



The State of Preschool 2020

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

RUTGERS
Graduate School of Education



THE STATE OF PRESCHOOL 2020

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Top Five Facts About Preschool

- 1. Growth in state-funded preschool had slowed, even before the COVID-19 pandemic.**
 - In 2019-2020, states added only 12,000 preschool seats and the number of 4-year-olds in state-funded preschool declined for only the second time since 2002.
 - Real funding increased by just 3% in 2019-2020.
- 2. The pandemic imposed huge setbacks on pre-K, reversing recent progress.**
 - Preliminary estimates indicate that pre-K enrollment and spending fell in 2020-2021. Surveys find that many parents chose not to enroll children in pre-K due to pandemic-related fears of attending in person and the difficulties of remote pre-K.
 - If preschool funding is based on 2020-2021 enrollment, many states will face serious funding shortfalls when enrollment rebounds post-pandemic.
- 3. Progress has been uneven among the states. Some have moved forward; others stagnated or even declined in access, standards, and funding. This increased inequality in children's access to high-quality preschool across the states.**
 - Six states have no state-funded pre-K program while others like Alabama have made great strides going from serving 1% of 4-year-olds in 2001-2002 to 34% in 2019-2020 while meeting all 10 of NIEER's quality standards benchmarks.
 - New Jersey and Oregon expanded access to preschool in 2020-2021 despite the difficulties of the COVID-19 pandemic while others pulled back.
- 4. Most states spend too little per child to support high-quality, full-day pre-K; few reach all their children or even all those in low-income families.**
 - Only five states (D.C., NJ, NC, OK, WV) spend enough to pay for high-quality full-day pre-K. Nationally, \$12 billion is needed to improve the quality of existing preschool and Head Start seats.
 - \$30 billion is needed to expand access to high-quality full-day preschool to all low-income 3- and 4-year-olds. Another \$32 billion would be required to serve all 3- and 4-year-olds.
- 5. Now is the time for a renewed commitment to high-quality pre-K for all beginning with those in the lowest income families.** In the short-run, states should invest federal rescue and recovery funds in pre-K to support a return to safe, highly effective programs. In the longer-run, a new federal initiative should fund a share of the costs and integrate federally supported programs into a single system of high-quality pre-K education.

Executive Summary



The 2020 *State of Preschool* report provides a first look at the COVID-19 pandemic's impacts on access, quality, and funding for states' preschool education programs. In most years, the *State of Preschool* reports only on the prior year (2019-2020 in this case), but this is not most years. As the data collection took place during the worst pandemic in more than a century, we added a special section to address the COVID-19 pandemic's impacts on state-funded preschool. Although we were hopeful that the pandemic's impacts would be modest and short lived, we worried that they would not be. This additional information, together with the main survey, provides a basis for reflecting on how access to high quality preschool has changed and what we can do to ensure more children, especially the most vulnerable, have the opportunity to attend high-quality (in-person) preschool at ages 3 and 4 in the future.

The 18th edition of *The State of Preschool*, the National Institute for Early Education Research's (NIEER) report on our annual survey of state preschool policies, includes information for every state on child enrollment, funding, staffing, and quality standards. It also includes information about where children are served, preschool program operating schedules, and other program features. The main survey focused on the 2019-2020 school year, the one that was interrupted in the Spring 2020 by the COVID-19 pandemic. Thus, data in this report largely reflect a pre-COVID-19 preschool landscape. Our special report this year adds to this a more updated picture that highlights the substantial impacts the pandemic has had on state-funded preschool enrollment, funding, and quality standards. This information can help policymakers plan for rebounding preschool from the negative impacts of the pandemic to support both future cohorts of preschoolers and the children who missed out on preschool learning opportunities in the last year.

WHAT'S NEW

RESOURCES

- Total state funding for preschool programs surpassed \$9 billion for the first time across the 44 states and D.C.* that offered preschool during the 2019-2020 school year, an increase of \$301 million (or 3.45%) from 2018-2019, adjusted for inflation. State investments in preschool increased again but the pace of increasing investments remained slow for another year.
- Average state funding per child was \$5,499 in 2019-2020. There was a nominal increase of \$221 in state spending per child. Adjusted for inflation, this translates into a \$144 per child increase in state spending, substantially larger than the changes seen in the last two years.
- Nine states reported an inflation-adjusted increase in total state preschool spending of more than \$10 million. New Jersey increased state preschool spending by \$79 million. Two states (Hawaii and Nevada) more than doubled the state's investment in preschool, adjusted for inflation. Both of these states used federal Preschool Development Grant funds to support preschool in the previous year.
- Twenty-four states increased spending per child (inflation-adjusted). Five of these states increased per child spending by more than \$1,000, including four that increased by more than \$2,000.
- All-reported spending, which includes local and federal dollars, to the extent states can report them, was \$10.37 billion. All-reported spending per child was \$6,329.

ENROLLMENT

- States enrolled more than 1.64 million children in state-funded preschool, including almost 1.37 million 4-year-olds, which is just over one-third of all 4-year-olds in the country. Enrollment of three-year-olds was just 251,843 which is 6.3% of 3-year-olds.
- Enrollment in state-funded preschool nationwide increased by only 12,005 children, a much smaller increase than in recent years. This small increase was driven by an increase of 10,588 three-year-olds. Enrollment of 4-year-olds actually declined slightly (4,296 four-year-olds).
- Fifteen states increased enrollment of 3- and 4-year-olds by more than 1,000 while 11 states decreased enrollment of 3- and 4-year-olds.
- Only eight states served more than 50% of 4-year-olds, down from ten states the previous year. Five states served 70% or more of 4-year-olds. Only D.C and Vermont served more than 50% (and even 25%) of 3-year-olds.
- Across all public programs — preschool general and special education plus federal- and state-funded Head Start — 44% of 4-year-olds and 17% of 3-year-olds were served. There has been virtually no progress over the last several years and there were fewer 3- and 4-year-olds served across these programs in 2019-2020 than in 2018-2019.

QUALITY

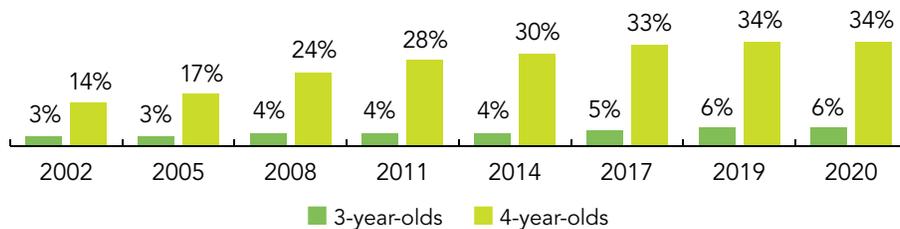
- For the fifth year, NIEER assessed state preschool policies using an updated set of minimum quality standards benchmarks that focus on process quality and reflect research on effective early childhood education. Like last year, we report on only these new quality standards benchmarks.
- Two new programs — Hawaii and the Missouri Preschool Program – joined Alabama, Michigan, Mississippi, and Rhode Island in meeting all 10 of NIEER's benchmarks for minimum state preschool quality standards.
- Three state-funded preschool programs gained at least one quality standards benchmark as a result of policy changes: Hawaii gained two new benchmarks, meeting the teacher specialized training and assistant teacher degree benchmarks for the first time. The Missouri Preschool Program also met the assistant teacher degree benchmark. And the Oregon Preschool Program met the Continuous Quality Improvement System benchmark for the first time.
- Thirteen programs met fewer than half of the quality standards benchmarks, including programs in the three largest states. Thirty-eight percent of children were in programs meeting fewer than half of the benchmarks. Less than ten percent of children were in programs that met 9 or 10 of the quality standards benchmarks. There are more than four times as many children served in programs meeting fewer than half of the benchmarks than in programs meeting 9 or 10 benchmarks.

*Consistent with U.S. government statistical reporting practices, the District of Columbia will be referred to as a "state" throughout this report. Hence, we report 45 "states" providing state-funded preschool.

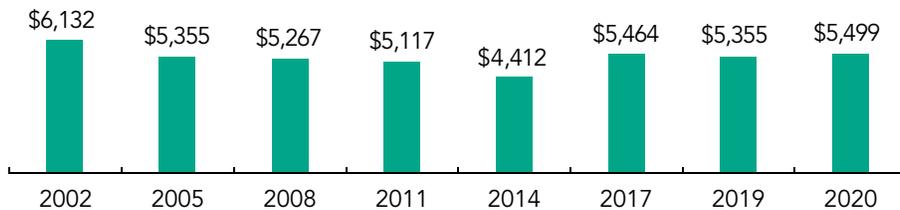
IMPORTANT DEVELOPMENTS

- In 2019-2020, Utah began a state-funded preschool program which served 2,258 children and met two quality standards benchmarks. State funding for the Expanded Student Access to High Quality School Readiness Programs was \$6,940,000.
- Montana no longer funded a state preschool program after the state legislature failed to approve a bill to expand the Montana STARS Preschool Pilot program.
- This year, NIEER included a supplemental survey about the impacts of the COVID-19 pandemic on state-funded preschool.
 - All state-funded preschool programs either were required to close or had the option to close in the spring of 2020 due to the pandemic. For the programs that closed, a little less than half of the states required remote learning to be provided to all preschool children.
 - Many preschool programs relaxed guidance or made exceptions to preschool policies on required child screening and referrals, child assessments, teacher requirements, professional development, and structured classroom observations in response to the COVID-19 pandemic.
- NIEER conducted an analysis of the funding and seats needed to transform current state preschool programs into a nationwide high-quality targeted or universal program meeting all 10 quality standards benchmarks and providing competitive salaries to preschool teachers.
 - \$30 billion would support an additional 2.5 million seats to provide a high-quality targeted program serving all preschool age children living at or below 200% of the federal poverty level.
 - \$62 billion would support an additional 5 million seats to provide a high-quality universal preschool program serving all preschool age children.
 - \$12 billion would increase the level of quality in existing state preschool and Head Start seats.
- In December 2019, 20 states were awarded a three-year renewal PDG Birth through Five award (PGD B–5). The single year amounts ranged from \$3.7 million to \$13.4 million. An additional three states and three territories were awarded initial planning grants ranging from \$1 million to almost \$10 million to complete a needs assessment and strategic plan. Unlike the 2014 initial PDG awards, PDG B–5 awards are not intended to fund increased enrollment in preschool.

PERCENT OF U.S. POPULATION ENROLLED IN STATE-FUNDED PRESCHOOL



AVERAGE STATE SPENDING PER CHILD ENROLLED (2020 DOLLARS)





NO TIME LIKE THE PRESENT FOR INVESTING IN PRESCHOOL

State-funded preschool is a critical component of public education yet it often falls between the cracks in a fragmented public policy system, not fitting entirely within either K–12 education or child care. These preschool programs support children’s early learning and development and well-being. Long-term goals include preparing children to succeed in the primary grades and reducing achievement gaps that emerge before kindergarten. They also serve the child care needs of some families and children (particularly when programs offer full school days or even longer hours and more days per year). Many state-funded preschool programs rely on mixed delivery systems of public and private programs to facilitate integration with child care and the federal Head Start program.

PROGRESS IS SLOW AND UNEVEN

Over the nearly two decades since NIEER’s first preschool survey in 2002, state-funded preschool has changed substantially in access, resources, and quality standards. Before turning to the numerous ways in which the COVID-19 pandemic has affected preschool since March 2020, we first summarize how state-funded preschool has evolved before the pandemic. Since 2002, states have added approximately 950,000 seats, mostly at age 4. More states currently fund preschool than in 2002, and state financial investments in preschool have more than doubled when adjusting for inflation (increasing by 122%) during this time. Quality standards for preschool have generally increased.

However, change over these two decades is dwarfed by unmet needs. More than 3.5 million 3- and 4-year-olds still do not attend preschool in a classroom, including most preschool-age children in families with less than \$50,000 in annual income.¹ Of course, participation rates are much higher at age 4 than age 3, but even at age 4 about 40 percent of children in low- and middle-income families remain unserved.² Even fewer children have access to *high-quality publicly funded pre-K*.

Year to year progress remains slow. For example, between 2018-2019 and 2019-2020, enrollment of 3- and 4-year-olds in state-funded preschool increased by only one-tenth of one percentage point. Spending increased by \$301 million and spending per child enrolled increased by \$144, adjusted for inflation. Both represent just a 3% increase. Three states made improvements in quality standards and one moved backwards. There have been years when progress was greater, and other years where states backtracked. Unless annual progress accelerates sharply we will remain far from the goal of universal access to high quality preschool for all children in low-income families, with no hope of reaching all young children before the end of the century.

Progress has also been uneven across states. Some states offer universal or near universal access to public pre-K at age 4 with D.C. and Vermont achieving this starting at age 3, but not always ensuring adequate duration and quality. Some states emphasize duration and high-quality, but not always with high access rates. Well-funded full-day programs with high standards for all children at age 4 — much less ages 3 and 4 — remain a distant dream. Some states have even moved backwards, including eliminating state-funded preschool programs. The Yearbook sets out all of this so that each state’s progress can be clearly seen over time and compared with that of the others.

Progress on enrollment has varied among the states and with a few exceptions has included few 3-year-olds. Since 2002, enrollment at age 4 increased from 14% to 34% while enrollment at age 3 barely changed from 2.7% to just over 6%. Most states with pre-K programs serve more than a quarter of their 4-year-olds. Only two serve more than a quarter of their 3-year-olds.

Pre-K quality standards also continue to vary widely among the states in troubling ways. In 2020, two new programs — Hawaii and the Missouri Preschool Program — met all 10 quality standards benchmarks for the first time. However, combined these two programs served only 1,140 children in 2019-2020 and the number of children who have access to programs meeting all 10 benchmarks remains small, accounting for only 4% of children enrolled in state-funded preschool. Unfortunately, many of the state-funded preschool programs that reach the largest number of children meet only a few of the quality standards benchmarks — Texas serves over 230,000 children and meets only four benchmarks; Florida serves nearly 167,000 children and meets just two benchmarks; CA TK reaches over 100,000 children and only meets three benchmarks.

Also of great concern is that progress may not be reaching many children who would benefit most. For example, from national parent survey data we know that just one in five children whose mothers have less than a 9th grade education attends public pre-K.¹ Yet, as many state programs collect little information on the demographics of children served it is difficult to even assess the exact extent of this problem. While 40 programs reported that they are required to collect information about children’s home language, only 31 can report the number of children with a home language other than English. There is some good news: some states with large percentages of minority children have stronger than average preschool quality standards, for example Alabama and Mississippi. However, some of the biggest state programs which have the potential to reach large numbers of ethnic and racial minority children and Dual Language Learners have weak quality standards.

PANDEMIC’S IMPACT ON PRESCHOOL

The COVID-19 pandemic has made access to high quality preschool more difficult. During the pandemic, fewer children had access to preschool, and many of the children who did enroll “attended” virtual preschool. Reductions in preschool enrollment occurred for two main reasons — parents did not want to enroll children (for a variety of reasons) and state preschool budgets were cut. We are optimistic that the demand for preschool will rebound in Fall 2021 as preschool programs (hopefully) reopen for in-person instruction and the health risks (hopefully) decline. States must be ready to meet this increased demand. Several states plan to hold preschool programs harmless and not base 2021 funding on 2020 enrollment. However, not all states are preparing to reinstate pre-pandemic levels of public funding for preschool in future school years.

