



London Breed
Mayor

Committee Members

Sandee Blechman
Fonda Davidson
Meredith Osborn
Yohana Quiroz
Lygia Stebbing
Pat Sullivan
Candace Wong
Jerry Yang
Meenoo Yashar



September Jarrett
Director

OECE Citizens Advisory Committee
Thursday, September 20, 2018
4:00 - 8:00 pm
1650 Mission Street, Suite 312
Meeting Minutes

Members Present: Sandee Blechman; Fonda Davidson; Pat Sullivan; Jerry Yang; Meenoo Yashar; Lygia Stebbing; Meredith Osborn

Members Absent: Yohana Quiroz; Candace Wong;

OECE Staff Members Present: September Jarrett; Denise Corvino; Sandra Naughton; Maya Castleman; Shahde Tavakoli; Anna Powell

MIG, Inc. Staff Members Present: Maria Mayer

Members of the Public Present: Ingrid Mezquita, First 5 San Francisco; Jennifer Curran, Mimi and Peter Haas Fund; Junebug, Parent Voices; Maria Luz Torre, Parent Voices; Sara Hicks-Kilday, SFCCPA

I. Call to Order and Agenda Review

II. Minutes of July 19, 2018

a. Requested Amendments:

- i. Fonda Davidson's name not included on members present even though she was in attendance. OECE will correct.
- ii. A CAC member commented that she has voiced concerns about the lack of clarity around vision for data governance and data systems in San Francisco and she did not see that concern reflected in the minutes. She also commented that it would be helpful to have a substantive conversation about what kinds of data systems are needed and how they do or do not integrate with existing systems prior to moving any further forward with implementation.
 1. OECE thanked the CAC member for her feedback and committed to add her comment to item IV in the 7/19 minutes. Director Jarrett mentioned that OECE would be hosting a meeting with Integrated Service Agency leadership on 9/27/18 specifically to discuss data governance vision and purpose with concerned parties.

Director Jarrett also mentioned that OECE is hosting a learning session to further discuss our data governance learning agenda on 11/2/18 that all CAC members have been invited to and are strongly encouraged to attend.

- b. Minutes approved as amended.

III. **Director's Report** (*see attachment 1*)

- a. Director Jarrett congratulated the Mission Promise Neighborhood agency on their recent award of a highly competitive federal grant to continue collaborative work to strengthen educational supports for families in San Francisco's Mission District.
- b. Director Jarrett highlighted the August 6-7, 2018 community meetings hosted by OECE and led by fiscal consultant and rates expert Jeanna Capito. Responding to a suggestion from CAC members, OECE held these sessions with the goal of building a shared understanding of the current ELS system and how rates were developed so that community members could help to identify areas of needed improvement. Director Jarrett shared the cost model handouts from these sessions that summarize the underlying assumptions for FCC and Center rates respectively (*see attachments 2 and 3*).
 - i. A CAC member pointed out that there are discrepancies in the age ranges for infants and toddlers and their associated rates between different types of State funding which impacts local ELS stacking. There should be consistency in age ranges and infant vs. toddler definitions.
 - ii. A CAC member commented that the underlying assumptions regarding costs of substitute teachers is far below true costs due to the fees that private substitute referral agencies charge.
 - 1. OECE is acutely aware of the challenges around finding and paying substitute teachers and we are actively working to adjust this assumption in the next iteration of rates analysis. OECE recently awarded an Innovations Grant which is being led by Vice-chair Yang in collaboration with fellow CAC member Ms. Stebbing to develop a citywide subpool with more consistent costs to programs as well as more consistent qualifications and training for substitute teachers.
 - iii. A CAC member commented that while she understands the discrepancies between rates for FCC versus Center directors are based on differing hours per week assumptions, the optics are very negative for FCCs and the assumptions may not be grounded in actual average hours worked. She recommended bringing these more closely into alignment with each other.

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IV. Election of Officers

- a. Prior to the meeting convening OECE received nominations to re-elect both Ms. Quiroz and Mr. Yang as chair and vice-chair respectively.
- b. No further nominations. CAC members unanimously supported re-election of Ms. Quiroz and Mr. Yang as chair and vice-chair respectively and thanked them for their dedicated leadership.

V. Racial Equity in Early Care and Education: A Baseline Assessment for San Francisco: Presentation and Discussion *(See attachment 4)*

- a. Anna Powell, OECE's research intern from UC Berkeley's Goldman School of public policy worked with OECE over the summer to explore how racial equity is being operationalized within early care and education and where and how we can improve. Ms. Powell presented key findings from her report.
- b. CAC members and members of the public responded with the following key comments and questions:
 - i. In graphs and analysis looking at enrollment data by race, the "Other" category requires further exploration. This catch-all category may encompass those who are multiracial, those who declined to state their race, and/or those who felt a stigma about identifying in one of the available race categories.
 - ii. Did the data include undocumented families?
 1. Ms. Powell explained that none of the data she drew from specified or specifically excluded undocumented families. In order to adjust for the assumption that undocumented families may be less likely to participate in government data collection efforts, the Census Bureau conducts statistical manipulations that are meant to account for undocumented families even if they did not participate in the survey.
 2. A member of the public commented that within an equity conversation it is important for us to be aware of our assumptions about undocumented children. The large majority (around 90%) of Latinx children under the age of five are American-born citizens.
 - iii. Perhaps African-American families are more likely to uptake license-exempt care because they feel it is more culturally relevant. It would be valuable to explore the "why" of license exempt care uptake further.
 - iv. Perhaps an increase in early identification and intervention underlies the long waiting times for children with special needs. Our system may need to catch up to the increasing numbers of children who are being identified to have special needs at a very young age.

