Funding Our Future

Generating State and Local Tax Revenue for Quality Early Care and Education

Thursday, July 23, 2020
We Are On Indigenous Land.
Expanding reach. Enhancing impact. Advancing equity.
How to Make the Most of This Webinar

• Choose Your View.

• Nonverbal Feedback.

• Chat With Us.

• Participate in Polls.
Funding Our Future: Now More Than Ever

• How do we see early care and education through the lens of the public health emergency and systemic racism?
• What are needed improvements?
• How do we find the opportunity in the crisis?
• Our actions matter to building funding for the equitable early childhood system we envision.
Presenters

Olivia Allen, Assistant Director of Strategy, Children’s Funding Project

Miriam Calderon, Early Learning Systems Director, Oregon Division of Early Learning

Harriet Dichter, BUILD Consultant

Lisa Christensen Gee, Director of Special Initiatives, Institute on Taxation and Economic Policy (ITEP)

Lynn Karoly, Senior Economist, RAND Corporation

Annemarie Valdez, President and CEO, First Steps (Kent County, Michigan)
Our Agenda

• Part 1: The current revenue situation and efforts to protect and grow state and local revenues.

• Part 2: Figuring out the resources that are needed: planning and cost modeling.

• Part 3: Action steps.
Part 1:
The current revenue situation and efforts to protect and grow state and local revenues.
Current Fiscal Climate

Lisa Christensen Gee
Director of Special Initiatives, Institute on Taxation and Economic Policy
lisa@itep.org
A $555 Billion State Revenue Shortfall

FIGURE 1

COVID-19 State Budget Shortfalls Could Be Largest on Record

Total state budget shortfall in each fiscal year, in billions of 2020 dollars

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2001 Recession</th>
<th>Great Recession</th>
<th>COVID-19*</th>
</tr>
</thead>
<tbody>
<tr>
<td>'02</td>
<td>-$60</td>
<td>-$130</td>
<td>-$110</td>
</tr>
<tr>
<td>'03</td>
<td>-$105-$110</td>
<td>-$150</td>
<td>-$150</td>
</tr>
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<td>'04</td>
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<tr>
<td>'13</td>
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</tbody>
</table>

* Estimated based on CBPP calculations

Source: Pre 2014: CBPP survey; 2020 and following: CBPP calculations
What Resources Do States Have to Address a $555 Billion Shortfall?

• $75 billion in savings (Rainy Day Funds).
• $100 billion in federal aid.
• $30 billion Education Stabilization Fund.
• $35 billion in Medicaid funding boost.
• $35 billion of CARES Act to cover payroll costs for public safety and health workers.

• $400 billion left unaddressed.
Implications for States

- Balanced budgets required, even during recessions.

- Without additional, substantial federal help, expect: deep cuts to critical program areas including education, health care; large numbers of layoffs of teachers and other workers in great numbers; cancelled business contracts.

- Need for flexible fiscal relief to state and local governments for as long as economic conditions warrant.
What Lies Ahead for the 3-Legged Stool?

Projected Tax Revenue Decline for New York City, FY2021
Compared to January forecast

<table>
<thead>
<tr>
<th>Tax Type</th>
<th>Decline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property tax</td>
<td>-0.7%</td>
</tr>
<tr>
<td>Personal income tax</td>
<td>-8.6%</td>
</tr>
<tr>
<td>General sales tax</td>
<td>-36.4%</td>
</tr>
</tbody>
</table>

Source: New York City Independent Budget Office, April 2020
# Sales Tax as a Share of General Revenue

<table>
<thead>
<tr>
<th>State</th>
<th>Percent</th>
<th>State</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada</td>
<td>47</td>
<td>Louisiana</td>
<td>31</td>
</tr>
<tr>
<td>Washington</td>
<td>44</td>
<td>Arkansas</td>
<td>27</td>
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<tr>
<td>Florida</td>
<td>43</td>
<td>New Mexico</td>
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</tr>
<tr>
<td>Tennessee</td>
<td>40</td>
<td>Oklahoma</td>
<td>25</td>
</tr>
<tr>
<td>South Dakota</td>
<td>39</td>
<td>Colorado</td>
<td>20</td>
</tr>
<tr>
<td>Texas</td>
<td>39</td>
<td>Alabama</td>
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</tr>
<tr>
<td>Arizona</td>
<td>35</td>
<td>Arizona</td>
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</tr>
<tr>
<td>Mississippi</td>
<td>32</td>
<td>Missouri</td>
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</tr>
<tr>
<td>Indiana</td>
<td>21</td>
<td>South Dakota</td>
<td>15</td>
</tr>
<tr>
<td>Hawaii</td>
<td>30</td>
<td>Washington</td>
<td>14</td>
</tr>
</tbody>
</table>

