



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

## **Phase One Community Engagement Summary**

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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:

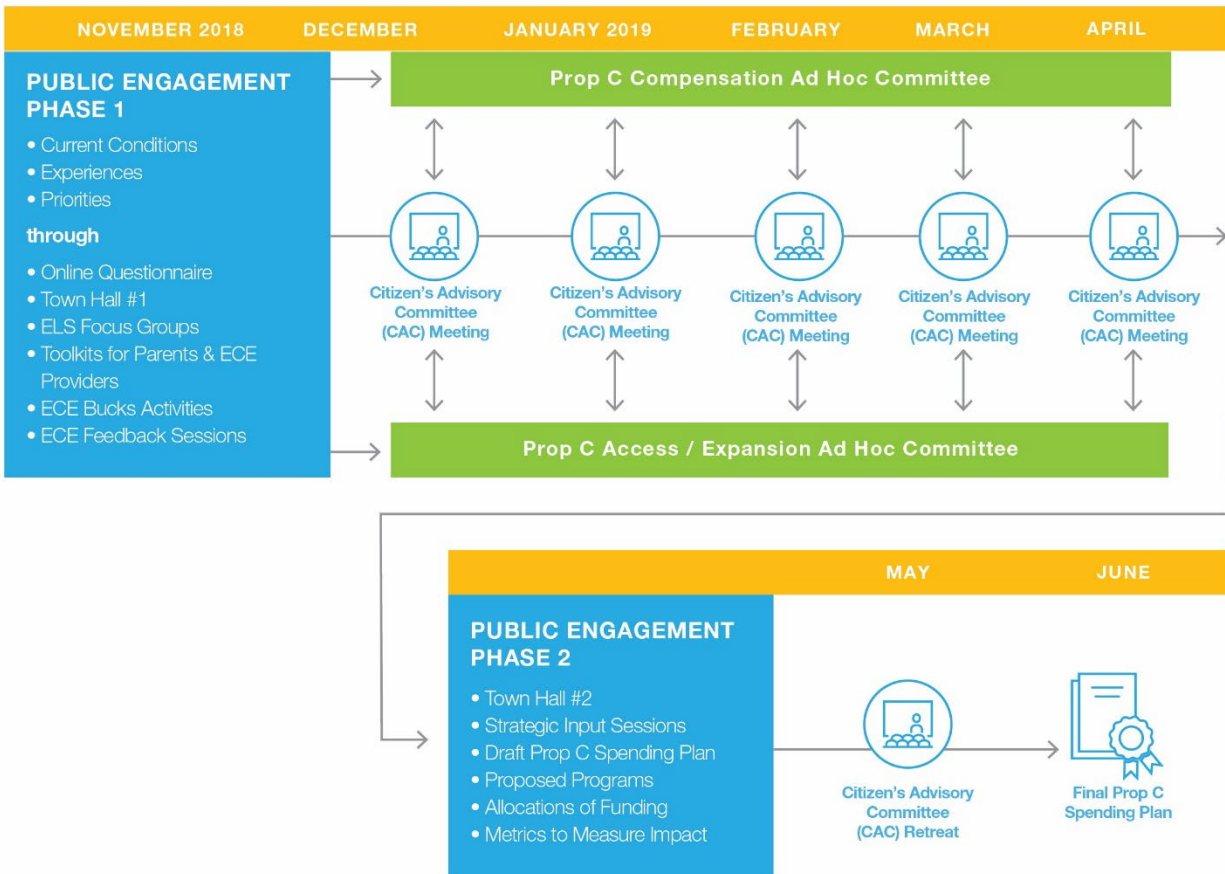
- Child care and education for children from **newborns through age five whose parents earn 85% or less of the State Median Income** (referred to clear the child care waitlist);
- Child care and education for children from **newborns through age three whose parents earn 200% or less of the AMI** (referred 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

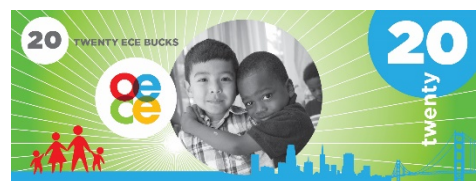
OECE provided a wide range of engagement activities to collect input from families, caregivers and ECE professionals. These activities are described below.

