CITY OF OAKLAND
CHILDREN'S INITIATIVE OVERSIGHT COMMISSION
REGULAR MEETING AGENDA
Thursday, October 24, 2024
4:00 PM
1 Frank H. Ogawa Plaza, Oakland, CA
Hearing Room #2

Oversight Commission Members:

Bernadette Zermeno (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:**
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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 JCaban@oakland.ca.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 JCaban@oakland.ca.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
1	**Welcome**	04:00 PM	AD	
2	**Roll Call**	5 Minutes	AD	
3	**Review of Agenda**	2 Minutes	AD	
4	**Open Forum (Non-Agendized Items)**	5 Minutes	AD	
5	**September Commission Minutes**	5 Minutes	A	Attachment 1
6	**Review & Approve Glossary of Terms**	15 Minutes	I	Attachment 2
7	**RBA Presentations – Debrief**	20 Minutes	AD	
8	**Affirm Commission Values – Review & Discuss**	20 Minutes	A	Attachment 3
9	**Events – "College Day" & "Kith Connections" – Informing Framing & Participation**	35 Minutes	AD	
10	**Accountability Officer Memo**	5 Minutes	A	Attachment 4
11	**Wrap-Up & Next Steps** Call for agenda topics for next meeting Thursday, 12/5	5 Minutes	AD	

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

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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.

oakland children's initiative

Children's Initiative Oversight Commission Meeting Notes

Date: September 26, 2024
Time: 4pm – 6pm
Location: City Hall – Hearing Room 2

Attendees:

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

Staff: Jennifer Cabán, Nayeli Bernal

Presenters:
- Oakland Promise: Lauren Reed, Veena Pawloski
- First 5 Alameda County: Laura Schroeder, Vanessa Cedeño
- City of Oakland Head Start: Diveena Cooppan
- Oakland Unified School District: Jessica Cannon

Agenda Items:

1. **Welcome**

2. **Roll Call**
   o Meeting called to order at 4:07pm.

3. **Review of Agenda**
   o The meeting Agenda and Community Agreements were reviewed and affirmed.

4. **Open Forum (Non-Agendized Items)**
   o No public comments.

5. **Commission Minutes (July and August)**
   o Commissioners reviewed the minutes for the August and September Commission meetings. Commissioner Johnson motioned to approve both sets of minutes; Commissioner Rodriguez-Ramirez seconded. Motion unanimously approved.

6. **Accountability Officer Memo**
   o The Accountability Officer (AO) highlighted that the RBA presentations were a significant milestone for the Oakland Children's Initiative. The focus of the meeting was to review the first full year of results-based accountability (RBA) measures for the early education and college access funds of the initiative to build shared understanding of the data infrastructure and the complexities

both funds. The AO also underscored the importance of transparency, data reporting, and accountability as core to the initiative, and that the feedback from the July retreat meeting had been incorporated into the presentation.

7. **FY23/24 Results-Based Accountability Measures – Implementation Partner Presentations**

   o **College Access Fund Presentation** (Oakland Promise/Veena Pawlowski and Dr. Lauren Reed):
      - Key takeaways included increased service reach, positive impact of services, focus on serving people most impacted, data and infrastructure development, scholar persistence and completion, and expanding collaboration. FY24 highlights included:
         - 692 babies were enrolled in the Brilliant Baby program, 1627 students signed up for the K2C scholarship, and 1170 12th grade scholarships were awarded.
         - Families and students have reported positive signs of impact as a result of the services provided such as better work-life balance, covering essential expenses like housing and emergency costs, and reduced financial stress.
         - The Initiative is effectively serving those most impacted by structural barriers to education, including students who are traditionally underrepresented.
         - Significant effort has been invested in building and scaling data infrastructure, which is critical for monitoring and evaluating the impact of the programs. This includes enhancements to the enrollment systems, data collection, and analysis strategies.
         - The Initiative has deepened engagement with its partners across the city, prioritizing collective impact and building out partnership work. In FY 2024, nearly $3 million was awarded to local partners, which has enabled further growth in outreach and support services for Oakland families.

