

**REPORT OF THE VIRGINIA
DEPARTMENT OF EDUCATION**

**Early Childhood Financing
Strategies (Chapter 510, 2021
SSI)**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



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**COMMONWEALTH OF VIRGINIA
RICHMOND
2021**



COMMONWEALTH of VIRGINIA

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November 19, 2021

The Honorable Ralph S. Northam
Governor of Virginia
Patrick Henry Building, Third Floor
1111 East Broad Street
Richmond, Virginia 23219

The Honorable Luke Torian
Chair, House Appropriations Committee
Pocahontas Building
900 E. Main Street
Richmond, Virginia 23219

The Honorable Janet D. Howell
Chair, Senate Finance and Appropriations
Committee
Pocahontas Building
P.O. Box 396
Richmond, Virginia 23218

Dear Governor Northam, Delegate Torian, and Senator Howell:

We are pleased to submit the enclosed copy of the Report to the General Assembly on Early Childhood Financing Strategies pursuant to [HB2086/SB1316 \(2021 Special Session I\)](#).

The report provides background on current early childhood care and education programming, including funding levels and sources, and an overview of cost-based financing models. The report also provides preliminary results of a still-in-progress cost of quality study.

Please direct questions to Rebecca Ullrich, Director of Early Childhood Access and Enrollment by email at Rebecca.Ullrich@doe.virginia.gov.

Sincerely,

A handwritten signature in black ink that reads "James F. Lane".

D. James F. Lane
Superintendent of Public Instruction

JFL/RU/lh

REPORT TO THE GENERAL ASSEMBLY ON EARLY CHILDHOOD FINANCING STRATEGIES

The Virginia Department of Education is building a comprehensive early childhood care and education (ECCE) system that prepares all children for kindergarten and ensures their parents can work, attend school, or pursue employment. Currently, 45% of Virginia children are entering kindergarten not ready in at least one of four areas: literacy, math, self-regulation or social skills. To address this, Virginia must unify and strengthen its ECCE system, use data to increase effectiveness, offer a wide array of affordable choices in public and private settings and support parents to choose the option that best meets their unique needs. All programs that take public funds benefit from measurement and supports for improvement, ensuring quality choices are available for all families, child outcomes improve and programs are rewarded for continual improvement. Importantly, noting that young children learn in the context of relationships with adults, educators must be adequately compensated to ensure a stable, high-performing workforce.

This report summarizes the history and context of Virginia’s early childhood system, including key financing strategies to support the systemic costs of high-quality child care services, ensure all parents can choose quality, adequately compensate educators to stabilize and sustain the workforce, and better prepare children for kindergarten. This report also offers preliminary data on a cost-of-quality model for the child care subsidy program, as required by Senate Bill 1316.

Background

All Virginia children are capable of and deserve to enter school ready to learn and fulfill their potential. Yet too many children enter kindergarten without this opportunity. According to the 2020 Virginia Kindergarten Readiness Program (VKRP), 45% of Virginia’s Kindergarteners entered school without the key literacy, math, and social-emotional skills needed to be successful. Children from economically disadvantaged families and children with special needs are more likely than their peers to come to kindergarten without these key skills.

Research demonstrates that participating in high-quality, publicly-funded early childhood programming in public and private settings can help ensure children enter kindergarten ready to fulfill their potential. Yet the VDOE estimates that there are approximately 4 children in lower-income households for every 1 publicly-funded slot, leaving over 200,000 children left unserved. While there have been significant investments in early childhood in the last two years, Virginia remains 30th in state spending on preschool¹ and sets payment rates for providers in the subsidy program at the 70th percentile of the market rate.

¹ https://nieer.org/wp-content/uploads/2021/08/YB2020_Full_Report_080521.pdf

Strategic investments in the programs and educators that support the children of the Commonwealth are critical to increase access and improve quality, thereby increasing parent choice and improving school readiness outcomes for all children.

Unifying Early Childhood Care and Education at the VDOE

Establishing a single, durable point of accountability for school readiness in the Commonwealth was essential to Virginia's goals of increasing access, strengthening quality, and improving school readiness outcomes of the birth to five ECCE system.

