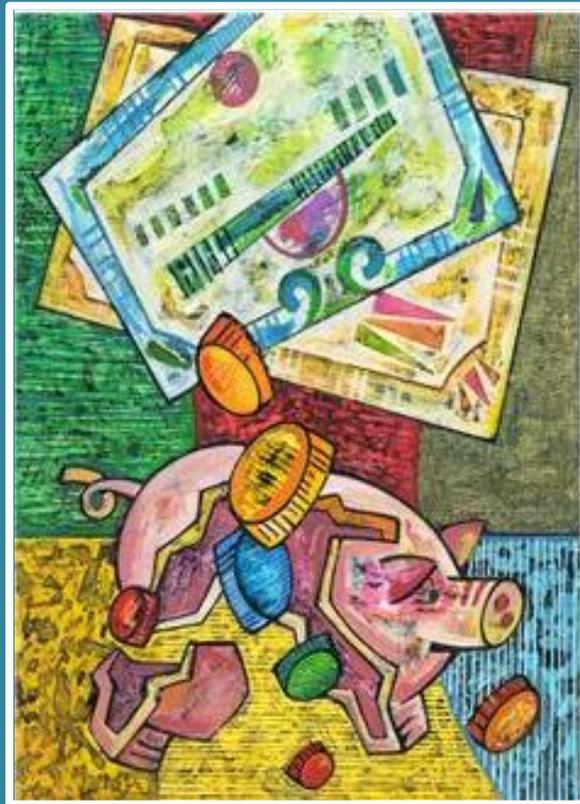


New York State Fiscal Analysis Model for Early Childhood Services:

**A look at the New York State's Early Childhood
Fiscal Model - Return on Investment Brief**



**Prepared for the NYS Early Childhood Advisory Council Finance Work Group by
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About the Model

The Early Childhood Advisory Council (ECAC) Finance Work Group has developed a model that provides policy makers with an analytical tool to better understand the state's early childhood system. The tool helps accomplish several of the ECAC's goals, including gauging the impact of changes in access, quality, and funding levels for early childhood programs; providing the information necessary to maximize existing resources to support the goals of a coordinated and comprehensive early childhood service system; and helping identify new financing strategies to increase access and quality in the ECAC's four focus areas—Healthy Children, Strong Families, Early Learning, and Coordinated and Responsive Systems. The model helps users understand the costs of programs and services that together comprise a comprehensive early childhood system of supports for children birth to five and their families. Identified in the model are funding and participation rates for programs and services that support early learning, healthy families, family supports and coordinated and responsive systems, including 85 publically-funded programs that serve pregnant mothers, families and children ages birth through five.

About the Data

Data for the model came from relevant agencies as they pertain to the 85 programs and services that were identified by members of the ECAC Finance Work Group. The model includes the most current data available at the time the model was built (2013). The majority of the data in the model is from 2010 or 2011, although some programs are from earlier years and some data is more current. When possible, funding data was disaggregated by source (federal, state, or other), and current enrollment is disaggregated into age and income brackets. In most cases, actual expenditures were used in the model. However, when programs were not able to provide unit costs, an estimate was developed by dividing the total funding by the enrollment in the most recent year that both values were available. In addition, the model includes data collected from the 2009 Census as it relates to New York State population and family income.

What's in the Model

The model is divided into five domains:

- **Early Learning:** This domain spans child care programs – including Head Start, campus-based programs, and the state child care subsidy program – in addition to other resources including preschool special education, professional development, and many other programs.
- **Home Visiting:** This domain includes home visiting programs such as Healthy Families New York, Parents as Teachers, and Nurse Family Partnership, among others.
- **Healthy Children:** This domain includes programs designed to promote health, encompassing nutrition information and assistance and mental health consultation.
- **Strong Families:** This domain supports the framework that pulls together relevant health, family engagement, education and human services that improve outcomes, efficiency and the ability to reach more at-risk families.
- **Infrastructure and Governance:** This domain supports the ability to coordinate the right mix of services across agencies to maximize effectiveness and efficiency. Focusing on both data systems and financing models, these elements create a consistent infrastructure that will inform and support the early childhood system, identifying trends, tracking outcomes, and helping to plan more accurately for the future.

