



Commission on Equitable Early Childhood Education and Care Funding

Commission Meeting #8

July 14, 2020

Today's Goals

- Understand initial conclusions from the Funding Adequacy Working Group and identify further analysis needed to move toward consensus on the conclusions
- Understand initial conclusions from the Inclusion Working Group on Funding Mechanisms and M&O and identify additional information needed



Today's Agenda

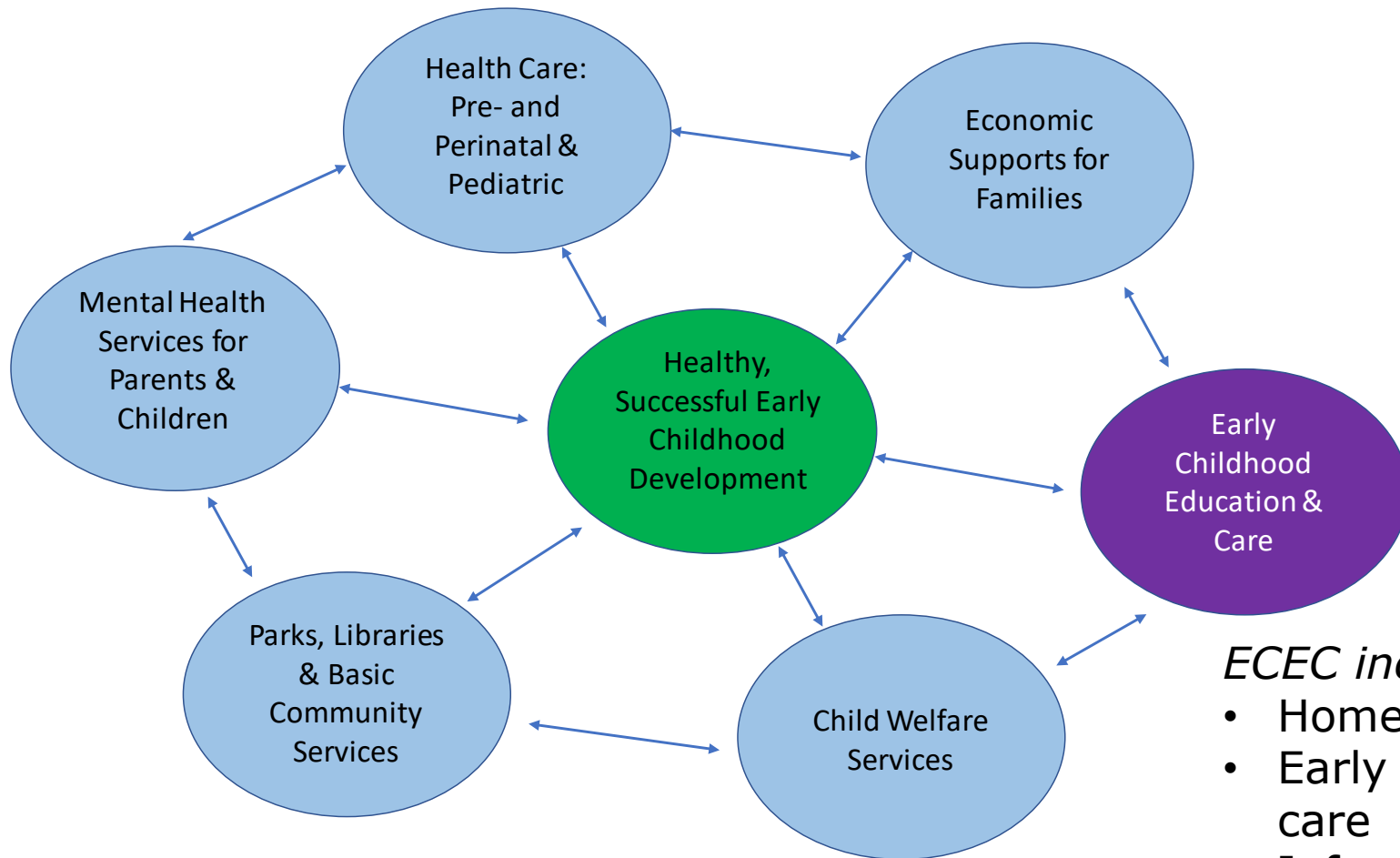
Agenda Item	Time
Roll Call and Agenda	12:00-12:10
Provider Perspectives	12:10-12:25
Funding Adequacy Initial Conclusions	12:25-1:25
Inclusion Initial Conclusions	1:25-1:45
Next Steps	1:45-1:50
Public Comment	1:50-2:00

Commission's Charge

"The Commission shall study and make recommendations to establish funding goals and funding mechanisms to provide equitable access to high-quality early childhood education and care services for all children birth to age five and advise the Governor in planning and implementing these recommendations."



The Commission is focusing specifically on the Early Childhood Education & Care system



ECEC includes:

- Home visiting
- Early learning and care
- Infrastructure for these services

Commission's Guiding Principles

These Guiding Principles reflect the Commission's values and beliefs, guide how it operates, and lay a foundation for decision-making.

High Quality ECEC is a Public Priority

- It should be invested in as such as this is critical to our State's workforce, economy, and welfare of its residents.

Promote Equity

- We will endorse a system that promotes equitable outcomes for children, with intentional focus on race, ethnicity, culture, language, income, children's individual needs, and geography.

Embrace Bold System-Level Changes

- Everything is on the table, including how funding flows, how funding decisions are made, and who makes them, to better serve all children and families.

Build Upon the Solid Foundation

- We will build upon the successes of Illinois' past and current system, its commitment to a prenatal to five system, the lessons from other states, and the expertise and research in the field.

Prioritize Family Perspectives, Needs, and Choices

- We will prioritize families' perspectives, needs, and choices as we make recommendations to improve the system.

Design for Stability and Sustainability

- We recognize our system must provide funding stability for providers, educators, and staff across mixed delivery settings to better serve families. System must embrace flexibility to respond to changing circumstances and family needs, and must possess the human and technical capacity to do so.

Require System Transparency, Efficiency, and Accountability

- We see these as necessary conditions for all stakeholders, funding distributors, and funding recipients for any future ECEC funding structure.

Recognize Implementation Realities

- We will plan for meaningful change over a multi-year time horizon. We will respond to disruptions in the system to meet the reality of changing needs.

The Commission is in process of establishing a Racial Equity Working Group

Racial Equity (Early Learning Council definition):

- A racially equitable society values and embraces all racial/ethnic identities. In such a society, one's racial/ethnic identity (particularly Black, Latinx, Indigenous, and Asian) is not a factor in an individual's ability to prosper.
- An early learning system that is racially equitable is driven by data and ensures that:
 - Every young child and family regardless of race, ethnicity, and social circumstance has everything s/he/they need to develop optimally;
 - Resources, opportunities, rewards, and burdens are fairly distributed across groups and communities, so they are supported and not further disadvantaged; and
 - Systems and policies are designed, reframed, or eliminated to promote greater justice for children and families.

Perspectives on today's ECEC system

Perspectives from providers and agency leaders

Maricela Garcia

Chief Executive Officer, Gads Hill Center

Terry Jay

Home Child Care Provider

Linda Saterfield

Interim Associate Director, Office of Early Childhood,
Illinois Department of Human Services

Questions? Email Bethany Patten at
Bethany.Patten@illinois.gov

*Funding Adequacy: where we have been
and where we are going*

The Commission's Charge requires an understanding of the cost of providing high—quality, equitable ECEC services

“The Commission shall study and make recommendations to **establish funding goals** and funding mechanisms **to provide equitable access to high-quality early childhood education and care services** for all children birth to age five and advise the Governor in planning and implementing these recommendations.”



Despite the current budgetary challenges, it is critical that we quantify adequate funding of ECEC



Provides an understanding of where we are compared to ***where we need to be***

If you don't know where you're trying to go, you can't get there!

