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South Dakota Three- and Four-Year Olds Still Lack Access to State-Funded Preschool

SD remains one of just five states in the nation that do not fund pre-K, as federal funding uncertainty puts pressure on states to close preschool gaps

NEW BRUNSWICK, N.J. - A new national [report](#) released today finds that Montana is one of five states that still lack a state-funded preschool program.

The [National Institute for Early Education Research's 2024 State of Preschool Yearbook](#) presents a critical snapshot of preschool education in America. The 2023-2024 school year set national records for state-funded preschool enrollment and spending. However, the increases in funding and enrollment are skewed by a small number of states making progress— and quality remains highly uneven from state to state.

Currently, 44 states and DC fund preschool programs. Most state pre-K programs continue to primarily or only serve four-year-olds. Nationally, enrollment reached 37% of four-year-olds and 8% of three-year-olds.

"When states put money into quality preschool programs, they are investing in children's futures and can expect to see strong returns on their investments," said **W. Steven Barnett Ph.D., NIEER's senior director and founder**. "South Dakota families should have the opportunity to enroll their three- or four-year-old in a quality pre-k program, no matter where they live or their economic situation."

States spent more than \$13.6 billion on preschool in 2023-2024, including \$257 million in federal COVID-19 relief dollars. This represents an increase of nearly \$2 billion (17%) over the previous year. However, just four states— California, New Jersey, New York, and Texas—accounted for half (51%) of total national preschool spending.

Preschool investments increased in all but five states with existing programs. Six states—California, Colorado, Maryland, New Jersey, New Mexico, and Texas—each boosted preschool spending by more than \$100 million.

Enrollment grew to 1,751,109 children nationwide, an increase of more than 111,000 from the previous year. Ten states saw enrollment growth exceeding 20%: Alaska, Colorado, Delaware, Hawaii, Mississippi, Missouri, Nevada, New Mexico, North Dakota, and Ohio. California and Colorado alone added more than 30,000 children each, together accounting for over 60% of the national enrollment increase.

Alabama, Hawaii, Michigan, Mississippi, and Rhode Island remain the only states nationwide to meet all 10 of NIEER's recommended benchmarks for preschool quality. NIEER's benchmarks measure essential preschool quality indicators, including teacher qualifications, class sizes, early learning standards, and program assessments.

A key question across the country is how the Trump Administration's proposed cuts to the U.S. Department of Education, U.S. Department of Health and Human Services, and other federal agencies will affect Head Start and other programs for children. If Head Start funding for children in low-income families is eliminated, access to public preschool will decline in several states by more than 10 percentage points, and in some, by 20 percentage points.

"More than 3,000 three- and four-year-olds in South Dakota could lose access to Head Start if federal funding for the program is eliminated," said **Allison Friedman-Krauss, Ph.D., lead author of the report**. "Increased uncertainty about federal funding underscores the urgency for states to prioritize and expand early childhood investments."

NIEER's Yearbook includes a special pullout section highlighting Alabama, Michigan, New Mexico, and Oklahoma as strong examples that states can replicate— despite having taken different paths to success.

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The 2024 State of Preschool Yearbook was supported with funding from the Heising-Simons Foundation and the Gates Foundation. For more information and detailed state-by-state profiles on quality, access, and funding, please visit www.nieer.org.

The National Institute for Early Education Research at the Rutgers Graduate School of Education, New Brunswick, NJ, supports early childhood education policy and practice through independent, objective research and the translation of research to policy and practice.