Declines in preschool enrollment and funding are not the only pandemic-related problems facing state preschool. Many preschool programs relaxed guidance or made exceptions to preschool policies to cope with the pandemic and keep kids and staff safe and healthy. In many cases, these changes moved programs further away from meeting quality standards related to supporting children’s development. Most concerning is that some standards may not be reinstated, including those related to teaching staff qualifications and background checks. Equally concerning is that some practices that were suspended, such as observations of classroom quality and child assessments, may be discontinued without adequate consideration of the costs and benefits. Without observations and assessments, it is difficult to ascertain if programs are providing quality learning environments to support children’s learning needs. NIEER’s national survey of parents of preschoolers also suggests a reduction in referrals to special education during the preschool years. For more information on the impact of the COVID-19 pandemic on state-funded preschool, see our special report starting on page 34.



HOW CAN WE SUPPORT PRESCHOOLERS NOW?

The 2021-2022 cohort of preschoolers and kindergarteners, and their teachers, will need extra supports due to the pandemic's lingering consequences. Many children missed out on a year of preschool and others only had access to less effective virtual preschool. Many children also suffered trauma during the pandemic, and at the very least missed out on a year (or more) of the social interactions with peers that contribute to their development. As our nation's youngest learners return to school they will need additional academic and social-emotional supports to compensate for what was lost during the last year. And teachers will need help and resources to support their students.

An additional concern is that many parents may consider "red shirting" their preschoolers and kindergarteners next year, holding them back to compensate for learning loss during the pandemic. This could result in much larger preschool cohorts, much smaller or larger kindergarten cohorts, and much smaller first grade cohorts. The specialized requirements of preschool facilities and teacher preparation could make it especially difficult to accommodate this in preschool without impairing quality. It would be much better if programs could be developed to provide extra supports so that red-shirting is minimized.

All of these issues create funding problems. Some state programs essentially have caps on total funding that are not easily expanded if the numbers of children to be served, or the cost of serving them, increase. States should plan to direct federal funds appropriated to deal with the consequences of the pandemic to meet these needs. Preschool programs need not just to be "held harmless" for the 2020 school year, but they also need more funding to handle the unique needs of this cohort of children and the additional enrollment resulting from the pandemic.



WHAT DOES PRESCHOOL NEED?

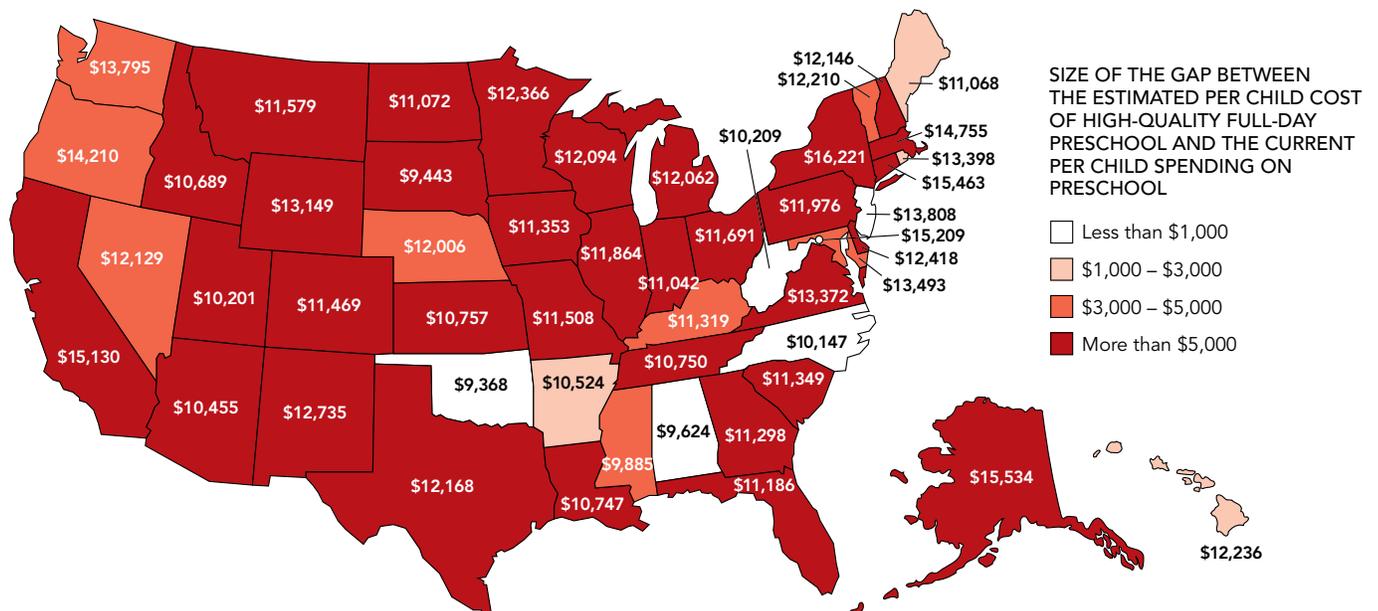
The COVID-19 pandemic notwithstanding, preschool needs help; it often falls between the cracks — not quite K–12 education and not quite child care. Contributing to the problem is that many states are reluctant to spend money on preschool. Business as usual is not good enough — too many children are missing out on the opportunity to attend high-quality preschool, which research shows can set children on a trajectory to better academic and lifetime outcomes.

There is an opportunity now to increase funding for high-quality preschool. There is bipartisan support for preschool and President Biden has made universal preschool access a priority of his administration. There is no time like the present to accelerate the trajectory of increasing access to high-quality, full-day preschool for 3- and 4-year-olds. It will not be easy, but the goal of universal access to high quality preschool for low-income 3- and 4-year-olds, and even all 3- and 4-year-olds, is achievable. The longer we wait to start, the more children will miss out on this opportunity — one that they can never get back. The pandemic has already set us back, but there is a path forward.

However, as with any major policy goal, successful implementation depends not only on how well an initiative is crafted, but also whether designated resources are sufficient to meet program goals. To this end, NIEER estimated the cost of expanding access to high-quality, full-day public preschool, including salary parity for teachers, in each state using the Cost of Preschool Quality-Mini (CPQ-Mini)⁴. Building on the national estimates presented in [Funding High-Quality Pre-K For All](#), NIEER estimated the state-by-state cost of increasing quality and access for publicly-funded preschool. (See the Methodology section on page 200 for additional details about our calculations.) To do this we first estimated the per child cost for full-day (6 hours per day, 180 days per year), high quality preschool (meeting all 10 NIEER quality standards benchmarks and paying teaching staff on par with public school teachers) in each state (See Table A). On average, the annual per child cost is about \$12,500. But state-by-state rates ranged from \$9,368 in Oklahoma to \$16,221 in New York, varying due to differences in salaries and the costs of other resources (See Figure 1).

Table A also shows the gap between the per child amount for high quality full-day preschool and what states spent per child (including reported federal and local spending on preschool) during the 2019-2020 school year. We estimate that only five states (D.C., New Jersey, North Carolina, Oklahoma, and West Virginia) currently fund their programs at a level that could support a full-day, high-quality program paying teacher salaries comparable to K–12. These states already meet most of NIEER’s quality standards benchmarks (with the exception of charter schools in D.C.) though not all provide salary parity for all teachers and a full-day to all children.

FIGURE 1: HOW MUCH DOES HIGH-QUALITY FULL-DAY PRE-K REALLY COST IN EACH STATE, AND HOW BIG IS THE GAP WITH CURRENT SPENDING PER CHILD?



In most states, the gap between what is currently spent on preschool and the cost of high quality is large, exceeding \$10,000 per child in some states. However, in some states, unreported or underreported local spending (or in-kind contributions) may be large enough to raise funding to an adequate level (e.g., Alabama) but this is unlikely to be true for most states. Additionally, many states currently only fund a part-day program and additional funding is needed to convert current seats to full-day. We estimate that an additional \$10.5 billion is needed to fully-fund the more than 1.64 million current preschool seats to raise quality, pay teachers adequately, and provide full-day programs; this is more than states currently spend. Almost \$1.5 billion in additional funding would also be needed to raise the quality of existing Head Start seats as well as convert them to full-day.

Additional preschool funding is also needed to serve more children. Table B shows state-by-state estimates of the number of low-income children (below 200% of the federal poverty level) unserved by public programs by age, totaling 2.5 million children. It is important to recognize how these gaps in access to preschool show a very different picture for 3-year-olds than for 4-year-olds. The substantially larger gaps for 3-year-olds reflect that 19 states serve no 3-year-olds at all, and another 21 have the capacity to serve only 10% or fewer of their low-income 3-year-old population.

Even in states where state pre-K and Head Start seats are sufficient to serve all low-income 4-year-old children, those seats may not all be filled by low-income children. For example, Iowa and Wisconsin are universal at age four but enroll few children at age three. In New Jersey, eligibility is determined based on residence in specific school districts, so higher income preschoolers are served in those specific districts while low-income children in other districts remain unserved. Also, in some states where the seat gap is small, programs may provide only a half-day session for children. That is, the seat gap might underestimate the gap for providing full-day preschool (as well as for high-quality).

Table B also shows that states need about \$30 billion in additional funding to maintain current eligibility policies while also providing seats to the remaining 68% of low-income preschoolers who remain unserved each year. Several states would need to invest more than \$1 billion (California, Florida, New York, Ohio, and Texas).

Moving beyond a targeted program, we also estimated the gap in seats and funding for universal preschool at ages 3 and 4 assuming a 90% uptake rate (i.e., that 10% of children will remain at home or attend private fee-paid programs). Table C shows a gap of over 5 million 3- and 4-year-olds who do not have access to publicly-funded preschool. Again, total seat gaps are skewed heavily towards the 3-year-old population, with over 60% of the total seats needed to achieve universal preschool attributed to 3-year-olds (over three million compared to just under two million needed for 4-year-olds).

Only D.C. even comes close to providing enough public early childhood education seats (which are full-day) for a truly universal program. Vermont seemingly has a small gap for both 3- and 4-year-olds but Vermont only funds a part-day program (10 hours per week). California and Texas would each need to create approximately half a million new preschool seats to reach 90% of 3- and 4-year-olds; and many of their current seats are only part-day.

Table C also shows that an additional \$62 billion is needed to provide universal, high-quality, full-day preschool to the five million 3- and 4-year-olds currently unserved. States also need another \$12 billion to increase quality in current state-funded preschool and Head Start seats. Given the sizable investment needed, a partnership between the federal government and state and local governments would provide opportunities for sharing the increased costs needed to make this happen on a national scale. Figures 2 and 3 show the incremental changes in enrollment and spending, respectively, to move from the current preschool landscape to high-quality, full-day preschool for all 3- and 4-year-olds. Figure 4 shows cumulative support from the Federal government over the course of four years under NIEER's proposal for a federal and state partnership to increase access to high-quality, full-day preschool.

In all of the estimates of additional funding needed, our current funding amounts omit local spending for state-funded preschool for states unable to report it, which could amount to \$2 to \$4 billion. This only slightly reduces the estimated total additional funding needed. A more important source of uncertainty is the funding allocated to local public preschool programs that are not part of state-funded preschool, which is unknown. Also, substantial public funds are spent on child care for children at ages 3 and 4; even though they are substantial, our analysis omits them because they would need to be used to meet the funding gap to increase quality in the many hours child care programs operate that are not already part of the typical 1,080 school hours per year.

Our enrollment estimates also likely underestimate the number of children currently served by publicly-funded pre-K as there is no definitive source of information on local public school programs that are not part of state pre-K. However, the overall impact on the estimates is small, at most we overestimate unmet need by five percent, probably less.

FIGURE 2: FIVE MILLION MORE SEATS ARE NEEDED TO PROVIDE UNIVERSAL PRESCHOOL TO 3- & 4-YEAR-OLDS

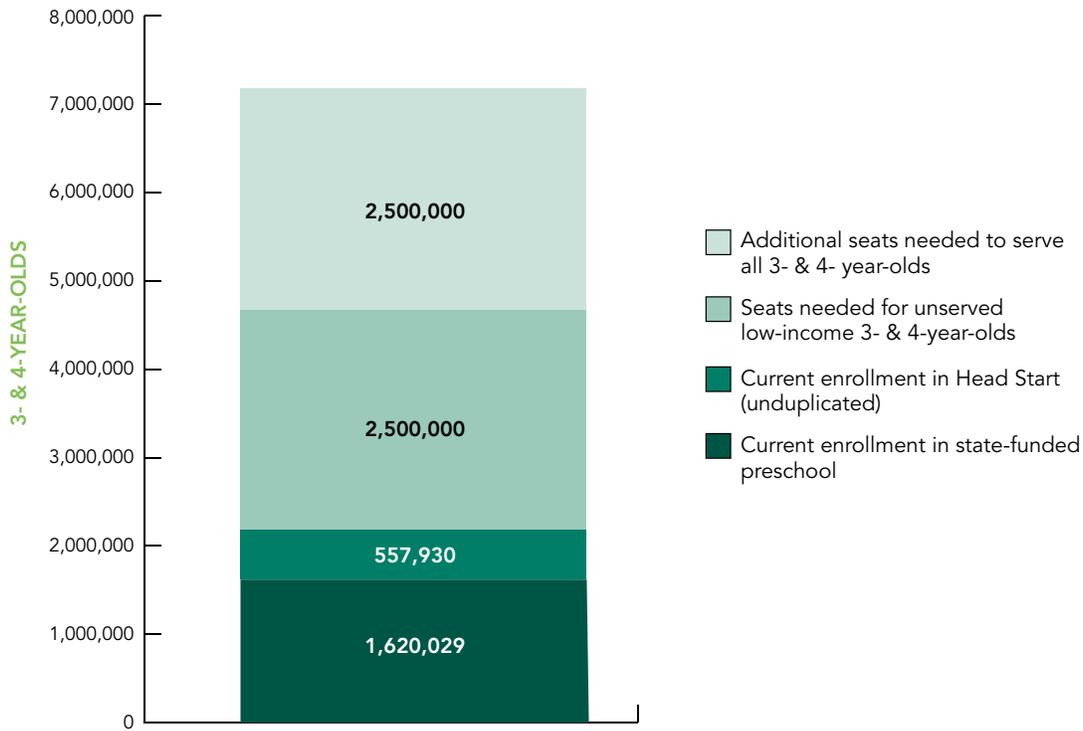
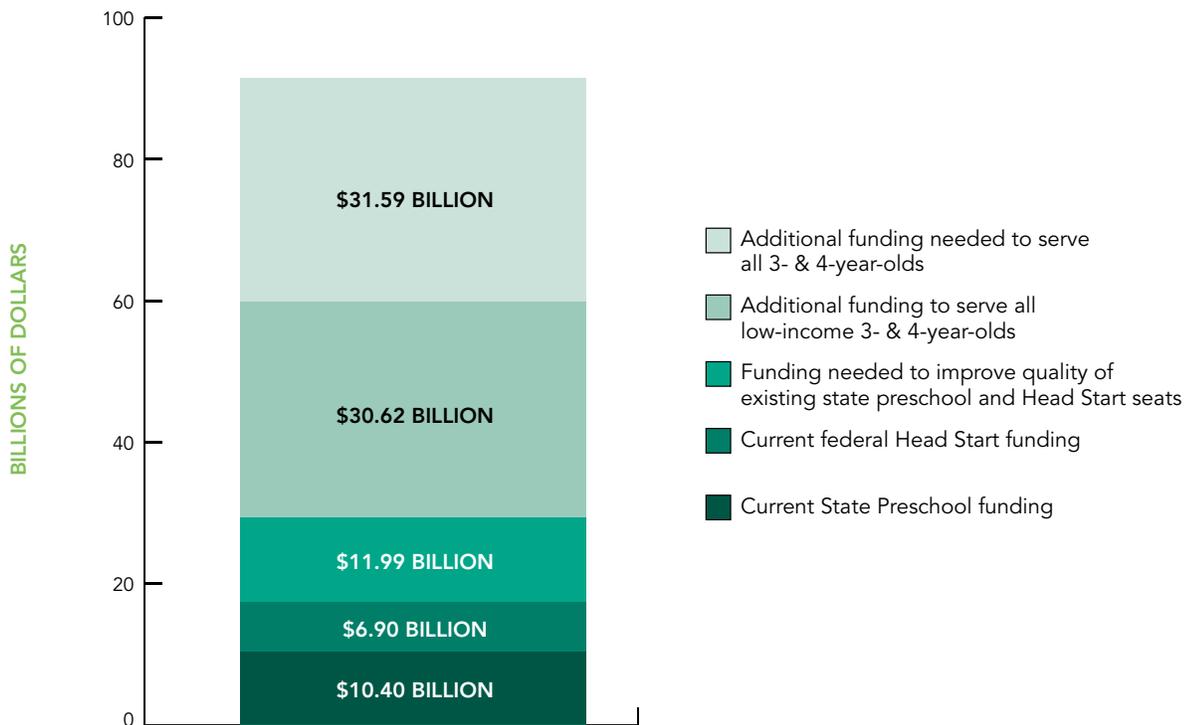


FIGURE 3: \$91 BILLION NEEDED ANNUALLY TO SERVE ALL 3- & 4-YEAR-OLDS IN HIGH-QUALITY, FULL-DAY PRESCHOOL



The results of our analyses demonstrate that despite the importance of high-quality early care and education for our youngest learners, as a country, the United States has an extremely under-funded system of providing services to preschool-age children. Access to high-quality programs is largely determined by where families live and the extent to which state leaders have chosen to prioritize these services. Most existing public preschool programs are poorly funded, and leave the families of almost two-thirds of preschool-age children to find services elsewhere, if at all. As a result, even our existing programs need over \$12 billion in additional funding to meet basic quality standards. Not counting that funding, another \$20 to \$30 billion is needed just to serve all low-income preschoolers adequately, or \$62 billion is needed to serve all age-eligible preschoolers in high-quality, full-day programs.

