

THE STATE OF PRESCHOOL 2011

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STATE PRESCHOOL YEARBOOK

## EXECUTIVE SUMMARY

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By W. Steven Barnett, Ph.D.  
Megan E. Carolan, M.P.P.  
Jen Fitzgerald, MLIS  
James H. Squires, Ph.D.

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# Executive Summary

## MORE CUTS IN PRE-K HURT QUALITY, THREATEN NATION'S FUTURE

Over the past decade, state-funded pre-K has been education's biggest success story. Enrollment has grown dramatically and, in a number of states, so has quality. More children than ever are served by state programs aimed at preparing them to succeed in school and life. But after years of steady progress, our data show that many states' commitments to their youngest citizens are now slipping. Budget cuts in many states now limit enrollment at a time when family incomes have fallen. This is undermining the quality of state pre-K. Yet, research clearly shows that only high-quality pre-K programs significantly help prepare children for school. This in turn leads to a more educated population with higher-paying jobs, fewer social problems like crime and delinquency, and a strong economic return on the dollars invested in pre-K.

Even as the nation begins to emerge from the economic downturn, few states are adding significantly to enrollment and the educational quality of state pre-K is taking a backseat to budget cutting—even though the number of students who need good preschool programs has risen.

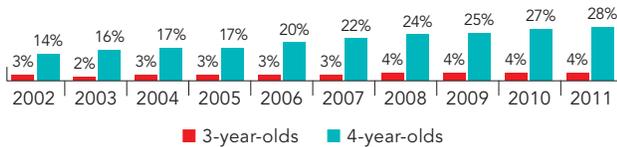
State funding for pre-K decreased by almost \$60 million in 2010-2011 when adjusted for inflation, despite the use of \$127 million in funds from the American Recovery and Reinvestment Act (ARRA). This is the second year of decline in total state spending for pre-K programs. States have made great progress in expanding pre-K programs over the past decade, but our 10-year data show that many appear to be in retreat. We discuss the 10-year trends later in this summary. The 2010-2011 funding cut, coupled with modest enrollment growth, sent national per-child spending down sharply, by \$145 per child from the previous year. These decreases follow earlier cuts in per-child spending, which now has declined by more than \$700 over the past 10 years. Without ARRA funds, average state spending per student would have declined by nearly another \$100.

The bad news does not end there. In some states, the declines in 2010-2011 have been compounded by cuts in 2011-2012—and further cuts loom for 2012-2013. This threatens to undo much of the progress some states have made. Many already fail to provide enough funding to ensure programs meet minimum quality standards. Some have opted to expand access to more children rather than address quality, resulting in greater enrollment but with low standards of quality. Four programs lost ground on their quality standards benchmarks in 2010-2011 for no longer meeting NIEER's benchmark for site visits to monitor program quality. This is important because, without a relentless focus on educational performance, pre-K will not produce the school readiness taxpayers expect and children need.

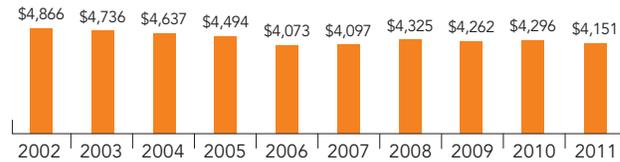
States' revenue declines in recent years no doubt have intensified the problem, but data from the past decade indicate a longer-term trend of eroding quality and the gradual substitution of inexpensive child care for early education. For example, when California realigned programs in 2010 it looked like an increase in spending per child for that year, but adjusting for this change shows spending actually has declined each year since 2008. That was the only year in the last decade when funding per child for state pre-K programs rose nationwide. As enrollments and demand for high-quality pre-K continue to rise, the nation is experiencing a crisis in quality. It is vitally important that the public understand what is happening since only high-quality pre-K is proven to be a good public investment.



PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



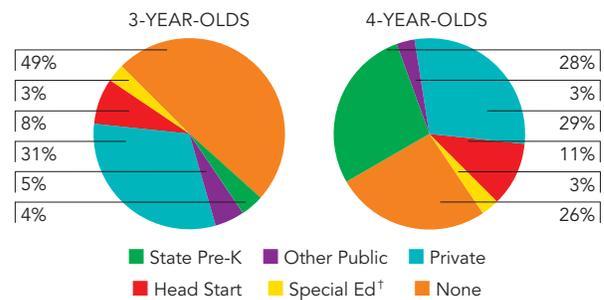
### WHAT'S NEW?

- Total state funding for pre-K programs decreased by nearly \$60 million nationwide. This is the second year in a row for which inflation-adjusted spending dropped, following a \$30 million decrease in 2009-2010.
- At least \$127 million in federal funds from the American Recovery and Reinvestment Act (ARRA) were spent on state-funded pre-K programs in 2010-2011. This spending has not been replaced in some states.
- State pre-K spending per child decreased by \$145 from the previous year to \$4,151 when adjusted for inflation. Without ARRA, per child spending would have dropped to \$4,054, which would have been the lowest amount since NIEER began collecting data a decade ago.
- State funding per child for pre-K declined in 26 of 39 states with programs, when adjusted for inflation. Only 11 states increased per-child spending, though the highest state increase was only 9 percent, or \$162, in Maine. Eight states cut per-child spending by 10 percent or more from the previous year.
- Only 12 states could be verified as providing enough per-child funding to meet all 10 benchmarks for quality standards. Only about 20 percent of children enrolled in state-funded pre-K attend these programs so that the vast majority of children served are in programs where funding per child may be inadequate to provide a quality education.
- Enrollment increased nationally by 30,818 children. More than 1.3 million children attended state-funded pre-K, more than 1.1 million (or 28 percent) at age 4.
- Enrollment growth nationally continued to slow compared to the overall trend for the past decade.
- Combining general and special education enrollments, 32 percent of 4-year-olds and 8 percent of 3-year-olds are served by state pre-K.
- Twenty-two states increased enrollment, ranging from 1 percent in Connecticut to 25 percent in Vermont. Ten states cut enrollment, from 1 percent in some states to 12 percent in New Mexico.
- Arizona eliminated its Early Childhood Block Grant entirely in 2010, joining 10 other states that provide no state pre-K. This was not for lack of demand. Massachusetts added a modest program that relies on temporary ARRA funding.
- Two states improved on NIEER's Quality Standards Benchmarks, while four lost ground.
- Five states fully met NIEER's benchmarks for state pre-K quality standards benchmarks and another 15 met at least 8 of 10.
- More than half a million children, or 43 percent of nationwide enrollment, are served in programs that met fewer than half of the quality standards benchmarks.

