

Measure C Community Listening Sessions

Key Themes and Recommendations

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Introduction and Summary of Findings

This brief describes the key themes and participant recommendations that emerged from six community listening sessions (CLSs) hosted by First 5 Alameda County (First 5 Alameda) and facilitated by WestEd. The CLCs provided a platform for interest holders to share their most urgent and important priorities related to the Children’s Health and Child Care Initiative for Alameda County (Measure C). Participants engaged in discussions about the current landscape of early care and education (ECE), identifying both strengths and areas for improvement. Their insights offer a deeper understanding of the most pressing needs in the community and inform the 5-year plan for Measure C to enhance services, resources, and support systems.

Summary of Findings

Participant insights fell into four key themes.

1. Workforce development

- The size of the ECE workforce is not sufficient to meet demand, so it is important to address the entire career pathway for providers, including recruitment, professional development, and retention.

2. Wages and compensation

- Wages and other types of compensation are not keeping up with the cost of living in the Bay Area.

3. Family access and supports

- The whole ecosystem of organizations and agencies that serve young children and their families are essential partners for improving the ECE system.
- Barriers to family access include the complicated subsidy system, childcare “deserts,” and the need for care during nontraditional hours.
- ECE settings need to be equipped to serve linguistically and culturally diverse families.
- ECE settings need to be equipped to provide additional support—such as early intervention strategies and referrals to specialists—for families with young children who are neurodiverse; are gifted; or have developmental delays, disabilities, or other special needs.

- There is a need for stronger coordination between preschools and elementary schools.

4. Facilities and infrastructure

- Facilities experience significant wear and tear, which is expensive for providers to address.
- Families and providers share a desire for more parks, playgrounds, and public spaces that are safe and appropriate for early learning activities.

Additionally, WestEd facilitated a dedicated community listening session for family, friend, and neighbor (FFN) caregivers. This session underscored the special value of FFN caregivers in the early childhood ecosystem, providing care deeply rooted in trust, cultural connection, and specialized care. Five themes emerged from this session.

1. Additional education, training, professional development, and incentives for participating in educational opportunities are desired.
2. There is a desire to bring together FFNs for greater community and to overcome isolation.
3. Additional outreach and information about the definitions and the benefits of being designated as FFN caregivers are desired.
4. There are significant economic gaps between center and family childcare (FCC) providers.
5. There is a need for support with transportation.

The Measure C Initiative

In March 2020, voters in Alameda County passed Measure C, a countywide, sales tax–funded health care and childcare initiative, which will generate an estimated \$150 million annually for the initiative’s Childcare, Preschool, and Early Education Fund. The measure was upheld by the California State Supreme Court in April 2024 and is now being launched. Measure C’s Childcare, Preschool, and Early Education Fund has three key aims:

- provide additional support for and expanded access to high-quality childcare, preschool, and early education services for children and families with low and middle income in Alameda County;
- improve wages and compensation for participating childcare providers and early educators who provide services under this ordinance; and
- promote wellness, kindergarten readiness, and school success.

Measure C’s initial investments will include a 2-year Emergency Stabilization Fund to provide short-term relief aligned with the measure’s objectives.

Important Note

By First 5 Alameda's estimate, the cost of addressing the full scope of needs in Alameda County's ECE ecosystem may be as much as \$1.3 billion, not counting capital investments in facilities. Measure C mandates a minimum wage floor and prioritizes the funding of child care subsidies for families. This means that the distribution of funds will require a critical look at eligibility as there is not enough funding to pay for everyone or everything.

Although Measure C funding has enormous potential for transformational impact, \$150 million per year is not sufficient to address every need across Alameda County. Therefore, not every participant recommendation can be implemented, and strategic prioritization will be essential to setting the 5-year plan.

Measure C names equity as a guiding principle. Therefore, prioritizing those most in need of resources and support must be one criterion for determining how best to allocate Measure C funding.

