance in the program.

Pennsylvania Pre-K Counts - designed for success

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

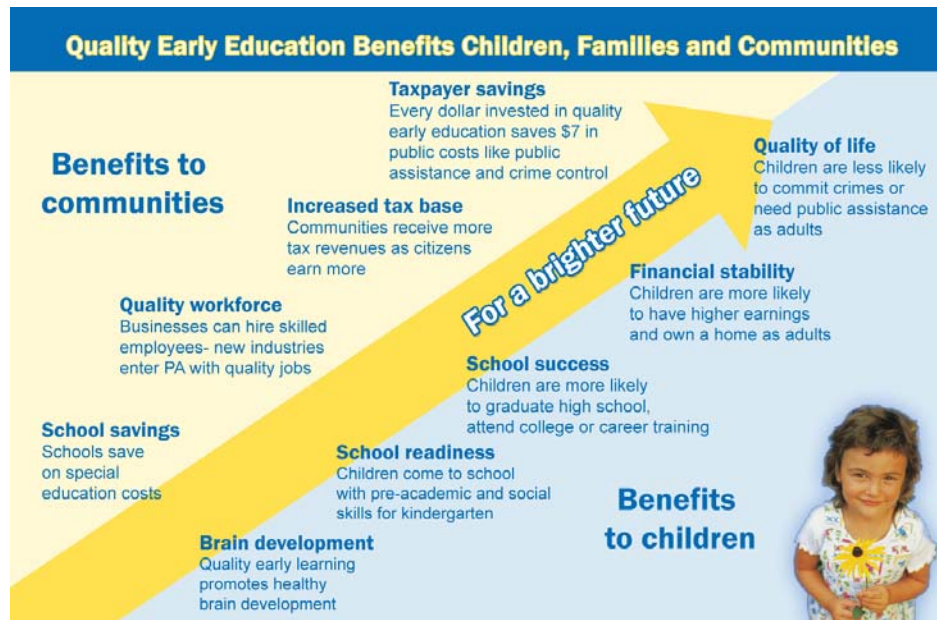## 2009-2010: Pennsylvania Pre-K Counts: Quality Design, Accountability & Results

Design	Accountability	Results
Positive child outcomes: Children's progress assessed three times throughout the year	Grantees report child outcomes using the Work Sampling online tool three times a year	Nearly every child (over 98%) showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills after attending the Pennsylvania Pre-K Counts program
Serving at-risk children: Grantees must locate classrooms in areas of highest risk to serve the most vulnerable children Program focuses on children affected by risk factors such as low-income (300% FPL), English Language Learners, or children with special needs	Grantees must provide a community needs assessment including demographics, risk information, and services already available in the areas that they plan to locate classrooms. Grantees review and maintain copies of income verification documents. Parents sign statement verifying risk factors (income, IEP, etc.); Grantees report risk factors in PELICAN, documentation reviewed by Preschool Program Specialists during site visits	Nearly every (80%) classroom is located in a zip code where at least 30 percent of children under age five live in low-income families Every child living in families earning up to 300 percent of the federal poverty level; approximately half (49.9%) are affected by two or more risk factors
Quality classroom environment: Teachers learn to use the Environment Rating Scale (ERS) assessment; self-assess classrooms; must meet 5.5 on 7 point scale	Independent ERS assessors use Early Childhood Environment Rating Scale – Revised (ECERS-R) to assess classrooms	Average overall score of 5.73 by the observed classrooms, statistically significant increase from last year's overall score of 5.5
Quality teachers: Lead teachers required to be ECE certified; Assistant teachers required CDA or equivalent*	Grantees report teacher education levels through PELICAN online data reporting system; Preschool Program Specialists verify during site visits	84 percent of lead teachers have Bachelor's degrees; 66 percent have ECE certification
Small class sizes: No more than 20 children per classroom with one lead teacher and one teacher aide	Grantees report classroom enrollments online through PELICAN	Average class size was 17, meeting the best practice recommendations
Quality curriculum: Grantees must use a curriculum that aligns with the Pennsylvania Early Learning Standards	OCDEL approves curriculum during application process; grantees report online and Preschool Program Specialists verify use of curriculum during site visits	Grantees using curricula of their choice which align well with the Pennsylvania Early Learning Standards
Engage families: Grantees instructed to include parents in their child's learning	Grantees report quarterly on family involvement activities, such as parent conferences, transition planning	94 percent of parents who responded to family survey stated that information they received on the child's performance in school motivated them to change how they teach their child at home
Fiscal responsibility: Grantees required to use funds for benefit of PA Pre-K Counts classrooms only	Grantees sign detailed grant agreements and provide quarterly fiscal reports which are monitored by OCDEL	Grantees expended funds as per grant requirements

* As per the State Board of Education regulations, Head Start and child care programs have until December 2011 to meet ECE certification requirements, but now must have an Associate's degree or higher in early childhood education. Licensed nursery school teachers must have a BA and private teaching license. Teachers who are not certified are required to develop action plans to obtain certification by 2011.

Pennsylvania Pre-K Counts – for a brighter future

The positive impact of Pennsylvania Pre-K Counts is immediately recognizable in the children and their families, and the long-term benefits will extend throughout our communities.

Pennsylvania Pre-K Counts is part of a quality early education continuum serving the diverse needs of children and families across the commonwealth. Pennsylvania Pre-K Counts is designed to complement other OCDEL programs available to young children and their families so that they can reach their promise. Here are some examples:

Quality Early Education Benefits Children, Families and Communities

Benefits to communities

Taxpayer savings
Every dollar invested in quality early education saves $7 in public costs like public assistance and crime control

Increased tax base
Communities receive more tax revenues as citizens earn more

Quality workforce
Businesses can hire skilled employees- new industries enter PA with quality jobs

School savings
Schools save on special education costs

Brain development
Quality early learning promotes healthy brain development

School readiness
Children come to school with pre-academic and social skills for kindergarten

School success
Children are more likely to graduate high school, attend college or career training

Financial stability
Children are more likely to have higher earnings and own a home as adults

Quality of life
Children are less likely to commit crimes or need public assistance as adults

For a brighter future

Benefits to children

- Because grantees collaborate with their local Child Care Information Services (CCIS) and Head Start agencies, Pennsylvania Pre-K Counts is better able to reach children most in need of services. Grantees coordinate with these local agencies to reach out to families on waiting lists, and help families enrolled in the program find appropriate wrap-around child care and apply for Child Care Works subsidy.

- Grantees collaborate with infant/toddler and preschool Early Intervention services to provide a smooth transition for children entering classrooms, facilitate the Early Intervention services needed for children enrolled in Pennsylvania Pre-K Counts classrooms, and facilitate identification of children who are not receiving Early Intervention services but are eligible. In fact, Pennsylvania Pre-K Counts has been a contributing factor to the increase of EI children in typical settings. Historically, less than 50 percent of preschool children receiving Early Intervention services received their services in typical early childhood settings. Since the creation of Pennsylvania Pre-K Counts and targeted efforts to promote inclusion in Pennsylvania Pre-K Counts classrooms, 15 percent more preschool children receiving Early Intervention services are enrolled in typical classroom settings.

- Participation in Pennsylvania Pre-K Counts has increased many school districts' interest in early education and its connection to kindergarten readiness. Schools have increased their participation in transition activities for preschoolers entering kindergarten; hosted joint professional development with school and early learning program teachers; taken leadership roles on their county's early childhood community engagement group; and some have even updated their kindergarten classroom environments modeled after Pennsylvania Pre-K Counts classrooms.

Now in its third year, Pennsylvania Pre-K Counts is preparing our children, families and communities for a brighter future.

> We are very pleased with PA Pre-K Counts. Our son has learned so much this school year, and gained a lot including numerous skills. All of his teachers were very pleasant and patient. We couldn't have had our son ready for kindergarten without PA Pre-K Counts.
>
> *George & Jeanie Allen, Parents, Venango County*

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

Pennsylvania Pre-K Counts offers a research-based, high quality pre-kindergarten experience that effectively prepares children for kindergarten so they are more likely to succeed in school and in the workforce as adults.

The quality program design, comprehensive accountability and effective implementation are resulting in documented positive impact for Pennsylvania's children, such as:

- Children making excellent progress, ready for kindergarten;
- Great teachers using quality curriculum and learning activities;
- Small class sizes for better instruction; and
- Families engaged in their children's learning.

Number games promote early numeracy at Rainbow's End PKC classroom, Washington County

Children making excellent progress, ready for kindergarten

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

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

Teachers can use this information to guide learning activities and share with parents to work together to promote the child's development.

ACCOUNTABILITY: In 2009-2010 grantees reported outcomes for Pennsylvania Pre-K Counts children across seven developmental areas:

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

Nearly every child (over 98 percent) showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills after attending Pennsylvania Pre-K Counts in 2009-2010.

In 2009-2010, grantees used the Work Sampling[4] Online tool for reporting child outcomes. This report is based on Work Sampling System's Checklist and Guidelines.

RESULTS: Third-year outcomes show that Pennsylvania Pre-K Counts children are:
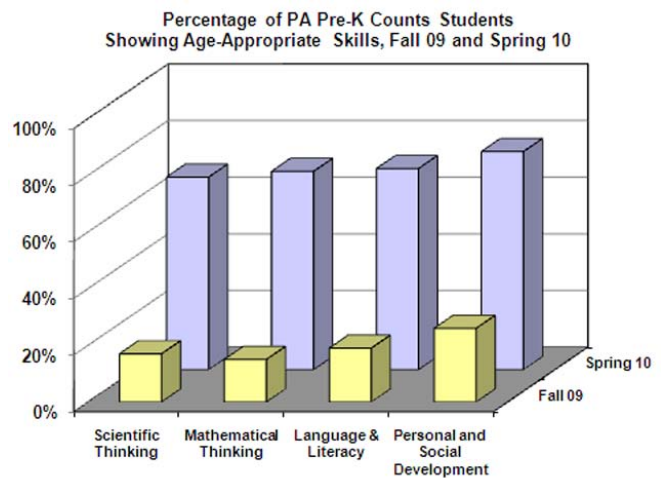- Making outstanding progress throughout their participation in the program;
- Entering kindergarten ready to learn; and
- Continuing to achieve in school as they enter kindergarten and first grade.

These outcomes are consistent with student performance in the first two years of the program.

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Pennsylvania Pre-K Counts graduates continuing progress in kindergarten, first grade

Grantees report that children who participated in Pennsylvania Pre-K Counts continue to perform on par with or better than their peers in kindergarten and first grade. For example:
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> In my PA Pre-K Counts classroom I have seen the program impact the children and families a great deal. Many of the children entering the program in my classroom had delays, had never been in a classroom environment, have behavioral difficulties, and/or had parents who are unsure of the impact they have as the child's first teacher.
>
> With all the work from both home and school [parents and I] as a team ensure a successful educational path for [their children.]
>
> Felicia Meitzler, Teacher, Community Services for Children, Lehigh County

According to an evaluation by the OMG Center for Collaborative Learning, although school districts that enrolled Pennsylvania Pre-K Counts children are the highest risk school districts in the commonwealth, those districts serving the largest number of Pre-K Counts children had a fewer percentage of children entering kindergarten in 2008-2009 with Individualized Education Plans (IEPs) (5.8%) than districts enrolling no Pennsylvania Pre-K Counts children (8.1% had IEPs).

Great teachers using quality curriculum and learning activities

Qualified teachers

Good teachers keep children engaged, promote positive development, address concerns, and work with parents to create learning experiences both in school and at home. These teachers understand how young children learn and can observe children's behaviors, attitudes, and learning styles to provide the most effective learning activities for children to thrive. They also recognize that promoting a young's child's learning requires a partnership between teacher and family. Several studies have found that the presence of teachers

Profile of Pennsylvania Pre-K Counts Lead Teachers as of May 2010

	number	percentage
Total Number of Lead Teachers	877	
Teachers with ECE Certification	576	66%
Teachers with Bachelor Degrees	737	84%
Teachers with Master Degrees	79	9%

Teachers may be counted in more than one category above

with a Bachelor's degree with specialized training in early childhood education leads to better outcomes for young children.[7] The 2006 independent study of Keystone STARS programs also found that classrooms with teachers that had at least an Associate's degree had significantly higher ERS classroom scores.[8] As with any profession, continuing professional development is necessary to refine skills and gain updated knowledge.

DESIGN: All lead teachers are required to have a Bachelor's degree and teacher certification in Early Childhood Education (ECE) by December 2011. Lead teachers in Head Start and child care programs must possess a minimum of an Associate's degree in Early Childhood Education. Lead teachers in licensed nursery school programs must have a minimum of a Bachelor's degree with at least 18 credits in Early Childhood Education and a license to teach in a private academic school. All ECE-certified lead teachers in Pennsylvania Pre-K Counts classrooms must also meet the continuing professional development requirements of Act 48.

Exploring snow, Carlisle Early Education Center
PA Pre-K Counts classroom, Cumberland County

All teachers in Pennsylvania Pre-K Counts classrooms with Instructional Level I (provisional) certification are required to convert to Instructional Level II (permanent) certification within six years of active teaching. For Pennsylvania Pre-K Counts teachers in community-based settings (Head Start, child care, nursery school) the six year deadline did not begin until the start of the 2008-2009 program year.

