

**NATIONAL INDIAN HEAD START
DIRECTORS ASSOCIATION**

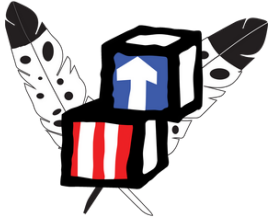


ADVOCACY AGENDA

FALL 2024

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Head Start/Early Head Start

ABOUT AMERICAN INDIAN/ALASKA NATIVE HEAD START

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American Indian/Alaska Native (AI/AN) Head Start has been a vital part of Head Start since its inception in 1965, and it is currently the most important and successful federal program focused on the needs of Native youth and families in early childhood education. Currently, AI/AN Head Start and Early Head Start serves roughly 20,000 children in 154 programs across 26 states. Our programs are unique in that they tend to be located in rural communities that are often affected by hardships such as poverty, high rates of crime, limited or non-existent transportation networks, and limited financial and qualified personnel resources. AI/AN Head Start strives to address these challenges through a focus on the whole individual—including education, health, language, and culture—as well as on the whole family and the whole community, creating a vibrant and safe learning environment for our Native children.

AI/AN Head Start has a long history of providing critical services to tribal communities, however over half of tribes do not have access to AI/AN Head Start. Of those that have programs, many face significant hurdles in hiring and retaining certified teachers, providing adequate classroom facilities, meeting the federal in-kind contribution requirement, and incorporating culturally appropriate instruction and evaluation. Strengthening and expanding programs is, therefore, paramount to AI/AN Head Start's continued success in meeting the needs of Native children, families, and communities.

NIHSDA has been the voice of AI/AN Head Start programs for over 40 years, and during that time NIHSDA has conducted training to build leadership and quality in AI/AN Head Start programs as well as serving as a valuable educational resource to Congress during the 2007 Head Start Act reauthorization process. NIHSDA has developed a wealth of knowledge regarding early childhood education in tribal communities and welcomes the opportunity to work with Congress to improve Head Start on behalf of Native children and their families.

**GOAL: AI/AN HEAD START PROGRAMS ARE FULLY ENROLLED,
SERVING ALL AI/AN CHILDREN IN THEIR COMMUNITIES,
WITH SUFFICIENT FUNDING TO OFFER CULTURALLY APPROPRIATE SERVICES**

NATIONAL INDIAN HEAD START DIRECTORS ASSOCIATION
STANDING STRONG AND PRESERVING THE IDENTITY OF AI/AN CHILDREN AND FAMILIES

AI/AN HEAD START KEY ISSUES AND SOLUTIONS

The National Indian Head Start Directors Association's (NIHSDA) legislative agenda seeks to ensure that American Indian and Alaska Native (AI/AN) Head Start programs are fully equipped to serve every AI/AN child in their community. Our primary goal is to secure sufficient funding to allow these programs to offer culturally appropriate services and address critical challenges such as culturally responsive instruction, the lack of qualified teaching staff, non-competitive salaries, the need to expand services, inadequate facilities, and the burden of non-federal share. By advocating for solutions that honor the unique cultural and educational needs of AI/AN communities—such as exempting AI/AN programs from the “research-based” curriculum requirement, enabling Tribes to certify their own teaching staff, and increasing funding to support competitive salaries and expanded services—this agenda aims to strengthen the foundation of early childhood education in these communities and ensure the well-being and development of their youngest members.

TOP 3 ISSUES:

Culturally Appropriate Instruction

**Lack of Teaching Staff:
Degree Requirements**

20% Non-Federal Share

LEGISLATIVE REQUESTS:

**Exempt AI/AN Programs from the
“Research-Based” Curriculum
Requirement**

**Allow Tribes to Certify their
own Teaching Staff**

**Exempt Tribal Programs from the
Non-Federal Share Requirement**

TOP 3 ISSUES:

**Lack of Teaching Staff:
Non-Competitive Salaries**

Inadequate Facilities

Expanding Services

APPROPRIATIONS REQUESTS:

**Increase Funding to Support
Competitive Salaries**

Facilities Specific Funding

**Increase Funding to Support
Expansion of AI/AN Head Start**

GOAL: AI/AN HEAD START PROGRAMS ARE FULLY ENROLLED, SERVING ALL AI/AN CHILDREN IN THEIR COMMUNITIES, WITH SUFFICIENT FUNDING TO OFFER CULTURALLY APPROPRIATE SERVICES

