



MEMORANDUM

May 16, 2019

TO: OECE Prop C Community Engagement and Strategic Planning Team

FR: MIG, Inc.

RE: Summary of May 6, 2019 OECE Citizens Advisory Committee (CAC) Prop C Retreat

In attendance:

CAC: Sandee Blechman
Fonda Davidson
Yohana Quiroz
Lygia Stebbing
Pat Sullivan
Jerry Yang

CAC Members Absent: Meenoo Yashar
Meredith Osborn

OECE: Ingrid Mezquita, Denise Corvino, Maya Castleman, Shahde Tavakoli, Licette Montejano

MIG, Inc.: Jamillah Jordan, Maria Mayer

I. Welcome and Introductions

On May 6, 2019, the San Francisco Office of Early Care and Education (OECE) hosted a retreat for the OECE Citizens Advisory Committee (CAC) to discuss the Proposition C: Early Care and Education for All Initiative (Prop C or ECE for All) initial Five-Year Spending Plan development process. The objectives of the retreat were to: cultivate team-oriented and collaborative relationships among the CAC and OECE team; discuss the shared vision of OECE; discuss Phase 1 Prop C community engagement results; review the work of the Ad-Hoc Committees established in partnership with the San Francisco Child Care Planning and Advisory Council (CPAC); and align the Ad-Hoc recommendations and community input.

CAC Chair Yohana Quiroz welcomed attendees and briefly reviewed the agenda. Facilitator Jamillah Jordan, MIG, Inc., followed up by reviewing the retreat objectives and participation guidelines. The agenda, PowerPoint presentation, and other retreat materials are included in Appendix A, "Retreat Materials."

II. Co-Creating Group Norms and Operating Principles

The retreat began with a discussion of how to co-create group norms and operating principles to improve and enhance the working relationship of the CAC and OECE. The group agreed on the following norms and operating principles moving forward:

- Ensure that CAC input is being solicited and listened to by OECE in a timely fashion to have impact on important decisions. Follow up by providing a rationale for decisions made and detailing how the CAC's input was considered in reaching them.
 - Consider how to move from input to action.
- Clarify the role of the CAC in the context of the many changes in the last several years.
 - Create a logic model or flow chart showing CAC/community roles and process.
 - Commit to continuous improvement.
 - Note that everyone is involved with the intent of making the ECE community better. While it's not always possible to find the best solution for any issue, all can work together to find the best fit for now. It's important to remember that some of us are representing constituencies as well as our own personal opinions.
- The CAC's major role continues to be acting as an advisory body and making recommendations to OECE. To do so most effectively, it's crucial to make sure that discussions are grounded in full information, that equal participation is ensured, and they are completed by confirming that there is clarity on agreements made.
 - Create a procedure for collaborative decision-making. This includes understanding the various levels of disagreement and how they can be worked through to come to a decision on the CAC's recommendations.
- Clarify the purpose of CAC meetings and how they can be improved.
 - Too much content is packed into each two-hour meeting; more time is needed to process information. Promote deeper discussion and time to think critically during meetings rather than focus on presentations.
 - "Flip the classroom:" provide slides and materials beforehand to promote that meeting time is primarily focused on discussion.
 - Consider what really needs to be prioritized for discussion versus what can wait.
 - Remember that deep reflection requires engagement and considerable time, including the need to "sit in process" for a while. Check to ensure that everyone's ready to move on from a subject, with the option of taking discussions offline or tabling them for the next meeting.
- The CAC agreed to take on the Participation Guidelines from the retreat, with one addition, as operating principles:
 - One person speaks at a time.
 - Be respectful of one another's opinions.
 - Step up, step back.
 - Create a space for multiple truths and norms.
 - Check your assumptions.
 - Lean into discomfort.
 - Assume positive intent.
 - Avoid using your cell phone during the retreat.
 - Check for understanding at the end of each meeting. Finish off each meeting with a short period of assessing consensus and decisions made.

III. Group Activity and Reflections

Next, CAC members and OECE staff participated in an exercise intended to help stimulate fruitful discussion throughout the retreat by clarifying the qualities necessary for authentic conversation. Authentic conversation is defined as the “ability to communicate about things that matter to us, our mission, and to find deeper understanding and connection towards seeking solutions.” Participants were asked to pair and take turns acting as speaker and listener. The speaker was directed to share an experience of authentic conversation in which constructive feedback or advice was given or received, and consider what went well and what the key ingredients were in the conversation. The listener was directed to practice engaged or active listening with full attention, resisting urges to add their own thoughts, and encouraging the speaker to tell them more.

Three specific questions were posed to the group for consideration:

- What are the qualities of an authentic conversation?
- In your work with OECE, who do you tend to listen to more often? Who do you tend to listen to less?
- How do authentic conversations help build relationships and facilitate collaboration?

Upon reconvening, the group identified the following qualities of an authentic conversation:

- In order for authenticity to occur, one must create space for it and explicitly request it.
 - It will be easier if the conversation isn’t overly structured or regimented.
- Power dynamics that are in play, whether perceived or actual, and whatever they are based on (race, gender, employment hierarchy, etc.), must be acknowledged. “Frame it and name it.” This is especially important when discussing educational equity.
 - Focus on wanting success for other people and the situation you are trying to solve.
 - There will always be power dynamics, and it may take time and practice to prove and/or be believed that you mean it when you say, for instance, “I’m your boss but you can tell me anything.”
- Trust is important – both for the listener and for oneself.
 - This includes trusting that value judgements are not being made.
 - Curiosity is important. A listener should demonstrate curiosity to help achieve trust and authenticity.
 - It’s impossible to have trust without building relationship and partnership. Seeking to understand everyone’s position makes it possible to engage in uncomfortable but necessary conversations. This is particularly important because all of OECE’s work is relationship based.
- Keys for uncomfortable but necessary conversations include acknowledging that you know a conversation may make someone uncomfortable. Help them be comfortable with whatever happens. Emphasize that the conversation is occurring because you care about the person and the subject of discussion.
- The ability to make “I” statements and avoid speaking on behalf of others is crucial.
- One must ensure that one really understands what the other is saying, and that this is clearly communicated.

