

# Executive Summary



## STATE PRE-K AFTER THE RECESSION: STALLED OR TURNING UP?

The 2012-2013 school year capped a dismal half-decade, with more bad news as well as a glimmer of hope. After the 2011-2012 downturn in spending and quality, many state pre-K program budgets leveled off and even regained some ground. This offers hope that as state budgets emerge from the recession, policymakers will prioritize early learning programs. However, this was also the first year since we began reporting (2001-2002), that states failed to increase the number of children they serve in pre-K.

The loss of 9,160 children from enrollment at age 4 and 42 children at age 3 are modest changes, but this is the first decrease we have observed. At the same time, this represents a reversal—or at least a pause—of the trend toward spreading too little funding over ever more children, which led to expanded access while jeopardizing program quality. What remains to be seen is whether the small enrollment decrease of 2012-2013, coupled with a small increase in spending, represents a turning point after which both access and quality will be increased, or simply a new stasis in which neither advances significantly.

State funding for pre-K increased by \$30.6 million in 2012-2013, adjusted for inflation. This is just a small step towards reversing nearly a half a billion dollars in cuts in the previous school year, but it is a step in the right direction. Combined with the decrease in enrollment, the increased funding yielded a \$36 increase in state spending per child, bringing that amount to \$4,026. In many states, local governments, primarily local education agencies, also contribute substantively to funding for pre-K. Only some states systematically collect information on local funding, but what is documented adds another \$600 per child.

Progress on quality standards also appears to be in a holding pattern. Ohio met a new benchmark for adopting comprehensive early learning standards, making this the first item in NIEER's quality standards checklist to be met by all programs. On the other hand, Missouri lost a benchmark for reducing its professional development requirement below 15 hours per year, while Arizona lost its benchmark for lead teacher credential, as its merger of two programs resulted in a lowered requirement.

## WHAT'S NEW?

- In 2012-2013, enrollment decreased—by more than 9,000 children at age 4—from the prior year across the 40 states plus D.C.<sup>1</sup> that offer pre-K. This is the first enrollment decrease, nationally, NIEER has observed.

- Slightly more than 1.3 million children attended state-funded pre-K, 1.1 million of them at age 4. They account for four percent of 3-year-olds and 28 percent of 4-year-olds.

- Twenty states increased enrollment. Eleven states reduced enrollment.

- One program improved against NIEER's Quality Standards Benchmarks, while two fell back. For the first time, every state-funded pre-K program had comprehensive early learning standards.

- Four states, plus one of Louisiana's three programs, met all 10 of NIEER's benchmarks for state pre-K quality standards, the same as in the previous year. This remains down from the peak of five states in 2010-2011. Another 16 states met eight or more benchmarks.

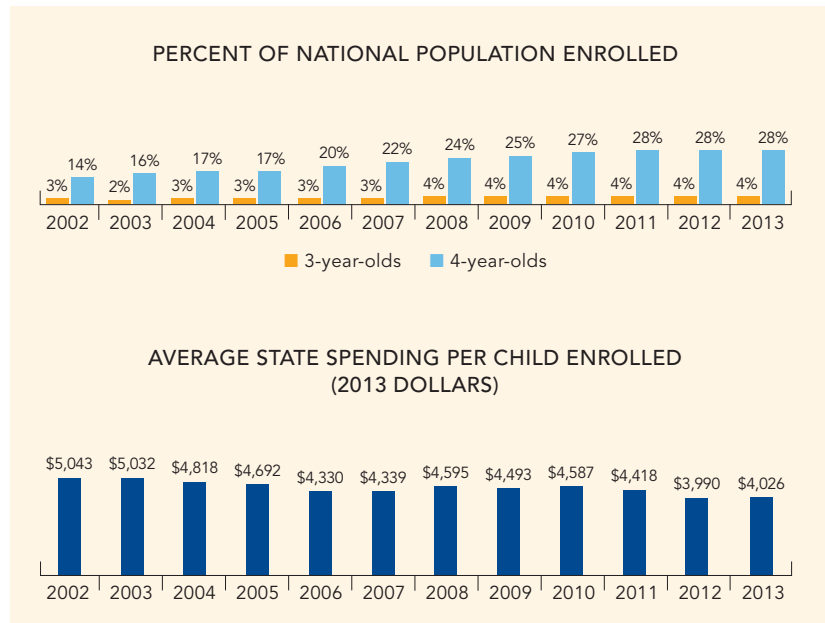
- More than half a million children, or 41 percent of nationwide enrollment, were served in programs that met fewer than half of the quality standards benchmarks.

- Total state funding for pre-K programs increased by \$30 million in real dollars, about a 1 percent increase.

- State pre-K funding per child increased by \$36 (inflation-adjusted) from the previous year, to \$4,026. However, that regains less than 10 percent of the prior year's cut of \$442 per child.

- State funding per child for pre-K increased by at least one percent in 18 of the 41 states with programs, when adjusted for inflation. Twenty states decreased per-child funding by at least 1 percent. In 5 states, per-child spending fell by 10 percent or more from the previous year; in 7 states, per-child spending increased by the same margin.

- Only 15 states could be verified as providing enough per-child funding to meet all 10 benchmarks for quality standards. As only 19 percent of the children enrolled in state-funded pre-K attend those programs, it is possible that most children served by state pre-K attend programs where funding per child is inadequate to provide a quality early education.

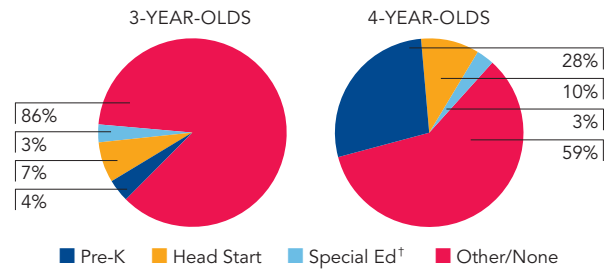


\* For the sake of comparison, the District of Columbia will be referred to as a "state" throughout this report. Hence, a total of 41 states provide state-funded pre-K.

