

The
State of
Preschool
2015



STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research



THE STATE OF PRESCHOOL 2015

STATE PRESCHOOL YEARBOOK

© 2016 National Institute for Early Education Research

By W. Steven Barnett, Ph.D.
Allison H. Friedman-Krauss, Ph.D.
Rebecca E. Gomez, Ed.D.
Michelle Horowitz, BA
G.G. Weisenfeld, Ed.D.
Kirsty Clarke Brown, Ph.D.
James H. Squires, Ph.D.

ACKNOWLEDGEMENTS—The opinions expressed in this report are solely those of the authors. We wish to thank the Heising-Simons Foundation for supporting the development, production, and dissemination of this publication and for supporting the new surveys relating to the workforce and dual language learners. Established in 2007 by husband and wife Mark Heising and Elizabeth (Liz) Simons, The Heising-Simons Foundation is dedicated to advancing sustainable solutions in the environment, supporting groundbreaking research in science, and enhancing the education of the nation's youngest learners. Support for the supplemental survey regarding Dual Language Learner policies was provided by the Bill and Melinda Gates Foundation. The authors would like to extend their thanks to Sandy Ogilvie, Pat Ainsworth, Andrew Barnett, Emily Fox, Michelle Ramjug, and Lars Bayer for their assistance on this report.

The primary data source for this report is the 2015 State of Preschool Survey conducted by NIEER under contract to the National Center for Education Statistics (NCES). NCES publications related to the survey are available on-line at <http://nces.ed.gov/pubsearch/>.

This publication is a product on the National Institute for Early Education Research (NIEER), a unit of the Graduate School of Education at Rutgers, The State University of New Jersey. NIEER supports early childhood education policy by providing objective, nonpartisan information based on research.



NATIONAL INSTITUTE FOR
EARLY EDUCATION RESEARCH



Table of Contents

Executive Summary	5
A Call to Action	8
National Overview	11
Enrollment	11
Quality Standards	12
Resources	13
Special Report: Dual Language Learners and Preschool Workforce	19
Dual Language Learners	21
Workforce	32
What Qualifies as a State Preschool Program?	39
Roadmap to the State Profile Pages	40
Guide to State Profiles	44
Glossary of Abbreviations	45
State Profiles	46
Alabama	47
Alaska	49
Arizona	51
Arkansas	53
California	55
Colorado	57
Connecticut	59
Delaware	63
District of Columbia	65
Florida	67
Georgia	69
Hawaii	71
Idaho	73
Illinois	75
Indiana	77
Iowa	79
Kansas	83
Kentucky	87
Louisiana	89
Maine	94
Maryland	96
Massachusetts	98
Michigan	102
Minnesota	104

Mississippi	106
Missouri.....	108
Montana	110
Nebraska	112
Nevada	114
New Hampshire.....	116
New Jersey	118
New Mexico	123
New York.....	125
North Carolina.....	127
North Dakota.....	129
Ohio	131
Oklahoma	133
Oregon	135
Pennsylvania	137
Rhode Island	143
South Carolina.....	145
South Dakota.....	149
Tennessee	151
Texas.....	153
Utah	155
Vermont	157
Virginia	161
Washington	163
West Virginia	165
Wisconsin	167
Wyoming.....	171
American Samoa	173
Guam	175
Northern Mariana Islands	177
Palau	179
Puerto Rico	181
Virgin Islands.....	183
Methodology	185
Appendices Table of Contents	188

VISIT OUR WEBSITE FOR ACCESS TO ALL DATA WWW.NIEER.ORG

Executive Summary



DID STATE PRE-K GET BACK ON TRACK IN 2015?

Nationally, the 2014-2015 school year showed continued improvement in state funded pre-K as states recovered from the Great Recession. Enrollment increased. More states met the benchmarks for minimum quality standards. State funding for pre-K increased: for the third year in a row, spending per child exceeded the previous year.

Does this mean that state funded pre-K is back on track after being derailed by the recession? In some states, the answer seems to be a clear “yes.” New York is the most obvious example, but other states made noteworthy progress with enrollment, quality standards, and funding. However, not all states moved forward. Some even moved backwards, including two of the nation’s most populous states, Texas and Florida. For the nation as a whole, this means that access to a high-quality preschool program remained highly unequal, and this situation is unlikely to change in the foreseeable future unless many more states follow the leaders.

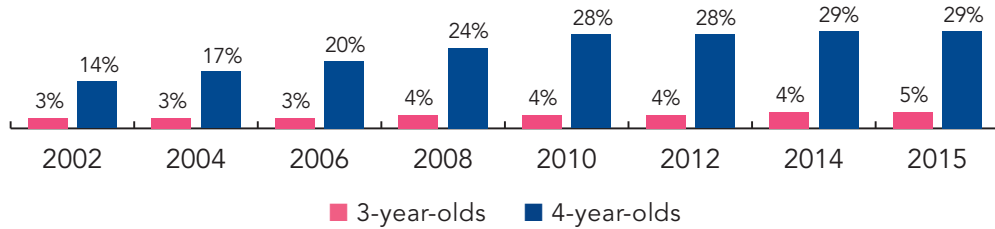
Table 1 summarizes the findings from this year’s report for enrollment, quality standards, and funding of state pre-K. We review findings for each of these three key aspects of state pre-K policy briefly below before considering “what’s new” in further detail.

Enrollment rose very modestly, growing by 31,863 children overall with most of the growth among 3-year-olds, and just 7,091 4-year-olds added. New York, Michigan, South Carolina, and Alabama added large numbers of children at age four, while Connecticut had a program newly qualify as state pre-K, and Mississippi and Hawaii joined the states funding pre-K. Other states—Texas, Florida, Kentucky, Tennessee and Wisconsin—decreased enrollment significantly.

Quality standards hit a new high. Six programs gained a quality standards benchmark and no programs lost benchmarks. Two Louisiana programs now meet the requirement for site visits as part of their program monitoring. Nebraska now requires that programs provide at least one meal per day and Missouri began requiring all teachers to receive at least 15 hours per year of professional development. South Carolina’s 4K program now meets the quality standard benchmark for lead teacher degree. West Virginia now meets all 10 benchmarks, and with Mississippi in the rankings for the first time, this raises the number of state programs that meet all 10 of NIEER’s benchmarks for acceptable quality standards to 7.

State funding for pre-K rose by more than \$573 million in 2014-2015, adjusted for inflation, with almost two-thirds of this increase accounted for by New York. Total funding has now surpassed the peak pre-recession level, adjusting for inflation. States’ investments per child also continued an upward trend, with the largest single year increase since the NIEER Yearbook began.

PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED (2015 DOLLARS)



WHAT'S NEW?

Resources:

- Total state funding for pre-K programs increased to \$6.2 billion, an increase of more than \$573 million across the 42 states plus D.C.¹ that offered pre-K in the 2014-2015 year, a 10 percent increase in real dollars. Two thirds of this increase comes from New York, up \$358 million (inflation-adjusted) from the previous year, due largely to new investments in quality full-day preschool in New York City.
- State pre-K funding per child increased by \$319 (inflation-adjusted) from the previous year to \$4,521. New York again had a noticeable impact on the national average from its large increase in funding per child to raise quality and provide a full day program.
- In addition to New York, Michigan increased funding by \$62 million, and eight other states reported increases of more than \$10 million. On the other side, three states reported reductions in spending of more than \$10 million each.

