



San Francisco Office of Early Care and Education Proposition C: Early Care and Education for All Initiative

Phase One Community Engagement Summary

MIG, Inc.
800 Hearst Avenue
Berkeley, CA 94710



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Key to Abbreviations

CAC - OECE Citizens' Advisory Committee

CPAC - San Francisco Child Care Planning and Advisory Council

DCYF – San Francisco Department of Children, Youth and Their Families

ECE - Early Care and Education

FCC - Family Child Care

FCCASF - Family Child Care Association of San Francisco

FRCs – Family Resource Centers

LEP - Limited English Proficient

OECE - San Francisco Office of Early Care and Education

PFA – Preschool for All

Prop C - Proposition C: The Early Care and Education for All Initiative

QRIS - Quality Rating and Improvement System

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I. Introduction

Proposition C: Early Care and Education for All Initiative

On June 5, 2018, the voters of San Francisco passed Proposition C (Prop C) to create funding for the Early Care and Education for All Initiative (ECE for All Initiative). Prop C could provide an estimated \$121 million annually in new funding to support and improve access to quality early care and education (ECE) for children ages 0-5 in San Francisco. The San Francisco Office of Early Care and Education (OECE) is conducting a nine-month public engagement process to create a Five-Year Spending Plan (Spending Plan or Plan) for this new funding.

The Prop C legislation dedicates 85% of the proceeds generated for four early care and education priorities:

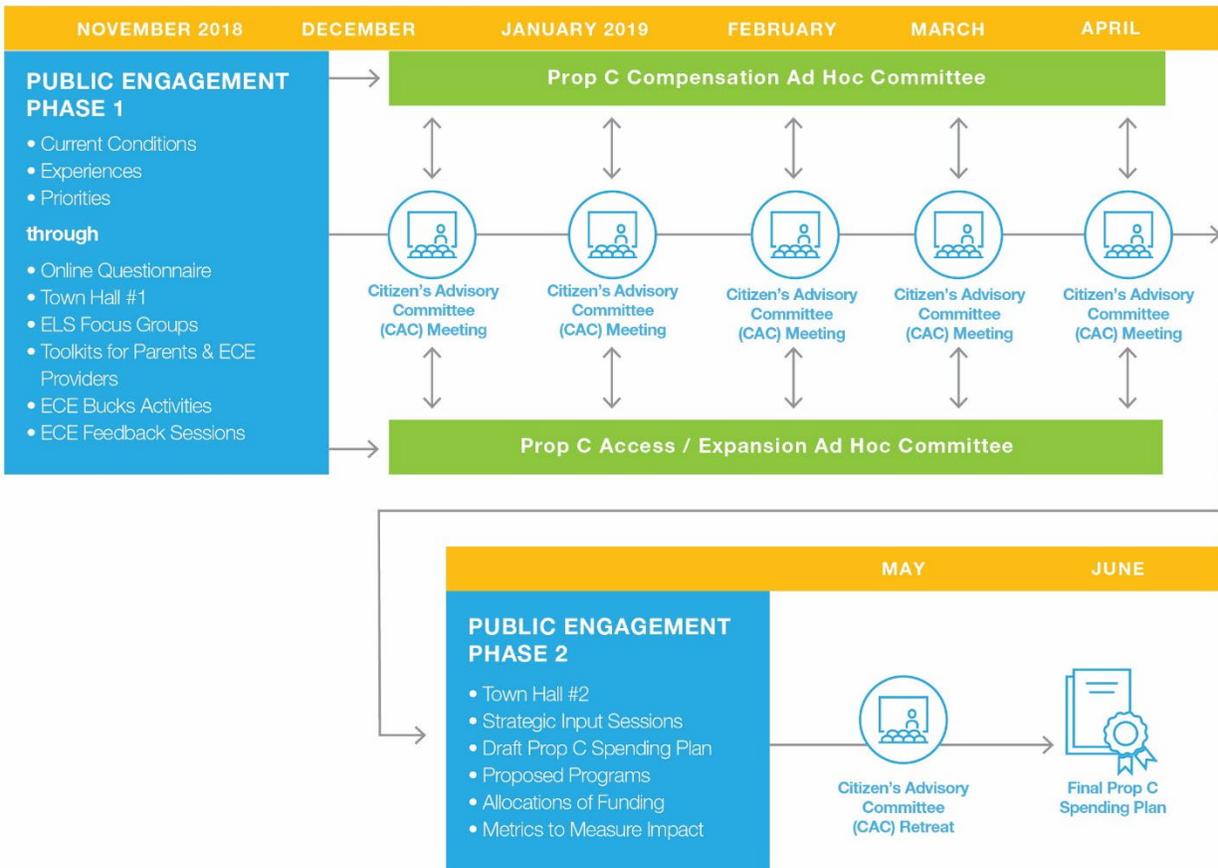
- Child care and education for children from **newborns through age five whose parents earn 85% or less of the State Median Income** (referred to clear the child care waitlist);
- Child care and education for children from **newborns through age three whose parents earn 200% or less of the AMI** (referred to as financial assistance for infant and toddler care for moderate income families);
- Investment in services that **support the physical, emotional and cognitive development** of children from newborns through age five (referred to as increase other services for children 0-5); and,
- **Increased compensation** for people who provide child care and education for children from newborns through age five (referred to as ECE workforce compensation).

As part of this process, OECE is conducting two phases of broad community engagement. The first phase of engagement took place from November 2018 through March 2019, and involved diverse stakeholders in sharing their experiences of current ECE conditions and their priorities for spending the Prop C funds. During the second phase of community engagement, in April through June 2019, OECE will share the draft Plan and collect community input on suggested Plan improvements before it is finalized and adopted. Figure 1 on the following page illustrates how the different sources of input, research and discussion flow into the creation of the draft and final Spending Plan.



Above: Family Child Care providers participate in a community input session.

Figure 1: Timeline for Prop C Community Engagement



Legal Context

Given a pending legal challenge against Prop C and the potential that an adverse result could lead to refunds of taxes paid, the San Francisco Controller’s Office has indicated that any funds collected cannot be spent until the lawsuit is settled. Ideas and strategies generated from the planning process will help identify how San Francisco’s early care and education system can improve to better meet the needs of families and professionals, with whatever resources are available.

Community Engagement Approach

Phase One of the community engagement process was designed to collect input from these diverse families and community partners on key needs and priorities for early care and education in San Francisco.

Outreach efforts were targeted to provide accessible and equitable engagement opportunities for those communities most impacted by Spending Plan priorities. These communities include, but are not limited to, parents, caregivers and ECE professionals who do not traditionally

participate in planning processes, due to time, resources or other constraints. To further ensure inclusivity, all materials and activities were provided in English, Spanish, and Chinese.

This report summarizes the input received during Phase One of the community engagement process. OECE, assisted by the nine-member, representative Citizen's Advisory Committee (CAC), and Ad-Hoc Committees formed in collaboration with the San Francisco Child Care Planning and Advisory Council (CPAC), will use this input to inform the draft Spending Plan.



Above: Parents and ECE educators participate in Community Town Hall #1.

II. Phase One Community Engagement

Key Audiences

San Francisco's ECE community is diverse, given the wide range of families, stakeholders, and system partners. OECE sought to involve all stakeholders in weighing options and data to develop a context-sensitive Spending Plan which fully aligns with San Francisco's conditions and available resources.

Key audiences selected to ensure broad community engagement include the following:

- 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

Outreach Methods

OECE provides a variety of proactive, multi-modal communication methods to ensure broad and diverse engagement in the Prop C process. The Office encourages stakeholders to share "Prop C: ECE for All" communications with their networks to broaden community engagement, as well as using the following outreach methods:

- **Newsletters:** OECE develops and distributes an "ECE for All" newsletter for interested community members and stakeholders. The newsletter is issued periodically and includes updates on the process and highlights opportunities for community input on the emerging spending priorities.

- **Web Page:** OECE’s website (sfoece.org) offers a landing page dedicated to Prop C. This is a primary, “go-to” portal for all materials related to the planning process including relevant events, meeting materials, draft documents, and engagement opportunities.
- **Social Media:** OECE uses Facebook for sharing Prop C updates and information and promoting key opportunities for community outreach.
- **Targeted Communications:** OECE uses direct, targeted communication (e.g., phone calls, email correspondence, presentations at existing partner meetings) to broaden engagement among constituencies not reached through other methods.
- **Informational Materials:** Informational materials are produced in English, Spanish and Chinese and distributed at community meetings and special events, as well as via the methods described above. These materials include two factsheets, “What is the OECE?” and “What is the Early Care and Education for All Initiative?” as well as a flyer promoting Community Town Hall #1. The flyer is reproduced in Appendix A, “Outreach Materials,” and the factsheets are included in Appendix B.

Community Engagement Activities

OECE provided a wide range of engagement activities to collect input from families, caregivers and ECE professionals. These activities are described below.

A. ECE Bucks Activity

The Prop C legislation identifies four key priorities for investment in enhancements to the City’s ECE system:

- **Clear the waitlist** for low-income, subsidy-eligible children ages 0-5.
- **Provide financial assistance** to middle-income families for infant and toddler (ages 0-3) care and education.
- **Increase compensation** for ECE educators in San Francisco.
- **Invest in quality supports** for early care and education including coaching and training for educators and materials and physical and mental health supports for children.

OECE developed “ECE Bucks”—a participatory budgeting exercise—to learn more about community priorities for early care and education (ECE) and to help determine how the City should spend the estimated \$121 million annually from Prop C funds. Participants were provided with \$120 in “ECE Bucks” which they could distribute in any way they like between the four key priorities identified in the Prop C legislation and an “Other” category for any additional priorities.



The ECE Bucks Activity materials, as well as other materials used during discussions with the community, are reproduced in Appendix B, “Town Hall #1 Summary and Resource Materials.”

B. Town Hall #1

On December 8, 2018, from 10:00 a.m. to 12:00 p.m., OECE, with support from ECE partners, held a Community Town Hall at the San Francisco Public Library’s Main Branch. More than 50 people attended the Community Town Hall, including parents, caregivers, ECE professionals and community members. The Chinese-speaking community and educators representing home childcare facilities were particularly strongly represented.