Return on Investment Methodology

This fiscal model includes estimates of the return on investment (ROI) of programs in cases where rigorous evidence of the program's impact exists. In addition to ROI estimates for home visiting programs, the model includes several categories of savings due to high-quality preschool for high-needs children. National research studies were reviewed and the data was adapted where necessary in order to apply these cost savings to the New York context. Adjustments were made for New York State's demographics, enrollment, quality distributions and costs. The primary research studies utilized include studies by the Washington Institute for Public Policy (Aos et. al., 2007, 2011) and Karoly & Bigelow's 2005 study on the economics of investing in universal preschool education, and others.

Research suggests that gains due to preschool are specific to high quality preschool programs, and therefore different multipliers should be assigned based on the quality level of the program. Following analyses conducted by Helburn and Morris (personal communication, 2012) and APA (2012), the following multipliers were applied in the model to account for differences in quality and setting¹. (Note:

- Quality Level 4 and 5: 100 percent
- Quality Level 3: 75 percent
- Quality Level 1 and 2: 0 percent

In addition, children who have the highest economic need are also more likely to realize the greatest benefits from preschool, because they are receiving experiences that they otherwise would not have. Children with less need may already be receiving these experiences outside of preschool and thus stand to gain less. In order to account for these differences the model applies the following multipliers:

- Children <100 percent of poverty: 100 percent
- Children between 100 percent and 200 percent of poverty: 75 percent
- Children above 200 percent of poverty: 50 percent

Returns in the model are realized in a number of different areas, including:

- | | |
|--|---|
| • Reduced criminal justice costs | Effects of increased student behavior and teacher satisfaction |
| • Reduced grade retention | |
| • Increased future income | o Reduced teacher turnover |
| • Reduced adult crime costs | o Offset costs of teacher salaries |
| • Reduced tangible victim costs | o Teacher absenteeism |
| • Reduced foster and homecare costs | • Reduced pressure on school support due to increased achievement |
| • Reduced tangible losses due to child welfare | |

This fiscal model also builds in the additional expenses due to the larger number of students graduating high school, who are then more likely to complete higher education. These expenses are included in the model as a negative factor.

¹ Multipliers for different quality levels are assumptions based on consultations with experts in the field.

Return on Investment of New York State Early Childhood Programs

The current ROI of the New York early childhood system is approximately \$27 billion, which is generated by a total annual system cost of \$7.4 billion.² The child care component of the system cost is calculated using the “cost of quality” calculations, which reflect the true cost to provide programs at their current quality levels. This cost may be larger than the programmatic expenditures per child.

The ROI of \$27 billion represents a return of approximately \$3.65 for each \$1 invested. The system savings are spread across the following categories (note that figures are rounded to the nearest \$1 million):

Category	ROI
K-12 System	
Special Education	\$108,000,000
Grade Retention	\$380,000,000
Higher Education and Career	
Increased Costs of College Participation	-\$170,000,000 ³
Future Income	\$23,215,000,000
Criminal Justice	
Criminal Justice	\$415,000,000
Adult Crime	\$492,000,000
Tangible Victim Costs	\$1,759,000,000
Child Welfare System	
Foster Care	\$44,000,000
Home Care	\$21,000,000
Child Welfare	\$281,000,000
School Efficiency	
Teacher Turnover	\$23,000,000
Teacher Salaries	\$285,000,000
Teacher Absenteeism	\$79,000,000
School Support	\$73,000,000

Individual Program Example: Early Head Start

In order to better understand the return on investment of early childhood programs in New York State, it is worth looking more closely at the ROI for individual programs. For example, the Early Head Start program in New York had 6,484 funded slots for children, and the current estimated true cost to provide care is about \$88 million.⁴ The total ROI for the program is estimated to be \$907,227,907, which represents a return of \$10.31 for every \$1 invested. The ROI savings are realized in the following areas (note that figures are rounded to the nearest \$100,000):

² All ROI figures are derived from the model, based on the current investment across the system.

