

Appendix A: Partner Input Session Summaries



Provider Feedback Sessions on ECE Financing and Reporting Thursday, August 25, 2016 9:30 am – 11:30 am

Overview

The Provider Feedback Session held on August 25th included a wide range of stakeholders and provider types. This allowed for input from many different points of view. The Office of Early Care and Education presented its initial thinking on three concepts related to improving the city's early care and education system. Participants were then asked to provide feedback on those concepts through small group discussions. The overall feedback from the session indicated that OECE's initial thinking about how to adjust the current system was on track.

Participants were asked for their feedback on three different proposed concepts (for more detail on each of these, see the powerpoint presentation from the meeting):

- Improving San Francisco's system for financing early childhood services for children ages zero to five in centers and family child care homes through creating an Early Learning Scholarship (this small group was called *Financing approach: Early Learning Scholarship*)
- Enhancing families' experience so that ECE options are easier to navigate and so that they have continuous care until their child reaches Kindergarten (this small group was called *Family experience: Easier to Navigate; Continuous Support Until Kindergarten*)
- Simplifying administrative reporting required of providers and applying for city funding based on how many children providers plan to enroll (this small group was called *Provider experience: Apply for City Funding Based on Planned Enrollment, One Report*)

Below is a summary of the feedback received related to each topic. Participants were asked to provide feedback on what they liked, questions and concerns about the concepts presented, and what was missing. A compilation of the raw notes from each small group discussion is included below the summaries.

Financing Approach Summary

The Financing Approach sparked a lot of feedback. Stakeholders liked that OECE's proposal: (1) offered funding that matched care needed; (2) expanded more provider options for families; and (3) that the new financing approach would encourage providers to provide services to low-income children. While this discussion produced many questions, the primary concerns that reappeared focused on how this new model would affect moderate-income families, accountability around Title V slots, and what consideration had been given to part day/nontraditional hours. When asked what areas OECE had overlooked, suggested improvements included the cycle of financing and the lack of staffing limiting a provider's ability to receive scholarships.

Family Experience Summary

The Family Experience Approach produced some important and insightful feedback. Participants liked that OECE's proposal: (1) intended to simplify the experience for families seeking child care subsidies and information; (2) was focused on voucher portability and providing continuity of care; and (3) sought the integration of several key databases to improve tracking and reporting. While there was general consensus on the "why" of what OECE was proposing, the "how" it would work was a concern. How and where families would be connected to information and services, how the "integrated" systems would assist with screening families and selecting the appropriate subsidies and providers, and how providers would report their openings were all



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common or repeated concerns. Providers wanted information regarding what the partnership with the San Francisco Unified School District would look like, a definition for what “Family Experience” means, and what role Resource & Referral services had in this model.

Provider Experience Summary

The Provider Experience Approach also produced critical systems feedback. Stakeholders liked that OECE’s proposal: (1) streamlined reporting; (2) focused on integration of systems; and (3) the option for a transitional phase. The questions and concerns that had a reoccurring theme included: how reporting would be combined into one report, the funding timeline versus enrollment timeline for providers, and where/how quality is addressed. Lastly, areas that were missing or needed additional thought included: Transparency related to what the application process will look like, how one report would meet state requirements, and what this would look like for exempt care providers.

Raw Notes

Financing Approach: Early Learning Scholarships

I. What do you like?

- Matching funding to care needed
- Similarity
- Equalization for providers
- More options for families – more providers
- I like that current rates don’t pay for quality
- Allows us to recruit more private pay providers
- Aiming to go above tier 3
- Like simplicity of recording process
- Encourages people to take low-income children
- Includes different funding models
- Brings up equity; providers; focus on quality
- Like scholarship team

II. What questions or concerns do you have?

- Where do moderate-income families fit?
- What about external goals pipeline of teachers + workforce development?
- IS scholarship the best word?
- What about universality?
- What about private payer centers who are charging less?
- How about part day? (and non- traditional hours)?
- What if your cost of care is higher than tier 3?
- How to capture family childcare at tier 3?



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- How does the model work with inclusion and higher costs?
- What if your program is tier 4 or higher?
- What is the plan for filling in the gaps?
- Why is the accountability around slots?
- How do we minimize the barriers to participate and the related requirements to participation?
- How do we insure continued cross collaboration (especially with Head Start)?
- How do we maximize state/federal money while ensuring parent choice?
- Are we going to benchmark the tier based on providers cost of care
- How does the scholarship support your wages in family child care?
- How does the family work with part day care?
- What are others ways to leverage other cost scenarios?
- Does QRIS really measure quality?
- Concept of need determining the financial response
- Needs of the children driving the financing
- Are there adjustment factors for particular needs?
- How can we ensure equity for all the children in the city who need it the most?

III. What is missing?

- Title V Policy
- Parity between 3-year old and 4-year old reimbursements
- Bring in finance people
- Cycle of financing (needs to line up to enrollment better)
- Predicting financing/reliability
- Longer period of financing
- Lack of staffing may limit ability to receive scholarships
- Analysis to include TK
- How will family fee collection (Title V) impact financing?
- How do we decide who we're going to target and prioritize?
- How to document eligibility?
- Instead of scholarships use "Quality Support"
- What is the portion of anchored slots?
- Early Head Start + CCTR are missing

Family Experience: Easier to Navigate; Continuous Support Until Kindergarten

I. What do you like?

- License exempt providers are included, supported and benefit from the redesign
- Family child cares are included to enhance their experience



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- There is a focus on the family to provide a simple & supportive experience
- Including a child development experience, especially for 0-3 year olds
- Including the work of the Resource & Referral sites
- There is a focus on continuity of care
- Simplify the data base systems
- Integrating the voucher eligibility list
- Families need support to access/navigate the system (enhance the work already being done at Resource & Referral centers)
- Including the family experience in the redesign
- Looking at the family as a whole
- Expansions of COCOA to track enrollment
- Attempts to integrate data
- Portability of voucher and family choice included

II. What questions or concerns do you have?

- How can we really simplify the system given the complexity
- Create a more integrated data system
- How could the field be consulted for the redesign
- Security privacy issues around data
- Accuracy of data
- How will info about child care providers/license exempt providers be communicated to parents
- What is the time line
- Consumers understanding the path ways-how to enter the CC system
- Complexity of migrating data assistance
- Does plan include early engagement ex: while on waiting list
- Current SF3C system challenges
- Ensure that there are options
- Connecting families with other resources
- Training and resources for providers
- Education for community members before they become parents regarding early childhood choices

III. What is missing?

- More visibility of Resource & Referral integration in redesign
- A more Robust provider data base
- Mixed delivery system
- Consider all provider options
- Linkages to existing of Resource & Referral services
- Who is going to do the work/how will it be funded?
- Clearer definition meaning of “the family experience”
- Transition to elementary school and on-going support



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- Community building piece missing
- Stronger partnership with SFUSD
- How will technology help with screening families
- How to track slots/openings
- Resource & Referral function missing
- Flow of communication with R&R sites, I.G. SF3C
- How do the different data base communicate with each other
- Training for providers
- Where do families start
- Families have direct access through the program they choose
- Include all families regardless of eligibility
- Support for license exempt settings
- A clear marketing campaigning
- How does QRIS work with parent choice
- How are we supporting undocumented families with access and the messaging
- How to finance “holding a slot” for pregnant women

Provider Experience: Apply for City Funding Based on Planned Enrollment, One Report

I. What do you like?

- One local report (short)
- Integrated systems
- The fact that you are requesting feedback from providers
- Teacher compensation
- Option for transition phase (makes it less scary)
- Scholarships is strengths-based
- Building on what is already in place (e.g. Cocoa)

II. What questions or concerns do you have?

- Need clear articulation of value of scholarship (how many hours of service/payment will a family be approved for?)
- How will reports be combined into one?
- How will quality be measured?
- What happens when there is over/under enrollment?
- What if program and OECE/ system needs are not in synch?
- Enough compensation money?
- Will Cocoa exist separate from SF3C? Or be linked?
- Where does need to serve intersect with program willingness to serve?
- Can FCCs apply by group or a network or individually?



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- How will funding work with different program start dates (from May – September?)
- How do choices about quality options for childcare get communicated to parents
- Concern about technology skill of the sector; and language accessibility of the child enrollment system (especially for family child care providers)
- Is current timeline always in effect? Need info sooner for budgeting
- Can funding be 1-2 years to avoid re- application?
- Can title V reporting be supported by the system, to eliminate duplication of effort?
- Industry compensation needs to be considered broader than teachers (every position)
- Planed enrollment VS actual enrollment will be challenging to track
- How to reduce enrolment responsiveness of SF3C time?
- How does Questions impact FCCS given just ramping up + supporters + system not designed for FCCS?
- How will private providers be engaged given the system shift to an “enhanced voucher”?
- Do we know the technology needed including data fields to realize this vision?
- Will all reporting be cloud based?
- Will the technology allow for transferring child from program to program?
- How will system supports/enhance what is happing in programs?
- How will this system work for programs with large fluctuations in enrollment?
- How will reporting and concerns get communicated to the office?
- How do we manage reporting inputs (and not micro-manage) when the goal is bigger picture quality and outcomes?
- What are the systems in place prior to enrollment process in COCOA to support outreach/certification etc.?

III. What is missing?

- Serving children with special needs
- Cost factors unique to programs (may limit types of enrollment)
- What does TA to providers look like?
- What is the incentive to participate?
- Make over grants are good for programs (but don’t necessarily need consultants)
- Higher incentives for teacher/programs In changing neighborhoods
- One report-only local funding or all funding?
- Are exempt care providers included; and what is the rate?
- Transparency: What will be included in application process? Will it be accessible to diverse providers, including family child care homes?
- Tracking calendar does not match enrollment process + timeline.
- Is there a verification process? Is that still part of the process?



Provider Feedback Sessions on ECE Financing and Reporting

Thursday, September 1, 2016 6:00 pm – 8:00 pm

Overview

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Below is a summary of the feedback received related to each topic. Participants were asked to provide feedback on what they liked, questions and concerns about the concepts presented, and what was missing. A compilation of the raw notes from each small group discussion is included below the summaries.

Financing Approach Summary

The Financing Approach produced a lot of feedback. Stakeholders liked that OECE's proposal: (1) factors quality into the funding amounts; and (2) aims to streamline the financing. Some of the common questions and concerns included: (1) specifics related to the rates for different types of providers, different tiers of quality on the QRIS, and for specific target populations, as well as the rationales supporting those rates; (2) how the new approach would account for changes in eligibility, enrollment, or family circumstances over time; and (3) how OECE would educate the field about the new approach and the upcoming application process in a culturally appropriate way. The participants voiced an interest in wanting more information about the rate amounts, how the approach supported continuity of care, and how the approach would effectively blend federal, state and local resources.

Family Experience Summary

The Family Experience Approach also sparked some very helpful feedback. Participants liked that OECE's proposal: (1) aims to simplify data systems and link them together; and (2) was focused on engaging families early and proactively. Several stakeholders raised questions related to: (1) how outreach to families would be conducted and who would engage families; (2) what information would be included in the aligned database



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approach and who would have access to that data; and (3) how the new approach would affect wait lists. Providers wanted more information about how and what information would be shared with families, the timeline for implementing the new approach, potential impacts on providers who rate below Tier 3 on the QRIS and middle income families.

Provider Experience Summary

The Provider Experience Approach elicited great discussions and questions. Participants liked that OECE's proposal: (1) aims to streamline reporting into one report; and (2) provides an option to transition into the new funding approach. Several stakeholders raised questions related to: (1) how the new approach would impact Family Child Care providers; (2) the timing of the funding; and (3) what elements of existing programs and databases would be incorporated into the new approach. Providers wanted more information about OECE's commitment to Family Child Care providers, how OECE would ensure access to the new approach in terms of technology and language, and specifics related to the funding amounts.

Raw Notes

Financing Approach: Early Learning Scholarships

I. What do you like?

- Like September, the ED of OECE
- Full fee would be paid
- Trying to streamline
- Takes into consideration quality
- Like slots funded at one level

II. What questions or concerns do you have?

- What happen to providers not currently in Quality Rating and Improvement System (QRIS)?
- What happen if providers are not in Tier 3?
- Will there be enough slots for families?
- Will providers hold slots for targeted populations (i.e. homeless, hard to serve)? If yes, how will the City compensate providers for those slots?
- Would providers receive additional funding if they are higher than Tier 3?
- Will city dollars be available to pay for a gap between what private payers can afford and the cost of delivering Tier 3 (or higher) care?
- Will there be a higher rate for providers serving students in the lowest scoring public schools? Will there be a higher rate for providers serving children with disabilities/special needs/trauma-exposed?



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- Where is funding to support TA for providers, such as TA related to serving special needs, trauma-impacted and working with other populations? Will there be TA related to the RFP process?
- How does the City determine if a provider is able/capable to serve children with special needs?
- Will the NOFA/RFP be available in multiple languages?
- What will happen if a provider is funded at Tier 3, but then drops down to Tier 2 after they are funded?
- Will the city invest in helping providers/families understand the new financing process, including providing translation?
- Will FCC Quality Network and other supports continue? What will be the incentive to providers to participate?
- Will the funding levels be higher than the RMR? Will funding level be sufficient for SF?
- What's the incentive for a provider to get to tier 4 & 5?
- Would the provider get additional funding if they offer additional enhancement services?
- When does CWAGEs go away?
- Worry that some providers will not earn their contracts
- Concerned that the new funding levels will not be market rate. What will the funding amount differences be between tiers?
- Concern providers won't have enough money as fewer families qualify for state subsidies
- Concern about income verification for middle income families
- What impact will this have on teacher recruitment and retention?
- What happens if providers have not yet completed a QRIS rating? Are they not eligible for funding?
- What will application look like? Like PFA or voucher?
- Will the city provide any support for families raising their own children and not using an ECE provider?
- What would happen if
- Who will be processing applications? Where will the paperwork be housed?
- How will we make sure providers are fully enrolled so that we maximize state and federal funding?
- Will there be a cap for some families after which they will not be eligible?
- Need to understand how many PFA families are currently in special programs like PFA Plus, PFA Bridge to understand impacts of this new approach
- Why will there be an 8 hour minimum for Family Child Care providers?
- How much funding will Family Child Care providers receive for 6.5 hours in a day versus 8 hours?
- What is the funding difference between tiers?
- Will assessment and TA from First 5 be free and available in different languages?
- Is there any consideration in the funding amount for different language capabilities of staff?



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- What happens if the actual enrollment in a program is different from what the program applies for? Can providers keep a slot open until it is filled?
- Will the city pay for increased quality (tier 4/5) for private payers?
- How often will providers be required to apply for funding?
- Will the City offer TA and assistance with the application specifically to Family Child Care providers (who need it during different hours, and ideally on-site at their programs)?
- Will the NOFA/RFP be available in different languages?
- What happens to PFA?
- Need training in Spanish on a variety of program quality topics
- How would families enroll? How would they change programs?
- Who would be left out of (not eligible for) funding?
- How does CWAGEs fit in?
- How will this model help providers hire assistants?
- Will the city cover the cost of a subsidy that a family loses?
- The funders should be early childhood educators, not just city planners
- The funding time line is too late and out of step with the private preschool enrollment process (done by mid Feb)
- Clarification on private payers. Is the City going to cover the gap if the provider is on tier 5? Is this a market rate?
- Is there any research that shows if children go to a Tier 3, 4 or 5 program that they will have better outcomes in Kindergarten?
- What is the market rate that is proposed?
- Will PFA funding now be need based?
- What is CWAGEs participation?
- Would the new approach only fund at tier 3? That is not necessarily a quality level.
- What happens to the Early Learning Scholarship fund if a family dis-enrolls from the program? What happens to those funds?
- How much is the supplement? How do you apply for the Early Learning Scholarship? Who determines the funding differences between Tier 3, 4, and 5?
- What is the rate to get to the tier 3? Is this per child?
- What if the program doesn't fill a slot with a qualified student?
- What's the Early Learning Scholarship's market rate?
- If providers are forced to take less than their own market rate tuition, it will put Family Child Care providers out of business over the next 5 years.



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III. What is missing?

- What's the dollar amount?
- Explanation of amounts for Family Child Care and centers, and rationale for both
- How will this blend Federal, State, and local funding?
- Consideration of the teacher shortage issue
- Transition time and transition plan
- CCTR/CSPP/Head Start have different requirements - how will this play out in terms of continuity?
- Need more information on how the rate will provide continuity of care
- How do we ensure continuity seamlessness? And how would the program change?
- Will funding from the City increase if the state rate does not change?
- Mechanics of CDE/Head Start

Family Experience: Easier to Navigate; Continuous Support Until Kindergarten

I. What do you like?

- Like that data systems talk to each other
- This is so “unbaked” that it is hard to “like” anything
- Like this quest for simplifying system
- Complete data
- The OECE office wants to simplify the process for families and providers
- Combining COCOA + Eligibility list + voucher data base

II. What questions or concerns do you have?

- Aligning data system
- Like the concept of early reach out
- Connecting providers to vouchers
- Access to robust data system
- One data system concept
- Commitment to engage families
- Peace of mind for family
- Early engagement
- How will you (the office) get families engaged to city Resources & Referral centers?
- Will you (the office) provide the resources for COCOA data entry?
- Will the city offer providers scholarships for computers to do reporting?