The Community Town Hall was designed to be highly interactive and accessible. The program opened with presentations on ECE, OECE and Prop C; then attendees split into smaller breakout groups to participate in the “ECE Bucks” activity. Next, participants discussed ECE needs and challenges, ideas and priorities for improving the ECE experience in San Francisco. Spanish and Chinese interpretation were provided to accommodate Limited English Proficient (LEP) community members, and small group discussions were facilitated in all three languages. A full summary of the Community Town Hall is included in Appendix B.

C. Community Input Sessions

To provide ample opportunity for broad participation, OECE held community input sessions with various stakeholder groups. Many of these input sessions were organized to coincide with existing meetings or special events such as the Department of Children, Youth and Their Families (DCYF) Summer Resource Fairs and the City of San Francisco Preschool Fair. A total of twenty-one community input sessions were held between October 2018 and March 2019, during which over 680 people participated in the ECE Bucks Activity. Table 1 summarizes the community input sessions held during Phase One.

When time and meeting format allowed, after the ECE Bucks activity was completed, participants were asked additional questions:

- Why is your top priority important to you?
- What are your ECE needs and priorities?
- What would make the ECE experience better for you and your family?
- How do you want to be engaged? How should we continue connecting with you throughout the ECE for All planning process?

Table 1: Community Input Sessions

Input Sessions	Dates	Approximate # of Participants	Participant Description
Mimi and Peter Haas Fund Model Center Meeting	10/25/18	18	Center directors and educators, ECE systems partners
City of San Francisco Preschool Fair	11/7/18	800	Mainly parents of 3-4 year olds; also educators and systems partners
Community Town Hall	12/8/18	50+	Parents and ECE educators, including a strong representation from the Chinese ECE community
San Francisco Child Care and Planning Council (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 11 Supervisorial 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+	

*The input session held with Family Resource Center directors and staff focused specifically on discussing other services and quality supports for children 0-5.

D. Parent and Provider Toolkits

Broad engagement of parents and professionals can be challenging given the demands of nurturing young children. For this reason, OECE developed an outreach toolkit which included everything needed to help community members provide input on ECE priorities in San Francisco.

The toolkit was designed to be used by parent groups, educators and ECE professionals to collect input from as many community members as possible. It included all of the activities and

discussion questions that were shared at the Community Town Hall. A webinar was offered on February 1, 2019 to train ECE partners and community organizations in the use of the toolkit. A recording of the webinar and all toolkit components were available for downloading on the Prop C webpage.

A total of twelve toolkit sessions were held with parents and providers in February and March 2019, with approximately 200 participants. All participants provided their spending priorities through the ECE Bucks Activity. Table 2 summarizes the parent and provider toolkit sessions held during Phase One.

Table 2: 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	

E. Online Survey

OECE developed an online survey to provide input opportunities for those who were unable to attend in-person meetings or events. The survey was offered from November 26, 2018 through March 22, 2019, and was available in English, Spanish and Chinese. Respondents were asked to identify ECE needs and opportunities in San Francisco, and to rank the four key priorities identified in the Prop C legislation. The survey is included in Appendix A.

The ECE for all Survey received 618 responses overall. The number of responses received per language was as follows:

- English: 438 (71%)
- Chinese: 159 (36%)
- Spanish: 21 (3%)¹

Respondents came from throughout the city and the larger Bay Area, and represented a diverse spectrum of the community, with varied relationships to ECE in San Francisco. Many fulfill multiple roles; for instance, they are both parents/guardians and early educators.

- 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.

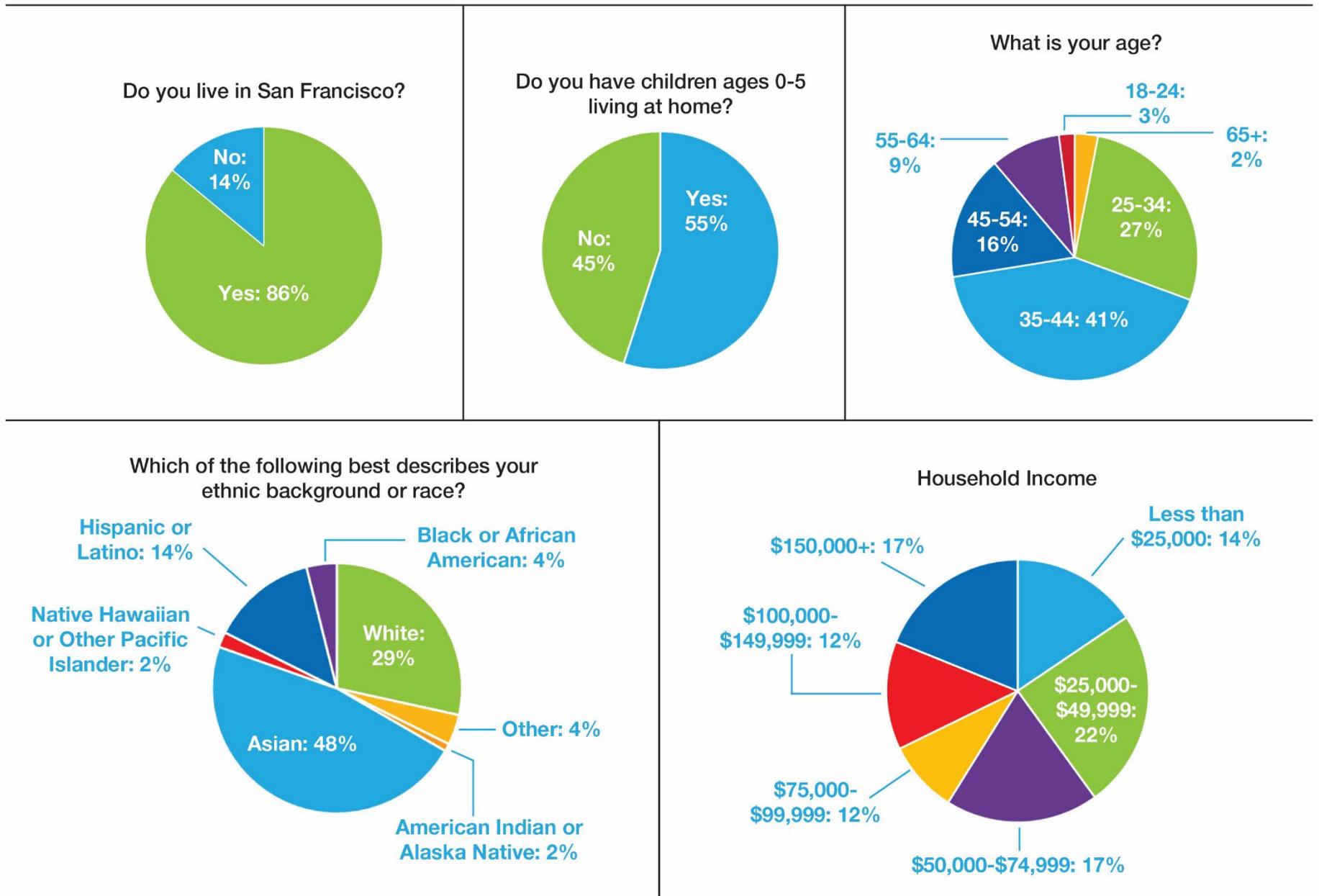
Other characteristics of survey respondents are shown in Figure 2 on the next page.



Above: Parent Voices members take part in the ECE Bucks Activity to rank their ECE priorities.

¹ According to anecdotal evidence, a portion of the bilingual Spanish-speaking population filled out the English version of the survey.

Figure 2: Survey Response Demographics



III. Key Findings: Community Input and Recommendations

Spending Priorities

Two different methods, the ECE Bucks activity and the online survey, were used to solicit community input regarding the four ECE priorities identified in the Proposition C legislation. These methods were targeted to different audiences and featured distinct methods of tabulating results.

The ECE Bucks Activity, as used during Community Input Sessions and Parent/Provider Toolkit Sessions, allowed participants to distribute their “ECE Bucks” as they preferred, thus identifying a distinct ordering of priorities. The online survey drew a more general audience, including many parents who may not usually be active in planning processes. The survey used a ranking system in which respondents were asked to assign a rank of #1-4 to each priority. Although respondents were asked to identify any additional priorities, the “Other” category was not included for ranking—only the four priorities outlined in the legislation. Therefore, results of the two ranking methods cannot be combined, but, considered together, they provide a useful picture of community priorities for ECE in San Francisco.

Results of community voting demonstrated significant support for all four priorities. However, according to both the ECE Bucks participants and the survey respondents, increased compensation for the ECE workforce was the top priority. Figures 3 and 4, on the next two pages, show the results of voting through the two methods described above.



Above: Family Resource Center directors and staff participate in an input session.

Figure 3: ECE Bucks Dashboard – Community Input Sessions



What We Heard: “ECE Bucks” Dashboard

OECE developed “ECE Bucks”—a participatory budgeting exercise—to learn more about community priorities for early care and education (ECE) and to help **determine how the City should spend the estimated \$121 million annually from Prop C funds.** Participants were provided with \$120 in “ECE Bucks” which they could distribute in any way they like between the four key priorities identified in the Prop C legislation and an “Other” category for any additional priorities. **Approximately 890 people** have participated and shared their ECE priorities during 33 feedback sessions. The final results are shown below.

