

# Early Childhood Community Oversight and Advisory Committee Meeting

June 17, 2026



San Francisco Department of  
**Early Childhood**

# Agenda

1. Call to order
2. Roll call
3. Land Acknowledgement
4. General public comment
5. EC COAC Member updates
6. CPAC updates
7. Executive Director updates
8. Discussion and possible action to approve June 18, 2025 meeting minutes (Action item) [Commissioners provided with the following: draft minutes]
9. Discussion and possible action to approve May 13, 2026 meeting minutes (Action item) [Commissioners provided with the following: draft minutes]
10. Discussion of the recommendations of the Commission Streamlining Taskforce and the implications of the approved resulting ordinance
11. Discussion of the Early Learning for All Network process and resources
12. Discussion of the Department of Early Childhood's appreciation of the time and commitment of the Early Childhood Community Oversight and Advisory Committee
13. Adjourn



# 1. CALL TO ORDER



## 2. ROLL CALL



# 3.LAND ACKNOWLEDGMENT



# 4. GENERAL

## Public Comment



# 5. EC COAC Member Updates

# 6. CPAC UPDATES



# 7. EXECUTIVE DIRECTOR UPDATES

## 8. Discussion and possible action

to approve the June 18, 2025 meeting minutes (Action item)  
[Body members provided with the following: draft minutes]

## 9. Discussion and possible action

to approve the May 13, 2026 meeting minutes (Action item)  
[Body members provided with the following: draft minutes]



10. Discussion of the recommendations of the Commission Streamlining Taskforce and the implications of the approved resulting ordinance



# Streamlining Task Force

**Background:** Proposition E, approved by voters in November 2024, mandated the City to form a Task Force to recommend changes to its boards and commissions for better government administration.



# Recommendations

- The Task Force was to produce and submit to the Board of Supervisors 1) an *ordinance* that makes changes to bodies codified in the Municipal Codes; and 2) a *Charter amendment* making changes to bodies codified in the City's Charter.
- The Board of Supervisors acted on the first of those two products by approving the ordinance that will effectuate the Task Force's recommendations for Administrative Code-mandated bodies. It is expected that the ordinance will go into effect in the last week of July 2026.

# Implementation

- In summary, the ordinance - [link](#) to the ordinance's legislative digest:
  - Eliminates 30 inactive bodies
  - Eliminates 16 active bodies (i.e., overlapping purposes identified, fulfilled original mandate, may be outdated relative to their original purpose, etc.)
  - Adjusts 55 bodies by setting three-year sunset dates, modifying commissioner terms, removing seat requirements, and renaming to better reflect their mandates.

# Impact to DEC

- Early Childhood Community Oversight and Advisory Committee, eliminated. Cease all meetings as of June 29, 2026.
- Children and Families First Commission
  - Moved to Chapter 5 of the Administrative Code
  - Added a member term limit of 3 terms
  - Removed authority to establish separate advisory bodies
  - Removed role in department head hiring
- *In Process* - Consultation with City Attorney for legislative changes.



# DEC remains steadfast in COAC values:

- Transparency
- Community voice
- Equity
- Accountability
- Deep respect for those closest to children and families