In order to obtain the Level II certificate, teachers must have at least three years of teaching experience, one year's participation in a Department approved Teacher Induction Plan, six satisfactory semiannual evaluations and continuing education. In 2008, the Pennsylvania Department of Education revised its policy to include

Nearly 25% more lead teachers in PA Pre-K Counts classrooms are ECE-certified than in 2008-2009.

teaching experience in non-school district-based settings to count toward the three year minimum.

Research shows that although their education may be excellent, teachers who are new to the classroom may find that in practice effective instruction, planning and preparing assessments are more difficult than they seemed in school. Without some mentoring, support, and specialized professional development, they may become frustrated and leave the field. The purpose of a Teacher Induction Plan is to provide new teachers with supports, mentoring and professional development so that they are encouraged to remain in the field and earn their permanent teaching certificate. Teacher Induction Plans include activities such as assigning a mentor to each new teacher; providing an orientation and professional development on classroom management and student assessment; and observation of the teacher in the classroom.

> The PA Pre-K Counts teachers follow quality preschool curriculum, which allow for individualization of student goals and is highly encouraged. By my observations, the children are excited and eager to learn. It is truly heartwarming to walk into a classroom, unannounced, and observe great teacher to child and child to child interactions going on.
>
> Unfortunately, most of these children would not have had an opportunity to attend a preschool program. Their families do not qualify for other funding but are unable to financially provide their child with a quality preschool experience. I only wish we were able to offer PA Pre-K Counts to more families.
>
> Sandy Hess, Center Director, Westmoreland County

Community-based programs (child care, Head Start, nursery school) must develop Teacher Induction Plans to enable their lead teachers to convert their Instructional Level I teacher certification to Instructional Level II. Community-based programs may also include teachers not in Pennsylvania Pre-K Counts classrooms in their Teacher Induction Plans. School districts that are lead agencies may include an addendum to their existing Teacher Induction Plans for their community-based partners.

Teacher aides must complete at least two years of postsecondary study, possess a Child Development Associate (CDA) credential[9] or Associate's degree. Teacher aides must complete 24 hours of approved continuing professional development each year.

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

Pennsylvania Pre-K Counts is making it possible for teachers in all participating programs to meet the State

Reading at Wyalusing Valley Children's Center PKC classroom, Bradford County

Board of Education regulations by providing both adequate funding and providing child care and Head Start teachers access to T.E.A.C.H. (Teacher Education and Compensation Helps)[10] scholarships to obtain the necessary college degrees and certification.

Pennsylvania Pre-K Counts teachers in community-based programs were required to develop a Teacher Induction Plan to receive their Level II certificate and submit it to OCDEL for approval. Teacher Induction Plans were submitted to their Preschool Program Specialist by January 2010 as well as progress updates twice a year.

Sharing, counting and teamwork at Forest City Regional School District PKC classroom, Susquehanna County

RESULTS: Two-thirds of Pennsylvania Pre-K Counts lead teachers are ECE-certified. Nearly 25 percent more Pennsylvania Pre-K Counts lead teachers are ECE-certified than in 2008-2009.

More than 400 child care and Head Start teachers in Pennsylvania Pre-K Counts classrooms received T.E.A.C.H. scholarships in 2009-2010 to earn college credits toward degrees in early childhood education.

Curriculum aligned with Learning Standards for Early Childhood

A quality research-based curriculum guides a teacher to provide learning activities that help every child in the classroom develop. There is no one magic curriculum that is best for every classroom and every child, but a quality curriculum will offer activities that are developmentally appropriate. Curriculum includes both the carefully planned environments and activities in the classroom, such as recurring story telling at circle time, as well as unplanned and spontaneous learning, such as learning about climate and weather during the first snowfall or developing self-regulation skills while waiting for a turn on the slide. No matter what model is used, curriculum "affects students by initiating learning and by exposing students to experiences designed to help all children to attain skills and knowledge and to change values and feelings."[11]

> I am extremely proud of my daughter's progress with PA Pre-K Counts and I would recommend it to every parent!
>
> Cory Tameris, Parent, Tioga County

DESIGN: Pennsylvania Pre-K Counts grantees are required to use a curriculum that aligns with Pennsylvania's Learning Standards for Early Childhood.[12] OCDEL developed Early Learning Standards for infants through second grade to establish a common language for quality, regardless of the type of early learning environment (home, school, community-based program).

Pennsylvania's Learning Standards for Early Childhood outline the approaches to learning, communications, (emerging) literacy and numeracy, creative expression, social, and physical skills that a child develops throughout the course of the year and provides guidance for activities to support this development in the classroom and at home. Although they are not designed to be used as a curriculum or assessment tool, they can guide parents and teachers as they choose appropriate learning activities and assessment tools for young children. The Learning Standards for Early Childhood were revised in 2009-2010 to better assure alignment across age groups, based on recommendations from an evaluation report completed by national experts, Sharon Lynn Kagan and Catherine Scott Little. The revised Standards also reflect components of the Department of Education's Standards Aligned System and demonstrate sequential learning through a Continuum of Learning document.

Learning with computers at Pottstown School District
PKC classroom, Montgomery County

An analysis of how closely the commonly-used, pre-kindergarten curricula align with Pennsylvania's Early Learning Standards is posted on the Pennsylvania Department of Education Web site and is available to all Pennsylvania Pre-K Counts grantees as they select the curricula for their classrooms.[13] Grantees are also offered training on how to integrate standards, curriculum, and assessment to promote good instruction, and how curriculum and assessment are related.

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

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

Learning environment that engages and builds trust among children and teachers

Young children learn differently than older children and adults. They need to feel psychologically and physically safe and secure in order to learn. They are active learners, and use their whole bodies and all senses at once. Cognitive processes shape social ones, emotional processes affect language development, physical processes influence cognition, and so on.[14]

Children learn through exploration, engaging their curiosity and creativity. They need activities that engage multiple skills at once (cognitive, physical, social) and give them the flexibility to regulate their own pace a bit.

The relationships with teachers, learning activities and classroom environment have a great impact on a child's development. Recent research has reinforced that high quality teacher-child interactions correlate as strongly with children's learning and behavior as teacher education and small class sizes.[15]

DESIGN: Pennsylvania Pre-K Counts classrooms are evaluated using the Early Childhood Environment Rating Scale-Revised (ECERS-R)[16]. The nationally recognized Environment Rating Scales rate features of a pre-kindergarten classroom that promote children's learning, such as:

- The physical design of the classroom;
- The daily schedule of activity, the types and amount of learning activities available to children;
- How teachers interact with children, parents, and each other;
- How children interact with each other; and
- Promoting acceptance of diversity.

All Pennsylvania Pre-K Counts lead teachers are expected to develop a working knowledge of the

In the four short months that my child has been in PA Pre-K Counts, I have noticed a big improvement with his social interactions with his peers. His self help skills are improving as well. I can't praise his teachers, Miss Kristen and Miss Tina enough. As a mother of two children that have been through the PA Pre-K Counts program, I consider this program to be a wonderful program that fulfills children with many opportunities.

Lori Holloway, Parent, Tender Care Learning Center, Allegheny County

ECERS-R scale through coursework and a self-assessment. Programs are required to conduct a self-assessment of their classroom(s) using the ECERS-R scale before an independent assessment is completed. Pennsylvania Pre-K Counts classrooms are required to earn a 5.5 overall rating on the 7-point ECERS-R scale and no subscale score can be below 3.5.

ACCOUNTABILITY: Independent assessors conduct an evaluation of the program quality in Pennsylvania Pre-K Counts classrooms using the ECERS-R tool. If a classroom does not make the 5.5 rating during the first assessment, or earns below 3.5 on any subscale, the grantee, in cooperation with the Preschool Program

Research on the benefits of quality early education

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

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

Improves academic skills. The Abecedarian Project, a carefully controlled study of at risk children randomly assigned to participate in either a high quality early education program or a non-treated control group, found that children who received high quality early education:
- Earned higher cognitive test scores from the toddler years to age 21.
- Had higher academic achievement in both reading and math from the primary grades through young adulthood.
- Completed more years of education and were more likely to attend a four-year college. (Source: Abecedarian Project, (www.fpg.unc.edu/~abc/)

Benefits child, family and community. Studies of several early childhood interventions, including the High/Scope Perry Preschool Program, Abecedarian Project, Chicago Child-Parent Centers, and Parent Child Development Centers, show that children who participate in a quality early childhood education experience benefit in ways that go beyond the positive outcomes commonly emphasized. These studies also suggest that pre-kindergarten can:
- Strengthen commitment and attitude toward school.
- Lead participants to take better care of their health throughout their lives.
- Start children on the path to financial stability and independence.
- Increase the likelihood that mothers of participating children get good jobs.
- Enhance the parenting skills of participants' parents.
- Produce positive effects that extend into future generations.
    (Overlooked Benefits of Pre-kindergarten, March 2005, http://nieer.org/resources/policyreports/report6.pdf)

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

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

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

Specialist, must develop an improvement plan that includes goals, improvement strategies, responsible person(s), and target dates for completion. Preschool Program Specialists follow up with the grantee over the course of the program year to ensure the improvement plan is implemented.

RESULTS: ERS Assessors completed 254 classroom assessments in 2009-2010, with an average ERS score of 5.7. This year's average score exceeds program requirements and is a statistically significant increase from last year's average score of 5.5.

Small class sizes for better instruction

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

> I want to share how brilliant all the [PA Pre-K Counts] teachers are. My sons' teachers are so caring, thoughtful, and giving. It has been such a joy to work with all the teachers and my children with all the projects. I have been enjoying every moment of this year.
>
> Shelby Fischer, Parent, Lycoming-Clinton County

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

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

RESULTS: Pennsylvania Pre-K Counts programs have reported an average class size of 17 children, which meets recommended best practices.

Involving families in their children's learning

94 percent of parent survey respondents changed how they teach their children at home based on information on their child's performance in the PA Pre-K Counts program

Parents are a child's first teacher and vital to his/her early learning. A high quality early learning program creates a partnership with families to best understand the child's needs and develop a plan to help the child thrive. Research has shown that not only is it vital for families to be involved in a child's early learning, children whose parent/guardian participates in their learning throughout school have higher student performance.[18]

DESIGN: Grantees are instructed to include parents in their child's learning through activities such as including parents in curriculum development and program evaluation; offering parent workshops; having a resource library or toy sharing program; offering volunteering opportunities for parents, and home visitation. As a child enters the Pennsylvania Pre-K Counts program and when they graduate to kindergarten, grantees develop transition plans with families to make these transitions smoother for the child.

ACCOUNTABILITY: Grantees report quarterly specific ways that they have involved parents in their child's learning, such as volunteering, ways for parents to provide feedback, opportunities to participate on advisory committees, activities for families to do together during the summer months and ways to smooth the child's transition to kindergarten.

RESULTS: Parents rate high satisfaction with Pennsylvania Pre-K Counts and engage in their child's learning. In a 2010 survey of nearly 3,200 parents whose children are participating in Pennsylvania Pre-K Counts, approximately 95 percent reported that:

Creativity at work at Danville Head Start PKC classroom, Montour County

- The background of teachers and educational program met their expectations;
- Teachers provided them with new ideas on how to support their child's development at home;
- The program made it easy for them to talk about their child and family;
- The program provided them with ways to get involved such as volunteering opportunities; and
- Information on their child's performance motivated them to change how they teach their child at home.

Nearly every parent (97%) responded that the program respected his/her culture.

Fiscal responsibility

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

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

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

- Grantees sign detailed grant agreements that provide clear definitions and instructions on budget allocations and recordkeeping and restriction of counting Pennsylvania Pre-K Counts children as part of a school district's average daily membership (ADM) or funding a child in a full-day funded Pennsylvania Pre-K Counts slot with funding from Head Start or Child Care Works.

- Grantees enter fiscal information into Pennsylvania's Enterprise to Link Information Across Networks (PELICAN). PELICAN was enhanced to include more fiscal controls, such as assuring that no child can be enrolled in more than one Pennsylvania Pre-K Counts program and implementing an alert system to inform DPW Child Care Works subsidy case managers when children receiving subsidy are also receiving Pennsylvania Pre-K Counts so that Child Care Works payments are not made for any portion of the day in which the child is in a Pennsylvania Pre-K Counts classroom. In 2009-2010 all grantees and partners enter fiscal information into PELICAN. Each Lead Agency and their partners enter budgets and budget revisions into PELICAN. Lead Agencies also report quarterly fiscal expenditures and final expenditures in this system as well. PELICAN keeps all fiscal records electronically for evaluation by OCDEL and the Preschool Program Specialists' review.

- During the 2009-2010 grant year, each Pennsylvania Pre-K Counts Lead Agency and Partner received a site visit from their Preschool Program Specialist to assure compliance with grant language, program guidance,

and reporting requirements. These visits included a review of budget documents, fiscal reporting and proper use of funds.

- **NOTE**: Due to the budget impasse, many classrooms opened later than usual. OCDEL required grantees who delayed opening of classrooms to submit revised, prorated budgets and adjusted their grants accordingly.

RESULTS: As of June 30, 2010, funds were expended as per the grant requirements.

Comprehensive accountability of programs to ensure results for children

Pennsylvania achieved such impressive results in its first three years of Pennsylvania Pre-K Counts because of the quality design, accountability and implementation of the program.

