

THE STATE OF PRESCHOOL 2010

STATE PRESCHOOL YEARBOOK

EXECUTIVE SUMMARY

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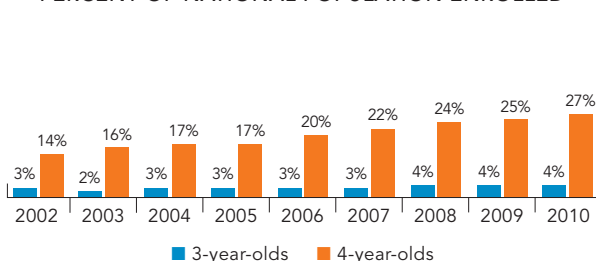
Executive Summary

STATE-FUNDED PRE-K IN DECLINE NATIONWIDE

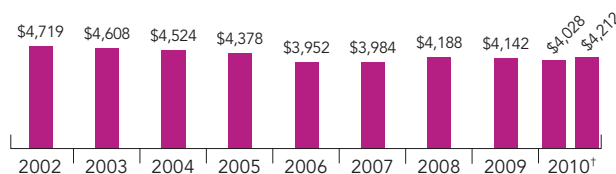
In the 2009-2010 school year the effects of the recession became fully apparent despite federal government aid to the states for education. Total enrollment barely increased over the prior year. Total spending by the states decreased, and per child spending declined in inflation-adjusted dollars. Without the aid from federal economic stimulus, funding per child would have been even lower, approaching its lowest level since 2002 when NIEER began tracking spending. The depth of the decline varies considerably by state. A few states made modest progress. Many held steady. Others faced cutbacks that were sometimes severe. Overall, state cuts to pre-K transformed the recession into a depression for many young children in the 2009-2010 school year.

All the news was not bad. Alaska and Rhode Island created new pre-K programs in the 2009-2010 school year. These are the first new states to provide pre-K in many years, though both efforts are modest pilot programs. Nationally, pre-K enrollment was 26.7 percent at age 4 as the total across all states increased by nearly 27,000 children. Yet the bad news outweighed the good. The decline in spending per child comes on top of the previous year's decline. Many states already failed to provide enough funding to ensure programs could meet minimum quality standards, so this is a serious problem. Rather than raising quality, states are struggling not to lose what they have.

PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



WHAT'S NEW?

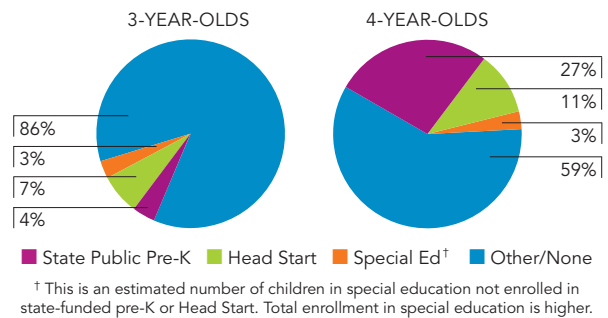
- Total state funding for pre-K decreased by nearly \$30 million and would have fallen by at least an additional \$49.3 million if not for funding from the American Recovery and Reinvestment Act (ARRA). This is the first time since NIEER began tracking spending that total spending decreased from the previous year.
- State pre-K spending per child decreased by \$114 to \$4,028 adjusted for inflation even with ARRA funds. This year we add a second estimate of per-child spending, \$4,212, which reflects a redefinition of California's preschool program.[†]
- After adjusting for inflation, state funding per child declined in 19 of 40 states with programs. While three states increased their per-child spending by more than 10 percent, nine states cut per-child spending by more than 10 percent.
- Only 17 states could be verified as providing enough funding to meet all 10 benchmarks for quality standards.
- Enrollment increased by 26,996 children. Nearly 1.3 million children attended state-funded preschool education, more than 1 million at age 4 alone.
- Fourteen states increased the percent of 3- and 4-year-olds enrolled in state pre-K programs by at least one percentage point, while six states decreased by at least one percentage point in the 2009-2010 school year.
- Two states had programs for the first time this year—Alaska and Rhode Island.
- Combining general and special education enrollments, 31 percent of 4-year-olds and 8 percent of 3-year-olds are served across the states.
- Four states improved on NIEER's Quality Standards Checklist, while two states lost ground on standards.
- Twenty-three of 40 states failed to fully meet NIEER benchmarks for teacher qualifications and 26 failed to meet the benchmark for assistant teacher qualifications.

[†] In prior years, California funded child care programs with the same standards as state preschool, but because eligibility was based on parental work status and income NIEER did not count them as preschool. In 2009, California merged these child care programs into state preschool. With this policy change, preschool data from California are no longer consistent with those from previous years. Therefore, we report two figures for spending in the 2009-2010 school year. The first (\$4,028) nets out the effect of the California policy change on the national average to produce a figure consistent with prior years. The second (\$4,212) calculates a new national average that includes California's consolidated preschool. Note that because California did not increase enrollment or funding, this higher figure is purely the result of program redefinition.

NATIONAL ACCESS

Total state program enrollment, all ages	1,292,310
States that fund preschool	40 states
Income requirement	32 state programs have an income requirement
Hours of operation	11 full-day, 12 half-day, 29 determined locally
Operating schedule	42 academic year, 10 determined locally
Special education enrollment, ages 3 & 4.....	425,388
Federal Head Start enrollment, ages 3 & 4.....	755,078 ¹
Total federal Head Start and	953,095 ¹
Early Head Start enrollment, ages 0 to 5	
State-funded Head Start enrollment, ages 3 & 4	16,913 ²

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



NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 52 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards.....	Comprehensive	49
Teacher degree	BA	27
Teacher specialized training.....	Specializing in pre-K	45
Assistant teacher degree.....	CDA or equivalent.....	16
Teacher in-service	At least 15 hours/year	44
Maximum class size	20 or lower.....	46
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	36
and support services	at least 1 support service	
Meals.....	At least 1/day	24
Monitoring.....	Site visits	40

NATIONAL RESOURCES

Total state preschool spending	\$5,442,597,771 ³
Local match required?	11 state programs require a local match
State Head Start spending	\$147,553,267 ⁴
State spending per child enrolled	\$4,212 ³
All reported spending per child enrolled*.....	\$4,831

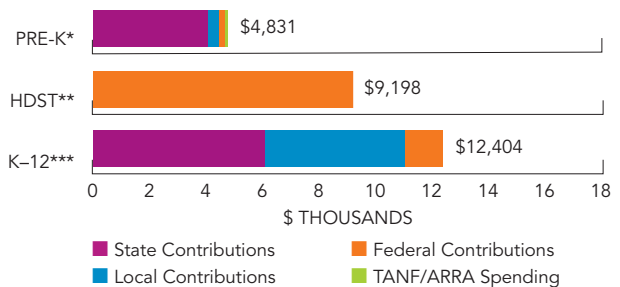
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 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 15,249 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 and ARRA funds directed toward preschool at states' discretion.

