



PROFESSIONAL DEVELOPMENT SYSTEM RECOMMENDATIONS

IN COLLABORATION WITH FIRST 5 SAN FRANCISCO



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INTRODUCTION

San Francisco has a far-reaching history of investment and support for early care and education (ECE) demonstrated by over two decades of funding dedicated to services for the City's children and families. In 2013, late Mayor Edwin Lee established the [San Francisco Office of Early Care and Education](#) (OECE). The OECE is charged with stewarding the City's investments in ECE by aligning programs and funding streams to ensure high quality programming for the City's youngest learners. Additionally, [First 5 San Francisco](#) has worked in collaboration with local entities over the past 12 years to develop and implement continuous quality improvement and professional development pathways for quality programs through Preschool for All (PFA) and the developing [Quality Counts California Quality Rating and Improvement System \(QRIS\)](#). Both entities have worked in collaboration with institutions of higher education and other local stakeholders to increase access to educational attainment and advance ECE workforce development conditions.

In 2014, OECE and First 5 SF convened a group of local professionals and community members to inform the development of a shared vision for early care and education. In regards to professional development for ECE workforce members, a group of stakeholders with expertise and experience with the City's educational institutions and training and technical assistance programs were invited to map and develop recommendations for the ECE Professional Development (PD) System to be highlighted in a citywide plan.

In April 2016, the City endorsed and adopted the San Francisco Citywide Plan for Early Care and Education. The plan serves as a framework to develop strategies and priorities for policy and funding to maintain an ECE system that supports all of the City's families with children 0-5 years old. Specific to the San Francisco ECE PD System, the plan established the following recommendations:

Professional Development Recommendations:

1. Strategies to support compensation parity with TK-3 are developed and financed.

• Evaluate and improve SF's teacher recruitment, retention, and promotion strategies.

2. Develop an early childhood professional development system that addresses the professional development needs of all workforce professionals in all ECE settings: schools, child care centers, family child care, and license exempt care.

• Encourage effective pathways and incentives for new and existing workforce members to advance educationally in the field of early

childhood in San Francisco (educational attainment).

• Align local ECE professional development funding and policies to address race, ethnicity and language with the goal of supporting SF's diverse ECE workforce.

• Establish a SF Professional Development System Advisory Committee with cross-sector stakeholders with authority to make policy recommendations for the SF Professional Development System.

• Data systems (CA ECE Workforce Registry, WELS) have aligned workforce data fields, standardized document collection and to inform professional development and compensation policy decisions

A CITYWIDE PLAN FOR ECE



The lasting impact of early learning experiences on health, well-being, and school readiness for children 0-5 has been confirmed by decades of research.¹ While the importance of early learning is widely accepted and promoted in the City, racial disparities continue to exist in school readiness outcomes for San Francisco children. The [San Francisco Citywide Plan for Early Care and Education](#) outlines the City's interest and commitment to address inequities in school readiness with strategies that include a birth-to-five approach and increased and prioritized access for children who have the greatest opportunity to benefit from participating in early learning settings.

To begin implementation of San Francisco's Citywide Plan for ECE, the OECE developed and launched the Early Learning Scholarship (ELS) on July 1, 2017 as a strategy to support continuity of care, prioritize access and enrollment in early learning settings for identified target populations to promote racial equity and diversity, and support ECE workforce compensation. The Plan goes beyond focusing solely on access to early learning and calls for strategies for family engagement and teacher recruitment, retention, preparation, and professional development. These strategies were designed to work in concert to help reduce the opportunity gap so that all San Francisco children can thrive. These strategies are part of the broader continuous quality improvement endeavors in the ECE field to ensure that educators have the knowledge, skills, and competencies that result in effective teaching practices to positively impact child outcomes.

