

Creating the Record: New Insights from the Shortchanged Project and State of Preschool

December 11th, 2025



Agenda

Introductions

Shortchanged Project New Findings

State of Preschool New Findings

Panel Discussion

Panelists



Sessy Nyman (Host)

Deputy Director,
Center for Early Learning Funding Equity (CELFE)



Allison Friedman-Krauss, Ph.D.

Associate Research Professor,
National Institute for Early Education Research (NIEER)



Michelle Bezark, Ph.D.

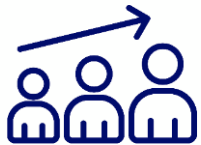
Senior Policy Researcher,
Center for Early Learning Funding Equity (CELFE)

CELFE has analyzed Early Care and Education (ECE) per child public investments and compared them to public investments in K-12, nationally and state by state.

The Shortchanged Project allows:



Viewing public investments in the early care and education system as a whole



Analyzing public expenditures on education and care by age group

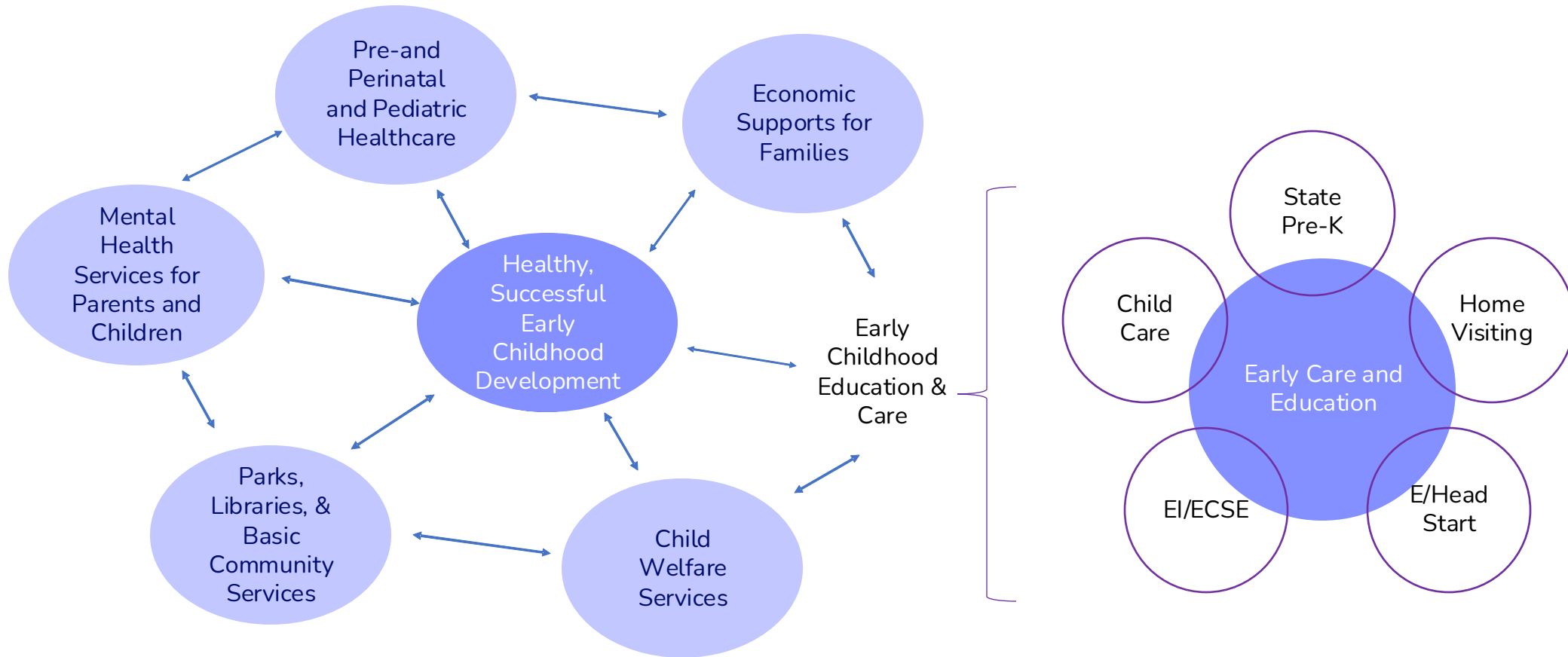


Tracking and comparing different total investments across states and funding streams



Better advocating for future investment with accurate and complete information

Children and families need a whole network of systems to thrive



The Shortchanged Project—and CELFE—focus specifically on Early Care and Education (ECE).

We have long known we need to invest more in ECE. But haven't – until now – known precisely how much is spent.



This is because our funding systems are **fractured**, making it particularly hard to accurately track system-wide public spending at *both* the federal and state levels.

The Shortchanged Project analyzes these public funding streams to capture ECE funding systems

Federal funding sources:

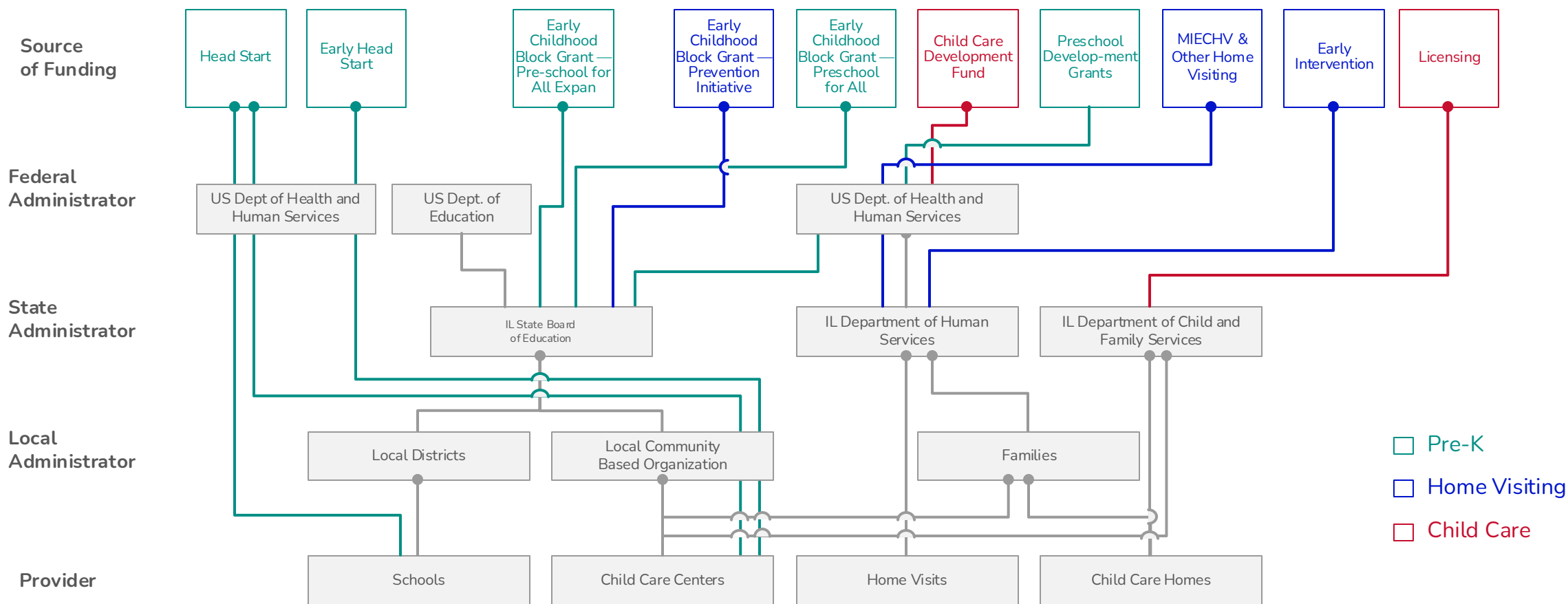
- Child and Dependent Care Tax Credit (CDCTC)
- Child Care Development Block Grant (CCDBG)
- Social Service Block Grant (SSBG)
- Temporary Assistance for Needy Families (TANF - child care)
- Child and Adult Care Food Program (CACFP)
- Early/Head Start
- Individuals with Disabilities Education Act (IDEA) Part B
- Individuals with Disabilities Education Act (IDEA) Part C
- Maternal Infant and Early Childhood Home Visiting (MIECHV)
- Preschool Development Grant (PDG)
- Child Care Access Means Parents In School (CCAMPIS)

State specific funding for:

- Child care
- Early intervention
- Preschool
- Preschool special education
- Home visiting or parental education



This Illinois example shows the *many* federal, state, and local agencies that the *many* ECE funding streams must flow through to reach children.



Every state's ECE funding system is different, and all state budget reporting systems are different

- Expenditure budgets are not publicly available in many states
- States often don't break down expenditures by program when budgets are publicly available
- State and federal fiscal years often don't align
- ECE spending often crosses multiple agencies within states

This makes tracking state-level ECE expenditures very challenging.



We collected and analyzed expenditure data for all 50 states in addition to federally reported data, and analyzed it across age groups and funding sources

1

Collected data

- Collected FY22 federal funding data
- Located FY22 expenditure budgets for **each state and reviewed line by line**
- Sent public records requests/state outreach as needed
- Validated line items with budget experts in states

2

Categorized programs

- Child Care
- PreK
- Home Visiting/Parent Education
- Early Intervention
- PreK Special Education
- Other ECE programs by age group
- School aged care and education

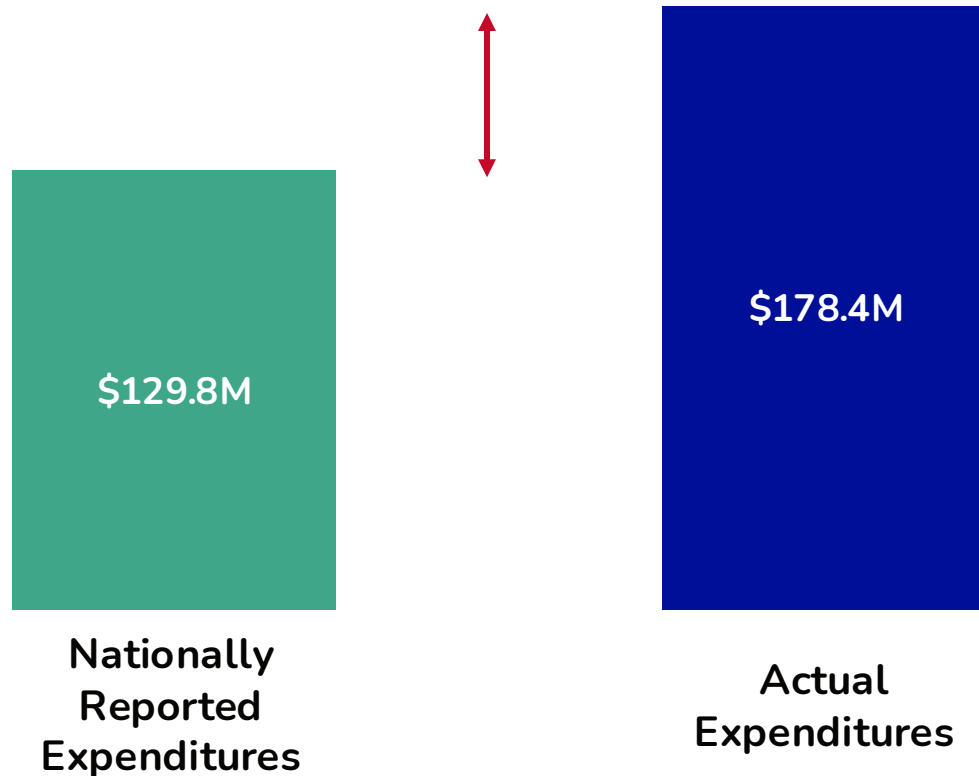
3

Analyzed per capita spending by age in each state

- Disaggregated federal and state/local funding streams by per capita age groups, nationally and across states
- Analyzed the ratios of per capita spending by age group and compared to state/local investments in K-12

Many states are spending significantly more on ECE than is captured in national reporting

For example, Maine spent 37% more than was captured in national reporting in 2022.



Difference captured: \$48.6 Million

Since 2022, the State of Maine has invested significantly more of its general revenue toward ECE programs like Salary Supplements and child care subsidies for early childhood educators – more than \$32 million in additional state investments.

This is why we must update this analysis annually to create a public-facing historical record.

