

# Cost of Preschool Quality: Using a Tool to Project Costs for Scaling and Sustaining High Quality Preschool Programs

MAY 10, 2017

CENTER ON ENHANCING EARLY LEARNING OUTCOMES



# Agenda

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- ❖ Goals, Purposes and Uses of Cost of Preschool Quality Tool (CPQ)
- ❖ Overview and Short Demo of CPQ
- ❖ Questions and Discussion





# Common Questions ~ Why It Helps to Have Data on the Cost of Quality

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- What is the overall cost of quality [as compared to what we are currently spending]?
- Why does paying more lead to better outcomes?
- Why does pre-K cost more than Kindergarten?
- How can we retain teachers? What is the cost to ensure all teachers are well-qualified?
- What is the cost of administration and infrastructure (leadership, oversight, accountability, coordination of coaching) to ensure consistently high-quality programs?
- How do we balance providing access versus providing quality with limited resources?



# CPQ Can Provide Data on...

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- Costs to *serve more* children with current standards
- Costs to *raise standards* in an existing program
- Determine *adequate per child/program allocation* based on standards & available funding
- Costs of policy proposals, e.g. increase compensation
- Funding gaps/surplus, information needed to sustain program at current or increased capacity over time



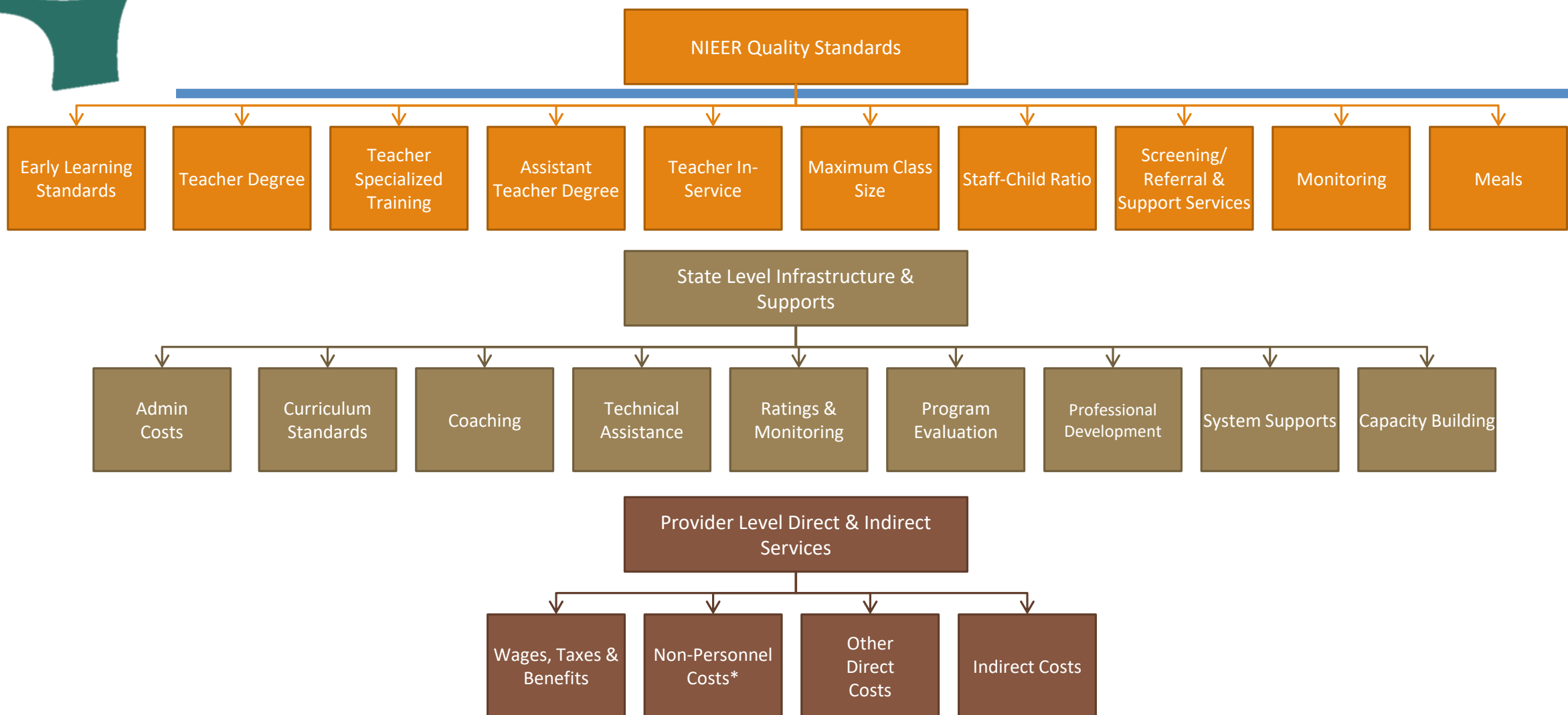
# CPQ: Basic Characteristics

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- Excel based model, no macros, transparent
- Includes settings for “best practice” based on the 10 NIEER quality benchmark
- Flexible - allows understanding implications for cost of various alternate modes of delivery, combination of ingredients, or prices
- Multi-year projections

