FINANCING EARLY CARE AND EDUCATION FOR AMERICA'S CHILDREN: OPTIONS FOR MISSISSIPPI

PROTOCOL

This material is the property of the Financing of Universal Early Care and Education for America's Children Project (Sharon L. Kagan and Richard N. Brandon, co-directors) and it is for use only in conjunction with this project.

COSTING OUT THE INFRASTRUCTURE

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The *Financing of Universal Early Care and Education for America's Children* project seeks to assess the costs of financing early care and education (ECE) in conjunction with colleagues in Mississippi. Important to such work is determining the costs of specific elements of the early care and education system. The purpose of this document is to guide that process.

The document contains a series of work charts which correspond to different critical domains of the information needed. Specifically, the project will need information on:

I. Compensation (includes Ratios and Mix of Staff)

II. Professional Development

III. Regulation

IV. Governance and Administration
   A. Governance
   B. Accreditation
   C. Resource & Referral (R&R) Network
   D. Family Child Care Network
   E. Management Information Systems

V. Specifications for Financing Approaches

For each of these areas, there will be a series of cost elements or assumptions upon which your opinions are needed. Associated with each cost element is space for you to agree, disagree, or provide alternate recommendations. It is anticipated that groups will work together on each of the work charts, coming up with a consensus opinion that represents the information to be used in the Unit Cost work. Once this information is completed by colleagues in Mississippi, the *Universal Financing of Early Care and Education* project will be able to complete its work. Please note that while we have included components of both training infrastructure and delivery in the domain of "Professional Development" and structure, implementation, and functions for "Family Child Care Network," for your consideration in system design, we will not be able to build bottom-up cost estimates for these elements.

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The material contained in the work charts in sections I through IV was developed in concert with national consultants in the early care and education field, who wrote and reviewed commissioned papers on the topics, and then rendered their best judgments in each area. These materials have been designed as a guide to elicit confirmation, rejection, or modification of the issues under consideration. Where Mississippi rejects the experts' recommendations, alternate recommendations are necessary for the Financing Team to carry out its work. Please note, however, that in each of the areas where it is relevant, we have presented two scenarios: "minimum adequate," or that which could be implemented over a five-year timeframe; and "ideal," which would be attainable over a period of about 15 years. In your deliberations, it would be helpful to also consider "minimum adequate" and "ideal" conditions.

Section V is designed to guide the Mississippi team in developing specifications for different financing approaches to be considered in our collaborative work on the *Financing of Universal Early Care and Education* Project. After receiving these specifications, the Financing Team will develop analyses of costs and impacts of the alternative financing approaches and policies. The results will then be distilled into a workable number of comparisons in consultation with the Mississippi team leadership. The Mississippi team will have an opportunity to review these comparative analyses and request some refinements or additional policy options to consider.

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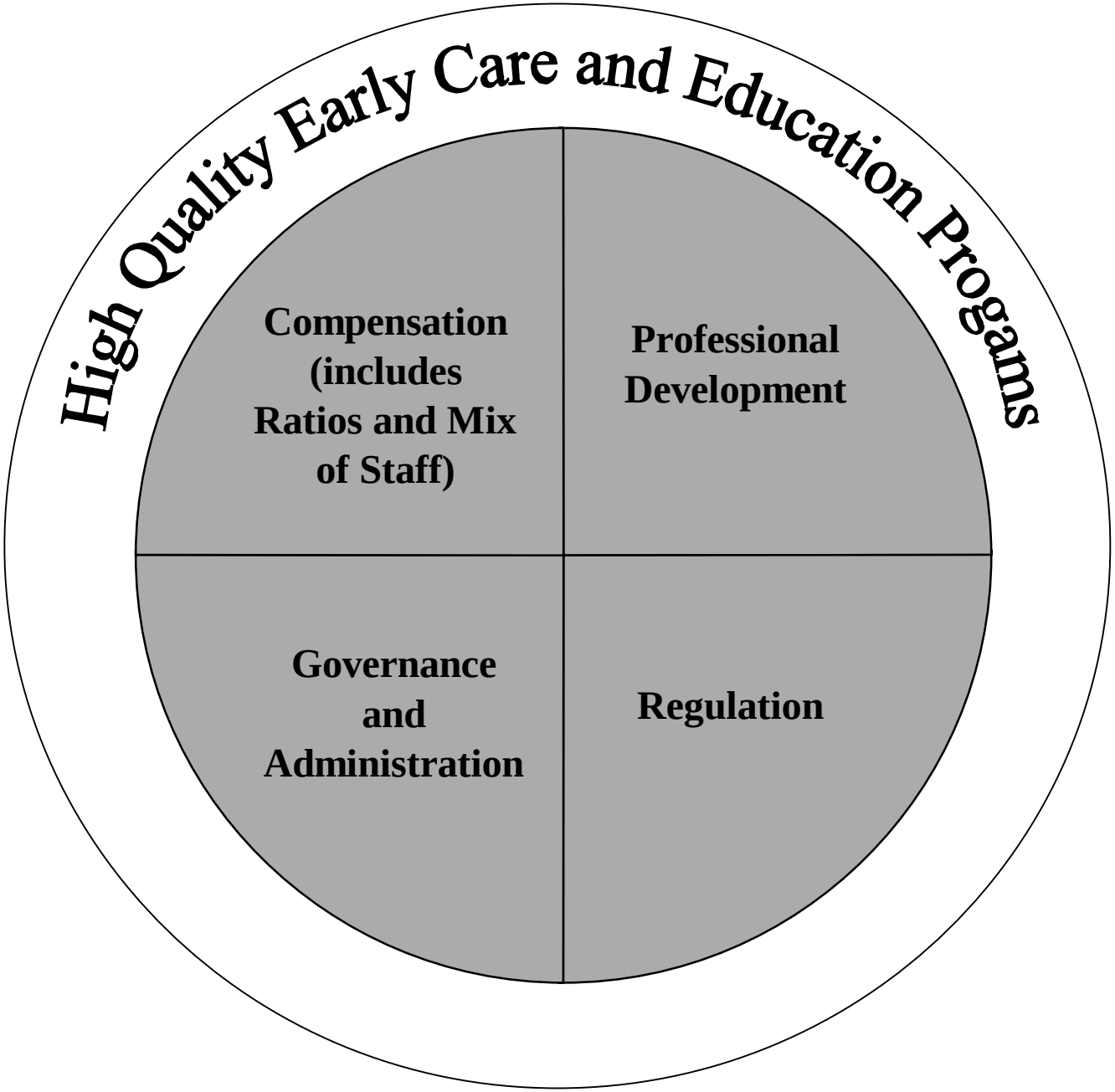

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I. COMPENSATION

I.1 STAFF RATIOS AND MIX OF STAFF BY POSITION FOR CENTERS

The national consultants recommended a certain number of children per adult for each age group of children and each type of care. In order to recommend staff training and credentialing levels, estimates were developed based on the number of staff and mix of credentials, under Minimum Adequate and Ideal scenarios, that would be needed to serve 100 children in the general population (not in a particular center) for three age groups: infants, toddlers, and preschoolers. These recommendations were based on the assumption that as professionalization increased, the ratios of children to adults could be higher.

Using the grid that follows each of the national consultants' recommendations, please determine how many staff per 100 children you would like to see for each scenario and age group of child based on desired ratios; then spread this number across the mix of education and position keeping in mind the general principles outlined above. Include directors in the ratios and staff mix. The shaded areas indicate places where the national consultants felt that staff of certain educational levels should not be in the corresponding positions. You can, of course, disagree and modify their recommendations.

The formula for computing the child:adult ratio from the number of staff per 100 children is (100/number of staff). The formula for determining how many staff per 100 children from the child:adult ratios you recommend is (100/# of children per adult). At the end of this section, you will have an opportunity to specify the number and types of family support personnel in child care centers.

{See next page for the national consultants' recommendations of staff mix by position and education for each scenario and age group of child, followed by blank grids for the Mississippi recommendations}

Abbreviations for Educational Degrees:

HS = High School
CDA = Child Development Associate (Credential)
AA = Associates Degree
BA = Bachelor's Degree
MA = Master's Degree
Ph.D = Doctor of Philosophy

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***MINIMUM ADEQUATE SCENARIO*: INFANTS (0 – 11 months)** (Accomplish in 3-5 year time span)

National Consultant Recommendation

Child: Adult Ratio of 3.4 = Total Number of Staff per 100 Children: 29

(These ratios include directors.)

I. Personnel	HS	HS+15 CR	HS+30 CR OR CDA	HS + 45 CR	AA	BA	BA+DC	MA	MA+DC	Ph.D.
Director							**1.70**			
Lead Teacher								**3.30**		
Teacher					**8.00**	**4.00**				
Asst. Teacher			**8.00**		**4.00**					

Mississippi Recommendation

1) Please fill in the number of children, per adult, for this scenario and age group: 4 (not including the director)

2) Compute how many staff per 100 children this equates to: 25
(100 divided by number in (1))

Specify the number of total staff per 100 children you want in each position with each level of educational attainment.

II. Personnel	**HS**	**HS+15 CR**	**HS+30 CR OR CDA**	**HS + 45 CR**	**AA**	**BA**	**BA+DC**	**MA**	**MA+DC**	**Ph.D.**
Director							**Director 1**			
Assistant Director					DC (1)*					
Lead Teacher						**3**				
Teacher					**7**	**0**				
Asst. Teacher	**3**	**3**	**8**							

DC = all certificate programs that meet criteria

* DC within one year (DC=Director's Credential)

AA – Child DevelopmentTechnology/ Early Childhood Education

ALL degrees referenced are in early childhood/child development

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***MINIMUM ADEQUATE SCENARIO*: TODDLERS (12 – 35 months)**

National Consultant Recommendation

Child: Adult Ratio of 6.3 = Total Number of Staff per 100 Children: 16

(These ratios include directors.)

III. Personnel	HS	HS+15 CR	HS+30 CR OR CDA	HS + 45 CR	AA	BA	BA+DC	MA	MA+DC	Ph.D.
Director							**1.70**			
Lead Teacher								**3.30**		
Teacher					**4.00**	**2.00**				
Asst. Teacher			**2.00**		**3.00**					

Mississippi Recommendation

1) Please fill in the number of children, per adult, for this scenario and age group: 1: 7 (not including director)

2) Compute how many staff per 100 children this equates to: 14.3
(100 divided by number in (1))

Specify the number of total staff per 100 children you want in each position with each level of educational attainment.