⁴ Funding for Maine's program is not included in this figure as 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	33	None Served	15	21	10
Alaska	38	None Served	3	6	10
Arizona	34	None Served	40	40	3
Arkansas	9	7	11	8	9
California	23	6	12	18	4
Colorado	22	10	36	28	6
Connecticut	29	9	2	2	6
Delaware	32	None Served	7	13	8
Florida	2	None Served	34	37	3
Georgia	4	None Served	20	23	9
Illinois	14	1	28	33	9
Iowa	10	18	31	29	7.7
Kansas	19	None Served	35	38	7.2
Kentucky	15	5	30	14	9
Louisiana	13	None Served	14	20	8.9
Maine	18	None Served	37	27	6
Maryland	12	None Served	21	3	9
Massachusetts	28	14	24	26	6
Michigan	25	None Served	18	22	7
Minnesota	39	22	5	11	9
Missouri	35	17	32	35	9
Nebraska	16	4	39	39	6
Nevada	37	21	33	36	7
New Jersey	17	2	1	1	8.8
New Mexico	26	None Served	27	32	8
New York	8	24	26	31	6
North Carolina	20	None Served	13	10	10
Ohio	36	19	23	25	2
Oklahoma	1	None Served	16	9	9
Oregon	30	12	4	7	8
Pennsylvania	24	13	8	16	5.3
Rhode Island	40	None Served	9	5	10
South Carolina	11	15	38	34	6.2
Tennessee	21	23	17	17	9
Texas	7	11	25	30	4
Vermont	5	3	22	24	4
Virginia	27	None Served	19	15	7
Washington	31	16	6	12	9
West Virginia	3	8	10	4	8
Wisconsin	6	20	29	19	5.1
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
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 (continued)

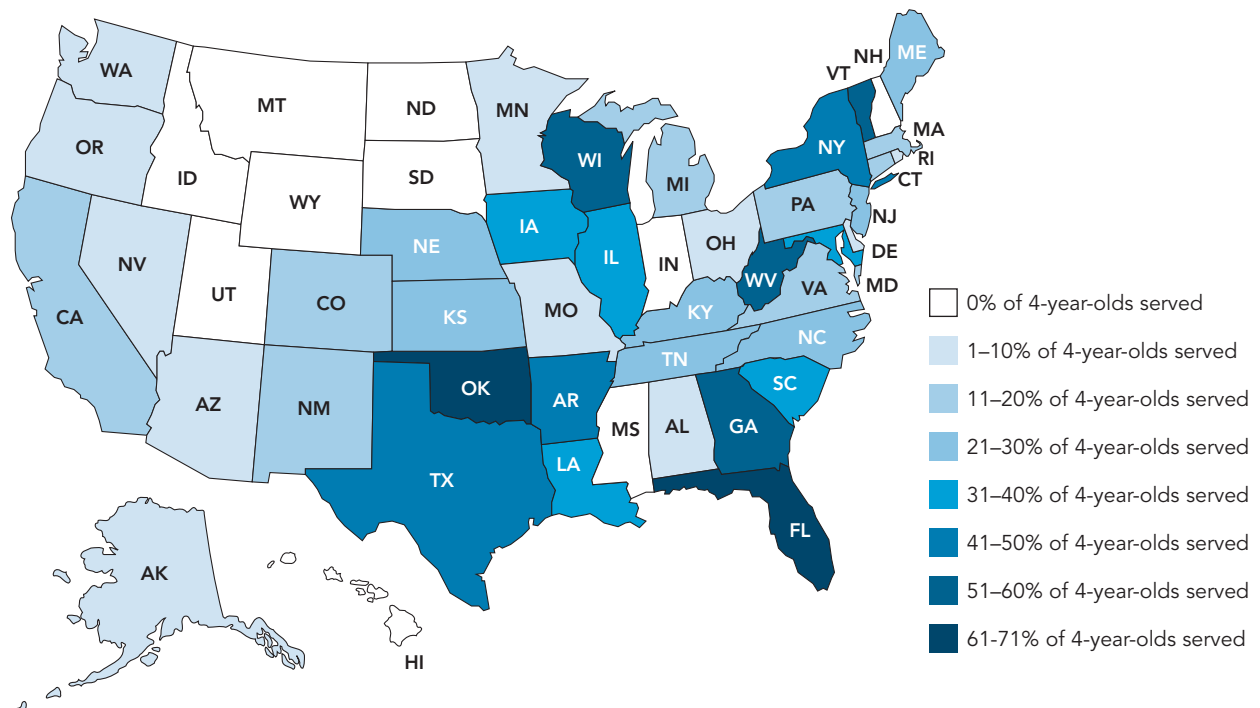
With the addition of Alaska and Rhode Island, 40 states provided pre-K through 52 programs in the 2009-2010 school year. Complete state rankings for enrollment and resources together with the number of benchmarks met for 10 quality standards are presented by state in Table 1. Results for each of these dimensions (enrollment, quality standards, and resources) are summarized in more detail in the text and tables below.

ENROLLMENT

Pre-K enrollment by state is reported in Tables 2 and 3. State-funded pre-K served 1,292,310 children in the 2009-2010 school year, the vast majority of them 3- and 4-year-olds and more than 1 million at age 4 alone. With a few exceptions, state-funded pre-K is essentially a program for 4-year-olds. Across the nation, states enrolled 27 percent of their children at age 4 and only 4 percent at age 3. During the 2009-2010 school year, 4-year-old enrollment increased by only 3.8 percent while access for 3-year-olds actually decreased by 3.2 percent. Enrollment at other ages, including "age unknown," declined sharply. The picture looks somewhat better including special education enrollment, as shown in Table 4, which presents unduplicated numbers and percentages of children enrolled in state pre-K, special education, and Head Start (some children may be served under multiple auspices). Including both state pre-K and special education programs, this brings state enrollment up to 31 percent at age 4 and 8 percent at age 3. Adding in the federal government's Head Start program provides an even broader perspective on preschool enrollment, which is 40 percent at age 4 and 14 percent at age 3.

