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CPQ&R User Guide: Quality Standards

When you press a button on the HOME Page for a modeling section of the CPQ&R, you are taken to Worksheet B and only the selected area of the model is shown. You can reveal all remaining sections of Worksheet B by pressing the button to **Unhide all Sections** on the HOME Page.

Unhide all Sections

Maximum Class Size (B.2.b.1)	**Professional Learning and Support** (B.2.b.6)
Staff-Child Ratio (B.2.b.2)	**Early Learning & Development Standards** (B.2.b.7)
Lead Teacher Degree (B.2.b.3)	**Continuous Quality Improv. System** (B.2.b.8)
Assistant Teacher Degree (B.2.b.4)	**Curriculum Supports** (B.2.b.9)
Lead Teacher Specialized Training (B.2.b.5)	**Screening/ Referral and Support Svcs.** (B.2.b.10)

The first several assumptions within the NIEER Preschool Quality Standards and Benchmarks represent primary volume drivers of the CPQ&R. **Maximum Class Size** establishes the number of classes required based on total slot counts. **Staff-Child Ratio** establishes the number of lead teachers and assistant teachers required based on the number of classes. The **Average Number of Preschool Classrooms per Facility** establishes the number of sites required based on the number of classrooms (each classroom can accommodate two Part Day classes or one Full Day or Extended Day class).

There are 10 buttons in the Quality Standards category. Pressing any one of these buttons on the HOME Page takes the user to the appropriate sub-table under Table B.2.b: NIEER Preschool Quality Standards and Benchmarks. This section is positioned first—after the slot plan and available funding tables but before the state-level and provider-level cost tables—to promote the use of high quality standards in the estimation of costs. Users can adjust the default inputs, which reflect the NIEER Quality Standards Benchmarks, to align with the quality standards in their own state.

Maximum Class Size. This table establishes the cumulative number of classes required based on the preschool slot plan, the maximum allowable class size, and an estimated enrollment efficiency factor. The number of classes required is calculated separately by dosage and delivery model. The NIEER Standard for maximum class size is 20 children (with a staff-child ratio of 1:10). If the user assumes that only 85% of available class slots are filled, on average, then the expected class size is 17 (average class size is rounded up to the nearest whole number).

The Alterable Variables in the Maximum Class Size Section

Maximum Number of Preschool Children per Class: An upper limit to the number of children allowed per class, equally applied to all delivery models. This upper limit is applied to all years unless the user selects "Yes" from the drop-down menu for the assumption stating, "Enter Separate Maximum Class Size Assumptions by Year Instead?"

Table B.2.b: NIEER Preschool Quality Standards and Benchmarks														
1. Maximum Class Size (NIEER Benchmark: 20 Children per Class or Lower)														
		Fixed												**Total**
Maximum Number of Preschool Children per Class	TRUE	20			Enter Separate Maximum Class Size Assumptions by Year Instead?					No				20 children
		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		
Maximum Class Size by Implementation Year (IF not Fixed, above)	TRUE													
		Fixed												
Expected Enrollment Efficiency (Slot Vacancy Rate Resulting from Child Turnover, etc.)	TRUE	85%												85%
		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		
Subtotal: Average Class Size														
Cumulative Number of Part Day Classes Required														
Cumulative Number of Full Day Classes Required														
Cumulative Number of Extended Day Classes Required														
Subtotal: Number of Preschool Classes Required to Service Slot Plan														

Maximum Class Size by Implementation Year (IF not Fixed, above): The upper limit to the number of children allowed per class, specified by implementation year, if the user selects "Yes" from the drop-down menu for the assumption stating, "Enter Separate Maximum Class Size Assumptions by Year Instead?"

Expected Enrollment Efficiency: A classroom capacity use factor applied to the Maximum Number of Preschool Children per Class to estimate an expected average class size net of vacancies. Vacancies can arise from turnover resulting from children entering and leaving a program over the course of a calendar year, children "aging in and out" (e.g. a toddler moving into a preschool classroom upon age 3), and other challenges preventing a provider from filling 100% of available slots 100% of the time.

Staff-Child Ratio. After determining the number of classes that will be required, the staff-child ratio assumptions establish the number of teachers and assistant teachers that will be required—as well as the number of classrooms that will be required (because a Part Day classroom

can accommodate more than one class per day). The NIEER Quality Standard Benchmark for staff-child ratio is one classroom adult per 10 (or fewer) children. Users can further establish whether the classroom teaching staff is comprised entirely of lead teachers, assistant teachers, or a mix of lead teachers and assistant teachers. In addition, users can separately specify how many classes a lead teacher and an assistant teacher can each accommodate per day. Finally, the user can specify the average number of preschool classrooms per facility to establish the volume of preschool facilities (sites) that will be required to meet the annual slot plan.

The Alterable Variables in the Staff-Child Ratio Section

Maximum Number of Children per Classroom Adult: The upper limit to the number of children a single classroom adult can supervise, if the user selects "No" from the drop-down menu for the assumption stating, "Enter Separate Staff-Child Ratio Assumptions by Year Instead?" Each time a multiple of this limit is exceeded, another classroom adult is required. The total number of classroom adults required per class is rounded up to the nearest whole number.

Maximum Number of Children per Classroom Adult by Implementation Year (IF not Fixed, above): The upper limit to the number of children a single classroom adult can supervise, specified by implementation year, if the user selects "Yes" from the drop-down menu for the assumption stating, "Enter Separate Maximum Class Size Assumptions by Year Instead?"

Maximum Number of Lead Teachers per Class: The upper limit placed on the number of Lead Teachers per Class. For example, if the staff-child ratio assumptions result in two classroom adults per class and the user specifies a Maximum Number of Lead Teachers per Class of two (2.0), then both classroom adults will be considered Lead Teachers and subject to the salary and qualifications assumptions specific to that position. If the user instead specifies zero (0) in this example, then both classroom adults would be considered Assistant Teachers in the CPQ&R.

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

2. Staff-Child Ratio (NIEER Benchmark: One Classroom Adult per 10 Children or Better)

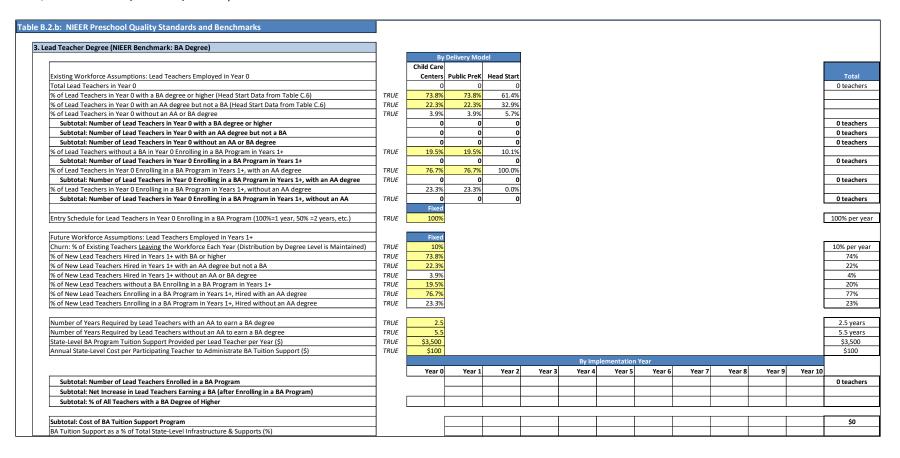|		Fixed												Total
Maximum Number of Children per Classroom Adult	TRUE	10			Enter Separate Staff-Child Ratio Assumptions by Year Instead?				No					10 children
		By Implementation Year												
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10		
Maximum Number of Children per Classroom Adult by Implementation Year (IF not Fixed, above)	TRUE													
Subtotal: Maximum Number of Children per Classroom Adult														
		Fixed												
Maximum Number of Lead Teachers per Class	TRUE	1												1 lead teacher
		Fixed												
		Lead Teachers	Assistant Teachers											
Teaching Capacity: Number of Classes per Day Lead Teacher and Assistant Teacher														
Part Day (Each Classroom Can Accommodate 2 Classes per Day)	TRUE	2	2											2.0 lead, 2.0 asst.
Full Day (Each Classroom Can Accommodate 1 Class per Day)	TRUE	1	1											1.0 lead, 1.0 asst.
Extended Day (Each Classroom Can Accommodate 1 Class per Day)	TRUE	0.6	0.6											0.6 lead, 0.6 asst.
		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		
Subtotal: Number of Lead Teachers Required to Service Slot Plan														
Subtotal: Number of Assistant Teachers Required to Service Slot Plan														
		Fixed												
Average Number of Preschool Classrooms per Child Care Center Facility	TRUE	2												2 classrooms
Average Number of Preschool Classrooms per Public PreK Facility	TRUE	2												2 classrooms
Average Number of Preschool Classrooms per Head Start Facility	TRUE	3												3 classrooms
		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		
Number of Child Care Centers Required														
Number of Public PreK Sites Required														
Number of Head Start Sites Required														
Subtotal: Cumulative Number of Sites Required to Service Slot Plan														

