



## THE STATE OF PRESCHOOL 2012

STATE PRESCHOOL YEARBOOK

EXECUTIVE SUMMARY

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ISBN 0-9749910-9-0

# Executive Summary

## DRASTIC FUNDING CUTS THREATEN PROGRESS OF EARLY EDUCATION

The 2011-2012 school year was the worst in a decade for progress in access to high-quality pre-K for America's children. To some extent this reflects the effects on state governments of the worst economic downturn most living Americans have ever experienced. Yet, this is not the whole story. The 2011-2012 results also reflect the effects of long-term trends that predate the Great Recession and have moved in the wrong direction over an entire decade.

State funding for pre-K decreased by over half a billion dollars in 2011-2012, adjusted for inflation, the largest one year drop ever. The size of these unprecedented budget cuts can be attributed to the lingering effects of the recession on state budgets, especially as at least \$127 million in American Recovery and Reinvestment Act (ARRA) funds from the previous year were no longer available. Although the recession is technically over, the recovery in state revenues has lagged the recovery of the general economy and has been slower and weaker than following prior recessions. This does not bode well for digging back out of the hole created by years of cuts.

The consequences of this declining state support for pre-K is evident in two other historic "firsts." After a decade of growth, enrollment has stalled. This marks the first time we have seen no increase in the percentage of children served in state pre-K. And, despite stagnant enrollment, state funding per child fell by more than \$400 compared to the previous year, bringing funding down to \$3,841 per child. State spending per child has decreased by more than \$1,100 since 2001-2002. This is the first year that average real funding per child across the states slipped below \$4,000 since the *Yearbook's* inception. Reductions in funding per-child were widespread with 27 of the 40 states that offer state-funded pre-K reporting declines in 2011-2012. While much of the economy is now recovering from the Great Recession, the nation's youngest learners are still bearing the brunt of budget cuts.



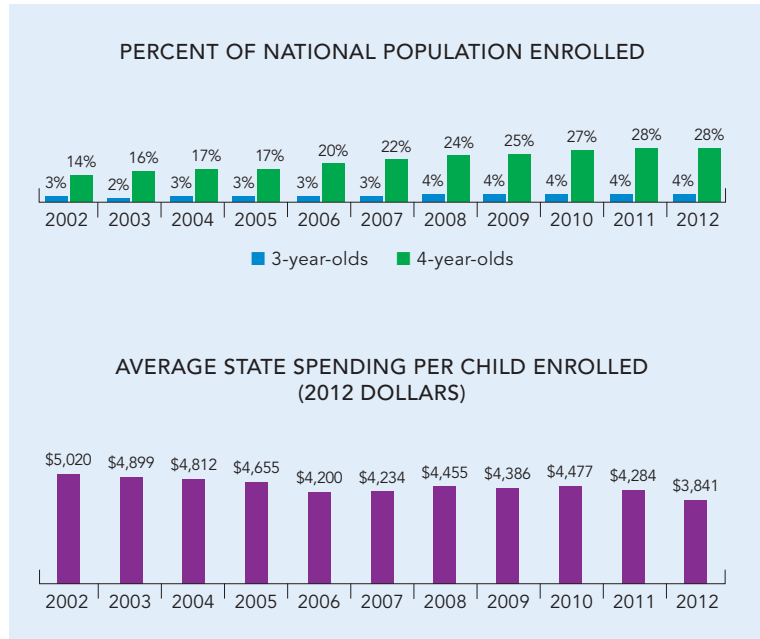
The adverse consequences of declining funding were also evident in a disastrous year for meeting quality standards benchmarks. While three programs posted gains against quality standards benchmarks, seven programs lost of a total of nine benchmarks. Among these, five programs failed to meet benchmarks because of decreases in required monitoring of program quality through site visits. Four programs lost this site visits benchmark in the previous year. Lax monitoring and technical support threaten to undermine program quality at the same time that local program capacity to produce high quality has been undercut by reduced financial support. Regular site visits are necessary to ensure that state policies are actually implemented as intended in the classroom and as part of a continuous improvement process in which local providers and the state obtain valuable feedback regarding program performance.

Despite this year's bad news, state-funded pre-K has been one of education's biggest success stories. Enrollment increased rapidly over the last decade, and quality standards kept apace and even increased in many states despite some declines in funding. Enrollment remained at a historic high in 2011-2012. More children than ever are served by state programs designed to enhance learning and healthy development, putting them on track for success in later schooling and in life. For a brief period mid-decade the downward trend in funding per child appeared to reverse, before the recession turned it down again. However, the research is clear that only high-quality pre-K has produced substantial gains in school readiness, achievement and educational attainment, higher productivity in the labor force, and decreases in social problems like crime and delinquency. The promised high economic returns associated with these positive outcomes have only been found for programs that were adequately funded and met or exceeded the benchmarks for quality set out in our report.

This year's report shows that as states emerge from the recession, pre-K continues to suffer, even as the number of students whose families lack the means to provide them with high-quality preschool education programs has increased to an all time high. Much work remains to be done to put pre-K back on track. Appropriations for 2012-2013 were up modestly, though how well actual expenditures track these figures remains to be seen. Reports on proposed state budgets for 2013-2014 are also hopeful, though nothing we have seen indicates that pre-K nationally has fully recovered from past cuts, much less reversed the negative trend in funding per child. Indeed, the most positive recent development may be at the federal level. The president put pre-K on the national agenda in his State of the Union address and subsequently proposed to provide states with \$75 billion in matching funds to increase access to high-quality pre-K over the next 10 years.

