



London Breed
Mayor

Committee Members

Meredith Dodson
Gina Fromer
Patricia Geisler
Sara Hicks-Kilday
June Lin-Arlow
Mina Kim
Pat Sullivan
Monica Walters
Jerry Yang



Ingrid Mezquita
Executive Director

OECE Citizens Advisory Committee July 22, 2021 4:00 - 6:00 pm Virtual Convening **Meeting Minutes**

Members Present: Meredith Dodson, Gina Fromer, Pamela Geisler, Sara Hicks-Kilday, June Lin-Arlow, Pat Sullivan (T), Monica Walters, Jerry Yang

Members Absent: Mina Kim

I. Welcome and Call to Order

- A. Chair Fromer called the meeting to order, welcomed attendees, reviewed the meeting agenda and zoom webinar norms, and opened the floor for initial public comment.
- B. No initial public comment.

II. Previous Meeting Minutes

- A. Member Hicks-Kilday motioned to approve, seconded by member Walters. All in favor; none opposed. Motion carried. *May 20, 2021 meeting minutes approved.*

III. Land Acknowledgement Discussion (continued from 5/20/21 meeting)

- A. Members reviewed and discussed example Land Acknowledgement statements. They generally liked the example adopted by the San Francisco Human Rights Commission but also wanted to ensure that the CAC does more than just acknowledge San Francisco's indigenous communities, but also actively advocates for and creates policies that support them. Members requested additional language that is both specific to ECE and encourages a call to action. CAC Coordinator Maya Castleman proposed the following:
 - i. *We, the San Francisco Office of Early Care and Education Citizen's Advisory Committee, acknowledge that we are on the unceded ancestral homeland of the Ramaytush Ohlone who are the original inhabitants of the San Francisco Peninsula. As the indigenous stewards of this land and in accordance with their traditions, the Ramaytush Ohlone have never ceded, lost nor forgotten their responsibilities as the caretakers of this place, as well as for all peoples who reside in their traditional territory. As Guests, we recognize that we benefit from living and working on their traditional homeland. We wish to pay our respects by acknowledging the Ancestors, Elders and Relatives of the Ramaytush Community and by affirming their sovereign rights as First Peoples. We commit not only to*

acknowledgement but to using our roles and privilege to promote equitable access to culturally responsive early learning opportunities and resources.

- B. Member Hicks-Kilday and Coordinator Castleman agreed to work together to refine the language as needed and to request approval from the Ramaytush Ohlone Association (ROA). Pending feedback from the ROA, members agreed to vote on statement at next meeting.
- C. Public Comment
 - i. When we discuss Indigenous acknowledgement it is important to remember the intersection between Latino and Indigenous identities.

IV. New CAC Meeting Structure

- A. Chair Fromer presented a new agenda discussion structure for CAC meetings aligned with Commission meetings for opening public comment as well as public comment after each agenda item. The structure also includes standing agenda items for Strategic Planning, Initiative planning, Budget, CPAC Report, and Director's Report.
- B. Members asked around the process for requesting topics / additional items for upcoming agendas. In order to comply with Brown Act stipulations regarding online communication between members, Chair Fromer asked that members send agenda item requests to CAC Coordinator Maya Castleman for discussion at Chair and Vice Chair's planning meeting with the final decision at the discretion of the Chair.
- C. Members continued to raise questions about Brown Act requirements and requested a detailed review and/or training with the City Attorney.

V. Strategic Planning

- A. MIG Inc. Consultant Jamillah Jordan presented the roadmap for the remaining OECE/First 5 joint strategic planning work including multi-stakeholder engagement with key emerging questions (*see attachment 1*).
- B. CAC members discussed the following questions:
 - i. How would you define success for the plan?
 1. Indigenous children and families need to be explicitly included in discussion of priority populations and strategies
 2. DEC must be agile and ready to adapt to changing circumstances over the next five years and the plan should allow for flexibility
 3. Evaluation metrics should matter and be meaningful to the communities we serve
 4. Stakeholders at every level should be able to see themselves in the plan when it is complete (i.e. those working directly with children should understand how they fit in to broader policies and strategies)
 - ii. What would you say are some opportunities for the Department of Early Childhood to increase its impact in the community and to deepen its commitment to equity?

