

The
State of
Preschool
2016



STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research



THE STATE OF PRESCHOOL 2016

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Executive Summary



REMARKABLE PROGRESS, BUT UNEVEN CHANGE LEAVES SOME FAR BEHIND

State funded preschool continued to grow in access, spending, and supports for quality in the 2015-2016 school year. Both enrollment and spending per child increased, as did states' total investment in preschool. Three states improved policies and consequently met additional quality standards benchmarks. Yet, progress has been mixed—some states moved boldly ahead, while others stagnated, and a few regressed.

When NIEER compiled the first Yearbook on state preschool in 2002, only two states served 50 percent of 4-year-olds and just three served more than 30 percent (which is now below the national average). No state met all of the quality standards benchmarks and many met just two. In 2015-2016 three states and the District of Columbia served more than 70 percent of 4-year-olds, a figure not reached by any state in 2002, and 18 states and the District of Columbia served more than 30 percent. With respect to quality, six states had programs that met all 10 current benchmarks for policies related to quality.

This remarkable progress largely reflects change in states that committed to offer every child a high quality early education. For example, Iowa went from serving just 4 percent of 4-year-olds and meeting three benchmarks for quality standards to serving 64 percent with six or seven benchmarks (in their two programs). In another example, Maine has gone from 10 to 40 percent of 4-year-olds enrolled and raised its quality standards from meeting three to nine benchmarks. Both states are continuing to move forward.

At the other extreme, seven states still offer no program at all and 15 states (including those with no program) have made negligible progress on enrollment, serving fewer than five percent of 4-year-olds in 2015-2016. Thirteen state programs meet no more than half the quality standards benchmarks.

Table 1 summarizes findings from this year's report for enrollment, quality standards, and funding of state preschool. Notably, this year we include two sets of quality standards benchmarks—the current set and a new set described in detail later in the report. Our new benchmarks reflect current research, focusing on policies that directly influence classroom experiences.

Enrollment continued to rise, albeit slowly. States added 2,725 more 3-year-olds and 40,131 more 4-year-olds. Several noteworthy program changes took place in 2015-2016. Connecticut began a third state-funded preschool program. Indiana moved from a pilot program to full program status. California's Transitional Kindergarten (TK) was added as a state-funded preschool program. Guam became the first U.S. territory to provide a preschool program meeting the criteria for inclusion in this report. Fourteen programs added more than one thousand 3- and 4-year-olds since the previous year. However, four programs decreased the number of 3- and 4-year-olds served by more one thousand, offsetting some of the gains made in other states.

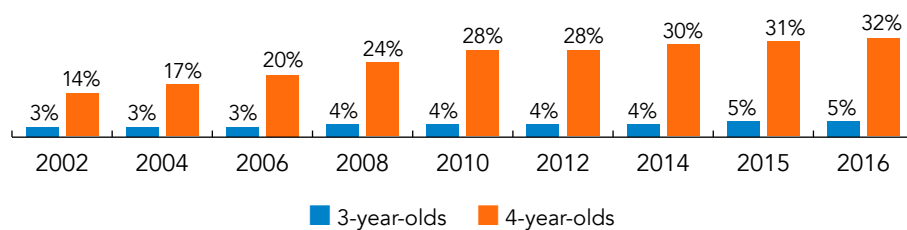
State funding for preschool rose by more than \$564 million in 2015-2016 from the previous year, adjusted for inflation. (We do not count TK as an increase since it existed the prior year, but was not counted as preschool.) This is an eight percent increase in total state funding, somewhat smaller than last year's. Per child spending increased by \$253 to \$4,976. Inflation-adjusted spending per child has now clearly surpassed pre-recession levels and is approaching a level not seen since 2004.

In this 2016 *Yearbook*, NIEER introduces a new set of quality standards benchmarks for the first time since publication began. For 2015-2016 we continue to rate state policies against the same standards used for many years (i.e., the "current" benchmarks), while also displaying how states would fare on new benchmarks as a guide for areas that need improvement. As we are just introducing these new benchmarks, states have not had time to revise their policies in response; and it may take several years for such change to be implemented. Overall, six programs met all 10 current quality standards benchmarks but only two states—Alabama and Rhode Island—meet all ten new benchmarks.

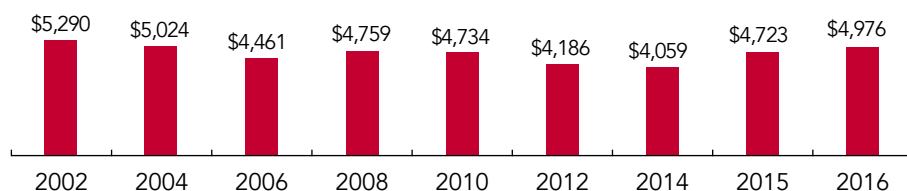
The new set of benchmarks raises the bar and reflects a shift toward supports for practices more directly linked to the quality of children's experiences in the classroom. Four new or revamped quality standards benchmarks focus more on what programs do (process) than what programs have (inputs or structure). Additional information about the new benchmarks is found later in the report on pages 14-17 and 29-31.

Some states did improve on the current set of benchmarks in 2015-2016. Maine now requires class size to be limited to 16 children with one adult for every eight children; vision, hearing, and health screenings and referrals as well as support services; and site visits. Pennsylvania's Pre-K Counts programs are now required to provide at least one meal per day and added vision, hearing, and health screenings and referrals as well as support services. Vermont's new Universal Prekindergarten program under Act 166 requires site visits. Some states slid backwards. Alaska, suffering from funding troubles, lost three quality standards benchmarks. Kansas' Prekindergarten program increased class sizes to 25 children, and no longer meets the class size benchmark.

PERCENT OF STATE POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED (2016 DOLLARS)



WHAT'S NEW?

Resources:

- Total state funding for preschool programs increased to almost \$7.4 billion, an increase of more than \$564 million (adjusted for inflation) across the 43 states and D.C.¹ that offered preschool during the 2015-2016 year, an 8 percent increase in real dollars. Most of this increase comes from California and Texas, up more than \$200 million and \$100 million, respectively, from last year, adjusted for inflation.
- State preschool funding per child increased by \$253 (inflation-adjusted) from last year to \$4,976. All reported funding per child reached \$5,696, a real one-year increase of \$397.
- In addition to California and Texas, nine other states reported an increase in state spending of more than \$10 million. Twenty-five states increased spending per child. Notably, Indiana increased spending per child by more than \$3,000 while increasing enrollment.
- Eighteen states received competitive federal Preschool Development Grants (PDG) that contributed nearly \$210 million in 2015-2016. Just over \$108 million of the federal PDG spending supported increased enrollment or quality enhancement in state preschool while the remaining funds supported children in preschool programs outside of state-funded programs.

Enrollment:

- Nearly 1.5 million children attended state-funded preschool, including nearly 1.3 million 4-year-olds. Almost five percent of 3-year-olds and 32 percent of 4-year-olds were served in state-funded preschool.
- Approximately 19,000 of these children were enrolled in state-funded preschool and supported either entirely or partially by federal PDG funding.
- Across all public programs—pre-K general and special education enrollment plus federally and state-funded Head Start—43 percent of 4-year-olds and 16 percent of 3-year-olds were served. Over the last decade, enrollment across all state programs at age 4 has risen by only 5 percentage points and enrollment at age 3 by 1.5 percentage points. However, fourteen states enroll more 50 percent of 4-year-olds across these three publicly-funded programs.
- Enrollment increased by 40,131 four-year-olds and 2,725 three-year-olds. Approximately 50 percent of this increase can be attributed to the federal PDG. Eight states reduced enrollment of 3- and 4-year-olds.

Quality:

- Three programs improved on NIEER's Quality Standards Benchmarks checklist—Maine gained four new benchmarks while Pennsylvania's Pre-K Counts program gained two; both programs now meet nine out of ten current benchmarks. Vermont gained one benchmark.
- Five states (Alabama, Mississippi, North Carolina, Rhode Island, West Virginia) plus one program in Louisiana (NSECD) met all 10 current benchmarks for minimum state preschool quality standards. These states include some with the highest percentages of children in poverty. Alaska no longer met all 10 benchmarks after the state restructured their program to compensate for reduced funding.
- Many states met fewer than half of the current quality standards benchmarks, including states with high numbers of children in poverty serving large numbers of children (e.g., Arizona, California TK, Florida, Indiana, Ohio, Pennsylvania K4, Texas, and Wisconsin 4K). D.C. sets high standards, but charter schools serving many of the children are not required to meet these standards.
- NIEER introduced a new set of quality standards benchmarks to emphasize a greater focus on process quality and reflect new research on early childhood education quality. Only two states, Alabama and Rhode Island, met all 10 of these new quality standards.

Major Developments:

- Guam became the first U.S. territory to offer a publicly-funded preschool program, serving 72 four-year-olds (2.7% of 4-year-olds in Guam) in four public school classrooms across Guam in 2015-2016. Guam spent \$12,185 per child, including program start-up costs and met seven quality standards benchmarks.
- California's TK, which serves children too young to enter kindergarten, is included as a state preschool program for the first time. A total of 89,937 children attended TK in 2015-2016.

¹ For the sake of comparison, the District of Columbia will be referred to as a "state" throughout this report. Hence, there is a total of 44 states providing state-funded pre-K.

- Indiana's On My Way Pre-K expanded in 2015-2016 and graduated from pilot-program status to full inclusion in the *Yearbook*.
- 2015-2016 was the first year of Vermont's Universal Prekindergarten program under Act 166, which requires all school districts in the state to provide universal, publicly funded preschool for a minimum of 10 hours per week to 3-, 4-, and 5-year-olds not enrolled in kindergarten.
- Eighteen states received federal PDG funding to support enrollment of low-income 4-year-olds in high quality preschool. Almost \$210 million was used to support nearly 30,000 four-year-olds and to raise quality. Just over half of that amount supported about 19,000 four-year-olds enrolled in state-funded preschool programs. Without PDG this year, progress on enrollment and quality could have been much more limited.
- Lack of state support for preschool Dual Language Learners (DLLs) continues to be a serious concern. Only 22 state programs could report the number of DLLs they serve. Just five programs (in four states) require teachers of DLLs to have any special qualifications preparing them for the challenges of educating DLLs. On a more positive note, most states have culturally sensitive early learning and development standards. However, unless teachers are supported in achieving them, such standards are unlikely to lead to effective practice.



TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

STATE	Access for 4-Year-Old Rank	Access for 3-Year-Old Rank	Resource Rank Based on State Spending	Resource Rank Based on All Reported Spending	Current Quality Standards Checklist Sum (Maximum of 10)	New Quality Standards Checklist Sum (Maximum of 10)
Alabama	28	None served	25	17	10	10
Alaska	40	None served	16	25	7	5
Arizona	37	21	32	39	3	1
Arkansas	18	5	18	13	9	7
California	14	10	14	21	4.4	4.4
Colorado	24	11	39	35	6	5
Connecticut	23*	8*	6	4	5.2	4.8
Delaware	35	None served	9	18	8	6
District of Columbia	1	1	1	1	4	3
Florida†	2	None served	40	43	3	3
Georgia	8	None served	28	37	8	6
Hawaii	42	None served	7	16	8	7
Illinois	21	3	34	38	8	7
Indiana	43	None served	17	22	3	1
Iowa	7	19	36	40	6.9	6.9
Kansas	27	None served	41	44	7.1	7.1
Kentucky	22	9	21	9	9	8
Louisiana	17	None served	24	31	9	8
Maine	11	None served	37	7	9	9
Maryland	13	16	33	14	8	7
Massachusetts	34*	12*	38	42	7	6.6
Michigan	15	None served	15	24	9	9
Minnesota	44*	24*	5	10	9	7
Mississippi	38	27	44	34	10	8
Missouri	41	23	23	30	8	8
Nebraska	19	6	42	28	6	7
Nevada	39	29	43	32	7	6
New Jersey	20	4	2	2	8.8	8.8
New Mexico	16	22	20	29	8	8
New York	9	28	12	20	7	7
North Carolina	25	None served	19	12	10	9
Ohio	33	20	27	36	4	5
Oklahoma	3	18	31	15	9	6
Oregon	31	13	3	6	9	7
Pennsylvania	30*	15*	11	23	8.2	6.1
Rhode Island	36	None served	10	3	10	10
South Carolina	12	None served	35	41	6	4.5
Tennessee	26*	26*	22	19	9	5
Texas	10	14	26	33	4	4
Vermont	5	2	8	11	6	5
Virginia	29	None served	29	26	6	5
Washington	32	17	4	8	9	7
West Virginia	6	7	13	5	10	9
Wisconsin	4*	25*	30	27	4.1	3
Idaho	No program	No program	No program	No program	No program	No program
Montana	No program	No program	No program	No program	No program	No program
New Hampshire	No program	No program	No program	No program	No program	No program
North Dakota	No program	No program	No program	No program	No program	No program
South Dakota	No program	No program	No program	No program	No program	No program
Utah	No program	No program	No program	No program	No program	No program
Wyoming	No program	No program	No program	No program	No program	No program

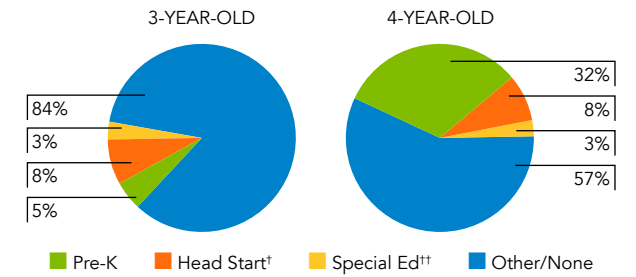
* At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, enrollment by single year of age was estimated.

† Data on Florida's quality standards are from the 2013-2014 school year. Publicly available documents were reviewed for any policy changes that would have changed the benchmarks met.

NATIONAL ACCESS

Total state pre-K enrollment, all ages..... 1,487,728
 State-funded preschool programs... 59 programs in 43 states and D.C.¹
 Income requirement... 34 state programs have an income requirement
 Minimum hours of operation..... 37 part-day; 9 school-day;
 7 extended-day; 4 determined locally;
 2 no minimum²
 Operating schedule..... 2 full calendar year; 37 school/academic year;
 20 determined locally
 Special education enrollment, ages 3 and 4 440,931
 Federally funded Head Start enrollment, ages 3 and 4 727,312³
 Total federal Head Start enrollment, ages 3 and 4..... 745,190³
 State-funded Head Start enrollment, ages 3 and 4..... 18,757⁴

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY

Of the 59 state-funded pre-K initiatives, number meeting benchmarks

	CURRENT	NEW
Early learning & development standards	59	46
Curriculum supports	New in 2015-2016.....	47
Teacher degree.....	35	35
Teacher specialized training	51	51
Assistant teacher degree.....	19	19
Staff professional development.....	49	6
Maximum class size	47	47
Staff-child ratio	49	49
Screening & referral.....	41	43
Meals.....	28	Discontinued
Monitoring/Continuous quality improvement system.....	42	22

NATIONAL RESOURCES

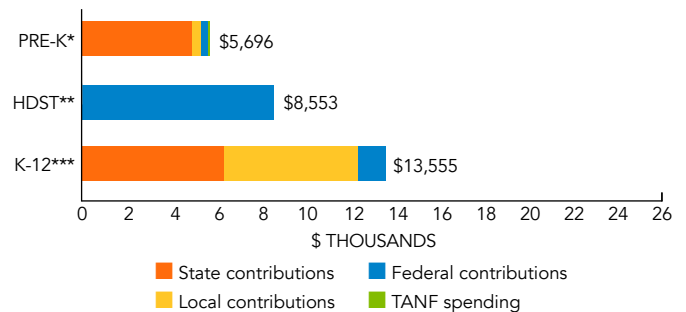
Total state pre-K spending \$7,390,801,796⁵
 Local match required? 14 state programs require a local match
 State Head Start spending \$165,758,194
 State spending per child enrolled \$4,976
 All reported spending per child enrolled* \$5,696

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



¹ Throughout this report, the District of Columbia is included like a state, resulting in a list of 44 states for rankings. In 2015-2016, Guam began offering a "state"-funded preschool program but is not included in totals or rankings in this report.

² NIEER's definitions of hours of operation are as follows: part-day programs serve children for fewer than 4 hours per day; school-day programs serve children at least 4 hours per day but fewer than 6.5 hours per day; and extended-day programs serve children for more than 6.5 hours per day. Some programs offer multiple hours of operation but only the minimum one is listed here.

³ The enrollment figures for federal Head Start include children enrolled in the program in all 50 states, D.C., and the U.S. territories, as well as enrollment in the Migrant & Seasonal and American Indian/Native Alaskan programs. These numbers do not include children funded by state match.

⁴ This figure is based on the Head Start enrollment supported by state match as reported by the Administration for Children and Families and additional information from surveys of state supplemental Head Start programs. This figure includes 15,349 children who attended programs that were considered to be state-funded preschool programs and are also included in the state-funded preschool enrollment total.

⁵ This figure includes federal TANF funds directed toward preschool at states' discretion.

National Overview

ENROLLMENT CONTINUES TO CLIMB SLOWLY

State-funded preschool served 1,487,728 children during the 2015-2016 school year. Eighty-six percent, or 1,276,719 children were 4-year-olds, continuing the trend that state preschool is a program predominantly for 4-year-olds. Table 2 reports the number and percentage of the population of 3- and 4-year-olds enrolled by state and nationally.

Total enrollment in 2015-2016 increased by 40,023 children from the previous year. Compared to 2014-2015, fewer 3-year-olds were added but more 4-year-olds were, likely in part due to the federal PDG program. Table 3 reports enrollment changes from the first year we started tracking state preschool (2001-2002) and from 2014-2015.

Across the country, almost 32 percent of 4-year-olds and nearly five percent of 3-year-olds were enrolled in state-funded preschool in 2015-2016. Enrollment varied widely from state-to-state. The District of Columbia once again served the highest percentage of 3-year-olds (70%) and 4-year-olds (81%). Three other states—Florida, Oklahoma, and Wisconsin—served more than 70 percent of 4-year-olds in the state. The top ten states for access for 4-year-olds all served at least close to 50 percent of 4-year-olds (District of Columbia, Florida, Oklahoma, Wisconsin, Vermont, West Virginia, Iowa, Georgia, New York, and Texas). On the flip side, 14 states with preschool programs served less than 10 percent of 4-year-olds (Oregon, Washington, Ohio, Massachusetts, Delaware, Rhode Island, Arizona, Mississippi, Nevada, Alaska, Missouri, Hawaii, Indiana, and Minnesota). Seven states continue to have no program, although Montana did serve 462 children through federal PDG. Guam became the first U.S. Territory to fund public preschool, serving 72 children in 2015-2016. Figure 1 displays a map of the percent of 4-year-olds enrolled in state-funded preschool in each state.

Particularly concerning is the unequal growth in state-funded preschool. Nationwide, over the past 15 years, enrollment of 4-year-olds has more than doubled from 14 percent to 32 percent, but many states remain far below average, while others are far above. Enrollment of 3-year-olds is also unequal, with many states doing little or nothing to serve that age. Progress at the top end has been dramatic: In 2002 the District of Columbia served 44 percent of 4-year-olds, but by 2016 served 81 percent. Florida did not have a state-funded preschool program in 2002 but by 2016 they served 76 percent of 4-year-olds. Unfortunately, children in many other states have been left far behind. The 14 states currently serving less than 10 percent of 4-year-olds, have shown little progress in the past decade-and-a-half. Some of these states serve a smaller percentage of 4-year-olds now than they did in 2002. For three states with new programs (Hawaii, Indiana, and Mississippi), it remains to be seen which path they will take.

The percent of 3-year-olds served in state-funded preschool has increased by only two percentage points since 2001-2002.

FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRESCHOOL

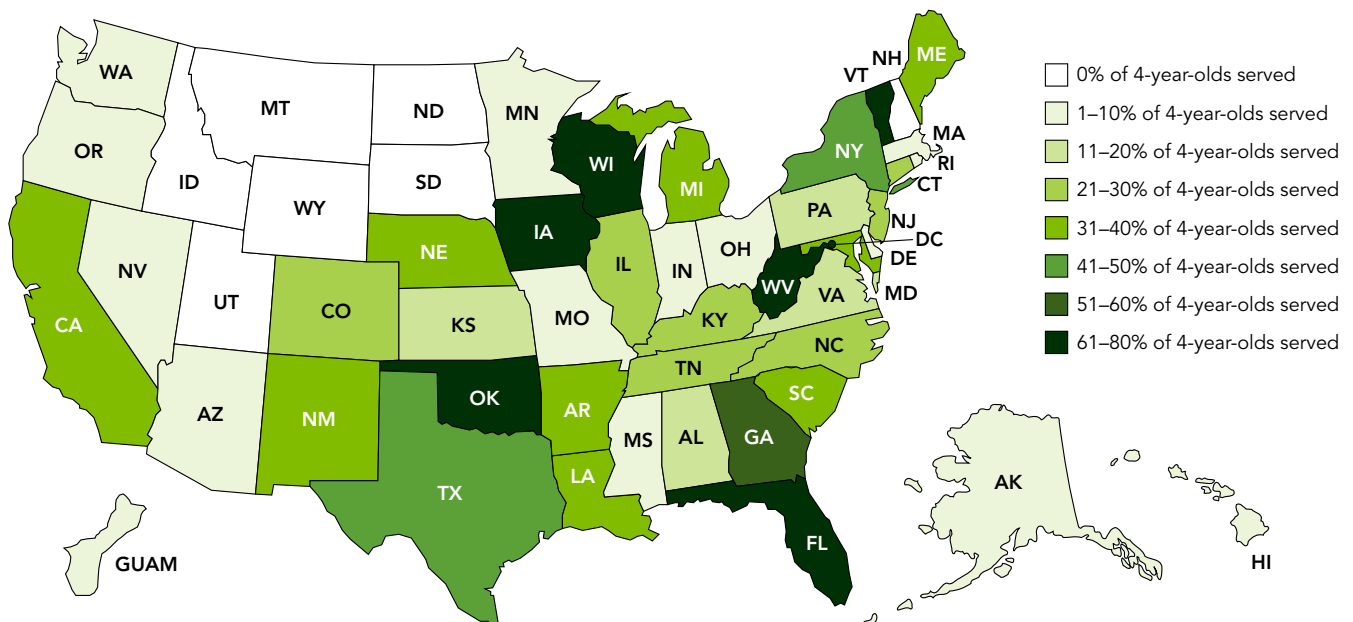


FIGURE 2A: PERCENT OF STATE PRESCHOOL PROGRAMS MEETING BENCHMARKS BETWEEN 2002-2016: PROCESS QUALITY INDICATORS

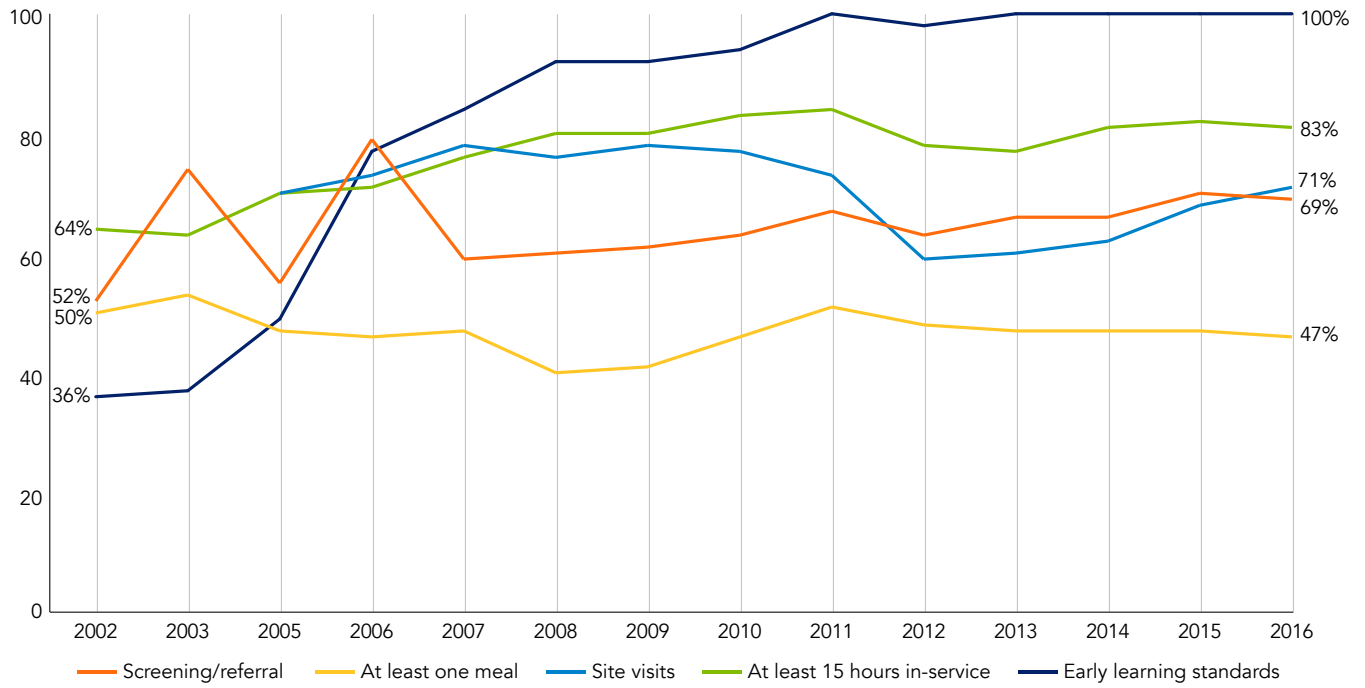
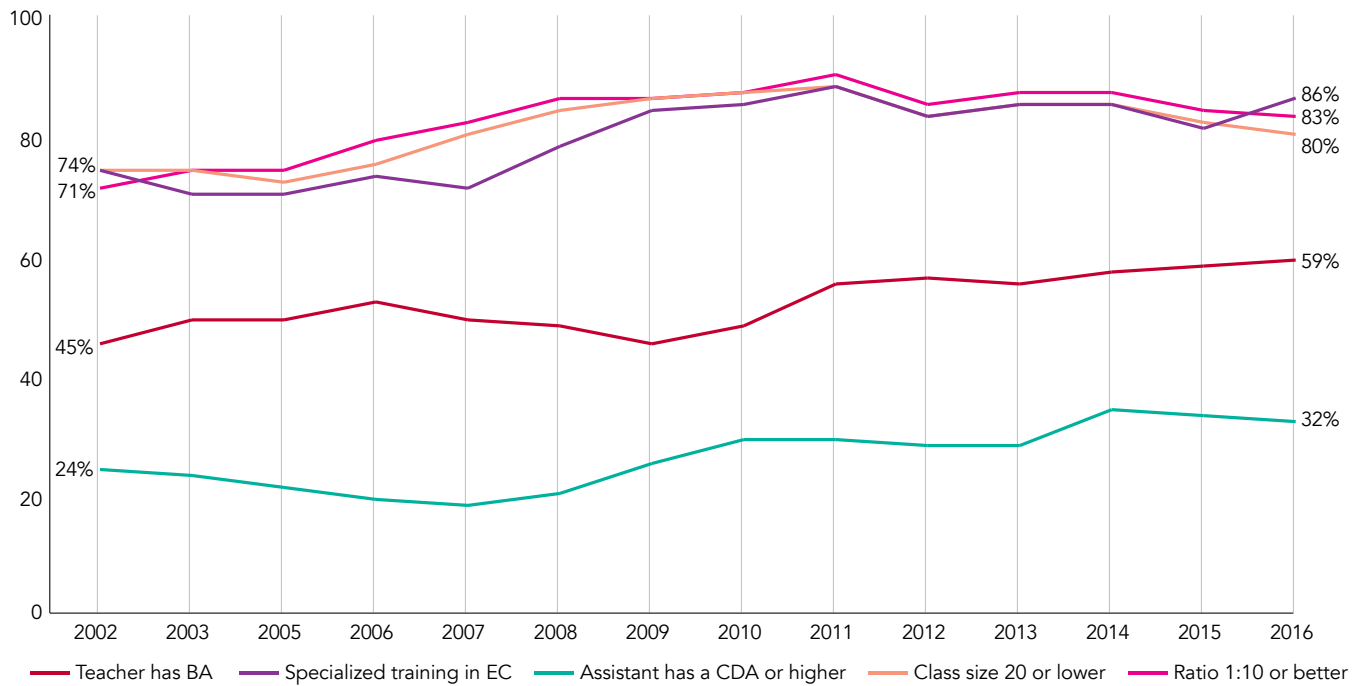


FIGURE 2B: PERCENT OF STATE PRESCHOOL PROGRAMS MEETING BENCHMARKS BETWEEN 2002-2016: STRUCTURAL QUALITY INDICATORS



Twenty-nine of the 44 states with state preschool enrolled 3-year-olds during the 2015-2016 school year. Only seven states serve even ten percent of 3-year-olds (District of Columbia, Vermont, Illinois, New Jersey, Arkansas, Nebraska, West Virginia). New Mexico, New York, and Oklahoma served 3-year-olds this year but did not last year.

Preschool special education and Head Start are two other public programs that serve a substantial number of preschool-age children. Table 4 shows the number and percentage of 3- and 4-year-old children in each state served across state-funded preschool, preschool special education, and Head Start. To the extent possible, we present unduplicated counts with children served by multiple programs counted only once. Enrollment across all three public programs is at most (because some duplication likely still remains) 43 percent at age 4 and 16 percent at age 3, showing little progress beyond the previous year. Fourteen states enroll over 50 percent of 4-year-olds across these three programs.

QUALITY STANDARDS

Figures 2A and 2B display the percentage of programs meeting each of the current quality standards benchmarks from 2001-2002 through 2015-2016. Clearly progress has been made across policies relating to both structure and process for state-funded preschool. However, progress seems to have stalled after the Great Recession and is only now beginning to rebound. Every state has comprehensive early learning standards and the vast majority met benchmarks for class size, ratio, specialized training of teachers, and annual hours of teacher in-service professional development.

Three states' policy changes resulted in gaining additional benchmarks in 2015-2016: Maine now limits class sizes to 16 with a one to eight staff to child ratio, and requires vision, hearing and health screenings and referrals, comprehensive support services, and site visits. Pennsylvania's Pre-K Counts program now requires vision, hearing and health screenings and referrals, comprehensive support services, and at least one meal per day. Vermont now requires site visits. Policy changes in Alaska resulted in the loss of three quality standards benchmarks and the Kansas Prekindergarten program lost one benchmark after raising the maximum class size.

