

MEMBERS:

Meredith Dodson

Pamela Geisler

Monique Guidry

Cindy Lopez-Chastain

Abigail Stewart-Kahn

Monica Walters

MEETING AGENDA EARLY CHILDHOOD COMMUNITY OVERSIGHT AND ADVISORY COMMITTEE

DATE: April 17, 2024

TIME: 4:30pm-6:00pm

PLACE: 1650 Mission Street, Suite 312, San Francisco, CA 94103

PUBLIC ACCESS (if not attending in person)

[EC COAC MEETING LINK](#)

Zoom Public Access Number: +1 669 900 6833 US (San Jose) +1 669 444 9171 US +1 253 215 8782 US (Tacoma) +1 346 248 7799 US (Houston) +1 719 359 4580 US +1 253 205 0468 US +1 305 224 1968 US +1 309 205 3325 US +1 312 626 6799 US (Chicago) +1 360 209 5623 US +1 386 347 5053 US +1 507 473 4847 US +1 564 217 2000 US +1 646 931 3860 US +1 689 278 1000 US +1 929 205 6099 US (New York) +1 301 715 8592 US (Washington DC)

Webinar ID: 834 3101 7515

Public Comment Email: sfdec@sfgov.org

1. Call to order
2. Roll call
3. Land Acknowledgement
4. Discussion and possible action to approve the June 13, 2023 meeting minutes (Action item)
[Committee provided with the following: draft minutes]
5. General public comment
6. Discussion and possible action to amend Bylaws (Action item) [Committee provided with the following:
Proposed Bylaws]
7. Discussion and possible action to approve Policy and Procedure Guide (Action item) [Committee provided with the following: Policy and Procedure Guide]
8. San Francisco Child Care Planning and Advisory Council's Early Childhood Resource Mapping Presentation (Discussion Item)
9. Committee Updates
10. CPAC Report

11. Director's Report

12. Adjourn

Know Your Rights

PUBLIC RECORDS REQUESTS

Every City Department must provide members of the public with timely and transparent access to public records and information under the [San Francisco Sunshine Ordinance](#) and the [California Public Records Act](#).

For questions about DEC's public information request policy or to make a public records request please email dec.publicrecords@sfgov.org.

SUNSHINE ORDINANCE

Government's duty is to serve the public, reaching its decisions in full view of the public. Commissions, boards, councils, and other agencies of the City and County exist to conduct the people's business. This ordinance assures that deliberations are conducted before the people and that City operations are open to the people's review. For information on your rights under the Sunshine Ordinance (Chapter 67 of the San Francisco Administrative Code) or to report a violation of the ordinance, please contact: Sunshine Ordinance Task Force Administrator.

City Hall – Room 244 1 Dr. Carlton B. Goodlett Place
San Francisco, CA 94102-4683
415-554-7724 (Office); 415-554-7854 (Fax)
E-mail: SOTF@sfgov.org

Copies of the Sunshine Ordinance can be obtained from the Clerk of the Sunshine Task Force, the San Francisco Public Library and on the City's website at www.sfgov.org. Copies of explanatory documents are available to the public online at <http://www.sfbos.org/sunshine> or, upon request to the Commission Secretary, at the above address or phone number.

LANGUAGE ACCESS

Per the Language Access Ordinance (Chapter 91 of the San Francisco Administrative Code), Chinese, Spanish, and/or Filipino (Tagalog) interpreters will be available upon requests. Meeting Minutes may be translated, if requested, after they have been adopted by the Commission. Assistance in additional languages may be honored whenever possible. To request assistance with these services please contact the Commission Secretary Arianna Cruz-Sellu at arianna.cruz-sellu@sfgov.org or (628) 652-3058. at least 48 hours in advance of the hearing. Late requests will be honored if possible.

DISABILITY ACCESS

Children and Families Commission hearings and Early Childhood Community Oversight and Advisory Committee hearings are held at 1650 Mission Street, 3rd floor, San Francisco. The building and meeting room are wheelchair accessible. Remote public participation is available upon request for individuals who cannot attend in person due to disability. Making a request to participate remotely no later than one (1) hour prior to the start of the meeting helps ensure availability of the meeting link. Sign Language Interpretation is also available upon request. Captions can be enabled if participating remotely.

If requesting remote Sign Language Interpretation, please submit an accommodation request a minimum of four (4) business hours prior to the start of the meeting. Allowing a minimum of 48 business hours for all other accommodation requests (for example, for other auxiliary aids and services) helps ensure availability. To request accommodation, please contact Arianna Cruz-Sellu at arianna.cruz-sellu@sfgov.org or (628) 652-3058.

LOBBYIST ORDINANCE

Individuals and entities that influence or attempt to influence local legislative or administrative action may be required by the San Francisco Lobbyist Ordinance [SF Campaign & Governmental Conduct Code 2.100] to register and report lobbying activity. For more information about the Lobbyist Ordinance, please contact the San Francisco Ethics Commission at 25 Van Ness Avenue, Suite 220, San Francisco, CA 94102, (415) 252-3100, FAX (415) 252-3112, website: sfgov.org/ethics.

認識您的權利

索取公共記錄

根據《三藩市陽光條例》([San Francisco Sunshine Ordinance](#))及《加州公共記錄法案》([California Public Records Act](#)), 每個市政部門都必須為公眾提供及時和透明的公共記錄和訊息。

如對「早期幼兒教育部」的索取公共記錄政策有任何疑問，或欲索取公共記錄，請發送電子郵件至 dec.publicrecords@sfgov.org。

《陽光條例》

政府的職責是服務大眾，並在大眾的監督下作出決定。設立市縣的委員會、董事會、理事會和其他機構的目的，是為市民處理事務。此條例確保審議工作是在市民的監督下進行，並確保城市的運作能公開給市民審查。欲了解根據《陽光條例》下您所擁有的權利（《三藩市行政法典》第 67 章）或舉報違反條例的行為，請聯絡：「陽光條例專案小組」負責人。

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415-554-7724 (辦公室電話); 415-554-7854 (傳真)
電郵地址：SOTF@sfgov.org

《陽光條例》的副本可向「陽光條例專案小組」職員或三藩市公共圖書館索取，以及在市政府網站 www.sfgov.org 查閱。大眾可於網上查閱附帶說明的文件副本（網址：<http://www.sfbos.org/sunshine>），或透過上述地址或電話號碼向委員會秘書索取。

語言便利服務

根據《語言便利條例》（《三藩市行政法典》第 91 章），我們可按要求提供中文、西班牙文及/或菲律賓文（他加祿語）的口譯服務。會議記錄在獲得委員會通過後可翻譯成所要求的語言。我們將盡可能提供其他語言的協助。欲要求相關的協助服務，請於聽證會前至少 48 小時，聯絡委員會秘書 Arianna Cruz-Sellu（電郵地址：arianna.cruz-sellu@sfgov.org），或致電 (628) 652-3058。對於遲來的請求，我們將盡可能配合。

便利殘障人士服務

「兒童及家庭委員會」聽證會及「早期幼兒社區監督和諮詢委員會」聽證會於以下地點舉行：1650 Mission Street, 3rd floor, San Francisco。大樓及會議室均方便輪椅人士出入。對於因殘障而無法親自出席會議的人士，我們可應要求提供遠程公眾參與服務。請最遲在會議開始前一 (1) 小時提出遠程參與要求，有助確保我們能夠提供會議連結。我們也可應要求提供手語翻譯。遠程參與的人士也可以啟動字幕。

如要求遠程手語翻譯，請在會議開始前至少四 (4) 個辦公小時提交有關安排的要求。對於所有其他安排的要求（如其他輔助設備和服務），請至少在 48 個辦公小時前提出，有助確保我們能夠配合。欲要求便利性安排，請聯絡委員會秘書 Arianna Cruz-Sellu（電郵地址：arianna.cruz-sellu@sfgov.org），或致電 (628) 652-3058。

《遊說條例》

《三藩市遊說條例》[三藩市推廣及政府行為準則 2.100] 規定，影響或試圖影響地方立法或行政行動的個人和實體在進行遊說活動前，可能需要作出登記及通知。欲了解《遊說條例》的詳情，請聯絡「三藩市道德委員會」，地址：25 Van Ness Avenue, Suite 220, San Francisco, CA 94102，電話：(415) 252-3100，傳真：(415) 252-3112，網站：sfgov.org/ethics。

Conozca sus derechos

SOLICITUDES DE REGISTROS PÚBLICOS

Todos los departamentos municipales deben proporcionarles a los ciudadanos un acceso oportuno y transparente a los registros públicos y a la información de conformidad con la [Ordenanza Sunshine de San Francisco](#) y la [Ley de Registros Públicos de California](#).

Si tiene preguntas sobre la política de solicitud de información pública de DEC o si desea realizar una solicitud de registros públicos, por favor envíe un email a dec.publicrecords@sfgov.org.

ORDENANZA SUNSHINE

El deber del gobierno es servir al público, tomando sus decisiones a la plena vista del público. Las comisiones, juntas, consejos y otras agencias de la Ciudad y el Condado existen para conducir los asuntos de los ciudadanos. Esta ordenanza garantiza que las deliberaciones se lleven a cabo ante el pueblo y que las operaciones de la Ciudad estén abiertas a la revisión por parte de la población. Para obtener información sobre sus derechos de conformidad con la Ordenanza Sunshine (Capítulo 67 del Código Administrativo de San Francisco) o para denunciar una infracción de la ordenanza, por favor póngase en contacto con: Administrador del Grupo de Trabajo de la Ordenanza Sunshine.

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San Francisco, CA 94102-4683
415-554-7724 (Oficina); 415-554-7854 (Fax)

Se pueden obtener copias de la Ordenanza Sunshine con el secretario del Grupo de Trabajo de Sunshine, en la Biblioteca Pública de San Francisco y en el sitio web de la Ciudad en www.sfgov.org. Las copias de los documentos explicativos están a disposición del público por Internet en <http://www.sfbos.org/sunshine> o, previa solicitud al Secretario de la Comisión, en la dirección o el número de teléfono indicados anteriormente.

ACCESO LINGÜÍSTICO

De acuerdo con la Ordenanza de Acceso Lingüístico (Capítulo 91 del Código Administrativo de San Francisco), se dispondrá de intérpretes de chino, español y/o filipino (tagalo) si así se solicita. Las actas de las reuniones podrán traducirse, si así se solicita, una vez que hayan sido adoptadas por la Comisión. Siempre que sea posible, se podría ofrecer asistencia en otros idiomas. Para solicitar asistencia con estos servicios, por favor póngase en contacto con la Secretaria de la Comisión Arianna Cruz-Sellu escribiendo a arianna.cruz-sellu@sfgov.org o llamando al (628) 652-3058 al menos 48 horas antes de la audiencia. En la medida de lo posible, se atenderán las solicitudes presentadas con retraso.

ACCESO PARA DISCAPACITADOS

Las audiencias de la Comisión de Niños y Familias y las audiencias del Comité Asesor y de Supervisión Comunitaria de la Primera Infancia se celebran en 1650 Mission Street, 3^{er} piso, San Francisco. El edificio y la sala de reuniones son accesibles en silla de ruedas. La participación del público a distancia está disponible previa solicitud para las personas que no pueden asistir en persona debido a una discapacidad. Solicitar la participación a distancia a más tardar una (1) hora antes del inicio de la reunión ayuda a garantizar la disponibilidad del enlace de la reunión. También se ofrece interpretación en lenguaje de señas previa solicitud. Se pueden activar los subtítulos si se participa a distancia.

Si solicita interpretación a distancia en lenguaje de señas, envíe una solicitud de adaptación con un mínimo de cuatro (4) horas laborables de anticipación al inicio de la reunión. Para el resto de las solicitudes de adaptación (por ejemplo, para otras ayudas y servicios auxiliares), se requiere un mínimo de 48 horas laborables de anticipación, lo que contribuye a garantizar su disponibilidad. Para solicitar una adaptación, por favor póngase en contacto con Arianna Cruz-Sellu escribiendo a arianna.cruz-sellu@sfgov.org o llamando al (628) 652-3058.

ORDENANZA DE CABILDEO

Las personas y entidades que influyen o intentan influir en la acción legislativa o administrativa local pueden estar obligadas por la Ordenanza de Cabildeo de San Francisco [Código de Conducta Gubernamental y Campaña de San Francisco 2.100] a registrarse y notificar las actividades de cabildeo. Para obtener más información sobre la Ordenanza de Cabildeo, por favor póngase en contacto con la Comisión de Ética de San Francisco en 25 Van Ness Avenue, Suite 220, San Francisco, CA 94102, (415) 252-3100, FAX (415) 252-3112, página web: sfgov.org/ethics.

Alamin ang Inyong mga Karapatan

MGA PAGHILING NG MGA PAMPUBLIKONG RECORD

Kailangang magbigay ang bawat Departmento ng Lungsod ng napapanahon at transparent na access sa mga pampublikong record at impormasyon sa ilalim ng [San Francisco Sunshine Ordinance](#) at ng [California Public Records Act](#).

Para sa mga tanong tungkol sa patakaan ng DEC sa paghiling ng pampublikong impormasyon o para humiling ng pampublikong record, mag-email sa dec.publicrecords@sfgov.org.

SUNSHINE ORDINANCE

Tungkulin ng pamahalaan na paglingkuran ang publiko, na gumagawa ng desisyon nang ganap na nakikita ng publiko. Nariyan ang mga komisyon, lupon, konseho, at iba pang ahensya ng Lungsod at County para pangasiwaan ang negosyo ng mga tao. Tinitiyak ng ordinansang ito na isinasagawa ang mga pagdedesisyon sa harap ng mga tao at bukas para sa pagsusuri ng mga tao ang mga operasyon ng Lungsod. Para sa impormasyon tungkol sa inyong mga karapatan sa ilalim ng Sunshine Ordinance (Kabanata 67 ng San Francisco Administrative Code) o para mag-ulat ng paglabag sa ordinansa, makipag-ugnayan sa: Sunshine Ordinance Task Force Administrator.

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Puwedeng kumuha ng mga kopya ng Sunshine Ordinance mula sa Clerk ng Sunshine Task Force, sa Pampublikong Aklatan ng San Francisco, at sa website ng Lungsod sa www.sfgov.org. Available online sa publiko ang mga kopya ng mga dokumento ng paliwanag sa <http://www.sfbos.org/sunshine> o, kung hiniling sa Kalihim ng Komisyon, sa address o numero ng telepono sa itaas.

ACCESS SA WIKA

Batay sa Language Access Ordinance (Kabanata 91 ng San Francisco Administrative Code), magiging available kung hiniling ang mga tagasalin sa wikang Chinese, Spanish, at/o Filipino (Tagalog). Puwedeng isalin ang Mga Katitikan ng Pagpupulong, kapag hiniling, pagkatapos pagtibayin ng Komisyon

ang mga ito. Puwedeng tanggapin ang tulong sa mga karagdagang wika kapag posible. Para humiling ng tulong sa mga serbisyong ito, makipag-ugnayan sa Kalihim ng Komisyon na si Arianna Cruz-Sellu sa arianna.cruz-sellu@sfgov.org o sa (628) 652-3058 kahit 48 oras bago ang pagdinig. Tatanggapin ang mga nahuling paghiling kapag posible.

ACCESS PARA SA MAY KAPANSANAN

Isinasagawa ang mga pagdinig ng Children and Families Commission at mga pagdinig ng Early Childhood Community Oversight and Advisory Committee sa 1650 Mission Street, 3rd floor, San Francisco. May access para sa wheelchair ang gusali at silid para sa pagpupulong. Kapag hiniling, available ang remote na pampublikong pakikilahok para sa mga indibidwal na hindi makakadalo nang personal dahil sa kapansanan. Nakakatulong ang paghiling na lumahok nang remote kahit isang (1) oras bago ang pagsisimula ng pagpupulong para masigurado ang pagiging available ng link ng pagpupulong. Available din ang Sign Language Interpretation kapag hiniling. [Puwedeng i-enable ang mga caption](#) kung remote na lalahok.

Kung hihiling ng remote na Sign Language Interpretation, magsumite ng kahilingan para sa tulong nang hindi bababa sa apat (4) na oras ng negosyo bago ang pagsisimula ng pagpupulong. Nakakatulong ang paglalaan ng minimum na 48 oras ng negosyo para sa lahat ng iba pang kahilingan para sa tulong (halimbawa, para sa iba pang auxiliary aid at serbisyo) para masigurado ang pagiging available nito. Para humiling ng tulong, makipag-ugnayan kay Arianna Cruz-Sellu sa arianna.cruz-sellu@sfgov.org o sa (628) 652-3058.

LOBBYIST ORDINANCE

Ang mga indibidwal at entity na nakakaimpluwensya o sinusubukang makaimpluwensya ng lokal na lehislatibo o administratibong aksyon ay posibleng atasan ng San Francisco Lobbyist Ordinance [SF Campaign & Governmental Conduct Code 2.100] na magparehistro at mag-ulat ng aktibidad sa pag-lobby. Para sa higit pang impormasyon tungkol sa Lobbyist Ordinance, makipag-ugnayan sa San Francisco Ethics Commission sa 25 Van Ness Avenue, Suite 220, San Francisco, CA 94102, (415) 252-3100, FAX (415) 252-3112, website: sfgov.org/ethics.

MEMBERS:

Meredith Dodson

Pamela Geisler

Monique Guidry

Cindy Lopez-Chastain

Abigail Stewart-Kahn

MEETING MINUTES EARLY CHILDHOOD COMMUNITY OVERSIGHT AND ADVISORY COMMITTEE

DATE: June 13, 2023

TIME: 4:30pm-6:00pm

PLACE: <https://us06web.zoom.us/j/82196296310?pwd=V1VOanZjNkpnOTEvVDNIS3pHbHZiQT09>

Zoom Public Access Number: US +1 669 444 9171 or +1 669 900 6833 or +1 346 248 7799 or +1 719 359 4580 or +1 253 205 0468 or +1 253 215 8782 or +1 360 209 5623 or +1 386 347 5053 or +1 507 473 4847 or +1 564 217 2000 or +1 646 931 3860 or +1 689 278 1000 or +1 929 205 6099 or +1 301 715 8592 or +1 305 224 1968 or +1 309 205 3325 or +1 312 626 6799 US

Public Comment Email: sfdec@sfgov.org

1. Call to order 4:33

2. Roll call

Present: Meredith Dobson Gina Fromer, Pamela Geisler, Monique Guidry, Cindy Lopez-Chastain, Abigail Stewart-Kahn, Patricia Sullivan, Monica Walters

Absent: Pamela Geisler

3. Land Acknowledgement

4. Discussion and possible action to approve the March 16, 2023 meeting minutes (Action item)

[Committee members provided with the following: draft minutes]

Passed at 4:40

5. General public comment

No public comment

6. Welcome and Introduction of new Committee member Abigail Stewart-Kahn

7. Discussion of DEC's Proposed Spending Plan FY 23-24 and 24-25 *See PowerPoint/Appendix*

Committee member discussion included:

Considering future predictions of revenue and expectations for Prop C considering Mayoral recommendations

The potential of expanding Education Pathways to graduate programs, the positive impact of COVID and how it has expanded online access to programs.

Ensuring access to Early Care and Education resources for families with children from birth to 3

Expansion of the ELS network

Maintaining the goal of San Francisco becoming a friendly family city by making childcare universal

No public comment

8. EC COAC & CFC Joint Retreat Planning Report-moved to Director's Report

9. CPAC Report

Committee Member Guidry: Needs Assessment is currently with graphic designer, it will receive a final review by the CPAC ad hoc committee, and it will be ready by the end of June.

For our Strategic Plan on 5/24 our consultant led full CPAC membership in reviewing and giving feedback on our strategies. Our next step is to set accountability metrics.

Next UPK this is the first year of the 3-year implementation plan, additionally UPK web presence is being developed.

Baby Prop C advocacy, June 3rd over 300 people showed up and we have another rally planned on June 15th.

CPAC Meeting in June will likely be focused on Baby Prop C advocacy.

10. Director's Report

Introduction of the new Policy Coordinator Arianna Cruz-Sellu and new Workforce Initiative Manager Susan Jeong.

DEC is still hiring for more roles.

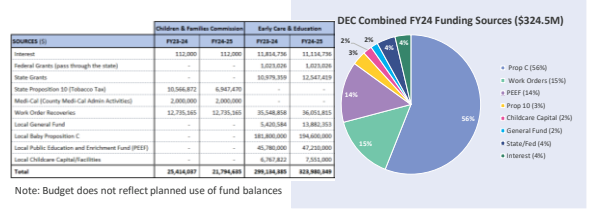
We are looking for a space to host a joint CFC and EC COAC retreat.

11. Adjourn 6:03

7. Discussion of DEC's Proposed Spending Plan FY 23-24 and 24-25

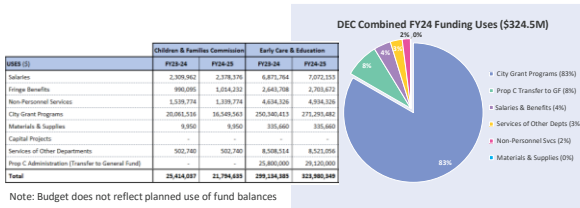
11

Funding Sources and Uses



12

Funding Sources and Uses



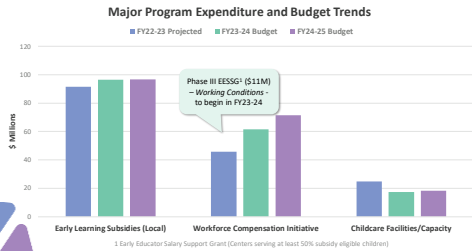
13

FY 23-24 & 24-25 Spending Priorities

- **Maintain Childcare Subsidy Expansion** - continue eligibility for moderate-income families up to 110% of AMI AND keep ECE free for the <100% SMI population by covering family fees¹.
- **Create higher education routes** for new education pathways – representing the largest investment ever in San Francisco’s ECE workforce, degree attainment, and professional development ladder for access to higher-paying jobs, elevating the status of the ECE profession and increasing program quality for children.
- **Launch Working Conditions** phase of the EESSG program to ensure teachers supporting our most vulnerable students work in a supported environment
- **Invest in the success of diverse educators**, now and in the future – Funding a pipeline and professional learning communities/networks through Dream Keepers initiative.
- **Seed the next generation of Family Resource Centers** to support greater innovation and options for families to access family-strengthening programs.

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FY24 & FY25 Proposed Budget Maintains Investment in ECE Priorities



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Business & Tax Regulations Code - Early Care and Education Commercial Rents Tax Baseline

- **Suspending the Proposition C baseline.** Previously, there was a local source/general fund baseline obligation of \$93 million.
- Baseline and budget would fund at \$73 million instead of \$93 million in the first year (FY 23-24). Creating a general fund (GF) savings of \$20 million.
- Second year (FY 24-25), the Mayors proposes to fund the baseline at \$83 million, which would generate a \$10 million GF savings for a total of \$30 million of general fund savings over two years.

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General Fund Savings

GF Savings Area (\$)	FY23-24	FY24-25
Salaries & Benefits	(1,827,053)	(1,883,728)
City Grant Programs	(22,638,469)	(14,149,799)
Total	(24,465,522)	(16,078,527)

No service impact expected. Staff & Services retained through use of alternative funding

DEC is also collaborating with OEWD to fund the Dream Keepers Initiatives (DKI) specific to early childhood educator support at \$1.6M per year using Prop C.

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D Funding Sources & Uses

One-Time-Only Projects from Baby Prop C Reserve (FY24 and 25)

- **\$40M** – increase infant/ toddler licensed classrooms; repair and renovate existing indoor and outdoor environments.
- **\$30M** – conversion from preschool to infants/toddler classrooms, planning grants, infant/toddler-focused coursework.
- **\$30M** – increase teacher pipeline, scholarships, stipends, AA/BA cohorts, and teacher residencies with recruitment/incentives for infant/toddler teachers and a pool of diverse early educators that represent communities served.
- **\$60M** – Early Educators Salary Support Reserve

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FY24 - From Access to Excellence

- Increasing access to and utilization of services by improving the end-to-end experience of families, utilizing a culturally and language-responsive approach.
- Ensuring our Teacher Workforce Compensation initiative elevates the profession through educational pathways and increased opportunities for our current/future educators.
- Launching the **NEW joint departmental** funding cycle for Family Resource Centers, equity-centered and focused on DEC strategic priorities.
- Focus on impacting educational disparities of young children by maintaining key investments in quality early care and education and in the ECE workforce through strategic investments and no reductions in services.



Department of Early Childhood City and County of San
Francisco

BYLAWS

Adopted March 16, 2023

ARTICLE I: NAME, PURPOSE AND MEMBERSHIP

Section 1: Name

The name of the Committee shall be Department of Early Childhood Early Childhood Community Oversight and Advisory Committee and shall be referred to in the bylaws as the "DEC ECCOAC".

Section 2. Authority and Purpose

As provided in the Administrative Code Chapter 5, Article XIII, there shall be an Early Childhood Community Oversight and Advisory Committee to make recommendations regarding the Department of Early Childhood's mission aligning and coordinating the City's efforts to provide early care and education for children ages zero to five in San Francisco and for promoting and supporting the development of early childhood supports and comprehensive programs, policies, and strategies to enhance services for children ages zero to five in San Francisco. The ECCOAC shall also advise the DEC on developing a strategic plan and a proposal for expanding high-quality early education in San Francisco as described in Section 2A.310 of the Administrative Code and offer expertise in the areas of policy, planning, collaboration, and strategic partnerships.

Section 3: Membership

The DEC ECCOAC shall consist of nine (9) members. As provided in the Administrative Code Chapter 5, Article XIII, the Mayor shall nominate five members to hold Seats 1 through 5, and the Board of Supervisors shall appoint four members to hold seats 6 through 9. Members of the DEC ECCOAC shall serve for two years, except that the members of the previously established Office of Early Care and Education Citizens' Advisory Committee seated as of the effective date DEC's enacting ordinance shall by operation of law become the initial members of the EC COAC. Their terms of office and term limits shall incorporate their service on the Office of Early Care and Education Citizens' Advisory Committee, with the effect that their terms of office and term limits will be identical to what they would have been if the Office of Early Care and Education Citizens' Advisory Committee had not been abolished. March 16, 2023

(a) Members of the DEC ECCOAC shall have the following qualifications:

- (1) Seat 1: must be a parent or guardian of a child who is enrolled in a facility that provides early care and education services, which includes child care, early care, preschool, infant and toddlers care;
- (2) Seat 2: must be a representative of the San Francisco Unified School District's Early Education Division, or any successor to that division, recommended by the Superintendent of Schools. If the Superintendent of Schools fails to make a recommendation by within 90 days of a vacancy the Mayor may appoint a person to hold this seat;
- (3) Seat 3: must be an early care and education provider that serves infants and toddlers ages zero to three;

- (4) Seat 4: must be a family support provider, a provider or educator who works with children with special needs, a community member with expertise in early education, a member of the mental health community specializing in early care, a member of a philanthropic organization, which has an emphasis on early care and education issues, or a member of the business community with an interest in early care and education issues;
 - (5) Seat 5: must be a representative of an institution of higher education that specializes in early care and education;
 - (6) Seat 6: must be a family child care provider;
 - (7) Seat 7: must be a provider of early care and education at a community-based child care center in San Francisco, but this member cannot be a San Francisco Unified School District provider;
 - (8) Seat 8: must be a family support provider, a provider or educator who works with children with special needs, a community member with expertise in early education, a member of the mental health community specializing in early care, a member of a philanthropic organization which has an emphasis on early care and education issues, or a member of the business community with an interest in early care and education issues; and
 - (9) Seat 9: must be a representative of the Childcare Planning and Advisory Council ("CCPAC") established by Article XX of Chapter 5 of the Administrative Code, recommended to the Board of Supervisors by the CCPAC
- (b) If a vacancy occurs in any seat on the committee, the nominating authority for the vacated seat shall nominate a successor. For Seat 2, the DEC ECCOAC shall notify the San Francisco Unified School District of any such vacancies and, if the San Francisco Unified School District has not made a recommendation within 90 days of the notice, the Mayor shall nominate a successor.
 - (c) No member may serve more than two consecutive terms on the DEC ECCOAC. For the purpose of these term limits, serving more than half of a term shall count as serving a full term on the committee.
 - (d) Members must inform Committee Chair and Committee Coordinator in advance if they are unable to attend a scheduled meeting. Failure to inform Committee Coordinator and Chair in advance will result in an unexcused absence. Any member of the DEC ECCOAC with more than two unexcused absences in a calendar year shall be deemed to have resigned from the committee. Further, any member of the EC COAC who fails to attend at least half of the meetings held in a calendar year - whether absences are excused or unexcused - shall be deemed to have resigned from the committee.
 - (e) To the extent required by law, members of the OECE CAC shall be subject to state and local conflict of interest laws, including the California Political Reform Act (Cal. Gov. Code §§ 87100 et seq.) and California Government Code section 1090.

