

Getting To Know PA Pre-K Counts Webinar Series

Community Needs Assessment & Partnership

Today's Presenters:

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Meeting Topics

- Defining and Understanding Service Areas
- Community Needs Assessment Resources
- Data provided by OCDEL
- What To Consider In Your Community
- Collaboration
- Prioritizing Partnerships
- Partnership Formalities

Service Areas

A service area is defined by the **service locations** for the PA PKC program

Considerations when determining service locations

- Number of eligible students
- Eligibility of the service locations to provide PKC services
- Availability of eligible service locations
- Family characteristics and other risk factor considerations
- Other eligible applicants and other PK providers in the same service location

Community Needs Assessment

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

A **new needs assessment** must be conducted in years when a competitive rebid grant process occurs.

Community Needs Assessment

A community needs assessment is a way of collecting data and surveying stakeholders to understand gaps in community services, as well as the strengths and assets available in your community.

1. Define service area (community)

Answers: What is our service area?

2. Collect data: Define need for PK services (# of eligible students/ data on risk factors/ family characteristics (e.g. work schedules))

Answers: Is there a need for PK services in our defined area?

3. Define Assets (who else serves the target population)

Answers: Is there a need for additional or different services for the target population?

4. Compile the information

Answers: What is our data-driven rationale for the need for applying for PA PKC funding

Publicly Available Data

- Open Data Portal - data.pa.gov | [PA Open Data Portal](#)
 - Child Care Provider (monthly)
 - Child Care Works Wait List (monthly)
 - Pre-K Counts and Head Start Supplemental Assistance (quarterly)
 - Home Visiting and Family Support Services (quarterly)
- PA Early Learning Dashboards - [Early Learning Dashboards \(pa.gov\)](#)
 - Child Care Certification and Keystone STARS Rating Details
 - Child Care Works
 - Early Intervention
 - Family Support Programs
 - Pre-K Counts and Head Start Supplemental Assistance – Eligible and Served
 - Pre-K Counts and Head Start Supplemental Assistance – Funded Slots and Children Served
 - Child Care Early Learning Program Provider Locations
- COMPASS - [COMPASS HHS Home \(state.pa.us\)](#)
- Early Learning Data References - <https://www.pakeys.org/getting-started/research-and-results/>
- Future Ready Index- [Find a School - Future Ready PA Index](#)

What to consider?

Number of available slots based on unmet need and funding (this is provided in the Application Guidance)

Appendix A: County Level Unmet need at 300% FPL

County	Targeted Population at 300% FPL ¹	Unmet Need at 300% FPL ²	Percent of Children Under 300% FPL Not Served ³
Adams	1,216	800	65.8%
Allegheny	11,813	6,165	52.2%
Armstrong	838	534	63.7%
Beaver	1,878	1,011	53.8%
Bedford	686	430	62.7%
Berks	6,419	4,554	70.9%
Blair	1,853	785	42.4%
Bradford	1,107	563	50.8%
Bucks	4,065	2,270	55.8%
Butler	1,598	1,059	66.3%
Cambria	1,921	1,204	62.7%
Cameron	59	18	30.9%
Carbon	956	630	65.9%
Centre	1,136	666	58.6%
Chester	3,988	2,617	65.6%
Clarion	565	284	50.3%
Clearfield	1,156	457	39.5%
Clinton	525	344	65.5%
Columbia	905	615	68.0%
Crawford	1,411	844	59.8%
Cumberland	2,659	2,027	76.2%
Dauphin	4,659	2,964	63.6%
Delaware	5,963	3,781	63.4%
Elk	547	393	71.9%
Erie	4,107	2,101	51.2%
Fayette	1,721	779	45.3%
Forest	36	24	66.8%
Franklin	2,248	1,489	66.2%
Fulton	204	133	65.2%
Greene	450	210	46.6%
Huntingdon	609	266	43.7%

¹ Targeted Population at 300% FPL = (Number of Children Ages 3-4) * (Percent of Children Ages 3-4 Living in Households under 300% FPL)

² Unmet Need at 300% FPL = (Targeted Population at 300% FPL) – (Federal Preschool HS 2021-22 Funded Slots) – (PA Pre-K Counts 2021-22 Funded Slots) – (CCW Children Ages 3-4 Enrolled in Keystone STARS 3 or 4)

³ Percent of Children Under 300% FPL Not Served = (Unmet Need at 300% FPL) / (Targeted Population at 300% FPL)

Data Sources:

Number of Children Ages 3-4: American Community Survey 5-Year Estimates (2015-19)

Percent of Children Living in Households under 300% FPL: American Community Survey 5-Year Estimates (2015-19)

Distinct Count Pre-K Children Served: Pennsylvania Partnerships for Children Pre-K data mapping application

Appendix B: County slot allocations based on county level unmet need at 300% FPL and proposed funding amounts