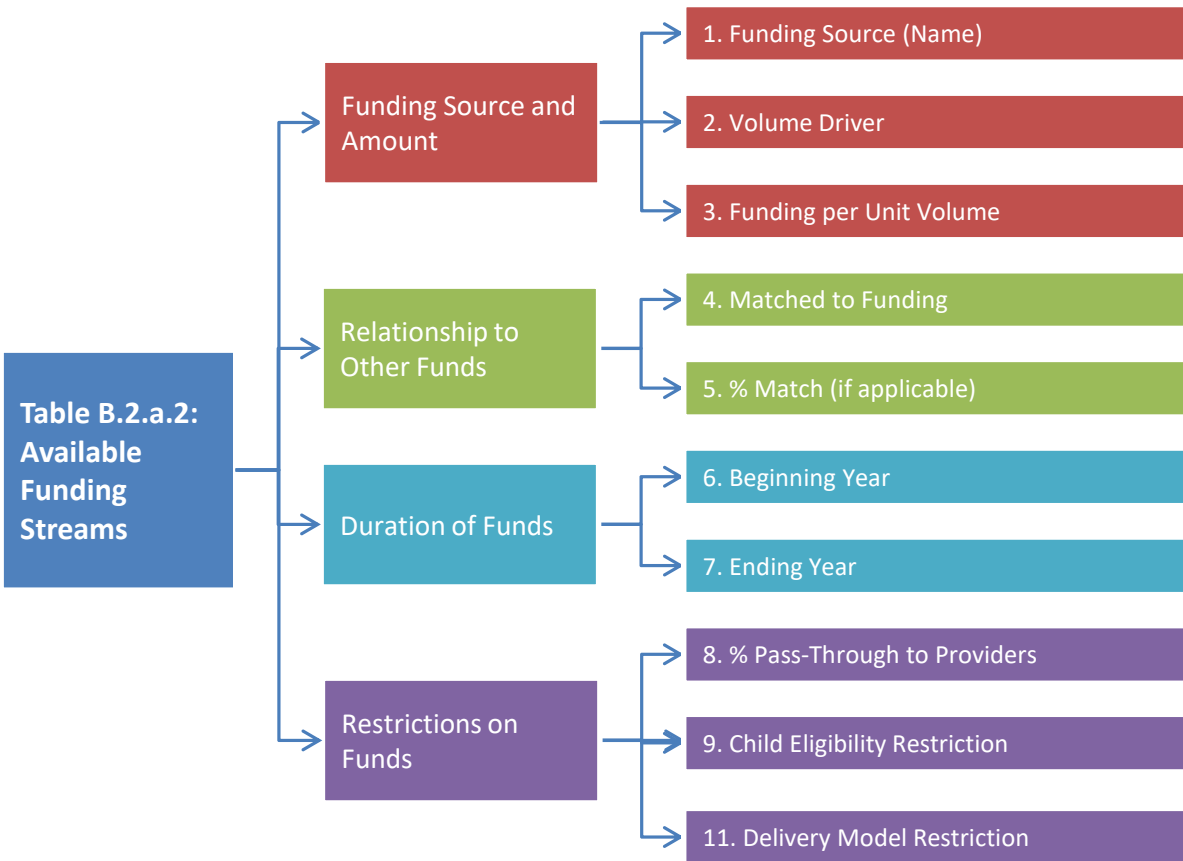


# CPQ Tool Components



\*Non-Personnel Costs include per-child costs (e.g., food and food prep), per-classroom costs (e.g., rent and utilities allocations), per-staff costs (e.g., consultants and training incremental to NIEER Quality Standards assumptions), and per-site costs (e.g., audit and legal expense).