ARTICLE II: Officers

Section 1: Officers

The officers of the DEC ECCOAC shall be a Chair and Co-Chair. The officers shall serve at the pleasure of the Committee.

Section 2: Term of Office

The officers shall hold their terms for one year and/or until their successors are elected.

Section 3. Election of Officers

Election of officers shall be conducted annually at the June EC COAC meeting.

If the Chair is unable to complete his or her term of office, the Vice Chair will serve as Chair until the next regular meeting. At the next regular meeting, the Commission shall conduct an election for Chair to fill the vacancy for the balance of the unexpired term. In the event the Vice Chair is elected as Chair, there shall be an election for a new Vice Chair at that meeting. If the office of Vice Chair is vacated before the expiration of a term, it shall remain vacant until the next regular meeting, at which time the DEC ECCOAC shall elect a new Vice Chair.

Section 4. Duties of the Chair

The Chair shall preside at all meetings of the DEC ECCOAC. The Chair, working with the Vice Chair and DEC staff, oversees the preparation and distribution of the agenda for all Commission meetings. The Chair is empowered to appoint members to standing or special committees formed by the DEC ECCOAC

Section 5. Duties of the Vice Chair

In the absence of the Chair, the Vice Chair presides at meetings of the DEC ECCOAC. In the event of the absence of the Chair and Vice Chair, the remaining DEC ECCOAC members shall appoint one of its members to preside at the meeting.

ARTICLE III: Meetings

Section 1. Regular Meetings

Regular Meeting times of the DEC ECCOAC shall be established; the DEC ECCOAC shall meet at 1650 Mission Street, Suite 312, SF, CA 94103. The DEC EC COAC shall meet at least four (4) times in each calendar year.

Section 2. Special Meetings/Subcommittees

The Chair or a majority of the members of the DEC ECCOAC may call for special meetings and/or subcommittees.

Section 3. Notice of Meetings and Agendas

Agendas of all regular meetings and notices and agendas of all special meetings and subcommittees will be posted at the meeting site, the San Francisco Main Library, and the DEC website. Agendas and notices will be distributed to each DEC ECCOAC member and to any person who files a written request for such notice with the DEC ECCOAC.

Section 5. Cancellation of Meetings

The Chair may cancel a meeting if he/she/they are aware that a quorum of the body will not be present or if the meeting date conflicts with a holiday or other responsibilities of Members. Notices of cancellations will be posted at the meeting site, the San Francisco Main Library, and the DEC website. If time permits, notice of meeting cancellations shall be emailed to all members of the public who have requested to receive notices and agendas of DEC ECCOAC meetings.

Section 6. Conduct of Meetings

The DEC ECCOAC will conduct its meetings in compliance with all applicable laws, including, but not limited to, the Ralph M. Brown Act (Government Code section 54950 et. seq.), the San Francisco Charter, the San Francisco Sunshine Ordinance (San Francisco Administrative Code chapter 67), and the California Public Records Act (Cal Gov. Code, Section 6250 et seq.).

Discussion by ECCOAC members shall be limited to matters which are properly before the ECCOAC. A speaker shall be ruled out of order if he/she/they fails to speak on the subject matter for which the privilege of the floor was granted.

The Chair shall have the privilege to recognize requests to speak by other ECCOAC members.

Section 7. Setting Agendas

DEC staff, along with the Chair and Vice Chair, shall prepare the agenda for meetings. The Chair shall place on the agenda any item requested by a member of the DEC ECCOAC if it is received not less than ten days before a regular meeting.

Section 8. Action at a Meeting: Quorum and Required Vote

Five (5) members of the DEC ECCOAC shall constitute a quorum of the committee, and the affirmative votes of at least five (5) members of the DEC ECCOAC are necessary to constitute approval by the committee.

Section 9. Decision Rule, Voting and Abstention

Any member of the DEC ECCOAC may craft a proposal for a vote and ask the Chair to poll the group. Meeting discussions and endorsements shall be facilitated using a modified consensus approach, allowing for additional discussion where there is lack of consensus on an item.

Each member present at a DEC ECCOAC meeting shall vote "yes" "no" or "need more information/ discussion" when a proposal is presented, unless the member is excused from voting on a matter by a motion adopted by a majority of the members present or the member has a conflict of interest that legally precludes participation in the vote. Individual members should consult with the City Attorney's Office regarding potential conflicts of interest which may preclude participation in a vote.

The DEC ECCOAC shall take action on proposals by voice vote. The minutes shall reflect how each member voted.

Section 10. Public Comment

The EC COAC and all committees of the EC COAC shall hold meetings open to the public

in full compliance with state and local laws. The EC COAC encourages the participation of interested persons. The Chair may limit time permitted for public comment consistent with state and local law. Each person wishing to speak on an item before the EC COAC at a regular or special meeting shall be permitted to be heard once for up to two minutes.

ARTICLE IV - ADOPTION AND AMENDMENT OF BYLAWS

Section 1. Adoption

The adoption of these Bylaws shall be made by motion and shall require an affirmative recorded vote of at least five (5) members of the DEC ECCOAC. When adopted, such Bylaws shall remain in effect unless suspended, modified or amended as provided herein.

Section 2. Amendments

Amendments of the Bylaws shall be by at least five (5) members of the DEC ECCOAC after presentation of the proposed amendments as an agenda item at a meeting of the DEC ECCOAC



Early Childhood Community Oversight and Advisory Committee Guide

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- DEC Strategic Plan
- Commonly Used Parliamentary Language/Actions
- Robert’s Rules Overview



I. City-Wide Policy Body Roles and Responsibilities

A. Department of Early Childhood Governance Ordinance (Attachment 1)

B. Commonly Used Parliamentary Language/Actions and Roberts Rules of Order

Early Childhood Community Oversight and Advisory Committee meetings abide by Robert's Rules of Order which is a widely adopted framework for meeting facilitation. Please see attachments to review Robert's Rules. (Attachment 4 and 5)

C. Good Government Guide: Roles of Policy Bodies and individual policy body

- The [Good Government Guide](#) was created by the City Attorney's Office and provides employees and officials of the City and County of San Francisco with a usable, accessible overview of laws governing their conduct as public servants—from public meetings and public records responsibilities to conflict-of-interest and personal financial reporting requirements.
- The entire Good Government Guide is relevant, but pay special attention to the following sections:
 - **Part One: Serving on a board or commission.**
 - Creation of boards and commissions
 - Becoming a commissioner
 - Compensation and benefits
 - Obligations of commissioners
 - Leaving office
 - The roles of commissions, their members, and their staff
 - Operations of boards and commissions

D. Open Government Laws

The following laws guide the transparency and accessibility of Commission meetings.

- The Ralph M. Brown Act (Cal. Govt. Code §§ 54950 et seq.)—the Brown Act—is the State law governing meetings of local governmental boards, commissions, and other multi-member bodies, which it refers to as “legislative bodies.” Enacted in 1953, it has been amended many times.
- The San Francisco Sunshine Ordinance (Admin. Code Chapter 67) imposes additional requirements on City government affecting both the public's access to records and the



conduct of meetings of boards, commissions, and other bodies, all of which, except for “passive meeting bodies” (discussed later in the Guide), it calls “policy bodies.”(For convenience, the Guide uses the term “policy body” rather than “legislative body.”) The Board of Supervisors enacted the Sunshine Ordinance in 1993, and the voters substantially amended it in 1999. Since then, the Board of Supervisors has enacted several amendments to the Ordinance.

There is an overlap between these two laws, but the general rule is to follow the strictest of the two to ensure that the public has the most access to public records and policy meetings. All policy body meetings must be publicly available. According to the Brown Act and Sunshine Ordinance, members of policy bodies must not meet outside of the requirements of public access.

E. Administrative Interference

From the San Francisco City Charter Section 4.102: Each board or commission, relative to the affairs of its department, shall deal with administrative matters solely through the department head or his or her designees, and any dictation, suggestion, or interference herein prohibited on the part of any member of a board or commission shall constitute official misconduct; provided, however, that nothing herein contained shall restrict the board or commission's powers of hearing and inquiry as provided in this Charter.

II. EC COAC Structure and Culture

A. EC COAC Meeting Calendar

- EC COAC meetings are on the third Wednesday of each month at 4:30 pm at 1650 Mission Street, Room 312-G, unless otherwise notified in advance.

Public Budgeting Process	January
	February
	March
Strategic Planning	April
	May
	June
RECESS	July
	August
Prop C Accountability	September
	October
	November
RECESS	December



B. Public Comment Procedures

The EC COAC and all its committees shall hold meetings open to the public in full compliance with state and local laws. The EC COAC encourages participation. The Chair may limit the time permitted for public comment consistent with state and local law. Each person wishing to speak on an item before the EC COAC at a regular or special meeting shall be permitted to be heard once for up to three minutes.

C. EC COAC Attendance Policy

This policy is intended to support the total contribution of all EC COAC members. It is in the best interest of the EC COAC, its staff, and its stakeholders that the EC COAC holds regularly scheduled meetings to facilitate the work of DEC. In addition, special meetings of the EC COAC or its associated Committees may be called so that committee members may address specific issues. The following sets forth the attendance requirements of the EC COAC.

1. All committee members are encouraged to attend each meeting. If a member cannot participate, they should notify the Chairperson and DEC Commission Policy and Administrative Coordinator.
2. If a committee member has three consecutive absences or more than four absences from regularly scheduled full EC COAC meetings in a fiscal year, they will be considered out of compliance with attendance requirements. The Chairperson or Executive Director will contact the committee members to discuss the problem. If the Executive Director and/or Chairperson determine that action is necessary, a recommendation will be brought to the entire EC COAC for discussion and approval. The Chairperson will share the response with the EC COAC at the next meeting.
3. The EC COAC will decide what actions to take regarding the committee member's future membership. If the EC COAC decides to terminate, it will follow city requirements for officer departures. The EC COAC and staff will immediately begin recruiting a new member.

D. Role of the Committee Members, Executive Director, Staff and Secretary

The Early Childhood Community Oversight and Advisory Committee, also known as the EC COAC, has 9 members: 5 appointed by the Mayor and 4 by the Board of Supervisors. Following the DEC's Governance Ordinance, the EC COAC is an advisory body that provides recommendations on services, policies, and planning strategies for early care and education in San Francisco.

Seat #	Current Description	Current Person	Appointing Authority
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1	Must be a parent or guardian of a child who is enrolled in a facility that provides early care and education services, which includes child care, early care, preschool, infant, and toddler care	Meredith Dodson	Mayor
2	Must be a representative of the San Francisco Unified School District's Early Education Division, or any successor to that division, recommended by the Superintendent of Schools.	Pamela Geisler	Mayor
3	Must be an early care and education provider that serves infants and toddlers ages zero to three.	Krystle Danridge-Pierson	Mayor
4	Must be a family support provider, a provider or educator who works with children with special needs, a community member with expertise in early education, a member of the mental health community specializing in early care, a member of a philanthropic organization, or a member of the business community with an interest in early care and education issues.	Gina Fromer	Mayor
5	Must represent an institution of higher education specializing in early care and education.	Abigail Stewart-Kahn	Mayor
6	Must be a family child care	Patricia Sullivan	BOS
7	Must be a provider of early care and education at a community-based child care center in San Francisco, but this member cannot be a San Francisco Unified School District provider;	Monica Walters	BOS
8	Must be a family support provider, a provider or educator who works with children with special needs, a community member with expertise in early education, a member of the mental health community specializing in early care, a member of a philanthropic organization, or a member of the business community with an interest in early care and education issues	Cindy Lopez-Chastain	BOS
9	The representative must be a member of the Childcare Planning and Advisory Council, as recommended to the Board of Supervisors by the Childcare Planning and Advisory Council.	Monique Guidry	BOS

These guidelines outline the Committee's general oversight, support, and policy-setting roles in supporting the operational aspects of program implementation.



1. Makes strategic policy recommendations

EC COAC ROLE: The EC COAC is responsible for advising the overall strategic direction of the Department of Early Childhood. Committee members provide recommendations to clearly define needs and expected outcomes while focusing on strategic goals and obtaining community input. Responsibilities include, but are not limited to:

- Working in collaboration with the Children and Families Commission to make annual recommendations to the strategic plan.
- Obtaining ongoing input from the community concerning the needs of families and children 0-5.
- Carrying out an annual review of the strategic plan and conducting at least one joint public hearing to discuss and review revisions.

EXECUTIVE DIRECTOR/STAFF ROLE: Department of Early Childhood staff, as led by the Executive Director, support the EC COAC's strategic planning efforts and develop and implement policies for the department. Responsibilities include, but are not limited to:

- Gathering data and community input to assist the EC COAC in reviewing relevant policies.
- Making recommendations to the EC COAC about appropriate policies for consideration.
- Supporting the EC COAC's policy recommendations and providing staff direction to carry out the work, including developing more detailed plans/ processes and organizing resources as needed.
- Implementing compliance procedures and monitoring policies to ensure adherence.

SECRETARY ROLE: The Secretary, also known as the Commission Policy and Administrative Coordinator, is a Department of Early Childhood staff member who is the liaison to the Children and Families Commission and the Early Childhood Community Oversight and Advisory Committee. Responsibilities include, but are not limited to:

- Serve as the Parliamentarian for the EC COAC, guiding and ensuring adherence to formal meeting procedures and parliamentary rules for body meetings.
- Analyzing and briefing EC COAC members on agenda items.

2. Provides active leadership in the community

EC COAC ROLE: The EC COAC seeks positive change for young children and their families and will take a visible leadership role in the community. The EC COAC will also advocate for the needs of children and families. Responsibilities include, but are not limited to:

- Attending EC COAC and Joint Body meetings, including being prepared for meetings by reviewing materials in advance, participating actively in discussions, and making informed recommendations, and notifying the Commission secretary if unable to attend.
- Attending public events and meetings to inform the public about DEC and the EC COAC's work and learn about the emerging and evolving needs of children and families.

EXECUTIVE DIRECTOR/STAFF ROLE: Responsibilities include, but are not limited to:



- Serving as the primary point of contact for the EC COAC and Commission community.
- Organizing and making recommendations on marketing, media, and other local community communication plan efforts and materials and providing support as requested by the department in developing such endeavors.

SECRETARY ROLE: Responsibilities include, but are not limited to:

- Serving as primary point of contact for the EC COAC.
- Informing City and County of vacancies and coordinates with the Clerk of the Board and Mayor’s office regarding EC COAC appointment requirements.

3. Ensures fiscal, legal and ethical responsibility

EC COAC ROLE: The EC COAC is responsible for making recommendations for DEC funding priorities. Responsibilities include, but are not limited to:

- Complying with state, city and county conflict of interest requirements.
- Making recommendations to the department on their annual budget submission, with a review of income and expenditures for the coming fiscal year.

EXECUTIVE DIRECTOR/STAFF ROLE: Responsibilities include, but are not limited to:

- Monitoring state and local legislative and regulatory processes and communicating to the committee members any changes in laws, regulations, and services that impact early childhood development programs.
- Completing Statement of Economic Interest (Form 700) every year.
- Completing ethics training (AB1234) on a biannual basis.
- Coordinating completing and submitting Forms 700 and Ethics Training with appropriate staff.
- Preparing a detailed annual budget and long-range financial forecast for the EC COAC to review per the DEC Governance Ordinance.

SECRETARY ROLE: Responsibilities include, but are not limited to:

- Serving as a liaison between the Early Childhood Community Oversight and Advisory Committee, the Department of Early Childhood, other City, State, and Federal agencies, and the public.
- Ensuring that the EC COAC operates following the Governance Ordinance, Administrative Code, Brown Act, Sunshine Ordinance, and City policies.
- Providing committee members with meeting materials.
- Supporting completion of all statutory requirements.

4. Provides accountability to the community

EC COAC ROLE: The EC COAC ensures that the department-funded programming results are documented through evaluation and measured impact. Responsibilities include, but are not limited to:



- Reviewing and considering reports of results achieved and actions underway throughout the year.
- Working in partnership with the Children and Families Commission to make joint policy recommendations regarding the Department’s coordination of services, policies, and planning strategies for early childhood care and education and family support for children ages birth to five.
- Reviewing annual report of local data for EC COAC per DEC Governance Ordinance.

EXECUTIVE DIRECTOR/STAFF ROLE: Responsibilities include, but are not limited to:

- Organizing and making recommendations on data collection and evaluation efforts and materials that promote the DEC's priorities.
- Implementing effective evaluation efforts and monitors evaluation designs.
- Ongoing monitoring of partners and vendors receiving public funds to ensure appropriate use of dollars in accordance with contract terms.

SECRETARY ROLE: Responsibilities include, but are not limited to:

- Ensuring the public is notified of upcoming meetings and that relevant materials are posted on the DEC website.
- Complying with Public Comment requirements and ensures accessibility.
- Taking meeting minutes and posting them publicly.



1 [Administrative, Campaign and Governmental Conduct Codes - Early Childhood Department
and Advisory Committee]

2

3 **Ordinance amending the Administrative and Campaign and Governmental Conduct**
4 **Codes to establish a Department of Early Childhood as successor to the Office of Early**
5 **Care and Education and First Five San Francisco; establish an Early Childhood**
6 **Community Oversight and Advisory Committee as successor to the Office of Early**
7 **Care and Education Citizens' Advisory Committee; and update the responsibilities of**
8 **the Children and Families First Commission.**

9 NOTE: **Unchanged Code text and uncodified text** are in plain Arial font.
10 **Additions to Codes** are in *single-underline italics Times New Roman font*.
11 **Deletions to Codes** are in *strikethrough italics Times New Roman font*.
12 **Board amendment additions** are in double-underlined Arial font.
13 **Board amendment deletions** are in ~~strikethrough Arial font~~.
14 **Asterisks (* * * *)** indicate the omission of unchanged Code
15 subsections or parts of tables.

16 Be it ordained by the People of the City and County of San Francisco:

17

18 Section 1. The Administrative Code is hereby amended by revising Article XXIII of
19 Chapter 2A, and Section 2A.310, to read as follows:

20 **ARTICLE XXIII:**

21 **DEPARTMENT OF EARLY CHILDHOOD~~OFFICE OF EARLY CARE AND EDUCATION~~**

22 **SEC. 2A.310. DEPARTMENT OF EARLY CHILDHOOD~~OFFICE OF EARLY CARE~~**
23 **AND EDUCATION.**

24 (a) ~~Office of Early Care and Education~~Department of Early Childhood; Director. There is
25 hereby established a Department of Early Childhood (the "Department"). The Mayor shall appoint
a Director who shall serve as the Department head ~~for the Office of Early Care and Education~~
~~("OECE")~~ and appointing officer for the Department~~OECE~~. The Mayor may consider, but is not

1 required to accept, recommendations from the Children and Families First Commission (the “First
2 Five Commission”) and the Early Childhood Community Oversight and Advisory Committee (“EC
3 COAC”) for the position of Director. The Director shall serve at the pleasure of the Mayor. The
4 Department~~OECE~~ shall include such officers and employees as are authorized pursuant to the
5 budgetary and fiscal provisions of the Charter.

6 (b) Duties and Functions.

7 (1) The Department~~OECE~~ shall be responsible for aligning and coordinating the
8 City’s efforts to provide early care and education for children ages zero to five in San Francisco
9 and for promoting and supporting the development of early child supports and comprehensive
10 programs, policies, and strategies to enhance services for children ages zero to five in San Francisco,
11 including programs and funding streams from the Department of Children, Youth, and Their
12 Families, the ~~Children and Families Commission~~(First Five Commission), and the Human
13 Services Agency to serve young children and their families.

14 (2) The Department shall improve and deliver access for children ages zero to five and
15 their families to fulfill a unified vision and to meet goals, including, by way of example but not
16 limitation:

17 (A) ~~The OECE shall work to improve access for all of San Francisco’s young~~
18 ~~children to~~ Establishing a universal system for high-quality early care and education,
19 strengtheninging the early care and education workforce, and buildinging early care and education
20 system capacity.

21 _____ (B) Establishing systems that serve children ages zero to five through programs
22 and services that help their families in providing support for them, creating stability and evidence-
23 based models for family success.

24 _____ (C) Developing new policy partnerships that extend the reach, access, and
25 impact of early childhood care and education programs and services to a broader and more diverse

1 sector of families, with a particular focus on improving racial equity and outreach to Black,
2 Indigenous, and People of Color (BIPOC) children and their families.

3 (D) Ensuring that access to services and the implementation of policies achieves
4 measurable success in the outcomes for all families.

5 (E) Complementing ongoing and future efforts on a statewide level that expand
6 universal early care and education programs for children ages zero to five including community-based
7 programs, preschool, and transitional kindergarten programs and supporting children for kindergarten
8 readiness.

9 (F) Developing processes for ensuring broad community and stakeholder
10 engagement in the planning, implementation, and evaluation of services related to early childhood care
11 and education.

12 (G) Considering and responding to the input, needs, and concerns of parents
13 and caregivers of children ages zero to five by establishing easy-to-use, culturally-appropriate forums
14 and tools for these stakeholders to influence policies and practices that are accessible in the languages
15 of the stakeholders; and building connections with existing accessible organizations or forums.

16 (3) The ~~Department OECE~~ shall develop and maintain a strategic plan and
17 proposal ("Department Strategic Plan"), to be submitted to the Board of Supervisors no later
18 than January 1, ~~2016~~2024, and every five years thereafter, that addresses the expansion of
19 quality universal early education in San Francisco. The Department shall also update the
20 Department Strategic Plan, initially by January 1, 2024 and on an annual basis thereafter and such
21 update shall include recommendations from the First Five Commission and the EC COAC as described
22 in this subsection (b)(3) and the elements described in subsections (b)(3)(A) through (D). The
23 Department may prepare the Department Strategic Plan in conjunction with the preparation of the
24 County Strategic Plan required by Section 86.4 of the Administrative Code. Before initiating the
25 annual update to the Department Strategic Plan, the Department shall consult with the First Five

1 Commission and the EC COAC on the scope, metrics, and outreach for the plan and the joint process
2 shall involve the First Five Commission and the EC COAC. The Department Strategic Plan and
3 proposal shall:

4 (A) Include goals for early care and education programs that align with
5 emerging developments in state or federal early care and education policy, and address
6 professional development needs of center-based, family child care providers and to the extent
7 resources allow, license-exempt care providers;

8 (B) Address neighborhood-specific needs, including school readiness,
9 subsidy availability, children’s dual language development, facility development parent
10 engagement and education, inclusion of children with special needs, and provider support for
11 both family child care homes and early care and education centers; ~~and~~

12 (C) Include a set of equity metrics to be used to compare existing early
13 care and education services and resources in low-income and disadvantaged communities
14 with early care and education services and resources available in the City as a whole; ~~and~~

15 (D) As part of the combined development of the Department and County
16 Strategic Plans and to meet the minimum requirements of the County Strategic Plan, include an
17 assessment and analysis of the unmet funding needs for family support services for those caring for
18 children ages zero to five and how the Department plans to expand and leverage funding; and
19 coordinate with other relevant City departments, including, by way of example but not limitation, the
20 Department of Children, Youth, and Their Families and Human Services Agency, to meet those unmet
21 funding needs.

22 (4) The Department’s OECE’s Director or designee shall attend meetings of the
23 Office of Early Childhood Community Oversight and Care and Education Citizens’ Advisory
24 Committee (“OECE-CAC”), established by Chapter 5, Article XIII of the Administrative Code,
25 and the Department OECE shall provide staffing to EC COAC OECE-CAC, including providing the

1 EC COAC~~OECE CAC~~ with the information it requests. The Department shall provide its proposed
2 budget and accompanying documents to the EC COAC and the First Five Commission no later than
3 two weeks prior to the public hearing required by Section 5.13-5(e) of Article XIII of Chapter 5 of the
4 Administrative Code.

5 (5) The Department shall prepare an annual report on the Early Care and Education
6 for All Initiative, as required in Section 20.17-3 of Article XVII of Chapter 20 of the Administrative
7 Code. ~~The Human Services Agency shall provide administrative support for the OECE.~~

8 (6) The Department~~OECE~~ shall have such other duties and functions as are
9 assigned by the Charter, an ordinance, or the Mayor.

10 (c) Funding. The Department may be funded by appropriations from the Babies and Families
11 First Fund established in Section 10.100-36 of the Administrative Code and including implementation
12 of Section 2112(d)(2) of the Business and Tax Regulations Code, disbursements from the Public
13 Education Enrichment Fund made pursuant to Section 16.123-4 of the Charter for preschool and early
14 education programs, appropriations from the San Francisco Children and Families Trust Fund in
15 Section 10.100-287 of the Administrative Code, and such other appropriations as the Board of
16 Supervisors may direct by ordinance. The Department shall report the amount and percentage of its
17 administrative costs that are funded by monies from the Babies and Families First Fund, the Public
18 Education Enrichment Fund, and the Children and Families Trust Fund, respectively, as part of the
19 Department's proposed budget and accompanying documents to the EC COAC and the First Five
20 Commission prior to the public hearing required by Section 5.13-5(e) of the Administrative Code.

21 (d) Transfer of Functions. All City and County of San Francisco programs, employees and
22 other personnel assigned to the Children and Families First Department (also referred to in the City
23 Charter and the Municipal Code as "First 5 San Francisco") and the Office of Early Care and
24 Education shall be transferred to the Department. The Director of the Office of Early Care and
25 Education shall be the interim Director of the Department until the Mayor appoints a Director. The

1 transfer of programs, staff, and assets shall be effective as of the effective date of Ordinance No. _____,
2 establishing the Department of Early Childhood.

3
4 Section 2. Chapter 86 of the Administrative Code is hereby amended by revising
5 Sections 86.1 through 86.4, to read as follows:

6 **SEC. 86.1. ESTABLISHMENT OF THE SAN FRANCISCO CHILDREN AND**
7 **FAMILIES FIRST COMMISSION.**

8 (a) Establishment. The San Francisco Children and Families First Commission (the
9 “Commission”) is hereby established. ~~The Commission and designated as the county commission~~
10 ~~for purposes of California Health & Safety Code Sections 130100 et seq., as it may be amended from~~
11 ~~time to time. shall manage the San Francisco Children and Families First Department.~~ The
12 Department of Early Childhood (the “Department”) ~~of Children, Youth and Their Families~~ shall
13 provide office space, administrative support, and other services for the Commission ~~and the~~
14 ~~Children and Families First Department, as specified in a Memorandum of Understanding between the~~
15 ~~Department of Children, Youth and Their Families and the Commission.~~ The Commission shall
16 consist of nine members.

17 (b) Purpose. The Commission ~~and Children and Families First Department are~~ is
18 established to promote, support, and improve the early development of children from the
19 prenatal stage to five years of age and to carry out the provisions of the California Children
20 and Families First Act of 1998 (the “Act”), including by way of example but not limitation, support
21 for families through parenting education and child health and wellness programs.

22
23 **SEC. 86.2. POWERS AND DUTIES OF THE SAN FRANCISCO CHILDREN AND**
24 **FAMILIES FIRST COMMISSION.**

25 The Commission shall have the following powers and duties:

1 (a) ~~By May 1, 2000, t~~The Commission shall adopt an adequate and complete San
2 Francisco Strategic Plan (the “County Strategic Plan”), as described in Section 86.4 below, for
3 the support and improvement of early childhood development, including family support related to
4 caring for children ages zero to five, within the City and County of San Francisco. Prior to
5 adopting the County Strategic Plan, the Commission shall hold no less than one public hearing
6 on the proposed County Strategic Plan.

7 (b) On at least an annual basis, the Commission shall review its County Strategic Plan
8 and revise the Plan as may be necessary or appropriate. The Commission shall hold no less
9 than one public hearing on its periodic review of the County Strategic Plan before any
10 revisions to the Plan are adopted.

11 (c) The Commission shall submit its adopted County Strategic Plan, and any
12 subsequent revisions thereto, to the State Children and Families First Commission (the “State
13 Commission”).

14 (d) On or before October 15~~th~~ of each year, the Commission shall conduct and prepare
15 ~~and adopt~~ an audit of and issue a written report on the implementation and performance of its
16 functions during the preceding fiscal year.

17 (1) At a minimum, the audit and report shall include the manner in which the
18 funds were expended, the progress toward and the achievement of program goals and
19 objectives, and the measurement of specific outcomes through appropriate reliable indicators.