Research has found strong correlations between teacher education and qualifications and improved outcomes for children.² San Francisco, like many other cities, is navigating complex trends that create barriers for professional development, teacher education, and preparation opportunities for ECE workforce. This is further complicated by the critical need to improve educator wages as the City is dealing with rapid increases in living costs that widen economic gaps, place pressure on already economically vulnerable ECE workforce members, and threaten their financial stability.³

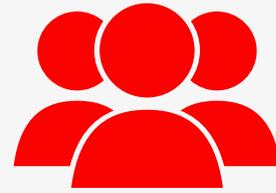
Using the Citywide Plan as a framework, San Francisco is examining the intersections of program quality, services for children and families, and working conditions and compensation for educators to better understand and address these complexities.

The Citywide Plan recommendation to convene a Professional Development System Advisory Committee (PDSAC) was put into action and the process and recommendations of the PDSAC are described in this report.

THE PD SYSTEM ADVISORY COMMITTEE

The OECE launched the PDSAC in October 2017. This work was designed to build off of a foundation of the Citywide PD system mapping project that was initiated in 2014. The PDSAC was charged with 1) engaging in systems inquiry to identify, analyze, and document the gaps in PD pathways and opportunities for ECE workforce members, 2) developing recommendations to improve coherence between citywide training, coursework, and job embedded coaching, and 3) identifying potential action items and next steps for policy, funding, and system coordination efforts.

The committee was made up of a core group and broader collective of individuals with expertise and program offerings related to professional development and/or workforce supports.



The PDSAC also had an extended group of members that received updates and had access to provide input and feedback on the work. After engaging in a process to review the previous PD system mapping project and gain shared understanding of the current state and offerings of the PD system, the core group was placed into 3 subcommittees. The subcommittee themes were based on an analysis of reported areas for improvement in the PD system from the group's process of examining and updating the current state of the PD system. The subcommittees were charged to identify priorities and draft recommendations for the PD system in their respective focus areas.

PDSAC SUBCOMMITTEES

3 areas of focus for the subcommittees:

College and Career Pathways

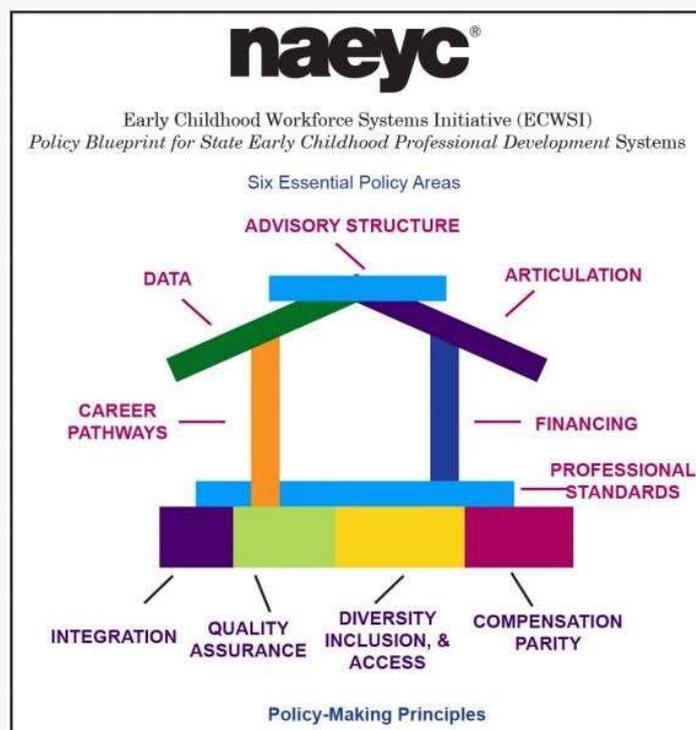
Professional Experience & Working Conditions

Workforce Compensation

THE PROCESS



The recommendations in this report are intended to reflect widely accepted blueprints for improving professional practice of the ECE workforce and the early learning environments they work in to promote stronger learning outcomes for children. Therefore, the PDSAC referred to the [National Association for the Education of Young Children's \(NAEYC\) Workforce Design: A Policy Blueprint for State Early Childhood Professional Development Systems](#) and national and state recommendations for [Transforming the Workforce for Children Birth through Age 8 \(TWB8\)](#) and the [TWB8: Implementation Plan for the State of California](#) as frameworks for developing local recommendations to support Section 5 in the San Francisco Citywide Plan for ECE.



