



**CITY OF OAKLAND
CHILDREN'S INITIATIVE OVERSIGHT COMMISSION
REGULAR MEETING AGENDA
THURSDAY, SEPTEMBER 28, 2023**

4:00 PM
1 Frank H. Ogawa Plaza, Oakland, CA
Hearing Room 2

Oversight Commission Members:

Bernadette Zermeno (D-7), Cynthia Adams, Dana Cilono (D-7), Edgar Rodriguez-Ramirez, Jessica Jung (D-2), Jorge Lerma (D-5), Kareem Weaver, Kym Johnson (D-4), Lange Luntao, Melanie Moore (D-2), Priya Jagannathan, Rickey Johnson (D-3), Tiffany Rose Lascado (D-6)

PUBLIC PARTICIPATION

The Oakland 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 webinar:

<https://us02web.zoom.us/j/83266986531>

Or One tap mobile:

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+16694449171,,83266986531# US

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

+1 669 900 9128 US (San Jose)

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+1 253 205 0468 US

+1 646 558 8656 US (New York)

+1 646 931 3860 US

+1 689 278 1000 US

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

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Webinar ID: 832 6698 6531

International numbers available:

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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 & Call to Order	10:00 AM	AD	
2	Roll Call & Welcome	5 Minutes	AD	
3	Review of Agenda	5 Minutes	AD	
4	Public Forum – Public Comment on Non-Agenda Items	5 Minutes	AD	
5	Children's Initiative Program & Budget Plans; Results Based Accountability Measures	45 Minutes	I	Attachment 1
6	Logo Review & Next Steps	20 Minutes	AD	Attachment 2
7	Children's Initiative – Accountability Officer Status Update	10 Minutes	I	
8	November Schedule	10 Minutes	AD	
9	Year 2 Commission Priorities / Survey on Roles	15 Minutes	AD	Attachment 3
10	Wrap-Up & Next Steps Call for agenda topics for next meeting	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 JCaban@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 JCaban@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.

你需要手語, 西班牙語, 粵語或國語翻譯服務嗎? 請在會議前五個工作天電郵 JCaban@oaklandca.gov 或 致電 (510) 238-6840 或 (510) 238-2007 TDD/TTY.



OAKLAND CHILDREN'S INITIATIVE

Oversight Commission Meeting

September 28, 2023

- ***Context Setting***
- ***First 5 Alameda County***
 - Review FY22/23 – Program Plans
 - Review FY23/24 – Program Plans
 - Review Results Based Accountability (RBA) Measures
 - Implementation Partner Comments
 - Questions & Answers
- ***Oakland Promise***
 - Review FY22/23 – Program Plans
 - Review FY23/24 – Program Plans
 - Review RBA Measures
 - Implementation Partner Comments
 - Questions & Answers
- ***Looking Forward & Next Steps***

AGENDA

CONTEXT SETTING

The image features a solid blue horizontal band at the bottom. On the right side, there are decorative wavy lines in a light pinkish-red color that overlap the blue band and extend upwards into the white background.

CONSIDERATIONS

- Since 2018, the State has pivoted to focus early childhood investments in expanding Transitional Kindergarten & Universal Preschool
- FY20/21 - CA Department of Education moves all programs except CA State Preschool to the CA Department of Social Services
- COVID-19
- Ordinance out of litigation December 2021
- Ordinance did not have built in planning time
- Oakland is only the 2nd municipality in the State to leverage local dollars to expand ECE investments
- There are no real best practices / models available to build from
 - Infrastructure and capacity is not yet built
 - Each sector operates in a complex landscape