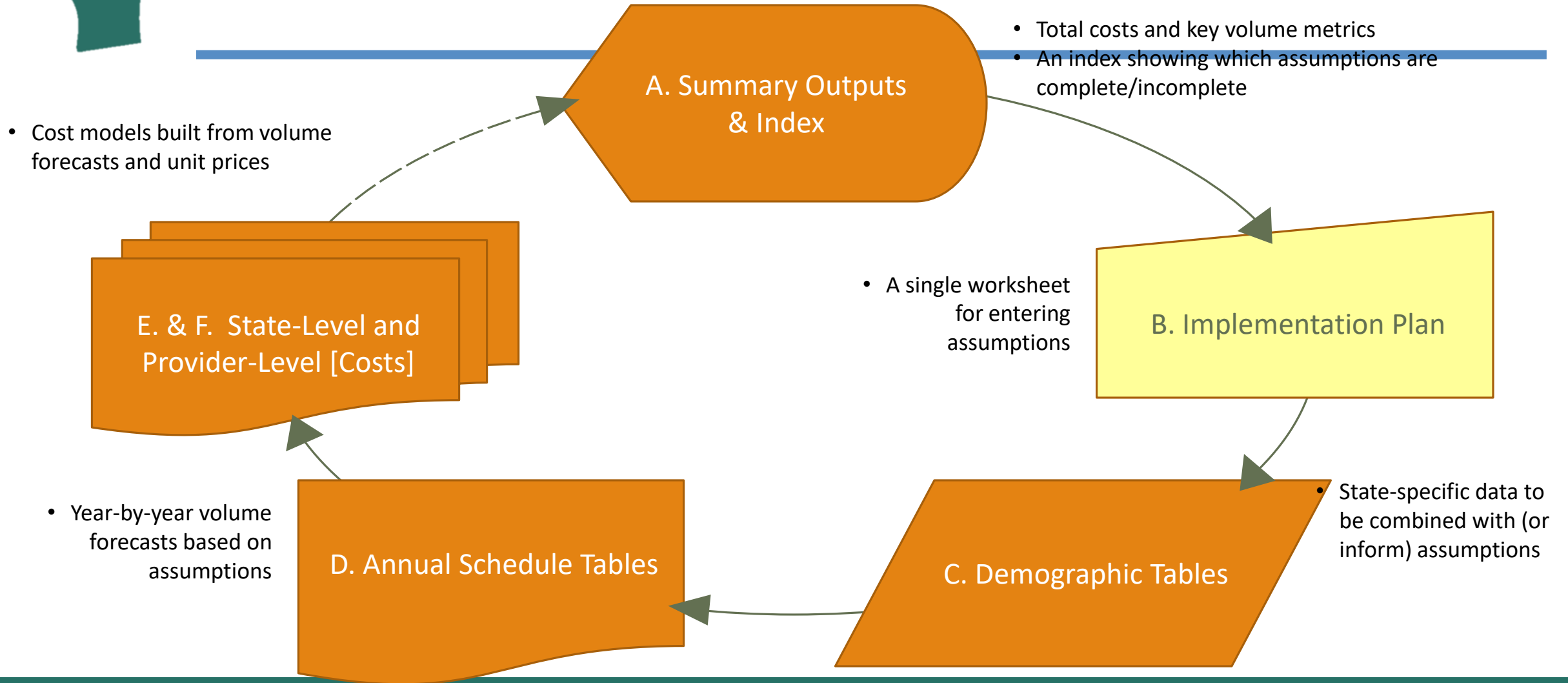
# Table B.2.a.2: Available Funding



- Head Start (HS) Federal Funding
- Early Head Start (EHS) Federal Funding
- CCDF - Child Care Development Fund Funding
- TANF - Temporary Funding for Needy Families Funding
- Child Care Tax Credits
- Title I Funding
- Title IX - Preschool Development Grant Funding
- IDEA Part B Funding
- IDEA Part C Funding
- CACFP - Children and Adult Food Care Program Funding
- MIECHV (Home Visiting) Funding
- State Pre-K Funding
- State Preschool Special Education Funding
- Other Federal Funding
- Other State Funding
- Other Local Funding
- Private Funding - Philanthropic Grants and Donations
- Private Funding - Tuition/Parent Co-Pay
- Other Private Funding



