

Chapter 7

Special Circumstances

Overview

Introduction The Ministry has made some exceptions to the funding rules to reflect services' need for flexibility. In these cases the Ministry requires additional information to ensure that funding is delivered accurately.

This chapter explains how to ensure that funding continues when the need for flexibility arises.

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7-1 Funding for new services

Introduction

This section is for new ECE services. It explains:

- the *RS3 Initial Application for Funding for an Early Childhood Service*
- the funding process for new services
- when new services can expect their first funding payment.

RS3 Form

The *RS3 Initial Application for Funding for an Early Childhood Service (RS3 Form)* is the key funding form for new services.

New services **must** complete the *RS3 Form* to receive their first ECE Funding Subsidy entitlement.

An example *RS3 Form* can be found in **Appendix 2**.

Funding process

The table below describes the funding process for newly licensed services:

Stage	Description
1	The new service is licensed.
2	The new service completes the <i>RS3 Form</i> .
3	The new service returns the <i>RS3 Form</i> to their Ministry regional office.
4	The Ministry calculates the service's first payment based on: <ul style="list-style-type: none"> • the number of days the service will be open and • the funded hours that the service will be open and • the average number of children in each age group and the hours they are expected to attend the service during the advance period and • the estimated percentage of regulated (ratio) staff hours that will be covered by certificated teachers (education and care services, hospital based services and kindergartens only) and • whether a service attests to paying at or above certain minimum salary levels (education and care services and hospital-based services only).
5	The Ministry makes an advance payment to the new service on the next available payment date.
6	The service becomes part of the normal funding cycle. Funding continues as for all services (see Section 2-5 for further details).

7-1 Funding for new services, Continued

Bank account details Every funded service **must** have a bank account into which ECE funding can be paid.

The bank account number **must** be verified by:

- two signatories on the *RS3 Form* **and**
 - a bank verification stamp on the *RS3 Form* **or**
 - attaching a pre-printed bank deposit slip to the *RS3 Form* **or**
 - attaching a document printed on bank letterhead, with the bank account number visible, to the *RS3 Form*.
-

Service Providers If a service provider operates more than one service, funding for all services will be paid to the bank account of the service provider.

All funding correspondence will be sent to the funding contact person for the service provider.

Services affiliated to a school New services that are affiliated to, or located on the grounds of, a state or integrated school **must** ensure they are a separate legal entity, and have a separate management structure and bank account to that of the school.

Boards of trustees of state or integrated schools wishing to open an early childhood education (ECE) service **must** establish a separate legal entity for the ECE service.

Tip



A good business practice for community groups wanting to start a new ECE service (e.g. a university or church) is to open a separate bank account for the ECE service.

This keeps the financial records of the community group and the ECE service separate.

7-1 Funding for new services, Continued

First payment New services are eligible for funding from the day that they are licensed and operating.

To find out when you will receive your first payment, please contact your Ministry regional office.

Services should budget to ensure funds are available to cover the period between starting to operate and receiving their first payment.

Warning: to avoid overpayment of funding

The Ministry retains the right to reduce any advance funding due to be paid to you where it deems the claimed numbers on the RS3 to be over-estimated.

The Ministry retains the right to request proof and evidence to support the numbers claimed on the *RS3 form*.

Any overpayments that occur due to over-claims on this *RS3 form* are repayable to the Ministry immediately.



7-2 Completing the RS3 Form

Completing the advance days

Use a calendar to count up the number of days your service will be open and operating during the next five months.

Advance funding is calculated separately for the days your service is operating as All-Day and operating as Sessional. Complete only the advance days column relevant to the service's operating structure.

Advance funding can only be paid up to the end of the current advance funding period. Refer to **Section 2-4** for details on the funding cycle. Your Ministry regional office can also assist with further details.

While the number of operating days in the first five months is collected on the RS3 form, new services do not necessarily receive advance funding for five months in their first payment.

For information on advance funding please refer to **Chapter 2** of this Handbook.

Advance funding exceptions

Playcentres choosing to take up 20 Hours ECE in their centres cannot claim initial advance funding for 20 Hours ECE.