## NATIONAL ACCESS

Total state program enrollment, all ages	1,323,128
State-funded preschool programs	51 programs in 39 states
Income requirement	31 state programs have an income requirement
Hours of operation	11 full-day, 12 half-day, 28 determined locally
Operating schedule	40 academic year, 11 determined locally
Special education enrollment, ages 3 & 4	432,930
Federal Head Start enrollment, ages 3 & 4	755,465 <sup>1</sup>
Total federal Head Start and Early Head Start enrollment, ages 0 to 5	953,313 <sup>1</sup>
State-funded Head Start enrollment, ages 3 & 4	16,182 <sup>2</sup>

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



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

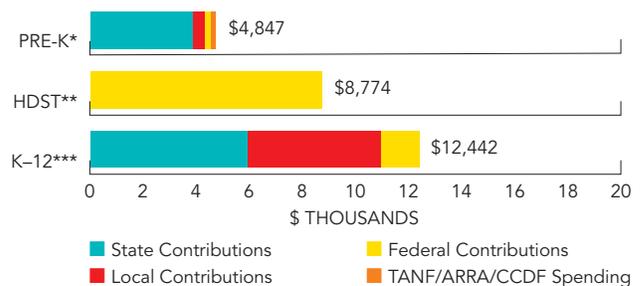
## NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 51 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards	Comprehensive	49
Teacher degree	BA	29
Teacher specialized training	Specializing in pre-K	45
Assistant teacher degree	CDA or equivalent	16
Teacher in-service	At least 15 hours/year	43
Maximum class size	20 or lower	45
3-year-olds		
4-year-olds		
Staff-child ratio	1:10 or better	45
3-year-olds		
4-year-olds		
Screening/referral and support services	Vision, hearing, health; and at least 1 support service	37
Meals	At least 1/day	24
Monitoring	Site visits	35

## NATIONAL RESOURCES

Total state preschool spending	\$5,492,133,988 <sup>3</sup>
Local match required?	11 state programs require a local match
State Head Start spending	\$144,922,523
State spending per child enrolled	\$4,151 <sup>3</sup>
All reported spending per child enrolled*	\$4,847

SPENDING PER CHILD ENROLLED



\* 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 2010-2011 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 '10-'11 school year, unless otherwise noted.

<sup>1</sup> 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.

<sup>2</sup> This figure includes 15,754 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.

<sup>3</sup> This figure includes federal TANF and ARRA funds directed toward preschool at states' discretion.

**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	33	None Served	16	17	10
Alaska	37	None Served	5	11	10
Arkansas	10	4	12	7	9
California	23	5	13	18	3
Colorado	21	11	36	30	6
Connecticut	29	8	2	2	6
Delaware	32	None Served	6	12	8
Florida	1	None Served	35	39	3
Georgia	4	None Served	19	24	10
Illinois	15	1	28	32	9
Iowa	7	18	30	25	6.9
Kansas	22	None Served	33	38	7
Kentucky	14	9	29	14	9
Louisiana	13	None Served	14	21	8.9
Maine	17	None Served	37	22	6
Maryland	12	None Served	18	3	9
Massachusetts	27	14	23	28	6
Michigan	24	None Served	17	23	7
Minnesota	38	21	4	10	9
Missouri	34	16	32	35	9
Nebraska	18	6	38	37	6
Nevada	35	23	34	33	7
New Jersey	16	2	1	1	8.8
New Mexico	28	None Served	25	31	8
New York	9	24	24	29	7
North Carolina	19	None Served	11	8	10
Ohio	36	19	20	26	2
Oklahoma	2	None Served	27	9	9
Oregon	30	13	3	6	8
Pennsylvania	25	10	10	20	5.2
Rhode Island	39	None Served	9	5	10
South Carolina	11	15	39	36	6.7
Tennessee	20	22	15	16	9
Texas	8	12	22	27	4
Vermont	3	3	31	34	4
Virginia	26	None Served	21	15	7
Washington	31	17	7	13	9
West Virginia	5	7	8	4	8
Wisconsin	6	20	26	19	5.1
Arizona	No program	No program	No program	No program	No program
Hawaii	No program	No program	No program	No program	No program
Idaho	No program	No program	No program	No program	No program
Indiana	No program	No program	No program	No program	No program
Mississippi	No program	No program	No program	No program	No program
Montana	No program	No program	No program	No program	No program
New Hampshire	No program	No program	No program	No program	No program
North Dakota	No program	No program	No program	No program	No program
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 loss of Arizona, 39 states provided pre-K through 51 programs in 2010-2011. There were significant, often troubling, changes in a number of states' enrollment, resources, and quality standards.

### ENROLLMENT: BUDGET CUTS SLOW GROWTH NATIONWIDE

State-funded pre-K served 1,323,128 children in 2010-2011, the vast majority of them 3- and 4-year-olds. State pre-K continues to be primarily a program for 4-year-olds in most states, with more than 1.1 million of the children served at that age.

Across the nation, 28 percent of 4-year-olds were enrolled in state-funded pre-K programs and only 4 percent of 3-year-olds were similarly enrolled. Total enrollment increased by just over 2 percent from the prior year. Table 2 shows enrollment by state and as a percentage of the total population. For the first time in a decade, the percentages NIEER reports are based on actual U.S. Census population figures rather than on estimated population figures. For the nation as a whole this makes little difference, but for some states population estimates for earlier years contained enough error to make comparisons to prior years misleading. This report notes such problems on individual state pages as appropriate.

Since states also serve children in preschool special education, the total number of children served by states is somewhat larger than indicated by state-funded pre-K enrollment alone. Table 4 presents numbers and percentages of children enrolled in state pre-K and special education programs, and shows totals that include students in the federal Head Start program. These are unduplicated counts in that children served by multiple programs are only counted once. Including both state pre-K and special education programs brings state enrollment up to 32 percent at age 4 and 8 percent at age 3. Adding in the federal government's Head Start program, enrollment is 42 percent at age 4 and 15 percent at age 3. Finally, some public schools enroll children in pre-K classes that are not part of state-funded pre-K, including schools in states with no pre-K funding. Based on data from the Current Population Survey, we estimate that schools serve an additional 3 percent of the population at age 4 and 5 percent at age 3, bringing the totals in any public program to 45 percent at age 4 and 20 percent at age 3.

State data collected for the *State Preschool Yearbook* do not provide a basis for estimating private enrollments or breaking down enrollment by family income or ethnicity. However, we estimate these nationally by integrating our state data with national survey data. Approximately 75 percent of children were enrolled in a classroom, public or private, at age 4 and 50 percent at age 3 in 2010-2011. About 30 percent were in private preschools and child care centers at both ages.