      - Questions from Commissioners included:
         - **Mentorship and Persistence**: Commissioners asked about the role of mentors in the program and how they impact student persistence in post-secondary education. The response clarified that while not all students receive a mentor, there is a recruitment goal for more mentors, and some students may choose not to have a mentor if they already have other support systems.

- **Comparison to Other Initiatives**: Commissioners asked why Oakland Unified School District (OUSD) was used as a comparison for program effectiveness rather than peer organizations, like other College Promise programs. The response explained that while OUSD is used for context, there are plans to create a more refined comparison by developing a matched sample of students with similar demographic profiles.
- **Reaching Eligible Students**: Commissioners asked how many eligible students were being reached by programs and expressed interest in knowing how many students in OUSD and charter schools are not yet being served. They were particularly curious about how many K-8 students had been missed out on scholarships and program participation.
- **Long-Term Outcomes and Completion Rates**: Commissioners inquired about the persistence data and the six-year college completion rates, and if the higher persistence rates seen in more recent years could be leading indicators for potentially higher six-year completion rates in the future.
- **Program Alignment and Family Engagement**: Commissioners asked about the alignment between various Oakland Promise programs (like Brilliant Baby and K2C scholarships) to ensure that families feel supported throughout the continuum of services. The inquiry also touched on how families are being carried from one program to another and how data on family participation across multiple programs is tracked. This was addressed by discussing both programmatic and data-driven efforts to ensure seamless transitions and tracking across programs.
- **Diversity of Enrollment**: Commissioners requested to see a breakdown of how many students come from district versus charter schools and whether the enrollment from these sectors was proportional to their overall student populations in Oakland.

- **Early Education Fund Presentation** (First 5 Alameda County/ Vanessa Cedeño and Laura Schroeder; City of Oakland Head Start/Diveena Cooppan; Oakland Unified School District/Jessica Cannon):
  - Key takeaways included holistic systems building, enrollment challenges and progress, increased capacity and program quality, facilities and capital improvements, serving vulnerable populations, workforce stability and growth, equity and enrollment gaps, and data and infrastructure development. FY24 highlights included:

- The initiative successfully created 155 additional free and subsidized slots for children and improved the quality of facilities and workforce development. For example, 374 children were served in improved early education spaces.
- Significant investments were made in staff training, with 30+ hours of professional development provided per staff member.
- Safety enhancements and playground upgrades were a major focus to ensure children are in safe, high-quality learning environments, with investments in ADA compliance and other quality upgrades.
- The initiative successfully reached children from low-income families, with approximately one in three Oakland children ages 3 to 4 benefiting from programs funded by the Early Education Fund. The program prioritized underserved communities, including a focus on geographic areas and racial demographics that align with high-needs populations.
- Building robust data systems was essential for tracking progress, ensuring quality, and measuring outcomes. However, challenges in securing comprehensive data sharing agreements and capacity within system partners (OUSD, City of Oakland Head Start) posed difficulties in scaling up data collection and analysis. There were plans to improve this infrastructure in the coming year to streamline data reporting and reduce administrative burdens.

  o Questions from Commissioners included:
    - **Enrollment and Capacity**: One of the key concerns was around the enrollment rate and the overall capacity of the early education system. Commissioners wanted to understand why the enrollment rate remained at 74% and what specific challenges were contributing to the under-enrollment. They were particularly interested in the strategies to increase enrollment to reach the target of 90%, as well as how family navigators were playing a role in addressing these challenges.
    - **Geographic and Racial Equity**: Commissioners sought clarification on how the initiative was ensuring that children from high-need zip codes and underserved racial groups were being reached effectively. Specifically, there were questions about the disparity in enrollment rates for Black/African-American children, and how First 5 was addressing these gaps through outreach and program adjustments.
    - **Workforce Stability**: Questions were raised regarding the retention of early childhood educators, particularly about how First 5 and its partners planned to maintain or improve the retention rate.