As can be seen from the tables, the percentage of the population served at 3 and 4 is far from uniform across even those states with pre-K programs. Figure 1 depicts enrollment at age 4. Oklahoma retains its place as first in the nation for enrollment at age 4, while placing in the top 10 for total funding per child and quality standards. More than 75 percent of 4-year-olds in Oklahoma, Florida, and West Virginia are enrolled in public programs (including Head Start). Georgia slipped a notch from third to fourth for enrollment, as it was passed by West Virginia. Ten states still do not fund public pre-K. Noteworthy for changes in enrollment at age 4 from last year is Ohio, which dropped from 30th to 36th in enrollment (and from 10th to 25th for total funding per child). Relatively few states make significant efforts to serve children at age 3—leaders include Illinois, New Jersey, Vermont, Nebraska, Kentucky, and California.

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





One noteworthy change from last year affecting the enrollment figures is that California consolidated several child care and preschool programs into a single large preschool education program. In prior years the child care programs operated with the same standards as pre-K, but child care eligibility redetermination could have prevented children from completing a full school year. Thus, NIEER did not report this child care spending and enrollment as pre-K. The consolidation includes a rule change so that all children can now remain in the program for a full school year. As a result, all of the consolidated spending and enrollment is now reported in the Yearbook. The increase in children and funding for California over last year thus reflects a positive policy change, but not a net increase in enrollment or spending across all early childhood programs. To accurately reflect this, the 2010 *Yearbook* reports changes in enrollment and spending taking into account California spending and enrollment in the 2008-2009 school year for all programs now included as preschool.

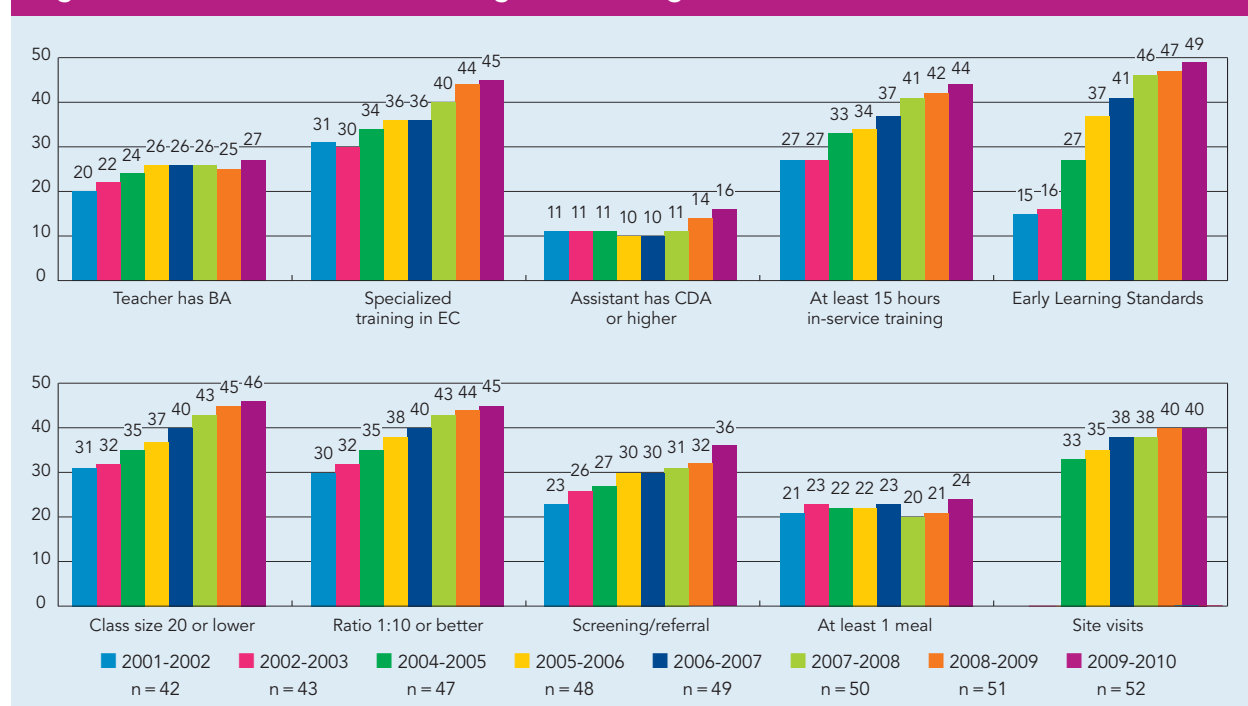
QUALITY STANDARDS

By the 2009-2010 school year, it is clear that the recession has adversely affected another trend. Over the past decade, states raised quality standards. On this front, little progress was made last year despite the vast disparities remaining across the states and the substantial number with quite limited standards for the educational quality of preschool programs. Although all state programs share the goals of improving children's learning and development, they vary considerably in the quality standards that all providers of state pre-K must meet. Although quality standards are not rigidly linked to program effectiveness, they facilitate the provision of a quality education. States should set minimum standards for preschool programs that are consistent with the features of programs that have been found to be highly effective. While standards alone do not guarantee quality, preschool programs without high standards are unlikely to uniformly provide all children with a good education. The *Yearbook* compares each state program's standards against a checklist of 10 research-based quality standards benchmarks for program features likely to affect the program's capacity to support children's optimal learning and development. A list of the benchmarks and a summary of the supporting research can be found beginning on page 22.

Figure 2 reports the number of quality standards benchmarks met by state preschool programs from the 2001-2002 school year to the 2009-2010 school year. The two states providing pre-K for the first time this year met all 10 quality standards benchmarks. However, without the impact of these two new programs, there was no change in the number of states meeting four of the benchmarks including those for teacher qualifications and training. Two other benchmarks saw a decline because of the elimination of one of Ohio's state-funded pre-K programs. A deterioration in support for site visits resulted in fewer states meeting this benchmark. Both of these reflect the effects of cuts, one to programs and the other to infrastructure. Finally, two states improved on policies for screening and referrals, one on the provision of meals, and another on site visits.