With each year we delay, a new group of children miss out on critical years of education they will never get back. Preschool was underfunded before the COVID-19 pandemic, which has exacerbated the problem in three significant ways: 1) many states are struggling to maintain even current low levels of funding; 2) many more children missed out on early care and education experiences while programs were closed during the pandemic; and 3) many more families are now experiencing financial hardship. We saw long lasting negative impacts of the 2009 Great Recession on public preschool funding — impacts from which 25 state-funded preschool programs have yet to fully recover.

States will be more likely to increase access to high-quality pre-K if they have a partner in the federal government. Past federal efforts to support preschool were highly successful. New federal efforts can reduce policy conflicts across child care, Head Start, and the public schools while offering financial incentives for states to prioritize quality and access to high-quality preschool programs for many millions of preschoolers who could receive a better education each year.



FIGURE 4: ESTIMATED CUMULATIVE FEDERAL FUNDS FOR EACH STATE OVER THE FIRST 4 YEARS OF A COST-SHARING PLAN TO EXPAND HIGH-QUALITY PRE-K

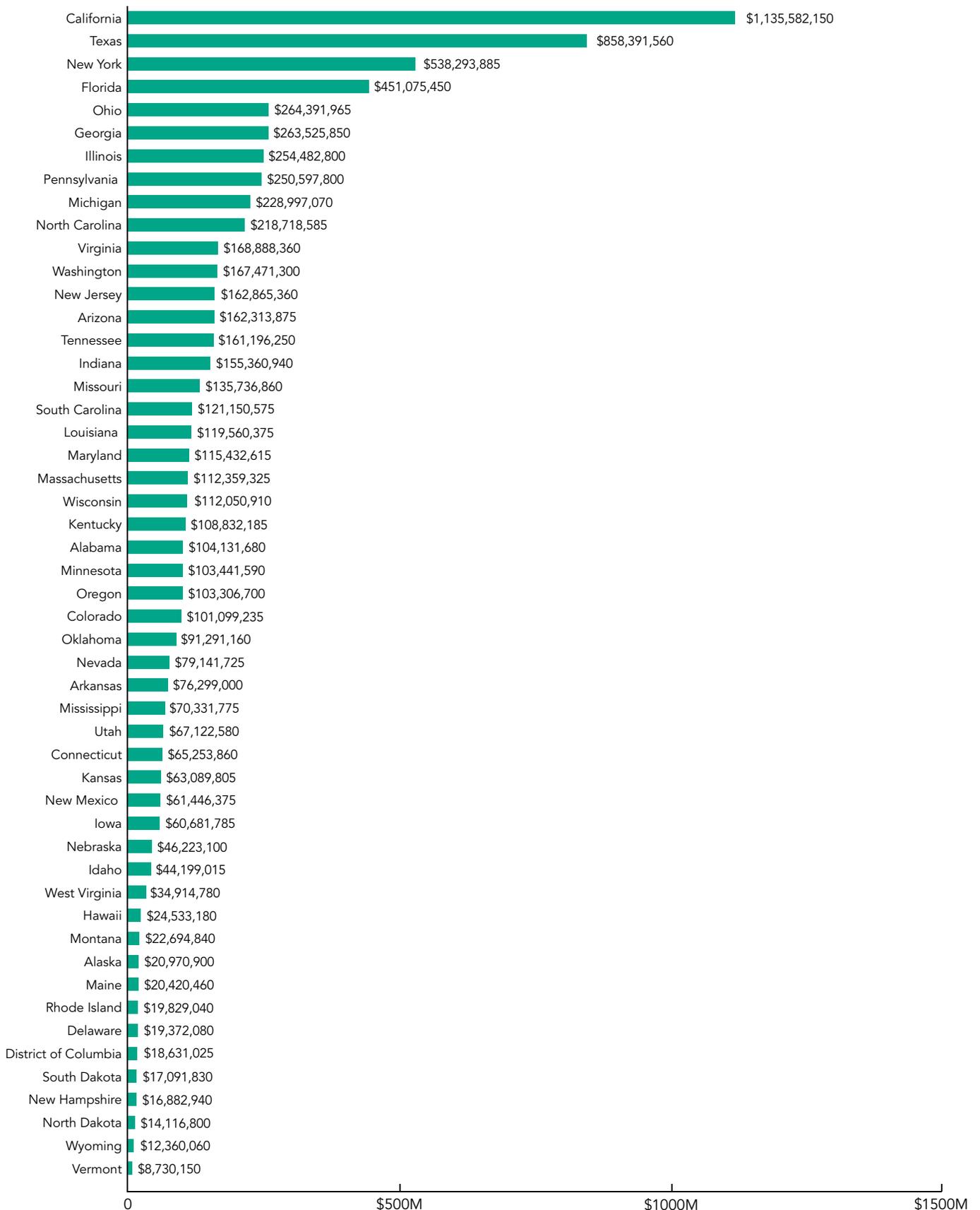


TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

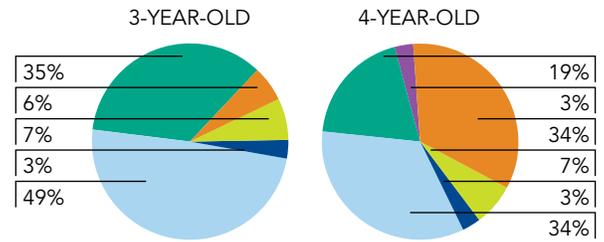
| STATE | Access for 4-Year-Olds Rank | Access for 3-Year-Olds Rank | Resources Rank Based on State Spending | Resources Rank Based on All Reported Spending | Quality Standards Checklist Sum (Maximum of 10) |
|----------------------|-----------------------------|-----------------------------|--|---|---|
| Alabama | 17 | None served | 18 | 12 | 10 |
| Alaska* | 36 | 23 | 21 | 32 | 3 |
| Arizona | 45 | 25 | 32 | 39 | 3 |
| Arkansas | 19 | 5 | 19 | 10 | 8 |
| California | 15 | 9 | 8 | 18 | 4.8 |
| Colorado | 27 | 12 | 38 | 31 | 4 |
| Connecticut | 30 | 8 | 7 | 14 | 5 |
| Delaware | 42 | 24 | 10 | 21 | 9 |
| District of Columbia | 1 | 1 | 1 | 1 | 4 |
| Florida | 4 | None served | 41 | 43 | 2 |
| Georgia | 8 | None served | 24 | 33 | 8 |
| Hawaii | 43 | None served | 4 | 7 | 10 |
| Illinois | 20 | 3 | 22 | 28 | 8 |
| Iowa | 7 | 21 | 34 | 38 | 7.9 |
| Kansas | 25 | 20 | 43 | 44 | 4 |
| Kentucky | 23 | 10 | 26 | 17 | 8 |
| Louisiana | 18 | None served | 27 | 34 | 7.9 |
| Maine | 12 | None served | 31 | 16 | 9 |
| Maryland | 13 | 22 | 23 | 13 | 7 |
| Massachusetts | 24 | 6 | 40 | 36 | 5 |
| Michigan | 21 | None served | 14 | 26 | 10 |
| Minnesota* | 37 | 29 | 17 | 23 | 5.4 |
| Mississippi | 39 | None served | 42 | 30 | 10 |
| Missouri | 41 | 26 | 36 | 41 | 5.3 |
| Nebraska | 16 | 7 | 44 | 11 | 7 |
| Nevada | 40 | None served | 15 | 15 | 6 |
| New Jersey | 22 | 4 | 2 | 2 | 8 |
| New Mexico | 14 | 16 | 9 | 20 | 9 |
| New York | 9 | 19 | 12 | 24 | 7 |
| North Carolina | 26 | None served | 20 | 6 | 8 |
| North Dakota | 35 | None served | 45 | 45 | 2 |
| Ohio | 34 | 27 | 29 | 35 | 5 |
| Oklahoma | 5 | 18 | 25 | 9 | 9 |
| Oregon* | 33 | 14 | 3 | 5 | 7.7 |
| Pennsylvania * | 28 | 11 | 13 | 25 | 6.7 |
| Rhode Island | 32 | None served | 5 | 3 | 10 |
| South Carolina | 11 | 31 | 39 | 40 | 7 |
| Tennessee | 29 | 32 | 28 | 29 | 9 |
| Texas | 10 | 13 | 33 | 37 | 4 |
| Utah* | 44 | 28 | 37 | 42 | 2 |
| Vermont | 2 | 2 | 11 | 19 | 7 |
| Virginia | 31 | None served | 30 | 22 | 6 |
| Washington | 38 | 17 | 6 | 8 | 8 |
| West Virginia | 6 | 15 | 16 | 4 | 9 |
| Wisconsin * | 3 | 30 | 35 | 27 | 3 |
| Idaho | No program | No program | No program | No program | No program |
| Indiana | 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 |
| South Dakota | No program | No program | No program | No program | No program |
| Wyoming | No program | No program | No program | No program | No program |

* 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, enrollment by single year of age was estimated.

NATIONAL ACCESS

| | |
|---|---|
| Total state pre-K enrollment, all ages..... | 1,640,273 ¹ |
| State-funded preschool programs..... | 62 programs in 44 states and D.C. ¹ |
| Income requirement..... | 35 state programs have an income requirement |
| Minimum hours of operation..... | 30 part-day; 11 school-day; 6 extended-day; 15 determined locally ² |
| Operating schedule..... | 1 full calendar year; 44 school/ academic year; 17 determined locally |
| Special education enrollment, ages 3 and 4..... | 488,257 |
| Federally funded Head Start enrollment, ages 3 and 4..... | 644,136 ³ |
| State-funded Head Start enrollment, ages 3 and 4..... | 16,892 ⁴ |

PERCENT OF POPULATION ENROLLED IN ECE



■ State Pre-K ■ Locally-funded Pre-K ■ Private ECE
■ Head Start† ■ Special Ed†† ■ None
 † Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

OF THE 62 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARK

| POLICY | BENCHMARK | NUMBER MEETING BENCHMARK |
|--|---|--------------------------|
| Early learning & development standards | Comprehensive, aligned, supported, culturally sensitive | 60 |
| Curriculum supports | Approval process & supports | 56 |
| Teacher degree | BA | 37 |
| Teacher specialized training | Specializing in pre-K | 50 |
| Assistant teacher degree | CDA or equivalent | 19 |
| Staff professional development | For teachers & assistants: At least 15 hours/year; Individual PD plans; Coaching | 14 |
| Maximum class size | 20 or lower | 46 |
| Staff-child ratio | 1:10 or better | 50 |
| Screening & referral | Vision, hearing & health screenings; & referral | 39 |
| Continuous quality improvement system | Structured classroom observations; Data used for program improvement | 38 |

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

NATIONAL RESOURCES

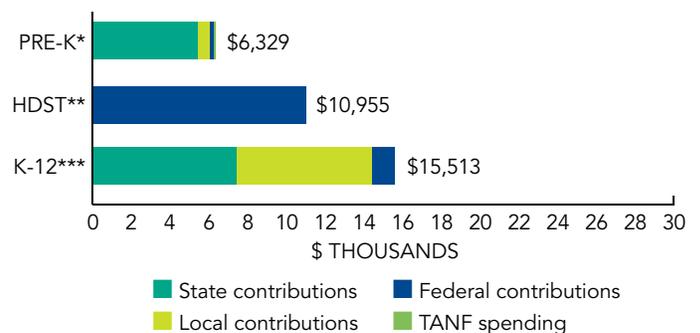
| | |
|--|---|
| Total state pre-K spending..... | \$9,012,338,009 ⁵ |
| Local match required?..... | 13 state programs require a local match |
| State Head Start spending..... | \$198,259,466 ⁶ |
| State spending per child enrolled..... | \$5,499 ⁵ |
| All reported spending per child enrolled*..... | \$6,329 |

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

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

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

SPENDING PER CHILD ENROLLED



¹ Throughout this report, the District of Columbia is included like a state, resulting in a list of 45 states for rankings. In 2015-2016, Guam began offering a "state"-funded pre-K program but is not included in totals or rankings in this report.

² NIEER's definitions of hours of operation are as follows: part-day programs serve children for fewer than 4 hours per day; school-day programs serve children at least 4 hours per day but fewer than 6.5 hours per day; and extended-day programs serve children for 6.5 or more hours per day. Some programs offer multiple hours of operation but only the minimum one is listed here.

³ The enrollment figures for federal Head Start include children enrolled in the program in all 50 states, D.C., and the U.S. territories, as well as enrollment in the Migrant & Seasonal and American Indian/Native Alaskan programs. These numbers do not include children funded by state match.

⁴ This figure is based on the Head Start enrollment supported by state match as reported by ACF and additional information from surveys of state supplemental Head Start programs. This figure includes 16,090 children who attended programs that were considered to be state-funded preschool programs and are also included in the state-funded preschool enrollment total.

⁵ This figure included federal TANF funds directed toward preschool at states' discretion.

⁶ This figure includes \$159,838,402 also included in the total state pre-K spending.

National Overview

ENROLLMENT: UNEVEN PROGRESS AND A LONG ROAD AHEAD

State-funded preschool served 1,640,273 children during the 2019-2020 school year, though most did not receive the equivalent of a complete school-year of in-person preschool. The vast majority — 83% or 1,368,186 — were 4-year-olds as state-funded preschool continues to be a program predominantly for 4-year-olds children. Table 2 reports the number and percentage of the population of 3- and 4-year-olds enrolled by state, and nationally. Nationwide, almost 34% of 4-year-olds and 6.3% of 3-year-olds were enrolled in state-funded preschool in 2019-2020.

