



SAN MATEO COUNTY CHILD CARE PARTNERSHIP COUNCIL

WORKFORCE COMMITTEE

SPECIAL MEETING MINUTES

Thursday, January 19, 2023

101 Twin Dolphin Drive, Redwood City, CA, 94065

CCPC Members Present: Karen Alden, Michelle Blakely, Heather Cleary (Chair), David Fleishman, Elizabeth Foster, Karen Haas-Foletta, Alice Kuo, Karen Pace, Jennifer Pifeleti, Liz Scully, Christine Thorsteinson, Tina Watts

Members of the Public: Rubie Acosta Macaraeg, Michelle Amaral, Amanda Anthony, Kristen Anderson, Maggie Barrientos, Angel Barrios, Kristina Brower, Andrea Burnett, Mindy Camacho, Anne Carzon, Jennifer Cheyer, Dayna Chung, Mei Clark, Adele Cruz, Argenis Del Rio, Alyce Desrosiers, Patty Hall, Winnie Hardie, Joy Irani, Edirle Menezes, Marchelle Moten, Kim Oliff, Rohan Pandit, Linda Prieto, Maria Romero, Marlene Torres-Magana, Kathleen White, Dr. Ashley Williams, Donna Yuriar

Staff/Minutes: Ian Johnson/Sarah Kinahan

Facilitator: Regina Neu

Item #1: Call to Order Heather Cleary

Heather called the meeting to order at 11:05am.

Item #2: Approval of Agenda Heather Cleary

MOTION: WATTS / SECOND: HAAS-FOLETTA

AYES: UNANIMOUS

NOES: NONE

ABSTAIN: NONE

Item #3: Grounding on Workforce Landscape Sarah Kinahan

Sarah shared data on the San Mateo County ECE workforce from the 2022 Child Care Needs Assessment.

Then Regina reviewed six key landscape themes which the group discussed and elaborated on:

1. ECE educators perform **essential work & advocacy** is needed to **raise awareness** of the field.
2. The workforce is largely made up of **women of color – equity must be at the forefront** of our approach to workforce development.
3. Large scale **investments** are needed to **raise compensation** to living wage standards.
4. The **shortage of quality staff** is limiting the provision of ECE services in our county.
5. The field needs **clearer, more accessible career pathways** – workforce supports are currently siloed and decentralized.
6. The workforce shortage is a regional/statewide issue – neighboring counties can be allies.

Lastly, Sarah shared that SMCOE is working with the County, First 5 San Mateo and the Silicon Valley Community Foundation to secure funding and bring on-board a Career Navigator position in 2023.

Item #4: Discussion of Vision and Map of Pathways in San Mateo County Sarah Kinahan

Sarah shared definitions of Pipeline, Pathways, and Workforce to support the group’s discussion:

- Pipeline = multiple entry points to bring new people into ECE field
- Pathways = connections between steps on a career journey that provide economic mobility and job satisfaction
- Workforce = people working in infant care, child care, preschool and afterschool in formal and informal settings in a variety of direct care/education, administration and other support roles

The group then discussed all of the possible career options and career pathways encompassed in the following visual:

Pathways in SMC

Item #5: Development of Actionable Goals for 2023

Regina asked the group to identify obstacles to consider when setting goals for the next year. The group identified the following obstacles, though encouraged “freedom thinking” to think beyond obstacles:

- Cost of living
- Large scale investments coming or not
- Legislative requirements
- Dependence on government contracts
- Understanding sustainability of goals
- Funding flows (fragmentation)
- Competing with other industries for workers
- Inequities like white supremacy and gender inequity

In small groups, attendees discussed action items in four thematic areas—advocacy, higher education and professional development, workforce retention, and pipeline development. Each team came up with three priorities and then the full group voted on the areas that they felt needed the most attention by CCPC.

After this exercise, these emerged as the top priorities:



- *Advocacy*: Create a unified, regional communications strategy and advocacy approach.
- *Higher Education and Professional Development*: Establish shared language and defined roles across organizations in the County with accessible information and programming to help people access higher education and professional development.
- *Pipeline Development*: Change the perception of careers in the field through a community awareness campaign. Make college classes more accessible and flexible.
- *Retention*: Articulate clear pathways and multiple access points to ECE careers.