## NATIONAL ACCESS

Total state preschool enrollment, all ages .....	1,338,737
State-funded preschool programs .....	53 programs in 40 states and D.C. <sup>1</sup>
Income requirement .....	31 state programs have an income requirement
Minimum hours of operation .....	23 part-day; 11 school-day; 1 extended-day; 18 determined locally <sup>2</sup>
Operating schedule .....	39 academic year, 14 determined locally
Special education enrollment, ages 3 & 4 .....	435,788
Federal Head Start enrollment, ages 3 & 4 .....	710,978 <sup>3</sup>
Total federal Head Start enrollment, all ages .....	777,194 <sup>3</sup>
State-funded Head Start enrollment, ages 3 & 4 .....	19,308 <sup>4</sup>

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



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

## NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 53 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards .....	Comprehensive .....	53
Teacher degree .....	BA .....	30
Teacher specialized training .....	Specializing in pre-K .....	45
Assistant teacher degree .....	CDA or equivalent .....	15
Teacher in-service .....	At least 15 hours/year .....	42
Maximum class size .....	20 or lower .....	45
3-year-olds		
4-year-olds		
Staff-child ratio .....	1:10 or better .....	46
3-year-olds		
4-year-olds		
Screening/referral .....	Vision, hearing, health; and .....	36
and support services	at least 1 support service	
Meals .....	At least 1/day .....	25
Monitoring .....	Site visits at least every five years .....	32

## NATIONAL RESOURCES

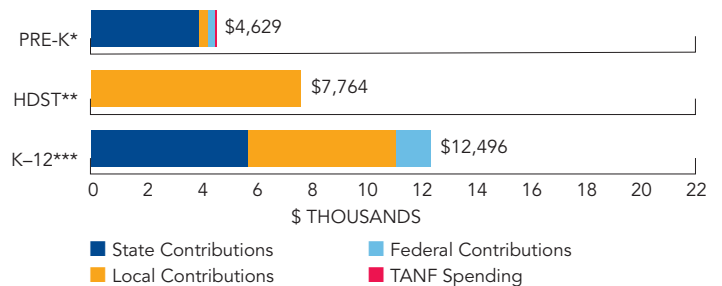
Total state preschool spending .....	\$5,390,261,787
Local match required? .....	13 state programs require a local match
State Head Start spending .....	\$144,664,464
State spending per child enrolled .....	\$4,026 <sup>5</sup>
All reported spending per child enrolled* .....	\$4,629

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

\*\* Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

\*\*\* K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



<sup>1</sup> Throughout this report, the District of Columbia is included like a state for the first time. Figures indicating change over time have been adjusted to reflect 50 state plus D.C. totals. D.C. is also included in rankings as a "state," creating a list of 41 states for rankings.

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

<sup>3</sup> The enrollment figure for federal Head Start, ages 3 and 4, includes children enrolled in the program in all 50 states, D.C., and the U.S. territories, as well as enrollment in the Migrant and American Indian/Alaskan Native programs. Past years did not include the enrollment of children in the territories. The enrollment figure for total federal Head Start, all ages, includes all children served in any location, including the U.S. territories, and migrant and American Indian programs. These numbers do not include children funded by state match.

<sup>4</sup> This figure includes 15,552 children who attended programs that were considered to be state-funded preschool initiatives. These children are also counted in the state-funded preschool enrollment total.

<sup>5</sup> This figure includes federal TANF funds directed toward preschool at states' discretion.

**TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS\***

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resource Rank Based on State Spending	Resource Rank Based on All Reported Spending	Quality Standards Checklist Sum (Maximum of 10)
Alabama	34	None Served	14	9	10
Alaska	37	None Served	7	10	10
Arizona	38	19	39	40	5
Arkansas	14	5	12	18	9
California	27	7	17	19	4
Colorado	22	10	37	32	6
Connecticut	29	11	3	2	6
Delaware	33	None Served	8	14	8
District of Columbia	1	1	1	1	8
Florida	2	None Served	35	37	3
Georgia	8	None Served	28	29	8
Illinois	18	4	31	28	8
Iowa	7	18	32	35	6.9
Kansas	23	None Served	36	38	6
Kentucky	16	9	24	12	9
Louisiana	15	None Served	15	22	8.0
Maine	13	None Served	34	21	6
Maryland	12	16	19	24	8
Massachusetts	28	17	20	25	6
Michigan	24	None Served	18	23	7
Minnesota	40	23	6	8	9
Missouri	35	21	38	39	7
Nebraska	19	6	41	36	6
Nevada	36	26	33	34	7
New Jersey	17	3	2	3	8.8
New Mexico	25	None Served	27	31	8
New York	10	27	26	30	7
North Carolina	20	None Served	13	11	10
Ohio	39	24	21	26	4
Oklahoma	3	None Served	25	7	9
Oregon	31	13	5	6	8
Pennsylvania	30	14	11	17	5.6
Rhode Island	41	None Served	4	5	10
South Carolina	11	15	40	41	6.2
Tennessee	21	25	16	15	9
Texas	9	12	30	33	2
Vermont	4	2	22	27	4
Virginia	26	None Served	23	16	6
Washington	32	20	9	13	9
West Virginia	6	8	10	4	8
Wisconsin	5	22	29	20	5.0
Hawaii	No program	No program	No program	No program	No program
Idaho	No program	No program	No program	No program	No program
Indiana	No program	No program	No program	No program	No program
Mississippi	No program	No program	No program	No program	No program
Montana	No program	No program	No program	No program	No program
New Hampshire	No program	No program	No program	No program	No program
North Dakota	No program	No program	No program	No program	No program
South Dakota	No program	No program	No program	No program	No program
Utah	No program	No program	No program	No program	No program
Wyoming	No program	No program	No program	No program	No program

\* For the first time in this report, the District of Columbia is considered as a state in terms of rankings. Thus, rankings range from 1 to 41.

# Executive Summary (continued)

## ENROLLMENT BACKSLIDES

State-funded pre-K served 1,338,737 children in 2012-2013 across all ages. State pre-K continues to be primarily a program for 4-year-olds in the vast majority of states, with more than 1.1 million served at age 4, which is about 85 percent of the total.

Across the nation, 28 percent of 4-year-olds were enrolled in state-funded pre-K programs; only 4 percent of 3-year-olds were similarly enrolled, percentages that are unchanged since 2010-2011. Total enrollment decreased by 4,301 children from the prior year. While this is a small number relative to the total, it marks the first time since NIEER began tracking state-funded pre-K that total enrollment has decreased. Table 2 reports both numbers: enrolled, and enrollment as a percentage of total population by state. Table 3 reports enrollment changes for 3- and 4-year-olds from the prior year and over the past decade.