Enrollment:

- Nearly 1.4 million children attended state-funded pre-K, nearly 1.2 million at age 4. Almost five percent of 3-year-olds and 29 percent of 4-year-olds were served in state-funded pre-K.
- Across all public programs—Pre-K general and special education enrollments plus federally funded Head Start—41 percent of 4-year-olds and 16 percent of 3-year-olds were served. Since 2010, total enrollment in these programs at age 4 has risen by just one percentage point and enrollment at age 3 by one percentage point as well.
- Enrollment has grown little in recent years because unstable funding in many states does not support growth year after year. Instead, each year some states increased enrollment, while others made cuts. In 2014-15, 13 states (15 looking at just 3- and 4-year-olds) reduced enrollment with Florida, Tennessee, Texas, and Wisconsin cutting enrollment by more than 2,000 children each.

¹ For the sake of comparison, the District of Columbia will be referred to as a "state" throughout this report. Hence, there is a total of 43 states providing state-funded pre-K.

Quality:

- Six programs improved against NIEER's Quality Standards Benchmarks checklist and six states plus one program in Louisiana now meet all 10 benchmarks for minimum state pre-K quality standards. West Virginia and Mississippi are the newest states to earn all 10 benchmarks.
- Also on the plus side, the states meeting all 10 minimums for quality standards include some with the highest percentages of children in poverty (e.g., AL, MS, LA, NC, and WV).
- On the downside, California, Texas, and Florida have the highest numbers of children in poverty, serve the largest numbers of children, and have some of the lowest quality standards in the nation.

Major Developments:

- Hawaii and Mississippi joined the vast majority of states in offering state-funded pre-K. Indiana began serving students in state-funded pre-K through two pilot initiatives in 2014. Although Indiana is not included in the rankings because these are small pilot programs, it is a noteworthy addition.
- New York's accelerated policy development sets an example for other states. In one year they added over 13,000 new spaces, greatly expanded access to full-day services, and put in place new policies and practices to support high quality. To do this, the state invested an additional \$358 million dollars and raised funding per child by 70 percent.
- The District of Columbia served more 3- and 4-year-olds than ever in 2014-2015, but the percentage of the population served nevertheless fell. Census data reveal that the number of preschool-age children (but not older children) in the District has increased since the District introduced new policies to support high-quality pre-K for all. It appears families are voting with their feet (and housing choices) for high-quality, full-day, universal pre-K in the District of Columbia.
- Also good news is the continued expansion of California's Transitional Kindergarten, though not counted as state pre-K it serves children who are too young to enter kindergarten. By itself this program would add 77,274 children to the pre-K rolls, raising the national percentage served to 31 percent of 4-year-olds and adding \$604 million to funding for a grand total of \$6.8 billion nationally.



A CALL TO ACTION

State pre-K programs continued moving in the right direction during the 2014-2015 school year with larger increases in spending, spending per child, and enrollment than the previous year and additional states meeting more quality standards. States also moved off of the No Program list. However, state pre-K is still far from where it needs to be to ensure that all children receive a high-quality education during the year (or two) before kindergarten.

Expansion of public pre-K is only a worthwhile public investment if children receive a high-quality education. Unfortunately, even many of the states that have chosen to fund pre-K have not committed sufficient resources to fund a high-quality program. Three of the four states with the largest populations of 3- and 4-year-olds rank toward the bottom on quality standards and spending per child. Florida stands out for offering universal pre-K funded at just \$2,300 per child.

If young children are to receive the high-quality education that leaves a sustained impact, state policies will have to change. Standards must be raised. Funding should be increased and stabilized. This will happen only if policy makers recognize that high quality pre-K is a necessity, not a luxury that can be passed over when the budget gets tight. Local and federal governments also can play a role in supporting improvements. Pre-K, like public education, generally depends on local and, to a lesser extent, federal government policy and funding, as well.

Where states have not led the way, cities often have taken up the challenge. From Boston to San Antonio, San Francisco, and Seattle, cities have led the way on expanded access to higher-quality pre-K. Hopefully, their states will follow with broader support. New York City provides an example of a city that successfully worked with its state to move an entire state forward, though it remains to be seen how much and how fast progress is extended to the rest of New York State.

Traditionally, the federal government has helped to lead by offering financial incentives for states to improve educational equity and excellence. The federal government also funds early childhood services for children in poverty directly through Head Start. Next year (2015-2016) we expect to see the first impacts on states of the new federal Preschool Development Grant program that supports increased access to pre-K and which was subsequently included in the Every Student Succeeds Act.

Looking back across the years, it is evident that even this year's rate of progress is not enough to bring high-quality pre-K to every child any time soon. Government at every level will need to redouble their efforts, and states, in particular, will have to move forward. Indeed, just one modest step taken by every state could ensure a much greater rate of progress: never take a step backward. If every state kept a pledge to not cut funding, relax standards, or reduce enrollment, this alone could double annual progress.

BUILDING QUALITY PRE-K THE NEW YORK WAY

Pre-K for All is New York City's historic initiative to provide free, full-day, high-quality pre-kindergarten to every 4-year-old in the city. Prior to expansion, 58,000 children attended pre-kindergarten in New York City, with only 19,287 children enrolled in full-day programs. The 2014-2015 school year marked the first year of the Mayor's Pre-K for All program with the goal of creating access to full-day pre-K for all 4-year-olds. In just two years the City added 53,120 full-day seats. Enrollment is high across every community, with the highest participation among low-income families. In 2015-2016 the City enrolled 68,647 children in full-day pre-K—a number more than triple the children who attended full-day programs before expansion and larger than the entire school population of major cities like Boston—about 70 percent of all 4-year-olds in the City.

Pre-K for All is delivered in public and privately operated settings including district schools, charters, and independent organizations that contract with the City. Pre-K students receive a full day of education—6 hours and 20 minutes—for 180 days grounded in the Prekindergarten Foundation for the Common Core, the New York State pre-K learning standards covering all aspects of a child's development and learning. The NYCDOE supports all pre-K programs with differentiated support at both the classroom and program level. This includes: targeted professional learning for lead teachers, assistant teachers, and paraprofessionals; on-site support for leaders and teachers; resources; and guidance from 100 Instructional Coordinators and 125 Social Workers.

The expansion required significant investments in new educators, spaces, programming and oversight across more than a dozen City agencies. In the first year of expansion, New York City facilitated the opening of new sites, recruitment and development of new teachers, rigorous multi-agency inspections to ensure quality and safety, and extensive outreach to families to encourage enrollment in new programs.

The city's model is designed to ensure a sustainable high-quality workforce by recruiting, training, and retaining qualified teachers and administrators. All lead teachers have at least a BA, and are either certified or on a study plan for full certification. In order to retain highly qualified teachers, the NYCDOE encourages all providers to pay competitive salaries and took extra steps to increase pay for pre-K teachers across the system with a goal of moving toward parity wherever possible.