Ideas from the Advocacy Brainstorm:

- Connect CCPC more intentionally to neighboring counties/region’s workforce efforts.
- The goal of the communications strategy is to get different audiences to care about/prioritize the field and dedicate funds to supporting the workforce. Needs to build momentum and lead to a specific “ask”. In our communications, highlight equity issues, emphasize economic impact, and link ECE to other hot topics (housing, employment, etc.).
 - Could ask (large) employers to sign a statement of support
 - Look at *Let’s Grow Kids* from Vermont
- Focus on scaling things that work and that use a whole-person framework (i.e., TeacherUp or Apprenticeship).
- Bring in national organizations like Moms First and LeanIn and leverage existing community organizers.
- Learn from tax measures in neighboring counties.
- Create a modeling tool to help programs model living wage and the gap to get to that wage and to model sustainable business models with mixed age groups in light of the expansion of UPK. Model different revenue streams.

Ideas from the Higher Education & Professional Development Brainstorm:

- Opportunities for dual enrollment and mentorship for high school students (“Grow Your Own”)
- Help students with skills such as literacy and math (embedded tutors)
- Offer community-located (i.e. SMCOE, JobTrain, adult schools) ECE and GE classes that are “paid for” so that they can run with smaller class sizes if needed
- Need funding for stipends for all Master Teachers who support practicum students & apprentices.
- Connect early childhood programs (directors, administrators) to college programs (for example an annual forum or open house featuring all of the colleges/universities and professional development providers).
- Mobilize the colleges’ on-boarding and outreach systems
- Embed professional development in programs
- Support Associate Teachers to take classes toward a degree
- Build, fund and institutionalize the Apprenticeship Program

Ideas from the Pipeline Development Brainstorm:

- Communications Campaign ideas - social media, billboards, Spanish-language media/news, ads in public places like DMV or theaters. Make the ads bilingual and use personal stories.

- Conduct more high school outreach – increase the number of schools offering dual enrollment, attend career days, promote the social justice component of care, provide internships and volunteer opportunities.
- College classes – could improve the communication of courses and timeline.
- Empower people with connections.
- Map pathway from K-12 to higher education.
- Promote the positive aspects of ECE careers: weekends and holidays off, great benefits, easy to get started in careers, opportunities for growth.
- Promote careers in ECE with parents and retired people.
- Make navigating the job search more accessible.
- Have an “Adopt-a-teacher” program to support and encourage incoming teachers to pursue education and reach employment goals.

Ideas from the Retention Brainstorm:

- Conduct an annual wage study (regional and SMC).
- Promote and fund the CDA-to-AA pathway.
- Need a clear AA to BA pathway including financial aid for the BA.
- Gain clarity on how people come in and out of the system.
- Need to make time to reflect – make it a priority to meet and evaluate workforce development efforts.
- Employers can consider raising salary, benefits, time off, retirement contributions, tuition reimbursement.
- Bring in technology – tech-based opportunities for younger generation – with innovative opportunities for more skilled workers and training for less skilled.
- Facilitate peer connections within the workforce: Center based, Fee-based, Private Programs, FCCs
- Meet providers where they are – multiple entry points and levels of support/value within each.
- Make jobs more appealing and work more meaningful by reducing busy work, establishing regular check-in points, supporting teacher’s ability to collect data (DRDP).
- Provide professional support around mental health/trauma for children and staff.
- Training/education on working with the child and family populations served – special needs, trauma, mental health, family issues.
- In encouraging professional development, be mindful that teachers may be burnt out and may need overtime for attending outside work hours.
- Include teachers as part of the decision making.

Item #6: Discussion on Focus for New Career Navigator

Regina Neu

The group brainstormed focus areas and priorities for the new Career Navigator position at SMCOE. Ideally, the Career Navigator will be a connector and collaborator on the previously articulated goal areas of advocacy, higher education/professional development, pipeline and retention/advancement. The person will need to balance their time between career navigation services for individuals and systems-change work. They will need to understand the systems that are already in place, like the permit matrix and education requirements for pathways before they can advocate for change. They will need excellent communication skills.