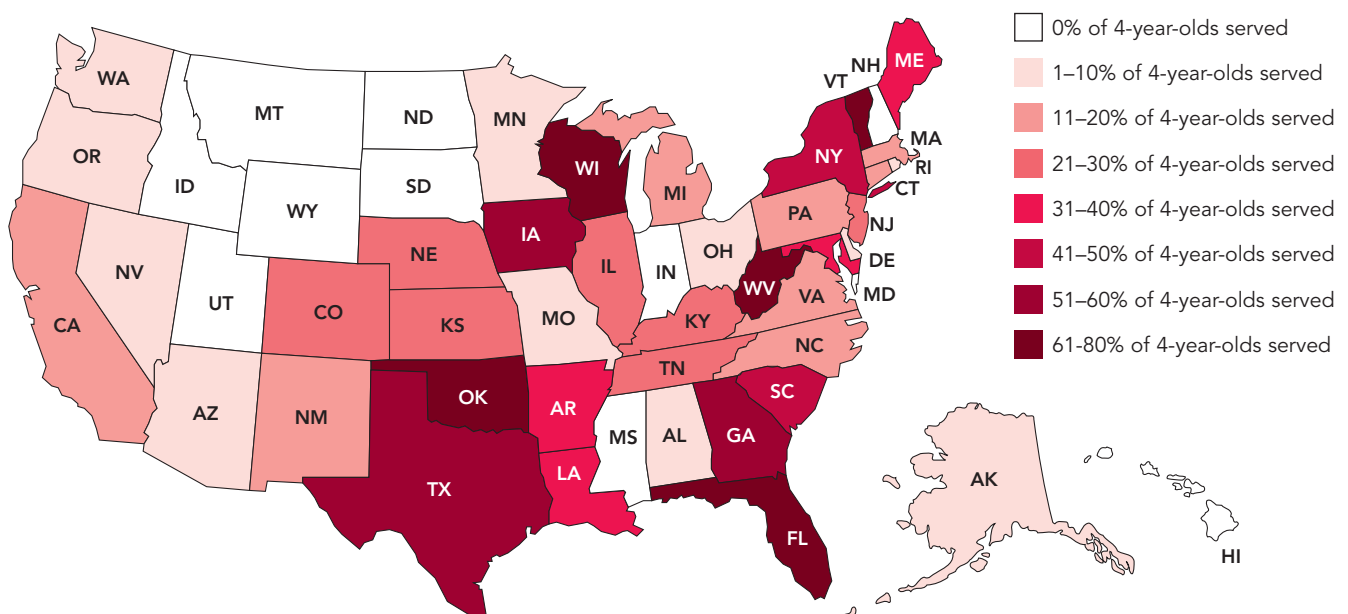
Enrollment in state-funded pre-K programs varies widely from state to state. Figure 1 displays state pre-K enrollment at age 4 by state, based on the detailed figures in Table 2. The District of Columbia served the highest percentage of children at ages 3 and 4, followed by Florida, Oklahoma, and Vermont all of which served more than 70 percent of their state's 4-year-olds. Vermont ranks second to D.C. for the percentage of 3-year-olds served, but enrolled a much lower 21 percent of 3-year-olds in state-funded pre-K.

Other states enrolling more than half of 4-year-olds include Georgia, Iowa, Texas, West Virginia, and Wisconsin. On the other end of the spectrum, 10 states offered no program at all and 10 more had programs that served less than 10 percent of 4-year-olds. Enrollment, of course, only tells part of the story. Program quality is essential if pre-K is to make a real contribution to children's learning and development. Not all the states that top the charts for enrollment adequately invest in quality, as we discuss in the next section.

On enrollment, most states provide pre-K primarily to children in the year immediately before kindergarten, except for children served by special education programs. However, there are several notable exceptions. The District of Columbia serves more than 75 percent of 3-year-old residents. New Jersey and Vermont serve about 1 in 5 3-year-olds, and Arkansas, California, Illinois, and Nebraska all serve 10 percent or more at age 3. Of the 27 states that enroll 3-year-olds in state-funded pre-K, 15 states increased their enrollment of 3-year-olds from the previous year.

The decrease in enrollment totals is unprecedented and, though small, requires further examination. California decreased enrollment by almost 15,000 pre-K spots, a change large enough to have an impact on national trends, compounded by the fact that an additional four states had decreases of more than 1,000 students. While more states increased enrollment than decreased it, the size of the decrease in large states such as California and Pennsylvania pulled the national total down.

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



## QUALITY STANDARDS

The *Yearbook* compares each state program’s standards against a checklist of 10 research-based quality standards benchmarks. The benchmarks track state progress in quality standards, but they are not, in themselves, guarantees of quality. Arguably some of them are quite low (e.g., hours of professional development), even though many states do not meet them. Moreover, they are primarily indicators of the resources available to programs, not whether these resources are used well. In addition to high standards, effective pre-K programs require adequate funding and the continuous improvement of strong practices. For example, requirements that every teacher be highly qualified mean nothing if pre-K teacher salaries are not competitive with other educational sectors and occupations. Nor do the required hours of professional development matter if they consist of one-shot workshops on barely relevant topics.

While the benchmarks are derived from research, setting them is not an exact science, and they are not all equally important, or important for the same reasons. For example, some state policy makers do not consider it desirable to require meals in part-day programs. In our view, as most programs target disadvantaged children who all too often experience food insecurity and poor nutrition, it is desirable to offer them a healthy meal no matter how short the day. Good teachers make mealtime a learning time broadly, and teach about healthy eating habits, so there is no loss of “instructional time.” However, this clearly is a crude indicator of whether programs adequately address children’s nutritional needs. A list of benchmarks and a summary of the supporting research are provided on page 22.

