

The State of Preschool 2017



STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

RUTGERS
Graduate School of Education



THE STATE OF PRESCHOOL 2017

STATE PRESCHOOL YEARBOOK

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Executive Summary



GROWING DISPARITIES IN ENROLLMENT, INVESTMENTS, AND QUALITY: 2002 TO 2017

The State of Preschool 2017 is the 15th edition of NIEER's annual report tracking state-funded preschool access, resources, and quality. Since 2002, many states have made progress, a few have fallen behind, and a handful have emerged as leaders. As a result, disparities in access to high-quality state-funded preschool have grown over the intervening years.

The 2016-2017 school year saw both progress and regression for state-funded preschool over the past year. Enrollment continued to increase, but growth slowed. And much of the growth that did occur can be attributed to federal Preschool Development Grants (PDG), a program with an uncertain future. States invested more money than ever before in preschool, but state spending per child fell for the first time since 2014 (adjusting for inflation). More programs met NIEER's new quality standards benchmarks than last year, with notable progress on the new staff professional development standards—although it remains the most challenging for states to meet.

ENROLLMENT

When NIEER began tracking state preschool enrollment, spending, and policies in 2002, just three states and the District of Columbia* served more than one-third of their 4-year-olds. In 2017, that is the national average, with 16 states serving more than one-third of 4-year-olds. In 2002, only two states enrolled more than 50% of their 4-year-olds in public preschool. Fifteen years later in 2017, 10 states enrolled 50% or more of their 4-year-olds, and 5 states surpassed 70% enrollment of 4-year-olds.

In 2002, 13 states had no state-funded preschool program; in 2017 six of those now do—some are far-reaching, such as Florida where enrollment of 4-year-olds surpasses 77%, while others are small and just starting out, such as Hawaii, Indiana, and Mississippi.

But progress has been uneven. Four states served a smaller percentage of 4-year-olds in 2017 than they did in 2002. And 19 states, including seven with no state-funded preschool program, enroll less than 10 percent of 4-year-olds in state-funded preschool.

Research has found larger benefits from attending two years (compared to one year) of quality preschool.¹ But eight states decreased the percent of 3-year-olds served since 2002, and overall progress in access for 3-year-olds has been a slow crawl from less than 3% in 2002 to just 5% in 2017. Only 29 states serve 3-year-olds in 2017, up from 26 states in 2002.

*Consistent with U.S. government statistical reporting practices, the District of Columbia will be referred to as a "state" throughout this report.

RESOURCES

States did spend more on preschool in 2017 than in 2002: state spending on preschool surged from just \$2.4 billion in 2002 to over \$7.6 billion in 2017. Adjusting for inflation, this represents an increase of almost \$4 billion, far more than doubling states' investments. California alone increased spending by more than \$1.1 billion. At the other extreme, five states decreased their spending on preschool over this time, adjusting for inflation.

Despite the overall increase in funding, data on states' preschool investment *per child* paint a very different, much more negative, picture. In 2002, states spent an average of \$3,458 per child, the equivalent of \$5,395 in 2017 dollars. In 2017, average state preschool spending per child was \$5,008, a substantial decrease in real dollars. Most states have failed to keep pace with inflation, and five states actually decreased their spending per child when considering unadjusted dollars. Spending per child is directly related to program quality, as it determines what resources are available, including the likelihood of retaining qualified teachers.

Interstate inequality in spending per child is extreme in 2017. New Jersey spends more than \$12,000 per child, and seven states spend at least \$7,000 per child. Local contributions raise some of these figures even higher. At the same time, seven states now spend less than \$3,000 per child, and some of these require no local share. As a result, some state programs spend three or four times (or more) what others spend per child. This inequality has only gotten worse since 2002.

QUALITY

Regarding policies to support program quality, states have made progress—albeit uneven—on adopting policies that support high-quality classroom practices. In 2002, no state met all ten of NIEER's minimum quality standards benchmarks and only three programs met nine (Arkansas, New Jersey Abbott, and North Carolina). Ten programs met fewer than half. In 2017, five programs met all ten of NIEER's original quality standards benchmarks (Alabama, Louisiana NSECD, Mississippi, Rhode Island, and West Virginia). An additional 15 programs met nine benchmarks. Nine programs met less than half. Unfortunately, some of the programs that still meet few quality standards benchmarks are those serving large numbers of children (e.g., California TK, Florida, and Texas).

Not every state improved their policies for quality standards over the last 15 years. Four states met nine or ten benchmarks in 2002 and remained the same in 2017. Six states who met eight or fewer benchmarks in 2002 made no gains against the benchmarks by 2017. Six other programs made policy changes that led them to meet fewer benchmarks.

Figures 1–4 demonstrate changes in enrollment, spending, and the number of quality standards benchmarks met between 2002 and 2017. Table 1 summarizes findings from 2016–2017 for enrollment, quality standards benchmarks, and funding of state preschool. Last year NIEER introduced a new and improved set of quality standard benchmarks. States have had limited time to respond to these changes. Moving forward, data from the survey will show progress in new areas that include policies to support curriculum adoption and implementation, staff professional development, and continuous quality improvement systems. Therefore, like last year, we include two sets of quality standard benchmarks—the original set and the new set introduced last year. Our new benchmarks reflect more current research, and focus on policies that more directly influence children's classroom experiences.