IV. Personnel	HS	HS+15 CR	HS+30 CR OR CDA	HS + 45 CR	AA	BA	BA+DC	MA	MA+DC	Ph.D.
Director							**1**			
Assistant Director					1+DC*					
Lead Teacher						**3****				
Teacher			**6.1**							
Asst. Teacher	**2.1**	**2.1**								

* achieve within one year
**(1 Early Intervention Certification)

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***MINIMUM ADEQUATE SCENARIO*: PRE-SCHOOLERS (36 months – 5 years)**

National Consultant Recommendation

Child: Adult Ratio of 8.3 = Total Number of Staff per 100 Children: 12

(These ratios include directors.)

V. Personnel	HS	HS+15 CR	HS+30 CR OR CDA	HS + 45 CR	AA	BA	BA+DC	MA	MA+DC	Ph.D.
Director							**1.70**			
Lead Teacher								**3.30**		
Teacher					**2.00**	**2.00**				
Asst. Teacher			**2.00**		**1.00**					

Mississippi Recommendation

1) Please fill in the number of children, per adult, for this scenario and age group: 1: 9 (not including director)

2) Compute how many staff per 100 children this equates to: 11.1
(100 divided by number in (1))

Specify the number of total staff per 100 children you want in each position with each level of educational attainment.

VI. Personnel	**HS**	**HS+15 CR**	**HS+30 CR OR CDA**	**HS + 45 CR**	**AA**	**BA**	**BA+DC**	**MA**	**MA+DC**	**Ph.D.**
Director							**1**			
Assistant Director					DC (1)**					
Lead Teacher						**3***				
Teacher						**3**				
Asst. Teacher			**1.1**		**3**					

*** (1 SPED)**

** Complete DC in one year

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***IDEAL SCENARIO*: INFANTS (0-11 months)**

National Consultant Recommendation

Child: Adult Ratio of 2.6 = Total Number of Staff per 100 Children: 38.7

(These ratios include directors.)

VII. Personnel	HS	HS+15 CR	HS+30 CR OR CDA	HS + 45 CR	AA	BA	BA+DC	MA	MA+DC	Ph.D.
Director							**1.70**			
Lead Teacher								**5.00**		
Teacher					**8.00**	**8.00**				
Asst. Teacher			**8.00**		**8.00**					

Mississippi Recommendation

1) Please fill in the number of children, per adult, for this scenario and age group: 3 (not including director and assistant director)

2) Compute how many staff per 100 children this equates to: 33.3
(100 divided by number in (1))

Specify the number of total staff per 100 children you want in each position with each level of educational attainment.

VIII. Personnel	**HS**	**HS+15 CR**	**HS+30 CR OR CDA**	**HS + 45 CR**	**AA**	**BA**	**BA+DC**	**MA**	**MA+DC**	**Ph.D.**
Director									**1**	
Assistant Director							**1**			
Lead Teacher						**5**				
Teacher					**7**	**7**				
Asst. Teacher	**1.1**	**1.1**	**5.1**		**7**					

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***IDEAL SCENARIO*: TODDLERS (12-35 Months)**

National Consultant Recommendation

Child: Adult Ratio of 4.4 = Total Number of Staff per 100 Children: 22.7

(These ratios include directors.)

IX. Personnel	HS	HS+15 CR	HS+30 CR OR CDA	HS + 45 CR	AA	BA	BA+DC	MA	MA+DC	Ph.D.
Director							**1.70**			
Lead Teacher								**5.00**		
Teacher					**4.00**	**4.00**				
Asst. Teacher			**4.00**		**4.00**					

Mississippi Recommendation

1) Please fill in the number of children, per adult, for this scenario and age group: 5 (not director and asst. director)

2) Compute how many staff per 100 children this equates to: 20
(100 divided by number in (1))

Specify the number of total staff per 100 children you want in each position with each level of educational attainment.

X. Personnel	**HS**	**HS+15 CR**	**HS+30 CR OR CDA**	**HS + 45 CR**	**AA**	**BA**	**BA+DC**	**MA**	**MA+DC**	**Ph.D.**
Director									**1**	
Assistant Director							**1**			
Lead Teacher						**4***		**1**		
Teacher					**4**	**4**				
Asst. Teacher	**1**	**1**	**1**		**4**					

***** at least one SPED

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***IDEAL SCENARIO*: PRE-SCHOOLERS (36 months up to 5 years—kindergarten not included)**

National Consultant Recommendation

Child: Adult Ratio of 6.4 = Total Number of Staff per 100 Children: 15.7

(These ratios include directors.)

XI. Personnel	HS	HS+15 CR	HS+30 CR OR CDA	HS + 45 CR	AA	BA	BA+DC	MA	MA+DC	Ph.D.
Director							**1.70**			
Lead Teacher								**5.00**		
Teacher					**2.00**	**3.00**				
Asst. Teacher			**2.00**		**2.00**					

Mississippi Recommendation

1) Please fill in the number of children, per adult, for this scenario and age group: 6 (not director and asst. director)

2) Compute how many staff per 100 children this equates to: 16.7
(100 divided by number in (1))

Specify the number of total staff per 100 children you want in each position with each level of educational attainment.

XII. Personnel	**HS**	**HS+15 CR**	**HS+30 CR OR CDA**	**HS + 45 CR**	**AA**	**BA**	**BA+DC**	**MA**	**MA+DC**	**Ph.D.**
Director									**1**	
Assistant Director							**1**			
Lead Teacher						**4**		**1**		
Teacher						**3**				
Asst. Teacher		**1**	**1**		**3.7**					

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I.2 STAFF RATIOS AND MIX OF STAFF BY POSITION FOR FAMILY CHILD CARE

Because children tend to be in mixed-age groups in family child care, the staff-per-children figures must be represented differently from center-based figures. Also, the nature of the family child care market requires a slightly different approach to credentialing/training requirements. In addition, there is not a breakdown by position as only a small percentage of family child care providers have an assistant. A mix of educational levels encourages new providers to enter the field and allows parents to procure different types of care to suit their needs. The mixes of staff to children delineated in the following grids are based on an overall ratio in family child care of 16 providers per 100 children. While the licensed maximum for family child care is usually 6 children with one adult, in practice, family child care homes average 3 to 4 children. The NICHD research network found that as family child care providers get more training, they tend to take on more children.

In the following grids, please respond to the expert group recommendations for FCC for each scenario by specifying the child: adult ratios and how these staff should be distributed across educational positions.

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***MINIMUM ADEQUATE SCENARIO*: FAMILY CHILD CARE**

National Expert Recommendation

Child: Adult Ratio of 6.3 = Total Number of Staff per 100 Children: 16

Educational Levels of Providers	
HS	
HS + 15 Credits	2
HS + 30 Credits or CDA	8
HS + 45 Credits	
AA	3
BA	3
MA	
Ph.D.	

Mississippi Recommendation

1) Please fill in the number of children, per adult, for this scenario for FCC: 1: 5

(the number of children is the total number –related and non-related)

2) Compute how many staff per 100 children this equates to: 20
(100 divided by number in (1))

Specify the number of total staff per 100 children you want to have for each educational level.

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Educational Levels of Providers	
HS + Child Development Certificate (MS)	4
HS + 15 Credits	2
HS CDA	8
HS + 45 Credits	
AA	3
BA	3
MA	
Ph.D.	

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***IDEAL SCENARIO*: FAMILY CHILD CARE**

National Expert Recommendation

Child: Adult Ratio of 6.3 = Total Number of Staff per 100 Children: 16

Educational Levels of Providers	
HS	
HS + 15 Credits	
HS + 30 Credits or CDA	4
HS + 45 Credits	
AA	8
BA	4
MA	
Ph.D.	

Mississippi Recommendation

1) Please fill in the number of children, per adult, for this scenario for FCC: 1: 4 (number of children is the total number –related and non-related)

2) Compute how many staff per 100 children this equates to: 25
(100 divided by number in (1))

Spread this number of staff in (2) across the following educational levels by filling in the cells below. In other words, you are specifying the number of total staff per 100 children you want to have for each educational level. Since we are working off of an average across all centers per 100 children, you do not need to use whole numbers, as in the national consultants' recommendation above. A good way to think about this is what percent of FCC providers in the marketplace do you want for each level of educational attainment.

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Educational Levels of Providers	
HS	
HS + 15 Credits	
HS + CDA	10
HS + 45 Credits	
AA	10
BA	5
MA	
Ph.D.	

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I.3 MIX OF FAMILY SUPPORT STAFF

Please think of the type of family support staff you might want to account for in ECE programs. In the space below, please indicate the type and amount **per 100 children** that you would like to see part of ECE programs (Examples include family resource coordinators, parent educators, home visitors, etc).

CENTER	FCC
Social Worker 2 Mental Health Counseling 2 Parent-Education 5 Nurse 1 Speech Therapist 1	Same as center

Should these personnel listed above be targeted to specific income groups? If so, please specify up to what FPL group you would like to cover with these services.