Issue: Culturally Appropriate Instruction

Culturally appropriate curricula are grounded in the specific values, traditions, and languages of Native communities, fostering a sense of belonging and pride in children's identity. The Head Start Act requires programs to implement "research-based" curricula. These curricula center Western values and philosophies that often clash with the value systems of many indigenous families and communities. Where many indigenous curricula emphasize holistic development that integrates the mind, body, spirit, and community, Western curricula typically focus on academic skills and cognitive development, often missing the broader cultural and spiritual dimensions important in Native upbringing. This requirement discounts generations of evidence-based teaching that at times has been damaged and destroyed by Western educational initiatives and interferes with Tribes' sovereign right to educate their own peoples.

For many tribes, early childhood education is a vital tool for language preservation and revitalization, as language and culture are closely intertwined. Western curricula often lack the tools or flexibility to incorporate Indigenous languages, which is critical for reversing the trend of language loss in Native communities.

In addition, increased access to culture bearers is needed to integrate cultural practices and native language in AI/AN Head Start programs. Current teacher credential requirements and limited funding affect the ability of programs to hire these crucial staff.*

**Also see 'Lack of Teaching Staff' (pg. 5)*

Current Inadequate Strategy: Adapting Existing Curricula

The Office of Head Start supports the full integration of AI/AN languages and culture in Head Start and has even developed the "Making It Work" tool to assist in this process. However, these adaptations still require the use of a research-based curriculum as well as an external Early Childhood Education curriculum/content area expert. These requirements continue to force a Western pedagogy in direct opposition to indigenous education sovereignty. These adaptation requirements also impose significant manpower and budget expenses on already struggling programs.

Recommended Solution: Exempt AI/AN Programs from the "Research-Based" Curriculum Requirement

This exemption would give Tribes the freedom to design curricula that reflects their unique histories, languages, traditions, and values. This empowerment restores a historically displaced sense of ownership and agency in the community. And, when students see their culture and identity reflected in their education, it leads to improved educational outcomes. This exemption would also address the historical injustices experienced by many indigenous communities in the educational system. Tribes have unique knowledge systems that have been developed over centuries, and this invaluable knowledge must be passed on to future generations.

"The inclusion of Native traditions, languages, and worldviews in early childhood curricula ensures that children grow up understanding their role in the community, the natural world, and their cultural responsibilities. This kind of education builds resilience and a strong foundation for lifelong learning."

Dr. Gregory Cajete (Tewa of Santa Clara Pueblo), Author and Scholar of Indigenous Education

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Issue: Lack of Teaching Staff that Meet the Head Start Degree Requirements

Degree Requirements: Standard degree programs rarely incorporate indigenous knowledge, pedagogies, and cultural practices. The degree requirements in the Head Start Act undervalue experience and personal commitment to community values as compared to formal education. Many elders, culture bearers, and community members are excluded from teaching despite their extensive practical experience and cultural expertise. This lack of recognition for indigenous knowledge can undermine the importance of indigenous ways of knowing and learning that are crucial for effective teaching in Tribal Head Start programs.

In addition, obtaining a degree often involves significant financial costs to the teacher or program and may require access to higher education institutions that are not easily accessible to all members of indigenous communities.

Current Partial Solution: Tribal Colleges and Universities (TCU) Head Start Partnership Programs

The TCU-HS Partnership Program increases the number of qualified education staff working in AI/AN Head Start programs. The plans proposed by the currently awarded institutions include: providing strong, personal support for enrollees; flexibility in course delivery and design; the ability to provide preliminary or remedial instruction; assistance with tuition, books, and other costs (transportation, child care, etc.); articulation agreements that permit transfer of credit; and providing credit for professional experience. TCU-HS Partnership Programs help address the employment needs of AI/AN Head Start programs while being responsive to the cultures and languages of Native tribes through a “Growing Our Own” approach. However, this approach does not address the exclusion of Native elders or culture bearers that are unwilling or unable to attain a degree.

