## CPQ&R Data Checklist

The CPQ&R includes default data for many variables; however, you can customize the cost projections produced by the CPQ&R for your specific questions and needs[[1]](#footnote-1). In some cases, you may want to identify your own state or local data. This checklist helps you both identify your primary questions for producing cost projections and gather the data needed. The following questions are meant to assist you in assessing the program’s current status and guide your team in identifying the scenarios you would like to create with the CPQ&R.

**SCENARIO 1[[2]](#footnote-2):**

**Note:** *It is helpful to have your Standards crosswalk and/or other data on program requirements handy.*

| **CPQ&R Information****Refer to User Guide for Descriptions** | **Current Status****(YEAR 0)** | **Scenario:** **What do you want to model differently?** | **Source of the Data** **(person or organization)** | **Notes** |
| --- | --- | --- | --- | --- |
| **ANNUAL SLOTS** |
| **Cumulative Number of 3- & 4–year-old slots**  | How many 3-year-olds and 4-year-olds do you currently serve (this is Year 0)? Note: *you can decide to model 3 and 4 year olds separately, depending on the structure of your program.* | Do you have a goal to increase the number of 3 and/or4 year old children served in the coming years? |  |  |
| **FPL eligibility threshold** | What is the program’s Federal Poverty Limit to qualify for state-funded preschool? Or for other major funding source(s) used to fund the program you are modeling. | Do you want to increase enrollment over time by serving students in lower FPL eligibility thresholds first and then moving to higher FPL eligibility thresholds? |  |  |
| **Target % of Slots for ELL**  | How many children do you expect to serve in this program that are English Language Learners? | Do you have a goal to serve more students that are ELL? |  |  |
| **Target % of Slots for Special Needs**  | How many children do you expect to serve in this program that have special needs? | Do you have a goal to serve more students with special needs? |  |  |
| **Target % of Slots for Rural Areas**  | What percentage of children attend programs in rural areas? | Do you have a goal to serve more students located in rural areas?  |  |  |
| **Dosage: weeks per year** | What is the number of teaching employment weeks and holidays & in-service days per year for part day care, full day care, and extended care?  |  |  |  |
| **FUNDING STREAMS[[3]](#footnote-3)** |
| **FPL Thresholds and % of Slots Estimated/Allocated by FPL Bracket by Delivery Model** | What are the Target FPL Eligibility Threshold (% FPL)? The selected upper limit of Federal Poverty Level (FPL) for qualifying families to participate in the Pre-K program. Entering a target FPL eligibility threshold enables the user to measure the percentage of the eligible child population that will be served.What percentage of the targets are being served in Child Care Centers, Public PreK, and Head Start? | This allows user to set the percentage of slots by FPL thresholds and service delivery models. |  |  |
| **Federal, State, and Local Funding with Associated Restrictions:** | This table allows the user to enter the source of funds for Preschool. The rows below explain each column header. |
| **Funding Unit** | What is the “funding unit” for the funding source (e.g. per child, per classroom, per site, Statewide)? |  |  |  |
| **Annual Funding per Unit Volume** | How much funding per funding unit is allocated? |  |  |  |
| **Matching funds** | Provides a drop-down selection for each fund source to enter if matching funds are required. |  |  |  |
| **% Match** | What is the amount of the required % match, if any? |  |  |  |
| **Beginning Year/Ending Year** | Enter the beginning and ending year of the fund source. |  |  |  |
| **% Pass Through to Providers** | Enter the % of funds that is sub-granted directly to providers. |  |  |  |
| **Child Eligibility Restriction** | Enter the FPL Threshold for the fund source. |  |  |  |
| **Delivery Model Restriction** | Enter the delivery model for where the funds can be spent. (Note: To identify how funds might be split among multiple delivery models, see the User Guide, “Alterable Variables” in the Funding Streams Section |  |  |  |
| **% of Funding Units that are Eligible** | Enter the number of funding units that are eligible for funds. |  |  |  |
| **% of Eligible Funding Units that funded.** | Enter the number of funding units that are actually funded. |  |  |  |
| **QUALITY STANDARDS** |
| **Maximum Class Size** |
| **Maximum class size** | What is the maximum number of children allowed in a class?  | Do you have a goal to reduce class size? |  |  |
| **Enrollment efficiency** | What is the expected amount of enrollment efficiency (slot vacancy rate resulting from child turnover, attrition, etc.? | Do you have a requirement to fill slots that open throughout the school year due to turn-over rates? |  |  |
| **Staff-Child Ratio** |
| **Maximum number of children per classroom adult** | What is the maximum number of children per classroom adult? |  |  |  |