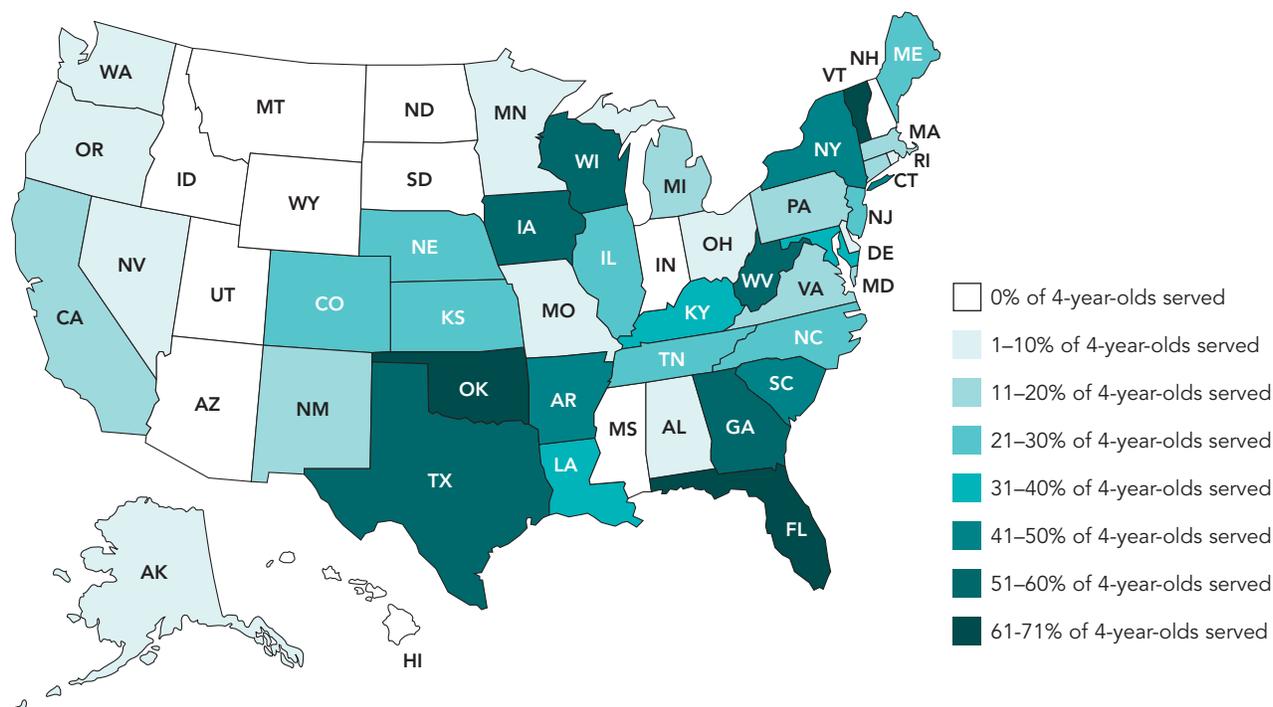
State pre-K helps to increase access for low- and moderate-income families, but participation in pre-K remains highly unequal nevertheless. At age 4, enrollment in pre-K (public and private) is about 65 percent for the lowest 40 percent of families by income and 90 percent for the highest income quintile. At age 3, when state pre-K is rarely provided, enrollment is only about 40 percent for low-income and moderate-income families while it is 80 percent for the top income quintile. Hispanic children have the lowest rates of enrollment among the major ethnic groups. Hispanics are only somewhat less likely to attend preschool at age 4 because of their high public program enrollment, but they are far less likely than other children to attend preschool at age 3.

The percentage of 3- and 4-year-olds served by pre-K varies significantly by state, even across those with pre-K. Figure 1 shows state pre-K enrollment at age 4 by state. Florida unseated Oklahoma for having the highest percentage of 4-year-olds enrolled in state pre-K. Vermont moved up to third place in the percentage of 4-year-olds enrolled, and in fact leads the nation by a large margin in the percentage of both 3- and 4-year-olds enrolled. Still, Florida and Vermont rank near the bottom on pre-K funding per child, which remains a serious concern. For Vermont this is a temporary problem as the funding formula is based on enrollment averaged over the most recent two years, which causes funding to rise more slowly than enrollment. For Florida, it is a long-term problem. Other states with substantial enrollment gains included Iowa and Georgia.

Relatively few states served substantial numbers of children at age 3—and the leaders in this category continue to be California, Illinois, New Jersey, and Vermont. Eleven states expanded enrollment for 3-year-olds since the previous year, led by Arkansas, Illinois, Pennsylvania, South Carolina, Texas, and Vermont.

Overall pre-K enrollment for 3- and 4-year-olds decreased in 12 states from the previous year. Particularly large cuts were seen in Arizona (which eliminated its program), Illinois (where the decrease at age 4 vastly exceeded the increase at age 3), and New York. In Kentucky, a large decrease in enrollment at age 3 more than offset gains at age 4, while in Pennsylvania gains at age 3 more than offset cuts at age 4. Ten states previously did not fund any type of public preschool education, and Arizona became the eleventh when it eliminated its Early Childhood Block Grant prekindergarten initiative from the state budget.

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



## QUALITY STANDARDS: SACRIFICING ACCOUNTABILITY IN TOUGH TIMES

Over the past decade, states raised pre-K quality standards on the whole, but little progress was made in either the 2009-2010 or 2010-2011 school years, perhaps because of tight budgets since 2008. The *Yearbook* compares each state program's standards against a checklist of 10 research-based quality standards benchmarks. Although the benchmarks against which NIEER checks states are not guarantees of quality, they are consistent with what research has found to be highly effective. A list of benchmarks and a summary of the supporting research is on page 22.

Figure 2 shows the number of quality standards benchmarks met by state preschool programs from the 2001-2002 school year through the 2010-2011 school year. Since 2009-2010, there has been no change in the number of states meeting five of the benchmarks, including those for teacher specialization and assistant teacher qualifications. Only two states had policy changes resulting in meeting additional benchmarks: Bachelor's degrees were required for all teachers in Georgia and New York, and New York adopted comprehensive early learning standards. Georgia met all 10 of the benchmarks, and New York's improvement in two areas (though it did lose a benchmark elsewhere) speaks to the improvements possible even in a difficult economy. In both states, the increased teacher degree requirements were phased in over time to give teachers and programs sufficient time to comply.

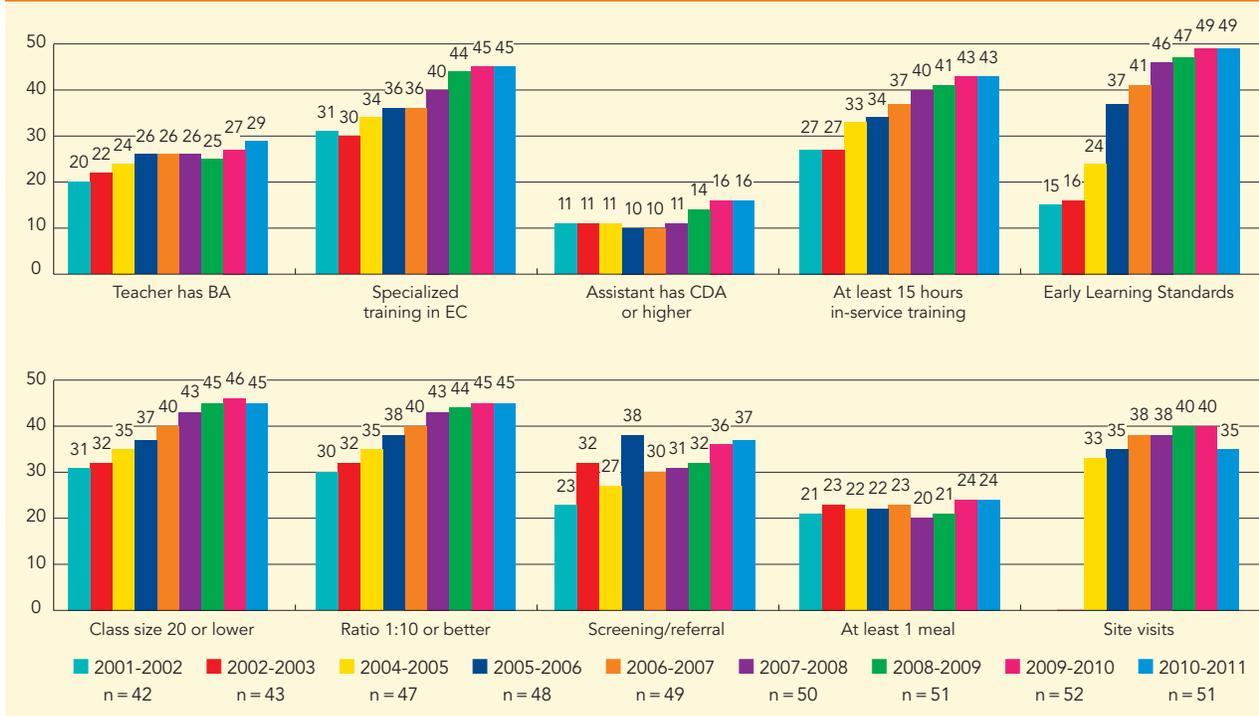
The overall picture with respect to quality standards is dim. Specifically, the number of states conducting regular site visits to monitor pre-K program quality fell for the second year in a row. California, one Kansas program (Pilot Pre-K), New York, and one South Carolina program (CDEPP) all lost this benchmark through policy changes. Even among states that continue to meet this benchmark, the frequency of site visits has been reduced due to budget cuts. This is a troubling trend given that monitoring through site visits enables states to determine if programs are actually adhering to written policies and to assess the quality of teaching and the learning environments.

