

**FIRST 5 SAN MATEO COUNTY
 PROGRAM, OPERATIONS AND PLANNING (POP) COMMITTEE MEETING**

DATE: June 5, 2017
TIME: 4:00 – 5:00 PM
ADDRESS: San Mateo County Office of Education, 101 Twin Dolphin Dr.
 Superintendent’s Conference Room, 2nd Floor,
 Redwood City, CA 94065

COMMISSION MEMBERS: Anne Campbell (Chair), David Canepa, Sandra Phillips-Sved
PUBLIC MEMBER: Harvey Kaplan, M.D.
STAFF: Michelle Blakely, Kitty Lopez, Chonne Sherman

AGENDA		
1.	Approval of the June 5, 2017 Program, Operations and Planning Committee Meeting Agenda	Campbell
2.	Approval of the March 6, 2017 Program, Operations and Planning Committee Meeting Minutes (See Attachment 2)	Campbell
3.	Program Highlights / Updates <ul style="list-style-type: none"> • Build Up for San Mateo County’s Children: Early Learning Facilities • Close the Gap: Pre-K to Kinder Articulation- Implementation Model & Update • Mental Health Systems Planning (See Attachments 3, 3A & 3B)	Blakely
4.	Communications Update / Verbal	Sherman
5.	Adjournment	Campbell
NEXT MEETING: July 10, 2017		

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**FIRST 5 SAN MATEO COUNTY
PROGRAM, OPERATIONS AND PLANNING (POP)
COMMITTEE MEETING MINUTES
March 6, 2017**

- **Commission Members:** Anne Campbell (Chair)
 - **Public Member:** Harvey Kaplan M.D.
 - **Staff:** Michelle Blakely, Kitty Lopez, Chonne Sherman
 - **Absent:** David Canepa, Sandra Phillips-Sved
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Discussion Items

Policy Platform 2015-2018: Kitty Lopez reviewed the Policy Platform with Committee members. Originally the policy platform had approximately sixteen items, which has been reduced to ten leading policies within the focus areas of Early Learning, Health and Development, Strong Families and System Sustainability and Enhancement. The policy platform consists of policies that First 5 is currently engaged in, and supporting in San Mateo County. Each policy has an associated activity that supports F5SMC's policy and advocacy work.

The First 5 Association of California's Policy Platform was provided to the Committee as their areas of focus intersect with our local policy efforts. The Committee members recommended that the Policy and Advocacy Platform be presented to the Commission at the April 24th Commission meeting.

Committee Discussion

The policy area, "Advocate, fund, and support care coordination across various settings" was discussed. Dr. Kaplan interjected that it is a very important service that is provided. Additionally, it is also a very important service to pediatric / healthcare providers. In the April edition of the local Chapter 1 of the American Association of Pediatrics Newsletter, the president did a site visit to Fresno, Tulare County and pointed out the stress, pressure on health care providers to do everything; to be the social worker, translator, communicator of what that child needs and advocate for it. The feedback that she was getting from pediatricians was that the work was taking its toll; pediatricians were getting depressed. The social problems overflow into the medical clinic.

Michelle Blakely stated that there are local and national initiatives such as our own Watch Me Grow and Help Me Grow that support the pediatricians doing the work of connecting families to resources or community services.; In some cases a care coordinator goes to the office(public health clinics) a couple of days a week and does a screening (if clinic staff are not conducting screenings) or conducts follows up with referrals, so that way the pediatrician doesn't have to worry about connecting those dots as much. Another challenge that needs to be addressed is billing for care coordination services.

Dr. Kaplan added that another challenge is putting a strong financial foundation underneath the services, the concept of having strong community based services that can interact directly with the health care providers and be a resource for the family and doctor.

Michelle Blakely stated that this policy & practice is consistent with our general systems building support at First 5 as we want to have the services be easy for parents and for providers. We always want to be promoting universal and developmental and behavioral screenings which we do

through all of our grantees as well as Watch Me Grow and Help Me Grow, support community based oral health services and oral health strategic planning and support parent's advocating for health equity issues around housing, transportation and, safe, healthy and equitable communities, which Dr. Kaplan helped promote.

Commissioner Site Visits: At Commission Meetings this past year, we have discussed several key initiatives:

- Quality Early Learning/Child Care Settings/Facilities
- Watch Me Grow Initiative and its move to be a part of the Help Me Grow National Model for supporting children with special needs
- Oral Health Strategic Planning; First 5's investment and support of the Virtual Dental Home model to provide dental care in preschool settings

Staff would like to set up at least one Commissioner Visit to one site reflecting one of the initiatives above before the end of the fiscal year and possibly include our State Legislators to see the work of First 5 in their county districts.

Build up for San Mateo County's (SMC's) Children: Early Learning Facilities: Michelle Blakely provided the update for this agenda item informing the Commission that there is currently a resurgence of energy addressing the shortage of Child Care Facilities issues, which is a multi-faceted and complex effort. F5SMC and partners including the San Mateo County Office of Education (SMCOE); the Child Care Partnership Council (CCPC); the Child Care Coordinating Council (4Cs); the Silicon Valley Community Foundation-Center for Early Learning (CEL); Human Services Agency (HSA) and local child care advocates, have long embarked on several strategies to build awareness about this important issue. With no single entity being responsible for addressing this issue, Build Up for SMC s Children will be a single coordinated effort to increase the supply of early learning facilities and increase the recognition of the connection between housing, transportation, and local planning efforts to child care facilities. Discussion at today's meeting will highlight:

- Brion Early Learning Facilities Assessment
- F5SMC funding and strategic support for Build Up for SMCs Communications Consultant
- SVCF-CEL Early Learning Taskforce Report focused on financial strategies
- Build Up for SMCs draft Work Plan (i.e. Communication Plan & Advisory Body)
- Individual presentations to cities
- Presentation for April 2017 Commission Meeting

The partners are working to ensure a coordinated effort to develop an overview strategy and plan, how to move forward on communications, and how to implement the work as this is a huge and complex issue in San Mateo County. There are approximately 11,000 children, 0-5 that technically today would need child care spaces, of which we don't have enough.