Start date

Enter the date of the first day of operation. This is the date on which your funding will begin.

Estimating your ECE Funding Subsidy

Follow the steps below to estimate your children and hours for the ECE Funding Subsidy.

Remember: you may claim up to **six hours per day** and **30 hours per week** for each licensed child-place.

Children receiving any 20 Hours ECE at your service must not be included in the Two and Overs estimate. Count them separately as your 20 Hours ECE funding.

Step	Action
1	For each day of the week estimate the number of under two- year- old children that will be permanently enrolled in your service.
2	For each day of the week estimate the total number of Under Two Funded Child Hours you will claim.
3	Complete the above steps for the children who are Two Years and Over. Note: Exclude three-year-olds, four-year-olds and five-year-olds that will be receiving 20 Hours ECE at your service.



7-2 Completing the RS3 Form, Continued

Estimating 20 Hours ECE funding

Use the table below to calculate your 20 Hours ECE funding.

Remember:

- Your service may claim up to six hours per day and 30 hours per week of funding per child.
- Up to 20 hours per week may be claimed as 20 Hours ECE for eligible children for whom a parent/caregiver has provided a signed attestation. Remaining hours up to the 30th hour may be claimed as Plus 10 ECE.

Step	Action
1	For each day of the week estimate the number of children receiving 20 Hours ECE that will be permanently enrolled in your service. This is the total number of three-year-olds, four-year-olds and five-year-olds you estimate will receive 20 Hours ECE.
2	For each day of the week estimate the number of 20 Hours ECE hours each child will claim. You must not claim more than six hours per day and 20 hours per week of 20 Hours ECE hours per child. Total the daily 20 Hours ECE hours for all children.
3	For each day of the week estimate the number of hours each child is permanently enrolled in your service. For each child use the lower of the enrolled hours or six hours per day up to a maximum of 30 hours per week. Total these by day for all children. This is the total hours that can be claimed.
4	For each day of the week deduct the 20 Hours ECE hours (step 2) from the Total Hours (step 3). This is the Plus 10 ECE hours you will claim.

Tip



The following is a list of things you may like to consider when estimating how many funded hours you will claim for Under Two, and Two and Over:

- Estimate how many children you think will permanently enrol in your service.
- Look at how many children are already permanently enrolled to attend your service when it opens.
- If your service is to offer 20 Hours ECE, only count your two-year-olds as Two and Over hours. Count your three-year-olds, four-year-olds and five-year-olds separately in the 20 Hours ECE hours row. **This is necessary so that your three-year-olds, four-year-olds and five-year-olds are not double-counted.**



7-2 Completing the RS3 Form, Continued

Help with estimating

For further help completing your *RS3 Form*, contact your Ministry regional office.

Completing the Attestation for Certificated Teachers' Salaries

Higher funding rates are available to education and care services that agree to pay all employed certificated teachers at or above certain minimum salary levels.

To confirm what minimum salary levels your service intends to meet, the Attestation for Certificated Teachers section asks:

Once open, what salary scale described in the ECE Funding Handbook is your service using to determine the minimum salaries paid to all employed ECE and primary qualified certificated teachers?

To answer this question your service must choose one of four options:

- No Salary Scale (No step)
- Base Salary Scale (Step 1)
- Parity Salary Scale (Step 1-6)
- Extended Parity Salary Scale (Partial Step 1-11 + Partial Management Step)
- Full Parity Salary Scale (Full Step 1-11 + Full Management Steps)

When selecting an option, your service is identifying what steps of the Minimum Salary Scale for Certificated Teachers and the Minimum Salary Scale for Management Positions your service will use to pay the minimum salary for all employed certificated teachers. This selection is used to determine your initial funding rate.

