



**CITY OF OAKLAND  
CHILDREN'S INITIATIVE OVERSIGHT COMMISSION  
REGULAR MEETING AGENDA  
Thursday, January 23, 2025  
4:00 PM  
1 Frank H. Ogawa Plaza, Oakland, CA  
Hearing Room #2**

**Oversight Commission Members:**

Bernadette Zermeño (D-7), Edgar Rodriguez-Ramirez, Jessica Jung (D-2), Kareem Weaver, Kym Johnson (D-4), Lange Luntao, Melanie Moore (D-2), Priya Jagannathan, Rickey Jackson (D-3)

**PUBLIC PARTICIPATION**

The Children's Initiative Oversight Commission encourages public participation. The public may observe the meeting in-person or via Zoom. For details on public comment, see below.

**OBSERVE:**

**Please click the link below to join the meeting:**

<https://us06web.zoom.us/j/83964735797>

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+1 346 248 7799 US (Houston)

+1 312 626 6799 US (Chicago)

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US

+1 646 558 8656 US (New York)

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**PROVIDE PUBLIC COMMENT:** Below are the ways in which to make public comment within the time allotted for public comment on an eligible Agenda item.

**Comment in advance:**

To send your comment directly to the Oakland Children's Initiative Oversight Commission and staff BEFORE the meeting starts, please send your comment, along with your full name and agenda item number you are commenting on, to Jennifer Cabán at [info-oci@oaklandca.gov](mailto:info-oci@oaklandca.gov). Please note that eComment submissions close one (1) hour before posted meeting time. All submitted public comment will be provided to the Oakland Children's Initiative Oversight Commission prior to the meeting.

**In-Person:**

Each person wishing to speak on items must fill out and submit a speaker's card to staff prior to the meeting. Members of the public can address the Oakland Children's Initiative Oversight Commission in-person only and shall state their name and the organization they are representing, if any.

If you have any questions about these protocols,  
please e-mail Jennifer Cabán at [info-oci@oaklandca.gov](mailto:info-oci@oaklandca.gov).

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*Persons addressing the Children's Initiative Commission shall state their names and the organization they are representing, if any.*

	AGENDA ITEM	SCHEDULE	ACTION	ATTACHMENTS
<b>1</b>	<b>Welcome</b>	04:00 PM	AD	
<b>2</b>	<b>Roll Call</b>	5 Minutes	AD	
<b>3</b>	<b>Review of Agenda</b>	2 Minutes	AD	
<b>4</b>	<b>Open Forum (Non-Agendized Items)</b>	5 Minutes	AD	
<b>5</b>	<b>December Commission Minutes</b>	5 Minutes	A	Attachment 1
<b>6</b>	<b>Two Year Evaluation Update – American Institutes for Research (AIR) Presentation + Q&amp;A</b>	40 Minutes	I	Attachment 2
<b>7</b>	<b>Review and Approve Updated Glossary of Terms</b>	20 Minutes	I	Attachment 3
<b>8</b>	<b>Commission Discussions –</b> <ul style="list-style-type: none"> <li>• Annual Calendar of Events DRAFT</li> <li>• Communications</li> <li>• Commissioner Recruitment &amp; Transition Planning</li> <li>• Local/State Legislative Updates</li> </ul>	25 Minutes	AD	Attachment 4
<b>9</b>	<b>Accountability Officer Memo</b>	10 Minutes	A	Attachment 5
<b>10</b>	<b>Wrap-Up &amp; Next Steps</b>	5 Minutes	AD	

**A = Action Item    I = Informational Item    AD = Administrative Item  
A\* = Action, if Needed**

Do you need an ASL, Cantonese, Mandarin or Spanish interpreter or other assistance to participate? Please email [info-oci@oaklandca.gov](mailto:info-oci@oaklandca.gov) or call (510) 238-6840 or (510) 238-2007 for TDD/TTY five days in advance.

¿Necesita un intérprete en español, cantonés o mandarín, o otra ayuda para participar? Por favor envíe un correo electrónico a [info-oci@oaklandca.gov](mailto:info-oci@oaklandca.gov) o llame al (510) 238-6840 o al (510) 238-2007 para TDD/TTY por lo menos cinco días antes de la reunión. Gracias.

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# Children's Initiative Oversight Commission

## **Community Agreements**

- **Respect, Integrity, and Trust:** Speak your truth with curiosity and respect and be honest and constructive in disagreements. Ensure your communication reflects integrity in how you speak and receive information.
- **Accountability and Engagement:** Show up both physically and emotionally. Be accountable for your participation and commitment to the group's goals. Be intentional about how time is spent, ensuring we cover everything on the agenda and remain transparent about what is scheduled.
- **Curiosity and Accessibility:** Lean into curiosity, ask questions, and make information and processes accessible to all.
- **Community Voice and Inclusivity:** Center and channel the community's voice, ensuring that diverse perspectives are heard and valued.
- **Levity and Fun:** Embrace a positive and enjoyable atmosphere, incorporating levity and fun into the process.



# Attachment 1

## Children's Initiative Oversight Commission Meeting Notes



**Date:** December 5, 2024

**Time:** 4pm – 6pm

**Location:** City Hall – Hearing Room 2

### Attendees:

**Commissioners:** Jessica Jung (D-2), Kym Johnson (D-4), Lange Luntao, Melanie Moore, Priya Jagannathan, Rickey Jackson (D-3)

**Staff:** Jennifer Cabán – Accountability Officer; Nayeli Bernal – Program Analyst

### **Presenters:**

- ***Oakland Promise:*** Veena Pawloski – Chief Program Officer; Adam Berke – Chief Financial and Operations Officer

### Agenda Items:

#### 1. Welcome

#### 2. Roll Call

- Meeting called to order at 4:05pm.

#### 3. Review of Agenda

- The agenda was re-organized to move item #8 up to #6 (FY24-25 Program Plan and Budget Implementation Partner Presentation and Discussion – Oakland Promise) to ensure quorum. Commissioner Jackson moved to approve; Commissioner Johnson seconded. Motion unanimously approved.

#### 4. Open Forum (Non-Agendized Items)

- No public comments.

#### 5. Commission Minutes (October)

- Review of minutes for the October Commission meeting. C. Jagannathan moved to approve; C. Jackson seconded. The motion passed with the following votes:
  - **Yes:** C. Johnson, C. Luntao, C. Jagannathan, C. Jackson
  - **Abstained:** C. Jung, C. Moore
  - **No:**

#### 6. FY24-25 Program Plan and Budget Implementation Partner Presentation and Discussion – Oakland Promise

- Veena Pawloski (Chief Program Officer) and Adam Berke (Chief Financial and Operations Officer) presented on the FY24-25 Program Plan and Budget for

Oakland Promise. The presentation shared key areas of investment. Key highlights included:

- OP Programming, Evaluation, & Community Engagement
- Program Subcontractors
- Direct Payments to Students, Families & Schools (i.e. Scholarships)
- Administrative Costs
- The Commission agreed to consider presentation opportunities that may impact the work of College Access such as:
  - Current college-going landscape
  - Governor's budget
  - Post-secondary data

#### **7. November Children's Initiative Events Debrief – College Day & Kith Connections**

- Presentation reflected Oakland Children's Initiative two inaugural events which include:
  - College Day held on November 2<sup>nd</sup>. The event was held in partnership with OUSD, CSU, and Oakland Promise which brought together 350 students and families to connect with representatives from CSU campuses to learn about the college application process; and
  - Kith Connections on November 14<sup>th</sup>. This event was held to strengthen community partner relationships to build connections and further the goals of the Initiative.
- Commissioner feedback included more regular engagements with community partners and more intentional promotion for future College Day events.