### 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
<b>Mimi and Peter Haas Fund Model Center Meeting</b>	10/25/18	18	Center directors and educators, ECE systems partners
<b>City of San Francisco Preschool Fair</b>	11/7/18	800	Mainly parents of 3-4 year olds; also educators and systems partners
<b>Community Town Hall</b>	12/8/18	50+	Parents and ECE educators, including a strong representation from the Chinese ECE community
<b>San Francisco Child Care and Planning Council (CPAC) Meeting</b>	12/12/18	23	CPAC members
<b>Parent Voices</b>	1/18/19	11	Low-income parents
<b>Family Child Care Association of SF Board</b>	1/18/19	11	Family Child Care Center Directors and staff
<b>DCYF Citywide Summer Resource Fair</b>	2/9/19	1,100	Parents and families of children 0-5
<b>DCYF Summer Resource Fairs in 11 Supervisorial Districts</b>	February – March 2019	~600	Parents and families of children 0-5
<b>Family Resource Centers *</b>	2/25/19	15	Family Resource Center directors and staff
<b>EDvance Leadership and Equity Event</b>	3/2/19	350+	ECE students, community members, practitioners, policy makers, and administrators
<b>TOTAL</b>		<b>2,900+</b>	

\*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
<b>Compass Family Services: Children’s Center Parent Group</b>	2/21/19	6	Primarily monolingual, low-income Spanish-speaking immigrant Latina mothers of infants and toddlers
<b>Compass Family Services: Children’s Center Staff</b>	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
<b>Good Samaritan Family Resource Center</b>	3/6/19	12	Spanish-speaking Latino parents of preschool program students
<b>True Sunshine Preschool</b>	3/19/19	9	ECE teachers of low-income students in Chinatown and support staff
<b>Felton Institute</b>	3/21/19	7	Spanish-speaking Latino parents of Felton Institute’s Family Developmental Center
<b>Mission Neighborhood Centers</b>	3/21/19	5	Spanish-speaking Latino parents of children 0-5
<b>Faces SF (6 sessions)</b>	February – March 2019	150	Child Care Center and Family Child Care Network teachers, staff, parent groups, board members and volunteers
<b>TOTAL</b>		<b>200</b>	

## 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%)<sup>1</sup>

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.



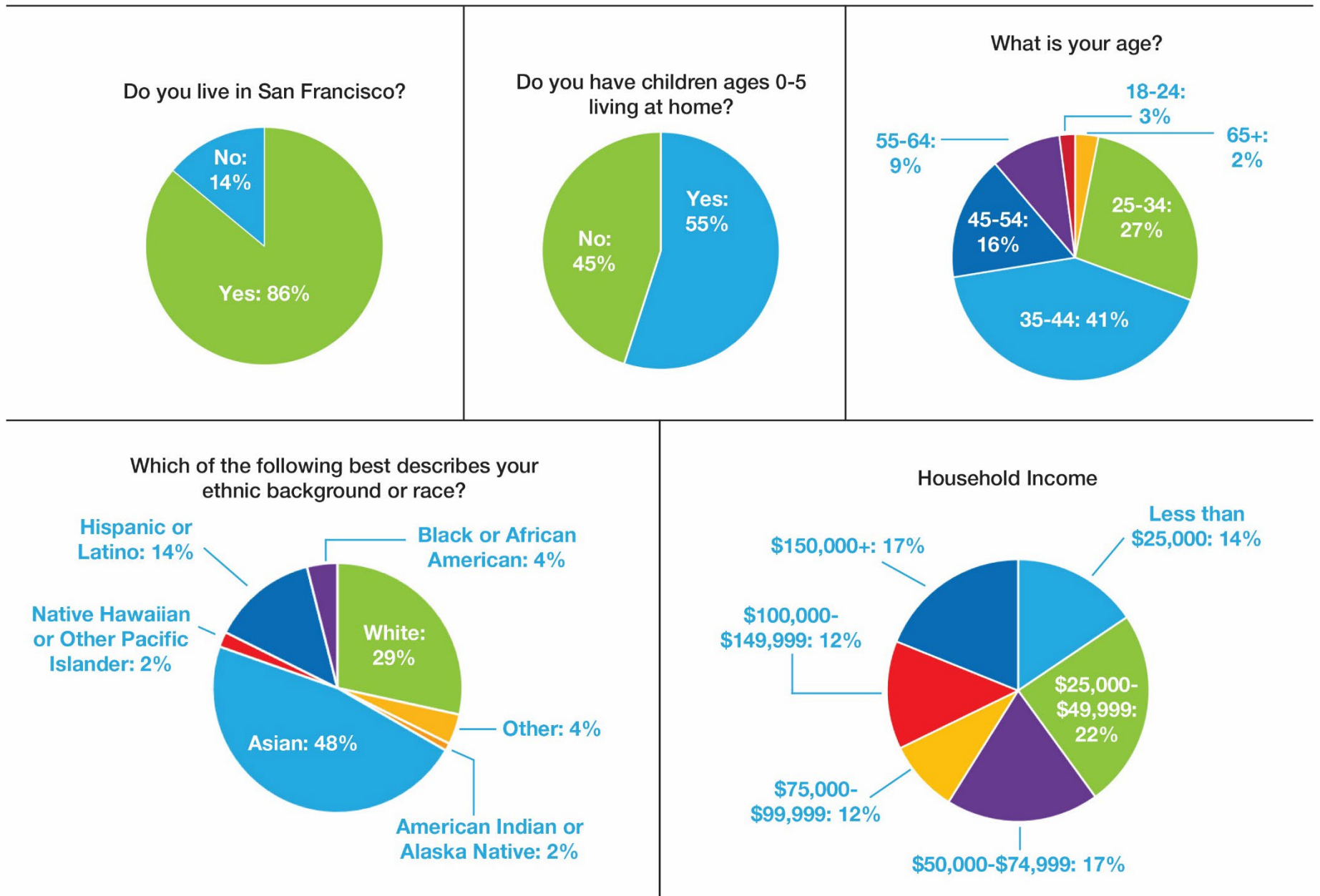
Above: Parent Voices members take part in the ECE Bucks Activity to rank their ECE priorities.