Twenty-five states met seven or more benchmarks in the 2009-2010 program year and most states met at least five benchmarks (see Tables 1 and 5). Alabama, Alaska, North Carolina, Rhode Island, and one Louisiana program (NSECD) met all 10 benchmarks. Twelve other states had at least one program that met nine out of 10 benchmarks—Arkansas, Georgia, Illinois, Kentucky, Louisiana LA4, Maryland, Minnesota, Missouri, New Jersey Abbott, Oklahoma, Tennessee, and Washington. At the other end of the spectrum eight programs met fewer than half of the 10 benchmarks: California, Texas, and Vermont (both EEI and Act 62) met four; Arizona, Florida, and Pennsylvania K4 & SBPK met three; and Ohio ECE met only two benchmarks. As this last group includes some of the nation’s largest states serving many children, the disparity among states is a serious concern. In addition, Texas and Pennsylvania’s K4 programs are the only programs to set no limits on maximum class sizes and staff-child ratios.

Figure 2: Number of State Pre-K Programs Meeting Benchmarks 2002–2010



RESOURCES

In the 2009-2010 school year, states spent more than \$5.4 billion on pre-K. State spending ranged from less than \$1 million in Arizona and Rhode Island to more than \$790 million in both California and Texas. Ten states spent nothing on state pre-K. State spending per child averaged \$4,028 when calculated to be consistent with prior year figures and \$4,212 when calculated to fully include the newly consolidated California child care and preschool programs. The latter figure establishes a new baseline going forward as it now includes California’s full-day child care spending and enrollment that NIEER excluded from “preschool” in prior years. State spending varied from more than \$8,000 per child in Alaska, Connecticut, New Jersey, and Oregon, to less than \$2,000 per child in Arizona, Maine, Nebraska, and South Carolina. Further details on funding for state pre-K are reported in Tables 6 and 7.

State-funded pre-K is not funded only by state government, with many states requiring or depending upon funds from local school districts, including locally directed federal funds to fully pay for pre-K. Thus, for some states funding from all sources is a better indicator of the resources actually available to support pre-K in the states. Unfortunately, not all states can report this figure accurately. As seen in Table 7 these additional funds can make a substantial difference. Total funding from all sources was at least \$6.2 billion dollars, and funding per child from all sources was \$4,831 (a \$58 decrease from last year, adjusting for inflation).

The 2009-2010 school year was the first tracked by NIEER in which total state funding for pre-K fell from the prior year. State spending per child decreased by \$114. The decrease in inflation-adjusted spending per child was on top of another modest decrease the year before. The funding situation for pre-K may get worse even as the economy slowly recovers. Federal funds to help states weather the recession are now gone. In the 2009-2010 school year, three states (California, Florida, and Massachusetts) reported using \$49,362,224 from the American Recovery and Reinvestment Act (ARRA) for pre-K. Other states may well have maintained their funding for pre-K because of ARRA funds even if they could not report specific amounts supporting pre-K. Also, state revenues recover more slowly than does the general economy. As states make their FY 2012 budget decisions, states should carefully consider their priorities and what further cuts will do to enrollment and program quality.

The decline in pre-K funding is particularly concerning because our estimates suggest that many states do not spend enough to deliver a program that could meet all 10 NIEER benchmarks. These include some of the largest states with the largest programs. Funding levels in some of the states have fallen so low as to bring into question the effectiveness of their programs by any reasonable standard. State per-child spending is almost \$700 below its 2001-2002 level. Moreover, the impacts of the recession have exacerbated disparities among the states. Some states have maintained or even increased spending per child enrolled despite the difficult times. Others have made deep cuts.



EVIDENCE OF EFFECTIVENESS GROWS

The value of state pre-K depends on its educational effectiveness. A growing number of rigorous studies—including one randomized trial—find substantial positive short- and long-term effects of state pre-K on children’s learning, development, and school success. Results from nine such studies in 10 states are summarized below. This evidence adds to the much larger body of evidence on the effects of early childhood education generally.¹ As state pre-K programs vary widely in their key features and funding, all states should rigorously evaluate the effectiveness of their pre-K programs on a regular basis.

STATE	EVALUATION
Five-States ²	NIEER used a regression discontinuity design to evaluate the effects of state-funded pre-K programs in five states (MI, OK, NJ, SC, & WV). Programs had positive effects on learning for language, literacy and math. Results varied across states, but all states’ programs had at least some significant impacts.
California ³	A study of California’s state preschool program by researchers at NIEER and UCLA found that state-funded pre-K in public schools produced large gains in language, literacy, and mathematics at kindergarten entry.
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.
Michigan ⁵	The HighScope Educational Research Foundation longitudinal study of Michigan’s School Readiness Program found that it increased pass rates on that state’s literacy and mathematics tests, and decreased grade repetition at fourth and eighth grade follow-up.
New Jersey ⁶	Multiple studies found positive effects on language, literacy, and mathematics learning. A longitudinal follow-up study found that learning gains from the Abbott Pre-K program were sustained through second grade (the most recent follow-up), and grade repetition was reduced. The effects of two years were twice as large as the effects of one year for most outcome measures.
New Mexico ⁷	Statewide evaluations found positive effects on language, literacy, and mathematics at kindergarten entry across multiple years of the program.
North Carolina ⁸	An evaluation of the More at Four (MAF) pre-K program by researchers at the University of North Carolina found that MAF increased reading and mathematics achievement in third grade for children from low-income families, the primary group eligible for the program.
Oklahoma ⁹	Georgetown University studies of the pre-K program in Tulsa found positive effects on literacy and mathematics learning and on socio-emotional development for all children. Effects were somewhat larger for the most disadvantaged children, but were substantial for children from every background including children who are not economically disadvantaged.
Tennessee ¹⁰	Two studies (one a randomized trial, the other a regression discontinuity study) conducted by Vanderbilt University researchers found substantial positive effects of Tennessee’s preschool program on language, literacy, and mathematics tests after one year of pre-K.

¹ Camilli, G., Vargas, S., Ryan, S., & Barnett, W.S. (2010). Meta-analysis of the effects of early education interventions on cognitive and social development. *Teachers College Record*, 112(3), 579-620.

² 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>

³ Barnett, W. S., Howes, C., & Jung, K. (2008). *California’s state preschool program: Quality and effects on children’s cognitive abilities at kindergarten entry*. New Brunswick, NJ: National Institute for Early Education Research.

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. Brookes Publishing Co.

⁵ Malofeeva, E., Daniel-Echol, M., & Xiang, Zongping (2007). *Findings from the Michigan School Readiness Program 6 to 8 Follow-up Study*. Ypsilanti, MI: HighScope Educational Research Foundation.

⁶ 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, Rutgers University. Available at: http://nieer.org/pdf/apples_second_grade_results.pdf

⁷ 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>

⁸ Peisner-Feinberg, E.S., & Schaaf, J.M. (2010). *Long-term effects of the North Carolina More at Four Pre-Kindergarten Program: Children’s reading and math skills at third grade*. Chapel Hill: Frank Porter Graham Child Development Institute, University of North Carolina.