| **Maximum Number of Children per Classroom Adult by Implementation Year** | What is the maximum number of children per classroom adult by implementation year? | Do you have a goal to reduce class size over-time? |  |  |
| **Maximum number of lead teachers per class** | What is the maximum number of lead teacher qualifications per class in lieu of assistants, if desired? |  |  |  |
| **Lead Teacher & Assistant Teacher Degree** |
| **Number of classes per day per classroom adult** | The number of classes per day a lead or assistant teacher instructs? This will establish the number of teachers needed to satisfy the stated slot plan. | Do you have enough qualified teachers for an increased enrollment? |  |  |
| **Number of preschool classrooms per facility** | What is the average number of preschool classrooms per delivery system? This establishes the number of facilities based on the number of classes to satisfy the stated slot plan. |  |  |  |
| **% of teachers and assistant teachers by degree level (AA/BA, CDA)** | What is the percentage of existing teachers and assistant teachers by degree level? | Are you looking to increase degree attainment of teachers and assistant teachers? |  |  |
| **Entry Schedule** | What is the entry schedule for lead teachers enrolling in BA program in the current year? (100% = 1 year, 50% = 2 Years). | If a large, pre-existing base on early learning teachers and assistant teachers exist, then this allows the user to ‘spread out’ the number who begin pursuing a higher degree over a period of years, if desired. |  |  |
| **Churn: % of existing teachers and assistant teachers leaving the workforce each year** | What is the percentage of existing teachers and assistant teachers leaving the workforce each year by degree attainment?  | The user can use this number to determine how many teacher and assistant teacher positions must be replaced each year. |  |  |
| **% of new teachers and assistant teachers hired, by degree level** | What is the percentage of new teachers and assistant teachers hired by degree level?  | Allows the user to stipulate a different degree requirement for new teachers hired to satisfy the projected slot plan and replace teachers who leave the workforce. |  |  |
| **% of participating new teachers and assistant by degree level** | What is the percentage of new teachers and assistant teachers enrolling in degree programs? | Allows the user to designate a different participation rate among new teachers pursuing a higher degree, than for existing teachers. |  |  |
| **State-Level BA Program Tuition Support Provided per Lead/Assistant Teacher per Year** | What is the State-Level BA Program Tuition Support Provided per Lead Teacher Per Year, if any? |  |  |  |
| **Lead Teacher Specialized Training** |
| **% of teachers with ECE credentials; % of teachers without an ECE participating to earn an ECE; % of new teachers hired with ECE credential; % of new teachers participating to earn an ECE** | What is the percentage of teachers with ECE credentials; participating to reach that credential; percentage hired with that credential or participating to earn that credential? | Similar in structure to teacher degree levels and participation (see above), except this is independent of degree level and useful when a separate standard is established for specializing in early childhood education. |  |  |
| **Professional Learning & Support** |
| **In-service training hours per year**  | What is the in-service training hours per year? | Are you meeting or exceeding the NIEER benchmark of at least 15 hours per year? |  |  |
| **Training fees per teacher per hour** | What are the current training fees per teacher per hour? |  |  |  |
| **Substitute teacher wages** | What is the cost per hour for teachers and assistant teachers when absent from the classroom? This occurs during paid time off (vacation days) and for in-service training hours—it is assumed that said training occurs during class hours. |  |  |  |
| **Total coaches (Year 0)** | What is the total number of existing coaches in the current year? | When provided a state-supported coaching program to providers as part of its implementation of high-quality early learning, this addresses whether any pre-existing coaches exist within the state system with the capacity to provide coaching support under the new early learning program. |  |  |
| **FTE Allocation for Coaching** | What is the percentage of coaching FTE to a coaching category? |  |  |  |
| **Caseload: number of classrooms per coach** | How many coaches are needed to satisfy the early learning slot plan? | Do you have a plan to increase the amount of coaches to meet the early learning slot plan? |  |  |
| **Coaches salary, benefits, travel, and overhead** | This assumes the state is paying the cost for coaching. |  |  |  |
| **Churn: % of Existing Coaches Leaving the Workforce Each Year** | What is the % of coaches who typically or on average leave the workforce each year? |  |  |  |
| **Training Cost per Coach** | What is the cost for training of coaches? |  |  |  |
| **Entry schedule for Training of Existing Coaches in Year 0** | What is the number of coaches that need to receive training each year? |  |  |  |