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- How will subsidized families be connected and integrated into the private school ECE process?
- What is the qualifier?
- What's the process for applying?
- Child development for families - How will this happen? (i.e. through communication with Resource & Referral Centers, colleges, human interaction, etc.?)
- Will there be an application that families have to fill out to receive the Early Learning Scholarship? And who will process the applications?
- Will family information be shared from one provider to another provider?
- What about information in different languages for people who are not English speakers?
- How do you paraphrase to keep continuity of care for infants and toddlers?
- Need time to learn the proposals before we understand the ramifications
- What will the requirements be for program participation? ie. PFA, CWAGEs, FCCQN are currently different. Will they be streamlined to be the same, particularly with family income verification to receive funds?
- PFA subsidies do not require income verification, but voucher subsidies do require it.
- Might increase the complexity of the system for both providers (especially non-FCCQN) and parents
- SFUSD will continue to take 4 year olds from providers
- If serving children ages 0-5, is there still PFA?
- How will the eligibility list connect with the programs' own wait lists, particularly Head Start's?
- Desired Results Developmental Profile tech + COCOA - how is this streamlining? QRIS requires double data entry.
- How can Head Start's and private providers' waitlist connect to SF3C?
- What is an example of family engagement?
- Will all providers be able to assess the city databases?
- What's Resource and Referral center's role?
- How will this interact with city vouchers?
- What's the office's role to reach out to the families?
- Does the City have enough funding to support the early engagement of families, and to maintain the rest of the system at the same time?
- Is the outreach going to have different languages and culture competencies?
- How will the city engage the CBOs?
- How will you engage the families who do not have internet access?
- Income eligibility with proof of income?
- Make Supervisors/Directors aware of the transition



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- Strategies for family engagement at Family Resource Centers
- How does the eligibility maintain the continuity of care?
- What's the Recourse & Referral center's role for family education?
- Will the voucher database include provider child care options, like the Resource & Referral system?
- Will providers put the children's information into the database?
- Will the parents have access to the data system?
- What will stay the same, and what are the changes for vouchers?
- Will all children's information be entered into COCOA?
- What information is in COCOA? And any changes?
- What will SF3C look like in the future?
- QRIS rate will be in COCOA?
- Will Family Child Care providers have access to pull the waitlist from SF3C, like the centers?

III. What is missing?

- How does WELS integrate with COCOA?
- Where is the personal connection to support families?
- Will there be enough capacity for families?
- The Office's team is not as diverse as the providers. How will your office address that (especially in terms of languages)?
- What about the providers who are not at tier 3?
- I feel fairly certain low-income families will be served well, but how about middle-income families?
- Will the workforce be included in the data system?
- Enrollment season for preschool starts September through February. Families not in the timeline are disadvantaged in funding and access.
- What about non-QRIS provider?
- Where is the prenatal education? (outreach to families)
- How will we use the data system to fill open slots?
- How will providers maintain one-on-one family engagement?
- Not enough data for providers. Voucher families match with enrollment timeframe.
- How do we educate parents that Family Child Care providers are not babysitters?
- How do we educate parents about different tiers?
- How do we explain the differences between Family Child Care providers and center to families?



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Provider Experience: Apply for City Funding Based on Planned Enrollment, One Report

I. What do you like?

- One report (16)
- Option for transition (6)
- Simplified process and funding (2)
- Early feedback in the process and application (2)
- One data system (2)
- Better financial planning

II. What questions or concerns do you have?

- Will the funding continue if the children leave their space?
- Funding type changes
- Will Family Child Care providers be funded as individual businesses?
- How deal with flexibility (i.e. future unplanned changes)?
- Will funding drive enrollment?
- How is WAGES+ incorporated?
- What happens to the Bridge funding?
- Would the plan need to project fully earned contracts?
- Would providers directly contract with the city? (2)
- Will the compensation changes be based on enrollment?
- Who sets the rate to get to tier 3?
- Will there be income verification for all full payers (i.e. same hoops as other subsidies)?
- Timing of funding? (4)
- Issues of equity?
- Not all the FCCQN will be rated – what happens to them?
- Can people be rejected from the process?
- What are the requirements to be funded or not?
- Options for parents to donate back to PFA?
- Is this addressing middle-income families?
- What about providers who cannot be rated or rate below tier 3? Will they be funded?
- How committed is OECE to Family Child Care providers?
- What is the understanding of Family Child Care providers' business model?
- Need to know now
- Does the office value Family Child Care providers? Why?



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- The perception of many Family Child Care providers is that the future is imperiled under the new regime. What can your office show providers to allay the fear?
- Is one report form in COCOA?
- DRDP tech + COCOA is double data entry
- Fixes on DRDRP reports
- Who is provided fiscal support?
- Timeline for QRIS scores?
- Technical assistance with the database?
- How will quality be captured and reported?
- Changes in enrollment type?
- Can OECE handle the work load? Does OECE have the capacity?
- Do we have enough funding?

III. What is missing?

- Official commitment to Family Child Care providers (4)
- Dollars & cents (2)
- Will computers be provided and language capacity for TA? (2)
- COCOA in multiple languages (2)
- I-Pads/computers (2)
- Who is in charge of the paperwork?
- Income verification
- Need for this information in different languages- Spanish, Cantonese, Mandarin, Russian, Vietnamese
- Family Child Care providers are frightened
- How will WELS, COCOA, and the Registry align?
- Pay for subs to attend feedback and future training
- Reaching all stakeholders for input
- Sub pool



Category	Question
Priority Populations	<p>1. Can the city provide money for transportation for children with special needs? While transportation is a widely recognized challenge for many of our families, particularly those with children who have special needs, we are unable to create a transportation fund or voucher for these families and must rely on the existing transportation supports available through the Human Services Agency’s programs such as CalWORKs, or through the Golden Gate Regional Center or San Francisco Unified School District.</p> <p>2. Since African Americans are falling behind – could consideration be given toward more funding for AA beginning at birth? Yes. The Citywide Plan for Early Care and Education in San Francisco identified African American children, Latino children, English Language Learners, Low-Income Children, and Children with Disabilities as target populations. The Office of Early Care and Education (OECE) will seek to: (1) improve their access to quality, (2) provide better continuity of care for their children 0 through 5, and (3) engage their families early with information about quality options and subsidies. OECE is committed to executing the aforementioned goals and vision of the Citywide Plan.</p> <p>3. Will programs that support English Language Learner students be supported with additional funds or support (financially) is different? Yes. English Language Learners are similarly prioritized as African American families and would be resourced accordingly as described in answer to Question #2.</p>
Funding	<p>4. Will the funding cycle for this upcoming NOFA cycle for 5 years as well? OECE follows city contracting procedures and therefore will continue issuing Notices of Funding Availability (NOFA) with three (3) year terms with an option to extend for an additional two (2) years.</p> <p>5. Does mandatory funding competition mean some programs will be cut at while others are raised? Programs will apply for funding and each application will be judged on its own merit as is required by the City procurement process and procedures. If a program does not apply, then they have “opted-out” and will not be considered for Preschool for All (PFA) and/or Early Learning Scholarship funding.</p> <p>6. What will the Early Learning Scholarship competition and the funding application look like/entail? Will it be hard/cumbersome like the C-Wages application? The Notice of Funding Availability (NOFA) will follow the Human Services Agency (HSA) standardized format. The Office of Early Care and Education will seek to simplify the application as much as possible.</p> <p>7. Who will the Early Learning Scholarship prioritize? Are there criteria? The Early Learning Scholarship will prioritize families as specified in the Citywide Plan for Early Care and Education (African American children, Latino children, English Language Learners, Low-Income Children, and Children with Disabilities), and the programs that are dedicated to providing quality early care and education services to those groups. The specific criteria are being developed, and will be reflected in the NOFA.</p>



8. What is the tier 3 rate? How does that look for part-day?

The following is the full-time Tier 3 provider rates emailed to all PFA providers on October 21st as part of the PFA Roundtable Wrap-up. Part day rates are still being calculated and will be communicated as soon as possible.

Estimated Tier 3 Cost of Care		
	FCCs	Centers
Infants	\$23,572	\$27,496
Toddlers	\$23,572	\$20,935
Preschool	\$20,204	\$17,069

9. Do programs in tier 4 and 5 will receive extra Early Learning Scholarship funding through the quality enhancement?

The Office of Early Care and Education (OECE) is committed to ensuring fair rates for all providers as recommended by the Comprehensive Fiscal Analysis and endorsed by OECE Citizen’s Advisory Committee (CAC) and the Our Children Our Families Council (OCOF). We are currently finalizing the cost of providing the cost of Tier 3 as a baseline cost for any city supported services, as well as identifying strategies to ensure programs providing Tier 4 and 5 quality are recognized for the high-quality care and services provided.

10. Will providers who have PFA currently and who have high assessment/QRIS scores not get the Early Learning Scholarship funding?

Preschool For All (PFA) providers who apply via the Notice of Funding Availability (NOFA) for PFA/ELS funding will be considered for those funds. We do not foresee substantial changes to the PFA tuition reimbursement program next fiscal year.

ELS Administration

11. Will Preschool Plus also be housed with the ELS as a means of streamlining the funding process?

Yes! Preschool Plus will no longer be a standalone program and will become part of the Early Learning Scholarships (ELS) available next fiscal year.

12. How would the providers administer the ELS to families who have CSPP/APP/CCTR subsidies?

The Early Learning Scholarships (ELS) would fill the gap, where it exists, between the state subsidy rate and Tier 3 rate as determined by the Comprehensive Fiscal Analysis. We will be “stacking” the funding on top of the state rate. The funding amount would be determined based on the number of state subsidized families the program served, which would be reported and tracked in Cocoa.

13. Is the early learning scholarship [family] eligibility income based?

Yes. Families receiving state/federal subsidies would be eligible for Early Learning Scholarships that fill the gap, where it exists, between the state/federal rate and Tier 3. Families who are income eligible for a state and/or federal subsidy, but unable able to secure a space or authorization (e.g., cannot demonstrate a “need”) may be eligible for a fully funded Early Learning Scholarship depending on funding availability and whether or not they are in a prioritized population. To the extent funds allow, OECE will also consider applications for Early Learning Scholarship support for moderate income families who cannot afford the full cost of tuition.

14. When will a central domain be created so we don’t need to apply to numerous applications for funding?

Our goal is to create one application, and one funding agreement for support provided by the City to any early education program.



	<p>15. Is it possible to streamline (shorten) process for SF3C after child is pulled? Yes. One of the main strategies in the Citywide Plan for Early Care and Education is to significantly improve the Centralized Eligibility List (SF3C) to ensure a more efficient process with faster pull-to-placement timeframes and better matching of families with subsidies and their provider preferences. SF3C is currently looking at ways to improve the existing system, but given that SF3C is an antiquated database, we will need to procure new technology over the next 18 months or so to design and develop a far more robust child care subsidy waiting and enrollment system to support the necessary functionality.</p>
T/TA	<p>16. Can you provide more training for parents to encourage home interactions with their children? We would like to do more of this work in the future. The Office of Early Care and Education (OECE), Human Services Agency (HSA) Policy and Planning unit, Office of Innovation, and First 5 San Francisco are all working collaboratively on this issue. We are currently conducting a series of in-depth parent and Family Resource Center (FRC) interviews and focus group seeking to understand their experiences and ways we can better support and engage families caring for young children in San Francisco.</p> <p>17. If a preschool program does not receive the PFA tuition funding (i.e., universal PFA tuition credit) will that mean that they will no longer receive the other benefits of PFA (i.e. coaches, mental health consultants)? We strive to ensure all child care providers in San Francisco participating in the city’s Quality Rating and Improvement System (QRIS) and serving low-income and/or priority families receive professional supports such as coaching, technical assistance and mental health consultation. The Preschool for All (PFA) program has specific program requirements and concomitant professional supports that are particular to that initiative and its provider participants.</p> <p>18. We will still have PFA coaches (When we receive the ELS)? Yes. If you re-apply for the PFA in the spring, then you will continue to receive PFA coaching.</p>
Parents	<p>19. How can parents reach OECE when they have questions? For questions about the PFA program contact:</p> <ul style="list-style-type: none"> • PFA Information Line: 415-354-3873 <p>For questions about preschool enrollment and resources, contact:</p> <ul style="list-style-type: none"> • Children’s Council Child Care, Resource and Referral Line: 415-343-3300 (Spanish/English) • Wu Yee Children’s Services, Resource and Referral Line: 844-644-4300 (Chinese/English)
DRDP	<p>20. If we are using the comprehensive view of the DRDP- 2015 and need to upload to DRDP- Tech, will the system only upload the fields that are needed? Cocoa’s DRDPtech export is the same whether the program does the Comprehensive View or the Fundamental View. The only difference is that items that are excluded from the Fundamental View are labeled as “Did Not Rate” in the export file, which is acceptable to DRDPtech.</p> <p>21. Why did the state switch from the DRDP comprehensive view to the DRDP fundamental view? According to the California Department of Education, “The Preschool Fundamental View allows flexibility for agencies who desire a more compact profile of a preschooler’s development. The Preschool Comprehensive View (the current full, unabbreviated Preschool View) will continue</p>

Preschool for All Roundtables 2016

October 19, 20, 21

Participant Q&A to *ECE System Planning* Presentation



	<p>to be available as an option for programs to use. The CDE is committed to the idea of the whole child and supporting all domains and encourages programs serving preschool-aged children to use the Preschool Comprehensive View.”</p> <p>For more information please go to CDE Management Bulletin 016-06: http://www.cde.ca.gov/sp/cd/ci/mb1606.asp</p>
Other	<p>22. How will OECE support programs to identify and secure new facilities to expand programming and serve more families in need (i.e., the 3,500+ waiting)? OECE will continue to devote policy staffing to facilities expansion, as well as providing funding for facilities technical assistance and financing for the early care and education sector drawing on developer fees and other funding sources.</p> <p>23. Why do high-cost private schools receive PFA funding? PFA was designed as a universal program providing all city four year olds access to a free, high quality half day preschool program in which all types of programs participate in order to promote access.</p> <p>24. How are you developing and implementing keeping qualified ECE teachers living in SF and compensating trend (i.e., Housing for ECE teachers compensative to live and work in SF)? We can and must do more in this area, as research shows that early education professionals are the most essential element of quality programming. To this end, OECE has adopted professional development standards as part of our San Francisco Citywide Plan for Early Care and Education. You may find our recommendations on page 16 of the plan here: http://sfoece.org/wp-content/uploads/2016/09/Final-OECE-V5.pdf</p>



Provider Feedback Section on Improving Access to High Quality ECE Services
October 22, 2016 Meeting Notes
Family Child Care Association Conference

OECE Staff: September Jarrett, Graham Dobson; Susan Lu

Overview: This meeting allowed for input from many San Francisco Family Child Care Providers. The Office of Early Care and Education presented the proposed system improvement strategies, including paying fairer rates to providers, ensuring continuity of care for families, reducing redundant paperwork, and improving how families get connected to subsidized ECE services. Participants were asked what they liked about the proposed improvements, did not like about the proposed improvements, and what they would change about the proposed strategies.

Below is a summary of participants' feedback from the meeting around those three questions.

What do you like about the proposed improvements?

- I really like how the subsidies will be called Early Learning Scholarships with an emphasis on ensuring continuity of care for families. I think this is extremely important.
- I mostly liked the pay fairer rates to providers because to ensure continuity of care for families, teachers working with children need to be paid so they can't leave their job.
- I like the focus of the issues
- I like the focus on families' choice.
- Fairer pay rates to providers.
- Reduce redundant paper work and reporting.
- Continuity support for families and create or maintain relationships with families and children.
- I really like the fact that you stress continuity for care for families.
- Pay fairer rates to providers, and all families should have a voice.
- Fair (HIGHER) rates for providers because we do our job better when we get acknowledged and compensation for our work.
- Pay rates to providers.
- I like the idea of paying fairer rates to providers because it will allow providers to stay in field not switch over to higher- paying careers/professions like nursing.
- I like the goal to reduce the amount of paper work.
- Like to reduce redundant paperwork and reporting overwhelming paperwork.



Provider Feedback Section on Improving Access to High Quality ECE Services
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- Improving family and provider experiences, family outreach and matching system.
- Leads to empowering families and makes the families aware how important education is early on.
- I would like all children to have high quality care no matter their family's income economic status.
- Pay fairer rates to providers. This will help providers to provide quality care when they don't have to stress out about their living and giving families their individual needs. Not happening yet.
- Pay fairer rates to providers, continuity of care for families
- Ensure continuity of care for families. In continuity of building the relationships, developing of children, and supporting the families. That goal is to pay fairer rates to providers
- FAIRER RATES TO PROVIDERS!! Our profession is under-appreciated and we can't afford to lose the great teachers.
- I like the idea about paying fairer wages to the providers, but as a parent, the continuity would be lovely. My most favorite would be to have choices that would fit my families' life style and learning style!
- Ensure continuity of care for families
- Pay fairer rates to providers (equal to school district wages)
- Pay fairer rates to providers.
- Understanding that teachers ensure our future (children), so helping teachers focus more on curriculum and less on how bills will be paid.
- Reduce the paperwork -yes!

What do you not like?

