A LETTER FROM THE CHAIR

The San Francisco Child Care Planning and Advisory Council (CPAC) is San Francisco’s local child care planning council. Early care and education (ECE) stakeholders appointed by the Board of Education and the Board of Supervisors are charged with advising policy makers, funders and planners regarding the coordination and needs of early care and education in San Francisco. Education Code 8499.5 requires local child care planning councils to conduct a needs assessment every five years. CPAC completed needs assessments required by the California Department of Education (CDE) under this act in 1999, 2002, and 2007. The 2012–13 San Francisco Early Care and Education Needs Assessment provides important updated information for legislators, planners, advocates, budget staff, providers, community organizations, and the City regarding the availability of licensed care, the availability of child care subsidies for those who are eligible, and the indications of unmet need for subsidies by neighborhood/zip code. This snapshot of data is captured at an important period in San Francisco’s development of a robust ECE system, where much is changing and greatly challenging.

Since the last needs assessment in 2007 San Francisco’s early care and education system has been faced with serious threats. The economic downturn led to fewer families working and needing or being able to afford care. California reduced funding for local planning councils, eliminated support for centralized eligibility lists, and eliminated latchkey contracts. State subsidized rates have been frozen since 2004, while the actual costs for providers have continued to climb. State budget cuts reduced Title 5 center and voucher contracted slots in San Francisco by $13.8 million from FY 11–12 to FY13–14. Federal sequestration threatens additional reductions to Child Care Development Block Grant (CCDBG) quality dollars, Early Head Start and Head Start.

Despite these grim realities, the City and County of San Francisco has responded by restoring funding for CPAC, redesigning and investing in San Francisco Child Care Connection (SF3C) (SF’s centralized eligibility list), and a significant restoration of the state’s subsidy reduction. In addition, the city continues its commitment to develop a quality system of care for all of San Francisco’s families and children, with specific strategies for infants and toddlers, preschool, and out-of-school time (OST).

The 2012–13 Needs Assessment includes San Francisco’s Early Care and Education Landscape featuring initiatives that the SF Office of Early Care and Education, SF First 5, Department of Children, Youth and Their Families, private funders, CPAC, SF Unified School District, City College, SF State University and the early care and education community have developed to strategically respond to improving the availability, affordability, and quality of care for children ages 0–12. These strategies in no way represent every initiative that addresses gaps; they do highlight examples of key approaches that are representative of a body of comprehensive efforts that are designed to address service gaps.

This document represents the work of CPAC members, Resource and Referral staff, administrators in each contracted subsidized program, and public agency staff. A special thanks goes to the CPAC Needs Assessment Committee Members who have worked for over a year to produce this report. I would also like to thank consultants, Saeed Mirfattah and Stephanie Simcox for their contribution in developing this report.

As the Chair of the San Francisco CPAC Needs Assessment Committee, it is my pleasure to share with you the 2012–13 San Francisco Early Care and Education Needs Assessment. I hope that this tool is useful to the child care community and others trying to improve the landscape of early care and education and family support in San Francisco.

Most sincerely,

Michele M. Rutherford
CPAC Needs Assessment Chair
Director SF OECE
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The 2012–13 San Francisco Early Care and Education (ECE) Needs Assessment was made possible by the contributions of people working in many different facets of the early care and education (ECE) arena. This report is the result of that collaborative effort and represents a year long effort. The CPAC Needs Assessment Committee would like to acknowledge the people below for their contribution to the 2012–13 San Francisco Early Care and Education Needs Assessment.

Michele Rutherford, Chair, CPAC Needs Assessment Committee; San Francisco Office of Early Care and Education, Human Services Agency
Saeed Mirfattah
Stephanie Simcox

Sandee Blechman, Children’s Council of San Francisco
Susanna Cheng, Low Income Investment Fund
Priscilla Chen-Ok, Wu Yee Children’s Services
Elise Crane, San Francisco Office of Early Care and Education
Graham Dobson, San Francisco Office of Early Care and Education
Sze Jin Ho, Low Income Investment Fund
Lisa Lee, First 5 San Francisco
Jennifer Martinez, Wu Yee Children’s Services
Heidi McLaughlin, ECE consultant
Ingrid Mezquitia, First 5 San Francisco
Sandra Naughton, Department of Children, Youth and Their Families
Karen Lau, Wu Yee Children’s Services
Arlene Paxton, WestEd
Shannel Singh, Intern, Human Services Agency
Patrick Shannon, Low Income Investment Fund
Eileen Sugai, San Francisco Child Care Connection (SF3C), Children’s Council of SF
Dolores Terrazas, Mission Neighborhood Centers
Tiffany Torrevillas, Human Services Agency
Ashley Turk, Department of Children, Youth and Their Families (intern)
John Uselman, Children’s Council of San Francisco (now with Wu Yee Children’s Services)
Monica Walters, Wu Yee Children’s Services
Wei-min Wang, First 5 San Francisco
Marjorie Weiss, San Francisco State University Head Start
Michael Williams, Children’s Council of San Francisco
Robert Wiseman, Children’s Council of San Francisco
Candace Wong, Low Income Investment Fund
Jerry Yang, Kai Ming Head Start
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Introduction

Research is mounting regarding the importance of a quality early education and out-of-school time experience for children. Children who receive high quality early care and education experiences are more likely to have more advanced language, academic and social skills. School-age children participating in high quality out-of-school time programs correlate with positive outcomes for youth, including improved academic performance, work habits and study skills.

Simultaneous to the benefits for children, the availability of high quality child care supports the economic success of families and of the City. Child care is, in and of itself, an important economic driver. In light of these important social and economic benefits, ensuring availability, affordability and quality is critical for our vibrant, diverse city.

With this backdrop in mind, the 2012–13 San Francisco Early Care and Education Needs Assessment is an important planning tool for understanding San Francisco’s early care and education landscape. The Needs Assessment supports CPAC and the City in highlighting success and challenges in expanding care options and determining priorities. The planning process informs key stakeholders and policy makers, while the data allows the system to be data driven in prioritizing needs for availability (capacity) and subsidy.

The 2012–13 Needs Assessment consolidates updated data by neighborhood and child age (0-2, 3-5 and school-age 6-12). The report includes demographic information from the American Community Survey, licensed capacity in centers and family child care, subsidy eligibility (derived from census data), and subsidy enrollment from federal, state and local programs. Per the state mandate of the Needs Assessment, the Unmet Need section addresses the state requirement to report priorities for need for subsidies. Accordingly, this section subtracts the children enrolled in subsidies from the number of subsidy eligible children to derive the unmet need for subsidized care. The section on parent choice reports available data on families enrolled in vouchers and how they utilize their voucher, by setting. Afterschool For All parent survey data is also included in the parent choice section.

The 2012–13 Needs Assessment also contains a section on San Francisco’s ECE landscape, including local strategies to improve accessibility, affordability and quality. The impressive investments and innovative approaches are the lynchpin of the success of San Francisco’s robust early care and education system.

While extensive efforts to assess and improve quality have been undertaken over the past twelve years in San Francisco, due to the imminent changes in the development of measures of a quality rating and improvement system (QRIS), the 2012–13 Needs Assessment does not include data on rated programs. It is anticipated that in the next Needs Assessment quality score data will be included as the QRIS is implemented regionally through the federal Race to the Top initiative.

Likewise, workforce data collection is in the early stages through the implementation of the California Workforce Registry. Workforce data is, therefore, not included in the 2012–13 Needs Assessment. In the next iteration of the Needs Assessment the Registry shall provide much needed information regarding both quality reporting and overall workforce analysis.

The CPAC 2012–13 Early Care and Education Needs Assessment continues to be an essential planning tool for early care and education funders and the field in understanding the current state of San Francisco’s ECE system. The collection of the important elements of the child care system is consequential to the ongoing efforts to improve access to care for all families, but particularly for low-income families and children at risk.

LIMITATIONS ON DATA

There is a danger in assuming an early care and education slot available (space in a center or family child care home) equals a child. While generally this is a useful approach to simplify planning, the reader must be reminded that this does not match what is known about how care is accessed. Not all families using care need the care full time; many early care and education slots may be “shared” by families. Some children attend more than one type of care (i.e. family child care half-day and center preschool half-day). Also, some providers licensed for 8 or 12 children may serve as many as 20 in a week. An example of this would be a family child care provider who stays open during non-traditional hours and cares for a different combination of children in the evening and on weekends.
Furthermore, not all centers or family child care providers enroll to their full licensed capacity. While a 10% vacancy rate is a normal function of the market, many providers, by choice, enroll at far less than their licensed capacity. It is not unusual for a family child care provider licensed for 12 to serve half as many children. The vacancy rate is based on program capacity (the provider’s choice), which in many cases is lower than licensed capacity.

Not all children attend an early care and education program in their own neighborhood. Prior data collection shows that typically 40%-50% of children leave their neighborhood for care. Children may be cared for outside their neighborhood for a variety of reasons. Many families use care en route between home and work. Others select a particular location because they know and prefer a provider there. Some may assess the quality of a program as being worth the travel outside their neighborhood or route to work. In some instances, a family may move to a new neighborhood but keep their child with a provider they know in their old neighborhood. In the case of subsidies attached to a particular site, some parents leave their neighborhood in order to obtain subsidized care.

The distribution of licensed slots in centers can be discretely counted as infant/toddler (ages 0-2), preschool (ages 3-5), or school age (ages 6+). Nevertheless, many centers that have only preschool classrooms also care for two year olds who are potty trained or have a “toddler option” in their license. In general, the younger the child, the fewer options for center-based care.

In the case of licensed family child care, ages served can be much more fluid. Licensing also restricts the number of children based on the combinations of infant/toddlers, preschool, and school age children and the number of caretakers at a provider’s location. A license for 12 can actually require the provider to care for far fewer than 12 children at any one time if the children enrolled are infants/toddlers. Some family child care providers also care for their own children under the age of 12, which requires them to reduce the number of available child care slots for their license.

Studies of demand for subsidized early care and education do not all yield similar demand percentages, leaving CPAC without a way to estimate demand conclusively. As a result, the CPAC Needs Assessment Committee is using proxy data that facilitate an estimate of where resources are required. These proxy data consist of comparing the number of subsidies to the number of children eligible for subsidized care and a listing of eligible children waiting for subsidies on the San Francisco Child Care Connection (SF3C) database.

**FOOTNOTES**

San Francisco’s Early Care and Education Landscape

TOWARDS A COHERENT EARLY CARE AND EDUCATION SYSTEM IN SAN FRANCISCO

Research during the past decade has definitively identified short- and long-term benefits to children, families, and communities when young children arrive at school healthy and ready to learn. Early care and education is a vital service that provides critical opportunities to enhance healthy child development and school readiness. It is also a family support that strengthens families and enables parents to participate in work, training and education activities that increase the families economic self-sufficiency. Moreover, early care and education is also a service industry that has significant positive impacts on the economy and community well-being. As public awareness has grown about the importance of early experiences to brain development and school readiness, so have community capacity efforts to ensure the availability of programs and services, improve their quality, and increase access for all young children and their families.

A strong early care and education system that is well funded, fully coordinated, and highly accountable is essential to the long-term success and school readiness of young children. Developing a system requires explicit efforts to bring coherence to the relationships between various financing mechanisms and revenue sources, and the programs, services, and infrastructure that require funding. System-building is incremental and takes time as well as stakeholder commitment.

There are, however, significant challenges. There are numerous funding streams including Head Start/Early Head Start, Child Care and Development Fund (also known as the Child Care Development Block Grant), Temporary Assistance to Needy Families, Social Services Block Grant, Child and Adult Care Food Program, Individuals with Disabilities Education Act, Children’s Fund, the Public Education and Enrichment Fund, First 5 California tobacco tax dollars, and others, which support the ECE system. These funding streams must be effectively coordinated locally in order to develop strategies and targeted investments that support the system as a whole. This creates special challenges in governance, administration, and coordination—a strong incentive for the creation in San Francisco of the Office of Early Care and Education and its mandate to help streamline the system.

Historically, two significant barriers have impeded progress: fragmented funding streams with conflicting financing and the absence of a cohesive system. In San Francisco, stakeholders have worked together to resolve these long standing issues and to streamline the system into a cohesive whole that maximizes investments while maintaining a focus on quality.

EARLY CARE AND EDUCATION: OVERVIEW

In the United States, public early care and education (ECE) programs and related services are funded through a range of federal, state and local sources. Some funding sources directly finance preschool opportunities while others fund support services for children and families. Quality improvement efforts and professional development initiatives for the workforce. State and local governments have used a wide array of revenue raising and revenue enhancing strategies, along with partnering with the private sector, philanthropy and local community groups, to increase funding for early care and education. It is common for state and local agencies, community-based organizations, institutions of higher education and other entities to braid (integrate) and/or blend (coordinate) a variety of funding sources in order to provide early care and education programs and services. Today’s “system” is a patchwork of different federal, state and local programs that present unique challenges.

The achievement of quality, affordability and availability—what has been called the “trilemma” of early care and education—poses numerous challenges for administrators, programs and parents. These three dynamic, interdependent, and sometimes competing dimensions make early care and education a uniquely challenging business proposition. Although traditionally viewed primarily as a work support, there is an increased awareness at the federal level that the quality of early care and education is extremely important for all children, but provides an increased return on investment for children from low-income and at-risk families. For the first time, the federal government has identified the importance of quality early education as a top national priority. Maintaining quality, which involves highly trained staff, high
quality environments, adequate facilities, and general access to resources to provide young children with what they need to thrive and succeed, is especially difficult for providers. The cost of providing high quality care currently makes affordability and access challenging for many families.

**EARLY CARE AND EDUCATION: STATE ADMINISTRATION**

Early care and education programs in California are administered by the California Department of Education – Child Development Division (CDE-CDD) and the California Department of Social Services (CDSS). Programs are both state and federally funded.

Currently, the California Department of Education (CDE) is the lead agency for the Child Care Development Block Grant (CCDBG) funding and administers the state subsidized early care and education program in two ways: 1) by contracting directly with providers, CDE pays the maximum reimbursable amount specified in their contract based on the provider’s earned child days of enrollment, a metric that calculates attendance; and 2) by administering the Alternative Payment Program (APP) which reimburses licensed providers for child care of a subsidized child based on the rate charged by the provider to nonsubsidized families.

All child care subsidy programs, including CalWORKS stages 2 and 3, are administered on the state level by the Department of Education (CDE) with the exception of one voucher program—CalWORKs Stage 1—which is administered at the state level by the California Department of Social Services (CDSS). Resource and Referral (R&R) agencies, Alternative Payment Programs (APPs), County Welfare Departments (CWDs), contracted centers, and other local agencies also play a role.

CDSS is responsible for non-direct early learning and development services in the form of licensing family child care homes and child development centers to ensure health and safety standards for children, and for conducting criminal record and background checks on individuals working with children in these settings.

The California Children and Families Commission, popularly known as First 5 California, was established to support the education, health and development of children from the prenatal stage to age 5. Its stated purpose is to provide “services and support (that) are designed to ensure that more children are born healthy and reach their full potential.” Much of its focus is on health care, preschool, special needs, child care and nutrition. First 5 California and the 58 county commissions it supports were established in 1998 with the passage of Proposition 10, the California Children and Families Act. It is funded by a 50-cents-per-pack tax on cigarettes that generates approximately $500 million a year. First 5 California oversees and distributes funds to the county commissions, which determine what programs they will use in their communities.

Advocates have long maintained that the ECE system in California is inadequately funded and faces two main shortcomings: the state reimbursement rate for providers and the state income eligibility cap for families are both too low for high cost counties such as San Francisco.

Given the high cost of doing business in counties such as San Francisco, contractors do not receive adequate funding to provide services to the maximum number of children they are allowed to serve in their contracts, which is still far below the number of eligible families.

In addition, because of the relatively low income eligibility cap, families who earn above 70% of the state median income (SMI) and are no longer eligible for subsidized care, still cannot afford to pay market rate for quality ECE services. To compensate, local counties have been filling the gap left by inadequate federal and state funding to build capacity and raise quality.

**EARLY CARE AND EDUCATION: LOCAL ADMINISTRATION**

In San Francisco, subsidized ECE programs for low income families are provided by the federal Head Start and Early Head Start programs, the California Department of Education, the California Department of Social Services and the City and County of San Francisco through three departments:
• The First 5 San Francisco Children and Families Commission (F5SF) administers programs funded by Proposition 10, the State Tobacco Tax approved by California voters in 1998 to provide programs, services, and supports for children through five years of age, and the Public Education Enrichment Fund (Prop H), approved by San Francisco voters in March 2004 to set aside General Fund funds for universal preschool in San Francisco.

• The San Francisco Human Services Agency (SF-HSA) promotes well-being and self-sufficiency among individuals, families and communities in San Francisco in accordance with its mission by utilizing Federal, State and City General Fund funds to promote workforce supports, quality improvement, capacity building, and facilities development for the early care and education field in San Francisco. SF-HSA also helps to shape public policy at the state and federal level.

• The San Francisco Department of Children, Youth, and Their Families (DCYF) administers the Children's Fund, which was approved by San Francisco voters in November 1991, to provide grants to community based organizations, including early care and education programs. In an effort to create a more streamlined system, DCYF transferred the administration of those funds to the recently created Office of Early Care and Education (OECE) and to First 5 San Francisco. In addition to other investments, DCYF maintains large investments in Out of School Time (OST) to provide learning opportunities for youth that foster their academic, social-emotional, and physical development during after school hours, weekends, and summers.

Until July 2012, these three City departments were primarily responsible for the provision and administration of the early care and education subsidy system in San Francisco. They worked individually and together to jointly fund programs and services, such as quality improvement, wage augmentation, or technical assistance for ECE providers. In order to further streamline the administration of an overly complex ECE system, the Mayor's Fiscal Year 2012–2013 budget centralized the administration of HSA and DCYF’s funding for early care and education programs and services within the newly created Office of Early Care and Education (OECE). First 5 San Francisco continues to administer its own programs and funding streams.

THE OFFICE OF EARLY CARE AND EDUCATION (OECE)

The Office of Early Care and Education was established in the City and County of San Francisco to administer the early care and education system and to reduce the redundancies of administration and complex demands for coordination and priority setting. The office is charged with: 1) improving access to early care and education for children and families; 2) developing the early care and education workforce; and 3) building system capacity.

The new independent office relies on the Human Services Agency for back office functions, such as accounting and human resources management. By coordinating and consolidating services and using existing resources, the Office of Early Care and Education is intended to maximize resources, improve policy coordination, and provide a single line of authority for the City’s investments in early care and education services.

CHILD CARE SUBSIDIES

California’s child care subsidy programs are either voucher-based or contracted. The distinction has to do with the subsidy’s portability, that is, how easily families can use their subsidy to switch child care providers based on the type of subsidy they receive. Contracted subsidies offer care for eligible families priority at a specific program, public or private ECE centers. Voucher-based programs allow subsidized families to choose among available eligible child care providers, including licensed child care centers, licensed family child care homes, and child care providers who are exempt from licensing requirements which includes license-exempt providers and some public recreation programs. Child care subsidies are not true “vouchers” in the sense that families are not given certificates with a stated value that they use in California to purchase care from any possible provider. Rather, families must have the hours of care, eligible provider and payment rate approved before their child care subsidy is certified, and payment is
usually made directly to the provider by the CDE contractor administering the subsidy. Nevertheless, families with subsidy “vouchers” can choose from a wide range of providers and move fairly easily from one provider to another. One familiar type of voucher-based program is CalWORKs child care. The major non-CalWORKs voucher program is called “Alternative Payment Program” (APP).

CALIFORNIA WORK OPPORTUNITIES AND RESPONSIBILITY TO KIDS (CALWORKS)
CHILD CARE

CalWORKs provides temporary cash aid to families with children under the age of 19. For families with income and property, the amounts must be below the State limits. Most adults are limited to receiving up to five years of cash aid over a lifetime. Unless exempt, CalWORKs participants are required to participate in welfare-to-work activities. Parents or other relative caregivers with primary responsibility for providing care to one child up to 24 months old or two or more children under six years old are exempt from welfare-to-work activities. However, parents of young children may volunteer to participate. Those parents volunteering to participate in welfare-to-work activities are eligible for child care services. The 60-month time limit to receive cash aid does not apply while the recipients are exempt. For CalWORKs recipients participating in welfare-to-work activities that lead to employment and self-sufficiency, subsidized child care is available for their children up to age 12 and children with special needs and severe disabilities up to 18 years of age.

There are three stages of child care:

- **Stage 1 Child Care:** Stage 1 Child Care is funded by the California Department of Social Services and is locally administered by the San Francisco Human Services Agency (SF-HSA) through contracts with local Alternative Payment Program agencies. Stage 1 Child Care begins with a parent’s entry into a County-approved welfare-to-work program or employment and continues serving them for up to six months or until their work and child care are stable. Families may continue to receive Stage 1 Child Care assistance if there are insufficient funds in Stages 2 or 3. Parents may select from 1) licensed child care providers such as child care and development centers or family child care homes; or 2) license-exempt child care providers such as family, friends, or neighbors.

- **Stage 2 Child Care:** CDE contracts with the local AP Program agencies to administer Stage 2 Child Care, which is available to families on welfare and with stable employment. Families may receive Stage 2 Child Care for up to 24 months after they stop receiving cash aid. Parents may select from 1) licensed child care providers such as child care and development centers or family child care homes; or 2) license-exempt child care providers such as family, friends, or neighbors.

- **Stage 3 Child Care:** CDE contracts with the local AP Program agencies to administer Stage 3 Child Care. Stage 3 supports families as they move off welfare and into self-sufficiency and have exhausted their up to 24 months of eligibility for Stage 2. Families can continue to receive Stage 3 Child Care until they no longer meet the income eligibility requirements or their children exceed the age limit. Parents may select from 1) licensed child care providers such as child care and development centers or family child care homes; or 2) license-exempt child care providers such as family, friends, or neighbors.

TARGET SUBSIDIES

The Target Subsidy system was designed to improve the lives of the most vulnerable families and children in San Francisco through the provision of locally funded child care subsidies. Target Subsidies are primarily available to families who are experiencing homelessness or survivors of domestic violence, those in the child welfare system, and infants and toddlers from low-income families who are working, seeking work, in training, or at-risk. All Target Subsidy families select a provider from the Q-CIRCLE (see Q-CIRCLE section), with exceptions for out-of-county placements, special needs, and non-traditional work hours. Target Subsidy programs include:

- **ACCESS:** (Accessible Child Care Expedited for the Shelter System) available for homeless infants and toddlers (or for sibling groups that include an infant/toddler and an older child that may best be served in a family child care setting) for whom other subsidies are unavailable.
• **Family and Children’s Services Child Care:** Subsidized child care is available to all families (living in-county and out-of-county) who have an open Child Protective Services (CPS) case in San Francisco. Child care is provided to ensure parents and caretakers can meet specific case plan and court ordered activities, as well as work, attend school or participate in trainings.

• **City Child Care:** Subsidized child care is made available to low-income San Francisco families to obtain child care for infants and toddlers. These funds were directed to serve 0–3 year olds as a result of the 2002 Needs Assessment.

**THE ECONOMIC CHALLENGE**

US early care and education policy is highly fragmented in terms of funding, policies, and regulations—a situation further exacerbated by the recent “Great Recession.”

The global economic downturn of 2008 resulted in a reduction in the City’s General Fund, the Children’s Fund and the Public Education Enrichment Fund (also known as Prop H). Under Prop H, one-third of the funds must be appropriated to art, music, sports and libraries; one-third to pre-school programs; and one-third (or equivalent in-kind services) to the District for general educational purposes. Expenditure plans and audits are required and the Supervisors can place reserves on any appropriations made pursuant to this Charter amendment.

The Controller is charged with identifying structural budget changes that equal the funding required to be transferred to the School District in any year. If, in any year, a budget deficit of $100 million or more is projected by the City, the funding required by this amendment may be reduced by up to 25%. Since 2008, the City has had to borrow as much as 25% of the resources in the Public Education Enrichment Fund to cover deficits in other parts of the City budget. This has meant fewer resources have been available to First 5 San Francisco to implement its universal preschool mandate.

In the current budget climate, many early care and education programs are threatened by the pending automatic cuts resulting from sequestration at the federal level. Because early care and education is comprised of both mandatory and discretionary funding streams, only the discretionary portion (approximately half) of ECE funding is threatened by the sequester. However, as a discretionary program, Head Start is fully subject to cuts. As of August 2012, estimates by the Congressional Budget Office indicate that non-defense discretionary programs will be cut by 5 percent in 2013.

These cuts come at a time when early care and education programs have experienced State cuts nearly each year since the downturn. Total state funding for subsidized early care and education in San Francisco has decreased by $13.8 million dollars since 2010. In addition, State Tobacco Tax revenues, which are allocated to each county based on the birth rate, have declined due to San Francisco’s declining birth rate as well as reduced tobacco use statewide. This has meant fewer resources have been available to First 5 San Francisco to implement its 0–5 initiatives.

The ECE community has worked collaboratively to streamline, create efficiencies and create new partnerships in order to mitigate repeated cuts in funding. For example, First 5 SF has partnered effectively with outside organizations to leverage its current funding which has enabled the continued expansion of quality preschool across the City, albeit at a reduced pace. In Fiscal Year 2012–13, the allocation for PFA will be $18.1 million with
projected expenditures exceeding over $20.5 million. This is the first year that Prop H expenditures are expected to exceed revenue. The planning process has provided that this gap will be filled with funding set aside in reserves, which will continue to be used strategically until the initiative sunsets in 2015. The result is that First 5 SF projects an increase of enrollment in its universal preschool program of 100 eligible children per year over the next three years.

At the same time, the City and County of San Francisco has taken numerous measures and steps to close the funding gap experienced by providers. The City has worked collaboratively with the Board of Supervisors and the Mayor’s Office to shore up lost funding in key areas and to advocate for progressive policies. In FY2013–2014, the City will restore over $6 million as one time funding to First 5 SF, and while the financial crisis and the existing inadequacy of funding pose significant challenges, ECE stakeholders have remained focused on creating a seamless and coherent system of early care and education for the children and families of San Francisco.

THE SAN FRANCISCO CITYWIDE PLAN FOR EARLY CARE AND EDUCATION (ECE) AND OUT OF SCHOOL TIME (OST)

In 2010, the San Francisco Child Care Planning and Advisory Council sponsored the San Francisco Citywide Plan for Early Care and Education (ECE) and Out of School Time (OST). The planning process brought together stakeholders to outline a vision, define specific goals, and articulate desired outcomes for system improvements. The results are intended to guide ECE and OST priorities over the next five years. The discussions revolved around a long term vision and approaches to redesigning and streamlining the system based on lessons learned. The plan helped inform the next iteration of the ECE and OST systems in the City and County of San Francisco.

THE EARLY CARE AND EDUCATION SYSTEM IN SAN FRANCISCO

In 2012, the Funding Agencies announced that $18,224,303 would be available annually and distributed over a three-year funding period beginning in FY 2012–13 and going through FY 2014–15. The strategies contained in the Request for Proposals (RFP) released in 2012 included a variety of components that, together, alongside already existing programs and strategies, comprise the critical design elements for transforming the ECE system in San Francisco. Based on principles of targeted investment and capacity building support, strategies were designed to simultaneously move incentive programs towards quality while supporting them in the process of getting there. They were designed to address quality, affordability and availability and to provide young children and their families the breadth and quality of services that research indicates are essential for healthy development.

QUALITY CHILD CARE INVESTMENTS REACHING CHILDREN AND LIFTING EDUCATION (QUALITY CIRCLE)

The San Francisco Q-CIRCLE (Quality Child Care Investments Reaching Children and Lifting Education) was designed to improve access to quality early education experiences for the City’s most vulnerable populations, such as families in the child welfare system, families experiencing homelessness or domestic violence, and infants, toddlers and preschoolers from low-income families.

Q-CIRCLE members are a cohort of San Francisco child care providers, both centers and licensed Family Child Care Quality Network (FCCQN) homes, actively participating in the City’s Quality Rating and Improvement System (QRIS). Q-CIRCLE members are committed to exceeding minimum standards of quality and serving low-income and at-risk families.

The City’s quality rating program uses the Classroom Assessment Scoring System (CLASS)—a validated classroom assessment tool that measures and provides data on the quality of teacher-child interactions. The Environmental Ratings Scale (ERS) Assessment Instruments are also used and are specially designed for early care and education programs which include:

- **ECERS-R**: The Early Childhood Environment Rating Scale-Revised—designed to assess group programs for preschool–kindergarten aged children, from 2 through 5 years of age. Total scale consists of 43 items. (Also available in Spanish).
• **ITERS-R:** The Infant/Toddler Environment Rating Scale-Revised—designed to assess group programs for children from birth to 2½ years of age. Total scale consists of 39 items. (Also available in Spanish).

• **FCCERS-R:** The Family Child Care Environment Rating Scale-Revised—designed to assess family child care programs conducted in a provider’s home. Total scale consists of 38 items. (Also available in Spanish).

All Q-CIRCLE members have achieved a minimum Environmental Rating Scale (ERS) assessment score of 3.0 or higher and participate in continuous quality improvement efforts. Q-CIRCLE members work directly with trainers, consultants and technical advisors across the spectrum of San Francisco’s quality supports, which include:

- The quality rating and assessment system
- Technical assistance coaching and mentoring
- C-WAGES compensation support
- Professional development programs and trainings
- Early childhood health and mental health consultation
- Inclusion support for young children with special needs
- Early care and education workforce registry
- Facilities funds to create, enhance, and preserve quality child care spaces

By supporting providers committed to developing and maintaining high quality child care programs, Q-CIRCLE ensures the substantial citywide investments in the ECE workforce and quality improvements benefits our families with the highest needs. Ultimately, Q-CIRCLE will help many families, low-income and otherwise, identify and obtain quality child care. With Q-CIRCLE membership comprised of over 130 center based providers and approximately 200 licensed family child care homes, families and their children are able to select from a broad range of providers and locations. Q-CIRCLE members include Head Start, Preschool for All (PFA), and other quality programs participating in the City’s QRIS.