FIGURE 2: PERCENT OF STATE PRE-K PROGRAMS MEETING BENCHMARKS 2002-2013

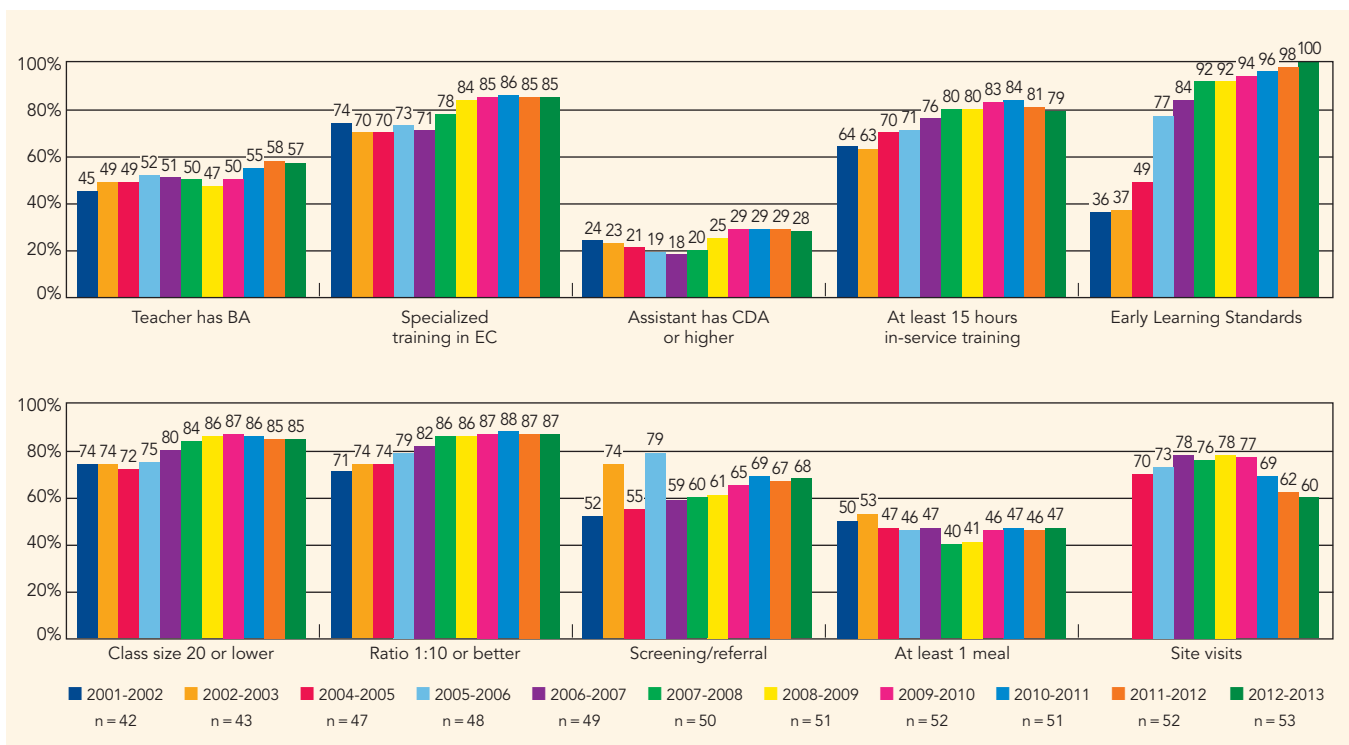


Figure 2 displays the percentage of programs meeting each of the quality standards from 2001-2002 through 2012-2013. Only one state had a policy change that met an additional benchmark in 2012-2013, as Ohio adopted comprehensive early learning standards. With this change, early learning standards became the first benchmark to have a 100 percent accomplishment rate among state programs. Two states had policy changes that reduced the number of benchmarks met: Arizona merged preschool programs and no longer requires lead teachers to have a BA, while Missouri reduced its required professional development below 15 hours per year.

As in 2011-2012, only five state programs met all 10 benchmarks: Alabama, Alaska, North Carolina, Rhode Island, and one Louisiana program (NSECD). Seven states had programs that met nine of 10 benchmarks—Arkansas, Kentucky, Minnesota, New Jersey (Abbott pre-K only), Oklahoma, Tennessee, and Washington. Another eight states met eight benchmarks.

At the other end of the spectrum, five states met fewer than half of the 10 benchmarks—California, Ohio, and Vermont met four; Florida met three; and Texas met only two benchmarks. In addition, two of Pennsylvania’s programs, Pennsylvania’s EABG and K4 programs, met four and two benchmarks respectively. The size of these programs makes their low quality standards particularly concerning. More than 500,000 children—41 percent of enrollment nationally—are served in programs meeting fewer than five benchmarks. As of 2012-2013, Ohio now meets the benchmark for having comprehensive early learning standards, though this only brings the state to four benchmarks. Particularly concerning, Texas and Pennsylvania’s K4 program not only miss the class size and staff-child ratio benchmarks, but in fact do not set statewide limits on these at all.

## RESOURCES: SMALL INCREASES MAY SIGNAL ONGOING RECOVERY

In 2012-2013, 40 states plus D.C. spent nearly \$5.4 billion on pre-K, not including special education funds. The 10 remaining states had no pre-K initiative meeting our definition of state-funded prekindergarten in the 2012-2013 school year. (See page 21 for our explanation of what constitutes a state-funded pre-K program.) Among the states funding preschool education, spending ranged from \$1.3 million in Rhode Island, to more than \$750 million in Texas. Across the 40 states and D.C. with pre-K, total state spending increased by \$30.6 million, a 1 percent increase in real (inflation-adjusted) spending from 2011-2012. Average real spending per child increased by \$36 to \$4,026. The District of Columbia spent the most per-child at \$14,690, followed by New Jersey at \$12,070. South Carolina and Nebraska report the lowest state spending per child, both less than \$2,000 per-child.



Many state-funded pre-K programs rely on additional funds from local school districts, including locally directed federal funds, to fund pre-K programs. In some, state and local education agencies share the costs through a formula just as they do for K-12 education. In these and some other states, funding from all sources is a more complete indicator of the resources available to support pre-K (though not a better indicator of state financial commitment). States often have difficulty fully reporting local spending, especially where a local match is common but not required. As a result the figures we can report for this are often underestimates. Nevertheless, the figures reported in Table 7 indicate that local schools and other sources added over \$806 million to state pre-K funds in 2012-2013, or \$602 per child. Most non-state funds were local, with \$315 million in required, and another \$128 million in non-required, local spending reported in 2012-2013. This is less than was reported in 2011-2012, which could indicate a change in the availability of reported information. Non-required local funds are the most difficult to track as these need not be reported to states. Another difficulty is presented when states allow for an in-kind match, which makes it difficult to put an accurate dollar figure on the actual support provided. Reported spending from all sources amounted to \$4,629 per child nationwide.

There are serious concerns that the level of funding provided for pre-K is, in too many instances, inadequate to support good quality, and that effectiveness suffers as a result. As shown in Table 7, we estimate that reported funding per child is sufficient to meet all 10 benchmarks in only 15 states, taking into account the current operating schedules of those programs. Local funding that is not reported certainly accounts for some of the shortfall, so the situation is less dire than these figures alone suggest. However, in some of the states with low funding levels, many providers are private organizations without the revenue-generating capacity of a local school district.

## RECOMMENDATIONS:

- State pre-K programs appear to be at an important crossroads. Following a disastrous year in which the recession intensified the negative effects of a longer-term trend, toward lower funding undermining educational effectiveness, funding increased slightly while enrollment declined. As state revenues return to normal growth, they need to move beyond modest one or two percent increases just to make up for lost ground during the recession. If pre-K is to be made available to even all children under 200 percent of the poverty level within the next 20 years, even larger increases will be required.
- Major state policy changes will be required if states are to offer quality pre-K to all children, even in several states that made commitments to pre-K for all.
- States should set goals to increase enrollment substantially, while raising standards (or in fewer cases, maintaining high standards) and providing stable funding at a level that can reasonably be expected to support those standards.
- States without limits on class size and ratio should collect data on actual class sizes to determine the distribution of these within the state, particularly the extent to which there are very large classes. This is as simple as taking attendance and reporting average daily attendance, hardly a large reporting burden.
- States should collect data on the quality of teaching practices in their pre-K classrooms, from a sufficient sample to assess how frequently good quality is provided, and to assess the strengths and weaknesses of current services.
- States should develop data systems that will provide demographic descriptions of who they serve in preschool and how well they serve them. States should also identify where children are served (e.g., private programs or public schools) and all of the revenues supporting state pre-K, including those from local government, so that they know the true level of funding received by programs to support quality.
- The federal government should offer financial incentives for states to set and achieve ambitious goals for enrollment, quality standards, and state funding.
- Regardless of federal policy developments, every state should support high-quality pre-K, at least for children from low-income families.
- When states do not adequately support high-quality pre-K, counties, municipalities, and school districts can act on their own. Across the nation, local initiatives are moving forward where states have lagged behind. In the 10 states that do not provide state-funded pre-K, at least 43,000 children receive preschool provided by their districts, according to data collected by the Office of Civil Rights.
- Cities can follow the lead of a number of municipalities with notable efforts that exceed those of their states, including Boston, Cleveland, Los Angeles, San Antonio, and San Francisco. Most recently, New York City's commitment to Preschool for All paved the way for a remarkable renewed commitment by the state that could produce historic change beginning with the 2014-2015 school year.
- Citizens can use the information provided here to compare their own state's progress with that in other states and promises made by the Governor and state legislature, and to hold them accountable for results.



