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## **The Pennsylvania Pre-K Counts Initiative:**

Forming Partnerships with Local Educational Agencies  
to Obtain Grants, Funding and Educational Opportunities

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Presented by Loretta Abbasi  
at  
The 9th Annual ISNA Educational Forum  
Rosemont, IL



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## **The Pennsylvania Pre-K Counts Initiative**

### **Abstract**

Over the past several years, opportunities for competitive grant funding have decreased significantly. In order to remain competitive in the area of grant acquisition for the purposes of improvement, accomplishing strategic plans, added opportunities, and of course, student achievement, staff must have a strong capacity to research grant opportunities, develop strong applications, implement effective programs, and be able to evaluate those programs for efficacy.

The Universal Academy of Pittsburgh has entered into collaboration with Pittsburgh Public School District (PPSD) and will receive over 260 thousand dollars to provide a quality early learning program for children ages 3-5 years old.

Pre K Counts is a public-private initiative that facilitates local pre-kindergarten partnerships among school districts, community-based providers and early intervention. Over the 2007-2008 school year 11 million dollars of preschool funding will be disbursed in the state of Pennsylvania.

This presentation will include the process of our collaboration with PPSD, grant guidelines and state mandates, as well as program planning and evaluation.

### **Introduction**

One may ask, “Why should we write grants?” Grants can serve as “seed money” to start a new program, to advance a strategic plan, to enhance or expand a current program, or to meet needs not currently being fulfilled. For obvious reasons, grants should not be sought to chase money, just because money is available, when it’s unlikely that we can compete or when our project does not match the funder’s guidelines or mission. One should note that grants are not silver bullets, are not free money and aren’t gifts. Often times there are strict guidelines and reporting requirements. Grant funds are an investment and will need at least a month to put together a strong proposal and often much longer.

There are particular questions that should be asked by organizations before attempting to apply for a grant:

- Are we eligible?
- What do we want to achieve?
- Do we have the capacity to successfully implement the project and achieve the goals?
- Is our project a good fit for the funder?



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- What happens after the grant expires?

### ***Grant Development & Finding Funding***

Two main types of grants exist, competitive grants and formula grants. Competitive grants are allocations of funding awarded based on the quality of an application and the program described in it. Competitive grants have strict regulations and accountability. They are often called discretionary grants. Some examples of competitive grants are the Pennsylvania Pre K Counts Initiative, Reading First, Classrooms for the Future and PEP Grants.

Formula Grants are allocations of funding based on a formula prescribed in legislation, regulations or policies of government. Formula grants are non competitive and usually have general regulations. They are sometimes called block grants. Some examples are federal programs such as Title I, Title II, Title V, State Vouchers and the Federal School Lunch Program.

Grants vary according to the types of grants and the nature of the philanthropic foundation or government agency. Government agencies serve as the largest source of educational grants. They are either formula or competitive grants. Federal and state grants are highly regulated. Private and corporate foundations usually offer competitive grants and many are by invitation only. Community foundations and non profit organizations sometimes offer small financial contributions, which are usually

valuable as project partners providing non monetary resources.

### **Background Of Pennsylvania Pre K Counts Grant**

The Pennsylvania Department of Education (PDE) is committed to ensuring that all children begin school ready to learn and are ready to have success in their schooling careers, as life-long learners, and productive citizens. Research confirms what most parents already know: every child can tap into their innate potential to learn when they receive high quality instruction that takes into consideration what we know about brain development and how young children learn. Capitalizing on this potential, the expansion of quality early childhood education promises to be one of the best strategies to assure a child's readiness for school and school success.

The purpose of PA Pre-K Counts, enacted into law by Act 45 of 2007 amending the Public School Code of 1949, is to expand the number of children who have the opportunity to experience a pre-K program of high quality. The high standards for the program will ensure a high return on the investment made in preparing young children for school and will help close the achievement gap between groups of students in the



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K-12 educational system. A good quality of life, high quality jobs and a strong economy for Pennsylvania require that every Pennsylvanian be provided with opportunities. Early education through PA Pre-K Counts can open the doors of opportunity for every child to do well in school, in the workforce, and in life.

PA Pre-K Counts is designed to offer a high quality pre-kindergarten learning experience to more 3 and 4 year-olds in Pennsylvania.

The award of grants funds was passed by the General Assembly of the 2007-2008 budget awarding 11 million dollars to the Pre K Counts program. The award of continuation of grant funds is contingent upon passage of the 2008-09 budget by the General Assembly.