Teaching Capacity: Number of Classes per Day Lead Teacher and Assistant Teacher: The number of Part Day, Full Day, or Extended Day classes a single Lead Teacher or Assistant Teacher are expected to teach per day. For example, if a Lead Teacher attends two Part Day classes per day, then the teaching capacity value is 2.0. But if the Lead Teacher teaches only a morning session of Part Day care and is expected to conduct home visiting in the afternoon, then the teaching capacity is 1.0.

Average Number of Preschool Classrooms per Facility: The average expected size of a preschool facility or site (the terms "site" and "facility" are equivalent in the CPQ&R), used for establishing the number of facilities required to service the annual slot plan.

Lead Teacher Degree. The NIEER Standard for lead teachers is a Bachelor of Arts (BA) degree, and this table allows you to establish the number of teachers by degree level and set targets for improvement. The table is arranged with assumptions for the current workforce at the beginning, followed by assumptions

> The default assumptions for **Teaching Capacity** for Part Day, Full Day, and Extended Day are based on a 3-hour, 6-hour, and 10-hour class duration, respectively. If administering a Full Day class requires a full working day (1.0) from a teaching staff member, and if a Part Day class requires only a half day (6 hours ÷ 3 hours = 2.0), then similarly, an Extended Day teaching capacity for a single staff member can be expressed as 0.6 (6 hours ÷ 10 hours = 0.6).

for new teachers hired to meet the preschool slot plan. Teachers leaving the workforce can have a significant impact on these numbers over time, and so churn (attrition) assumptions are included in this table.

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

3. Lead Teacher Degree (NIEER Benchmark: BA Degree)

		By Delivery Model			Total
		Child Care Centers	Public PreK	Head Start	
Existing Workforce Assumptions: Lead Teachers Employed in Year 0					
Total Lead Teachers in Year 0		0	0	0	0 teachers
% of Lead Teachers in Year 0 with a BA degree or higher (Head Start Data from Table C.6)	TRUE	73.8%	73.8%	61.4%	
% of Lead Teachers in Year 0 with an AA degree but not a BA (Head Start Data from Table C.6)	TRUE	22.3%	22.3%	32.9%	
% of Lead Teachers in Year 0 without an AA or BA degree	TRUE	3.9%	3.9%	5.7%	
Subtotal: Number of Lead Teachers in Year 0 with a BA degree or higher		0	0	0	0 teachers
Subtotal: Number of Lead Teachers in Year 0 with an AA degree but not a BA		0	0	0	0 teachers
Subtotal: Number of Lead Teachers in Year 0 without an AA or BA degree		0	0	0	0 teachers
% of Lead Teachers without a BA in Year 0 Enrolling in a BA Program in Years 1+	TRUE	19.5%	19.5%	10.1%	
Subtotal: Number of Lead Teachers in Year 0 Enrolling in a BA Program in Years 1+		0	0	0	0 teachers
% of Lead Teachers in Year 0 Enrolling in a BA Program in Years 1+, with an AA degree	TRUE	76.7%	76.7%	100.0%	
Subtotal: Number of Lead Teachers in Year 0 Enrolling in a BA Program in Years 1+, with an AA degree	TRUE	0	0	0	0 teachers
% of Lead Teachers in Year 0 Enrolling in a BA Program in Years 1+, without an AA degree		23.3%	23.3%	0.0%	
Subtotal: Number of Lead Teachers in Year 0 Enrolling in a BA Program in Years 1+, without an AA	TRUE	0	0	0	0 teachers
		Fixed			
Entry Schedule for Lead Teachers in Year 0 Enrolling in a BA Program (100%=1 year, 50% =2 years, etc.)	TRUE	100%			100% per year
Future Workforce Assumptions: Lead Teachers Employed in Years 1+		**Fixed**			
Churn: % of Existing Teachers Leaving the Workforce Each Year (Distribution by Degree Level is Maintained)	TRUE	10%			10% per year
% of New Lead Teachers Hired in Years 1+ with BA or higher	TRUE	73.8%			74%
% of New Lead Teachers Hired in Years 1+ with an AA degree but not a BA	TRUE	22.3%			22%
% of New Lead Teachers Hired in Years 1+ without an AA or BA degree	TRUE	3.9%			4%
% of New Lead Teachers without a BA Enrolling in a BA Program in Years 1+	TRUE	19.5%			20%
% of New Lead Teachers Enrolling in a BA Program in Years 1+, Hired with an AA degree	TRUE	76.7%			77%
% of New Lead Teachers Enrolling in a BA Program in Years 1+, Hired without an AA degree	TRUE	23.3%			23%
Number of Years Required by Lead Teachers with an AA to earn a BA degree	TRUE	2.5			2.5 years
Number of Years Required by Lead Teachers without an AA to earn a BA degree	TRUE	5.5			5.5 years
State-Level BA Program Tuition Support Provided per Lead Teacher per Year ($)	TRUE	$3,500			$3,500
Annual State-Level Cost per Participating Teacher to Administrate BA Tuition Support ($)	TRUE	$100			$100

	By Implementation Year											Total
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
Subtotal: Number of Lead Teachers Enrolled in a BA Program												0 teachers
Subtotal: Net Increase in Lead Teachers Earning a BA (after Enrolling in a BA Program)												
Subtotal: % of All Teachers with a BA Degree of Higher												
Subtotal: Cost of BA Tuition Support Program												$0
BA Tuition Support as a % of Total State-Level Infrastructure & Supports (%)												

If there is already an active preschool program with an existing workforce of lead teachers, then you can establish how quickly these teachers are expected enroll in BA programs to meet a new quality standard for teacher degrees. You can make a separate set of assumptions for new teachers. For example, a greater proportion of new lead teachers may be hired with BA degrees after the establishment of a new quality standard for teacher degrees. By estimating the typical length of time required to earn a BA—based on whether a participating lead teacher has earned an AA degree at the time of enrollment—you are able to project future volumes of lead teachers by degree level by implementation year.

If you allow lead teacher salaries to vary by degree level (salary assumptions are found in Table B.2.d.1: Personnel Costs), then a change in teacher counts by degree level will impact these provider-level costs over time. Separately, if you assume an annual tuition support cost per participating teacher, then there will be a state-level cost associated with supporting the workforce to meet a new teacher degree standard.

> **Advanced Users**: You can repurpose the Lead Teacher Degree table to reflect any three degree levels, as long as you also review the salary assumptions for these three levels in Table B.2.d.1, Personnel Costs, and correct as needed.

