



San Francisco Department of Early Childhood Strategic Plan Advisory Committee

Meeting #4 Notes

February 10, 2022 | 6 p.m. to 8 p.m. (via Zoom)

[Video Recording Linked Here](#)

Summary of Meeting

The fourth meeting of the SF Dept. of Early Childhood Strategic Plan Advisory Committee was held on February 10, 2022, via Zoom. Myrna Ortiz of 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 #4 – Feb. 10th, 2022 |
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| Sara Briseño | Present |
| Krystle Danridge | Absent |
| Rosaura Diaz | Present |
| Aline E Armstrong | Present |
| Gina Fromer | Present |
| Maria Luz Torre | Present |
| Lily Marquez | Present |
| Myrna Melgar | Present |
| Lynn Merz | Absent |
| Latoya Pitcher | Present |
| Brenda Quintero | Present |
| Yingying Si | Present |
| Patricia M Sullivan | Present |
| Cathy Tsao | Absent |
| Amy Whittle | Present |

I. Welcome and Introduction

Myrna Ortiz welcomed SPAC members and public attendees in the audience. She 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. Myrna proceeded to give an overview of the agenda and meeting participation agreements.

II. Reflections on SPAC #4

Myrna provided a summary of the previous SPAC meeting discussions, including the major themes and SPAC member reactions to the input gathered from Parents in Cohort A. Committee members approved the meeting notes summary. The written summary of meeting notes was shared ahead of time for members to review.

III. Co-Design Overview

Carolyn Verheyen, of MIG, gave a brief overview of the co-design process. First 5 and OECE have been engaging in to develop this Strategic Plan for DEC. Carolyn highlighted the framework of desirability, feasibility, and viability within the co-design process. She emphasized the importance of centering parent perspective in the context of the Department of Early Childhood's Strategic Plan.

IV. Understanding Parent Perspectives

Kate Welty, from MIG, shared an overview of the parent data content analysis and findings pulled from the Parent Conversations with Cohort A and Cohort B. Kate briefed the group on MIG's methodology and overarching themes from both cohorts. Similarities within the two cohorts included the need for more information about resources, the desire to be respected and engaged as partners, the desire for more time connecting with peers and more support preparing for kindergarten. One distinct difference in the two cohorts, was the language barriers faced by monolingual Spanish-speaking families.

Below key takeaways for each discussion question. Visual notes were captured on a digital whiteboard using the Mural application.

1. *Did anything you heard surprise you?*

- It was troubling to hear that parents do not know the difference between early education and daycare
- It was surprising to hear that we are not reaching parents effectively with our programs

2. *Was there anything you would like to amplify because you strongly agree?*

- Parents want to be their own leader and specialist as they navigate the system

V. Co-Designing with SPAC

Following the presentation, committee members had time to discuss the findings from parents and share their insights. SPAC Members asked key questions about the process of MIG engagement with parents and also discussed internal capacity in this section in addition to touching on the questions below. Below are key highlights and questions that came from the conversation.

1. *From your experience, what pressing issues / needs would you add that you didn't hear come up from the parents' perspective?*
 - *Concern for overall internal capacity to sustain the necessary support*
 - *The needs for ECE providers and child care providers to work together more*
2. *What do the differences that we identified between these two cohorts imply for the strategies we choose for the plan?*
 - *Shared understanding that supporting monolingual Spanish speaking parents versus English speaking parents will demand different strategic approaches*
 - *Desire to engage parents effectively*
3. *If you think one or more of these solutions are already in place, what more would you want to know from parents to understand their perspective?*
 - *Desire to know the resources and workshops that the parents are connected to*
 - *Desire to know what kind of outreach is reaching parents*

VI. The Path Forward

The discussion came to an end with closing remarks including next steps. Myrna shared the big picture of how SPAC members will continue to play a role in the plan development and the following months ahead. (Next steps listed below has been updated to reflect current process)

- March: Continue conversation on parent themes
- April: Focus on Strategies & Framework
- May: Review of the Draft Strategic Plan

VII. Public Comment

MIG allotted time for public comments. There were no public attendees. All meeting materials will be shared with SPAC members, along with the invitations for the upcoming meetings. SPAC Meeting #5 will be held on March 31st, 2022 at 6 PM.

Appendix

Below are the notes captured on the Mural Digital Whiteboard.

