

## Special Report: The COVID-19 Pandemic's Impact on Preschool



The 2019-2020 *State of Preschool* survey included a supplement to collect information about how the COVID-19 pandemic has affected state-funded preschool beyond 2019-2020 into the 2020-2021 school year. The pandemic impacted policies, practices, and parent willingness to have their children in preschool since last spring in ways that have implications for the future. For example, fewer children enrolled in state-funded preschool, many children received only remote preschool, and regulations were both tightened and relaxed to deal with the pandemic. The consequences for young children and the programs that serve them are still being assessed, but the first step is simply to review data on what has happened.

## INITIAL POLICY RESPONSES

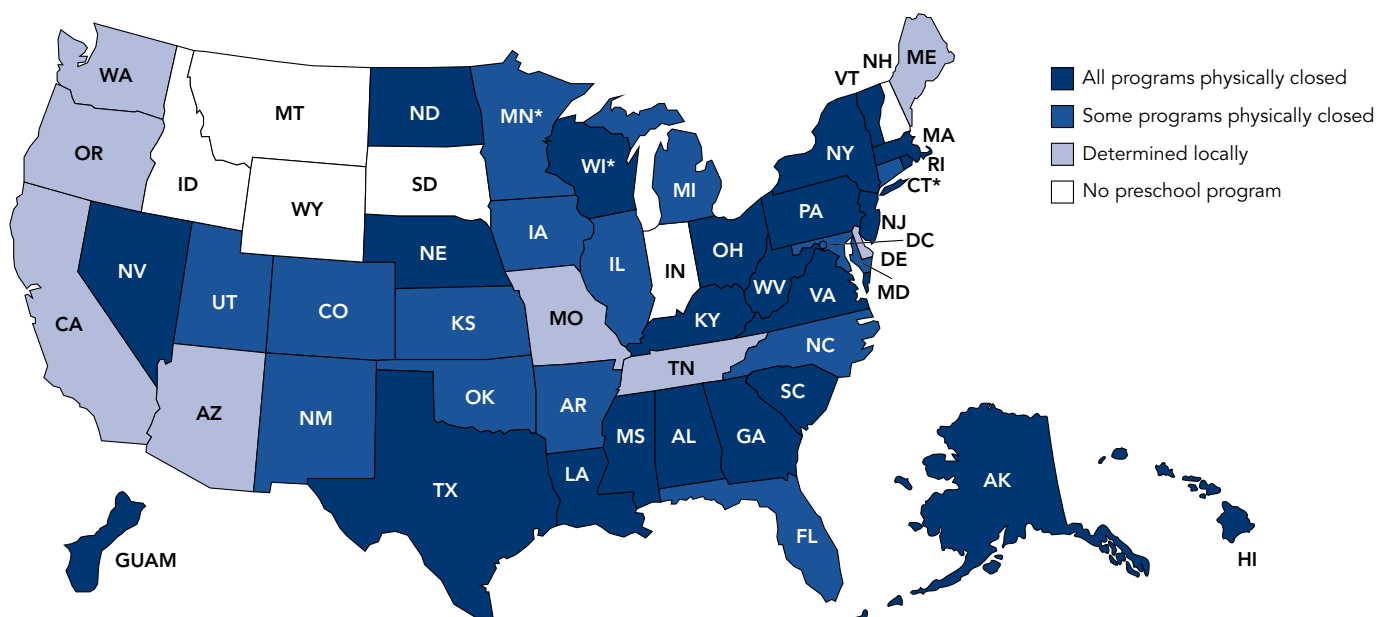
In March 2020, preschool programs in most states began to physically close. For some states this was directed by the governor, and for others it was locally determined by the preschool provider, school district, or local department of health. Twenty-two states (31 programs) and Guam required all preschool programs to physically close. Fifteen states (17 programs) required only some programs closed, typically those housed in public schools closed while those operated by community based providers could remain open (See Figure C1). Two examples include Iowa and Kansas in which pre-K classrooms housed in public schools closed, but those operated by CBOs were allowed to remain open. For eight states (14 programs), the decision to close was made at the local level.

