

San Francisco Citywide Plan for Early Care and Education





Introduction

San Francisco is a City that has long valued and prioritized the availability of equal opportunities for all of its citizens, including its youngest - children aged birth to five - regardless of ethnic, cultural or socio-economic background.

Historically, this commitment has been backed by investment. In 1991, San Francisco was the first city in the Country to pass a “Children’s Amendment”, dedicating local funding for children and youth services, including early care and education. This commitment was renewed in 2000. In 2004, San Francisco voters passed an additional charter amendment, the Public Education and Enrichment Fund (PEEF or Prop H). PEEF, among other priorities, allocated \$20 million per year to First 5 San Francisco to create Preschool for All (PFA) to ensure that all San Francisco four-year olds could attend quality preschool.

More recently, in 2013, Mayor Ed Lee established the new San Francisco Office of Early Care and Education (OECE), responsible for aligning programs and funding streams to ensure that the City provides high-quality early education programming for children ages zero to five. By consolidating resources and coordinating the work among other City early childhood agencies’ - including that of First 5 San Francisco, the Department of Children Youth and Families, and the Human Services Agency - this new Office brings greater efficiency

and quality to early childhood programs and supports in San Francisco; a shared goal of the Mayor, the Board of Supervisors, and the greater San Francisco community.

In 2014, the passage of Proposition C (the Children and Families First Initiative) established a new goal of the City and County of San Francisco to “provide all children between the ages of three and five years who are City residents the opportunity to attend quality early education programs, giving priority to four year old children.” Proposition C also created an advisory group, Our Children, Our Families Council (OCOF), to recommend priorities, program goals, and best practices for meeting the needs of children and families in San Francisco. This important advisory body recently approved an outcomes framework aligned to the early childhood goals outlined in this Citywide Plan for Early Care and Education.

In April 2015, an ordinance created an OECE Citizen’s Advisory Committee (CAC) and required OECE to develop and submit for approval by the Board of Supervisors a strategic plan for San Francisco’s early care and education (ECE) system.

In response to this opportunity, this Plan presents a shared vision for ensuring every San Francisco child has equal opportunity from birth. Research has demonstrated that the first five years of a child’s life are the foundation that shapes their future health,

happiness, growth, development, learning and achievement at school and in life. Quality early care and education capitalizes on this crucial window of development, while providing a key support to families while they work, or are in school or training. Continuing to build a quality system of early childhood education for San Francisco will positively impact lives, while making economic sense. For every \$1

invested in high quality ECE, the public benefits \$7 or more through savings from avoided costs such as remedial education, welfare, and incarceration. As a city that strives for the best outcomes for all of its citizens, we follow and incorporate these important findings into our Citywide Plan for Early Care and Education Plan (hereafter, the 'Plan')

KEY CONTRIBUTORS TO CITYWIDE PLAN

OECE Citizens' Advisory Committee

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Key Community Members

California Department of Education
 Contractors Group
 Children's Council of San Francisco
 City College of San Francisco
 (Students and Faculty)
 Family Child Care Association of San Francisco
 Mimi and Peter Haas Fund

Parent Voices San Francisco
 San Francisco Child Care Planning & Advisory Council (CPAC)
 San Francisco Child Care Providers' Association
 San Francisco State University
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 San Francisco Unified School District (SFUSD)
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Abbreviation Key