Commissioners were interested in understanding more about the specific supports provided to staff, including the role of professional development and whether additional measures were needed to retain educators, especially given workforce challenges in the early childhood education sector.

- **Facilities Improvements**: Commissioners asked about the impact of facility improvements on both enrollment and the quality of care. They sought clarification on the types of capital improvements being made, how many sites benefited from these improvements, and whether there were plans for additional facility upgrades in the coming years to support more children and improve the learning environments.
- **Data Collection and Sharing**: There was significant interest in the data infrastructure and the challenges in collecting and reporting data across multiple public systems (Oakland Unified School District, City of Oakland Head Start). Commissioners asked about the data-sharing agreements and how First 5 planned to address the gaps in data collection, particularly in tracking individual-level outcomes for children across different programs. They also inquired about how the data would be used to inform future planning and improvements in the initiative.
- **Holistic Family Engagement**: Some Commissioners raised questions about family engagement and how the initiative was ensuring that families were supported in a holistic way, especially when transitioning from one early education program to another. They were curious about how family navigators were supporting parents and whether there were additional resources or strategies planned to help families overcome barriers to enrollment and participation in early education programs.

Wrap-Up & Next Steps
   o Meeting adjourned at 6:05pm.

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 & 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

- *Sources:*
  - https://www.earlychildhood101.org/glossary
  - https://researchconnections.org/research-tools/child care-glossary/m

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 https://www.earlychildhood101.org/glossary - 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

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…)

Oakland Children's Initiative Glossary of Terms

Equity:

1. [Racial Justice in Education: Key Terms and Definitions](#) by the National Education Association (Affirmative action, Class, Equity, Hate crime, Multicultural…)

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 helps families enrolled in CalWORKs Child Care or CAPP arrange child care services and makes 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 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

Oakland Children's Initiative Glossary of Terms

- **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**: Openings or "seats'' available at a given child care program, typically based on their licensed capacity. For example, if a child care center has a capacity of 16 children, they have 16 child care slots in total.
- **California Department of Education (CDE):** Administers LEA's including the CSPP program.
- **California Department of Social Services (CDSS):** Administers all child care State subsidy programs with the exception of CSPP.
- **California State Preschool (CSPP):** The California State Preschool Program (CSPP) is administered by the California Department of Education (CDE). The 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.
- **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):** Is a community snapshot of kindergarten children's health, development, and school readiness. The results inform place-based planning to optimize healthy development for all young children. Stakeholders can use the results to look back and assess how the early childhood community can better prepare children for school. The results can also help to address the needs of students in kindergarten as they progress through school. First 5 Alameda County has reached an agreement county-wide to utilize the tool for Kindergarten Readiness likely beginning to 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:** A federally funded program which supports low-income pregnant people based on federal poverty guidelines, infants, and toddlers under three years of age. Services include prenatal support, home visits to promote child development, and center-based care for infants and toddlers.
- **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**: 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.
- **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.

Oakland Children's Initiative Glossary of Terms

- **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 and informs parents and families on what quality looks like and why it is important for young children. 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:** A child's preparedness to enter kindergarten, typically assessed based on a combination of cognitive, social-emotional, and physical development. There is not one standard tool available to assess school readiness.

- **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 to 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.

Oakland Children's Initiative Glossary of Terms

- **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.

Oakland Children's Initiative Glossary of Terms

OTHER/GENERAL TERMINOLOGY:

- **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.
- **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.

Children's Initiative Oversight Commission
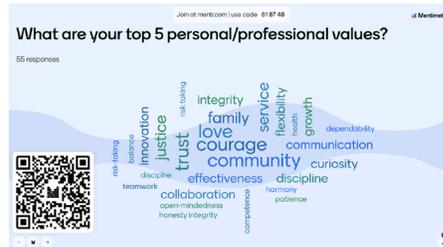# Values Prioritization

October 2024

Process

✓ Reviewed a list of 56 values cards

Service	Growth	Health	Community
Competence	Happiness	Power	Communication
Discipline	Empathy	Productivity	Honesty/Integrity
Family	Wisdom	Friendship	Hope
Creativity	Love/Affection	Quality	Humor
Respect	Flexibility	Trust	Challenge
Strength	Risk-Taking	Courage	Variety