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- v. While the continuity of care numbers are not as high as we all might like them to be, they are significantly higher than in almost every other major city. We still have space to grow but looking back on decades of experience in the ECE sector, we should all be proud of how far San Francisco has come.

VI. **Proposition C Implementation Planning: Second Discussion** (See attachment 5. Please note: Minutes for Prop C discussion were prepared in collaboration with MIG, Inc.)

- a. To open the discussion, Director Jarrett asked the CAC members to consider their vision for the impact of Prop C in its first three years. What headline would they most like to see on the front page of the San Francisco Chronicle (or digital equivalent)? CAC members wrote their responses on index cards and shared them with the group. The visions presented described unprecedented improvements in ECE access, quality, educational outcomes and workforce retention and satisfaction.
- b. Director Jarrett, assisted by Principal Administrative Analyst Sandra Naughton, gave a presentation summarizing the history and current context of Prop C, and outlining the preliminary scope and timeline for the strategic implementation planning process and associated community engagement. At the end of the presentation, the following four questions were posed as a frame for strategic input from CAC members:
 - i. What else should we consider as we further develop the planning process?
 - ii. As a CAC member, how would you like to be updated and involved in the planning process?
 - iii. How can we best engage diverse parent perspectives?
 - iv. How can we best engage diverse ECE professionals?
- c. Suggestions and concerns expressed by CAC members regarding the community engagement process are summarized below:
 - i. **Strategic Considerations**
 1. Outreach and engagement must be done strategically and intentionally, with consideration of appropriate timing. Before going out to stakeholders and the public, it's crucial to know what questions need to be asked. It would be best to develop some options for spending Prop C funds, with some sense of costs if possible, rather than going out to educators and parents/families with a blank slate.
 2. It's necessary to assess what data OECE has, what is missing, how it will be analyzed and where it fits in.
 3. It's also important not to repeat outreach that has been done in the past, or duplicate other current efforts.

4. Parent Voices, among other community organizations, participated in extensive outreach efforts in support of Prop C. It is likely that many parents know about Prop C, although their understanding may be shallow.
5. Complete the feedback loop with stakeholders and community members. Many who attended Town Halls or other meetings in the past gave substantial feedback, but never explicitly heard back regarding the results of doing so.
6. It is crucial to address issues outside what we think we know already, including those that are difficult to consider. At previous town halls and community meetings, questions regarding these issues have frequently been put in the “parking lot” and were never addressed.

ii. Outreach to Families

1. Consider which families don’t “show up” in the ECE system. What children aren’t coming to City childcare centers? Learn more about these families’ preferences for childcare, which will inform choices about what kinds of childcare facilities need to be expanded or augmented.
2. Consider out of the box ideas such as a family survey for every child born in a San Francisco Hospital
3. Surveying need not be limited to the current Prop C outreach. If the City could solicit community feedback regarding ECE on a regular basis, it would enable them to be proactive rather than reactive.
4. Develop a simple FAQ that explains what Prop C is and what it can do for families in the city, and lists a phone line for providing input.

iii. Outreach to ECE Workforce

1. A deeper dive must be taken into learning about ECE educators’ needs. It’s not just a matter of higher wages, but also transportation, benefits, their own needs for childcare, etc. Find out if that information is already being collected and where it resides.
2. Prop C was passed to provide more money for childcare in San Francisco. In order to take better care of families, it’s necessary to address compensating and developing the workforce. More information is needed to determine how to divide spending between access and workforce support. Not every problem facing the ECE workforce can be solved, but we can raise their wages—that expectation was part of why Prop C passed.

3. There are also issues that simply raising wages will not solve. Even raised wages won't necessarily allow educators to stay in the City or even the Bay Area. Also, there are some areas of the city where it's difficult to draw enough teachers to staff the centers.
 - a. It was suggested that a benefit system for ECE workers is needed. What kind of organizational process would be necessary to reach the 5,000-person minimum for group premiums?
4. Workforce Committee meetings have historically been conducted during the daytime. Consider creative options for making it easier for daytime workers to participate by holding standing meetings in the evening at convenient public locations such as libraries, and providing childcare. Also take advantage of professional development, teacher trainings, etc. to talk to educators.

iv. CAC Planning Process

1. It was suggested that the CAC may need to meet more frequently during the Prop C planning period to allow more time for focused discussion.
 - a. OECE and CAC members committed to an additional October CAC meeting in which OECE would present a draft of the "plan-to-plan" and next steps based on feedback from this meeting.

v. Additional Concerns

1. A CAC member asked whether OECE is intent on eliminating Preschool for All (PFA) funding for TK age eligible students starting in 2019, as stated in a letter from OECE received by parents.
 - a. OECE responded: Since the beginning of PFA, the city has supported families' requests for an additional year of early learning for a TK-eligible or K-eligible child. OECE's Deputy Director committed to following up with staff to correct any erroneous or misleading communications.
- d. In response to CAC questions, discussion, and feedback, OECE clarified their considerations and approach to the outreach and engagement process as follows:
 - i. The legislation specifies a process of soliciting community input, involving both targeted engagement with ECE stakeholders and broad engagement with voters. OECE's first charge is to present a "plan to plan" by the end of October. The legislation carries a high expectation of public engagement that OECE intends to honor.
 - ii. OECE's general approach is to begin with determining who OECE wishes to impact; conduct engagement to better

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- understand who they are, their needs and priorities; and then return with some suggested options for further feedback and refinement. The overall guiding questions are: what is already known, and what needs to be learned from the various constituencies to help effectively reach the goals of Prop C?
- iii. Prop C did not pass by a large margin, and was very contentious in some neighborhoods. OECE sees outreach as an opportunity to build citywide awareness and support for our goals in early care and education, especially among those who are not deeply involved in our day-to-day ECE systems work. The Town Halls were suggested as a method for reaching this broader audience but OECE is open to the CAC's feedback and is committed to ensuring that the frustrations of past processes are not repeated.
 - iv. Community engagement is only one aspect of the planning process. Concurrently, there will also be CPAC working groups, reference to academic research, data analysis, and collaboration with evaluators to gauge how the new ELS system is working, among other efforts.