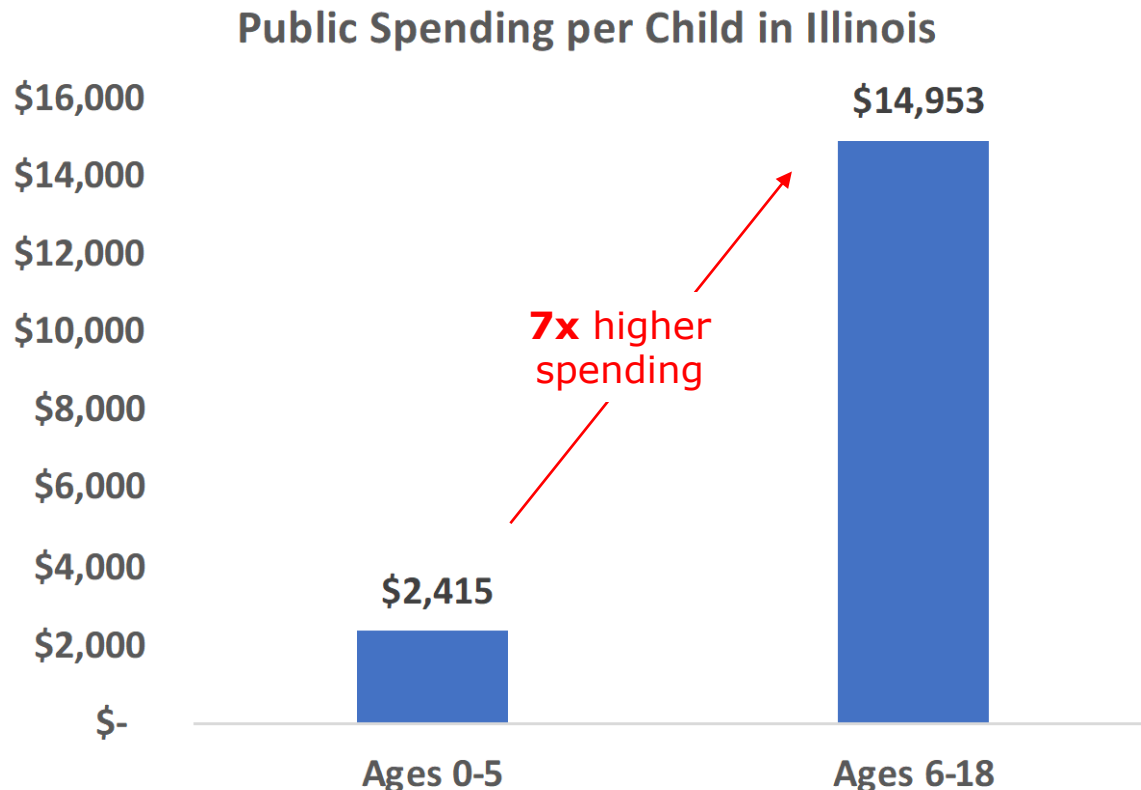


Guides ***policy and investment decisions*** in line with a long-term vision of equity and quality

This work guides the priorities of Management & Oversight and Funding Mechanisms over time

Today's ECEC spending is woefully insufficient

Children are **not prepared for Kindergarten**, there is **insufficient access**, and the workforce is **significantly underpaid**

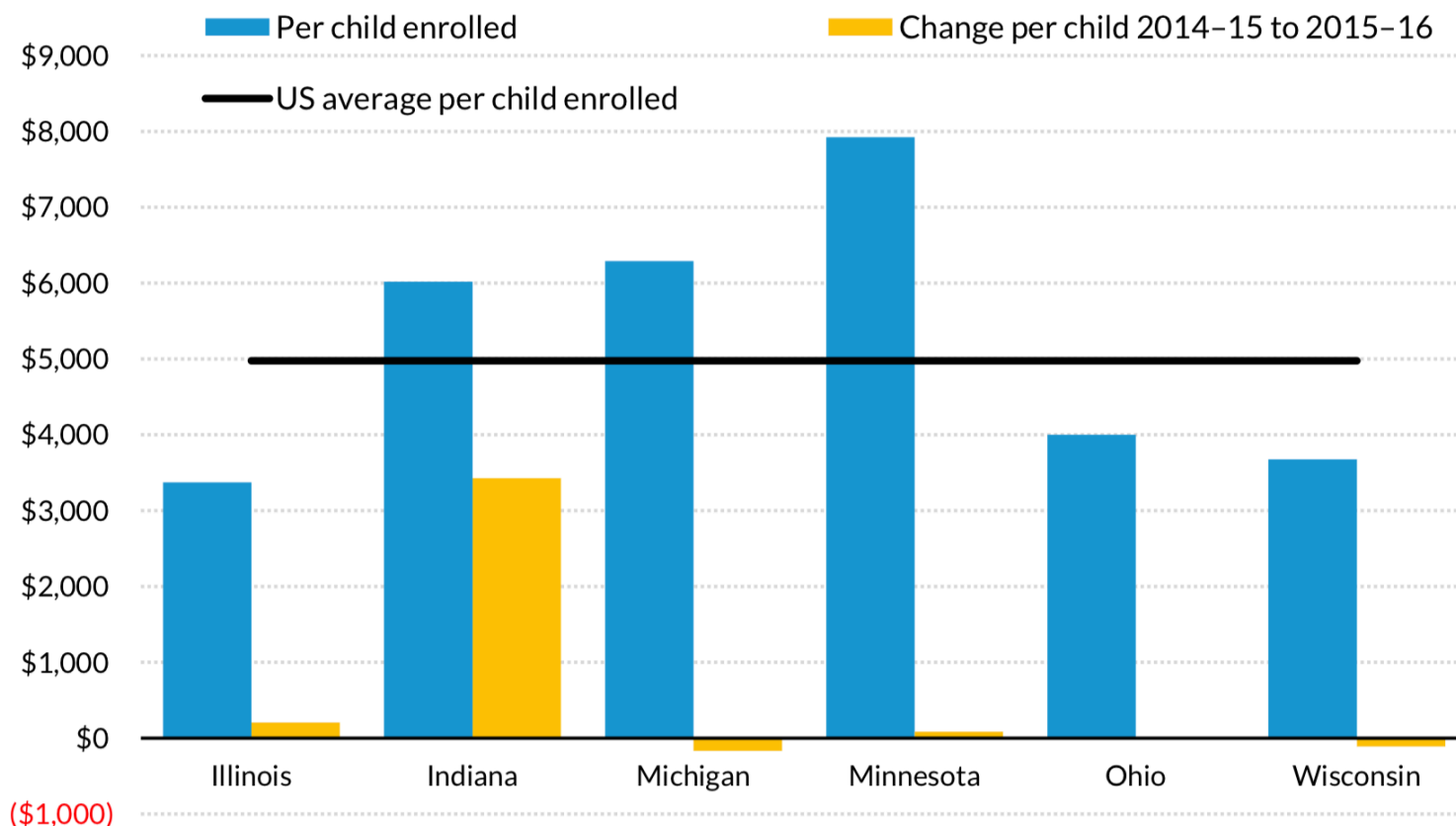


*Spending calculated by dividing total spending by total number of children in age bracket

Funding lags other midwestern states

FIGURE 6

State Funding per 4-Year-Old Child Enrolled in State Prekindergarten



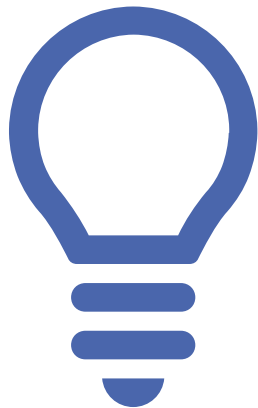
"Strategies for Supporting Access to High-Quality Early Education Programs", M. Katz, Urban Institute, May 2017
Source: Data extracted from W. Steven Barnett, Allison H. Friedman-Krauss, G. G. Weisenfeld, Michelle Horowitz, Richard Kasmin, and James H. Squires, *The State of Preschool 2016* (New Brunswick, NJ: National Institute for Early Education Research, 2017).