- Honestly I'm not sure if there's anything I don't like about it, but I'm really curious to find out more about how we will be providing for children with severe special needs or disabilities.
- You have such an uphill battle for basic needs-
- Why is the timeline so long?
- Pay fairer rates to providers: will teachers actually get it? Obligate employers to pay min-max and visit with audits 2x a year? Same amount now equitability based on K readiness #s by July 2017. More money for exceptional needs.
- C-Wages – is it enough? When will it be enough to be livable? Is it the same amount for all centers?



Provider Feedback Section on Improving Access to High Quality ECE Services
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- There was really nothing about the presentation I didn't like. Maybe what I don't like is that we have to work this hard to be acknowledged and I just want us to be known, so we can do a better job for the children.
- I like improve quality but teachers need to feel it is fair for their wages. Affordable housing.
- How to prepare providers to be inclusive or set up inclusive classrooms
- Housing for ECE educators. With the amount of money we get paid is hard to raise a family and pay rent.
- Professional development. and workforce do not apply to all staff working in the classroom. Teachers are sent to training during day (w/substitutes). Other teaching staff training is optional in the evening after work.
- Paperwork, not receiving feedback to assessments, no support/time to do paperwork
- Need to talk more about accessibility for special needs children.
- Pay fairer wages going to providers need to go to educators foremost, rather than a trickle down to educators. I do not like that there is only one program C-Wages to increase pay enough. Even the "Lexus" and "Audi" schools are not paying livable wages.
- More access to special education support.
- Reduce redundant paperwork and reporting.
- Just not quite sure how "matching" works.
- More high-quality centers for educators, who can't afford them, yet are teaching in them.
- I don't like the like the current system of all the paper work. Having to reply and redundant paper takes up time, which takes up resources.

What would you do if you were OECE director/would like us to consider?

- Having the right back up team of specialist to help the families, children, and teachers where everyone feels they are in the same page.
- A whole early intervention team would be amazing! That provides strategies and can model for us. Felton on Bryant St. has an amazing one. I wish I had a group like that in my current center.
- The teachers need to feel valued with better wages and affordable housing so they can stick around. My child didn't have an actual 1st grade teacher for a month but I felt she left because she didn't have in class support for the children in that area.



Provider Feedback Section on Improving Access to High Quality ECE Services
October 22, 2016 Meeting Notes
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- I think it would be nice to put something about having access to specialist when needed.
- I would like you to know that wages and housing are something that's holding me back to keeping my teacher position. I think creating housing (affordable) for teachers in the Early Childhood field and we need support in classrooms because schools are burning teachers out with ratio and work load without any additional support.
- It would be great to see more programs like Path. Programs that can maybe help fund higher education and professionalism in our workforce. We need great teachers but we just can't afford living here.
- How QRIS can consider participating in increasing fairer wages. Affordable housing for ECE teachers!
- Affordable housing
- Please explain to Mayor Lee that early childhood educators are very important and we need for higher wages for preschool teachers. Teachers make the world go around.
- We are seeing more and more children needing extra support, services supportive of positive strategies. We need a more comprehensive strategic model to support this.
- What else do you want? Childcare for our own kids
- Housing for ECE educators, loan forgiveness for BA
- How can we as advocates and educators be at meetings to get our voices heard? Things need to change and as a young woman who also wants to have a family, I need things to change in order to provide quality of life for myself and children.
- Pay fairer rates for providers. It would be beneficial to add special education specialists. Coming from a teacher's point of view, still getting paid more is a big issue I would hold deeply.
- Affordable housing for 0-5 educators
- Sufficient livable wage
- Reliable benefits
- We need affordable housing; how about if you stay in the field five years or more you get reduced rent?
- Affordable housing for 0-5 not just K- and up teachers, one housing offer for all teachers



Provider Feedback Section on Improving Access to High Quality ECE Services
October 22, 2016 Meeting Notes
Family Child Care Association Conference

- We cannot afford anything high quality with our low wages, including quality housing, health care, and childcare for our own young children. We would love to have fairer wages – equitable enough to match the hard work that we do in the classroom.
- I would love to have affordable housing offered to ECE teachers. I really want to continue living in SF.
- Pay fairer rates to providers
- Instead of or in addition to better wages, I think loan forgiveness or help with tuition and can really allow people to continue being educated while being educators.
- Affordable housing, stipends
- Access to programs, money, support and programs that elementary educators have
- Better pay livable wages
- Accountability to pay increases
- Quality expectations with pay attached
- Loan forgiveness
- Raising awareness about the importance of Early Childhood education and the lasting effect
- Have quality wages for teachers. Also a standard for how teachers should be qualified
- Education
- Experience
- Passion
- Affordable housing for teachers. Other countries pay for housing for foreign teachers to come and teach their kids because they value cultures and differences. I think we really need to recognize teachers for what they do.
- Quality resources for all children
- Qualified staff/resourceful
- Collaboration between special education and general education staff
- Accountability for workforce
- Buy apartments that can help ECE teachers and their families to have a place to live. Also, supporting child care is also important because with the wages I get I can't afford childcare for my child. I work 3 jobs to afford living in San Francisco!!!



MEMORANDUM

October 27, 2016

TO: OECE Leadership Team

FR: MIG, Inc.

RE: Summary of October 25, 2016 OECE Citizens Advisory Committee (CAC) Meeting and Discussion of 0-5 System Improvements for Financing and Reporting

In attendance:

CAC: Sandee Blechman
Kim Garcia-Meza
Meredith Osborn
Yohana Quiroz
Lygia Stebbing
Meenoo Yashar

OECE: September Jarrett, Michele Rutherford, Graham Dobson, Susan Lu, Armando Zapote (others?)

MIG, Inc.: Jamillah Jordan, Maria Mayer

On Tuesday, October 25, 2016, the San Francisco Office of Early Care and Education (OECE or the Office) hosted a meeting of the OECE Citizens Advisory Committee (CAC). The objectives of the meeting were: to vote on approval of the 9/15/16 CAC meeting minutes; to receive the Director's monthly report; and to share and solicit feedback on the emerging system improvement approaches and strategies under consideration for the OECE's Strategic Implementation Plan.

I. Call to Order/Welcome/Agenda Review

Chair Yohana Quiroz called the meeting to order and reviewed the agenda. Participants at the table, including OECE staff, CAC members and the MIG team, introduced themselves. Members of the public who were present were informed that a public comment period would take place as the last item on the agenda.

II. Approval of 9/15/16 Minutes

The first item of business was to vote on approval of minutes from the CAC's previous meeting held on September 15, 2016. Motion to approve was made and seconded.

III. Director's Report

September Jarrett, OECE Director, gave a brief report on OECE's progress and the status of the Strategic Implementation Planning Process. She presented the OECE's recently published

San Francisco Citywide Plan for Early Care and Education (Plan). This document summarizes the process of Plan development and presents an analysis and recommendations for improving the City's Early Care and Education (ECE) system in six key areas:

- Birth-to-Five Approach
- Racial Equity and Diversity
- Quality Improvement
- Family Engagement
- Professional Development and Workforce
- Financing Models

Each CAC member was presented with a copy of the Plan. September explained that additional copies could be requested from the Office, and that the Plan is also available online at sfoece.org.

September introduced the team from MIG, Inc., who were hired in response to OECE staff and the CAC's request that the Office seek external assistance from experts in strategic implementation processes.

IV. Discussion of 0-5 System Improvements for Finance Strategy

Introduction and Phase 1 Timeline

Jamillah Jordan introduced MIG and its role in facilitating the Strategic Implementation Plan process, and began the presentation¹ by describing the "road map for today." She described the timeline for Phase 1 of the process which is currently underway. This is an iterative process, focusing on Community Partner Input Sessions (input sessions) such as today's meeting, in which the Project Team (consisting of OECE staff leadership and MIG) will present the emerging strategies to community partners, providers and other stakeholders and receive feedback. The process will also make use of methods such as an online questionnaire which will leverage OECE's ability to hear from a wide range of community partners. The Project Team and OECE Implementation Team will continue to refine the proposed financing and reporting strategies based on the feedback received. The Strategic Implementation Plan will be finalized in January 2017, and will inform the 2017-2018 Notice of Funding Availability (NOFA) and funding awards process to take place between January and spring 2017.

System Improvement Strategies

Next, Jamillah turned the meeting over to September for a presentation on the emerging system improvement strategies. These strategies, developed based on internal, team-based work and feedback from First 5 San Francisco, plus feedback sessions with providers, stakeholders and the CAC, are intended to help streamline and improve the City's ECE system. The planned approach is to preserve what is working, finance the cost of quality for providers, and focus support on target populations not yet achieving kindergarten-readiness, while simplifying the system for families and providers. September reminded the attendees that the emerging strategies are consistent with what has been discussed so far, and that the current

¹ Note that the emerging strategies presentation will be repeated at each Community Partner Input Session, with updates as appropriate. In the interest of brevity, future input session summaries will reference this report for a full description of the presentation and include only information on updates made.

input sessions are an effort to enhance and improve suggestions already made by the CAC and other stakeholders.

The first slide presented a graphic representation of the OECE's Strategic Framework for the Implementation Plan. September described how, in considering how to implement the endorsed recommendations in the Citywide Plan, the Implementation Team conceived two key concepts and formed workgroups to develop them further:

- **Concept #1:** The Early Learning Scholarship (ELS), a plan to streamline multiple local funding programs into one funding agreement and reduce administrative reporting.
- **Concept #2:** Connections, improving the family and provider experience by enhancing the process by which diverse families are informed of ECE options, and matched with appropriate services and funding.

The OECE Team identified four initial System Improvement Strategies, including:

- **Strategy #1:** Pay fairer rates to providers by applying city funding per child so that providers can operate quality programs (at least Tier 3 on the Quality Improvement and Rating System).
- **Strategy #2:** Ensure continuity of care for target families using city funds so that no child loses early care and education services due to changes in their families' income or need.
- **Strategy #3:** Reduce redundant paperwork and reporting by:
 - a) Reducing reporting for City funding;
 - b) Improving the Cocoa data system which will be used for enrollment tracking; and,
 - c) Funding third party entities to compile and pre-certify need and eligibility paperwork for low-income families.
- **Strategy #4:** Improve the system by which families are informed of quality early care and education choices and matched with options to pay for those choices.

September described how the ELS would combine the current local City funding streams into one package that can be used to fill existing gaps between private, state and federal sources of funding and the cost of bringing City ECE providers to the quality standard set at Tier 3 of the Quality Rating and Improvement System (QRIS). Tier 3 is considered to be the baseline target for quality in the City's ECE system. Ideally, the City could also fund quality enhancements to QRIS Tiers 4 and 5.

September showed a pair of slides that provide a side-by-side comparison of the current funding system and the proposed ELS. One was a sample illustration from the CFA of stacked per child revenue charts with the per child expense rates for infants, from the current system. The other was a chart showing the various private, state and federal funding sources and how the ELS will leverage city funding to bridge the gap between those sources and providing sufficient funding for providers to reach and maintain Tier 3. This should allow low-income families that are currently fully funded to continue to be served. OECE can request City support based on planned enrollment, streamlining the process to involve one grant agreement and one report as opposed to multiple reports and programs.

Another slide showed the estimated Tier 3 cost of care for FCCs and Centers for infants, toddlers, and preschool age children. These were given as annual amounts based on a full-day/full-year program. OECE staff are currently working on adjustments based on part-

day/part-year care. They are also planning to examine the Head Start model, which was not included in the fiscal analysis, and have follow-up conversations with those partners.

Other slides provided graphic illustrations of how Strategies 2, 3 and 4 will ensure continuity of care, streamline multiple local funding programs into one agreement, and improve the family outreach and matching system.

Participants were asked if they had any clarifying questions or comments regarding the presentation, and replied as follows:

- On the ELS chart, only private-paying families are listed as receiving universal PFA funds. How is universal PFA incorporated into the ELS? Why is universal PFA only called out for the one category of families? Is it still incorporated into the other City funding streams? OECE staff response: PFA enhances all groups for four year olds, and, depending on the program, for some five year olds as well. The chart will be adjusted to clarify that.
- The ELS option shown in yellow that lists PFA as opposed to those in green is confusing. Are four and five year olds covered by universal PFA in only one section or is it all-encompassing? Could you have a scenario, for instance, that shows a combination of PFA and Title 5?
 - OECE staff response: Yes. The chart will be revised to show that.
- Do all of the ELS options shown on the chart in green encompass PFA as well?
 - OECE staff response: The framework set by the Comprehensive Fiscal Analysis (CFA) considered Tier 3 as just enough for a provider to open the doors. Most of the PFA money is allocated for quality enhancement and improvement rather than enrollment. This chart shows the strategy for getting providers to Tier 3 as a baseline. There was also a disparity in the CFA in that private payer enhancement was above the line for Tier 3, whereas, due to how slots are financed for low-income children, those enhancement dollars weren't even getting them to the Tier 3 baseline. This can be represented more clearly on the graphic.
- The "Estimated Tier 3 Cost of Care" slide refers to actual annual amounts based on a "full-day/full-year program"—for FCCs that means 50 weeks at 6.5 hours a day. Does that mean the same for Centers and preschools?
 - OECE staff response: Yes.
- For some providers, funding from PFA is received as a lump sum which goes not only to tuition credit, but also no more than 2% of administrative costs. They also receive funding from C-Wages for staff salary and worker's comp. Will funding from the ELS still include all those components, rather than just going straight to the family?
- Many current programs are income-verified for the families. In the new application process under the ELS, is the site applying for that income-verification or is the provider individually income-verifying families? Who decides whether a family can afford the full payment? Is there a way to income-verify that, just by site, or will the Office require an income verification? If so, who's going to do all that paperwork?
- For clarity, the order of the two purple bands in that chart representing private-paying families should be switched. Each of these bands essentially represents a type of family that qualifies for a certain type of subsidy. It would make more sense to start off with a private-paying family that doesn't qualify for any type of subsidy, then move to the private-paying family under 500% of the FPL, who are getting some kind of ELS in addition to universal PFA in order to make up the gap. Then list the other bands in the same order.

- If there's a private-paying family that has an infant 0-2, and they are off the scale by something like \$100, then that represents that they'll pay the majority of the tuition costs, and then the ELS would cover the remaining portion. But if, for instance, the cost for providing infant care is \$1,900 a month, that means the family will pay perhaps \$1,500, and \$400 of ELS will be applied. The cost of infant and toddler care is much higher than preschool slots, and therefore, in preschool slots for 4 and 5 year olds, the family is paying about 50% of the cost. Should it be that way, or should the percentage for an infant or toddler slot be bigger for families who can't afford the full cost?
- The "Estimated Tier 3 Cost of Care" slide doesn't show a parallel structure for FCCs and Centers. It lists the cost of care in Centers as much higher for infants—but the costs it lists for toddlers and preschool in FCCs are higher than for those age groups in Centers. I'm not sure that's the common wisdom. Where do these numbers come from?
- It must be kept in mind that cost of care was determined at a certain point in time—we need to be conscious of how those costs escalate over time. Those original estimates also reflected what some considered to be inadequate salaries for early childhood educators.
- I'm also curious about the thinking that went into maintaining tuition credit of the magnitude shown in the ELS chart for all families. Is that really sacrosanct, and to what extent does it really enhance access for families—especially since most preschool slots are filled when kids are 2 or 3, not 4?
- Also, what do we know about what the cost of this whole system, and can we afford it? What does it cost to serve the kids we're already serving with ELS? Can we afford to serve the number of kids we're currently serving, or does this expand the number? Ultimately, how can the increased investments be prioritized?

Group Discussion

Assuming that funds are insufficient to accomplish all goals during the first phase of implementation, some prioritization will have to take place. The next portion of the meeting was dedicated to a group discussion, in which CAC members were asked to answer a series of four questions intended to help OECE prioritize goals and decide how the new programs will be implemented. The first three questions posited choices between an Option A and Option B. Participants were requested to indicate their preferred option with a show of hands as to which option they preferred, or to indicate if more discussion was needed before they were able to make an informed choice.

Question 1

Option A: Should we focus on bringing all providers up to a base level of funding at Tier 3 initially, and then seek to adjust rates for Tier 4 and Tier 5?

Option B: Or should we build in tiered re-imbursement or incentive for higher quality levels from Year 1?

Questions and comments included:

- I've wondered what distinguishes Tier 3 vs. Tiers 4 or 5. It's not any cheaper to provide service at Tier 3. Ideally, everyone will provide the highest level of care they can, but perhaps the system can work to bring all providers up to Tier 3 and allow other factors to incentivize them to provide higher quality. It's not cheaper, so why is more being paid to those providers?
- Do we know how many Centers are far off from Tier 3?