Six state programs met all 10 current quality standards benchmarks in 2015-2016: Alabama, Mississippi, North Carolina, Rhode Island, West Virginia, and one Louisiana program (NSECD). Thirteen programs in 12 states met nine of the 10 benchmarks (Arkansas, Kentucky, Louisiana LA 4, Maine, Michigan, Minnesota, New Jersey Abbott, Oklahoma, Oregon, Pennsylvania HSSAP and Pre-K Counts, Tennessee, and Washington).

It was not all good news on the quality front—nine programs met fewer than half of the quality standards benchmarks. The District of Columbia, Ohio, Texas, and Wisconsin 4K met four; Arizona, Florida, and Indiana met three; and California TK and Pennsylvania 4K met only two. In the District of Columbia requirements vary across public schools, community-based organizations, and public charter schools. Charter schools are given control over many policies, resulting in D.C. not meeting several quality standards benchmarks. Table 5a summarizes the current quality standards benchmarks met by each program.

A New Focus: Raising the Bar on Quality

Since 2003, the *State of Preschool Yearbook* has compared each state program's policies against a checklist of 10 research-based quality standards benchmarks. These quality standards benchmarks, designed to reflect what research suggested was important for high-quality programs, have been largely unchanged for more than a decade. This current set of quality standards benchmarks was never intended to guarantee quality, but rather to identify *minimum* resources necessary to support high quality, which also requires adequate funding and strong implementation. Today, most programs meet at least seven benchmarks and only two benchmarks are met by less than 50 percent of programs. Such progress, by itself, would provide good reason to adopt more rigorous standards. However, in addition, research over the last decade has found that policies more directly aimed at continuous improvement of teaching are likely to have stronger impacts on actual classroom experiences for children.²

This year NIEER introduces a revised set of 10 quality standards benchmarks that better align with recent research and a focus on process quality. The new benchmarks were developed to capture policies that affect classroom experiences that support children's learning and development. This includes policies that provide for continuous improvement of teaching through multiple pathways. We envision high-quality preschool as a system in which well-qualified teachers receive ongoing coaching as part of a larger set of continuous quality improvement processes operating at multiple levels, based on aligned standards for learning and teaching. Recent research indicates that coaching focused on improving interactions with children based on feedback from direct observations of teachers can lead to significant improvements in classroom practices and children's outcomes.²

² Barnett, W. S. & Frede, E. C. (2017). Long-term effects of a system of high-quality universal preschool education in the United States. In H.-P. Blossfeld, N. Kulic, J. Skopek, & M. Triventi (Eds.), *Childcare, early education and social inequality: An international perspective*. Cheltenham, UK: Edward Elgar Publishing. Weiland, C. (2016). Launching preschool 2.0: A roadmap to high-quality public programs at scale. *Behavioral Science & Policy*, 2, 37-46.

Figure 3 outlines the changes in the quality standards benchmarks. Below, we provide additional detail on the four major changes:

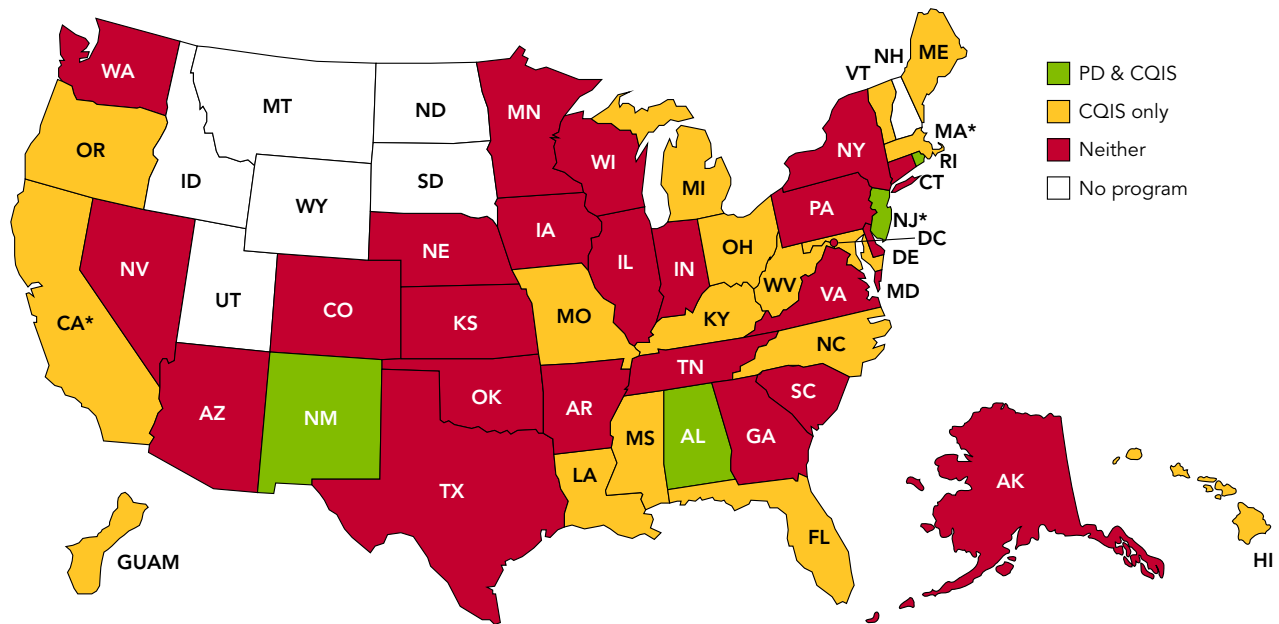
1. We enhanced the Early Learning and Development Standards (ELDS) benchmark. Now, in addition to being comprehensive to cover multiple domains of learning, the benchmark requires that ELDS must be (1) vertically aligned (with K–3 or college & career ready standards and infant and toddler standards) and horizontally aligned (with child assessments), (2) supported (through professional development and/or additional resources), and (3) culturally sensitive.
2. We added a new benchmark focused on supports for curriculum implementation. State policies are rated on whether they provide (1) guidance for selecting or adopting curricula and (2) supports for curriculum implementation with fidelity (such as training, ongoing technical assistance, or additional funding). In adding the Curriculum Supports benchmark, we discontinued the Meals benchmark. While nutritious meals are important, whether or not programs meet this benchmark is primarily determined by program operating schedule.
3. We greatly strengthened the professional development (PD) benchmark. Previously the benchmark was that lead teachers receive at least 15 hours of in-service PD each year. This requirement is now extended to include assistant teachers. Additionally, both lead and assistant teachers are required to have individualized professional development plans and, most importantly, to receive ongoing coaching, or classroom embedded support.
4. We replaced the monitoring benchmark, which required programs to have site visits at least once every five years, with the requirement for a continuous quality improvement system (CQIS). To meet this new benchmark, programs must complete structured observations of classroom quality (using a valid and reliable measure) and use this information to inform an improvement plan with teacher feedback.

A complete guide to the current and new benchmarks and supporting research begins on page 29.

FIGURE 3: CURRENT AND NEW QUALITY STANDARDS BENCHMARKS

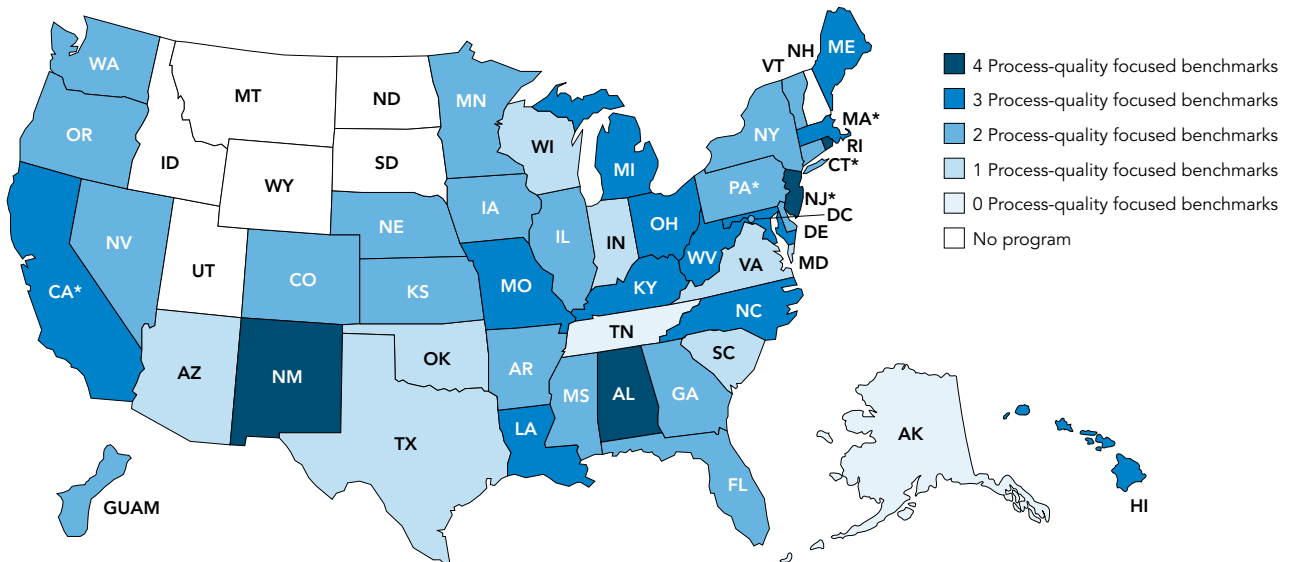
CURRENT STANDARD	NEW STANDARD	CHANGE
Comprehensive Early Learning Standards	Comprehensive Early Learning and Development Standards that are horizontally and vertically aligned, supported, and culturally sensitive	Enhanced
None	Supports for Curriculum Implementation	New
Lead Teacher Degree (BA)	Lead Teacher Degree (BA)	No change
Lead Teacher Specialized Training in ECE/CD	Lead Teacher Specialized Training in ECE/CD	No change
Assistant Teacher Degree (CDA)	Assistant Teacher Degree (CDA)	No change
Teacher-in-Service (15 hours/year)	15 hours/year of professional development, individualized plans professional development plans, and coaching for lead and assistant teachers	Enhanced
Maximum Class Size (20)	Maximum Class Size (20)	No change
Staff-Child Ratio (1:10)	Staff-Child Ratio (1:10)	No change
Screenings & Referrals & 1 Support Service	Screenings & Referrals	Slight Change
Meals (At least 1)	None	Discontinued
Monitoring (Site Visits at least once every five years)	Continuous Quality Improvement System	Changed

FIGURE 4: NEW PROFESSIONAL DEVELOPMENT (PD) AND CONTINUOUS QUALITY IMPROVEMENT SYSTEM (CQIS) QUALITY STANDARDS BENCHMARKS MET BY STATES



* These multi-program states have programs with different quality standards. Data displayed on the map reflect quality standards benchmarks in the largest program in the state.

