Build INITIATIVE
Strong Foundations For Our Youngest Children

Child & Family POLICY CENTER

Early Learning **Left Out**

Building an Early-Learning System to Secure America's Future

Federal, State and School District Investments by Child Age

4th Edition • 2010-2012

*By **Charles Bruner** • Child and Family Policy Center • October 2013*

"By the year 2000, all children in America will start school ready to learn."

Goal 1 of National Education Goals, established in 1990 by President George H. Bush and the Nation's Governors, led by Arkansas Gov. Bill Clinton

"There's more to do. We need to develop our children to read and succeed in school with improved Head Start and early childhood development programs."

President George W. Bush
2002 State of the Union Address

"Study after study shows that the sooner a child begins learning, the better he or she does down the road. … I propose working with states to make high-quality preschool available to every child in America."

President Barack Obama
2013 State of the Union Address

Introduction

It has been nearly a quarter century since the President and the nation's governors established the First National Education Goal.

> A growing research base has made clear the critical importance of the earliest years in establishing the trajectory for children's future health and development.

Since that time, there has been major movement across the states to better support young children. States have established new publicly financed preschool programs, developed early childhood councils and funded other efforts to improve school readiness. The federal government has supported state planning and action, most recently through the Race to the Top Early Learning Challenge grants. States and the federal government together have committed to improving child care (particularly by increasing child care subsidy programs with redirected TANF funds) and developing new home-visiting programs.

Also since that time, the composition of the young child population has changed. International competition to equip the 21st century workforce with the requisite education and skills to lead in a world economy has increased. The United States was once the recognized leader in providing world-class educational opportunities for its children, but that is no longer the case.

One of the most troubling aspects of America's educational system is the proportion of children who do not succeed even through high school. While schools have a clear responsibility to educate all children, up to half of subsequent school difficulties and lack of success can be traced back to

Table One: Federal Expenditures on Children in 2011 by Age (in billions)

Child Age	Total (Billions)*	Education
Age 0-2	$65.5	$3.6
Age 3-5	$62.3	$17.7
Age 6-18	$248.3	$57.3
All children	**$376.2**	**$78.6**

Source: Edelstein, S, Isaacs, J, Hahn, H, & Toran, K (2012). Pp. 16-17.

**The total reflects refunded earned income and child tax credits and represents a little over 10 percent of the federal budget. Expenditures only (without the tax credits) represent about 8 percent of the federal budget.*

what children know and are able to do at the time of kindergarten entry.[1]

Indeed, a growing research base—on brain development, toxic stress and early-childhood adversity—has made clear the critical importance of the earliest years in establishing the trajectory for children's future health and development, including educational success.[2]

There also is a growing body of evidence on the efficacy of high-quality, early interventions. Early intervention not only improves a child's readiness for school, but produces high rates of return to the child and to the nation.[3]

Given the activity around early childhood in recent decades, this report seeks to answer a simple but important question, **"As a society, are we investing enough in the learning and development of our youngest children?"**

> Are we investing enough in our youngest children? The answer, the evidence suggests, is a resounding "No."

To help answer this question, this report looks at investments made in young children's education and development at the federal, state and school-district levels.

First, it looks at federal investments in children overall—and young children in particular—in the context of the federal budget. It puts the call by President Obama for new commitment to early childhood in that context.

Second, it looks at overall federal, state and school-district investments in education and development by child age for each state and the U.S.

Finally, it discusses these investments in the context of what we know about child development and how to improve educational trajectories in the earliest years.

Based on this exercise, can we say are we investing enough in our youngest children? The answer, the evidence suggests, is a resounding "No." But the evidence also gives impetus to undertaking policy actions that can turn "No" into "Yes."

[1] Wertheimer, R. et al. (2003). Attending Kindergarten and Already Behind: A Statistical Portrait of Vulnerable Young Children. Child Trends Research Brief. Washington D.C.