- Also, many Centers are already at Tier 4. If Tier 3 centers will be given extra support to get to Tier 4, why reimburse a Center at the Tier 3 level if it's already at 4? It costs more because of those additional factors, so why would we start at Tier 3 initially?
 - OECE staff response: This is based on data points brought up at the PFA roundtable approved for the QRIS update. It's really very different depending on Center status and FCC status for a variety of reasons. One is that QRIS is very Center-focused. Secondly, we've invested a lot more training and technical assistance in our Center quality improvement system. Thirdly, we haven't made the same level and scope of investment in FCCs, so there's a big difference between the two and that's an important qualifier.
- It seems that we're talking about two different things. Currently, no one is getting reimbursed at Tier 2 or 3 level unless they are PFA providers.
 - OECE staff response: That's not true. For some sites with mixed profile types and PFA as well, there is compounded investment in some private payers. They are being funded as if for quality enhancement, but are below Tier 3.
 - When Tier 3 was funded, that was an increase for almost all Title 5 Centers. It's said that the research shows that tiered reimbursement does have an effect, but it's not clear how it correlates with cost.
- This question can't be answered without knowing what the actual tradeoffs are in terms of numbers of providers, children, etc.
- The distinction between FCCs and Centers is important. The way FCCs were being evaluated made it impossible to get to Tier 3. A lot of work needs to be done to bring the experience of FCCs on parity with Centers. It's crucial to ascertain that we're not using a flawed evaluation tool rather than those FCCs really requiring a raise in quality. A "one-stop shop" won't be equitable until there is a more equitable evaluation tool.

The CAC members concluded that they were not comfortable making a choice between the two options in Question 1 without more information.

Question 2

Option A: Should we explore strategies to offset family fees with local dollars (within state and federal limits)?

Option B: Or should we build family fees into our model up to 110% of Area Median Income?

CAC member's questions and comments were as follows:

- Clarification was requested for Option A.
 - OECE staff response: Currently, there is a given schedule of fees for low-income families receiving vouchers or on state contracts which OECE cannot change. There is also a very uneven family fee landscape—variations include whether fees are collected or not and whether providers use City funding sources such as PFA toward family fees or offset them with other sources. The question is, since there's not yet enough money to do everything recommended in the Citywide Plan—should family fees be factored in as a revenue source more consistently across the board?
 - Additionally, family fees can be a continuity of care issue for several reasons:
 - State contracts sometimes require that a family which doesn't pay fees be disenrolled or disqualified. The State has recommended discontinuing family fees, even though they are federally required to be collected.
 - Some families are migrating from State preschool to Transitional Kindergarten (TK) because there are no fees collected.

- If subsidized families in an FCC with a significant fee have the choice of moving to a Center with no family fees collected, that's enough to motivate low-income families to make that move—even if they prefer the FCC.
- OECE staff have been grappling with the immense complexity of administration if family fees were consistently offset. Everyone is getting a different deal depending on the makeup of their family and the State fee charged to them. They are trying to simplify administration, and if fees are going to help bridge the gap, potentially every family will have an individual ELS and it will become as administratively burdensome as the present system.
- Please confirm—Option A represents the current low-income family fee, and then Option B represents building family fees in up to 110% AMI—are we trying to capture more families?
 - OECE staff response: as an example, Secretary Clinton proposed that 10% of family income should go toward childcare. A fee schedule can be built that does so all the way up.
- So the cap for low income is higher in Option B?
 - OECE staff response: Yes.
- Therefore this system will capture not only low-income, but possibly up to low middle income or even middle income, whatever that's considered?
 - OECE staff response: Supervisor Yee is considering up to 110%-120% of AMI for a family of four still worthy of subsidizing. The income cut-off for subsidies is much lower.
- So under either scenario, we're using local dollars to offset family fees?
 - OECE staff response: Yes, many programs are using local sources to offset payment of family fees for subsidies.
- Therefore, in Option A, all families are charged up to a certain level and, while it creates administrative problems, it provides better continuity of care and benefits families for whom this is a distinct hardship. But in Option B, what is being done?
 - OECE staff response: Option B would charge family fees and create a fee schedule that goes higher than the subsidy eligibility cutoff.
- So we actually start charging all families fees up to 120% of AMI?
 - OECE staff response: Yes, or some subset. Within the local scholarship, the family fee structure as well, so that it's consistent between state-subsidized and locally-subsidized children. It is currently up to 85%.
- Is this a middle-ground between the current models of total income verification to PFA where there's no income verification—so families will be receiving funds even if they're not low-income, but not making a ton of money?
 - OECE staff response: When the numbers are complete, the Office will run scenarios and bring those to the November CAC meeting. Some guidance is needed; perhaps the CAC will be able to better provide that guidance when you can see the numbers. In Option A, local money pays family fees for low-income kids. In Option B, it's assumed that all families contribute, at every level, and the family fee schedule is built up to the moderate-income families that the CAC has prioritized as those to consider supporting. Consistency is necessary so families are treated more evenly. Some low-income families pay a significant fee and some don't; it's dependent on the luck of the draw and what program they're in. If family fees can be considered as contributing toward the system cost, it provides more money and flexibility to meet other priorities.
- So is this 110% of Bay Area AMI matched up with the purple band on the chart that shows private-paying families at 500% FPL?

- OECE staff response: They need to be the same. Currently they're actually very close, and the Office is trying to align them.
- Will Option B allow some families to have their fee fully covered?
 - OECE staff response: Low-income families can ask that they have no fee.
- Option A is administratively burdensome, but seems fairer and less burdensome on families.
- Option B, however, would help support low-income families. 110% of AMI is really very low-income. It would also be a way to assist our workforce, who also have children and can't necessarily afford childcare.
- I'm leaning more toward Option B and building fees into the model, because every family is getting something different, depending on the program they're in. Often some of the families who have been in programs for awhile have their fees raised because their income goes up, and they can't really afford it. We can ask what they can afford and pay the difference.
- Option A is saying no fee, Option B is saying yes, collect fees?
 - OECE staff response: to clarify, family fees will need to be factored into the State and federal dollars that the Office's charges are leveraging. The question is, do we budget local funds to pay for that difference, or is it collected from families.
- So in Option A, no families pay fees, and in Option B, all families up to 110% of AMI pay fees because those are the families receiving local subsidies?
 - OECE staff response: We want to smooth those edges for families who need support over the level of the state cut-off.
- Given some of the choices offered, such as continuing the tuition credits for all four and five year olds—I would rather have the City cover family fees.
- Some may think that the tradeoff is that we can't provide an ELS to families up to 110% of Bay Area AMI if we offset family fees, but I don't believe so. Just to be clear, we will have less money if we offset family fees, but it's not as if we will not continue to smooth care to those under 110% of the AMI.
 - OECE staff response: That's an important clarification. Some were choosing Option B because that seems to represent taking care of moderate-income families. We are exploring how to do that—the CAC has made it really clear that's what they want. Right now the only families who are being assisted over 85% of the SMI are PFA families.
- But they are not eligible for subsidized care, because they go off the scale, correct?
 - OECE staff response: Correct.
- So what we're dealing with are families who no longer qualify for subsidized care and would now have to pay full tuition. If the child is, say, a two-and-a-half year old—how do we serve them?
- Just charging fees isn't saying that they're not going to get an ELS to make up the difference. The fee is separate from that.

A show of hands was taken as to whether CAC members preferred Option A or B. Three voted for Option A, and two for B, with the rest abstaining at this time.

Question 3

Option A: In terms of expanding access to address low-income subsidy eligible families on the waiting list: Is it preferable to expand access for low-income infants and toddlers from target populations through kindergarten entry?

Option B: Or is it preferable to extend preschool access to low-income 3 year olds?

Question and comments included:

- This is a difficult choice.
 - OECE staff response: This is a matter of expansion. We are examining what we can afford to do to avoid disrupting continuity of care. Are we paying to smooth issues of eligibility, which is a family fee issue? Are we extending the OECE system to more children? We have a choice—take PFA for four years olds and push it down to all threes and fours, or low-income threes and fours? Or do you look at the data, observe that certain populations aren't faring well, focus on that and build up? The Office is trying to build a 0-5 bridge in continuity, which is the vision the CAC has provided, but we're doing it in pieces.
- So, do you mean that with Option A, it's covering just low-income target populations 0-3, and with Option B, it's covering all low-income 3 year olds? Do we have to do one or the other?
 - OECE staff response: that was what the Office inherited from budget advocacy last year. You understand that correctly.
- In other words, it's cheaper to provide preschool to three year olds or we can do fewer infants and toddlers from target populations? Do we have to do one or the other?
 - OECE staff response: we probably can't afford to do both next year.
- To confirm, we're saying we can do target populations from infancy to kindergarten entry?
- Option A seems to be more consistent with the vision, since we've targeted those children.

A show-of-hands vote was taken. Five voted for Option A, none for Option B. One CAC member abstained.

Question 4

Building on state CDE policy, we are considering rate factors as a year one approach for more equitably distributing resources to the priority populations identified in the city-wide plan. Are there other approaches you would like us to explore?

To supply context, a slide was shown giving figures for various characteristics within kindergarten-readiness levels in the City (whether or not a child has attended preschool and income, language, special needs, racial and wellness factors). It showed off-the-chart preschool participation; however, readiness has not moved commensurately. Another slide showed the correlation between these factors and predictors of overall school readiness. These were based on the Kindergarten Observation Form (KOF).

- What are some of the rate factors you're considering? We need to know more before answering.
 - OECE staff response: The Office hasn't figured it out yet. What we're considering is that the profile of the child can be used to arrive at the rate. Additionally, there are adjustment factors which are applied differently in different contracts, and you can't use more than one rate factor, so the higher factor of the two is used. For instance, if you have a toddler or a special needs child who happens to be bilingual, you have to use the toddler or special needs adjustment factor and don't get the English-language adjustment. The OECE is considering how to build in differentials for other adjustment factors that are important for our targeted populations. In order to honor the CAC's

vision of applying an equity lens, we could borrow the idea of the differential from the ELS based on whether a provider's enrollment resembles the target population. It's not necessarily an ideal approach for three years from now, but may work for Year One. Are there other adjustment factors you'd suggest we consider to support the vision of equity?

- It needs to be more than just enrolling more target/priority populations. What is the Office doing to improve outcomes for those kids? We just saw data around readiness and why some populations don't have access, so if you're thinking about targeted universalism, how are you differentiating your instruction? What does family engagement look like? What can programs say to demonstrate what they're doing to kindergarten readiness? There are other factors you can leverage.
- I agree. What adjustments will programs be making to ensure that children from targeted populations are served?
- I have been viewing videos of teachers from across the board, and some teachers in the centers we're discussing are not implementing any of these programs to support English language learners. Also, many programs have rotating substitutes, so there's no continuity of care. The challenge is exacerbated by the climate of professional development, what's happening in higher education, and not being able to retain good teachers.
- We need to figure how to not just enroll children from target populations, but also how to provide tools for the FCCs and Centers so they the necessary training. Programs can't spare teachers to take these trainings when they are only available during the day. Also, having trainings in Spanish or other languages will help teachers learn to work with native speakers.

V. Public Comment

Members of the public who were present were invited to take up to two minutes apiece to ask questions and provide comments. Their questions and comments included the following:

- Preschool Plus was not included on the ELS chart under private-paying families—where is it included?
- PFA was founded so that all four year olds can have a quality preschool experience. Then the system began to apply and certify income, etc. If the concern is for the benefit of all children regardless of family income or circumstance, then an ideal approach would be to not have any fees.
- In terms of the funding amounts, why do FCCs and Centers have different pay? Is it because of amount of time, or what?
- If 50% of all children who don't go to preschool are kindergarten-ready, but 65% are ready if they do go to preschool—isn't that a lot of money for not much of a jump? Have we determined that we're actually being effective in meeting the goals we set?
- Are you asking us to ask each provider what populations they want to serve—it's a good business model, but how does that mesh with the needs of children and families?
- From an FCC standpoint, serving mixed-age children provides a rich environment—this is not necessarily reflected in any of the standards.
- Many FCCs meet Tiers 4 and 5 and want to be acknowledged. Is it better to serve two children at a lower level or one child at a higher level? And finally, Tier 3 as a baseline makes a lot of sense, but is there an additional pot of money to acknowledge those who reach higher quality?

- When you refer to local funds, since you're blending all the funds in the ELS, do you mean not just local funds but City C-wages, etc. any time in your chart are you talking about local dollars? Also, important to clarify—since you can't charge fees for Head Start, and if we're blending funds to provide services—what is the family fee paying for—a certain number of hours out of a six-hour day? Our financial model doesn't work like that. We don't collect family fees for that reason. Finally, regarding simplifying the administrative burden—will that also include C-wages? Is that going to be a split-out contract or included in the ELS contract?
 - OECE staff response: It would all be combined.
- Since FCCs and Centers have different needs—does the simplified system create inequity? And does more money mean no poverty?
- What's on the quality rating scale and what do we consider to impact quality more? This needs to be considered in terms of the additional challenges to providing quality posed by the location of some centers, along with high need in those particular communities. Many agree that one factor driving quality is the difficulty in finding teachers to staff those sites.
- As a clarification for the group—Question 4 seemed to be about rate factors and morphed into a discussion of quality—I don't think the question about rate factors was answered or addressed.
- Will there be other opportunities to make comments or ask questions after today?
 - OECE staff response: Yes.

VI. Summary and Next Steps

Jamillah and September concluded the meeting by describing the next steps in the process, as follows:

- Receive feedback on emerging system improvement strategies
- Bring high level allocation/funding scenarios to CAC in November
- Continue active planning and refinement of strategies
- Prepare the Notice of Funding Availability (NOFA)
 - September clarified that the NOFA should be ready in early 2017, likely in January, so that providers can have commitment letters by early spring 2017.

The next CAC meeting will take place on November 17, 2016.



Partner Input Session on Matching Families to ECE Options and Subsidies

Meeting Notes

November 3, 2016

The Office of Early Care and Education's input session on November 3rd included a wide range of about 30 stakeholders and focused on gathering input on the future of our local centralized eligibility list. After an overview of the system improvement strategies that OECE is proposing, participants were asked to discuss what they view as strengths and challenges with the current centralized eligibility list (SF3C), and OECE shared the following emerging goals for the future of the centralized eligibility list:

- **Family-centered:** Enhanced prioritization of families' needs
- **Inclusive:** Include all families looking for publicly-funded ECE services
- **Efficient:** reduces administrative burden on providers, families and outreach staff
- **Multiple Organizations:** Outreach and guidance by multiple organizations to assist families
- **Connected:** Links to other data systems to increase accuracy and efficiency

Participants then broke into small groups to discuss their reactions to these emerging goals. To view the PowerPoint presentation from the meeting, please visit sfoece.org.

Below is a more detailed summary of the feedback gathered from participants.

Strengths of the Current Centralized Eligibility List:

- Families notified rapidly and responding in greater number and faster than getting a letter notify.
- Families have options and access to resources and referrals.
- Local needs of families captured
- Centralized in one place
- Ready pool of families when subsidy or PFA slots available
- Multiple communications methods with families – letter, email, text, robocall
- Provides an opportunity for families to learn about all child care options -- both types of care and types of funding that are available for them
- Place for providers to locate children needing childcare
- Personalized to parent needs, preferences, type of care...
- Wide variety of providers
- Providers receive tailored lists of interested families and timely family prescreening form
- Providers can connect with families
- Families can choose their site of preference
- Main vehicle to access connect families and providers
- Capture data relative to local needs analysis and trends
- Community partners with language access are able to support families in SF3C process



- When families apply to SF3C, if through the Resource & Referral then families receive help navigating through the complex subsidy system and get screened for all subsidies

Challenges of the Current Centralized Eligibility List:

- “Double dipping” some families’ eligible for multiple funding streams?
- Gender not listed in filters for selecting children
- Expectations and requirements of funding type are often unknown to families
- Providing families with multiple options is key to maintaining data
- Ability to capture true family need and what parents are looking for
- Ability for providers to tailor their pulls according to classroom program needs (i.e. male/female balance, diversity in ethnicity)
- Families only get offered one option at a time
- System doesn’t capture enough info about what families are looking for to facilitate matching
- Improve only 50% parents’ response to pull notifications
- Families still on the list that already have care; should they be considered active?
- Parents’ choices about the kind of program they prefer
- Challenges around keeping family data current
- Not the same system from county to county
- No personalized assistance for families and providers
- Families that are eligible but in higher rankings are rarely selected; policies are not in alignment
- Not as efficient
- Need more man power to contact families that have been selected
- Families getting selected multiple times for same program or many programs while others never selected
- Easier access for parents; apps or easier ways to access login information.
- Countable vs. uncountable income-- why do they have to include uncountable income on sf3c?
- Inadequate info for providers to make selections from list
- Many children on list already enrolled
- Process takes too long from pull to enroll
- Family needs/wants change and profile updates are slow to capture those changes if they’re even able to be captured
- Not knowing how long until a family will receive care
- Communication with parents on availability
- Matching on what’s open, not based on family needs
- Meeting needs of families while they are waiting
- Information on families and sometimes on providers is outdated



Small Group Discussions about OECE's Emerging Goals for a New System:

Four small groups each discussed the following four questions:

- a) What do you like about OECE's emerging goals for a new system?
- b) What do you have concerns about?
- c) What else should OECE be considering?

Red Group

Like

- Family centered; aim for a better match
- Inclusive is an opportunity
- Multiple organizations and coordinated support
- Connected; linking and incorporating program info as well
- Family need is the focus
- Broad, but complementary focus

Concerns

- Ambitious, but what will it really look like?
- Having multiple organizations will require a lot of planning and communication
- What do families do when waiting for care/not happy with current care? What services might be available while waiting?
- Technology to support multiple organizations using the system
- How to balance family focus while meeting needs of providers (controls)
- Would like historical notes to track children across programs

Considerations

- Consistency of communication to parents
- How to keep data on families updated? How to clean data (remove duplications, etc.)?
- Need clear policies and procedures if multiple organizations involved
- Ensure training of staff maintained and consistent
- Will multiple organizations share same goals and communication?
- Multiple organizations bring community assets
- Do we have clean numbers now?
- How we define ranking? Primarily on income or will other criteria be counted in ranking ?