## WHAT'S NEW?

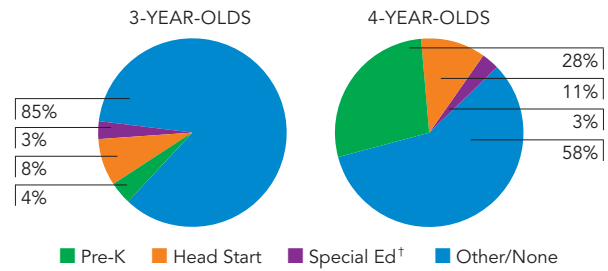
- Total state funding for pre-K programs decreased by more than \$548 million across the 40 states that offer pre-K.
- State pre-K funding per child decreased by \$442 (inflation-adjusted) from the previous year to \$3,841. This is the first time since NIEER began tracking state pre-K in 2002 that funding per child spending has fallen below \$4,000.
- State funding per child for pre-K declined in 27 of 40 states with programs, when adjusted for inflation. In 13 states per-child spending fell by 10 percent or more from the previous year. Only 12 states increased funding per child in 2011-2012.
- For the first time we include Arizona's First Things First Prekindergarten Scholarships. Arizona had previously been included for its Early Childhood Block Grant (ECBG) initiative, but the ECBG was defunded in 2010-2011.
- Only 15 states plus D.C. could be verified as providing enough per-child funding to meet all 10 benchmarks for quality standards. As only about 20 percent of the children enrolled in state-funded pre-K attend those programs, the vast majority of children served are in programs where funding per child may be inadequate to provide a quality education.
- More than 1.3 million children attended state-funded pre-K, 1.1 million at age 4.
- Enrollment increased by fewer than 10,000 children, which was not enough to offset population growth and increase the percentage of children served. Four percent of 3-year-olds and 28 percent of 4-year-olds were served in state-funded pre-K, the same as in the previous year.
- Combining general and special education enrollments, 31 percent of 4-year-olds and 7 percent of 3-year-olds are served by public pre-K. When including Head Start programs as well, 41 percent of 4-year-olds and 14 percent of 3-year-olds are served in these publicly funded programs. These percentages are similar to last year, indicating that enrollment in publicly-funded programs more generally has stagnated.
- Seventeen states—fewer than half—plus D.C. increased enrollments, with increases ranging from 1 percent in Alabama, Louisiana, New Jersey, and Tennessee to 21 percent in Oregon. Sixteen states reduced enrollment, from 1 percent in Connecticut, Kansas, and New York to 19 percent in North Carolina.
- Three programs improved against NIEER's Quality Standards Benchmarks checklist, while seven fell back. This was a total of nine fewer benchmarks met, five of which were for site visits to monitor program quality.
- Four states plus one of Louisiana's three programs met all 10 of NIEER's benchmarks for state pre-K quality standards, down from five states the previous year. Another 16 states met eight or more.
- More than half a million children, or 42 percent of nationwide enrollment, were served in programs that met fewer than half of the quality standards benchmarks.
- For the first time we list additional rankings that compare Washington, D.C. to the states while recognizing its special status. When compared to the states, D.C. ranks first for percentage of children served at both age 3 and 4 and for funding per child. Although it is a city, in sheer numbers, D.C. serves more 4-year-olds in pre-K than 15 states with programs and more 3-year-olds than all but five states. It meets 7 quality standards benchmarks in programs operated through D.C. Public Schools and Community-Based Organizations and 2 quality standards benchmarks in Charter Schools.



## NATIONAL ACCESS

Total state program enrollment, all ages	1,332,663
State-funded preschool programs	52 programs in 40 states <sup>1</sup>
Income requirement	32 state programs have an income requirement
Minimum hours of operation	23 part-day; 10 school-day; 1 extended-day; 18 determined locally <sup>2</sup>
Operating schedule	38 academic year, 14 determined locally
Special education enrollment, ages 3 & 4	433,973
Federal Head Start enrollment, ages 3 & 4	749,984 <sup>3</sup>
Total federal Head Start enrollment, all ages	829,747 <sup>3</sup>
State-funded Head Start enrollment, ages 3 & 4	16,582 <sup>4</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.

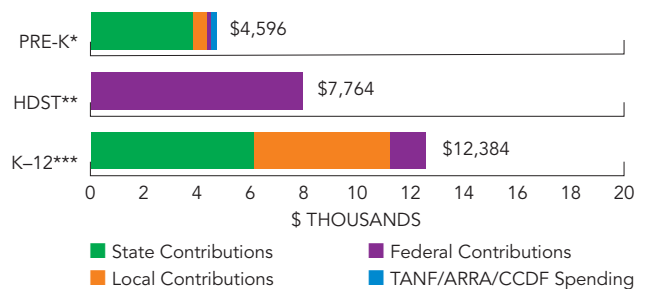
## NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 52 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards	Comprehensive	51
Teacher degree	BA	30
Teacher specialized training	Specializing in pre-K	44
Assistant teacher degree	CDA or equivalent	15
Teacher in-service	At least 15 hours/year	42
Maximum class size	20 or lower	44
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 at least every five years	32

## NATIONAL RESOURCES

Total state preschool spending	\$5,119,322,047 <sup>5</sup>
Local match required?	13 state programs require a local match
State Head Start spending	\$152,622,246
State spending per child enrolled	\$3,841 <sup>5</sup>
All reported spending per child enrolled*	\$4,596

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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

\*\*\* 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 District of Columbia serves an additional 11,267 3- and 4-year-olds through its program serving children in district public schools, community-based organizations, and charter schools.

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

<sup>3</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, all ages,

includes all children served in any location, including the U.S. territories, and migrant and American Indian programs. These numbers do not include children funded by state match.

<sup>4</sup> This figure includes 15,552 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>5</sup> This figure includes federal TANF funds directed toward preschool at states' discretion. It has previously contained funding through the American Recovery and Reinvestment Act (ARRA) but these funds are no longer available to states. The District of Columbia spends an additional \$157,440,000 in district-level spending on their pre-K program.

**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	12	12	10
Alaska	38	None Served	4	8	10
Arizona	35	25	32	30	6
Arkansas	11	5	10	5	9
California	24	6	16	20	4
Colorado	20	10	38	32	6
Connecticut	29	8	3	1	6
Delaware	32	None Served	6	15	8
Florida	1	None Served	35	38	3
Georgia	6	None Served	25	31	8
Illinois	17	1	29	34	8
Iowa	7	17	26	26	6.9
Kansas	21	None Served	37	39	7
Kentucky	15	9	24	13	9
Louisiana	13	None Served	14	22	8.0
Maine	14	None Served	36	21	6
Maryland	12	15	23	6	8
Massachusetts	27	16	17	24	6
Michigan	22	None Served	15	23	7
Minnesota	39	22	5	10	9
Missouri	34	18	33	37	8
Nebraska	18	4	40	40	6
Nevada	36	24	34	29	7
New Jersey	16	2	1	2	8.8
New Mexico	26	None Served	31	35	8
New York	9	26	21	28	7
North Carolina	23	None Served	11	9	10
Ohio	37	20	18	25	3
Oklahoma	2	None Served	22	11	9
Oregon	30	13	2	7	8
Pennsylvania	28	12	9	18	5.0
Rhode Island	40	None Served	27	3	10
South Carolina	10	14	39	36	6.2
Tennessee	19	23	13	17	9
Texas	8	11	28	33	2
Vermont	3	3	20	27	4
Virginia	25	None Served	19	16	6
Washington	31	19	7	14	9
West Virginia	5	7	8	4	8
Wisconsin	4	21	30	19	5.0
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
D.C.	1*	1*	1*	1*	4.6

\* While Washington, D.C. is not a state but a city with a unique status as our nation's capital, to be inclusive we indicate how D.C. ranks compared to the 50 states.

# Executive Summary (continued)

With the inclusion of Arizona's First Things First Prekindergarten Scholarship program, 40 states plus D.C. offered pre-K in school year 2011-2012. That is one of the few pieces of good news in a year dominated by significant negative changes in enrollment, resources, and quality standards. The sections below provide further details for each one of these areas.

## ENROLLMENT: BUDGET CUTS SLOW GROWTH NATIONWIDE

State-funded pre-K served 1,332,663 children in 2011-2012, plus an additional 11,267 children in D.C. 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, with no growth in access relative to population. Total enrollment increased by only 9,535 from the prior year. Table 2 shows both numbers enrolled and enrollment as a percentage of total population by state. Table 3 reports enrollment changes in numbers of children and percentage of the total population for 3- and 4-year-olds from the prior year and the past decade.

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; it also shows totals that include students in the federal Head Start program. These are unduplicated estimates 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 31 percent at age 4 and 7 percent at age 3. These figures should be interpreted cautiously for two reasons. First, while every effort is made to ensure children are not double counted, we may not have perfectly unduplicated the counts. Second, and more important, some children in preschool special education receive limited therapeutic services and are not enrolled in a quality pre-K in which all of their educational needs are met. Adding in the federal Head Start program, enrollment in all public programs is 41 percent at age 4 and 14 percent at age 3. Again there may be some duplication we have not eliminated and our prior caveat regarding special education services applies.