The quality components of Pennsylvania Pre-K Counts meet or exceed nearly every quality benchmark set by the National Institute for Early Education Research (NIEER) for a quality pre-kindergarten program that will prepare children for school.

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

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

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

Site visits. Preschool Program Specialists conduct site visits and, using a comprehensive Program Review Instrument (PRI), evaluate each grantee on how it has met program requirements for staff qualifications, reporting, communications/interactions, meeting and training attendance, continuous quality improvement, teacher qualifications, funds management, classroom environment, enrollment and attendance of the children, and program review.[19]

Bike-a-thon at Day Care Centers, Inc. PKC classroom, Montgomery County

> Students who have attended PA Pre-K Counts are entering kindergarten with high levels of social and cognitive skills. At the beginning of kindergarten, we assess all our students using the DIBELS screener. We have found that those students who have attended the PA Pre-K Counts Program have scored significantly higher than those students who have not attended the program. Specifically, the skills of initial sound fluency and letter-naming fluency have been higher.
>
> Carol Del Ponte & Marguerite Frank, Kindergarten Teachers, Clearfield County

Independent ERS assessments. Independent assessors evaluate individual classrooms using the nationally recognized Early Childhood Environment Rating Scales-Revised (ECERS-R).

Continuous Quality Improvement Plans. Based on the results of their PRIs, ERS scores, self-assessment and other reporting, grantees are required to develop annual Continuous Quality Improvement Plans. The plans help grantees identify strengths and weaknesses in their programs and develop strategies to address weaknesses. Programs can integrate existing strategic plans (such as a School District Improvement Plan, Head Start Self-Assessment or Keystone STARS Continuous Quality Improvement Plan). Grantees are encouraged to obtain internal and external stakeholder feedback and buy-in to the plan. Preschool Program Specialists periodically review progress on the Plans.

Profile of Children Enrolled in Pennsylvania Pre-K Counts

DESIGN: Pennsylvania Pre-K Counts is designed primarily to serve children affected by risk factors that can harm their development and chance for school success. Research has shown that at-risk children who participate in high quality pre-kindergarten can overcome risk factors, make accelerated progress in development and enter kindergarten ready to learn. Children affected by a number of risk factors, including limited family

Total Pennsylvania Pre-K Counts Enrollment by Region, May 2010

Region	Total Enrollments	Est. # Of 3 Year Olds Enrolled	Est. # Of 4 Year Olds Enrolled
Central	1,340	348	992
Northeast	2,104	670	1,434
Northwest	2,018	600	1,418
South Central	1,412	410	1,002
Southeast	3,260	1,382	1,878
Southwest	1,729	650	1,079
TOTALS	**11,863**	**4,060**	**7,803**

*Estimated age groups determined by September 1, 2009 cut off date

earnings, are more likely to enter school behind their peers and benefit most from a quality pre-kindergarten experience.

Eligibility for Pennsylvania Pre-K Counts includes children who are between age three until the entry age for kindergarten and living in a family earning 300 percent of the federal poverty level or less, (or a family of four earning $66,150). Children living in low-income families are more likely to have poor nutrition, chronic health problems, and be less prepared for and have more difficulty in school. According to the Pennsylvania Department of Labor and Industry's Self-Sufficiency Standard, a family of four with one preschooler and one school-age child needs to earn approximately 300 percent of the federal poverty level in order to be able to afford the basic necessities such as child care, nutritional food, adequate housing or health care, without having to choose between them. [20]

Additional Risk Factors* Affecting Children in Pennsylvania Pre-K Counts, May 2010

Risk Factor	Total	percent of Children
English Language Learner	1,232	10.4%
Family in Child Welfare System	920	7.8%
Individualized Education Plan	798	6.7%
Guardian has not obtained a High School Diploma or GED	181	1.5%
Homeless	64	0.5%
Migrant / Seasonal Student	38	0.3%
Other Risk Factors	3,299	27.8%
With Multiple Risk Factors Listed	**5,915**	**49.9%**

*All children live in families earning less than 300 percent of the federal poverty level and thus are impacted by at least one risk factor for failing in school.

Children may also be impacted by other risk factors, such as:

- **English Language Learners**. Students who are English Language Learners (ELL) are much less likely than students whose first language is English to score at or above the proficient level in mathematics in both the elementary and middle school grades. The measured gaps are in the double-digits.[21]
- **Having special needs**. Children with disabilities or developmental delays benefit greatly from the most inclusive, high quality early education setting possible.
- **Family in the Child Welfare system**. A child who is a foster child, a kinship care child or receiving Children and Youth services is in a less than stable environment, may be experiencing higher stress and thus at risk of failing in school.

> **Nearly half of children participating in PA Pre-K Counts are affected by two or more risk factors, making them more likely to fail in school, but also more likely to benefit from quality early education.**

> The PA Pre-K Counts program has been tremendous in my daughter, Rachel's, development. She now knows all of her letters, numbers, shapes, and colors, can write most of her letters and can write her name. She has learned how to interact, share, and socialize with children her age. She absolutely loves to come to school every day and gets very disappointed when it is the weekend and she doesn't get to go to school.
>
> We feel so blessed in that this program exists and that Rachel can be a part of it because without it we would not be able to afford to send her to a preschool program. We appreciate all the time and effort the teachers put into Rachel's education, and we thank the state for making this program possible for children in our situation that would not qualify for a Head Start program but still cannot afford to private pay for preschool.
>
> Kristi Maggi, Parent, Beaver County

Children Participating in PA Pre-K Counts by School District of Residence, May 2010

Office of Child Development & Early Learning
Departments of Education & Public Welfare

Legend
- County Lines
- PA Pre-K Counts children do not reside in school district
- PA Pre-K Counts children reside in school district
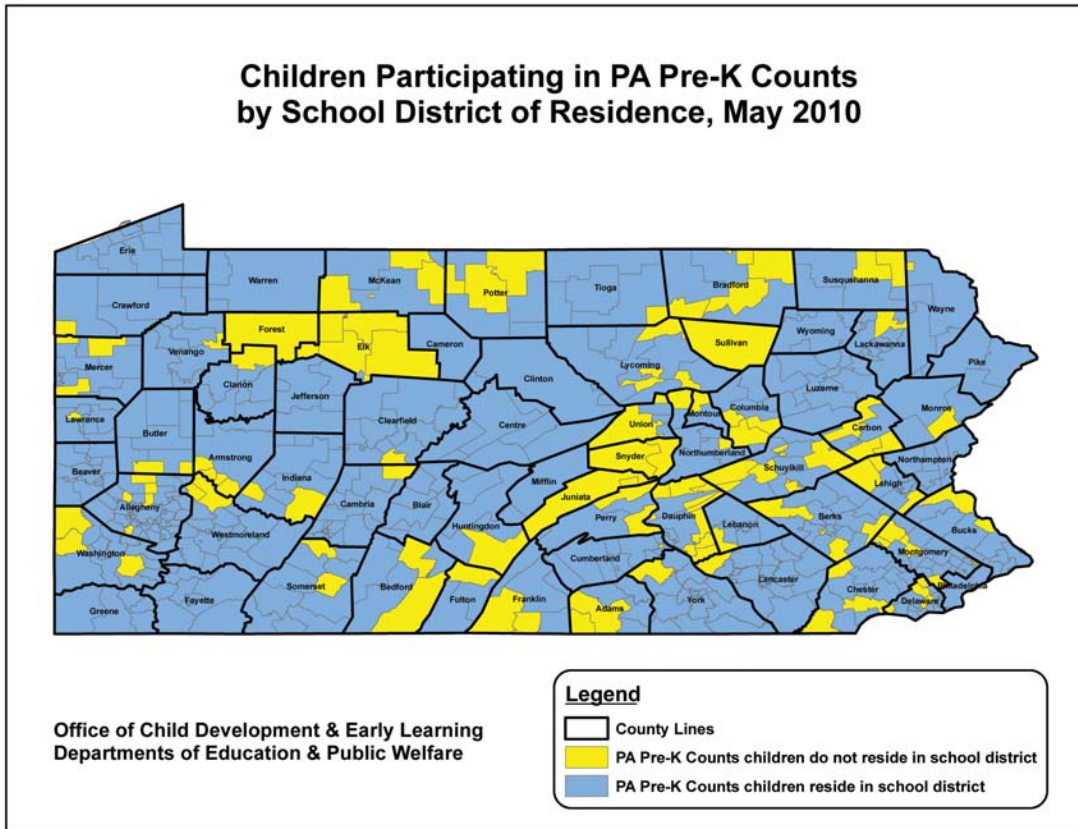
Often children affected by these risk factors enter school without all the academic and social skills they need to succeed. This readiness gap can widen into an "achievement gap" as the child goes through school. Although all children benefit from quality pre-kindergarten, research has shown that at-risk children benefit the most, and can often catch up with their peers developmentally by the end of the pre-kindergarten year.

Grantees are instructed to prioritize enrollment to children most at-risk in their communities. These eligibility criteria make it possible for programs to serve children who can benefit most from a high quality pre-kindergarten experience.

ACCOUNTABILITY: Pennsylvania has made a concerted effort in its selection of Pennsylvania Pre-K Counts grantees and its monitoring process to ensure that the program targets children at risk of school failure.

Application process. In their application, grantees provide a detailed needs assessment of the communities in which they would like to place classrooms, including poverty levels by zip code, and percentage of population for which English is a second language. Grantees are expected to conduct significant outreach activities in their communities to locate children most at risk. This includes collaboration with the local Head Start Agency and Child Care Information Services (CCIS) agencies to reach out to families on waiting lists for these programs.

Bake sale at Wee Wons PKC classroom teaches numeracy (measuring, counting), following directions and teamwork, Monroe County

Income verification. Beginning in 2009-2010, grantees are required to review and maintain a copy of documentation of income. In addition, parents are required to identify the risk categories in which their child belongs and sign and print their name indicating that, 1) the information provided is accurate to the extent of their knowledge, 2) they understand that they may be asked to verify its accuracy at a later date, and 3) they are giving permission to provide this information to the Pennsylvania Department of Education as required for Pennsylvania Pre-K Counts program reporting. Grantees enter data on the children enrolled into the PELICAN system.

Learning about wildlife, Lancaster-Lebanon IU PKC classroom, Lancaster County

Monitoring and review. OCDEL and Preschool Program Specialists review documentation in PELICAN and onsite to verify student information. Grantees also report on a number of factors that affect a child's development such as:

- Child's attendance;
- Mother's age and education;
- Number of children in home; and
- Number of books in home.

RESULTS: In its third year, Pennsylvania Pre-K Counts served children in 81 percent (402) of Pennsylvania's school districts in 62 counties. Approximately 5.3 percent of 3 and 4 year olds in the rural/rural-mix counties were served and 3.7 percent of the 3 and 4 year olds in the urban/urban-mix counties were served in Pennsylvania Pre-K Counts.[22]

Pennsylvania Pre-K Counts is reaching at-risk children who have never had access to quality early education before. Nearly every (80%) classroom is located in a zip code where at least 30 percent of children under age five live in low-income families. Nearly half (45%) of Pennsylvania Pre-K Counts classrooms are located in zip codes where at least half of the children under age five live in low-income families.

All children are affected by at least one risk factor (living in families earning up to 300 percent of the federal poverty level.) According to grantee reports, nearly half (49.9%) are affected by two or more risk factors, which puts them at even higher risk of failing in school.

Pennsylvania Pre-K Counts is still only reaching a fraction of eligible children in Pennsylvania.[23] In 2009-2010, Pennsylvania Pre-K Counts served:
- Approximately 7 percent of all preschool children in Pennsylvania living in families earning up to 300 percent of the federal poverty level[24];
- Approximately 16 percent of all preschool children in Pennsylvania who are English Language Learners[25]; and
- Approximately 3 percent of all preschool children in Pennsylvania who have an Individualized Education Plan (IEP).

My son Adam was recommended for PA Pre-K Counts by his Early Intervention teacher. She believed he made such great strides in EI that he would excel in PA Pre-K Counts.

One of our biggest worries was that he would be in a setting without his big brother looking out for him. Adam is making his own way in the classroom just fine, making new friends, becoming more outspoken, and learning new things every day. He is always excited to come home and show everyone what he made that day, or tell us a new rhyme or story. I believe him being in PA Pre-K Counts is really going to make his transition to kindergarten a very smooth process.

Stephanie Do, Parent, Luzerne County

Overall, four percent of Pennsylvania's 3 and 4 year olds participated in Pennsylvania Pre-K Counts in 2009-2010. See Appendix B for county-specific information.

Because quality early education can positively influence the academic success of at-risk children throughout their school careers, it is vital that Pennsylvania provides access to quality early education to those children who benefit most from the experience. Pennsylvania has made progress, but children are still being left behind. For example, nearly 60 percent of Pennsylvania's three and four year olds live in families earning 300 percent of the federal poverty level or less. Currently, about 55 percent of all three and four year olds in Pennsylvania have access to state-funded quality early education programs.[26]

Many programs have waiting lists and report that at the start of the 2010-2011 school year, approximately 4,500 eligible children were on waiting lists for Pennsylvania Pre-K Counts.

