

**San Francisco Early Care
and Education for All Initiative**

**Proposed Approach and
Design for Developing the
Five-Year Spending Plan**



ABBREVIATION KEY

CAC - OECE Citizens' Advisory Committee

CDE - California Department of Education

CPAC - San Francisco Child Care Planning and Advisory Council

ECE - Early Care and Education

FCC - Family Child Care

FCCQN - Family Child Care Quality Network

OECE - San Francisco Office of Early Care and Education

PEEF - Public Education and Enrichment Fund

PFA - Preschool for All

Proposition C - The Early Care and Education for All Initiative

QRIS - Quality Rating and Improvement System

SFUSD - San Francisco Unified School District

TK - Transitional Kindergarten

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November 2018



San Francisco Office of
Early Care and Education





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INTRODUCTION

CONTEXT

On June 5, 2018, San Francisco voters approved [Proposition C: Commercial Gross Receipts Tax for Early Care and Education](#) which may generate an estimated \$121 million annually in new local funding dedicated to closing the early education gap for San Francisco's youngest children and their families, and to raising wages for the professionals working in this vital sector. Through subsequent [local legislation](#), the Office of Early Care and Education (OECE) has been charged with developing a 9-month planning process to engage diverse San Francisco stakeholders in creating the first Five-Year Spending Plan for the Early Care and Education for All Initiative (the "Spending Plan or Plan"). The Plan will include: 1) programs and services to be funded; 2) funding allocations; and 3) metrics for measuring impact. This document outlines OECE's proposed planning process to take place November 2018 to June 2019. OECE seeks to engage diverse stakeholders in weighing and developing a strong Plan to make

the most of this opportunity for San Francisco's young children, families and early care and education professionals.

Legal Challenge Against Prop C

In August 2018, Howard Jarvis Taxpayers Association, Building Owners and Managers Association of California, and other business organizations sued the City in San Francisco Superior Court, claiming, among other things, that the commercial rents tax established by Proposition C (June 2018) required the approval of 2/3rds of the City's voters, rather than the simple majority that the City believes is the correct threshold under current Supreme Court case law and that the measure met. The timing of the process and outcome cannot be predicted with certainty.

While the legal case proceeds, the City is taking steps to impose the tax, which becomes effective in January 2019. As these payments are received, they will be deposited and remain segregated from other City funds, earning interest until they are ultimately appropriated



and spent. The Charter requires the City Controller's Office to certify that funds are available to meet appropriations adopted by the Mayor and Board of Supervisors - a voter-adopted safeguard designed to ensure that the City does not enter into commitments only to find itself later without the means to pay for them. Given the pending lawsuit and the potential that an adverse result could lead to refunds of taxes paid, the Controller has indicated that he cannot currently certify funds given the legal risks associated with the case. This is consistent with past practices involving other significant tax lawsuits. While the timing and outcome of the lawsuit is uncertain, the value of developing the spending plan is clear. Ideas and strategies generated from the 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.

WHY EARLY CARE AND EDUCATION IS IMPORTANT TO SAN FRANCISCO

Nearly 90% of brain development happens in the first five years of life. Early childhood is a critical time for developing the skills that prepare San Francisco's children for school and life. A growing body of evidence demonstrates that high quality, consistent early care and education (ECE) from birth to five maximizes child development, ensures parents can work productively, and that local economies benefit from a more skilled workforce in the long-term. According to First 5 California, children who enroll in high quality preschool are 75% more likely to have skilled jobs or be enrolled in higher education as adults.

Office of Early Care and Education

Given the importance of high quality early care and education to the city's vitality, Mayor Edwin Lee created the San Francisco Office of Early Care and



Image Credit: First 5 Association of California, first5association.org

Education (OECE) in 2013. OECE is one of the first and few local city offices dedicated to expanding the availability, affordability and quality of early care and education services for children birth to five in the country. OECE and our city's vision is that every child birth to five in San Francisco has access to high quality and affordable early care and education. OECE's mission is to leverage state and federal resources for early care and education, steward local funding, and support the early care and education workforce. In collaboration with diverse stakeholders, OECE works to build a high quality, affordable, data driven, and streamlined early care and education system serving children birth to five and their families. Learn more at sfoece.org.