⁹ 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>. Gormley, W.T., Phillips, D.A., Newmark, K., Perper, K., & Adelstein, S. (2009). Social-emotional effects of early childhood education programs in Tulsa. Working Paper 15. CROCUS, Georgetown University.

¹⁰ Lipsey, M., Farran, D., Hofer, K., Bilbrey, C., & Dong, N. (2011). *The effects of the Tennessee Voluntary Pre-Kindergarten Program: Initial results*. Peabody Research Institute, Vanderbilt University.

TABLE 2: PRE-K ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2009-2010)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2009-2010)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	Oklahoma	70.7%	0.0%	35.1%	37,356	0	37,356
2	Florida	68.1%	0.0%	33.7%	155,877	0	155,877
3	West Virginia	55.3%	8.6%	31.7%	11,522	1,823	13,345
4	Georgia	54.6%	0.0%	27.2%	81,177	0	81,177
5	Vermont*	52.1%	17.4%	35.1%	3,374	1,082	4,456
6	Wisconsin*	51.5%	1.1%	26.1%	36,724	780	37,504
7	Texas	46.8%	5.2%	25.9%	192,594	21,578	214,172
8	New York	45.3%	0.1%	22.6%	107,712	215	107,927
9	Arkansas	41.1%	8.6%	24.8%	16,583	3,481	20,064
10	Iowa	38.1%	1.4%	19.4%	15,032	583	15,615
11	South Carolina	37.9%	2.8%	20.1%	22,818	1,745	24,563
12	Maryland	35.2%	0.0%	17.5%	26,147	0	26,147
13	Louisiana	32.3%	0.0%	17.0%	20,348	0	20,348
14	Illinois	30.7%	18.8%	24.8%	54,149	33,302	87,451
15	Kentucky	29.4%	9.7%	19.5%	16,742	5,557	22,299
16	Nebraska	27.4%	10.6%	19.0%	7,147	2,803	9,950
17	New Jersey	27.0%	18.1%	22.6%	29,960	19,875	49,835
18	Maine	25.3%	0.0%	12.6%	3,605	0	3,605
19	Kansas	23.9%	0.0%	11.8%	9,463	0	9,463
20	North Carolina	23.9%	0.0%	11.9%	31,197	0	31,197
21	Tennessee	21.4%	0.8%	10.9%	17,603	649	18,252
22	Colorado	20.4%	6.1%	13.2%	14,749	4,448	19,197
23	California†	17.1%	9.6%	13.4%	92,255	52,172	144,427
24	Pennsylvania*	16.9%	4.6%	10.7%	24,980	6,816	31,796
25	Michigan	16.1%	0.0%	8.0%	19,781	0	19,781
26	New Mexico	16.1%	0.0%	8.1%	4,848	0	4,848
27	Virginia	14.3%	0.0%	7.1%	14,944	0	14,944
28	Massachusetts*	14.0%	3.6%	8.8%	10,657	2,811	13,468
29	Connecticut	12.8%	7.2%	10.0%	5,440	3,068	8,508
30	Oregon	8.3%	5.0%	6.6%	4,009	2,451	6,460
31	Washington	7.4%	1.8%	4.5%	6,411	1,615	8,026
32	Delaware	7.1%	0.0%	3.6%	843	0	843
33	Alabama	6.2%	0.0%	3.1%	3,870	0	3,870
34	Arizona	4.2%	0.0%	2.1%	4,319	0	4,319
35	Missouri	3.9%	1.6%	2.7%	3,035	1,296	4,331
36	Ohio	2.4%	1.1%	1.8%	3,535	1,666	5,201
37	Nevada	2.1%	1.0%	1.5%	820	390	1,210
38	Alaska	1.9%	0.0%	1.0%	200	0	200
39	Minnesota*	1.4%	0.9%	1.2%	1,053	679	1,732
40	Rhode Island	1.1%	0.0%	0.5%	126	0	126
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	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		26.7%	4.1%	15.3%	1,113,005	170,885	1,283,890¹

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

¹ Nationwide, an additional 8,420 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,292,310.

* 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.

† In California, the number and percent of 3- and 4-year-olds served reflects a change from prior years in the number of programs included in the California State Preschool Program.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2009-2010				ENROLLMENT CHANGES FROM 2008-2009 TO 2009-2010			
	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	3,114	411.9%	0	NA	486	14.4%
Alaska	0	NA	200	NA	0	NA	200	NA
Arizona	0	NA	42	1.0%	0	NA	-1,128	-20.7%
Arkansas	2,539	269.5%	14,359	645.6%	1,136	48.4%	-435	-2.6%
California †	NA	NA	NA	NA	NA	NA	NA	NA
Colorado	3,718	509.3%	6,429	77.3%	237	5.6%	735	5.2%
Connecticut	1,533	99.8%	1,023	23.2%	-403	-11.6%	759	16.2%
Delaware	0	NA	0	0.0%	0	NA	0	0.0%
Florida	0	NA	155,877	NA	0	NA	8,115	5.5%
Georgia	0	NA	17,564	27.6%	0	NA	2,867	3.7%
Hawaii	0	NA	0	NA	0	NA	0	NA
Idaho	0	NA	0	NA	0	NA	0	NA
Illinois	19,204	136.2%	15,247	39.2%	-3,913	-10.5%	2,989	5.8%
Indiana	0	NA	0	NA	0	NA	0	NA
Iowa	72	14.1%	13,476	866.1%	88	17.8%	3,933	35.4%
Kansas	0	NA	7,233	324.3%	0	NA	1,216	14.7%
Kentucky	685	14.1%	3,925	30.6%	-86	-1.5%	900	5.7%
Louisiana	0	NA	12,829	170.6%	0	NA	628	3.2%
Maine	0	NA	2,165	150.3%	0	NA	874	32.0%
Maryland	-1,408	-100.0%	7,773	42.3%	-903	-100.0%	229	0.9%
Massachusetts*	-6,621	-70.2%	1,225	13.0%	662	30.8%	2,009	23.2%
Michigan	0	NA	-6,696	-25.3%	0	NA	-4,310	-17.9%
Minnesota*	-136	-16.7%	-217	-17.1%	-96	-12.4%	-94	-8.2%
Mississippi	0	NA	0	NA	0	NA	0	NA
Missouri	-1,250	-49.1%	-651	-17.7%	-202	-13.5%	-35	-1.1%
Montana	0	NA	0	NA	0	NA	0	NA
Nebraska	2,679	2,163.7%	6,791	1,906.6%	2,047	270.8%	5,267	280.2%
Nevada	279	251.4%	499	155.5%	156	66.7%	-58	-6.6%
New Hampshire	0	NA	0	NA	0	NA	0	NA
New Jersey	7,090	55.5%	6,079	25.5%	914	4.8%	-170	-0.6%
New Mexico	-470	-100.0%	4,478	1,210.3%	0	NA	103	2.2%
New York	-5,620	-96.3%	44,213	69.6%	-40	-15.7%	5,685	5.6%
North Carolina	0	NA	29,957	2,415.9%	0	NA	-288	-0.9%
North Dakota	0	NA	0	NA	0	NA	0	NA
Ohio	-8,048	-82.8%	-10,350	-74.5%	-6,080	-78.5%	-8,388	-70.4%
Oklahoma	0	NA	11,477	44.3%	0	NA	1,314	3.6%
Oregon	1,342	121.0%	1,420	54.8%	175	7.7%	117	3.0%
Pennsylvania*	6,816	NA	22,430	879.6%	-157	-2.3%	880	3.7%
Rhode Island	0	NA	126	NA	0	NA	126	NA
South Carolina	1,395	398.6%	7,168	45.8%	-711	-28.9%	408	1.8%
South Dakota	0	NA	0	NA	0	NA	0	NA
Tennessee	-193	-22.9%	15,845	901.3%	-17	-2.6%	35	0.2%
Texas	1,837	9.3%	65,011	51.0%	2,611	13.8%	11,586	6.4%
Utah	0	NA	0	NA	0	NA	0	NA
Vermont*	713	193.2%	2,754	444.2%	-38	-3.4%	-157	-4.4%
Virginia	0	NA	9,066	154.2%	0	NA	359	2.5%
Washington	466	40.6%	1,626	34.0%	-411	-20.3%	317	5.2%
West Virginia	55	3.1%	6,437	126.6%	60	3.4%	678	6.3%
Wisconsin*	92	13.4%	23,220	171.9%	105	15.6%	2,071	6.0%
Wyoming	0	NA	0	NA	0	NA	0	NA
50 States †	44,641	43.4%	524,455	93.3%	-4,866	-3.2%	39,823	3.8%