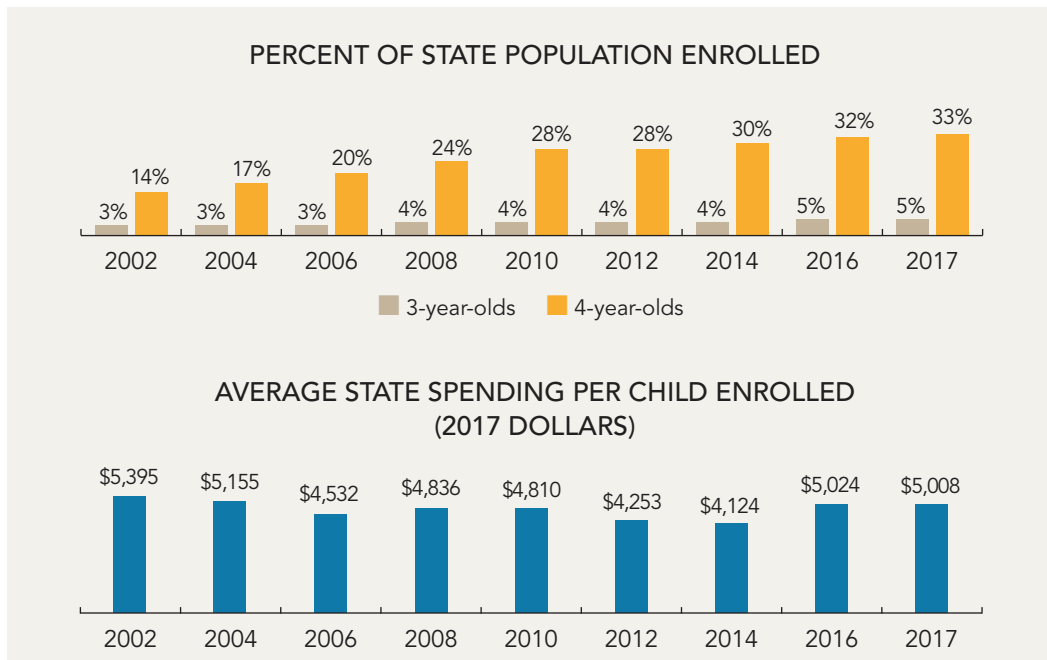


FIGURE 1: PERCENT OF 4-YEAR-OLDS ENROLLED IN STATE PRESCHOOL: CHANGE FROM 2002 TO 2017

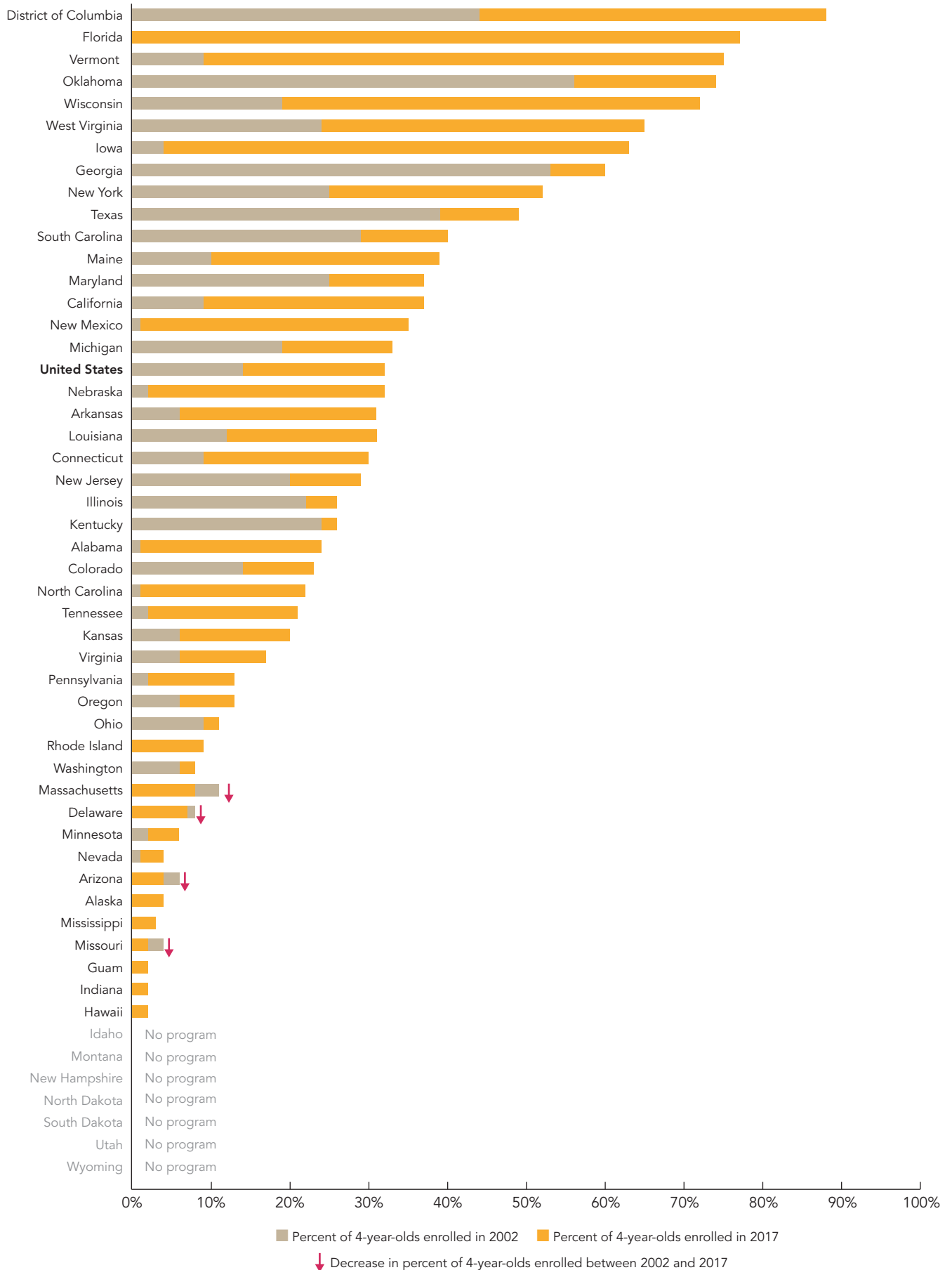


FIGURE 2: PERCENT OF 3-YEAR-OLDS ENROLLED IN STATE PRESCHOOL: CHANGE FROM 2002 TO 2017

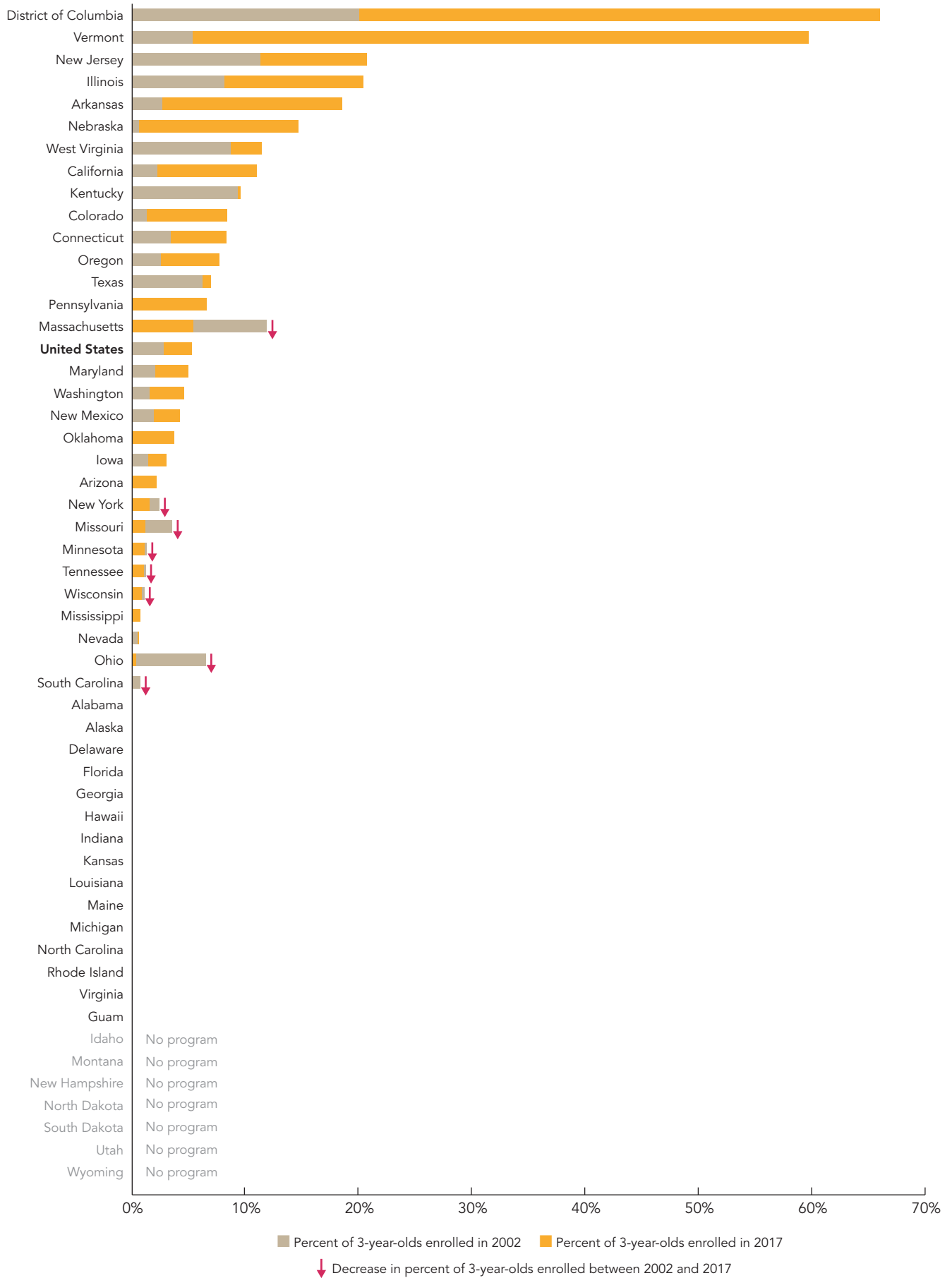


FIGURE 3: STATE PRESCHOOL SPENDING PER CHILD: CHANGE FROM 2002 TO 2017

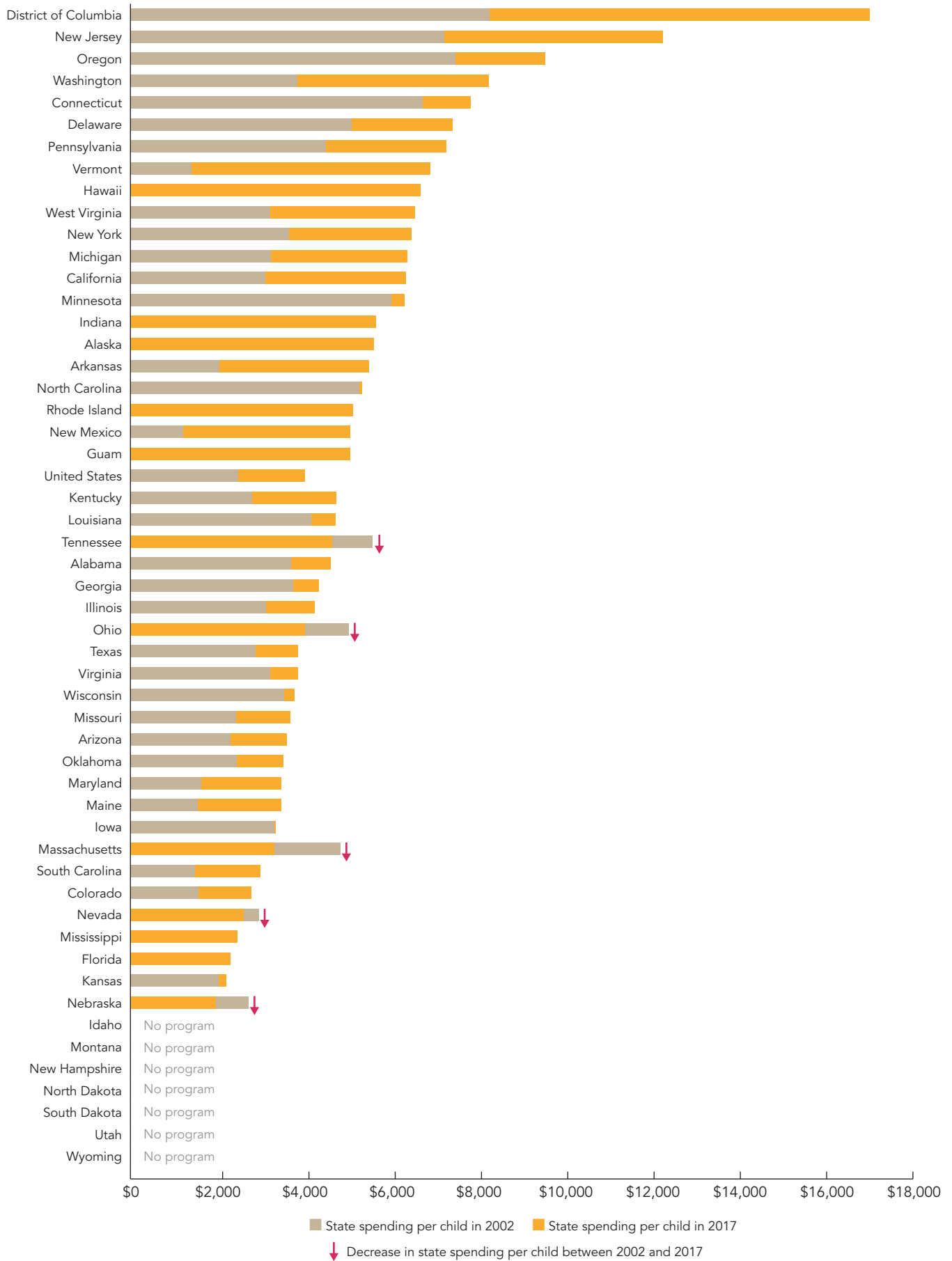
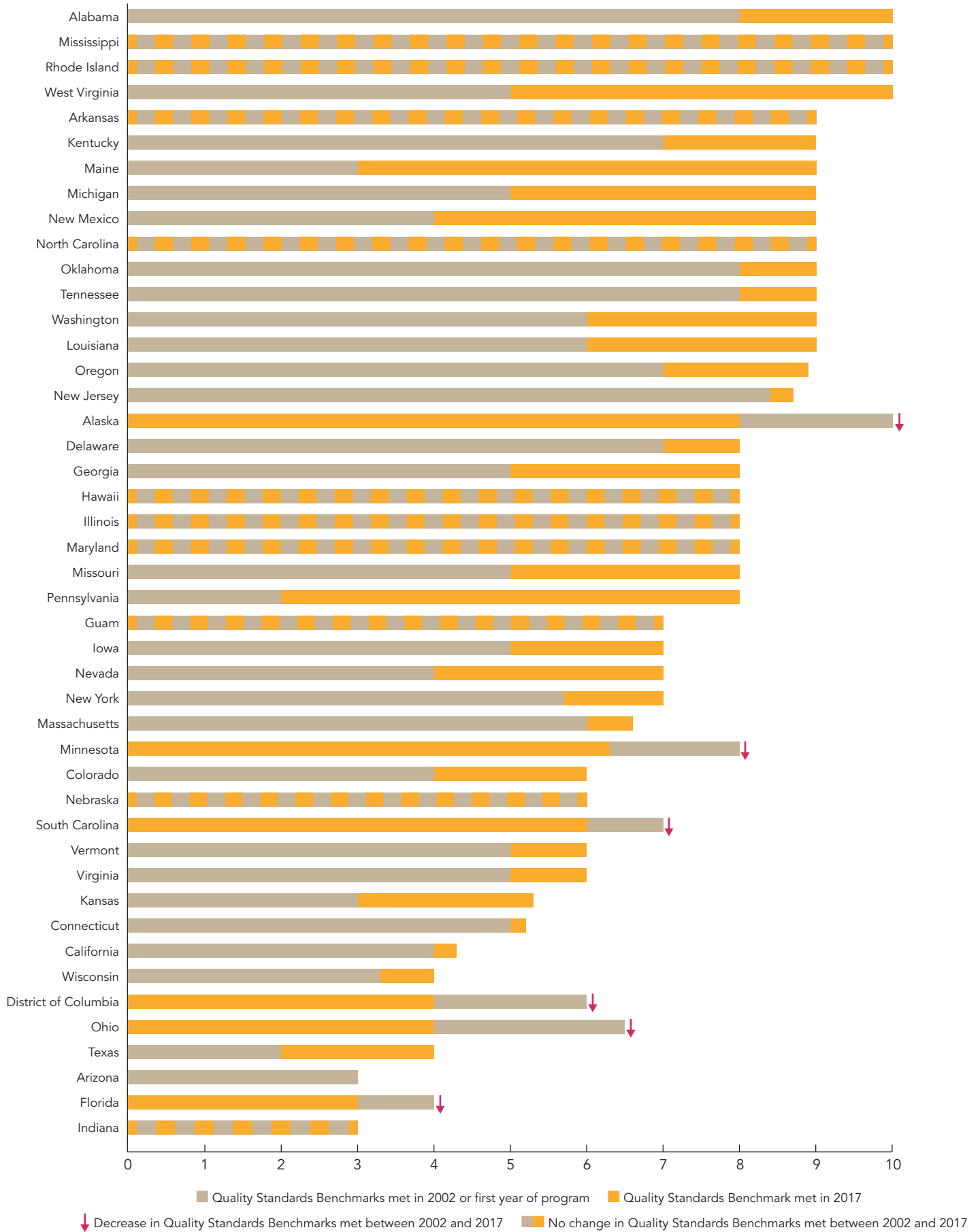


FIGURE 4: NUMBER OF QUALITY STANDARDS BENCHMARKS MET: CHANGE FROM 2002 TO 2017





WHAT'S NEW?