Going directly to state expenditures allowed us to gather more accurate national and state-by-state ECE spending

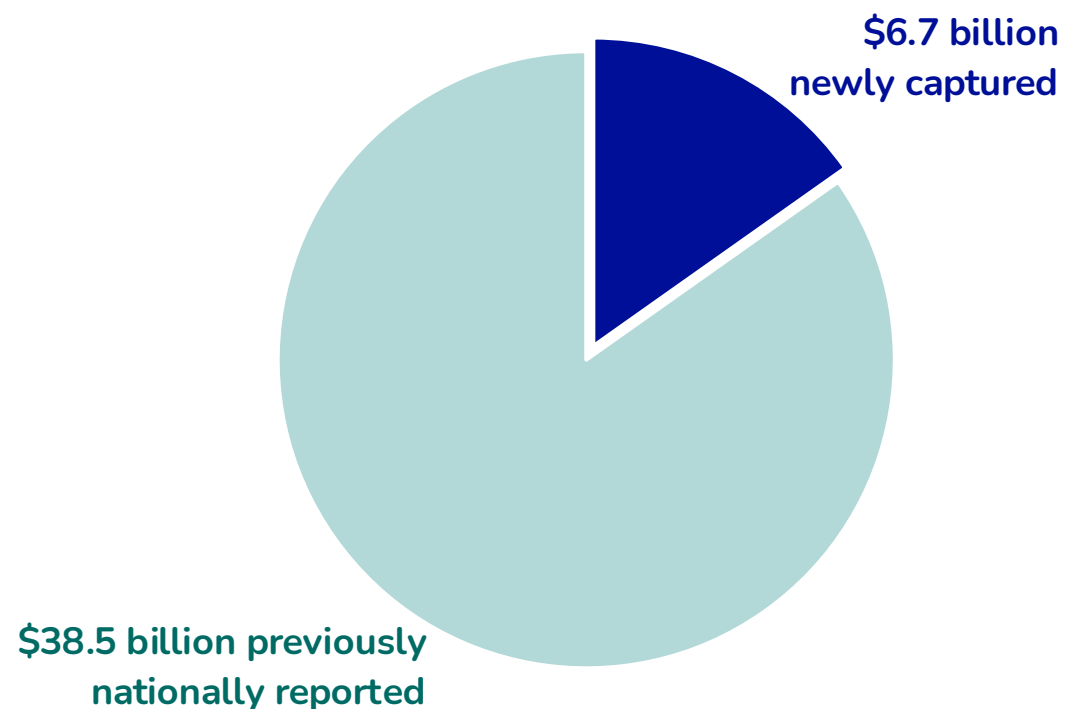
In doing so we:

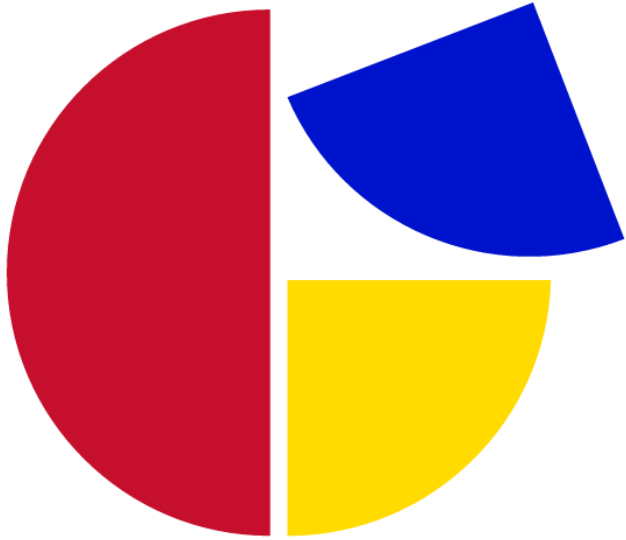
- Captured over **\$6.7 billion** of state ECE spending that was not accounted for in national reporting
- Found **18 states** spent over the required CCDF MOE and match on child care
- Found that **47 states** were spending significantly **more** than what was being nationally reported

For example:

- New Mexico spent **38%** more
- Missouri spent **47%** more
- Massachusetts spent **28%** more
- Utah spent **28%** more

Total Public ECE Expenditures for FY22 were **\$45.2 billion**





SHORTCHANGED
TRACKING PUBLIC INVESTMENT
IN EARLY LEARNING

How do public investment in education and care differ between infants & toddlers, preschoolers, and older children?

Shortchanged calculates and reports per capita funding by three age groups:



Some funding streams are age-specific, for example:

- Head Start / Early Head Start
- IDEA Part B 619 / IDEA Part C
- State Pre-K



Other funding streams serve multiple age groups and were disaggregated by the CELFE team, for example:



- CCDF (Serves children 0-13)
- MIECHV (Serves children 0-6)
- CACFP (Serves children 0-13)

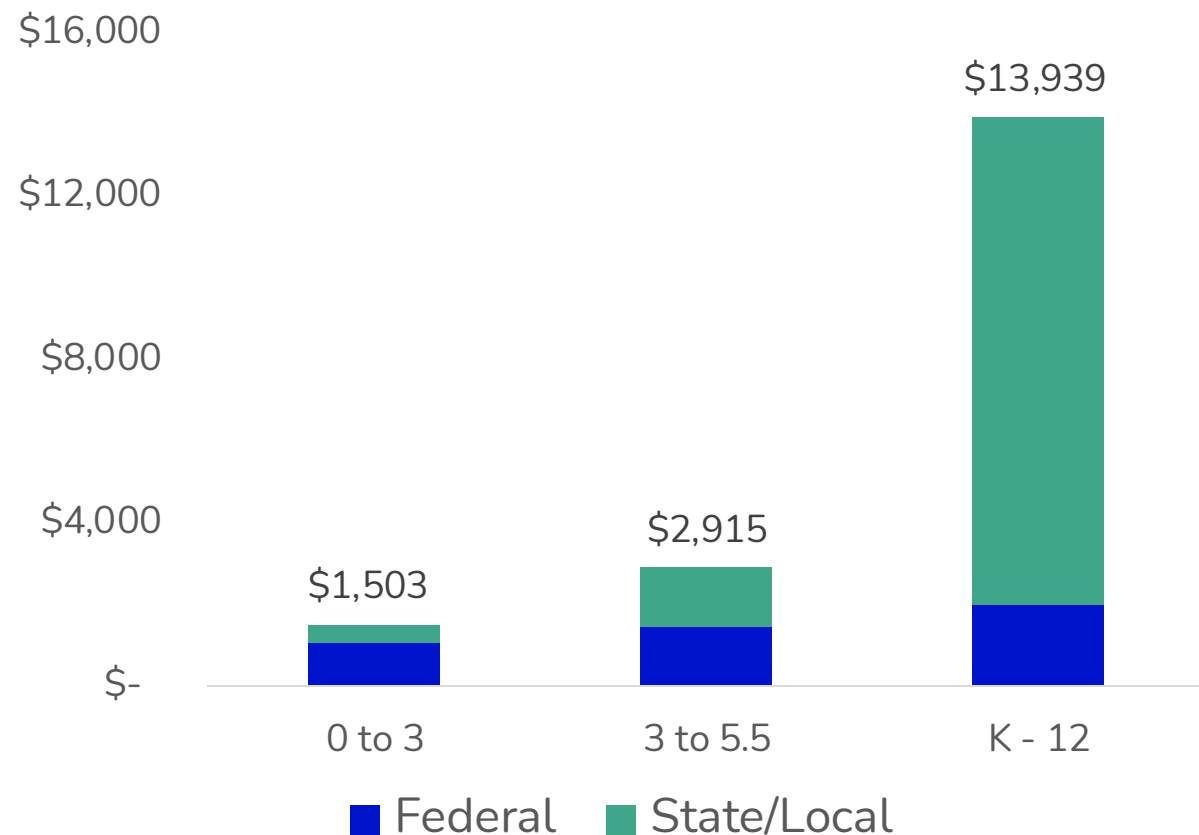
Our methods are documented in the Shortchanged reports.

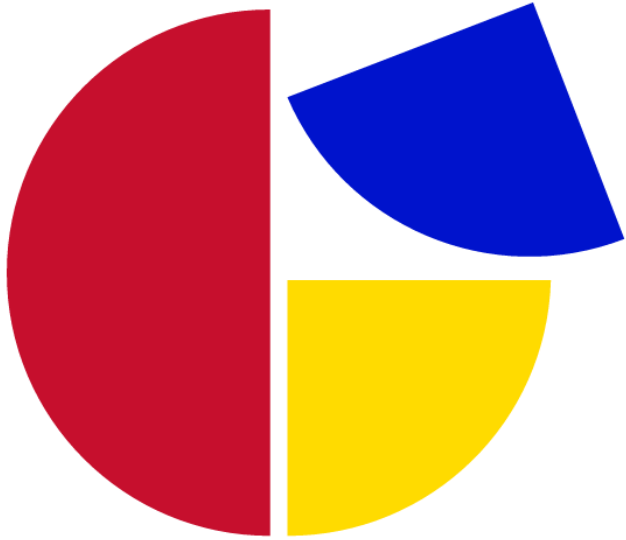
We found that the US invests **84%** less in education and care for children ages 0-K-entry than for school-age children.

This chart shows the total amount spent divided by the total population of children in each age group by funding source.

Federal investments are relatively consistent across age groups. But federal investments exceed state/local investments in ECE – especially for infants and toddlers.

Per Capita Spending by
Age Group FY22
National Average





SHORTCHANGED
TRACKING PUBLIC INVESTMENT
IN EARLY LEARNING

To understand how education and care spending differs across age groups, we compared early childhood spending to spending in the K-12 years—both nationally and for each state.

State and local investments vary widely across age groups

By analyzing per capita investments by age group, we found that:

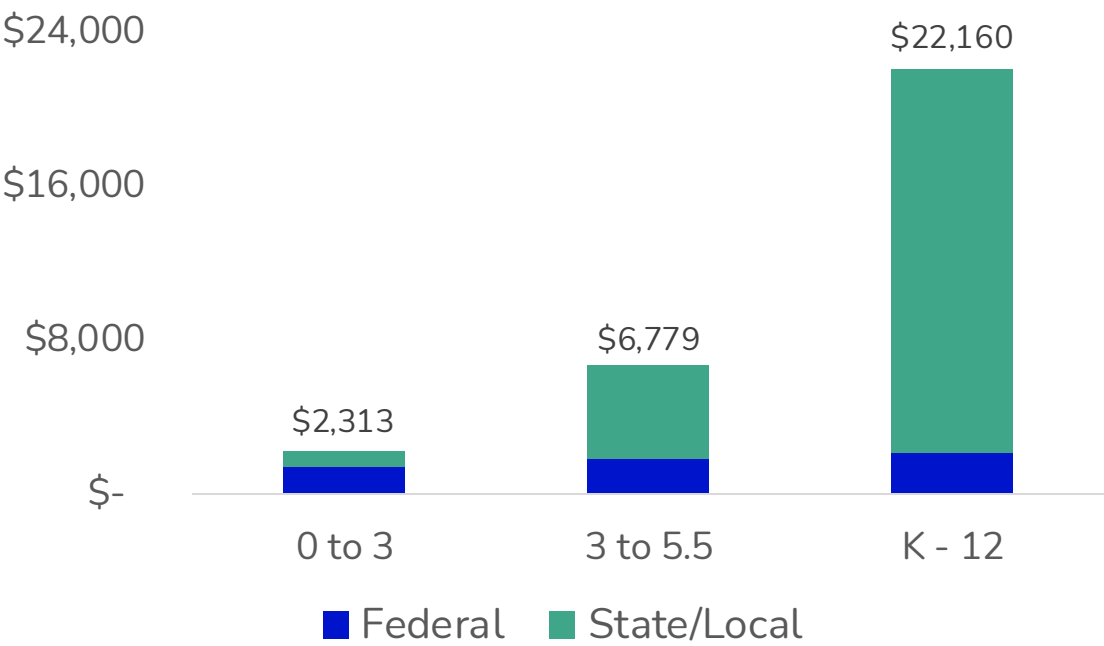
- Only **Illinois**, **New Jersey**, and **Pennsylvania** contributed more state revenue to infant and toddler care and education than they received from federal funding sources
- All other states are heavily reliant on federal funding to support this age group
- States' investments in preschoolers were more evenly split across state and federal funding sources.

	% Per Capita Spending by Age and Funding Source					
	0 - 3		3 - K-entry		K - 12	
	Federal	State/Local	Federal	State/Local	Federal	State/Local
Alabama	85%	15%	56%	44%	18%	82%
California	60%	40%	35%	65%	14%	86%
Georgia	93%	7%	50%	50%	17%	83%
Illinois	42%	58%	38%	62%	11%	89%
Missouri	73%	27%	53%	47%	16%	84%
New Jersey	42%	58%	21%	79%	8%	92%
Pennsylvania	36%	64%	53%	47%	13%	87%
Rhode Island	91%	9%	61%	39%	13%	87%

State and local investments vary widely across age groups

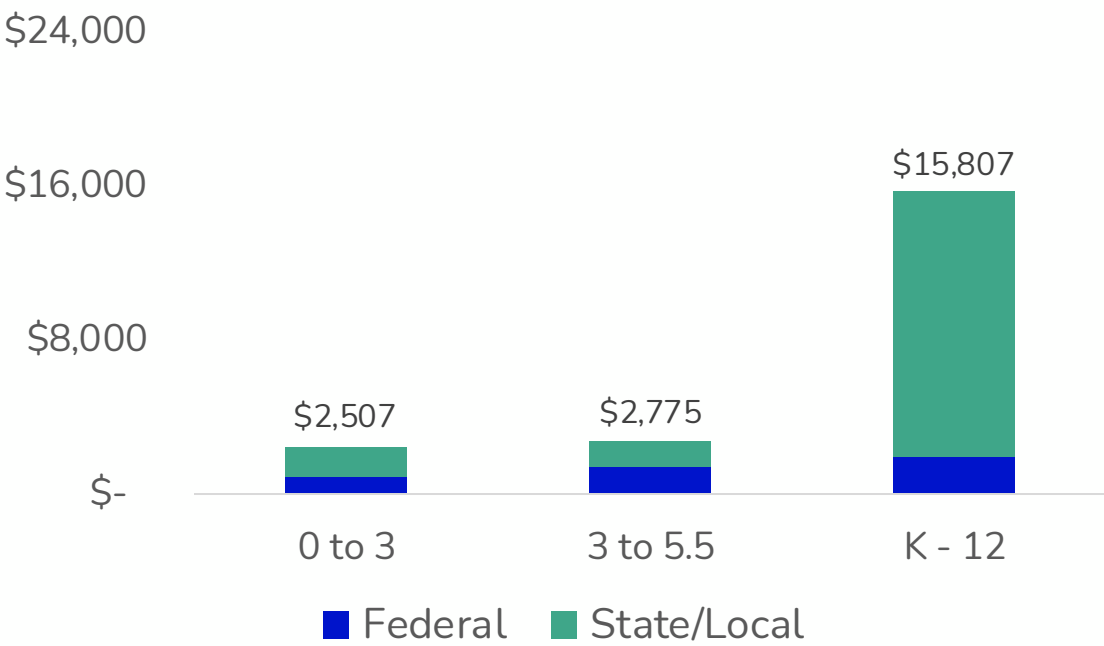
For example:

Per Capita Spending by
Age Group FY22
Vermont



0 - 3: 4% of per child K-12 investment, ranked 15/50
3 - K-entry: 24% of per child K-12 investment, ranked 2/50
0 - K-entry: 13% of per child K-12 investment, ranked 2/50

Per Capita Spending by
Age Group FY22
Pennsylvania

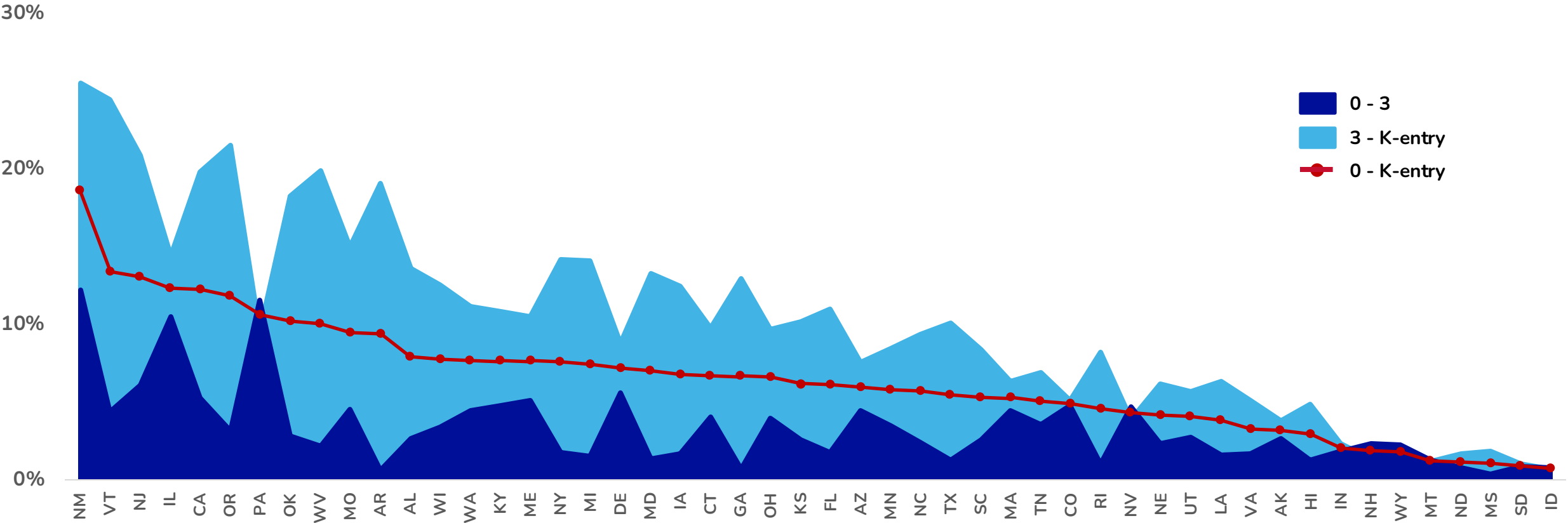


0 - 3: 12% of per child K-12 investment, ranked 2/50
3 - K-entry: 10% of per child K-12 investment, ranked 26/50
0 - K-entry: 11% of per child K-12 investment, ranked 7/50

By using the ratio of per capita state and local spending in ECE compared to K-12, we were able to rank each state's commitment to ECE according to age group



Per Capita ECE to K-12 Ratios by Age Group



You can find more detailed analysis at shortchangedproject.com

On the website you can:

- Compare state investments to one another
- Find one-pagers and download our data for each state
- Read our reports and analyses
- Access partner resources (Like NIEER, CFP fiscal maps, Zaentz Navigator)

Scan here to learn more!

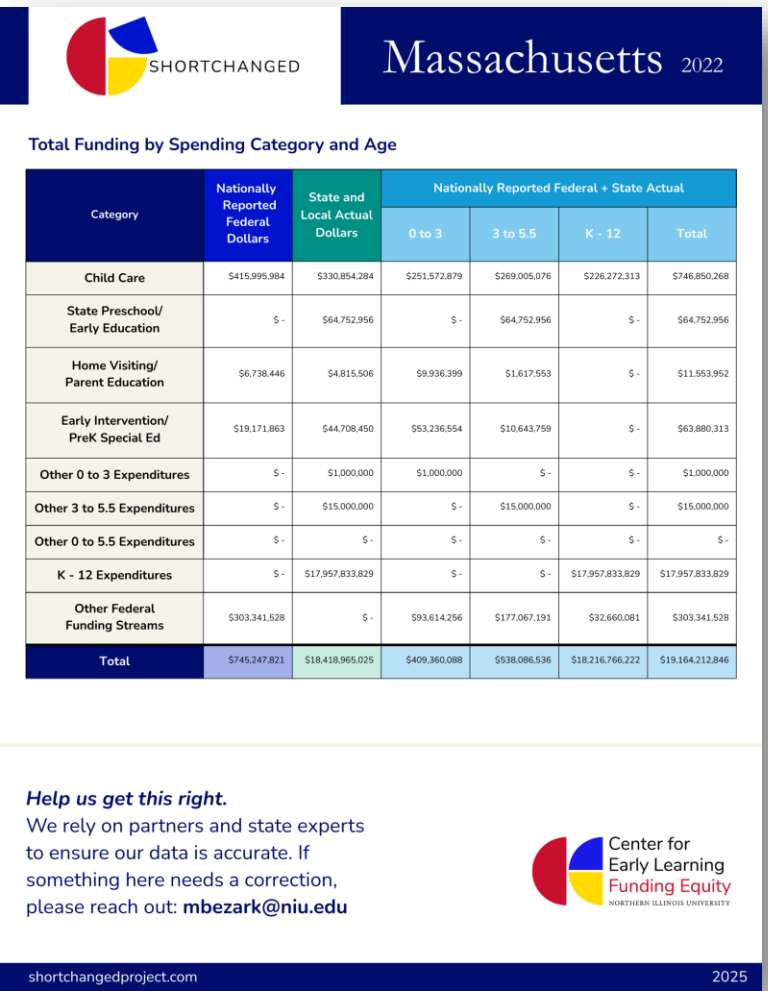
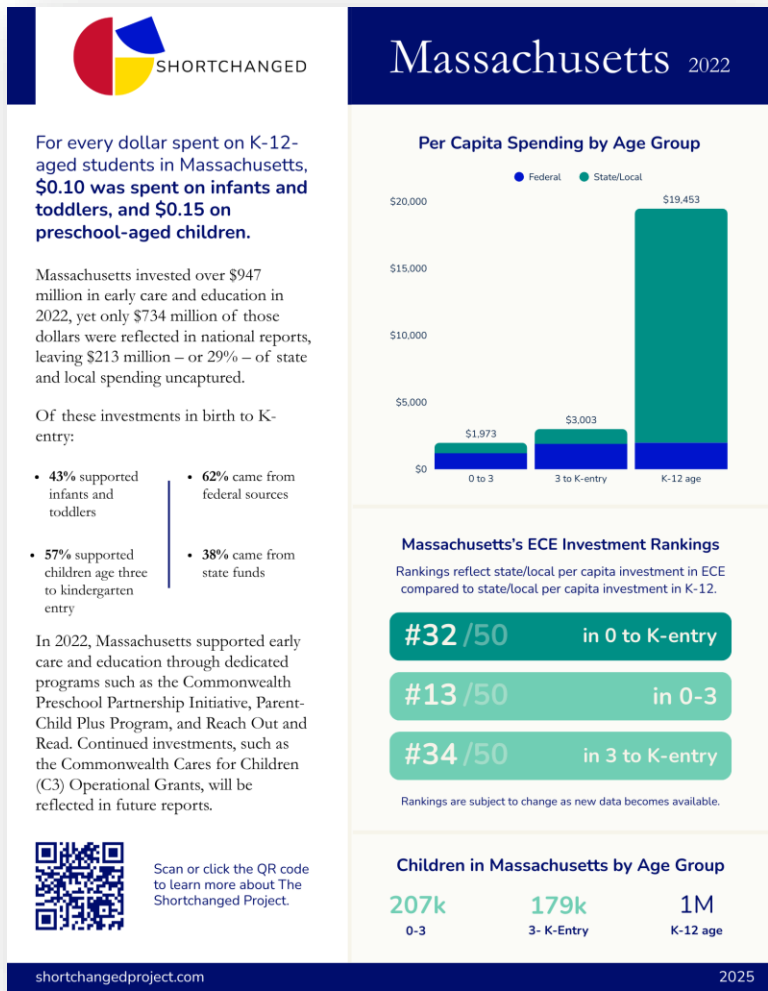


Learn What's Happening Across the U.S.

Hover over each state, read the tooltip, then click through to read more.
Rankings reflect state/local per capita investment in ECE compared to state/local per capita investment in K-12.



Each state has its own downloadable factsheet



What's Next?



Additional research briefs and webinars



Update data and analysis for FY23 and FY24



Continued outreach to state administrators and advocates (we need great state partners to get this right!)



Case studies of innovative local ECE investment strategies

Stay tuned for our next **webinars** this winter, where we will dig deeper into:

1. How advocates can use this data with their legislators
2. ECE reliance on federal programs

Thank you to our partners



Stanford
Center on Early Childhood



Thank you!