³ The college participation category results in a negative ROI because it actually represents an increased cost associated with children who complete preschool. These children are more likely to attend college, which incurs a financial cost.

⁴ This figure is based on the model's estimates of the true cost to provide care, which would derive from numerous sources, including state and federal programmatic funding, local contributions, and parent contributions.

Early Head Start	
Category	ROI
K-12 System	
Special Education	\$3,600,000
Grade Retention	\$12,800,000
Higher Education and Career	
Increased Costs of College Participation	-\$5,700,000
Future Income	\$779,900,000
Criminal Justice	
Criminal Justice	\$13,900,000
Adult Crime	\$16,500,000
Tangible Victim Costs	\$59,100,000
Child Welfare System	
Foster Care	\$1,500,000
Home Care	\$700,000
Child Welfare	\$9,400,000
School Efficiency	
Teacher Turnover	\$800,000
Teacher Salaries	\$9,600,000
Teacher Absenteeism	\$2,700,000
School Support	\$2,500,000

Using the Model to Estimate the Impact of Program Changes

Impact on one program – increased enrollment

The model can be used to project changes to ROI based on proposed program adjustments, including changing the number of children enrolled in a program or the quality level of the programs those children are enrolled in. For example, adjusting the number of children enrolled in the Early Head Start program referenced above, has a significant impact on the projected ROI.

The current program has the potential to enroll 6,484 children, whom we assumed were evenly distributed between birth and age 3. Using the model we can see the impact of increasing enrollment in the program by 3,000, for example. The new cost of the program, for 9,484 children, also evenly distributed between births to 3 years old, is \$174 million, an increase of just over \$40.7 million. The increased enrollment also has an effect on the ROI of the program. The 3,000 additional children results in an increase of \$419.8 million in the program ROI, for a total ROI of \$1.3 billion.

Early Head Start - Only					
	Students	Quality Distribution	Total Program Cost	Return on Investment	Return per \$1 invested
Original	6,484	1 star: 7% 2 star: 10% 3 star: 57% 4 star: 26%	\$118,000,000	\$907,000,000	\$7.63
<i>Scenario:</i> Additional enrollment	9,484	1 star: 7% 2 star: 10% 3 star: 57% 4 star: 26%	\$174,000,000	\$1,326,000,000	\$7.62

Impact on one program – increased quality

Another scenario that can be modeled is the change in ROI when adjusting the distribution of quality within a program. For example, the Campus Based Child Care Centers program currently enrolls 4,226 children, with 25 percent of children in 1- star programs, 45 percent in 2-star, 25 percent in 3-star and 5 percent in 4- star. The current true cost to provide this service (including costs not included in the program’s per-child allocation) totals \$44 million. The program’s ROI is \$133 million representing a return of \$3.00 for every \$1 invested.

If the program is modified so that the number of children in a 1-star rated program is reduced from 25 percent to 5 percent and the number in a 4-star program is increased from 5 percent to 25 percent, we see an increase in costs of approximately \$1.6 million, which takes into account the additional cost of children in the 4-star programs. However, the ROI also increases, because higher quality programs are more effective at generating benefits for children. In this scenario, the modified ROI is \$246 million which is an increase of \$112 million, generated by the additional \$1.6 million investment. The overall ROI of the program is now \$5.34 for each \$1 invested, representing a 77.8 percent increase in ROI.

The table below summarizes this scenario:

Campus Based Child Care					
	Students	Quality Distribution	Total Program Cost	Return on Investment	Return per \$1 invested
Original	4,226	1 star: 25% 2 star: 45% 3 star: 25% 4 star: 5%	\$44,600,000	\$133,840,000	\$3.00
<i>Scenario:</i> Increased quality	4,226	1 star: 5% 2 star: 45% 3 star: 25% 4 star: 25%	\$46,200,000	\$246,560,000	\$5.34

Impact on System

In addition to modeling the impact on an individual program, it is possible to use the model to estimate the impact of multiple changes across the entire system. For example, the tool can model the impact of increasing the number of low-income children served across the entire system. In this scenario, we model adding 1,000 total children to the system and providing them with a variety of services appropriate to their age group. For example, infants in this scenario receive Early Head Start, Healthy Families, and Nurse Family Partnership, while older children receive child care or pre-K.