Profile of Pennsylvania Pre-K Counts Grantees

Pennsylvania Pre-K Counts grantees include child care centers and group child care homes with a Keystone STAR 3 or 4 rating, Head Start programs, school districts, and licensed nursery schools. Some grantees are single organizations, while approximately one-third (53) of the Pennsylvania Pre-K Counts' 153 grantees have established partnerships with other programs. Applicants were encouraged to form partnerships because experience has shown that pre-kindergarten partnerships improve the quality of early learning opportunities for children while creating a strong quality early education system within communities. When early education programs work together, they build upon each other's strengths and resources. For a detailed chart of each grantee, see Appendix A.

Pennsylvania Pre-K Counts Grantees by Provider Type, as of May 2010

Type of provider	Number of Lead Agencies (Single Applicants & Joint Partnerships)	Number of Partners
School District	66	9
Child Care	51	136
Head Start	32	9
Licensed Nursery School	3	11
Non-Profit Organization	1	0
TOTAL	**153**	**165**

My husband and I were in a hard place at the point where we could sign Brady up. My husband had lost his job and had been unemployed for quite some time. Financially, we were not ok. As we were talking about what we were going to do to keep him in school, someone we know mentioned the PA Pre-K Counts program. We weren't sure we would qualify, but we took the chance. Everyone in the district was so nice and helpful to us; they let us know we did qualify and got him enrolled. It was an answer to a prayer for us, just knowing he would be able to get a good start without costing us the money we did not have.

Brady is getting ready to "graduate" PA Pre-K Counts. He now recognizes every letter of the alphabet (uppercase and MOST lowercase), he knows all his numbers (Tells me book page numbers as we read, even double digits), he no longer calls letters numbers and vice versa, he get stickers almost every rest time (HUGE feat for him!!), he plays well with the other students with little or no problems, and he will sit even at home and do puzzles or play learning games! We are so incredibly impressed with the PA Pre-K Counts program, we can't say enough about it.

Tami Pike, Parent, Erie County

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

Families, school districts, and communities are becoming increasingly aware that a quality education begins at birth. To fully promote children's development, our educational programs from birth through higher education need to be aligned and responsive to the diverse needs of families and communities.

Pennsylvania Pre-K Counts is a key part of Pennsylvania's quality early education continuum and is designed to coordinate well with other OCDEL programs and to prepare our children for success in school.

Using all their senses to learn at Penn Cambria School District PKC classroom, Cambria County

- All of Pennsylvania's early education programs, including Pennsylvania Pre-K Counts, use Pennsylvania's Learning Standards for Early Childhood as the basis for curriculum development and observation. This makes it easier for teachers who serve a child throughout their early childhood years to work together to better understand a child's progress and needs, and create a smoother transition for child and family as they move from one classroom or one program to another. The Early Learning Standards align with K-12 standards, so children participating in programs using the Early Learning Standards are better prepared for kindergarten.

- Because grantees collaborate with their local Child Care Information Services (CCIS) and Head Start agencies, Pennsylvania Pre-K Counts is better able to reach children most in need of services. Grantees coordinate with these local agencies to reach out to families on waiting lists, and help families enrolled in the program find appropriate wrap-around child care and apply for Child Care Works subsidy.

- Grantees collaborate with infant/toddler and preschool Early Intervention services to provide a smooth transition for children entering classrooms, facilitate the Early Intervention services needed for children enrolled in Pennsylvania Pre-K Counts classrooms, and facilitate identification of children who are not receiving Early Intervention services but are eligible. In fact, Pennsylvania Pre-K Counts has been a contributing factor to the increase of EI children enrolled in typical settings. Historically, less than 50 percent of preschool children receiving Early Intervention services received their services in typical early childhood settings. Since the creation of Pennsylvania Pre-K Counts and targeted efforts to promote inclusion in Pennsylvania Pre-K Counts classrooms, 15 percent more preschool children receiving Early Intervention services are enrolled in typical classroom settings.

- By including school districts and community-based early learning programs, such as child care, licensed nursery schools and Head Start, Pennsylvania Pre-K Counts builds upon the early education expertise in the commonwealth, is better serving the needs of our working families, and is increasing quality throughout the early education field. For example, Pennsylvania Pre-K Counts grantees are helping teachers in community-based settings (child care, Head Start, licensed nursery school) earn their ECE teacher certification and to meet the State Board of Education requirements for pre-kindergarten teachers in school-based settings.

- Pennsylvania Pre-K Counts was one of the first programs to participate in Pennsylvania's PELICAN data system and the Pennsylvania Early Learning Network. By 2009-2010, Pennsylvania Pre-K Counts has been joined by Early Intervention, Head Start Supplemental, and Keystone STARS 3 & 4 programs. As more programs participate in the Early Learning Network, families and teachers have more information to support children's learning and development. Pennsylvania can also evaluate the effectiveness of its programs and develop strategies to improve performance.

- Participation in Pennsylvania Pre-K Counts has increased many school districts' interest in early education and its connection to kindergarten readiness. Schools have increased their participation in transition activities for preschoolers entering kindergarten; hosted joint professional development with school and early learning program teachers; taken leadership roles on their county's early childhood community engagement group; and some have even updated their kindergarten classroom environments modeled after Pennsylvania Pre-K Counts classrooms.

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

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

Vision for the Future

For three years, Pennsylvania Pre-K Counts has documented positive outcomes for children participating in the program. As grantees have refined their outreach and enrollment to serve the most at risk children, they have also reported amazing progress, with nearly every child age-appropriate or emerging age-appropriate skills by the end of the school year.

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

In 2009-2010, new regulations were created for Pennsylvania Pre-K Counts that reinforce the quality expectations of the program. Grantees will continue to meet and likely exceed these expectations.

Grantees continue to support teachers in community-based programs as they work towards their Early Childhood Education teaching certificates in order to meet the State Board of Education regulations in 2011, as well as supporting the teacher induction process so newly certified teachers convert to permanent teaching certification.

As the first Pennsylvania Pre-K Counts graduates enter second grade in 2010-2011, promoting partnerships between school districts and early learning programs is vital. OCDEL and grantees continue to strengthen relationships to encourage smooth transitions for children and ability to share the student's progress from pre-kindergarten to kindergarten and beyond. As OCDEL continues to integrate early childhood into Pennsylvania's Standards Aligned System, school districts will become more aware of the early childhood components of a child's education and have a common language with early education from which to build conversations and relationships.

OCDEL and grantees will also pay particular attention to encouraging parent engagement in their child's learning and transitioning to kindergarten.

Endnotes

[1] The children served are as of May 2010 per PELICAN

[2] Based on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment

[3] Based on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment

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

[5] Based on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment

[6] Based on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment

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

[8] "Evaluation of Pennsylvania's Keystone STARS Quality Rating System in Child Care Settings, " December 2006, available at www.pakeys.org/stars/KeystoneStarsEvaluation.aspx

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

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

[11] Vold, E. B. (2003). Young children's affirmation of differences: Curriculum that is multicultural and developmentally appropriate. In J. P. Isenberg & M. R. Jalongo (Eds.), *Major trends and issues in early childhood education: Challenges, controversies, and insights (Second edition)* (pp. 30-46). New York: Teaches College Press,p. 31.

[12] www.education.state.pa.us, keyword search: "Early Childhood Education Standards"

[13] www.portal.state.pa.us/portal/server.pt/community/Standards/8709/

[14] (Kostelnik et al, 2007)

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

[16] For more information on the Environment Rating Scales, visit http://www.fpg.unc.edu/~ECERS/.

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

[18] Jeynes, W. H. (2005). Parental involvement and student achievement: A meta-analysis (Family Involvement Research Digest). Cambridge, MA: Harvard Family Research Project. Retrieved January 1, 2007, from http://www.gse.harvard.edu/hfrp/ publications_resources/publications_series/family_involvement_research_digests/ parental_involvement_and_student_achievement_a_meta_analysis.

[19] The ELS announcement is included in Appendix H

[20] http://pathwayspa.org/Self_Sufficiency_Standard.pdf

[21] http://justspanish4u.com/yahoo_site_admin/assets/docs/Pew-Hispanic_Center.23880753.pdf

[22] The children served are as of May 2010 per PELICAN.

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

[24] Calculation based on Total PA Ages 3 & 4 Population (2008 PA Population Estimates) & % of Total Population Under Age 6 At or Below 300% of FPL (2006-2008 American Communities Survey)

[25] Calculation based on Total PA Ages 3 & 4 Population (2008 PA Population Estimates) & % of PA School Enrollments Under 18 that are ELL / LEP (2008-2009)

[26] Because children can be affected by more than one risk factor and there is no unduplicated documentation for children affected by every risk factor, reach is determined by the number of three and four year olds living in families earning 300 percent of the federal poverty level or less. Number of 3 and 4 year olds participating in quality early education based on 2008-2009 Reach and Risk Report. Quality early education programs include school-based pre-k and K4 programs, Accountability Block Grant pre-k and K4, Preschool Early Intervention, Head Start Supplemental Assistance Program, and Keystone STAR child care programs.

COUNTY	LEAD AGENCY NAME	ADDRESS	CITY	STATE	ZIP	GRANT AMOUNT	TOTAL ENROLLMENTS
Adams	LITTLE LIFE ENRICHMENT CENTER	229 LINCOLN WAY E	NEW OXFORD	PA	17350	$ 70,333	21
Adams & Carbon	RURAL OPPORTUNITIES, INC.	1500 N 2ND ST STE 11	HARRISBURG	PA	17102	$ 238,278	32
Allegheny	ALLEGHENY INTERMEDIATE UNIT	475 EAST WATERFRONT DRIVE	HOMESTEAD	PA	15210	$ 1,959,299	274
Allegheny	BUTTERFLY GARDEN EARLY LEARNING CENTER (FOCUS ON RENEWAL)	701 CHARTIERS AVE	MC KEES ROCKS	PA	15136	$ 67,950	22
Allegheny	COUNCIL OF THREE RIVERS AMERICAN INDIAN CENTER, INC.	120 CHARLES ST	PITTSBURGH	PA	15238	$ 659,800	98
Allegheny	HIGHLANDS SD	5591 RIDGE RD	NATRONA HEIGHTS	PA	15065	$ 134,300	34
Allegheny	MCKEESPORT AREA SD	3600 O'NEIL BLVD	MCKEESPORT	PA	15132	$ 378,822	74
Allegheny	PITTSBURGH SD	1398 PAGE ST	PITTSBURGH	PA	15233	$ 2,542,650	318
Allegheny	RIVERVIEW CHILDREN'S CENTER, INC.	655 SYLVAN WAY	VERONA	PA	15147	$ 442,400	80
Allegheny	WEST MIFFLIN AREA SD	3000 LEBANON CHURCH RD	WEST MIFFLIN	PA	15122	$ 268,600	68
Allegheny	WILKINSBURG BOROUGH SD	718 WALLACE AVENUE	WILKINSBURG	PA	15221	$ 532,950	94
Allegheny	WOODLAND HILLS SD	2430 GREENSBURG PIKE	PITTSBURGH	PA	15221	$ 268,600	36
Armstrong	ARMSTRONG COUNTY COMMUNITY ACTION AGENCY	124 ARMSDALE RD	KITTANNING	PA	16201	$ 131,833	22
Beaver	AMBRIDGE AREA SD	740 PARK ROAD	AMBRIDGE	PA	15003	$ 129,217	20
Beaver	BIG BEAVER FALLS AREA SD	1503 8TH AVE	BEAVER FALLS	PA	15010	$ 134,300	19
Beaver	CIVIC SENIOR CITIZENS CLUB, INC. (BEAVER COUNTY HEAD START)	1200 MAIN ST	ALIQUIPPA	PA	15001	$ 112,058	17
Beaver	HAP ENTERPRISES, INC. / TINY TOTS LEARNING CENTER	3007 SCHOOL ST	ALIQUIPPA	PA	15001	$ 85,947	22
Beaver	RIVERSIDE BEAVER COUNTY SD	300 COUNTRY CLUB DRIVE	ELLWOOD CITY	PA	16117	$ 158,000	20