Source: ITEP, an analysis of 2017 data from the US Census Bureau.
How Should States Respond?

• Advocate for significant and flexible federal fiscal relief.
• Encourage use of Rainy-Day Funds to keep providing vital services.
• Raise equitable, progressive tax revenue to curtail deep spending cuts, replenish reserves, and generally improve tax structures.
• Use Coronavirus Relief Fund to directly protect and enhance highest-priority services to support the physical and economic well-being of those most in need.
• Provide aid to local entities and/or give them flexibility to raise revenues to cover their service provision needs in more equitable and sustainable ways.
• Make budget cuts a last resort, not the first action item.
• Prepare for defensive strategies to protect existing state funding.
State Policymakers Have a Precedent of Raising Revenue During Economic Downturns

• Great Recession: 33 states raised taxes.
• 10 raised taxes enough to significantly boost revenues and stave off massive budget cuts: CA, DE, FL, IN, MA, NV, NH, NY, NC, and OR.
• 44 states raised taxes during the early 90s recession and 30+ during the 2001 recession.

• What to expect with timing?
Local funding
- Nimble & flexible.
- Responsive to local context.
- Missing piece of the public funding landscape.
- Enables innovation.

Public funding
- Significant investment.
- Accountable infrastructure.
- Community-driven.
- Drives provider equity.

Dedicated funding
- Sustainable.
- Builds & addresses a stable system.
- Coordinated, consistent, long-term data.
- Reduces siloes.

Local, public, dedicated funding for early childhood.
18 of these funds dedicate significant funding to early childhood specifically.
April 2020, as US unemployment breaks records, voters in Anchorage pass an alcohol retail tax for human services, including children’s services, and voters in Cuyahoga County increase their health and human services special tax.

In November 2020, 1 fund will be up for reauthorization, and an additional 8 may be on the ballot.
Lessons learned from successful revenue generation campaigns during a recession

- Think through your revenue generating mechanisms:
  - Consider the context.
  - Consider the long game.

- Use evocative language:
  - Consider highlighting the need to support kids over the actual services that will be provided.
  - Ex. “Go to the end of the ballot to put kids first.” (Nov. 2008, Franklin & St. Louis Counties, MO).
READY BY 5
EARLY CHILDHOOD PROPOSAL

Children who start ahead stay ahead. The proposed 0.25 mil increase will raise $5.7 million annually for the next 6 years to provide dedicated funding for community-based early childhood programs that are proven to work, ensuring that children and their families have access to vital services.

KENT COUNTY'S YOUNGEST

44,500 children under age 5 live in Kent County
17,000 children under age 5 have public health insurance
20,500 children are economically disadvantaged
4,100 children at any one age level are economically disadvantaged

HIGH-LEVEL OUTCOMES

Babies are born healthy
Children are healthy, thriving, and developmentally on track from birth to 3rd grade
Children are developmentally ready to succeed in school at time of school entry

These are the early childhood outcomes established by Michigan's Office of Great Start. Local indicators for Kent County will inform progress in each outcome.

COMMUNITY VISION

Every young child in Kent County will enter kindergarten healthy and ready to learn.

MAKE AN IMPACT

Increase in the percentage of expectant mothers who engage in prenatal health care
Increase in the percentage of babies and toddlers up to date on well-child visits
Increase in the percentage of babies and toddlers with completed developmental screenings
Increase in the percentage of children who are school ready
Decrease in grade repetition and special education services in K-12
Kent County

- Successful Property Tax Increase on November 2018 Ballot – Early Childhood-6 million per year/6 Years---57% of vote.

- Built a strong infrastructure of Early Care Providers & Stakeholders.