Age Range of Children	Number of Additional Children	Program
Birth – 1 year	200	Early Head Start Healthy Families Nurse Family Partnership
1-2 years	200	Early Head Start
3-4 years	300	Campus Based Child Care Centers
4-5 years	300	Universal PreK

Using the true cost of quality numbers, making these additions increases the total system cost by \$15.8 million, to \$7.35 billion. The ROI of the system also increases, by \$77 million, to \$27,119,000,000. The overall system ROI, therefore remains relatively stable, at \$3.68 per dollar invested, which compares to \$3.65 before any modifications. This relatively simple example shows how the tool can be modified and the changes compared. Users of the model can build more complex and detailed scenarios to model the change in costs and change in return on investments for a variety of different scenarios.

Conclusion

Investing in New York’s early childhood system reaps large benefits for children and for society as a whole. For every \$1 invested in the system, up to \$10 are realized in benefits to school districts, state service agencies, parents, and children themselves.

While the return on investment for early childhood programs can be large, it is essential that targeted investments are made based on evidence. The data in the model can help identify which investments are most effective at driving future benefits. In a policy environment with limited resources, policymakers should carefully weigh various investment options. For example, resources could be invested in increased quality preschool, expanded participation, or more coverage for health and family support for younger children.

While the ROI associated with various policy options is an important consideration, it is only one element that should be considered. Many programs may be effective but do not have high-quality data suitable for calculating ROI figures. Further, other non-economic outcomes, such as achievement scores or parent satisfaction levels, should be considered in weighing investment options.

As the State continues to build its early childhood system, the role of high-quality data collection and analysis will be key in promoting evidence-based investments to improve the lives of all of New York's children.

Appendix A: Cost of Quality Methodology

The following section details the methodology used to estimate the cost of quality child care and was developed by Anne Mitchell for both Centers and Homes. A table presenting the hourly costs of child care by age, setting, and quality level is presented in Appendix C.

Overview

One aspect of the system the model consist of data directly associated with early care and learning services for children of various ages up to five years, at quality levels that correspond to the five levels of QUALITYstarsNY. For more information see www.qualitystarsny.org. The costs of early care and learning in either centers or homes are calculated using model budgets that reflect statewide average costs; the resulting costs per hour are included in the system the model.

These model budgets include all possible revenue streams available in New York to support center or home operations. The primary purpose of these models is to calculate the cost of quality at different levels for different ages of children. Another purpose is to illustrate how regulated programs financially support their operations and whether current funding sources are adequate. Another is to illustrate the gap between the cost of producing quality and the revenue sources available to support that cost. This information can inform the design of financial awards to maintain quality at each level.

Methodology

Budgets were constructed for three different levels of quality. The basic quality level is a program that meets the state of New York's child care regulations (Star 1 in QUALITYstarsNY). Levels of quality above that are exemplified by Star 3 (acceptably good) and Star 5 (excellent) in QUALITYstarsNY. The costs for Star 2 and Star 4 are calculated by taking the median value between the adjacent Star levels.

Expenses

In general, expenses in centers and homes are influenced by two major factors:

- 1) Structure: class sizes and staff: child ratios in centers and the number and ages of children permitted in homes,
- 2) Staff qualifications: the levels of credentials of teaching and administrative staff and compensation to match those credentials.

In the case of New York, class sizes and ratios at the basic regulated level (QUALITYstarsNY Star 1) are well within the range of best practice and QUALITYstarsNY standards do not include additional criteria on class size or ratio. In general, QRIS standards call for more qualified staff as quality increases and more staff time as expectations increase for assessment, family activities and conferences, curriculum planning, staff meetings etc.