### **Pennsylvania Pre K Counts**

<b>Required Mandate</b>	<b>Implementation</b>
<b><i>Conducting Needs Assessments &amp; Eligibility Requirements</i></b>	<p><b>A. Eligible Providers</b></p> <ol style="list-style-type: none"><li>1. School Districts,</li><li>2. Licensed Nursery Schools,</li><li>3. Head Start Grantees, and</li><li>4. Child Care Centers and Group Child Care Homes that have a STAR 2 rating or higher under the Keystone STARS Program. (These must be STAR 3 beginning June 30, 2009.)</li></ol> <p><b>B. Eligible Applicants for Continuation Grants</b></p> <ol style="list-style-type: none"><li>1. Continuation Grants are reserved for applicants that were funded in 2007-08.</li></ol> <p><b>C. No Charge for PA Pre-K Counts Services:</b> Families that enroll their children in a PA Pre-K Counts program may not be charged for any portion of the PA Pre-K Counts program service.</p> <p><b>D. Grant Awards:</b> Funds will be available for both half-day and full-day programs. Half-day programs must provide a minimum of 2 ½ hours per day for at least 180 days per year of instructional activities or services. Half-day programs may receive up to \$3,900 per child. Full-day programs must provide a minimum of 5 hours per day for at least 180 days per year of instructional activities or services. Full-day programs may receive up to \$7,850 per child. Per child amounts must be fully justified in the Continuation application and will not be awarded unless fully justified.</p>



**E. Deadlines**

1. **Letters of Intent for Continuation Grants:** In preparation for the 2008-09 school year, OCDEL requested submission of a Letter of Intent from those agencies that provided PA Pre-K Counts services in 2007-08. The requested Letter of Intent, while not binding, provides OCDEL with initial information that will assist in the program planning process
2. **Application Deadlines:**
  - ◆ **February 8, 2008** – eGrants applications will be open for **Continuation Grants**.
  - ◆ **March 7, 2008** – Deadline for eGrants applications for Continuation Grants
  - ◆ **April 25, 2008** – Planned announcement of approved Continuation Grants.

**→Please note that funds cannot occur until the budget has been passed by the General Assembly.**

**F. What Does OCDEL Mean by a PA Pre-K Counts “Partnership”?:** As applied to PA Pre-K Counts, a “Partnership” is an agreed upon formal relationship between a Lead Agency and eligible PA Pre-K Counts classroom providers, or Partners, in which Partnership members work together to provide high quality pre-kindergarten in a specific geographic area. For purposes of PA Pre-K Counts the word “Partner” is used exclusively to mean an eligible provider who is providing a PA Pre-K Counts classroom.

1. **Roles and Responsibilities:** The Lead Agency in a Partnership has ultimate responsibility for fiscal and administrative oversight, program leadership and decision-making authority relative to PA Pre-K Counts. The Lead Agency communicates directly with the Preschool Program Specialist assigned to the Partnership and with OCDEL. It is the entity that responds to OCDEL requests, submits documents to OCDEL (such as the Waiver Requests) on behalf of the Partners, and holds responsibility for the Partners’ compliance with PA Pre-K Counts requirements. The Partners working together within a Partnership under the Contract between a Lead Agency and the Pennsylvania Department of Education (PDE) to deliver PA Pre-K Counts communicate directly with the Lead Agency. They should take their questions and concerns to that Lead Agency and not directly to the Preschool Program Specialist assigned to their grant or to OCDEL. Activities such as filling out reports and submitting data to OCDEL or through PELICAN can be handled in a number of different ways. The Partnership needs to agree on the option that works best for all of the participating members of the Partnership.
2. **Written Agreements:** Partnerships are required to develop a detailed, written legal agreement that spells out how the formal working



relationship between the Lead Agency and all of the eligible PA Pre-K Counts classroom providers included in an approved PA Pre-K Counts application and Contract with PDE will operate. All expectations and specific roles and responsibilities should be put in writing – who does what, how does it happen, what are expected outcomes for all parties. An Announcement will be issued shortly that defines more clearly the relationship requirements between Lead Agencies and their Partners. The Announcement also specifically offers direction in developing a written agreement. The Announcement presents a “model” Partnership Agreement between a Lead Agency and a Partner Agency, identifying the various components that should be considered when developing a partnership agreement.

