

Case for Pre-K Citations

Access to high-quality pre-k gives all children the opportunity to learn.

Children with access to high quality pre-k are more likely to advance grades and have improved social skills.

- Pennsylvania Office of Child Development and Early Learning, *Children's Progress Update: Pennsylvania Pre-K Counts, 2012-13 and Children's Progress Update: Head Start Supplemental Assistance Program, 2012-13*, June 2013.

Education investment must start early, before the achievement gap is too wide and very costly to overcome.

- J. Reynolds et al., *Age 21 Cost-Benefit Analysis of the Title I Chicago Child-Parent Centers*, Educational Evaluation and Policy Analysis 24 (2002).

A child's brain is 90% developed by age 5, making the early years a crucial time in a child's development.

- Shonkoff, J. & Phillips, D. (Eds.). (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Committee on Integrating the Science of Early Childhood Development, National Research Council and Institute of Medicine. Washington, DC: National Academy Press.

Access to high-quality pre-k gives all children the opportunity to learn.

Significantly improves children's early literacy, language, math and social/emotional skills as they enter kindergarten.

- Frede, Ellen, et. al. *The APPLES Blossom: Abbott Preschool Program Longitudinal Effects Study (APPLES) Preliminary Results through 2nd Grade Interim Report*. National Institute for Early Education Research, June 2009.

Reduces special education placements by nearly half through 2nd grade

- Center for Child Development, *LA 4 Longitudinal Report*. Louisiana Department of Education, 2007.

Reduces grade repetition by as much as a third through 8th grade

- Wat, Albert, *The Case for Pre-K in Education Reform: A Summary of Program Findings*. The Pew Center on the States, April 2010.

Increases the likelihood of high school graduation and college enrollment, which in turn leads to stronger employment opportunities and increased lifetime earning potential

- Bartik, Timothy J., *Investing in Kids: Early Childhood Programs and Local Economic Development*. W.E. Upjohn Institute for Employment Research, 2011.

Pre-k lays the foundation for a more successful Pennsylvania.

It helps build intellectual infrastructure for the future, yielding both social and economic benefits

- Bartik, Timothy J., *Investing in Kids: Early Childhood Programs and Local Economic Development*. W.E. Upjohn Institute for Employment Research, 2011.

Other states, such as Georgia, New York, Oklahoma, Wisconsin and West Virginia, along with the District of Columbia, either provide high-quality pre-k or are on the pathway to providing it

- The National Institute for Early Education Research, *The State of Preschool 2012*, Rutgers Graduate School of Education, 2012.

Investment in pre-k saves taxpayers' money in the long term by reducing the need for special education and remedial instruction, and increasing the rates of graduation and college enrollment

- Harvey, James. *Invest Now or Pay More Later: Early Childhood Education Promises Savings to Pennsylvania School Districts*, 2006.

Decreases the likelihood of at-risk children committing a crime later in life.

- Wat, Albert., *Dollars and Sense: A Review of Economic Analyses of Pre-K*. Pre-K Now, May 2007.