First 5 Alameda's Roles and Responsibilities

First 5 Alameda's mission is to ensure that policies, systems, communities, and schools support families and children by creating the conditions that position all for success. As the administering agency for the early childhood portion of Measure C, First 5 Alameda is charged with

- developing a 5-year program plan and budget to guide the first 5 years of implementing Measure C;
- administering programs and services and award funds;
- staffing the community advisory committee (CAC), which provides input for the 5-year plan and evaluation; and
- operating with transparency, public accountability, and good fiscal stewardship of public resources.

Measure C is governed by the First 5 Alameda County Commission and the Alameda County Board of Supervisors.

The Community Listening Sessions

To ensure that the 5-year strategic plan reflects the priorities and needs of Measure C's interest holders, First 5 Alameda engaged WestEd to facilitate a series of CLSs as part of a broader participatory, community-informed process.¹ The purpose of the community CLSs was to gather diverse input from interest holders to inform and guide the implementation and alignment of local ECE initiatives in

¹ Similar listening sessions were hosted for Measure AA, the Oakland Children's Initiative's Early Childcare Fund, for which First 5 Alameda serves as the implementation partner.

Alameda County. The CLSs focused specifically on identifying key priorities and challenges related to ECE, including the following topics in the first five sessions:

- workforce development
- wages and compensation
- family access and supports
- facilities and infrastructure
- quality improvements, family supports, coordination, navigation, and inclusion

A sixth CLS focused on the experiences and unique needs of FFN caregivers. Details about the CLSs can be found in the [Methodology section](#) of the report.

By engaging families, childcare providers and caregivers, community organizations, and other interest holders, these CLSs provided critical insights into areas such as emergency stabilization needs, capacity building, compliance and oversight, family caregiver navigation, and the use of policy tools like the Early Development Instrument (EDI) to guide investments. Additionally, the feedback gathered will help inform the strategic allocation of resources, improve coordination among services, and enhance the effectiveness of Measure C's mandate to promote, support, and improve early childhood development across Alameda County. These CLSs served as a vital component in building a more inclusive, equitable, and sustainable ECE system for Alameda County.

The Emergency Stabilization Fund

Although the Emergency Stabilization Fund was not a focus of the CLSs, several participants testified about the emergency grants that are part of the fund. In alignment with Measure C's mandate to prioritize equity, eligibility to receive these grants is determined by (a) the extent to which the provider is serving young children in the subsidy program and (b) the extent to which services are being provided within a geographic census tract with poverty at 5 percent or higher.

Participants advocated removing the eligibility requirements so that all providers in Alameda County could access the grants regardless of geographic location or population served. Some also requested that the grants received through the Emergency Stabilization Fund be increased to \$100,000 for large FCCs and \$90,000 for small FCCs.

The Fund, which is the initial investment of the 5-year plan, does not include long-term investments of wages and subsidies for child care. The eligibility criteria for these future Measure C programs will need to meet the ordinance equity principles. They will also need to be refined with the establishment of the ordinance-mandated countywide minimum wage floor and the build-out of family supports such as subsidies for child care. The 5-year plan will need to balance immediate needs with long-term sustainability of the wage increases and other components.

WestEd Recommendations

The CLS process was an important mechanism for First 5 Alameda to ensure that the Measure C 5-year plan deeply reflects community priorities and responds to community needs. The insights shared in this process were rich, setting a firm foundation for a participatory, ecosystemic approach to enhancing impact for the measure. As the administering agency for Measure C and as a trusted, nonpartisan agency in the county, First 5 Alameda is well positioned to ensure the measure's success. WestEd's final recommendations follow.

Continue to ensure that the 5-year plan adheres to the equity aim of Measure C.

The measure seeks to promote wellness, kindergarten readiness, and school success, with particular attention paid to the needs of children and families with low or middle incomes, experiencing homelessness, and from historically underserved communities. This equity aim provides one important criterion—demographic population and geography—for making decisions about how best to allocate these limited resources.

Continue to integrate participatory approaches into Measure C's implementation.

