

## State Pre-K Funding – 2013-14 Fiscal Year

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January 2014

For the second year in a row, even in the midst of continuing state budget constraints, policymakers are making significant investments in state-funded pre-K programs. An analysis of 2013-14 appropriations by the 50 states and the District of Columbia shows:

### National overview

- Nationwide, state funding for pre-K increased by \$363.6 million to a total of \$5.6 billion. This is a 6.9% increase in state investment in pre-K programs over fiscal year 2012-13.
- Some state investments are replacing losses incurred during the recession, but most states have surpassed 2008-09 levels. Total investment is \$400 million greater than pre-recession.

### State-by-state

- Of the 40 states funding pre-K programs serving primarily 4-year-olds, 30 states and the District of Columbia increased funding for these programs. Ten states increased funding by more than 20%.
- Three states decreased funding by no more than 7.3%. Funding in seven states was flat.

### State examples

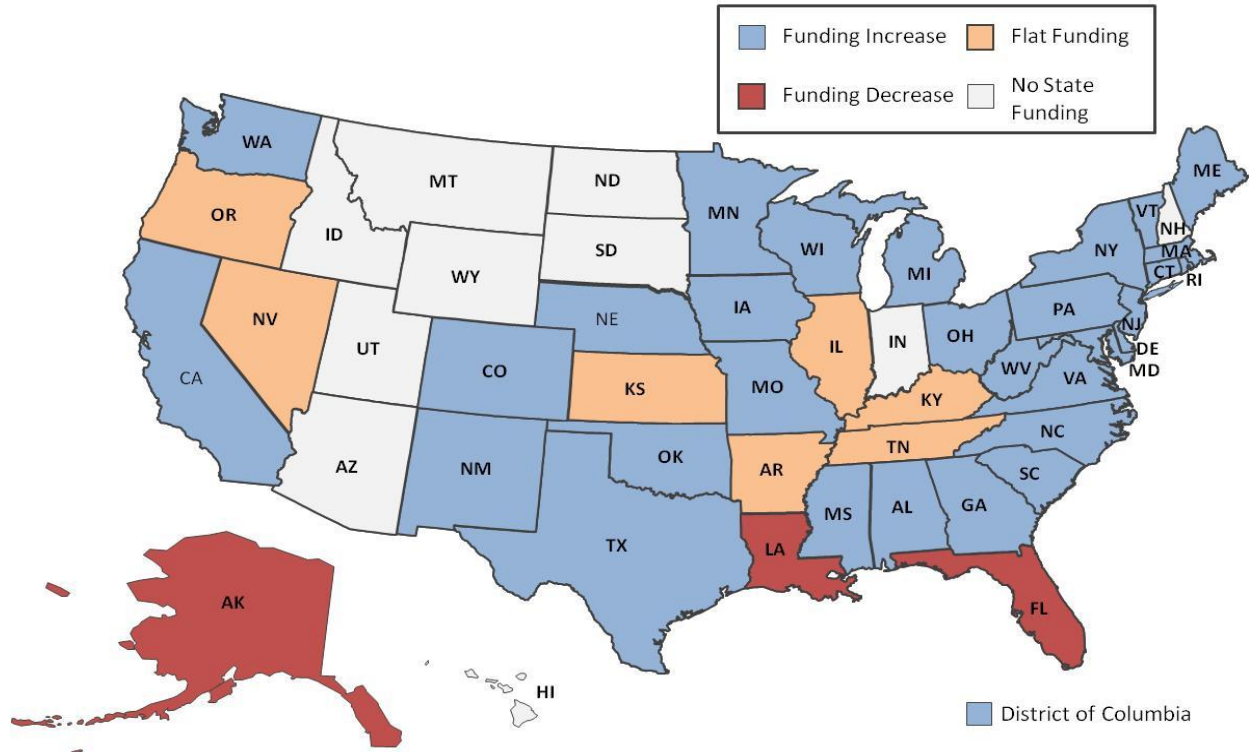
- Mississippi made a \$3 million first-time investment in pre-K. This leaves 10 states without a state funding stream for pre-K programs.
- South Carolina increased its investments in its two major pre-K programs by more than 80% from the previous year and significantly expanded access to students in more districts.