**QUALITY RATING AND IMPROVEMENT SYSTEMS (QRIS)**

In January 2012, the California Department of Education’s Child Development Division received a federal Race to the Top Early Learning Challenge grant which calls for states to take a comprehensive, systemic approach to rating and improving the overall quality of early care and education services. A Quality Rating and Improvement System (QRIS) is in essence a way to assess, improve and communicate about the level of quality in early care and education settings. The City and County of San Francisco is one of 15 California counties engaged in the design of a QRIS system with support from the Race to the Top Early Learning Challenge grant. Five Bay Area Counties have formed the Bay Area Quality Rating and Improvement Partnership (BAQRISP) to coordinate and align a regional approach to the QRIS. San Francisco is in a strong position to implement the QRIS system. Given the level of resources currently targeted to improving quality, providers should have adequate support to ensure success in the implementation process. For over ten years, the City has taken a data and assessment driven approach to ensuring high quality. The San Francisco ECE community has deep familiarity with the Environmental Ratings Scale (ERS) Assessment system and stakeholders understand how to use assessment data to develop new programs, financial incentives, and proactive responses to programmatic challenges.

**SAN FRANCISCO QUALITY CONNECTIONS (SFQC)**

Assessment, training, coaching, and technical assistance are provided to early care and education programs through the San Francisco Quality Connections (SFQC), Quality Rating Services (QRS) process. The City’s rating program uses the ECERS-R, ITERS-R, FCCERS-R, and CLASS instruments to assess and improve on quality indicators. Assessment practitioners provide necessary support to providers through observation and feedback and gather documentation that may be helpful in achieving successful scores. Initial priority is given to publicly-funded programs serving low income children or children with special needs. The services progressively focus on supporting providers with the greatest quality improvement needs.
FAMILY CHILD CARE QUALITY NETWORK (FCCQN)

An important component of the early care and education field is made up of Family Child Care (FCC) providers. FCC providers struggle with unique capacity related issues and business related challenges in their efforts to offer high quality care. The high cost of living and doing business in San Francisco is acutely felt by FCC providers and their staff. They experience relatively high personnel costs due to their relative lack of economies of scale, and have challenges with fluctuating enrollment and families that struggle to pay for care. They have few options for additional revenue beyond family fees to cover the cost of care.

As part of a continued quality improvement effort, the City incentivizes FCC providers to engage in a staffed FCCQN. Participation in the network requires that FCC providers enroll voucher subsidized children and participate in an assessment through the City’s QRIS system using the FCCERS-R instrument.

FCCQN staff includes a cadre of Quality Consultants who support providers in accessing an array of system training supports and quality improvement resources, including mental health consultation, technical assistance on inclusionary practices and other system supports to help providers achieve success.

In addition, funding is provided to address the low compensation and wages of FCCQN participants and to support the high cost of doing business in San Francisco. Providers are also given the necessary support to improve staff recruitment and retention and increase the stability of the workforce. It is anticipated that these improvements will have a direct impact on the quality of care for many of the youngest and most disadvantaged children and families in San Francisco.

PROFESSIONAL DEVELOPMENT FOR THE EARLY CARE AND EDUCATION (ECE) WORKFORCE

The early care and education workforce straddles the “service” and “professional” employment occupation categories while the trend in the last several years has steadily moved towards greater professionalization of the field through higher levels of credentialing and compensation. Compensation is defined as a combination of annual salary or hourly wages and benefits (e.g., health insurance, paid vacation, sick leave, retirement plan), and has been quite low for most segments of the early care and education workforce. Concurrently, the turnover rate of teachers has been quite high in some settings.

San Francisco’s ECE workforce is estimated to be more than 4000 strong and as a whole, includes a diverse group of individuals whose professional development is nuanced and complicated. Some have formal education and hold degrees from institutions of higher education or community colleges while others receive credentials of competence offered by the profession. Research indicates that professional development efforts are most successful when they are focused on producing long-lasting change. As a general rule, they should be longer in duration, focused on content knowledge rather than teaching strategies alone, involve active learning, and should be part of a coherent set of professional development experiences. In San Francisco, a variety of cross-system strategies are utilized to impact recruitment and retention and to increase the capacity of the ECE workforce as a whole.

THE CALIFORNIA EARLY CARE AND EDUCATION (ECE) WORKFORCE REGISTRY PILOT

The California ECE Workforce Registry Pilot is a state, regional and local collaboration designed to track and promote the education, training and experience of the early care and education workforce. The purpose of the Registry is multifaceted and includes the improvement of professionalism and workforce quality in order to positively impact young children.

In 2011, The Human Services Agency of San Francisco began a planning process to develop and host services for the Workforce Registry to serve San Francisco and Los Angeles counties. Just prior, San Francisco had been deeply immersed in the process of redesigning workforce initiatives and LA County was simultaneously embarking on a large scale workforce initiative. Stakeholders were regularly participating in statewide planning groups such as the First 5 California Water Cooler conferences, the Early Learning Quality Improvement System (ELQIS) Advisory Committee, and the CA ECE Workforce Registry Planning Committee where workforce development was a key topic. The unmet need coupled with available funding resulted in a unique
collaboration to bring about the data system that would house all of the data relevant to the California ECE workforce in one place.

The Registry enables access to streamlined workforce data that is uniform, consistent and non-duplicative. Where previously potential employers struggled to verify employee information and practitioners struggled with maintaining and updating their information, the Registry provides an online one-stop shop for all professional development related activities and information and eases the administrative burden previously experienced by providers. In addition, trainers’ names and professional profiles are housed on the system where trainings are also able to be posted and attendance is able to be tracked. As an added benefit, practitioners are able to view profiles in multiple languages, (English, Spanish or Cantonese) and employers are able to verify education and training of employees and report to funders, as needed and in real time. Fingerprinting data is electronically transferred when a practitioner changes employers and will eventually be linked between CDSS and CDE. The Registry represents a win for early care and education professionals, providers and funders alike in its capacity to reduce administrative burden, provide access to meaningful data about trends in the workforce, and enable a more efficient recruitment process.

EDVANCE SF

Numerous studies have found that education levels of the early childhood workforce, and specialized training in early childhood education, have a tremendous impact on teaching quality and a child’s learning and development. Nationally, less than half of the ECE workforce holds a bachelor’s degree. However, thanks to the efforts and priorities established by the ECE community, San Francisco ECE providers are more highly qualified than the national average. Most early childhood associate degree programs focus on preparing students for direct work with young children in settings outside of primary school classrooms—positions that generally do not require baccalaureate degrees or early childhood teacher certification.

Although BA degrees are awarded by four year institutions, most of the expertise for providing training in early childhood development resides in community colleges which serve as the field’s primary source of professional development. Because they are less expensive and often more geared to a working student population, the majority of early childhood educators currently turn to community colleges to take coursework in early childhood education.

A lack of coordination and articulation between community colleges and four year BA granting institutions makes obtaining a BA degree even more challenging. Often, many of the credits that teachers earn while obtaining an associate degree are not accepted by Bachelor degree granting four year institutions. As a result students must often repeat coursework which lengthens the time needed to obtain a BA degree and results in higher costs. Further, institutions of higher education are poorly equipped to meet the growing demand for highly qualified preschool teachers. The current system of higher education is woefully unprepared to expand the numbers of degreed and/or credentialed teachers. Programs primarily aimed at transfer often have very few courses in early childhood curriculum and methods, aiming mainly at giving students a general education foundation with transfer potential. Programs with greater emphasis on immediate career opportunities include many more child development/ ECE courses and field experiences.

EDvance SF is an effort to reconcile the disparities in the current system while supporting teachers in their continuing education pathways. The goal is to build on the current work between the institutions of higher education in San Francisco, which include City College of San Francisco (CCSF) and San Francisco State University (SFSU), in order to identify a streamlined pathway for BA degree attainment. The following set of programs and strategies are housed at either one or both institutions depending on the nature and components of each program.

FOUNDATIONAL SKILLS

The research on the early care and education workforce demonstrates that the varying and overall low-levels of basic skills attainment is one of the major impediments in moving the workforce towards BA degree attainment. Many workforce participants have not taken English coursework in many years and some do not speak English as their first language. The Foundational Skills program uses college and university English/ESL and math placement test data collected over the last several years to place ECE teachers with similar English and math proficiency in a supportive community-based environment to attend skills proficiency workshops. These workshops create a pathway that shortens the time it takes for individuals to gain the necessary foundation for college level coursework and are aimed at building individual student capacity to be transfer ready and progress towards BA degree attainment.
**METRO ACADEMY OF CHILD DEVELOPMENT**

City College of San Francisco and San Francisco State University have partnered with the Mimi and Peter Haas Fund to develop a cohort model program designed to support the early care and education workforce in BA degree attainment to support the next generation of leaders in ECE. At the core of the model is a learning community made up of two linked courses each semester, pairing a general education course and a Metro Child Development course. The program offers tutoring, mentoring, and integrated support to working child development students committed to remaining in the field and is currently serving approximately 120 emerging leaders annually. In addition to academic support, the program has forged strong partnerships with counseling and student services; general education departments and staff; and financial aid offices to provide students with the comprehensive supports they need to ensure success. It is primarily targeted to students who are ready to transfer their successful community college experience to attain a four year degree at a local university. This target audience includes individuals in the existing workforce in need of support to become transfer ready and first generation college students (recent high school graduates) that are interested in working with young children.

**PROMOTING ACHIEVEMENT THROUGH HIGHER EDUCATION (PATH)**

The PATH initiative is designed to help participants obtain their Bachelor of Arts degree in Child and Adolescent Development. The program ensures that students’ needs are met by guaranteeing seats in child and adolescent development courses in a structured pathway that when followed ensures timely graduation. The program provides students with personalized support for college success by eliminating many of the traditional challenges and barriers to graduation experienced by the workforce. Elements of the PATH program include convenient class schedules, a cohort model, and student support services including tutoring and academic advising. The PATH program also includes practicum with classroom instructional hours. Up to 40 students are able to participate in PATH each academic year.

**SAN FRANCISCO SUPPORTING EARLY EDUCATOR DEGREES (SF SEED)**

SF SEED is program that provides fiscal incentives to early care and education providers who are advancing towards a degree in ECE. Course work at a 2- or 4-year institution is supported through the program. Skilled college counseling and academic advising is also offered to SF SEED participants to help them understand transfer requirements and career options within the ECE field. A variety of other supports may also be accessed by participants including tutoring support that enables participants to reach their educational and professional goals.

**PROFESSIONAL DEVELOPMENT PROJECT (PDP)**

Many community college students are planning to transfer into a four-year college, heading toward teacher certification or other work in the early childhood field. A strong general education foundation together with an introduction to early care and education is often the combination these students seek. Still others enter the community college program with a relatively limited set of objectives (e.g., to take one course that meets a child care licensing requirement or to receive college credit for work toward their Child Development Associate certificate). These students often find unexpected satisfaction and challenge in higher education and wish to continue. Professional and thoughtful academic advising is imperative to the success of these students to ensure that they are taking the right classes at the right time to achieve their academic and professional goals. With support, such students often continue through the associate degree toward a baccalaureate degree and beyond.

The Professional Development Project (PDP) was established at the City College of San Francisco in partnership with San Francisco State University to facilitate the progress of students through their academic and career goals. The PDP promotes the recruitment, retention, and educational advancement of the ECE workforce by providing comprehensive career resources, academic advising, and information on training opportunities. The PDP also serves as a voice for professional development, career resource issues, early childhood workforce compensation, and public policy.
LEARNING WITH INCOME, FOUNDATIONS TO TEACH (LIFT)

In 2009, the JOBS NOW! Program was developed under the federal American Recovery and Reinvestment Act of 2009, which created a TANF Emergency Contingency Fund (ECF) that could be spent on subsidized employment for CalWORKS and other low income families.

The Learning with Income, Foundations to Teach (LIFT) continues to build on the strengths of the JOBS NOW! Program by tailoring to the needs of the ECE workforce and training participants to gain the needed skills to succeed.

The program increases participants’ employability through individual placement in eligible early care and education or after school programs to gain work experience for up to eleven months. By targeting CalWORKS participants, facilitating job placement with certified employers, and increasing the number of college units completed, the LIFT program fills an existing gap in the ECE professional development system.

COMPENSATION AND WAGE AUGMENTATION GRANTS FOR ECONOMIC SUPPORT (C-WAGES)

The redesign of the City’s compensation initiative, WAGES+, came in response to stakeholder input to expand the availability of funding and to reduce their administrative burden.

The new Compensation and Wage Augmentation Grants for Economic Support (C-WAGES) Program combines funding from several different sources including:

- Infant Toddler Sustaining Grants (DCYF and First 5 SF);
- Preschool For All BA+ Bonus (First 5 SF); and
- Local contribution to the SF CARES ECE teacher stipend program (DCYF).

Stakeholders also recommended finding ways to make compensation supports and rewards more transparent to staff, and continue to reward higher levels of educational attainment and classroom responsibility. Personnel costs represent a large percentage of the operating expenses for both centers and family child care homes. Typically, 80-90% of a provider’s budget goes to staffing.

For programs that receive Title 5 funding from CDE, this problem is exacerbated by a suppressed State Reimbursement Rate (SRR) which typically reimburses programs at rates far below actual operating expenses or the local market cost of care. Research has demonstrated that low compensation and high job turnover adversely affect the quality of care.

The C-Wages program is designed to move the compensation package for early care and education providers closer to a living wage and to promote rational wage scales beyond the CA Child Development Permit Matrix. The program allows flexibility for administrators in developing their compensation strategies based on job title and education level. It also provides staff the opportunity to obtain medical insurance and retirement contributions. This serves as an effective recruitment and retention tool.

In San Francisco the ability to provide affordable, high quality early care and education services is compounded by the high costs of living and operating a business in the City. This is especially challenging for independent FCC providers. Similar to the program for centers, the C-WAGES FCC program provides access for over 200 licensed FCC providers to needed resources and business supports. Holding true to its targeted investment in the Q-CIRCLE strategy, the City requires FCC providers in C-WAGES FCC to concurrently participate in the Family Child Care Quality Network in order to access the program.

SAN FRANCISCO EARLY CHILDHOOD MENTAL HEALTH CONSULTATION INITIATIVE (ECMHCI)

The San Francisco Early Childhood Mental Health Consultation Initiative (ECMHCI) is grounded in the work of mental health professionals who provide support to children, parents, families and caregivers of San Francisco’s youngest residents and are delivered in the following settings: licensed ECE centers, licensed FCC homes, homeless and domestic violence shelters, family resource centers, and substance abuse treatment programs. The Initiative is made possible through a partnership between four county agencies—San Francisco’s Department of Public Health—Community Behavioral Health Services, HSA, DCYF and First 5 SF.
Services may include program consultation, case consultation, training and support for staff, referrals for specialized services (e.g. developmental and learning assessments, occupational therapy, help with Individualized Education Plans, psychotherapy), socialization/play groups, one on one individualized support to a child in the classroom, direct psychotherapeutic intervention with children and families, crisis intervention, parent training and support groups. These services are meant to underscore the importance of early intervention and enhance the child’s success.

Through the provision of early childhood mental health consultation services, the Initiative seeks to improve children’s readiness to enter kindergarten, to strengthen and support families, and to support continuous quality improvement of high quality early care and education programs. The Initiative aims to help provide early identification and improved connection to mental health supports, and to increase staff and family understanding of mental health and developmental issues of young children.

**SAN FRANCISCO INCLUSION NETWORKS**

Children with unaddressed developmental needs miss opportunities for growth and development during the critical first 5 years that have long term impacts on their future school and life success. San Francisco Inclusion Networks is a program designed to help providers develop the capacity and skills needed to implement evidence-based practices that ensure the healthy socio-emotional and physical development of all children.

Capacity-building trainings are provided through the program to reach a substantial number of early care and education providers. In addition, Preschool for All (PFA) programs are invited to receive coaching and technical assistance to ensure that they are able to implement inclusive practices throughout their program. SF Inclusion Networks is driven by the goal of helping providers feel confident applying inclusionary practices to new children and situations.

Each program is given the necessary strategies and tools to implement a service delivery model that encompasses developmentally appropriate early childhood education and specialized supports so that children with a wide variety of strengths and needs can participate and succeed.

SF Inclusion Networks is also at the forefront of efforts to ensure that special education and early care and education systems work in alignment to identify, problem solve and streamline system components to better serve families with children who have disabilities.

The program is involved in a robust collaboration with the San Francisco Unified School District (SFUSD) on professional development, referral and inclusion competencies, ongoing interagency collaboration, coordination, and problem solving. The integration of existing services for children and families is facilitated through an Advisory Committee and through participation in other committees such as the High Risk Infant Interagency Council and the San Francisco Child Care Planning and Advisory Council (CPAC) and its committees.

San Francisco Child Care Connections (SF3C)

Formerly known as the Centralized Eligibility List (CEL) and funded by the state of California, the San Francisco Child Care Connections (SF3C) data base system was created at the local level when the statewide system was eliminated in the Budget Act of 2011—a good example of how local leadership played a strong role in recognizing which system elements were crucial to preserve.

The system enables eligible families to apply to one list used by early care and education providers seeking to fill program vacancies. The term “eligible” is used because families are ranked by eligibility factors for subsidized care (income, size, and need), not just time on the list.

The system has added pre-screening components that result in more real time and useable data on the number of children and families waiting for subsidized early care and education services. It allows participating subsidized early care and education providers access to the most eligible families seeking subsidized services, increases efficiency and enhances client satisfaction. Thus far, providers and families report increased use and utility of the system as a whole and increased access for families. In addition, the local administration of the system has enabled PFA to also use the database as a source for enrolling eligible families.
**CHIL D CARE FACILITIES FUND (CCFF)**

The Child Care Facilities Fund (CCFF) was initially launched in 1998 as a public-private collaboration to retain and increase licensed capacity. The model provides flexible capital to administer capital grants, start-up grants, revolving grants, facilities related technical assistance and consultation, group trainings and a variety of other supports to centers and family child care providers. CCFF uses several distinct strategies to address the scarcity of adequate facilities including:

- **Pre-Development Grants** to support the planning and development of viable, well-designed child care facilities and sites. Funds are used for planning and pre-development costs including feasibility studies, business plan development, permits, architectural services and related costs, as well as consultant(s) to assist with physical development and licensing of a facility.

- **Renovation and Repair Grants** to preserve the supply of quality, licensed child care provided by nonprofit child care centers that serve children ages 0–5.

- **Capital New Development Grants** to support the planning and development of viable, well-designed child care facilities and sites. Funds are used for planning and pre-development costs; building purchases; construction costs, renovation costs, or equipment purchases that increase or maintain the number of child care slots; consultant(s) to assist with the physical development and licensing of the facility; equipment purchases; and quality improvements on a case-by-case basis.

- **Move-In Grants** as one-time funding grants intended to assist with the initial costs of equipping and furnishing brand new preschool classrooms which increase enrollment in preparation for licensing and, ultimately, expanding access to the PFA program.

This model has been very successful in San Francisco. Currently 45% of children 0–12 with parents in the workforce have access to a licensed slot compared to 25% of children with access in California. CCFF is now a national model for addressing the shortage of affordable child care for low income families.

**CHILD CARE DEVELOPMENT IMPACT FEE**

Impact fees and capacity charges are imposed by San Francisco on development projects to generate funding for the additional public infrastructure and facilities needed to serve new development. At present, only office and hotel development adding 50,000 or more square feet are subject to child care impact fees of $1.00 per square foot of new or net area added. Impact and in-lieu fees are paid to the Development Fee Collection Unit at the Department of Building Inspection, and support the Child Care Capital Fund. These child care development impact fees are used to extend loans and grants to construct, rehabilitate, purchase, or lease child care facilities. Other neighborhood development plans may also include child care development fees.

Instead of paying a fee to meet the requirements, developers may choose several other options, such as providing a child care facility on the premises of the development project for the life of the project; or, in conjunction with the sponsors of one or more other development projects located within ½ mile of one another, provide a single child care facility on the premises, or within one mile of one of their development projects, for the life of the project; or combine the payment of an in-lieu fee to the Child Care Capital Fund with construction of a child care facility on the premises, or provide child care facilities near the premises, either singly or in conjunction with other sponsors; or enter into an arrangement in which a nonprofit organization shall provide a child care facility at a site within the City.

**CITY CHILD CARE FACILITY ORDINANCE**

A San Francisco City Ordinance approved in January 2011 requires a child care center feasibility study to be conducted for all City and County of San Francisco development projects and all private development projects that include any City funding.
PRESCHOOL FOR ALL

In March 2004, San Francisco voters passed Proposition H, a Charter Amendment that established the Public Education and Enrichment Fund (PEEF). 2/3 of the funding from PEEF is directed to the school district while 1/3 is designated to provide universal access to preschool to all four-year-old children who are City residents. The Charter Amendment designated the First 5 San Francisco Children and Families Commission to implement the City’s universal preschool initiative, Preschool for All.

The Preschool for All (PFA) initiative was designed to improve access and the quality of preschool in San Francisco. There is a mounting body of research demonstrating the impact of early learning on lifelong success. Children accessing high-quality early learning experiences have better developmental outcomes including improved cognitive and linguistic development, according to the National Institute of Child Health and Human Development Early Childcare Research Network.

A cornerstone of the Preschool for All initiative is the commitment to build on the current early learning infrastructure and provide preschool opportunities through a diverse delivery system. In an effort to create a cohesive preschool system amongst our diverse early learning providers, the PFA initiative supports curricula that are aligned to the California’s Department of Education Preschool Learning Foundations and Frameworks to ensure that early learning standards are consistently implemented.

PRESCHOOL ATTENDANCE

Studies of San Francisco’s incoming kindergartners in 2007 and 2009 show that as a result of the PFA initiative preschool attendance increased from 72% to 83% over those two years, in particular for those children most directly impacted by the academic achievement gap. The most significant increase was in Latino and African American children’s preschool attendance — up to 80% and 79%, respectively — which research points to improved school readiness outcomes. San Francisco defied a national trend, which saw the proportion of Latino preschoolers declining from 53% to 48% nationally. Instead, San Francisco saw a growth in preschool attendance among Latino children during this same time period.

PRESCHOOL PLUS

In 2012, the First 5 San Francisco Children and Families Commission unanimously approved the use of its reserve fund to subsidize up to 200 full-day preschool spaces for children from low-income families. First 5 SF, through the PFA initiative, created Preschool Plus, which is a program that offers a viable full-day preschool option for low-income families waiting on SF3C for a subsidized preschool space. Preschool Plus will be available through the end of the Prop H initiative, which sunsets on June 30, 2015.

This full-day preschool option is made possible by opening up the San Francisco Child Care Connections (SF3C) data-system, which traditionally has been restricted to state and federally-funded child care programs. Families waiting on SF3C have been certified as income-eligible for a state or federal subsidy, but due to many variables including insufficient publicly funded spaces, children wait on this list until a subsidized spaces becomes available. The SF3C data-system is now open to all PFA sites and First 5 SF is encouraging its PFA providers who are not part of the state and federal child care subsidy system to extend preschool openings to low-moderate income families on SF3C.

Key program features of Preschool Plus include:

- Full day preschool with up to 6.5 hours daily that supports working families, compared to part-day under the original PFA model;
- Targeted to low- to moderate-income children only, with income verification required, but no subsequent recertification necessary; once you’re in, you’re in!
- Provider reimbursement is consistent with the California State Preschool Program (CSPP) Full Day rate.
- Eligibility includes three- and four-year-olds, but four-year-olds receive priority.
- Funding for up to 200 children, to be drawn exclusively from SF3C, the City’s centralized eligibility list for subsidized care.
**PRESCHOOL FOR ALL BRIDGE FUNDING**

Similar to Preschool Plus, PFA bridge funding is a guarantee to preschool-aged children whose parent is participating in CalWORKS. First 5 San Francisco recognizes that family circumstances should not dictate a child’s ability to access preschool. If a child care subsidy voucher is terminated because of a family’s change in their CalWORKS status, First 5 San Francisco will provide preschool funding to bridge this child’s preschool years at a PFA site until he/she enters kindergarten.

This same principle applies to children participating in the City’s Child Care voucher system, which is designed to serve low-income families with children birth to three-years-old. As a child ages out of the city’s child care voucher system at three-years-old, First 5 San Francisco will provide preschool funding to bridge this child’s preschool years at a PFA site until he/she enters kindergarten.

**PRESCHOOL FOR ALL TUITION CREDIT**

Preschool for All is committed to improving preschool access for low-income children. As a First 5 San Francisco Children and Families Commission policy, PFA Providers are required to have a strategy in place to enroll and serve low- and moderate-income families. This commitment in serving the highest-need families is evident through PFA’s policies in providing affordable preschool options to families throughout the City in the form of a tuition credit. This tuition credit is provided for every four-year-old enrolled at a PFA site, making the program “free” for at least a portion of the day where PFA is reimbursing for this space.

Some families may choose to donate-back a portion or their entire PFA tuition credit. These tuition credits are collected by each participating PFA site and are set aside in a restricted scholarship fund. The scholarship fund is then used to extend an additional discount to families that may not be able to cover the full cost of tuition.

**PRESCHOOL FOR ALL BILINGUAL DEMONSTRATION PROJECTS**

Almost 55% of children entering kindergarten in SFUSD have a language other than English spoken at home. Low-income children who are from non-English speaking households are falling behind their peers in vocabulary and letter recognition by age four. Certainly, some children who come from non-English speaking households have sufficiently strong home-language or English-language skills to build the skills needed to succeed in school. However, since a rising number of children entering preschool do not speak English and have significant school-readiness gaps, First 5 San Francisco has increased its focus and efforts to help PFA providers learn how to prepare these children for early school success through its Dual Language in-depth training requirements.

A sound principle in this area is to demonstrate a strong alignment with the academic findings, based on the following:

- Actively supporting a child’s home language is important to the cohesiveness of the family.
- Supporting the home language is crucial for the advancement of the child’s education cognitively and socio-emotionally and assists in a child’s English acquisition.
- Exposing children to two languages at once does not impede their ability to learn.

Helping children improve their home-language skills can markedly augment and support English-language competency. First 5 San Francisco has partnered with SFUSD Early Education Department to build the skills, knowledge and evidence-based practices and implement the “Soy Bilingüe Model” at key Preschool For All sites. This joint effort is to develop rich, bilingual language programs in our city. Programs will have the opportunity to train with national experts in the field of Dual Language Development which includes the Center for Cultural and Linguistic Democracy. Coaching and additional resources will be assigned to support high quality dual language programming at 8 (4 SFUSD and 4 non-SFUSD) PFA demonstration sites throughout the city that are offered in Spanish, Cantonese, Mandarin and Arabic.

These dual language learner supports are in addition to the school district sponsoring professional development that focuses on the importance of
language and culture in the development of children who are dual language learners.

**FAMILY RESOURCE CENTERS**

Since 2009, San Francisco has been home to the Family Resource Center (FRC) Initiative, a system of Family Resource Centers funded by First 5 San Francisco, the Department of Children Youth, and their Families, and San Francisco Human Services Agency. The Initiative consists of primary, lead agencies that offer a full scope of services, as well as agencies that are subcontractors offering additional services in focused areas. Services can be obtained through any one of 25 centralized access points. Agencies and their subcontractors are funded to serve a geographic neighborhood or a particular target population of families (e.g. homeless families and pregnant or parenting teens) as defined below:

- Neighborhood-Based FRCs: target services to families in a specific geographic neighborhood such as Richmond, Chinatown, South of Market, Tenderloin, Western Addition, Sunset, Mission, Potrero Hill, Bayview Hunters Point, Portola, Excelsior, OMI (Oceanview, Merced Heights, Ingelside) and Visitacion Valley
- Population-Focused FRCs: offer specialized knowledge, skills, and expertise to meet the unique needs of particular groups of families who may reside throughout San Francisco. Services are targeted for immigrant families, LGBTQ parents and their children, homeless/underhoused families, families of children with special needs, pregnant and parenting teens, and families with young children exposed to violence.

The Family Resource Center Initiative, and the system as a whole, shares a common vision, shared goals, and a focus on quality. A carefully designed funding model also allows for increasing service intensity based on neighborhood and population need. Research conducted on funded centers show that services are impacting families in ways that are critical to children's readiness for kindergarten and ongoing school success.

In order to participate in the Family Resource Center Initiative, FRCs are required to focus on five goals:

1. Communities are family focused and responsive;
2. Families receive adequate services to meet their basic needs;
3. Parents have the knowledge, skills, strategies, and support to parent effectively;
4. Children and youth are nurtured, safe, and supported for school readiness and school success; and
5. Families build their own capacity to improve family functioning.

FRCs operating in San Francisco offer a wide range of essential services including:

- Parent education classes;
- Ongoing support groups for fathers, grandparents, mothers, and parents;
- Fun parent child interactive activities and family events;
- Monthly educational and informational workshops;
- Opportunities to build leadership skills and strengthen your community;
- Workshops and activities to support parents in helping their children to be successful in school; and
- One-on-one support as identified by individual family need such as food, housing, employment, child care, and health care.

**SAN FRANCISCO CHILD CARE INDIVIDUALIZED COUNTY SUBSIDY PLAN**

Senate Bill 701 (SB701), passed by the California legislature on September 8, 2005, authorized the San Francisco Child Care Individualized County Subsidy Plan (the ‘SF Pilot’), a county child care subsidy plan specifically tailored to the needs and goals of the local community. The SF Pilot allows San Francisco County to address two fundamental concerns:

- First, that those families barely earning enough to meet the high costs of living in the county are nevertheless considered too high income to qualify for California Department of Education-Child Development Division (CDE-CDD) child care subsidies in programs holding contracts with the state.
• Second, that the state reimbursement rates to state-subsidized (Title 5) providers contracted to provide high quality child care are so low that providers cannot cover their costs, and therefore, are unable to utilize their full allocation of state and federal child care and child development funds. As a result, fewer children are subsidized through these providers, and child care spaces are lost to the county.

COMPONENTS OF THE SF PILOT PLAN

• Participating families are able to remain eligible up to a higher income threshold. The income cutoff for ongoing eligibility for San Francisco families is currently raised from 70% of the “benchmark” state median income to 80% of the 2008 state median income as determined by the federal Department of Health and Human Services. For a family of four, this change increases the maximum income eligibility from $3,908 per month to $5,314 per month. The threshold for initial eligibility is unchanged.