✓ Individually shared top 5 personal / professional values

✓ Rank-ordered / prioritized emerging 9 values
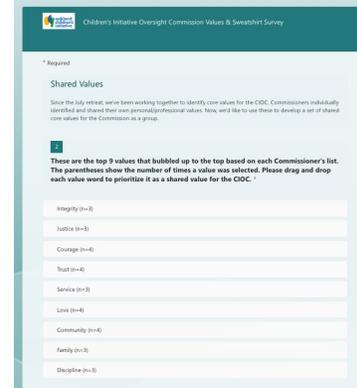
✓ Anticipated result: 3-5 core shared values for CIOC

All Personal Values Shared

| Value	# times	Value	# times	Value	# times
Community	**4**	Collaboration	2	Competence	1
Courage	**4**	Communication	2	Dependability	1
Love	**4**	Curiosity	2	Harmony	1
Trust	**4**	Effectiveness	2	Health	1
Discipline	**3**	Flexibility	2	Honesty	1
Family	**3**	Growth	2	Open-mindedness	1
Integrity	**3**	Innovation	2	Patience	1
Justice	**3**	Risk-taking	2	Teamwork	1
Service	**3**	Balance	1		

Why prioritize by ranking?

- **Inclusive collaboration**: ensure everyone's voice is heard and considered and promote majority support.

- **Clarity and focus:** identify shared top priorities related to core values to make more informed strategic decisions.

- **Foundation for accountability**: provide agreed-upon, shared standards by which the CIOC can check if actions are aligned with values.

Ranking/Prioritization of Emerging 9 Values

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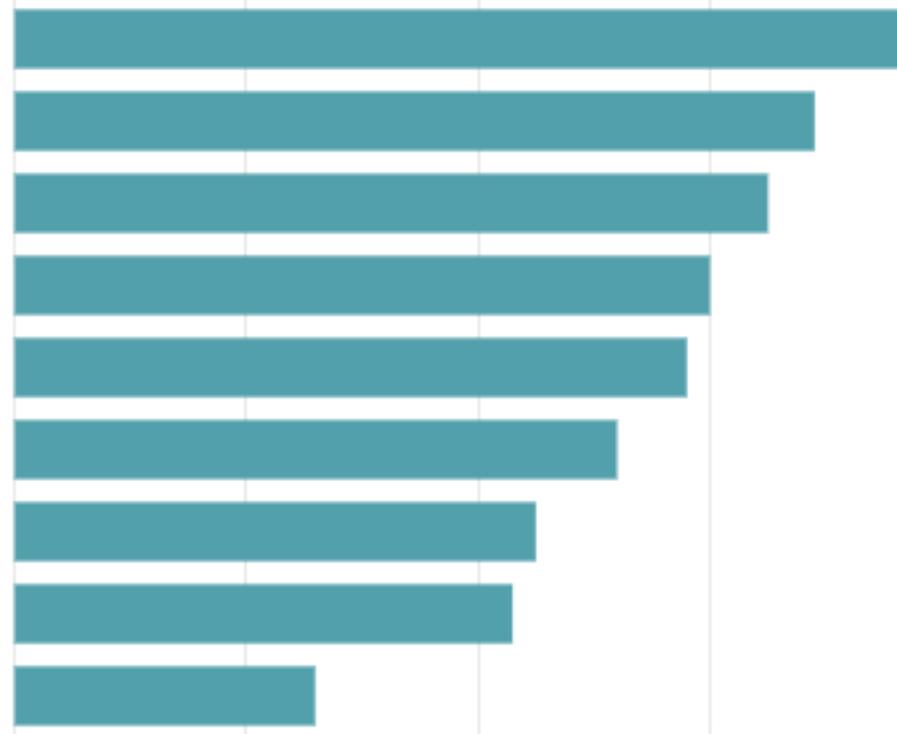
MEMORANDUM