San Francisco Citywide Plan for Early Care and Education

In our critical first years as an organization, OECE was tasked with creating a strategic plan for San

Francisco's early care and education system. Working in close collaboration with First 5 San Francisco, we developed a plan with broad stakeholder input over two years establishing a bold vision for San Francisco's early care and education system. Adopted by the Mayor and Board of Supervisors of San Francisco in April 2016, [San Francisco's Citywide Plan for Early Care and Education](#) outlined key goals and principles that guide our work including:

- **Ensuring continuous participation in high quality early learning from when a child is enrolled until kindergarten entry whenever possible** to maximize child development and minimize parental stress and system costs;
- **Prioritizing enrollment of children most likely to benefit from participation in high quality early care and education.** Given that demand for services exceeds available resources, the City

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prioritizes enrollment for those populations with documented disparities in child development and readiness for kindergarten including African-American, Latinx, and English Language Learners from low-income households, as well as children with special needs, or from families experiencing homelessness or involved in the child welfare system.

- **Assuring quality standards for all early learning opportunities supported by the City.** OECE provides resources and support to early care and education programs to meet program quality standards.
- **Involving families in ECE decision-making at the program and Citywide levels.**
- **Developing and financing strategies to support compensation parity for ECE** professionals with TK – 3rd grade teachers working in San Francisco.
- **Restructuring City funding to ensure a simple and seamless system for children, families and providers** and determine the funding based on the cost of providing quality early care and education.

- **Increasing funding to provide access to high quality early care and education to all children birth to five in San Francisco.**

While seemingly simple, many of these strategies are difficult to achieve given inadequate state and federal policy and funding. OECE is working to close the gap between the bold vision in our Citywide Plan, and the very real challenges faced by children, families and professionals in San Francisco's early care and education landscape today.

San Francisco Early Care and Education Landscape

San Francisco is an innovator and leader in high quality early care and education due to significant local funding used to provide financial assistance for families, funding for programs, and training and quality improvement supports for professionals. Despite many strengths and innovations, San Francisco confronts major challenges due to a lack of strong state and national social policy for young children and their families.

- The vast majority of San Francisco children are growing up in households in which all parents are working full



time, making quality child care and preschool a necessity.

- San Francisco has licensed infant and toddler care available for only 15% of San Francisco's youngest children, an extreme shortage.
- Preschool opportunities, following years of investment, are more readily available at 94%.
- With the average annual cost of child care for one child of \$26,034, nearly half of San Francisco's families with young children report difficulty affording high quality child care and preschool for their children.
- San Francisco has a [waitlist](#) of 3,255 children who are low income and eligible for state and federal child care subsidies but waiting to receive them as limited funds are allocated.
- With the high cost of living in San Francisco and the complexity and demands of working with young children, recruiting and retaining early care and education professionals is increasingly difficult. The average teacher earns \$19.37 per hour, or little more than \$40,000 per year.







PROPOSITION C PLANNING AND STAKEHOLDER ENGAGEMENT

On June 5, 2018, San Francisco voters approved Proposition C: Commercial Gross Receipts Tax for Early Care and Education (“Proposition C or Prop C”). The proposition imposes a new commercial gross receipts tax, and dedicates 85% of the proceeds generated (currently estimated at \$121 million annually) 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 as 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; and,

- **Increased compensation** for people who provide child care and education for children from newborns through age five.

These priorities align with the adopted San Francisco Citywide Plan for Early Care and Education and the current landscape. Through subsequent local legislation, the Office of Early Care and Education (OECE) has been charged with developing a 9-month planning process to engage diverse San Francisco stakeholders in creating the first Five-Year Spending Plan for the Early Care and Education for All Initiative (the “Plan”). Building from existing information and collaborations, the iterative Prop C planning process will seek to address four essential questions:

1. What are **current conditions, experiences, and priorities** of families and ECE professionals?
2. What are the **most promising strategies** to achieve the goals of Prop C?

3. What **funding amounts** should be associated with each strategy?
4. What metrics should be used to ensure the intended **impact and accountability** of the proposed strategies?

The resulting Plan will include: programs and services to be funded; funding allocations; and metrics for measuring impact. This document outlines OECE’s proposed planning process to take place in November 2018 through November 2019.

A. Key Audiences

San Francisco’s early childhood community is diverse, and sometimes fractured given the wide range of families, stakeholders, and system partners. OECE seeks to involve all stakeholders in weighing options and data to develop a context-sensitive Plan which fully aligns with San Francisco’s conditions and available resources.

The key audiences below will be targeted through a variety of engagement methods (See Section III). In particular, we will target our outreach efforts to collect input from parents and caregivers

who do not traditionally participate in planning processes due to time and resource constraints, as well as ECE professionals who work directly with young children and may not be engaged in stakeholder meetings or advocacy efforts on a regular basis. This is a “living list” and OECE will continue to add stakeholders/audiences to the list to ensure strong representation from across the city.