FIGURE 5: TOTAL (OUT OF 4) NEW PROCESS-QUALITY FOCUSED QUALITY STANDARDS BENCHMARKS MET BY STATES



* These multi-program states have programs with different quality standards. Data displayed on the map reflect quality standards benchmarks in the largest program in the state.

As NIEER raises the bar with its new quality standards benchmarks, many states met fewer benchmarks, reflecting the increased rigor of the new benchmarks. Only two programs, Nebraska and Ohio, met more quality standards on new benchmarks compared to current benchmarks in 2015-2016. Thirty-five programs met fewer new benchmarks than current quality standards benchmarks. Notably, Tennessee met four fewer quality standards on the new compared to current sets of quality standards. Oklahoma and Pennsylvania HSSAP met three fewer.

Only two states, Alabama and Rhode Island met all ten of the new quality standards benchmarks. Six programs met nine of the new benchmarks: Louisiana NSECD, Maine, Michigan, New Jersey Abbott, North Carolina, and West Virginia. Eleven programs met fewer than half: Arizona and Indiana each met only one; California TK and Pennsylvania K4 met two; the District of Columbia, Florida, Pennsylvania Ready to Learn, and Wisconsin 4K met three; and Connecticut CDCC, South Carolina CDEP, and Texas met four. Table 5b summarizes the new quality standards benchmarks met by each program. Our hope is that as we set out these new research-based benchmarks and provide information on the extent to which states do or do not meet them, state policies we be upgraded in response.

New professional development (PD) and continuous quality improvement system (CQIS) benchmarks are met by relatively few states. Only six programs in four states met the new professional development benchmark. (Alabama, all three New Jersey programs, New Mexico, and Rhode Island). Twenty programs met the new CQIS benchmark. Figure 4 shows which states met these two new quality standards benchmarks.

Looking at the four quality benchmarks that are new or substantially changed (Early learning and Development Standards, Curriculum Supports, Professional Development, and CQIS) and focused on process quality, only four programs met all four (Alabama, New Jersey Abbott, New Mexico, and Rhode Island). Four programs met none of these new quality standards: Alaska, Pennsylvania Ready to Learn and K4, and Tennessee. Figure 5 color codes states by the number of these new benchmarks met.

RESOURCES: AN UPHILL BATTLE

In 2015-2016, 43 states and the District of Columbia spent almost \$7.4 billion on preschool, not including special education funds. The remaining seven states did not contribute to this total as they did not have a preschool program meeting the definition of state-funded preschool used in this report. (See page 27 for our explanation of what constitutes a state-funded preschool program.) Total state spending in 2015-2016 increased by more than \$564 million, adjusting for inflation, an eight percent increase in spending from 2014-2015.

In addition, Guam spent \$877,330 on the first year of its preschool program, including start-up costs. Table 6 reports state spending per child and in total, as well as changes in spending from the previous year.

On average, state spending per child was \$4,976, an increase of \$253 from the previous year, adjusted for inflation. This is the third largest year-to-year increase since the *Yearbook* began, and it raises the average per child spending to above pre-recession levels for the first time.

State spending per child varied dramatically across the states from \$16,812 in the District of Columbia to less than \$2,000 in Mississippi—meaning the District of Columbia spends almost nine times as much per child as Mississippi.

Many states rely on additional funds from local and federal sources to help fund their preschool programs. In 2015-2016, federal PDG dollars were a notable addition to funding for 18 states. Some states provide for local education agencies to share preschool costs through a formula just as they do for K-12 education. Funding from all sources is a better indicator of the total resources available to support preschool (though not a better indicator of state financial commitment). Unfortunately, not all states can fully, or even partially, report spending from local and federal sources. As a result, the all-reported spending per child numbers, reported in Table 6, understate total spending nationally, and comparisons across states can be distorted by differences in reporting.

Despite these limitations, local schools and federal funds added almost \$1.1 billion to state preschool during the 2015-2016 school year, or \$720 per child. Approximately \$108 million, or 10 percent, was from the federal PDG. Spending from all-reported sources totaled more than \$8.4 billion in 2015-2016, an all time high. Non-state funds reported included over \$560 million in required local funds, \$74 million in non-required local funds, and \$434 million in non-TANF federal funds (including PDG). All reported spending per child was \$5,696, an increase of \$397 from the previous year, adjusted for inflation.

FEDERAL PRESCHOOL DEVELOPMENT GRANTS (PDG)

Preschool Development Grants (PDG) are competitive federal grants awarded to 18 states to (1) to build the state's capacity to provide high-quality preschool or (2) to expand access to high-quality preschool for high-need communities. The PDG program was part of the Preschool for All initiative jointly administered by the Department of Education and the Department of Health and Human Services (HHS), although with the reauthorization of Every Student Succeeds Act, PDG administration was moved solely to HHS. During the first round of funding, in December 2014, 18 states were awarded grants. States received four years of funding and 2015-2016 is the first full school year during which PDG funding was utilized by states.

In 2015-2016, states used almost \$210 million in federal PDG funding. In some states, all PDG funding was used to create new seats in and/or enhance the quality of (including extending the length of the day) existing state preschool seats. In other states, PDG funding supported enrollment of children in programs outside of state-funded preschool or a combination of state preschool and other programs. Just over 50 percent of PDG funding was used to serve additional children within state-funded preschool programs. The remainder of the PDG funding supported children outside of state-funded preschool. Montana is the only PDG state that did not have a state-funded preschool program as defined by this report.

Overall, we estimate that federal PDG funding supported more than 30,000 children in 2015-2016 through either new seats or quality enhancements. Approximately 19,000 of these children were served in state preschool programs; the rest were in programs outside of state preschool. PDG funding was used to create nearly 19,000 new seats and to enhance quality or extend length of day for more than 11,000 seats. Figure 6 describes PDG funding and its use in each of the 18 states receiving federal PDG grants.

A case can be made that PDG has been an effective federal-state partnership. For example, using federal PDG funding, Rhode Island doubled the number of children in state-funded preschool between 2014-2015 and 2015-2016. Alabama experienced a 56 percent increase in preschool enrollment over the last year—75 percent of this increase in enrollment was funded by federal PDG dollars. Similarly, 90 percent of the increase in enrollment in Tennessee's VPK was funded by PDG dollars. In addition, PDG was used to raise the quality of preschool. PDG-funded seats were required to meet 12 quality standards including the provision of a full school day. Many of the required PDG standards align with NIEER's current and new quality standards benchmarks.

FIGURE 6: FEDERAL PRESCHOOL DEVELOPMENT GRANT (PDG) ENROLLMENT AND SPENDING

STATE	PDG-SUPPORTED ENROLLMENT			Seats in state preschool	PDG SPENDING	
	Total	New seats	Enhanced seats		Total	Included in state preschool spending*
Alabama	3,006	3,006	0	3,006	\$17,500,000	\$17,500,000
Arizona	2,370	2,370	0	0	\$18,235,364	\$0
Arkansas	2,877	1,371	1,506	1,506	\$3,704,760	\$3,704,760
Connecticut	712	279	433	279	\$11,689,109	\$2,599,550
Hawaii	78	78	0	0	\$472,951	\$0
Illinois	3,110	2,559	551	0	\$19,545,563	\$0
Louisiana	1,100	340	770	0	\$10,071,160	\$0
Maine	434	434	0	434	\$5,742,578	\$5,742,578
Maryland	2,732	1,459	1,273	2,732	\$14,250,000	\$14,250,000
Massachusetts	850	850	0	0	\$14,788,758	\$0
Montana	462	462	0	0	\$6,499,878	\$0
Nevada	782	289	493	493	\$5,486,264	\$2,472,213
New Jersey	1,636	883	753	1,418	\$16,625,000	\$12,674,085
New York	2,401	1,021	1,262	2,401	\$25,000,000	\$25,000,000
Rhode Island	285	285	0	285	\$2,290,840	\$2,290,840
Tennessee**	4,658	1,648	3,010	4,658	\$17,500,000	\$17,500,000
Vermont	412	412	Not reported	412	\$3,093,910	\$3,093,910
Virginia	2,804	1,230	1,574	1,574	\$17,500,000	\$1,323,000
TOTAL	30,709	18,976	11,625	19,198	\$209,996,135	\$108,150,936

* Federal PDG funding is included in the total, or all-reported, spending numbers.

** Additional children are supported by PDG funding in Tennessee outside of state-funded preschool but the number of children was not known.

Note: Data come from the survey of state preschool administrators and states' PDG Annual Performance Reports.

Note that, in some PDG states, NIEER's calculation of state spending per child can be distorted compared to other years by PDG funding. State spending is divided by total enrollment, which includes children supported entirely and/or partially by federal PDG funds. For PDG states, the all-reported spending per child may better represent the level of support in comparison to prior years.

THE NEED FOR DATA: 20/20 VISION

NIEER's quality standards benchmarks gauge the extent to which states' preschool policies lay the groundwork for high-quality preschool. However, this does not directly assess the quality of children's actual experiences in preschool classrooms. Even NIEER's new quality standards benchmarks are still preconditions for quality, not a guarantee.

For this reason, we hope to be able to include direct measures of quality in future *Yearbooks*. To investigate the extent to which this may be possible, we collected data from the states regarding data on classroom quality and child outcomes that has already been collected (or will be collected soon). A total of 34 programs in 32 states and the District of Columbia report having a program evaluation. An additional six programs (including Guam) are currently either planning or piloting an evaluation. Twenty-five programs measured classroom process quality in their evaluation, and 28 programs measured child impacts or "program impacts." Eighteen programs reported measuring both classroom quality and child impacts. Many of the states with program evaluations are also leaders in quality as assessed by NIEER's quality standards benchmarks. Alabama and Rhode Island, the two states that met all 10 new standards, and five of the six programs that met nine (Louisiana NSECD, Michigan, New Jersey Abbott, North Carolina, and West Virginia), have completed evaluations that include both child outcomes and classroom process quality. Figure 7 summarizes information on state-funded programs' evaluations.