The 2013-14 increase builds on a 3.6% funding increase from the prior year. Compared to projections that overall state funding levels will increase by 4% in 2013-14 with large portions aimed at rising healthcare costs, Medicaid expansion, K-12 and higher education, and corrections, a nearly 7% increase in state pre-K funding is even more significant.<sup>1</sup>

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## Changes in State Appropriations for Pre-K Programs Serving 4-yr-olds: FY 2012-13 to FY 2013-14



Source: E. Workman, Education Commission of the States.

### The Largest Funding Increases

The following states either increased their funding for 4-year-old pre-K programs by at least 20%, or their threshold hit \$12 million:

State	Increased Funding (In Dollars)	State	Increased Funding (In Percentages)
Michigan	\$65,002,400	South Carolina	79.8%
Texas	\$47,842,754	Minnesota	76.2%
South Carolina	\$27,365,389	Michigan	59.5%
New York	\$25,034,734	Nebraska	57.7%
California	\$24,997,000	New Mexico	55.6%
Minnesota	\$23,000,000	Alabama	49.1%
Washington, D.C.	\$19,515,587	Ohio	43.0%
Massachusetts	\$15,350,000	Missouri	41.2%
New Jersey	\$15,297,419	Rhode Island	22.2%
Georgia	\$13,571,385	Colorado	19.2%

*Note: Mississippi is not included because it created a new program and thus had a 100% increase.*

Source: M. Griffith, Education Commission of the States.

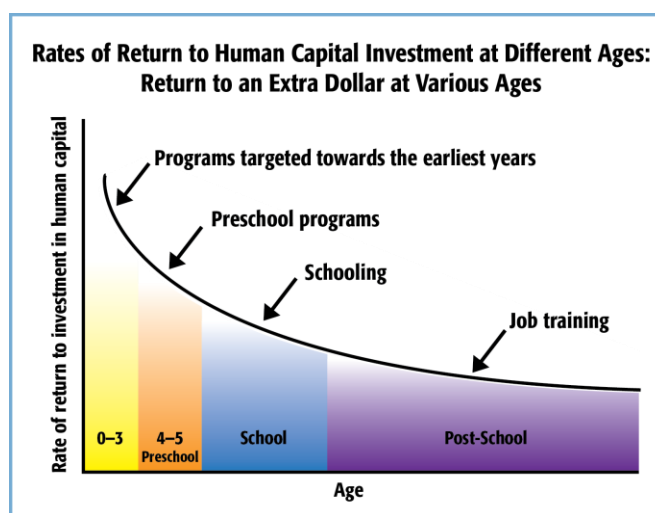
## What the Research Says about Pre-K

A large and growing body of research shows that high-quality pre-K yields both short- and long-term benefits for children and their communities. The fastest period of brain development occurs during a child's first five years of life. This time is critical for cognitive, social, and behavioral development and lays the foundation for future success in school and in life.<sup>2</sup>

Simply investing in additional pre-K slots, however, does not guarantee high individual and economic payouts. To make a difference, programs need to meet high standards and demonstrate practices proven to positively affect children's development and school success. Ensuring the quality of current programs is a necessary and required first step. Therefore, as policymakers continue to invest in and expand access to their state's pre-K programs, they should consider how to ensure that programs meet high-quality standards.

Early learning supports are particularly important for children in low-income families. A recent Stanford University study found that by 18 months, toddlers from low-income families already were several months behind their more advantaged peers in language development.<sup>3</sup> And this gap continues to widen before school entry at age 5, leaving disadvantaged students up to two years behind.

Students coming from high-quality pre-K programs are more academically prepared for K-12 learning compared to similar students not enrolled in such programs. Further, the benefits of pre-K also span far beyond academic achievement. Students are less likely to drop out, repeat grades, or require special education services, and are more likely to obtain postsecondary credentials. As adults, they are less likely to be reliant on social services or engage in criminal behavior and are more likely to collect higher salaries and contribute to the economy. Each outcome produces a notable cost-saving to the local community, state, and nation. Research has shown that large-scale quality pre-K programs can yield a return on investment of \$7 for every \$1 spent.<sup>4</sup>



Source: Heckman James, *Presenting the Heckman Equation*, <http://www.heckmanequation.org/content/resource/presenting-heckman-equation>.

Pre-K does not just benefit disadvantaged students. Expectations for all young children entering the K-12 education system have increased exponentially, with the rigors of today's kindergarten and 1st-grade classrooms unrecognizable compared to 50 years ago. Pre-K is often defined as the new kindergarten and kindergarten as the new 1st grade. Pre-K has thus become a vital component in ensuring preparedness for the high expectations set for the K-3 classrooms of the 21st century.