- In Kent County, we had Business/Chamber support with a workforce development message – ROI.

- Trust Your Firm – work closely with them-Polling/Focus Groups.

- Build Strong Coalition of Funders and Supporters – engage a powerful champion early.

- Build Realistic Campaign Budget & Stick to It.

- Engage Grassroots & Grasstops – ability to mobilize.

- Already dispersing the funds-May 2019.

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What can we learn about dedicated revenue from Kent County?

• Dedicated funding can help push the message for a flexible and coordinated response to COVID-19 and disparities.

• We should make sure our data collection captures the current anomaly so that a shift in needle movement can be explained.

• We risk the appearance that no needle movement means funding is not essential.

• Data sharing agreements are more important than ever!
OREGON: Student Success Act

- **STUDENT INVESTMENT ACCOUNT**
  - $500 Million

- **STATEWIDE INVESTMENTS**
  - $300 Million

- **EARLY LEARNING ACCOUNT**
  - $200 Million
SSA Annual Investments in Early Childhood

- **Oregon Pre-K**
- **EI/ECSE**
- **Preschool Promise**
- **Early Head Start**
- **Workforce Development**
- **Early Learning Equity Fund**
- **Capacity Building**
- **Healthy Families Oregon**
- **Relief Nurseries**
- **Staffing**
- **Healthy Families Oregon**

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- **Oregon Pre-K**: $44.4 Million
- **EI/ECSE**: $37.5 Million
- **Preschool Promise**: $30.8 Million
- **Early Head Start**: $22.34 Million
- **Workforce Development**: $12.5 Million
- **Early Learning Equity Fund**: $10 Million
- **Capacity Building**: $5.8 Million
- **Relief Nurseries**: $2.8 Million
- **Healthy Families Oregon**: $2 Million
- **Staffing**: $2.08 Million

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Part 2: Figuring out the resources that are needed: planning and cost modeling.
**Funding Sources Currently Supporting the Early Childhood Education System**

- **Head Start**
  - Provides funding for very low-income families

- **Child Care Dev. Fund Block Grant**
  - Supports CCRR

- **Title 1 Funds**
  - Asheville City Schools use to support pre-k classrooms with eligible children in poverty

- **NC Pre-K**
  - Supports admin costs & slots for qualifying families at a higher income level

- **State subsidies**
  - Partially subsidizes child care for working families

- **NC Public Schools**
  - Provides a per-child grant allotment for the Developmental Day Care Program

- **Smart Start**
  - Helps working parents pay for childcare & supports quality improvement

- **County funds**
  - Support CCRR through the Buncombe PFC and provide in-kind services and buildings

- **NC Pre-K**
  - Supports admin costs & slots for qualifying families at a higher income level

- **Gifts & grants**
  - from private foundations, corporations, & other donors

- **Out-of-pocket tuition**

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**Filling the Gap**

What it would take for the Asheville-Buncombe Preschool Planning Collaborative to fill the high quality preschool gap with local funds.

- **1,778**
  - Proposed new, fully-funded slots with reduced provider requirements and expanded eligibility
  - Uninsured preschool-eligible children likely to enroll in new, funded slots

- **2,719**
  - NOPO & Smart Start local partnership providers
  - NC Pre-K Providers
  - Southwestern Child Development Commission early education and pre-school partners
  - Buncombe PFC Direct Service Providers & Community Partners

- **812**
  - Unlicensed local childcare providers

- **New Local Funds**
  - Support new slots for children via the Asheville Buncombe Preschool Planning Collaborative

  - **1,778**
    - target eligible, available 3, 4 & 5-year-olds
    - estimated cost per slot for ABPPC full day, full year quality pre-K

  - **$19,159,022**
    - estimated cost to expand high quality pre-K to 1,778 additional children

  - **+$25,000/NEW estimated per classroom startup cost CLASSROOM**
Strategic Planning in the Longer Term

- State-to-local alignment (state revenue, local revenue, state-enabling legislation).
- Identifying and tracking new sources of relevant revenue (e.g., marijuana, sports betting).
- Equitable recovery from COVID-19 and recession.
Thoughts About Cost Analysis in the ECE Context

Lynn A. Karoly
RAND Corporation
Cost Analyses Provide Critical Information About Programs, Interventions, and Policies

Logic Model

- Inputs
- Activities
- Outputs
- Outcomes

Value of resources required to implement programs, policies, and interventions.