The last nationally representative picture of observed early childhood classroom quality was in 2005, as part of the Early Childhood Longitudinal Study—Birth Cohort. Since then, early childhood education programs have expanded across the country and policies have changed—at both the state and federal levels. The nation is long overdue for another snapshot of observed early childhood classroom quality. We recommend a new nationally representative study of early childhood education classrooms including state- and locally-funded preschool programs as well as child care and Head Start. Ideally, this data collection effort would provide classroom quality data that is also representative at the state level. A national report card on the observed quality of experiences provided to children in both public and private preschool would inform policy making and provide a tool for parents to understand what is available and how much it varies across the nation and state by state.



FIGURE 7: EVALUATIONS OF STATE-FUNDED PRESCHOOL PROGRAMS

STATE/ PROGRAM	DID EVALUATION COLLECT DATA ON...?		NEW Quality Standards Checklist Sum 2015-2016	Does the state preschool program participate in QRIS?
	Child outcomes/ program impact	Classroom quality		
Alabama	Yes	Yes	10	No
Alaska	Planning/piloting	Planning/piloting	5	No
Arkansas	Yes	Yes	7	Yes
California TK	Yes	Yes	2	Yes
Colorado	No	Yes	5	Yes
Connecticut SRPP	Yes	No	5	No
Delaware	Yes	Yes	6	Yes
District of Columbia	No	Yes	3	Yes
Florida	Yes	No	3	No
Georgia	Yes	Yes	6	Yes
Illinois	Yes	Yes	7	Yes
Indiana	Planning/piloting	Planning/piloting	1	Yes
Iowa Shared Visions	Yes	Yes	6	No
Iowa SWVPP	Yes	No	7	Yes
Kansas Preschool	Yes	No	8	No
Kansas State Pre-K	Planning/piloting	Planning/piloting	7	No
Kentucky	No	Yes	8	No
Louisiana 8(g)	Yes	No	7	No
Louisiana NSECD	Yes	Yes	9	Yes
Maryland	Planning/piloting	Planning/piloting	7	Yes
Massachusetts UPK	No	Yes	7	Yes
Michigan	Yes	Yes	9	Yes
Minnesota	Yes	No	7	Yes
Mississippi	No	Yes	8	No
Missouri	Yes	Yes	8	No
Nevada	No	Yes	6	Yes
New Jersey Abbott	Yes	Yes	9	Yes
New Mexico	Yes	Yes	8	Yes
North Carolina	Yes	Yes	9	Yes
Ohio	Yes	Yes	5	Yes
Oklahoma	Yes	No	6	No
Rhode Island	Yes	Yes	10	Yes
South Carolina CDEP	Yes	No	4	No
Tennessee	Yes	Yes	5	No
Texas	Yes	No	4	No
Vermont	Planning/piloting	Planning/piloting	5	Yes
Virginia	Yes	Yes	5	No
Washington	Yes	No	7	Yes
West Virginia	Yes	Yes	9	No
Wisconsin 4K	No	Yes	3	No
Guam	Planning/piloting	Planning/piloting	5	No

TABLE 2: STATE PRESCHOOL ACCESS BY STATE

ACCESS FOR 4-YEAR-OLD RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2015-2016)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2015-2016)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	81.2%	70.0%	75.7%	6,944	5,736	12,680
2	Florida	76.0%	0.0%	38.2%	169,025	0	169,025
3	Oklahoma	73.8%	3.1%	38.5%	39,593	1,648	41,241
4	Wisconsin	71.0%	0.8%	35.9%	48,859	579	49,438
5	Vermont	66.7%	43.8%	55.2%	4,096	2,708	6,804
6	West Virginia	66.4%	11.0%	38.5%	13,615	2,277	15,892
7	Iowa	63.7%	3.0%	33.1%	24,750	1,166	25,916
8	Georgia	59.7%	0.0%	30.0%	80,825	0	80,825
9	New York	49.9%	0.6%	25.4%	118,560	1,509	120,069
10	Texas	48.7%	6.6%	27.9%	194,861	25,779	220,640
11	Maine	40.2%	0.0%	19.9%	5,177	0	5,177
12	South Carolina	40.0%	0.0%	20.1%	23,536	0	23,536
13	Maryland	35.7%	5.0%	20.6%	27,003	3,733	30,736
14	California	35.0%	8.5%	21.9%	178,821	42,354	221,175
15	Michigan	33.6%	0.0%	16.9%	38,771	0	38,771
16	New Mexico	33.3%	1.9%	17.8%	9,254	503	9,757
17	Louisiana	32.2%	0.0%	16.1%	19,860	0	19,860
18	Arkansas	32.0%	18.4%	25.2%	12,314	7,127	19,441
19	Nebraska	31.6%	14.1%	22.8%	8,227	3,670	11,897
20	New Jersey	29.1%	19.6%	24.4%	31,800	20,970	52,770
21	Illinois	26.1%	19.9%	23.0%	41,397	31,458	72,855
22	Kentucky	25.8%	9.0%	17.4%	14,232	4,950	19,182
23	Connecticut	23.7%	9.5%	16.7%	9,222	3,623	12,845
24	Colorado	23.1%	8.1%	15.7%	15,704	5,429	21,133
25	North Carolina	21.9%	0.0%	11.0%	26,851	0	26,851
26	Tennessee	21.8%	0.7%	11.2%	17,419	585	18,004
27	Kansas	19.8%	0.0%	9.9%	7,903	0	7,903
28	Alabama	18.9%	0.0%	9.5%	11,296	0	11,296
29	Virginia	17.8%	0.0%	8.9%	18,356	0	18,356
30	Pennsylvania	11.6%	6.3%	9.0%	16,820	8,995	25,815
31	Oregon	9.9%	7.0%	8.5%	4,626	3,214	7,840
32	Washington	8.6%	4.4%	6.5%	7,702	3,989	11,691
33	Ohio	7.8%	2.8%	5.3%	10,846	3,919	14,765
34	Massachusetts	7.6%	7.3%	7.5%	5,681	5,329	11,010
35	Delaware	7.3%	0.0%	3.7%	843	0	843
36	Rhode Island	5.4%	0.0%	2.7%	594	0	594
37	Arizona	4.4%	1.9%	3.1%	3,763	1,602	5,365
38	Mississippi	3.9%	0.7%	2.3%	1,517	263	1,780
39	Nevada	3.8%	0.5%	2.2%	1,357	179	1,536
40	Alaska	2.8%	0.0%	1.5%	319	0	319
41	Missouri	2.1%	1.2%	1.7%	1,563	926	2,489
42	Hawaii	2.0%	0.0%	1.0%	375	0	375
43	Indiana	1.9%	0.0%	0.9%	1,585	0	1,585
44	Minnesota	1.2%	1.1%	1.2%	858	759	1,617
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Montana	0.0%	0.0%	0.0%	0	0	0
No Program	New Hampshire	0.0%	0.0%	0.0%	0	0	0
No Program	North Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	South Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Utah	0.0%	0.0%	0.0%	0	0	0
No Program	Wyoming	0.0%	0.0%	0.0%	0	0	0
	United States	31.8%	4.9%	18.4%	1,276,719	194,979	1,471,698*
	Guam	2.6%	0.0%	1.8%	72	0	72

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

*Nationwide, an additional 16,030 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,487,728.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2015-2016				ENROLLMENT CHANGES FROM 2014-2015 TO 2015-2016			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	% point	Number	% point	Number	% point	Number	% point
Alabama	0	0%	10,540	18%	0	0%	4,053	7%
Alaska	0	0%	319	3%	0	0%	0	0%
Arizona	1,602	2%	-514	-1%	-776	-1%	-1,087	-1%
Arkansas	6,185	16%	10,090	26%	572	1%	-986	-3%
California	31,430	6%	134,287	26%	-214	0%	13,753	2%
Colorado	4,699	7%	7,384	9%	54	0%	-209	0%
Connecticut*	2,087	6%	4,806	14%	4	0%	246	1%
Delaware	0	0%	0	-1%	0	0%	0	0%
District of Columbia	4,611	50%	3,933	37%	195	6%	307	-5%
Florida	0	0%	169,025	76%	0	0%	2,503	0%
Georgia	0	0%	17,212	6%	0	0%	395	1%
Hawaii	0	0%	375	2%	0	0%	10	0%
Idaho	0	0%	0	0%	0	0%	0	0%
Illinois	17,360	12%	2,495	5%	-67	0%	-1,990	-1%
Indiana	0	0%	1,585	2%	0	0%	1,170	1%
Iowa	655	2%	23,194	60%	-165	0%	366	3%
Kansas	0	0%	5,673	14%	0	0%	-231	0%
Kentucky	78	0%	1,415	2%	463	1%	3	0%
Louisiana	0	0%	12,341	20%	0	0%	128	0%
Maine	0	0%	3,737	30%	0	0%	380	4%
Maryland	2,325	3%	8,629	11%	310	0%	372	0%
Massachusetts	-4,103	-5%	-3,751	-4%	293	0%	443	0%
Michigan	0	0%	12,294	15%	0	0%	1,659	2%
Minnesota*	-56	0%	-412	-1%	218	0%	123	0%
Mississippi	263	1%	1,517	4%	144	0%	-124	0%
Missouri	-1,620	-2%	-2,123	-3%	-372	0%	-1,398	-2%
Montana	0	0%	0	0%	0	0%	0	0%
Nebraska	3,546	14%	7,871	30%	159	1%	207	1%
Nevada	68	0%	1,036	3%	-134	0%	272	1%
New Hampshire	0	0%	0	0%	0	0%	0	0%
New Jersey	8,185	8%	7,919	9%	640	1%	1,097	1%
New Mexico	33	0%	8,884	32%	503	2%	857	3%
New York	-4,326	-2%	55,061	25%	1,362	1%	6,587	1%
North Carolina	0	0%	25,611	21%	0	0%	0	0%
North Dakota	0	0%	0	0%	0	0%	0	0%
Ohio	-5,795	-4%	-3,039	-1%	924	1%	4,192	3%
Oklahoma	1,648	3%	13,714	18%	1,648	3%	-492	-1%
Oregon	2,105	5%	2,037	4%	226	1%	-48	0%
Pennsylvania*	8,995	6%	14,270	10%	650	0%	-274	0%
Rhode Island	0	0%	594	5%	0	0%	288	3%
South Carolina*	-350	-1%	7,886	11%	-2,320	-4%	-4,566	-7%
South Dakota	0	0%	0	0%	0	0%	0	0%
Tennessee*	-257	0%	15,661	19%	59	0%	1,771	2%
Texas	6,038	0%	67,278	10%	-2,835	-1%	5,065	1%
Utah	0	0%	0	0%	0	0%	0	0%
Vermont	2,339	38%	3,476	58%	184	3%	278	3%
Virginia	0	0%	12,478	11%	0	0%	106	0%
Washington	2,840	3%	2,917	3%	1,026	1%	574	1%
West Virginia	509	2%	8,530	42%	-61	0%	-164	-2%
Wisconsin*	-109	0%	35,355	52%	35	0%	4,495	7%
Wyoming	0	0%	0	0%	0	0%	0	0%
United States	90,986	2%	711,588	17%	2,725	0%	40,131	1%

* At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in this table are estimates.

