



Pennsylvania
Partnerships for Children



The State of the Child in Pennsylvania

2004



A KIDS COUNT Publication

The State of the Child in Pennsylvania – 2004

The State of the Child in Pennsylvania – 2004 has two parts:

- The printed Pennsylvania Profiles, describing policy implications of data on child well-being, explaining changes and significance of all data elements, and summarizing state-level data.
- The CD ROM of state maps showing county standings and performances on individual indicators; county profiles with trend data and census findings; school district profiles and census data; and data methodologies, sources, analyses, and definitions.

To run the CD:

- ❶ Place CD in your CD ROM drive.
- ❷ The CD should autorun, and a window will appear with instructions.
- ❸ If the CD does not start automatically, go to your **Start** button and scroll to **Run**. In the space marked **Open**: type D:\index.html (if the letter of your index drive is not D, substitute it for the letter D).
- ❹ Follow the instructions on your screen. Clicking on tabs for the different sections will open an index to those pages. Select a page, and it will open in Adobe Acrobat Reader.
- ❺ All pages open under the tabs, allowing simple navigation among sections.
- ❻ If you do not have Acrobat Reader installed on your system or if the version is older than 5.0, please follow the on-screen link to instructions for installing Acrobat Reader 5.0.

Please e-mail kidscount@papartnerships.org with questions or technical problems, or call 800-257-2030.

The State of the Child in Pennsylvania



**Pennsylvania
Partnerships for Children**

Suite 300, 20 North Market Square • Harrisburg, PA 17101-1632
(717) 236-5680 • (800) 257-2030 • Fax (717) 236-7745
info@papartnerships.org • www.papartnerships.org

Acknowledgments

- ▶ Pennsylvania Partnerships for Children gratefully acknowledges the generous financial support of The Annie E. Casey Foundation and the expertise of its project staff including Bill O'Hare, Don Crary, Cory Anderson, and Laura Beavers.
- ▶ We would also like to thank the staff at Child Trends, including Brett Brown, and the staff at the Population Reference Bureau including Mark Mather, Kelvin Pollard, and Kerri Rivers.
- ▶ Thanks to Robert Grom, President of Heritage Health Foundation, Inc., who contributed his photos of children from the 4 Kids Early Learning Center in Braddock, PA.

The State of the Child would not be possible without the additional financial support we receive from:

- ▶ The Annenberg Foundation
- ▶ The Donley Foundation
- ▶ The Grable Foundation
- ▶ Howard Heinz Endowment
- ▶ William Penn Foundation
- ▶ Individuals, corporations, and other foundations across the Commonwealth who support our work

We would like to thank the following for assistance in the collection and analysis of the data included in this report:

- ▶ Pennsylvania Department of Health, Bureau of Health Statistics and Research, and the Department's Bureau of Maternal and Child Health, whose staff provided technical assistance in obtaining birth and death data.
- ▶ The Department of Public Welfare for assistance with human services program data.
- ▶ The staff of the Information Line of the Bureau of Research and Statistics, Pennsylvania Department of Labor and Industry.
- ▶ The staff of the Pennsylvania Department of Education, including the Office of Educational Technology, Division of Data Services and the Bureau of Budget and Fiscal Management, Division of Subsidy Data and Administration, and the Division of Accountability and Assessment.
- ▶ The staff of the Center for Rural Pennsylvania for their assistance with rural/urban data.
- ▶ Thanks to the staff of Pennsylvania Partnerships for Children for their hard work, guidance, and commitment to excellence.

Copyright ©2004

ISBN 0-9645008-6-8

ISSN 1081-793X

All rights reserved. No part of this work covered by the copyright herein may be reproduced or used in any form or by any means – electronic or mechanical, inclusive of xerographic, photocopying, or any means of recording, information storage, and retrieval systems – without the written permission of the publisher.

For additional copies, further information, technical assistance, or presentations, contact:

Pennsylvania Partnerships for Children
Suite 300
20 North Market Square
Harrisburg, PA 17101-1632
(717)236-5680 or (800)257-2030
kidscount@papartnerships.org
www.papartnerships.org

Suggested Citation:

Ollivier, Diane J. (2004).
The State of the Child in Pennsylvania – 2004
State of the Child in Pennsylvania Fact Book Series.
Harrisburg, PA: Pennsylvania KIDS COUNT.

CONTENTS

Section I: Pennsylvania Profiles

Policy implications for child well-being, plus state, county type, minority, and education data overviews.

Lives in the Balance: Executive Summary6
Pennsylvania State Profile22
Pennsylvania County Type Profile24
Pennsylvania State Minority Profile26
Pennsylvania Education Profile27
Pennsylvania Partnerships for Children: Mission, Board of Directors, and Staff29

ON CD-ROM (SEE INSIDE FRONT COVER)

Section II: Indicator Performance Maps

Tables and state maps showing county standings and performances on key indicators.

- Children Born to Mothers Without Early Prenatal Care
- Children Born at Low Birth Weight
- Infant Mortality
- Child Deaths Ages 1 through 19
- Children Born to Mothers Under Age 20
- Children Born to Mothers with Less Than a High School Education
- Children Born to Mothers Who Used Tobacco During Pregnancy
- Children Abused or Neglected – Substantiated Cases
- Children Under Age 18 in Out-of-Home Placements
- Delinquent Children Ages 10 through 17 Placed Out-of-Home by Juvenile Court
- Children Under Age 18 Living in Low-Income Families
- Children Receiving TANF/AFDC
- Unemployment

Section III: County Profiles

Data and census findings for all 67 counties, plus minorities, major municipalities, and poverty in counties surrounding major municipalities. Data cited:

- Children Born to Mothers Without Early Prenatal Care
- Children Born at Low Birth Weight
- Infant Mortality
- Child Deaths
- Children Born to Mothers Under Age 20
- Children Born to Mothers with Less Than a High School Education
- Children Receiving TANF/AFDC
- Unemployment
- Children in Out-of-Home Placements
- Delinquent Children Placed Out-of-Home by Juvenile Court
- Children Abused or Neglected – Substantiated Cases
- Children Enrolled in Medicaid or CHIP
- Behavioral Health Primary Diagnoses and Treatments

County Demographics from Census 2000:

- Population by Age
- Poverty Levels by Age
- Family Type and Parents' Employment Status
- Median Family Income by Family Type
- Housing Ownership and Rental
- Children in High-Poverty Neighborhoods
- Race Under Age 18
- Hispanic Origin Under Age 18
- Total Births

Section IV: School District Profiles

Profiles all 501 school districts, with data on student performance, population, and resources, plus census data on family circumstances. Data cited:

- Fifth-Grade Students Scoring Below Proficient on PSSA Exams
- Public School Dropouts
- High School Graduates – Number and Percent Planning Further Education
- School District Resources – Expenditures
- School District Resources – Revenues
- School District Enrollment and Racial/Ethnic Enrollment Percentages
- Students with Disabilities
- Limited English Proficiency
- Elementary Class Size, Percent of Classes with Under 20 Students
- Attendance
- Free and Reduced-Price Lunch
- Kindergarten Enrollment
- School Violence
- School District Demographics – Age, Poverty, Family Type & Employment Status

Section V: Appendices

Data methodologies, sources, analyses, and definitions.

Lives in the Balance

Executive Summary



Pennsylvania can become a great place to be a child and to raise a child.

Is Pennsylvania a great place to be a child and to raise a child, a state where every child is protected from hardship and every family fully equipped to meet its challenges? No, says *The State of the Child in Pennsylvania*.

Can Pennsylvania become a great place to be a child and to raise a child? Absolutely.

Pennsylvania could reach struggling kids with targeted help. The State of the Child shows where they live – and they live in surprising places.

The State of the Child shows that well-designed interventions can help children maximize their potential. Pennsylvania has done it before.

The State of the Child argues for coherent, interlaced policy strategies to support families and help all children achieve.

That children are poor and struggling is no surprise. But when precise information on children in need – where they live, how they live – is available, and research clearly maps the paths for remedying hardship, the surprise is that policies to restore the luster of childhood can be illogically crafted and inconsistently implemented. Children have a range of needs that must be met to maintain a healthy balance in their lives, but Pennsylvania lacks a policy framework to meet each of those needs and send a new generation into the future with bright prospects.

Pennsylvanians have proven that they can alleviate some of the entrenched problems of childhood. Children's health coverage is a prime example, as *The State of the Child* reveals. Today, one Pennsylvania child in three is covered by Medicaid or CHIP, the Children's Health Insurance Program. That astounding figure reflects a decade-long commit-

ment by government and community leaders to make children's health coverage accessible to families who might otherwise go without. By the end of 2003, more than 945,000 children were enrolled in the two programs, an increase of 133,000 from December 2000. Though constant vigilance is needed, few children in Pennsylvania will ever have to go without health insurance.

Unfortunately, Pennsylvania is not as diligent about applying its policy brains, energies, and funding to other aspects of child well-being. *The State of the Child in Pennsylvania* reveals the chasm between children who are doing well and those who are struggling, between children attending good schools and living in stable homes with attentive parents, and those living in poverty and attending poor schools and lacking adult guidance:

- ▶ Half of Pennsylvania's rural children live in low-income families, where parents must scramble to find money for children's necessities, let alone the enriching extras of soccer registration, piano lessons, and ice skates. The rate in one rural county – Forest, at 58.7 percent – exceeds Philadelphia's 56.2 percent. Even in Pennsylvania's wealthier suburban counties, an average of one child in three lives in a low-income family, below 200 percent of poverty (\$37,700 for a family of four).
- ▶ Pennsylvania children are commonly born under conditions that, according to the National Academy of Sciences, limit their chances of school readiness. From 8 percent to 14.9 percent of children are born at low birth weight, lacking early prenatal care, to mothers without a high school education, and to mothers under age 20. For children born to mothers without a high school education, regional contrasts are dramatic, spanning from a high of 32 percent in Mifflin County to a low of 4.9 percent in Montgomery County.¹
- ▶ Two school-age children out of three have all available parents in the workforce – parents whose theoretical time for play with the kids and homework help is consumed by the realities of getting dinner on the table and the laundry done. Viewed by school districts, the phenomenon spans the full range of incomes and lifestyles, from the typically suburban Susquehanna Township outside Harrisburg to the rural Sullivan County in Northeastern Pennsylvania.

- ▶ Per-pupil spending in Pennsylvania public schools ranges from \$5,900 a year in Juniata County School District to \$14,870 in Lower Merion School District – from a low that can hardly swing a bare-bones education, to a high that could pay more than three years' tuition at a state system university.

A sensible policy framework addressing the multitude of children's needs could restore balance – and hope – to their lives. And yet, the evidence of those needs has not sparked outcries for corrective action. Economic hardship is rampant in rural counties, but this surprising fact hasn't raised an alarm. The extent of education's inequities is almost unfathomable, but meaningful improvements, built on a sound policy base, are a distant hope. Parents are stretched to their limits, but policies to help them manage their time and budgets, and provide children with quality after-school options, are limited.

The State of the Child in Pennsylvania is a distress signal, sent skyward by kids who want to make something of their innate potential. Pennsylvania should take a cue from its work in health coverage, elevating all children's issues to top policy priority and effectiveness through bipartisan cooperation, interagency coordination, strong funding, community partnering, and research-based practices. Such coherent policy strategies could yield similarly impressive results in early care and education, basic education, family supports, and youth development. When the numbers in *The State of the Child* improve, Pennsylvania truly could be a great place to be a child and to raise a child.