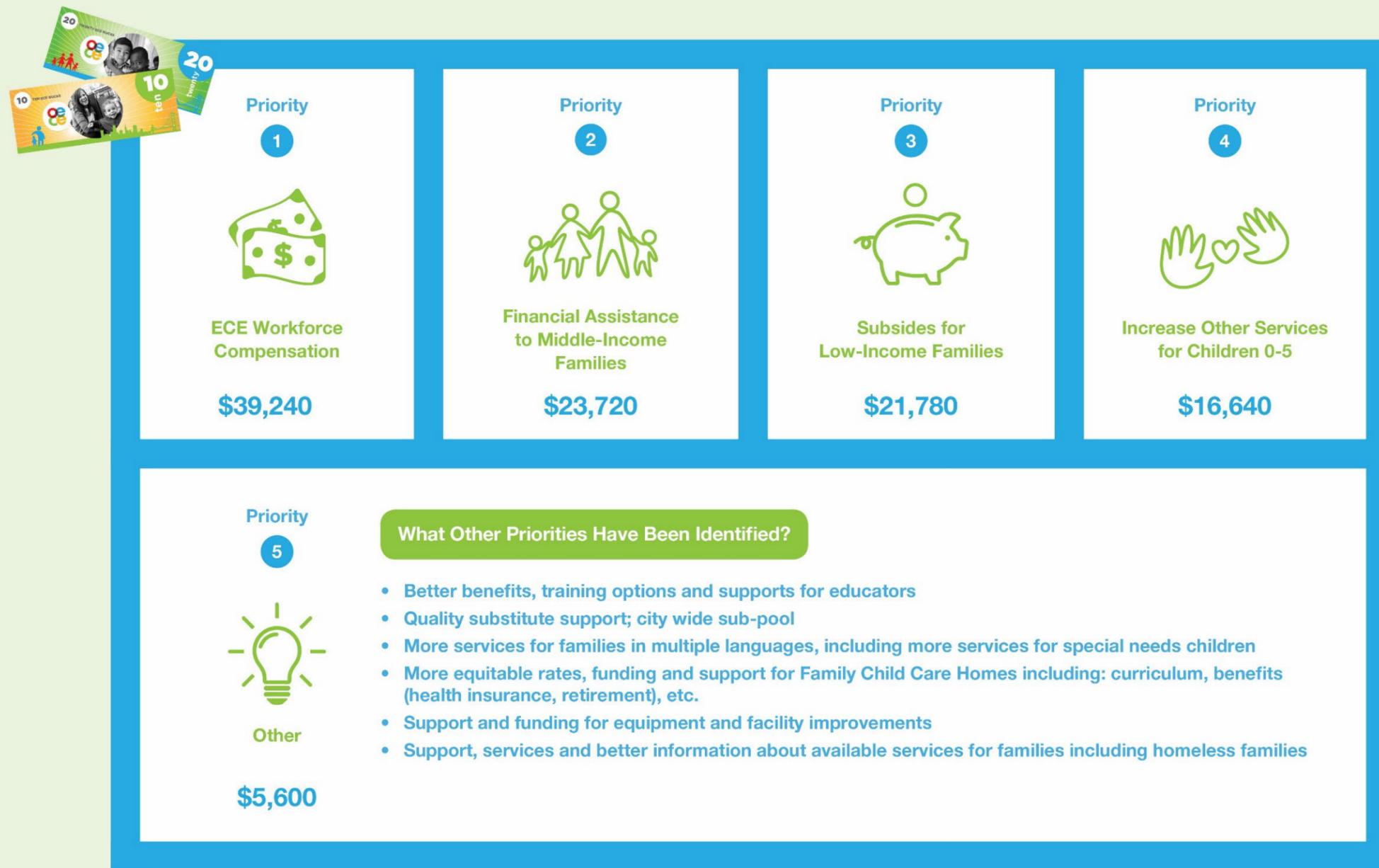
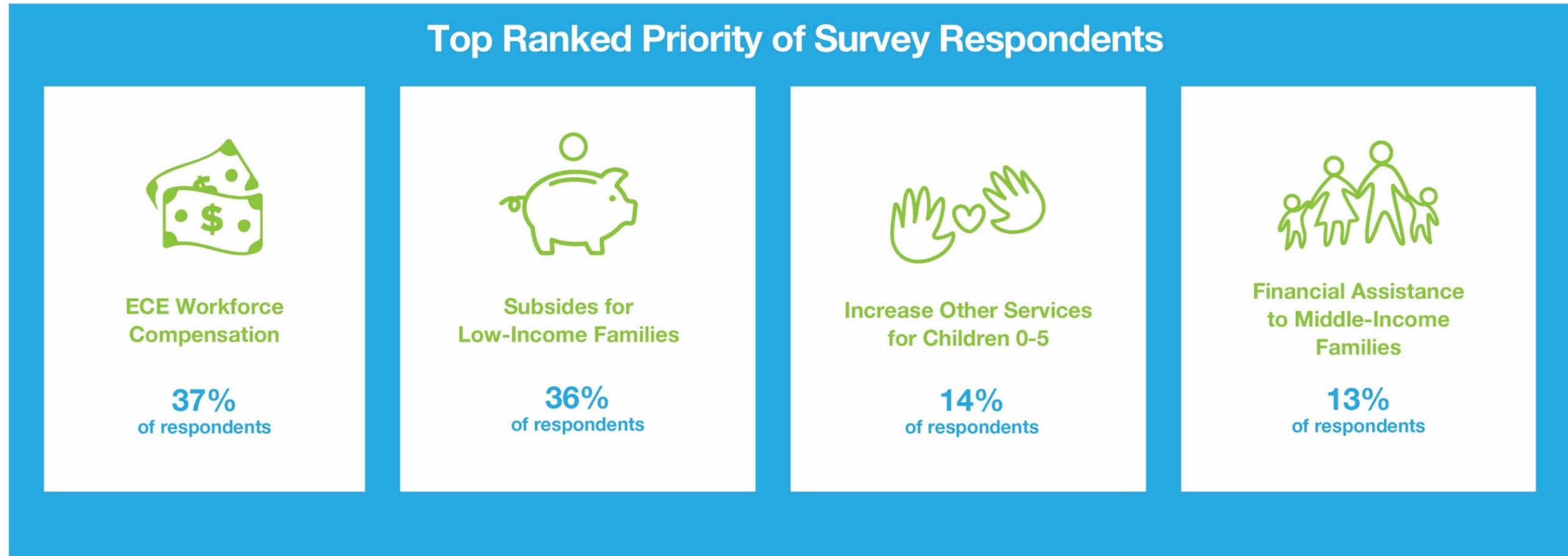


Figure 4: Spending Priorities Dashboard – Online Surveys



Spending Priorities: Key Themes

Through the Town Hall, input sessions, toolkit sessions and online survey, OECE collected detailed feedback from community members on their ECE priorities and needs. Key themes that arose from community members' comments identifying why their top priorities are important to them are summarized below.

Priority: Subsidies for Low-Income Families

- Providing quality ECE for the neediest families is a priority to **close the achievement gap** and **reduce inequality**.
- Subsidies for low-income families **increase opportunity for children** from disadvantaged communities to improve their educational and life outcomes.
- It's important to provide **equitable ECE access**, and help keep low-income families in the city.
- More ECE options are needed, including **non-traditional hours**, programs in **multiple languages**, and locations that are convenient to where families live.
- Improvements must be made to the **enrollment process** including fewer barriers to entry, reducing paperwork, streamlining the system, and providing more choices and sites closer to home.
- It must be made easier for families to get information and **understand their eligibility** for programs.

Priority: Financial Assistance to Middle-Income Families

- Moderate-income families are also challenged by the high cost of living in San Francisco, and many are leaving the city.
- Many have **incomes too high to qualify** for assistance, but still cannot afford childcare.
- More assistance for middle-income families was a prime motivation for many who voted in favor of Prop C.
- Respondents who prioritized assistance to middle-income families highlighted the need for more ECE options, improvements to enrollment processes, and ability to access eligibility information for programs.



Above: Parents and ECE educators participate in Community Town Hall #1.

Priority: ECE Workforce Compensation

- The lack of adequate compensation and benefits greatly impacts both the availability and quality of ECE, and disrupts continuity of care for children.
- Expanding ECE access and capacity is very difficult without a **living wage and benefits** (e.g., insurance, retirement) to retain quality teachers and staff.
- **More staffing** is also needed to keep up with the administrative requirements, paperwork and data entry, data collection, and assessment needs of the various ECE subsidy programs.
- More **equitable rates, funding and support** are needed for teachers and staff at Family Child Care Homes, including: curriculum support, benefits (e.g., health insurance, retirement), etc.
- To ensure quality ECE, better and more equitable access must be provided to **education and training**, including: stipends or scholarships for professional education and development, online trainings, and small tailored trainings in providers' neighborhoods.

Priority: Increase Other Services for Children 0-5

- Family Resource Centers (FRCs) are a highly effective model for supporting family and child **success in and beyond ECE settings**. Greater funding, coordination and innovative methods are needed to bring this model to scale throughout the city.
- There is a great need for quality **substitute support** such as a city wide sub-pool. An **emergency care network** accessible to ECE professionals is also necessary.
- More services and materials must be provided for families in **multiple languages** and with attention to **cultural inclusivity**.
- Additional **mental health services** and services for **special needs** children are needed as the number of such children increases. In addition to specialists, ECE teachers should have basic training and knowledge in working with special needs children.
- Better trained consultants and **case workers** who can clearly articulate information to parents are needed.
- More **special interest programs** should be offered to children, both on-site and off-site, including: arts, sciences, sports, creativity, performances, and visits to sites that children enjoy, such as zoos or outdoor locations.

Other Needs

- Child and family success is dependent on **basic needs** assistance: transportation, housing and rent assistance, job training, etc. Ensuring **health** and **public safety** for children is also crucial.
- Increased support and funding is needed for **equipment and facility improvements**, particularly for Family Child Care Homes. This includes more transparency regarding

consultant contracts and the ability for facilities to make their own informed choices. Many sites do not have and cannot afford to improve their facilities to meet the quality standards required.

- More ECE support, , classes, and better information about available services is needed for all families including **homeless families**.



Above: Parents and ECE educators participate in Community Town Hall #1.

ECE Needs and Opportunities

Community input on needs and opportunities for early care and education in San Francisco spanned a wide variety of concerns; key themes are summarized below.

Expanded ECE Options

- Additional options should be offered for diverse families to choose the providers they need, including care for special needs children; different languages; and non-traditional hours.
- Support the ability for providers to have diverse classrooms serving a spectrum of income levels.
- More child care options are needed for infants and toddlers. It may be helpful to reconsider age range definitions used by various programs.
- Greater cultural sensitivity and inclusiveness is needed, including gender and sexual orientation inclusiveness and provision for the specific needs of parents.
- Create a more accessible respite or emergency care network for times when ECE sites are closed.
- Consider how to coordinate funding streams to expand access and serve more needs.

Support for Quality ECE

- To ensure quality, all providers and educators should have:
 - Training and background in early care and education;
 - Familiarity with the science of brain and socio-emotional development; and,
 - A trauma-informed approach to ECE.
- More support and funding is needed for ECE sites to sustain the higher tiers of quality (Tiers 4 and 5) according to The Quality Rating and Improvement System (QRIS).