1. Children are waiting to access ECE services and we have to respond to that need so that there is equitable access to quality programming
 2. Greater listening to parents. We need to understand how they are defining their needs and respond accordingly rather than defining for them.
 3. As a funding organization, the best way for OECE to impact community is to continue partnership with those agencies, non-profits, and programs that are directly connected to and serving community
 4. The passage of Prop C and infusion of new funding has created an unprecedented opportunity not only to increase ECE workforce compensation in San Francisco but also to create a system for compensation that could be modeled by other cities, counties, and states.
- iii. How would you like to see parents' voices represented in the strategic planning process?
1. We need to ensure we are asking the right questions in order to get the answers we need. Framing and question development as well as methodology are key.
 2. The Parent Voices organization was key for Prop C and needs to be represented in the planning process, not just invited to a single feedback session.

C. Public Comment

- i. Our work is not only to ensure that Black, Brown, Indigenous, and Pacific islander children are ready for Kindergarten but that Kindergartens are ready to serve them. We need to do much better in collaborating with the School District during the transition from ECE to Elementary School.

VI. Initiative Planning

- A. Director Mezquita presented updates on Workforce Compensation and ELS Expansion planning processes (*see attachment 2*).
 - i. Members appreciated thoughtful Workforce Compensation planning process as well as plans to host research webinars but also encouraged OECE to follow-through on the recommendations made by the Prop C ad-hoc Workforce Compensation planning committee to benchmark compensation efforts to SFUSD salaries and truly aim to achieve parity over time, especially considering new developments in universal TK.
 - ii. For ELS expansion, we need to be very thoughtful about linking access and quality standard considerations and needs from parents to avoid creating unnecessary administrative burden.

VII. Budget Updates

- A. Director Mezquita presented an overview of updates to OECE's FY 21-22 Budget (*see attachment 3*).

VIII. CPAC Report

- A. Member Hicks-Kilday expressed CPAC's appreciation that OECE and the CAC are working to build a more thoughtful process and timeline of information sharing with CPAC. She shared that CPAC is looking to set up a meeting with Controller Ben Rosenfeld in order to create a better tracking system for all 0-5 funding year over year and invited CAC members to participate in that process.

IX. Closing

- A. Chair Fromer thanked members of the CAC, OECE staff, and members of the public for their attendance and participation.
- B. Meeting Adjourned at 6:07pm.

Next scheduled meeting: September 16, 2021.

For questions or assistance, please contact Maya Castleman
Email: maya.castleman@sfgov.org Phone: (415) 355-3669

**Know Your Rights Under the Sunshine Ordinance: Sunshine Ordinance Task Force, 1 Dr. Carlton B. Goodlett Place, Room 244, San Francisco, CA 94102. (415) 554-7724 / fax (415) 554-5163 sotf@sfgov.org

Attachments:

- I. Strategic Planning Presentation**
- II. Initiative Planning Presentation**
- III. Budget Update**

Attachment 1: Strategic Planning Presentation



Co-Designing the Future: A Strategic Plan for the Department of Early Childhood

JULY 22, 2021



WHAT WE HAVE LEARNED TO DATE

We are committed to **centering racial equity** and parent voice – we cannot make the progress we hope for by maintaining the status quo

Now that we have made that **commitment** we are also coming to terms with the realities

- Inertia will always be toward **status quo** and away from change, this will take muscles
- It is a **complex** problem that we cannot, and probably should not, simplify
- We will all be uncomfortable and we will be **creating** discomfort
- We must have **realistic** timelines that allow for an inclusive process
- We will be more effective if learning is our **end goal** rather than perfection.
- We must allow space for **creativity** and perhaps tolerance for multiple paths



GIVENS

- Legislative mandates (Prop 10, Prop C)
- Mayoral directives
- Focus on racial equity
- Eligibility of funding
- Contracting procedures
- Focus on evidence-based practices
- Lessons learned from previous work and planning



KEY PARTICIPANTS

- Parents
- Providers
- Grantees
- OECE and First 5 staff
- First 5 Commission
- OECE Citizen's Advisory Committee
- Many more!



Child Care Keeps Parents Earning
and
Children Learning!



ABOUT MIG

- Change Agents
- Mission-Driven
- Problem Solvers
- Creative
- Strategic
- Innovative
- Inclusive



Why Practice Co-Design?



More Equitable Practice

Co-Design is a practice that empowers groups who are traditionally disenfranchised, turning the savior designer complex on it's head.