| **Other costs per Coach for State-level Monitoring** | Are there any other costs associated with coaching or State level monitoring of coaching? |  |  |  |
| **% of teachers and assistant teachers participating in in-service training** | What is the % of teachers and assistant teachers participating in in-service training? | This can be useful when implementing a new in-service training program over a period of several years. |  |  |
| **Early Learning & Development Standards** |
| **Number of Lead Teachers & Assistant teachers Participating in ELDS Training** | What is the number of teachers & assistant teachers participating in ELDS training? |  |  |  |
| **Number of Classrooms Participating in Coaching for ELDS** | What is the number of classrooms participating in coaching for ELDS? |  |  |  |
| **Initial ELDS Development: Culturally Sensitive & Aligned with Child Assessment & I/T & K-3 Standards** | What is the cost for initial development of Early Learning Development Standards? |  |  |  |
| **Technical Assistance (TA) & Other Ongoing Implementation Supports for ELDS** | What is the cost for technical assistance for implementation of ELDS? |  |  |  |
| **Continuous Quality Improvement** |
| **Frequency in Years Between Classroom Observations for Continuous Quality Improvement System (CQIS)** | What is the frequency in years between classroom is observations for continuous quality improvement? |  |  |  |
| **Frequency in Years Between Classroom Observations for CQIS** | What is the frequency of site visits? | Are you meeting or exceeding, the NIERR benchmark of at least once every five years? |  |  |
| **Cost per Classroom for Classroom Observation & Data Collection** | What are the costs associated with classroom observations and time spent collecting/analyzing data? |  |  |  |
| **Cost per Site for State-Level Administration of Classroom Observations** | What are the costs per site for state level administration of classroom observations? |  |  |  |
| **Cumulative Percent of Sites Participating in Classroom Observations** | What percentage of sites participate in classroom observations? |  |  |  |
| **Upfront Development Costs for CQIS** | What are the costs needed for the initial development of a Continuous Quality Improvement System? |  |  |  |
| **Cost for Assessment Tools, Assessor Training & Ensuring CQIS Inter-rating Reliability** | What are the costs for purchasing assessment tools, training, inter rating reliability training for CQIS? |  |  |  |
| **Technical Assistance & Other Ongoing Implementation Supports for CQIS** | What are costs associated with TA & other ongoing supports for CQIS? |  |  |  |
| **Curriculum Supports** |
| **Curriculum Selection Supports** | What is the one-time cost associated with the selection of curriculum? |  |  |  |
| **% of classrooms participating in curriculum supports** | What is the percentage of classrooms participating in curriculum support? | Allows the user to set different participation rates by year (particularly if less than 100%)—the participation rates are cumulative but only apply to existing classrooms; if a new classroom is added to meet the slot plan, than that classroom is subject to the participation rate assumption for that year. |  |  |
| **Curriculum Materials costs per classroom** | What is the one-time materials and upfront training costs per classroom; three curriculum options are presented? |  |  |  |
| **% of classrooms participating in curriculum materials supports** | What is the percentage of classrooms participating in curriculum materials support? | Allows the user to set different participation rates by year (particularly if less than 100%)—the participation rates are cumulative but only apply to existing classrooms; if a new classroom in added to meet the slot plan, than that classroom is subject to the participation rate assumption for that year. |  |  |
| **Screening & Referral Support Services** |
| **Screening/referral and support services cost** | What are the costs associated with screening/referral and support services? | Allows the user to establish a cost for participating child, and the % of child slot participating, in various services included vision, hearing, and health screenings and referrals. |  |  |
| **STATE (OR REGIONAL) LEVEL INFRASTRUCTURE AND SUPPORTS** |
| **Inflation rate (historical)** | Allows the user to forecast annual cost increases based on rising prices; the user can set the inflation rate to 0% to see cost projections without an inflation component. | Are costs increasing but funding remaining the same creating a bigger disparity among available funding and costs? |  |  |
| **Baseline administrative cost per slot** | This sets the minimum (or existing) cost to monitor and oversee the early learning slot program; if it does not include the incremental expense for overseeing new programs initiated to raise the quality standards of said program, then such costs are identified separately under each standard (as “the cost of state level monitoring and oversight”)—which is particularly useful when the cost is driven by a metric other than child slot count; otherwise, the cost should be included as part of the baseline cost per slot. |  |  |  |