Yet less than half (46%) of 3- and 4-year-olds currently attend publicly funded preschools.<sup>5</sup> Furthermore, the latest National Assessment of Education Progress (NAEP) results demonstrate a need for better preparation in the early grades, with just 42% of 4th graders scoring proficient in math and only 35% proficient in reading. The mediocre 2012 Program for International Student Assessment (PISA) results, an international assessment of 15-year-olds' academic performance on mathematics, science, and reading, demonstrate that once behind, too many students do not catch up. Seventeen percent of U.S. 15-year-olds scored below level 2—the baseline of proficiency in reading—and 26% were below the baseline of proficiency in math.

## 2013 State Highlights

### **Mississippi Introduces a New Pre-K Program**

Policymakers in Mississippi, who had not previously provided state funding for pre-K programs, created the Early Learning Collaborative Act of 2013. This legislation calls upon the state department of education to establish a voluntary pre-K program to be implemented no later than the 2014-15 school year and requires the legislature to appropriate funds on a phased-in basis with a goal of ultimately serving approximately 15,000 children. This year, Mississippi appropriated \$3 million, to be matched 1:1 with locally raised public or private funds.

### **Minnesota Provides Scholarships to Eligible 3- and 4-year-olds**

Minnesota created an Early Learning Scholarship program for any child who will be 3 or 4 by Sept. 1 and whose family has an income equal to or less than 185% of the federal poverty guidelines. The scholarship cap has been set at \$5,000 per calendar year. This scholarship program is in addition to the established School Readiness and Head Start programs in the state. The State Department of Education estimates that 4,000 scholarships per year will be awarded to families with young children throughout the state. This represents approximately 9% of the eligible children in Minnesota.<sup>6</sup> This year, Minnesota has appropriated \$23 million to the program, on top of the \$30.2 million the state spends on its School Readiness Program and Head Start programs.

### **South Carolina Significantly Expands Pre-K Program**

South Carolina's funding for two major pre-K programs serving 4-year-olds has been relatively flat since before the recession, but 2013-14 levels increased by 80% over the 2012-13 year, raising total appropriations from \$34.3 million to \$61.7 million. This significant investment results from the expansion of the state's Child Development Education Pilot Program (CDEPP) to 17 additional districts that had not had access to the program until now.<sup>7</sup>

### **Delaware Increases Pre-K Funding**

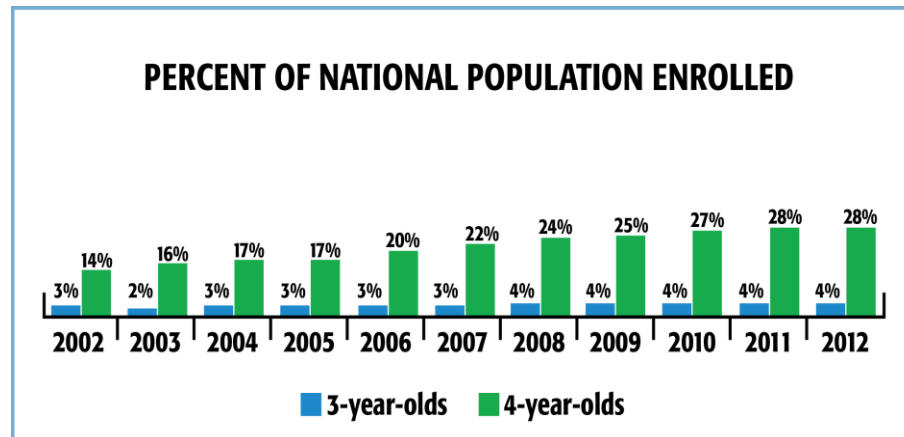
Delaware's Early Childhood Assistance Program is a state-funded Head Start Program. This year, Governor Jack Markell approved an increase in funding to \$6.2 million to match the federal Head Start state allotment. This 7.4% increase in funding brings levels above pre-recession levels in 2008-09. Also worth noting—this year, as part of its Strategic Plan for a Comprehensive Early Childhood System, the state included in its four overarching goals the ambition to provide all Delaware children with access to high-quality early childhood programs.<sup>8</sup>

### **New Mexico Tobacco Funds Directed at Early Childhood Programs**

Governor Susana Martinez signed SB 113 into law, appropriating \$9.75 million from the Tobacco Settlement Permanent Fund to the Children, Youth and Families Department (CYFD) for early childhood care and education programs. This new investment raised levels by 55.6% compared to last year, making the current appropriation 54% higher than 2008-09 pre-recession levels. According to an analysis by the New Mexico Department of Finances and Administration, the increased investment would provide pre-K to approximately 1,500 to 1,700 additional children.