First 5 has proposed funding a position that would be a bridge consultant to assist in pulling all of these important activities together and help to align a county-wide vision for how to work together. Funding will be utilized from First 5 California Impact grant and local F5SMC funds. The consultant contract will be with Sarah Kinahan who has been very involved with facilities and worked with the Child Care Partnership Counsel for a long time. The name of the initiative, Build up for San Mateo County Kids, was derived from the Silicon Valley Task Force.

Committee members were provided with a power point from the last and final Silicon Valley Task Force meeting. The power point contains explicit and detailed recommendations about financing

strategies, communicating city by city to make recommendations for child care in development projects and community benefit plans.

The final report is scheduled to be completed mid-April; Ms. Kinahan will present the Commission with the roll out of the initial plan for our facilities work in the County to garner Commission feedback.

For the first three months the Leadership Team is going to build up the Advisory Committee, develop a communications plan and tools to support consistent communication efforts. The major deliverable is to identify long term funding for a permanent staff position to focus on the work.

Years ago the Commission jointly funded the Smart Kids Program which was geared towards facilities, with the Human Services Agency, the County Office of Education, with 4C's as the program administrator. Through the Smart Kids program 1,800 sites were expanded which included new facilities and the renovation of over 50 programs.

The model is to have an advisory group to pull funds together and to develop technical assistance for city planners and how to move child care facility recommendations forward. The location for staff to reside needs to be identified, with one agency housing the permanent position.

Committee Discussion: The Committee discussed housing the permanent employee with 4C's as a possibility and asked the question of how the position will be funded. First 5 historically has not provided direct service, but we could with this position even though it is more policy based. However, the goal is to have the position linked to the Child Care Partnership Council to vet recommendations and have deeper discussions.

First 5 has base layer funding through the First 5 California Impact Grant through 2020. This is administrative funding that comes directly to First 5. Currently portions of that funding can cover some salary costs utilizing the line item, Early Learning Systems. There is approximately \$45,000 per year; the funding rolls over and we didn't use all of the funds from last year. First 5 may be able to contribute some funds towards salaries; for example in the Oral Health Initiative, the new County Dental Director's salary is paid through pooled funding. First 5 contributes \$50,000 each year for two years, the Sequoia Healthcare District and the Peninsula Healthcare District also contribute funds for this position.

The Leadership Committee will be tasked with developing a plan to fund salaries and identify where staff should be housed as there will need to be a dedicated staff person leading this effort as it will be a major endeavor, particularly working with twenty cities on the Peninsula. The work is more than First 5 can do alone. The Leadership Committee will be the think tank around the work this person is doing and then the Child Care Partnership Council (CCPC) as the group that provides community input.

Program Updates and Highlights

Michelle Blakely reviewed the following program highlights with the Committee:

Help Me Grow Contractor Procurement: San Mateo County is officially a Help Me Grow (HMG) Affiliate County. HMG is a statewide and nationwide collective impact effort that advances developmental screening, promotes early detection amongst health providers and provides linkages to services for children at risk for who have special needs. F5SMC and partners including Gatepath, have been engaged in aspects of HMG for many years. F5SMC will have a procurement process to determine the Help Me Grow lead agency. F5SMC will also support policy and implementation efforts by the F5CA Association-CA's HMG State Lead Agency.

Mental Health Systems Planning Procurement: Early childhood mental health system planning has commenced. As referenced in the Strategic Plan Implementation Plan (SPIP), this effort includes community planning, landscape analysis, and needs assessment activities. Subsequent funding decisions will be determined by the results. F5SMC is seeking a contractor to assist with landscape analysis, key informant interviews and other administrative supports.

MAA Leveraging Analysis: Health Reach Consulting will provide detailed analysis of current F5SMC funded projects, emerging projects and F5SMC staff activities to determine MAA Leveraging opportunities. The final report is expected at the end of May.

Persimmony Grants Management System: F5SMC Grantees and staff are actively implementing this new on-line management system. Operational procedures, grantee technological supports and data collection capabilities are being fine-tuned.

Communications

Website: Chonne Sherman walked the Committee through the recent progress made on the new website and mobile application designs. The presentation included clicking from the Home page to the Families page, showing the consistency in design and presentation of copy and future resource information for parents. The soft launch is scheduled for mid-May and the hard launch for mid-June.

Social Media: RSE started utilizing social media on First 5's behalf this past February. The Committee reviewed the outcome numbers for Twitter followers, and reviewed the traffic for Facebook and Instagram. Prominent individuals such as Ted Lempert re-tweeted First 5 tweets to their contacts / followers, which increases First 5's social media visibility. The outcomes to date are impressive given that First 5 has just started utilizing social media.

Monthly Commission Meeting Updates: In response to Commissioner Michelson's request for a standing monthly Communications update at each Commission meeting, RSE will provide a presentation at the April 24th meeting, to update the Commission on the implementation of communication activities to date and next steps; staff will provide subsequent updates.

Committee Discussion: Committee members were pleased with the communication activities to date and praised staff for a job well done. Dr. Kaplan gave staff a "gold star" for all of the work that First 5 is doing agency wide.

Date: June 5, 2017

To: First 5 San Mateo County Program, Operations & Planning Committee (POP)

From: Michelle Blakely, Program and Planning Director

Re: Review and Discussion

- **Program Updates and Highlights: Build Up For San Mateo County's Children: Early Learning Facilities; Close the Gap: Pre-K to Kinder Articulation; and Early Childhood Mental Health Systems**
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ACTION REQUESTED

Review and Discussion

- Program Updates and Highlights: Build Up for San Mateo County's Children: Early Learning Facilities; Close the Gap: Pre-K to Kinder Articulation; and Early Childhood Mental Health Systems Planning.

BACKGROUND

Program Updates and Highlights are provided as brief illustrations of the work addressing the Commission's Strategic Plan 2015-2020 in the focus areas of: Early Learning, Family Engagement, Child Health and Development and Policy, Advocacy and Communications.

