Funding Collaboration Guide for Early Care and Education Partnerships in Maine

Maine's Interagency
Funding Collaboration
Taskforce

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Statement of Commitment to Partnerships for Early Care and Education

Maine Department of Health and Human Services and Maine Department of Education

VISION

For the good of all children and families, now and in the future, Maine must put a priority on developing a collective will among all stakeholders to value, commit to, and establish a seamless continuum of high quality early care and education from birth though five years of age.

DESIRED OUTCOME

All young children in Maine have access to comprehensive, quality early care and education programs and services.

STATEMENT OF COMMITMENT

The Maine Department of Health and Human Services and Maine Department of Education are committed to state and local early care and education partnerships that contribute to assuring that all young children in Maine have access to comprehensive, quality early care and education programs and services.

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Funding Collaboration Guide for Early Care and Education Partnerships in Maine

I. Introduction

In recent years, a wealth of child development and early brain and education research has documented the significant influence of early experiences upon children's cognitive development. Numerous studies in neurobiology, behavioral and social sciences have demonstrated that what happens in the first five years of life can have lifelong consequences[i]. High quality early education experiences can positively influence a child's development, learning and general well being. Research of high-quality, intensive early childhood education programs for low-income children has confirmed lasting positive effects such as greater school success, higher graduation rates, and lower juvenile crime[ii]. A review in 2000 of state-funded Pre-K programs found support for positive impacts in improving children's developmental competence in a variety of domains, improving later school attendance and performance, and reducing subsequent grade retention[iii] .

The quality of the experience is critical: children who attend high-quality early childhood programs demonstrate better math and language skills, better cognition and social skills, better interpersonal relationships, and better behavioral self-regulation than do children in lower-quality care[iv].

Researchers have also suggested that school-readiness outcomes are often related to the child's social competency. Studies have found that quality pre-kindergarten programs can assist in the child's development of a positive sense of self as well as trust in others, nurturing their overall social development[vi].

Many families want to provide high-quality early learning opportunities for children, but have work schedules and other commitments that make that goal difficult to attain. These families require early education and care services that are sufficiently flexible to coordinate with work schedules that often extend beyond traditional school and child care operating hours. Families often address this dilemma by utilizing multiple sources of care that require multiple daily transitions for their children.

The challenge to policy makers, educators and leaders in early care and education is to design programs that (1) provide high-quality early education experiences for children, (2) minimize the number of transitions those children have to make each day between different programs, and (3) operate with flexible hours that address the needs of working families.

Increased Demand for Early Care and Education Programs

Enrollment in early care and education programs has increased consistently in the United States in recent decades. The National Center for Education Statistics (NCES) of the U.S. Department of Education reported that the proportion of U.S. children aged three to five who were enrolled in pre-primary programs more than doubled between 1965 and 1990, and that modest gains have continued since that time. Tabulations generated by the National Institute for Early Education Research, Rutgers University, based on data from the U.S. Department of Education in 1999, indicate a majority of children in the United States are receiving care outside of their homes by age 4. In 1999, 76 percent of 3 and 4-year-old children were educated and cared for by someone other than their parents.[vii] In addition, between 1970 and 2001, the percentage of mothers with children birth to age five who were employed grew from 28 to 59 percent (Schumacher, Irish, & Lombardi, 2003). For many of these families, placing their very young children in a part-day, part-year preschool program is logistically difficult if not impossible. To make quality preschool accessible to children of working parents, one approach is to embed preschool services in existing early care and education programs that operate full-day, full-year.

Full-Day, Full-Year Programs

Research conducted in recent years tends to support the idea that children can reap increased benefits from full-day preschool programs when compared to their counterparts in half-day programs.

A review of Georgia's experience with Pre-K provision indicates that some of the social and developmental benefits of Pre-K are more pronounced in children who were involved in Full-day, Full-year programs. According to a Georgia State University longitudinal study[viii] of the Georgia Pre-K program, during the summer months, when children are less likely to be in preschool programs, some of the gains they accomplish during the school year are reduced or even reversed, and these losses appear to be more pronounced for children from high-risk families who are more likely to enter kindergarten behind their peers from the beginning.

According to the Georgia study, mothers with higher levels of education appear to counteract summer learning loss in receptive language, however not for word and letter recognition or problem solving skills. As a result, the study con-

cludes that "children need programs that enhance and reinforce their development over the summer or the children lose a portion of the knowledge and skills learned during the school year"

Results from a National Institute for Early Education study[ix] of 4-year-olds in a low-income urban district that were randomly assigned to programs of different durations indicated that children who attended an extended-day, extended-year preschool program experienced greater improvement in test scores compared to peers who attended half-day programs. The difference in performance gains over time was evident for measures of both verbal and mathematic abilities.

Economic Benefits of High-Quality Early Care and Education

In economic terms, high-quality preschool is a valuable and essential investment for the individual, community and nation as a whole. Effective early care and education offers important benefits for the nation's economic productivity, communities and families. Leaders in private industry have long recognized the need for a well-educated workforce. Whether or not children are prepared to make optimal use of their educational opportunities will have important consequences not only for businesses in Maine, but for the nation as a whole as it strives to remain competitive in a global marketplace.

For working parents of these children, the need for high-quality early care and education that offers flexible hours has never been greater. The Bureau of Labor Statistics 2004 Population Survey indicates that in the United States, 62 percent of mothers with children under age 6 are in the labor force. Businesses have a strong financial interest in assuring the availability of child care services for employees. Accordingly, in recent years both the public and private sectors have made significant investments in early care and education. However, these investments have often created or expanded programs that have different emphases and funding mechanisms, distinct and narrowly-defined eligibility requirements, and services that operate separately from each other.

Collaborative Funding Partnerships

In response to this challenge, there have been initiatives across the nation to bring together these traditionally separate services and programs and to create more integrated, comprehensive, and flexible programming for young children and their families. For example, in an effort to provide full-time care to children in Head Start (which has traditionally been part-day, part-year), many states and communities have fostered new partnerships between child care and Head Start programs. Many communities have turned to 'mixed' delivery systems, which use both community-based and school sites to provide Pre-K services. A growing number of local early care and education providers—child care centers, family child care providers, Head Start programs, and Pre-Kindergarten (Pre-K) programs—are working together in partnerships to improve access to high-quality, flexible child care and education options for children. Through these partnerships, providers can maximize the strengths of different, publicly funded early care and education programs by braiding funds from multiple sources. This approach enables providers to coordinate services to meet the diverse needs of children, families and communities.

The task of effectively braiding funds for these partnership arrangements in a way that maintains fidelity to the funding requirements of each funding source can be a daunting task. This Guidance document has been prepared to provide ideas, resources and information to help promote the success of new and existing funding partnerships.

The Interagency Funding Collaboration Taskforce

Maine's Interagency Funding Collaboration Taskforce was convened September 2005 through May 2006, funded through the State Head Start Collaboration Grant from the Administration for Children, Youth and Families, US Department of Health and Human Services. The membership included representatives from Head Start and Child Care programs in Maine, as well as representation from the Maine Department of Education and the Maine Department of Health and Human Services, including the Office of Integrated Access and Support and the Office of Child and Family Services.

The charge to the Taskforce was to develop a guidance document for schools, Child Care providers, Head Start Directors, Community Action Programs, policy makers, families, and other stakeholders that would address the need for integrated and flexible programming to meet the needs of children and families. This includes, but is not limited to providing information and ideas for reducing the barriers to full-day, full-year and part-day, part-year funding partnerships for Early Childhood education and care in Maine. As a foundation for their work, the Taskforce developed a set of Guiding Principles for collaboration models (Exhibit 1, page 8) as well as fiscal guidelines to implement those models.

The approach used by the Taskforce for the development of this guide was to examine and compare the different requirements for the various funding streams, present the comparisons in a manner that is clear, concise, and informative, and provide examples of existing funding arrangements in Maine that illustrate the potential benefits of funding partnerships. In considering the content and recommendations to include in this document, the Taskforce carefully reviewed a wide array of recent and ongoing collaborative funding initiatives in other states and communities across the country.

Guiding Principles for Funding Partnerships

To begin its work, the Taskforce developed a set of Guiding Principles that would serve as the foundation for this document and also provide a recommended framework by which communities, schools, Child Care/Head Start providers, parents, policy makers, and other stakeholders might develop collaborative relationships to address the need for integrated, high-quality and flexible early care and education programs that meet the needs of children and families. The Guiding Principles reflect lessons learned, not only through the deliberation of the taskforce's own members, but through a careful examination of the experiences and efforts of other states in addressing these issues.

Exhibit 1

Guiding Principles for Funding Partnerships

A. It is important that programs interested in collaboration learn as much as possible about their potential partner's programs, funding, rules and regulations, and the "culture" or philosophical constructs through which they view their work.

B. Partnerships enhance and expand existing early care and education services for all children birth to 5 years old and their families.

C. Partnerships must have defensible fiscal systems, including methods of cost allocation and/or cost sharing that enhance existing services. Partners who are braiding or blending funds have a cost allocation or cost sharing plan that meets state and federal requirements.

D. Partnership resources are managed in a way that promotes easy access, and minimizes transitions for children and families.

E. Partnerships strive to offer comprehensive services* to children and families through appropriate options, including part or full-day, part or full-year programs, and programming offered during non-traditional hours.

F. The programs' daily plans appropriately meet the developmental needs of the children.

G. Partnerships ensure that state and federal program requirements are met. When state and federal regulations differ, programs employ the more stringent standard.

* services beyond typical early care and education, including comprehensive health, and social services and parent involvement.

II. Funding Partnerships: Benefits and Challenges

Benefits to Children and Families

The potential benefits and opportunities of collaborative funding partnerships for early care and education have been well-documented in recent years. These partnerships can yield programming with fewer transitions for the child and enhanced support services that otherwise could not be provided through traditional systems. For the family, these partnerships can result in easier geographical access, consistent points of entry into the programs, access to enhanced support services, and increased flexibility that meets the needs of working parents and families with special needs. These benefits include:

- Enhanced educational curriculum at the classroom level
- Added services such as medical, dental, mental health, nutrition, etc.
- Expanded service hours (i.e., hours per day, days per year)
- Less time spent being transported between programs/fewer transitions for children
- Consistent relationships between children and providers

Benefits for Programs Created Through Funding Partnerships

Early Care and Education Funding Partnerships benefit the providers of services in a number of ways, providing opportunities to leverage resources, increase efficiency, and widen the scope of services:

- **Partnering providers can gain additional resources through partnership**. For example, Head Start funds can be used to cover the costs of enhanced services, such as teacher home-visits, medical and social services, or teacher professional development. In other partnerships, Head Start programs might employ a teacher who works in the child care partner's classrooms, offer child care teachers professional development opportunities, or purchase materials, supplies, and/or equipment for child care partners.
- **Providers in partnership can increase their ability to stretch existing financial resources further by sharing responsibility for various costs.** Partners can often find ways to delineate financial responsibility for services they both provide. In some situations, this can be done for maintenance and replacement costs associated with shared equipment. Costs can be prorated based on the number of hours per day that each partner uses the equipment. The resulting arrangement allows these costs to be shared proportionally and equitably, thus resulting in a cost savings for each.
- **Partnership design can accommodate different funding policies, mechanisms, and requirements of individual programs and funding sources.** Given the complexity of merging multiple organizations' fiscal policies, financial checks and balances must be developed that support equitability and preserve each partner's control. Some partnerships find it helpful to use a fiscal framework that sets guidelines for different budget items to which a lump sum could be applied (e.g., minimum of 50% of lump sum funds must be used for playground and facility improvement) in order to leave as much fiscal decision-making as possible to the other partner.
- **In certain scenarios, the sustainability of child care programs may depend on collaborative approaches.** If school districts start public school 4-year-old kindergarten programs without collaborating with community resources, the negative financial impact on child care programs can be substantial. The loss or reduction in serving 4-year-olds, added to the already tenuous financial structure of child care can threaten financial viability. Child care providers have generally used care for 4 and 5-year-olds to offset the cost of providing infant care, which requires a much higher staff to child ratio. When child care centers close, it jeopardizes the availability and quality of child care for children aged birth through three in a community, often providing working parents with fewer options.

The Challenges of Developing Funding Partnerships for Early Care and Education Programs

A major challenge in bringing together traditionally separate early care and education programs and services is the categorical nature of most of the funding streams. There is no comprehensive early care and education financing structure in the United States; funding streams support programs and services that address specific types of needs for specific categories of children and families. These funding streams are governed by a wide range of federal, state, and local agencies and their coordination is complicated by differences in eligibility requirements, different program

regulations, and the wide range of entities through which the funds flow and by which they are administered. These factors make the process of tracking funding from source to expenditures and then measuring outcomes resulting from these expenditures a daunting task. Nevertheless, program directors, community leaders, and policy makers at all levels of government are developing new ways of coordinating these funds that result in more integrated and comprehensive programming to meet the needs of children and families.