General Public

- San Francisco parents, caregivers and families
- ELS/PFA families

ECE Stakeholders

- OECE Citizen’s Advisory Committee
- Child Care Planning & Advisory Council
- Ad-Hoc Workforce Compensation Committee
- Ad-Hoc Access, Quality and Expansion Committee
- Recipients of OECE-funded programs
- Registry participants who work in SF
- Associations



- SFSU and CCSF
- Professional Learning Committee members
- Other stakeholders

Elected Officials

- Mayor of San Francisco
- San Francisco Board of Supervisors

B. Objectives for the Planning Process

OECE has established the following objectives to guide the planning process.

- **Partnership of All Stakeholders.** The needs and priorities of all stakeholders are valued, and

perspectives of all parties will inform the Plan. OECE is committed to actively listening to stakeholders and being responsive to stakeholder input throughout the plan development process.

- **Engaging the Local Community.** San Francisco's early care and education system is an asset to, and designed to strengthen, our local community. Parents/caregivers and professionals working with young children are most impacted by the decisions to be made by the planning process. We will work to intentionally involve community stakeholders in a manner that is accessible and meaningful to them.



- **Transparent Information and Data Sharing.** Information will be accessible to all participants and the public. The planning process will work to leverage information already available, and seek to intentionally collect new information to broaden the understanding of current conditions, promising practices, and opportunities for positive change.
- **Applying an Equity Focus.** Prop C funds are intended to benefit low- and middle-income children, families and early educators. The planning process will actively seek to engage and meet the needs of currently underserved populations in service of equitable outcomes.
- **Providing High Quality Early Care and Education:** Opportunities to promote higher quality early care and education in San Francisco are embedded in every aspect of planning for the priorities identified in Prop C. San Francisco builds on a locally adapted Quality Rating and Improvement System (QRIS) responsive to the unique needs of this City's programs and families as a foundation for quality. There are many components to quality early care and education including a stable and experienced workforce; age appropriate curriculum; family engagement; continuous improvement; sustainable funding and effective leadership.

- **Building upon Existing and Proven Collaboration.** San Francisco's high quality early care and education system benefits from high capacity and strong partner and community collaborations from which the planning process will build.
- **Balancing the Visionary and the Practical.** Planning will require compromise between what is wanted or deserved for children, families and professionals, and what is available within Prop C and other available resources. The process should stretch our thinking about what is possible, while firmly proposing tangible actions to make a meaningful difference. We will seek to leverage Prop C and other resources to improve San Francisco's early care and education system for the long term.







PROPOSED ENGAGEMENT ACTIVITIES AND TOOLS

A. Citizen's Advisory Committee

OECE's nine-member, representative Citizen's Advisory Committee (CAC) will serve as the central hub for guiding the planning process. The CAC will meet regularly throughout the nine months of planning: reflecting on information; weighing options for strategies to be adopted and allocations of funding; and considering metrics to measure impact. CAC members will hold public meetings throughout the process, and ultimately endorse the proposed draft and final five-year spending plan. CAC members will also be encouraged to participate in the town halls, ad hoc committees, and other aspects of the planning process, described below.

B. Communications

OECE will offer proactive, multi-modal communications for broad and diverse engagement in the planning process. OECE will encourage stakeholders and participants to share Prop C communications with their networks to

broaden engagement in the process; and will also conduct communications to diversify who we are reaching.

- **Newsletters:** OECE will offer an opt-in newsletter for interested community members and stakeholders to be issued periodically. The newsletter will offer updates on the process, share strategies in development, and provide opportunities for engagement and to offer feedback on emerging issues.
- **Web Page:** OECE's website (sfoece.org) will offer a landing page dedicated to Prop C. This will be 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 will use Facebook for sharing information and engaging diverse stakeholders in the Prop C planning process, promoting viral sharing of key opportunities for



engaging, or findings of the process. OECE will encourage stakeholders and participants to share Prop C engagement opportunities and information with their networks.

- **Targeted Communications:** OECE will use direct, targeted communication (e.g., phone calls, email correspondence; presentations at existing partner meetings) to broaden engagement in the Prop C process among constituencies not reached through other methods above.

