

## Prop C AD-Hoc Committee Charters and Questions

### CPAC Prop C ECE Workforce Compensation Ad-Hoc Committee

Charge: To recommend a method of how Prop C funding can be used by OECE to increase ECE educator compensation and improve work environments by June 30 2019

Committee Co-Chairs: Sara Hicks-Kilday and Gretchen Ames

OECE Staff to Committee: September Jarrett

#### Meeting Schedule:

Wednesday October 17 6:30-8:30pm

Wednesday Nov 28 6:30-8:30pm

Wednesday Dec 19 6:30-8:30pm

Wednesday Jan 23 6:30-8:30pm

Wednesday Feb 27 6:30-8:30pm

Wednesday March 27 6:30-8:30pm

- 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: [sfoece.org](http://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 agendized 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. Compensation:**

What is the gap to achieving wage parity for ECE workforce with SFUSD TK-3 staff (within 5 years)?

- What rates are needed? What is the current gap between parity goal and current wages for all educators currently serving subsidized children & needed for expansion?
- What is needed to achieve parity within 5 years?

Reviewing and revising the existing ELS model:

- What rate structure is needed? Reviewing and revising the existing ELS model: What potential issues exist and what updates/adjustments would be recommended?
  - What relationship between raising Tier 3 (and/or Tier 4 & 5) rates and wage assumptions are needed to achieve this? Should a Tiered Rate Structure (different rates depending on quality rating) be considered, or not? Should we move SF to Tier 4 wages?
  - How should benefits for teachers be addressed in the rate structure? (See living wage models w/ different pay required if benefits offered)
  - Should wage parity include ELS for-profit programs? PFA-only programs? If so, how?
  - How can ELS reimbursement rates be adjusted or improved /what supplementary supports are needed to address compensation (wage & benefits) across different program types (FCC, T5/CDE contract, mixed-income, etc.)
    - What is the relationship between state rates and local rates: when state rates change, how do ELS GAP payments adjust, if at all? (How do wages compare across delivery types?)
    - Should reimbursement rates be higher based on the needs of the population being served in the program?
    - Should reimbursement rates or other adjustment be included to support wage increases across program type? What are needs/impact of ELS funding across differing delivery/service types? FCC, mixed-income, full-subsidy with T5 contract requirements.
- Is there a way to save the costs of reliance on temps due to low wages through a sub pool and/or raised wages? Are there other strategies that would provide a cost savings to promote wage increases & expanded services?

### **2. Parity models:**

- How do we define parity given recent degree requirements, different requirements across sectors, & long-term workforce pre-existing degree requirements?
- What degree alternatives/portfolios/life experience should be considered?

### **3. Monitoring & Mandating:**

- How do we ensure that increased rates lead to teacher wage increases?
- Should wages be suggested or mandated for ELS participating agencies?

- How do we approach different sectors? FCCs vs. centers (Employee wages vs. small operator rates)? Mixed-income vs. full/mostly subsidy?
- Will public subsidies for wage parity include ELS for-profit programs? Or distinguish between for-profit programs (Large national vs. local small operators. Earning cap? Title 22 (not contracted) non-profit programs?) PFA-only programs? If so, how?
- How much of C should go to wages vs. expansion? What target goal to set for wages, before funding is increased for other areas.

#### **4. Work Environment Conditions:**

- How can we impact/What is the cost of impacting work environments, e.g. support staff, lower ratios, float teachers, mental health staff, substitute pool, different types/scale of quality support components?
- What is a sustainable work schedule? How do we support this across sectors?
- How to use SEQUAL or similar tool?

#### **5. Other Benefit Strategies:**

- Are there other ECE compensation strategies that should be taken into consideration, e.g. transportation stipends, student loan forgiveness?
- Should OECE invest in internship programs for higher education students to increase workforce pipeline?