

THE STATE OF PRESCHOOL 2009

STATE PRESCHOOL YEARBOOK

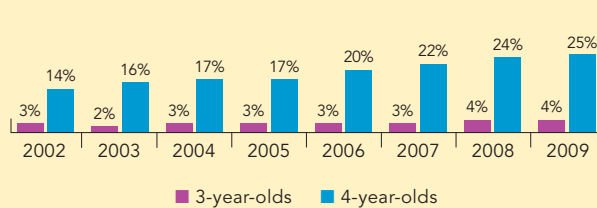
EXECUTIVE SUMMARY

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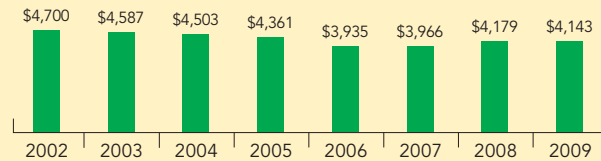
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United States

PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In the 2008-2009 year, states continued to make progress in the provision of preschool education to children, but that progress was slower and more uneven than in previous years. Total enrollment and spending increased, but not in every state. In some states enrollment actually declined. With respect to quality standards, more states advanced than retreated, but quality standards remain low in many states, particularly for teacher and assistant teacher qualifications. The brief trend toward increased real spending per child enrolled ended, and per-child spending once again declined after adjusting for inflation.

Today, 30 percent of children attend a state-funded preschool program at age 4, including those receiving special education. When Head Start is added, enrollment in public programs is nearly 40 percent at age 4. Children also attend private programs and some public school programs that are locally funded. According to the 2007 National Household Education Survey (NHES), total enrollment in a public or private program the year prior to kindergarten at age 4 is about 74 percent. Enrollment at age 3 is much lower: 7 percent in a state-funded program, 14 percent when Head Start is added, and 47 percent when all other public and private programs are taken into account.

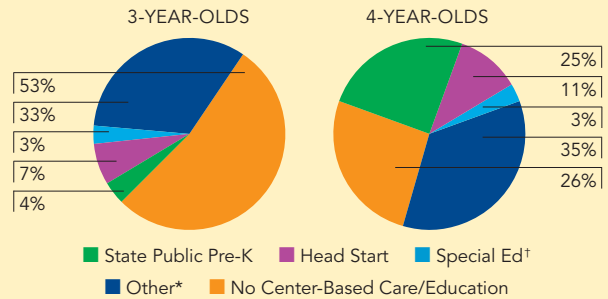
WHAT'S NEW?

- Enrollment increased by 81,593 children at all ages. More than 1.2 million children attended state-funded preschool education, with more than 1 million at age 4 alone.
- States' pre-K enrollment of 3- and 4-year-olds exceeded 1.5 million including both general and special education.
- Twenty-nine states had increases in the percent of 3- and 4-year-olds enrolled in state pre-K programs in the 2008-2009 school year, while nine states decreased.
- When general and special education enrollments are combined, 30 percent of 4-year-olds and 7 percent of 3-year-olds are served across the states.
- About a third of state-funded pre-K children received this service in private programs.
- Eight states improved on NIEER's Quality Standards Checklist, but three states lost ground on standards.
- Twenty-three of 38 states failed to fully meet NIEER benchmarks for teacher qualifications and 26 failed to meet the benchmark for assistant teacher qualifications.
- Only 16 states could be verified as providing enough funding to meet all 10 benchmarks for quality standards.
- State pre-K spending per child increased slightly to \$4,143; spending from all reported sources for state programs rose to \$4,711 per child. Adjusted for inflation, spending per child actually decreased slightly.
- Total funding for state pre-K rose to more than \$5 billion. While this is good news, it is a slow down from growth rates of prior years. The increase in state funding was \$446 million, about half the increase of the previous year. Funding from all sources exceeded \$5.7 billion, though reporting of funding from local and federal sources remains incomplete.
- After adjusting for inflation, state funding per child declined in 24 of 38 states with programs.

NATIONAL ACCESS

Total state program enrollment, all ages.....	1,216,077
States that fund preschool.....	38 states
Income requirement	32 state programs have an income requirement
Hours of operation	10 full-day, 10 half-day, 31 determined locally
Operating schedule	40 academic year, 11 determined locally
Special education enrollment, ages 3 & 4.....	411,912
Federal Head Start enrollment, ages 3 & 4.....	736,517 ¹
Total federal Head Start and	898,289 ¹
Early Head Start enrollment, ages 0 to 5	
State-funded Head Start enrollment, ages 3 & 4.....	19,865 ²

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



[†] This is an estimated number of children in special education not enrolled in state-funded pre-K or Head Start. Total enrollment in special education is higher.

*This includes local public education as well as private child care and other center-based programs.

NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 51 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards.....	Comprehensive	47
Teacher degree	BA	26
Teacher specialized training.....	Specializing in pre-K	44
Assistant teacher degree.....	CDA or equivalent.....	14
Teacher in-service	At least 15 hours/year	42
Maximum class size	20 or lower.....	45
3-year-olds		
4-year-olds		
Staff-child ratio.....	1:10 or better.....	45
3-year-olds		
4-year-olds		
Screening/referral	Vision, hearing, health; and	32
and support services	at least 1 support service	
Meals.....	At least 1/day	21
Monitoring.....	Site visits	40

NATIONAL RESOURCES

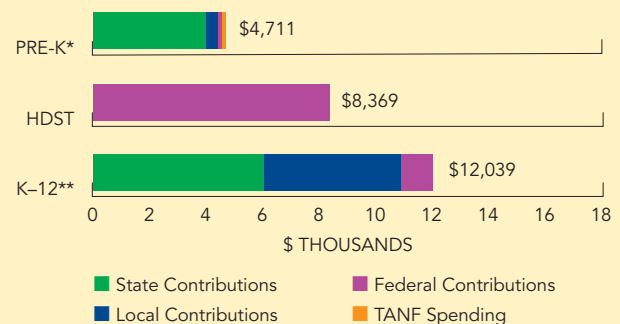
Total state preschool spending	\$5,037,696,733 ³
Local match required?	11 state programs require a local match
State Head Start spending	\$157,673,132 ⁴
State spending per child enrolled	\$4,143 ³
All reported spending per child enrolled*	\$4,711

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

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

Data are for the '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The enrollment figure for federal Head Start, ages 3 and 4, is limited to children served in the 50 states and DC, including children served in migrant and American Indian programs. The enrollment figure for total federal Head Start and Early Head Start, ages 0 to 5, includes all children served in any location, including the U.S. territories, and migrant and American Indian programs. These numbers do not include children funded by state match.

² This figure includes 15,592 children who attended programs that were considered to be state-funded preschool initiatives. These children are also counted in the state-funded preschool enrollment total.

³ This figure includes federal TANF funds directed toward preschool at states' discretion.

⁴ Funding for Maine's program is estimated because the state was unable to provide this information.

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resources Rank Based on State Spending	Resources Rank Based on All Reported Spending	Quality Standards Checklist Sum (Maximum of 10)
Alabama	34	None Served	14	19	10
Arizona	35	None Served	35	38	4
Arkansas	8	8	10	5	9
California	26	9	22	26	4
Colorado	20	7	36	28	6
Connecticut	28	6	3	2	6
Delaware	31	None Served	7	12	8
Florida	2	None Served	34	37	3
Georgia	3	None Served	17	23	8
Illinois	13	1	26	30	9
Iowa	14	19	29	24	7.6
Kansas	19	None Served	30	33	7.2
Kentucky	15	4	24	20	8
Louisiana	12	None Served	12	17	8.7
Maine	22	None Served	38	35	5
Maryland	11	20	21	6	9
Massachusetts	27	16	8	14	6
Michigan	21	None Served	16	22	7
Minnesota	38	21	2	3	9
Missouri	36	18	32	36	8
Nebraska	32	15	33	18	7
Nevada	37	24	31	34	7
New Jersey	16	3	1	1	8.8
New Mexico	23	None Served	27	32	8
New York	9	25	23	27	6
North Carolina	17	None Served	11	9	10
Ohio	30	10	5	10	4.2
Oklahoma	1	None Served	18	8	9
Oregon	29	12	4	7	8
Pennsylvania	24	11	9	16	6.1
South Carolina	10	14	37	31	6.4
Tennessee	18	23	15	15	9
Texas	7	13	20	25	4
Vermont	4	2	25	29	4.8
Virginia	25	None Served	19	13	8
Washington	33	17	6	11	9
West Virginia	5	5	13	4	7
Wisconsin	6	22	28	21	5.1
Alaska	No Program	No Program	No Program	No Program	No Program
Hawaii	No Program	No Program	No Program	No Program	No Program
Idaho	No Program	No Program	No Program	No Program	No Program
Indiana	No Program	No Program	No Program	No Program	No Program
Mississippi	No Program	No Program	No Program	No Program	No Program
Montana	No Program	No Program	No Program	No Program	No Program
New Hampshire	No Program	No Program	No Program	No Program	No Program
North Dakota	No Program	No Program	No Program	No Program	No Program
Rhode Island	No Program	No Program	No Program	No Program	No Program
South Dakota	No Program	No Program	No Program	No Program	No Program
Utah	No Program	No Program	No Program	No Program	No Program
Wyoming	No Program	No Program	No Program	No Program	No Program