Equitable and Increased Support for Providers

- Reimbursement for providers should be based on enrollment, not attendance.
- Consider greater support and increased pay for license-exempt providers. They are often more able to provide alternatives for care that are conveniently located for families, and many families prefer them.
- More equity is needed for Family Child Care Homes (FCCs), including:
 - Rates, wages and benefits more equitable with Child Care Centers;
 - Curriculum support better geared toward the needs of FCCs;
 - Make trainings more accessible with online/recorded options, multiple languages, varied hours, trainings in providers' neighborhoods, stipends, etc.;
 - More funding and support for environmental materials, equipment and facility improvements or repairs;
 - Include more transparency and flexibility in consultant proposals; and
 - Provide more qualified consultants, case workers and teachers for special needs children in multiple languages.

Family Resource Centers

- Family Resource Centers (FRCs) are an important aspect of other services provided for children 0-5 for a variety of reasons. FRCs:
 - Support a holistic, multi-generational approach to childhood development;
 - Help families connect with ECE and other services;
 - Provide support for children outside ECE settings; help meet needs of families with a variety of care situations;
 - Create close relationships with diverse families, including mono-lingual populations and recent immigrants;
 - Invest in community involvement: parent mentors, family advocates and even staff drawn from community; and
 - Provide a strong model for family engagement and cross-sector coordination which should be brought to scale. Ideally, every ECE site should be connected with a Family Resource Center.



Above: Members of the Family Child Care Association of San Francisco (FCCASF) Board participate in a community input session.

Community Outreach Preferences

Community members identified the following preferences for maintaining communication with them throughout the Spending Plan development process and beyond.

- 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 and media sources
- “Parties” for home childcare providers to exchange ideas
- Community liaisons assigned to specific community groups
- 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 and stakeholders in advisory committees.

IV. Moving Forward: Phase Two Community Engagement

The community input summarized in this report will be shared with OECE’s Citizen’s Advisory Committee and the Ad-Hoc Committees formed in collaboration with the San Francisco Child Care Planning and Advisory Council (CPAC) for review. This input will be considered as an important part of shaping the Draft Spending Plan recommendations. The Draft Spending Plan will be presented for public comment during Phase Two of the community engagement process, taking place from April through June 2019. Phase Two will include a second Community Town Hall and community input sessions.



Above: Parents and ECE educators participate in Community Town Hall #1.

Appendix A: Outreach Materials



San Francisco Town Hall Early Care and Education for All

Join us for a **Community Town Hall** to share your priorities for early care and education funding! The City of San Francisco is aware of many unmet needs for early care and education, and wants to do more to support young children and their families.

What are your needs and priorities for improving access to quality early care and education? We want to hear from families, parents, caregivers, early care and education (ECE) professionals and community members!

About the Early Care and Education (ECE) for All Initiative

On June 5, 2018, the voters of San Francisco passed Proposition C to create funding for the Early Care and Education for All Initiative. Prop C could provide an estimated \$121 million annually in new funding to **support and improve access to quality ECE for children ages 0-5 in San Francisco.*** The San Francisco Office of Early Care and Education is launching a public engagement process to help create a Five-Year Spending Plan for this new funding.

* Given a pending legal challenge against Prop C and the potential that an adverse result could lead to refunds of taxes paid, the San Francisco Controller's Office has indicated that any funds collected cannot be spent until the lawsuit is settled. Ideas and strategies generated from the planning process will help identify how San Francisco's early care and education systems can improve to better meet the needs of families and professionals, with whatever resources are available.

Share Your Priorities for Early Care and Education Funding!



who You! San Francisco parents, families, teachers, ECE administrators and community members

when Saturday, December 8, 2018
10 a.m. to 12 p.m.

where San Francisco Public Library
100 Larkin Street, San Francisco
Koret Auditorium

Light refreshments, Spanish and Chinese language interpretation will be available.
Please RSVP at oecetownhall.eventbrite.com



Can't make it to the Town Hall?

Take our online survey.

Visit: www.surveymonkey.com/r/PropC_ECE_Priorities

For more information:

Please see our [webpage](#)
or contact Shahde Tavakoli
at shahde.tavakoli@sfgov.org
or by phone at (415) 355-6764



San Francisco Office of
Early Care and Education

1650 Mission Street, Suite 312 | San Francisco, CA 94103
Phone: 415.355.3670 | sfoece.org

Appendix B: Community Town Hall #1 Summary and Resource Materials Fact Sheets



What is the San Francisco Office of Early Care and Education (OECE)?

The City of San Francisco is home to over 50,000 children under the age of five. These young children are in need of nurturing care and educational experiences that will give them the best start to life.

San Francisco is recognized as a leader in early care and education (ECE). The City continues to develop supports and resources for children 0-5 and their families throughout San Francisco.

About OECE

In 2013, Mayor Ed Lee created the San Francisco Office of Early Care and Education (OECE).

OECE organizes funding (local, state and federal), coordinates resources, administers and supports programs to:

- **Improve access** to high quality care and education for children 0-5.
- **Address the needs** of early care and education workers.
- **Build the capacity** of the early care and education system.

Programs administered by OECE include:

- **Early Learning Scholarship:** provides financial assistance to pay for quality ECE to eligible San Francisco families with children 0-5 years old. More than 320 ECE Centers and Family Child Care Homes throughout San Francisco have qualified to participate in this program.
- **Early Learning SF:** an easy-to-use, mobile-friendly website that helps connect families to quality ECE.
- **Preschool for All Tuition Credit (PFA) Program:** offers universal access to preschool for all 4-year-old children living in San Francisco through reduced cost preschool or tuition rebates.

The OECE Citizens Advisory Committee (CAC) created by ordinance in 2015 with members appointed by the Mayor or Board of Supervisors, meets regularly to make recommendations to OECE on critical policy and planning issues.



For more information, please see our webpage at sfoece.org/prop-c-planning/ or contact Shahde Tavakoli at shahde.tavakoli@sfgov.org or by phone at (415) 355-6764.



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1650 Mission Street, Suite 312 | San Francisco, CA 94103 | Phone: 415.355.3670 | sfoece.org



What is the Early Care & Education for All Initiative?

The City of San Francisco is aware of many unmet needs for early care and education, and wants to do more to support young children and their families. On June 5, 2018, the voters of San Francisco passed Proposition C (Prop C) to create funding for the **Early Care and Education (ECE) for All Initiative**. Prop C could provide an estimated \$121 million annually in new funding to support and improve access to quality ECE for children ages 0-5 in San Francisco.*

Overview: The Early Care and Education for All Initiative

The ECE for All Initiative established a nine-month planning process during which OECE will create a spending plan for the first five years of Prop C funding. This spending plan will be informed by input from San Francisco parents, families, teachers, ECE administrators and community members.

The ECE for All Initiative focuses on the four key early care and education priorities outlined in the Prop C ballot-measure:

- Help clear the ECE waitlist by providing **subsidies for low-income children** birth to five
- Provide financial assistance for ECE for **moderate income families** (focus on infants and toddlers)
- Increase **compensation of ECE professionals (teachers, caregivers and other providers)**
- Provide **high quality ECE services** for children and families that help children ages 0-5 to thrive



* Given a pending legal challenge against Prop C and the potential that an adverse result could lead to refunds of taxes paid, the San Francisco Controller's Office has indicated that any funds collected cannot be spent until the lawsuit is settled. Ideas and strategies generated from the planning process will help identify how San Francisco's early care and education systems can improve to better meet the needs of families and professionals, with whatever resources are available.



San Francisco Office of Early Care and Education

1650 Mission Street, Suite 312 | San Francisco, CA 94103 | Phone: 415.355.3670 | sfoece.org

What is the Early Care & Education for All Initiative? *(con't)*

How Can I Get Involved?

Between November 2018 and May 2019, OECE will provide many different opportunities for you to give us your input, including:

Community Town Halls: December 8, 2018 and May 2019 (exact date to be determined)

Website at sfoece.org/prop-c-planning/

Find updated information on the ECE for All Initiative planning process, and sign up for regular newsletter updates.

Online survey

Take our short online survey at

www.surveymonkey.com/r/PropC_ECE_Priorities

In addition, OECE:

- Will conduct outreach at family and professional-oriented events;
- Will host various focus groups and strategic input sessions; and,
- Together with the Child Care Planning and Advisory Council (CPAC) is convening two ad hoc committees to develop strategies and priorities for the spending plan: the Workforce Compensation Committee and the Access, Quality and Expansion Committee.

More Information: sfoece.org/opportunities-to-engage/



For more information, please see our webpage at sfoece.org/prop-c-planning/ or contact Shahde Tavakoli at shahde.tavakoli@sfgov.org or by phone at (415) 355-6764.



**San Francisco Office of
Early Care and Education**

1650 Mission Street, Suite 312 | San Francisco, CA 94103 | Phone: 415.355.3670 | sfoece.org

Agenda



Early Care and Education for All Community Town Hall

Saturday, December 8, 2018

10:00 am – 12:00 pm

San Francisco Public Library, 100 Larkin Street, Koret Auditorium

A G E N D A

- | | | |
|-----------------|------|--|
| <i>9:30 am</i> | | <i>Registration and Light Breakfast</i> |
| <i>10:00</i> | I. | Welcome and Agenda Review |
| <i>10:10</i> | II. | Presentation: Early Care and Education in San Francisco |
| <i>10:20</i> | III. | Presentation: Early Care and Education for All Initiative (Prop C) |
| <i>10:40</i> | IV. | Small Group Discussions |
| <i>11:55</i> | V. | Closing Comments and Next Steps |
| <i>12:00 pm</i> | | <i>Close...</i> |



early care &
education for all

Welcome! • ¡Bienvenido! • 歡迎!

Share your priorities for early care
and education funding.

Comparta sus prioridades para la financiación
del cuidado y la educación temprana.

分享您在早期保育和教育資助方面的優先事項。

The purpose of today's Community Town Hall is to get your help to shape the City's spending priorities for early care and education (ECE) in San Francisco.

El propósito del Foro Abierto Comunitario de hoy es obtener su ayuda para configurar las prioridades de gastos de la Ciudad para el cuidado y la educación temprana (ECE) en San Francisco.

今天舉辦社區市政會議的目的，是獲得您的幫助，以確定三藩市早期幼兒教育 (ECE) 的支出優先事項。

How to Participate Cómo participar 如何參加



Share your ideas with the OECE team during the group discussions

Comparta sus ideas con el equipo de la OECE durante los debates de grupo

在小組討論期間與早期幼兒教育辦公室 (OECE) 團隊分享您的看法



Fill out a comment card

Complete una tarjeta de comentarios

填寫意見卡



Stay involved in the process

Siga participando en el proceso

繼續參與整個過程



early care &
education for all



What is OECE?