PROGRAM UPDATES AND HIGHLIGHTS

- **Build Up for San Mateo County's Children: Early Learning Facilities:** Staff and partners (San Mateo County Office of Education (SMCOE), 4Cs, Child Care Partnership Council, Silicon Valley Community Foundation (SVCF), and Supervisors' Pine & Groom's offices) have been meeting regularly as a planning committee to launch and fully implement the next phase of facilities work. Key implementation areas include: advisory board recruitment, development of a fundraising plan for operations and finalizing the communication plan. Attached is the final report from Silicon Valley Community Foundation's Facilities Taskforce. Taskforce recommendations include strategies for financing new or existing childcare facilities. (Attachment 3A)
- **Close the Gap: Pre-K to Kindergarten Articulation:** SVCF, SMCOE, The Big Lift and F5SMC have been collaboratively working on a collective and unified approach to bridge the early learning and school district communities. Pre-K to Kindergarten and TK-3rd grade alignment (P-3), is the establishment of shared expectations, practices and information (data) systems between the public and private early learning community (children 0 – 5 years) and the TK – 12 system (specifically TK – 3rd grade). P-3 systems strive to ensure all children develop the cognitive and social skills that establish strong foundations for future learning and to support both children and their families at key transition points. The Close the Gap Implementation Model is attached. (Attachment 3B).
- **Early Childhood Mental Health Systems Planning:** LaFrance Associates has been selected to provide consultation services for mental health systems planning. Landscape analysis, key informant interviews, and a steering committee recruitment begins in June 2017. A presentation to the Commission in January 2018 will provide an overview of findings, and recommendation for implementation strategies for FY2018.



SAN MATEO COUNTY CHILD CARE AND PRESCHOOL FACILITIES TASK FORCE

Final Report and Recommendations, May 2017



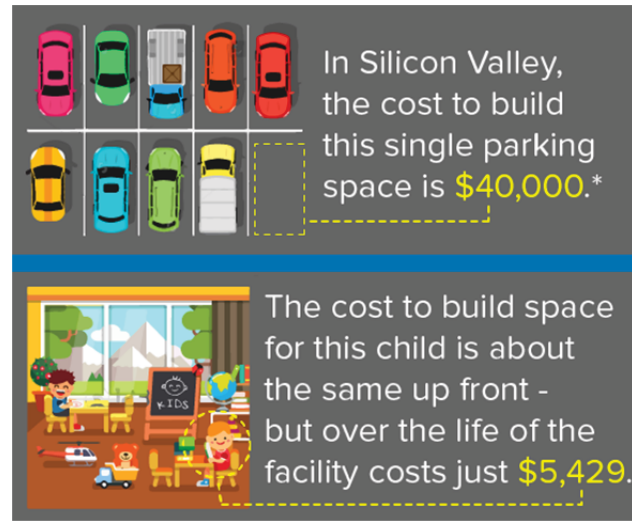
Need and Background

Regional planning advocates have long recognized the connection between affordable housing, traffic congestion, jobs and education as key drivers of where families choose to live. The shortage of affordable high-quality child care and preschool facilities must also be a part of the equation.

The lack of high-quality affordable child care is impacting a large segment of San Mateo County's workforce, which in turn impacts transportation and housing. It is exceedingly rare for a neighborhood to have affordable housing, job opportunities, high-quality child care and education and public transit options. Therefore, people often have to sacrifice at least one of these elements to make ends meet.

As of 2015 there was a shortage of 10,800 child care and preschool spaces for children aged birth through age four, meaning there are close to 11,000 children in San Mateo County who need child care or preschool but there is currently not a space to serve them. The future growth of this gap is expected to approach 14,000 spaces by the year 2025ⁱ. The average cost to build one child care space is \$40,717. In total, it would cost approximately \$428 million to meet the unmet demand in 2025.ⁱⁱ

The high cost of real estate and limited available land are factors that greatly influence the supply of child care and preschool facilities in high-cost counties, such as San Mateo. In 2015, the average rental price for a square foot of commercial space across the county was up almost 20 percent from 2014. Square footage has become incredibly difficult to come by throughout the county, as only 8 percent of space is available, down from a 10 percent vacancy rate at the end of 2014. This marked the lowest vacancy rate for any quarter since 2001ⁱⁱⁱ. A recent review of commercial vacant land costs in San Mateo County showed that the price per square foot of land in 2015 ranged from \$84-\$122^{iv}. To meet licensing requirements, there must be at least 25 square feet per child indoors and 75 square feet per child outdoors for a total of 100 square feet per child. To create only one classroom of 20 children at a total of 2,000 square feet, the cost for the land alone ranges from \$168,000-\$244,000 – not to mention any building or programming costs.



*The cost to develop one parking space in the San Francisco Bay Area ranges from \$25,000-\$40,000.

A recent 2016 survey identified “difficulty finding an available site” and “lack of funding” as the top two barriers child care and preschool providers face when exploring program development or expansion. The same survey also highlighted that owners of at least four San Mateo County child care sites are facing closure or displacement due to the increasing cost of rent.

The shortage of child care and preschool facilities in San Mateo County will not be solved by the child care sector alone. For this reason, in 2016, the Center for Early Learning, in partnership with San Mateo County Office of Education and First 5 San Mateo County, convened the San Mateo County Child Care and Preschool Facilities Task Force, consisting of a cross-section of San Mateo County and Bay Area leaders from the government, housing, education, business, faith-based and non-profit sectors to develop a set of recommendations that addresses the urgent need for child care facilities in the region.

2016 San Mateo County Early Learning Facilities Needs Assessment

Throughout 2016, during the same time frame the San Mateo County Child Care and Preschool Facilities Task Force was engaging in its work, San Mateo County Human Service Agency commissioned a study performed by Brion Economics that examined current and projected child care supply and demand, surveyed current child care providers’ willingness and ability to expand programs, assessed potential sites that may be used for child care and reviewed possible financing strategies. The parallel timing of the study provided the task force with the most up-to-date data available upon which to make its recommendations.

The final summary of the San Mateo County Early Learning Facilities Needs Assessment and other companion documents can be found on the San Mateo County Office of Education’s website:

<http://www.smcoe.org/learning-and-leadership/early-learning/child-care-partnership-council/child-care-and-early-learning-needs-assessment.html>

Challenges and Solutions

The task force conferred with local and national experts to identify an exhaustive list of challenges and barriers that commonly exist, which hinder a community's ability to increase the supply of high-quality child care and preschool facilities despite tremendous demand.

The task force narrowed down this initial list to the following four challenges based on San Mateo County's unique needs and current landscape. In addition, the task force explored possible solutions specific to each of the challenges.

CHALLENGE: No public funding for child care and preschool facilities

Historically, there has been no state or local funding to support child care and preschool facilities in San Mateo County.