Executive Summary

Findings for the 2008-2009 school year confirmed our worries about the effects of the recession on state pre-K. This was the first year to be influenced by the recession, and we found a slow down in progress in all three key dimensions that we evaluate—access, quality standards, and resources. This does not bode well for the future, as we discuss later. However, despite the slow down in the rate of growth, some progress was made. Enrollment in state pre-K rose one percentage point to 25 percent at age 4 so that now one of every four children attends a state pre-K program. States met more NIEER benchmarks for quality standards than ever before, and states spent more than \$5 billion on their pre-K programs. Unfortunately, state funding grew more slowly than in previous years so that inflation-adjusted spending per child fell, reversing the prior two-year trend toward increased funding per child. Many states fail to provide enough funding to ensure programs could meet minimum quality standards, a serious problem.

In the 2008-2009 program year, states continued to make progress in the provision of preschool education to children, but that progress was slower and more uneven than in previous years. Total enrollment and spending increased, but not in every state. In some states enrollment actually declined. With respect to quality standards, more states advanced than retreated, but quality standards remained low in many states, particularly for teacher and assistant teacher qualifications. The brief trend toward increased real spending per child enrolled ended, and per-child spending once again declined after adjusting for inflation.

When we include children enrolled in special education programs, 30 percent of children attend a state-funded preschool program at age 4. When Head Start is added, total enrollment in public programs is nearly 40 percent at age 4. Children also attended private programs (sometimes with government subsidies), and some public school programs that are locally funded are not accounted for in our figures for state pre-K. According to the 2007 National Household Education Survey (NHES), more than 30 percent more of the population is enrolled in these other programs the year prior to kindergarten at age 4 for a total enrollment in public or private programs of 74 percent.

Far fewer children are enrolled at age 3, with almost 4 percent of 3-year-olds enrolled in regular state-funded pre-K education and 7 percent when special education is included. Head Start doubles participation rates in public programs to 14 percent. According to the 2007 NHES, enrollment at age 3 is 47 percent when all other public and private programs are taken into account.

WHAT'S NEW?

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- Twenty-nine states had increases in the percent of 3- and 4-year-olds enrolled in state pre-K programs in the 2008-2009 school year, while nine states decreased.
- When general and special education enrollments are combined, 30 percent of 4-year-olds and 7 percent of 3-year-olds are served across the states.
- About a third of state-funded pre-K children received this service in private programs.
- Eight states improved on NIEER's Quality Standards Checklist, but three states lost ground on standards.
- Twenty-three of 38 states failed to fully meet NIEER benchmarks for teacher qualifications and 26 failed to meet the benchmark for assistant teacher qualifications.
- Only 16 states could be verified as providing enough funding to meet all 10 benchmarks for quality standards.
- State pre-K spending per child increased slightly to \$4,143; spending from all reported sources for state programs rose to \$4,711 per child. Adjusted for inflation, spending per child actually decreased slightly.
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- After adjusting for inflation, state funding per child declined in 24 of 38 states with programs.



GROWING DISPARITIES IN DIFFICULT TIMES

As some states continued to move forward in the recession, others fell further behind, and some dropped precipitously. Oklahoma remains the only state where almost every child has the opportunity to attend a quality preschool education program at age 4, but other states are at least approaching the goal of offering some public education program to all children. In nine states the majority of 4-year-olds attend a public preschool program of some kind. At the other end of the spectrum, 12 states have no regular state preschool education program. In six states, fewer than 15 percent of 4-year-old children are enrolled in any public preschool program including Head Start.

Top 10 States Serving 4-Year-Olds

State	Percent of 4-Year-Olds Served		
	State Pre-K	State Pre-K and Special Education	State Pre-K, Special Education, and Head Start
Oklahoma*	71	71	87
Florida	67	68	77
Georgia	53	54	61
Vermont	53	59	68
West Virginia	51	51	73
Wisconsin	48	50	59
Texas	45	46	55
Arkansas	44	50	63
New York	43	47	57
South Carolina	38	39	49

* All 4-year-old special education children in Oklahoma are in the state pre-K program.

† These states have pilot pre-K programs beginning in the 2009-2010 school year.

No-Program States

Alaska†
 Hawaii
 Idaho
 Indiana
 Mississippi
 Montana
 New Hampshire
 North Dakota
 Rhode Island†
 South Dakota
 Utah
 Wyoming

Other important disparities across the states include:

- Annual state funding for pre-K ranged from zero in 12 states to more than \$760 million in Texas.
- State funding per child exceeded \$5,000 per child in 14 states, while in five others it fell below \$2,500.
- Most states failed to meet NIEER benchmarks for teacher and assistant teacher qualifications. Seven states had programs that met fewer than half of our benchmarks for quality standards. The states failing to meet most benchmarks include three of the four states with the largest number of children—California, Texas, and Florida.
- There are no maximum class sizes or limits on staff-child ratios in Texas and Pennsylvania's K4 program, the only programs that fail to set either. California and Maine have limits on staff-child ratios but no class size limit. Most other states limit classes to 20 or fewer children with a teacher and an assistant.

GAINS FOR 3-YEAR-OLDS?

Enrollment of 3-year-olds continued to rise, though at a very slow pace. Even though some states saw significant increases in enrollment of 3-year-olds, the increases were offset by decreased enrollment of 3-year-olds in other states. Illinois, Vermont, and New Jersey are clear leaders in serving children at age 3.

Top 5 States Serving 3-Year-Olds

State	Percent of 3-Year-Olds Served		
	State Pre-K	State Pre-K and Special Education	State Pre-K, Special Education, and Head Start
Illinois	21	22	30
Vermont	17	23	29
New Jersey	17	21	26
Kentucky*	10	10	20
West Virginia	9	9	20

* All 3-year-old children in Kentucky are special education students who have either a developmental delay or an identified disability.

THREATS TO QUALITY AND EFFECTIVENESS

Access to state pre-K, or any other publicly funded pre-K program, is of significant value to children and the nation only if those programs are educationally effective. Thus, it is noteworthy that most states fail to set program standards consistent with programs that have demonstrated strong effects on learning and development. Worse, four states (Arizona, Louisiana, Maine, and Maryland) actually spent less on pre-K in 2008-2009 than in the prior year, and additional states fell behind once inflation was taken into account. This problem is so severe that average inflation-adjusted spending per child declined. As state budgets will more fully bear the brunt of the recession in 2010 and 2011, the immediate future of pre-K seems much more perilous than past trends might suggest. Strong leadership will be required to ensure that state pre-K programs are not seriously harmed in upcoming budget decisions.

Although high quality standards cannot guarantee educational effectiveness, low standards and inadequate funding are no formula for success. Moreover, when states allow weak standards and cut their share of the budget we can expect that children in the poorest communities will be those left behind in ineffective programs. The recent findings of minimal effects in the Head Start National Impact Study should be taken as a serious warning that state pre-K programs need higher standards to be effective.

