

Expanding Access to High-Quality Universal Pre-K for Pennsylvania's Children

Providing Pennsylvania's 3- and 4-year-olds with access to high-quality, publicly funded pre-k is a cornerstone of early childhood education. High-quality pre-k prepares young children to enter kindergarten ready to succeed. Through the state's current publicly funded pre-k programs, Pennsylvania Pre-K Counts, and the Head Start Supplemental Assistance Program, eligible families can enroll their children in high-quality programs to help set them on a path to success. However, access to high-quality, publicly funded pre-k is limited, and not every eligible 3- and 4-year-old in the state has an opportunity to participate. This lack of access can place some children behind their peers and with the challenge of trying to catch up once they enter the K-12 system. Only 65,970 eligible children attend high-quality, publicly funded pre-k*, while more than 100,000 eligible children are unserved. That means 61% of eligible children are missing an opportunity to realize the educational and social benefits that high-quality pre-k provides.¹

Expanding access to free, high-quality pre-k for all 3- and 4-year-olds regardless of income or other eligibility requirements—often referred to as universal pre-k—would prepare more of Pennsylvania's early learners for their academic career by providing them with foundational skills, both educational and social, to ensure they are ready to succeed. According to The National Institute for Early Education Research (NIEER),



in states that have universal pre-k programs, at least 70% of all children are served. Universal pre-k recently became a big part of President Biden's Build Back Better framework, where states were called on to expand pre-k to all 3- and 4-year-olds with federal funding support. Although the final package did not ultimately become law, the possibility of universal pre-k is something Pennsylvania needs to consider—both in terms of the benefits it will provide and how the state would build an infrastructure to support expansion.

Pre-K for PA is an issue campaign supported by individuals and organizations across the state who believe that investing in our children is the right choice and an urgent necessity. Established in 2014, the campaign has a vision that every 3- and 4-year-old in Pennsylvania will have access to high-quality pre-k. The campaign supports the need for continued investments to provide our youngest children access to a quality education.

* Pre-K for PA defines high-quality, publicly funded pre-k as: Head Start (state- and federal-funded), Pre-K Counts, school district pre-kindergarten, Philadelphia pre-k (PHLpreK), and Keystone STAR 3-4 child care centers and group child care homes participating in the Child Care Works subsidized child care program for children age 3-4.

Current Program and Investments

For nearly 20 years, Pennsylvania has continuously invested in pre-k education for eligible 3- and 4-year-olds through Pre-K Counts and the Head Start Supplemental Assistance Program. State funding for these discretionary programs has increased to just over \$390 million, thanks to strong bipartisan support.² In the 2022-23 budget, policymakers supported a historic investment of \$79 million to increase reimbursement rates for pre-k providers, to keep up with the cost of delivering high-quality care, and expand access to over 2,300 children.

State funding for pre-k in Pennsylvania began in 2004 when the legislature provided funding to Head Start programs by creating HSSAP. Head Start had bipartisan support based on its established quality standards and monitoring system. The initial \$15 million investment quickly grew to \$40 million by 2007. The success of HSSAP helped build support for the creation of the PKC program in 2007. Head Start is monitored for quality by Head Start's national monitoring system. Children are eligible for HSSAP if they live in families making up to 130% of the Federal Poverty Level, live in foster care, are experiencing homelessness, or receive public assistance through Temporary Assistance for Needy Families or Supplemental Security Income. HSSAP currently enrolls 6,774 children, with 81 providers operating across the state.³ Since its inception, HSSAP has received over \$88 million in state funding.⁴ Head Start began as an anti-poverty, family development program. It provides comprehensive family support services and uses a two-generation model to engage caregivers in achieving self-sufficiency goals and learning how to support their child's education.

PKC was founded in 2007, with an initial investment of \$75 million to serve over 11,000 children.⁵ Children are eligible to participate in the program if they live in families making up to 300% of the Federal Poverty Level, are dual-language learners, or have

an increased risk of barriers, which might include economic disadvantage, academic challenges, or community factors. Currently, nearly 27,000 children are participating in the PKC program, with over 920 high-quality providers operating across the state, including more than 450 high-quality child care programs.⁶

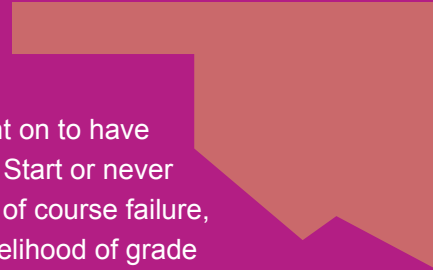
Access to High-Quality Pre-K Benefits Each Child