TO:	Children's Initiative Oversight Commission	**FROM:**	Jennifer Cabán Accountability Officer
SUBJECT:	Accountability Officer Report	**DATE:**	October 24, 2024

CIOC October 2024 Meeting

This informational memo for October 2024 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 continues to strengthen its internal infrastructure and capacity to ensure accountability in its work. Last year, we focused on equipping our Implementation Partners with the tools and supports to develop program plans, budgets, results-based accountability measures, and evaluation frameworks. In our second full year of implementation, we are building upon that foundation by expanding the Office's engagement with the community and partners, who not only reflect the work but are a reflection of the Initiative itself. Below is an update on key updates and upcoming priorities since our last formal report in May 2024.

EVENTS

- **September**:
  - **K-16 Collaborative - East Bay Pathways**: A regional Bay Area collaborative convening diverse partners and leaders to foster collaboration and shared solutions. The focus was on developing education and computer science pathways, including details on degree programs, cross-enrollment, and dual enrollment course offerings.
  - **September 2024 Education Partnership Committee** – The City of Oakland has re-established a committee in joint partnership with the City Council and the OUSD School Board. This Committee was confirmed by City Council last Tuesday, 10/15/24.
- **October:**
  - **Oakland Starting Smart & Strong Lead Planning Team Meeting**
  - **First 5 Alameda County Commission Meeting**
  - **Alameda County Early Care & Education Planning Council** – Executive Committee
  - **Northen California College Promise Coalition (NCCPC) Workforce Committee Meeting**
  - **Rise East Walking Tour**
  - **Alameda County Early Care Policy Council**
  - **2024 Policy Breakfast: The State of Early Care and Education in Alameda County** (Planner/Presenter)
  - **City Council**
  - **Oakland Head Start Advisory Board Meeting**

- o **NCCPC Policy Meeting**
- o **Implementation Partner Collaborative**

2-YEAR EVALUATION RFP
- The contract is currently under final review.
- **Core Areas of Evaluation** (Reminder):
  - o Economic Impact Analysis – Assessing $ value added.
  - o Evaluation of Implementation – Reviewing Implementation Partners (IP) and the overall OCI structure.
  - o Informing the next iteration of the 5-Year Guidelines.
  - o Enhancing existing practices and Results-Based Accountability metrics.

COMMUNICATIONS
- Videos 2 and 3, focused on each fund and Implementation Partner, were released in early August. Video 4 will be posted on the website during the week of 9/23.
- Year 2 planning is underway in partnership with Implementation Partners.

COMMUNITY BUILDING, WORKGROUPS, & COLLABORATIVES
- **Kith Connections**: A gathering of the Commission, Implementation Partners, and community partners to strengthen solidarity and connection to the Oakland Children's Initiative. Invitations have been sent to our subcontractors/partners. Reservations at this time are:

  - o **Logistics**:
    - ▪ **Date**: Thursday, November 14, 2024
    - ▪ **Time**: 4 – 6 PM
    - ▪ **Location**: Alice Collective: 272 14th Street, Oakland, CA 94612
  - o **/kiTH/: Familiar friends, neighbors, or relatives.** The word "Kith" is rooted in community—it speaks to the friends, neighbors, and knowledge that form the foundation of our collective strength.
- **College Day**: A partnership between Oakland Unified School District, California State University, Oakland Children's Initiative, and Oakland Promise. This inaugural event will feature a college fair with all 23 CSU campuses. Open to OUSD students of all ages from PreK to 12th grade, with some SFUSD students included. The organizing team meets bi-weekly to plan. Invitations have gone out to families as well as Oakland elected officials. Press release will be sent out the week of the event.

  - o **Logistics**:
    - ▪ **Date**: Saturday, November 2, 2024
    - ▪ **Time**: 9 AM – 12 PM
    - ▪ **Location**: Fremont High School

- **Implementation Partner (IP) Collaborative**: Monthly meetings to focus on OCI elements such as program planning and communication.

  - o **IP Communication Workgroup**: Monthly meetings are being scheduled.

- o **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,

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