Among the state-funded preschool programs that closed, 28 programs in 21 states required remote learning to be provided to all preschool children; four required this only for some preschool children based on program location (See Figure C2). In Washington, in order to continue to receive state funds, ECEAP providers were required to offer comprehensive services remotely if in-person services were not an option. Thirty-one programs did not require virtual instruction.

Approximately half of all state-funded preschool programs provided other supports and materials to families when facilities closed due to the pandemic even if they did not provide remote learning opportunities; in some cases, states provided the resources, in others, local programs were required to do so (See Table C1). The most common supports provided included links to resources and written learning materials. Some states, such as Alabama, encouraged programs to use funds to create *distance learning resource bags* that included materials to support home learning. In Michigan, GSRP programs were required to create packets of materials, supplies and activities for families. Even though some pre-K programs do not typically serve meals, several states offered meals to preschool-aged children, including those who would not be eligible during non-Pandemic times. However, only seven state-funded preschool programs reported requiring all programs to serve meals (CA CSPP, KY, ME, NJ Abbott, NY, VT, and WV). Arkansas only required some programs to provide meals; however all preschoolers received meals either from their preschool program or through distributions made by the local school districts.

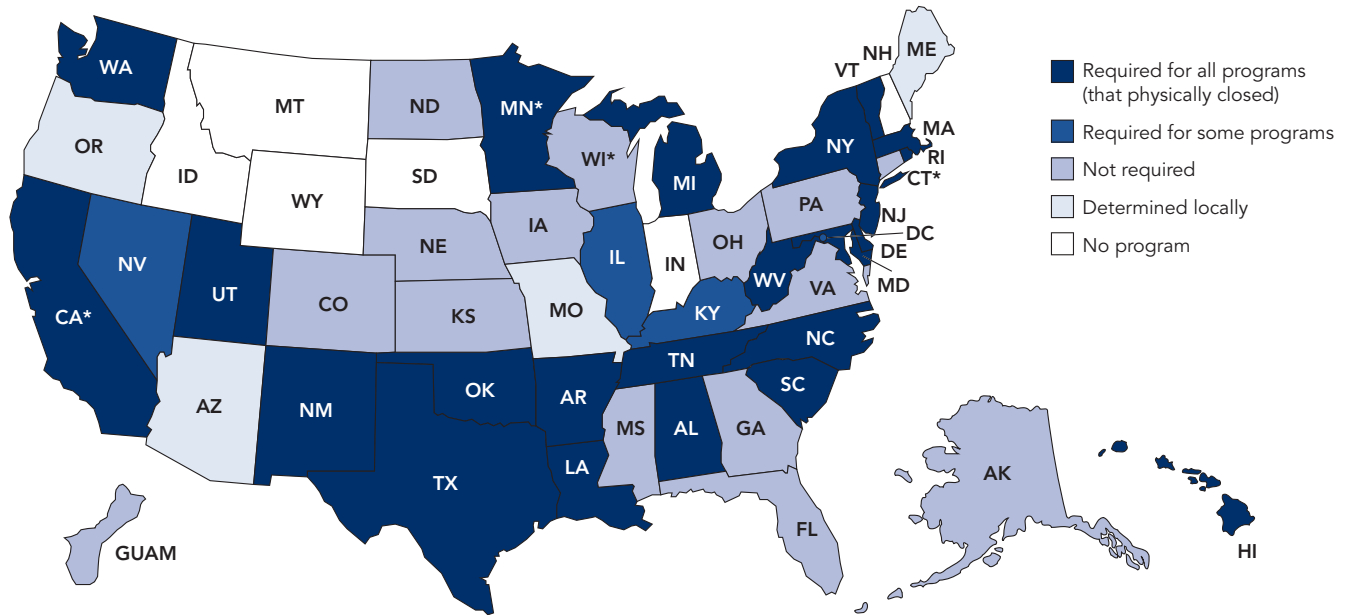
Most states were able to provide supplies for cleaning or personal protective equipment (PPE) directly, or indirectly by providing funds to programs. To provide these supports, many states used federal relief funds, most notably the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the Governor's Emergency Education Relief (GEER) funding which funded coronavirus response efforts by state and local governments along with supplemental funding for public education. In addition, most states provided guidance on a variety of subjects, including implementing remote learning for preschoolers (even for programs that did not require virtual options), sanitizing classrooms, supporting families, and sub-contractors who delivered preschool programs, if applicable (See Table C2). Guidance for remote learning ranged from written guides, to monthly phone calls with directors, to targeted webinars.<sup>1</sup> In some states, guidance was combined with K-12 (e.g., NY) but others had separate preschool guidance (e.g., ME). West Virginia created resources and guidance on the state's website, held online teacher chats, and provided other remote professional learning opportunities for preschool teachers.