• The SF Pilot contract terms also provides for higher contractor reimbursement rates as follows:
  › Non-Pilot daily reimbursement rate: $34.38
  › San Francisco Pilot daily reimbursement rate: $36.63
  › San Francisco Unified School District Pilot daily reimbursement rate: $39.52

• The SF Pilot is a no-cost option to the state that allows San Francisco to innovate and shore up the fiscally weak subsidized child care delivery system. The only resources for the SF Pilot are County allocated unearned and recaptured funds from existing contracts and the collection of family fees. Unearned funding from contractors can be transferred on a temporary basis to other contractors within San Francisco, who can then utilize it to serve those children most eligible for subsidies from SF3C.

SAN FRANCISCO PILOT 2.0

As in the original SF Pilot, SF Pilot 2.0, established in 2011–12, maintains the key goals of ensuring stable enrollment and reducing unearned contract dollars across the City and County of San Francisco. However, it was recognized that changes needed to be made to the SF Pilot as it extended beyond the initial five years and in light of the serious state budget reductions to child care and early learning. Child development programs of all types have sustained severe funding cuts over the past three years. In spite of all this, San Francisco contractors continue to work together to serve as many eligible low income families as possible, to use child care subsidy dollars with care, to coordinate funding and to support all parts of our local child care and early learning system by providing quality education and care to our most vulnerable children. The San Francisco Individualized County Subsidy Plan is still critical to the effectiveness and efficient use of public funds. SF Pilot 2.0 emphasizes and enhances three main areas of focus as outlined below:

1. Funding Flexibility to Increase the Percentage of Contracts Earned

The SF Pilot 2.0 grants Title 5 contractors greater flexibility between the different state contracts that they hold. Contractors will be allowed to make ongoing adjustments between different contracts which serve different aged children throughout the fiscal year, thus allowing those programs serving infants, toddlers, preschoolers and school-age children more flexibility to transfer child days of enrollment on an ongoing basis, based on the changing needs of the population being served.

2. Efficient Contract Management for Full Earning

An important lesson learned through the SF Pilot to-date is that training and technical assistance (TA) must be delivered on a regular basis to ameliorate the problems associated with the under-earning of contracts. The SF Pilot has demonstrated the impact of providing targeted and enhanced TA/training to specific agencies on their ability to fully earn their contracts.

3. Maximizing Enrollment to Serve Families of Highest Need

When the state defunded the Centralized Eligibility List statewide, San Francisco decided to continue funding a local centralized list with enhanced services and a new name, the San Francisco Child Care Connection (SF3C). The SF3C is an augmented process, in which SF3C staff undertake active child care case management for the “most eligible” families as well as having the capacity to do need and eligibility verification for all families prior to and at the time of notification of available subsidized slots. There is a great need to focus on the most eligible for subsidized care by simplifying the method for determining eligibility, create a centralized initial eligibility determination (and recertification), and expedite the enrollment processes. We anticipate SF3C to significantly reduce the “lag time” for contractors to enroll eligible families and to enable contractors to better maintain full enrollment and meet their contract obligations.
By maximizing the utilization of San Francisco County's child care and child development subsidy allocations, the SF Pilot 2.0 offers many benefits for San Francisco’s children, families and Title 5 providers. These include increasing the retention of state subsidized contractors, increasing the stability and continuity of early care and education services and increasing the ability of low-income families to move toward self-sufficiency through higher earnings. Without the SF Pilot 2.0 many of our Title 5 state-contracted early care and education providers will be in serious fiscal danger and run the real risk of going completely out-of-business. The impact on the loss of subsidized ECE services for working families in the City has the potential of manifesting a devastating impact on the school readiness and educational development of young children in San Francisco, as well as an impact on the local economy, as parents will not be able to go to work. Low-income working parents rely on subsidized early care and education as the most utilized and needed resource for them to maintain employment and/or attendance in school.

ACCESSIBLE CHILD CARE EXPEDITED FOR THE SHELTER SYSTEM (ACCESS SF)

San Francisco has long been a city associated with significant numbers of homeless individuals and families. In 2004 San Francisco implemented its Care Not Cash program, which redirected city resources for the homeless from a primarily cash-based system into a services oriented model placing emphasis on ensuring available housing and supportive services. While the majority of homeless in San Francisco are single men, 20% are families and more than half of those are single parents.

Through a mix of licensed center and licensed family child care networks, ACCESS families will receive a set of quality child care options, whereby the needs of their children and families will be addressed by child care providers and through supportive services. ACCESS is designed to mitigate homeless families’ instability and assist their ability to address the unique and substantial barriers to finding permanent housing.

While California Title 5 and federal Head Start subsidies are available to many homeless children, particularly 3–12 year olds, subsidized infant and toddler child-care capacity requires continued expansion, especially for our most vulnerable families, the homeless. As a result, the City and County of San Francisco has made child care funding available (through ACCESS) for homeless infants and toddlers (or for sibling groups that include an infant/toddler and that may best be served in a family child care setting) for whom other subsidies are unavailable. San Francisco will serve approximately 80 homeless children monthly with ACCESS.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT (SFUSD)

The San Francisco Unified School District (SFUSD) is the seventh largest school district in California, educating over 55,000 students every year. The District is governed by an elected seven-member Board of Education. San Francisco is both a city and a county; therefore, SFUSD administers both the School District and the San Francisco County Office of Education. This makes SFUSD a “single district county.”

EARLY EDUCATION DEPARTMENT (EED)

The Early Education Department (formerly known as the Child Development Program), is the largest provider of early education and after-school services for children in the City and County of San Francisco. The program recognizes that the foundation for student achievement is laid before children ever set foot in kindergarten. The department serves approximately 4,500 children and has an annual operational budget of $40 million. The department places a strong emphasis on high-quality learning experiences alongside high quality instruction and engagement in developmentally appropriate learning environments by supporting effective teaching practices, professional development, evaluation, assessment strategies, program design and innovation, pro-social development, and early literacy and language development for English Language Learners (ELL). The department also places a strong emphasis on an effective learning continuum to ensure continuity in children’s experiences as they move from one setting to another by promoting and supporting Pre-K to 3rd grade system development.
PRE-K – 3RD GRADE

The national push for improving young children’s early learning experiences is no longer just about preschool. Now the focus is on strategic planning to increase achievement by reaching out to community based early childhood education providers, establishing a strong PreK–3 foundation that connects early childhood education standards and goals to a K–3 system, and ensuring that young learners receive high-quality instruction before kindergarten.

SFUSD prides itself on supporting and promoting a PreK–3rd grade system. The effort has been a result of collaborative community efforts in the creation of an aligned, city-wide PreK–3rd grade system. SFUSD has been continuing to expand this effort through communication between parents, SFUSD, community-based organizations, and city entities through implementation of a PreK–3rd Strategic Plan. Training and professional development with an emphasis on progressively shared citywide learning opportunities are paramount pieces of the plan. Continued opportunities to create systems for PreK-K–12 teacher communication, parent involvement, and successful student transition are also key parts of the plan that will grow and expand over coming years.

TRANSITIONAL KINDERGARTEN (TK)

The Kindergarten Readiness Act, signed into law by Governor Schwarzenegger in 2010, changed the entry date for Kindergarten and required the creation of Transitional Kindergarten for children who turn 5 between September 2nd and December 1st and established Transitional Kindergarten as the first year of a two year Kindergarten experience.

The resulting Transitional Kindergarten (TK) program is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate, aligned with kindergarten standards and taught by credentialed teachers from K–12. The entry date change and the creation of TK address a longstanding need, as California children have historically started kindergarten at a younger age than children in almost any other state. The program offers an extended opportunity for children to learn readiness skills that will help them succeed socially, emotionally, and academically in Kindergarten and beyond.

To exercise the TK option, parents must decide which environment is appropriate for their child. There are 2 options:

- Parents may enroll in a District PreK program (or, if already enrolled in PreK, children may stay in PreK an additional year). Subsidies or tuition for PreK still apply. These families are opting out of Transitional Kindergarten (TK).

OR

- Parents may enroll their child in a SFUSD Transitional Kindergarten at an Early Education School

Transitional Kindergarten is currently located in eight of SFUSD’s Early Education Schools (EES). The change in the kindergarten entry date is in the process of being phased in, with full implementation by 2015 as follows:

- 2012–13: 5 years old by Nov. 1
- 2013–14: 5 years old by Oct. 1
- 2014–15: 5 years old by Sept. 1
- 2015–16 and thereafter: 5 years old by Sept. 1

OUT OF SCHOOL TIME (OST)

Out of School Time (OST) includes the time before and after-school hours during the school year and school breaks and summer vacation. San Francisco is home to more than 41,000 elementary and middle school age youth; and nearly 25,000 high school age youth who need positive opportunities and activities in the out-of-school hours. Quality out-of-school time opportunities provide their participants:

- A safe, structured place while parents/guardians work or attend school;
- The supports and opportunities that they need to become successful, healthy adults learning activities that can complement the lessons of the school day;
- Enrichment opportunities designed to allow children internal exploration opportunities as well as opportunities to explore their external environment;
• Healthy physical fitness and recreational activities and a place to have fun

Out-of-school time covers the wide range of programs that take place outside of regular school hours, and are intended to promote learning, and enhance the cognitive, social, physical, artistic, and/or civic development of youth. These programs and services provide a safe, accessible space, operate at school and community sites, as well as in family child care homes, where they all encourage youth to explore and feel confident in the world around them. High-quality programs provide meaningful and relevant learning opportunities that foster children’s curiosity, build their social skills, and creatively reinforce and expand on what they learn during the school day. OST programs also provide opportunities for youth to be active, enjoy healthy foods, explore the world around them, and develop relationships with caring adults and peers.

NEED FOR AFTERSCHOOL PROGRAMS

In San Francisco, an estimated 27 percent or 10,400 elementary and middle school youth who want access to afterschool programs do not currently have access to them, according to recent citywide estimates (DCYF, 2011–12 Afterschool for All Year End Report, 2012). Data indicates that most San Francisco Unified School District parents prefer school-based afterschool programs over programs located off campus (San Francisco State University’s Public Research Institute, “Parent Survey on Afterschool Programs,” 2009). While SFUSD currently sponsors 69 after-school programs across elementary and middle school campuses, not all children in need at those schools are served by those programs. In addition, at 10 SFUSD schools serving K–8 students, the district does not sponsor any afterschool programs. There are about 4,000 students at those 10 schools, of which approximately 50 percent are eligible for free or reduced-price meals.

To accommodate the demand at these public schools as well as at private schools, nonprofit organizations operate afterschool programs that primarily rely on parent fees to cover operating costs. Community-based afterschool programs, or those that are not based at school sites, fill a need for working families who prefer a nonschool environment during out of school time hours and a location closer to home. Community-based afterschool programs typically have an ongoing enrollment process and a flexible attendance policy to meet families’ varied needs. Many programs, anecdotally, serve a more high-needs population: families living in public housing, living with substance abuse, mental health issues, and food insecurity. This strategy provides a “safety net” for many youth living in the highest-need neighborhoods in the city.

NEED FOR SUMMER PROGRAMS

A survey conducted in the summer of 2012 revealed that only 44 percent of youth in kindergarten to eighth grade in San Francisco had access to comprehensive summer programming options. This means that as many as 28,400 youth may not benefit from a summer program. Yet the demand for comprehensive summer programs is growing citywide. In the 2012 DCYF’s Community Needs Assessment (CNA), parents, service providers, and community members discussed an overwhelming need for summer programs that are affordable and meet the needs of working families. Research demonstrates the value of high-quality summer programs as a strategy to prevent learning loss, narrow the achievement gap, keep children healthy and active, and help working families. In addition, recent research points to several promising best practices for summer programs, which include ensuring that youth are exposed to more program hours, aligning activities with school year curricula and/or grade-level standards, providing academic enrichment activities that help support a “summer culture” to engage youth, engaging families, and allowing staff adequate time to plan and prepare for the summer program. These and other practices support high-quality summer programs that provide youth with structured and engaging activities while parents are at work and school is out.
COMPREHENSIVE AFTERSCHOOL & SUMMER PROGRAMS

These programs provide structured academic support, skill building, physical/recreation, and leadership development activities that map to grade-level-appropriate learning goals. Through a structured curriculum, these programs help youth build skills, provide opportunities for enrichment and academic growth, and ensure youth have access to healthy food and physical activity. Curricular components include learning goals and objectives and identify resources that can support the activities that help children attain their learning goals and objectives.

Comprehensive summer programs establish and promote a “summer culture,” which includes building a community among youth and staff and creating a unique culture for the youth to share in unifying around a positive program spirit. Strategies to promote summer culture may include routines or daily cheers, group or “camp” names, and teambuilding activities. Proposed Programs should have a culminating event or activity, and create times for parent or caretaker engagement and participation.

There are three types of afterschool programs at SFUSD public schools. Two of them are sponsored by SFUSD as follows:

• Early Education Department (EED) School Age Programs (formerly known as Child Development Centers); and
• SFUSD ExCEL (Expanded Collaboratives for Excellence in Learning) Programs.

The third type is not sponsored by SFUSD and these are programs operated by nonprofit or for-profit organizations which rent space from the school to provide independently operated afterschool programs. Most of these programs charge participant fees but may also offer financial assistance.

Both the EED and ExCEL programs offer programming that is equally composed of academic support, recreation, and enrichment.

SUMMER LEARNING NETWORK

The San Francisco Summer Learning Network is a group of individuals and organizations from a cross section of the city provider community dedicated to enhancing the learning opportunities for youth. Representatives include city agencies, the San Francisco Unified School District, and summer program providers. The effort is housed at The Department of Children, Youth and their Families (DCYF). The Network is working closely with the Afterschool for All effort, which in 2012 adopted summer programming as part of its purview.

The network’s main activities include providing a free informational newsletter with resources for summer program providers, offering free professional development opportunities for summer program staff each spring, and raising awareness about the importance of quality learning opportunities for youth during the summer. While the city’s efforts toward providing access to summer programming are noteworthy, the need is great and efforts must continue to enhance the learning aspects of program design, activities, and staff interactions with youth.

LOOKING AHEAD

At the federal level, President Barack Obama has proposed $75 billion over the next 10 years to support a “Preschool for All” initiative. The program would start with a $1.3 billion investment in FY 2014, increasing in future years to total $75 billion by FY 2023. The goal would be to enroll all low- and moderate-income four-year-olds into high-quality preschool programs, while incentivizing states to extend access to middle-income families and above.

The federal government would provide matching funds for states to enroll children in families with incomes up to 200 percent of the federal poverty level. States would qualify for the federal match once they enroll at least 50 percent of their low-income and moderate-income children in pre-K. 15 states are expected to participate in the initiative in the first year, with all states joining by the third year.

The state’s contribution would start at 10 percent for the first two years, increasing to 40 percent by the fifth year. Those matches would be reduced to 5 percent and 30 percent, respectively, if states sought to extend access to families above the 200 percent line. This means the federal government will cover more than 80 percent of the costs of the initiative in the first five years.

The additional preschool funding would be paid for by increasing the federal cigarette tax from $1.01 to $1.95 as well as indexing the tax for inflation, which is projected to raise $78.1 billion over the next decade.
President Obama also included $750 million in Race to the Top – Early Learning Challenge Grants, a competitive grant program, for FY 2014 to aid states in improving their preschool programs to meet high-quality standards.

Meanwhile, at the state and local level, several key programs and sources of funding are due to sunset in 2015 unless extended, including the First 5 California Children and Families Commission Power of Preschool (PoP) Demonstration Projects funding, the San Francisco Child Care Individualized County Subsidy Plan (Pilot 2.0), San Francisco’s Children’s Fund and the Public Education Enrichment Fund (Prop H).

ECE stakeholders will need to continue to work together to offset cuts at the state level and to extend or make permanent needed programs and sources of funding such as Prop H, the Children’s Fund and the subsidy pilot. The continued stabilization and preservation of the ECE system is paramount to maintaining high quality programs that support children, families and our economy.

**CONCLUSION**

Inequities in access to quality care and education are likely to perpetuate inequities in school readiness, especially between children of low-income and higher-income families. The current early care and education system design in San Francisco is built upon many years of data collection and planning with a variety of key stakeholders in the ECE community. These stakeholders continue to exchange ideas about opportunities for innovation, improved data systems, and tracking, use of technology, and increases in efficiencies to achieve their goals.

The San Francisco Child Care Planning and Advisory Council has been a resource around key issues that impact providers and families. CPAC has been on the forefront of promoting an approach that provides an essential foundation for a coherent system targeting investments and making the best use of available resources. San Francisco is taking a systemic approach to supporting the quality, affordability and availability of early care and education services. This requires careful planning, analysis, and a more targeted approach to system investments.

Collectively, they recognize the role of data planning and efficiency in improving system dynamics and have established a foundation for an optimized system of service delivery of high quality early care and education to effectively serve the children and families of the City and County of San Francisco.
I. Demographics

OVERVIEW

San Francisco is unique in that it is both a city and a county, with overlapping local and state priorities and regulations. It is also unique in having one of the lowest percentages of children in the general population of any major city in the country. Typically, the child population ranges around 24% of a community. In San Francisco only 13.4% of the population are children 18 or under. Even New York City exceeds San Francisco in the percentage of child population, at 21.6%.

As of 2010, 79,210 children age 0–12 called San Francisco home. They constitute one of the most heterogeneous populations of children in the country and enrich a city that celebrates diversity. The city’s diversity, however, can present a major challenge to its young population and those providing them care. Many children in San Francisco are dual language learners. Accordingly, early care and education providers in the city must have the capacity to communicate effectively with children and their parents in order to provide culturally and linguistically appropriate quality early care and education. Language diversity raises issues regarding language acquisition and literacy, as well as the desirability of capacity for multi-lingual care. In addition, the diversity of the city raises issues of cultural competency in programs, curriculum and the workforce.

There are other challenges facing San Francisco’s families. The city’s high cost of living requires many parents, particularly single parents, to work multiple jobs in order to make ends meet. There are approximately 25,186 children under the age of 12 in families with income levels eligible for an early care and education subsidy. Those children represent 35% of the city’s young child population.

The median household income of San Francisco is $72,947 for 2007–2011. High housing costs are commonly considered one of the primary reasons families leave the city. While the City and County of San Francisco has many initiatives to address these issues, the problem is unlikely to disappear soon.

Estimations of what percentage of the general population have special health care needs often vary by location and research methods used. An estimated 5,900 (7%) of children age birth to 6 in San Francisco have special health care needs. In December 2012, 4,491 children age birth through 13 were receiving special education services from the San Francisco Unified School District (SFUSD).

Though the exact number of children with special health care needs in San Francisco is unknown, each child has the right to inclusive early care and education. Each child deserves equal access and the ability to take advantage of their surrounding environment, ultimately improving and enhancing the early care and education experience for all children.

In order for San Francisco’s parents to work and for children to be able to flourish, creative solutions are essential to ensure children receive affordable early care and education of the highest caliber. San Francisco is committed to finding solutions so that all families have access to affordable, high quality care.
DESCRIPTION

The following charts display different characteristics of the city’s child population.

- **Maps**
  San Francisco Child Population, Ages 0–17

- **Figure 1.0**
  Population by Neighborhood and Ages 0–12 (2000 & 2010); Compares child population between 2000 and 2010 Census

- **Figure 1.1**

- **Figure 1.1a**
  Child Population by Neighborhood: Bar chart of Figure 1.1 data.

- **Figure 1.2**
  Child Population Ethnicity Breakdown Ages (0–14); Census 2010; Details the breakout of 2010 data by ethnicity and zip code.

- **Figure 1.2a**
  Ethnic Breakdown: Pie chart of Figure 1.2 data.

- **Maps**
  San Francisco Child Population Ages: 0–2, 3–5, 6–12

- **Figure 1.3a**
  Children Below 70% of the State Median Income (SMI) by Age (2010 5-year American Community Survey); Number of children living in households at or below 70% SMI.10 70% of SMI is the maximum amount a household can earn and be eligible to enroll in most early care and education subsidies.

- **Figure 1.3b**
  Children Eligible for Subsidies At or Below 80% SMI by Age (2010 5-year American Community Survey); Number of children living in households at or below 80% SMI.11 80% of SMI is the maximum amount a household can earn and retain an early care and education subsidy as part of the San Francisco Child Care Subsidy Pilot.

- **Figure 1.4**
  Children Below 200% Federal Poverty Line by Age (2010 5-year American Community Survey); Number of children living in households with incomes below the Federal Poverty Line.

- **Figure 1.5**
  Children Receiving CalWORKs by Age (April 2012) details the number of children receiving CalWORKs assistance.

DATA HIGHLIGHTS

- Neighborhoods with the largest increase and decrease in child population ages 0–12 between 2000 and 2010 are:
  **Increase:**
  - Haight/Western Addition/Fillmore (+766)
  - Castro/Noe Valley (+751)
  - Potrero Hill (+739)

  **Decrease:**
  - Inner Mission/Bernal Heights (-2,319)
  - Bayview/Hunter’s Point (-1,331)
  - Visitacion Valley (-1,102)

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As of the 2010 Census, the largest number of children 0 to 12 years old reside in the following neighborhoods:

- **Outer Mission/Excelsior/Ingleside** (10,143)
- **Inner Mission/Bernal Heights** (7,461)
- **Bayview/Hunter’s Point** (5,887)
- **Visitacion Valley** (5,861)
- **Sunset** (5,656)
SF Children by Age Group (2011)
Ages 0–5

Source: 2011 5-year American Community Survey (ACS)
SF Children by Age Group (2011)
Ages 6–12

Source: 2011 5-year American Community Survey (ACS)
The number of very poor children declined by 35.4%. Neighborhoods that lost children include Visitation Valley, North of Market, Richmond, and Inner Mission.

The number of very poor school-age children declined by 37.1%. Neighborhoods that lost children include Visitation Valley, North of Market, Sunset and Mission.

The number of very poor children declined by 36.6%. Neighborhoods that lost children include the Sunset, Inner Mission, Bayview, Visitation Valley, and North of Market.

Source: 2011 5-year American Community Survey (ACS)
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Source: 2000 & 2010 Census Bureau
Figure 1.1 Child Population Comparison Ages 0–12 (Census 2000–2010)

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<th>6-12 Years</th>
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<td>114</td>
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</table>

Total: 19,394 ; 22,409 ; 3,015 ; 18,496 ; 18,931 ; 435 ; 44,232 ; 37,870 ; -6362 ; 82,122 ; 79,210 ; -2,912

Source: 2000 & 2010 US Census Bureau

Despite a growth in the 0–5 population of 3,450 children from 2000–2010, the total child population of 0–12 declined by 2,912 children.
The largest number of infants and toddlers 0 to <3 years old reside in the following neighborhoods:
- Outer Mission/Excelsior/Ingleside (2,429)
- Inner Mission/Bernal Heights (2,295)
- Inner Richmond/Presidio/Laurel Heights (1,259)
- Sunset (1,530)
- Bayview/Hunter’s Point (1,459)

The largest number of preschool age children 3 to <6 years old reside in the following neighborhoods:
- Outer Mission/Excelsior/Ingleside (2,381)
- Inner Mission/Bernal Heights (1,763)
- Visitacion Valley (1,406)
- Bayview/Hunter’s Point (1,377)
- Sunset (1,364)

The neighborhoods with the largest number of school age children 6 to 12 years old:
- Outer Mission/Excelsior/Ingleside (5,333)
- Inner Mission/Bernal Heights (3,403)
- Visitacion Valley (3,197)
- Bayview/Hunter’s Point (3,051)
- Sunset (2,762)

The neighborhoods with the largest number of infants and toddlers (0 to <3) eligible for subsidized care below 70% SMI are the following:
- Bayview/Hunter’s Point (1,055)
- Inner Mission/Bernal Heights (853)
- Outer Mission/Excelsior/Ingleside (825)
- Visitacion Valley (777)
- Russian Hill/Nob Hill (245)

The neighborhoods with the largest number of preschool age children (3 to <6) eligible for subsidized care below 70% SMI are the following:
- Bayview/Hunter’s Point (1,153)
- Inner Mission/Bernal Heights (932)
- Outer Mission/Excelsior/Ingleside (901)
- Visitacion Valley (849)
- Potrero Hill (294)

The neighborhoods with the largest number of school age children (6 to 12) eligible for subsidized care below 70% SMI are the following:
- Outer Mission/Excelsior/Ingleside (1,822)
- Bayview/Hunters Point (1,676)
- Visitacion Valley (1,507)
- Inner Mission/Bernal Heights (1,356)
- Sunset (605)

The ethnic composition of San Francisco’s children represents a rich diversity. No racial group represents more than one-third of the child population. The ethnic groups are in the Census designated categories of:
- Asian (28%)
- White/Non Hispanic (25%)
- Hispanic or Latino (20%)
- More than One Race (10%)
- Other Race (9%)
- Black or African American (6%)
- Native Hawaiian/Pacific Islander (1%)
- American Indian/Alaskan Native (1%)

12% of the City’s children age 0–12 live in households with income below the federal poverty threshold. Neighborhoods with the largest number of children in poverty are:
- Bayview/Hunter’s Point (2,059)
- Visitacion Valley (1,042)
- Inner Mission/Bernal Heights (925)
- Outer Mission/Excelsior/Ingleside (804)
- Russian Hill/Nob Hill (460)

4% of the City’s children age 0–12 are receiving assistance from the CalWORKs program. Neighborhoods with the highest number of recipients are:
- Bayview/Hunter’s Point (742)
- Visitacion Valley (405)
- Outer Mission/Excelsior/Ingleside (312)
- Inner Mission/Bernal Heights (307)
- Potrero Hill (186)

Low-Income Thresholds for a Family of 3 (1 Adult, 2 children)
- CalWORKs Income Ceiling\textsuperscript{12} $14,028
- Federal Poverty Level (100%)\textsuperscript{13} $19,090
- Federal Poverty Level (200%)\textsuperscript{13} $38,180
- Child Care Subsidy Income Ceiling for Subsidy Eligibility Enrollment 70% SMI\textsuperscript{14} $42,216
- Child Care Subsidy Income Ceiling for Subsidy Eligibility Exit 80% SMI\textsuperscript{15} $53,556
- San Francisco Self-Sufficiency Income Standard\textsuperscript{16} $68,497

San Francisco Child Care Planning & Advisory Council 2012–13 EARLY CARE AND EDUCATION NEEDS ASSESSMENT
Child population steadily decreases by age: over 7,800 infants compared to 5,138 12 year olds.
Figure 1.1b Child Population by Neighborhood (Census 2010)

Source: 2010 US Census Bureau
### Figure 1.2 Child Population Ethnic Breakout by Age 0–14 (Census 2010)

| Zip Code | Neighborhood                  | Asian | Percent Asian | White Not Hispanic | Percent White Not Hispanic | Hispanic or Latino | Percent Hispanic or Latino | Other Race | Percent Other Race | Black or African American | Percent Black or African American | More than One Race | Native Hawaiian | Percent Native Hawaiian Pacific Islander | Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian 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Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific 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Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Pacific Islander | Percent Native Hawaiian Paci...
Figure 1.2a Ethnic Breakdown of Children Age 0–14

- Asian: 28%
- White Non Hispanic: 25%
- Hispanic or Latino: 20%
- Other Race: 9%
- Black or African American: 6%
- More Than One Race: 10%
- Native Hawaiian Pacific Islander: 1%
- American Indian or Alaska Native: 1%

N=102,249

Source: 2010 US Census Bureau
### Figure 1.3 Children Eligible for Subsidies at or below 70% SMI by Age (2011 5-Year American Community Survey)

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<th>Percent of Children 0-2 Below 70% SMI</th>
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<th>Percent of Children 3-5 Below 70% SMI</th>
<th>Number of Children 6-11 Below 70% SMI</th>
<th>Percent of Children 6-11 Below 70% SMI</th>
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<td>83</td>
<td>13%</td>
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<td>10%</td>
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<td>Inner Richmond / Presidio / Laurel H.</td>
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<td>11%</td>
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<tr>
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**Source:** 2011 5-Year American Community Survey, Table B17024

*2011 5-Year American Community Survey, Table B17024 does not include ages 0-2 and 3-5 breakdowns. Age distributions used to break out 0-2 and 3-5 from 0-5 age range (using 2011 5-Year ACS 5% sample data because single ages are included, but zip codes are not). Below 70% SMI (275% FPL): 0-2 = 47.8%; 3-5 = 52.2%. Total SF Population: 0-2 = 53.3%; 3-5 = 46.7%.

*2011 5-Year American Community Survey, Table B17024 does not include below 250% FPL, instead it has a 200%-299% grouping. The different increments from 0 to 199% were normalized into 25% increments. Each of the 25% increments represented approximately 3-4% of the overall population, meaning that there appeared to be an even distribution. Therefore, in order to get 249% from 200%-299%, it was assumed that 49% of the estimate in that range fell within 200%-249%.

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San Francisco Child Care Planning & Advisory Council 2012–13 EARLY CARE AND EDUCATION NEEDS ASSESSMENT  PAGE 41
### Figure 1.3a Children Eligible for Subsidies at or below 80% SMI by Age (2011 5-Year American Community Survey)

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<tr>
<th>Zip Code</th>
<th>Neighborhood</th>
<th>Number of Children 0-2 Below 80% SMI</th>
<th>Percent of Children 0-2 Below 80% SMI</th>
<th>Number of Children 3-5 Below 80% SMI</th>
<th>Percent of Children 3-5 Below 80% SMI</th>
<th>Number of Children 6-11 Below 80% SMI</th>
<th>Percent of Children 6-11 Below 80% SMI</th>
<th>Total Number of Children 0-11 Below 80% SMI</th>
<th>Total Percent of Children 0-11 Below 80% SMI</th>
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<td>90%</td>
<td>310</td>
<td>92%</td>
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<tr>
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<td>235</td>
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<td>646</td>
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<td>1,099</td>
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**Source:** 2011 5-Year American Community Survey, Table B17024

*2011 5-Year American Community Survey, Table B17024 does not include ages 0-2 and 3-5 breakdowns. Age distributions used to break out 0-2 and 3-5 from 0-5 age range (using 2011 5-Year ACS 5% sample data because single ages are included, but zip codes are not): Below 80% SMI (275% FPL): 0-2 = 47.5%; 3-5 = 52.6%. Total SF Population: 0-2 = 53.3%; 3-5 = 46.7%.