C. Public Engagement

OECE will offer varied modes of engagement in the process, intentionally providing multiple ways to engage

communities most impacted by the decisions. OECE envisions two cycles of broad engagement. The first engagement cycle will take place at the beginning of the process, involving diverse stakeholders in sharing their experiences of current conditions and the priorities established by Proposition C. During the second cycle of broad engagement, OECE will share the draft Plan and collect community input on suggested Plan improvements before it is finalized and adopted. OECE will ensure that a feedback loop is created in order to inform all public engagement participants how the input collected is informing Prop C priority decisions, including through the strategies identified in the Communications section.



- **Online Questionnaires:** OECE will develop and distribute multi-lingual online questionnaires. The first will seek to gain insights regarding current conditions, experiences and the priorities identified by Proposition C. The second questionnaire will be used to collect stakeholder input on the draft plan before the plan is finalized.
- **Town Hall Meetings:** OECE will host two town hall meetings in locations and at times accessible to families and professionals. The first town hall will seek to engage diverse stakeholders in a conversation to gain insights regarding current conditions, experiences and the priorities identified by Proposition C. The second town hall will share the draft spending plan with stakeholders to get feedback and identify improvements before the plan is finalized.
- **Toolkits for Parent Groups and ECE Professionals to Provide Input:** Community engagement of parents and professionals can be challenging given the demands of nurturing young children. To foster input from these constituencies, OECE will develop a toolkit for groups of parents and professionals to share their experiences of current conditions, priorities and promising strategies to improve San Francisco's



early care and education system within the priorities established by Proposition C. The toolkit will be designed to help participants engage in a structured conversation on the Prop C priorities and share their feedback with OECE. OECE intends to reach out to established parent groups, neighborhood networks, and convenings of ECE professionals to ask them to use the toolkits at times when their participants are already meeting. OECE is particularly keen to receive feedback from families who are currently prioritized for ELS funding, as well as middle-income families not currently receiving subsidized services, and classroom

teachers working in early education environments.

- **Early Learning Scholarship Focus Groups:** OECE will host several targeted focus groups of ELS funded programs to review existing ELS feedback, share strengths of the current system and identify areas for improvement. The focus groups will include representation from diverse programs including Family Child Care educators, state subsidized Title 5 centers, and non-subsidized, mixed-income centers.



D. Partnering with Child Care Planning and Advisory Council

OECE will build from strong existing collaboration with the San Francisco Child Care Planning and Advisory Council (CPAC). Supported by the California Department of Education, CPAC is mandated by the state to assess all aspects of local early care and education supply and demand, and to set priorities for determining state and local spending to meet existing needs. CPAC is comprised of members of the community, appointed by the Board of Supervisors and the Board of Education, who are parents, child development program administrators, and representatives of public agencies, business and community leaders, and other ECE stakeholders interested in the well-being and education of all children.

OECE and CPAC will partner to establish two Ad-Hoc Committees to delve into learning about current conditions and experiences, reviewing best practices, and developing the programs and strategies to be funded by Prop C revenues. These working groups, convened by CPAC Committee Chairs and staffed by OECE, will engage in a six-

meeting cycle of inquiry from October 2018 through March 2019 to inform the Prop C Plan.

- **Prop C Compensation Ad-Hoc Committee:** This committee is charged with exploring how Prop C funding can be best used to improve educator compensation. Please see Appendix A for a Charter regarding this committee and the questions it will aim to address.
- **Prop C Access/Expansion Ad-Hoc Committee:** This committee will explore how best to expand access, especially for infant and toddler care, as well as how to best support moderate income families. Toward these goals, this committee will explore strategies for developing mixed income early care and education environments, and how best to expand capacity to serve more children in the city funded network of quality programs. Please see Appendix B for a Charter regarding this committee and the questions it will aim to address.



E. Strategic Input Sessions with Key Stakeholders and Collaborations

In addition to the CPAC Ad-Hoc Committees identified above, OECE will seek to engage with key early care and education partners by scheduling Prop C information and planning sessions at regular forums or meetings of key partner agencies, in addition to engaging them with the online survey, town halls, and committees above. OECE aims to engage the partners below, subject to their level of interest in participating, in a series of strategic input sessions:

- Child Care Planning and Advisory Council Full Membership Meeting
- City College of San Francisco Child and Family Studies Student Gathering or Classes
- Family Child Care Association of San Francisco (Board of Directors Meeting and Neighborhood Networks)
- First 5 San Francisco (monthly partnership with staff as well as Commission Meeting)
- Parent Advisory Committee of the San Francisco Board of Education



- San Francisco Board of Education (Full Board or Committee)
- San Francisco Child Care Providers Association
- San Francisco State University Student Gathering or Classes
- San Francisco Preschool Director's Group

F. Research

OECE and its partners will strive to be research informed throughout the process, seeking to build from existing information and learn from best practices in other communities of industries.