¿Qué es la OECE?

早期幼兒教育辦公室 (OECE) 是什麼？

The San Francisco Office of Early Care and Education's (OECE) vision is that every child in San Francisco from birth to age five has access to high quality and affordable early care and education.

The OECE's mission is to leverage federal and state funding, align local resources, support the early care and education workforce and increase capacity to build a high quality, affordable, data driven and streamlined early care and education system for children 0-5 and their families.



La visión de la Office of Early Care and Education (OECE) de San Francisco es que todos los niños de San Francisco desde el nacimiento hasta los cinco años de edad tengan acceso al cuidado y la educación temprana de calidad superior y accesible.

La misión de la OECE es impulsar la financiación federal y estatal, coordinar los recursos locales, apoyar al personal del cuidado y la educación temprana y aumentar la capacidad para desarrollar un sistema de cuidado y educación temprana de calidad superior, accesible, basado en datos y racionalizado para niños de 0 a 5 años de edad y sus familias.

三藩市早期幼兒教育辦公室 (OECE) 的願景是，三藩市從出生到五歲的每個兒童都能獲得優質和經濟實惠的早期保育和教育服務。

OECE 的使命是利用聯邦和州的資金配合當地資源，支持早期保育和教育工作者，並且提升能力，為 0-5 歲兒童及其家庭建立優質、價格合理、以數據為據且簡化的早期保育和教育系統。



early care &
education for all



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early care & education for all



SAN FRANCISCO OFFICE OF EARLY CARE AND EDUCATION

Prop C Community Engagement and Strategic Planning

M I G

OCTOBER 2018
PROCESS SCHEDULE

NOVEMBER 2018

DECEMBER

JANUARY 2019

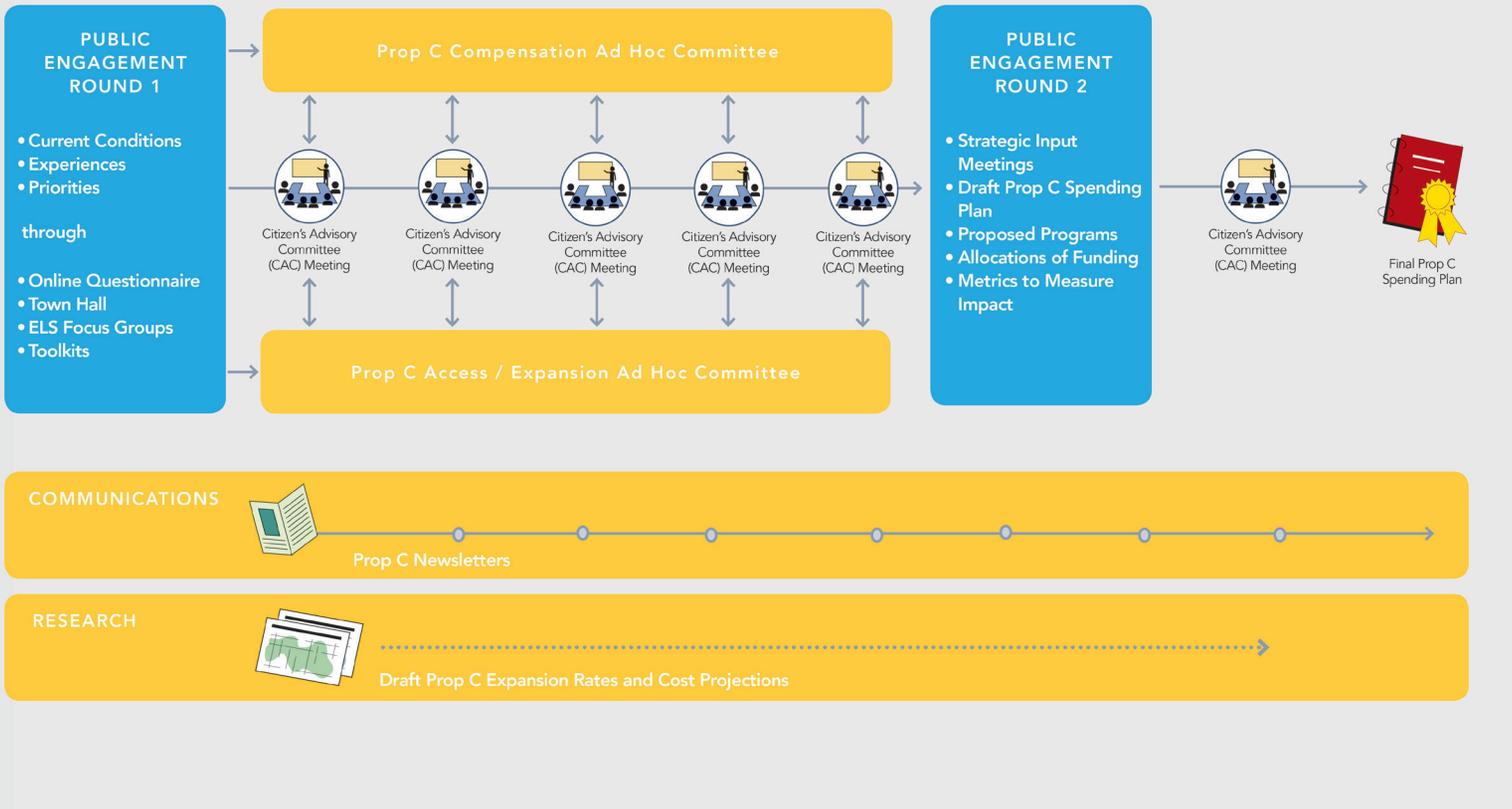
FEBRUARY

MARCH

APRIL

MAY

JUNE



Early Care and Education for All in San Francisco

Community Town Hall
December 8, 2018



Today's Agenda

- 10:00 I. Welcome and Agenda Review
- 10:10 II. Presentation: Early Care and Education in San Francisco
- 10:20 III. Presentation: Early Care and Education for All Initiative (Prop C)
- 10:45 IV. Small Group Discussions
- 12:00 V. Close



Resources



What is the San Francisco Office of Early Care and Education (OECE)?

The City of San Francisco is home to over 50,000 children under the age of five. These young children are in need of nurturing care and educational experiences that will give them the best start to life.

San Francisco is recognized as a leader in early care and education (ECE). The City continues to develop supports and resources for children 0-5 and their families throughout San Francisco.

About OECE

In 2013, Mayor Ed Lee created the San Francisco Office of Early Care and Education (OECE).

OECE organizes funding (local, state and federal), coordinates resources, administers and supports programs to:

- **Improve access** to high quality care and education for children 0-5.
- **Address the needs** of early care and education workers.
- **Build the capacity** of the early care and education system.

Programs administered by OECE include:

- **Early Learning Scholarship:** provides financial assistance to pay for quality ECE to eligible San Francisco families with children 0-5 years old. More than 320 ECE Centers and Family Child Care Homes throughout San Francisco have qualified to participate in this program.
- **Early Learning SF:** an easy-to-use, mobile-friendly website that helps connect families to quality ECE.
- **Preschool for All Tuition Credit (PFA) Program:** offers universal access to preschool for all 4-year-old children living in San Francisco through reduced cost preschool or tuition rebates.

The **OECE Citizens Advisory Committee (CAC)** created by ordinance in 2015 with members appointed by the Mayor or Board of Supervisors, meets regularly to make recommendations to OECE on critical policy and planning issues.

For more information, please see our webpage at sfocce.org/prop-c-planning/ or contact [Shahide Tavakoli at shahide.tavakoli@sfgov.org](mailto:Shahide.Tavakoli@sfgov.org) or by phone at (415) 355-6764.

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What is the Early Care & Education for All Initiative?

The City of San Francisco is aware of many unmet needs for early care and education, and wants to do more to support young children and their families. On June 5, 2018, the voters of San Francisco passed Proposition C (Prop C) to create funding for the **Early Care and Education (ECE) for All Initiative**. Prop C could provide an estimated \$121 million annually in new funding to support and improve access to quality ECE for children ages 0-5 in San Francisco.*

Overview: The Early Care and Education for All Initiative

The ECE for All Initiative established a nine-month planning process during which OECE will create a spending plan for the first five years of Prop C funding. This spending plan will be informed by input from San Francisco parents, families, teachers, ECE administrators and community members.

The ECE for All Initiative focuses on the four key early care and education priorities outlined in the Prop C ballot-measure:

- Help clear the ECE waitlist by providing **subsidies for low-income children** birth to five
- Provide financial assistance for ECE for **moderate income families** (focus on infants and toddlers)
- Increase **compensation of ECE professionals (teachers, caregivers and other providers)**
- Provide **high quality ECE services** for children and families that help children ages 0-5 to thrive

* Given a pending legal challenge against Prop C and the potential that an adverse result could lead to refunds of taxes paid, the San Francisco Controller's Office has indicated that any funds collected cannot be spent until the lawsuit is settled. Ideas and strategies generated from the planning process will help identify how San Francisco's early care and education systems can improve to better meet the needs of families and professionals, with whatever resources are available.

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Resources



Community Town Hall / Foro Abierto Comunitario / 社區市政會議
 Early Care and Education for All / Cuidado y educación temprana para todos /
 全民早期幼兒教育
 December 8, 2018 / 8 de diciembre de 2018 / 2018 年 12 月 8 日

Comment Card / Tarjeta de comentarios / 意見卡

Thank you for your participation in today's town hall! Please share any comments below, and turn this form in to an OECE staff member.

¡Gracias por su participación en el foro abierto de hoy! Comparta los comentarios a continuación, y entregue este formulario a un miembro del personal de la OECE.

感謝您出席參加今天的市政會議！請在下面分享您的意見，並將表格交給 OECE 工作人員。

OPTIONAL / OPCIONAL / 選填

Name / Nombre / 姓名 _____

Contact / Contacto / 聯絡方式: _____

Early Care and Education in San Francisco



Early Care and Education in San Francisco

- The City of San Francisco is **home to over 50,000 children** under the age of five.
- These young children are in need of nurturing care and educational experiences that will give them the **best start to life**.
- San Francisco is recognized as a **leader** in early care and education (ECE).
- The City continues to develop supports and resources for children 0-5 and their families throughout San Francisco.



What is the Office of Early Care and Education (OECE)?