celfe.org

Questions?
Contact Michelle Bezark
mbezark@niu.edu





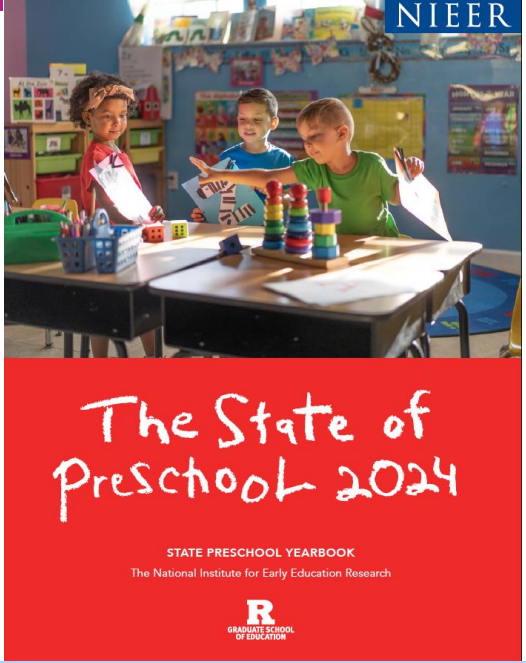
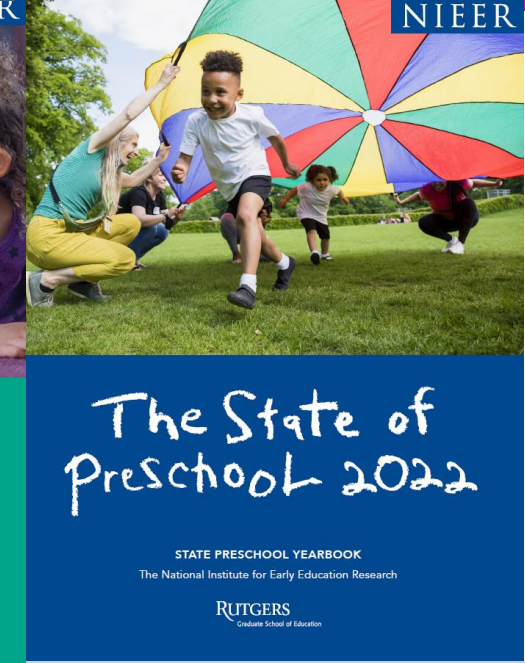
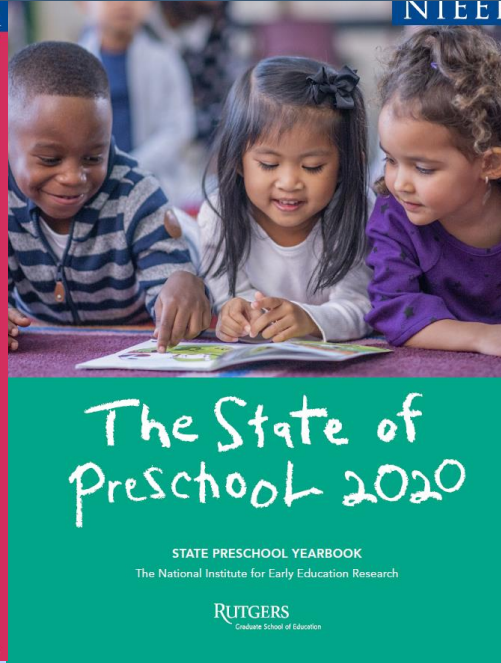
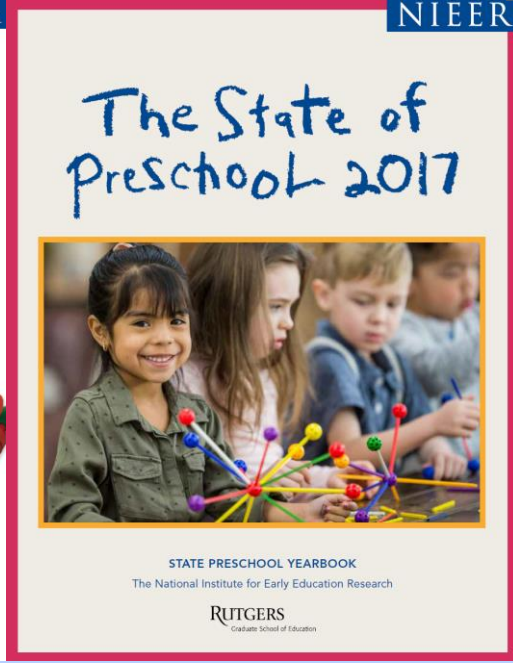
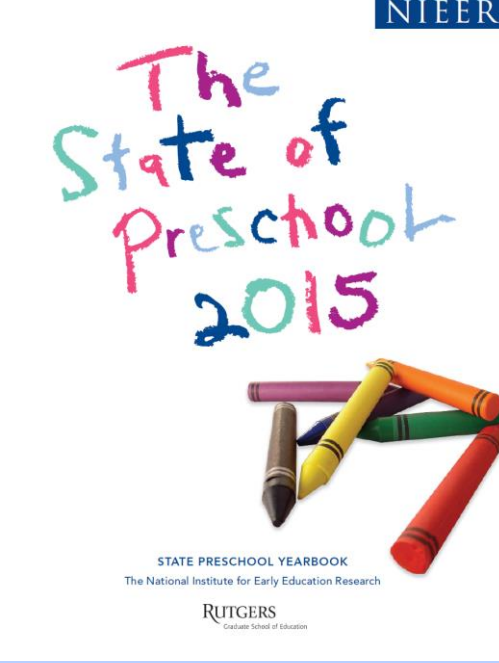
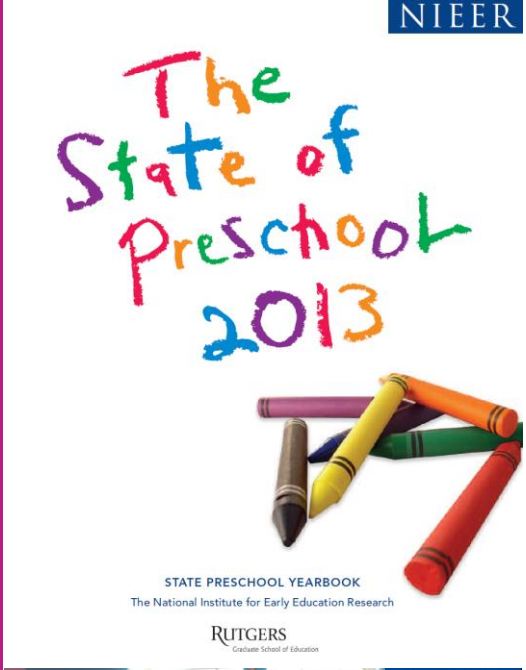
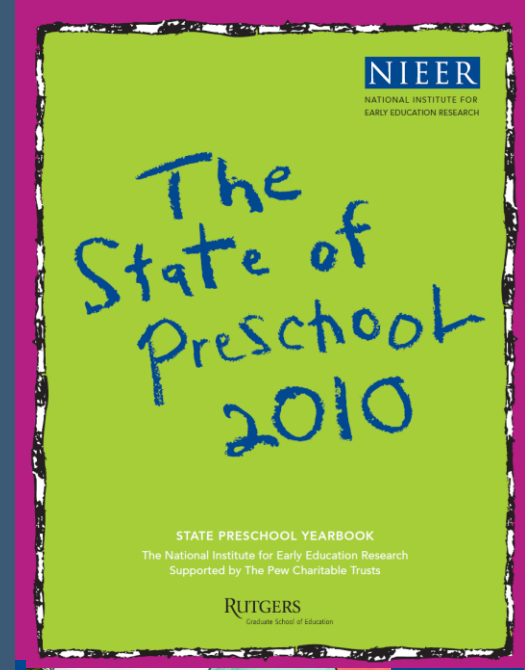
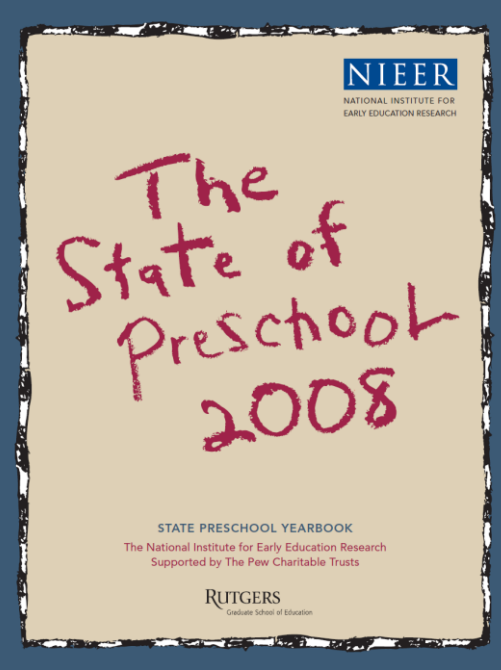
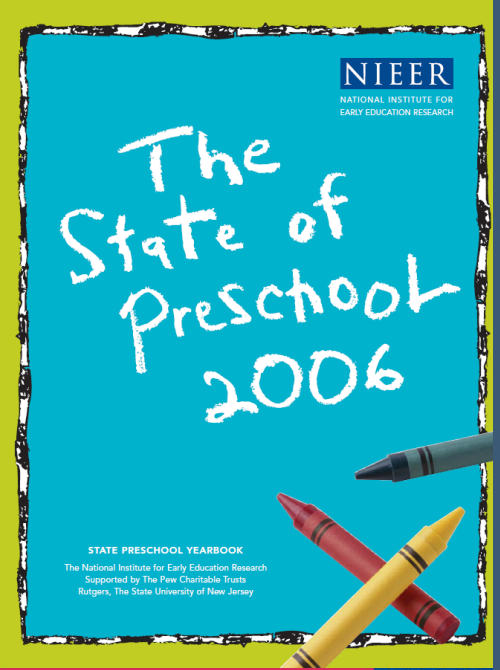
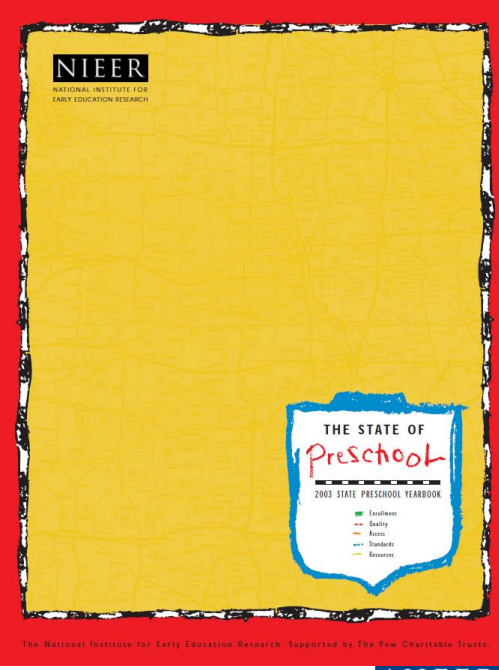
The State of Preschool

ALLISON FRIEDMAN-KRAUSS

DECEMBER 11, 2025

What is State-Funded Preschool?

- A program that is funded, controlled, and directed by the state
- Serves 3- &/or 4-year-olds primarily
- Early childhood education is the focus
- Group learning experience



A Peak inside...

- Executive Summary
- Figures & Maps
- National Profile Page
- Tables
- Road map
- State Profiles
- Methodology
- Appendices
- Focus on Enrollment, Spending, 10 Quality Standards Benchmarks, and many other policies
- National overview and state-specific data



Executive Summary

The 22nd *State of Preschool* finds that state initiatives propelled early childhood education (ECE) in the United States to historic highs during the 2023-2024 school year. Nationally, preschool recovered from the devastating impacts of the COVID-19 pandemic. Yet, progress has been highly uneven from state to state. While many states advanced by enrolling more children in quality preschool, others lagged, funding no preschool or only low quality programs. As federal cutbacks in education and elsewhere are being implemented, it is notable that federal COVID-19 recovery funding played a crucial role in sustaining and advancing preschool, and other federal funds underpin state programs and decrease inequality among states in access to quality preschool education.

Changes in the national policy environment increase the importance of state leadership in pre-K. Federal leadership in pre-K has receded for some time, and this trend will continue in the foreseeable future. There is an additional risk that funding for federal ECE programs will be cut, reducing pre-K access for children in low-income families. This report provides state leaders with the information they need to fully understand the importance of federal ECE funding for their states. Of course, state leaders also are aware that any cuts in federal funding to states (e.g., Medicaid) have the potential to impact their budgets. In addition, states should be wary of negative impacts from a potential economic downturn. As can be seen in Figure 1, the Great Recession of 2008 led to lower pre-K funding for more than half a decade, though pre-K funded through K-12 form withstood the recession better than other pre-K programs. In these uncertain times, states can take control of their own destinies with policies that preserve and even increase smart investments in pre-K that pay-off far into the future. States can learn much about how to do this from each other, especially from the bi-partisan mix of very different states we identify as leaders in pre-K (see pullout section).

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FIGURE 2: PERCENT OF POPULATION ENROLLED IN STATE-FUNDED PRESCHOOL

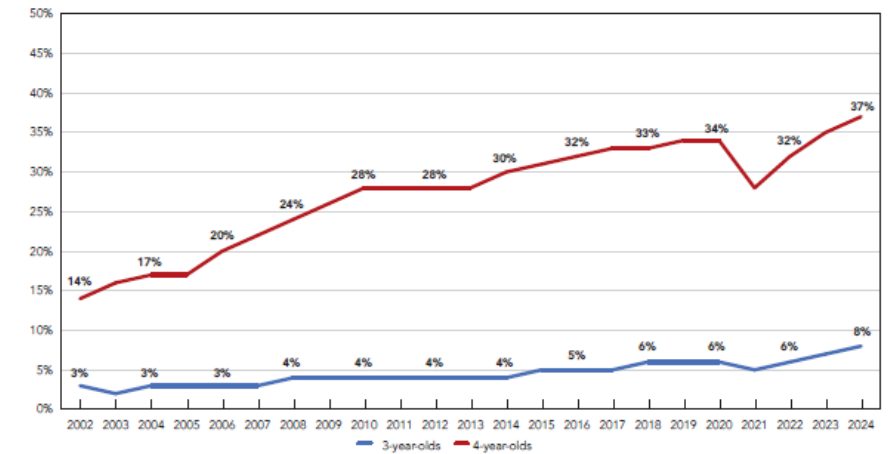
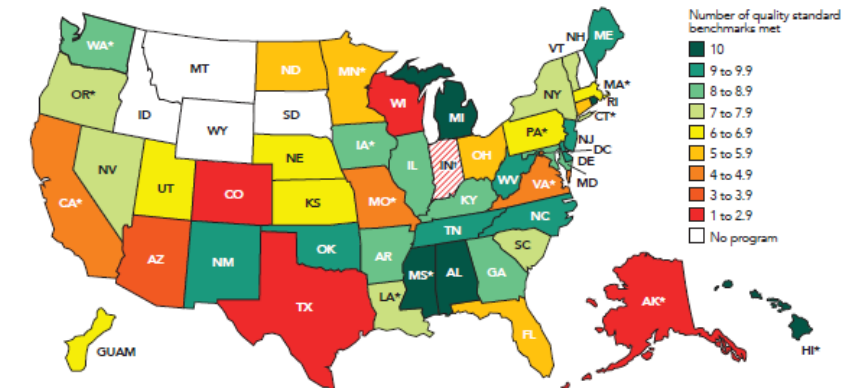


FIGURE 5: PROGRESS IS NEEDED TO PROVIDE QUALITY PRESCHOOL IN MORE STATES



* For states with more than one state-funded preschool program, the weighted average number of quality standards met is shown on the map.
† Indiana's state-funded ECE program does not meet NIEER's definition of a state-funded preschool program because it has a parent work or education requirement for eligibility.