## Room for Growth

These findings paint a promising picture for preschoolers across the country, but there is still a long road ahead. Some of the 2013-14 state investments represent efforts to restore funding amounts to pre-recession levels as opposed to significant expansion of programs. Ohio, for example, boasts a 43% increase in funding from last year, yet the current appropriation is still 8.8% lower than it was in the state's 2008-09 budget. Funding levels in 2013-14 are lower than they were pre-recession in a total of 11 states.<sup>9</sup> Furthermore, most states have a long way to go before all eligible 4-year-olds have access to high-quality pre-K programs. The National Institute for Early Education Research's (NIEER) 2012 State Preschool Yearbook finds that when combining general fund, Head Start, and special education enrollments nationally, only 28% of 4-year-olds and 4% of 3-year-olds are served in these publicly funded pre-K programs.<sup>10</sup>



Source: NIEER, *The State of Preschool 2012*, [http://nieer.org/sites/nieer/files/yearbook2012\\_executivesummary.pdf](http://nieer.org/sites/nieer/files/yearbook2012_executivesummary.pdf).

## Conclusion

The nation continues to recover from one of the worst recessions since the Great Depression. States were hit hard, incurred significant losses, and many are only just now showing signs of meaningful recovery. Whether it is efforts to bring investments in pre-K back to pre-recession levels or creating new investments, states have indicated, for the second year in a row, that investing in pre-K is a priority. And this issue is clearly a bipartisan one, with Democrats and Republicans alike showing their support for pre-K. Two of the largest investments come from Republican-controlled South Carolina and Democratically-controlled Massachusetts. Findings indicate that a total of 30 states plus D.C. increased their investments in pre-K and that nationally, states' investment in pre-K rose by 6.9%.

The future of any society depends on its ability to foster the well-being of the next generation. Today's children will become tomorrow's parents and leaders. When we invest wisely in families and children, the next generation will pay that back through a lifetime of productivity. State policymakers appear to be relying on research recognizing the importance of early childhood learning in increasing their investments in quality pre-K. This robust research, as described in detail earlier in this report, indicates that 3rd-grade reading and math proficiency must be built upon a strong foundation that begins long before a child reaches grade 3, and that supporting the developmental needs of our youngest learners can provide significant payouts for the individual and community by reducing the prevalence of grade retention, drop-out rates, and special education placements, and by increasing the attainment of postsecondary credentials and higher salaries collected in adulthood.

## Total State Pre-K Funding

	FY 2012-13	FY 2013-14	Change (In Dollars)	Change (In Percentage)
Alabama	\$19,087,050	\$28,462,050	\$9,375,000	49.1%
Alaska	\$12,073,400	\$11,186,600	-\$886,800	-7.3%
Arizona				
Arkansas	\$103,500,000	\$103,500,000	\$0	0.0%
California	\$481,003,000	\$506,000,000	\$24,997,000	5.2%
Colorado	\$67,184,135	\$80,051,582	\$12,867,447	19.2%
Connecticut	\$81,559,246	\$82,095,978	\$536,732	0.7%
Delaware	\$5,727,800	\$6,149,300	\$421,500	7.4%
Florida	\$413,100,000	\$404,927,801	-\$8,172,199	-2.0%
Georgia	\$298,602,245	\$312,173,630	\$13,571,385	4.5%
Hawaii				
Idaho				
Illinois	\$300,192,400	\$300,192,400	\$0	0.0%
Indiana				
Iowa	\$67,636,303	\$73,816,218	\$6,179,915	9.1%
Kansas	\$41,258,096	\$41,258,296	\$200	0.0%
Kentucky	\$71,315,300	\$71,315,300	\$0	0.0%
Louisiana	\$91,621,291	\$90,167,028	-\$1,454,263	-1.6%
Maine	\$14,518,604	\$15,328,853	\$810,249	5.6%
Maryland	\$99,689,500	\$101,199,495	\$1,509,995	1.5%
Massachusetts*	\$15,500,000	\$30,850,000	\$15,350,000	99.0%
Michigan	\$109,272,600	\$174,275,000	\$65,002,400	59.5%
Minnesota	\$30,195,000	\$53,195,000	\$23,000,000	76.2%
Mississippi	\$0	\$3,000,000	\$3,000,000	100.0%
Missouri	\$8,321,848	\$11,754,429	\$3,432,581	41.2%
Montana				
Nebraska	\$16,180,546	\$25,513,695	\$9,333,149	57.7%
Nevada	\$3,338,875	\$3,338,875	\$0	0.0%