Access to high-quality universal pre-k benefits children, families, and our economy, making investments worthwhile. First and foremost, universal pre-k provides an equitable opportunity for every child to access high-quality early childhood education. Research has shown classrooms become more diverse in terms of both race and socioeconomic status in universal pre-k programs, which benefits every child and teacher in the classroom.⁷ Pennsylvania must prioritize equitable access to allow more Black and Brown children an opportunity to attend high-quality pre-k. In a recent report that looked at the state's PKC and Child Care Works programs, researchers at Penn State University found white preschoolers accounted for the majority of program participants in PKC and white children were increasingly more likely to be enrolled in a high-quality pre-k program compared to Black children.⁸ Recommendations called for Pennsylvania to increase funding for pre-k access and serve more Black children from urban and high-poverty communities.⁹ And while research has shown that all children, regardless of their family's income, benefit from pre-k, the impacts are much greater for children who are at-risk of falling behind due to economic and social factors.¹⁰ Increasing access helps reduce achievement gaps between low-income and affluent children.¹¹

Another significant benefit of expanding pre-k universally is the increased educational attainment for young children. The birth-to-age-five period of a child's life is a critical time in their development, with the brain

Study Shows Long-Term Positive Impacts of Pre-K in High School

A recent 2022 study found that students enrolled in public pre-k in Tulsa, Oklahoma went on to have many more positive outcomes in high school than their peers who either attended Head Start or never attended pre-k. These outcomes include higher attendance levels, decreased likelihood of course failure, increased likelihood of enrollment in advanced courses (AP, honors, etc.), decreased likelihood of grade retention, and a slightly lower rate of absenteeism. These outcomes were strongest among students of color or students considered economically disadvantaged.



Long-Term Benefits of Pre-K Shown Through 8th Grade in North Carolina

A 2020 study of nearly 900,000 North Carolina students, found that state funding allocations to counties for the Smart Start and funding NC Pre-K programs was associated with various positive outcomes on the targeted population of students. Children who attended public pre-k in counties that received higher levels of program funding were found to have higher average math and reading scores, decreased likelihood of placement in special education, and decreased probability of repeating a grade while in middle school. Students from economically disadvantaged backgrounds specifically benefited the most from enrollment in NC Pre-K. While this study concentrated on students in third through eighth grade, there was no evidence of fadeout at any level, suggesting that these positive outcomes will likely continue into high school. These findings suggest that state investments in high-quality early learning programs can lead to sustained, long-term improvements to educational outcomes.



Georgia Pre-K Students Twice as Likely to be Proficient in Math in Elementary and Middle School

A study published in 2021 analyzed the achievements of 458 Georgia students as they progressed through elementary and middle school, accounting for their participation in Georgia's state-funded pre-k program at age 4. The study sought to examine the relationship between pre-k enrollment at age 4 and statewide mathematic test scores from grades 3 through 7, and then use the findings to predict student likelihood of achievement scores and performance levels. It was found that participation in the Georgia Pre-K program significantly predicted students' mathematic achievement scores and performance levels in first grade as well as third through seventh grade. Students who attended pre-k were twice as likely as their peers who did not attend pre-k to meet the state's minimum level of proficiency in elementary and middle school standardized math scores.



growing faster during than at any other time. We must nurture and strengthen the supports we are providing children during this time, including their access to high-quality education programs. When looking at our PKC program, a study by the University of North

Carolina at Chapel Hill found children who participated in the program had higher levels of language and math skills and gained between 4 and 5 months of learning compared to children who did not participate.¹² And a survey of kindergarten teachers found that 96% agree

that students who attend a high-quality pre-k program are ready for success in kindergarten.¹³ One teacher noted students exposed to high-quality pre-k “have a basic understanding of foundational skills like letter and number recognition” and “have already started building a foundation of learning.”¹⁴

Beyond the academic benefits high-quality pre-k provides children, there are economic and societal benefits. Participation in high-quality pre-k offers children opportunities to learn positive behaviors and problem-solving skills, develop socially, and reduce their risk of criminal behavior. Pre-k curricula intentionally include lessons to help children self-regulate their emotions, build confidence, and develop empathy. Education has more than what many traditionally think of—like math and science—and is an essential avenue for children to learn how to co-exist with each other and develop soft skills that translate later in life when they enter the workforce.