*2011 5-Year American Community Survey, Table B17024 does not include below 275% FPL, instead it has a 200%-299% grouping. The different increments from 0 to 199% were normalized into 25% increments. Each of the 25% increments represented approximately 3-4% of the overall population, meaning that there appeared to be an even distribution. Therefore, in order to get 274% from 200%-299%, it was assumed that 74% of the estimate in that range fell within 200%-274%.
## Figure 1.3b Children Below 100% Federal Poverty Level by Age (2011 5-Year American Community Survey)

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</tbody>
</table>

TOTAL 2,510 12%  2,155 11%  3,879 12%  8,544 12%

Source: 2011 5-Year American Community Survey, Table B17024

*2011 5-Year American Community Survey, Table B17024 does not include ages 0-2 and 3-5 breakdowns. Age distributions used to break out 0-2 and 3-5 from 0-5 age range (using 2011 5-Year ACS 5% sample data because single ages are included, but zip codes are not): Below 100% FPL: 0-2 = 53.8%; 3-5 = 46.2%. Total SF Population: 0-2 = 53.3%; 3-5 = 46.7%.
### Figure 1.4 Children Below 200% Federal Poverty Level by Age (2011 5-Year American Community Survey)

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Neighborhood</th>
<th>Number of Children 0-2 Below 200% Federal Poverty Line</th>
<th>Percent of Children 0-2 Below 200% Federal Poverty Line</th>
<th>Number of Children 3-5 Below 200% Federal Poverty Line</th>
<th>Percent of Children 3-5 Below 200% Federal Poverty Line</th>
<th>Number of Children 6-11 Below 200% Federal Poverty Line</th>
<th>Percent of Children 6-11 Below 200% Federal Poverty Line</th>
<th>Total Number of Children 0-11 Below 200% Federal Poverty Line</th>
<th>Total Percent of Children 0-11 Below 200% Federal Poverty Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>94102</td>
<td>Hayes Valley / Tenderloin</td>
<td>223</td>
<td>63%</td>
<td>254</td>
<td>82%</td>
<td>300</td>
<td>88%</td>
<td>777</td>
<td>78%</td>
</tr>
<tr>
<td>94103</td>
<td>South Market</td>
<td>205</td>
<td>54%</td>
<td>234</td>
<td>70%</td>
<td>523</td>
<td>68%</td>
<td>960</td>
<td>65%</td>
</tr>
<tr>
<td>94104</td>
<td>Financial District</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>23</td>
<td>100%</td>
<td>23</td>
<td>100%</td>
</tr>
<tr>
<td>94105</td>
<td>Downtown</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>94107</td>
<td>Potrero Hill</td>
<td>172</td>
<td>16%</td>
<td>195</td>
<td>21%</td>
<td>346</td>
<td>39%</td>
<td>713</td>
<td>25%</td>
</tr>
<tr>
<td>94108</td>
<td>Chinatown</td>
<td>95</td>
<td>45%</td>
<td>107</td>
<td>59%</td>
<td>328</td>
<td>86%</td>
<td>530</td>
<td>69%</td>
</tr>
<tr>
<td>94109</td>
<td>Russian Hill / Nob Hill</td>
<td>207</td>
<td>27%</td>
<td>235</td>
<td>35%</td>
<td>424</td>
<td>47%</td>
<td>866</td>
<td>37%</td>
</tr>
<tr>
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<td>Inner Mission / Bernal Heights</td>
<td>620</td>
<td>26%</td>
<td>705</td>
<td>34%</td>
<td>1,068</td>
<td>44%</td>
<td>2,393</td>
<td>35%</td>
</tr>
<tr>
<td>94111</td>
<td>Embarcadero / Gateway</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>14</td>
<td>21%</td>
<td>14</td>
<td>12%</td>
</tr>
<tr>
<td>94112</td>
<td>Outer Mission / Excelsior / Ingleside</td>
<td>610</td>
<td>24%</td>
<td>693</td>
<td>32%</td>
<td>1,454</td>
<td>33%</td>
<td>2,757</td>
<td>30%</td>
</tr>
<tr>
<td>94114</td>
<td>Castro/ Noe Valley</td>
<td>40</td>
<td>5%</td>
<td>45</td>
<td>6%</td>
<td>99</td>
<td>13%</td>
<td>184</td>
<td>8%</td>
</tr>
<tr>
<td>94115</td>
<td>Western Addition</td>
<td>167</td>
<td>24%</td>
<td>189</td>
<td>31%</td>
<td>437</td>
<td>36%</td>
<td>793</td>
<td>31%</td>
</tr>
<tr>
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<td>Parkside / Forest Hill</td>
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<td>14%</td>
<td>188</td>
<td>18%</td>
<td>297</td>
<td>14%</td>
<td>650</td>
<td>15%</td>
</tr>
<tr>
<td>94117</td>
<td>Haight / Western Addition / Fillmore</td>
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<td>6%</td>
<td>69</td>
<td>8%</td>
<td>59</td>
<td>9%</td>
<td>189</td>
<td>7%</td>
</tr>
<tr>
<td>94118</td>
<td>Inner Richmond / Presidio / Laurel H.</td>
<td>88</td>
<td>9%</td>
<td>100</td>
<td>11%</td>
<td>384</td>
<td>23%</td>
<td>572</td>
<td>16%</td>
</tr>
<tr>
<td>94121</td>
<td>Outer Richmond / Sea Cliff</td>
<td>84</td>
<td>7%</td>
<td>96</td>
<td>9%</td>
<td>276</td>
<td>13%</td>
<td>456</td>
<td>10%</td>
</tr>
<tr>
<td>94122</td>
<td>Sunset</td>
<td>160</td>
<td>10%</td>
<td>182</td>
<td>13%</td>
<td>457</td>
<td>20%</td>
<td>799</td>
<td>15%</td>
</tr>
<tr>
<td>94123</td>
<td>Marina / Cow Hollow</td>
<td>32</td>
<td>6%</td>
<td>37</td>
<td>7%</td>
<td>6</td>
<td>1%</td>
<td>75</td>
<td>4%</td>
</tr>
<tr>
<td>94124</td>
<td>Bayview / Hunters Point</td>
<td>911</td>
<td>54%</td>
<td>1,035</td>
<td>71%</td>
<td>1,401</td>
<td>57%</td>
<td>3,347</td>
<td>60%</td>
</tr>
<tr>
<td>94127</td>
<td>West Portal / St. Francis Wood</td>
<td>15</td>
<td>2%</td>
<td>17</td>
<td>3%</td>
<td>87</td>
<td>7%</td>
<td>119</td>
<td>5%</td>
</tr>
<tr>
<td>94129</td>
<td>Presidio</td>
<td>32</td>
<td>25%</td>
<td>36</td>
<td>32%</td>
<td>36</td>
<td>18%</td>
<td>104</td>
<td>23%</td>
</tr>
<tr>
<td>94130</td>
<td>Treasure Island</td>
<td>21</td>
<td>88%</td>
<td>24</td>
<td>114%</td>
<td>138</td>
<td>78%</td>
<td>183</td>
<td>82%</td>
</tr>
<tr>
<td>94131</td>
<td>Twin Peaks / Diamond Heights / Glen Park</td>
<td>65</td>
<td>7%</td>
<td>74</td>
<td>9%</td>
<td>69</td>
<td>8%</td>
<td>208</td>
<td>8%</td>
</tr>
<tr>
<td>94132</td>
<td>Stonestown / Lake Merced</td>
<td>88</td>
<td>13%</td>
<td>100</td>
<td>17%</td>
<td>201</td>
<td>14%</td>
<td>389</td>
<td>14%</td>
</tr>
<tr>
<td>94133</td>
<td>North Beach / Telegraph Hill</td>
<td>166</td>
<td>45%</td>
<td>189</td>
<td>59%</td>
<td>464</td>
<td>74%</td>
<td>819</td>
<td>62%</td>
</tr>
<tr>
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<td>Visitacion Valley</td>
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<td>744</td>
<td>57%</td>
<td>1,262</td>
<td>50%</td>
<td>2,661</td>
<td>50%</td>
</tr>
<tr>
<td>94158</td>
<td>Mission Bay (New zip code, previously included in 94107)</td>
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<td>0%</td>
<td>0</td>
<td>0%</td>
<td>22</td>
<td>54%</td>
<td>22</td>
<td>14%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>4,881</strong></td>
<td><strong>22%</strong></td>
<td><strong>5,549</strong></td>
<td><strong>29%</strong></td>
<td><strong>10,173</strong></td>
<td><strong>32%</strong></td>
<td><strong>20,603</strong></td>
<td><strong>29%</strong></td>
</tr>
</tbody>
</table>

Source: 2011 5-Year American Community Survey, Table B17024

*2011 5-Year American Community Survey, Table B17024 does not include ages 0-2 and 3-5 breakdowns. Age distributions used to break out 0-2 and 3-5 from 0-5 age range (using 2011 5-Year ACS 5% sample data because single ages are included, but zip codes are not): Below 200% FPL: 0-2 = 46.8%; 3-5 = 53.2%. Total SF Population: 0-2 = 53.3%; 3-5 = 46.7%.
### Figure 1.5 Children in Households Receiving CalWORKs Benefits by Age

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Neighborhood</th>
<th>Number of Children 0-2 Receiving CalWORKs</th>
<th>Number of Children 0-2 in SF</th>
<th>Percent of Children 0-2 Receiving CalWORKs</th>
<th>Number of Children 3-5 Receiving CalWORKs</th>
<th>Number of Children 3-5 in SF</th>
<th>Percent of Children 3-5 Receiving CalWORKs</th>
<th>Number of Children 6-11 Receiving CalWORKs</th>
<th>Number of Children 6-11 in SF</th>
<th>Percent of Children 6-11 Receiving CalWORKs</th>
<th>Number of Children 0-11 Receiving CalWORKs</th>
<th>Number of Children 0-11 in SF</th>
<th>Percent of Children 0-11 Receiving CalWORKs</th>
</tr>
</thead>
<tbody>
<tr>
<td>94102</td>
<td>Hayes Valley / Tenderloin</td>
<td>68</td>
<td>573</td>
<td>12%</td>
<td>55</td>
<td>464</td>
<td>12%</td>
<td>51</td>
<td>773</td>
<td>7%</td>
<td>174</td>
<td>1,810</td>
<td>10%</td>
</tr>
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<td>South of Market</td>
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<td>10%</td>
<td>50</td>
<td>379</td>
<td>13%</td>
<td>51</td>
<td>735</td>
<td>7%</td>
<td>154</td>
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<td>9%</td>
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<td>0%</td>
<td>0</td>
<td>10</td>
<td>0%</td>
<td>2</td>
<td>17</td>
<td>12%</td>
<td>2</td>
<td>42</td>
<td>5%</td>
</tr>
<tr>
<td>94105</td>
<td>Downtown</td>
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<td>161</td>
<td>1%</td>
<td>0</td>
<td>61</td>
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<td>0</td>
<td>64</td>
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</tr>
<tr>
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<td>Potrero Hill</td>
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<td>886</td>
<td>8%</td>
<td>61</td>
<td>577</td>
<td>11%</td>
<td>54</td>
<td>711</td>
<td>8%</td>
<td>186</td>
<td>2,174</td>
<td>9%</td>
</tr>
<tr>
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<td>Chinatown</td>
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<td>212</td>
<td>2%</td>
<td>2</td>
<td>181</td>
<td>1%</td>
<td>3</td>
<td>309</td>
<td>1%</td>
<td>9</td>
<td>702</td>
<td>1%</td>
</tr>
<tr>
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<td>Russian Hill / Nob Hill</td>
<td>28</td>
<td>863</td>
<td>3%</td>
<td>31</td>
<td>589</td>
<td>5%</td>
<td>26</td>
<td>915</td>
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<td>2,367</td>
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<td>90</td>
<td>1,763</td>
<td>5%</td>
<td>107</td>
<td>2,958</td>
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<td>7,016</td>
<td>4%</td>
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<td>40</td>
<td>0%</td>
<td>0</td>
<td>68</td>
<td>0%</td>
<td>0</td>
<td>164</td>
<td>0%</td>
</tr>
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<td>84</td>
<td>2,381</td>
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<td>112</td>
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<td>2%</td>
<td>312</td>
<td>9,342</td>
<td>3%</td>
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<td>903</td>
<td>1%</td>
<td>5</td>
<td>620</td>
<td>1%</td>
<td>7</td>
<td>866</td>
<td>1%</td>
<td>21</td>
<td>2,389</td>
<td>1%</td>
</tr>
<tr>
<td>94115</td>
<td>Western Addition</td>
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<td>914</td>
<td>6%</td>
<td>58</td>
<td>673</td>
<td>9%</td>
<td>61</td>
<td>1,066</td>
<td>6%</td>
<td>173</td>
<td>2,653</td>
<td>7%</td>
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<td>4,471</td>
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<td>10</td>
<td>715</td>
<td>1%</td>
<td>23</td>
<td>954</td>
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<td>56</td>
<td>2,733</td>
<td>2%</td>
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<td>Inner Richmond / Presidio / Laurel</td>
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<td>1%</td>
<td>10</td>
<td>1,060</td>
<td>1%</td>
<td>14</td>
<td>1,626</td>
<td>1%</td>
<td>42</td>
<td>3,945</td>
<td>1%</td>
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<td>Outer Richmond / Sea Cliff</td>
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<td>1,096</td>
<td>2%</td>
<td>17</td>
<td>1,057</td>
<td>2%</td>
<td>28</td>
<td>1,868</td>
<td>1%</td>
<td>66</td>
<td>4,021</td>
<td>2%</td>
</tr>
<tr>
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<td>Sunset</td>
<td>23</td>
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<td>1,364</td>
<td>1%</td>
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<td>1%</td>
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<td>447</td>
<td>0%</td>
<td>0</td>
<td>588</td>
<td>0%</td>
<td>2</td>
<td>1,762</td>
<td>0%</td>
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<td>17%</td>
<td>234</td>
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<td>17%</td>
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<td>73</td>
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<td>29</td>
<td>179</td>
<td>16%</td>
<td>55</td>
<td>330</td>
<td>17%</td>
</tr>
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<td>Twin Peaks / Diamond Heights / Glen Park</td>
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<td>702</td>
<td>2%</td>
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<td>54</td>
<td>2,722</td>
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<td>Stonestown / Lake Merced</td>
<td>40</td>
<td>610</td>
<td>7%</td>
<td>19</td>
<td>597</td>
<td>3%</td>
<td>39</td>
<td>1,103</td>
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<td>98</td>
<td>2,310</td>
<td>4%</td>
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<td>420</td>
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<td>33</td>
<td>800</td>
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<td>1,703</td>
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<td>11%</td>
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<td>84</td>
<td>0%</td>
<td>1</td>
<td>250</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>955</strong></td>
<td><strong>18,931</strong></td>
<td><strong>5%</strong></td>
<td><strong>1,099</strong></td>
<td><strong>32,732</strong></td>
<td><strong>3%</strong></td>
<td><strong>3,161</strong></td>
<td><strong>74,072</strong></td>
<td><strong>4%</strong></td>
</tr>
</tbody>
</table>

Source: San Francisco Human Services Agency and 2010 Decennial Census, Summary File 1. Excludes child-only and safety net cases.
FOOTNOTES


2. US Census 2010, Census population data 13.4% x 812,826.

3. US Census definition of a linguistically isolated household is one in which there is no member 14 years old or over (1) who speaks only English or (2) speaks a non-English language and speaks English very well.


7. Maternal and Child Health Bureau (MCHB) defines children with special health care needs as those who have or are at increased risk for chronic physical, developmental, behavioral or emotional conditions and who require health and related services of a type or amount beyond that required by children generally.


10. 70% SMI correlates to approximately 200% of FPL.

11. 80% SMI correlates to approximately 250% of FPL.


15. Exit ceiling is adjusted to 80% of State Median Income for San Francisco due to the San Francisco Child Care Subsidy Pilot.

II. Early Care and Education Capacity

OVERVIEW
Licensed capacity is the number of licensed early care and education slots available to care for children. While licensed center slots are for specific age groups, family child care (FCC) licenses allow for mixed age groups. Large numbers of school aged children are cared for in license-exempt programs such as after school on-site programs and summer day camps. Through the efforts of the Department of Children, Youth and their Families (DCYF) and the Afterschool for All Advisory committee, data related to capacity in these programs is included in the CPAC Needs Assessment Capacity analysis for the first time.

In response to severe recent state budget cuts to early care and education, the City and County of San Francisco has made funding available to qualified California Department of Education Title 5 contractors to mitigate the impact of state budget reductions. This ongoing fiscal commitment retains capacity by providing subsidized ECE experiences to vulnerable young children and their families who would have otherwise lost services due to state contract cuts.

Despite these economic challenges, San Francisco continues to increase center capacity for 0–5 year olds. Licensed school age capacity decreased in part due to the elimination of a state latchkey child care program. While the supply of licensed preschool care is the most abundant, there continues to be a need for licensed care options.

Substantial research demonstrates that accessible high quality early care and education positively affects childhood growth, physical development, health, cognitive, behavioral and school related outcomes. The accessibility of early care and education services for families with children is dependent on the capacity and availability of care in the community.

The use of facilities is itself a complex proposition. Licensed FCC providers receive licenses for small and large homes, which can accept 6–8 or 12–14 children, respectively. However, not all centers or family child care providers enroll to their full licensed capacity. While a 10% vacancy rate is a normal function of the market, many providers, by choice, enroll at far less than their licensed capacity. It is not unusual for a family child care provider licensed for 12 to serve half as many children. The vacancy rate is based on program capacity (the provider’s choice), which in many cases is lower than licensed capacity.

Additionally, some family child care providers care for their own children, which reduces the availability of slots in their license. This is why there is a danger in assuming ‘a slot equals a child.’ While generally this is a useful approach to simplify planning, it is not necessarily how care is accessed. Not all families using care need the care full time; so many slots may be “shared” by families. Some children attend more than one type of care (i.e. family child care half-day and center preschool half-day). Some providers licensed for 12 children may serve as many as 20 in a week, although, not at the same time. An example of where this could occur would be a family child care provider who stays open during non-traditional hours, including weekends.

Research has shown that increases in the supply of licensed care influences the likelihood that parents will choose licensed care for their children. Nonetheless, efforts to increase capacity cannot be based strictly on “if we build it, they will come.” There must be a market demand for care in the proposed location.

DCYF in conjunction with SFUSD continues to work on strategies to also increase access to exempt school age programs. (Please see the Out of School Time Section in the San Francisco ECE Landscape chapter.)
There is some demand for care by non-residents who work in the city, although the exact number of slots used for non-county residents is unknown. Similarly, there are San Francisco residents with young children working in other countries, and seeking care in their county of employment.

Over the past five years, the increase was the result of the existing downtown developer’s fee, strategies applied for funding infants and toddlers, the public/private efforts of developing and retaining facilities through the Child Care Facilities Fund, and the interagency strategies employed amongst the Human Services Agency (HSA), the Department of Children, Youth and Their Families (DCYF), the Mayor’s Office of Community Development (MOCD), the Redevelopment Agency and others. The growing awareness of San Francisco’s Preschool for All (PFA) program has also influenced this growth.

The early care and education community advocated for additional funding and assistance in retaining leases or commitments for continuation of leases where programs were threatened. The Board and the Mayor’s office responded to advocacy and recognized through budget decisions, the importance of facilities and capacity building. The financial commitment on the part of the city, coupled with leadership both within the city departments and within the child care community, is to be credited for the retention of and growth in capacity.

Despite existing efforts, there remains a considerable gap in available licensed care for 0–5 year olds and licensed and formal care for school age children.

Equally important, the provider community and boards of organizations will need to support a mix of care availability. Each new licensed center, classroom and family child care home represents individuals who commit to making quality care options available to families and children.

Maps of school-age after-school programs are available at the following website:
http://sfafterschoolforall.blogspot.com/p/where-are-programs-located.html

**DESCRIPTION**

The following charts display the number of licensed child care slots in centers and licensed family child care homes actively providing care in San Francisco.

- **Figure 2.1**
  Licensed Center Capacity – Bar chart showing the total center capacity by age group as reported in Figure 2.1.

- **Figure 2.1a**
  Licensed Early Care and Education Capacity: Centers – The number of slots in licensed centers, by zip code and age group. These numbers compare 2012 to 2006 licensed center data.

- **Figure 2.1b**
  Licensed Center Capacity by Neighborhood – Bar chart showing the total center capacity by neighborhood as reported in Figure 2.1.

- **Figure 2.2**
  Licensed Early care and education Centers – The number of early care and education centers by license type and by zip code.

- **Figure 2.3**

- **Figure 2.4**
  Active Licensed Family Child Care Homes – The number of active and licensed small and large family child care homes by zip code. The numbers from 2012 are compared to the combined number of active and licensed homes from 2006.

- **Figure 2.4b**
  Active and Licensed FCCH by Neighborhood – Illustrates the change in family child care capacity from 2006 to 2012.

- **Figure 2.5**
  Child Population (0-12) vs Licensed Capacity – Illustrates the child population by zip code. These numbers are compared to licensed center and family child care capacity.
Figure 2.1 Licensed Center Capacity (1998–2011)

<table>
<thead>
<tr>
<th>Year</th>
<th>Infant Capacity</th>
<th>Preschool Capacity</th>
<th>School Age Capacity</th>
<th>Total Capacity</th>
</tr>
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<tbody>
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<td>1998</td>
<td>573</td>
<td>10782</td>
<td>4728</td>
<td>16,083</td>
</tr>
<tr>
<td>2001</td>
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<td>10904</td>
<td>5199</td>
<td>16,889</td>
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<td>2006</td>
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</tr>
<tr>
<td>2011</td>
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<td>13159</td>
<td>4933</td>
<td>19,264</td>
</tr>
</tbody>
</table>

Source: Department of Social Services (DSS) Community Care Licensing Division

**DATA HIGHLIGHTS: CENTERS**

Licensed Center capacity grew by 1,147 slots from 2006 to 2012, an increase of 6%.

- **Infant/Toddler capacity grew by 8% (96 slots)**
- **Preschool capacity grew by 17% (1,915 slots)**
- **School Age capacity decreased by 15% (-864 slots)**
### Figure 2.1a Licensed Early Care and Education Capacity: Centers (2006–2012)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
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<td>0</td>
<td>0</td>
<td>38</td>
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<td>-200</td>
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<td>96</td>
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<td>4,933</td>
<td>-864</td>
<td>18,117</td>
<td>19,264</td>
<td>1,147</td>
</tr>
</tbody>
</table>

* Some facilities either have a pending license or have a license, but are pending an enrollment increase.

Source: DSS Community Care Licensing Division
The neighborhood with the greatest growth in licensed center capacity is the Outer Mission/Excelsior/Ingleside–94112. The neighborhood with the greatest loss in licensed center capacity is the Inner Mission/Bernal Heights–94110.
Figure 2.1c Licensed Child Care Centers by Provider Type (2012)

<table>
<thead>
<tr>
<th>PROVIDER TYPES</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Not State Contracted</td>
<td>Includes non-profit and privately owned businesses not contracting with Title 5 and not represented in the other provider type categories.</td>
</tr>
<tr>
<td>Publicly Administered Title 5</td>
<td>Title 5 centers directly operated by public entities such as SFUSD, SFSU or City College.</td>
</tr>
<tr>
<td>Title 5</td>
<td>Includes centers with state “Title 5” contracts that provide subsidized enrollment for all or some of the children in the site. (Title 5 state dollars are federal Child Development Block Grant funding). Though not all of the site is subsidized, generally all slots adhere to Title 5 ratios, staff qualifications, etc.</td>
</tr>
<tr>
<td>Licensed Afterschool</td>
<td>Includes all licensed afterschool on or off school sites, not including Title 5.</td>
</tr>
<tr>
<td>Corporate or Employer-based</td>
<td>Licensed centers operated by corporate organizations and/or developed for employers to support employees.</td>
</tr>
<tr>
<td>Linked to Private Elementary School</td>
<td>Programs which are intended to provide care and which feed into the private school they are associated with. Not all children may attend the private school; rather there is some operational relationship between the preschool and a private school operator.</td>
</tr>
<tr>
<td>Cooperative</td>
<td>A cooperative, also known as a “co-op,” in which parents/caretakers are required to participate in the daily teaching, care and supervision of the children. While cooperatives legally are not required to be licensed, many cooperatives operate in a hybrid model that includes the traditional cooperative model together with paid staff and adherence to licensing health and safety standards. Only licensed co-ops are included here.</td>
</tr>
</tbody>
</table>

Source: The breakdown is based on an analysis of the center provider list from the March 2012 LIIF “Geomap” and completed by the OECE Controllers Office analysis in FY 12-13.
## Figure 2.2 Licensed Early Care and Education Centers (2012)

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<th>Zip Code</th>
<th>Neighborhood</th>
<th>Total Number of Licensed Centers *2011</th>
<th>Number of Infant Licenses 2011</th>
<th>Number of Preschool Licenses 2011</th>
<th>Number of School Age Licenses 2011</th>
</tr>
</thead>
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<td>Hayes Valley / Tenderloin</td>
<td>14</td>
<td>6</td>
<td>11</td>
<td>2</td>
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<td>10</td>
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<td>Russian Hill / Nob Hill</td>
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</table>

*Some centers hold licenses for more than one category of child care

** Difference in license total between Fig 2.1c and 2.2 is due to timing of snapshot of data.

Source: DSS Community Care Licensing Division
As of April 2012, neighborhoods that showed the largest number of available licensed center infant spaces were:

- Downtown (130)
- Hayes Valley/Tenderloin (119)
- Inner Richmond/Presidio/Laurel Heights (117)
- Potrero Hill (114)
- Inner Mission/Bernal Heights (91)

Neighborhoods that showed the largest number of available licensed center preschool spaces were:

- Western Addition (1,121)
- Outer Mission/Excelsior/Ingleside (1,007)
- Inner Richmond/Presidio/Laurel Heights (1,001)
- Visitacion Valley (998)
- Inner Mission/Bernal Heights (974)

Neighborhoods that showed the largest number of available licensed center school age spaces were:

- Twin Peaks/Diamond Heights/Glen Park (630)
- West Portal/St. Francis Wood (565)
- Parkside/Forest Hill (478)
- Marina/Cow Hollow (362)
- Outer Mission/Excelsior/Ingleside (356)

Neighborhoods with the largest changes in licensed center infant care spaces were:

**Increase:**
- Potrero Hill (+74)
- Bayview/Hunters Point (+52)
- Stonestown/Lake Merced (+36)
- Mission Bay (+26)

**Decrease:**
- Western Addition (-31)
- Hayes Valley/Tenderloin (-28)
- Treasure Island (-23)
- Haight/Western Addition/Fillmore (-22)

Neighborhoods with the largest changes in licensed center preschool care spaces were:

**Increase:**
- Outer Mission Excelsior/Ingleside (+372)
- Inner Richmond/Presidio/Laurel Heights (+296)
- Western Addition (+274)
- Visitacion Valley (+183)

**Decrease:**
- Inner Mission/Bernal Heights (-502)
- Western Addition (-272)
- Haight/Western Addition/Fillmore (-200)
- Russian Hill/Nob Hill (-170)

Neighborhoods with the greatest change in licensed center school age care spaces were:

**Increase:**
- West Portal/St. Francis Wood (+272)
- Twin Peaks/Diamond Heights/Glen Park (+267)
- Parkside/Forest Hill (+154)
- Marina/Cow Hollow (+72)

**Decrease:**
- Inner Mission/Bernal Heights (-502)
- Western Addition (-272)
- Haight/Western Addition/Fillmore (-200)
- Russian Hill/Nob Hill (-170)
### Figure 2.3 Licensed Family Child Care Capacity (2006–2012)

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Source: DSS Community Care Licensing Division, Geomap (Low Income Investment Fund) and R&R reporting

Disclaimer: Small FCCH was calculated at full capacity of 8 for each zip code. It is not known which small FCCH were at 6 capacity and 8 capacity.

**FIGURE 2.3**

The numbers from 2012 are compared to the combined number of active and licensed homes from 2006.
Size of Licensed Family Child Care Providers

<table>
<thead>
<tr>
<th>Size</th>
<th>Count of FCC Providers</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Small</td>
<td>596</td>
<td>79%</td>
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<td>Large</td>
<td>158</td>
<td>21%</td>
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<tr>
<td>Grand Total</td>
<td>754</td>
<td>100%</td>
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</tbody>
</table>

Source: This breakdown is based on an analysis of the licensed family child care (FCC) providers list from the final March 2012 LIIF “Geomap,” the data as reported by San Francisco’s R&R agencies.

Small Family Child Care: Licensed for 6–8 children without additional adults present.