COUNTY	LEAD AGENCY NAME	ADDRESS	CITY	STATE	ZIP	GRANT AMOUNT	TOTAL ENROLLMENTS
Beaver	WESTERN BEAVER COUNTY SD	216 ENGLE RD	INDUSTRY	PA	15052	$ 158,000	20
Beaver & Butler	LIFESTEPS, INC.	383 NEW CASTLE RD	BUTLER	PA	16001	$ 406,850	93
Bedford	CHESTNUT RIDGE SD	3281 VALLEY RD	FISHERTOWN	PA	15539	$ 253,000	69
Bedford	TUSSEY MOUNTAIN SD	1110 MIFFLIN ST	SAXTON	PA	16678	$ 173,354	44
Berks	BERKS COMMUNITY ACTION PROGRAM	PO BOX 22	READING	PA	19603	$ 1,603,700	251
Blair	CHILD ADVOCATES OF BLAIR COUNTY, INC.	319 SYCAMORE ST	ALTOONA	PA	16602	$ 238,944	34
Blair	KIDS FIRST BLAIR COUNTY	2713 W CHESTNUT AVE	ALTOONA	PA	16601	$ 141,428	20
Blair	TYRONE AREA SD	601 CLAY AVE	TYRONE	PA	16686	$ 343,650	69
Blair	BEGIN WITH US CC AND PRESCHOOL INC	703 GRANT AVE	ALTOONA	PA	16602	$ 268,600	34
Bradford	ATHENS AREA SD	204 WILLOW STREET	ATHENS	PA	18810	$ 118,500	15
Bradford	NORTH PENN COMPREHENSIVE HEALTH SERVICES / BRADFORD TIOGA HEAD START	22 WALNUT ST	WELLSBORO	PA	16901	$ 123,617	34
Bradford	WYALUSING VALLEY CHILDREN'S CENTER, INC.	RR 1 BOX 185 B	WYALUSING	PA	18853	$ 284,400	36
Bucks	BRISTOL TOWNSHIP SD	6401 MILL CREEK RD	LEVITTOWN	PA	19057	$ 473,428	62
Bucks	MORRISVILLE BOROUGH SD	150 CLYMER AVE	MORRISVILLE	PA	19067	$ 249,950	45
Bucks	NESHAMINY SD	2001 OLD LINCOLN HWY	LANGHORNE	PA	19047	$ 72,500	20
Bucks	UNITED WAY OF BUCKS COUNTY	413 HOOD BLVD	FAIRLESS HILLS	PA	19030	$ 305,999	49
Butler	BUTLER COUNTY CHILDREN'S CENTER, INC.	131 HOMEWOOD DR	BUTLER	PA	16001	$ 274,830	53
Cambria	CAMBRIA HEIGHTS SD	428 GLENDALE RD	PATTON	PA	16668	$ 134,300	17
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA COUNTY	516 MAIN ST	JOHNSTOWN	PA	15901	$ 613,891	121
Cambria	CONEMAUGH VALLEY SD	1340 WILLIAM PENN AVE	JOHNSTOWN	PA	15906	$ 201,430	34

COUNTY	LEAD AGENCY NAME	ADDRESS	CITY	STATE	ZIP	GRANT AMOUNT	TOTAL ENROLLMENTS
Cambria	GREATER JOHNSTOWN SD	1091 BROAD STREET	JOHNSTOWN	PA	15906	$ 94,200	12
Cambria	NORTHERN CAMBRIA SD	600 JOSEPH STREET	NORTHERN CAMBRIA	PA	15714	$ 118,500	30
Cambria	PENN CAMBRIA SD	214 POWELL AVENUE	CRESSON	PA	16630	$ 120,955	24
Cambria & Clearfield	HARMONY AREA SD	5239 RIDGE ROAD	WESTOVER	PA	16692	$ 158,000	61
Cameron	NORTHERN TIER COMMUNITY ACTION CENTER	79 1/2 MECHANIC STREET	BRADFORD	PA	16701	$ 118,500	15
Carbon	JIM THORPE AREA SD	410 CENTER AVE	JIM THORPE	PA	18229	$ 158,000	41
Centre	THE PENNSYLVANIA STATE UNIVERSITY	201 HENDERSON BLDG	UNIVERSITY PARK	PA	16802	$ 335,750	35
Centre	CHILD DEVELOPMENT & FAMILY COUNCIL OF CENTRE COUNTY	2565 PARK CENTER BLVD	STATE COLLEGE	PA	16801	$ 268,600	40
Centre & Clearfield	CEN-CLEAR CHILD SERVICES, INC.	1633 PHILIPSBURG-BIGLER HW	PHILIPSBURG	PA	16866	$ 858,200	194
Chester	CREATIVE EDUCATION, INC.	1027 NEWARK RD	TOUGHKENAMON	PA	19374	$ 67,318	9
Chester	OWEN J ROBERTS SD	901 RIDGE RD	POTTSTOWN	PA	17022	$ 158,000	17
Chester	WARWICK CHILD CARE CENTER, INC.	300 N POTTSTOWN PIKE	EXTON	PA	19341	$ 126,400	16
Chester & Montgomery	POTTSTOWN SD	BEECH & PENN STREETS	POTTSTOWN	PA	19464	$ 981,328	138
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	18 WESTERN AVE	BROOKVILLE	PA	15825	$ 750,650	195
Clearfield	CHILDREN'S AID SOCIETY IN CLEARFIELD COUNTY	1008 S 2ND ST	CLEARFIELD	PA	16830	$ 134,300	17
Clinton & Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR COMMUNITY ACTION (STEP), INC.	2138 LINCOLN ST	WILLIAMSPORT	PA	17701	$ 604,489	77
Columbia	COLUMBIA DAY CARE PROGRAM, INC.	215 E 5TH ST	BLOOMSBURG	PA	17815	$ 106,725	15
Crawford	PENNCREST SD	18741 STATE HWY 198	SAEGERTOWN	PA	16433	$ 334,942	56

COUNTY	LEAD AGENCY NAME	ADDRESS	CITY	STATE	ZIP	GRANT AMOUNT	TOTAL ENROLLMENTS
Crawford	FAMILY & COMMUNITY CHRISTIAN ASSOCIATION	378 CHESTNUT ST	MEADVILLE	PA	16335	$ 487,214	93
Cumberland	CARLISLE DAY CARE CENTER, INC.	100 E POMFRET ST	CARLISLE	PA	17013	$ 94,800	11
Cumberland	MECHANICSBURG AREA SD	100 E ELMWOOD AVE	MECHANICSBURG	PA	17055	$ 79,000	12
Cumberland, Lancaster, & York	KNOWLEDGE LEARNING CORPORATION	1849 CHARTER LN	LANCASTER	PA	17601	$ 406,850	51
Dauphin	HALIFAX AREA SD	3940 PETERS MOUNTAIN ROAD	HALIFAX	PA	17032	$ 165,236	30
Dauphin	HARRISBURG CITY SD	2101 N FRONT ST	HARRISBURG	PA	17110	$ 3,412,800	433
Dauphin	HEAVEN SENT ACADEMY LLC	1105 WESTMINSTER RD	HARRISBURG	PA	17109	$ 159,000	4
Dauphin	STEELTON-HIGHSPIRE SD	4 WALNUT ST	STEELTON	PA	17113	$ 67,150	20
Delaware	CHESTER-UPLAND SD	1720 MELROSE AVENUE	CHESTER	PA	19013	$ 948,000	80
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT #25	6 OLIVE ST	MEDIA	PA	19063	$ 1,880,415	253
Erie	CORRY AREA SD	18700 CONELWAY RD	CORRY	PA	16407	$ 316,000	40
Erie	DR. GERTRUDE A. BARBER CENTER, INC.	100 BARBER PL	ERIE	PA	16507	$ 229,100	29
Erie	EARLY CONNECTIONS, INC.	420 W 6TH ST	ERIE	PA	16507	$ 224,650	40
Erie	ERIE CITY SD	148 W 21ST ST	ERIE	PA	16502	$ 1,231,600	226
Erie	GREATER ERIE COMMUNITY ACTION COMMITTEE	18 W 9TH ST	ERIE	PA	16501	$ 485,333	77
Erie	MILLCREEK TOWNSHIP SD	5774 STERRETTANIA RD	FAIRVIEW	PA	16415	$ 118,500	29
Erie	BENEDICTINE SISTERS, INC.	345 E 9TH ST	ERIE	PA	16503	$ 158,000	6
Erie	YMCA OF GREATER ERIE	31 W 10TH ST	ERIE	PA	16501	$ 885,450	161
Fayette	FRAZIER SD	403 W CONSTITUTION STREET	PERRYOPOLIS	PA	15473	$ 177,750	46
Fayette	PIC - WESTMORELAND/FAYETTE	531 S. MAIN STREET	GREENSBURG	PA	15601	$ 1,069,081	146
Franklin	CHAMBERSBURG AREA SD	435 STANLEY AVENUE	CHAMBERSBURG	PA	17201	$ 421,666	63
Franklin	FANNETT-METAL SD	14823 PATH VALLEY ROAD	WILLOW HILL	PA	17271	$ 140,556	21
Fulton	SOUTHERN FULTON SD	3072 GREAT COVE RD	WARFORDSBURG	PA	17267	$ 181,238	47

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Greene & Washington	COMMUNITY ACTION SOUTHWEST	150 W BEAU ST STE 304	WASHINGTON	PA	15301	$ 1,289,228	185
Huntingdon	HUNTINGDON COUNTY CHILD & ADULT DEVELOPMENT CORPORATION	52 JUNIATA AVE	HUNTINGDON	PA	16652	$ 394,266	64
Indiana	GRAND BEGINNINGS CHILDREN'S CENTER, INC.	339 GRANDVIEW AVE	INDIANA	PA	15701	$ 126,400	19
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM, INC.	570 S 11TH ST	INDIANA	PA	15705	$ 231,767	34
Indiana	MARION CENTER AREA SD	22820 ROUTE 403 HW N	MARION CENTER	PA	15759	$ 276,500	76
Indiana	PENNS MANOR AREA SD	6003 RT 533 HWY	CLYMER	PA	15728	$ 94,800	24
Lackawanna	ABC KIDDIE KAMPUS	701 S MAIN ST	OLD FORGE	PA	18518	$ 158,000	23
Lackawanna	SUNSHINE & RAINBOWS DAY CARE CENTER	REAR 3716 LAWRENCE AVE	MOOSIC	PA	18507	$ 316,000	61
Lackawanna	WEE CARE DAY CARE (KMP, INC.)	433 THORNHURST RD	BEAR CREEK TOWNSHIP	PA	18702	$ 158,000	20
Lackawanna, Susquehanna, & Wayne	NORTHEASTERN CHILD CARE SERVICES, INC.	1356 N WASHINGTON AVE	SCRANTON	PA	18509	$ 790,000	102
Lackawanna & Wayne	SCRANTON-LACKA HMN DEV AGY INC	321 SPRUCE ST	SCRANTON	PA	18503	$ 395,099	75
Lancaster	COCALICO SD	SOUTH 4TH ST	DENVER	PA	17517	$ 106,150	30
Lancaster	HILDEBRANDT LEARNING CENTERS, LLC	60 DORCHESTER DR	DALLAS	PA	18612	$ 284,601	40
Lancaster	LANCASTER SD	251 SOUTH PRINCE STREET	LANCASTER	PA	17603	$ 1,238,717	171
Lancaster	LITTLE PEOPLE DAY CARE SCHOOL (SSB CORPORATION)	780 CHICKIES HILL RD	COLUMBIA	PA	17512	$ 153,639	15
Lancaster	CHILDCARE SERVICES, INC. (OWL HILL LEARNING CENTERS)	506 OWL HILL RD	LITITZ	PA	17543	$ 180,110	35
Lancaster & Lebanon	LANCASTER-LEBANON IU #13	1020 NEW HOLLAND AVE	LANCASTER	PA	17601	$ 1,014,585	178

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Lawrence	LAWRENCE COUNTY SOCIAL SERVICES, INC.	PO BOX 189	NEW CASTLE	PA	16103	$ 597,858	96
Lehigh	THE CUDDLE ZONE LEARNING CENTER, INC.	445 ALLENTOWN DR	ALLENTOWN	PA	18109	$ 458,200	58
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN, INC.	1520 HANOVER AVE	ALLENTOWN	PA	18109	$ 1,036,222	169
Lehigh & Northampton	LEHIGH VALLEY CHILDREN'S CENTER, INC.	1501 LEHIGH ST STE 208	ALLENTOWN	PA	18103	$ 755,111	102
Luzerne	CHILD DEVELOPMENT COUNCIL OF NORTHEASTERN PENNSYLVANIA, INCORPORATED	9 E MARKET ST	WILKES BARRE	PA	18711	$ 158,000	20
Luzerne	GREATER NANTICOKE AREA SD	KOSCIUZKO STREET	NANTICOKE	PA	18634	$ 149,900	37
Luzerne	HAZLETON AREA SD	1515 W 23RD ST	HAZLETON	PA	18202	$ 1,121,800	138
Luzerne	LUZERNE COUNTY HEAD START, INC.	33 BEEKMAN ST	WILKES BARRE	PA	18702	$ 1,013,575	138
Luzerne	RAINBOW HILL SCHOOL, INC.	397 SHICKSHINNY LAKE RD	SHICKSHINNY	PA	18655	$ 97,700	29
Lycoming	EAST LYCOMING SD	349 CEMETERY STREET	HUGHESVILLE	PA	17737	$ 156,527	53
Lycoming	JERSEY SHORE AREA SD	175 A AND P DR	JERSEY SHORE	PA	17740	$ 147,533	20
Lycoming	MONTGOMERY AREA SD	120 PENN ST	MONTGOMERY	PA	17752	$ 395,000	50
McKean	SMETHPORT AREA SD	414 S MECHANIC ST	SMETHPORT	PA	16749	$ 402,900	59
Mercer	COMMUNITY ACTION PARTNERSHIP OF MERCER COUNTY	1901 MEMORIAL DR	FARRELL	PA	16121	$ 693,077	103
Mercer	ZION FAMILY SERVICES, INC.	1825 ROEMER BLVD	FARRELL	PA	16121	$ 158,000	6
Mifflin	HIDE-N-SEEK CHRISTIAN DAY CARE	205 WASHINGTON AVE	LEWISTOWN	PA	17044	$ 256,750	24
Mifflin	SNYDER UNION MIFFLIN CHILD DEVELOPMENT, INC.	14 S 11TH ST	MIFFLINBURG	PA	17844	$ 126,400	15
Monroe	POCONO SERVICES FOR FAMILIES & CHILDREN	212 W 4TH ST	EAST STROUDSBURG	PA	18301	$ 105,417	15
Monroe	THE GROWING PLACE CHILD CARE CENTERS	PO BOX 168	KRESGEVILLE	PA	18333	$ 260,054	72