TABLE 4: 2015-2016 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRESCHOOL, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START

STATE	PRE-K + PRE-K SPECIAL EDUCATION				PRE-K + PRE-K SPECIAL EDUCATION + HEAD START**			
	3-year-olds		4-year-olds		3-year-olds		4-year-olds	
	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population
Alabama	849	1.4%	12,243	20.5%	6,867	11.7%	20,745	34.8%
Alaska	348	3.3%	826	7.4%	1,495	14.2%	2,239	19.9%
Arizona	4,580	5.4%	8,087	9.4%	9,577	11.2%	18,041	20.9%
Arkansas	9,286	24.0%	16,072	41.8%	13,183	34.1%	19,919	51.8%
California	56,977	11.5%	192,221	37.6%	95,538	19.2%	233,489	45.7%
Colorado	8,160	12.2%	19,532	28.7%	11,992	18.0%	24,732	36.3%
Connecticut*†	5,673	14.9%	10,894	28.0%	7,953	20.9%	12,982	33.3%
Delaware	442	3.9%	1,474	12.8%	1,309	11.6%	2,453	21.4%
District of Columbia†	5,736	70.0%	6,944	81.2%	5,736	70.0%	6,944	81.2%
Florida*	6,684	3.0%	169,025	76.0%	20,121	9.1%	188,505	84.8%
Georgia†	2,645	2.0%	82,447	60.9%	14,241	10.7%	86,299	63.8%
Hawaii	599	3.3%	1,062	5.8%	1,597	8.9%	2,505	13.6%
Idaho	638	2.9%	921	4.0%	1,617	7.2%	2,969	12.9%
Illinois†	32,933	20.9%	46,670	29.4%	48,041	30.4%	63,435	39.9%
Indiana*†	3,690	4.4%	6,437	7.6%	9,392	11.2%	13,042	15.5%
Iowa†	1,788	4.5%	25,372	65.3%	4,305	10.9%	27,097	69.8%
Kansas	2,276	5.7%	11,266	28.2%	5,058	12.8%	13,984	35.0%
Kentucky†	4,950	9.0%	14,232	25.8%	9,348	16.9%	21,740	39.4%
Louisiana*	849	1.4%	21,176	34.3%	12,010	19.5%	28,500	46.1%
Maine*†	485	3.7%	5,648	43.8%	1,465	11.2%	6,708	52.1%
Maryland	4,543	6.1%	28,421	37.6%	8,904	12.0%	32,493	43.0%
Massachusetts†	7,919	10.8%	9,883	13.3%	11,481	15.7%	12,803	17.2%
Michigan†	3,581	3.1%	38,771	33.6%	15,840	13.8%	46,052	40.0%
Minnesota†	3,513	5.0%	5,577	8.0%	7,228	10.4%	9,888	14.1%
Mississippi†	736	1.9%	3,233	8.3%	10,204	26.1%	14,905	38.1%
Missouri	3,787	5.1%	6,798	9.0%	9,564	12.8%	12,715	16.9%
Montana	112	0.9%	234	1.9%	1,629	13.2%	2,681	21.9%
Nebraska†	3,670	14.1%	8,227	31.6%	4,425	17.0%	9,024	34.7%
Nevada	1,986	5.7%	4,067	11.3%	3,287	9.4%	5,406	15.0%
New Hampshire	826	6.5%	1,133	8.4%	1,368	10.8%	1,846	13.7%
New Jersey†	25,855	24.2%	38,314	35.1%	29,655	27.8%	42,115	38.6%
New Mexico	1,706	6.3%	10,614	38.2%	5,106	18.8%	14,515	52.2%
New York†	16,819	7.1%	129,056	54.3%	37,217	15.8%	144,974	61.0%
North Carolina†	3,440	2.8%	30,852	25.2%	10,589	8.8%	36,398	29.7%
North Dakota	341	3.2%	500	5.0%	1,518	14.5%	1,845	18.3%
Ohio	7,594	5.5%	16,591	12.0%	21,408	15.5%	33,440	24.2%
Oklahoma	1,648	3.1%	39,593	73.8%	9,710	18.2%	45,884	85.5%
Oregon†	5,129	11.1%	7,031	15.1%	5,128	11.1%	7,031	15.1%
Pennsylvania*†	15,524	10.8%	25,775	17.8%	24,189	16.9%	36,982	25.6%
Rhode Island	644	5.8%	1,399	12.7%	1,521	13.7%	2,665	24.2%
South Carolina	1,389	2.4%	25,696	43.7%	7,570	12.9%	30,167	51.3%
South Dakota	389	3.2%	555	4.6%	2,088	17.2%	2,596	21.6%
Tennessee*	2,241	2.8%	18,943	23.7%	8,426	10.4%	27,992	35.0%
Texas	31,434	8.0%	198,661	49.7%	60,899	15.5%	233,553	58.4%
Utah	2,332	4.7%	3,090	6.2%	4,348	8.8%	6,331	12.6%
Vermont	2,817	45.5%	4,096	66.7%	3,314	53.6%	4,589	74.7%
Virginia	3,330	3.2%	23,281	22.6%	8,438	8.2%	30,150	29.2%
Washington	6,605	7.4%	11,486	12.8%	11,164	12.4%	17,743	19.7%
West Virginia†	2,277	11.0%	13,615	66.4%	3,997	19.2%	14,289	69.7%
Wisconsin**†	2,810	4.1%	48,859	71.0%	9,446	13.7%	53,570	77.8%
Wyoming	800	10.4%	1,094	14.3%	1,438	18.7%	1,897	24.7%
United States	315,383	7.9%	1,407,995	35.0%	621,943	15.7%	1,732,867	43.1%

* These states serve special education children in their state pre-K programs but were not able to provide the number of children for at least one of their programs. Estimates were used based on the average percent of special education students in state pre-K across all programs and enrollment numbers for each program.

** These states serve special education children in their state-funded Head Start pre-K programs but were not able to provide the number of children. Estimates were used based on the percent of children with IEPs in Head Start in the state as reported by the PIR.

† At least one program in these states were able to report the number of children enrolled in state pre-K and Head Start. This information was used to estimate an unduplicated count of Head Start enrollment.

†† Totals can overestimate public enrollment in state pre-K, pre-K special education, and Head Start as some or all of Head Start children may be served in a state's pre-K program and many states could not report this information.

For details about how these figures were calculated, see the Methodology section and the Roadmap to the State Profile Pages.

TABLE 5A: 2015-2016 STATE PRESCHOOL QUALITY STANDARDS (CURRENT)

STATE/ PROGRAM	Comprehensive early learning standards	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service (for teachers)	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, health & one support service	At least one meal	Site visits	Current Quality Standards Checklist Sum 2015-2016
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓				7
Arizona	✓				✓					✓	3
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California SPP	✓		✓		✓		✓	✓		✓	6
California TK	✓	✓									2
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut CDCC	✓		✓		✓	✓	✓		✓		6
Connecticut SRPP	✓		✓			✓	✓			✓	5
Connecticut Smart Start	✓	✓	✓			✓	✓				5
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
District of Columbia	✓							✓	✓	✓	4
Florida [†]	✓					✓				✓	3
Georgia	✓	✓	✓	✓	✓			✓	✓	✓	8
Hawaii	✓	✓			✓	✓	✓	✓	✓	✓	8
Illinois	✓	✓	✓		✓	✓	✓	✓		✓	8
Indiana	✓				✓					✓	3
Iowa Shared Visions	✓		✓			✓	✓	✓	✓		6
Iowa SWVPP	✓	✓	✓			✓	✓	✓		✓	7
Kansas Preschool	✓	✓	✓	✓	✓	✓	✓	✓			8
Kansas State Pre-K	✓	✓	✓	✓	✓		✓	✓			7
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana 8(g)	✓	✓	✓		✓	✓	✓		✓	✓	8
Louisiana LA 4	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana NSECD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Maryland	✓	✓	✓		✓	✓	✓	✓	✓	✓	8
Massachusetts IPLE	✓		✓		✓	✓	✓	✓		✓	7
Massachusetts UPK	✓		✓		✓	✓	✓	✓		✓	7
Michigan	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Mississippi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Missouri	✓	✓	✓		✓	✓	✓	✓		✓	8
Nebraska	✓	✓	✓	✓		✓	✓				6
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey Abbott	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey ECPA	✓	✓	✓		✓	✓	✓	✓		✓	8
New Jersey ELLI	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico	✓		✓		✓	✓	✓	✓	✓	✓	8
New York	✓	✓	✓		✓	✓	✓	✓			7
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio	✓		✓					✓		✓	4
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Pennsylvania RTL	✓		✓		✓	✓	✓				5
Pennsylvania HSSAP	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Pennsylvania K4 & SBPK	✓	✓									2
Pennsylvania Pre-K Counts	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina 4K/EIA	✓	✓	✓		✓	✓	✓				6
South Carolina CDEP	✓		✓		✓	✓	✓		✓		6
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓	✓	✓		✓						4
Vermont	✓				✓	✓	✓	✓		✓	6
Virginia	✓		✓		✓	✓	✓	✓			6
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Wisconsin 4K	✓	✓	✓		✓						4
Wisconsin HdSt	✓		✓	✓	✓	✓	✓	✓	✓		8
TOTAL	59	35	51	19	49	47	49	41	28	42	
Guam	✓		✓		✓	✓	✓		✓	✓	7

[†] Data on Florida's quality standards are from the 2013-2014 school year. Publicly available documents were reviewed for any policy changes that would have changed the benchmarks met.