Current Inadequate Strategy: Waivers

The Office of Head Start currently has authority to offer conditional and time-limited waivers of minimum credential requirements for Head Start center-based preschool classroom teachers. To qualify for a waiver, programs must provide evidence they unsuccessfully attempted to recruit an individual who has at least an associate degree in Early Childhood Education, evidence the individual for whom a waiver is requested is enrolled in a program that grants a qualifying associate or higher degree in a reasonable time (not to exceed 3 years), and that the individual has a current CDA or equivalent (or is awaiting the award of the CDA or equivalent). The need to request waivers for teacher degree requirements presents several issues including extensive documentation and evidence, approval delays that affect immediate staffing needs, and a lack of consistency in the approval process. Moreover, the 3 year time limitation of the waiver is often not enough time when the teacher in question is working full-time, raising a family, and subsistence harvesting. Our experience is that the process does not acknowledge or value indigenous knowledge, which is crucial in culturally relevant teaching environments. And, there is no waiver authority for infant and toddler center-based teachers in Early Head Start.

Recommended Solution: Allow Tribes to Certify their Own Teaching Staff

Many native elders and culture bearers do not meet the Head Start teacher degree requirements despite their lifetimes of knowledge and the critical role they play in the preservation of native language and culture. Empowering Tribes to certify their own teachers supports tribal sovereignty and self-determination by restoring to them the power to control key aspects of their educational programs and ensuring they can address their own priorities and goals. Allowing Tribes to set their own certification standards will also improve recruitment and retention of local educators who are familiar with and committed to the community while at the same time honoring the importance of Indigenous knowledge. This can be particularly important in remote or underserved areas where recruiting staff that meet the Head Start qualifications can be challenging.

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Issue: 20% Non-Federal Share

The requirement for AI/AN Head Start programs to contribute a 20% non-federal share of their grant funding is particularly challenging for many Tribal communities, especially those without gaming revenue. These communities often experience high poverty rates, limited economic opportunities, and historical underfunding, which make it difficult to generate the necessary financial resources. Additionally, the financial strain of starting and maintaining a Head Start program, combined with unanticipated cost increases—such as those caused by inflation or natural disasters—further exacerbates the challenge of meeting this requirement. Tribal Head Start programs are often located in remote or economically depressed areas, making it harder for them to raise funds or secure in-kind contributions from their communities.

Furthermore, the potential closure of Tribal Head Start programs due to an inability to meet the non-federal share requirement would have devastating effects on Tribal communities. These programs are often the sole means by which Tribal children can learn and preserve their native languages and cultures. The loss of these programs would not only disrupt early childhood education but would also erode cultural identity. The Federal Government's trust and treaty obligations to support the education and well-being of Tribal Nations further highlight the need to reassess the appropriateness of this requirement for AI/AN Head Start programs.

Current Inadequate Strategy: Waivers

The current waiver process for the non-federal share requirement, while designed to provide relief, is complex and resource-intensive. Programs must submit extensive documentation to justify their need for a waiver, including detailed financial statements and evidence of efforts to secure non-federal funds. This process introduces uncertainty, as there is no guarantee of approval, which can lead to financial instability and difficulty in planning and budgeting. Even when waivers are granted, they often provide only temporary relief and do not address the underlying issue of inadequate funding and the unique challenges faced by Tribal communities.

Recommended Solution: Exempt Tribal Programs from the Non-Federal Share Requirement

To address these challenges, AI/AN Head Start programs should be categorically exempt from the 20% non-federal share requirement. This exemption would alleviate the financial burden on Tribal communities, ensuring the stability and continuity of these essential programs. A precedent for such an exemption exists within the Administration for Children and Families (ACF), which recently eliminated the non-federal share requirement for Tribal child support programs, citing that the match requirement limited growth, caused disruptions, and created instability. The same logic applies to AI/AN Head Start programs; by removing the non-federal share requirement, these programs could focus on delivering high-quality, culturally appropriate early childhood education without an added threat of financial instability or program closure. This change would also honor the Federal Government's treaty and trust obligations to provide education to tribal children and would recognize the unique economic and cultural circumstances of Tribal Nations.

“The non-federal share requirement disproportionately affects tribes. Many of our communities face extreme poverty and lack the economic development to meet these financial obligations. This requirement prevents us from accessing the resources we need to address pressing issues like healthcare, education, and infrastructure.”