Group Green

Strengths

- Connectivity of different systems
- Family centered approach/family as focal point
- Intentionally matching families to ECE slots
- Simplified, direct, understandable, more resources
- Better
- Single point of contact at OECE
- Newer technology

Concerns

- Maintaining need/income of families so it is current; eligibility updated frequently
- Contact at time of enrollment
- Helping partners with unrestrictive money
- What will outreach and approach look like?
- Keeping the list up to date when families already have a ECE spot; how to keep the system updated when a child is enrolled
- Increased number of staff/capacity

Considerations

- Don't discourage families from using state/fed money
- Who/how sharing data from CEL with state
- Road map for providers
- OECE maximize state income stream
- Track families' needs, changes, goals
- How to track progress through the system

Yellow Group

Strengths

- Very family centered; child-centered; ecological system
- Mobile, not linear
- Linkages to multiple data systems
- Helpful to providers
- Use provider info from R&R system
- Compliance to CDE? and blended funding
- Multiple orgs= 1 – stop shop “pathways”
- How can we connect providers?
- Capture full profile of families

Concerns

- Decentralized
- One hub can be counter-productive; why is it important to centralize?



- Will need same messaging and training!
- Training and prof. dev is needed to keep up with fed/state policy changes re: eligibility
- Inclusive of all families to prioritize need
- Getting the sites to buy in is very difficult

Considerations

- Challenges with families updating info with incorrect info; how can the data be relied upon if families and others can edit it?
- Waitlist doesn't really exist it's about priority; "wait pool"
- Parent engagement that allows parents to utilize info
- Incorporate needs of providers
- Need comprehensive counseling on front end
- More provider focused
- Technology issues
- Streamline language between feds and state
- Use of technology of families
- Better job promoting to families; broaden outreach formally and informally

Blue Group

Likes

- Idea of someone following a family from interest to enrollment (especially during peak season of August – Sept)
- Inclusive of all children
- Family-centered
- Single connected data systems
- Multiply organizations, warm hand offs, and shared info
- Centralized

Concerns

- Equity from providers' perspective
- How communicate realities to families that there is more need than can be met
- Varying levels of tech savvy among providers and families
- Ranking when multiple funding streams are available for lowest income families
- Gender
- How will technology do matches?
- Need outreach/focus groups with families
- How communicate to families the changes with the new system?

Other ideas

- Better data on openings and quicker info on enrollments
- COCOA and SF3C as one; and connected to R&R database
- Clarify roles of SF3C versus R&R



- Implications for training, consistency the more you decentralize the “guide” function across multiple organizations
- Embracing multiple languages
- App or tech to interface with parents to update their info and empower them
- Embracing specific needs of family (space, needs, schedule, etc)
- Agencies to pull reports in real-time
- Incorporate Head Start
- Projected timeline for wait
- See how long family has been on list and why they turn down offers
- As soon as openings available, there should be offers out
- Name/brand/language about the system should be asset and goal driven

Reactions to the idea of a 3rd party compiling Need and Eligibility paperwork:

- Concerns around 3rd party – quality of their work and CDE contract ramifications
- It is more about educating parents on what to bring when they come to enroll
- Timing of when paperwork is handed off
- Would miss out on conversations about goals, etc. related to case management of families; how child care fits in to bigger goals
- All subsidies including vouchers



MEMORANDUM

November 21, 2016

TO: OECE Leadership Team

FR: MIG, Inc.

RE: Summary of November 10, 2016 CDE Contractors' Meeting

In attendance:

OECE: September Jarrett, Graham Dobson, Anthony Tyson

MIG, Inc.: Jamillah Jordan, Maria Mayer

On Thursday, November 10, 2016, the San Francisco Office of Early Care and Education (OECE or the Office) hosted a meeting of CDE Contractors at the Children's Council office. The objectives of the meeting were: to share an update on EDvance SF; to share information on provision of after school programs; to give an update on the progress on local pilots; and to share and solicit feedback on the emerging system improvement approaches and strategies under consideration for the OECE's Strategic Implementation Plan.

I. Introductions and Welcome

Graham Dobson, Administrative Analyst of OECE, welcomed participants to the meeting, and introduced consultants MIG, Inc. and their role as a third-party facilitator in the Implementation Plan. He then asked all participants to introduce themselves.

II. EDvance SF Update

Licette Montejano from EDvance SF at SFSU gave an update on the organization's efforts to provide teacher workforce preparation, including a recent survey performed to better understand barriers, and distributed informational brochures.

III. After School Provision

Claudia Quinonez of Children's Council described two guidebooks that they have compiled and sent to families who are eligible for Head Start. One lists summertime resources; the other is an after school program guide. Both guidebooks are organized by neighborhood. They sourced the listings from DCYF, but she urged providers to make sure they are listed. She also described an alternative payment program which they manage to cover afterschool programs for select lower income families, but noted that it does not allow them any choice. She encouraged a broader conversation about working in partnership to provide more healthy afterschool options.

IV. Pilot Update

Graham Dobson of OECE provided an update on pilot programs, including the following information:

- Alameda County’s pilot was just approved by state, and the plan approved by the Board of Education. It incorporates some elements not currently in the San Francisco or San Mateo pilots:
 - 24-month eligibility for families;
 - Children can access CSPP at 2 years and at 9 months;
 - Families would be eligible up to 85% of SMI 85% (currently 70%);
 - 12-month job search eligible; and,
 - Sibling preference would be reinstated.

San Mateo and San Francisco will be adding language to request all of those elements in their pilots and send back to CDE for approval. The staff member who is temporarily in charge of the work (until December 2nd), will hopefully respond before she leaves. The more pilots come on board, the more contractors get work. If this could be incorporated here, apart from the rates, all components would be available for both Title V and alternative voucher children. Hopefully there will be good news and he will know more by the next meeting.

Contractors asked whether there was anything else OECE needed from them at this time. Graham noted that an advocacy push, supported by CDE Contractors Committee, would only be needed if CDE says no.

V. Presentation and Discussion: OECE’s Proposed System Improvement Strategies

Presentation

Jamillah Jordan, lead facilitator for MIG, Inc., introduced the presentation on OECE’s proposed system improvement strategies, which included a discussion of implications for Title V childcare centers. She gave an overview of the timeline for the outreach process, release of the NOFA, announcement of funding awards and beginning of funding for 2017-2018.

Next, September Jarrett, Executive Director of OECE, explained the proposed system improvement strategies and how they are focused on four crucial strategies for the initial year, related to two key concepts:

- Early Learning Scholarship
 - Pay fairer rates to providers
 - Ensure continuity of care for families
- Connections (improving family and provider experience)
 - Reduce redundant paperwork and reporting
 - Improve family outreach and matching

Graham distributed a handout (included at the end of this summary) which compared the current state of operations in these four areas with how they would work under the proposed strategies. He asked participants for feedback or questions on these proposals. Questions included:

- In terms of closing the gap in Tier 3 funding for infants, toddlers and preschoolers as described on the handout—would this include Early Head Start?

- OECE staff response: We are still considering how the concept would apply in Early Head Start and Head Start. They will keep the group updated.
- So will agencies still need the kind of money that Head Start receives?
 - OECE staff response: That’s Question #1. We are not all the way but that is our ambition. That is one of the issues involved in fulfilling our mission—how to look at comprehensive programming.

Group Discussion

Jamillah explained a “gallery walk” exercise to structure discussion of these proposals. Participants were given a supply of post-its and (15 minutes) to write down their answers to four questions, each of which was noted on a sheet of flipchart paper. They were urged to be candid and creative. The job of streamlining these systems is still too complicated—the Office is seeking assistance from providers in focusing their strategies. Afterwards, Office staff will review the answers and look at the patterns, trends, convergences and divergences in opinion.

Question 1: Should there be additional funding for sites serving a higher percentage of target populations? If so, how?

The majority of participants thought this was a good idea, and provided many ideas for how it can be done on both a per child or per site basis.

Questions and comments included:

- What’s considered a higher percentage?
 - OECE staff response: You may need additional funding to serve certain populations. We will prioritize eligible sites in high need areas.
- Why are Asians not included in target populations?
 - OECE staff response: These target populations are those underperforming on kindergarten readiness, which include African American and Latino children. Asian children are incorporated under the English Language Learner target.
- In response to Graham’s comment that they are not sure whether to do this per child or per site: It depends on the child. The reason to do it per site is that it does have an impact for the entire classroom. You need that qualification to be able to create that environment. Once the child moves, that funding goes away.
- The idea of critical mass is something to think about in the by-child vs. by-center question.

Below are the comments that meeting participants posted on sticky notes on the wall during the gallery walk:

- Additional funding for target population sites is a great idea – incentives – initial, mid-year, EOY.
- Yes by how many (maybe percentage wise) of how many children in target population and QRIS tier.
- Yes
- ‘Critical mass’ by child or by center?
- Prioritize sites that are nonprofit and located in high risk areas
- Target populations often face additional challenges. So you need additional funding for target populations.
- Why are Asians-Americans not in the target populations?
- Curriculum adaptations

- IFSP'S
- IEP'S
- What's considered a higher percent? How?
- There was the concept of "combat" pay or "very high risk" service's areas -- a stipend to support these areas
- Yes, a percent rate increase to the base rates or flat amount
- Yes, perhaps using the Cocoa data similar to how PFA issues payments quarterly using the data.

Question 2: Apart from the ELS funding enhancement on top of the SRR, what else can OECE do to support full earning of state and federal contracts?

The most commonly made suggestions included:

- Operational improvements.
- SF3C list needs to be cleaned up and streamlined.
- Need a contract first to use local money.
- Having a system that is the same across programs that can track projections. At present, we're doing it one-to-one—be more systemic.
- Find a way to stop families "shopping around" for programs. A family should be required to stay in a program for 30 days and give 30 days' notice before moving.
- Assistance capturing the changing preferences of families on the waitlist.
- Pilot and policy issues: e.g., 24-month eligibility.
- Continue to advocate for higher SMI.
- Support administrators in understanding contracts, productivity and monitoring.
- Technical assistance and accountability.
- Creating life exemptions and waivers—help us find space to grow.
- Assist us with staffing, recruiting and retaining a pool. Several providers commented that they're understaffed and have difficulty finding teachers, so they can't move ahead with their programs.
 - OECE staff comment: One thing that might help would be to make it possible for agencies who've had changes that mean they can't fulfill contracts to consider permanent relinquishments so they can go to other agencies that can use them.

Below are the comments that meeting participants posted on sticky notes on the wall during the gallery walk:

- Lower ratios to meet individual needs of children with special needs, such as 1:1 or 1:2 (I/T) and 1:4 or 1:6 (Preschool)
- Find a way to prevent shopping around. Once a family commits to a program they should stay there and give 30 days' notice of withdraw/ if not a good fit
- Staffing consistent and trained teachers are valued. How can you OECE strengthen our teaching depleted pool?
- Create licensing exemptions/waivers to increase opening of new programs
- Having a system that is the same across programs that can target projections
- Tech assistance and accountability. There are still green administrators who don't understand the big picture.

- Clean up the CEL list
- Do 24 month eligibility
- Recertification of families is a challenge
- Find funding for higher pay so that we can hire and maintain quality staff. I can't fully earn contractors when I can't fully staff
- Clean up SF3C list and streamline process, accountability to use contract over ELS
- Support administrators to understand contracts/productivity monitors
- Continue to advocate for a higher SMI than 70% (like Alameda County)
- Create a centralized sub pool to share among the V contractors
- Assist in capturing true (often changing!) preferences, needs/hours of families waiting; facilitate more smooth connections btw eligible families and spaces.

Question 3: What changes would help your organization better utilize Cocoa for enrollment tracking, DRDP tracking and related reports to CDE?

Commonly made suggestions and comments included:

- Important to align different systems.
- Streamlining state and city DRDP reporting, technology and views.
- Makes requirements match the state requirements.
- For Cocoa, could an option be provided to include Saturday attendance for programs open on weekends? The only option has been to keep records on paper.
- Cocoa and DRDP connection.
- Have Cocoa track changes in attendance and enrollment rather than having to close out the year and re-enter everything. Would go along with improving continuity, and provide a continuous record throughout entire program.
- Also, Cocoa is timed to the fiscal year, so it's off track with our schedule.
- Some providers don't use Cocoa because it can be difficult to use.
- Track health assessments for children for multiple years, and if possible, once we get electronic signatures from parents, upload them into 9400 report.
- Add food program to Cocoa, in order to really include everything.

Below are the comments that meeting participants posted on sticky notes on the wall during the gallery walk:

- Can Cocoa import from other database with excel?
- Capacity to upload into external systems
- Cocoa DRDP tech connection needed
- Incorporating early intervention strategies into classroom curriculum such as behavioral supports via an interventionist, and speech and language support
- Cocoa option to have Saturday attendance (our program is open Sat.)
- Align Cocoa, DRDP and CDMIS
- CDE reporting from align in, to 9400 to 9500/8501. I know it does some now, but some function issues need to be more use frequently
- Having Coca track change to enrollment instead of providers having to close enrollment out and copy and re-enroll. Cocoa is 0 fiscal year Cocoa to connect and be able to do projections

- DRDPS should live in Cocoa or DRDP tech. Both should not be required for certain funding
- Streamline state and city DRDP reporting DRDP tech DRDP view make the requirements match state requirements
- Electric signature into CD 01400
- Track health assessments for children for multiple years
- Currently if people make a mistake with DRPPC i.e. pulling wrong year, wrong reporting period It must be erased and re-entered. Would be helpful if these could just be shifted and not re-entered
- Track assessments from year to year. Time saving importing, food programs, everything in Cocoa

Question 4: What do you think of having need and eligibility paperwork compiled and pre-certified by a qualified 3rd party for children you enroll of SF3C?

Some participants were unreservedly positive about this idea, whereas others thought that it was generally a good idea but could fall prey to miscommunication. Questions and comments included:

- Would agencies still have to recertify if there's a time delay?
- How would parents who have huge difficulties getting their paperwork together be able to function with multiple agencies or vacancies?
 - OECE staff response: They would probably just put together a final package of the program they choose to enroll in. Providers would review the paperwork and audits would be their responsibility.
- Would the third party be accountable for ensuring that the information is compliant with Title V?
 - OECE staff response: Yes, but the administrator of the program would need to check it and do a final sign-off. That might take either one more addition to a pilot like a waiver, or a legislative change. There are a number of different ways to structure it, and a lot that we still have to check into. We're getting this feedback because this will impact agencies differently. Some sites have resources to focus on enrollment and you don't want to lay those staff members off. Would it be useful and customizable?
- If eligibility lapses, we'll need updated paste-ups. Two-year eligibility would be helpful.
- Some agencies are working on a centralized process. Suggest we learn from what and hasn't worked and share what's been successful to see what might work for each of our agencies.
 - OECE staff response: We're in the process of reaching out to similar LPCs regarding central eligibility list and learning what's been successful. Will make certain to ask about precertification.
- This would work so that programs can concentrate on families and teachers.
- The goals are great; the problem is accountability to the state in terms of our contract. Suggest that well-trained certification personnel could be hired out through the Office for a certain number of days at certain sites so they're paid and accountable to the administration rather than to a third party entity.
- High-need families sometimes need case manager support.
- Would this proposal cost anything to us?
 - OECE staff response: There are several different ways the proposal can be designed.

Below are the comments that meeting participants posted on sticky notes on the wall during the gallery walk:

- Pre-qualified certified works so programs can concentrate on relationship with family and supporting them holistically but there may be communication issues
- It sounds like a dream on paper but wondering how this would be accomplished isn't this what they've been trying to do for-years?)
- Yes, absolutely
- Brilliant how would the CDE and it requirements be mat?
- I think yes
- We have considered this so many times however – Accountability to funding source, i.e. CDE is usually a stubbly block
- How would parents who have huge difficulties getting together paperwork for 1 site be able to function with multiple vacancies paperwork?
- I like this idea provided that the enrolments as quickly as an in-house person would. This would save programs money.
- There could be communication glitches, but overall can be a good thing
- If need and eligibility are pre-certified, agency would still need to re-certify if there is a time delay between certifications.
- Family's circumstances are in flux, timing of "pre-certification" with matter a lot so that the pre-cert is relevant when actually certifying enrolling
- I like the idea of having need and eligibility paperwork complete by a peculiar person for SF3C

VI. Summary and Next Steps

Jamillah thanked the participants for their input and confirmed that it will be factored into the further development of the strategies.

September concluded by stating that providers' input was very helpful, and thanking them for devoting most of their monthly meeting to this discussion. She noted that the Office's mission is to work for them, so conversation and consultation really helps OECE move forward. She addressed the uncertain political climate by describing how the City is responding with a determination to stand by its values. Families are feeling particularly vulnerable, and the Office intends to stand by providers so providers can stand by families.

Committee Chair Fonda Davidson thanked September for sharing these words of encouragement, and reiterated her message. She expressed that is wonderful to work with early educators whose focus is creating a more socially just situation for children and families, and who can provide support and resources to one another in building a more inclusive and responsible field of early education in San Francisco.