11. Discussion of the  
Early Learning for  
All Network process  
and resources

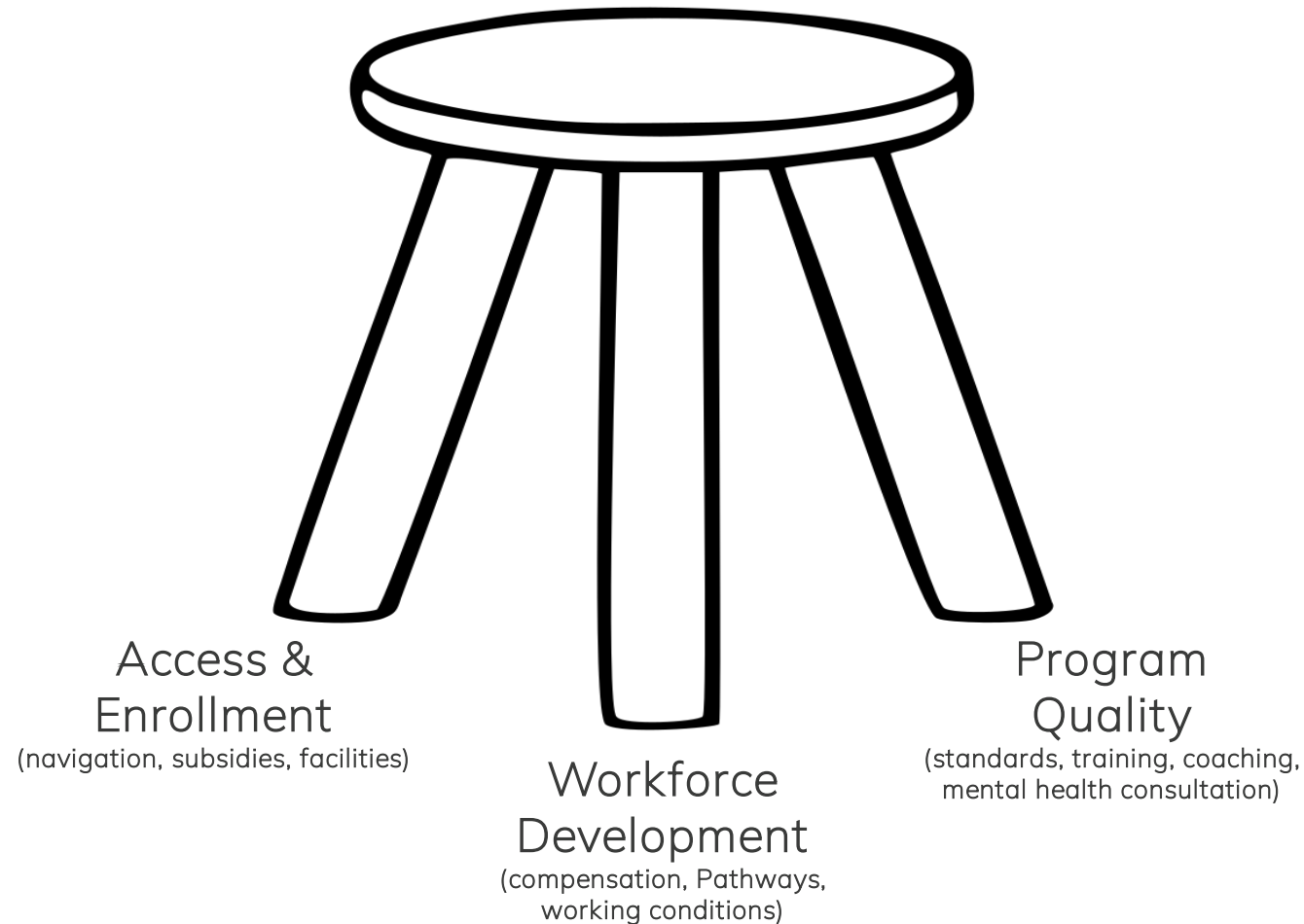


# Keeping the Promise

The Case for Advancing Quality Across  
the Early Learning For All Network



# The success of Early Learning for All depends on three key supports



# San Francisco's Legacy in Early Childhood

- San Francisco has a 20+ year history of leading the way in expanding families' access to high-quality early care and education (ECE)
- Since the days of Gateway to Quality Preschool for All in the early-to-mid 2000s, quality has been a cornerstone of City-funded ECE
- Kindergarten readiness and high-quality early learning are foundational to the City's identity
- Prop C created the opportunity to scale affordable child care, expand access, and stabilize the workforce



# What Prop C Made Possible



- Free or affordable child care for more families
- Expanded child care options across more neighborhoods
- Living wages and stipends for early educators
- Career pathways and degree attainment opportunities
- Immediate impact areas prioritized:
  - Expanding access
  - Increasing compensation
  - Growing supply of care

# ELFA has expanded access and workforce; quality must now grow to keep pace

Access to early learning opportunities has steadily increased.