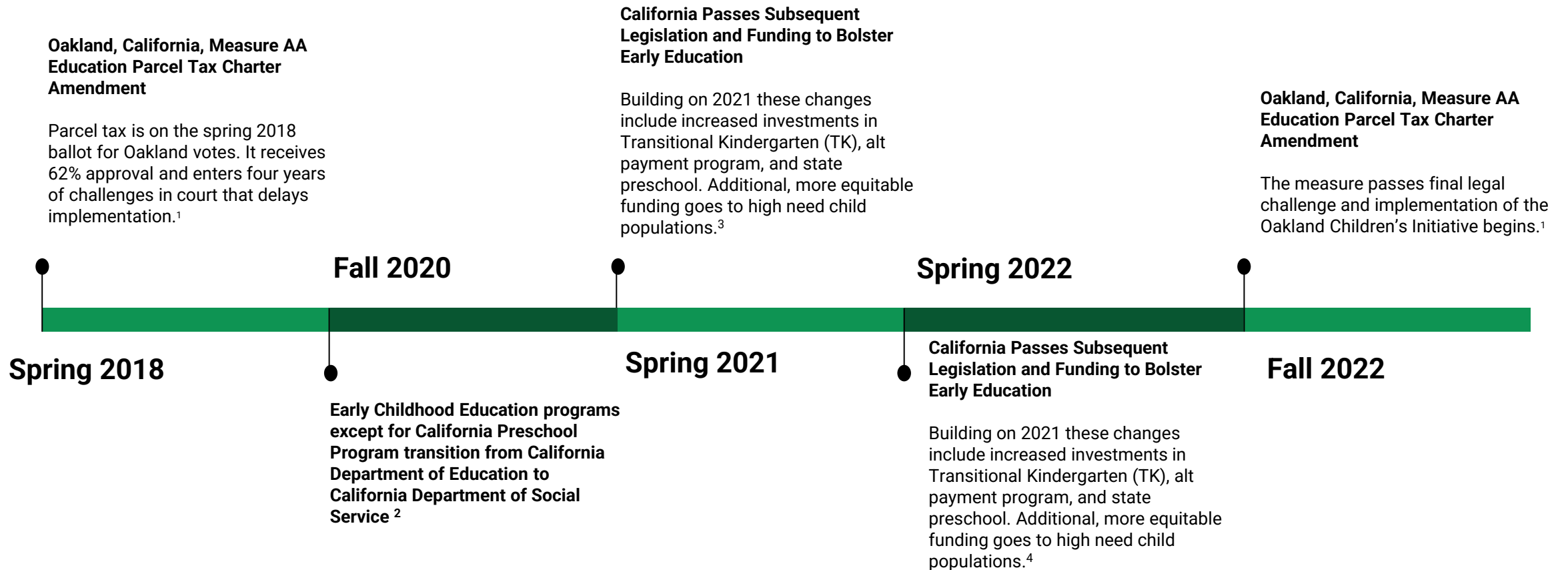


Shifting Terrain:

Major State Policy Events in Early Care and Learning



Since Measure AA was on the ballot in the spring of 2018, there have been several major state policy events that likely will impact the prioritization of activities included in the ballot's legislation.¹ Namely this includes prioritizing new and quality slots for 4- and 3-year olds.



1 - Sources include: Ballotpedia. [Oakland, California, Measure AA, Education Parcel Tax Charter Amendment \(November 2018\)](#). Alameda County: Registrar of Voters. [City of Oakland Measure AA](#). 2 - <https://www.cdss.ca.gov/inforesources/child-care-and-development/child-care-and-development-programs> 3 - Sources include: EdSource. [How California's new universal transitional kindergarten program will be rolled out](#). 4 - Sources include: [Legislative Analyst's Office. Child Care and Preschool: The 2022-23 California Spending Plan](#). Sacramento, CA.

Oakland Children's Initiative

by quarter



JULY – SEPT 2022

- RFP
 - Bidders Conference
 - Selection Panel Training
- Press release
- Website launch
- Commission launch & training
- Commission appointments

OCT – DEC 2022

- RFP bidder interviews
- Commission bylaws & co-chairs Confirmed
- Implementation Partner recommendations
- Presentations & approvals
- Outreach to City Council members & staff
- OCI Press Conference

JAN – MAR 2023

- Contract development & negotiations
- Launch Implementation Partner Collaborative
- Consultant RFP launch
- Plan and hire Program Analyst II
- Connected to several collaborative tables
- CIOC Co-Chair check-in's
- ECE 101 Training for Commissioners

