

2018-19 Pre-K for PA Fact Sheet and Map Data Sources and Methodology

Pennsylvania Partnerships for Children

Source

Population: U.S. Census Bureau, 2010 Decennial Census

Poverty: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

Enrollment: PA Department of Education, Division of Data Quality (2017-18 private academic nursery school, public school pre-kindergarten, school district administration)
PA Departments of Education and Human Services, Office of Child Development and Early Learning (2018-19 state-funded slots and Child Care Works preschool enrollment as of 6/18)
U.S. Department of Health & Human Services, Administration for Children and Families, Office of Head Start and PA Head Start grantees (2018-19 federal preschool Head Start funded slots*)
*NOTE: 2016-17 federal preschool Head Start slots were used for Armstrong County Community Action Agency
City of Philadelphia, Mayor's Office of Education (11/9/18 PHLpreK funded slots)

Accreditation: Association of Christian Schools International (ASCI) (10/31/18)
Montessori Accreditation (AMS) (10/31/18)
Montessori Recognition (AMI/USA) (10/31/18)
National Association for the Education of Young Children (NAEYC) (10/31/18)
National Association for Family Child Care (NAFCC) (10/31/18)
National Early Childhood Program Accreditation (NECPA) (10/31/18)

Geocoding: <https://www.google.com/maps>, <http://www.findlatitudeandlongitude.com>, and <https://www.doogal.co.uk/BatchGeocoding.php>

Map boundary: Pennsylvania Department of Transportation via Pennsylvania Spatial Data Access (2019)

Methodology

The files containing the 2018-19 state-funded slots included Pre-K Counts (PKC) and state-funded Head Start (HSSAP) by provider. Another file included the June 2018 enrollment of children ages 3-4 participating in Child Care Works at a Keystone STAR 3-4 physical location. Relative/neighbor providers and family child care providers not serving children in Child Care Works and not at a STAR 3 or 4 level were removed from the data set.

Child Care Works (CCW) enrollment counts less than 11 were suppressed. In order to estimate enrollment for these provider locations, prior data from 2016-17 and 2017-18 was referenced. For providers/physical locations that did not have prior data, the enrollment was estimated as 10 for child care centers and 5 for group child care homes.

All enrollment data listed above was combined into a single file by program type. Many Head Start grantees provided HSSAP and PKC slot information. Enrollment was updated based on this data when applicable. Out-of-state providers were removed from the data set. Addresses using a post office box were researched and replaced with the street address of the physical provider location. Accreditation was added to the appropriate provider location data. Unique identifiers were applied to each provider address. Latitude and longitude

coordinates with a score of 7 or higher were used (i.e. accuracy at the street-level). Coordinates with lower scores were manually researched and corrected based on the physical provider location. If missing, the county of physical provider locations was researched and entered into the file.

Total publicly funded, high-quality enrollment was determined for each physical address participating in federal Head Start, PKC, HSSAP, Keystone STAR 3-4 centers and groups serving preschool age children in CCW, school district pre-k and Philadelphia pre-k in locations that are Keystone STAR 3-4. Private academic nursery schools not receiving public funds for pre-k were excluded from the calculation. The applicable program(s)/funding stream(s) of each provider location were consolidated into a program type field.

High-quality pre-k provider locations were imported into ArcGIS for Desktop and added as a map layer by their eligibility type. Another layer was created based on public funding sources.

Using ArcGIS for Desktop, district and county poverty tables were joined to boundary layers to determine the eligible population within each boundary. A spatial join appended publicly funded, high-quality enrollment from the provider location layers to the district/county boundaries to estimate the number of children served and the number of high-quality (including publicly funded) physical locations in each district/county. New fields were added to the layers to calculate the percent of eligible population enrolled, unmet need and the number of additional classrooms needed. Note: the additional classrooms needed assumes 20 children per classroom and was calculated by dividing the unmet need by 20. It does not take into consideration if the estimated enrollment of current classrooms is full. For example, if a district currently serves 10 children and 4 more children are eligible, the calculation for additional classrooms needed is 1 even though the 4 children could be added to the existing classroom.

All data was imported into ArcGIS Online to create the interactive mapping application.