



## San Francisco Department of Early Childhood Strategic Plan Advisory Committee

### Meeting #3 Notes

December 9th, 2021 | 6 p.m. to 8 p.m. (via Zoom)

[Video Recording Linked Here](#)

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#### Summary of Meeting

The third meeting of the SF Dept. of Early Childhood Strategic Plan Advisory Committee was held on December 9<sup>th</sup>, 2021, via Zoom. Lou Hexter the consulting team MIG acted as moderator for the meeting. The following is a summary of the items discussed.

#### Meeting Attendees

SPAC Member	Attendance for SPAC Meeting #3 – Dec. 9 <sup>th</sup> , 2021
Sara Briseño	Present
Krystle Danridge	Present
Rosaura Diaz	Present
Aline E Armstrong	Absent
Gina Fromer	Present
Maria Luz Torre	Present
Lily Marquez	Present
Myrna Melgar	Absent
Lynn Merz	Present
Brittany Moore	Absent
Latoya Pitcher	Present
Brenda Quintero	Present
Yingying Si	Absent
Patricia M Sullivan	Present
Cathy Tsao	Present
Amy Whittle	Present

## I. Welcome and Introduction

Lou Hexter, from the consulting group MIG, welcomed SPAC members and public attendees in the audience. He started with a brief overview of Zoom platform tools for participants to engage. This included an announcement for the live interpretation from English to Chinese (Mandarin) which was available during the meeting through the Zoom Chinese audio channel. Lou proceeded to give an overview of the agenda and meeting participation agreements.

## II. Strategic Plan Roadmap

Lou gave an overview of Strategic Planning process roadmap along with an overview of the upcoming timeline, including parent conversations, and an overview of the stakeholders who will be engaged in the process.

## III. Reflections on Parent meeting #2

Lou shared key themes and reflections from Parent Conversation #1. A reoccurring theme shared in the reflection included the inclusion of mental health in wellness. Maya Castleman, from the OECE, also shared running themes heard throughout the conversations. These themes included conversation around the lack of resources available for families who do not fall into the low-income metrics and the importance of knowledge sharing what kindergarten readiness is with parents. Derik, from First 5 San Francisco, also uplifted parent voices and highlighted the shared feeling of isolation that families feel even in English-speaking spaces. The reflections were just some of the themes that were shared during Parent Conversations with Cohort A.

## IV. Results from Conversations

SPAC members were then given the opportunity to reflect on the reflections from the parent conversations from Cohort A and respond to the questions below. Included are the themes key takeaways for each discussion question. Visual notes were captured on a digital whiteboard using the Mural application.

### a. *What stood out to you about the report from Cohort A?*

- Resources are only available for families in extreme poverty and not necessarily low-income families
- Parents feel as though they are choosing from the “bargain bin” of services
- Black communities do not have culturally specific hubs because they speak English
- There is a vital distinction between mental health and wellness services
- Racial identity is key to wellness

### b. *What does it mean to have culturally specific services?*

- Early education family resources to navigate cultural awareness and special need resources
- In efforts to be inclusive, it feels as though cultural norms are suppressed
- Culturally specific mental health services
- Culturally specific services in different locations throughout San Francisco

c. *What does it mean to have culturally specific providers?*

- Responsiveness to early educators' cultural needs and trainings provided in multiple languages
- More diverse educators (including more male representation)
- Having the option to choose subsidized programs that are culturally specific
- Can culturally specific childcare be too insular? What is the balance of equitability, inclusion and not segregating communities?

## v. Kindergarten Readiness

Theresa Zighera, Executive director of First 5 San Francisco, then defined kindergarten readiness. The same presentation that informed SPAC members was also presented during parent conversations. Reflecting on conversation with parents, Theresa acknowledged the importance of sharing this knowledge with parents moving forward and recognized the evolving definition of school readiness.

School readiness consists of three main spheres: the child health and development, family and community support, and the readiness of schools. Factors within these spheres can be highly predictive of school readiness. Following the overview, SPAC members then discussed several questions. Included below are key takeaways from the conversation.