**FIGURE C1: WHICH PRESCHOOL PROGRAMS WERE REQUIRED TO CLOSE PHYSICALLY IN SPRING 2020?**



\*These multi-program states had different requirements around physical closures in Spring 2020. Data displayed on the map reflect the largest program in the state.

**FIGURE C2: WHICH PRESCHOOL PROGRAMS WERE REQUIRED TO OFFER REMOTE EDUCATION IN SPRING 2020?**



\*These multi-program states had different requirements around virtual instruction in Spring 2020. Data displayed on the map reflect the largest program in the state.

## CHANGES TO PRESCHOOL PROGRAM STANDARDS

Many preschool programs relaxed guidance or made exceptions to preschool policies to cope with the pandemic and keep children and staff safe and healthy. For example, temporary changes were made to policies around class sizes and teacher-child ratios, required child health screenings and referrals, child assessments, structured classroom observations, teacher qualifications requirements, and teacher professional development. In some states, policies were temporarily waived in Spring 2020, and waivers were extended into the 2020-2021 school year. Other states amended their policies rather than waive them entirely (see Table C3). These changes are intended to be temporary, but the concern is that they might not be. After the Great Recession some state-funded preschool programs still have not completely rebounded and lower standards remain in place.

As a result of the pandemic, maximum class sizes and/or teacher to child ratios were reduced in many state-funded preschool programs. Some states issued new requirements lowering class sizes and teacher-child ratios but in other states, preschool programs were encouraged to follow CDC guidance around group sizes. And in other states, preschool programs followed local guidance. In some states, such as Connecticut, guidance changed throughout the pandemic: class size was limited to 14 children from July to August 2020 increased to 16 children in August 2020, and increased to 18 children in October 2020, but only if classroom space allowed for social distancing.

Most states did not change requirements related to children’s health screenings and referrals. Of the states that did make changes, most extended the deadline to complete them. Other states did waive them entirely for the 2020-2021 school year if children were participating in remote preschool.

Among the states that required assessments of preschool children’s learning and development, most suspended this policy for the Spring of 2020. A few state-funded preschool programs still did collect data, even though the state did not require this information. Other states adapted child assessment policies by, for example, shifting to virtual data collection, requiring only some programs submit data, and/or reducing the domains of child development and learning that were required to be assessed. By the Fall 2020, many of the states that waived preschool child assessments in Spring 2020 required them again. However, many allowed child assessments to be done virtually if needed. Requirements for kindergarten entry assessments followed a similar pattern. For example, Maryland waived the kindergarten readiness assessment requirement for the 2020-2021 school year. The Colorado State Board of Education voted to suspend the requirement that school districts submit the results of the kindergarten school readiness assessment, however the assessment requirement remained.