Chapters 860 and 861 of the 2020 Acts of Assembly:

- Established the Virginia Board of Education (BOE) and Virginia Department of Education (VDOE) as responsible for oversight and administration of early care and education out of the home to create a single point of accountability for school readiness as of July 1, 2021.
- Transitioned the Child Care and Development Block Grant (CCDBG) and Head Start State Collaboration Office to the VDOE in phases with transition fully complete by July 1, 2021.
- Created an Early Childhood Education Advisory Committee to the Board of Education, which now serves as the state's Early Childhood Advisory Committee (ECAC) as required for federal grants, vets policies and regulations, and advises the Board of Education on related matters.

For more information, see VDOE's [transition fact sheet](#).

Early Childhood Programs in Virginia

Five key programs currently support the care and education of young children in Virginia:

1. Virginia Preschool Initiative (VPI)
2. Early Childhood Special Education (IDEA Part B, Section 619)
3. Mixed Delivery Preschool Grant Program
4. Head Start and Early Head Start
5. Child Care Subsidy Program

The early childhood landscape is complex, and different from K-12--not all children are guaranteed to be served, and funding is limited. As a result, different eligibility requirements are used to prioritize those most in need or who would benefit most (see Appendix A for a summary of eligibility requirements in publicly-funded programs). The vast majority of families in the

system are considered “private-pay.” Private-pay tuition for an infant in Virginia averages around \$14,000; for a four-year-old, it averages around \$10,000.²

Moreover, there is no single provider type that serves all birth-to-five children. The early childhood system is a public-private partnership, defined by a diverse array of provider types, program settings, and family preferences. Some programs operate entirely privately, others entirely with public funds, and many more with a mix of public funding sources and private tuition. For many providers, per-child rates for publicly-funded programs fall below what they charge private-paying families and are insufficient to offer their staff living wages or benefits, paid time off, or other supports. For a comparison of funding levels and sources by program, please see Appendix B.

These factors are further complicated by the unique--and sometimes competing--contexts, priorities, and funding mechanisms in each early childhood program, described in more detail in the following sections.

Virginia Preschool Initiative (VPI)

The Virginia Preschool Initiative (VPI) was created in 1994 to serve vulnerable 4-year old children who were not being served by Head Start (Virginia State Code §22.1 -289.09). The purpose of the Virginia Preschool Initiative (VPI) is to reduce disparities among young children upon formal school entry and to reduce or eliminate those risk factors that lead to early academic failure.

In recent years, Virginia has expanded eligibility in order to help more children enter kindergarten ready. In 2020, the General Assembly supported an unprecedented investment in early childhood education. Part of this included an expansion of VPI to 1) increase the rate for VPI by 10% for each of the two biennium years, 2) establish a three-year-old VPI pilot to support younger learners in VPI, 3) encourage mixed-delivery systems through a community-provider add on for slots served outside of the traditional school setting, 4) enable redistribution of slots to divisions that have existing waitlists, 5) enable divisions to respond to the needs of their community through expanded ratio for quality VPI sites, and increased flexibility with local eligibility criteria.

² <https://www.epi.org/child-care-costs-in-the-united-states/#/VA>

Table 1: Summary of key features of VPI

Eligibility	<ul style="list-style-type: none"> ● Income at or below 200% of the FPL, or 350% if the child has a disability ● Families that are experiencing homelessness, or parents have not completed high school ● Locally-determined eligibility criteria for up to 15% of students (or more with a waiver)
Ages Served	<ul style="list-style-type: none"> ● 4-year-olds, and 3-year-olds for divisions electing to participate pilot ● A waiver for 2021-2022 allows 5-year-olds to attend if it is the best option for the child
Service Duration	<ul style="list-style-type: none"> ● Typical school year calendar (180 days) at either full or half-day.
Location	<ul style="list-style-type: none"> ● 126 divisions are offering the program in 2021-2022
Funding Source(s)	<ul style="list-style-type: none"> ● State General Funds and local funds
Per-Child Rates	<ul style="list-style-type: none"> ● \$7,655 per pupil for the full day, with the locality providing a contribution based on LCI (not to exceed 50%). <ul style="list-style-type: none"> ○ Additional community provider add-on funds available based on regional costs
Typical Participation	<ul style="list-style-type: none"> ● In 2021-2022, there were 18,908 four-year-olds and 1,214 three-year-olds enrolled. Total participation is expected to increase as late enrollees join the program.