Participatory approaches support the continuous improvement of Measure C's implementation and ensure its tight alignment with interest holders' goals and needs. Continue to seek approaches that reach families where they are to talk about their priorities and the strengths and needs of the system. Meeting with families prioritized by Measure C in settings they typically frequent, such as playgroups and libraries, will ensure that their voices are included in community engagement and the focus of decision-making. Additionally, the 5-year plan should invest in programs that support family and child well-being.

Take an ecosystemic approach to impact.

Complex systems issues call for multidisciplinary, interdependent, enduring strategies. In Alameda County, the well-being and development of young children and their families is the shared responsibility of all child- and family-serving agencies, not just the ECE sector. Therefore, WestEd recommends that First 5 Alameda build upon existing partnerships and seek new partnerships across the entire ECE ecosystem in order to share resources and strategies and amplify Measure C's impact. By working in concert with the entire ecosystem of ECE programs and service providers, Measure C can help ensure

that providers and families experience seamless and effective supports and that impact is sustainable. For example, First 5 Alameda could work with local elected officials and city and county administrators to leverage local tax investments; include consideration of ECE in policies that impact families and their care providers (e.g., economic development, city planning, public transportation); share school readiness data to inform investment in social and health and human services; and elevate policy priorities to state and federal government.

Continue to seek opportunities for alignment and coherence with other major policies and initiatives and for system building in partnership with local and state leaders.

Consider how best to align Measure C with other mission-aligned initiatives, such as the Oakland Children’s Initiative. By working to bridge silos and create an aligned and coherent ECE system for Alameda County, Measure C can strengthen outcomes for providers, families, and the young children they care for. Essential dimensions of alignment and coherence include shared goal setting, shared data across initiatives and public systems, aligned and intentional strategic communications, funding and policymaking, collaborative capacity building, and shared engagement of interest holders. In particular, First 5 Alameda could work with other local agencies to leverage and coordinate funding streams, including analyzing existing allocations and utilization of funds; exploring opportunities to potentially administer state funding locally; and maximizing all funding to ensure local funds that have the most administrative flexibility are the funding source of last resort. These themes will be explored separately in a forthcoming systems alignment brief.

Continue to prioritize promising, effective, and enduring solutions.

Though Measure C’s funding is significant—even transformational—it is insufficient to meet all of the ECE needs in Alameda County. Thus, the 5-year plan should prioritize high-leverage opportunities to improve the system in long-term ways rather than investing in opportunities that are short-term or do not result in lasting systems improvement.

Key Themes and Participant Recommendations

Four key themes emerged from the testimony of participants in all six CLSs. These themes reflect the ongoing challenges and priorities in Alameda County’s ECE system:

1. Workforce development
2. Wages and compensation
3. Family access and supports
4. Facilities and infrastructure

This section presents a discussion of these themes, along with relevant insights and specific recommendations from the participants to address them.

“As you know, high-quality childcare is essential to the well-being and development of our children, as well as to the economic stability of our community. However, many daycare providers, especially small and locally owned businesses like mine, are facing significant financial challenges in meeting the rising costs of operation, including staff salaries, facility maintenance, and supplies.”

—Emailed testimony

Theme 1. Workforce Development

The size of the ECE workforce is not sufficient to meet demand, so it is important to address the entire career pathway for providers, including recruitment, professional development, and retention.

Participants described challenges with attrition as providers leave the field for better paying roles—such as those offered in K–12 education—which FCCs cannot afford to match. Participants further emphasized the need for more accessible professional development opportunities (i.e., online and in-person learning with flexible schedules and in multiple languages), including career ladder frameworks and stipends for degree programs, mentorships, and paid apprenticeships. Participants also underscored that investing in the ECE workforce through education opportunities and fair wages is an essential element of treating providers as respected professionals.

Participant Recommendations to Consider

- Expand tuition assistance, mentorship programs, and incentives for ongoing professional growth. Include youth in apprenticeships in order to foster the next generation of providers.
- Create and maintain provider networks to share resources, advice, and support and to create a greater sense of community and professional camaraderie.

