

## ECEAP Contracting Work Group 09-19-17 Meeting Summary

### A. Meeting Purposes

- Hear expansion updates
- Discuss required capacities for contractors and subcontractors and consider funding pass through guidance
- Explore ways to achieve complete geographic coverage of the state (ideally without a larger number of contractors to monitor) while ensuring that coordination happens

### B. Luncheon Discussion Ideas

Think Tank and Contracting Work Group colleagues met for a working lunch to discuss ways to achieve statewide coverage as ECEAP expands to entitlement (to serve all eligible children by 2023). The following ideas were suggested:

1. *Region-wide approach.*
  - a. Utilize a community planning and mobilization approach. This could help create grassroots community demand. Non-state funds could be used to fund “gray-area kids” (slightly over-income or just shy of eligibility requirements based on other risk-factors). These funds might be generated through SB 5107 partnerships from local community foundations or schools.
  - b. Bundle birth to five funds within a community so that the community can deploy funds in a way that is the most effective and efficient for them.
2. *Flexible delivery methods.*
  - a. Provide more flexibility in delivery modes (e.g., home-based with socialization like Early Head Start), especially in rural and remote areas, as “some preschool” is better for kids than “no preschool”. Guide this by the *Community Self-Assessment*. DEL would need to change the *Community Self-Assessment* form to collect the information needed for these approaches.
  - b. Provide mobile preschool for rural and remote areas. (Dominique Alex will send the plan that her team developed at the UW P-3 leadership working session.)
3. *Braided staff resources and funding.*
  - a. Braid ECEAP and SPED staff resources and funds within a district SPED classroom as ESD 113 does. Both ESD 113 ECEAP and the district SPED teachers work together in the same classroom. This also allows both teachers to learn from each other.
4. *Differential Rates.*
  - a. Consider differential rates by region or possibly other factors. This could make it possible for more child care providers, schools and other types of organizations to provide ECEAP.

### C. DEL Updates

Kelli Bohanon shared the following DEL updates.

- *Survey.* DEL will survey all ECEAP contractors asking about interest in additional slots soon.
- Some of this year’s 800 slots were not accepted (45) due to, timing of slots offered, inability to take a smaller offer of slots, and schedule conflicts.
- *Upcoming RFA.* DEL plans to issue an RFA for 1,000 slots of all three models in the late Fall.
- *Exception Requests.* DEL is receiving many exception requests from contractors (SPED/over-income, delayed start dates, etc.).
- *Decision Packages.* The state is now developing its next budget. DEL is working on 11 decision packages across the agency. Two relate to ECEAP. (1) Restore the \$1.2M cut from the budget. (2) Seek increase of DEL’s existing ECEAP administrative rate. Other requests include:
  - An increased rate for Early Achiever’s level 3-tiered reimbursement

- More scholarship dollars
- More HVSA funds
- An increased subsidy rate for infant toddler care
- Continued/maintenance funding for ECLIPSE (previously Medicaid Treatment Child Care) which serves children 0-5 years old who are at risk of child abuse and neglect and may also be experiencing mental health and/or behavioral issues)
- The Eclipse program is now offered by only two agencies. Think Tank members suggested many more children need this service and it could be provided by ECEAP contractors.
- *DEL Transition Reorganization.* There are changes in the DEL team organization as it prepares to transition to DCYF. As part of this, Nicole Rose (who manages the Quality Practice and Professional Growth Division which includes ECEAP) now also manages the subsidy program, a major new undertaking.

#### **D. Required Capacities**

Garrison presented a revised version of *Required Contractor and Subcontractor Capacities* (subsequent revision incorporating notes attached – Revised version incorporating addition column to be sent before the 11/15/17 meeting).

The work group divided into two tables to discuss questions related to two topics (ideas generated follow the questions):

1. *Required Capacities* – *How would you adjust the “threshold” for “required” capacities for contractors and subcontractors? How can DEL best determine the presence of these capacities?*