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	Quality Standards Checklist Sum (Maximum of 10)
Alabama	29	None served	17	15	10
Alaska	39	None served	14	19	10
Arizona	35	20	32	38	3
Arkansas	12	3	22	27	9
California	28	9	20	24	4
Colorado	22	11	38	31	6
Connecticut	23*	8*	5	3	6
Delaware	33	None served	9	13	8
District of Columbia	1	1	1	1	9
Florida	3	None served	40	41	3†
Georgia	8	None served	24	29	8
Hawaii	42	None served	7	12	9
Illinois	20	4	34	33	8
Iowa	7	18	35	35	6.9
Kansas	25	None served	41	42	6
Kentucky	21	10	25	11	9
Louisiana	16	None served	21	26	9.1
Maine	13	None served	37	40	5
Maryland	14	16	31	36	8
Massachusetts	34	13	29	30	6
Michigan	15	None served	12	18	8
Minnesota	43*	25*	6	8	9
Mississippi	37	27	43	32	10
Missouri	38	22	33	39	8
Nebraska	17	6	36	22	7
Nevada	40	23	39	37	7
New Jersey	19	5	2	2	8.8
New Mexico	18	None served	19	25	8
New York	9	28	10	16	7
North Carolina	24	None served	16	9	10
Ohio	36	21	23	28	4
Oklahoma	4	None served	28	10	8
Oregon	31	14	4	6	9
Pennsylvania	30*	15*	15	23	6.7
Rhode Island	41	None served	3	5	10
South Carolina	11*	17*	42	43	6.4
Tennessee	26*	26*	18	14	9
Texas	10	12	30	34	2
Vermont	2	2	11	17	4
Virginia	27	None served	27	21	6
Washington	32	19	8	7	9
West Virginia	5	7	13	4	10
Wisconsin	6*	24*	26	20	5.1
Idaho	No program	No program	No program	No program	No program
Indiana**	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
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

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

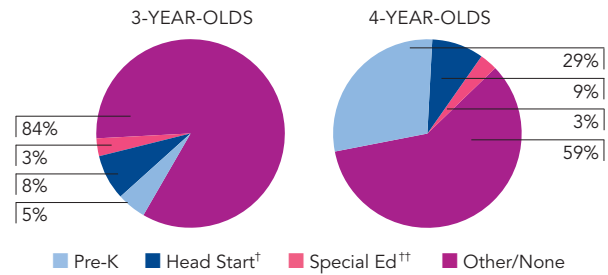
** Though not included in this year's state comparisons because it is a pilot program serving less than 1% of the state's 4-year-olds, Indiana served 415 4-year-olds or roughly .5% of 4-year-olds in its pre-K program.

† Data on Florida's quality standards are from the 2013-2014 school year. However, no policies changes are known that would have affected which benchmarks were met.

NATIONAL ACCESS

Total state preschool enrollment, all ages	1,378,146
State-funded preschool programs	57 programs in 42 states and D.C. ¹
Income requirement	33 state programs have an income requirement
Minimum hours of operation	23 part-day; 22 school-day; 1 extended-day; 11 determined locally ²
Operating schedule.....	38 academic year, 19 determined locally
Special education enrollment, ages 3 & 4	428,537 ³
Federal Head Start enrollment, ages 3 & 4.....	763,553 ³
Total federal Head Start enrollment, all ages	780,053 ³
State-funded Head Start enrollment, ages 3 & 4	23,663 ⁴

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	BENCHMARK	OF THE 57 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards	Comprehensive	57
Teacher degree	BA	33
Teacher specialized training	Specializing in pre-K	47
Assistant teacher degree	CDA or equivalent	21
Teacher in-service	At least 15 hours/year	48
Maximum class size	20 or lower	48
3-year-olds		
4-year-olds		
Staff-child ratio	1:10 or better	49
3-year-olds		
4-year-olds		
Screening/referral	Vision, hearing, health; and	38
and support services	at least 1 support service	
Meals	At least 1/day	29
Monitoring	Site visits at least every five years	39

NATIONAL RESOURCES

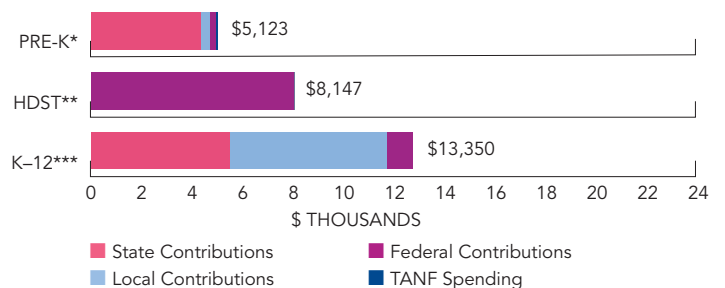
Total state preschool spending	\$6,224,478,677 ⁵
Local match required?.....	13 state programs require a local match
State Head Start spending	\$163,890,322
State spending per child enrolled.....	\$4,521
All reported spending per child enrolled*	\$5,123

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

** Head Start per-child spending for the 2014-2015 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '14-'15 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Throughout this report, the District of Columbia is included like a state. Figures indicating change over time have been adjusted to reflect 50 state plus D.C. totals. D.C. is also included in rankings as a "state," creating a list of 43 states for rankings. In 2014-2015, Indiana began offering a state-funded pre-K program enrolling 415 children. Because it served less than 1% of 4-year-olds, it does not meet NIEER's criteria for a pre-K program and these children are not included in the enrollment total.

² NIEER's definitions of hours of operations are as follows: part-day programs serve children for fewer than 4 hours per day; school-day programs serve children at least 4 hours but fewer than 8 hours per day; and extended-day programs serve children for 8 or more hours per day. Some pre-K initiatives offer multiple hours of operation, such as a combination of part-day and school-day programs, but only the minimum one offered is listed here.

³ The enrollment figure for federal Head Start, ages 3 and 4, includes children enrolled in the program in all 50 states, D.C., and the U.S. territories, as well as enrollment in the Migrant and American Indian/Alaskan Native programs. Past years did not include the enrollment of children in the territories. The enrollment figure for total federal Head Start, all ages, 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.

⁴ This figure is based on the Head Start Enrollment supported by state match as reported by ACF. This figure includes 16,052 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.

⁵ This figure includes federal TANF funds directed toward preschool at states' discretion. In 2014-2015 Indiana began offering a state-funded pre-K program with \$1 million in state funding. Because it served less than 1% of 4-year-olds, these funds are not reflected in the funding total.

National Overview

ENROLLMENT INCREASES MODESTLY

State-funded pre-K served 1,378,146 children in 2014-2015. State pre-K continues to be largely a program for 4-year-olds, who account for almost 1.2 million, or about 84 percent, of the children enrolled. Table 2 reports the number and percentage of the population enrolled by state and in total.

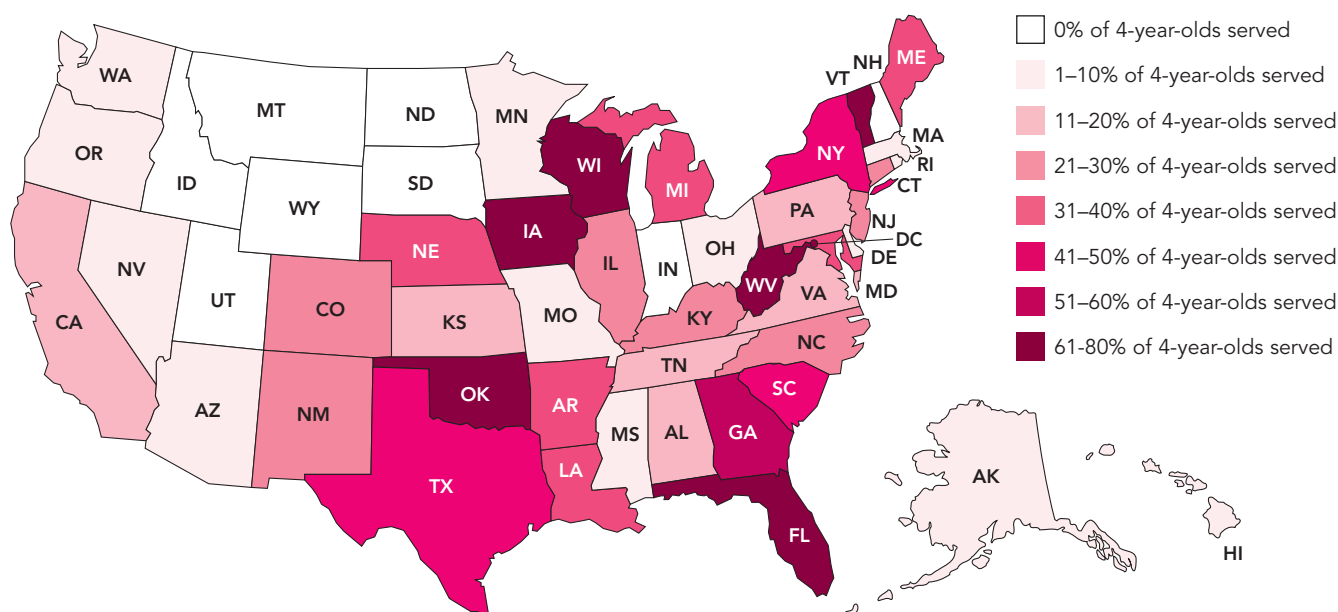
Total enrollment in 2014-2015 increased by 31,863 from the prior year, including 14,577 3-year-olds and 7,091 4-year-olds. And, while some states increased enrollment others cut back. Table 3 reports enrollment changes from the first year we started tracking state pre-K (2001-2002) and from 2013-2014.