Large Family Child Care: Licensed for 12–14 children with an assistant present.
### Figure 2.4 FCC Licensees By Neighborhood (2011)

<table>
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<tr>
<th>Size</th>
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<th>Percentage</th>
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<tr>
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<td>596</td>
<td>79%</td>
</tr>
<tr>
<td>Large</td>
<td>158</td>
<td>21%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>754</td>
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### Facility Zip | Freq. | Percentage |
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</tr>
<tr>
<td>Grand Total</td>
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<td>100%</td>
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</table>

### Total Capacity | Count of FCC Providers | Percentage |
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<td>Grand Total</td>
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Source: This breakdown is based on an analysis of the licensed family child care (FCC) providers list from the final March 2012 LIIF “Geomap,” the data as extrapolated from licensing regulations for capacity and as reported by San Francisco’s R&R agencies.
### Figure 2.4a Licensed FCC Capacity by Age (2012)

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<th>Preschool Capacity</th>
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<td><strong>Total</strong></td>
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<td><strong>1,779</strong></td>
<td><strong>3,417</strong></td>
<td><strong>1,236</strong></td>
<td><strong>6,432</strong></td>
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</table>

Source: DSS Community Care Licensing Division, Geomap (Low Income Investment Fund) and R&R reporting
Total Licensed Family Child Care Slots by Age Group (2012)

- **School Age (19%)**: 1,236
- **Infants (28%)**: 1,779
- **Preschool (53%)**: 3,417

N=6,432

Source: This breakdown is based on an analysis of the licensed family child care (FCC) providers list from the final March 2012 LIIF “Geomap,” the data as extrapolated from licensing regulations for capacity and as reported by San Francisco’s R&R agencies.
Figure 2.4b Active Licensed Family Child Care Homes (2006–2012)

Source: DSS Community Care Licensing Division
**Figure 2.5 Child Population (0–12) vs. Licensed Capacity**

Sources: 2010 Census Bureau; DDS Community Care Licensing Division; FY 2011-12 Geomap (Low Income Investment Fund)
Figure 2.5a Infant Population vs. Licensed Capacity

Sources: 2010 Census Bureau; DDS Community Care Licensing Division; FY 2011-12 Geomap (Low Income Investment Fund)
Figure 2.5b Preschool Population vs. Licensed Capacity

Sources: 2010 Decennial Census and Dept. of Social Services FY 2011-12 Geomap
FOOTNOTES


III. Number of Subsidized Children

OVERVIEW

There are multiple federal, state and local funding streams available for public early care and education subsidies. This chapter identifies the subsidies by source and the number of children cared for within each funding stream in San Francisco.

Subsidy programs have a variety of eligibility requirements depending upon their intent. There are two primary types of early care and education subsidies: contract subsidies which are attached to a specific facility, and voucher subsidies, which are portable and can be used by families in a variety of settings. California Department of Education (CDE) center contracts, also referred to as “Title 5,” require to meet staffing curriculum, assessment and quality standards, and pays at a Standardized Reimbursement Rate (SRR) that, for San Francisco, pays far below the general market rate for non-subsidized centers. Nonetheless, center contracts often anchor providers in low-income neighborhoods, thus increasing access to care for families in those neighborhoods. Vouchers are paid at the Regional Market Rate (RMR) and are flexible in that they allow families to choose care in any licensed center, licensed family child care, and for most voucher subsidy programs, license-exempt care.¹

Funding for early care and education comes from a variety of sources and is fairly complex.

FEDERAL FUNDING:

- The U.S. Department of Health and Human Services/Administration of Children and Families (DHHS/ACF) funds:
  > Head Start and Early Head Start funding (was administered by San Francisco State University Head Start/Early Head Start program until spring of FY 12–13 at which time an interim federally appointed operator shall manage the contract until ACF selects a new operator through a competitive bidding process) with subcontracts to two delegates and other partners.
  > Early Head Start funding administered directly by Wu Yee Children’s Services.
  > Temporary Aid to Needy Families (TANF)
  > Child Care and Development Block Grants (CCDBG)
  > IV-E Federally Eligible Foster Care (matching funds)
  > Title 1 (provides funds to LEAs with high numbers of disadvantaged children)
  > 21st Century Community Learning Centers Federal Afterschool Initiative administered by SFUSD.

STATE FUNDING:

- CDE combines CCDBG federal block grant dollars with state funding to fund various early care and education subsidies in a mix of subsidy contracts both for direct contracts to center based programs (Title 5) and voucher programs through the Alternative Payment Programs (APPs).
  > A small number of family child care subsidy networks are also funded by CDE. These programs are operated at the local level through contracts with non-profits, school districts and welfare departments. In San Francisco, Children’s Council of San Francisco holds a state FCC subsidy network contract.
  > The California Department of Social Services (CDSS) funds CalWORKs Stage 1, through the local welfare departments. In San
Francisco this is through the SF OECE at the San Francisco Human Services Agency.

- CDE funds CalWORKs Stages 2 and 3 through non-profit Alternative payment agencies, which in San Francisco include the Human Services Agency and Children’s Council of San Francisco.
- CDE also oversees the After School Education and Safety (ASES) Program. ASES is the result of the 2002 voter-approved initiative, Proposition 49. These out-of-school-time programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe, constructive alternatives for students in kindergarten through ninth grade.

- ExCEL After School Programs are funded by California’s ASES, 21st Century Community Learning Centers, and 21st Century After School Safety and Enrichment for Teens (ASSETs) grants, and are enhanced by contributions from local funders and community agencies.

**LOCAL FUNDING:**

- In San Francisco, the Office of Early Care and Education (OECE), contracts with Children’s Council of San Francisco to administer CalWORKs (TANF) early care and education voucher subsidies for aided families moving from welfare to work (Stage 1) and for 24 months post-aid, as well as other federal, state and local voucher programs.
- Several voucher subsidy programs funded by the OECE through a combination of funding from the Department of Children, Youth and Their Families (DCYF), California Department of Education, Office of Employment and Workforce Development and HSA, serve children of families connected to the child welfare system, low income families with infants and toddlers, homeless families, foster children, and Child Protective Services in-home cases.
- San Francisco Preschool for All (PFA), a program funded through City general funds, is administered by First 5 San Francisco. PFA builds on the current system and provides subsidies and quality enhancement supports for many 3 and 4-year-old children.
- DCYF funds afterschool programs for slots and supports Expanded Collaboratives for Excellence in Learning (ExCEL) to provide additional subsidized care for school aged children. DCYF also supports extensive summer school aged programs both to ensure availability and affordability, and to improve quality of care.

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**Prior to welfare reform in 1996, the public commitment to early care and education subsidies in San Francisco totaled approximately $44 million. In fiscal year 2012–2013, the public investment in early care and education subsidies exceeded $147 million:**

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<thead>
<tr>
<th>SF ECE Subsidy Funding 2012–13</th>
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<tr>
<td>Title 5 Center Contracts</td>
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<td>CalWORKs 1,2,3, AP, FCS</td>
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The mix of subsidy programs has differing and complex criteria regarding family need for care, initial enrollment and continued eligibility. These complexities can make it quite difficult for families to navigate and maintain subsidies.

The San Francisco Child Care Planning and Advisory Council (CPAC), key city departments, and the Resource and Referral Agencies (R&Rs) work together to address ways to simplify this complex system of subsidies in order to increase access for families and to address subsidy gaps.

Since fiscal year 2011–2012, in response to recent state budget reductions to state contracted Title 5 center programs, the city has committed over $6 million in general fund dollars to significantly mitigate the impact of deep state cuts. A combination of San Francisco Child Care Subsidy Support (SFCCSS) and PFA provides eligible Title 5 providers with funding to carry state funded programs through the year.

While there has been growth in the City’s subsidy commitment, there continues to be changes in eligibility enrollment requirements. Over the last decade, state eligibility changes have reduced the state approved age ceilings, lowering ineligibility from the day children turn 14 to ineligibility the day they turn 12 years old. Income entrance eligibility has been reduced from 75% of SMI to 70%. The reduction in age ceiling eligibility shifts the enrollment to younger age groups, which then increases the per-child cost in early care and education. The result is that fewer children can be served for the same funding dollars.

**NUMBER OF SUBSIDIZED CHILDREN**

The number of subsidized children is a collective snapshot of the number of children accessing subsidized care by funding stream and then totaled. Data is taken from a typical sample month of enrollment.

**DESCRIPTION**

*Figure 3.1*  
Child Subsidies by Age, Illustrates the complete picture of early care and education subsidies in San Francisco age 0–12 and Charts 3.1a – 3.1c show subsidy types by age group: infant/toddler, preschool, and school age.
Figure 3.1 Number of Subsidized Children 0–12 (2012)

Note: 889 of additional Head Start children also receive CDE Title 5 subsidies to provide a full day of services. These children are included in the CDE Title 5 subsidy numbers.

Preschool for All (PFA) subsidies for 4 year olds are not included in these numbers. In April 2012 PFA provided additional quality enhancement subsidies to existing state and federal subsidies, and to children who are not eligible for state subsidies. Additional PFA subsidies have become available for state eligible children since then. Please see the Preschool for All section in the San Francisco’s Early Care and Education Landscape chapter for more detail.

Subsidies do not include SFUSD ExCEL programs, DCYF ExCEL school age slots or San Francisco Recreation and Parks Dept., as income eligibility is not a requirement for access to these services.

Sources: CDE, SF Human Services Agency, SFSU Head Start, Children’s Council of San Francisco

San Francisco Child Care Planning & Advisory Council 2012–13 EARLY CARE AND EDUCATION NEEDS ASSESSMENT
Figure 3.1a Child Subsidies by Age 0–2 (2012)

Total 2,358

- Receiving CalWORKs 38.55% 909 Children
- CDE Title 5 (Includes SFUSD EED) 24.98% 589 Children
- City Child Care 19.38% 457 Children
- Early Head Start 7.34% 173 Children
- CDE Non-CalWORKs Vouchers 5.39% 127 Children
- Homeless (ACCESS) 2.63% 62 Children
- Family & Children’s Services 1.74% 41 Children

Sources: CDE, SF Human Services Agency, SFSU Head Start, Children's Council of San Francisco
Figure 3.1b Child Subsidies by Age 3–5 (2012)

Note: 889 of additional Head Start children also receive CDE Title 5 subsidies to provide a full day of services. These children are included in the CDE Title 5 subsidy numbers.

Preschool for All (PFA) subsidies for 4 year olds are not included in these numbers. In April 2012 PFA provided additional quality enhancement subsidies to existing state and federal subsidies, and to children who are not eligible for state subsidies. Additional PFA subsidies have become available for state eligible children since then. Please see the Preschool for All section in the San Francisco’s Early Care and Education Landscape chapter for more detail.

Sources: CDE, SF Human Services Agency, SFSU Head Start, Children’s Council of San Francisco
Figure 3.1c Child Subsidies by Age 6–12 (2012)

Subsidies do not include SFUSD ExCEL programs, DCYF ExCEL school age slots or San Francisco Recreation and Parks Dept., as income eligibility is not a requirement for access to these services.

Sources: CDE, SF Human Services Agency, SFSU Head Start, Children’s Council of San Francisco
HEAD START/EARLY HEAD START

Head Start and Early Head Start are federally funded programs designed to provide early care and education for infant and preschool age children and maternal/child home visiting support to pregnant women in the lowest income families. Eligibility is based on Federal Poverty Guidelines; however, over income children can be served if there is space available after all eligible children are served.

The majority of Head Start enrollment slots in San Francisco are for full-day, full-year services. This is possible by combining City and state preschool funding with Head Start funding. This coordination has been a considerable challenge for agencies operating these joint programs because of differing program operating requirements. As of April 2012, 146 Head Start children received San Francisco PFA funding to extend care to a full day.\(^4\)

From 1999–2013, the U.S. Department of Health and Human Services/Administration of Children and Families/Office of Head Start (DHHS/ACF/OHS) designated San Francisco State University (SFSU) as the Head Start grantee for the City and County of San Francisco. Both SFSU and Wu Yee Children’s Services in San Francisco administer Early Head Start grants within designated neighborhoods in the City.

SF State will end sponsorship of both the Head Start and Early Head Start Programs as of May 31, 2013 due to ongoing state budget reductions for the University and the economic impact these reductions had on the ability of the University to sponsor the program. On June 1, 2013, the Community Development Institute (CDI) will assume responsibility for the program on an interim basis to enable the Office of Head Start (OHS) to complete a competitive funding opportunity and select one or more replacement grantees.

**DESCRIPTION**

- Figure 3.2
  Number of Subsidized Children: Head Start/Early Head Start – Reports the number of children by age group and by home zip code receiving Head Start subsidized care in 2012. In some instances this is full-day, year-round care. In others, it is partial day care that is not available year round. Care may be provided in zip codes other than the child’s residence.

**DATA HIGHLIGHTS**

- Since the last needs assessment in 2007, enrollment in Early Head Start has increased by 55 children.
- Head Start enrollment has decreased by 142 children since 2007.
- Enrollment is likely to continue to decrease due to sequestration.
### Figure 3.2 Number of Subsidized Children: Head Start/Early Head Start (2012)

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Sources: SFSU Head Start/Early Head Start; Wu Yee Children's Services
Number of Subsidized Children: CalWORKs

CalWORKs early care and education program is the California version of the federal Temporary Assistance to Needy Families (TANF) welfare-to-work early care and education program. It has changed the nature of California’s early care and education subsidy system, which was primarily contracted to ECE centers prior to the implementation of the federal Public Responsibility and Work Opportunities Reconciliation Act legislated in 1996 and implemented in California in 1998. CalWORKs increased the available subsidies and investments in capacity building, including the San Francisco Child Care Facilities Fund. CalWORKs has three stages of early care and education subsidies.

- **Stage 1** is for TANF eligible families until they are stable, which in San Francisco is defined as discontinuance of the CalWORKs adult(s) from TANF cash aid. Early care and education assistance is based on the parent(s)’ welfare-to-work activities, including work and training.
  - CalLearn is a discreet subset of CalWORKs Stage 1. CalLearn funds early care and education for the children of teen parents served through the CalWORKs program.
- **Stage 2** is for former TANF families for up to 24 months after the parent has left aid. Eligibility for early care and education assistance is based on the parent’s former eligibility for TANF services and the activities of the parent. These children are in families where the parent left cash aid within the past 24 months.
- **Stage 3** is for families who have passed the 24th month of post-aid eligibility in Stage 2 and early care and education eligibility continues as long as the family remains income-eligible and the youngest child is under the age of 12.

In San Francisco the Human Services Agency contracts Stages 1 and 2 with Children’s Council of San Francisco. Children’s Council of San Francisco also administers Stage 3 under direct contract with CDE. This single system has streamlined San Francisco’s approach to CalWORKs early care and education administration, easing confusion and minimizing transition issues for providers and families.

Since the last Needs Assessment, there has been a decline in CalWORKs children receiving subsidies in San Francisco. This is principally due to caseload decline. The program, however, is still the second largest source of subsidized care in the city, serving 3,335 children in the three stages as of April 2012.

**DATA HIGHLIGHTS**
- There has been a dramatic decrease in the number of children receiving subsidies through CalWORKs. 1,369 since the 2006 Needs Assessment. CalWORKs caseloads continue the pattern of decreases since California’s implementation of Welfare to Work. As those eligible to participate decline, so do early care and education caseloads.
- In fiscal year 2009–2010 and 2010–2011, there was a considerable increase in Stage 2 from February to August 2010, while Stage 3 took a precipitous drop in December 2010 through February 2011, due to state elimination and reinstatement of the program. Locally, many families were reenrolled in CalWORKs Stage 2 through the diversion option.
- Since the 2006 Needs Assessment:
  - Stage 1 subsidies have decreased by 489 children
  - Stage 2 has increased by 119 children.
  - Stage 3 has decreased by 999 children.
- Neighborhoods showing the largest decrease in CalWORKs subsidies were the following:
  - Bayview/Hunters Point (-309)
  - Visitacion Valley (-237)
  - Western Addition (-171)
  - Inner Mission/Bernal Heights (-143)
  - Hayes Valley/Tenderloin (-81)

**DESCRIPTION**
- **Figure 3.3** Number of Subsidized Children: CalWORKs Stage 1 (2006–2012) – Displays children receiving Stage 1 vouchered subsidies. Numbers of children are shown by zip code residence of the child and by age grouping. Numbers for 2006 are compared to numbers for 2012.
- **Figure 3.4** Number of Subsidized Children: CalLearn (2006–2012) – Shows the number of children served through the CalLearn teen parent program by zip code residence of the child and by age grouping.
• **Figure 3.5**  
  Number of Subsidized Children: CalWORKs Stage 2 (2006–2012) reports the children receiving Stage 2 vouched subsidies. Child numbers are reported by zip code of the child’s residence and by age grouping. Numbers from 2006 are compared to 2012.

• **Figure 3.6**  
  Number of Subsidized Children: CalWORKs Stage 3 (2006–2012) reports the number of children who were receiving a Stage 3 subsidy. Numbers of children receiving a subsidy in 2006 are compared to numbers of children receiving a subsidy in 2012 by zip code of child’s residence and by age grouping.

• **Figure 3.7**  
  Number of Subsidized Children: CalWORKs Total Stages 1, 2, and 3 (2006–2012) combines the totals for Stage 1, including CalLearn, Stage 2 and Stage 3 and compares the totals by zip code of child’s residence from 2006 to 2012.

• **Figure 3.8**  
  CalWORKs Stages 1, 2, and 3: August 2006–April 2012 – shows the number of children receiving subsidies through CalWORKs by Stage.
Figure 3.3 Number of Subsidized Children: CalWORKs Stage 1 (2006–2012)

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Total     476                           374                           -102                           398                           284                           -114                           554                           281                           -273                           1428                          939                           -489                           

Source: Children's Council of San Francisco
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Source: Children’s Council of San Francisco
### Figure 3.5 Number of Subsidized Children: Stage 2 (2006–2012)

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Source: Children's Council of San Francisco
### Figure 3.6 Number of Subsidized Children: Stage 3 (2006–2012)

| Zip Code | Neighborhood | Stage 3 2006 Age 0-2 | Stage 3 2012 Age 0-2 | Diff. Stage 3 2006-2012 Age 0-2 | Stage 3 2006 Age 3-5 | Stage 3 2012 Age 3-5 | Diff. Stage 3 2006-2012 Age 3-5 | Stage 3 2006 Age 6-12 | Stage 3 2012 Age 6-12 | Diff. Stage 3 2006-2012 Age 6-12 | Stage 3 Aug 2006 Age 0-12 Total | Stage 3 Apr 2012 Age 0-12 Total | Diff. Stage 3 2006-2012 Age 0-12 Total |
|----------|--------------|---------------------|---------------------|-----------------|---------------------|---------------------|-----------------|---------------------|---------------------|-----------------|---------------------|---------------------|---------------------|---------------------|
| 94102    | Hayes Valley / Tenderloin | 5 | 1 | -4 | 14 | 6 | -8 | 32 | 9 | -23 | 51 | 16 | -35 |
| 94103    | South of Market | 2 | 10 | 8 | 4 | 4 | 0 | 32 | 10 | -22 | 38 | 24 | -14 |
| 94104    | Financial District | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 94105    | Downtown | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 94107    | Potrero Hill | 11 | 4 | -7 | 28 | 8 | -20 | 36 | 17 | -19 | 75 | 29 | -46 |
| 94108    | Chinatown | 0 | 0 | 0 | 4 | 0 | -4 | 12 | 0 | -12 | 16 | 0 | -16 |
| 94109    | Russian Hill / Nob Hill | 0 | 0 | 0 | 3 | 3 | 0 | 14 | 5 | -9 | 17 | 8 | -9 |
| 94110    | Inner Mission / Bernal Heights | 11 | 11 | 0 | 35 | 31 | -4 | 85 | 27 | -58 | 131 | 69 | -62 |
| 94111    | Embarcadero / Gateway | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 94112    | Outer Mission / Excelsior / Ingleside | 28 | 16 | -12 | 55 | 23 | -32 | 128 | 56 | -72 | 211 | 95 | -116 |
| 94114    | Castro / Noe Valley | 0 | 0 | 0 | 2 | 0 | -2 | 3 | 0 | -3 | 5 | 0 | -5 |
| 94115    | Western Addition | 19 | 2 | -17 | 32 | 10 | -22 | 88 | 31 | -57 | 139 | 43 | -96 |
| 94116    | Parkside / Forest Hill | 1 | 1 | 0 | 11 | 3 | -8 | 15 | 7 | -8 | 27 | 11 | -16 |
| 94117    | Haight / Western Addition / Fillmore | 5 | 0 | -5 | 8 | 0 | -8 | 31 | 0 | -31 | 44 | 0 | -44 |
| 94118    | Inner Richmond / Presidio / Laurel Heights | 3 | 2 | -1 | 2 | 3 | 1 | 16 | 7 | -9 | 21 | 12 | -9 |
| 94121    | Outer Richmond / Seacliff | 12 | 1 | -11 | 23 | 30 | 7 | 48 | 44 | -4 | 83 | 75 | -8 |
| 94122    | Sunset | 6 | 2 | -4 | 13 | 5 | -8 | 42 | 16 | -26 | 61 | 23 | -38 |
| 94123    | Marina / Cow Hollow | 0 | 0 | 0 | 2 | 0 | -2 | 0 | 0 | 0 | 2 | 0 | -2 |
| 94124    | Bayview / Hunters Point | 42 | 32 | -10 | 100 | 80 | -20 | 283 | 103 | -180 | 425 | 215 | -210 |
| 94127    | West Portal / St. Francis Wood | 2 | 0 | -2 | 2 | 1 | -1 | 11 | 0 | -11 | 15 | 1 | -14 |
| 94129    | Presidio | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 94130    | Treasure Island | 3 | 0 | -3 | 5 | 2 | -3 | 15 | 7 | -8 | 23 | 9 | -14 |
| 94131    | Twin Peaks / Diamond Heights / Glen Park | 3 | 4 | 1 | 19 | 7 | -12 | 15 | 9 | -6 | 37 | 20 | -17 |
| 94132    | Stonestown / Lake Merced | 3 | 4 | 1 | 32 | 12 | -20 | 48 | 7 | -41 | 83 | 23 | -60 |
| 94133    | North Beach / Telegraph Hill | 3 | 5 | 2 | 20 | 14 | -6 | 45 | 15 | -30 | 68 | 34 | -34 |
| 94134    | Visitacion Valley | 22 | 7 | -15 | 87 | 55 | -32 | 160 | 77 | -83 | 269 | 139 | -130 |
| 94158    | Dogpatch / Mission Bay | 0 | 0 | 0 | 2 | 0 | -2 | 0 | 0 | 0 | 2 | 0 | -2 |

| Total    | 181 | 102 | -79 | 503 | 297 | -206 | 1163 | 449 | -714 | 1847 | 848 | -999 |

Source: Children's Council of San Francisco
### Figure 3.7 Number of Subsidized Children: Stage 1, 2, and CalLearn Totals by Age (2006–2012)

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Source: Children's Council of San Francisco
Figure 3.8

Source: Children’s Council of San Francisco
NUMBER OF SUBSIDIZED CHILDREN: CDE TITLE 5 CONTRACTED CENTERS, TITLE 1 AND CDE ALTERNATIVE PAYMENT PROGRAMS

In San Francisco, twenty-nine Title 5 contractors provided early care and education services through CDE funded center-based contracts. Three organizations received Alternative Payment voucher subsidy contracts, and two agencies have a contracted family child care subsidy networks. These contractors provide 45% of the licensed care in the city. Title 5 is one of the largest subsidy sources for early care and education in San Francisco and is funded by the California Department of Education. Care is provided by a combination of both public and non-profit early care and education center providers. San Francisco Unified School District is the single largest provider of center-based early care and education.

There are two San Francisco contracted Alternative Payment Programs: Children’s Council of San Francisco, and the San Francisco Human Services Agency (HSA).

The state reimbursement rate for children enrolled in state funded programs has remained static since the last needs assessments and is not a rate that is currently financially viable for providers to operate without augmented funding from the city and by their own efforts through fund raising. Programs receiving either the state reimbursement rate for contracted centers (SRR) or the regional market rate (RMR) for Alternative Payment programs have been severely affected by the suppression of rate increases despite increased costs of providing care. This puts the subsidized child care system at risk in San Francisco. Therefore, the focus of much work around child care in the city has been on increasing rates and other financial supports paid to providers.

In addition to center contracts and vouchers, CDE funds Title 1 early care and education through the San Francisco Unified School District. Title 1 is a program designed to help schools that have a large number of low-income families. The goal of the program is to help enhance a child’s future academic performance.

As described in Chapter 1, families must be low-income, at or below 70% of the state median income (SMI), to be eligible for enrollment in most subsidized early care and education programs. A majority of programs serve lowest income families first as openings occur, resulting in only the very lowest income families enrolling in subsidies. In the California Department of Education (CDE) programs there is an additional enrollment prioritization for children at risk of abuse or neglect.

CDE CENTER CONTRACTS

Figure 3.9
Number of Subsidized Children: CDE Contracted Centers by Age reports the number of children receiving Title 5 subsidies in state contracted centers by the zip code of their home address.

Data Highlights

- In 2012, there were 7,639 children receiving Title 5 center contracted subsidies, an increase of 1,052 slots since 2007.

Neighborhoods with the greatest number of children receiving Title 5 subsidies were:
  - Bayview/Hunters Point (1,009)
  - Inner Mission/Bernal Heights (763)
  - Outer Mission/Excelsior/Ingleside (757)
  - North Beach/Telegraph Hill (593)

- Title 5 center contracted subsidies serve a substantial number of infants (589), preschoolers (4,603) and school age children (2,447).

This represents an overall increase in care from the 2007 Needs Assessment of 1,052 slots. School age care decreased by 481 children while infant and preschool counts increased by 1,533.

- There was an increase in the number of infants and toddlers 0–24 months served through CDE contracted centers, from 434 infants and toddlers in 2006 to 589 infants and toddlers in 2012.
REASONS FOR THE INCREASE IN TITLE 5 CENTER SLOT USAGE

- Since 2005, the San Francisco County Individualized Child Care Subsidy Pilot (the ‘Pilot’) has enabled San Francisco to provide a higher reimbursement rate to state contractors, and intensive technical assistance to programs on how to maximize the earning of their contracts and return fewer dollars to the state. It is highly likely that the overall increase in the number of children served by Title 5 state-contracted centers can be credited to the existence of the Pilot by increasing their stability, and enabling them to remain in business because of the increased reimbursement rate.

- PFA enhancements and City funded wage augmentation compensation initiatives (including C-Wages) have helped to mitigate the Title 5 operating gap.
### Figure 3.9 Number of Subsidized Children: CDE Contracted Centers by Age (2007–2012)

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<th>Difference Title 5 2007-2012 Age 0-2</th>
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*Enrollment reported based on child’s home address.

Source: ?
### Figure 3.10 Number of Subsidized Children: Title 1 (2006–2012)

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Source: SFUSD

### TITLE 1

**Figure 3.10**

Number of Subsidized Children: Title 1 – Reports the number of children receiving Title 1 subsidies with the San Francisco Unified School district by the zip code of their home address.

**DATA HIGHLIGHTS**

A total of 228 children receive assistance through Title 1 subsidies. Neighborhoods with the highest number of children:

- Visitacion Valley (64)
- Castro/Noe Valley (55)
- Chinatown (32)
### Figure 3.10a SRR/RMR Rate comparisons (2000–2012)

**INFANT – Center**

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<th>Year</th>
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<th>2012</th>
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**TODDLER – Center**

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**PRESCHOOL – Center**

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**SCHOOL – Center**

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SRR Pilot was not in place in 2000.
Source: SF Human Services Agency

### STANDARD REIMBURSEMENT RATE (SRR)

The per-child maximum payment rate established by the CDE that is used to calculate the amount of a contract earned by subsidized child care centers for providing service to one preschool-age child. The SRR is adjusted by several factors to account for increased costs to serve infants, toddlers, and children with special needs (Education Code, Section 8265.5).

### REGIONAL MARKET RATE (RMR)

Developed annually, a survey of the cost of child care is used by CDE to set the maximum reimbursement rate to providers accepting subsidy vouchers from eligible families.

### SRR/RMR RATES

**Figure 3.10a**

Comparisons of RMR, SRR, SRR Pilot and 85th percentile of the San Francisco early care and education market. In 2000, providers were reimbursed up to 85% of the surveyed market rates for care provided. After the state changed their survey method and limited the update in rates, the gap between the ceiling rates and the 85% of the market widened, causing families increasingly to have less access to providers, particularly quality providers.

Both the Regional Market Rates (RMR) and Standard Reimbursement Rates (SRR) utilized by the state are substantially lower than the average market rates for all age groups. Although the SF Pilot increases the SRR for contractors, the market rate still far exceeds state reimbursement amounts.
Infant – Center Rates 2000–2012

Source: SF Human Services Agency

The 85th percentile market rate data is unavailable between 2005–2007, therefore the line is flat.
Toddler – Center Rates 2000–2012

*Specific Toddler Rates not available in RMR.
Source: SF Human Services Agency
Pre-School – Center Rates 2000–2012

Source: SF Human Services Agency

The 85th percentile market rate data is unavailable between 2005–2007, therefore the line is flat.
School Age – Center Rates 2000–2012

Source: SF Human Services Agency

The 85th percentile market rate data is unavailable between 2005–2007, therefore the line is flat.
Family Child Care RMR Rate Comparison (2000–2012)

FCC Source: SF Human Services Agency

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CDE Non-CalWORKs Vouchers

Figure 3.11
Number of Subsidized Children: CDE Non-CalWORKs Vouchers by Age 2006–2012 displays the number of vouchered subsidies funded by CDE for children from low-income families not eligible for CalWORKs. The number of children is reported by the zip code of the child’s residence and by age group. The 2006 voucher numbers are compared to 2012 voucher numbers.

DATA HIGHLIGHTS
The number of vouchers serving non-CalWORKs families has increased from 382 in 2006 to 448 in 2012, for a total increase of 66 vouchers.
# Figure 3.11 Number of Subsidized Children: CDE Non-CalWORKs Vouchers by Age (2006–2012)

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<th>Neighborhood</th>
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<th>CDE Non-CalWORKs Vouchers Totals 2012 Age 0-2</th>
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Number of Subsidized Children: Family & Children’s Services Vouchers

DESCRIPTION
San Francisco Human Services Agency (HSA) Family and Children’s Services (FCS) is one of the very few county agencies in the state that subsidizes early care and education for foster care cases, both in and out of county, and for families where the child is not removed but is case managed by child protective services. HSA subsidizes early care and education for working foster parents licensed by the county and for relatives who would otherwise be unable to have the child placed with them. Child care is treated as an entitlement for all eligible FCS children referred by their protective services.

Figure 3.12
Number of Subsidized Children: Family and Children’s Services Vouchers by Age (2006–2012) – reports the data for the number of children at risk of abuse or neglect receiving an early care and education subsidy through authorization by HSA Family and Children’s Services. Subsidy numbers are reported according to the zip code of the child’s residence and age group.