Total enrollment in state-funded preschool continued to increase slowly and unevenly. States added only 12,005 preschool seats since 2018-2019, a 0.75% increase which is much smaller than the 4% increase the previous year. While states added 10,588 3-year-olds, they decreased the number of 4-year-olds served by 4,296. Previously, federal PDG dollars supported enrollment of 4-year-olds and the end of this funding in 2019 might be partially responsible for the lack of progress serving 4-year-olds.

Notably, the four largest states — California, Texas, Florida, and New York — each had a large decrease of more than 6,000 three- and four-year-olds. Six other states also decreased the number of 3- and 4-year-olds served and Montana stopped funding preschool. The news is not all bad however. Fifteen states added more than 1,000 three- and four-year-olds, including Utah where 2,258 children were served in the Expanded Student Access to High Quality School Readiness Programs using state funding for the first time. Illinois and Pennsylvania both added about 4,000 preschool seats and Alabama increased enrollment by more than 3,000 children while New Jersey increased by 2,860 children this year. Table 3 reports the changes in the number and percent of children served from the first year NIEER started tracking state preschool enrollment (2001-2002) and from last year (2018-2019).

FIGURE 5: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRESCHOOL VARIES WIDELY

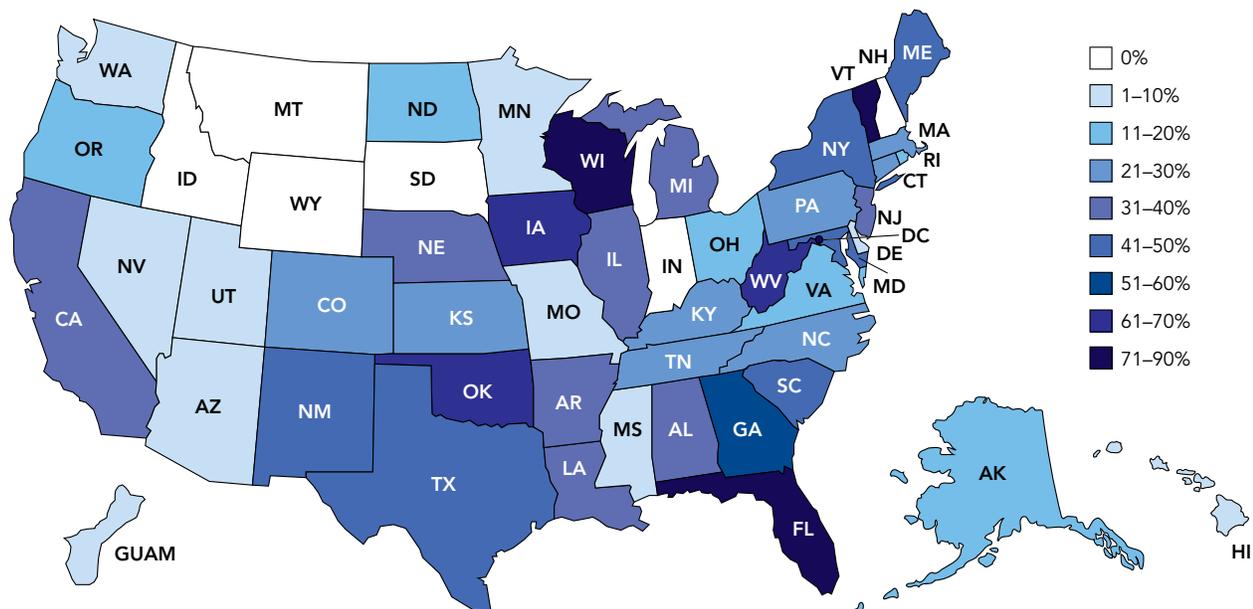
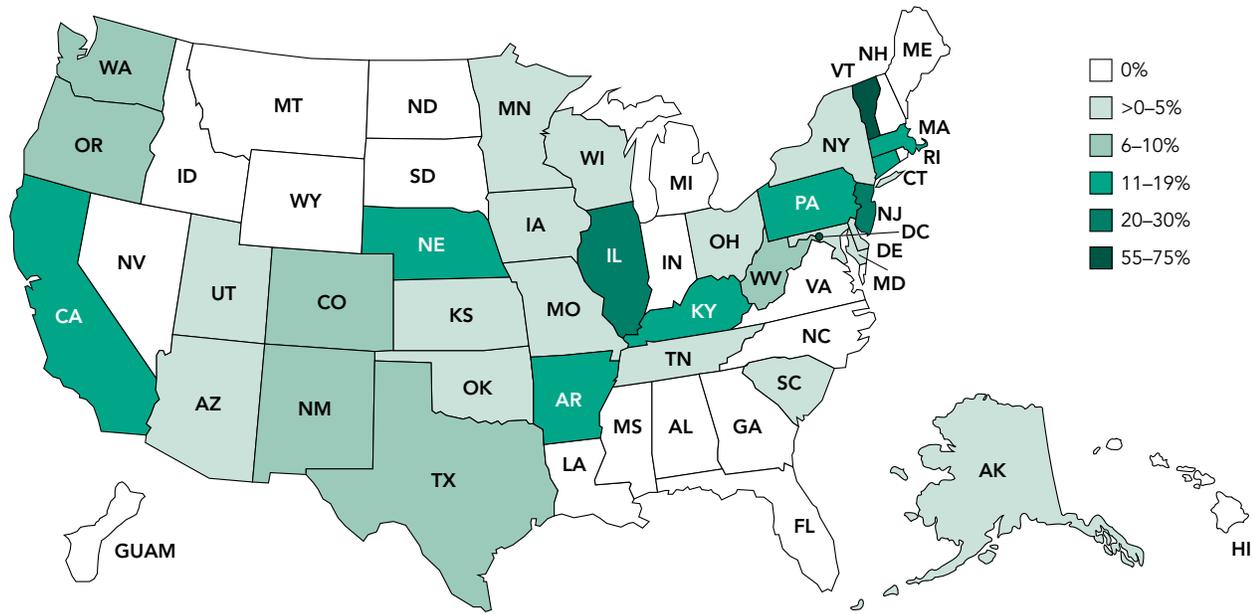


FIGURE 6: PERCENT OF 3-YEAR-OLDS SERVED IN STATE PRESCHOOL LOW IN MOST PLACES



State-funded preschool enrollment varies widely across states. D.C. continues to rank first in access for both 3- and 4-year-olds, serving 73% of 3-year-olds and 84% of 4-year-olds. Four other states served 70% or more of 4-year-olds (Vermont, Wisconsin, Florida, Oklahoma). Another three states served more than half of the state's 4-year-olds (West Virginia, Iowa, and Georgia). Conversely, eight states served less than 10 percent of 4-year-olds in state-funded preschool (Washington, Mississippi, Nevada, Missouri, Delaware, Hawaii, Utah, and Arizona). Six states did not operate a preschool program in 2019-2020 that met NIEER's definition of a state-funded preschool program used in this report (Idaho, Indiana, Montana, New Hampshire, South Dakota, and Wyoming). After only two years, Montana's pilot preschool program ended after the 2018-2019 school year. Figure 5 displays a map of the percent of 4-year-olds enrolled in state-funded preschool in each state.

Despite modest progress this year, enrollment of 3-year-olds in state-funded preschool continues to lag. In 2019-2020, only 6.3% of 3-year-olds nationwide were enrolled in state-funded preschool. This is an increase of only 3.6 percentage points since 2001-2002 (compared to 4-year-old enrollment which increased by nearly 20 percentage points during this time). Only 32 states fund enrollment of 3-year-olds in state-funded preschool but some other states allow 3-year-olds to be served in state-funded preschool classrooms supported by other funding sources. D.C. and Vermont continue to be leaders in serving 3-year-olds: D.C. served 73% and Vermont 59%. Illinois and New Jersey are the only other two states to serve more than 20% of 3-year-olds, serving 22% and 21%, respectively. Figure 6 displays a map of the percent of 3-year-olds enrolled in state-funded preschool in each state.

State-funded preschool is not the only early childhood education program serving 3- and 4-year-olds. Table 4 reports the number and percentage of 3- and 4-year-old children in each state served across state-funded preschool, preschool special education, and Head Start. To the extent possible, unduplicated counts are presented with children who are served by multiple programs counted only once. Across these three programs we estimated that, at most (because some duplication may still exist), almost 44% of children at age 4 and almost 17% of children at age 3 are served. There has been almost no progress over the past few years and fewer 4-year-olds were served in 2019-2020 than the prior year. Once again, 12 states served more than half of 4-year-olds across these three program. D.C., Florida, Oklahoma, Vermont, and Wisconsin all served more than three-quarters of 4-year-olds. D.C. and Vermont continue to be the only two states to serve more than half of 3-year-olds across the three programs.

STATE PRESCHOOL POLICIES RELATED TO PROGRAM QUALITY: MOST CHILDREN ARE MISSING OUT

A primary goal of state-funded preschool education is to support the learning and development of young children as a means of improving the quality of their lives now and in the future. Research finds that preschool programs can accomplish this goal, but that doing so at scale has proven difficult.⁵ Only high-quality preschool programs can be expected to produce large and lasting gains in outcomes such as achievement, educational attainment, personal and social behavior (e.g., reductions in crime), and adult health and economic productivity.⁶

NIEER has developed a set of 10 research-based preschool policy standards related to quality to help guide policymakers seeking to enhance and support high quality. To do this, we employed a process that business and government commonly use to design for success: “benchmarking” against acknowledged leaders. Benchmarking identifies common features of highly successful organizations as well as what differentiates them from the rest.

We began by identifying preschool programs that research has found to produce large, broad, and lasting improvements in children’s learning and development.⁷ Not surprisingly, the quality of a child’s experiences in the classroom is a key to success. Public policies cannot directly control quality, but they can specify program features and state operations that support classroom quality. We identified 10 key features common to highly effective programs that can be determined by policy, and set “benchmarks” for policies related to those features.

Since NIEER first developed the benchmarks, both policies and research on program effectiveness have advanced. As the Yearbook has documented, most states have strengthened their preschool policies. All or nearly all states now meet several of the original benchmarks. In addition, the field has learned more about how program features contribute to quality and effectiveness at scale.⁸ Based on progress and a review of the new evidence, we revised our benchmarks for state policy a few years ago. The revised benchmarks place less emphasis on structural quality and monitoring, and more emphasis on a coherent system of continuous improvement for process quality. We believe these revisions are a shift in favor of policies better able to shape classroom experiences in ways that can strongly enhance learning and development.



The benchmarks provide a coherent set of minimum policies to support meaningful, persistent gains in learning and development that can enhance later educational and adult life achievement. Programs supported by these policies will be more likely to achieve their goals. However, the benchmarks cannot guarantee success, which depends on other factors including adequate funding and strong implementation of both policy and practice. Even the best policies can be undermined by lack of funding or inattention to full implementation. The benchmarks are described in detail in the Roadmap section on page 45, including an explanation of each benchmark, the evidence and reasoning behind it, and the criteria to meet it.

The State of Preschool 2020 reports on 10 quality standards benchmarks that are viewed as the minimum for effective preschool education. Table 5 summarizes the quality standards benchmarks met by each program.

Six programs met all ten of NIEER's quality standards benchmarks: Alabama, Hawaii, Michigan, Mississippi, the Missouri Preschool Program, and Rhode Island. Hawaii met all ten benchmarks for the first time after newly meeting the Teacher Specialized Training and Assistant Teacher Degree benchmarks due to changes in requirements for ECE training for lead and assistant teachers. The Missouri Preschool Program newly meets the Assistant Teacher Degree requirement benchmark. Seven other programs met nine benchmarks (Delaware, Louisiana NSECD, Maine, New Mexico, Oklahoma, Tennessee, and West Virginia). Less than nine percent of children enrolled in state-funded preschool attend a program that meets 9 or 10 quality standards benchmarks, leaving too many children in programs that do not meet the minimum standards for preschool quality.

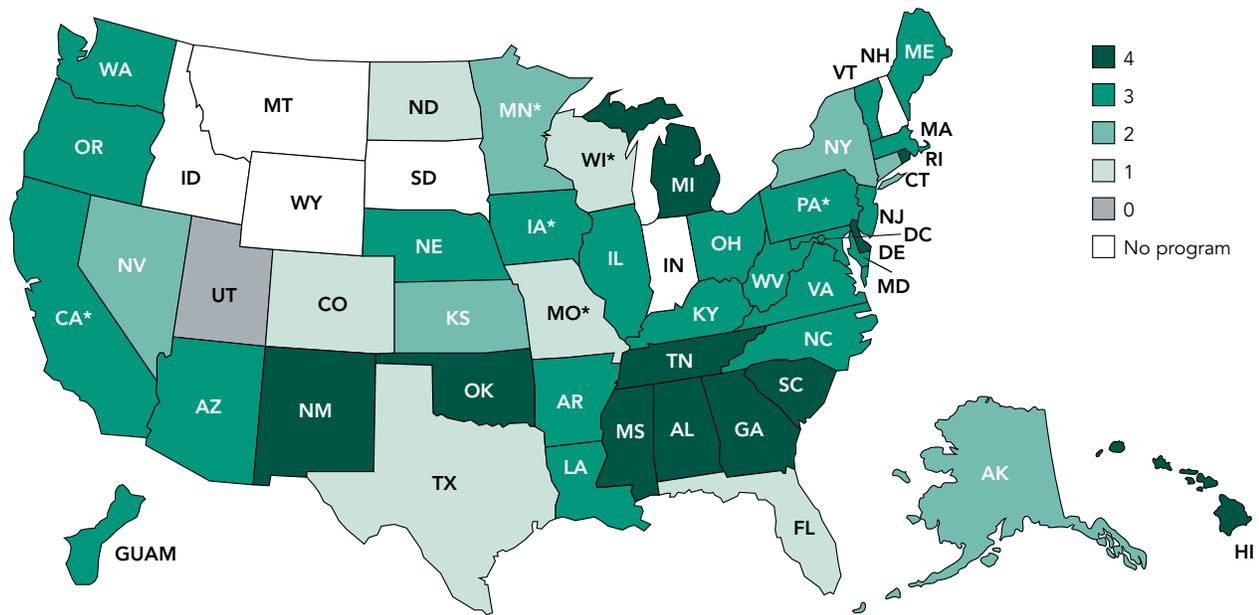
Thirteen programs met less than half of the quality standards benchmarks: Colorado, D.C., Kansas' two programs, Pennsylvania K4 & SBPK, and Texas met four; Alaska, Arizona, California TK, and Wisconsin 4K met 3; and Florida, North Dakota, and Utah met three. More than one-third of children in state-funded preschool (38%) are in these programs, raising concerns about the quality of programs attended by a large portion of young children and highlighting the need to act now to improve preschool quality. Children continue to be much more likely to be served in state-funded preschool programs meeting less than half of NIEER's quality standards benchmarks than programs meeting nearly all of them. The District of Columbia falls short because charter schools serving a substantial portion (about 50%) of preschoolers are not required to follow the District's preschool standards.

Little progress was made towards improving policies to support quality preschool practices. Only three states enacted new policies that led to meeting additional NIEER quality standards benchmarks in 2019-2020. In addition to the changes mentioned previously in Hawaii and the Missouri Preschool Program, Oregon Preschool Promise met the Continuous Quality Improvement System (CQIS) benchmark for the first time. On the other hand, Nevada no longer met the CQIS benchmark in 2019-2020 due to the end of their federal Preschool Development Grant.