# Flow Chart of the CPQ Tool

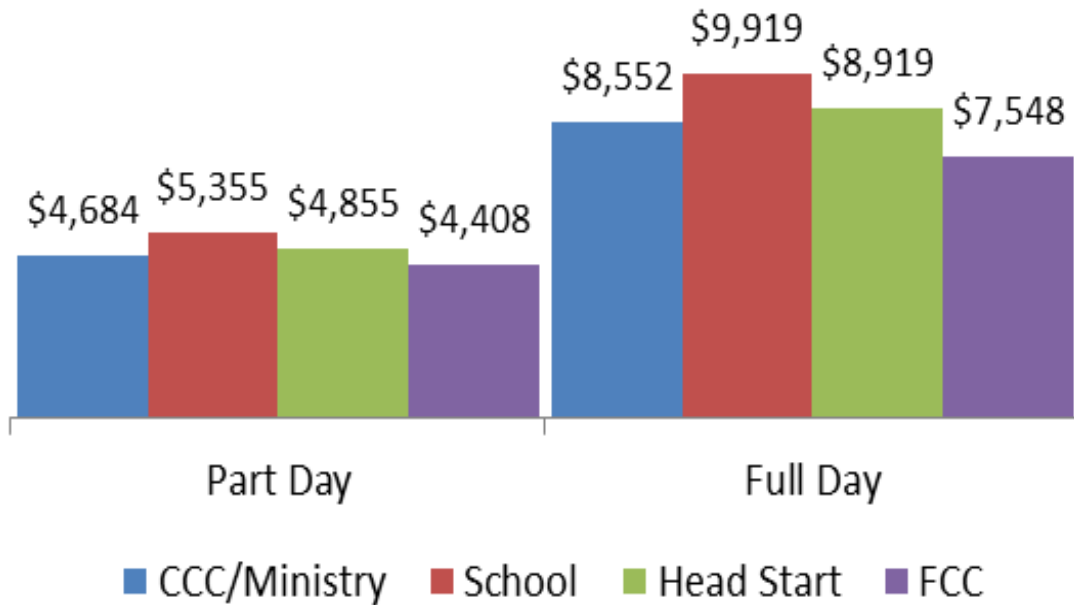




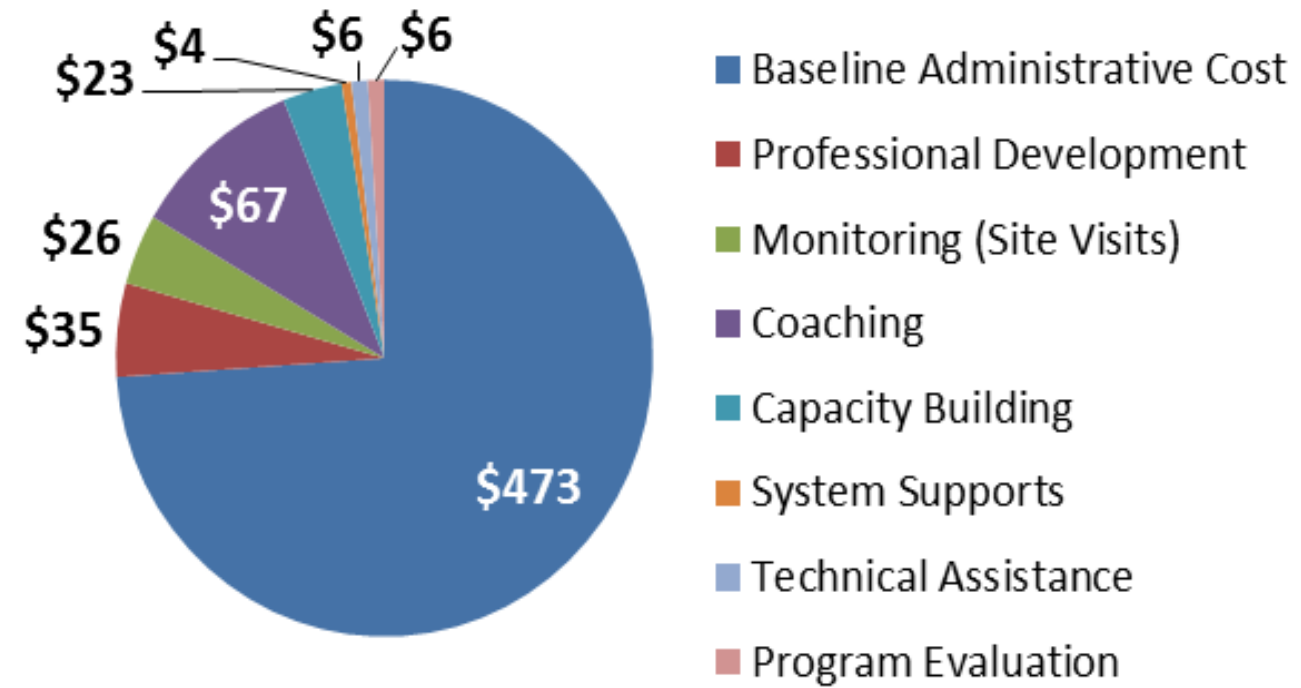


# Types of Data Produced by CPQ

Estimated Slot Costs by Dosage and Delivery Model (State and Provider Level Costs)



State Level Costs: Cost per Slot Breakdown





# Using the CPQ Tool

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Overcoming 3 fears:

- I don't feel comfortable with Excel
- We don't have good state/local data
- We don't really *want to know* what it truly costs!



# The CPQ is organized into six worksheets

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**Worksheet A: Summary Output and Index**, provides a more detailed summary of model output, as well as a hyperlinked index to the components in Worksheet B, a place to add user notes, and a built-in review of the completeness and consistency of input assumptions.

**Worksheet B: Implementation Plan**, The user's interaction with the CPQ begins and ends with Worksheet B.

**Worksheet C: Demographic Tables**, is the repository for geographic and funding data to help inform input assumptions to the CPQ.

**Worksheet D: Annual Schedule Tables**, fill an important function: they translate input assumptions into annual counts of volumes (children, teachers, facilities, etc.), that can then be multiplied by unit cost assumptions.

**Worksheet E: State-Level Infrastructure & Supports** and **Worksheet F: Provider-Level Direct & Indirect Services**, The cost times volume calculations by implementation year are carried out in the final two worksheets (E&F), one for provider-level costs and one for state- (or district-) level costs.