For this vision to become reality, Pennsylvania must concentrate its combined policy efforts on making sure that:

- ▶ All children have access to health care that meets their needs.
- ▶ All children enter school ready to learn.
- ▶ All children have access to high-quality public education.
- ▶ All children are raised in loving and knowledgeable families.
- ▶ All school-age children have access to effective after-school and youth development programs.



One Pennsylvania child in three is covered by Medicaid or CHIP, the sign of a beneficial program, effectively implemented.

The State of the Child in Pennsylvania – 2004 shows where to direct policy thought and resources to improve child well-being. Research demonstrates the benefits inherent in well-designed programs for children and their families, and Pennsylvania Partnerships for Children recommends their adoption in policy to alleviate the evident needs in children's lives.



Children's Health

The Vision: All children have access to health care that meets their needs.

Data toplines:

- One Pennsylvania child in three is enrolled in Medicaid or CHIP – a clear statement of children in need and of a generous, well-designed solution. Medicaid enrollment has risen by almost 100,000 children since December 2000. CHIP enrollment has risen by more than 33,000.
- Infant mortality has improved little in 10 years. By 2001, the five-year state average was one death in 138 infants. According to the *2004 KIDS COUNT Data Book*, Pennsylvania ranked in the lower half of states, at 27th-worst, in this key birth outcome.²

Children must be healthy to learn, to play, and to enjoy childhood to its fullest. In Pennsylvania, children's health coverage is almost a truism, a sacred cow safe from political dismantling. The logistics of effective outreach and enrollment require precise coordination of forms, procedures, and eligibility guidelines. It also demands recognition of cultural differences, language barriers, and family stressors – more pressing needs, fear of government intrusion, and apprehension of perceived stigmas – that can overtake children's health coverage as a household priority.

Still, Pennsylvania has made it work. Since the early 1990s, each administration has embraced children's health coverage as its own, building on the success of its predecessors. Legislators, from leaders to rank-and-file, have enthusiastically joined the effort. Today, CHIP is a generous program that, with income eligibility for a family of four nearing \$47,000, is capped close to the state adjusted median income of \$47,202. In communities statewide, health care providers, insurers, human services, faith leaders, and educators cooperate to spread the word and help parents enroll their children. Today, more than 945,000 Pennsylvania children are enrolled in publicly funded coverage.

Because they have health coverage, these children are less likely to miss school and more likely to be immunized, get regular check-ups, have a standing relationship with a health care provider, and get prompt treatment for common childhood ailments, such as ear infections and asthma.

But children without health coverage are still out there, and their population changes every day, as family circumstances change. Parents lose jobs, lose health coverage, or divorce every day. Children grow out of eligibility as others are born into it. Their parents need to know about available benefits, and they need to understand that they qualify, because research and experience in outreach efforts show that many parents assume they're not eligible.

Framing the issue:

The State of the Child in Pennsylvania shows steady growth in publicly funded children's health coverage, but Pennsylvania cannot rest on its laurels. To continue reaching and enrolling children and maintaining their good health, Pennsylvania should:

- Strengthen the coordinated emphasis on outreach and enrollment that informs parents about their

family's potential eligibility and signs up children with the fewest possible bureaucratic barriers.

- Assure coverage that actually advances healthier kids, by promoting effective renewal practices and health care usage, and offering comprehensive benefits that meet children's physical and behavioral health needs.

Early Childhood Education

The Vision: All children should enter school ready to learn.

Data toplines:

- Among children under 5 years old, one in six lives in poverty, at risk of entering school not ready to learn.
- Other circumstances that can inhibit school readiness among young children are common – mothers' lack of a high school education (one in seven), births to mothers under age 20 (one in 11), and low birth weights (one child in 12).

State of the Child Snapshot

The luck of the draw can determine children's well-being. Children get a high-quality education or a poor one, depending largely on where they live. Children in urban counties are much more likely than rural and suburban kids to be placed out of the home, a symptom of trouble erupting beyond the family's capacity to manage. Four rural counties out of five have particularly high rates of pregnant women using tobacco, including three of them with the atrocious rate of one birth in three.



- 60 percent of children under age 5 have all available parents in the labor force, underscoring the need for quality in children's care settings while parents work.

In 2004, Pennsylvania verges on investments in early childhood education – a first step in major policies for children's school readiness. Block grant funding could help more school districts invest in prekindergarten, full-day kindergarten, and small class sizes in the early grades. Pennsylvania is also poised to invest in Head Start – the first state support for the federal prekindergarten program, with funds earmarked to enroll more children.

The research-proven benefits of quality early childhood education are well known, with children who enter school ready to learn and who succeed academically in later years. Research has also revealed the elements that comprise quality – and therefore, yield school readiness and academic benefits – in early childhood education. They include teachers with bachelor's degrees, research-based curriculum, strong program standards, salary and benefit structures that minimize staff turnover, and links to health services.

Still, although the idea of learning from birth has taken root in the public consciousness, it is not fully flowering in public policy:

- The early childhood education choices in the block grant share space with a laundry list of education enhancements, forcing school districts to make difficult choices that do not assure a focus on early learning.
- A \$15 million Head Start allocation would serve only 3,000 children – a fraction of the children who are currently unserved.
- The National Institute for Early Education Research reports that Pennsylvania prekindergarten falls short on seven quality standards out of 10.³

In short, without enough funding to expand services and buy quality, early childhood education that contributes to academic achievement could stall at the starting gate.

Framing the issue:

Pennsylvania has made tentative steps into early childhood education, but only a wholehearted commitment of funds will yield desired outcomes in children who enter school ready to learn. Pennsylvania should prioritize early children education with:

- Increased attention to high standards to assure a quality, enriching experience in child care and prekindergarten.
- Growing investments and a long-term commitment to funding that offers significantly more children quality prekindergarten and its school readiness benefits.

Basic Education

The Vision: All children should have access to high-quality public education.

Data toplines:

- The class portrait of Pennsylvania school students continues to diversify. Enrollments by minorities and students with disabilities are rising, and 3.1 percent of students have limited English proficiency. These are traditionally the students schools have had the hardest time reaching, and under No Child Left Behind, each group must progress steadily toward 100 percent proficiency by 2014.
- Per-pupil expenditures by school districts ranged from \$5,900 to \$14,870 statewide, a ratio of 2.5 to one.

State of the Child Snapshot

In the dominant public image, poverty has an urban face. But take the city out of the county, and poverty still reigns in surrounding communities:

- Subtract Altoona from Blair County, and one child in eight still lives in poverty.
- Allegheny County without Pittsburgh, one child in nine.
- Lackawanna County without Scranton, one child in nine.
- Lancaster County without Lancaster City, one child in 12.
- Dauphin County without Harrisburg, one child in 13.
- Lebanon County without Lebanon City, one child in 14.

- The state's share of local education expenses has fallen to 36.4 percent, from 55 percent in the mid-1970s.
- Fewer Pennsylvania children attend full-day kindergarten than nationwide – 33 percent of Pennsylvania students, compared to 55 percent throughout the U.S.
- In 2002-03, 43.7 percent of fifth graders scored below proficient in math, an improvement from 47 percent in 2001-02, and 41.9 percent scored below proficient in reading, an improvement from 44 percent in 2001-02. Nonetheless, close to half of Pennsylvania fifth graders are not meeting state standards.

The upshot: Pennsylvania fails to assure every student a real opportunity to succeed. The wide ratio of per-pupil spending among Pennsylvania school districts speaks directly to the education resources benefiting every child – as if some districts gave every student a gently used Honda Civic with an extended warranty, while others offered an '86 Cavalier and a roadside emergency kit. State policies, lacking a rational formula for allocating education funds, fail to restore equity.

The declining state share of funding puts school districts in a squeeze. Although overall education spending puts Pennsylvania among the top 14 states in adequacy of funding, according to *Education Week's Quality Counts 2004*, the prestigious report of state education efforts also ranks Pennsylvania next-to-last among states in both education equity and state share of education costs.⁴ Combined state and local resources create the appearance of adequacy in education funding, but in reality, the poorest communities are increasingly stymied in their efforts to extract more revenues – essential to properly educating every child – from weak tax bases.

While Pennsylvanians quibble over education funding, the No Child Left Behind Act's mandates for 100 percent student proficiency in reading and math by 2014 creep nearer. As of 2002-03, only a little more than half of Pennsylvania fifth graders were proficient or above. To achieve the NCLB proficiency goals, Pennsylvania has chosen the option, offered by the U.S. Department of Education, to make slow progress in these next few years and improve rapidly as 2014 approaches. However, that agreement is predicated on a strong investment in a reform strategy beginning with



early childhood education, to give later achievement test scores a big boost.

But theory and practice don't line up. Concentrated attention on early childhood education can, indeed, measurably improve later test scores, but Pennsylvania has yet to make a wholehearted commitment. In line with the school readiness benefits of quality prekindergarten, research shows that full-day kindergarten can position children for better grades, test scores, and classroom behavior in later grades, while small class sizes can also improve academic performance.

However, without a demonstrable state funding commitment, quality prekindergarten options will be limited, full-day kindergarten will not be an essential part of educational offerings, and small class sizes will remain unattainable – all to the detriment of academic achievement scores.

Framing the issue:

Pennsylvania's education funding approach lacks a logical formula. Imminent change is not apparent, even while inequities continue. Student achievement is improving incrementally, but expected results from early childhood education won't materialize without a meaningful investment. To level the educational playing field and help every student succeed in school, Pennsylvania should:

- Create an education funding formula that assures equity and boosts the state share to end the stilted reliance on local tax bases.
- Include funding for full-day kindergarten in the formula and promote small class sizes in the early grades, as part of a fully resourced commitment to early childhood education that helps students succeed from the start.

Family Supports and Youth Development

The Visions:

All children should be raised in families with loving and knowledgeable parents.

All school-age children should have access to effective after-school and youth development programs.

Data toplines:

- Statewide, one Pennsylvania child in three lives in a low-income family, below 200 percent of poverty (\$37,700, family of four). They are well below the adjusted median income of \$47,202, that middle line where more family income or less determines the extent of possibilities and opportunities that expand children's horizons.
- One child in seven lives in a high-poverty neighborhood, where jobs are scarce, basic necessities are costlier, and organized activities are limited.

- One child in six is born to a mother who used tobacco during pregnancy, at increased risk of physical, mental, and developmental disabilities, and one in seven is born to a mother without a high school education, at risk of slowed educational progress.
- One child in 11 is born to a mother under age 20, risking poverty and poor educational attainment.
- Two out of three school-age children have all available parents in the workforce.

In a low-income household, parents are severely challenged to pay the bills, provide for the children, and save for the future and for emergencies. One setback – illness, accident, job loss – can wreck a carefully planned family budget. For parents struggling to get and keep family-sustaining jobs, lack of affordable child care can be a huge obstacle.

Other parents face challenges in their knowledge of child development and needs. Clearly, messages about the dangers of smoking during pregnancy have not penetrated – especially in, but not limited to, rural counties. Significant numbers of mothers miss early prenatal care, give birth to low birth weight babies, and lack a high school education. In three Pennsylvania child abuse cases out of four, a parent or someone in a parental relationship was the perpetrator.