ACCESS - Accessible Child Care Expedited for the Shelter System

CAC - OECE Citizens' Advisory Committee

CDE - California Department of Education

CPAC - San Francisco Child Care Planning & Advisory Council

C-WAGES - Compensation and Wage Augmentation Grants for Economic Support

DCYF - Department of Children, Youth and Their Families

ECE - Early Care and Education

FCC - Family Child Care

FCCQN - Family Child Care Quality Network

KOF - Kindergarten Observation Form

OCOF - Our Children, Our Families Council

OECE - San Francisco Office of Early Care and Education

PEEF - Public Education and Enrichment Fund

PFA - Preschool for All

Proposition C - The Children and Families First Initiative

QRIS - Quality Rating and Improvement System

RTT-ELC - Race to the Top Early Learning Challenge

SFUSD - San Francisco Unified School District

TK - Transitional Kindergarten

WELS - Web-based Early Learning System

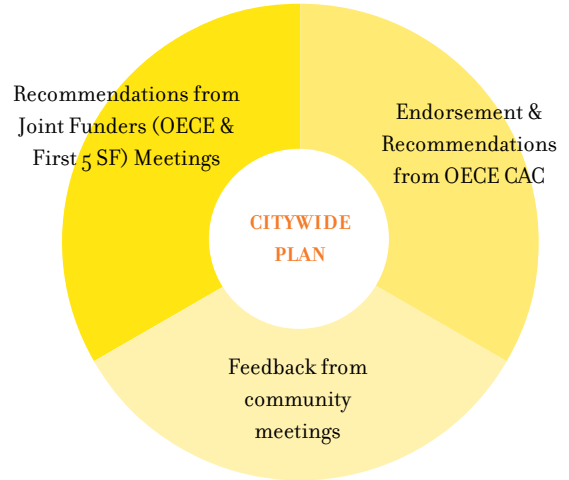


Plan Development Process

This plan was developed under the leadership of Barbara Coccodrilli Carlson, inaugural Director of the San Francisco Office of Early Care and Education. Her vision, experience, and participatory leadership were the essential ingredients for creating this new framework for San Francisco’s early care and education system going forward. We are forever grateful.

To create a shared vision of early care and education in San Francisco, OECE sought the input and participation of community members, stakeholders and the OECE Citizen’s Advisory Committee (CAC) in the creation of this Plan. OECE and First 5 San Francisco staff followed a process from May 2015 to March 2016 to develop evidence-based recommendations, and to obtain community feedback, that enabled the development of this Citywide Plan for Early Care and Education. The process involved several meetings to obtain recommendation language from the Joint Funders group (OECE and First 5 San Francisco staff members listed on page 2) and outside expert consultants, as well as feedback and input from community stakeholders at citywide meetings (listed below). Monthly CAC meetings included the discussion, refinement, and endorsement of the proposed recommendations.

Community Input Matrix



In order to weave community input into the citywide plan recommendations, the OECE partnered with the Department of Children, Youth and Their Families and the Our Children, Our Families Council in November and December of 2015 to conduct community meetings in each supervisorial district to hear San Francisco families voice their needs and priorities, and respond to specific questions about early care and education.

- | | |
|-------------------------|------------------------|
| District 11: 11/09/2015 | District 3: 12/01/2015 |
| District 4: 11/10/2015 | District 5: 12/02/2015 |
| District 6: 11/12/2015 | District 2: 12/03/2015 |
| District 10: 11/16/2015 | District 9: 12/07/2015 |
| District 7: 11/18/2015 | District 8: 12/10/2015 |
| District 1: 11/21/2015 | |

OECE then also organized and held the following early care and education stakeholder meetings in December 2015 and January 2016 to further refine the Plan.

- | | |
|--|--|
| San Francisco Child Care Provider Association: 12/14/2015 | Mimi and Peter Haas Fund Model Center Meeting: 01/21/2016 |
| San Francisco Child Care Planning and Advisory Council: 01/13/2016 | City College Child Development and Family Studies Department: 01/15/2016 |
| Title 5 Contractor Meeting: 01/14/2016 | City College – Chinatown Campus: 01/26/2016 |
| Parent Voices: 01/15/2016 | ECE Leadership Conference: 01/30/2016 |



Analysis and Recommendations

1

BIRTH-TO-FIVE APPROACH

San Francisco is home to many families of young children, with approximately 26,375 0-2 year olds and 24,759 3-5 year olds living in the City as of 2015.¹ Given San Francisco's high cost of living and recent spikes in housing costs, many low-income, working parents face difficulty in making ends meet - so much so that they often relocate outside of the city, resulting in a San Francisco that has the lowest percentages of children under age 18 of any major city in the nation. Many who decide to stay struggle. Approximately 35% of the city's young child population qualify for child care subsidies because of their family income level.² Of the 3,578 children on the city's eligibility list waiting for subsidized care in July 2015, 55% were infants and toddlers, and 38% were preschoolers.³ Most of these families reside in Visitation Valley, Bayview-Hunters Point, Inner Mission, and Ingleside/Excelsior neighborhoods.⁴

Like many cities, San Francisco faces an important opportunity to better integrate and coordinate its early childhood system in order to provide a supportive continuum of care to its youngest children aged birth-to-five. Such a system could provide access to high-quality care arrangements; adhere to high standards driven by data and evidence; and aim to prevent breaks and disruptions in care. While the current system emphasizes quality and increased access to high-quality early childhood education for the City's children, and there is substantial coordination between and across the current patchwork of federal, state, and local programs, there is still room for improvement and for a decrease in administrative redundancies. San Francisco could establish a more unified, strategic approach to ECE system design and could incorporate better planning with a focus on seamless transitions, continuous eligibility, and continuity of care for birth-to-five year olds - which, in turn, supports healthy child development and family economic stability.