[2] Among them: Shonkoff, J. & D. Phillips (eds.) (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press; and Anda, R., & V. Felitti (2011.) Adverse Childhood Experiences Study. Atlanta, GA: Centers for Disease Control and Prevention. www.cdc.gov/ace/index.htm

[3] Center on the Developing Child at Harvard University (2007). *A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children*. www.developingchild.harvard.edu

S E C T I O N O N E

2011 Federal Investments in Children

Both the Urban Institute and First Focus have produced detailed reports on the federal budget that break out expenditures directed to children aged 0-18. Depending on how tax expenditures are categorized, they show that between 8 percent and 10 percent of the federal budget currently is invested in children.[4]

Such analysis requires some assumptions and estimates. For instance, the Supplemental Nutrition Assistance Program (SNAP, formerly food stamps) provides support to households based on the number of people in them. For families with children, these SNAP benefits must be apportioned in some way to estimate what portion is directed to children and what is directed to adults. See the appendix for a further discussion of how this report makes those decisions for educational programs.

The Urban Institute also analyzed federal expenditures on children in the 2011 budget by age group (Table 1).[5] It shows that approximately 10 percent of the overall $3.6 billion federal budget is directed to children. (Because of Social Security and Medicare, a much greater proportion of the federal budget goes to senior citizens.)

Chart 1, below, also shows the investments in children as a share of the federal budget, in this case broken out along with other major federal areas of spending.

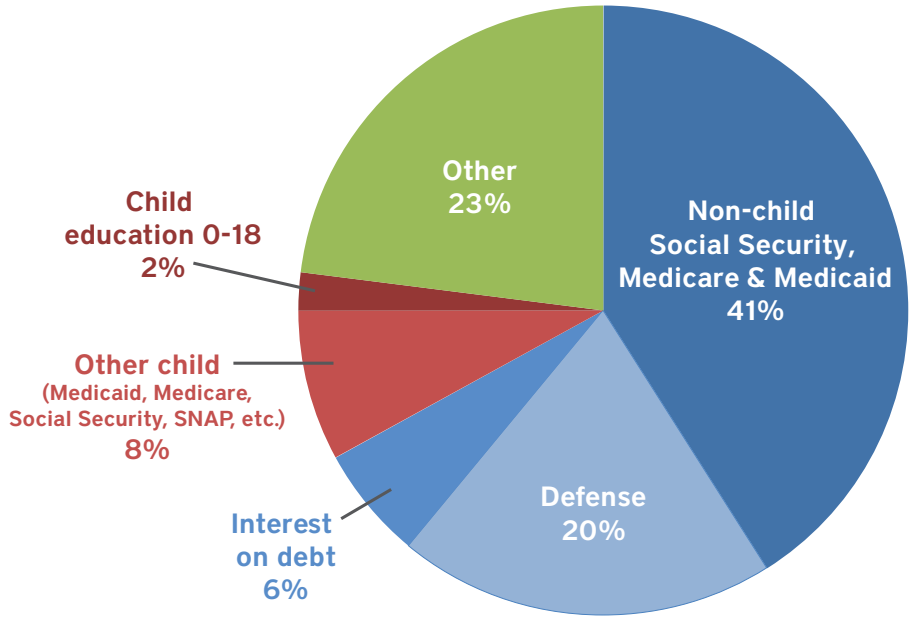
Investments in children cover education and development, as well as income security (including TANF benefits and Social Security and Supplemental Security Income that goes to children), refundable tax provisions (primarily the EITC and child tax credits); health (primarily Medicaid, CHIP and vaccinations but also Medicare), nutrition (including SNAP and WIC); housing (primarily Section 8 low-income housing); and social services (primarily foster care and adoption assistance).

The education category (including Title I, special education, Head Start, Child Care and Development Block Grant, school improvement and state fiscal stabilization funding) does not reflect all federal investments in the education and development of young children. For example, it does not include federal TANF funding transferred for child care nor does it include home-visiting and parent-education programs, which may be financed under Medicaid, the social services block grant, foster care and adoption assistance funding, TANF or other federal sources. (Analysis in Section Two does include some of these supports). The Urban Institute analysis does cover the major share of federal investments in education and early-care programs.