With this clear lack of financial support for child care and preschool facilities, the task force researched three possible strategies for generating local sustainable funding for facilities:

- **Local Tax Measures** A number of possible local public funding sources that could be used to fund child care facilities were reviewed. These could be adopted countywide or by jurisdiction. Examples of public funding sources are:
 - School district bonds
 - Parcel taxes
 - Sales taxes

Local Example: The Big Lift and Measure K

San Mateo County has experience with pursuing local tax measures and utilizing some of the funds for the purpose of early care and education. **The Big Lift and Measure K**, formerly Measure A, are a recent example.

The Big Lift is a PreK-3rd grade initiative with a focus of improving 3rd grade reading proficiency via critical interventions starting with increasing the quality and number of preschool spaces in the regions of greatest need. Work began in 2013 after the Board of Supervisors agreed to allocate \$15 million in **Measure K** funds to establish the San Mateo County Early Learning and Care Trust Fund. **Measure K**, approved by voters in 2012 and renewed in 2016, is a half-cent countywide sales tax to support essential county services, maintain critical facilities and launch innovative initiatives.

- **Developer Impact Fees** – Counties and cities have the option of imposing fees on developers to fund infrastructure and public facilities projects. Developer impact fees are exclusively for capital improvements serving new development to offset the impact of a particular project or new growth. Two cities in San Mateo County have a child care impact fee to help fund early learning facilities:

Municipality	Developer Impact Fee
San Mateo ^v	<ul style="list-style-type: none"> • City of San Mateo adopted a Commercial Development Fee for child care in 2004 • The fee rate is \$1.08/sq. ft. for projects over 10,000 sq. ft. that are one or more of the following: <ul style="list-style-type: none"> ○ New commercial development of superstructure ○ Addition of square footage to existing commercial development ○ Commercial tenant improvements requiring planning approval • The current balance of the impact fee fund is approximately \$1.2 million and a large bulk of those funds was generated in the last three to four years
South San ^{vi} Francisco	<ul style="list-style-type: none"> • City of South San Francisco adopted a child care impact fee in 2001 • As of June 30, 2014, approximately \$2.0 million in fees has been collected; \$650 thousand in interest earnings has been credited to the program and \$620 thousand has been expended on projects and program administration fees • Remaining balance after planned projects is \$1,995,688

- **Public-Private Partnership Grant Program** - San Mateo County has experience with small grant facilities programs through *The SmartKids Fund*. *SmartKids* was focused on improving and expanding the number of quality child care and early learning spaces and facilities. It was administered by San Mateo Child Care Coordinating Council with funding from First 5 San Mateo County and San Mateo County Human Services Agency (HSA) from 2001-2012. Approximately 1,800 new spaces were created in 150 childcare centers and homes over the years and more than 50 renovation projects were completed in partnership with Rebuilding Together.

CHALLENGE: San Mateo County real estate costs

San Mateo County has experienced a rapid and dramatic increase in real estate costs, making it extremely difficult for providers interested in opening up a new child care center or preschool to find affordable space. Several existing providers are also facing difficult decisions about whether or not they can continue to afford rising costs and keep their facility open. There are a number of child care and preschool providers who have recently had to close facilities; which continues to exacerbate San Mateo County's shortage.

The San Mateo Early Learning Needs Assessment examined the construction costs per child care space depending on the type of construction project:

- New or existing commercial space – average cost \$53,800 per space
- New building construction – average cost \$43,183 per space
- Employer-based centers – average cost \$41,033 per space
- Expanding existing centers – average cost \$37,003 per space
- Portable buildings – average cost \$25,412 per space

The needs assessment provided in-depth analysis on the evaluation of reuse/re-designation of existing space and employer-based centers. While these two types of construction projects are not the most economical in terms of average cost per child care space, the task force considered these two solutions as most readily feasible given the shortage and high-cost of available land for new building construction. In addition, the task force also considered policy levers that would ensure cities consider child care facilities in future development.

- **Evaluation of reuse/re-designation of existing space** – In Fall 2016, a San Mateo County Early Learning Facilities Stakeholder Survey and Provider Survey^{vii} identified possible existing sites that could be developed with a new early learning facility. The following types of locations for sites were the most likely to be mentioned:
 1. Local education agencies (LEA) – local county office of education, school districts
 2. Faith-based organizations
 3. Community college sites
 4. Community centers
 5. Affordable housing developments

It is important to note that the survey identified faith-based organizations and school districts to be the most willing organizations to provide new child care and preschool facilities. Both entities tend to have missions and values that align with the provision of child care and preschool and often have either building space or land available to support such facilities^{viii}.

- **Inclusion of child care and preschool facilities spaces through large employers** – A highlight of the 2016 San Mateo County Early Learning Facilities Study was that many larger companies have the financial capacity, land and building space to meet some of the needs of their employees and to provide additional child care and preschool facilities for the community.

Major San Mateo County Employers Currently with On-site Child Care Centers or Partnerships with Local Centers

- City of Daly City, Daly City
- Electronic Arts, Redwood Shores
- Genentech, South San Francisco
- Gilead, Foster City
- Mills Peninsula Medical Center, Burlingame
- County of San Mateo, Redwood City
- San Francisco Airport, Burlingame
- Oracle, Redwood City
- USGS, Menlo Park

Research: Employer Sponsored Child Care Assistance Programs

A 2014 study published in the Journal of Managerial Psychology found that **employee performance was higher and absenteeism was lower** among employees using on-site child care than employees using an off-site center or who had no children.

Several San Francisco Bay Area companies offer either on-site or near-site child care to their employees. These companies say that providing an easy and affordable option for childcare is a tool **for recruitment, retention and overall job satisfaction.**

On its South San Francisco campus, Genentech has offered on-site child care for years. In a 2012 San Francisco Business Times article, a senior HR representative shared, "Having our onsite childcare centers located on our South San Francisco campus, **allows working parents the flexibility they need while caring for a child and the peace-of-mind they require to know their child is nearby and properly cared for.**"

Nicole L. Gullekson, Rodger Griffeth, Jeffrey B. Vancouver, Christine T. Kovner, Debra Cohen, (2014) "Vouching for childcare assistance with two quasi-experimental studies," Journal of Managerial Psychology, Vol. 29 Issue: 8, pp.994-1008, doi: 10.1108/JMP-06-2012-0182

- **Inclusion of child care and preschool facilities in municipal General Plans and future development** - With the rapid increase in the number of commercial real estate developments and other regional planning efforts throughout San Mateo County, it is imperative cities consider child care facilities in future development.

