

# **PA Early Learning Council Application**

## Table of Contents

|  |    |
|--|----|
| A. Objectives and Need for Assistance.....   | 2  |
| 1. Quality and Availability of Early Childhood Education in Pennsylvania.....  | 2  |
| 2. Status of Early Learning Standards.....   | 3  |
| 3. Status of Governance.....   | 4  |
| 4. Status of Professional Development Systems.....   | 4  |
| 5. Status of Data Systems.....   | 6  |
| B. Approach (Plan of Action).....  | 7  |
| 1. Members of the Early Learning Council.....  | 7  |
| 2. Goals, Objectives & Timeline for Early Learning Council Plan for ARRA Funding.....  | 9  |
| 3. Plan for conducting the required period needs assessment, for holding public<br>hearings, and for holding the ELC meetings each year..... | 31 |
| 4. Organizations, Cooperating Entities and Key Individuals Affiliated<br>with this Application.....  | 31 |
| 5. Plans to Sustain This Work Beyond the Grant Period.....   | 31 |
| C. Staff and Position Data.....  | 31 |
| Transition Coordinator.....  | 32 |
| Communications Coordinator – PA Key.....   | 34 |
| Professional Development Coordinator – PA Key.....   | 36 |
| The Reports/Data Specialist.....   | 38 |
| Help Desk Coordinator.....   | 39 |
| Longitudinal Data Auditor.....   | 40 |
| D. Organizational Profile.....   | 41 |
| E. Budget.....   | 42 |
| Budget Detail – Year 1.....  | 42 |
| Budget Detail – Year 2.....  | 43 |
| Budget Detail – Year 3.....  | 44 |

\*\*\*\*\*

## Appendices

|  |    |
|--|----|
| Letter from Governor Rendell.....  | 47 |
| Executive Order Establishing Early Learning Council.....                       | 48 |
| Organizational Chart for the Office of Child Development & Early Learning..... | 53 |
| Early Learning Council and Subcommittees.....                                  | 54 |

A. Objectives and Need for Assistance

1. Quality and Availability of Early Childhood Education in Pennsylvania

In 2007-2008, 44% of young children participated in state and/or federally funded quality early childhood education programs. Quality programs are defined as: Nurse-Family Partnership, Parent-Child Home Program; Head Start State and Federal; Pennsylvania Pre-K Counts; Accountability Block Grants for Pre-K, School Based Pre-K; Early Intervention; and Keystone STARS. In this same time period, twenty three percent of children under age five participated in state and/or federally funded high quality early childhood programs in Pennsylvania. High quality programs are defined as: Head Start State and Federal, Pennsylvania Pre-K Counts, Accountability Block Grants for Pre-K, School Based Pre-K, Early Intervention and Keystone STARS 3 & 4 only. Table 1 provides an overview of all of Pennsylvania’s early childhood continuum, showing total enrollments by program category for the 2007-08 year.

| Table 1<br>PA Early Childhood Education (07-08) | Children served | % of children under 5 |
|---|-----------------|-----------------------|
| Pennsylvania Pre-K Counts                       | 10,945          | 1.50%                 |
| Pre-K Counts Public/Private Partnership         | 9,706           | 1.33%                 |
| Head Start State and Federal                    | 35,311          | 5.02%                 |
| School Based Pre-K                              | 14,621          | 2.01%                 |
| Accountability Block Grants                     | 4,256           | 0.58%                 |
| Keystone STARS                                  | 132,894         | 18.26%                |
| <i>Keystone STARS 3&amp;4 only</i>              | <i>23,196</i>   | <i>3.19%</i>          |
| Early Intervention                              | 71,801          | 9.87%                 |
| Nurse-Family Partnership                        | 4,169           | 0.57%                 |
| Parent-Child Home Program                       | 1,537           | 0.21%                 |
| Child Care Works/Subsidy                        | 88,723          | 12.19%                |

Note: Data for 2007-2008 program enrollments are from the annual county Reach and Risk Assessment, available at [www.pakeys.org/Reach\\_Rpt.aspx](http://www.pakeys.org/Reach_Rpt.aspx)

Reach is greatest across the commonwealth for Keystone STARS which promotes quality in child care and preschool programs. Of all the state investments, the most children were reached through the Keystone STARS program. This year, 25% of children under 5 statewide were served by a Keystone STARS provider. STAR 3 and STAR 4 sites are considered higher quality settings that research has related to positive child outcomes. Approximately 6% of children under age five were served in these high quality programs. As of May 2009, there were nearly 5,000 child care providers within the Keystone STARS system, covering all counties and reaching an estimated 180,000 children under age five. Nearly 80% of centers participate and over 60% of all regulated providers participate in the STARS program. For more detail see Table 2.

Table 2  
Keystone STARS Summary as of May 2009

|                              | # Providers | # Estimated children |
|------------------------------|-------------|----------------------|
| Start with STARS             | 910         | 23,654               |
| STARS 1                      | 2,112       | 73,014               |
| STARS 2                      | 990         | 41,904               |
| STARS 3                      | 417         | 19,527               |
| STARS 4                      | 180         | 8,322                |
| STARS 4 acc                  | 284         | 12,664               |
| Total STARS                  | 4,893       | 179,085              |
| Non STAR regulated providers | 3,248       | 60,760               |

Note: # of children are an estimate based on type of child care provider: family: 5; group: 11; center: 53.

2. Status of Early Learning Standards

Pennsylvania has developed a full set of early learning standards to guide all of the programs in its early childhood continuum. The learning standards focus on outcomes for children, based on a broad understanding of children’s development, including areas such as language/literacy; mathematics and logic; personal-social development; approaches to learning; science, social studies, and creative arts as well as partnerships with families and communities. The Office of Child Development and Early Learning was tasked with developing Pennsylvania’s standards for infants, toddlers, preschoolers, full day kindergarten, first grade and second grade. See [http://www.pde.state.pa.us/early\\_childhood/cwp/view.asp?a=323&q=124729&early\\_childhoodNav=|10744|&early\\_childhoodNav=](http://www.pde.state.pa.us/early_childhood/cwp/view.asp?a=323&q=124729&early_childhoodNav=|10744|&early_childhoodNav=) or [http://www.pakeys.org/pages/get.aspx?page=Career\\_Standards](http://www.pakeys.org/pages/get.aspx?page=Career_Standards) for the standards; the standards are printed and distributed each year for the early childhood education community.

To assure the integration and use of the standards in the continuum of programs overseen by OCDEL, we have taken a number of steps to assure that the standards are well-embedded in program design and implementation:

- OCDEL programs are required to select curriculum that aligns with the standards. Commercially available curriculum have been aligned to assist programs and a tool provided for those using home-grown curriculum or other curriculum not yet examined by OCDEL.
- OCDEL’s assessment tools, Work Sampling On-Line and Ounce, were selected based on appropriate alignment with the standards.
- Master training is provided to assure a robust network of individuals who understand the standards and can support ongoing practices related to their implementation. See section on professional development for more information.
- Particular attention was paid to teacher and administrator versions of the standards, and we frequently note that the posters made for classroom use are up as we conduct site visits throughout the Commonwealth.

Parents are a prime audience for the standards, and special efforts have been made to use the standards to frame materials for parents, which include Kindergarten, Here I Come; Kindergarten Here I Am; and Learning Is Everywhere. These are in wide distribution throughout the Commonwealth.

Finally, OCDEL commissioned Lynn Kagan and Catherine Scott Little to conduct a standard alignment study to help us making sure that we had achieved appropriate vertical and horizontal alignment of the standards, including up to and with the 3<sup>rd</sup> grade academic standards. The study results have been used to make adjustments in the standards, but overall the study found good alignment. A copy of the findings is available upon request.

### 3. Status of Governance

The Office of Child Development and Early Learning (OCDEL) is a part of both the departments of Education and Public Welfare, as authorized by Pennsylvania's Executive Board, and is charged by the Governor and the Secretaries of Education and Public Welfare with the responsibility for program and policy development and implementation for Pennsylvania's early childhood learning continuum. The budget is approximately \$1.3 billion and the services includes: child care certification (licensing); child care subsidy; infant, toddler and preschool Early Intervention (under IDEA), parent counseling and referral for early childhood services; Pennsylvania Pre-K Counts, Keystone STARS/Keys to Quality (QRIS integrated with financing and professional development); Full Day Kindergarten; Head Start Supplemental; Nurse Family Partnership; Parent-Child Home Program; Community Engagement; and various other initiatives. OCDEL staff oversee these programs and are supported by a small, strong team with expertise in planning, policy, research and evaluation, information technology, budget and financial management, communications, and general office/HR administration. This unique governance structure allows OCDEL to maximize its resources and impact.

The Early Learning Council was established by Executive Order. Appointed by the governor, the Early Learning Council has a broad scope for providing input and guidance in the development of the early childhood education continuum and its members also serve as active leaders for promoting public investment in early childhood education. The ELC has several committees to help support its work. Complimenting the ELC is the Governor's Early Learning Investment Commission, which is made up of business leaders and whose sole purpose is to help inform business, legislative, and civic leaders of the value of public investment in early childhood education.

### 4. Status of Professional Development Systems

Part of OCDEL's framework includes a focus on standards for practitioners, and supports to assure that practitioners have the information and knowledge to achieve excellence in implementation. Within each of its early childhood programs, OCDEL places a great deal of emphasis on the professional preparation and development of its workforce. Highlights of some of the work follows.

A career lattice has been developed and is integrated into the Keystone STARS program. STARS also integrated professional development through its focus on increasing educational attainment among practitioners by making TEACH scholarships available to those in STARS and by making early childhood college tuition refunds available to STAR providers (who must also get a certain grade to get the college credit reimbursement). As programs move to higher STAR levels, higher standards are provided for attainment of early childhood degrees and credentials. To provide ongoing support, OCDEL benchmarked the amount of resources for credit vs. non-credit bearing professional development to support the focus on early childhood degrees and credentials. All CDA's must be credit-based, and PA pays for both the courses and the assessment. All non-credit professional development must be provided by an OCDEL certified instructors and non-credit courses are encouraged to meet the requirements for Continuing Education Units and PA teacher certification as well. A mandatory Core Series is part of Keystone STARS to help provide a good baseline for this program, and non-credit courses have been developed for Work Sampling/Ounce as well as the Environmental Ratings Scales that we use not only in STARS but also in other early childhood programs. We also developed a Director's Credential, recognized by NAEYC, and a School-Age credential. Within Keystone STARS, Merit Awards may be used to improve staff compensation and the Education and Retention Awards were developed for this specific purpose.

In the PA Pre-K Counts program, the bar is set higher and all programs must use ECE certified teachers, with those in the non-school district based programs on a schedule to attain the necessary certification, using supports from PA Pre-K Counts along with other supports through OCDEL. Early childhood salaries for teachers and aides are benchmarked with Pre-K counts to assure appropriate and adequate compensation for the workforce.

All of early childhood is being aided by a new Pennsylvania initiative in which the omnibus K-6 teaching certificate is being removed and all PK-4<sup>th</sup> teachers new to the field will be required to have this certification, along with specific preparation to support inclusion for children with delays and disabilities as well as English Language Learners. OCDEL led the work group to create the new content and approach for higher education to use in implementing the new teacher certification program, and has also served as the lead in assuring sensitive new approaches for teacher induction and evaluation as we have grown the birth to five programming in the Commonwealth. Other higher education work includes a program to program articulation project for collaboratives of higher education, an initiative to assure that higher education is changing practices (timing and location of courses, etc.) to better serve practitioners seeking early childhood degrees and credentials, and focus on meeting the professional development needs of those in higher education, which has resulted in a professional development intensive conference held for two years on diversity.

Our interest in assuring that the entire early childhood field is assisted in doing well by children is shown in a new initiative, being implemented this fiscal year, through which regulation exempt child care providers participating in the state's subsidy program must

now start to participate in continuing education provided by OCDEL certified instructors. Consistent with the concept of raising the floor, we are also exploring whether we can amend the child care certification regulations for facilities to start to create a Core Series type requirement, require the use of the OCDEL certified instructors, and other improvements of a similar nature.