- This involves going beyond active listening and proving one has heard through repeating what the other said to progress to ensuring one understands it. One must state what actions they'll take based on what the other said, and then come back and follow up.
- Allow space to unpack what was said if necessary. Remember that it sometimes takes time to process things. A good relationship with those you're collaborating with on an ongoing basis makes it possible to follow up.
- Ensure that what was said wasn't misinterpreted by being viewed through another's lens.
- Meetings should be facilitated to allow and encourage these types of discussions.

IV. Moving Forward: OECE's Shared Vision

To set the stage for the day's discussion, OECE Director Ingrid Mezquita provided context on the new vision for the early childhood system in San Francisco and how it will impact OECE and the Prop C Spending Plan. Since OECE was established and took on some of the functions previously administered by First 5, there's been a plan to more closely align the two organizations, but a mechanism for doing so had not been developed. The Mayor's Office is now revisiting this conversation as part of creating a citywide system that moves beyond just early care and education to support the success of all families with children from prenatal to age five—and beyond. The overarching goal is for all children 0-5 to be school-ready by 2023.

In addition to OECE and First 5—whether they continue as separate entities or combine in some way—the process will bring together multiple city departments, the school districts, the Our Children Our Families Council (OCOF), and other organizations. Ingrid's appointment and the Prop C Spending Plan are just the first steps in this larger planning process, to be followed by shared evaluation, strategic and implementation plans. The Spending Plan itself will not be operational, but will act as a starting point for further planning and system-building.

Ingrid emphasized the understanding that this will be a complex process. In terms of early education, it involves aligning multiple learning standards and curricula, teacher preparation at pre-kindergarten and kindergarten level, and varied cultural and linguistic approaches. It will consider how to better support expectant families, which involves weaving relationships between medical bodies, social service organizations, and others. It will also be crucial to acknowledge and critically examine how existing policies advantage or disadvantage particular populations to help create and perpetuate racialized outcomes, and how these can be changed to ensure better outcomes for all.

CAC members shared their reflections on this new vision and the implications for OECE:

- It is great to have Ingrid bringing her substantial experience to OECE with the goal of aligning the two agencies with shared outcomes and objectives. Having the two agencies work together is best to support the multi-generational approach to family success.
 - CAC members wanted to confirm that the 0-8 approach is being used to ensure the desired third grade level outcomes. However, they also noted that overemphasis on outcomes can be hard on children and frustrating for teachers as well. Kids need time to be kids.

- It's very exciting to hear that the evaluation plan will be comprehensive and include all components and resources.
- It's important to ensure that those we hand off children to are aligned in terms of approach.

V. Prop C Overview and Key Updates

A brief overview of Prop C legislation and updates on the legal context and planning timeline were provided to set context for further discussion.

VI. What We've Heard: Community Engagement Results

Jamillah provided an overview of Prop C community engagement, Phase One, including: the purpose; key audiences; the various methods used; and a summary of key themes from community input. She also explained how input will be used to inform Spending Plan recommendations and reviewed the timeline for Phase Two of community engagement.

VII. Discussion of Ad-Hoc Committee Work

Denise Corvino, OECE Deputy Director, and Licette Montejano summarized the process and recommendations from the two Ad-Hoc Committees convened by OECE in partnership with CPAC. These discussions about the Ad-Hoc Committees, including comments and questions from CAC members, are summarized below.

Access / Expansion

- The Committee investigating access and expansion had the following 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 Early Learning Scholarship (ELS)-qualified programs
- Committee membership represented diverse stakeholder groups including the community. Members tended to be deeply engaged in and very knowledgeable about San Francisco's ECE system. Approximately 30-40 people attended each meeting.
- The Access / Expansion Committee's overarching recommendation is to acknowledge that even though it was not in their specific charge, workforce compensation is still the highest priority and should receive at least half of annual Prop C funds, since the city's ECE access and capacity cannot be expanded without hiring and retaining more quality educators. A high-level summary of their remaining recommendations is as follows:
 - Clearing the waitlist at a cost of approximately \$30-40 million (as determined by OECE)
 - Middle Income Families Strategy: create two tranches for funding; one for families earning 85% of State Median Income (SMI) -110% of Area Median Income (AMI) and another for families earning 110%-200% AMI
 - Determine a set-aside for facilities (approximately \$500,000), since facilities improvements are also crucial to expand capacity.
 - Provide funding for quality supports, specifically mental health assessment and special needs support.

- The Committee engaged in deep discussion regarding both the implementation and the philosophy behind providing financial assistance to middle-income families. They proceeded from the understanding that creating mixed-income settings is important. It is also understood that this priority was important politically since it was a prime motivation for many Prop C voters—even though focusing on this priority is not necessarily what the committee would have otherwise recommended. They felt that they lacked sufficient data.
 - Much of creating more mixed-income settings is a matter of encouraging more providers to become involved in the ELS system. More outreach must be done to learn what the barriers are for providers that have kept them from applying to be part of ELS.
 - The philosophy behind their recommendations for the two tranches of funding occupied much conversation.
 - There was also a lot of conversation about how Preschool for All (PFA) fits in, or whether a different model should be used.