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Cost Analyses Provide Critical Information About Programs, Interventions, and Policies

Logic Model

- **Inputs**: Value of resources required to implement programs, policies, and interventions.
- **Activities**: Hidden resources: Which resources are not evident in the budget or expenditures?
- **Outputs**: Composition: Which components of cost are most important?
- **Outcomes**: Incidence: Which stakeholders bear which costs?
- **Hidden resources**: Which resources are not evident in the budget or expenditures?
- **Composition**: Which components of cost are most important?
- **Incidence**: Which stakeholders bear which costs?
- **Level**: How do costs vary at micro level (e.g., provider) versus macro level (e.g., system)?
Uses of cost analysis in the ECE context

• Retrospective analysis: Understand full cost of programs, interventions, policies as implemented:
  - Valuable on its own or as part of an economic evaluation.
  - Issue of generalization.

• Prospective analysis: Forecast resources required to implement program, intervention, policy in the future:
  - Requires assumptions about the nature of the program.
  - Assumptions embedded in cost model.

• Rate setting: Incorporate cost information when setting reimbursement rates, instead of or in addition to market rate survey (prices):
  - May be based on provider cost data or cost model or both.
## Illustrative Tools for Cost Analysis

<table>
<thead>
<tr>
<th>Tool</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services Policy Center Cost Simulation (Brandon et al.)</td>
<td>Estimate the cost of ECE by child age and provider type under alternative assumptions about program structure/quality and subsidy policy</td>
</tr>
<tr>
<td>Provider Cost of Quality Calculator (DHHS)</td>
<td>Estimate of cost of ECE for a provider under alternative assumptions about program structure/quality</td>
</tr>
<tr>
<td>CostOut Tool Kit (CBCSE)</td>
<td>Estimate the cost and cost-effectiveness of education and social programs with user-specified ingredients</td>
</tr>
<tr>
<td>Cost of Provider Quality (CEELO)</td>
<td>Estimate the costs for states/school districts to project costs of expanding high-quality 3K and 4K based on NIEER quality standards</td>
</tr>
<tr>
<td>QRIS Cost Estimation Model (DHHS)</td>
<td>Estimate the system-level costs associated with a QRIS based on user inputs</td>
</tr>
<tr>
<td>Professional Development System (PDS) Cost Analysis Tool (DHHS)</td>
<td>Estimate the system-level costs associated with a PDS based on user inputs</td>
</tr>
</tbody>
</table>

Considerations for Use of Cost Analysis Tools

• What program/intervention/policy is being modeled?
• What is the level of geography?
• What assumptions are built-in versus user-specified?
  - Resource quantities and prices?
  - Include start-up or transition costs?
  - Include system-level costs?
• What are the model outputs?
• What is the nature of the user interface?
Key Issues for Financing a High-Quality ECE System

Federal, state, & local policy environment

ECE providers

ECE delivery

Families

Other key stakeholders

What are the provider- and system-level cost for high-quality ECE?

Which stakeholders contribute to the cost of high-quality ECE?

What mechanisms are used to pay for the cost of ECE?

Images via The Noun Project: school by Mike Wirth; house by Hea Poh Lin; toy by Creattica Creative Agency; families by Kid A; building by Brad Goodwin.

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Funding Our Future: Generating State and Local Tax Revenue for Quality Early Care and Education
Child Care Revenue Work Group