Specifically the QUALITYstarsNY standards affect expenses for staff qualifications and associated compensation and less significantly in a few other ways that increase staff time. These cost drivers include:

- 1) increased qualifications of staff to reach higher Stars

- 2) additional training in curriculum and associated assessments (*for child care these are likely to be in addition to the training hours on 8 mandated topics, since curriculum and assessment are not among those topics*)
- 3) increased number of parent conferences (one is required in regulation) and parent engagement activities
- 4) curriculum and child assessment implementation (conduct assessment, recordkeeping and reporting)
- 5) paid planning time and monthly staff meetings (in centers)
- 6) program annual self-assessment and improvement planning

To model the QUALITYstarsNY point system as accurately as possible, two hypotheticals were constructed using criteria in all four categories of the QUALITYstarsNY standards. One is a program solidly earning enough points for Star 3 and one is a program solidly earning enough points to reach Star 5.

The Quality Scholars program is available to support professional development and coursework and a small grants program is assumed to be able to help with the cost of any necessary equipment a program may need to move up in QUALITYstarsNY. These costs are properly captured as system costs, rather than ongoing program costs.

Program budgets do reflect costs of annual training required by regulation and needed for curriculum and assessment implementation and refresher courses. Having more parent-teacher conferences and family activities requires a modest amount of extra staff time. Curriculum and assessment implementation requires staff time upfront for training, while the observation and reporting functions will require modest amounts of staff time ongoing. These requirements, from a cost perspective, translate into the need for more teaching staff time as quality increases and higher compensation to match the higher required staff qualifications. The model budgets increase the amount of teacher aides to cover time teachers need to do assessments, and time the teaching team needs for planning and parent activities. For homes, the budgets increase the time of the provider.

- **Staff Qualifications.** New York regulations recognize 2 sizes of family child care homes: small (up to 8 children) and 'group' (up to 16 children, with an assistant). The regulations recognize 3 sizes of center (a 'small center' is essentially a family child care home that is not in the residence of the provider). Centers can enroll children according to the group sizes and ratios; a center under 45 children does not need a full-time administrative director but does need a program supervisor on site at all times; this person can also teach. To model this, the director is set to be ½ time until the enrollment exceeds 45 and is assumed to teach ½ time in a classroom. The mix of qualifications of teaching staff varies, increasing by Star levels.
- **Staff Compensation.** Compensation is the combination of wages and benefits. Benefits include those that are mandatory (e.g., Social Security and Medicare, Unemployment Insurance, Disability Insurance and Workers' Compensation) and those that are discretionary. NYS law requires 3 paid days off per year after one year of employment.⁵ All the budgets assume 5 paid holidays. Typical discretionary benefits include more paid time off (e.g., paid holidays, sick leave, bereavement leave, vacation); 5 paid days of combined leave (sick vacation and personal) is offered at Star 1; Star 3 offers 7 days paid leave and Star 5 offers 10 days paid leave. Additional benefits that may be offered are access to group health and/or dental insurance, retirement plans, or life insurance at employee

⁵ <http://www.labor.ny.gov> Facts for Employers, page 1.

expense. Employers may provide flexible spending accounts and dependent care accounts; these allow employees to set aside part of their wages and are not a cost to the employer. Mandatory benefits are the same in all budgets; additional benefits added as the program quality level increases are more paid days off.

To estimate the wages for the different types of staff, we use the most recently available data (2010) from the US Bureau of Labor Statistics (BLS) for New York.⁶ The key occupations are: Education Administrators, Preschool and Child Care Center/Program, and Child Care Worker. If desired, other occupations from the BLS and other wage data sources could be used; the spreadsheets contain the BLS as well as data from a national study of pre-K teachers' wages by education level. Wages are increased as the staff qualifications are increased by Star levels.

Revenue Sources

All of the budgets assume basic revenue comes from either Child Care Subsidy or parent tuition charged at the same rate. New York is one of a very few states that set subsidy ceiling rates at the 75 percent of recent market rates; those rates are used in the Star 3 and Star 5 budgets. To reflect the fact that a basic legal center or home probably is not charging tuition at ceiling rates, the Star 1 budget discounts those rates by 10 percent. To simplify the calculations and represent an average center, the ceiling rates are averaged across the 5 clusters of counties; these averages are used in the budgets. The Star 3 and Star 5 budgets assume that parent tuition equals the market ceiling, that is, parent tuition does not increase with Star levels beyond the 75 percentile tuition rates in the market.