The Alterable Variables in the Lead Teacher Degree Section

% of Lead Teachers in Year 0 with a BA degree or higher (Head Start Data from Table C.6): For lead teachers serving an existing preschool program, the percentage that currently possess a BA degree or higher. Head Start data by state is obtained from the Office of Head Start at the U.S. Department of Health and Human Services; default assumptions for Child Care Centers and Public Pre-K reflect national Head Start statistics and should be reviewed and edited by the user as needed.

% of Lead Teachers in Year 0 with an AA degree but not a BA (Head Start Data from Table C.6): For lead teachers serving an existing preschool program, the percentage that currently possess an AA degree. Head Start data by state is obtained from the Office of Head Start at the U.S. Department of Health and Human Services; default assumptions for Child Care Centers and Public Pre-K reflect national Head Start statistics and should be reviewed and edited by the user as needed.

% of Lead Teachers without a BA in Year 0 Enrolling in a BA Program in Years 1+: For lead teachers serving an existing preschool program and currently without a BA degree or higher, the percentage that are expected to enroll to earn a BA. Head Start data by state is obtained from the Office of Head Start at the U.S. Department of Health and Human Services; default assumptions for Child Care Centers and Public Pre-K reflect national Head Start statistics and should be reviewed and edited by the user as needed.

% of Lead Teachers in Year 0 Enrolling in a BA Program in Years 1+, with an AA degree: For lead teachers serving an existing preschool program and enrolling in a BA degree program, the percentage that are expected to have already earned an AA degree. The remaining enrolled lead teachers are assumed to lack an AA degree. Head Start data by state is obtained from the Office of Head Start at the U.S. Department of Health and Human Services; default assumptions for Child Care Centers and Public Pre-K reflect national Head Start statistics and should be reviewed and edited by the user as needed.

Entry Schedule for Lead Teachers in Year 0 Enrolling in a BA Program: The percentage of lead teachers enrolling in a BA degree program expected to enroll in the first implementation year. For example, if all lead teachers without a BA degree in Year 0 enroll in Year 1, then you should input a value of 100%. However, if a large volume of lead teacher enrollment is expected and state budget constraints require enrollment

be spread over the two years—with 50% of participating lead teachers enrolling in Year 1 and 50% in Year 2—then you should input a value of 50%. Similarly, a value of 33% would reflect three years to enroll all existing teachers, 25% would reflect four years, etc.

Churn: % of Existing Teachers Leaving the Workforce Each Year: The percentage of lead teachers leaving the workforce annually. It includes those leaving prior to completing their degree; the individual may have received tuition support, which contributes to state-level costs, but will no longer factor into the state's goal to increasing the number of lead teachers with a BA degree. A new lead teacher hired as a replacement may or may not be hired at the same degree level; these statistics are determined by the assumptions for new lead teachers located below the assumption for churn.

> **Advanced Users**: Churn increases the number of new lead teachers required each year and can decrease the number of lead teachers graduating from a state-funded BA program. The CPQ&R assumes that the population of teachers who leave the workforce is not skewed toward the most qualified or least qualified but rather mirrors the overall incoming distribution by degree level identified by the user.

% of New Lead Teachers Hired in Years 1+ with BA or higher: The percentage of new lead teachers hired with a BA degree or higher to replace existing teachers (churn) or to meet expansion plans. Default assumptions reflect national Head Start statistics for lead teacher degrees and should be reviewed and edited by the user as needed.

% of New Lead Teachers Hired in Years 1+ with an AA degree but not a BA: The percentage of new lead teachers hired with an AA degree to replace existing teachers (churn) or to meet expansion plans. Default assumptions reflect national Head Start statistics for lead teacher degrees and should be reviewed and edited by the user as needed.

% of New Lead Teachers without a BA Enrolling in a BA Program in Years 1+: For new lead teachers hired without a BA degree to replace existing teachers (churn) or to meet expansion plans, the percentage that are expected to enroll to earn a BA. Default assumptions reflect national Head Start statistics for lead teacher degrees and should be reviewed and edited by the user as needed.

% of New Lead Teachers Enrolling in a BA Program in Years 1+, Hired with an AA degree: For new lead teachers hired without a BA degree and enrolling in a BA program, the percentage that are expected to have earned an AA degree prior to being hired. Default assumptions reflect national Head Start statistics for lead teacher degrees and should be reviewed and edited by the user as needed.

Number of Years Required by Lead Teachers with an AA to earn a BA degree: The span of time for which participating teachers already possessing a AA degree will receive tuition support, and the length of time before they are expected earn their BA degree and are eligible for a higher salary (if applicable). Partial year increments, such as 5.5 years, are allowed in the CPQ&R.

Number of Years Required by Lead Teachers without an AA to earn a BA degree: The span of time for which participating teachers without an AA degree will receive tuition support, and the length of time before they are expected earn their BA degree and are eligible for a higher salary (if applicable). Partial year increments, such as 2.5 years, are allowed in the CPQ&R.

State-Level BA Program Tuition Support Provided per Lead Teacher per Year ($): The BA tuition support cost per participating lead teacher, expressed on a per-year basis. The same level of annual tuition support may be applied to both lead teachers with an AA degree and lead teachers without an AA degree.

Annual State-Level Cost per Participating Teacher to Administrate BA Tuition Support ($): Additional state-level costs not distributed to participating lead teachers. Such costs should remind you of the need to consider resources for state oversight of a tuition support program. For example, your state may require proof of completing a class before issuing a tuition reimbursement to a lead teacher, and may maintain records of this as part of a quality assurance program.

Assistant Teacher Degree. The NIEER Quality Standard Benchmark for assistant teachers is a CDA degree or equivalent, and this table allows you to establish the number of assistant teachers by degree level and set targets for improvement. The table is arranged with assumptions for the current workforce at the beginning, followed by assumptions for new teachers hired to meet the preschool slot plan. Teachers leaving the workforce can have a significant impact on these numbers over time, and so churn (attrition) assumptions are included in this table.

If there is already an active preschool program with an existing workforce of assistant teachers, then you can establish how quickly these teachers are expected to enroll in a CDA program to meet a new quality standard for teacher degrees. You can make a separate set of assumptions for new teachers. For example, a greater proportion of new assistant teachers may be hired with a CDA after the establishment of a new quality standard for teacher degrees. By estimating the typical length of time required to earn a CDA, you are then able to project future volumes of assistant teachers by degree level by implementation year.

If you allow assistant teacher salaries to vary by degree level (salary assumptions are found in Table B.2.d.1: Personnel Costs), then a change in teacher counts by degree level will impact these provider-level costs over time. Separately, if you assume an annual tuition support cost per participating teacher, then there will be a state-level cost associated with supporting the workforce to meet a new teacher degree standard.

> **Advanced Users**: You can repurpose the Assistant Teacher Degree table to reflect any two degree levels, as long as you also review the salary assumptions for these three levels in Table B.2.d.1, Personnel Costs, and correct as needed.