“In this field, we are the first ones to welcome children into their learning journey.”

—Participant testimony

Theme 2. Wages and Compensation

Wages and other types of compensation are not keeping up with the cost of living in the Bay Area.

Participants underscored the need for ECE providers to earn wages that match the cost of living. Some FCC providers shared that they feel overlooked in wage supplement programs, and they advocated for stipends based on licensed capacity rather than enrollment numbers. Further, several participants mentioned that the minimum wage for fast-food workers in California is now \$20 per hour, significantly higher than what many FCC providers can offer their staff. Burnout, financial instability, and loss of talent to higher paying industries are persistent concerns. Beyond wages, participants called for access to health care, retirement plans, mental health supports, and student loan forgiveness to improve provider retention.

Participant Recommendations to Consider

- Raise base wages for ECE providers so that compensation is competitive with other jobs. Ensure salary equivalence between FCC providers and center-based educators.
- Improve workforce stability by expanding benefits such as paid leave, retirement accounts, and health insurance.
- Provide direct financial support (i.e., grants) and wage supplements for FCC providers.

“To keep good teachers, we need clear career pathways and better wages.”

—Participant testimony

Theme 3. Family Access and Supports

The whole ecosystem of organizations and agencies that serve young children and their families are essential partners for improving the ECE system. Participants expressed gratitude for the support of resource and referral agencies, family service organizations, family resource centers (FRCs), and parent-led advocacy groups that provide critical support to families who need access to additional services.

These supports include their children’s care and education as well as related wraparound supports such as access to food and housing, support for finding employment, and access to mental health services. Further, home-based childcare providers have been instrumental in serving families who are displaced, families facing homelessness, children who are in foster care, and multilingual families who may face barriers to care. Libraries and community centers also serve as crucial hubs for information, resources, and learning opportunities for families.

“FRCs are a lifeline for families who may not have access to traditional childcare or early education programs. They provide essential services such as parenting support, early childhood education resources, health referrals, and community connections—helping to bridge the gap for families who might otherwise fall through the cracks. Investing in these centers ensures that all children, regardless of their care setting, receive the support they need to thrive. I urge First 5 Alameda to prioritize funding and resources for family resource centers as part of the Measure C implementation. Strengthening these community hubs will enhance family stability, promote early childhood development, and ensure equity in access to critical services.”

—Email testimony

Barriers to family access include the complicated subsidy system, childcare “deserts,” and the need for care during nontraditional hours. Providers shared that they commonly struggle with getting children in the subsidy program placed in their care, and families shared that they commonly struggle with long waiting lists for placement. This high demand from families eligible for the subsidy program and the high supply of providers available to serve them indicate inefficiency in the placement process. Participants identified many potential reasons for this disconnect in the system. Some providers indicated that resource and referral programs have not been effective in placing families with them. Both families and providers reported struggling with navigating subsidy applications, meeting eligibility requirements, and waiting on slow reimbursement systems. This feedback highlights the need for simpler, streamlined processes. Participants emphasized the need for assistance for families who do not qualify for the subsidy program but still struggle with costs. Additionally, participants shared that families in childcare “deserts” and rural areas struggle to access care due to limited transportation options. Finally,

participants also described challenges with finding care after school (especially for partial-day programs), in the evenings, and overnight. Tools such as the centralized eligibility and enrollment system required by Measure C may help families, caregivers, and providers overcome these barriers by providing transparency and greater ease of use.

ECE settings need to be equipped to serve linguistically and culturally diverse families. Families and providers called for more bilingual providers, culturally relevant curricula, and inclusive and trauma-informed practices to better support diverse communities. Providers requested more training, funding, and specialists to ensure inclusive practices and multilingual supports in childcare programs.