At one end of the spectrum there is good news, as some states have improved. Nineteen states met eight or more quality benchmarks in 2010-2011, and most states met at least five benchmarks (see Tables 1 and 5). A record number of programs met all 10 benchmarks: Alabama, Alaska, Georgia, North Carolina, Rhode Island, and one Louisiana program (NSECD). Eleven other programs met nine of 10 benchmarks—Arkansas, Illinois, Kentucky, Louisiana LA4, Maryland, Minnesota, Missouri, New Jersey Abbott, Oklahoma, Tennessee, and Washington.

At the other end of the spectrum, five states met fewer than half of the 10 benchmarks—Texas and Vermont met four; California and Florida (and one of Pennsylvania's four programs) met three; and Ohio met only two benchmarks. Although local control over standards in California, Texas, and Vermont permits school districts to exceed state standards, this local discretion depends on local fiscal capacity. In Florida, the private providers of most services do not have significant additional sources of funds with which to enhance quality beyond state minimums. More than half a million children are served in these programs—43 percent of nationwide enrollment. Texas and Pennsylvania (for the K4 program) are the only two states to set no limits on class size or staff-child ratio. Weak standards in these large states with large enrollments is a serious concern because it permits inadequate services and this may be most likely in very low-income communities with high concentrations of disadvantaged children.



**Figure 2: Number of State Pre-K Programs Meeting Benchmarks 2002–2011**



## RESOURCES: DECREASED SPENDING THREATENS PRE-K PROGRAMS' QUALITY

In 2010-2011, states spent more than \$5.49 billion on pre-K, not including special education funds. Eleven states had no state-funded pre-K. In the others, state spending ranged from slightly under \$1 million in Rhode Island to more than \$843 million in Texas. As noted earlier, state per-child spending declined nationally in 2010-2011 and total state spending decreased by almost \$60 million nationally, resulting in a per-child decrease of \$145. State spending per child nationwide was \$4,151, varying from more than \$8,000 per child in Connecticut, New Jersey, and Oregon to less than \$2,000 per child in 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. Many states require or depend on funds from local school districts, including locally directed federal funds, to fully pay for pre-K programs. For some states, reported 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 and approach \$1 billion nationally. The true figure is certainly higher, as some states require a match but do not report other funds, while in other states it is virtually impossible to meet state standards without adding to state funds. Total funding for pre-K programs nationally from all sources was at least \$6.4 billion, and funding per child from all sources equaled \$4,847 (a 2 percent decrease from last year).

Funding for pre-K continued to be bolstered by ARRA funds. Five states (California, Florida, Massachusetts, Nebraska, and North Carolina) reported using at least \$127 million from ARRA for pre-K. This is a significant increase from the previous year, though it likely underestimates the true additional spending, as required school district spending under the federal program was not always identified. Nationwide, ARRA represented just 2 percent of state pre-K spending, but in Florida it was 18 percent and in North Carolina 28 percent of state funds. Revenues in many states are still slow to recover from the economic downturn, and pre-K budgets may be pinched as ARRA funds disappear. Declines in state funding can seriously impair pre-K quality and effectiveness. Only 15 states clearly meet NIEER's estimates of the per-child cost necessary to deliver a high-quality program (see Table 7). Some other states may raise enough funds from local sources to adequately fund quality pre-K programs, although quality often varies with local fiscal capacity. In other states, funding levels have fallen so low as to bring into question the effectiveness of their programs by any reasonable standard. Florida, Kansas, Nebraska, South Carolina, and Vermont are especially worrisome cases. Two of the nation's largest states are among those where funding is a major concern: California and Texas.

## TEN-YEAR TRENDS

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This Yearbook provides 10 years of information on state pre-K programs and evaluates states' progress since 2001-2002. The past decade has been one of remarkable progress, but long-term data also reveal uneven progress from state to state and that program quality—and funding to support it—has not advanced as steadily.

Enrollment in state pre-K has grown dramatically, nearly doubling the percent of the population served in the past decade. State standards for quality have improved, as well, at least until the end of the decade. States' financial commitments to pre-K have wavered, and now have even declined as measured by funding per child. In some states, this trend reflects economies of scale as they moved beyond pilot programs to serve substantial percentages of the population. Other states seem to have embarked on a course of substituting less expensive private care for quality public education and relying on unstable, erratic funding streams. This low-cost course of action serves children and taxpayers poorly. Research clearly shows that poorer quality preschool programs are less effective educationally.

Here is a closer look at 10-year trends in several areas of pre-K programs.

### ENROLLMENT

- More than 600,000 additional children were enrolled in state-funded pre-K in 2010-2011 than a decade earlier. Some of this enrollment increase simply kept up with population growth, but the percentage of 4-year-olds enrolled increased dramatically, from 14 percent to 28 percent, while the percentage of 3-year-olds barely budged, from 3 percent to 4 percent.
- The number of state pre-K programs grew more rapidly than the number of states with programs. The first Yearbook profiled 42 programs in 37 states. Today, there are 51 programs in 39 states plus two programs in Washington, D.C. Two of the new state programs are still quite small, in Rhode Island and Alaska.
- The current recession produced the first serious reversals for pre-K funding, and when Arizona defunded its program in 2010-2011 it became the first state to revert to a “no pre-K” state.
- Four states enroll a smaller percentage of 4-year-olds today than they did a decade ago: Michigan, Minnesota, Missouri, and Ohio. Political battles have erupted in recent years that threaten to cut enrollment in other states, including Iowa, North Carolina, and Tennessee.
- Although little changed in the overall percentage of 3-year-olds enrolled nationally, eight states cut enrollment at age 3 while others were moving ahead.