#### **8. Accountability Officer Report**

- There were no questions on the report.

#### **9. Wrap-Up & Next Steps**

- Meeting adjourned at 6pm.
- Next meeting will be Thursday, January 23<sup>rd</sup> 4-6pm.

Attachment 2



# Oakland Children's Initiative 2Yr Evaluation Update

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January 2025

# Overall Goals of the Oakland Children's Initiative's 2Yr Evaluation

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- Aid the City of Oakland to identify the **impact of its investments and overall implementation**
- Offer insights and **suggestions that will inform the next iteration of 5-year Guidelines** to better meet real-time community needs and uplift areas of improvement to align the work
- **Enhance existing practices and RBA metrics**



## Research Questions: Implementation

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1. How are the selected Implementation Partners, and their priority partners and subcontractors, implementing the Oakland Children's Initiative (the Initiative)?
2. What is the effectiveness of the Initiative's infrastructure? How can the Initiative be improved and what levers need to be put into place?

## Research Questions: Economic Impact

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3. How are Initiative resources being used and leveraged, including in braiding and blending of other resources to support the work?

## Research Questions: Big Picture

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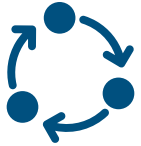
4. How can the Initiative help create a continuous cradle to career pathway? What are the challenges and opportunities?
5. How can the Initiative improve the next 5-Year Guidelines to better meet the more immediate needs of children, youth, and families?
6. How should the Initiative measure its collective impact in the short and long term?

# Evaluation Approaches

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Collective Impact Study Design



Process Study



Economic Impact Study



RBA Measures



Ongoing Community Engagement

## Update

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- The contract with AIR was finalized in early December 2024.
  - AIR is working to finalize a subcontract with RDA Consulting in January 2025.
- Work in December 2024 and January 2025 has included:
  - Interview and focus group protocols for the process study are in development
  - Data collection planning calls have been initiated with implementation partners
  - Planning for the economic impact study has begun

# Process Study Activities

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Interviews with partner and subcontractor staff:

- First 5 Alameda County Staff
- OUSD Administrators/Managers
- OUSD Coaches and Family Navigators
- COOHS Administrators/Managers
- ECE Teachers (OUSD and COOHS)

Focus groups with:

- Families of young children enrolled in OUSD and COOHS sites that receive Initiative funds, offered in English, Spanish, and Cantonese

# Process Study Activities: College Access

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Interviews with:

- Oakland Promise Staff
- Oakland Promise Subcontractors
- Youth (ranging from youth with high engagement with Oakland Promise services to those who low/no engagement)
- Parents/Caregivers of Youth (previous bullet)

# Process Study Timeline

Process Study Tasks	2025				2026	
	Q1	Q2	Q3	Q4	Q1	Q2
	Jan - Mar	Apr - Jun	Jul - Sept	Oct - Dec	Jan - Mar	Apr - June
Planning	X					
Recruitment	X					
Data Collection						
• F5 Staff	X	X	X	X		
• OUSD Staff	X					
• OHS Staff	X					
• Family Focus Groups	X	X				
• OP Staff	X	X	X	X		
• OP Subcontractors	X	X				
• Youth	X	X	X			
• Parents/Caregivers (of Youth Interviewed)		X	X			
Analysis			X	X		
Reporting				X	X	X
Community Engagement					X	X



# Economic Impact Study

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- **Planning in process! AIR will be:**
  - Conducting partner interviews
  - Reviewing and analyzing budget information (program plans and budgets)
  - Capturing the broader economic impact of the Initiative (planning ongoing)
- **What will be asked of partners?**
  - Participate in interviews focused on the use of Initiative funds, perceived impact, the extent to which Initiative investments have been leveraged to secure other funding, and other cost-related issues.

# Frequently Asked Questions

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- **Will the study provide incentives to participants?** Yes – family members and youth will receive a \$75 gift card for their participation. We can also provide a \$75 gift card to teachers (if allowed under OUSD and COOHS rules).
- **Will partners have an opportunity to provide input on emerging findings?** Yes – we will plan to host sessions with partners to present emerging themes, gather feedback, and discuss context that will be important to include in the report.
- **What is the timeline for reporting?** We hope to have a draft report by the end of 2025. In 2026, we would develop any needed “spin off” evaluation products (presentations, one-pagers of findings, etc.) and engage community members to share what we learned.
- **How will the evaluation use the RBA measures?** In our reporting, we will include some of the RBA measures to provide context and describe the work of the partners. In addition, the evaluation will capture partner feedback and recommendations on RBA improvements.
- **How will RDA be involved?** AIR is finalizing the subcontract with RDA in January 2025. RDA will be part of our project leadership, data collection, and data analysis. They will serve as the lead of the family focus group, in particular.



Advancing Evidence.  
Improving Lives.

## FOR MORE INFORMATION:

### GABRIELE FAIN

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American Institutes for Research

Managing Director

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# Oakland Children’s Initiative Glossary of Terms



## Goals of this document:

- Foster a common understanding of key terms relevant to the Oakland Children’s Initiative which encompasses early childhood education, college access supports, data and evaluation, and other terminology.
- Promote consistency of terms within documents, reports, and discussions.
- Ensure accessibility and transparency through shared language.

## Table of Contents:

- **Key terms**
  - [Early Education](#)
  - [College Access](#)
  - [Data & Evaluation](#)
  - [Other/General](#)

## Early Childhood Education

1. [National Education for the Young Child](#) (NAEYC) – National organization which partners with members, community partners, and network of Affiliates across the country, to proudly ensure that the early childhood profession exemplifies excellence and is recognized as performing a vital role in society.
2. [Child Care Aware of America](#) – Child Care Aware® of America (CCAoA) works with a national network of more than 500 [child care resource and referral \(CCR&Rs\) agencies](#) and other partners to ensure that all families have access to quality, affordable child care. CCAoA leads projects that increase the quality and availability of child care, conducts [research](#), and [advocates](#) for child care policies that positively impact the lives of children and families.
3. [Thriving Families of California](#) – Focus is to strengthen community-based partners created to meet the unique economic, linguistic, cultural and geographical needs of California’s working families with the resources to support parents with access to child care and other services needed to remove the barriers of poverty; while supporting a pathway towards self-sufficiency and stability.
4. [Early Edge California](#) – Works to advance policy changes and investments that will expand access to high-quality Early Learning and Care programs. The work is guided by the vision that all children birth to age 8 should receive high-quality, racially, ethnically, linguistically, and culturally responsive early education, enter Kindergarten ready to learn, and thrive through 3rd grade and beyond.
5. [Massachusetts EC101](#) – Provides Massachusetts Early Childhood Data Snapshots.
6. [Child Care & Early Education Research Connections](#) – is an online library of research relevant to the work of child care and early education policymakers, consultants, professionals supporting the CCEE workforce, and researchers.
7. [UCLA Center for Healthier Children, Families, and Communities](#) – contains information about the Early Development Instrument, including the areas of development described, data collection, and use of results.