[4] The Urban Institute's *Kids Share* reports (www.urban.org/projects/kids_share.cfm) include refundable tax credits (EITC and child tax credit) as part of the expenditures on children, while First Focus's *Children's Budget* (www.firstfocus.net/cb2012) does not. This accounts for approximately a 2 percent difference in estimates.

[5] Edelstein, S, Isaacs, J, Hahn, H, & Toran, K (2012). *How do public investments in children vary with age? A kids' share analysis of expenditures in 2008 and 2011 by age group*. Washington, DC.: Urban Institute.

Chart 1: 2011 Federal Budget and Investments in Education/Learning and Children



President Obama recently called for $100 billion in new federal investments in preschool, home visiting and other early-childhood programs over the next decade. At $10 billion per year, based on Urban Institute budget estimates, this would increase by about one-half the federal investments made in young children (from $21 billion in Table 1 for the 0-5 population to $31 billion). The $10 billion figure itself represents about 3/10th of 1 percent of the total federal budget.

S E C T I O N T W O

Overall Public Investments in Young Children's Development and Learning

Federal investments in children represent only a piece of total public investment. State governments and school districts provide the vast majority of K-12 funding.

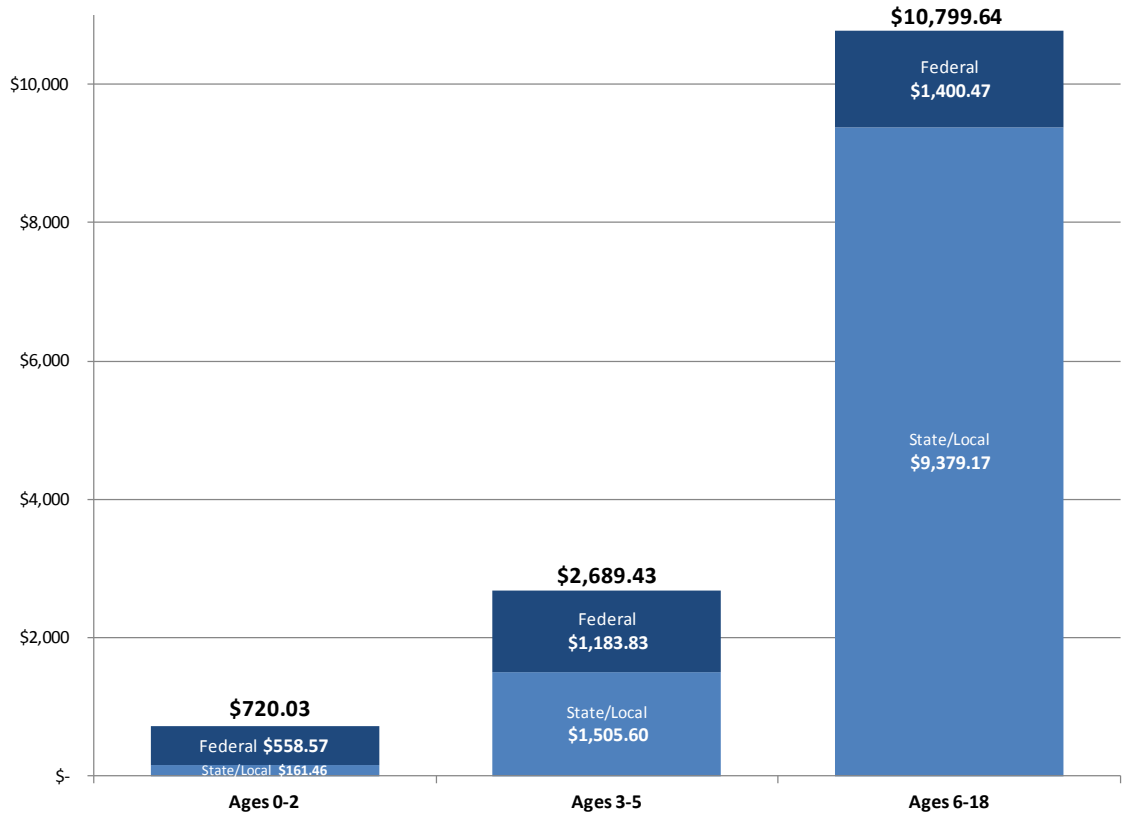
States also also been increasing their attention to the earliest learning years through programs to strengthen early care and education services (preschool and child care subsidy programs and early-education quality improvement activities) and support families as their child's first teacher (parent education, home-visiting and family-literacy programs and other family-strengthening services).