20 (2) On or before November 1 of each year, tThe Commission shall transmit the
21 audit and report to the State ~~Children and Families First~~ Commission ~~annually~~.

22 (3) The Commission shall conduct no less than one public hearing prior to
23 adopting any annual audit and report.

1 (e) The Commission shall conduct no less than one public hearing on each annual
2 report by the State Commission prepared pursuant to California Health and Safety Code
3 Section 130150(b).

4 (f) The Commission shall establish no less than one advisory committee to provide
5 technical and professional expertise and support for any purposes that will be beneficial in
6 accomplishing the purposes of the ~~Act~~ Act. Each advisory committee shall meet and shall make
7 recommendations and reports as deemed necessary or appropriate. ~~One advisory committee~~
8 ~~shall be comprised of members nominated by the Starting Points Initiative Early Childhood~~
9 ~~Interagency Council.~~

10 (g) The Commission shall expend the funds in the San Francisco Children and
11 Families First Trust Fund, only for the purposes authorized by the Act and this
12 ~~Chapter 86 Ordinance~~ and in accordance with the ~~San Francisco~~ County Strategic Plan approved
13 by the Commission. The Commission shall not expend funds that are not authorized by the Act,
14 including but not limited to the Babies and Families First Fund established in Section 10.100-36 of the
15 Administrative Code and grant funds directed to the Department and general fund appropriations, but
16 may make recommendations to the Department regarding spending from other funding sources. The
17 Commission shall hold at least one joint public hearing annually with the Early Childhood Community
18 Oversight and Advisory Committee (the "EC COAC"), established by Article XIII of Chapter 5 of the
19 Administrative Code, to review and make recommendations regarding the Department's budget no
20 later than February 14 of each year.

21 (h) The Commission shall hold at least one joint public hearing annually with the EC COAC
22 to review, and provide input to, the Department's annual report evaluating the effectiveness of the
23 Early Care and Education for All Initiative, required by Section 20.17-3 of the Administrative Code.
24 Following the joint public hearing, and before the Department submits the report to the Board of
25 Supervisors, the Commission and the EC COAC shall each transmit recommendations regarding the

1 report to the Department. The Department's final report shall include a summary of the
2 recommendations received and describe the ways in which the Department has addressed the
3 recommendations. ~~The commission shall be empowered to enter into such contracts as necessary or~~
4 ~~appropriate to carry out the provisions and purposes of the Act.~~

5 (i) The Commission ~~shall~~may recommend candidates for Director of the Department to the
6 Mayor and may hold a joint public meeting with the EC COAC to recommend such candidates to the
7 Mayor. ~~appoint and may remove at its pleasure an Executive Director. The Executive Director shall be~~
8 ~~responsible for managing the Children and Families First Department. The Executive Director is~~
9 ~~authorized to hire additional staff subject to budget constraints and the approval of the Commission.~~

10 (j) The Commission may review national, state, and local legislation that may affect
11 young children and their families and

12 (1) Make recommendations to the Mayor and the Board of Supervisors
13 regarding the proposed legislation; and

14 (2) Consistent with Charter Section 3.100, ~~C~~ommunicate the Commission's
15 position regarding the proposed legislation to the appropriate legislative bodies, as long as the
16 Commission's position on state and federal legislation does not conflict with any official
17 position taken by the City and County and the communication is coordinated with the Office of the
18 Mayor.

19 (k) The Commission shall coordinate with the EC COAC to develop joint policy
20 recommendations with the EC COAC regarding the Department's coordination of services, policies,
21 and planning strategies for early childhood care and education and family support for children ages
22 zero to five to include:

23 (1) Addressing the continuous quality improvement of programs and capacity-building
24 of providers.

1 (2) Developing recommendations for equitable, inclusive, culturally and linguistically
2 appropriate services and innovations responsive to emerging early childhood needs.

3 (3) Developing recommendations for processes to ensure data and data systems are
4 used for greater accountability of program outcomes, enhance learning internally, across investments,
5 and across service sectors, and address persistent racial, diversity, equity, and inclusion gaps.

6 (4) Promoting public interest and awareness around issues facing young children and
7 their families.

8 (5) Developing processes and structures that support organizations, communities, and
9 public agencies to work together to advance the well-being of young children and their families.

10
11 **SEC. 86.3. MEMBERSHIP AND ORGANIZATION OF THE SAN FRANCISCO**
12 **CHILDREN AND FAMILIES FIRST COMMISSION.**

13 (a) The members of the Commission are as follows. Seats 3 and 5 through 9 shall be
14 appointed by the Board of Supervisors as follows:

15 (1) Seat 1 ~~One member~~ shall be the Director of Public Health or ~~his or her~~ the
16 Director's designee.

17 (2) Seat 2 ~~One member~~ shall be the ~~Executive Director~~ General Manager of the
18 ~~Department of~~ Human Services Agency or ~~his or her~~ the Executive Director's designee.

19 (3) Seat 3 ~~One member~~ shall be a member of the Board of Supervisors.

20 (4) Seat 4 ~~One member~~ shall be the Department Head of the Department ~~Director~~
21 ~~of the Mayor's Office~~ of Children, Youth and Their Families or ~~his or her~~ the Department Head's
22 designee.

23 (5) Seat 5 shall be nominated by the Mayor (and approved by the Board of
24 Supervisors) as a representative director or supervisor of a Mayoral office or other City program for
25 prevention or early intervention for families at risk.

1 (6) Seat 6 shall be a member of the Child Care Planning and Advisory Council,
2 established in Article XX of Chapter 5 of the Administrative Code.

3 (7) Seat 7 shall be a provider of family support services as described in the San
4 Francisco County Strategic Plan established by Section 86.4 below.

5 (8) Seats 8 and 9~~Five additional members~~ shall be appointed from among the
6 following categories: ~~persons responsible for management of the following County functions: children~~
7 ~~services, public health services, behavioral health services, social services, and tobacco and other~~
8 ~~substance abuse prevention and treatment services;~~ recipients of project services included in the
9 ~~County Strategic Plan~~; educators specializing in early childhood development;
10 representatives of a local child care resource or referral agency, ~~the Child Care Planning and~~
11 ~~Advisory Council or another~~ a local child care coordinating group; representatives of a local
12 organization for prevention or early intervention for families at risk; representatives of
13 community-based organizations that have the goal of promoting and nurturing early childhood
14 development; representatives of local school districts; and representatives of local medical,
15 pediatric, or obstetric associations or societies. To the extent feasible, members shall be
16 selected from existing committees, councils, or coalitions promoting early childhood
17 development and support of their families in order to facilitate planning and coordination of
18 services.

19 (b) The Commission shall convene by March 1, 1999.

20 (c) ~~All appointed m~~Members of the Commission, ~~that is, those~~ appointed ~~pursuant to~~
21 ~~Subsection (a)(5) above, to Seats 3 and 5 through 9~~ shall serve at the pleasure of the Board of
22 Supervisors. The term of each ~~e~~Commission member appointed ~~pursuant to Seats 3 and 5~~
23 ~~through 9 Subsection (a)(5)~~ shall be for four years; provided, however, that the members first
24 appointed shall, by lot, classify their terms so that two members shall serve a three-year term,
25 and three members shall serve a four-year term. On the expiration of these terms, their

1 successors shall be appointed for a four-year term. In the event a vacancy occurs during the
2 term of office of any appointed member, a successor shall be appointed for the unexpired
3 term of the office vacated in a manner similar to that for the initial member. After serving the
4 unexpired term of a predecessor, the successor may be appointed for a full four-year term. Members in
5 Seats 5 through 9 may serve no more than two consecutive terms on the Commission. For the purposes
6 of these term limits, serving more than half of a term shall count as serving a full term on the
7 Commission.

8 (d) A majority of the members of the Commission shall constitute a quorum.

9 (e) The Commission shall establish any additional rules and regulations for its own
10 organization and procedure consistent with State and local law.

11 (f) No member of the Commission shall be compensated for ~~his or her~~ their services,
12 except members may be paid reasonable per diem and reimbursement of reasonable
13 expenses for attending meetings and discharging other official responsibilities as authorized
14 by the Commission. In addition, members serving in Seats 1 through 5 may receive their full
15 compensation as City employees, since their work for the Commission shall be considered part of their
16 responsibilities in their capacity as City employees.

17 (g) Continuing Membership on Children and Families First Commission. The members of the
18 previously established Commission seated as of the effective date of Ordinance No. _____ shall by
19 operation of law remain members of the Commission. Their terms of office and term limits shall not
20 incorporate their previous service on the Commission. The terms of office for members of the
21 previously established Commission, as well as Seat 5, shall begin on the effective date of Ordinance
22 No. _____. Seat 5 shall be vacant until a new appointment is made in accordance with subsection (a)
23 of this Section 86.3. The terms of office for members in Seats 6, 7, 8, and 9 with previous service on the
24 Commission shall be limited to a one-year term. At the conclusion of the transitory one-year term for
25

1 members in Seats 6, 7, 8, and 9, new appointments to the Commission shall be made in accordance
2 with subsection (a) of this Section 86.3.

3
4 **SEC. 86.4. ESTABLISHMENT OF A SAN FRANCISCO COUNTY STRATEGIC**
5 **PLAN.**

6 (a) The ~~San Francisco~~ Commission shall establish the a San Francisco County Strategic
7 Plan for the support and improvement of early childhood development, including support for
8 their families in caring for children ages zero to five, within the City and County of San Francisco.
9 The County Strategic Plan shall be consistent with and in furtherance of the purposes of the
10 Act and any guidelines adopted by the State Commission that are in effect at the time the
11 County Strategic Plan is adopted or subsequently revised. The Department may prepare the
12 County Strategic Plan in conjunction with its preparation of the Department Strategic Plan required by
13 Section 2A.310 of the Administrative Code.

14 (b) The County Strategic Plan shall include, at a minimum:

15 (1) A description of the goals and objectives proposed to be attained;

16 (2) A description of the programs, services, and projects proposed to be
17 provided, sponsored, or facilitated;

18 (3) A description of how measurable outcomes of such programs, services, and
19 projects will be determined by the Commission using appropriate reliable indicators; and

20 (4) A description of how programs, services, and projects relating to early
21 childhood development and support for families with children ages zero to five within the county
22 will be integrated into a consumer-oriented and easily accessible system.

23 ~~(c) Prior to adopting the Strategic Plan, and in each subsequent review of the Strategic Plan,~~
24 ~~the Children and Families First Commission shall review and consider:~~

25 ~~—— (1) The current Children's Services Plan prepared by the Mayor;~~

1 ~~——— (2) The most current comprehensive countywide child care plan, and any other reports,~~
2 ~~issued by the Child Care Planning and Advisory Council, or any other local child care planning~~
3 ~~council established pursuant to State law;~~

4 ~~——— (3) Any current reports relating to early childhood development, parental education~~
5 ~~and/or family support services;~~

6 ~~——— (A) Issued by the San Francisco Department of Public Health or Health~~
7 ~~Commission,~~

8 ~~——— (B) Issued by the San Francisco Department of Human Services or Human~~
9 ~~Services Commission,~~

10 ~~——— (C) Issued by the Citywide Alcoholism Advisory Board,~~

11 ~~——— (D) Issued by the Maternal and Adolescent Health Board,~~

12 ~~——— (E) Issued by the Drug Abuse Advisory Board,~~

13 ~~——— (F) Issued by the Mental Health Board,~~

14 ~~——— (G) Issued by the San Francisco Unified School District, and~~

15 ~~——— (H) Issued by the Starting Points Initiative and/or its Early Childhood~~
16 ~~Interagency Council,~~

17 ~~——— (I) Issued by any other federal, State or locally funded agencies in the City and~~
18 ~~County of San Francisco.~~

19
20 Section 3. The Administrative Code is hereby amended by revising Article XIII of
21 Chapter 5, including Sections 5.120 through 5.124, renumbering those sections as Sections
22 5.13-1, 5.13-2, 5.13-3, 5.13-4, and 5.13-5, respectively, and adding Section 5.13-6, to read as
23 follows:

24 **ARTICLE XIII: ~~OFFICE OF EARLY CHILDHOODCARE AND EDUCATION CITIZENS'~~**

25 **COMMUNITY OVERSIGHT AND ADVISORY COMMITTEE**

1 **SEC. 5.13-1120. CREATION OF ADVISORY COMMITTEE.**

2 The Board of Supervisors hereby establishes an ~~Office of Early Childhood Care and~~
3 ~~Education Citizens' Community Oversight and~~ Advisory Committee ("~~OECE CCEC COAC~~"). ~~The~~
4 ~~previously established Office of Early Care and Education Citizens' Advisory Committee is hereby~~
5 ~~abolished.~~

6
7 **SEC. 5.13-2121. PURPOSE.**

8 The ~~OECE COAC~~ shall make recommendations to the ~~Office of Early Care and~~
9 ~~Education~~ Department of Early Childhood (the "~~Department OECE~~"), established by Chapter 2A,
10 Article XXIII of the Administrative Code, regarding the ~~Department OECE~~'s mission of providing
11 early care and education for children ages zero to five in San Francisco and other City
12 departments involved in early care and education initiatives. The ~~OECE COAC~~ shall also
13 advise the ~~Department OECE~~ on developing ~~a~~ the Department Strategic Plan and a proposal for
14 expanding high-quality early care and education in San Francisco, as described in Section 2A.310
15 of the Administrative Code, and offer expertise in the areas of policy, planning, collaboration,
16 and strategic partnerships. In collaboration with the Children and Families Commission (the "First
17 Five Commission"), the EC COAC shall provide input and recommendations to the Department
18 regarding overall strategies, policies, and procedures for the Department. The EC COAC shall
19 provide analysis, guide design engagement processes, and make recommendations to the Department,
20 the Mayor, and the Board of Supervisors regarding use of funds for the Early Care and Education for
21 All Initiative, described in Section 20.17-1 of Article XVII of Chapter 20 of the Administrative Code,
22 and the Babies and Families First Fund, described in Section 10.100-36 of Article XIII of Chapter 10 of
23 the Administrative Code.

24
25 **SEC. 5.13-3122. MEMBERSHIP AND ORGANIZATION.**

1 (a) The ~~OECE~~ COAC shall consist of nine members. ~~No later than April 1, 2015, the~~
2 Mayor shall ~~nominate~~appoint five members to hold Seats 1 through 5, and the Board of
3 Supervisors shall appoint four members to hold Seats 6 through 9. Each appointment
4 ~~nomination~~ by the Mayor shall be effective immediately, ~~unless~~but may be rejected by a two-
5 thirds vote of the Board of Supervisors within 30 days following transmittal of the Mayor's
6 Notice of Appointment to the Clerk of the Board of Supervisors.

7 (b) Members of the ~~OECE~~ COAC shall have the following qualifications:

8 (1) Seat 1: must be a parent or guardian of a child who is enrolled in a facility
9 that provides early care and education services, which includes child care, early care,
10 preschool, infant and toddlers care;

11 (2) Seat 2: must be a representative of the San Francisco Unified School
12 District's Early Education Division, or any successor to that division, recommended by the
13 Superintendent of Schools. If the Superintendent of Schools fails to make a recommendation
14 within 90 days of a vacancy~~by April 1, 2015~~, the Mayor may ~~nominate~~appoint a person to hold this
15 seat;

16 (3) Seat 3: must be an early care and education provider that serves infants
17 and toddlers ages zero to three;

18 (4) Seat 4: must be a family support provider, a provider or educator who works
19 with children with special needs, a community member with expertise in early education, a
20 member of the mental health community specializing in early care, a member of a
21 philanthropic organization, which has an emphasis on early care and education issues, or a member
22 of the business community with an interest in early care and education issues;

23 (5) Seat 5: must be a representative of an institution of higher education that
24 specializes in early care and education;

25 (6) Seat 6: must be a family child care provider;

1 (7) Seat 7: must be a provider of early care and education at a community-
2 based childcare center in San Francisco, but this member cannot be a San Francisco Unified
3 School District provider;

4 (8) Seat 8: must be a family support provider, a provider or educator who works
5 with children with special needs, a community member with expertise in early education, a
6 member of the mental health community specializing in early care, a member of a
7 philanthropic organization, *which has an emphasis on early care and education issues*, or a member
8 of the business community with an interest in early care and education issues; and

9 (9) Seat 9: must be a representative of the Child Care Planning and Advisory
10 Council (*“CCPAC”*) *established by Article XX of Chapter 5 of the Administrative Code*,
11 recommended to the Board of Supervisors by the CCPAC ~~Childcare Planning and Advisory~~
12 ~~Council~~.

13 (c) Each ~~nominating~~ appointing authority may remove any of its ~~nominees~~ appointees at
14 any time with or without cause.

15 (d) If a vacancy occurs in any seat on the committee, the ~~nominating~~ appointing
16 authority for the vacated seat shall ~~nominate~~ appoint a successor. For Seat 2, the ~~OECE~~ COAC
17 shall notify the San Francisco Unified School District of any such vacancies and, if the San
18 Francisco Unified School District has not made a recommendation within 90 days of the
19 notice, the Mayor shall ~~nominate~~ appoint a successor.

20 (e) To the extent required by law, members of the ~~OECE~~ COAC shall be subject to
21 state and local conflict of interest laws, including the California Political Reform Act (Cal. Gov.
22 Code §§ 87100 et seq.) and California Government Code section 1090.

23 (f) Subcommittees. The EC COAC may establish subcommittees to be convened as directed by
24 the EC COAC. The EC COAC’s Chair or the Chair’s designee shall appoint members to the
25

1 subcommittees. Subcommittees shall report findings and make recommendations to the full EC COAC
2 for its consideration.

3 (g) Advisory bodies. The EC COAC may appoint advisory bodies to advise it in the exercise of
4 its duties, including but not limited to advisory bodies to make joint recommendations to the Mayor for
5 appointment as Director of the Department and representing the perspectives of parents and
6 guardians. Advisory bodies created by the EC COAC may include, in whole or part, individuals who
7 are not members of the EC COAC, as well as members of the First Five Commission or CCPAC.

8
9 **SEC. 5.13-4123. TERMS OF OFFICE AND MEETINGS.**

10 (a) Terms of Office. Members of the ~~OECE~~ COAC shall serve for two years, except
11 that the members initially appointed to Seats 1, 3, 5, 7, and 9 shall serve for three years;
12 thereafter, the members holding these seats shall serve for two years. ~~The terms of the initial~~
13 ~~appointees shall commence on May 1, 2015.~~

14 (b) Term Limits. No member may serve more than two consecutive terms on the
15 ~~OECE~~ COAC. For the purpose of these term limits, serving more than half of a term shall
16 count as serving a full term on the committee.

17 (c) Transition from Previous Citizens' Advisory Committee. Members of the previously
18 established Office of Early Care and Education Citizens' Advisory Committee seated as of the effective
19 date of Ordinance No. _____ shall by operation of law become the initial members of the EC COAC.
20 Their terms of office and term limits shall incorporate their service on the Office of Early Care and
21 Education Citizens' Advisory Committee, with the effect that their terms of office and term limits will be
22 identical to what they would have been if the Office of Early Care and Education Citizens' Advisory
23 Committee had not been abolished. Similarly, their service on the Office of Early Care and Education
24 Citizens' Advisory Committee shall be considered in calculating compliance with the meeting
25 attendance requirement in subsection (d)(1), below. With reference to subsection (d)(2), the bylaws of

1 the Office of Early Care and Education Citizens' Advisory Committee shall apply to the EC COAC
2 until changed by the EC COAC, and the Chair and Vice-Chair of the Office of Early Care and
3 Education Citizens' Advisory Committee shall remain in those positions with the EC COAC until
4 changes are made by the EC COAC in accordance with the bylaws adopted by the EC COAC.

5 (~~e~~) Meetings.

6 (1) The ~~OECE~~ COAC shall meet at least four times each calendar year. ~~The~~
7 ~~OECE-CAC shall convene its first meeting by May 1, 2015.~~ Any member of the ~~OECE~~ COAC who
8 fails to attend at least half of the meetings held in a calendar year shall be deemed to have
9 resigned from the committee.

10 (2) At its first meeting, ~~the~~ OECE COAC shall select a Chair and Vice-Chair.
11 The ~~OECE~~-CAC shall also adopt bylaws governing its meetings. Five members of the ~~OECE~~
12 COAC shall constitute a quorum of the committee, and the affirmative votes of at least five
13 members of the ~~OECE~~ COAC are necessary to constitute approval by the committee.

14 (e) The Department shall provide administrative and clerical support for the EC COAC.

15
16 **SEC. 5.13-5124. DUTIES OF THE COMMITTEE.**

17 (a) The EC COAC shall provide policy recommendations on strategies, processes, and
18 services to meet the Department's goals and priorities consistent with the EC COAC's purpose
19 described in Section 5.13-2. In collaboration with the First Five Commission, the EC COAC shall
20 develop policy recommendations regarding the Department's coordination of services, policies, and
21 planning strategies for early care and education, including:

22 (1) Addressing the continuous quality improvement of programs and capacity-building
23 of providers

24 (2) Developing recommendations for equitable, inclusive, culturally and linguistically
25 appropriate services and innovations responsive to emerging early childhood needs.

1 (3) Developing recommendations for processes to ensure data and data systems are
2 used for greater accountability of program outcomes, enhance learning internally, across investments,
3 and across service sectors, and address persistent racial, diversity, equity, and inclusion gaps.

4 (4) Promoting public interest and awareness around issues facing young children and
5 their families.

6 (5) Developing processes and structures that support organizations, communities, and
7 public agencies to work together to advance the well-being of young children and their families.

8 (~~a~~b) The ~~OECE~~ COAC shall work with the ~~Department~~~~Office of Early Care and Education~~
9 to develop and maintain the Department's Strategic Plan and proposal, as described in
10 Administrative Code Section 2A.310.

11 (~~b~~c) The ~~OECE~~ COAC shall advise the ~~Department~~~~OECE~~ on the development of
12 funding guidelines.

13 (~~e~~d) The ~~OECE~~ COAC shall review and advise the Department's ~~OECE's~~ regarding its
14 needs assessments, plans, and funding allocations, evaluation of services, common data systems,
15 processes for making funding decisions, program improvement and capacity-building of service
16 providers, community engagement in planning and evaluating services, and any changes in expenditure
17 plans during the fiscal year, but shall not have any approval authority over these matters.

18 (~~e~~e) The ~~OECE~~ COAC shall promote transparency for the Department's budget, including,
19 in particular, expenditures from the Babies and Families Fund, by holding a joint annual public
20 hearing with the First Five Commission regarding the Department's budget no later than February 14
21 of each year. The EC COAC shall review and provide a recommendation report of the Department's
22 overall annual budget expenditures. The EC COAC shall~~ean~~ provide input to the Department~~OECE~~
23 on the evaluation plan for tracking the results of the City's investments in early care and
24 education.

1 (f) The EC COAC shall coordinate with the CCPAC to receive and incorporate CCPAC's
2 feedback and recommendations into EC COAC's recommendations to the Department's annual report
3 evaluating the effectiveness of the Early Care and Education for All Initiative, required by Section
4 20.17-3 of the Administrative Code.

5 (g) The EC COAC may recommend candidates for Director of the Department to the Mayor
6 and may hold a joint public meeting with the First Five Commission for the purpose of considering
7 candidates.

8
9 **SEC. 5.13-6. SUNSET.**

10 Notwithstanding Rule 2.21 of the Board of Supervisors Rules of Order, which provides that
11 advisory bodies created by the Board should sunset within three years, the Board intends the EC COAC
12 to exist indefinitely unless terminated by ordinance.

13
14 Section 4. The Administrative Code is hereby amended by revising Article XVII of
15 Chapter 20, Sections 20.17-1 through 20.17-3, to read as follows:

16 **SEC. 20.17-1. EARLY CARE AND EDUCATION FOR ALL INITIATIVE.**

17 The Department of Early Childhood (the "Department"), as successor to the Office of Early
18 Care and Education (OECE), shall establish and maintain the Early Care and Education for All
19 Initiative (Initiative), to provide support for quality early care and education for children in San
20 Francisco families, consistent with this Article XVII. The Initiative shall be funded by
21 appropriations from the Babies and Families First Fund established in Section 10.100-36 of
22 this Administrative Code, in addition to such other appropriations as the Board of Supervisors
23 may direct by ordinance. This Article XVII implements Section 2112(d)(2) of the Business and
24 Tax Regulations Code, by facilitating the allocation of moneys in the Babies and Families First
25

1 Fund among the purposes set forth in subsections (d)(1)(A), (d)(1)(B), (d)(1)(C), and (d)(1)(D)
2 of Section 2112.

3
4 **SEC. 20.17-2. SPENDING PLAN.**

5 (a) Within 30 days of the effective date of this Article XVII, ~~the Department~~*OECE* shall
6 submit to the Board of Supervisors a report setting forth the procedures ~~the Department~~*OECE*
7 intends to use to develop the spending plan described in subsection (b). These procedures
8 shall be designed to encourage broad and diverse community engagement—including, but
9 not limited to, engagement with employees working in early care and education, the owners of
10 businesses offering early care and education, parents, nonprofit organizations,
11 philanthropists, the Child Care Planning and Advisory Council (CCPAC); ~~established by Article~~
12 ~~XX of Chapter 5 of the Administrative Code, First 5 San Francisco~~, academics, and other experts—
13 in the development of that spending plan, and shall include the development of a wide range
14 of mechanisms by which engaged community members may communicate with ~~the~~
15 ~~Department~~*OECE*. These mechanisms shall include, but need not be limited to, one or more
16 public town halls, one or more surveys, a dedicated page on ~~the Department~~*OECE*'s existing
17 website, and a social media presence. Each of these mechanisms shall be advertised
18 prominently on ~~the Department~~*OECE*'s website.

19 (b) Within nine months of the effective date of this Article XVII, and subject to the
20 budgetary and fiscal provisions of the Charter, ~~the Department~~*OECE* shall submit to the Board
21 of Supervisors a five-year spending plan for the Initiative, and a proposed resolution to
22 approve the spending plan. It is the Board's intent that this spending plan provide guidance to
23 the Board when the Board adopts future appropriations ordinances. The spending plan shall
24 estimate the anticipated funds available to the Initiative, identify specific programs or services
25 to be offered as components of the Initiative, and specify the level of funding proposed for

1 each such component in light of anticipated funds available to support the Initiative as a
2 whole. To the extent possible in light of anticipated available funds, the spending plan shall be
3 designed to achieve the following goals, in whatever priority *the Department*~~OECE~~ deems most
4 appropriate:

5 (1) Providing support for quality early care and education to all San Francisco
6 children under the age of six from households whose incomes are at or below 85% of State
7 Median Income, and who are listed as eligible, on that basis, to receive support for early care
8 and education—but who, because of a lack of available resources, are not receiving the full
9 amount of support to which they are entitled;

10 (2) Providing financial support for measures to increase the compensation of
11 early care and education professionals and staff by not less than 10%, with an ultimate goal of
12 achieving parity in compensation with K-12 educators who have commensurate experience, in
13 a manner designed to improve the quality and availability of early care and education;

14 (3) Providing support for quality early care and education to all San Francisco
15 children under the age of four whose families earn up to and including 200% of Area Median
16 Income, in a manner proportionate to family income (such that families with lower incomes
17 receive proportionately more support);

18 (4) Undertaking other measures designed to improve access to quality early
19 care and education services that support the physical, emotional, and cognitive development
20 of San Francisco children under the age of six.

21 (c) To promote stability and continuity in early care and education, the spending plan
22 described in subsection (b) shall contain provisions addressing policies for financial reserves,
23 strategic one-time expenditures, and other strategies designed to manage revenue volatility.