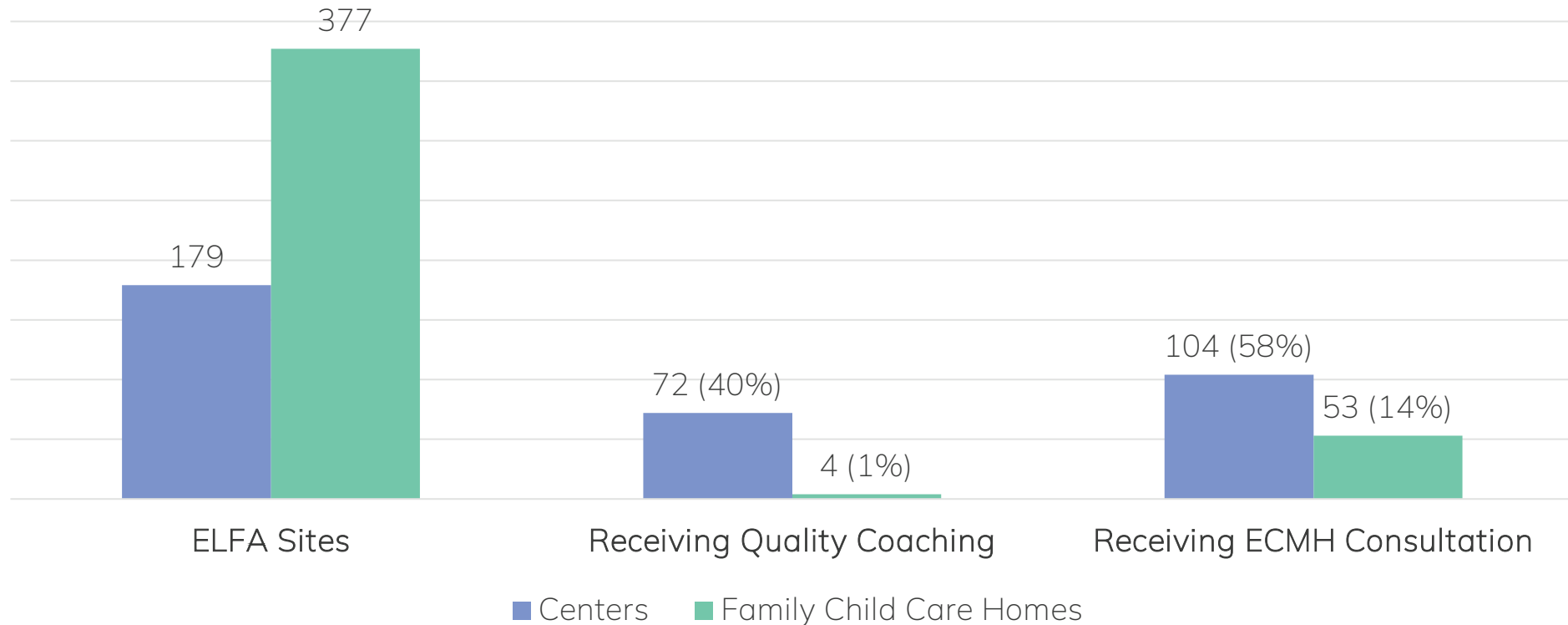
- Since 2018-19, the number of participating programs in ELFA has grown by 141 sites (+35%), opening doors for more children to benefit from high-quality early education.
- In 2024-25, more than 9,000 children enrolled in ELFA programs throughout the city.
- Eligibility for ELFA has also expanded, now reaching families with incomes up to 200% of the area median income.

At the same time, efforts to stabilize and strengthen the early education workforce have taken hold.

- As a result, 3,175 early educators are now receiving increased wages, reflecting the value of their essential work.
- In addition, 1,730 educators have received stipends to support their ongoing professional growth.
- A further 456 educators have either completed degrees or taken the first steps in their early childhood education careers, strengthening the foundation of quality for years to come.

# DEC's current quality supports are limited in their reach

Utilization of Coaching and Early Childhood Mental Health Consultation in ELFA



# Quality must be built, supported, and sustained



- Ensuring families had access was first step
- Stabilizing the workforce was the second step
- Quality is the third step – a **core pillar** of DEC’s Strategic Plan theory of change
- Quality does not happen without:
  - Standards
  - Support
  - Monitoring
  - Professional learning
- Quality supports and infrastructure have not kept pace with recent growth in ELFA
- DEC must keep its promise of quality to families at nearly 600 participating programs