# LIVE ONLINE DEMO

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➤ Slides 12-16 will be viewed during the live demo

## First, let's orient ourselves to Worksheet B, the Implementation Plan

Instructions: Enter information and assumptions in **yellow-shaded** cells only. To add another scenario, copy and paste Columns D-P in the columns to the right (and perform similar copy-and-paste for all other worksheets)

			<b>Scenario:</b>		Default Scenario	Default Scenario
			<b>System:</b>		Default System	Default System
			<b>State/Region:</b>		Alabama, AL	Alabama, AL

Table B.1: Model Outputs and Key Performance Metrics									
Model ID	Configuration	Training Epochs	Validation Loss	F1 Score	Precision	Recall	AUC	Performance Metrics	
								Throughput (ops/sec)	Latency (ms)
M001	Baseline	100	0.15	0.85	0.80	0.90	0.92	1200	15
M002	Optimized	150	0.12	0.88	0.82	0.92	0.94	1500	12
M003	Advanced	200	0.10	0.90	0.85	0.95	0.96	1800	10
M004	Custom	250	0.08	0.92	0.88	0.98	0.98	2000	8
M005	Hybrid	300	0.05	0.95	0.90	1.00	1.00	2200	5

[illegible]**Table B.2.a.1: Annual Preschool Slot Plan**

			By Delivery Model By Dosage										
			Child Care Centers			Public PreK			Head Start				
			Part Day (3hr)	Full Day (6hr)	Extended Day (10hr)	Part Day (3hr)	Full Day (6hr)	Extended Day (10hr)	Part Day (3hr)	Full Day (6hr)	Extended Day (10hr)		
Cumulative Number of 3- and 4-year-old Slots												Total	
Year 0 (Pre-Existing Slots)													
Year 1													
Year 2													
Year 3													
Year 4													
Year 5													
Year 6													
Year 7													
Year 8													
Year 9													
Year 10													
Subtotal: Cumulative Slots by Delivery Model			FALSE	0	0	0	0	0	0	0	0	0 slots	
Slot Breakdown: FPL/ELL/Special Needs				Fixed									
FPL Eligibility Threshold (% FPL)			TRUE	185%								185% FPL	
% of Slots allocated for ELL			TRUE	5%								5% ELL	
% of Slots allocated for Special Needs			TRUE	5%								5% Special Needs	
Subtotal: Allocations for ELL and Special Needs				10%								10% ELL/Sp.Needs	
% of Slots allocated to Rural Areas			TRUE	50%								50% Rural	
Dosage: Weeks per year (all Delivery Models assume 5 days per week)				Weeks	Days								
Part Day Care			TRUE	32	160							32 weeks	
Full Day Care			TRUE	40	200							40 weeks	
Extended Day Care			TRUE	52	260							52 weeks	

# As soon as you enter a count of slots in Table B.2.a.1, the CPQ returns cost-per-slot calculations (as well as total cost)


Instructions: Enter information and assumptions in **yellow-shaded** cells only. To add another scenario, copy and paste Columns D-P in the columns to the right (and perform similar copy-and-paste for all other worksheets)

Scenario:	Default Scenario	Default Scenario
System:	Default System	Default System
State/Region:	Alabama, AL	Alabama, AL

Table B.1: Model Outputs and Key Performance Metrics

By Implementation Year													
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total	
State-Level Implementation Costs	\$255,051											\$255,051	
Provider-Level Implementation Costs	\$8,415,214											\$8,415,214	
Total Annual Implementation Costs	\$8,670,264											\$8,670,264	
Existing Funding	\$0											\$0	
Funding Surplus/(Shortfall)	(\$8,670,264)											(\$8,670,264)	
Number of 3- and 4-year-olds Served	1,000											1,000	
% of FPL Eligible 3- and 4-Year Old Population Served	1.6%											1.6%	
Fully Loaded Cost per Slot Including Both State-Level and Provider-Level Costs	\$8,670											\$8,670	

Table B.2.a.1: Annual Preschool Slot Plan

		Child Care Centers			Public PreK			Head Start			
		Part Day (3hr)	Full Day (6hr)	Extended Day (10hr)	Part Day (3hr)	Full Day (6hr)	Extended Day (10hr)	Part Day (3hr)	Full Day (6hr)	Extended Day (10hr)	Total
Cumulative Number of 3- and 4-year-old Slots			1000								1000 slots
Year 0 (Pre-Existing Slots)											
Year 1											
Year 2											
Year 3											
Year 4											
Year 5											
Year 6											
Year 7											
Year 8											
Year 9											
Year 10											
Subtotal: Cumulative Slots by Delivery Model	TRUE	0	1000	0	0	0	0	0	0	0	1000 slots
Slot Breakdown: FPL/ELL/Special Needs		Fixed									
FPL Eligibility Threshold (% FPL)	TRUE	185%									185% FPL
% of Slots allocated for ELL	TRUE	5%									5% ELL
% of Slots allocated for Special Needs	TRUE	5%									5% Special Needs
Subtotal: Allocations for ELL and Special Needs		10%									10% ELL/Sp.Needs
% of Slots allocated to Rural Areas	TRUE	50%									50% Rural
Dosage: Weeks per year (all Delivery Models assume 5 days per week)		Weeks	Days								
Part Day Care	TRUE	32	160								32 weeks
Full Day Care	TRUE	40	200								40 weeks
Extended Day Care	TRUE	52	260								52 weeks