APR – JUNE 2023

- Continued IP contract negotiations
- Development of program plans and budgets FY22/23
- Priority Partners regular meetings established / initiation of contract negotiations
- Oakland Promise contract executed (retroactive to 1/1/23)
- CIOC Co-Chair check-in's

JULY – SEPT 2023

- First 5 contract executed (retroactive to 1/1/23)
- Communications planning
- Program planning FY23/24
- Branding Ad Hoc launch
- 2Yr Evaluation Ad Hoc Launch
- RBA measures refinement
- Commission & IP retreat
- Logo focus groups / survey
- Logo draft design
- Draft 2Yr Evaluation RFP
- Comms video planning
- Begin FY22/23 financial audit
- CIOC Co-Chair check-in's

Key Takeaways

- Implementation Partner must be a public agency
- 5-Yr Guidelines are in priority order
- Requires public systems OUSD & OHS as Priority Partners for funding (i.e. contracts)
- Targets high need families

Early Education Fund Five-Year Guidelines

- 1) **Increase overall attainment and reduce socioeconomic and/or other demographic disparities, in child educational outcomes, such as kinder-readiness, and provide family support services, to achieve the following outcomes prioritized** as follows, such that plans to fund a lower priority outcome may only be implemented if the Early Education Implementation Partner has determined that the next highest priority goal is reasonably achievable within the five-year period:
 - a) **Make available free or affordable and high-quality early education and/or preschool for four-year old children from low-income families, such as those who make less than eighty-five-percent (85%)** of the state median income, with a priority on serving the children of families with the lowest incomes and/or those who are in high need, while also supporting such families who need family, friend, and neighbor care.
 - b) **Increase the availability of free or affordable and high-quality early education and/or preschool for three-year-old children from low-income families**, with a priority on serving the children of families with the lowest incomes or those who are in high need, while also supporting such families who need family, friend, and neighbor care.
 - c) **Increase the affordability and/or quality of preschool for all four-year-old children**, with a priority on serving the children of families with the lowest incomes or those in highest need, while also supporting such families who need family, friend and neighbor care.
 - d) **Increase the affordability and/or quality of preschool for three-year-old children**, with a priority on serving the children of families with the lowest incomes or those in highest need, while also supporting such families who need family, friend and neighbor care.
 - e) **Increase the availability and/or quality of child development support services for children and families from low-income backgrounds** with children from birth through age three, while also supporting such families who need family, friend, and neighbor care.
- 2) **Provide for a rigorous external evaluation of the impact of the early education programs**, such as on child outcomes data including kindergarten-readiness, that will facilitate assessment of whether the early education programs are achieving the goals of the Act and provide information on how to mitigate disparities, such as those by wealth and income or for children in high-need.

Early Education Fund Five-Year Guidelines (con't)



- 3) **Ensure that professional development and coaching are generally available for educators**, and that participating center-based preschool programs generally are able to do the following within a reasonable timeframe:
 - a) Achieve a baseline rating of at least three (3) or higher on the regional Quality Rating and Improvement System (QRIS), or a successor system;
 - b) Utilize a developmentally-appropriate curriculum aligned with California Department of Education standards, and in addition that is also evidence-based and/or has demonstrated success in improving preparation for kindergarten;
 - c) Conduct formative assessments to shape instruction; and
 - d) Participate in valid, regular, and reliable assessments of early education quality in order to foster continuous improvement and to reduce disparities, such as those by income and wealth, in child outcomes.
- 4) **Ensure that funding streams** from federal, state and local sources, including Head Start, **are coordinated** to reduce the administrative burden of program beneficiaries in accessing services, and to ensure that existing high-quality early education programs are not made financially unviable.
- 5) **Give priority consideration to expanding higher quality programs and/or facilities for children who are in the highest need**, from the lowest-income backgrounds, live in areas of high unmet early education need, and/or who are traditionally underserved, as resources allow, which could include enhanced services, such as bilingual or dual-language instruction, supports to enhance cultural competency, or a higher rating on the QRIS or a successor system.

