



Unidos ECE Alliance_ Workgroup

April 2026 Meeting Agenda

Date: 4.6.26

Time: 2:00 pm - 3:00 pm

Location: Zoom [link](#)

Notes from last month: [AI generated]

Time	Agenda Item	By the end of our time together, we will have:
2:00 pm	<p>Welcome!! Present:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Claudia Quinonez, Co-chair (CCSF) <input checked="" type="checkbox"/> Yohana Quiroz, Co-Chair (Felton, Unidos for ECE) <input type="checkbox"/> Raul Chavez (SFUSD) informed he had conflict <input type="checkbox"/> Heather Morado (Cross Cultural) <input type="checkbox"/> Jessica Campos <input checked="" type="checkbox"/> Ana Avilez (MEDA) <input checked="" type="checkbox"/> Jennifer Martinez (DEG) <input type="checkbox"/> Mario Paz (Good Sam) <input type="checkbox"/> Beiling Gonzalez (MNC) <input checked="" type="checkbox"/> Liz Cortez (MEDA) 	

2:05 pm	2026 Workgroup Goals Updates	<ul style="list-style-type: none">● Reviewed and discussed stakeholder mapping template.
2:55 pm	Announcements, Closing, and Next Steps	<p>Named next steps in preparation for the May meeting.</p> <p>Note: For the May meeting we will discuss insights about the definition of school readiness based on DEC, SFUSD, and UPK.</p>
Meeting Notes Recap	April Meeting Recap	

Kindergarten Readiness Committee Summary

This one-page summary highlights key insights, gaps, and opportunities from committee member reflections on Kindergarten Readiness.

Category	Key Points
Insights & Trends	<ul style="list-style-type: none"> • Persistent readiness gaps by race/ethnicity & special needs • Gains for Latino children in 2022–23, but not sustained • System-level conditions (funding, staffing, curriculum) drive outcomes • Families/community often excluded from data interpretation • Variation across ECE settings impacts readiness
Gaps	<ul style="list-style-type: none"> • Data lacks context beyond child outcomes • Limited data on infant-toddler care quality & FCC/FFN supports • Lack of disaggregated racial/ethnic data • Missing socio-economic, trauma, & mental health factors • Family engagement data often surface-level
Opportunities	<ul style="list-style-type: none"> • Expand data collection: workforce, family, curriculum fidelity, funding • Include families in interpreting & using readiness data • Identify & scale effective programs (e.g., Abriendo Puertas) • Apply equity lens: shift from 'deficits' to structural/systemic focus • Strengthen cross-sector collaboration (ECE, schools, family resource centers)

Discussion Prompts: 1. How do we expand beyond child-only outcomes to include system, workforce, and family context? 2. What does meaningful family voice look like in interpreting readiness data? 3. How do we ensure resources target structural inequities, not 'deficits'? 4. What programs or practices are working, and how can they be scaled? 5. Where are the best opportunities for cross-sector collaboration?

Unidos for ECE Alliance Committee Meeting Agenda

Mission Statement:

The Unidos for ECE Alliance advances equity and readiness for Latine children by raising awareness, driving policy change, and strengthening community leadership. Through advocacy, education, and collaboration, we work to dismantle systemic barriers, close opportunity gaps, and ensure all Latine children have equitable access to high-quality early learning experiences. We welcome and partner with allies committed to educational justice and equity, working alongside Black, Latine, Asian, immigrant, mixed-race, and all families to ensure every child has the opportunity to thrive.

Goals:

1. **Raise Awareness** about the school readiness gap, the impact of systemic inequities, and the specific challenges faced by Latine, and immigrant communities.
2. **Advance Equitable Policies** by developing and promoting actionable, data-informed recommendations that address systemic barriers and expand opportunity.
3. **Strengthen the Early Childhood Workforce** by supporting professional development, fair compensation, and leadership pathways for Latine educators.
4. **Promote Culturally and Linguistically Responsive Learning**, including the value of dual language programs and trauma-informed, inclusive practices.
5. **Elevate Community Leadership** by engaging families, leaders, and partners in shaping solutions and driving policy change.

Note on language:

We use the term *Latine* as a gender-inclusive way to refer to the Latino/a/x community. While many may be more familiar with "Latino" or "Latina," we intentionally use *Latine* to embrace all identities across our community. We welcome and honor the many ways people choose to identify themselves, and our goal is to foster understanding, inclusivity, and belonging for everyone.