Key duties:

- Gather information on career pathway resources and share with the community to develop a pipeline of new staff and help currently employed staff advance
- Evaluate education needs of currently employed ECE staff and the classes they need to advance in their AA or BA
- Share information with program directors to help them support their staff in their higher education or professional development
- Organize a network of mentors to advise mentees along their career pathway
- Identify gaps and points where people get “stuck” on their career journey – share this with CCPC
- Join local and regional workforce collaboratives

Needed to support career navigation services:

- Marketing tools to visually show the pathways like an interactive website; distinguish between specific pathways i.e. for center-based, family child care, TK/school district, etc.
- Partnerships with 4-year colleges to bring classes to the County.
- Be mindful of language needs of ECE workforce – provide translation and interpretation.

Existing resources that the Career Navigator can access:

- Program Services Coordinators at Community Colleges
- The San Mateo County Family Child Care Organization
- Dual enrollment programs at high schools/community colleges
- College students who may be able to help with projects such as research or graphic design
- SMCOE staff who are supporting ECE and TK teacher development
- Quality Counts – program ratings, quality improvement plans and coaches

Item #7: Identification of Resources to Support Pathways

Regina Neu

The group identified these resources and ideas that could support career pathways in San Mateo County:

- The San Mateo County Community College District Apprenticeship Pilot
- Upward Scholars’ TeacherUp
- BA/MA/PhD students in community who way want to help with research
- Renaissance Center and San Mateo County Small Business Development Center
- School boards and principals (via superintendents)
- Parents can be cultivated as ECE advocates, as well as recruited for the workforce
- Dual enrollment programs – Hillsdale High & Cañada, Oceana High & Skyline
- The new P3 Credential
- Kai Ming’s pipeline development strategies
- Kidango’s approach to raise to living wage
- Free community college
- EDvance
- Grants at SMCOE – Early Educator Teacher Development Grant, Workforce Pathways Grant, Teacher Residency grants, UPK planning grants
- Good2Know Network, karent@g2k.org, to connect with ECE providers and students to raise awareness of career and professional development opportunities
- BACCC Report: Teacher Occupations Bay Region, August 2022

Item #8: Summary and Next Steps

Heather Cleary

The group identified a number of “parking lot” topics to be discussed at future meetings:

- Need more college credit for work experience
- ECE needs to be embedded in a sustainable infrastructure/system like County government or SMCOE
- Still need a “Workforce Development Director” in addition to the Career Navigator
- ECE students need more practical experiences in ECE settings while completing 24 ECE units
- Consider the unique needs of Family Child Care:
 - Providers of workforce development services need a specific strategy for supporting FCCs that meets FCC providers where they are and involves one-to-one support.
 - The San Mateo County Family Child Care Organization provides a mechanism to connect FCCs to community resources/agencies.
 - FCCs need to understand the pathways into and out of the field, such as the new P3 credential, and roles such as center director, coach/advisor, inclusion specialist, family development specialists and center owner. FCCs may also be interested in pursuing other careers/fields after operating their FCC for a while.
 - ECE practicum and observation is not accessible to current FCC providers.
 - Higher education ECE needs to address and talk about the opportunity to become FCC provider (if ECE students aren’t exposed to FCC industry they don’t know they can become FCC business owner).

Takeaways

The group shared the following sentiments:

- We are appreciative of the completion of the needs assessment and the abundance of data available to us to advocate for the needs in our county.
- We are empowered to connect and continue to foster relationships within the Workforce Committee and between organizations that serve or employ early educators.
- We are excited by the new Career Navigator position, and the goals and unified ambitions of the committee to streamline communication, address complex problems, and create viable accessible pathways for the workforce.
- Continued advocacy for the workforce and attaining sustainable funding is imperative to retain the workforce, grow the workforce and support and maintain quality child care.

Announcements

- Sarah invited everyone to attend an event on March 10 to share the needs assessment findings with local leaders, and the next CCPC meeting on March 20.
- David Fleishman announced that 4Cs is looking to hire a Director of Communications.
- Liz Scully asked the group to please include her in key conversations and meetings so that she can represent and advocate for Family Child Care.

Adjournment at 3:02pm

Heather Cleary

The next CCPC Workforce Committee meeting is TBD