Today's ECEC system costs much more than it appears –*it's funded through hidden costs*

Hidden costs include:

- ✗ Unsustainably high family fees
- ✗ Low wages for ECEC workers
- ✗ Public assistance to support ECEC workers earning low wages
- ✗ Lost wages for families who leave the workforce to care for children due to high cost of ECEC
- ✗ Extra K-12 investment to address lack of Kindergarten readiness and remediate delays
- ✗ Long-term cost to society of insufficient ECEC, including lower tax revenue, higher criminal justice costs, higher public assistance costs, higher public health costs, etc.

Much of this cost is borne by families with low-to-moderate income, by communities of color, and by women of color who make up the majority of the ECEC workforce.



We have been charged with providing transparency into this through the Funding Adequacy work

Future state and federal revenues are unknown, but quantifying ECEC funding adequacy still matters



We must be ready when state and federal funding begins to flow again.



We must understand our long-term goal as a state so that we create a system that can effectively, efficiently, and equitably move toward that vision.



Today, the Funding Adequacy Working Group will share their refined understanding of what it will take for Illinois to provide high-quality, equitable access to ECEC services.

*Initial Findings:
Funding Adequacy Working Group*

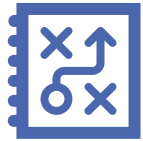
Funding Adequacy Working Group Charge

Goal: *determine the cost of providing high quality ECEC services and how to fund over time*

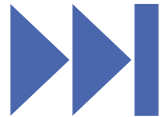
Key Questions to Answer:

- What is the **cost of providing high quality ECEC** to all families in Illinois?
- What should the **state process be for determining and periodically re-evaluating adequate resources across settings** for each program type?
- How much of the **cost should be covered** by the federal government, the state, local funding, and parent contributions?

Connection with other Working Groups



This is a different approach...→
Validating rather than ideating



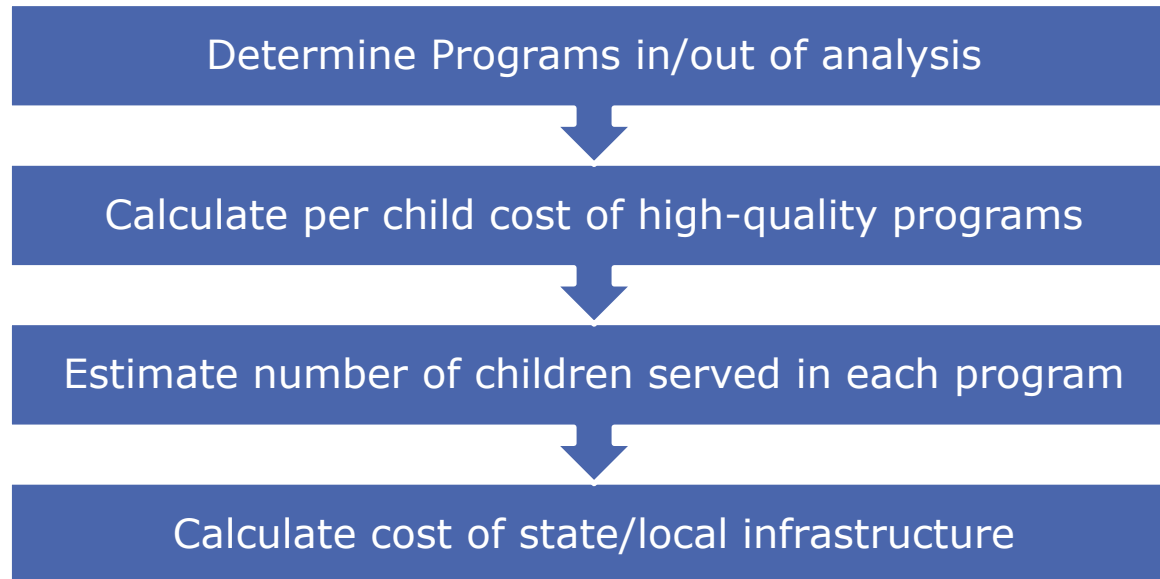
...But toward the same end goal →
Envisioning a future system that works
for families and providers



Ultimately intended to **create the guiding beacon** for where the system is aiming to go and what that system is expected to require

The core of our work is calculating the cost of adequacy by building a **cost model**

- Starts from the Preschool Development Grant cost model (built in 2019)
- General process:



- The Funding Adequacy Working Group has focused on vetting and refining the assumptions in the PDG model for alignment with the Commission's Guiding Principles

Cost model overview: *what are we attempting to do?*

WE ARE:

- ✓ Quantifying the true cost of providing equitable access to high-quality ECEC services
 - For general education and care
 - For children and families with IFSPs and/or IEPs and bilingual learners
- ✓ Intentionally oversimplifying how education and care is provided so we can quantify *average costs*

WE ARE NOT:

- ✗ Creating a method for funding distribution
 - Calculating individual provider funding
 - Determining a funding formula
- ✗ Reflecting the nuance of individual providers
- ✗ Taking into account current funding levels
- ✗ Creating unfunded mandates for staffing, salaries, or program models

Cost model overview: *guiding values*

The PDG model was built using a set of guiding values that are important reference points:

Family preference for schedule & setting

Comprehensive services for those furthest from opportunity

Services that are **culturally & linguistically appropriate**

Services that meet full range of **special needs**

Parity in compensation, ensuring highly qualified staff

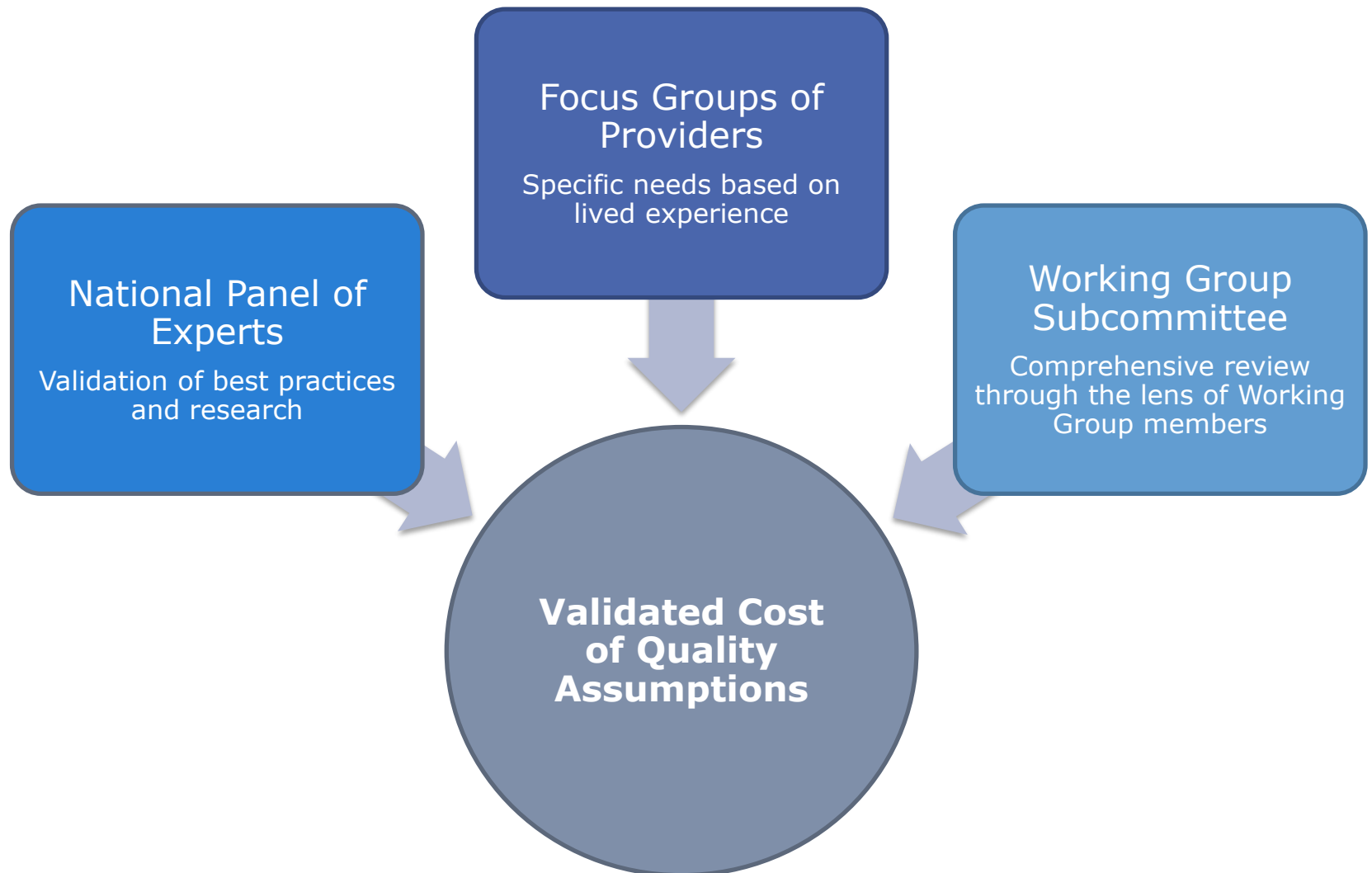
Time for teacher planning, PD, parent engagement and consultation