The following table outlines how responses to the Attestation of Certificated Teachers' Salaries link to the funding rate a service would receive:

Attestation Option	Funding Rate
No Salary Scale (No step)	0 – 24% Base Funding Rates
Base Salary Scale (Step 1)	Base Funding Rates Funding Band determined by the proportion of Certificated Teacher Hours
Parity Salary Scale (Step 1-6)	Parity Funding Rates Funding Band determined by the proportion of Certificated Teacher Hours
Extended Parity Salary Scale (Partial Step 1-11 + Partial Management Step)	Extended Parity Funding Rates Funding Band determined by the proportion of Certificated Teacher Hours
Full Parity Salary Scale (Full Step 1-11 + Full Management Steps)	Full Parity Funding Rates Funding Band determined by the proportion of Certificated Teacher Hours



**Caution when
completing
the**

**Attestation for
Certificated
Teachers'
Salaries**

It is critical that your answers to the attestation questions match the salaries actually paid to your certificated teachers.

If your initial funding rate is **higher** due to your attestation response, you may receive a significantly reduced wash-up payment.

If your initial funding rate is **lower** due to your attestation response, your advance funding may not adequately subsidise the cost of employing your certificated teachers.

7-3 Estimating the proportion of Certificated Teacher Hours (teacher-led centre-based services)

Introduction	<p>This section provides additional details on estimating the proportion of Certificated Teacher Hours for an ECE service (for teacher-led centre-based education and care services only).</p>
Read Section 7-1 first	<p>The information provided in Section 7-1 and 7-2 also applies to teacher-led centre-based services.</p> <p>Please read Section 7-1 and 7-2 before reading this section.</p>
Proportion of Certificated Teachers	<p>New teacher-led centre-based services must estimate the number of Certificated Teacher Hours and Other Teacher Hours for the first five months the service is open and operating.</p> <p>See Section 3-B-2 for information on Certificated and Other Teacher Hours.</p>
Caution when estimating	<p>It is critical that your estimated proportion of certificated teachers is as accurate as possible.</p> <p>If your initial funding rate is higher than your actual teacher hour entitlement, you may receive a significantly reduced wash-up payment.</p> <p>If your initial funding rate is lower than your actual teacher hour entitlement your advance funding may not adequately subsidise the cost of employing a larger proportion of certificated teachers.</p>
Help with estimating	<p>The following page provides an example of how to estimate your proportion of certificated teachers.</p> <p>Contact your Ministry regional office for further assistance.</p>



7-3 Estimating the proportion of Certificated Teacher Hours (teacher-led centre-based services), Continued

Help with estimating

Use this example to see how you can estimate the proportion of certificated teachers for your service:

If your service operates a mixture of All-Day and Sessional days, you will have to estimate the proportion of certificated teachers for both separately.

Step	Action	Example	Example Calculation
1	Calculate the number of staff your service will need each day to meet your ratio requirements over the next five months. This is your regulated (ratio) staff .	Kowhai Street Childcare Centre needs three staff members to meet their licensed maximum ratio requirements. They have employed six staff members to ensure their ratio requirements are met at all times. Only three staff members will be counted towards regulated (ratio) staff at any one time.	3
2	Add up the number of hours that certificated teachers will be working on each day – when they are being counted as regulated (ratio) staff . These are your Certificated Teacher Hours .	Kowhai Street has two certificated teachers. Each certificated teacher will be counted towards regulated (ratio) staff for eight hours of each day.	$8+8 =$ 16 Certificated Teacher Hours per day
3	Multiply your answer in step 2 by the number of operating days in each of the following five months.	Kowhai Street opened in July. They must complete their <i>RS3 Form</i> for: ❖ July – 22 operating days ❖ August – 22 operating days ❖ September – 22 operating days ❖ October – 22 operating days ❖ November – 22 operating days.	July = 22 operating days x 16 Certificated Teacher Hours = 352 August = 22 operating days x 16 Certificated Teacher Hours = 352 September = 22 operating days x 16 Certificated Teacher Hours = 352 October = 22 operating days x 16 Certificated Teacher Hours = 352 November = 22 operating days x 16 Certificated Teacher Hours = 352 Total Certificated Teacher Hours = $352+352+352+352+352 =$ 1760

7-3 Estimating the proportion of Certificated Teacher Hours (teacher-led centre-based services), Continued

Help with estimating (continued)