County	County Unmet Need/Statewide Unmet Need Percentage	60 Million in Funding - 2% admin = 58,800,000/ 10000 CPC = 5,880 FDE Slots	50 Million in Funding - 2% admin = 49,000,000/ 10000 CPC = 4900 FDE Slots	30 Million in Funding - 2% admin = 29,400,000/ 10000 CPC = 2940 FDE Slots	25 Million in Funding - 2% admin = 24,500,000/ 10000 CPC = 2450 FDE Slots	20 Million in Funding - 2% admin = 19,600,000/ 10000 CPC = 1960 FDE Slots
Adams	0.81%	48	40	24	20	16
Allegheny	6.23%	367	305	183	153	122
Armstrong	0.54%	32	26	16	13	11
Beaver	1.02%	60	50	30	25	20
Bedford	0.43%	26	21	13	11	9
Berks	4.60%	271	226	135	113	90
Blair	0.79%	47	39	23	19	16
Bradford	0.57%	33	28	17	14	11
Bucks	2.30%	135	112	67	56	45
Butler	1.07%	63	52	31	26	21
Cambria	1.22%	72	60	36	30	24
Cameron	0.02%	1	1	1	0	0
Carbon	0.64%	37	31	19	16	12
Centre	0.67%	40	33	20	16	13
Chester	2.65%	156	130	78	65	52
Clarion	0.29%	17	14	8	7	6
Clearfield	0.46%	27	23	14	11	9
Clinton	0.35%	20	17	10	9	7
Columbia	0.62%	37	30	18	15	12
Crawford	0.85%	50	42	25	21	17
Cumberland	2.05%	121	100	60	50	40
Dauphin	3.00%	176	147	88	73	59
Delaware	3.82%	225	187	112	94	75
Elk	0.40%	23	19	12	10	8
Erie	2.12%	125	104	62	52	42
Fayette	0.79%	46	39	23	19	15

What to consider?

- Eligible students and family characteristics
 - Other eligible providers
 - Other non-PKC eligible service providers
 - A note about "risk factors"
 - Know the risk level of the school districts in the proposed service area (Future Ready Index- [Find a School - Future Ready PA Index](#))
 - Collect information on additional risk factors related to the proposed service areas
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Collaboration

§ 405.21. Targeting children to be served. ... The Department will also instruct approved providers to **engage in outreach and partnership with Child Care Works, Head Start, and other appropriate programs** of the Office of Child Development and Early Learning **to inform Programs and families that they serve about the availability of the Program and to coordinate with these programs particularly when there are waiting lists.**

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

Collaboration

Grantees must **establish and maintain collaborative, non-competitive, relationships** with other local early learning programs (including Pennsylvania Pre-K Counts, Head Start, Child Care Works, and Early Intervention Programs) **to ensure children on waiting lists have the opportunity to participate in the program which best meets family needs.** This requires grantees to understand the early learning program options in their service area. Providers are encouraged to use the COMPASS search option to identify early learning providers in their service area. In addition, providers are encouraged to update their provider profile within PELICAN Provider Self Service to assure up to date and accurate program information is searchable by families interested in services.