The federal government has responded to the current economic crisis by providing states with substantial assistance. No doubt this has helped. However, the federal government should place greater emphasis on ensuring that aid goes to educationally effective state pre-K programs. Why? As pure economic stimulus it is hard to beat pre-K programs. The vast majority of the money goes directly to jobs, many in the private sector, and virtually none is spent on imported goods or services. Second, the nation is going to have to pay for the large deficits we are running up, and that requires that we invest in our future productivity. Educationally effective preschool programs produce more productive future workers. By itself, cheap child care with low standards may reach more families, but it is bad policy, and may even harm child development. Quality pre-K can work together with child care to help parents and children now in ways that will increase future prosperity.



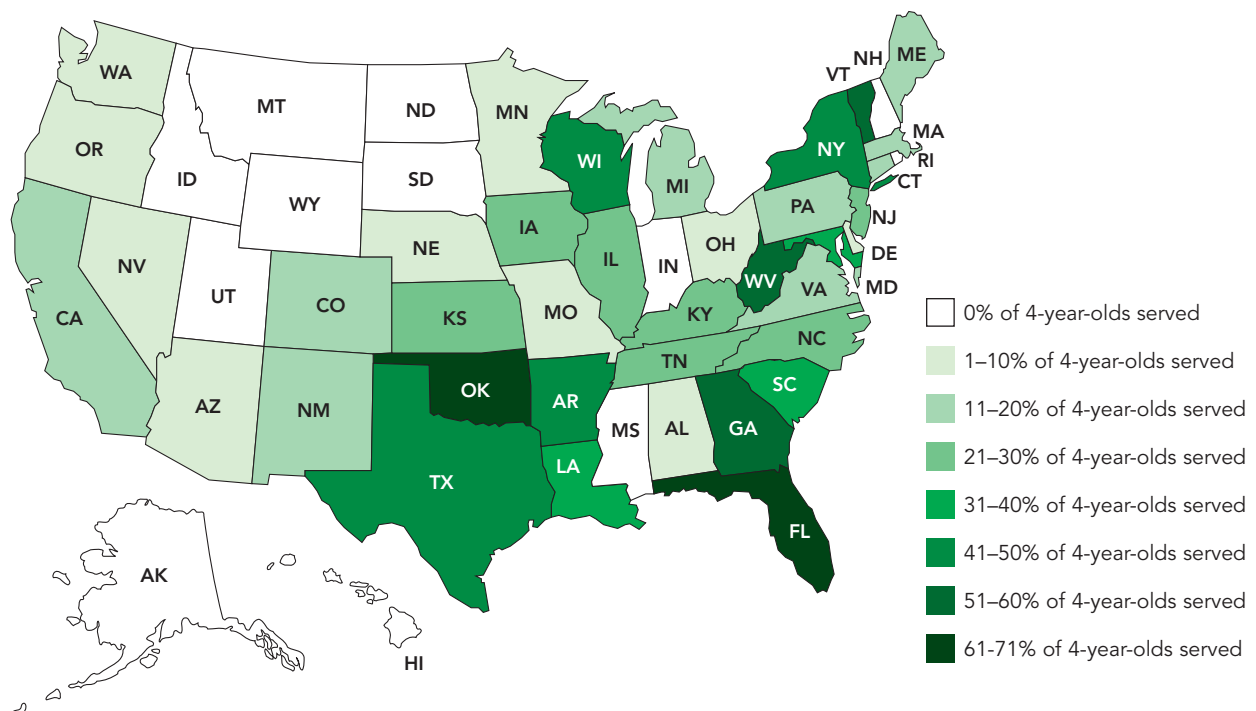
ACCESS: WILL WE GO FROM SLOW GROWTH TO NO GROWTH?

State-funded prekindergarten enrollment increased slightly for the 2008-2009 school year, slowing the trend toward increased access to state pre-K across the country. State-funded pre-K served 1,216,077 children in 51 programs in 38 states during the 2008-2009 school year, including 1,199,127 3- and 4-year-olds. While in past years, enrollment trends for 4-year-olds in state-funded pre-K increased by approximately two percentage points each year, during the 2008-2009 school year, enrollment increased by only one percentage point nationally while access for 3-year-olds remained relatively stagnant. We anticipate that growth in access to state-funded pre-K will be no better in the 2009-2010 school year. Upcoming budget decisions will determine whether 2010-2011 is better or worse.

Enrollment in pre-K by state is reported in Tables 2 and 3, and Head Start and special education enrollment information is reported in Table 4. Table 4 presents unduplicated numbers and percentages of children enrolled in state pre-K, special education, and Head Start as some children may be served under all three auspices. Key findings for the 2008-2009 school year include:

- Approximately 25 percent of 4-year-olds and 4 percent of 3-year-olds were served in 38 states, reflecting a one percentage point increase in 4-year-olds and a virtual standstill for 3-year-olds.
- In the 2008-2009 school year, 31 states increased the enrollment of 4-year-olds, down from 32 states in the 2007-2008 school year.
- Six states decreased their enrollment of 4-year-olds in the 2008-2009 school year, although four of these six states increased their enrollment of 3-year-olds.
- Oklahoma continues to serve the largest percentage of 4-year-olds at 71 percent, followed closely by Florida at 67 percent and then Georgia with 53 percent. These three states, along with Vermont (53 percent) and West Virginia (51 percent) serve more than half of their 4-year-olds in state pre-K.
- Enrollment of 3-year-olds increased by slightly more than 2,500 children nationwide. Illinois, Vermont, New Jersey, and Kentucky were the only states to serve 10 percent or more of their 3-year-olds in state pre-K, with only Illinois serving more than 20 percent.
- Overall, including special education and Head Start, enrollment increased by 3 percent for 4-year-olds while enrollment of 3-year-olds was essentially flat.

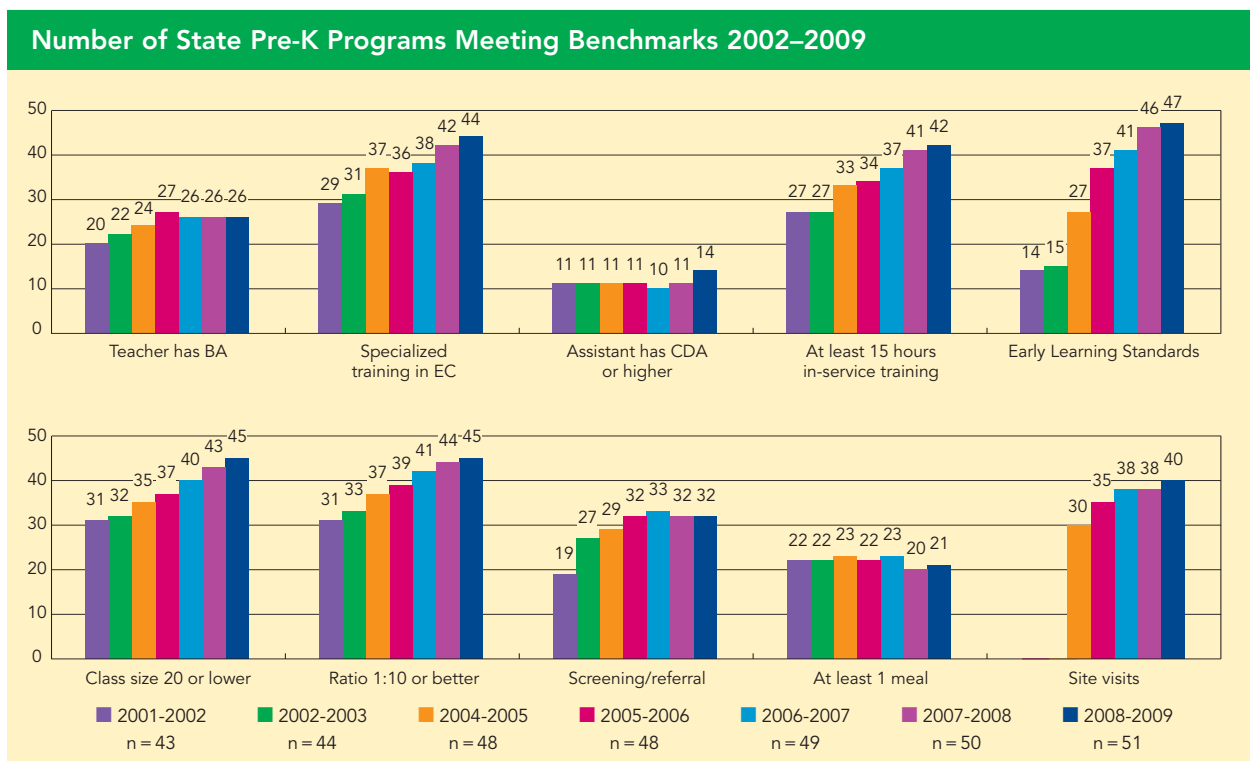
FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K