## You can also simulate changes in the mix of dosages and delivery models

Instructions: Enter information and assumptions in **yellow-shaded** cells only. To add another scenario, copy and paste Columns D-P in the columns to the right (and perform similar copy-and-paste for all other worksheets)

			<b>Scenario:</b>		Default Scenario	Default Scenario
			<b>System:</b>		Default System	Default System
			<b>State/Region:</b>		Alabama, AL	Alabama, AL

Table B.1: Model Outputs and Key Performance Metrics									
Model ID	Model Type	Architecture	Training Data	Validation Data	Loss Function	Optimizer	Performance Metrics		Notes
							Accuracy (%)	F1 Score (%)	
M001	ConvNet	VGG-16	ImageNet	ImageNet	CrossEntropy	Adam	78.5	75.2	Baseline Model
M002	ConvNet	ResNet-50	ImageNet	ImageNet	CrossEntropy	Adam	81.2	78.9	Improved Baseline
M003	ConvNet	EfficientNet-B0	ImageNet	ImageNet	CrossEntropy	Adam	84.1	81.5	High Accuracy
M004	ConvNet	MobileNetV2	ImageNet	ImageNet	CrossEntropy	Adam	72.3	70.1	Lightweight
M005	ConvNet	ShuffleNetV2	ImageNet	ImageNet	CrossEntropy	Adam	75.8	73.4	Lightweight
M006	ConvNet	WRN-28	ImageNet	ImageNet	CrossEntropy	Adam	79.6	77.1	Wide ResNet
M007	ConvNet	DenseNet-121	ImageNet	ImageNet	CrossEntropy	Adam	82.4	79.8	Dense Architecture
M008	ConvNet	PSPNet	ImageNet	ImageNet	CrossEntropy	Adam	83.7	81.2	Pyramid Pooling
M009	ConvNet	HRNet	ImageNet	ImageNet	CrossEntropy	Adam	85.9	83.4	High Resolution
M010	ConvNet	CoAtNet	ImageNet	ImageNet	CrossEntropy	Adam	86.2	83.7	Coarse-to-fine
M011	ConvNet	ViT	ImageNet	ImageNet	CrossEntropy	Adam	87.1	84.6	Transformer
M012	ConvNet	DeiT	ImageNet	ImageNet	CrossEntropy	Adam	86.8	84.3	Distillation
M013	ConvNet	DeiT-Ti	ImageNet	ImageNet	CrossEntropy	Adam	85.4	82.9	Small Transformer
M014	ConvNet	DeiT-S	ImageNet	ImageNet	CrossEntropy	Adam	86.5	84.0	Small Transformer
M015	ConvNet	DeiT-B	ImageNet	ImageNet	CrossEntropy	Adam	87.6	85.1	Small Transformer
M016	ConvNet	DeiT-L	ImageNet	ImageNet	CrossEntropy	Adam	88.7	86.2	Small Transformer
M017	ConvNet	DeiT-XL	ImageNet	ImageNet	CrossEntropy	Adam	89.8	87.3	Small Transformer
M018	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	90.9	88.4	Small Transformer
M019	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	91.0	88.5	Small Transformer
M020	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	91.1	88.6	Small Transformer
M021	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	91.2	88.7	Small Transformer
M022	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	91.3	88.8	Small Transformer
M023	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	91.4	88.9	Small Transformer
M024	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	91.5	89.0	Small Transformer
M025	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	91.6	89.1	Small Transformer
M026	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	91.7	89.2	Small Transformer
M027	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	91.8	89.3	Small Transformer
M028	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	91.9	89.4	Small Transformer
M029	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	92.0	89.5	Small Transformer
M030	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	92.1	89.6	Small Transformer
M031	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	92.2	89.7	Small Transformer
M032	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	92.3	89.8	Small Transformer
M033	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	92.4	89.9	Small Transformer
M034	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	92.5	90.0	Small Transformer
M035	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	92.6	90.1	Small Transformer
M036	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	92.7	90.2	Small Transformer
M037	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	92.8	90.3	Small Transformer
M038	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	92.9	90.4	Small Transformer
M039	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	93.0	90.5	Small Transformer
M040	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	93.1	90.6	Small Transformer
M041	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	93.2	90.7	Small Transformer
M042	ConvNet	DeiT-XXL	ImageNet	ImageNet	CrossEntropy	Adam	93.3	90.8	Small Transformer