During the community input process, the OECE heard consistent messages that San Francisco community

members and key players in the ECE field want to see better continuity of high-quality care for 0-5 year olds in our City. This includes a stronger data-driven collaboration between community-based center and Family Child Care (FCC) providers and the San Francisco Unified School District (SFUSD) early education, Transitional Kindergarten (TK) and kindergarten system. The community also shared a unified voice that they want the City to prioritize better access and more availability of subsidized slots, especially for infants and toddlers. Finally, the importance of the earliest years and prenatal care and outreach to families are important considerations they want the City to take into account.

By adopting this Plan and the recommendations below, San Francisco hopes to establish and maintain a city-wide system that supports all families with children 0-5 years old in accessing high quality early education and care. This system will be data driven, linked to quality standards and improved outcomes for children, and a parallel ECE infrastructure will recognize the developmental needs of children aged 0-5 as reflected in continuous eligibility and continuity of care.

Birth-to-five Recommendations:

1. *Build a citywide ECE system which enables all families with children 0-5 years old to access high quality early education and care.*
2. *Develop mechanisms to achieve continuous eligibility and continuity of care for 0-5 year olds.*
3. *Ensure SF's ECE system is data-driven and linked to quality standards and improved outcomes for all children.*

¹ Kidsdata: <http://www.kidsdata.org/topic/34/child-population-age/table#fmt=141&loc=265&tf=84&ch=1081,1084,1086,78,77,79&sortColumnId=0&sortType=asc>

² San Francisco Child Care Planning and Advisory Council Needs Assessment (2012-2013).

³ SF3C Monthly Report, July 2015.

⁴ San Francisco Child Care Planning and Advisory Council Needs Assessment (2012-2013).

2 RACIAL EQUITY AND DIVERSITY

Over recent years, it has become widely accepted that quality early childhood education experiences build school readiness. San Francisco recognizes this fact, and prioritizes early childhood experiences to get children on track by kindergarten. However, not all of San Francisco’s children have the same opportunities to access high-quality early learning experiences, despite the City’s best efforts. For example, Latino and African-American children are less likely to attend preschool than their White and Asian counterparts.⁵ Children from low-income neighborhoods in San Francisco are also less likely to have high-quality, formal early childhood experiences than their higher-income counterparts, and they are entering the formal K-12 system already behind on kindergarten readiness scores. Figure 1 illustrates that by the 2nd grade, African-American and Latino children attending SFUSD are well behind their White and Asian counterparts on English language and math skills.⁶ San Francisco struggles to allocate ECE resources based on community need.

The child population in San Francisco is diverse, with no single racial group representing more than one-third of the child population. The primary ethnic groups include

Asian (28%), White/Non-Hispanic (25%), and Hispanic/Latino (20%). Six per cent of the child population in San Francisco is African American.⁷ The disparities in school achievement that play out across these racial and ethnic lines are significant. As such, the OECE Ordinance requires that this Plan include a set of equity metrics to be used to compare existing early care and education services and resources in low-income and disadvantaged neighborhoods with early care and education services and resources in San Francisco as a whole. The Plan must include an equity analysis of these services and resources for children and families, and the CAC must develop a set of equity metrics to be applied when making these service comparisons. By adopting equity goals, San Francisco hopes to eventually eliminate disparities in school achievement across racial and ethnic groups.

During the community input process, the CAC heard from San Francisco community members and key players in the ECE field that they want to ensure equal access to early care and education services for ALL families in the City. They wish to improve overall access to resources and the integration of diverse families among programs, with high-quality, high-performance options existing in every neighborhood and available to all families regardless of their income, background, or child’s special needs, whether language-based or developmental. The community would like to see greater access to subsidized

2011-2012 CTS RESULTS: SECOND GRADE

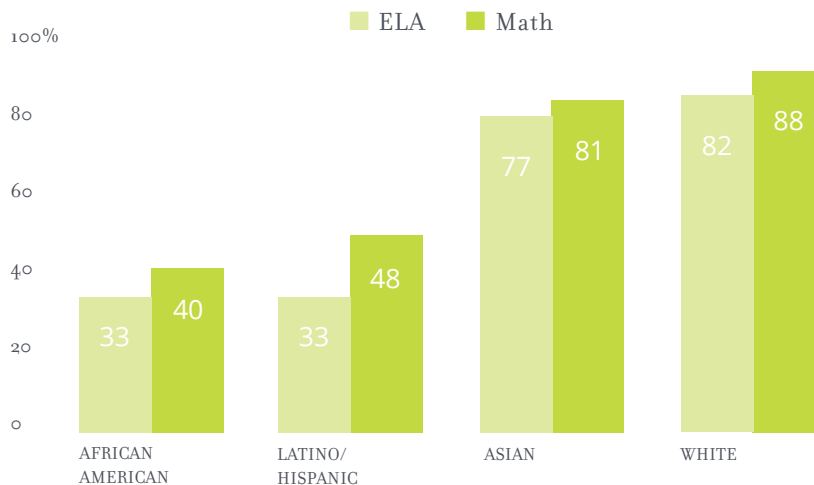


Figure 1: Achievement Gap by Race/Ethnicity Evident by 2nd Grade, SFUSD California Standards Test data