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

4. Assistant Teacher Degree (NIEER Benchmark: CDA or Equivalent)

		By Delivery Model			Total
		Child Care Centers	Public PreK	Head Start	
Existing Workforce: Assistant Teachers Employed in Year 0					
Total Assistant Teachers (Year 0)		0	0	0	0 assistants
% of Assistant Teachers in Year 0 with a CDA or Equivalent (Head Start Data from Table C.6)	TRUE	53.2%	53.2%	53.5%	
Subtotal: Number of Assistant Teachers in Year 0 with a CDA or Equivalent		0	0	0	0 assistants
Subtotal: Number of Assistant Teachers in Year 0 without a CDA or Equivalent		0	0	0	0 assistants
% of Assistant Teachers without a CDA in Year 0 Enrolling in a CDA Program in Years 1+	TRUE	40.1%	40.1%	25.0%	
Subtotal: Number of Assistant Teachers in Year 0 Enrolling in a CDA Program in Years 1+		0	0	0	0 assistants
		Fixed			
Entry Schedule for Assistant Teachers in Year 0 Enrolling in a CDA Program (100%=1 year, 50% =2 years, etc.)	TRUE	100%			100%

		Fixed	Total
Future Workforce Assumptions: Assistant Teachers Employed in Years 1+			
Churn: % of Existing Assistant Teachers Leaving the Workforce Each Year	TRUE	10%	10%
% of New Assistant Teachers Hired in Years 1+ with a CDA or Equivalent	TRUE	53.2%	53%
% of New Assistant Teachers Hired in Years 1+ without a CDA or Equivalent	TRUE	46.8%	47%
% of New Assistant Teachers without a CDA or Equivalent Enrolling in a CDA Program in Years 1+	TRUE	40.1%	40%
Number of Years Required by Assistant Teachers to earn a CDA	TRUE	1.5	1.5 years
State-Level CDA Program Tuition Support Provided per Assistant Teacher per Year ($)	TRUE	$3,500	$3,500
Annual State-Level Cost per Participating Assistant Teacher to Administrate CDA Tuition Support ($)	TRUE	$100	$100

	By Implementation Year											Total
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
Subtotal: Number of Assistant Teachers Enrolled in a CDA Program												0 assistants
Subtotal: Net Increase in Assistant Teachers Earning a CDA (after Enrolling in a BA Program)												
Subtotal: % of All Assistant Teachers with a CDA or Equivalent												
Subtotal: Cost of CDA Tuition Support Program												$0
CDA Tuition Support as a % of Total State-Level Infrastructure & Supports (%)												

The Alterable Variables in the Assistant Teacher Degree Section

% of Assistant Teachers in Year 0 with a CDA or Equivalent (Head Start Data from Table C.6): For assistant teachers serving an existing preschool program, the percentage that currently possess a CDA degree or equivalent. Head Start data by state is obtained from the Office of Head Start at the U.S. Department of Health and Human Services; default assumptions for Child Care Centers and Public Pre-K reflect national Head Start statistics and should be reviewed and edited by the user as needed.

% of Assistant Teachers without a CDA in Year 0 Enrolling in a CDA Program in Years 1+: For assistant teachers serving an existing preschool program and currently without a CDA degree or equivalent, the percentage that are expected to enroll to earn a CDA. Head Start data by state is obtained from the Office of Head Start at the U.S. Department of Health and Human Services; default assumptions for Child Care Centers and Public Pre-K reflect national Head Start statistics and should be reviewed and edited by the user as needed.

Entry Schedule for Assistant Teachers in Year 0 Enrolling in a CDA Program: The percentage of assistant teachers enrolling in a CDA program expected to enroll in the first implementation year. For example, if all assistant teachers without a CDA in Year 0 enroll in Year 1, then you should input a value of 100%. However, if a large volume of assistant teacher enrollment is expected and state budget constraints require

enrollment be spread over the two years—with 50% of participating assistant teachers enrolling in Year 1 and 50% in Year 2—then you should input a value of 50%. Similarly, a value of 33% would reflect three years to enroll all existing teachers, 25% would reflect four years, etc.

Churn: % of Existing Assistant Teachers Leaving the Workforce Each Year: The percentage of assistant teachers leaving the workforce annually. It includes those leaving prior to completing their CDA program; the individual may have received tuition support, which contributes to state-level costs, but will no longer factor into the state's goal to increasing the number of assistant teachers with a CDA. A new assistant teacher hired as a replacement may or may not be hired at the same degree level; these statistics are determined by the assumptions for new assistant teachers located below the assumption for churn.

> **Advanced Users**: Churn increases the number of new assistant teachers required each year and can decrease the number of assistant teachers graduating from a state-funded CDA program. The CPQ&R assumes the population of teachers who leave the workforce is not skewed toward the most qualified or least qualified but rather mirrors the overall incoming distribution by degree identified by the user.

% of New Assistant Teachers Hired in Years 1+ with a CDA or Equivalent: The percentage of new assistant teachers hired with a CDA or equivalent to replace existing teachers (churn) or to meet expansion plans. Default assumptions reflect national Head Start statistics for assistant teacher degrees and should be reviewed and edited by the user as needed.

% of New Assistant Teachers without a CDA or Equivalent Enrolling in a CDA Program in Years 1+: For new assistant teachers hired without a CDA to replace existing teachers (churn) or to meet expansion plans, the percentage that are expected to enroll to earn a CDA. Default assumptions reflect national Head Start statistics for assistant teacher degrees and should be reviewed and edited by the user as needed.

Number of Years Required by Assistant Teachers to earn a CDA: The span of time for which participating teachers without a CDA will receive tuition support, and the length of time before they are expected earn their CDA and are eligible for a higher salary (if applicable). Partial year increments, such as 1.5 years, are allowed in the CPQ&R.

State-Level CDA Program Tuition Support Provided per Assistant Teacher per Year ($): The CDA tuition support cost per participating assistant teacher, expressed on a per-year basis.

Annual State-Level Cost per Participating Assistant Teacher to Administrate CDA Tuition Support ($): Additional state-level costs not distributed to participating assistant teachers. Such costs should remind you of the need to consider resources for state oversight of a tuition support program. For example, your state may require proof of completing a class before issuing a tuition reimbursement to an assistant teacher, and may maintain records of this as part of a quality assurance program.

Lead Teacher Specialized Training. Early learning specialization is treated separately from a teacher degree because a lead teacher possessing specialized training in Early Childhood Education (ECE) or Child Development (CD) credential can possess an AA, BA, or other degree. The organization of this table is similar to organization of the preceding tables for Lead Teacher Degree and Assistant Teacher Degree, but it contains an additional assumption for a raise in lead teacher salary—regardless of degree level—associated with possessing an ECE/CD credential. The default for this raise in the CPQ&R is zero ($0), and any non-zero value will increase salaries shown in Table B.2.d.1 (Personnel Costs) by the specified amount.

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

5. Lead Teacher Specialized Training (NIEER Benchmark: Specializing in Pre-K)

		By Delivery Model			Total
		Child Care Centers	Public PreK	Head Start	
Existing Workforce Assumptions: Lead Teachers Employed in Year 0					
Total Lead Teachers in Year 0		0	0	0	0 teachers
% of Lead Teachers in Year 0 with Specialized Training in ECE/CD (Head Start Data from Table C.6)	TRUE	67.4%	67.4%	81.6%	
Subtotal: Number of Lead Teachers in Year 0 with Specialized Training in ECE/CD		0	0	0	0 teachers
Subtotal: Number of Lead Teachers in Year 0 without Specialized Training in ECE/CD		0	0	0	0 teachers
% of Lead Teachers in Year 0 Enrolling in a Specialized Training Program in Years 1+	TRUE	41.7%	41.7%	0.0%	
Subtotal: Number of Lead Teachers in Year 0 Enrolling in a Specialized Training Program in Years 1+		0	0	0	0 teachers
		Fixed			
Entry Schedule for Lead Teachers in Year 0 Enrolling in Specialized Training (100%=1 year, 50% =2 years, etc.)	TRUE	100%			100%
Future Workforce Assumptions: Lead Teachers Employed in Years 1+		Fixed			
Churn: % of Lead Teachers Leaving the Workforce Each Year (See Table B.2.b.3)		10%			10%
% of New Lead Teachers Hired in Years 1+ with Specialized Training in ECE/CD	TRUE	67.4%			67%
% of New Lead Teachers Hired in Years 1+ without Specialized Training in ECE/CD	TRUE	32.6%			33%
% of New Lead Teachers Hired in Years 1+ Enrolling in a Specialized Training Program	TRUE	41.7%			42%
Number of Years Required by Lead Teachers to Complete a Specialized Training Program in ECE/CD	TRUE	1.5			1.5
State-Level ECE Program Tuition Support Provided per Lead Teacher per Year ($)	TRUE	$3,500			$3,500
Provider-Level FTE Salary Increase for Lead Teachers with Specialized Training, including Taxes & Benefits ($)	TRUE	$0			$0
Annual State-Level Cost per Participating Teacher to Administrate Specialized Training Tuition Support ($)	TRUE	$100			$100