## College Access:

1. [College Admission Glossary: Learn the Lingo](#) by CollegeBoard (Admissions Process, Articulation Agreement, College Financial Aid Officer, Early Action...)
2. [Essential Websites](#) by the National College Attainment Network with a list of resources for college search, career exploration, test prep and more.

## College Affordability:

1. [Student Guides](#) on DecidED.org powered by OneGoal (Campus Environment, Why Graduation Rate Matters, Tuition and Fees Explained, Understanding Your College Bill...)
2. [College and Career Readiness Calendar for High Schools](#) by the National College Attainment Network with a detailed 15-month calendar for K-12 and their partners (Early awareness, Partnerships, Postsecondary advising, Summer melt, Financial Aid/FAFSA, Data...)

## College Success/Degree Attainment:

1. [College Glossary](#) by Coalition for College (Add/Drop Period, Asynchronous Learning, Course Catalog, Independent Study, Orientation...)
2. [College and Career Readiness Calendar for High Schools](#) by the National College Attainment Network with a detailed 15-month calendar for K-12 and their partners (Early awareness, Partnerships, Postsecondary advising, Summer melt, Financial Aid/FAFSA, Data...)

## Career Readiness:

1. [What is Career Readiness?](#) by the National Association of Colleges and Employers with definitions for Career Readiness Competencies (Communication, Leadership, Professionalism, Technology...)
2. [College and Career Readiness Calendar for High Schools](#) by the National College Attainment Network with a detailed 15-month calendar for K-12 and their partners (Early awareness, Partnerships, Postsecondary advising, Summer melt, Financial Aid/FAFSA, Data...)

## Economic Mobility:

1. [Postsecondary to Prosperity Dashboard](#) by California Competes with CA state and county data and corresponding definitions for each metric (highest level of education attained, broad-access public university, living wage, gender wage gap, college wage premium...)

## Equity:

1. [Racial Justice in Education: Key Terms and Definitions](#) by the National Education Association (Affirmative action, Class, Equity, Hate crime, Multicultural...)
2. [University of California Basic Needs Initiative](#) – comprehensive initiative launched by UC to address basic needs insecurity and ensure students have the means to support their well-being. The initiative seeks to identify the root causes of basic needs insecurity and provide a systemwide safety net so that students are able to succeed and thrive.
3. [California State University Basic Needs Initiative](#) – provides a framework for the CSU's 23 campuses to take a more coordinated approach to developing programs and strategies that support students who are experiencing food and housing insecurity.

## EARLY CARE & EDUCATION TERMINOLOGY:

- **Access Gap:** The difference between the total number of formal early education and care seats (potential supply) and the number of children birth to 5 years of age (maximum potential demand) in a given geographical location, assuming all of these families would desire formal care near their homes.
- **Affordability:** The degree to which the price of child care is reasonable for families as an expense. It is widely accepted that U.S. child care is considered "affordable" if the monthly cost is below 7% of the household's monthly income.
- **[CA] Alternative Payment Program (CAPP):** Alternative payment programs use federal and state funding to provide vouchers for eligible low-income families. Alternative Payment Program agencies help families enrolled in CalWORKs Child Care or CAPP arrange child care services and make payment for those services directly to the child care provider selected by the family. County agencies include: 4Cs of Alameda, BANANAS, Davis Street, and Hively.
- **CalWORKs Stage One Child Care:** This program provides child care to CalWORKs families when they first become engaged in welfare-to-work activities. The California Department of Social Services administers the Stage One Child Care program through county welfare departments and families enrolled in Stage One are able to pay for in-home license-exempt child care with their Stage One voucher. Families can stay in Stage One Child Care until they have been off cash aid for 24 months.
- **CalWORKs Stage Two Child Care (C2AP):** CalWORKs families move to this program when the county welfare department determines they are "stable." This definition is decided by the County Social Services Agency. Families can remain in Stage Two or Stage One until they have been off cash aid for 24 months. CDSS contracts with Alternative Payment Program (APP) agencies to administer Stage Two. Small portions of the services in Stage Two are also administered by the California Community College system through on-campus centers or vouchers for students. Families in Stage Two are not able to pay for in-home license-exempt child care with their voucher.
- **CalWORKs Stage Three Child Care (C3AP):** Families that have exhausted 24 months of CalWORKs Stage One or CalWORKs Stage Two Child Care after they have been off cash aid transition to Stage Three Child Care. This program provides care if funding is available, and if the family's income remains at or below 85% of the state median income. CDSS contracts with Alternative Payment Program agencies to administer this program. Families in Stage Three are not able to pay for in-home license-exempt child care with their voucher.
- **Center-Based Child Care:** Typically referred to as a "Center." Care is provided in a group setting for infant to school-age children, usually located in a commercial building. E.g. YMCA of the East Bay.
- **Child Care Slots:** The available openings or "seats" in a child care program, determined by its licensed or funded capacity. For instance, a child care center with a capacity to serve 16 children would have a total of 16 child care slots.

- **California Department of Education (CDE):** Is responsible for the administration of the California State Preschool Program (see definition of CSPP below).
- **California Department of Social Services (CDSS):** Is responsible for the administration of all child care State subsidized programs with the exception of CSPP. This includes:
  - CalWORKS Stage 2 (C2AP)
  - CalWORKS Stage 3 (C3AP)
  - California Alternative Payment Program (CAPP)
  - California Migrant Alternative Payment Program (CMAP)
  - Children with Severe Disabilities (CHAN)
  - Migrant Child Care and Development Program (CMIG)
  - Family Child Care Education Home Networks (CFCC)
  - General Child Care and Development (CCTR)
- **California State Preschool (CSPP):** The California State Preschool Program (CSPP) is administered by the California Department of Education (CDE). CSPP provides both part-day and full-day services at a school district that provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. CSPP programs can be offered through non-profit agencies like Kidango or Saint Vincent’s Day Home or through local education agencies (LEAs) such as Oakland Unified School District (OUSD).
- **Developmentally Appropriate Practice:** Teaching strategies that are based on knowledge of how young children develop and learn, what makes each child unique, and the child’s community and family culture and home language.
- **Early Childhood Education (ECE):** The formal and informal learning experiences provided to children from birth through age 8, encompassing a range of settings such as preschool, child care centers, and family child care homes.
- **Early Development Instrument (EDI):** The Early Development Instrument (EDI), developed at the University of California, Los Angeles, is a community measure that provides information about children's health, development, and school readiness to help improve services and community conditions that prepare children for success in school and in life. In Alameda County, the EDI will be utilized as a kindergarten readiness policy tool that will provide a holistic, population health measure of children’s health, well-being, and school readiness. The results, including census tract data, teacher assessments, and parent surveys, will inform new and existing investments to establish a more equitable early childhood system that serves all of the County. First 5 Alameda County has reached an agreement county-wide to utilize the EDI policy tool for the upcoming Kindergarten Readiness Community Study, with data collection taking place in academic year 2025-26 (January – March 2026), albeit OUSD has utilized the tool since 2017. Importantly, the EDI is not a diagnostic tool or screener for individual children.
- **Early Head Start (also see ‘Head Start’ definition):** Federally funded program that supports income eligible families (federal poverty based) including pregnant women, infants, and toddlers up to age three. It offers comprehensive services, including early education, health care, and family support, to promote healthy development and school readiness. The program



aims to strengthen families and improve outcomes for young children by providing resources and fostering positive parent-child relationships.