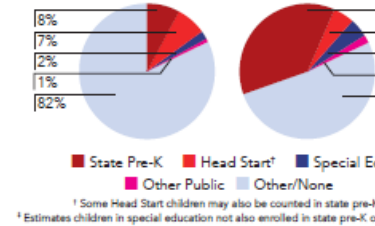
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NATIONAL ACCESS

Total state pre-K enrollment, all ages.....	POPULATION ENROLLED IN
State-funded preschool programs.....	3-4-YEAR-OLDS
Income requirement..... 35 state programs have an income requirement	4-YEAR-OLDS
Minimum hours of operation..... 30 part-day; 16 school-day; 7 extended-day; 11 determined locally ²	
Operating schedule..... 2 full calendar year; 41 school/academic year; 21 determined locally	
Special education enrollment, ages 3 and 4..... 518,951	
Federally funded Head Start enrollment, ages 3 and 4..... 518,395 ³	
State-funded Head Start enrollment, ages 3 and 4..... 14,411 ⁴	

ACCESS



NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 64 STATE-FUNDED PRE-K INITIATIVES, MEETING BENCHMARK
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	63
Curriculum supports	Approval process & supports	60
Teacher degree	BA	31
Teacher specialized training	Specializing in pre-K	47
Assistant teacher degree	At least 15 hours/week	20
Staff professional development	Professional development plans; Coaching	19
Maximum class size		49
Staff-child ratio	1:10 or better	51
Screening & referral	Vision, hearing & health screenings; & referral	43
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	43

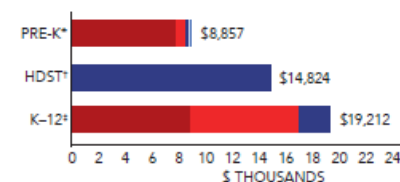
Quality Standards

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

NATIONAL RESOURCES

Total state pre-K spending.....	\$13,624,271,021 ⁵
Local match required?.....	12
State Head Start spending.....	\$352,604,083 ⁶
State spending per child enrolled.....	\$7,888 ⁵
All reported spending per child enrolled ⁴	\$8,857

SPENDING PER CHILD ENROLLED



Spending

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

¹ Head Start per-child spending includes funding only for 3-year-olds.

² K-12 expenditures include capital spending as well as current operating expenses.

³ Throughout this report, the District of Columbia is included in the state-funded preschool enrollment figures. However, because it has a separate program information is included in the report but not in the report.

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

⁵ The enrollment figures for federal Head Start include children in the program in all 50 states, D.C., and the U.S. territories, as well as enrollment in the Migrant & Seasonal and American Indian programs. These numbers do not include children funded by state match.

⁶ This figure is based on the Head Start enrollment supported by state match as reported in the survey by states. This figure includes 13,708 children who attended programs that were not state-funded preschool programs and are also included in the state-funded preschool enrollment total.

⁷ This figure includes federal TANF funds and federal COVID-19 relief funds directed toward preschool at states' discretion.

⁸ This figure includes \$242,263,080 also included in the total state pre-K spending. This also includes some funding for state supplements to Early Head Start where states could not separate the funding.

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TABLE 2: STATE PRESCHOOL ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2023-2024)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2023-2024)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	95%	82%	88%	7,078	6,115	13,193
2	Vermont	74%	58%	67%	4,388	3,275	7,663
3	Colorado	70%	15%	43%	43,479	9,138	52,617
4	West Virginia	67%	7%	37%	12,064	1,311	13,375
5	Iowa	67%	6%	37%	25,606	2,302	27,908
6	Oklahoma	66%	6%	36%	33,349	3,010	36,359
7	Florida	65%	0%	33%	151,449	0	151,449
8	Wisconsin	63%	0.1%	32%	40,781	61	40,842
9	New York	56%	19%	38%	118,969	39,987	158,956
10	Georgia	55%	0%	28%	71,526	0	71,526
11	Texas	52%	11%	32%	204,876	42,590	247,466
12	New Mexico	51%	21%	36%	11,548	4,547	16,095
13	California	48%	10%	29%	207,852	42,855	250,707
14	Maine	47%	0%	24%	6,094	0	6,094
15	South Carolina	45%	0.2%	23%	26,990	135	27,125
16	Kansas	45%	21%	33%	16,200	7,553	23,753
17	Alabama	41%	0%	21%	24,640	0	24,640
18	Maryland	38%	7%	23%	27,501	5,227	32,728
19	Michigan	37%	0%	19%	41,120	0	41,120
20	Illinois	35%	24%	30%	48,774	33,568	82,342
21	New Jersey	34%	24%	29%	36,555	25,313	61,868
22	Nebraska	34%	16%	25%	8,668	4,032	12,700
23	Louisiana	34%	1%	17%	19,166	349	19,515
24	Arkansas	32%	19%	26%	12,077	6,927	19,004
25	Massachusetts	30%	17%	24%	21,014	11,593	32,607
26	Kentucky	27%	8%	18%	14,851	4,127	18,978
27	Pennsylvania	26%	13%	19%	35,452	17,505	52,958
28	North Carolina	22%	0%	11%	27,304	0	27,304
29	Rhode Island	22%	0%	11%	2,364	0	2,364
30	Virginia	22%	3%	13%	21,727	3,266	24,993
31	Mississippi	20%	0%	10%	7,145	0	7,145
32	Tennessee	20%	1%	11%	16,776	857	17,633
33	Washington	17%	8%	13%	14,830	6,860	21,690
34	Oregon	17%	12%	15%	7,186	5,118	12,304
35	Ohio	15%	6%	10%	20,218	7,926	28,144
36	Connecticut	13%	15%	14%	4,944	5,585	10,529
37	Minnesota	11%	1%	6%	7,501	367	7,868
38	Alaska	10%	4%	7%	940	345	1,285
39	Missouri	10%	2%	6%	7,529	1,165	8,694
40	North Dakota	9%	0%	4%	896	0	896
41	Nevada	9%	1%	5%	3,151	455	3,606
42	Delaware	8%	4%	6%	840	398	1,238
43	Hawaii	5%	2%	3%	734	279	1,013
44	Arizona	4%	3%	3%	3,213	2,370	5,583
45	Utah	3%	2%	2%	1,290	721	2,011
50 states + DC*		37%	8%	23%	1,420,655	307,232	1,727,888
Work requirement†	Indiana†	9%	0%	5%	7,948	0	7,948
	Guam	2%	0%	1%	50	0	50
No program	Idaho	0%	0%	0%	0	0	0
No program	Montana	0%	0%	0%	0	0	0
No program	New Hampshire	0%	0%	0%	0	0	0
No program	South Dakota	0%	0%	0%	0	0	0
No program	Wyoming	0%	0%	0%	0	0	0

* Nationwide, an additional 23,221 children of other ages were enrolled in state prekindergarten, for a total of 1,751,109 children.

† Indiana's state-funded early childhood education program is similar to state-funded preschool in other states. However, because it has a parent work or education requirement for eligibility, the program does not meet NIEER's definition of a state-funded preschool program. Indiana program information is reported here but not in national totals or rankings.

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Roadmap to the State Profile Pages



How to interpret data on the individual state profiles

For each state with a preschool education program, we include one page with a description of the state's program, followed by a page with data on the program's key features, focusing on access, quality, and resources.

The first page for each state begins with two sets of line graphs. The first set shows percentages of the state's 3-year-olds and 4-year-olds enrolled in state-funded preschool in the state. The second set shows the state's spending per child enrolled in state-funded preschool. Both sets of line graphs depict changes in state preschool over time, from fiscal year 2002 (which corresponds to the 2001-2002 school year) through fiscal year 2024 (which corresponds to the 2023-2024 school year). Most of the data used for comparison purposes come from NIEER's previous Yearbooks, although spending figures are adjusted for inflation and represent 2024 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. The percent of children enrolled is calculated using Census estimates of 3- and 4-year-old children in each state. For the 2020-2021 school year, in response to the impact of COVID-19 on preschool enrollment, there is a red dot on the spending per child line graph which shows the state pre-K spending

per the estimated full enrollment equivalent. This is an estimate of what spending per child would have been if the program was fully enrolled. This was not done again in subsequent years.

Following the line graphs is a brief narrative providing information on the main features of the state's program(s). This includes an overview of preschool enrollment, spending and quality; any new developments; details such as the program's history, the types of settings in which state-funded preschool can be offered, and eligibility criteria. In many cases, the narrative also describes unique or particularly interesting aspects of the state's program(s) that may not be highlighted elsewhere in the report, as well as expected changes for the 2024-2025 school year. Some descriptive information in the narratives was originally based on information found in the reports Seeds of Success from the Children's Defense Fund and Quality Counts 2002 from Education Week.

For the 44 states with preschool programs and the District of Columbia, the bottom of the first page of each state profile presents four numbers showing the state's ranking on the following measures:

- The percentage of the state's 4-year-old population enrolled in the state's preschool program (Access Rankings – 4-Year-Olds)
- The percentage of the state's 3-year-old population enrolled in the state's preschool program (Access Rankings – 3-Year-Olds)
- State expenditures per child enrolled in the program (Resources Rankings – State Spending)
- All reported expenditures per child enrolled in the program, including local and federal spending as well as state spending (Resources Rankings – All Reported Spending).

Federal COVID-19 relief funding used for preschool is also included in the State expenditure per child calculation again this year.

The All Reported Spending ranking often provides a more complete picture of preschool spending in states using local and federal funding sources than the State Spending ranking alone. Because states vary in their ability to report spending from these other sources, however, this ranking is imperfect and sometimes underestimates total spending.

Indiana's preschool program has a parent work or education requirement for eligibility and therefore does not meet NIEER's definition of a state-funded preschool program. Information on the program is included in this report but not in national totals or rankings.

The bottom of the first page of each state profile (including Guam and Indiana) also presents a box indicating the total number of quality standards benchmarks met.

Alaska, California, Connecticut, Hawaii, Iowa, Louisiana, Massachusetts, Minnesota, Mississippi, Missouri, Oregon, Pennsylvania, Virginia, and Washington each have more than one distinct preschool education initiative. Therefore, information is presented slightly differently for these states and is explained on their individual profiles.

A Peak inside...

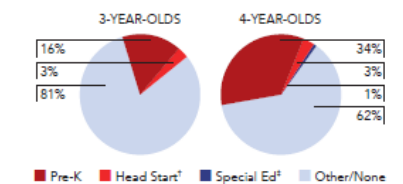
- Executive Summary
- Figures & Maps
- National Profile Page
- Tables
- Road map
- **State Profiles**
- Methodology
- Appendices
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NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM

ACCESS

Total state pre-K enrollment.....	13,232
School districts that offer state program.....	94%
Income requirement.....	No income requirement
Minimum hours of operation.....	12 hours/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	4,133
Federally funded Head Start enrollment, ages 3 and 4.....	3,109
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



¹ Estimates children in Head Start not also enrolled in state pre-K.
² Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	NE PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	☒
Curriculum supports	Approval process & supports	Approval process & supports	☒
Teacher degree	BA	BA	☒
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	☒
Assistant teacher degree	K-6 Endorsement, 6 credits in CD or ECE, or previous experience	CDA or equivalent	☐
Staff professional development	15 hours/year; PD plans; Coaching for teachers participating in the Pyramid model	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	☐
Maximum class size	20 (3- & 4-year-olds)	20 or lower	☒
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	☒
Screening & referral	Determined locally	Vision, hearing & health screenings; & referral	☐
Continuous quality improvement system	Structured classroom observations per state rubric; Data used for program improvement	Structured classroom observations; data used for program improvement	☐

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

6

RESOURCES

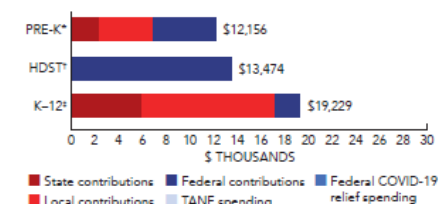
Total state pre-K spending.....	\$29,435,102
Local match required?.....	Yes
State Head Start spending.....	\$0
State spending per child enrolled.....	\$2,225
All reported spending per child enrolled ^a	\$12,156

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

¹ Head Start per-child spending includes funding only for 3- and 4-year-olds.

² K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



A Peak inside...

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THE STATE OF PRESCHOOL SURVEY METHODOLOGY

Respondent Universe

The respondent universe for this study is the state preschool administrators in the 50 states and the District of Columbia, plus the U.S. territories. Data are collected directly from these entities through a web-based survey form. More than one agency supports early childhood education programs in some states. As a result, some states have more than one respondent. Note that in some states, there are no state programs to support publicly provided early childhood education. As such, these states do not have state preschool administrators and they do not report data on the topic. Other administrators in these states, however, are contacted to update and confirm a state narrative on the status of other early childhood programs in the state each year.

Statistical Methodology

This is a universe data collection, employing a survey form. All states with publicly supported early childhood education have responded to the collection effort. Indiana completed a survey about its early childhood education program which is similar to state-funded preschool in other states but includes a parent work or education requirement for eligibility and therefore does not meet NIEER's definition of a state-funded preschool program. Indiana is included in the report but not in national totals or rankings. In addition, information was sought from territories; Guam is the first territory to operate its own preschool program comparable to state-funded programs. The Virgin Islands also has a preschool program but data are not yet available on that program. Because the data collection is based on a universe of sample members, weighting adjustments and adjustments to variances for statistical test purposes are not necessary. Some statistical adjustments are made to the resulting data, however, to help unduplicate enrollment counts that can arise when the same child is enrolled in more than one publicly funded program. More specifically, when states report that they have included children with disabilities in both the special education counts and the counts of preschool-aged children who are in regular preschool programs, the preschool special education in state preschool count is subtracted from the preschool special education enrollment counts. Similarly, when states reported that they have included Head Start children in counts of children in state preschool and Head Start, the Head Start in state preschool count is subtracted from the Head Start enrollment. Children with disabilities enrolled in Head Start are also subtracted from the preschool special education enrollment count to avoid duplication.