Exhibit 2 illustrates some of the potential benefits and challenges of collaborative funding partnerships. All benefits and challenges should be assessed in light of their impact on the children and families receiving services, the business and program considerations of the providers, and their positive impact on accessibility, quality and affordability.

Exhibit 2

FUNDING COLLABORATIONS

Business and Programmatic Opportunities, Benefits, Challenges and Costs

	OPPORTUNITIES/ BENEFITS	CHALLENGES/COSTS
BUSINESS	• Provides diverse funding stream that enhances sustainability • Quality of scale • Increased efficiency • Enhances competitiveness: - Can offer more options - Can serve wider range of children • Some models can maximize the efficient use of facilities	• Accountability is more complex when managing funds from different funding sources • Different eligibility requirements • Costs: Increased audit costs, extra time involved in coordination tasks, and the financial costs of enhancing quality • As leadership in each of the partners changes, their vision may change • There is a trade off between flexibility and long-term viability. • Tracking from source to expenditures and then measuring outcomes associated with specific sources can be a daunting task.
PROGRAM	• Oportunity to provide seamless services • Opportunity for enhanced staffing • Enhanced program quality • More heterogeneous clientele • Opportunity to expand length of services • More flexible options for families	• Maintaining staff quality and pay equity • Challenge of blending different program policies (e.g., different ratio requirements) • Challenges of blended supervision, teambuilding

III. The Foundations of Effective Funding Collaborations

Before financial models can be developed, specifying the desired outcomes of any funding partnership is a critical first step in determining how each partner contributes and how all costs will be allocated. All partners must "buy in" to a service delivery method or model that will produce the partners' shared desired outcomes.

The ability of partners to engage in this type of "buy in" is significantly enhanced when there is a sense of trust among the partners and shared knowledge of the operating norms and culture of the participating agencies. In a review of research literature by the Amherst Wilder Foundation[x] on success factors in collaborative efforts, the success factor most cited in the studies is "Mutual respect and trust…including an understanding and respect by members of the collaborative group for how the participating organizations operate, their cultural norms and values, their limitations, and their expectations". The importance of allowing an adequate amount of time for preparation to foster this shared knowledge and trust cannot be overstated.

The 2003 report, ***Blending and Braiding Funds to Support Early Care and Education Initiatives*** recommends several foundational steps necessary in laying the groundwork for implementing collaborative funding strategies that yield flexible, high-quality options for early care and education:

- Developing leadership and a clear vision - Blending separate funding streams is fundamentally about bridging the differing philosophies and priorities that led to the creation of categorical streams in the first place. A clear vision and leadership that can articulate that vision and inspire stakeholders is critical. Once this has been accomplished, and clear goals identified, leaders can consider their resources options and how they can coordinate or integrate funding streams to achieve those goals.
- Focusing on results - Successful efforts to increase funding flexibility frequently involve a new commitment to achieving results. In effect, a focus on process is replaced with a focus on results (i.e., what we—as a program, a community, a state—are trying to achieve for young children and their families). Within this framework, the use of funding streams can be organized around the supports and services that will most effectively achieve desired results.
- Establishing collaborative planning processes and structures - All successful financing strategies are predicated on the existence of strong partnerships and planning processes. Interagency partnerships at the state are essential if policy makers wish to increase the efficient use of resources and the flexibility of funding. Community-level partnerships enable leaders from public agencies, school districts, community organizations, businesses, and foundations to effectively assess local needs, understand the landscape of funding and services present in a community, and devise strategies to coordinate the many separate funding streams supporting local efforts. Finally, connections between community and state-level partnerships foster state policy making that is responsive to local needs.
- Understanding resource options - To implement flexibility strategies, it is essential to know the range of resources that potentially can support early care and education, and to understand how much flexibility is actually allowed in using those funds.
- Allocating resources strategically - As a general rule, once leaders have a clear understanding of relevant funding sources, they should allocate the most restrictive sources first. Then sources that are more flexible can be used to fill in gaps left by categorical funding.
- Developing needed infrastructure - This includes communication systems and protocols to facilitate effective collaboration between partners at the community level and agencies at the state level; data tracking and cost allocation systems that provide the ability to track the use of funds and report back to multiple sources; and training and technical assistance systems to help local programs understand and manage complex administrative processes.

The full report, ***Blending and Braiding Funds to Support Early Care and Education Initiatives*** can be accessed online at: www.financeproject.org

IV. Current Funding Landscape

Definition of Early Care and Education

This document will use the term "early care and education" or "ECE" to refer to the range of non-relative out-of-home settings in which young children are educated and cared for from ages birth to age 5. These settings include Head Start, public preschool programs, child care centers, private preschool programs, and family child care homes. The terms "public preschool" and "Pre-Kindergarten" ("Pre-K"), will refer to public school education programs serving children before they enter five-year-old kindergarten. Early care and education also takes place within families, with the guidance of parents and other caregivers, but for this paper, we focus on care provided out of the child's home by non-parents.

Understanding Funding Sources and Restrictions

An essential starting point in laying the foundation for a funding collaboration is to identify the primary funding streams that might be brought together to support more coordinated and integrated early childhood supports and services. This requires a consideration of funding from the Federal, State and local levels.

Federal Funding

Head Start is the federal government's largest and most comprehensive early childhood education program. It was funded at $6.85 billion for Fiscal Year (FY) 2006. Regional offices distribute these appropriations directly to local grantees. Early Head Start, created in 1994 and funded from the Head Start budget, extends Head Start's early childhood education and parent support services to families with children under age three.

Another major federal program, which is funded at $4.98 billion in FY 2006, is the **Child Care and Development Fund (CCDF)**. CCDF is a block-grant program administered to states and used to fund child care subsidies for children under age 13, as well as for quality-building, system-building, and resource and referral activities. CCDF subsidies assist low-income families with the cost of child care so that they may work or prepare for employment. Assistance is provided in the form of either a contracted child care slot or a voucher that may be used to access care by any provider that meets state requirements. Families typically pay a monthly co-payment, based on factors such as income, family size, and the number of children in care. The subsidy covers the difference between the co-payment and the full cost of care, up to a maximum state payment rate.

The Child Care and Development Fund is comprised of discretionary, matching and mandatory child care dollars. Federal and state governments have encouraged collaboration between Head Start and child care programs (which have traditionally operated separately) to ensure that parents have access to full-day, full-year programs.

Temporary Assistance for Needy Families (TANF) is another block grant that states can choose to use for a variety of purposes, including early care and education. TANF, the block grant that replaced the entitlement program Aid to Families with Dependent Children (AFDC), is used extensively by states to support child care and early education initiatives. States can use TANF directly on child care or can transfer a portion of TANF (up to 30 percent) into CCDF and the Social Services Block Grant (see below). For FY 2006, the Basic TANF Block Grant is capped at $16.billion per year.

The **Social Services Block Grant (SSBG)** funds a range of social services for children, families, the elderly, and the disabled, and makes up 12 % of all federal child welfare spending. Services funded include child abuse prevention, foster care, in-home services, and adoption services. SSBG is also commonly used to support child care. The SSBG is funded at $1.7 billion for FY 2006.

Communities can also utilize certain education funds to support early childhood supports and services. **Title I of the Elementary and Secondary Education Act** supports programs

and services for educationally disadvantaged children, with early education being one of many allowable activities schools can choose to support.

The **Individuals with Disabilities Education Act (IDEA)**, another education program, includes the **Grants for Infants and Families with Disabilities** program and the **Preschool Grants** program. Grants for Infants and Families with Disabilities provides states with funding to create a system of early intervention services for children from birth through age two with disabilities, while the Preschool Grants program provides funding for special education and related services for preschool children age 3-5 with disabilities.

State Financing

Although a large share of child care funds come from the federal government, states play an important role in financing child care and early education services. Many key decisions are made at the state level, including directing funding streams, building service delivery linkages, setting standards, and addressing other important financing issues. Many of the federal funding sources referenced above flow through state agencies before reaching local agencies and providers. The additional investments made by states in early learning vary considerably, depending on state needs, priorities, and budgets. To draw the matching and discretionary portion of the Child Care and Development Fund, states have to provide matching dollars.

Local Financing

Local governments, school districts and schools, and local private agencies can also provide important support for early care and education initiatives. Much of the funding allocated to local school districts actually originates in the federal and state budgets. School districts fund public school Pre-K programs, and also provide in-kind support to school-linked, early learning initiatives. Facilities, transportation, and administrative support are critical resource needs that schools often contribute.

Funding Partnership Types

The various ways to blend and braid funds to meet the needs of children and families is limited only by funding guidelines and the imagination of the partner agencies. There are many different types of partnerships; however, there are two basic funding arrangements that are widely used:

- ***Single Site, Multiple Funds, with Single or Multiple Fiscal Agents.***
  Service is delivered in a single site, with various partners and funding streams financing service. In this model, there can be one fiscal agent who manages the funding streams and budgets, or there can be multiple fiscal agents who manage their own funding streams that contribute to overall service.
- ***Multiple Sites, Multiple Funds, One Fiscal Agent***.
  In this model one organization serves as fiscal agent and manages all funding streams and site budgets; however, service is provided in multiple settings (such as family child care homes, centers or other community settings).

Exhibit 3 on the following page provides examples of these potential funding partnership arrangements and how they might be utilized with several different service models. It is important to recognize that funding partnership arrangements are "developmental" and are likely to evolve and may shift to different models as collaborations develop and grow, especially during the first three years of operation.

Exhibit 3:

Funding Partnership Types by Service Model

SERVICE MODEL:
Pre-K (Part-Day) Universal Service Design

In this design, all children and families are offered compatible service. All children and families have access to the same hours of service and all families are offered similar supports and comprehensive services. The funding is "seamless" to recipients of the service. Classrooms are homogeneously grouped based on age/developmental needs rather than funding streams and families are assisted in securing needed services regardless of income level. This model can be used when service is provided in a public school or community facility.

Funding Partnership Type 1 Single Site, Multiple Funds (Single or multiple Fiscal Agents)

This design can be accomplished through one or multiple fiscal agents. Generally however, each partner manages its own funding streams and budgets. For example, a community organization, that receives funding to serve low-income children and families, and a public school form a partnership to provide comprehensive, Pre-K education to all children and families regardless of income status. Once a decision on the service delivery model has been made, a budget is developed to support the services, and includes all allowable costs. Direct service staff is provided by one or both parties, based on funding requirements and mutual agreement. A variety of cost allocation or cost sharing formulas can then be applied (with pre-approval from funding sources).

Cost allocation: Example 1: A Pre-K classroom in a public school has 16 students, 10 of which are eligible for the community organization's funding. In this scenario, the public school receives funding for 16 students ((assuming the school administrative unit is fiscally responsible for the students, (defined as "subsidizable" pupils under Maine law), using state and local education funds)) and the community organization receives funding based on 10 eligible students. The total number of students eligible for service claimed by both parties is 26 (duplicated number). Therefore the public school's financial contribution is 62% of the overall budget (16 divided by 26 claims) and the community partner's financial commitment is 38% (10 divided by 26) of the overall budget.

Cost allocation: Example 2: The costs are allocated based upon the total number of service hours required by each partner. The public school is required to provide 350 hours of Pre-K service annually. The community partner is required to provide 450 hours of service. When you multiply the hours of required service by the number of eligible claims, it looks like: Public School: 16 students (claims) multiplied by 350 hours each student equals 5600 hours of service; community partner's required hours are 450 hours multiplied by the 10 students which equals 4500 hours of service; aggregate service hours of service for both parties is 10,100. The public school's service hours are 55% of the total, the community partner's total is 45%. These percentages for cost allocation purposes will be applied to the overall budget to determine each party's commitment.

SERVICE MODEL:
Full-Day Pre-K w/ Child Care/Head Start)

Part-time preschool service does not always meet the needs of families who are working and/or going to school; before and after school care is needed. This can be provided in a public school or community based environment.

Some children are Head Start income eligible; others are not. Depending on percentage of children meeting each of the criteria, the school or Head Start program pays for that portion of a budget. The design of this program would need to meet both Pre-K and Head Start compliance areas, with all parties agreeing to the universal service design.

Funding Partnership Type 1-
Single Site, Multiple Funds(Single or multiple Fiscal Agents)

Budget development and cost allocation remains consistent with the examples described in Universal Service Pre-K (part-day). The variable is budgeting for costs of providing the before and after school care. For example, Part-day Pre-K with a universal service design is provided 3.5 hours per day; full-day care is provided 10.5 hours per day. Therefore, non-Pre-K care hours total 7 daily.

Multiple Funds: A budget is developed including all costs associated with the additional 7 hours of care. A fee structure is defined that supports the cost of programming. Financial supports for programming may be developed through subsidies, private pay clients, TANF/ASPIRE, vouchers, etc. Full-time summer care can also be provided. This model may be administered by one or multiple fiscal agents.