- **Early Intervention:** Supportive services offered to children under 3 with developmental delays and disabilities which may include speech therapy, physical therapy, etc.
- **Emergency Child Care Bridge:** The Bridge Program addresses child care needs as a barrier for families otherwise willing to bring a child in the foster care system into their home, and for parenting youth in the foster care system. It provides time limited vouchers for child care and child care navigator services. There is also Trauma-Informed Care (TIC) training and coaching component for child care providers to enhance their ability to provide nurturing and safe environments for children. The Bridge Program is not an entitlement, instead it is a time limited “bridge” to long-term child care solutions used at the time of placement to stabilize children in the best possible settings ensuring that caretakers have adequate support to balance their work and home lives.
- **Family, Friend, and Neighbor Care (FFN):** Informal child care provided by a family member, friend, or neighbor, often in the child's or caregiver's home. FFN's are not subject to state licensing requirements in California.
- **Family Child Care (FCC):** Child care where the provider cares for children within their own home. This home can be rented, leased, or owned. Family child care homes can be small or large, and the number of children a provider can care for depends on the type of home:
  - **Small family child care home** - A home that cares for up to six children, or up to eight if appropriate State criteria are met.
  - **Large family child care home** - A home that cares for up to 12 children, or up to 14 if appropriate State criteria are met
- **General Child Care and Development (CCTR):** General Child Care and Development Programs, including CCTR and Family Child Care Home Education Networks, are state and federally funded programs that use centers and family child care home networks operated or administered by either public or private agencies and local educational agencies. These contractors provide child development services for children from birth through 12 years of age and older children with exceptional needs as well.
- **Head Start (also see 'Early Head Start' definition):** Federally funded child care programs and wraparound services that are available at no cost to qualifying low-income families based on federal poverty guidelines with children aged three to five.
- **Head Start Services:** Head Start programs support children's growth from birth to age 5 through services centered around early learning and development, health, and family well-being. Head Start staff actively engage parents, recognizing family participation throughout the program as key to strong child outcomes. Head Start services are available at no cost to children ages birth to 5 in eligible families. Programs can deliver child development services in center-based, home-based, or family child care settings. Head Start programs operate in every state, many tribal nations, and several U.S. territories, including Puerto Rico.



- **Individualized Education Plan (IEP)** - A written legal document that is typically developed collaboratively between teachers, parents, school administrators, other school staff such as psychologists to meet the academic and developmental needs of students with special needs. Children with disabilities are eligible for an IEP starting at age 3. The plan is reviewed regularly and may follow a child throughout their educational career with yearly updates and modifications. Schools and service providers are mandated to adhere to a child's IEP by the Individuals with Disabilities Act (IDEA).
- **Individualized Family Services Plan (IFSP)**: A written plan for providing early intervention services to infants and toddlers. The IFSP is a family-focused plan that documents the following: child's eligibility; parent concerns and priorities; health history; present levels of functioning, goals, and outcomes appropriate to the need of the child and the family; services to be provided; and any other relevant information that is required to meet the needs of the child and his or her family.
- **Local Education Agency (LEA)**: School district
- **Licensed Capacity**: The maximum number of children allowed to be in a licensed child care program or setting at any given time. Capacity is based upon the number of children for which adequate facilities and teachers/caregivers are provided, in accordance with state ratio requirements.
- **California Title 22 Regulations**: Apply to center-based and family child care settings. California Title 22 regulations are a set of rules that govern the operation of community care facilities in California. Encompasses regulations from licensing requirements and staffing ratios to safety standards. The regulations are established by the CDSS and are intended to protect the health, safety, and well-being of residents. Title 22 regulations apply to a variety of facilities, including: Childcare centers, Family day care homes, Assisted living facilities, Home health agencies, and Hospice and community care facilities.
- **California Title 5 Regulations**: In addition to the above, State subsidized child care centers and Family Child Care Home Education Networks that are contracted with CDE must meet Education Code requirements, commonly known as Title 5, which set stricter adult/child ratios and staff qualifications than Title 22.
- **Mixed Delivery System**: A system of early care and education that provides services through a variety of programs, providers, and settings (e.g., Head Start, Family Child Care, California State Preschool, Transitional Kindergarten, and Center-based programs) and are supported with a variety of public and private funding. The goal of a mixed delivery system is to give families the ability to choose the care and setting that best meets their needs.
- **Quality Rating and Improvement System (QRIS)**: Quality Counts California is a statewide, locally implemented quality rating and improvement system (QRIS) that funds and provides guidance to local and regional agencies, and other quality partners, to enhance their support of early learning and care providers. Quality Counts California helps these agencies improve the quality of early learning and care programs. Quality Counts California is a collaboration between First 5 California and the California Department of Education, Early Learning and Care Division, and is

implemented at the county or regional level through a locally operated QRIS. Using a common set of early learning and care program standards, and general guidance developed collaboratively through a state and local partnership, each QRIS engages and supports voluntary participation of programs in its own geographic area.

- **Resource & Referral Agency:** This type of agency provides information to all families and the community about the availability of child care in their area. The programs assist potential providers in the licensing process; provide direct services, including training; and they coordinate community resources for the benefit of parents and local child care providers. County agencies include 4Cs of Alameda, BANANAS, and Hively.
- **School Readiness:** Readiness for Kindergarten. Previous analysis of child readiness data has shown that the underlying dimensions of readiness are best represented by a combination of skill domains (communication, language and cognition, physical health & well-being, social competence, and emotional maturity). While readiness can be measured using these domains, conditions to support readiness also include support for the communities children live in, for the parents and guardians supporting children, and support provided to schools and educators. *Note: This language aligns with First 5 Alameda County's definitions from their Kindergarten Readiness Assessment work and with the systems approach used in the EDI. This language places the onus on the system to create the conditions that position all for success, rather than the individual.*
- **Social-Emotional Learning (SEL) AKA Social-Emotional Development:** The process through which children learn and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
- **Subsidy:** A child care subsidy in California is a financial assistance program that helps families pay for child care. The government provides this funding to make child care more affordable for working parents or those enrolled in education or training programs. Examples of subsidy programs include but are not limited to CSPP, Emergency Child Care Bridge Program, and CalWORKs.