In the coming time period, we will be continuing to deepen support to assure an expert and effective early childhood workforce by requiring the OCDEL certification for all continuing education for ALL OCDEL programs, such as Nurse Family Partnership and Early Intervention. The Professional Development Record will be revised to reflect the new teacher certification framework and language. Perhaps most significantly, we are tackling the issue of further refinements in the career lattice to start to develop new strategies for supervisors, administrators, managers and leaders, seeking to help shore up the management-leadership roles and to better identify necessary competencies and strategies to obtain them. An effort that is planned for early implementation involves a shared leadership course for school system leaders, who are mandated to take state-driven continuing education, along with early childhood leaders, such as STAR 3 and 4 directors, to assure mutual understanding and joint expertise in their leadership roles. This course is being developed for Pennsylvania by the National Institute of School Leadership.

## 5. Status of Data Systems

PELICAN—Pennsylvania’s Enterprise to Link Information for Children across Networks-- is the primary data system for OCDEL. PELICAN spans the continuum of early childhood services. Early phases of PELICAN started in 2002 through the Child Care Works subsidy program and now include PA Pre-K Counts, Child Care Certification, Client (Parent) Self-Service, Provider Self-Service, Keys to Quality, Early Learning Network, and Early Intervention. We are committed to having an integrated approach to data that provides meaningful program, financial, management, and quality improvement information. The Early Learning Network is one core component of PELICAN and through it we are creating one reporting system, reflecting the use of authentic child assessment, used across PA’s early learning programs, which integrates financial, program, teacher, family and child information. Information collected includes child outcomes, child and family demographics, teacher qualifications and experience, program quality information, and program demographics. ELN is linked with the K-12 data collection system and both children and teachers have unique and secure identifiers, connected to those in the K-12 system. The goal of Early Learning Network is to provide information so that teachers, programs, and those who support them can improve their capacity to serve young children. During FY 09-10, Early Learning Network includes PA Pre-K Counts, Early Intervention, Keystone STARS 3 and 4 Centers, Head Start Supplemental, and School District Pre-K. Other programs are phased in over time. This innovative approach is supported with public and private funds and has also benefited from federal investment through the US Department of Education’s IES and OSEP initiatives. More extensive information about PELICAN and its status, as well as ELN, is available upon request.

## B. Approach (Plan of Action)

### 1. Members of the Early Learning Council

Kathy Amaker, PHSA  
Jodi Askins, PennAEYC  
Stephen Bagnato, Children's Hospital of Pittsburgh-Child Development  
Christie Balka, Public Citizens for Children and Youth  
Peter Brubaker, Hammer Creek Enterprises, LLC  
Lisa Buenaventura, Penn State Harrisburg-Olmsted  
Kristen Burns, The Grable Foundation  
Bonnie Caldwell, Child Care Providers United  
David Callahan, Pennsylvania Partnerships for Children  
Terry Casey, PA Child Care Association  
Kent Chrisman, Shippensburg University  
Bruce Clash, Fight Crime: Invest in Kids Pennsylvania  
Deborah Clawson, Indiana Area School District  
James Coyle, Bucks County Intermediate Unit #22  
Denise Cressman, PA Home Based Child Care Providers Assoc.  
Debra Daulton, PA Training & Technical Assist Network  
Beth DelConte, ECELS, PA American Academy of Pediatrics  
Harriet Dichter, Office of Child Development & Early Learning  
Denise Diss, Child Care Information Services of Westmoreland County, Inc.  
Sharon Easterling, Delaware Valley Association for the Education of Young Children  
Robin Eckert, Reading Area Community Colleg  
Mark Egly, Lycoming County Children & Youth Services  
Linda Ehrlich, Pittsburgh Public Schools  
Jane Ervin, Community Services For Children, Inc.  
Barbara Farmer, State College Area School District  
Michelle Figlar, Pittsburgh Association for the Education of Young Children  
Tom Gentzel, Pennsylvania School Boards Association  
Patricia Giles, United Way of Berks County  
Rebecca Gomez, Southeast Regional Key  
Judith Graziano, Northeastern Child Care Services  
Michelle Hall, Fannett-Metal School District  
Elizabeth Hammond Yonson, Morrisville School District  
Madlyn Hanes, Penn State Harrisburg  
Mary Anne Hannibal, Indiana University of PA  
Brenda Hanthorn, Lancaster/Lebanon Intermediate Unit 13  
Sharon Harlacher, York/Adams MH/MR  
Susan Harlan, East Stroudsburg University  
Lisa Heintzelman, Pennsylvania Commission for Community Colleges  
Valerie Holt, WLVT - Public Broadcasting Service 39  
Blair Hyatt, Pennsylvania Head Start Association  
Robert Iddings, Sarah A. Reed Children's Center

William Isler, Pittsburgh Board of Education and Family Communications, Inc.  
Kurt Kondrich, State ICC  
Roberta Kuhns, Derry Area School District  
Ronald Ladick, South Side Area School District  
Frances Langan, Keystone College  
Marisa Macy, Penn State University  
Mary Mahoney-Ferster, Community Engagement Team Union/Snyder County  
Vanessa McCarthy-Johnson, Boyden Interim Management  
Patricia Miiller, Quality Childcare Coalition of Bucks County  
Barbara Minzenberg, Allegheny Intermediate Unit #3  
Jim Moran, Pennsylvania State System of Higher Education  
Maureen Murphy, Child Care Consultants, Inc./CCIS of York County  
Michele Myers-Cepicka, The Alliance for Infants & Toddlers  
Roxie Nestlerode, Early Development and Education Institute  
Gail Nourse, Pennsylvania Key  
Alice Nunes, Butler County Children's Center, Inc  
Cathleen Palm, The Advocates' Agenda  
Yvonne Paranick, Oil City School District  
Michael Patte, Bloomsburg University  
Donna Piekarski, The School District of Philadelphia  
Heidi Ramirez, Temple University College of Education  
Sam Rotella, Southern Tioga School District  
Ann Schmieg, United Way of Southeastern Pennsylvania  
Roberta Schomburg, Carlow University  
Pamela Schuessler, Ken-Crest Children and Family Services  
Jeffrey Sparagana, Pottstown School District  
John Springer, Pennsylvania State Education Assoc.  
Bonnie Squires, Squires Consulting  
Stinson Stroup, Pennsylvania Association of School Administrators  
Kelly Swanson, Pennsylvania Key  
Denise Taylor Patterson, City of Philadelphia Office of Mental Retardation Services  
Bonnie Troxell, Berks County Intermediate Unit  
Sharon Tucker, City of Philadelphia/Mayor's Office  
Karen Walsh, Neiman Group  
Barbara Wasik, Temple University CITE Department  
Marsha Weinraub, Temple University  
Peter Zurflieh, Community Justice Project

2. Goals, Objectives & Timeline for Early Learning Council Plan for ARRA Funding

At its public hearing and meeting of August 12, 2009, the Early Learning Council affirmed its plan for the use of the ARRA funding in five critical areas for Pennsylvania's early childhood systems building. This includes:

- a. Unified Data System by enhancing help desk and technical assistance and quality control functions for ELN and PELICAN. This is a core recommendation from the current evaluation study of the Early Learning Network.
- b. Professional Development Integration, including expanded Career Lattice, further integration with Act 48, and other elements of the professional development strategy.
- c. Birth to Five and K-12 Continuum and Transition including supports for local school board leadership as well as early childhood and school system leaders and teachers
- d. Early Education Provider Capacity to promote public awareness of ECE
- e. Parental Involvement in Early Education through translation of parent calendars and ongoing dissemination of Learning Is Everywhere, Kindergarten Here I Come and Kindergarten Here I Am.

| <b>Goal 1-a:</b> To hire a Reports/Data Specialist to extract useful information from PELICAN – Early Learning Network and other sub-systems to meet funding, operational, research and other agency needs. |  |                     |   |
|---|--|---------------------|---|
| <b>Objectives</b>   | <b>Activities</b>  | <b>Timeline</b>     | <b>Quarterly Accomplishments</b>  |
| Hire Reports/Data Specialist  | Advertise through standard Commonwealth means including PA Job Net; and place notice in BUILD listserv that is sent to over 7,000 subscribers                | Year 1<br>Quarter 1 | Candidates have been interviewed and job offer made to successful candidate<br><br>Candidate begins employment by Year 1; Quarter 1   |
| Perform ad-hoc queries and data reporting   | Work with Vendor and BIS staff to understand data model, application, and architecture to begin performing duties  | Year 1<br>Quarter 2 | Incumbent develops the job knowledge and skills needed to perform duties  |
|   | Responds to routine requests for information from program staff, researchers, or other interested stakeholder groups   | Year 1, 2, 3        | Data is provided to requester that fully meets the request  |
|   | Participates in providing complex data queries for program efficacy and child outcome research initiatives to include longitudinal data from K-12 education. | Year 1, 2, 3        | Queries are run and data provided that can be used to show the results of PA’s early education and care programming on child outcomes |
| Establish standards for handling ad hoc reporting requests from research institutions and agencies.   | Develop materials to describe new policies including confidentiality and data usage agreements with legal office concurrence                                 | Year 1<br>Quarter 2 | Materials are available that outline policy and are legally sound   |
|   | Make revisions to standards as needed from program, policy or legal perspective  | Year 1, 2, 3        | Revisions are made as needed  |

| <b>Goal 1-b:</b> To hire two Help Desk Coordinators to provide external system user support to ensure valid state longitudinal data entry. |  |   |  |
|--|--|---|--|
| <b>Objectives</b>  | <b>Activities</b>  | <b>Timeline</b>   | <b>Quarterly Accomplishments</b>   |
| Hire two Coordinators  | Advertise through standard Commonwealth means including PA Job Net; and place notice in BUILD listserv that is sent to over 7,000 subscribers  | Year 1<br>Quarter 1   | Candidates have been interviewed and job offer made to successful candidate<br><br>Candidate begins employment by Year 1; Quarter 1  |
| Assemble a PELICAN Help Desk   | Obtain a toll free line for ELN end users to call with problems<br><br>Determine the standard operating procedures for the help desk<br><br>Train staff on the applications and programs that they will be supporting on the help desk | Year 1<br>Quarter 2<br><br>Year 1<br>Quarter 2<br><br>Year 1<br>Quarter 1 & 2 | A toll-free line is established<br><br>Procedures are developed that outline the help desk's service level agreements<br><br>Incumbents develops the job knowledge and skills needed to perform duties |
| Ongoing Help Desk Support of all ELN end users and other PELICAN users that link to the ELN database.                                      | Calls are received, logged, trouble tickets are opened, problems are resolved or escalated, and trouble tickets are closed.  | Year 1, 2, 3  | End users receive professional support services to address their application issues to ensure valid state longitudinal data entry  |

| <b>Goal 1-c:</b> To hire a Longitudinal Data Auditor to perform data auditing to ensure the integrity of data utilized by the Early Learning Network. |  |                     |   |
|---|--|---------------------|---|
| <b>Objectives</b>   | <b>Activities</b>  | <b>Timeline</b>     | <b>Quarterly Accomplishments</b>  |
| Hire Specialist   | Advertise through standard Commonwealth means including PA Job Net; and place notice in BUILD listserv | Year 1<br>Quarter 1 | Candidates have been interviewed and job offer made to successful candidate |