In some previous years, we have estimated total enrollment in all public and private programs. Some public schools enroll children in pre-K classes who are not part of state-funded pre-K, including schools in states with no state preschool funding. In addition, children attend private programs including some that are subsidized by public funding and tax credits for child care. Our most recent estimates for 2010 are available elsewhere. Various sources provide substantially different estimates regarding total enrollment and the recession has likely influenced enrollment in public and private programs which prevents us from applying them to current year's enrollment. We eagerly await the release of estimates from the 2012 National Household Education Survey for this information.

The 2005 National Household Education Survey and our previous estimates provide some important information regarding the distribution of enrollment that is not available from our survey of states. Public programs substantially increase access to children in families with the lowest income. Nevertheless, participation rates are strongly associated with income and education—far below average for children whose parents have not completed high school and far above average for children whose parents have graduate degrees. Many families in the middle do not yet enroll their children in pre-K. Participation rates are lowest for Latino and Pacific Islander children. Also striking is that access itself is not enough to ensure enrollment in a high-quality program. At age 4, only 35 percent of those in a program attended a high-quality program as measured by the Early Childhood Environment Rating Scale. African-American children had relatively high enrollment rates, but the least access to quality when they were enrolled.



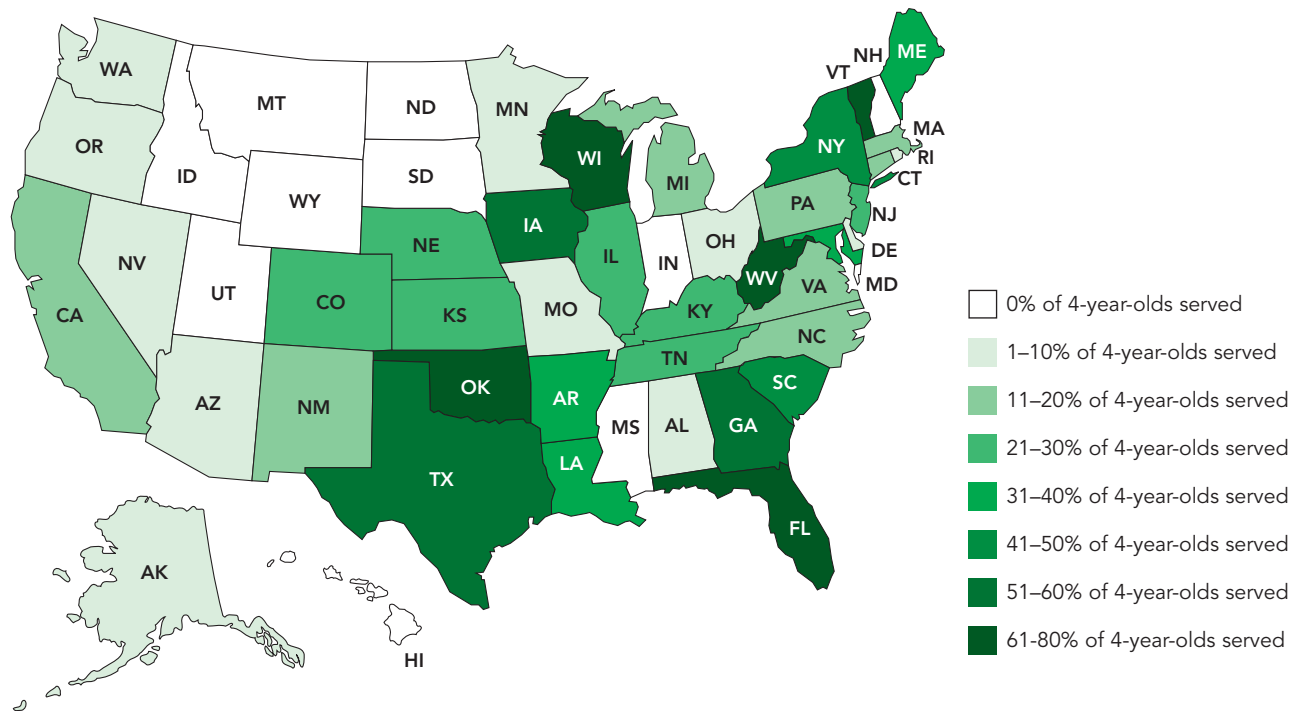
Our 2012 Yearbook makes apparent that enrollment in state-funded programs varies dramatically across the states. Figure 1 displays state pre-K enrollment at age 4 by state. The District of Columbia served the highest percentage of children at both ages 3 and 4. Among states, Florida and Oklahoma rank 1st and 2nd in enrollment of 4-year-olds. Both served more than 70 percent of 4-year-olds. With 65 percent of 4-year-olds enrolled, Vermont ranks 3rd on 4-year-old enrollment. Vermont is notable for also enrolling a high percentage of 3-year-olds, ranking 3rd on this measure as well.

Other states enrolling more than half of 4-year-olds include Wisconsin, West Virginia, Georgia, Iowa, and Texas. Enrollment drops off fairly rapidly from there, and 10 states with programs served fewer than 10 percent of 4-year-olds, while 10 more had no program. The observation data cited earlier indicated that access alone does not ensure children receive a high-quality education. Data on state quality standards are consistent with that picture. Florida and Vermont, two of the top three states for enrollment are particularly concerning as both met fewer than half of quality standards benchmarks. Also of concern among the top 10 is Texas, which enrolled the largest number of preschoolers in the nation, about 225,000, but met only two of 10 benchmarks for quality.

State pre-K remains primarily a program for 4-year-olds, but there are notable exceptions. The District of Columbia serves more than half of its 3-year-olds. Illinois and New Jersey each serve about 20 percent of children at age 3. Vermont, Nebraska, and Arkansas serve more than 10 percent at age 3, with California serving the largest number (48,175, or 9 percent) despite a decline from last year. Only six states increased enrollment of 3-year-olds from the previous year—Arkansas, Iowa, Maryland, Nebraska, Oregon, and South Carolina.

The lack of enrollment growth nationally is due in some measure to 16 states that reduced enrollment of 3- and 4-year-olds from the previous year. While many of these reductions were minor, reductions of over 10 percent were particularly troubling in Alaska, North Carolina, Pennsylvania, and Rhode Island. Arizona has rejoined the list of states providing pre-K with the inclusion of Arizona’s First Things First Prekindergarten Scholarships. Note that this does not constitute entirely new enrollment and funding for early learning programs generally, as this program has operated since 1996, but operational changes now qualify it as state-funded pre-K. This means that only 10 states did not provide any state-funded pre-K in the 2011-2012 school year. These states are Hawaii, Idaho, Indiana, Montana, Mississippi, New Hampshire, North Dakota, South Dakota, Utah, and Wyoming.

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



## QUALITY STANDARDS: LOSING GROUND AS BUDGETS FALTER

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. In addition to high standards, effective pre-K programs require adequate funding and the continuous improvement of strong practices. A list of benchmarks and a summary of the supporting research are provided on page 22.