There is no one single source of information on these state investments, and different states have developed different names and line items for these initiatives. States also have financed some home-visiting and parent-education services through federal block grant funding and, in some instances, Medicaid and Title IV-e.

There are, however, sources around specific investments offering state-by-state figures that can be combined to give an overall picture of public investment. This report updates earlier *Early Learning Left Out* reports by drawing from these resources to analyze national and state-by-state funding in children's development and learning by child age (0 through 2, 3 through 5, and 6 through 18).[6] Chart 2 presents them on a per-child

[6] The appendix provides information sources, methodology and state-by-state data. As with prior reports, state-by-state figures represent only ballpark estimates. In particular, they do not parse out investments in young children that may be made through Medicaid funding or federal block grants used for preventive services. Unlike those in the Urban Institute report, they do include TANF and other block grant funding for child care, and state funding for early-childhood development activities such as home visiting, community early-childhood grant programs, and early-intervention services reported to the National Conference of State Legislatures.

Chart 2: Per-child spending by age group and source



investment basis; that is, the total investment divided by the number of children in each age group.

It shows that states and school districts provide the lion's share of funding for school-aged children, while the federal government plays a much greater role in financing services for younger children.

In total, it shows that public investment in children's development and learning is by far the greatest for school-aged children, and the lowest for infants and toddlers. Investment in preschoolers is higher than the investment in infants and toddlers, but is still a fraction of that in school-aged children.

For every public dollar invested in the development and education of a school-aged child, only 7 cents is invested in an infant or toddler and 25 cents in a preschooler.

These figures represent increased investments in each age group since the prior *Early Learning Left Out* report, but the gaps among the groups remain the same.[7]

Differences in the size of gaps vary across the states (from 3.9 cents in Wyoming to 11.3 cents in Tennessee for infants and toddlers, and from 13.2 cents in Colorado to 44.6 cents in Oklahoma for preschoolers), but they are pronounced everywhere.

This information alone, of course, does not answer the question, "As a society, are we investing enough in the development and learning of our youngest children?"

But it does say that, relative to investments made in school-aged children (and supports to seniors), public investments in young children are quite small.

[7] The 2010 *Early Learning Left Out* report drew primarily on 2006 expenditure data. Many states have expanded preschool programs and other early-learning efforts since then, but school budget have also grown. In fact, in most states, there are regular increases to school state aid and allowable growth formulas to account for inflation, which is not true of other appropriations. The same holds for federal grant programs to states, few of which are adjusted for inflation. As a result, even increased attention to early childhood and new program authorizations have not narrowed the gaps in investment by child age.

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S E C T I O N T H R E E

Assessing the Need for Greater Investments

There is no single way to assess the adequacy of public investments in young children. Children have different needs at different ages. Parents, schools and communities play different roles at all these times. Still, there are approaches that can put current investments in context, and they all point to the need for greater investment in the earliest years.

First, simply reviewing the number of children currently receiving public learning and development services suggests these programs currently serve only a small fraction of those for whom they have been designed (see Table 2, which gives estimates of the proportion of children served by different public programs relative to the total young children population and those whom the programs are designed to reach).

Second, studies show that use of public learning and development services by young U.S. children currently lags behind many other nations. According to the most recent Organisation for Economic Cooperation and Development (OECD) education report, the United States ranked 25th among 36 countries on preschool enrollment for 4-year-olds and 20th of 29 countries on preschool expenditures as a percentage of GDP (25th of 29 countries when only public expenditures are considered).[8]

[8] OECD (2013). *Education at a glance 2013: OECD Indicators.* OECD Publishing. Pp. 276 and 282.