SERVICE MODEL:
Targeted Pre-K
(Non-Universal Service Design)

In partnerships where a non-universal service design is used, not all children will receive comprehensive services and supports. Service delivery is isolated by classroom and/or only provided to children and families who meet specific eligibility criteria. This is the most limited service model.

Funding Partnership Type 1-
Single Site, Multiple Funds(Single or multiple Fiscal Agents)

Example: A public school has entered into a partnership with a community based organization. There will be two classrooms with 16 students in each. The public school may count them for purposes of subsidy allocation if they are fiscally responsible for the students, using state and local education dollars. The community partner is supported by their funding sources for only those children meeting specific eligibly criteria or with private parent fees.

Cost allocation: There is mutual agreement between the parties in the one classroom where service is shared as to what supports each partner will provide. A formal agreement detailing commitment is signed.

SERVICE MODEL:
Head Start and Child Care

(for children ages 6 weeks to 5 years of age)

Funding Partnership Type 1-
Single Site, Multiple Funds(Single or multiple Fiscal Agents)

In this model, comprehensive services are provided to all families. Child Care fees and funding provide part-to-full day care for children. Head Start services are “wrapped around” Child Care to provide comprehensive health, nutrition and family services.

Cost allocation: Child Care funds support the staff, supplies etc. Head Start provides an “umbrella” of additional services for children and families, additional training resources, additional staff and/or materials etc.

V. Fiscal Considerations for Funding Collaborations

This section offers guidance on acceptable fiscal approaches for funding collaborations and partnerships, and the fiscal requirements at the state and federal levels.

Acceptable Fiscal Approaches

Two primary fiscal approaches utilized in Funding Collaboration models are Cost Allocation and Enhancement:

Cost Allocation

In this approach, agencies establish an allocation base, such as the number of enrollment slots available or the number of hours provided by each partner. Costs of operating each classroom are collected separately. Total classroom costs are then distributed to each program, based on percentage derived from the allocation base.

Key issues with Cost Allocation

1. The cost allocation plan should reflect the most simple, straightforward way of allocating costs fairly.
2. Programs should use the aggregate of all costs of the agency's program, rather than using multiple cost allocation arrangements.
3. The cost allocation plan should distribute costs equitably to the various programs involved as follows:

   - A cost may be allocated to a particular cost objective if the goods or services involved are chargeable or assignable to that cost objective in accordance with the relative benefits received.
   - There must be a way to reasonably establish the basis for the allocation, such as agency or classroom schedules or prior-year reports.
   - Head Start's share of the collaboration budget is determined by the cost allocation plan, not by the quantity or percentage of Head Start dollars going into the total budget.

Some costs are judged to be allowable by only one of the programs (e.g., a cost is allowed by Head Start but considered to be non-reimbursable by the state child care development contract). Such costs should be charged directly to that program and should not be involved in the cost allocation plan, as follows:

Cost allocation plans are required in some cases in order to make clear which of two or more programs is to pay for particular services (ACYF-IM-HS-01-06).

Equipment and non-consumable supplies need not be allocated between the programs as long as Head Start is the predominate source of funding for the activity and the collaboration partner program is another federally funded child care program.

Enhancement

In this approach, state child care funds and/or private fees are used to provide the full-day hours of operation, with Head Start funds used to "enhance" the program and to cover any additional operating costs. The relationship would be explained in the Head Start grantee's federal application, and the state contractor would report to the state all costs of the program, with the Head Start funds reported as "restricted." No cost allocation plan is required to distribute enhancement costs in this approach.

Head Start funds may be used to pay specific costs (e.g., equipment, curriculum, specified facility costs, an additional teacher in the class), or Head Start funds may be used as tuition or a stipend for a child enrolled in the child care program. In the latter case, the contract between Head Start and the child care program must identify the services being provided in return for the tuition or stipend.

Fiscal Requirements and Guidance

Fiscal knowledge of Child Care Development Fund, Pre-K, and Head Start is critically important. A major objective of the partnership should be to ensure that all of the partners provide high-quality services. Competent partnership financing is essential to achieving that end as implementing more stringent early education standards can result in additional costs. The experience of other states has shown that many providers partnering with Head Start report that meeting the Head Start Program Performance Standards can improve the quality of services but can add new expenses. These expenses can result from the time teachers spend recording how child and family outcomes are being met, conducting parent-teacher conferences, hiring qualified teachers, enhancing the health and nutrition services, and visiting families in their homes. New costs may also arise from improvements in classroom materials and equipment or the costs of purchasing and implementing new curriculum. Thorough planning, budgeting, and management of additional financial resources are critical to a successful funding partnership.

State Requirements and Guidance

Public Four-Year-Old Program Funding in Maine

- Participation in a public four year old program by an School Administrative Unit (SAU) is voluntary.
- If an SAU decides to participate, the amount they receive in state aid is based upon the state school funding formula (EPS-Essential Programs and Services.) The amount a district receives in state aid will vary. Local tax dollars also support public education, which includes Four-Year-Old programs.
- Under Essential Programs & Services, Four-Year-Olds in Early Childhood programs pursuant to 20-A MRSA Chapter 203, subchapter 2 may be counted in the April 1st and October 1st student counts that are "subsidized" as part of the regular State subsidy. Students in grades kindergarten through grade two (which includes Four-Year-Old programs) may also receive an additional .1 count for "targeted" K-2 funds under Essential Programs & Services. Targeted K-2 funds must be spent on K-2, based on the K-2 funding guidelines and an approved application. Four-Year-Old programs fall within an approved use of K-2 targeted funds. There is an approval process specific to Four-Year-Old programs.
- Enrolled children must be four by October 15 of the school year in order to be eligible for subsidy.
- A Four-Year-Old program must operate a minimum of ten hours a week for a district to receive per pupil subsidy.
- Funding for a public Four-Year-Old program can only be received by a school administrative unit (SAU.) A school can choose to partner or sub contract with a community based program in order to provide a program. In those cases, there must be a yearly Memorandum of Understanding (MOU), which clearly explains the relationship and requirements of each party involved. The MOU must be submitted to the Department of Education on a yearly basis. Partnering agencies must meet all program requirements for a public Four-Year-Old program.
- Information about requirements for public Four-Year-Old programs can be found at www.maine.gov/education/fouryearold/index.html

Child Development Services (Part B, Section 619 Funds)

- To receive services, children must have an Individual Family Service Plan/Individual Education Plan (IFSP/IEP) and a diagnosed disability. The IFSP/IEP team determines what services are provided. Child care is not paid for; just itinerant services.
- Services are also provided in "special purpose programs schools" that serve children with special needs. Sometimes community-based organizations have a "special purpose" classroom and receive funding for this.

Special Education Funding

- School districts may use Part B, Section 611 funding (based on an allocation from the federal government) to provide special education for 3-5 year old children.
- See www.maine.gov/education/fouryearold/fiscalguidance.html

Federal Requirements and Guidance

Head Start programs are funded through grants to local agencies from the U.S. Department of Health and Human Services. Requirements and guidance applicable to partnerships include, but are not limited to, the following:

- As long as cost-sharing arrangements are worked out in advance and are reflected in the agency's approved Head Start grant application, no procedures will be necessary to separate the Head Start costs from other costs (ACYF-IM-HS-01-06). If the other source is a state program, a cost allocation for shared classrooms may still be required to support actual costs chargeable to the state. This is the case if the collaboration is with a program that does not allow equal prorating of slots.
- Any changes or deviation from the approved budget should be brought promptly to the attention of the federal funding official, and a request for a program amendment should be submitted.
- When reimbursement (in the form of vouchers or other mechanisms) covers only part of the cost of providing an allowable service, Head Start funds may be used for the balance of the cost (ACYF-I M-HS-01-06). In such a case, no cost allocation plan is required.
- When a staff member in a jointly funded position works primarily for Head Start (i.e., the salary paid by Head Start is 51 percent or more), that position must be approved by the Head Start Parent Policy Council.
- Early care and education/Child Care is an allowable cost for Head Start.
- Early care and education/child care services to children who are not Head Start eligible must be charged exclusively to other sources.
- No fees may be charged for Head Start services; however, a partner—either the Head Start grantee or another partner—may collect fees for non-Head Start services.

Putting it All Together

In considering the complexity of braiding various funding streams that different eligibility requirements, program regulations, and fiscal guidelines, the Interagency Funding Collaboration Taskforce developed a matrix tool (see Exhibit 4 on the following pages) that is offered as a helpful tool in the planning of funding partnerships. The matrix compares the requirements and regulations of various funding sources, and how these requirements may impact funding partnerships.

Exhibit 4:

Early Care and Education Services:

Comparision of Funding Sources/Impact on Funding Partnerships

Different Eligibility Requirements	Head Start	CCDF,TANF, SSBG, State General Fund	Public School Pre-K Programs	Early Childhood Special Education Programs Birth-5	Impact on Partnerships and Clients
Family Income	Income of parents must be at 100% of Federal Poverty Level (FPL) or less. No more than 10% of children enrolled can be come from families with income over the federal poverty level. When funded with Maine Head Start funding, 35% of children enrolled can be from families with income over the FPL. ($16,600 for family size of 3 in 2006) With approval, families living in Health Professional Shortage Areas and Medically Underserved Areas can be served by Head Start even if over the income over the FPL. *	**TANF Direct:** Child care subsidy based on TANF eligibility. **SSBG:** Below 200% of FPL **CCDF/TANF Transfer:** Maine families are eligible with incomes up to 85% of State Median Income, In Maine for FY2007, the actual amount for family of 3 is $47,200.	None	Sliding scale used for Part C is based on family income.	Children participating in a child care program and receiving Child Care subsidies still could be ineligible for Head Start, given the differences in the programs' eligibility levels. Eligibility for CCDF subsidies may change because of parents' work status. Income is defined differently by TANF and Head Start. **Impact On Forming and Sustaining Partnership:** loss of income for the partnership, difficulties in program planning due to an unstable funding base, and loss of continuity of care for children and families. **Impact on Clients:** The different income and eligibility requirements complicate the process of enrollment, and may cause additional transitions for the child.

Different Eligibility Requirements	Head Start	CCDF,TANF, SSBG, State General Fund	Public School Pre-K Programs	Early Childhood Special Education Programs Birth-5	Impact on Partnerships and Clients
Parental Employment	No requirements; based on income only.	**CCDF/TANF:** Based on income and employment or participation in education or training. All adults who are part of the economic unit — not just the biological parent — must be employed and/or in training.	None	None.	Working parents often need more than part-day, part-year programs. When the life situation of even one parent changes, this can lead to a transition for the child. In addition, the schedules of working parents don't always coincide with program hours of operation.
Recertification	Head Start certifies eligibility when a child enters the Head Start/Early Head Start program.	Maine certifies eligibility for Child Care subsidies every six months. Parents are required to report change in income, work or education status.	There is currently no recertification of eligibility of public Pre-K.	The Individual Family Service Plan (IFSP) must be evaluated at least once a year, and must be reviewed every 6 months or more often when appropriate. Recent rule changes enable children to continue services if turning age five between September 1st and October 15th of each school year when their parents wish to delay kindergarten enrollment.	
Co-payments	No co-payment Head Start is a "free service" to eligible families and requires no co-payments.	Most parents who receive child care subsidies are required to pay co-payments In 2006, annual co-pay for family of 3, one child in care, 150% FPL was $2,172. No family pays a co-pay more than 10% of gross income for all children in care.	No co-payment	State law does reflect a sliding scale for young children with disabilities age birth through 2.	Parents whose children are in Head Start part-day and receiving a child care subsidy for the remainder of the day will need to pay co-pay based on income. Impact: Creates inequities in the partnership where some parents "pay" and others do not. Head Start programs cannot pay the parent co-payments from their Head Start grant.

Different Eligibility Requirements

Qualifying Child Criteria

Head Start	CCDF,TANF, SSBG, State General Fund	Public School Pre-K Programs	Early Childhood Special Education Programs Birth-5	Impact on Partnerships and Clients
Early Head Start - Children, ages 0 to 3, and their families. Head Start- 3 and 4 year old children	Children – 6 weeks to age 13 (except for special needs children) who may be served to age 19.	Children must be 4-years-old by October 15; if a school cannot serve all eligible children, they may elect eligibility criteria until they have space for all children. Most schools choose first-come, first-serve. Those who are partnering with a program, such as Head Start, need to adhere to eligibility requirements as put forth in any MOU with the partnering agency.	**Children B-2:** Developmental Delay **Children 3-5:** Developmental Delay, Autism, Deaf-Blindness, Deafness, Emotional Disability, Hearing Impairment, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment Specific Learning Disability, Traumatic Brain Injury, Visual Impairment, Speech/Language Impairment	

Different Definitions

Head Start	CCDF,TANF, SSBG, State General Fund	Public School Pre-K Programs	Early Childhood Special Education Programs Birth-5	Impact on Partnerships and Clients
Part-Day Head Start: Classes must operate 4 or 5 days per week with a minimum of 3-1/2 hours per day. Four day per week programs must provide at least 128 days per year of class time. Five day per week programs must provide at least 160 days per year of class time. Center based program options must provide a minimum of 32 weeks of scheduled days of class operations over an eight or nine month period. **Full-Day Head Start:** 6 hour days, 5 days a week, for the full year. (Many programs have created full-time, full-year programs with child care subsidy paying for the additional time).	10 hour day/ 12 months Full-week more than 30 hours week Part-time – 20-29 hours week Half-time – less than 20 hours week * TANF Direct will only pay for actual hours the child is in care. TANF will not pay to hold part-or full-time slots that will not be used to their maximum hours. CCDF will only pay for care needed while parent is working or in school.	Minimum of 10 hours weekly	Early Intervention provided over a twelve month period For children with disabilities age Birth -5, the Early Childhood Team (ECT) determines the need for Extended School Year Services (ESY).	Child care services funded with CCDF require that the parent(s) be working or in school. Other programs are based on child's needs.