	FY 2012-13	FY 2013-14	Change (In Dollars)	Change (In Percentage)
New Hampshire				
New Jersey	\$632,772,823	\$648,070,242	\$15,297,419	2.4%
New Mexico	\$19,235,900	\$29,935,900	\$10,700,000	55.6%
New York	\$385,000,000	\$410,034,734	\$25,034,734	6.5%
North Carolina	\$128,147,360	\$140,546,411	\$12,399,051	9.7%
North Dakota				
Ohio	\$23,268,341	\$33,268,341	\$10,000,000	43.0%
Oklahoma	\$167,245,396	\$169,218,892	\$1,973,496	1.2%
Oregon	\$61,069,890	\$61,069,890	\$0	0.0%
Pennsylvania	\$120,062,000	\$126,462,000	\$6,400,000	5.3%
Rhode Island	\$2,250,000	\$2,750,000	\$500,000	22.2%
South Carolina	\$34,304,693	\$61,670,082	\$27,365,389	79.8%
South Dakota				
Tennessee	\$87,687,500	\$87,687,500	\$0	0.0%
Texas	\$702,282,000	\$750,124,754	\$47,842,754	6.8%
Utah				
Vermont	\$17,110,251	\$17,931,751	\$821,500	4.8%
Virginia	\$68,169,246	\$68,569,714	\$400,468	0.6%
Washington	\$57,156,000	\$60,229,000	\$3,073,000	5.4%
West Virginia	\$88,166,493	\$90,000,000	\$1,833,507	2.1%
Wisconsin	\$168,614,100	\$170,224,100	\$1,610,000	1.0%
Wyoming				
Washington, D.C.	\$138,967,545	\$158,483,132	\$19,515,587	14.0%
<b>Total</b>	<b>\$5,252,386,877</b>	<b>\$5,616,027,973</b>	<b>\$363,641,096</b>	<b>6.9%</b>

\* Massachusetts: This increase funds access to early education programs for eligible children ages 0-13.

## State Pre-Kindergarten Funding: By Program

State	Program	FY 2012-13	FY 2013-14	Change (In Dollars)	Change (In Percentage)
Alabama	First Class Pre-k	\$19,087,050	\$28,462,050	\$9,375,000	49.1%
Alaska	Pre-K Program	\$2,800,000	\$2,000,000	-\$800,000	-28.6%
	Head Start	\$9,273,400	\$9,186,600	-\$86,800	-0.9%
Arizona	No Program				
Arkansas	Arkansas Better Chance	\$103,500,000	\$103,500,000	\$0	0.0%
California	State Pre-School (Prop. 98)	\$481,003,000	\$506,000,000	\$24,997,000	5.2%
Colorado	Prekindergarten Program	\$67,184,135	\$80,051,582	\$12,867,447	19.2%
Connecticut	School Readiness Program - Priority School Districts	\$69,813,190	\$74,636,579	\$4,823,389	6.9%
	School Readiness Program - Competitive Grant	\$6,421,638	\$6,509,638	\$88,000	1.4%
	Head Start	\$5,861,150	\$5,434,468	-\$426,682	-7.3%
Delaware	Early Childhood Assistance Program	\$5,727,800	\$6,149,300	\$421,500	7.4%
Florida	Universal Pre-K	\$413,100,000	\$404,927,801	-\$8,172,199	-2.0%
Georgia	Georgia Pre-K	\$298,602,245	\$312,173,630	\$13,571,385	4.5%
Hawaii	No Program				
Idaho	No Program				
Illinois	Early Childhood Block Grant	\$300,192,400	\$300,192,400	\$0	0.0%
Indiana	No Program				
Iowa	Statewide Voluntary Preschool for 4-year-olds	\$60,400,000	\$66,099,739	\$5,699,739	9.4%
	Shared Vision At-Risk Preschool Program	\$7,236,303	\$7,716,479	\$480,176	6.6%
Kansas	At-Risk 4-Year-Old Preschool Program	\$18,279,000	\$18,279,000	\$0	0.0%
	Pre-K Pilot Program	\$4,799,812	\$4,799,812	\$0	0.0%
	Early Childhood Block Grant	\$18,179,284	\$18,179,484	\$200	0.0%
Kentucky	Kentucky Preschool Program	\$71,315,300	\$71,315,300	\$0	0.0%
Louisiana	LA4 (includes Starting Points)	\$74,577,807	\$74,576,140	-\$1,667	0.0%
	Nonpublic School Early Childhood Development program	\$6,882,236	\$7,184,800	\$302,564	4.4%
	Student Enhancement Block Grant 8(g)	\$10,161,248	\$8,406,088	-\$1,755,160	-17.3%