VII. Public Comment

- a. Parent Voices supplied a summary of their informal "position paper" regarding Prop C.
 - i. The group's focus is on equity in childcare and in Prop C implementation.
 1. Many providers are women of color who are strongly impacted by low wages.
 2. Many families on the waiting list are also low income families of color.
 3. The intent of Prop C should be to clear the waiting list of low income families before serving higher income families.
 - ii. New young families need childcare navigators. Their leaders are quite knowledgeable and willing to contribute.
 - iii. They'd like to know if there's a role for Parent Voices to play in educating other families.
- b. This was a difficult conversation; it was useful to hear a variety of approaches and ideas for what else can be on the menu for the ongoing conversation. One major theme regarding the outreach process arising from CPAC meetings is wanting to ensure that we talk to groups who are not usually reached. This requires a flexible approach. It may entail formulating specific questions for particular groups, or holding offline meetings with those who can't attend regular meetings and bringing their feedback back to the central planning group.

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VIII. Closing

- a. Jerry concluded the meeting by thanking everyone for their participation. The following next steps were identified:
 - i. OECE:
 1. Will send out a Doodle poll with potential dates for the October CAC meeting.
 2. Will provide a draft “plan-to-plan” document, including proposed next steps in the outreach process, prior to the October CAC meeting.
 - ii. CAC:
 1. Will complete the doodle poll for October meeting
 2. Will further consider strategic planning for the Prop C community engagement process.

Next scheduled meeting: TBD in October 2018 as described above.

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:

1. Director’s Report
2. FCC Revenue and Expense Model Summary
3. Centers Revenue and Expense Model Summary

1. Prop C Implementation Planning Presentation
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4. Racial Equity in Early Care and Education Presentation

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Attachment 1: Director's Report

To: OECE Citizen's Advisory Committee Members
From: September Jarrett, Director
Date: September 20, 2018
Re: Director's Report

It is an exciting time in early childhood locally, and in California.

I. Office of Early Care and Education Updates

- The ***Citizen's Advisory Committee*** (CAC) initial three year term of founding members came to an end in April. Applications were forwarded to the Board of Supervisors in May. At the July 25 Rules Committee Meeting, Yohana Quiroz was appointed to Seat 7 (a provider of early care and education at a community-based child care center in San Francisco, but this member cannot be a San Francisco Unified School District provider). Sandee Blechman was appointed to Seat 9 (a representative of the Childcare Planning and Advisory Council recommended to the Board of Supervisors by the Childcare Planning and Advisory Council. OECE thanks Kathie Herrera Autumn for her dedication and commitment to lifting up the voices of teachers in her role as a founding member of the CAC.
- ***Chacy Ou joining OECE October 1.*** OECE is thrilled to have Chacy Ou join OECE as a Data and Evaluation Analyst. She will lead implementation of Early Learning SF, our new waitlist project, building on her years of experiences as a lead analyst with SF3C at Children's Council. With Anne Morrison's relocation to Portland in a few short weeks, we can't imagine anyone more qualified or well-suited to fill her shoes and shepherd Early Learning SF to successful implementation. We are excited to thank Anne for all her contributions, and welcome Chacy in the coming weeks.
- ***Staffing Vacancies.*** Due to promotions (2); growth (2); and resignation (2) we are struggling to fill 6 analyst positions and working diligently with Human Resources to improve outcomes for recruitment and retention for OECE staff.
- ***Community Meetings on ECE Funding and Reimbursement Rates August 6 & 7:*** In the interest of continuous quality improvement, and as a foundation for Prop C planning, OECE held community meetings and discussions on our ECE funding programs and reimbursement rates, and the comprehensive fiscal analysis on which they are based. Jeanna Capito, Consultant, facilitated sessions with over 30 stakeholders, building a shared understanding of the current ELS system, and identifying areas of improvement. Handouts on the Revenue and Expense Models for Center and Family Child Care Rates are included in your meeting packets.

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II. Policy and Program Updates