Best practice **class size / staff ratios**

Quality improvement supports

These are highly aligned with the Commission's Guiding Principles → great start!

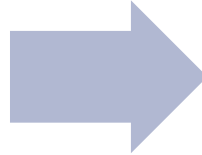
The Working Group has developed and executed a **validation approach**



Expert Panel Feedback was positive and consistent

Overall assessment
was consistent and
very positive.

- All three panelists agreed that the approach is comprehensive and technically sound.
- They also agreed that the model is thoughtful in its use of research, available data, professional judgments, and provider and stakeholder input.



Panelists provided
specific points to
consider.

- Different expectations or standards for quality across settings (different calculation of inputs)
- Review approach to group sizes
 - Should CBO and district classroom sizes be adjusted down, rather than assuming open capacity?
- Should FCC estimates assume provider's own children are in care?

Focus Groups of Providers

Specific needs based on lived experience

Focus Groups of district and CBO/for-profit providers provided detailed feedback on model inputs

Centers

- Consider reducing preschool group size
- Use NAEYC ratios for toddlers- in HQ
- Include Food Aide in HQ
- Include Janitor/Maintenance in HQ program
- Validate health insurance amount per staff
- Increase salaries used for Additional Professional staff and Family Engagement Specialists
- Verify property tax is included
- Consider additional maintenance costs associated with old buildings
- Include transportation
- Increase audit costs

Schools

- Include behavioral specialist or social worker
- Floater time should be increased for assessments
- Prep time is too generous
- # of Family Engagement Specialists is too high
- Consider allocating O&M by square feet if modeling various types of buildings
- Include transportation

Index

- Reviewed and included
- Reviewed and not included (all would decrease costs or make no change to costs)
- Reviewed for verification only and/or in progress

The Working Group validated the technical approach and alignment to Guiding Principles

Does this model promote...

Example decision

High quality?

- Validate group sizes and vacancy/fill rates are within best practice standards

Equity?

- Co-pay changes to reflect 0% pay under 200% FPL and graduated co-pay between 200% and 400% FPL
- Additional supports for children from families below 200% FPL

Mixed income settings?

- Assume school-day/school-year for most families; 30% choosing part-day

Stability for providers?

- Salary schedule parity with similarly degreed fields along with benefits for staff

What remains to be validated?

Home Visiting

to be discussed with Home Visiting Task Force

Infrastructure

to be evaluated after M&O conclusions

Early Childhood Special Education

data being gathered through Inclusion Working Group

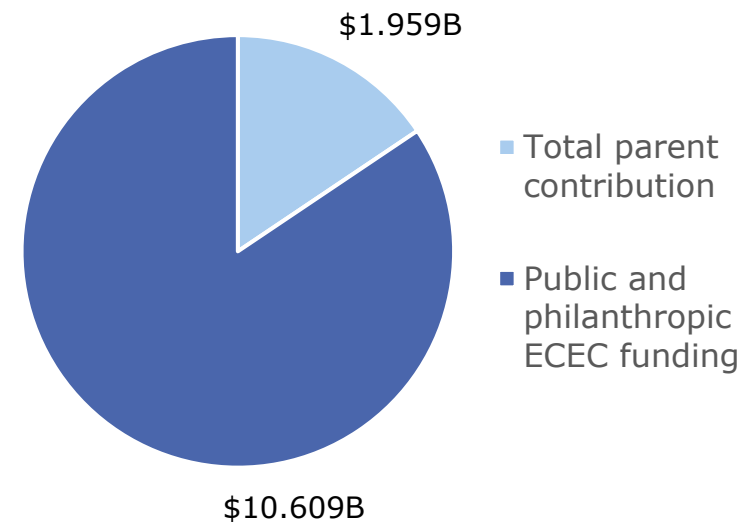
Early Intervention

data being gathered through Inclusion Working Group

Based on our work, an adequately funded early childhood education and care system would spend **\$12.6 Billion annually**, of which \$10.6 Billion would be publicly funded

TOTAL STATEWIDE COST		
		Projected Cost (\$mils)
Center-based		\$5.607
	<i>Infants</i>	<i>\$0.695</i>
	<i>Toddlers</i>	<i>\$1.232</i>
	<i>Two year olds</i>	<i>\$1.183</i>
	<i>Preschool</i>	<i>\$2.498</i>
Center-based Transportation		\$0.129
School-based		\$2.827
School-based Transportation		\$0.110
English Learners (in CBO/FCCs)		\$0.048
Special Needs/Inclusion in CBOs		\$0.359
Special Needs/Inclusion in School PreK		\$0.306
Licensed family child care		\$1.596
Relative care		\$0.292
Sub-total		\$11.145
Infrastructure	8%	\$0.892
Home Visiting*		\$0.531
TOTAL COST		\$12.568