**Figure 2: Percent of State Pre-K Programs Meeting Benchmarks 2002–2012**



Figure 2 displays the number of quality standards benchmarks met by state preschool programs each year from 2001-2002 through 2011-2012. Only three states had policy changes that met additional benchmarks in 2011-2012. California's newly released state early learning standards fully met the definition of comprehensive standards. Ohio met an additional benchmark this year by requiring site visits for quality monitoring, though it remains at the bottom in terms of standards. It permits up to 28 children in a class while teachers need have no more than an associate's degree. Pennsylvania's Pre-K Counts program required all lead teachers to have a bachelor's degree. With that change, Pre-K Counts edged closer to the top ranks for quality standards, and the remaining benchmarks would add little to cost.

Nevertheless, the 2011-2012 year was the worst year we have seen for quality standards overall, with nine losses against quality standards benchmarks. Policy changes in five programs led them to lose the benchmark for conducting site visits on a regular schedule to monitor pre-K program quality: Louisiana's 8g and LA4 programs, the Missouri Preschool Project, Pennsylvania's EABG program, and the Virginia Preschool Initiative. Four other programs lost this benchmark in 2010-2011. This dramatic reduction in the number of programs monitoring quality and pursuing continuous improvement through regular site visits is extremely troubling. State capacity to ensure program performance is been cut at the same time that decreased funding per child erodes program capabilities.

Funding cuts are clearly implicated in the other observed reductions in quality standards. Georgia lost benchmarks for both class size and student-teacher ratio as it sought to maintain enrollment in the face of reduced funding. Pennsylvania's EABG and K4/SBPK programs lost benchmarks due to a two-year moratorium on professional development. As state revenues rebound, both states expect to return to their prior standards. It could not be more obvious that when state revenues decline, pre-k quality goes on the chopping block.



With Georgia's changes to class size and ratio, only five state programs met all 10 benchmarks: Alabama, Alaska, North Carolina, Rhode Island, and one Louisiana program (NSECD). Seven states had programs that met nine of 10 benchmarks—Arkansas, Kentucky, Minnesota, New Jersey (Abbott pre-K only), Oklahoma, Tennessee, and Washington.

At the other end of the spectrum, five states met fewer than half of the 10 benchmarks—California and Vermont met four; Florida and Ohio met three; and Texas met only two benchmarks. In addition, two of Pennsylvania's programs, Pennsylvania's EABG and K4 programs, met four and two benchmarks respectively. Excluding Vermont, these are large states making their low quality standards particularly distressing. More than 400,000 children, 42 percent of enrollment nationally, are served in these programs. Texas and Pennsylvania (for the K4 program) are the only two states to limit neither class size or staff-child ratio. Weak standards in large states with significant enrollments are a serious concern because they permit inadequate services. It seems unlikely that it would be the wealthiest communities that take advantage of this flexibility to operate pre-K with low standards.

## RESOURCES: DECREASED SPENDING THREATENS PRE-K PROGRESS

In 2011-2012, 40 states spent over \$5.1 billion on pre-K with the District of Columbia spending an additional \$157 million, not including special education funds. The 10 remaining states did not contribute to this spending amount as they had no pre-K initiative meeting our definition of state-funded prekindergarten. (See page 21 for our explanation of what constitutes a state-funded pre-K program.) Among the states funding preschool education, spending ranged from slightly less than half a million in Rhode Island to more than \$727 million in Texas. As noted earlier, total state spending declined by about half a billion dollars, adjusting for inflation, with average per-child spending declining by more than \$400. States spent \$3,841 per child as a nationwide average. At the top D.C. spent nearly \$14,000 per child, with New Jersey leading the states at \$11,659. At the other end, Colorado, South Carolina, and Nebraska spent less than \$2,000 per child. Further details on funding for pre-K by state are reported in Tables 6 and 7.

Many state-funded pre-K programs require or depend on additional funds from local school districts, including locally directed federal funds, to fully pay for pre-K programs. In some, states and the local schools share the costs through a formula just as they do for K-12 education. As a result, funding from all sources often is a much better indicator of the total resources available to support pre-K (though not a better indicator of state financial commitment). Unfortunately, states often have difficulty fully reporting this spending so these reports are likely underestimates. Nevertheless, the figures reported in Table 7 indicate that local schools and other sources added nearly another \$1 billion to pre-K funding in 2011-2012, or \$755 per child. The largest source of these funds comes from required local school spending of \$414 million. 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 substantially adding to state funds. Total funding for state pre-K programs from all sources was at least \$6.12 billion, still down from the previous year. Reported funding per child from all sources equaled \$4,596, down more than \$400 (inflation-adjusted) from 2010-2011.

Several states relied upon funding from the American Recovery and Reinvestment Act (ARRA) during the recession to prevent large cuts to pre-K funding. At least \$127 million was used in 2010-2011 school year, but ARRA funds were no longer available in 2011-2012. Of the six states that reported using ARRA funding last year (California, Florida, Maine, Massachusetts, Nebraska, and North Carolina), all but Maine and Massachusetts cut state spending in 2011-2012.

Inadequate funding can seriously impair pre-K quality and effectiveness. As can be seen in Table 7, we estimate that reported funding per child is sufficient to meet all 10 benchmarks in only 15 states and Washington, D.C. Some other states may raise enough funds from local sources to adequately fund quality pre-K, but it also seems likely that in many of the other states program quality will vary with local fiscal capacity. In far too many states, funding levels have fallen so low as to bring into question the effectiveness of their programs by any reasonable standard. Among these states is the nation's leader for enrollment, Florida.

## LONG-TERM TRENDS



The *Yearbook* has surveyed state-funded pre-K programs since 2001-2002, providing data on trends in access, quality standards, funding and other policy issues through 2011-2012. Here we summarize major long-term findings.

In the past decade, enrollment in state pre-K has grown dramatically, nearly doubling the percentage of the population served. State standards for quality improved, as well, over most of the decade, but the Great Recession produced a dramatic drop-off in quality standards together with a downturn in state funding for pre-K.

The period spanned by the *Yearbook* actually begins with the aftermath of the 2001 recession, which might have contributed to the decline in state spending per child at the beginning of the decade. However, as revenues rebounded, states increased enrollment but did not increase funding enough to reverse the downward trend in per-child expenditure. Only with the peak in state revenues

just before the economy was hit with the Great Recession did we see a reversal and an increase in spending per child enrolled in pre-K. As state revenues declined again, state financial commitments to pre-K also fell (and by more than our charts suggest because the reclassification of a large California program in 2010 boosted average spending per child even though no new funds were being spent).

For the decade, state funding per child has fallen by more than \$1,000, adjusting for inflation. Apparently there is a general tendency to favor expanding enrollment over increasing quality, but this has been exacerbated by two recessions. State pre-K has to some extent been a “fair weather” initiative of states that suffers when storm clouds roll over their budgets. Such an approach serves children and taxpayers poorly as the benefits to both are lost when quality slips. Only high-quality programs produce the substantive gains in learning and development associated with long-term benefits.