Table 2: Public programs serving young children in relation to child population

	Currently Serve	Designed to Serve
Child care subsidies for 0-5 year-olds	5%	15%-25%
Early Intervention (Part C) services for 0-2 year-olds	3%	10%-15%
Publicly financed preschool for 3-year-olds	15%	50-80%
Publicly financed preschool for 4-year-olds	42%	70-90%
Public home visiting, Early Head Start, family support programs	<2%	20-30%

Source: Child and Family Policy Center (2013). *Early Childhood Public Programs: Current Service Participation Levels in Relation to Demand*. Des Moines, IA.

Most major trading partners and competitors of the U.S. also provide paid family leave, and many provide routine home-visiting services. Neither is common in the U.S. Moreover, the poverty rate among families with young children in the U.S. is substantially higher than in other developed countries, and the proportion of births to adolescents and mothers with low levels of education is higher. These facts suggest a greater, rather than lesser, need for support services to strengthen learning and development in the early years. And the competition is not just coming from advanced industrial countries, but from such emerging economies as India and China, which are dramatically increasing their education investments at all levels.[9]

Third, both U.S. families of young children and the general public say there is too little policy attention to and investments made in young children. In surveys, parents report difficulties in accessing child care across all socio-economic groups, let alone high-quality care. Surveys indicate only a small proportion of children receive developmental screens as part of well-child care.

Meanwhile, public opinion polling shows widespread concern over young children and the level of U.S. investment in them. A majority of voters (58 percent) believes the lives of children have gotten worse in the last ten years, including a quarter (26 percent) who believes their lives have gotten much worse.[10] Polls show that Head Start is one of the most popular U.S. programs and voters generally believe that more, rather than less, public funding should be directed to early-childhood education.[11]

Public opinion polling shows widespread concern over young children and the level of U.S. investment in them.

Fourth, greater knowledge and understanding of the importance of the first three years of life to lifelong development have placed higher priorities on ensuring consistent nurturing in the earliest years and preventing or responding to early-childhood adversity. The research on epigenetics, toxic stress and adverse childhood experiences all point to the need for identification and response to children and their families in the critical earliest years, where current investments are smallest (see Chart 3).

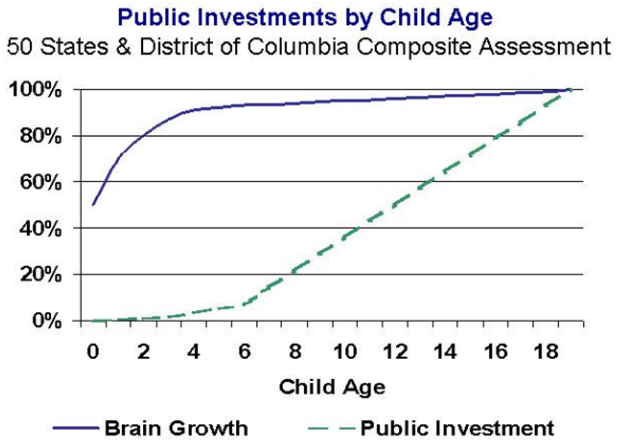
A definitive answer on how much more needs to be invested in young children and their early learning and development may not be possible, but if the U.S. is to meet the first educational goal, it is clear that there will need to be more investments made across the birth-to-5 age span.

[9] Cooper, C., Hersh, A., & O'Leary, A. (2012). *The competition that really matters: Comparing U.S., Chinese, and Indian investments in the next-generation workforce*. Center for America's Promise and Center for the Next Generation.

[10] Greenberg Quinlin Rosner Research (2011). April 2011 Poll for First Focus. Washington, DC.

[11] Pax World Funds and National Head Start Association (2003). *More than 9 out of 10 Americans support existing Head Start program*. Pre-K Now 2008 survey and National Institute for Early Education Research (2001). *Voter's attitudes toward early childhood education*. Washington, DC.