The emerging picture depicts children whose developmental, emotional, physical, and educational



Two school-age children out of three have all available parents in the workforce, in homes where **time is a scarce commodity.**

needs aren't met in the home. Every parent, at some time, questions their abilities to cope, but some are better equipped – financially, educationally, emotionally – than others to manage the challenges that come with child-rearing. Family supports can cushion children from hardship and promote their well-rounded development by filling the gaps in parental knowledge and resources. Research shows that nurse home visiting programs, for instance, can improve prenatal health behaviors, decrease child abuse, and prevent children from becoming delinquent as teens. Financial pressures can be eased by tax benefits, such as TAX BACK, the state's personal income tax forgiveness program, which can restore hundreds of dollars to the household budgets of low- and moderate-income families. For tax year 2003, a family of four earning \$31,000 could receive as much as \$868 in personal income tax forgiveness, for a notable bump in household income.

As children grow, they also need access to constructive, supervised activities. These activities, research says, can discourage criminal behavior and experimentation with drugs and alcohol, and they can improve school performance and aspirations for higher education. Some children have natural access to those opportunities, through school, family, friends, and community. But other children live in communities where after-school activities are minimal. Despite these circumstances, Pennsylvania has lacked a strategy to initiate youth development and after-school programs that help children channel youthful energies into personal achievement.

Framing the issue:

The time is ripe to elevate family support and youth development on the Pennsylvania policy agenda. Family supports help parents bridge the gaps between income, experience, and children's needs. Pennsylvania should equip parents to manage challenges and help children develop their skills and talents by:

- Increasing access to subsidized child care that fits families' needs and helps parents become self-sufficient.
- Expanding and coordinating nurse home visiting programs for at-risk mothers.
- Expanding tax forgiveness for low- and moderate-income families and stepping up outreach efforts, to inform more families about tax benefits that restore money to their pockets.

- Coordinating funding for after-school and youth development programs and encouraging creation of a range of community programs for school-age children.

Pennsylvania can do great things for children. The people of Pennsylvania have demonstrated their commitment, compassion, and resolve to make a difference for kids. It's evident every time the legislature passes a children's health bill or a community group builds a ballfield.

What's missing, though, is a coordinated, concentrated effort to lift all children out of need and into a brighter future. With precision-guided policy that incorporates research and targets children no matter which mountain range or urban streetscape hides them from view, Pennsylvania's elected officials and their private citizen partners can fashion a state that truly is a great place to be a child and to raise a child.

State of the Child Snapshot

In one family out of four, children live in single-parent homes. Single mothers have an astonishingly low median income — \$18,564 a year – that actually falls below the federal poverty level and is well below the median incomes of \$28,052 for single fathers and \$47,202 for married couples. Can a single mother get by on \$18,564 a year? Not according to PathwaysPA, which said in 2001 that a family of one adult, one preschooler, and one school-age child needed to earn more than \$37,000 in Philadelphia or Pittsburgh, or more than \$27,000 in Warren County, to be self-sufficient.⁵

¹ National Academy of Sciences, *From Neurons to Neighborhoods: The Science of Early Childhood Development*, 2001.

² Annie E. Casey Foundation, *2004 KIDS COUNT Data Book*.

³ National Institute for Early Education Research. *The State of Preschool: 2003 State Preschool Yearbook*.

⁴ *Education Week Quality Counts 2004*.

⁵ PathwaysPA (formerly Women's Association for Women's Alternatives), *The Self-Sufficiency Standard for Pennsylvania 2001*.

Statewide Indicators

Executive Summary



Per-pupil spending in Pennsylvania public schools ranges from \$5,900 a year to \$14,870 – **from a bare-bones low to a high that could cover three years' tuition at a state system university.**

Gained Ground or New Indicator

CHILDREN BORN TO MOTHERS WHO USED TOBACCO DURING PREGNANCY

	RATE	ONE IN	STATUS
2000-02	18% of pregnant women used tobacco (three-year average)	1 in 6	New reporting method

Why it matters:

When their mothers use tobacco during pregnancy, babies are likelier to experience premature birth and low birth weight, stillbirth and Sudden Infant Death Syndrome, and poor lung development, asthma, and respiratory infections. Pregnant women are less likely to smoke and use tobacco if they get early prenatal care and participate in nurse home visiting and smoking cessation programs.

CHILDREN BORN AT LOW BIRTH WEIGHT

	RATE	ONE IN	STATUS
2002	8.2% of births were low birth weight	1 in 12	↑ Gained ground
1999	7.9% of births were low birth weight	1 in 13	

Why it matters:

Babies born at low birth weight – less than 5 pounds, 9 ounces – are likelier to die in the first year of life. They can also have disabilities and health problems that include developmental delays, visual and hearing impairments, and chronic respiratory ailments. As they grow, they may have trouble with social skills and show higher rates of depression, anxiety disorders, physical disabilities and hyperactivity and aggression.

CHILDREN BORN TO MOTHERS UNDER AGE 20

	RATE	ONE IN	STATUS
2002	9.2% of babies were born to mothers under age 20	1 in 11	↑ Gained ground
1999	10.2% of babies were born to mothers under age 20	1 in 10	

Why it matters:

Motherhood before age 20 adversely impacts both mother and child, diminishing their educational and economic prospects. Young mothers who give birth in the under-20 years are less likely to finish high school and are more likely to be poor, unmarried, and on government assistance. They are less likely to get prenatal care, and their babies risk being born at low birth weights, dying before their first birthdays, and living in poverty. The children of mothers who give birth before age 20 often receive lower levels of cognitive stimulation and emotional support.

CHILDREN IN OUT-OF-HOME PLACEMENTS

	RATE	ONE IN	STATUS
2002	7.3 children in 1,000 were placed out of the home	1 in 137	↑ Gained ground
1999	8 children in 1,000 were placed out of the home	1 in 125	

Why it matters:

Children are placed out of the home, in foster care or other arrangements, when their well-being is seriously jeopardized by family instability, poverty, abuse and neglect, crime, violence, homelessness, substance abuse, or serious illness in the home. Children who endure disruptions of parenting are likelier to have developmental delays, anxiety disorders, depression, poor academic performance, and poor social development.

MEDICAID/HEALTHCHOICES PRIMARY BEHAVIORAL HEALTH DIAGNOSES AND TREATMENTS

	RATE	STATUS
2002	171,102 Medicaid/HealthChoices primary diagnoses 171,074 Medicaid/HealthChoices treatments	New to The State of the Child

Why it matters:

Behavioral health disorders can include substance abuse, eating disorders, depression, and neurosis and attachment-related disorders. They can hinder children's learning, stress families, and increase the likelihood of suicide. Even very young children, from birth to age 3, can have mental disorders and developmental delays that compromise their healthy growth. Pennsylvania's treatment options are scattered among government agencies, lacking coordination and general oversight despite the several hundred million dollars devoted to services.

CHILDREN ENROLLED IN MEDICAID AND CHIP

	RATE	ONE IN	STATUS
2003	808,300 children enrolled in Medicaid; 137,429 children enrolled in CHIP	1 in 4 1 in 22	↑ Gained ground
2000	708,501 children enrolled in Medicaid; 104,326 children enrolled in CHIP	1 in 4 1 in 27	

Why it matters:

Enrollment in Medicaid and CHIP, the Children's Health Insurance Program, has grown steeply since 2000, by a total of nearly 133,000 children. Children who lack health coverage are less likely to have a consistent relationship with a primary care provider or get regular, preventive health care, and they're likelier to miss school. When uninsured children are sick, their parents are likelier to delay care and to seek costly emergency room treatment. Medicaid is available for low-income pregnant women and children who are very low income. Free and low-cost CHIP is available for children who live in families whose income exceeds Medicaid guidelines, up to 235% of poverty (\$44,298, family of four).

CHILDREN LIVING IN LOW-INCOME FAMILIES

	RATE	ONE IN	STATUS
2000	34.4% of children lived in low-income families	1 in 3	New from Census 2000

Why it matters:

Poverty and hardship can severely diminish child well-being. Below the federal poverty line, where a family of four earns \$18,850 a year, children are more likely to have difficulty in school, become teen parents, and, as adults, earn less and be unemployed more frequently. Families living up to 200 percent of poverty, where a family of four earns \$37,700, also struggle to make ends meet. Families at various points along the federal poverty scale between 100 percent and 200 percent of poverty qualify for supports that help them provide for their children's needs, including children's health insurance, subsidized child care, and free or reduced-price school lunch. (See Federal Poverty Income Guidelines, page 28).

FAMILY TYPE AND PARENTS' EMPLOYMENT STATUS

	RATE	STATUS
2000	66% of all Pennsylvania children have all available parents in the labor force, and 69% of school-age children have all available parents in the labor force	New from Census 2000

Why it matters:

Among all children, 73 percent live with both parents, 21 percent live with a mother only, and 6 percent live with a father only. When all available parents are in the workforce, finding quality, affordable child care can be a major challenge. Children living in single-parent homes – particularly with a mother only – are likelier to live in poverty, have fewer relationships with male role models, have less time to interact with parents, not be read to everyday, have diminished social support, and have lower academic and social well-being than children from two-parent families.

ADJUSTED MEDIAN FAMILY INCOME

	RATE	STATUS
2000	\$47,202, families with own children under age 18; \$57,030, married-couple families; \$18,564, single-mother families; and \$28,052, single-father families	New from Census 2000

Why it matters:

Median family income, adjusted for cost of living, shows the dividing line between the top and lower halves of the income scale. As a child well-being indicator, it shows the extent of resources that families can devote to their children's needs. When broken down by family type, the picture is especially revealing, showing the much greater likelihood that single-mother families live in poverty and hardship.

HOUSING OWNERSHIP AND RENTAL

	RATE	STATUS
2000	71.3% of occupied housing units were owner-occupied	New from Census 2000

Why it matters:

Housing ownership is a clear sign of economic well-being and family stability. Families who purchase their homes have established their good credit, and those who own rather than rent can build equity.

FIFTH-GRADE STUDENTS SCORING BELOW PROFICIENT ON PSSA EXAMS

	RATE	STATUS
2002-03	43.7% of fifth graders scored below proficient in math, and 41.9% of fifth graders below proficient in reading	↑ Gained ground
2001-02	47% of fifth graders scored below proficient in math, and 44% of fifth graders below proficient in reading	

Why it matters:

More than 40 percent of Pennsylvania fifth graders have not mastered reading or math. Pennsylvania is exceeding its No Child Left Behind goals, known as average yearly progress (AYP), for 35 percent proficient or advanced in math and 45 percent proficient or advanced in reading from 2002 to 2004. Although the state average is exceeding AYP, only 63 percent of school districts met the math goal, and only 23 percent met the reading goal. Districts that fail to achieve average

yearly progress and fall short of NCLB mandates, including a requirement for 100 percent proficiency by 2014, face penalties that range in severity from staff replacement to state takeover.