1 (d) Within 90 days of introduction of the resolution to approve the spending plan
2 described in subsection (b), the Board shall take any action it deems necessary, in its
3 discretion, to approve, amend, or reject the proposed resolution and spending plan.
4

5 **SEC. 20.17-3. REPORTS.**

6 The spending plan described in Section 20.17-2(b) shall also include metrics designed
7 to evaluate the effectiveness of the Initiative and each of its specific components. Within one
8 year of ~~the Department~~~~OECE~~'s submission of the spending plan to the Board of Supervisors,
9 and on an annual basis thereafter, ~~the Department~~~~OECE~~ shall prepare, and submit to ~~the~~
10 Children and Families First Commission (the "First Five Commission"), established by Chapter 86 of
11 the Administrative Code, the Early Childhood Community Oversight and Advisory Committee (the "EC
12 COAC"), established by Article XIII of Chapter 5 of the Administrative Code, the CCPAC, and the
13 Board of Supervisors, a report evaluating the effectiveness of the Initiative and each of its
14 specific components, using the metrics previously developed in ~~the Department~~~~OECE~~'s
15 spending plan and include a financial analysis forecasting how the Department will achieve universal
16 access to early care and education, and establish a universal system for high-quality early care and
17 education that interrupts racialized outcomes for children by building and funding an integrated system
18 of early childhood supports and service in San Francisco and is based on planned expenditures and
19 anticipated funding. The report should also consider and report on emerging needs, and new
20 conditions or circumstances that would impact effectiveness such as workforce retention or newly
21 identified revenue sources, economic conditions, or new policy directives. Before the
22 Department~~OECE~~ submits this annual report to the Board of Supervisors, ~~OECE's~~the EC COAC,
23 the CCPAC, and the First Five Commission~~Citizens' Advisory Committee~~ shall have an opportunity
24 to review the report and submit related recommendations to the Department and the Board of
25 Supervisors~~OECE~~.

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Section 5. Article XIII of Chapter 10 of the Administrative Code is hereby amended by revising Section 10.100-81, to read as follows:

SEC. 10.100-81. INFANT AND TODDLER EARLY LEARNING SCHOLARSHIP FUND.

(a) Establishment of Fund. The Infant and Toddler Early Learning Scholarship Fund (“the Fund”) is hereby established as a category four fund to provide financial assistance to both family child-care homes and early care and education centers that are licensed by the State of California (collectively “Providers”).

(b) Sources of Funds. The Fund may receive any legally available monies appropriated for this purpose including, but not limited to, monies received by the City through public-private partnerships.

(c) Use of Funds. The Department of Early Childhood (the “Department”), as successor to the Office of Early Care and Education (“OECE”), shall use monies in the Fund to provide grants to Providers under a funding program that the Department~~OECE~~ shall establish. The purpose of the grants shall be to expand access to quality infant and toddler care for parents and guardians who (1) reside in San Francisco, (2) work or attend school at least part-time, (3) have a child younger than 36 months old, and (4) have a moderate family income subject to a limit established by the Department~~OECE~~, which shall be no less than 110% of Area Median Income for the San Francisco area, derived from the U.S. Department of Housing and Urban Development, adjusted solely for household size.

(d) Administration and Oversight of Fund. The Department~~OECE~~ shall administer the Fund.

(1) No later than six months after the effective date of the ordinance in Board File No. 161034 enacting this Section 10.100-81, and prior to issuing any grants, the

1 DepartmentOECE shall adopt rules for the program consistent with this Section 10.100-81. The
2 rules shall at a minimum establish a selection process for awarding grants, eligibility criteria
3 for Providers receiving grants, procedures for determining the size and frequency of grant
4 awards, processes for disbursement of grant funds, restrictions on the use of grant funds,
5 criteria for determining which families' tuition costs may be reduced by grant funds, and
6 reporting obligations for Providers. The rules shall establish criteria that prioritize funding that
7 supports parents and guardians who attend publicly funded colleges or universities in the City
8 over those who attend other colleges or universities.

9 (2) Within 15 days after adopting initial rules for the program under subsection
10 (d)(1), the DepartmentOECE shall submit a copy thereof to the Board of Supervisors. These
11 rules shall not become effective, and the DepartmentOECE shall issue no grants thereunder,
12 until at least 90 days after the DepartmentOECE has submitted the rules to the Board of
13 Supervisors. Any subsequent rules or rule amendments adopted by the DepartmentOECE shall
14 become effective immediately upon adoption.

15 (3) The DepartmentOECE shall submit an annual report to the Board of
16 Supervisors and the Mayor describing the implementation of the program.

17
18 Section 6. The Administrative Code is hereby amended by revising Chapter 29B,
19 Sections 29B.4 and 29B.5, to read as follows:

20 **SEC. 29B.4. CHILD CARE FEASIBILITY STUDY.**

21 (a) Preparation of Study. A City agency or private developer that is subject to the
22 requirements of this Chapter 29B shall prepare a Child Care Feasibility Study that considers
23 the build out and tenant improvements of a child care center on the project site that contains
24 the information required in subsection (d) below and has the minimum features described in
25 subsection (e). The Feasibility Study shall be prepared at an early stage in the project design

1 when budgeting and other planning decisions are made and must be completed and
2 submitted as required by subsection (b)(2) below prior to any funding approvals.

3 The sponsor of a development project subject to this Article shall consult with the
4 ~~Department of Early Childhood (the "Department") San Francisco Office of Early Care and Education~~
5 ~~(OECE), located in the San Francisco Human Services Agency,~~ in preparing the Child Care
6 Feasibility Study. ~~The Department~~OECE shall be responsible for providing all of the necessary
7 data on the child care needs generated by a specific project, ~~or otherwise OECE will provide all~~
8 ~~of the applicable/needed data on child care needs~~ related to a specific project. ~~The~~
9 ~~Department~~OECE would provide the child care data for demographics, existing area
10 deficiencies, availability, and pricing. ~~The Department~~OECE would also provide a list of
11 appropriate consultants that have the expertise to conduct a child care feasibility study, as
12 well as any technical assistance related to the understanding and effective use of the child
13 care data required in the feasibility study. This would also ensure that the sponsoring
14 department discusses the project with ~~the Department~~OECE staff and would ensure that ~~the~~
15 ~~Department~~OECE can educate the sponsoring department and/or their hired consultants about
16 how to successfully implement child care services where a need is identified.

17 * * * *

18 (f) Approval by the ~~Department~~OECE. The consultant that prepares the Child Care
19 Feasibility Study required by this Chapter 29B shall be on the list of consultants approved by
20 the ~~Department~~OECE as qualified to prepare the Feasibility Study. If the City agency or private
21 sponsor of a development project subject to this Chapter wishes to use either its own staff or
22 a consultant that is not on the ~~Department~~OECE list, it must obtain the prior written approval of
23 that Office.

24 * * * *

1 **SEC. 29B.5. ANNUAL REPORT BY CITY ADMINISTRATOR.**

2 One year after the effective date of this Chapter 29B, and every year thereafter, the City
3 Administrator shall prepare and submit to the Board of Supervisors a report that summarizes
4 any waivers that have been granted pursuant to ~~§~~subsubsection (c) of this Chapter. A copy of the
5 Annual Report shall also be provided to the San Francisco Child Care Planning and Advisory
6 Council, the Child Care Facilities Interagency Committee, and the Department~~OECE~~.

7
8 Section 7. Article XIX of Chapter 5 of the Administrative Code is hereby amended by
9 revising Section 5.19-5, to read as follows:

10 **SEC. 5.19-5. FAMILY VIOLENCE COUNCIL – COMPOSITION – TERMS OF**
11 **OFFICE.**

12 (a) Composition. The composition of the Council shall broadly represent the ethnic,
13 racial, sex, gender identity, age, and sexual orientation diversity of the ~~the~~communities most
14 impacted by family violence. The Council shall consist of the following individuals or their
15 respective designees:

16 * * * *

17 (26) Director of the Department of Early Childhood~~Executive Director of First 5 San~~
18 ~~Francisco~~;

19 * * * *

20
21 Section 8. Chapter 59 of the Administrative Code is hereby amended by revising
22 Section 59A.2, to read as follows:

23 **SEC. 59A.2. FOOD SECURITY AND EQUITY REPORTS.**

24 * * * *

25 (b) Reporting Departments and Other Reporting Entities.

1 (1) DPH shall work in collaboration with the Department of Children, Youth, and
2 Their Families, Department of Disability and Aging Services, Department of Benefits and
3 Family Support, Department of Homelessness and Supportive Housing, *Department of Early*
4 *Childhood*~~*Office of Early Care and Education, First 5 San Francisco*~~, Recreation and Parks
5 Department, Human Rights Commission, Municipal Transportation Agency, Planning
6 Department, Department of the Environment, Office of Economic and Workforce
7 Development, Office of the Controller, Office of Contract Administration, and Treasurer & Tax
8 Collector (the “Reporting Departments”) to collect data and publish the Biennial Report.

9 * * * *

10
11 Section 9. Chapter 1 of Article III of the Campaign and Governmental Conduct Code is
12 hereby amended by revising Section 3.1-103, to read as follows:

13 **SEC. 3.1-103. FILING OFFICERS.**

14 Persons holding designated positions shall file the specified statements, declarations,
15 and certificates with the filing officers designated in this Section.

16 * * * *

17 (b) **DEPARTMENT HEADS.**

18 (1) The following department heads of City agencies shall file their Form 700
19 Statements of Economic Interests, Sunshine Ordinance Declarations, and Certificates of
20 Ethics Training with the Ethics Commission:

21 * * * *

- 22 Child Support Services, Director
- 23 ~~*Children and Families First Commission, Executive Director*~~
- 24 Children, Youth and Their Families, Executive Director

25 * * * *

1 District Attorney

2 Early Childhood, Director

3 Economic Workforce and Development, Executive Director

4 * * * *

5
6 Section 10. Effective Date. This ordinance shall become effective 30 days after
7 enactment. Enactment occurs when the Mayor signs the ordinance, the Mayor returns the
8 ordinance unsigned or does not sign the ordinance within ten days of receiving it, or the Board
9 of Supervisors overrides the Mayor’s veto of the ordinance.

10
11 Section 11. Scope of Ordinance. In enacting this ordinance, the Board of Supervisors
12 intends to amend only those words, phrases, paragraphs, subsections, sections, articles,
13 numbers, punctuation marks, charts, diagrams, or any other constituent parts of the Municipal
14 Code that are explicitly shown in this ordinance as additions, deletions, Board amendment
15 additions, and Board amendment deletions in accordance with the “Note” that appears under
16 the official title of the ordinance.

17
18 APPROVED AS TO FORM:
19 DAVID CHIU, City Attorney

20 By: /s/ Henry L. Lifton
21 HENRY L. LIFTON
22 Deputy City Attorney

23 n:\legana\as2022\2200333\01613771.docx



SAN FRANCISCO DEPARTMENT
OF EARLY CHILDHOOD

Strategic Plan 2023-2027



CREATING A SHARED FOUNDATION

Vision

Every child in San Francisco has the best start in life and our City is a great place to raise a family.

Mission

To weave together family, community, and system supports so that all children who grow up in San Francisco have a strong foundation of nurturing, health, and learning.

Guiding Values

As the Department of Early Childhood, we are committed to:

- 1. Racial Equity:** We prioritize taking concrete action with Black, Latino, Indigenous, and Pacific Islander communities to address the disparities that persist across early childhood development outcomes for their families. We hold ourselves and one another accountable to measurable change and consider equity impacts in all our shared decision making.
- 2. Universal Access:** All families should have access to high-quality education and services to support healthy early childhood development.
- 3. Collaboration with Community:** When we engage parents, providers, and grantees as partners in decision-making, we expand the reach and impact of our work for countless children and families.
- 4. Continuous Learning and Improvement:** To have our desired impact, we must consistently and frequently engage parents, providers, and grantees in helping us understand what is working well and where improvements are needed—and use what we learn to shift and adapt our work.
- 5. Transparency:** To build and maintain trusting and productive relationships, we are open, authentic, and clear in our communication with parents, providers, grantees, and staff.


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LETTER FROM THE DIRECTOR

More than three years ago, when First 5 San Francisco (First 5 SF) and the San Francisco Office of Early Care and Education (OECE) first began planning together and exploring the possibility of more closely integrating our work on behalf of San Francisco's young children and their families, we had no idea how much our world would change from then to now. In the ensuing months and years, the world was hit with the COVID-19 pandemic, ravaging its populations, decimating its economies, and interrupting learning for hundreds of millions of children. The United States reckoned with its racist past and present in the aftermath of the murder of George Floyd by police in Minneapolis. We saw an unprecedented rise in misinformation and the greatest challenge to the country's democratic institutions since the Civil War. Wildfires across the state torched our landscapes and filled our air with toxic smoke.

With so much loss, devastation, and disruption to our lives around us, it would be easy to miss that something truly special was happening in the world of early childhood in San Francisco. After years of political infighting and hypothetical talk of better planning and coordination across City agencies serving our youngest residents, we took concrete steps to come together around common goals, leading to the merger of First 5 SF and OECE and the official formation of the new Department of Early Childhood (DEC). Almost three years after the 2018 passage of "Baby Prop C" and subsequent lawsuits by special interests challenging its legality, the California Supreme Court ruled in favor of the City, children, and families, unlocking hundreds of millions of dollars of funding that has already begun transforming the early childhood system in San Francisco. DEC-funded Family Resource Centers proved their worth in the City's pandemic response, delivering critical support and services to families to meet basic needs during the most trying of times. Continued DEC funding kept early care and education programs open and at the ready to aid in the pandemic and economic recovery. Early educators began receiving unprecedented wage increases that finally recognized their qualifications and essential role in children's education and development, and families started to benefit from the largest expansion of eligibility for free, high-quality early education that the City has ever undertaken, giving us greater reach into working- and middle-class families.

There has never been so much promise and opportunity for young children and their families in San Francisco, but DEC cannot rely on expanded resources alone to close the significant gaps in opportunity and outcomes faced by our youngest children. We strategically engaged parents and caregivers these past two years, and learned that families indeed value and benefit from DEC's core strategies of early learning, family strength, and child health, yet, their experiences and outcomes are tied to structural racism, and voiced the need to have service improvements in parent engagement, cultural responsiveness, and ease of access to information and services. Therefore, this strategic plan lays out a path to not only expand the reach of our programs and services but more importantly strengthen their effectiveness by addressing these strategic priorities tied to racial equity.

The task before us is immense as we grow our capacity to implement these ambitious reforms while improving outcomes for more children and families. We are grateful to the generosity of San Francisco voters who bestowed financial resources and invested in the collective power and commitment of our grantees and partner organizations, the wind is at our backs. Great things have already arrived, and even greater things are on the horizon.



Ingrid X. Mezquita, Executive Director
Department of Early Childhood

Acknowledgments

Many thanks to the Office of Early Care and Education Citizen's Advisory Committee (OECE CAC) members, First 5 San Francisco Children and Families Commission, and the Strategic Planning Advisory Committee for their commitment and contributions to the first-ever Department of Early Childhood Strategic Plan. We would also like to acknowledge our grantees and staff, who provided invaluable input all along the way.

Finally, we want to extend our heartfelt appreciation to the group of 50 parents who engaged in critical conversations with us, generously sharing their experiences, ideas, wisdom, and time. This plan was driven and significantly shaped by their voices and expertise.

OFFICE OF EARLY CHILDHOOD EDUCATION CITIZEN'S ADVISORY COMMITTEE

Gina Fromer, Chair

Chief Executive Officer
Children's Council of San Francisco

Pamela Geisler

Fiscal and Policy Director
San Francisco Unified School District Early
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Mina Kim

Professor of Elementary Education
San Francisco State University

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Director, Baby Steps Family Childcare
President, Family Child Care Association
of San Francisco

Monica Walters

Chief Executive Officer
Wu Yee Children's Services

Sara Hicks-Kilday

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Early Childhood Educators of San Francisco

Meredith Dodson

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Jerry Yang

Executive Director
Kai Ming Head Start

June Lin-Arlow

Early Childhood Mental Health Consultant
Homeless Children's Network

FIRST 5 SAN FRANCISCO CHILDREN AND FAMILIES COMMISSION

Lynn Merz, Chair

Executive Director, Emerita
Mimi and Peter Haas Fund

Zea Malawa, MD, MPH

First 5 San Francisco Commission Vice Chair
Director of Expecting Justice
Perinatal Equity Medical Director
Maternal, Child and Adolescent Health Section
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Director Maternal, Child and Adolescent Health
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Assistant Superintendent
Elementary Schools Division, Cohort 5
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Family and Children's Services

Maria Su, Psy.D.

Executive Director
Department of Children, Youth and Their
Families

**STRATEGIC PLANNING
ADVISORY COMMITTEE**

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Mental Health Clinician
Instituto Familiar de la Raza, Inc.

Krystle Danridge

Parent Representative

Rosaura Diaz

Data & Evaluation Director
Felton Institute

Aline E Armstrong, MSN, PHN, RN

Director of Maternal, Child and Adolescent
Health
San Francisco Health Network, Department of
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First 5 Commission, Member

Gina Fromer

Chief Executive Officer
Children's Council of San Francisco
Citizen's Advisory Committee, Chair

Maria Luz Torre

Parent Voices Manager & Organizer
Parent Voices San Francisco
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Lily Marquez

Parent Representative

Supervisor Myrna Melgar

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Yingying Si

Parent Representative

Patricia M Sullivan

Director
Baby Steps Family Child Care
Citizen's Advisory Committee, Member

Cathy Tsao

Senior Program Associate
WestEd

Amy Whittle, MD

Associate Professor, Pediatrics
UCSF School of Medicine

Executive Summary

This inaugural strategic plan guides the work of the newly formed San Francisco Department of Early Childhood (DEC). The five-year plan defines our vision, mission, and values; sets ambitious goals and strategies; and establishes a shared foundation for action. With the convergence of several key opportunities, now is the time to make bold changes for our youngest children and their families.

Over the next five years, with unprecedented resources and clear purpose, DEC will make a holistic, tangible, and lasting impact on early learning, child health, and family strength.

This unique position allows San Francisco to implement innovative practices that can transform our early childhood system and drive better outcomes for our City's youngest learners. This five-year plan makes the case for racial equity as one such transformative approach, and demonstrates that when you engage families, it benefits our children and the people who care for them.

There is already significant work being done by DEC, and we are building on decades of groundbreaking political leadership and innovative policy and practices, and some of these standout early childhood services are highlighted. DEC will leverage the significant

local, state, and federal resources in early childhood programming – \$380 million annually through DEC alone – to generate equitable early learning opportunities, strengthen families and our communities, and improve compensation and working conditions for all the incredibly talented people that make up our early childhood system of care.

VISION

Every child in San Francisco has the best start in life and our City is a great place to raise a family.

MISSION

To weave together family, community, and system supports so that all children who grow up in San Francisco have a strong foundation of nurturing, health, and learning.



GUIDING VALUES

As the Department of Early Childhood, we are committed to:

- 1. Racial Equity:** We prioritize taking concrete action with Black, Latino, Indigenous, and Pacific Islander communities to address the disparities that persist across early childhood development outcomes for their families. We hold ourselves and one another accountable to measurable change and consider equity impacts in all our shared decision making.
- 2. Universal Access:** All families should have access to high-quality education and services to support healthy early childhood development.
- 3. Collaboration with Community:** When we engage parents, providers, and grantees as partners in decision-making, we expand the reach and impact of our work for countless children and families.
- 4. Continuous Learning and Improvement:** To have our desired impact, we must consistently and frequently engage parents, providers, and grantees in helping us understand what is working well and where improvements are needed—and use what we learn to shift and adapt our work.
- 5. Transparency:** To build and maintain trusting and productive relationships, we are open, authentic, and clear in our communication with parents, providers, grantees, and staff.

INTENTIONAL APPROACH

Kindergarten readiness is a key educational benchmark that leads to continued success in future years. Decades of research show that access to high quality early care and education, child health, development and early intervention services, and family and parenting support are critical contributors to children’s kindergarten readiness. The City of San Francisco has made significant and sustained investments in each of these areas. Over time, these investments have led to:

- 90% of SF 4-year-olds participating in preschool
- thousands of families working with Family Resource Centers (FRCs) developing increased confidence in their parenting skills
- over 3,000 children receiving developmental screenings annually

Despite these significant advancements in the early childhood development field, we still see racialized outcomes in kindergarten readiness. Our strategic planning process was designed to determine what we need to do differently to achieve different results.

To understand and address why research-based investments have not produced the outcomes we hope for, we took an intentional approach to strategic planning based around two core tenets:

- Equity-centered strategy can only be developed through equity-centered planning
- Parents and families know what is best for their children

With these tenets in mind, we co-designed our strategic planning process with parents most impacted by structural racism, engaging them in deep and sustained conversations. Only by truly listening to these parents about what they want for their children and implementing their feedback, could we identify the missing link between current investments and the outcomes we hope to achieve.

THEORY OF CHANGE

Time and time again, parents affirmed that the City is already investing in the right services. However, parent insight made it clear that to address racialized outcomes, we must advance racial equity across our system of care by improving the user experience, accessibility, and delivery of all programs and services.

The DEC strategic plan is structured according to a theory of change that centers on this key finding. It begins with a recognition of the challenges faced by San Francisco’s young children and their families and describes DEC’s three “core strategies” to solving these challenges that cover early learning, child health, and family strength. In accordance with parent input, we will continue to develop and expand these core strategies while also implementing improvements specific to equitable access and experiences—which we are calling “Strategic Priorities.” These critical Strategic Priorities are:

1. Amplify parent voice and influence in shaping policy and programs.
2. Increase cultural responsiveness of all early childhood development services.
3. Increase transparency in communications and open access to information and services.

THEORY OF CHANGE



If DEC and its grantees and partners are successful in carrying out these plans, we expect to see improvements in children’s kindergarten readiness, children’s health and access to quality health care, and families’ sense of self efficacy – and that race will no longer be a determinant of these critical outcomes.

CALL TO ACTION

With the energy, commitment, and passion of the entire early childhood development network of care working together, we will achieve our vision of a San Francisco where every child has the best start in life and our City is a great place to raise a family. Over the next five years, DEC’s imperative is to advance racial equity, disrupt racialized child outcomes, and create greater shared accountability. We will ensure all families have access to culturally and linguistically responsive information and services by engaging parents and communities as partners and leaders, working side-by-side to make our City a place where race is not a predictor for early childhood outcomes.



01

A Holistic Approach to Early Childhood Development

This inaugural strategic plan guides the work of the newly formed San Francisco Department of Early Childhood (DEC). The five-year plan defines our vision, mission, and values; sets ambitious goals and strategies; and establishes a shared foundation for action.

With the convergence of several key opportunities, now is the time to make bold changes for our youngest children and their families, particularly those who have been underserved for far too long. Over the next five years, with unprecedented resources and clear purpose, DEC will make a holistic, tangible, and lasting impact on early learning, child health, and family strength.



THE IMPORTANCE OF THIS WORK

Children’s earliest experiences shape the trajectories of their lives. Supporting children’s physical, social-emotional, and cognitive development needs—prenatally and during their first five years—is what builds a strong foundation for success in school and in life. Responsive, age-appropriate opportunities for play and learning, optimum early learning environments, family well-being, and access to quality health and mental health care—all these factors contribute to positive child outcomes.

Public investment in our youngest learners and their families is critical to ensuring a bright future for all of us.

Each organization had been investing in long-term, key initiatives, driven by their respective missions and legislative mandates. This was the time to chart a new course together.

IMAGE 1: OECE AND FIRST 5 SAN FRANCISCO

	OECE	FIRST 5 SAN FRANCISCO
History	Established in 2013 by the late Mayor Edwin M. Lee	Established by Proposition 10, the California Children and Families Act, which was passed in 1998
Vision	Every child in San Francisco from birth to age five has access to high-quality, affordable early care and education.	All children birth to five will be safe, healthy, and thrive in supportive, nurturing, loving families, and communities. They will start school eager to learn and grow with confidence and connections to families, community, and society.
Focus	OECE administers programs to help San Francisco families access and pay for high-quality early care and education and offer early learning providers quality improvement assistance and financial support.	FIRST 5's initiatives are designed to increase access to and ensure the quality services in three focus areas: family support, child development, and child health.

A NEW DEPARTMENT OF EARLY CHILDHOOD

In Spring 2019, Mayor London Breed made a call to action to streamline and improve the City’s early childhood development system to achieve greater impact for children birth to five and their families. She requested that the San Francisco Office of Early Care and Education (OECE) and FIRST 5 San Francisco (FIRST 5) align their investments and structures. OECE and FIRST 5 joined forces to begin the planning needed to effectively merge the two organizations into a single entity now known as the San Francisco Department of Early Childhood (DEC).

The history, vision, and focus of the two organizations are illustrated in **Image 1**.

As these two early childhood organizations came together, they embarked on the development of a strategic plan for the new, integrated department. Each organization had been investing in long-term, key initiatives, driven by their respective missions and legislative mandates. This was the time to chart a new course together.

OVERVIEW OF NEEDS AND OPPORTUNITIES

To inform the strategic priorities for the next five years, DEC and its consultants, MIG, Inc., reviewed existing literature to better understand the needs of San Francisco's young children and their families, as well as the opportunities that DEC can leverage now to advance its work.

Needs

A review of the literature identified four pressing early childhood development needs in San Francisco.

1. Availability & Affordability of Early Care and Education

Access to early care and education is proven to be one of the greatest factors in closing the opportunity gap in kindergarten readiness and addressing racial inequities in education. Forty-two percent of San Francisco families surveyed in a Family Survey Conducted by the San Francisco Controller's Office (2018), reported that the cost of early education was the most significant challenge families face. The availability of child care and waitlists were also noted as significant challenges by 22% and 14% of respondents. Families of color experience these burdens even more heavily than white families. Thirty-six percent of black respondents identified waitlists as a challenge compared to their counterparts, of which only 14% rated waitlists as a challenge. Access for program locations, hours, quality, and parent resources specifically for lower income families or by monolingual Spanish-speaking families, were also noted as significant challenges.

2. Early Educator Compensation

A Grantee Survey identified that among both First 5 and OECE, one of the greatest needs for over half of respondents is higher compensation. In California and the greater

United States, early care educators are some of the lowest paid positions in the workforce. There is a significant need for greater financial security so that early care educators can meet the high cost of living in San Francisco. While greater financial support is essential for all early educators, educators experience the burden of low compensation differently based on gender and ethnicity. The distribution of compensation for non-white women nationally in early care is significantly less than their white counterparts. Women of color represent over 73% of the workforce in early education in San Francisco.

3. Kindergarten Readiness Disparities

The academic disparity among groups of children living in San Francisco is more persistent among specific racial/ethnic groups of children. Kindergarten readiness data shows a disproportionate gap in kindergarten readiness among Latino, African American, Indigenous and Pacific Islander children, with a reading level 44% and 47% below the overall readiness rate (IMPACT needs assessment). The academic disparity among children in early education settings is indicative of deeper-rooted indicators of well-being, such as secure housing, economic security, and family well-being. High quality early care and education in San Francisco plays a critical role in reducing this opportunity gap and improving outcomes for all children later in life.

A SHORTAGE OF EARLY CARE AND EDUCATION SUPPLY



80.3%

Children Ages 3-5 Enrolled in Preschool or Kindergarten (2014-2018)¹

Estimated percentage of children ages 3-5 enrolled in preschool or kindergarten (e.g., in 2014-2018, 61.3% of California children ages 3-5 were enrolled in preschool or kindergarten).



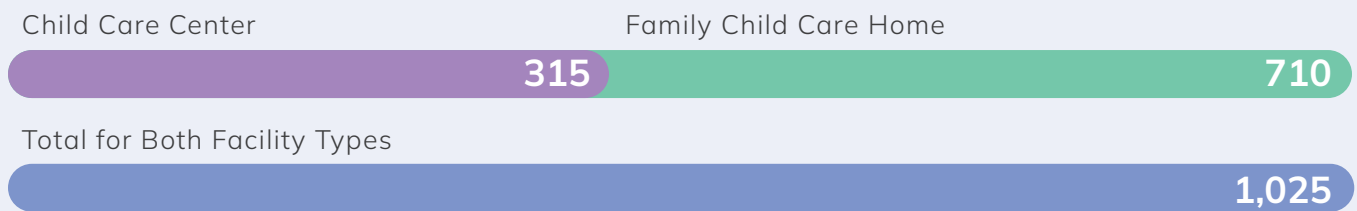
57.6%
Children for Whom Spaces Are Not Available

42.4%
Children for Whom Spaces Are Available

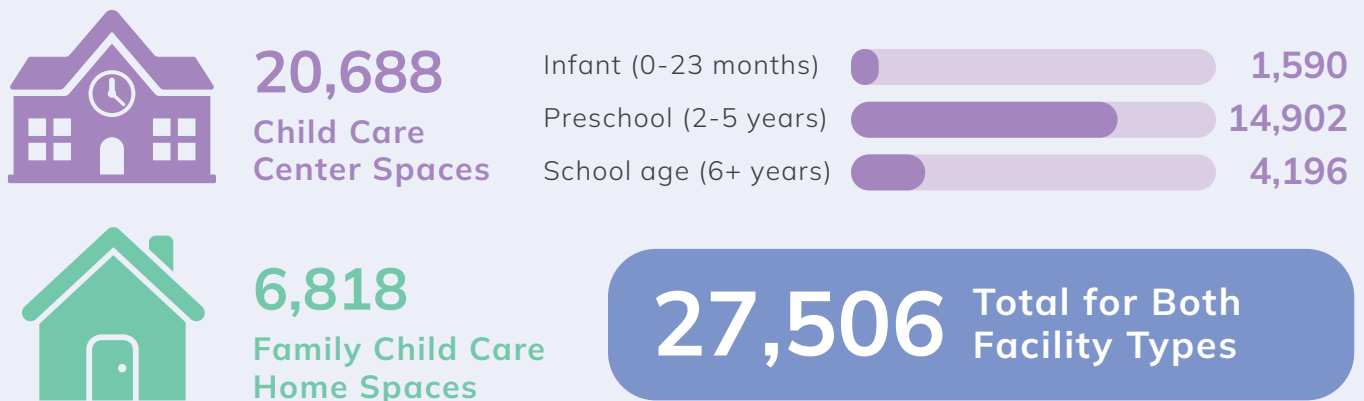
Availability of Child Care for Working Families (2019)²

Estimated percentage of children ages 0-12 with parents in the labor force for whom licensed child care spaces are available and unavailable (e.g., in 2019, licensed child care spaces were available for 24.5% of children with working parents in California).