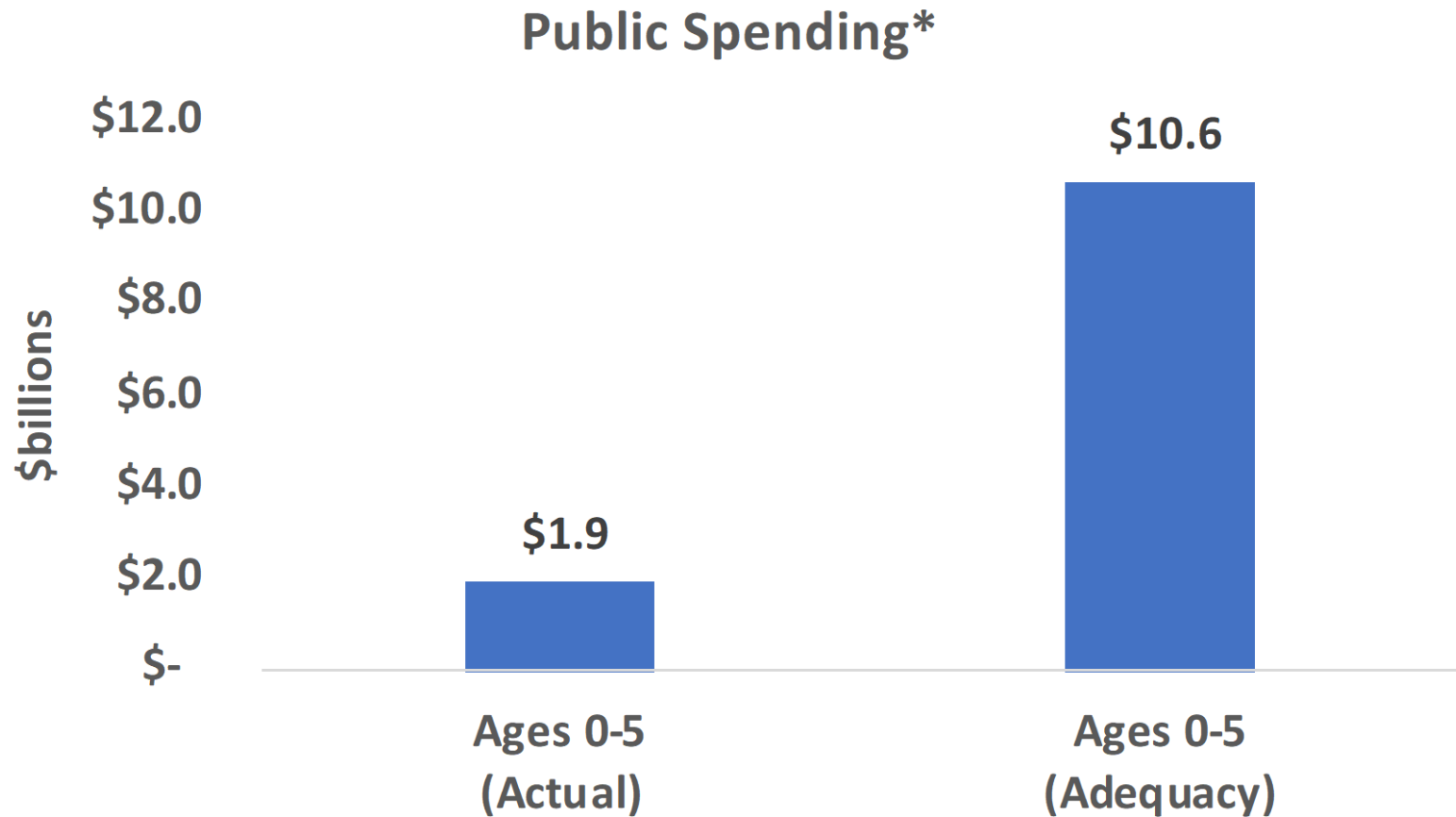
Illinois' Adequate ECEC System Costs



TOTAL PARENT CONTRIBUTION **\$1.959**

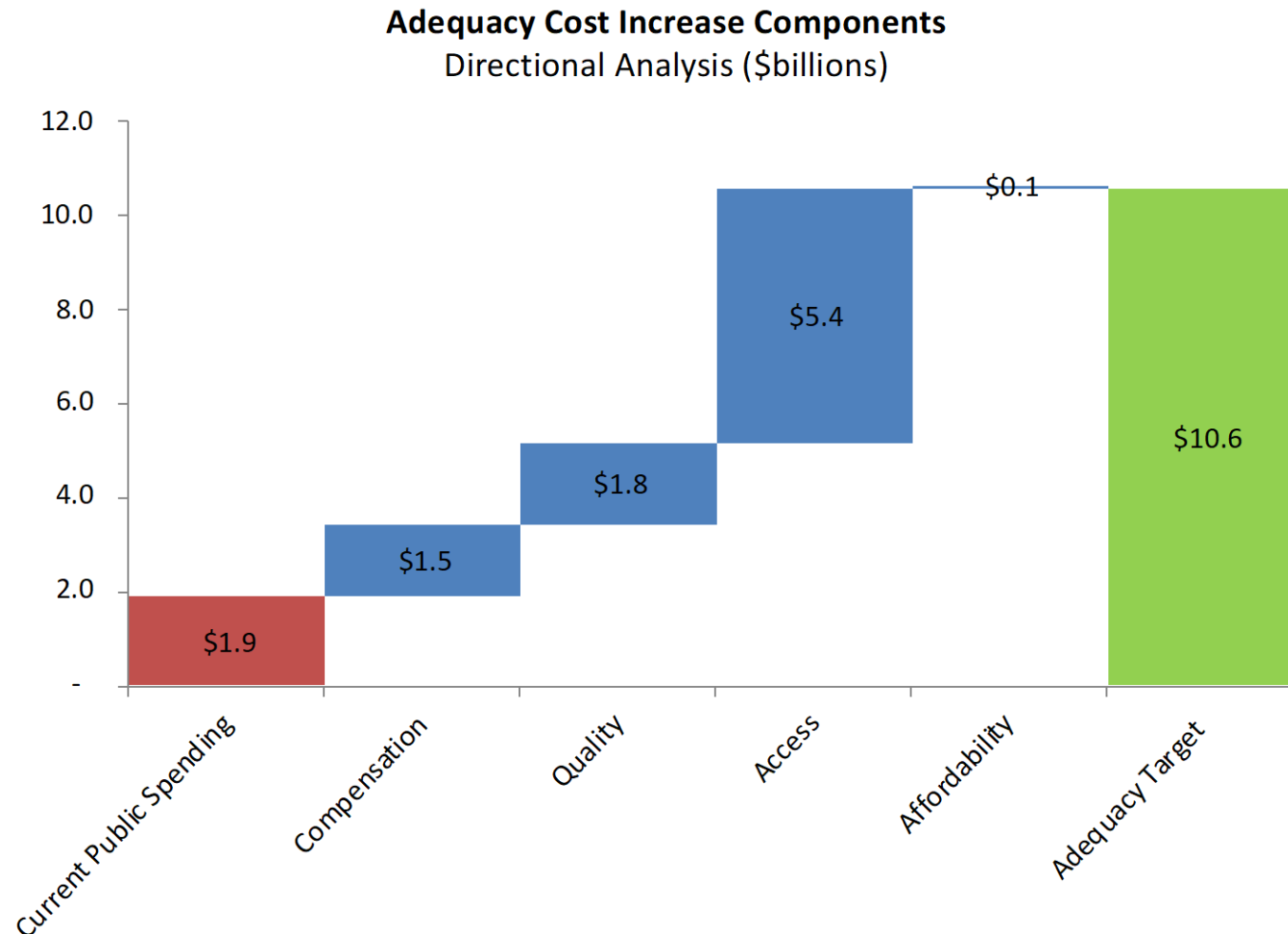
TOTAL COST WITH PARENT CONTRIBUTION **\$10.609**

Public ECEC spending would increase from \$1.9B to \$10.6B



*Local public investment unknown in actual level; actual based on FY2020 budget across agencies