[illegible]**Table B.2.a.1: Annual Preschool Slot Plan**

Cumulative Number of 3- and 4-year-old Slots			By Delivery Model By Dosage										Total
			Child Care Centers			Public PreK			Head Start				
			Part Day (3hr)	Full Day (6hr)	Extended Day (10hr)	Part Day (3hr)	Full Day (6hr)	Extended Day (10hr)	Part Day (3hr)	Full Day (6hr)	Extended Day (10hr)		
Year 0 (Pre-Existing Slots)			5000									5000 slots	
Year 1			4000	1000			1000					6000 slots	
Year 2			3000	2000			2000					7000 slots	
Year 3			2000	2000	1000		3000					8000 slots	
Year 4			1000	2000	2000		4000					9000 slots	
Year 5													
Year 6													
Year 7													
Year 8													
Year 9													
Year 10													
Subtotal: Cumulative Slots by Delivery Model	TRUE		1000	2000	2000	0	4000	0	0	0	0	9000 slots	
Slot Breakdown: FPL/ELL/Special Needs			Fixed										
FPL Eligibility Threshold (% FPL)	TRUE		185%									185% FPL	
% of Slots allocated for ELL	TRUE		5%									5% ELL	
% of Slots allocated for Special Needs	TRUE		5%									5% Special Needs	
Subtotal: Allocations for ELL and Special Needs			10%									10% ELL/Sp.Needs	
% of Slots allocated to Rural Areas	TRUE		50%									50% Rural	
Dosage: Weeks per year (all Delivery Models assume 5 days per week)			Weeks	Days									
Part Day Care	TRUE		32	160								32 weeks	
Full Day Care	TRUE		40	200								40 weeks	
Extended Day Care	TRUE		52	260								52 weeks	

# Worksheet C is the repository for publicly available, state-level data to inform input assumptions in the CPQ

Table C.2: Three- and Four-Year-Old Population Splits by FPL by State/Region/County

Source: Child Counts and Poverty Initial Data Pull (e 2015-11-03).xlsx (2013 ACS 5-Year Estimates, Table B17024, [www.factfinder.census.gov](http://www.factfinder.census.gov))

Note: the splits provided below, from ACS tables, are for all children under 6 years old; therefore, it is assumed that these percentages are accurate for the subset of 3- and 4-year-olds.

Population Forecast: (3- and 4-year olds)										
State	<100%	<125%	<150%	<175%	<185%	<200%	<300%	<400%	<500%	501%+
Alabama, AL	31%	38%	44%	50%	52%	55%	71%	82%	89%	100%
Alaska, AK	16%	22%	27%	33%	36%	39%	58%	73%	84%	100%
Arizona, AZ	28%	36%	43%	49%	51%	54%	71%	82%	89%	100%
Arkansas, AR	32%	39%	47%	54%	56%	59%	75%	86%	92%	100%
California, CA	24%	31%	37%	43%	45%	48%	63%	73%	81%	100%
Colorado, CO	21%	26%	31%	37%	40%	42%	59%	72%	82%	100%
Connecticut, CT	16%	21%	25%	29%	30%	33%	46%	59%	69%	100%
Delaware, DE	20%	26%	32%	38%	40%	42%	59%	71%	82%	100%
Florida, FL	27%	34%	40%	47%	49%	52%	69%	80%	87%	100%
Georgia, GA	29%	36%	42%	48%	50%	53%	69%	80%	87%	100%
Hawaii, HI	16%	21%	26%	31%	32%	35%	55%	70%	82%	100%
Idaho, ID	22%	30%	39%	48%	51%	55%	76%	87%	93%	100%
Illinois, IL	22%	28%	34%	39%	41%	44%	60%	72%	81%	100%
Indiana, IN	26%	32%	39%	45%	47%	50%	69%	81%	90%	100%
Iowa, IA	19%	25%	31%	36%	38%	42%	62%	79%	88%	100%
Kansas, KS	22%	30%	36%	42%	44%	48%	67%	79%	88%	100%
Kentucky, KY	30%	37%	43%	48%	50%	53%	70%	82%	89%	100%
Louisiana, LA	30%	37%	43%	48%	50%	53%	68%	80%	88%	100%
Maine, ME	22%	28%	35%	41%	43%	47%	65%	79%	88%	100%
Maryland, MD	15%	19%	24%	28%	30%	33%	49%	62%	72%	100%
Massachusetts, MA	17%	21%	24%	28%	30%	32%	45%	57%	68%	100%
Michigan, MI	28%	34%	40%	45%	47%	50%	66%	79%	87%	100%
Minnesota, MN	17%	22%	27%	32%	34%	37%	54%	70%	80%	100%
Mississippi, MS	37%	44%	51%	56%	58%	61%	77%	86%	93%	100%
Missouri, MO	26%	32%	38%	44%	47%	50%	68%	80%	88%	100%
Montana, MT	23%	30%	37%	44%	46%	50%	67%	82%	90%	100%
Nebraska, NE	21%	27%	33%	40%	42%	45%	64%	78%	88%	100%
Nevada, NV	24%	31%	38%	45%	47%	50%	69%	82%	89%	100%
New Hampshire, NH	14%	18%	23%	28%	29%	32%	49%	65%	78%	100%
New Jersey, NJ	18%	22%	26%	30%	32%	34%	48%	59%	69%	100%
New Mexico, NM	33%	40%	48%	54%	56%	59%	76%	86%	92%	100%
New York, NY	24%	29%	35%	40%	41%	44%	58%	69%	78%	100%
North Carolina, NC	29%	36%	42%	48%	50%	53%	69%	80%	87%	100%
North Dakota, ND	17%	22%	27%	32%	34%	37%	55%	73%	85%	100%
Ohio, OH	27%	34%	39%	45%	47%	50%	66%	79%	87%	100%
Oklahoma, OK	27%	34%	42%	49%	51%	55%	73%	85%	91%	100%
Oregon, OR	25%	32%	38%	44%	47%	49%	67%	79%	86%	100%
Pennsylvania, PA	22%	27%	32%	38%	40%	43%	60%	73%	82%	100%
Rhode Island, RI	23%	28%	34%	38%	40%	43%	58%	70%	81%	100%