Research and information to inform the process will include:

- Updating revenue and expense assumptions for reimbursement rates paid to reflect the cost of quality care for different age groups and settings;
- Identifying promising models to increase the pay and benefits of ECE professionals, as well as improve working conditions;
- Identifying effective programs offering financial assistance to moderate income families;
- Exploring strategies for assuring economically diverse programs are promoted and sustainable;
- Examining best practices for clearing the child care waitlist and leveraging state and federal funding;
- Identifying any issues in the policy environment to be aware of such as increases in the minimum compensation ordinance, TK – 3rd teacher compensation, or other factors; and,
- Developing a citywide evaluation plan and metrics for success for San Francisco's early care and education system with Applied Survey Research in close partnership with First 5 San Francisco, San Francisco Unified School District and key stakeholders.





PROPOSED PLANNING TIMELINE

OECE proposes a nine-month timeline spanning from November 2018 - June 2019 with the following major activities. OECE envisions a reflective, iterative process of sharing findings from engagement; communicating emerging options from Ad-Hoc Committees; and leveraging OECE's Citizen's Advisory Committee (CAC) meetings as the central hub for sharing emerging direction and options, receiving feedback and offering guidance, and ultimately endorsing the draft and final Prop C 5 Year Spending Plan. Appendix D provides an infographic of the major activities and timeline for the inter-related elements of the iterative planning process to develop the first five-year spending plan for Proposition C.



PLANNING TIMELINE

| Activity | Timeline |
|---|---|
| Submit Prop C Planning Process | November 5, 2018 |
| Conduct first round of public engagement (Conditions, Experiences, Priorities) through online questionnaire, town hall, and toolkits for groups of parents or professionals | November – December 2018 |
| Host Ad-Hoc Committees to explore current conditions, and propose strategies and metrics | October 2018 – March 2019 |
| Citizen’s Advisory Committee Public Meetings to: share learnings from engagement, research and Ad-Hoc Committees; propose and discuss emerging options for Prop C strategies and allocations; and receive guidance and feedback | December February (possible retreat) March April |
| Complete Draft Plan | April 2019 |
| Conduct second round of public engagement on Draft Plan through on-line questionnaire, town hall, toolkits for groups of parents or professionals, and tabling at family events (e.g., Sunday Streets) or professional oriented events (e.g., trainings or conferences) | May 2019 |
| Revise Draft Plan based on feedback received | June 2019 |
| Final Plan presented to CAC and then submitted to Board of Supervisors, Published on OECE website, and distributed to participants through newsletter and targeted outreach (See Appendix D for working outline) | June 2019 |



Appendices

Appendix A

Charter CPAC Prop C
Compensation Ad-Hoc Committee

Prop C AD-Hoc Committee Charters and Questions

CPAC Prop C ECE Workforce Compensation Ad-Hoc Committee

Charge: To recommend a method of how Prop C funding can be used by OECE to increase ECE educator compensation and improve work environments by June 30 2019

Committee Co-Chairs: Sara Hicks-Kilday and Gretchen Ames

OECE Staff to Committee: September Jarrett

Meeting Schedule:

Wednesday October 17 6:30-8:30pm

Wednesday Nov 28 6:30-8:30pm

Wednesday Dec 19 6:30-8:30pm

Wednesday Jan 23 6:30-8:30pm

Wednesday Feb 27 6:30-8:30pm

Wednesday March 27 6:30-8:30pm

- Committee members are encouraged to attend all meetings.
- Meetings will also be open to the public to participate.
- Agendas and related materials will be sent out to the committee 1 week before each meeting and posted on the Prop C page of the OECE website: sfoece.org
- Suggestions for additional agenda items should be sent to planning team for consideration.