Up-and-Coming City Leaders: San Carlos and San Mateo

In January 2017, the **San Carlos City Council** directed the Planning Department and City Manager to look further into how the city can support developing more child care, including looking at their code and regulations, permitting process, and potential levers to pull to include more child care in new developments.

At its February 21, 2017, meeting, the **San Mateo City Council** identified child care facilities as one of the Council's priorities for 2017-2018.

CHALLENGE: Child care and preschool facility permits are expensive and cumbersome to acquire

In 2007, the Child Care Coordinating Council of San Mateo County conducted a child care land use study, which inventoried local land use policies and planning procedures related to child care in 19 of the 21 jurisdictions in the county. A summary of the study, which shows the complexity, costs and variances between cities on child care zoning and permitting, can be found at this link: http://www.smcoe.org/assets/files/learning-and-leadership/early-learning/4Cs_Child_Care_Land_Use_2007.pdf

In order to address this challenge, the task force identified the following as the primary necessary action steps:

- **Work with appropriate entities at the state and local levels to ease the permitting process and reduce permit fees and/or provide tax credits for child care**
- **Review permitting process throughout the county to determine how to fast-track zoning and permitting processes for child care programs**

Case Study: Toddle

Toddle, a preschool for 24 children, opened in March 2015 after a **two-year facility search (13 properties)** and almost **2-year permitting and remodel** of a house. The owners of Toddle **invested approximately \$2.5 million** in facility acquisition, permitting, and construction costs to renovate the building for preschool use. **Most child care operators do not have the resources to make this kind of investment of dollars or time.**

CHALLENGE: Child care and preschool facilities are a part of a community infrastructure that no single entity has the responsibility to address

The task force acknowledges that the issue of child care facilities is so complex that efforts to address the issue will need to be multi-faceted and will need champions across multiple sectors. However, due to the lack of a single entity responsible for early childhood development, there historically has not been a unified and coordinated effort to increase the supply of child care and preschool facilities. The task force recommends:

- **A unified and coordinated countywide effort focused solely on the development and sustainability of child care and preschool facilities in San Mateo County. This effort will provide focus on and commitment to eliminating the facility shortage through:**
 - Staff that will oversee all aspects of advocating for more facility development in San Mateo County
 - A communications and advocacy plan to increase general awareness of the facility shortage

The Build Up Initiative

In order to address the lack of a single entity or agency that has responsibility to address the need for more early care and early learning facilities in San Mateo County, the task force recommends the design and implementation of *Build Up for San Mateo County's Children (Build Up)*, a unified and coordinated countywide effort focused solely on the development and sustainability of child care and preschool facilities in San Mateo County. Initial steps in instituting *Build Up* include the:

- Development of a comprehensive communications plan
- Establishment of a staff position focused on generating sustainable revenue for facility development, advocating for policies and incentives that support facility development and expansion, and developing a model that other communities can adopt

Build Up will be seed funded through a private-public partnership, that may include, but is not limited to the following partners - Center for Early Learning, County of San Mateo, First 5 San Mateo County, San Mateo County Human Service Agency and San Mateo County Office of Education.

Build Up will initially focus on the following key strategy areas and priority recommendations:

- **Reinforce and/or implement current and new policies and incentives:** Work with cities and the county to include child care in their general plans, review permitting and zoning policies and prioritize inclusion of child care in future developments. Collaborate with local and state representatives who support the issue.
- **Reuse/re-designate existing space:** Work across sectors - school districts, the county, businesses, municipal government, etc. - to identify and prioritize unused existing space.
- **Provide child care through large employers:** Provide technical assistance to employers interested in providing on-site child care to their employees
- **Generate revenue for facility development:** Pursue local tax measures (e.g., bond measures to raise funds for child care development) and assist child care providers in drawing down funds from already established funds (e.g., San Mateo and South San Francisco child care impact fees)

Overall, San Mateo County has been a leader in trying to connect the planning and real estate fields with the child care industry. These recommendations provided by the task force will help San Mateo County reach its goal to make child care another commonly funded and accepted public service and facility, just like parks, roads, libraries, schools and other basic infrastructure – Joanne Brion, principle Brion Economics

San Mateo County Child Care and Preschool Facilities Task Force Members

Ben Cohn	Office of Assemblymember Mullin
Bernie Vidales	Jefferson School District
Bruce Bean	The Trafton Group
Dave Pine	San Mateo County Board of Supervisors
David Cattivera	Rebuilding Together
Emily Loper	Bay Area Council
Francesca Segre	Office of Assemblymember Rich Gordon
FrederickArn Hansson	San Mateo County Planning Commission
Gloria Hernandez	Ravenswood Elementary School District
Greg Mediati	City of South San Francisco
Harvey Schloss	SMCOE Child Care Partnership Council & Congregation Beth Am
Heather Cleary	Peninsula Family Service
Heather Stewart	City of San Mateo
Jennifer Sweeney	MidPen Housing
John Ward	John M. Ward and Associates
Mark Herbert	Small Business Majority
Matt Regan	Bay Area Council
Matthew Tinsley	Santa Clara County Office of Education
Meg Clark	Home and Hope
Rosanne Foust	SAMCEDA
Susan Neufeld	Bridge Housing
Vu-Bang Nguyen	Silicon Valley Community Foundation (SCVF)

San Mateo County Child Care and Preschool Task Force Advisors

Avo Makdessian	Center for Early Learning, SVCF
David Fleishman	San Mateo Child Care Coordinating Council
Gina Quiney	Office of Supervisor Carole Groom
Jean-Marie Houston	San Mateo County Office of Education
Jenifer Clark	First 5 San Mateo County
Kristen Anderson	City of Redwood City
Michelle Blakely	First 5 San Mateo County
Michelle Sioson Hyman	Center for Early Learning, SVCF
Sarah Kinahan	Co-chair, Facilities Committee, Child Care Partnership Council
Randy Torrijos	Office of Supervisor Dave Pine

How to Get Involved

There are a number of ways to get involved in shaping *Build Up for San Mateo County's Children*.