The economic benefits derived from investments in pre-k are worth the upfront costs. There are differing dollar-for-dollar return on investments estimates, but they range from \$2 to \$17 for every dollar spent on high-quality pre-k programming.¹⁵ That means that even if Pennsylvania sees the smallest return possible, we are still building economic wealth through investments. Not many state-funded programs have a return on investment that pays for itself and then some. Furthermore, investing in early childhood education at the onset of a child's life reduces the need for special education placements and grade retention while increasing workforce participation. With a lack of access and affordability for pre-k programs, parents must choose whether it makes sense to work or stay home to care for their children; and this disproportionately impacts mothers, evidenced by the low participation of women in the workforce as of December 2021—just 57%, the lowest since 1988.¹⁶

There is overwhelming evidence that access to high-quality pre-k makes a difference in the lives of young

children and provides multi-generational benefits academically, socially, and economically. While these positive impacts should be championed, Pennsylvania also needs to consider the challenges that will need to be addressed if access is expanded.

Build Back Better Included Universal Pre-K

In early 2021, President Biden unveiled the Build Back Better framework that focused on early childhood education with proposed historic investments to help states fund child care and expand to a universal pre-k program. The proposed investments outlined in the plan would allow states to build up their existing pre-k infrastructure to provide high-quality, free, inclusive, universal pre-k to all 3- and 4-year-olds.¹⁷ In addition, states must ensure the expansion of pre-k programming does not jeopardize the stability of child care for infants and toddlers, which is a sector already experiencing a lot of uncertainty in terms of adequate funding to provide high-quality care and recruiting and retaining a workforce.¹⁸

The Build Back Better plan laid out an investment strategy to help states expand their current infrastructure to serve all children of interested families. This included significant federal investments initially, with a phase-down federal/state match in years 4 through 6. States would also be required to invest new dollars into the expansion rather than supplanting current pre-k funding with the federal funding being provided.¹⁹ Furthermore, the plan called for a mixed-delivery system, a strength of Pennsylvania's current pre-k programming, to provide high-quality program options that best suit each family's needs. This may include delivering pre-k through school districts, child care centers, family-based child care programs, Head Start, Early Head Start, and private academic nursery schools. The proposal required states to ensure an equitable distribution of pre-k slots and resources across these different settings.²⁰ The plan

would also require states to partner with Head Start providers to serve children and provided separate and additional funding for Head Start programs.²¹

Two other significant pieces of the proposal addressed compensation for teachers and ensuring programs were high-quality. The framework included a requirement for state plans to ensure pre-k teachers have set salary schedules and are compensated with parity to teachers in the K-12 system with similar credentials and experiences.²² The current average salary for a pre-k teacher in Pennsylvania is \$31,380 compared to \$66,160 for kindergarten teachers.²³ This requirement would be a major step toward ensuring the early childhood education workforce is compensated fairly for their education and credentials, and help providers be competitive employers. Paying teachers well goes hand-in-hand with a quality system. Without a qualified workforce of teachers, pre-k programs cannot be high-quality. And the framework calls for states to provide high-quality pre-k programming. Quality is critical to providing the foundational education young children need to succeed.

Building the Infrastructure

To scale a high-quality universal pre-k program in Pennsylvania, a few challenges must be addressed. Most notably, state and federal funding and resourcing a mixed-delivery system while ensuring high-quality.

Unintended Consequences to Child Care Providers

Pennsylvania has a mixed-delivery system to provide early childhood education, which includes several different provider types, to give families options to find a provider that works best for them. Pennsylvania's PKC providers include high-quality child care centers, serving 50% of children participating in the program. Mixed-delivery systems are recognized as the best infrastructure to provide care; however, the system will need to address some problems to scale up a universal

pre-k program. One immediate challenge plaguing the child care and pre-k sectors is a workforce shortage, exacerbated by the pandemic. Child care providers that have been in business for decades have shut their doors permanently. The remaining providers cannot find enough staff to keep classrooms open, including pre-k classrooms, impacting their business model and education options for families. Low compensation for teachers is a contributing factor to the high turnover and low retention rates. The median hourly wage for a child care worker in Pennsylvania is just \$10.69—a wage that falls within the federal poverty guidelines.²⁴ This leads to a wage gap between early childhood educators and K-12 educators, many with the same credentials, and disproportionately impacts Black female educators. Black women make up approximately 40% of early childhood educators, yet they only earn 84 cents to the dollar compared to White early childhood educators.²⁵