**Brian Cladoosby (Swinomish Indian Tribal Community),
Former President of the National Congress of American Indians**

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Issue: Lack of Teaching Staff that Meet the Head Start Degree Requirements

Non-Competitive Salaries and Staff Retention: Despite the critical importance of high-quality early child care and education, the Early Childhood Education workforce is undervalued and poorly compensated. This issue is even more challenging for professionals who are Black, Indigenous, and people of color, who are also predominantly women. Salaries for early childhood educators are often lower compared to other professions requiring similar levels of education and responsibility, and the gap is even wider for women of color. Under-funding of Head Start has left many programs in the challenging situation of being unable to provide salaries that are competitive with the local school district. This leads to high turnover rates, recruiting difficulties, staff feelings of being undervalued, and staff financial strain. These conditions negatively impact program quality, undermine community trust, and place a significant financial burden on the program which must invest in recruiting, training, and onboarding new staff. Many programs experience prolonged vacancies in teaching positions, leaving them unable to maintain full enrollment and children and families without services.

Current Inadequate Strategy: Change in Scope Requests

One strategy suggested by the Office of Head Start to increase compensation for Head Start staff is to reduce child enrollment to increase funding available for salaries through a change in scope request. This strategy is unsustainable as states continue to increase teacher pay in public schools and is not a viable option for small programs or programs that operate single classrooms in separate communities. This strategy also negatively impacts Native communities by reducing access for families who depend on these services, often in communities that already have no other options for early childhood education.

Current Inadequate Strategy: Unfunded Mandated Salaries

The Supporting the Head Start Workforce and Consistent Quality Programming Final Rule sets standards for staff compensation that would require programs to pay education staff annual salaries that are comparable to the annual salary paid to preschool teachers in public school settings in the program's local school district, adjusted for responsibilities, qualifications, experience, and schedule or hours worked by August 2031. The Final Rule does allow an exemption for small agencies with 200 or fewer funded slots, which means roughly 22% of AI/AN programs would still need to meet the requirement. As much as our programs would love to offer comparable salaries, without the supporting funding this regulation is merely an unfunded mandate. Without additional appropriated funds it also fails to address the immediate and critical need for staff that programs are facing right now.

Recommended Solution: Increase Funding to Support Competitive Salaries

Pay parity is needed in Head Start, but its implementation will require significant increases in funding from Congress.

We appreciate the Senate's inclusion of \$544 million for an FY25 COLA, as well as a Quality Improvement Funding increase of \$125 million and \$10 million for the Tribal Colleges and Universities Head Start Partnership Program). However implementation of the wage and benefits standards mandated in the Final Rule is estimated to cost \$1.5 billion annually through FY33. We urge Congress to begin budgeting for these new requirements by appropriating an additional \$251 million above the proposed \$700 million above FY24 funding.

Programs should not have to resort to reducing the number of children they serve through change in scope requests as the only option for increasing salaries.

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Issue: Inadequate Facilities

Finding, financing, and otherwise securing adequate facilities is a major issue in AI/AN communities. Many AI/AN Head Start programs lack the physical foundation for success because they operate out of the oldest buildings on their reservations. Programs have reported the need for facility improvements that include both major and minor renovations as well as the need for new construction. Based on a 2021 survey of AI/AN Head Start grant recipients, 36 percent of survey respondents reported their facilities are in either poor or fair condition. Because the survey was voluntary and self-reported (the web survey was completed by 295 of the 530 (56 percent) AI/AN Head Start facilities), OHS does not know the extent to which the responding group represents the full set of AI/AN Head Start grant recipients. Often there is a lack of alternate facilities in rural and remote areas, forcing programs to spend significant portions of their budget on maintaining outdated facilities for Head Start classrooms. OHS has limited funds available for one-time funding applications and requests for facilities funding are subject to funding priorities established by OHS.

Numerous AI/AN programs report that their ability to increase enrollment is currently limited by inadequate facilities. This leaves far too many children without access to the critical health, education, and language/cultural resources that AI/AN Head Start provides.*

Aging and outdated facilities often do not fully reflect the cultural traditions, languages, and elements of indigenous communities. Many were built or designed by federal agencies and do not align with or respect the traditional architectural styles or cultural practices of the communities they serve.

**Also see 'Expanding Services' (pg. 7)*

Current Partial Solution: Draft Tribal Early Childhood Facilities Combined Application Guide

The Office of Early Childhood Development has developed a Draft Tribal Early Childhood Facilities Combined Application Guide. This draft resource aims to streamline application submission and review processes for Tribal Child Care and Development Fund (CCDF) and American Indian and Alaska Native (AI/AN) Head Start grant recipients that jointly apply to construct, renovate, or improve early childhood facilities using both CCDF and Head Start funds. While this guide is informational, and the process allows the submission of one application, the combined application must still follow all the requirements for both the Tribal CCDF and Head Start facilities projects – which do not always align. This guide is also just a resource, and still relies on available funding in either CCDF or Head Start.