| <b>Goal 1-c:</b> To hire a Longitudinal Data Auditor to perform data auditing to ensure the integrity of data utilized by the Early Learning Network. |   |   |   |
|---|---|---|---|
| <b>Objectives</b>   | <b>Activities</b>   | <b>Timeline</b>                                 | <b>Quarterly Accomplishments</b>  |
|   | that is sent to over 7,000 subscribers  |   | Candidate begins employment by Year 1; Quarter 1  |
| Perform data auditing activities  | <p>Train staff on the applications and programs that they will be auditing</p> <p>Perform data auditing activities on ELN data including child and parent demographic, child outcome data point entries, teacher certification, and individual clearance and unique identification assignments.</p> | <p>Year 1<br/>Quarter 2</p> <p>Year 1, 2, 3</p> | <p>Incumbent develops the job knowledge and skills needed to perform duties and understand data expectations</p> <p>PA data documenting the outcomes and effectiveness of early learning programs is audited and therefore comes with a certain degree of validity.</p> |
| Escalates data integrity issues to application team or the ELN training team  | <p>Develop protocols for escalating deficient controls or common data entry errors to either the ELN application team when system edits are a remedy or to the ELN training team when user education is a remedy.</p> <p>Begin implementing protocols for the remainder of the project.</p>         | <p>Year 1<br/>Quarter 2</p> <p>Year 1, 2, 3</p> | <p>Standard procedures exist to remedy repetitive data entry errors</p> <p>Reduction in data entry errors or data gaps.</p>   |

| <b>Goal 2: To hire a Professional Development Coordinator to provide leadership and coordination in the creation of statewide systems, materials, modules, and credentials that support implementation of the comprehensive OCDEL professional development strategic plan.</b> |   |  |   |
|--|---|--|---|
| <b>Objectives</b>  | <b>Activities</b>   | <b>Timeline</b>  | <b>Quarterly Accomplishments</b>  |
| Hire Professional Development Coordinator  | Advertise in local newspapers; post on BCIU and PA Keys websites; and place notice in BUILD listserv that is sent to over 7,000 subscribers   | Year 1<br>Quarter 1  | Candidates have been interviewed and job offer made to successful candidate<br><br>Candidate begins employment by Year 1; Quarter 1   |
| Promote wider use of the revised Core Body of Knowledge (CBK)/Professional Development Record (PDR) based on NAEYC standards and Chapter 49-2 Pre-K to 4 teacher certification guidelines  | Facilitate statewide committee to revise CBK/PDR to align with NAEYC standards for teacher preparation and Chapter 49-2 Pre-K 4 guidelines<br><br>Convene stakeholder groups to examine revised documents through their filter i.e. Race Matters, Strengthening Families, social/emotional development, special needs, etc.<br><br>Develop format for printing of new document and for completing document online<br><br>Embed the revised CBK/PDR in the Keystone STARS and Pre-K Counts core series | Year 1<br>Quarter 2<br><br>Year 1<br>Quarter 3<br><br>Year 1<br>Quarter 4<br><br>Year 1<br>Quarter 4 | CBK/PDR is aligned with NAEYC standards for teacher preparation and Chapter 49-2 Pre-K 4<br><br>Document is revised to include feedback from stakeholders<br><br>Revised document is printed for distribution and available to complete online<br><br>Train the trainer professional development sessions is created for instructors and a face to face and online session is created for practitioners |

| <b>Goal 2:</b> To hire a Professional Development Coordinator to provide leadership and coordination in the creation of statewide systems, materials, modules, and credentials that support implementation of the comprehensive OCDEL professional development strategic plan. |  |                        |   |
|--|--|------------------------|---|
| <b>Objectives</b>  | <b>Activities</b>  | <b>Timeline</b>        | <b>Quarterly Accomplishments</b>  |
|  | Professional development sessions on the revised document are offered across the state                                     | Year 2<br>Quarter 1    | Three train the trainer sessions are offered and 12 professional development sessions are offered across the state                              |
|  | Revised document is implemented  | Year 2<br>Quarter 2    | Revised document is used by programs across sectors   |
|  | Assess need to translate document into Spanish or other languages  | Year 2<br>Quarter 3    | Assessment is completed and decisions made about translations   |
|  | Based on need, translate document  | Year 2<br>Quarter 4    | Document is translated into Spanish and possibly other languages  |
|  | Assess effectiveness of document and revise as needed  | Year 3<br>Quarters 1-4 | Document is reviewed and recommendations for revisions are implemented  |
| Establish a process and agreement so that ECE certified teachers fulfill Act 48 requirements by using PQAS certified instructors   | Meet with PDE to explain PQAS system   | Year 1<br>Quarter 1    | PDE understands the importance of using PQAS instructors to offer professional development to ECE certified instructors                         |
|  | Work with PDE to develop strategies to use PQAS instructors in the Act 48 system for ECE certified teachers across sectors | Year 1<br>Quarter 2    | PDE agrees to work on revising Act 48 guidance and applications for institutions offering professional development to early childhood educators |

**Goal 2:** To hire a Professional Development Coordinator to provide leadership and coordination in the creation of statewide systems, materials, modules, and credentials that support implementation of the comprehensive OCDEL professional development strategic plan.

| Objectives | Activities  | Timeline            | Quarterly Accomplishments  |
|------------|---|---------------------|--|
|            | Work with PDE to revise Act 48 standards  | Year 1<br>Quarter 3 | Standards are revised  |
|            | Work with PDE to develop materials to describe new policies   | Year 1<br>Quarter 4 | Materials are developed and distributed to field   |
|            | Reach out to Intermediate Units, school districts, institutions of higher education, and Head Start programs to encourage instructors and organizations to apply to the PQAS system to become certified instructors | Year 2<br>Quarter 1 | 10% increase in instructors from Intermediate Units, school districts, institutions of higher education, and Head Start programs |
|            | Recruit and update peer reviewers for PQAS applications including instructors from Intermediate Units, school districts, institutions of higher education and Head Starts   | Year 2<br>Quarter 2 | Additional 10% increase in PQAS instructors  |
|            | Continue to work with PDE to ensure that there are organizations approved who have instructors with ECE knowledge by reviewing Act 48 applications  | Year 2<br>Quarter 4 | Act 48 providers demonstrate ECE knowledge   |
|            | Develop a survey to assess satisfaction with ECE instructors  | Year 3<br>Quarter 1 | Survey is developed, distributed and analyzed  |

| <b>Goal 2:</b> To hire a Professional Development Coordinator to provide leadership and coordination in the creation of statewide systems, materials, modules, and credentials that support implementation of the comprehensive OCDEL professional development strategic plan. |   |                         |   |
|--|---|-------------------------|---|
| <b>Objectives</b>  | <b>Activities</b>   | <b>Timeline</b>         | <b>Quarterly Accomplishments</b>  |
|  | Strategies are developed to improve system based on survey results  | Year 3<br>Quarters 2-4  | Improvements are made to system based on survey results   |
| Ensure Technical Assistance is of high quality through professional development supports as defined by a Core Series and Credential for TA consultants   | Define and create Core Professional Development series for technical assistance consultants   | Year 1<br>Quarter 1 & 2 | Content of Core series is identified and modules are written  |
|  | Conduct instructor institutes on core series  | Year 1<br>Quarter 3     | At least 2 instructor institutes conducted  |
|  | Implement Core Professional Development series  | Year 1<br>Quarter 4     | Technical Assistance consultants must meet Core Series requirements                                 |
|  | Research credential requirements and processes for technical assistance consultant from other states  | Year 1<br>Quarter 3     | Summary findings of key components, requirements, processes used in other states                    |
|  | Identify TA Credential Workgroup members to include higher education faculty.   | Year 2<br>Quarter 1     | Workgroup members identified and initial meeting of group convened                                  |
|  | Facilitate workgroup to define components, requirements, implementation/approval process of a credential for technical assistance consultants consistent with Cross-systems TA Competencies goals and coordinated with higher education | Year 2<br>Quarter 2 & 3 | Components, requirements of credential defined  |
|  |   | Year 2<br>Quarter 4     | At least two higher education institutions have agreed to offer course work to meet requirements of |

| <b>Goal 2:</b> To hire a Professional Development Coordinator to provide leadership and coordination in the creation of statewide systems, materials, modules, and credentials that support implementation of the comprehensive OCDEL professional development strategic plan. |  |  |   |
|--|--|--|---|
| <b>Objectives</b>  | <b>Activities</b>  | <b>Timeline</b>  | <b>Quarterly Accomplishments</b>  |
|  | <p>Define and communicate implementation plan</p> <p>Implement TA Credential</p>   | <p>Year 2<br/>Quarter 3</p> <p>Year 3<br/>Quarter 1-4</p>  | <p>the TA credential</p> <p>Implementation plan communicated to key stakeholders</p> <p>At least one credential opportunity offered in each quarter.</p>  |
| Ensure there are high quality professional development materials focused on family child care programs   | <p>Survey family child care programs to understand their needs for family child care specific professional development</p> <p>Develop Keystone STARS orientation module for family child care providers</p> <p>Develop instructor materials for Keystone STARS staff implementing module and provide training sessions</p> <p>Convene a committee to develop core series for family child care providers</p> <p>Develop instructor institute for core series</p> | <p>Year 1<br/>Quarter 1</p> <p>Year 1<br/>Quarter 2</p> <p>Year 1<br/>Quarter 3</p> <p>Year 1<br/>Quarter 4 and<br/>Year 2<br/>Quarter 1</p> <p>Year 2<br/>Quarter 2</p> | <p>Survey is developed, distributed and analyzed</p> <p>Keystone STARS orientation module is developed<br/>At least one staff member from each regional key is trained on orientation module</p> <p>Core series is developed</p> <p>Two Instructor institutes are offered and a minimum of 12 instructors are trained</p> <p>Standards are revised and field and communications occur with family</p> |

| <b>Goal 2:</b> To hire a Professional Development Coordinator to provide leadership and coordination in the creation of statewide systems, materials, modules, and credentials that support implementation of the comprehensive OCDEL professional development strategic plan. |   |   |   |
|--|---|---|---|
| <b>Objectives</b>  | <b>Activities</b>   | <b>Timeline</b>   | <b>Quarterly Accomplishments</b>  |
|  | <p>Revise Keystone Stars standards to reflect core series requirements for family child care specific core series</p> <p>Provide trainings across the state to family child care providers</p>  | <p>Year 2<br/>Quarter 3</p> <p>Year 2<br/>Quarter 4<br/>Year 3<br/>Quarters 1-4</p>   | <p>child care programs</p> <p>All family child care programs in Keystone STARS take core training series</p>  |
| Ensure that career lattice is applicable across systems, reflects management and leadership roles, as well as ancillary roles, and that the field understands it as a tool for career development  | <p>Research K-12 and other ECE systems' management certificates and competencies and review for applicability to ECE career lattice</p> <p>Determine best strategy after learning K-12 work to inform the ECE work.</p> <p>As appropriate, leverage the K-12 and other systems' approaches in supervision, leadership, management and professional development and ensure alignment with PA Inspired Leadership Initiative</p> <p>Revise career lattice to reflect additional steps in the career lattice</p> <p>Assess the need to develop modules and</p> | <p>Year 1<br/>Quarter 1</p> <p>Year 1<br/>Quarter 2</p> <p>Year 1<br/>Quarter 3</p> <p>Year 1<br/>Quarter 4</p> <p>Year 2</p> | <p>Research is completed</p> <p>If appropriate, recommendations for inclusion are developed</p> <p>Implementation strategy is developed</p> <p>Career lattice is revised</p> <p>New materials and modules are</p> |

**Goal 2:** To hire a Professional Development Coordinator to provide leadership and coordination in the creation of statewide systems, materials, modules, and credentials that support implementation of the comprehensive OCDEL professional development strategic plan.

| Objectives | Activities  | Timeline  | Quarterly Accomplishments   |
|------------|---|---|---|
|            | <p>materials to reflect and support new steps on the career lattice</p> <p>Develop online workshop to help practitioners understand the career lattice as a tool for career development</p> <p>Identify and compile information about career advising resources</p> <p>Research how other states have developed career advising systems</p> <p>Include copies of the revised career lattice in ECE events, core series, education courses and communications with institutions of higher education and K-12 system</p> <p>Assess what kind of career advising system can be implemented in PA and implement</p> | <p>Quarters 1-3</p> <p>Year 2<br/>Quarter 4</p> <p>Year 2<br/>Quarter 3</p> <p>Year 2<br/>Quarter 4</p> <p>Year 3<br/>Quarters 1-4</p> <p>Year 3<br/>Quarters 1-4</p> | <p>developed to support approaches in supervision, leadership, management and professional development aligned with PA Inspired Leadership</p> <p>Online workshop is developed and field is made aware of the availability</p> <p>Resources are compiled and posted to PA Keys website</p> <p>Recommendation for a career advising system in PA are developed</p> <p>Career lattice is used consistently across sectors</p> <p>Implement career advising system</p> |