⁵Portrait of School Readiness 2009-10: San Francisco Unified School District

⁶According to California Standards Test data from SFUSD, 2011-2012; this test is being phased out and replaced.

⁷San Francisco Child Care Planning and Advisory Council Needs Assessment (2012-2013).

programs (e.g. Preschool for All) for low-income families, especially programs that are culturally responsive to families and children’s needs.

By adopting this plan and its recommendations, San Francisco aims to see a significant increase of children who are school-ready as indicated by the appropriate metrics, on measures of physical well-being and motor development; social and emotional development; approaches towards learning; communication and language usage; and cognition and general knowledge.

Racial Equity and Diversity Recommendations:

1. Adopt the following kindergarten readiness goal: “Increase the percentage of children who are school-ready as indicated by the Kindergarten Observation Form (KOF) on measures of physical well-being and motor development; social and emotional development; approaches towards learning; communication and language usage; and cognition and general knowledge.

2. Target Populations should include: African American children, Latino children, English Language Learners, Low-Income Children, and Children with Disabilities.

3

QUALITY IMPROVEMENT STRATEGY

This Plan identifies opportunities to promote higher quality early care and education programs in San Francisco by focusing on a locally adapted Quality Rating and Improvement System (QRIS) that will be more responsive to the

unique needs of this City’s programs and families. San Francisco will take steps towards achieving higher quality across its entire early childhood system by better tailoring the assessment system to focus on features of high quality programs, and by helping more ECE providers achieve those standards.

Through California’s Race to the Top Early Learning Challenge (RTT-ELC) grant, the City of San Francisco is involved in a four-year pilot project along with the California Department of Education (CDE) and 16 other counties across the State in order to develop improved early learning assessment and coordination mechanisms and learning standards, otherwise known as a Quality Rating and Improvement System. San Francisco is working closely with the five other Bay Area counties (San Mateo, Alameda, Contra Costa, Santa Clara, and Santa Cruz) to examine what makes a difference in supporting quality improvement and to implement those findings in order to increase the availability of high-quality early care arrangements in the area. San Francisco began piloting the state’s QRIS framework in FY 2014-2015 by assessing and rating child care centers and family child care homes on seven key elements in the rating matrix.

**ELEMENTS IN THE RATING MATRIX
(7 ELEMENTS)**

CORE I: Child Development and School Readiness

- 1. Child Observational Assessments
- 2. Developmental and Health Screenings

CORE II: Teachers and Teaching

- 3. Qualifications for Lead Teacher/FCC Owner (Education and Professional Development)
- 4. Classroom Assessment Scoring System (CLASS)

CORE III: Program and Environment

- 5. Ratios and Group Size (Centers only)
- 6. Environment Rating Scales (ERS)
- 7. Director Qualifications (Centers only)

ELEMENTS IN THE RATING MATRIX

TIER LEVEL (POINTS)	ELEMENT 1: Child Observations	TIER LEVEL (POINTS)	ELEMENT 2: Health/Dev Screenings	TIER LEVEL (POINTS)	ELEMENT 3: Teacher Qualifications	TIER LEVEL (POINTS)	ELEMENT 4: Class Observation
2	6%	0	45%	2	1%	2	2%
3	47%	2	5%	3	6%	3	9%
4	46%	3	13%	4	60%	4	63%
5	1%	4	19%	5	32%	5	27%
Total	100%	5	19%	Total	100%	Total	100%
		Total	100%				