3. **What is Collaboration as it Relates to PA Pre-K Counts?** All PA Pre-K Counts grantees are expected to develop collaborative relationships with other local agencies that perform functions relevant to early childhood. School districts, Head Start agencies, child care providers, nursery schools, early intervention services providers, CEG program leaders and other community stakeholders should be included in this collaborative working relationship to meet the needs of young children in their service areas. One goal of this local collaborative effort is to increase access to high quality early education for the children in the service area and to coordinate specific functions critical to the success of the PA Pre-K Counts program.

**G. Eligible Children:** All children from age 3 to the minimum Kindergarten entry age of their respective districts of residence are eligible for the program. This means that children must be three on or before the date used by the local school district for kindergarten enrollment eligibility. Five year olds who are eligible for kindergarten may not receive PA Pre-K Counts funding.

1. **At Risk Districts** include districts that are designated as having 30% or more “at risk” children as residents. At risk children are defined as: “... those children who, because of their home or community environment, are subject to such economic, language, cultural and like disadvantages to cause them to be at risk of school failure.”

**→ Applicants are not required to conduct an individual assessment of each child’s at-risk status prior to enrolling the child in the program. Applicants are expected to conduct significant outreach activities within the community from which they draw enrollment in order to locate children who are at risk and make the PA Pre-K Counts program option known to their families.**

***Developing Performance Measures & Evaluation***

**A. Conditions of Funding:** The award of a Continuation Grant is not automatic but will take into consideration the applicant’s success in meeting the requirements of PA Pre-K Counts in 2007-08, including all the factors outlined in our previous communications, such as the Announcements and the Grant Agreement.



Information showing the applicant's success will come from a variety of sources, including the following:

1. **PRI:** Performance as indicated on the Program Review Instrument
2. **Continuous Quality Improvement Plans** – If a Program Review using the Program Review Instrument (PRI) or an assessment using the Environmental Rating Scale (ERS) indicates need for an improvement plan during 2007-08, the Lead Agency will be required to submit an improvement plan clearly identifying strategies and timelines for improvement through their Preschool Program Specialist for OCDEL review and approval. If follow up with the Lead Agency indicates implementation of the approved plan and movement toward compliance with expectations, the program will be considered for Continuation funding.
3. **Licensure Violations:** Issues of an especially serious nature render the Grantee ineligible for a Continuation Grant unless they are satisfactorily rectified prior to the conclusion of the Grant review period. These are:
  - ♦ A Head Start federal PRISM on-site review report with areas of unresolved deficiency
  - ♦ Loss of STAR 2 designation as a minimum standard for Child Care Centers, Group Child Care Homes, and Registered Family Child Care Homes
  - ♦ Health/safety violations, fiscal mismanagement, or legal issues.

**→Please note that the content, activities, and materials used in all PA Pre-K Counts classrooms must be secular in nature.**

### **B. Assessing Student Progress**

The purpose of student assessments is to guide instructional practice; to guide professional development and technical assistance to programs; and to be able to report overall progress of children participating.

1. Frequent and on-going assessment is advisable to provide feedback to teachers and other staff so that they can adjust their practices and activities with students to meet their needs and fill in any learning gaps.

**→Reporting this progress through a formal method of Child Outcomes reporting must be conducted three times a year.**

2. **WSS:** The Pennsylvania Department of Education requires programs receiving PA Pre-K Counts funding to use the **Work Sampling System's** checklist and guidelines for their child assessments and to meet reporting requirements.

**C. Assessing Learning Environments:** In addition to assessing student progress, the Department requires an assessment of the learning environment and use of the results of this assessment as part of the monitoring process.



1. The learning environment plays a pivotal role in pre-kindergarten children’s successful opportunities to acquire knowledge through meaningful play, active exploration and thoughtfully planned activities. Learning environments should be well-designed and equipped with materials that stimulate and engage children while supporting teachers’ strategies for classroom management and intentional instruction. A well designed learning environment must facilitate effective implementation of all aspects of instruction that would occur on a typical day. Each day’s program should include teacher-directed and meaningful child–initiated activities, including both active and quiet time, independent and guided activities, large and small-group, and individual activities, and reading to children.

➔**The Early Childhood Environment Rating Scale:** The Department has identified the Early Childhood Environment Rating Scale – Revised (ECERS-R) as the tool that will be used to assess the learning environment in PA Pre-K Counts classrooms. All PA Pre-K Counts classrooms are expected to earn an average score of 5.50 on each of the five sub-scales.

**D. Program Reporting:** Grantees are required to submit required information into Pennsylvania’s Enterprise to Link Information for Children Across Networks (PELICAN); OCDEL’s web-based information technology system.