Workforce Compensation

- The Committee discussing workforce compensation had the following charge: To recommend a method of how Prop C funding can be used by OECE to **increase ECE educator compensation and improve work environments**.
- Committee meetings were attended by a varied group that ranged from 8 to 25 people. Unfortunately, there were not as many teachers involved as they would have liked, but the group did include representatives of higher education and some providers who are not involved in ELS.
- A high-level summary of the Workforce Compensation Committee’s recommendations is as follows:
 - Target at least \$60M of Prop C for program funds to:
 - Increase wages to approximately 75% of parity goal.
 - Increase benefits from 20.24% to 27.68%.
 - Increase staffing to support professional development, prep, and planning for QRIS 5-point ratios (Title V equivalent)
- Committee discussion focused on the following issues:
 - What else is involved in compensation in addition to wages? It’s necessary to consider medical, dental, housing, retirement, childcare for educators, among other things, and note that raises in pay may lead to loss of public benefits such as housing assistance. What are other workplace benefits and ways to support staff in addition to pay increases (for example, what can be done to provide teachers with more planning and prep time)?
 - What does parity look like, and how can we balance what teachers are paid with what is expected of them? How equitable and necessary are stringent training and qualification requirements? Since parity is really about ensuring that all children are ready to succeed in elementary school, how can cultural qualifications such as teaching in languages other than English be taken into account? How does the QRIS system need to be revised to allow parity.
 - Technical details such as: what will the methodology for disbursement of funds? How can reimbursement rates be remapped? Should payments be determined by enrollment versus by attendance?

- Given that voters may not understand that the funding in Prop C is a fraction of what's needed, how can we create what looks like a responsive and credible plan? What kind of recommendations can be made with insufficient funding?
- How can immediate, critical system needs in terms of workforce, quality supports, etc. be dealt with? How does funding work across multiple supports—beyond just early learning?
- How does ELS need to be improved?
- How do we bring the joy back into teaching?
- A lot of work went into determining the numbers and details given in the committee's recommendations, but discussions were far from conclusive—more discussion and refinement is needed.

VIII. Aligning the Ad-Hoc Recommendations and Community Input

The remainder of the retreat was dedicated to discussing how the city's new vision informs the direction taken with the draft spending plan; how to align the Ad-Hoc Committee recommendations with community input; and whether, based on the goals of both the Citywide Plan and the Prop C legislation, there are any specific ideas or key messages missing. Key themes of the discussion are summarized below.

- ***There is a strong mandate for Workforce Compensation as highest priority:*** Both Ad-Hoc Committees agreed that at least half (\$60M) of funds should go to workforce compensation. The public input was also generally agreed that this was the highest priority.
 - Compensation is not just about wages, but includes health insurance, retirement and other benefits, quality of the work environment, and access to training and education.
 - ECE sites have varied needs and staffing models, so they must have flexibility in how they choose to spend any workforce funding they receive.
- ***More providers need to participate in ELS in order to expand capacity and provide more mixed-income settings.***
 - OECE should take the lead on expanding the number of providers who will serve low-income children and finding appropriate programs to place those children in.
 - Capacity to serve more infants and toddlers can be expanded by leveraging existing settings. Many providers left out of the first round of ELS may be ready to participate, especially FCCs, who generally provide the most care for this age group due to limited slots existing in Child Care Centers.
 - Find out if data exists on how many FCCs were unable to participate in the first round of ELS.
 - It's crucial to identify and address the barriers to provider participation in ELS.
 - ELS did not have a good rollout. Figure out how to more effectively inform providers.
 - Program participation could be supported through a pre-ELS funding stream to address barriers.
 - Operating grants would help providers to meet and then maintain the quality threshold.
 - Many providers are eager to know how to apply for ELS. Support can be offered in the form of an informational workshop and coaching in how to fill out the applications.

- Targeted outreach has been done to FCCs who have expressed interest and served mixed incomes in the past. They will be allowed to apply through a streamlined process, including a site visit from the quality system for those interested in QRIS.
 - One of the existing barriers is that QRIS disadvantages FCCs. What would it take to make FCCs more valuable and respected members of the system? Subsidies need to go to places where the children who need them are, and many of these places are more FCC-oriented.
 - *OECE Response:* The Office values FCCs. We must consider how we can invest to continue demonstrating that value. Note that there is a pause on the FCC expansion to ensure that it is aligned with the rest of the system and that there is a logic to how programs are onboarded and provided with supports. When system-building too fast, sometimes the foundational pieces are not in place, we need to ensure that in rectifying past mistakes, we don't do harm to those already being served.
- ***It's crucial to consider equity issues and how they intersect with quality.***
 - The Workforce Ad-Hoc committee suggested that we raise the bar of justice by paying a living wage and worry about performance competencies later. Educational experience, quality and specialization do need to be taken into account; however, this does not apply to options that many families prefer, including license-exempt care (which often means care by family members). How can we find a way to support both quality and parental choice?
 - FCCs not as valued or well understood as respected members of system, but they are the choice for many low-income and/or minority families. As previously mentioned, QRIS disadvantages FCCs. How can quality be assessed in a way that also values cultural perspective?
 - Another challenge is that we want to encourage educators to get more training, higher education and qualifications, but there are other things that play into competencies, especially in lower-income areas, such as speaking the child's language and cultural congruence. The value that teachers bring is more than just academic experience, and quality is dependent on much more than just a 1-8 ratio and specialization. To create parity, we need to consider: how stringent do the requirements need to be? How equitable is it to require a certain amount of training/qualifications—and how necessary is it? There are a number of avenues for moving toward quality while supporting the workforce.
 - The quality conversation is complicated and there have been many different efforts started and stopped. How are teachers' competencies being measured in the classroom? How can institutions of higher education be held accountable? There are huge missing links in education—for instance, no anti-bias curriculum, no class in mental health. And what is the benchmark for quality—what are teachers expected to do?
 - We are on the right track with the pediatric alignment meetings.
 - Create policies that truly support access rather than doing harm.
- ***Do more to support families' choice of license-exempt care.***
 - License-exempt care often takes the form of having family members care for a child. It's difficult to ensure quality in these cases, but necessary to respect families' choice—this must be recognized as an option. Don't leave exempt-care families behind. There is no reason not to attach child development support or information centers for exempt providers. Go across socio-economic boundaries.