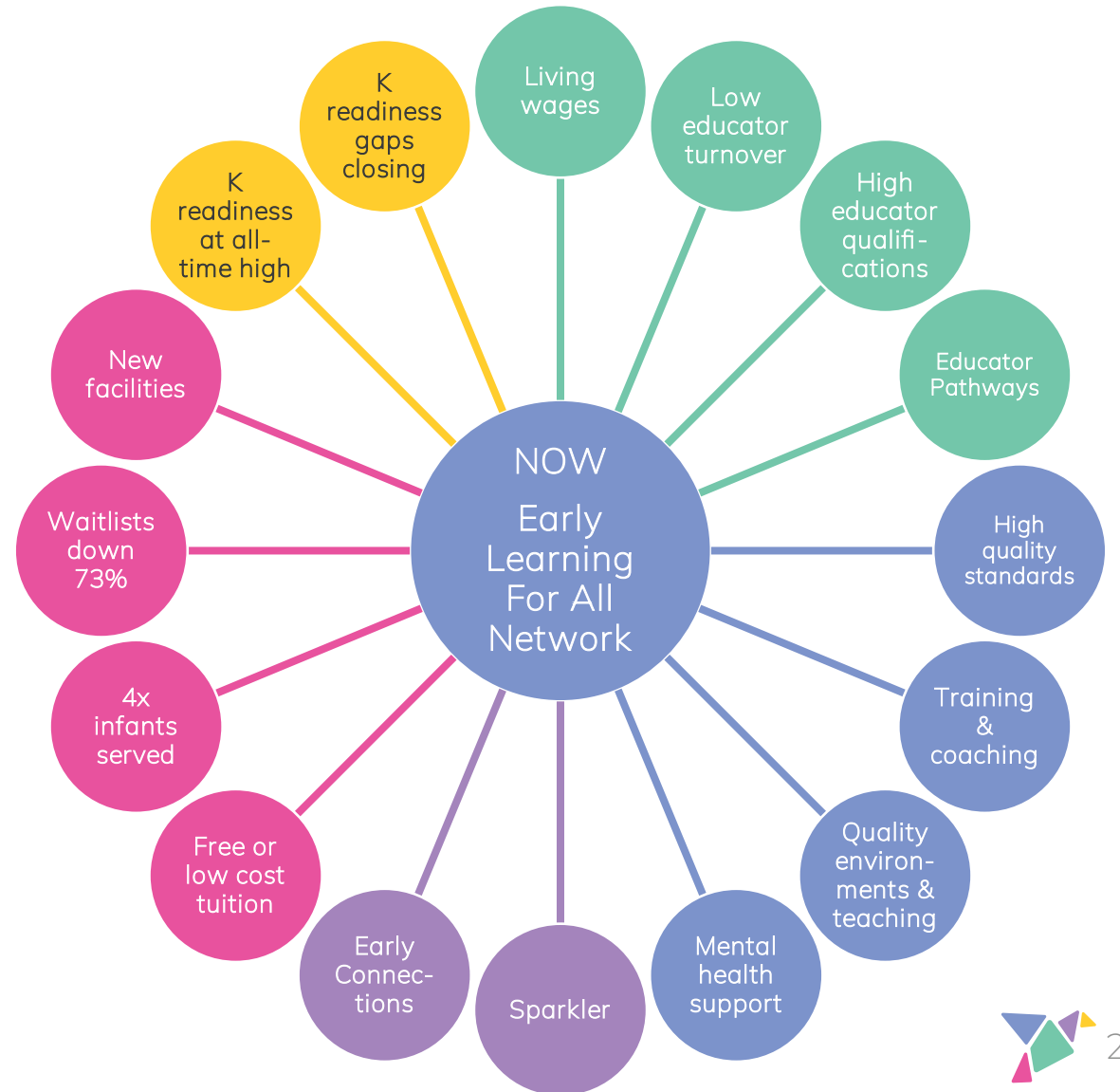
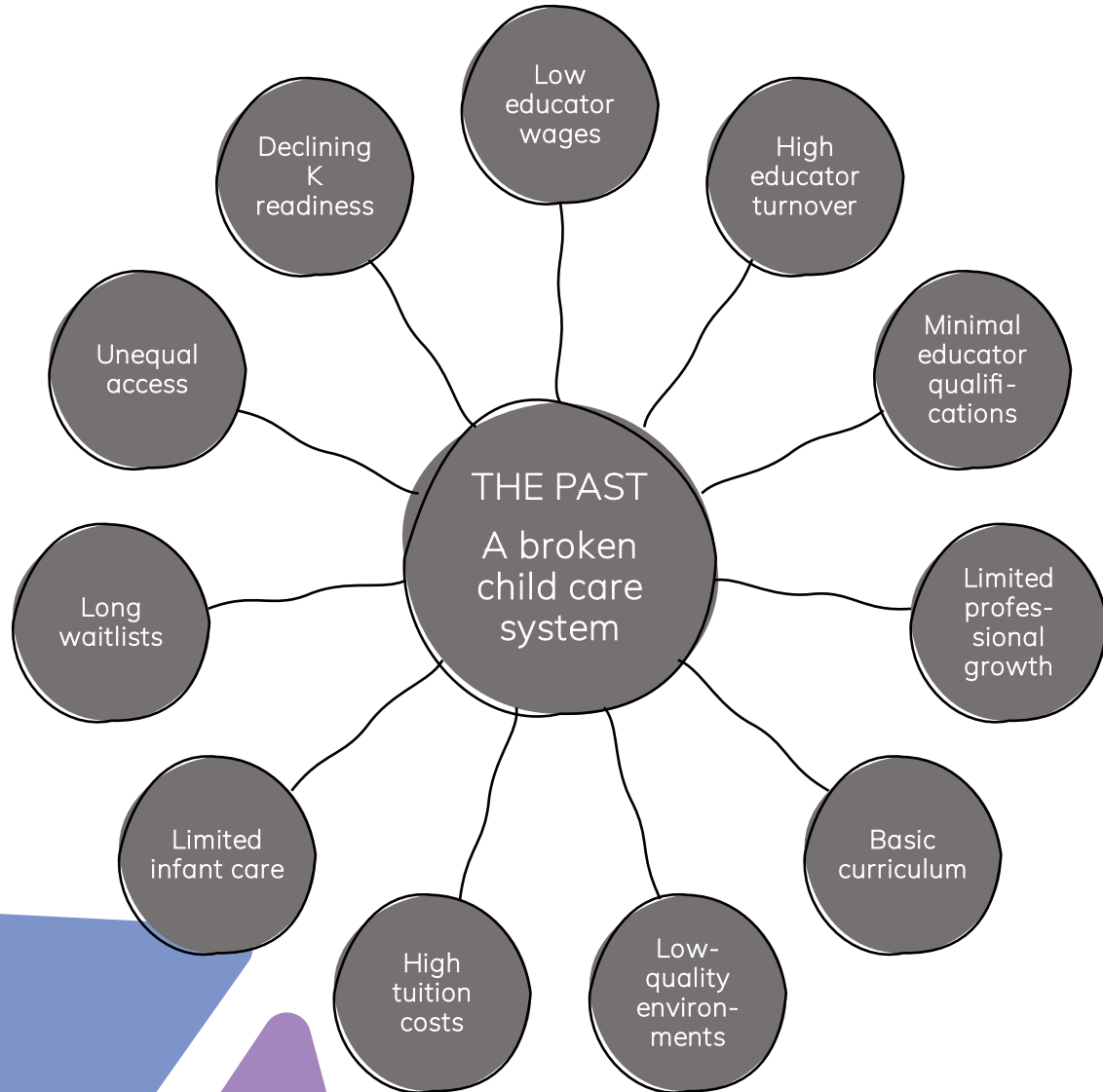
# Why a Quality Network Matters