Nearly all state-funded preschool programs that required structured observations of classroom quality (i.e., ECERS, CLASS) reported changes to these policies as a result of the COVID-19 pandemic. Some states waived the requirement for these observations for the 2020-2021 school years. As of data collection, a few states planned to reinstate them for the Spring 2021. Other states switched to virtual observations of classrooms but many waived the requirements for programs operating only virtually.



## CHANGES TO TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT REQUIREMENTS

Table C4 shows that some states made changes to teacher qualifications requirements. These changes included relaxing requirements around degrees, specialized training, and background checks. Several states reported changes were made in anticipation of difficulties finding qualified staff. Maine gave teachers an extra year to renew their license and waived Praxis requirements for new teachers. New York also allowed for emergency certification of teachers who had completed all coursework but whose exam was cancelled. Although changes to staff qualification requirements were less common than some of the other policy changes described previously, some of the changes reported are particularly concerning, particularly if they are not temporary.

Many state-funded preschool programs also made changes to professional development (PD) policies, including adding content related to operating classrooms remotely, children's mental health, or addressing health and safety for in-person options (See Table C5). In Illinois, PD and technical assistance providers shared additional content related to remote learning, trauma, and social and emotional supports. A few programs offered waivers to extend the time teachers had to meet their required PD hours, complete a PD plan, or participate in coaching. For example, in D.C., the Office of the State Superintendent of Education allowed Community-Based Organizations to request a waiver to the PD plan requirement. However, additional supports were offered by DC to support teachers in implementing remote instruction. In addition, some states, such as Iowa's SWVPP, required programs to report how PD plans were responding to the Covid-19 pandemic. Most states moved PD offerings, including coaching, to virtual platforms when in-person contact was not possible. For example, in Arkansas, the delivery system for PD opportunities shifted from face-to-face to online and content was expanded to address remote learning and mental health supports for children.

## ENROLLMENT AND FUNDING IN 2020-2021

In the Fall of 2020, most state-funded pre-K programs reported that enrollment was lower in the 2020-2021 school year compared to the previous year. Data were collected too early for many states to provide exact counts so the full extent of the decline is not yet known. But we do know that enrollment was lower than Fall 2019. Among the states that could at least estimate Fall 2020 enrollment, it was down by up to 41%.<sup>2</sup> However, it is important to note that enrollment fluctuated throughout the 2020-2021 school year in many state-funded preschool programs. Many states reported that enrollment was higher in Spring 2021 than Fall 2020. For example, Alabama reported that its overall enrollment was at 85% of capacity at the beginning of the 2020 school year and increased to 92% by the winter (which is lower than 97% the previous year). Lower enrollment in 2020-2021 generally occurred because parents were hesitant to send their children to in-person preschool or did not want to participate in remote learning. In Nevada, one school district dropped out of the preschool program because it was not able to operate as a result of the pandemic, and thus funding was cut and not restored.

In the short term at least, most state-funded preschool programs reported being able to neutralize the financial impact the COVID-19 pandemic had on state funding by utilizing other funding sources such as CARES and GEERs. Delaware was able to leverage CARES funding to offset vacant seats and California used GEER funds for preschool programs located in public schools and CARES for those in nonpublic settings. In many states, future funding levels are determined from prior year enrollment. Several states plan to hold preschool programs harmless and not base 2021-2022 funding on 2020-2021 enrollment. For example, although enrollment was down in Minnesota's VPK/SRP, programs are being held harmless and funded at their full amounts. However, not all states are preparing to hold harmless or reinstate public funding for preschool in future school years. Similarly, Mississippi's board voted to hold preschool programs harmless for the current school year, funding at the full amount even though enrollment has decreased. What remains to be seen is if state spending can rebound, or if it suffers a protracted decline like after the great recession.

## CONCLUSION

There is still much that we do not know about the extent of the impact of the COVID-19 pandemic on state-funded preschool and on preschoolers and their families. We do not know how long the effects of the COVID-19 pandemic will persist. Will waivers end and quality standards rebound? Will programs be held harmless so that future funding is not based on the 2020-2021 school year? Will parents be less hesitant to send their children to in-person preschool?