In addition, with the expansion of a universal pre-k system, school districts will undoubtedly be pivotal stakeholders in providing pre-k education. This will include school districts that do not currently offer any pre-k program. Presently, only 74 school districts across the state serve as PKC providers.²⁶ More school districts will need to provide a program, creating competition among private child care providers in those areas, if more children are to be served. Child care providers, both center- and family-based, often depend on funding received through serving children in pre-k to help offset the higher cost of care to serve infants and toddlers. Reimbursement rates through PKC and HSSAP are higher for pre-k providers than child care providers who serve children participating in Child Care Works. This challenge is especially true for high-quality child care. Even more concerning is the impact the added competition might have on the workforce. School districts already offer their teaching staff higher wages than most child care providers that have pre-k classrooms, so there is a fear expansion of classrooms in school districts will pull quality teachers from the child care sector.

Per Capita Ranking of States with Similar High-Quality Pre-K Programs

PER CAPITA STATE RANKING	STATE	NIEER QUALITY RATING	PER CAPITA RATE	GOVERNOR PARTY AFFILIATION	LEGISLATURE MAJORITY PARTY AFFILIATION
1	New Jersey	8	\$3,966	Democratic	Democratic
2	Vermont	7	\$3,705	Republican	Democratic
3	Michigan	10	\$3,134	Democratic	Republican
4	Georgia	8	\$2,822	Republican	Republican
5	West Virginia**	9	\$2,578	Republican	Republican
6	Alabama	10	\$2,511	Republican	Republican
7	New Mexico	9	\$2,027	Democratic	Democratic
8	New York	7	\$1,907	Democratic	Democratic
9	Oklahoma**	9	\$1,873	Republican	Republican
10	Oregon	7.7	\$1,572	Democratic	Democratic
11	North Carolina	8	\$1,467	Democratic	Republican
12	Arkansas	8	\$1,466	Republican	Republican
13	Illinois	8	\$1,379	Democratic	Democratic
14	Pennsylvania	7*	\$1,103	Democratic	Republican

*For this report, Pennsylvania's quality ranking is based on the scores received for Pre-K Counts and HSSAP, which received 8 and 7, respectively. The NIEER Yearbook also includes funds from the state's Ready to Learn Block Grant and Kindergarten for 4-year-olds, assigning a cumulative score of 6.7 across the four programs. These two programs are not included in this analysis. Similarly, other states also had lower-quality programs not used to determine their rate, including Oregon and Iowa.

** Confirmed FY 2021-22 funding was not available before the release of this report. Instead, FY 2019-20 funding was used as reported in the NIEER Yearbook.

Further, school districts have more flexibility in allocating resources, with various funding streams, giving them an upper hand to offer competitive wages.

Scaling High-Quality

Another challenge in expanding pre-k to make it universal is being able to do it in conjunction with building out quality programming. There are already too few high-quality providers across the state providing pre-k, defined as holding 3 or 4 STARS according to Pennsylvania's Keystone STARS rating system. To offer high-quality pre-k to every 3- and 4-year-old

in Pennsylvania would require an additional 10,708 classrooms. Those classrooms would also require teachers with a bachelor's degree to be the lead teacher. That would involve extensive infrastructure expansion and workforce recruitment. Even with a mixed-delivery system, including adding provider types such as family-based child care and Early Head Start, Pennsylvania will need more high-quality providers to ensure all families have access to pre-k. There is an opportunity to support the current child care system to increase their Keystone STARS ratings to become high-quality programs; however, that requires access to professional

development, a qualified workforce, and a willingness among providers to spend the time and money needed to increase their quality rating. High-quality programs take time and funding, which many current providers do not have. The early education sector is overworked, makes low wages, and is under-resourced. This combination can lead to teacher burnout which then causes capacity issues for providers.