Early Childhood Special Education (ECSE)

Early childhood special education services (ECSE) are funded and governed by the Individuals with Disabilities Education Act (IDEA), Part B, Section 619. States that are eligible for grants under Section 611 of Part B may also receive additional grants to preschool special education if they make free appropriate public education (FAPE) available to all children with disabilities, ages three through five.

These funds support special education preschool services for children ages three through five. Services may also be provided to two-year-olds if they are turning three that school year. Preschool-aged children may be eligible for Early Childhood Special Education services under

one or more of 13 disability categories. ECSE services are provided by local school divisions, with support and coordination from the VDOE.

Table 2: Summary of key features of ECSE

Eligibility	<ul style="list-style-type: none"> ● Children with a disability that falls within one of 13 eligible disability categories (outlined in federal and state regulation)
Ages Served	<ul style="list-style-type: none"> ● 2-5 year-olds
Service Duration	<ul style="list-style-type: none"> ● Varies by child, and depending on needs identified in IEP. Many services follow that of a traditional school year schedule.
Location	<ul style="list-style-type: none"> ● All localities are required to provide services to eligible children
Funding Source(s)	<ul style="list-style-type: none"> ● Federal IDEA funds and local funds
Per-Child Rates	<ul style="list-style-type: none"> ● Varies significantly depending on locality and service provided
Typical Participation	<ul style="list-style-type: none"> ● In 2019-2020, there were 13,060 2-5 year olds receiving services as part of Early Childhood Special Education.

Mixed Delivery Preschool Grant Program

The Mixed Delivery Preschool Grant Program (MDG) is a contract-based model of financing early childhood care and education in private, community-based programs. The Virginia Early Childhood Foundation (VECF) administers the grant program on behalf of the VDOE.

Community organizations serve as grantees and are awarded funding through a competitive application process every 2 years. These organizations work with privately operated child care centers and family day homes who then provide preschool services to eligible children.

MDG started as a pilot program in 2016 with grantee organizations in five localities. The program has increased dramatically over time, now coordinating with 8 regional partners to offer nearly 1,250 three- and four-year-olds full-year quality preschool programming.

Table 3: Summary of key features of Mixed Delivery

Eligibility	<ul style="list-style-type: none"> ● Income at or below 200% of the FPL, or 350% if the child has a disability ● Families that are experiencing homelessness, or have not completed high school ● Locally-determined eligibility criteria may be used for up to 15% of students.
Ages Served	<ul style="list-style-type: none"> ● 3- and 4-year-olds
Service Duration	<ul style="list-style-type: none"> ● 12 months
Location	<ul style="list-style-type: none"> ● 8 regional grantees that are working with over 80 early childhood providers
Funding Source(s)	<ul style="list-style-type: none"> ● In FY22, a combination of State General Funds and COVID relief dollars
Per-Child Rates	<ul style="list-style-type: none"> ● Funds range from \$12,000-14,000 per slot, depending on a tiered funding formula calculated based upon jurisdiction.
Current Participation	<ul style="list-style-type: none"> ● The 2021-2022 program will enroll up to 1,250 children, with up to \$16 Million dedicated to support the program.

Head Start and Early Head Start

Head Start Programs are federally funded programs that were created in 1965 during President Lyndon B. Johnson’s Administration, in response to the war on poverty. The primary program goals focus on providing comprehensive services to low income children and families in the core areas of development to include: health, early learning, and family well-being. Early Head Start grants were established in 1995 to serve low income pregnant women and children ages birth to three years old, and was reauthorized under the Head Start Act in 1998 to expand services to full day, full year for this population.

Recent updates to the [Head Start Program Performance Standards 45 CFR chapter XIII](#) were implemented to:

- **Revise the Designation Renewal System-** Updates incorporated to ensure the conditions of the competitive process for target Recipient Agencies and support improvement of Classroom Assessment Scoring System (CLASS) conditions.
- **Increase Service Duration Hours-** Longer hours impacts school readiness skills and increases early learning outcomes for children birth to 5 years old.
- **Increase Inclusive Practices-** Head Start programs must provide necessary supportive services to children who have significant delays but not identified by the Individuals with Disabilities Education Act (IDEA) in inclusive classroom environments.
- **Inform Data Driven Decisions-** Programs should utilize the student data towards continuous improvement, and offer more evidence-based professional development opportunities to build educator core competencies.
- **Strengthen Family Engagement** - This component solidifies parents role as a child’s first teacher and continues the two-generational approach to help families towards self-sufficiency.
- **Support vulnerable populations-** Programs must actively recruit children in foster care and/or experiencing homelessness providing critical resources and prioritizing enrollment slots.