We are certain that many children missed out on a year or more of high quality learning experiences – fewer children enrolled and for those who did, many attended programs with lower standards than pre-COVID. Now is the time to invest in children before more children miss out. States should leverage federal rescue and recovery dollars to support a safe return to in-person, high quality preschool.



<sup>1</sup> For information about the content of the reopening guidance, see: Weisenfeld, G. (2020, August). Review of state school reopening plans and implications and suggestions for state funded pre-k programs. NIEER. [https://nieer.org/wp-content/uploads/2021/02/PolicyBrief\\_prek\\_reopen\\_fall\\_2020\\_UPDATE\\_8.27.20.pdf](https://nieer.org/wp-content/uploads/2021/02/PolicyBrief_prek_reopen_fall_2020_UPDATE_8.27.20.pdf)

<sup>2</sup> Weisenfeld, G. (2021, March). Impacts of covid-19 on preschool enrollment and spending. NIEER. [https://nieer.org/wp-content/uploads/2021/03/NIEER\\_Policy\\_Brief\\_Impacts-of-Covid-19-on\\_Preschool\\_Enrollment\\_and\\_Spending\\_3\\_16\\_21.pdf](https://nieer.org/wp-content/uploads/2021/03/NIEER_Policy_Brief_Impacts-of-Covid-19-on_Preschool_Enrollment_and_Spending_3_16_21.pdf)

**TABLE C1: SUPPORTS AND MATERIALS PROVIDED TO PRESCHOOL FAMILIES WHEN FACILITIES CLOSED DUE TO COVID-19**

STATE	Written learning materials	Learning materials (e.g. toys, books, manipulatives, etc.)	Links to resources	Teacher produced videos	Computer/tablets, internet access	Meals
Alabama	✓	✓	✓	✓		
Alaska						
Arizona						
Arkansas	✓	✓	✓	✓		✓
California CSPP	✓	✓	✓	✓	✓	✓
California TK						✓
Colorado						
Connecticut CDCC						
Connecticut SR						
Connecticut Smart Start						
Delaware						✓
District of Columbia						✓
Florida						
Georgia	✓	✓	✓		✓	
Hawaii	✓	✓	✓	✓	✓	
Illinois						✓
Iowa Shared Visions			✓			
Iowa SWVPP			✓			
Kansas PA AR						✓
Kansas Preschool Pilot						
Kentucky	✓	✓	✓	✓	✓	✓
Louisiana 8(g)						✓
Louisiana LA 4						✓
Louisiana NSECD						✓
Maine		✓				✓
Maryland						✓
Massachusetts UPK						
Massachusetts Chapter 70						
Michigan	✓	✓	✓	✓	✓	✓
Minnesota HdSt						
Minnesota VPK/SRP						
Mississippi						
Missouri PP						
Missouri Pre-K FF						
Nebraska			✓			
Nevada						✓
New Jersey Abbott	✓	✓			✓	✓
New Jersey ECPA	✓	✓			✓	✓
New Jersey ELLI	✓	✓			✓	✓
New Mexico	✓		✓			✓
New York	✓	✓	✓	✓	✓	✓
North Carolina	✓	✓	✓	✓		
North Dakota						
Ohio						
Oklahoma						✓
Oregon Pre-K						
Oregon Preschool Promise						
Pennsylvania RTL						
Pennsylvania HSSAP			✓		✓	✓
Pennsylvania K4 & SBPK						
Pennsylvania PKC						✓
Rhode Island	✓	✓	✓	✓	✓	
South Carolina	✓	✓	✓	✓		
Tennessee	✓		✓	✓		
Texas	✓		✓		✓	
Utah						
Vermont	✓	✓	✓	✓	✓	✓
Virginia						
Washington						
West Virginia	✓	✓	✓			✓
Wisconsin 4K						
Wisconsin HdSt						
<b>Total</b>	<b>19</b>	<b>17</b>	<b>20</b>	<b>12</b>	<b>12</b>	<b>25</b>
Guam	✓	✓	✓	✓		