**A network approach allows DEC and partners to:**

- Set shared expectations for quality across program types
- Provide coaching, professional learning, and early childhood mental health consultation that help educators succeed
- Tailor supports to the needs of FCCs, centers, multilingual providers, and programs serving children with diverse needs
- Use data, validation, and family partnership to support continuous improvement

Without a networked system, quality becomes fragmented, and families' experiences depend too much on where they happen to enroll.

# The ELFA Network is a platform for reforms to fix a broken child care system



# A Mixed-Delivery System Requires Shared Quality Supports

San Francisco families access ELFA through many different settings:

- Federally funded programs
- State-funded Title 5 programs
- Private tuition programs
- Foundation-supported programs
- Local Prop C/ELFA programs

Quality expectations can vary widely – ELFA is the only lever for common standards

*Availability of Local Funds Has Greatly Increased Family Choice Across the Network*

- Of 556 child care programs in the ELFA network, 100 of them receive Title 5 (CCTR, CSPP) and/or Early Head Start/Head Start funding.
- The remaining 456 programs in the network fund their enrollments through ELFA local funds and/or private pay families.

The ELFA Network provides an opportunity to establish a shared public commitment: regardless of setting, every family should have access to a high quality early learning experience.

# What Families should Be Able to Count On

ELFA Quality Standards define the experience every family should be able to trust.