State	Program	FY 2012-13	FY 2013-14	Change (In Dollars)	Change (In Percentage)
Maine	Public Preschool Program	\$10,715,149	\$13,328,853	\$2,613,704	24.4%
	Head Start	\$3,803,455	\$2,000,000	-\$1,803,455	-47.4%
Maryland	Maryland Prekindergarten Program	\$97,007,928	\$98,395,141	\$1,387,213	1.4%
	Head Start	\$881,572	\$1,004,354	\$122,782	13.9%
	Preschool for All	\$1,800,000	\$1,800,000	\$0	0.0%
Massachusetts	Universal Pre-Kindergarten Program	\$0	\$15,000,000	\$15,000,000	100.0%
	Head Start Supplemental	\$8,000,000	\$8,100,000	\$100,000	1.3%
	Grant Program	\$0	\$250,000	\$250,000	100.0%
Michigan	Great Start Readiness Program	\$109,272,600	\$174,275,000	\$65,002,400	59.5%
Minnesota	School Readiness Program	\$10,095,000	\$10,095,000	\$0	0.0%
	Head Start	\$20,100,000	\$20,100,000	\$0	0.0%
	Early Learning Scholarships	\$0	\$23,000,000	\$23,000,000	100.0%
Mississippi	Early Learning Collaborative	\$0	\$3,000,000	\$3,000,000	100.0%
Missouri	Preschool Project	\$8,321,848	\$11,754,429	\$3,432,581	41.2%
Montana	No Program				
Nebraska	School Funding Formula	\$12,814,584	\$21,897,733	\$9,083,149	70.9%
	Early Childhood Education Grant Program	\$3,365,962	\$3,615,962	\$250,000	7.4%
Nevada	Early Childhood Education	\$3,338,875	\$3,338,875	\$0	0.0%
New Hampshire	No Program				
New Jersey	Preschool Education Aid	\$632,772,823	\$648,070,242	\$15,297,419	2.4%
New Mexico	Pre-K Program	\$19,235,900	\$29,935,900	\$10,700,000	55.6%
New York	Universal Pre-Kindergarten	\$385,000,000	\$385,034,734	\$34,734	0.0%
	Priority Full-Day Pre-K & Expanded Half-Day Pre-K for High Need Students	\$0	\$25,000,000	\$25,000,000	100.0%
North Carolina	Pre-K Now Program	\$128,147,360	\$140,546,411	\$12,399,051	9.7%
North Dakota	No Program				
Ohio	Early Childhood Education	\$23,268,341	\$33,268,341	\$10,000,000	43.0%
Oklahoma	Early Childhood 4-Year-Old Program	\$167,245,396	\$169,218,892	\$1,973,496	1.2%