- ***It's important to support parents and child in healthy development.*** ECE is not limited to what's in the priorities.
- ***Promote more collaboration rather than competition with different sectors.***
 - Collaborate with organizations and programs such as SF Hope who are working on the concept of whole-family support. This is an opportunity to use OECE's work as a platform to build a complete family development system and framework for San Francisco—not just limited to early education. Having funding provides an entrée to conversations.
 - In order to support the growth of the citywide child and family development system, we must work with our partners to assist elected officials in prioritizing this issue. Given the many other very visible issues in the city, such as homelessness, and the relatively small number of children here, it can be difficult to elevate the needs of ECE and children 0-5. Provide elected officials more information to aid them in doing so. It is particularly effective to have educators and parents present to them. Social media can also be used very effectively. Consider what might bring this issue to the forefront and make it part of consciousness at City Hall.
 - The state is one of the biggest investors in ECE, but State and Federal policy and associated funding is not always appropriately targeted for San Francisco's needs. For instance, very few San Francisco families qualify for Head Start because it is based on statewide standards. The state's emphasis is on creating slots because state preschools have poor access. Distribution is bound to state median income, and favors Southern California, leaving a huge gap when applied to San Francisco. The City is funding many gaps because state funding is not adequate. A compelling argument can be made for the importance of the Bay Area as an economic driver for the state, and how freeing up parents to work gives a societal return on investment. Improve advocacy work to help influence policy on this level.
 - The State relies on underspent dollars from the pilot coming back to them. We must clarify where else those funds can be invested. Consider how the pilot can be used to make the case for more ECE investment in San Francisco and the surrounding area?
 - Neighboring counties may be influenced to expect parity; San Francisco can partner with them on advocacy work. Pilots in SF and other Bay Area counties can be brought together to support each other.
 - Prop C funding also expands ECE to serve a wider range of income levels, which is politically important to maintain what is needed and support further expansion.
 - Collaboration will also serve the goal of creating a more coordinated system which streamlines families' experience.
- ***Planning must be community-based and participatory.*** Talk to teachers and providers to learn what they need.
- ***It may not be feasible to spend money on clearing the waitlist until capacity is expanded.*** Money earmarked for financial assistance may be left on the table if there isn't sufficient capacity for more children. Consider how it can be used to expand capacity.
 - Middle income comprises a big range. Initially, a fair amount of funding may be allotted to assisting middle-income families, but it's important not to overpromise until more capacity has been built for lower and lower-middle income families.
 - Remember that differently sized sites have different investment needs.

IX. What's Next

The group discussed both immediate and longer-term next steps:

- CAC members requested that the Office prioritize communicating to them regarding the progress of initiatives that CAC members are involved in.
- The Prop C legislation requires OECE to host a second Town Hall, which has been scheduled to take place at City College on June 8, 2019.
- Ingrid has been on board as Director for only four weeks, and she is reviewing all necessary data before confirming plans. There are many issues, such as the rate issue, that need fixing right away, and cannot be solved just by throwing money at them on a one-time basis. An organizational assessment and possibly a restructuring of OECE will be needed. First 5 and OECE will convene a joint planning session at some point.
- Nine months was originally set as the time frame for the Spending Plan community engagement and development process, with the Plan due on June 30, 2019. However, the Plan is not part of this year's budget and there has been no pressure from the Mayor's office. However, OECE still intends to have it completed and submitted at the end of June.
 - The CAC requested that a draft of the Plan be shared with them before it moves forward. Will there be another meeting to provide recommendations or advice?
 - *OECE response:* We are considering the need for that. However, note that much of the content is already fairly well-defined.

Ingrid thanked everyone for participating and expressed her appreciation of the group's careful thinking and candor.

Appendix A: Retreat Materials



Prop C: Early Care and Education for All Citizen's Advisory Committee (CAC) Retreat

**Monday, May 6, 2019
2:00 pm – 7:00 pm**

A G E N D A

- | | | |
|---------|--------------|--|
| 2:00 pm | I. | Welcome and Introductions <ul style="list-style-type: none">▪ Retreat Objectives |
| 2:10 | II. | Agenda Review |
| 2:15 | III. | Co-Creating Group Norms and Operating Principles |
| 2:45 | IV. | Group Activity and Reflections |
| 3:15 | V. | Moving Forward: OECE's Shared Vision |
| 3:35 | VI. | Prop C Overview and Key Updates |
| 3:45 | | <i>Break</i> |
| 4:00 | VII. | What We've Heard: Community Engagement Results |
| 4:20 | VIII. | Discussion of Ad-Hoc Committee Work <ul style="list-style-type: none">▪ Workforce Compensation▪ Access and Expansion |

5:15 *Working Dinner*

5:45 **IX. Aligning the Ad-Hoc Recommendations and
Community Input**

6:50 **X. What's Next**

7:00 pm *Close...*

PARTICIPATION GUIDELINES

- One person speaks at a time.
- Be respectful of one another's opinions.
- Step up, step back.
- Create a space for multiple truths and norms.
- Check your assumptions.
- Lean into discomfort.
- Assume positive intent.
- Avoid using your cell phone during the retreat.

Prop C: Early Care and Education for All

Citizens Advisory Committee Retreat

May 6, 2019



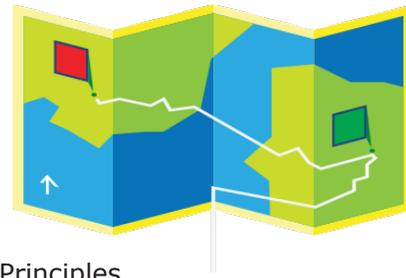
Retreat Objectives

- Cultivate team-oriented and **collaborative relationships** among the CAC and OECE team
- Discuss the shared **vision** of OECE
- Discuss Phase 1 **community engagement** results
- Review the work of the **Ad-Hoc** Committees
- **Align** the Ad-Hoc recommendations and community input