ECE settings need to be equipped to provide additional support—such as early intervention strategies and referrals to specialists—for families with young children who are neurodiverse; are gifted; or have developmental delays, disabilities, or other special needs. In several CLSs, participants highlighted that early childhood is a critical time for identifying developmental needs in young children and called for improved access to inclusive childcare environments and better developmental screening and early intervention services. Support programs for children with special needs, such as Help Me Grow, have been beneficial.

There is a need for stronger coordination between preschools and elementary schools. Finally, providers and families emphasized the need for stronger coordination between preschools and elementary schools in order to support smooth transitions, particularly for students who are in special education.

“Parents are the first and best teachers and advocates for their children, so I would like to see supports for families prioritized, with parents both included in the services and valued as the experts.”

—Participant testimony

Participant Recommendations to Consider

- Simplify and strengthen the subsidy system so it can serve more families and providers.
 - Create a centralized hub or support system to guide families through subsidy applications and enrollment more efficiently. (Such a system is already mandated in Measure C.) Consider self-certification to the extent allowed by law or, as a first step, regulation.
 - Designate Measure C funding for increasing available subsidized slots and lower income eligibility barriers, especially for middle-income families.

- Work across child- and family-serving sectors and systems to improve family access and child learning and development outcomes.
 - Streamline pathways between related programs, such as WIC and childcare subsidies, for easier access to services.
 - Fund targeted outreach campaigns to increase the awareness of available childcare options, particularly among underserved communities.
 - Fund transportation assistance programs or expand mobile childcare services.
 - Strengthen collaboration between early childhood educators and K–12 schools through transition planning and shared training opportunities.
- Support families and providers with early intervention and inclusion.
 - Enable early intervention reimbursements for providers through regional centers, care management organizations, and other partners.
 - Expand funding for inclusion specialists and family navigators. Additionally, train childcare providers in early intervention strategies. For example, consider ways to offer strategies and referrals onsite for providers and parents. Ideally, a team of specialists follows children who have unique needs through their educational journey.
 - Invest in professional development for providers.
- Support professional development in multilingual education and culturally responsive practices.

Theme 4. Facilities and Infrastructure

Facilities experience significant wear and tear, which is expensive for providers to address. Facilities are essential to both sustainability and quality of care. Many providers raised significant concerns about the wear and tear on their facilities, and they expressed an urgent need for funding for basic repairs, safety upgrades, and compliance with the Americans with Disabilities Act (ADA). Furthermore, as 3- and 4-year-olds move into universal prekindergarten and transitional kindergarten, providers are shifting to serve more infants and toddlers. As a result, providers must convert their facilities to be developmentally appropriate for younger children. The challenge of this additional cost is compounded by the fact that the provider-to-child ratios are much smaller for infants and toddlers, limiting the income of the provider.

Participants expressed gratitude for Low Income Investment Fund (LIIF) grants, which have supported facility improvements to flooring, plumbing, kitchen upgrades, and more. However, some providers noted concerns about delays and inefficiency. Providers also shared that facility renovation grants were difficult to access due to zoning restrictions, fire safety requirements, and licensing hurdles. Notably, some FCC providers reported facing rent hikes when landlords learned their homes were used for childcare, making economic sustainability difficult to achieve.

Families and providers share a desire for more parks, playgrounds, and public spaces that are safe and appropriate for early learning activities. Providers described wanting to see more partnerships with school districts and municipalities for greater access to shared spaces such as recreation centers, and

they would like to see revitalized opportunities for programs such as mobile libraries. Investments in community safety, such as crossing guards and better street lighting, also support the needs of their facilities.

“Financial assistance helps us to ensure that facilities are safe, developmentally appropriate, and open.”