##### Ideas:

- Create a frame of a “developmental process” of becoming a subcontractor.
  - Add another column and reset the “threshold” for many subcontractor requirements to their “embrace/support of ECEAP philosophy or family support principles”, etc. noting that there is time for the contractor to work with the subcontractor to prepare between submittal of the application and service delivery. [Note: We’d need a way to assess “embrace/support” of ECEAP philosophy such as adoption of policies, etc.]
  - Some subcontractor requirements are too high, perhaps add another level (e.g. administrative requirements, high-quality services, desirable capacities that could be assumed from contractor if/as needed). Create a frame of a “developmental process of becoming a subcontractor”. Consider an abbreviated set of capacities for those subcontractors that never intend to offer comprehensive services, relying on the contractor to do that.
  - Consider looking at how these capacities overlay with capacities that Early Achievers is assessing.
  - In several areas add capacity of contractors to provide TA to subcontractors to help them achieve required and desired capacities.
2. *Funding Pass-Through Guidance*- *Explore the preliminary pass-through guidance. What major considerations are there for different models/scenarios?*
    - Add data about “incidence” of individual slot rates, not just range
    - For personnel costs (salary and benefits) consider breaking this into hourly rates to allow comparison of apples to apples.

- Consider establishing two sets of guidance to deal with how the number of ECEAP kids per class (e.g., blended versus ECEAP only classroom) affects economies of scale and required technical assistance. (Look at new CCDF and ACF regulations)
- Reflect a variable for the cost of classified versus certificated teachers.
- Reflect a variable for the basis of cost allocation (square foot/ or per child).
- Reflect a variable for: different subcontractor administrative costs/funds allocated.
- Reflect a variable for subcontractor quality enhancement needs (e.g., funding for teacher to get a BA, or hire one with a BA).
- Consider how the guidance incentivizes quality (look at Seattle Preschool Program).
- Note: ESD 101 passes through only funding for lead and assistant teacher with ESD 101 providing all other services.
- Note: ESD 112 uses a questionnaire to determine pass-through amounts.

### E. Complete Geographic Coverage

The work group explored ways to achieve complete geographic coverage of the state (ideally without a larger number of contractors to monitor) while ensuring that coordination happens. Garrison shared A map of the number of children served by different early learning programs in each county and noted DEL's current methodology of assessing and prioritizing gaps:

- Caseload Forecast Council forecasts likely need at the state level.
- DEL ECEAP *Saturation Study* includes district-level slots and weighted priorities that incorporate equity considerations.

The work group split into three groups, each considering a different aspect of eventually ensuring complete statewide coverage at time of entitlement. Ideas generated are noted after each topic/set of questions.

1. **Support from DEL** - *If contractors were expected to play the following roles in provider recruitment, what would they need from DEL to succeed?:*
  - i. *Work with partners to identify and orient potential new subcontractors*
  - ii. *Recruit and assess readiness of potential subcontractors*
  - iii. *Broker relationships among subcontractors and shared service providers*
  - iv. *Serve all eligible children in a designated service area (e.g., how does the "pressure" for full enrollment not cause competition to enroll each child?)*

#### Ideas:

- Guidance/facilitation regarding change in service area agreements to support constructive discussions:
  - Dealing with loss of slots.
  - Coordination with Head Start to avoid loss of funding (e.g., set expectations that propel discussions) and not "cannibalizing".
  - Sharing of TSG and CLASS data across contractors in a region.
  - Support/guidance from DEL about what a shared waiting list could look like.
- Online Pathways training and assessment and virtual communities to inform those who might want to be subcontractors.
- More communications about what full entitlement will mean.

2. **Local Agreements** - What agreements, systems and/or practices would need to be in place among contractors in a region to be successful in the roles noted above (e.g., coordinated outreach, eligibility and referral)?

Ideas:

- School choice among districts
- Facility location outside district
- Very few (2-3) eligible children

3. **Modified ECEAP** - What are some promising approaches to provide a modified version of ECEAP where a traditional ECEAP option is not possible (e.g., lack of a full classroom, not interested/prepared FCCH in the area)?

Ideas:

- Increase eligibility to allow over income families who may still face vulnerabilities and children who face adverse childhood experiences (like foster care status) to participate and contribute to the 90% goal
  - Consider other ways of basing eligibility on a living wage (such as area median income rather than FPL)
  - Increase income eligibility to allow more children in rural/isolated areas to be served, thereby sustaining infrastructure and programs
  - Allow some “deductions” from income (e.g., acknowledge the impact of high-cost urban housing) like federal tax returns
- Develop a home visiting model or mobile preschool. Consider how regional vendor roles vary due to travel and other costs
- Establish a flexible slot pool
- Strengthen culturally competent shared service options in urban and isolated areas

## F. Next Steps

Garrison requested that contracting work group members continue for two to three more meetings to flesh out important contracting and subcontracting relationships and processes. DEL will seek a time for the next meeting (later selected as 11/15/17 1:30-4:30).

## G. Evaluation

- Having lunch was great