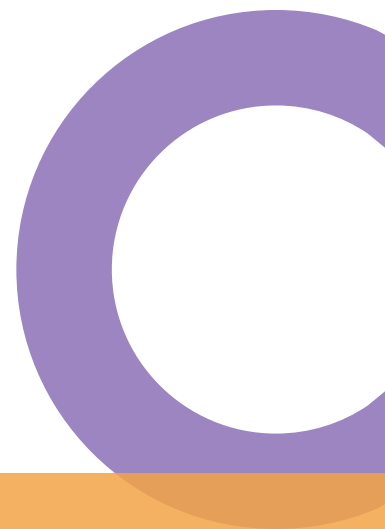


Key Takeaways

- Implementation Partner must be a non-profit or public agency
- 5-Yr Guidelines are in **not** in priority order
- Requires funding support public school students (i.e. school district, charter)
- Targets high need families

Oakland Promise Fund Five-Year Guidelines

- 1) **Reduce socioeconomic and/or demographic disparities**, such as those related to wealth and income, for children from an early age, **in College readiness, access, affordability, applications, enrollment, retention and completion**, particularly for students in high-need or who are traditionally underrepresented in post-secondary education.
- 2) **Increase early College savings and asset building for families with children ranging in age from zero to grade five**, such as through the creation and seeding of college savings accounts and the provision of financial coaching and supports to families.
- 3) **Increase the expectations and resources to attend College among children and families of all socioeconomic backgrounds in Oakland public schools**, with a priority for students from low-income backgrounds and/or traditionally underrepresented in College, through strategies, such as increasing school-based programming that builds the college-bound identity of students and a college-going culture in elementary, middle, and high schools.
- 4) **Increase College awareness, application, and eligibility, as measured by increases in completing courses required for College enrollment**, such as those required by the University of California, and in College acceptance rates of Oakland Public School students, through means such as providing College access services that are integrated into schools.
- 5) **Increase College affordability**, including by expanding access to public and private student financial aid, such as by increasing FAFSA or Dream Act Application completion rates, increasing the direct provision of College scholarships including multi-year last dollar scholarships, and partnering with educational institutions in order to provide institution-specific scholarships and to reduce tuition, room and board, and/or other college expenses.
- 6) **Increase College admission, matriculation, and enrollment rates**, such as increasing the percent of students who enroll in College in the fall directly following high school graduation through a focus on the above strategies.
- 7) **Increase full-time College persistence rates for students enrolled in College**, especially persistence between their first and second year of enrollment, through means such as mentoring, peer advising, and on-campus supports.
- 8) **Increase the number of Oakland students graduating from College within six (6) years of high school graduation.**



FIRST 5 ALAMEDA COUNTY Early Education Fund



OAKLAND CHILDREN'S INITIATIVE (OCI) EARLY EDUCATION FUND

IMPLEMENTATION TIMELINE: NOVEMBER 2018 - OCTOBER 2023

OCT. 27, 2022

AO recommends City select First 5 as the OCI Early Education Fund IP.



SEPT. 20, 2022

First 5 Alameda County (First 5) submits OCI Early Education Fund IP proposal to the City.

DEC. 2022

- First 5 awarded the City of Oakland contract to serve as the OCI Early Education IP and OCI Early Education Fund administrator.
- First 5 onboards Data & Insights Supervisor, Planning Coordinator, two Human Resources Analysts, and Senior Administrator – ECE Provider Partnerships.

FEB. 2023



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students



CITY OF OAKLAND
HEAD START

- First 5 continues FY23 contract negotiations with City; focus is on development of scope of work, RBA measures, partnership agreement, and role delineation.
- First 5 continues agencywide OCI planning efforts, including refinement of Agency structure and workstreams, hiring of positions needed for OCI administration, and onboarding of Senior Administrator – ECE Workforce, Strategic Communications Officer, Communications Specialist, and Chief HR Officer.
- First 5 prepares for engagement of OCI Early Education Program priority public system partners Oakland Unified School District (OUSD) and City of Oakland Head Start (COOHS) as required by OCI ordinance.