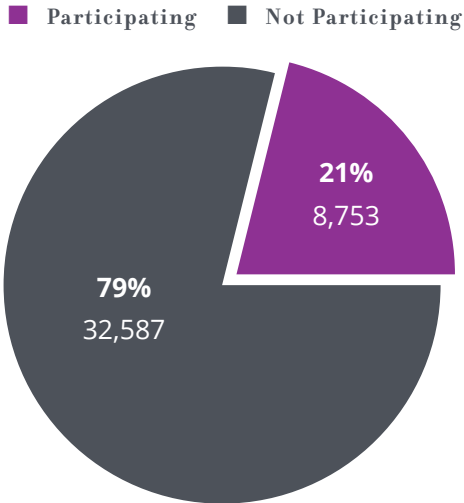
TIER LEVEL (POINTS)	ELEMENT 5: Ratios	TIER LEVEL (POINTS)	ELEMENT 6: ERS	TIER LEVEL (POINTS)	ELEMENT 7: Director Qualifications	TIER LEVEL (POINTS)	QRIS Rating
2	7%	2	15%	2	0%	2	2%
3	11%	3	18%	3	16%	3	54%
4	44%	4	29%	4	35%	4	42%
5	37%	5	38%	5	49%	5	2%
Total	100%	Total	100%	Total	100%	Total	100%

The figures above illustrate the results of the initial San Francisco QRIS pilot study. The QRIS was initially field-tested with Preschool For All (PFA) sites, and then a subset - approximately 10% - of FCC providers participating in the Family Child Care Quality Network. To date, First 5 San Francisco has rated 164 sites through the pilot process - 127 centers and 37 family child care homes.

The City is finding that only a few ECE programs are currently aligned with the state QRIS, and that the QRIS matrix needs local adaptation and improvement in order to more appropriately meet the unique needs of San Francisco’s early childhood system. One of the goals of this Plan is for the QRIS framework to be locally modified to meet San Francisco’s specific ECE needs. Additionally, there are currently at least five different sets of quality

standards governing the disbursement of the various local subsidy programs in San Francisco. The Our Children, Our Families Council has established an aspirational quality goal for early care and education programs of Tier 4 of the QRIS. The City therefore has an opportunity to raise quality by tying all ECE initiatives to the QRIS. Most of the QRIS work is currently held and operated by First 5 San Francisco, and is coordinated across agencies and programs. A goal set forward by this Plan is to identify specific quality enhancement initiatives for providers in both center-based and home-based settings that include technical assistance and results-based incentives beyond enforcement of the basic QRIS requirements.

NUMBER OF SF CHILDREN AGES 0-5 PARTICIPATING IN CITY-FUNDED ECE INITIATIVES, FY 14-15

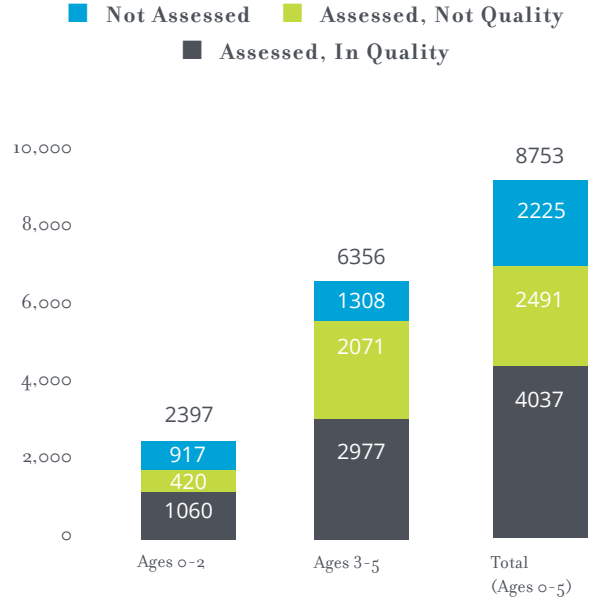


Sources: 2010 Decennial Census, FY 14-15 Child Care Voucher Enrollment Data, and FY 14-15 FFA Enrollment Data

During the community input process, the CAC heard from San Francisco community members and key players in the ECE field that they want one streamlined and aligned system to measure and standardize quality across sites. They share a strong desire for a locally adapted San Francisco QRIS system that will respond to San Francisco’s unique needs and will incorporate program and teacher input and perspectives. The community also wants to see an evaluation and improvement system that clearly delineates the path towards improvement, considers the history and needs of individual programs when determining the frequency of assessments, and that equips and supports teachers and program directors with the time and resources needed to make adjustments that will lead to improved quality.

By adopting this Plan’s recommendations, San Francisco strives to ensure a quality improvement strategy that can be adapted to local needs, involving collaboration between all early childhood agencies and programs in San Francisco; that builds upon the success of the Pre-school for All program and that extends it to all ages birth through five years; and that can serve as a framework for all local subsidies.

NUMBER OF SF CHILDREN AGES 0-5 PARTICIPATING IN CITY-FUNDED ECE INITIATIVES AND IN QUALITY ECE SETTINGS, FY 14-15



Sources: 2010 Decennial Census, FY 14-15 Child Care Voucher Enrollment Data, and FY 14-15 FFA Enrollment Data
Quality= 4+ QRIS score for centers and 4.5+ ERS score for family child care homes.