Licensed Child Care Facilities [for children 0 to 6+] (2021)³



Child Care Spaces in Licensed Facilities [for children 0 to 6+] (2021)⁴



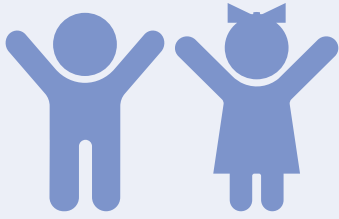
¹ Population Reference Bureau, analysis of U.S. Census Bureau American Community Survey microdata files (Jan. 2020)

² California Child Care Resource and Referral Network, California Child Care Portfolio (Apr. 2020); U.S. Census Bureau, American Community Survey public use microdata (Oct. 2020)

³ California Child Care Resource and Referral Network, Child Care Data Tool

⁴ California Child Care Resource and Referral Network, Child Care Data Tool

UNDERSTANDING THE GAP⁵



7,910

2019 Gap Number

The number of children zero to five who potentially need care but whose families cannot reasonably access formal child care facilities by driving.



24.1%

2019 Gap Percentage

The percentage of children zero to five who potentially need care but whose families cannot reasonably access formal child care facilities by driving.



25,270

2019 Supply

The number of child care slots offered by legally operated and state-recognized providers.



32,810

2019 Potential Need

The number of children zero to five with all available parents in the labor force.

⁵ Bipartisan Policy Center, Child Care Gaps Assessment

4. Equitable access to developmental screening

According to the Parent Information Form Survey in 2015, only 44% of children received developmental screening. Compared to their white counterparts, non-white children receive even less early intervention screening. There is a critical need for more targeted early intervention screening for children that will improve school readiness and reduce inequities in outcomes based on race/ethnicity, economic status, and other factors.

Opportunities

Three key funding opportunities provide unprecedented resources to address early childhood development needs in San Francisco.

1. “Baby” Prop C (2018)

In 2018, the Early Care and Education for All Initiative was passed, funded from the appropriations of “Baby” Prop C (2018). In a community and parent centered process, OECE established a comprehensive Baby Prop C spending framework outlining key priorities heard from the community. The top two priorities identified by the community were 1) Expanding access to affordable early care and education for low- and middle-income families and 2) Increasing compensation to the early educator workforce. Additional priorities include expanding facilities, capacity building, supporting early childhood mental health, and creating a systematic approach to supporting families. The three broad priorities of the San

Francisco Early Care and Education for All Initiative are listed below.

- Increase access for low income and moderate-income families
- Increase workforce compensation
- Invest in other services to support the well-being of children under six

2. The Mayor’s Child and Family Recovery Plan

Leveraging “Baby” Prop C (2018), the Child and Family Recovery Plan invests \$32 million dollars to support families with young children in accessing quality early care and education. The initiative will provide \$3.7 million over the course of two years to improve Citywide communications, referral services and navigation of children’s services. Direct childcare vouchers, training, and classes for parents of children ages birth to five will directly support higher access to quality care and education.

3. California Comeback Plan

The California Comeback plan includes a transformative \$123.9 billion Pre-K and K-12 education package. The plan will provide Universal Pre-K investments and K-12 education investments with full implementation of free, high-quality pre-kindergarten for all four-year-olds. Implementation will begin in 2022-23 with the goal of full implementation by 2025-26. Universal transitional kindergarten will ensure access to high quality learning opportunities for every child in San Francisco and ensure that children’s developmental needs are met.



02

Innovative Planning, Bold Vision

DEC set out to create an innovative and bold strategic plan that would address Citywide needs and opportunities, and interrupt disparities in outcomes for Black, Latino, Indigenous, and Pacific Islander children.

OUR PLANNING APPROACH

To create such a plan, the planning process needed to be equally bold and innovative. DEC developed an approach that would:

- **Intentionally co-design** both the planning process and the plan with parents, providers, and partners.
- **Center the voices of parents** in co-design, with the belief that parents are the experts on their children and know best what they need to thrive.
- Focus on **racial equity** in all planning activities.
- Promote **authentic power-sharing** across participants.

Development of the plan was also guided by the following parameters:

- Meet the legislative mandates of California Proposition 10 and San Francisco “Baby” Proposition C (2018), which together focus on early learning, child health and family support
- Be responsive to the directives from the Mayor’s Office
- Continue to follow San Francisco City and County contracting procedures
- Focus on evidence-based practices
- Build on lessons learned from previous work and planning

HOW can we build authentic, non-extractive relationships with parents?

HOW can we make a measurable change in kindergarten readiness for young children, particularly for Black, Latino, Indigenous, and Pacific Islander children?

HOW can we be a catalyst for true system integration?



DEC worked with a consultant, MIG, Inc., to assist with the development of the strategic plan. The following key planning questions were developed as a launching point for co-design:

- **HOW can we build authentic, non-extractive relationships with parents?** How can we build mutual trust and truly partner with parents in a power-sharing way? How do we find them, welcome them, and have them welcome us? What will they influence or make happen in the City? How will they stay engaged over time?
- **HOW can we make a measurable change in kindergarten readiness for young children, particularly for Black, Latino, Indigenous, and Pacific Islander children?** What needs to change? What partnerships need to be established and strengthened? What programs are needed to support this goal? How can all efforts be leveraged, integrated, and measured?

- **HOW can we be a catalyst for true system integration?**... bringing together all relevant initiatives and programs, services and supports, across organizations, sectors, geographies, ethnicities and races, missions, and funding streams? How can we create a seamless system that is open, friendly, convenient, effective, and accountable?

Please see **Appendix B** for definitions of terms that may be used in the strategic plan.

LISTENING AND LEARNING

Seven distinct groups were engaged in co-designing both the strategic planning process and the plan. Below, we describe each group, the planning activities in which they were engaged, and a high-level summary of their feedback.

Partners

In July 2021, MIG conducted one-on-one, influencer interviews with four key partners, including:

- Supervisor Myrna Melgar, San Francisco Board of Supervisors District 7; FIRST 5 Commissioner
- Lynn Merz, FIRST 5 Commissioner
- Dr. Zea Malawa, FIRST 5 Commissioner
- Jenny Lam, Mayor’s Education Advisor

Interview participants were invited to share what was important to keep in mind as the DEC strategic plan was developed. The key themes from across the interviews are reflected below.

- **Racial Equity:** Prioritize outcomes for children of color. Racial equity should be the priority and driver for the plan.
- **Kindergarten Readiness:** Center kindergarten readiness, primarily for Black, Latino, Indigenous and Pacific Islander children.
- **Families:** Ensure the direct and ongoing engagement of families during planning and implementation.
- **Stakeholder Engagement and Evaluation:** Engage stakeholders (grantees, staff, etc.) throughout the planning process. Evaluate what is and is not working for program stakeholders (e.g., institutions, City agencies, school districts, community-based organizations).

CO-DESIGN PARTICIPANTS

- 1 Partners
- 2 DEC Staff
- 3 Strategic Planning Advisory Council (SPAC)
- 4 Parents/Caregivers
- 5 Grantees
- 6 OECE Citizen’s Advisory Council
- 7 FIRST 5 Commission

- **Key Elements of the Strategic Plan:** Ensure the Strategic Plan provides specific decision-making guidelines, as well as internal infrastructure building and strengthening.

DEC Staff

A total of five one and a half hour sessions were held with DEC staff between September 2021 and May 2022. Twenty to 25 staff members were present at each session. These sessions allowed an opportunity to:

- Ask the key planning questions (see page 19)
- Update on engagement activities with parents and grantees
- Solicit input on the emerging themes and strategies from parent conversations
- Facilitate discussion on the strategic planning framework and generate new strategies

Key themes from discussions with staff related to strategic priorities, goals and strategies included:

- **Deep and trusting relationships:** Invest in building non-extractive relationships with parents and partners.
- **Engagement:** Provide continued engagement to parents throughout the draft of the Strategic Plan and continuing through implementation.
- **Integration:** Support integration and further alignment among existing programs and partnerships.
- **Resource coordination:** Identify and build from existing programs, resources, and efforts.
- **DEC capacity building:** Provide the infrastructure to support strategy implementation (professional development, data collection systems, internal evaluation, professional development, etc.).
- **Evaluation:** Implement mechanisms for evaluating and supporting the success of strategies.
- **Shared expectations:** Foster relationships and shared expectations among staff and partners.

Strategic Planning Advisory Committee (SPAC)

A Strategic Planning Advisory Committee (SPAC), composed of a diverse group of 15 parents, providers, partners, and policymakers was established to advise the development of the DEC strategic plan. Over the course of the planning process, the SPAC had seven virtual sessions, between an hour and a half and two hours long, where they advised the design of parent engagement activities, reflected on

parent and stakeholder feedback, and refined and generated strategies. The meetings were conducted in English with interpretation available to those who requested it. Below is the breakdown of members seats in the SPAC.

- Parent panel representatives (4)
- Grantee representatives (3)
- Early childhood/ECE partner agency representatives (3)
- FIRST 5 Commission members (2)
- OECE Citizen's Advisory Committee members (2)
- Board of Supervisors (1)



Parents/Caregivers

Feedback was gathered from parents in two ways: 1) convening small, multi-session conversations with families most impacted by systemic racism; and 2) conducting a pulse survey for all parents in the City to test strategies.

Parent Conversations

DEC distributed an interest form for the parent conversations through numerous channels. While educating parents and caregivers about the strategic planning process, DEC was also inviting parents to participate directly in the process. A total of 899 parents responded to the initial interest form. The following is the race distribution of respondents.

- Black or of African Descent (5%)
- Asian (44%)
- Hispanic or Latino (22%)
- White or Caucasian (36%)
- I prefer not to say (7%)
- American Indian, Native American, or Indigenous (6%)
- Pacific Islander (3%)
- Middle East (2%)
- Amazigh (Indigenous North African) (1%)
- Arabic (1%)
- Lithuanian (1%)
- Mixed race (1%)
- Multi racial (1%)
- North African (1%)
- White, north African (5%)

Respondents identifying with target races and preferred languages were then randomly sampled and invited to confirm their participation in one of the following three parent

cohorts, which met between November 2021 and April 2022:

- Cohort A - African American/Black (15)
- Cohort B - Monolingual Spanish speaking (20)
- Cohort C - Monolingual Cantonese speaking (15)

For each cohort, we hosted three, two-hour, virtual conversations, where the facilitator was of the same culture and spoke the same language as participants. A total of 50 parents were engaged across all three cohorts.

Tables 1 and 2 provide information on the income breakdown and ages of children for the 50 participants. More than half of participants make less than \$25,000 annually and had at least one child between the ages of 0 and 5 years.

Parent Pulse Survey

DEC distributed the Parent Pulse Survey to residents throughout San Francisco through multiple channels. The survey asked questions about general demographic information, current use of existing services in San Francisco, and how respondents would prioritize proposed goals and strategies to be included in the strategic plan. A total of 1,565 participants responded to the survey.

For those who chose to answer the question, respondents identified as:

- Asian or Asian American (38%)
- Hispanic or Latino (20%)
- White or Caucasian (17%)
- American Indian (16%)
- Black or African Descent (8%)
- Pacific Islander (3%)

TABLE 1: INCOME DISTRIBUTION

INCOME	% OF PARTICIPANTS
Less than \$25,000	52%
\$25,000 to \$34,999	18%
\$35,000 to \$49,999	10%
\$50,000 to \$74,999	8%
\$75,000 to \$99,999	2%
Prefer not to say	10%
Total	100%

TABLE 2: AGES OF CHILDREN

AGE OF CHILD	%	NUMBERS
0–1 years old	15%	12
2–3 years old	23%	18
4–5 years old	32%	25
6–7 years old	17%	13
8+ years old	12%	9
Not raising children in SF	1%	1
Total	100%	78

Most respondents, 65%, reported English as their preferred language. Approximately 25% preferred Cantonese, 23% preferred Spanish, and 15% preferred Mandarin. A significant 88% of respondents reported that their children are growing up learning more than one language.

In terms of service usage by ethnicity, we found that:

- Family Resource Centers, Parent Education, CalFRESH, and WIC are the most utilized services across all groups.
- Family Resource Centers are least utilized by Pacific Islander and Asian families.
- Latino, American Indian and Pacific Islander families reported using services for children with disabilities more than the other groups.
- Only Black or African American families reported using the warm line.

- American Indian respondents are currently accessing the least services across all groups.
- Pacific Islander families reported using school district early intervention services more than the other groups at 66.7%, compared to Hispanic or Latino utilization of the services, which was the second highest at 33.33%.

Survey respondents were asked to reflect on preliminary goals and strategies and: 1) tell us how important they felt each goal would be for their family; and 2) rank the strategies in order of how impactful they would be for their families. MIG analyzed the findings from the pulse survey and used them to validate the goals—there was strong support across all respondents, regardless of ethnicity or income level for all the goals—and to prioritize the strategies.

Grantees

Like parents, 26 grantees participated as a cohort in a three-part conversation series during March and April of 2022. Each session was one and a half hours.

The objectives of the Grantee Sessions were to:

- Understand the emerging direction of DEC and the critical role of grantees and partners as a “network of care”
- Share ownership of the importance of parent co-design in planning and implementation
- Consider parents’ lived experience and perspectives (from parent conversations with Cohorts A & B)
- Gain insights from grantees on the most critical themes to address in the strategic plan
- Gain perspectives from grantees on how to strengthen existing initiatives/programs and where new investments should be made

Below are key findings that emerged across the conversations:

- **Culture:** Hire staff and parents that reflect the cultures and speak the languages of the families served
- **Engagement:** Provide direct funding and structures to support family engagement
- **Language:** Increase access to resources in various languages to serve diverse multilingual community
- **Collaboration:** Expand collaboration across the early childhood development network to leverage resources

- **Evaluation:** Develop methods to assess and evaluate current needs and strengths
- **Capacity:** Support providers and educators with the resources necessary to provide high-quality services
- **Communication:** Increase collaborative and targeted communication strategies to expand awareness of program across the network
- **Equity:** Advance a shared vision of anti-racism that supports multigenerational households in culturally and linguistically appropriate ways

Oversight Bodies: OECE Citizen’s Advisory Committee (CAC) and FIRST 5 Commission

Both the OECE Citizen’s Advisory Committee (CAC) and the FIRST 5 Commission were engaged throughout the strategic planning process. Presentations were done to each group at the beginning of the process to understand their desired outcomes for the effort and to present the co-design approach for discussion. At each stage of the planning process, DEC leadership provided both groups with regular updates. At the end of the process, the two oversight groups came together in a special Joint Session where they were able to discuss the strategic plan framework, core components of the emerging plan, and provide feedback.

CREATING A SHARED FOUNDATION: VISION, MISSION, AND GUIDING VALUES

Through our multi-stakeholder planning process, including deep and iterative conversation with DEC staff and oversight bodies, we developed the following Vision, Mission, and Value statements to guide the new Department:

Vision

Every child in San Francisco has the best start in life and our City is a great place to raise a family.

Mission

To weave together family, community, and system supports so that all children who grow up in San Francisco have a strong foundation of nurturing, health, and learning.

Guiding Values

As the Department of Early Childhood, we are committed to:

- 1. Racial Equity:** We prioritize taking concrete action with Black, Latino, Indigenous, and Pacific Islander communities to address the disparities that persist across early childhood development outcomes for their families. We hold ourselves and one another accountable to measurable change and consider equity impacts in all our shared decision making.
- 2. Universal Access:** All families should have access to high-quality education and services to support healthy early childhood development.



- 3. Collaboration with Community:** When we engage parents, providers, and grantees as partners in decision-making, we expand the reach and impact of our work for countless children and families.
- 4. Continuous Learning and Improvement:** To have our desired impact, we must consistently and frequently engage parents, providers, and grantees in helping us understand what is working well and where improvements are needed—and use what we learn to shift and adapt our work.
- 5. Transparency:** To build and maintain trusting and productive relationships, we are open, authentic, and clear in our communication with parents, providers, grantees, and staff.



03

A Parent-Informed Theory of Change

We co-designed our strategic planning process with parents most impacted by structural racism, engaging them in deep and sustained conversations. Only by truly listening to parents about what they want for their children and implementing their feedback, could we identify the missing link between current investments and the outcomes we aspire to achieve.

Time and time again, parents affirmed that the City is already investing in the right services. However, parent insight made it clear that to address racialized outcomes, we must advance racial equity across our system of care by improving the user experience, accessibility, and delivery of all programs and services.

WHAT WE HEARD FROM PARENTS

The parent conversations were rich and meaningful. Participants were candid and passionate about their hopes and concerns for their children and themselves and the support they would like to see from an early childhood system of care. The theme that cut across all three cohorts reinforced findings from the literature—the early childhood system of care is doing many things well, but not all families in San Francisco are benefitting equally.

A full summary of the findings from the parent cohort conversations can be found in **Appendix A**. Below, we provide a high-level summary of the key themes that emerged across the cohorts.

Theme #1: Parent Engagement and Leadership

Parents want to be well informed and engaged. They want to be engaged as leaders and equal partners. They expressed frustration with the lack of information, particularly about how families can access early care and education, parent support, and family resources. Some parents want more direct access to information and value being connected to peers for support and knowledge sharing. Some parents valued partnering with knowledgeable staff to navigate and access resources. To address the unique needs and preferences of each family, parents want DEC to offer a variety of user-friendly

Parents want high-quality early care and education environments for their children. An important theme that emerged was that parents want settings to be culturally responsive, including both an understanding and reflection of language, and engaging all aspects of cultural life.

tangible tools and hands-on support to assist them in the parenting journey and in navigating the system of care that supports families with young children.

Theme #2: Race & Racism

Black/African American and monolingual, Spanish-Speaking Latino/Hispanic and Cantonese-Speaking parents identified racism and English-centered communication as barriers to getting the support they need. They want to feel welcome and included in their communities. They want early education and service environments to be responsive to their culture, language, and insights about their own children. And they want to see themselves in the staff working with their children and see their cultures understood, represented, and valued.

Theme #3: Kindergarten Readiness

Parents would like to be full partners in preparing their children for kindergarten. They want early care and education programs to support their children in developing both the social-emotional and concrete skills required for success. They also want more information on kindergarten expectations, so they know what to do at home to support a successful transition to school. The array of options available can be confusing, and they want to know how to choose a care setting and school that is best for their child and family.

Theme #4: Family Wellness

Black/African American and monolingual, Spanish-Speaking Latino/Hispanic and monolingual Cantonese speaking children and their parents are experiencing trauma at a higher rate and often do not feel supported or welcomed in the City. Parents expressed concern for their children's well-being and mental health, as well as their own. They would

like access to culturally responsive mental health services and community programs that support healing and wellness.

Theme #5: Child Care Access

Parents want early care and education to be more accessible. This means many things to them including knowing how to find it, being able to afford it, knowing how to assess the quality, having quality options in their neighborhoods, having culturally responsive options close to where they live, and care at hours that support parents who work full day, evenings, and weekends. And it is critical that all information is provided in the multiple languages spoken by families in San Francisco.

Theme #6: Child Care Quality

Parents want high-quality early care and education environments for their children. An important theme that emerged was that parents want settings to be culturally responsive, including both an understanding and reflection of language, and engaging all aspects of cultural life. Quality also means that early learning environments are designed for working with children of all abilities and supporting healthy social/emotional development.

Theme #7: Early Intervention and Inclusion

Parents talked about wanting support for their children of all abilities. They want early care and education settings to be inclusive and providers to be skilled in working with all children, regardless of ability or behavior challenge. They also need access to early intervention services, like speech therapy. Finally, parents whose children have special needs want free and low-cost parenting classes and connections with culturally specific peer networks for support and skill development.



Theme #8: Family Security

Black/African American and monolingual, Spanish-Speaking Latino/Hispanic and monolingual Cantonese-speaking parents want to meet their children’s basic needs. Many spoke about the challenges of being low-income but not destitute—they make too much to be eligible for safety net programs. Some families reported inadequate access to quality services or no services at all. Parents also voiced concerns about their children being safe in their neighborhoods and early care and K-12 educational settings.

THEORY OF CHANGE

The Office of Early Care and Education and First 5 San Francisco have been building the components of an early childhood system of care to address the identified needs. The core initiatives of our legacy organizations have already established strategies that start to address the shortage of early care and education placements, build a system to provide support to parents and identify and support children experiencing developmental, physical, and mental health challenges.

Parents consistently affirmed that the City is investing in the right core initiatives and strategies. But they also told us that core initiative strategies need to be adjusted and expanded to better serve them in specific ways—often related to cultural and linguistic differences specific to monolingual Spanish and Chinese speaking children and families and to bias encountered specific to Black children and families.

In other words, to address racialized outcomes in kindergarten readiness, we must advance racial equity across our system of care by improving the user experience, accessibility, and delivery of all programs and services.

The DEC strategic plan is structured according to a theory of change that centers on this key finding. It begins with a recognition of the challenges faced by San Francisco’s young children and their families and describes DEC’s three “core strategies” to solving these challenges that cover early learning, child health, and family strength. In accordance with parent input, we will continue to develop and expand these core strategies while also implementing improvements specific to equitable access and

IMAGE 2: DEPARTMENT OF EARLY CHILDHOOD THEORY OF CHANGE



experiences—which we are calling “Strategic Priorities”. **These critical Strategic Priorities are:**

- 1. Amplify parent voice and influence in shaping policy and programs**
- 2. Increase cultural responsiveness of all early childhood development services**
- 3. Increase transparency in communications and open access to information and services**

If DEC and its grantees and partners are successful in carrying out these plans, we expect to see improvements in children’s kindergarten readiness, children’s health and access to quality health care, and families’ sense of self efficacy—and that race will no longer be a determinant of these critical outcomes.

Chapter 4 of this strategic plan will detail the work we are already engaged and planning to engage in to expand our core initiatives. Chapter 5 will highlight the strategic priorities DEC views as the path to ensure our core strategies fulfill their promise to eliminate racial disparities in the outcomes that define our work.



04

Building on Our Core Work

This section describes current, in-process, and upcoming work to expand and improve our core strategies and the associated initiatives, programs, and services.

Seven key initiatives are foundational to DEC's ongoing work. While evaluation is ongoing, existing quantitative and qualitative data indicate these efforts are promising and valued by early educators and families. Below, the initiatives are organized under DEC's three core strategies.

CORE STRATEGY 1: EARLY LEARNING

We support teacher preparation and compensation, enhance program quality, and improve affordability and access.

Initiatives

1. Early Learning San Francisco

Goal: All children have access to high-quality early care and education experiences to help them explore, learn, and arrive at school ready to succeed.

Description: Early Learning San Francisco (ELS) provides financial assistance to pay for quality early care and education to eligible San Francisco families with children 0-5 years old. More than 400 Early Care and Education Centers and Family Child Care Homes

across San Francisco have been qualified to participate in ELS. Participating programs prioritize quality early learning programming and continuity of care for children.

The ELS Initiative also works to expand access through early childhood education facilities development and support for field-building and advocacy efforts at the local, state, and federal levels.

2. Workforce Compensation Initiative

Goal: Increasing compensation to support a well-educated, well-compensated, and stable workforce that achieves parity with SFUSD TK-12 teachers with equivalent education will improve outcomes for San Francisco's children and families.

Description: Through grants and educator stipends, the Workforce Compensation Initiative advances pay raises, increases benefits, improves working conditions, and supports educational attainment for San Francisco's workforce of over 2,500 early educators working at City-funded early care and education programs.

EARLY LEARNING SAN FRANCISCO

What are we doing now?

Across San Francisco there are a variety of programs that provide quality early care and education for children 0-5 but it is not always affordable, impacting who is able to access these programs. Early Learning San Francisco (ELS) provides financial assistance to eligible families to help pay for participating Early Care and Education Centers and Family Child Care Homes throughout San Francisco. In the last few years, the initiative has expanded subsidy eligibility to families earning up to 110% of the Area Median Income (AMI) (around \$150k annually for a family of four).

More than 400 participating programs go through a process of validation to demonstrate that they meet or are in the process of meeting 10 quality standards so parents can feel secure in their choice. The ELS Initiative also works with all participating programs to provide training, technical assistance, coaching and additional grant opportunities so staff are continuously improving and learning best practices resulting in better outcomes for the children.

ELS programs prioritize quality and continuity of care so all children have access to high-quality early care and education experiences so they can explore, learn, and grow and arrive at school ready to succeed.

What's next (2023-2024)?

DEC will continue to expand the ELS network. In addition, in accordance with the Early Care and Education for All Initiative (Baby Prop C) requirements, and consistent with our strategic direction, DEC has begun implementation planning to expand subsidy

eligibility to families earning up to 200% of AMI. We will intentionally align the subsidy eligibility expansion planning with Transitional Kindergarten (TK) implementation, which is part of our work to build a universal preschool (UPK) system with the school district. Based on lessons learned from prior expansion efforts, we are taking a phased approach to ensure changes to the system are meaningfully informed by the needs of families and children and that those in greatest need are receiving high quality early care and education. We are centering equity and excellence in initiative designs to improve outcomes for children and their families.

TEN QUALITY STANDARDS

- 1 Child Assessment & Observation
- 2 Curriculum
- 3 Developmental Screening
- 4 Family Partnership
- 5 Environment
- 6 Interactions
- 7 Ratio & Group Size
- 8 Professional Development
- 9 Qualifications
- 10 Continuous Quality Improvement



WORKFORCE COMPENSATION INITIATIVE

What are we doing now?

The Workforce Compensation Initiative, which recently launched July 1, 2022, is the first early childhood educator wage initiative of its kind in the nation. Through grants and educator stipends, the Workforce Compensation Initiative advances pay raises, increases benefits, improves working conditions, and supports educational attainment for San Francisco's workforce of over 2,500 early educators working at City-funded early care and education programs. Our work in Phases I and II of the Initiative will bring all eligible early educators working in City-funded early learning programs to a minimum wage of \$28/hour by 2025.

By providing additional compensation to support a well-educated, well-compensated and stable workforce, it will provide an environment that produces improved outcomes

for San Francisco's children and families. Alongside an increase in wages, funding for improving workplace conditions is also included which results in improved teacher job satisfaction and well-being ultimately benefiting the child. This investment will enable educators to be more fairly paid for their crucial work, and help attract new, quality educators to the field.

What's next (2023-2024)?

DEC will begin Phase II and IV implementation, where we will launch a collaborative planning process with program administrators in centers and family child care, and classroom teachers, to get their insights on how best to support educational attainment and improve educator workplace environments.

3. San Francisco Quality Connections

Goal: Give early educators the tools, training, and support they need to provide rich, high-quality early learning experiences that prepare children for school success.

Description: San Francisco Quality Connections provides a framework, standards, and quality improvement supports for early learning programs. It creates a powerful professional development path for early educators, helping them continually assess and improve the quality of their services.

CORE STRATEGY 2: CHILD HEALTH

We ensure universal developmental screening and promote access to health and mental health services for children and their families.

Initiatives

1. Help Me Grow

Goal: Ensure that all children receive developmental screenings in early childhood, and that those who need it receive access to early intervention services.

Description: Help Me Grow SF brings together families, health care providers, and early educators acting as a liaison between the various programs and professionals in a child's life to develop comprehensive 0-5 screening history for each child in San Francisco, clear referral pathways for providers, and continuity for families receiving supports.

2. Early Childhood Mental Health Consultation

Goal: Build collective and individual capacity to understand the powerful influence of educators' and staff relationships and interactions on young children's development to improve the social, emotional, and behavioral health of children in early education and family resource center programs.