## COLLEGE ACCESS SUPPORTS TERMINOLOGY:

- **529 Plan:** also known as a qualified tuition plan, is a state-sponsored investment program that allows you to save for a beneficiary's education. 529 plans offer tax advantages and can be used to pay for a variety of qualified expenses. E.g. Brilliant Baby has a \$500 529 College Savings Account (CSA) for babies who qualify.
- **A-G Requirements:** The A-G / College Entrance Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU).
- **Accreditation:** Official recognition that a college, university or technical institution has met the standards of a regional or national association.

- **Affirmative Action:** This term describes policies adopted since the 1960s that require “affirmative” (or positive) actions be taken to ensure people of color and women have opportunities equal to those of white men in the areas of promotions, salary increases, school admissions, financial aid, scholarships, and representation among vendors in government contracts. Specifically, the U.S. Supreme Court ruled against the use of race in college admissions in June 2023.
- **California Kids Investment and Development Savings Program (CalKIDS):** Was launched in 2022 by the State of California. Administered by the ScholarShare Investment Board, CalKIDS takes the initiative by automatically offering newborns and eligible low-income public-school children in California an initial seed deposit, along with other potential financial incentives.
- **College Access:** Efforts to promote K-12 students’ participation in postsecondary educational opportunities.
- **College Readiness:** A student's preparedness to succeed in college-level coursework, typically assessed based on a combination of academic skills, knowledge, and habits of mind.
- **College Enrollment:** The percentage of high school graduates who enroll in postsecondary education within a certain timeframe, often one year after graduation.
- **College Persistence:** The rate at which students continue their enrollment in college from one year to the next.
- **College Completion:** The percentage of students who successfully earn a degree or certificate from a college or university within a specific timeframe, often six years.
- **Dual Enrollment:** A program that allows high school students to enroll in college courses for credit at eligible high schools, colleges, and universities prior to high school graduation. College credits earned through dual enrollment can be applied toward high school and college graduation and can be transferred to colleges or universities.
- **Externship:** Similar to internships, externships typically take place for a shorter amount of time and do not provide college credit. They allow for job shadowing experiences prior to graduation.
- **FAFSA:** Abbreviation for Free Application for Federal Student Aid, which is used to determine eligibility for federal financial aid. Only U.S. students qualify for federal financial aid; however, some colleges may ask international students to complete the FAFSA to assess financial need.
- **Gap Year:** A student’s decision to postpone their acceptance to college, usually during the year between senior year of high school and freshman year of college.
- **Historically Black Colleges and Universities (HBCUs):** Postsecondary institutions established prior to the Civil Rights Act of 1964 for the purposes of educating African American students.
- **Post-College Outcomes:** The experiences and achievements of college graduates after they leave school, including employment, income, and further education.
- **Retention Rate:** The percentage of first-year students who continue at that college or university for a second year of studies.
- **Summer Melt:** A trend describing students who apply and are accepted to college, but ultimately do not attend.

## DATA & EVALUATION TERMINOLOGY:

- **Benchmark:** A standard or reference point used for comparison and to assess progress towards specific goals.
- **Formative Evaluation:** An ongoing process of collecting and analyzing data to inform program improvement and make adjustments while an initiative is still in progress.
- **Results-Based Accountability (RBA):** A framework that focuses on achieving measurable outcomes and improving the effectiveness of programs and initiatives. It's a data-driven approach that emphasizes defining clear goals, tracking progress, and making adjustments based on results. This tool measures How much? How well? And is anyone better off?
- **Data-Driven Decision Making:** Relying on data to track progress, identify areas for improvement, and make informed decisions about program implementation.
- **Population Accountability:** Focuses on improving the well-being of a specific population or community.
- **Impact Evaluation:** A rigorous type of evaluation that aims to determine the causal relationship between a program or intervention and specific outcomes, often using experimental or quasi-experimental designs.
- **Indicator:** A measurable variable that provides information about progress towards specific objectives or outcomes.
- **Mixed Methods:** An evaluation approach that combines both quantitative and qualitative data collection and analysis techniques.
- **Outcome Evaluation:** An assessment of the short-term and long-term changes or benefits resulting from a program or initiative, often measured through quantitative and qualitative data.
- **Performance Accountability:** Focuses on improving the performance of programs and services delivered to individuals within that population.
- **Process Evaluation:** An examination of how a program or initiative is implemented, including an assessment of fidelity to program design, reach, and dose.
- **Stakeholder Engagement:** The involvement of key individuals and groups who have an interest in or are affected by a program or initiative in the evaluation process.
- **Summative Evaluation:** A final assessment conducted at the end of a program or initiative to determine its overall effectiveness and impact.

## OTHER/GENERAL TERMINOLOGY:

- **Basic Needs:** The fundamental resources necessary to holistically support all individuals in their daily lives. A supportive basic needs ecosystem supports financial stability by ensuring equitable access to nutritious and sufficient food; safe, secure and adequate housing; healthcare to promote sustained mental and physical well-being; affordable transportation; resources for personal hygiene care; and emergency needs.
- **Determinants of Equity:** By the City of Oakland’s Charter, determinants of equity is defined by the social, economic, geographic, political and physical environment conditions in which people in our City are born, grow, live, work and age that lead to the creation of a fair and just society. Access to the determinants of equity is necessary to have equity for all people regardless of

race, class, gender or language spoken. Inequities are created when barriers exist that prevent individuals and communities from accessing these conditions and reaching their full potential.

- **Equity:** Means fairness and justice and focuses on outcomes that are most appropriate for a given group, recognizing different challenges, needs, and histories. It is distinct from diversity, which can simply mean variety (the presence of individuals with various identities). It is also not equality, or “same treatment,” which doesn’t take differing needs or disparate outcomes into account. Systemic equity involves a robust system and dynamic process consciously designed to create, support, and sustain social justice.
- **High Need** – As defined in the City’s Charter, shall mean a child experiencing homelessness, or other criteria as recommended by the accountability officer and approved by the Citizens’ Oversight Commission, such as homelessness as broadly defined by the McKinney Vento Homeless Assistance Act, child abuse or neglect, trauma, interaction with the foster care system, interaction with the criminal-justice system including incarceration or deportation, linguistic isolation, domestic violence, a child or family with disabilities or special needs, or children living in areas of high concentrated poverty, or children facing other similar challenges.
- **Housing Insecurity (from UC Basic Needs Initiative):** Housing insecurity generally refers to a range of circumstances that threaten adequate, safe, affordable and secure housing or cause the lack thereof, including homelessness. In other words, homelessness is an extreme form of housing insecurity.
- **Intersectionality:** The acknowledgement that multiple power dynamics and “isms” are operating simultaneously — often in complex and compounding ways — and must be considered together in order to have a more complete understanding of oppression and ways to transform it. There are multiple forms of privilege and oppression based on race, gender, class, sexuality, age, ability, religion, citizenship or immigration status, and so on. These social hierarchies are products of our social, cultural, political, economic, and legal environment. They drive disparities and divisions that help those in power maintain and expand their power.
- **Social Determinants of Health (SDOH):** The environmental conditions that affect one’s health outcomes. The five social determinants include: economic stability, education access & quality, social and community context, health care access & quality, and the neighborhood & built environment.
- **State Median Income (SMI)** - In California, 85% of the SMI is the maximum a family’s income can be to qualify for certain programs, such as subsidized child care. The SMI is adjusted for each county by the Health and Safety Code at the Department of Housing and Community Development to ensure it’s not less than the non-metropolitan county median income.
- **Whole School, Whole Community, Whole Child (WSCC):** The Whole School, Whole Community, Whole Child, or WSCC model, is Centers for Disease Control’s (CDC) framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based school policies and practices.