1. **Narrative Reporting:** Grantees are also expected to submit quarterly narrative reports using the PELICAN system. These reports will provide the OCDEL with information related to the program requirements of the grant, including professional development, transition, curriculum and assessment, and classroom environment.
2. **Quarterly Reporting-Reconciliation of Cash on Hand:** Grantees are required to submit a Reconciliation of Cash on Hand utilizing e-PDE’s Financial Accounting Information (FAI) System.
3. **Detailed Quarterly Expenditure Reports:** Quarterly expenditure reports are due to the Pre-School Program Specialist on the 10<sup>th</sup> working day of the month following the close of each quarter.

***Program Requirements,  
Development &  
Sustainability***

**A. Planning Outreach Activities to Achieve Enrollment.** Programs must have full enrollment and begin serving children no later than September 30, 2008. OCDEL will begin requesting enrollment data as of July 1, 2008 and expects that programs will have full enrollment by September 1, 2008.

1. **Maintaining Enrollment and Attendance.** Full enrollment must be maintained at all times. When a child withdraws from PA Pre-K Counts, the program has 30 days to fill the vacant slot.



**B. Planning for Program and Related Services for Children Enrolled in PA Pre-K Counts.** An effective pre-kindergarten program will take the following needs into account in designing the program and linking it to appropriate supports, other services, and programs:

1. **Before and after PA Pre-K Counts Child Care and Summer Care.**  
How will the program meet the needs of families for wrap around or child care services before and/or after the Pre-K program day or program year?
2. **Meals and Snacks.** What meals and snacks will be provided? How will the program avail itself of the child and adult feeding programs offered through PDE's Division of Food and Nutrition?
3. **Space.** How many classrooms will the program provide using the PA Pre-K Counts grant considering the space and capacity available? Each type of provider will have to be aware of and in compliance with any space requirements particular to the type of provider that it is. →View more information about the Early Childhood Capital Investment Fund by going to [the Early Childhood section of the PDE website](#). From here, click on "Funding Allocations" and then click on "Early Childhood Capital Investment Fund Guidelines".
4. **Staffing.** How will the program recruit the necessary qualified teachers and teacher aides for the added classrooms? Will there be different pay scales for staff in classrooms funded with PA Pre-K Counts dollars and classrooms that may be supported with other resources?
  - i. Teacher with BA - Early Childhood Education Certification - \$35,000 to \$50,000
  - ii. Teacher with BA – without ECE certification but with at least 18 credits in Early Childhood Education - \$25,000 to \$40,000 plus paid expenses for completing ECE Certification
  - iii. Teacher with AA Degree in ECE or Related field (Child Development, Human Development, or Family Studies) - \$20,000 to \$30,000 plus paid expenses to work toward ECE Certification
  - iv. Teacher Aide - \$15,000 to \$25,000

→The intent of this benchmark is to maintain a highly qualified teaching staff in PA Pre-K Counts, regardless of setting.

→Where a teacher is lacking Early Childhood Education Certification, the provider should invest in the difference in credit bearing course work and any other expenses associated with acquiring Early Childhood Education Certification. These expenses



are appropriate to be budgeted and are further explained in the Guidance.

➔. By December 2011 the lead teacher in each PA Pre-K Counts classroom or any classroom enrolling children who generated PA Pre-K Counts per child funding, must possess a bachelor's degree and early childhood certification.

5. **Management.** How will the program meet the fiscal and other management and administration duties, including the reporting requirements of the PA Pre-K Counts program and attendance at regional PA Pre-K Counts meetings? What is the Lead Agency's plan to ensure timely dissemination of information, especially all program Announcements from OCDEL, to all of its partners and program providers who may be situated in different sites and locations?
6. **Transportation.** Will the program need to provide transportation for any of the children it hopes to enroll in order for them to attend? If so, how will this be accomplished?
7. **Referrals to health, social, and nutritional services.**
8. **English acquisition education for students.**
9. **Translation services for families who do not speak English.**

**C. Length of Day:** Pre K Counts classrooms may operate either half day (2.5 hours) or full day (5 hours) programs lasting for 180 days. An instructional day shall include:

- a. Classroom instruction
- b. Orientation
- c. Meals and snack-time, as long as they are integral parts of the curriculum
- d. Play-time, as long as it is an integral part of the instructional day
- e. Time spent at the library, and in art, music or physical education
- f. Opening exercises
- g. School, group, or class educational trips to which admission is not charged to students
- h. Student services, such as guidance and counseling services, psychological services, speech pathology and audiology services, and student health services
- i. Civil defense, fire, bus evacuation and similar drill
- j. Early dismissal and delayed opening due to inclement weather.