# You can create side-by-side Scenarios for comparison of alternatives, or to model more complex Systems

Instructions: Enter information and assumptions in **yellow-shaded** cells only. To add another scenario, copy and paste Columns D-P in the color

		<b>Scenario:</b>	Default Scenario	Default Scenario
		<b>System:</b>	Default System	Default System
		<b>State/Region:</b>	Alabama, AL	Alabama, AL

**Table B.1: Model Outputs and Key Performance Metrics**

	Total	Total
State-Level Implementation Costs	\$16,759,603	\$15,941,665
Provider-Level Implementation Costs	\$266,786,055	\$244,731,785
<b>Total Annual Implementation Costs</b>	<b>\$283,545,658</b>	<b>\$260,673,449</b>
Existing Funding	\$0	\$0
<b>Funding Surplus/(Shortfall)</b>	<b>(\$283,545,658)</b>	<b>(\$260,673,449)</b>
Number of 3- and 4-year-olds Served	9,000	9,000
% of FPL Eligible 3- and 4-Year Old Population Served	14.9%	14.9%
<b>Fully Loaded Cost per Slot Including Both State-Level and Provider-Level Costs</b>	<b>\$10,816</b>	<b>\$9,935</b>

**Table B.2.b: NIEER Preschool Quality Standards and Benchmarks**

<b>1. Program Development (Benchmark: Comprehensive Early Learning Standards)</b>				
			<b>Total</b>	<b>Total</b>
	Development of Comprehensive Early Learning Standards (\$)		\$0	\$0
	Other Program Development Costs (\$)		\$0	\$0
	<b>Subtotal: Program Development Costs</b>		<b>\$0</b>	<b>\$0</b>
<b>2. Maximum Class Size (Benchmark: 20 Children per Class or Lower)</b>				
			<b>Total</b>	<b>Total</b>
	Maximum Number of Preschool Children per Class		20 children	<b>22 children</b>
	Targeted Enrollment Efficiency: Percent of Class Size Capacity Utilized		85%	85%
	<b>Subtotal: Average Class Size</b>		<b>17 children</b>	<b>19 children</b>
	Cumulative Number of Part Day Classes Required		59 classes	53 classes
	Cumulative Number of Full Day Classes Required		354 classes	317 classes
	Cumulative Number of Extended Day Classes Required		118 classes	106 classes
	<b>Subtotal: Number of Preschool Classes Required to Service Slot Plan</b>		<b>531 classes</b>	<b>476 classes</b>
<b>3. Staff-Child Ratio (Benchmark: One Classroom Adult per 10 Children or Better)</b>				
			<b>Total</b>	<b>Total</b>
	Maximum Number of Children per Classroom Adult		10 children	10 children
	Maximum Number of Lead Teachers per Class		1 lead teacher	1 lead teacher
	Number of Classes per Day per Adult Teaching Staff Member			
	Part Day (Each Classroom Can Accommodate 2 Classes per Day)		2.0 classes	2.0 classes
	Full Day (Each Classroom Can Accommodate 1 Class per Day)		1.0 classes	1.0 classes
	Extended Day (Each Classroom Can Accommodate 1 Class per Day)		0.6 classes	0.6 classes



# State Using CPQ and Types of Questions They Want to Answer

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- ❑ States that have requested the CPQ - AR, AZ, DC, HI, IN, KY, LA, MA, MI, MO, NJ, OR, WA
- ❑ Uses
  - ❑ Determine appropriate salaries for directors and coordinators
  - ❑ Estimate costs of high quality preschool to inform budget allocations for preschool in school districts and child care reimbursement rates
  - ❑ Estimate cost of increasing quality, specifically teacher qualifications
  - ❑ Estimate the cost of serving more 4 year olds
  - ❑ Develop funding formulas that address the complex factors that go in to considering cost for early learning programs
  - ❑ Estimate costs of administrative functions to support quality to state and providers



# Resources

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All materials are posted on [ceelo.org](http://ceelo.org) [Costs of Quality Preschool Webinar](#), including mini-modules to demo tool

- Including a [User Guide](#) and [Glossary](#)
- Watch how [IN](#) used the CPQ in 2016-2017

See these finance related resources:

- PDG Finance Peer Exchange - [http://ceelo.org/pdg\\_peer\\_exchange\\_finance/](http://ceelo.org/pdg_peer_exchange_finance/)
- [Resources developed for grantees on financing](#)
- [Discussion Guide: State Financing for ECE systems](#)
- [Financing Early Care and Education bibliography](#)