COUNTY	LEAD AGENCY NAME	ADDRESS	CITY	STATE	ZIP	GRANT AMOUNT	TOTAL ENROLLMENTS
Monroe	TOBYHANNA KIDS, INC.	471 STERLING RD	TOBYHANNA	PA	18466	$ 281,111	43
Monroe	WEE WONS INC.	PO BOX 776	POCONO PINES	PA	18350	$ 155,717	24
Montgomery	DAY CARE CENTERS, INC.	2828 SPEAR AVE	GLENSIDE	PA	19038	$ 158,000	23
Montgomery	JENKINTOWN DAY NURSERY	BAEDER AND HILLTOP ROADS	JENKINTOWN	PA	19046	$ 158,000	21
Montgomery	MONTGOMERY COUNTY COMMUNITY COLLEGE CHILDREN'S CENTER	340 DEKALB PIKE	BLUE BELL	PA	19422	$ 467,740	76
Montgomery	FREEDOM VALLEY YMCA	2460 BOULEVARD	NORRISTOWN	PA	19403	$ 118,500	22
Montgomery	STEP-BY-STEP, INC.	2450 HAMILTON AVE	ABINGTON	PA	19001	$ 158,000	23
Montour	DANVILLE AREA SD	177 LIBERTY VALLEY RD	DANVILLE	PA	17821	$ 134,300	17
Northampton	BETHLEHEM AREA SD	1516 SYCAMORE ST	BETHLEHEM	PA	18017	$ 632,000	99
Northampton	THE FAMILY YMCA OF EASTON, PHILLIPSBURG	1225 W LAFAYETTE ST	EASTON	PA	18042	$ 460,765	78
Northampton	NORTHAMPTON AREA COMMUNITY COLLEGE	3835 GREEN POND RD	BETHLEHEM	PA	18020	$ 141,428	21
Northumberland	CENTRAL SUSQUEHANNA IU 16	90 LAWTON LN	MILTON	PA	17847	$ 402,900	51
Northumberland	MOUNT CARMEL AREA SD	600 WEST THIRD STREET	MT CARMEL	PA	17851	$ 316,000	42
Perry	NEWPORT SD	FICKES LANE	NEWPORT	PA	17074	$ 59,250	15
Philadelphia	PHILADELPHIA CITY SD	440 N BROAD ST	PHILADELPHIA	PA	19130	$ 20,512,350	2,406
Pike	DELAWARE VALLEY SD	1375 ROUTE 739	DINGMANS FERRY	PA	18328	$ 209,350	52
Potter	AUSTIN AREA SD	138 COSTELLO AVE	AUSTIN	PA	16720	$ 130,450	14
Potter	OSWAYO VALLEY SD	277 S OSWAYO ST	SHINGLEHOUSE	PA	16748	$ 94,800	22
Schuylkill	CHILD DEVELOPMENT, INC.	420 UNIVERSITY DR	SCHUYLKILL HAVEN	PA	17972	$ 632,000	85
Schuylkill	DAWN TO DUSK LEARNING AND CHILD CARE CENTER	51 1/2 MIFFLIN ST	PINE GROVE	PA	17963	$ 112,613	15
Somerset	TABLELAND SERVICES, INC.	535 EAST MAIN STREET	SOMERSET	PA	15501	$ 652,305	137
Somerset	TURKEYFOOT VALLEY AREA SD	172 TURKEYFOOT RD	CONFLUENCE	PA	15424	$ 118,500	15
Susquehanna	FOREST CITY REGIONAL SD	100 SUSQUEHANNA STREET	FOREST CITY	PA	18421	$ 300,200	51
Susquehanna	MOUNTAIN VIEW SD	RR 1	KINGSLEY	PA	18826	$ 150,676	20

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Tioga	NORTHERN TIOGA SD	117 COATES AVE	ELKLAND	PA	16920	$ 139,465	31
Tioga	SOUTHERN TIOGA SD	241 MAIN STREET	BLOSSBURG	PA	16912	$ 669,550	91
Union	LEWISBURG AREA SD	1951 WASHINGTON AVENUE	LEWISBURG	PA	17837	$ 63,200	20
Venango	CHILD DEVELOPMENT CENTERS, INC.	614 11TH ST	FRANKLIN	PA	16323	$ 470,050	68
Venango	OIL CITY AREA SD	825 GRANDVIEW RD	OIL CITY	PA	16301	$ 389,271	51
Warren	WARREN-FOREST CO ECON OPP CNCL	1209 PENNSYLVANIA AVE W	WARREN	PA	16365	$ 126,066	16
Westmoreland	MONESSEN CITY SD	1275 ROSTRAVER STREET	MONESSEN	PA	15062	$ 294,400	49
Westmoreland	SETON HILL CHILD SERVICES, INC.	1011 OLD SALEM RD	GREENSBURG	PA	15601	$ 1,136,625	205
Lackawanna & Wyoming	H.A.N.D.S. OF WYOMING COUNTY / TUNKHANNOCK AREA SD	200 FRANKLIN AVENUE F	TUNKHANNOCK	PA	18657	$ 214,975	41
York	CRISPUS ATTUCKS ASSOCIATION, INC.	50 E. BOUNDARY AVE	YORK	PA	17401	$ 79,000	19
York	YORK CITY SD	200 N ALBEMARLE ST	YORK	PA	17403	$ 916,400	116
York	YORK DAY NURSERY, INC.	450 E PHILADELPHIA ST	YORK	PA	17403	$ 79,000	34
York	YORK JEWISH COMMUNITY CENTER	2000 HOLLYWOOD DR	YORK	PA	17403	$ 122,450	25
York	YORK OF YWCA DAY CARE CENTER	320 E MARKET ST	YORK	PA	17403	$ 513,250	68
	INFORMATION TECHNOLOGY					$ 4,000,000	
	TOTALS					$ 84,658,497	11,863

COUNTY	LEAD AGENCY NAME	ESTIMATED TOTAL # OF 3 YEAR OLDS ENROLLED	ESTIMATED TOTAL # OF 4 YEAR OLDS ENROLLED	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN PRIVATE PAY CHILD CARE*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN CHILD CARE WORKS*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN FEDERAL HEAD START*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM*
Adams	LITTLE LIFE ENRICHMENT CENTER	6	15	6	2	0	0
Adams & Carbon	RURAL OPPORTUNITIES, INC.	15	17	0	1	0	0
Allegheny	ALLEGHENY INTERMEDIATE UNIT	121	153	0	37	6	0
Allegheny	BUTTERFLY GARDEN EARLY LEARNING CENTER (FOCUS ON RENEWAL)	10	12	4	0	0	0
Allegheny	COUNCIL OF THREE RIVERS AMERICAN INDIAN CENTER, INC.	49	49	3	15	3	0
Allegheny	HIGHLANDS SD	0	34	3	2	0	0
Allegheny	MCKEESPORT AREA SD	37	37	0	5	0	0
Allegheny	PITTSBURGH SD	141	177	30	59	0	0
Allegheny	RIVERVIEW CHILDREN'S CENTER, INC.	27	53	6	6	2	0
Allegheny	WEST MIFFLIN AREA SD	36	32	0	8	0	0
Allegheny	WILKINSBURG BOROUGH SD	18	76	15	30	3	0
Allegheny	WOODLAND HILLS SD	2	34	0	1	0	0
Armstrong	ARMSTRONG COUNTY COMMUNITY ACTION AGENCY	8	14	0	2	7	0
Beaver	AMBRIDGE AREA SD	3	17	0	2	0	0
Beaver	BIG BEAVER FALLS AREA SD	1	18	0	2	0	0
Beaver	CIVIC SENIOR CITIZENS CLUB, INC. (BEAVER COUNTY HEAD START)	0	17	0	2	0	0
Beaver	HAP ENTERPRISES, INC. / TINY TOTS LEARNING CENTER	9	13	4	6	0	0
Beaver	RIVERSIDE BEAVER COUNTY SD	0	20	0	1	0	0

COUNTY	LEAD AGENCY NAME	ESTIMATED TOTAL # OF 3 YEAR OLDS ENROLLED	ESTIMATED TOTAL # OF 4 YEAR OLDS ENROLLED	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN PRIVATE PAY CHILD CARE*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN CHILD CARE WORKS*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN FEDERAL HEAD START*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM*
Beaver	WESTERN BEAVER COUNTY SD	0	20	0	1	0	0
Beaver & Butler	LIFESTEPS, INC.	33	60	4	5	0	0
Bedford	CHESTNUT RIDGE SD	12	57	7	1	0	0
Bedford	TUSSEY MOUNTAIN SD	30	14	0	1	13	0
Berks	BERKS COMMUNITY ACTION PROGRAM	101	150	6	21	0	0
Blair	CHILD ADVOCATES OF BLAIR COUNTY, INC.	6	28	0	1	0	0
Blair	KIDS FIRST BLAIR COUNTY	1	19	5	0	0	0
Blair	TYRONE AREA SD	35	34	16	0	0	0
Blair	BEGIN WITH US CC AND PRESCHOOL INC	17	17	0	4	0	0
Bradford	ATHENS AREA SD	0	15	0	1	0	0
Bradford	NORTH PENN COMPREHENSIVE HEALTH SERVICES / BRADFORD TIOGA HEAD START	12	22	0	0	0	0
Bradford	WYALUSING VALLEY CHILDREN'S CENTER, INC.	18	18	14	8	0	0
Bucks	BRISTOL TOWNSHIP SD	30	32	6	5	0	0
Bucks	MORRISVILLE BOROUGH SD	11	34	5	2	2	0
Bucks	NESHAMINY SD	9	11	0	1	0	0
Bucks	UNITED WAY OF BUCKS COUNTY	18	31	1	3	0	0
Butler	BUTLER COUNTY CHILDREN'S CENTER, INC.	26	27	0	4	0	0
Cambria	CAMBRIA HEIGHTS SD	1	16	0	1	0	0
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA COUNTY	43	78	1	8	0	0
Cambria	CONEMAUGH VALLEY SD	17	17	3	4	0	0

COUNTY	LEAD AGENCY NAME	ESTIMATED TOTAL # OF 3 YEAR OLDS ENROLLED	ESTIMATED TOTAL # OF 4 YEAR OLDS ENROLLED	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN PRIVATE PAY CHILD CARE*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN CHILD CARE WORKS*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN FEDERAL HEAD START*	TOTAL # OF PA PKC CHILDREN ALSO ENROLLED IN HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM*
Cambria	GREATER JOHNSTOWN SD	0	12	0	3	0	0
Cambria	NORTHERN CAMBRIA SD	3	27	0	0	0	0
Cambria	PENN CAMBRIA SD	0	24	0	2	0	0
Cambria & Clearfield	HARMONY AREA SD	10	51	3	1	0	0
Cameron	NORTHERN TIER COMMUNITY ACTION CENTER	0	15	0	1	0	0
Carbon	JIM THORPE AREA SD	7	34	0	1	0	0
Centre	THE PENNSYLVANIA STATE UNIVERSITY	15	20	12	4	0	0
Centre	CHILD DEVELOPMENT & FAMILY COUNCIL OF CENTRE COUNTY	20	20	4	22	0	0
Centre & Clearfield	CEN-CLEAR CHILD SERVICES, INC.	70	124	26	5	0	0
Chester	CREATIVE EDUCATION, INC.	5	4	0	0	0	0
Chester	OWEN J ROBERTS SD	6	11	0	1	0	0
Chester	WARWICK CHILD CARE CENTER, INC.	7	9	8	5	1	0
Chester & Montgomery	POTTSTOWN SD	67	71	7	18	18	0
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	45	150	36	17	2	0
Clearfield	CHILDREN'S AID SOCIETY IN CLEARFIELD COUNTY	4	13	6	2	0	0
Clinton & Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR COMMUNITY ACTION (STEP), INC.	19	58	0	4	66	0
Columbia	COLUMBIA DAY CARE PROGRAM, INC.	1	14	0	0	0	0
Crawford	PENNCREST SD	14	42	0	3	0	0

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Crawford	FAMILY & COMMUNITY CHRISTIAN ASSOCIATION	14	79	3	8	0	0
Cumberland	CARLISLE DAY CARE CENTER, INC.	4	7	1	1	0	0
Cumberland	MECHANICSBURG AREA SD	0	12	0	4	0	0
Cumberland, Lancaster, & York	KNOWLEDGE LEARNING CORPORATION	20	31	4	5	0	0
Dauphin	HALIFAX AREA SD	10	20	0	5	0	0
Dauphin	HARRISBURG CITY SD	167	266	7	87	2	0
Dauphin	HEAVEN SENT ACADEMY LLC	2	2	3	1	0	0
Dauphin	STEELTON-HIGHSPIRE SD	0	20	0	4	0	0
Delaware	CHESTER-UPLAND SD	47	33	0	14	0	0
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT #25	116	137	2	67	0	0
Erie	CORRY AREA SD	0	40	0	2	0	0
Erie	DR. GERTRUDE A. BARBER CENTER, INC.	13	16	0	2	0	0
Erie	EARLY CONNECTIONS, INC.	32	8	0	2	0	0
Erie	ERIE CITY SD	102	124	8	45	0	0
Erie	GREATER ERIE COMMUNITY ACTION COMMITTEE	26	51	0	9	0	0
Erie	MILLCREEK TOWNSHIP SD	8	21	2	4	0	0
Erie	BENEDICTINE SISTERS, INC.	4	2	0	1	0	0
Erie	YMCA OF GREATER ERIE	67	94	13	42	0	0
Fayette	FRAZIER SD	14	32	0	1	0	0
Fayette	PIC - WESTMORELAND/FAYETTE	37	109	8	16	0	0
Franklin	CHAMBERSBURG AREA SD	6	57	0	6	0	0
Franklin	FANNETT-METAL SD	5	16	0	0	0	0
Fulton	SOUTHERN FULTON SD	12	35	0	0	14	0