Resources

- Total state funding for preschool programs exceeded \$7.6 billion, an inflation-adjusted two percent increase of almost \$155 million across the 43 states and D.C.* that offered preschool during the 2016-2017 school year. This increase in state funding for preschool is less than one-third the size of the prior year's increase.
- State preschool funding per child was \$5,008 in 2016-2017. Although there was a small increase (\$33) in nominal spending per child, spending per child *decreased* by \$16 after adjusting for inflation.
- Seven states reported an increase in total state preschool spending (inflation-adjusted) of more than \$10 million. Eighteen states increased spending per child.
- Eighteen states received competitive federal Preschool Development Grants (PDG) that provided more than \$230 million in 2016-2017. Approximately \$91 million of the federal PDG supported increased enrollment or quality enhancement in state preschool, while the remaining funds supported children in preschool programs outside state-funded preschool.

Enrollment

- State-funded preschool enrollment topped 1.5 million children, including more than 1.3 million 4-year-olds—nearly one-third of all 4-year-olds in the country. Enrollment of 3-year-olds surpassed 5 percent, just under 210,000 children.
- Nearly 31,000 of these 4-year-old children were enrolled in state-funded preschool and supported either entirely or partially by federal PDG, an increase of almost 12,000 children from last year.
- Enrollment in state-funded preschool nationwide increased by only 26,603 four-year-olds and 14,258 three-year-olds from 2015-2016. Approximately one-third of the increase in 4-year-olds enrolled can be attributed to additional seats funded by federal PDG. Eleven states reduced enrollment of 3- and 4-year-olds.
- Ten states served nearly 50% or more of 4-year-olds in their states. Five states served more than 70%. Only D.C. and Vermont served more than 50% of 3-year-olds.
- Across all public programs—preschool general and special education enrollment plus federal and state-funded Head Start—nearly 44% of 4-year-olds and 16% of 3-year-olds were served. Since NIEER began tracking enrollment in 2002, enrollment of 4-year-olds across these programs has increased by 13 percentage points, and enrollment of 3-year-olds has increased by only 2 percentage points.

* Consistent with U.S. government statistical reporting practices, 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 preschool.

Quality

- For the second year, NIEER assessed state preschool policies using an updated set of minimum quality standards benchmarks focusing on process quality and reflecting recent research on effective early childhood education.
- We made one change this year to the Continuous Quality Improvement System (CQIS) benchmark to better capture using data for systematic improvement at the state and local levels. As a result, 34 programs were found to meet the CQIS quality standard benchmark, compared to 22 last year.
- Three states (Alabama, Michigan, and Rhode Island) met all 10 of NIEER's new benchmarks for minimum state preschool quality standards. These three programs have led on quality standards while also expanding enrollment.
- As a result of policy changes, four additional programs met the new Professional Development quality standards benchmark this year (Georgia, Michigan, Minnesota Head Start, and Oregon Head Start). New Jersey's three programs no longer meet this benchmark.
- Ten programs met fewer than half of the new quality standards benchmarks, including states with the largest numbers of children in poverty.

Important Developments

- Minnesota and Oregon each began a second state-funded preschool program in 2016-2017 in addition to existing state programs supplementing federal Head Start.
- Minnesota's Voluntary Pre-Kindergarten served 3,106 four-year-olds (4.5% of Minnesota's 4-year-old population) in 2016-2017 and met six quality standards benchmarks.
- Oregon's Preschool Promise funded slots for 1,300 children in 2016-2017. The program met six quality standards benchmarks during its first year of operation.
- For the second time, NIEER included a supplemental survey about preschool policies to support Dual Language Learners (DLLs). Responses showed little progress since 2015 and the lack of state support for preschool DLLs continues to be a serious concern.
- Only 26 state-funded preschool programs (including Guam) can report the home languages of children enrolled, but this list includes Texas and one program in California, two states with large DLL populations.
- Thirty-five programs reported having some state policies to regulate services for preschool DLLs. However, only six programs require lead teachers to have qualifications or training related to educating preschool DLLs, and no programs have similar requirements for assistant teachers.
- Eighteen states received federal PDG funding to support enrollment of low-income 4-year-olds in high-quality preschool. More than \$230 million was used to support about 48,600 four-year-olds and to raise quality. About 40% of that funding was used to support more than 30,000 four-year-olds enrolled in state-funded preschool programs. PDG contributed to the progress in enrollment of 4-year-olds this year.



TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds 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	24	None served	24	18	10	10
Alaska	40	None served	16	28	8	7
Arizona	39	21	32	39	3	3
Arkansas	18	5	17	11	9	8
California	14	8	13	21	4.3	4.3
Colorado	25	10	39	35	6	5
Connecticut*	20	11	5	3	5.2	4.9
Delaware	36	None served	6	14	8	7
District of Columbia	1	1	1	1	4	4
Florida†	2	None served	42	43	3	2
Georgia	8	None served	25	34	8	8
Hawaii	44	None served	9	19	8	7
Illinois	22	4	26	32	8	8
Indiana	43	None served	15	23	3	3
Iowa	7	20	36	41	7	7.9
Kansas	28	None served	43	44	5.3	5.3
Kentucky	23	9	21	9	9	7
Louisiana	19	None served	22	33	9	8
Maine	12	None served	35	7	9	9
Maryland	13	16	34	12	8	7
Massachusetts	35	15	37	40	6.6	6.3
Michigan	16	None served	12	22	9	10
Minnesota*	37	24	14	15	6.3	6.6
Mississippi	41	27	41	27	10	9
Missouri	42	23	31	38	8	8
Nebraska	17	6	44	29	6	8
Nevada	38	28	40	30	7	6
New Jersey	21	3	2	2	8.7	7.8
New Mexico	15	18	20	31	9	9
New York	9	22	11	20	7	7
North Carolina	26	None served	18	10	9	8
Ohio	32	29	27	36	4	5
Oklahoma	4	19	33	13	9	7
Oregon*	31	12	3	5	8.9	7.7
Pennsylvania*	30	14	7	16	8	6.9
Rhode Island	33	None served	19	4	10	10
South Carolina	11	None served	38	42	6	7
Tennessee	27	25	23	25	9	5
Texas	10	13	28	37	4	4
Vermont	3	2	8	17	6	5
Virginia	29	None served	29	24	6	6
Washington	34	17	4	8	9	8
West Virginia	6	7	10	6	10	9
Wisconsin*	5	26	30	26	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

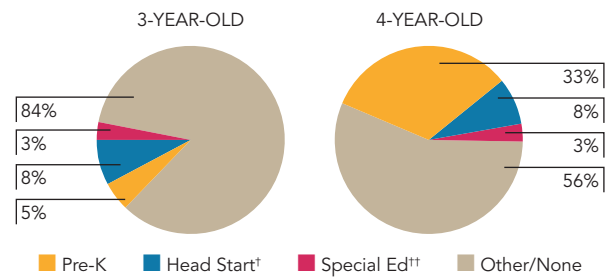
* At least one program in these states did not break down total enrollment into specific numbers of 3- and 4-year-olds served. As a result, enrollment by single year of age was estimated.

† 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..... 1,523,410
 State-funded preschool programs... 60 programs in 43 states and D.C.¹
 Income requirement... 32 state programs have an income requirement
 Minimum hours of operation..... 36 part-day; 12 school-day;
 6 extended-day; 6 determined locally²
 Operating schedule..... 1 full calendar year; 38 school/academic year;
 21 determined locally
 Special education enrollment, ages 3 and 4 451,274
 Federally funded Head Start enrollment, ages 3 and 4 703,305³
 State-funded Head Start enrollment, ages 3 and 4..... 16,899⁴

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 60 state-funded pre-K initiatives, number meeting benchmarks

	CURRENT	NEW
Early learning & development standards	60	52
Curriculum supports	New in 2015-2016.....	52
Teacher degree.....	34	34
Teacher specialized training	51	51
Assistant teacher degree.....	18	18
Staff professional development.....	49	9
Maximum class size	48	48
Staff-child ratio	50	50
Screening & referral.....	41	43
Meals	29	Discontinued
Monitoring/Continuous quality improvement system	43	34

NATIONAL RESOURCES

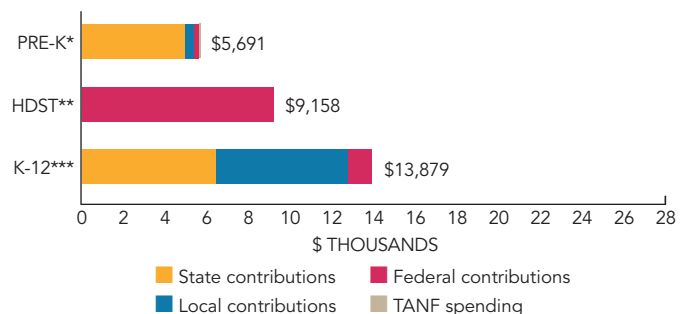
Total state pre-K spending \$7,616,675,173⁵
 Local match required? 14 state programs require a local match
 State Head Start spending \$173,057,486⁶
 State spending per child enrolled \$5,008⁵
 All reported spending per child enrolled* \$5,691

* 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 pre-K 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 for 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 includes 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 ACF and additional information from surveys of state supplemental Head Start programs. This figure includes 15,660 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.

⁶ This figure includes \$139,144,441 also included in the total state pre-K spending.

National Overview

ENROLLMENT: INCREASING INEQUALITY

State-funded preschool served 1,523,410 children during the 2016-2017 school year, surpassing 1.5 million children for the first time. The vast majority—86% or 1,303,323 children, were 4-year-olds, as state-funded preschool continues to be 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. For the nation, 33% of 4-year-olds and five percent of 3-year-olds were enrolled in state-funded preschool in 2016-2017. Two states, Minnesota and Oregon, added a preschool program in addition to existing programs to supplement Head Start. Guam continued to be the only U.S. territory to fund a preschool program.

Total enrollment in state-funded preschool increased, albeit slowly. States added 14,258 three-year-olds and 26,603 4-year-olds. The increase in 4-year-olds was substantially smaller than in the previous year. Some of the increase in 4-year-old enrollment can be attributed to the federal PDG program. Eleven states added more than 1,000 three- and four-year-olds, including California where an additional 14,000 children were enrolled in state-funded preschool. Two states (Illinois and Massachusetts) decreased enrollment by more than 1,000 three- and four-year-olds. Table 3 reports enrollment changes from the first year NIEER started tracking state preschool enrollment (2001-2002) and from last year (2015-2016).

Enrollment varies greatly by state. The District of Columbia ranks first in access for both 3- and 4-year-olds, serving 66% of 3-year-olds and 88% of 4-year-olds. Four other states served more than 70% of 4-year-olds (Florida, Vermont, Oklahoma, and Wisconsin). Another five states served about half of the state's 4-year-olds (West Virginia, Iowa, Georgia, New York, and Texas). At the other end, 12 states had programs enrolling less than 10% of 4-year-olds (Rhode Island, Washington, Massachusetts, Delaware, Minnesota, Nevada, Arizona, Alaska, Mississippi, Missouri, Indiana, and Hawaii). Most of these states have demonstrated little progress over the past 15 years in increasing enrollment. Seven states still had no state-funded preschool program in 2016-2017. However, Montana served 763 four-year-olds through federal PDG and began a pilot program in 2017. Figure 5 displays a map of the percent of 4-year-olds enrolled in state-funded preschool in each state.