| **Capacity Building (Funds for New Facility Expansion)** | For new locations, what is the level of funding to providers to cover startup costs—including building improvements, equipment, etc., that are not covered in the annual provider-level costs (see below)? |  |  |  |
| **Annual percent of new sites awarded funds for startup costs (%)** | What is the percentage of new sites awarded funds for start-up costs? |  |  |  |
| **System supports cost** | Are any other state-level infrastructure investments that may be required and are not directly addressed by the other sections? System supports allow the user to set values for these investments, notably IT and data systems. |  |  |  |
| **Technical assistance costs** | Are funds intended to cover outside consulting and other sources of TA in implementing the stated early learning slot plan? These funds are expressed as a percentage of total state-level costs. |  |  |  |
| **Program evaluation costs** | Are funds intended to cover the cost for PE services provided by an independent third-party organization? These costs are expressed as a percentage of total state-level costs.  |  |  |  |
| **INFRASTRUCTURE AND COSTS** **PROVIDER** |
| **Personnel Costs** |
| **Number of Preschool Classrooms** | The number of early learning classrooms per facility are assumed in the NIEER Standard, site monitoring; by providing the total size of the facility (expressed as the number of all classrooms across all ages). How much of site-level costs should be allocated to early learning classrooms and slots? |  |  |  |
| **Annual salary - % of BLS (or PIR) statistic**  | Do you have state or region specific salary data, for each delivery model? You can over-ride the BLS data and enter your more current data here. |  |  |  |
| **Min. site staffing (FTEs)** | What is the minimum staffing level per site (including administrative staff)? |  |  |  |
| **Staffing increment (FTE)** | How much increase in staffing (is needed over the minimum staffing level) each time a threshold is reached? |  |  |  |
| **Staffing threshold (classrooms)** | Each time this threshold is reached one additional staffing increment (see above) is added to the site staffing level. |  |  |  |
| **Max. staffing FTE (site)** | What is the maximum staffing FTE (per site)? This sets an upper limit to the number of FTEs than can be established for a site, regardless of staffing increments and thresholds. |  |  |  |
| **Teacher and assistant teacher salaries by degree level** | The calculator looks up the salary factor by degree level (by state) to apply to the adjusted annual salary specified (in the rows above); this factor can be overridden if you have more recent or state specific data as needed by the user to arrive at the appropriate average salary by degree level for their needs. |  |  |  |
| **Non-Personnel Costs** |
| **Child meals and kitchen supplies cost** | What are the costs for child meals and kitchen supplies? This is expressed as a cost per child per day, which can include multiple snacks/meals. |  |  |  |
| **Child participation rate in child meals cost** | What is the child participation rate for child meals? When estimating the cost for providing free meals for children, it allows the users to establish participation rates other than 100%; this is particularly important when the FPL eligibility threshold for participation in state-run early learning program is higher than the eligibility requirement for free [or reduced] lunch. |  |  |  |
| **Other Direct Costs** |
| **Child assessment costs** | What are the child assessment costs? This is stipulated at the provider level, not the state level, as part of Other Direct Costs to the provider. |  |  |  |
| **Useful life [for replacement of depreciable items]** | What are the costs associated with Useful life items/materials? This allows the user to estimate an annual cost to provider for periodically replacing classroom items and equipment; as with other provider level costs, a lump sum amount can be assumed instead of breaking out items into individual detail. |  |  |  |
| **Indirect Costs** |
| **Indirect costs** | What are the indirect costs? Many states allow providers to charge for additional indirect administrative costs (if needed); the prototypical example is a multi-site operator with centralized services, including administration, that must be covered, but a state program may allow all providers to stipulate “up to” a maximum indirect rate charge.  |  |  |  |

1. If you do not wish to include any of the specific cost variables in the CPQ&R in your estimates, you can over-ride the default and set the value to zero. [↑](#footnote-ref-1)
2. We refer to “scenario” as the specific cost projection you are modeling. Often users will model multiple scenarios so you should begin with the Master Scenario- typically the highest priority you have for cost projections. For ease of reference, you can name this, e.g. “Increase Access 80% of 4 Year Olds + Increase Quality-Teacher BA”. [↑](#footnote-ref-2)
3. You can choose to come back to the funding streams section if you would like to produce the cost calculations first. [↑](#footnote-ref-3)