DATA HIGHLIGHTS
HSA subsidizes the early care and education of 193 children receiving family maintenance (in-home) or family reunification services (foster care/kin care). This is a decrease of 37 children from the 2006 Needs Assessment and a decrease of 164 children since the 2002 Needs Assessment.

REASONS FOR THE DECLINE IN FCS EARLY CARE AND EDUCATION SUBSIDIES
Caseload declines partially explain the decline in enrollment. However, additional efforts to connect those children most at risk with quality care is greatly needed. To address this need the city is developing the Quality Circle of providers and developing policies and strategies for increasing the referrals from FCS.
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**Total** | 62 | 64 | 2 | 79 | 53 | -26 | 89 | 76 | -13 | 230 | 193 | -37 |

*Data from August 2006 and April 2012*

*April 2012 data: another 9 children are over age 13*

*August 2006 data: another 24 children are over age 13*

Source: San Francisco Human Services Agency
Number of Subsidized Children: City Child Care

DESCRIPTION
City Child Care is a city-funded voucher program for low-income working families with infants and toddlers. The program is limited to vouchers for licensed care. Beginning in January 2013, new enrollment and new changes in arrangements will be limited to the Q-CIRCLE. (Please see Q-CIRCLE section in San Francisco Early Care and Education Landscape chapter.)

Figure 3.13
Number of Subsidized Children: City Child Care by Age (2006–2012) – Displays the number of children served through the City Child Care voucher program. Subsidies are reported by child age group and child’s zip code of residence.

DATA HIGHLIGHTS
There was an increase of 171 subsidies from 2006 to 2012.

REASONS FOR THE INCREASE IN CITY CHILD CARE SUBSIDIES
The increase can be attributed to increases in the city investment in infant/toddler subsidies.
Figure 3.13 Number of Subsidized Children: City Child Care by Age (2006–2012)

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Source: SF Human Services Agency and Children's Council of San Francisco
Number of Subsidized Children: PFA – Preschool for All

DESCRIPTION

In March of 2004, San Francisco voters approved the ballot initiative Proposition H. The passage of Proposition H established the Public Education Enrichment Fund (PEEF) as law within the City Charter, Section 16.123.1-10. Preschool for All is administered by First 5 San Francisco.

Preschool for All funding is distributed in three formats: a 12-month program, a 9 month school year program, and a voucher bridge to supplement programs for children already receiving an early education subsidy. PFA enrollment which is layered on Title 5, Head Start or Vouchers, is not included in Figure 3.17 so as to avoid duplicate reporting of subsidized children. In the data snapshot of April 2012 PFA was not yet fully implemented. Therefore the subsidy enrollment appears lower than current PFA enrollment at full funding.
### Figure 3.14 Number of Subsidized Children: PFA – Preschool for All (2012)

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Source: First 5 San Francisco
DESCRIPTION

Previously, early care and education for homeless families was funded through the Federal Housing and Urban Development Department’s McKinney Act funds (HUD-McKinney) and were contracted to early care and education centers and Catholic Charities for vouchers. HUD-McKinney’s priorities were redirected from supportive services to housing. In response to this and the pressing need to support homeless families’ early care and education needs, the city made a $1.4 million general fund commitment through the ACCESS program. Implementation of this program began in January of 2007.⁹ Care for these families were provided through a network of licensed centers and family child care providers engaged in the city’s quality assessment process and participating in Mental Health and Health consultation.

Figure 3.15
Number of Subsidized Children: Homeless Child Care by Age (2006–2012) – Displays the number of children receiving homeless early care and education subsidies by age and zip code. These numbers do not reflect homeless children served through the general subsidy system or Head Start.

DATA HIGHLIGHTS

The number of children receiving homeless early care and education subsidies has increased from 16 children in 2006 to 90 children in 2012. This increase has been the result of local investment in serving homeless children.
Figure 3.15 Number of Subsidized Children: Homeless Early Care and Education by Age (2006–2012)

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*Data from August 2006 and April 2012

Source: Children’s Council of San Francisco
Total for State Subsidies by Age (2006–2012)

**DESCRIPTION**
Total state subsidies include CalWORKs Stages 1, 2, and 3, including CalLearn, SFUSD ExCEL Programs/SFUSD’s ASES/21st Century Grants, as well as subsidies contracted to centers by the CDE and voucher programs contracted to Alternative Payment agencies by CDE.

**Figure 3.16**
Total State Subsidies by Age (2006–2012) – Displays the total number of children receiving subsidies by age group and by zip code. Zip codes displayed reflect care reported by children’s residence. The data for 2012 is compared to fiscal year 2006 by zip code.

**DATA HIGHLIGHTS**
The number of children receiving subsidies from the state increased from 9,927 in 2006 to 11,448 in 2012, an increase of 1,521 subsidies. This represents an increase of 13%.

**REASONS FOR THE INCREASE IN STATE SUBSIDIES**
The primary reasons for the increase in state subsidy child counts was the change in reimbursement rates for early care and education providers. Because the rates decreased, particularly for providers exempt from licensing, dollars were shifted to increase the number of children receiving care. This results in more children receiving care for the same funding. Parents and providers had to make up the difference between the actual cost of early care and education and the amount received from the state.
### Figure 3.16 Total State Subsidies by Age (2006–2012)

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|                | 1,272                          | 1,625                                 | 353                                   | 4,352                                 | 6,070                                 | 1,718                                 | 4,303                                 | 3,927                                 | -376                                 | 9,927                                 | 11,622                                | 1,695                                 |

SFUSD ExCEL Adjusted Total 6,895 9,354 SFUSD ExCEL Adjusted Total 11,198 13,281

Includes CalWORKs, CalLearn, CDE Contracted Centers, Title I, and CDE Non-CalWORKs Vouchers.

Data from April 2006 and April 2012.

Sources: SF Human Services Agency, California Department of Education, Children’s Council of San Francisco.
Total Non-State Subsidies by Age (2006–2012)

DESCRIPTION

Total of non-state subsidies include the following programs: Head Start, Early Head Start, Family and Children’s Services (FCS), City Child Care, SF Recreation and Park Department and ACCESS homeless early care and education.

Figure 3.17
Total Non-State Subsidies by Age (2006–2012) reports the total of non-state subsidies by age and zip code. Zip codes displayed are the zip code of residence of children receiving subsidies. Data for 2012 were compared to data for 2006.

DATA HIGHLIGHTS

The number of children receiving non-state subsidies increased from 2,003 in 2006 to 11,728 in 2012, an increase of 81 subsidy slots. This represents an increase of approximately 4%. Most of this increase can be attributed to the reduction in the reimbursement rate to providers while total contract values stayed the same.
**Figure 3.17 Total Non-State Subsidies by Age (2006–2012)**

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Source: SFSU Head Start, SF Human Services Agency, Children's Council of San Francisco
Includes Head Start, Early Head Start, Family and Children's Services, City Child Care, and ACCESS homeless early care and education.
Data from April 2006 and April 2012.
*PFA also provides additional quality enhancement subsidies to state subsidies slots that are not reflected here.

San Francisco Child Care Planning & Advisory Council 2012–13 EARLY CARE AND EDUCATION NEEDS ASSESSMENT PAGE 105
Total Early Care and Education Subsidies by Age (2006–2012)

DESCRIPTION

Total number of subsidies available for early care and education in San Francisco includes the totals of federal, state and local subsidy sources.

Figure 3.18

Total Early Care and Education Subsidies by Age (2006–2012) reports the total number of early care and education subsidies by age and zip code. Zip codes displayed are the zip code of residence of children receiving subsidies. The data for 2012 is compared to 2006.

DATA HIGHLIGHTS

The number of children receiving early care and education subsidies increased from 11,930 in 2006 to 12,817 in 2012 an increase of 887 subsidy slots. This represents an increase of approximately 7.4%.

Most of this increase can be attributed to the reduction in the reimbursement rate to providers while total contract values stayed the same.
### Figure 3.18 Total Early Care and Education Subsidies by Age (2006–2012)

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<th>Zip Code</th>
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<th>Total Subsidies 2006 Age 0-2</th>
<th>Total Subsidies 2012 Age 0-2</th>
<th>Diff. Total Subsidies 2006-2012 Age 0-2</th>
<th>Total Subsidies 2006 Age 3-5</th>
<th>Total Subsidies 2012 Age 3-5</th>
<th>Diff. Total Subsidies 2006-2012 Age 3-5</th>
<th>Total Subsidies 2006 Age 6-12</th>
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PFA subsidies 969
Adjusted Total 7,462

Sources: SF Human Services Agency, Children’s Council of San Francisco, SFSU Head Start, California Department of Education Data from April 2006 and April 2012.

*PFA also provides additional quality enhancement subsidies to state subsidies slots that are not reflected here.
1. Local SF subsidies limit families to particular quality engaged providers, the QCIRCLE, and does not permit the use of license-exempt providers except in particular circumstances (e.g., special needs of a foster child.) Research shows that families were less likely to use subsidies if they had a family member who could provide care; had no prior experience with welfare or subsidy programs; lacked knowledge of early care and education options available through subsidies; or lived in communities with a scarcity of centers or family child care homes. Judith Carroll, How to Pay for Child Care: Local Innovations Help Working Families. Berkeley, CA, Growing Up in Poverty Project, April 2001.

2. For more information on PFA, see the Preschool for All section located in the ECE Landscape portion of this needs assessment.

3. CDE Management Bulletin 03-12 “Elimination of Services to 13-year old and “Grandfathered” children.”

4. “April 2012 – Enrollment” First 5 San Francisco, Preschool for All. This is commonly referred to as “stacked” funding. Alternatively Head Start may also be used to enhance a state slot, commonly referred to as “blended” funding.

5. April 2012 is the snapshot sample month for all subsidies reported.

6. With permission from the state, Florence Crittenton administers portions of a General Center contract as a family child care network.

7. Since the reporting of these numbers, SFSU relinquished their state contract due to budget pressures, thus reducing the contractor number to 28 as of the writing of this report.

8. FCS numbers do not include out of county early care and education cases. The administration for these cases was transferred to Children’s Council of San Francisco in fiscal year 2006–2007.

9. For more on the city’s ACCESS early care and education program, see the section located in the strategy portion of this needs assessment.

10. The 2006 and 2012 state subsidies included estimates of Title 1 by location of care and included Title 5 as reported by Title 5 contractors to the SF Pilot for state reporting. SFUSD numbers were compiled from an SFUSD conducted survey of all sites.
IV. Unmet Need for Subsidized Care for Subsidy Eligible Children

SF3C

In order to track unmet need for subsidized care across the state and to streamline access for families to that care, in 2003, the state funded the CEL (Central Eligibility List) pilot program, of which San Francisco was one of the first nine counties to participate. After a successful expansion statewide, the state ended funding of the CEL in July 2011 due to state budget cuts. Because the CEL worked well in San Francisco, an effort to continue the program was made. Now San Francisco’s CEL is funded by the Office of Early Care and Education, Children’s Fund, Mimi and Peter Haas fund and is administered by the Children’s Council of San Francisco as SF3C (San Francisco Child Care Connection).

SF3C has helped ease the burden of navigating the confusing state subsidy system for families. Previously, parents needed to go to each separate contracted agency and early care and education center to apply for subsidized slots. This meant a parent seeking an early care and education subsidy would need to fill out numerous applications at many different sites. The process proved cumbersome to parents and confusing to administrators who could never tell how many children were currently in need of services and who had the highest level of eligibility.

Parents now go to only one of the various ECE agencies participating in the SF3C program in order to apply. The agency will process the application either on-line or in paper form to enroll the family into SF3C for as many of the subsidized programs/centers sites of the parent’s choice which fit the family’s needs. SF3C notifies a parent when a subsidy becomes available. Subsidy allocation is based on the family with the greatest need when a subsidy becomes available, assuring equitable distribution of limited subsidy dollars. Many working parents have saved countless hours in navigating the complex maze of early care and education subsidies through this streamlining championed by CPAC and other key advocates in the state.

In addition to SF3C implementation, strategic investments have been made to increase funding for subsidies for underserved populations. CPAC, HSA, DCYF and First 5 San Francisco have worked to redirect and add new resources to fill the gap for infant and toddler care.

UNMET NEED

Two different approaches are used to explore unmet need for early care and education subsidies. First, Figure 4.1 represents the number of subsidies currently funded and compares this, by age, to the number of children living in families with incomes below the State eligibility of 70% of the state median income (SMI). Second, the San Francisco Child Care Connection (SF3C) (Figure 4.2) reflects children, by age group, actually waiting for subsidies on SF3C. Each method of examining unmet need has certain limitations. The SF3C data represents real families waiting for subsidies, but most certainly under-represents the number of families actually in need. Therefore, it is important to examine both sets of data when determining priority for need. This approach is necessary both in considering citywide need as well as in examining neighborhood-specific need. While these numbers can reveal where need for additional subsidies is most pressing, it is certainly an under-reporting of the true need for subsidized care due to the inadequacy of the statewide standard of using 70% of the SMI for entrance eligibility. The 70% SMI does not adequately account for the high cost of living in San Francisco and the thousands of families who need assistance in affording care but have incomes over the SMI ceiling.

- A comparison of unmet need using Figures 4.1 and 4.2 reveals very similar priority neighborhoods, though in different orders.
- Applying the same 70% SMI ceiling to an
analysis of the SF3C waiting list produces slightly different neighborhood priorities: Between the two analytic approaches there are 4 top neighborhoods of need for subsidized care for income eligible families. The discrepancy between the two methods is best resolved by including all neighborhoods in any considerations of unmet need for subsidies. Further, given the differences in neighborhood ranking, the top neighborhoods should be treated as relatively equal in need. Notice should be paid to additional neighborhoods that demonstrate a concentration of need in specific age groups.

**DATA HIGHLIGHTS**

Greatest unmet need for eligible children by age and neighborhood:

- **All Ages**
  - Outer Mission/Excelsior/Ingleside (2,024)
  - Visitacion Valley (2,000)
  - Inner Mission/Bernal Heights (1,975)
  - Bayview/Hunters Point (1,759)
  - 94102, 94108, 94109, 94133 (1,510)*
- **Age 0–2**
  - Inner Mission/Bernal Heights (629)
  - Outer Mission/Excelsior/Ingleside (508)
  - Visitacion Valley (502)
  - Bayview/Hunters Point (497)
  - 94102, 94108, 94109, 94133 (451)*
- **Ages 3–5**
  - Bayview/Hunter’s Point (318)
  - Visitacion Valley (224)
  - Inner Mission/Bernal Heights (197)
  - Outer Mission/Excelsior/Ingleside (181)
  - Parkside/Forest Hill (131)
- **Ages 6–11**
  - Outer Mission/Excelsior/Ingleside (1,334)
  - Visitacion Valley (1,273)
  - Inner Mission/Bernal Heights (1,149)
  - 94102, 94108, 94109, 94133 (1,025)*
  - Bayview/Hunter’s Point (944)

According to SF3C data from April 2012, unmet need is greatest for infants and toddlers aged 0–2. The numbers of children waiting for a subsidy on SF3C, in April 2012, by age and neighborhood were:

- **All Ages**
  - Outer Mission/Excelsior/Ingleside (738)
  - 94102, 94108, 94109, 94133 (539)*
  - Inner Mission/Bernal Heights (457)
  - Bayview/Hunter’s Point (442)
  - Visitacion Valley (382)
- **Ages 0–2**
  - Outer Mission/Excelsior/Ingleside (411)
  - 94102, 94108, 94109, 94133 (290)*
  - Inner Mission/Bernal Heights (239)
  - Bayview/Hunter’s Point (231)
  - Visitacion Valley (227)
- **Ages 3–5**
  - Outer Mission/Excelsior/Ingleside (294)
  - 94102, 94108, 94109, 94133 (226)*
  - Bayview/Hunter’s Point (177)
  - Inner Mission/Bernal Heights (174)
  - Visitacion Valley (136)
• Ages 6–11
  › Inner Mission/Bernal Heights (44)
  › Bayview/Hunter’s Point (34)
  › Outer Mission/Excelsior/Ingleside (33)
  › 94102, 94108, 94109, 94133 (539)*
  › Visitacion Valley (19)

As of April, 2012, there were 18 infant/toddlers, 173 preschoolers, and 83 school age children in families with incomes between 70% SMI and 80% SMI for a total of 274 children who were able to keep their early care and education subsidies through the San Francisco Pilot Program.

Neighborhoods with the highest number of children benefiting from the San Francisco Child Care Subsidy Pilot were:
  • Outer Mission/Excelsior/Ingleside (46)
  • Bayview/Hunters Point (44)
  • Sunset (27)
  • Inner Mission/Bernal Heights (24)
  • Visitacion Valley (23)

In the school age section of Figure 4.1, subsidy eligible unmet need is displayed by neighborhood. Because of the current system of school assignment in San Francisco, need is not based on the neighborhood of the child’s residence, rather it is linked to school locations. SFUSD Excel/SF Team data is unavailable by neighborhood.

*Adjacent designated small zip codes of Hayes Valley/ Tenderloin – 94102, Chinatown – 94108, Russian Hill/Nob Hill – 94109 and North Beach/Telegraph Hill – 94133
## Figure 4.1 Subsidy Eligible Unmet Need for State Subsidy Eligible Children by Age (2012)

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Neighborhood</th>
<th>Total Subsidies 2012 Age 0-2</th>
<th>Children Eligible (&lt;70% SMI) Age 0-2</th>
<th>Diff. Unmet Need for Eligible Children 2012 Age 0-2</th>
<th>Children Eligible (&lt;70% SMI) Age 1-2</th>
<th>Diff. Unmet Need for Eligible Children 2012 Age 1-2</th>
<th>Total Subsidies 2012 Age 6-11</th>
<th>Children Eligible (&lt;70% SMI) Age 6-11</th>
<th>Diff. Unmet Need for Eligible Children 2012 Age 6-11</th>
<th>Total Subsidies 2012 Age 0-12</th>
<th>Children Eligible (&lt;70% SMI) Age 0-12</th>
<th>Diff. Unmet Need for Eligible Children 2012 Age 0-12</th>
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<td>111</td>
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</tr>
</tbody>
</table>

1. Children receiving available subsidies from families with income levels between 70% and 80% of the State Median Income (allowed within the San Francisco Child Care Individualized County Subsidy Plan)

*Total Subsidies 2012 Age 3-5: These numbers do not include Preschool for All subsidies. In 2012, PFA subsidies were combined with other subsidies to provide quality enhancements or to children not eligible for state subsidies.

**Total Subsidies 2012 Age 6-11: Only subsidies for school age children that have an income eligibility requirement are shown. An unknown, though assumed significant, number of income eligible children are receiving afterschool services through SFUSD ExCEL programs. For a more comprehensive picture of the citywide K-8 afterschool landscape and capacity for all income levels please see the charts on pages 92 and 93.
**Figure 4.1a Unmet Need for Eligible Children (2012)**

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Subsidies 2012</th>
<th>Child Population &lt;70% SMI 2012</th>
<th>Unmet Need (&lt;70% SMI 2012 SMI) 2012</th>
<th>SF3C April 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 0–2</td>
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<td>3,778</td>
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<td>Age 3–5</td>
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<td>6,681</td>
<td>361</td>
<td>1,403</td>
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<tr>
<td>Age 6–12</td>
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<td>12,387</td>
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<td>Age 0–12</td>
<td>12,543</td>
<td>25,186</td>
<td>12,643</td>
<td>3,524</td>
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</table>

Unmet need for subsidies for Age 6–12 does not reflect an additional 10,000 subsidies from Excel, DCYF, and SF Recreation and Parks. It is estimated that the majority of subsidy eligible unmet need is addressed through these resources. However, these programs are not means tested for income eligibility so non-state subsidy eligible children are also served through these resources.
### Figure 4.2 SF3C Families Waiting for a Subsidy (April 2012)

<table>
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<th>Residential Zip Code</th>
<th>0-2 YRS</th>
<th>3-5 YRS</th>
<th>6-12 YRS</th>
<th>TOTAL</th>
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<td><strong>234</strong></td>
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</table>

Source: Children’s Council of San Francisco
### Figure 4.3 Children in Subsidy with Income Between 70% SMI and 80% SMI (April 2012)

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Neighborhood</th>
<th>Age 0 -2</th>
<th>Age 3 - 5</th>
<th>Age 6 - 12</th>
<th>Total</th>
</tr>
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<td>6</td>
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<tr>
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<td>5</td>
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<td>0</td>
<td>2</td>
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<td>10</td>
</tr>
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<td>Sunset</td>
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<td>Bayview/Hunters Point</td>
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</tr>
<tr>
<td>94129</td>
<td>Presidio</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>94130</td>
<td>Treasure Island</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>94131</td>
<td>Twin Peaks/Diamond Heights/Glen Park</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>94132</td>
<td>Stonestown/Lake Merced</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>94133</td>
<td>North Beach/Telegraph Hill</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>94134</td>
<td>Visitacion Valley</td>
<td>3</td>
<td>15</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Outside San Francisco</td>
<td>0</td>
<td>13</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>18</strong></td>
<td><strong>173</strong></td>
<td><strong>83</strong></td>
<td><strong>274</strong></td>
</tr>
</tbody>
</table>
**Organized afterschool programs** is defined as an afterschool activity that is available for elementary and middle school-age youth that is offered for at least 2 hours per day for at least 3 days a week during the hours after school on an ongoing basis.

Note: “Licensed Child Care” is any program that is licensed by the State of California Community Care Licensing Division of the State Department of Social Services (ages 6-13) www.ccld.ca.gov. Also, an estimated 2,501 school-age children receive CalWORKS vouchers for school-age care. Some of these children may be accounted for in the organized afterschool programs listed above, and some may be in informal care by family, friends or neighbors.

Source: Department of Children, Youth and Their Families

<table>
<thead>
<tr>
<th></th>
<th>FY 11–12</th>
<th>FY 12–13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL POPULATION OF SF YOUTH</strong>¹</td>
<td>50,840</td>
<td>54,900</td>
</tr>
<tr>
<td><strong>ESTIMATED CHILDREN NOT NEEDING FORMAL AFTERSCHOOL</strong>²</td>
<td>11,564</td>
<td>12,347</td>
</tr>
<tr>
<td><strong>ADJUSTED DEMAND FOR FORMAL AFTERSCHOOL</strong></td>
<td>39,276</td>
<td>42,553</td>
</tr>
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</table>

**CAPACITY OF VARIOUS TYPES OF ORGANIZED AFTERSCHOOL PROGRAMS**³

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Capacity FY 11–12</th>
<th>Capacity FY 12–13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Child Care Centers, serving 6-13⁴ (Not including licensed programs counted in categories below including SFUSD’s EED afterschool and ExCEL programs, private school programs, and DCYF-funded programs.)</td>
<td>2,307</td>
<td>2,307</td>
</tr>
<tr>
<td>Family Child Care Home, serving 6-13⁴</td>
<td>1,661</td>
<td>1,236</td>
</tr>
<tr>
<td>Private School⁵ (most are not licensed, but we assume 500 slots are which are accounted for in this category)⁵</td>
<td>10,315</td>
<td>13,440</td>
</tr>
<tr>
<td>SFUSD ExCEL Programs. SFUSD’s ASES/21st Century grants fund 9,354 slots. DCYF funds additional slots in ExCEL programs which are indicated below.⁶</td>
<td>8,734</td>
<td>9,354</td>
</tr>
<tr>
<td>SFUSD Early Education Afterschool Programs (formerly Child Development Centers)⁷</td>
<td>2700</td>
<td>2,264</td>
</tr>
<tr>
<td>DCYF-funded programs excluding those captured in the programs listed above. In 2012-13, DCYF funded 2,636 youth in community-based programs and 686 students off wait lists in ExCEL programs (which are not reflected in the ExCEL row above). In addition, DCYF provided matching funds for 7,743 SFUSD ExCEL slots, matching funds for 1,396 ExCEL slots at Beacon sites, and 94 licensed slots, which are reflected in other rows in this table.)⁷</td>
<td>2,668</td>
<td>3,322</td>
</tr>
<tr>
<td>SF Rec and Park Department⁸</td>
<td>435</td>
<td>290</td>
</tr>
<tr>
<td>TOTAL IN ORGANIZED AFTERSCHOOL</td>
<td>28,820</td>
<td>32,213</td>
</tr>
</tbody>
</table>

**UNMET NEED**

<table>
<thead>
<tr>
<th>SF COVERAGE CHALLENGE</th>
<th>ADJUSTED DEMAND – ORGANIZED AFTERSCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,456</td>
<td>10,340</td>
</tr>
</tbody>
</table>

Percent of Youth Who Want Afterschool Who Have Access

<table>
<thead>
<tr>
<th></th>
<th>FY 11–12</th>
<th>FY 12–13</th>
</tr>
</thead>
<tbody>
<tr>
<td>73%</td>
<td>75%</td>
<td></td>
</tr>
</tbody>
</table>

Data used in this document were collected from:

1. The total represents the number of K-8 students enrolled in SFUSD (36,607 non-charter and 1,707 charter) according to their CBEDS Oct. 3, 2012 count and the number of K-8 students enrolled in private schools in SF (16,592) according to CDE. This estimate of the K-8 school-age population aligns with 2010 Census data. Data for previous fiscal years has used a population count of 6-14 year olds from the American Community Survey, 2006 (53,647) and a population count of youth ages 6 to 13 from the US Census, 2000 (60,183).

2. Parent Survey on Afterschool Programs, PRI, 2009. 24% of K-8 SFUSD parent respondents did not need afterschool, which represents an estimated 9,195 students (24% of 38,314 students). Although the survey did not include private school parents, based on DCYF’s 2010 analysis of private school afterschool (Afterschool Programs in Private Schools in San Francisco, DCYF, August 2010) the proportion of parents who do not need afterschool is estimated at 19% of private school students, or 3,152 (19% of 16,592 students).

3. DCYF analysis, Fall 2011. DCYF staff collected information from the Children’s Council for all school-age licensed providers in SF and conducted phone interviews with each of them to collect data on their school-age capacity. SF’s total licensed school-age capacity is 3,962, however 1,655 of those slots are accounted for in several other categories in the tracker, including SFUSD’s EED and ExCEL programs, private school programs, and DCYF-funded programs.

4. Includes large and small FCC Homes. SF Child Care Planning and Advisory Council Needs Assessment, 2013, DRAFT. Based on analysis of the licensed family child care providers list from the March 2012 LIIF “Geomap” with data as reported from SF R&R agencies.

5. In 2010, DCYF conducted an analysis of a representative sample of private school afterschool programs from which this estimated data is based. Based on this research, it is estimated that 81% of students enrolled in private school are able to attend on-site afterschool programs (Afterschool Programs in Private Schools in San Francisco, DCYF, August 2010). Given that 16,592 students were enrolled in private school in 2012-13 in SF, it is estimated that 13,440 have access to afterschool programming.


7. San Francisco Unified School District, based on enrollment on August 2, 2013. Email communication with Susan Kagehiro, 1/17/13.

8. DCYF Contract Management System, 2012-13. Data on ExCEL wait list slots funded are estimated projections based on applications to DCYF’s 2010-2013 RFP.

### Systems-Level Estimate of K–8 Summer Program Capacity in San Francisco (2012)

<table>
<thead>
<tr>
<th></th>
<th>SUMMER 2011</th>
<th>SUMMER 2012</th>
<th>SUMMER 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL POPULATION OF SF YOUTH</td>
<td>52,726</td>
<td>54,761</td>
<td>54,900</td>
</tr>
<tr>
<td>TOTAL POPULATION OF LOW-INCOME SF YOUTH</td>
<td>34,008</td>
<td>12,347</td>
<td>32,995</td>
</tr>
<tr>
<td>DEMAND FOR SUMMER PROGRAMMING</td>
<td>46,135</td>
<td>47,916</td>
<td>48,861</td>
</tr>
</tbody>
</table>

**Types of Organized Summer Programs**

<table>
<thead>
<tr>
<th></th>
<th>SUMMER 2011</th>
<th>SUMMER 2012</th>
<th>SUMMER 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Child Care Centers, serving 6-13</td>
<td>2,150</td>
<td>2,150</td>
<td>2,150</td>
</tr>
<tr>
<td>Family Child Care Homes, serving 6-13</td>
<td>907</td>
<td>907</td>
<td>1,236</td>
</tr>
<tr>
<td>Various Other Summer Programs</td>
<td>4,500</td>
<td>5,000</td>
<td>5,348</td>
</tr>
</tbody>
</table>

*Not necessarily receiving public support*

Receiving public support

<table>
<thead>
<tr>
<th>Program Type</th>
<th>SUMMER 2011</th>
<th>SUMMER 2012</th>
<th>SUMMER 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFUSD Early Education Department School-Age Programs</td>
<td>2,963</td>
<td>2,264</td>
<td>2,264</td>
</tr>
<tr>
<td>SFUSD ExCEL Supplemental Grants (ASES/21st Century) &amp; Parent Co-pays</td>
<td>3,044</td>
<td>2,837</td>
<td>2,260</td>
</tr>
<tr>
<td>DCYF-funded Summer Programs – Community Based</td>
<td>1,245</td>
<td>1,489</td>
<td>1,605</td>
</tr>
<tr>
<td>DCYF-funded Summer Programs – School Based Based</td>
<td>824</td>
<td>1,385</td>
<td>1,204</td>
</tr>
<tr>
<td>SF Beacons</td>
<td>886</td>
<td>900</td>
<td>1,358</td>
</tr>
<tr>
<td>SF Rec and Park Department</td>
<td>1,556</td>
<td>1,458</td>
<td>1,514</td>
</tr>
</tbody>
</table>

TOTAL IN ORGANIZED COMPREHENSIVE SUMMER | 18,075 | 18,390 | 18,939 |

(SUBTOTAL IN ORGANIZED COMPREHENSIVE SUMMER THAT IS AT LEAST PARTIALLY PUBLICLY SUBSIDIZED) | 10,518 | 10,333 | 10,206 |

TOTAL NOT SERVED: 29,922

Percent of Youth Who Have Access to Summer Programming: 39% 38% 39%

Percent of Low-Income Youth Who May Have Access to Summer Programming: 34% 34% 34%

---

**Data used in this document were collected from:**

1. The total represents the number of K–8 students enrolled in SFUSD (36,607 non-charter and 1,707 charter) according to their CBEDS Oct. 3, 2012 count and the number of K–8 students enrolled in private schools in SF (16,592) according to CDE. This estimate of the K–8 school-age population aligns with 2010 Census data. Data for previous fiscal years has used a population count of 6-14 year olds from the American Community Survey, 2006 (53,647) and a population count of youth ages 6–13 from the US Census, 2000 (50,183).