**D. Curriculum:** Consistent with regulations of the State Board of Education the curriculum used in any PA Pre-K Counts classrooms or in any classrooms that include children who were counted in generating the per-child funding for the program must be aligned with the Early Learning Standards established by the



PDE. The curriculum and instruction must be standards-based. Each applicant must select a curriculum to use in the PA Pre-K Counts program. Copies of the Early Learning Standards can be downloaded from: [the Early Learning Standards page on the PDE website](#).

#### **E. Class Size and Student-Teacher Ratios**

PA Pre-K Counts programs must have a student /teacher ratio of no more than 20 students for one teacher and one teacher aide in a classroom, that is, 2 adults in a classroom for every 20 students.

**F. Transitions:** Transitions for young children from one setting and types of activity to another are very critical times in their lives. How these transitions are managed has the potential to impact a child’s success for many years into their future.

1. **Transition to Pre-K.** Providing a smooth transition of pre-kindergarten children from the home setting and any early childhood care or education setting the child attends to the PA Pre-K Counts setting is an important part of the Pre-K program and must be described in detail in the PA Pre-K Counts application.
2. **Transition to Kindergarten.** The application must describe how transition plans will be developed for those children preparing to enter kindergarten programs.

#### **G. . Parental Involvement**

1. **Parent Planning & Activities.** Parent engagement in PA Pre-K Counts is another important element to the success of the program and the children receiving its services. Some of the elements a PA Pre-K Counts applicant will want to consider in development of a Plan for Parent Involvement include the following:
  - Joint staff and parent planning for the promotion of social, emotional and overall healthy development;
  - Establishment of policies for development and support of reciprocal relationships with parents;
  - Establishment of a role for parents in developing and evaluating program success;
  - A regular system of reporting to parents on the progress of their children and provision of opportunities for parents to contribute their ideas and thoughts about progress;
  - Parent training workshops that help parents support positive outcomes for their children, field trips, and other child/parent events;
  - Recognition of the critical role in the lives of children of both mothers and fathers and encouragement of their involvement;
  - Toy and book lending programs.



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***Budgets: The Pre K Counts Grant provides \$7850 for each child enrolled in the program.***

Line	Category	Amount/Range	Description - list amount per staff where applicable
1	Enter all Pre-K related salaries (list Amt per staff in descript)	42%-68%	Administration, Teacher, Teacher Aide & Substitute Salaries
2	Enter all Pre-K related benefits (list Amt per staff in descript)	10%-24%	Medical Benefits
3	Enter any Pre-K related contracted services	0%-6%	Social Worker, Counselors, Parent Liaison, School Nurse, ESL Teacher
4	Enter all Pre-K related supplies used for instructional purposes	2%-10%	Curriculums and educational materials.
5	Enter amount related to meals and snacks in the Pre-K classrooms only	0%-8%	With allocations from Federal Food Programs.
7	Enter all Pre-K related professional development activities	2%-5%	Annual CPR, Child Abuse & First Aid Training Teaching Methodology Workshops & In-service
8	Enter amount related to travel for professional development activities	2%-5%	Regional meetings & Conferences
9	Enter all Pre-K supplies needed for professional development activities	2%-5%	Misc. Supplies for Trainings
91	Enter all costs needed to meet the staff requirements for the Pre-K program	2%-5%	Tuition Reimbursement and Prof Dev Classes for staff.
92	Include space related amts for Pre-K classrooms	5%-15%	Mortgage, Rent, Utilities, Insurance
93	Enter repair and maintenance amounts related to Pre-K classrooms only	0%-3%	Initial preparation, heating system, re-painting, maintenance.



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95	Enter all non-instructional related supplies needed for the Pre-K program	0%-5%	Publicity, office supplies & newspapers ads.
96	Enter all equipment amounts related to the Pre-K program	0%-4%	Equipments over \$1500
97	Enter transportation amounts for the Pre-K children	0%-4%	Field Trip Costs
	Total	\$262,200	



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## **Appendix A Grant Opportunity Resources**

USDE Funding Forecast and Current opportunities:

<http://www.ed.gov/about/offices/list/ocfo/grants/grants.html> or  
<http://www.ed.gov/fund/grant/find/edpicks.jhtml?src=ln>

Catalog of Federal Domestic Assistance: [www.cfda.gov](http://www.cfda.gov)