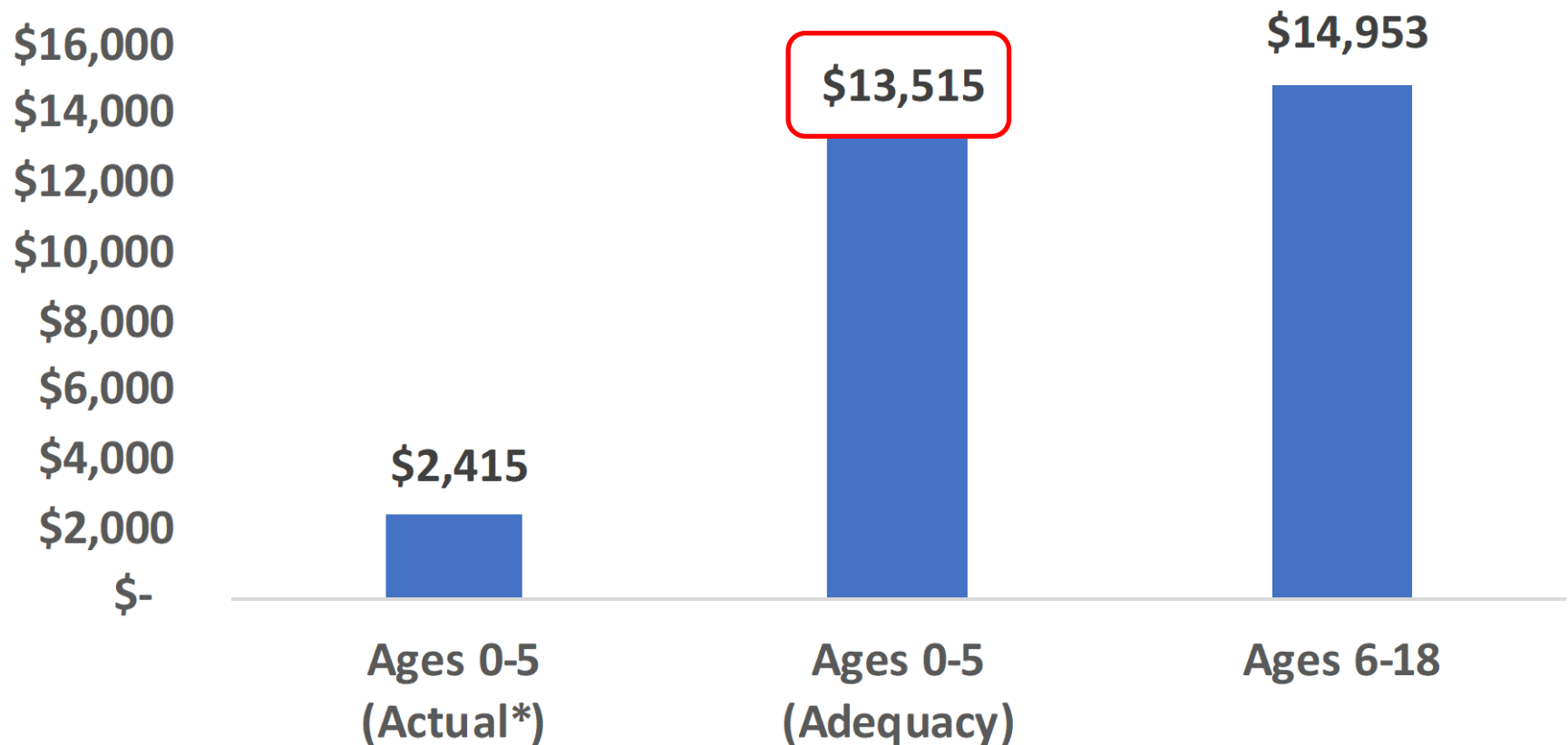
This increase reflects increases in access, quality, and compensation



*Access determined by increasing children served by approximately fourfold; Compensation based on increased pay rates; Quality associated with increased service levels; Affordability from removing CCAP co-pay

This would be a 5.5X increase in known public investment for our youngest learners

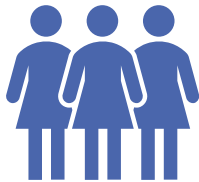
Public Spending per Child in Illinois



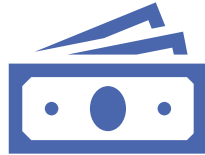
*Local public investment unknown

This would be a ***high quality, equitable*** experience

(See appendix for detailed inputs)



More staff per children
in classrooms;
especially for lower
income populations



Appropriately
paid staff,
receiving benefits



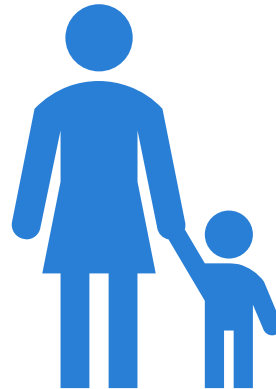
Consultative
services and
family
engagement



Supports for special
education needs &
bilingual learners at
their location



Smaller group/class
sizes than today;
especially for lower
income populations



Supportive
infrastructure and
administration



Choice of full-
day, school-day,
part-day care



Availability at the
location of family
choice



Mental health
supports

In what other ways would this future system meet our guiding principles?

Embrace bold system change

- In general, the investment included **delivers on the promise** to be the leading state in the country for children and families, and moves us toward a more just, racially equitable system
- Supports for **ECSE** are provided in the **mixed delivery system**; envisions a bold, game-changing approach to serving children in ECEC

Build upon a solid foundation

- Commitment to **infants and toddlers** through home visiting, EI, and child care
- Increased **professional development** to ensure staff are qualified to support children with diverse needs
- Included **consultation services** (health, mental health, literacy, etc.) for all programs

Prioritize Family Perspectives, Needs, and Choices

- Commitment to the **mixed delivery system**, including for ECSE
- Included growing and supporting **high quality licensed family child care** to meet different families' needs and preferences
- Assuming **slot availability** for all families that want them
- Emphasis on **full-day, full-year care**

Design for Stability and Sustainability

- Salary schedules built upon **pay parity** for similarly-degreed positions
- Salary schedules assume **no compression** for minimum wage increases

Feedback and Next Steps



What do you **need to know** to be comfortable with the Working Group's approach?



What **feedback** do you have to share with us today on the work?

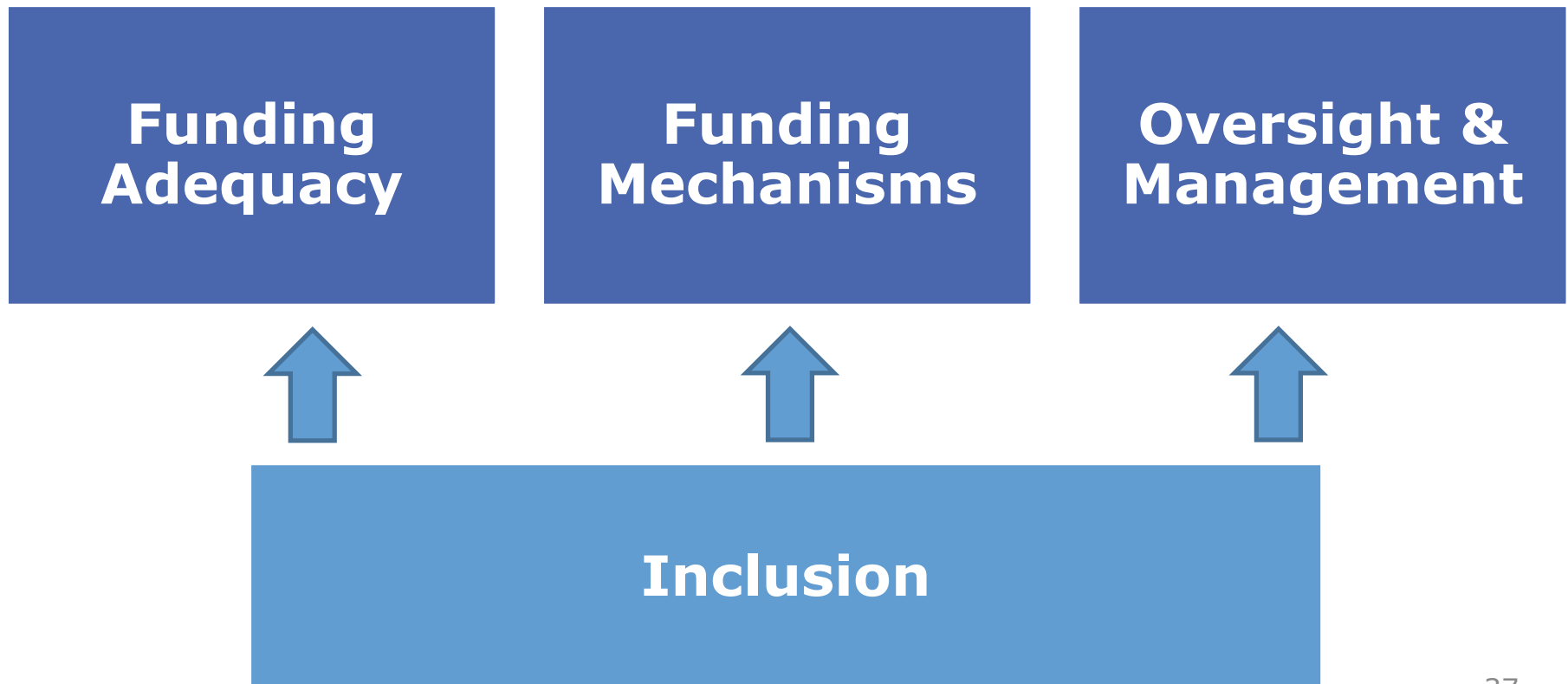


What recommendations do you have for next steps or **further exploration**?