FIGURE 5: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRESCHOOL

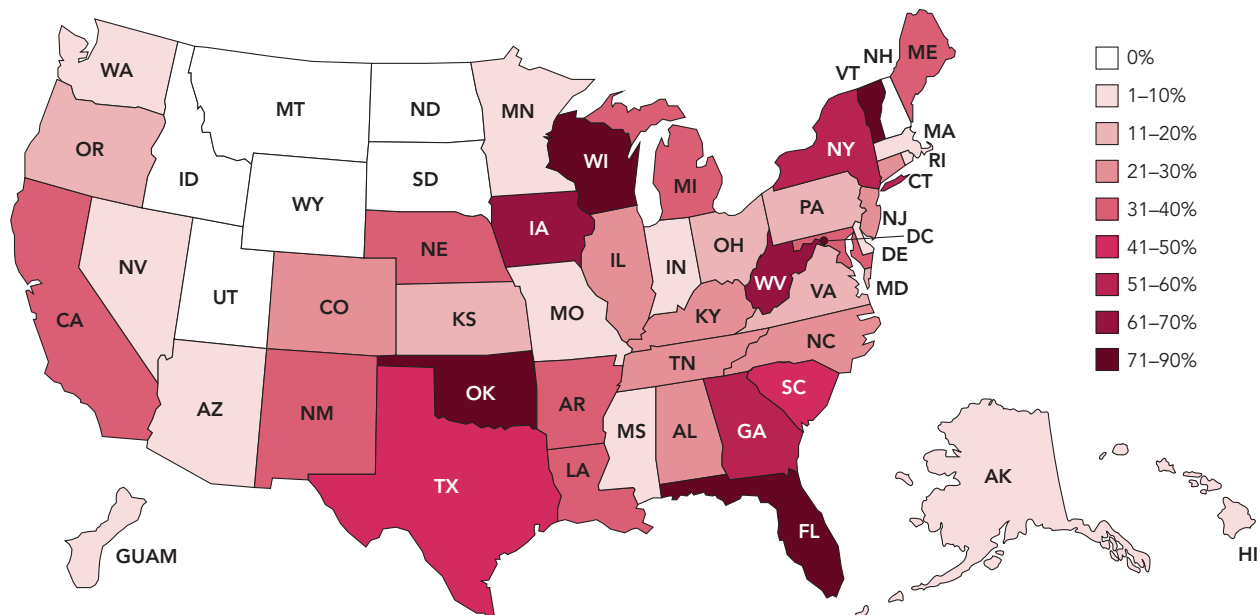
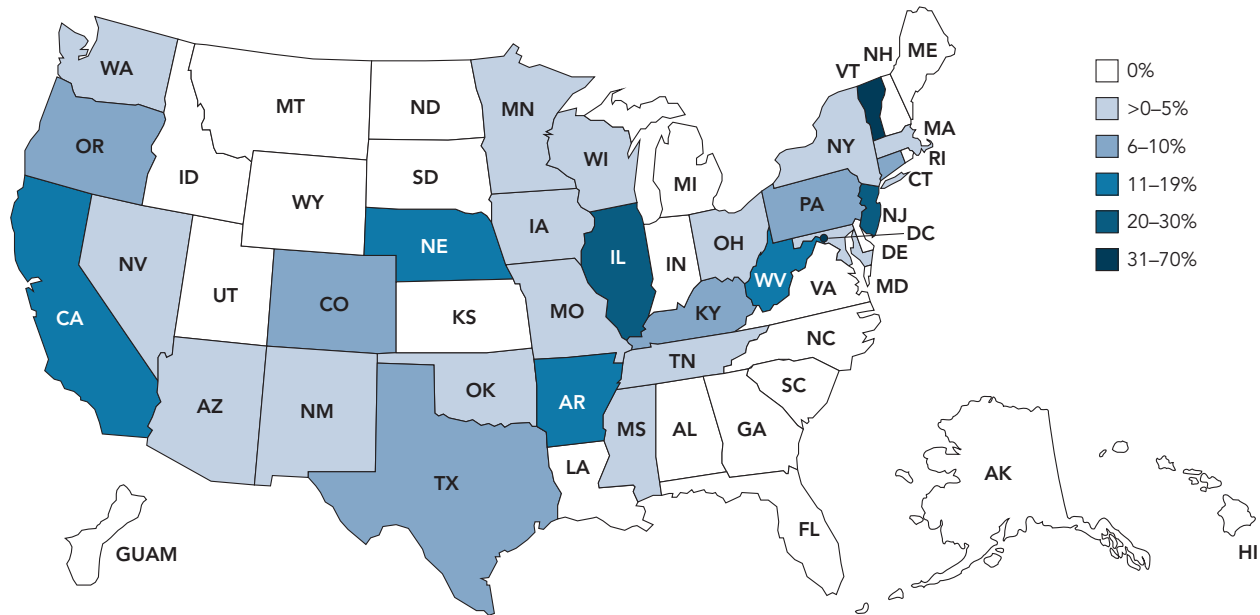


FIGURE 6: PERCENT OF 3-YEAR-OLDS SERVED IN STATE PRESCHOOL



Enrollment of 3-year-olds in state-funded preschool increased by only 2.5 percentage points in the past 15 years. Just 29 states offer state-funded preschool to 3-year-olds, and only two states, D.C. and Vermont served more than half of their 3-year-olds. New Jersey and Illinois followed with one-fifth of 3-year-olds served. Figure 6 displays a map of the percent of 3-year-olds enrolled in state-funded preschool in each state.

Preschool special education and Head Start are two other public programs serving a substantial number of preschool-aged children. Table 4 reports 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, unduplicated counts are presented with children who are served by multiple programs counted only once. Across the three programs, enrollment is at most (because some duplication likely still remains) 44% at age 4 and 16% at age 3, showing almost no progress over the prior year. Thirteen states enrolled more than half of 4-year-olds in the state across these three early childhood programs. D.C., Florida, Oklahoma, Vermont, and Wisconsin served nearly 80% or more of 4-year-olds. Only D.C. and Vermont served more than 50% of 3-year-olds.

STATE PRESCHOOL POLICIES RELATING TO PROGRAM QUALITY

A primary goal of state-funded preschool education is to support the learning and development of young children as a means of improving the quality of their lives now and in the future. Research finds that preschool programs can accomplish this goal, but that doing so at scale has proven difficult.² Only high-quality preschool programs can be expected to produce large and lasting gains in outcomes such as achievement, educational attainment, personal and social behavior (e.g., reductions in crime), and adult health and economic productivity.³

NIEER has developed a rating system for 10 preschool policy standards related to quality to help guide policymakers seeking to enhance and support high quality. To do this, we employed a process that business and government commonly use to design for success: “benchmarking” against acknowledged leaders. Benchmarking identifies common features of highly successful organizations as well as what differentiates them from the rest.

We began by identifying preschool programs that research has found to produce large, broad, and lasting improvements in children’s learning and development.⁴ Not surprisingly, the quality of a child’s experiences in the classroom is a key to success. Public policies cannot directly control quality, but they can specify program features and state operations that support classroom quality. We identified 10 key features common to highly effective programs that can be determined by policy and set “benchmarks” for policies related to those features.

Since NIEER first developed the benchmarks, both policies and research on program effectiveness have advanced. As the Yearbook has documented, most states have strengthened their preschool policies. All or nearly all states now meet several of the original benchmarks. In addition, the field has learned more about how program features contribute to quality and effectiveness at scale.⁵ Based on progress and a review of the new evidence, we have revised our benchmarks for state policy.

The revised benchmarks place less emphasis on structural quality and monitoring, and more emphasis on a coherent system of continuous improvement for process quality. We believe these revisions are a shift in favor of policies better able to shape classroom experiences in ways that can strongly enhance learning and development.

The benchmarks provide a coherent set of *minimum* policies to support meaningful, persistent gains in learning and development that can enhance later educational and adult life achievement. Programs supported by these policies will be more likely to achieve their goals. However, the benchmarks cannot guarantee success, which depends on other factors including adequate funding and strong implementation of both policy and practice. Even the best policies can be undermined by lack of funding or inattention to full implementation.

Below, we explain each benchmark, along with the evidence and reasoning behind it. We hope this will increase understanding of the benchmarks and why they matter.

Benchmark 1. Early Learning and Development Standards (ELDS). A state’s ELDS specify a program’s goals. Clear and appropriate expectations for learning and development across multiple domains are an essential starting place for quality.⁶ States should have comprehensive ELDS covering all areas identified as fundamental by the National Education Goals Panel⁷—children’s physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. Neglecting any of these development domains could weaken both short- and long-term effectiveness.⁸

To meet the benchmark, ELDS should be specific to preschool-aged children and vertically aligned with state standards for younger and older children so that children’s experiences at each stage build on what has gone before.⁹ ELDS also should be aligned with any required child assessments, and sensitive to children’s diverse cultural and language backgrounds.¹⁰ Finally, the state must provide some support for those charged with implementing the ELDS so they understand them, such as professional development and additional resources.

Benchmark 2. Curriculum supports. A strong curriculum that is well-implemented increases support for learning and development broadly, and includes specificity regarding key domains of language, literacy, mathematics, and social-emotional development.¹¹ To meet the benchmark for curriculum support, states must provide (a) guidance or an approval process for selecting curricula, and (b) training or ongoing technical assistance to facilitate adequate implementation of the curriculum.



Benchmark 3. Teacher degree. To meet the benchmark, state policy must require lead teachers in every classroom to have at least a bachelor's degree. This follows recommendations from multiple studies by the Institute of Medicine (IOM) and National Research Council (NRC) of the National Academy of Science recommending that preschool teachers have a BA with specialized knowledge and training in early childhood education.¹² Their conclusions are supported by an analysis of what teachers are expected to know and do in order to be highly effective. Also, a comprehensive review finds that teachers with higher educational levels generally provide higher quality educational environments for young children.¹³

Much of the research has approached the question of teacher degree requirements incorrectly by assuming that teacher qualifications and other program features act independently, are unconstrained by regulation, and are independent of unmeasured contexts that affect outcomes.¹⁴ When multiple program features are interdependent, benchmarking is a more appropriate approach for identifying the features associated with success.¹⁵ We found no examples of programs that have produced large persistent gains in achievement without well-qualified teachers.

It also follows that teacher qualifications should not be expected to have an effect in isolation. Compensation must be adequate to attract and retain strong teachers, regardless of qualifications requirements.¹⁶ We have not made this part of the benchmark due to the difficulty of ascertaining exactly what "adequate compensation" is for each state—but that does not lessen its importance.

Benchmark 4. Teacher specialized training. IOM/NRC reports also have emphasized that preschool lead teachers should have specialized preparation that includes knowledge of learning, development, and pedagogy specific to preschool-age children.¹⁷ To meet the benchmark, policy must require specialized training in early childhood education and/or child development. We recognize that early childhood teacher preparation programs are variable. States may wish to consider supports to improve programs offered by their state institutions of higher education and alignment with the state ELDS.¹⁸

Benchmark 5. Assistant teacher degree. All members of a teaching team benefit from preservice preparation. The Child Development Associate (CDA) was developed as the entry-level qualification for the field.¹⁹ Other certifications or coursework can provide similar preparation. There has been limited research specific to the qualifications of assistant teachers, but evidence indicates that assistant teacher qualifications are associated with teaching quality. To meet the benchmark, policy must require that assistant teachers hold a CDA or have equivalent preparation.