__No_____

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I.4 COMPENSATION FOR CENTER-BASED STAFF

National Consultant Recommendation	Agree	Disagree	MS Recommendation
• ECE staff should earn wages linked to those earned by public elementary-school teachers. Hourly pay should be equivalent for the same levels of training, professionalization, and work responsibilities.	X		A teacher in ECE would be reimbursed at the same level as a public school teacher IF they held a valid MS teaching certificate in early childhood/child development (pre-k/k)/ A teacher with a 4 year BA degree without a valid pre-k/k teaching certificate would make a wage less than a certified teacher, but more than an AA degreed person
• To standardize the difference in the number of months worked between K-12 teachers and ECE teachers, salaries should be annualized and then converted to an hourly wage.	X		As long as hourly rates are the same as public school teachers

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I.4 COMPENSATION FOR CENTER-BASED STAFF			
• Salaries should be increased by an increment of about 2-3 percent annually across experience and should reflect the public school approach to raises over time.	X		COLA Cap @ 25 years
• Larger increases in salary should occur as workers obtain higher credentials; smaller increases should be awarded with the attainment of more experience.	X		

I.5 BENEFITS FOR CENTER-BASED STAFF			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
• A budget line should be included for substitute teachers.	X		
• Benefit levels for ECE staff should be the same across positions.	X		
• Benefit packages should be based on the K-12 system.	X		Create independent insurance system/create independent retirement system –not part of state

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I.5 BENEFITS FOR CENTER-BASED STAFF			
			system
• Professional benefits (including paid professional leaves) should be covered under traditional benefits.	X		

I.6 COMPENSATION FOR FAMILY-CARE PROVIDERS			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
• Compensation for the part of work that involves direct contact with children should be equivalent to center teachers' pay for each level of education.	X		
• An increment of 20-30 percent should be added to non-personnel expenses for the cost of running a business.		X	No increment provided

Minimum-adequate 2-5 years
Ideal – 15 years

II. PROFESSIONAL DEVELOPMENT

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II.1 WHO NEEDS TRAINING?

National Consultant Recommendation	Agree	Disagree	MS Recommendation
The following categories of ECE workers should be included in a training system:			
• ***Center Providers staff*** (All teachers/caregivers)	Yes		
• ***Unlicensed Family Child Care Home Providers***	Yes		
• ***Licensed Family Child Care Home Providers***	Yes		
• ***Center Directors/Administrators***	Yes		
• ***Child Care Trainers***	Yes		
• ***Head Start Support Staff*** (Family Service workers, nutritionists)	Yes		Staff Development
• ***Support Staff*** (Cooks, volunteers, bus drivers, substitutes	Yes		Staff Development
Should there be a voluntary training system for kith and kin providers?	Yes		

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II.2 COMPONENTS OF TRAINING INFRASTRUCTURE*			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
The following components should be included in the training infrastructure:			
• ***Core competencies***	Yes		
• ***Career lattice***	Yes		
• ***Training approval process***			Approval of those providing the workshop
• ***Registry***	Yes		Website with data base/voluntary (min./adequate)/mandatory- ideal One for centers One for individual employees (personnel)
• ***Training information system/dissemination***	Yes		
• ***Assembling/maintaining a group of stakeholders***	Yes		
• ***Needs assessment***	Yes		

* **The significant costs associated with administering a training and credentialing system are embedded within the Governance and Administration domain of this protocol.**

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II.2 COMPONENTS OF TRAINING INFRASTRUCTURE

National Consultant Recommendation	Agree	Disagree	MS Recommendation
The following components should be included in the training infrastructure:			
• ***Licensing requirements***	Yes		
• ***Curriculum development***	Yes		
• ***Evaluation***	Yes		
• ***Statewide articulation agreement between training and provider entities***	Yes		
• ***Credentialing***	Yes		
• ***Specialized credential development***	Yes		

II.3 DELIVERY COMPONENTS*

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II.3 DELIVERY COMPONENTS*			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
The following components should be included as part of the delivery system:			
• ***Training delivery system***	Yes		
• ***Trainer training***	Yes		
• ***Career Counseling***	Yes		
• ***Leadership development/training***	Yes		
• ***Mentoring apprenticeship***	Yes		
• ***Incentives for training***	Yes		

*** The significant costs associated with administering a training and credentialing system are embedded within the Governance and Administration domain of this protocol.**

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II.3 DELIVERY COMPONENTS*			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
The following components should be included as part of the delivery system:			
• ***Increased compensation overall***	Yes		
• ***Increase of salaries commensurate with levels of professional development and certification***	Yes		Certification of teacher in pre-k/k is to be used when setting top level of reimbursement
• ***Tiered reimbursement***	Yes		Enhance/revise current tiered system with more quality indicators attached as in states such as OK and NC
• ***Release time compensation and substitutes***	Yes		

*** The significant costs associated with administering a training and credentialing system are embedded within the Governance and Administration domain of this protocol.**

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II.4 COSTS OF CREDENTIALING AND DIRECT TRAINING

The recommendations of the national consultants are based on the development of a career model in early care and education. Training, which includes all preparation for degrees in higher education as well as ongoing training for those with advanced degrees, is modeled on the public school system. The consultants recommended 100 percent financial support for training for staff with less education and compensation: one course per year per staff member; and 100 percent release time for training, hour for hour, based on one course per year. Because tuition does not cover the full cost of a course at a higher education institution, an additional amount is recommended to subsidize the institution providing the training on a per course basis.

COSTS OF CREDENTIALING AND DIRECT TRAINING*			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
Number of Courses/Year/Staff			
• One course (minimum)		Yes	Money drives choices of person to take amt.
(adequate – ideal)			of courses (type of courses)
Direct Training (Center Care)			
• /person/year ***(Minimum Adequate)***	Yes		$800 - $1,000
• $1,500/person/year ***(Ideal)***	Yes		
Release Time (Center Care)			
• 45 hours per year ***(Minimum Adequate)***	Yes		
• 90 hours per year ***(Ideal)***			
Direct Training (Family Child Care)			
• ***(Minimum Adequate)***			$800 - $1,000
• $1,500/person/year ***(Ideal)***	Yes		

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***The significant costs associated with administering a training and credentialing system are embedded within the Governance and Administration domain of this protocol.**

II.4 COSTS OF CREDENTIALING AND DIRECT TRAINING

National Consultant Recommendation	Agree	Disagree	MS Recommendation
Subsidies* **Min/Adq.** **ideal** • Staff with less than a BA 100% 100% • Staff with more than a BA 75% 100%			Collapse staff with BA and with more than BA because of inconsistency in reimbursement (clarity)
Release Time (Family Child Care)			
• 24 hours ***(Minimum Adequate)***	Yes		
• 45 hours ***(Ideal)***	Yes		
Amount Institution Should Receive to Cover Costs			
• $600 per course***	Yes		
Supplementary Expenses Associated with Ongoing Training**			
• Child Care	Yes		500 per year for childcare, books,
• Books	Yes		transportation per person
• Bilingual translation		X	Automatically provided by law
• Transportation	Yes		

***Subsidies refer to the percentage paid by the state for tuition and related expenses for staff at different levels of education. If you agree with the idea of a subsidy, choose the percentage for each of the options listed. For example, you might choose, as one state did, to provide 100% subsidy to staff with less than a BA; 75% subsidy to staff with a BA; or 50% for staff with more than a BA.**

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***** Any per course subsidy to an educational institution for childcare professional development shall be utilized to enhance the childcare course offering and/or to lower the number of student registrations normally required for the offering of the course.**
****If you agree, please specify the dollar amount for each (or all) of the expenses you would like covered.**

III. REGULATION

III.1 WHO SHOULD BE REGULATED?			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
Family Child Care			
• Family child care providers who receive public money should at least be registered.	X		
• Family child care providers who care for three or more children should be licensed.		X	Should be non-relative

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III.1 WHO SHOULD BE REGULATED?			
Center Care			
• Regulation should apply to Centers that operate for a minimum of 8 hours per week, and for more than 4 weeks per year.		X	If they receive state funds
III.2 FREQUENCY OF INSPECTIONS			
Family Child Care			
• Family child care homes should be visited twice annually.		X	Quarterly-health and safety
Center Care			
• Centers should receive site visits two to four times annually.		X	Twice for health and safety

III.3 RATIO OF INSPECTORS TO SITES					
National Consultant Recommendation			**Agree**	**Disagree**	**MS Recommendation** (Choose maximum 2 options/recommendation)
Family Child Care	***(Minimum***	***Adequate)(3-5 years)***			
Urban, small home	1:85	(1:50)		X	1:50
Urban, large home	1:70	(1:50)		X	1:50
Rural, small home	1:75	(1:40)		X	1:40
Rural, large home	1:65	(1:40)		X	1:40
Family Child Care	***(Ideal)***				
Urban, small home	1:60	1:40		X	1:40

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III.3 RATIO OF INSPECTORS TO SITES					
Urban, large home	1:50	1:40		X	1:40
Rural, small home	1:60	1:30		X	1:30
Rural, large home	1:60	1:30		X	1:30
Center Care	***(Minimum***	***Adequate)***			
Urban	1:60	1:40		X	1:40
Rural	1:55	1:35		X	1:35
Center Care	***(Ideal)***				
Urban	1:50	1:30		X	1:30
Rural	1:40	1:25		X	1:25

III.4 STAFFING REQUIREMENTS AND COST			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
Inspector and supervisor salaries should be linked to starting BA teacher salaries, or proposed new ECE teacher salaries.		X	Early Childhood (0-5)/child development for inspectors/supervisors
Requirements for an Inspector (Minimum Adequate)			
• An inspector should have a BA and 3 years' experience. (where does experience come from)		X	Experience (3-5 years) in center based care preferred (?) [BA, MA

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III.4 STAFFING REQUIREMENTS AND COST			
			in child dev. /early childhood
Requirements for an Inspector (Ideal)			
• An inspector should have an MA and two years' experience.		X	5 years experience
Requirements for a Supervisor (Minimum Adequate)			
• A supervisor should have an MA with five years' experience or BA with 10 years. A. Midlevel			And/or regulatory experience
Requirements for a Supervisor (Ideal)			
• A supervisor should have an MA with seven years' experience.			And/or regulatory experience

B. Midlevel State Director Policy Salary

Minimum-Adequate> MA with 10 years in regulatory/supervisor in childcare child development social policy, early childhood, public administration or closely related field.

Ideal>MA with 12 years in regulatory/supervisory in childcare.