Step	Action	Example	Example Calculation
4	<p>Add up the number of hours that Other Teachers will be working on any day – when they are being counted as regulated (ratio) staff.</p> <p>These are your Other Teacher Hours.</p>	<p>Kowhai St. has four teachers counted as Other Teachers:</p> <ul style="list-style-type: none"> ❖ One teacher will be counted for eight hours each day. ❖ One will be counted for four hours of each day. ❖ Two will be counted for one hour of each day. 	$8+4+1+1=$ 14 Other Teacher Hours per day
5	<p>Multiply your answer in step 4 by the number of operating days in each of the following five months.</p>	<p>Kowhai St opened in July. They must complete their <i>RS3 Form</i> for:</p> <ul style="list-style-type: none"> ❖ July – 22 operating days ❖ August – 22 operating days ❖ September – 22 operating days ❖ October – 22 operating days ❖ November – 22 operating days. 	<p>July = 22 operating days x 14 Other Teacher Hours = 308</p> <p>August = 22 operating days x 14 Other Teacher Hours = 308</p> <p>September = 22 operating days x 14 Other Teacher Hours = 308</p> <p>October = 22 operating days x 14 Other Teacher Hours = 308</p> <p>November = 22 operating days x 14 Other Teacher Hours = 308</p> <p>Total Other Teacher Hours = 308+308+308+308+308 = 1540.</p>
6	<p>Add your answers from step 3 and step 5 together.</p> <p>This is your total regulated (ratio) staff hours.</p>		1760 Certificated Teacher Hours + 1540 Other Teacher Hours = 3300 regulated (ratio) staff hours.
7	<p>Divide your answer in step 3 by your answer in step 6.</p>		$1760 \text{ Certificated Teacher Hours} / 3300 \text{ regulated (ratio) staff hours} = 0.53.$
8	<p>Multiply your answer from Step 7 by 100.</p> <p>This is your proportion of Certificated Teacher Hours.</p>		$0.53 \times 100 = 53\%.$
9	<p>Write your answer in the 'Proportion of Certificated Teachers' box of your <i>RS3 Form</i>.</p>	<p>Kowhai Street writes 53% on their <i>RS3 Form</i>.</p>	

7-4 Notional Rolls

Introduction

Some ECE services have significantly different operating models and erratic patterns of enrolment and/or attendance due to their special function in the community.

These services may require a different approach to funding so that continued viability of the service is ensured.

The Ministry can approve funding on a notional roll in recognition of the special function of the service.

Consideration of ECE services for notional rolls is both limited and at the Ministry's discretion.

Examples

Examples of special services that may be eligible for notional rolls are:

- women's refuge centres
 - mobile kindergartens
 - hospital-based services
 - ECE services that support Teen Parent Units.
-

Notional rolls

Services on a notional roll are funded on **average actual attendance** for a specified period. The Ministry's initial calculation of average actual attendance is based on past RS7 Returns.

Services funded on notional rolls receive the same funding rates as other services. They do not receive additional funding (except where eligible for equity funding).

Services cannot be funded on a notional roll and claim funding for normal funded child hours (FCHs) generated.

Getting approval

Contact your Ministry regional office for further details.

7-4 Notional Rolls, Continued

Applying for funding

Services funded on a notional roll claim their full notional roll figure for each day of operation, instead of entering their actual funded child hours on their RS7 Return. This means that services on a notional roll do not apply the Frequent Absence Rule when claiming funding.

Notional rolls will be reviewed regularly against average actual attendance to ensure funding can be delivered fairly and accurately.

ECE services on notional rolls must submit paper-based RS7 Returns.

Teacher-led services operating on a notional roll must keep Staff Records, and enter the Staff Hour Count in the usual way, **calculating regulated (ratio) staff hours based on the children who actually attend**.

Reviews

Notional Rolls are reviewed once each funding period for the first 12 months, and then at least once every 12 months after that.

Following a review, the notional roll may be adjusted, or the ECE service may be returned to normal funding if it no longer meets the criteria for a notional roll.

ECE services using a notional roll will need to submit their actual attendance data with their RS7 Returns (e.g. attendance data could be exported or printed from a Student Management System).