- **Early Learning SF.** Early Learning SF will provide important new shared infrastructure for our City's early learning system. It's been almost 20 years since the inception of SF's Centralized Eligibility List (CEL) which was created with state funding which then transitioned into San Francisco Child Care Connection (SF3C). Following several years of assessment, and nearly 20 months of collaborative planning, OECE is in the final push to go live with the new system on October 29 (revised from October 1). OECE is convening weekly implementation calls on Mondays from 10:30 – 11:30 am to support training, capacity building and messaging to support a successful phase one launch of Early Learning SF at the end of October. Phase one will entail moving all current applications for financial assistance from the old to new system; training Title V and ELS funded programs on the process for receiving and acting on referrals, and using the new systems for any new requests for financial assistance. OECE is funding SF3C to support a successful transition through December. Once the system is effectively established and working well, we will explore broader communications and outreach in 2019.
- **Quality Counts California: QRIS Ballot Results.** The CA Consortium conducted a statewide ballot which closed August 23, 2018. The ballot included two Rating Matrix options, option A–Continuum model, and option B–Benchmarks model. First 5 San Francisco collected input, and based on input and recommendation, SF voted for the Continuum Model. The voting period was held from August 16 through August 23, 2018, and Rating Matrix option A-Continuum model was selected as the new Quality Counts California Rating Matrix. It is similar to the one currently in place. First Five SF, in their leadership role on QRIS, will be developing a plan on the roll out of the new matrix, currently discussed for 2020.
- [Recommendations to the San Francisco Office of Early Care and Education for Establishing Data Governance \(August 2018\)](#) This report by national ECE data experts at ECDataWorks outlines the steps OECE and its partners need to take to improve the impact of OECE's funding efforts. The report outlines recommendations to OECE related to technology, data governance, and development of a learning agenda. OECE will be holding a second convening of stakeholders (as a follow-up to the June 22nd Meeting) to discuss data governance and our collective learning agenda on Friday, Oct 19. At this meeting, ECDataWorks will guide participants through activities related to establishing a data governance structure and processes in SF.

As an important next step, OECE issued a [Request for Qualifications \(RFQ\) for Child Enrollment and Payment Data Systems Management](#) to improved infrastructure in this critical area. The RFQ closes November 8, and will give OECE and our partner agencies an opportunity to explore the market for current data systems to support vital child enrollment and payment data.

- **Second Annual Preschool Fair At City Hall November 7 from 6 – 8 pm.** OECE is excited to collaborate with diverse partners to host our Second Annual Preschool Fair. This year's event will be at centrally located City Hall and feature a diversity of family child care homes and child care centers offering a quality preschool education. ELS/PFA Programs serving three and four year olds can register at

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sfpreschoolprogram18.eventbrite.com and parents and families can register at sfpreschoolfair18.eventbrite.com respectively.

III. Implementation of San Francisco Citywide Plan for Early Care and Education

- OECE has created a new **Data Reports Tab** on our website: <http://sfoece.org/oece-data-reports/>
 - **Enrollment Dashboard for June 2018.** Please find our latest dashboard here: <http://sfoece.org/wp-content/uploads/2018/07/JuneEnrollmentDashboard.pdf>
 - **SF3C Child Care Waitlist Report for July 2018.** <http://sfoece.org/wp-content/uploads/2018/08/SAN-FRANCISCO-CHILD-CARE-CONNECTION-July-2018-Monthly-Data-Report.pdf>

Some key data for July and August is not yet entered, and we hope to have an updated enrollment dashboard soon.

- **Professional Development System Advisory Group.** The Professional Development Systems Advisory Committee (PDSAC), as named in the SF Citywide Plan, has finalized recommendations and actions for implementation. The final report is available here: http://sfoece.org/wp-content/uploads/2018/09/PDSAC-RECOMMENDATIONS-2018-2019_Final_September-2018-compressed.pdf
- **Quality Enhancement: OECE Grantee Profile:** Performing Arts Workshop (PAW) provides professional support and rich experiences in visual and performing arts to children, their families, and teachers at city funded ece programs. PAW's visual and performing arts programming offers children a wide range of competencies that support their learning through creativity, self-expression and playful exploration, as recommended by Preschool Learning Foundations of the California Department of Education. Read on to learn more about their impressive work this last fiscal year! Between July 2017 and June 2018 (Q1-Q4), Performing Arts Workshop:
 - Convened artist residencies at 59 sites and 110 classrooms (108% over their stated goal for the year).
 - Served a total of 2043 children with these artist residencies (105% percent over their stated goal for the year).
 - Conducted 142 *demonstrations of learning* for parents at end of artist residencies, where children performed their final choreographies to a public audience.

We are in the midst of an amazing window of opportunity to build an even better ece system for San Francisco thanks to the people of San Francisco. Working together, SF has the opportunity to double our impact with the passage of Prop C, and to design a high impact program and spending plan. As our valued advisors, we appreciate your commitment, candor and advice through the busy year ahead.

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Attachment 2: FCC Revenue and Expense Model Summary

Comprehensive Fiscal Analysis *Family Child Care* Revenue and Expense Model Summary of Costs Assumptions and Considerations

NOTE: The FCC ELS Rates were created by using a weighted average of the rates generated by the revenue and expense model for small and large FCCs (with the enrollments noted in the box above).

Personnel Staffing, Compensation and Benefits Summary

- Represents 79% of overall costs

Number of Children Served in CFA Family Child Care Model:

Large Home

- 2 Infants (0-24 mos.)
- 3 Toddlers (24 - 36 mos.)
- 7 Preschoolers (3 - 5 years old)
- 12 **Total Children**

Small Home

- 2 Infants (0-24 mos.)
- 2 Toddlers (24 - 36 mos.)
- 2 Preschoolers (3 - 5 years old)
- 6 **Total Children**

LARGE FCC Staff (3.5 FTEs + 543 hours for Substitutes)

- Owner/Teacher
 - 1 FTE with no education stated at **\$21.04** per hour * 3120 hours (or \$65,633 annually)
- Teachers/Assistant Teachers
 - 1 FTE with Teacher Permit at **\$17.53** per hour
- Assistant Teacher (for infant and toddler requirements)
 - 1 FTE with no education stated at **\$14.00** per hour

Substitutes (staff calculation is 3 positions for large home)

- Subs for Professional Development: 21 hours of coverage per provider/assistants (63 hours total)
(21 hours/position x 3 x \$14.00 minimum wage in FY 2017-18)
- Subs for provider/assistant personal leave: 10 days (240 hours total)
(10 days, 8 hours/day x 3 x \$14.00 minimum wage in FY 2017-18)
- Subs for provider/assistant sick leave: 10 days (240 hours total)
(10 days, 8 hours/day x 3 x \$14.00 minimum wage in FY 2017-18)