### QUALITY

- The most impressive development in pre-K program quality was the widespread adoption of state Early Learning Standards. In 2001-2002, only about a third of states had comprehensive Early Learning Standards. Today, all but California and Ohio have comprehensive standards, and those two are working on them.
- Less progress has been made on improving staff qualifications. More state pre-K programs now require lead teachers to have a bachelor's degree, increasing from 48 percent to 57 percent. The percentage of programs requiring assistant teachers to have a Child Development Associate (CDA) credential rose to 31 percent from 26 percent over the decade. Still, most children enrolled in state pre-K today attend programs where teachers are not required to have a bachelor's degree and assistants must have only high school diplomas.
- Initial progress on state pre-K program quality monitoring, which NIEER began tracking in 2004-2005, has been lost. After reaching a high of 78 percent of programs in 2008-2009, five programs lost this benchmark for regularly scheduled site visits.
- States have not made progress in ensuring adequate nutrition services for pre-K students. In 2001-2002, 50 percent of programs nationally required at least one daily meal for all pupils. That percentage is down slightly today—a sobering statistic that may have hurt children during the economic downturn.

## RESOURCES

- State per-child spending is \$715 below its 2001-2002 level. This is a 15 percent decline. To adjust for start-up costs and economies of scale, we looked at change over this period only for states serving 4 percent or more of 4-year-olds in 2001. This reveals a decrease in per child spending of \$487, or 10 percent even as total state spending increased by \$1.3 billion or 40 percent.
- Disparities among the states in funding per child are substantial and persistent. In 2001, the difference in spending per child from the highest spending state to the lowest was nearly \$9,000. Today, the range is more than \$10,000. Massachusetts and Ohio had erratic changes in spending from one year to the next over the decade, but both states ended the period with decreases in pre-K spending of more than \$3,000. By contrast, Arkansas and Maryland increased per-child spending over the decade by more than \$2,000 each.
- Many states have done little to increase funding per child—or even made cuts in the ensuing years. Florida, for example, currently has the lowest reported level of per-child spending on its pre-K program from all sources yet also has the highest enrollment rate in the nation.

## STATE-FUNDED HEAD START

A handful of states also provide early education through state supplemental funding for the federal Head Start program, though these programs have seen drops in both funding and enrollment. In 2010-2011, 16,812 children were served in these programs, with state expenditures of about \$145 million. Adjusted for inflation, this figure represents a drop of about \$5.5 million from the previous year. More concerning, state supplemental Head Start spending is down by 48 percent since 2001-2002, and enrollment is down by 40 percent. Some states have reported that supplemental funding is now focused on quality improvements and increasing teacher salaries rather than on expanding enrollment. But this sharp enrollment decline may be hurting students who are the most at-risk for not being ready for school.

## RECOMMENDATIONS

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If states are to succeed in regaining their momentum, it is imperative that they plan for it just as they do for other long-term priorities such as major infrastructure projects. Rather than viewing state pre-K as a year-to-year funding decision, they would do well to set long-term goals. For instance, resolving to achieve access to some public program for at least 40 percent of 4-year-olds and improving quality would be a realistic goal in every state over the next five years. Based on our analysis of the state of preschool over the past decade, NIEER has arrived at four recommendations for federal, state, and local policy for the next decade.

- The Obama administration's Race to the Top: Early Learning Challenge (RTT-ELC) assists states in systems building and quality improvement. A stable source of additional federal funding is needed to help offset interstate inequalities in financial capacity to support high-quality pre-K. Reauthorization of the Elementary and Secondary Education Act (ESEA) presents an opportunity to provide such funding.
- Every state should monitor and evaluate the performance of its pre-K program as part of a continuous improvement process. The cost of this proposal is minimal, but it is a key to obtaining a high return from an effective program.
- All 50 states should support a state-funded pre-K program. Although many of the states without programs are sparsely populated and largely rural, Alaska, Maine, and Nebraska have managed to develop and provide relatively high-quality programs.
- As state Early Learning Councils work to coordinate services across multiple federal, state, and local funding streams the federal government should provide increased flexibility that facilitates joint service provision by Head Start, education, and child care agencies.

In some states, there is still some disagreement about the role public education should play in the years before kindergarten. However these disagreements are resolved, there should be little disagreement about the increasingly important role high-quality preschool education must play in preparing our youngest citizens for the global economy. Given the current limits of access and quality, this calls for increased public investments in either public or private programs. As has been shown in a number of states, high-quality preschool education can be delivered through a variety of public-private partnerships. We hope to be able to report 10 years from now that such programs are the norm in every state and all children have access to a quality preschool education at age 4, if not before.

**TABLE 2: PRE-K ACCESS BY STATE**

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2010-2011)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2010-2011)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	Florida	76.0%	0.0%	37.7%	164,388	0	164,388
2	Oklahoma	73.5%	0.0%	36.2%	38,441	0	38,441
3	Vermont	66.9%	17.4%	41.8%	4,387	1,166	5,553
4	Georgia	59.3%	0.0%	29.5%	82,608	0	82,608
5	West Virginia	58.2%	9.2%	33.6%	12,188	1,939	14,127
6	Wisconsin	55.2%	1.0%	28.0%	40,206	757	40,963
7	Iowa	52.1%	1.3%	26.5%	21,263	546	21,809
8	Texas	51.7%	6.1%	28.8%	200,181	23,618	223,799
9	New York	45.1%	0.1%	22.4%	103,445	201	103,646
10	Arkansas	44.1%	10.1%	26.8%	17,470	4,117	21,587
11	South Carolina	40.7%	3.6%	21.7%	24,267	2,251	26,518
12	Maryland	37.1%	0.0%	18.4%	27,071	0	27,071
13	Louisiana	32.8%	0.0%	16.1%	20,258	0	20,258
14	Kentucky	31.9%	7.0%	19.4%	18,116	4,049	22,165
15	Illinois	28.9%	20.2%	24.6%	49,112	34,387	83,499
16	New Jersey	27.9%	18.4%	23.1%	30,802	20,405	51,207
17	Maine	26.9%	0.0%	13.5%	3,905	0	3,905
18	Nebraska	26.5%	9.5%	18.0%	6,980	2,518	9,498
19	North Carolina	24.2%	0.0%	12.0%	30,767	0	30,767
20	Tennessee	21.5%	0.8%	11.1%	17,697	644	18,341
21	Colorado	21.2%	6.1%	13.6%	14,820	4,286	19,106
22	Kansas	21.1%	0.0%	10.5%	8,637	0	8,637
23	California	18.8%	10.1%	14.4%	95,376	52,037	147,413
24	Michigan	18.0%	0.0%	9.0%	22,067	0	22,067
25	Pennsylvania	16.0%	6.1%	11.1%	23,757	9,113	32,870
26	Virginia	15.5%	0.0%	7.7%	15,881	0	15,881
27	Massachusetts	15.0%	3.9%	9.4%	11,181	2,890	14,071
28	New Mexico	14.7%	0.0%	7.3%	4,264	0	4,264
29	Connecticut	13.0%	7.4%	10.2%	5,517	3,115	8,632
30	Oregon	7.7%	4.6%	6.1%	3,663	2,245	5,908
31	Washington	7.7%	1.5%	4.6%	6,650	1,372	8,022
32	Delaware	7.4%	0.0%	3.7%	843	0	843
33	Alabama	6.4%	0.0%	3.2%	3,870	0	3,870
34	Missouri	3.7%	1.6%	2.7%	2,940	1,279	4,219
35	Nevada	2.8%	0.7%	1.7%	1,032	285	1,317
36	Ohio	2.4%	1.1%	1.8%	3,572	1,614	5,186
37	Alaska	2.4%	0.0%	1.2%	248	0	248
38	Minnesota	1.5%	1.0%	1.2%	1,067	702	1,769
39	Rhode Island	1.0%	0.0%	0.5%	126	0	126
No Program	Arizona	0.0%	0.0%	0.0%	0	0	0
No Program	Hawaii	0.0%	0.0%	0.0%	0	0	0
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Indiana	0.0%	0.0%	0.0%	0	0	0
No Program	Mississippi	0.0%	0.0%	0.0%	0	0	0
No Program	Montana	0.0%	0.0%	0.0%	0	0	0
No Program	New Hampshire	0.0%	0.0%	0.0%	0	0	0
No Program	North Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	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
<b>50 States</b>		<b>28.0%</b>	<b>4.3%</b>	<b>16.1%</b>	<b>1,139,063</b>	<b>175,535</b>	<b>1,314,598<sup>1</sup></b>