Record keeping

Services funded on a notional roll **must** keep the same records (e.g. enrolment records, attendance records and staff records) as other services (see **Chapter 11 Record Keeping**).

7-5 Emergency Closure

Introduction	<p>An emergency closure occurs when circumstances beyond the control of individual services cause temporary closures.</p> <p>Closures are normally for one or two days only.</p>						
Funding continuity	<p>Funding will continue where a service was forced to close for a short time, in an emergency only when funding approval for the emergency closure is obtained from the Ministry regional office.</p>						
Example: emergency	<p>The following are examples of emergencies where funding will continue:</p> <ul style="list-style-type: none"> • extreme weather conditions • interruptions to essential services • non-controllable health and safety issues • civil defence emergencies. 						
Example: non-emergency	<p>The following examples are not emergencies:</p> <ul style="list-style-type: none"> • lack of staff • person responsible is absent • funerals in the community¹ • A&P show. <p>The Ministry will not fund closures caused by these circumstances.</p>						
Approval required	<p>If your service is forced to close in an emergency:</p> <table border="1"> <thead> <tr> <th>Step</th><th>Action</th></tr> </thead> <tbody> <tr> <td>1</td><td>Contact your Ministry regional office at the first available opportunity.</td></tr> <tr> <td>2</td><td>The Ministry regional office will approve/not approve funded emergency closure and confirm this to the service by letter.</td></tr> </tbody> </table>	Step	Action	1	Contact your Ministry regional office at the first available opportunity.	2	The Ministry regional office will approve/not approve funded emergency closure and confirm this to the service by letter.
Step	Action						
1	Contact your Ministry regional office at the first available opportunity.						
2	The Ministry regional office will approve/not approve funded emergency closure and confirm this to the service by letter.						

¹ There may be exceptions to this. Contact your Ministry regional office for further details.

7-5 Emergency Closure, Continued

Record keeping requirements

The following table shows the record keeping requirements for services that have closed unexpectedly:

If your service...	Then.....
was given Ministry regional office approval for an emergency closure as confirmed by letter.	<p><i>If you are sending a paper-based RS7 Return:</i></p> <ol style="list-style-type: none"> 1. Keep the approval letter for your records. 2. Note the Emergency Closure on your RS7 Return using the code "EC" in the Staff Hour Count column on the day of closure and record the same enrolment pattern for the day/s of closure as for the previous month. <p><i>If you are submitting an electronic RS7 Return:</i></p> <ol style="list-style-type: none"> 1. Keep the approval letter for your records. 2. Record the Emergency Closure in your system, and record the same enrolment pattern for the day/s of closure as the previous month.
was not given Ministry regional office approval for an emergency closure	Record the days of closure as "Service Closed" on your RS7 Return.

7-6 Substitute days and hours

Introduction	<p>Services can get special permission to be open at times for which they are not usually licensed. This can be for a substitute day, or a number of substitute hours.</p> <p>For the definition of a 'substitute day' refer to the Glossary in this Handbook.</p>
Approval required	<p>Services must contact their Ministry regional office for approval to operate at times other than those for which they are licensed.</p>
Examples	<p>A service might request a substitute session when their afternoon session conflicts with a community event (e.g. the A&P show).</p> <p>A service might request a substitute day when there is a special event or hui taking place.</p>
Funding	<p>Funding is only available for a substitute day or hours if approved by the Ministry regional office. You must keep a copy of the regional office approval letter at the service and this must be available on request to authorised persons.</p> <p>Funding for a substitute day or hours is on the basis of attendance only.</p> <p>Attendance must be recorded as casual because attendance on this day will differ from the child's permanent enrolment agreement.</p> <p>Absences cannot be claimed for children who do not attend the substitute day or hours.</p>
Recording substitute days	<p>Record the FCH for the substitute session on the day on which it would normally have taken place. See the following example in which an afternoon session which normally takes place on a Friday (180 FCH) is run on the Thursday afternoon as an approved substitute day. The 180 FCH is still recorded on the Friday as usual.</p>

Funded Child Hours			
Under 2		2 & Over	
Mon	1		180
Tues	2		180
Wed	3		180
Thur	4		90
Fri (Letter of approval to show this day was closed and a substitute day was granted)	5		180 (although this may not be the day on which the session took place)
Sat	6		

7-7 Absence rule exemptions

Introduction Permanently enrolled children with special needs or health problems may be exempt from the Frequent Absence Rule or funded for continuous absences beyond the three week period.