**Goal 3:** To provide leadership and coordination in the support of young children and their families as they transition through the continuum of services and developmental stages in early learning in Pennsylvania.

| Objectives   | Activities   | Timeline  | Quarterly Accomplishments   |
|--|--|---|---|
| Hire Transition Coordinator  | Advertise through Civil Service; post on PA Keys websites; and place notice in BUILD listserv that is sent to over 7,000 subscribers   | Year 1<br>Quarter 1   | Candidates have been interviewed and job offer made to successful candidate<br><br>Candidate begins employment by Year 1; Quarter 1   |
| Children and families will have supportive transitions throughout the continuum of early learning services in Pennsylvania | <p>Research national transition best practices and current activities and resources in PA around Transition</p> <p>Develop interview protocol, Interview stakeholders, get feedback from parents and early learning providers to assess</p> <p>Develop a diverse, representative Advisory Committee that will provide feedback and inform the development of materials, training and resources.</p> <p>Create a list of additional products, training and resources for development including timeline and possible priorities for development to fill the gaps in PA–</p> <p>Share process to date and feedback from interviews, gain additional feedback and present initial thoughts to Advisory Committee for feedback</p> | <p>Year 1<br/>Quarter 2</p> <p>Year 1<br/>Quarter 2</p> <p>Year 1<br/>Quarter 3</p> <p>Year 1<br/>Quarter 3</p> <p>Year 1<br/>Quarter 3</p> | <p>A strong basic foundation is established upon which to build is established</p> <p>Gain understanding about the gaps in transition practices in PA for all Early Learning programs.</p> <p>Solicit applications and select members</p> <p>Plan is laid out for the continuing work</p> <p>Advisory Committee weighs in and timelines and products solidified</p> |

**Goal 3:** To provide leadership and coordination in the support of young children and their families as they transition through the continuum of services and developmental stages in early learning in Pennsylvania.

| Objectives   | Activities  | Timeline  | Quarterly Accomplishments  |
|--|---|---|--|
|  | <p>Develop professional development, resources and products for use in the field.</p> <p>Professional development sessions on the materials are delivered on Best Practice for Transition in PA to Instructors</p> <p>Instructors deliver the Transition content across the Commonwealth</p> <p>Professional Development activity is assessed and changes made as needed for continued delivery in Year 3</p> <p>Stand alone resources for programs disseminated to field</p> | <p>Year 2<br/>Quarter 1</p> <p>Year 2<br/>Quarter 2</p> <p>Year 2<br/>Quarter 3 + 4</p> <p>Year 2<br/>Quarter 4</p> <p>Year 3<br/>Quarter 1</p> | <p>Well thought out, research based materials are developed including Train the trainer professional development sessions is created for instructors and a face to face and online session is created for practitioners</p> <p>Three train the trainer sessions are offered</p> <p>12 professional development sessions are offered across the state</p> <p>PD is reviewed and recommendations for revisions are implemented</p> <p>High quality materials available to practitioners across the Commonwealth on strategies for supporting transition available.</p> |
| <p>Parents will have access to materials and supports for transitioning their children through various programs,</p> | <p>Meet with Special Assistant on Parent Initiatives Coordinator and possibly Parent Advisory Committee to assess parent needs and concerns about transition</p>  | <p>Year 1<br/>Quarter 2</p>   | <p>Parent needs and interests will be identified around transition issues</p>  |

**Goal 3:** To provide leadership and coordination in the support of young children and their families as they transition through the continuum of services and developmental stages in early learning in Pennsylvania.

| Objectives   | Activities  | Timeline  | Quarterly Accomplishments   |
|--|---|---|---|
| services and developmental stages  | <p>(possibly through survey or focus groups)</p> <p>Share information with Transition Committee</p> <p>Products are developed and vetted with Parent Advisory Committee and Transition Committee</p> <p>Dissemination strategy is developed</p> <p>Materials are disseminated</p>   | <p>Year 1<br/>Quarter 3</p> <p>Year 2<br/>Quarter 1,2</p> <p>Year 2<br/>Quarter 2</p> <p>Year 2<br/>Quarter 3</p> | <p>A plan for materials and resources to support parents in transition is finalized</p> <p>Research based products to meet the needs of families are developed</p> <p>Materials will be available to families in all the Early Learning programs</p> <p>Parents have materials and support for transition</p> |
| Families with special needs will be supported through the transition process | <p>Survey the stakeholders and current practices for special populations and identify transition issues and gaps in services specific to special populations such as English Language Learners, transient and immigrant families, families living in poverty, children with disabilities, families from varying races and cultures. (Are materials needed in different languages? If so, which languages?)</p> <p>Develop strategy to fill the gaps, share ideas and solicit feedback from Transition</p> | <p>Year 2<br/>Quarter 1</p> <p>Year 2<br/>Quarter 2</p>   | <p>Issues for special populations will be identified</p> <p>Strategy, timelines and approach will be identified for transition and</p>  |

**Goal 3:** To provide leadership and coordination in the support of young children and their families as they transition through the continuum of services and developmental stages in early learning in Pennsylvania.

| Objectives   | Activities  | Timeline  | Quarterly Accomplishments   |
|--|---|---|---|
|  | <p>Advisory Committee</p> <p>Create materials and resources and develop dissemination strategy</p> <p>Disseminate materials and resources</p>   | <p>Year 2<br/>Quarter 3-4</p> <p>Year 3<br/>Quarter 1</p>   | <p>special populations</p> <p>Quality research based materials will be developed</p> <p>Materials and resources disseminated for transition as related to special populations</p>   |
| <p>Transition activities are supported throughout the Commonwealth</p> | <p>Community and early learning program needs for support in transition are identified</p> <p>Types of services and supports available identified and protocol for requesting resources/supports identified</p> <p>Plans shared with Transition Advisory Committee for feedback</p> <p>Materials and resources developed for community support</p> <p>Transition Coordinator receives requests for supports and provides professional development, presentations, resources and supports as requested</p> | <p>Year 1<br/>Quarter 2</p> <p>Year 1<br/>Quarter 2</p> <p>Year 1<br/>Quarter 3</p> <p>Year 1<br/>Quarter 4 and<br/>Year 2<br/>Quarter 1</p> <p>Year 2<br/>Quarters 2 – 4<br/>Year 3<br/>Quarters 1-4</p> | <p>Awareness of community support needs around Transition identified</p> <p>Menu of supports and resources identified for the community</p> <p>Plan approved</p> <p>High quality, research based materials developed for use with early learning providers</p> <p>High quality support is provided in the early learning community around Transition and related topics</p> |

**Goal 3:** To provide leadership and coordination in the support of young children and their families as they transition through the continuum of services and developmental stages in early learning in Pennsylvania.

| Objectives  | Activities  | Timeline  | Quarterly Accomplishments  |
|---|---|---|--|
| <p>Transition practices will be more successful for early learning providers and families and a plan will be identified to continue the successful work</p> | <p>Assess with OCDEL Planning Unit specific areas of research and possibilities of assessing outcomes of the transition work and sharing best practice resulting.</p>                         | <p>Year 1<br/>Quarter 1</p>   | <p>A plan will be developed to assess the transition work.</p>   |
|   | <p>Baseline data will be obtained</p>   | <p>Year 1<br/>Quarter 2</p>   | <p>Develop baseline of where we were when the project started</p>  |
|   | <p>Data and outcomes collected</p>  | <p>Year 1<br/>Quarters 3-4<br/>Year 2<br/>Quarters 1-4<br/>Year 3<br/>Quarter 1-2</p> | <p>Data for analysis will collected throughout the project</p>   |
|   | <p>Data will be analyzed and report written about Transition project with recommendations for further consideration</p>   | <p>Year 3<br/>Quarters 3-4</p>  | <p>Successfulness of the project will be determined with recommendations</p>   |
|   | <p>Transition Coordinator will review sources of evidence including Transition Committee and other sources and write report on the transition project with recommendations for next steps</p> | <p>Year 3<br/>Quarters 3-4</p>  | <p>Project will be reviewed and next steps will be identified for continuation of the work with both additional funding or what can continue without dedicated funding</p> |

| <b>Goal 3:</b> To provide leadership and coordination in the support of young children and their families as they transition through the continuum of services and developmental stages in early learning in Pennsylvania. |  |                               |   |
|--|--|-------------------------------|---|
| <b>Objectives</b>  | <b>Activities</b>  | <b>Timeline</b>               | <b>Quarterly Accomplishments</b>  |
| Establish the School Board Early Childhood Leadership Initiative   | Complete detailed plan for a leadership initiative to assist individuals with early education leadership to prepare for school board leadership and to assist those participating in local school boards to develop a deeper understanding of the role of local boards in supporting early childhood education | Year 1, Quarter 1             | Detailed workplan completed   |
| Hire implementation team consisting of two full-time professionals   | Advertise in local newspapers; post on BCIU and PA Keys websites; and place notice in BUILD listserve that is sent to over 7,000 subscribers   | Year 1 Quarter 1              | Candidates have been interviewed and job offer made to successful candidate<br><br>Candidate begins employment by Year 1; Quarter 1 |
| Conduct outreach to identify and support individuals who are seeking to participate in local school boards   | Prepare necessary materials.<br><br>Provide CEGs and other early childhood stakeholders with information about supports available.<br><br>Conduct information and technical assistance sessions to help support potential participants on local school boards.   | Year 1, 2 and 3, each quarter | Materials are prepared.<br><br>Materials are distributed.<br><br>Information and technical assistance workshops are completed.      |

| <b>Goal 3: To provide leadership and coordination in the support of young children and their families as they transition through the continuum of services and developmental stages in early learning in Pennsylvania.</b> |   |                               |   |
|--|---|-------------------------------|---|
| <b>Objectives</b>  | <b>Activities</b>   | <b>Timeline</b>               | <b>Quarterly Accomplishments</b>  |
| Establish appropriate support mechanisms for existing school board members to share information about early childhood education and to increase knowledge base and leadership effectiveness.                               | <p>Prepare necessary materials.</p> <p>Conduct information and technical assistance sessions to help support local school boards, and establish appropriate feedback mechanisms to assure ongoing support is effective.</p> | Year 1, 2 and 3, each quarter | <p>Materials are prepared.</p> <p>Information and technical assistance is provided with feedback to refine and improve this work over time.</p> |

| <b>Goal 4: Build capacity of providers of OCDEL services to build awareness and support of OCDEL's initiatives and quality ECE</b>  |  |                                    |                                   |
|---|--|------------------------------------|-----------------------------------|
| <b>Objectives</b>   | <b>Activity</b>  | <b>Timeline</b>                    | <b>Quarterly Accomplishments</b>  |
| Hire communications coordinator to manage OCDEL provider leadership group and provide professional development/technical assistance | Advertise in local newspapers; post on BCIU and PA Keys websites; and place notice in the Build listserv that is sent to over 7,000 subscribers                | Year 1, Quarter 1                  | Candidate hired by end of quarter |
| Develop voluntary leadership group of OCDEL providers to become core group of community educators and receive additional supports   | Survey OCDEL providers for their strengths, weaknesses, and technical assistance needs regarding community education   | Year 1 Quarter 2                   | Survey responses received         |
|   | Provide targeted technical assistance for communications to providers in key districts, such as drafting letters to the editor or public service announcements | Year 1 Quarter 3                   | Analysis of survey complete       |
|   |  | Year 1 Quarter 2 begin and ongoing | Assist 10 providers each quarter  |