Session Handout



**Title V Providers Feedback Session
November 10, 2016**

Current State	Proposed for Feedback
RATES – Pay Fairer Rates to Providers	
<p>City funding mimics state and federal programs in several cases; only paying for a portion of the cost of quality, or closing a portion of the gap</p>	<p>City funding will be based on the cost of quality; starting with base funding for Tier 3 on the QRIS Infants = \$27,496 Toddlers = \$20,935 Preschoolers = \$17,069</p> <p>We are considering quality incentives for Tier 4 and Tier 5, based on the state QRIS block grant approach, extended to all participating programs.</p> <p>CSPP = \$200 per child Tier 4; 1.10 Tier 5 CCTR = \$300 per child Tier 4; 1.10 Tier 5</p> <p>Instead of a C-Wages agreement and compensation plan, OECE will have a salary scale of ranges by position which funded sites will agree to follow.</p>
CONTINUITY – Ensure Continuity of Care for Families	
<p>State and federal rules regarding need replicated in some local programs; PFA bridge provides some continuity for some sub-groups</p>	<p>City funding will be available to provide continuity of care for target populations identified in the City wide plan. We will seek to provide continuity for children who are low-income and homeless, child protective services, Latino, African American, English Language Learners , and children with disabilities.</p>
ADMINISTRATIVE BURDEN – Reduce redundant paperwork and reporting	
<p>City funded Title V programs report separately on the following locally funded programs</p> <ul style="list-style-type: none"> - C-WAGES (one point of contact) - Operating Grants (another point of contact) - Preschool for All – enrollment, enhancement, Bridge, PLUS, Special (another point of contact) - ACCESS – Homeless Child Care (another point of contact) - Infant/Toddler Subsidies (another point of contact) 	<p>City funding will be available in one grant agreement, based on projected enrollment by site, reported on once, and monitored with one set of standards by one point of contact at OECE.</p> <p>As an optional new service, OECE is exploring funding third party entities to compile and pre-certify need and eligibility paperwork as a shared service.</p>
CONNECTIONS – Improve Family Outreach and Matching	
<p>Not all city funded programs use SF3C to fill their vacancies. Users of SF3C experience a time lag between the time they “pull” children and when families are referred to them. Some of the families on SF3C are not actively waiting for subsidized ECE services.</p>	<p>All providers receiving city funding will be required to fill vacancies using an improved SF3C.</p> <p>Multiple organizations work with families to get on the waiting list and assist them until they are enrolled. The waiting list offers families <i>all</i> of the vacancies they are eligible for that match their preferences (schedule, location, etc.) in real-time.</p>



Edwin M. Lee
Mayor



September Jarrett
Director

Office of Early Care and Education (OECE)
Citizen’s Advisory Committee
Minutes of the Meeting of November 17, 2016

Date: November 17, 2016

Time: 4:30 pm – 6:30 pm

Location: 1650 Mission Street, Suite 312, OECE Conference Room

Members Present: Kim Garcia-Meza; Lygia Stebbing; Meredith Osborn; Meenoo Yashar; Sandee Blechman; Candace Wong; Kathie Herrera-Autumn;

Members Absent: Yohana Quiroz;

OECE Staff Members Present: September Jarrett; Michele Rutherford; Graham Dobson; Susan Lu;

I. Call to order/Welcome/Agenda Review

Yohana and Candace welcomed Committee Members, OECE staff, partners and members of the public. In addition to Committee Members the following were in attendance:

- Sara Hicks-Kilday, San Francisco Child Care Providers Association
- Anthony (Tony) Tyson, CPAC
- Jerry Yang, Kai Ming Head Start
- Jennifer Curran, Mimi and Peter Haas Fund
- Fonda Aavidson, Cross Cultural Family Center
- Itzel Diaz, Low Income Investment Fund

II. Approval of 10/15/16 Minutes

The minutes were approved by the Committee Members present

III. Director’s Report (See attachment 1)

- Ms. Jarrett reported that Mayor Lee gathered the department heads and stated it was an important time to build San Francisco’s value, and we were all together regarding equity and opportunities for young children and families from all backgrounds. This is the commitment of the Office.
- Ms. Jarrett reported the Office is working on filling vacant staff positions. Jason Holthe was recently appointed as the Finance Manager.
- Ms. Jarrett is working on filling the committee appointments, and Meenoo currently is representing for SFUSD.

IV. Presentation & Discussion of 0-5 System Improvements Strategies

- Overview of 0-5 system improvement strategies from September Jarrett (See attachment 2)
 - Strategy 1: Pay fairer rates to providers
 - Strategy 2: Ensure continuity of care in high quality early education settings for high-priority populations
 - Strategy 3: Streamline multiple local funding programs into one funding agreement and reduce administrative reporting
 - Strategy 4: Improve the system by which families are informed of diverse, quality early care and education choices and matched with options to pay for those choices
- Overview Early Learning Scholarships by Graham (See attachment 3)
- Sharing the draft of ELS gap analysis and revenue analysis for refinancing by Michele (See attachment 4)
- Sharing the draft of Part Day ELS rate by Graham (See attachment 5)
- Discussion
 - Question 1:
Should we focus on bring all providers u to a base level of funding at Tier 3 initially, and then seek to adjust rate for Tier 4 and 5, or should we build in tiered re-imbusement or incentive for higher quality levels from Year one?
 - Question 2:
Should we explore strategies to offset family fees with local dollars (within state and federal limits) or should we build family fees into our model up to 100% of Area Median Income?
 - Question 3:
Is it preferable to expand access for low-income infants and toddlers from target populations through kindergarten entry or to extend preschool access to low-income 3 year olds?
 - Question 4:
Building on state CDE policy, we are considering rate factors as a Year One approach for more equitable distributing resources to the target population identified in the city-wide plan.
- Feedback and questions from the CAC members
 - The ELS funding focuses on low-income families. Is the funding model based on per child enrollment
ELS funding is based on pre child reenrollment.
 - How can we verify the eligibility for ELS funding? Can it be done like PFA, self-certified?
 - Regarding the recommendation of giving one time funding to Tier 4 and 5 programs, one CAC member suggested changing the “one time” to “annual”.
 - Does the family fee not apply to PFA programs?
No, it doesn’t. Family fee applies to PFA Plus and PFA Bridge programs, and PFA tuition credit is not based on family income.
 - Does the calculation model of monthly family fee go by per child?

No, the family fee is not per child fee. If a family has two children enrolled in a program, the family fee is for the two children.

- Many preschoolers with disabilities are enrolled in special day programs in SFUSD, and these children receive some ECE services based on their IEP. But most of them are not qualified to receive Title 5 funding for full day services.

Children with special education are a target population that we are prioritizing with ELS funding. As an ECE provider, the program can apply ELS funding to support the family. In terms of continuity care, the program can apply for ELS funding that will ensure the continuity of care for children with special needs.

- How are we verifying children are part of target populations?
- The Office will not fund family fees, and the fees will stay the same.
- CAC members support prioritizing the target population of homeless children and children involved in the welfare system.
- If the program's quality is below Tier 3, what are we going to do with the children already enrolled in the program?

The program will have time to improve quality, and the children should not be dis-enrolled. However, the goal of ELS funding is to close the gap for high quality ECE programs. If the program is in the Tier 1, we are not going to fund the program to close the gap on the rate.

- It is nice that the parents can choose their child care provider, but there is a limited qualified providers for the families to choose from. How can the office address this issue? There will be a quality support for providers who want to be participating in serving ELS funded children. Therefore, parents will have more options.
- Regarding the parental choices for infant and toddler care, there are not that many options for the parents.

We need more time to build more supply of infant and toddler service and the Office is working on it.

- The food program treats the ECE programs differently between FCCs and Centers. Food program will not cover cost of bag lunches for FCCs, but will cover these for centers. The Office is trying to treat FCCs and Centers equally. When the office calculated the budget from the Food Program, the staff used the lowest reimburse rate to conduct the analysis.
- The calculation to fill the Tier 3 gap is based on the actual number of enrolled children in State subsidies slots.
- About one thousand children receiving subsidies are enrolled in licensed FCCs and Centers, but these programs are not quality setting. These programs weren't included in the calculation of Tier 3 gap funding. As the supply of quality program grows, we are going to need more money to fund them at Tier 3.
- One CAC member had a concern regarding the recommendation of onetime annual quality funding for Tier 4 & 5 programs. Should we use the money to pay more providers to get to Tier 3?

There is a rationale behind this recommendation, and this is the feedback from the family child care leaders meeting. The FCC providers in PFA program were rated above Tier 3.

They said they worked hard to get to the higher tier, and they should receive higher funding than Tier 3 programs. Two CAC members commented that the annual funding reimbursement for Tier 4 & 5 programs is not a lot, but it is symbolic and meaningful to the providers because it shows an appreciation of their hard work.

- Regarding the rate for different program types, is the office going to do a set dollar amount or go by percentage?

The Office calculates the cost of the quality gap at Tier 3 based on full day rate. Gap funding will be based a Part Day Part Year state definition for Title 5 and vouchers.

- What's the plan to continue the tuition reimbursement for all 4 year olds?

We have an obligation to 4 year olds.

- CAC members unanimous endorsements:

- Bring all payments up to Tier 3 cost of quality as a year one priority.
- Provide an annual quality incentive for all low-income enrolled children in programs achieving Tier 4 QRIS based on the State QRIS Block Grant, and pay 10% more for all programs achieving at Tier5.
- Building family fees into our model up to 110% of Area Median Income.
- To the extent budget resources allow, expanding access to low-income infants and toddlers from target populations.
- Providing continuity of care through kindergarten for enrolled children from target populations.
- Exploring a differential rate for target populations receiving ELS funding, subject to fund availability.

V. Public Comment

- Jerry Yang from Kai Ming

He has his concern reading the assumption that if we pay teachers fairly, we can increase quality. Teachers won't perform better because of higher pay. What can really increase the quality in ECE? It could be a system issue such as internal supporting systems. It also depends if the teachers want to devote their life to the ECE field. It is not just the pay rate. A big center program may have extra money to invest in internal infrastructure, but small programs may not have these additional resources.

VI. Closing

Next CAC meeting is scheduled for January 19, 2017



MEMORANDUM

December 5, 2016

TO: OECE Leadership Team

FR: MIG, Inc.

RE: Summary of November 18, 2016 Parent Voices Meeting

In attendance:

Members of Children's Council Parent Voices Group

OECE: September Jarrett, Graham Dobson

MIG, Inc.: Jamillah Jordan, Maria Mayer

On Friday, November 18, 2016, the San Francisco Office of Early Care and Education (OECE or the Office) attended a meeting of the Parent Voices group at the Children's Council office. The objective of the meeting was to share and solicit feedback on the emerging system improvement approaches and strategies under consideration for the OECE's Strategic Implementation Plan.

I. Introductions and Welcome

September Jarrett, Executive Director of OECE, introduced herself, explained the purpose of OECE's attendance at this meeting, and asked all participants to introduce themselves.

II. Presentation and Discussion: OECE's Proposed System Improvement Strategies

Presentation

September's presentation on OECE's proposed system improvement strategies focused on those aspects which most directly impact families. She explained the Office's approach to system improvement, which includes:

- **Preserve** what is currently working (e.g., ACCESS for homeless parents)
- **Finance** the cost of quality for providers
- **Focus** support on target populations not yet achieving kindergarten readiness
- **Simplify** the system for families and providers

She outlined the main objectives which the OECE would like parents' feedback on:

- **Increase options for families:** Pay fairer rates to providers to ensure families have quality options to choose from.
- **Promote continuity of care:** Ensure continuity of care for target families using city funds so that children can continue in their chosen ECE program until kindergarten despite changes in their families' income or need.
- **Enhance outreach to families about options** and the improved matching process: "Flip the script" so that the system first assesses what families want, and then informs them of available options.

Discussion

Participants were encouraged to ask questions, and also to give their feedback as to what they liked about the strategies, what concerns they had, and what is missing from the proposals.

Questions from meeting participants included the following:

- Will there be 12-month eligibility for the ELS program?
 - OECE staff response: The aim is 24-month eligibility.
- Parent Voices has been focusing on funding and eligibility. One issue is that the City only funds licensed care, but many families have different funding sources enabling them to use the unlicensed family-friend-neighbor network for care.
 - OECE staff response: We believe in a mixed quality system, and know that parents rely on many different kinds of childcare. We need to learn more—are researching this issue and will also discuss with you.
- What about childcare for incapacitated parents? If you can't hold down a job or attend school, what options do you have?
 - OECE staff response: We have flexibility with our city funding, and can find options. For example, if you're incapacitated you may also be low-income.
- We need to leave our children in care to work, but want to make sure they're well cared for.
 - OECE staff response: Any program receiving funding from the city has to meet a certain level of quality in terms of curriculum, ratios, etc.—we visit and assess them, so there is accountability.
- Do you fund this out of the general fund or children's fund?
 - OECE staff response: It's a variety of sources, both general fund (about 25% of funding) and children's fund, plus 12% impact fees from developers.
- Can parents file grievances if they have a problem with their provider?
 - OECE staff response: Each county should have information on their website. Every county is legally obligated to provide a number to call to file a complaint.
- What happens if you're in a program and your income changes, making you ineligible?
 - OECE staff response: If that program is funded by us, we'd have an agreement if your income rises above eligibility, the City would bridge that. The program might check in at end of year and transfer you back if you're eligible again, but if not the City will keep it up.
- When a change in eligibility requiring a transition in funding occurs, will the parents be notified, or does the provider take care of it?
 - OECE staff response: We haven't fully worked out the details, but our intention is to make this a seamless transition that occurs behind the scenes without creating paperwork and hassle for families. We may sometimes check in with families to see if they want another choice.

- Would we come here to the Children’s Council to discuss this?
 - OECE staff response: Yes, this is a point of contact and so is the OECE itself. We’d rather put the burden on the system, not parents and families.
- There aren’t currently enough providers for children to be in care for five years. You’ll have to grow the providers.
 - OECE staff response: We are working with development fees and new centers to include childcare in new facilities and housing developments. Supervisor Yee has also created an incentive to rent to childcare providers.
- What about encouraging employers to provide childcare?
 - OECE staff response: We are working to persuade local companies to add childcare and new companies to include it. Sometimes developments don’t include what we planned for—please speak up if you’re aware of such a situation.
- How long will it take to put this new system in place?
 - OECE staff response: We hope that most of the areas discussed tonight, especially continuity of care and increased options for families, will be funded in the manner described as of July 1, 2017. The Notice of Funding Availability (NOFA) will be released in early February and allow providers to apply to be part of this new model. We also hope that schools that currently don’t take children with subsidies will change their minds based on better rates and our commitment to fill gaps in funding.
- Notices of Action to providers are sent abruptly, without necessary time to make changes. This sometimes leads to programs being temporarily shut down due to losing funding. Also, what happens when the minimum wage goes up?
 - OECE staff response: These are more examples of the gaps we plan to cover with continuity of funding.
- How do you see the family engagement working?
 - OECE staff response: We’ll do more of it, and seek to systematize it, using best practices so that families and providers are equal partners. We’ll look at what’s working in other places around the country.

Responses regarding what participants like about the proposed strategies included:

- The simplicity and the fact that it’s designated as covering ages 0 to 5.
- The Strategic Framework chart that explains how the OECE arrived at this point.
- The improved matching system and expanded choice for families.

Concerns or things that participants didn’t like about the proposals were as follows:

- Concern regarding children with special needs—being able to prove these needs without labeling/stigmatizing the child.
- Family/friends/neighbors provide individualized care that is better for some children; since many are not licensed, will your payment of fairer rates make a difference to them?
- Keeping up sustainable funding will be a challenge. You will have to continue to lobby big businesses to support and include childcare as an employee benefit.
- Many families in the service industry work non-traditional hours and need to be provided for.
- As you are strategizing on getting more providers to accept vouchers—keep in mind that more and more people are moving here and making big money, so providers may not be motivated.

- OECE staff response: We're hoping to have an increase built in and have a COLA so it goes up with time.
- It's not clear who will operate the improved matching system.
 - OECE staff response: Wu Yee and Children's Council will continue to do this, but we also plan to put out an RFP to hire others to help, and to ensure that each family has just one representative they need to talk to. This may take a few years.
- Even though it is a proven model of family engagement, Parent Voices is not being supported or funded, and is not allowed to do grant writing or fundraising. The group lacks resources, such as capacity for more childcare so more parents can attend and adequate space for administrative staff. Also, agency meetings are scheduled at the same time we're trying to meet.
 - OECE staff response: Let's plan to meet and discuss this.

Participants made various suggestions including:

- Make sure you use the models such as Parent Voices that are already in use, and work with parents who are already engaged. Don't reinvent the wheel.
- There are many nonprofits that work with families throughout the city—in the Bayview, Mission, Excelsior, the avenues, etc. They have after-school programs, school on Saturdays, and other needed programs. Reach out to them—participant who mentioned this will provide a list.
- Parent Service Project and Parents for Choice are a good start but only skim the surface of family engagement. We need more training, more social connections, and more places where "the rubber hits the road."

III. Conclusion

September thanked participants for their detailed and candid input. She shared that the Office will continue to meet with engaged parent and family organizations to learn more and work together to improve family engagement in San Francisco's ECE system.