* 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.

† In prior years, California funded their child care programs with the same standards as state preschool, but because eligibility was based on parental work status and income NIEER did not count them as preschool. In 2009 California merged these child care programs into state preschool. With this policy change, preschool data from California are no longer consistent with those from previous years. As California did not increase enrollment or funding, this program redefinition has no effect on figures in Table 3.

TABLE 4: 2009-2010 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	1,412	2.3%	6,006	9.7%	6,734	10.8%	14,696	23.7%
Alaska*	420	4.0%	856	8.3%	1,299	12.4%	2,037	19.9%
Arizona	3,520	3.4%	9,658	9.4%	8,456	8.2%	20,795	20.2%
Arkansas	6,184	15.3%	20,054	49.7%	9,847	24.5%	24,199	60.0%
California*§	68,261	12.6%	115,708	21.5%	97,168	17.9%	168,949	31.4%
Colorado	7,266	10.0%	18,803	26.0%	10,359	14.3%	23,124	32.0%
Connecticut	5,232	12.3%	8,067	18.9%	7,854	18.4%	11,183	26.2%
Delaware†	620	5.2%	1,628	13.8%	1,299	10.9%	2,181	18.4%
Florida	7,511	3.2%	160,002	69.9%	19,575	8.5%	178,285	77.8%
Georgia	3,450	2.3%	83,991	56.5%	14,359	9.6%	93,212	62.7%
Hawaii	658	3.8%	850	5.1%	1,465	8.4%	2,424	14.5%
Idaho	918	3.7%	1,360	5.6%	1,656	6.7%	3,562	14.7%
Illinois	36,327	20.5%	60,653	34.4%	50,112	28.5%	77,920	44.5%
Indiana	4,677	5.2%	6,089	7.0%	8,671	9.7%	12,942	14.8%
Iowa	2,082	5.1%	16,932	42.9%	4,480	10.9%	20,145	51.1%
Kansas	2,493	6.2%	13,094	33.1%	4,840	12.0%	16,087	40.7%
Kentucky	5,557	9.7%	17,275	30.4%	11,541	20.1%	25,691	45.5%
Louisiana*	2,054	3.6%	22,224	35.2%	12,372	21.9%	30,135	47.8%
Maine*	969	6.8%	4,640	42.4%	1,843	12.4%	6,051	42.4%
Maryland	3,322	4.4%	30,352	40.8%	7,725	10.5%	34,361	46.2%
Massachusetts	6,359	8.2%	14,710	19.3%	10,506	13.6%	19,743	25.9%
Michigan	5,881	4.8%	26,436	21.5%	16,027	13.0%	44,085	35.4%
Minnesota†	3,973	5.5%	5,999	8.5%	7,342	10.2%	11,061	15.4%
Mississippi	1,767	4.1%	2,969	6.9%	11,619	26.9%	15,776	36.8%
Missouri	4,235	5.3%	8,380	10.7%	9,741	12.5%	15,851	20.2%
Montana	320	2.6%	599	5.0%	1,817	14.9%	2,624	22.1%
Nebraska	3,396	12.9%	7,726	29.6%	4,799	18.2%	9,960	38.2%
Nevada	1,910	4.7%	3,224	8.1%	3,030	7.4%	4,536	11.4%
New Hampshire	865	5.5%	1,120	7.1%	1,368	8.8%	1,812	11.4%
New Jersey	24,140	22.0%	35,916	32.3%	29,892	27.5%	43,108	38.8%
New Mexico	1,657	5.5%	7,240	24.0%	4,521	15.1%	11,282	37.4%
New York*	20,219	8.4%	121,266	51.0%	35,460	14.8%	141,413	59.4%
North Carolina	4,119	3.1%	35,633	27.3%	9,657	7.3%	45,367	34.8%
North Dakota	414	4.8%	573	7.1%	1,379	16.1%	1,899	23.7%
Ohio	7,019	4.8%	11,463	7.9%	20,293	13.7%	28,813	19.4%
Oklahoma	1,436	2.7%	37,356	70.7%	7,780	14.4%	45,325	85.8%
Oregon	4,478	9.1%	6,700	13.8%	6,741	13.7%	10,307	21.3%
Pennsylvania*†	14,338	9.6%	33,985	23.0%	23,403	15.6%	47,284	32.0%
Rhode Island	685	5.7%	1,119	9.6%	1,190	9.9%	2,201	18.9%
South Carolina*	3,504	5.6%	23,985	39.8%	8,958	14.5%	29,232	48.6%
South Dakota	612	5.3%	921	8.0%	1,895	16.5%	2,815	24.5%
Tennessee	2,843	3.4%	20,264	24.6%	7,183	8.5%	29,052	35.3%
Texas	30,219	7.3%	199,108	48.4%	58,225	14.0%	233,343	56.7%
Utah	2,123	3.9%	3,180	6.1%	3,370	6.5%	6,650	12.8%
Vermont	1,525	24.5%	3,957	61.1%	1,862	29.4%	4,457	68.8%
Virginia*	3,751	3.5%	19,345	18.5%	7,885	7.5%	25,859	24.4%
Washington	4,563	5.1%	11,121	12.8%	8,231	9.5%	17,665	20.3%
West Virginia	1,823	8.6%	11,889	57.1%	3,953	18.6%	16,412	78.4%
Wisconsin†	4,201	5.8%	39,030	54.8%	9,667	13.4%	44,527	62.5%
Wyoming	845	10.7%	1,269	16.7%	1,324	16.4%	1,976	26.0%
50 States	326,153	7.7%	1,294,725	31.0%	600,774	14.2%	1,682,414	40.3%