Looking at the four benchmarks that focus on process quality (Early Learning and Development Standards-ELDS, Curriculum Supports, Professional Development, and CQIS), only twelve state-funded preschool programs met all four (Alabama, Delaware, Georgia, Hawaii, Michigan, Mississippi, Missouri Preschool Program, New Mexico, Oklahoma, Rhode Island, South Carolina, and Tennessee). Utah did not meet any of these four benchmarks and six programs met only one. Figure 7 displays the number of these four benchmarks met by each state.

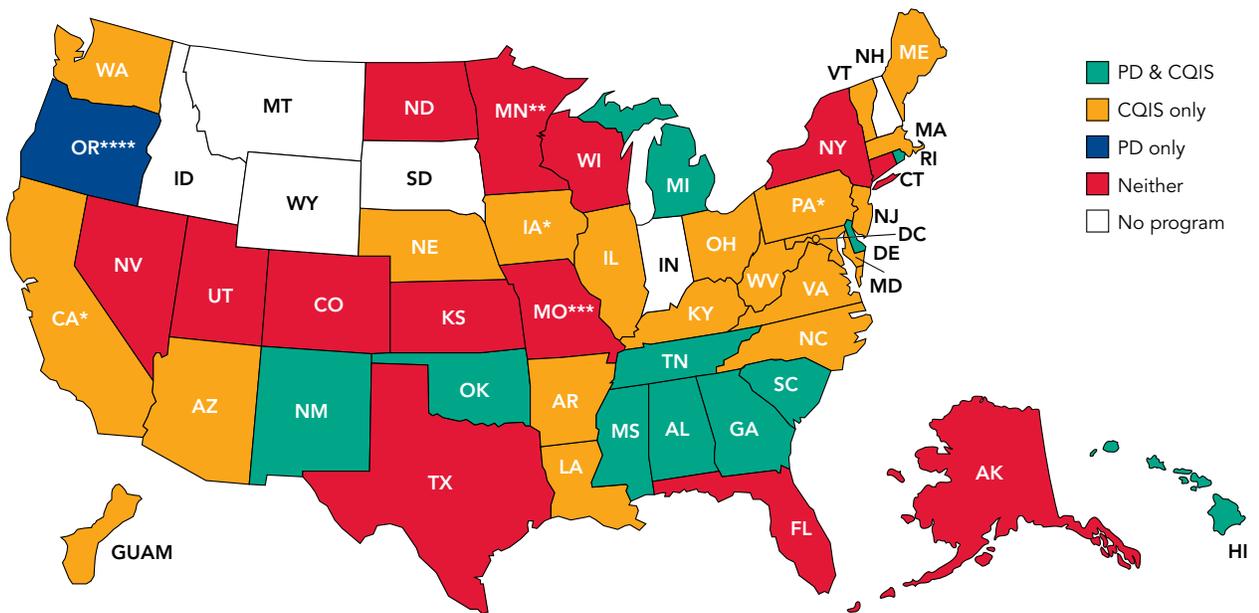
The Professional Development benchmark continued to be met by the fewest programs — only 14 (Alabama, Delaware, Georgia, Hawaii, Michigan, Minnesota Head Start, Mississippi, Missouri Preschool Program, New Mexico, Oklahoma, Oregon Pre-K, Rhode Island, South Carolina, and Tennessee). Thirty-eight state-funded preschool programs met the CQIS benchmark this year. Figure 8 shows which states met the Professional Development and CQIS benchmarks in 2019-2020.

FIGURE 7: ELEVEN STATES MEET ALL FOUR PROCESS-QUALITY FOCUSED QUALITY STANDARDS BENCHMARKS



*These multi-program states have programs meeting a different number of quality standards. Data displayed on the map reflect quality standards benchmarks in the largest program in the state.

FIGURE 8: ELEVEN STATES MEET BOTH THE PROFESSIONAL DEVELOPMENT (PD) AND CONTINUOUS QUALITY IMPROVEMENT SYSTEM (CQIS) QUALITY STANDARDS BENCHMARKS



* These multi-program states have programs with different quality standards regarding PD and CQIS. Data displayed on the map reflect quality standards benchmarks in the largest program in the state.

** Minnesota's smaller program meets the PD benchmark, but not CQIS.

*** Missouri's smaller program meets the CQIS and PD benchmarks.

**** Oregon's smaller program meets the CQIS benchmark only.



RESOURCES: ARE FEDERAL STATE PARTNERSHIPS THE ANSWER TO INCREASING PRESCHOOL FUNDING?

In 2019-2020, 44 states and the District of Columbia spent more than \$9 billion on preschool. Nearly half of this was spent by the four largest spenders: California, New Jersey, New York, and Texas. California's investment in preschool alone accounts for one-fifth of all state spending on preschool. California spent more than \$1 billion more than the next highest spending state.

Total state spending for preschool rose by almost \$301 million, adjusted for inflation, a 3.4% increase in spending from 2018-2019. This is similar to last year's increase. Six states increased spending on preschool by more than \$20 million, adjusted for inflation, since 2018-2019 (Alabama, California, Illinois, Maryland, New Jersey, and Pennsylvania). New Jersey had the largest increase of \$79 million, adjusted for inflation. Hawaii and Nevada more than doubled state funding for preschool, and Rhode Island increased by 90% (adjusted for inflation). These are all states that had previously been using federal PDG funding to support state-funded preschool. However, 14 states decreased spending on state-funded preschool (adjusted for inflation).

Spending per child averaged \$5,499 in 2019-2020. This is a nominal increase of \$221 and an inflation-adjusted increase of \$144. Prior to this year, state spending per child had been essentially unchanged for two years. It remains to be seen if this year's increase is the start of a new increasing trend, or just a blip.

State spending per child enrolled varied widely across the states, with the gap between the highest and lowest of nearly \$18,000 per child. D.C. continued to spend the most per child enrolled in preschool: \$18,421. New Jersey (\$14,103) and Oregon (\$10,164) were the only other states to spend more than \$10,000 per child this year. At the low end, two states (Nebraska and North Dakota) spent less than \$2,000 per child. Another five states (South Carolina, Massachusetts, Florida, Mississippi, and Kansas) spent less than \$3,000 per child. As a comparison, no state's share of K-12 spending was less than \$4,200 per child. And federal Head Start spending was, on average, about \$11,000 per child.

Five states increased spending per child by more than \$500, adjusted for inflation (Hawaii, Maryland, Nevada, New Jersey, New Mexico, and Rhode Island). With the exception of New Mexico, these large increases in state spending per child are likely at least in part due to the shift away from federal PDG funding to state funding to support preschool. Two states decreased spending per child by more than \$500 (inflation-adjusted).

Many states (including some with the lowest state spending per child) rely on federal and local sources to provide additional funds for their preschool programs, though not all programs that use local and federal funding can report the amounts. Thirteen state-funded preschool programs require a local match. Reported local and federal funds added more than \$1.36 billion to state-funded preschool during the 2019-2020 school year. Spending from all reported sources totaled almost \$10.4 billion in 2019-2020, an inflation-adjusted increase of almost \$317 million from 2018-2019. Non-state funds reported include \$624 million in required local funds, almost \$324 million in non-required local funds, and almost \$414 million in non-TANF federal funds. All reported spending per child was \$6,329, and inflation-adjusted increase of \$147 from 2018-2019. Reported local and federal spending added more than \$4,000 per child in five states (Maine, Maryland, Nebraska, North Carolina, and Oklahoma.) These additional funding sources more than doubled the state per child funding in four states (Oklahoma, Maine, Mississippi, and Nebraska). Although Nebraska ranks second to last in state spending per child, local and federal funds more than triple the state per child spending amount and it ranks 11th in all reported spending.

TABLE A: MOST STATES DO NOT SPEND ENOUGH PER CHILD FOR HIGH-QUALITY FULL-DAY PRESCHOOL

| STATE | Minimum per child cost of full-day, high-quality preschool | All reported \$ per child enrolled in preschool (FY 2020) | Gap in per child spending | Additional \$ to meet quality standards for existing state preschool seats ¹ | Additional \$ to meet quality standards for existing Head Start seats |
|----------------------|--|---|---------------------------|---|---|
| Alabama | \$9,624 | \$8,926 | \$698 | \$14,270,290 | \$22,355,000 |
| Alaska** | \$15,534 | \$5,212 | \$10,322 | \$14,491,907 | \$6,067,412 |
| Arizona* | \$10,455 | \$3,686 | \$6,769 | \$35,308,765 | \$32,317,655 |
| Arkansas | \$10,524 | \$9,026 | \$1,498 | \$30,252,167 | \$15,994,811 |
| California* | \$15,130 | \$8,037 | \$7,093 | \$1,722,069,388 | \$174,455,457 |
| Colorado* | \$11,469 | \$5,434 | \$6,035 | \$138,421,097 | \$19,232,363 |
| Connecticut | \$15,463 | \$8,478 | \$6,985 | \$103,791,578 | \$9,069,071 |
| Delaware* | \$12,418 | \$7,277 | \$5,141 | \$4,343,910 | \$3,785,000 |
| District of Columbia | \$15,209 | \$19,463 | EXCEEDS MINIMUM | \$0 | \$0 |
| Florida** | \$11,186 | \$2,401 | \$8,785 | \$1,464,719,307 | \$79,930,915 |
| Georgia | \$11,298 | \$4,694 | \$6,604 | \$530,514,692 | \$47,801,900 |
| Hawaii | \$12,236 | \$9,886 | \$2,350 | \$1,595,946 | \$5,550,000 |
| Idaho | \$10,689 | NO PROGRAM | NO PROGRAM | NO PROGRAM | \$7,693,438 |
| Illinois* | \$11,864 | \$5,885 | \$5,979 | \$509,340,199 | \$54,530,566 |
| Indiana | \$11,042 | NO PROGRAM | NO PROGRAM | NO PROGRAM | \$27,477,500 |
| Iowa** | \$11,353 | \$3,692 | \$7,661 | \$217,984,671 | \$11,684,895 |
| Kansas* | \$10,757 | \$2,085 | \$8,672 | \$110,738,566 | \$11,920,000 |
| Kentucky* | \$11,319 | \$8,151 | \$3,168 | \$72,517,171 | \$31,260,240 |
| Louisiana | \$10,747 | \$4,623 | \$6,124 | \$125,265,426 | \$43,135,000 |
| Maine* | \$11,068 | \$8,392 | \$2,676 | \$16,471,006 | \$5,522,285 |
| Maryland* | \$13,493 | \$8,780 | \$4,713 | \$156,053,251 | \$18,872,486 |
| Massachusetts** | \$14,755 | \$3,705 | \$11,050 | \$414,842,619 | \$1,694,738 |
| Michigan* | \$12,062 | \$6,680 | \$5,382 | \$201,132,816 | \$57,694,550 |
| Minnesota** | \$12,366 | \$7,177 | \$5,189 | \$42,143,744 | \$22,279,489 |
| Mississippi | \$9,885 | \$5,704 | \$4,181 | \$12,809,601 | \$47,119,913 |
| Missouri* | \$11,508 | \$3,208 | \$8,300 | \$57,051,753 | \$25,897,500 |
| Montana | \$11,579 | NO PROGRAM | NO PROGRAM | NO PROGRAM | \$8,635,000 |
| Nebraska* | \$12,006 | \$8,986 | \$3,020 | \$43,372,112 | \$6,753,350 |
| Nevada | \$12,129 | \$8,476 | \$3,653 | \$11,215,515 | \$6,082,476 |
| New Hampshire | \$12,146 | NO PROGRAM | NO PROGRAM | NO PROGRAM | \$2,945,000 |
| New Jersey* | \$13,808 | \$14,103 | EXCEEDS MINIMUM | \$0 | \$22,418,257 |
| New Mexico* | \$12,735 | \$7,334 | \$5,401 | \$65,178,445 | \$16,317,499 |
| New York* | \$16,221 | \$7,036 | \$9,185 | \$1,103,487,815 | \$88,001,176 |
| North Carolina | \$10,147 | \$10,122 | \$25 | \$787,304 | \$40,800,638 |
| North Dakota** | \$11,072 | \$527 | \$10,545 | \$13,023,261 | \$5,294,462 |
| Ohio* | \$11,691 | \$4,000 | \$7,691 | \$137,438,170 | \$67,262,500 |
| Oklahoma* | \$9,368 | \$9,404 | EXCEEDS MINIMUM | \$0 | \$32,062,500 |
| Oregon* | \$14,210 | \$10,164 | \$4,046 | \$38,328,730 | \$16,498,750 |
| Pennsylvania* | \$11,976 | \$6,849 | \$5,127 | \$249,919,934 | \$57,517,047 |
| Rhode Island | \$13,398 | \$10,650 | \$2,748 | \$3,901,714 | \$4,972,500 |
| South Carolina | \$11,349 | \$3,216 | \$8,133 | \$235,916,959 | \$24,807,112 |
| South Dakota | \$9,443 | NO PROGRAM | NO PROGRAM | NO PROGRAM | \$9,572,500 |
| Tennessee | \$10,750 | \$5,734 | \$5,016 | \$92,621,560 | \$35,665,493 |
| Texas* | \$12,168 | \$3,693 | \$8,475 | \$1,965,986,977 | \$148,313,225 |
| Utah | \$10,201 | \$3,074 | \$7,127 | \$16,093,858 | \$11,648,813 |
| Vermont* | \$12,210 | \$7,821 | \$4,389 | \$37,715,353 | \$2,152,500 |
| Virginia* | \$13,372 | \$7,239 | \$6,133 | \$117,493,312 | \$28,072,578 |
| Washington* | \$13,795 | \$9,443 | \$4,352 | \$60,932,486 | \$27,101,565 |
| West Virginia | \$10,209 | \$10,313 | EXCEEDS MINIMUM | \$0 | \$13,484,440 |
| Wisconsin* | \$12,094 | \$6,200 | \$5,894 | \$305,740,231 | \$27,864,239 |
| Wyoming | \$13,149 | NO PROGRAM | NO PROGRAM | NO PROGRAM | \$3,230,000 |
| United States | | | | \$10,495,283,606 | \$1,490,815,801 |

* Some or all current preschool seats are half-day, or length of day is locally determined.

¹ In some states, preschool seats serve a small number of children younger than 3 and older than 4. These figures represent the spending gap for all state pre-K seats, regardless of the age of the child served.