- In 2013, Mayor Ed Lee created the San Francisco Office of Early Care and Education (OECE).
- OECE organizes funding (local, state and federal), coordinates resources, administers and supports programs to:
 - **Improve access** to high quality care and education for children 0-5
 - **Address the needs** of early care and education workers
 - **Build the capacity** of the early care and education system



OECE Programs

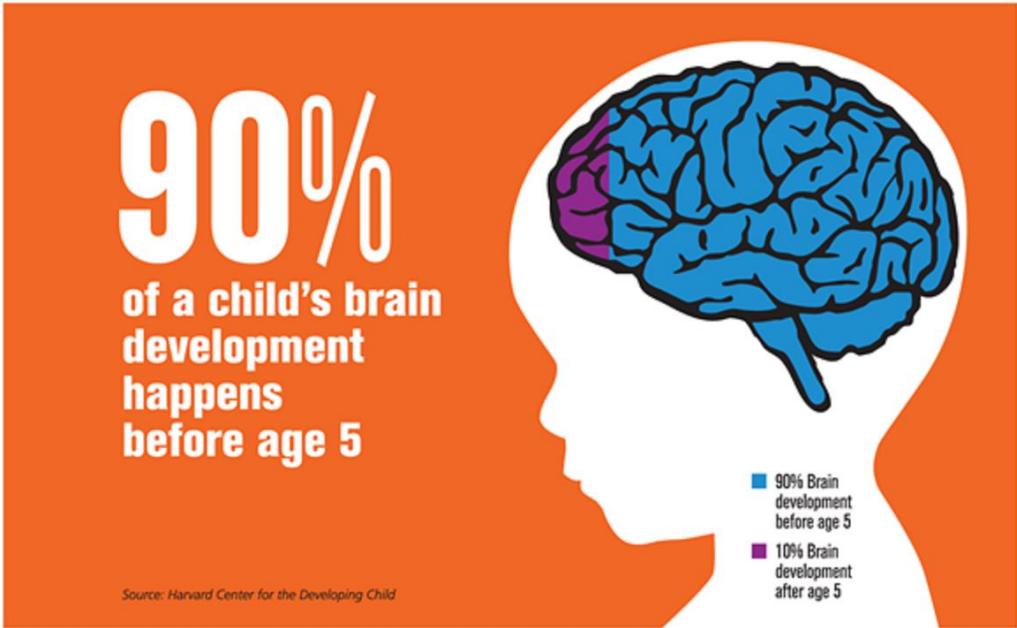
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Why is ECE Important to San Francisco?



Brain Development



Societal Return on Investment in ECE

- U.S. companies lose **\$3 billion annually** as a consequence of child care-related absences.
- For every **\$1** invested in high-quality ECE, our communities save between **\$4** and **\$17** in future costs of remedial and special education, the juvenile crime system and welfare support.¹
- **85%** of employers report that providing child care services improves employee recruitment.²
- Almost **two-thirds** of employers found that providing child care services reduced turnover.³
- **49%** of employers reported that child care services helped boost employee productivity.⁴



¹ Shonkoff, J. & Phillips, D. (2000) From Neurons to Neighborhoods: The Science of Early Childhood Development (Natl. Acad. Press, Washington, DC)

² Childcare Partnership Project, "Engaging Business Partners," <http://www.nccic.acf.hhs.gov/ccpartnerships/facts.fs11.htm>, accessed July 9, 2007.

³ Ibid.

⁴ Ibid.



Despite SF leadership and investment, today there is:

- A **shortage of child care space**, especially for young children under 3
- **Waitlists** of low-income, subsidy eligible children
- Unaffordable child care costs for **moderate income families**
- **Staffing shortages**, in part due to low pay of \$20/hr. on average
- A **k-readiness gap** for under-served communities



Kindergarten Readiness

- **For a child to be considered “school ready”, researchers consider four key skills:**
 - **Fine motor skills**, including the ability to hold a pencil
 - **Social Emotional Learning**, the ability to interact appropriately with others
 - **Numeracy**, including familiarity with number shapes and the ability to count
 - **Early Literacy**, identifying letters and ease with books (including picture and board books)



A Readiness Gap

In 2017, **65.6%** of San Francisco children entering kindergarten were considered “school ready.”

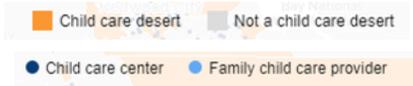
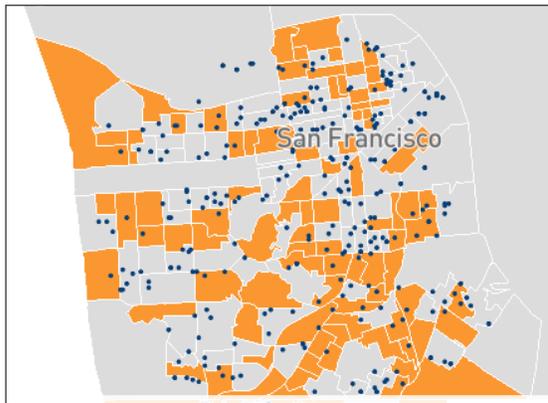
Race/Ethnicity	Overall Readiness
African American	52%
Asian	68%
Hispanic/Latino	52%
Multiple Race/Ethnicities	80%
White	80%
Home Language	Overall Readiness
English	72%
Not English	55%

Source: Fall 2017 SFUSD Kindergarten Readiness Inventory Report



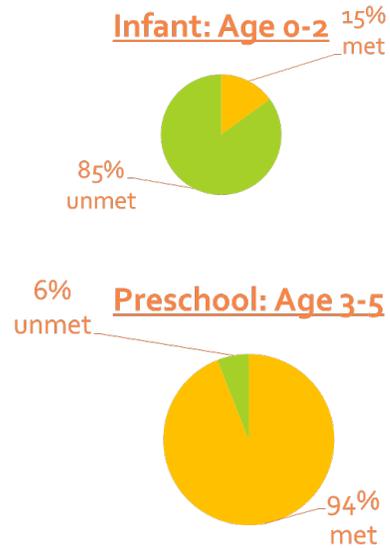
An Access Gap in Infant & Toddler Care

Child Care Deserts

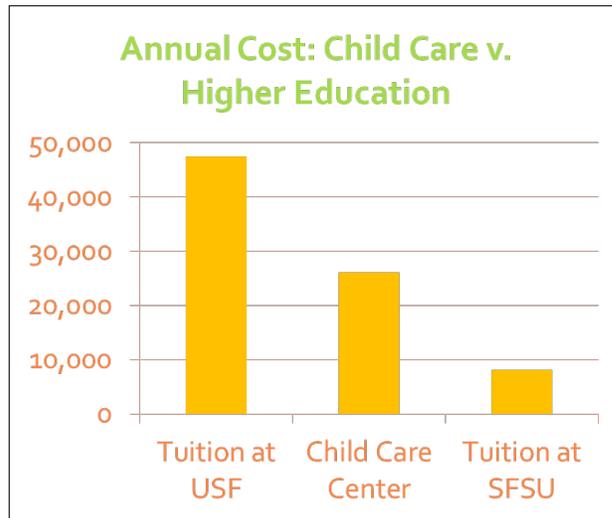


Source: Center for American Progress and 2017 CA Child Care Portfolio

Licensed Capacity Need



An Affordability Gap



\$26,034

Average cost of quality early care and education for children 0-5 in San Francisco per year

Sources: San Francisco State University: Tuition + Aid. Retrieved from <https://future.sfsu.edu/tuition-aid>

University of San Francisco: Tuition and Fees for Undergraduates. Retrieved from <https://www.usfca.edu/billing-tuition/tuition-fees-undergraduate>.



A Wage Gap

- In San Francisco, the average early care teacher earns around **\$40,000**
- **48%** of early educators rely on one or more government assistance programs
- In San Francisco, **92%** of the ECE workforce are women; **83%** are women of color
- **75%** of early care educators worry about paying monthly bills
- **54%** worry about putting food on the table

Source: Center for the Study of Child Care Employment,
University of California, Berkeley



Early Care and Education for All Initiative (Prop C, June 2018)



San Francisco Early Care & Education for All Initiative: Proposition C

- 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**
- Estimated \$121M in new revenues annually



Context for Planning

- **Pending legal challenge** against Prop C. The San Francisco Controller's Office has indicated that any funds collected cannot be spent until the lawsuit is settled.
- This planning process brings **value** despite uncertainty.
- **Ideas and strategies** generated from the planning process will help identify how San Francisco's early care and education systems can improve to better meet the needs of families and professionals, with whatever resources are available.



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



Planning Timeline



Priorities for Early Care and Education



Priority: Clear the Waitlist

- **Legislation language:** “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).”
- **Implementation: Clear the waitlist.**
 - This action would result in placements for children 0-5 years old, from families earning less than 85% of Area Median Income.
 - These families are eligible for financial assistance from federal and state sources, but are not receiving it (since childcare is not an entitlement).
 - There are 2,400-3,500 families on the waitlist at any given time.



Priority: Financial Assistance to Middle-Income Families

- **Legislation language:** “Support for quality early care and education for children under the age of four in San Francisco families earning up to 200% of the Area Median Income (AMI).”
- **Implementation: Infant and toddler financial assistance for working families.**
 - Financial assistance for children 0-3 years old from families earning between 85% and 200% AMI.
 - This would impact approximately 13,000 children.



Priority: Increase Compensation of Early Care Educators

- **Legislation language:** “Increasing compensation (including but not limited to wages, benefits, and training) of care professionals and staff in order to improve the quality and availability of early care and education for children under the age of six”
- **Implementation: Increase compensation.**
 - Pay increases to childcare professionals to reach pay parity with SFUSD professionals with similar roles.
 - Increases range from 10% for teaching support positions, to more than 70% for teaching positions.



Priority: Invest in Quality Supports

- **Legislation language:** “Investment in comprehensive early care and education services that support the physical, emotional and cognitive development of children under the age of six”
- **Implementation: Investments to ensure quality.**
 - Coaching and training for educators,
 - Materials, and physical and mental health supports for children.
 - These services would be tailored to the needs of the population being served.



Small Group Discussions



What are your priorities for early care and education?

- What are **your ECE needs and priorities**?
- What would make the **ECE experience better** for you and your family?
- Why is your **top priority important** to you?
- How do you want to be **engaged**? How should we continue connecting with you?