ELFA Quality Standards are grounded in research and community input and include:

- Family Partnerships
- Safe & Engaging Environments
- Learning Opportunities
- Engaged Educators & Interactions
- Continuous Professional Development



# Examples of ELFA Quality Standards

## Family Partnership

- Welcoming, culturally responsive environments
- Two parent-teacher conferences annually
- Multiple communication channels

## Environment

- Healthy, rich learning spaces
- Facility assessments + outdoor access

## Learning Opportunities

- Foundation-aligned, developmentally appropriate learning
- Child assessments and developmental screenings twice annually

## Educator Interactions

- CLASS assessments to validate teacher-child interactions
- Action plans and coaching for improvement

## Professional Development

- Required training in key ECE domains
- Leadership PD and reflective supervision



# Ensuring Programs Uphold Standards

- Eligibility requirements
  - Good standing with Licensing
  - Evidence of stable enrollment
  - Teacher qualifications from accredited institutions
- New requirements only implemented in the last two years

Early rapid expansion limited attention to educator preparation capacity



# Quality Requires Ongoing Support & Monitoring

ELFA programs are validated at entry, but quality must be sustained over time.

**Today, programs join the ELFA network by:**

- Receiving a site visit and classroom assessments
- Meeting core standards for family partnerships, safe and engaging environments, and educator interactions
- Signing a Quality Standards agreement

But with 550+ programs in the network, entry-point validation is not enough.

**To keep our promise to families, ELFA needs ongoing quality infrastructure:**

- Regular quality check-ins and classroom observations
- Coaching and improvement supports
- Shared child assessment and developmental screening practices
- Data systems that help programs identify needs and track progress
- Culturally responsive and multilingual family engagement tools
- Inclusion supports for children with diverse needs
- Early Childhood Mental Health consultation that encourages reflective practice and strengthening relationships



# San Francisco Knows How to Build Quality Infrastructure

## Then

PFA showed what quality infrastructure requires.

50 – 75 programs > ERS + CLASS > monitoring > DRDP > data-informed coaching + PD

## Now

ELFA carries a larger public promise to families.

550+ programs > mixed-delivery system > limited ongoing validation > varied tools + supports

## Next

Build a modern quality system scaled for ELFA.

Shared standards + data > differentiated coaching > culturally responsive + multilingual supports > inclusion supports+ emotional capacity

The opportunity now: invest in the infrastructure that brings quality to life across every ELFA setting.



# Educators make quality possible

- Higher compensation = improved retention
- Retention = better relationships, more stable learning environments
- New educators need coaching + training to connect college coursework to classroom practice
- Working conditions limit participation in quality supports
  - Training happens after hours or during breaks
  - No release time without additional funding
  - Substitute solutions need to be scaled up and further tailored to meet the needs of all programs



# Inclusion is core to quality

## Current state

- Rising number of children with developmental, sensory, behavioral needs
- Limited inclusion coaching and training

## Future state

- Families should trust that ELFA programs can welcome and support all children
- To make inclusion possible, programs need:
  - Inclusion coaching and consultation
  - Training for educators and program leaders
  - Screening, referrals, and family partnerships
  - Early Childhood Mental Health Consultation
  - Tools to adapt environments, routines, and instruction
  - Multilingual, culturally responsive communication

# The Quality System DEC Envisions

To keep the public promise of quality as an investment, ELFA needs a fully resourced system of support, learning, and accountability.

*A strong ELFA quality system includes:*

- **Shared standards**  
Clear expectations for what every family should be able to count on.
- **Ongoing monitoring and improvement**  
Regular check-ins, classroom observations, and data-informed quality planning.
- **Coaching, professional learning, mental health consultation, and strong leaders**  
Support that helps educators translate training into daily practice.
- **Culturally responsive and multilingual supports**  
Tools and guidance that reflect the languages, cultures, and communities of San Francisco families.
- **Inclusion infrastructure**  
Coaching, consultation, and resources so children with diverse needs can participate meaningfully.
- **Family partnerships**  
Practices that help families feel welcomed, respected, informed, and involved.
- **Aligned data and assessment systems**  
Shared tools that help DEC and programs understand needs, track progress, and target support.
- **Horizontal alignment learning opportunities** between PK,TK, and K educators

# Discussion Questions

- What in this presentation resonated with what you're experiencing on the ground?
- What quality supports are most needed to reach communities?



11. Discussion of the Department of Early Childhood's appreciation of the time and commitment of the Early Childhood Community Oversight and Advisory Committee



# 12. ADJOURN