Today's Agenda

- I. Welcome and Introductions
- II. Agenda Review
- III. Co-Creating Group Norms and Operating Principles
- IV. Group Activity and Reflections
- V. Moving Forward: OECE's Shared Vision
- VI. Prop C Overview and Key Updates
- VII. What We've Heard: Community Engagement Results
- VIII. Discussion of Ad-Hoc Committee Work
- IX. Aligning the Ad-Hoc Recommendations and Community Input
- X. What's Next



Co-Creating Group Norms and Operating Principles



Group Activity and Reflections



Moving Forward: OECE's Shared Vision



Prop C Overview and Key Updates



Background

- Proposition C: *Early Care and Education For All* passed by the SF voters June 5, 2018
- **Major opportunity to improve our local early care and education (ECE) system**
 - Possible \$121M in new revenues annually
 - **Clear the waitlist** of low-income children (birth to five)
 - Provide financial assistance for **moderate income** families (infants and toddlers)
 - Increase **compensation** of ECE professionals
 - Provide **high quality ECE services** for children and families



Developing the Five-Year Spending Plan

- OECE is charged with developing a planning process to **create the first Five-Year Spending Plan** for *Early Care and Education for All*.
- 9-month planning process to **engage diverse San Francisco stakeholders**
- The Spending Plan will include:
 - Programs and services to be funded
 - Anticipated funding allocations
 - Metrics for measuring impact



Context for Planning

- Lawsuit pending – claiming 2/3rd approval required over the simple majority that the City believes is correct
- Timing uncertain
- Planning process brings value despite uncertainty



Priorities: Legislation Language

- 1. Clear the waitlist or Support for Low-Income Families:** "Providing support for quality early care and education for children under the age of six in San Francisco families at 85% or less of State Median Income (SMI) and who are listed as eligible, on that basis, to receive support for early care and education—but who, because of a lack of available resources, are not receiving the full amount of support to which they are entitled."
- 2. Workforce Compensation:** "Providing financial support for measures to increase the compensation of early care and education professionals and staff by not less than 10%, with an ultimate goal of achieving parity in compensation with K-12 educators who have commensurate experience, in a manner designed to improve the quality and availability of early care and education."



Priorities: Legislation Language

- 3. Financial Assistance to Middle-Income Families:** "Providing support for quality early care and education to all San Francisco children under the age of four whose families earn up to and including 200% of Area Median Income, in a manner proportionate to family income (such that families with lower incomes receive proportionately more support)."
- 4. Invest in quality supports or Other Services for 0-5:** "Undertaking other measures designed to improve access to quality early care and education services that support the physical, emotional, and cognitive development of San Francisco children under the age of six."

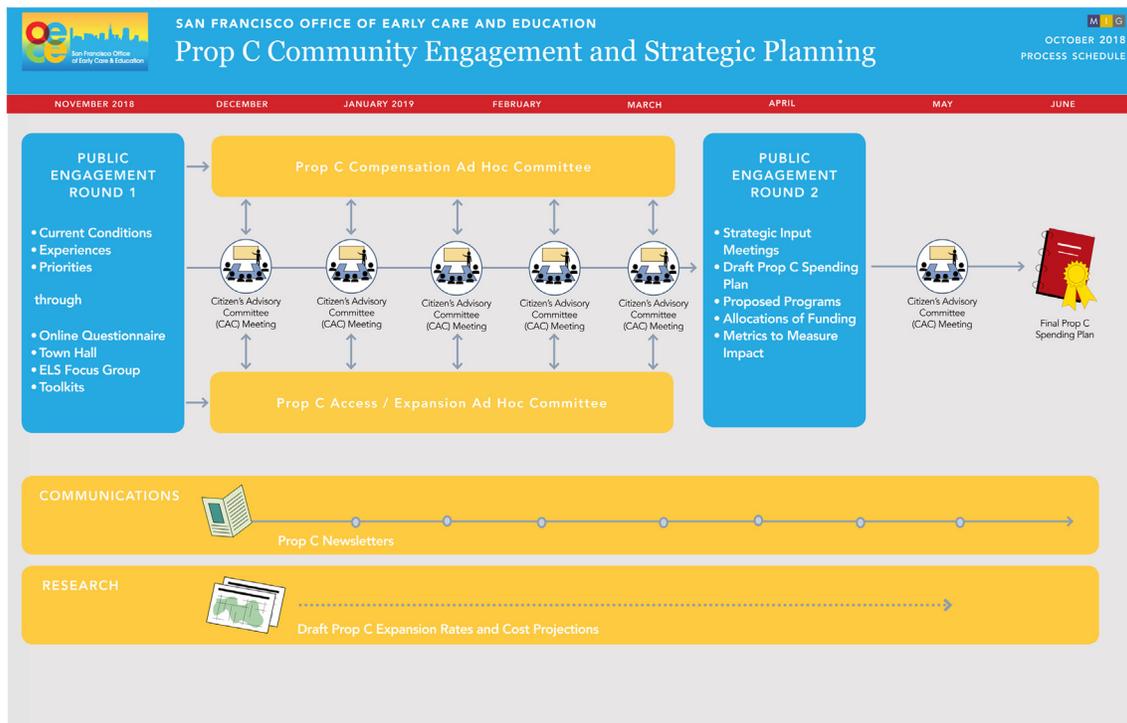


Spending Plan: Legislation Language

- Legislation language:** "Within nine months of the effective date of this Article XVII, and subject to the budgetary and fiscal provisions of the Charter, OECE shall submit to the Board of Supervisors a five-year spending plan for the Initiative, and a proposed resolution to approve the spending plan. It is the Board's intent that this spending plan provide guidance to the Board when the Board adopts future appropriations ordinances. The spending plan shall estimate the anticipated funds available to the Initiative, identify specific programs or services to be offered as components of the Initiative, and specify the level of funding proposed for each such component in light of anticipated funds available to support the Initiative as a whole/"



Planning Timeline



What We've Heard: Community Engagement by Results



Purpose of Prop C Community Engagement (Phase One)

- Collect input from **diverse families and ECE professionals** on key needs and priorities
- Provide accessible and **equitable** engagement opportunities
 - Communities most impacted
 - Groups that do not traditionally participating in planning processes
- Promote **transparent** information and data sharing