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

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2012-2013)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2012-2013)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	DC	94%	80%	87%	6,518	5,401	11,919
2	Florida	78%	0%	40%	174,145	—	174,145
3	Oklahoma	74%	0%	37%	40,114	—	40,114
4	Vermont	71%	21%	46%	4,601	1,267	5,868
5	Wisconsin	64%	1%	33%	46,321	738	47,059
6	West Virginia	62%	9%	36%	13,394	1,912	15,306
7	Iowa	60%	4%	32%	24,710	1,462	26,172
8	Georgia	58%	0%	30%	81,683	—	81,683
9	Texas	52%	6%	29%	205,056	22,120	227,176
10	New York	45%	0%	23%	103,132	215	103,347
11	South Carolina	40%	4%	23%	24,929	2,548	27,477
12	Maryland	35%	4%	20%	26,402	3,005	29,407
13	Maine	34%	0%	18%	4,850	—	4,850
14	Arkansas	33%	14%	24%	13,240	5,503	18,743
15	Louisiana	31%	0%	16%	19,871	—	19,871
16	Kentucky	29%	8%	19%	16,639	4,178	20,817
17	New Jersey	28%	20%	24%	31,020	20,706	51,726
18	Illinois	27%	18%	23%	45,324	29,981	75,305
19	Nebraska	26%	11%	19%	6,914	2,979	9,893
20	North Carolina	23%	0%	12%	29,572	—	29,572
21	Tennessee	21%	1%	11%	17,893	601	18,494
22	Colorado	21%	7%	14%	14,789	4,481	19,270
23	Kansas	21%	0%	10%	8,514	—	8,514
24	Michigan	21%	0%	10%	24,547	—	24,547
25	New Mexico	18%	0%	9%	5,331	—	5,331
26	Virginia	17%	0%	8%	17,313	—	17,313
27	California	15%	10%	13%	79,474	47,463	126,937
28	Massachusetts	14%	4%	9%	10,499	2,665	13,165
29	Connecticut	13%	6%	10%	5,302	2,517	7,819
30	Pennsylvania	12%	5%	9%	17,910	7,442	25,353
31	Oregon	10%	5%	8%	4,716	2,449	7,165
32	Washington	8%	1%	5%	7,241	1,150	8,391
33	Delaware	7%	0%	4%	843	—	843
34	Alabama	6%	0%	3%	3,897	—	3,897
35	Missouri	3%	1%	2%	2,698	977	3,675
36	Nevada	3%	0%	2%	1,272	107	1,379
37	Alaska	3%	0%	2%	345	—	345
38	Arizona	3%	2%	3%	2,932	2,085	5,017
39	Ohio	2%	1%	2%	3,457	1,360	4,817
40	Minnesota	1%	1%	1%	1,044	687	1,731
41	Rhode Island	1%	0%	1%	144	—	144
No Program	Hawaii	0.0%	0.0%	0.0%	0	0	0
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Indiana	0.0%	0.0%	0.0%	0	0	0
No Program	Mississippi	0.0%	0.0%	0.0%	0	0	0
No Program	Montana	0.0%	0.0%	0.0%	0	0	0
No Program	New Hampshire	0.0%	0.0%	0.0%	0	0	0
No Program	North Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	South Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Utah	0.0%	0.0%	0.0%	0	0	0
No Program	Wyoming	0.0%	0.0%	0.0%	0	0	0
	<b>United States</b>	<b>27.9%</b>	<b>4.4%</b>	<b>16.4%</b>	<b>1,148,597</b>	<b>175,999</b>	<b>1,324,596</b>

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

<sup>1</sup> Nationwide, an additional 14,141 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,338,737.

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

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2012-2013				ENROLLMENT CHANGES FROM 2011-2012 TO 2012-2013			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	Percentage Point	Number	Percentage Point	Number	Percentage Point	Number	Percentage Point
Alabama	0	0%	3,141	5%	0	0%	-9	0%
Alaska	0	0%	345	3%	0	0%	134	1%
Arizona*	2,085	2%	-1,345	-2%	1,800	2%	51	1%
Arkansas	4,561	12%	11,016	27%	1,019	3%	-2,044	-1%
California	36,539	7%	34,940	7%	-712	0%	-14,392	-1%
Colorado	3,751	5%	6,469	7%	189	0%	-119	0%
Connecticut	982	3%	885	3%	-540	-1%	-94	-1%
Delaware	0	0%	0	-1%	0	0%	0	0%
D.C.	4,276	60%	3,507	50%	679	11%	-427	0%
Florida	0	0%	174,145	78%	0	0%	-977	0%
Georgia	0	0%	18,070	5%	0	0%	-1,185	0%
Hawaii	0	0%	0	0%	0	0%	0	0%
Idaho	0	0%	0	0%	0	0%	0	0%
Illinois	15,883	10%	6,422	6%	-3,721	-2%	-1,573	-1%
Indiana	0	0%	0	0%	0	0%	0	0%
Iowa	951	2%	23,154	56%	400	1%	3,045	5%
Kansas	0	0%	6,284	15%	0	0%	-79	0%
Kentucky	-694	-2%	3,822	5%	495	1%	-838	0%
Louisiana	0	0%	12,352	19%	0	0%	-550	0%
Maine	0	0%	3,410	25%	0	0%	345	2%
Maryland	1,597	2%	8,028	10%	80	0%	724	1%
Massachusetts*	-6,767	-8%	1,067	2%	240	0%	-214	0%
Michigan	0	0%	-1,930	1%	0	0%	968	1%
Minnesota*	-128	0%	-226	0%	0	0%	0	0%
Mississippi	0	0%	0	0%	0	0%	0	0%
Missouri	-1,569	-2%	-988	-1%	-68	0%	-360	0%
Montana	0	0%	0	0%	0	0%	0	0%
Nebraska	2,855	11%	6,558	24%	-593	-2%	1,007	1%
Nevada	-4	0%	951	2%	-133	0%	245	0%
New Hampshire	0	0%	0	0%	0	0%	0	0%
New Jersey	7,921	8%	7,139	8%	400	1%	-214	1%
New Mexico	-470	-2%	4,961	17%	0	0%	740	1%
New York	-5,620	-2%	39,633	20%	14	0%	765	1%
North Carolina	0	0%	28,332	22%	0	0%	4,736	2%
North Dakota	0	0%	0	0%	0	0%	0	0%
Ohio	-8,354	-5%	-10,428	-7%	-249	0%	-107	0%
Oklahoma	0	0%	14,235	19%	0	0%	25	0%
Oregon	1,340	3%	2,127	4%	9	0%	-13	0%
Pennsylvania*	7,442	5%	15,360	10%	-373	0%	-2,801	-1%
Rhode Island	0	0%	144	1%	0	0%	36	0%
South Carolina	2,198	4%	9,279	11%	37	0%	-1,681	-1%
South Dakota	0	0%	0	0%	0	0%	0	0%
Tennessee	-241	0%	16,135	19%	0	0%	0	0%
Texas	2,379	0%	77,473	12%	615	0%	1,913	0%
Utah	0	0%	0	0%	0	0%	0	0%
Vermont*	898	15%	3,981	63%	229	4%	249	5%
Virginia	0	0%	11,417	10%	0	0%	695	0%
Washington	1	0%	2,456	2%	126	0%	-126	0%
West Virginia	144	1%	8,309	38%	5	0%	561	2%
Wisconsin*	50	0%	32,817	45%	10	0%	2,404	2%
Wyoming	0	0%	0	0%	0	0%	0	0%
<b>U.S.</b>	<b>72,006</b>	<b>2%</b>	<b>583,448</b>	<b>14%</b>	<b>-42</b>	<b>0%</b>	<b>-9,160</b>	<b>-1%</b>

\* At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in this table are estimates.

