



M E M O R A N D U M

December 20, 2018

TO: OECE Prop C Community Engagement and Strategic Planning Team

FR: MIG, Inc.

RE: Summary of December 8, 2018 ECE for All Community Town Hall

I. Introduction

On June 5, 2018, the voters of San Francisco passed Proposition C (Prop C) to create funding for the Early Care and Education (ECE) for All Initiative. Prop C could provide an estimated \$121 million annually in new funding to support and improve access to quality ECE for children ages 0-5 in San Francisco. The ECE for All Initiative established a nine-month planning process during which the San Francisco Office of Early Care and Education (OECE) will create a spending plan for the first five years of Prop C funding. This spending plan will be informed by input from San Francisco parents, families, teachers, ECE administrators and community members.

The planning process encompasses a variety of public engagement activities. On December 8, 2018, OECE hosted the first of two Community Town Halls to provide the public with an opportunity to learn more about ECE for All Initiative and give their feedback on priorities for the five-year spending plan.

II. Methodology

The Community Town Hall was conducted by OECE, with support from ECE partners and assistance provided by MIG, Inc., OECE's public engagement contractors. It was held at the San Francisco Public Library's Main Branch from 10:00 a.m. to 12:00 p.m. The venue is an ADA-accessible location convenient to public transportation.

Outreach Methods

Broad and multi-lingual community outreach was conducted to publicize the Town Hall. Outreach methods included:

- E-blasts and personalized email invites
- Flyer distribution
- Social media (e.g., paid Facebook posts)
- OECE and Prop C webpages
- Cross-promotion with community partners, including, but not limited to:
 - OECE Citizen's Advisory Committee
 - First 5 San Francisco
 - San Francisco Child Care Providers Association
 - Child Care Planning and Advisory Council
 - San Francisco Board of Supervisors
- Newspaper media (e.g., SF Bayview, Sing Tao Daily)
- Text messages to over 1,200 Human Service Agency (HSA) clients with children under 5
- Targeted promotion to parent groups (e.g., Mom Squad SF, Parents Voices, etc.)

The flyer used to publicize the Town Hall is reproduced in Appendix A, "Outreach Materials."

Community Town Hall Format

The Community Town Hall was designed to be highly interactive and accessible. Spanish and Chinese interpretation were provided to accommodate Limited English Proficient (LEP) community members, and small group discussions were facilitated in all three languages. All handouts and displays were also translated into Chinese and Spanish. A light breakfast was provided.

Denise Corvino, Acting Director of OECE, welcomed participants and introduced facilitator Jamillah Jordan, MIG, Inc., who framed the purpose and goals of the workshop and reviewed the agenda. Two PowerPoint presentations were provided by OECE staff to help attendees fully understand the ECE for All Initiative and its context. First, OECE staff gave a brief overview of early care and education and why it is critical to the development of children aged 0-5; summarized the history and purpose of OECE and its programs; and discussed how, despite San Francisco's leadership and investments in quality ECE, there are still many unmet needs and gaps including a shortage of child care space; waitlists for low-income, subsidy-eligible children;

unaffordable child care costs for moderate income families; staffing shortages; and a kindergarten readiness gap for under-served communities.

In the second presentation, OECE staff explained the history of Prop C and the San Francisco ECE for All Initiative; provided context for the planning process; and detailed what the five-year spending plan will include, the planning timeline, and the four key priorities for investment in enhancements to the City's ECE system as identified in the Prop C legislation:

- Clear the waitlist for low-income, subsidy-eligible children ages 0-5.
- Provide financial assistance to middle-income families for infant and toddler (ages 0-3) care and education.
- Increase compensation for ECE educators in San Francisco.
- Invest in quality supports for early care and education including coaching and training for educators and materials and physical and mental health supports for children.

Following the presentations and a facilitated question-and-answer session, attendees were assigned to small breakout discussion groups. Participants in the small groups were asked to identify their role(s) in regards to ECE (whether parents, educators, ECE administrators, professionals working in ECE administration, and/or other); their ECE needs and priorities; and what would make the ECE experience better for them and their families.