SMALL FCC Staff (2.5 FTEs + 362 hours for Substitutes)

- Owner/Teacher
 - 1 FTE with no education stated at **\$21.04** per hour * 3120 hours (or \$65,633 annually)
- Assistant Teacher (for infant and toddler requirements)
 - 1 FTE with no education stated at **\$14.00** per hour

Substitutes (staff calculation is 2 positions for small home)

- Subs for Professional Development: 21 hours of coverage per provider/assistant (42 hours total)
(21 hours/position x 2 x \$14.00 minimum wage in FY 2017-18)
- Subs for provider/assistant personal leave: 10 days (160 hours total)
(10 days, 8 hours/day x 2 x \$14.00 minimum wage in FY 2017-18)
- Subs for provider/assistant sick leave: 10 days (160 hours total)

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(10 days, 8 hours/day x 2 x \$14.00 minimum wage in FY 2017-18)

Benefits

- Payroll taxes (FICA/Medicare/Workers Compensation/State Disability)
- Discretionary Benefits Disability. Calculated based on the SF Health Ordinance.

Non-Personnel

- Represents **21% of overall costs**

Education Program for Children and Staff

- Child: food/food related, classroom/child supplies, laundry, child assessment materials, , health supplies (diapers, gloves, dental), ongoing costs of additional quality-related materials
- Education supplies for provider/staff: training/professional development/conferences, staff travel

Occupancy

Shared business expenses, calculated using time-space percentage as reported by providers to IRS:

Rent/lease or mortgage, depreciation of home, property taxes, home owners/renters insurance, repairs and maintenance, utilities (heat, lights, water, sanitation, security, yard service, etc.), supplies (household supplies, paper products, cleaning supplies) and other occupancy-related costs

Program Management & Administration

100% Business expense reporting from the Schedule C tax documents for providers:

Advertising, vehicle expenses, depreciation (equipment), insurance (liability, accident), interest (paid on business debt), legal & professional fees (accountant, payroll service, tax prep, credit card processing), office supplies (pens, postage, printing, paper, computer software), repairs and maintenance (directly for child care including cleaning and exterminating fees), telephone/internet (only if exclusively for business use), license and permits, professional association memberships and subscriptions

Attachment 3: Centers Revenue and Expense Model Summary

Comprehensive Fiscal Analysis

Center-based

Revenue and Expense Model

Summary of Costs

Assumptions and Considerations (2016 model)

Personnel

Staffing, Compensation and Benefits Summary (16.9 FTE + 2280.6 hours for Substitutes)

- Represents 68% of overall costs

Administrative Staff (4.3 FTE)

- ECE Program Director (1 FTE = \$68,350)
- ECE Staff Supervisor* (1.1 FTE @\$54,694 per FTE)
- Finance Manager (1 FTE = \$55,923)
- Administrative Assistant (1.2 FTE @ \$29,081 per FTE)

**This annual amount is equivalent to the ELS NOFA suggested minimum hourly wage for supervisor position*

Classroom Staff (12.6 FTE + 2280.6 hours for Substitutes)

- Lead Teachers (1 per classroom)
 - 3 FTE with Teacher permit at **\$17.53** per hour x 2080 hours
 - 1 FTE with Associate Teacher permit at **\$15.78** per hour x 2080 hours
- Teachers/Assistant Teachers* (1 per classroom)
 - 4 FTE with no education stated at **\$15.32** per hour
- Teacher Aide (1 per infant room)
 - 1 FTE with no education stated at **\$13.79** per hour
- Teacher Aide (1 per preschool room)
 - 2 FTE with no education stated at **\$13.79** per hour
- Floater Assistants (% coverage per day)
 - 1.6 FTE with no education stated at **\$15.32** per hour

Substitutes

- Subs for PD: 21 hours of substitute coverage per classroom staff (264.6 hours)
(21 x 12.6 x \$13.00 minimum wage in 2016-17)
- Subs for classroom staff personal leave: 10 days (1008 hours)
(10 x 12.6 x \$13.00 minimum wage in 2016-17)
- Subs for classroom staff sick leave: 10 days (1008 hours)
(10 x 12.6 x \$13.00 minimum wage in 2016-17)

Benefits

- Payroll taxes (FICA/Medicare/Workers Compensation/State Disability)

Number of Children Served in CFA Common Size Center Model:

9	Infants (0-24 mos.)
12	Toddlers (24 - 36 mos.)
48	Preschoolers (3 - 5 years old)
69	Total Children

- Discretionary Benefits Disability. Calculated based on the SF Health Ordinance

Non-Personnel

- Represents **32% of overall costs**

Education Program for Children and Staff

- Child: food/food related, classroom/child supplies, laundry, tuition assistance, parent activities, field trips, family transportation, child assessment materials, ongoing costs of additional quality-related materials
- Staff: professional consultants, training/professional development/conferences, staff travel

Occupancy

Rent/lease or mortgage, real estate taxes, maintenance, janitorial, repairs and other occupancy-related costs

Program Management & Administration

Office supplies, telephone, internet, insurance, legal and professional fees, permits, fundraising, memberships, administration fees