Different Funding Sources

Head Start	CCDF,TANF, SSBG, State General Fund	Public School Pre-K Programs	Early Childhood Special Education Programs Birth-5	Impact on Partnerships and Clients
Head Start is grant funded in two ways: Federal to local agency, and State to local agency. Currently, all Head Start funding, whether from Federal or State sources, must go to Head Start designated agencies. Programs receive their grants prospectively to run programs. Grants are awarded on a three-year grant cycle. Head Start programs are required to raise 25% of the amount of their Federal awards in "In-kind" or local share funds (to demonstrate community's commitment to Head Start).	**Retrospective payments:** Programs that care for subsidized children are reimbursed either through a voucher (that is tied to the child, not the program) or through contracts. Beginning late 2007, ASPIRE payments will be transmitted directly to parents via EBT.	The Two-Year Kindergarten Program is funded out of the education operating allocation of the school funding formula. There is a local contribution required to the overall per pupil allocation. Pupils enrolled in Pre-K programs are eligible to be counted for Essential Programs and Services targeted funds (EPS) which provide an additional allocation via a weighted pupil count (1.10) Decisions to implement early childhood programs or all-day kindergartens are made by local school districts.	The current funding formula for the 0-5 system will allow funds to follow the child as districts take on the responsibility. The existing Department of Education Regulation 182, Funding Distribution Formula with Admin, Child Find/ Case management, and Direct Services pod will remain in effect and would continue to be calculated on a relationship to the number of children that a particular location is responsible for. Likewise the State General Fund allocation while reduced somewhat will continue to be specific for the 0-5 special education population, and the two federal grant awards under IDEA (Part C 0-2 and Section 619 3-5) would continue to be distributed to the entities responsible for the 0-5 children. At the present time, half of the CDS children are paid for by Maine Care directly. Sites bill for Targeted Case Management and receive the federal portion.	**Impact:** funding for the partnership becomes less stable if other funding sources are not found to cover time lags in reimbursement for Child Care subsidies; loss of income when a child is absent from the program; or if the subsidized amount is not high enough to help offset additional costs incurred by the partnership.

Different Program Standards Head Start	CCDF,TANF, SSBG, State General Fund	Public School Pre-K Programs	Early Childhood Special Education Programs Birth-5	Impact on Partnerships and Clients
Required to meet extensive Program Performance Standards established by the Head Start Bureau as well as state child care licensing standards. Programs are reviewed for compliance every 3 years. **Head Start Performance Standards** are available online at: www.access.gpo.gov/nara/cfr/waisidx_04/45cfr1304_04.html **Teacher requirements:** A Child Development Associate (CDA) credential that is appropriate to the age of the children being served in center-based programs; or An associate, baccalaureate, or advanced degree in early childhood education; or A degree in a field related to early childhood education with experience teaching preschool children. .	Required to meet state licensing requirements that are typically less stringent that those required by Head Start. Compliance is required in order to continue to operate legally. **CCDF** contracted programs are required to have performance-based contracts. **Teacher Qualifications:** A Center Director must have experience and/or educational background in Early Care and Education. Staff in a center must be at least 18 yrs old and have a high school diploma. Yearly minimum training requirements (30 hours), plus CPR and First Aid training, must be maintained by staff of the center. In general, programs with Quality Certificates have teachers with higher qualifications	**Teacher Qualifications:** Maine DOE standards Certified Teacher - K-3, 282 0-5 Special Education or K-8 certification. A Birth to 5 Regular Education Certification is under development. If a school is partnering with a community agency, the teacher can be employed by the partnering program. ALL teachers must, no matter who hires them, meet the appropriate DOE teacher certification/endorsement requirements.	**There are sixteen statewide agencies providing special education services to children ages birth through five** Individuals with Disabilities Education Act (IDEA) is the federal legislation that sets the standard for early intervention and special education programs and services for children and youth with disabilities from birth to age 21. In Maine it is birth through age 20. Also reference Maine DOE standards; Chapter 101 regulations. Teacher Qualifications: Must meet DOE standards in relationship to Early Intervention.	**Impact:** the partnership is jeopardized unless the programs are able to meet standards imposed by all funding sources; increased costs for the child care program to meet Head Start Program Performance Standards and Pre-K teacher certification requirements. In Partnership Programs, the highest set of standards of all programs must be met. It may be difficult for some programs to meet the higher standards; however, the higher standards can enhance the overall quality of the Partnership Programs.

Different Reimbursement Levels Head Start	CCDF,TANF, SSBG, State General Fund	Public School Pre-K Programs	Early Childhood Special Education Programs Birth-5	Impact on Partnerships and Clients
Maine Head Start and Early Head Start Funding combined is currently $31, 240,777. per year. Based on approximately 4100 children receiving services, this averages $7,619. per child.	Payment via contract and vouchers is based on market rates. Reimbursement varies by county Pre-school market rate in a Cumberland County Child Care Center is $162. weekly (or $8424 per year) while in Kennebec County it is $110 weekly. (or $5720 per year) as of 2005. Programs that meet Maine High Quality standards (e.g. Head Start Performance Standards or NAEYC/NAFCC Accreditation or FCC provider with CDA or BA degree) may receive a 10% higher reimbursement rate. ASPIRE does not pay 10% Quality Bonus. Payments only paid for hours child is in attendance.	Schools may count four-year old children served by approved four-year old programs and pupils in Pre-K programs for purposes of state subsidy allocation. State subsidy is distributed based on the Essential Programs and Services (EPS) model which provides weighted funds for this student population. Programs must meet all statutory, rule and Maine Department of Education policy requirements.	Payments made by Regional Boards for any or all of these services that are authorized by the IFSP/IEP and certified by the regional board for fund availability. **Effective July 1, 2006, state IEU will centralize fiscal operations with some public funds authorized to be expended by staff at the local level.** **Services provided for ages B-2 by CDS funding:** Assistive technology, audiology, developmental therapy and special instruction, Family training and counseling, health services, medical services, nursing services, nutrition services, occupational therapy, physical therapy, psychological services, service coordination, social work, special instruction, speech and language pathology services, transportation, vision services. **Services provided for ages 3-5 by CDS funding:** Assistive technology, audiology, counseling, developmental therapy and special instruction/special education, early identification and assessment, medical services, occupational therapy, orientation and mobility services, parent counseling and training, physical therapy, psychological services, recreation services, school health services, service coordination, social work services, speech-language pathology, transportation. **MaineCare only pays for the hours that a child uses or pays by child's attendance.**	

VI. State Level Support of Early Care and Education

There are a number of "funding principles" that can form the foundation for successful and effective use of funds for early care and education. These principles include the importance of using multiple funding streams and developing policies and procedures that allow early care and education funds to be easily "layered" within a single program. Legislators also may want to consider funding both to families and to early childhood programs and weaving these approaches into a single, coordinated system. Through direct institutional financing to early childhood programs and portable financing to individual families, legislators can ensure that all families, regardless of income, have access to high-quality early care and education services. In addition to restructuring state policies to maximize current funds, policymakers may consider non-traditional sources for early childhood financing, including beer or cigarette taxes, developer impact fees, lottery and gambling revenues, private funds from businesses or foundations, among others.

State Supported Incentives

The incentives that states provide to partnering programs, created in legislation, articulated through policy guidance or rules, or established through inter-governmental agreements, can provide significant support to these partnerships.

In Maine, Head Start programs with "wrap-around" child care that provide full-day, full-year comprehensive services receive a 10 percent increase in the subsidy reimbursement for eligible children if the programs meet the Head Start Performance Standards for Programs of Excellence or Programs of Quality as evidenced by a certificate issued within the past three years from the Administration for Children and Families—New England Office. The state determined that programs that meet this level of Head Start Program Performance Standards should be designated "quality" programs and receive a "Quality Certificate" from the Department of Health and Human Services. Parents of children in programs with a Quality Certificate are eligible to receive a double tax credit for their child care expenses.

The February 2003 report Early Care and Education Partnerships-State Actions and Local Lessons, developed by the Partnership Impact Research Project to learn about the nature of early care and education partnerships and their impact on quality and access to services, surveyed the variety of strategies used by states to provide incentives for early care and education partnerships. These included:

- setting up processes to review and waive some state regulations
- issuing grants to networks or groups of providers that agree to partner to provide services that meet the needs of working families
- increasing reimbursement rates for providers who meet quality standards
- providing designated slots, contracts, and sample contracts for providers
- offering incentive funding directly to providers.

While the types of incentives varied, the purpose for the incentives consistently cited among all states was to make it easier for all partnering providers to offer high-quality, accessible services.

State Actions to Support and Promote Funding Collaborations

In addition to providing incentives, states can play an important role in supporting and promoting early care and education funding collaborations through a variety of other strategic actions. A three year research project by the Center for Children and Families[xi] identified four additional broad categories of state leaders' actions that support and promote early care and education partnerships:

1. Review, research, and dissemination to ensure that strategies to support and promote partnerships are tailored to state context and address unique needs of local early education providers.
2. Coordination among state agencies to ensure that information about early education programs is well coordinated, provided efficiently, and models a "one-stop-shop" approach at the state level to promote partnerships at the provider level.
3. Professional development, training, and technical assistance to ensure that early education staff have comparable professional development standards—eliminating differences that can be barriers to partnership at the provider level—and to develop processes at the state or provider level to support effective functioning of the partnerships.
4. Legal and regulatory actions that authorize funding, require or encourage partnerships, or provide clarification to facilitate the development or smooth operation of provider-level partnerships.

This range of approaches indicates that there is no standardized design that will fit all states in supporting the development of early care and education partnerships. Implemented in accordance with Maine's current context and needs, each of these courses of action can provide ideas of how to facilitate the formation of provider-level partnerships.

VII. Finance Strategies for Implementing Funding Partnerships

To overcome challenges inherent in blending multiple funding streams, providers across the country implementing funding partnerships have developed a wide range of finance strategies. Research funded by the U.S. Department of Health and Human Services, and conducted by the Center for Children & Families (CC&F) analyzed qualitative data from a sample representing over 200 providers in partnerships from 36 states, Puerto Rico, a tribal nation, and each federal region in the country. Researchers analyzed interview data to identify emerging themes related to finance: providers' motivation to partner, competence, strategies, and lessons learned. A report of these findings was issued in April, 2003, and describes state and local issues affecting partnerships and describes the role of finance in partnerships.

Exhibit 5 offers a summary of finance strategies identified by the study. A research brief describing the study and its findings is available online at http://ccf.edc.org/PDF/EDC_FinBrief2.pdf

Exhibit 5

Finance Strategies for Funding Partnerships

To overcome challenges inherent in blending multiple funding streams, the following strategies have been used by providers who have implemented funding partnerships:

- Understand funding systems and programs before agreeing to a partnership's financial terms.
- Include federal and state funders in the planning process.
- Address child care eligibility re-determination requirements.
- Develop contingency plans to address changes in child care eligibility and enrollment fluctuations.
- Revisit financial terms of the partnership agreement regularly.
- Provide parents with child care subsidy co-payment policies early in the development of the partnership.
- Include fee collection procedures in Head Start's parent handbook and discuss them with the Parent Policy Council and at parent and staff orientations.
- Create systems at the outset to track and report on funds and services.
- Establish communication processes that quickly inform partners about eligibility changes to ensure that partnering programs can promptly address families' changing needs, preserve continuity of care, and maintain funding to sustain the partnership.
- Pursue alternative resources that can be used to temporarily stand in for lost child care subsidies when families lose eligibility.

Source: Blending Early Care and Education Funds: Issues, Opportunities, and Strategies; Center for Children & Families, Education Development Center, Inc. Newton, MA

VII. Conclusion

Leaders at the federal, state, and local levels are striving to coordinate the distinct, fragmented supports and services that have developed over a number of years into a system of early childhood supports and services that makes sense for families and providers. Critical to the success of these efforts are funding arrangements that enable program providers to use categorical funding streams in more flexible and coordinated ways. For these efforts to be most successful, the work of program providers to braid and blend a variety of funding sources must be supported by policy making that increases the flexibility and alignment of funding streams.