CHILDREN DROPPING OUT OF PUBLIC SCHOOL

	RATE	ONE IN	STATUS
2001-02	3.2% of students in grades 9 through 12 dropped out	1 in 31	↑ Gained ground
1999-00	3.8% of students in grades 9 through 12 dropped out	1 in 26	

Why it matters:

Students often drop out of school because they have lost interest in school or can't keep up – symptoms of malaise that could have been averted with better attention to early learning and education policies. Studies show that high school dropouts have greater difficulties getting jobs, earn less money, and have difficulty supporting their own children. They also are likelier to be disengaged from their children's education.

CURRENT EXPENDITURES PER PUPIL

	RATE	STATUS
2001-02	\$8,211 per pupil	↑ Gained ground
1999-00	\$7,458 per pupil	

Why it matters:

Resources devoted to students shape the educational experience. Salaries for teachers and other personnel, textbooks and materials, technology, transportation, maintenance – all must be paid for to keep a school system up and running. However, the revenues available to pay the bills and buy services vary widely among school districts. Per-pupil expenditures ranged from \$5,900 to \$14,870 – a range of two and a half to one. *Education Week's Quality Counts 2004* ranked only one other state – Illinois – behind Pennsylvania in the equity of its state funding system.

STUDENTS WITH LIMITED ENGLISH PROFICIENCY

	RATE	ONE IN	STATUS
2001-02	3.1% of public school students have limited English proficiency	1 in 33	New to The State of the Child

Why it matters:

Students with limited English proficiency face greater challenges making progress in school. Their schools are required to evaluate their English-language abilities and provide needed services in language instruction. In 20 school districts, more than 5 percent of students had limited English proficiency.

KINDERGARTEN ENROLLMENT

	RATE	ONE IN	STATUS
2002-03	33.4% of 5-year-olds in kindergarten attended full-day programs	1 in 3	↑ Gained ground
1999-00	28.9% of 5-year-olds in kindergarten attended full-day programs	1 in 3	

Why it matters:

Full-day kindergarten programs can better prepare children for the learning to follow. Especially for low-income and minority children, full-day kindergarten can promote reading readiness and lead to better grades and test scores in later grades. Although Pennsylvania's rate of full-day kindergarten, which had been only 25.2 percent in 1996-97, is improving, the state continues to trail the nation, where 55 percent of kindergartners attend full-day programs. On a bright note: In Pennsylvania's 48 districts with the highest concentrations of poverty, three kindergartners out of four are in full-day programs. Not on a bright note: Kindergarten programs for 4-year-olds have not seen a similar increase. In 1999-00, 30 districts served 2,546 4-year-olds, and in 2002-03, 30 districts served 2,667 4-year-olds.

ELEMENTARY CLASS SIZE

	RATE	STATUS
2002-03	41.8% of elementary school classes had fewer than 20 students	↑ Gained ground*
1999-00	33.1% of elementary school classes had fewer than 20 students	

Why it matters:

The best research on class size shows academic gains from classes of 17 or fewer, although the Department of Education only collects data on a category called “fewer than 20.” In the early elementary grades, students in small class sizes are likelier to get better grades and test scores, with results that last in later years.

**Pennsylvania’s dramatic improvement in class sizes could have resulted from more school districts devoting more classroom space and personnel to the issue, or it could merely represent serious limitations in data reporting, collection, and compilation.*

Lost Ground, Minimal Change, and Mixed Results

CHILDREN BORN TO MOTHERS WITHOUT EARLY PRENATAL CARE

	RATE	ONE IN	STATUS
2002	15.4% of pregnant women didn’t seek early prenatal care	1 in 6	↓ Lost ground
1999	14.8% of pregnant women didn’t seek early prenatal care	1 in 7	

Why it matters:

Prenatal care is early when it’s delivered by the third month of pregnancy. On the medical front, it can encourage the mother’s good health habits and detect problems with mother and child early. It can also direct expectant mothers to parenting support, education, and help with nutrition, housing, and other services. With early prenatal care, babies are likelier to be born at a normal birth weight, with less risk of health problems and the associated high costs of medical care. Older women and women with higher education levels and incomes are likelier to get early prenatal care, while health coverage and an ongoing relationship with a health care provider also play a key role.

CHILDREN BORN TO MOTHERS WITH LESS THAN A HIGH SCHOOL EDUCATION

	RATE	ONE IN	STATUS
2002	15.1% of babies were born to mothers with less than a high school education	1 in 7	No change
1999	14.8% of babies were born to mothers with less than a high school education	1 in 7	

Why it matters:

A high school degree is essential to success in the job market, and children born to parents without a high school education or GED are likelier to live in poverty. They are also likelier to receive less cognitive stimulation and have lower reading skills. Pregnant women without a high school education are more likely to smoke during pregnancy and receive inadequate prenatal care. After the baby’s birth, mothers are likelier to suffer maternal depression, which can hurt the child’s development.

INFANT MORTALITY

	RATE	ONE IN	STATUS
2001	7.2 deaths per 1,000 infants	1 in 138	Minimal change
1999	7.1 deaths per 1,000 infants	1 in 141	

Why it matters:

Infants who experience congenital anomalies or complications from low birth weight and short gestational age are likelier to die before their first birthdays, while others succumb to Sudden Infant Death Syndrome. Higher infant mortality rates may occur in communities where poverty, unemployment, and low literacy converge to worsen the atmosphere for vulnerable infants.

CHILD DEATHS

	RATE	ONE IN	STATUS
2001	32.4 children in every 100,000 died	1 in 3,084	Minimal change
1999	33.1 children in every 100,000 died	1 in 3,024	

Why it matters:

Nationally, the top three causes of child deaths are preventable: Unintentional injuries, including motor vehicle accidents, drowning, and in-home accidents;

homicide; and suicide. Lack of health care access and childhood poverty, which expose children to more risks, are major factors in child deaths, while poor parenting, child abuse and negligence, substance and alcohol abuse, and access to guns also play a role.

UNEMPLOYMENT

	RATE	ONE IN	STATUS
2003	5.6% of workers were unemployed	1 in 18	↓ Lost ground
2000	4.2% of workers were unemployed	1 in 24	

Why it matters:

Higher unemployment rates can reveal the difficulties that parents have in finding work and providing for their children. For children, a parent's long-term unemployment can lead to poverty and its related risk factors. In communities, high unemployment brings higher rates of poverty, crime, delinquency, and public assistance.

CHILDREN RECEIVING TANF

	RATE	ONE IN	STATUS
2003	5.6% of children received Temporary Assistance for Needy Families (TANF)	1 in 18	Minimal change
2001	6% of children received Temporary Assistance for Needy Families (TANF)	1 in 17	

Why it matters:

Temporary Assistance to Needy Families (TANF) is a child support, providing cash welfare payments for needy children under age 18. For their support, parents receive payments of \$365 to \$422 a month while working to increase their own earnings capability. Welfare enrollment dropped dramatically from the welfare reform and economic boom years of the mid-1990s to the end of the decade. However, as the economy declined and unemployment rose, children receiving TANF began, essentially, to level off and even fell slightly. TANF reauthorization, which could clear Congress in 2004, adds more uncertainties about stricter work requirements for parents and adequacy of child care funding.

DELINQUENT CHILDREN AGES 10-17 PLACED OUT OF HOME BY JUVENILE COURT

	RATE	ONE IN	STATUS
2002	3 placements by juvenile court per 1,000 children, ages 10 to 17	1 in 336	Minimal change
1999	3.3 placements by juvenile court per 1,000 children, ages 10 to 17	1 in 299	

Why it matters:

Youths who engage in criminal activity face diminished prospects for the future, because they are likelier to become criminals as adults. Delinquent behavior can also diminish community safety and quality of life, and it drains state dollars for costly detention options. For instance, one placement in a state-run Youth Development Center or Youth Forestry Center costs an average of \$97,708 a year.

CHILDREN ABUSED OR NEGLECTED - SUBSTANTIATED CASES

	RATE	ONE IN	STATUS
2002	1.8 substantiated abuse cases per 1,000 children	1 in 566	Minimal change
2000	1.7 substantiated abuse cases per 1,000 children	1 in 584	

Why it matters:

Child abuse victims are more likely to perform poorly in school, with poorer IQ scores, social competence, and language ability. They are likelier to have social, emotional, and physical health problems, and to be arrested as juveniles or adults. Children who grow up in poverty are nearly seven times more likely to be abused. In three Pennsylvania child abuse cases out of four, the abuser is in a parental relationship to the victim.





Many Pennsylvania children can miss out on school readiness from the start, limited by their mothers' youth or lack of a high school education.

CHILDREN IN HIGH-POVERTY NEIGHBORHOODS

	RATE	ONE IN	STATUS
2000	15.3% of children lived in high-poverty neighborhoods	1 in 7	No change
1990	15.4% of children lived in high-poverty neighborhoods	1 in 7	

Why it matters:

Families in high-poverty neighborhoods are often disconnected from job opportunities, organized community activities, and technology that improve the quality of life. Basic necessities, including food, shelter, and transportation, cost more because services and mainstream retailers are scarce. Financial services and banks are less prevalent, creating fewer opportunities to save and build credit, and opening the door to predatory lenders.

HIGH SCHOOL GRADUATES PLANNING FURTHER EDUCATION

	RATE	STATUS
2001-02	74% of graduating seniors planned to continue their education	No change
1999-00	74% of graduating seniors planned to continue their education	

Why it matters:

High school graduates who continue their education are better prepared to take advantage of economic opportunity. More than half of Pennsylvania's school districts – 289 – saw an increase in the percentage of students planning further education, but the numbers also reveal a significant discrepancy: in 33 districts, at least 90 percent of students planned to continue their education, but in 58 districts, fewer than 60 percent of students saw further education in their future.

INSTRUCTIONAL EXPENDITURES PER PUPIL

	RATE	STATUS
2001-02	\$5,329, or 64.9% of current expenditures per pupil	↓ Lost ground
1999-00	\$4,854, or 65.1% of current expenditures per pupil	

Why it matters:

Instructional expenditures per pupil get to the heart of education, because they exclude maintenance, transportation, or administration. This indicator lost ground because, although the dollars devoted to instructional expenditures per pupil increased nearly 10 percent from 1999-00 to 2001-02, their share of current expenditures – the education dollars devoted directly to students, a rate that had been 66 percent in 1996-97 – continued to drop.

SPECIAL EDUCATION EXPENDITURES PER PUPIL

	RATE	STATUS
2001-02	\$968 per pupil for special education	Mixed results
1999-00	\$835 per pupil for special education	

Why it matters:

Special education is an integral part of public schooling, helping one Pennsylvania student in eight reach full learning potential. Despite its importance, and with a presence mandated by state and federal law, school districts continue to shoulder a rising share of the costs – from 11.2 percent of current expenditures in 1999-00 to 11.8 percent in 2001-02. Statewide, special education expenditures per pupil rose 16 percent in two years, and in 40 percent of Pennsylvania's 501 school districts, expenditures rose more than 20 percent – a situation exacerbated by the state's failure to fund according to the number of students being served or severity of disability.

REVENUES

	RATE	STATUS
2001-02	36.4% of revenues came from the state, and 53.8% came from local taxes	↓ Lost ground
1999-00	37.9% of revenues came from the state, and 57.5% came from local taxes	

Why it matters:

Like everything else worth having, education costs money. But from 1999-00 to 2001-02, both state revenues and local taxes declined as percentages of all funds spent on education. The difference is made up by federal revenues, which will be subject to intense budget pressures in coming years, and from non-tax local revenues, including corporate and foundation funding. As the state share declines, school districts with weak tax bases find fewer and fewer options for raising revenues to adequately educate students. According to *Education Week's Quality Counts 2004*, only one state in the nation – Nebraska – contributes a smaller state share to funding K-12 education.