**TABLE C2: GUIDANCE PROVIDED TO PROGRAMS IN RESPONSE TO THE COVID-19 PANDEMIC**

STATE	Remote learning guidance	Cleaning & disinfecting classrooms	Identifying sick children	Social distancing	Supporting families in encouraging learning at	Supporting families in non-learning matters	Supporting children's learning	Supporting sub-contractor
Alabama	✓	✓	✓	✓	✓	✓	✓	
Alaska	✓	✓	✓	✓	✓	✓	✓	✓
Arizona		✓	✓	✓				
Arkansas	✓	✓	✓	✓	✓		✓	✓
California CSPP	✓	✓	✓	✓	✓	✓	✓	✓
California TK	✓	✓	✓	✓	✓	✓	✓	
Colorado	✓	✓	✓	✓	✓	✓	✓	✓
Connecticut CDCC	✓	✓	✓	✓	✓	✓	✓	✓
Connecticut SR	✓	✓	✓	✓	✓	✓	✓	✓
Connecticut Smart Start	✓	✓	✓	✓	✓	✓	✓	
Delaware	✓	✓	✓	✓	✓	✓	✓	
District of Columbia	✓	✓	✓	✓	✓	✓	✓	
Florida					✓		✓	
Georgia	✓	✓	✓	✓	✓	✓	✓	
Hawaii	✓	✓	✓	✓	✓	✓	✓	
Illinois	✓	✓	✓	✓	✓	✓	✓	
Iowa Shared Visions	✓	✓	✓	✓	✓	✓	✓	
Iowa SWVPP	✓	✓	✓	✓	✓	✓	✓	✓
Kansas PA AR	✓	✓	✓	✓	✓	✓	✓	✓
Kansas Preschool Pilot	✓	✓	✓	✓	✓	✓	✓	✓
Kentucky	✓	✓	✓	✓	✓	✓	✓	
Louisiana 8(g)	✓	✓	✓	✓	✓	✓	✓	
Louisiana LA 4	✓	✓	✓	✓	✓	✓	✓	✓
Louisiana NSECD	✓	✓	✓	✓	✓	✓	✓	✓
Maine	✓	✓	✓	✓	✓	✓	✓	
Maryland	✓	✓	✓	✓	✓	✓	✓	
Massachusetts UPK		✓	✓	✓				
Massachusetts Chapter 70	✓	✓	✓		✓	✓	✓	
Michigan	✓	✓	✓	✓	✓	✓	✓	✓
Minnesota HdSt	✓	✓	✓	✓	✓	✓		✓
Minnesota VPK/SRP	✓	✓	✓	✓	✓	✓	✓	
Mississippi	✓	✓	✓	✓	✓	✓	✓	
Missouri PP								
Missouri Pre-K FF								
Nebraska	✓	✓		✓	✓		✓	
Nevada		✓	✓	✓	✓	✓	✓	
New Jersey Abbott	✓	✓	✓	✓	✓	✓	✓	✓
New Jersey ECPA	✓	✓	✓	✓	✓	✓	✓	✓
New Jersey ELLI	✓	✓	✓	✓	✓	✓	✓	✓
New Mexico	✓	✓	✓	✓	✓	✓	✓	
New York	✓	✓	✓	✓	✓	✓	✓	
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓
North Dakota		✓	✓	✓	✓	✓	✓	
Ohio	✓	✓	✓	✓	✓	✓	✓	✓
Oklahoma	✓	✓	✓	✓	✓	✓	✓	✓
Oregon Pre-K	✓	✓	✓	✓	✓	✓	✓	✓
Oregon Preschool Promise	✓	✓	✓	✓	✓	✓	✓	✓
Pennsylvania RTL	✓	✓	✓	✓	✓	✓	✓	✓
Pennsylvania HSSAP	✓	✓	✓	✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK	✓	✓	✓	✓	✓	✓	✓	✓
Pennsylvania PKC	✓	✓	✓	✓	✓	✓	✓	✓
Rhode Island	✓	✓	✓	✓	✓	✓	✓	
South Carolina	✓	✓	✓	✓	✓	✓	✓	
Tennessee	✓	✓	✓	✓	✓		✓	
Texas	✓	✓	✓	✓	✓	✓	✓	
Utah	✓	✓	✓	✓				
Vermont	✓	✓	✓	✓	✓	✓	✓	✓
Virginia	✓	✓	✓	✓	✓	✓	✓	
Washington	✓	✓	✓	✓	✓	✓	✓	
West Virginia	✓	✓	✓	✓	✓	✓	✓	✓
Wisconsin 4K	✓	✓	✓	✓	✓	✓	✓	✓
Wisconsin HdSt	✓							
<b>TOTAL</b>	<b>55</b>	<b>52</b>	<b>57</b>	<b>57</b>	<b>56</b>	<b>52</b>	<b>55</b>	<b>28</b>
Guam	✓	✓	✓	✓	✓	✓	✓	