Chart 3:



Source: Voices for America's Children and the Child and Family Policy Center. (February 2004). Early learning left out: An examination of public investments in education and development by child age.

Conclusion

President Obama is the fourth successive president to raise the issue of early learning and development as key not only to healthy child development but to the prosperity of the country as a whole. He is supported by economists like Nobel Laureate James Heckman, who views such public investments as having the highest returns among public investments,[12] and members of the military, who see investments as crucial to producing the young adults with the skills to maintain the national defense.[13] He is supported by leaders in the business community, who recognize that it is not a question of whether the country can afford to make such investments, but whether it can afford not to make them.[14]

In light of the need, even President Obama's proposal for $10 billion in new funding represents only a down payment on the future, but it is an important one. Ultimately, building the early-childhood system that children need to reach their full potential will require the attention of federal, state and local policy makers.

The answer to the question posed by this report is as simple as it is profound. *There is a national investment gap in early learning that must be filled for the sake of America's children and America's future prosperity.*

[12] Heckman, J. (2000). *Invest in the very young*. Chicago: Ounce of Prevention Fund.

[13] See Mission: Readiness (www.missionreadiness.org), an organization of retired senior military leaders advocating for increased investments in early-childhood programs.

[14] See Ready Nation's Telluride Standards (2008). Washington DC: America's Promise Alliance. http://www.readynation.org/investment-criteria/

About BUILD

The BUILD Initiative works with early childhood leaders within states and nationally to better prepare young children to thrive and succeed. BUILD supports state leaders from both the private and public sectors as they work to set policy, offer services and advocate for children from birth to age five. Specifically, the BUILD Initiative helps state leaders develop an early childhood system that can effectively prepare young children to succeed by helping their families access:

- *High-quality early learning*
- *Family and parenting support*
- *Early intervention for children with special needs and*
- *Comprehensive health, mental health and nutritional services.*

BUILD works intensively with 10 states – Arizona, Georgia, Illinois, Michigan, Minnesota, New Jersey, New York, Ohio, Pennsylvania and Washington. BUILD's national learning community serves all 50 states and national colleagues and covers a wide range of systems building issues.

The Early Childhood Funders Collaborative created the BUILD Initiative over a decade ago as a catalyst for change and a national resource on early childhood development and policy. BUILD and the Early Childhood Funders Collaborative also work with the First Five Years Fund in supporting states in their Race to the Top Early Learning Challenge grant applications and with the Ounce of Prevention and the Alliance for Early Success in supporting advocacy efforts to expand federal investments in early learning.

BUILD is the editor and publisher of this fourth edition of Early Learning Left Out.

Appendix

Data Sources and Apportionment

This edition of *Early Learning Left Out* draws upon multiple data sources to provide up-to-date information on federal, state and school district spending on child learning and development broken down by the 50 states and District of Columbia. Based on earlier *ELLO* reports, this report may exclude some state expenditures and cannot be considered as definitive with respect to any one state's investments. Overall, however, the report captures an estimated 95 percent or more of all spending on children's learning and development.

ELLO defines "child learning and development" program spending as public spending on public primary and secondary education programs, child care and early-education programs, special education and early-intervention services, and family support, parenting education family-literacy, and home-visiting programs that focus on strengthening parents in their role as their child's first and most important teacher. Information on some federal programs was drawn directly from federal sources outlining state-by-state spending, while state and federal data on funding for child care, preschool and school-aged funding were drawn from the Center for Law and Social Policy (child care), the National Institute for Early Education Research (preschool), and the Institute for Education Services (K-12 funding). Data on other state funding for early-childhood services came from the National Conference of State Legislatures' state-by-state profiles.

Apportionment by child age for programs serving multiple age groups was based on prior *ELLO* reports and analyses. For instance, child care funding (child care development block grant, child care tax credit, and child and adult care food program) is used to serve children from birth into early-elementary years (for before- and after-school programming). An apportionment of 30%-40%-30% was used because that reflected overall national estimates of relative expenditures. Individual states may vary in this respect.