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

<sup>1</sup> Nationwide, an additional 8,530 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,323,128.

**TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME**

STATE	FROM 2001-2002 TO 2010-2011				FROM 2009-2010 TO 2010-2011			
	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	NA	3,114	+5%	0	NA	0	0%
Alaska	0	NA	248	+2%	0	NA	48	0%
Arizona	0	NA	-4,277	-6%	0	NA	-4,319	-5%
Arkansas	2,539	+7%	15,246	+38%	636	+1%	887	+2%
California	41,248	+8%	50,842	+10%	-135	0%	3,121	+1%
Colorado	3,718	+5%	6,500	+7%	-162	0%	71	0%
Connecticut	1,533	+4%	1,100	+4%	47	0%	77	0%
Delaware	0	NA	0	-1%	0	NA	0	0%
Florida	0	NA	164,388	+76%	0	NA	8,511	+3%
Georgia	0	NA	18,995	+6%	0	NA	1,431	+1%
Hawaii	0	NA	0	NA	0	NA	0	NA
Idaho	0	NA	0	NA	0	NA	0	NA
Illinois	19,204	+12%	10,210	+7%	1,085	+1%	-5,037	-3%
Indiana	0	NA	0	NA	0	NA	0	NA
Iowa	72	NA	19,707	+48%	-37	0%	6,231	+15%
Kansas	0	NA	6,407	+15%	0	NA	-826	-2%
Kentucky	685	-2%	5,299	+8%	-1,508	-3%	1,374	+2%
Louisiana	0	NA	12,739	+21%	0	NA	-90	0%
Maine	0	NA	2,465	+17%	0	NA	300	+2%
Maryland	-1,408	-2%	8,697	+12%	0	NA	924	+1%
Massachusetts*	-6,621	-8%	1,749	+3%	79	0%	524	+1%
Michigan	0	NA	-4,410	-1%	0	NA	2,286	+2%
Minnesota*	-136	0%	-203	0%	23	0%	14	0%
Mississippi	0	NA	0	NA	0	NA	0	NA
Missouri	-1,250	-2%	-746	-1%	-17	0%	-95	0%
Montana	0	NA	0	NA	0	NA	0	NA
Nebraska	2,679	+9%	6,624	+25%	-285	-1%	-167	-1%
Nevada	279	0%	711	+2%	-105	0%	212	+1%
New Hampshire	0	NA	0	NA	0	NA	0	NA
New Jersey	7,090	+7%	6,921	+7%	530	0%	842	+1%
New Mexico	-470	-2%	3,894	+13%	0	NA	-584	-2%
New York	-5,620	-2%	39,946	+21%	-14	0%	-4,267	-2%
North Carolina	0	NA	29,527	+23%	0	NA	-430	-1%
North Dakota	0	NA	0	NA	0	NA	0	NA
Ohio	-8,048	-5%	-10,313	-6%	-52	0%	37	0%
Oklahoma	0	NA	12,562	+18%	0	NA	1,085	+2%
Oregon	1,342	+2%	1,074	+2%	-206	-1%	-346	-1%
Pennsylvania*	6,816	+6%	21,207	+14%	2,297	+2%	-1,223	-1%
Rhode Island	0	NA	126	+1%	0	NA	0	0%
South Carolina	1,395	+3%	8,617	+11%	506	+1%	1,449	+2%
South Dakota	0	NA	0	NA	0	NA	0	NA
Tennessee	-193	0%	15,939	+19%	-5	0%	94	0%
Texas	1,837	0%	72,598	+13%	2,040	0%	7,587	+2%
Utah	0	NA	0	NA	0	NA	0	NA
Vermont*	797	+12%	3,767	+58%	84	+1%	1,013	+17%
Virginia	0	NA	10,003	+9%	0	NA	937	+1%
Washington	466	0%	1,865	+2%	-243	0%	239	0%
West Virginia	55	+1%	7,103	+34%	116	0%	666	+3%
Wisconsin*	92	0%	26,702	+36%	-23	0%	3,482	+5%
Wyoming	0	NA	0	NA	0	NA	0	NA
<b>50 States</b>	<b>68,017</b>	<b>+2%</b>	<b>577,424</b>	<b>+14%</b>	<b>4,939</b>	<b>0%</b>	<b>26,539</b>	<b>+1%</b>

\* 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.

† This represents the change in the percent of the population served from the respective year to the 2010-2011 school year. In past years, we reported the percent change in the number of children enrolled; this year, we report the change in the percentage of children enrolled.