Federal Register: <http://www.archives.gov/federal-register/index.html>

e-Applications via Grants.gov: <http://www.grants.gov/>

PDE Grants List (Each state department of education has a listing):

[http://www.pde.state.pa.us/k12/cwp/view.asp?a=85&q=112507&pde\\_internetNav=](http://www.pde.state.pa.us/k12/cwp/view.asp?a=85&q=112507&pde_internetNav=)



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**Appendix B**  
**External Data Resources**

Adequate Year Progress Reports: <http://www.paayp.com/>

Census 2000: <http://www.census.gov/>

National Center for Education Statistics: <http://nces.ed.gov/>

PDE Statistical Reports: <http://www.pde.state.pa.us/> - click on the Statistical Reports link in the left navigation bar

PennData: <http://penndata.hbg.psu.edu>

Pennsylvania State Data Center: <http://pasdc.hbg.psu.edu/>

*SchoolMatters* by Standard & Poor's: <http://www.schoolmatters.com/>

The Foundation Center: <http://216.183.184.20/locations/foundationcenter/>

Grants Alert: <http://www.grantsalert.com/>

***Suggested key words for Internet searches:* classroom grants, education grants, teacher grants, school grants, educational technology grants, education foundations, education philanthropy, youth grants, community grants, corporate grants**



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## **Appendix C Grants**

### **Arts & Culture**

#### **The Melody Program**

**Deadline:** None specified

**Eligibility:** K-12 music programs

**Fund uses:** Mr. Holland's Opus Foundation's The Melody program is designed to provide musical instruments and instrument repairs to existing K-12 school music programs that have no other source of financing to purchase additional musical instruments or materials. Applicants whose music programs lack institutional financial support and whose students qualify for financial assistance will receive greater consideration. The applicant school must have an ongoing music program that is at least three years old.

**Value:** Musical instruments and instrument repairs

**Web:** <http://www.mhopus.org/apply.htm>

### **Literacy**

#### **Dollar General Youth Literacy Grants**

**Deadline:** October 5, 2007

**Eligibility:** K-12 schools and nonprofit organizations located within 20 miles of their nearest Dollar General Store.

**Program description:** Dollar General Youth Literacy Grants provide funding to schools and local nonprofit organizations to help with the implementation or expansion of literacy programs for new readers, below grade level readers and readers with learning disabilities.

**Value:** \$3,000.

**Web:** [www.dollargeneral.com/community/Youth Literacy Grant Application 2007.doc](http://www.dollargeneral.com/community/Youth Literacy Grant Application 2007.doc)

### **Math, Science, & Technology**

#### **Excellence in Educating Students About Math, Science, Technology, and Engineering Awards**

**Deadline:** Grants will be considered on a quarterly basis in January, March, June, and September. Grants must be received one month prior to be considered for the upcoming cycle.

**Eligibility:** K-12 educators who are AIAA Educator Associate members or AIAA



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Professionals.

**Fund uses:** American Institute of Aeronautics and Astronautics Foundation Classroom Grants are awarded to encourage excellence in educating students about math, science, technology, and engineering.

**Value:** Up to \$200

**Web:** <http://www.aiaa.org/content.cfm?pageid=244>

### **NOAA Broad Agency Announcement**

**Deadline:** September 28, 2007.

**Eligibility:** State, local and tribal governments, individuals, institutions of higher education and international, foreign, commercial and nonprofit organizations.

**Fund uses:** To support special projects and programs of the National Oceanic and Atmospheric Administration's strategic plan and mission goals that are not normally funded under its competitive discretionary programs.

**Contact:** Steve Drescher, 301-713-0926

**Web:** <http://www.grants.gov/search/search.do?oppId=12665&mode=VIEW>.

### **Social Studies**

*No current listings.*

### **School Readiness/Early Childhood**

#### **PNC Grow Up Great**

**Deadline:** None specified

**Eligibility:** Nonprofit organizations located near PNC facilities (counties in Delaware, Kentucky, Indiana, Pennsylvania, New Jersey, and Ohio)

**Funds use:** Part of a \$100 million investment in early childhood education by the PNC Financial Services Group, the PNC Grow Up Great grant program offers \$503,000 to better prepare children, from birth to age five, for school. Grants will be awarded to 12 early-education organizations, including Head Start centers. Nearly \$50 million of PNC's overall investment will be devoted to grants to nonprofit early-education organizations over the next 10 years.