TABLE B: AT LEAST \$30 BILLION MORE IS NEEDED TO SERVE ALL LOW-INCOME 3- & 4-YEAR-OLDS IN HIGH-QUALITY, FULL-DAY PRESCHOOL

| STATE | Percent of children who are low-income | 3-YEAR-OLDS | | 4-YEAR-OLDS | | 3- & 4-YEAR-OLDS | |
|----------------------|--|--------------------------|-------------------------|--------------------------|-------------------------|--------------------------|-------------------------|
| | | Seat gap (# of children) | \$ needed | Seat gap (# of children) | \$ needed | Seat gap (# of children) | \$ needed |
| Alabama | 53% | 21,551 | \$207,406,824 | 21,730 | \$209,129,520 | 43,281 | \$416,536,344 |
| Alaska* | 38% | 2,715 | \$42,174,810 | 2,686 | \$41,724,324 | 5,401 | \$83,899,134 |
| Arizona* | 51% | 30,585 | \$319,766,175 | 31,516 | \$329,499,780 | 62,101 | \$649,265,955 |
| Arkansas | 55% | 14,440 | \$151,966,560 | 14,557 | \$153,197,868 | 28,997 | \$305,164,428 |
| California* | 45% | 148,683 | \$2,249,573,790 | 151,531 | \$2,292,664,030 | 300,214 | \$4,542,237,820 |
| Colorado* | 38% | 17,527 | \$201,017,163 | 17,738 | \$203,437,122 | 35,265 | \$404,454,285 |
| Connecticut | 33% | 8,334 | \$128,868,642 | 8,540 | \$132,054,020 | 16,874 | \$260,922,662 |
| Delaware* | 41% | 3,133 | \$38,905,594 | 3,103 | \$38,533,054 | 6,236 | \$77,438,648 |
| District of Columbia | 41% | 2,457 | \$37,368,513 | 2,441 | \$37,125,169 | 4,898 | \$74,493,682 |
| Florida* | 51% | 80,590 | \$901,479,740 | 80,717 | \$902,900,362 | 161,307 | \$1,804,380,102 |
| Georgia | 51% | 46,258 | \$522,622,884 | 47,037 | \$531,424,026 | 93,295 | \$1,054,046,910 |
| Hawaii | 34% | 4,024 | \$49,237,664 | 3,990 | \$48,821,640 | 8,014 | \$98,059,304 |
| Idaho | 50% | 8,168 | \$87,307,752 | 8,380 | \$89,573,820 | 16,548 | \$176,881,572 |
| Illinois* | 41% | 42,707 | \$506,675,848 | 43,100 | \$511,338,400 | 85,807 | \$1,018,014,248 |
| Indiana | 48% | 27,933 | \$308,436,186 | 28,342 | \$312,952,364 | 56,275 | \$621,388,550 |
| Iowa* | 39% | 10,636 | \$120,750,508 | 10,743 | \$121,965,279 | 21,379 | \$242,715,787 |
| Kansas* | 45% | 11,716 | \$126,029,012 | 11,738 | \$126,265,666 | 23,454 | \$252,294,678 |
| Kentucky | 51% | 19,145 | \$216,702,255 | 19,309 | \$218,558,571 | 38,454 | \$435,260,826 |
| Louisiana * | 53% | 22,273 | \$239,367,931 | 22,220 | \$238,798,340 | 44,493 | \$478,166,271 |
| Maine | 41% | 3,654 | \$40,442,472 | 3,717 | \$41,139,756 | 7,371 | \$81,582,228 |
| Maryland | 34% | 17,048 | \$230,028,664 | 17,180 | \$231,809,740 | 34,228 | \$461,838,404 |
| Massachusetts* | 31% | 15,159 | \$223,671,045 | 15,291 | \$225,618,705 | 30,450 | \$449,289,750 |
| Michigan | 48% | 37,776 | \$455,654,112 | 38,159 | \$460,273,858 | 75,935 | \$915,927,970 |
| Minnesota | 34% | 16,645 | \$205,832,070 | 16,812 | \$207,897,192 | 33,457 | \$413,729,262 |
| Mississippi | 56% | 14,170 | \$140,070,450 | 14,298 | \$141,335,730 | 28,468 | \$281,406,180 |
| Missouri | 46% | 23,512 | \$270,576,096 | 23,674 | \$272,440,392 | 47,186 | \$543,016,488 |
| Montana | 45% | 3,874 | \$44,857,046 | 3,963 | \$45,887,577 | 7,837 | \$90,744,623 |
| Nebraska | 42% | 7,619 | \$91,473,714 | 7,777 | \$93,370,662 | 15,396 | \$184,844,376 |
| Nevada | 50% | 12,923 | \$156,743,067 | 13,168 | \$159,714,672 | 26,091 | \$316,457,739 |
| New Hampshire | 31% | 2,754 | \$33,450,084 | 2,815 | \$34,190,990 | 5,569 | \$67,641,074 |
| New Jersey* | 33% | 23,574 | \$325,509,792 | 23,610 | \$326,006,880 | 47,184 | \$651,516,672 |
| New Mexico* | 56% | 9,532 | \$121,390,020 | 9,771 | \$124,433,685 | 19,303 | \$245,823,705 |
| New York* | 43% | 66,269 | \$1,074,949,449 | 66,473 | \$1,078,258,533 | 132,742 | \$2,153,207,982 |
| North Carolina | 51% | 42,990 | \$436,219,530 | 43,238 | \$438,735,986 | 86,228 | \$874,955,516 |
| North Dakota | 34% | 2,540 | \$28,122,880 | 2,551 | \$28,244,672 | 5,091 | \$56,367,552 |
| Ohio* | 47% | 45,051 | \$526,691,241 | 45,409 | \$530,876,619 | 90,460 | \$1,057,567,860 |
| Oklahoma | 54% | 19,430 | \$182,020,240 | 19,555 | \$183,191,240 | 38,985 | \$365,211,480 |
| Oregon | 45% | 14,427 | \$205,007,670 | 14,647 | \$208,133,870 | 29,074 | \$413,141,540 |
| Pennsylvania* | 43% | 41,596 | \$498,153,696 | 42,106 | \$504,261,456 | 83,702 | \$1,002,415,152 |
| Rhode Island | 39% | 2,961 | \$39,671,478 | 2,952 | \$39,550,896 | 5,913 | \$79,222,374 |
| South Carolina* | 52% | 21,111 | \$239,588,739 | 21,586 | \$244,979,514 | 42,697 | \$484,568,253 |
| South Dakota | 43% | 3,619 | \$34,174,217 | 3,624 | \$34,221,432 | 7,243 | \$68,395,649 |
| Tennessee | 53% | 29,875 | \$321,156,250 | 30,101 | \$323,585,750 | 59,976 | \$644,742,000 |
| Texas* | 50% | 140,053 | \$1,704,164,904 | 142,122 | \$1,729,340,496 | 282,175 | \$3,433,505,400 |
| Utah | 38% | 13,079 | \$133,418,879 | 13,240 | \$135,061,240 | 26,319 | \$268,480,119 |
| Vermont* | 35% | 1,412 | \$17,240,520 | 1,440 | \$17,582,400 | 2,852 | \$34,822,920 |
| Virginia* | 36% | 25,191 | \$336,854,052 | 25,323 | \$338,619,156 | 50,514 | \$675,473,208 |
| Washington* | 38% | 24,183 | \$333,604,485 | 24,379 | \$336,308,305 | 48,562 | \$669,912,790 |
| West Virginia | 52% | 6,726 | \$68,665,734 | 6,948 | \$70,932,132 | 13,674 | \$139,597,866 |
| Wisconsin* | 40% | 18,417 | \$222,735,198 | 18,652 | \$225,577,288 | 37,069 | \$448,312,486 |
| Wyoming | 38% | 1,873 | \$24,628,077 | 1,895 | \$24,917,355 | 3,768 | \$49,545,432 |
| United States | | 1,231,918 | \$15,222,423,722 | 1,245,894 | \$15,396,461,534 | 2,477,812 | \$30,618,885,256 |

* Some or all of current seats are half-day, or length of day is locally determined.

TABLE C: \$62 BILLION MORE IS NEEDED TO PROVIDE UNIVERSAL HIGH-QUALITY, FULL-DAY PRESCHOOL FOR 3- & 4-YEAR-OLDS

| STATE | 3-YEAR-OLDS | | 4-YEAR-OLDS | | 3- & 4-YEAR-OLDS ¹ | |
|----------------------|------------------|-------------------------|------------------|-------------------------|-------------------------------|-------------------------|
| | Seat gap | \$ needed | Seat gap | \$ needed | Seat gap | \$ needed |
| Alabama | 48,771 | \$469,373,986 | 28,343 | \$272,771,150 | 77,114 | \$742,145,136 |
| Alaska* | 8,029 | \$124,716,938 | 6,954 | \$108,029,532 | 14,983 | \$232,746,470 |
| Arizona* | 72,227 | \$755,137,934 | 71,407 | \$746,565,344 | 143,635 | \$1,501,703,278 |
| Arkansas | 24,483 | \$257,661,353 | 19,462 | \$204,816,621 | 43,945 | \$462,477,974 |
| California* | 345,076 | \$5,220,993,528 | 229,496 | \$3,472,278,066 | 574,572 | \$8,693,271,593 |
| Colorado* | 51,254 | \$587,836,726 | 40,944 | \$469,582,766 | 92,198 | \$1,057,419,492 |
| Connecticut | 26,042 | \$402,688,078 | 23,918 | \$369,843,402 | 49,960 | \$772,531,480 |
| Delaware* | 9,204 | \$114,298,092 | 8,569 | \$106,407,022 | 17,773 | \$220,705,114 |
| District of Columbia | 1,399 | \$21,269,823 | 420 | \$6,395,348 | 1,819 | \$27,665,171 |
| Florida* | 194,507 | \$2,175,758,057 | 25,411 | \$284,251,784 | 219,919 | \$2,460,009,840 |
| Georgia | 108,979 | \$1,231,246,942 | 33,686 | \$380,584,549 | 142,665 | \$1,611,831,492 |
| Hawaii | 14,697 | \$179,831,615 | 13,597 | \$166,373,769 | 28,294 | \$346,205,384 |
| Idaho | 20,429 | \$218,363,951 | 20,297 | \$216,952,255 | 40,726 | \$435,316,206 |
| Illinois* | 92,715 | \$1,099,973,264 | 76,077 | \$902,572,211 | 168,792 | \$2,002,545,475 |
| Indiana | 72,068 | \$795,777,571 | 72,111 | \$796,246,947 | 144,179 | \$1,592,024,518 |
| Iowa* | 32,122 | \$364,677,257 | 6,780 | \$76,977,149 | 38,902 | \$441,654,406 |
| Kansas* | 31,057 | \$334,075,123 | 20,389 | \$219,329,499 | 51,446 | \$553,404,622 |
| Kentucky | 37,724 | \$426,992,639 | 26,677 | \$301,961,012 | 64,401 | \$728,953,650 |
| Louisiana* | 45,251 | \$486,310,246 | 28,149 | \$302,519,554 | 73,400 | \$788,829,800 |
| Maine | 10,846 | \$120,039,779 | 4,852 | \$53,705,685 | 15,698 | \$173,745,464 |
| Maryland | 59,843 | \$807,456,857 | 32,738 | \$441,738,576 | 92,581 | \$1,249,195,433 |
| Massachusetts* | 47,575 | \$701,970,670 | 39,172 | \$577,989,554 | 86,748 | \$1,279,960,224 |
| Michigan | 92,270 | \$1,112,961,148 | 56,664 | \$683,482,298 | 148,934 | \$1,796,443,446 |
| Minnesota | 59,604 | \$737,069,032 | 53,602 | \$662,838,890 | 113,206 | \$1,399,907,922 |
| Mississippi | 24,343 | \$240,632,826 | 21,026 | \$207,839,739 | 45,369 | \$448,472,565 |
| Missouri | 60,925 | \$701,119,748 | 57,688 | \$663,878,656 | 118,613 | \$1,364,998,404 |
| Montana | 9,835 | \$113,881,569 | 9,761 | \$113,020,515 | 19,596 | \$226,902,084 |
| Nebraska | 18,140 | \$217,788,056 | 13,295 | \$159,615,937 | 31,435 | \$377,403,992 |
| Nevada | 32,954 | \$399,701,137 | 30,605 | \$371,205,974 | 63,559 | \$770,907,111 |
| New Hampshire | 11,187 | \$135,878,785 | 11,410 | \$138,584,377 | 22,597 | \$274,463,162 |
| New Jersey* | 66,605 | \$919,675,112 | 55,836 | \$770,988,264 | 122,441 | \$1,690,663,375 |
| New Mexico* | 17,703 | \$225,450,098 | 9,323 | \$118,726,012 | 27,026 | \$344,176,110 |
| New York* | 175,356 | \$2,844,454,404 | 76,921 | \$1,247,739,077 | 252,278 | \$4,092,193,481 |
| North Carolina | 104,402 | \$1,059,362,106 | 71,993 | \$730,515,001 | 176,395 | \$1,789,877,106 |
| North Dakota | 8,961 | \$99,217,314 | 7,502 | \$83,063,402 | 16,463 | \$182,280,717 |
| Ohio* | 112,288 | \$1,312,760,409 | 97,675 | \$1,141,917,024 | 209,963 | \$2,454,677,433 |
| Oklahoma | 37,050 | \$347,084,043 | 5,622 | \$52,667,253 | 42,672 | \$399,751,296 |
| Oregon | 35,648 | \$506,554,284 | 33,903 | \$481,758,321 | 69,551 | \$988,312,605 |
| Pennsylvania* | 102,626 | \$1,229,054,578 | 84,795 | \$1,015,502,295 | 187,421 | \$2,244,556,873 |
| Rhode Island | 9,107 | \$122,008,998 | 7,551 | \$101,174,886 | 16,658 | \$223,183,884 |
| South Carolina* | 47,324 | \$537,084,765 | 22,487 | \$255,202,036 | 69,811 | \$792,286,802 |
| South Dakota | 9,382 | \$88,595,233 | 9,082 | \$85,760,319 | 18,464 | \$174,355,552 |
| Tennessee | 67,805 | \$728,900,264 | 49,176 | \$528,643,162 | 116,981 | \$1,257,543,426 |
| Texas* | 305,135 | \$3,712,887,480 | 150,509 | \$1,831,397,350 | 455,645 | \$5,544,284,830 |
| Utah | 42,915 | \$437,770,150 | 41,769 | \$426,087,622 | 84,684 | \$863,857,772 |
| Vermont* | 1,487 | \$18,159,278 | 344 | \$4,197,232 | 1,831 | \$22,356,510 |
| Virginia* | 86,927 | \$1,162,388,087 | 68,396 | \$914,590,651 | 155,323 | \$2,076,978,738 |
| Washington* | 73,842 | \$1,018,650,306 | 70,459 | \$971,987,148 | 144,301 | \$1,990,637,453 |
| West Virginia | 13,518 | \$138,001,465 | 0 | \$0 | 13,518 | \$138,001,465 |
| Wisconsin* | 53,884 | \$651,672,348 | 7,940 | \$96,022,138 | 61,824 | \$747,694,486 |
| Wyoming | 5,956 | \$78,318,866 | 5,876 | \$77,260,102 | 11,832 | \$155,578,968 |
| | 3,041,477 | \$37,793,532,318 | 1,960,660 | \$24,413,557,476 | 5,002,137 | \$62,207,089,790 |

* Some or all seats are half-day, or length of day is locally determined.

¹ Approximately 20,000 state pre-K seats serve children younger than 3 years and older than 4 years. The figures above represent only those reported as serving 3- and 4-year-old children. If seats used to serve children younger than 3 or older than 4 were reallocated, the total gap for 3's and 4's would decrease by about 20,000 seats.