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<sup>1</sup> 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.

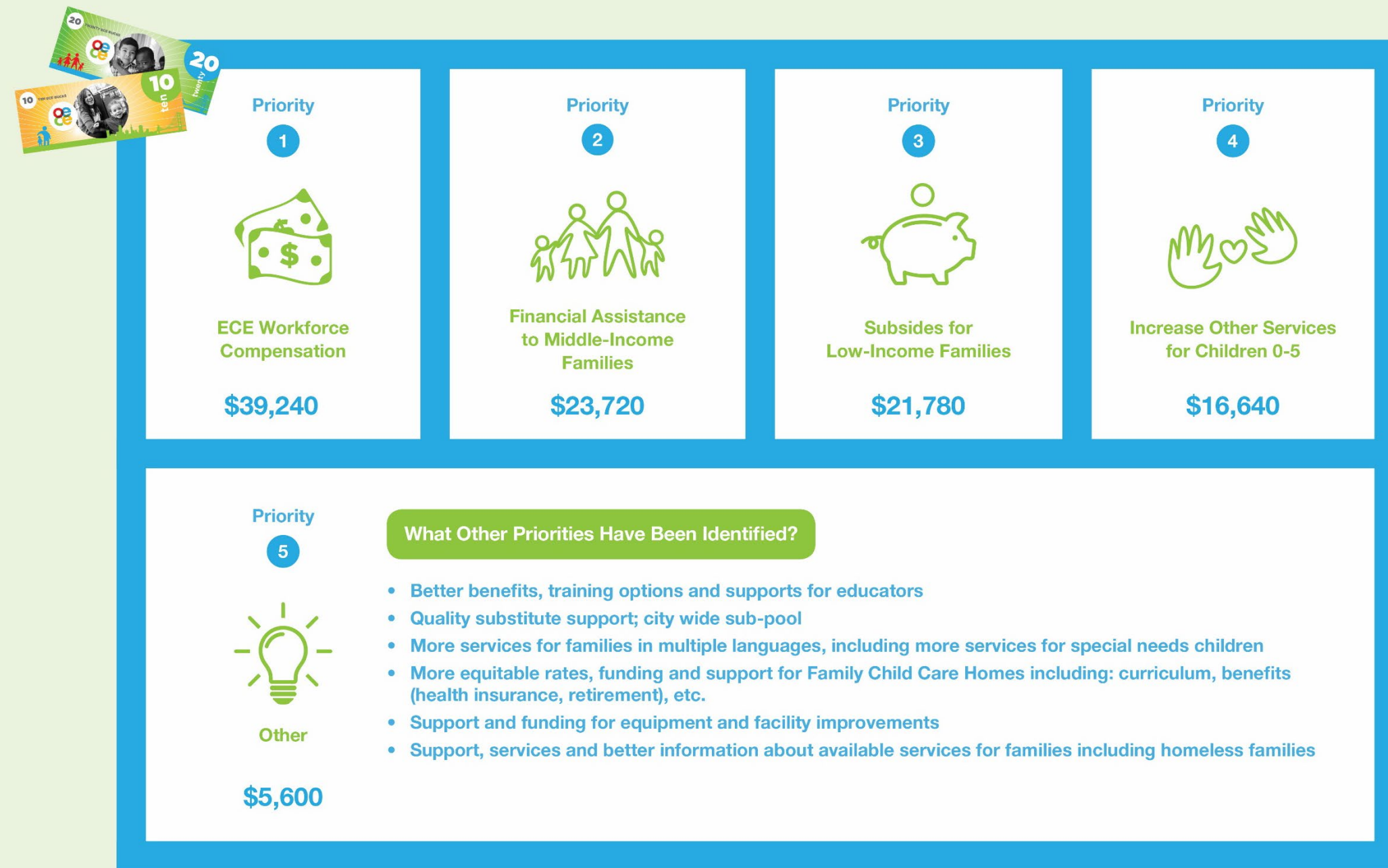