*What does kindergarten readiness mean to you?*

- Social and emotional assessments should be part of the process of being kindergarten ready
- Systems that support children not deemed kindergarten readiness
- Transparency surrounding kindergarten readiness assessments, and disciplinary practices
- Culturally appropriate language practices
- Teachers should also have access to mental health services and mental health days
- Parents should be provided with best practices resources on how to navigate the school system and build relationships with parents
- How can we support children who are cared for by grandparents or other caregivers?

## VI. Public Comments

Lou allotted time for public comments and closing remarks. There were no attendees present.

## VII. Next Steps

Lou closed the meeting with a summary of the meeting and outcomes of what was discussed in the meeting. SPAC participants are encouraged to continue to share ideas via comment tool:

[https://docs.google.com/forms/d/e/1FAIpQLScrVvBLK47592h0g5VaRHbXWYCAuLTKVJlpki21cStTr\\_L2xg/viewform](https://docs.google.com/forms/d/e/1FAIpQLScrVvBLK47592h0g5VaRHbXWYCAuLTKVJlpki21cStTr_L2xg/viewform)

All meeting materials will be shared with SPAC members, along with the invitations for the upcoming meetings.

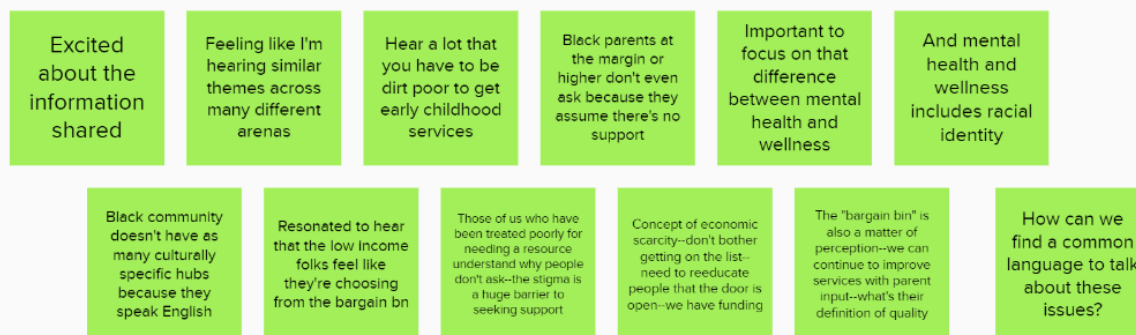
## Guiding Questions



## Key Engagement Questions

### Results from Parent Conversations

#### What stood out for you about the report from Cohort A?



## What does it look like to have culturally-specific services/providers?

Can see the rationale for having culturally specific services, consider how that becomes complex when we talk about child care

Deliver all training in 4 languages--providers need the support in their home language

Children with subsidies are placed in a program without a lot of choice

How do we balance the desire to be responsive to the early educators' cultural needs and creating culturally specific environments

Conflicting feelings--as a Black parent, I am always advocating for Black children feeling like they belong in educational settings

Also think about Black boys with majority female "nurturers"--sometimes boys can relate better to a male teacher

In Black creole culture, you may get mom to wiggle, but you're not going to get that from daddy

Cultural norms are suppressed in an effort to be inclusive

Wanted them to go to FACES, went to a preschool in Chinatown--didn't feel they lost anything by being there--they did a great job of being culturally responsive

I would have loved to have my kids placed in a setting where they could have enhanced their culture and background, but location is key--so in the Sunset where we live, they are in the minority

Would love to see a family resource to help when children need cultural resources

## WHAT IS SCHOOL READINESS?

### Child health and development

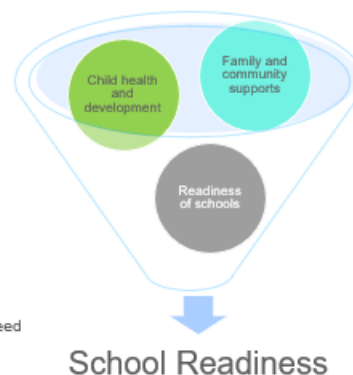
- Physical well-being and motor development
- Social and emotional development, curiosity and eagerness for learning
- Language, cognition, and general knowledge

### Family and community supports for children's readiness

- Access to high-quality early childhood education programs
- Support for parents to help their child learn
- Children have access to the nutrition, physical activity, and health care they need

### Readiness of schools

- Smooth transition between home and school
- Continuity between early childhood education and K-12
- Schools committed to the success of every child



National Education Goals Panel. (1995). 1995 National Education Goals Report. Washington, DC: Author.