Participants then engaged in an interactive activity aimed at clarifying which ECE priorities were most important to them. Participants were provided with \$120 in "ECE Bucks" which they could distribute in any way they liked between five categories: the four key priorities identified and an "Other" category for any additional priorities.

After the ECE Bucks activity was completed and results tallied, participants were asked to explain why their top priority was important to them, and also to suggest the best methods for continuing to engage and connect with them throughout the ECE for All planning process.

The agenda, presentations, displays and other materials provided are included in Appendix B, "Meeting Materials."

III. Community Town Hall Participation and Results

Community Town Hall Participation

More than 50 people attended the Community Town Hall, including parents, caregivers, ECE professionals and community members. The Chinese-speaking community and educators representing home childcare facilities were particularly strongly represented.

Community Town Hall Results

In addition to taking part in the small group discussions, participants were asked to submit written comments in response to the various questions. Both spoken and written comments are summarized below. A detailed transcription of the small group discussions and submitted comments is included in Appendix C, "Meeting Results."

ECE Needs and Challenges

Town Hall participants identified the following ECE needs and challenges that they currently experience:

- Low budgets, wage limits and inadequate staff impact quality
- Lack of capacity and space
- Challenges with enrollment
 - Need for advance notification is challenging to home childcare providers
- Rate disparity between FCC's and Centers
 - Most teachers at home childcare are bilingual and possess certificates, but get lower pay.
- Definitions of "infant" and "toddler" are challenging for home child care
- Areas served have changed and grown more densely populated
- Challenges for workforce: Lack of insurance and benefits, low salaries; heavy workloads
- Too much paperwork for teachers and providers

Improving the ECE Experience

Town Hall participants identified many factors that would improve their ECE experience:

- Raise awareness of the importance of family childcare
 - Hold seminars for parents on caring for and educating children
- Help promote family day care in the community
- Create parity between tuition fees for centers and home childcare providers
- Increase teacher salaries, especially for home childcare providers

- Provide stipends or subsidies to pay portions of staff wages and renew equipment
- Fill vacancies of home childcare providers
- Revise definitions for enrollment
 - Enroll infants under 18 months
 - Define ages uniformly
- Reduce pressure on parents for early preschool enrollment
- Make quota allocations by age
- Provide more medical insurance for all, including elderly workers
- Provide multi-resource training to all including home childcare providers and ECE teachers
- Reduce paperwork
- Include Family Child Care Centers on Ad Hoc Committees and in policy development
- Cancel online matching and restore referral by district

ECE Bucks Results

The results of the “ECE Bucks” activity were as presented below.

Small Group	Subsidies for Low-Income Families (Clear Waitlist)	Financial Assistance to Middle-Income Families	ECE Workforce Compensation	Other Services for 0-5	Other
English Group	\$160	\$160	\$120	\$60	\$200
Spanish Group	\$180	\$140	\$120	\$40	\$0
Chinese Group #1	\$80	\$360	\$260	\$140	\$620
Chinese Group #2	\$280	\$400	\$360	\$200	\$180
Totals	\$700	\$1,060	\$860	\$440	\$1,000

Comments Specific to “Other” Priorities

Participants in the ECE Bucks activity were encouraged to specify which services they would like to see funded in terms of the “Other Services for 0-5” and “Other” categories. The following services were identified:

- Transportation
- FCC expansion fund
- Parent navigators

- Training for Special Education inclusion
- Monthly fund subsidies
- Disaster preparedness
- Training for quality substitute support

Preferences for Continued Engagement

The small group participants also suggested the following preferred methods for continued engagement in the ECE for All process:

- Conduct more focus groups and community meetings
- Improve publicity for events
- Use email and telephone outreach
- Offer opportunities to provide opinions online and through email
- Publicize new ECE websites among parents
- Use Group WeChat
- Translate online information into Chinese
- Assign liaison officers
- Hold parties for home childcare providers to exchange ideas