



Unidos ECE Alliance\_ Workgroup

## May 2026 Meeting Agenda

**Date:** 5.4.26

**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"> <li><input checked="" type="checkbox"/> Claudia Quinonez, Co-chair (CCSF)</li> <li><input checked="" type="checkbox"/> Yohana Quiroz, Co-Chair (Felton, Unidos for ECE)</li> <li><input type="checkbox"/> Raul Chavez (SFUSD) informed he had conflict</li> <li><input type="checkbox"/> Heather Morado (Cross Cultural)</li> <li><input type="checkbox"/> Jessica Campos</li> <li><input type="checkbox"/> Ana Avilez</li> <li><input type="checkbox"/> Jennifer Martinez (DEC)</li> <li><input checked="" type="checkbox"/> <del>Mario Paz (Good Sam)</del></li> <li><input type="checkbox"/> Beiling Gonzalez (MNC)</li> <li><input checked="" type="checkbox"/> <del>Liz Cortez (MEDA)</del></li> <li><input type="checkbox"/> Veronica Figueroa (Wu Yee)</li> </ul>	

<p>2:05 pm</p>	<p>2026 Workgroup Goals Updates</p>	<ul style="list-style-type: none"> <li>Reviewed the updated <a href="#">stakeholder map</a> template and identified key organizations to contact for insights into their initiatives supporting Latine kindergarten readiness.</li> </ul> <p>Ericka shared Needs Assessment:  <a href="https://docs.google.com/document/d/1kXcTHBz1nWwJJ41BcguvGUO1J5QjRHnk/edit#heading=h.rirzghhofgw">https://docs.google.com/document/d/1kXcTHBz1nWwJJ41BcguvGUO1J5QjRHnk/edit#heading=h.rirzghhofgw</a></p> <p>School Readiness Concept Paper:  <a href="https://docs.google.com/document/d/1rmdAc_p-fzk-4avOJMU8nb5zeqFfjhIX6eWx5CNN2xc/edit?usp=sharing">https://docs.google.com/document/d/1rmdAc_p-fzk-4avOJMU8nb5zeqFfjhIX6eWx5CNN2xc/edit?usp=sharing</a></p> <p>Latino Children in San Francisco The Data, the Disparities, and the Drive for Change:  <a href="https://docs.google.com/document/d/1rmdAc_p-fzk-4avOJMU8nb5zeqFfjhIX6eWx5CNN2xc/edit?usp=sharing">https://docs.google.com/document/d/1rmdAc_p-fzk-4avOJMU8nb5zeqFfjhIX6eWx5CNN2xc/edit?usp=sharing</a></p>
<p>2:55 pm</p>	<p>Announcements, Closing, and Next Steps</p>	<p><b>Named</b> next steps in preparation for the June meeting.</p>
<p>Meeting Notes Recap</p>	<p><b>Quick recap</b>  The Latino Early Childhood Alliance meeting focused on developing a stakeholders map and discussing kindergarten readiness initiatives for Latine children in San Francisco. The group discussed current</p>	

challenges facing the Latino community, including housing instability, food insecurity, and immigration concerns, and how these factors impact early childhood education. Mario proposed a pilot program following children from early childhood through third grade with comprehensive support services. The group explored the possibility of hosting a summit to redefine school readiness and discussed the need for better collaboration with the San Francisco Unified School District. They also considered bringing in representatives from KRI to discuss their assessment tools and how they relate to Latine children. The conversation ended with agreement to continue conversations with the school district and potentially schedule a presentation from KRI representatives in the coming months.

### **Next steps**

- Dra.: Review and ensure the Zoom meeting links in the calendar invitation and agenda are correct and aligned
- All participants: Review the 2027 needs assessment outline shared by Dr./Erika and provide feedback and suggestions on data needs, topics, and data sources by next month

	<ul style="list-style-type: none"><li>● Claudia: Coordinate with Heather (and/or Raul) to schedule a presentation/discussion about KRI (Kindergarten Readiness Indicator) for the next meeting, including specific questions about Latine children and data sharing</li><li>● Claudia: Reach out to Raul to confirm his availability and involvement in upcoming meetings</li><li>● Mario: Suggest the topic of school readiness and holistic approaches as a focus area for the next Prosperity Initiative Summit (or similar summit)</li><li>● Group: Identify and reach out to a few key organizations to learn about their work and bring their perspectives into the group's ongoing conversations</li><li>● Group: Consider regular (quarterly or bi-monthly) meetings with SFUSD to discuss early care and education issues and collaboration opportunities</li><li>● Claudia: Pose specific questions to KRI/SFUSD presenters about how KRI data is used for Latine children and how to continue conversations with the school district</li><li>● Mario: Attempt to rearrange schedule to attend more meetings</li></ul>	
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- Group: Consider developing a summit (with Promise City, CPAC, and/or other alliances) focused on kindergarten readiness, including recording and producing a post-event brief or report for broader dissemination
  - Group: Explore the possibility of a pilot program following children and families from early education through third grade with comprehensive supports, and begin planning/advocating for this model
  - Group: Leverage the UPK mixed delivery work group as a resource and coordinate/align efforts with them moving forward
  - Group: Identify and invite relevant SFUSD staff (e.g., Raul, Heather, Michelle) to future meetings to build ongoing relationships and collaboration

## **Summary**

### **Organizational Financial Challenges Update**

The group welcomed new participants, including Erika who joined despite recovering from a recent accident requiring surgery, and discussed the potential addition of Veronica Figueroa from Wuyi to the committee, though she was unable to

attend the meeting.