## WHY DOES SCHOOL READINESS MATTER?

### Comprehensive set of readiness skills predicts

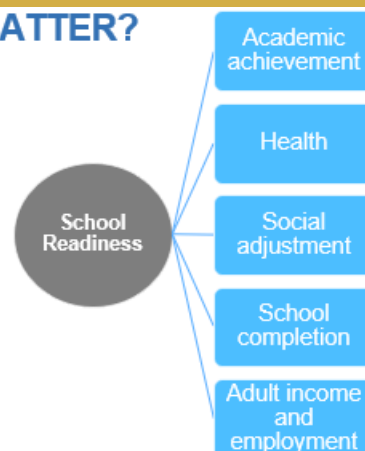
- 1st grade achievement in math and reading and
- Teacher and parent assessments of work ethic, social adjustment, and health

### School entry numeracy, literacy, and attention skills predict

- Reading and math achievement in 3rd grade, 5th grade, and early adolescence

### Poor school readiness is linked to:

- Grade retention
- Chronic disease rates and disability
- Engagement in risky behaviors
- Lower socioeconomic status



Alexander, Entwistle, & Kabani, 2001; Hair, Hallie, Terry-Homan, Lavelle, & Collins, 2006; Jones, Greenberg, & Crowley,

# WHAT FACTORS PREDICT READINESS?



N=3717. Note: All variables in the chart are statistically significant ( $p < .05$ ). The overall regression model was significant ( $p < .001$ ), explaining 33% of the variance in kindergarten readiness ( $R^2 = .33$ ).

## Kindergarten Readiness

### What does kindergarten readiness mean to you?

Struck by a parent in the conversation saying that taking care of her own well being was critical because her children pick up on her well being	Seems missing--feeling welcome in the environment is critical	Representation matters but if the teachers in the classroom recognize those differences, they can be effective	Need to think more about the materials we are using in the classroom--materials need to be representative	Really agree with Pat's comments about being welcome	ECE teachers need access to wellness and mental health support (don't have great access to substitutes)	We have to take care of the people who take care of our babies
Teachers also need to feel safe and connected to be their best for children	Identify and support children with trauma	Get outside of the narrow vision and narrative about Black families and the trauma they are experiencing	Part of the narrative is that Black families don't care--need to pull it apart and understand the experience of families	Teachers need to act with empathy and show they care about children's learning and experiences	Black children are penalized and punished at rates much higher than other children	Parents felt isolated and unconnected--need to feel a sense of belonging and safety
Support educators in supporting those vulnerable moments for children	What parent doesn't want the best for their child--not every neighborhood has equitable schools and teachers	All children need to see Black teachers in the classroom, especially Black children				

## What roles should schools, families, and the community have in kindergarten readiness?

Find the sweet spot between the schools, parents and community responsibility

Parents need more information shared with them in an appropriate, accessible way

Important to get to know the school you plan to send your children to-- expand the number of families of color taking advantage of these tours

More information in preschool for parents about the importance of learning about the schools

The schools that are in good areas are saturated and have long wait lists

Not enough transparency about how the school selection process works

When parents build relationships with the teacher, their child will have a better outcome

Provide more support to parents as to how to develop those relationships with teachers and how important they are; make the experiences mandatory

Still have a lot of children in non-licensed care and we need to support their providers and parents

Also need to meet the demand for licensed care, but until we get there, need to support license exempt

Teach ECE teachers how to curb the microaggressions against Black children

How do we know who those kids are who need extra support

Would have been nice to have a support group with other parents (during the summer) before K starts

Professional development for ECE teachers to be culturally responsive

The systems that have been set up in SF are doing exactly what they've been designed to do

Funders and institutions skip over the importance of parents' well being to kindergarten readiness

Need best practices on how to guide parents on the selection process and their choices

Continue thinking about how to manage media consumption