—Participant testimony

Participant Recommendations to Consider

- Ensure that facility grants serve all types of providers, including large and small childcare centers, home-based providers, and providers who are currently not serving children and families in the subsidy program. Related, tier the amount of funding available by small/start-up programs, midsize programs, and large programs.
- Provide emergency facility grants (i.e., for repairs and appliance replacement and temporary childcare during repairs) and long-term infrastructure funding (i.e., climate resiliency, HVAC systems, lead and hazard removal, safe water, sunshades, outdoor lighting, security systems, playground structures).
- Simplify the grant application process and provide technical assistance for providers who are navigating facility improvements. Create a hub of information about quality standards and practices.
 - Create a navigation center where providers can apply for permits and contractors. Provide training and support to administrators about applying for and monitoring facilities funding.
 - Hold training for tradespeople, construction managers, and so on, regarding childcare facility requirements, health and safety standards for building materials, and the like.
 - Provide a listing of contractors, businesses, and tradespeople who have experience renovating and constructing childcare facilities using environmentally safe and healthy materials.
 - Hold a trade show specifically regarding safe building materials and equipment for childcare programs, including flooring, playground materials, and technology.
 - Offer a helpline should providers need assistance during improvements.
- Offer rental assistance programs or work with policymakers to protect home-based providers from predatory rent increases. Advocate for rental assistance or homeownership support programs for childcare providers in order to ensure long-term stability.

- Invest in shared community spaces (i.e., parks, libraries, and FRCs) and partner with local governments and school districts to provide public spaces that are friendly to early learning.

The Perspectives of Family, Friend, and Neighbor Caregivers

WestEd facilitated a dedicated CLS for FFN caregivers. This session underscored the special value of FFN caregivers in the early childhood ecosystem, providing care deeply rooted in trust, cultural connection, and specialized care. Further, FFNs provide care that “fills in the gaps” of other caregivers and providers in the ecosystem by providing weekend and overnight care and essential wraparound support. Many participants described FFN caregivers as the backbone of their communities who provide a safe, nurturing, and culturally familiar environment for children.

First 5 Alameda defines an FFN caregiver as one who is “an informal, license-exempt provider who cares for children, typically in a home setting. This includes relatives, close friends, or neighbors. They are trusted community members who offer childcare outside of formal settings like centers or preschools.

In California, license-exempt childcare providers, including FFN caregivers, can legally provide childcare under certain circumstances:

- They may care for children from only one other family (excluding their own) at a time without needing a license.
- If they care for children from multiple families, they must be licensed unless they qualify for an exemption (e.g., caring only for relatives).

Additional education, training, professional development, and incentives for participating in educational opportunities are desired. Some caregivers are eager for support in pursuing early childhood education, moving toward earning their licenses, and starting their own businesses. Budgeting classes were mentioned as a practical example. Several participants wanted to learn new strategies, such as managing challenging behaviors and serving the needs of children with disabilities. Participants also described their unique role of supporting the needs of refugee families, families whose members are undocumented, and other families who are often overlooked by traditional systems.

There is a desire to bring together FFNs for greater community and to overcome isolation. Several participants stated that their role can be isolating, both for the caregiver and the children they care for. Opportunities for training, hearing from speakers, attending playgroups, and visiting neighborhood heroes like firefighters can help promote connection.

Additional outreach and information about the definitions and the benefits of being designated as FFN caregivers are desired. Several participants were eager to understand how they could join the subsidy program and asked for technical assistance with navigating the program.

There are significant economic gaps between center and FCC providers. Several participants talked about the importance of alternative payment programs for caregivers who do not qualify for the subsidy

programs. Additionally, FFN caregivers in Alameda do not receive adjustment factors for caregiving on evenings and weekends as center providers do.

There is a need for support with transportation. Participants asked for support with transporting children from their daycare settings to their evening and overnight caregivers. Participants also shared a desire for transportation to community spaces.

Participant Recommendations to Consider

- Provide access to additional education, training, professional development, and incentives for participating in educational opportunities.
- Consider ways to bring FFNs together for greater community and to overcome isolation.
- Invest in additional outreach and provide additional information about the definition of an FFN caregiver and the benefits of being designated as FFN caregivers.
- Provide additional financial support and benefits in order to equitably close the gaps between FFN caregivers and center and FCC providers.
- Provide support with transportation needs.