1. Spread awareness about the dire need for child care and preschool facilities in San Mateo County
2. Donate to *Build Up for San Mateo County's Children*
3. Engage with San Mateo County's Child Care Partnership Council
4. Volunteer on a *Build Up for San Mateo County's Children* workgroup

For more information on the San Mateo County Child Care and Preschool Task Force contact:

Michelle Sioson Hyman
Senior Officer, Center for Early Learning
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ⁱ 2016 San Mateo County Early Learning Facilities Needs Assessment. Brion Economics. [http://www.smcoe.org/assets/files/learning-and-leadership/child-care-partnership-council/Facilities%20Needs%20Assessment%202016%20\(ELFNAR\)/2513%20Exe%20Sum%20CC%20SMC%20FINAL%202.22.17-2.pdf](http://www.smcoe.org/assets/files/learning-and-leadership/child-care-partnership-council/Facilities%20Needs%20Assessment%202016%20(ELFNAR)/2513%20Exe%20Sum%20CC%20SMC%20FINAL%202.22.17-2.pdf)

ⁱⁱ 2016 San Mateo County Early Learning Facilities Needs Assessment. Brion Economics. [http://www.smcoe.org/assets/files/learning-and-leadership/child-care-partnership-council/Facilities%20Needs%20Assessment%202016%20\(ELFNAR\)/2513%20Exe%20Sum%20CC%20SMC%20FINAL%202.22.17-2.pdf](http://www.smcoe.org/assets/files/learning-and-leadership/child-care-partnership-council/Facilities%20Needs%20Assessment%202016%20(ELFNAR)/2513%20Exe%20Sum%20CC%20SMC%20FINAL%202.22.17-2.pdf)

ⁱⁱⁱ <http://www.smdailyjournal.com/articles/news/2015-04-07/commercial-real-estate-rates-still-skyrocketing-market-stays-hot-as-rates-continue-to-increase-and-available-space-dwindles/1776425141274.html>; date pulled 3/1/2017

^{iv} 2016 Early Learning Facilities Financing Strategy for San Mateo County. Brion Economics

^v <http://www.cityofsanmateo.org/DocumentCenter/View/41982>

^{vi} South San Francisco Annual Impact Fee Report 2014-105. <http://www.ssf.net/DocumentCenter/View/9082>

^{vii} 2016 San Mateo County Early Learning Facilities Needs Assessment. Brion Economics.

^{viii} 2016 San Mateo County Early Learning Facilities Needs Assessment . Brion Economics.

Close the Gap Initiative Implementation Model

1. Leadership			
Goal: Mechanisms and structures exist that reflect, support and sustain shared vision, collaborative relationships and mutual accountability between the early learning community and K-12 system.			
Phase I: PreK – 3 rd Activities	Outcomes	Measures of Success	
1.1.a	Convene PreK – 3 leadership team to formalize connections among private and public early learning partners and key TK – 3 rd grade stakeholders, including district administration and student support services.	<ul style="list-style-type: none"> Greater understanding, collaboration and coordination among key PreK – 3rd grade stakeholders. Multiple stakeholders, including administrators, public and private preschool providers, community-based organizations and special education providers are engaged and share accountability for quality early learning. 	<ul style="list-style-type: none"> Established leadership team that meets consistently and represents the PreK - 3rd community. Number and diversity of membership Number of times the group meets Team members perceive the value of the team.
1.1.b	Leadership team will articulate a vision for PreK – 3 learning community, establish goals and develop a PreK – 3 plan based on the needs of the children and families in the community. Plan is aligned to district priorities and team oversees implementation.	<ul style="list-style-type: none"> Review of trend data to establish goals. Vision and goals are aligned to district priorities. Districts review existing policies and revise to support PreK – 3 alignment and quality education for young children. 	<ul style="list-style-type: none"> Plan based on the needs of the children and families served is in place and reviewed annually
1.1.c	Leadership Team will report goals, baseline data and celebrate PreK – 3 progress and achievements to school boards and larger community annually.	<ul style="list-style-type: none"> School boards and community are informed, engaged and invested in early learning priorities. 	<ul style="list-style-type: none"> Annual presentation to school board Press releases, media articles, and other outreach materials
Phase II:			
1.2.a	Include PreK – 3 goals and activities in Local Control Accountability Plan (LCAP).	<ul style="list-style-type: none"> PreK – 3rd grade learning systems are recognized as a district priority and embedded in district plans. Local funding is allocated to PreK – 3 efforts. 	<ul style="list-style-type: none"> PreK – 3 Plan reflected in LCAP Resources reassigned to support PreK – 3 efforts. PreK – 3 is an integral part of the district's system of growth measures.
1.2.b	PreK representation is included in district leadership (cabinet) team.	<ul style="list-style-type: none"> PreK concerns and interests are represented in District policies and practices. 	<ul style="list-style-type: none"> Evidence of PreK representation in leadership team roster.
1.2.c	Identify the variety of federal, state, local and private funding sources (Title I, II, Extended TK, Special Education, Headstart, LCFF, philanthropic grants) that include services for children PreK – 3 rd , and combine and blend resources to address PreK – 3 rd goals.	<ul style="list-style-type: none"> Funding plan in place which leverages existing funds and provides continuity for PreK – 3rd efforts. 	<ul style="list-style-type: none"> Resource and funding plan
Phase III:			
1.3.a	Districts review and develop as needed hiring and evaluation practices that address the unique needs of early learning (TK – K – 1 st grade) classrooms.	<ul style="list-style-type: none"> Highly qualified teachers provide effective instruction to young learners. 	<ul style="list-style-type: none"> Number of teachers in TK & K positions with early childhood credentials/professional development on effective instructional practices and problem solving for young children Recruitment and retention plan Early learning evaluation plan

2. Instructional Effectiveness

Goal: Administrators create a culture and organizational structures that enable teachers to actively and visibly provide high quality instruction and effective learning experiences for all children, PreK – 3rd grade.