NAEYC, 2008

In the first phase of identifying priorities to develop recommendations for, the subcommittees produced robust lists of areas to examine locally over time. The subcommittees were then tasked with narrowing their priorities to focus on developing recommendations specifically for the 2018-2019 program year.

While task was complicated and required a great deal of time, the committee embraced and valued the importance of seeking the local ECE community's feedback on the PDSAC drafted recommendations.

FEEDBACK AND ENDORSEMENT



The OECE Quality and Workforce Analyst convened several opportunities to gather feedback and assess the level of endorsement of the PDSAC draft recommendations with the local ECE community. The following entities engaged in feedback sessions on the recommendations:

- **San Francisco Child Care Providers' Association (SFCCPA)**
- **Kai Ming Head Start**
- **Wu Yee Head Start**
- **Cross Cultural Family Center**
- **Felton Institute: Family Developmental Center**
- **SF State: EDvance PATH Program Students**
- **San Francisco Child Care Planning & Advisory Council: Workforce Committee**

The audience included family childcare educators, center-based educators, site administrators, program directors, and city funded agency representatives that work directly with and on behalf of ECE workforce. Ultimately, the recommendations were endorsed by the community with suggested areas for revision. A list of additional priorities that the community would like the PDSAC to consider in the future was populated and will be revisited and considered as the work continues over time.

The feedback was documented, synthesized, and shared back with the subcommittees for consideration and revision. The subcommittees reviewed the synthesized feedback from the community, made revisions, and finalized their recommendations based on the guidance they received from the local ECE community. Collectively, the group produced 9 recommendations for the PD system for the 2018-2019 program year.

PDSAC RECOMMENDATIONS

COLLEGE & CAREER PATHWAYS

1

DEVELOP A GENERAL EDUCATION TRANSFER PROGRAM FOR ECE WORKFORCE

The PDSAC acknowledges the challenges with access and persistence for ECE workforce in our local institutions and see great opportunity to leverage our resources to make college more accessible for ECE workforce members.

To promote the academic success of the workforce and ensure professional development and teacher preparation opportunities to enhance the education and skills of the workforce, the PDSAC put forth the following recommendations for this focus area:

[Develop a General Education transfer program](#) from community college with high-impact strategies for academic success targeted for San Francisco ECE workforce members who are existing, new, and/or have ESL, English, and/or Math skill building needs. High-impact strategies will be embedded in a cohort model that includes [1](#)) courses offered on nights and weekends, [2](#)) tutoring, [3](#)) specialized academic advising, [4](#)) case management, and [5](#)) targeted outreach,

Lastly, a Faculty Learning Community to support contextualized learning within and across the courses will be supported and convened on an ongoing basis. For workforce members with skill building needs, the program design includes on-site (community, work setting, etc.) tutoring for ESL, English, and Math courses.

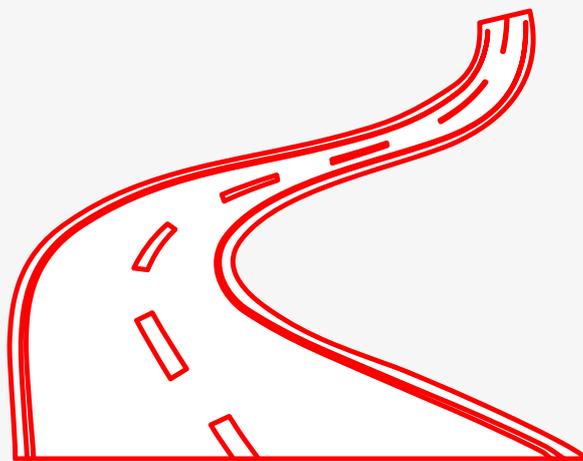
COLLEGE & CAREER PATHWAYS

2

DEVELOP CENTRALIZED INFORMATION MATERIALS

In addition to the development a program focused specifically on supporting ECE workforce that promotes and supports transfer from City College to a 4-year university, the PDSAC also set a priority to make sure that the workforce had access to clear information about opportunities in the PD system, specifically in relation to college pathways. Therefore, the committee put forth the following recommendation to address the need for clear road maps to AA or BA degree attainment:

[Develop centralized information materials](#) and infographics in multiple languages when applicable that provide San Francisco ECE workforce with clear information about academic pathways. Materials should be portable and not tied to a specific institution to provide clear information about general education requirements (i.e. A-E requirements).