## **Resources:**

- Massachusetts Early Childhood 101:
  - <https://www.earlychildhood101.org/glossary>
- Child Care & Early Education Research Connections:
  - <https://researchconnections.org/research-tools/child-care-glossary/m>
- National Association for the Education of Young Children (NAEYC):
  - <https://www.naeyc.org/resources/position-statements/dap/glossary>

DRAFT



# Commission Discussion Items

Children's Initiative Oversight Commission – Jan 23, 2025





# Discussion Items

- Annual Calendar of Events
- Communications Plan
- Commissioner Recruitment, Application & Transition Planning
- Local/State Legislative Updates










# Annual Calendar of Events



# OCI Annual Planning Timeline



	 <b>Admin</b> Staffing Other Administrative	 <b>Commission</b> Guidance/Training Recruitment	 <b>Communications</b> Strategic/Thematic Links to Story Arcs	 <b>Engagement</b> Community Events Connections	 <b>Evaluation</b> Plan & Engage Report & Share	 <b>IP Collaborative</b> Plan and Budget Develop Timelines	 <b>Plan/Budget</b> Review Plans, Budgets, Timelines
<b>FY 24-25</b>	<ul style="list-style-type: none"> <li>Intern assignment &amp; onboarding</li> </ul>	<ul style="list-style-type: none"> <li>Review program, evaluation &amp; progress report plans</li> <li>Content training</li> <li>Recruitment of new members</li> </ul>	<ul style="list-style-type: none"> <li>Key messaging: access, quality, infrastructure, coordinated funding, collective impact</li> </ul>	<ul style="list-style-type: none"> <li>Week of the Young Child</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation planning and guide development</li> <li>Data collection: interviews and focus groups</li> </ul>	<ul style="list-style-type: none"> <li>Program plan &amp; budget development/timeline</li> </ul>	<ul style="list-style-type: none"> <li>Review, refine, approve program plan &amp; budget/timeline</li> </ul>
<b>FY 25-26</b>	<ul style="list-style-type: none"> <li>Intern supporting comms &amp; related tasks</li> </ul>	<ul style="list-style-type: none"> <li>Review program plans, RBA data, evaluation findings, progress reporting</li> <li>Content training</li> <li>Alignment: City depts, Town Hall discussions</li> </ul>	<ul style="list-style-type: none"> <li>Key mssgs: summer learning, college access/applications, investments, reflections</li> <li>2nd half: core mssg areas from FY24-25</li> </ul>	<ul style="list-style-type: none"> <li>Week of the Young Child, UC College Event, CSU College Day, Initiative 101, Kith Connections</li> </ul>	<ul style="list-style-type: none"> <li>Analysis &amp; reporting</li> </ul>	<ul style="list-style-type: none"> <li>Program plan &amp; budget development/timeline</li> </ul>	<ul style="list-style-type: none"> <li>Review, refine, approve program plan &amp; budget/timeline</li> </ul>
<b>FY26-27</b>	<ul style="list-style-type: none"> <li>Town Halls on evaluation findings and 5-yr guidelines</li> <li>Development of new 5-year guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Review program plans, RBA data, progress reporting</li> <li>Discuss considerations for IP extensions</li> </ul>	<ul style="list-style-type: none"> <li>Messaging connected to IP Story Arcs</li> </ul>	<ul style="list-style-type: none"> <li>In development</li> </ul>	<ul style="list-style-type: none"> <li>In development</li> </ul>	<ul style="list-style-type: none"> <li>Frame program plan &amp; budgets for renewal</li> </ul>	<ul style="list-style-type: none"> <li>Review, refine, approve program plan &amp; budget/timeline</li> </ul>
<b>FY27-28</b>	<ul style="list-style-type: none"> <li>Launch of new 5-year guidelines</li> </ul>	<ul style="list-style-type: none"> <li>In development</li> </ul>					

# Commission

FY24-25	Commission Discussion Topics
January 2025	<ul style="list-style-type: none"><li>• 2-Year Evaluation Update; Commission Recruitment &amp; Transition Discussion</li></ul>
February 2025	<ul style="list-style-type: none"><li>• First 5 Alameda County Presents Fiscal Year 24-25 Program Plan &amp; Budget</li></ul>
March 2025	<ul style="list-style-type: none"><li>• Story Arc Engagement</li></ul>
April 2025	<ul style="list-style-type: none"><li>• Topic TBD</li></ul>
May 2025	<ul style="list-style-type: none"><li>• Topic TBD</li></ul>
June 2025	<ul style="list-style-type: none"><li>• Topic TBD</li></ul>

## Communications

FY24-25	Topics/Themes
January 2025	<ul style="list-style-type: none"><li>• Increased/Enhanced Access &amp; Affordability</li></ul>
February 2025	<ul style="list-style-type: none"><li>• Increased/Enhanced Access &amp; Affordability</li></ul>
March 2025	<ul style="list-style-type: none"><li>• Quality</li></ul>
April 2025	<ul style="list-style-type: none"><li>• Infrastructure</li></ul>
May 2025	<ul style="list-style-type: none"><li>• Coordinated Funding</li></ul>
June 2025	<ul style="list-style-type: none"><li>• Collective Impact &amp; Community Benefit</li></ul>

# Engagement

FY24-25	Event Planning
January 2025	<ul style="list-style-type: none"><li>• Event Planning Outline</li></ul>
February 2025	<ul style="list-style-type: none"><li>• Planning for Week of Young Child Events</li></ul>
March 2025	<ul style="list-style-type: none"><li>• Planning for Week of Young Child Events</li></ul>
April 2025	<ul style="list-style-type: none"><li>• Week of the Young Child 4/5 - 4/11</li></ul>
May 2025	<ul style="list-style-type: none"><li>• Debrief of events</li><li>• Planning for Summer and Fall events and community engagement</li></ul>
June 2025	<ul style="list-style-type: none"><li>• Planning for Summer and Fall events and community engagement</li></ul>

# Evaluation

FY24-25	Draft Scope/Community Engagement
January 2025	<ul style="list-style-type: none"><li>• Process Study Planning<ul style="list-style-type: none"><li>◦ Interviews with partner leaders/administrative/managers/staff</li><li>◦ Interviews with direct service/subcontractors</li><li>◦ Interviews with parents/caregivers</li><li>◦ Focus groups with families and youth</li></ul></li><li>• Economic Impact Study Planning<ul style="list-style-type: none"><li>◦ Interviews focused on funding</li></ul></li></ul>
February 2025	
March 2025	
April 2025	
May 2025	
June 2025	