* 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.

† 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.

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

§ In California, the number and percent of 3- and 4-year-olds served reflects a change from prior years in the number of programs included in the California State Preschool Program.

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

TABLE 5: 2009-2010 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 2009-2010
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arizona	✓					✓				✓	3
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California			✓		✓		✓			✓	4
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
Florida	✓					✓				✓	3
Georgia	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Illinois	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Iowa (Shared Visions)	✓		✓			✓	✓	✓	✓		6
Iowa (SVPP)	✓	✓	✓		✓	✓	✓	✓		✓	8
Kansas (At-Risk)	✓	✓		✓	✓	✓	✓	✓			7
Kansas (Pre-K Pilot)	✓	✓		✓	✓	✓	✓	✓		✓	8
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana (8g)	✓	✓	✓		✓	✓	✓		✓	✓	8
Louisiana (LA4)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana (NSECD)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓			✓			6
Maryland	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Massachusetts	✓				✓	✓	✓	✓		✓	6
Michigan	✓	✓	✓	✓		✓	✓	✓			7
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Missouri	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Nebraska	✓	✓	✓	✓		✓	✓				6
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)			✓					✓			2
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania (EABG)	✓		✓		✓	✓	✓			✓	6
Pennsylvania (HSSAP)	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania (K4 & SBPK)	✓	✓			✓						3
Pennsylvania (Pre-K Counts)	✓		✓		✓	✓	✓			✓	6
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina (4K)	✓	✓	✓		✓	✓	✓				6
South Carolina (CDEPP)	✓		✓		✓	✓	✓		✓	✓	7
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓	✓	✓		✓						4
Vermont (Act 62)	✓				✓	✓	✓				4
Vermont (EEI)	✓		✓			✓	✓				4
Virginia	✓		✓		✓	✓	✓	✓		✓	7
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓		✓		✓	✓	✓	✓	✓	✓	8
Wisconsin (4K)	✓	✓	✓		✓					✓	5
Wisconsin (HdSt)	✓		✓		✓	✓	✓	✓	✓		7
Totals	49	27	45	16	44	46	45	36	24	40	

Note: Hawaii, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, 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 2009-2010 school year.

For more details about quality standards and benchmarks, see the Roadmap to the State Profile Pages sections.

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 2008-2009 to 2009-2010 Adjusted dollars	Total state preschool spending in 2009-2010	Resources rank based on all reported spending	All reported \$ per child enrolled in pre-K
New Jersey	1	\$11,578	\$362	\$576,996,173	1	\$11,578
Connecticut	2	\$9,297	\$1,145	\$83,301,663	2	\$10,441
Alaska	3	\$8,500	NA	\$1,700,000	6	\$8,500
Oregon	4	\$8,435	\$407	\$54,897,578	7	\$8,435
Minnesota	5	\$7,301	\$157	\$13,682,074	11	\$7,301
Washington	6	\$6,817	-\$79	\$54,716,348	12	\$6,817
Delaware	7	\$6,795	-\$7	\$5,727,800	13	\$6,795
Pennsylvania	8	\$5,924	\$207	\$189,808,021	16	\$5,924
Rhode Island	9	\$5,556	NA	\$700,000	5	\$9,127
West Virginia	10	\$5,521	\$251	\$76,617,241	4	\$9,413
Arkansas	11	\$5,414	-\$13	\$111,000,000	8	\$8,388
California*	12	\$5,410	\$1,725	\$796,320,978	18	\$5,571
North Carolina	13	\$5,239	-\$180	\$163,451,644	10	\$7,824
Louisiana	14	\$4,706	-\$600	\$95,757,442	20	\$4,804
Alabama	15	\$4,544	-\$595	\$17,585,880	21	\$4,544
Oklahoma	16	\$4,477	\$389	\$167,245,396	9	\$7,855
Tennessee	17	\$4,445	-\$79	\$81,657,785	17	\$5,688
Michigan	18	\$4,405	\$115	\$87,128,000	22	\$4,405
Virginia	19	\$4,221	\$194	\$63,078,873	15	\$6,288
Georgia	20	\$4,206	-\$31	\$341,470,922	23	\$4,212
Maryland	21	\$4,116	\$347	\$107,619,200	3	\$9,645
Vermont	22	\$3,980	\$509	\$17,790,714	24	\$3,980
Ohio	23	\$3,902	-\$3,009	\$22,243,792	25	\$3,902
Massachusetts*	24	\$3,895	-\$2,105	\$52,462,817	26	\$3,895
Texas	25	\$3,686	-\$108	\$791,378,304	30	\$3,686
New York	26	\$3,503	-\$168	\$378,107,213	31	\$3,503
New Mexico	27	\$3,412	\$54	\$16,542,407	32	\$3,412
Illinois	28	\$3,371	-\$70	\$295,267,954	33	\$3,371
Wisconsin	29	\$3,282	\$109	\$128,960,062	19	\$5,038
Kentucky	30	\$3,103	-\$398	\$69,187,530	14	\$6,290
Iowa	31	\$3,092	\$24	\$48,634,416	29	\$3,749
Missouri	32	\$3,051	\$168	\$13,215,441	35	\$3,051
Nevada	33	\$2,710	-\$266	\$3,338,875	36	\$2,710
Florida*	34	\$2,514	\$63	\$391,819,943	37	\$2,514
Kansas	35	\$2,490	-\$538	\$23,564,928	38	\$2,490
Colorado	36	\$2,321	\$82	\$45,246,206	28	\$3,757
Maine	37	\$1,787	\$279	\$6,443,614	27	\$3,835
South Carolina	38	\$1,446	-\$188	\$35,513,846	34	\$3,244
Nebraska	39	\$1,163	-\$1,662	\$11,922,004	39	\$2,070
Arizona	40	\$115	-\$2,135	\$494,687	40	\$1,093
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
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 †§		\$4,028/\$4,212	-\$114	\$5,442,597,771		\$4,653/\$4,831