In Virginia, Head Start and Early Head Start programs are currently operated by the following Recipient Agency types; School Divisions, Community Action Agencies, Government Agencies, and Private/Public Non-Profit Agencies.

Table 4: Summary of key features of Head Start/Early Head Start

Eligibility	<ul style="list-style-type: none"> ● Based on family income at or below the poverty level according to the federal Guidelines ● Children in foster care, in kinship care, experiencing homelessness, and children from families receiving public assistance (TANF or SSI) are eligible regardless of income.
Ages Served	<ul style="list-style-type: none"> ● Head Start: 3- and 4-year-olds ● Early Head Start: 0-2 year-olds
Service Duration	<ul style="list-style-type: none"> ● Typically Head Start programs operate on the school calendar (180 days), and Early Head Start programs operate year round services.

Location	<ul style="list-style-type: none"> ● 52 Recipient Agencies that operate 81 EHS/HS programs across Virginia
Funding Source(s)	<ul style="list-style-type: none"> ● Head Start Funds, granted from the federal government to the local Recipient Agency. ● Recipient agencies require a 20% non-federal match for their total budget.
Per-Child Rates	<ul style="list-style-type: none"> ● Between \$9,507 to \$17,911 for Head Start and Early Head Start. Rates vary based on locality and total funded enrollment.
Typical Participation	<ul style="list-style-type: none"> ● In 2018-2019 a total of 14,029 children were enrolled with a total of \$140,146,070 in federal funding provided for services.

Child Care Subsidy Program (CCSP)

The Child Care Subsidy Program is funded by the Child Care and Development Fund or CCDF. CCDF is the largest source of funding to help low-income working parents afford child care services and to improve the quality of child care services system-wide in Virginia. CCDF was established in 1994 and significantly overhauled in 2015 to include stronger health and safety requirements for CCDF-funded providers; a strategic focus on quality improvement; and additional guidance regarding priority populations for care.

CCDF is a federal-state partnership. States have the flexibility to set program policies so long as they are in compliance with the parameters established under the CCDBG Act of 2014 and 45 C.F.R. § 98, including:

- **Eligibility:** Funds can support care for children up to age 12. States may set income eligibility thresholds for initial and continuing eligibility, not to exceed 85 percent of the state median income. Parents must be working, attending school, or looking for work to qualify for care.
- **Priority populations:** States are required to prioritize children in very low income households, children with special needs, and children experiencing homelessness.
- **Parent choice:** States are required to demonstrate how their payment rates and policies ensure parent choice and equal access to high-quality settings.

In Virginia, CCDF is operated as a voucher or certificate program. Eligible parents may choose from a set of approved vendors, and the state makes payments directly to the provider based on the maximum reimbursement rate in a given locality. Payments for licensed and license-

equivalent providers are set at the 70th percentile of the market rate, based on market rate survey data from 2018.

Table 5: Summary of key features of CCSP

Eligibility	<ul style="list-style-type: none"> ● Income: ranges by region, temporarily expanded to 85% of the state median income for families with young children ● Parental activity: parents generally must be working or in school. Under expanded eligibility, parents searching for work are temporarily eligible.
Ages Served	<ul style="list-style-type: none"> ● Children up to age 13 (or up to age 18 for children with disabilities)
Service Duration	<ul style="list-style-type: none"> ● Families are eligible for a minimum of 12 months of care ● Amount of care provided each week is based on parents’ work or school schedules
Location	<ul style="list-style-type: none"> ● Privately-operated child care programs, typically in centers or family day homes; may be businesses, non-profits or faith-based organizations
Funding Source(s)	<ul style="list-style-type: none"> ● Federal Child Care and Development Block Grant (~\$190 million annually in a typical year)
Per-Child Rates	<ul style="list-style-type: none"> ● Vary by locality based on the prevailing market rate
Typical Participation	<ul style="list-style-type: none"> ● In FY19, 18,600 total (10,098 birth-five children; 8,602 school-age children)* participated. ● In September 2021, over 25,000 children are enrolled.