## IP Collaborative

FY24-25	Draft Discussion Topics
January 2025	<ul style="list-style-type: none"><li>• Review of FY26 program plan and budget template</li><li>• Discussion on strategies</li></ul>
February 2025	<ul style="list-style-type: none"><li>• Resourcing to advance actions and strategies</li><li>• Discussion on areas of collective work</li></ul>
March 2025	<ul style="list-style-type: none"><li>• Review of FY26 program plan and budget template</li><li>• Resourcing to advance actions and strategies</li></ul>
April 2025	<ul style="list-style-type: none"><li>• Alignment on key messages, strategies and shifts</li></ul>
May 2025	<ul style="list-style-type: none"><li>• AO review of FY26 plans and budgets</li></ul>
June 2025	<ul style="list-style-type: none"><li>• AO review of FY26 plans and budgets</li><li>• Approval for proposed FY26 budgets</li></ul>

# Communications Plan



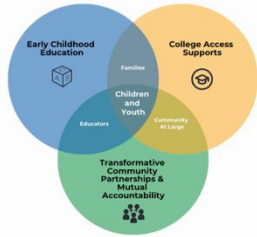


# Overview of Plan and Next Steps

- Elements
  - Purpose, Goals and Strategies
  - Collective Agreements
  - Needs, Priorities, Challenges
  - Summary of Core Key Messages
  - Content Calendar and Tracking
- Next steps



To fulfill our mission, we recognize the importance of developing and implementing impactful communications to uplift stories that build and strengthen the Oakland Children's Initiative ecosystem, share best practices and learnings, highlight collaboration in outreach and engagement, and nurture partner relationships and buy-in. This Communications Plan serves as an important component in ensuring our ability to meet those objectives as Implementation Partners. This plan applies to the Oakland Children's Initiative Staff Office, our Early Education partner First 5 Alameda County, and our College Access partner Oakland Promise, ensuring comprehensive coverage of communications across our work.



# Communications Plan Year 2

Oakland Children's Initiative  
Last Update: December 30, 2024



Based on these discovery and planning sessions, the following broad goals and strategies have emerged for Communications in Year 2:

- 1) Increase stakeholder awareness, understanding, buy-in, and connection to the Oakland Children's Initiative and the 5-Year Guidelines.
- 2) Foster partnerships and engage elected officials, city leaders, and subcontractors in policy and action.
- 3) Maximize and leverage additional resources (funding and in-kind) to benefit Oakland's children, youth, and families.



## Summary of Core Key Messages

The following table provides a summary of core key messages prioritized by Implementation Partners and organized by the goals and Five-Year Guidelines of the Oakland Children's Initiative. For more details, see Appendices 2 and 5.

Oakland Children's Initiative Goals & 5-Year Guidelines	Early Education Supports: First 5 Alameda	College Access: Oakland Promise
<p><b>INCREASED/ENHANCED ACCESS &amp; AFFORDABILITY</b></p> <p><b>Early Education:</b></p> <ul style="list-style-type: none"> <li>Increase overall attainment and reduce socioeconomic and/or other demographic disparities in child educational outcomes and provide family support services.</li> <li>Increase the availability of free or affordable and high-quality early education, preschool and/or child development services.</li> </ul> <p><b>College Access:</b></p> <ul style="list-style-type: none"> <li>Reduce socioeconomic and/or demographic disparities in college readiness, access, affordability, applications, enrollment, retention and completion.</li> <li>Increase early college savings and asset building for families with children ranging in age from zero to grade 5.</li> <li>Increase the expectations and resources to attend college among children and families of all socioeconomic backgrounds in Oakland public schools.</li> <li>Increase college awareness, application, and eligibility, as measured by increases in completing courses required for college enrollment.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/caregivers are concerned about childcare.</li> <li>As of 2024, <b>1 in 5 children</b> (ages 3-4) and <b>1 in 3 low-income children</b> (ages 3-4) in Oakland are enrolled in a site funded by the initiative's Early Education Fund.</li> <li>As of 2024, <b>1 in 3 children</b> (ages 3-4) under <b>85% State Median Income in Oakland</b> are enrolled in a program funded by the initiative's Early Education Fund.</li> <li><b>70% of children enrolled in an Early Education Fund supported site live in one of the five zip codes in Oakland with the largest number of young children under 85% of State Median Income.</b></li> <li>The race/ethnicity of children enrolled in OCI funded early learning programs, roughly aligns with the race/ethnicity of families earning under 85% of the State Median Income in Oakland.</li> <li>The Early Education Fund supports existing early care and education programs that provide free, affordable and quality childcare for Oakland children under five.</li> </ul>	<ul style="list-style-type: none"> <li>We give resources to families that help them with the high cost of education.</li> <li>We are a hub for information on school choice options (preschool to college), financial planning/college financing options and how to prepare for a child's educational milestone.</li> <li>We're making it more well-known what resources are available to people that they may not be familiar with.</li> <li>We provide access to educational and financial information to traditionally underserved families.</li> <li>We help students believe that they can go to college.</li> <li><b>Economic and Social Impact:</b> With over \$18.5 million awarded in scholarships and thousands of students supported through coaching and mentorship, Oakland Promise is laying the foundation for long-term economic growth and upward mobility for our community.</li> </ul>



## Content Calendar and Tracking

Month	Area	Core Key Messages Related to...	Source/Asset to Leverage	Partner Tracking	Channels Used	Engagement Stats/Reflections
January	INCREASED/ENHANCED ACCESS & AFFORDABILITY	Families served Services provided	FY24 RBA Prez's FY24 Narrative OCI videos/images Progress/annual reports	<input type="checkbox"/> First 5 Alameda <input type="checkbox"/> Oakland Promise <input type="checkbox"/> OCI		
February	INCREASED/ENHANCED ACCESS & AFFORDABILITY	Enhanced access through partnerships	FY25 Prog Plans FY24 RBA Prez OCI videos/images	<input type="checkbox"/> First 5 Alameda <input type="checkbox"/> Oakland Promise <input type="checkbox"/> OCI		
March	QUALITY	Why quality matters How improving quality	Stories from educators, site directors, family navigators, outreach workers, and parents	<input type="checkbox"/> First 5 Alameda <input type="checkbox"/> Oakland Promise <input type="checkbox"/> OCI		
April	INFRASTRUCTURE	TBD	FY24 RBA Prez's Implementation Partners and subcontractors	<input type="checkbox"/> First 5 Alameda <input type="checkbox"/> Oakland Promise <input type="checkbox"/> OCI		
May	COORDINATED FUNDING	Impact of supporting existing programs	Annual Program Plan and Budgets, budget memos, etc.	<input type="checkbox"/> First 5 Alameda <input type="checkbox"/> Oakland Promise <input type="checkbox"/> OCI		
June	COLLECTIVE IMPACT & COMMUNITY BENEFIT	Impact of access / quality on lower-income families	Emerging evaluation findings	<input type="checkbox"/> First 5 Alameda <input type="checkbox"/> Oakland Promise <input type="checkbox"/> OCI		



# Commissioner Recruitment, Application & Transition Planning





# Commissioner Recruitment & Applications

- Outreach and Recruitment for New Commissioners
- Applications for Continuing Commissioners
- Transition Needs

# Commissioners Wanted!



Support Oakland's children, youth, and families!