Appendix A: Flipchart Notes

Discussion Questions

- Child care for incapacitated parents
- Eligibility based on disability
 - Income fluctuation
- Curriculum of providers
- How is this funded?
 - General fund?
 - Impact fees
- How to get grievances?
- Continue with provider even if income changes
 - Don't penalize families for doing well
- Will this be a smooth transition?
- What do you like?
 - It is 0-5
- How long is this going to take? → skeptical
 - July 1, 2017
- Is this if you're already on the waitlist?
- Notice of action is abrupt
- Lowest number ever of SF3C 2,993

Concerns

- Funding
- Quality improvement
 - Label children/stigma
- Rates for incapacitated families/ parents
- Night care/non-traditional hours
- Who will implement strategy?
 - Where will the database be?
- What happens when the minimum wage goes up?
- What is the name- ELS
- Income gap income increases
 - Cost of doing business
- Parents Voices isn't being funded → Being pushed out
- Not allowed to do grant writing
- Even though it's a proven model of family engagement
 - Make it real!
- Where is the help?
- Don't reinvent the wheel
- How do we communicate with parents?
 - Peer to peer campaigns



MEMORANDUM

December 14, 2016

TO: OECE Leadership Team

FR: MIG, Inc.

RE: Summary of OECE Presentation and Discussion at December 14, 2016 San Francisco Child Care Planning and Advisory Council (CPAC) Meeting

In attendance:

Members of CPAC

OECE: September Jarrett, Sandra Naughton, Jason Holthe

MIG, Inc.: Jamillah Jordan, Maria Mayer

On Wednesday, December 14 2016, the San Francisco Office of Early Care and Education (OECE or the Office) attended the Child Care Planning and Advisory Council (CPAC) meeting at the Children's Council office. The purpose of attending the meeting was to share and solicit feedback on the system improvement strategies being developed for the OECE's Strategic Implementation Plan.

I. Introductions and Welcome

Jamillah Jordan, MIG, Inc., thanked the CPAC membership for devoting much of their agenda today to this update on the Office's latest thinking regarding their proposed ECE system improvement strategies. She introduced September Jarrett, Director of OECE, who presented information on the strategies with assistance from Jason Holte, Fiscal Strategies Manager.

II. Presentation and Discussion: OECE's Proposed System Improvement Strategies

Presentation

September and Jason's presentation on OECE's proposed system improvement strategies focused on the aspects which have been updated since their presentation at the previous CPAC meeting. This included:

- an explanation of the Early Learning Scholarship (ELS)
- the proposed ELS full-day, full year, part-day and part-year rates for infants, toddlers and preschoolers at childcare centers and FCCs

- the definitions of part-day and part-year for the different ELS categories, and
 - the per child quality incentive for providers who are rated at Tiers 4 and 5.
- They also distributed a draft flyer intended to promote information sessions on the upcoming Notice of Funding Availability (NOFA) to providers and requested the CPAC members' feedback and assistance with the outreach effort. Since any providers who wish to receive city funding for the three years beginning with fiscal year 2017-2018 must apply in response to the NOFA, it is crucial to spread the word as widely as possible to the diverse provider community.

Discussion

Following the presentation, Jamillah asked CPAC members three questions intended to elicit feedback regarding the system improvement strategies and the NOFA outreach. Following are the comments made and questions asked by CPAC members in response.

Question 1: What have you heard today that resonates with you?

- This new approach, targeting Tier 3, is exciting and I look forward to seeing how it will be rolled out.

Question 2: What implementation questions do you have?

- I am curious about messaging regarding the new system and NOFA—how will we make sure the word gets out to providers?
- Given that this represents a new strategy for integrating disparate funding strands, and that you don't yet know the outcome of RFPs, do you anticipate any change in how this funding will be distributed in the community? Some providers receive more city funding currently than they will under the new system, so I wonder who will get the funding we're losing.
 - OECE staff response: We do not intend to disrupt services so we anticipate potentially providing one-time transition money to sites negatively impacted in the transition.
- We recognize that the ECE workforce is struggling and that it's difficult for providers to hire and retain staff. It would be helpful to know the assumptions underlying these rates.
 - OECE staff response: Unfortunately, the rates are only slightly raised from the status quo, which is not our ultimate preference. Our goal, which is currently un-resourced, is to pay on parity with school district educators. The Office needs to do more policy work in partnership with stakeholders to more fully address the workforce issue. How will funding deliverables be consolidated as you break down all the various funding silos?
 - OECE staff response: In addition to streamlining funding, we will streamline deliverables to only collect data we really need. We are hoping to reduce data reporting to the City and align it as much as possible with reporting to state and federal sources. Hopefully this will lead to a streamlining of paperwork for both providers and families.
- How are we going to share this information with parents?
- Can you speak to the cost modeling that was done to come up with these rates? I'm surprised to see the higher rates for FCCs for toddlers and preschoolers as opposed to centers.
 - OECE staff response: The City invested in a Comprehensive Fiscal Analysis (CFA) of the ECE system performed by some of the best financial minds in the country. They spent

almost a year working with OECE and First 5 San Francisco to learn about the cost pressures and issues involved and recommended an approach and rates. We were pleased with much of it, but not the recommendations for FCC providers. The CFA and a PowerPoint presentation shared with FCC providers in August are both available on our website. We would like to help steward a system that is scale-able as more resources become available. The current proposal is a developmental step. In the future, we hope to increase rates more significantly as quality ratings increase.

- Thank you for saying that, because based on this chart, the prioritized African American and Latino communities would benefit from an adjustment to these rates. The quality baseline can't be met in those communities at these rates.
 - OECE staff response: In some cases, funding is a barrier to kindergarten readiness in those communities; in other cases, it is due to a combination of other factors. Hopefully we will have better capacity and data in the future to address those barriers. The RFP says it's a three-year program. Where in that timeframe is the structure created for addendums and changes? Are providers expected to make just one application or more?
 - OECE staff response: Our programs are continuously improvement-oriented, but at the same time the system needs some consistency. Since we can contract for anywhere from one to five years, the three-year window is a middle ground intended to both commit to this strategy for a reasonable period and to learn from it. Hopefully we will have resources to amend it during the first three years. Remember this is just one step down a multi-step road.
- Does this take into account the 2,000 children on a waiting list who are not in licensed care? And how do we assist those who are not using licensed care by choice?
 - OECE staff response: We know we have lots of families waiting for care who are using informal providers. We also know that many of our CalWORKS and other subsidized families use license-exempt providers by preference, and we want to support family choice. The Office is currently looking at license-exempt care and examining best practices locally and elsewhere to understand how to support the families making that choice in getting their children kindergarten ready.

Question 3: What are the best ways to engage the diverse segments of the sector in the NOFA outreach?

- Use options other than mainstream media, particularly culturally focused media.
- Use the Resource and Referral network. They have a list of all providers and can do outreach to them.
- Hold informal neighborhood meetings—they are well attended. We just held a neighborhood meeting with September and it was attended by everyone who RSVP'd.
- Reach out through Community Care Licensing.
- Look at the FRCs that serve the target populations.
- Communicate through faith-based organizations—many of them have committees who can help get the word out.
- Make the flyers accessible, succinct and non-jargony. Include FAQs that tell providers exactly what they need to know to make an informed decision from their viewpoint.

- Send an alert out through COCOA.
- It would be helpful to diverse providers to create worksheets for each specific type of program so they know how to apply and what they need to know. Put these worksheets on the back of the flyers.
- What is the due date for the applications?
 - OECE staff response: Early March 2017.

III. Conclusion

Jamillah and OECE staff thanked participants for their time, interest and very helpful feedback.

Appendix B: Partner Input Session PowerPoint

Please Note: Information in this presentation is subject to change

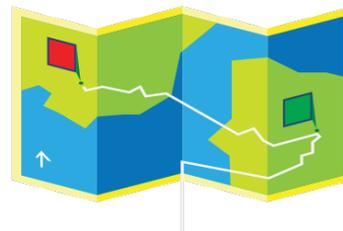


OECE Partner Input Session:

Family Child Care Association of San Francisco

October 22, 2016

Road Map for Today



Goal: Communicate and connect with Family Child Care Association of San Francisco as a key partner of OECE

Objectives:

- Review mission of OECE
- Present emerging system improvement strategies
- Discuss Phase 1 timeline
- Collect input on priorities and issues
- Share next steps

About Me

- **Director of OECE** since July 2016
- Program Director, Mimi and Peter Haas Fund (2012 – 2016)
- HOPE SF, Mayor’s Office (2009 – 2012)
- Director of Policy & Planning & Budget, DCYF (2005 – 2009)
- Founding Director, Child Care Facilities Fund (1994 – 2002)
- Range of professional and volunteer positions in nonprofit sector
- B.A. in Urban Studies, San Francisco State University
- M.S. in Urban Policy, New School for Social Research



OECE

3

Office of Early Care and Education (OECE) Overview

Mission:

Improve access to high quality early care and education

Goals:

Align, coordinate and increase funding
Support and empower the workforce
Forge an effective early care and education system

Approach:

Collaborative, transparent and accountable



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Key Priorities 2016-17



- **Building Our Team** – Finance; Data and Evaluation
- OECE, in collaboration with First 5 and SFUSD, mandated to develop **evaluation strategy for all ECE services**
- Second phase of **transition of PEEF from First 5 to OECE** including direct administration of Preschool for All
- Implementation of recommendations from San Francisco **Citywide Plan for Early Care and Education**



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OECE STRATEGIC FRAMEWORK

Citywide Plan for Early Care & Education Endorsed Recommendations

Birth-to-Five
Approach

Racial Equity
and Diversity

Quality
Improvement

Family
Engagement

Professional
Development
and
Workforce

Financing
Models

Key Concepts

Early Learning Scholarship

Connections
Improving Family & Provider Experience

Initial System Improvement Strategies

①
Pay fairer rates
to providers

②
Ensure
continuity
of care for
families

③
Reduce
redundant
paperwork
and reporting

④
Improve family
outreach and
matching
system

6

System Improvement Strategies



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System Improvement Approach

- **Preserve** what is working
- **Finance** the cost of quality for providers
- **Focus** support on target populations not yet achieving K-readiness
- **Simplify** the system for families and providers



System Improvement Context

April 2016:

- SF Citywide Plan for Early Care and Education adopted
 - Bold and beautiful vision for next five years

By June 2017:

- OECE required by city rules to host funding competition
 - Focus on 4 inter-related priorities related to Citywide Plan
 - Build on what's working and make improvements

2017-18 and Beyond:

Continue to address elements of the Citywide Plan



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System Improvement Strategies

Strategy #1: Pay fairer rates to providers

Strategy #2: Ensure continuity of care for families

Strategy #3: Reduce redundant paperwork and reporting

Strategy #4: Improve family outreach and matching system

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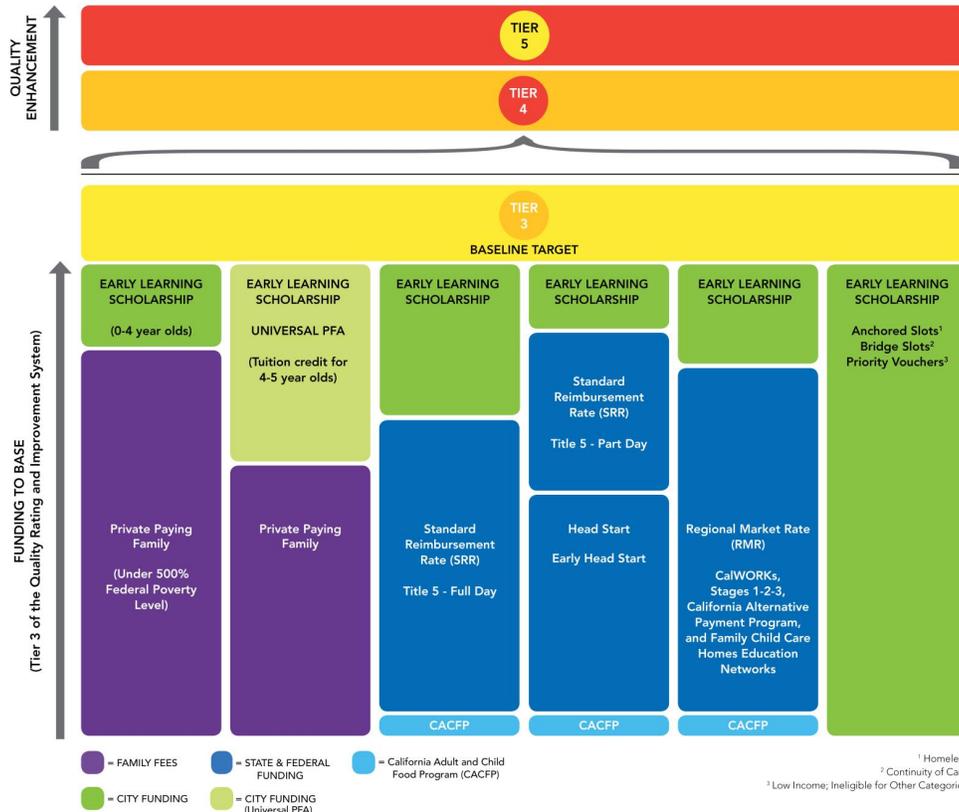
10

Pay fairer rates to providers to reflect the cost of quality

Universal preschool with focused resources for higher need families

Closing the gap with state/federal rates and the cost of quality in San Francisco

Incentivize quality for providers





EARLY LEARNING SCHOLARSHIP STRATEGY 2

Ensure continuity of care in high quality early education settings for high-priority populations

CURRENT



OECE EARLY LEARNING SCHOLARSHIP



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CONNECTIONS: IMPROVING PROVIDER EXPERIENCE STRATEGY 3

Streamline multiple local funding programs into one funding agreement and reduce administrative reporting



EARLY LEARNING SCHOLARSHIP

PROVIDERS

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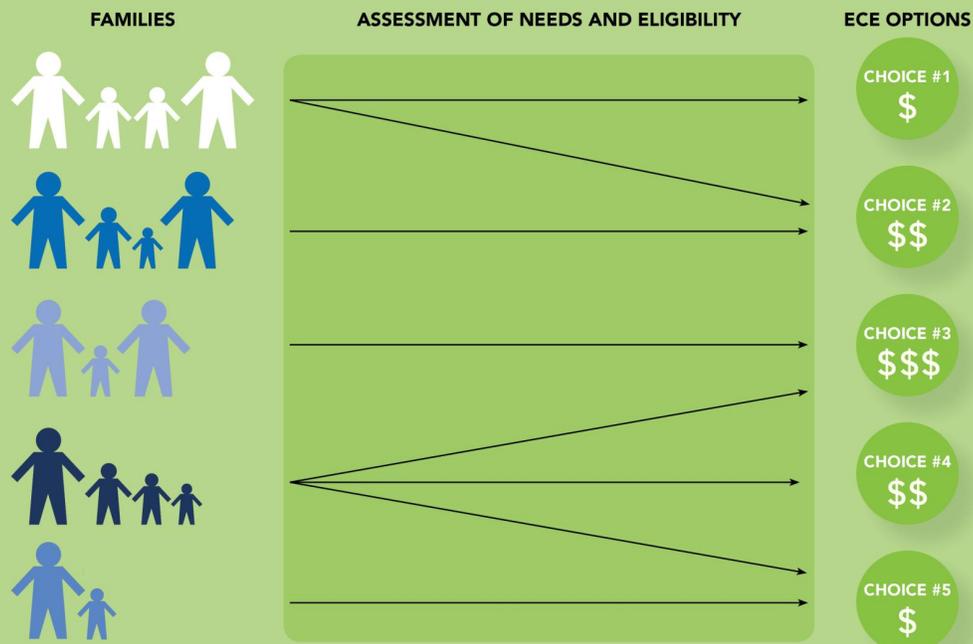
Improving Provider Experience

- **Reduce reporting** related to City funding
 - Reduce duplicative data entry by linking data systems
- Standardize and improve provider **use of Cocoa**
- Coordinate need and eligibility screening, and paperwork **compiled by 3rd party**



CONNECTIONS: IMPROVING FAMILY EXPERIENCE STRATEGY 4

Improve the system by which families are informed of diverse, quality early care and education choices and matched with options to pay for those choices



Phase 1 Timeline



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Phase 1 Timeline

- Internal, team-based work and feedback from First 5 SF: July – August 2016
- Feedback sessions with providers, stakeholders and Citizen’s Advisory Committee: August - September 2016
- Revised strategies based on feedback: September 2016
- **Partner input sessions: October – December 2016**
- Citizen’s Advisory Committee meeting: October 25, 2016
- Online questionnaire: November 2016
- Revised financing and reporting strategies: January 2017
- **Funding application process: Early Spring 2017**
- Funding awards for 2017-2018: Late Spring 2017



OECE Partner Input Sessions

- San Francisco Child Care Providers Association: October 17
- PFA Roundtables: October 19 - 21
- **Family Child Care Association Conference: October 22 (8 am – 3 pm)**
- OECE Citizen’s Advisory Committee: October 25 (3:30 – 5:30 pm)
- Quality Partners/SF QRIS: October 27 (3 – 5:30 pm)
- Centralized Eligibility List: November 3 (9 – 11 am)
- CDE Contractors: November 10 (3 – 5 pm)
- Family Child Care Association Board: November 17 (6:30–8:30 pm)
- Parent Voices: November 18 (6 – 8 pm)
- Child Care Planning and Advisory Council: December 14 (9 – 11 am)

Group Discussion



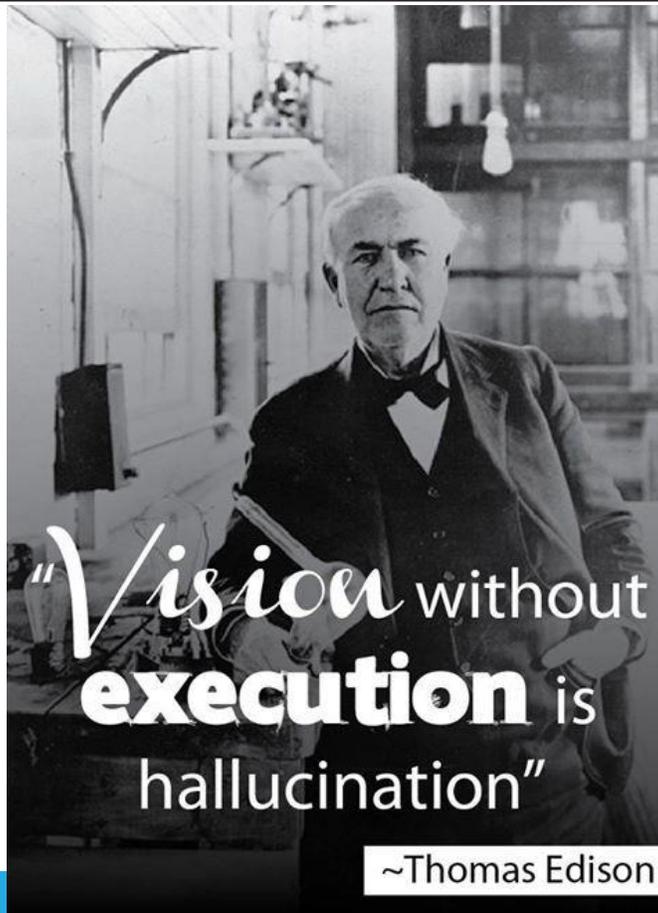
Discussion Questions

1. What do you think are the **major strengths** of the ELS approach?
2. What are the **key challenges** of the ELS approach?
3. What **support** will your organization need to use Cocoa?
4. Do you like the idea of **initial need and eligibility** being pre-certified by another organization? Why or why not?
5. What else should OECE consider as they **move forward**?



