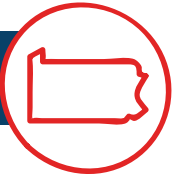


CHILD CARE & EARLY LEARNING HELP OUR STATE THRIVE



PENNSYLVANIA

Access to high quality early childhood education (ECE) boosts the well-being of children and helps parents get and keep a job. It's time for policymakers to build the supply and quality of child care and early learning by investing in early childhood education and educators working in centers, schools, and homes.



NAEYC AFFILIATE

Pennsylvania Association for the Education of Young Children

Our State's Families Need Quality, Affordable Child Care and Early Learning



806,975

Number of children birth through 5 ⁽¹⁾



72%

Percentage of children with all available parents in the workforce ⁽²⁾



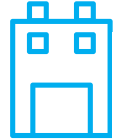
11%

Average percentage of family income spent on child care ⁽³⁾



68%

Percentage of child care programs reporting staffing shortages that limit the number of slots available for families ⁽⁴⁾



56%

Percentage of child care programs reporting they had to increase tuition to keep their doors open ⁽⁵⁾



57%

Percentage of people living in a child care desert ⁽⁶⁾

Our State's Children Receive Their Child Care and Early Learning Experiences in Many Places

394,656

Licensed capacity in centers and family child care homes ⁽¹⁾

51,099

Number of children in state funded PreK programs* ⁽²⁾

85%

Percentage of children receiving child care assistance who are served in child care centers ⁽³⁾

27,494

Number of children in Head Start and Early Head Start programs ⁽⁴⁾

30,260

Number of children served in NAEYC accredited early learning programs ⁽⁵⁾

14%

Percentage of children receiving child care assistance who are served in family child care homes ⁽⁶⁾

303

Number of NAEYC accredited early learning programs ⁽⁷⁾

National Association for the Education of Young Children (NAEYC)

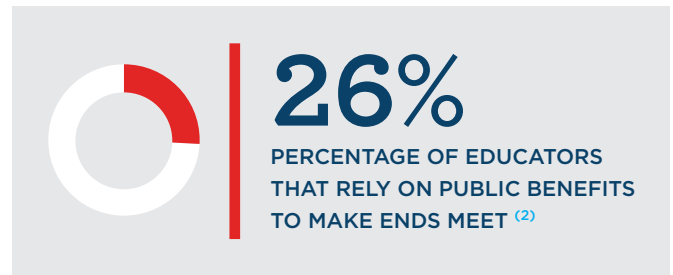
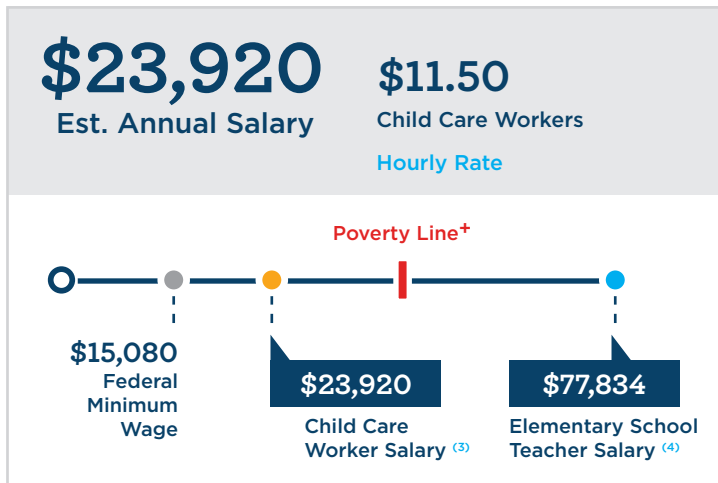
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Our State's Early Childhood Educators Need Support and Compensation

68,700 Number of educators working with children birth through 5 ⁽¹⁾



55%
percentage of educators indicating they are more burned out than they were in previous year ⁽⁵⁾

 Scholarships to support early childhood educators in accessing professional development, and earning credentials and degrees ⁽⁶⁾

“Hiring qualified staff has become a nightmare. Hiring staff with fewer qualifications has become the norm and thus there is far more need for in-house staff training.”
- Director/Administrator

Federal Investments Support Access to Child Care and Early Learning and Increase the Well-Being of Children, Families, and Educators in Our State

71,000
Number of children receiving child care assistance per month, on average ⁽¹⁾

18%
Percentage of eligible children receiving child care assistance per month, on average ⁽²⁾

120,246
Average number of children accessing CACFP for nutrition while they attend early learning programs ⁽³⁾

56,157
Number of children accessing special education services through IDEA Preschool Special Education (part B 619) ⁽⁴⁾ and Early Intervention (part C) ⁽⁵⁾

Programs including CCDBG, Head Start, IDEA, CCAMPIS, CACFP, CHIP, TANF, SNAP, MIECHV, and Medicaid, as well as tax credits such as the Child Care and Dependent Tax Credit and the Child Tax Credit, provide critical investments to support the well-being of young children, their families, and the early childhood educators who support them.

 Currently receiving a Preschool Development Grant to improve our ECE system ⁽⁶⁾

Resources on Policy Solutions to Address the Child Care Crisis and Advance the Early Childhood Education Field

- [NAEYC Federal Policy Agenda](#)
- [Compensation Means More Than Wages: Increasing Early Childhood Educators' Access to Benefits](#)
- [The Costs of Deregulating Child Care: Decreased Supply, Increased Turnover, and Compromised Safety](#)



Scan QR code
for citations.

+2025 Federal Poverty Guideline for a family of four in the 48 contiguous states and the District of Columbia is \$32,150 per year. The poverty guidelines are updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. 9902(2).

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