This document has provided a basic overview of options for local community leaders, providers, educators, parents, and other stakeholders in establishing and supporting the establishment of partnerships based on flexible financing strategies. These strategies are a means of achieving desired ends, which in this case includes increased efficiency in the use of resources and the development of more integrated, flexible, and responsive early childhood supports and services for children and families.

Maine Early Care and Education programs are encouraged to partner with other programs in your area to expand the program possibilities available for Maine's children. As we work together, we can improve the quality, availability and affordability of early care and education in Maine.

Technical Assistance Resources

National Child Care Information Center
10530 Rosehaven St., Suite 400
Fairfax, VA 22030
Phone: (800) 616-2242
Fax: (800) 716-2242
TTY: (800) 516-2242
www.nccic.org
Email NCCIC: info@nccic.org

Early Care and Education Collaborative:
www.earlycare.org/index.htm

Guide to Calculating the Cost of Quality Early Care and Education Financing Strategies Series
Helene Stebbins and Barbara Hanson Langford
May 2006
The Finance Project
1401 New York Avenue, NW, Suite 800,
Washington, DC 20005
Phone: (202) 587-1000 Fax: (202) 628-4205
www.financeproject.org

Checklist for Developing a Partnership Agreement/Contract,
developed by the QUILT Project;
available online at
nccic.org/quilt/checklist.pdf or
nccic.org/quilt/checklist.html

"Collaborative Relationships" in Community Partnership ToolKit,
by W.K. Kellogg Foundation
www.wkkf.org/Pubs/CustomPubs/CPtoolkit/cptoolkit/Sec3-Collaborative.htm

Designing, Financing, and Sustaining Quality Early Education Partnerships (2001),
by QUILT,
presented at the NAEYC Annual Conference in Anaheim, California
www.nccic.org/quilt/designing-partnerships.pdf (275K)
www.nccic.org/quilt/designing-partnerships.htm

Sample Budget Information to Support Partnerships among Child Care, Head Start, and Other Early Education Programs
www.nccic.org/quilt/sample-budget.docor
www.nccic.org/quilt/sample-budget.html

Negotiating a Partnership Agreement, developed by the QUILT Project
www.nccic.org/quilt/negotiating.doc or
www.nccic.org/quilt/negotiating.html

"Partnership Issues: Employees or Independent Contractors?"
(Summer 2001),
by Abby Cohen, Bridges Newsletter
www.nccic.org/quilt/ind-contractors.pdf (112K) or
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APPENDIX 1

Glossary and Acronym Reference List

ACCESS – is an alliance of early care and education providers and advocates whose mission is to ensure the availability of family-focused early care and education services through collaborative relationships with traditional and non-traditional partners. Members consist of educational, non-profit and government agencies providing for child care and educational services. Four ACCESS local collaboratives were awarded USACF/DHHS grants to address early literacy and increase the quality in Child Care homes and centers in their respective regions. The local collaboratives include Coastal ACCESS (Sagadahoc, Lincoln, Knox and Waldo counties) Cumberland County ACCESS, Kennebec-Somerset ACCESS and Western Maine ACCESS (Androscoggin, Franklin and Oxford counties).www.accessforme.org.

Accessible Early Education Services - Services that are affordable, sensitive to parents' cultural and social issues, geographically proximal, available enough hours during the day and year, open to new enrollment, and designed to serve children in multiple age groups and in the context of their family.

Accreditation- is the process of certifying the quality of early care programs according to national standards. National accrediting bodies that are accepted for Quality Certificates in ME include the National Association for the Education of Young Children, National Association for Family Child Care, American Montessori Society, and National After-School Association for school age Child Care. www.muskie.usm.maine.edu/maineroads.

ACF (Administration for Children and Families) - The branch of the U.S. Department of Health and Human Services that administers federally funded Child Care, Head Start, Community Services, *Temporary Assistance for Needy Families (TANF)*, and Child Support programs. ACF programs are administered through 12 regional offices across the country.

Assessment- is the practice of determining needs, capacities, and instructional goals for the purpose of furthering the educational, social, emotional and physical development of a child. Examples of tools are the Head Start National Reporting System, *Brigance Diagnostic Inventory of Early Development-Revised; Brief Infant Toddler Social and Emotional Assessment (BITSEA)*; *Bayley Infant Neurodevelopmental Screen (BINS), etc.*

Alignment – is a strategy used to ensure that standards, training and technical assistance, monitoring and accountability, finance, and consumer engagement approaches of various parts of the early care and education system are reaching common goals and moving in the same direction.

ASPIRE-(Additional Support for People In Retraining and Employment) The ASPIRE program is the education, training and work program for most parents receiving TANF. In Maine, it is managed by the Maine Department of Health and Human Services (DHHS). ASPIRE clients are eligible for help with transportation, child care and other services necessary to help them participate. Parents who receive TANF are required to participate in ASPIRE, unless they are exempt.

Blended Funding - A state-level strategy that makes funding streams less "categorical" by removing, reducing, or aligning requirements and regulations so that funds from more than one program are "blended" into a unified funding stream.

Braiding Funding – a community-and program-level strategy for wrapping together separate categorical streams of funding to support seamless or unified services. Even when funding is "braided," the managing program continues to track each individual funding stream and adheres to each funder's specific requirements.

Bridge Funding Strategy - a financial strategy that allows a partner to lend temporary fiscal support to enable its partner to continue to provide early education services to a child whose parents have suddenly become ineligible for child care subsidy. This strategy limits disruptions for the child, supporting continuity of care and improved child outcomes.

Center-Based Child Care - Programs licensed or otherwise authorized to provide child care services in a non-residential setting.

Child Care Plus ME - A collaborative partnership between the University of Maine's Center for Community Inclusion and the Maine Department of Health and Human Services, Office of Child Care and Head Start. Its purpose is to offer problem solving assistance and training to support child care centers, family child care homes, families, preschools, public schools, and community programs so that they may provide quality experiences to all children, including those with challenging behaviors and children with medical, physical, and developmental disabilities. www.state.me.us/dhhs/occhs/childcareplus.htm

Certificate – is a license to serve as a teacher, administrator or educational specialist in the public and approved private schools of Maine. The Maine State Board of Education establishes certification standards and procedures. The Commissioner of Education is responsible for implementing the certification process.
www.maine.gov/education/homepage.

Child and Adult Care Food Program (CACFP) - is a federal entitlement program (which means that the allocation is not capped) that helps pay for meals and snacks to children in child care programs. Eligible center and home-based child care programs must be licensed or approved by the state and provide nutritious meals and snacks to children up to age 12. Home-based providers must also work with a sponsoring organization and participate in regular home visits.

Child Care and Development Fund (CCDF) - is a federal block grant that supports child care services. States must meet maintenance of effort requirements in order to draw down CCDF dollars. Most of a state's CCDF allocation must be used to help low-income families, with incomes up to 85% of the State Median Income, who are employed or in an education program pay for child care. Parents must be allowed to chose their child care provider and rates are based on a market rate survey. The CCDF further requires that states establish health and safety standards and spend at least 4% of their allocation on activities that promote quality and improve the availability of child care. In Maine CCDF is administered by the Office of Child Care and Head Start to fund child care subsidies for children under age 13, quality-building, system-building, and resource and referral activities.

Child Care Contracted Slots – funds provided directly to a program to provide Child Care to children birth to age 13. (See above: Child Care and Development Fund).

Child Care Investment Tax Credit- A Maine state tax credit designed to child care providers who make investments in their centers or homes to improve the quality . Individual Qualifying taxpayers must expend $10,000 in one year. A corporation, financial institution, partnership, LLC, S-corporation, estate or trust, will receive a tax credit of 30% of the expenses that were certified as quality improvements up to 30% of $30,000. The credit may not reduce the tax otherwise due below zero. Any unused portion of the credit may be carried over to the following year or years until exhausted. www.maine.gov/dhhs/occhs/taxcredits.htm#investment

Child Care Subsidy – is CCDF financial assistance available to eligible families through vouchers or contracts with providers. Parents may select any legally operating Child Care provider. See Child Care and Development Fund.

Child Care Subsidy (or Child Care Assistance) - Payments made by the state Department of Health and Human Services to local child care providers to cover a portion of the total cost of child care for parents/children who meet state subsidy eligibility criteria. Child care subsidies may be provided through contracts with providers, child care certificates, or cash payments to parents. Payment levels are based on a bi-annual market rate survey.

Child Care Vouchers – A portable subsidy paid to a child care provider on behalf of a parent to reduce the cost of their Child Care services. See Child Care and Development Fund.

Child Development Associate (CDA) Credential - is a federally funded early childhood credential administered by the Council for Professional Recognition.
www.cdacouncil.org.

Child Development Services (CDS) – is authorized under the Department of Education, Chapter 180 for the purpose of fulfilling compliance with federal legislation IDEA (see below). CDS is a regionalized, comprehensive service delivery system that serves the 0-5 year old child with a diagnosed physical, occupational, educational, speech and language, developmental, or social/emotional disability. Examples of such services are speech & language therapy, occupational therapy, developmental therapy and physical therapy. These services are administered through sixteen statewide satellite agencies and funded through a grant from the State of Maine and the Federal government.

Child Care Bureau - A division of ACF, U.S. Department of Health and Human Services, which administers the Child Care and Development Fund (CCDF) to states, territories, and federally recognized tribes.

Child Care Resource and Referral (CCR&R) –services that bridge parents, providers, community leaders and policy makers. Typical services include: parent referrals, provider recruitment, training and technical assistance and data collection. However, services vary and many CCR&R agencies also administer child care subsidies and other grant funds. In Maine, CCR&R agencies are referred to as **Resource Development Centers** (RDC). www.mainerdc.org/mrdc1 www.maine.gov/dhhs/occhs/rdcenters.htm

Continuity of Care - Programs that provide continuity of care offer early education services to children in a consistent location throughout the day and/or year, to ensure a stable and nurturing early learning environment. Such care is provided by a consistent set of caregivers, with little turnover throughout the day/year.

Contracted Child Care Agencies - Maine Department of Health and Human Services contracts with community agencies statewide to provide direct child care services to eligible families. Families apply for these services and pay on a sliding fee scale which assesses a parent fee that will not exceed 10% of the family's gross monthly income (much like the voucher program). www.maine.gov/dhhs/occhs/contract.htm

Cost Allocation Plan - A systematic way, often based on a formula, of allocating costs across several different funding streams.

Credentials –are the proper licensing, certification, and endorsements that qualify educators, service providers, caregivers, and technicians for employment in the field in which they work.

De-categorizing -A state-level strategy that is focused on making funding streams less "categorical" by removing, reducing, or aligning requirements and regulations. Funds from more than one program are "blended" into a unified funding stream.[1]

Dependent Care Tax Credit (DCTC) - allows taxpayers to claim a federal and state tax credit for some of the expenses of work-related child care. The credit may be claimed for any legal form of child care used so that parents can work, including child care centers, nursery schools, family child care homes, in-home child care (nannies), paid care provided by relatives and day camps. In Maine the dependent care state tax credit is equal to 25% of the federal credit for child and dependent care expenses. A Maine taxpayer who enrolls a child in a child care center or home with a Quality Certificate is eligible for a double child care tax credit on their state income tax return.
www.maine.gov/dhhs/occhs/taxcredits.htm#Dependent

Developmentally Appropriate Practices- are practices, which are informed by knowledge of ages and stages of human development, strengths and needs of children, and knowledge of social and cultural contexts in which a child lives. www.naeyc.org.

Early Care and Education - is an umbrella term for many different types of programs, including family child care, preschools, informal care, Head Start, and others. (Also, see below- Early Education and early childhood education)

Early Child Care Collaboration – working together to jointly deliver services and programs for one purpose: furthering the educational, social, emotional, and physical wellbeing of children.

Early Childhood Team (ECT) - is made up of the parent, staff from CDS, and others, such as evaluators or providers of services who may have information to share in establishing a child's preschool, infant and toddler eligibility for early intervention services and developing Individualized Family Service Plans under the IDEA. If the child is age 3 to 5 years old, the family may choose to have the team develop an IFSP or an Individual Education Program (IEP), after the differences between the two have been explained to the family and they have consented.
www.somepa.org/Guide/files/html/ch02/ch02_02.htm

Early Education (or Early Childhood Education) - Services provided by early childhood professionals who work with young children in many different settings such as: nonprofit and for-profit child care centers, family child care homes, Head Start programs, or Pre-K classrooms.

Early Education Providers/Professionals (or early childhood teachers) - Anyone paid by public or private funds who is responsible for a young child's healthy intellectual, physical, and emotional growth, has the opportunity to nurture the development of a variety of skills and intelligences, and prepares children to read and succeed in school.

Early Head Start - A comprehensive model for the delivery of services to pregnant women, infants, and toddlers and their families that was created by Congress as part of the 1994 Reauthorization of the Head Start Act. Children remain eligible for Early Head Start services from enrollment until they are three years old.