ENROLLMENT BY RACE/ETHNICITY

	RATE	ONE IN	STATUS
2002-03	Minority share of public school enrollment was 22.2%	1 in 4.5	Mixed results
1999-00	Minority share of public school enrollment was 20.9%	1 in 5	

Why it matters:

In general, schools with higher percentages of minority students show relatively low performance, although there are many exceptions that offer valuable lessons in targeting resources and reaching disadvantaged children. In 17 school districts, student bodies were predominantly minority. The challenges of teaching large groups of minority students are often a function of geography and local wealth: Tax revenues may be harder to generate, resources scarcer, teachers more poorly paid, textbooks older, and facilities inadequate. In Pennsylvania, the percentage of African-American students increased from 14.6 percent in 1999-00 to 14.8 percent in 2001-02, while the percentage of Hispanic students rose from 4.2 per-

cent to 5.1 percent. Overall, total public school enrollment decreased 1.2 percent, from 1.78 million in 1999-00 to 1.76 million in 2002-03.

STUDENTS WITH DISABILITIES

	RATE	ONE IN	STATUS
2001-02	Students with disabilities comprised 13% of students	1 in 8	Mixed results
1999-00	Students with disabilities comprised 12.3% of students	1 in 8	

Why it matters:

Students with disabilities generally require special education through their schools, intermediate units, or approved private schools. Although they comprise an average of 13 percent of students statewide, they make up more than 20 percent of students in 12 school districts. The demands on school districts' budgets is further compounded by the percentage of students with severe disabilities, which rose from 1.2 percent in 1999-00 to 1.4 percent in 2002-03.

SCHOOL ATTENDANCE

	RATE	STATUS
2001-02	Attendance rates were 94.9% for elementary students, and 91.9% for secondary students	Minimal change
1999-00	Attendance rates were 94.8% for elementary students, and 91.3% for secondary students	

Why it matters:

Attendance is the Catch-22 of education – poor attendance can create academic problems, and academic problems can foster poor attendance. Poor attendance in the early years can also foretell lower attendance rates, academic failure, and dropping out in secondary schools.

SCHOOL LUNCH ELIGIBILITY

	RATE	ONE IN	STATUS
2003-04	33.3% of public school students were eligible for free or reduced-price lunch	1 in 3	Mixed results
2002-03	32.3% of public school students were eligible for free or reduced-price lunch	1 in 3	

Why it matters:

School lunch eligibility is considered a reflection of need among a student body, because it shows students living up to 185 percent of federal poverty, or \$34,873 for a family of four in 2004. Eligibility levels among Pennsylvania school districts range from a low of .6 percent to a high of 88.5 percent. In 48 districts, more than half of students qualified for subsidized meals.

SCHOOL VIOLENCE

	RATE	ONE IN	STATUS
2001-02	3,163 weapons-related incidents reported in schools; 12,281 assaults on staff and students	1.8 in 1,000 students 7 in 1,000 students	Mixed results
1999-00	3,250 weapons-related incidents reported in schools; 8,968 assaults on staff and students	1.8 in 1,000 students 5 in 1,000 students	

Why it matters:

Safe schools are essential to learning in an orderly atmosphere. Research shows that higher rates of discipline problems in a school can dampen student achievement. Reported assaults on students and teachers rose markedly, but as with any crime reporting system, the change could result from better reporting and not an actual rise in incidents.

State Profiles

Data Summaries of Child Well-Being

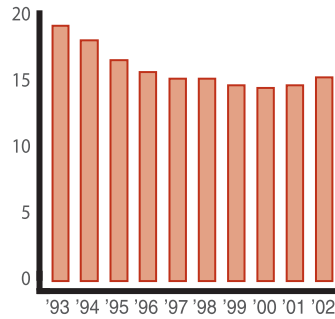


<i>Pennsylvania State Profile</i>	22
<i>Pennsylvania County Type Profile</i>	24
<i>Pennsylvania State Minority Profile</i>	26
<i>Pennsylvania Education Profile</i>	27

Children Born to Mothers without Early Prenatal Care

per 100 births

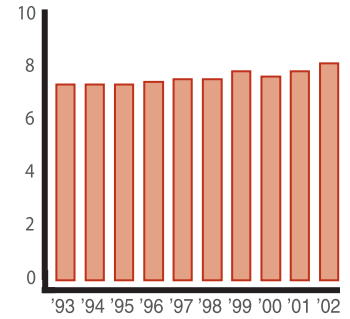
State	
1993 rate	19.3
2002 total	20,536
2002 rate	15.4
Change in rate	-3.9
2002 one in	1 in 6



Children Born at Low Birth Weight

per 100 births

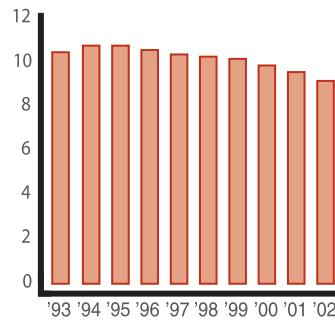
State	
1993 rate	7.4
2002 total	11,667
2002 rate	8.2
Change in rate	+0.8
2002 one in	1 in 12



Children Born to Mothers Under Age 20

per 100 births

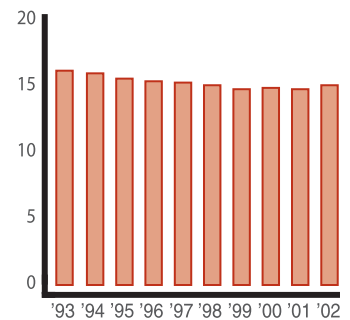
State	
1993 rate	10.5
2002 total	13,169
2002 rate	9.2
Change in rate	-1.3
2002 one in	1 in 11



Children Born to Mothers with Less Than a High School Education

per 100 births

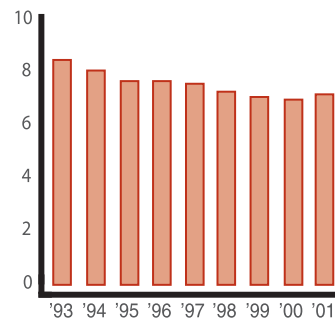
State	
1993 rate	16.2
2002 total	20,824
2002 rate	15.1
Change in rate	-1.2
2002 one in	1 in 7



Infant Mortality

per 1,000 births

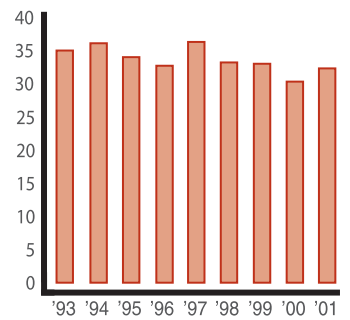
State	
1993 rate	8.5
2001 total	1,038
2001 rate	7.2
Change in rate	-1.3
2001 one in	1 in 138



Child Deaths

per 100,000 children ages 1 through 19

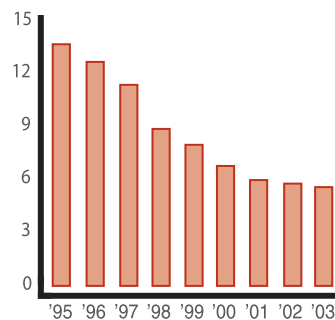
State	
1993 rate	35.1
2001 total	997
2001 rate	32.4
Change in rate	-2.6
2001 one in	1 in 3,084



Children Receiving TANF/AFDC

per 100 children under age 18

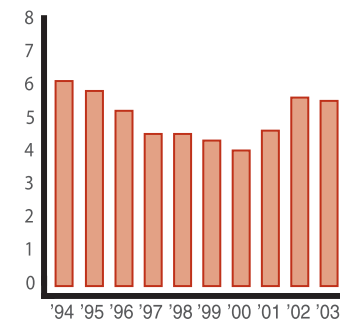
State	
1995 rate	13.7
2003 total	161,231
2003 rate	5.6
Change in rate	-8.0
2003 one in	1 in 18



Unemployment

per 100 persons in labor force

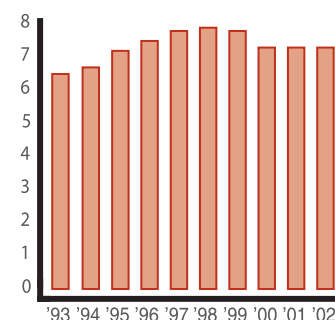
State	
1994 rate	6.2
2003 total	346,300
2003 rate	5.6
Change in rate	-0.6



Children in Out-of-Home Placements

per 1,000 children under age 18

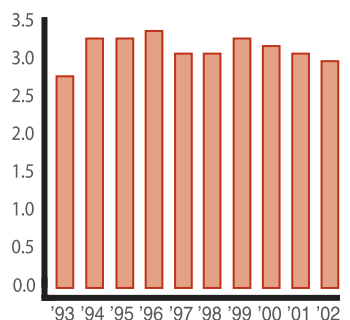
State	
1993 rate	6.5
2002 total	20,912
2002 rate	7.3
Change in rate	+0.8
2002 one in	1 in 137



Delinquent Children Placed Out-of-Home by Juvenile Court

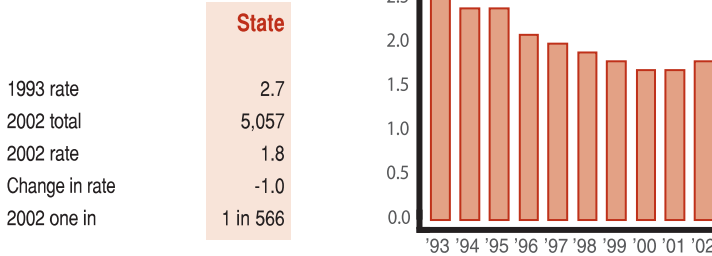
per 1,000 children ages 10 through 17

State	
1993 rate	2.8
2002 total	4,099
2002 rate	3.0
Change in rate	+0.2
2002 one in	1 in 336



Children Abused or Neglected — Substantiated Cases

per 1,000 children under age 18



Children Enrolled in Medicaid or CHIP

Medicaid

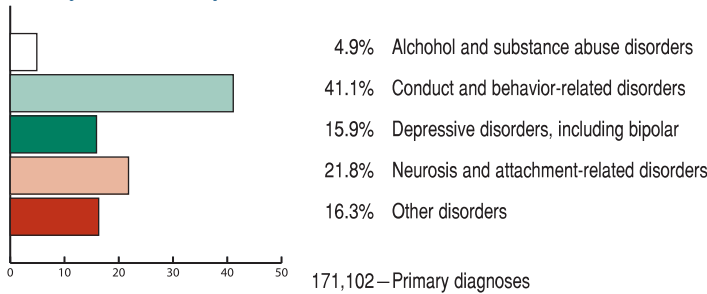
	State
Dec. 2000	708,501
Dec. 2001	739,441
Dec. 2002	767,578
Dec. 2003	808,300
4 yr. change	+99,799
2003 one in	1 in 4