### ENROLLMENT

- Over the decade, pre-K access was expanded to more than 650,000 additional children of all ages. The percentage of 4-year-olds enrolled increased from 14 percent to 28 percent, but expansion virtually ceased in 2011-2012.
- Enrollment of 3-year-olds made little progress over the entire decade as the vast majority of state programs focused on 4-year-olds. Nine states decreased the number of 3-year-olds enrolled despite a modest national trend to expand access to pre-K for younger children.
- 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 52 programs in 40 states (as well as one in D.C.). Two of the new state programs are still quite small, as Alaska and Rhode Island both began pilot programs in 2009-2010 school year that have not yet transitioned into larger statewide initiatives. In both Arizona and Ohio, programs have come and gone, indicating the tenuous nature of pre-K in some states and that entire programs are susceptible to a state’s political and fiscal conditions.

### QUALITY

- States have made some impressive improvements in quality standards since 2001-2002. The most dramatic change has been the adoption of comprehensive early learning standards, which were rare in 2001-2002. The only state still lacking these standards, Ohio, is anticipated to adopt them this year.
- Remarkable gains also have been seen in requirements for specialized preparation of staff in early childhood, ongoing professional development, and limits on class size and ratio.
- Standards regarding staff credentials have improved, but at a slower pace. Only 58 percent of programs require that all lead teachers have a bachelor’s degree and fewer than one third require that assistant teachers have at least a CDA. Low qualifications requirements typically are linked to low salaries and inadequate funding.
- Since 2004-2005, NIEER has tracked whether programs require site visits to ensure program standards are followed. Programs made some progress in meeting this goal, improving from 70 percent of programs meeting the benchmark in 2004-2005 to 78 percent in 2008-2009. However, as budgets faltered during the Great Recession, these gains were reversed. By 2011-2012, only 62 percent of programs met this benchmark for accountability.

## RESOURCES

- Total spending by states has risen from \$3.47 billion to \$5.12 billion. Adjusting for inflation, this is a real increase of \$1.65 billion in current dollars or 48 percent. In allocating these increases states have tended to favor expansion of enrollment over adequate funding for quality.
- By 2011-2012, per-child spending had fallen below \$4,000, the lowest in a decade. This reflects a drop of more than \$1,000, adjusting for inflation, since 2001-2002 year, and is a 23 percent decline.
- Of the 37 states that offered pre-K in 2001-2002, only eight had increased their per-child spending a decade later. Reducing per-child spending significantly increases the risk that students are served in lower quality programs. As noted above, state quality standards have begun to decline, with the strongest decline in requirements that states verify through actual site visits that their policies are being implemented in practice.

## RECOMMENDATIONS

For state pre-K and the children and families these programs serve, the last year was an unprecedented disaster. The recession intensified the negative effects of a longer term trend toward lower funding per child, which undermines quality standards and educational effectiveness. If the states are to regain their momentum, it is imperative that they plan for high-quality pre-K as a long-term priority. States should set goals to not just increase enrollment, but to raise standards and increase funding to a level that can be reasonably expected to support highly effective early education. The *Yearbook* provides a basis for setting such goals to be achieved by a certain date. The president's proposed 10-year plan to support state pre-K offers financial incentives for states to set and achieve ambitious goals. Yet, whether or not that proposal becomes law, states should develop and implement strong plans for pre-K progress. The benefits of pre-K far exceed the costs and every year states delay is another year of lost opportunities for their children and increased future costs for taxpayers. NIEER has arrived at the following recommendations for the next decade.

- The president's 2014 Preschool for All budget proposal offers the most significant opportunity to improve access to highly effective pre-K to date. Should an approach like this become law, every state could offer pre-K to the majority of its children--perhaps even all children at age 4—a decade from now. Such an approach leaves states firmly in the driver's seat with respect to policy, but provides substantial financial assistance contingent on expanding access to programs with adequate standards and funding.
- Regardless of federal policy developments, all 50 states should support a state-funded pre-K program. Many of the states without pre-K are sparsely populated and largely rural, which tends to raise cost. However, Alaska, Kansas, Maine, and Nebraska are among the 10 least densely populated states in the nation and have all managed to develop and provide relatively high-quality pre-K programs.
- Every state should set as a goal the provision of high-quality pre-K programs that significantly enhance children's learning and development, especially for the most disadvantaged children. The quality standards benchmarks set out in the *Yearbook* provide one set of guideposts regarding state policies that can assist states toward achieving that goal.
- Every state should monitor and evaluate the performance of its pre-K program as part of a continual improvement process. The cost of this effort is relatively modest, but it is a key to obtaining high returns from an effective program. The course that too many states have taken in scaling back or removing monitoring of pre-K programs should be reversed immediately.
- As state revenues regain strength, states should prioritize pre-K quality improvement and expansion and develop more stable funding mechanisms for pre-K. Inclusion in state education funding formulas with pre-K funded at the same level as kindergarten is one way to achievement this goal.

Education in the years before kindergarten is increasingly recognized as playing an important role in preparing our youngest citizens for productive lives in the global economy. Yet, our nation's public investment in their future through pre-K declined during the recent economic downturn at the very time that parental financial capacity to invest in their children was hardest hit. America will pay the price of that lapse for decades to come. It is not enough for states to simply revert to the pre-recession trend. Now is the time to reverse that trend, emphasizing quality as well as enrollment, and renew state commitment to a better future for our children through high-quality pre-K.

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

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2011-2012)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2011-2012)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	Florida	79.4%	0.0%	39.8%	175,122	0	175,122
2	Oklahoma	74.1%	0.0%	37.2%	40,089	0	40,089
3	Vermont	65.2%	16.1%	41.0%	4,352	1,038	5,390
4	Wisconsin	61.0%	1.0%	31.2%	44,758	731	45,490
5	West Virginia	60.9%	8.9%	34.7%	12,833	1,907	14,740
6	Georgia	58.7%	0.0%	29.4%	82,868	0	82,868
7	Iowa	52.5%	2.6%	27.7%	21,665	1,062	22,727
8	Texas	51.4%	5.5%	28.5%	203,143	21,505	224,648
9	New York	44.2%	0.1%	22.1%	102,367	201	102,568
10	South Carolina	42.6%	4.1%	23.5%	26,610	2,511	29,121
11	Arkansas	37.4%	11.2%	24.4%	15,284	4,484	19,768
12	Maryland	34.5%	3.9%	19.2%	25,678	2,925	28,603
13	Louisiana	31.6%	0.0%	15.8%	20,421	0	20,421
14	Maine	31.6%	0.0%	15.9%	4,505	0	4,505
15	Kentucky	30.4%	6.4%	18.4%	17,477	3,683	21,160
16	New Jersey	28.2%	18.6%	23.4%	31,234	20,306	51,540
17	Illinois	27.7%	20.0%	23.9%	46,897	33,702	80,599
18	Nebraska	22.2%	13.4%	17.8%	5,907	3,572	9,479
19	Tennessee	21.6%	0.7%	11.1%	17,893	601	18,494
20	Colorado	21.0%	6.2%	13.7%	14,908	4,292	19,200
21	Kansas	20.9%	0.0%	10.4%	8,593	0	8,593
22	Michigan	19.4%	0.0%	9.8%	23,579	0	23,579
23	North Carolina	19.2%	0.0%	9.6%	24,836	0	24,836
24	California	18.1%	9.3%	13.7%	93,866	48,175	142,041
25	Virginia	16.0%	0.0%	8.0%	16,618	0	16,618
26	New Mexico	15.5%	0.0%	7.7%	4,591	0	4,591
27	Massachusetts	14.3%	3.3%	8.8%	10,714	2,425	13,139
28	Pennsylvania	14.0%	5.3%	9.6%	20,712	7,815	28,527
29	Connecticut	12.9%	7.5%	10.2%	5,396	3,057	8,453
30	Oregon	9.7%	5.0%	7.4%	4,729	2,440	7,169
31	Washington	8.2%	1.1%	4.7%	7,367	1,024	8,391
32	Delaware	7.4%	0.0%	3.7%	843	0	843
33	Alabama	6.3%	0.0%	3.1%	3,906	0	3,906
34	Missouri	3.9%	1.3%	2.6%	3,058	1,045	4,103
35	Arizona	3.1%	0.3%	1.7%	2,881	285	3,166
36	Nevada	2.7%	0.6%	1.7%	1,027	240	1,267
37	Ohio	2.4%	1.1%	1.8%	3,564	1,609	5,173
38	Alaska	2.0%	0.0%	1.0%	211	0	211
39	Minnesota	1.4%	1.0%	1.2%	1,044	687	1,731
40	Rhode Island	0.9%	0.0%	0.5%	108	0	108
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>4.2%</b>	<b>16.1%</b>	<b>1,151,653</b>	<b>171,323</b>	<b>1,322,976</b>
	D.C.	91.8%	68.9%	88%	6,945	4,722	11,667