PROFESSIONAL EXPERIENCE & WORKING CONDITIONS

3

INCREASE ACCESS TO COACHING & IN DEPTH TRAINING FOR FAMILY CHILD CARE

In conjunction with high quality skills and education, an educators' working conditions is also linked to the quality of a child's learning experience and school success.⁴ The PDSAC identified a priority for the City to examine and address educators' professional experiences and working conditions to better understand and address the needs of children and families.

Quality early learning experiences for young children is built upon a critical foundation of an effective, secure, and diverse ECE workforce. Early childhood educators cultivate and enhance their knowledge and skills through a robust PD system that is linked to their classroom practices, provides chances to observe high quality teaching, engages them in hands on learning opportunities to practice and reflect on new strategies, and creates space to collaborate, receive feedback, and reflect with peers or coaches.⁵

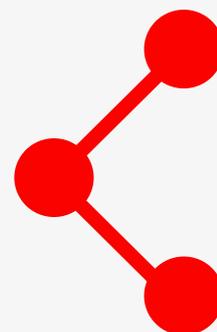
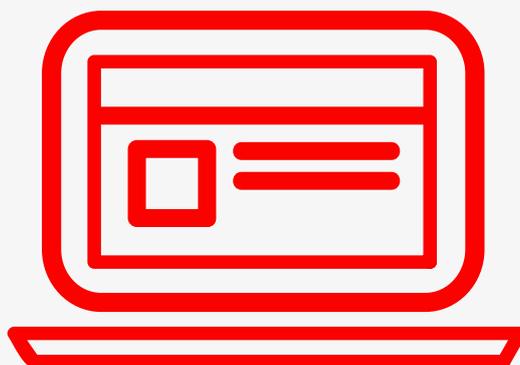
It is established by research that one-on-one coaching and mentoring from a qualified professional can increase the quality of care and outcomes for young children.⁶ Locally, the City has a robust system for coaching and technical assistance for preschool teachers and has worked to expand content and offerings that span the 0-5 continuum in both preschool and family child care (FCC) settings. The PDSAC recognized the comprehensive system of professional supports which exists in San Francisco for professionals working in center-based settings created through the universal preschool efforts. Further, the City has increased its network and supports for FCC educators through the development of a staffed FCC Quality Network (FCCQN). The PDSAC highlighted a priority for further developing [PD pathways for FCC educators with coaching and in depth training](#) opportunities mapped to the [California Early Childhood Educator Competencies](#).

PROFESSIONAL EXPERIENCE & WORKING CONDITIONS

4

IMPROVE & EXPAND ACCESS TO TECHNOLOGY

Technology is increasingly being integrated into professional development methods as it can be utilized for teacher education through online coursework, information based teacher training and online workshops, and technical assistance via digital coaching and reflective practice based teaching strategies. Access to technology can also support administrative functions, curriculum planning, and efficient analysis and reporting of child assessment and program data. The committee encouraged action steps be developed and implemented assuring that educators are prepared to integrate technology appropriately, intentionally, and productively into ECE settings. The PDSAC further recommended that the City [improve and expand access to technology](#) beginning with a survey process to identify gaps in availability and cost of connectivity, training, and software.



PROFESSIONAL EXPERIENCE & WORKING CONDITIONS

5

PROVIDE LEADERSHIP DEVELOPMENT OPPORTUNITIES

An effective leader has the ability to guide a group of individuals to connect and collaborate on a common goal as well as create and change conditions in order to meet that common goal.⁷ Leadership is a value embraced by the City and the PDSAC encourages further examination of where and how we are preparing ECE leaders and creating opportunities to [develop and sustain our current and future leaders](#) in San Francisco. As a concrete first step, the PDSAC proposed the use of the [Supportive Environmental Quality Underlying Adult Learning \(SEQUAL\)](#) tool. The SEQUAL tool examines how well educators are supported to enhance their professional knowledge and skills in their work environment. SEQUAL can serve multiple purposes to assist the City in examining educator working conditions as well as program leadership while connecting to our value of continuous quality improvement.