QUALITY STANDARDS: FOUNDATION FOR EFFECTIVE EARLY EDUCATION

The educational quality of a preschool program is one of the most important factors in predicting its effectiveness, as quality is linked to effects on children’s development, academic success over time, and other outcomes that yield economic benefits to society. To ensure that all children are served in educationally effective programs, first states should set minimum standards for the resources programs must provide in each classroom. Of course, states also must ensure that funding is adequate to purchase these resources, and that they are effectively used to deliver the program. Standards alone do not guarantee quality. At the same time, it is unreasonable to expect programs operating with much lower standards to replicate the success of programs that have proven to be effective in the past. The *Yearbook* compares each state program’s standards against a checklist of 10 research-based quality standards benchmarks, each representing a different component of program quality. A list of the benchmarks and a summary of the supporting research can be found beginning on page 24.

The tables below depict the total number of quality standards benchmarks met by state preschool programs from the 2001-2002 school year to the 2008-2009 school year. State pre-K education programs have increased the number of quality benchmarks met over the years, but the rate of improvement slowed in the 2008-2009 year, as can be seen in the table below.



It is important to consider that while each benchmark holds value, they do not all carry equal weight in predicting program effectiveness, and together they do not encompass all possible components of program quality. Rather, these benchmarks are preconditions for quality that offer evidence of a state’s commitment to provide every child enrolled in a state-funded prekindergarten program with a high-quality educational experience. Finally, it is important to note that the quality benchmarks focus on the policy requirements of the preschool initiative rather than measured practice. Therefore, since these benchmarks represent minimum standards, some classrooms may exceed state-level policy requirements, or conversely fail to meet state-level policy if programs do not adhere to requirements. In some states, a very small proportion of classrooms may actually fail to meet a benchmark so that the practical difference statewide is quite small. However, for those children who miss out on a quality education, the difference may be quite large.

Twenty-four states met seven or more benchmarks in the 2008-2009 program year and most states met at least five benchmarks. Eight states increased the number of benchmarks met, while three states met fewer benchmarks than last year. Other key findings for the 2008-2009 school year include:

- North Carolina, Alabama, and one Louisiana program (NSECD) met all 10 benchmarks. Nine states had programs that met nine out of 10 benchmarks—Arkansas, Illinois, Louisiana LA4, Maryland, Minnesota, New Jersey Abbott, Oklahoma, Tennessee, and Washington.
- Virginia and New Jersey ECPA had the largest improvements in standards, both increasing from six to eight benchmarks met. Only seven programs continued to meet fewer than half of the 10 benchmarks: Arizona, California, Texas, and Vermont EEI met four, while Florida, Ohio ECE and Pennsylvania K4 met just three benchmarks. However, almost 40 percent of all children enrolled in state-funded pre-K nationwide are in these seven states.
- Two benchmarks are met by fewer than half of all 51 programs: only 14 programs require assistant teachers to have at least a CDA or equivalent credential (an increase from 11 last year), while just 21 programs require at least one meal per day to be offered (an increase from 20 last year). In addition, 26 programs require teachers to have a bachelor's degree.
- Texas and Pennsylvania's K4 program are the only programs to set no limits on maximum class sizes and staff-child ratios. California and Maine limit staff-child ratios but not class size. Florida, Maine, Ohio, and Wisconsin 4K set limits, but are not stringent enough to meet the benchmarks for class size and/or staff-child ratio.

Despite continued progress, standards continue to vary a great deal from state to state. Children in Georgia and Alabama have access to programs that meet eight and 10 of the NIEER quality standards benchmarks, respectively. In the neighboring state of Florida, children attend programs that must meet only three benchmarks. For a complete summary of the benchmarks met by each state prekindergarten program during the 2008-2009 school year, see Table 5 on page 18.

NEW RESEARCH ON EFFECTIVENESS OF STATE PRE-K

New studies of state-funded pre-K have expanded the evidence available on program effectiveness, often using innovative rigorous designs that address the methodological limitations of older studies of public preschool programs. Five of the strongest recent studies are briefly noted.

STATE	EVALUATION
Five-State Study ¹	NIEER used a rigorous research design to evaluate the effectiveness of pre-K programs in five states (MI, NJ, OK, SC, WV). Programs were found to have positive effects on learning for language, literacy, and math. Effects varied across states, but all had significant impacts in at least one of the three domains.
New Jersey ²	Multiple rigorous studies have found positive effects on language, literacy, and mathematics learning. A longitudinal follow-up study found that New Jersey's Abbott Pre-K program's learning gains were sustained through second grade (the most recent follow-up), and that grade repetition was reduced. The effects of two years were twice as large as the effects of one year for most measures including grade repetition.
New Mexico ³	Multiple rigorous statewide evaluations have found positive effects on language, literacy, and math skills.
Louisiana ⁴	An evaluation of the LA4 program using a multi-year design with four cohorts found strong gains in learning for language, literacy, and mathematics. Gains continued through at least kindergarten. The study also found substantial decreases in grade repetition and special education.
Oklahoma ⁵	Rigorous evaluations of the pre-K program in Tulsa have found positive effects on literacy and mathematics learning for all children. Effects are somewhat larger for the most disadvantaged children but are strong for children from every background, including children who are not disadvantaged.

¹ Wong, V. C., Cook, T. D., Barnett, W. S., & Jung, K. (2008). An effectiveness-based evaluation of five state pre-kindergarten programs. *Journal of Policy Analysis and Management*, 27(1), 122-154. Available at <http://www.sesep.northwestern.edu/docs/publications/16129652354859671644dba.pdf>

² Frede, E., Jung, K., Barnett, W. S., & Figueras, A. (2009). *The APPLES blossom: Abbott Preschool Program Longitudinal Effects Study (APPLES), Preliminary results through 2nd grade*. New Brunswick, NJ: National Institute for Early Education Research. Available at http://nieer.org/pdf/apples_second_grade_results.pdf

³ Hustedt, J. T., Barnett, W. S., Jung, K., & Goetze, L.D. (2009). *The New Mexico PreK Evaluation: Results from the initial four years of a new state preschool initiative. Final report*. New Brunswick, NJ: National Institute for Early Education Research. Available at <http://nieer.org/pdf/new-mexico-initial-4-years.pdf>

⁴ Ramey, C. T., Landesman Ramsey, S., & Stokes, B. R. (2009). Research evidence about program dosage and student achievement: Effective public prekindergarten programs in Maryland and Louisiana. In R. C. Pianta & C. Howes (Eds.), *The Promise of Pre-K* (pp. 79-105). Baltimore, MD: Paul H. Brooks Publishing Co.

⁵ Gormley, W. T., Jr., Phillips, D., & Gayer, T. (2008). Preschool programs can boost school readiness. *Science*, 320, 1723-1724. Available at <http://nieer.org/resources/research/Gormley062708.pdf>



RESOURCES: SHIFTING INTO REVERSE?

In the 2008-2009 school year, state funding for pre-K did not increase enough to keep up with inflation. This is particularly disturbing because it ended a two-year departure from the previous downward trend in real spending per child. Adequate funding is necessary to ensure that children receive an effective preschool education of lasting value. A small one-year dip hardly constitutes a disaster, but given states' budgetary problems this could be the start of a new downward trend that will erode the value of these programs and turn them into ineffective, cheap substitutes for real education. State funding is not the only source of funds for state pre-K programs. It is difficult to make good cross-year comparisons on total funding per child because, although we continue to improve our ability to estimate funds from federal and local sources, this data remains incomplete. The good news is that federal Title I funding has been increasing and these funds can be used for pre-K. The bad news is that federal efforts to increase support for early childhood programs have focused on child care and Head Start, largely ignoring state pre-K programs. As a result, we expect to see an increase in the number of states that do not adequately fund their pre-K programs to provide an effective education, and that number is already shamefully high.