Data are the most recent available, in most cases from the 2011 fiscal year. Data for the federal Maternal Infant and Early Child Home Visiting (MIECHV) program are from 2012 and include both formula and competitive grant awards.

The number of children in each age range is taken from the 2010 U.S. Census, as the most complete representation of the child population by child age.

The following table shows specific U.S. numbers. After that is a table summarizing investments for each of the 50 states and the District of Columbia.

Appendix Table 1: Investments in education and development by child age, U.S.

	Ages 0-2			Ages 3-5			Ages 6-18		
	State/Local	Federal	**Total**	State/Local	Federal	**Total**	State/Local	Federal	**Total**
Child Care Tax Credit		989,165,400	989,165,400		1,318,887,200	1,318,887,200		989,165,400	989,165,400
CCDBG	1,210,218,886	2,552,584,270	3,762,803,156	1,613,625,182	3,403,445,694	5,017,070,875	1,210,218,886	3,403,445,694	4,613,664,580
CAC Food Program		711,288,764	711,288,764		948,385,019	948,385,019		711,288,764	711,288,764
Head Start/3-4			0		5,519,685,116	5,519,685,116			
State Preschool				5,979,583,274	560,636,630	6,540,219,904			
Part B Preschool					369,587,198	369,587,198			
Part C Early Interv.		429,371,822	429,371,822						
Early Head Start		974,062,079	974,062,079						
MIECHV		181,841,428	181,841,428		90,920,714	90,920,714		30,306,905	30,306,905
Other State HV/EC	730,392,843	134,757,851	865,150,694	441,179,837	55,953,264	497,133,101			
K-12 Public Spending		740,471,340	740,471,340	10,392,704,340	2,221,414,020	12,614,118,360	509,242,512,660	71,085,248,640	580,327,761,300
Total	**1,940,611,729**	**6,713,542,954**	**8,654,154,683**	**18,427,092,633**	**14,488,914,854**	**32,916,007,487**	**510,452,731,546**	**76,219,455,402**	**586,672,186,949**
Number of Children	12,019,152	12,019,152	24,038,304	12,239,068	12,239,068	24,478,136	54,424,102	54,424,102	108,848,204
Per-Child Spending	$161.46	$558.57	**$720.03**	$1,505.60	$1,183.83	**$2,689.42**	$9,379.17	$1,400.47	**$10,779.64**

Note: Tables similar to Table 1 have been constructed for each of the 50 states and the District of Columbia. Individual state tables are available through the Child and Family Policy Center.

Appendix Table 2: Investments in education and development by child age, U.S.

				Spent for every $1 spent on ages 6-17		
STATE	Ages 0-2	Ages 3-5	Ages 6-18	Ages 0-2	Ages 3-5	Ages 0-5
Alabama	$539.53	$1,997.77	$8,576.61	$0.06	$0.23	$0.15
Alaska	$1,324.42	$2,752.81	$16,436.81	$0.08	$0.17	$0.12
Arizona	$727.58	$1,684.83	$7,320.22	$0.10	$0.23	$0.16
Arkansas	$715.66	$3,535.70	$9,684.61	$0.07	$0.37	$0.22
California	$810.29	$1,947.94	$9,399.85	$0.09	$0.21	$0.15
Colorado	$504.54	$1,294.40	$9,795.87	$0.05	$0.13	$0.09
Connecticut	$1,167.41	$3,327.74	$15,129.49	$0.08	$0.22	$0.15
Delaware	$1,101.48	$2,754.75	$11,082.71	$0.10	$0.25	$0.17
Florida	$701.03	$2,591.80	$8,766.20	$0.08	$0.30	$0.19
Georgia	$557.57	$2,666.71	$9,723.96	$0.06	$0.27	$0.17
Hawaii	$743.05	$2,234.49	$11,724.11	$0.06	$0.19	$0.13
Idaho	$340.38	$1,217.57	$6,994.40	$0.05	$0.17	$0.11
Illinois	$889.76	$3,100.13	$11,808.90	$0.08	$0.26	$0.17
Indiana	$637.82	$1,959.20	$11,427.23	$0.06	$0.17	$0.11
Iowa	$799.57	$2,849.50	$10,325.27	$0.08	$0.28	$0.18
Kansas	$840.58	$2,195.89	$10,319.40	$0.08	$0.21	$0.15
Kentucky	$802.26	$3,033.38	$9,250.05	$0.09	$0.33	$0.21
Louisiana	$758.29	$2,809.10	$9,808.51	$0.08	$0.29	$0.18
Maine	$961.43	$2,993.11	$12,614.17	$0.08	$0.24	$0.16
Maryland	$634.69	$2,267.72	$13,161.58	$0.05	$0.17	$0.11
Massachusetts	$1,051.34	$3,221.42	$14,307.49	$0.07	$0.23	$0.15
Michigan	$668.05	$2,460.82	$10,217.07	$0.07	$0.24	$0.15
Minnesota	$717.46	$2,128.50	$10,857.97	$0.07	$0.20	$0.13
Mississippi	$753.07	$2,538.02	$8,030.17	$0.09	$0.32	$0.20
Missouri	$565.27	$1,893.83	$8,994.06	$0.06	$0.21	$0.14
Montana	$624.28	$1,937.26	$9,761.37	$0.06	$0.20	$0.13