Across the nation, 29 percent of 4-year-olds and nearly 5 percent of 3-year-olds were enrolled in state-funded pre-K in 2014-2015. Enrollment varied widely from state-to-state. The District of Columbia served the highest percentage of children at both ages 3 and 4. Vermont, Florida, and Oklahoma followed with each serving over 70 percent of the state's 4-year-olds. Other states enrolling more than half of 4-year-olds include West Virginia, Wisconsin, Iowa, and Georgia. On the other hand, 12 states served less than 10 percent of 4-year-olds. Seven other states had no program and Indiana began a small pilot program. Figure 1 displays a map of state pre-K enrollment at age 4 by state.

Twenty-eight of the 43 states with state pre-K programs enroll 3-year-olds. The highest percentages served are in the District of Columbia (64%), Vermont (26%), Arkansas (21%), Illinois (20%), and New Jersey (19%).

State-funded pre-K is not the only public program serving preschoolers. Both preschool special education and Head Start serve substantial numbers of children. Table 4 adds in children served in those publicly funded programs to yield total numbers and percentage of the population served at ages 3 and 4 by state. To the extent possible, we present unduplicated counts with children served by multiple programs only counted once. Enrollment across all three public programs is at most (because some duplication may remain) 41 percent at age 4 and 16 percent at age 3.

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



QUALITY STANDARDS

The *Yearbook* compares each state program's standards against a checklist of 10 research-based quality standards benchmarks. These benchmarks are consistent with what research suggests as minimums for highly effective programs. They do not guarantee quality. Effective pre-K programs also require adequate funding and strong implementation. Funding adequacy is, of course, addressed separately in this report. Unfortunately, survey data do not provide a basis for evaluating implementation. A guide to the benchmarks and supporting research begins on page 40.

FIGURE 2: PERCENT OF STATE PRE-K PROGRAMS MEETING BENCHMARKS 2002-2015

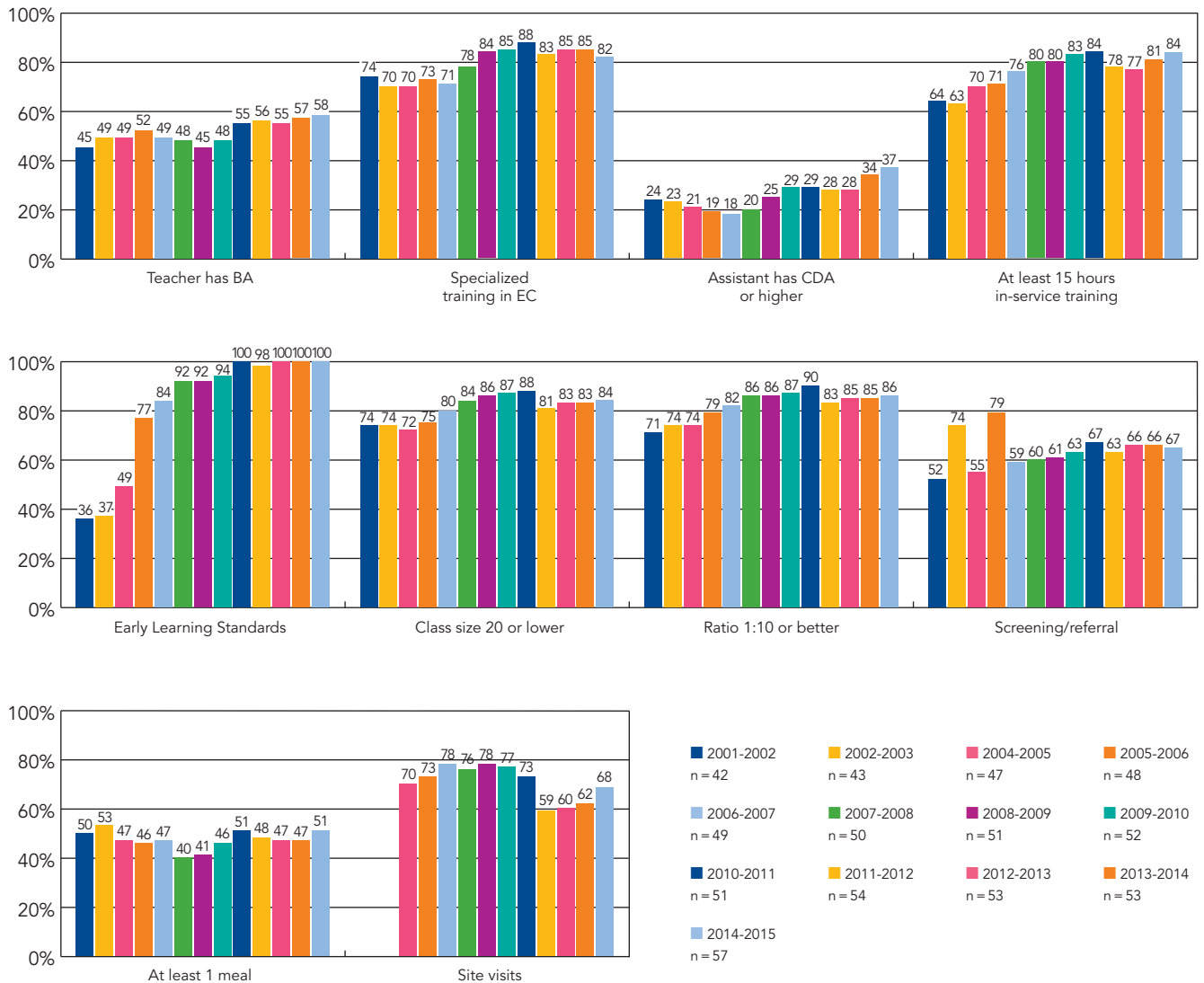


Figure 2 displays the percentage of programs meeting each of the quality standards from 2001-2002 through 2014-2015. Five states' policy changes (six programs) resulted in gaining an additional benchmark in 2014-2015: two of Louisiana's programs, one of South Carolina's programs, Missouri, Nebraska, and West Virginia. Two Louisiana programs, LA 8(g) and LA 4, now meet the quality standard benchmark for site visits. Missouri now requires at least 15 hours per year of professional development and Nebraska now requires programs to provide at least one meal per day. South Carolina 4K now meets the quality standards benchmark for lead teacher degree. West Virginia increased their assistant teacher credentials to require at least a CDA or equivalent and now meets all 10 quality standards.

In the 2014-2015 school year, seven state programs met all 10 benchmarks: Alabama, Alaska, Mississippi, North Carolina, Rhode Island, West Virginia, and one Louisiana program (NSECD). Eleven states have programs that met nine of 10 benchmarks—Arkansas, the District of Columbia, Hawaii, Kentucky, Louisiana (LA 4 only), Minnesota, New Jersey (Abbott pre-K only), Oregon, Pennsylvania (HSSAP only), Tennessee, and Washington.