Contribution to operating reserve fund

Racial Equity

in Early Care and Education

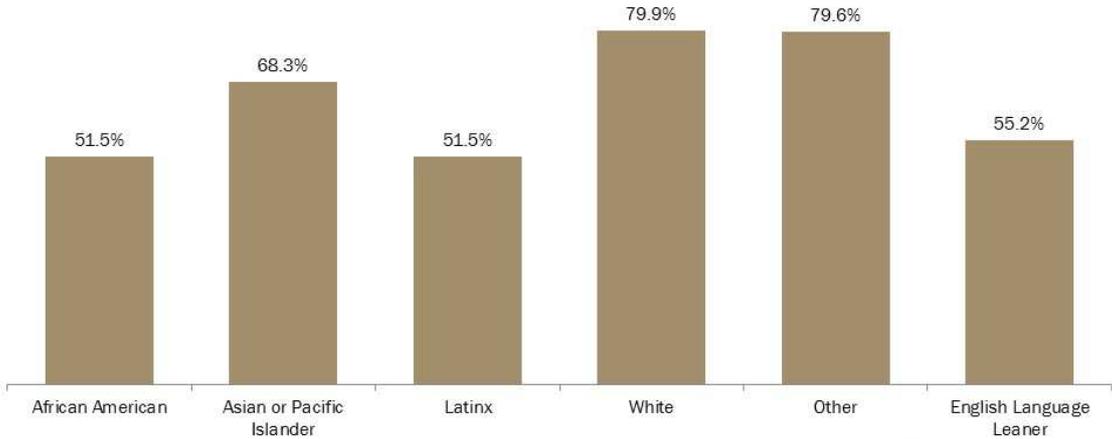


A Baseline Assessment
for San Francisco

Anna Powell, MPP '19
August 2018

Racial Equity: A Baseline Assessment for San Francisco

Disparities in kindergarten readiness persist in San Francisco.



Source: San Francisco Unified School District 2017-2018 Kindergarten Readiness Inventory
N = 4,255 kindergarten students.

Racial Equity: A Baseline Assessment for San Francisco

ROADMAP

Project Overview

Organizational Equity

Operational Equity

Looking Forward



Racial Equity: A Baseline Assessment for San Francisco

Project Overview

Context

Objectives

1. Analyze OECE as an organization.
2. Analyze the landscape of programs and services.
3. Develop equity metrics.
4. Propose recommendations.

Research

Racial Equity: A Baseline Assessment for San Francisco

Framework

The Government Alliance on Race and Equity (GARE) has created a Racial Equity Tool for analyzing programs and policies.

1. Describing the proposed policy,
2. Drawing insights from data,
3. Evaluating community engagement,
4. Cultivating strategies, and
5. Implementing solutions.



Racial Equity: A Baseline Assessment for San Francisco

ROADMAP

Project Overview

Organizational Equity

Operational Equity

Looking Forward



Racial Equity: A Baseline Assessment for San Francisco

ROADMAP

Project Overview

Organizational Equity

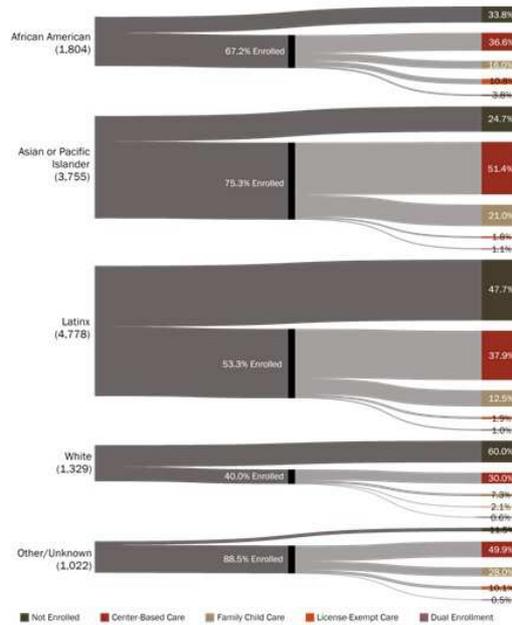
Operational Equity

Looking Forward



Racial Equity: A Baseline Assessment for San Francisco

Who receives city-funded care?



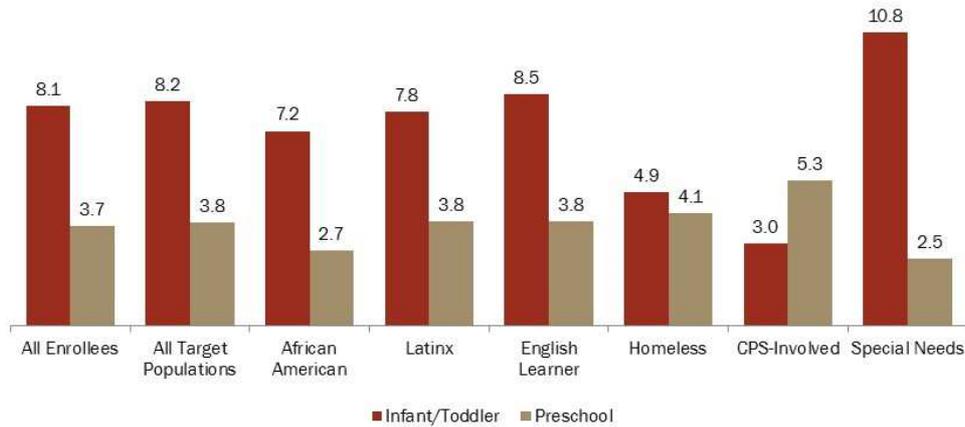
Sources: 2016 American Community Survey 5-Year Sample; COCOA and CC3, September 2017-June 2018.

PFA and ELS-Moderate are excluded

N = 12,821 children, age 0 to 5.