**TABLE 4: 2010-2011 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 <sup>††</sup>			
	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	1,599	2.6%	6,023	9.9%	6,868	11.1%	14,966	24.4%
Alaska*	449	4.2%	992	9.5%	1,457	13.5%	2,255	21.4%
Arizona	3,586	3.8%	5,497	6.0%	8,655	9.2%	16,373	17.9%
Arkansas	6,773	16.6%	21,163	53.4%	10,562	25.9%	25,401	64.1%
California*	59,275	11.5%	110,197	21.7%	88,450	17.1%	164,542	32.5%
Colorado	7,227	10.2%	18,920	27.1%	10,801	15.3%	23,810	34.1%
Connecticut	5,187	12.4%	8,162	19.2%	7,411	17.4%	11,363	26.4%
Delaware <sup>†</sup>	548	4.8%	1,533	13.4%	1,115	9.8%	2,357	20.4%
Florida	7,939	3.6%	168,765	78.0%	20,144	9.2%	187,403	86.6%
Georgia	3,182	2.3%	84,860	60.9%	14,028	10.0%	94,233	67.4%
Hawaii	676	3.9%	843	5.0%	1,522	8.4%	2,411	14.3%
Idaho	837	3.4%	1,277	5.2%	1,690	6.8%	3,134	12.8%
Illinois	36,998	21.7%	55,056	32.4%	50,884	29.9%	72,853	42.9%
Indiana	4,702	5.3%	6,198	7.1%	8,866	10.0%	13,105	14.9%
Iowa	2,252	5.4%	23,297	57.1%	4,655	11.3%	26,587	65.1%
Kansas	2,629	6.4%	12,350	30.1%	5,401	13.1%	15,300	37.3%
Kentucky	4,049	7.0%	18,418	32.5%	9,913	17.2%	27,127	47.8%
Louisiana*	2,287	3.6%	22,159	35.9%	12,999	20.2%	29,679	48.1%
Maine*	898	6.2%	4,884	33.6%	1,774	12.5%	6,125	42.1%
Maryland	3,364	4.5%	31,549	43.3%	7,903	10.7%	35,630	48.9%
Massachusetts	6,658	8.9%	14,829	19.9%	11,113	14.9%	20,319	27.2%
Michigan	5,714	4.7%	24,281	19.8%	16,724	13.6%	41,597	33.9%
Minnesota <sup>†</sup>	4,032	5.5%	6,205	8.7%	7,462	10.2%	11,240	15.7%
Mississippi	1,888	4.3%	3,362	8.1%	11,308	25.7%	16,571	39.8%
Missouri	4,388	5.5%	8,333	10.6%	10,041	12.7%	15,697	19.9%
Montana	258	2.0%	600	4.9%	1,782	13.7%	2,793	22.7%
Nebraska	2,968	11.2%	7,430	28.2%	4,479	16.9%	9,656	36.7%
Nevada	1,808	4.7%	3,391	9.1%	2,728	7.1%	5,009	13.6%
New Hampshire	868	6.0%	1,089	7.4%	1,425	9.4%	1,928	13.6%
New Jersey	24,933	22.5%	36,985	33.5%	31,083	28.0%	43,792	39.7%
New Mexico	1,801	6.1%	6,868	23.7%	4,649	15.8%	10,987	37.9%
New York*	20,081	8.6%	117,705	51.3%	36,150	15.4%	138,088	60.1%
North Carolina	4,233	3.3%	35,197	27.7%	11,385	8.8%	44,642	35.1%
North Dakota	410	4.6%	615	7.1%	1,405	15.7%	2,104	24.3%
Ohio	7,281	4.9%	11,765	8.0%	18,798	12.7%	28,657	19.4%
Oklahoma	1,554	2.9%	38,844	74.3%	8,327	15.5%	46,480	88.4%
Oregon	4,403	9.1%	6,666	14.0%	6,709	13.8%	10,358	21.7%
Pennsylvania* <sup>†</sup>	16,267	10.9%	33,122	22.3%	25,602	17.5%	46,770	31.5%
Rhode Island	748	6.4%	1,125	9.4%	1,295	11.1%	2,122	17.7%
South Carolina*	4,046	6.5%	25,196	42.2%	9,505	15.5%	30,653	51.6%
South Dakota	589	4.8%	957	8.1%	1,996	16.6%	2,881	24.4%
Tennessee	2,994	3.6%	20,177	24.5%	7,996	9.6%	29,064	35.3%
Texas	31,852	8.2%	206,656	53.4%	59,833	15.5%	240,864	62.5%
Utah	2,317	4.4%	3,199	6.2%	3,827	7.2%	6,685	12.9%
Vermont*	1,496	22.3%	4,387	66.9%	1,894	28.2%	5,014	76.5%
Virginia*	3,762	3.6%	19,973	19.4%	7,935	7.7%	26,764	26.1%
Washington	4,537	5.1%	11,128	12.9%	8,356	9.6%	17,781	20.5%
West Virginia	2,022	9.6%	12,553	59.9%	4,221	20.0%	17,242	82.3%
Wisconsin <sup>†</sup>	4,258	5.8%	42,260	58.0%	10,109	13.7%	47,677	65.5%
Wyoming	886	10.7%	1,317	16.7%	1,423	17.2%	2,025	25.7%
<b>50 States</b>	<b>323,509</b>	<b>7.9%</b>	<b>1,308,356</b>	<b>32.2%</b>	<b>604,201</b>	<b>14.7%</b>	<b>1,699,390</b>	<b>41.8%</b>

\* 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.

**TABLE 5: 2010-2011 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 2010-2011
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California			✓		✓		✓				3
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
Florida	✓					✓				✓	3
Georgia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Illinois	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Iowa (Shared Visions)	✓		✓			✓	✓	✓	✓		6
Iowa (SVPP)	✓	✓	✓			✓	✓	✓		✓	7
Kansas (At-Risk)	✓	✓		✓	✓	✓	✓	✓			7
Kansas (Pre-K Pilot)	✓	✓		✓	✓	✓	✓	✓			7
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	✓	✓	✓		✓	✓	✓	✓			7
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
<b>Totals</b>	<b>49</b>	<b>29</b>	<b>45</b>	<b>16</b>	<b>43</b>	<b>45</b>	<b>45</b>	<b>37</b>	<b>24</b>	<b>35</b>	