Increased State Investments

In Pennsylvania, there are approximately 282,426 preschoolers. If the state expanded to universal pre-k, state investments would need to increase substantially to cover the cost of providing high-quality education to those children.²⁷ The 2022-23 state budget improved reimbursement rates for PKC providers to \$10,000 per full-day slot, giving us a general estimate of what high-quality would cost per child. Using that reimbursement rate, Pennsylvania would need to spend approximately \$2.82 billion (Figure 1) each year to fund universal pre-k with state funding. As mentioned earlier, the National Institute for Early Education Research (NIEER), a leader in research for early education and particularly pre-k, notes in *The State of Preschool Yearbook 2021* that a handful of states currently have universal pre-k, and they are serving at least 70% of 4-year-olds.²⁸ Universal pre-k is a voluntary program, so there is an assumption that some families will opt out of sending their child to a program, or states will not be able to provide full capacity initially when the program is implemented. To

reach 70% enrollment rates for Pennsylvania’s 4-year-olds, with a current population of 142,782, it would cost the state approximately \$1 billion at the current PKC reimbursement rate and approximately \$1.98 billion to reach 70% enrollment for both 3- and 4-year-olds.²⁹

If the Build Back Better framework for universal pre-k became law, the proposed federal funding would have gone a long way in helping Pennsylvania expand its current programming. Figure 1 highlights the proposed federal funding in the bill’s final version, including state match requirements and the cost to Pennsylvania. For the first three fiscal years of the program, the federal share of funding would cover 100% of state expenditures for a universal pre-k program. For subsequent years, states would have been required to start matching federal funding.³⁰ This was done as a scale up approach to give states time to find needed funding. In year 4, the federal/state match would be 90/10, moving to 75/25 in year 5, and 60/40 in year 6.³¹ Assuming the current number of 3- and 4-year-olds in Pennsylvania, the state would need approximately \$739.2 million in additional funding to meet the state match requirements. Over five years, that would mean an increase in funding of \$147.8 million per year. Since PKC and HSSAP began receiving state funding, the largest investment happened this past fiscal year when the programs received a combined \$79 million. The state would need to double its annual appropriations to support universal pre-k, assuming a federal match.

Figure 1.

Cost of Implementing Universal Pre-K in Pennsylvania ³²					
Current 3- and 4-year-olds in Pennsylvania 282,426			FY 2022-23 Total PKC and HSSAP Funding \$390,462,000		
Fiscal Year	Federal Match (percentage)	State Match (percentage)	Federal Match (in dollars)	State Match (in dollars)	Difference from FY22-23
FFY2025	90%	10%	\$2,541,798,000	\$282,462,000	\$0
FFY2026	75%	25%	\$2,118,165,000	\$706,065,000	\$315,603,000
FFY2027	60%	40%	\$1,694,532,000	\$1,129,704,000	\$739,242,000

States are Funding Universal Pre-K

While universal pre-k requires a significant commitment from states from a funding standpoint, the benefits and return on investment make the price tag more appealing. Across the country, NIEER considers six states as having a universal pre-k program: Florida, Iowa, Oklahoma, Vermont, West Virginia, Wisconsin, and the District of Columbia.³³ Each state currently serves at least 70% of 4-year-olds with free, high-quality preschool. Of these states, Vermont, Oklahoma, and Wisconsin are appropriating funding at a higher per capita rate than Pennsylvania.³⁴ In addition, NIEER identified another 10 states close to serving 70% of their state's 4-year-olds. Those states include Arkansas, California, Georgia, Louisiana, Maine, Maryland, New Mexico, New York, South Carolina, and Texas.³⁵ Georgia, Maine, New York, and California have already committed to universal pre-k for 4-year-olds but have more work to do in building out access.³⁶ New Jersey Governor Phil Murphy announced plans to expand



NIEER's 10 Benchmarks for Quality:

1. Early Learning and Development Standards (ELDS)
2. Curriculum supports
3. Teacher degree
4. Teacher specialized training
5. Assistant teacher degree
6. Staff professional development
7. Maximum class (20)
8. Staff-child ratio (1:10)
9. Screening and referrals
10. Continuous Quality Improvement System (CQIS)



the state's pre-k program to be universal but laid out a timeline that would take 10 years to implement, serving an additional 90,000 children.³⁷ Of the states mentioned, either having universal pre-k already or those intending to provide it in the future, 8 spend more per capita than PA and meet the same or higher number of NIEER benchmarks for quality.³⁸ These states understand the value of making significant investments in educating young children before they enter school, and some are already evaluating the impacts.