- Nicole Barcliff, Policy Director, Local Initiatives Support Corporation (LISC)
- Shana Bartley, Director of Community Partnerships & Program Development, National Women’s Law Center
- Marsha Basloe, President, Child Care Services Association
- Margaret Brodkin, Founder/Director, Funding the Next Generation
- Lisa Christensen Gee, Special Initiatives Director, Institute on Taxation and Economic Policy
- Gerry Cobb, Director, Pritzker Children’s Initiative
- Jenna Conway, Chief School Readiness Officer, Virginia Governor’s Office and Department of Education
- Donna Cooper, Executive Director, Public Citizens for Children and Youth
- Harriet Dichter, Consultant, BUILD Initiative
- William Fay, Consultant, BUILD Initiative
- Jessica Fulton, Economic Policy Director, Joint Center for Political and Economic Studies
- Elizabeth Gaines, Director, Children’s Funding Project
- Angie Garling, National Director of Early Care and, Education Programs, Low Income Investment Fund
- Theresa Hawley, Senior Vice President for Policy and Innovation, Illinois Action for Children
- Dana Hepper, Director of Policy & Advocacy, Children’s Institute
- September Jarrett, Program Officer, Education, Heising-Simons Foundation
- Ruth Kagi, Early Learning Ambassador, Children’s Campaign Fund
- Sherri Killins Stewart, Director of System Alignment and Integration, BUILD Initiative
- Jennifer Landrum, Early Childhood Policy Advocate
- Annie McKay, President & CEO, Kansas Action for Children
- Geoffrey Nagle, President/CEO, Erikson Institute
- Adele Robinson, Karabelle Pizzigati Endowed Clinical Professor, University of Maryland College Park
- Kim Rueben, Sol Price Fellow/State and Local Finance Initiative Director, Urban Institute
- Leila Schochet, Former Policy Analyst, Center for American Progress
- Helene Stebbins, Deputy Director, Alliance for Early Success
- Kathy Stohr, Project Manager, Pritzker Children’s Initiative
- Wesley Tharpe, Senior Policy Analyst, Center on Budget and Policy Priorities
- Annemarie Valdez, President/CEO, First Steps
- Katie Wehr, Senior Program Officer, Robert Wood Johnson Foundation
- Marva Williams, Consultant, BUILD Initiative
- Simon Workman, Director, Early Childhood Policy, Center for American Progress

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### 9 Guiding Questions for evaluating revenue generation options

<table>
<thead>
<tr>
<th>Guiding Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDING QUESTION 1</td>
<td>What jurisdiction will levy the tax?</td>
</tr>
<tr>
<td>GUIDING QUESTION 2</td>
<td>Is the tax legally feasible?</td>
</tr>
<tr>
<td>GUIDING QUESTION 3</td>
<td>Can the tax be dedicated to early care and education?</td>
</tr>
<tr>
<td>GUIDING QUESTION 4</td>
<td>Is the tax politically feasible?</td>
</tr>
<tr>
<td>GUIDING QUESTION 5</td>
<td>Is the tax progressive or regressive?</td>
</tr>
<tr>
<td>GUIDING QUESTION 6</td>
<td>Does the tax have communication power related to early care and education?</td>
</tr>
<tr>
<td>GUIDING QUESTION 7</td>
<td>Who pays for the tax? Who benefits from the tax?</td>
</tr>
<tr>
<td>GUIDING QUESTION 8</td>
<td>Is the tax timely?</td>
</tr>
<tr>
<td>GUIDING QUESTION 9</td>
<td>How does the projected generated revenue fit into the near- and long-term strategy for meeting the need for quality early care and education?</td>
</tr>
</tbody>
</table>

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# Appendix 1: State Tax Options by Policy Area

## PERSONAL INCOME TAXES

<table>
<thead>
<tr>
<th>STATE</th>
<th>Increase income tax rates &amp; dedicate funding to ECE</th>
<th>Enact/increase a tax on top earners</th>
<th>Limit/eliminate itemized deductions</th>
<th>Phase out personal exemption/credit or standard deduction for upper-income taxpayers</th>
<th>Eliminate deduction for federal/state income taxes paid</th>
<th>Eliminate special treatment of capital gains income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Yes (state &amp; local)</td>
<td>Yes</td>
<td>Eliminate or limit</td>
<td>Yes (Dep exemption currently phases out)</td>
<td>Eliminate federal income tax deduction</td>
<td></td>
</tr>
<tr>
<td>Alaska</td>
<td></td>
<td></td>
<td></td>
<td>No income tax</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arizona</td>
<td>Yes (state)</td>
<td>Yes</td>
<td>Eliminate or limit</td>
<td>Yes</td>
<td>Eliminate state income tax deduction</td>
<td>Yes</td>
</tr>
<tr>
<td>Arkansas</td>
<td>Yes (state)</td>
<td>Yes</td>
<td>Eliminate or limit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>Yes (state &amp; some local)</td>
<td>Yes</td>
<td>Eliminate or limit (currently has steeper phase down)</td>
<td>Yes (PC credit currently phases out/start at lower income)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td>Yes (state and local)</td>
<td>Constitution prohibits graduated rate: amendment required</td>
<td>Eliminate or limit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connecticut</td>
<td>Yes (state)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delaware</td>
<td>Yes (state and local)</td>
<td>Yes</td>
<td>Eliminate or limit</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District of Columbia</td>
<td>Yes (state)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td></td>
<td></td>
<td></td>
<td>No income tax</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>Yes (state)</td>
<td>Constitution prohibits top rate higher than 6%</td>
<td>Eliminate or limit</td>
<td></td>
<td></td>
<td>Eliminate state income tax deduction</td>
</tr>
</tbody>
</table>
Appendix 2: Additional Tax Resources