Benchmark 6. Staff professional development. To meet this benchmark both teachers and assistant teachers must be required to have at least 15 hours of annual in-service training. In addition, some professional development must be provided through coaching or similar ongoing classroom-embedded support. Lead and assistant teachers are also required to have annual written individualized professional development plans. Research indicates regular professional learning, including coaching, supports teaching practices related to high-quality experiences for children.²⁰ Individualized professional development focused on helping teachers improve in their own classrooms has been found more effective than traditional workshops and general professional development.²¹ Good teachers actively engage in learning and regular professional development, and there is some evidence for a 15-hour threshold.²²

Benchmarks 7 and 8. Maximum class size (20) and staff-child ratio (1:10). We address these two benchmarks together as they are highly linked in policy and practice. To meet benchmark 7, class size should be limited to at most 20 children. To meet benchmark 8, classes should be permitted to have no more than 10 children per classroom teaching staff member. Small class size and corresponding teacher-child ratios characterize the most effective programs, even though many studies find weak or no association between these features and effectiveness.²³ Yet, it seems clear that smaller classes and fewer children per teacher enable teachers to interact with each child more frequently, to work with smaller groups, and offer each child more individualized attention, which results in better outcomes. The smaller the class, the easier it is for a teacher to develop a good understanding of each child's interests, needs, and capabilities.

What may be the best designed large-scale randomized trial of class size for young children to date found substantive and lasting impacts on achievement and educational success for smaller class sizes in kindergarten.²⁴ Subsequent efforts to reproduce these results through policy changes elsewhere have been far less successful. Again, we note that key policies regarding program features are not independent of other policies, context, and implementation.

A staff-child ratio of 1:10 is lower than in programs found to have the largest persistent effects, but it is generally accepted by professional opinion. A recent meta-analysis suggests an even lower threshold, below 1 to 7.5 (class size of 15), would be better, and that finding is consistent with experimental evidence for kindergarten.²⁵ On the other hand, at least one program has produced large short-term gains with a maximum class size of 22 and 1:11 staff to child ratio, just outside the benchmarks.²⁶

Benchmark 9. Screenings and referrals. To meet the benchmark, policies should require that preschool programs ensure children receive vision, hearing, and other health screenings and referrals.²⁷ This benchmark recognizes that children's overall well-being and educational success involve not only cognitive development but also physical and mental health.²⁸

Benchmark 10. Continuous Quality Improvement System (CQIS). An effective CQIS operates at local and state levels to ensure that information is gathered regularly on processes and outcomes, and that this information is used to guide program improvement. To meet this benchmark, policy must at a minimum require that (1) data on classroom quality is systematically collected at least annually, and (2) local programs and the state both use information from the CQIS to help improve policy or practice. The use of a cycle of planning, observation, and feedback has characterized highly effective programs.²⁹

The *State of Preschool 2017* report again reports on both the “Current” and “New” set of quality standard benchmarks; however, the focus this year is on how state policies fare against the “New” set of standards. Figure 7 outlines the changes in quality standards benchmarks. Table 5a summarizes the current quality standards benchmarks met by each program and Table 5b summarizes the new quality standards benchmarks met.

FIGURE 7: 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	Enhanced

In 2016-2017 Michigan joined Alabama and Rhode Island in being the only states to meet all ten of NIEER’s new quality standards benchmarks. Five other programs met nine of the new benchmarks (Louisiana NSECD, Maine, Mississippi, New Mexico, and West Virginia). Ten programs met fewer than half of the new quality standards benchmarks: California TK, Florida, and Pennsylvania K4/SBPK met two; Arizona, Indiana, and Wisconsin 4K met three; and Connecticut CDCC, D.C., Pennsylvania RTL, and Texas met four.

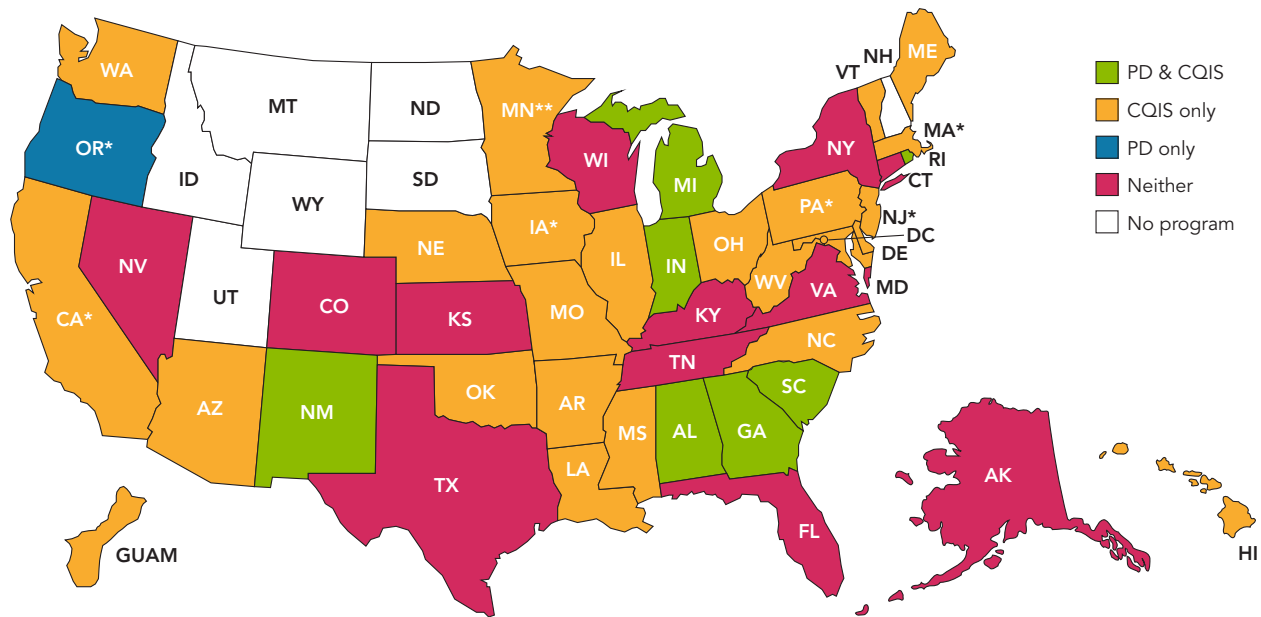
As the new quality standards benchmarks raise the bar for state policies, we expect most states to meet fewer “new” than “current” benchmarks, and hope that over time states will upgrade their policies to support higher quality programs. In 2016-2017, seven programs met more of the new than current quality standards benchmarks (Connecticut Smart Start, Iowa SWVPP, Michigan, Minnesota VPK, Nebraska, Ohio, and South Carolina). Thirty-one programs met fewer of the new than current benchmarks. Most strikingly, Tennessee met 4 fewer new than current benchmarks.

Once again, the new professional development benchmark was met by the fewest programs. This year, only nine programs met this benchmark (Alabama, Georgia, Indiana, Michigan, Minnesota Head Start, New Mexico, Oregon Head Start, Rhode Island, and South Carolina). Georgia and Michigan joined this list due to policy changes in their respective states. The state-funded Head Start programs in Minnesota and Oregon newly meet this benchmark as they began to follow the 2016 Head Start Program Performance Standards that also raise the bar on professional development and coaching requirements. New Jersey no longer met this benchmark as requirements for assistant teacher professional development plans are now locally determined.

NIEER made revisions to the CQIS benchmark this year in order to shift the focus on ensuring a systematic approach to collecting data and using that data at both the local and state levels for program improvement. As a result, more programs met the CQIS benchmark than last year—a total of 34 programs. Figure 8 shows which states met the new CQIS and professional development quality standards benchmark this year.

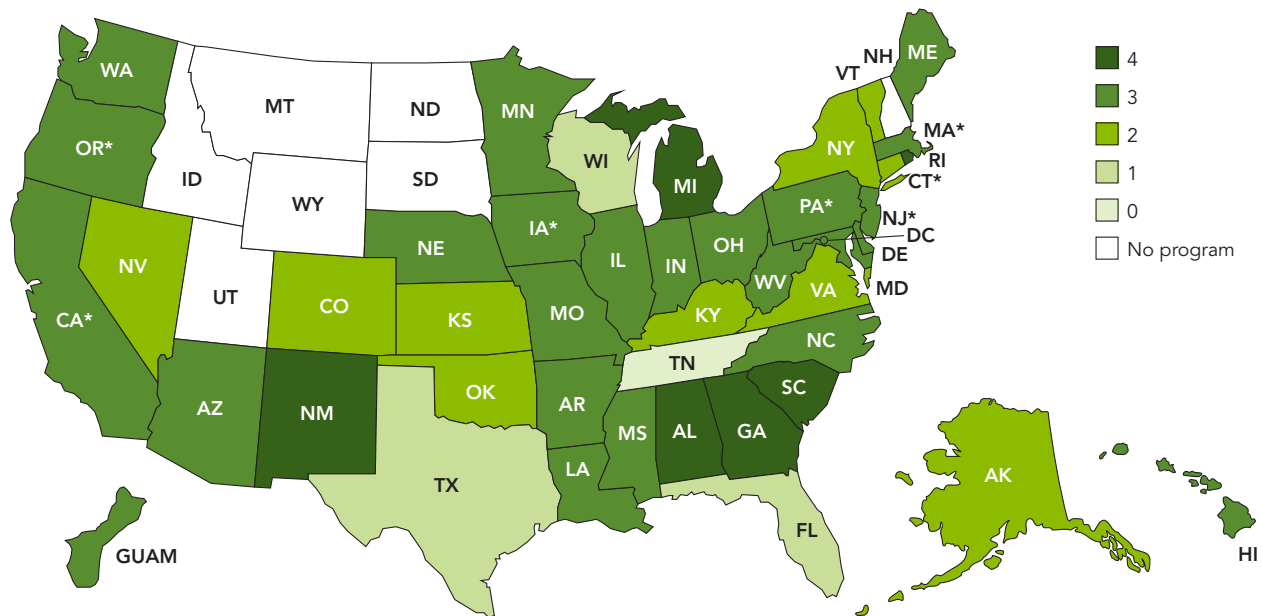
Looking at the four quality standards benchmarks that are new or substantially changed and focus on process quality (Early Learning and Development Standards, Curriculum Supports, Professional Development, and CQIS), only six programs met all four (Alabama, Georgia, Michigan, New Mexico, Rhode Island, and South Carolina). Two programs, Pennsylvania K4/SBPK and Tennessee, met none of these benchmarks. Figure 9 color codes states by the number of these four new benchmarks met.

FIGURE 8: 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 regarding PD and CQIS. Data displayed on the map reflect quality standards benchmarks in the largest program in the state.
 ** Minnesota's smaller program meets the PD benchmark, but not CQIS.

FIGURE 9: 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.

RESOURCES: LARGER STATE INVESTMENTS NEEDED

In 2016-2017, 43 states and the District of Columbia spent slightly more than \$7.6 billion on preschool. California alone spent nearly \$1.5 billion. Total state funding for preschool rose by almost \$155 million in 2016-2017, adjusted for inflation, a two percent increase in spending from 2015-2016. This increase is substantially smaller than the previous year's increase of \$564 million (an eight percent increase). Table 6 reports state spending per child and in total, as well as changes in spending from the previous year.

State spending per child was \$5,008 per child, reaching \$5,000 in unadjusted dollars for the first time. However, after adjusting for inflation, state spending per child decreased by \$16 in 2016-2017 from the previous year, marking the first time since 2014 that state spending per child declined.

State spending per child varied considerably across the states—indeed the gap between the highest and lowest ranking states continued to grow. The District of Columbia spent \$16,996 per child while Nebraska spent less than \$2,000 per child and six other states spent less than \$3,000 per child.

Many states rely on federal and local sources to provide additional funds for their preschool programs. Federal PDG dollars helped support preschool in 18 states, contributing a total of \$230 million, including \$91 million that supported either new or enhanced seats in state-funded preschool. 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 a state's 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 in Table 6 may underestimate total spending by an unknown amount, and comparisons across states can be distorted by differences in reporting.