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 9,687 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,332,663.

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

STATE	2001-2002 TO 2011-2012				2010-2011 TO 2011-2012			
	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	3,150	+5%	0	NA	36	0%
Alaska	0	NA	211	+2%	0	NA	-37	0%
Arizona*	285	NA	-1,396	-3%	285	0%	2,881	+3%
Arkansas	3,542	+9%	13,060	+31%	367	+1%	-2,186	-7%
California	37,251	+7%	49,332	+10%	-3,862	-1%	-1,510	-1%
Colorado	3,562	+5%	6,588	+7%	6	0%	88	0%
Connecticut	1,522	+4%	979	+3%	-58	0%	-121	0%
Delaware	0	NA	0	-1%	0	NA	0	0%
Florida	0	NA	175,122	+79%	0	NA	10,734	+3%
Georgia	0	NA	19,255	+5%	0	NA	260	-1%
Hawaii	0	NA	0	NA	0	NA	0	NA
Idaho	0	NA	0	NA	0	NA	0	NA
Illinois	19,604	+12%	7,995	+6%	-685	0%	-2,215	-1%
Indiana	0	NA	0	NA	0	NA	0	NA
Iowa	551	NA	20,109	+48%	516	+1%	402	0%
Kansas	0	NA	6,363	+15%	0	NA	-44	0%
Kentucky	-1,189	-3%	4,660	+7%	-366	-1%	-639	-2%
Louisiana	0	NA	12,902	+20%	0	NA	163	-1%
Maine	0	NA	3,065	+22%	0	NA	600	+5%
Maryland	1,517	+2%	7,304	+9%	2,925	+4%	-1,393	-3%
Massachusetts*	-7,007	-9%	1,282	+3%	-464	-1%	-468	-1%
Michigan	0	NA	-2,898	0%	0	NA	1,512	+1%
Minnesota*	-128	0%	-226	0%	-15	0%	-23	0%
Mississippi	0	NA	0	NA	0	NA	0	NA
Missouri	-1,501	-2%	-628	-1%	-234	0%	118	0%
Montana	0	NA	0	NA	0	NA	0	NA
Nebraska	3,448	+13%	5,551	+21%	1,054	+4%	-1,073	-4%
Nevada	129	0%	706	+2%	-45	0%	-5	0%
New Hampshire	0	NA	0	NA	0	NA	0	NA
New Jersey	7,521	+7%	7,353	+8%	-99	0%	432	0%
New Mexico	-470	-2%	4,221	+14%	0	NA	327	+1%
New York	-5,634	-2%	38,868	+20%	0	NA	-1,078	-1%
North Carolina	0	NA	23,596	+18%	0	NA	-5,931	-5%
North Dakota	0	NA	0	NA	0	NA	0	NA
Ohio	-8,105	-5%	-10,321	-6%	-5	0%	-8	0%
Oklahoma	0	NA	14,210	+18%	0	NA	1,648	+1%
Oregon	1,331	+3%	2,140	+4%	195	0%	1,066	+2%
Pennsylvania*	7,815	+5%	18,162	+12%	-1,298	-1%	-3,045	-2%
Rhode Island	0	NA	108	+1%	0	NA	-18	0%
South Carolina	2,161	+3%	10,960	+13%	260	0%	2,343	+2%
South Dakota	0	NA	0	NA	0	NA	0	NA
Tennessee	-241	0%	16,135	+19%	-43	0%	196	0%
Texas	1,764	-1%	75,560	+12%	-2,113	-1%	2,962	0%
Utah	0	NA	0	NA	0	NA	0	NA
Vermont*	669	+11%	3,732	+57%	-128	-1%	-35	-2%
Virginia	0	NA	10,740	+10%	0	NA	737	+1%
Washington	-125	0%	2,582	+2%	-348	0%	717	+1%
West Virginia	139	0%	7,748	+37%	-32	0%	645	+3%
Wisconsin*	43	0%	31,254	+42%	-25	0%	4,552	+6%
Wyoming	0	NA	0	NA	0	NA	0	NA
<b>50 States</b>	<b>68,455</b>	<b>+1%</b>	<b>589,533</b>	<b>+14%</b>	<b>-4,212</b>	<b>0%</b>	<b>12,590</b>	<b>0%</b>
D.C.	3,597	+51%	3,934	+48%	654	+4%	916	+2%

\* 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 2011-2012 school year. In earlier editions, we reported the percent change in the number of children enrolled as opposed to the change in the percentage of children enrolled.