TABLE 2: STATE PRESCHOOL ACCESS BY STATE

| ACCESS FOR 4-YEAR-OLDS RANK | STATE | PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2019-2020) | | | NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2019-2020) | | |
|-----------------------------------|-----------------------|--|-------------|-------------------|---|----------------|-------------------|
| | | 4-year-olds | 3-year-olds | Total (3s and 4s) | 4-year-olds | 3-year-olds | Total (3s and 4s) |
| 1 | District of Columbia | 84% | 73% | 79% | 7,356 | 6,435 | 13,791 |
| 2 | Vermont | 76% | 59% | 68% | 4,622 | 3,472 | 8,094 |
| 3 | Wisconsin | 72% | 1% | 36% | 49,193 | 493 | 49,686 |
| 4 | Florida | 72% | 0% | 36% | 166,726 | 0 | 166,726 |
| 5 | Oklahoma | 70% | 5% | 38% | 37,217 | 2,839 | 40,056 |
| 6 | West Virginia | 68% | 6% | 38% | 13,391 | 1,232 | 14,623 |
| 7 | Iowa | 66% | 4% | 35% | 26,735 | 1,439 | 28,174 |
| 8 | Georgia | 59% | 0% | 30% | 80,328 | 0 | 80,328 |
| 9 | New York | 48% | 5% | 26% | 109,416 | 10,723 | 120,139 |
| 10 | Texas | 47% | 9% | 28% | 196,635 | 35,330 | 231,965 |
| 11 | South Carolina | 47% | .4% | 24% | 28,683 | 257 | 28,940 |
| 12 | Maine | 44% | 0% | 22% | 5,886 | 0 | 5,886 |
| 13 | Maryland | 41% | 3% | 22% | 30,669 | 2,440 | 33,109 |
| 14 | New Mexico | 41% | 6% | 24% | 10,497 | 1,570 | 12,067 |
| 15 | California | 37% | 12% | 24% | 182,391 | 56,238 | 238,629 |
| 16 | Nebraska | 34% | 16% | 25% | 9,288 | 4,320 | 13,608 |
| 17 | Alabama | 34% | 0% | 17% | 20,439 | 0 | 20,439 |
| 18 | Louisiana | 33% | 0% | 17% | 20,455 | 0 | 20,455 |
| 19 | Arkansas | 33% | 17% | 25% | 12,784 | 6,651 | 19,435 |
| 20 | Illinois | 33% | 22% | 28% | 50,680 | 34,312 | 84,992 |
| 21 | Michigan | 32% | 0% | 16% | 37,368 | 0 | 37,368 |
| 22 | New Jersey | 32% | 21% | 26% | 33,154 | 22,259 | 55,413 |
| 23 | Kentucky | 30% | 11% | 21% | 16,729 | 6,158 | 22,887 |
| 24 | Massachusetts | 30% | 17% | 23% | 21,614 | 12,022 | 33,636 |
| 25 | Kansas | 30% | 4% | 17% | 11,373 | 1,396 | 12,769 |
| 26 | North Carolina | 25% | 0% | 12% | 31,059 | 0 | 31,059 |
| 27 | Colorado | 24% | 9% | 17% | 16,538 | 6,398 | 22,936 |
| 28 | Pennsylvania | 22% | 11% | 16% | 32,046 | 15,059 | 47,105 |
| 29 | Tennessee | 22% | .3% | 11% | 18,257 | 208 | 18,465 |
| 30 | Connecticut | 21% | 15% | 18% | 7,986 | 5,425 | 13,411 |
| 31 | Virginia | 19% | 0% | 9% | 19,159 | 0 | 19,159 |
| 32 | Rhode Island | 13% | 0% | 6% | 1,420 | 0 | 1,420 |
| 33 | Oregon | 12% | 8% | 10% | 5,774 | 3,586 | 9,360 |
| 34 | Ohio | 11% | 1% | 6% | 16,083 | 1,787 | 17,870 |
| 35 | North Dakota | 11% | 0% | 6% | 1,235 | 0 | 1,235 |
| 36 | Alaska | 11% | 3% | 7% | 1,123 | 281 | 1,404 |
| 37 | Minnesota | 10% | 1% | 6% | 7,586 | 536 | 8,122 |
| 38 | Washington | 9% | 6% | 7% | 8,666 | 5,334 | 14,000 |
| 39 | Mississippi | 8% | 0% | 4% | 3,064 | 0 | 3,064 |
| 40 | Nevada | 8% | 0% | 4% | 3,070 | 0 | 3,070 |
| 41 | Missouri | 7% | 2% | 5% | 5,641 | 1,150 | 6,791 |
| 42 | Delaware | 5% | 2% | 4% | 582 | 263 | 845 |
| 43 | Hawaii | 4% | 0% | 2% | 678 | 0 | 678 |
| 44 | Utah | 3% | 1% | 2% | 1,703 | 519 | 2,222 |
| 45 | Arizona | 3% | 2% | 3% | 2,887 | 1,712 | 4,599 |
| No program | Idaho | 0% | 0% | 0% | 0 | 0 | 0 |
| No program | Indiana | 0% | 0% | 0% | 0 | 0 | 0 |
| No program | Montana | 0% | 0% | 0% | 0 | 0 | 0 |
| No program | New Hampshire | 0% | 0% | 0% | 0 | 0 | 0 |
| No program | South Dakota | 0% | 0% | 0% | 0 | 0 | 0 |
| No program | Wyoming | 0% | 0% | 0% | 0 | 0 | 0 |
| | 50 states + DC | 34% | 6% | 20% | 1,368,186 | 251,843 | 1,620,029 |
| | Guam | 2% | 0% | 1% | 71 | 0 | 71 |

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.
 *Nationwide, an additional 20,243 children of other ages were enrolled in state prekindergarten, for a total of 1,640,273 children.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

| STATE | ENROLLMENT CHANGES FROM 2001-2002 TO 2019-2020 | | | | ENROLLMENT CHANGES FROM 2018-2019 TO 2019-2020 | | | |
|----------------------|--|-------------|-----------------------|--------------|--|-------------|-----------------------|--------------|
| | Change in 3-year-olds | | Change in 4-year-olds | | Change in 3-year-olds | | Change in 4-year-olds | |
| | Number | % served | Number | % served | Number | % served | Number | % served |
| Alabama | 0 | 0.0% | 19,683 | 32.6% | 0 | 0.0% | 3,219 | 4.8% |
| Alaska* | 281 | 2.7% | 1,123 | 10.8% | 20 | 0.2% | 80 | 1.0% |
| Arizona | 1,712 | 1.9% | -1,390 | -2.4% | -274 | -0.3% | -537 | -0.6% |
| Arkansas | 5,709 | 14.6% | 10,560 | 26.8% | -420 | -1.0% | 528 | 0.9% |
| California | 45,314 | 9.4% | 137,857 | 28.3% | -1,209 | 0.0% | -5,174 | -1.0% |
| Colorado | 5,668 | 8.2% | 8,218 | 10.1% | 521 | 0.8% | 922 | 1.2% |
| Connecticut | 3,890 | 11.3% | 3,569 | 11.5% | -56 | 0.1% | -75 | -0.4% |
| Delaware | 263 | 2.3% | -261 | -2.7% | -1 | 0.0% | 1 | 0.0% |
| District of Columbia | 5,310 | 53.0% | 4,345 | 40.0% | 75 | 1.6% | 119 | -3.3% |
| Florida | 0 | 0.0% | 166,726 | 71.6% | 0 | 0.0% | -6,907 | -3.3% |
| Georgia | 0 | 0.0% | 16,715 | 5.8% | 0 | 0.0% | -165 | -0.9% |
| Hawaii | 0 | 0.0% | 678 | 3.9% | 0 | 0.0% | 263 | 1.6% |
| Idaho | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Illinois | 20,214 | 14.3% | 11,778 | 11.3% | 714 | 0.8% | 3,320 | 1.9% |
| Indiana | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Iowa | 928 | 2.2% | 25,179 | 61.9% | 195 | 0.5% | 207 | 0.3% |
| Kansas | 1,396 | 3.6% | 9,143 | 23.8% | 483 | 1.3% | 1,226 | 3.5% |
| Kentucky | 1,286 | 1.9% | 3,912 | 6.2% | 1,304 | 2.5% | 232 | 0.5% |
| Louisiana | 0 | 0.0% | 12,936 | 21.3% | 0 | 0.0% | 1,614 | 2.8% |
| Maine | 0 | 0.0% | 4,446 | 34.5% | 0 | 0.0% | 81 | 0.1% |
| Maryland | 1,032 | 1.3% | 12,295 | 16.1% | -1,560 | -2.1% | 2,889 | 3.4% |
| Massachusetts | 2,590 | 4.9% | 12,182 | 18.2% | 231 | 0.5% | -28 | 0.2% |
| Michigan | 0 | 0.0% | 10,891 | 12.8% | 0 | 0.0% | 228 | 0.2% |
| Minnesota* | -279 | -0.5% | 6,316 | 8.6% | -88 | -0.12% | -27 | 0.0% |
| Mississippi | 0 | 0.0% | 3,064 | 8.2% | 0 | 0.0% | 1,110 | 3.0% |
| Missouri | -1,396 | -1.9% | 1,955 | 2.6% | 53 | 0.1% | 1,015 | 1.4% |
| Montana | 0 | 0.0% | 0 | 0.0% | -2 | 0.0% | -269 | -2.1% |
| Nebraska | 4,196 | 15.7% | 8,932 | 32.6% | 119 | 0.8% | 231 | 0.4% |
| Nevada | -111 | -0.4% | 2,749 | 6.8% | 0 | 0.0% | 931 | 2.3% |
| New Hampshire | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| New Jersey | 9,474 | 9.9% | 9,273 | 11.1% | 927 | 0.9% | 1,933 | 1.9% |
| New Mexico | 1,100 | 4.4% | 10,127 | 39.5% | 306 | 1.3% | 510 | 2.6% |
| New York | 4,888 | 2.4% | 45,917 | 23.6% | 6,031 | 2.7% | -12,194 | -5.8% |
| North Carolina | 0 | 0.0% | 29,819 | 23.8% | 0 | 0.0% | 1,550 | 1.0% |
| North Dakota | 0 | 0.0% | 1,235 | 11.2% | 0 | 0.0% | 173 | 1.3% |
| Ohio | -7,927 | -5.2% | 2,198 | 2.4% | 8 | 0.0% | -8 | 0.0% |
| Oklahoma | 2,839 | 5.4% | 11,338 | 14.3% | 1,272 | 2.4% | -3,408 | -6.4% |
| Oregon* | 2,477 | 5.1% | 3,185 | 6.3% | -7 | 0.1% | 7 | 0.1% |
| Pennsylvania* | 15,059 | 10.6% | 29,496 | 20.6% | 1,333 | 1.0% | 2,905 | 2.1% |
| Rhode Island | 0 | 0.0% | 1,420 | 12.8% | 0 | 0.0% | 340 | 2.8% |
| South Carolina | -93 | -0.2% | 13,033 | 17.6% | -27 | 0.0% | 546 | -0.1% |
| South Dakota | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Tennessee | -634 | -0.9% | 16,499 | 19.5% | 141 | 0.2% | 445 | 0.2% |
| Texas | 15,589 | 2.4% | 69,052 | 7.8% | 59 | 0.1% | -7,015 | -2.4% |
| Utah* | 519 | 1.0% | 1,703 | 3.3% | 519 | 1.0% | 1,703 | 3.3% |
| Vermont | 3,103 | 53.2% | 4,002 | 67.8% | -425 | -6.1% | -281 | -1.8% |
| Virginia | 0 | 0.0% | 13,281 | 12.2% | 0 | 0.0% | 1,502 | 1.4% |
| Washington | 4,185 | 4.2% | 3,881 | 3.2% | 275 | 0.3% | 234 | 0.1% |
| West Virginia | -536 | -2.2% | 8,306 | 43.9% | 82 | 0.6% | 1,478 | 8.7% |
| Wisconsin* | -195 | -0.3% | 35,689 | 52.5% | -11 | 0.0% | 250 | -0.2% |
| Wyoming | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| United States | 147,850 | 3.6% | 803,055 | 19.4% | 10,588 | 0.3% | -4,296 | -0.3% |
| Guam | 0 | 0.0% | 71 | 2.2% | 0 | 0.0% | -1 | -0.1% |

* 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 the table are estimates.

TABLE 4: 2019-2020 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRESCHOOL, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START

| STATE | PRE-K + PRE-K SPECIAL EDUCATION | | | | PRE-K + PRE-K SPECIAL EDUCATION + HEAD START** | | | |
|-----------------------|---------------------------------|-----------------------|------------------|-----------------------|--|-----------------------|------------------|-----------------------|
| | 3-year-olds | | 4-year-olds | | 3-year-olds | | 4-year-olds | |
| | Number enrolled | % of state population | Number enrolled | % of state population | Number enrolled | % of state population | Number enrolled | % of state population |
| Alabama† | 1,051 | 1.8% | 21,892 | 36.3% | 6,099 | 10.2% | 25,786 | 42.8% |
| Alaska* | 632 | 6.0% | 1,673 | 16.1% | 1,780 | 16.9% | 2,951 | 28.4% |
| Arizona | 5,028 | 5.7% | 7,999 | 8.8% | 10,462 | 11.9% | 15,492 | 17.0% |
| Arkansas | 7,769 | 20.1% | 15,765 | 40.5% | 11,384 | 29.5% | 18,548 | 47.7% |
| California | 70,398 | 14.5% | 193,005 | 39.0% | 106,390 | 21.9% | 226,795 | 45.8% |
| Colorado | 9,313 | 13.7% | 20,408 | 29.7% | 12,705 | 18.7% | 24,708 | 36.0% |
| Connecticut*† | 7,461 | 20.1% | 10,540 | 27.7% | 9,139 | 24.6% | 12,489 | 32.8% |
| Delaware | 1,055 | 9.4% | 1,561 | 14.0% | 1,703 | 15.2% | 2,428 | 21.8% |
| District of Columbia† | 6,435 | 73.0% | 7,356 | 84.0% | 6,435 | 73.0% | 7,356 | 84.0% |
| Florida* | 7,316 | 3.1% | 166,726 | 71.6% | 21,952 | 9.4% | 184,063 | 79.1% |
| Georgia† | 2,937 | 2.2% | 82,375 | 60.7% | 14,004 | 10.5% | 85,747 | 63.2% |
| Hawaii | 769 | 4.4% | 1,457 | 8.4% | 1,734 | 10.0% | 2,712 | 15.7% |
| Idaho | 813 | 3.4% | 1,207 | 4.9% | 2,006 | 8.4% | 3,092 | 12.5% |
| Illinois† | 34,644 | 22.6% | 54,054 | 35.0% | 44,081 | 28.8% | 64,769 | 41.9% |
| Indiana | 4,088 | 4.8% | 5,522 | 6.4% | 9,040 | 10.6% | 11,560 | 13.3% |
| Iowa† | 2,275 | 5.7% | 27,606 | 68.1% | 4,006 | 10.0% | 28,848 | 71.2% |
| Kansas* | 4,202 | 11.0% | 14,407 | 37.6% | 6,209 | 16.2% | 17,167 | 44.8% |
| Kentucky† | 6,158 | 11.2% | 16,729 | 30.0% | 11,960 | 21.7% | 22,543 | 40.5% |
| Louisiana* | 715 | 1.2% | 21,056 | 34.2% | 11,085 | 17.9% | 27,940 | 45.3% |
| Maine† | 446 | 3.4% | 6,172 | 46.3% | 1,395 | 10.6% | 6,284 | 47.1% |
| Maryland*† | 5,917 | 8.0% | 32,268 | 43.4% | 9,998 | 13.6% | 35,314 | 47.5% |
| Massachusetts† | 12,022 | 16.7% | 21,656 | 29.9% | 15,976 | 22.2% | 24,289 | 33.5% |
| Michigan† | 4,138 | 3.6% | 38,895 | 33.3% | 16,005 | 13.9% | 43,905 | 37.6% |
| Minnesota** | 3,776 | 5.2% | 13,263 | 18.2% | 8,430 | 11.7% | 17,520 | 24.1% |
| Mississippi† | 695 | 1.9% | 4,739 | 12.6% | 9,841 | 26.4% | 13,129 | 35.0% |
| Missouri | 3,945 | 5.2% | 10,989 | 14.5% | 9,519 | 12.7% | 15,774 | 20.8% |
| Montana | 132 | 1.0% | 373 | 2.9% | 1,690 | 13.3% | 2,269 | 17.5% |
| Nebraska† | 4,320 | 16.2% | 9,288 | 34.1% | 5,096 | 19.1% | 9,993 | 36.7% |
| Nevada† | 1,796 | 4.7% | 5,518 | 14.2% | 3,050 | 8.0% | 6,321 | 16.3% |
| New Hampshire | 1,008 | 7.7% | 1,244 | 9.3% | 1,580 | 12.1% | 1,850 | 13.9% |
| New Jersey† | 27,842 | 26.5% | 40,718 | 38.7% | 31,107 | 29.6% | 43,094 | 41.0% |
| New Mexico | 2,700 | 10.8% | 10,783 | 42.0% | 5,953 | 23.8% | 14,046 | 54.7% |
| New York† | 23,364 | 10.3% | 123,534 | 54.3% | 40,299 | 17.8% | 137,252 | 60.4% |
| North Carolina† | 3,812 | 3.1% | 35,334 | 28.3% | 10,976 | 8.9% | 39,938 | 32.0% |
| North Dakota | 484 | 4.4% | 1,556 | 14.1% | 1,409 | 12.8% | 2,749 | 24.9% |
| Ohio | 6,984 | 5.0% | 22,965 | 16.2% | 19,773 | 14.0% | 37,080 | 26.1% |
| Oklahoma | 2,839 | 5.4% | 37,217 | 69.9% | 10,573 | 20.0% | 42,308 | 79.4% |
| Oregon** | 5,760 | 12.2% | 8,472 | 17.7% | 8,956 | 19.0% | 11,875 | 24.8% |
| Pennsylvania* | 22,801 | 16.0% | 42,200 | 29.3% | 33,049 | 23.2% | 54,751 | 38.0% |
| Rhode Island | 661 | 5.9% | 2,214 | 19.9% | 1,604 | 14.4% | 3,261 | 29.3% |
| South Carolina | 1,755 | 2.9% | 28,683 | 47.0% | 7,906 | 13.2% | 32,454 | 53.2% |
| South Dakota | 463 | 3.7% | 716 | 5.8% | 2,219 | 17.9% | 2,789 | 22.5% |
| Tennessee† | 2,545 | 3.1% | 22,052 | 26.4% | 9,097 | 11.0% | 26,249 | 31.4% |
| Texas | 42,296 | 10.3% | 202,381 | 48.4% | 72,561 | 17.6% | 231,441 | 55.4% |
| Utah† | 3,045 | 6.0% | 5,142 | 10.0% | 5,152 | 10.2% | 7,740 | 15.1% |
| Vermont | 3,472 | 58.5% | 4,622 | 76.4% | 3,855 | 64.9% | 5,100 | 84.3% |
| Virginia | 3,921 | 3.8% | 23,228 | 22.5% | 9,608 | 9.3% | 28,771 | 27.8% |
| Washington | 8,351 | 8.9% | 13,113 | 13.9% | 13,404 | 14.3% | 18,901 | 20.0% |
| West Virginia† | 1,232 | 6.5% | 13,391 | 68.1% | 2,225 | 11.7% | 13,391 | 68.1% |
| Wisconsin** | 2,825 | 4.2% | 49,193 | 71.7% | 9,388 | 13.9% | 53,775 | 78.4% |
| Wyoming | 820 | 11.3% | 1,096 | 14.9% | 1,387 | 19.1% | 1,821 | 24.8% |
| United States | 379,226 | 9.5% | 1,504,352 | 37.2% | 675,258 | 16.9% | 1,770,428 | 43.8% |
| Guam | 35 | 1.1% | 133 | 4.2% | 189 | 5.9% | 513 | 16.1% |