Local and federal funds added more than \$1 billion to state preschool during the 2016-2017 school year, with \$683 per child in additional funding reported. Approximately \$91 million, or 9%, was from the federal PDG. Spending from all-reported sources totaled more than \$8.65 billion in 2016-2017, an increase of over \$114 million from the previous year, adjusted for inflation, an all-time high. Non-state funds reported include almost \$553 million in required local funds, more than \$79 million in non-required local funds, and more than \$407 million in non-TANF federal funds (including PDG). All reported spending per child was \$5,691, a decrease of \$61 from the previous year, adjusted for inflation. All reported spending was more than \$18,000 in D.C. but just over \$2,000 in Kansas.



FEDERAL PRESCHOOL DEVELOPMENT GRANTS (PDG)

Preschool Development Grants are competitive federal grants awarded to 18 states to (1) 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). The recent Every Student Succeeds Act moved PDG administration solely to HHS. In December 2014, 18 states were awarded federal PDG grants. These states received four years of funding and 2016-2017 was the second full school year during which PDG funding was utilized by states.

In 2016-2017, states used more than \$230 million in federal PDG funding. In some states, all PDG funding was used to create new seats in state-funded preschool and/or enhance the quality of (including extending the length of the day) existing state-funded preschool seats. In other states, PDG funding supported enrollment of children in preschool programs outside of state-funded preschool, or in a combination of state preschool and other programs. 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.

In 2016-2017, 40% of PDG funding (approximately \$91 million) was used to serve children in state-funded preschool (either through the creation of new seats or enhancing the quality of existing seats). The remainder of the \$230 million was used to support 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, serving 763 children in 2016-2017.

We estimate that federal PDG supported more than 48,000 children in 2016-2017 through either new seats or quality enhancements. Approximately 30,000 of these children were served in state preschool programs; the rest were in programs outside of state preschool. PDG was used to create almost 21,000 new seats and to enhance quality or extend the length of day for more than 27,00 seats. Figure 10 describes PDG funding and the enrollment it supported in each of the 18 states receiving federal PDG grants.

PDG is an example of an effective federal-state partnership that has helped states provide high-quality preschool to more children. Prior to PDG, Rhode Island served only 300 children in their state-funded preschool program. After two years of PDG, Rhode Island now enrolls more than 1,000 children, a nearly 230% increase. Between 2015-2016 and 2016-2017, Rhode Island almost doubled their state-funded preschool enrollment. These increases can be attributed to PDG. Alabama is another example of how a state has used PDG funding to expand state-funded preschool. Prior to PDG, Alabama served just 12% of the state's 4-year-olds. After two years of PDG funding (in combination with additional state funding each year), Alabama now serves 24% of the state's 4-year-olds. They doubled state preschool enrollment in just two years, while maintaining quality, and plan to continue expansion.

FIGURE 10: FEDERAL PRESCHOOL DEVELOPMENT GRANT (PDG) ENROLLMENT AND SPENDING

STATE	PDG-SUPPORTED ENROLLMENT					PDG SPENDING	
	Total	Total new seats	Total enhanced seats	New seats in state pre-K	Enhanced seats in state pre-K	Total	Included in state preschool spending*
Alabama	14,032	2,720	11,312	2,720	11,312	\$17,500,000	\$17,500,000
Arizona	2,307	2,307	0	0	0	\$20,000,000	\$0
Arkansas	2,870	1,364	1,506	0	1,506	\$15,275,434	\$3,704,760
Connecticut	730	439	291	0	291	\$11,689,109	\$0
Hawaii	120	120	0	0	0	\$2,243,282	\$0
Illinois	3,934	2,577	1,357	0	0	\$18,229,714	\$0
Louisiana	3,582	898	2,684	0	0	\$8,998,547	\$0
Maine	406	205	201	205	201	\$3,735,439	\$3,735,439
Maryland	3,530	1,327	2,203	1,327	2,203	\$14,250,000	\$14,250,000
Massachusetts	752	752	0	0	0	\$14,788,758	\$0
Montana	763	763	0	0	0	\$10,208,034	\$0
Nevada	2,415	1,332	1,083	550	200	\$10,262,525	\$3,500,000
New Jersey	1,887	1,120	767	829	745	\$16,623,313	\$12,592,578
New York	2,350	1,402	948	1,402	948	\$25,000,000	\$25,000,000
Rhode Island	524	524	0	524	0	\$4,741,428	\$4,741,428
Tennessee	4,700	1,320	3,380	0	3,380	\$17,500,000	\$2,461,848
Vermont	412	412	0	412	0	\$2,370,553	\$2,370,553
Virginia	3,297	1,406	1,891	0	1,891	\$17,055,276	\$1,366,320
TOTAL	48,611	20,988	27,623	7,969	22,677	\$230,471,412	\$91,222,926

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

† Connecticut used PDG to enhance program quality in two of its state-funded preschool programs. However, PDG dollars were not reported in their preschool expenditures.

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

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 (before PDG).

SIX STATES TO WATCH

One goal of the State of Preschool report is to enable policy makers and the public to learn from all the states, not just their own. With that in mind we have identified six states to watch. All have expressed the intention to provide universal pre-K. Three have largely achieved that goal—West Virginia, Vermont, and Wisconsin—but each illustrates a different approach. Two are on their way up—Alabama and New York—both demonstrate how states can rapidly raise both quality and enrollment. One—Illinois—demonstrates how elusive progress can be when political will ebbs and flows.

1. West Virginia has enrolled about two-thirds of 4-year-olds and ten percent of 3-year-olds for several years. Quality standards are relatively high, as is funding, and the state has gradually increased the number of hours of preschool each year. West Virginia achieved this through an unusually strong and well-coordinated collaboration among education, child care, and Head Start agencies. State pre-K is not dependent on public education funding and expertise alone, utilizing resources and expertise across sectors. A recent evaluation documented that participation translated into improved kindergarten readiness for children. West Virginia could serve as a model for other states looking to make the best use of all available resources to provide consistent, high-quality pre-K to all children as part of the public education system.

2. Vermont quickly expanded its preschool program to reach not just 75% of 4-year-olds, but 60% of 3-year-olds, as well. It has in place key elements of state guidance and a statewide continuous improvement system. However, Vermont does not require a teacher with a BA in early childhood in every classroom, and programs may offer as little as 10 hours per week. With so much local latitude, it is difficult to know how program quality and effectiveness have evolved as the program expanded, though funding levels have been relatively high.

3. Wisconsin achieved pre-K for all through steady increases over nearly two decades. Growth was driven by local demand, state start-up grants, and the state constitution's provision for 4-year-old kindergarten. State regulations leave most decisions about program design—including hours per week and class size—to local discretion. A key exception is that all teachers must have a 4-year degree and specialized training in early childhood. In 2016, Wisconsin exceeded 70% participation of 4-year-olds. Its approach to slow, steady growth could be a model for other states willing to add pre-K to the state K–12 funding formula.

4. Alabama's "First Class" Pre-K served just six percent of 4-year-olds in 2012. By 2016-2017, participation had risen to 24%. Preliminary data indicate that 28% of 4-year-olds enrolled in 2017-2018. Based on 2018 appropriations, we project 34% for the 2018-2019 school year. This growth has been achieved while maintaining high standards related to program quality. Alabama is one of the few states to meet all 10 new benchmarks for quality standards, including a continuous quality improvement system. Alabama had help from a federal Preschool Development Grant (PDG), but the most important force has been the state political leadership's consistent commitment to both high quality and expansion to reach all children and families (a key reason it received the federal grant). Alabama demonstrates what can be accomplished when leadership maintains high-quality preschool as a priority over the long-term.

5. New York serves more than half of its 4-year-olds—up from less than one-third a decade ago—and funding per child has risen dramatically in the past several years. New York is another state that benefitted from the federal PDG. However, much of the state's recent progress has been propelled by a push to expand full-day Pre-K for All in New York City, though state leadership played a key role, as well. Increased attention has turned to 3-year-olds, as well. New York seems poised for continued progress, but it has in times past seen growth stall. New York illustrates how rapidly a state can increase access to quality full-day programs, while also pointing to the need for persistent commitment to progress statewide over many years.

6. Illinois "Preschool for All" served 32% of 4-year-olds in 2010. Since then the program has faltered, and enrollment declined so that just 26% of 4-year-olds were enrolled in 2016-2017. Adjusted for inflation, funding per child also fell, though it rebounded substantially this year. The nearly \$800 per child increase in spending this year signals renewed support for quality not seen for more than a decade. Another bright spot is that Illinois has continued to enroll 20% of 3-year-olds, allowing many children to attend for two years. Illinois demonstrates the fragility of public preschool and the need to prioritize both quality and expansion when pursuing preschool for all.

TABLE 2: STATE PRESCHOOL ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2016-2017)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2016-2017)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	87.9%	66.0%	76.5%	7,101	5,746	12,847
2	Florida	77.3%	0.0%	38.9%	174,252	0	174,252
3	Vermont	75.1%	59.7%	67.5%	4,696	3,603	8,299
4	Oklahoma	73.3%	3.6%	38.3%	39,304	1,960	41,264
5	Wisconsin	71.8%	0.8%	36.5%	49,281	508	49,789
6	West Virginia	64.7%	11.4%	38.1%	13,393	2,352	15,745
7	Iowa	62.8%	3.0%	32.8%	24,877	1,196	26,073
8	Georgia	60.0%	0.0%	30.4%	80,874	0	80,874
9	New York	51.6%	1.5%	26.5%	119,424	3,447	122,871
10	Texas	49.4%	6.9%	28.1%	196,526	27,588	224,114
11	South Carolina	40.6%	0.0%	20.5%	24,079	0	24,079
12	Maine	38.6%	0.0%	19.4%	5,142	0	5,142
13	Maryland	37.2%	4.9%	21.1%	27,496	3,574	31,070
14	California	36.6%	10.9%	23.7%	181,112	54,454	235,566
15	New Mexico	35.4%	4.2%	19.8%	9,287	1,092	10,379
16	Michigan	33.4%	0.0%	16.7%	38,371	0	38,371
17	Nebraska	31.7%	14.6%	23.2%	8,336	3,850	12,186
18	Arkansas	31.4%	18.5%	25.0%	12,094	7,026	19,120
19	Louisiana	31.1%	0.0%	15.6%	19,054	0	19,054
20	Connecticut	30.2%	8.3%	19.4%	11,558	3,064	14,623
21	New Jersey	29.8%	20.7%	25.3%	31,667	21,703	53,370
22	Illinois	26.0%	20.4%	23.2%	40,461	31,298	71,759
23	Kentucky	25.8%	9.5%	17.6%	14,132	5,303	19,435
24	Alabama	23.9%	0.0%	12.1%	14,032	0	14,032
25	Colorado	23.1%	8.3%	15.7%	15,614	5,590	21,204
26	North Carolina	22.3%	0.0%	11.1%	27,019	0	27,019
27	Tennessee	21.6%	1.0%	11.4%	17,833	800	18,633
28	Kansas	20.5%	0.0%	10.2%	8,011	0	8,011
29	Virginia	17.5%	0.0%	8.8%	18,023	0	18,023
30	Pennsylvania	13.2%	6.5%	9.8%	18,844	9,316	28,160
31	Oregon	12.3%	7.7%	10.0%	5,829	3,614	9,442
32	Ohio	11.2%	0.3%	5.7%	15,566	376	15,942
33	Rhode Island	9.0%	0.0%	4.6%	1,008	0	1,008
34	Washington	8.3%	4.5%	6.4%	7,581	4,110	11,691
35	Massachusetts	8.1%	5.3%	6.7%	5,935	3,870	9,805
36	Delaware	7.4%	0.0%	3.8%	831	0	831
37	Minnesota	5.6%	1.0%	3.3%	3,891	712	4,603
38	Nevada	4.5%	0.5%	2.5%	1,666	190	1,856
39	Arizona	3.9%	2.1%	3.0%	3,442	1,843	5,285
40	Alaska	3.5%	0.0%	1.7%	358	0	358
41	Mississippi	3.4%	0.7%	2.1%	1,310	250	1,560
42	Missouri	2.5%	1.1%	1.8%	1,845	801	2,646
43	Indiana	2.1%	0.0%	1.1%	1,792	0	1,792
44	Hawaii	2.1%	0.0%	1.0%	376	0	376
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	32.7%	5.3%	19.0%	1,303,323	209,237	1,512,559*
	Guam	2.2%	0.0%	1.1%	71	0	71