In the 2008-2009 school year, states spent slightly more than \$5 billion on state pre-K, a nominal increase of \$446 million or 10 percent over the previous year (7 percent after adjusting for inflation). This is less than half of the percentage increase of the previous year. Other key findings include:

- State spending ranged from \$3.3 million in Nevada to more than \$760 million in Texas, which is the top spending state despite having a smaller population than California.
- State spending per child averaged \$4,143, an increase of \$86 per child in nominal dollars, but a decrease of \$36 per child after adjusting for inflation.
- States differ greatly in per-child spending. New Jersey and Minnesota spent more than twice the national average of per-child spending. Maine and South Carolina spent less than \$2,000 per child. Colorado, Arizona, Florida, Nebraska, Missouri and Nevada spent less than \$3,000 per child.
- Adding up all reported public funding for state-funded prekindergarten (federal, state, and local), the total exceeded \$5.7 billion dollars, an increase of \$517 million or 10 percent over the prior year (not adjusting for inflation).
- We continue to get more accurate information on funding from other sources. For some states this makes a large difference in funding. More than half of the funding for pre-K in Maryland and more than a third of Colorado's came from local and/or federal sources.

- Average per-child spending from state, local, and locally allocated federal funds was \$4,711 for the nation. This is an increase of \$106, but a decrease of \$32 when adjusting for inflation. This is a sharp decline from the previous year's \$475 per-child nominal increase. We can confirm only 16 states spent enough to deliver a program that could meet all 10 NIEER benchmarks. Some others may, but even allowing for incomplete reporting on spending, a substantial number of states do not provide funding adequate to sustain an educationally effective pre-K program.
- Almost 60 percent of all 3- and 4-year-olds in state-funded pre-K were served in six states—California, Florida, Georgia, Illinois, New York, and Texas—none of which report enough per-child funding from all sources to adequately fund a high-quality prekindergarten program.

Inflation-adjusted spending per child enrolled decreased for the first time since the 2005-2006 school year, and remains well below its 2001-2002 level by more than \$550. Spending per child enrolled increased in more than half of the states offering state pre-K programs compared to the previous year (not adjusting for inflation). Since 2001-2002, while only five states have decreased nominal per-child spending, a total of 24 states have failed to keep up with inflation. Table 6 provides more detailed information on spending.

For the third year, the *Yearbook* includes two resources rankings for state preschool programs. States are ranked based on the amount of funds states spent for each child enrolled and based on all reported funds spent for each child enrolled. This second resources ranking was added to the *Yearbook* two years ago because some states rely on local dollars and locally allocated federal dollars in addition to state dollars to fund their state pre-K initiatives. Not all states are able to fully report non-state resources used to fund their state pre-K initiatives, and therefore this second ranking may underestimate spending for some states. There are a few states with large differences in their positions on the two resources rankings, including Nebraska and Colorado, where local and federal dollars make up a large percentage of total reported spending on pre-K in the state. As a result, each of these states earns a higher ranking once spending from all reported sources is considered. The national average of per-child spending from all reported sources was \$4,711, though this figure surely underestimates the true national average if all spending could be identified. Tables 6 and 7 show the per-child spending in each state, using all known sources.

Maryland and Florida serve as other examples of how having two resources rankings can benefit some but not all states. In the 2008-2009 program year, Maryland spent \$3,765 per child in state dollars and was ranked 21st nationally in per-child spending. However, Maryland also reports local and federal funding used in their state preschool program. Including this additional funding, Maryland spent \$8,304 per child and moved up in ranking to 6th nationally. On the other hand, Florida's preschool program is entirely funded by state dollars and the all resources ranking does not benefit them. The state spent \$2,448 per child, ranking 34th nationally in state per-child spending. Florida's ranking dropped to 37th in per-child spending from all known sources. Of course, in reality some Florida providers may rely on public school or other local dollars to supplement state funds.

Also for the third time, the *Yearbook* includes an analysis of which states funded their state prekindergarten initiatives sufficiently to meet the NIEER quality standards benchmarks. This year, we could identify with confidence only 16 states as providing adequate funding to meet all 10 benchmarks. Other states might have adequately funded programs, but we did not have sufficient information on other sources of funding to make that determination. Eight of the programs that we could not clearly identify as adequately funded met eight or more NIEER benchmarks, including Alabama, which met all 10 NIEER benchmarks.

Lack of information about funding that does not come directly from the state makes it difficult to determine how much is actually spent on pre-K. Not all state pre-K programs are explicitly designed to rely on combined state, federal, and local funding as is the case with K-12, but it is still common. Consider the following two examples. For the 2008-2009 school year, Alabama was only able to report state spending, even though they require a local match as a condition for state funds. Our calculations indicate \$7,181 per child would be adequate to fund a high-quality, full-day pre-K program in Alabama. The state provided \$5,134 per child. It is likely that Alabama's required local match provides enough money to reach the \$7,181 level. Florida seems more likely to have a problem. Florida programs would need \$4,380 per child to adequately support the program, but the state provided only \$2,448 per child. Most preschool providers in Florida are private and do not have access to local school funds. Some may receive substantial funding from other sources, but statewide many likely do not.

TABLE 2: PRE-K ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2008-2009)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2008-2009)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	Oklahoma	71.0%	0.0%	35.1%	36,042	0	36,042
2	Florida	66.7%	0.0%	33.1%	147,762	0	147,762
3	Georgia	53.4%	0.0%	26.7%	78,310	0	78,310
4	Vermont*	53.0%	17.3%	35.4%	3,531	1,120	4,651
5	West Virginia	50.6%	8.5%	29.9%	10,844	1,763	12,607
6	Wisconsin*	48.4%	1.0%	24.8%	34,653	675	35,328
7	Texas	45.4%	4.7%	25.0%	181,008	18,967	199,975
8	Arkansas	43.7%	5.9%	24.6%	17,018	2,345	19,363
9	New York	42.6%	0.1%	21.5%	102,027	255	102,282
10	South Carolina	38.1%	4.1%	21.1%	22,410	2,456	24,866
11	Maryland	35.1%	1.2%	18.2%	25,918	903	26,821
12	Louisiana	31.7%	0.0%	15.9%	19,720	0	19,720
13	Illinois	28.7%	21.2%	25.0%	51,160	37,215	88,375
14	Iowa	28.7%	1.3%	14.9%	11,099	495	11,594
15	Kentucky	28.3%	10.0%	19.1%	15,842	5,643	21,485
16	New Jersey	26.5%	17.3%	22.0%	30,130	18,961	49,091
17	North Carolina	25.0%	0.0%	12.4%	31,485	0	31,485
18	Tennessee	21.6%	0.8%	11.2%	17,568	666	18,234
19	Kansas	21.2%	0.0%	10.6%	8,247	0	8,247
20	Colorado	20.2%	6.0%	13.0%	14,014	4,211	18,225
21	Michigan	19.1%	0.0%	9.6%	24,091	0	24,091
22	Maine	19.0%	0.0%	9.6%	2,731	0	2,731
23	New Mexico	16.5%	0.0%	8.1%	4,745	0	4,745
24	Pennsylvania*	16.4%	4.8%	10.6%	24,100	6,973	31,073
25	Virginia	14.1%	0.0%	7.1%	14,585	0	14,585
26	California	12.6%	5.4%	9.0%	65,825	28,796	94,621
27	Massachusetts*	11.3%	2.9%	7.1%	8,648	2,149	10,797
28	Connecticut	10.9%	8.2%	9.6%	4,681	3,471	8,152
29	Oregon	8.3%	4.8%	6.5%	3,892	2,276	6,168
30	Ohio	8.1%	5.3%	6.7%	11,923	7,746	19,669
31	Delaware	7.3%	0.0%	3.6%	843	0	843
32	Nebraska	7.3%	2.9%	5.1%	1,880	756	2,636
33	Washington	7.2%	2.4%	4.8%	6,094	2,026	8,120
34	Alabama	5.5%	0.0%	2.8%	3,384	0	3,384
35	Arizona	5.4%	0.0%	2.7%	5,447	0	5,447
36	Missouri	3.9%	1.9%	2.9%	3,070	1,498	4,568
37	Nevada	2.3%	0.6%	1.4%	878	234	1,112
38	Minnesota*	1.6%	1.1%	1.4%	1,147	775	1,922
No Program	Alaska	0.0%	0.0%	0.0%	0	0	0
No Program	Hawaii	0.0%	0.0%	0.0%	0	0	0
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Indiana	0.0%	0.0%	0.0%	0	0	0
No Program	Mississippi	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	Rhode Island	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
50 States Population		25.4%	3.7%	14.6%	1,046,752	152,375	1,199,127 ¹

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

¹ Nationwide, an additional 16,950 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,216,077.