State	Program	FY 2012-13	FY 2013-14	Change (In Dollars)	Change (In Percentage)
Oregon	Head Start Pre-Kindergarten	\$61,069,890	\$61,069,890	\$0	0.0%
Pennsylvania	Pre-K Counts	\$82,784,000	\$87,284,000	\$4,500,000	5.4%
	Head Start Supplemental Assistance	\$37,278,000	\$39,178,000	\$1,900,000	5.1%
Rhode Island	Pre-K	\$1,450,000	\$1,950,000	\$500,000	34.5%
	Head Start	\$800,000	\$800,000	\$0	0.0%
South Carolina	EIA Half Day Child Development Program	\$15,513,846	\$15,513,846	\$0	0.0%
	Child Development Education Pilot Program - Full Day 4K	\$17,300,000	\$37,000,000	\$19,700,000	113.9%
	First Steps Expansion	\$1,490,847	\$9,156,236	\$7,665,389	514.2%
South Dakota	No Program				
Tennessee	Voluntary Pre-K Program	\$87,687,500	\$87,687,500	\$0	0.0%
Texas	Pre-Kindergarten Program	\$698,782,000	\$731,624,754	\$32,842,754	4.7%
	Supplemental Funding for Pre-K	\$0	\$15,000,000	\$15,000,000	100.0%
	Texas School Ready!	\$3,500,000	\$3,500,000	\$0	0.0%
Utah	No Program				
Vermont	ACT 62	\$15,978,500	\$16,800,000	\$821,500	5.1%
	Early Education Initiative	\$1,131,751	\$1,131,751	\$0	0.0%
Virginia	Preschool Initiative	\$68,169,246	\$68,569,714	\$400,468	0.6%
Washington	Early Childhood Education and Assistance Program	\$57,156,000	\$60,229,000	\$3,073,000	5.4%
West Virginia	Early Childhood Education Program	\$88,166,493	\$90,000,000	\$1,833,507	2.1%
Wisconsin	4-Year-Old Kindergarten	\$161,000,000	\$162,610,000	\$1,610,000	1.0%
	4-Year-Old Kindergarten - Start up grants	\$1,350,000	\$1,350,000	\$0	0.0%
	Head Start Supplement	\$6,264,100	\$6,264,100	\$0	0.0%
Wyoming	No Program				
Washington, D.C.	Pre-K	\$138,967,545	\$158,483,132	\$19,515,587	14.0%

## State Notes

State	Notes
Kansas	Not all of the funds for the Early Childhood Block Grant go to 4-year-old pre-K. These state funds are used for grants to programs that provide research-based child development services for at-risk infants, toddlers, and their families, and pre-K for 3- and 4-year-olds.  Funding for the ECBG is considered flat for the purposes of this analysis, although levels did increase by \$200.
Arizona	The state does provide partial scholarships to certified early learning providers through the "First Things First" program. This program is funded through an \$0.80 per pack cigarette tax.
Illinois	The Early Childhood Block Grant program funds pre-K services for children ages 3-5, along with prevention and intervention services for at-risk infants, toddlers, and their families.
Massachusetts	The state is investing \$15 million to reduce the waiting list for income-eligible early education and care programs.  The state also provides \$1.25 million for Early Learning Childhood Mental Health Grants.
Minnesota	The Early Learning Scholarship Program serves both 3- and 4-year-olds.
New Jersey	The state provides funding for early learning programs for the "Abbott School Districts" not included in this analysis.
Oklahoma	This number is estimated, based off of a 1.18% increase in state funding for the primary K-12 formula.
Texas	The number for the Texas Pre-Kindergarten Program is estimated, based off of a 4.7% increase in state funding for the primary P-12 formula.
Utah	The state has a program for students receiving pre-K services at home (Web-based) that it funds at \$2,063,192 for FY 2013-14.
Wisconsin	This number is estimated, based off of a 1% increase in state funding for general school aid.

*Support for this project was provided by The Pew Charitable Trusts. The views expressed are those of the Education Commission of the States and do not necessarily reflect the views of The Pew Charitable Trusts.*

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<sup>1</sup> The National Association of State Budget Officers, *The Fiscal Survey of States*, Spring 2013, <http://www.nasbo.org/sites/default/files/Spring%202013%20Fiscal%20Survey%20of%20States.pdf> (accessed December 9, 2013).

<sup>2</sup> W.S. Barnett, *Expanding Access to Quality Pre-K is Sound Public Policy* (NIEER: Rutgers University, 2013); W.S. Barnett, *Preschool education and its lasting effects: Research and policy implications* (Boulder and Tempe: Education and Public Interest Center & Education Policy Research Unit, 2008); G. Camilli, S. Vargas, S. Ryan, and W.S. Barnett, "Meta-analysis of the effects of early education interventions on cognitive and social development," *Teachers College Record*, 112(3), 579-620, 2010; A.J. Reynolds, *Success in Early Intervention: The Chicago Child-Parent Centers* (Lincoln, NE: University of Nebraska Press, 2000); V.C. Wong, T.D. Cook, W.S. Barnett, and K. Jung, "An effectiveness-based evaluation of five state pre-kindergarten programs," *Journal of Policy Analysis and Management*, 27(1), 122-154, 2008.

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