Description: Early childhood mental health professionals work with early educators, family resource center staff and parents to understand and meet the needs of young children struggling with mental and behavioral health challenges through on-site observation and consultation, intervention modeling, teacher trainings, and resource referrals.

3. Child Care Health Program

Goal: Close school readiness gaps by enhancing the health and safety of children, birth to five years, in San Francisco early childhood education and family resource center settings.

Description: The Child Care Health Program (CCHP) is offered by the Maternal Child and Adolescent Health Section of the San Francisco Department of Public Health (SFDPH) in partnership with DEC. Multilingual Public Health Nurses, Health Workers, a Registered Dental Hygienist, and a Certified Audio metrist offer services to improve child care and Family Resource Center environments, programming, policy, and care, such as:

- Health and Safety Consultations
- Dental, Vision, Hearing and Nutrition Screenings
- Disaster and Emergency Preparedness and Response

HELP ME GROW SF

What are we doing now?

The goal of Help Me Grow SF is that all children receive developmental screenings in early childhood, and that those who need it receive access to early intervention services. The Initiative brings together families, health care providers, family resource centers, and early educators to ensure that all children receive developmental screenings in early childhood before kindergarten entry. Screening results inform ongoing inclusive strategies to support healthy development of all children and connection to appropriate early intervention services when needed.

Prior to the COVID-19 pandemic, screening tools and information were distributed to early learning sites, early learning coaches, and health care providers via hard-copy paper handouts. When the pandemic hit, this already outdated delivery method became untenable. DEC is now piloting Sparkler – a family mobile app in multiple languages making developmental screening digitally and easily accessible to families, primary clinics, FRCs and ECE providers. The Sparkler platform empowers families and service providers with engaging, explorative learning activities to support and strengthen their child’s communication, gross-motor, fine-motor, problem-solving, and personal-social-emotional development.

What’s next (2023-2024)?

Over the next year, DEC plans to expand implementation of the Sparkler app across the entire network of care, including family childcare homes and all ELS early learning programs. We will also be collaborating with early educators, early education coaches, health care providers, family resource centers and families to create a system that better centralizes and coordinates screening results across different settings to ensure we are identifying children’s needs early, providing access to care coordination and inclusion support and connecting all children that can benefit from intervention services as early as possible.



Parents are recognized as key decision-makers in their child's well-being, and have access to the information, programs, and resources they need to thrive.



CORE STRATEGY 3: FAMILY STRENGTH

Family Resource Centers share the values of this strategic plan to honor parent leadership and follow the lead of parents in developing service and support offerings. DEC's continued investment in Family Resource Centers ensures that families have opportunities for social and professional connections, linkage to resources, and information on parenting and child development.

Initiatives

1. Family Resource Center Initiative

Goal: Parents are recognized as key decision-makers in their child's well-being, and have access to the information, programs, and resources they need to thrive.

Description: Family Resource Centers (FRCs) provide community-based services where families can join other families in fun activities that enhance their knowledge and skills as parents. FRCs bring together lived experience and real-world knowledge to strengthen parents' confidence and support the needs of families in their neighborhoods.



FAMILY RESOURCE CENTER INITIATIVE

What are we doing now?

Throughout the City of San Francisco there are 26 Family Resource Centers (FRCs) that operate under a shared vision built on families who are thriving, connected and able to support their children's lifelong success. Located throughout every neighborhood, FRCs provide safe places where families can join other families in fun activities that enhance their knowledge and skills as parents.

DEC funds the Family Resource Centers in collaboration with other City Departments including the Human Services Agency, Department of Children, Youth, and their Families and the Mayor's Office of Housing and Community Development. We have been funding this initiative since 2009 and while FRCs serve all families from pregnancy through to children who are 17, the services

funded through our support are geared towards families with young children including playgroups, support groups, education classes, necessities such as diapers and more.

Our role with FRCs goes beyond just a funder. We work very closely with each FRC to structure the services that will be most beneficial to families and to ensure those services are being provided. We also provide ongoing training for all levels of staff at the FRC's, so they are equipped with the best tools and informed on the best practices to serve families with young children.

DEC recognizes that parents are the key decision-makers in their child's well-being and our support of FRCs grants them access to the information, programs, and resources they need to thrive. With our whole family approach,

serving parents and caregivers ultimately results in better outcomes for the child. FRCs are a key component in the system of care and DEC has a vested interest in their success for years to come.

What's next (2023-2024)?

The Family Resource Center (FRC) Initiative is going to be re-procured in early 2023. As DEC determines the most effective funding structures for Family Resource Centers over the next five years, we will consider neighborhood demographics, needs, and opportunities to take an equity-based approach to grant-making. FRC initiative planning will also include exploring efforts to improve connections and establish more linkages between systems, such as child/maternal health (e.g., public health nurses, lactation, doula support), pediatric clinics, ECE settings, home visiting programs, and SFUSD schools. As FRCs are highlighted in the county's discussions and communications around the proposed Family First Prevention Services Act (FFPSA) Prevention Plan, DEC will actively participate in FFPSA planning and explore leveraging other sources to support the development of evidence-based programming (EBP), eligible for FFPSA funds, as well as the infrastructure needed for the EBP implementation. As a City, FRCs are positioned to partner with neighborhood schools to improve the experiences of children and families, including closer alignment and service coordination with the Community Hubs and Summer Together programming; and further exploring other networks that deepen school partnerships, particularly with new opportunities that may arise through the Student Success Charter Amendment. These improved connections and formalized referral partnerships will result in building strengthened family-provider partnerships.

NUMBERS



26

Family Resource Centers



8,800

Average # of adult participants per year



5,350

Average # of child participants per year



05

The Imperative of Advancing Racial Equity

We carefully processed the findings from the literature and the feedback from parents and other stakeholders, each time intentionally and sincerely examining whether we were accurately discerning the key messages.

Overall, the findings reinforced the continued need for key initiatives, such as the Workforce Compensation Initiative, Family Resource Centers, and Help Me Grow. The input from Parents, SPAC, Grantees, and DEC staff also consistently contained themes for improving services:

- Early care and education environments and other early childhood services should embed culturally responsive practices for our diverse cultures of families in San Francisco. This creates culturally and linguistically tailored programming that increases opportunities for optimum early childhood development.
- Historically underserved families in San Francisco are still struggling to find information and to access early care and education, early intervention, behavioral health, and family support services.
- Parents want to be engaged in the decisions that affect them and their children, and they want to support other families in their communities.

STRATEGIC DIRECTION AND PRIORITIES

In response to specific and consistent input on our funded activities, DEC will focus efforts to **advance racial equity in policy, planning, and service delivery across the early childhood network of care**. For the next five years, DEC will look to review and examine our core funded activities through the lens of strategic priorities that will guide the implementation of DEC initiatives. The priorities address the input from parents on improvements for the network of care for their children and families. DEC priorities will be:

- **Strategic Priority 1:** Amplify parent voice and influence in shaping policy and programs.
- **Strategic Priority 2:** Increase cultural responsiveness of all early childhood development services.
- **Strategic Priority 3:** Increase transparency in communications and open access to information and services.



GOALS AND STRATEGIES

This section presents the goals and strategies related to the five-year strategic priorities. Strategies to advance racial equity and address DEC's strategic priorities fall under three broad categories:

- 1. Establish guiding framework**—To ensure racial equity is at the center of policy, planning and service delivery, DEC, working with the network of care, needs to define a common language and set of organizational and behavioral standards.
- 2. Enhance existing initiatives and programs**—Many of DEC's existing initiatives and programs are relevant and must be enhanced to ensure effectiveness in reaching and meeting the unique needs of Black, Latino, Indigenous, and Pacific Islander communities, and families whose primary language is not English, and for families with children who have special needs.
- 3. Influence systems change**—Some key changes needed to advance racial equity are not entirely within DEC's scope of authority, partnering with and influencing other systems to shift their approaches is also a critical approach.

Cross-Cutting Change Strategy: This strategy cuts across all three strategic priorities.

ESTABLISH GUIDING FRAMEWORK

Develop and adopt a racial equity framework for the early childhood development network of care in San Francisco. At a minimum, the framework will include the following elements:

- Shared equity definitions
- An approach to equity-centered planning and budgeting
- Standards for culturally effective and responsive community outreach, communications and marketing, service delivery, and evaluation

Incentivize, fund, provide training and technical assistance, and hold shared accountability for implementation of frameworks across funded programs.

Strategic Priority 1: Amplify parent voice and influence in shaping policy and programs.

Goal: Expand sustained opportunities for meaningful parent partnership, connection, and leadership across the early childhood development network to center parent perspective in planning and decision-making.

Change Strategies

ENHANCE EXISTING INITIATIVES & PROGRAMS

In partnership with families and community stakeholders, assess all current initiatives and programs to better incorporate parent engagement and community partnership.

Establish a formalized parent oversight structure to support implementation of change strategies and guide ongoing policy, program, evaluation, and investment decisions. Invest time in creating a process that is parent-led and ensures equitable representation for groups that have not historically had equal access to the policy process.

INFLUENCE SYSTEMS CHANGE

Co-design parent leadership development opportunities to build parents' capacity to engage in and lead systems change efforts. Integrate parent leadership into existing grants and create a mechanism to position parent leaders as power brokers.

Strategic Priority 2: Increase cultural responsiveness of all early childhood development services.

Goal: Ensure supported programs and initiatives affirm diverse cultures and are culturally and linguistically appropriate and responsive.

Change Strategies

ENHANCE EXISTING INITIATIVES & PROGRAMS	In partnership with families and community stakeholders, assess all current initiatives and programs to better incorporate culturally affirming and responsive practice lens.
	Invest in new service pathways and innovation grants to increase access and responsiveness within existing initiatives and programs.
INFLUENCE SYSTEMS CHANGE	Support, partner, advocate for and invest in pipeline programs and pathways for underrepresented groups (e.g., Black, Latino, Indigenous, and Pacific Islander communities) and parent leaders to enter and advance in early care and education and related early childhood careers and expand availability of services.

Strategic Priority 3: Increase transparency in communications and open access to information and services.

Goal: Ensure families in San Francisco receive user-friendly information and can access the early childhood services they need.

Change Strategies

ENHANCE EXISTING INITIATIVES & PROGRAMS

In partnership with families and community stakeholders, assess all current initiatives and programs to ensure all outreach and communications efforts are culturally effective and responsive.

Fund, incentivize, and promote culturally specific roles, e.g., Promotoras and/or Parent Peer to Peer Parent Navigators. Enable parents and community members to assist other parents with information about services and supports and to expand parent support staff that represent the cultures and speak the languages of San Francisco families.

INFLUENCE SYSTEMS CHANGE

Design and launch targeted, culturally affirming, parent-focused public education campaigns for priority populations to increase awareness and understanding of the early learning and early childhood service system, kindergarten readiness, child development, early literacy, and quality early learning environments.

Expand eligibility for early care and education financial support to include middle income families who cannot reasonably afford market-rate child care.



What Matters Most

This strategic plan is responsive to the voices of San Francisco families. Their call is for meaningful action and accountability to address the persistent inequities for Black, Latino, Indigenous, Pacific Islander and marginalized communities. We know all too well that when children do not get what they need in the earliest years to promote healthy development, their life course trajectory can be forever altered. We have the opportunity and the imperative to do better.

NETWORK APPROACH TO IMPLEMENTATION

As all strong leaders do, DEC recognizes that it is part of a broader network of passionate and talented early childhood development advocates and providers. We have a shared vision for a San Francisco where no child is marginalized, underserved, or oppressed—where every child thrives. As we move into the implementation phase of our work, we will do so in collaboration with our grantees, early educators, partners, and parents.

We are committed to promising early childhood programming on a larger scale than ever before, funding well-established services that can benefit from continued innovation. Given our understanding of early childhood, it is imperative

we fuel innovation to apply learnings and develop more effective interventions and approaches. We will design strategy implementation in partnership with those who have the professional and lived experience to ensure our investments will be responsive and effective. Working together, we will define and measure the quality of implementation, employing continuous quality improvement to ensure that service recipients are getting what they need, the way they need it. We will grapple with obstacles to success and learn together, bringing in additional expertise and technical assistance to grantees as needed. Recognizing that effective implementation takes time and discipline, we will allocate the resources needed to ensure that the drivers for success are in place.

FUTURE PLANNING

This strategic plan provides direction and focus for our work over the next five years. The overarching findings and principles in this plan will guide DEC's additional and ongoing planning efforts to ensure we are effective, accountable, and impactful. Several of the most significant efforts are described below.

2023-2027 Strategic Plan Revision

DEC's enacting ordinance took effect on October 8, 2022, toward the tail-end of our 2023-2027 strategic planning process. The enacting ordinance details requirements for the DEC strategic plan, most of which are already covered in this current plan. The ordinance, however, specifies several additional requirements for the DEC plan that will necessitate further community engagement, data/needs assessment, and collaborative planning work. These include:

- Developing goals for early care and education programs that align with emerging developments in state or federal early care and education policy, and address professional development needs of center-based, family child care providers and, to the extent resources allow, license-exempt care providers;
- Addressing neighborhood-specific needs, including school readiness, subsidy availability, children's dual language development, facility development, parent engagement and education, inclusion of children with special needs, and provider support for both family child care homes and early care and education centers;

- Including a set of equity metrics to be used to compare existing early care and education services and resources in low-income and disadvantaged communities with early care and education services and resources available in the City as a whole;
- An assessment and analysis of the unmet funding needs for family support services for those caring for children ages zero to five and how the Department plans to expand and leverage funding; and coordinate with other relevant City departments, including, by way of example but not limitation, the Department of Children, Youth, and Their Families, Human Services Agency, Department of Public Health and Office of Economic and Work Force Development to meet those unmet funding needs.

As indicated in the enacting ordinance, DEC will submit a revised plan that includes the requirements above no later than January 2024.

Evaluation Planning

Building on this Strategic Plan, the Department will develop a comprehensive Evaluation Plan that expands on the high-level outcomes described in the Department Theory of Change. The evaluation plan will address the quality of implementation and effectiveness of DEC's core strategies, as well as how well the Department adapts these strategies to reflect the strategic priorities of amplifying parent voice and influence, increasing cultural responsiveness, and increasing access to information and services. The evaluation plan will center on short- and long-term outcomes for San Francisco's young children and their families, and will focus on advancing racial equity to drastically improve the early childhood experiences and outcomes for Black, Latino, Indigenous, and Pacific Islander communities.



We intend to engage directly with parents and families to develop evaluation metrics and methodologies that are inclusive, representative, equitable, and relevant. With this in mind, we anticipate completing the evaluation plan by January 2024.

Racial Equity Planning

The Department has launched an internal Racial Equity Task Force to build better systems of accountability for equitable outcomes into all aspects of its initiative and program design, procurement, implementation, and evaluation. The Task Force is initially focused on developing an official stance on racial equity to communicate its goals and approach both internally and externally, as well as prioritizing infusion of racial equity goals and actions into key programs and initiatives that are either launching or going through new procurements in the current fiscal year. We will build on the work of the Racial Equity Task Force to develop the guiding framework for racial equity described in this Strategic Plan.

OUR COMMITMENT

Our commitment is to achieve the vital goals put forth in this plan. As the Department of Early Childhood launches, we will align our organizational operations, including staffing, professional development, communications, budgeting, and procurement to our vision for equity. We will also develop a rigorous evaluation framework and plan for DEC, and hold ourselves and our grantees accountable for activating measurable change over the next five years.

DEC will put its values into action. As we take the next steps to develop our implementation plan, we will continue the co-design process, keeping voices of parents at the center of our work to ensure that our strategies are implemented in a way that is responsive to their needs and lived experience. We will use an intentional continuous improvement process, integrating feedback loops with parents, early educators, and providers, so that we understand what is working well and where we may need to change course.

What matters most are our children. And what matters most is that every child in San Francisco gets the best start in life.

Appendix A: Parent Feedback Summary





Co-Designing the Future: A Strategic Plan for the Department of Early Childhood

PARENT THEMES & STRATEGIES – COHORTS A, B, & C



San Francisco Office
of Early Care & Education



First 5
SAN FRANCISCO



Co-Design Overview



San Francisco Office
of Early Care & Education

WHY PRACTICE CO-DESIGN?



More Equitable Practice

Co-Design is a practice that empowers groups who are traditionally disenfranchised, turning the savior designer complex on it's head.



More likely to be maintained

When people are part of the design of their own world they are more likely to maintain and improve it.



Better Ideas From More People

Each member of a co-design team brings ideas from their own lived experience which creates new valuable pathways for innovation.

CO-DESIGNING THE STRATEGIC PLAN

- **Intentional** about co-designing the process and plan from the very beginning
- **Many different voices** (parents, providers, and partners)
- Input will be used to **inform the approach** and plan development
- Centering **parent** voice
- Focus on **racial equity**
- Focus on strategies for **power-sharing**



CO-DESIGNING

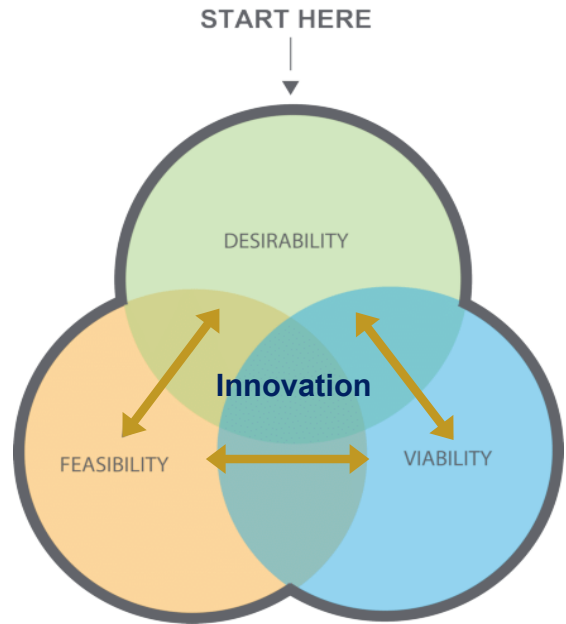
“Co-design is the collaborative process where problems are solved through the use of participatory design methods and power sharing.”

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

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

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

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



SPIRIT AND PURPOSE OF CO-DESIGN

The new San Francisco Department of Early Childhood is **committed to centering parent voice and racial equity** in strategic planning and ongoing work.

We cannot make the progress we want by maintaining the status quo, so we are **co-designing our strategic plan** with parents, grantees and partners.

We have created unique **spaces for parents to share their needs and priorities, particularly those from diverse cultural groups** that are represented in the San Francisco population, such as Asian (36%), Latino/Hispanic (15.2%), Black/African American (5.6%), and Asian Pacific Islanders (.5%)

The ideas that emerge from co-design sessions will inform the Department's **actionable investments**.



THREE PARENT CO-DESIGN COHORTS



COHORT A:
Black/African
American



COHORT B:
Latino/Hispanic,
monolingual
Spanish-speaking



COHORT C:
Chinese,
monolingual
Cantonese-speaking



COHORTS A & B

Summary #1 includes perspectives from Cohorts A & B

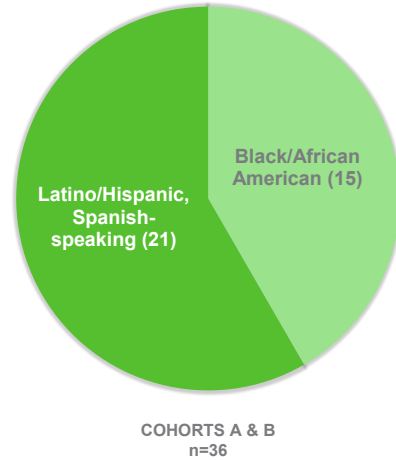
Total of **36** parents

Cohort A:

- Black/African American parents
- **15** over 3, 2-hour sessions in Dec 2021

Cohort B:

- Latino/Hispanic monolingual Spanish-speaking parents
- **21** over 3, 2-hour sessions in Jan 2022



SESSION TOPICS: COHORTS A & B

	Cohort A: Black/African American Parents	Cohort B: Latino/Hispanic, Spanish-Speaking Parents
Session 1	<ul style="list-style-type: none"> • Reflective Questions: What is most exciting to you? What concerns you? What would make you feel authentically heard? • What topics would you like to discuss further? 	<ul style="list-style-type: none"> • Reflective Questions: What is most exciting to you? What concerns you? What would make you feel authentically heard? • What topics would you like to discuss further?
Session 2	<ul style="list-style-type: none"> • Access to Tangible Services and Resources • Making the System Work Better for Parent • Building Authentic Relationships with Parents 	<ul style="list-style-type: none"> • Access to Tangible Services and Resources • Making the System Work Better for Parents • Building Authentic Relationships with Parents
Session 3	<ul style="list-style-type: none"> • Kindergarten Readiness • Mental Health 	<ul style="list-style-type: none"> • Kindergarten Readiness • Language Access and Supports Needed





CONTENT ANALYSIS METHODOLOGY

- Entered all parent comments from meeting notes into spreadsheet
- If comment addressed more than one issue, we broke it into several comments accordingly
- Analyzed a total of **237** comments across both cohorts and comments for each individual cohort (**Cohort A=108** and **Cohort B=129**) by identifying:
 - Impact Area
 - Primary Theme
 - Strategy (if a specific strategy was mentioned by participant)



Findings – Primary Themes



THEME #1

Parent Engagement and Leadership

Parents want to be **well informed and engaged**. They expressed **frustration with the lack of information and transparency**, particularly about how families can access early care and education, parent support, and family resources. Some parents want **more direct access to information** and **value being connected to peers** for support and knowledge sharing. They want to be **engaged as leaders and equal partners**. Others want tangible tools and **hands-on support** to assist them in the parenting journey and in navigating the system of care that supports families with young children.



THEME #1

Parent Engagement and Leadership

In their words...

"Can parents get the list of all programs to see [what] I qualify for? I heard about a program later on, but is there a gate keeper to choose who gets into it? I want a list for all parents (low-income, single parents) to understand what is out there! Someone has that list, but it is not being shared even with caseworkers. If the goal is to help people, why is this information not being shared out to the public?"

"Awareness of services is a big one for me. There are more programs I learn about with each child I have that have been around as long as my oldest child that I had no idea about and could have really, really used."

"Parenting in general. It's hard to tailor your parenting for all your kids, because what works for one may not work for another child. I thought I knew what I was doing, but each child is different, needs, personalities, etc. Parenting resources would be very beneficial. Haven't seen resources for parents that you don't have to pay for. "

"I am excited about the information that you are offering us. As parents, we do not know about the workshops for mothers and parents. We don't have access to that information. The lack of information is what keeps us from not being in these programs."



THEME #2

Race & Racism

Black/African American and Monolingual, Spanish-Speaking Latino/Hispanic parents identified **racism and English-centered communication as barriers** to getting the support they need. They want to **feel welcome and included** in their communities. They want early education and service environments to be responsive to their **culture, language, and insights** about their own children. And they want to **see themselves in the staff** working with their children and see their cultures understood, represented and celebrated.



THEME #2

Race & Racism

In their words...

"Providers need training on culture. They need to understand background. They need to know what we are facing in our community."

"[They say] "She needs to tone it down" but that is not right, dealing with someone that can relate and not assume things about parents."

"It would be awesome if there was some kind of training on culture where they understand the culture and the community they are serving. When you are dealing with each culture it is good to understand their background and when you don't understand their background it's hard to communicate. If I'm African American and my worker is of another culture/another race it is a barrier with my worker because there is no understanding here."

"We need more advocates and people who care, who have been through it. want to see people who look like me and talk like me."

"The languages is very difficult, and I get frustrated with the communication. It makes me want to not say anything and stay away instead of fighting for it."



THEME #3

Kindergarten Readiness

Parents would like to be **full partners** in preparing their children for kindergarten. They want **early care and education programs to support their children** in developing both the **social-emotional and concrete skills** required for success. They also want more information on kindergarten expectations, so they **know what to do at home** to support a successful transition to school. The array of options available can be confusing, and they want to know **how to choose a care setting and school** that is best for their child and family.



THEME #3

Kindergarten Readiness

In their words...

"[My] daughter is in TK [Transitional Kindergarten] and the teacher worked with mother directly—hands-on, especially personal care stuff—tie their shoes use to be something they would teach in school but not anymore—and being comfortable telling another adult that they need to use the restroom, and the rules—having a buddy, hall pass, asking for permission, etc. How can we prepare them in a realistic way at home so that it is not a free-fall of kids coming at different levels."

"It was essential to find a daycare that helps with the transition. All [my] kids went to the same daycare (a retired teacher). She has curriculum "Baby University" to teach kids about going to "Big Kids Schools" + kids learn their colors, site words, kindergarten things to be ready. Daycare provider was [also] passionate about social emotional health - they do meditation."

"It is important to introduce the children to the school. As parents, this would help a lot to have a coach or a mentor who can support the parents, especially if it is their first child."

"I am also confused if it would be better to be educated at a preschool or a daycare."



THEME #4

Family Wellness

Black / African American and Monolingual, Spanish-Speaking Latino/Hispanic children and their parents are **experiencing trauma at a higher rate** and often do not feel supported or welcomed in the City. Parents expressed **concern for their children's well being** and mental health, as well as their own. They would like **access to culturally responsive mental health services and community programs** that support healing and wellness.



THEME #4

Family Wellness

In their words...

“There was no support after my nephew was gunned down - there was no support for their children and their mental health. This was a baby, and these are still little kids that are being overlooked now that they are back in school and interacting with other little kids. SF just pushed them out and forgot.”

“That’s one thing I am very big on is parenting resources and mental health resources for kids, because there are things that they deal with and internalize that we don’t even realize that transfer over into their interactions in the classroom that can interfere with their educational experiences and just like experiences in general.”

“Finding a relatable therapist or programs that are tailored to what I am looking for versus what is offered. Long wait list for providers that I would like to connect with or programs that I am interested in that would be a good fit for myself or my family. Not finding the right person to talk to, someone that can understand. cultural background.”

“[There are] not enough African American providers.”



THEME #5

Child Care Access

Parents want early care and education to be more accessible. This means many things to them including knowing **how to find it**, being able to **afford it**, knowing how to **assess the quality**, having quality options **in their neighborhoods**, having **culturally responsive** options close to where they live, and care at hours that **support parents who work full day, evenings, and weekends**. And it is critical that **all information is provided in the multiple languages** spoken by families in San Francisco.



THEME #5

Child Care Access

In their words...

"If your resources are limited and you don't have transportation it is harder to bring your kids to the nicer schools out of the area code."

"[We're] not destitute but not rich either. Being a working parent seems to be a detriment to getting resources more than being a non-working parent. Would like to see more resources for parents that are not unemployed to be able to get resources. We might not need as much resources later, but we do need something in the beginning."

"Sometimes is hard for parents, not every daycare is going to accommodate the full work schedule. How to accommodate for childcare for later schedules?"

"What if you work until 7:00 but the childcare ends at 5:00? Who is there? What systems support parents who work late and cannot pick their children up?"



THEME #6

Child Care Quality

Parents want **high-quality early care and education environments** for their children. An important theme that emerged was that parents want **settings to be culturally responsive**, including both an understanding and reflection of language, beliefs, rituals, and ways of life. Quality also means that environments are **skilled in working with children of all abilities** and supporting **healthy social/emotional development**.



THEME #6

Child Care Quality

In their words...

“Prioritize services to fund: child care providers that are responsive, responsible, and active (not using the system as a placeholder).”

“Long wait-lists for these relatable providers. You are very lucky and blessed when you do find someone that looks like you (representation)”

“Language is the largest barrier for us.”

“[We need] more people to help teachers in the classroom. There is not enough control in the classroom.”



THEME #7

Early Intervention and Inclusion

Parents talked about wanting **support for their children of all abilities**. They want early care and education settings to be **inclusive** and providers to be **skilled in working with all children**, regardless of ability or behavior challenge. They also need access to **early intervention services**, like speech therapy. Finally, parents whose children have special needs want **free and low-cost parenting classes** and connections with **culturally specific peer networks** for support and skill development.



THEME #7

Early Intervention

In their words...

"I have a young child with autism. Often the educators punish my child and do not want my child in school because he is "disruptive." As a mom, it is really hard, because I need more resources to support behavior training."

"We need good little schools for the children with trained personnel. Many of the caregivers are unaware of what an IEP is or how to treat a child with special need, and in the end, they hurt the child."

"It is challenging to find speech therapy for my child. I needed guidance to navigate this."

"As Latinas, we need our voices to be lifted. Other students were choking him; he was getting hurt in the bathroom because he was special."