**TABLE 4: 2011-2012 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	950	2%	5,373	8%	6,347	11%	15,008	24%
Alaska*	420	4%	798	7%	1,428	13%	2,249	21%
Arizona	3,399	4%	7,125	8%	8,411	8%	17,963	20%
Arkansas	6,495	16%	17,235	42%	10,978	27%	22,230	54%
California*	53,371	10%	100,900	19%	85,965	16%	161,515	31%
Colorado	6,804	10%	18,682	26%	10,881	16%	24,023	34%
Connecticut	4,850	12%	7,697	18%	7,556	19%	11,344	27%
Delaware†	504	4%	1,522	13%	940	8%	2,398	21%
Florida	6,492	3%	177,385	80%	19,830	9%	198,001	89%
Georgia	2,297	2%	84,038	60%	14,054	10%	94,471	67%
Hawaii	592	3%	707	4%	1,482	8%	2,501	14%
Idaho	712	3%	993	4%	1,671	7%	3,290	13%
Illinois	35,722	21%	51,820	31%	50,983	30%	71,642	43%
Indiana	4,012	5%	5,065	6%	8,186	10%	12,945	15%
Iowa	1,815	5%	22,615	54%	4,547	12%	26,399	64%
Kansas	2,090	5%	11,818	29%	5,323	13%	15,198	37%
Kentucky	3,747	6%	17,477	30%	9,439	16%	26,225	46%
Louisiana*	1,116	2%	21,583	33%	12,515	19%	30,100	47%
Maine*	678	5%	4,965	35%	1,715	12%	6,563	46%
Maryland	5,713	8%	29,726	40%	10,494	14%	34,314	46%
Massachusetts	5,612	7%	14,013	19%	10,281	13%	19,976	26%
Michigan	3,847	3%	23,579	19%	16,303	13%	42,349	34%
Minnesota†	3,522	5%	5,404	7%	7,564	11%	11,395	15%
Mississippi	760	2%	1,743	4%	11,123	26%	17,146	39%
Missouri	3,468	4%	7,501	10%	9,553	12%	16,018	21%
Montana	159	1%	321	2%	1,891	15%	2,622	20%
Nebraska	3,572	13%	5,907	22%	5,363	20%	8,535	32%
Nevada	1,773	5%	3,537	10%	2,908	8%	5,184	14%
New Hampshire	786	6%	1,046	7%	1,336	10%	1,927	13%
New Jersey	24,352	22%	37,007	33%	30,977	28%	44,263	40%
New Mexico	1,376	5%	6,684	23%	4,574	15%	11,108	38%
New York*	16,898	7%	110,050	47%	36,311	15%	134,736	58%
North Carolina	3,425	3%	28,353	21%	10,336	8%	39,985	30%
North Dakota	273	3%	386	4%	1,405	16%	2,099	23%
Ohio	5,978	4%	10,382	7%	19,282	13%	29,193	20%
Oklahoma	691	1%	40,089	74%	7,255	15%	47,201	87%
Oregon	4,390	9%	6,930	14%	7,145	15%	11,167	23%
Pennsylvania*†	13,615	9%	28,016	19%	25,199	17%	44,196	30%
Rhode Island	634	5%	954	8%	1,454	12%	2,421	21%
South Carolina*	3,626	6%	26,610	43%	9,645	16%	32,588	52%
South Dakota	468	4%	722	6%	1,981	16%	2,825	23%
Tennessee	2,315	3%	19,895	24%	7,984	10%	29,919	36%
Texas	23,807	6%	203,143	51%	52,321	13%	241,356	61%
Utah	2,143	4%	2,737	5%	4,030	8%	6,531	12%
Vermont	1,210	19%	4,352	65%	1,595	27%	4,943	74%
Virginia*	3,198	3%	19,210	19%	8,099	8%	26,735	26%
Washington	4,020	4%	11,102	12%	8,139	9%	18,580	20%
West Virginia	1,907	9%	12,833	61%	3,852	19%	17,352	82%
Wisconsin†	3,219	4%	45,560	62%	9,917	14%	51,726	71%
Wyoming	717	9%	1,048	13%	1,433	18%	2,030	25%
<b>50 States</b>	<b>283,545</b>	<b>7%</b>	<b>1,266,639</b>	<b>31%</b>	<b>559,535</b>	<b>15%</b>	<b>1,705,564</b>	<b>42%</b>
D.C.§	4,722	69%	6,945	92%	5,200	76%	7,471	100%

\* 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.

§ D.C. enrollment figures may reflect out of district enrollments on precise population estimates estimates, and incomplete unduplication. These figures should be regarded as estimates.

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

**TABLE 5: 2011-2012 STATE PRE-K QUALITY STANDARDS**

STATE/ PROGRAM	Comprehensive early learning standards	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service	Class size 20 or lower	Staff- child ratio 1:10 or better	Vision, hearing, health, and one support service	At least one meal	Site visits	Quality Standards Checklist Sum 2011-2012
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arizona	✓	✓			✓	✓	✓			✓	6
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California	✓		✓		✓		✓				4
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
Florida	✓					✓				✓	3
Georgia	✓	✓	✓	✓	✓			✓	✓	✓	8
Illinois	✓	✓	✓		✓	✓	✓	✓		✓	8
Iowa Shared Visions	✓		✓			✓	✓	✓	✓		6
Iowa SVPP	✓	✓	✓			✓	✓	✓		✓	7
Kansas At-Risk	✓	✓		✓	✓	✓	✓	✓			7
Kansas Pilot Pre-K	✓	✓		✓	✓	✓	✓	✓			7
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana 8g	✓	✓	✓		✓	✓	✓		✓		7
Louisiana LA4	✓	✓	✓		✓	✓	✓	✓	✓		8
Louisiana NSECD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓			✓			6
Maryland	✓	✓	✓		✓		✓	✓	✓	✓	8
Massachusetts	✓				✓	✓	✓	✓		✓	6
Michigan	✓	✓	✓	✓		✓	✓	✓			7
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Missouri	✓	✓	✓	✓	✓	✓	✓	✓			8
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			✓					✓		✓	3
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania EABG	✓		✓			✓	✓				4
Pennsylvania HSSAP	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania K4	✓	✓									2
Pennsylvania Pre-K Counts	✓	✓	✓		✓	✓	✓			✓	7
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina 4K	✓	✓	✓		✓	✓	✓				6
South Carolina CDEPP	✓		✓		✓	✓	✓	✓	✓		7
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓				✓						2
Vermont Act 62	✓				✓	✓	✓				4
Vermont EEI	✓		✓			✓	✓				4
Virginia	✓		✓		✓	✓	✓	✓			6
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓		✓		✓	✓	✓	✓	✓	✓	8
Wisconsin 4K	✓	✓	✓		✓					✓	5
Wisconsin HdSt	✓		✓		✓	✓	✓	✓	✓		7
<b>Totals</b>	<b>51</b>	<b>30</b>	<b>44</b>	<b>15</b>	<b>42</b>	<b>44</b>	<b>45</b>	<b>37</b>	<b>24</b>	<b>32</b>	
D.C. (DCPS & CBO)	✓	✓	✓		✓	✓	✓		✓		7
D.C. (Charter)	✓								✓		2