**Value:** \$503,000 total

**Contact:** Mia Hallett Bernard, (412) 762-7076, [Marianna.hallet@pnc.com](mailto:Marianna.hallet@pnc.com)

**Web:** <http://www.pncgrowupgreat.com>



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## **Student Wellness**

### **Grants to Promote Soccer in Urban Areas**

**Deadline:** October 15, 2007

**Eligibility:** Anyone with a soccer-specific program or project that benefits a non-for-profit purpose and meets the established focus for the 2008 grant cycle.

**Program description:** U.S. Soccer Federation Grants Program is accepting proposals for programs that develop players, referees, and coaches through programs, field enhancements or the Foundation's All Conditions Fields Program, with special emphasis on the economically disadvantaged in urban areas.

**Value:** varies

**Web:** <http://www.ussoccerfoundation.org/site/c.gpLPJQOpHkE/b.2766881/k.2AF1/Annual Program and Field Grants.htm>

### **\$2,500 Mini-Grants for HIV/STD Prevention Education Programs**

**Deadline:** The 2008 mini-grant applications will be released in November of 2007.

**Eligibility:** School districts, charter schools, area vocational technical schools, alternative education facilities and Intermediate Units that work with school-age youth and community-based organizations that work with school age, at-risk-youth.

**Program Description:** Mini-grants up to \$2,500 for HIV/STD prevention education programs. These federal funds are provided through a cooperative agreement with the Centers for Disease Control and Prevention (CDC) and are to be used to improve the quality of HIV/STD prevention education programs. The mini-grants are competitive.

**Value:** \$2,500

**Contact:** PDE Bureau of Teaching and Learning Support, Division of Early Childhood and Elementary Education, Telephone (717) 772-0067,

[http://www.pde.state.pa.us/health\\_physed/cwp/view.asp?a=190&Q=56409](http://www.pde.state.pa.us/health_physed/cwp/view.asp?a=190&Q=56409)

### **CVS/pharmacy -- Community Grants**

**Deadline:** Rolling

**Eligibility:** public schools and nonprofit organizations.

**Funds use:** CVS/pharmacy is accepting applications for its Community Grants program. The purpose of this program is to support organizations that target children with disabilities or healthcare services for the uninsured.

**Value:** varies

**Web:** [http://www.cvs.com/corpInfo/community/community\\_grants.html](http://www.cvs.com/corpInfo/community/community_grants.html)



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### **Hit the Bricks and Walk to School**

**Deadline:** none specified

**Eligibility:** none specified

**Award:** Win pedometers and find educational materials

**Program description:** Join with other children, parents, principals, community leaders, and public health advocates in walking to school on October 3, 2007 to help fight obesity, improve the environment, and advocate for safer routes to school. The fun won't stop there, though. October is also the annual International Walk to School Month, with students and parents encouraged to participate all month long in walking to school and raising awareness.

**Web:** <http://www.walktoschool.org/register/>

### **General**

#### **Lowe's Toolbox for Education**

**Deadline:** October 12, 2007

**Eligibility:** K-12 schools and nonprofits

**Value:** 1,000 awards of \$2,000-\$5,000

**Program description:** Lowe's Charitable and Educational Foundation (LCEF) is dedicated to helping parent-teacher groups achieve more for their schools.

**Web:** <http://toolboxforeducation.com/>

#### **Successful Students' Partnership Dropout Prevention**

**Deadline:** To be determined for the 2008-2011 grant period.

**Eligibility:** PA School districts with a drop-out rate that exceeds the most recent state average, with funding priority given to SDs that significantly exceed the state average dropout rate, particularly those proposing to target dropout prevention services to elementary and/or middle school youth.

**Program Description:** 1) Provides funds to school districts with a dropout rate higher than the state average (2.1% in the 2002-2003 school year) to assist districts in development of strategies to help students stay in school, graduate and transition to employment or post-secondary education. 2) Strategies include academic support, parental involvement, school-business partnerships, community service, collaboration with social and human service agencies, career education.

**Funds use/restrictions:** May be used for planning and program implementation. Grants are generally made on a year-to-year basis. Funds are not intended to provide sustained, long-term operational support for program services or capital improvements.

**Contact:** PDE Bureau of Community and Student Services, Division of Student Services and Migrant Education, Phone (717) 783-6466, [www.pde.state.pa.us/dropoutprevention](http://www.pde.state.pa.us/dropoutprevention)



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### **Education Mentoring Program**

**Deadline:** To be announced for 2008-2011 grant period.

**Eligibility:** Funds are available to non-profit, community-based organizations that enter into formal partnerships with schools to develop or expand Education Mentoring Programs. Highest funding priority is given to applications that target: 1) schools with extremely high dropout rates (well above the state average); AND/OR 2) school districts that have not met Adequate Yearly Progress; AND/OR 3) school populations that have been identified as extremely high risk for dropping out, e.g., frequently truant students, Latino youth, teen parents, English Language Learners (ELL), etc.