**Latine Education Campaign Planning**

The group discussed issues with Zoom meeting links and reviewed a stakeholders map being developed for a Latine children's early childhood education awareness campaign. Claudia shared the map, which differentiates between organizations focused primarily on Latine children and those with broader focuses, and noted the addition of Good Samaritan to the list. The team aligned on next steps, including reaching out to identified organizations to gather information about their work and data, and discussed plans for future focus groups with parents to understand community barriers and needs regarding kinder readiness for Latine children.

**2027 Needs Assessment Planning**

The team discussed a 2027 needs assessment being developed with CPAC, which will incorporate a racial equity lens and include focus groups. Dr. shared a draft outline and requested feedback from the group by next month, particularly on data sources and potential topics to add. The needs assessment process is set to launch in July and will take over a year to complete, with the goal of being ready by

the end of 2027. Claudia emphasized the importance of elevating Latino community issues and ensuring these perspectives are incorporated into the assessment while also addressing current advocacy priorities.

**Latino Family Support Challenges**

Dra and Mario discussed the challenges facing Latino families in San Francisco, particularly regarding housing instability, food insecurity, and economic pressures. They highlighted how these issues impact early childhood education, with Mario noting that 26% of families in San Francisco are barely making ends meet, and the situation is likely worse for Latino families. Dra emphasized the need for high-level early intervention, including speech pathologists and family support services, to address the increasing trauma and stress in the community. They discussed the importance of advocating for policy changes and prioritizing holistic approaches to support vulnerable families, with Dra calling for a pilot program to provide comprehensive support from early care and education through third grade to improve literacy rates.

**Latino Community Equity Policies**

The group discussed advancing equitable policies for children

and families, particularly focusing on the Latino community's needs. Mario emphasized the importance of focusing on one key step at a time rather than trying to address all issues simultaneously. Claudia suggested gathering data on housing, food insecurity, health access, and immigration impacts to inform priorities, and proposed analyzing KRI data to identify specific areas where Latino children are falling behind in literacy and other subjects. The group agreed to prioritize data-driven decisions and potentially collaborate with allies working on immigration issues.

**Kindergarten Readiness  
Collaboration Planning**

The group discussed kindergarten readiness initiatives (KRI) and the need for better collaboration with the school district. Claudia mentioned reaching out to Heather from DEC/UPK about presenting on KRI and its integration with Latino children. The team explored potential partnerships with the school district, including involving Raul Chavez and discussing how KRI fits within the district's broader framework. Dra. shared a document highlighting challenges faced by Latino families, including housing

instability, and emphasized the need to rethink school readiness by considering whether schools are prepared to receive children rather than solely focusing on family and child preparation.

**School Readiness**

**Collaboration Planning**

Dra and Mario discussed the importance of defining school readiness and aligning efforts across different alliances, including collaboration with the Asian alliance and focusing on challenges faced by children of color. They explored ideas for making information more accessible, such as recording presentations and creating briefs or reports in different languages to educate various stakeholders, including educators who may not be part of current discussions. Mario suggested including school readiness as a topic in the next summit, which will also highlight housing instability.

**Kindergarten Readiness**

**Summit Planning**

The group discussed organizing a summit focused on kindergarten readiness, potentially involving Promise City, CPAC, and the school district. Mario suggested this could be a good opportunity to highlight holistic approaches that work in communities of color, particularly around

culturally responsive practices and family engagement. Dra. outlined key guiding questions for the concept paper, including how families and educators view school learning, cultural adjustments in teaching practices, and policy supports for school readiness, noting that research shows schools are not currently ready for children and that models like the MPN Early Learning Network have shown effectiveness.

**Latino Education Strategy Planning Meeting**

The group discussed strategies to improve educational outcomes for Latino children in San Francisco, focusing on breaking down silos between organizations and working more collaboratively with the school district. Mario proposed a pilot program that would provide comprehensive support to children from pre-K through 3rd grade, including intervention specialists and family engagement, to help prepare them for kindergarten. The group agreed on several next steps, including scheduling regular meetings with the school district, having a conversation with KRI about their assessment tools, and identifying other organizations to learn from. They also discussed the need for more Latino representation on the

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

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.