Note: 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 red show new policy changes effective with the 2011-2012 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 2010-2011 to 2011-2012 Adjusted dollars	Total state preschool spending in 2011-2012	Resources rank based on all reported spending	All reported \$ per child enrolled in pre-K
New Jersey	1	\$11,659	-\$383	\$600,893,867	2	\$11,659
Oregon	2	\$8,509	-\$216	\$61,000,000	7	\$8,509
Connecticut	3	\$8,388	-\$1,268	\$75,431,544	1	\$11,725
Alaska	4	\$8,057	\$983	\$1,700,000	8	\$8,057
Minnesota	5	\$7,592	-\$122	\$13,764,296	10	\$7,592
Delaware	6	\$6,795	-\$217	\$5,727,800	15	\$6,795
Washington	7	\$6,665	-\$332	\$57,055,931	14	\$6,800
West Virginia	8	\$6,002	\$218	\$91,644,229	4	\$8,901
Pennsylvania	9	\$5,474	\$115	\$157,591,897	18	\$5,474
Arkansas	10	\$5,409	\$227	\$111,000,000	5	\$8,753
North Carolina	11	\$5,160	-\$171	\$128,147,360	9	\$7,803
Alabama	12	\$4,887	\$197	\$19,086,953	12	\$7,198
Tennessee	13	\$4,528	-\$240	\$84,254,767	17	\$5,814
Louisiana	14	\$4,459	-\$359	\$91,065,707	22	\$4,557
Michigan	15	\$4,422	-\$174	\$104,275,000	23	\$4,422
California	16	\$4,136	-\$1,009	\$728,223,316	20	\$5,069
Massachusetts	17	\$4,058	\$250	\$53,839,631	24	\$4,344
Ohio	18	\$3,980	-\$87	\$22,688,446	25	\$3,980
Virginia	19	\$3,778	-\$152	\$62,780,182	16	\$5,872
Vermont	20	\$3,744	\$368	\$20,374,443	27	\$3,744
New York	21	\$3,707	-\$96	\$380,170,105	28	\$3,707
Oklahoma	22	\$3,652	\$81	\$146,406,556	11	\$7,427
Maryland	23	\$3,609	-\$946	\$103,262,453	6	\$8,599
Kentucky	24	\$3,533	\$26	\$74,765,158	13	\$6,876
Georgia	25	\$3,490	-\$945	\$289,222,657	31	\$3,490
Iowa	26	\$3,423	\$36	\$78,490,486	26	\$3,925
Rhode Island	27	\$3,315	-\$2,419	\$358,000	3	\$9,278
Texas	28	\$3,232	-\$650	\$727,213,344	33	\$3,291
Illinois	29	\$3,210	-\$349	\$259,770,892	34	\$3,210
Wisconsin	30	\$3,205	-\$373	\$153,864,100	19	\$5,111
New Mexico	31	\$3,161	-\$513	\$14,514,300	35	\$3,161
Arizona	32	\$2,913	\$2,913*	\$9,223,883	30	\$3,496
Missouri	33	\$2,682	-\$501	\$11,004,934	37	\$2,682
Nevada	34	\$2,592	\$46	\$3,338,875	29	\$3,584
Florida	35	\$2,281	-\$219	\$399,463,552	38	\$2,281
Maine	36	\$2,213	\$164	\$10,587,015	21	\$5,022
Kansas	37	\$2,123	-\$601	\$18,243,382	39	\$2,123
Colorado	38	\$1,912	-\$196	\$37,255,421	32	\$3,445
South Carolina	39	\$1,226	-\$159	\$35,708,905	36	\$2,888
Nebraska	40	\$944	-\$715	\$9,629,490	40	\$2,094
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 state</b>		<b>\$3,841</b>	<b>-\$442</b>	<b>\$5,119,322,047</b>		<b>\$4,596</b>
D.C.		\$13,974	\$1,935	\$157,440,000		\$14,938

\* Although Arizona's FTF has been newly added as a state funded pre-K program, the program and its funding are not new. For details about how these figures were calculated, see the Methodology and Roadmap to the State Profile Pages sections.



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

Resources rank based on all reported spending	State	All reported \$ per child enrolled in pre-K	Estimate of per-child spending needed to meet NIEER benchmarks†	Is the reported funding sufficient to meet NIEER benchmarks?	Additional per-child funding needed	Quality benchmark total
1	Connecticut*	\$11,725	\$7,543	Yes	\$0	6
2	New Jersey*	\$11,659	\$9,425	Yes	\$0	8.8
3	Rhode Island	\$9,278	\$8,859	Yes	\$0	10
4	West Virginia*	\$8,901	\$7,096	Yes	\$0	8
5	Arkansas	\$8,753	\$7,217	Yes	\$0	9
6	Maryland*	\$8,599	\$6,438	Yes	\$0	8
7	Oregon*	\$8,509	\$8,012	Yes	\$0	8
8	Alaska	\$8,057	\$4,545	Yes	\$0	10
9	North Carolina	\$7,803	\$8,276	No	\$473	10
10	Minnesota	\$7,592	\$4,628	Yes	\$0	9
11	Oklahoma*	\$7,427	\$6,229	Yes	\$0	9
12	Alabama	\$7,198	\$7,682	No	\$484	10
13	Kentucky	\$6,876	\$4,230	Yes	\$0	9
14	Washington*	\$6,800	\$5,411	Yes	\$0	9
15	Delaware	\$6,795	\$4,870	Yes	\$0	8
16	Virginia*	\$5,872	\$9,327	No	\$3,455	6
17	Tennessee	\$5,814	\$8,059	No	\$2,245	9
18	Pennsylvania*	\$5,474	\$7,467	No	\$1,993	5.0
19	Wisconsin	\$5,111	\$4,545	Yes	\$0	5.0
20	California*	\$5,069	\$6,594	No	\$1,525	4
21	Maine	\$5,022	\$3,998	Yes	\$0	6
22	Louisiana	\$4,557	\$7,602	No	\$3,045	8.0
23	Michigan*	\$4,422	\$5,904	No	\$1,481	7
24	Massachusetts*	\$4,344	\$9,450	No	\$5,106	6
25	Ohio	\$3,980	\$4,586	No	\$606	3
26	Iowa*	\$3,925	\$4,232	No	\$307	6.9
27	Vermont	\$3,744	\$4,050	No	\$306	4
28	New York*	\$3,707	\$6,424	No	\$2,717	7
29	Nevada	\$3,584	\$4,764	No	\$1,181	7
30	Arizona	\$3,496	\$4,387	No	\$891	6
31	Georgia	\$3,490	\$8,609	No	\$5,119	8
32	Colorado	\$3,445	\$4,593	No	\$1,148	6
33	Texas	\$3,291	\$4,738	No	\$1,446	2
34	Illinois	\$3,210	\$4,943	No	\$1,733	8
35	New Mexico	\$3,161	\$4,200	No	\$1,038	8
36	South Carolina*	\$2,888	\$5,029	No	\$2,141	6.2
37	Missouri*	\$2,682	\$6,777	No	\$4,094	8
38	Florida*	\$2,281	\$4,597	No	\$2,316	3
39	Kansas	\$2,123	\$4,052	No	\$1,929	7
40	Nebraska	\$2,094	\$4,050	No	\$1,956	6
NA	Hawaii	\$0	\$4,536	No	\$4,536	NA
NA	Idaho	\$0	\$3,856	No	\$3,856	NA
NA	Indiana	\$0	\$4,253	No	\$4,253	NA
NA	Mississippi	\$0	\$3,978	No	\$3,978	NA
NA	Montana	\$0	\$3,543	No	\$3,543	NA
NA	New Hampshire	\$0	\$4,457	No	\$4,457	NA
NA	North Dakota	\$0	\$3,839	No	\$3,839	NA
NA	South Dakota	\$0	\$3,642	No	\$3,642	NA
NA	Utah	\$0	\$4,387	No	\$4,387	NA
NA	Wyoming	\$0	\$3,877	No	\$3,877	NA
	D.C.	\$14,938	\$10,772	Yes	\$0	4.6

† For each state, a school-day, part-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. Estimates for no-program states are for part-day programs. 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 both school- and part-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 2011-2012 school year are those who are eligible to enter kindergarten two years later, during the 2013-2014 school year. Children considered to be 4 years old during the 2011-2012 school year were eligible to enter kindergarten one year later, during the 2012-2013 school year. Children considered to be 5 years old during the 2011-2012 school year were already eligible for kindergarten at the beginning of the 2011-201 school year.