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total
Subtotal: Number of Lead Teachers Enrolled in a Specialized Training Program												0 teachers
Subtotal: Net Increase in Lead Teachers Enrolling in and Completing Specialized Training in ECE/CD												
Subtotal: % of All Teachers with an ECE Credential												
Subtotal: Cost of Specialized Training Tuition Support Program												$0
Specialized Training Tuition Support as a % of Total State-Level Infrastructure & Supports (%)												

The Alterable Variables in the Lead Teacher Specialized Training Section

% of Lead Teachers in Year 0 with Specialized Training in ECE/CD: For lead teachers serving an existing preschool program, the percentage that currently possess specialized training. Head Start data by state is obtained from the Office of Head Start at the U.S. Department of Health and Human Services; default assumptions for Child Care Centers and Public Pre-K reflect national Head Start statistics and should be reviewed and edited by the user as needed.

% of Lead Teachers in Year 0 Enrolling in a Specialized Training Program in Years 1+: For lead teachers serving an existing preschool program and currently without specialized training in ECE/CD, the percentage that are expected to enroll in such training. Head Start data by state is obtained from the Office of Head Start at the U.S. Department of Health and Human Services; default assumptions for Child Care Centers and Public Pre-K reflect national Head Start statistics and should be reviewed and edited by the user as needed.

Entry Schedule for Lead Teachers in Year 0 Enrolling in Specialized Training: The percentage of lead teachers enrolling in a specialized training program expected to enroll in the first implementation year. For example, if all lead teachers without specialized training in ECE/CD in Year 0 enroll in Year 1, then you should input a value of 100%. However, if a large volume of lead teacher enrollment is expected and state budget constraints require enrollment be spread over the two years—with 50% of participating lead teachers enrolling in Year 1 and 50% in Year 2—then you should input a value of 50%. Similarly, a value of 33% would reflect three years to enroll all existing teachers, 25% would reflect four years, etc.

% of New Lead Teachers Hired in Years 1+ with Specialized Training in ECE/CD: The percentage of new lead teachers hired with specialized training in ECE/CD to replace existing teachers (churn) or to meet expansion plans. Default assumptions reflect national Head Start statistics for lead teacher degrees and should be reviewed and edited by the user as needed.

% of New Lead Teachers Hired in Years 1+ Enrolling in a Specialized Training Program: For new lead teachers hired without specialized training in ECE/CD to replace existing teachers (churn) or to meet expansion plans, the percentage that are expected to enroll in such training. Default assumptions reflect national Head Start statistics for lead teacher degrees and should be reviewed and edited by the user as needed.

Number of Years Required by Lead Teachers to Complete a Specialized Training Program in ECE/CD: The span of time for which participating teachers without specialized training will receive tuition support, and the length of time before they are expected to complete their specialized training and are eligible for a higher salary (if applicable). Partial year increments, such as 1.5 years, are allowed in the CPQ&R.

State-Level ECE Program Tuition Support Provided per Lead Teacher per Year ($): The specialized training tuition support cost per participating lead teacher, expressed on a per-year basis.

Provider-Level FTE Salary Increase for Lead Teachers with Specialized Training, including Taxes & Benefits ($): An annual salary increase in dollars ($) that is applied on top of any salary factors by degree level assumed in Table B.2.d.1 (Personnel Costs) to reflect higher compensation awarded to teachers possessing an ECE/CD credential. The default value for this salary increase in the CPQ&R is zero ($0).

Annual State-Level Cost per Participating Teacher to Administrate Specialized Training Tuition Support ($): Additional state-level costs not distributed to participating lead teachers. Such costs should remind you of the need to consider resources for state oversight of a tuition support

program. For example, your state may require proof of completing a class before issuing a tuition reimbursement to a lead teacher, and may maintain records of this as part of a quality assurance program.

Professional Learning and Support. This table allows you to enter Professional Development (PD) assumptions for lead teachers and assistant teachers. The NIEER benchmark is 15 hours of general PD training for lead teachers and assistant teachers, individualized PD plans, and coaching.

Several of the NIEER Quality Standards Benchmarks include training and coaching support. The CPQ&R was designed to simplify the organization of these assumptions by consolidating them within the table for Professional Learning and Support. You will see separate entries for training and coaching assumptions for General PD (meeting the Professional Learning and Support benchmark), Early Learning and Development Standards (ELDS), Continuous Quality Improvement Systems (CQIS), and Curriculum. Although training and coaching assumptions for ELDS, CQIS, and Curriculum are entered by the user in this section, the resulting costs are separately attributed to each quality standard.

The Alterable Variables in the Professional Learning and Support Section

Annual PD Training Hours per Lead Teacher: The number of hours required per year from lead teachers. Separate assumptions are allowed for General PD training (meeting the benchmark for Professional Learning and Support), and Early Learning and Development Standards (ELDS) training, Continuous Quality Improvement System (CQIS) training, and Curriculum training.

Annual PD Training Hours per Assistant Teacher: The number of hours required per year from assistant teachers.

One-Time Training? (Enter "No" if the Standard is for a Recurring Annual Training Requirement): A drop-down menu indicating whether the training requirement is expected to recur annually or is a one-time training event. The timing of the training is Year 1 for existing lead teachers and assistant teachers, and the year of hiring for new lead teachers and assistant teachers.

Average Training Fees per Teaching Staff Member per Hour: The hourly fee associated with each form of training, incurred at the provider level.

6. Professional Learning and Support (NIEER Benchmark: 15 hrs, Individualized Plans, & Coaching)

Training for Professional Learning and Support

Professional Development (PD) Training by Quality Standard							Total
Training Category (i.e., Quality Standard)		General PD	ELDS	CQIS	Curriculum	Total	
Annual PD Training Hours per Lead Teacher	TRUE	15				15	15 hours
Annual PD Training Hours per Assistant Teacher	TRUE	15				15	15 hours
One-Time Training? (Enter "No" if the Standard is for a Recurring Annual Training Requirement)		No	Yes	Yes	Yes		
Average Training Fees per Teaching Staff Member per Hour	TRUE	$25.00				$25.00	$25.00 per hour
Are Substitutes Required for Teaching Staff to Attend Training?		Yes	No	No	No		
Substitute Teacher Wages per Hour (See Table B.2.d, Below)		$7.25					$0.00 per hour
Subtotal: Training Cost per Teaching Staff Member per Hour		**$32.25**				**$32.25**	**$32.25 per hour**
Other Costs per Participating Teacher for State-Level Monitoring & Oversight of Training Program	TRUE	$100				$100	$100 per teacher

Individualized Professional Development (PD) Plans

		Fixed	Total
Annual Provider-Level Cost per Teaching Staff Member for Individualized PD Plans	TRUE	$0	$0 per teacher
Subtotal: Provider-Level Cost for Individualized PD Plan Cost per Teaching Staff Member		**$0**	**$0 per teacher**
Other Costs per Teacher for State-Level Monitoring & Oversight of Individualized PD Plan Program	TRUE	$100	$100 per teacher