Racial Equity: A Baseline Assessment for San Francisco

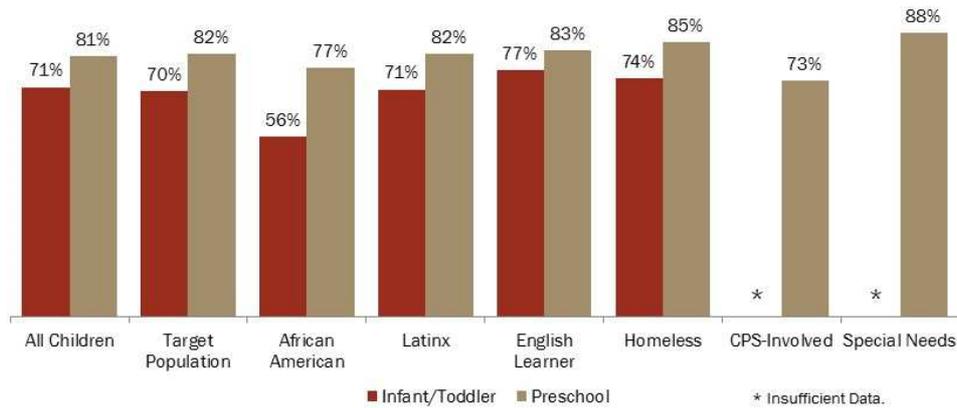
Median Wait Times in Months



Data includes a sample of children enrolled in May 2018 who were active on the wait list as of July 2017 or later. Sample relies on a probabilistic match between wait list and enrollment data.
 Sources: San Francisco Childcare Connection and COCOA/CC3, July 2017-May 2018
 N = 1,916 children, age 0 to 5.

Racial Equity: A Baseline Assessment for San Francisco

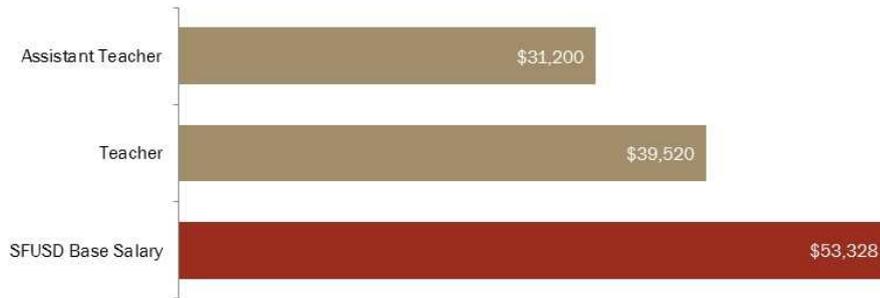
Continuity of Care, 2017-2018



Sources: COCOA and CC3, September 2017-June 2018
 Quantifies children enrolled by the end of September 2017 who remained enrolled through June 2018, age 0-5. Children who "aged out" of preschool are excluded, as are PFA enrollees.
 N = 3,996 children, age 0 to 5.

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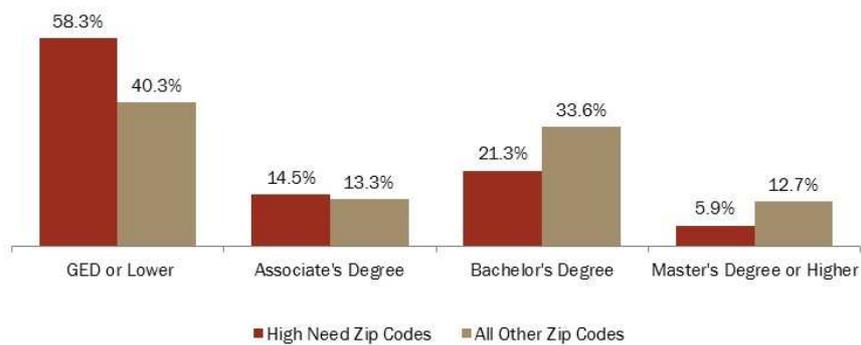
Workforce and Compensation



Source: Extract of the California ECE Workforce Registry, July 2018
Salaries for Assistant Teachers and Teachers reflect the median value in the self-reported data. N = 1,433 teachers

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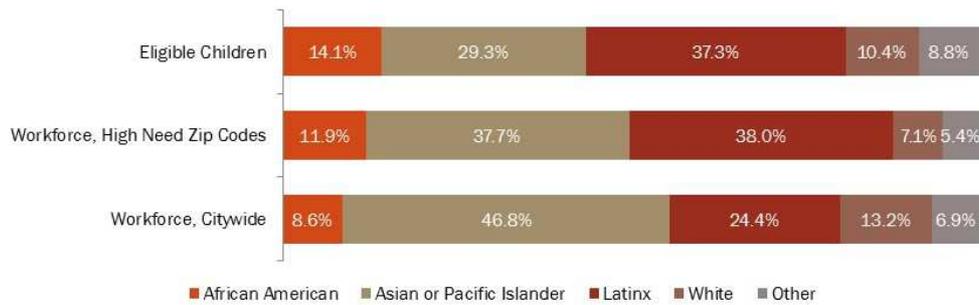
Workforce and Education



Source: Extract of the California ECE Workforce Registry, July 2018
High Need Zip Codes are those with the greatest amount of unmet need for licensed care: 94124, 94110, 94112, 94134, and 94122.
Percentages reflect the proportion of teachers in the high need or other zip code area with a given degree.

Racial Equity: A Baseline Assessment for San Francisco

Workforce and Representation



Source: Extract of the California ECE Workforce Registry, July 2018
High Need Zip Codes are those with the greatest amount of unmet need for licensed care:
94124, 94110, 94112, 94134, and 94122.
Percentages reflect the proportion of teachers in the high need or other zip code area with a given degree.