* In the 2009-2010 school year, California, Florida, and Massachusetts reported using funding from the American Recovery and Reinvestment Act (ARRA) for state-funded pre-K. This funding is included in the state funding amounts reported.

† In prior years, California funded child care programs with the same standards as state preschool, but because eligibility was based on parental work status and income NIEER did not count them as preschool. In 2009, California merged these child care programs into state preschool. With this policy change, preschool data from California are no longer consistent with those from previous years. Therefore, we report two figures for spending in the 2009-2010 school year. The first (\$4,028) nets out the effect of the California policy change on the national average to produce a figure consistent with prior years. The second (\$4,212) calculates a new national average that includes California's consolidated preschool. Note that because California did not increase enrollment or funding, this higher figure is purely the result of program redefinition.

§ If funding for child care programs in California had been included in the state spending amounts reported for the 2008-2009 school year, spending would have totaled \$5,471,882,596 nationwide. If these additional funds had been included for the 2008-2009 school year, there would still be a decrease of approximately \$30 million in total state spending across the country. The first figure for per-child spending is calculated without the California increase while the second figure includes this increase.

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 funding per-child needed to meet NIEER benchmarks†	Is the reported funding sufficient to meet the NIEER benchmarks?	Additional per-child funding needed	Quality benchmark total
1	New Jersey	\$11,578	\$8,882*	Yes	\$0	8.8
2	Connecticut	\$10,441	\$8,300*	Yes	\$0	6
3	Maryland	\$9,645	\$6,980*	Yes	\$0	9
4	West Virginia	\$9,413	\$6,331*	Yes	\$0	8
5	Rhode Island	\$9,127	\$8,328	Yes	\$0	10
6	Alaska	\$8,500	\$4,274	Yes	\$0	10
7	Oregon	\$8,435	\$4,114	Yes	\$0	8
8	Arkansas	\$8,388	\$6,784	Yes	\$0	9
9	Oklahoma	\$7,853	\$5,583*	Yes	\$0	9
10	North Carolina	\$7,824	\$7,780	Yes	\$0	10
11	Minnesota	\$7,301	\$4,352	Yes	\$0	9
12	Washington	\$6,817	\$4,907	Yes	\$0	9
13	Delaware	\$6,795	\$4,579	Yes	\$0	8
14	Kentucky	\$6,290	\$4,425*	Yes	\$0	9
15	Virginia	\$6,288	\$8,800*	No	\$2,512	7
16	Pennsylvania	\$5,924	\$6,999*	No	\$1,075	5.3
17	Tennessee	\$5,688	\$7,576	No	\$1,888	9
18	California	\$5,571	\$6,362*	No	\$791	4
19	Wisconsin	\$5,038	\$4,273	Yes	\$0	5.1
20	Louisiana	\$4,804	\$7,147	No	\$2,343	8.9
21	Alabama	\$4,544	\$7,222	No	\$2,678	10
22	Michigan	\$4,405	\$5,503*	No	\$1,098	7
23	Georgia	\$4,212	\$8,093	No	\$3,881	9
24	Vermont	\$3,980	\$3,849*	Yes	\$0	4
25	Ohio	\$3,902	\$4,312	No	\$410	2
26	Massachusetts	\$3,895	\$8,859*	No	\$4,964	6
27	Maine	\$3,835	\$3,759	Yes	\$0	6
28	Colorado	\$3,757	\$4,319	No	\$562	6
29	Iowa	\$3,749	\$4,093*	No	\$344	7.7
30	Texas	\$3,686	\$5,697*	No	\$2,011	4
31	New York	\$3,503	\$6,016*	No	\$2,513	6
32	New Mexico	\$3,412	\$3,949	No	\$537	8
33	Illinois	\$3,371	\$4,647	No	\$1,276	9
34	South Carolina	\$3,244	\$4,769*	No	\$1,525	6.2
35	Missouri	\$3,051	\$6,477*	No	\$3,426	9
36	Nevada	\$2,710	\$4,479	No	\$1,769	7
37	Florida	\$2,514	\$4,358*	No	\$1,844	3
38	Kansas	\$2,490	\$3,809	No	\$1,319	7.2
39	Nebraska	\$2,070	\$3,808	No	\$1,738	6
40	Arizona	\$1,093	\$4,438*	No	\$3,345	3
No Program	Hawaii	\$0	\$4,265	No	\$4,265	NA
No Program	Idaho	\$0	\$3,625	No	\$3,625	NA
No Program	Indiana	\$0	\$3,999	No	\$3,999	NA
No Program	Mississippi	\$0	\$3,740	No	\$3,740	NA
No Program	Montana	\$0	\$3,331	No	\$3,331	NA
No Program	New Hampshire	\$0	\$4,190	No	\$4,190	NA
No Program	North Dakota	\$0	\$3,610	No	\$3,610	NA
No Program	South Dakota	\$0	\$3,424	No	\$3,424	NA
No Program	Utah	\$0	\$4,125	No	\$4,125	NA
No Program	Wyoming	\$0	\$3,645	No	\$3,645	NA

† For each state, a full-day, half-day, or weighted estimate of per-child spending was used, and we estimated funding needed to meet the 10 NIEER benchmarks based on the percent of children served in each type of operating schedule. 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, U.S. Department of Education.

* This state serves preschoolers in full- and half-day programs and therefore a weighted estimate of per-child spending was calculated.

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 2009-2010 school year are those who are eligible to enter kindergarten two years later, during the 2011-2012 school year. Children considered to be 4 years old during the 2009-2010 school year were eligible to enter kindergarten one year later, during the 2010-2011 school year. Children considered to be 5 year olds during the 2009-2010 school year were already eligible for kindergarten at the beginning of the 2009-2010 school year.