Recommended Solution: Facilities Specific Funding

Facilities-specific funding for AI/AN Head Start programs is essential to creating safe, adequate, and culturally relevant environments that reflect and reinforce the values, traditions, and languages of Tribal communities. This would allow the involvement of the community in the design of these facilities to ensure that the spaces are not only functional but also culturally resonant, fostering a sense of belonging and identity among the children they serve. Additionally, with many Tribal communities experiencing limited access to affordable and high-quality ECE services, there is a pressing need for expanded facilities to accommodate more Native children in current Head Start grantees. To meet this need, dedicated funding or increased flexibility in the use of Quality Improvement funds is necessary. Such targeted investment would allow AI/AN Head Start programs to build and upgrade facilities that support both cultural preservation and educational excellence, ensuring that no child is left behind due to a lack of space or resources.

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Issue: Expanding Services

AI/AN children have lower enrollment rates in Early Childhood Education programs compared to their non-native peers; only about 17% of AI/AN children aged 3 to 5 are enrolled in preschool programs. AI/AN Head Start has a long history of providing critical services to tribal communities. However, for the roughly 100,000 AI/AN children aged 0-5 living on tribal lands, there are only 20,849 federally funded Head Start slots currently available. Only 167 tribes and tribal organizations have Head Start and/or Early Head Start programs. That leaves over seventy percent of the 574 federally-recognized tribes without access to AI/AN Head Start. Many Tribal communities are located in remote or rural areas with limited or no access to affordable and high-quality Early Childhood Education services. This has created a situation in which demand for these services far exceeds the available supply. This lack of access can lead to decreased school readiness, difficulty for families to find employment or pursue further education due to childcare needs, and a cultural disconnect – all issues AI/AN Head Start is uniquely suited to address.

AI/AN Head Start is the most important and successful federal program focused on the dire circumstances faced by all too many native children, principally by addressing health, education, family and community needs in a holistic manner. AI/AN Head Start's family- and community-centered model is one of the few programs providing resources to address the special needs of young AI/AN children, the most at-risk population in the United States. AI/AN Head Start programs strive to incorporate native language and culture in all aspects of service delivery, enhancing cognitive development, academic success, and cultural identity among children. This approach fosters self-esteem, preserves cultural heritage, and promotes social cohesion, ensuring holistic development and better educational outcomes.

Recommended Solution: Increase Funding to Support the Expansion of AI/AN Head Start

Prior to FY 2024, there had been no new expansion funding available to new AI/AN Head Start PreK grantees (3-5 year olds) since 2009. AI/AN Early Head Start has received expansion funding for new grantees, however, AI/AN Head Start PreK expansion has been available only to existing grantees through relinquished or reclaimed AI/AN funds for the preceding 14 years. While the 2024 expansion funding is appreciated, there is a fifteen-year backlog of need, at least. This left many Tribal communities unable to apply for Head Start PreK services for their children and families. AI/AN Head Start expansion funding should be provided for existing grantees and for new entities. This must be a priority for reaching the 70 percent of tribes that are essentially barred from participating in AI/AN Head Start today. Historically, approximately 3% of total Head Start funding is allocated specifically to AI/AN Head Start programs.

Funding AI/AN Head Start programs is a critical way the federal government fulfills its trust responsibility to tribes. This responsibility involves promoting tribal sovereignty, addressing historical inequities, and ensuring equitable access to essential services. By supporting AI/AN Head Start, the government empowers tribes to provide culturally relevant early childhood education, helping to preserve languages and traditions while also closing educational achievement gaps. This investment not only supports the immediate educational needs of AI/AN children but also contributes to the long-term economic and social development of tribal communities, reinforcing the government's legal and moral obligations to Native American and Alaska Native people.

Moreover, funding these programs enhances the partnership between tribes and the federal government, fostering collaboration and mutual respect. Through AI/AN Head Start, the government demonstrates its commitment to the well-being, cultural survival, and future success of tribal nations, aligning with the broader goals of the trust responsibility.

“Head Start programs are critical for Native American and Alaska Native communities. They help ensure that children are prepared for success in school and life by providing access to early education, health services, and family support. It’s about giving every child a fair shot, regardless of where they live or the challenges their communities face.”