At the other end of the spectrum, eight programs met fewer than half of the 10 benchmarks. California, Ohio, and Vermont (both programs) met four; Arizona and Florida met three; and Texas met only two. Pennsylvania's K4 program met three benchmarks this year. Particularly concerning, Texas and Pennsylvania's K4 program not only miss the class size and staff-child ratio benchmarks, but set no limits on these at all statewide. California also does not limit class size, but does limit ratio. Table 5 summarizes the quality standards benchmarks met by each program.

RESOURCES: MAKING REAL GAINS

In 2014-2015, 42 states plus the District of Columbia spent over \$6.2 billion on pre-K, not including special education funds. The 8 remaining states did not contribute to this total, as they had no pre-K initiative meeting our definition of state-funded pre-K during the 2014-2015 school year. (See page 39 for our explanation of what constitutes a state-funded pre-K program.) Indiana spent almost \$1.1 million on its new pre-K pilot but is not included in this year's report. One omission that is particularly noteworthy is the California Transitional Kindergarten program, which by itself would add almost \$700 million in state spending to the total spent serving children during the year prior to kindergarten. Table 6 reports state spending per child and in total as well as changes in spending from the previous year.

Across the 42 states with pre-K and the District of Columbia, total state spending increased by over \$573 million, a 10 percent increase in real spending from the prior year. Almost two-thirds, or over \$358 million, of this increase is attributed to New York and primarily to expansion of pre-K in New York City.

Average spending per child increased by \$319 (inflation-adjusted) to \$4,521. Spending per child had edged up slightly in recent years, but this year's increase was more substantial. This jump marks the largest single year increase in spending per child since the NIEER Yearbook began. However, about 40 percent of this increase is due to New York and per-child spending is still below where it was in 2008 (in real dollars).

Spending by state varied dramatically. The District of Columbia spends the most per-child at \$16,431, with New Jersey the highest for a state at \$12,149. South Carolina and Mississippi report the lowest spending per child, both under \$2,000 per-child. Year-to-year fluctuations in spending were dramatic, as well. Arizona, Missouri, New Mexico, New York, and Rhode Island all reported increases in per-child spending of more than \$1,000. Arkansas and Maryland reported decreases of about \$1,000 per child. Table 6 reports the state spending per child and total state spending in 2014-2015 for each state as well as changes in spending since last year.

Many state-funded pre-K programs utilize additional funds from local and federal sources to help fund pre-K programs. In some states, local education agencies share the 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 pre-K (though not a better indicator of state financial commitment). However, not all states can fully, or even partially, report spending from other sources. As a result the all-sources funding per child figures reported in Table 6 understate total spending nationally, and comparisons across states can be distorted by differences in reporting.

Despite the limitations of the "all reported" spending figures, we can determine that local schools and federal funds added at least \$829 million to state pre-K funds in the 2014-2015 school year, or \$603 per child. All-source spending totals just over \$7 billion. Non-state funds reported included \$366 million in required local funds, \$96 million in non-required local funds, and \$367 in non-TANF federal funds. Reported spending per-child from all sources was \$5,123 nationwide, up from the previous year's \$4,765 (inflation-adjusted).

TABLE 2: PRE-K ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2014-2015)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2014-2015)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	86.3%	63.6%	74.2%	6,637	5,541	12,178
2	Vermont	83.9%	26.1%	54.6%	5,038	1,609	6,647
3	Florida	76.5%	0.0%	38.2%	166,522	0	166,522
4	Oklahoma	74.8%	0.0%	37.4%	40,085	0	40,085
5	West Virginia	68.0%	11.4%	39.5%	13,779	2,338	16,117
6	Wisconsin	63.7%	0.8%	32.5%	44,364	544	44,907
7	Iowa	61.1%	3.4%	32.8%	24,384	1,331	25,715
8	Georgia	58.8%	0.0%	29.7%	80,430	0	80,430
9	New York	48.7%	0.1%	23.9%	111,973	147	112,120
10	Texas	47.8%	7.3%	27.6%	189,796	28,614	218,410
11	South Carolina	46.9%	4.0%	25.8%	28,102	2,320	30,422
12	Arkansas	38.5%	21.4%	29.9%	14,735	8,216	22,951
13	Maine	36.2%	0.0%	18.3%	4,797	0	4,797
14	Maryland	36.0%	4.6%	20.2%	26,631	3,423	30,054
15	Michigan	32.0%	0.0%	16.1%	37,112	0	37,112
16	Louisiana	31.9%	0.0%	16.0%	19,732	0	19,732
17	Nebraska	30.5%	13.5%	22.1%	8,020	3,511	11,531
18	New Mexico	30.0%	0.0%	15.1%	8,397	0	8,397
19	New Jersey	28.6%	18.6%	23.6%	30,703	20,330	51,033
20	Illinois	27.0%	19.7%	23.4%	43,387	31,525	74,912
21	Kentucky	25.8%	8.1%	17.0%	14,229	4,487	18,716
22	Colorado	23.3%	7.9%	15.7%	15,913	5,375	21,288
23	Connecticut	23.1%	9.3%	16.2%	8,976	3,619	12,595
24	North Carolina	21.5%	0.0%	10.9%	26,851	0	26,851
25	Kansas	20.0%	0.0%	10.1%	8,134	0	8,134
26	Tennessee	19.3%	0.7%	10.1%	15,648	526	16,173
27	Virginia	17.9%	0.0%	8.9%	18,250	0	18,250
28	California	17.5%	8.3%	12.9%	87,794	42,568	130,362
29	Alabama	12.0%	0.0%	6.0%	7,243	0	7,243
30	Pennsylvania	12.0%	5.8%	8.9%	17,093	8,345	25,438
31	Oregon	10.0%	6.4%	8.2%	4,674	2,988	7,662
32	Washington	8.0%	3.3%	5.6%	7,128	2,963	10,091
33	Delaware	7.5%	0.0%	3.7%	843	0	843
34	Massachusetts	7.2%	6.8%	7.0%	5,238	5,036	10,274
35	Arizona	5.5%	2.8%	4.2%	4,850	2,378	7,228
36	Ohio	4.8%	2.2%	3.5%	6,654	2,995	9,649
37	Mississippi	4.1%	0.3%	2.2%	1,641	119	1,760
38	Missouri	3.9%	1.7%	2.8%	2,961	1,298	4,259
39	Alaska	3.1%	0.0%	1.5%	319	0	319
40	Nevada	3.0%	0.9%	1.9%	1,085	313	1,398
41	Rhode Island	2.8%	0.0%	1.4%	306	0	306
42	Hawaii	2.1%	0.0%	1.0%	365	0	365
43	Minnesota	1.0%	0.8%	0.9%	735	542	1,277
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	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	29.0%	4.8%	16.9%	1,161,554	193,000	1,354,554**

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

* Though not included in this year's state comparisons because it is a pilot program serving less than 1% of the state's 4-year-olds, Indiana served 415 4-year-olds or roughly .5% of 4-year-olds in its pre-K program.