Methods to Maximize Response Rate and Ensure Data Accuracy

Several steps have been taken to maximize the response to this data collection. First, the data are collected through a web-based, computer-assisted interview (CAI) program. This flexibility allows respondents to enter information as time and data availability permit. Further, respondents are offered opportunities to check previous years' data at the beginning of data collection and can view last year's responses to many questions embedded in the current year's web-based survey. They also have multiple opportunities to review the current year's entries before the data are published. The first data check acts as a data quality control step, in terms of reminding respondents what kinds of data will be needed for the current year's collection. Allowing respondents to review current year's data entry before results are published acts as another data quality control check and also provides respondents with confidence that accurate data will be reported from their respective states, further garnering cooperation.

Once surveys are completed, data are checked by NIEER staff for entry errors, consistency with prior year's data, and consistency with information available from public documents (for example, with published state education agency regulations and guidance). Any apparent inconsistencies or errors are discussed with the respondents for resolution. When data have been compiled and summarized for publication in a public use data set and reports, the results are then sent back to the state administrators who provided the information for final verification before publication and dissemination.

Tests of Procedures and Methods

Each year, staff at NIEER review changes to policies that support early childhood education at the state and federal levels. Modifications are then made to the questionnaire and the related web-based CAI instruments to reflect these policy changes as well as new priorities in the field. In addition to the policy review, respondents are sent data from the previous year's data collection, allowing them to correct errors or to update information. NIEER staff actively solicit opinions regarding the clarity, usefulness, and availability of data requested by the survey from the primary respondents. This facilitates NIEER staff learning about new or changing policies from the provider perspective.

The CAI instruments undergo extensive testing prior to the initiation of data collection. Tests are run to verify that logical skips through the instrument are functioning as expected so that respondents are not asked questions that are not meaningful based on responses to prior questions. Prior to publication, respondents are sent current year answers for verification for accuracy and are also given the opportunity to review their state's profile page before the data are released.

A Peak inside...

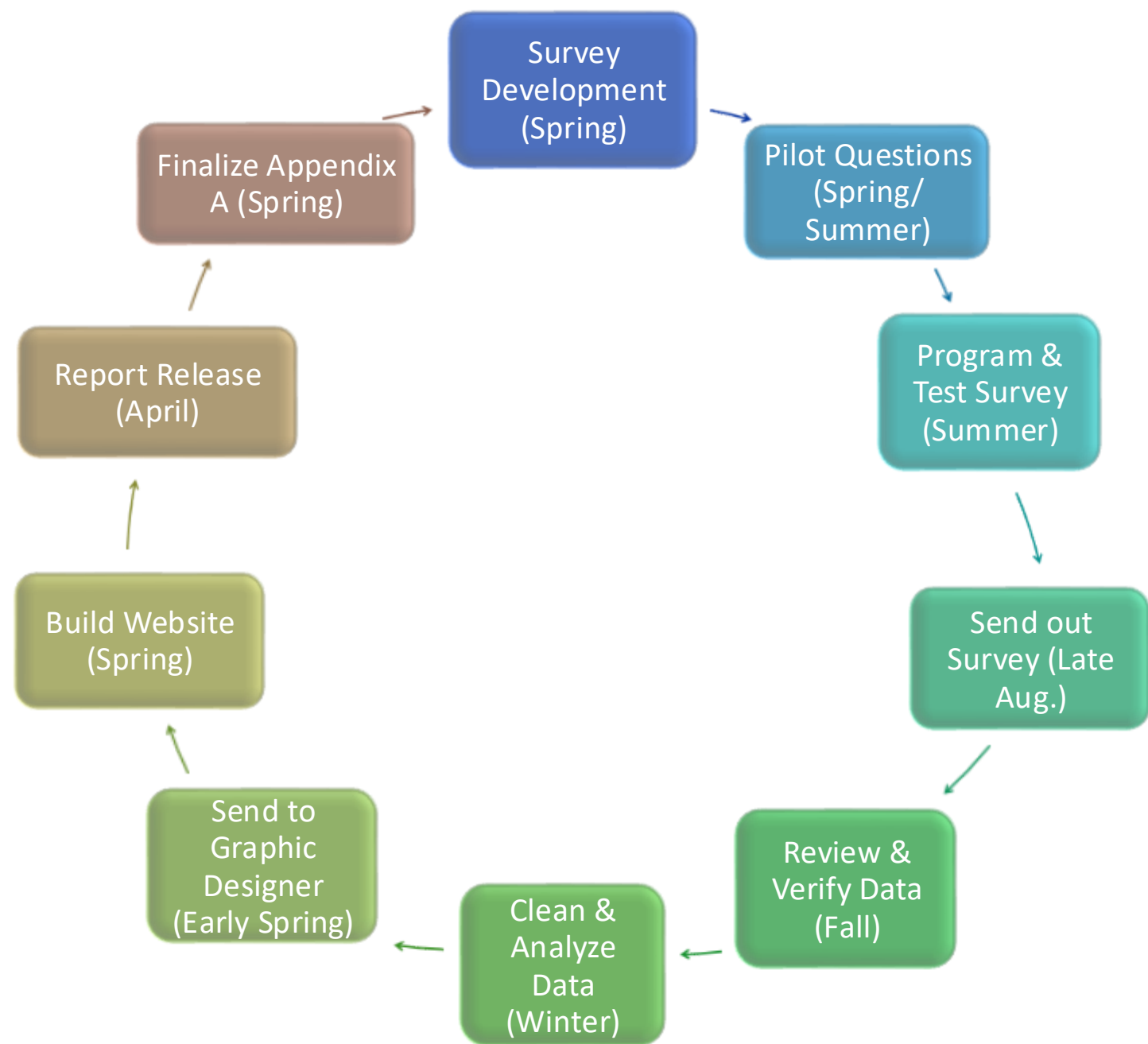
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Yearbook Timeline & Cycle



State Rankings

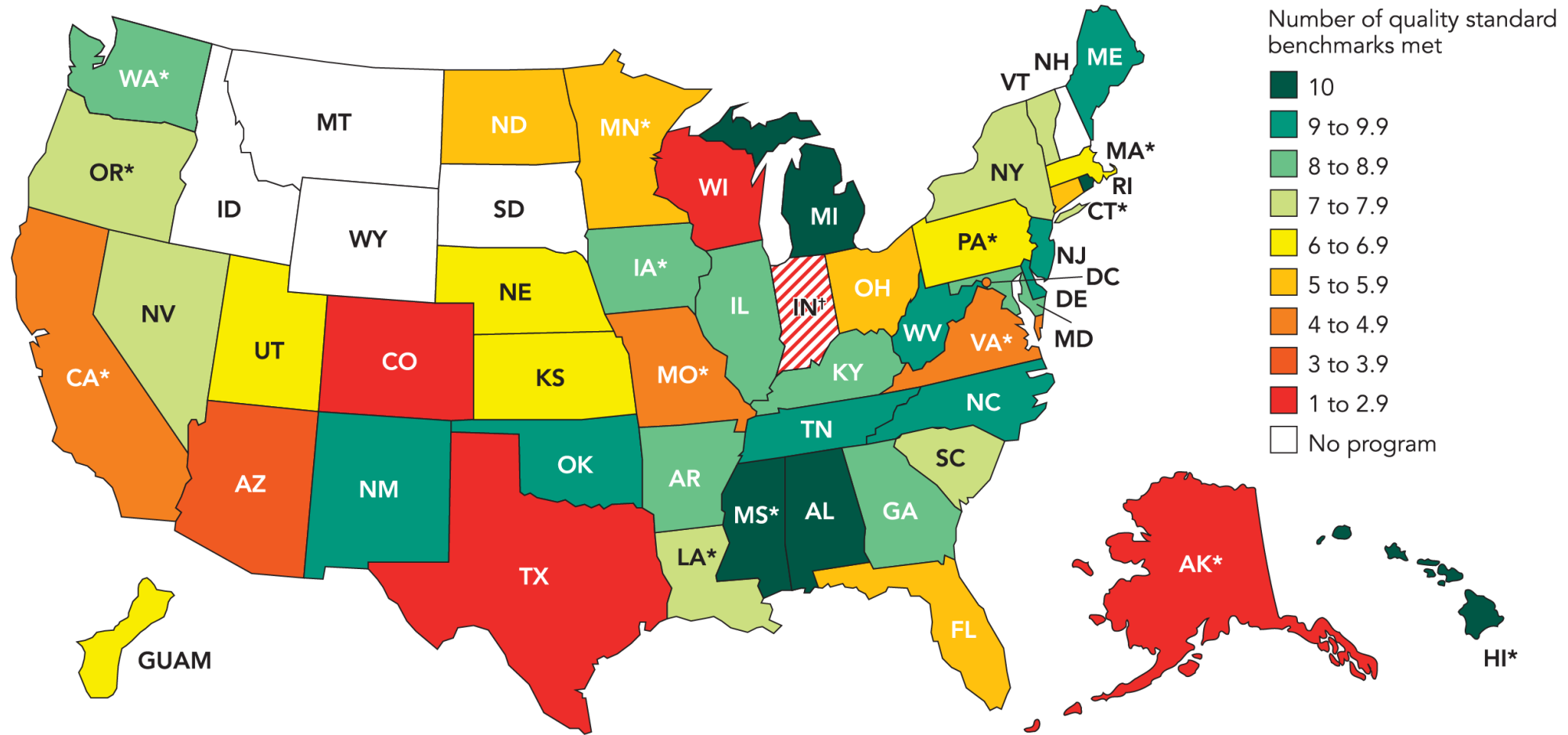
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
24	8

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31	15

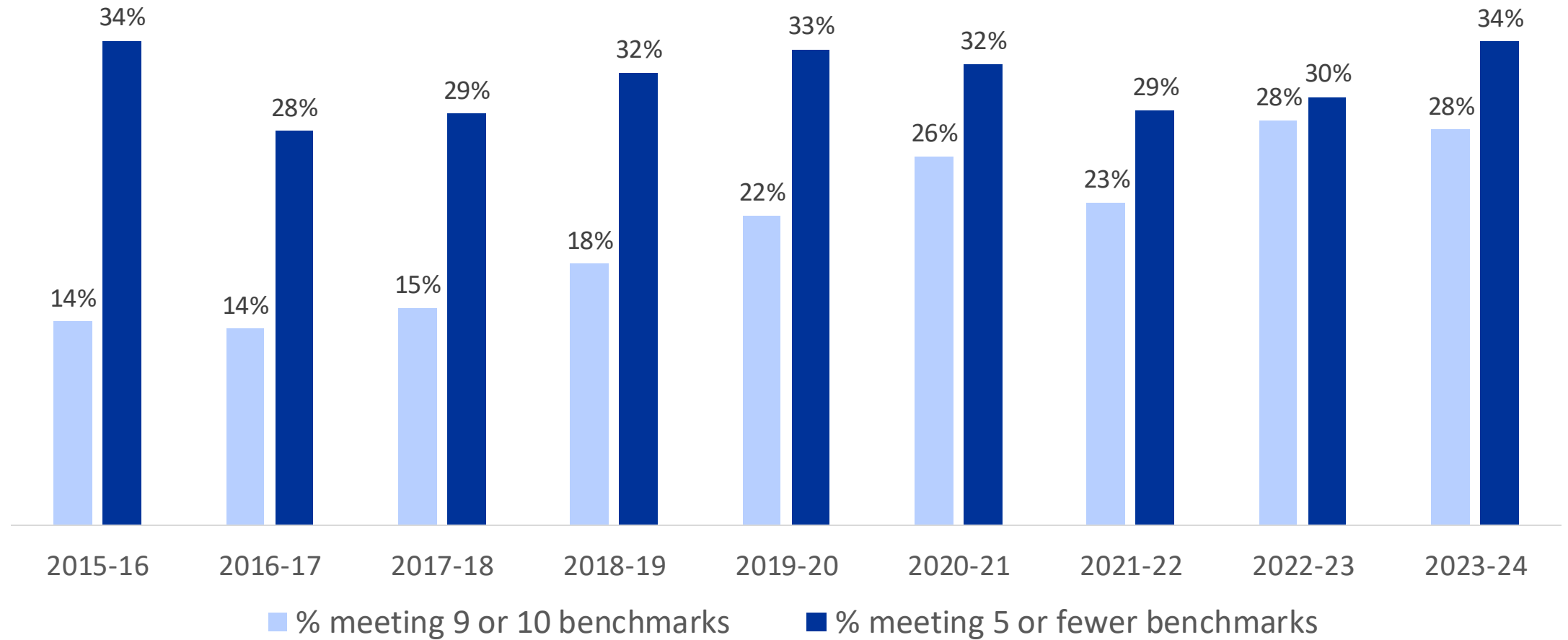
NIEER's Quality Standards Benchmarks

BENCHMARK	Number of Programs
Early Learning & Development Standards	63
Curriculum Supports	60
Lead Teacher Degree (BA)	31
Lead Teacher Specialized Training in Pre-K/ECE	47
Assistant Teacher Degree (CDA)	20
Staff Professional Development	19
Maximum Class Size (20)	49
Staff to Child Ratio (1:10)	51
Health Screenings and Referrals	43
Continuous Quality Improvement System	43