* 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 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2008-2009				ENROLLMENT CHANGES FROM 2007-2008 TO 2008-2009			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alabama	0	NA	2,628	347.6%	0	NA	1,119	49.4%
Alaska	0	NA	0	NA	0	NA	0	NA
Arizona	0	NA	1,170	27.4%	0	NA	46	0.9%
Arkansas	1,403	148.9%	14,794	665.2%	-4,551	-66.0%	6,138	56.4%
California	17,872	163.6%	21,291	47.8%	1,761	6.5%	2,067	3.2%
Colorado	3,481	476.8%	5,694	68.4%	1,490	54.8%	3,262	30.3%
Connecticut	1,936	126.1%	264	6.0%	1,679	93.7%	-2,226	-32.2%
Delaware	0	NA	0	0.0%	0	NA	0	0.0%
Florida	0	NA	147,762	NA	0	NA	13,179	9.8%
Georgia	0	NA	14,697	23.1%	0	NA	1,819	2.4%
Hawaii	0	NA	0	NA	0	NA	0	NA
Idaho	0	NA	0	NA	0	NA	0	NA
Illinois	23,117	164.0%	12,258	31.5%	1,860	5.3%	-3,596	-6.6%
Indiana	0	NA	0	NA	0	NA	0	NA
Iowa	-16	-3.1%	9,543	613.3%	57	13.0%	4,312	63.5%
Kansas	0	NA	6,017	269.8%	0	NA	1,966	31.3%
Kentucky	771	15.8%	3,025	23.6%	-42	-0.7%	42	0.3%
Louisiana	0	NA	12,201	162.3%	0	NA	1,932	10.9%
Maine	0	NA	1,291	89.7%	0	NA	56	2.1%
Maryland	-505	-35.9%	7,544	41.1%	11	1.2%	-909	-3.4%
Massachusetts*	-7,283	-77.2%	-784	-8.3%	-5,554	-72.1%	-18	-0.2%
Michigan	0	NA	-2,386	-9.0%	0	NA	957	4.1%
Minnesota*	-40	-4.9%	-123	-9.7%	8	1.0%	48	4.4%
Mississippi	0	NA	0	NA	0	NA	0	NA
Missouri	-1,048	-41.2%	-616	-16.7%	-54	-3.5%	-18	-0.6%
Montana	0	NA	0	NA	0	NA	0	NA
Nebraska	632	510.5%	1,524	427.8%	114	17.8%	412	28.1%
Nevada	123	110.8%	557	173.5%	41	21.2%	49	5.9%
New Hampshire	0	NA	0	NA	0	NA	0	NA
New Jersey	6,176	48.3%	6,249	26.2%	992	5.5%	1,095	3.8%
New Mexico	-470	-100.0%	4,375	1,182.4%	0	NA	1,175	32.9%
New York	-5,580	-95.6%	38,528	60.7%	-60	-19.0%	10,825	11.9%
North Carolina	0	NA	30,245	2,439.1%	0	NA	3,697	13.3%
North Dakota	0	NA	0	NA	0	NA	0	NA
Ohio	-1,968	-20.3%	-1,962	-14.1%	3,605	87.1%	-2,213	-15.7%
Oklahoma	0	NA	10,163	39.3%	0	NA	811	2.3%
Oregon	1,167	105.2%	1,303	50.3%	609	36.5%	675	21.0%
Pennsylvania*	6,973	NA	21,550	845.1%	-1,054	-13.1%	8,190	51.5%
Rhode Island	0	NA	0	NA	0	NA	0	NA
South Carolina	2,106	601.7%	6,760	43.2%	260	11.8%	2,016	9.9%
South Dakota	0	NA	0	NA	0	NA	0	NA
Tennessee	-176	-20.9%	15,810	899.3%	-125	-15.8%	554	3.3%
Texas	-774	-3.9%	53,425	41.9%	1,072	6.0%	5,540	3.2%
Utah	0	NA	0	NA	0	NA	0	NA
Vermont*	751	203.5%	2,911	469.5%	24	2.2%	204	6.1%
Virginia	0	NA	8,707	148.1%	0	NA	1,460	11.1%
Washington	877	76.3%	1,309	27.4%	342	20.3%	977	19.1%
West Virginia	-5	-0.3%	5,759	113.2%	54	3.2%	983	10.0%
Wisconsin*	-13	-1.9%	21,149	156.6%	158	30.6%	6,182	21.7%
Wyoming	0	NA	0	NA	0	NA	0	NA
50 states	49,507	48.1%	484,632	86.2%	2,697	1.8%	72,808	7.5%

* 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: 2008-2009 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRE-K, 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	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	1,373	2.2%	5,500	9.0%	6,570	10.7%	14,160	23.1%
Alaska	423	4.2%	711	7.2%	1,252	12.5%	1,868	18.9%
Arizona	3,544	3.5%	10,667	10.7%	8,900	8.8%	20,024	20.2%
Arkansas	4,926	12.4%	20,415	52.4%	8,556	21.5%	24,420	62.7%
California*	40,605	7.7%	83,597	16.0%	68,973	13.0%	135,361	25.9%
Colorado	6,948	9.9%	17,937	25.8%	10,001	14.2%	22,286	32.1%
Connecticut	5,433	12.9%	7,240	16.9%	7,721	18.3%	10,448	24.4%
Delaware*	495	4.2%	1,531	13.3%	854	7.3%	2,241	19.5%
Florida	6,972	3.1%	151,824	68.6%	18,817	8.3%	169,910	76.8%
Georgia	3,174	2.2%	80,608	55.0%	14,053	9.6%	89,527	61.1%
Hawaii	669	4.0%	883	5.2%	1,521	9.2%	2,422	14.3%
Idaho	927	3.9%	1,467	6.2%	1,680	7.0%	3,444	14.5%
Illinois*	38,679	22.1%	59,038	33.2%	51,912	29.6%	76,133	42.8%
Indiana	4,600	5.3%	6,388	7.2%	8,424	9.7%	12,976	14.7%
Iowa*	1,872	4.8%	11,946	30.9%	4,320	11.1%	15,154	39.2%
Kansas	2,384	6.1%	11,748	30.2%	4,889	12.5%	14,458	37.1%
Kentucky	5,643	10.0%	16,363	29.2%	11,279	20.0%	24,937	44.4%
Louisiana*	1,797	2.9%	21,585	34.7%	11,167	18.0%	29,975	48.2%
Maine*	885	6.3%	3,824	26.6%	1,833	13.0%	5,188	36.0%
Maryland	4,010	5.5%	30,111	40.8%	9,486	12.9%	35,375	47.9%
Massachusetts	6,116	8.1%	14,006	18.4%	10,367	13.8%	19,580	25.7%
Michigan	5,701	4.6%	30,916	24.4%	16,983	13.8%	47,662	37.7%
Minnesota	4,064	5.8%	6,145	8.7%	7,430	10.6%	11,072	15.7%
Mississippi	1,419	3.3%	2,890	6.8%	10,469	24.6%	16,067	37.6%
Missouri	4,440	5.7%	8,181	10.5%	10,107	13.0%	15,432	19.8%
Montana	352	3.0%	685	5.8%	1,778	15.1%	2,639	22.5%
Nebraska	1,666	6.5%	3,128	12.1%	3,120	12.1%	5,334	20.6%
Nevada	1,546	4.0%	3,027	7.8%	2,147	5.5%	4,311	11.1%
New Hampshire	795	5.1%	1,049	7.0%	1,270	8.1%	1,740	11.6%
New Jersey	22,785	20.8%	35,564	31.3%	28,723	26.2%	42,464	37.4%
New Mexico	1,497	5.1%	7,112	24.8%	4,022	13.6%	10,840	37.7%
New York*	19,384	8.2%	115,867	48.4%	34,515	14.7%	135,499	56.6%
North Carolina	4,112	3.2%	36,214	28.8%	10,044	7.8%	45,319	36.0%
North Dakota	356	4.5%	555	7.1%	1,347	16.9%	1,985	25.4%
Ohio	13,017	9.0%	19,296	13.1%	24,829	17.1%	35,739	24.2%
Oklahoma	1,317	2.5%	36,042	71.0%	7,415	14.3%	43,964	86.6%
Oregon	4,257	9.0%	6,503	13.9%	6,708	14.1%	9,977	21.4%
Pennsylvania*	14,188	9.8%	32,698	22.2%	23,581	16.2%	45,806	31.1%
Rhode Island	614	5.3%	1,016	8.1%	1,153	9.9%	1,999	16.0%
South Carolina*	4,034	6.8%	23,640	40.2%	9,257	15.6%	28,800	49.0%
South Dakota	594	5.2%	942	8.4%	1,704	14.9%	2,910	25.9%
Tennessee	2,936	3.6%	19,816	24.3%	7,440	9.1%	28,276	34.7%
Texas	26,504	6.6%	187,429	47.0%	54,270	13.5%	220,207	55.3%
Utah	2,174	4.2%	3,024	5.9%	3,618	7.0%	6,147	11.9%
Vermont*	1,499	23.2%	4,066	61.0%	1,881	29.1%	4,519	67.8%
Virginia*	3,819	3.7%	18,966	18.4%	8,194	8.0%	25,053	24.3%
Washington	5,132	6.1%	10,618	12.5%	9,244	11.0%	16,844	19.8%
West Virginia	1,836	8.9%	11,235	52.4%	3,998	19.5%	15,706	73.3%
Wisconsin*	3,715	5.2%	37,210	52.0%	9,065	12.8%	42,616	59.4%
Wyoming	775	10.5%	1,214	17.1%	1,219	16.4%	1,874	26.5%
50 States	296,003	7.2%	1,222,436	29.7%	568,105	13.8%	1,600,688	38.9%