** Nationwide, an additional 23,592 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,378,146.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2014-2015				ENROLLMENT CHANGES FROM 2013-2014 TO 2014-2015			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	Percentage Point	Number	Percentage Point	Number	Percentage Point	Number	Percentage Point
Alabama	0	0%	6,487	11%	0	0%	1,738	3%
Alaska	0	0%	319	3%	0	0%	28	0%
Arizona	2,378	3%	573	0%	1,294	2%	-1,267	-1%
Arkansas	7,274	19%	12,511	32%	3,318	9%	103	1%
California	31,644	6%	43,260	9%	-487	0%	-914	0%
Colorado	4,645	7%	7,593	9%	181	0%	654	1%
Connecticut*	2,083	6%	4,560	14%	1,272	3%	3,595	9%
Delaware	0	0%	0	0%	0	0%	208	2%
District of Columbia	4,416	44%	3,626	42%	177	-6%	21	-12%
Florida	0	0%	166,522	76%	0	0%	-3,744	-3%
Georgia	0	0%	16,817	5%	0	0%	-1,023	-1%
Hawaii	0	0%	365	2%	0	0%	365	2%
Idaho	0	0%	0	0%	0	0%	0	0%
Illinois	17,427	12%	4,485	6%	300	0%	-391	0%
Indiana**	0	0%	0	0%	0	0%	0	0%
Iowa	820	2%	22,828	57%	-204	0%	520	1%
Kansas	0	0%	5,904	14%	0	0%	-134	0%
Kentucky	-385	-1%	1,412	2%	399	1%	-2,241	-4%
Louisiana	0	0%	12,213	20%	0	0%	-36	0%
Maine	0	0%	3,357	27%	0	0%	76	1%
Maryland	2,015	3%	8,257	11%	250	0%	273	0%
Massachusetts	-4,396	-5%	-4,194	-4%	153†	0%†	159†	0%†
Michigan	0	0%	10,635	13%	0	0%	6,560	6%
Minnesota*	-273	0%	-535	-1%	-119	0%	-205	0%
Mississippi	119	0%	1,641	4%	119	0%	1,641	4%
Missouri	-1,248	-2%	-725	-1%	52	0%	333	0%
Montana	0	0%	0	0%	0	0%	0	0%
Nebraska	3,387	13%	7,664	29%	220	1%	25	0%
Nevada	202	0%	764	2%	313	1%	-316	-1%
New Hampshire	0	0%	0	0%	0	0%	0	0%
New Jersey	7,545	7%	6,822	8%	-339	-1%	-435	-1%
New Mexico	-470	-2%	8,027	29%	0	0%	723	3%
New York	-5,688	-2%	48,474	24%	-68	0%	13,278	5%
North Carolina	0	0%	25,611	20%	0	0%	234	0%
North Dakota	0	0%	0	0%	0	0%	0	0%
Ohio	-6,719	-4%	-7,231	-4%	796	1%	865	1%
Oklahoma	0	0%	14,206	19%	0	0%	-738	-2%
Oregon	1,879	4%	2,085	4%	406	1%	47	0%
Pennsylvania*	8,345	6%	14,543	10%	760	0%	68	0%
Rhode Island	0	0%	306	3%	0	0%	72	1%
South Carolina*	1,970	3%	12,452	17%	-1,565	-3%	4,851	8%
South Dakota	0	0%	0	0%	0	0%	0	0%
Tennessee*	-316	0%	13,890	17%	-75	0%	-2,245	-3%
Texas	8,873	1%	62,213	9%	6,049	2%	-13,852	-4%
Utah	0	0%	0	0%	0	0%	0	0%
Vermont*	1,240	21%	4,418	75%	257	4%	222	6%
Virginia	0	0%	12,372	12%	0	0%	229	0%
Washington	1,814	2%	2,343	2%	1,277	1%	73	0%
West Virginia	570	3%	8,694	44%	32	0%	-370	-1%
Wisconsin*	-144	0%	30,860	45%	-189	0%	-1,959	-2%
Wyoming	0	0%	0	0%	0	0%	0	0%
U.S.	89,007	2%	596,423	15%	14,577	0%	7,091	0%

* 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.

**Though not included in this year's state comparisons because it is a pilot program serving less than 1% of the state's 4-year-olds, Indiana served 415 4-year-olds or roughly .5% of 4-year-olds in its pre-K program.

† In 2013-2014, MA did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served but did so in 2014-2015. We reestimated the number of 3- and 4-year-olds served in 2013-2014 using information reported in 2014-2015.

TABLE 4: 2014-2015 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 ^{††}	841	1.4%	8,651	14.3%	8,099	13.6%	17,373	28.8%
Alaska*	320	2.8%	887	8.5%	1,441	12.6%	2,442	23.5%
Arizona	4,939	5.8%	9,171	10.3%	10,846	12.7%	19,121	21.5%
Arkansas	9,656	25.1%	17,250	45.1%	14,001	36.4%	21,289	55.7%
California*	56,342	11.0%	108,602	21.6%	98,139	19.2%	153,660	30.6%
Colorado	7,875	11.6%	19,617	28.7%	12,142	17.9%	25,005	36.6%
Connecticut ^{††}	5,477	14.1%	10,928	28.1%	7,708	19.9%	13,164	33.8%
Delaware ^{†, ††}	356	3.1%	1,428	12.7%	1,115	9.7%	1,474	13.1%
District of Columbia ^{††}	5,541	63.6%	6,637	86.3%	5,541	63.6%	6,637	86.3%
Florida	6,421	2.9%	166,522	76.5%	20,791	9.5%	185,748	85.3%
Georgia ^{††}	2,476	1.9%	81,976	59.9%	14,467	10.8%	86,438	63.2%
Hawaii	561	3.0%	989	5.7%	1,499	8.1%	2,675	15.3%
Idaho	584	2.6%	903	3.9%	1,568	6.9%	3,114	13.3%
Illinois ^{††}	33,130	20.7%	48,500	30.2%	48,754	30.5%	65,784	41.0%
Indiana ^{**}	3,684	4.4%	4,996	5.9%	9,209	10.9%	12,469	14.7%
Iowa ^{††}	2,006	5.2%	25,060	62.8%	4,609	11.9%	27,216	68.2%
Kansas	2,204	5.5%	11,116	27.4%	5,287	13.2%	14,349	35.4%
Kentucky	4,487	8.1%	14,229	25.8%	11,233	20.4%	22,112	40.0%
Louisiana*	682	1.1%	20,560	33.2%	12,343	20.0%	27,951	45.2%
Maine*	475	3.7%	5,705	43.1%	1,581	12.3%	7,263	54.9%
Maryland	5,935	7.9%	28,651	38.7%	11,988	16.0%	35,693	48.2%
Massachusetts ^{††}	7,696	10.4%	9,495	13.1%	12,164	16.4%	13,071	18.0%
Michigan ^{††}	3,540	3.1%	37,112	32.0%	16,444	14.3%	45,944	39.6%
Minnesota ^{†, ††}	3,359	4.8%	5,116	7.3%	7,188	10.3%	9,996	14.2%
Mississippi ^{††}	598	1.5%	3,051	7.7%	11,825	30.2%	15,206	38.2%
Missouri	3,813	5.1%	7,942	10.5%	10,599	14.1%	14,889	19.6%
Montana	126	1.0%	356	2.9%	1,845	15.1%	2,737	22.2%
Nebraska	3,511	13.5%	8,020	30.5%	5,401	20.8%	10,322	39.2%
Nevada ^{††}	2,196	6.2%	3,738	10.2%	3,512	9.9%	5,118	14.0%
New Hampshire	868	6.5%	1,016	7.7%	1,449	10.8%	1,736	13.2%
New Jersey	25,013	22.9%	36,733	34.2%	31,564	29.0%	43,439	40.5%
New Mexico	1,184	4.3%	10,216	36.5%	4,797	17.3%	14,362	51.3%
New York*	15,700	6.6%	125,172	54.4%	35,435	14.8%	148,122	64.4%
North Carolina ^{††}	3,417	2.8%	30,772	24.7%	10,675	8.8%	37,843	30.3%
North Dakota	295	3.0%	455	4.7%	1,564	15.8%	2,010	20.8%
Ohio	6,690	4.8%	12,804	9.2%	20,862	15.1%	30,406	21.8%
Oklahoma	940	1.8%	40,564	75.7%	8,801	16.5%	47,363	88.4%
Oregon ^{††}	4,762	10.3%	6,775	14.5%	4,762	10.3%	6,775	14.5%
Pennsylvania* ^{†, ††}	14,271	9.9%	25,366	17.8%	23,435	16.3%	37,395	26.2%
Rhode Island	596	5.4%	1,072	9.8%	1,597	14.5%	2,335	21.4%
South Carolina*	3,140	5.4%	28,501	47.5%	9,567	16.5%	33,628	56.1%
South Dakota	415	3.4%	709	6.0%	2,140	17.6%	2,755	23.3%
Tennessee	2,045	2.6%	17,343	21.4%	8,413	10.6%	26,394	32.6%
Texas	33,295	8.4%	189,796	47.8%	63,108	16.0%	225,501	56.8%
Utah	2,234	4.4%	3,022	5.9%	4,364	8.7%	6,547	12.8%
Vermont ^{††}	1,609	26.1%	5,038	83.9%	2,088	33.9%	5,629	93.7%
Virginia*	3,175	3.1%	21,775	21.4%	8,156	7.9%	28,826	28.3%
Washington	5,761	6.4%	10,771	12.1%	10,523	11.7%	17,636	19.7%
West Virginia ^{††}	2,338	11.4%	13,779	68.0%	2,953	14.4%	14,597	72.0%
Wisconsin ^{†, ††}	2,844	4.1%	44,929	64.5%	9,821	14.3%	49,915	71.7%
Wyoming	569	7.4%	961	12.3%	1,207	15.8%	1,869	24.0%
50 States	309,992	7.7%	1,294,777	32.3%	638,619	15.9%	1,653,342	41.3%