Roles and Responsibilities for Committee members:

- Bring the knowledge and perspectives of the agency, organization, or constituency that they represent, but set aside individual and organizational interests
- Promote the effective use of data to inform continuous learning and improvement
- Be creative and solutions-oriented to remove barriers to change
- Maintain focus and momentum to support the goals of the committee, and act as a champion for the effort in your agency, organization, and/or community

Approach to Committee's Decision-making:

In order to make decisions, the committee will use the following process for items agendized for action:

- **Frame the topic of conversation.** During the meeting, the meeting facilitator will frame the topic, summarize the information provided prior to the meeting, and highlight any pre-identified areas of disagreement or concern among committee members.
- **Discuss.** The facilitator will pose questions and moderate the committee's discussion.
- **Assess gradients of agreement.** Following dialogue on a given topic, the facilitator may take the "pulse of the room" through a 'gradients of agreement' approach. This gives all committee members the opportunity to express concerns or divergent perspectives, and honors their participation. If a significant portion of committee members are in agreement, discussion may conclude to move toward taking a vote or some other action.

• **Take a vote.** If a quorum of committee members agree, the decision is made. If there is not a quorum of votes in agreement, the decision cannot be ratified. Each member of the committee present at the meeting must vote for or against a particular question put before them, unless they publicly state that they have a conflict of interest and a general description of that conflict prior to the vote.

QUESTIONS to Consider:

1. Compensation:

What is the gap to achieving wage parity for ECE workforce with SFUSD TK-3 staff (within 5 years)?

- What rates are needed? What is the current gap between parity goal and current wages for all educators currently serving subsidized children & needed for expansion?
- What is needed to achieve parity within 5 years?

Reviewing and revising the existing ELS model:

- What rate structure is needed? Reviewing and revising the existing ELS model: What potential issues exist and what updates/adjustments would be recommended?
 - What relationship between raising Tier 3 (and/or Tier 4 & 5) rates and wage assumptions are needed to achieve this? Should a Tiered Rate Structure (different rates depending on quality rating) be considered, or not? Should we move SF to Tier 4 wages?
 - How should benefits for teachers be addressed in the rate structure? (See living wage models w/ different pay required if benefits offered)
 - Should wage parity include ELS for-profit programs? PFA-only programs? If so, how?
 - How can ELS reimbursement rates be adjusted or improved /what supplementary supports are needed to address compensation (wage & benefits) across different program types (FCC, T5/CDE contract, mixed-income, etc.)
 - What is the relationship between state rates and local rates: when state rates change, how do ELS GAP payments adjust, if at all? (How do wages compare across delivery types?)
 - Should reimbursement rates be higher based on the needs of the population being served in the program?
 - Should reimbursement rates or other adjustment be included to support wage increases across program type? What are needs/impact of ELS funding across differing delivery/service types? FCC, mixed-income, full-subsidy with T5 contract requirements.
- Is there a way to save the costs of reliance on temps due to low wages through a sub pool and/or raised wages? Are there other strategies that would provide a cost savings to promote wage increases & expanded services?

2. Parity models:

- How do we define parity given recent degree requirements, different requirements across sectors, & long-term workforce pre-existing degree requirements?
- What degree alternatives/portfolios/life experience should be considered?

3. Monitoring & Mandating:

- How do we ensure that increased rates lead to teacher wage increases?
- Should wages be suggested or mandated for ELS participating agencies?

- How do we approach different sectors? FCCs vs. centers (Employee wages vs. small operator rates)? Mixed-income vs. full/mostly subsidy?
- Will public subsidies for wage parity include ELS for-profit programs? Or distinguish between for-profit programs (Large national vs. local small operators. Earning cap? Title 22 (not contracted) non-profit programs?) PFA-only programs? If so, how?
- How much of C should go to wages vs. expansion? What target goal to set for wages, before funding is increased for other areas.

4. Work Environment Conditions:

- How can we impact/What is the cost of impacting work environments, e.g. support staff, lower ratios, float teachers, mental health staff, substitute pool, different types/scale of quality support components?
- What is a sustainable work schedule? How do we support this across sectors?
- How to use SEQUAL or similar tool?

5. Other Benefit Strategies:

- Are there other ECE compensation strategies that should be taken into consideration, e.g. transportation stipends, student loan forgiveness?
- Should OECE invest in internship programs for higher education students to increase workforce pipeline?

Appendix B

Charter CPAC Prop C
Access/Expansion Ad-Hoc Committee

Prop C AD-Hoc Committee Charter and Questions

CPAC Prop C Access/Expansion Ad-Hoc Committee

Charge: To recommend a method of how Prop C funding can be used by OECE to expand access, especially to infants and toddlers, include moderate income families in mixed income environments and increase capacity in ELS-qualified programs by June 2019.