*Initial Conclusions:
Inclusion Working Group*

Inclusion Charge

Inform the work of other Working Groups and the full Commission as it relates to children receiving special education and early intervention services, in alignment with the Commission's guiding principles



Key Funding Mechanisms and M&O Questions for Inclusion

Funding Mechanisms

- Should the existing mechanism for EI state appropriations be changed?
- What mechanism can best support a mixed delivery system for ECSE? Should this remain within EBF?
- Should EI and/or ECSE state funding be allocated through a coordinated process with other ECEC funds?

Management & Oversight

- Should EI and ECSE be governed alongside other ECEC services, in centralized agency?
- What capacities of EI and ECSE management & oversight should any regional/local ECEC entities fulfill?
- Is this already being fulfilled by existing regional/local entities?
- If so, should they be consolidated within any created regional/local ECEC entities if they are to be created?

Today's Outcome:



Put forward *initial funding mechanism conclusions*



Share open questions to investigate



Receive Commission feedback on direction and next steps

EI system challenges: *what have we heard?* *How can we address these through our work?*

For children and families

- Multiple providers in homes
- Lack of collaborative team planning and service delivery
- Difficulty getting providers in high needs neighborhoods
- Transitions to receiving programs can be challenging

For providers

- Low funding levels for services, especially indirect services
- For CFCs, timing of payments
- Heavy administrative burden and issues with provider payment consistency

For the system

- More families need services
- Equitable distribution of services across diverse populations
- 1/3 of providers (800+) received <\$2500 from July 2019 – February 2020

What funding mechanism(s) for Early Intervention will best meet objectives and incentivize priorities?

Early
Intervention
General Revenue
Funds

Medicaid
Reimburse-
ment (EI)

IDEA Part C
federal funds

Family Fees

Private
Health
Insurance

What mechanism(s)
for EI funding can
best meet the
objectives of a
funding mechanism
done well?

Should the EI
funding mechanism
change – and if so,
to what? Or should
rules for
reimbursement
change?

- Incentivize effective training, collaboration, and smooth family service delivery
- Incentivize recruitment and retention of qualified service providers
- Incentivize providers to serve in high needs areas
- Incentivize smooth transitions between early intervention and receiving programs

Early Intervention Funding Mechanism Initial Conclusions

Recommend a ***formula mechanism***, wherein providers have ***contracts for services***, as opposed to today's fee-for-service model.

Rationale:

- In general, this approach is aligned with the overall ECEC recommended funding mechanism
- Contracts can promote accountability and quality while providing more stability to providers
- Recommend up-front payment rather than reimbursements

Next Steps: Deeper dive to refine the mechanism and make M&O recommendations

What funds would go into this mechanism and which wouldn't?

How does funding get to providers (contracts between which entities, what must be included in contracts)?

What mechanism could support incubation of innovative ideas? Should this be an RFP?

What is the funding and accountability flow (state / CFCs / providers)? What new or adjusted responsibilities does this require of the regional entity (CFCs)?

What is the right sequencing with increases in funding toward adequacy?

ECSE system challenges: *what have we heard? How can we address these through our work?*

For children and families

- Not served where they are
- Challenging transitions

For providers

- Inadequate targeted funding
- No direct funding outside of districts
- Funding not aligned with needs of children served

For the system

- Confusing accountability for children in CBOs outside of their home district boundaries
- Lack of understanding of true costs

What funding mechanism(s) for Early Childhood Special Education will best meet objectives and incentivize priorities?

Evidence-
Based
Funding

IDEA Part B
Sec. 619
federal funds

Medicaid
Reimburse-
ment (ECSE)

Local Funds

What mechanism(s)
for ECSE funding can
best meet the
objectives of a
funding mechanism
for ECSE?

Should this continue
to be a funding
formula?

If so, should it
remain a part of
EBF?

- Ensure children are served in their least restrictive environment

- Equitably allocate resources based on individual student needs

- Promote continuity of services

- Be mindful of administrative challenges for providers

- Provide transparency on true cost of services vs funding available

Key Principle:

The Inclusion Group recommends a future ECEC system **ensures** children are served **in their least restrictive environment.**

Early Childhood Special Education Funding Mechanism Initial Conclusions

Recommend ECSE funding be ***removed from EBF and distributed via formula alongside, but separately from, the general ECEC funding formula*** proposed by the Mechanisms Working Group.

Rationale:

- In general, this approach is aligned with the overall ECEC recommended funding mechanism
- A separate formula (from both EBF and ECEC general formula) allows for more specificity on child needs and transparency into level of funding

Next Steps: Deeper dive to refine the mechanism and make M&O recommendations

What funds would go into this mechanism and which wouldn't?

Are there any unintended consequences of pulling this out of EBF in our recommendations?

How specific should we get in the funding formula?

How do services get to children outside of district settings and what is the associated funding flow?

What responsibilities does this require of LEAs, other providers, potential regional entities?

What is the right sequencing with increases in funding toward adequacy?

Next Steps: Deeper dive to refine the mechanism and make M&O recommendations

What funds would go into this mechanism and which wouldn't?

Are there any unintended consequences of pulling this out of EBF in our recommendations?

How specific should we get in the funding formula?

How do services get to children outside of district settings and what is the associated funding flow?

What responsibilities does this require of LEAs, other providers, potential regional entities?

What is the right sequencing with increases in funding toward adequacy?

M&O Regional recommendation for services outside of district settings

Funding must flow to LEAs, and **LEAs retain accountability** for providing services per IDEA



Services must be **provided in the Least Restrictive Environment**



There must be a mechanism/M&O structure to:

1. Provide services to **children served outside of the district of residence**
2. Provide services for **economies of scale** amongst smaller districts in a region



In order to accomplish this, the Inclusion Working Group recommends a **Regional Entity structure**, which would allow LEAs to optionally pool funds for itinerant services

Today's Outcome:



Put forward *initial funding mechanism conclusions*



Share open questions to investigate



Receive Commission feedback on direction and next steps

Next Steps: continue M&O and Regional discussion as we refine Mechanisms recommendations

Funding Mechanisms

- Should the existing mechanism for EI state appropriations be changed?
- What mechanism can best support a mixed delivery system for ECSE? Should this remain within EBF?
- Should EI and/or ECSE state funding be allocated through a coordinated process with other ECEC funds?

Management & Oversight

- Should EI and ECSE be governed alongside other ECEC services, in centralized agency?
- What capacities of EI and ECSE management & oversight should any regional/local ECEC entities fulfill?
- Is this already being fulfilled by existing regional/local entities?
- If so, should they be consolidated within any created regional/local ECEC entities if they are to be created?

Next Steps

Stakeholder Engagement Call for Feedback and Recommendations

Commission members or members of the public who would like to provide written feedback on the Working Groups' initial conclusions or any other materials presented or discussed at the Commission are invited to do so.