Next Steps



Next Steps

- **Online Survey:** www.surveymonkey.com/r/PropC_ECE_Priorities
- **Website:** sfoece.org/prop-c-planning/
- **Ad Hoc Committee Meetings**
 - Workforce Compensation Committee
 - Access, Quality and Expansion Committee
- **Focus Groups**
- **More Information:**
sfoece.org/opportunities-to-engage/



Questions?

Shahde.Tavakoli@sfgov.org or 415-355-6764



Small Group Discussion Materials

Small Group Discussion Questions

1. What are your current ECE needs and challenges?
2. What would make your ECE experience better?

“ECE Bucks” Activity: How would you spend the ECE funds?

We would like to learn more about your ECE priorities and to get your help to determine how the City should spend the estimated \$121 million annually from Prop C funds. Please review the four ECE priorities listed below.

Key Priorities



Subsidies for low-income families

Today, there are approximately 3,000 children from low-income families on a waitlist for state or federal financial assistance for early care and education. (As an example, ‘low-income’ is defined as \$76,596 or less annually for a family of four.) Should San Francisco prioritize local funding to provide financial assistance for early care and education for these low-income families?



Financial assistance to middle-income families

The average cost of infant and toddler care and education in San Francisco is \$26,034 per year, more than double the cost of tuition at SF State University. Should San Francisco prioritize local funding to assist moderate-income working families who aren’t otherwise eligible for financial assistance, but who struggle to afford quality infant and toddler care? (As an example, ‘moderate-income’ is defined as \$76,597 - \$236,800 annually for a family of four.)



Increase pay for ECE professionals

San Francisco is experiencing a shortage of early care and education and preschool professionals, and a major factor is low wages. The average early care and education professional earns \$19 per hour or about \$40,000 per year. Should San Francisco prioritize local funding to increase the pay of early care and education professionals working with young children in SF?



Increase other services for children birth to age 5

Should San Francisco prioritize local funding to increase other services to support the physical, emotional and cognitive development of children from birth through five? Please specify which services.



Other

Please describe any additional ECE priorities that you have.

3. Why is your top priority important to you?
4. Moving forward, how do you want to be engaged? What is the best way to connect with you?





What are your priorities for early care and education?

What are your ECE needs and priorities?

What would make the ECE experience better for you and your family?

A large, empty circle with a dashed green border, intended for participants to write their responses to the question 'What are your ECE needs and priorities?'.A large, empty circle with a dashed green border, intended for participants to write their responses to the question 'What would make the ECE experience better for you and your family?'.

How do you want to be engaged? How should we continue connecting with you?

A large, empty rectangular box with a solid green border, intended for participants to write their responses to the question 'How do you want to be engaged? How should we continue connecting with you?'.



early care & education for all



ECE Priorities



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Increase other services for children birth to age 5

Should San Francisco prioritize local funding to increase other services to support the physical, emotional and cognitive development of children from birth through five? Please specify which services you would like to see funded by writing a description on a post-it and attaching it to your ECE Bucks.

Other

Write-in your priority.



early care & education for all

How would you spend the funds?

Support your priorities for early care and education by placing your \$120 in ECE Bucks in the five categories below. You can choose to spend all of your “ECE Bucks” in one funding area or you can spread out your money across the categories based on your priorities.



Subsidies for low-income families



Financial assistance to middle-income families



Increase pay for ECE professionals



Increase other services for children birth to age 5



Other

Comment Card



Community Town Hall / Foro Abierto Comunitario / 社區市政會議
Early Care and Education for All / Cuidado y educación temprana para todos /
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OPTIONAL / OPCIONAL / 選填

Name / Nombre / 姓名 _____

Contact / Contacto / 聯絡方式: _____

Meeting Results

OECE ECE for All Community Town Hall Small Group Discussion Results

What are your current ECE needs and challenges?

Group Discussion Notes (Chinese-Speaking Group #1)

1. Enrollment difficulty
2. Vacation and insurance
3. Publicity, transparency
4. Fair treatment
5. Salary, funds
6. Unreasonable quota allocation (in terms of district, distance)

Individual Written Comments

- Parity Between Childcare Centers and Home Providers:
 - Fair treatment between home childcare providers and the centers
 - Fair allocation of funds between home childcare providers and the centers
 - We do the same work as the center, but we get paid differently and have different benefits. Why? It's not fair.
 - Resource allocation between home childcare and the centers in respect to infants aged 0 to 3
 - Should not take preference to the center
 - No security for home childcare providers
 - Unfair resource allocation (working staff, students)
 - Unfair resource allocation
 - Resource allocation must be fair
 - Hope that they can be treated the same as those in the centers.
 - We, home childcare providers, provide the same services as the centers, yet we receive less resources.
 - Home childcare providers hold multiple jobs, and we are not well paid. Sometimes, there are no children enrolled, and thus we cannot pay for the expenses. We bought a house for over 1 million dollars, how can we survive?
 - Most teachers at home childcare providers are bilingual and possess teacher certificates, but they get paid differently compared to the teachers at the centers. Why? The enrollment rate at the centers is higher than our enrollment rate.
 - FCC rate should be the same as Center rate
 - More funds should be allocated to home childcare provider
 - Quota allocations
 - Working hours too long, but the quota allocation is not steady
 - Unreasonable quota allocation
 - The quota allocation must be reasonable

What would make your ECE experience better?

Group Discussion Notes

Chinese-Speaking Group #1

1. Reduce pressure on parents to enroll preschool early
2. Provide Chinese translation of online information
3. Help promote family day care. Make use of existing funds to help with the promotion of program in the Chinese community.
4. Raise the awareness of the importance of home childcare. Raise awareness of family importance
5. Enroll infants (under 18 months). Age limit (enroll by age)

Chinese-Speaking Group #2

1. Update information about the enrollment system
2. The center can only enroll children aged between 3 and 5 years, while home childcare providers can enroll infants aged 0 to 3 years.
3. Cancel online matching (restore referral by district)

Individual Written Comments

- Parity and Competition Between Childcare Centers and Home Providers:
 - The center and home childcare providers take care of children at different age on the basis of a division of labor. Center (3 to 5+ years old), home childcare (0-3 years)
 - As the centers targets profit, they focus on their business goals instead of children. When parents choose them, their children lose the basic needs which should be cared for.
 - A profit-making institution should not run a center.
 - Help promote family day care. Raise awareness of family importance
 - Unify tuition fees (x2)
 - Unify the tuition fees of the centers and home childcare providers
 - Home childcare providers keep improving their quality, and the expenses are increasingly reduced.
 - Restrict the locations where the business can be operated
 - Spend time on improving service quality and guaranteeing the survival of home childcare providers
 - Monthly fund subsidies (x3)
 - If students are not enrolled, fund subsidies should also be provided to home childcare providers. Otherwise, no food can be provided. (x3)
 - If no students are enrolled, interim income should be provided.
 - To provide subsidies awards to home childcare providers
 - Hope to have a guarantee of enrollments, and if no enrollment, subsidy funds should be provided.

- Enrollment Challenges, Allocations / Quotas
 - Define the age of babies and infants uniformly. 0-18 mon+ infant [illegible]
 - Lower the age threshold
 - Age limit (18 months or under). Enroll by age
 - Define children under 18 months old as infants. It is easier to get enrollments this way.
 - The centers only enroll children aged 3 to 5. Home childcare providers only enroll students aged 0 to 3, just like before.
 - Offer more enrollments for infants aged 0 to 3 so that more parents can settle down in their jobs.
 - The Early Learning SF allocation information needs to be publicized regularly.
 - EarlyLearningSF.org cannot help with quota allocation for families and home childcare providers. It is not working every well.
 - Enrollment on the EarlyLearningSF website does not work very well at this time.
 - To have EarlyLearningSF.org match families and home childcare providers by region and language.
 - Restore the previous referral process and cancel the online quota allocation.
 - Quota allocation should be made by age. The centers take children of 3.5 years or older, and home childcare providers take children under 3 years old. The composition should be consistent with the centers.
 - To have clear access to the demand-supply data and to know whether the information are updated.
 - Update information
 - The proportion of teachers to students in a home childcare should be 1:4 with reasonable income arrangement. Do not make an empty promise: "demand is more than supply."
 - Solve the problem of insufficient enrollments
 - There are many vacancies at home childcare providers, but no enrollments, why?
 - The government should guarantee income for home childcare providers and ensure that we can enroll the required number of students, just like the centers.
 - Relax control over age (x2); age of infants
 - Relax control over age for home childcare providers in San Francisco
 - Too many documents (x3)
 - Too much paper and waste of time
 - Too many pieces of paper
 - The new system is not user friendly.
 - Provide Chinese translation of the scholarship information, it's only in English
 - Please provide the Chinese translation and documents need to be translated into Chinese.
 - Push parents to enroll preschool early
- Teacher Compensation, Benefits and Training
 - Subsidies for hiring staff (x2)
 - Give subsidy to home childcare providers

- Salary (inadequate staff) subsidy (substitute teachers, such as C-Wages)
- Increase salary for the teachers at home childcare providers.
- Sufficient funds to hire assistants
- Hope to provide various funds as the centers do
- Stipend for pay part of staff wages and renew equipment/supplies.
- Funds for teaching materials and office supplies
- Ensure tax preference of medical insurance for home childcare providers
- Guarantee insurance preference and retirement benefits for the home childcare providers
- Provide health insurance, particularly the elderly employees
- Provide the multi-resource training (including home childcare providers and teachers)
- Training subsidies, just like C-Wages previously
- Refer to the incentive system for fund subsidies corresponding to C-Wages
- Long working hours. Too many pieces of paper to write, about 10 hours, even in the evenings.
- Family Childcare Involvement in Public Engagement / Policy Setting
 - To increase the opportunities for home childcare providers to participate in meetings held by the government and related agencies. Be fair, open, and equal.
 - Family child care should be included in all policies.
 - CPAC Ad Hoc Committees are all from Centers, they do not know about family child care and its benefits to kids and family
- Miscellaneous
 - Provide subsidies to middle-income families
 - Hold seminars on caring and educating children for parents

Comments Specific to Priorities:

Subsidies for Low-Income Families

- Increase funds for providers
- You need more money to clear the waitlist

Financial Assistance to Middle-Income Families

- Difficult for them
- There is space (day care) but they say there is no funding
- There don't go up where they ask for information in cafes. It does not inspire confidence. They have lived/heard negative cases
- Pay voucher
- Certificate of living in the City
- No request (?)
- *They don't take away (?)*

Increase Pay for ECE Professionals

- Increase funds for childcare and professional education
- Increase funds to home childcare providers
- Quality – capable teachers
- Pay increases for teachers
- They don't have insurance
- There are no services for teachers (medical insurance + salary + benefits)
- Cost of living in San Francisco, transportation
- Materials, training, etc.
- C-Wages
- Stipend

Increase Other Services for Children Birth Age to Five

- No specific comments submitted

Other

- Monthly fund subsidies (x3)
 - Subsidies to assistants at home childcare providers
 - Hope to increase subsidies in case of vacancies
 - Expect subsidies when fewer students are enrolled than required
 - If no students are enrolled, interim awards should be provided
 - Ensure security for home childcare providers
- Increase tuition fees at home childcare providers (x2)
- Connect to the parks to provide child care services (x2)
- Transportation (x2)
- FCC expansion fund
- Parent navigators
- Get a parent navigator for getting connected
- Training for special ed inclusion
- Disaster preparedness
- Training for quality substitute support
- In disaster preparedness for the providers and spots to know parents can also (sic)
- For training to have a support a provider to team up if other is ill [sic]

How do you want to be engaged moving forward?