III.5 ADDITIONAL STAFF AND OVERHEAD COSTS			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
Inspector Salary (Minimum Adequate and Ideal)			
• Inspectors' salaries should be linked to those of ECE teachers with equivalent experience and education.	**X**		(range>standing salary) "on par with"
Supervisor Salary (Minimum Adequate and Ideal)			

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III.5 ADDITIONAL STAFF AND OVERHEAD COSTS			
• Supervisors' salaries should be 10 to 20 percent higher than those of inspectors.	**X**		
Policy/Legal Staff Salary (Minimum Adequate and Ideal)			
• The salaries of policy/legal staff should be 10 to 20 percent higher than those of supervisors.	X		
Clerical Staff Salary (Minimum Adequate and Ideal)			
• The salary of clerical staff should be 20 percent lower than those of inspectors.	N/A		N/A
Ratio of Supervisors to Inspectors (Minimum Adequate)			
• There should be 1 supervisor to 6 inspectors.	X		
Ratio of Supervisors to Inspectors (Ideal)			
• There should be 1 supervisor to 6 inspectors.	X		
Policy/Legal Staff Ratio (Minimum Adequate)			
• There should be 2 policy/legal staff per 100 inspectors.	X		
Policy/Legal Staff Ratio (Ideal)			
• There should be 4 policy/legal staff per 100 inspectors.	X		
Clerical Staff Ratio (Minimum Adequate) Ideal)			Minimum 1:20
• There should be one clerical staff person per 10 inspectors.			
Benefits			
• Benefits should be 30 percent across the board.	X		
Overhead/Non-Personnel			
• Overhead should be calculated at 20 percent of salary per person.		X	

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IV. GOVERNANCE AND ADMINISTRATION
A. GOVERNANCE

IV.A.1 STRUCTURE			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
(Minimum Adequate) Description of Structure:			
• ***Governance would occur at both state and local levels.***	X		Strong policy regarding accountability and mechanism by which funds are spent
• ***The state-level seat of governance could reside within a state agency (e.g. DHHS).***	X		
• ***Central agency would develop goals and outcomes and local sites would plan strategies to meet goals and outcomes.***	X		
• ***State-level Governing Council would be a decision-making body that meets four times per year and should include representatives from the following groups:***	X		

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IV.A.1 STRUCTURE

National Consultant Recommendation	Agree	Disagree	MS Recommendation
➢ ***State school superintendent***	X		
➢ ***Director of state human service agency***	X		
➢ ***Director of state health agency***	X		
➢ ***Business leaders (2)***	X		
➢ ***Communities of faith leader (1)***	X		Person serving as a pre-school childcare program staff member or director
➢ ***Parents (2)***	X		
➢ ***Early childhood educators (2)***	X		
➢ ***Early childhood service provider***		X	Three including 1 family home provider
ADD: Legislators- 1 representative and 1 Senator appointed by speaker of house and lt. governor-expertise in early childhood education required			

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IV.A.1 STRUCTURE			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
(Ideal) Description of Structure: • ***The seat of governance should be in a private, nonprofit agency, which would foster the development of public-private partnerships that are critical to support from the private sector***	CONSIDER AT LATER TIME		

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IV.A.2 IMPLEMENTATION			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
(Minimum Adequate) • Governance should be placed in an existing department or other organizational entity for quick implementation	X		3 months of planning should take place
(Ideal) • At least one year of planning should precede implementation to allow for policies and procedures to be developed and systems to be put in place.			

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IV.A.3 FUNCTIONS			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
(Minimum Adequate)			
A system of governance would perform the following:			
• ***Set policy and planning***	X		
• ***Convene meetings of a Governing Council (4/year)***	X		
• ***Advocate for legislative change (hire a policy analyst and legislative liaison)***	X		Omit the "hire"-use existing staff
• ***Distribute funds for services; perform accounting and contracting functions***	X		
• ***Collaborate with related agencies and organizations***	X		
• ***Coordinate with other administrative agencies***	X		
• ***Perform an evaluation of the ECE system***	X		

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IV.A.3 FUNCTIONS			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
(Ideal) A system of governance would perform all of the above (minimum adequate scenario) plus the following: • ***Training and supporting grassroots advocates*** • ***Two additional meetings (6/year) of a Governing Council*** • ***Advocacy campaign and training*** • ***Support and provide technical assistance to administrative entities (1 staff per 10 administrative offices)*** • ***Provide public information*** • ***Monitor compliance with legislation, fiscal accountability, and programs*** • ***Fundraising and support to local sites on fund development***	Consider At A Later Time		

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IV.A.4 COSTS OF GOVERNANCE ACTIVITIES* ONLY FOR MINIMUM/ADEQUATE					
National Consultant Recommendation			**Agree**	**Disagree**	**MS Recommendation**
One-Time Implementation	***Minimum Adequate***	***Ideal***			
Planning/Training sessions	400,000	800,000	X		
Computer equipment	450,000	2,800,000		X	100,000
Development of written materials	125,000	225,000	X		
Baseline needs assessment	3,700,000	3,700,000		X	1,000,000-could be used to maintain one that is being implemented 2003-04
Total Implementation Costs	**4,675,000**	**7,525,000**		X	1,625,000

***These cost estimates are based on Smart Start's state-level administration. The state-level entity oversees the 81 local administrative offices which implement the system in all of North Carolina's 100 counties. State-level costs are more related to the number of offices than to the number of children served. In addition to state-level costs listed below, administrative costs for local partnerships are limited to 8% of service funds, which are allotted based on the number of children (the range is from 300 to 56,000 children). Partnerships with large allocations receive less than 8%.**

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IV.A.4 COSTS OF GOVERNANCE ACTIVITIES* ONLY FOR MINIMUM/ADEQUATE					
National Consultant Recommendation			**Agree**	**Disagree**	**MS Recommendation**
Ongoing Activities (annual cost)	***Minimum Adequate***	***Ideal***			Consider at a Later Time
Governing Council meetings	9,000	12,000			
Setting policy/planning	1,298,000	1,500,000			
Legislative advocacy	150,000	200,000			
Distribution of funds	800,000	800,000			
Collaboration with agencies	350,000	350,000			
Coordination w/admin. agencies	220,000	320,000			
Evaluation	800,000	800,000			
TA to local admin. agencies	----------	906,000			
Fund development	----------	420,000			
Monitoring	----------	300,000			
Total Annual Ongoing Costs	**3,627,000**	**5,608,000**			

***These cost estimates are based on Smart Start's state-level administration. The state-level entity oversees the 81 local administrative offices which implement the system in all of North Carolina's 100 counties. State-level costs are more related to**

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the number of offices than to the number of children served. In addition to state-level costs listed below, administrative costs for local partnerships are limited to 8% of service funds, which are allotted based on the number of children (the range is from 300 to 56,000 children). Partnerships with large allocations receive less than 8%.

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B. ACCREDITATION

IV.B.1 STRUCTURE			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
(Minimum Adequate) • A Statewide Accreditation Facilitation System (SAFS) would be developed that would support providers seeking accreditation; coordinate activities related to the accreditation process; and promote accreditation. • The SASF would operate independently of the accrediting bodies, but should provide a link between them (NAEYC, NAFCC) and participating providers. SASF should be housed in an entity that is independent from the funder and from providers. It may be housed in an existing entity or a new one, but it must be perceived as neutral.	X X		**Technical assistance toward ECERS-R/ITERS-move toward NAEYC/adopt some of the components and move toward a similar model-first get tiered rating system**
(Ideal) • Same as for the "Minimum Adequate" scenario	X		

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IV.B.2 IMPLEMENTATION			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
(Minimum Adequate) • The timeframe will depend on the availability of an entity in the state to house an SAFS, and on the degree to which the community accepts the idea of ECE program accreditation. If there is an existing entity in which SAFS can be housed, six months may be sufficient for establishing the staff, office, and system for serving program sites. Full implementation, with all components in place, may take two years.	X		**Technical assistance toward ECERS-R/ITERS-move toward NAEYC/adopt some of the components and move toward a similar model-first get tiered rating system**
(Ideal) • Same as for the "Minimum Adequate" scenario	X		

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IV.B.3 FUNCTIONS			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
(Minimum Adequate) An SASF would perform the following functions: • ***Technical assistance for providers undertaking accreditation*** • ***Link with training institutions to facilitate provider career development*** • ***Networking and mentoring*** • ***Cover accreditation fees and administer quality-improvement funds*** • ***Increase public awareness*** • ***Monitor databases of accredited providers***	 X X X X X X		 (match structure)
(Ideal) Same as for the "Minimum Adequate" scenario, but each of the functions would be expanded	X		

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IV.B.4 COSTS OF ACCREDITATION ACTIVITIES* <u>THIS MODEL WOULD BE 15 YEARS OUT</u>

National Consultant Recommendation			**Agree**	**Disagree**	**MS Recommendation**
Lead Agency	***Minimum Adequate***	***Ideal***			Consider at a Later Time
Salary fringe	1,038,000	1,038,000			
Professional development	50,000	75,000			
Local travel	75,000	80,000			
Out-of town travel	50,000	75,000			
Legal	15,000	20,000			
Accounting	13,000	16,000			
Postage	7,000	10,000			
Supplies	25,000	30,000			
Printing	25,000	30,000			
Office Lease	63,000	63,000			
Utilities	80,000	20,000			
Equipment contracts	75,000	75,000			
Furniture and equipment	25,000	30,000			
Meetings	50,000	75,000			
Contingency	25,000	25,000			

***Costs associated with central SAFS administration do not increase with the population. However, costs associated with hiring accreditation facilitators, resource materials, local travel, and utilities would increase with the number of programs in the system. The level of programs' readiness will affect costs. These costs reflect estimates based on the Chicago Partnership structure and actual costs. Implementation costs have not been estimated.**

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IV.B.4 COSTS OF ACCREDITATION ACTIVITIES – 15 YEARS OUT

National Consultant Recommendation			Agree	Disagree	MS Recommendations Technical assistance toward ECERS-R/ITERS-move toward NAEYC/adopt some of the components and move toward a similar model-first get tiered rating system
Lead Agency	***Minimum Adequate***	***Ideal***		X	
Liability insurance	25,000	30,000			
National outreach	100,000	150,000			
Meetings/partnership events	5,000	10,000			
Total Lead Agency Costs	**1,746,000**	**2,007,000**			
Satellite Offices (n=5)					
Salary/fringe	1,922,000	1,922,000			
Office lease	150,000	180,000			
Utilities	18,000	20,000			
Postage	17,500	20,000			
Supplies	52,500	60,000			
Furniture and equipment	127,500	150,000			
Total Satellite Office Costs	**2,287,500**	**2,352,000**			
Contractual Services					

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Payments to Accreditation Facility Consultants (ITS to high-risk centers)	680,000 70,000	680,000 75,000			