There is a wealth of information available about tax mechanisms and their uses at the state and local level. While *Funding Our Future: Generating State and Local Tax Revenue for Quality Early Care and Education* provides an overview of several options to generate revenue through the tax system, it is important for early childhood leaders to deepen their knowledge about the intricacies of all the various tax mechanisms and their suitability for and applicability to their community context. This appendix provides links to a variety of resources that you may wish to reference as you begin to examine revenue generation planning and implementation.

**General tax resources**

*The ITEP Guide to Fair State and Local Taxes*

This 2011 guide from the Institute on Taxation and Economic Policy (ITEP) provides a comprehensive overview of state and local tax mechanisms.


*State and Local Backgrounders*

The Urban Institute has compiled several ‘backgrounders’ with brief explanations to help readers better understand state and local expenditures and revenue.
Appendix 3: Fiscal Analysis Resources

While this report is focused on ways to generate revenue, it is also important to understand how much revenue you will need to meet your goals and the sufficiency of your proposed revenue generation mechanism to achieve those goals. Many resources are available both to help to understand the current fiscal landscape in your state or community and to estimate the resources needed to operate a high-quality early childhood program and support a robust early childhood system.

**Fiscal agenda setting and systems modeling**

*Children’s Funding Project*

This organization has several resources focused on helping communities understand the investments it makes in children and youth and identifying opportunities to increase efficiency and effectiveness of funding streams.

[https://www.childrensfundingproject.org/resources-start](https://www.childrensfundingproject.org/resources-start)

*The Role of a Fiscal Agenda in Increasing and Targeting Investments for Infants and Toddlers*

2018 presentation from the National Collaborative for Infants and Toddlers meeting on developing a fiscal agenda to support infants and toddlers.


*Staffed Family Child Care Network Cost Estimation Tool*
Part 3: Action Steps
ACTION ITEMS! for early childhood funding

FEDERAL
- Learn about the need for a Child Care Stabilization Fund at childcarerelief.com, and then use the tool kit at https://spark.adobe.com/page/yOqck0nTWbSr/ to learn to communicate with your federal officials.
- Visit the National Women’s Law Center website to ask Congress to pass the Child Care is Essential act and see if your representative is co-sponsoring the Child Care for Working Families Act.
- Follow the Moms Rising Top #5Actions of the Past Week to identify letters to sign/send, calls to make, and opportunities to share your experience as a parent/caregiver or provider.

STATE
- Visit the Alliance for Early Success website to identify an advocacy organization in your state that is working on early childhood funding. For example, on the Kansas Action for Children website you can take action by signing up for action alerts, accessing their advocacy toolkit and KIDS COUNT data, and identifying and contacting your legislator.

LOCAL
- Reach out to Community Change to identify local grassroots organizations working on this issue in your area, and visit their Childcare Changemakers Facebook page for ideas and resources.
- Reach out to Children’s Funding Project to connect with local campaigns in your area.
- Contact public officials to express concerns or demand action.
- Organize a community forum or town hall meeting.
- Create a group on Facebook or another social media platform.
- Write an op-ed or letter to the editor or blog piece.

nwlc.org | momsrising.org

Earlysuccess.org

Communitychange.org | childrensfundingproject.org
Evaluation

Please respond to the two questions that pop up on your screen.

Also, please tell us in the chat box what was useful, significant, or new and how we can improve the webinar.