More likely to be maintained

When people are part of the design of their own world they are more likely to maintain and improve it.



Better Ideas From More People

Each member of a co-design team brings ideas from their own lived experience which creates new valuable pathways for innovation.



Principles of Co-Design

SHARE POWER

The defining characteristic is to share power in research, decision-making, design, delivery and evaluation.

USE PARTICIPATORY MEANS

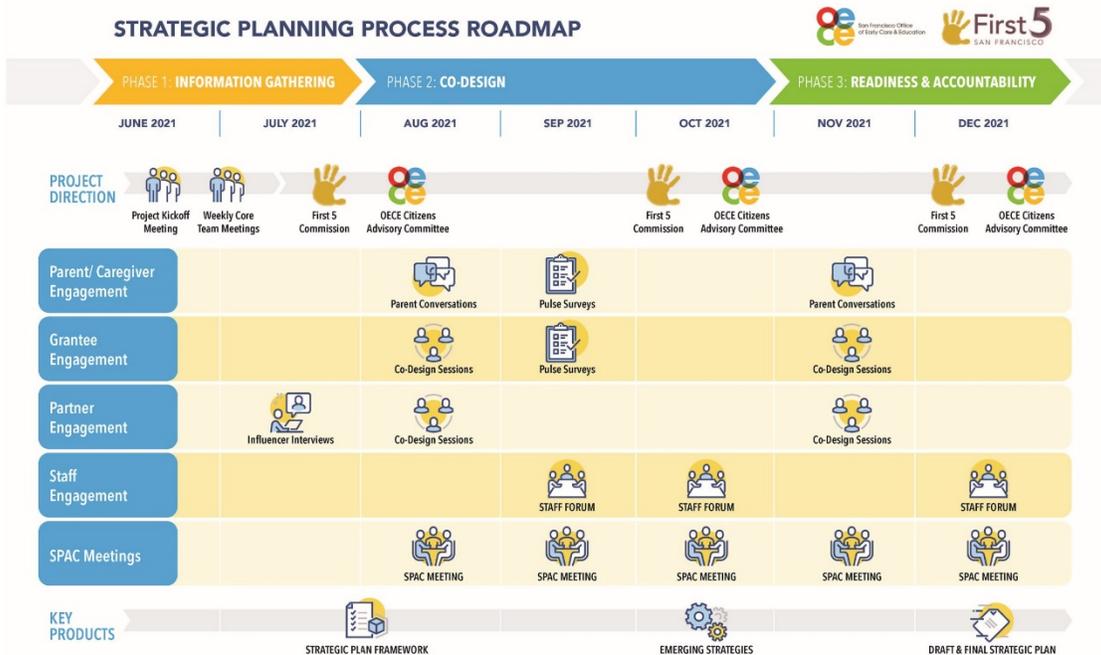
Diverse facilitation methods allow for co-design practitioners to enable journeys of community discovery while opening the door to contextual solutions.

PRIORITIZE RELATIONSHIPS

Strong interpersonal relationships between co-design team members allows the foundation of trust which enables the sharing of power.

BUILD CAPACITY

Co-Design features a person whose role is to empower team members with tools and processes they may be unfamiliar with. This shifts the job of the traditional designers to the role of coach.



WE WILL KNOW OUR PLAN IS EFFECTIVE IF IT:

- Inspires a broader **vision**, but offers achievable steps
- Can function as a **framework** for making hard decisions and adapting to changing needs
- Allows staff and partners to **understand and achieve** their role, purpose, and collective contributions
- Represents tangible shift of **resources, opportunity, and power** and reconstituted structural arrangements to maintain these shifts
- Holds us **accountable** to what we say we are going to do
- Establishes ongoing **mechanism** for authentic parent engagement