This section explains the criteria for exemption from the absence rules, and how services can apply for an exemption.

For more information on the absence rules refer to **Chapter 6** of this Handbook.

Criteria A child will qualify for an exemption from the absence rules if:

Either the child has been identified as having an ongoing special need, and this is supported by:

- an Individual Development Plan (IDP) issued within the previous six months by the Ministry's Group Special Education or an alternative accredited early childhood special education provider **or**
- a completed *EC13 (Medical Reasons for Exemption to Use Early Childhood Absence Rule for Children with Special Health Needs)* **or**
- Child Disability Allowance documentation

Or the child has a short term illness or condition that is supported by an *EC13 Form*, and this specifies the period of the exemption.

Not eligible Children without special needs or health problems but who have parents or siblings with special needs or health problems are **not** eligible for an exemption from the absence rules.

Application Services seeking an exemption from the absence rules **must** complete an *EC12 Form* (and *EC13 Form* where applicable).

These forms, along with supporting documentation, **must** be retained by the service.

Services **must** provide these documents to the Ministry or its Resourcing Auditors on request.

7-7 Absence rule exemptions, Continued

Limits of exemption - general

Absence rules exemptions apply only to the specific enrolment agreement for each child with special needs or health problems.

Children with special needs or health problems who are enrolled at two services for the same hours of attendance cannot be funded for absences at both services.

Limits of exemption – Three Week Rule

Services may claim funding for all the sessions/days a child was enrolled to attend, but was absent from, within a **12 week** period. The 12 week period begins on the first day of absence.

No funding may be claimed for any continuous absences from the 13th week onwards.

Filling the child-place

Another child may **attend** in the permanently enrolled absent child's place (provided licence maximums are not exceeded), but funding **must not** be claimed for this child if funding is being claimed for the absent child.

For more information on filling child-places refer to **Section 6-2** of this Handbook.

7-8 Transitional school visits

Introduction	Some early childhood services choose to offer a 'transition' period between early childhood education and school attendance.
General funding rule	<p>The ECE Funding Subsidy must only be claimed for children less than six years of age who are not enrolled in school.</p> <p>Once a child is enrolled at school, no funding can be claimed by an ECE service.</p>
Transitional school visits funding rule	<p>Children under six years of age who are enrolled at an ECE service may attend school as part of a transitional school visit.</p> <p>The service will be funded for the child's permanently enrolled hours at the ECE service, as per the usual funding system.</p>
Recording school visits on the enrolment agreement	<p>Transitional school visits must be specifically noted on the child's enrolment agreement.</p> <p>As a minimum, records should include the:</p> <ul style="list-style-type: none"> • date the transition arrangement began • signature of a parent/caregiver (dated).
Recording school visits on attendance records	When a child is away from your service on a transitional school visit, you must record "SV" (for school visit) on the attendance record.
Recording absences	<p>Children who are absent on a day when a school visit was planned should be recorded as absent with an 'a', as usual.</p> <p>The normal absence rules apply to these absences.</p> <p>For more information on the absence rules refer to Chapter 6 of this Handbook.</p>

7-8 Transitional school visits, Continued

Exemption from Frequent Absence rules

School visits recorded on the attendance record with 'SV' will not be counted towards the Frequent Absence Rule.

School visits counted towards the attendance will be recorded on the attendance record.

If the school visit is not recorded, then the absence rules will be applied.

Example

Sione currently attends Huia Playcentre from 8:00am to 11:00am on Mondays, Wednesdays, and Fridays.

Huia Playcentre arranges for Sione to visit James Cook Primary School from 8:30am to 11:00am every Wednesday for one month before he begins attending James Cook Primary School.

Huia Playcentre marks their attendance register with 'SV' each Wednesday when Sione is on a school visit. Funding may be claimed for Sione's enrolled hours as per the normal funding system.