* These states serve special education children in their state pre-K programs but were not able to provide the number of children for at least one of their programs. Estimates were used based on the average percent of special education students in state pre-K across all programs 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 the number of children. Estimates were used based on the percent of children with IEPs in Head Start in the state as reported by the PIR.

† At least one program in these states was able to report the number of children enrolled in state pre-K and Head Start. This information was used to estimate an unduplicated count of Head Start enrollment.

** Totals can overestimate public enrollment in state pre-K, pre-K special education, and Head Start as some or all of Head Start children may be served in a state's pre-K program and many states could not report this information.

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

TABLE 5: 2019-2020 STATE PRESCHOOL QUALITY STANDARDS

| STATE/ PROGRAM | Early learning & development standards | Curriculum supports | Teacher has BA | Specialized training in pre-K | Assistant teacher has CDA or equiv. | Staff professional development | Class size 20 or lower | Staff-child ratio 1:10 or better | Vision, hearing, & health screening & referral | Continuous quality improvement system | Quality Standards Checklist Sum 2019-2020 |
|--------------------------|---|------------------------|-------------------|-------------------------------------|--|--------------------------------------|---------------------------------|--|--|--|---|
| Alabama | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 |
| Alaska | ✓ | ✓ | ✓ | | | | | | | | 3 |
| Arizona | ✓ | ✓ | | | | | | | | ✓ | 3 |
| Arkansas | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | 8 |
| California CSPP | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | 6 |
| California TK | ✓ | ✓ | ✓ | | | | | | | | 3 |
| Colorado | ✓ | | | ✓ | | | ✓ | ✓ | | | 4 |
| Connecticut CDCC | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | | 5 |
| Connecticut SR | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | | 5 |
| Connecticut Smart Start | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | 6 |
| Delaware | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 9 |
| District of Columbia | ✓ | ✓ | | | | | | | ✓ | ✓ | 4 |
| Florida | ✓ | | | | | | ✓ | | | | 2 |
| Georgia | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | 8 |
| Hawaii | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 |
| Illinois | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | 8 |
| Iowa Shared Visions | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | 6 |
| Iowa SWVPP | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | 8 |
| Kansas Preschool Pilot | ✓ | ✓ | ✓ | | | | | ✓ | | | 4 |
| Kansas PA AR | ✓ | ✓ | ✓ | | | | | ✓ | | | 4 |
| Kentucky | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | 8 |
| Louisiana 8(g) | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | 7 |
| Louisiana LA 4 | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | 8 |
| Louisiana NSECD | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | 9 |
| Maine | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | 9 |
| Maryland | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | 7 |
| Massachusetts UPK | ✓ | ✓ | | | | | ✓ | ✓ | | ✓ | 5 |
| Massachusetts Chapter 70 | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ | 5 |
| Michigan | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 |
| Minnesota HdSt | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | 8 |
| Minnesota VPK/SRP | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | | 5 |
| Mississippi | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 |
| Missouri PP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 |
| Missouri Pre-K FF | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | 5 |
| Nebraska | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | 7 |
| Nevada | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | 6 |
| New Jersey Abbott | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | 8 |
| New Jersey ECPA | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | 8 |
| New Jersey ELLI | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | 8 |
| New Mexico | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 9 |
| New York | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | 7 |
| North Carolina | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | 8 |
| North Dakota | ✓ | | ✓ | | | | | | | | 2 |
| Ohio | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ | 5 |
| Oklahoma | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | 9 |
| Oregon Pre-K | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | 8 |
| Oregon Preschool Promise | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | 6 |
| Pennsylvania RTL | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | | 5 |
| Pennsylvania HSSAP | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | 7 |
| Pennsylvania K4 & SBPK | ✓ | ✓ | ✓ | | | | | | ✓ | | 4 |
| Pennsylvania PKC | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | 8 |
| Rhode Island | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 |
| South Carolina | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | 7 |
| Tennessee | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | 9 |
| Texas | ✓ | | ✓ | ✓ | | | | | ✓ | | 4 |
| Utah | | | | | | | ✓ | ✓ | | | 2 |
| Vermont | ✓ | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | 7 |
| Virginia | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | 6 |
| Washington | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | 8 |
| West Virginia | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | 9 |
| Wisconsin 4K | | ✓ | ✓ | ✓ | | | | | | | 3 |
| Wisconsin HdSt | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | 7 |
| TOTAL | 60 | 56 | 37 | 50 | 19 | 14 | 46 | 50 | 39 | 38 | |
| Guam | ✓ | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | 7 |

TABLE 6: PRE-K RESOURCES PER CHILD ENROLLED BY STATE

| STATE | Resource rank based on state spending | State \$ per child enrolled in preschool | Change in state per child spending from 2018-2019 to 2019-2020 Adjusted dollars | Total state preschool spending in 2019-2020 | Change in total state spending from 2018-2019 to 2019-2020 Adjusted dollars | State reported non-state funds | All reported \$ per child enrolled in preschool |
|-----------------------|---------------------------------------|--|---|---|---|--------------------------------|---|
| District of Columbia | 1 | \$18,421 | -\$520 | \$255,918,562 | -\$4,761,102 | Yes | \$19,463 |
| New Jersey | 2 | \$14,103 | \$739 | \$781,471,254 | \$79,150,473 | No | \$14,103 |
| Oregon | 3 | \$10,164 | \$201 | \$96,282,600 | \$3,026,635 | No | \$10,164 |
| Hawaii | 4 | \$9,886 | \$2,572 | \$6,712,298 | \$3,677,322 | No | \$9,886 |
| Rhode Island | 5 | \$9,722 | \$2,949 | \$13,804,779 | \$6,490,325 | Yes | \$10,650 |
| Washington | 6 | \$9,443 | \$343 | \$132,197,514 | \$9,431,608 | No | \$9,443 |
| Connecticut | 7 | \$8,478 | -\$436 | \$125,973,139 | -\$7,811,746 | No | \$8,478 |
| California | 8 | \$8,030 | \$334 | \$1,949,402,902 | \$59,153,244 | Yes | \$8,037 |
| New Mexico | 9 | \$7,334 | \$1,185 | \$88,494,800 | \$19,317,209 | No | \$7,334 |
| Delaware | 10 | \$7,277 | -\$106 | \$6,149,300 | -\$89,536 | No | \$7,277 |
| Vermont* | 11 | \$6,993 | \$86 | \$60,094,938 | -\$1,799,629 | Yes | \$7,821 |
| New York | 12 | \$6,944 | \$179 | \$834,243,200 | -\$20,245,141 | Yes | \$7,036 |
| Pennsylvania | 13 | \$6,849 | \$190 | \$333,898,090 | \$35,871,095 | No | \$6,849 |
| Michigan | 14 | \$6,680 | -\$2 | \$249,600,000 | \$1,438,551 | No | \$6,680 |
| Nevada | 15 | \$6,428 | \$2,705 | \$19,732,461 | \$11,769,182 | Yes | \$8,476 |
| West Virginia | 16 | \$6,394 | -\$1,028 | \$96,812,321 | -\$3,638,304 | Yes | \$10,313 |
| Minnesota | 17 | \$6,370 | -\$295 | \$51,738,528 | -\$3,163,999 | Yes | \$7,177 |
| Alabama | 18 | \$6,008 | \$354 | \$122,798,645 | \$25,439,359 | Yes | \$8,926 |
| Arkansas | 19 | \$5,644 | -\$49 | \$114,000,000 | -\$925,894 | Yes | \$9,026 |
| North Carolina | 20 | \$5,355 | -\$174 | \$166,326,635 | \$3,156,647 | Yes | \$10,122 |
| Alaska | 21 | \$5,212 | -\$390 | \$7,317,829 | \$12,995 | No | \$5,212 |
| Illinois** | 22 | \$5,028 | \$213 | \$428,329,532 | \$37,546,453 | Yes | \$5,885 |
| Maryland | 23 | \$4,775 | \$530 | \$158,104,001 | \$21,990,968 | Yes | \$8,780 |
| Georgia | 24 | \$4,694 | \$89 | \$377,031,052 | \$6,385,247 | No | \$4,694 |
| Oklahoma | 25 | \$4,609 | \$283 | \$196,744,743 | \$12,413,869 | Yes | \$9,404 |
| Kentucky | 26 | \$4,590 | -\$407 | \$105,053,167 | -\$1,641,927 | Yes | \$8,151 |
| Louisiana | 27 | \$4,539 | -\$231 | \$92,837,799 | \$2,968,266 | Yes | \$4,623 |
| Tennessee | 28 | \$4,460 | -\$452 | \$82,351,190 | -\$5,461,946 | Yes | \$5,734 |
| Ohio | 29 | \$4,000 | -\$58 | \$71,480,000 | -\$1,040,770 | No | \$4,000 |
| Virginia | 30 | \$3,954 | -\$71 | \$75,748,685 | \$4,679,170 | Yes | \$7,239 |
| Maine | 31 | \$3,881 | \$194 | \$23,887,543 | \$1,343,118 | Yes | \$8,392 |
| Arizona | 32 | \$3,686 | -\$386 | \$19,224,515 | -\$2,804,561 | No | \$3,686 |
| Texas** | 33 | \$3,631 | \$0 | \$842,178,371 | -\$25,254,641 | Yes | \$3,693 |
| Iowa | 34 | \$3,456 | \$32 | \$93,970,519 | \$2,911,426 | Yes | \$3,692 |
| Wisconsin** | 35 | \$3,451 | -\$1 | \$178,999,650 | \$821,757 | Yes | \$6,200 |
| Missouri | 36 | \$3,208 | -\$170 | \$22,054,239 | \$2,499,029 | No | \$3,208 |
| Utah | 37 | \$3,074 | \$3,074 | \$6,940,000 | \$6,940,000 | No | \$3,074 |
| Colorado | 38 | \$3,072 | \$244 | \$70,460,165 | \$8,408,050 | Yes | \$5,434 |
| South Carolina | 39 | \$2,964 | \$34 | \$85,962,509 | \$2,107,546 | Yes | \$3,216 |
| Massachusetts | 40 | \$2,818 | \$62 | \$105,778,125 | \$3,134,076 | Yes | \$3,705 |
| Florida | 41 | \$2,401 | \$115 | \$400,277,729 | \$3,365,607 | No | \$2,401 |
| Mississippi | 42 | \$2,187 | -\$145 | \$6,699,517 | \$2,143,311 | Yes | \$5,704 |
| Kansas | 43 | \$2,085 | -\$111 | \$26,617,567 | \$2,339,129 | No | \$2,085 |
| Nebraska | 44 | \$1,949 | \$95 | \$27,986,937 | \$2,109,032 | Yes | \$8,986 |
| North Dakota | 45 | \$527 | -\$12 | \$650,659 | \$78,438 | No | \$527 |
| Idaho | No Program | \$0 | \$0 | \$0 | \$0 | NA | \$0 |
| Indiana | No Program | \$0 | \$0 | \$0 | \$0 | NA | \$0 |
| Montana | No Program | \$0 | \$0 | \$0 | \$0 | NA | \$0 |
| New Hampshire | No Program | \$0 | \$0 | \$0 | \$0 | NA | \$0 |
| South Dakota | No Program | \$0 | \$0 | \$0 | \$0 | NA | \$0 |
| Wyoming | No Program | \$0 | \$0 | \$0 | \$0 | NA | \$0 |
| 50 states + DC | | \$5,499 | \$144 | \$9,012,338,009 | \$300,550,660 | | \$6,329 |
| Guam | | \$5,429 | \$456 | \$385,434 | \$27,420 | No | \$5,429 |

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

* Vermont did not report spending information for 2018-2019 or 2019-2020 so their spending used here is estimated based on 2017-2018 information. They could not break out the state, local, and federal spending (other PDG) from the total amount reported. Therefore, the portions of total spending attributable to state, local, and federal sources were estimated based on K-12 spending.

** Illinois, Texas, and Wisconsin 4K did not report spending information for 2019-2020 so their spending information used here is estimated based on 2018-2019 information.

*** 1,260 children with instructional IEPs were served in Iowa's SWVPP program but were funded by sources not reported by the state. Similar to prior years, these children were removed from the per-child spending calculations.

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