Quality Improvement Recommendations:

1. San Francisco will modify/streamline the state’s existing QRIS to meet local needs; seeking to increase the flexibility and efficiency of the assessment process based on individual program needs and conditions, in particular for family child care.
2. San Francisco will require that providers meet a minimum agreed upon quality standard in order to qualify for city subsidies. The City will offer resources and support to providers not meeting the minimum standard in order to help them improve their quality.

4

Family Engagement Strategy

As described in the U.S. Department of Health and Human Services and U.S. Department of Education Draft Policy Statement on Family Engagement - From the Early Years to the Early Grades:

"Families are children's first and most important teachers, advocates, and nurturers. Strong family engagement is central - not supplemental - to promoting children's healthy development and wellness, including social-emotional and behavioral development; preparing children for school; seamlessly transitioning them to kindergarten; and supporting academic achievement in elementary school and beyond. Research indicates that families' engagement in children's learning and development can impact lifelong health, developmental, and academic outcomes. When families and the institutions where children learn partner in meaningful ways, children have more positive attitudes toward school, stay in school longer, have better attendance, and experience more school success."

Most San Francisco early learning programs - in both formal and informal settings - have some foundational practices for serving families. Providers recognize the importance of having resources available for families, and of providing guidance to parents to improve their interactions with their children and to best facilitate cognitive development at home. However, in San Francisco there is not yet an aligned method for identifying and measuring the quantity and quality of these efforts. Standards for engagement with families vary with program type (Preschool for All, Head Start, Title 5, ACCESS, CWAGES, and Family Child Care Quality Network,) across multiple types of formal and informal ECE settings. Standards and definitions of family engagement also differ between the early learning community and the K-12 system. Despite recent research and availability of more relevant data, current family engagement measurement tools are inadequate. Family engagement is currently integrated into many ECE trainings provided in San Francisco, especially for those providers participating in PFA. The state QRIS matrix is also exploring including family engagement as a new element of quality measurement.

Early education benefits more than the child- it brings important benefits to the entire family. By enabling families to hold stable jobs or attend school programs, it becomes

a two-generational approach serving as a critical economic driver and major component of the comprehensive family self-sufficiency system. When considering a citywide approach to early education, San Francisco must consider and address parental needs for care as well as the child's - for example, full-time, full-year services and care offered at non-traditional hours. With a focus on the overall system, we can meet family's needs and help all family members to thrive.

Family engagement is identified as a policy by many City departments, - e.g. Human Services Agency, Department of Public Health, Department of Children, Youth and Families, and others - but there is little or no coordination between the agencies to identify common standards or strategies. San Francisco has a Family Resource Center system, present in several communities, which has established linkages with some ECE providers to support families, and which uses the Strengthening Families Protective Factor Framework. The San Francisco Family Support Network engages member agencies to provide a coordinated system of care for San Francisco's families. However, apart from Head Start and PFA Enhancement funding, no financing system exists which adequately resources ECE programs specifically to engage families, particularly those with special needs and circumstances.

Meanwhile, many families in San Francisco struggle with navigating the current patchwork system of resource and referral services, understanding eligibility and access to ECE subsidies, and comprehending the kindergarten application and assignment process. Information is often not linguistically accessible to many parents.

Opportunities for family involvement in ECE policy and decision-making are varied. Head Start agencies have Parent Policy Councils; Title 5 state funded early care and education agencies have Parent Advisory Councils: City commissions and advisory bodies often have a designated parent seat or seats, such as the OECE Citizen's Advisory Committee, DCYF's Oversight Advisory Committee, and the Our Children, Our Families Commission. There is also an active Parent Voices chapter in San Francisco.

By adopting the recommendations in the Plan, San Francisco will improve family engagement by increasing opportunities for ECE policy makers, ECE educators and families to work together in relationships based on equality and respect; San Francisco will empower families with increased access to information and other resources to improve the well-being of young children; and the City

will seek to build a local ECE system which is flexible and continually responsive to emerging family and community issues.

Family Engagement Recommendations:

1. Include parents as equal partners in their child's development.
2. Value the culture, language and unique assets of families and reflect that value at the ECE program and ECE system levels.
3. Ensure access to family support programs which provide information about child development, early care and education and parenting practices; that provide resources and referrals; and that offer peer support.
4. Incorporate family engagement as an essential component of San Francisco's ECE standards and local QRIS .
5. Involve families in ECE decision-making at the program and at the citywide levels.