Implementing a Cost-Based Model Across Early Childhood Programs and Settings

Under Virginia’s unified early childhood system, it is crucial that strategic investments and improvements are coordinated across programs and settings. VDOE is committed to shifting to cost-based models in both school- and community-based early childhood settings. This report focuses on cost-based financing strategies in private, community-based settings. More information on VDOE’s recommendations in school settings will be detailed in the forthcoming

Plan for Biennial Rebenchmarking of the Virginia Preschool Initiative. This report is in progress in response to a request from the General Assembly.

Price vs. Cost in Private Child Care Settings

Cost-based models seek to address the limitations of our current early childhood financing strategies, which relies on price (or market rate) data to determine public payment rates in private, community-based early childhood programs.

Market rates reflect *prices* charged by programs, which are inherently capped at what families can afford to pay. Given that the largest cost for programs is staffing, wages and benefits are one of the only areas where programs can cut costs without sacrificing other “quality” inputs, like ratios, curricula, training, and other wraparound services. As a result, child care educators earn an average of less than \$11 per hour in Virginia,³ equal to \$22,176 annually when working full time (just above the 2021 poverty threshold for a family of three).⁴ Few have access to paid time off or employer-sponsored benefits like health insurance. Providers also operate on razor-thin margins. A slight disruption to their revenue cycles can have immediate and lasting consequences on their finances. A major disruption--like the COVID-19 pandemic--can force programs to close their doors altogether.

Conversely, cost-based models account for what it actually *costs* to meet state and federal health and safety standards based on age, region, and program type, plus the *additional* costs associated with providing high-quality care, characterized by a stable, well-paid, well-trained workforce; evidence-based curriculum and instructional materials; and access to continuous improvement supports.⁵ Cost-based models can also allow the state to account for potential impacts of different policy choices, such as implementing new program standards, workforce requirements, or quality improvement initiatives.

Virginia currently bases payment rates for child care providers in the Child Care Subsidy Program on market rate data. Maximum reimbursement rates are presently capped at the 70th percentile of the market rate in a given locality based on data from the 2018 market rate survey. Similarly, budget language prevents VDOE from funding community-based providers serving children in the Virginia Preschool Initiative at a rate higher than the prevailing market rate, which is detailed in predetermined “add-on” funds for community-providers that are based on regional costs.

³ Gould, E., Whitebook, M., Mokhiber, Z., & Austin, L. (2020). Financing Early Educator Quality: A Values-Based Budget for Every State. A series of state-by-state reports produced by the Economic Policy Institute and University of California Berkeley’s Center for the Study of Child Care Employment. Retrieved from <https://cscce.berkeley.edu/financing-early-educator-quality-a-values-based-budget-for-every-state/>.

⁴ Office of the Assistant Secretary for Planning and Evaluation, 2021 Poverty Guidelines, <https://aspe.hhs.gov/2021-poverty-guidelines>.

⁵ https://7fb0577f-d051-42ed-997a-8a141d95433c.filesusr.com/ugd/8fd549_07998ccbb1ff44398ddc62fedfc72405.pdf

In FY21, the VDOE expanded the use of regionally-driven add-on funds to apply to the Mixed Delivery Grant. Through the use of COVID relief funding, the VDOE supported a quality differentiated rate for the full day care provided by Mixed Delivery Grantees with the funding per child ranging from \$12,000-\$14,000, bringing the program closer to the true cost of care in private settings. As a result, the program increased significantly, with enrollment expanding from 280 children in FY21, to over 1,200 in FY22. COVID relief funds were targeted to this program to address the significant under-enrollment in the prior pandemic years, and as a response to the known learning setbacks for young children. However, COVID relief funds will not provide a long term solution. Without adequate funding levels, providers are disincentivized from participating in publicly funding programs, resulting in a dearth of available slots.

Unique Considerations for Infants and Toddlers

Due to low adult-child ratios and other factors, infant and toddler care (up to age 3) is the most costly to provide and generally in shortest supply. Among the nearly 5,600 licensed programs in Virginia, just 48 percent (~2,700) accept children ages 1 year old and younger. While most accept toddlers, infant and toddler classroom sizes are smaller and tend to comprise a smaller share of a program's overall licensed capacity. The true cost of infant and toddler care is much, much higher than parents can afford to pay, so providers end up subsidizing their infant and toddler classrooms with additional classrooms for preschool- or school-age children, which have fewer overhead costs due to lower ratios.