| <b>Goal 4: Build capacity of providers of OCDEL services to build awareness and support of OCDEL’s initiatives and quality ECE</b> |  |                                 |  |
|--|--|---------------------------------|--|
| <b>Objectives</b>  | <b>Activity</b>  | <b>Timeline</b>                 | <b>Quarterly Accomplishments</b>   |
|  | Recruit members of OCDEL communications leadership group – target nominations to active providers and those in key legislative districts   | Year 1<br>Quarter 4 and ongoing | At least 50 providers recruited for leadership group                                     |
|  | Develop method of providing feedback loop for providers on their community education and outreach efforts  | Year 1<br>Quarter 4             | Leadership providers report back at least two community education activities per quarter |
| Develop advanced technical assistance/professional development for OCDEL community education leadership group                      | Based on survey evaluation and discussions, develop plan to provide advanced professional development/technical assistance to leadership group – for example, develop ½ hour training modules on “how to host a site visit for media, legislators”                     | Year 1<br>Quarter 4             | PD and TA plan completed by end of quarter   |
|  | Develop up to 10 training modules that provide tips and tricks for particular community education activities (hosting a site visit for media, legislators, pitching a news story to reporters/editors, how to talk about early education to different audiences, etc.) | Year 2,<br>Quarter 1            | 2 modules created and presented to leadership group                                      |
|  |  | Year 2,<br>Quarter 2            | 2 modules created and presented to leadership group                                      |
|  |  | Year 2,<br>Quarter 3            | 2 modules created and presented to leadership group                                      |
|  |  | Year 2,<br>Quarter 4            | 2 modules created and presented to leadership group                                      |

| <b>Goal 4: Build capacity of providers of OCDEL services to build awareness and support of OCDEL’s initiatives and quality ECE</b>                 |   |  |  |
|--|---|--|--|
| <b>Objectives</b>  | <b>Activity</b>   | <b>Timeline</b>  | <b>Quarterly Accomplishments</b>   |
|  | Conduct community education workshops at provider meetings/events when appropriate  | Year 3, Quarter 1<br><br>Year 2, Quarter 1 and ongoing | 2 modules created and presented to leadership group (if necessary)   |
| Facilitate mentoring/connections between OCDEL providers community education leaders, other local OCDEL providers and local advocacy organizations | Establish mentoring program for OCDEL provider community education leaders and other OCDEL providers. Coordinate effort with local advocacy groups. | Year 3, Quarter 1 & 2 and ongoing                      | OCDEL provider leaders agree to work with 2 or more providers in their area to help them become spokespeople for early education |
|  | Promote use of community education training modules among all OCDEL providers   | Year 3, Quarter 2 and ongoing                          | Reach out to every OCDEL provider group (Child Care Works, Keystone STARS, PA PKC, etc) by end of Quarter 2                      |
|  | Develop second cohort of community education leaders to go through training   | Year 3, Quarters 2,3,4                                 | Recruit another 50 providers to join leadership group  |

| <b>Goal 5: To enhance parents' understanding of their role in supporting children's success in preschool, kindergarten, and learning in general through the distribution of three calendars, “Learning is Everywhere”, “Kindergarten Here I Come”, and “Kindergarten Here I Am”.</b> |  |                 |                                    |
|--|--|-----------------|------------------------------------|
| <b>Objectives</b>  | <b>Activity</b>                        | <b>Timeline</b> | <b>Quarterly Accomplishments</b>   |
| Increase use of calendars by   | Translate “Learning is Everywhere” and | Year 1          | All three calendars are translated |

| <b>Goal 5: To enhance parents' understanding of their role in supporting children's success in preschool, kindergarten, and learning in general through the distribution of three calendars, "Learning is Everywhere", "Kindergarten Here I Come", and "Kindergarten Here I Am".</b> |  |   |  |
|--|--|---|--|
| <b>Objectives</b>  | <b>Activity</b>  | <b>Timeline</b>   | <b>Quarterly Accomplishments</b>   |
| Spanish speaking families  | "Kindergarten Here I Am" to Spanish. "Kindergarten Here I Come" has been translated.   | Quarter 1   | into Spanish.  |
| Reformat calendars after translation   | Printer reformats two calendars that are newly translated  | Year 1<br>Quarter 2   | All three calendars are formatted and ready for printing                                       |
| Make available "Learning is Everywhere", "Kindergarten Here I Come", and "Kindergarten Here I Am" to English and Spanish speaking parents  | Print 50,000 Learning is Everywhere Calendar, 40,000 Kindergarten Here I Come and 40,000 Kindergarten Here I Am  | Year 1<br>Quarter 2   | Calendars are printed and ready for distribution   |
| Insure wide distribution of calendar   | Develop communication strategy through listserves, community organizations, Community engagement Groups, school districts, early learning programs, libraries, etc to increase awareness of availability of calendar | Year 1<br>Quarter 3 & 4<br>Year 2<br>Quarters 1-4<br>Year 3<br>Quarters 1-4 | Calendars are distributed to parents in all 67 counties of the Commonwealth                    |
| Develop tracking system to document distribution   | Work with organization distributing calendars to track mailings and develop a report at the end of each year   | Year 1<br>Quarter 4<br>Year 2<br>Quarter 4<br>Year 3<br>Quarter 4           | Distribution is tracked and a distribution report is created and posted to the Build listserve |
| Insure calendars are discussed in relevant professional development events and advisory committees   | Work with professional development organizations offering workshops on early learning standards and engaging parents to refer to calendars   | Years 2 and 3<br>All quarters   | Professional development organizations offering workshops use calendars in their trainings     |
| Calendars are available  | Reprint calendars to ensure ample supply   | Year 2  | Calendars are available to parents as  |

**Goal 5: To enhance parents' understanding of their role in supporting children's success in preschool, kindergarten, and learning in general through the distribution of three calendars, "Learning is Everywhere", "Kindergarten Here I Come", and "Kindergarten Here I Am".**

| Objectives   | Activity  | Timeline                              | Quarterly Accomplishments  |
|--|---|---------------------------------------|--|
|  |   | Quarter 1<br>Year 2<br>3<br>Quarter 1 | needed   |
| Assess need for Learning is Everywhere calendar to translated in additional languages beyond English and Spanish | Survey early education field to understand need for further translation of calendar | Year 2<br>Quarter 3                   | Decision is made regarding need for further translation                      |
| If needed, offer Learning is Everywhere into one additional language   | Translate calendar into one additional language based on need                       | Year 3<br>Quarter 1                   | Learning is Everywhere is printed and distributed in one additional language |

3. Plan for conducting the required period needs assessment, for holding public hearings, and for holding the ELC meetings each year.

The required needs assessment is conducted each year via the Reach and Risk study. As additional information for this work becomes available through the enhancement of PELICAN and Early Learning Network, it will be added.

The required public hearing to support this application was held on August 12, 2009, and at least annual public hearings will be held by the Early Learning Council.

The Early Learning Council meets on a regular basis, convened by its chairs, and it also has a series of committees that meet on a regular basis. Each committee chair is a member of the Early Learning Council. OCDEL's deputy secretary, who serves as co-chair of the ELC, is responsible for organizing and planning the meetings of the ELC.

4. Organizations, Cooperating Entities and Key Individuals Affiliated with this Application

The primary organizations who will be tasked to carry out the work under this application are the Office of Child Development and Early Learning and the PA Key. The specific assignments are described in the section on goals, objectives and activities above.

5. Plans to Sustain This Work Beyond the Grant Period

Consideration has been given to the one-time nature of the funding, which resulted in selection of the five core areas for work, notably

- a. Unified Data System by enhancing help desk and technical assistance and quality control functions for ELN and PELICAN.
- b. Professional Development Integration, including expanded Career Lattice, further integration with Act 48, and other elements of the professional development strategy.
- c. Birth to Five and K-12 Continuum and Transition including supports for local school board leadership as well as early childhood and school system leaders and teachers
- d. Early Education Provider Capacity to promote public awareness of ECE
- e. Parental Involvement in Early Education through translation of parent calendars and ongoing dissemination of Learning Is Everywhere, Kindergarten Here I Come and Kindergarten Here I Am.

As noted in the specific workplan for these elements, each of these areas will derive a long-term benefit from the three years of investment called for in this application. The work is planned to become institutionalized during this time period, becoming part of the infrastructure upon which future work will be built. State staff will be hired on a time-limited basis so that there is a clear understanding of the priority systematic nature of the work to be accomplished.

### C. Staff and Position Data

Position descriptions follow for core positions to support the work.

**OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING  
EDUCATION ADVISOR**

**POSITION TITLE: Transition Coordinator**

**QUALIFICATIONS:**

- A. Master's Degree in Early Childhood Education or Child Development preferred; BA with five years of experience in the early childhood education field considered.
- B. Experience in the delivery of early childhood education and knowledge of current Pennsylvania professional development and quality assistance initiatives as well as knowledge of the continuum of early learning services.
- C. Knowledge of child development and developmentally appropriate practice from infancy through school age.
- D. Experience in program planning, development, accountability standards, and data analysis. Experience in writing curriculum and certification in PQAS system preferred
- E. Demonstration of ability to work collaboratively and in community
- F. Possession of leadership qualities including good listening and communication skills.
- G. Ability to work in Harrisburg office and travel across the state as needed

**REPORTS TO:**

Division Chief – Bureau of Early Learning Services, OCDEL

**POSITION GOAL:**

To provide leadership and coordination in the support of young children and their families as they transition through the continuum of services and developmental stages in early learning in Pennsylvania.

**PERFORMANCE RESPONSIBILITIES:**

The essential functions of this position include, but are not limited to, the following fundamental duties:

- A. Research national transition best practice, resources available and strategies in place currently in Pennsylvania to support transition throughout the continuum of early learning services.
- B. Develop a diverse, representative Transition Advisory Committee under the structure of the Early Learning Council to advise, review plans and timelines and inform the work.
- C. Strategically build a process, create documents and additional materials that assist parents, educational institutions, community early learning programs, community engagement groups and stakeholders support children as they transition between early childhood programs.
- D. Support stakeholders, community engagement groups, school districts and community early learning partners in community based efforts around transition practices
- E. Provide professional development to the continuum of early learning programs around best practice in transition.

- F. Develop strategies and protocols with OCDEL Planning Unit to assess effective transition practices and share results with early learning community
- G. Work with Special Assistant on Parent Initiatives Coordinator to assess the needs of parents in the transition process, develop materials and disseminate materials to parents
- H. Survey the current practices for special populations and identify transition issues specific to special populations such as English Language Learners, transient and immigrant families, families living in poverty, children with disabilities, families from varying cultures and races.
- I. Work with other Bureaus and community stakeholders to develop strategies and materials specific to special populations for early learning providers and families.
- J. With the PA Key, develop and staff additional initiatives as needed to support the early childhood education field in transition specific and related projects.
- K. Complete other job-related duties as assigned.

**TERM OF EMPLOYMENT:**

Twelve months. Salary as determined by position level and benefits through the Commonwealth of Pennsylvania

**EVALUATION:**

Performance in this position will be evaluated in accordance with provisions of the Commonwealth of Pennsylvania

*The position holder must be able to perform the essential job functions with or without reasonable accommodation.*

Created: 8/7/09

## **BERKS COUNTY INTERMEDIATE UNIT**

**POSITION TITLE:** Communications Coordinator – PA Key

### **QUALIFICATIONS:**

- A. BA required; 5 years experience in communications
- B. Exceptional writing and organizational skills
- C. Proven track record in raising visibility and profile of an issue and ability to identify and effectively influence target audience.
- D. Knowledge and experience in media and community outreach
- E. Experience in preparing op-eds, press releases, media tool kits, brochures, reports, and newsletters
- F. Knowledge of legislative process and experience in legislative outreach
- G. Knowledge and experience in using web-based strategies for both internal and external communications.
- H. Knowledge of PA early learning system preferred.
- I. Experience in presenting workshops and presentations
- J. Demonstration of ability to work collaboratively and in community.