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

† This figure includes federally funded and state-funded Head Start enrollment.

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

TABLE 5: 2008-2009 STATE PRE-K QUALITY STANDARDS

STATE	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	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, health, and one support service	At least one meal	Site visits	Quality Standards Checklist Sum 2008-2009
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arizona	✓					✓	✓			✓	4
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California			✓		✓		✓			✓	4
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
Florida	✓					✓				✓	3
Georgia	✓		✓	✓	✓	✓	✓		✓	✓	8
Illinois	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Iowa (Shared Visions)	✓		✓			✓	✓	✓	✓		6
Iowa (SVPP)	✓	✓	✓		✓	✓	✓	✓		✓	8
Kansas (At-Risk)	✓	✓		✓	✓	✓	✓	✓			7
Kansas (Pre-K Pilot)	✓	✓		✓	✓	✓	✓	✓		✓	8
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓		8
Louisiana (8g)	✓	✓			✓	✓	✓		✓	✓	7
Louisiana (LA4)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana (NSECD)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓						5
Maryland	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Massachusetts	✓				✓	✓	✓	✓		✓	6
Michigan	✓	✓	✓	✓		✓	✓	✓			7
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Missouri	✓	✓	✓	✓	✓	✓	✓			✓	8
Nebraska	✓	✓	✓	✓		✓	✓			✓	7
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey (Abbott)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey (ECPA)	✓	✓	✓		✓	✓	✓	✓		✓	8
New Jersey (ELLI)	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico	✓		✓		✓	✓	✓	✓	✓	✓	8
New York			✓		✓	✓	✓	✓		✓	6
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio (ECE)			✓					✓		✓	3
Ohio (ELI)			✓			✓	✓	✓		✓	5
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania (EABG)	✓		✓		✓	✓	✓			✓	6
Pennsylvania (HSSAP)	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania (K4 & SBPK)	✓	✓			✓						3
Pennsylvania (Pre-K Counts)	✓		✓		✓	✓	✓			✓	6
South Carolina (4K)	✓	✓	✓		✓	✓	✓				6
South Carolina (CDEPP)	✓		✓		✓	✓	✓		✓	✓	7
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓	✓	✓		✓						4
Vermont (Act 62)	✓		✓		✓	✓	✓				5
Vermont (EEI)	✓		✓			✓	✓				4
Virginia	✓	✓	✓		✓	✓	✓	✓		✓	8
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓		✓		✓	✓	✓	✓		✓	7
Wisconsin (4K)	✓	✓	✓		✓					✓	5
Wisconsin (HdSt)	✓		✓		✓	✓	✓	✓	✓		7
Totals	47	26	44	14	42	45	45	32	21	40	

Note: Alaska, Hawaii, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, Rhode Island, South Dakota, Utah, and Wyoming are not included in this table because they do not fund state prekindergarten initiatives.

Check marks in pink show new policy changes effective with the 2008-2009 school year. For more details about quality standards and benchmarks, see the Roadmap to the State Profile Pages.

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

STATE	Resources rank based on state spending	State \$ per child enrolled in pre-K	Change in state per-child spending from 2007-2008 to 2008-2009 Adjusted dollars	Total state preschool spending in 2008-2009	Resources rank based on all reported spending	All reported \$ per child enrolled in pre-K
New Jersey	1	\$11,205	-\$114	\$550,081,566	1	\$11,205
Minnesota	2	\$9,994	\$1,435	\$20,678,000	3	\$9,994
Connecticut	3	\$8,144	\$748	\$72,194,403	2	\$10,303
Oregon	4	\$8,020	-\$567	\$51,906,604	7	\$8,020
Ohio	5	\$6,904	-\$574	\$151,642,502	10	\$6,904
Washington	6	\$6,890	-\$368	\$55,942,961	11	\$6,890
Delaware	7	\$6,795	-\$204	\$5,727,800	12	\$6,795
Massachusetts	8	\$5,994	\$3,056	\$64,719,994	14	\$5,994
Pennsylvania	9	\$5,711	-\$729	\$179,944,302	16	\$5,711
Arkansas	10	\$5,421	\$350	\$111,000,000	5	\$8,399
North Carolina	11	\$5,414	\$202	\$170,471,908	9	\$7,713
Louisiana	12	\$5,301	-\$760	\$104,539,103	17	\$5,403
West Virginia	13	\$5,264	\$328	\$69,147,853	4	\$8,743
Alabama	14	\$5,134	\$587	\$17,374,590	19	\$5,134
Tennessee	15	\$4,520	-\$80	\$83,000,000	15	\$5,763
Michigan	16	\$4,286	-\$71	\$103,250,000	22	\$4,286
Georgia	17	\$4,234	-\$143	\$331,542,255	23	\$4,239
Oklahoma	18	\$4,084	-\$2	\$147,185,345	8	\$7,853
Virginia	19	\$4,023	\$341	\$58,679,197	13	\$6,284
Texas	20	\$3,790	\$102	\$760,059,287	25	\$3,790
Maryland	21	\$3,765	-\$119	\$100,974,791	6	\$8,304
California	22	\$3,681	-\$34	\$360,594,045	26	\$3,681
New York	23	\$3,668	-\$398	\$375,176,216	27	\$3,668
Kentucky	24	\$3,497	-\$105	\$75,127,700	20	\$4,941
Vermont	25	\$3,467	\$1,192	\$16,150,120	29	\$3,467
Illinois	26	\$3,438	-\$35	\$327,024,460	30	\$3,438
New Mexico	27	\$3,355	\$208	\$15,920,660	32	\$3,355
Wisconsin	28	\$3,171	-\$85	\$112,212,500	21	\$4,725
Iowa	29	\$3,065	-\$66	\$36,257,604	24	\$4,054
Kansas	30	\$3,026	\$97	\$24,952,460	33	\$3,026
Nevada	31	\$2,973	-\$250	\$3,338,875	34	\$2,973
Missouri	32	\$2,880	\$40	\$13,156,901	36	\$2,880
Nebraska	33	\$2,822	-\$54	\$7,684,420	18	\$5,184
Florida	34	\$2,448	-\$127	\$361,764,938	37	\$2,448
Arizona	35	\$2,247	-\$138	\$12,239,918	38	\$2,247
Colorado	36	\$2,237	\$89	\$41,321,362	28	\$3,572
South Carolina	37	\$1,633	-\$137	\$40,596,640	31	\$3,409
Maine	38	\$1,507	-\$230	\$4,115,453	35	\$2,901
Alaska	No Program	\$0	\$0	\$0	No Program	\$0
Hawaii	No Program	\$0	\$0	\$0	No Program	\$0
Idaho	No Program	\$0	\$0	\$0	No Program	\$0
Indiana	No Program	\$0	\$0	\$0	No Program	\$0
Mississippi	No Program	\$0	\$0	\$0	No Program	\$0
Montana	No Program	\$0	\$0	\$0	No Program	\$0
New Hampshire	No Program	\$0	\$0	\$0	No Program	\$0
North Dakota	No Program	\$0	\$0	\$0	No Program	\$0
Rhode Island	No Program	\$0	\$0	\$0	No Program	\$0
South Dakota	No Program	\$0	\$0	\$0	No Program	\$0
Utah	No Program	\$0	\$0	\$0	No Program	\$0
Wyoming	No Program	\$0	\$0	\$0	No Program	\$0
50 States		\$4,143	-\$36	\$5,037,696,733		\$4,711