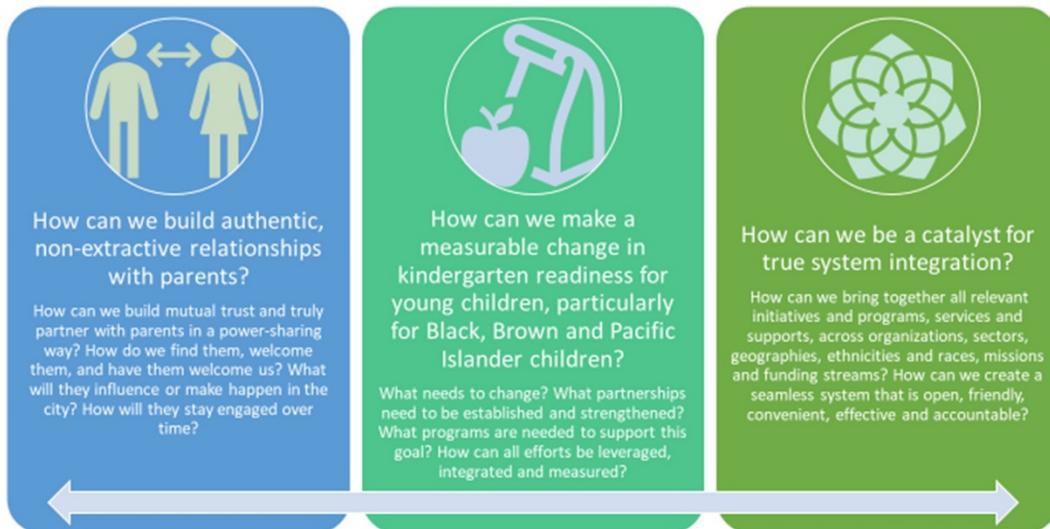


WE WILL KNOW OUR PLAN IS EFFECTIVE IF IT:

- Input is both **broad and deep**, with over-representation by Black, Latino, and Pacific Islander communities, parents, and providers
- **Staff, Commissioners, CAC members and grantees** are prepared and ready for changes represented in the final plan – no surprises
- It is driven not just by a few, but many, and **balance of power** is distributed across parents and grantees
- Participants come into input sessions knowing role, amount of **influence, benefits, and draw-backs** (when possible participants design participation)



EMERGING QUESTIONS



DISCUSSION QUESTIONS

- How would you **define success** for the plan?
- What would you say are some opportunities for the Department of Early Childhood to **increase its impact in the community** and to deepen its commitment to equity?
- How would you like to see **parents' voices** represented in the strategic planning process?

NEXT STEPS

- Ongoing influencer interviews
- Parent conversations
- Best practices research
- SPAC launch



Co-Designing the Future: A Strategic Plan for the Department of Early Childhood

JULY 22, 2021



Initiative Planning Updates

OECE CAC | July 22, 2021



Initiative Planning: Overview

Early Learning: Expansion for mixed delivery system and laying the ground work for Transitional Kindergarten with SFUSD.

Workforce and Compensation: end of CARES 2.0 while providing compensation funding options for grantees for a mixed service delivery.

Family Support: half of the equation that supports better school readiness outcomes for children. Joint planning with First 5 to improve linkages between FRCs and ECE sites.

Child well-being: flat-funding requires us to review criteria for new and existing ECE programs, including **Quality Improvement** for professional development..





Workforce Compensation Planning

Summary of Engagement To Date | 7/22/21



Planning Timeline



Summary of Multi-stakeholder Engagement

Input Activity	Dates	Approximate # of participants	Participant Description
Prop C Ad-Hoc OECE/CPAC Workforce Compensation Committee Meetings	Oct 2018 - April 2019	30+	Center admin, FCC Owners, CPAC members, and other system stakeholders
Round Table Meetings to develop CARES 2.0 Eligibility Criteria	June - July 2019	200+	ELS/PFA FCC owners and Center Admin
CARES 2.0 Feedback Survey	February 2020	692	Educators working in City-funded Classrooms
Round Table Meetings to brainstorm priorities for long-term compensation initiative	February 2021	420	ELS/PFA FCC owners and Center Admin
OECE/CPAC Educator Survey re: employment information, COVID impacts, and experience with CARES 2.0	April 2021	815	Educators working in City-funded Classrooms
Round Table Meetings to present 3 compensation initiative options based on previous brainstorms and feedback	April 2021	389	ELS/PFA FCC owners and Center Admin
Educator Webinars to provide info on national, state, and local compensation policies, and to conduct polls on CARES 2.0 and future compensation initiative options.	June 2021	400	Educators working in City-funded Classrooms
CPAC Presentation to provide overview of compensation planning efforts and input collected	June 2021	35	Full CPAC committee and additional ECE stakeholders
CPAC Workforce Committee Meeting to collect feedback on planning process to date in order to plan for next phase of engagement	July 2021	13	CPAC WF Committee Members
FCCASF Leaders Meeting to discuss questions and concerns regarding hybrid compensation model	July 2021	10	FCCASF Board Members and Neighborhood Leadership
TOTAL		Approx. 3,000	