Senator Lisa Murkowski (R-Alaska)

PRINCIPLES FOR CONTINUED SUCCESS

Preservation of the Federal-to-Tribal Relationship Fulfills the Government's Unique Responsibility to Tribes

AI/AN tribes are sovereign nations with inherent, recognized powers of self-determination and self-governance. The United States Constitution, treaties, federal statutes, executive orders, Supreme Court precedents, and other agreements and commitments establish the federal government's responsibility to protect the interests of AI/AN tribes and communities. These legal authorities also set forth the federal government's recognition of AI/AN tribes as sovereign nations with inherent powers of self-governance over their communities and tribal members.

The Head Start Act helps fulfill these unique obligations to AI/AN tribes by reinforcing the federal government's commitment to work with tribes on a government-to-government basis. For example, the Head Start Act requires annual consultations with tribal governments operating AI/AN Head Start programs. It also ensures that funds flow directly from the federal government to the tribes rather than passing through the states. Preserving the direct federal-to-tribal relationship is critical to AI/AN Head Start's continued success in serving the needs of Native youth, families, and communities going forward.

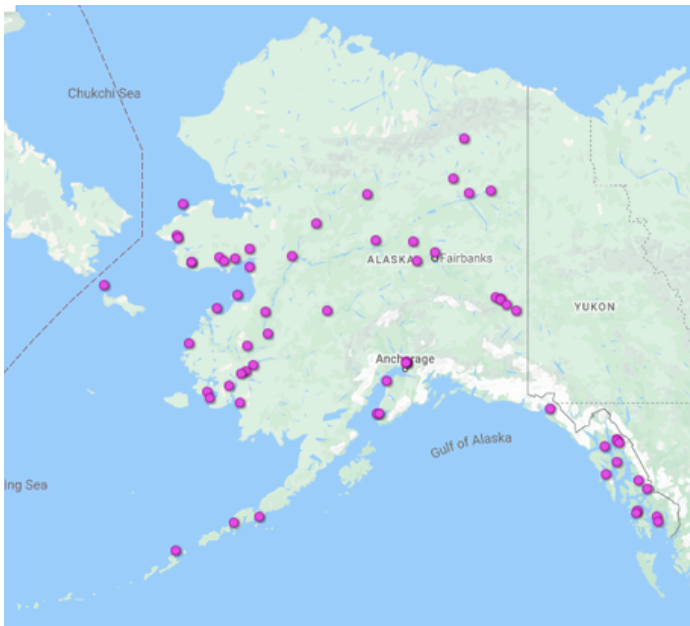
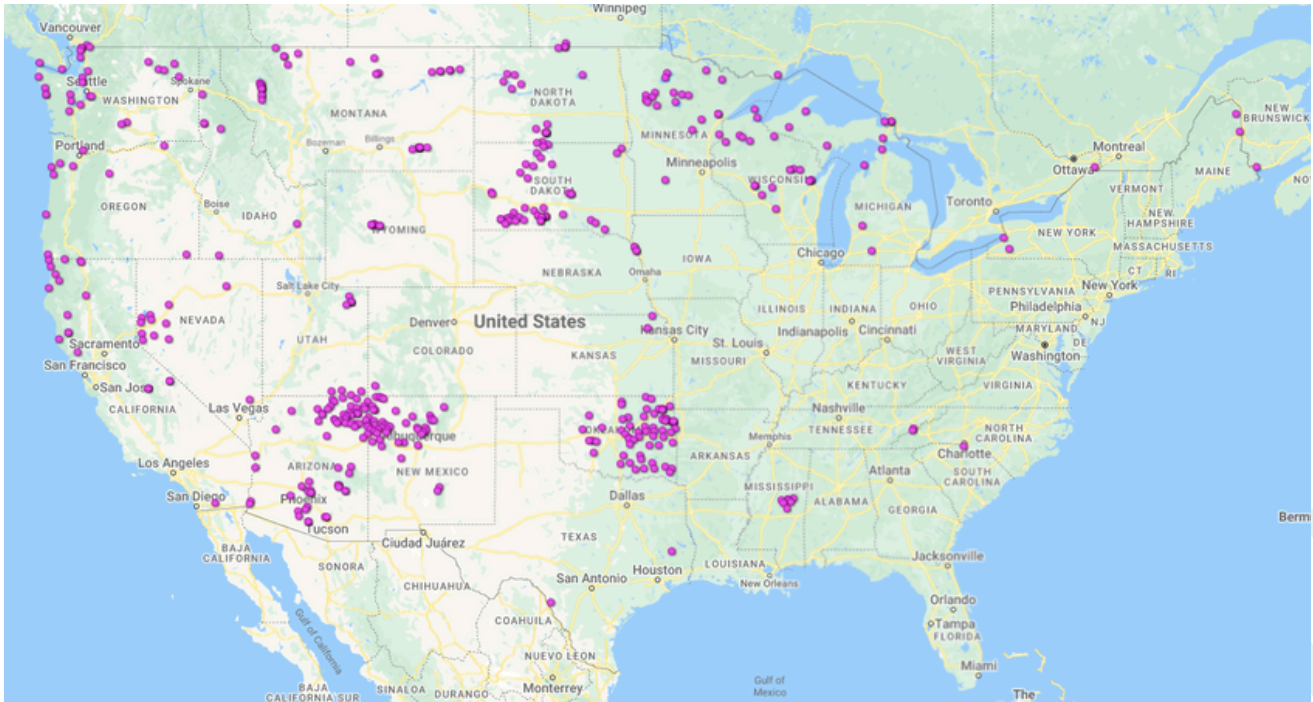
RECOMMENDATION: Reauthorization should preserve the federal-to-tribal relationship in fulfillment of the federal government's unique responsibility to AI/AN tribes by improving consultation requirements and ensuring that funds flow directly from the federal government to the tribes. See e.g., §§ 9835(l)(4), 9836(c)(7)(B) (consultation requirements); § 9835(d)(2)(B)(ii) (direct funding distributions to AI/AN Head Start agencies).