There are also fewer public programs that support infants and toddlers. The Child Care Subsidy program is currently serving 1,166 infants, representing just 5% of the program. Collectively, Early Head Start and the Child Care Subsidy Program serve 9,143 infants and toddlers with public funds, representing 6% of those who may be eligible.

Unique Considerations for School-Age Children

Of nearly 5,600 programs, 3,972 programs (71%) report serving school-age children. Roughly 500 (9%) serve only school-age children, with a total licensed capacity of 49,312 (13% of all licensed capacity in the state). Nearly half of Virginia's Child Care Subsidy Program participants are school-age children, which was true even before the COVID-19 pandemic. It is highly likely that this funding helps subsidize birth-to-five classrooms, which are more costly to operate. Importantly, school-age payment rates are closer to actual costs to operate. Average costs for school-age children in SFY21 were \$348 per month, compared to estimated true costs of \$355-\$446 per month..

Preliminary Results of a Cost-Based Model

In partnership with the Virginia Early Childhood Foundation and P-5 Fiscal Strategies, VDOE has been investigating options for a cost-based financing model for community-based early childhood programs. The results summarized in Table 6 use the [Provider Cost of Quality Model](#) and early childhood workforce data from 2017 (adjusted for inflation) to estimate the true cost of care each month for children based on age and program setting.

Table 6. Estimated monthly cost per child (statewide)

	Small Center	Medium Center	Large Center	Small family day home	Large family day home
Infant	\$1,474	\$1,294	\$1,221	\$803	\$857
Toddler	\$1,305	\$1,125	\$1,053		
2-3-year-old	--	\$872	\$800		
3-5-year-old	\$968	\$787	\$716		
School-age	--	\$404	\$355	\$446	\$428

Next Steps

VDOE will continue to analyze funding, cost, and demand data across the public-private ECCE system as well as how these investments impact the broader Virginia economy and workforce. Working closely with the ECAC, the VDOE will bring any changes to plans to bring these preliminary cost estimates to the School Readiness Committee in 2022 to begin discussions around identifying a recommended financing model for community-based early childhood settings in Virginia that prioritizes three key, interrelated goals:

1. Adequate wages and benefits for early childhood educators that are on par with other educators and similar professions
2. Support for continuous quality improvement, including reducing educator turnover
3. Improving parent choice by increasing program capacity in child care deserts and/or to serve underserved groups such as infants and toddlers

Appendix A: Summary of Eligibility Criteria Across Publicly-Funded Early Childhood Programs

	Virginia Preschool Initiative	Early Childhood Special Education	Mixed Delivery	Head Start/ Early Head Start	Child Care Subsidy
<i>Income Criteria</i>	200% FPL, or 350% if there is a disability	N/A	200% FPL, or 350% if there is a disability	100% FPL, up to 35% may be between 100% and 130%	Varies by region
<i>Age</i>	3-5	2-5	3-5	Birth-3 (EHS) 3-5 (HS)	Birth-12
<i>Child Characteristics</i>	At risk of not being ready	Diagnosed disability or delay		At risk of not being ready, 10% must be eligible for special education supports	
<i>Other Family Characteristics</i>	Homelessness, high school non-completion	N/A	Homelessness, high school non-completion	In foster care/kinship care, homelessness, or receive public benefits	Employment or school required; job search currently allowed
<i>Local Criteria Allowable?</i>	For 15%	No	For 15%	No	No

Appendix B. Per-Child Funding Levels and Funding Sources in Early Childhood Programs

	Virginia Preschool Initiative	Early Childhood Special Education	Mixed Delivery	Head Start/ Early Head Start	Child Care Subsidy
<i>Funding Source</i>	State General Funds	Federal IDEA Funds	State General Funds and COVID Relief Funding	Federal Head Start Funds	Federal Child Care Development Block Grant (CCDBG) Funds
<i>Set Rate Per Child</i>	\$7,655 in FY22	No set rate	Between \$10,000 and \$12,000 depending on locality	Between \$9,507 and \$17,911 for HS/EHS depending on locality	Ranges by locality, based on the market rate, average of \$5,586 per year for children younger than 5*
<i>Hours Per Day</i>	5.5 hours a day	Depending on service, often school day or half day	Full day (based on program schedule)	Annual hours mandated based on the program service option	Based on parent “need” for care (i.e., work or school schedule)
<i>Service Duration</i>	School Year	Depending on service, often school year	12 months	Depending on Recipient Agency, often school year	Minimum of 12 months