Racial Equity: A Baseline Assessment for San Francisco

Select Recommendations

1. Organizational focus
2. Spotlight on Hispanic infants/toddlers
3. Reimbursement rates
4. Cultural relevance
5. Family engagement

Racial Equity: A Baseline Assessment for San Francisco

ROADMAP

Project Overview

Organizational Equity

Operational Equity

Looking Forward



Racial Equity: A Baseline Assessment for San Francisco



Racial Equity: A Baseline Assessment for San Francisco

Prop C: Early Care and Education for All Planning Process Discussion

Citizen's Advisory Committee
September 20, 2018



Meeting Objectives

- Share your vision for Prop C impact
- Communicate the latest Prop C updates
- Present draft thinking on planning process and gather input
- Discuss next steps
- *(Time permitting: review framing presentation for Phase I community input)*



Visioning

What headline would you most like to see regarding the impact of Prop C in three years?



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 system
 - Possible \$120M in new revenues annually
 - Clear the waitlist of low-income children (birth to five)
 - Financial assistance for moderate income families (infants and toddlers)
 - Increase compensation of professionals
 - Services and quality for children and families
- Opportunity to:
 - enhance financial assistance for different segments of children birth to Kindergarten
 - improve compensation and working conditions for ECE professionals



San Francisco Office of Early Care & Education

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Context

- Ordinance:
 - Within 30 days, OECE present a ***plan to plan*** for the first 5-year spending plan and metrics
 - Due end of October
 - Must engage diverse stakeholders: employees working in ECE, owners of businesses working in ECE, parents, nonprofit organizations, philanthropists, academic and other experts, CPAC, First 5
 - Within 9 months , OECE to present ***spending plan***
 - Due end of June 2019
 - Anticipated funding
 - Programs and services to be offered
 - Level of funding for each element
 - Financial reserves, strategies to manage volatility, one-time spending
 - Metrics for measuring impact



Context

- City is defending will of the voters against a lawsuit
- Timing uncertain
- City consensus to continue implementation
 - Implement the tax
 - Engage in planning process to develop the first 5-year spending plan, metrics and accountability



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Consulting Assistance

- Community engagement & strategy: 
 - *Including Jeanna Capito for revenue & expense models*
- Evaluation: Applied Survey Research 
- Advising on workforce strategy: Center for Study of the Child Care Workforce 
- Fiscal modeling: SF Controller's Office
- Develop and explore options for middle income families: SF Controller's Office
 1. Build Out Current ELS Model Up Income Ladder
 2. Explore a Progressive Fee Structure
 3. Adopt a Tuition Credit Model Like Preschool for All
 4. Explore Other Promising Options (in ECE and other sectors)



Committees & Collaboration

- OECE internal team and Prop C Labs
- OECE Citizen's Advisory Committee
- Child Care Planning & Advisory Council
- Ad-Hoc Workforce Committee
 - *See working charter*
- Ad-Hoc Quality and Expansion Committee
 - *See working charter*
- First 5 Monthly Partnership Meeting
- Interagency Issue Briefing and Input Session
- Philanthropy Briefing and Input Session



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CAC Role

- Central hub for sharing findings of community input, emerging strategies and spending priorities, guiding development of draft plan, and endorsing final
- OECE will provide regular updates and pose questions for CAC members via email and one on one conversations between meetings
- CAC meetings will be used to share work in progress, emerging findings and strategies, and as a key touchpoint to provide feedback



Proposed Timeline

- 1) Phase 1 - Project Initiation (Sept-October):** Develop *plan to plan*
- 2) Phase 2 - Assessment of Priorities (Sept-Dec):** Share current context, gather broad input on priorities
- 3) Phase 3 – Options Development (Oct-April):** Ad-hoc committees develop spending plan recommendations in 2-stage cycle with CAC input
- 4) Phase 4 – Options Testing**
 - **April:** Draft spending plan
 - **May:** Obtain input on draft plan, refine and revise
- 5) Phase 5 – Final Recommendations (Early June):** Present final plan for adoption by Board of Supervisors
- 6) Phase 6 – Final Adoption (End of June):** Mayor and Board of Supervisors review, refine, and adopt plan



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OECE Outreach Ideas for Phase 2: ECE Professionals

- Town Hall Meetings by District
- Toolkit or attend Center Staff Meetings, FCC Network Meetings
- Focus group after First 5 trainings geared to teaching staff (by language) and/or FCCQN trainings/meetings
- Online engagement via survey and/or spending allocation game targeted to:
 - OECE-funded programs
 - Registry participants who work in SF
 - Associations
 - SFSU and CCSF
 - Professional Learning Committee members



OECE Outreach Ideas for Phase 2: Parents & Families

- Town Hall meetings by district
- Toolkit or Attend Parent Meetings in Centers, Community
- Online engagement via survey and/or spending allocation game targeted to:
 - ELS/PFA families
 - Golden Gate Mothers Group
 - SFUSD's PAC
 - PPS
 - SF Kids website
 - Administered by OECE staff at the preschool fair
 - OECE website
 - Ask DCYF and F5 to send links out



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Strategic Input

- What else should we consider as we further develop the planning process?
- As a CAC member, how would you like to be updated and involved in the planning process?
- How can we best engage diverse parent perspectives?
- How can we best engage diverse ECE professionals?



Next Steps

- Internal regroup based on input
- Submit plan to plan to Board of Supervisors by end of October
- Prop C as a standing item at CAC meetings