IV.B.4 COSTS OF ACCREDITATION ACTIVITIES

National Consultant Recommendation			**Agree**	**Disagree**	**MS Recommendation**
Contractual Services	***Minimum Adequate***	***Ideal***			
Evaluation PR	350,000 250,000	350,000 300,000			Consider this as part of R&R or Quality Office responsibility
Direct Program Support					This can be referred to as support dollars to reach tiered ratings
Accreditation fees	70,000	75,000		X	50,000
Improvement grants (Center accreditation) Improvement grants (Center re-accreditation)	800,000 75,000	1,000,000 100,000		X X	1,000,000 50,000
Materials for centers (curriculum)	20,000	25,000	X		
Mentor training Re-accreditation fees	30,000 20,000	50,000 25,000	X X		
Total Contractual and Program Support	**2,365,000**	**2,830,000**		X	1,170,000

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C. RESOURCE & REFERRAL (R&R) NETWORK

IV.C.1 FUNCTIONS			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
Data Collection, Management, and Analysis			Current legislation passed to determine-annual basis (time limited)
• ***Collect information on local demand and supply conditions.***	X		A system of R&R developed
• ***Maintain computerized systems listing current available services in the community.***	X		
• ***Provide referrals to parents, record consumer preferences and needs, and provide and record requests for technical assistance.***	X		
• ***Develop market rate studies, wage surveys, marketing projections and other specialized analyses for program development efforts.***	X		

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IV.C.1 FUNCTIONS			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
Data Collection, Management, and Analysis • ***Collect and update information on provider location; hours of operation; ages served; capacity and vacancies; types of services provided; curricula; language and special needs capabilities; training and experience of staff; group size; staffing rations; fees; professional accreditation and licensing status, policies on smoking and pets.*** • ***Assess demand: parents' needs for services and financial assistance; their employers' characteristics; family size; income; marital status; language spoken at home.***	X X		
Consumer Education and Referral Services • ***Assist parents in selecting services that meet their needs.*** • ***Provide regular services, such as telephone counseling; computer search listing and mapping of potential providers; mailing referrals; educational literature on quality services; checklist of what to look for in providers; and specialized information such as eligibility for public or other subsidies.***	X X		

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IV.C.1 FUNCTIONS			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
Consumer Education and Referral Services			
• ***Provide enhanced services, often through employer contracts with the R&R, including individualized counseling, sometimes at parent's work site, with families engaged in the search process.***	X		
• ***May administer county voucher programs and provide enhanced services to voucher clients.***	X		Move from PDD's-involve PDD's at some level, perhaps monitoring only
Supply-Building through Recruiting, Training, and Technical Assistance to Providers			
• ***Develop supply of licensed Family Child Care providers by recruiting potential providers, familiarizing them with legal requirements, and helping them to complete the licensing process.***	X		
• ***Provide technical assistance to new programs as they start up; coordinate or create mentoring programs and accreditation projects; and provide substitutes.***	X		
• ***Provide information on training opportunities, designing programs for providers in need of convenient and affordable programs.***	X		

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IV.C.1 FUNCTIONS			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
Community Networking and Advocacy			
• ***Facilitate community action to improve early childhood services.***	X		
• ***Solicit corporate grants and foster public/private partnerships.***	X		
• ***Provide a forum to bring a range of stakeholders/players to the table for planning and policy discussions.***	X		

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D. FAMILY CHILD CARE NETWORK

IV.D.1 STRUCTURE*			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
(Minimum Adequate)			
• Staff working with providers would have at least an AA in early childhood; directors should have a BA as well as knowledge of the ECE field.	X		Conceptually agree to provide at later date
• A constellation of FCCN's would serve the state, and should include: ➢ State Director ➢ Regional Coordinators ➢ Neighborhood Specialists ➢ Providers	X		

*** No cost estimates are currently available for this component.**

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IV.D.1 STRUCTURE <u>10-15 YEARS</u>			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
(Ideal)			
• Staff working with providers would have a BA plus experience with family child care.	X		
• The structure would be expanded to serve more children and would include: ➢ State Administrative Director ➢ State Program Director ➢ Regional Coordinators ➢ Neighborhood Specialists ➢ Providers	X		

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IV.D.2 IMPLEMENTATION			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
(Minimum Adequate) • The minimum case of 12 networks could be fully established in 24 months.	X		
(Ideal) • Statewide coverage would be phased in gradually over a five- to ten-year period. The time needed would depend on the quality of the existing infrastructure and on the complexity of need in the state.	X		

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IV.D.3 FUNCTIONS			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
(Minimum Adequate) An FCCN would perform the following functions: • ***Recruit FCC providers*** • ***Screen potential providers, assisting them to become licensed unless they are legally unregulated; conduct background checks where needed*** • ***Offer insurance, vacation coverage, and respite care (10 vacation/sick days; nine paid holidays/year); provide a qualified substitute)*** • ***Link providers with training*** • ***Provide and coordinate mentoring*** • ***Provide or secure collegial support*** • ***Promote accreditation*** • ***Enroll providers in CCAFP*** • ***Disseminate information about CC R&Rs*** • ***Maintain a resource room***	X X X X X X X X X X	X	Not a function of the network

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IV.D.3 FUNCTIONS			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
(Ideal) 10-15 years An FCCN would perform the following functions: • ***Recruit FCC providers*** • ***Conduct home visits to screen potential teachers*** • ***Offer insurance, vacation coverage, and respite care (20 vacation/sick days; 13 paid holidays/year; provide qualified substitute and provide health, dental, disability, and retirement benefits)*** • ***Link providers with training*** • ***Provide and coordinate mentoring; sponsor mentor support group*** • ***Provide or secure collegial support (enhance and support state and local associations; support NAFCC)*** • ***Promote accreditation with monthly home visits*** • ***Enroll providers in CCAFP Enroll providers in CCAFP sponsor food programs where not available*** • ***Disseminate information about CC R&Rs.***	X X X X X X X X X	X	Not a function of the network

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E. MANAGEMENT INFORMATION SYSTEMS (MIS)

IV.E.1 STRUCTURE <u>THIS IS TO TRACK CHILDREN PARTICIPTING IN THE UNIVERSAL PROGRAM</u>			
National Consultant Recommendation	**Agree**	**Disagree**	**MS Recommendation**
• The ECE MIS should be created as a new, internet-based system, and should not be an adaptation of a pre-existing system. A private vendor or a state government agency could house MIS, although the concern with housing it in a government agency is that non-state employees may not get the access that they need. There are ways to set up the MIS so that this is not an issue. • Creating an internet-based system will allow for the greatest access for the most people. Data would be gathered and entered by individuals from other infrastructure domains (e.g. R&R, FCCN, Regulation, Training) and by providers. Data could be disseminated efficiently over the internet as well, possibly in kiosks located in public places.	X		Expand the MIS system currently utilized by the Department of Education

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IV.E.2 FUNCTIONS

National Consultant Recommendation	Agree	Disagree	MS Recommendation
An MIS would perform the following functions*:			
• ***Provide information on supply to families; make and follow up on referrals; and determine provider eligibility.***	1		
• ***Manage database of provider characteristics***	2		
• ***Track provision of subsidies to families***	3		
• ***Maintain database on teacher/staff: licensing, training, accreditation, and other characteristics***	4		
• ***Track complaints and the process by which they are addressed***	5		
• ***Integrate data from all systems and produce documentation, public information, statistics and local reports***	6		

***Functions 1 through 3 are highest priority; 3 through 6 are secondary. Function 2, tracking provider characteristics, will require a high level of maintenance to keep it up to date.**

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IV.E.3 COSTS OF MIS ACTIVITIES*				
National Consultant Recommendation		**Agree**	**Disagree**	**MS Recommendation**
One-Time Implementation				
Server hardware Database server software Web server software	75,000 35,000 10,000			
User software (per state) User software (per user @ 1,000/each)	300,000 300,000			
Accounting/billing Year 1 maintenance	300,000 + 75,000			
PC's for 300 users Internet access	300,000 50,000			
MIS support (per user @ 6,000/each) Training and consulting (for users/state)	1,800,000 600,000			
Total Implementation Cost	**3,845,000**		X	2,000,000/ expand the MIS system at Department of Education will be less costly

***Costs are estimated for a new MIS at the state level, assuming a population of 300,000 birth- to six-year-olds, and approximately 300 professionals who need access to the system to input or analyze data. Costs are per state, except where indicated (some costs are per user).**

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IV.E.3 COSTS OF MIS ACTIVITIES

National Consultant Recommendation		Agree	Disagree	MS Recommendation
Ongoing Activities (annual costs)				
Annual maintenance DB Annual maintenance MIS	6,000 72,000			
Ongoing consulting Ongoing training	50,000 50,000			
Internet access MIS support (per user @ 6,000 each)	50,000 1,800,000			
Total Annual Ongoing Cost	**2,028,000**		X	1,000,000 Utilizing the existing the existing system will be less costly

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V. SPECIFICATIONS FOR FINANCING APPROACHES

This section is designed to guide the Mississippi team in developing specifications for different financing approaches to be considered as part of the partnership with the *Universal Financing of Early Care and Education for America's Children* project. After receiving these specifications, the project team will develop analyses of costs and impacts of the alternative financing approaches and policies. We will distill the results into a workable number of comparisons in consultation with the MS team leadership. The MS team will have an opportunity to review these comparative analyses, and request some refinements or additional policy options to consider.

Project Assumptions Setting the Framework for the Available Financing Approaches

- High-quality early care and education (ECE) requires greater investment in staff compensation and infrastructure, which increase the cost of care. Financial support will help make high-quality care more affordable for families.

- Providing access to high-quality ECE requires moving towards universality, or expanded financial support, to ensure that middle-class families benefit from the financial support.

- The best ECE system is one that is diverse, with a variety of choice options, and market-based. It is one that helps families purchase care from any provider of their choice, as opposed to a system in which ECE is provided by a single type of subsidized public provider.

Major Design Decisions for the Mississippi Team

- How do you want to structure the financial support to assist parents and providers? The following financing approaches are available for your consideration:
  - An income-related voucher to families
  - A child care tax credit to families
  - A subsidy to providers, and
  - Combinations of these approaches.