Coaching for Professional Learning and Support

State-Level Support by Coaching (Staff) Category						All Coaches (Wtd Avg)	Total
Coaching Category (i.e., Quality Standard)		General PD	ELDS	CQIS	Curriculum		
Number of Coaches in Year 0 (Total Count of Coaches in each Category)	TRUE	0				0	0 coaches
Full-Time Equivalent (FTE) Allocation (Average % Allocation of Each Coach to the Coaching Category)	TRUE	100%				100%	100%
Caseload: Number of Classrooms per Coach (1 FTE)	TRUE	50				50.00	50 classrooms/coach
Coaches Salary, Benefits, Travel, and Overhead/Indirect Charges (1 FTE)	TRUE	$87,500				$87,500	$87,500
Churn: % of Existing Coaches Leaving the Workforce Each Year	TRUE	10%				10.0%	10%
One-Time Training Cost per Coach (Coaches Training)	TRUE	$5,000				$5,000	$5,000
Entry Schedule for Training of Existing Coaches in Year 0 (100% = 1 year, 50% = 2 years, etc.)	TRUE	100%				100%	100%
Other Costs per Coach for State-Level Monitoring & Oversight of Coaching Program ($)	TRUE	$6,250				$6,250	$6,250

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	
All Training for Professional Learning and Support: Participation Rate Among Lead Teachers (%)	TRUE	0%											0%
All Training for Professional Learning and Support: Participation Rate Among Assistant Teachers (%)	TRUE	0%											0%
Subtotal: Number of Lead Teachers Participating in Training for General PD													
Subtotal: Number of Assistant Teachers Participating in Training for General PD													
Subtotal: Annual Provider-Level Cost for General PD Training													$0
Subtotal: Annual State-Level Cost to Administrate General PD Training													$0
Individualized PD Plans: Participation Rate Among Lead Teachers (%)	TRUE	0%											0%
Individualized PD Plans: Participation Rate Among Assistant Teachers (%)	TRUE	0%											0%
Subtotal: Number of Lead Teachers Participating in Individualized PD Plans													
Subtotal: Number of Assistant Teachers Participating in Individualized PD Plans													
Subtotal: Annual Provider-Level Cost for Individualized PD Plans													$0
Subtotal: Annual State-Level Cost for Individualized PD Plans													$0
All Coaching for Professional Learning and Support: Participation Rate Among Classrooms (%)	TRUE	0%											0%
Subtotal: Number of Classrooms Participating in Coaching for General PD													
Subtotal: Total Coaches for General PD													
Subtotal: Annual State-Level Coaching Cost for General PD													$0

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	
Other State-Level Implementation Supports for Professional Learning ($)	TRUE	$0											$0
Subtotal: State-Level Implementation Supports for Professional Learning													$0

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
Subtotal: State-Level Cost for Professional Learning & Support												$0
Professional Learning and Support as a % of Total State-Level Infrastructure & Supports Cost (%)												

Are Substitutes Required for Teaching Staff to Attend Training?: A drop-down menu indicating whether training is in-service and substitute teachers are needed backfill the necessary hours. Substitute teacher costs are incurred at the provider level.

Other Costs per Participating Teacher for State-Level Monitoring & Oversight of Training Program: Other costs incurred at the state level, associated with administration and oversight of each form of training, expressed on a per-teacher basis.

Annual Provider-Level Cost per Teaching Staff Member for Individualized PD Plans: Any costs expected to be incurred by the provider in support of developing individualized PD plans, expressed on a per-teacher basis.

Other Costs per Teacher for State-Level Monitoring & Oversight of Individualized PD Plan Program: Any costs expected to be incurred at the state level and associated with administration and oversight of individualized PD plans, expressed on a per-teacher basis.

Number of Coaches in Year 0 (Total Count of Coaches in each Category): If a coaching program currently exists as part of an existing preschool program, then the number of coaches currently employed in each category of coaching.

Full-Time Equivalent (FTE) Allocation (Average % Allocation of Each Coach to the Coaching Category): The percent of time each coach is allocated to coaching. 100% reflects a single full-time equivalent, or FTE. A value of 50% means that each individual coach spends half of their available time coaching, and it would take twice as many individuals to meet a coaching load as a single FTE. You can use this allocation to model coaches delivering more than one category of coaching; for example, you could enter 50% in General PD coaching and CQIS coaching if a single coach is expected to split their time evenly between each category.

Caseload: Number of Classrooms per Coach (1 FTE): The number of classrooms that would be assigned to a coach who is 100% allocated to that category of coaching. The caseload assumption is combined with the assumption for FTE allocation by coaching category to establish the number of coaches required to satisfy the annual preschool slot plan.

Coaches Salary, Benefits, Travel, and Overhead/Indirect Charges (1 FTE): The total expense associated with each coach, which is then applied to the number of coaches to estimate a total coaching cost before state-level monitoring & oversight of the coaching program.

Churn: % of Existing Coaches Leaving the Workforce Each Year: The percentage of coaches leaving the workforce annually. New coaches hired to replace departing coaches or to meet an expansion plan must be trained, and all new coaches are subject to one-time training costs.

One-Time Training Cost per Coach (Coaches Training): A one-time training cost applied to existing coaches and new coaches at the time they are hired, to develop their skills in providing quality coaching to lead teachers and assistant teachers.

Entry Schedule for Training of Existing Coaches in Year 0: The percentage of existing coaches expected to receive specialized training in the first implementation year. For example, if all coaches existing in Year 0 are expected to receive training in Year 1, then you should input a value of 100%. However, if a large volume of coaches training is expected and state budget constraints require enrollment be spread over the two

years—with 50% of existing coaches receiving training on new standards in Year 1 and 50% in Year 2—then you should input a value of 50%. Similarly, a value of 33% would reflect three years to train all existing coaches, 25% would reflect four years, etc.

Other Costs per Coach for State-Level Monitoring & Oversight of Coaching Program ($): Any costs expected to be incurred at the state level and associated with administration and oversight of a coaching program, expressed on a per-coach basis. For example, if a coaching program is comprised of field workers (i.e., the coaches themselves) and state-level supervisors, then the supervisors could be included as part of other costs—unless they have already been accounted for as part of the overhead identified under Coaches Salary, Benefits, Travel, and Overhead/Indirect Charges.

All Training for Professional Learning and Support: Participation Rate Among Lead Teachers (%): Lead teacher participation rate in all categories of training for professional learning and support. For simplicity, the CPQ&R applies that same participation rate assumption for General PD, ELDS, CQIS, and Curriculum Training. The actual number of lead teachers participating in each category of training is shown under the relevant quality standard.

> **Advanced Users**: you can easily modify the formulas to disaggregate the participation rate assumptions for lead teachers and assistant teaches in General PD, ELDS, CQIS, and Curriculum training, and allow each category to have its own unique participation rate assumption, by altering the contents of Table D.21 is Worksheet D: Annual Schedule Tables.

All Training for Professional Learning and Support: Participation Rate Among Assistant Teachers (%): Assistant teacher participation rate in all categories of training for professional learning and support. For simplicity, the CPQ&R applies that same participation rate for General PD, ELDS, CQIS, and Curriculum training. The actual number of assistant teachers participating in each category of training is shown under the relevant quality standard.

Individualized PD Plans: Participation Rate Among Lead Teachers (%): Lead teacher participation rate in developing individualized professional development plans.

Individualized PD Plans: Participation Rate Among Assistant Teachers (%): Assistant teacher participation rate in developing individualized professional development plans.

All Coaching for Professional Learning and Support Participation Among Classrooms (%): Classroom participation rate in all categories of coaching for professional learning and support. For simplicity, the CPQ&R applies that same participation rate assumption for General PD, ELDS, CQIS, and Curriculum coaching. The actual number of classrooms participating in each category of coaching is shown under the relevant quality standard.

> **Advanced Users**: You can easily modify the formulas to disaggregate the participation rate assumptions for classrooms in General PD, ELDS, CQIS, and Curriculum coaching, and allow each category to have its own unique participation rate assumption, by altering the contents of Table D.23 is Worksheet D: Annual Schedule Tables.

Other State-Level Implementation Supports for Professional Learning ($): If there are other costs derived by the state associated with providing supports for professional learning, then enter it here.