Preservation of AI/AN Head Start Specific Provisions and Expanded Use of Set Asides is Essential to Continued Program Success and Growth

The Head Start Act provides specific provisions and set asides for AI/AN Head Start that range from funding measures to tribal consultation requirements. These AI/AN-specific provisions are tailored to the unique nature of AI/AN Head Start programs and honor the special relationship between the federal government and tribes. Moreover, the preservation of funds that are specifically designated for AI/AN Head Start programs is essential to program stability and growth. It is essential that such set asides be maintained in any Head Start Act reauthorization and be incorporated into all funding made available through the Office of Head Start going forward. Designating tribal set asides of all funding should become standard federal practice. These monies are key to ensuring that federal funds make it into tribal communities, otherwise there is a substantial—and unacceptable—risk that our programs will miss out on valuable opportunities due to capacity limitations, administrative barriers, and other factors. To continue the program's unparalleled success in serving the needs of Native children, families, and entire communities, we request that current AI/AN specific provisions and set asides for AI/AN Head Start be maintained throughout any reauthorization process.

RECOMMENDATION: Reauthorization should maintain existing language as it relates to specific set asides for AI/AN Head Start programs, which are essential to continued program success, stability and growth. See, e.g., § 9840(d) (eligibility criteria); § 9843(g)(1)(E) (technical assistance); § 9841(e) (establishment of alternative agency); § 9836(e) (prohibition against a non- AI/AN Head Start agency receiving AI/AN Head Start funds).

AI/AN HEAD START CENTERS



AI/AN HEAD START NUMBERS BY STATE

	Programs	Funded Enrollment	Funding
AK	13	1,908	\$40,590,038
AZ	13	3,241	\$50,255,791
CA	13	745	\$15,616,416
CO	1	56	\$882,405
ID	3	319	\$5,530,533
KS	2	109	\$2,451,287
ME	3	60	\$1,188,515
MI	3	562	\$9,235,543
MN	8	1,347	\$23,495,477
MS	1	268	\$2,846,279
MT	5	1,169	\$15,081,346
NC	1	230	\$3,477,156
ND	4	896	\$12,860,047
NE	3	346	\$6,538,720
NM	15	1,418	\$20,084,210
NV	3	362	\$5,101,499
NY	2	143	\$1,803,723
OK	13	2,280	\$32,233,439
OR	5	330	\$5,477,246
SC	1	78	\$2,096,098
SD	7	1,715	\$27,264,379
TX	2	134	\$1,548,055
UT	1	215	\$2,361,532
WA	18	1,476	\$29,533,424
WI	9	1,062	\$16,163,983
WY	1	261	\$3,555,411

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