- Hold parties for home childcare providers to exchange ideas
- Face-to-face community meeting once every 6 months
- Hold a community meeting once every 6 months
- Community meetings
- More focus groups, as needed

- Hold a meeting on fund allocation once a month
- Assign liaison officers
- Express opinions online
- Hear opinions regularly
- Express opinions via emails
- Contact methods: Email (x2) telephone, and WeChat
- Group Wechat
- Please provide the Chinese translation and documents need to be translated into Chinese.
- Online info needs Chinese translation
- Publicity not well done
- Publicize new websites among parents.

Comment Cards

- Want to know how this may be impacted by changing immigration laws/rules
- Priorities: further support / training / etc. to develop a high quality sub pool for various ECE systems of care! Increased funding for mental health consultation for infant/toddler ECE sites!
- Focus on low income families receiving CalWorks to provide early learning slots to African American families. Increase the number of African American providers in BVHP (Bayview Hunters Point Foundation for Community Improvement) who open at 5 a.m.
- Provide transportation services from providers to school
- Increase more subsidies to middle-income families to benefit more families
- Provide medical insurance to all, including elderly workers
- Reduce paper work
- Thank you for creating an opportunity for feedback!
- Thank you for providing home childcare providers with the opportunity to express our opinions!



M E M O R A N D U M

December 20, 2018

TO: OECE Prop C Community Engagement and Strategic Planning Team

FR: MIG, Inc.

RE: Summary of December 8, 2018 ECE for All Community Town Hall

I. Introduction

On June 5, 2018, the voters of San Francisco passed Proposition C (Prop C) to create funding for the Early Care and Education (ECE) for All Initiative. Prop C could provide an estimated \$121 million annually in new funding to support and improve access to quality ECE for children ages 0-5 in San Francisco. The ECE for All Initiative established a nine-month planning process during which the San Francisco Office of Early Care and Education (OECE) will create a spending plan for the first five years of Prop C funding. This spending plan will be informed by input from San Francisco parents, families, teachers, ECE administrators and community members.

The planning process encompasses a variety of public engagement activities. On December 8, 2018, OECE hosted the first of two Community Town Halls to provide the public with an opportunity to learn more about ECE for All Initiative and give their feedback on priorities for the five-year spending plan.

II. Methodology

The Community Town Hall was conducted by OECE, with support from ECE partners and assistance provided by MIG, Inc., OECE's public engagement contractors. It was held at the San Francisco Public Library's Main Branch from 10:00 a.m. to 12:00 p.m. The venue is an ADA-accessible location convenient to public transportation.

Outreach Methods

Broad and multi-lingual community outreach was conducted to publicize the Town Hall. Outreach methods included:

- E-blasts and personalized email invites
- Flyer distribution
- Social media (e.g., paid Facebook posts)
- OECE and Prop C webpages
- Cross-promotion with community partners, including, but not limited to:
 - OECE Citizen's Advisory Committee
 - First 5 San Francisco
 - San Francisco Child Care Providers Association
 - Child Care Planning and Advisory Council
 - San Francisco Board of Supervisors
- Newspaper media (e.g., SF Bayview, Sing Tao Daily)
- Text messages to over 1,200 Human Service Agency (HSA) clients with children under 5
- Targeted promotion to parent groups (e.g., Mom Squad SF, Parents Voices, etc.)

The flyer used to publicize the Town Hall is reproduced in Appendix A, "Outreach Materials."

Community Town Hall Format

The Community Town Hall was designed to be highly interactive and accessible. Spanish and Chinese interpretation were provided to accommodate Limited English Proficient (LEP) community members, and small group discussions were facilitated in all three languages. All handouts and displays were also translated into Chinese and Spanish. A light breakfast was provided.

Denise Corvino, Acting Director of OECE, welcomed participants and introduced facilitator Jamillah Jordan, MIG, Inc., who framed the purpose and goals of the workshop and reviewed the agenda. Two PowerPoint presentations were provided by OECE staff to help attendees fully understand the ECE for All Initiative and its context. First, OECE staff gave a brief overview of early care and education and why it is critical to the development of children aged 0-5; summarized the history and purpose of OECE and its programs; and discussed how, despite San Francisco's leadership and investments in quality ECE, there are still many unmet needs and gaps including a shortage of child care space; waitlists for low-income, subsidy-eligible children;

unaffordable child care costs for moderate income families; staffing shortages; and a kindergarten readiness gap for under-served communities.

In the second presentation, OECE staff explained the history of Prop C and the San Francisco ECE for All Initiative; provided context for the planning process; and detailed what the five-year spending plan will include, the planning timeline, and the four key priorities for investment in enhancements to the City's ECE system as identified in the Prop C legislation:

- Clear the waitlist for low-income, subsidy-eligible children ages 0-5.
- Provide financial assistance to middle-income families for infant and toddler (ages 0-3) care and education.
- Increase compensation for ECE educators in San Francisco.
- Invest in quality supports for early care and education including coaching and training for educators and materials and physical and mental health supports for children.

Following the presentations and a facilitated question-and-answer session, attendees were assigned to small breakout discussion groups. Participants in the small groups were asked to identify their role(s) in regards to ECE (whether parents, educators, ECE administrators, professionals working in ECE administration, and/or other); their ECE needs and priorities; and what would make the ECE experience better for them and their families.

Participants then engaged in an interactive activity aimed at clarifying which ECE priorities were most important to them. Participants were provided with \$120 in "ECE Bucks" which they could distribute in any way they liked between five categories: the four key priorities identified and an "Other" category for any additional priorities.

After the ECE Bucks activity was completed and results tallied, participants were asked to explain why their top priority was important to them, and also to suggest the best methods for continuing to engage and connect with them throughout the ECE for All planning process.

The agenda, presentations, displays and other materials provided are included in Appendix B, "Meeting Materials."

III. Community Town Hall Participation and Results

Community Town Hall Participation

More than 50 people attended the Community Town Hall, including parents, caregivers, ECE professionals and community members. The Chinese-speaking community and educators representing home childcare facilities were particularly strongly represented.

Community Town Hall Results

In addition to taking part in the small group discussions, participants were asked to submit written comments in response to the various questions. Both spoken and written comments are summarized below. A detailed transcription of the small group discussions and submitted comments is included in Appendix C, "Meeting Results."

ECE Needs and Challenges

Town Hall participants identified the following ECE needs and challenges that they currently experience:

- Low budgets, wage limits and inadequate staff impact quality
- Lack of capacity and space
- Challenges with enrollment
 - Need for advance notification is challenging to home childcare providers
- Rate disparity between FCC's and Centers
 - Most teachers at home childcare are bilingual and possess certificates, but get lower pay.
- Definitions of "infant" and "toddler" are challenging for home child care
- Areas served have changed and grown more densely populated
- Challenges for workforce: Lack of insurance and benefits, low salaries; heavy workloads
- Too much paperwork for teachers and providers

Improving the ECE Experience

Town Hall participants identified many factors that would improve their ECE experience:

- Raise awareness of the importance of family childcare
 - Hold seminars for parents on caring for and educating children
- Help promote family day care in the community
- Create parity between tuition fees for centers and home childcare providers
- Increase teacher salaries, especially for home childcare providers

- Provide stipends or subsidies to pay portions of staff wages and renew equipment
- Fill vacancies of home childcare providers
- Revise definitions for enrollment
 - Enroll infants under 18 months
 - Define ages uniformly
- Reduce pressure on parents for early preschool enrollment
- Make quota allocations by age
- Provide more medical insurance for all, including elderly workers
- Provide multi-resource training to all including home childcare providers and ECE teachers
- Reduce paperwork
- Include Family Child Care Centers on Ad Hoc Committees and in policy development
- Cancel online matching and restore referral by district

ECE Bucks Results

The results of the “ECE Bucks” activity were as presented below.

Small Group	Subsidies for Low-Income Families (Clear Waitlist)	Financial Assistance to Middle-Income Families	ECE Workforce Compensation	Other Services for 0-5	Other
English Group	\$160	\$160	\$120	\$60	\$200
Spanish Group	\$180	\$140	\$120	\$40	\$0
Chinese Group #1	\$80	\$360	\$260	\$140	\$620
Chinese Group #2	\$280	\$400	\$360	\$200	\$180
Totals	\$700	\$1,060	\$860	\$440	\$1,000

Comments Specific to “Other” Priorities

Participants in the ECE Bucks activity were encouraged to specify which services they would like to see funded in terms of the “Other Services for 0-5” and “Other” categories. The following services were identified:

- Transportation
- FCC expansion fund
- Parent navigators

- Training for Special Education inclusion
- Monthly fund subsidies
- Disaster preparedness
- Training for quality substitute support

Preferences for Continued Engagement

The small group participants also suggested the following preferred methods for continued engagement in the ECE for All process:

- Conduct more focus groups and community meetings
- Improve publicity for events
- Use email and telephone outreach
- Offer opportunities to provide opinions online and through email
- Publicize new ECE websites among parents
- Use Group WeChat
- Translate online information into Chinese
- Assign liaison officers
- Hold parties for home childcare providers to exchange ideas