Key Audiences

General public

- San Francisco parents, families and caregivers
- Early Learning Scholarship (ELS) / Preschool for All (PFA) families

ECE Stakeholders

- Employees working in early care and education
- Owners of businesses and non-profits offering early care and education
- Administrators and support staff of ECE programs
- OECE Citizen's Advisory Committee
- Child Care Planning and Advisory Council
- Ad-Hoc Access/Expansion Committee
- Ad-Hoc Workforce Compensation Committee
- City College of San Francisco
- Family Child Care Association of San Francisco
- First 5 San Francisco



- Parent Advisory Committee of the San Francisco Board of Education
- San Francisco Child Care Providers Association
- Professionals working in current ELS / PFA programs
- Other stakeholders

Elected Officials

- Mayor's Office
- Board of Supervisors



Community Input Sessions

- Phase One Community Input Sessions from **November 2018 through March 2019**
- **21 sessions** conducted
- **2,900+ attendees** overall
- Approximately **680 "ECE Bucks" participants**



Community Input Sessions

Sessions	Dates	Approximate # of Participants	Participant Description
Model Center Meeting	10/25/18	18	Center directors and educators, ECE systems partners (philanthropists)
City of San Francisco Preschool Fair	11/7/18	800	Mainly SF parents of 3-4 year olds; also some educators and systems partners
Community Town Hall	12/8/18	50+	Parents, ECE educators, etc. including a strong representation from the Chinese ECE community
CPAC Meeting	12/12/18	23	CPAC members
Parent Voices	1/18/19	11	Low-income parents
Family Child Care Association of SF Board	1/18/19	11	Family child care center directors and staff
DCYF Citywide Summer Resource Fair	2/9/19	1,100	Parents and families of children 0-5
DCYF Summer Resource Fairs in 12 Districts	February – March 2019	~600	Parents and families of children 0-5
Family Resource Centers	2/25/19	15	Family Resource Center Directors and Staff
Edvance Leadership and Equity Event	3/2/19	350+	ECE students, community members, practitioners, policy makers, and administrators
TOTAL		2,900+	



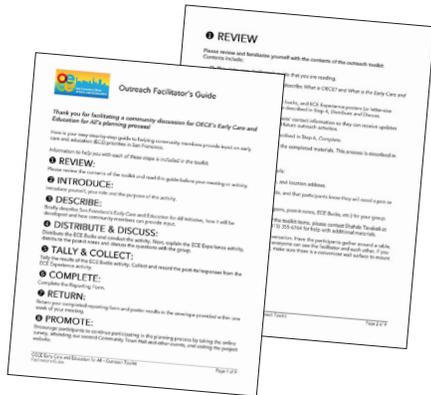
Town Hall #1

- **December 8, 2018** from 10 am -12 pm
San Francisco Public Library
- **50+ attendees**
- Included **parents, caregivers, ECE professionals** and **community members**
- Strong representation from:
 - **Chinese-speaking community**
 - Educators representing **home childcare facilities**



Parent and Provider Toolkit Sessions

- Parent and Provider Toolkit Sessions from **February through March 2019**
- **12 sessions** conducted
- Approximately **200** participants



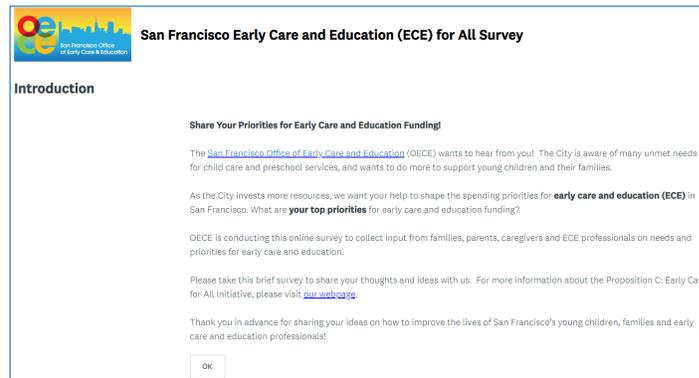
Parent and Provider Toolkit Sessions

Sessions	Dates	Approximate # of Participants	Participant Description
Compass Family Services: Children's Center Parent Group	2/21/19	6	Primarily monolingual, low-income Spanish-speaking immigrant Latina mothers of infants and toddlers
Compass Family Services: Children's Center Staff	3/1/19	10	ECE teachers of low-income students from throughout SF; primarily Latina and Asian/Pacific Islander women educators between their 20s-50s
Good Samaritan Family Resource Center	3/6/19	12	Spanish-speaking Latino parents of preschool program students
True Sunshine Preschool	3/19/19	9	ECE teachers of low-income students in Chinatown and support staff
Felton Institute	3/21/19	7	Spanish-speaking Latino parents of Felton Institute's Family Developmental Center
Mission Neighborhood Centers	3/21/19	5	Spanish-speaking Latino parents of children 0-5
Faces SF (6 sessions)	February – March 2019	150	Child Care Center and Family Child Care Network teachers, staff, parent groups, board members and volunteers
TOTAL		200	



ECE for All Survey

- Online survey on **key needs and priorities**; open November 26, 2018– March 22, 2019
- Translated in **English, Spanish and Chinese**
- Overall responses: **618**
 - English: 438
 - Chinese: 159
 - Spanish: 21