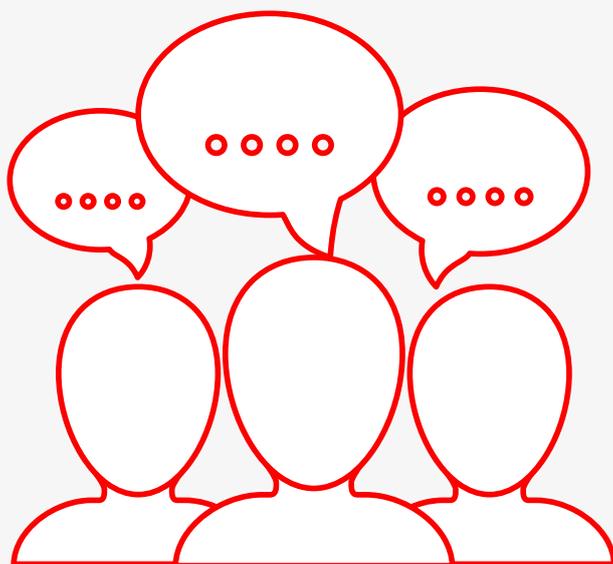


PROFESSIONAL EXPERIENCE & WORKING CONDITIONS

6

IDENTIFY STRATEGIES FOR PAID RELEASE TIME FOR PD

Paid planning was identified as an area for consideration in the Citywide Plan as a professional development and workforce strategy. The PDSAC identified [paid release time](#) for educators as a priority to engage in PD opportunities both on and off site. Paid release time allows for educators to collaborate with other professionals in their program to enhance their skills and practice. Time off of the floor to engage in capacity building, reflective practice, and curriculum planning increase opportunities for teachers to better meet the needs of the children in their program.⁸



WORKFORCE COMPENSATION



REVISE SUGGESTED ELS WAGE SCALE

In the recently released report on the national status of the ECE workforce from the [Center for the Study of Child Care Employment](#), researchers have concluded that progress for increased compensation for the ECE workforce is minimal and unsteady.⁹ Educators' wages are strongly correlated with positive child outcomes while stress levels due to low wages negatively impact the quality of children's learning.¹⁰ The Citywide Plan named wage parity with TK-12 teachers for ECE workforce as a priority for development and funding.

The recommendations in this section were designed to build on each other and work together to make progress toward wage parity with TK-12 teachers for ECE workforce.

The current suggested wage scale for ELS qualified programs will have to be revisited and updated as needed based on the new wage and workforce data collected from the [CA ECE Registry](#) which is a web-based system that tracks and promotes educational and professional development of the ECE workforce on a state, regional, and local level. The [ELS wage scale revision](#) will provide an increased suggested baseline for classroom teacher pay to make progress toward TK-12 wage parity.

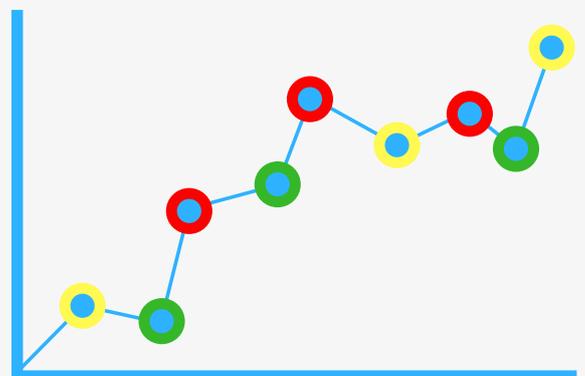
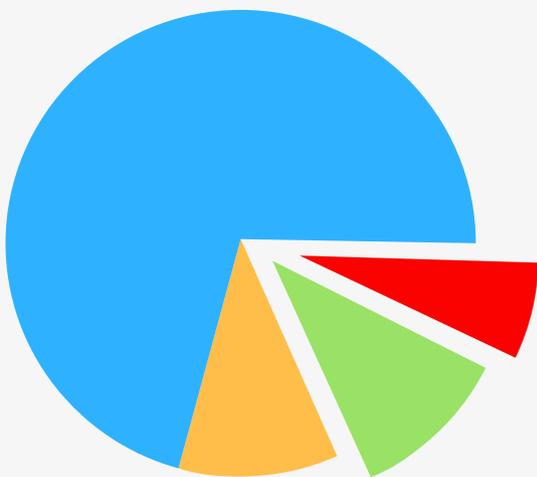