THEME #8

Family Security

Like all parents, Black/African American and Monolingual, Spanish-Speaking Latino/Hispanic want to meet their children's basic needs. **They want economic, housing, and food security.** Many spoke about the **challenges of being low income but not destitute**—they make too much to be eligible for many safety net programs. Too often, this means **families can only afford poorer quality services or no services** at all. Parents also voiced concerns about their children being **safe in their neighborhoods and educational settings** (early care and K-12).



THEME #8

Family Security

In their words...

"In the pandemic, we need more financial resources."

"We wanted my child to transfer schools and it felt like the school director did not want to help us. They pretended like my child was not being hurt."

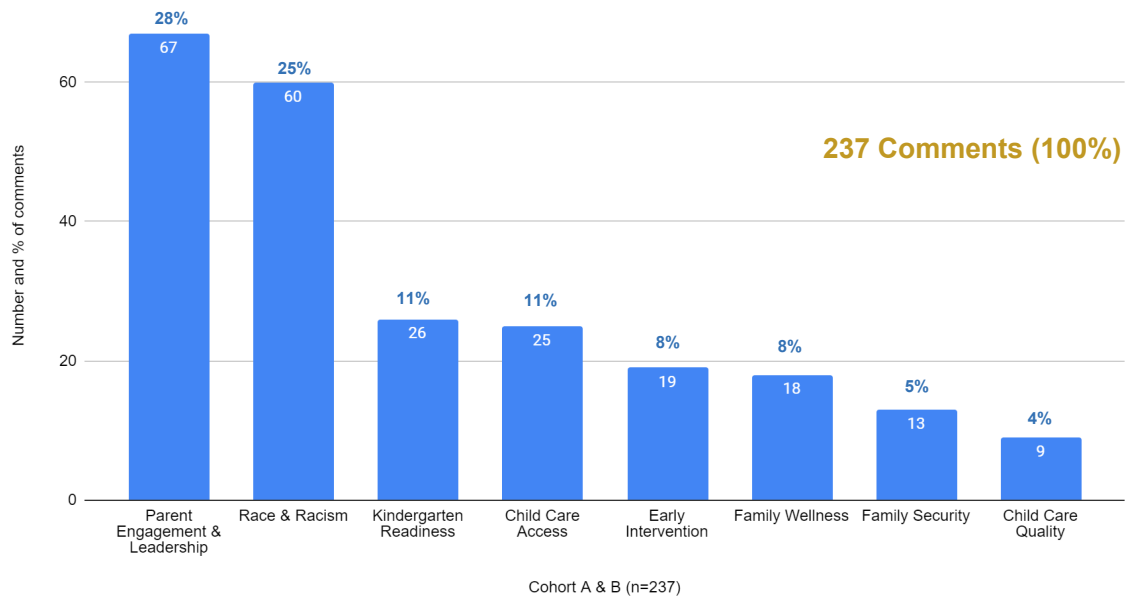
"I had an experience where my daughter was hit in the face, and we were very concerned. It would be very important for daycares to have cameras to see what is going on."

"The institution should take into account where the schools are located; preschools should be located in secure locations."

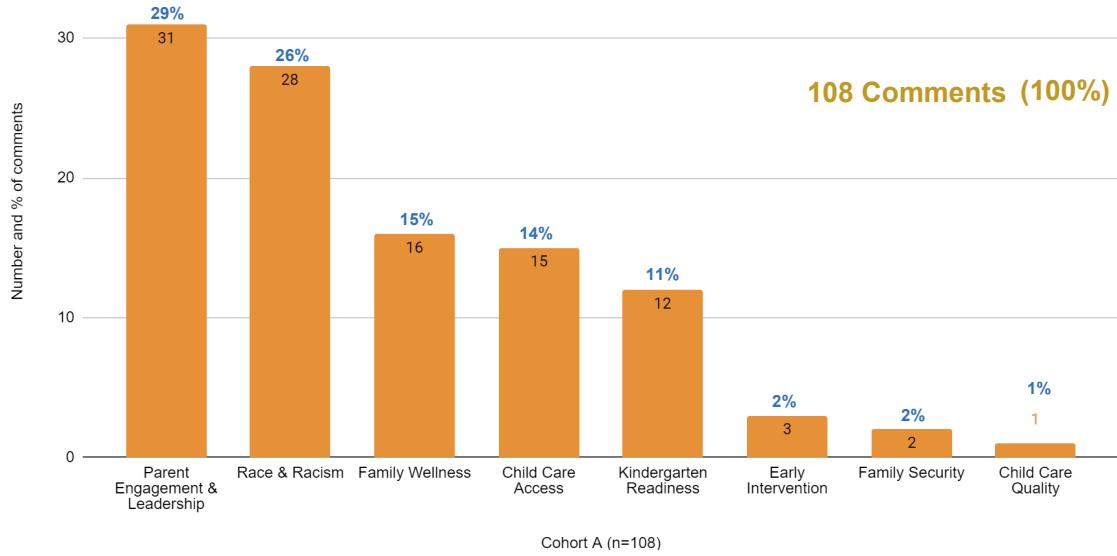
"Sadly, a lot of us don't have cars and transportation is too far. There are lots of obstacles."



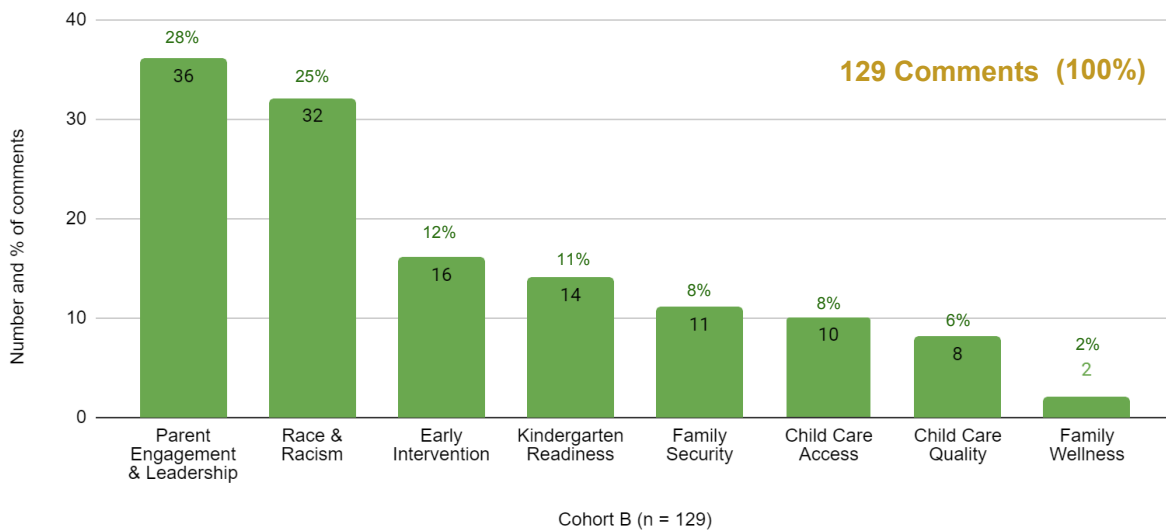
PRIMARY THEMES: COHORT A & B



PRIMARY THEMES: COHORT A



PRIMARY THEMES: COHORT B



COHORT SIMILARITIES

What was similar in Cohort A & B?

- The need for **more information about resources** (e.g., early care and education, parent education, parent support services and resources, mental health services, developmental health services, etc.).
- The desire to be **respected, welcomed, engaged, and treated as a partner** in the care and education of their children.
- The need for all services to be **culturally competent and culturally responsive** (e.g., teachers look like me, teachers speak my home language, materials in the classroom reflect my community, etc.)
- A strong interest in **more time connecting with their peers** and learning from one another.
- The request for **more support with preparing for kindergarten** (e.g., having child care and early providers who support their children with the transition, have tools they can use at home, having more support for the transition—lists of options, visits to schools, open houses before school begins, etc.).



COHORT DIFFERENCES

What was different in Cohort A & B?

- The **language barriers for monolingual, Spanish-speaking** families make the obstacles faced by all families in San Francisco even more profound for them.
- Black / African American families directly addressed how **racism affects their daily lives** in San Francisco and their ability to access the services and supports they need.
- Overall, Black / African American families focused more of their feedback on issues related to **family support**, while monolingual, Spanish-speaking families focused equally on **family support and early learning**.
- When addressing parent engagement, Black / African American families focused more on the need to create **power sharing relationships with parents** whereas Spanish-speaking families focused more on the need for ongoing advice and **learning opportunities**.



COHORT C – CHINESE PARENTS

Similarities to the other cohorts:



- They would like to be connected to parent classes while being on ECE waitlists.
- Also experiencing language barriers in engaging with their children's school environment. They were perceived as not caring because of their silence, and they have noticed poor quality translations on documents from the programs.
- They would like to access information on resources from multiple places.
- Often rely on other parents for information sharing and mutual emotional support.
- Expressed interest in knowing more about kindergarten and how they could support their child to be ready



COHORT C – CHINESE PARENTS

Different from the other cohorts:



- Cantonese-speaking parents would like more support finding bilingual programming and multicultural / diverse experiences for their children, while maintaining their home language and culture.
- Parents are traveling from other parts of the city to receive services in Chinatown
- Parents expressed feelings of loneliness, isolation, and helplessness being new immigrants.
- Expressed questions / concerns about the quality of staff at the preschools
- Parents talked about being on waitlists for placements for long periods of time, and using the community playground in the meantime
- There were comments about needing support for couples within the mental health conversation





FAMILY SUPPORT - 1

Currently Funded by FIRST 5 or OECE

The following strategies, which were suggested by parents, are included in the **Family Resource Center Initiative**.

Strategy Suggested by Parents	Frequency Mentioned
Free/affordable parenting classes and workshops	11
Peer to peer support	10
Parent advocate/navigator*	9
Language support services in all types of programs (for families that are not fluent in English)	9
Linkages to mental health services/supports for children**	8
Communication feedback loops with parents are built into all programs and services	6
More focus on the specific needs of the Latino community	4
Multi-lingual information and resources	4

*Mostly FRC staff assisting family
 **Mental Health Consultation



FAMILY SUPPORT - 2

Currently Funded by FIRST 5 or OECE

The following strategies, which were suggested by parents, are included (at varying levels of implementation) in the **Family Resource Center Initiative**.

Strategy Suggested by Parents	Frequency Mentioned
Parent education re: caring for children with special needs	3
Parent committee/roundtable to guide programs	3
Parenting group for parents with teenagers*	2
Informal parent networking opportunities**	1
Direct financial support and supplies (e.g. diapers)	1
More support for libraries and community centers (e.g., they have good programming for families)	1

*Limited capacity

**Limited by pandemic and virtual service delivery



San Francisco Office of Early Care & Education

FAMILY SUPPORT - 3

Currently Funded by FIRST 5 or OECE

These family support strategies are also funded.

Strategy Suggested by Parents	Frequency Mentioned
Parent Warm Line*	5
Transportation for families**	1

*F5 funds Family Warm Line

**Offered ad hoc to parents



San Francisco Office of Early Care & Education

FAMILY SUPPORT - 4

Not Currently Funded

Strategy Suggested by Parents	Frequency Mentioned
Digital information re: child development disseminated to parents regularly	9
Culturally matched mentor programs for parents	3
Mentoring programs for children and youth (e.g., like Big Brother/Big Sister)	3
English classes for parents	2
Parenting classes specific to Black/African American parents	2
Provide information transparently about how the City/Counties early education budget is allocated	1



HEALTH

Currently Funded by FIRST 5 or OECE

The following health strategies, which were suggested by parents, are currently funded through a range of initiatives and programs.

Strategy Suggested by Parents	Frequency Mentioned
Early intervention services (e.g. speech therapy)*	1
Universal early intervention screening**	1
Nutrition education***	1

*Support for Families and Help Me Grow do not offer this directly but could be a linkage

**Help Me Grow, nearly all funded FRCs, and most city funded ECE programs act as places where children can receive an ASQ and follow-up information

***Not consistent but often leveraged from other sources by FRCs



HEALTH

Not Currently Funded

Strategy Suggested by Parents	Frequency Mentioned
Prenatal services for homeless mothers	1



SYSTEM CHANGE

Currently Funded by FIRST 5 or OECE

The following system change strategies, which were suggested by parents, are currently in place.

Strategy Suggested by Parents	Frequency Mentioned
Establish educational standards for early care and education teachers/providers*	4

*This is a core aspect of the Early Learning Scholarship program; standards were co-developed with center-based and FCC providers



SYSTEM CHANGE

Not Currently Funded

Strategy Suggested by Parents	Frequency Mentioned
Change income eligibility process to provide more help for all people at lower incomes who are not currently eligible	4
Work with Department of Education and Department of Labor to increase parental leave	1
Link funding for early education settings to quality	1



EARLY EDUCATION

Currently Funded by FIRST 5 or OECE

The following health strategies, which were suggested by parents, are currently funded

Strategy Suggested by Parents	Frequency Mentioned
Focus in PreK/TK on social emotional preparation for children transitioning to K*	6
Comprehensive, up-to-date information in one place on all of the child care and early education options available in the City/County**	6
Child care options that cover full day, evenings and weekends	5
Support for parents on how to select a kindergarten***	3
More assistance for teachers and providers in the classroom	1

*CSEFEL -- state standards for social emotional wellness; professional development provided to teachers/FCC. Cohorts funded at WestEd.

**Children's Council and Wu Yee - two main resource/referral agencies funded by DEC to provide direct child care referrals. Also, we fund a data-system with a parent portal that helps parents find child care as a self-service system, but supported by CC/WY staff if more support provided to parents.

***FRCs provide general support to families and so do community preschools.



EARLY EDUCATION

Not Currently Funded

Strategy Suggested by Parents	Frequency Mentioned
Additional security measures in early care and education settings	4
Orientation/open house for families transitioning into kindergarten	4
Kindergarten readiness framework for parents to use at home	3
Parent education about the difference between pre-school and kindergarten	2
Parent involvement in early education settings	2
Hire parents to work in early education settings	2
Website updates on child care availability (e.g., use icons when programs are full)	2



EARLY EDUCATION

Not Currently Funded

Strategy Suggested by Parents	Frequency Mentioned
Tailored support in kindergarten for children at different levels of readiness	1
Provide direct support to parents to enroll child in kindergarten	1
Early care and education programs should share curriculum with parents at program outset	1
Daily text messages to parents with child development tips	1
Concierge service for parents seeking early ed/child care	1



Appendix B: Definitions of Terms

B

DEFINITIONS OF TERMS

Access: With reasonable effort and affordability, parents can enroll their child in an arrangement that supports the child’s development and meets the parents’ needs.

Four dimensions of early childhood education access:

Reasonable effort (i.e., the level of effort a family needs to exert to learn about and enroll in ECE): This dimension includes measurable indicators such as geographical location, supply of ECE programs, and availability of information about ECE programs.

Affordability: This refers to indicators such as parents’ financial contribution, subsidies, and scholarships, advertised price (i.e., the price families are told they will need to pay, before considering financial supports such as subsidies), and programs’ expenses for providing ECE.

Supporting the child’s development: This dimension includes indicators such as quality designations (e.g., state QRIS ratings), specialized services, language of instruction, and stability of ECE.

Meeting the parents’ needs: This includes parents’ preferred type of program, availability of transportation, and hours of operation.

Childcare: The care of children especially as a service while parents are working.

Family Child Care (FCC) is when a licensed childcare provider looks after other people’s children in her or his home. FCC’s can be licensed to care for as many as 14 children at most, but many have only 8 or fewer children.

Child Care Centers usually have several licensed child care providers. Centers are usually larger than FCCs, and they have children of different ages in separate groups.

Community engagement: The processes, methods, and activities whereby an organization shares program and initiative information and actively solicits, considers, and incorporates input from a wide range of stakeholders and constituents. Engagement can only be considered “meaningful” if the solicitor of input demonstrates that input received is considered with an equity lens and incorporated in a way that has influenced the planning process or decision making. The party engaged is the only party that can truly say whether the engagement process has been meaningful for them. As such, it is important to continuously check-in with those providing input to see if the engagement process continues to be meaningful.

Compensation: Payment or remuneration for work or services performed.

Cultural responsiveness: Enables individuals and organizations to respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, disabilities, religions, genders, sexual orientations, and other diversity factors in a manner that recognizes, affirms, and values their worth. Being culturally responsive requires having the ability to understand cultural differences, recognize potential biases, and look beyond differences to work productively with children, families, and communities whose cultural contexts are different from one’s own. In this section you will find resources that describe the elements of being culturally responsive.

Developmental health: Developmental health is the physical and mental health, well-being, coping and competence of human beings (Keating, 1999) and is the combination of health and developmental outcomes. Many different factors can positively or negatively affect developmental health. If we want to impact a child’s development and ultimate life trajectory, we must understand the key risk and protective factors that strongly influence children’s future health and well-being.

Developmental screening: A comprehensive review of a child’s development completed by medical providers, public health agencies, Head Start, public schools and other qualified professionals. Often developmental screening is part of a well-child visit and may be done using parent questionnaires.

Early care and education (ECE): Settings in which children are cared for and taught by people other than their parents or primary caregivers with whom they live. These include center-based care arrangements (for example, child care centers, preschools, and pre-kindergartens) and nonparental home-based arrangements. Most ECE programs are designed to: provide care while parents work and/or promote children’s readiness to enter kindergarten by supporting cognitive, social-emotional, and behavioral development.

Early identification: Refers to a parent, health care professional or other adult’s ability to recognize developmental milestones in children and to understand the value of early intervention.

Early intervention: A set of services that are provided to eligible children and their families based on their developmental needs. These services can include special instruction, physical/occupational/speech therapy, family support and service coordination. Early intervention is also known as “Infant and Toddler Intervention” or “Part C.”

Infant and toddler intervention: A State program providing services for children birth through two years of age experiencing delays in their development and who meet state eligibility criteria. Eligible children and their families receive services such as special instruction, physical/occupational/speech therapy, family support and service coordination. These services are also known as early intervention or Part C services.

Early learning: Programs that provide education for children outside their own home before kindergarten.

Educators: Trained professionals that ensure children’s developmental, nutritional, health, and educational needs are taken care of.

Equitable systems of care: Equitable learning systems provide access to resources, opportunities, and experiences to children and families that result in positive outcomes that are not associated with children’s demographic characteristics. They actively and continuously identify and intentionally eliminate manifestations of systemic racism and other forms of oppression.

Equity: Fair treatment, equality of opportunity, and equality of access to information and resources for all. This becomes possible when we build an environment rooted in respect and dignity and take action to ensure equitable access for all communities.

Family Child Care: A form of early childhood education in which a caregiver looks after children in their own home, often with the help of an assistant. A family child care program is typically licensed for between 6 and 14 children, although these numbers do vary by state and by type of child care license.

Family Resource Centers: Local community centers that support families with parenting, community connection, economic and housing security, and access to resources.

Family support: Services that assist and support parents in their role as caregivers. Such services can take many different forms depending on the strengths and needs of the family, but their overarching goal is to help parents enhance skills and resolve problems to promote optimal child development.

Key initiatives: Foundational early childhood development investments that have been in place for five or more years under the San Francisco Office of Early Care and Education and/or First 5 San Francisco.

Kindergarten readiness: A way to describe the things a child should know and be able to do when they start kindergarten. Also referred to as school readiness, these skills and abilities are related to different areas of child development (sometimes called “domains”), including:

- Social and Emotional Development
- Language Skills: Language and Literacy Development
- Cognition, including Math and Science
- Physical Development and Health

Mental Health vs Well-being: Mental health includes our emotional, psychological, and social wellness. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Well-being is a positive outcome that is meaningful for people and for many sectors of society, because it tells us that people perceive that their lives are going well. Good living conditions (e.g., housing, employment, etc.), the quality of the relationships, positive emotions and resilience, the realization of potential, or overall satisfaction with life. Well-being generally includes life satisfaction and feelings ranging from depression to joy.

Implementation: The process of activating a plan.

Parent Engagement/ Parent Leadership/ Parent Partnership: When early childhood professionals and families engage in a shared process of relationship-building. The approach is mutual, respectful, and responsive to a family’s language and culture. Meaningful relationship-building is ongoing and requires time and attention. Examples include:

- Families and staff work together to create activities that reflect the cultural traditions and values of the families in the program.
- Families volunteer for leadership activities and provide ongoing and meaningful input about programming.
- Families and staff share in the development of activities and events based on their strengths/interests/abilities.
- Families and staff work together to discuss, implement, and share responsibility for a child’s early learning plan.

Quality: Early care and education that will offer children a stimulating, nurturing environment that will prepare them for school and to reach their full potential.

Racial equity: Racial equity is a process of eliminating racial disparities and improving outcomes for everyone. It is the intentional and continual practice of changing policies, practices, systems, and structures by prioritizing measurable change in the lives of people of color. Racial equity is the condition that would be achieved if one's racial identity no longer predicted how one fares. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

System of Care vs. Network of Care: A system of care is a spectrum of effective, community-based services and supports for children and their families, that is organized into a coordinated network, builds meaningful partnerships, and addresses cultural and linguistic preferences, to help improve family experiences and child outcomes.

Networks of Care, or purposefully interconnected service delivery touch points, within and between facilities in a defined catchment area, address critical service gaps and create continuity between services. There are four distinct domains within which core efforts must be made to establish and maintain NOC. These domains are: 1) Agreement and Enabling Environment, 2) Operational Standards, 3) Quality, Efficiency and Responsibility, and 4) Learning and Adaptation.

Systems change: Change that encompasses a broad set of interrelated changes, including the norms, resources, behaviors, learned habits, culture, authority/decision making and patterns operating within the legal, regulatory, social, and community environment.

Workforce: The workforce includes the wide range of individuals who care for and educate children before Kindergarten. This range includes those with little or no training who provide mainly custodial care without attention to educational goals at one end of the spectrum, to individuals with specialized postgraduate degrees providing carefully planned educational experiences at the other, with many others in between. At its most basic level, caregiving can involve caring or providing for a child's safety, meeting basic needs around feeding, diapering, or toileting, and assisting with dressing, bathing, and sleep routines. At its most complex, teaching can involve carefully implementing research-based curriculums, individualizing care, and instruction, and addressing the full range of developmental domains (e.g., cognitive, language, social–emotional, fine, and gross motor, executive functioning) in groups and one-on-one activities.



Parliamentary Procedure for Meetings

Robert's Rules of Order is the standard for facilitating discussions and group decision-making. Copies of the rules are available at most bookstores. Although they may seem long and involved, having an agreed-upon set of rules makes meetings run easier. *Robert's Rules* will help your group have better meetings, not make them more difficult. Your group is free to modify them or find another suitable process that encourages fairness and participation, unless your bylaws state otherwise.

Here are the basic elements of *Robert's Rules*, used by most organizations:

1. **Motion:** To introduce a new piece of business or propose a decision or action, a motion must be made by a group member ("I move that.....") A second motion must then also be made (raise your hand and say, "I second it.") After limited discussion the group then votes on the motion. A majority vote is required for the motion to pass (or quorum as specified in your bylaws.)
2. **Postpone Indefinitely:** This tactic is used to kill a motion. When passed, the motion cannot be reintroduced at that meeting. It may be brought up again at a later date. This is made as a motion ("I move to postpone indefinitely..."). A second is required. A majority vote is required to postpone the motion under consideration.
3. **Amend:** This is the process used to change a motion under consideration. Perhaps you like the idea proposed but not exactly as offered. Raise your hand and make the following motion: "I move to amend the motion on the floor." This also requires a second. After the motion to amend is seconded, a majority vote is needed to decide whether the amendment is accepted. Then a vote is taken on the amended motion. In some organizations, a "friendly amendment" is made. If the person who made the original motion agrees with the suggested changes, the amended motion may be voted on without a separate vote to approve the amendment.
4. **Commit:** This is used to place a motion in committee. It requires a second. A majority vote must rule to carry it. At the next meeting the committee is required to prepare a report on the motion committed. If an appropriate committee exists, the motion goes to that committee. If not, a new committee is established.
5. **Question:** To end a debate immediately, the question is called (say "I call the question") and needs a second. A vote is held immediately (no further discussion is allowed). A two-thirds vote is required for passage. If it is passed, the motion on the floor is voted on immediately.
6. **Table:** To table a discussion is to lay aside the business at hand in such a manner that it will be considered later in the meeting or at another time ("I make a motion to table this discussion until the next meeting. In the meantime, we will get more information so we can better discuss the issue.") A second is needed and a majority vote required to table the item being discussed.
7. **Adjourn:** A motion is made to end the meeting. A second motion is required. A majority vote is then required for the meeting to be adjourned (ended).

Note: If more than one motion is proposed, the most recent takes precedence over the ones preceding it. For example if #6, a motion to table the discussion, is proposed, it must be voted on before #3, a motion to amend, can be decided.

In a smaller meeting, like a committee or board meeting, often only four motions are used:

- To introduce (motion.)
- To change a motion (amend.)
- To adopt (accept a report without discussion.)
- To adjourn (end the meeting.)

Remember, these processes are designed to ensure that everyone has a chance to participate and to share ideas in an orderly manner. Parliamentary procedure should not be used to prevent discussion of important issues.

Board and committee chairpersons and other leaders may want to get some training in meeting facilitation and in using parliamentary procedure. Additional information on meeting processes, dealing with difficult people, and using *Robert's Rules* is available from district office staff and community resources such as the League of Women Voters, United Way and other technical assistance providers. Parliamentary Procedure at a Glance, by O. Garfield Jones, is an excellent and useful guide for neighborhood association chairs.

Tips in Parliamentary Procedure

The following summary will help you determine when to use the actions described in *Robert's Rules*.

- **A main motion must be moved, seconded, and stated by the chair before it can be discussed.**
- **If you want to move, second, or speak to a motion,** *stand and address the chair.*
- **If you approve the motion as is,** *vote for it.*
- **If you disapprove the motion,** *vote against it.*
- **If you approve the idea of the motion but want to change it,** *amend it or submit a substitute for it.*
- **If you want advice or information to help you make your decision,** *move to refer the motion to an appropriate quorum or committee with instructions to report back.*
- **If you feel they can handle it better than the assembly,** *move to refer the motion to a quorum or committee with power to act.*
- **If you feel that there the pending question(s) should be delayed so more urgent business can be considered,** *move to lay the motion on the table.*
- **If you want time to think the motion over,** *move that consideration be deferred to a certain time.*
- **If you think that further discussion is unnecessary,** *move the previous question.*
- **If you think that the assembly should give further consideration to a motion referred to a quorum or committee,** *move the motion be recalled.*
- **If you think that the assembly should give further consideration to a matter already voted upon,** *move that it be reconsidered.*
- **If you do not agree with a decision rendered by the chair,** *appeal the decision to the assembly.*
- **If you think that a matter introduced is not germane to the matter at hand,** *a point of order may be raised.*
- **If you think that too much time is being consumed by speakers,** *you can move a time limit on such speeches.*
- **If a motion has several parts, and you wish to vote differently on these parts,** *move to divide the motion.*

PARLIAMENTARY PROCEDURE AT A GLANCE

TO DO THIS	YOU SAY THIS	MAY YOU INTERRUPT SPEAKER	MUST YOU BE SECONDED	IS MOTION DEBATABLE	WHAT VOTE REQUIRED
Adjourn meeting*	I move that we adjourn	No	Yes	No	Majority
Recess meeting	I move that we recess until...	No	Yes	No	Majority
Complain about noise, room temperature, etc.*	Point of privilege	Yes	No	No	No vote
Suspend further consideration of something*	I move we table it	No	Yes	No	Majority
End debate	I move the previous question	No	Yes	No	2/3 vote
Postpone consideration of something	I move we postpone this matter until...	No	Yes	Yes	Majority
Have something studied further	I move we refer this matter to committee	No	Yes	Yes	Majority
Amend a motion	I move this motion be amended by...	No	Yes	Yes	Majority
Introduce business (a primary motion)	I move that...	No	Yes	Yes	Majority
Object to procedure or personal affront*	Point of order	Yes	No	No	No vote, Chair decides
Request information	Point of information	Yes	No	No	No vote
Ask for actual count to verify voice vote	I call for a division of the house	No	No	No	No vote
Object consideration of undiplomatic vote*	I object to consideration of this question	Yes	No	No	2/3 vote
Take up a matter previously tabled*	I move to take from the table...	No	Yes	No	Majority
Reconsider something already disposed of*	I move we reconsider our action relative to...	Yes	Yes	Yes	Majority
Consider something already out of its schedule*	I move we suspend the rules and consider	No	Yes	No	2/3 vote
Vote on a ruling by the Chair	I appeal the Chair's decision	Yes	Yes	Yes	Majority

*Not amendable

PARLIAMENTARY PROCEDURE AT A GLANCE

		Debatable	Amendable	Can Be Reconsidered	Requires 2/3 Vote
Privileged Motions	Fix Time at Which to Adjourn	No	Yes	No	No
	Adjourn	No	No	Yes	No
	Question of Privilege	No	Yes	Yes	No
	Call for Order of Day	No	No	Yes	No
Incidental Motions	Appeal	Yes	No	Yes	No
	Objection to Consideration of a Question	No	No	Yes	Yes
	Point of Information	No	No	No	No
	Point of Order	No	No	No	No
	Read Papers	No	No	Yes	No
	Suspend the Rules	No	No	No	Yes
	Withdraw a Motion	No	No	Yes	No
Subsidiary Motions	Lay on the Table	No	No	Yes	No
	The Previous Question (close debate)	No	No	Yes	Yes
	Limit or Extend Debate	No	Yes	Yes	Yes
	Postpone to a Definite Time	Yes	Yes	Yes	No
	Refer to Committee	Yes	Yes	Yes	No
	Amend the Amendment	Yes	No	No	No
	Amendment	Yes	Yes	Yes	No
	Postpone Indefinitely	Yes	No	Yes	No
Main Motion	Main or Procedural Motion	Yes	Yes	Yes	No

This table presents the motions in order of precedence. Each motion takes precedence over (i.e. can be considered ahead of) the motions listed below it. No motion can supersede (i.e. be considered before) any of the motions listed above it.