Committee Chairs: Sandee Blechman and Monica Walters
OECE Staff to Committee: Graham Dobson and Shahde Tavakoli

Meeting Schedule:

Thursday Oct 11 5pm-8pm room 409
Monday Nov 5 5pm-8pm room 409
Monday Dec 10 5pm-8pm room 409
Monday Jan 14 5pm-8pm room 409
Monday Feb 11 5pm-8pm room 409
Monday March 11 5pm-8pm room 409

- Committee members are encouraged to attend all meetings.
- Meetings will also be open to the public to participate.
- Agendas and related materials will be sent out to the committee 1 week before each meeting and posted on the Prop C page of the OECE website: www.sfoece.org
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Roles and Responsibilities for Committee members:

- Bring the knowledge and perspectives of the agency, organization, or constituency that they represent, but set aside individual and organizational interests
- Promote the effective use of data to inform continuous learning and improvement
- Be creative and solutions-oriented to remove barriers to change
- Maintain focus and momentum to support the goals of the committee, and act as a champion for the effort in your agency, organization, and/or community

Approach to Committee's Decision-making:

In order to make decisions, the committee will use the following process for items agendized for action:

- **Frame the topic of conversation.** During the meeting, the meeting facilitator will frame the topic, summarize the information provided prior to the meeting, and highlight any pre-identified areas of disagreement or concern among committee members.
- **Discuss.** The facilitator will pose questions and moderate the committee's discussion.
- **Assess gradients of agreement.** Following dialogue on a given topic, the facilitator may take the "pulse of the room" through a 'gradients of agreement' approach. This gives all committee members the opportunity to express concerns or divergent perspectives, and honors their participation. If a significant portion of committee members are in agreement, discussion may conclude to move toward taking a vote or some other action.

•**Take a vote.** If a quorum of committee members agree, the decision is made. If there is not a quorum of votes in agreement, the decision cannot be ratified. Each member of the committee present at the meeting must vote for or against a particular question put before them, unless they publicly state that they have a conflict of interest and a general description of that conflict prior to the vote.

Questions to Consider

1. Child Care/Early Education System Capacity:

- What are key system capacity issues? I/T vs. preschool? Geography?
- How much do workforce issues contribute to capacity issues?
- What strategies could encourage on the expansion of infant and toddler spaces?
- Should funding be provided to renovate/remodel environments to create or increase infant/toddler spaces?
- Who can we partner with to support facility development?

2. ELS Capacity:

- What are ELS capacity issues?
 - i. Which providers are currently participating in ELS; centers and FCCs; geography?
 - ii. How much capacity do participating providers have? For which age groups and where is additional ELS capacity required?
 - iii. How can we expand ELS capacity? Where and how do we want to target expansion? Are there barriers to entry and are there different barriers to entry between centers and FCCs?
 - iv. What are appropriate quality measures e.g. QRIS or other?
 - v. What supports might be required by centers and/or FCCs to encourage entry and achieve quality standards required to expand ELS capacity?
 - vi. What kept quality programs from applying to participate in the ELS system? Reimbursement rates? Quality standards/requirements? The enrollment cycle/timeline for preschool programs?
 - vii. Should facility/start-up funding be provided as an incentive to increase ELS capacity?

3. Family Access/Equity:

- Of the dollars available, how should they be deployed? What are costs for different access strategies?
- Should expansion focus solely on target populations defined per the equity criteria in the citywide plan?
- What is the link to K-readiness data?

4. Family Access:

- Moderate Income Families:
 - i. Should some of the dollars be available to middle income families, and, if so, what is the best way to accomplish this?
 - ii. What models of moderate income assistance should be considered?
 1. 10% of income
 2. Progressive schedule (higher income pay more)
 3. Tuition credit like PFA
 4. Tax credit or stipend like housing

iii. Should PFA be expanded?

- How does the ELS design and funding model help or hinder mixing of income levels in child care delivery settings?

5. **Outreach to families:**

- What is the parent/family perspective?