CO-DESIGNING

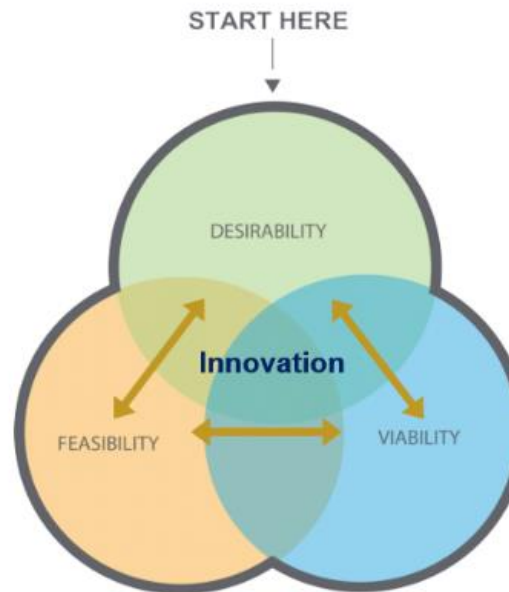
"Co-design is the collaborative process where problems are solved through the use of participatory design methods and power sharing."

Innovation happens at the alignment of what is desirable, feasible, and viable

Desirable—What families and providers want and need to achieve their aspirations.

Feasible—DEC can meet the need within a reasonable level of effort, difficulty, and expense.

Viable—The solution has a good return on investment and DEC can sustain it for a length of time to create the desired impact.



Did anything you head surprise you? Was there anything you'd like to amplify because you strongly agree?

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| KR - getting kids ready socially, emotionally too | Surprised no one mentioned the stressor of school selection with SFUSD and issues of kids who didn't have any pre-k or childcare having a hard time transitioning to school. | Really surprising to hear that we are not reaching the general public with our programs. We need to create some kind of beacon or lighthouse so that we can be seen - maybe a city wide media campaign to help all SF residents know where to start. | Social and emotional development was highlighted too | Most (other than parents with babies) children participated in PreK and understood the differences themselves if they had older children on how preK influences kindergarten readiness. | Developmental learning | They wanted resources to come from people who had lived their experiences. |
| troubling to hear that the parents don't know the difference between daycare and early childhood education. We should all be doing early childhood education. | Strategies that families mentioned | Parent warm-lines and workshops | Have we created the bandwidth to support parents each step of the way | Holding their hand through the journey | How are we communicating the information that there are folks ready to support them | What do we have the power to do? To support and add value to their circumstances. |
| How are we framing racism (structural racism too) | disfunctions within our systems | the feeling of wanting to be connecting but also being rejected | racism was experienced differently for each of the groups | child safety in relationship to the family's living conditions | It's was hard for me to know that my child has speech issues and then navigating through that lengthy process and system which resulted in him having an IEP | |



Co-Designing with SPAC

Group Discussion

From your experience, what pressing issues/needs would you add that you didn't hear come up from the parents' perspectives? What do the differences that we identified between these two cohorts imply for the strategies we choose for the plan?

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| Language barriers are an expression of structural racism | cultures acting differently - Mex/Latino culture, sometimes did not feel comfortable complaining about an issue/problem | trust is a big issue - approach to truly get information from families | Where most parents already accessing childcare? At least about 70% had some ECE setting | Parents with most trouble were those with babies under 1yr of age | the cost / access was a challenge for parents that do not meet income requirements | many roads lead to Children's Council, but how they got here was often an issue | most families were already connect but issue was how they got there |
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If you think one or more of these solutions are already in place, what more would you want to know from parents to understand their perspective?

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| Maybe the WHAT is in place, but the HOW, WHEN, and WHERE might be missing | Parents want to have a role in the transition to Kindergarten | ECE program transition to SFUSD, making sure every child is accounted for in the transitioning | Parents are telling us what they want from their perspective | How can we translate the WHAT with the HOW? | How do we create a system to take out the burden off and create a system to support the parents? | I would love to know what diversity there was in those cohorts with regards to income, education, age, SF location demographic, ethnicity, language, race, etc. | parents wanted something like the TALK line that Safe and Sound runs and the child care search supports that Children's Council offers. |
| we need more advertising of what is out there: in our clinic we'd love to have those kinds of materials (posters, brochures, etc). | there is long waitlists - mental health services | creating systems to sustain the work - we are at capacity | assistance of a navigator | curious who was hosting the focus group and if there were hosts or a co-host that shared the ethnic demographic of the focus group. | We need more partnerships to have the same information - referrals, loads of information, but not going anywhere | | |
| helping families advocate for themselves | Spanish speaking kids translating for their parents - this is frustrating | | | | | | |