WORKFORCE COMPENSATION

8

REVIEW DATA ON RECRUITMENT & RETENTION

The PDSAC identified a need to better understand the status of recruitment and retention of our local ECE workforce to inform PD systems building and policy, funding, and advocacy strategies to attract and sustain a high quality workforce. Therefore, it is recommended that the City engage in a strategic [review and analysis of data on recruitment and retention](#) of the ECE workforce.



WORKFORCE COMPENSATION

9

INCREASE INVESTMENTS

Developing and sustaining an equitable ECE system requires increased investments to ensure that early learning opportunities are accessible, affordable, and high quality to support our youngest learners.¹¹ The PDSAC recommends that there is a coordinated effort to engage policy makers to not only [increase investments](#) but to work to ensure that investments are working harmoniously to avoid gaps in access and service quality.

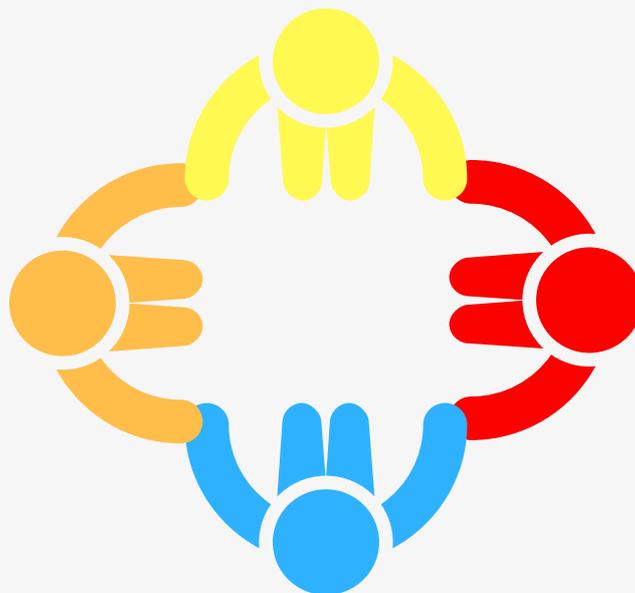


NEXT STEPS

With the June 2018 passage of Proposition C, the City has an extraordinary opportunity ahead to deepen its work toward developing and sustaining an equitable early care and education system to realize a vision of equal opportunity for every San Francisco child. This report represents the background, process, and recommendations for the next critical steps in ECE systems building for section 5 of the Citywide Plan: Professional Development and Workforce Strategy. In addition, a one-year work plan was outlined by the PDSAC to integrate the work back into existing forums for local ECE systems building.

The **CPAC Workforce Committee** and the **SF Quality Connections** group have agreed to integrate and align the PDSAC recommendations and work plan for the 2018-2019 program year with their goals and outcomes for the year to continue the work. Professional development systems building partners will work together to establish outcomes, timelines, and benchmarks for success to sustain the progress and impact of the 9 recommendations from the PDSAC.

The OECE will monitor the progress of the PDSAC recommendations and work plan and explore reconvening PDSAC on an ongoing basis for PD system building.



PDSAC MEMBERS & COLLABORATORS

THANK YOU FOR YOUR CONTRIBUTION TO THE 2018-2019 PDSAC RECOMMENDATIONS

Mara Newman- Children's Council SF
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CPAC Workforce Committee Members
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Arlene Paxton- West Ed
Cathy Tsao- West Ed
Nancy Huerta- Wu Yee Family Childcare Quality Network
Cheryl Hughes- Wu Yee Family Childcare Quality Network



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