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

*Nationwide, an additional 10,851 children of other ages were enrolled in state prekindergarten, for a total of 1,523,410 children

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2016-2017				ENROLLMENT CHANGES FROM 2015-2016 TO 2016-2017			
	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	0.0%	13,276	22.7%	0	0.0%	2,736	5.0%
Alaska	0	0.0%	358	3.5%	0	0.0%	39	0.7%
Arizona	1,843	2.1%	-835	-1.7%	241	0.2%	-321	-0.5%
Arkansas	6,084	15.9%	9,870	25.3%	-101	0.1%	-220	-0.6%
California	43,530	8.8%	136,578	28.1%	12,100	2.4%	2,291	1.6%
Colorado	4,860	7.1%	7,294	9.1%	161	0.2%	-90	0.0%
Connecticut*	1,529	4.9%	7,142	20.8%	-558	-1.2%	2,336	6.6%
Delaware	0	0.0%	-12	-0.5%	0	0.0%	-12	0.1%
District of Columbia	4,621	46.0%	4,090	43.9%	10	-4.0%	157	6.7%
Florida	0	0.0%	174,252	77.3%	0	0.0%	5,227	1.2%
Georgia	0	0.0%	17,261	6.6%	0	0.0%	49	0.3%
Hawaii	0	0.0%	376	2.1%	0	0.0%	1	0.0%
Idaho	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Illinois	17,200	12.3%	1,559	4.5%	-160	0.4%	-936	-0.1%
Indiana	0	0.0%	1,792	2.1%	0	0.0%	207	0.2%
Iowa	685	1.6%	23,321	58.7%	30	0.0%	127	-0.9%
Kansas	0	0.0%	5,781	14.6%	0	0.0%	108	0.7%
Kentucky	431	0.3%	1,315	2.0%	353	0.5%	-100	0.0%
Louisiana	0	0.0%	11,535	19.3%	0	0.0%	-806	-1.0%
Maine	0	0.0%	3,702	28.9%	0	0.0%	-35	-1.6%
Maryland	2,166	2.9%	9,122	12.1%	-159	-0.2%	493	1.5%
Massachusetts	-5,562	-6.5%	-3,497	-3.4%	-1,459	-1.9%	254	0.5%
Michigan	0	0.0%	11,894	14.3%	0	0.0%	-400	-0.3%
Minnesota*	-103	-0.2%	2,621	3.7%	-47	-0.1%	3,033	4.3%
Mississippi	250	0.7%	1,310	3.4%	-13	0.0%	-207	-0.4%
Missouri	-1,745	-2.4%	-1,841	-2.4%	-125	-0.2%	282	0.4%
Montana	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nebraska	3,726	14.1%	7,980	30.1%	180	0.6%	109	0.0%
Nevada	79	0.1%	1,345	3.4%	11	0.0%	309	0.8%
New Hampshire	0	0.0%	0	0.0%	0	0.0%	0	0.0%
New Jersey	8,918	9.4%	7,786	9.4%	733	1.0%	-133	0.7%
New Mexico	622	2.3%	8,917	34.0%	589	2.3%	33	2.1%
New York	-2,388	-0.9%	55,925	27.0%	1,938	0.8%	864	1.7%
North Carolina	0	0.0%	25,779	21.2%	0	0.0%	168	0.4%
North Dakota	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ohio	-9,338	-6.2%	1,681	2.3%	-3,543	-2.6%	4,720	3.3%
Oklahoma	1,960	3.6%	13,425	17.7%	312	0.5%	-289	-0.5%
Oregon*	2,505	5.2%	3,240	6.6%	400	0.7%	1,203	2.4%
Pennsylvania*	9,316	6.5%	16,294	11.5%	321	0.2%	2,024	1.5%
Rhode Island	0	0.0%	1,008	9.0%	0	0.0%	414	3.6%
South Carolina	-350	-0.7%	8,429	11.2%	0	0.0%	543	0.5%
South Dakota	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Tennessee	-42	-0.1%	16,075	19.3%	215	0.3%	414	-0.2%
Texas	7,847	0.8%	68,943	10.1%	1,809	0.3%	1,665	0.6%
Utah	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Vermont	3,234	54.4%	4,076	66.5%	895	15.9%	600	8.4%
Virginia	0	0.0%	12,145	11.2%	0	0.0%	-333	-0.3%
Washington	2,961	3.1%	2,796	2.3%	121	0.1%	-121	-0.3%
West Virginia	584	2.7%	8,308	40.5%	75	0.4%	-222	-1.7%
Wisconsin*	-180	-0.3%	35,777	52.6%	-71	-0.1%	422	0.8%
Wyoming	0	0.0%	0	0.0%	0	0.0%	0	0.0%
United States	105,244	2.5%	738,192	18.3%	14,258	0.3%	26,603	0.9%
Guam	0	0.0%	71	2.2%	0	0.0%	-1	-0.5%

* 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: 2016-2017 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 [†]	920	1.6%	14,753	25.2%	6,877	11.9%	20,173	34.4%
Alaska [†]	364	3.3%	998	9.8%	1,468	13.1%	2,315	22.8%
Arizona	4,765	5.4%	8,052	9.1%	9,399	10.7%	18,132	20.6%
Arkansas	9,251	24.4%	15,904	41.3%	13,244	34.9%	19,418	50.4%
California	69,676	14.0%	194,524	39.3%	106,221	21.3%	233,128	47.1%
Colorado	8,393	12.5%	19,779	29.3%	12,187	18.1%	24,846	36.8%
Connecticut ^{††}	4,979	13.5%	13,451	35.2%	7,268	19.6%	15,519	40.6%
Delaware	608	5.5%	1,621	14.5%	1,320	12.0%	2,634	23.6%
District of Columbia [†]	5,746	66.0%	7,101	87.9%	5,746	66.0%	7,101	87.9%
Florida [*]	6,928	3.1%	177,299	78.6%	21,266	9.6%	196,009	86.9%
Georgia [†]	2,792	2.1%	82,970	61.6%	14,511	11.1%	86,244	64.0%
Hawaii	600	3.2%	1,093	6.0%	1,584	8.5%	2,450	13.5%
Idaho	712	3.1%	998	4.3%	1,679	7.2%	3,001	13.0%
Illinois [†]	31,843	20.7%	45,674	29.3%	45,968	29.9%	60,723	39.0%
Indiana [*]	3,609	4.3%	6,887	8.1%	8,952	10.5%	13,299	15.7%
Iowa [†]	1,913	4.8%	25,576	64.6%	4,334	10.9%	27,297	68.9%
Kansas	2,324	5.9%	11,566	29.5%	4,828	12.2%	14,478	37.0%
Kentucky [†]	5,303	9.5%	14,132	25.8%	11,225	20.1%	19,919	36.4%
Louisiana [*]	747	1.2%	20,689	33.8%	12,031	19.7%	27,639	45.2%
Maine [†]	544	4.1%	5,563	41.7%	1,542	11.6%	6,043	45.3%
Maryland	4,389	6.0%	28,989	39.2%	9,186	12.6%	32,586	44.1%
Massachusetts [†]	6,740	9.3%	10,171	13.9%	10,380	14.3%	12,970	17.8%
Michigan [†]	3,766	3.3%	38,371	33.4%	15,442	13.4%	44,907	39.1%
Minnesota	3,520	4.9%	8,781	12.6%	8,155	11.5%	13,645	19.5%
Mississippi [†]	752	2.0%	2,773	7.3%	10,447	27.8%	13,657	35.8%
Missouri	3,646	4.9%	7,452	10.0%	9,406	12.6%	13,071	17.5%
Montana	128	1.0%	270	2.2%	1,665	13.2%	2,627	21.1%
Nebraska [†]	3,850	14.6%	8,336	31.7%	4,789	18.2%	9,290	35.3%
Nevada	1,999	5.4%	4,235	11.5%	3,353	9.1%	5,469	14.9%
New Hampshire	891	6.8%	1,111	8.5%	1,423	10.8%	1,757	13.5%
New Jersey [†]	26,703	25.4%	38,290	36.1%	29,880	28.5%	41,594	39.2%
New Mexico	2,348	9.0%	10,495	40.0%	5,760	22.0%	14,383	54.8%
New York [†]	18,456	7.9%	127,938	55.3%	37,992	16.4%	138,023	59.6%
North Carolina [†]	3,543	2.9%	30,860	25.5%	10,497	8.6%	36,994	30.6%
North Dakota	325	3.1%	522	5.0%	1,358	12.9%	1,849	17.6%
Ohio	4,751	3.4%	20,771	14.9%	18,815	13.3%	36,595	26.3%
Oklahoma	1,960	3.6%	39,304	73.3%	10,078	18.6%	45,245	84.4%
Oregon [*]	5,384	11.5%	8,345	17.7%	7,944	16.9%	12,459	26.4%
Pennsylvania [*]	15,668	11.0%	27,913	19.5%	26,366	18.4%	41,790	29.2%
Rhode Island	671	6.2%	1,761	15.7%	1,549	14.2%	2,969	26.5%
South Carolina [*]	1,365	2.4%	25,647	43.2%	7,840	13.5%	29,772	50.2%
South Dakota	334	2.7%	627	5.2%	2,050	16.6%	2,575	21.3%
Tennessee	2,623	3.2%	20,448	24.8%	9,119	11.3%	29,077	35.3%
Texas	33,346	8.3%	201,058	50.5%	63,156	15.8%	234,917	59.0%
Utah	2,498	4.9%	3,280	6.6%	4,593	9.0%	6,144	12.4%
Vermont	3,603	59.7%	4,696	75.1%	4,009	66.4%	5,281	84.5%
Virginia [*]	3,356	3.3%	21,681	21.1%	8,587	8.4%	28,283	27.5%
Washington	6,865	7.6%	11,518	12.6%	11,549	12.8%	17,563	19.2%
West Virginia [†]	2,352	11.4%	13,393	64.7%	4,127	19.9%	13,871	67.0%
Wisconsin ^{**}	2,887	4.3%	49,281	71.8%	9,140	13.5%	54,682	79.6%
Wyoming	825	10.7%	1,127	14.6%	1,442	18.7%	1,934	25.1%
United States	331,561	8.3%	1,438,074	36.1%	641,743	16.1%	1,746,348	43.8%
Guam	39	1.2%	85	2.6%	180	5.5%	478	14.8%

* 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.

** Wisconsin serves special education children in its state-funded Head Start pre-K programs but was not able to provide the number of children. An estimate was 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 was 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 Roadmap to the State Profile Pages and the Methodology.