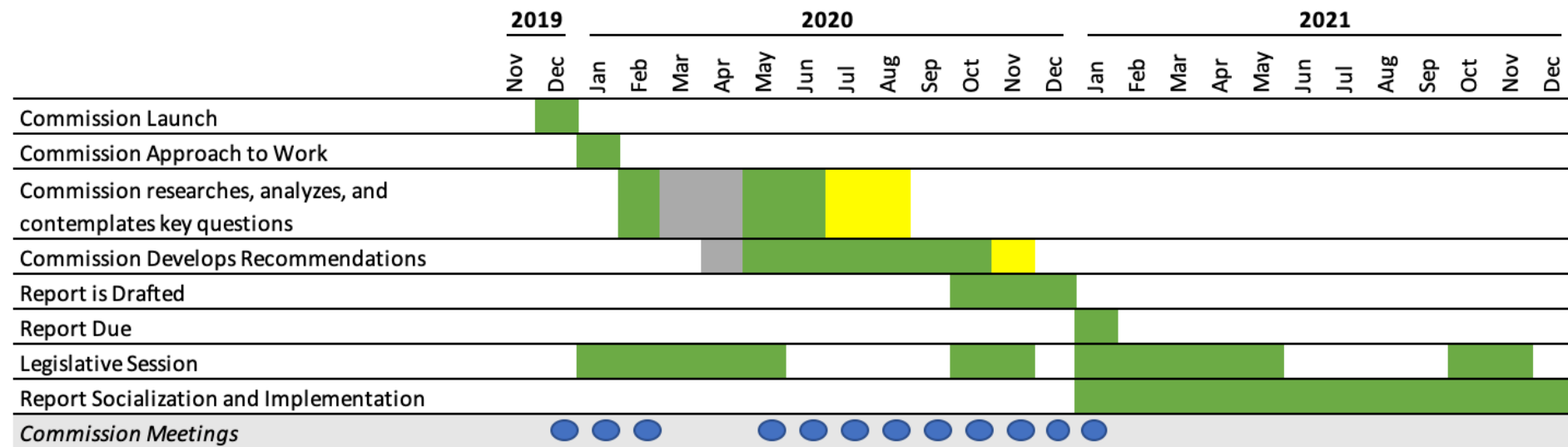
Please submit your written feedback to the Commission by emailing it to bethany.patten@Illinois.gov.

Working Group Decision Points

Anticipated Key Topics	Full Commission	Funding Adequacy	Management & Oversight	Funding Mechanisms	Inclusion
June	M&O and/or Funding Mechanism initial recommendations	Cost Model Validation	State Agency: Consolidation vs. Creation State vs. Regional Capacities	Mechanisms appropriate for key services	Current M&O and Mechanisms Pros & Cons
July	Funding Adequacy initial recommendations Inclusion initial recommendations	Cost Model Validation Process to periodically re-evaluate adequacy		Full Mechanism System Build-out	M&O / Mechanisms Inputs Funding Adequacy Input
August	Inclusion, M&O, and/or Mechanism recommendations	Funding sources	Future M&O / Mechanisms System Build-out		
Sept/Oct		Iterations and responding to Commission feedback as needed			

Commission Timeline - *Revised*

The Commission will deliver its report by January 2021 with consideration to the Governor's budget address and legislative session timing.



Next steps

- **Working Groups will meet virtually** 7/27 – 8/4
- August **Commission Meeting** will be held virtually on **Tuesday 8/18**
- In the **August** meeting, Working Groups will continue to bring **initial conclusions** to the full Commission for feedback
- The Commission will begin **formalizing initial recommendations** beginning in August through November
- We will organize and kick off the **Racial Equity and Technical Working Groups**
- We will **continue to assess the public health crisis and its impact** on our work, our priorities, and our timeline

Public Comment

Thank You



Ratios & Group Sizes

	Licensing Standards		Core High Quality (ExceleRate Gold)		Intensive High Quality (EHS/HS/PI/PFA)	
Age Group	Ratio	Group Size	Ratio	Group Size	Ratio	Group Size
Infants (6wks – 14 mo)	1 to 4	12	1 to 4	8	1 to 4	8
Toddlers (15mo – 23mo)	1 to 5	15	1 to 4	12	1 to 4	8
Two Year Olds	1 to 8	16	1 to 6	12	1 to 6	8
Preschool	1 to 10	20	1 to 10	20	1 to 10	17

Staffing Patterns

Age Group	Core High Quality (ExceleRate Gold)	Intensive High Quality (EHS/HS/PI/PFA)
Infants (6wks – 14 mo)	1 teacher, 1 assistant, 1 aide	1 teacher, 1 assistant, 1 aide
Toddlers (15mo – 23mo)	1 teacher, 1 assistant, 1 aide	1 teacher, 1 assistant, 1 aide
Two Year Olds	1 teacher, 1 assistant	1 teacher, 1 assistant, 1 aide
Preschool	1 teacher, 1 assistant	1 teacher, 1 assistant, 1 aide

- 0.2 Lead Floaters/subs per classroom
- 0.4 Assistant Floaters/subs per classroom
- Family engagement specialists (1 for 35 kids)
- a site director & administrative assistant
- an assistant cook/food handler
- "Additional Professional Staff" (such as assistant director, curriculum coordinator, business manager, etc.) 1 per 4 classrooms
- a maintenance staff

- 0.1 Lead Floaters/subs per classroom
- 0.5 Assistant Floaters/subs per classroom
- Family engagement specialists (1 for 35 kids)
- a site director & administrative assistant
- a cook and an assistant cook
- "Additional Professional Staff" (such as assistant director, curriculum coordinator, business manager, etc.) 1 per 4 classrooms
- a maintenance staff

Recommended salary schedule

Title/Role	Balance of the State	Chicago Metro
Site Director (PI/PFA qualified) (meets licensing)	\$63,750 \$46,750	\$75,000 \$55,000
Additional Professional Staff (out of classroom)	\$47,500	\$55,000
Teachers (Bachelor's degree) (Associate's degree)	\$41,650 \$36,550	\$52,000 \$43,000
Teacher Assistants	\$33,150	\$39,000
Teacher Aides	\$27,664	\$32,323
Administrative Assistant	\$29,750	\$37,565
Family Engagement Specialist	\$39,000	\$45,000

Non-Personnel Costs

Expenses	Core High Quality	Intensive High Quality	Per	Notes
Food	\$5,000	\$2,000	Classroom	Comp. has cook & asst. cook on staff
Education & office supplies/equipment	\$170	\$245	Child	
Child Assessment	\$15	\$15	Child	
Rent/Mortgage* & Utilities	\$15.84	\$15.84	Square foot	*Regionalized cost
Maintenance/Repair/Cleaning	\$500	\$500	Classroom	maintenance staff on site
Fees/Permits/Audits/Legal	\$3,500	\$3,500	Site	
Staff training & education	\$500	\$500	Staff	
Consultation (nurse, mental health, nutrition, etc.)	\$5,500	\$5,500	Classroom	5-6 hours/month per classroom
IT support	\$1,000	\$1,000	Classroom	
Insurance	\$150	\$150	Child	
Telephone & Internet	\$1,440	\$1,440	Site	
Indirect Cost	\$1,182	\$1,182	Child	Based on EBF 63

Child Count Assumptions

- Infants/Toddlers/Two Year Olds:
 - Total use of non-relative care by low-income families for infants and toddlers will be about 40% (similar to estimate by NYC), but using Cook County and national data on type of care preference, this will break out as about 25% in centers and 15% in FCC.
 - For children in families under 200% FPL, 40% in full-day, full-year(with the break out of 25% in Intensive High-Quality CBO and 15% in licensed FCC).
 - For children in families over 200% FPL, 45% in full-day, full-year(with the break out of 30% in Core High-Quality CBO and 15% in licensed FCC).
- Preschoolers:
 - Center and school-based care use is much more common among the highest income families (52% as compared with 30% for lower income families) (NHES data)
 - For children in families under 200% FPL, 30% in full-day, full-year(Intensive High Quality CBO) and 60% in school-day, school-year(School-based PFA/HS full-day).
 - For children in families over 200% FPL, 35% in full-day, full-year(Intensive High Quality CBO)
 - For children in families 200-400% FPL, 50% in part-day, school-year(School-based PFA part-day)
- For children in families over 400% FPL, 40% in part-day, school-year(School-based PFA part-day)