2. Based on the percentage of SFUSD students who qualify for free/ reduced lunch (60.1%). Data from SFUSD Student Nutrition Services, 2-13

3. DCYF analysis, Fall 2011. DCYF staff collected information from the Children’s Council for all school-age licensed providers in SF and conducted phone interviews with each of them to collect data on their school-age capacity. SF’s total licensed school-age capacity

4. Includes large and small FCC Homes. SF Child Care Planning and Advisory Council Needs Assessment, 2013, DRAFT. Based on analysis of the licensed family child care providers list from the March 2012 LiF "Geomap" with data as reported from SF R&R agencies

5. Comprehensive programs that signed up for the Summer Resource and applied to the Summer Lunch Program. Data updated 4-15-13


7. DCYF data, 2013

8. SF Rec & Park Department, 2013

---

**“Organized summer programs” is defined as a summer program that is available for elementary and middle school-age youth that is offered for at least 3 hours per day for at least 3 days a week for at least 5 weeks during the summer.**

**Note:** “Licensed Child Care” is any program that is licensed by the State of California Community Care Licensing Division of the State Department of Social Services (ages 6-13) www.ccld.ca.gov
SUMMARY

Lack of available subsidies has a social and economic impact on low-income families and their children. Research indicates that investments made to meet this unmet need show impressive returns to both individuals and society. The High/Scope Perry Preschool Study, which longitudinally tracked the success of low-income children who received quality preschool care, has found every dollar invested in care yielded $12.90 in cost savings to governments and increased tax revenue. Another study done by the National Child Care Association showed every dollar spent on formal care generates $15.25 in additional earnings to parents. With such a high rate of return, early care and education investments are a top policy priority in San Francisco.

One such investment is the San Francisco Child Care Individualized County Subsidy Plan (the ‘SF Pilot’), which allows parents who qualify for a subsidy to keep that subsidy until their income reaches 80% of the SMI. Previously, parents would lose their subsidy when incomes reached the qualification ceiling of 70% SMI. The pilot allows parents to continue to receive vital child care aid until their income is at a relative level to independently cover the cost of their child’s care. As of April 2012, 274 children and their families were benefiting from the 80% SMI exit ceiling made available through the SF Pilot. This is more than double the number of 105 children in the Pilot at the time of the 2007 Needs Assessment. It can be assumed that the number of children benefiting from the 88% SMI exit ceiling will continue to increase as families continue to process through the CalWORKs program and as the economy continues to improve.

RECOMMENDATIONS

- CPAC will continue to seek increases in subsidy availability, particularly for underserved neighborhoods and populations. Priority should be in neighborhoods with no subsidized center care. In addition to increased local investments, efforts should include but not be limited to: increasing linkages to CalWORKs entitlements, advocating for improved Standard Reimbursement Rates for Title 5 providers, and finding solutions using Early Head Start funding.
- Efforts to expand preschool subsidies must continue to be strategic in planning for the “right” mix of full-day and half-day care that best meets parents’ needs. Public information campaigns on the benefits of preschool will likely increase public demand for care for both full-time and part-time care for 3–5 year olds, but especially for those 4–5 year-old children entering school the following year.
- Building on work begun by the Department of Children, Youth and Their Families (DCYF), continued efforts must be made collaboratively by CPAC, DCYF and SFUSD to identify shortfalls in out-of school subsidized care on a strategic, school-by-school basis. Once identified, shared strategies for funding include expanding capacity and subsidies. Furthermore, building on the lessons learned and success in capacity building and quality improvement, school age care efforts should employ strategies for quality improvement to address facilities, workforce development, improved coordination, and assessment of quality. Doing so will enable the city to address a feedback loop for quality improvement and to guide city investments.
- SF3C will continue outreach beyond the state contracted centers, reaching out to service providers including family resource centers, HSA waiting rooms, and other strategic locations to inform parents of how to apply for early care and education subsidies.

FOOTNOTES

1. Census Bureau rounding techniques and population growth on Treasure Island resulted in a slightly inaccurate calculation of children under the 70% SMI for certain zip codes; 94104, 94105, 94107, and 94130. The unmet need calculations for these zip codes have been adjusted to reflect the number of children receiving subsidies. In 1998 CPAC collapsed these four geographically small neighborhoods for planning purposes when comparing concentrations of need.


4. See the San Francisco Child Care Individualized County Subsidy Plan section located in the ECE Landscape section of this needs assessment.

5. The SF3C waiting list indicates that families with preschoolers are most likely to be waiting for a subsidy; however, the CPAC Needs Assessment Advisory Committee agreed that because CEL is a system of waiting largely for preschool subsidies, the waiting list is somewhat skewed to over represent this group.
V. Parent Choice

Parent choice is a term used to characterize the right of parents to select an early care and education provider that best fits their needs and the needs of their child. In the subsidized market, as well as the private non-subsidized market, parent choice is influenced by many factors. These factors include the availability and affordability of care that meets criteria valued by the parent(s).

TYPE OF CARE

- Licensed center
- Licensed family child care
- Unregulated care provided by license-exempt family, friend and/or neighbor

AVAILABILITY

- A particular care setting in a location that the parent can reach
- Vacancies or openings, and timing for enrollment
- Hours that match the family’s scheduling needs, including non-traditional hours, flexible scheduling, and full or part-time enrollment

AFFORDABILITY

- Availability of a subsidy
- Availability of a scholarship or adjusted fee
- Whether the early care and education program provides food, diapers, field trips, etc.
- Whether additional care would need to be supplemented and the potential cost of the supplemental care

LOCATION OR CONVENIENCE

- Often families want care near home, work, or on a transportation route
- Availability of public transportation, or convenience relative to a particular transportation hub.
- Ease of pick-up and drop-off, particularly in San Francisco, where parking is at a premium.

ASPECTS OF THE PROGRAM VALUED BY THE PARENT

- Program type (e.g. Montessori)
- Staff that reflects a family’s culture and/or language needs
- Parent perceives that their family will feel “comfortable” in the parent/child community
- Curriculum that matches parent(s) values (e.g. emphasis on literacy, faith based, art and music, etc.)
- Requirements/opportunity for parent involvement, including the ability to drop-in
- Qualifications of staff
- Facility

National research on parent choice uses diverse definitions regarding types of care. Therefore, the research is somewhat limited, making it difficult to provide comparisons. Most studies do not designate a separate category for family, friend and neighbor care and instead use a category of “home-based care” that includes both licensed family child care and informal family, friend and neighbor license-exempt care. A 2002 National Survey of America’s Families conducted by the Urban Institute distinguishes data for settings but not by whether the early care
and education is regulated. Analysis of this study found that 65% of all children under age 6, nearly 15.5 million children nationally, regularly received non-parental early care and education.\(^1\) Of the 15.5 million, approximately 6.5 million children, or 42%, spent at least some of their time in a home-based setting; 58% of the children in non-parental care were in center-based settings.

An analysis of 1999 National Survey of America’s Families indicates that single mothers with children under age 13 rely more on non-parental relative care than two-parent families.\(^2\) Similarly, 38% of 6 through 9 year olds in female-headed single parent families were regularly in non-parental relative care, compared to 23% of 6 through 9 year olds in two-parent families.

**TANF/CCDBG VOUCHER UTILIZATION AND PARENT CHOICE**

The Personal Responsibility and Work Opportunity Reconciliation Act (PROWA) of 1996 and subsequent reauthorization of TANF required that TANF early care and education be administered to allow for “parent choice.” Likewise, Child Care and Development Block Grant funding also required that the set aside of voucher dollars include parent choice. The goal of this federal policy is likely motivated in different ways by different political stakeholders, but the stated goal is to give parents the ability to pick the early care and education setting which best suits their needs and to support access to care as is reflected in the private paying market.

In San Francisco, it is possible to examine use of parental choice by analyzing how families receiving subsidies exercise parent choice when affordability is not as large a factor, since the care is almost completely subsidized by the state. One caveat to consider when examining parent choice in this way is the potential bias of families to use the subsidy within the family by choosing an exempt provider in order to increase the family’s financial resources.

**DESCRIPTION**

The following charts present the utilization of vouchers (CalWORKs, Foster Care, General Alternative Payment, City Child Care, etc.):

**Figure 5.**
Type of Care Used With Vouchers

Summary reports the breakdown of voucher use by provider type and age.

**Figure 5.1**
Type of Care Parents Are Using for All CCSF Voucher Programs is a graphical presentation of data showing where parents use their early care and education vouchers

**Figure 5.2**
Type of Care Parents Are Using shows a breakdown by zip code of what type of care vouchers are used for.

**Figure 5.2, 5.2a, 5.2b, and 5.2c**
Summary of Where Vouchered Children Are Receiving Early Care and Education displays a snapshot of the number of vouchered children receiving early care and education in their home zip code and the number of vouchered children going to another zip code for care. Figure 5.9 shows a summary of all care types. Figure 5.9a, 5.9b, and 5.9c show breakdowns by type of care; licensed centers, licensed family child care homes, and informal/license exempt care.

**DATA HIGHLIGHTS**

46% of all vouchers are used for license exempt care, 37% are used for licensed family child care, and 16% are used for licensed centers.
Figure 5. Type of Care Used With Vouchers Summary – San Francisco County (2012)

<table>
<thead>
<tr>
<th>Provider Type</th>
<th>Age 0–2</th>
<th>Percent Age 0–2</th>
<th>Age 3–5</th>
<th>Percent Age 3–5</th>
<th>Age 6–12</th>
<th>Percent Age 6–12</th>
<th>Age 0–12 Total</th>
<th>Percent Age 0–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Center</td>
<td>68</td>
<td>11%</td>
<td>279</td>
<td>20%</td>
<td>136</td>
<td>14%</td>
<td>483</td>
<td>16%</td>
</tr>
<tr>
<td>Licensed Family Child Care Home</td>
<td>334</td>
<td>53%</td>
<td>575</td>
<td>42%</td>
<td>206</td>
<td>21%</td>
<td>1115</td>
<td>37%</td>
</tr>
<tr>
<td>Licensed Exempt</td>
<td>226</td>
<td>36%</td>
<td>524</td>
<td>38%</td>
<td>627</td>
<td>65%</td>
<td>1377</td>
<td>46%</td>
</tr>
<tr>
<td>Total</td>
<td>628</td>
<td>100%</td>
<td>1378</td>
<td>100%</td>
<td>969</td>
<td>100%</td>
<td>2975</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source of vouchers: CalWORKS Stages 1, 2 and 3; California Alternative Payment Program; City Child Care Voucher, Family and Children’s Services; ACCESS
Source: Children’s Council of San Francisco

Parent choice amongst vouchered families differs based on children’s age.
Figure 5.1 Type of Care Parents Are Using for All Voucher Programs (2012)

Source: Children’s Council of San Francisco
### Figure 5.2 Summary of Where Vouchered Children Are Receiving Early Care and Education (2012)

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Neighborhood</th>
<th>Number of Children Receiving Care in Home Zip Code</th>
<th>Percent of Children Receiving Care in Home Zip Code</th>
<th>Number of Children Receiving Care out of Home Zip Code</th>
<th>Percent of Children Receiving Care out of Home Zip Code</th>
<th>Total Children Receiving Vouchers</th>
</tr>
</thead>
<tbody>
<tr>
<td>94102</td>
<td>Hayes Valley / Tenderloin</td>
<td>26</td>
<td>30%</td>
<td>62</td>
<td>70%</td>
<td>88</td>
</tr>
<tr>
<td>94103</td>
<td>South of Market</td>
<td>31</td>
<td>23%</td>
<td>102</td>
<td>77%</td>
<td>133</td>
</tr>
<tr>
<td>94104</td>
<td>Financial District</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>94105</td>
<td>Downtown</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>94107</td>
<td>Potrero Hill</td>
<td>42</td>
<td>60%</td>
<td>28</td>
<td>40%</td>
<td>70</td>
</tr>
<tr>
<td>94108</td>
<td>Chinatown</td>
<td>8</td>
<td>16%</td>
<td>42</td>
<td>84%</td>
<td>50</td>
</tr>
<tr>
<td>94109</td>
<td>Russian Hill / Nob Hill</td>
<td>18</td>
<td>43%</td>
<td>24</td>
<td>57%</td>
<td>42</td>
</tr>
<tr>
<td>94110</td>
<td>Inner Mission / Bernal Heights</td>
<td>107</td>
<td>37%</td>
<td>182</td>
<td>63%</td>
<td>289</td>
</tr>
<tr>
<td>94112</td>
<td>Outer Mission / Excelsior / Ingleside</td>
<td>271</td>
<td>48%</td>
<td>290</td>
<td>52%</td>
<td>561</td>
</tr>
<tr>
<td>94114</td>
<td>Castro / Noe Valley</td>
<td>0</td>
<td>0%</td>
<td>9</td>
<td>100%</td>
<td>9</td>
</tr>
<tr>
<td>94115</td>
<td>Western Addition</td>
<td>42</td>
<td>30%</td>
<td>99</td>
<td>70%</td>
<td>141</td>
</tr>
<tr>
<td>94116</td>
<td>Parkside / Forest Hill</td>
<td>39</td>
<td>37%</td>
<td>67</td>
<td>63%</td>
<td>106</td>
</tr>
<tr>
<td>94117</td>
<td>Haight / Western Addition / Fillmore</td>
<td>13</td>
<td>37%</td>
<td>22</td>
<td>63%</td>
<td>35</td>
</tr>
<tr>
<td>94118</td>
<td>Inner Richmond / Presidio / Laurel Heights</td>
<td>11</td>
<td>24%</td>
<td>35</td>
<td>76%</td>
<td>46</td>
</tr>
<tr>
<td>94121</td>
<td>Outer Richmond / Seacliff</td>
<td>41</td>
<td>45%</td>
<td>50</td>
<td>55%</td>
<td>91</td>
</tr>
<tr>
<td>94122</td>
<td>Sunset</td>
<td>33</td>
<td>38%</td>
<td>55</td>
<td>63%</td>
<td>88</td>
</tr>
<tr>
<td>94123</td>
<td>Marina / Cow Hollow</td>
<td>1</td>
<td>50%</td>
<td>1</td>
<td>50%</td>
<td>2</td>
</tr>
<tr>
<td>94124</td>
<td>Bayview / Hunters Point</td>
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<td>62%</td>
<td>235</td>
<td>38%</td>
<td>616</td>
</tr>
<tr>
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<td>27</td>
</tr>
<tr>
<td>94130</td>
<td>Treasure Island</td>
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<td>9</td>
<td>50%</td>
<td>18</td>
</tr>
<tr>
<td>94131</td>
<td>Twin Peaks / Diamond Heights / Glen Park</td>
<td>16</td>
<td>42%</td>
<td>22</td>
<td>58%</td>
<td>38</td>
</tr>
<tr>
<td>94132</td>
<td>Stonestown / Lake Merced</td>
<td>34</td>
<td>40%</td>
<td>52</td>
<td>60%</td>
<td>86</td>
</tr>
<tr>
<td>94133</td>
<td>North Beach / Telegraph Hill</td>
<td>28</td>
<td>34%</td>
<td>55</td>
<td>66%</td>
<td>83</td>
</tr>
<tr>
<td>94134</td>
<td>Visitacion Valley</td>
<td>184</td>
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<td>166</td>
<td>47%</td>
<td>350</td>
</tr>
<tr>
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<td>4</td>
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<tr>
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<td>454</td>
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<tr>
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</table>

Source: Children's Council of San Francisco

*Data from April 2012

*19 more children are over age 13

Outer Mission/Excelsior/Ingleside is the neighborhood that provides the greatest amount of care to vouchered children coming from other neighborhoods.
### Figure 5.2a Where Vouchered Children Are Receiving Early Care and Education – Licensed Center (2012)

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Neighborhood</th>
<th>Number of Children Using a Licensed Center in Home Zip Code</th>
<th>Percent of Children Using a Licensed Center in Home Zip Code</th>
<th>Number of Children Using a Licensed Center out of Home Zip Code</th>
<th>Percent of Children Using a Licensed Center out of Home Zip Code</th>
<th>Total Number of Children Using Vouchers at a Licensed Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>94102</td>
<td>Hayes Valley / Tenderloin</td>
<td>6</td>
<td>22%</td>
<td>21</td>
<td>78%</td>
<td>27</td>
</tr>
<tr>
<td>94103</td>
<td>South of Market</td>
<td>18</td>
<td>33%</td>
<td>37</td>
<td>67%</td>
<td>55</td>
</tr>
<tr>
<td>94104</td>
<td>Financial District</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>94105</td>
<td>Downton</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>94107</td>
<td>Potrero Hill</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>94108</td>
<td>Chinatown</td>
<td>1</td>
<td>20%</td>
<td>4</td>
<td>80%</td>
<td>5</td>
</tr>
<tr>
<td>94109</td>
<td>Russian Hill / Nob Hill</td>
<td>1</td>
<td>33%</td>
<td>2</td>
<td>67%</td>
<td>3</td>
</tr>
<tr>
<td>94110</td>
<td>Inner Mission / Bernal Heights</td>
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<td>38%</td>
<td>36</td>
<td>62%</td>
<td>58</td>
</tr>
<tr>
<td>94112</td>
<td>Outer Mission / Excelsior / Ingleside</td>
<td>29</td>
<td>43%</td>
<td>39</td>
<td>57%</td>
<td>68</td>
</tr>
<tr>
<td>94114</td>
<td>Castro / Noe Valley</td>
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<td>0%</td>
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<td>100%</td>
<td>5</td>
</tr>
<tr>
<td>94115</td>
<td>Western Addition</td>
<td>7</td>
<td>33%</td>
<td>14</td>
<td>67%</td>
<td>21</td>
</tr>
<tr>
<td>94116</td>
<td>Parkside / Forest Hill</td>
<td>16</td>
<td>43%</td>
<td>21</td>
<td>57%</td>
<td>37</td>
</tr>
<tr>
<td>94117</td>
<td>Haight / Western Addition / Fillmore</td>
<td>1</td>
<td>20%</td>
<td>4</td>
<td>80%</td>
<td>5</td>
</tr>
<tr>
<td>94118</td>
<td>Inner Richmond / Presidio / Laurel Heights</td>
<td>1</td>
<td>8%</td>
<td>11</td>
<td>92%</td>
<td>12</td>
</tr>
<tr>
<td>94121</td>
<td>Outer Richmond / Seaciff</td>
<td>13</td>
<td>57%</td>
<td>10</td>
<td>43%</td>
<td>23</td>
</tr>
<tr>
<td>94122</td>
<td>Sunset</td>
<td>4</td>
<td>33%</td>
<td>8</td>
<td>67%</td>
<td>12</td>
</tr>
<tr>
<td>94123</td>
<td>Marina / Cow Hollow</td>
<td>1</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>94124</td>
<td>Bayview / Hunters Point</td>
<td>34</td>
<td>60%</td>
<td>23</td>
<td>40%</td>
<td>57</td>
</tr>
<tr>
<td>94127</td>
<td>West Portal / St. Francis Wood</td>
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<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>94130</td>
<td>Treasure Island</td>
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<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>94131</td>
<td>Twin Peaks / Diamond Heights / Glen Park</td>
<td>3</td>
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<td>14</td>
<td>82%</td>
<td>17</td>
</tr>
<tr>
<td>94132</td>
<td>Stonestown / Lake Merced</td>
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<td>38%</td>
<td>20</td>
<td>63%</td>
<td>32</td>
</tr>
<tr>
<td>94133</td>
<td>North Beach / Telegraph Hill</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>100%</td>
<td>2</td>
</tr>
<tr>
<td>94134</td>
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<td>51%</td>
<td>37</td>
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<tr>
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<td>Potrero Hill</td>
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<td>1</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Out of County</td>
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<td>52</td>
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</table>

Source: Children’s Council of San Francisco
### Figure 5.2b Where Vouched Children Are Receiving Early Care and Education – Licensed Family Child Care Homes (2012)

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Neighborhood</th>
<th>Number of Children Using a Family Child Care Home in Home Zip Code</th>
<th>Percent of Children Using a Family Child Care Home in Home Zip Code</th>
<th>Number of Children Using a Family Child Care Home out of Home Zip Code</th>
<th>Percent of Children Using a Family Child Care Home out of Home Zip Code</th>
<th>Total Number of Children Using Vouchers at a Family Child Care Home</th>
</tr>
</thead>
<tbody>
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<td>94102</td>
<td>Hayes Valley / Tenderloin</td>
<td>4</td>
<td>27%</td>
<td>11</td>
<td>73%</td>
<td>15</td>
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<tr>
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<td>South of Market</td>
<td>6</td>
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<td>16</td>
<td>73%</td>
<td>22</td>
</tr>
<tr>
<td>94104</td>
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<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>94105</td>
<td>Downtown</td>
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<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>94107</td>
<td>Potrero Hill</td>
<td>6</td>
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<td>1</td>
<td>14%</td>
<td>7</td>
</tr>
<tr>
<td>94108</td>
<td>Chinatown</td>
<td>7</td>
<td>22%</td>
<td>25</td>
<td>78%</td>
<td>32</td>
</tr>
<tr>
<td>94109</td>
<td>Russian Hill / Nob Hill</td>
<td>12</td>
<td>60%</td>
<td>8</td>
<td>40%</td>
<td>20</td>
</tr>
<tr>
<td>94110</td>
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<td>52%</td>
<td>89</td>
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<tr>
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<td>144</td>
<td>46%</td>
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<tr>
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<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>94115</td>
<td>Western Addition</td>
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<td>25%</td>
<td>21</td>
<td>75%</td>
<td>28</td>
</tr>
<tr>
<td>94116</td>
<td>Parkside / Forest Hill</td>
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<td>25</td>
<td>60%</td>
<td>42</td>
</tr>
<tr>
<td>94117</td>
<td>Haight / Western Addition / Fillmore</td>
<td>1</td>
<td>13%</td>
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<td>88%</td>
<td>8</td>
</tr>
<tr>
<td>94118</td>
<td>Inner Richmond / Presidio / Laurel Heights</td>
<td>9</td>
<td>33%</td>
<td>18</td>
<td>67%</td>
<td>27</td>
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<tr>
<td>94121</td>
<td>Outer Richmond / Seacliff</td>
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<td>46%</td>
<td>27</td>
<td>54%</td>
<td>50</td>
</tr>
<tr>
<td>94122</td>
<td>Sunset</td>
<td>11</td>
<td>31%</td>
<td>24</td>
<td>69%</td>
<td>35</td>
</tr>
<tr>
<td>94123</td>
<td>Marina / Cow Hollow</td>
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<td>0</td>
<td>0%</td>
<td>0</td>
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<tr>
<td>94124</td>
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<tr>
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<td>0%</td>
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</tr>
<tr>
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<td>Twin Peaks / Diamond Heights / Glen Park</td>
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<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>94132</td>
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<td>22</td>
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<tr>
<td>94133</td>
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<td>28</td>
<td>62%</td>
<td>45</td>
</tr>
<tr>
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<td>56</td>
<td>46%</td>
<td>121</td>
</tr>
<tr>
<td>94158</td>
<td>Potrero Hill</td>
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<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Out of County</td>
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<td>14</td>
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<td>83</td>
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<td>97</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>568</td>
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<td>644</td>
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</tbody>
</table>

Source: Children's Council of San Francisco
### Figure 5.2c Where Voucher Children Are Receiving Early Care and Education – Informal/License Exempt Care (2012)

<table>
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<tr>
<th>Zip Code</th>
<th>Neighborhood</th>
<th>Number of Children Using License Exempt Care in Home Zip Code</th>
<th>Percent of Children Using License Exempt Care in Home Zip Code</th>
<th>Number of Children Using License Exempt Care out of Home Zip Code</th>
<th>Percent of Children Using License Exempt Care out of Home Zip Code</th>
<th>Total Number of Children Using Vouchers for License Exempt Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>94102</td>
<td>Hayes Valley / Tenderloin</td>
<td>16</td>
<td>35%</td>
<td>30</td>
<td>65%</td>
<td>46</td>
</tr>
<tr>
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<td>88%</td>
<td>56</td>
</tr>
<tr>
<td>94104</td>
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<td>1</td>
<td>100%</td>
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<td>Downton</td>
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<td>0%</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>94107</td>
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<td>42%</td>
<td>62</td>
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<tr>
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<td>Chinatown</td>
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<td>0%</td>
<td>13</td>
<td>100%</td>
<td>13</td>
</tr>
<tr>
<td>94109</td>
<td>Russian Hill / Nob Hill</td>
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<td>14</td>
<td>74%</td>
<td>19</td>
</tr>
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<tr>
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<td>100%</td>
<td>4</td>
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<tr>
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<td>14%</td>
<td>6</td>
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<td>Outer Richmond / Seacliff</td>
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<td>28%</td>
<td>13</td>
<td>72%</td>
<td>18</td>
</tr>
<tr>
<td>94122</td>
<td>Sunset</td>
<td>18</td>
<td>44%</td>
<td>23</td>
<td>56%</td>
<td>41</td>
</tr>
<tr>
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<td>Marina / Cow Hollow</td>
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<td>1</td>
<td>100%</td>
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</tr>
<tr>
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<td>344</td>
</tr>
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<td>West Portal / St. Francis Wood</td>
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<td>50%</td>
<td>2</td>
<td>50%</td>
<td>4</td>
</tr>
<tr>
<td>94130</td>
<td>Treasure Island</td>
<td>7</td>
<td>44%</td>
<td>9</td>
<td>56%</td>
<td>16</td>
</tr>
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<td>8</td>
<td>40%</td>
<td>20</td>
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<tr>
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<td>Stonestown / Lake Merced</td>
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<td>44%</td>
<td>18</td>
<td>56%</td>
<td>32</td>
</tr>
<tr>
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<td>North Beach / Telegraph Hill</td>
<td>11</td>
<td>31%</td>
<td>25</td>
<td>69%</td>
<td>36</td>
</tr>
<tr>
<td>94134</td>
<td>Visitacion Valley</td>
<td>101</td>
<td>53%</td>
<td>91</td>
<td>47%</td>
<td>192</td>
</tr>
<tr>
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<td>Potrero Hill</td>
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<td>0%</td>
<td>3</td>
<td>100%</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Out of County</td>
<td>17</td>
<td>6%</td>
<td>271</td>
<td>94%</td>
<td>288</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>613</strong></td>
<td><strong>37%</strong></td>
<td><strong>1052</strong></td>
<td><strong>63%</strong></td>
<td><strong>1665</strong></td>
</tr>
</tbody>
</table>

Source: Children's Council of San Francisco

**ALL**

- **1990**
  - N= 35,599
- **2000**
  - N= 31,633
- **2011**
  - N= 35,295

**ASIAN/PACIFIC ISLANDER**

- **1990**
  - N= 12,119
- **2000**
  - N= 10,184
- **2011**
  - N= 9,686

**WHITE (NOT HISPANIC)**

- **1990**
  - N= 14,295
- **2000**
  - N= 8,894
- **2011**
  - N= 12,280

**LEGEND & COMMENTS**

- The total number of 0–5 year olds decreased slightly since 1990 (-0.9%), with decreasing density in the Presidio, Bayview, Visitation Valley, Crocker Amazon, and the Inner Mission neighborhoods.

- The Asian/Pacific Islander infant/toddler population decreased (-20.1%), with particular losses in North of Market, Richmond, Visitacion Valley, Crocker Amazon, and Excelsior neighborhoods.

- The White 0–5 year old population decreased notably from 1990 to 2000 and increased slightly in 2011. Neighborhoods that lost children include the Sunset, Richmond, Mission, Crocker Amazon, and Excelsior.

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San Francisco Child Care Planning & Advisory Council 2012–13 EARLY CARE AND EDUCATION NEEDS ASSESSMENT

**HISPANIC**

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>7,345</td>
</tr>
<tr>
<td>2000</td>
<td>7,316</td>
</tr>
<tr>
<td>2011</td>
<td>7,828</td>
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</table>

**AFRICAN AMERICAN**

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>5,744</td>
</tr>
<tr>
<td>2000</td>
<td>3,123</td>
</tr>
<tr>
<td>2011</td>
<td>2,226</td>
</tr>
</tbody>
</table>

**LEGEND & COMMENTS**

- The Mission remains a primary neighborhood for Hispanic 0–5 year olds, but much less so than it was in 1990. The Bayview and SOMA experienced increases in Hispanic children.

- The Southeast neighborhoods remain a primary neighborhood for African American children, but much less than it was in 1990 (-61.2%). SOMA experienced a slight increase in African American children.

Sources: 1990 Decennial Census, 2000 Decennial Census, and 2011 5-Year American Community Survey

Children in poverty: 1990 – Table P117; 2000 – Table PCT050; 2011 – Table B17024


*Ages 0–4 were used because the 2011 5-Year ACS did not include age 0–5 breakdowns for all categories.

**ALL**

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>81,284</td>
</tr>
<tr>
<td>2000</td>
<td>81,169</td>
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<tr>
<td>2011</td>
<td>71,999</td>
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**ASIAN/PACIFIC ISLANDER**

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1990</td>
<td>32,764</td>
</tr>
<tr>
<td>2000</td>
<td>32,421</td>
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<tr>
<td>2011</td>
<td>28,635</td>
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**WHITE (NOT HISPANIC)**

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1990</td>
<td>26,349</td>
</tr>
<tr>
<td>2000</td>
<td>17,073</td>
</tr>
<tr>
<td>2011</td>
<td>16,563</td>
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</table>

**LEGEND & COMMENTS**

- The total number of school-age children decreased since 1990 (-11.4%), with decreasing density in the Presidio, Bayview, Visitation Valley, Crocker Amazon, Sunset, and Mission neighborhoods.