CHIP

	State
Dec. 2000	104,326
Dec. 2001	118,047
Dec. 2002	125,424
Dec. 2003	137,429
4 yr. change	+33,103
2003 one in	1 in 22

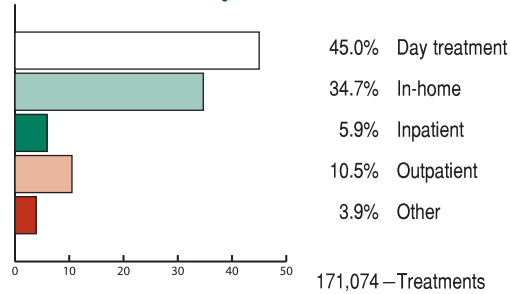
Medicaid/HealthChoices Behavioral Health Primary Diagnoses — 2002

Diagnoses for children ages 0 to 21



Medicaid/HealthChoices Behavioral Health Treatments — 2002

Treatments for children ages 0 to 21



Pennsylvania Demographic Data

Population by Age — 2000

	0-2	3-4	5-8	9-12	13-17	0-17	18-21	22-24	25-39	40-49	50-64	65+	TOTAL
2000 State #	428,274	299,530	652,897	697,394	844,126	2,922,221	675,692	418,757	2,511,886	1,905,326	1,928,007	1,919,165	12,281,054
2000 State %	3.5%	2.4%	5.3%	5.7%	6.9%	23.8%	5.5%	3.4%	20.5%	15.5%	15.7%	15.6%	

Poverty Levels by Age — 2000

	Under 5	5-11	12-17	18-24	25-44	45-64	65 plus	TOTAL
Under 100%	16.2%	15.3%	12.9%	20.4%	9.2%	7.4%	9.1%	11.0%
100-129%	5.8%	5.8%	4.9%	5.4%	3.6%	2.8%	6.4%	4.5%
130-184%	11.9%	11.7%	10.1%	10.0%	8.3%	5.8%	13.8%	9.4%
185-199%	3.1%	3.1%	2.9%	2.5%	2.3%	1.7%	3.8%	2.6%
200% plus	63.1%	64.1%	69.1%	61.6%	76.5%	82.3%	66.9%	72.6%

Housing Ownership and Rental — 2000

	Housing units	% occupied	% owner occupied	% renter occupied	% vacant
State	5,249,750	91.0%	71.3%	28.7%	9.0%

Family Type and Parents' Employment Status — 2000

	Under age 6		Ages 6-17		Under age 18	
	#	(%)	#	(%)	#	(%)
Own children	845,915		1,928,656		2,774,571	
Living with 2 parents	616,445	(72.9)	1,410,256	(73.1)	2,026,701	(73.0)
• Both parents in labor force	340,455		919,428		1,259,883	
• Father only in labor force	238,813		391,846		630,659	
• Mother only in labor force	18,075		55,837		73,912	
• Neither parent in labor force	19,102		43,145		62,247	
Living with mother only	175,030	(20.7)	411,236	(21.3)	586,266	(21.1)
• Mother in labor force	122,799		315,422		438,221	
• Mother not in labor force	52,231		95,814		148,045	
Living with father only	54,440	(6.4)	107,164	(5.6)	161,604	(5.8)
• Father in labor force	45,616		91,014		136,630	
• Father not in labor force	8,824		16,150		24,974	

Children in High-Poverty Neighborhoods — 2000

	Under age 18 - #	Under age 18 - %
State	448,161	15.3%

Total Births — 2002

State	142,380
-------	---------

Race Under Age 18 — 2000

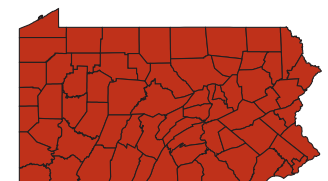
	White	Black or Afr.-Am.	AIAN	Asian	HAW-OPI	Some other	More than 2	TOTAL pop. < 18
State #	2,342,083	380,123	5,093	55,135	899	73,080	65,808	2,922,221
State %	80.1%	13.0%	0.2%	1.9%	0.0%	2.5%	2.3%	

Adjusted Median Family Income by Family Type — 2000

	Families with own children under age 18	Married-couple families	Single-mother families	Single-father families
# of families	1,453,450	1,073,402	291,013	89,035
Adj. median family income	\$47,202	\$57,030	\$18,564	\$28,052

Hispanic Origin Under Age 18 — 2000

	Under age 18 - #	Under age 18 - %
State	148,664	5.1%

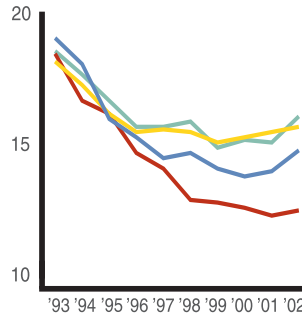


Urban Mixed Urban

Children Born to Mothers without Early Prenatal Care

per 100 births

	Urban	Mixed Urban	Mixed Rural	Rural
1993 rate	19.6	18.7	19.0	19.1
2002 total	11,038	5,099	1,919	2,480
2002 rate	15.3	16.2	13.0	16.6
Change in rate	-4.3	-2.5	-5.9	-2.5
2002 one in	1 in 7	1 in 6	1 in 8	1 in 6

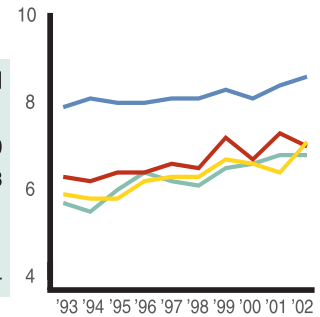


Mixed Rural Rural

Children Born at Low Birth Weight

per 100 births

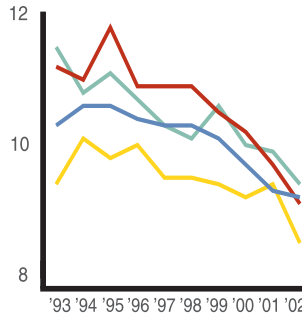
	Urban	Mixed Urban	Mixed Rural	Rural
1993 rate	8.2	6.2	6.6	6.0
2002 total	7,014	2,462	1,098	1,093
2002 rate	8.9	7.4	7.3	7.1
Change in rate	+0.7	+1.2	+0.7	+1.1
2002 one in	1 in 11	1 in 14	1 in 14	1 in 14



Children Born to Mothers Under Age 20

per 100 births

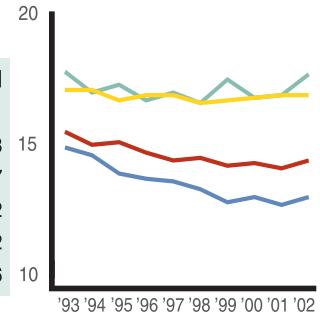
	Urban	Mixed Urban	Mixed Rural	Rural
1993 rate	10.5	9.5	11.4	11.7
2002 total	7,376	2,901	1,412	1,480
2002 rate	9.4	8.7	9.3	9.6
Change in rate	-1.1	-0.9	-2.0	-2.1
2002 one in	1 in 11	1 in 10	1 in 11	1 in 10



Children Born to Mothers with Less Than a High School Education

per 100 births

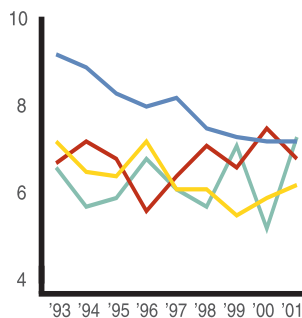
	Urban	Mixed Urban	Mixed Rural	Rural
1993 rate	15.4	17.6	16.0	18.3
2002 total	10,210	5,639	2,218	2,757
2002 rate	13.5	17.4	14.9	18.2
Change in rate	-1.9	-0.2	-1.1	-0.2
2002 one in	1 in 7	1 in 6	1 in 7	1 in 6



Infant Mortality

per 1,000 births

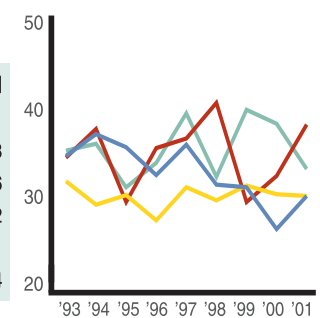
	Urban	Mixed Urban	Mixed Rural	Rural
1993 rate	9.5	7.5	7.0	6.9
2001 total	593	213	112	120
2001 rate	7.5	6.5	7.1	7.6
Change in rate	-2.0	-1.0	+0.1	+0.7
2001 one in	1 in 134	1 in 153	1 in 140	1 in 131



Child Deaths

per 100,000 children ages 1 through 19

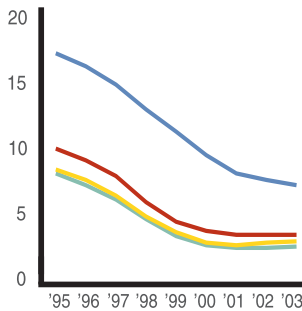
	Urban	Mixed Urban	Mixed Rural	Rural
1993 rate	35.7	32.8	35.5	36.3
2001 total	509	224	138	126
2001 rate	31.1	31.1	39.3	34.2
Change in rate	-4.6	-1.7	+3.8	-2.1
2001 one in	1 in 3,211	1 in 3,218	1 in 2,548	1 in 2,924



Children Receiving TANF/AFDC

per 100 children under age 18

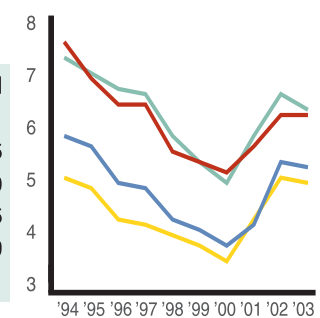
	Urban	Mixed Urban	Mixed Rural	Rural
1995 rate	17.7	8.8	10.4	8.5
2003 total	117,047	21,997	12,487	9,699
2003 rate	7.6	3.3	3.8	2.9
Change in rate	-10.1	-5.5	-6.6	-5.6
2003 one in	1 in 13	1 in 30	1 in 26	1 in 34



Unemployment

per 100 persons in labor force

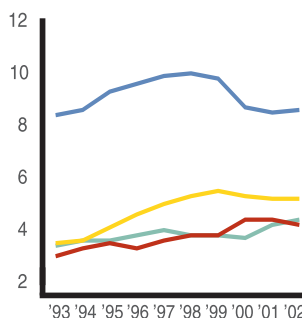
	Urban	Mixed Urban	Mixed Rural	Rural
1994 rate	6.0	5.2	7.8	7.5
2003 total	182,300	75,900	43,200	44,900
2003 rate	5.4	5.1	6.4	6.5
Change in rate	-0.6	-0.1	-1.4	-0.9



Children in Out-of-Home Placements

per 1,000 children under age 18

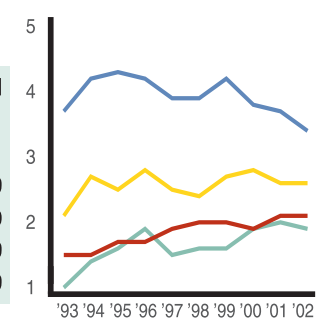
	Urban	Mixed Urban	Mixed Rural	Rural
1993 rate	8.9	4.0	3.5	3.9
2002 total	13,928	3,800	1,534	1,650
2002 rate	9.1	5.7	4.7	4.9
Change in rate	+0.1	+1.7	+1.2	+1.0
2002 one in	1 in 110	1 in 175	1 in 212	1 in 202