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

TABLE 7: RANKINGS OF ALL REPORTED RESOURCES PER CHILD ENROLLED

Resources rank based on all reported spending	State	All reported \$ per child enrolled in pre-K	Estimate of per-child spending*	Is the reported funding sufficient to meet the NIEER benchmarks?	Additional per-child funding needed	Quality benchmark total
1	New Jersey	\$11,205	\$8,810	Yes	\$0	8.8
2	Connecticut	\$10,303	\$8,002	Yes	\$0	6
3	Minnesota	\$9,994	\$4,326	Yes	\$0	9
4	West Virginia	\$8,743	\$5,679	Yes	\$0	7
5	Arkansas	\$8,399	\$6,746	Yes	\$0	9
6	Maryland	\$8,304	\$6,289	Yes	\$0	9
7	Oregon	\$8,020	\$4,090	Yes	\$0	8
8	Oklahoma	\$7,853	\$5,478	Yes	\$0	9
9	North Carolina	\$7,713	\$7,736	Yes	~\$0	10
10	Ohio	\$6,904	\$4,287	Yes	\$0	4.2
11	Washington	\$6,890	\$4,648	Yes	\$0	9
12	Delaware	\$6,795	\$4,552	Yes	\$0	8
13	Virginia	\$6,284	\$8,723	No	\$2,439	8
14	Massachusetts	\$5,994	\$8,277	No	\$2,283	6
15	Tennessee	\$5,763	\$7,533	No	\$1,770	9
16	Pennsylvania	\$5,711	\$6,635	No	\$924	6.1
17	Louisiana	\$5,403	\$7,106	No	\$1,703	8.7
18	Nebraska	\$5,184	\$3,785	Yes	\$0	7
19	Alabama	\$5,134	\$7,181	No	\$2,047	10
20	Kentucky	\$4,941	\$3,954	Yes	\$0	8
21	Wisconsin	\$4,725	\$4,248	Yes	\$0	5.1
22	Michigan	\$4,286	\$5,303	No	\$1,017	7
23	Georgia	\$4,239	\$8,047	No	\$3,808	8
24	Iowa	\$4,054	\$3,748	Yes	\$0	7.6
25	Texas	\$3,790	\$4,428	No	\$638	4
26	California	\$3,681	\$4,907	No	\$1,226	4
27	New York	\$3,668	\$5,929	No	\$2,261	6
28	Colorado	\$3,572	\$4,293	No	\$721	6
29	Vermont	\$3,467	\$4,014	No	\$547	4.8
30	Illinois	\$3,438	\$4,620	No	\$1,182	9
31	South Carolina	\$3,409	\$4,662	No	\$1,253	6.4
32	New Mexico	\$3,355	\$3,925	No	\$570	8
33	Kansas	\$3,026	\$3,787	No	\$761	7.2
34	Nevada	\$2,973	\$4,453	No	\$1,480	7
35	Maine	\$2,901	\$3,737	No	\$836	5
36	Missouri	\$2,880	\$6,367	No	\$3,487	8
37	Florida	\$2,448	\$4,380	No	\$1,932	3
38	Arizona	\$2,247	\$4,706	No	\$2,459	4
No Program	Alaska	\$0	\$4,248	No	\$4,248	NA
No Program	Hawaii	\$0	\$4,239	No	\$4,239	NA
No Program	Idaho	\$0	\$3,604	No	\$3,604	NA
No Program	Indiana	\$0	\$3,975	No	\$3,975	NA
No Program	Mississippi	\$0	\$3,718	No	\$3,718	NA
No Program	Montana	\$0	\$3,311	No	\$3,311	NA
No Program	New Hampshire	\$0	\$4,166	No	\$4,166	NA
No Program	North Dakota	\$0	\$3,588	No	\$3,588	NA
No Program	Rhode Island	\$0	\$4,522	No	\$4,522	NA
No Program	South Dakota	\$0	\$3,404	No	\$3,404	NA
No Program	Utah	\$0	\$4,100	No	\$4,100	NA
No Program	Wyoming	\$0	\$3,623	No	\$3,623	NA

* For each state, a full-day, half-day, or weighted estimate of per-child spending was used, based on the operating schedule of the state pre-K program and the percent of children served in each type of operating schedule. For states that operated both full- and half-day programs and could not report enrollment by operating schedule, a half-day estimate was generally used. State estimates were constructed from a national estimate adjusted for state cost of education differences. The national estimate was obtained from Gault, B., Mitchell, A., & Williams, E. (2008). *Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs*. Washington, DC: Institute for Women's Policy Research. The state cost index was obtained from: Taylor, L. & Fowler, W. (2006). *A comparable wage approach to geographic cost adjustment*. Washington DC: IES, US Department of Education. For details about how these figures were calculated, see the Methodology and Roadmap to the State Profile Pages sections.

WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

NIEER's *State Preschool Yearbook* series focuses on state-funded preschool education initiatives meeting the following criteria:

- The initiative is funded, controlled, and directed by the state.
- The initiative serves children of preschool age, usually 3 and/or 4. Although initiatives in some states serve broader age ranges, programs that serve *only* infants and toddlers are excluded.
- Early childhood education is the primary focus of the initiative. This does not exclude programs that offer parent education but does exclude programs that mainly focus on parent education. Programs that focus on parent work status or programs where child eligibility is tied to work status are also excluded.
- The initiative offers a group learning experience to children at least two days per week.
- State-funded preschool education initiatives must be distinct from the state's system for subsidized child care. However, preschool initiatives may be *coordinated* and *integrated* with the subsidy system for child care.
- The initiative is *not* primarily designed to serve children with disabilities, but services may be offered to children with disabilities.
- State supplements to the federal Head Start program are considered to constitute *de facto* state preschool programs if they substantially expand the number of children served, and if the state assumes some administrative responsibility for the program. State supplements to fund quality improvements, extended days, or other program enhancements or to fund expanded enrollment only minimally are not considered equivalent to a state preschool program.

While ideally this report would identify all preschool education funding streams at the federal, state, and local levels, there are a number of limitations on the data that make this extremely difficult to do. For example, preschool is only one of several types of education programs toward which local districts can target their Title I funds. Many states do not track how Title I funds are used at the local level and therefore do not know the extent to which they are spent on preschool education. Another challenge involves tracking total state spending for child care, using a variety of available sources, such as CCDF dollars, TANF funds, and any state funding above and beyond the required matches for federal funds. Although some of these child care funds may be used for high-quality, educational, center-based programs for 3- and 4-year-olds that closely resemble programs supported by state-funded preschool education initiatives, it is nearly impossible to determine what proportion of the child care funds are spent this way.

AGE GROUPINGS USED IN THIS REPORT

Children considered to be 3 years old during the 2008-2009 school year are those who were eligible to enter kindergarten two years later, during the 2010-2011 school year. Children considered to be 4 years old during the 2008-2009 school year were eligible to enter kindergarten one year later, during the 2009-2010 school year. Children considered to be 5 years old during the 2008-2009 school year were already eligible for kindergarten at the beginning of the 2008-2009 school year.