> **Advanced Users**: In the section of the table that includes Other State-Level Implementation Supports for Professional Learning, only the last row, "Subtotal: State-Level Implementation Supports for Professional Learning," is used by other worksheets in the CPQ&R to perform calculations. Therefore, you can insert additional rows in this section of the table as you see fit, as long as the correct subtotal amount is still captured in the aforementioned subtotal row.

Early Learning and Development Standards. This table allows you to enter cost data related to the development of Early Learning and Development Standards (ELDS) and subsequent technical assistance. The NIEER benchmark calls for Early Learning and Development Standards that are developmentally appropriate and comprehensive, with state supports for implementation of curriculum aligned with K-3 standards through guidance, materials, professional development, and the use of formative assessment to inform teaching. The sum of initial development costs and technical assistance represents the implementation supports for an integrated ELDS.

In addition to development and technical assistance costs, this table presents the output from assumptions pertaining to training and coaching lead teachers and assistant teachers for ELDS entered under Professional Learning and Support.

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

7. Early Learning & Development Standards (NIEER Benchmark: Aligned, Supported, Culturally Sensitive)

	By Implementation Year											Total
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
Number of Lead Teachers Participating in ELDS Training (See NIEER Standard #6 for Participation Rates)												
Number of Assistant Teachers Participating in ELDS Training (See NIEER Standard #6 for Participation Rates)												
Subtotal: Annual Provider-Level Cost for ELDS Training (See NIEER Standard #6 for Unit Costs)												$0
Subtotal: Annual State-Level Cost for ELDS Training (See NIEER Standard #6 for Unit Costs)												$0
Number of Classrooms Participating in Coaching for ELDS (See NIEER Standard #6 for Participation Rates)												
Subtotal: Total Coaches for ELDS												
Subtotal: Annual State-Level Coaching Cost for ELDS (See NIEER Standard #6 for Unit Costs)												$0

		By Implementation Year											Total
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
Initial ELDS Development: Culturally Sensitive and Aligned with Child Assessments and I/T & K-3 Standards ($)	TRUE	$0											$0
Technical Assistance (TA) and Other Ongoing Implementation Supports for ELDS ($)	TRUE	$0											$0
Subtotal: Implementation Supports for Integrated ELDS													$0
Subtotal: State-Level Cost for Integrated ELDS ($)													$0
Integrated ELDS as a % of Total State-Level Infrastructure & Supports (%)													

The Alterable Variables in the Early Learning and Development Standards Section

Initial ELDS Development: Culturally Sensitive and Aligned with Child Assessments and I/T & K-3 Standards ($): ELDS costs incurred by the state, entered by implementation year, associated with developing comprehensive standards that are aligned with state standards for infant/toddler, K-3, and/or college & career readiness, child assessments, and are culturally sensitive.

Technical Assistance (TA) and Other Ongoing Implementation Supports for ELDS ($): Technical assistance associated with the implementation of the ELDS, entered by implementation year, and any other implementation support costs incurred by the state.

> **Advanced Users**: In the section of the table that includes Initial ELDS Development and Technical Assistance, only the last row, "Subtotal: Implementation Supports for Integrated ELDS," is used by other worksheets in the CPQ&R to perform calculations. Therefore, you can insert additional rows in this section of the table as you see fit, as long as the correct subtotal amount is still captured in the aforementioned subtotal row.

Continuous Quality Improvement System. This table allows you to enter information on the frequency of classroom observations and the associated costs of a Continuous Quality Improvement System (CQIS). The NIEER benchmark is for teachers and administrators to regularly collect, report, and use data to make decisions at the classroom, local, and state levels. Also, a statewide program improvement plan is developed, reviewed, and revised on a scheduled basis.

In addition to classroom observation and state planning costs, this table presents the output from assumptions pertaining to training and coaching lead teachers and assistant teachers for CQIS entered under Professional Learning and Support. The output includes provider-level and state-level costs.

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

8. Continuous Quality Improvement System (NIEER Benchmark: Annual Classroom Observations)

		Fixed												Total
Frequency in Years Between Classroom Observations for CQIS (0.5 = 6 months, 1.0 = 1 year, etc.)	TRUE	1.0												1.0 years
Cost per Classroom for Classroom Observation and Data Collection ($)	TRUE	$2,000												$2,000
Cost per Site for State-Level Administration of Classroom Obsevations for CQIS ($)	TRUE	$100												$100

		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
Cumulative Percent of Sites Participating in Classroom Observations for CQIS (%)	TRUE	0%											0%
Subtotal: Number of Sites Participating in Classroom Observations for CQIS													
Subtotal: State-Level Cost for Classroom Observations for CQIS ($)													$0
Number of Lead Teachers Participating in CQIS Training (See NIEER Standard #6 for Participation Rates)													
Number of Assistant Teachers Participating in CQIS Training (See NIEER Standard #6 for Participation Rates)													
Subtotal: Annual Provider-Level Cost for CQIS Training (See NIEER Standard #6 for Unit Costs)													$0
Subtotal: Annual State-Level Cost for CQIS Training (See NIEER Standard #6 for Unit Costs)													$0
Number of Classrooms Participating in Coaching for CQIS (See NIEER Standard #6 for Participation Rates)													
Subtotal: Total Coaches for CQIS													
Subtotal: Annual State-Level Coaching Cost for CQIS (See NIEER Standard #6 for Unit Costs)													$0

		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
Upfront Development Costs for the Continuous Quality Improvement System ($)	TRUE	$0											$0
Cost for Assessment Tools, Assessor Training, and Ensuring CQIS Inter-Rating Reliability ($)	TRUE	$0											$0
Technical Assistance (TA) and Other Ongoing Implementation Supports for CQIS ($)	TRUE	$0											$0
Subtotal: Implementation Supports for CQIS ($)													$0
Subtotal: State-Level Cost for CQIS ($)													$0
CQIS as a % of Total State-Level Infrastructure & Supports (%)													

The Alterable Variables in the Continuous Quality Improvement System Standards Section

Frequency in Years Between Classroom Observations for CQIS: the number of years between classroom observations for CQIS. For example, if observations occur twice per year, then you would enter a value of 0.5 years, and if observations are annual, then you would enter a value of one year (1.0). Values greater than one year are allowed within the CPQ&R: a value of 2.0 years means that 50% of participating classrooms are evaluated each year, with the remaining 50% evaluated the following year. The CPQ&R assumes an even distribution of observations over such multi-year periods.

Cost per Classroom for Classroom Observation and Data Collection ($): The cost to conduct observations and collect data. If these activities are completed by a member of the provider's internal staff, then the cost could be much lower than if these activities were completed by an independent third party. Similarly, if the observations and data involve use of a rigorous program assessment tool (such as ERS/ECERS or CLASS),

then the cost will be higher than if a program assessment tool is not used. The default value for the cost per classroom in the CPQ&R reflects a situation wherein an independent third party observes the class and utilizes rigorous program assessment tools to issue a CQIS rating.

Cost per Site for State-Level Administration of Classroom Observations for CQIS ($): Any costs expected to be incurred at the state level and associated with administration and oversight of a program of classroom observations for CQIS, expressed on a per-site basis.

Cumulative Percent of Sites Participating in Classroom Observations for CQIS (%): The percentage of sites expected to participate in classroom observations for CQIS each year. This percentage is combined with the frequency of classroom observations to establish the number of observations expected annually under a preschool slot plan. For example, if 50% of classrooms are expected to participate in classroom observations and the frequency between observations is two years (2.0), then 25% of classrooms would be expected to complete classroom observations each year, with the remaining 25% completing observations the following year.

Upfront Development Costs for the Continuous Quality Improvement System ($): Initial costs incurred by the state, entered by implementation year, associated with developing a system using data to make decisions at the classroom, local, and state level.