Delinquent Children Placed Out-of-Home by Juvenile Court

per 1,000 children ages 10 through 17

	Urban	Mixed Urban	Mixed Rural	Rural
1993 rate	3.8	2.2	1.6	1.1
2002 total	2,554	871	345	329
2002 rate	3.5	2.7	2.2	2.0
Change in rate	-0.3	+0.5	+0.6	+0.9
2002 one in	1 in 286	1 in 367	1 in 462	1 in 509

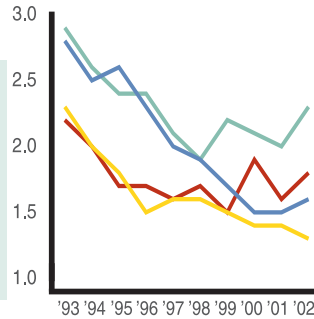




Children Abused or Neglected — Substantiated Cases

per 1,000 children under age 18

	Urban	Mixed Urban	Mixed Rural	Rural
1993 rate	2.9	2.4	2.3	3.0
2002 total	2,669	956	626	806
2002 rate	1.7	1.4	1.9	2.4
Change in rate	-1.1	-1.0	-0.4	-0.6
2002 one in	1 in 576	1 in 697	1 in 520	1 in 414



Children Enrolled in Medicaid or CHIP

	Urban	Mixed Urban	Mixed Rural	Rural
Medicaid				
Dec. 2000	405,597	131,926	86,543	84,435
Dec. 2003	448,013	161,940	97,654	100,693
2003 one in	1 in 4	1 in 4	1 in 4	1 in 4
CHIP				
Dec. 2000	52,908	22,335	14,438	14,645
Dec. 2003	69,665	29,351	18,899	19,514
2003 one in	1 in 23	1 in 24	1 in 18	1 in 18

Pennsylvania County Type Demographic Data

Population by Age — 2000

	0-2	3-4	5-8	9-12	13-17	0-17	18-21	22-24	25-39	40-49	50-64	65+	TOTAL
Urban	3.6%	2.5%	5.4%	5.8%	6.8%	24.0%	5.3%	3.5%	21.0%	15.5%	15.3%	15.3%	6,494,812
Mixed Urban	3.5%	2.4%	5.3%	5.6%	6.8%	23.7%	6.0%	3.5%	20.1%	15.6%	15.8%	15.4%	2,860,095
Mixed Rural	3.3%	2.3%	5.0%	5.4%	7.0%	23.0%	5.0%	3.1%	19.5%	15.7%	16.3%	17.4%	1,462,813
Rural	3.3%	2.3%	5.1%	5.7%	7.2%	23.6%	6.0%	3.3%	19.5%	15.3%	16.5%	15.7%	1,463,334

Poverty Levels by Age — 2000

Urban	Under 5	5-11	12-17	18-24	25-44	45-64	65 plus	TOTAL	Mixed Rural	Under 5	5-11	12-17	18-24	25-44	45-64	65 plus	TOTAL
Under 100%	16.8%	16.1%	14.0%	20.3%	9.6%	8.0%	9.7%	11.5%	Under 100%	17.8%	15.9%	13.7%	17.5%	9.9%	8.2%	9.6%	11.3%
100-129%	5.2%	5.2%	4.5%	5.3%	3.2%	2.6%	6.1%	4.1%	100-129%	7.1%	7.5%	6.3%	5.8%	4.7%	3.7%	7.5%	5.5%
130-184%	10.0%	10.0%	9.0%	9.4%	7.1%	5.2%	12.6%	8.3%	130-184%	15.0%	14.9%	12.4%	11.1%	11.0%	7.7%	16.4%	11.8%
185-199%	2.6%	2.7%	2.6%	2.4%	2.0%	1.5%	3.4%	2.3%	185-199%	3.8%	3.9%	3.4%	3.0%	3.0%	2.2%	4.5%	3.2%
200% plus	65.4%	65.9%	69.9%	62.6%	78.1%	82.8%	68.2%	73.8%	200% plus	56.3%	57.8%	64.2%	62.6%	71.3%	78.2%	61.9%	68.1%
Mixed Urban	Under 5	5-11	12-17	18-24	25-44	45-64	65 plus	TOTAL	Rural	Under 5	5-11	12-17	18-24	25-44	45-64	65 plus	TOTAL
Under 100%	13.7%	12.7%	10.1%	20.7%	7.6%	5.6%	7.4%	9.2%	Under 100%	17.1%	15.8%	13.1%	22.9%	10.0%	7.9%	9.0%	11.6%
100-129%	5.6%	5.8%	4.5%	5.3%	3.5%	2.4%	6.0%	4.2%	100-129%	7.7%	7.0%	5.9%	6.0%	4.7%	3.6%	7.7%	5.5%
130-184%	12.5%	12.0%	10.1%	10.0%	8.3%	5.3%	13.5%	9.3%	130-184%	16.3%	15.6%	13.2%	11.8%	11.4%	7.6%	16.9%	12.2%
185-199%	3.3%	3.3%	3.0%	2.4%	2.4%	1.6%	3.8%	2.6%	185-199%	4.0%	3.9%	3.6%	2.9%	3.1%	2.2%	4.2%	3.2%
200% plus	64.9%	66.1%	72.4%	61.6%	78.2%	85.1%	69.4%	74.7%	200% plus	54.8%	57.6%	64.3%	56.4%	70.7%	78.6%	62.1%	67.5%

Family Type and Parents' Employment Status — 2000

	Urban		Mixed Urban		Mixed Rural		Rural	
	Under age 6	Ages 6-17	Under age 6	Ages 6-17	Under age 6	Ages 6-17	Under age 6	Ages 6-17
	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)
Own children	454,716	1,019,452	198,803	451,147	96,168	225,021	96,228	233,036
Living with 2 parents	317,660 (69.9)	705,402 (69.2)	152,511 (76.7)	349,052 (77.4)	72,338 (75.2)	173,156 (77.0)	73,936 (76.8)	182,646 (78.4)
• Both parents in labor force	176,425	460,498	84,331	229,873	39,955	111,830	39,744	117,227
• Father only in labor force	120,902	192,748	59,944	99,401	28,296	48,234	29,671	51,463
• Mother only in labor force	10,024	29,222	3,899	11,074	2,030	7,777	2,122	7,764
• Neither parent in labor force	10,309	22,935	4,337	8,704	2,057	5,315	2,399	6,192
Living with mother only	108,975 (24.0)	258,565 (25.4)	34,101 (17.2)	78,062 (17.3)	17,045 (17.7)	38,152 (17.0)	14,909 (15.5)	36,457 (15.6)
• Mother in labor force	74,692	193,851	25,134	62,587	11,996	29,992	10,977	28,992
• Mother not in labor force	34,283	64,714	8,967	15,475	5,049	8,160	3,932	7,465
Living with father only	28,081 (6.2)	55,485 (5.4)	12,191 (6.1)	24,033 (5.3)	6,785 (7.1)	13,713 (6.1)	7,383 (7.7)	13,933 (6.0)
• Father in labor force	22,749	45,850	10,598	21,295	5,791	11,644	6,478	12,225
• Father not in labor force	5,332	9,635	1,593	2,738	994	2,069	905	1,708

Children in High-Poverty Neighborhoods — 2000

	Under age 18 - #	Under age 18 - %
Urban	331,310	21.2%
Mixed Urban	66,955	9.9%
Mixed Rural	30,769	9.1%
Rural	19,127	5.5%

Hispanic Origin Under Age 18 — 2000

	Under age 18 - #	Under age 18 - %
Urban	96,622	6.2%
Mixed Urban	39,060	5.8%
Mixed Rural	4,175	1.2%
Rural	8,807	2.5%

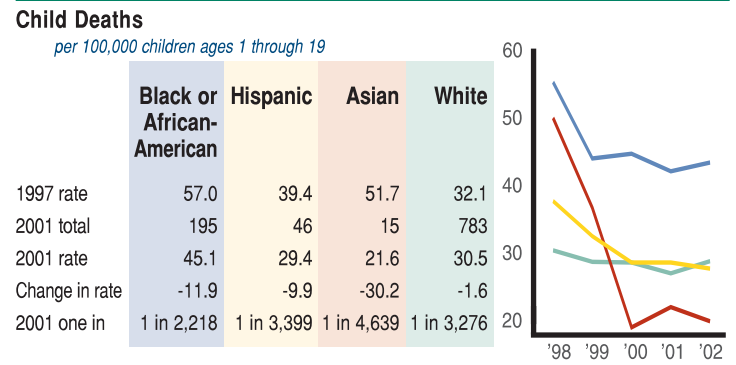
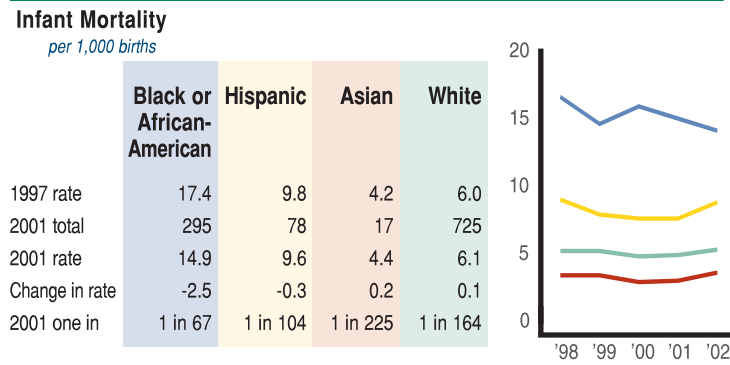
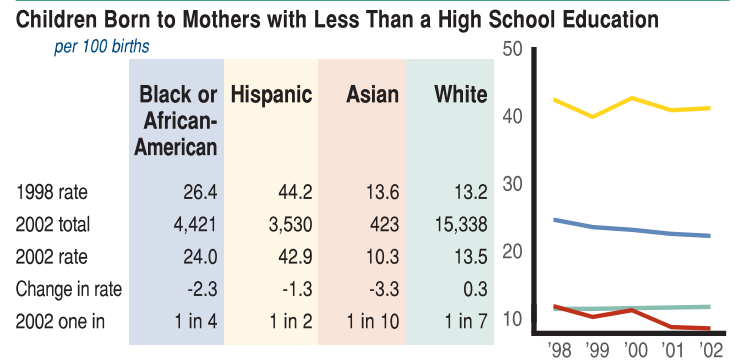
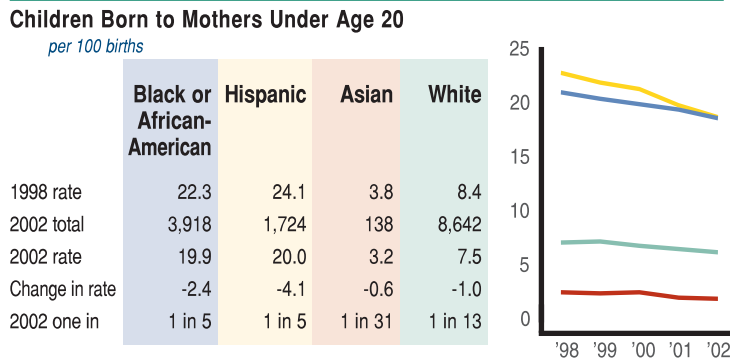
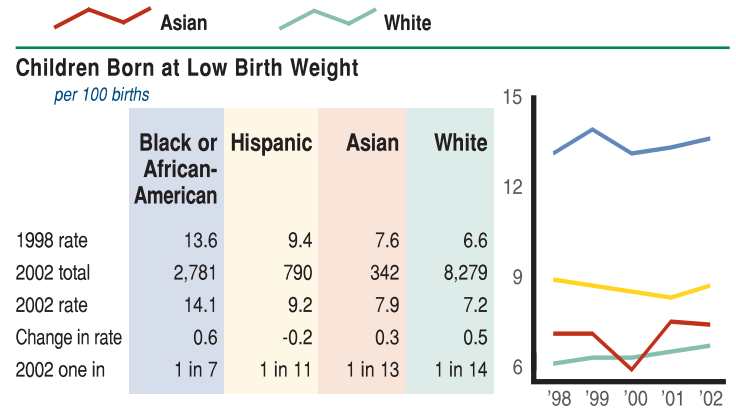
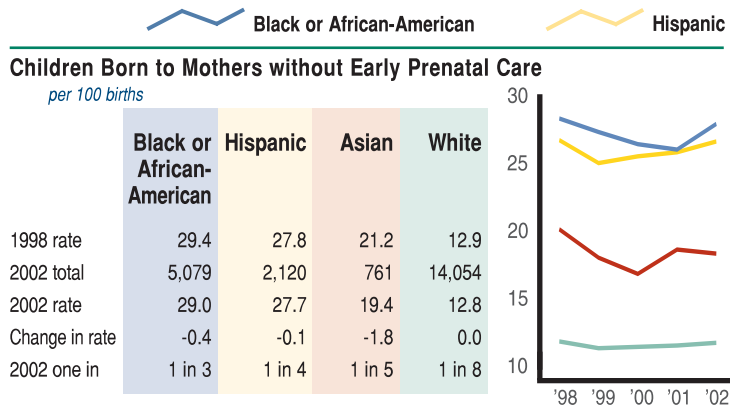
Housing Ownership and Rental — 2000