All of the budgets assume the center or home is participating in the Child and Adult Care Food Program (CACFP). Star 4 and Star 5 centers are assumed to be eligible for Universal Prekindergarten (UPK) funds for the 4-year-olds who are eligible for free and reduced lunch, and that those children are enrolled for the full-day year-round. Since UPK is 2 ½ hour per day, the UPK funds are in addition to the full-time rate for subsidy (or parent tuition).

To make modeling policy changes easier, the quality achievement awards proposed in the state's Race to the Top Early Learning Challenge application are modeled as a separate revenue source in these budgets; the quality awards vary by Star level 3-5 and size of enrollment. High-need percentage is defined as the combined free and reduced lunch percentage.

Annual Achievement Awards Children w/High-Needs enrollment:				
	26 percent and above	Star 3	Star 4	Star 5
Homes	Small home	\$500	\$1,000	\$1,500
	Large home	\$1,000	\$2,000	\$3,000
Centers (enrollment):	Small center <45	\$2,000	\$4,000	\$6,000
	Medium 46-99	\$4,000	\$7,000	\$10,000
	Large 100-150	\$6,000	\$10,000	\$14,000
	Very large 151 and >	\$8,000	\$13,000	\$18,000

⁶ http://www.bls.gov/oes/current/oes_ny.htm

Specific Budget Information

All of these budgets include a line-item called “non-personnel” which is an inclusive category for equipment, food, supplies, basic in-service training, occupancy, maintenance, audit, insurance, phone and other miscellaneous expenses. The amounts per year are based on the average expenditure for these items across many sizes and types of programs (centers and homes) in several states, collected over many years, and have been vetted by administrators from several states and communities. The non-personnel items are in three categories: those that vary by the number of children (e.g., classroom materials, food); those that are related to the number of classrooms (e.g., occupancy costs including rent, utilities and maintenance); and those that are program-wide (e.g., audit, permits/fees). These non-personnel items are calculated in each scenario based on the number of classrooms and/or number of children or program-wide. For homes, costs are calculated based on the number of children or overall.

All of these budgets assume that children with disabilities would be integrated into any classroom and that the costs of their additional special education are paid by early intervention/preschool special education funding sources that follow the child and do not pass through the center. Thus these additional costs do not appear in these budgets.

Every classroom has at least one teacher and one assistant. For ease of calculation, all of the expense budgets have full-time staff (no part-timers except for aides at Star 1). Each center has one director. If there are fewer than 30 children, the administrative assistant/office manager is half-time (increasing to full-time if more than 30 children are enrolled); if there are more than 125 children, an education coordinator is added. When infants or toddlers are enrolled, a health consultant is included, as required by licensing.

In each budget, the maximum potential revenue from all sources is calculated and then reduced by a reasonable percentage to model the fact that 100percent enrollment (and 100 percent revenue receipt) is not achievable. In practice, this *efficiency factor* depends on a center’s ability to quickly fill vacancies and to collect full payment from all payers. The enrollment efficiency factor is set initially at 85 percent in all budgets and can be varied by the user. To account for the variations in programs’ absence, holiday and vacation polices, these budgets assume payment is collected for 50, rather than 52, weeks in a year.

Regulated Center (Star 1) meets regulated classroom sizes and regulated ratios. Each classroom has a lead teacher and an assistant teacher. In the regulated center budget, the number of additional staff (aides) to meet ratio throughout the day is set at the rate of 25 percent of the number of classrooms to cover staff break times and the opening/closing hours of a 10 hour center that extend beyond the 8-hour work day of teaching staff. Staff are paid slightly less than the average wage for child care workers in NY. The director is paid 90 percent of the mean wage for ‘preschool/child care administrator’. The lead teachers are at 90 percent of the mean wage for ‘child care workers’ (\$21,870) and assistant teachers are at 80 percent (\$19,440). Substitutes and aides are paid minimum wage (\$7.25/hour).

Staff are paid for 15 hours of training annually. Benefits are the mandatory ones plus 10 days of paid leave (5 days of sick, personal, and vacation leave plus 5 paid holidays). Sub coverage is only included for the non-holidays and for coverage of staff attending training. No employer contribution toward health insurance is included, which assumes the employee is not covered, or pays the full cost of coverage or is covered by another family members’ health insurance policy.