**TABLE C3: CHANGES AND WAIVERS TO PRESCHOOL POLICIES IN RESPONSE TO THE COVID-19 PANDEMIC**

STATE	Structured classroom observations (Spring 2020)	Preschool child assessments (Spring 2020)	Kindergarten entry assessments (Fall 2020)	Child screenings and referrals (Fall 2020)
Alabama	Adapted	Adapted	Adapted	Adapted
Alaska	Not required	Waived	Waived	Not required
Arizona	Waived	Not required	No change	No change
Arkansas	Adapted	Adapted	No change	No change
California CSPP	Waived	Waived	Not required	No change
California TK	Not required	Not required	Not required	Adapted
Colorado	Adapted	Waived	Waived	Not required
Connecticut CDCC	Waived	No change	No change	No change
Connecticut SR	Waived	No change	No change	No change
Connecticut Smart Start	Waived	No change	No change	Not required
Delaware	Waived	Adapted	Adapted	Adapted
District of Columbia	Waived	Adapted	No change	Adapted
Florida	Not required	Waived	Adapted	Not required
Georgia	Waived	Adapted	No change	Adapted
Hawaii	Adapted	No change	Not required	No change
Illinois	Adapted	Waived	Adapted	No change
Iowa Shared Visions	Adapted	Waived	No change	No change
Iowa SWVPP	Adapted	Waived	No change	No change
Kansas PA AR	Not required	Waived	Not required	No change
Kansas Preschool Pilot	Not required	Waived	Not required	No change
Kentucky	Adapted	No change	Adapted	Adapted
Louisiana 8(g)	Adapted	Waived	Adapted	Not required
Louisiana LA 4	Adapted	Waived	Adapted	Adapted
Louisiana NSECD	Adapted	Waived	Adapted	Adapted
Maine	Adapted	Waived	Not required	Adapted
Maryland	Waived	Not required	Waived	No change
Massachusetts UPK	Waived	No change	Not required	Not required
Massachusetts Chapter 70	Not required	Not required	Not required	No change
Michigan	Waived	Adapted	Waived	No change
Minnesota HdSt	No change	No change	Not required	Adapted
Minnesota VPK/SRP	Adapted	Waived	Not required	Adapted
Mississippi	Adapted	Waived	No change	Adapted
Missouri PP	No change	No change	Not required	No change
Missouri Pre-K FF	Not required	Not required	Not required	Not required
Nebraska	Waived	Waived	Not required	Not required
Nevada	Not required	Waived	Adapted	Adapted
New Jersey Abbott	Waived	Waived	No change	No change
New Jersey ECPA	Waived	Waived	No change	No change
New Jersey ELLI	Waived	Waived	No change	No change
New Mexico	Adapted	Adapted	Waived	Adapted
New York	Not required	Waived	Not required	Adapted
North Carolina	Waived	Adapted	Adapted	Adapted
North Dakota	Not required	Not required	Not required	Not required
Ohio	No change	Waived	Adapted	Adapted
Oklahoma	No change	Not required	No change	No change
Oregon Pre-K	Adapted	Waived	Waived	Adapted
Oregon Preschool Promise	Adapted	Waived	Waived	Adapted
Pennsylvania RTL	No change	No change	Not required	Not required
Pennsylvania HSSAP	Adapted	No change	Not required	Adapted
Pennsylvania K4 & SBPK	No change	No change	Not required	No change
Pennsylvania PKC	Adapted	Waived	Not required	No change
Rhode Island	Adapted	No change	Not required	Adapted
South Carolina	Adapted	Waived	Adapted	No change
Tennessee	Adapted	Adapted	Not required	No change
Texas	No change	No change	No change	No change
Utah	Adapted	Waived	Adapted	Not required
Vermont	No change	Waived	Adapted	No change
Virginia	Adapted	Adapted	Adapted	No change
Washington	Waived	Waived	Adapted	No change
West Virginia	Adapted	No change	Not required	No change
Wisconsin 4K	No change	No change	Not required	No change
Wisconsin HdSt	No change	No change	Not required	No change
Guam	Waived	Waived	No change	No change