PLEASE NOTE: many organizations use only the Main Motion and Subsidiary Motions, handling other matters on an informal basis.

IN THE MEETING

TO INTRODUCE A MOTION:

Stand when no one else has the floor.

Address the Chair by the proper title.

Wait until the chair recognizes you.

- Now that you have the floor and can proceed with your motion say "I move that...," state your motion clearly and sit down.
- Another member may second your motion. A second merely implies that the seconder agrees that the motion should come before the assembly and not that he/she is in favor of the motion.
- If there is no second, the Chair says, "The motion is not before you at this time." The motion is not lost, as there has been no vote taken.
- If there is a second, the Chair states the question by saying "It has been moved and seconded that ... (state the motion). . . , is there any discussion?"

DEBATE OR DISCUSSING THE MOTION:

- The member who made the motion is entitled to speak first.
- Every member has the right to speak in debate.
- The Chair should alternate between those "for" the motion and those "against" the motion.
- The discussion should be related to the pending motion.
- Avoid using a person's name in debate.
- All questions should be directed to the Chair.
- Unless there is a special rule providing otherwise, a member is limited to speak once to a motion.
- Asking a question or a brief suggestion is not counted in debate.
- A person may speak a second time in debate with the assembly's permission.

VOTING ON A MOTION:

- Before a vote is taken, the Chair puts the question by saying "Those in favor of the motion that ... (repeat the motion)... say "Aye." Those opposed say "No." Wait, then say "The motion is carried," or "The motion is lost."
- Some motions require a 2/3 vote. A 2/3 vote is obtained by standing
- If a member is in doubt about the vote, he may call out "division." A division is a demand for a standing vote.
- A majority vote is more than half of the votes cast by persons legally entitled to vote.
- A 2/3 vote means at least 2/3 of the votes cast by persons legally entitled to vote.
- A tie vote is a lost vote, since it is not a majority.

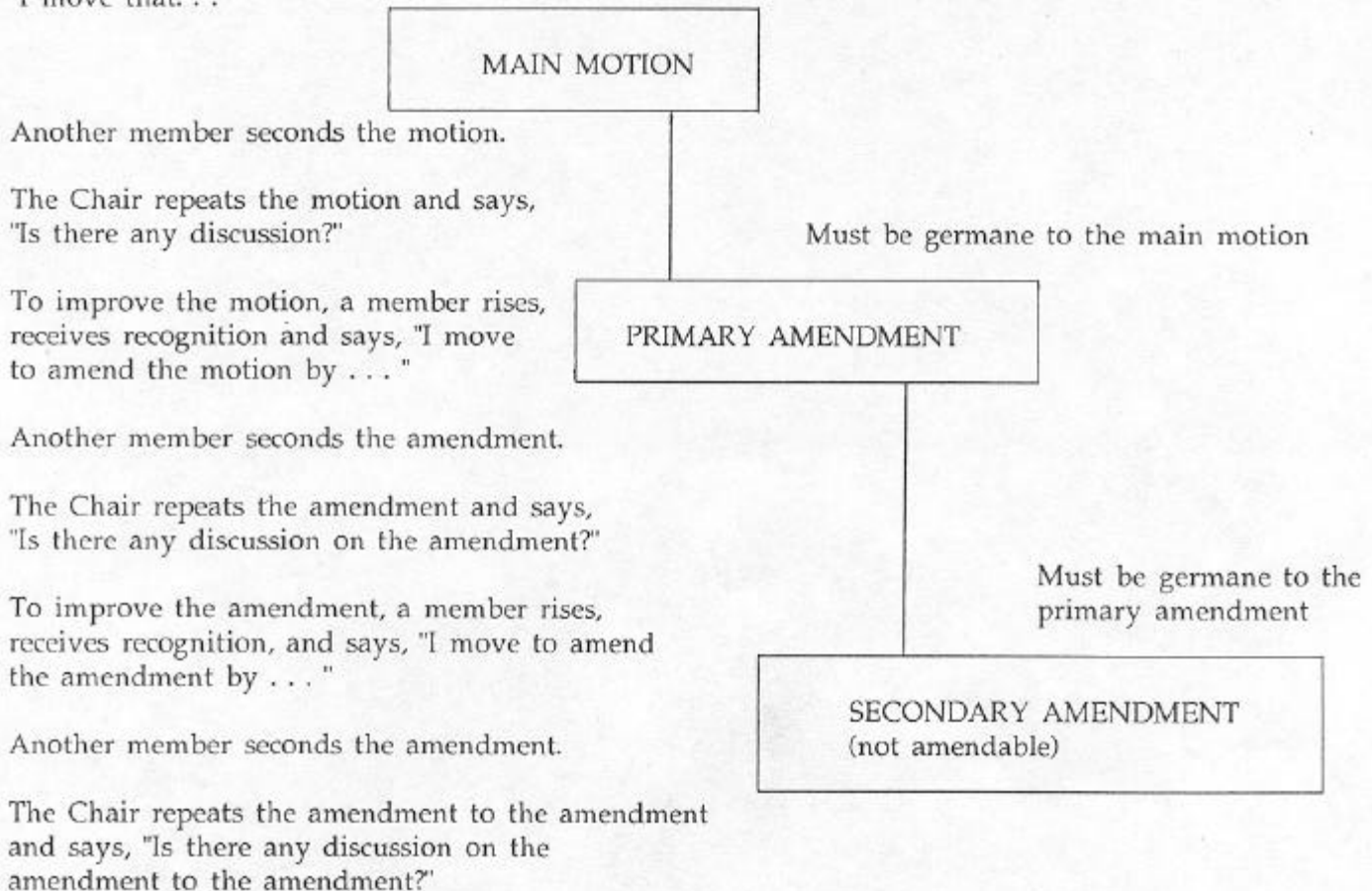
AMENDMENTS ILLUSTRATED

Any main motion or resolution may be amended by:

1. Adding at the end
2. Striking out a word or words
3. Inserting a word or words
4. Striking out and inserting a word or words
5. Substitution

A member rises, addresses the chair, receives recognition, and states the motion:

"I move that . . ."



- When discussion ceases, the Chair says, "Those in favor of the amendment to the amendment say 'Aye.' Those opposed say 'No.'"
- If the vote was in the affirmative, the amendment is included in the primary amendment. The Chair then says, "Is there any discussion on the amended amendment?"
- If there is no discussion, a vote is taken on the amended amendment. If the vote in the affirmative, the amendment is included in the main motion. The chair then says, "Is there any discussion on the amended motion?"
- At this place, the motion can again be amended.
- If there is no further discussion, a vote is taken on the amended motion.
- Even though the amendments carried in the affirmative, the main motion as amended can be defeated.



SDDTAC JULY MEETING: Robert's Rules of Order

July 17, 2018

David Klauber, MSW

Amalia Freedman

Training Objectives

2



Learn strategies for running effective and orderly meetings

- Manage time
- Manage public comment



Overview key principles, terminology, and actions of Robert's Rules of Order

Introduction

“It’s not that the decision you make must be correct, but each decision you make must be correctly made.”

Purpose of Parliamentary Procedure

4

To ensure public meetings are run fairly, consistently, and in accordance with all applicable laws such as the Sunshine Ordinance



SDDTAC Rules and Regulations

IX. Rules of Order

All meetings shall be conducted in accordance with Robert's Rules of Order, except as otherwise required by these Rules and Regulations or applicable state or local law.

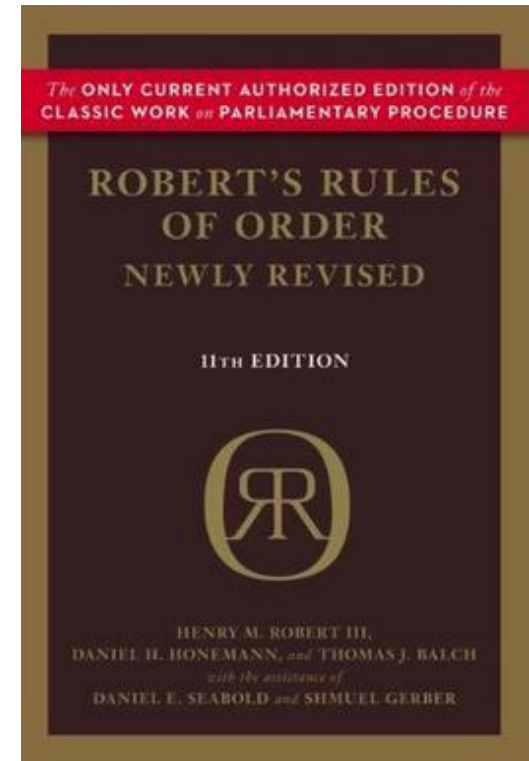
X. Compliance with Applicable City Charter, Public Meeting and Public Records Laws

The Committee shall perform its duties in compliance with all applicable provisions of the San Francisco Charter, California's Ralph M. Brown Act (California Government Code §§54950 et seq.), and the San Francisco Sunshine Ordinance (San Francisco Administrative Code Chapter 67). (San Francisco Business and Tax Regulations Code §906.3-1 (i).)

Robert's Rules

6

- Most commonly adopted parliamentary procedures because they help you:
 - ▣ Facilitate meetings effectively and consistently regardless of the presiding Chairperson
 - ▣ Protect all member's rights, privileges, and obligations
 - Majorities make decisions
 - Minorities can be heard
 - Individuals members can act
 - Absentee members can be informed
 - ▣ Ensure no one side has an edge
 - Arrive at “the true will of the assembly” with “due consideration” for all points of view
 - ▣ Promote cooperation and facilitate the transaction of business where everyone has more control
 - Preparation and understanding these rules helps everyone participate fairly

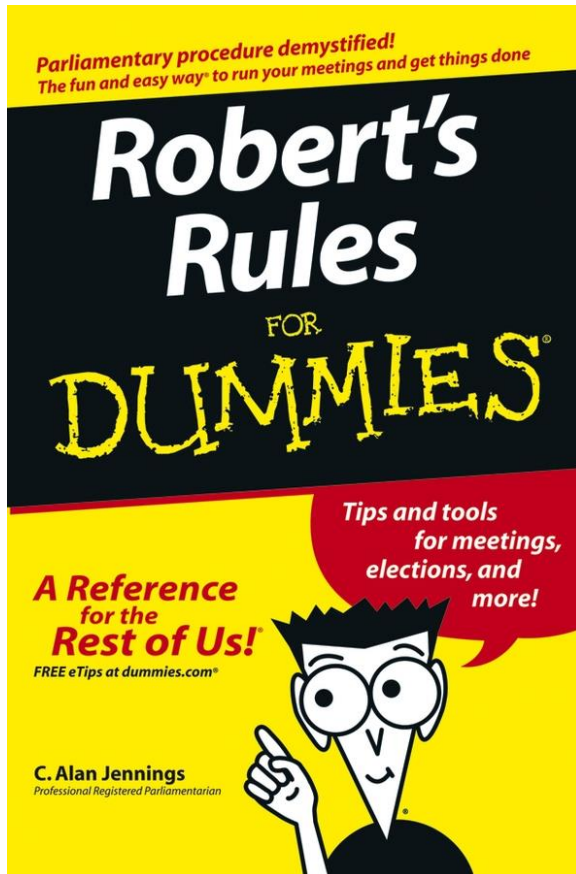


First published in 1876

Helpful tip! Robert's Rules are neither statutory law nor the official “Rules & Regulations” (bylaws). These are procedural rules to help you facilitate meetings and conduct official business.

Overview of Robert's Rules

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- ❑ A **quorum** must be present for the group to take action, such as discussion or voting
- ❑ You must be recognized by the **Chairperson** to speak
- ❑ Only one speaker at a time
- ❑ Only one **question** or **motion** can be considered at a time
- ❑ The **Chairperson** maintains strict impartiality during discussion but is allowed to vote
- ❑ A higher voting threshold is required to change something already adopted
 - ❑ Defined in “Rules & Regulations” (bylaws)

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Conducting Meetings

Using Robert's Rules of Order

You must have a *quorum*

- Defined in the “Rules & Regulations” (bylaws), a *quorum* is the minimum number of members necessary to conduct official business (9)
- If there is not a *quorum* of members present, the only action that can be taken (the only *motion* that can be made) is to *recess* or *adjourn*.



You must have an *agenda*

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- Schedules and outlines the ***orders of business***
- Typically includes:
 - ▣ Review and approval of previous meeting's ***minutes***
 - ▣ Updates from committees and officers
 - ▣ Continuing (old) business
 - ▣ New business



Helpful tip! Once determined, changing the agenda requires a 2/3 vote

*According to the Brown Act, agendas must contain “brief general descriptions (approximately twenty words in length) of each matter to be considered or discussed.”

Agendas include orders of business

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Sample *agenda* for a 60 minute meeting with eight *orders of business*

- I. Call to Order
- II. Approval of Minutes (5 mins)
- III. Reports (5 mins each)
 1. Officers
 2. Standing Committees
 3. Special Committees
- IV. Continuing Business (10 mins)
- V. New Business (10 mins)
- VI. Announcements (10 mins)
- VII. Public Comment (10 mins)
- VIII. Adjourn



Keeping time

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- The Chairperson is responsible for ensuring the meeting starts and ends at assigned times
 - ▣ May assign a timekeeper to assist
- The Chairperson adjourns the meeting when the stated time is reached
 - ▣ Or entertain motions to extend discussion
- Otherwise, the meeting ends when:
 - a. A member moves to adjourn
 - b. Another member seconds
 - c. Majority votes in favor



Helpful tip! Assigning times to orders of business helps the Chairperson limit discussion and keep the meeting progressing on time.

Using *motions* to take action

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- A ***motion*** brings a ***question*** before the committee
- Any voting member can make a ***motion*** once recognized by the Chairperson
- ***Motions*** typically require a ***second*** to proceed
 - ▣ The ***primary question*** is whatever is under discussion right now
- The ***primary question*** must be disposed or decided before moving on
 - ▣ Exceptions include ***amendments*** or ***motions affecting the content or debate*** of the primary question



Helpful tip! It is critical for the Chair to recognize the speaker so it is clear who has the floor.

Sample script for making a *motion*

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- Member addresses Chair
 - “Madam Chairperson”
- Chair recognizes member
 - “The Chair recognizes Mr. Smith”
- Member states his/her motion
 - “I move that we recess for lunch.”
- Another member seconds the motion
 - Chair does not need to recognize the second
 - If no second, Chair should ask “Is there a second?”
 - “Second”
- Chair re-states motion
 - “It has been moved that we recess for lunch.”
- Members debate
 - Discussion, one speaker at a time--
- Chair ***calls the question*** (calls for a vote)
 - “If there is no further discussion, let’s vote.
Those in favor... Those opposed... Those abstaining...”
- Members vote
 - Voting--
- Chair announces result
 - “The motion passes. We will recess until 1:30pm.”

Some *motions* require a 2/3 vote

- Especially if they affect or limit the rights of others or amend previously decided business:
 - ▣ Suspend or modify Rules of Order
 - ▣ Prevent introduction of a motion
 - ▣ Close, limit or extend debate
 - ▣ Limit freedom of nominations or voting
 - ▣ Take away membership or office



Some *motions* may be Out of Order

- Any Motion that:
 - ▣ Would suspend bylaws
 - ▣ Is in conflict with bylaws or Articles of Incorporation
 - ▣ Is outside the scope of the organization
 - ▣ Is not a motion to recess or adjourn while a quorum is not present
 - ▣ Is a personal attack
- Any member may interject with “point of order” for the chairperson to address the issue

Debate or Discussion

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- ❑ Chair begins debate by asking for discussion
- ❑ Chairperson must recognize a speaker to give them *the floor*
 - ❑ One speaker at a time
- ❑ Proposer of the motion has the first right of debate
- ❑ Chair refrains from debate while presiding
- ❑ Speakers must stay on topic, otherwise they are out of order
- ❑ Any motion that stops or limits debate requires a two-thirds majority

Voting

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- All members who are present have a duty to vote
- Abstentions should only be for specific reasons
- A tied vote is a failed vote
 - Under a tie, the Chair has the option of voting
 - The Chair may vote anytime it will affect the outcome

Keeping meeting minutes

- Responsibility of Secretary (DPH staff) to ensure minutes are recorded
- Minutes record what happened, not a verbatim transcript of what was said
 - ▣ Seconds need not be recorded
- Minutes serve as the official record of events
 - ▣ May be corrected

Recap

Key takeaways

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- All members are equal and their rights are equal
 - Rights include: attending meetings, making motions, speaking, and holding office
- Conducting business requires:
 - A quorum
 - An agenda
 - A Chairperson to preside
 - A Secretary to record minutes
- Majority rules unless otherwise stipulated
 - “A two-thirds vote is necessary whenever limiting or taking away the rights of members or changing a previous decision.”
- One speaker at a time, and one question at a time
 - “Motions must be related to matters under consideration.”
 - “Once a member has been ‘recognized’ this individual has been granted ‘the floor’ and may not be interrupted by another member.”
- Personal remarks are always out of order

THANK YOU!



Resource Development Associates

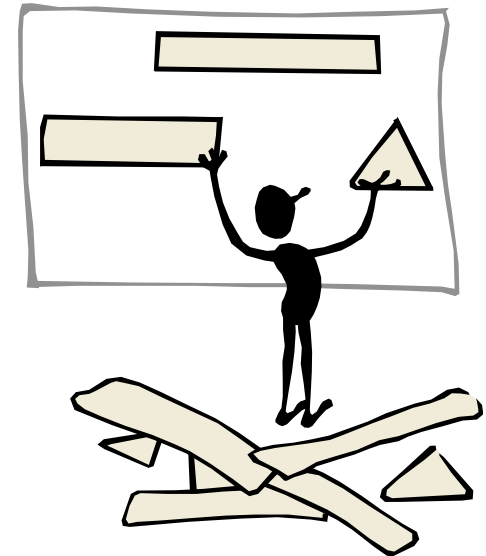
APPENDICES

Common Motions

- To Amend
- To Call for the Question
- To Refer to a Committee
- To (Lay on the) Table
- To Withdraw
- To Rise to a Point of Order
- To Adjourn

Move to Amend (a motion)

- Methods of Amending
 - ▣ Insert (inside the motion)
 - ▣ Add (at the end)
 - ▣ Strike out
 - ▣ Strike out and insert (words only)
 - ▣ Substitute (a paragraph)
- Must be germane to main motion

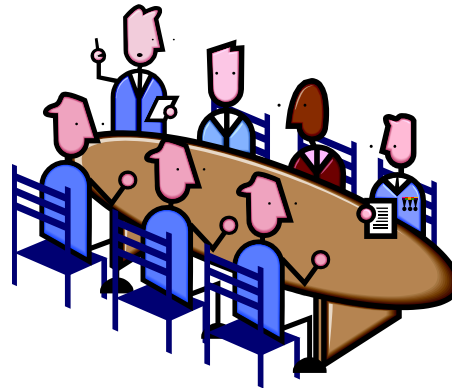


Move to Call for the Question

- Actual motion is “Call the Previous Question”
 - ▣ Must be recognized by chair to make motion, cannot be just shouted out
- Is a vote to stop debate and not to vote on pending motion
- Requires a 2/3 vote to pass
 - ▣ If receives 2/3 vote, motion passes and debate is stopped and a vote is taken immediately on pending question
 - ▣ If does not receive 2/3 vote, motion fails and debate continues

Move to Refer (to Committee)

- Allows for additional information or study of issue before voting
- Motion to Refer should include details of who the committee will be and who will appoint
- Usually defines time for committee to report



Move to Table

- Proper form of motion is to “Lay on the Table”
 - ▣ Misuse of “Postpone Indefinitely” or “Postpone to a Definite Time”
- Intention sometimes is “Refer” or “Commit” which sends to committee for further review
- Out of order when no business is pending
- Definite time to “Take From the Table”
 - ▣ If next meeting within quarter, by end of next meeting
 - ▣ Over quarter, end of current session

Move to Withdraw

- Motion can be withdrawn at any time prior to voting
- Before restated by chair belongs to maker
 - ▣ Can be withdrawn, changed or modified in any way with only approval of maker
- After restating, belongs to assembly
 - ▣ Maker asks permission to withdraw
 - ▣ Chair treats first as unanimous-consent request
 - ▣ If objection, treated as a subsidiary motion

Move to Rise to a Point of Order

- Often just “Point of Order”
- Used to correct a mistake in procedure
- Can interrupt a speaker
- Doesn't require a second
- Is not debatable
- Chair rules
- Must be raised at time of mistake before action has been taken

Move to Adjourn

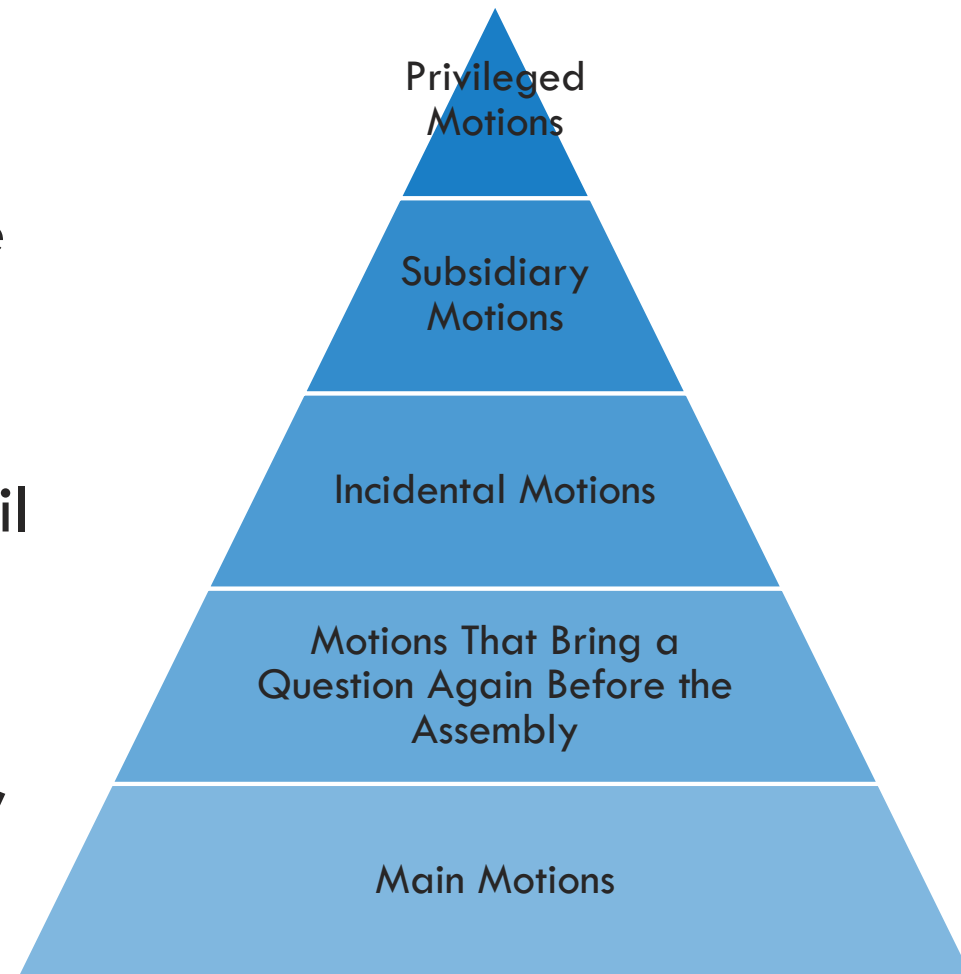
- Next to highest ranking motion
- Fix the time to which to adjourn is highest
- Can not interrupt a speaker
- Requires a second
- Not debatable
- Majority rules
- Chair can adjourn without motion
 - If no other business is pending
 - If time is reached on an adopted agenda



Classes of Motions

Classes of Motions (ranking)

- Main Motions are the lowest ranking motion, meaning only one can be on the floor at a time.
- Once pending, no lower motions can be made until the primary question is decided
 - ▣ Except Incidental Motions, which are non-ranked



Main Motions

- Main motion is the basis that drives business
 - ▣ Lowest ranking motion, which means all other motions take precedent
 - ▣ Brings before the assembly a question or business consideration
 - Requires second
 - Is debatable
 - Approved by majority vote, unless some provision in bylaws require different vote
 - ▣ Only one main motion can be on the floor at a time

Motions That Bring a Question Again

- Motions That Bring a Question Again Before the Assembly
 - ▣ Brings back to the assembly a question that has already been considered
 - ▣ Requires a second
 - ▣ May or may not be debatable

- Examples:
 - ▣ To reconsider
 - ▣ To rescind
 - ▣ To take from the table

Incidental Motions

- Incidental Motions
 - Non ranked, which means they can be made in any order
 - Incidental to pending motions or business at hand
 - Not debatable

- Examples:
 - To suspend the rules
 - To withdraw a motion
 - To call for reading of papers
 - To object to consideration
 - To rise to a point of order
 - To rise to a parliamentary inquiry
 - To appeal from the decision of the Chair
 - To call for a division of the house
 - To call for a division of the question

Subsidiary Motions

- Subsidiary Motions
 - Assisting in treating or disposing of a main motion
 - Require second
 - May be debatable
 - Requires majority vote unless involving rights of others
 - Call for previous question (2/3)
 - Limit or extend of debate (2/3)

- Examples:
 - To lay on the table
 - To call for the previous question
 - To limit or extend debate
 - To postpone to a definite time
 - To refer to a committee
 - To amend
 - To postpone indefinitely

Privileged Motions

- Privileged Motions
 - ▣ Do not relate to pending business
 - ▣ Related to the rights and privileges to the assembly or to its members
 - ▣ Not debatable

- Examples:
 - ▣ To fix the time to which to adjourn
 - ▣ To adjourn
 - ▣ To Recess
 - ▣ To rise to a question of privilege
 - ▣ To call for the order of the day

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Committee Positions

Responsibilities of the Chair

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- Call the meeting to order
 - ▣ “The meeting will come to order.”
- Preside
 - ▣ Maintain cohesion and process
- Be prepared
 - ▣ Understand committee rules and bylaws
- Stay organized
 - ▣ Send agenda out ahead of time
 - ▣ Start and end on time
- Expectations
 - ▣ Start and end on time
 - ▣ Remain impartial and composed
 - ▣ Decide on Questions of Order
 - ▣ Recognize presence or absence of a Quorum
 - ▣ Announce all Official Business
 - ▣ Refrain from Discussion and Vote on any Motion (unless a tie occurs)
 - ▣ Restate motions before voting commences
- Privileges
 - ▣ Can approve minutes without a motion
 - ▣ Can adjourn without a motion after asking for new business and hearing none OR when the adjournment time has been reached

Responsibilities of the Secretary

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- Assign a Secretary to record meeting minutes
 - ▣ Permanent and legal record of the meeting
- Minutes must
 - ▣ Be as concise as possible
 - ▣ Include date, time, location, and attendees of meeting
 - ▣ Describe discussion items in brief
 - ▣ Record all motions, including name of mover, name of seconder, and vote results
 - ▣ Record time of commencement and time of adjournment