Phase I: PreK – 3 rd Activities		Outcomes	Measures of Success
2.1.a	Administrators (district, site, ECE) participate in annual professional development related to the learning and development of children, birth to age 8 (ie principals and site administrators participate in San Mateo P-3 Leadership Series)	<ul style="list-style-type: none"> Administrators have a greater understanding of how to lead PreK – 3rd learning communities and to support effective instructional practices. Professional development aligned to PreK – 3 goals 	<ul style="list-style-type: none"> Number of administrators completing training Administrators report improved ability to support early learning classrooms
2.1.b	PreK – TK/K teachers participate in data-driven, cross-sector professional development aligned with the goals identified in the PreK – 3 plan. (See Phase II for 1 st – 3 rd grade teachers)	<ul style="list-style-type: none"> Standards and curriculum are aligned PreK through K with district priorities and school readiness expectations. Teachers are more aware of the developmental progression from PreK – K 	<ul style="list-style-type: none"> Number of teachers participating in training PreK – TK/K professional development plan in place
2.1.c	If available, transitional kindergarten teachers complete modules offered through the CA TK training series.	<ul style="list-style-type: none"> TK teachers will have a greater understanding of the developmental needs of TK students and appropriate instructional practices. 	<ul style="list-style-type: none"> Number of teachers completing training modules Observation of TK classrooms indicates increased use of developmentally appropriate practices
Phase II:			
2.2.a	PreK – 3 teachers and administrators make classroom and site observations across and within grades, schools and districts using the Close the Gap Classroom Observation Protocol.	<ul style="list-style-type: none"> Observers report increased understanding of the teaching practices of their colleagues within and across grades and schools/districts. Teachers incorporate observed exceptional instructional strategies into their own practices. 	<ul style="list-style-type: none"> Number of classroom and site visits Completed observation forms Teachers report changing instructional practices based on observations.
2.2.b	1 st – 3 rd grade teachers participate in data-driven, cross-sector professional development aligned with goals identified in the PreK – 3 plan.	<ul style="list-style-type: none"> Standards, assessments and curriculum are aligned PreK – 3rd grade with district priorities Teachers have a greater understanding of the developmental progression from PreK – 3rd grade 	<ul style="list-style-type: none"> Number of teachers participating in training PreK – 3rd grade professional development plan in place
2.2.c	PreK – 3 rd grade teachers participate in regular horizontal and vertical, cross-sector PLC's.	<ul style="list-style-type: none"> Teachers increase their understanding of the instructional strategies of other teachers in same/differing grades. 	<ul style="list-style-type: none"> Number of teachers participating Teachers report adapting practices to incorporate exceptional instructional practices
2.2.d	Preschools and districts demonstrate innovative efforts to create and standardize time for school and community-based teachers to work together across different daily, weekly, quarterly, and school year calendars.	<ul style="list-style-type: none"> Teachers spend more time in vertical and horizontal teams Improved communication and collaboration between PreK community and TK – 3rd system 	<ul style="list-style-type: none"> Time spent in collaborative work groups
Phase III:			
2.3.a	Ensure developmentally appropriate practices are that are highly effective are employed across the PreK – 3 rd grade continuum.	<ul style="list-style-type: none"> Teachers inventory instructional practices using a strength-based approach Teachers exchange and select exceptional instructional strategies 	<ul style="list-style-type: none"> Observations of classrooms indicates increased use of DAP's
2.3.b	Adopt a shared curriculum/ supplemental material (ie literacy, social emotional learning) PreK – 3 rd grade.	<ul style="list-style-type: none"> Teachers identify and align school wide/district wide strategies PreK – 3 aligned to their goals Teachers identify curriculum and materials required to increase achievement in identified goal areas 	<ul style="list-style-type: none"> Adoption of school wide strategies aligned to goals Teachers report having materials and curriculum to achieve goals

3. Data-driven Improvement			
Goal: Current and relevant data are used to improve schools, classrooms, instruction, professional development and other systems, PreK – 3 rd grade.			
Phase I: PreK – 3 rd Activities	Outcomes	Measures of Success	
3.1.a	Districts administer common K-readiness assessment across all sites for incoming kindergarten students.	<ul style="list-style-type: none"> Consistent, reliable K-readiness data which can be used to identify achievement gaps, inform professional development and drive instructional improvement. 	<ul style="list-style-type: none"> Number of sites and classrooms using common assessment tool
3.1.b	K-readiness data are used to inform, establish and deliver PreK – K professional development.	<ul style="list-style-type: none"> Data-driven, cross-sector professional development. 	<ul style="list-style-type: none"> Cross-sector PD plan based on established need.
3.1.c	Share data among early learning programs and schools (create an assessment loop).	<ul style="list-style-type: none"> Improved communication and collaboration between the PreK and TK – 3rd systems. Increased curriculum alignment. 	<ul style="list-style-type: none"> Number of teachers/classrooms participating in data sharing PreK and TK – 3rd grade teachers report adapting curriculum and instructional practices based on shared data.
Phase II:			
3.2.a	Employ multiple data sources and assessments to understand student progress, instructional effectiveness and overall program improvement.	<ul style="list-style-type: none"> Multiple assessment tools (ie classroom observations, student attendance, family engagement markers) are used to identify areas for improvement and to realign resources for PreK – 3rd efforts. 	<ul style="list-style-type: none"> Evidence of multiple assessment tools being used. Resources reassigned to support PreK – 3 efforts.
3.2.b	District and PreK partners actively seek to track and reduce chronic absence.	<ul style="list-style-type: none"> Greater attendance and improved learning outcomes since children are in class. 	<ul style="list-style-type: none"> Reduction in chronic absenteeism rates.
Phase III:			
3.3.a	Districts explore the feasibility of assigning unique student identifiers (SSIDs) to children attending district preschool programs	<ul style="list-style-type: none"> The process of assigning SSIDs has begun. 	<ul style="list-style-type: none"> Number of meetings to assess feasibility.

4. Community and Family Engagement

Goal: Community partners and families are actively and systematically involved as full partners in supporting children’s learning and development from PreK through 3rd grade.