Recommendations

The Pre-K for PA campaign believes Pennsylvania must continue increasing its investments to expand access to high-quality, publicly funded pre-k for all 3- and 4-year-olds. Access to early childhood education provides short- and long-term benefits to children, families and our state's economy. Establishing a universal pre-k program would allow the state to address research-based inequities in the system for Black children and staff and

States Currently Providing Universal Pre-K and Spending More Per Capita than PA

Oklahoma³⁹

o Early Childhood Four-Year-Old Program

- Established UPK for all 4-year-olds in 1998 – 2nd state in the nation to offer UPK
- 2020-21 Pre-k Enrollment: 38,450

- State Spending per Child: \$4,643
- NIEER Quality Benchmarks Met: 9 out of 10

o Program Highlights

- Pre-k programs provided by school districts, including additional funding to serve 3-year-olds

- In 2016, the state aligned pre-k to 12th grade standards through their adopted Oklahoma Academic Standards

Vermont⁴⁰

o Vermont Early Education Initiative

- Act 166 established UPK program in 2014 for every 3-, 4-, and 5-year-old not enrolled in kindergarten – full implementation occurred in the 2016-2017 school year

- 2020-21 Pre-K Enrollment: 6,594
- State Spending Per Child: \$7,925
- NIEER Quality Benchmarks Met- 7 out of 10

o Program Highlights

- Operates within a mixed-delivery system
- High-quality programs are required
- In 2019-20, a new monitoring system was implemented to assess the quality of the state's approved UPK programs

- Legislation requires an annual evaluation of the state's pre-k efforts
- Established an Early Multiple Tier Systems of Support which is a support infrastructure of coaches at the state, regional and local levels available to all UPK programs

West Virginia⁴¹

o Public School Early Childhood Education

- Established UPK for all 4-year-olds in 2002
- 2020-21 Pre-K Enrollment: 11,981

- Per capita spending per child - \$9,096
- NEER quality benchmarks met- 9 out of 10

o Program Highlights

- Pre-k programs available in all 55 counties
- UPK funding is directly allocated to public schools with a requirement that half of all programs are required to partner with child care centers, private pre-k, or Head Start agencies to meet demand – currently 82% collaboration rate

- Funding for IDEA and federal Head Start is available for UPK
- The universal pre-k program is currently undergoing a multi-year study to determine the impacts of UPK program participation

District of Columbia⁴²

o Pre-K Enhancement and Expansion Amendment Act (Pre-K Act)

- Established universal pre-k in 2008
- 2020-21 Pre-K Enrollment: 12,923

- State Spending Per Child: \$19,228
- NIEER Quality Benchmarks Met- 4 out of 10

o Program Highlights

- D.C. has offered pre-k since the 1960s, being among the first in the nation to invest in early education.
- Pre-k is provided through a mixed-delivery system
- D.C. has a higher percentage of 4- and 4-year-olds enrolled than any other U.S. state or territory

- Preschool expansion increased maternal workforce participation among low-income and high-income families⁴³
 - D.C. saw a 10% increase in maternal workforce participation rate attributed to pre-k expansion—approximately the same rate of participation compared to mothers whose children are in elementary school



provide an opportunity for every child, regardless of their family situation or geography, to enter kindergarten ready to succeed. For a sustainable universal pre-k system to be a reality in Pennsylvania, the Pre-K for PA campaign recommends:

1. *Increasing state pre-k investments in PKC and HSSAP to expand access to more 3- and 4-year-olds and increase state and federal funding for the child care sector.*
2. *Increasing state funding for the child care sector to help build an infrastructure that will support high-quality early childhood education programs to give providers the necessary financing to cover the actual cost of providing high-quality care, including paying their workforce higher wages and compensating pre-k teachers in parity with K-12 kindergarten teachers.*
3. *Providing additional opportunities for professional development and career advancement.*
4. *Ensuring any universal pre-k program is administered through the current mixed-delivery*

system, with requirements on an equitable distribution of access among settings that meet a family's needs.

5. *Seeking input from providers, families, and statewide advocates on best implementing a universal pre-k program—learning lessons from other states' implementation challenges.*
6. *Evaluating the universal pre-k program annually to monitor the effectiveness and quality of the program.*

Conclusion

Pennsylvania should strive to be a leader in funding its early childhood education system and expanding access to high-quality pre-k programs. The return on investment, through the educational attainment for children and the economic gains, is significant. The state already has an infrastructure to build from and provide access to every 3- and 4-year-old. Universal pre-k will ensure our children have the best start possible and more opportunities to succeed while supporting the current and future workforce.

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