Early Childhood Learning Guidelines for Preschool – is a guide for early care and education practitioners to improve professional practice and programs for young children ages three through their entrance into kindergarten. The ECLG are intended to effect greater collaboration and consistency across systems by aligning practice across all early childhood settings and the early grades.

The Earned Income Tax Credit (EITC) –is a refundable Federal tax credit for eligible families who work and have earned income under $32,121 (for a taxpayer with more than one child and meets all other qualifying requirements). The EITC reduces the amount of tax owed and it may result in a refund. Taxpayers can get more information about the Earned Income Tax Credit from the Internal Revenue Service at 1-800-829-1040. Publication 596 describes the EITC and is available at your local IRS office or on-line at www.irs.gov

Eligibility – are categories under which a child or family may qualify to receive various services. This includes the service need (e.g. parent's employment or attendance at a training program, child's education, etc.) as well as income eligibility ceilings.

Essential Programs and Services (EPS) - is a school funding formula that considers student outcomes and the programs and services needed to achieve those outcomes. It is designed to ensure that all schools have the programs and resources that are essential for all students to have an equitable opportunity to achieve Maine's Learning Results.

Even Start -The U.S. Department of Education's Even Start Family Literacy Program provides parents with instruction in a variety of literacy skills and assists them in promoting their children's education development. Its projects must provide participating families with an integrated program of early childhood education, adult basic education, and parenting education.

Family Child Care - is care provided in a home for groups of 3 to 12 children under 13 years old who are not the provider's own children.

FAPE - Free Appropriate Public Education as defined in the Individuals with Disabilities Education Act.

Federal Poverty Guidelines - are issued each year in the *Federal Register* by the U.S. Department of Health and Human Services (HHS). The guidelines are a simplification of the poverty thresholds for use for administrative purposes — for instance, determining financial eligibility for certain federal programs.

Federal Poverty Level (FPL) - is a phrase sometimes used in place of federal poverty guidelines.

Full Day, Full Year - Schedule of operation of early education services that meets the needs of parents who are employed or in work training. Full-day programs generally operate at least 6 hours per day. Full year is generally defined as a 12 month program.

Funding Streams - Sources of funds for early childhood programs and initiatives.

Good Start, Grow Smart - The Bush Administration's early childhood initiative to help states and local communities strengthen early learning and ensure that young children are equipped with the skills they need to start school ready to learn. The initiative focuses on strengthening Head Start, partnering with states to improve early childhood education, and providing information to teachers, caregivers, and parents.

Government Performance and Results Act (GPRA) - The Government Performance and Results Act (GPRA), enacted in 1993, requires federal agencies to establish standards measuring their performance and effectiveness.

Head Start - Since its founding in 1965, the Head Start program has delivered comprehensive and high quality services—early education, health, parent involvement, social services—designed to foster healthy development in low income children. A child-focused program that has the overall goal of increasing the school readiness of young children in low-income families, Head Start serves 3- to 5-year-old children, pregnant women, and their families. The Head Start program is administered by the Head Start Bureau, the Administration on Children, Youth and Families (ACYF), Administration for Children and Families (ACF), Department of Health and Human Services (DHHS). Grants are awarded by the ACF Regional Offices and the Head Start Bureau's American Indian and Migrant Program Branches directly to local public agencies, private organizations, Indian Tribes and school systems for the purpose of operating Head Start programs at the community level.

Head Start Bureau - Division of ACF, U.S. Department of Health and Human Services that administers the Head Start program. The Bureau develops and oversees regulations based on the Head Start Act, Head Start Program Performance Standards, and other legislation.

Head Start Program Performance Standards - Federal Head Start regulations that establish the agency programmatic functions, activities, and facilities required to meet the objectives and goals of the Head Start Program as they relate to children and their families. Revised standards were implemented in January 1998.

Home Visits - A core part of the parental involvement element of the Head Start program in which providers visit families' homes, allowing parents to learn about the needs of their children and about educational activities that can take place at home.

IDEA –The Individuals with Disabilities Education Act.

Inclusive Environments – are settings where all children, including children with disabilities, diverse linguistic, cultural or developmental characteristics have access to and participate in the same programs as children who are typically developing. www.umaine.edu/cci/ec

Individualized Education Program (IEP) -for students receiving special education services under the Individuals with Disabilities Education Act

IEU-Intermediate Educational Unit.

Incentives - Used to encourage and support early education partnerships. Types of incentives include: setting up processes to review and waive some state regulations; issuing grants to networks or groups of providers who agree to partner to provide services that meet the needs of working families; increasing reimbursement rates for providers who meet quality standards; providing contracts and sample contracts for providers; and providing incentive funding directly to providers.

Individual Family Service Plan (IFSP) - Individualized Family Service Plan for preschoolers, infants and toddlers receiving early intervention services under the Individuals with Disabilities Education Act.

Learning Results – is a document produced by the DOE for the purpose of outlining the educational outcomes for Maine schools Pre K through grade 12. Curriculum in Maine schools must reflect these outcomes. The document addresses the following areas of learning: Career Preparation, English Language Arts, Health and Physical Education, Mathematics, Modern and Classical Languages, Science and Technology, Social Studies, Visual and Performing Arts.

Mixed-Delivery System – (as it applies to serving the early childhood community) includes various types of providers–public and private, non-profit and proprietary, center and home-based, school-based, etc.

Part B- Preschool Grants for Children with Disabilities - The section of the **Individuals with Disabilities Education Act** that addresses special education and related services for children with disabilities age three through 5 years. The federal grant is administered by the Maine Department of Education.

Part C Early Intervention Program for Infants and Toddlers with Disabilities is a section of the **Individuals with Disabilities Education Act** that addresses early intervention for infants and toddlers with disabilities, ages birth through 2 years, and their families. The federal grant program is administered by the Maine Department of Education to operate a comprehensive statewide program of early intervention services.

Partnership Agreement - A detailed written document based on a jointly developed plan that describes the roles and responsibilities of each partner to blend/share resources and provide enhanced services to young children and their families.

Pre-Kindergarten (Pre-K) - Early childhood initiatives to provide education-related services to children younger than five, in the years before they enter kindergarten. In Maine, these efforts are funded through the school funding formula and allowable to children who are four years old by October 15 of the current school year. They are known as public Four-Year-Old programs

Pupil Evaluation Team (PET) - establishes student eligibility for special education services and developing students' Individualized Education Programs under the IDEA.

Quality - Extensive research has been conducted into what comprises quality in early education. Results point to several structural variables such as child-to staff ratio as key elements of quality.

Quality Certificate -The Office of Child Care and Head Start offers Quality Certificates to child care programs that are either accredited by an approved accreditation agency and/or reviewed by Head Start Performance Standards. Family child care providers who have a Child Development Associate (CDA) Credential, or an Associates, Bachelor, Masters or Ph.D. degree in Early Childhood Education, child development, or related degree are also eligible for Quality Certificates.

Quality Rating System (QRS) - A QRS is a method to assess, improve and communicate the level of quality in early care and education settings. QRS are systemic, addressing multiple aspects of early care and education through a uniform approach that is available throughout a state. They weave the various standards for licensing, Head Start, national accreditation, etc. so that they work together as a cohesive whole.

Resource Development Centers – (see Child Care Resource and Referral (CCR&R) above).

School Funding Formula- The State of Maine Department of Education has a funding formula that calculates Essential Programs and Services against the property values in a given area and determines state allocation and subsidies to be given to that school administrative district or unit.

School Readiness- is the readiness of a child for the educational experience in a school setting and the readiness of a school for the child. www.naeyc.org.

Seamless Early Education Services - Early education that expands service options, eliminates service interruptions, and provides a single point of service delivery.

Social Services Block Grant (SSBG) - federal funds (formerly known as Title XX) that can be used for a wide range of services, including social services directed toward persons to achieve economic self-support or self-sufficiency, as well as child care and home visiting. SSBG grants are determined by a statutory formula based on each State's population.

Statutory Requirement - are federal and state laws that contain guidelines by which schools and providers must operate if they are to receive federal and state funding. Examples of current laws are: Free and Appropriate Public Education Act (FAPE), Individuals with Disabilities Education Act (IDEA), No Child Left Behind Act, Chapt.180, and Title 20-A, MRSA (ME law). www.state.me.us/education/legis/majoreduclawsenacted

Subsidies to Eligible Parents - Maine's child care voucher program. Vouchers are funded by the federal Child Care Development Fund and state funds. The program is designed to help income eligible families in the state of Maine pay for child care costs while employed, in training, or looking for work. A parent applies for a voucher at their regional Voucher Management Agency. www.maine.gov/dhhs/occhs/step.htm

"Subsidizable" Pupils - Under Maine Law, Title 20-A, Section 15672, 32. the term "subsidizable pupils" means all school level pupils who reside in a school administrative unit and who are educated at public expense at a public school or at a private school approved for tuition purposes.

Subsidy (or Child Care Assistance) - Payments typically made by the state agency that administers CCDF funds to local child care providers to cover a portion of the total cost of child care for parents/children who meet state subsidy eligibility criteria. May be provided through contracts with providers, child care certificates, or cash payments to parents.

Temporary Assistance for Needy Families (TANF) - This federal block grant to states and some tribes is intended to provide temporary, time-limited cash assistance to poor families as well as supports for individuals moving from Welfare to work. Child care is one of the major work supports included in the TANF law. States can spend TANF funding for child care in two ways: 1) they can transfer up to 30% of their TANF block grant to CCDF, the social services block grant, or both; and, 2) they can spend an unlimited amount of TANF funds directly on child care. TANF funds transferred to CCDF must follow the CCDF rules. TANF funds may also be used to finance home visiting, so long as the state demonstrates that the activity meets one of the four TANF goals.

Title I - Part of the Elementary and Secondary Education Act legislation of the U.S. Department of Education (ED). Section A of Title I describes how funds under this Act may be used to provide early education development services to low-income children through a local education agency (LEA). Preschool is an allowable activity under Title I.

Wrap-around Care- is the practice of adding one or two additional child care options into a set of "core" services–either on site or at several different sites. For example, after-school and summer care can be "wrapped around" a school-based early childhood program. Wrap-around care typically taps multiple public and/or private funding streams.

Acronyms

CDS - Child Development Services

EIS - Early Intervention Services for infants and toddlers birth through age two with disabilities

EPS - Essential Programs and Services

ESY - Extended School Year

LA - Lead Agency for Early Intervention Services under the IDEA (Maine Department of Education)

LEA-Local Education Agency, typically a local school district

LRE - Least Restrictive Educational Environment for school age students receiving special education services

MACECD - Maine Advisory Council on the Education of Children with Disabilities

MDOE - Maine Department of Education

MEA - Maine Educational Assessment

NECTAC - National Early Childhood Technical Assistance Center

OCCHS - Office of Child Care and Head Start, Maine Department of Health and Human Services

OSEP - The U.S. Department of Education's Office of Special Education Programs

SAU - School Administrative Unit

SEA - State Education Agency (Maine Department of Education)

APPENDIX 2

State Statutes Supporting Early Education Partnerships

The National Conference of State Legislatures reports that 36 states have one or more laws that support early education partnerships.

Summary of Statute	States
Requires preschool programs to coordinate child care programs to be eligible for funding under statewide early childhood or school readiness initiatives.	Alabama, Arizona, Colorado, Connecticut, Florida, Hawaii, Indiana, Iowa, Louisiana, Maryland, Massachusetts, Michigan, New Jersey, New York, Ohio, Oregon, Rhode Island, Tennessee, Texas, Virginia, Wisconsin
Requires a state entity to facilitate coordination among programs, agencies, policies, or funding.	Alabama, Arkansas, California, Connecticut, Florida, Hawaii, Kansas, Kentucky, Maryland, Michigan, Minnesota, Mississippi, Nebraska, New Jersey, Oregon, South Carolina, Texas, Virginia, Vermont, Washington, West Virginia.
Requires a study of a state's early education coordination policies.	Arkansas, Colorado, Florida, Hawaii, Iowa, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Oregon, South Carolina, Texas, Washington.
Integrates child care and early education policies for a variety of purposes.	Arkansas, California, Colorado, Delaware, Florida, Indiana, Maryland, Mississippi, Nebraska, South Carolina, Texas, West Virginia.,
Requirement to include preschool under the state's definition of child care or to include child care under the state's definition of preschool	California, Iowa, New Hampshire, North Dakota, Tennessee, Wyoming.

Source: Groginsky, S. (2002). *Child care and early education coordination in the states: A statutory overview*. Denver, CO: National Conference of State Legislatures

APPENDIX 3

Maine Statutes

Maine Statutes Relating to Early Childhood Programs for Children 4 Years of Age

Title 20-A: EDUCATION; Part 3: ELEMENTARY AND SECONDARY EDUCATION; Chapter 203: ELEMENTARY SCHOOLS; Subchapter 2: EARLY CHILDHOOD EDUCATIONAL PLANS FOR CHILDREN AGES 4 to 9 (HEADING: PL 1989, c. 548, @1 (amd))

§4255. Coordinated early childhood programs for children 4 years of age

1. Approval process for early childhood education. Any school administrative unit that wishes to develop an early childhood program for children 4 years of age must submit a proposal for approval to the department. Evaluation of the proposal must include consideration of at least the following factors:

A. Demonstrated coordination with other early childhood programs in the community to maximize resources; [2005, c. 368, §1(new).]