The City of Oakland\* is actively seeking dedicated, enthusiastic, and motivated community members to join the **Children's Initiative Oversight Commission**.



## Responsibilities



- Actively participate in monthly meetings.
- Approve implementation partners, financial audits, and 5-year guidelines.
- Champion community engagement and outreach.

## Requirements



The City Charter requires Commissioners who are parents/caregivers, educators, recent graduates, advocates, local experts.

We encourage you to visit <https://bit.ly/3W6rM0S> to read descriptions of Commission seats.

## About the Oakland Children's Initiative:

In 2018, Oakland united to create a brighter future, passing the Oakland Children's Initiative to expand and enhance access to early childhood education and college access supports. This Initiative champions our children and youth to dream big and achieve more, paving the way for social and economic mobility across our communities. Together, we are building a brighter, more equitable future for Oakland.

Scan to apply for this opportunity!



*\*Please note that members to the Commission will be appointed by the City of Oakland Mayor.*

Follow us: #OaklandChildrensInitiative

Email us: [info-oci@oaklandca.gov](mailto:info-oci@oaklandca.gov)

# Local/State Legislative Updates





## MEMORANDUM

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**TO:** Children's Initiative Oversight Commission      **FROM:** Jennifer Cabán  
Accountability Officer

**SUBJECT:** Accountability Officer Report      **DATE:** January 23, 2025

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### CIOC January 2025 Meeting

This informational memo for January 2025 is used to share pertinent, real-time information with the Oakland Children's Initiative Oversight Commission (CIOC).

#### **OAKLAND CHILDREN'S INITIATIVE – ADMINISTRATIVE OVERVIEW**

The Initiative remains diligent in its work on not just implementation but the on-going infrastructure that is needed to strengthen the work as a whole and building the capacity and technical supports to our Implementation and community partners. We are in the midst of the fiscal year and conducting intentional mapping for now with an eye towards the next two years focused on communications, development of program plans and budgets, evaluation, administration and community engagement. The following is a formal update on the Initiative since the last formal report in December 2024.

#### **GENERAL**

- **Timeline Development** – Draft outline to be shared at the January 2025 CIOC. It will cross program plans and budgets, communications planning, evaluation and general programming. We are developing master timelines to streamline processes and better inform Implementation Partners on deliverables and due dates. Will allow for us to be more strategic in implementation.
- **FY25/26 Program Plans & Budgets** - Implementation Partners & AO have had initial discussions and timelines for deliverables on plans; final adjustments to program plan template shared with IPs in January's Collaborative meeting held on 1/22/25.
- **UC Berkeley Summer 2025 Cal in Local Government Community Partner Application** – Request for Communications Intern - Cal in Local Government is a summer internship program that connects undergraduate students with local city government offices to gain a deeper understanding of local community issues. Students receive holistic support from the Public Service Center and will meet as a cohort to build their leadership skills and reflect on their experience over the summer. Further info available in February.
- **Week of the Young Child 2025** – Takes place from April 5<sup>th</sup> – 11<sup>th</sup> of 2025. Continue to seek opportunities to support/plan local community events to champion early childhood education. Please contact AO with recommendations.
- **Doctoral Program** – Problem of Practice/dissertation will attempt to focus the strategic infrastructure building of this 30-year initiative. Interested to hear from Commissioners what success in this space would look like for the benefit of this work.



**EVENTS**

- **December:**
  - **Oakland Thrives Meeting**
  - **City Council Meeting - Budget**
  - **City of Oakland 14<sup>th</sup> Street Library Ribbon Cutting**
  - **First 5 Alameda County Commission Meeting** – Adopt Commission calendar, approval of Measure C Emergency Stabilization Fund Plan and Budget & FY24/25 Annual Expenditure Plan, contract authorizations, COLA's, Annual Report, and Legislation and Public Policy Updates.
  - **Oakland Starting Smart & Strong (OSSS) Retreat** – Strategic Planning
  - **City Council Meeting - Budget**
  - **OHS Parent Advisory Council** – New member orientation and OHS updates
  - **OSSS Policy & Advocacy Committee** – Election review, candidate questionnaire, and community updates
  - **Measure C Community Advisory Council** – Community listening session for the ECE field obtaining feedback on family access.
  - **CARE Collaborative Core Team Meeting** – CARE Collaborative agenda setting
  - **Alameda County Early Care and Education Local Planning Council (LPC)** – Universal PreK Lightbox Collaborative Feedback Meeting
  - **OHS Advisory Board** – Continued discussion on federal application amendment requests, site supports, and OHS updates
  
- **January:**
  - **LPC Executive Committee** – Approval of minutes and agenda, finalize policies and procedure documents, committee updates, coordinator report, and partner/community updates.
  - **City Council Orientation** – Present the Initiative's executive summary to new council members
  - **LPC State Contractors Meeting** – Measure C Investments Presentations, Alameda County Early Childhood Workforce Pathways Program Presentation, eligibility and enrollment workgroup presentation, Coordinator update, Agenda items for March 2025 meeting, and community/partner updates
  - **Career Day Volunteer Orientation** – Participating in Career Day at Oakland High
  - **CARE Collaborative Core Team Meeting** - Prep for CARE Collaborative meeting and updates
  - **CARE Collaborative** – Agenda not available at the time of this report
  - **LPC Quality Advisory Committee** – Agenda not available at the time of this report
  - **Career Day at Oakland High School** – 9<sup>th</sup> Graders ask professionals in different industries questions on their journey to their current role.

**2-YEAR EVALUATION RFP**

- Update on the evaluation will be offered at January 23<sup>rd</sup> meeting.
- **Core Areas of Evaluation** (Reminder):
  - Economic Impact Analysis – Assessing \$ value added.



## Children's Initiative Oversight Commission

Subject: Accountability Officer Status Update

Date: January 23, 2025

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- Evaluation of Implementation – Reviewing Implementation Partners (IP) and the overall OCI structure.
- Informing the next iteration of the 5-Year Guidelines.
- Enhancing existing practices and Results-Based Accountability metrics.

### **COMMUNICATIONS**

- Initial timeline to be presented at January Commission meeting
- College Day video being finalized
- Transitions of staff

### **COMMUNITY BUILDING, WORKGROUPS, & COLLABORATIVES**

- **Implementation Partner (IP) Collaborative:** Monthly meetings to focus on OCI elements such as program planning and communication.
  - **IP Communication Workgroup:** Monthly meetings are being scheduled.
  - **IP Program-Specific Workgroup:** Meetings as needed for program planning, budgeting, evaluation, and reporting. A subset of IP staff will provide support, troubleshooting, and real-time iteration.

Please feel free to reach out with any questions or concerns. Thank you for your continued leadership and dedication to this important work.

In Community,

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**Jennifer Cabán**

Accountability Officer, Oakland Children's Initiative  
City Administrator's Office  
City of Oakland