TABLE 5B: 2015-2016 STATE PRESCHOOL QUALITY STANDARDS (NEW)

STATE/ PROGRAM	Early learning & development standards	Curriculum supports	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	Staff professional development	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, & health screening & referral	Continuous quality improvement system	New Quality Standards Checklist Sum 2015-2016
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska			✓	✓	✓		✓	✓			5
Arizona		✓									1
Arkansas	✓	✓		✓	✓		✓	✓	✓		7
California SPP	✓	✓		✓				✓	✓	✓	6
California TK		✓	✓								2
Colorado	✓	✓		✓			✓	✓			5
Connecticut CDCC		✓		✓			✓	✓			4
Connecticut SRPP	✓	✓		✓			✓	✓			5
Connecticut Smart Start		✓	✓	✓			✓	✓			5
Delaware	✓	✓		✓			✓	✓	✓		6
District of Columbia	✓	✓							✓		3
Florida [†]	✓						✓			✓	3
Georgia	✓	✓	✓	✓	✓				✓		6
Hawaii	✓	✓	✓				✓	✓	✓	✓	7
Illinois	✓	✓	✓	✓			✓	✓	✓		7
Indiana	✓										1
Iowa Shared Visions	✓	✓		✓			✓	✓	✓		6
Iowa SWVPP	✓	✓	✓	✓			✓	✓	✓		7
Kansas Preschool	✓	✓	✓	✓	✓		✓	✓	✓		8
Kansas State Pre-K	✓	✓	✓	✓	✓		✓	✓	✓		7
Kentucky	✓	✓	✓	✓			✓	✓	✓	✓	8
Louisiana 8(g)	✓	✓	✓	✓			✓	✓		✓	7
Louisiana LA 4	✓	✓	✓	✓			✓	✓	✓	✓	8
Louisiana NSECD	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Maine	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Maryland	✓	✓	✓	✓				✓	✓	✓	7
Massachusetts IPLE	✓	✓		✓			✓	✓	✓		6
Massachusetts UPK	✓	✓		✓			✓	✓	✓		7
Michigan	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Minnesota	✓	✓		✓	✓		✓	✓	✓		7
Mississippi	✓		✓	✓	✓		✓	✓	✓	✓	8
Missouri	✓	✓	✓	✓			✓	✓	✓	✓	8
Nebraska	✓	✓	✓	✓	✓		✓	✓			7
Nevada	✓	✓	✓	✓			✓	✓			6
New Jersey Abbott	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
New Jersey ECPA	✓	✓	✓	✓		✓	✓	✓	✓		8
New Jersey ELLI	✓	✓	✓	✓		✓	✓	✓	✓		8
New Mexico	✓	✓		✓		✓	✓	✓	✓	✓	8
New York	✓	✓	✓	✓			✓	✓	✓		7
North Carolina	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Ohio	✓	✓		✓					✓	✓	5
Oklahoma		✓	✓	✓			✓	✓	✓		6
Oregon	✓			✓	✓		✓	✓	✓	✓	7
Pennsylvania RTL				✓			✓	✓			3
Pennsylvania HSSAP	✓			✓	✓		✓	✓	✓		6
Pennsylvania K4 & SBPK			✓					✓	✓		2
Pennsylvania Pre-K Counts	✓	✓	✓	✓			✓	✓	✓		7
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina 4K/EIA		✓	✓	✓			✓	✓			5
South Carolina CDEP		✓		✓			✓	✓			4
Tennessee			✓	✓			✓	✓	✓		5
Texas	✓		✓	✓					✓		4
Vermont	✓						✓	✓	✓	✓	5
Virginia	✓			✓			✓	✓	✓		5
Washington	✓	✓		✓	✓		✓	✓	✓		7
West Virginia	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Wisconsin 4K		✓	✓	✓						✓	3
Wisconsin HdSt		✓		✓	✓		✓	✓	✓		6
TOTAL	46	47	35	51	19	6	47	49	43	22	
Guam		✓		✓			✓	✓		✓	5

[†] Data on Florida's quality standards are from the 2013-2014 school year. Publicly available documents were reviewed for any policy changes that would have changed the benchmarks met.

TABLE 6: PRE-K RESOURCES PER CHILD ENROLLED BY STATE

STATE	Resource rank based on state spending	State \$ per child enrolled in preschool	Change in the state per child spending from 2014-2015 to 2015-2016 Adjusted dollars	Total state preschool spending in 2015-2016	Change in total state spending from 2014-2015 to 2015-2016 Adjusted dollars	State reported non-state funds	All reported \$ per child enrolled in preschool
District of Columbia	1	\$16,812	\$351	\$216,902,863	\$9,303,824	Yes	\$17,875
New Jersey	2	\$12,424	\$253	\$655,609,300	\$34,502,834	Yes	\$12,664
Oregon	3	\$8,929	\$265	\$69,999,910	\$3,617,653	No	\$8,929
Washington	4	\$8,305	\$693	\$97,093,974	\$20,279,208	No	\$8,305
Minnesota	5	\$7,924	\$86	\$12,813,108	\$1,988,747	No	\$7,924
Connecticut	6	\$7,905	-\$216	\$118,102,226	-\$1,263,775	Yes	\$10,419
Hawaii	7	\$7,467	-\$218	\$2,800,000	-\$5,032	No	\$7,467
Vermont*	8	\$7,457	\$856	\$54,629,329	\$9,552,977	Yes	\$7,879
Delaware	9	\$7,295	\$182	\$6,149,300	\$153,244	No	\$7,295
Rhode Island	10	\$6,650	-\$3,008	\$3,950,000	\$994,699	Yes	\$10,506
Pennsylvania	11	\$6,580	\$940	\$176,357,841	\$29,504,218	No	\$6,580
New York	12	\$6,507	-\$121	\$781,337,734	\$38,153,486	Yes	\$6,716
West Virginia**	13	\$6,472	\$33	\$97,807,662	-\$419,745	Yes	\$9,898
California	14	\$6,409	\$555	\$1,435,006,076	\$205,870,329	Yes	\$6,639
Michigan	15	\$6,291	-\$168	\$243,900,000	\$4,195,007	No	\$6,291
Alaska	16	\$6,270	-\$11	\$2,000,000	-\$3,594	No	\$6,270
Indiana	17	\$6,020	\$3,428	\$9,542,255	\$8,466,473	Yes	\$6,594
Arkansas	18	\$5,472	\$84	\$112,500,000	\$1,300,526	Yes	\$7,773
North Carolina	19	\$5,301	-\$48	\$142,348,352	-\$1,295,121	Yes	\$7,855
New Mexico	20	\$5,233	\$502	\$51,060,000	\$11,334,439	No	\$5,233
Kentucky	21	\$4,832	\$990	\$92,677,908	\$20,781,250	Yes	\$8,110
Tennessee	22	\$4,753	-\$476	\$86,097,664	\$1,003,605	Yes	\$7,037
Missouri	23	\$4,722	\$1,505	\$11,753,285	-\$1,949,058	No	\$4,722
Louisiana	24	\$4,530	-\$48	\$89,974,433	-\$372,540	Yes	\$4,617
Alabama	25	\$4,290	-\$1,052	\$48,462,050	\$9,768,494	Yes	\$7,299
Texas	26	\$4,071	\$481	\$898,188,431	\$110,173,534	Yes	\$4,127
Ohio	27	\$4,000	-\$7	\$59,060,000	\$14,620,282	No	\$4,000
Georgia	28	\$3,891	\$4	\$314,460,869	\$1,846,090	Yes	\$3,934
Virginia	29	\$3,740	-\$9	\$68,651,478	\$228,484	Yes	\$5,964
Wisconsin	30	\$3,677	-\$111	\$189,542,429	\$5,369,623	Yes	\$5,791
Oklahoma	31	\$3,476	-\$240	\$143,368,061	-\$5,589,283	Yes	\$7,479
Arizona	32	\$3,444	\$363	\$18,477,063	-\$3,790,751	No	\$3,444
Maryland	33	\$3,441	-\$138	\$109,207,432	\$495,304	Yes	\$7,533
Illinois	34	\$3,374	\$208	\$246,729,910	\$8,729,001	Yes	\$3,854
South Carolina	35	\$3,367	\$1,383	\$79,248,973	\$18,888,212	No	\$3,367
Iowa**	36	\$3,246	\$128	\$80,982,642	\$3,336,420	Yes	\$3,386
Maine	37	\$3,201	\$465	\$17,421,403	\$3,518,923	Yes	\$8,371
Massachusetts	38	\$3,039	-\$594	\$41,725,100	-\$6,942,301	Yes	\$3,309
Colorado	39	\$2,471	-\$39	\$53,126,288	-\$1,379,780	Yes	\$4,001
Florida	40	\$2,353	\$44	\$397,685,494	\$13,292,510	No	\$2,353
Kansas	41	\$2,328	\$62	\$18,397,560	-\$32,873	No	\$2,328
Nebraska	42	\$2,302	-\$462	\$29,131,037	-\$4,242,268	Yes	\$5,695
Nevada	43	\$2,132	-\$261	\$3,338,875	-\$6,000	Yes	\$4,512
Mississippi	44	\$1,787	\$7	\$3,183,481	\$49,433	Yes	\$4,031
Idaho	No program	\$0	\$0	\$0	\$0	NA	\$0
Montana	No program	\$0	\$0	\$0	\$0	NA	\$0
New Hampshire	No program	\$0	\$0	\$0	\$0	NA	\$0
North Dakota	No program	\$0	\$0	\$0	\$0	NA	\$0
South Dakota	No program	\$0	\$0	\$0	\$0	NA	\$0
Utah	No program	\$0	\$0	\$0	\$0	NA	\$0
Wyoming	No program	\$0	\$0	\$0	\$0	NA	\$0
United States		\$4,976	\$253	\$7,390,801,796	\$564,026,707		\$5,696
Guam***		\$12,185	NA	\$877,330	\$877,330	No	\$12,185

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

* Vermont could not break out the state, local, and federal spending (other than PDG) from the total amount reported.

** 1,274 3-year-old children were served in WV's Universal Pre-K program but were funded by sources not reported by the state. 1,181 5-year-olds and children with instructional IEPs were served in lowas' SWVPP program but were funded by sources not reported by the state. In both cases, these children were removed from the per-child spending calculations. Similar adjustments were made for 2014-2015.

*** Guam's spending includes start-up costs for their new Pre-K program.