- The Asian/Pacific Islander school-age population decreased (-12.6%), with particular losses in North of Market, Richmond, Visitacion Valley, Crocker Amazon, and Excelsior neighborhoods.

- The White school-age population decreased notably since 1990 (-37.1%). Neighborhoods that lost children include the Sunset, Richmond, Mission, Crocker Amazon, and Excelsior.
**Ages 5–17 were used because the 2011 5-Year ACS did not include the appropriate age breakdowns for all categories.**

**Note:** Census race and ethnicity questions changed in 2000 and therefore, 1990 is not directly comparable with 2000 and 2011. Please visit the sources for more information.

**Sources:** 1990 Decennial Census, 2000 Decennial Census, and 2011 5-Year American Community Survey

**All children:** 1990 – P11; 2000 – P12; 2011 – B01001

**Children in poverty:** 1990 – Table P117; 2000 – Table PCT050; 2011 – Table B17024

**Children by ethnicity:** 1990 – P12; 2000 – P12 B, D, E, H, and I; 2011 – B01001B, D, E, H, and I

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**HISPANIC**

<table>
<thead>
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<th>N</th>
</tr>
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<tr>
<td>1990</td>
<td>16,909</td>
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<tr>
<td>2000</td>
<td>17,469</td>
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<tr>
<td>2011</td>
<td>15,977</td>
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</tbody>
</table>

**Legend & Comments**

The Mission remains a primary neighborhood for Hispanic school-age children, but much less so than it was in 1990. The Bayview and SOMA experienced increases in Hispanic children.

---

**AFRICAN AMERICAN**

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>13,785</td>
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<tr>
<td>2000</td>
<td>10,206</td>
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<tr>
<td>2011</td>
<td>6,178</td>
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</table>

**Legend & Comments**

The Southeast neighborhoods remain a primary neighborhood for African American children, but much less than it was in 1990 (-55.2%). SOMA experienced a slight increase in African American children.

**ALL**

- **1990**
  - N = 116,883
- **2000**
  - N = 112,802
- **2011**
  - N = 107,294

**LEGEND & COMMENTS**

Since 1990, the total number of children decreased by 8.2%. Children are now more likely to be in the Sunset, Outer Mission, and Southeast neighborhoods.

**ASIAN/PACIFIC ISLANDER**

- **1990**
  - N = 44,883
- **2000**
  - N = 42,605
- **2011**
  - N = 38,321

**LEGEND & COMMENTS**

The Asian/Pacific Islander child population decreased slightly (14.6%), with particular losses in North of Market, Richmond, Bayview, Visitacion Valley, Crocker Amazon, and Excelsior neighborhoods.

**WHITE (NOT HISPANIC)**

- **1990**
  - N = 40,644
- **2000**
  - N = 25,967
- **2011**
  - N = 28,843

**LEGEND & COMMENTS**

The White child population decreased notably from 1990 to 2000 and increased slightly in 2011. Neighborhoods that lost children include the Sunset, Richmond, Mission, Crocker Amazon, and Excelsior.
Sources: 1990 Decennial Census, 2000 Decennial Census; and 2011 5-Year American Community Survey

Children in poverty: 1990 – Table P117; 2000 – Table PCT050; 2011 – Table B17024


The Mission remains a primary neighborhood for Hispanic children, but much less so than it was in 1990. The Bayview and SOMA experienced increases in Hispanic children.

The Southeast neighborhoods remain a primary neighborhood for African American children, but much less than it was in 1990 (-57%). SOMA experienced a slight increase in African American children.
Glossary and Acronyms

Accreditation
A process through which early care and education programs voluntarily meet specific standards to receive endorsement from a professional agency. The National Association for the Education of Young Children (NAEYC) and the National Accreditation Commission for Early Care and Education Programs (NAC) are among the organizations that offer accreditation programs for early care and education.

Adult-Child Ratio
A ratio of the qualified caregivers to children in an early care and education program.

Afterschool for All Initiative (AFA):
A San Francisco collaboration that supports the city’s diverse afterschool community to offer safe, quality programs for all children where activities and events are tailored to the interests of local neighborhoods.

Alternative Payment (AP) Program
A program run by a local government agency or non-profit organization that has contracted with the CDE to provide subsidy vouchers to early care and education providers selected by eligible parents. (Education Code, Section 8208)

Block Grant
A grant of federal money to state and local governments to support social welfare programs.

California Child Care License
A written authorization from the CDSS or a county to operate a early care and education center or family child care home, and to provide care and supervision. (CCR, Title 22, Section 10152)

CalLearn
The name of the teen parent program within CalWORKs.

CalWORKs
California Work Opportunity and Responsibility to Kids, a program that replaced California’s Aid to Families with Dependent Children (AFDC) program. CalWORKs, established by California statute in 1997, is California’s TANF program. It provides cash assistance and work support services, including early care and education to low-income families with children. The early care and education subsidies can be used to pay for licensed or license-exempt care.

Capacity
The total number of children that may be in early care and education at any one time in a particular program.

Center Based Early Care and Education
Programs that are licensed or otherwise authorized to provide early care and education services in a non-residential setting.

Early Care and Education and Development Programs
Programs that offer a full range of services for children from infancy through age 12, for any part of a day, by a public or private agency, in centers and family child care homes. (Education Code, Section 8208)

Child Care and Development Fund (CCDF)
The major federal early care and education funding stream to states established by 1996 federal legislation. The CCDF combines funding from Child Care and Development Block Grant (CCDBG) and several former AFDC early care and education programs to assist low-income families, families receiving temporary public assistance, and those transitioning from public assistance to obtain early care and education so they can work or attend training/education.

Child Care Center
Any early care and education facility of any capacity, other than a family child care home, in which less than 24-hour per day non-medical care and supervision are provided to children in a group setting. (CCR, Title 22, Section 101152)

Child Care Planning & Advisory Council (CPAC)
The local Child Care Planning Council mandated by state to complete local needs assessments, set local priorities and make recommendations about early care and education funds. CPAC creates and directs the early care and education agenda to meet the needs of children and families within the City and County of San Francisco.

Child Care Subsidies
Public or private financial assistance in the form of vouchers or direct contracts which subsidizes the cost for care to providers on behalf of low-income or other eligible families.

Children at risk of abuse, neglect, or exploitation
Children who are so identified by a legal, medical or social service agency, or emergency shelter. (Education Code, Section 8263)

Children’s Council of San Francisco (CCSF)
A child care resource and referral agency (R&R), serving children, families and early care and education providers. The R&R provides free early care and education referrals and counseling for San Francisco. Children’s Council of San Francisco is the primary alternative payment agency in San Francisco managing early care and education subsidy vouchers programs for low-income families.

DCYF
Department of Children, Youth and their Families (of San Francisco)

Drop-in Care
An early care and education program that parents may use as back up or unscheduled early care and education.

Early Childhood Environmental Rating Scale (ECERS)
A research-based assessment instrument to ascertain the quality of early care and education programs. The scale is designed for classrooms of children ages 2½ – 5 years. It is used to assess general classroom environment as well as programmatic and interpersonal features that directly affect children and adults in the early childhood setting.

Eligible Children
Children who are currently eligible for state subsidized early care and education and development services. (Education Code, Section 8263)
Family Child Care Homes
Care offered in the home of the provider. A small Family Child Care Home may care for up to 8 children, depending on their ages. A large Family Child Care Home has at least two adults, and can care for up to 14 children, depending on their ages. Family Child Care Homes are licensed by CDSS.

FDCRS – Family Day Care Rating Scale
A research-based rating scale of 40 items used to assess the quality of a family child care environment. The scale is divided into 7 categories: space/furnishings, basic care, language/reasoning, learning activities, social development, adult needs, and supplemental items.

Federal Poverty Level (FPL)
The FPL is not based on income; rather it is a need indicator based on the cost of goods and services nationwide. The FPL for a family of four is updated to account for prior year price changes. Once this base is established, a fixed increment is added to this amount as family size increases, or subtracted as family size decreases. In 2012, FPL for a family of 3 is set at $19,090. Both the FPL base and increment are increased each year based on a set of inflation factors.

First 5 San Francisco
Part of the statewide First 5 California movement to assist public agencies, nonprofit organizations and families in supporting early education, pediatric healthcare, family support and systems change.

Gateway to Quality
A collaborative project developed in partnership with city agencies, institutions of higher learning, and private funders to improve the quality of early childhood care and education in San Francisco, increase accountability, and inform Policy-Makers and funders.

Head Start/Early Head Start
A federally funded program for low-income families with children ages 3 to 5. Early Head Start is for children prenatal to age 2. In addition to early care and education programs, these programs offer health care and parent training. Head Start programs are licensed by the CDSS.

Inclusion
The principle of enabling all children, regardless of their diverse abilities, to participate actively in natural settings within their communities.

Infant
A child from birth to 17 months of age

Infant/Toddler Care
Care for children less than 36 months of age

Informal child care
A term used for early care and education provided by relatives, friends and neighbors in the child’s own home or in another home, usually in unregulated settings.

ITERS – Infant/Toddler Environment Rating Scale
A 35-item instrument designed to evaluate the quality of an early care and education setting for infants and toddlers. The scale is divided into seven areas: furnishings and displays for children; personal care routines; listening and talking; learning activities; interaction; program structure; and adult needs.

Licensed Child Care
Early care and education programs operated in homes or facilities that fall within the regulatory system of a state or community and comply with those regulations. Many states have different levels of regulatory requirements and use different terms to refer to these levels (e.g. licensing, certification, registration).

Montessori School (preschool and grade school)
Montessori school programs (there are over 5,000 in North America) emphasize the importance and connection of all living things, and the need for each person to find meaningful work and his or her own place in the world.

Needs Assessment
An analysis that studies the needs of a specific group (e.g. early care and education workers, low-income families, specific neighborhoods), presents the results in a written statement detailing those needs (such as training needs, needs for health services, etc.), and identifies the actions required to fulfill these needs, for the purpose of program development and implementation.

Parent
For the purposes of this report, any person living with a child who has responsibility for the care and welfare of the child (Education Code, Section 8208)

Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA)
A federal statute enacted August 22, 1996, that repealed federal AFDC and related early care and education programs, and established TANF and the CCDF.

Pilot Program
A San Francisco initiative that allows a family to become eligible for aid at a level of 70% SMI or less, but permits them to continue to receive their subsidy until their income is equal to 80% of SMI so that a family has sufficient resources to pay for child care before its subsidy is discontinued.

Preschool Children
In this report, preschool-age children are those aged three to five.

Preschool for All (PFA)
A high-quality, free, voluntary, part-day preschool program for all of San Francisco’s four year-olds. Also known as the Power of Preschool (PoP).

Provider
Individual offering early care and education services child care services, i.e. early care and education centers, family child care homes, school-age early care and education programs.

Regional Market Rate (RMR)
A survey of the cost of early care and education used by CDE to set the maximum reimbursement rate to providers.

Child Care Resource and Referral (R&R)
A program run by a public or private agency to provide parents with information and assistance in locating early care and education. Services often include (1) guidance and referrals for parents seeking early care and education; (2) the collection of information about the local supply of early care and education; and, (3) provider training and support. Some CCR&R agencies also administer early care and education subsidies.
San Francisco  
Used interchangeably for both San Francisco City and County.

School Age Children  
A child aged 6–12 years.

School-age Child Care Center/Afterschool Programs  
Early care and education where care and supervision are provided for any child who is at least five years old and supplements the school day or the school year.

Slot/Space  
A place for a child in an early care and education program.

Special Needs Child  
A child under the age of 18 who requires a level of care over and above the norm for his or her age.

Standard Reimbursement Rate (SRR)  
The per-child maximum payment rate established by the CDE that is used to calculate the CDE that is used to calculate the amount of a contract earned by subsidized child care centers for service to one preschool-age child. The SRR is adjusted by several factors to account for increased costs to serve infants, toddlers, and children with special needs (Education Code, Section 8265.5).

State Median Income (SMI)  
A measure of a given family's earnings relative to other families of the same size within the same state. It is recalculated each year based on Current Population Survey (CPS) data samples collected on earnings for a family of four. For the purposes of early care and education, this base is then adjusted by the California Department of Education (CDE) for smaller and larger families in irregular increments.

Subsidized Child Care  
Financial assistance from local state, or federal funds available to low-income families who meet the program eligibility requirements. This type of care is available in licensed early care and education centers, in family child care homes, and by license-exempt providers.

Temporary Assistance to Needy Families (TANF)  
Replaced the federal Aid to Families with Dependent Children (AFDC) program in 1996, is a federal funding stream that provides block grants of aid to enable states to provide time-limited cash assistance and work support services to low-income families with children. A portion of TANF funding may be used for early care and education services to low-income families.

Title 1  
Part of the Elementary and Secondary Education Act legislation of the U.S. Department of Education. Section A of Title 1 describes how funds under this Act may be used to provide early education development services to low-income children through a local education agency (LEA). These services may be coordinated/integrated with other preschool programs.

Title 5  
California Education Code governing most state-funded early care and education programs.

Toddler  
A child between the ages of 18 months and 36 months (CCR, Title 22, and Section 101152).

Unregulated Care/Licensed-Exempt Child Care  
Legally operating early care and education provided by license-exempt family, friend and/or neighbor that is exempt from the regulatory system of the state or community.

Vouchers  
A voucher is an agreement between eligible parents and an early care and education provider of their choice that allows payment of early care and education through publicly funded early care and education subsidies.

WAGES+ Program  
The San Francisco DHS WAGES+ program (Wage Augmentation Funding for Entry-level Staff Plus) is a funding opportunity for early care and education centers licensed in the county of San Francisco that serve a minimum of 10% SMI children or 25% children from families with low-incomes based on the area median income. This program addresses the low wages of the early care and education workforce. The program is intended to improve staff recruitment and retention and thereby increase the stability and quality of the early care and education workforce.

Wu Yee Children's Services  
A non-profit organization started in 1977 for the purpose of providing child and family services to low-income families throughout San Francisco, many of who are recent Asian immigrants. Wu Yee Children’s Services provides early care and education resource and referral services.
### Child Care Acronyms for San Francisco, the State of California and Federal Programs

<table>
<thead>
<tr>
<th>ACRONYM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>Assembly Bill (State)</td>
</tr>
<tr>
<td>ACCF</td>
<td>Affordable Child Care Fund, Child Care Capital Fund</td>
</tr>
<tr>
<td>ACF</td>
<td>Administration for Children and Families (Federal)</td>
</tr>
<tr>
<td>ACL</td>
<td>All County Letter (notifications from State Department of Human Services)</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act; Average Daily Attendance</td>
</tr>
<tr>
<td>AMI</td>
<td>Area Median Income</td>
</tr>
<tr>
<td>AP</td>
<td>Alternative Payment Program, also called APP</td>
</tr>
<tr>
<td>APP</td>
<td>Alternative Payment Program, also called AP</td>
</tr>
<tr>
<td>APMU</td>
<td>Alternative Payment Monitoring Unit (CDE auditors)</td>
</tr>
<tr>
<td>ASEP</td>
<td>After School Education and Safety Program (CDE funded)</td>
</tr>
<tr>
<td>BCP</td>
<td>Budget Change Proposal</td>
</tr>
<tr>
<td>BOS</td>
<td>Board of Supervisors (County)</td>
</tr>
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<td>CAEYC</td>
<td>California Association for the Education of Young Children</td>
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<tr>
<td>CalSAC</td>
<td>California School Age Consortium (formerly CSAC)</td>
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<td>CalSAFE</td>
<td>California School Age Families Education</td>
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<tr>
<td>CalWIN</td>
<td>California Work Opportunity and Responsibility to Kids Information Network</td>
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<td>CalWORKs</td>
<td>California Work Opportunity and Responsibility to Kids (State name for TANF)</td>
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<table>
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<tr>
<th>ACRONYM</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>CAO</td>
<td>County Administrative Office</td>
</tr>
<tr>
<td>CAPP</td>
<td>Alternative Payment Program (contract through CDE-CDD)</td>
</tr>
<tr>
<td>CAPPA</td>
<td>California Alternative Payment Program Association</td>
</tr>
<tr>
<td>CARES</td>
<td>Comprehensive Approaches to Raising Educational Standards (formerly known as Compensation and Retention Encourage Stability)</td>
</tr>
<tr>
<td>CBO</td>
<td>Community-Based Organization</td>
</tr>
<tr>
<td>CBP</td>
<td>California Budget Project</td>
</tr>
<tr>
<td>CCCCA</td>
<td>California Child Care Coordinator’s Administrators Association</td>
</tr>
<tr>
<td>CCCR&amp;RN</td>
<td>California Child Care Resource and Referral Network (“The Network” or “The R and R Network”)</td>
</tr>
<tr>
<td>CCDDA</td>
<td>California Child Development Administrators Association</td>
</tr>
<tr>
<td>CCDBG</td>
<td>Child Care and Development Block Grant (Federal)</td>
</tr>
<tr>
<td>CCSDA</td>
<td>California Child Development Program</td>
</tr>
<tr>
<td>CCDF</td>
<td>Child Care and Development Fund (Federal)</td>
</tr>
<tr>
<td>CCFF</td>
<td>Child Care Facilities Fund</td>
</tr>
<tr>
<td>CCHP</td>
<td>California Child Care Health Program</td>
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<tr>
<td>CCIP</td>
<td>Child Care Initiative Project, an R&amp;R provider training program</td>
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<td>CCL</td>
<td>Community Care Licensing</td>
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<tr>
<td>CCLC</td>
<td>Child Care Law Center</td>
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<tr>
<td>CCPC</td>
<td>Child Care Planning Council (some counties may use this instead of LPC)</td>
</tr>
<tr>
<td>CCR</td>
<td>Contract Compliance Review; California Code of Regulations</td>
</tr>
<tr>
<td>CCR&amp;R</td>
<td>Child Care Resource &amp; Referral, (R&amp;R)</td>
</tr>
<tr>
<td>CCS</td>
<td>California Children’s Services (for children with special needs)</td>
</tr>
<tr>
<td>CCF</td>
<td>City College of San Francisco OR Children’s Council of San Francisco</td>
</tr>
<tr>
<td>CCTC</td>
<td>California Commission on Teacher Credentialing, (CTC)</td>
</tr>
<tr>
<td>CCCTR</td>
<td>Center Based child care contract (through CDE-CDD)</td>
</tr>
<tr>
<td>CDBG</td>
<td>Child Development Block Grant (Federal)</td>
</tr>
<tr>
<td>CDC</td>
<td>Child Development Center</td>
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<tr>
<td>CDD</td>
<td>Child Development Division (of the California Department of Education)</td>
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<tr>
<td>CDDS</td>
<td>California Department of Developmental Services</td>
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<tr>
<td>CDE</td>
<td>California Department of Education OR Child Days of Enrollment</td>
</tr>
<tr>
<td>CDF</td>
<td>Children’s Defense Fund</td>
</tr>
<tr>
<td>CDPI</td>
<td>Child Development Policy Institute</td>
</tr>
<tr>
<td>CDSS</td>
<td>California Department of Social Services, (DSS)</td>
</tr>
<tr>
<td>CEL</td>
<td>Centralized Eligibility List</td>
</tr>
<tr>
<td>CHAN</td>
<td>State Funded Handicap child care contract (through CDE-CDD)</td>
</tr>
<tr>
<td>CMR</td>
<td>Contract Monitoring Review (CDE)</td>
</tr>
<tr>
<td>COE</td>
<td>County Office of Education</td>
</tr>
<tr>
<td>COLA</td>
<td>Cost-of-Living Adjustment or Allowance</td>
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<tr>
<td>CPI</td>
<td>Consumer Price Index</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>CPIN/CalPIN</td>
<td>California Preschool Instructional Network</td>
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<tr>
<td>CPRE</td>
<td>State Preschool (half-day) contract (through CDE-CDD)</td>
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<tr>
<td>CPS</td>
<td>Child Protective Services (Now CWS Child Welfare Services)</td>
</tr>
<tr>
<td>CSAC</td>
<td>California School Age Consortium (also called CalSAC)</td>
</tr>
<tr>
<td>CSPP</td>
<td>California State Preschool Program (CDE)</td>
</tr>
<tr>
<td>CTC</td>
<td>Commission on Teacher Credentialing</td>
</tr>
<tr>
<td>CWAP</td>
<td>Wrap Around child care contract through CDE-CDD (Full Day Preschool)</td>
</tr>
<tr>
<td>CWDA</td>
<td>County Welfare Director's Association</td>
</tr>
<tr>
<td>CWS</td>
<td>Child Welfare Services (State/County) – formerly Child Protective Services</td>
</tr>
<tr>
<td>DHS</td>
<td>Department of Human Services (Old name for SF County HSA.)</td>
</tr>
<tr>
<td>DOE</td>
<td>Department of Education (Federal)</td>
</tr>
<tr>
<td>DOF</td>
<td>Department of Finance (State)</td>
</tr>
<tr>
<td>DPH</td>
<td>Department of Public Health (State/County)</td>
</tr>
<tr>
<td>DR</td>
<td>Desired Results, a quality monitoring system of CDD</td>
</tr>
<tr>
<td>DRDP</td>
<td>Desired Results Developmental Profile</td>
</tr>
<tr>
<td>DSS-CCL</td>
<td>Department of Social Services – Community Care Licensing</td>
</tr>
<tr>
<td>EC</td>
<td>California Education Code</td>
</tr>
<tr>
<td>ECE</td>
<td>Early Care and Education</td>
</tr>
<tr>
<td>ECERS</td>
<td>Early Childhood Environmental Rating Scales (Harms Scales) – Quality rating of ECE environments in seven areas with scores of 0.0 – 7.0</td>
</tr>
<tr>
<td>ECMH</td>
<td>Early Childhood Mental Health</td>
</tr>
<tr>
<td>ED</td>
<td>Executive Director</td>
</tr>
<tr>
<td>EDD</td>
<td>Employment Development Department</td>
</tr>
<tr>
<td>EHS</td>
<td>Early Head Start</td>
</tr>
<tr>
<td>ELL</td>
<td>English Language Learners (previously known as LEP – Limited English Proficient)</td>
</tr>
<tr>
<td>ELLLEY</td>
<td>English Learners, Language and Literacy in the Early Years – a program of WestEd</td>
</tr>
<tr>
<td>ELOA</td>
<td>Early Learning Opportunities Act (a Federal program)</td>
</tr>
<tr>
<td>ELQIS</td>
<td>Early Learning Quality Improvement System</td>
</tr>
<tr>
<td>EPSDT</td>
<td>Early Periodic Screening, Diagnosis and Treatment</td>
</tr>
<tr>
<td>ES</td>
<td>Employment Specialist</td>
</tr>
<tr>
<td>EW</td>
<td>Eligibility Worker</td>
</tr>
<tr>
<td>FAPE</td>
<td>Free Appropriate Public Education</td>
</tr>
<tr>
<td>FCC</td>
<td>Family Child Care (Home)</td>
</tr>
<tr>
<td>FCS</td>
<td>Family and Children's Services</td>
</tr>
<tr>
<td>FCCA</td>
<td>Family Child Care Association of San Francisco</td>
</tr>
<tr>
<td>FCCerS</td>
<td>Family Child Care Environmental Rating Scales</td>
</tr>
<tr>
<td>FCCH</td>
<td>Family Child Care Home</td>
</tr>
<tr>
<td>FCCN</td>
<td>Family Child Care Network</td>
</tr>
<tr>
<td>FDCRS</td>
<td>Family Day Care Rating Scales (Harms Scales) – Environmental Rating Scales</td>
</tr>
<tr>
<td>FPL</td>
<td>Federal Poverty Limit</td>
</tr>
<tr>
<td>FSA</td>
<td>Family Service Association</td>
</tr>
<tr>
<td>FT&amp;C</td>
<td>Funding Terms and Conditions</td>
</tr>
<tr>
<td>HHS</td>
<td>Health and Human Services</td>
</tr>
<tr>
<td>HQCCI</td>
<td>High Quality Child Care Initiative</td>
</tr>
<tr>
<td>HRIIC</td>
<td>High Risk Infant Intra-agency Council</td>
</tr>
<tr>
<td>HSA</td>
<td>San Francisco Human Services Agency (County, formerly known as DHS – Department of Human Services)</td>
</tr>
<tr>
<td>HS</td>
<td>Head Start</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Plan (School District)</td>
</tr>
<tr>
<td>IFSP</td>
<td>Individualized Family Service Plan</td>
</tr>
<tr>
<td>IHSS</td>
<td>In-Home Support Services</td>
</tr>
<tr>
<td>ITERS</td>
<td>Infant/Toddler Environmental Rating Scales (Harms Scales)</td>
</tr>
<tr>
<td>LAO</td>
<td>Legislative Analyst Office (County, State or Federal)</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Education Agency</td>
</tr>
<tr>
<td>LIIF</td>
<td>Low Income Investment Fund (formerly the Low Income Housing Fund)</td>
</tr>
<tr>
<td>LPC</td>
<td>Local Planning Council (for child care)</td>
</tr>
<tr>
<td>MDO</td>
<td>Minimum Days of Operation</td>
</tr>
<tr>
<td>MIS</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>MOCD</td>
<td>Mayor's Office of Community Development</td>
</tr>
<tr>
<td>MRA</td>
<td>Maximum Reimbursable Amount</td>
</tr>
<tr>
<td>NACCRRA</td>
<td>National Association of Child Care Resource &amp; Referral Agencies</td>
</tr>
<tr>
<td>NAEYC</td>
<td>National Association for the Education of Young Children</td>
</tr>
<tr>
<td>NAFCC</td>
<td>National Association for Family Child Care</td>
</tr>
<tr>
<td>NCCIC</td>
<td>National Child Care Information Center</td>
</tr>
<tr>
<td>NEDLC</td>
<td>National Economic Development and Law Center</td>
</tr>
<tr>
<td>(The) Network</td>
<td>California Child Care Resource and Referral Network (CCCR&amp;RN or R&amp;R)</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>NOA</td>
<td>Notice of Action sent from a payment agency to a client</td>
</tr>
<tr>
<td>OST</td>
<td>Out of School Time</td>
</tr>
<tr>
<td>OTCD</td>
<td>On the Capital Doorsteps</td>
</tr>
<tr>
<td>PAES</td>
<td>Personal Assisted Employment Service</td>
</tr>
<tr>
<td>PFA</td>
<td>Preschool for All</td>
</tr>
<tr>
<td>PITC</td>
<td>Program for Infant/Toddler Caregivers, project of WestEd</td>
</tr>
<tr>
<td>Prop 10</td>
<td>Proposition implementing tobacco tax &amp; California Children and Families Commissions, now First 5 Commissions</td>
</tr>
<tr>
<td>PRWORA</td>
<td>Personal Responsibility and Work Opportunity Reconciliation Act (Federal act implementing TANF)</td>
</tr>
<tr>
<td>QA</td>
<td>Quality Assurance</td>
</tr>
<tr>
<td>QRIS</td>
<td>Quality Rating and Improvement System</td>
</tr>
<tr>
<td>R&amp;R</td>
<td>Resource and Referral, (CCR&amp;R)</td>
</tr>
<tr>
<td>R&amp;A</td>
<td>Referral and Authorization</td>
</tr>
<tr>
<td>RFA</td>
<td>Request for Application</td>
</tr>
<tr>
<td>RFP</td>
<td>Request for Proposal</td>
</tr>
<tr>
<td>RFQ</td>
<td>Request for Qualifications/Quotes</td>
</tr>
<tr>
<td>RMI</td>
<td>Regional Median Income</td>
</tr>
<tr>
<td>RMR</td>
<td>Regional Market Rate for child care, which establishes reimbursement rate ceilings</td>
</tr>
<tr>
<td>RTT</td>
<td>Race to the Top</td>
</tr>
<tr>
<td>SB</td>
<td>Senate Bill</td>
</tr>
<tr>
<td>SED</td>
<td>Seriously Emotionally Disturbed</td>
</tr>
<tr>
<td>SF3C</td>
<td>San Francisco Child Care Connection (Replaced CEL in SF)</td>
</tr>
<tr>
<td>SFFCCA</td>
<td>San Francisco Family Child Care Association</td>
</tr>
<tr>
<td>SFFSN</td>
<td>San Francisco Family Support Network</td>
</tr>
<tr>
<td>SFPL</td>
<td>San Francisco Public Library</td>
</tr>
<tr>
<td>SFSU</td>
<td>San Francisco State University</td>
</tr>
<tr>
<td>SFUSD</td>
<td>San Francisco Unified School District</td>
</tr>
<tr>
<td>SIP</td>
<td>Self Initiated Program (CalWORKs)</td>
</tr>
<tr>
<td>SMI</td>
<td>State Median Income</td>
</tr>
<tr>
<td>SRR</td>
<td>Daily Standard Reimbursement Rate for CDD contracted providers</td>
</tr>
<tr>
<td>SSA</td>
<td>Social Services Agency (County)</td>
</tr>
<tr>
<td>SSI</td>
<td>Supplemental Security Income</td>
</tr>
<tr>
<td>TANF</td>
<td>Temporary Assistance to Needy Families (Federal name for CalWORKs)</td>
</tr>
<tr>
<td>Title 22</td>
<td>California Health and Safety code governing licensing of child care programs</td>
</tr>
<tr>
<td>Title 5</td>
<td>California Education Code governing most State funded child care programs</td>
</tr>
<tr>
<td>UPK</td>
<td>Universal Preschool; Universal Pre-Kindergarten (PFA)</td>
</tr>
<tr>
<td>VV</td>
<td>Vendor Voucher OR Visitacion Valley</td>
</tr>
<tr>
<td>WIB</td>
<td>Workforce Investment Board</td>
</tr>
<tr>
<td>WIC</td>
<td>Welfare and Institutions Code</td>
</tr>
<tr>
<td>WPR</td>
<td>Work Participation Rate</td>
</tr>
<tr>
<td>WTW</td>
<td>Welfare to Work</td>
</tr>
</tbody>
</table>

**GLOSSARY AND ACRONYM SOURCES**

Items above includes excerpts from the following:

3. First 5 Contra Costa Children and Families Commission’s Website: http://www.firstfivecc.org/pdfs/grants/ChildCareAcronyms.pdf,