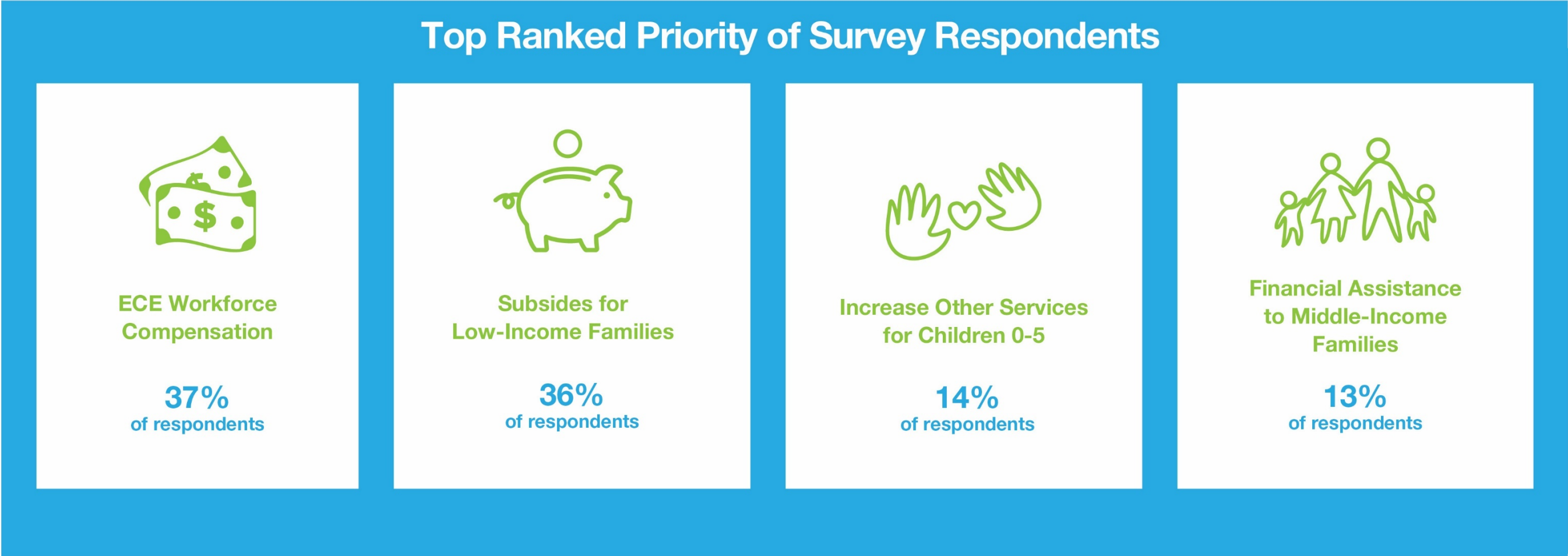




Figure 4: Spending Priorities Dashboard – Online Surveys



## 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.