* 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 used based on the average percent of special education students in state pre-K and enrollment numbers for each program.

** Enrollment information for Indiana reflects only Pre-K Special Education and Head Start. Indiana's pilot program is not included as it serves less than 1% of the state's 4-year-olds.

† These states serve special education children in their state-funded Head Start pre-K programs but were not able to provide an unduplicated count for the Head Start program. Estimations were used based on the percent of children with IEPs as reported by the PIR.

†† Total can overstate public enrollment as some or all Head Start children may be served in a state's pre-K program. Some states were able to report the number of Head Start children enrolled in state pre-K for at least one program. This information was used to estimate an unduplicated count of Head Start enrollment.

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

TABLE 5: 2014-2015 STATE PRE-K QUALITY STANDARDS

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	Class size 20 or lower	Staff- child ratio 1:10 or better	Vision, hearing, and one support service	At least one meal	Site visits	Quality Standards Checklist Sum 2014-2015
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arizona	✓				✓					✓	3
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California	✓		✓		✓		✓				4
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut CDCC	✓		✓		✓	✓	✓		✓		6
Connecticut SRP	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
District of Columbia	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Florida†	✓					✓				✓	3
Georgia	✓	✓	✓	✓	✓			✓	✓	✓	8
Hawaii	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Illinois	✓	✓	✓		✓	✓	✓	✓		✓	8
Iowa Shared Visions	✓		✓			✓	✓	✓	✓		6
Iowa SVPP	✓	✓	✓			✓	✓	✓		✓	7
Kansas Preschool	✓	✓		✓	✓	✓	✓				6
Kansas State Pre-K	✓	✓		✓	✓	✓	✓				6
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
LA 8(g)	✓	✓	✓		✓	✓	✓		✓	✓	8
LA 4	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
LA NSECD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓						5
Maryland	✓	✓	✓		✓		✓	✓	✓	✓	8
Massachusetts 391	✓				✓	✓	✓	✓		✓	6
Massachusetts UPK	✓				✓	✓	✓	✓		✓	6
Michigan	✓	✓	✓	✓		✓	✓	✓		✓	8
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Mississippi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Missouri	✓	✓	✓	✓	✓	✓	✓	✓			8
Nebraska	✓	✓	✓	✓		✓	✓		✓		7
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey Abbott	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey ECPA	✓	✓	✓		✓	✓	✓	✓		✓	8
New Jersey ELLI	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico	✓		✓		✓	✓	✓	✓	✓	✓	8
New York	✓	✓	✓		✓	✓	✓	✓			7
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio	✓		✓					✓		✓	4
Oklahoma	✓	✓	✓			✓	✓	✓	✓	✓	8
Oregon	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Pennsylvania RTL	✓		✓		✓	✓	✓				5
Pennsylvania HSSAP	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Pennsylvania K4	✓	✓			✓						3
Pennsylvania PKC	✓	✓	✓		✓	✓	✓			✓	7
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina 4K	✓	✓	✓		✓	✓	✓				6
South Carolina CDEP	✓		✓		✓	✓	✓	✓	✓		7
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓				✓						2
Vermont Act 62	✓				✓	✓	✓				4
Vermont EEI	✓		✓			✓	✓				4
Virginia	✓		✓		✓	✓	✓	✓			6
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
WI 4K	✓	✓	✓		✓					✓	5
WI HdSt	✓		✓	✓	✓	✓	✓	✓	✓		8
TOTAL	57	33	47	21	48	48	49	38	29	39	

† Data on Florida's quality standards are from the 2013-2014 school year. However, no policies changes are known that would have changed the benchmarks met.