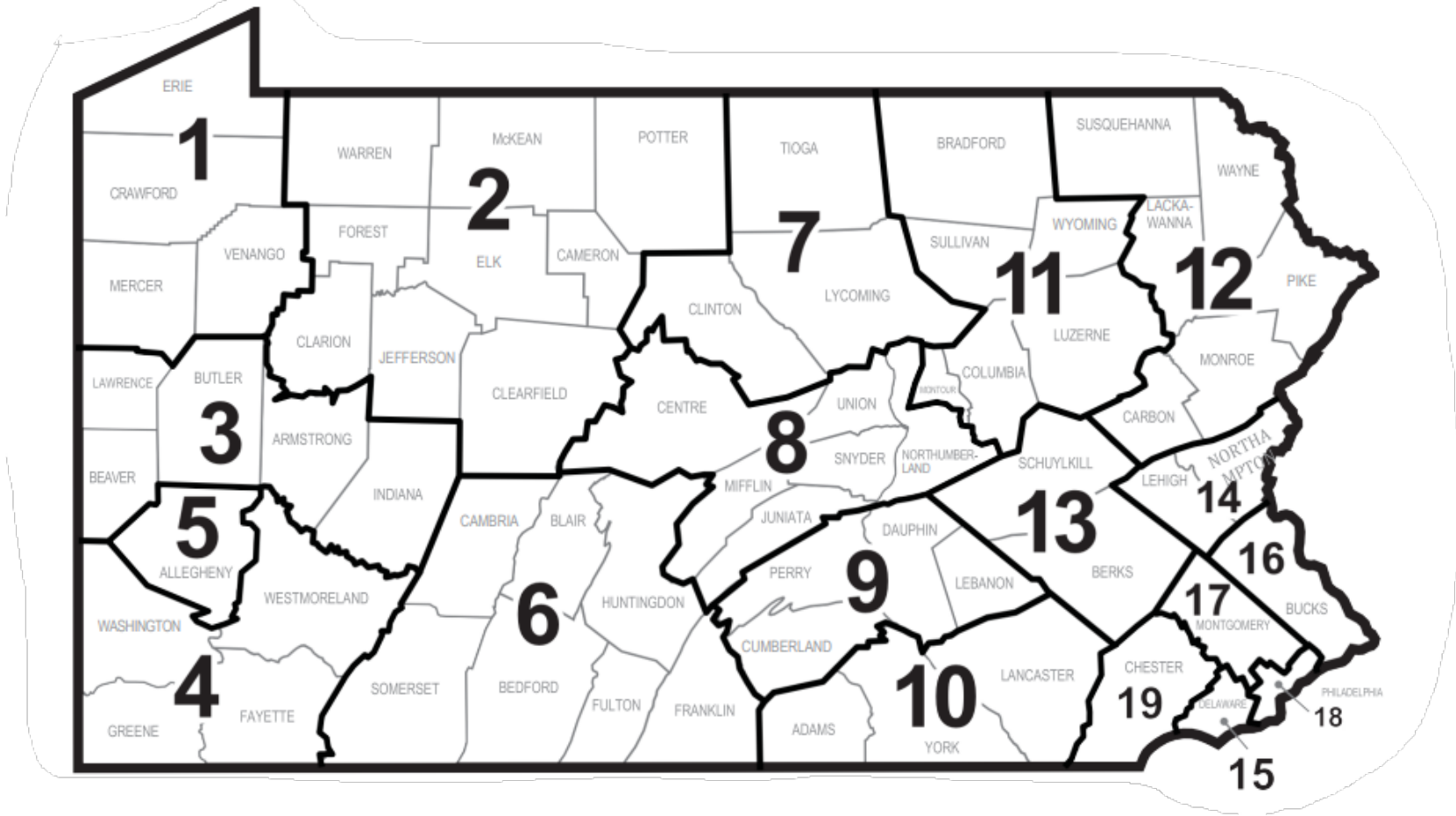
Collaboration

Child Care Works (CCW/ AKA child care subsidy)

Note that for those children/families who are participating in Pennsylvania Pre-K Counts and receive Child Care Works subsidy, the Child Care Works eligibility regulations provide for the child to typically remain in subsidy as well as Pennsylvania Pre-K Counts throughout the course of the child's participation in Pennsylvania Pre-K Counts. Pennsylvania Pre-K Counts providers and CCIS offices are required to work together to coordinate services for those Pennsylvania Pre-K Counts children who are also enrolled in wrap-around child care

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

ELRCs



Collaboration with Head Start

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

In order to assure full use of Head Start funds, Pennsylvania Pre-K Counts providers **must commit to avoid enrolling children in Pennsylvania Pre-K Counts who are already served in a Head Start program or eligible to participate in Head Start.** The purpose of this requirement is to avoid an impact on enrollments in Head Start such that federal Head Start resources or the state Head Start Supplemental Assistance Program resources would be supplanted. Head Start eligible families may have unique needs that are best supported by a program that is designed specially to meet those needs and offers a broad array of services, as does Head Start. However, families with children eligible for Head Start may prefer to enroll them in Pennsylvania Pre-K Counts, rather than Head Start. The Pennsylvania Pre-K Counts Program may enroll Head Start eligible students at the parent's request but should document: 1) The date(s) Head Start eligibility was shared with parents, and 2) The signature of parent(s) documenting their request for enrollment in the Pennsylvania Pre-K Counts Program. **The goal is to have cooperation rather than competition between Head Start and Pennsylvania Pre-K Counts in enrollment of students.**

Collaboration-Early Intervention

Approved providers shall coordinate and collaborate with the local agencies providing **Early Intervention services to infants and toddlers** to ensure a smooth transition for children and families that have been receiving services from Early Intervention. (b) Approved providers shall coordinate and collaborate with the local agencies providing **Early Intervention services to preschool age children** to ensure the following: (1) A smooth transition for children and families that have been receiving services from Early Intervention. (2) Coordination of any continued Early Intervention services the child will receive while enrolled in the Program. (3) Awareness of the available Early Intervention services for children enrolled in the Program who have not been identified as in need of Early Intervention services but who may be eligible for the services, and the capacity to provide appropriate information to parents and make appropriate referrals for Early Intervention evaluations and service

Inclusive Programs

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

Collaboration-school districts

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

Collaboration-other child care providers

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

Collaborations-other community agencies

(g) Approved providers shall coordinate and collaborate **with the local community groups that engage the public in issues related to early childhood education.** (h) Approved providers shall coordinate and collaborate with other Program sites in their county on activities such as professional development, family outreach and child enrollment strategies, to the extent practicable **to the advantage of all of the Programs and creation of greater efficiencies**

Partnerships

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

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

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

Prioritizing Partnerships

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

Partnership Formalities

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