Cost for Assessment Tools, Assessor Training, and Ensuring CQIS Inter-Rating Reliability ($): Initial and ongoing costs for the use of assessment tools, including the cost of the tools, training of assessors, and testing for reliably consistent assessments between assessors.

Technical Assistance (TA) and Other Ongoing Implementation Supports for CQIS ($): Ongoing cost, entered by implementation year, for technical assistance and other any other supports—excluding upfront development costs and the cost for assessment tools, assessor training, and ensuring inter-rating reliability—related to the implementation of a Continuous Quality Improvement System.

> **Advanced Users**: In the section of the table that includes Upfront Development Costs and Technical Assistance, only the last row, "Subtotal: Implementation Supports for CQIS," is used by other worksheets in the CPQ&R to perform calculations. Therefore, you can insert additional rows in this section of the table as you see fit, as long as the correct subtotal amount is still captured in the aforementioned subtotal row.

Curriculum. This table allows you to enter unit information related to curriculum development and support. The NIEER benchmark calls for support to be in place for curriculum selection and implementation. States are not required to use specific curriculum models but rather must provide guidance for, or have a process for, approving the use of curricula as well as provide support for implementation.

In addition to curriculum selection and implementation costs, this table presents the output from assumptions pertaining to training and coaching lead teachers and assistant teachers for Curriculum entered under Professional Learning and Support. The output includes provider-level and state-level costs.

9. Curriculum (NIEER Benchmark: Supports for Curriculum Selection and Implementation)														

Curriculum Selection		Fixed												Total
One-Time Cost per Participating Site for Curiculum Selection Supports	TRUE	$100												$100 per site
		By Implementation Year												
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10		
Cumulative Percent of Sites Participating in Curriculum Selection Supports (%)	TRUE	0%												0%
Subtotal: Cumulative Number of Sites Participating in Curriculum Selection Supports														0 sites
Subtotal: Number of Sites Receiving One-Time Curriculum Selection Supports														0 sites
Subtotal: State-Level Cost for One-Time Curriculum Selection Supports ($)														$0

Curriculum Implementation		Fixed												
One-Time Cost per Participating Classroom for Curriculum Materials	TRUE	$800												$800 per classroom
		By Implementation Year												
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10		
Cumulative Percent of Classrooms Participating in Curriculum Materials Support (%)	TRUE	0%												0%
Subtotal: Cumulative Number of Classrooms Participating in Curriculum Materials Support														0 classrooms
Subtotal: Number of Classrooms Receiving One-Time Curriculum Materials														0 classrooms
Subtotal: State-Level Cost for One-Time Curriculum Materials Support ($)														$0

Number of Lead Teachers Participating in Curriculum Training (See NIEER Standard #6 for Participation Rates)														
Number of Assistant Teachers Participating in Curriculum Training (See NIEER Standard #6, Above)														
Subtotal: Annual Provider-Level Cost for Curriculum Training (See NIEER Standard #6 for Unit Costs)														$0
Subtotal: Annual State-Level Cost for Curriculum Training (See NIEER Standard #6 for Unit Costs)														$0

Number of Classrooms Participating in Coaching for Curriculum (See NIEER Standard #6, Above)														
Subtotal: Total Coaches for Curriculum														
Subtotal: Annual State-Level Coaching Cost for Curriculum (See NIEER Standard #6 for Unit Costs)														$0

		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		
Upfront Development Costs to Align Curriculum with other State Standards ($)	TRUE	$0												$0
Technical Assistance (TA) and Other Ongoing Implementation Supports for Curriculum ($)	TRUE	$0												$0
Subtotal: Implementation Supports for Curriculum ($)														$0

Subtotal: State-Level Cost for Curriculum ($)														$0
Curriculum as a % of Total State-Level Infrastructure & Supports (%)														

The Alterable Variables for the Curriculum Standards Section

One-Time Cost per Participating Site for Curriculum Selection Supports: A state level cost incurred as the result of a site participating in support for curriculum selection. The CPQ&R assumes this is a one-time cost for existing and new sites participating in such support.

Cumulative Percent of Sites Participating in Curriculum Selection Supports (%): The percentage of sites, by implementation year, that have utilized curriculum selection support in the current year and in all past years. If all sites are expected to receive such support in the first implementation year, then you would enter a value of 100% in Year 1 and in all subsequent years of your annual slot plan. You can also model a

program for curriculum selection supports that is growing over time, perhaps because caseload restrictions prevent state-level staff from administering the intended support to 100% of sites in one calendar year.

One-Time Cost per Participating Classroom for Curriculum Materials: A state level cost incurred as the result of a site receiving curriculum materials. The CPQ&R assumes this is a one-time cost for existing and new sites participating in such support.

Cumulative Percent of Classrooms Participating in Curriculum Materials Support (%): The percentage of sites, by implementation year, that have received curriculum materials in the current year and in all past years. If all sites are expected to receive the materials in the first implementation year, then you would enter a value of 100% in Year 1 and in all subsequent years of your annual slot plan. You can also model a program for curriculum materials that is growing over time.

Upfront Development Costs to Align Curriculum with other State Standards ($): Initial costs incurred by the state, entered by implementation year, associated with aligning selected curricula with other state standards.

Technical Assistance (TA) and Other Ongoing Implementation Supports for Curriculum ($): Ongoing cost, entered by implementation year, for technical assistance and other supports related to implementation of a statewide curriculum program.

> **Advanced Users**: In the section of the table including Upfront Development Costs and Technical Assistance, only the last row, "Subtotal: Implementation Supports for Curriculum," is used by other worksheets in the CPQ&R to perform calculations. Therefore, you can insert additional rows in this section of the table as you see fit, as long as the correct subtotal amounts is still captured in the aforementioned subtotal row.

Screening/Referral and Support Services. This table allows you to specify the cost to the provider for offering screening and referral services per participating child, and the percentage of children expected to participate in these services. The NIEER benchmark is to offer vision, hearing, and health screening. Varying assumptions by delivery model allows the CPQ&R to accommodate situations wherein one delivery model provides more screening/referral and support services than another. For example, Head Start might offer more comprehensive screening and support services than Child Care Centers.

10. Screening/Referral and Support Services (NIEER Benchmark: Vision, Hearing, and Health Screening)																
		By Delivery Model				**By Delivery Model**										
		% of Slots Participating				**Cost per Participating Child ($)**										
		Child Care Centers	Public PreK	Head Start		Child Care Centers	Public PreK	Head Start								**Total**
Vision	TRUE	0%				$25	$25	$25								$0.00 per slot
Hearing	TRUE	0%				$30	$30	$30								$0.00 per slot
Health	TRUE	0%				$40	$40	$40								$0.00 per slot
Other Support Service(s)	TRUE					$0	$0	$0								$0.00 per slot
Subtotal: Weighted Avg Cost per Slot, Based on Participation Rates by Service, By Delivery Model						$0	$0	$0								$0.00 per slot
						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				
Subtotal: Provider-Level Cost of Screening/Referral and Support Services																$0

The Alterable Variables in the Screening/Referral and Support Services Section

Vision, Hearing, Health, and Other Support Service(s) Cost/Participating Child ($): The NIEER Benchmark is vision, hearing, health, and at least one support service. The cost per participating child for these services should not include any related staffing costs addressed in the provider-level staffing models. Furthermore, participation rates are addressed separately; the cost per participating child should reflect the incremental cost for a single child to receive these services (per year).

% of Slots Participating: The proportion of children served by the preschool slot plan, by delivery model, who will receive each of the screening/referral and support services.

> **Advanced Users**: This table is formatted to also allow you to add to the number of services. Only the last row, "Subtotal: Weighted Avg Cost per Slot, Based on Participation Rates by Service," is used by other worksheets in the CPQ&R to perform calculations. You can insert additional rows as you see fit, as long as the correct subtotal amount is still captured in the aforementioned subtotal row.