“Our FFN workforce are [a field] of potential that aligns with the childcare expansion needs of Alameda County. Let’s invest in the FFN workforce and the much needed childcare slots.”

—Participant testimony

Methodology

Overview of the Community Listening Sessions

The CLSs were formal meetings of the CAC. They followed the Brown Act—also known as the open meeting law—which is a California law that aims to ensure the public’s right to attend and participate in local legislative meetings.

Each CLS was topic specific, and sessions were approximately 2 to 3 hours long. Sessions were hosted on either a workday evening (5:30 p.m. or 6 p.m. to 8 p.m.) or a Saturday morning (9 a.m. to noon).

Childcare and food were provided. The CLSs were facilitated to include both in-person and remote testimony. Enhanced interpretation and translation services were provided. Promotional materials and the CAC meeting books were translated into Alameda County’s six threshold languages: Spanish, Cantonese, Vietnamese, Farsi, Cambodian, and Tagalog. Interpretation services in Cantonese and Spanish were provided at every meeting, and interpretation of other languages was available upon request. Table 1 provides a summary of the meetings’ topics, dates on which they were held, and number of participants.

Table 1. Summary of Community Listening Session Topics, Dates, and Number of Participants

Community listening session topic	Date	Number of participants
Workforce development	December 4, 2024	89
Family access and supports	December 18, 2024	133
Wages and compensation	January 11, 2025	153
Facilities and infrastructure	February 1, 2025	106
Quality improvements, family supports, coordination, navigation, and inclusion	February 5, 2025	128
Family, friend, and neighbor caregivers	March 1, 2025	62

Each CLS included two main components:

- **public comment** to allow participant testimony guided by three questions:
 - What is currently working related to this topic?
 - What would you change related to this topic?
 - What questions do you have about this topic?
- **a prioritization activity** to allow participants to identify their highest priorities from the themes that emerged during public comment

During public comment, participants were given either 2 or 3 minutes to speak depending on the length of the meeting and the number of people who signed up to testify. WestEd staff took detailed notes, paying particular attention to recurring themes or significant insights shared by the participants.

Categories were created during the listening process to organize emerging themes, which served as the basis for the prioritization activity. At the end of each session, these themes were listed on chart paper and posted around the room. Before they left the meeting, participants were invited to place one sticky dot—yellow for public participants and green for CAC members—at the theme they deemed to be of the utmost priority. Participants also had the options to write additional thoughts on sticky notes or send an email of further reflections to a dedicated account after the meeting. These prioritization activities provided critical insight into which themes and issues were most pressing to those in attendance, further helping WestEd identify trends and determine the most important priorities.

Materials Analyzed

WestEd analyzed the following materials for this report:

- written materials related to Measure C, including
 - the Measure C and OCI ordinances
 - the Emergency Stabilization Fund proposal
 - presentations, meeting materials, and memos for CAC meetings
 - notes from meetings with First 5 Alameda staff
- CLS meeting materials and notes included
 - presentations and talking points prepared for the CLSs
 - WestEd notes from the CLS meetings
 - CLS meeting recordings and transcripts
 - CLS prioritization activities with sticky dots and sticky notes
- emails to a dedicated account for the Measure C CLSs

Process of Analysis

After the CLSs were complete, WestEd's research staff reviewed the recorded sessions to gain a full recap of all the participants' contributions. WestEd also conducted a thorough review of the full transcripts to cross-check the notes, ensuring that no insights or important details were missed. Additionally, all participant statements were cross-checked with the recording transcripts to ensure accuracy before being included in the analysis. This review also included an analysis of the Zoom chats of participants who joined the meetings online, in which additional contributions and comments from participants were often shared. The recommendations and suggestions made by participants were carefully documented, ensuring that their input was reflected in the final synthesis. By combining real-time categorization, prioritization activities, and a meticulous review of session transcripts and chat data, WestEd developed a comprehensive and accurate synthesis of the participants' perspectives and priorities. This iterative approach ensured that the analysis was both thorough and reflective of the diversity of participant input.