TABLE 5A: 2016-2017 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 2016-2017
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓			✓	8
Arizona	✓				✓					✓	3
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California SPP	✓		✓		✓		✓	✓		✓	6
California TK	✓	✓									2
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut CDCC	✓		✓		✓	✓	✓		✓		6
Connecticut SR	✓		✓			✓	✓			✓	5
Connecticut Smart Start	✓	✓	✓			✓	✓				5
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
District of Columbia	✓							✓	✓	✓	4
Florida [†]	✓					✓				✓	3
Georgia	✓	✓	✓	✓	✓			✓	✓	✓	8
Hawaii	✓	✓			✓	✓	✓	✓	✓	✓	8
Illinois	✓	✓	✓		✓	✓	✓	✓		✓	8
Indiana	✓				✓					✓	3
Iowa Shared Visions	✓		✓			✓	✓	✓	✓	✓	7
Iowa SWVPP	✓	✓	✓			✓	✓	✓		✓	7
Kansas Preschool	✓	✓	✓		✓	✓	✓	✓			7
Kansas State Pre-K	✓	✓	✓		✓		✓				5
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana 8(g)	✓	✓	✓		✓	✓	✓		✓	✓	8
Louisiana LA 4	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana NSECD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Maryland	✓	✓	✓		✓		✓	✓	✓	✓	8
Massachusetts 391	✓		✓		✓	✓	✓	✓			6
Massachusetts UPK	✓		✓		✓	✓	✓	✓		✓	7
Michigan	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Minnesota HdSt	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Minnesota VPK	✓					✓	✓	✓		✓	5
Mississippi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Missouri	✓	✓	✓		✓	✓	✓	✓		✓	8
Nebraska	✓	✓	✓	✓		✓	✓				6
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey Abbott	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey ECPA	✓	✓	✓		✓	✓	✓	✓			7
New Jersey ELLI	✓	✓	✓		✓	✓	✓	✓			7
New Mexico	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
New York	✓	✓	✓		✓	✓	✓	✓			7
North Carolina	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Ohio	✓		✓					✓		✓	4
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon HdSt	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Oregon Preschool Promise	✓		✓	✓	✓	✓	✓		✓	✓	8
Pennsylvania RTL	✓		✓		✓	✓	✓				5
Pennsylvania HSSAP	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Pennsylvania K4 & SBPK	✓	✓									2
Pennsylvania PKC	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina	✓		✓		✓	✓	✓		✓		6
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓	✓	✓		✓						4
Vermont	✓				✓	✓	✓	✓		✓	6
Virginia	✓		✓		✓	✓	✓	✓			6
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Wisconsin 4K	✓	✓	✓		✓						4
Wisconsin HdSt	✓	✓	✓	✓	✓	✓	✓	✓	✓		8
TOTAL	60	34	51	18	49	48	50	41	29	43	
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: 2016-2017 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 2016-2017
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓		✓	✓			7
Arizona	✓	✓								✓	3
Arkansas	✓	✓		✓	✓		✓	✓	✓	✓	8
California SPP	✓	✓		✓				✓	✓	✓	6
California TK		✓	✓								2
Colorado	✓	✓		✓			✓	✓			5
Connecticut CDCC		✓		✓			✓	✓			4
Connecticut SR	✓	✓		✓			✓	✓			5
Connecticut Smart Start	✓	✓	✓	✓			✓	✓			6
Delaware	✓	✓		✓			✓	✓	✓	✓	7
District of Columbia	✓	✓							✓	✓	4
Florida [†]	✓						✓				2
Georgia	✓	✓	✓	✓	✓	✓			✓	✓	8
Hawaii	✓	✓	✓				✓	✓	✓	✓	7
Illinois	✓	✓	✓	✓			✓	✓	✓	✓	8
Indiana	✓					✓				✓	3
Iowa Shared Visions	✓	✓		✓			✓	✓	✓		6
Iowa SWVPP	✓	✓	✓	✓			✓	✓	✓	✓	8
Kansas Preschool	✓	✓	✓	✓			✓	✓	✓		7
Kansas State Pre-K	✓	✓	✓	✓				✓			5
Kentucky	✓	✓	✓	✓			✓	✓	✓		7
Louisiana 8(g)	✓	✓	✓	✓			✓	✓		✓	7
Louisiana LA 4	✓	✓	✓	✓			✓	✓	✓	✓	8
Louisiana NSECD	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Maine	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Maryland	✓	✓	✓	✓				✓	✓	✓	7
Massachusetts 391		✓		✓			✓	✓	✓		5
Massachusetts UPK	✓	✓		✓			✓	✓	✓	✓	7
Michigan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Minnesota HdSt	✓	✓		✓	✓	✓	✓	✓	✓		8
Minnesota VPK	✓	✓					✓	✓	✓	✓	6
Mississippi	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Missouri	✓	✓	✓	✓			✓	✓	✓	✓	8
Nebraska	✓	✓	✓	✓	✓		✓	✓	✓	✓	8
Nevada	✓	✓	✓	✓			✓	✓			6
New Jersey Abbott	✓	✓	✓	✓			✓	✓	✓	✓	8
New Jersey ECPA	✓	✓	✓	✓			✓	✓	✓		7
New Jersey ELLI	✓	✓	✓	✓			✓	✓	✓		7
New Mexico	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
New York	✓	✓	✓	✓			✓	✓	✓		7
North Carolina	✓	✓	✓	✓			✓	✓	✓	✓	8
Ohio	✓	✓		✓				✓	✓	✓	5
Oklahoma		✓	✓	✓			✓	✓	✓	✓	7
Oregon HdSt	✓	✓		✓	✓	✓	✓	✓	✓		8
Oregon Preschool Promise	✓	✓		✓	✓		✓	✓			6
Pennsylvania RTL	✓			✓			✓	✓			4
Pennsylvania HSSAP	✓			✓	✓		✓	✓	✓	✓	7
Pennsylvania K4 & SBPK			✓						✓		2
Pennsylvania PKC	✓	✓	✓	✓			✓	✓	✓	✓	8
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina	✓	✓		✓		✓	✓	✓		✓	7
Tennessee			✓	✓			✓	✓	✓		5
Texas	✓		✓	✓					✓		4
Vermont	✓						✓	✓	✓	✓	5
Virginia	✓	✓		✓			✓	✓	✓		6
Washington	✓	✓		✓	✓		✓	✓	✓	✓	8
West Virginia	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Wisconsin 4K		✓	✓	✓							3
Wisconsin HdSt		✓		✓	✓		✓	✓	✓		6
TOTAL	52	52	34	51	18	9	48	50	43	34	
Guam	✓	✓		✓			✓	✓		✓	6

[†] 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: PRESCHOOL RESOURCES PER CHILD ENROLLED BY STATE

STATE	Resource rank based on state spending	State \$ per child enrolled in preschool	Change in state per child spending from 2015-2016 to 2016-2017 Adjusted dollars	Total state preschool spending in 2016-2017	Change in total state spending from 2015-2016 to 2016-2017 Adjusted dollars	State reported non-state funds	All reported \$ per child enrolled in preschool
District of Columbia	1	\$16,996	\$18	\$222,257,368	\$3,205,518	Yes	\$18,054
New Jersey	2	\$12,242	-\$305	\$653,333,890	-\$8,770,924	Yes	\$12,478
Oregon	3	\$9,533	\$516	\$90,146,488	\$19,453,047	No	\$9,533
Washington	4	\$8,239	-\$148	\$96,325,951	-\$1,729,991	No	\$8,239
Connecticut	5	\$7,817	-\$167	\$115,514,745	-\$3,757,591	Yes	\$10,020
Delaware	6	\$7,400	\$33	\$6,149,300	-\$60,925	No	\$7,400
Pennsylvania	7	\$7,254	\$609	\$209,159,001	\$31,053,877	No	\$7,254
Vermont*	8	\$6,878	-\$653	\$61,505,762	\$6,335,187	Yes	\$7,209
Hawaii	9	\$6,649	-\$892	\$2,500,000	-\$327,741	No	\$6,649
West Virginia**	10	\$6,524	-\$12	\$98,007,376	-\$769,325	Yes	\$9,501
New York	11	\$6,443	-\$129	\$791,700,144	\$2,621,229	Yes	\$6,647
Michigan	12	\$6,356	\$3	\$243,900,000	-\$2,416,463	No	\$6,356
California	13	\$6,325	-\$147	\$1,490,527,786	\$41,304,245	Yes	\$6,501
Minnesota	14	\$6,296	-\$1,706	\$28,982,528	\$16,042,473	Yes	\$7,339
Indiana	15	\$5,625	-\$455	\$10,079,418	\$442,622	Yes	\$6,250
Alaska	16	\$5,587	-\$745	\$2,000,000	-\$19,815	No	\$5,587
Arkansas	17	\$5,472	-\$55	\$111,000,000	-\$2,614,605	Yes	\$7,696
North Carolina	18	\$5,308	-\$46	\$143,419,198	-\$339,484	Yes	\$7,748
Rhode Island	19	\$5,109	-\$1,607	\$5,149,554	\$1,160,419	Yes	\$9,812
New Mexico	20	\$5,040	-\$245	\$52,310,000	\$744,118	No	\$5,040
Kentucky	21	\$4,715	-\$164	\$91,637,785	-\$1,958,339	Yes	\$8,083
Louisiana	22	\$4,706	\$131	\$89,665,275	-\$1,200,589	Yes	\$4,796
Tennessee	23	\$4,624	-\$175	\$86,200,000	-\$750,685	Yes	\$6,019
Alabama	24	\$4,594	\$261	\$64,462,050	\$15,519,857	Yes	\$6,990
Georgia	25	\$4,315	\$386	\$348,959,814	\$31,383,393	No	\$4,315
Illinois	26	\$4,226	\$818	\$304,314,676	\$55,140,265	No	\$4,852
Ohio	27	\$4,000	-\$40	\$63,768,000	\$4,122,857	No	\$4,000
Texas	28	\$3,846	-\$265	\$862,035,287	-\$45,052,035	Yes	\$3,901
Virginia	29	\$3,845	\$68	\$69,296,590	-\$35,059	Yes	\$6,100
Wisconsin	30	\$3,769	\$55	\$195,864,098	\$4,443,759	Yes	\$5,858
Missouri	31	\$3,667	-\$1,102	\$9,703,786	-\$2,165,945	No	\$3,667
Arizona	32	\$3,590	\$112	\$18,972,738	\$312,612	No	\$3,590
Oklahoma	33	\$3,501	-\$10	\$144,470,607	-\$317,887	Yes	\$7,428
Maryland	34	\$3,458	-\$17	\$108,517,098	-\$1,772,317	Yes	\$7,597
Maine	35	\$3,451	\$218	\$18,775,709	\$1,181,702	Yes	\$8,285
Iowa**	36	\$3,335	\$57	\$83,791,732	\$2,006,746	Yes	\$3,437
Massachusetts	37	\$3,289	\$221	\$41,634,101	-\$504,395	Yes	\$3,530
South Carolina	38	\$2,970	-\$349	\$71,513,051	-\$6,604,205	Yes	\$3,258
Colorado	39	\$2,773	\$277	\$59,948,508	\$6,295,866	Yes	\$4,095
Nevada	40	\$2,588	\$434	\$4,838,875	\$1,466,920	Yes	\$5,130
Mississippi	41	\$2,436	\$631	\$4,000,000	\$784,978	Yes	\$5,832
Florida	42	\$2,282	-\$94	\$397,698,606	-\$3,926,997	No	\$2,282
Kansas	43	\$2,195	-\$156	\$17,583,501	-\$996,335	No	\$2,195
Nebraska	44	\$1,948	-\$378	\$25,054,777	-\$4,364,879	Yes	\$5,178
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		\$5,008	-\$16	\$7,616,675,173	\$154,565,158		\$5,691
Guam***		\$5,038	-\$7,268	\$357,700	-\$528,322	No	\$5,038

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

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

** 1,278 3-year-old children were served in WV's Universal Pre-K program but were funded by sources not reported by the state. 1,184 5-year-olds and children with instructional IEPs were served in Iowa's 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 2015-2016.

*** Guam's spending included start-up costs for their new Pre-K program in 2015-2016, but not in 2016-2017.

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