TABLE 6: 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 2013-2014 Adjusted dollars	Total state spending in 2014-2015	Change in total state spending from 2013-2014 Adjusted dollars	State Reported non-state funds	All reported \$ per child
District of Columbia	1	\$16,431	\$828	\$207,226,639	\$13,344,950	Yes	\$17,509
New Jersey	2	\$12,149	-\$190	\$619,992,300	-\$19,253,069	No	\$12,149
Rhode Island	3	\$9,641	\$1,180	\$2,950,000	\$970,268	No	\$9,641
Oregon	4	\$8,648	\$50	\$66,263,178	\$4,277,239	No	\$8,648
Connecticut	5	\$8,106	-\$933	\$119,151,878	\$35,168,021	Yes	\$10,184
Minnesota	6	\$7,824	-\$371	\$10,804,944	-\$3,454,090	No	\$7,824
Hawaii	7	\$7,671	NA	\$2,800,000	\$2,800,000	No	\$7,671
Washington	8	\$7,599	\$841	\$76,676,973	\$17,605,915	Yes	\$8,232
Delaware	9	\$7,100	-\$304	\$5,985,300	-\$256,239	No	\$7,100
New York	10	\$6,617	\$2,739	\$741,851,094	\$358,312,500	No	\$6,617
Vermont*	11	\$6,589	-\$199	\$44,995,493	\$2,461,849	Yes	\$6,589
Michigan	12	\$6,447	\$658	\$239,275,000	\$62,385,875	No	\$6,447
West Virginia**	13	\$6,427	\$54	\$98,051,203	-\$474,569	Yes	\$9,898
Alaska	14	\$6,270	\$40	\$2,000,000	\$187,210	No	\$6,270
Pennsylvania	15	\$5,630	-\$245	\$146,590,191	-\$1,146,634	No	\$5,630
North Carolina	16	\$5,340	\$90	\$143,385,799	\$3,657,473	Yes	\$7,793
Alabama	17	\$5,333	\$981	\$38,624,146	\$14,665,969	Yes	\$6,666
Tennessee	18	\$5,219	\$539	\$84,941,414	-\$2,152,962	Yes	\$6,687
New Mexico	19	\$4,722	\$1,114	\$39,654,300	\$11,964,288	Yes	\$4,722
California	20	\$4,694	\$332	\$622,930,873	\$45,409,161	Yes	\$5,441
Louisiana	21	\$4,570	-\$63	\$90,184,905	-\$1,417,281	Partly	\$4,658
Arkansas	22	\$4,372	-\$1,255	\$111,000,000	-\$1,665,000	Yes	\$4,372
Ohio	23	\$4,000	-\$60	\$44,360,000	\$11,267,981	No	\$4,000
Georgia	24	\$3,880	\$78	\$312,053,998	\$2,393,283	No	\$3,880
Kentucky	25	\$3,835	\$314	\$71,767,687	-\$617,343	Yes	\$7,679
Wisconsin	26	\$3,802	\$221	\$185,264,100	\$7,371,039	Partly	\$6,018
Virginia	27	\$3,742	-\$55	\$68,300,254	-\$135,405	Yes	\$5,887
Oklahoma	28	\$3,709	-\$17	\$148,690,138	-\$3,417,434	Yes	\$7,782
Massachusetts	29	\$3,626	-\$122	\$48,580,099	-\$118,283	Yes	\$3,847
Texas	30	\$3,584	\$52	\$786,601,324	-\$12,352,960	Yes	\$3,639
Maryland	31	\$3,572	-\$996	\$108,517,116	-\$26,365,319	No	\$3,572
Arizona	32	\$3,413	\$1,847	\$35,829,787	\$23,338,395	No	\$3,413
Missouri	33	\$3,211	\$1,172	\$13,677,763	\$5,778,156	No	\$3,211
Illinois	34	\$3,161	-\$50	\$237,573,973	-\$4,034,054	No	\$3,735
Iowa	35	\$2,987	\$92	\$77,506,937	\$2,583,477	Partly	\$3,595
Nebraska	36	\$2,759	\$583	\$33,313,438	\$7,515,693	Yes	\$5,711
Maine	37	\$2,732	-\$11	\$13,877,541	\$350,785	No	\$2,732
Colorado	38	\$2,506	\$182	\$54,408,293	\$5,948,904	Partly	\$3,827
Nevada	39	\$2,388	-\$31	\$3,338,875	-\$50,083	Partly	\$3,424
Florida	40	\$2,304	\$32	\$383,703,444	-\$3,121,701	No	\$2,304
Kansas	41	\$2,262	\$121	\$18,397,372	\$693,759	No	\$2,262
South Carolina	42	\$1,981	\$136	\$60,252,483	\$9,666,636	Partly	\$1,984
Mississippi	43	\$1,778	NA	\$3,128,426	\$3,128,426	Partly	\$3,762
Idaho	No program	\$0	\$0	\$0	\$0	NA	\$0
Indiana***	No program	\$0	\$0	\$0	\$0	NA	\$0
Montana	No program	\$0	\$0	\$0	\$0	NA	\$0
New Hampshire	No program	\$0	\$0	\$0	\$0	NA	\$0
North Dakota	No program	\$0	\$0	\$0	\$0	NA	\$0
South Dakota	No program	\$0	\$0	\$0	\$0	NA	\$0
Utah	No program	\$0	\$0	\$0	\$0	NA	\$0
Wyoming	No program	\$0	\$0	\$0	\$0	NA	\$0
United States		\$4,521	\$319	\$6,224,478,677	\$573,215,826		\$5,123

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

* Vermont could not break out the state, local, and federal spending from the total amount reported. Vermont also provided updated spending information for the 2013-2014 school year, which is reflected in the calculations of change in spending.

** 1366 3-year-old children were served in WV's Universal Pre-K program but were funded by sources not reported by the state. They were removed from the per-child spending calculations. A similar adjustment was made for 2013-2014.

*** Indiana funded a pilot state pre-K program during the 2014-2015 year. It spent about \$1.1 million to enroll 415 4-year-olds. It is not included in the rankings because the program served fewer than 1% of 4-year-olds.

Special Report: Dual Language Learners and Preschool Workforce



For the first time, the 2014-2015 NIEER Yearbook survey included two sets of supplemental questions intended to shed light on key policy areas. The first set of questions focuses on states' policies to support dual language learners in pre-K; the second focuses on policies to support the pre-K workforce.

STATE PRE-K PROGRAM POLICIES FOR SUPPORTS TO DUAL LANGUAGE LEARNERS

Responding to the pressure from states for more detailed information about state pre-K policies on supports for children who are dual language learners (DLLs), NIEER supplemented the 2015 survey with a special set of questions on policies to support DLLs in pre-K. States were asked to report the number of children from homes where English is not the primary language spoken and on policies regarding services and supports for DLL children and their families, including requirements for staff qualifications and professional development related to serving DLLs and their families, assessing children in their home language, providing families with materials in their home language, and early learning and development standards covering topics of particular relevance for DLLs. States were also asked to report methods they use to identify children as DLLs and if coming from a home in which a language other than English is spoken was used as an eligibility criterion.

States' responses to this new set of questions are summarized in Figures 1-5 and Tables 1-4. In addition, each state's response to every survey question is presented in the Supplemental Appendix. To identify states that have developed policies to support DLLs, we note on each individual profile page whether a state has few or none of the DLL policies about which we inquired (-); at least 3 of 6 policies, for which they receive a "checkmark;" or requirement that teachers have specialized preparation, as well as policies requiring additional supports, which merits a (+). Only 4 states received a plus.

Nationally, 23% of young children are estimated to be DLLs. This varies dramatically by state, however, from 2% in West Virginia to 45% in California. Only 23 states could report the number of DLL children who were served in their states, and for these we calculated the percentage served in state pre-K. As the definition in each state likely differs from our definition, these numbers could underestimate the percentages served, but the estimated percentages served ranged from low—from 2 or 3% in some states—up to a high of 62% in Michigan, a state that includes a home language other than English as one eligibility criterion.

Particularly alarming is that only 5 states require any special qualifications for teachers of young DLL children, much less that they be bilingual. Indeed, only one state (Rhode Island) could report the percentages of lead and assistant teachers fluent in a language other than English.

DATA ON STATE PRE-K PROGRAM POLICIES FOR WORKFORCE COMPENSATION PARITY

In collaboration with the Center on the Study of Child Care Employment, the NIEER Yearbook survey included a second set of questions on state policies regarding compensation and other supports for the pre-K workforce. One particular interest is whether state pre-K policies ensure compensation parity with K-3 teachers. We inquired about parity with respect to not just salary, but also fringe benefits, professional development supports, and paid planning time for professional development for both lead and assistant teachers. Other questions focused on supports for teachers, such as loan forgiveness and scholarships, mentoring, job-embedded professional development, paid planning time, bonuses, and wage incentives. States were also asked to report the average salary for lead and assistant teachers in public and nonpublic schools, as well as if the pre-K workforce is covered by a collective bargaining agreement.

States' responses to this second new set of questions are summarized in Figures 1 and 2 and Tables 1-4. Furthermore, responses to each workforce question are presented in the Supplemental Appendix. In an effort to identify states that have developed policies for workforce compensation parity and other supports for teachers and assistant teachers, we have also noted on individual profile pages those states that have these policies and those that do not: States that do not have policies for salary parity and have few other supports received a (-); states with salary parity or at least 3 of 5 other workforce supports received a "checkmark;" and states that have salary parity and at least 2 other workforce supports received a (+). Only 4 states received a (+).

It is evident from the data that the majority of states do not have policies supporting compensation parity for the pre-K workforce. In the states that do have these policies, they largely only apply to lead teachers working in public school settings. Only 24 of 57 programs were able to report information on the average lead teacher salary. On average, pre-K teachers in public settings earned \$44,651 in 2014-2015. Pre-K teachers in nonpublic settings earned less, \$32,897 in 2014-2015. These salaries are consistently lower than the average salary for public school elementary teachers, typically by \$10,000 to \$30,000. This difference is larger for teachers in nonpublic pre-K settings, around \$27,000, than for teachers in public settings, approximately \$12,000.