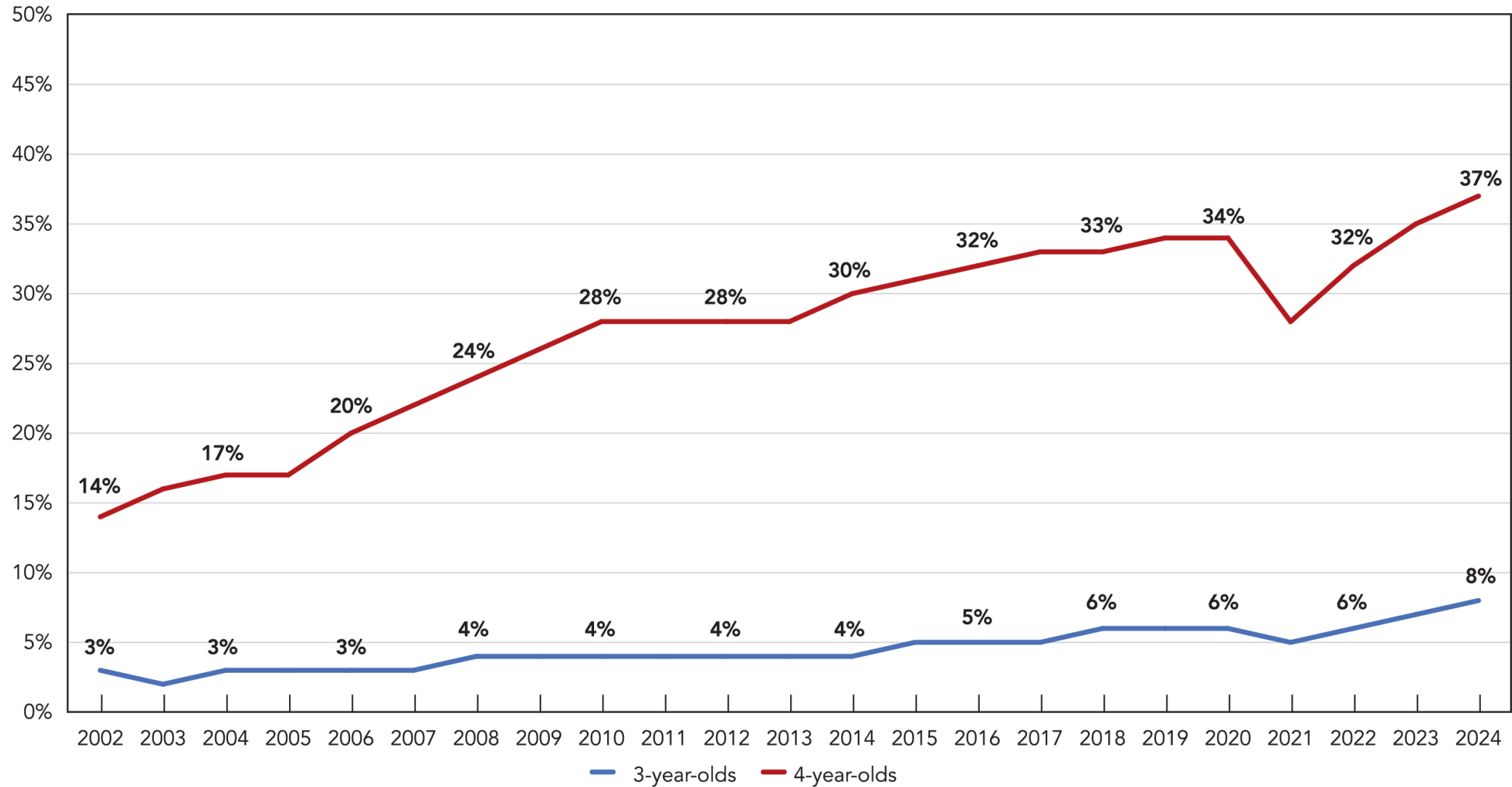
Too Many States Still Meet Less Than Half of NIEER's Quality Standards Benchmarks



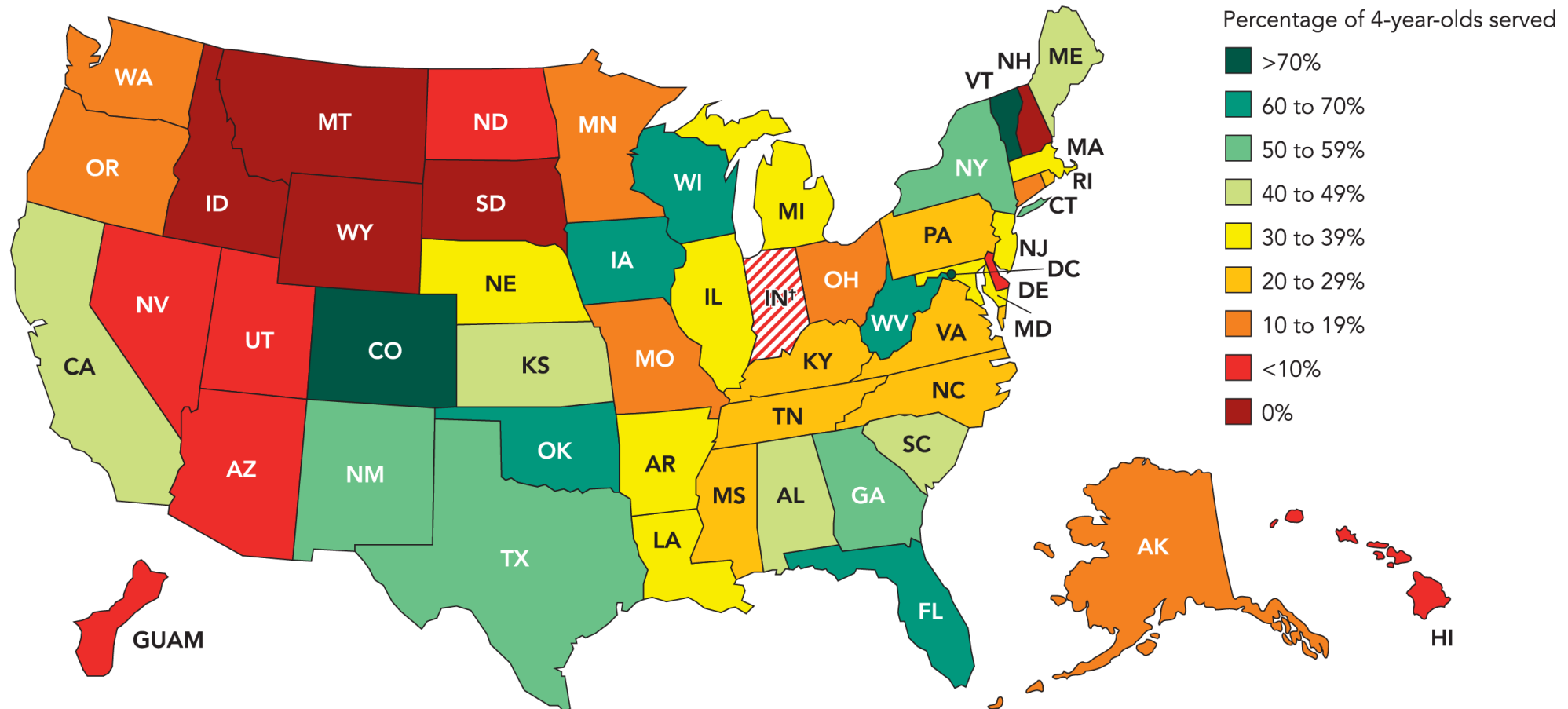
Some Improvement in Quality Standards



4-year-old Enrollment in State Pre-k has Increased

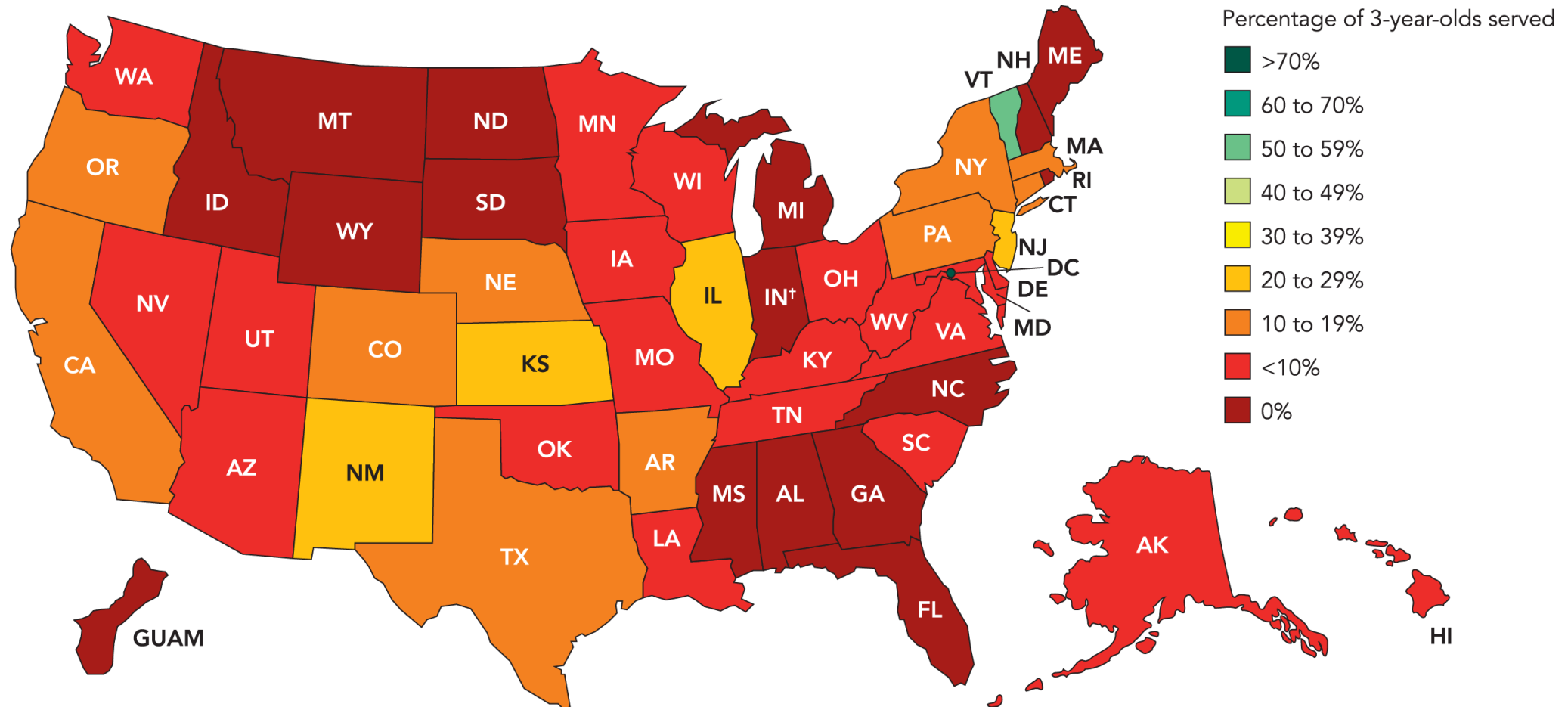


4-year-old Pre-k Enrollment Varies Greatly by State



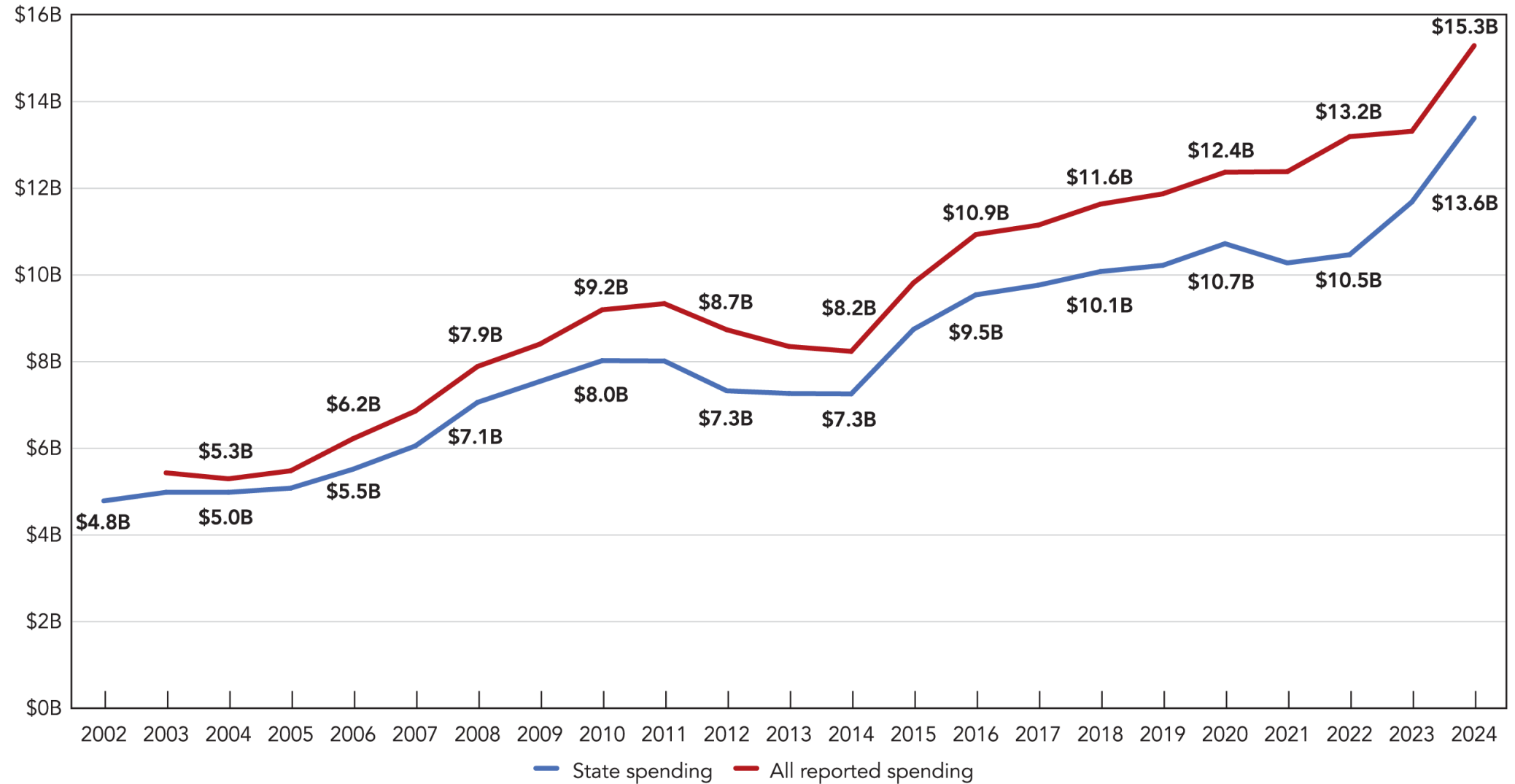
† Indiana's state-funded ECE program does not meet NIEER's definition of a state-funded preschool program because it has a parent work or education requirement for eligibility.