5 Professional Development and Workforce Strategy

San Francisco has a long standing commitment to professional development and training for staff of family child care and center-based ECE programs. Evaluation results indicate that the City's efforts are effective at increasing program quality. Ensuring that standards for teacher preparation and ongoing professional development are designed for and can be accessed by ALL early childhood providers regardless of their role or setting type is an ongoing area of focus for the City. It is important for any

professional development system to ensure that the standards address and support diversity, inclusion, and access, and that they integrate both general and special education. Processes must be put into place in order to ensure that standards are current and appropriate, and that incentives are aligned, tying adult learner proficiency to increased compensation. Opportunities for professional development and learning must be provided at times and locations that facilitate attendance, and must also reflect the diversity and language needs of the workforce.

In San Francisco, standards for preparation and ongoing professional development currently vary by role and work setting. Compensation and benefits also vary based on these same factors. The City faces an important opportunity to achieve more consistency in standards and greater parity in compensation for its dedicated, hardworking, and passionate early childhood workforce. With increased cost of living driving low-wage professionals out of the city, it is a critical moment to focus on compensation and benefit packages across ECE setting types, and on improved recruitment and retention of San Francisco's ECE workforce by enhancing the City's professional development and training strategy. By including this focus in the Plan, San Francisco will take a coordinated, unified approach to ensure that all ECE teachers have the expertise and support necessary to continuously improve their program quality.

IN SAN FRANCISCO, THE TYPICAL TEACHER OF A CHILD AGED 0 - 5 EARNS \$16.85 PER HOUR OR JUST OVER \$35,000:

- This is \$2,899 per month, less than the average rent of a one bedroom apartment of \$2,965
- This is \$24,700 per year less than the median K-12 public school teacher.
- This is half than the annual average wage of a San Francisco worker.
- One third of full time teaching staff use some form of public assistance to make ends meet.

From CPAC White Paper on Teacher Pay 12/17/2015

⁸ National Association for the Education of Young Children (NAEYC) Public Policy Report: A Policy Blueprint for State Early Childhood Professional Development Systems; Lemoine, Sarah; Washington D.C, 2008

AVERAGE ANNUAL WAGES OF TEACHERS IN SAN FRANCISCO: EARLY CARE AND EDUCATION TEACHERS VS. SFUSD TK-12 TEACHERS

Job Title ¹	ECE Average Wage ²	SFUSD - TK - 123		
		BA	BA + 30 units	BA + 60 units
Teacher/ Co-Teacher	\$35,048	\$54,646	\$58,771	\$64,646

During the community input process, the CAC heard from key stakeholders in the San Francisco ECE field that the workforce needs greater financial security, with professional wages and benefits sufficient to allow them to remain living in the City and enable them to afford rising rents and costs of living. This could include clear guidelines for entry-level wages and salary increases based

on education, training, and experience. The community also reflected that in order to have a competent, consistent workforce that provides high quality care, they need increased investments to reduce turnover, and increased capacity building and professional development opportunities that will allow them to access the latest research regarding best practices. Another critical element of a functional professional development system offers educators time and space away from children in order to plan, reflect, and collaborate. Professional learning communities were suggested as one method to support providers in building intentional and inquiry-based instructional practices.

By adopting the recommendations in the Plan, San Francisco's early childhood professional development system will incorporate strategies to work towards improving compensation on par with that for teachers in TK-3 settings; will support all workforce participants regardless of their care setting; and will be simplified, flexible, transparent, data-driven and evidence-based.

Professional Development Recommendations:

1. Strategies to support compensation parity with TK-3 are developed and financed.

- Evaluate and improve SF's teacher recruitment, retention, and promotion strategies.

2. Develop an early childhood professional development system that addresses the professional development needs of all workforce professionals in all ECE settings: schools, child care centers, family child care, and license exempt care.

- Encourage effective pathways and incentives for new and existing workforce members to advance educationally in the field of early

childhood in San Francisco (educational attainment).

- Align local ECE professional development funding and policies to address race, ethnicity and language with the goal of supporting SF's diverse ECE workforce.
- Establish a SF Professional Development System Advisory Committee with cross-sector stakeholders with authority to make policy recommendations for the SF Professional Development System.
- Data systems (CA ECE Workforce Registry, WELS) have aligned workforce data fields, standardized document collection and to inform professional development and compensation policy decisions

¹ Job Title selected in the CA ECE Workforce Registry

² Average annual wages based on full time full year (2080 hours) based on 400 Teachers

³ SFUSD salaries based on FY 15-16 averaged to mid-range on 13 year salary scale at 1380 hours per year, and does not include incentive pay which could yield an additional \$10k per year. SFUSD salaries are lower for Teachers working with infants, toddlers, and preschoolers than TK - 12.