### **REPORTS TO:**

Director of Communications and Public Policy, PA Key

### **POSITION GOAL:**

To mobilize early learning providers across sectors to become advocates themselves for public investment in high quality early childhood education and to motivate the parents of the children in their program to also become advocates.

### **PERFORMANCE RESPONSIBILITIES:**

The essential functions of this position include, but are not limited to, the following fundamental duties:

- A. Engage early childhood education providers in developing a shared vision and creating the strategies to achieve the vision.
- B. Create template materials and talking points to assist providers in communicating with families, parents, communities and public officials
- C. Manage OCDEL listserv
- D. Assist providers in developing relationships with the local press through by developing media relations tool kits, conducting workshops, and providing template press releases
- E. Provide workshops and materials around reaching out to public officials
- F. Work with providers to develop workshops and materials to mobilize parents to tell their stories to key stakeholders
- G. Work with providers to schedule visits with public officials, business leaders, and the media
- H. Ensure providers are connected with their local Community engagement Group

- I. Support Week of the Young Child and PA Promise Week celebrations
- J. Perform other job related duties as assigned.

**TERM OF EMPLOYMENT:**

Twelve months. Salary to be established by the Intermediate Unit Board of Directors per the Compensation Plan for the Governor's Early Learning Team Administrative and Supervisory personnel.

**EVALUATION:**

Performance in this position will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

**BCIU is an equal opportunity employment, educational, and service organization.**

New: August 15, 2009

## **BERKS COUNTY INTERMEDIATE UNIT**

### **POSITION TITLE: Professional Development Coordinator – PA Key**

#### **QUALIFICATIONS:**

- A. Master’s Degree in Early Childhood Education or Child Development preferred; BA with five years of experience in the early childhood education field considered.
- B. Experience in the delivery of early childhood education and knowledge of current Pennsylvania professional development and quality assistance initiatives.
- C. Knowledge of child development and developmentally appropriate practice from infancy through school age.
- D. Experience in program planning, development, accountability standards, and data analysis.
- E. Experience in writing curriculum required; certification in PQAS system preferred
- F. Demonstration of ability to work collaboratively and in community.
- G. Possession of leadership qualities including good listening and communication skills.
- H. Ability to work in Harrisburg office.

#### **REPORTS TO:**

Director, Community Initiatives

#### **POSITION GOAL:**

To provide leadership and coordination in the creation of statewide systems, materials, modules, and credentials that support implementation of the comprehensive OCDEL professional development strategic plan.

#### **PERFORMANCE RESPONSIBILITIES:**

The essential functions of this position include, but are not limited to, the following fundamental duties:

- A. Create documents that align early childhood materials with Chapter 49-2 Pre K – 4 teacher certification and develop roll out strategy to field
- B. Monitor PD Calendar and analyze data; review current evaluation forms and revise
- C. Research development of portfolio format for use in community-based programs, two year colleges and four year institutions of higher learning
- D. Develop Keystone STARS core series orientation modules tailored for family child care
- E. Represent PA Key in work with OCDEL and PA Key around Act 48 issues
- F. With the Office of Child Development and Early Learning, develop and staff additional initiatives as needed to support the early childhood education field.
- G. Assist with management of PQAS system and further extending its reach across sectors
- H. Work with OCDEL to support development of ECE component in PA Inspired Leadership Program
- I. Revise career lattice to include additional credentials
- J. Develop a technical assistance credential and core series

**Professional Development Coordinator – PA Key**  
**Page Two**

- K. Develop statewide strategies around career advising
- L. Complete other job-related duties as assigned.

**TERM OF EMPLOYMENT:**

Twelve months. Salary to be established by the Intermediate Unit Board of Directors per the Compensation and Benefits Plan for the Pennsylvania Key

**EVALUATION:**

Performance in this position will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

*The position holder must be able to perform the essential job functions with or without reasonable accommodation. It is the responsibility of the employee to inform the BCIU Director of Human Resources of any and all reasonable accommodations that will be required.*

**BCIU is an equal opportunity employment, educational, and service organization**

**Created: 8/1/09**

## OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING

### **POSITION TITLE: The Reports/Data Specialist**

### **QUALIFICATIONS:**

Work requires programming skills normally acquired through four years of post-secondary education in computer science or a related field, or equivalent technical training in application programming.

### **REPORTS TO:**

Pelican Project Manager

### **POSITION GOAL:**

The Reports/Data Specialist works to extract useful information from PELICAN – Early Learning Network and other sub-systems to meet funding, operational, research and other agency needs.

### **PERFORMANCE RESPONSIBILITIES:**

The essential functions of this position include, but are not limited to, the following fundamental duties:

- A. Responds to routine requests for information, using both existing reports and creating ad-hoc queries
- B. Queries the data warehouse in order to provide ad hoc data analysis
- C. Works with PELICAN vendor and BIS staff to identify and create new reports
- D. Develops procedures to clean and merge multiple data files in order to conduct longitudinal studies
- E. Provides support as needed to research and evaluation efforts
- F. Acts as technical resource to management administrators and application developers on access to and use of data.
- G. Develops standards for dealing with ad hoc reporting and ensures compliance throughout the user community

### **TERM OF EMPLOYMENT:**

Twelve months. Salary to be established by the State's compensation and benefits plan

### **EVALUATION:**

Performance in this position will be evaluated in accordance with Pennsylvania's administrative policies and procedures.

Created: 8/12/09

## OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING

### **POSITION TITLE: Help Desk Coordinator**

### **QUALIFICATIONS:**

Work requires communications and analytical skills normally acquired through two years of post-secondary education in mathematics, computer science or a related field, or equivalent technical training in a computer-related field.

### **REPORTS TO:**

Pelican Project Manager

### **POSITION GOAL:**

To provide effective service to external system users to ensure that users have a mechanism to escalate problems to ensure valid state longitudinal data entry.

### **PERFORMANCE RESPONSIBILITIES:**

The essential functions of this position include, but are not limited to, the following fundamental duties:

- A. Perform a variety of system problem analysis and monitoring tasks
- B. Respond appropriately to user requests and problems
- C. Perform initial problem analysis and triage problem to program or technical staff when appropriate
- D. Compile data and prepare reports setting forth progress, adverse trends and appropriate recommendations based on information from a tracking system
- E. Participate in the preparation of procedure manuals and documentation for help desk use
- F. Conduct periodic user satisfaction surveys and track user problem trends
- G. Assist in the development of a comprehensive training plan for help desk procedures
- H. Assist in training personnel providing backup coverage

### **TERM OF EMPLOYMENT:**

Twelve months. Salary to be established by the State's compensation and benefits plan

### **EVALUATION:**

Performance in this position will be evaluated in accordance with Pennsylvania's administrative policies and procedures.

Created: 8/12/09

## OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING

### **POSITION TITLE: Longitudinal Data Auditor**

### **QUALIFICATIONS:**

Work requires communications and analytical skills normally acquired through two years of post-secondary education in mathematics, computer science, accounting or a related field, or equivalent technical training in such fields.

### **REPORTS TO:**

Pelican Project Manager

### **POSITION GOAL:**

To ensure the integrity of data utilized by the Early Learning Network that will inform state longitudinal data research and analysis.

### **PERFORMANCE RESPONSIBILITIES:**

The essential functions of this position include, but are not limited to, the following fundamental duties:

- A. In cooperation with the OCDEL research and information technology staff, develops and executes the strategy for data auditing PELICAN ELN
- B. Conducts data audits and analyzes data for accuracy, adequacy and effectiveness
- C. Synthesizes audit information to detect deficient controls, duplicated efforts and non-compliance with OCDEL policies and directives
- D. Escalates issues to the appropriate program staff in order for the data to be cleansed by the program grantee.
- E. Provides input into ELN ongoing training drawing from common mistakes discovered through auditing
- F. Advises the PELICAN Governance Team to identify opportunities for process and system improvements.

### **TERM OF EMPLOYMENT:**

Twelve months. Salary to be established by the State's compensation and benefits plan

### **EVALUATION:**

Performance in this position will be evaluated in accordance with Pennsylvania's administrative policies and procedures.

Created: 8/12/09

D. Organizational Profile

The Office of Child Development and Early Learning (OCDEL) is a part of both the departments of Education and Public Welfare, as authorized by Pennsylvania’s Executive Board, and is charged by the Governor and the Secretaries of Education and Public Welfare with the responsibility for program and policy development and implementation for Pennsylvania’s early childhood learning continuum. The budget is approximately \$1.3 billion and the services includes: child care certification (licensing); child care subsidy; infant, toddler and preschool Early Intervention (under IDEA), parent counseling and referral for early childhood services; Pennsylvania Pre-K Counts, Keystone STARS/Keys to Quality (QRIS integrated with financing and professional development); Full Day Kindergarten; Head Start Supplemental; Nurse Family Partnership; Parent-Child Home Program; Community Engagement; and various other initiatives. OCDEL staff oversee these programs and are supported by a small, strong team with expertise in planning, policy, research and evaluation, information technology, budget and financial management, communications, and general office/HR administration. This unique governance structure allows OCDEL to maximize its resources and impact. Governor Rendell’s designation letter is attached.

OCDEL’s framework for its work is found in the chart below:



E. Budget

Budget Detail – Year 1

October 1, 2009 - September 30, 2010

| Category                       | Federal Budget | Non-Federal Budget | Total Budget    |
|--------------------------------|----------------|--------------------|-----------------|
| <b>Personnel</b>               |                |                    |                 |
| Reports/Data Specialist        | \$ [REDACTED]  | \$ -               | \$ [REDACTED]   |
| Help Desk Coordinator          | \$ [REDACTED]  | \$ -               | \$ [REDACTED]   |
| Help Desk Coordinator          | \$ [REDACTED]  | \$ -               | \$ [REDACTED]   |
| Longitudinal Data Auditor      | \$ [REDACTED]  | \$ -               | \$ [REDACTED]   |
| BELS transition                | \$ 58,000.00   | \$ -               | \$ 58,000.00    |
| <b>Fringe Benefits</b>         | \$ 111,900.80  | \$ -               | \$ 111,900.80   |
| <b>Travel</b>                  | \$ 1,350.00    | \$ -               | \$ 1,350.00     |
| <b>Equipment</b>               | \$ 7,750.00    | \$ -               | \$ 7,750.00     |
| <b>Supplies</b>                | \$ 3,000.00    | \$ -               | \$ 3,000.00     |
| <b>Contractual</b>             | \$ 587,076.20  | \$ -               | \$ 587,076.20   |
| <b>PA Pre-K Counts Program</b> |                | \$ 2,293,846.33    |                 |
| <b>Totals</b>                  | \$ 983,077.00  | \$ 2,293,846.33    | \$ 3,276,923.33 |

Additional Justification

| Personnel                        | Time in months        | FTE               | Annual/Grant Salary (equal) | Wage Rate     |
|----------------------------------|-----------------------|-------------------|-----------------------------|---------------|
| Data Query Specialist            | 12                    | 100%              | \$ [REDACTED]               | \$ [REDACTED] |
| Help Desk Coordinator            | 12                    | 100%              | \$ [REDACTED]               | \$ [REDACTED] |
| Help Desk Coordinator            | 12                    | 100%              | \$ [REDACTED]               | \$ [REDACTED] |
| Data Auditor                     | 12                    | 100%              | \$ [REDACTED]               | \$ [REDACTED] |
| BELS transition                  | 12                    | 100%              | \$ [REDACTED]               | \$ [REDACTED] |
| <b>Fringe Benefits</b>           | <b>Health</b>         | <b>FICA</b>       | <b>Retirement</b>           | <b>Total</b>  |
| Percent                          | 30.19%                | 7.65%             | 3.26%                       | 41.10%        |
| Amount                           | \$ 82,196.72          | \$ 20,828.25      | \$ 8,875.83                 | \$ 111,900.80 |
| <b>Travel</b>                    | <b>Personal Miles</b> | <b>Mileage</b>    | <b>Subsistence</b>          | <b>Total</b>  |
| Coordinator travel ACF           | 400                   | \$ 220.00         | \$ 180.00                   | \$ 400.00     |
| General staff travel             | 1,000                 | \$ 550.00         | \$ 400.00                   | \$ 950.00     |
| <b>Equipment</b>                 | <b>5-Computers</b>    | <b>3-Printers</b> | <b>Software</b>             | <b>Total</b>  |
| Computers/Help Desk Peripheral   | 5400                  | 1350              | 1000                        | 7750          |
| <b>Supplies - General Office</b> |                       |                   |                             | \$ 3,000.00   |