If Sione is absent from Huia Playcentre on a day when he would usually go on a school visit, his absence must be marked with an 'a' on the attendance register. The normal absence rules apply to this absence.

7-9 The EC20 Transitional Advance Form

EC20 Form

Services that wish to apply for a recalculation of their advance funding should contact the ECE Operational Funding team on ece.funding@education.govt.nz to discuss their situation and to obtain an *EC20* form if appropriate.

The *Transitional Advance Form (EC20)* is used to calculate, or recalculate, advance funding for services in a number of situations such as:

- services beginning, or ceasing, to offer 20 Hours ECE
- licence mergers or increases
- significant increases or decreases in enrolments

Existing services can opt into 20 Hours ECE at any time but will only be advance funded for 20 Hours ECE on one of the major funding runs (**1 March, 1 July, and 1 November**).

Completed *EC20* forms must be returned to the ECE Operational Funding team.

The Ministry will use the information provided on the *EC20* to calculate the advance funding. Timing of that payment will be discussed with service providers when an application is received. Submission of an *EC20* form does not guarantee a recalculation of a service's advance funding.

The next funding payment will include accurate wash-up funding based on actual funded child hour data submitted on the RS7 Return.

Effective date for the change

This is the date from which the change of circumstances takes effect. For example, the date on which the service begins offering 20 Hours ECE, or the date on which the licensed maximum number of children increased.

7-9 The EC20 Transitional Advance Form, Continued

Funded Child Hours

For each day of an average week in the advance period, services provide the number of funded child hours they would claim as:

- Under Two
- Two and Over
- 20 Hours ECE hours
- Plus 10 ECE hours.

Services may claim:

- up to six hours per day, and 30 hours per week for each child eligible for 20 Hours ECE (made up of 20 Hours ECE hours and Plus 10 ECE hours)
- up to six hours ECE Funding Subsidy (Under Twos and Two and Overs) per licensed child-place per day.

Services must provide evidence to support their claim. This could be in the form of **actual** enrolment and attendance numbers.

If the number of funded child hours provided on the EC20 is **higher** than the actual entitlement claimed on the RS7 Return, the service will receive a reduced wash-up in the next funding payment.

If the number of funded child hours provided on the EC20 is **lower** than the actual entitlement claimed on the RS7 Return the service will receive the remainder of its full entitlement in the wash-up payment.

Advance days

If the effective date for the change occurs during any month in the advance period, services must count the number of advance days they will claim funding for before and after that date. This allows the Ministry to calculate the correct advance from the effective date.

For more information on claiming advance funding see **Section 9-5 Calculating Advance Days**.

Warning: To avoid overpayment of funding

- The Ministry retains the right to reduce any advance funding calculated from an *EC20* where it deems the claimed numbers on the *EC20* to be over-claimed.
- Services are required to provide evidence to support the numbers claimed on the *EC20* form. This could be in the form of **actual** enrolment and attendance numbers.
- Any overpayments that occur due to over-claims on the *EC20* form are recovered by the Ministry in the next available wash-up payment. If a service is not due to receive sufficient funding to cover the overpayment, the Ministry will invoice the service for the funding owed and payment is due immediately.

7-9 The EC20 Transitional Advance Form, Continued

Tip



For services applying for a first advance of 20 Hours ECE:

- Under Twos will remain unchanged
 - Count as Two and Over hours all hours you would claim for two year olds and any three-year-old, four-year-old or five-year-olds that will not receive 20 Hours ECE at your service (for example children who are already receiving their 20 hours of 20 Hours ECE at another service)
 - 20 Hours ECE hours are the hours you would claim for three-year-olds, four-year-olds and five-year-olds. The signed attestation part of the enrolment agreement must be completed for each child
 - Plus 10 ECE hours are the hours you would claim for the three-year-olds, four-year-olds and five-year-olds who are claiming 20 Hours ECE and are permanently enrolled for more than 20 hours per week. Up to **10** further hours per week may be claimed in this category, depending on each child's enrolment, bringing the maximum total to 30 hours per week.
-