Most States Still Serve Too Few 3-Year-Olds

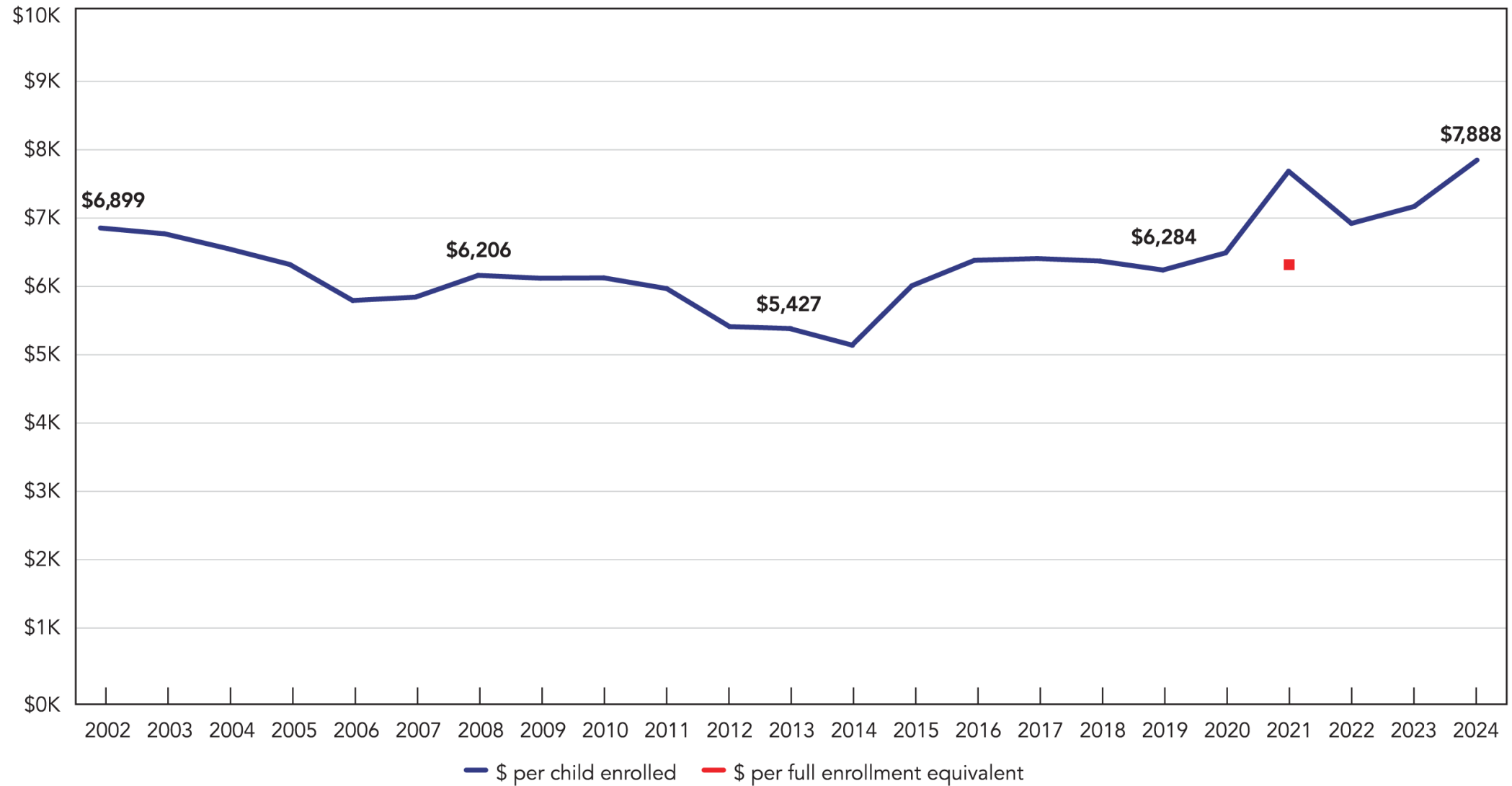


† Indiana's state-funded ECE program does not meet NIEER's definition of a state-funded preschool program because it has a parent work or education requirement for eligibility.

Inflation-Adjusted Spending Increased



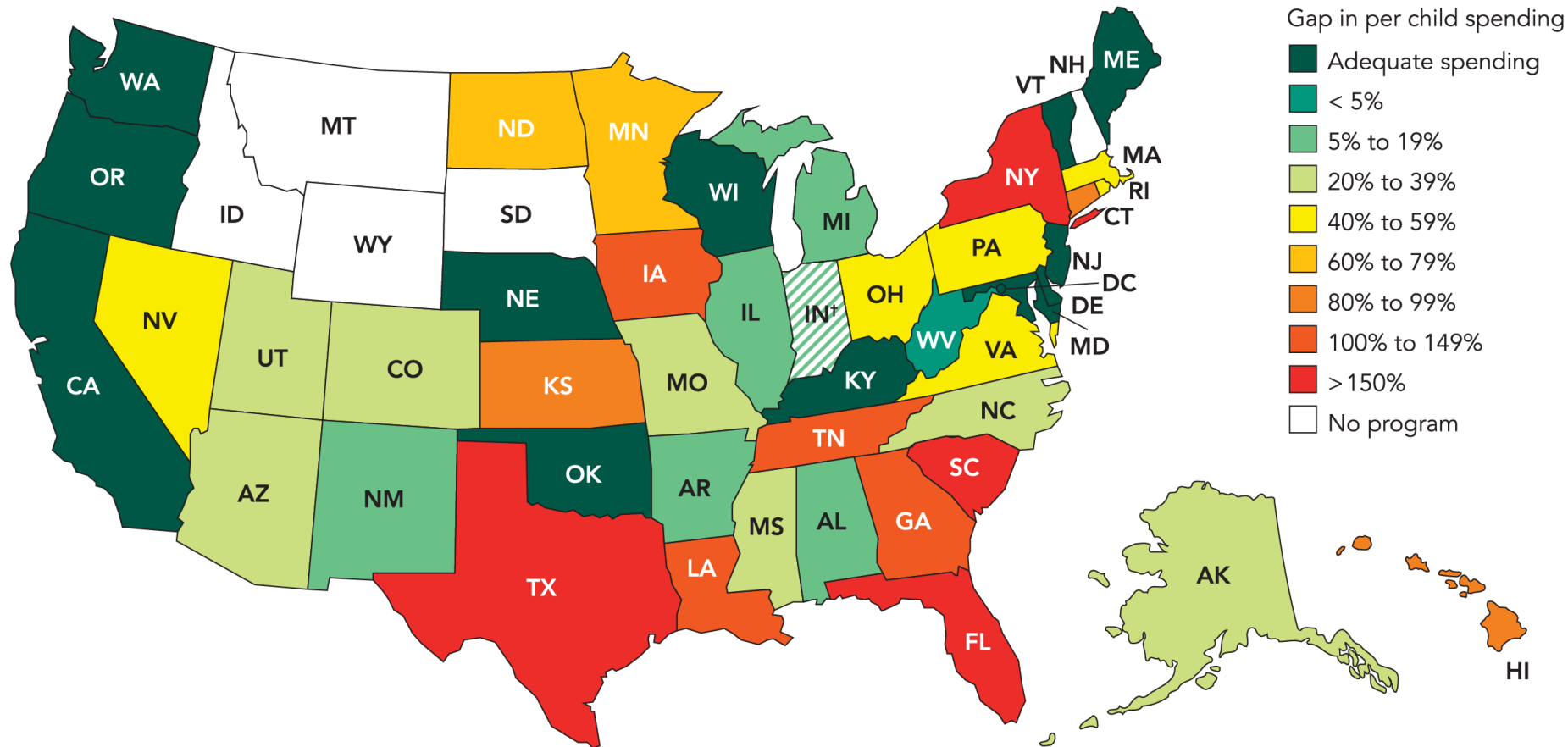
Spending per Child Remains Too Low



Spending Leaders: Top 5

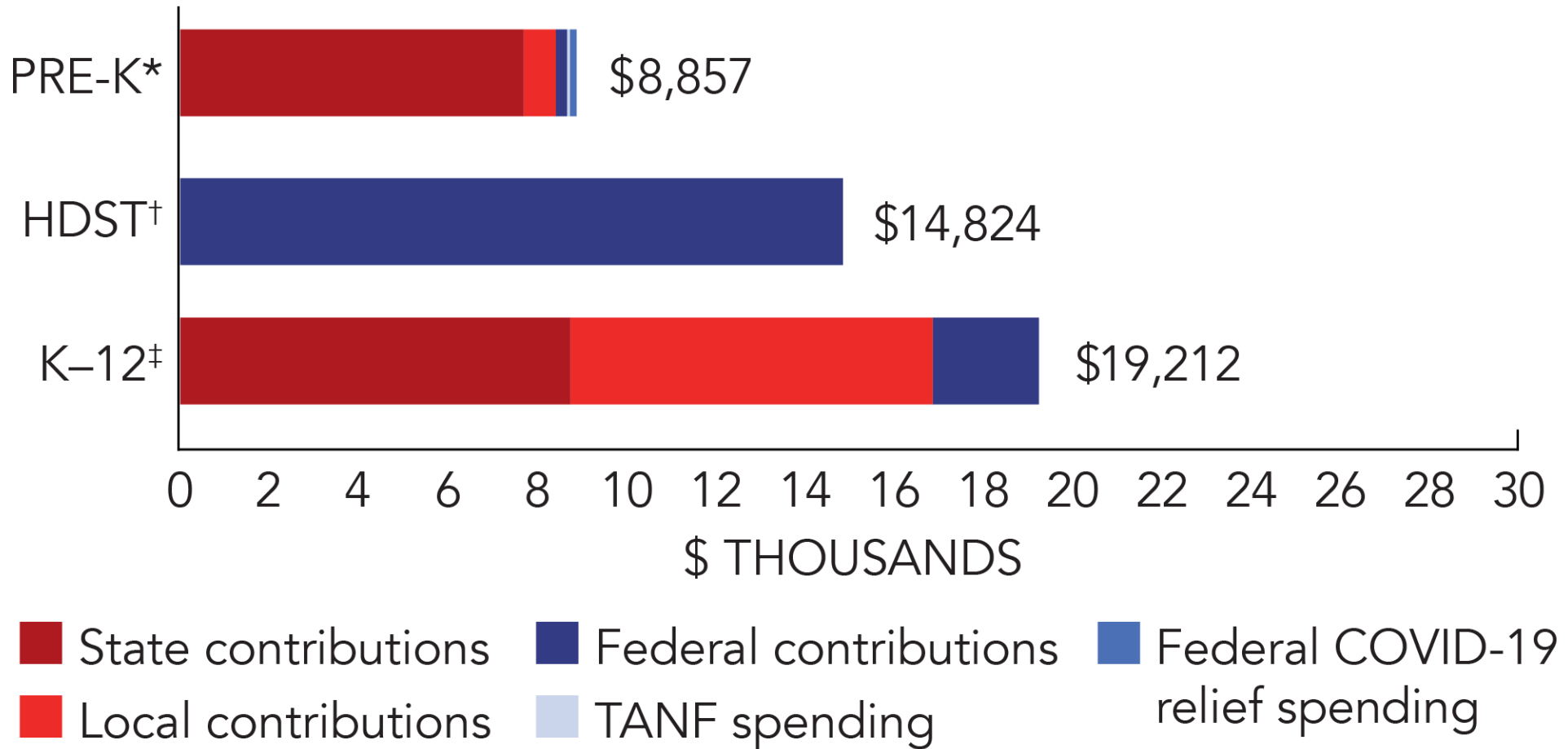
Total Spending	Spending Per Child	All Reported Spending	All Reported Spending Per Child		Increase in Spending	Increase in Spending per Child
California	District of Columbia	California	District of Columbia		California	New Mexico
New Jersey	Oregon	New Jersey	Oregon		Colorado	Maryland
Texas	New Jersey	Texas	New Jersey		New Jersey	Arizona
New York	California	New York	Maryland		Maryland	Oregon
Michigan	New Mexico	Illinois	California		Texas	Delaware

Only 13 States & DC are Estimated to Spend Enough for Quality Pre-k



[†] Indiana's state-funded ECE program does not meet NIEER's definition of a state-funded preschool program because it has a parent work or education requirement for eligibility.

ECE vs. K-12





Thank you!

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