Family child care providers are both teaching and running a business, so BLS wages preschool/child care administrator are used. Using a percent of that wage, varied by Star level plus the direct expenses approximates total cost for family child care.

QUALITYstarsNY budgets

The Star 3 expense budget begins to modestly increase compensation. The director is paid the mean wage for ‘preschool/child care administrator’. The lead teacher average pay is 110 percent of the mean wage for ‘child care workers’ (\$26,700) and assistant teachers average pay is at 90 percent (\$21,870). Substitutes and aides are paid minimum wage (\$7.25/hour). Staff are paid for 5 more training hours and have 2 more paid leave days.

At Star 5, the budget increases compensation to reflect the higher required qualifications. The lead teacher average pay is 150 percent of the mean wage for ‘child care workers’ (\$36,450) and assistant teachers average pay is at 100 percent (\$24,500). Substitutes and aides are paid 10 percent above minimum wage (\$7.98/hour). Staff is paid for 5 more training hours and 3 more paid leave days. To cover the additional time for planning, child observation and reporting and additional parent conferences that teaching staff must complete as the Star level rises, we increase the number of aides to cover classrooms. At Star 3, this is 35 percent; at Star 5, it is 45 percent.

Key findings about cost of quality per hour

Each hypothetical budget was set to have only children of one age cohort (infants, ones, twos, threes, fours or fives). The number of classrooms was manipulated to get as close to 70-75 total children as possible. Enrollment of 70-75 is the average center size in NY. For homes, the maximum number of children by age was used. In reality, no center or home would serve only one age group but this was the simplest approach to cost of quality per hour per age of child. The length of day was assumed to be 8 hours, as that is likely the average duration of a child’s day in a full-time, year-round program. The program was assumed to operate 250 days per year. The hourly costs for Star 1, 3 and 5 were calculated using the model budgets. The costs for Star 2 and Star 4 were calculated by taking the median value between the adjacent Star levels. The results are summarized in the following charts:

QUALITYstarsNY: Cost of quality per hour by age Centers

	<i>Star 1</i>	<i>Star 2</i>	<i>Star 3</i>	<i>Star 4</i>	<i>Star 5</i>
Infants	\$6.48	\$6.89	\$7.30	\$7.82	\$8.34
Ones	\$5.91	\$6.28	\$6.65	\$7.12	\$7.59
Twos	\$5.60	\$5.96	\$6.31	\$6.75	\$7.19
Threes	\$4.34	\$4.59	\$4.84	\$5.16	\$5.47
Fours	\$4.13	\$4.37	\$4.61	\$4.91	\$5.21
Fives	\$3.68	\$3.88	\$4.08	\$4.33	\$4.58

QUALITYstarsNY: Cost of quality per hour by age Family Child Care Homes

	<i>Star 1</i>		<i>Star 2</i>		<i>Star 3</i>		<i>Star 4</i>		<i>Star 5</i>	
	<u>FCC</u>	<u>G-FCC</u>								
Infants	\$14.15	\$10.91	\$15.87	\$12.36	\$17.69	\$13.29	\$19.50	\$14.23	\$21.27	\$15.14
Ones	\$14.15	\$10.91	\$15.87	\$12.36	\$17.69	\$13.29	\$19.50	\$14.23	\$21.27	\$15.14
Twos	\$5.08	\$4.00	\$5.65	\$4.48	\$6.26	\$4.79	\$6.86	\$5.11	\$7.45	\$5.41
Threes	\$5.08	\$4.00	\$5.65	\$4.48	\$6.26	\$4.79	\$6.86	\$5.11	\$7.45	\$5.41

Fours	\$5.08	\$4.00	\$5.65	\$4.48	\$6.26	\$4.79	\$6.86	\$5.11	\$7.45	\$5.41
Fives	\$5.08	\$4.00	\$5.65	\$4.48	\$6.26	\$4.79	\$6.86	\$5.11	\$7.45	\$5.41

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