**TABLE C4: TWELVE PRESCHOOL PROGRAMS REPORTED CHANGES TO LEAD TEACHER QUALIFICATIONS IN RESPONSE TO THE COVID-19 PANDEMIC**

STATE/PROGRAM	CHANGES/WAIVERS MADE TO:			
	Lead teacher qualifications	Content of training	Background checks	Pathway to becoming a teacher
Connecticut CDCC	✓	✓		
Connecticut SR	✓	✓		
Connecticut Smart Start		✓		
Delaware			✓	
District of Columbia	✓			
Iowa Shared Visions	✓			
Iowa SWVPP	✓			
Kansas PA AR	✓			
Kansas Preschool Pilot	✓			
Maine	✓			
Minnesota VPK/SRP				✓
New York	✓			
<b>TOTAL</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>1</b>

**TABLE C5: THIRTY-EIGHT PROGRAMS MADE CHANGES TO TEACHER PROFESSIONAL DEVELOPMENT REQUIREMENTS IN RESPONSE TO THE COVID-19 PANDEMIC**

CHANGES/WAIVERS MADE TO:

STATE/PROGRAM	PD content	Virtual PD	Waivers allowed	Increase PD
Alabama	✓	✓		
Arizona		✓		
Arkansas	✓	✓		
California CSPP	✓	✓		
California TK	✓			
Colorado	✓			
Connecticut CDCC	✓	✓		
Connecticut SR	✓	✓		
Connecticut Smart Start	✓	✓		
Delaware	✓	✓	✓	
District of Columbia	✓	✓	✓	
Georgia	✓	✓		
Hawaii	✓	✓	✓	
Illinois	✓	✓		
Iowa Shared Visions	✓			
Iowa SWVPP				
Kansas PA AR	✓			
Kansas Preschool Pilot	✓			
Maryland		✓		
Michigan		✓		
Minnesota VPK/SRP	✓	✓		
Mississippi	✓	✓		
Missouri PP		✓		
New Jersey Abbott		✓		
New Jersey ECPA		✓		
New Jersey ELLI		✓		
New Mexico	✓	✓		
North Carolina	✓			
Ohio	✓	✓		
Oregon Pre-K		✓		
Oregon Preschool Promise		✓		
Rhode Island	✓	✓		
South Carolina	✓	✓	✓	
Tennessee		✓		
Vermont				✓
Virginia	✓	✓		
Washington	✓	✓		
Guam		✓		
<b>TOTAL</b>	<b>25</b>	<b>30</b>	<b>4</b>	<b>1</b>