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Greene & Washington	COMMUNITY ACTION SOUTHWEST	54	131	9	10	0	0
Huntingdon	HUNTINGDON COUNTY CHILD & ADULT DEVELOPMENT CORPORATION	11	53	1	3	0	0
Indiana	GRAND BEGINNINGS CHILDREN'S CENTER, INC.	4	15	2	1	0	0
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM, INC.	3	31	3	0	0	0
Indiana	MARION CENTER AREA SD	0	76	0	1	0	0
Indiana	PENNS MANOR AREA SD	0	24	0	1	0	0
Lackawanna	ABC KIDDIE KAMPUS	0	23	2	9	0	0
Lackawanna	SUNSHINE & RAINBOWS DAY CARE CENTER	13	48	20	4	0	0
Lackawanna	WEE CARE DAY CARE (KMP, INC.)	5	15	8	2	0	0
Lackawanna, Susquehanna, & Wayne	NORTHEASTERN CHILD CARE SERVICES, INC.	45	57	13	24	0	0
Lackawanna & Wayne	SCRANTON-LACKA HMN DEV AGY INC	15	60	2	0	0	0
Lancaster	COCALICO SD	15	15	0	0	0	0
Lancaster	HILDEBRANDT LEARNING CENTERS, LLC	15	25	0	2	0	0
Lancaster	LANCASTER SD	30	141	25	37	0	0
Lancaster	LITTLE PEOPLE DAY CARE SCHOOL (SSB CORPORATION)	10	5	2	1	0	0
Lancaster	CHILDCARE SERVICES, INC. (OWL HILL LEARNING CENTERS)	8	27	1	2	0	0
Lancaster & Lebanon	LANCASTER-LEBANON IU #13	65	113	3	21	30	0

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Lawrence	LAWRENCE COUNTY SOCIAL SERVICES, INC.	49	47	1	4	0	0
Lehigh	THE CUDDLE ZONE LEARNING CENTER, INC.	28	30	6	16	0	0
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN, INC.	44	125	4	26	77	0
Lehigh & Northampton	LEHIGH VALLEY CHILDREN'S CENTER, INC.	8	94	2	34	0	0
Luzerne	CHILD DEVELOPMENT COUNCIL OF NORTHEASTERN PENNSYLVANIA, INCORPORATED	7	13	2	4	0	0
Luzerne	GREATER NANTICOKE AREA SD	10	27	0	0	0	0
Luzerne	HAZLETON AREA SD	25	113	7	14	0	0
Luzerne	LUZERNE COUNTY HEAD START, INC.	51	87	1	6	2	0
Luzerne	RAINBOW HILL SCHOOL, INC.	12	17	1	0	0	0
Lycoming	EAST LYCOMING SD	0	53	0	0	3	0
Lycoming	JERSEY SHORE AREA SD	0	20	0	2	0	0
Lycoming	MONTGOMERY AREA SD	0	50	0	2	0	0
McKean	SMETHPORT AREA SD	2	57	0	1	0	0
Mercer	COMMUNITY ACTION PARTNERSHIP OF MERCER COUNTY	41	62	11	11	0	0
Mercer	ZION FAMILY SERVICES, INC.	5	1	0	0	0	0
Mifflin	HIDE-N-SEEK CHRISTIAN DAY CARE	9	15	0	3	0	0
Mifflin	SNYDER UNION MIFFLIN CHILD DEVELOPMENT, INC.	3	12	6	4	0	0
Monroe	POCONO SERVICES FOR FAMILIES & CHILDREN	1	14	0	2	0	0
Monroe	THE GROWING PLACE CHILD CARE CENTERS	22	50	0	0	0	0

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Monroe	TOBYHANNA KIDS, INC.	20	23	2	3	0	0
Monroe	WEE WONS INC.	12	12	1	4	0	0
Montgomery	DAY CARE CENTERS, INC.	8	15	22	1	0	0
Montgomery	JENKINTOWN DAY NURSERY	9	12	12	1	0	0
Montgomery	MONTGOMERY COUNTY COMMUNITY COLLEGE CHILDREN'S CENTER	23	53	6	12	0	0
Montgomery	FREEDOM VALLEY YMCA	3	19	12	6	0	0
Montgomery	STEP-BY-STEP, INC.	10	13	10	2	0	0
Montour	DANVILLE AREA SD	8	9	4	1	0	0
Northampton	BETHLEHEM AREA SD	41	58	0	10	0	0
Northampton	THE FAMILY YMCA OF EASTON, PHILLIPSBURG	41	37	14	2	0	0
Northampton	NORTHAMPTON AREA COMMUNITY COLLEGE	13	8	4	0	0	0
Northumberland	CENTRAL SUSQUEHANNA IU 16	13	38	0	1	0	0
Northumberland	MOUNT CARMEL AREA SD	0	42	0	5	0	0
Perry	NEWPORT SD	2	13	5	1	0	0
Philadelphia	PHILADELPHIA CITY SD	1,013	1,393	248	575	59	30
Pike	DELAWARE VALLEY SD	12	40	1	1	0	0
Potter	AUSTIN AREA SD	8	6	0	1	0	0
Potter	OSWAYO VALLEY SD	0	22	0	0	0	0
Schuylkill	CHILD DEVELOPMENT, INC.	35	50	0	1	0	0
Schuylkill	DAWN TO DUSK LEARNING AND CHILD CARE CENTER	8	7	2	0	0	0
Somerset	TABLELAND SERVICES, INC.	34	103	0	6	2	0
Somerset	TURKEYFOOT VALLEY AREA SD	0	15	0	0	0	0
Susquehanna	FOREST CITY REGIONAL SD	0	51	5	3	18	0
Susquehanna	MOUNTAIN VIEW SD	1	19	0	1	0	0

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Tioga	NORTHERN TIOGA SD	12	19	4	4	0	0
Tioga	SOUTHERN TIOGA SD	29	62	14	17	0	0
Union	LEWISBURG AREA SD	6	14	0	0	0	0
Venango	CHILD DEVELOPMENT CENTERS, INC.	8	60	15	7	0	0
Venango	OIL CITY AREA SD	18	33	3	4	0	0
Warren	WARREN-FOREST CO ECON OPP CNCL	3	13	3	1	4	0
Westmoreland	MONESSEN CITY SD	18	31	0	16	0	0
Westmoreland	SETON HILL CHILD SERVICES, INC.	86	119	4	26	0	0
Lackawanna & Wyoming	H.A.N.D.S. OF WYOMING COUNTY / TUNKHANNOCK AREA SD	13	28	4	4	0	0
York	CRISPUS ATTUCKS ASSOCIATION, INC.	2	17	2	7	0	0
York	YORK CITY SD	0	116	0	14	0	0
York	YORK DAY NURSERY, INC.	0	34	3	18	0	0
York	YORK JEWISH COMMUNITY CENTER	12	13	12	12	0	0
York	YORK OF YWCA DAY CARE CENTER	27	41	0	15	0	0
	INFORMATION TECHNOLOGY						
	TOTALS	**4,060**	**7,803**	**836**	**1,696**	**334**	**30**

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Adams	LITTLE LIFE ENRICHMENT CENTER	0	0	1	7
Adams & Carbon	RURAL OPPORTUNITIES, INC.	0	104	7	0
Allegheny	ALLEGHENY INTERMEDIATE	0	72	0	0
Allegheny	BUTTERFLY GARDEN EARLY LEARNING CENTER (FOCUS ON RENEWAL)	0	10	17	8
Allegheny	COUNCIL OF THREE RIVERS AMERICAN INDIAN CENTER, INC.	0	0	0	0
Allegheny	HIGHLANDS SD	0	0	0	5
Allegheny	MCKEESPORT AREA SD	0	0	0	0
Allegheny	PITTSBURGH SD	19	0	0	0
Allegheny	RIVERVIEW CHILDREN'S CENTER, INC.	0	27	7	30
Allegheny	WEST MIFFLIN AREA SD	0	0	0	0
Allegheny	WILKINSBURG BOROUGH SD	0	0	0	0
Allegheny	WOODLAND HILLS SD	0	0	0	0
Armstrong	ARMSTRONG COUNTY COMMUNITY ACTION AGENCY	0	12	0	0
Beaver	AMBRIDGE AREA SD	0	0	0	0
Beaver	BIG BEAVER FALLS AREA SD	0	0	0	0
Beaver	CIVIC SENIOR CITIZENS CLUB, INC. (BEAVER COUNTY HEAD START)	0	0	0	2
Beaver	HAP ENTERPRISES, INC. / TINY TOTS LEARNING CENTER	0	2	9	40
Beaver	RIVERSIDE BEAVER COUNTY SD	0	0	0	0
Beaver	WESTERN BEAVER COUNTY SD	0	0	0	0
Beaver & Butler	LIFESTEPS, INC.	0	0	7	41
Bedford	CHESTNUT RIDGE SD	0	8	1	16
Bedford	TUSSEY MOUNTAIN SD	4	12	0	0
Berks	BERKS COMMUNITY ACTION PROGRAM	0	85	1	1
Blair	CHILD ADVOCATES OF BLAIR COUNTY, INC.	12	24	5	2
Blair	KIDS FIRST BLAIR COUNTY	0	0	32	65
Blair	TYRONE AREA SD	31	0	4	30
Blair	BEGIN WITH US CC AND PRESCHOOL INC	0	0	0	0
Bradford	ATHENS AREA SD	0	0	0	8

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Bradford	NORTH PENN COMPREHENSIVE HEALTH SERVICES / BRADFORD TIOGA HEAD START	0	0	0	0
Bradford	WYALUSING VALLEY CHILDREN'S CENTER, INC.	0	0	4	48
Bucks	BRISTOL TOWNSHIP SD	0	0	0	0
Bucks	MORRISVILLE BOROUGH SD	0	0	0	0
Bucks	NESHAMINY SD	0	0	0	0
Bucks	UNITED WAY OF BUCKS COUNTY	0	0	0	0
Butler	BUTLER COUNTY CHILDREN'S CENTER, INC.	0	0	0	0
Cambria	CAMBRIA HEIGHTS SD	0	0	0	0
Cambria	COMMUNITY ACTION PARTNERSHIP OF CAMBRIA COUNTY	0	0	0	0
Cambria	CONEMAUGH VALLEY SD	0	0	2	11
Cambria	GREATER JOHNSTOWN SD	0	0	0	0
Cambria	NORTHERN CAMBRIA SD	0	0	0	0
Cambria	PENN CAMBRIA SD	0	0	0	0
Cambria & Clearfield	HARMONY AREA SD	0	0	0	0
Cameron	NORTHERN TIER COMMUNITY ACTION CENTER	0	0	0	0
Carbon	JIM THORPE AREA SD	0	0	0	0
Centre	THE PENNSYLVANIA STATE UNIVERSITY	0	0	20	117
Centre	CHILD DEVELOPMENT & FAMILY COUNCIL OF CENTRE COUNTY	0	0	23	7
Centre & Clearfield	CEN-CLEAR CHILD SERVICES, INC.	52	8	12	26
Chester	CREATIVE EDUCATION, INC.	0	0	23	30
Chester	OWEN J ROBERTS SD	0	0	0	0
Chester	WARWICK CHILD CARE CENTER, INC.	0	0	32	96
Chester & Montgomery	POTTSTOWN SD	0	0	0	0
Clarion & Jefferson	JEFFERSON-CLARION HEAD START, INC.	0	5	4	25

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Clearfield	CHILDREN'S AID SOCIETY IN CLEARFIELD COUNTY	0	0	11	17
Clinton & Lycoming	LYCOMING-CLINTON COUNTIES COMMISSION FOR COMMUNITY ACTION (STEP), INC.	18	83	0	0
Columbia	COLUMBIA DAY CARE PROGRAM, INC.	59	103	7	2
Crawford	PENNCREST SD	0	0	0	0
Crawford	FAMILY & COMMUNITY CHRISTIAN ASSOCIATION	5	0	0	0
Cumberland	CARLISLE DAY CARE CENTER, INC.	1	1	26	48
Cumberland	MECHANICSBURG AREA SD	0	0	0	0
Cumberland, Lancaster, & York	KNOWLEDGE LEARNING CORPORATION	0	0	6	22
Dauphin	HALIFAX AREA SD	0	0	0	0
Dauphin	HARRISBURG CITY SD	0	0	0	0
Dauphin	HEAVEN SENT ACADEMY LLC	0	0	0	0
Dauphin	STEELTON-HIGHSPIRE SD	0	0	8	1
Delaware	CHESTER-UPLAND SD	0	0	0	0
Delaware	DELAWARE COUNTY INTERMEDIATE UNIT #25	0	0	0	0
Erie	CORRY AREA SD	0	0	0	0
Erie	DR. GERTRUDE A. BARBER CENTER, INC.	0	0	9	14
Erie	EARLY CONNECTIONS, INC.	0	0	56	14
Erie	ERIE CITY SD	0	0	6	0
Erie	GREATER ERIE COMMUNITY ACTION COMMITTEE	0	0	0	0
Erie	MILLCREEK TOWNSHIP SD	0	0	16	29
Erie	BENEDICTINE SISTERS, INC.	0	0	0	0
Erie	YMCA OF GREATER ERIE	0	0	157	95
Fayette	FRAZIER SD	0	0	0	0
Fayette	PIC - WESTMORELAND/FAYETTE	0	0	1	2
Franklin	CHAMBERSBURG AREA SD	0	0	0	0
Franklin	FANNETT-METAL SD	0	0	0	0
Fulton	SOUTHERN FULTON SD	0	0	0	0