Budget Detail – Year 2

October 1, 2010 - September 30, 2011

| Category                       | Federal Budget | Non-Federal Budget | Total Budget    |
|--------------------------------|----------------|--------------------|-----------------|
| <b>Personnel</b>               |                |                    |                 |
| Reports/Data Specialist        | \$ [REDACTED]  | \$ -               | \$ [REDACTED]   |
| Help Desk Coordinator          | \$ [REDACTED]  | \$ -               | \$ [REDACTED]   |
| Help Desk Coordinator          | \$ [REDACTED]  | \$ -               | \$ [REDACTED]   |
| Longitudinal Data Auditor      | \$ [REDACTED]  | \$ -               | \$ [REDACTED]   |
| BELS transition                | \$ [REDACTED]  | \$ -               | \$ [REDACTED]   |
| <b>Fringe Benefits</b>         | \$ 115,257.82  | \$ -               | \$ 115,257.82   |
| <b>Travel</b>                  | \$ 1,350.00    | \$ -               | \$ 1,350.00     |
| <b>Supplies</b>                | \$ 3,000.00    | \$ -               | \$ 3,000.00     |
| <b>Contractual</b>             | \$ 599,914.44  | \$ -               | \$ 599,914.44   |
| <b>PA Pre-K Counts Program</b> |                | \$ 2,332,591.94    |                 |
| <b>Totals</b>                  | \$ 999,682.26  | \$ 2,332,591.94    | \$ 3,332,274.20 |

Additional Justification

| Personnel              | Time in months        | FTE            | Annual/Grant Salary (equal) | Wage Rate     |
|------------------------|-----------------------|----------------|-----------------------------|---------------|
| Data Query Specialist  | 12                    | 100%           | \$ [REDACTED]               | \$ [REDACTED] |
| Help Desk Coordinator  | 12                    | 100%           | \$ [REDACTED]               | \$ [REDACTED] |
| Help Desk Coordinator  | 12                    | 100%           | \$ [REDACTED]               | \$ [REDACTED] |
| Data Auditor           | 12                    | 100%           | \$ [REDACTED]               | \$ [REDACTED] |
| BELS transition        | 12                    | 100%           | \$ [REDACTED]               | \$ [REDACTED] |
|                        |                       |                |                             |               |
| <b>Fringe Benefits</b> | <b>Health</b>         | <b>FICA</b>    | <b>Retirement</b>           | <b>Total</b>  |
| Percent                | 30.19%                | 7.65%          | 3.26%                       | 41.10%        |
| Amount                 | \$ 84,662.62          | \$ 21,453.10   | \$ 9,142.10                 | \$ 115,257.82 |
|                        |                       |                |                             |               |
| <b>Travel</b>          | <b>Personal Miles</b> | <b>Mileage</b> | <b>Subsistence</b>          | <b>Total</b>  |
| Coordinator travel ACF | 400                   | \$ 220.00      | \$ 180.00                   | \$ 400.00     |
| General staff travel   | 1,000                 | \$ 550.00      | \$ 400.00                   | \$ 950.00     |

|                           |  |  |  |             |
|---------------------------|--|--|--|-------------|
| Supplies - General Office |  |  |  | \$ 3,000.00 |
|---------------------------|--|--|--|-------------|

Budget Detail – Year 3

October 1, 2011 - September 30, 2012

| Category                       | Federal Budget | Non-Federal Budget | Total Budget    |
|--------------------------------|----------------|--------------------|-----------------|
| <b>Personnel</b>               |                |                    |                 |
| Reports/Data Specialist        | \$ [REDACTED]  | \$ -               | \$ [REDACTED]   |
| Help Desk Coordinator          | \$ [REDACTED]  | \$ -               | \$ [REDACTED]   |
| Help Desk Coordinator          | \$ [REDACTED]  | \$ -               | \$ [REDACTED]   |
| Longitudinal Data Auditor      | \$ [REDACTED]  | \$ -               | \$ [REDACTED]   |
| BELS transition                | \$ [REDACTED]  | \$ -               | \$ [REDACTED]   |
| <b>Fringe Benefits</b>         | \$ 118,715.56  | \$ -               | \$ 118,715.56   |
| <b>Travel</b>                  | \$ 1,350.00    | \$ -               | \$ 1,350.00     |
| <b>Supplies</b>                | \$ 3,000.00    | \$ -               | \$ 3,000.00     |
| <b>Contractual</b>             | \$ 613,137.82  | \$ -               | \$ 613,137.82   |
| <b>PA Pre-K Counts Program</b> |                | \$ 2,391,125.75    |                 |
| <b>Totals</b>                  | \$1,024,768.18 | \$ 2,391,125.75    | \$ 3,415,893.93 |

Additional Justification

| Personnel              | Time in months        | FTE            | Annual/Grant Salary (equal) | Wage Rate     |
|------------------------|-----------------------|----------------|-----------------------------|---------------|
| Data Query Specialist  | 12                    | 100%           | \$ [REDACTED]               | \$ [REDACTED] |
| Help Desk Coordinator  | 12                    | 100%           | \$ [REDACTED]               | \$ [REDACTED] |
| Help Desk Coordinator  | 12                    | 100%           | \$ [REDACTED]               | \$ [REDACTED] |
| Data Auditor           | 12                    | 100%           | \$ [REDACTED]               | \$ [REDACTED] |
| BELS transition        | 12                    | 100%           | \$ 61,532.20                | \$ 31.55      |
| <b>Fringe Benefits</b> | <b>Health</b>         | <b>FICA</b>    | <b>Retirement</b>           | <b>Total</b>  |
| Percent                | 30.19%                | 7.65%          | 3.26%                       | 41.10%        |
| Amount                 | \$ 87,202.50          | \$ 22,096.69   | \$ 9,416.37                 | \$ 118,715.56 |
| <b>Travel</b>          | <b>Personal Miles</b> | <b>Mileage</b> | <b>Subsistence</b>          | <b>Total</b>  |
| Coordinator travel ACF | 400                   | \$ 220.00      | \$ 180.00                   | \$ 400.00     |
| General staff travel   | 1,000                 | \$ 550.00      | \$ 400.00                   | \$ 950.00     |

|                           |  |  |  |             |
|---------------------------|--|--|--|-------------|
| Supplies - General Office |  |  |  | \$ 3,000.00 |
|---------------------------|--|--|--|-------------|

## Contractor

### Berks County Intermediate Unit Contractor Budget Detail

|  | YR 1                 | YR 2                 | YR 3                 |
|--|----------------------|----------------------|----------------------|
| <b>Personnel + Benefits</b>              |                      |                      |                      |
| Professional Development Staff           | \$ [REDACTED]        | \$ [REDACTED]        | \$ [REDACTED]        |
| Communication Coordinator                | \$ [REDACTED]        | \$ [REDACTED]        | \$ [REDACTED]        |
| Postage/Printing Communications Material | \$ 175,000.00        | \$ 175,000.00        | \$ 175,000.00        |
| School Board Leadership Initiative       | \$ 218,861.20        | \$ 226,177.04        | \$ 233,712.35        |
| General Office Supplies                  | \$ 4,500.00          | \$ 4,500.00          | \$ 4,500.00          |
| Indirect Rate (3%)                       | \$ 14,715.00         | \$ 15,017.40         | \$ 15,328.87         |
| <b>Total</b>                             | <b>\$ 587,076.20</b> | <b>\$ 599,914.44</b> | <b>\$ 613,137.82</b> |

|         |                         |
|---------|-------------------------|
| fed     | \$ 3,007,527.00         |
| non-fed | \$ 7,017,564.00         |
|         | <u>\$ 10,025,091.00</u> |

### Non-Federal Share

The non-federal share comes from Pennsylvania's investment in PA Pre-K Counts. This early childhood education and development program is 100% state funded at \$86.4 million and serves over 11,000. The PA Pre-K Counts service delivery model integrates all early childhood education settings and engages parents in their children's learning. In addition the PA Pre-K Counts data system is key in creating PA's longitudinal data system.

## Appendices

1. Letter from Governor Rendell
2. Executive Order Establishing Early Learning Council
3. Organizational Chart for the Office of Child Development & Early Learning
4. Early Learning Council and Subcommittees



COMMONWEALTH OF PENNSYLVANIA  
OFFICE OF THE GOVERNOR  
HARRISBURG

THE GOVERNOR

September 8, 2009

The Honorable Kathleen Sebelius  
Secretary  
U.S. Department of Health and Human Services  
200 Independence Avenue, S.W.  
Washington, D.C. 20201

Dear Secretary Sebelius:

Please accept this as my designation of the Office of Child Development and Early Learning (OCDEL) as the lead agency for the Pennsylvania Early Learning Council. OCDEL is authorized as the applicant for the grant to support the Early Learning Council under the ARRA. I am delighted that these resources are being made available to help us continue our leadership efforts to assure that all of Pennsylvania's youngest children can participate in effective early childhood education programs.

Sincerely,

A large black rectangular redaction box covering the signature and name of the Governor.

**Executive Order**  
**Commonwealth of Pennsylvania**  
**Governor's Office**

|   |                               |
|---|-------------------------------|
| <b>Subject: Early Learning Council</b>  | <b>Number: 2008-07</b>        |
|  | <b>Date:</b><br>Sept 11, 2008 |

WHEREAS, the early learning, development and education of young children is of critical importance to Pennsylvania's families, education system, and employers; and

WHEREAS, in the last six years, Pennsylvania has increased its investment in early learning, development, and education programs, and has made steady progress to assure that more children receive quality early learning and development services; and

WHEREAS, the Commonwealth of Pennsylvania is committed to quality early learning opportunities that intentionally engage and support parents and families in their children's development and strengthen the parent-child bond;

WHEREAS, the Federal Government, in the reauthorization of *Head Start in Public Law 110-134 (Improving Head Start for School Readiness Act of 2007)*, has required states to have Advisory Councils dedicated to early education and care issues; and

WHEREAS, Pennsylvania is a national leader in addressing early childhood program governance issues, through the creation of the Office of Child Development and Early Learning (hereafter referred to as "OCDEL"); and

WHEREAS, OCDEL has established numerous Advisory Committees to aid its work and to provide opportunities for stakeholders to engage in the process of policy development.

NOW, THEREFORE, I, Edward G. Rendell, Governor of the Commonwealth of Pennsylvania, by the virtue of the authority vested in me by the Constitution of the Commonwealth of Pennsylvania and other laws of the Commonwealth, do hereby establish the **Pennsylvania Early Learning Council** (hereafter referred to as the "Council") and order and direct as follows:

- 1. Purpose.** The purpose of the Council is to plan for the expansion of effective early learning and development services for young children and their families, and make recommendations to ensure the plans are implemented successfully. The Council will be responsible for coordinating the delivery of these Federal and Commonwealth programs designed to serve young children from birth through their entry into school, and to ensure a smooth transition for those children into K-12 education and other programs serving older children.