Note: Arizona, 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 red show new policy changes effective with the 2010-2011 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 2009-2010 to 2010-2011 Adjusted dollars	Total state preschool spending in 2010-2011	Resources rank based on all reported spending	All reported \$ per child enrolled in pre-K
New Jersey	1	\$11,669	-\$141	\$597,510,227	1	\$11,669
Connecticut	2	\$9,356	-\$127	\$85,302,562	2	\$10,565
Oregon	3	\$8,454	-\$150	\$49,946,739	6	\$8,454
Minnesota	4	\$7,475	\$28	\$14,306,812	10	\$7,475
Alaska	5	\$6,855	-\$1,815	\$1,700,000	11	\$6,855
Delaware	6	\$6,795	-\$136	\$5,727,800	12	\$6,795
Washington	7	\$6,780	-\$174	\$54,389,496	13	\$6,780
West Virginia	8	\$5,605	-\$26	\$82,100,333	4	\$9,136
Rhode Island	9	\$5,556	-\$111	\$700,000	5	\$9,127
Pennsylvania	10	\$5,193	-\$850	\$171,544,870	20	\$5,193
North Carolina*	11	\$5,166	-\$179	\$158,928,389	8	\$7,910
Arkansas	12	\$5,021	-\$501	\$111,000,000	7	\$8,126
California*	13	\$4,986	-\$532	\$746,704,425	18	\$5,428
Louisiana	14	\$4,669	-\$131	\$94,590,958	21	\$4,768
Tennessee	15	\$4,620	\$86	\$85,254,000	16	\$5,853
Alabama	16	\$4,544	-\$91	\$17,585,880	17	\$5,680
Michigan	17	\$4,453	-\$39	\$98,275,000	23	\$4,453
Maryland	18	\$4,414	\$215	\$119,480,130	3	\$9,846
Georgia	19	\$4,298	\$7	\$355,016,016	24	\$4,299
Ohio	20	\$3,942	-\$39	\$22,467,862	26	\$3,942
Virginia	21	\$3,808	-\$497	\$60,474,645	15	\$5,892
Texas	22	\$3,761	-\$138	\$843,723,501	27	\$3,761
Massachusetts*	23	\$3,691	-\$283	\$51,932,533	28	\$3,691
New York	24	\$3,685	\$111	\$381,908,267	29	\$3,685
New Mexico	25	\$3,561	\$80	\$15,182,900	31	\$3,561
Wisconsin	26	\$3,466	\$119	\$146,960,062	19	\$5,424
Oklahoma	27	\$3,461	-\$1,106	\$133,029,544	9	\$7,690
Illinois	28	\$3,449	\$10	\$289,715,561	32	\$3,449
Kentucky	29	\$3,399	\$234	\$75,339,610	14	\$6,718
Iowa	30	\$3,282	\$128	\$71,718,726	25	\$3,945
Vermont	31	\$3,272	-\$788	\$18,167,265	34	\$3,272
Missouri	32	\$3,085	-\$28	\$13,013,883	35	\$3,085
Kansas	33	\$2,640	\$100	\$22,799,812	38	\$2,640
Nevada	34	\$2,468	-\$297	\$3,338,875	33	\$3,297
Florida*	35	\$2,422	-\$142	\$398,200,356	39	\$2,422
Colorado	36	\$2,044	-\$324	\$39,820,907	30	\$3,623
Maine	37	\$1,985	\$162	\$8,039,887	22	\$4,555
Nebraska*	38	\$1,607	\$421	\$16,365,481	37	\$2,656
South Carolina	39	\$1,342	-\$132	\$35,598,474	36	\$2,934
Arizona	No Program	\$0	\$0	\$0	No Program	\$0
Hawaii	No Program	\$0	\$0	\$0	No Program	\$0
Idaho	No Program	\$0	\$0	\$0	No Program	\$0
Indiana	No Program	\$0	\$0	\$0	No Program	\$0
Mississippi	No Program	\$0	\$0	\$0	No Program	\$0
Montana	No Program	\$0	\$0	\$0	No Program	\$0
New Hampshire	No Program	\$0	\$0	\$0	No Program	\$0
North Dakota	No Program	\$0	\$0	\$0	No Program	\$0
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
<b>50 States</b>		<b>\$4,151</b>	<b>-\$145</b>	<b>\$5,492,133,988</b>		<b>\$4,847</b>

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

\* In the 2010-2011 school year, California, Florida, Massachusetts, Nebraska, and North Carolina 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.

**TABLE 7: RANKINGS OF ALL REPORTED RESOURCES PER CHILD ENROLLED**

Resources rank based on all reported spending	State	All reported \$ per child enrolled in pre-K	Estimate of per-child spending needed to meet NIEER benchmarks†	Is the reported funding sufficient to meet NIEER benchmarks?	Additional per-child funding needed	Quality benchmark total
1	New Jersey	\$11,669	\$9,186*	Yes	\$0	8.8
2	Connecticut	\$10,565	\$8,581*	Yes	\$0	6
3	Maryland	\$9,846	\$7,250*	Yes	\$0	9
4	West Virginia	\$9,136	\$6,169*	Yes	\$0	8
5	Rhode Island	\$9,127	\$8,602	Yes	\$0	10
6	Oregon	\$8,454	\$4,249	Yes	\$0	8
7	Arkansas	\$8,126	\$7,007	Yes	\$0	9
8	North Carolina	\$7,910	\$8,036	No	\$126	10
9	Oklahoma	\$7,690	\$5,918*	Yes	\$0	9
10	Minnesota	\$7,475	\$4,494	Yes	\$0	9
11	Alaska	\$6,855	\$4,413	Yes	\$0	10
12	Delaware	\$6,795	\$4,729	Yes	\$0	8
13	Washington	\$6,780	\$4,925*	Yes	\$0	9
14	Kentucky	\$6,718	\$4,107	Yes	\$0	9
15	Virginia	\$5,892	\$9,067*	No	\$3,175	7
16	Tennessee	\$5,853	\$7,825	No	\$1,972	9
17	Alabama	\$5,680	\$7,459	No	\$1,779	10
18	California	\$5,428	\$6,469*	No	\$1,041	3
19	Wisconsin	\$5,424	\$4,413	Yes	\$0	5.1
20	Pennsylvania	\$5,193	\$7,265*	No	\$2,072	5.2
21	Louisiana	\$4,768	\$7,382	No	\$2,614	8.9
22	Maine	\$4,555	\$3,882	Yes	\$0	6
23	Michigan	\$4,453	\$5,673*	No	\$1,220	7
24	Georgia	\$4,299	\$8,359	No	\$4,060	10
25	Iowa	\$3,945	\$4,379*	No	\$434	6.9
26	Ohio	\$3,942	\$4,453	No	\$511	2
27	Texas	\$3,761	\$7,047*	No	\$3,286	4
28	Massachusetts	\$3,691	\$9,125*	No	\$5,434	6
29	New York	\$3,685	\$6,296*	No	\$2,611	7
30	Colorado	\$3,623	\$4,460	No	\$837	6
31	New Mexico	\$3,561	\$4,078	No	\$517	8
32	Illinois	\$3,449	\$4,799	No	\$1,350	9
33	Nevada	\$3,297	\$4,626	No	\$1,329	7
34	Vermont	\$3,272	\$3,961*	No	\$689	4
35	Missouri	\$3,085	\$6,590*	No	\$3,505	9
36	South Carolina	\$2,934	\$7,674*	No	\$4,740	6.7
37	Nebraska	\$2,656	\$3,933	No	\$1,277	6
38	Kansas	\$2,640	\$3,934	No	\$1,294	7
39	Florida	\$2,422	\$4,464*	No	\$2,042	3
NA	Arizona	\$0	\$4,259	No	\$4,259	NA
NA	Hawaii	\$0	\$4,404	No	\$4,404	NA
NA	Idaho	\$0	\$3,744	No	\$3,744	NA
NA	Indiana	\$0	\$4,130	No	\$4,130	NA
NA	Mississippi	\$0	\$3,862	No	\$3,862	NA
NA	Montana	\$0	\$3,440	No	\$3,440	NA
NA	New Hampshire	\$0	\$4,327	No	\$4,327	NA
NA	North Dakota	\$0	\$3,728	No	\$3,728	NA
NA	South Dakota	\$0	\$3,536	No	\$3,536	NA
NA	Utah	\$0	\$4,260	No	\$4,260	NA
NA	Wyoming	\$0	\$3,764	No	\$3,764	NA

† For each state, a full-day, half-day, or weighted estimate of per-child spending was used, based on the operating schedule of the state pre-K program and the percent of children served in each type of operating schedule. 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 2010-2011 school year are those who are eligible to enter kindergarten two years later, during the 2012-2013 school year. Children considered to be 4 years old during the 2010-2011 school year were eligible to enter kindergarten one year later, during the 2011-2012 school year. Children considered to be 5 years old during the 2010-2011 school year were already eligible for kindergarten at the beginning of the 2010-2011 school year.