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Greene & Washington	COMMUNITY ACTION SOUTHWEST	19	59	1	6
Huntingdon	HUNTINGDON COUNTY CHILD & ADULT DEVELOPMENT CORPORATION	0	18	5	17
Indiana	GRAND BEGINNINGS CHILDREN'S CENTER, INC.	0	12	13	75
Indiana	INDIANA COUNTY CHILD DAY CARE PROGRAM, INC.	0	0	8	18
Indiana	MARION CENTER AREA SD	0	0	0	0
Indiana	PENNS MANOR AREA SD	0	0	0	0
Lackawanna	ABC KIDDIE KAMPUS	0	0	8	3
Lackawanna	SUNSHINE & RAINBOWS DAY CARE CENTER	0	7	12	4
Lackawanna	WEE CARE DAY CARE (KMP, INC.)	0	0	13	12
Lackawanna, Susquehanna, & Wayne	NORTHEASTERN CHILD CARE SERVICES, INC.	0	8	56	27
Lackawanna & Wayne	SCRANTON-LACKA HMN DEV AGY INC	84	0	6	5
Lancaster	COCALICO SD	0	0	0	0
Lancaster	HILDEBRANDT LEARNING CENTERS, LLC	0	0	0	0
Lancaster	LANCASTER SD	0	0	6	22
Lancaster	LITTLE PEOPLE DAY CARE SCHOOL (SSB CORPORATION)	0	2	20	17
Lancaster	CHILDCARE SERVICES, INC. (OWL HILL LEARNING CENTERS)	0	2	57	13
Lancaster & Lebanon	LANCASTER-LEBANON IU #13	0	0	0	0
Lawrence	LAWRENCE COUNTY SOCIAL SERVICES, INC.	58	180	2	2
Lehigh	THE CUDDLE ZONE LEARNING CENTER, INC.	0	0	12	11
Lehigh & Northampton	COMMUNITY SERVICES FOR CHILDREN, INC.	4	128	6	0

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Lehigh & Northampton	LEHIGH VALLEY CHILDREN'S CENTER, INC.	0	0	26	8
Luzerne	CHILD DEVELOPMENT COUNCIL OF NORTHEASTERN PENNSYLVANIA, INCORPORATED	0	10	36	25
Luzerne	GREATER NANTICOKE AREA SD	0	0	0	0
Luzerne	HAZLETON AREA SD	0	0	0	0
Luzerne	LUZERNE COUNTY HEAD START, INC.	0	0	0	2
Luzerne	RAINBOW HILL SCHOOL, INC.	0	0	0	41
Lycoming	EAST LYCOMING SD	0	2	0	0
Lycoming	JERSEY SHORE AREA SD	0	0	0	0
Lycoming	MONTGOMERY AREA SD	0	0	0	0
McKean	SMETHPORT AREA SD	0	0	0	0
Mercer	COMMUNITY ACTION PARTNERSHIP OF MERCER COUNTY	0	0	0	0
Mercer	ZION FAMILY SERVICES, INC.	0	0	0	0
Mifflin	HIDE-N-SEEK CHRISTIAN DAY CARE	0	0	0	0
Mifflin	SNYDER UNION MIFFLIN CHILD DEVELOPMENT, INC.	1	142	60	33
Monroe	POCONO SERVICES FOR FAMILIES & CHILDREN	0	0	0	0
Monroe	THE GROWING PLACE CHILD CARE CENTERS	0	0	5	77
Monroe	TOBYHANNA KIDS, INC.	0	0	4	3
Monroe	WEE WONS INC.	0	1	2	11
Montgomery	DAY CARE CENTERS, INC.	0	0	0	18
Montgomery	JENKINTOWN DAY NURSERY	0	0	0	0
Montgomery	MONTGOMERY COUNTY COMMUNITY COLLEGE CHILDREN'S CENTER	0	0	8	22
Montgomery	FREEDOM VALLEY YMCA	0	0	61	79
Montgomery	STEP-BY-STEP, INC.	0	0	0	7
Montour	DANVILLE AREA SD	17	17	10	3
Northampton	BETHLEHEM AREA SD	0	0	6	7
Northampton	THE FAMILY YMCA OF EASTON, PHILLIPSBURG	0	0	0	16

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Northampton	NORTHAMPTON AREA COMMUNITY COLLEGE	0	0	1	77
Northumberland	CENTRAL SUSQUEHANNA IU 16	0	0	0	0
Northumberland	MOUNT CARMEL AREA SD	0	0	0	0
Perry	NEWPORT SD	0	0	0	7
Philadelphia	PHILADELPHIA CITY SD	0	57	131	7
Pike	DELAWARE VALLEY SD	0	29	0	0
Potter	AUSTIN AREA SD	0	0	0	0
Potter	OSWAYO VALLEY SD	0	0	0	0
Schuylkill	CHILD DEVELOPMENT, INC.	112	98	16	25
Schuylkill	DAWN TO DUSK LEARNING AND CHILD CARE CENTER	0	0	5	22
Somerset	TABLELAND SERVICES, INC.	0	0	0	0
Somerset	TURKEYFOOT VALLEY AREA SD	0	0	0	0
Susquehanna	FOREST CITY REGIONAL SD	0	21	0	8
Susquehanna	MOUNTAIN VIEW SD	0	0	0	0
Tioga	NORTHERN TIOGA SD	0	0	0	0
Tioga	SOUTHERN TIOGA SD	0	0	2	13
Union	LEWISBURG AREA SD	0	0	0	0
Venango	CHILD DEVELOPMENT CENTERS, INC.	0	2	26	58
Venango	OIL CITY AREA SD	0	0	0	0
Warren	WARREN-FOREST CO ECON OPP CNCL	0	55	5	1
Westmoreland	MONESSEN CITY SD	0	0	0	0
Westmoreland	SETON HILL CHILD SERVICES, INC.	0	144	44	45
Lackawanna & Wyoming	H.A.N.D.S. OF WYOMING COUNTY / TUNKHANNOCK AREA SD	0	0	0	0
York	CRISPUS ATTUCKS ASSOCIATION, INC.	0	0	70	14
York	YORK CITY SD	0	0	0	0
York	YORK DAY NURSERY, INC.	0	0	17	13
York	YORK JEWISH COMMUNITY CENTER	0	0	6	63
York	YORK OF YWCA DAY CARE CENTER	0	0	0	0
	TOTALS	496	1,550	1,280	1,796

COUNTY	COUNTY CLASSIFICATION	RISK LEVEL	TOTAL CHILDREN AGE 3 & 4	TOTAL PA Pre-K COUNTS ENROLLMENTS	% 3 & 4 YEAR OLDS IN PA Pre-K COUNTS
Adams	Rural	moderate-high	2,444	36	1.5%
Allegheny	Urban	moderate-high	25,909	1,098	4.2%
Armstrong	Rural-Mix	moderate-high	1,611	22	1.4%
Beaver	Urban-Mix	moderate-low	3,577	138	3.9%
Bedford	Rural	moderate-high	1,168	113	9.7%
Berks	Urban-Mix	high	11,371	251	2.2%
Blair	Urban-Mix	moderate-high	2,839	157	5.5%
Bradford	Rural	moderate-high	1,463	85	5.8%
Bucks	Urban	low	15,125	176	1.2%
Butler	Rural-Mix	moderate-low	4,619	126	2.7%
Cambria	Rural-Mix	moderate-high	2,968	252	8.5%
Cameron	Rural	moderate-low	108	15	13.9%
Carbon	Rural-Mix	moderate-high	1,270	58	4.6%
Centre	Urban-Mix	moderate-low	2,383	156	6.5%
Chester	Urban	moderate-low	13,719	62	0.5%
Clarion	Rural	moderate-high	817	106	13.0%
Clearfield	Rural	high	1,687	177	10.5%
Clinton	Rural	high	822	92	11.2%
Columbia	Rural	moderate-high	1,293	15	1.2%
Crawford	Rural	high	2,121	149	7.0%
Cumberland	Urban-Mix	moderate-low	4,944	33	0.7%
Dauphin	Urban	high	6,594	487	7.4%
Delaware	Urban	moderate-high	13,430	333	2.5%
Elk	Rural	moderate-low	672	0	0.0%
Erie	Urban-Mix	high	6,496	568	8.7%
Fayette	Rural-Mix	high	3,106	192	6.2%
Forest	Rural	moderate-high	74	0	0.0%
Franklin	Rural-Mix	moderate-high	3,764	84	2.2%
Fulton	Rural	moderate-high	320	47	14.7%
Greene	Rural	high	763	82	10.7%
Huntingdon	Rural	moderate-high	864	64	7.4%
Indiana	Rural	moderate-high	1,753	153	8.7%
Jefferson	Rural	moderate-high	993	89	9.0%
Juniata	Rural	moderate-high	583	0	0.0%
Lackawanna	Urban	moderate-high	4,481	218	4.9%
Lancaster	Urban-Mix	moderate-high	13,237	314	2.4%
Lawrence	Rural-Mix	high	1,977	96	4.9%
Lebanon	Urban-Mix	moderate-high	3,085	178	5.8%
Lehigh	Urban	moderate-high	8,325	262	3.1%
Luzerne	Urban	moderate-high	6,460	362	5.6%
Lycoming	Rural-Mix	moderate-high	2,531	108	4.3%
McKean	Rural	high	845	59	7.0%
Mercer	Rural-Mix	high	2,719	109	4.0%
Mifflin	Rural	high	1,202	39	3.2%
Monroe	Rural	moderate-low	4,192	154	3.7%
Montgomery	Urban	low	20,076	283	1.4%
Montour	Rural	moderate-high	391	17	4.3%
Northampton	Urban	moderate-high	7,348	265	3.6%
Northumberland	Rural	moderate-high	1,940	93	4.8%
Perry	Rural-Mix	moderate-high	1,186	15	1.3%
Philadelphia	Urban	high	36,314	2,406	6.6%
Pike	Rural	moderate-low	1,007	52	5.2%
Potter	Rural	moderate-high	383	36	9.4%
Schuylkill	Rural-Mix	moderate-high	2,869	100	3.5%
Snyder	Rural	moderate-low	871	0	0.0%

Risk level refers to what extent children are at risk of school failure in that county, based on OCDEL's Program Reach and Risk Report, 2008-2009

COUNTY	COUNTY CLASSIFICATION	RISK LEVEL	TOTAL CHILDREN AGE 3 & 4	TOTAL PA Pre-K COUNTS ENROLLMENTS	% 3 & 4 YEAR OLDS IN PA Pre-K COUNTS
Somerset	Rural-Mix	moderate-high	1,519	152	10.0%
Sullivan	Rural	moderate-high	102	0	0.0%
Susquehanna	Rural-Mix	moderate-high	789	87	11.0%
Tioga	Rural	moderate-high	902	122	13.5%
Union	Rural	moderate-low	758	20	2.6%
Venango	Rural	high	1,235	119	9.6%
Warren	Rural	moderate-high	864	56	6.5%
Washington	Urban-Mix	moderate-low	4,687	103	2.2%
Wayne	Rural-Mix	moderate-low	983	68	6.9%
Westmoreland	Urban-Mix	moderate-low	7,561	254	3.4%
Wyoming	Rural-Mix	moderate-high	699	20	2.9%
York	Urban-Mix	moderate-high	10,734	280	2.6%
TOTALS			293,942	11,863	4.0%

Risk level refers to what extent children are at risk of school failure in that county, based on OCDEL's Program Reach and Risk Report, 2008-2009

PA Pre-K Counts has made an enormous difference in Dylan's behavior, desire to learn and social skills. He can write his name and tries to write the names of his friends and family. He recognizes and tries to write all the letters of the alphabet and numbers.

The staff has been very successful in teaching him to follow rules and behave in school while encouraging his enthusiasm for learning. We feel much more confident about sending him off to kindergarten next fall.

Dylan wouldn't have been able to attend a preschool if this program wasn't available here in the mountain area. This experience is a solid foundation for his education.

Robin B. Fike, Parent, Fayette County

Office of Child Development and Early Learning
Pennsylvania Departments of Education and Public Welfare
333 Market Street, 6th Floor
Harrisburg, PA 17126
(717) 346-9320
www.education.state.pa.us | www.dpw.state.pa.us