- 2. Powers and Duties.** The Council will have the following powers and duties, consistent with Federal law:
- a. Conducting periodic needs assessments concerning the quality and availability of early childhood learning and development programs and services for children from birth to school entry;
  - b. Identifying opportunities for, and barriers to, collaboration and coordination among Federally-funded and Commonwealth-funded child learning, development, and education services, and early childhood programs and services;
  - c. Developing recommendations for increasing the overall participation of children in existing Federal, Commonwealth, and Local child care and early childhood learning, education, and development programs;
  - d. Developing recommendations regarding the establishment of a unified data collection system for public early childhood learning, education, and development programs and services throughout the Commonwealth;
  - e. Developing recommendations regarding Commonwealth-wide professional development and career advancement plans for early childhood educators;
  - f. Assessing the capacity and effectiveness of 2-year and 4-year public and private institutions of higher education in the Commonwealth toward supporting the development of early childhood educators;
  - g. Making recommendations for improvements in Commonwealth early learning standards;
  - h. Developing and recommending updates to a multi-year plan for the expansion of effective early learning, education, and development services;
  - i. Recommending policies and procedures that assure the integration of the Early Intervention system as part of the Commonwealth's approach to early childhood learning, education, and development;
  - j. Assuring the development of a sound continuum from and between early childhood programs and traditional public education, starting with kindergarten;
  - k. Ensuring the development of early childhood programs that identify and meet the needs of infants and toddlers and their families;
  - l. Assuring an integrated approach to the design and delivery of early childhood mental health services across the Commonwealth;
  - m. Providing ongoing input and advice to OCDEL about programs under its jurisdiction, including without limitation the development of Early Intervention, Full-Day Kindergarten, Keystone STARS, Nurse-Family Partnership, PA Pre-K Counts, and the Child Care Works Subsidized Child Care Program;

- n. Engaging parents to provide input and make recommendations to strengthen the work of OCDEL, and develop improved communication strategies with families across the Commonwealth regarding the importance of and their role in quality early learning, education, and child development, and the programs of the Commonwealth in support of quality early learning;
- o. Providing input to assure an adequate supply of, and quality for, the early childhood workforce needed to implement OCDEL's Programs;
- p. Advising OCDEL in the creation of a comprehensive professional development system that applies to practitioners in all early learning settings, with the goal of increasing the number of highly qualified early childhood professionals;
- q. Providing ongoing input to the development of the Early Learning Network, focusing on discussion of technical as well as communication and outreach needs, to support the sound development of the Network across OCDEL programs;
- r. Ensuring that children with special needs are properly supported by the state's early learning programs;
- s. Considering the overall early learning needs of young children, and evaluating how those needs are or are not met by OCDEL's services; and
- t. Advocating for services that fulfill the early learning needs of young children, particularly services provided through OCDEL.

**3. Composition.** The Council will consist of the following members appointed by the Governor, who collectively will be diverse and representative of the Commonwealth's population:

- a. Deputy Secretary for the OCDEL;
- b. A representative of local educational agencies;
- c. A representative of institutions of higher education in the Commonwealth;
- d. A representative of local providers of early childhood education and development services;
- e. A representative from Head Start agencies located in the Commonwealth, including migrant and seasonal Head Start programs and Indian Head Start Programs;
- f. The Commonwealth Director of Head Start collaboration;
- g. A representative of the Commonwealth agency responsible for health or mental health care.
- h. A Co-Chair of the Early Learning Investment Commission, or the Co-Chair's designee;
- i. The Chair of the Commonwealth's State Interagency Coordinating Council;
- j. The Director of the Pennsylvania Key;
- k. The Director of Early Intervention Technical Assistance;
- l. Individuals representing families;

- m.** Individuals representing advocacy organizations;
- n.** Individuals representing business and industry;
- o.** Individuals representing intermediate units;
- p.** Individuals representing local governments;
- q.** Individuals representing public school community;
- r.** Individuals representing research institutions;
- s.** Individuals representing state corrections or law enforcement;
- t.** Individuals representing the child care community;
- u.** Individuals representing the child welfare community;
- v.** Individuals representing the children's health community;
- w.** Individuals representing the early childhood mental health community;
- x.** Individuals representing media;
- y.** Individuals representing the philanthropic community;
- z.** Individuals representing the professional development community that services early learning programs and practitioners;
- aa.** Individuals representing the United Way; and
- bb.** Any other individual who can assist the Council with the purposes outlined in this Executive Order including, but not limited to, a Representative from all the Committees of the Council.

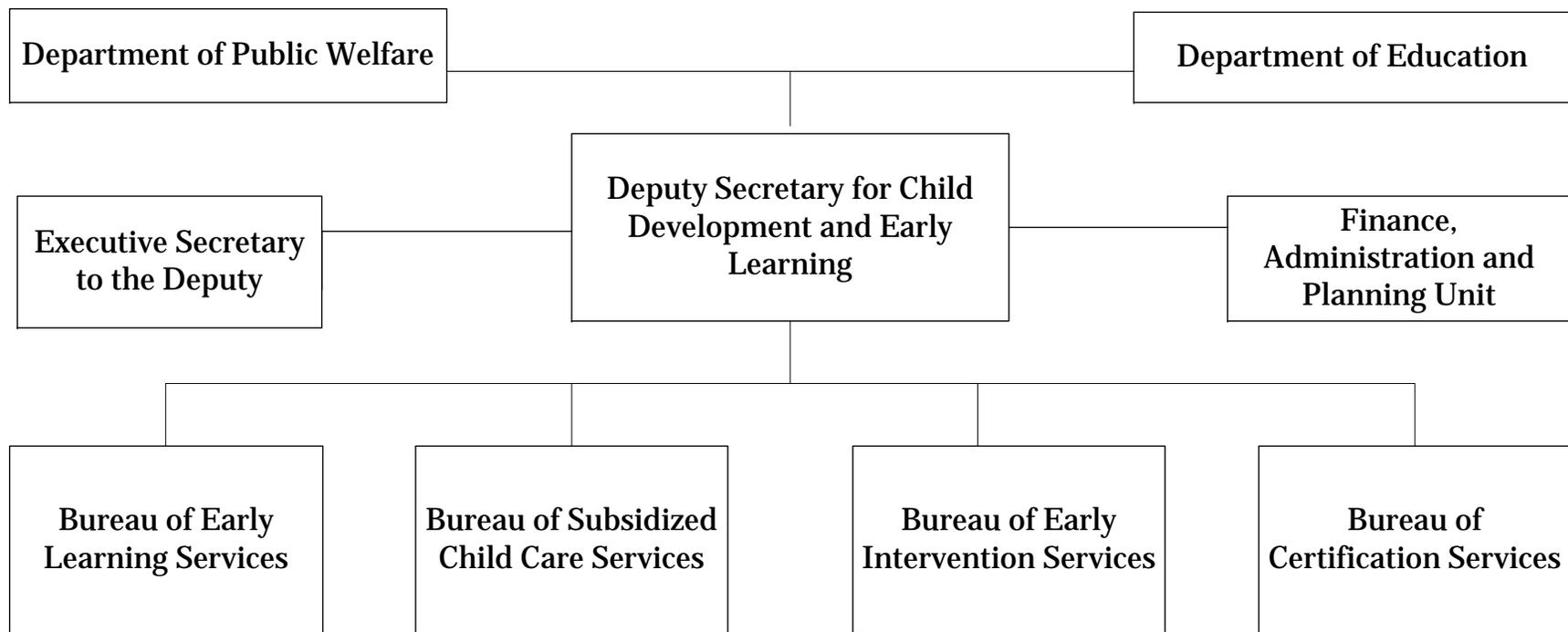
**4. Chair, Co-Chair and Terms.**

- a.** The Deputy Secretary for the OCDEL shall serve as Co-Chair of the Council. In addition, the Governor shall appoint a member to serve as Co-Chair of the Council, who shall serve at the pleasure of the Governor.
- b.** Council Members appointed by the Governor and not serving by virtue of their official position with the Commonwealth will serve for a term of three years and continue to serve until their successor is appointed.
- c.** Members will serve without compensation except for payment of necessary and actual expenses incurred in attending meetings and in performing their duties and responsibilities as Council Members.

**5. Operations.** Council operations will include the following:

- a.** The Council will hold public hearings and provide opportunities for public comment.
- b.** The Council will meet at least twice a year.
- c.** The Council will submit an annual report of its activities to the Governor, the President Pro Tempore of the Senate and the Speaker of the House of Representatives, within 30 days of the close of each fiscal year. The report will make reference to the Council's activities in furtherance of the specific powers and duties assigned to it by this Executive Order.

- d. The Council will invite the Governor and members of the legislature to at least one briefing in each fiscal year, where legislators will have the opportunity to ask questions of the Council's leadership about its recommendations and activities.
  - e. The Council will invite the Governor's Cabinet on Children and Families, the Pennsylvania Commission for Women, and other relevant commissions with an interest in the Commonwealth's role in early childhood development to at least one briefing in each fiscal year, where members of these commissions have the opportunity to discuss with the Council its recommendations and activities, and to engage in work of mutual interest.
- 6. Relationship with other agencies.** OCDEL will provide staff and/or data support to the Council. All Commonwealth agencies under the Governor's jurisdiction will cooperate with, provide assistance to, and review the recommendations of the Council with respect to its purpose, powers and duties, as set forth in this Executive Order.
- 7. Effective date.** This Executive Order will take effect immediately.
- 8. Termination Date.** This Executive Order will remain in effect unless revised or rescinded by the Governor.



▪

□

## Early Learning Council and Subcommittees

|     |            |                             |  |
|-----|------------|-----------------------------|--|
| ELC | Bill Isler | Family Communications, Inc. | <a href="mailto:isler@fci.org">isler@fci.org</a> |
|-----|------------|-----------------------------|--|

\*\*\*\*\*

|                                      |               |                               |  |
|--------------------------------------|---------------|-------------------------------|--|
| Early Learning Investment Commission | Pete Brubaker | Hammer Creek Enterprises, LLC | <a href="mailto:pete@hammercreekllc.com">pete@hammercreekllc.com</a> |
|--------------------------------------|---------------|-------------------------------|--|

\*\*\*\*\*

### PROGRAM COMMITTEES:

|                       |                  |   |  |
|-----------------------|------------------|---|--|
| Child Care Works      | Peter Zurflieh   | Community Justice Project                 | <a href="mailto:pzurflieh@palegalaid.net">pzurflieh@palegalaid.net</a> |
| Full Day Kindergarten | Ron Ladick       | South Side Area School District           | <a href="mailto:rml@sssd.k12.pa.us">rml@sssd.k12.pa.us</a>             |
| Keystone STARS        | Roxie Nestlerode | Early Development and Education Institute | <a href="mailto:rln10@psu.edu">rln10@psu.edu</a>                       |
| PA Pre-K Counts       | Judy Graziano    | Northeastern Child Care Services          | <a href="mailto:nccsigraziano@aol.com">nccsigraziano@aol.com</a>       |
| PA Pre-K Counts       | Beth Yonson      | Morrisville School District               | <a href="mailto:byonson@mv.org">byonson@mv.org</a>                     |
| State ICC             | Kurt Kondrich    |   | <a href="mailto:kkondrich@eiskids.com">kkondrich@eiskids.com</a>       |

\*\*\*\*\*

### CROSS SECTOR COMMITTEES:

|   |                          |  |  |
|---|--------------------------|--|--|
| Early Childhood Mental Health                   | Connell O'Brien          | Pennsylvania Community Providers Association | <a href="mailto:Connell@paproviders.org">Connell@paproviders.org</a>         |
| Early Childhood Mental Health                   | Leigh Carlson-Hernandez  | Alliance for Infants and Toddlers            | <a href="mailto:lchernandez@afit.org">lchernandez@afit.org</a>               |
| Early Learning Career Prep & Development        | Roberta Schomburg        | Carlow University                            | <a href="mailto:schomburg1@carlow.edu">schomburg1@carlow.edu</a>             |
| Early Learning Network                          | Barb Minzenberg          | Allegheny Intermediate Unit                  | <a href="mailto:barbara.minzenberg@aiu3.net">barbara.minzenberg@aiu3.net</a> |
| Infant Toddler System                           | Ronnie Bloom             | William Penn Foundation                      | <a href="mailto:rbloom@wpennfdn.org">rbloom@wpennfdn.org</a>                 |
| Linkages and Alignment for Children's Education |                          |  |  |
| Parent Council                                  | Vanessa McCarthy-Johnson |  | <a href="mailto:vanjohn719@msn.com">vanjohn719@msn.com</a>                   |