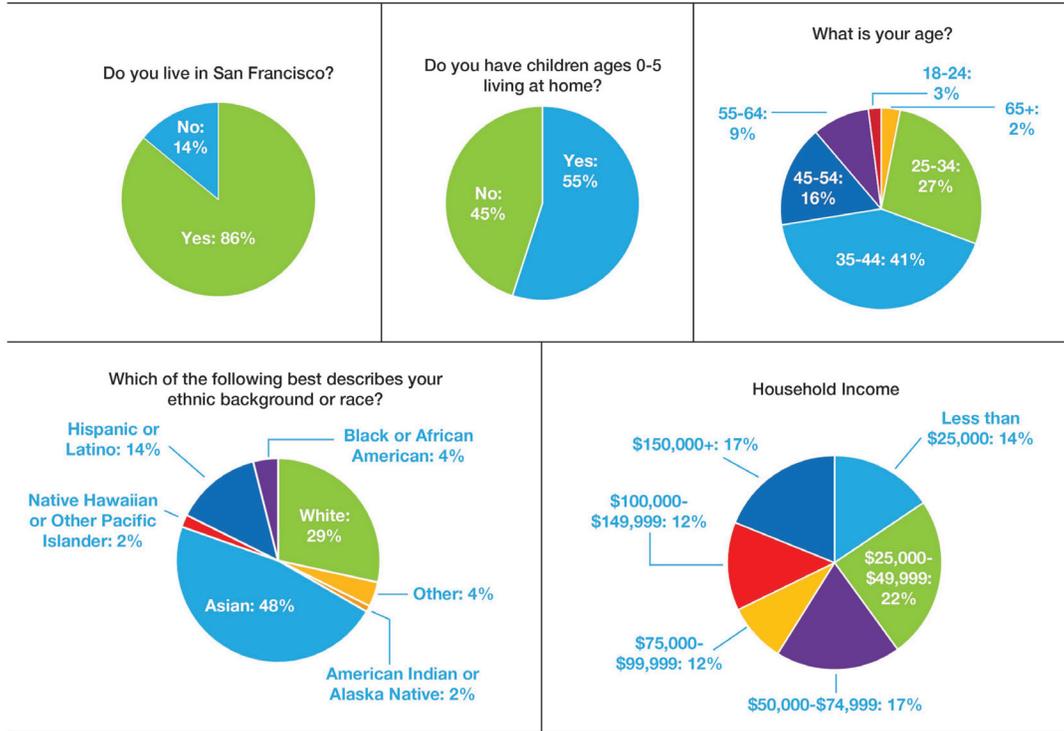


Who responded?



- **Relationship to ECE** in SF; many have multiple roles
 - **58%** are parents/guardians
 - **30%** are early educators
 - **16%** are professionals in ECE systems administration
 - **13%** provide administrative support at an early care and education program
 - **Other roles** include support providers such as Family Resource Center staff; pediatricians; librarians; ECE volunteers; advocates; higher education students and professors; and system partners

Who responded?

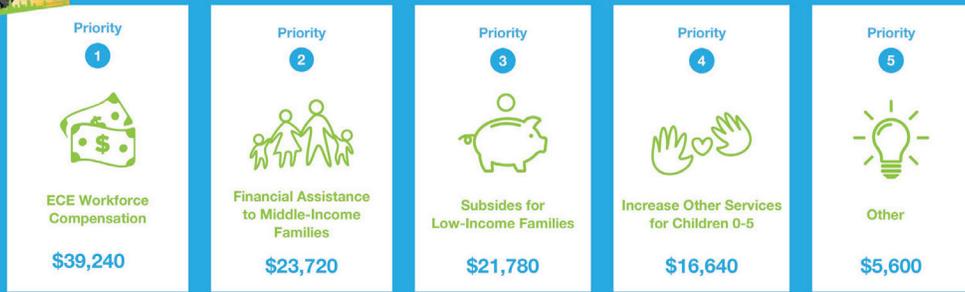


Key Findings





ECE Bucks Dashboard: Community Input Sessions



What Other Priorities Have Been Identified?

- Better benefits, training options and supports for educators
- Quality substitute support; city wide sub-pool
- More services for families in multiple languages, including more services for special needs children
- More equitable rates, funding and support for Family Child Care Homes including: curriculum, benefits (health insurance, retirement), etc.
- Support and funding for equipment and facility improvements
- Support, services and better information about available services for families including homeless families



Spending Priorities Dashboard: Online Surveys

Top Ranked Priority of Survey Respondents



Community Input & Recommendations

Priority: Subsidies for Low-Income Families

- Neediest families a priority to **close the achievement gap** and reduce inequality
- **Increase opportunity** for children from disadvantaged communities to improve their educational and life outcomes
- Provide equitable ECE access and keep low-income families in city
- More ECE options needed: **non-traditional hours**, multiple languages, convenient locations
- Improvements to **enrollment process** including fewer barriers to entry, reducing paperwork, streamlining system, more choices and sites closer to home
- Make it easier for families to get information and **understand their eligibility** for programs



Community Input & Recommendations



Priority: Financial Assistance to Middle-Income Families

- Keep moderate-income families in San Francisco
- Many have **incomes too high to qualify** for assistance, but still cannot afford childcare
- More assistance for middle-income families a **prime motivation** for many Prop C voters
- Need for more ECE options, improvements to enrollment processes, and ability to access eligibility information for programs

Community Input & Recommendations

Priority: ECE Workforce Compensation

- Lack of adequate compensation and benefits **impacts availability and quality** of ECE, **disrupts continuity of care**
- To expand access, need **living wage and benefits** (insurance, retirement) to retain quality teachers and staff
- **More staffing** needed for required paperwork, data entry and collection, assessment, etc.
- More **equitable rates, funding and support** for teachers and staff at Family Child Care Homes including: curriculum, benefits (health insurance, retirement), etc.
- Provide better/equitable access to **education and training**: stipends, online trainings, stipends, small tailored trainings in providers' neighborhoods



Community Input & Recommendations

Priority: Increase Other Services for Children 0-5

- Family Resource Centers: working model for supporting family and child **success in and beyond ECE settings**
- Quality **substitute support**; city wide sub-pool; emergency care network
- More services for families in multiple languages, cultural inclusivity
- More **mental health services** and services for special needs children
- Better trained consultants and **case workers** who can clearly articulate information to parents
- More on- and off-site special interest programs: arts, sciences, sports, creativity, etc.

