

Prop C AD-Hoc Committee Charter and Questions

CPAC Prop C Access/Expansion Ad-Hoc Committee

Charge: To recommend a method of how Prop C funding can be used by OECE to expand access, especially to infants and toddlers, include moderate income families in mixed income environments and increase capacity in ELS-qualified programs by June 2019.

Committee Chairs: Sandee Blechman and Monica Walters
OECE Staff to Committee: Graham Dobson and Shahde Tavakoli

Meeting Schedule:

Thursday Oct 11 5pm-8pm room 409
Monday Nov 5 5pm-8pm room 409
Monday Dec 10 5pm-8pm room 409
Monday Jan 14 5pm-8pm room 409
Monday Feb 11 5pm-8pm room 409
Monday March 11 5pm-8pm room 409

- Committee members are encouraged to attend all meetings.
- Meetings will also be open to the public to participate.
- Agendas and related materials will be sent out to the committee 1 week before each meeting and posted on the Prop C page of the OECE website: www.sfoece.org
- Suggestions for additional agenda items should be sent to planning team for consideration.

Roles and Responsibilities for Committee members:

- Bring the knowledge and perspectives of the agency, organization, or constituency that they represent, but set aside individual and organizational interests
- Promote the effective use of data to inform continuous learning and improvement
- Be creative and solutions-oriented to remove barriers to change
- Maintain focus and momentum to support the goals of the committee, and act as a champion for the effort in your agency, organization, and/or community

Approach to Committee's Decision-making:

In order to make decisions, the committee will use the following process for items agendaized for action:

- **Frame the topic of conversation.** During the meeting, the meeting facilitator will frame the topic, summarize the information provided prior to the meeting, and highlight any pre-identified areas of disagreement or concern among committee members.
- **Discuss.** The facilitator will pose questions and moderate the committee's discussion.
- **Assess gradients of agreement.** Following dialogue on a given topic, the facilitator may take the "pulse of the room" through a 'gradients of agreement' approach. This gives all committee members the opportunity to express concerns or divergent perspectives, and honors their participation. If a significant portion of committee members are in agreement, discussion may conclude to move toward taking a vote or some other action.

•**Take a vote.** If a quorum of committee members agree, the decision is made. If there is not a quorum of votes in agreement, the decision cannot be ratified. Each member of the committee present at the meeting must vote for or against a particular question put before them, unless they publicly state that they have a conflict of interest and a general description of that conflict prior to the vote.

Questions to Consider

1. Child Care/Early Education System Capacity:

- What are key system capacity issues? I/T vs. preschool? Geography?
- How much do workforce issues contribute to capacity issues?
- What strategies could encourage on the expansion of infant and toddler spaces?
- Should funding be provided to renovate/remodel environments to create or increase infant/toddler spaces?
- Who can we partner with to support facility development?

2. ELS Capacity:

- What are ELS capacity issues?
 - i. Which providers are currently participating in ELS; centers and FCCs; geography?
 - ii. How much capacity do participating providers have? For which age groups and where is additional ELS capacity required?
 - iii. How can we expand ELS capacity? Where and how do we want to target expansion? Are there barriers to entry and are there different barriers to entry between centers and FCCs?
 - iv. What are appropriate quality measures e.g. QRIS or other?
 - v. What supports might be required by centers and/or FCCs to encourage entry and achieve quality standards required to expand ELS capacity?
 - vi. What kept quality programs from applying to participate in the ELS system? Reimbursement rates? Quality standards/requirements? The enrollment cycle/timeline for preschool programs?
 - vii. Should facility/start-up funding be provided as an incentive to increase ELS capacity?

3. Family Access/Equity:

- Of the dollars available, how should they be deployed? What are costs for different access strategies?
- Should expansion focus solely on target populations defined per the equity criteria in the citywide plan?
- What is the link to K-readiness data?

4. Family Access:

- Moderate Income Families:
 - i. Should some of the dollars be available to middle income families, and, if so, what is the best way to accomplish this?
 - ii. What models of moderate income assistance should be considered?
 1. 10% of income
 2. Progressive schedule (higher income pay more)
 3. Tuition credit like PFA
 4. Tax credit or stipend like housing

iii. Should PFA be expanded?

- How does the ELS design and funding model help or hinder mixing of income levels in child care delivery settings?

5. **Outreach to families:**

- What is the parent/family perspective?