	Housing units	% occupied	% owner occupied	% renter occupied	% vacant
Urban	2,736,088	92.8%	7.2%	68.3%	31.7%
Mixed Urban	1,171,837	94.1%	5.9%	73.4%	26.6%
Mixed Rural	649,839	88.4%	11.6%	76.1%	23.9%
Rural	691,986	81.0%	19.0%	76.2%	23.8%

Race Under Age 18 — 2000

	White	Black or Afr.-Am.	AIAN	Asian	HAW-OPI	Some other	More than 2
Urban	70.0%	21.3%	0.2%	2.8%	0.0%	3.1%	2.5%
Mixed Urban	88.9%	4.6%	0.2%	1.1%	0.0%	2.9%	2.4%
Mixed Rural	94.4%	3.1%	0.1%	0.4%	0.0%	0.5%	1.5%
Rural	95.0%	1.9%	0.2%	0.5%	0.0%	0.9%	1.5%

† Rates based on low incidences should be used with caution. Changes in rate are not calculated for an indicator when any year had fewer than 10 incidences.



Changes in rates may vary due to rounding.

- Learn more on children's issues at Pennsylvania Partnerships for Children's web site, www.papartnerships.org.
- Find children's well-being data by Pennsylvania legislative district at www.papartnerships.org/kc/index.asp.
- Get regular updates on children's issues by joining the Pennsylvania Children's Advocacy Network. Go to www.papartnerships.org and follow the "Get Involved" link.

Population

2000

Total ages 0-17	2,922,221
Percent ages 0-4	5.9%
Percent ages 5-17	17.9%
Percent ages 18-64	60.6%
Percent ages 65 +	15.6%

Poverty

2000

Percent of children under age 5 below 185 percent of poverty	33.9%
Percent of children ages 5-17 below 185 percent of poverty	30.5%

Family Type and Parents' Employment Status

2000

Percent of children ages 0-17 living with 2 parents	73.0%
Percent of children ages 0-17 living with 2 parents — both in labor force	62.2%
Percent of children ages 0-17 living with 2 parents — one in labor force	34.8%
Percent of children ages 0-17 living with 1 parent	27.0%
Percent of children ages 0-17 living with 1 parent — in labor force	76.9%

Students Scoring Below Proficient in 5th Grade PSSA Exams

2002-2003

5th grade math	43.7%
5th grade reading	41.9%

School Dropouts

2001-2002

Number of dropouts	17,537
Percent of 9-12 enrollment	3.2%

High School Graduates

Number of graduates 2001-2002	112,287
Percent of students planning further education 2001-02	74.0%
Percent of students planning further education 1999-00	74.0%
Change in percent of students planning further education	0.0%

FINANCES

Current Expenditures

Per pupil 2001-02	\$8,211
Per pupil 1999-00	\$7,458
Percent change	10.1%

Instructional Expenditures

Per pupil 2001-02	\$5,329
Instructional expenditures as a percent of current expenditures 2001-02	64.9%
Percent change 1999-00/2001-02	9.8%

Special Education

Per pupil 2001-02	\$968
Special education as percent of current expenditures 2001-02	11.8%
Percent change 1999-00/2001-02	16.0%

Revenues

State revenue as a percent of total revenue 2001-02	36.4%
Change in percent of total 1999-00/2001-02	-1.5%
Local tax as a percent of total revenue 2001-02	53.8%
Change in percent of total 1999-00/2001-02	-3.7%

Enrollment by Race/Ethnicity

2002-03

Total enrollment	1,760,298
Percent Black or African-American	14.8%
Percent Hispanic	5.1%
Percent white	77.8%
Percent other	2.3%

Students with Disabilities

2001-02

Number of students with disabilities	230,119
Number of students with severe disabilities	24,613
Students with disabilities as a percent of enrollment	13.0%

Limited English Proficiency

2002-03

Number of students with LEP	37,947
Percent of students with LEP	3.1%

Elementary Class Size

2002-03

Percent of classes with under 20 students	41.8%
---	-------

Attendance

2001-2002

Elementary attendance	94.9%
Secondary attendance	91.9%

Free and Reduced Lunch

Percent of students eligible for free & reduced lunch 2003-04	33.3%
Change in % eligible for free & reduced lunch 2002-03/2003-04	1.0%

Kindergarten Enrollment

K4 enrollment 2002-03	2,667
K5 half-day enrollment 2002-03	74,993
K5 full-day enrollment 2002-03	37,641
Full-day as percent of all K5 enrollment 2002-03	33.4%
Full-day as percent of all K5 enrollment 1999-00	28.9%

School Violence

2001-02

Assaults on students and staff	12,281
All weapons incidents	3,163
Assaults per 1,000 students	7.0
Weapons incidents per 1,000 students	1.8



Children living up to 235 percent of poverty, where a family of four earns \$44,298 a year, can qualify for supports that enhance their health and well-being.

2004 Federal Poverty Income Guidelines and Eligibility for Key Children's Programs

PERCENTAGE OF 2004 FEDERAL POVERTY INCOME GUIDELINES	PROGRAMS USING THIS ELIGIBILITY LEVEL IN PENNSYLVANIA	1 PERSON	2 PERSONS	3 PERSONS	4 PERSONS	5 PERSONS	6 PERSONS	FOR EACH ADDITIONAL PERSON ADD:
100%	Medicaid (MA) [ages 6 through 18 years] Head Start, Early Head Start	\$9,310	\$12,490	\$15,670	\$18,850	\$22,030	\$25,210	\$3,180
130%	Free School Lunch & Breakfast Food Stamps (approximately)	\$12,103	\$16,237	\$20,371	\$24,505	\$28,639	\$32,773	\$4,134
133%	Medicaid (MA) [ages 1 through 5 years]	\$12,382	\$16,612	\$20,841	\$25,071	\$29,300	\$33,529	\$4,229
135%	LIHEAP	\$12,569	\$16,862	\$21,155	\$25,448	\$29,741	\$34,034	\$4,293
185%	Medicaid (MA) [pregnant women and infants under 1 year] WIC Reduced Price School Lunch & Breakfast	\$17,224	\$23,107	\$28,990	\$34,873	\$40,756	\$46,639	\$5,883
200%	No-cost CHIP [birth through 18 years] adultBasic Subsidized Child Day Care Family Savings Accounts	\$18,620	\$24,980	\$31,340	\$37,700	\$44,060	\$50,420	\$6,360
235%	Reduced-cost CHIP [ages birth through 18years]	\$21,879	\$29,352	\$36,825	\$44,298	\$51,771	\$59,244	\$7,473

Pennsylvania Partnerships for Children

Pennsylvania Partnerships for Children is a strong, effective, and trusted voice for improving the health, education, and well-being of Pennsylvania's children.

BOARD OF DIRECTORS

William H. Alexander

Lecturer, Management Department
Wharton School
University of Pennsylvania

Michael L. Batchelor

President
The Erie Community Foundation

Joan L. Benso

President and CEO
Pennsylvania Partnerships for Children

Michael J. Breslin

Senior Vice President of
Northwestern Human Services of Pennsylvania

Peter P. Brubaker

President & CEO
Susquehanna Media Co.

Janet B. Calhoun

Former Special Assistant to Secretary of
Public Welfare

Edward Donley

Former Chairman
Air Products & Chemicals, Inc.

Maura H. Donley, Esq.

Vice President
Membership & Communications and
Corporate Secretary
Pennsylvania Chamber of Business and Industry

The Honorable William F. Goodling

Former Member of Congress

Robert Haigh

President
Lancaster Osteopathic Health Foundation

Catherine Harvey, MSW

Vice President
Instructional Design
RISE Learning Solutions

Cristina Hug

Vice President
Goldman Sachs

Nancy E. Kukovich

President
United Way of Westmoreland County

Thomas Lamb, Jr.

Senior Vice President
PNC Bank Corporation

Thomas W. Langfitt, MD

Senior Fellow, Management Department
Wharton School
University of Pennsylvania

Sharmain Matlock-Turner

President/Executive Director
Greater Philadelphia Urban Affairs Coalition

Edward F. Meehan

Executive Director
Rider-Pool Foundation
The Dorothy Rider Pool Health Care Trust

Martha L. Starling

Community Volunteer

Carolyn E. Steinhauer

Director of Special Projects
York Foundation

David W. Sweet

Partner
Pepper Hamilton LLP

STAFF

Joan L. Benso

President and CEO

M. Diane McCormick

Vice President for Communications

Annette H. Mentzer

Vice President for Program and Policy

Ann Bacharach

Covering Kids and Families Project Director

Robert E. Feir, Ph.D.

Director of Education Initiatives

Suzanne Henning

Assistant to the President

Frederick R. Klunk II

Director of State Fiscal Analysis Initiative

Karen R. Liebel, CPA

Fiscal Manager

Diane J. Ollivier

KIDS COUNT Director

Ebonnie Simmons-Hall

Community Mobilization Specialist



**Pennsylvania
Partnerships for Children**

www.papartnerships.org
1-800-257-2030