APR. 2023

- First 5 works with AO to finalize FY23 Annual Program Plan, Budget, and RBA template.
- First 5 partners with OUSD and OHS to develop their respective FY23 OCI Annual Program Plan, Budget, and RBA templates, Partnership Agreements, and Data MOUs.
- First 5 onboards Senior Administrator – ECE Facilities and Human Resources Analyst.



JUN. 2023

- First 5, OUSD, and OHS finalize FY23 OCI Contracts, Budgets, and Program Plans and submits to AO final FY23 Annual Program Plan, Budget, and RBA template.
- First 5 onboards Deputy CEO and Chief of Programs.
- Oakland City Council approves COOHS FY23 OCI Early Education Contract with First 5.
- First 5 Commission approves FY23 OCI Early Education contracts with OUSD and COOHS (allocating over \$10 million dollars) as well as initial FY24 OCI budget allocations to both public system partners (allocating \$9 million dollars).
- OUSD Board of Education (BoE) approves OUSD FY23 OCI Early Education contract with First 5.



AUG. 2023

- First 5, OUSD and OHS finalize initial FY24 OCI contracts, budgets, and program plans and work on annual audit and reconciliation of FY23 expenses.
- First 5 kicks off Joint OCI Public Systems Partners Leadership Table.
- OUSD Early Learning ED transitions.

OCT. 2023

Oakland City Council will consider approval of initial OHS FY24 OCI Early Education award from First 5.

2021

Measure AA upheld in the courts.



NOVEMBER 2018

OCI (also known as Measure AA) approved by Oakland voters.

AUG. 24, 2022

City announces Jennifer Cabán as first OCI Accountability Officer (AO) and upcoming release of OCI Implementation Partners (IP) RFP.

AUG. 31, 2022

City releases OCI IP RFP.

- Oakland Elects a New Mayor and City Administrator transition begins.
- First 5 begins FY23 OCI Early Education IP contract negotiations with the City.
- First 5 kicks off internal OCI implementation planning, workplan development, and project management efforts and onboards Chief of Staff, Director of Early Care and Education, and two Data & Policy Analysts.
- AO convenes First 5 and Oakland Promise for first monthly IP Collaborative meeting to discuss partnership expectations, agreements, roles, and a developmental agenda for the next few months.



JAN. 2023

MAR. 2023

- First 5 works with City on development of FY23 Annual Program Plan, Budget, and RBA template and begins financial modeling to forecasts costs and tax revenue.
- First 5 onboards Program Administrator – ECE and Senior Administrative Associate.
- First 5 convenes initial planning meetings with OUSD and COOHS to kick off FY23 planning and contract negotiations.
- First 5 holds Internal OCI Workplan Retreat to support role delineation among staff, continue workplan development, and outline decision making structures.



MAY 2023

- First 5, OUSD, and COOHS work on Data Sharing Agreements and data request for reporting and evaluation purposes and finalization of FY23 Program Plan, Budget, and RBA templates.
- First 5 onboards Director of Data & Evaluation, Strategic Initiatives and Planning Officer, Government Affairs & Policy Officer, and Evaluation Officer.
- First 5 submits to AO initial draft of complete FY23 Annual Program Plan, Budget, and RBA template.
- First 5 presentation to CIOC.
- OUSD strike, new Oakland City Administrator appointed, and Oakland Human Services Director retires.

- First 5, OUSD, and OHS begin development of initial FY24 contracts, budgets, and program plans.
- First 5 engages Prenatal to 5 to support development of threshold definitions to guide ongoing implementation planning with priority public system partners.
- First 5 works with City to revise RBA measures for annual OCI Early Education Program Plan.
- First 5 onboards Senior Administrator – Policy.
- AO convenes OCI Evaluation RFP Ad Hoc Committee with representation from the Commission First 5, and Oakland Promise.

JUL. 2023

SEPT. 2023

- First 5 recommends to AO revised RBA measures for annual OCI Early Education Program Plan.
- First 5 participates in communications planning with City and Oakland Promise and supports prep for 9/28 OCI CIOC meeting.
- OUSD BoE approves initial OUSD FY24 OCI Early Education contract with First 5.