				Spent for every $1 spent on ages 6-17		
STATE	Ages 0-2	Ages 3-5	Ages 6-18	Ages 0-2	Ages 3-5	Ages 0-5
Nebraska	$808.85	$2,590.93	$11,030.43	$0.07	$0.23	$0.15
Nevada	$359.59	$1,393.69	$8,804.50	$0.04	$0.16	$0.10
New Hampshire	$588.30	$2,106.39	$12,463.03	$0.05	$0.17	$0.11
New Jersey	$662.53	$4,390.96	$16,590.19	$0.04	$0.26	$0.15
New Mexico	$789.43	$2,232.17	$9,603.13	$0.08	$0.23	$0.16
New York	$896.99	$3,731.49	$16,971.04	$0.05	$0.22	$0.14
North Carolina	$670.40	$2,619.50	$9,937.63	$0.07	$0.26	$0.17
North Dakota	$708.71	$2,285.74	$11,637.47	$0.06	$0.20	$0.13
Ohio	$835.71	$2,464.65	$11,015.81	$0.08	$0.22	$0.15
Oklahoma	$707.33	$3,829.06	$8,593.35	$0.08	$0.45	$0.26
Oregon	$527.15	$2,149.37	$9,604.44	$0.05	$0.22	$0.14
Pennsylvania	$1,002.09	$3,068.41	$12,444.07	$0.08	$0.25	$0.16
Rhode Island	$1,003.55	$2,677.22	$12,588.23	$0.08	$0.21	$0.15
South Carolina	$473.84	$2,213.27	$9,684.85	$0.05	$0.23	$0.14
South Dakota	$600.07	$1,801.48	$8,882.15	$0.07	$0.20	$0.14
Tennessee	$861.01	$2,279.60	$7,586.93	$0.11	$0.30	$0.21
Texas	$553.16	$2,486.63	$10,069.53	$0.05	$0.25	$0.15
Utah	$391.68	$1,102.45	$6,961.61	$0.06	$0.16	$0.11
Vermont	$1,143.84	$4,187.32	$15,482.99	$0.07	$0.27	$0.17
Virginia	$529.77	$2,069.48	$10,667.00	$0.05	$0.19	$0.12
Washington	$801.32	$2,336.89	$10,215.94	$0.08	$0.23	$0.15
West Virginia	$734.77	$4,613.80	$10,905.58	$0.07	$0.42	$0.25
Wisconsin	$841.10	$3,344.15	$11,091.82	$0.08	$0.30	$0.19
Wyoming	$689.09	$2,567.14	$17,738.04	$0.04	$0.14	$0.09
District of Columbia	$1,870.31	$11,923.80	$16,664.94	$0.11	$0.72	$0.41
U.S.	**$720.03**	**$2,689.43**	**$10,779.64**	**$0.07**	**$0.25**	**$0.16**