6

Financing Models

San Francisco has a robust and well-resourced financing system for early childhood education programming. The financing system leverages state and federal funding streams and supplements them with local dollars in order to ensure access for children and families to high quality ECE services. By taking steps to further streamline and restructure some of these funding streams, the City can improve both their efficiency and impact. San Francisco strives to achieve a system that works for all children, ensuring positive equitable outcomes; is fair to providers and supports their capacity development for quality implementation; clearly links program quality to funding; and uses public dollars wisely and efficiently.

San Francisco's current financing system is overly complex, consisting of many disparate city, state, and federal initiatives and funding approaches. Local funding streams layer on top of state and federal funding sources in order to fill gaps in the system, such as inadequate teacher compensation and lack of continuity of care for children. Due to varying goals across initiatives (e.g. different quality requirements), funding alignment is difficult to achieve. In the current system, San Francisco is not yet maximizing local control. A focus on simplifying the administration of initiatives and funding could help the City realize greater efficiencies for its ECE system.

During the community input process, the CAC heard from San Francisco community members and key players in the ECE field that they are in agreement with the Plan's goals, especially appreciating the effort to create a more streamlined, transparent system which aligns quality with funding. They also voiced their desire for, and agreement with, a plan that promotes the standardization and simplification of reporting requirements, as this will allow them to spend less time on administrative issues and more energy on serving children. The community also expressed a desire to ensure an equitable funding model that references support to all programs - Title 5, Preschool for All, FCC, voucher care, private sector care, and others.

By adopting the Plan's recommendations, San Francisco will be able to offer a more seamless system for children, families, and providers that effectively makes use of all available funding and that includes mechanisms to foster progress towards reaching citywide ECE goals for young children and families.

Financial Model Recommendations:

1. *Restructure city funding to ensure a simple and seamless system for children, families, and providers to maximize utilization of federal and state resources. Determine funding based on the cost of providing quality ECE as defined by the local QRIS.*
2. *Organize local funding into two categories: 1) direct service supports - base funding and quality funding; and 2) quality system supports.*
3. *Streamline system-wide reporting requirements. Utilize one report that combines fiscal accountability and quality assurance (continuous quality improvement) which is aligned to the local QRIS.*
4. *Align and integrate the city's system supports and link these supports to the local QRIS in order to ensure supports are fully utilized and achieve expected outcomes.*
5. *Increase resources to provide access to high quality ECE to all children 0-5 in San Francisco.*



Conclusion

San Francisco is home to over 50,000 children between the ages of zero and five. These youngest children are in need of high-quality, nurturing care and educational experiences that will give them the best start to life. In recent years, the City committed to improving the early care and education system in order to give our children the strongest start possible. That commitment entails disrupting the clear opportunity gap which still exists in our city for African-American and Latino children, and for children with special needs. Status quo is not acceptable. By adhering to this new Plan - a roadmap for improving and targeting services for children across the City - San Francisco will ensure better outcomes for all children and families.

The adoption of this Citywide Plan for Early Care and Education presents shared goals for all early childhood agencies and coordinated efforts that will achieve better results for children. Implementation efforts require a focus on six key elements that, over time, will result in a more integrated, expanded, and higher-quality early childhood system. The expanded system begins by adopting a birth-to-five approach, with a commitment to continuity of care and data-driven results. It also includes an increased focus on racial equity and diversity with the adoption of a new kindergarten readiness goal across all types of programs. The new system also commits to being higher quality, by building upon the existing state QRIS to meet local needs, by

requiring providers to meet minimum quality standards, and by assisting providers who do not meet those standards in order to improve their services for children. Building on these new quality standards, San Francisco also commits to a more family-centric approach with the implementation of this Citywide Plan by adopting new family engagement strategies that will incorporate families as equal and vital partners in their children's early care. In addition to these elements, the City is committed to increasing the quality of the early care and education workforce by supporting compensation parity with the TK-3 workforce and by developing a more intentional professional development system that will support ongoing training and development. Finally, this new Citywide Plan includes the essential commitment to an improved and aligned financing model that will both increase the level of resources overall and restructure the current funding system, ensuring a simple and seamless model that maximizes resources, and resulting in an ECE system that achieves all of the aforementioned goals.

Working together towards these new, shared goals by coordinating between early childhood agencies and partners, the City can achieve this ambitious new plan for its youngest children and their families. With the adoption of this Citywide Plan for Early Care and Education, San Francisco commits to a better, brighter future for ALL of its citizens.



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