- Meeting sessions, webinars, and surveys captured close to 3,000 inputs
- OECE used early engagements to develop potential initiative options and more recent engagements to narrow options based on multi-stakeholder feedback.
- Recent sessions yielded a clear preference across the majority of stakeholders for a hybrid approach that continues CARES 2.0 stipend *and* allows agencies to apply for compensation grants which could be used for benefits as well as wages.



July 22, 2021

Next Steps

- Educator focus groups specifically targeting those groups underrepresented in broader engagement efforts done to date such as African American educators and FCC Assistants.
- Engaging NIEER to conduct scan of all current ECE compensation initiatives across the country.
- Continued collaboration with CPAC WF Committee and FCCASF leaders.



July 22, 2021



ELS Expansion



Early Learning System - San Francisco

Outreach, recruitment and funding opportunities thanks to Prop C!



Early Childhood System Budget FY 2021-2022

Update as of July 22, 2021



OECE Budget Priorities

ECE system stability with targeted investments.

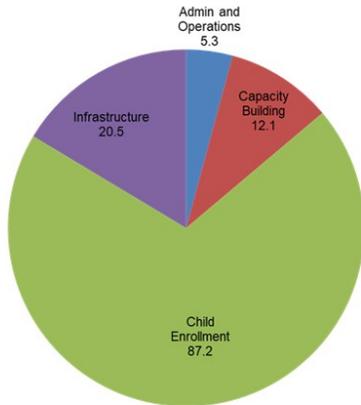
- **General Fund/PEEF projections** eliminates guarantee of CODB's and/or rate increases.
- **ECE community hard-fought Baby Prop C funds are critical** in the face of falling revenues and depletion of one-time funding such as ERAF.

Specifically, OECE current planning addresses:

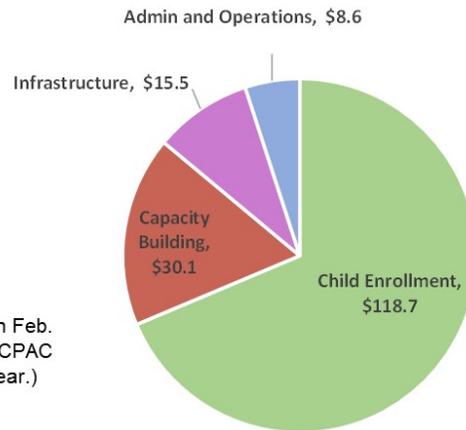
- Child enrollment is maintained with planned growth and **subsidy programs kept whole**; And,
- Ramp up existing investments for **ECE workforce compensation.**

Budget Proposal FY21 vs. FY22 Comparison

OECE FY20/21 Proposed
(125 Million)



OECE FY21/22 Updated Expenditures
(~\$172.8 million total)



Note: This was the proposed amount in Feb. 2020 (as shown in CPAC Presentation this year.)



Budget Categories - details

Child Enrollment: child care subsidies, e.g. CalWorks, Early Learning and Preschool for All, state “gap” funding, Head Start and SFUSD.

Capacity Building: higher education, professional development, CARES 2.0, mental health, inclusion and other child-family wellness supports.

Infrastructure: subsidy administration, child care facilities, provider associations, evaluation/data systems.

Admin/Operations: staffing, benefits, rent/leases, supplies, IT, consultants, legal, HR, and city-dept. fees.



Budget Proposal FY21 vs. FY22 Comparison, cont'd

BUDGET CATEGORY	FY 2021	FY 2022	DIFF	% Change
Child Enrollment	87.2	118.7	31.5	36%
Capacity Building	12.1	30.1	18.0	149%
Infrastructure	20.5	15.5	(5.0)	-25%
Admin and Operations	5.3	8.6	3.3	63%
Total	125.1	172.8		

Notes:

February 2020: proposed amounts as presented to CPAC prior to budget submission

Child Enrollment: \$35m added from Prop C but impacted by CalWorks allocation decrease

Capacity Building: CARES 2.0 \$17.7 + \$7.5m added during Mayor budget phase = \$25 m