Community Input & Recommendations

Other Needs Suggested

- Child and family success dependent on **basic needs** assistance: transportation, rent assistance, job training; health and public safety for children
- Increased support and funding for **equipment and facility improvements**, particularly for Family Child Care Homes; more transparency and ability to make own choices
- Support, services and better information about available services for families including **homeless families**



Community Outreach Preferences

- Emails and e-newsletters (including existing channels through **schools, parent groups**, etc.)
- Focus groups and presentations at **existing community meetings**
- Social media: WeChat, Facebook groups
- **Multi-lingual** outreach information
- “Parties” for home childcare providers to exchange ideas
- Assign **community liaisons**
- Direct outreach through phone calls
- **Text message system** to inform families of progress on waitlist and childcare options
- Visual outreach on transit, supermarkets, etc.
- Representation of all types of providers/stakeholders in advisory committees



Next Steps: Phase Two Community Engagement

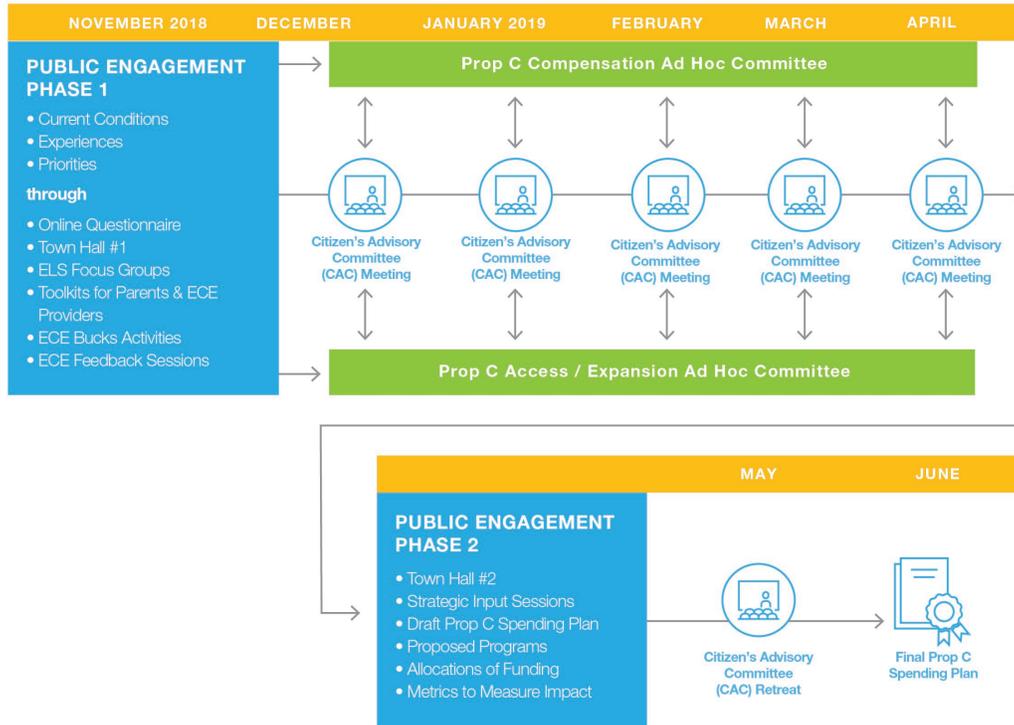


How Input Will Be Used

- Community input will be shared with **Ad-Hoc Committees and the OECE CAC** for review and consideration
- Input will be considered as an important part of **shaping Spending Plan recommendations**
- Draft Spending Plan will be presented for community review during Phase 2
- Town Hall #2 (June 2019)



Timeline



Discussion of Ad-Hoc Committee Work



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.



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



Workforce Compensation: High-Level Recommendations

- Target at least \$60M of Prop C for program funds to:
 - Increase Wages to ~75% of parity goal
 - Increase benefits from 20.24% to 27.68%
 - Increase staffing to support PD, prep, and planning QRIS 5 point ratios (Title V equivalent)



Access / Expansion: High-Level Recommendations

- Based on meeting conversations and slides these are proposed recommendations:
 - Clearing the waitlist - OECE determined cost \$30-40M
 - Middle Income Families Strategy- Two tranches for funding for 85%SMI-110% AMI and 110%-200% AMI
 - Facilities - Determining set aside (\$500,000)
 - Quality Supports - Mental Health Assessment and Special Needs Support



Aligning the Ad-Hoc Recommendations and Community Input



Questions for Discussion

1. How does the City's new plan to coordinate all 0-5 services **inform the direction** we take with the draft Spending Plan?
2. Does the Public feedback **align** with the ad-hoc recommendations? Why or why not?
3. Based on the goals of both the Citywide Plan and the Prop C legislation, **are there specific ideas or key messages that are missing** from our analysis?

Next Steps



Next Steps

- Synthesize and incorporate CAC input
- Develop approach and content for the Town Hall #2
- Conduct Town Hall #2 (June 2019)
- Submit Spending Plan to Board of Supervisors and the Mayor



Authentic conversations: ability to communicate about things that matter to us, our mission, and to find deeper understanding and connection towards seeking solutions

Deep Listening Exercise: What are the Qualities of an Authentic Conversation?

1. Pair up and decide who is "A" and who is "B." B will be speaker and A will be listener.
2. Speaker will share a time when s/he experienced an authentic conversation in which constructive feedback/ advice was given or received.
 - a. What went well?
 - b. What key ingredients were in the conversation?
3. Listener will practice engaged or active listening:
 - a. I'm listening to you with full attention. I will resist urges to add my own thoughts.
 - b. What else? Tell me more. What was difficult? What was most important?

What are the qualities of an authentic conversation?

In your work with OECE, who do you tend to listen to more often? Who do you tend to listen to less?

How do authentic conversations help build relationships and facilitate collaboration?

Deep listening leaves a sense of respect and integrity in both the speaker and the listener. This is a skill that can be practiced and improved.