B. Consideration of the extended child care needs of working parents; and [2005, c. 368, §1 (new).]

C. Provision of public notice regarding the proposal to the community being served, including the extent to which public notice has been disseminated broadly to other early childhood programs in the community. [2005, c. 368, §1(new).]

2. Rulemaking. The department may adopt rules to implement this section, and any rules adopted must include standards for early childhood programs for children 4 years of age that are developed by school administrative units. Rules adopted pursuant to this subsection are major substantive rules as defined in Title 5, chapter 375, subchapter 2-A. [2005, c. 368, §1 (new).]

APPENDIX 4

Maine Department of Education Fiscal Guidance for Public School Programs for Four-Year-Olds

This document is meant to guide schools in the types of funding that can braid or blend together to support public Four-Year-Old programs. Districts are encouraged to explore community based partnerships that may also include funding sources such as Head Start, Even Start, and the Child Care and Development Block Grant in order to maximize resources available to children and families through a braided early childhood fiscal system.

Essential Programs and Services (EPS) School Funding Formula- Basic Student Count and Kindergarten to Grade 2 Weighted Resources for Specialized Student Populations

- 4 year-old funding is included in the State subsidy formula, based on student counts and each unit's EPS Per Pupil Elementary Rate, as determined by the EPS model. This subsidy is not based on actual expenditures.
- 4 year-olds are counted as a full count (1) if they are attending 10 hours or more per week.
- There are additional adjustments to the EPS per pupil formula which can add .10 additional "weight", under the Kindergarten to Grade 2 targeted allocation, to the per pupil count for Kindergarten to grade 2 pupils - this is inclusive of Four-Year-Old programs.
- Other weighted student counts include the following:
    - Limited English Proficiency (LEP)
    - Economically Disadvantaged Students
- Each SAU must submit an application for the Approval Of Four-Year-Old Early Childhood Programs as defined in MRSA-20A; Chapter 2023, Sub Chapter II.

No Child Left Behind

Title I funds can be used in the following ways to serve younger children:

- Title I-funded preschool may be provided to any child below the age at which the school district provides elementary education, including children from birth up to the age at school entry.
- Title I preschools may be located in public schools or other early childhood settings in the community.
- Title I funds can be used by either the LEA or at the school level for preschool or comparable programs, such as Even Start, Head Start, Early Reading First, and other preschool programs.
- Title I preschool programs must comply with federal Head Start Education Performance Standards.
- Eligibility for preschool in a Title I school-wide program is open to all children living within the attendance area of that school.
- Schools can implement school-wide reforms if 40 percent or more of the children in the school are low-income.
- Eligibility for Title I preschool in a targeted-assistance program is open to children considered at risk for meeting a state's achievement standards, as determined by multiple, educationally related, objective criteria established by the district.
- In states that include preschool as part of their primary education system, teachers in Title I preschools must meet the "highly qualified" standard as defined in NCLB.
- Title I funds may be used for professional development of teachers and paraprofessionals working in Title I preschools, even if Title I does not pay their salaries, if the training is related to the Title I program or the educational needs of Title I children.
- Title I funds may complement or extend a Head Start program if they are used for children who meet the eligibility criteria for Title I.
- Title I preschools using an Even Start model must integrate early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program and comply with Even Start program requirements.
- Title I funds may be used in conjunction with other existing programs, including state-funded preschool programs, community-based child care programs, and the Child Care and Development Block Grant.
- LEAs must have a plan for coordinating and integrating Title I with other early childhood educational services, such as Head Start, Even Start, and other preschools, as well as a plan for the transition of children in these programs into elementary school. (Plan is included in their reporting to the state Department of Education)

Title V: Improved Quality of Education for Students

- Increase opportunities through library/media for reading and/or research in the library
- Programs to provide high quality instructional materials to increase student achievement.
- Increase the % of parents involved in education of

their students (Examples: volunteering, attending training conferences, parent involvement activities)

- Increase the use of technology by students
- Program to improve the achievement of students
- Increase opportunities for parents and family members to improve literacy skills
- Increase opportunities for students to participate in community service
- Programs to support school nurses
- Increase opportunities for students to participate in school-based mental health programs
- Increase opportunities for students to participate pre kindergarten programs
- Programs to support CPR
- Programs to support school safety, safe & drug-free schools
- Increase opportunities for students to participate in service learning activities
- Programs to reduce class size
- Programs to support the development of high standards and/or curriculum development and/or assessments
- Programs to increase opportunities for high quality staff development for teachers, administrators and paraprofessionals
- Programs to increase the number of highly qualified teachers

IDEA 2004

Part B, Section 611:

- LEA Subgrants are made on a formula basis. Under section 613(a) (2) the uses of the funds are reflected to be used only to pay the excess costs of providing special education and related services, to supplement State, local, and other federal funds and not supplant such funds.
- Funds may be used for special education staff- teachers, educational technicians, contracted services personnel, materials, supplies, equipment and professional development.
- Local entitlement funds may be used to serve preschool students with disabilities provided there are no outstanding compliance (program review) issues and no procedural safeguard (due process) issues. Funds have to be accounted for on the unit's local entitlement application (EF-S-08).
- Local expenditures for special education programs for 3-5 year olds may be reported on the EF-S-02 on the Pre-school page for reporting programs.

Part B, Section 611(f) Early Intervening Services

A local educational agency may not use more than 15 percent of the amount that the agency receives under Part B for any fiscal year , less any amount reduced by the maintenance of effort, if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated, early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) **who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.**

In implementing coordinated, early intervening services an LEA may carry out activities that include professional development and providing educational and behavioral evaluations, services and supports, including scientifically based literacy instruction.

Funds made available to carry out this subsection may be used to carry out early intervening services aligned with activities funded and carried out under ESEA Act of 1965.

Maintenance of effort is calculated by:

Examining the difference between the amount of the LEA subgrants for the current year and the prior year multiplied by 50%. For example:

An SAU's local entitlement for: 2003 was: $263,462; 2004 was: $301,679.

The difference is $38, 218

The maintenance of effort is calculated at .50 X $38,218 or $19,109.

The early intervening calculation of the district above would be 15% of the $301,679 or $45,251-$19,109 = $26, 143.

Part B, Section 619 Funds to the IEUs (CDS)

Allocations to regional CDS sites are based on a formula. The regional site could utilize the early intervening amount pursuant to section 613(f) above. The funds are also to be used to provide special education and related services, including special education staff - teachers and education technicians, or contracted service personnel, materials, supplies, equipment, and professional development.

Part B, Section 619 Funds to Local Education Agencies **(LEA)**

Allocations to LEAs of Section 619 funds could utilize the early intervening amount pursuant to section 613(f) above. as well as for services to young children 3-5. See usage of funds above for 619. May be used in K-1 programs for special education staff - teachers, education technicians or contracted service personnel, materials, supplies, equipment and professional development.

APPENDIX 5

Existing and New Early Care and Education Funding Partnerships in Maine

Funding Partnerships in Maine: 2005/2006 School Year

There were 98 public Four-Year-Old programs in Maine for the 2005/06 school year. Twenty four of these programs are in a community partnership arrangement. These include:

- Southern Kennebec Child Development Corporation (SKCDC)
- Penquis Community Action Program (Penquis CAP)
- Child and Family Opportunities
- People's Regional Opportunity Program (PROP)
- Waldo County Preschool
- Waldo County Head Start
- Coastal Community Action Program (CCAP)
- Kennebec Valley Community Action Program (KVCAP)
- Quoddy Bay Children's Center

New Funding Partnerships Started in the 2005/06 School Year

- **Portland Public School-Prop Head Start**: Portland Public School is partnering with PROP Head Start to offer a multilingual Four-Year-Old program. The school provides the space and supports, and PROP provides teaching staff and comprehensive services.
- **SAD #3 Brooks/Morse Memorial Elementary** is a partnership between the school, Waldo County Preschool Services and Waldo County Head Start. The program is housed in the elementary school with the partnering agencies staffing the program.
- **SAD #19 Lubec Elementary School in partnership with Child and Family Opportunities (HEAD START) and Quoddy Bay Children's Center (Child care).** The program is a full day program (7:15-5:15). The technical Pre-Kindergarten component operates from 7:45-11:15AM. Each partnering agency provides staffing (the school provides a certified teacher for the Pre-K hours).

Examples of New Partnerships Beginning 2006/07 School Year

- **Monmouth-SKCDC Partnership** Monmouth Schools will be partnering with Southern Kennebec Child Development Corporation (SKCDC) Head Start. SKCDC will be offering Pre-K slots. During the first year, four of these slots will be available for over income families within its existing program site, which will include comprehensive services offered to all families. Monmouth will be providing transportation for all Monmouth children enrolled in the program, the services of an early literacy specialist, access to resources at the elementary school, facilitation of kindergarten transition, and reimbursement to SKCDC for the four over income children.
- **Phippsburg Elementary School** (part of School Union 47) will be subcontracting its Four-Year-Old program to Family Focus, Bath YMCA, Coastal Economic Development Head Start, and Stoneybrook Day Care. Families will have the option of full day care within the community programs for hours outside of the Pre-K programming.
- **CSAD #9 Southern Aroostook Community School will be partnering with ACAP (Aroostook County Action Program)** This program will be housed in the public school. The school will provide a certified teacher to work in collaboration with the ACAP teacher. All Southern Aroostook Community School children who are age four by October 15 will have access to the program. Any remaining slots will be available to three year old Head Start eligible children.

APPENDIX 6

Sample Agreements

Sample Agreement A

Collaborative Agreement

Maine School Administrative District

——Pre-K Program

2006-2007

This Agreement is made by and between the following parties:

LIST

Whereas, M.S.A.D __, Head Start and Child Development Services have determined that a collaborative full-day, four days per week, school-based pre-kindergarten program for four (4) year old children (four by October 15, 2006) will be beneficial to the families of ____ County, the following agreements are made:

This program will provide_____ weeks of preschool programming for eligible families in one classroom located in the _____ school in _____, Maine. The Pre-K program will provide ___ hours of developmentally appropriate learning experience from ____ am to ____, Monday through _____ each week. The Program will follow the _____ calendar and serve a total of _____children. Program costs will be allocated among _____, _____ and _____ .

All parties accept that:

a. no one organization can accomplish all that must be done for children
b. the goal of reducing duplication of and maintaining quality programming for all four-year olds is paramount
c. cooperation and collaboration are necessary components of the effective implementation of the individualized education programs in the least restrictive environments for the child

Now, THEREFORE, in consideration of this Agreement's mutual covenants, each intending to be legally bound, agrees as follows:

COLLABORATIVE RESPONSIBILITIES

School

a. to provide a classroom at _____Elementary School, including heat, electricity, janitorial services, Internet access, use of family equipment such as copiers and facility resources such as the library, gym, art room, play ground at no cost to _____ or Head Start.
b. to furnish breakfast and lunch Monday through _____ in the classroom for children and up to four adults. Billing for all children's reduced or full rate meals and for adults will be submitted on a monthly basis to Head Start for payment
c. to provide transportation on district buses for all children living in the _____school catchment area, meeting Head Start Final Rule requirements
d. to allow the use of the library for Parent Group meetings once per month
e. to allow use of the staff break room for Pre-K staff

f. to provide access to _____school staff training for the Pre-K program staff

g. to work in conjunction with Pre-K staff to create a seamless transition from preschool to public school programs, including joint transition planning and training between Kindergarten and Pre-K staff

h. establish eligibility criteria for enrollment

i. promulgate enrollment procedures to the community, including the primary point of contact for enrollment and program information

_____Preschool

a. to provide one full time (40hours/week) Department of Education –certified classroom teacher, including salary and benefits

b. to provide half-time 13.12 Case Manager

c. to provide one half-time Engagement Coordinator/Early Childhood Educator

d. to provide one-third cost of Classroom Adie

e. to provide supervision and evaluation of preschool staff

f. to provide, working in collaboration with Head Start, administrative services such as coordination of enrollment, maintenance of classroom files, maintenance of child care licensing, attendance records, completion and submission of HCFA forms, billing and bookkeeping of MaineCare, assurance that staff will comply with MaineCare requirements as specified in the Maine Medical Assistance Manual, Chapter 11, Case Management Services, assurance that appropriate documentation will be maintained for MaineCare billing

g. to provide, working in collaboration with Head Start, a dynamic developmentally appropriate curriculum that includes _____ and necessary staff training

h. to provide, using agreed upon cost allocation guidelines, teaching supplies, office supplies, other supplies as appropriate and use of equipment at _____preschool

i. to collaborate with therapy providers when the early childhood team (ECT) which includes Pre-K teacher, determines that therapy at the site is appropriate

j. to include in its application form a parental permission sign-off that authorizes the Pre-K program to release information to _____school

k. to provide along with Head Start, using agreed upon cost allocation guidelines, the cost of one phone and one fax line for the Pre-K classroom

l. to provide daily, afternoon snack

m. to provide comprehensive case management services through 13.12 case manager

n. to enhance parents' awareness and support children's developing literacy and other skills through Surveys, Individualized Plans, etc.