- How much of the middle class do you want to offer financial support, or, what should be the maximum income at which a family is eligible for financial support?

- Are there specific requirements, such as participation in work or training, that you want to set as conditions for receiving financial support?

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Description of Financing Approaches

Voucher to Families

Figure 1 (page 65) depicts the relationship between family income and benefits from a voucher program provided to families. The voucher allows parents to purchase child care on the open market, subject to limitations on the maximum reimbursable cost of care. This financing mechanism is the dominant form of child care subsidy under the federal/state Child Care Development Fund. Each state sets the maximum income eligibility, a co-payment schedule (benefit reduction rate) related to income, and a variety of operational requirements, such as other eligibility criteria and exceptions. One option for expanding financing is to expand the maximum income eligibility limit. In Figure 1, this option is represented by moving the maximum eligibility point to the right along the x-axis. Essentially, this expands the number of families eligible for receiving an income-related voucher. This mechanism allows the most direct relationship of benefits to family income and maximizes parent choice among options offered in the child care market.

Provider Subsidy

Figure 2 (page 66) graphically illustrates the provider subsidy financing mechanism. In the case of a provider subsidy, a subsidy is paid to the providers of care, who then offer care to eligible children, without requiring an income-related payment from parents. One example of this approach is the Head Start program. With Head Start, the federal government pays the entire cost of care, and children age 3-5 with family income below the federal poverty line receive free care for half a day. Another example is a "universal preschool" program financed with a provider subsidy that many states currently are enacting or contemplating. A considerable challenge for these programs is the cost of providing ECE to all children free of charge, that is, a 100% provider subsidy. In some states, access, therefore, is provided only to low-income children.

While in these examples the full cost of care is subsidized, it is also reasonable to consider offering a subsidy to providers for part of the cost of care for children up to the maximum eligibility. Figure 2 illustrates a 50% provider subsidy for children in the eligible income group; the other 50% of the cost of care is paid by parents. Offering subsidies to providers may improve the ability of public agencies to monitor the quality of care offered. A provider subsidy may also be more effective in improving the quality of care offered to all children, those receiving subsidies and others. A provider subsidy offers a financial incentive to make a major commitment to upgrading staff qualifications and compensation, since the government will be offsetting a proportion of these quality improvement costs.

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Figure 1 – Income-Related Voucher

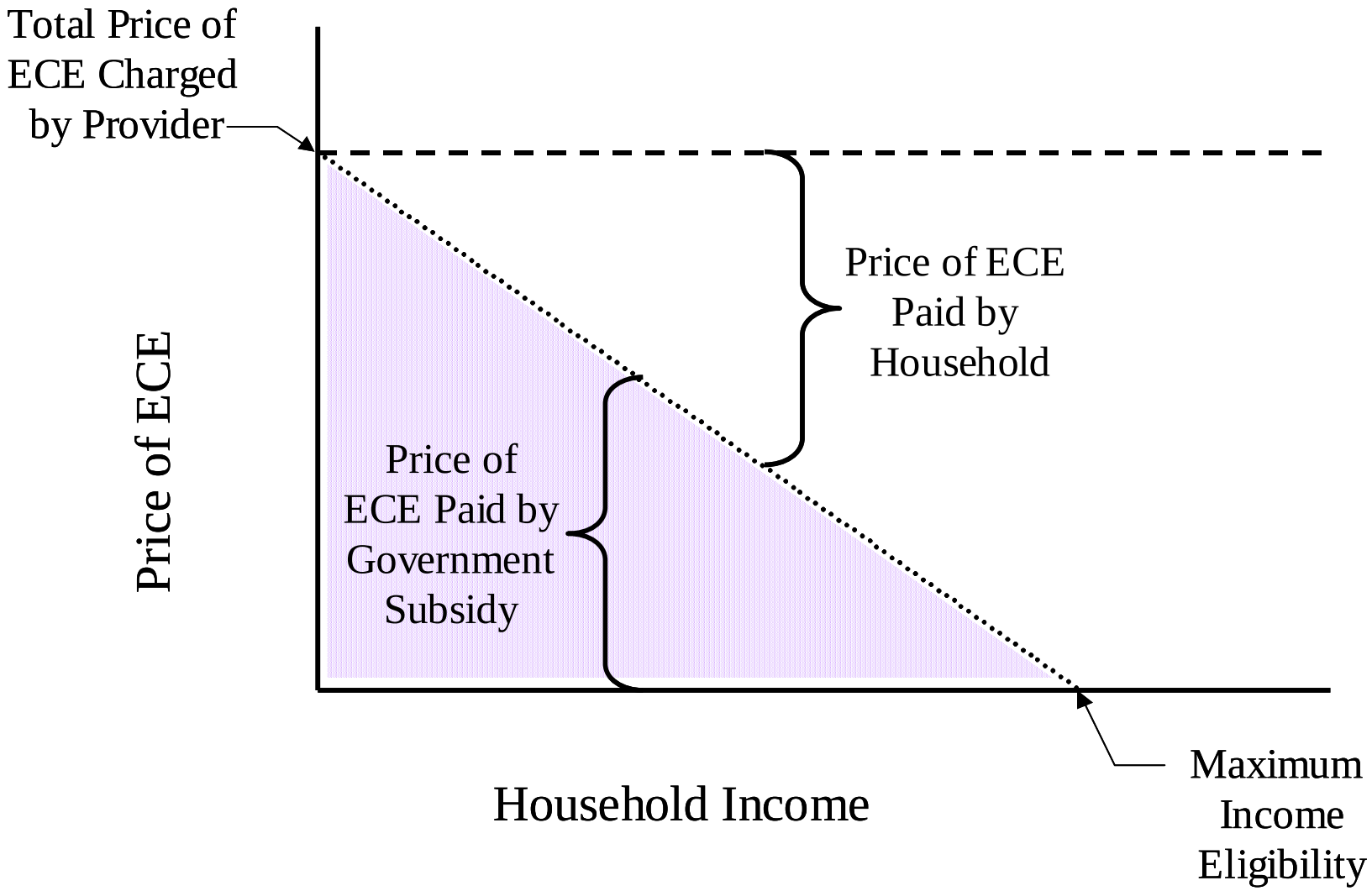

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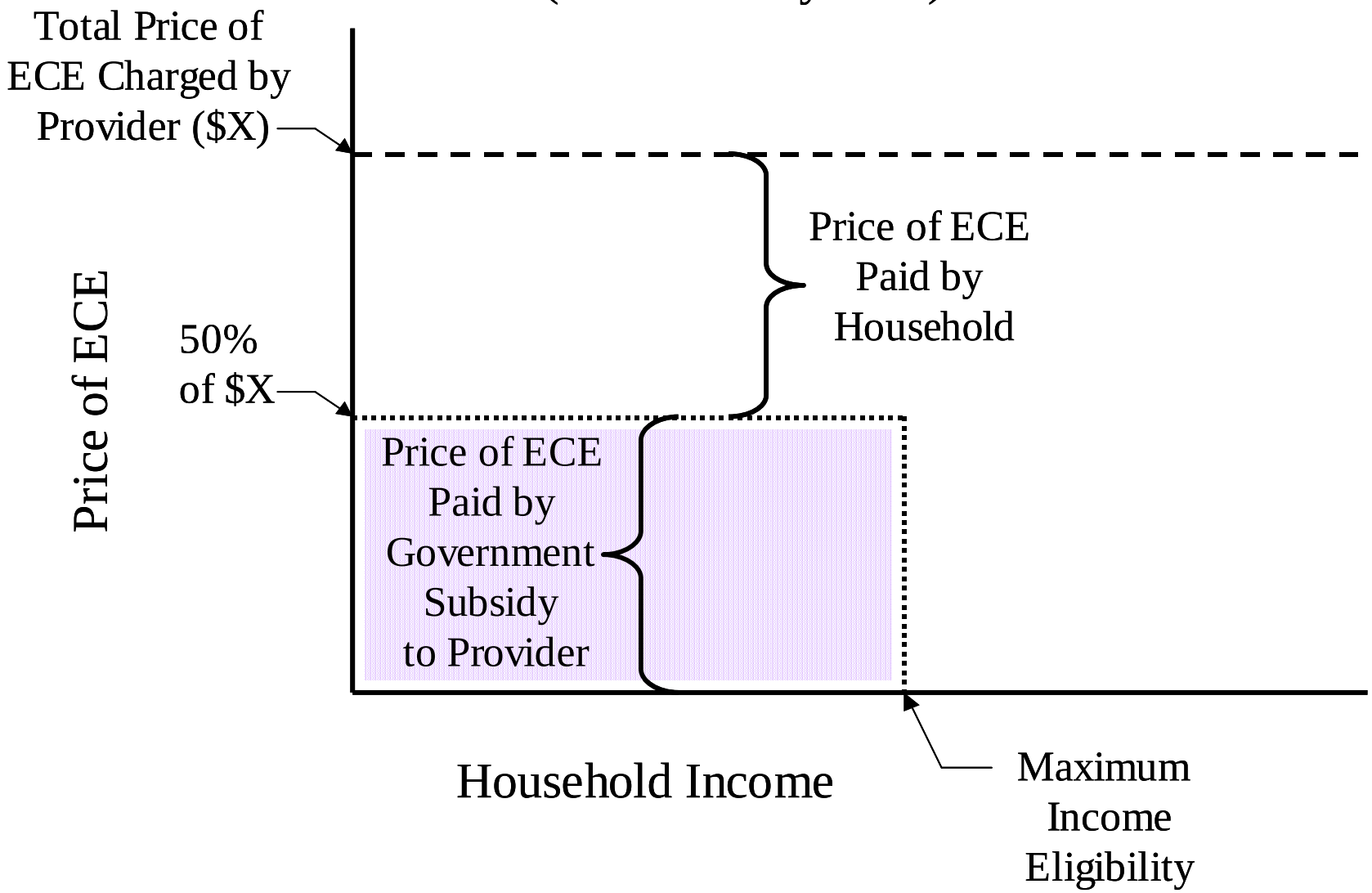
Figure 2 – Provider Subsidy
(50% Subsidy Rate)



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Voucher & Provider Subsidy Combination

Figure 3 (page 68) illustrates a combination of income-related voucher and provider subsidy. It is possible to combine a provider subsidy with an income-related voucher. Indeed, this is the structure of higher education financing in the U.S. All students, regardless of income, benefit from a provider subsidy. The institution receives the subsidy and the family is charged for the portion of the tuition not covered by the subsidy, and has the option of income-related assistance in the form of Pell Grants. Combining financing mechanisms may achieve a better balance of equity, affordability and improvements in quality, at the cost of greater complexity in operating the system.