**TABLE 4: 2012-2013 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRE-K, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START**

STATE	Pre-K + Pre-K Special Education				Pre-K + Pre-K Special Education + Head Start <sup>††</sup>			
	3-year-olds		4-year-olds		3-year-olds		4-year-olds	
	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	961	1.6%	5,202	8.3%	6,304	10.5%	14,338	22.9%
Alaska*	401	3.7%	975	9.1%	1,442	13.5%	2,340	21.7%
Arizona	4,821	5.4%	7,548	8.1%	9,850	11.0%	17,660	19.0%
Arkansas	7,320	18.8%	15,194	37.8%	11,911	30.6%	20,311	50.6%
California*	54,037	10.9%	93,775	18.2%	86,958	17.5%	148,254	28.7%
Colorado	7,175	10.5%	18,656	26.7%	11,070	16.5%	23,853	34.1%
Connecticut	4,277	10.9%	7,427	18.1%	6,836	17.4%	10,615	25.9%
Delaware <sup>†</sup>	463	4.2%	1,520	13.4%	1,273	11.6%	2,149	18.9%
D.C.	5,401	79.8%	6,518	93.9%	6,457	95.5%	6,945	100.0%
Florida	5,880	2.8%	176,361	79.5%	18,977	8.9%	196,576	88.6%
Georgia	2,331	1.7%	83,113	59.0%	13,638	10.1%	92,913	65.9%
Hawaii	632	3.6%	702	4.0%	1,601	9.1%	2,360	13.4%
Idaho	658	2.8%	1,002	4.1%	1,545	6.5%	3,129	12.8%
Illinois	32,320	19.9%	50,733	30.3%	47,392	29.2%	69,541	41.4%
Indiana	3,850	4.5%	5,131	5.8%	8,536	10.0%	12,728	14.5%
Iowa	2,326	5.8%	25,516	62.2%	4,911	12.3%	28,875	70.4%
Kansas	2,228	5.5%	11,822	28.5%	5,268	13.0%	14,988	36.2%
Kentucky	4,178	7.6%	16,639	29.0%	9,627	17.5%	25,434	44.3%
Louisiana*	1,197	1.9%	21,336	33.2%	11,407	18.4%	29,306	45.0%
Maine*	712	5.3%	5,903	42.0%	1,601	11.9%	7,284	51.8%
Maryland	5,867	8.1%	30,405	40.4%	12,120	16.7%	36,079	48.3%
Massachusetts	5,989	8.3%	13,801	18.4%	10,100	14.0%	18,969	25.3%
Michigan	3,751	3.2%	24,547	20.5%	16,164	14.0%	42,459	35.5%
Minnesota <sup>†</sup>	3,531	5.1%	5,506	7.4%	7,424	10.6%	11,034	15.2%
Mississippi	719	1.7%	1,770	4.1%	11,038	26.7%	16,024	37.0%
Missouri	3,445	4.4%	7,225	9.2%	9,302	12.2%	14,958	19.0%
Montana	187	1.4%	395	3.1%	1,765	14.1%	2,735	21.8%
Nebraska	2,979	11.3%	6,914	25.8%	4,703	17.9%	9,256	34.6%
Nevada	1,720	4.7%	3,868	10.1%	2,806	7.7%	5,342	13.9%
New Hampshire	867	6.4%	950	6.9%	1,392	10.3%	1,709	12.3%
New Jersey	25,165	23.8%	36,906	33.7%	31,119	29.5%	43,653	39.8%
New Mexico	1,264	4.4%	7,285	24.6%	4,377	15.4%	11,578	39.1%
New York*	16,304	7.2%	116,943	50.6%	34,329	15.2%	139,893	60.5%
North Carolina	3,527	2.8%	33,025	25.6%	10,440	8.3%	44,149	34.2%
North Dakota	282	3.0%	460	5.0%	1,371	14.7%	2,073	22.4%
Ohio	5,624	4.0%	10,434	7.2%	18,486	13.1%	27,597	19.1%
Oklahoma	802	1.5%	40,114	74.1%	8,141	15.5%	47,145	87.1%
Oregon	4,362	9.3%	7,089	14.6%	6,876	14.6%	11,156	23.0%
Pennsylvania* <sup>†</sup>	14,315	10.0%	26,804	18.1%	24,436	17.0%	42,005	28.4%
Rhode Island	604	5.5%	977	8.4%	1,287	11.8%	2,152	18.4%
South Carolina*	3,612	6.0%	25,953	42.1%	9,699	16.1%	31,421	50.9%
South Dakota	428	3.6%	780	6.4%	1,949	16.4%	2,942	24.0%
Tennessee	2,206	2.7%	19,684	23.4%	7,831	9.7%	29,092	34.6%
Texas	27,957	7.5%	208,856	52.6%	55,523	14.5%	244,713	61.6%
Utah	2,194	4.2%	3,103	5.9%	4,203	8.0%	6,884	13.0%
Vermont	1,446	23.5%	4,601	71.2%	1,822	29.5%	5,142	79.6%
Virginia*	3,221	3.2%	20,868	19.9%	7,954	7.9%	27,804	26.5%
Washington	3,993	4.4%	11,096	12.3%	7,916	8.9%	18,164	20.1%
West Virginia	1,912	9.3%	13,394	62.4%	3,790	18.4%	18,304	85.3%
Wisconsin <sup>†</sup>	3,410	4.9%	47,217	65.1%	9,393	13.4%	52,520	72.4%
Wyoming	610	7.7%	1,055	12.9%	1,244	15.7%	1,986	24.2%
<b>50 States</b>	<b>293,462</b>	<b>7.4%</b>	<b>1,287,677</b>	<b>31.3%</b>	<b>564,709</b>	<b>14.2%</b>	<b>1,649,607</b>	<b>40.1%</b>

\* These states serve special education children in their state pre-K programs but were not able to provide an unduplicated count for at least one of their programs. Estimations were used based on the average percent of special education students in state pre-K and enrollment numbers for each program.

† These states serve special education children in their state-funded Head Start pre-K programs but were not able to provide an unduplicated count for the Head Start program. Estimations were used based on the percent of children with IEPs as reported by the PIR.

†† This figure includes federally funded and state funded Head Start enrollment.