o. to provide Pre-K families with activities, books and other literacy materials to support children's emerging literacy

p. to provide formal and statistical analysis of progress using assessment tools found to be both reliable and valid (PPVT and ELSA) for children and classroom environment (the Early Language and Literacy Classroom Observation and Program Quality Assessment)

q. to provide opportunities for shared professional development through routine classroom coaching sessions

r. to incorporate IFSP goals and objectives into daily lesson planning and instruction and also to provide comprehensive progress and other reports to CDS, as needed

Head Start

a. to provide one full-time (40hr/wk), the Department of Education-certified classroom teacher, two-thirds of the cost of Classroom Aide at 36-hours per week (shared cost with preschool); one half-time (20hours per week) Family Advocate, including salary and benefits

b. to provide supervision and evaluation of Head Start staff

c. to provide, working in collaboration with pre school, administrative services such as coordination of enrollment, maintenance of classroom files, maintenance of child care licensing, attendance records, completing and submission of HCFS forms, billing and bookkeeping of Maine Care, assurance that staff will comply with MaineCare requirements as specified in the Maine Medical Assistance Manual, Chapter 11, Case Management Services, assurance that appropriate docu-

mentation will be maintained for MaineCare billing

d. to provide, working in collaboration with ___preschool, a dynamic developmentally appropriate curriculum and incorporates Head Start Performance Standards and necessary staff training

e. to provide statistical analysis of progress using assessment tools found to be reliable and valid for child outcomes

f. to incorporate IFSP goals and objectives into daily lesson planning and instruction and also to provide comprehensive progress and other reports to Child Development Services, as needed

g. to provide, a minimum, two child development home visits by Teachers and 2 parent involvement visits by Family Advocate

h. to provide, at a minimum, two parent training events

i. to provide, using agreed upon cost allocation guidelines, teaching supplies, office supplies as appropriate and use of equipment at _____preschool

j. to collaborate with therapy providers when the early childhood team (ECT), which includes Pre-K teacher, determines that therapy at the site is appropriate

k. to guarantee monthly payments for food service bills submitted in a timely manner to meet the Accounts Payable schedule established by Head Start

l. to include in its application form a parental permission sign-off that authorizes the Pre-K program to release information to the _____-school and _____preschool

m. to provide, along with _____preschool, using agreed upon cost allocation guidelines, the cost of one phone and one fax line for the Pre-K classroom

n. to encourage administrative services to support transportation using the _____ school bus system to include: training for all drivers and Bus Monitors on Head Start's Final Rule for transportation of Head Start children; recruitment and coordination of Bus Monitors

o. incorporate developmental screenings through Child Development Services as part of enrollment, including distribution and collection

Child Development Services

a. will conduct developmental screenings as soon as practical in the enrollment process

b. will provide special education services to eligible children as indicated on their service plans

c. will invite a designated Pre-K teacher to ECT meetings of children enrolled in the program, and share educational records with the agency designated by parents

d. will notify classroom staff of therapists designated by Child Development Services to provide services at the _____School

Program Eligibility

Pre-K program option will allow children from the towns within the elementary school catchments area to attend one or more parts of the day depending upon the child's developmental needs and families needs.

- Selection Criteria attached
- A 50/50 ratio of typically developing children and children with identified disabilities will be maintained
- Enrollment will not exceed eighteen (18) children
- 4-year-old Head Start children attending the morning portion of the day will have the option of staying for the whole day or going home at 12:30 p.m. depending upon parent choice and the developmental needs of the child
- Any unfilled slots left once children living in _____ have been placed may be filled with four-year olds from outside the elementary school catchments area but within the _____District. Placement of town eligible children will take place no later than July 31st. Placement of children from towns outside the _____School catchments area will take place on August 1st.
- Families with children from towns outside of the catchments area will be required to provide their own transportation to and from the Program

The parties agree to comply with all applicable State and Federal laws and regulations, including the protection of information regarding all students served under the terms of this agreement.

The parties agree to comply with all applicable state and federal licensing, certification and/or accrediting standards established by the Maine Department of Education and Maine Department of Health and Human Services and/or other local, state and federal agencies and departments.

Each party, except Child Development Services, agrees to name the other parties as additional insured on their respective liability coverage. Limits of coverage for the respective general liability coverage should be at least $1,000,000.00. Each party agrees to send to the other party certificates of insurance confirming the coverage as required.

All parties shall, as appropriate, maintain all books, documents, payrolls, papers, accounting records and other evidence pertaining to costs incurred under this Agreement. The parties shall make such material available at their offices at all reasonable times during the period of this agreement and for three years from the date of the expiration of this Agreement for inspection by the Maine Department of Education, or any authorized representative of the State of Maine, and copies thereof shall be furnished, upon request.

Terms of Agreement

This Agreement will be in effect beginning with this _____ school year, July 1 _____through June 30_____. Either party can modify terms of this Agreement with notice in writing.

Renewal

This Agreement will be re-negotiated annually. It is expected that the terms of this Agreement will be modified in response to changing conditions of the parties. It is the intent of all parties to continue this collaboration indefinitely. Should this situation change to include circumstances beyond the control of either party every possible consideration will be given to assure a continuity of service to children by allowing longest possible notice of 120 days.

IN WITNESS WHEREOF, the parties by their representative duly authorize, have executed this Agreement in four (4) original copies.

_____ Date_____

Superintendent of Schools

_____ Date_____

Head Start

_____ Date_____

Preschool

_____ Date_____

Child Development Services

Sample Agreement B

Memorandum of Understanding
Between
_____Public Schools
And
_____

This agreement is effective beginning _____through_____.

Purpose

The purpose of this agreement is to establish working procedures between the _____Public Schools and _____ in the provision of services for eligible 4-year-old children and their families at the _____Head Start Center.

It is the intent of this agreement to:

- Ensure that each Agency defines provision of services.
- Ensure that children eligible for special education services receive a free and appropriate public education, as required by law, in the least restrictive environment.
- Ensure that all children experience smooth transitions into and out of the Program.
- Ensure that each agency cooperatively maintains communication and shares leadership responsibilities at the local level to ensure that available resources are utilized in the most effective manner, without duplication.
- Ensure that staff and parents receive necessary training and support through joint efforts on the part of both Agencies.
- Ensure that cooperative arrangements between _____Public Schools and _____ are developed, implemented, and preserved.
- Ensure that collaborative opportunities are pursued.

Respective responsibilities under this agreement include but are not limited to:

_____Public Schools:

- Provide transportation services for all _____ children enrolled in the program both Head Start and non-income eligible, in compliance with Federal Transportation regulations.
- Provide the services of a Literacy Specialist weekly to support the classroom program and curriculum.
- Provide the services of the Elementary Library Program for monthly field trips for the _____Head Start Program.
- Develop _____ Public Preschool Criteria and recruit eligible children. Refer children to _____Head Start for enrollment.
- Participate in case review with the Teacher one time per month.
- Conduct formal classroom observations and feedback sessions with Teacher/Program Manager (minimum three times per year)
- Facilitate Kindergarten Transition activities for families.
- Develop an Advisory Council to meet regularly (minimum bi-monthly)
- Reimburse _____Head Start at _____each for _____(number) _____(town)_ 4 year old children.

Head Start

- Provide an early care and education program for _____(number) 4-year-old non-income eligible _____(town)_____ resident children and a minimum of_____(number) Head Start eligible children.
- Ensure a total group size of no more than sixteen (16) children
- Maintain a staff/child ratio of 1:8
- Employ a Teacher with a minimum of a DOE K-3, K-8 certification or 282 Endorsement.
- Employ as Assistant Teacher, an Ed Tech II (minimum)
- Offer an early care and education classroom based program for _____ days per week, _____ hours per day, _____weeks per year, beginning on _____ and ending _____.
- Implement the Early Childhood Learning Guidelines
- Provide age-appropriate assessment tools
- Conduct Parent Conferences (2) and Home Visits (2) per year for each family
- Offer open house, orientation, and Parent Committee activities
- Provide health and behavioral screening services and referrals
- Provide breakfast and lunch that meet the Child and Adult Care Food Program requirements
- Lead a case review one time a month
- Complete developmental screenings of children within 45 days of enrollment
- Maintain documentation related to individualization of curriculum, parent contact and developmental progress of children
- Integrate all Head Start components into the classroom program
- Provide a Family Advocate to support parent partnerships
- Initiate enrollment activities
- Implement health screenings and services
- Provide advocacy and support services for families
- Utilizing the _____Head Start Supervisory Structure, ensure program quality. This will include, at a minimum, the following meetings: Senior Management (monthly), Program Management/Content Area Specialists (weekly), Center Supervisors and Family Advocates) every six weeks) Center staff (weekly).
- Use Head Start performance measures (formal classroom observations quarterly) to evaluate the program
- Provide Targeted Case Management services
- Provide transportation for non-_____(town)resident Head Start children.
- Maintain a Child Care Center license and comply with Maine DHHS regulations for the operation of a Child Care Facility.

APPENDIX 7

Partnership Staffing Models

One Head Start Program's Pre-K Partnership Models

School District	Teaching Staff	Who Employs Staff	Days/Hours of Operation	Number of Children Served
School #1	**2 sessions** **1 Teacher** *2 Asst Teachers* *1 each session*	**School Dept** *Head Start*	AM: M-W; 7:45-11:15 PM: W-F; 12:15-3:45	18 each session
School #2	**1 Teacher** *1 Asst Teacher*	**Head Start** *School Dept*	T-F: 8:30-12:30	18 preschoolers
School #3	**Co-Teacher** *Co-Teacher*	**Head Start** *School Dept*	M-F: 11:45-3	20 preschoolers
School #4	**Co-Teacher** *Co-Teacher*	**School Dept** *Head Start*	T-F: 8:15-12:15	18-20 preschoolers

This Head Start Program is currently working with four public school districts to form partnerships to offer four year old/pre-k programs to the communities within these districts. Each of these partnerships is unique in model and strives to meet the needs of children, families, school districts and the Head Start Program.

Children and families receive comprehensive medical, nutritional, social and educational services. Children experience a curriculum designed to meet early learning guidelines and support all domains of development so they are "ready to learn."

APPENDIX 8

Sample Pre-K Cost Allocation Budget Planning

							HEAD START	PUBLIC SCHOOL	TOTAL BUDGET
PERSONNEL									
Staff	Position	Hrs	Wks	Annual	Benefits	Total			
				Salaries		Personnel			
Employee 1	Co-Teacher	40	41	$22,503	$5,851	$28,354	$28,354	$0	$28,354
Employee 2	Co-Teacher	40	41	$41,075	$11,585	$52,660	$0	$52,660	$52,660
Employee 3	Family Support	8	38	$5,284	$1,374	$6,658	$6,658	$0	$6,658
				$68,862	$18,810	$87,672	$35,012	$52,660	$87,672
Admin Support Supervisor							$8,449	$5,780	$14,229
Substitutes							$0	$1,000	$1,000
							$8,449	$6,780	$15,229
Total Personnel							$43,461	$59,440	$102,901
NON-PERSONNEL									
Occupancy							$0	$17,200	$17,200
Travel							$1,500	$4,320	$5,820
Supplies							$1,500	$1,500	$3,000
General Maint							$500	$500	$1,000
Other							$4,700	$0	$4,700
Indirect Cost							$5,972	$0	$5,972
Total Non-Personnel							$14,172	$23,520	$37,692
TOTAL CONTRIBUTIONS							$57,633	$82,960	$140,593
COST PER CHILD							$7,204	$5,185	
			TOTAL UNITS		24		8	16	
							0.333333333	0.666666667	
Based on Actual Enrollment by Funding Source							$46,864	$93,729	$140,593
END OF YEAR SETTLEMENT - (Additional costs may be identified in Non-Personnel for Public School)							$10,769	-$10,769	

GUIDE

Determine operational details
- Hrs/days of operation
- Staffing/?employer?
- Curriculum
- Meals/snacks
- No of Home Visits
- No of Head Start slots

Determine what each partner will contribute to the operations

Enter the budget amounts in the appropriate columns

Enter the number of funded units in each column (number of children per funding source)

Formulas exist in the template that will compute the approp allocations

Total Units: first # is total funded followed by the specific breakdown

In this example HS is contributing a a disproportionate % of costs based on enrollmt. The school pays HS $10,769

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EARLY CARE & EDUCATION

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