Child Care Tax Credit

A tax credit to help pay for child care expenses is available at the federal level as well as in a number of states. The federal credit is non-refundable and can be claimed by taxpayers for employment-related dependent care expenses for children under the age of 13. Child care qualifies as an expense if it is necessary to enable a taxpayer, or a taxpayer's spouse, if married, to work or look for work. Eligible expenses are restricted to a maximum of $2,400 for one qualifying dependent and to $4,800 for two or more qualifying dependents. In addition, the amount of the tax credit depends on the taxpayer's adjusted gross income (AGI). A taxpayer whose AGI is $10,000 or less is allowed a credit equal to thirty percent of qualified expenses. This percentage is reduced by one point for each additional $2,000 in AGI above $10,000. For taxpayers whose AGI is greater than $28,000, the credit is equal to twenty percent of qualified expenses. Thus, the maximum federal tax credit amount is $720 if there is one qualifying dependent and $1,440 in the case of two or more qualifying dependents.

State child care tax credits are often a percentage of the tax credit received through the federal government. Depending on the state, this percentage does or does not vary with the taxpayer's income.

The tax credit can be combined with other financing mechanisms. The child care expenses eligible for a tax credit will be determined from the household costs that remain after financial support from other financing mechanisms has been subtracted.

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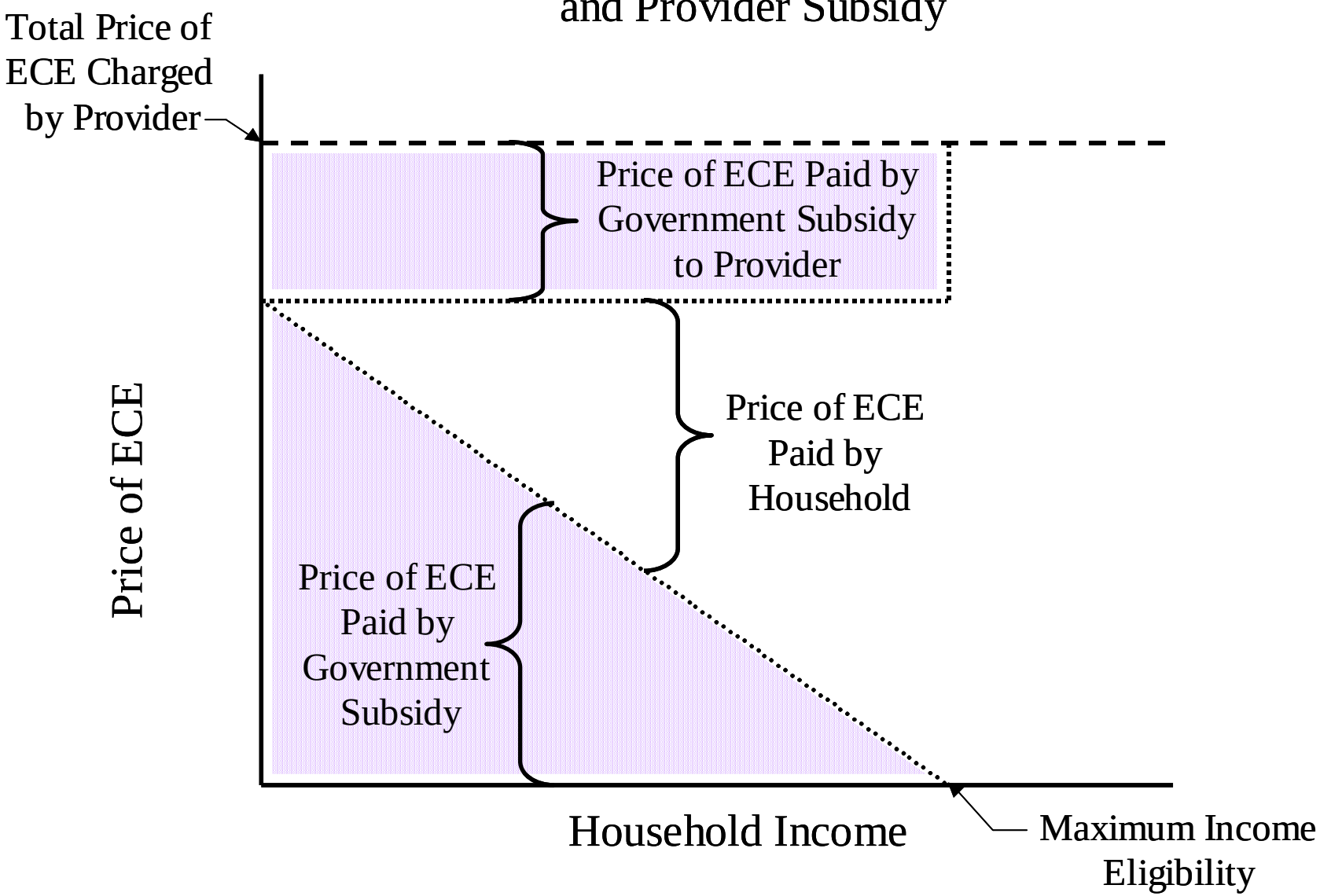
Figure 3 – Combination of Income-Related Voucher and Provider Subsidy



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Income-Related Voucher

POLICY SPECIFICATION	MS RECOMMENDATION
1. Do you want to consider an income-related voucher?	X Yes – continue ❑ No - skip to the "State Child and Dependent Care Tax Credit" section
2. Should the voucher be available regardless of parents' employment or schooling status?	X Yes - skip to question 5 ❑ No - continue
3. Should the voucher be available for child care only during the times parents are employed?	❑ Yes – skip to question 5 ❑ No - continue
4. Should the voucher be available for child care during the times parents are participating in schooling or job-related training?	❑ Yes – continue ❑ No - continue
5. For what types of care should the voucher be available?	Choose from the following alternatives: ❑ All types of non-parental care (center, FCC, family, friend, and neighbor care) ❑ All types of care, including parental care X Specific types of care only; please specify: All licensed or registered providers _____ _____
6. Who should be eligible for the voucher?	X All children birth through five – continue ❑ Specific Age groups – Indicate which groups and continue _____ _____

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POLICY SPECIFICATION	MS RECOMMENDATION
7. What is the most income a family can have to be eligible for the voucher? Or, what percent of children in the age range specified in the question above do you want to cover with the voucher? For instance: • Low-moderate income: e.g., lowest 1/3 of families • Middle income: e.g., lowest 1/2 of families • Upper middle income: e.g., lowest 3/4 of families • All families with children in age range specified above • Other, please specify	Specify up to 3 maximum eligibility limits to be considered, expressed as a percent of children in an age group to be covered or as a multiple of the federal poverty line (FPL). 100% 0 to 5 ages (not in kdg.) Upper middle income, lowest ¾ of families 300% of poverty line Allocation weighted
8. What is the **most** amount of money a family can receive from the voucher program, if the family is in the lowest income group?	100% cost of high quality care per child OR the amount of child care expense that is greater than ___ % of family income OR A flat amount of $____ for full-time care.
9. What is the **least** amount of money a family can receive from the voucher program, if the family is in the income group with the highest eligible income?	___0_ % cost of high quality care per child OR the amount of child care expense that is greater than ___ % of family income OR A flat amount of $____ for full-time care.

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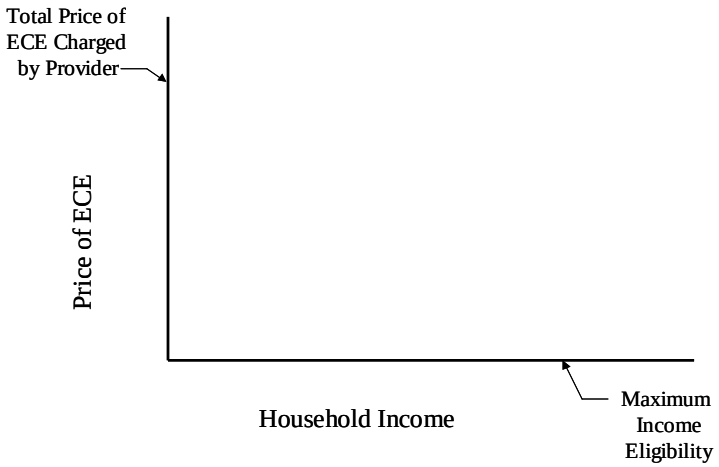
POLICY SPECIFICATION	MS RECOMMENDATION
10. Do you want to see a linear relationship (as illustrated in Figure 1) between the voucher amount and family income for the income groups in between? That is, do you want to have co-payments go up by a steady percentage as income increases?	❑ Yes – Skip to the "State Child and Dependent Care Tax Credit" Section X No – Continue
11. You indicated that you do **not** want a linear relationship between the voucher amount and family income. Using Figure 1 as a guide, please draw the shape of the relationship among voucher amount, co-payments and family income that you would like to see. (For example, in some states, co-payments go up only slightly in the lower income ranges, then rise rapidly as income approaches the maximum eligibility limit. This approach minimizes the cost of care for families in the lower income ranges, but creates work disincentives for families with incomes near the eligibility limit.) **PAGE WILL BE PROVIDED AT MEETING**	

Progressively steeper, not drastically gradual line with low-income and progressive but not steep increase beyond low-income to prevent disincentive to work

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State Child and Dependent Care Tax Credit (SCADC)