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

**TABLE 5: 2012-2013 STATE PRE-K QUALITY STANDARDS**

STATE/ PROGRAM	Comprehensive early learning standards	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service	Class size 20 or lower	Staff- child ratio 1:10 or better	Vision, hearing, and one support service	At least one meal	Site visits	Quality Standards Checklist Sum 2012-2013
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arizona	✓				✓	✓	✓			✓	6
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California	✓		✓		✓		✓				4
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
D.C.	✓	✓	✓		✓	✓	✓	✓	✓		8
Florida	✓					✓				✓	3
Georgia	✓	✓	✓	✓	✓			✓	✓	✓	8
Illinois	✓	✓	✓		✓	✓	✓	✓		✓	8
Iowa Shared Visions	✓		✓			✓	✓	✓	✓		6
Iowa SVPP	✓	✓	✓			✓	✓	✓		✓	7
Kansas At-Risk	✓	✓		✓	✓	✓	✓				6
Kansas Pilot Pre-K	✓	✓		✓	✓	✓	✓				6
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana 8(g)	✓	✓	✓		✓	✓	✓		✓		7
Louisiana LA4	✓	✓	✓		✓	✓	✓	✓	✓		8
Louisiana NSECD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓			✓			6
Maryland	✓	✓	✓		✓		✓	✓	✓	✓	8
Massachusetts	✓				✓	✓	✓	✓		✓	6
Michigan	✓	✓	✓	✓		✓	✓	✓			7
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Missouri	✓	✓	✓	✓		✓	✓	✓			8
Nebraska	✓	✓	✓	✓		✓	✓				6
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey Abbott	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey ECPA	✓	✓	✓		✓	✓	✓	✓		✓	8
New Jersey ELLI	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico	✓		✓		✓	✓	✓	✓	✓	✓	8
New York	✓	✓	✓		✓	✓	✓	✓			7
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio ECE	✓		✓					✓		✓	4
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania EABG	✓		✓			✓	✓				4
Pennsylvania HSSAP	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania K4	✓	✓									2
Pennsylvania Pre-K Counts	✓	✓	✓		✓	✓	✓			✓	7
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina 4K	✓	✓	✓		✓	✓	✓				6
South Carolina CDEPP	✓		✓		✓	✓	✓	✓	✓		7
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓				✓						2
Vermont Act 62	✓				✓	✓	✓				4
Vermont EEI	✓		✓			✓	✓				4
Virginia	✓		✓		✓	✓	✓	✓			6
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓		✓		✓	✓	✓	✓	✓	✓	8
Wisconsin 4K	✓	✓	✓		✓					✓	5
Wisconsin HdSt	✓		✓		✓	✓	✓	✓	✓		7
<b>Totals</b>	<b>53</b>	<b>30</b>	<b>45</b>	<b>15</b>	<b>42</b>	<b>45</b>	<b>46</b>	<b>36</b>	<b>25</b>	<b>32</b>	

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

STATE	Resources rank based on state spending	State \$ per child enrolled in pre-K	Change in state per-child spending from 2011-2012 to 2012-2013 Adjusted dollars	Total state preschool spending in 2012-2013	Change in total state spending from 2011-2012 to 2012-2013 Adjusted dollars
District of Columbia	1	\$14,690	\$497	\$175,096,000	\$15,182,177
New Jersey	2	\$12,070	\$228	\$624,344,361	\$14,008,769
Connecticut	3	\$9,810	\$1,290	\$93,064,999	\$16,448,214
Rhode Island	4	\$9,278	\$5,911	\$1,336,000	\$972,375
Oregon	5	\$8,491	-\$151	\$61,000,000	-\$958,481
Minnesota	6	\$7,592	-\$119	\$13,764,296	-\$216,276
Alaska	7	\$7,246	-\$937	\$2,500,000	\$773,288
Delaware	8	\$6,795	-\$107	\$5,727,800	-\$90,000
Washington	9	\$6,672	-\$98	\$55,980,678	-\$826,039
West Virginia	10	\$5,894	-\$203	\$92,946,182	-\$138,034
Pennsylvania	11	\$5,680	\$120	\$145,529,413	-\$14,538,694
Arkansas	12	\$5,514	\$20	\$111,000,000	-\$1,744,121
North Carolina	13	\$4,960	-\$281	\$146,677,533	\$16,516,619
Alabama	14	\$4,898	-\$65	\$19,087,050	-\$299,812
Louisiana	15	\$4,620	\$91	\$91,803,989	-\$692,615
Tennessee	16	\$4,611	\$12	\$85,807,267	\$228,622
California	17	\$4,541	\$340	\$588,454,032	-\$16,539,537
Michigan	18	\$4,452	-\$40	\$109,275,000	\$3,361,548
Maryland	19	\$4,386	\$721	\$128,992,934	\$24,107,939
Massachusetts	20	\$3,966	-\$156	\$52,887,295	-\$1,798,307
Ohio	21	\$3,927	-\$116	\$22,385,387	-\$659,558
Vermont	22	\$3,778	-\$25	\$22,469,844	\$1,775,261
Virginia	23	\$3,752	-\$86	\$64,953,097	\$1,186,463
Kentucky	24	\$3,621	\$32	\$75,373,534	-\$566,394
Oklahoma	25	\$3,611	-\$98	\$144,859,409	-\$3,847,604
New York	26	\$3,609	-\$155	\$373,010,631	-\$13,133,011
New Mexico	27	\$3,604	\$393	\$19,214,600	\$4,472,240
Georgia	28	\$3,599	\$54	\$293,939,678	\$172,523
Wisconsin	29	\$3,366	\$50	\$167,264,100	\$10,982,364
Texas	30	\$3,311	\$28	\$753,338,055	\$14,698,154
Illinois	31	\$3,189	-\$72	\$241,161,135	-\$22,691,485
Iowa	32	\$2,674	-\$803	\$71,234,408	-\$8,489,383
Nevada	33	\$2,397	-\$236	\$3,338,875	-\$52,463
Maine	34	\$2,296	\$48	\$11,680,725	\$927,358
Florida	35	\$2,242	-\$75	\$390,360,150	-\$15,380,093
Kansas	36	\$2,163	\$7	\$18,417,032	-\$113,005
Colorado	37	\$2,159	\$216	\$42,181,888	\$4,341,080
Missouri	38	\$2,067	-\$658	\$7,595,493	-\$3,582,359
Arizona	39	\$2,028	-\$932	\$13,211,842	\$3,843,026
South Carolina	40	\$1,300	\$54	\$35,708,905	-\$561,087
Nebraska	41	\$1,273	\$314	\$13,288,170	\$3,507,374
Hawaii	No program	\$0	\$0	\$0	\$0
Idaho	No program	\$0	\$0	\$0	\$0
Indiana	No program	\$0	\$0	\$0	\$0
Mississippi	No program	\$0	\$0	\$0	\$0
Montana	No program	\$0	\$0	\$0	\$0
New Hampshire	No program	\$0	\$0	\$0	\$0
North Dakota	No program	\$0	\$0	\$0	\$0
South Dakota	No program	\$0	\$0	\$0	\$0
Utah	No program	\$0	\$0	\$0	\$0
Wyoming	No program	\$0	\$0	\$0	\$0
United States		\$4,026	\$36	\$5,390,261,787	\$30,587,038