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~Thomas Edison

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Next Steps

- Receive feedback on emerging system improvement strategies
- Continue active planning and refinement of strategies
- Prepare the Notice of Funding Availability (NOFA)



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OECE Partner Input Session:

Family Child Care Association of San Francisco

October 22, 2016

Appendix C: Survey Tool



OECE Community Partner Survey

Survey Introduction

The **San Francisco Office of Early Care and Education (OECE)** is currently gathering input from stakeholders to inform emerging strategies to implement the recommendations adopted in the [Citywide Plan for Early Care and Education](#). OECE has conducted several meetings over the last few months to gather input from community partners.

Building on the input and ideas from our community partners, we have **developed four proposed strategies to guide how OECE funds the early care and education field** starting in FY 2017-18. The four proposed strategies are described below.

- **Strategy #1: Pay fairer rates to providers** by providing city funding that actually covers the cost of operating quality programs (as defined as at least Tier 3 on the Quality Improvement and Rating System) on a per child basis.
- **Strategy #2: Ensure continuity of care for target families** using city funds so that they don't lose early care and education services due to changes in their families' income or need.
- **Strategy #3: Reduce redundant paperwork and reporting by:**
 - a) Reducing reporting for City funding;
 - b) Improving the Cocoa data system which will be used for all enrollment tracking; and,
 - c) Exploring funding third party entities to compile and pre-certify need and eligibility paperwork for low-income families so that providers only need to check and approve the paperwork.
- **Strategy #4: Improve the system by which families are informed** of quality early care and education choices and matched with options to pay for those choices.
-

Click [here](#) to view a PowerPoint presentation that outlines OECE's approach and framework for developing each of these strategies.

OECE is **using this survey to gather input on the four proposed strategies** from a wide range of community partners and individuals who are unable to attend input meetings. **Please complete the survey below by December 6, 2016** to share your perspectives and ideas with OECE. All responses are anonymous.



OECE Community Partner Survey

Part 1: Tell us about yourself.

1. Please indicate your role in the Early Care and Education (ECE) Field.

- I work at an ECE center.
- I work at a Family Child Care Home.
- I work for an organization that does not directly deliver ECE programming, but that supports the ECE field locally.
- I am a San Francisco parent.
- Other (please specify)



OECE Community Partner Survey

Part 1: Tell us about yourself (con't)

2. My role in the center is:

- Teaching Staff
- Administrative Staff



OECE Community Partner Survey

Part 1: Tell us about yourself (con't)

3. My role in the Family Child Care Home is:

- Owner
- Assistant



OECE Community Partner Survey

Part 1: Tell us about yourself (con't)

4. Have you attended a Partner Input session led by OECE?

- Yes
- No
- Don't know



OECE Community Partner Survey

Part 2: Proposed System Improvement Strategies

- **Strategy #1: Pay fairer rates to providers** by providing city funding that actually covers the cost of operating quality programs (as defined as at least Tier 3 on the Quality Improvement and Rating System) on a per child basis.
- **Strategy #2: Ensure continuity of care for target families** using city funds so that they don't lose early care and education services due to changes in their families' income or need.
- **Strategy #3: Reduce redundant paperwork and reporting** by:
 - a) Reducing reporting for City funding;
 - b) Improving the Cocoa data system which will be used for all enrollment tracking; and,
 - c) Exploring funding third party entities to compile and pre-certify need and eligibility paperwork for low-income families so that providers only need to check and approve the paperwork.
- **Strategy #4: Improve the system by which families are informed** of quality early care and education choices and matched with options to pay for those choices.

5. Please select your level of support for the four proposed strategies above.

- I strongly support all of the strategies.
- I support all of the strategies.
- I support some of the strategies, but not all of them.
- I do not support any of the strategies.
- I am not sure of my level of support.

6. What do you like about any of the four proposed strategies? Why?

7. What do you NOT like about any of the four proposed strategies? Why?

8. What questions do you have about any of the four proposed strategies?



OECE Community Partner Survey

Part 3: Additional Partner Ideas

9. If you were director of OECE, what is the most important thing you would do to improve the proposed strategies?

10. If you were director of OECE, what is the most important thing you would be sure NOT do to as you implement the proposed strategies?

11. What additional perspectives and ideas should OECE consider as it moves forward in refining the proposed strategies?



OECE Community Partner Survey

Thank you for completing this survey.

Please help us to collect input from other community partners by sharing the survey link--
<https://www.surveymonkey.com/r/OECESurveyEnglish> -- within your network to relevant stakeholders.

For more information, please visit www.sfoece.org



OECE Encuesta Socio de la Comunidad

Encuesta Introduccion

La [Oficina de Atención Temprana y Educación \(OECE\)](#) de San Francisco actualmente está recopilando opiniones de partes interesadas para informar de las estrategias emergentes, a fin de implementar las recomendaciones adoptadas en el [Plan para la Atención Temprana y la Educación de toda la Ciudad](#). La OECE ha realizado varias reuniones en los últimos meses para recopilar opiniones de los socios comunitarios.

Basándonos en las opiniones e ideas de nuestros socios comunitarios, hemos desarrollado cuatro estrategias propuestas para guiar el modo en el que OECE financia el campo de atención temprana y educación a partir del año fiscal 2017-18. Las cuatro estrategias propuestas se describen a continuación.

Estrategia n.º 1: Pagar tarifas más justas a proveedores aplicando financiación de la ciudad por niño, de manera que los proveedores puedan operar programas de calidad (por lo menos Nivel 3 en el Sistema de mejora y clasificación de la calidad).

Estrategia n.º 2: Asegurar la continuidad de la atención para las familias destinatarias usando fondos de la ciudad, para que ningún niño pierda los servicios de atención temprana y educación debido a cambios en las necesidades o ingresos de sus familias.

Estrategia n.º 3: Reducir los informes y el papeleo redundantes del siguiente modo:

- a) Reduciendo los informes para financiación de la Ciudad;
- b) Mejorando el sistema de datos Cocoa que se usará para el seguimiento de la inscripción; y
- c) Financiando a entidades de terceros para compilar y precertificar el papeleo de necesidades y elegibilidad para familias de bajos ingresos.

Estrategia n.º 4: Mejorar el sistema por el cual las familias son informadas de las opciones de atención temprana y educación de calidad, y son designadas para las opciones de pago de dichas opciones.

Haga clic [aquí](#) para ver una presentación PowerPoint que describe el enfoque y el marco de la OECE para desarrollar cada una de estas estrategias.

La OECE está usando esta encuesta para recopilar las opiniones que una amplia gama de socios comunitarios e individuos que no pueden asistir a las reuniones de opinión tienen acerca de las cuatro

estrategias propuestas. **Complete la encuesta a continuación antes del 6 de Diciembre de 2016 para compartir sus perspectivas e ideas con la OECE.** Todas las respuestas son anónimas.



OECE Encuesta Socio de la Comunidad

Parte 1: Hablarnos de ti

1. Indique su función en el Campo de Atención Temprana y Educación (ECE).

- Trabajo en un centro de ECE.
- Trabajo en un hogar de cuidado infantil familiar.
- Trabajo para una organización que no proporciona directamente programas de ECE, pero que apoya al campo de ECE localmente.
- Soy un/a padre/madre de San Francisco.
- Otro:



OECE Encuesta Socio de la Comunidad

Parte 1: Hablános de ti (con't)

2. Mi función en el centro es:

- Personal docente
- Personal administrativo



OECE Encuesta Socio de la Comunidad

Parte 1: Hablános de ti (con't)

3. Mi función en el hogar de cuidado infantil familiar es:

- Propietario
- Asistente



OECE Encuesta Socio de la Comunidad

Parte 1: Hablános de ti (con't)

4. ¿Asistió a una sesión de Opinión de socios dirigida por la OECE?

- Sí
- No
- No sé



OECE Encuesta Socio de la Comunidad

Parte 2: Estrategias de Mejoramiento del Sistema Propuesto

- **Estrategia n.º 1:** Pagar tarifas más justas a proveedores aplicando financiación de la ciudad por niño, de manera que los proveedores puedan operar programas de calidad (por lo menos Nivel 3 en el Sistema de mejora y clasificación de la calidad).
- **Estrategia n.º 2:** Asegurar la continuidad de la atención para las familias destinatarias usando fondos de la ciudad, para que ningún niño pierda los servicios de atención temprana y educación debido a cambios en las necesidades o ingresos de sus familias.
- **Estrategia n.º 3:** Reducir los informes y el papeleo redundantes del siguiente modo:
 - a) Reduciendo los informes para financiación de la Ciudad;
 - b) Mejorando el sistema de datos Cocoa que se usará para el seguimiento de la inscripción; y
 - c) Financiando a entidades de terceros para compilar y precertificar el papeleo de necesidades y elegibilidad para familias de bajos ingresos.
- **Estrategia n.º 4:** Mejorar el sistema por el cual las familias son informadas de las opciones de atención temprana y educación de calidad, y son designadas para las opciones de pago de dichas opciones.

5. Seleccione su nivel de apoyo a las cuatro estrategias propuestas más arriba.

- Apoyo firmemente todas las estrategias.
- Apoyo todas las estrategias.
- Apoyo algunas de las estrategias, pero no todas.
- No apoyo ninguna de las estrategias.
- No estoy seguro de mi nivel de apoyo.

6. ¿Qué le gusta de cualquiera de las cuatro estrategias propuestas? ¿Por qué?

7. ¿Qué NO le gusta de cualquiera de las cuatro estrategias propuestas? ¿Por qué?

8. ¿Qué preguntas tiene acerca de cualquiera de las cuatro estrategias propuestas?



OECE Encuesta Socio de la Comunidad

Parte 3: Ideas Socio Adicional

9. Si usted fuera director de la OECE, ¿cuál sería la cosa más importante que le gustaría hacer para mejorar las estrategias propuestas?

10. Si usted fuera director de la OECE, ¿cuál sería la cosa más importante que se aseguraría de NO hacer cuando implementa las estrategias propuestas?

11. ¿Qué perspectivas e ideas adicionales debería la OECE considerar al avanzar en el perfeccionamiento de las estrategias propuestas?



OECE Encuesta Socio de la Comunidad

Muchas gracias por responder esta encuesta. Ayúdenos a recopilar opiniones de otros socios comunitarios distribuyendo el vínculo de la encuesta en su red a partes interesadas relevantes.

Para obtener más información, visite www.sfoece.org.



OECE 社区合作伙伴调查

調查 介绍

舊金山早期保健和教育辦公室 (OECE) 目前正在收集利益相關者的意見以提供新興策略，冀能實施全市早期保健和教育計劃中所採納的建議。早期保健和教育辦公室過去幾個月以來已經舉行了數次會議以收集社區合作夥伴的意見。我們根據社區合作夥伴的意見和想法，制定了四項提議的策略以指導早期保健和教育辦公室如何為從 2017-18 會計年度開始的早期保健和教育領域提供資金。這四項提議的策略如下所述。

- **1 號策略**：運用每個兒童所佔的城市經費份額支付提供者更公平的價格，好讓提供者可以經營優質的方案（至少是品質改善和評級系統的第 3 級）。
- **2 號策略**：確保使用城市經費的目標家庭的保健持續性，這樣就沒有兒童會因為他們的家庭收入或需求改變而失去早期保健和教育服務。
- **3 號策略**：透過以下方式減少繁冗的文書工作和報告：
 - a) 減少城市經費的報告；
 - b) 改善將用於追蹤註冊的 Cocoa 資料系統；以及，
 - c) 為第三方實體提供經費以編制和預先認證低收入家庭的需求和資格文書。
- **4 號策略**：改善系統以通知有關家庭優質的早期保健和教育服務，並匹配各種選擇以支付那些服務。

按一下此處以查看 [PowerPoint](#) 簡報，其中概括說明早期保健和教育辦公室制定每項策略的方法和架構。早期保健和教育辦公室使用本調查從大範圍的社區合作夥伴以及無

法參加這些會議的個人那裡收集對四項提議的策略的意見。請在 2016 年 12月6日前完成以下調查，與早期保健和教育辦公室分享您的觀點和想法。所有回答都是匿名的。



OECE 社区合作伙伴调查

第1部分：谈谈你自己吧

1. 請指出您在早期保健和教育 (ECE) 領域中所扮演的角色。

- 我在早期保健和教育中心工作。
- 我在家庭式托兒所工作。
- 我是一家不直接提供早期保健和教育方案，但其在本 地支持早期保健和教育領域的機構工作。
- 我是一名住在舊金山的家長。
- 其他:



OECE 社区合作伙伴调查

第1部分：谈谈你自己吧 (继续)

2. 我在中心的職務是

- 教學人員
- 管理人員



OECE 社区合作伙伴调查

第1部分：谈谈你自己吧 (继续)

3. 我在家庭式托兒所的職務 是

- 業主
- 助理



OECE 社区合作伙伴调查

第1部分：谈谈你自己吧 (继续)

4. 您是否參加過早期保健和教育辦公室舉辦的合作夥伴意見諮 商會議？

- 是
- 否
- 不知道



OECE 社区合作伙伴调查

第2部分：建议系统改进策略

- 1 號策略：運用每個兒童所佔的城市經費份額支付提供者更公平的價格，好讓提供者可以經營優質的方案（至少是品質改善和評級系統的第 3 級）。
- 2 號策略：確保使用城市經費的目標家庭的保健持續性，這樣就沒有兒童會因為他們的家庭收入或需求改變而失去早期保健和教育服務。
- 3 號策略：透過以下方式減少繁冗的文書工作和報告：
 - a) 減少城市經費的報告；
 - b) 改善將用於追蹤註冊的 Cocoa 資料系統；以及，
 - c) 為第三方實體提供經費以編制和預先認證低收入家庭的需求和資格文書。
- 4 號策略：改善系統以通知有關家庭優質的早期保健和教育服務，並匹配各種選擇以支付那些服務。

5. 請選擇您對以上這四項提議的策略的支持程度。

- 我強烈支持所有的策略。
- 我支持所有的策略。
- 我支援某些策略，但不是全部。
- 我不支持任何一項策略。
- 我不確定我的支持程度。

6. 您喜歡關於這四項提議的策略的哪一點？為什麼？

7. 您不喜歡關於這四項提議的策略的哪一點？為什麼？

8. 您對於這四項提議的策略有哪些疑問？



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第3部分：其他合作伙伴理念

9. 如果您是早期保健和教育辦公室的主管，為了改進提議的策略，您將會做的最重要的事情是什麼？

10. 如果您是早期保健和教育辦公室的主管，當您實施提議的策略時，您肯定不會做的最重要的事情是什麼？

11. 當早期保健和教育辦公室開始著手完善提議的策略時，應考慮的其他觀點和想法是什麼？



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感谢您完成这项调查。请在您的网路内将此调查連結分發給相關利益群體，幫助我們收集其他社區合作夥伴的意見。
如欲瞭解更多資訊，請造訪 www.sfoece.org