POLICY SPECIFICATION	MS RECOMMENDATION
12. Mississippi does **not** have a Child and Dependent Care Tax Credit. Do you want to consider adding a state child care tax credit (SCADC)?	X Yes – continue tied to out of pocket expenses ❑ No - skip to the "Subsidy to Providers" section
<u>SCADC Specification: Alternative 1 (Based on federal credit)</u>	
13. Should the Mississippi SCADC credit be a percent of the federal CADC credit? (A number of states specify their State CADC as a percent of the federal CADC for which a family is eligible.)	X Yes - continue ❑ No - skip to "SCADC Specification: Alternative 2"
14. Should the percent vary by family income?	❑ Yes - skip to question 16 X No - continue follow federal
15. Specify percent of federal CADC credit to be used for MS.	___50____ % - skip to question 17
16. Specify the percent of federal CADC credit by family income to be used for MS SCADC.	Income range: $_____ - $_____: _____% Income range: $_____ - $_____: _____% Income range: $_____ - $_____: _____% Income range: $_____ - $_____: _____%
17. Do you want to consider making a MS SCADC refundable? (The federal CADC is **not** refundable, that is, the credit amount in excess of the tax liability is not paid as a refund to the taxpayer. The Earned Income Tax Credit is an example of a refundable tax credit; it functions similarly to a voucher benefit for low-income families.)	❑ Yes - skip to the "Subsidy to Providers" section X No - skip to the "Subsidy to Providers" section

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POLICY SPECIFICATION	**MS RECOMMENDATION**
<u>SCADC Specification: Alternative 2 (Not Based on federal credit)</u>	
18. Should the SCADC be available regardless of parents' employment or schooling status? (You opted **not** to specify the SCADC as a percent of the Federal CADC. The set of questions in this section represent the options available in designing a SCADC for MS.)	❑ Yes - skip to question 21 ❑ No - continue
19. Should the SCADC be available for employment-related child care expenses?	❑ Yes - continue ❑ No - continue
20. Should the SCADC be available for schooling or job training-related child care expenses?	❑ Yes - continue ❑ No - continue
21. Should the SCADC be available for all types of non-parental care?	❑ Yes - skip to question 23 ❑ No - continue
22. For which types of non-parental care should the SCADC be available? .	❑ Center care ❑ FCC ❑ Family, friend, and neighbor care
23. Should there be a limit to the amount of eligible child care expenses a tax payer can claim for the SCADC?	❑ Yes - continue ❑ No, all eligible child care expenses can be claimed – skip to question 26
24. Should maximum eligible child care expenses: • Correspond to federal eligibility limits ($2,400 for one dependent/$4,800 for two dependents or a percent of the child care expenses based on household income, whichever is smaller), or • Be related to the cost of high quality ECE as specified for this project?	Choose one: ❑ Federal limits – skip to question 26 ❑ Limit related to cost of high quality ECE – continue
25. Specify maximum eligible child care expenses per year and child that can be claimed for the SCADC.	_____ % cost of high quality ECE care for each child OR _____ % cost of high quality ECE care for 1 child <u>and</u> _____ % cost of high quality ECE care for 2 or more

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	children
POLICY SPECIFICATION	**MS RECOMMENDATION**
26. Should the percent of child care expenses to be credited vary by family income up to a maximum amount?	❑ Yes - skip to question 28 ❑ No - continue
27. Specify the percent of child care expenses to be credited by the MS SCADC for all families.	____% - skip to question 29
28. Specify the percent of child care expenses by income level to be credited by MS SCADC. In 2002, the federal CADC used the following percentages: Adjusted Gross Income — Percent of CC Expenses Credited $0 - $10,000 — 30% $10,001 - $12,000 — 29% $12,001 - $14,000 — 28% $14,001 - $16,000 — 27% $16,001 - $18,000 — 26% $18,001 - $20,000 — 25% $20,001 - $22,000 — 24% $22,001 - $24,000 — 23% $24,001 - $26,000 — 22% $26,001 - $28,000 — 21% $28,001+ — 20% Do you want to use the federal guidelines for the percent of child care expenses to be credited by MS SCADC?	❑ Yes – continue ❑ No - If not, please specify your own income ranges and the percent of expenses credited in each range, then continue Adjusted Gross Income — Percent of CC Expenses Credited $_____ - $_____ _____ % $_____ - $_____ _____ % $_____ - $_____ _____ % $_____ - $_____ _____ % $_____ - $_____ _____ % $_____ - $_____ _____ % $_____ - $_____ _____ % $_____ - $_____ _____ % $_____ - $_____ _____ % $_____ - $_____ _____ % $_____ - $_____ _____ % $_____ - $_____ _____ % $_____ - $_____ _____ % $_____ - $_____ _____ %

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POLICY SPECIFICATION	MS RECOMMENDATION
29. Do you want to consider making a MS SCADC be refundable? (The federal CADC is **not** refundable, that is, the credit amount in excess of the tax liability is not paid as a refund to the taxpayer. (The Earned Income Tax Credit is an example of a refundable tax credit; it functions similarly to a voucher benefit for low-income families).	❑ Yes - continue ❑ No - continue

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Subsidy to Providers

POLICY SPECIFICATION	MS RECOMMENDATION
30. Do you want to consider a provider subsidy?	X Yes - continue ❑ No - skip to the Next section.
31. For which types of licensed/registered care should the provider subsidy be available? Minimum Adequate* Ideal*	Choose from the following alternatives and continue: ❑ All types of non-parental care (center, FCC, family, friend, and neighbor care) X Specific types of care only; please specify: _licensed/registered_ * Ideal reimbursement is tied to quality _____
32. Should the provider subsidy be available to all children birth through 5 years of age or only to specific age groups in the 0-5 years range?	X All children – continue birth to five ❑ Specific Age groups – specify and continue _____
33. Should the provider subsidy be available to all children or only to children from households in a specified income range?	❑ All children- skip to question 35 X Children from households in specified income range are eligible – continue Upper middle income to ¾

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POLICY SPECIFICATION	MS RECOMMENDATION
34. What is the most income a family can have to be eligible for the provider subsidy? Or, what percent of children in the age range specified above do you want to cover with the provider subsidy? For instance: • Low-moderate income: e.g., lowest 1/3 of families • Middle income: e.g., lowest 1/2 of families • Upper middle income: e.g., lowest 3/4 of families • All families with children in age range specified above • Other, please specify	Specify up to 3 maximum eligibility limits to be considered, expressed as a percent of children in an age group to be covered or as a multiple of the federal poverty line (FPL), then continue _Upper middle income: eg, lowest ¾ of families 300% of poverty line 100% of children 0-5 years//Allocation weighted
35. What percent of providers' child care costs would you like to subsidize? Quality fund—grant program transition cost per center weighted @ beginning 70,000,000 million/5 years (14,000,000 state set aside per year) 1805 center x 50,000	Please choose one, then continue: ❑ 25% 55% with combination ❑ 50% model based on 2000-2001 ❑ 100% school money ❑ The % difference in the current market rates and the estimated cost of high quality care X Other, please specify: __55% with combined model_____

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Combinations

You can also select a combination of financing options. Unless otherwise stated, we will use the parameters you specified above for each of the financing mechanism. You may suggest up to two combinations of financing mechanisms you would like to see modeled:

POLICY SPECIFICATION	MS RECOMMENDATION
Provider Subsidy with Income-Related Voucher	
36. Do you want to see a provider subsidy in combination with an income-related voucher?	X Yes - Continue ❑ No - Skip to question 39
37. What percent of the total cost of care do you want to see for the provider subsidy portion of this combination?	Please choose one, then continue: ❑ 25% ❑ 50% ❑ The % difference in the current market rates and the estimated cost of high quality care X Other, please specify: 55% _____
38. Please specify the eligibility limit to be considered for each component of the combination, expressed as a percent of children in an age group to be covered or as a multiple of the federal poverty line (FPL). (You can have the same or different eligibility cut-offs for the provider subsidy and income-related voucher portions of the combination. For instance, you may want to consider a provider subsidy that is paid on behalf of all children coupled with an income-related voucher for some children.)	Eligibility limit for voucher: ____ % of children age ___ to ____ OR Household income up to _75_ % of families in the state ---------- Eligibility limit for provider subsidy: ____ % of children age ___ to ___ same as voucher OR

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	Household income up to ____ % FPL
POLICY SPECIFICATION	**MS RECOMMENDATION**
Tax Credit with a Provider Subsidy	
39. Do you want to see a tax credit with a provider subsidy?	❑ Yes - continue X No – skip to question 42
40. What is the income eligibility limit you would like to see for the provider subsidy portion of this combination, expressed as a percent of children in an age group to be covered or as a multiple of the federal poverty line (FPL)?	____ % of children age ___ to ___ OR Household income up to ____ % FPL
41. What percent of the total cost of care should be covered by the provider subsidy portion of this combination?	Please choose one, then continue: ❑ 25% ❑ 50% ❑ The % difference in the current market rates and the estimated cost of high quality care ❑ Other, please specify: _____
Tax Credit with Income-Related Voucher	
42. Do you want to see a tax credit with income-related voucher? (see pg. 72)	❑ Yes – continue X No - skip to question 44 see next page/pg 72
43. What is the income eligibility limit you would like to see for the income-related portion of this combination, expressed as a percent of children in an age group to be covered, or as a multiple of the federal poverty line (FPL)?	Eligibility limit for voucher: ____ % of children age ___ to ____ OR

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	Household income up to ____ % FPL

POLICY SPECIFICATION	MS RECOMMENDATION
Tax Credit with Provider Subsidy & Income-Related Voucher	
44. Do you want to see a tax credit with the combined provider subsidy and income-related voucher?	X Yes - continue ❑ No – stop
45. What percent of the total cost of care should be covered by the provider subsidy portion of this combination?	Please choose one, then continue: ❑ 25% ❑ 50% ❑ The % difference in the current market rates and the estimated cost of high quality care X Other, please specify: 55% _____
46. Please specify the eligibility limit to be considered for each component of the combination, expressed as a percent of children in an age group to be covered, or as a multiple of the federal poverty line (FPL). (You can have the same or different eligibility cut-offs for the provider subsidy and income-related voucher portions of the combination. For instance, you may want to consider a provider subsidy that is paid on behalf of all children coupled with an income-related voucher for some children.)	Eligibility limit for voucher: same as question 38 ____ % of children age ___ to ____ OR Household income up to __75 % of families in the state ---------- Eligibility limit for provider subsidy: ____ % of children age ___ to _____ same as voucher OR Household income up to ____ % FPL

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