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

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

Resources rank based on all reported spending	State	All reported \$ per child enrolled in pre-K	Estimate of per-child spending needed to meet NIEER benchmarks†	Is the reported funding sufficient to meet NIEER benchmarks?	Additional per-child funding needed	Quality benchmark total
1	District of Columbia	\$16,853	\$10,998	Yes	\$0	8
2	Connecticut*	\$12,184	\$9,035	Yes	\$0	6
3	New Jersey*	\$12,070	\$9,615	Yes	\$0	8.8
4	West Virginia*	\$9,380	\$7,029	Yes	\$0	8
5	Rhode Island	\$9,278	\$9,046	Yes	\$0	10
6	Oregon*	\$8,491	\$7,792	Yes	\$0	8
7	Oklahoma*	\$7,597	\$6,563	Yes	\$0	9
8	Minnesota	\$7,592	\$4,726	Yes	\$0	9
9	Alabama	\$7,327	\$7,844	No	\$517	10
10	Alaska	\$7,246	\$4,641	Yes	\$0	10
11	North Carolina	\$7,086	\$8,450	No	\$1,364	10
12	Kentucky	\$6,961	\$4,319	Yes	\$0	9
13	Washington*	\$6,806	\$5,877	Yes	\$0	9
14	Delaware	\$6,795	\$4,973	Yes	\$0	8
15	Tennessee	\$5,895	\$8,229	No	\$2,334	9
16	Virginia*	\$5,886	\$9,524	No	\$3,638	6
17	Pennsylvania*	\$5,680	\$5,519	Yes	\$0	5.6
18	Arkansas	\$5,514	\$7,369	No	\$1,854	9
19	California*	\$5,411	\$6,716	No	\$1,305	4
20	Wisconsin	\$5,359	\$4,640	Yes	\$0	5.0
21	Maine	\$5,292	\$4,082	Yes	\$0	6
22	Louisiana	\$4,721	\$7,762	No	\$3,042	8.0
23	Michigan*	\$4,452	\$6,131	No	\$1,679	7
24	Maryland*	\$4,386	\$6,595	No	\$2,208	8
25	Massachusetts*	\$4,259	\$9,680	No	\$5,421	6
26	Ohio	\$3,927	\$4,683	No	\$756	4
27	Vermont	\$3,778	\$4,135	No	\$358	4
28	Illinois	\$3,660	\$5,047	No	\$1,387	8
29	Georgia	\$3,622	\$8,790	No	\$5,168	8
30	New York*	\$3,609	\$6,573	No	\$2,963	7
31	New Mexico	\$3,604	\$4,288	No	\$684	8
32	Colorado	\$3,441	\$4,690	No	\$1,248	6
33	Texas	\$3,366	\$4,837	No	\$1,471	2
34	Nevada	\$3,280	\$4,864	No	\$1,584	7
35	Iowa*	\$3,150	\$4,310	No	\$1,161	6.9
36	Nebraska	\$2,943	\$4,135	No	\$1,192	6
37	Florida	\$2,242	\$4,527	No	\$2,285	3
38	Kansas	\$2,163	\$4,137	No	\$1,974	6
39	Missouri*	\$2,067	\$6,880	No	\$4,813	7
40	Arizona	\$2,028	\$4,479	No	\$2,451	5
41	South Carolina*	\$1,300	\$5,178	No	\$3,878	6.2
No program	Hawaii	\$0	\$4,631	No	\$4,631	NA
No program	Idaho	\$0	\$3,937	No	\$3,937	NA
No program	Indiana	\$0	\$4,343	No	\$4,343	NA
No program	Mississippi	\$0	\$4,061	No	\$4,061	NA
No program	Montana	\$0	\$3,617	No	\$3,617	NA
No program	New Hampshire	\$0	\$4,551	No	\$4,551	NA
No program	North Dakota	\$0	\$3,920	No	\$3,920	NA
No program	South Dakota	\$0	\$3,719	No	\$3,719	NA
No program	Utah	\$0	\$4,479	No	\$4,479	NA
No program	Wyoming	\$0	\$3,958	No	\$3,958	NA
	<b>United States</b>	<b>\$4,629</b>	<b>\$8,387</b>	<b>No</b>	<b>\$3,758</b>	

† For each state, a school-day, part-day, or weighted estimate of per-child spending was used, based on the operating schedule of the state pre-K program and the percent of children served in each type of operating schedule. Estimates for no-program states are for part-day programs. State estimates were constructed from a national estimate adjusted for state cost-of-education differences. The national estimate was obtained from Gault, B., Mitchell, A., & Williams, E. (2008). *Meaningful investments in pre-K: Estimating the per-child costs of quality programs*. Washington, DC: Institute for Women's Policy Research. The state cost index was obtained from Taylor, L. & Fowler, W. (2006). *A comparable wage approach to geographic cost adjustment*. Washington DC: IES, U.S. Department of Education.

\* This state serves preschoolers in both school- and part-day programs and therefore a weighted estimate of per-child spending was calculated.

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

## WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

NIEER's *State Preschool Yearbook* series focuses on state-funded preschool education initiatives meeting the following criteria:

- The initiative is funded, controlled, and directed by the state.
- The initiative serves children of preschool age, usually 3 and/or 4. Although initiatives in some states serve broader age ranges, programs that serve *only* infants and toddlers are excluded.
- Early childhood education is the primary focus of the initiative. This does not exclude programs that offer parent education, but does exclude programs that mainly focus on parent education. Programs that focus on parent work status or programs where child eligibility is tied to work status are also excluded.
- The initiative offers a group learning experience to children at least two days per week.
- State-funded preschool education initiatives must be distinct from the state's system for subsidized child care. However, preschool initiatives may be *coordinated* and *integrated* with the subsidy system for child care.
- The initiative is *not* primarily designed to serve children with disabilities, but services may be offered to children with disabilities.
- State supplements to the federal Head Start program are considered to constitute *de facto* state preschool programs if they substantially expand the number of children served, and if the state assumes some administrative responsibility for the program. State supplements to fund quality improvements, extended days, or other program enhancements or to fund expanded enrollment only minimally are not considered equivalent to a state preschool program.

While ideally this report would identify all preschool education funding streams at the federal, state, and local levels, there are a number of limitations on the data that make this extremely difficult to do. For example, preschool is only one of several types of education programs toward which local districts can target their Title I funds. Many states do not track how Title I funds are used at the local level and therefore do not know the extent to which they are spent on preschool education. Another challenge involves tracking total state spending for child care, using a variety of available sources, such as CCDF dollars, TANF funds, and any state funding above and beyond the required matches for federal funds. Although some of these child care funds may be used for high-quality, educational, center-based programs for 3- and 4-year-olds that closely resemble programs supported by state-funded preschool education initiatives, it is nearly impossible to determine what proportion of the child care funds are spent this way.

### AGE GROUPINGS USED IN THIS REPORT

Children considered to be 3 years old during the 2012-2013 school year are those who are eligible to enter kindergarten two years later, during the 2014-2015 school year. Children considered to be 4 years old during the 2012-2013 school year were eligible to enter kindergarten one year later, during the 2013-2014 school year. Children considered to be 5 years old during 2012-2013 school year were already eligible for kindergarten at the beginning of the 2012-2013 school year.