Phase I: PreK – 3 rd Activities			Outcomes	Measures of Success
4.1.a	Establish an Early Learning Partners Network (ELPN) with local public and private preschool providers, and TK – 3 rd administrators and teachers to increase communication and collaboration across systems.	<ul style="list-style-type: none"> • ELPN meets regularly to network, establish aligned expectations and practices, share student data. • Public and private preschool providers are viewed as a key partner and integral component of education. 	<ul style="list-style-type: none"> • Number of preschools participating in network • Members report improved knowledge of PreK – 3rd system 	
4.1.b	Districts provide engagement opportunities for incoming families across all school sites (e.g. K orientations, summer play-dates, family math nights, parent education events).	<ul style="list-style-type: none"> • Families feel welcome in their child’s school and have increased knowledge about what to expect in kindergarten. 	<ul style="list-style-type: none"> • Number of families who participate • Families report feeling ready for kindergarten and comfortable in child’s school. 	
4.1.c	Communicate well-defined, developmentally appropriate school readiness expectations district-wide to parents and care givers of children 0-5, using the Are You Ready for Kindergarten resource as a guide.	<ul style="list-style-type: none"> • Families have an increased understanding of school readiness expectations and ways to support development. 	<ul style="list-style-type: none"> • Improved levels of kindergarten readiness 	
4.1.d	Preschools and districts educate families about the importance of daily attendance and the negative impact of chronic absence in the early years.	<ul style="list-style-type: none"> • Improved attendance rates. 	<ul style="list-style-type: none"> • Reduction in chronic absenteeism rates. 	
Phase II:				
4.2.a	Establish buddy class system with early learning partners, pairing PreK classrooms with K classes. Encourage PreK visits for special events, story time, music, etc.	<ul style="list-style-type: none"> • Prior to starting elementary school, PreK students will be familiar with kindergarten classrooms and routines, enabling a smoother transition. • Improve communication and collaboration between PreK partners and K teachers. 	<ul style="list-style-type: none"> • Number of classrooms participating and the number of visits • Teachers report improved collaboration with partners 	
4.2.b	Roll out family engagement and early literacy texting program, Ready4K.	<ul style="list-style-type: none"> • Families are actively engaged in developing early literacy skills and preparing children to enter kindergarten ready to learn. 	<ul style="list-style-type: none"> • Number of families participating in Ready4K • Improved early literacy skills. 	
4.2.c	When appropriate, include PreK partners in site-based staff meetings and events.	<ul style="list-style-type: none"> • Improved communication and collaboration between PreK partners and TK – 3rd systems. 	<ul style="list-style-type: none"> • Number of times PreK partners are invited to attend • PreK & TK – 3 staff report increased awareness of both PreK and TK – 3 systems. 	
Phase III:				
4.3.a	Provide opportunities for TK & K teachers to make home visits.	<ul style="list-style-type: none"> • Families feel engaged and are able to support children’s transition to kindergarten. 	<ul style="list-style-type: none"> • Number of home visits 	
4.3.b	Districts provide opportunities for on-site preschool partners to use school facilities (library, multi-purpose room, etc) and ensure that they are part of the school’s safety plans.	<ul style="list-style-type: none"> • Improved transition as incoming kinder students have greater familiarity with elementary school setting • Low-costs means of providing PreK partners with expanded facilities for improved instruction. 	<ul style="list-style-type: none"> • Shared use agreement established with preschool partners. 	
4.3.c	Districts and PreK partners link families to support services through collaboration with community partners (library, resource center, mental health services, etc).	<ul style="list-style-type: none"> • Families and children experience less stress, feel supported and are more able to enter kindergarten ready to learn. 	<ul style="list-style-type: none"> • Number of community partners participating • Number of family referrals 	
4.3.d	Encourage all preschool partners to adopt CA Preschool Learning Foundations which are aligned to Common Core State Standards.	<ul style="list-style-type: none"> • Standards are aligned. 	<ul style="list-style-type: none"> • Number of feeder preschools using the CA Preschool Learning Foundations 	

5. Pathways to Success		
Goal: Every child, especially those at risk for school failure, has access to a continuity of services and a clear pathway of high quality education from PreK through 3 rd grade		
Phase I: PreK – 3 rd Activities	Outcomes	Measures of Success
5.1.a Adopt PreK – TK/K transition report tool to support information sharing between PreK and TK/K teachers.	<ul style="list-style-type: none"> Shared expectations and practices established. Improved communication about kindergarten readiness and transitions across systems. TK & K teachers get to know each child prior to the start of kindergarten. More evenly distributed class assignments. 	<ul style="list-style-type: none"> Number of transition reports completed. Teacher report increased understanding of the needs of children entering their classroom.
5.1.b Transition plans and supports are in place for children with special needs and their families.	<ul style="list-style-type: none"> Children with special needs and their families understand the kindergarten intake process and feel supported as they make the transition. 	<ul style="list-style-type: none"> Transition plan in place. Families report high level of satisfaction with transition process and support received.
Phase II:		
5.2.a Establish a common transition process across all classrooms, settings and age/grade levels	<ul style="list-style-type: none"> PreK-3 teachers share information about children transitioning between grades through written reports and/or in-person meetings. 	<ul style="list-style-type: none"> Teachers report increased understanding of the needs of children entering their classroom.
5.2.b Develop learning progressions that support children's continuous progress from year to year	<ul style="list-style-type: none"> Learning is viewed as a continuum from PreK through 3rd grade, reducing repetition and building on early academic gains. PreK & TK – 3rd teachers demonstrate an understanding of early childhood development and developmentally appropriate practices. 	<ul style="list-style-type: none"> Learning progressions are created and shared. Teachers report an increased understanding of child development for the grades below and above (where they are coming from and where they are going)
Phase III:		
5.3.a Increase access to PreK for all children through the use of Title I funds, extended TK program, partnerships with local Headstart, State and community programs, etc.	<ul style="list-style-type: none"> Districts leverage existing funding and partnerships to increase the number of children attending high quality preschool. 	<ul style="list-style-type: none"> Resources reallocated to support early learning opportunities Increase in early learning educational opportunities.
5.3.b Districts, in partnership with community resources, actively reach out to families to encourage preschool participation and promote the importance of early learning.	<ul style="list-style-type: none"> Families understand the importance of early learning and more children attend preschool. 	<ul style="list-style-type: none"> Increased number of entering TK & K students who have attended preschool.
5.3.c Districts will review current kindergarten schedules and work toward implementation of full-day kindergarten (5 hours or more of instructional time) for all children	<ul style="list-style-type: none"> All eligible children are offered a minimum of 5 instructional hours per day in kindergarten. 	<ul style="list-style-type: none"> Increase in full-day kindergarten spots available.

The Close the Gap Initiative Implementation Model is inspired by the work of:

Kristie Kauerz & Julia Coffman (2013) *Framework for Planning, Implementing, and Evaluating PreK – 3rd Grade Approaches*, and
Linda Sullivan-Dudzic, Donna K Gearn and Kelli Leavell (2010) *Making a Difference: 10 Essential Steps to Building a PreK – 3 System*