**Program description:** 1) Grants are generally awarded on a three-year basis. 2) Funds may be used to develop programs that link students with caring, responsible mentors to assist students in improving their performance in school. 3) The goal of these grants is to raise students' school attendance and academic achievement, thus reducing their risk of dropping out of school.

**Funds use/restrictions:** 1) direct support of religious activities, 2) purchase of equipment, 3) full-time staff positions

**Contact:** PDE Bureau of Community and Student Services, Division of Student Services and Migrant Education, 717-783-6466. The Request for Application (RFA) can be found on the PDE's Education Mentoring website during the open application period at [www.pde.state.pa.us/mentoring](http://www.pde.state.pa.us/mentoring).

### **K-12 Public Schools Foundation Grants**

**Deadline:** Proposals are accepted year-round and are reviewed in a timely manner. However, approval time depends on the requested amount and completeness of the proposal. Requests exceeding \$100,000 are considered quarterly. The foundation accepts one proposal per organization per year. See the foundation's web site for more details.

**Eligibility:** K-12 schools

**Fund uses:** The State Farm Companies Foundation awards grants to K-12 public schools in the United States and Canada to support the following education initiatives: education reform or curriculum changes that improve student achievement; after-school programs; improving teacher quality; and school-to-work programs.

**Value:** Varies

**Web:** <http://www.statefarm.com/foundati/foundati.htm>

### **Lowe's Foundation Grants**

**Deadline:** Requests are processed within three to four weeks, and a written response will be sent via U.S. mail within eight to 10 weeks. Unsolicited requests and proposals not aligned with Lowe's focus areas will not be funded.



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**Eligibility:** Nonprofit organizations located near Lowe's stores

**Funds use:** The Lowe's Charitable and Educational Foundation, founded in 1957, funds large-scale education and community improvement projects that address issues of importance to local communities and are supported by the management of local Lowe's stores. The foundation has a long and proud history of contributing to grassroots community projects.

**Value:** Varies

**Web:** <http://www.lowes.com/lowes/lkn?action=pg&p=AboutLowe's/Community>

### **Pay It Forward Mini Grants**

**Deadline:** None specified

**Eligibility:** Teachers and principals

**Funds use:** Each month during the school year, the Pay It Forward Foundation awards \$500 grants to K-12, service-oriented projects that benefit the school, neighborhood, or greater community. When completing an application, teachers should explain the project thoroughly, include specific details about its educational value, and attach a clear and concise budget. Funds may be used for supplies, materials, equipment, or transportation to a service site.

**Value:** Between \$50 and \$500 per award

**Web:** <http://payitforwardfoundation.org/educators/grant.html>

### **Rosie's For All Kids Foundation Grants**

**Deadline:** Each inquiry receives personal attention and a timely response within 90 days.

**Fund uses:** Rosie's For All Kids Foundation welcomes unsolicited requests for support in the Early Childhood Care and Education program area. Approximately 2,500 requests are received every year. Awarded grants are issued only to nonprofit organizations dedicated to helping low-income children and their families through quality childcare and early childhood education curriculum. Grants are made in the form of tuition subsidies, small renovation projects, and playground renovations.

**Eligibility:** Nonprofits helping low-income children

**Value:** \$15,000-\$30,000 per award, number of awards varies

**Web:** <http://www.forallkids.org/site.php?module=article&pageid=164>

### **Texas Instruments Foundation Grants**

**Deadline:** None specified

**Eligibility:** Schools and districts

**Fund uses:** Applicants are encouraged to submit one- or two-page proposals that briefly



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outline the following: purpose of the organization, population served, amount requested, how the requested funds will be used, how the proposal matches funding interests of the foundation, and a copy of 501(c)(3) designation. Proposals are considered from civic, research, educational, health, welfare, charitable, and cultural organizations that have been ruled to be tax-exempt under section 501(c)(3) of the Internal Revenue Code and that are not private foundations as defined by the code.

**Value:** \$5,000 to \$10,000 per award. Approximately 65 awards are granted each year.

**Contact:** (214) 480-3221

**Web:** <http://www.ti.com/corp/docs/company/citizen/education>