Appendix C

Infographic of Planning Process



Prop C Community Engagement and Strategic Planning

NOVEMBER 2018

DECEMBER

JANUARY 2019

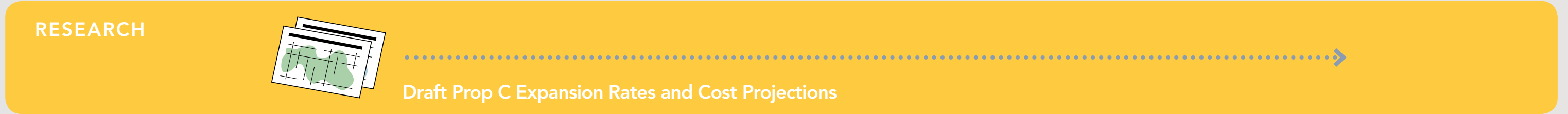
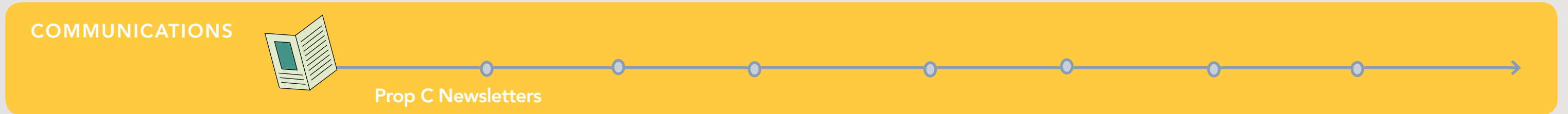
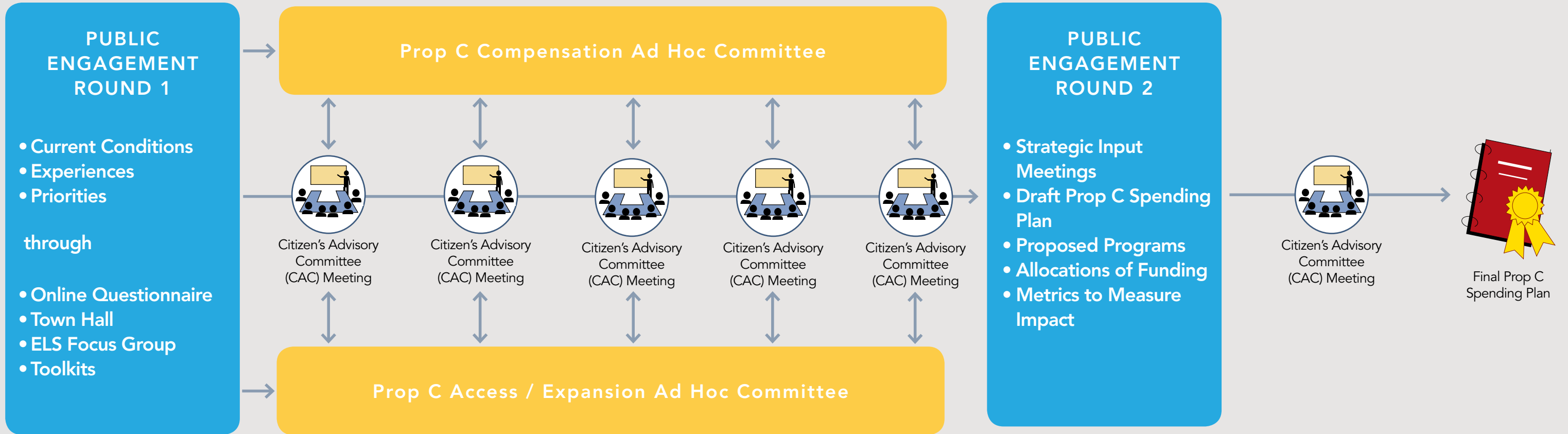
FEBRUARY

MARCH

APRIL

MAY

JUNE



Appendix D

Outline of Five-Year Spending Plan

Draft Outline of Five-Year Spending Plan

- I. **Executive Summary**
- II. **The Need for High Quality, Affordable Early Care and Education in San Francisco**
- III. **Background and Context to the Spending Plan**
- IV. **Spending Plan Program Components and Allocations**
 - a. To Be Determined: Example: Increasing Compensation for Early Care and Education Professionals
 - b. To Be Determined: Example: Recruiting and Retaining Early Care and Education Professionals
 - c. To Be Determined: Example: Expand Availability of Early Learning Scholarships for Low-Income Subsidy Eligible Families Not Funded by the State and Federal Government
 - d. To Be Determined: Example: Finance Assistance for Infant and Toddler Care of Middle-Income Families
 - e. To Be Determined: Example: Expanding the Network of City Funded Family Child Care Programs
 - f. To Be Determined: Example: Expanding Child Care Facilities
- V. **Accountability and Continuous Improvement**
 - a. Evaluation
 - b. Metrics for Measuring Impact (measures, how collected, frequency of reporting)
 - c. Citizen's Advisory Committee Oversight
 - d. Annual Impact Report
- VI. **Implementation Timeline and Guidelines**
- VII. **Other References and Resources**



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