OCI Early Education Fund Allocations January 2023 - June 2023 (6 months)

PUBLIC SYSTEMS PARTNERS	AMOUNT
Oakland Unified School District (OUSD)	\$6,026,000
City of Oakland Head Start (OHS)	\$2,567,296
First 5 Alameda County (First 5)	\$1,801,722
TOTAL BUDGET ALLOCATIONS JANUARY 2023 - JUNE 2023	\$10,395,018



Early Education Program Strategies


January 2023 - June 2023 (6 months)



\$4,860,359
Capital
infrastructure
improvements



\$2,675,857
Staffing
and family
supports



\$924,802
Professional development,
curriculum materials,
coaching and training



\$4,800,000 - OUSD

Major renovation of all spaces at the Kaiser Early Childhood Center as well as ADA-compliant access throughout the campus.



\$60,359 - OHS

Playground equipment enhancements, operational and maintenance expenses.



\$687,000 - OUSD

Six Family Navigators to provide support, information, and resources to parents and caregivers.



\$1,988,857 - OHS

Support staffing for all direct service, administrative, and substitute teaching staff.



\$539,000 - OUSD

Purchase curriculum materials and cloud subscription to provide educators with access to resources and professional development.



\$385,802 - OHS

Coaching and training for early learning staff serving 8 OHS sites and Home Based Programs, as well as attendance at STEM Conference for educators serving 5 OHS sites.



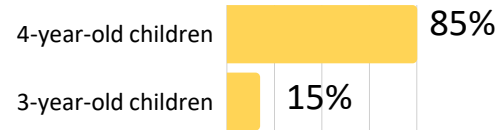
Estimated Number of Children Served at OUSD and OHS with OCI Funds* January 2023 - June 2023 (6 months)



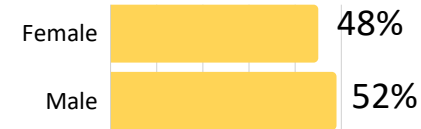
2,345

GRAND TOTAL
OF CHILDREN
SERVED

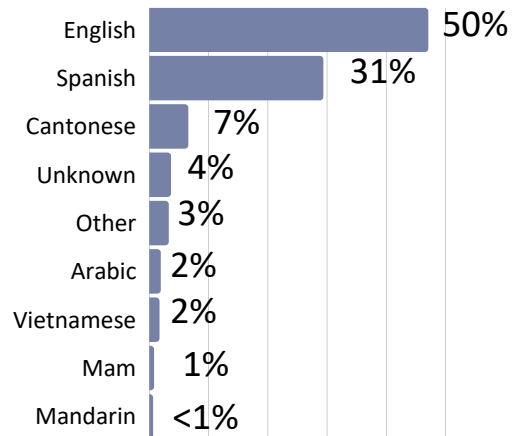
Children served by age group



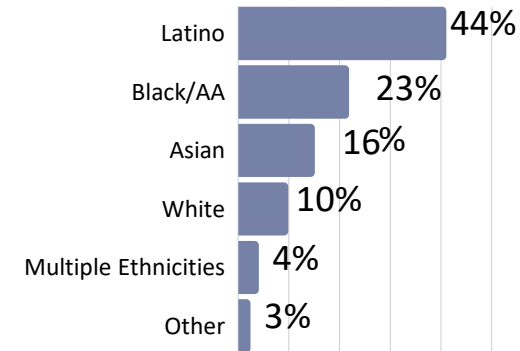
Children served by gender



Children served by home language



Children served by race and ethnicity



*Demographic data is preliminary and subject to change as data infrastructure among public systems is built and data analysis is refined.

OCI Early Education Program Updates

July 1, 2023 - June 30, 2024

FY 2023-24 SUBCONTRACT DEVELOPMENT

Continuing contract development for initial FY 2023-24 subcontracts with public systems partners, including gaining approval from respective governing bodies:

September 13th – OUSD
Board of Education approved

October 3rd – Oakland City Council
will consider request
to accept funds for OHS



OCI Early Education Fund Allocations*
July 1, 2023 – June 30, 2024

PUBLIC SYSTEMS PARTNERS	AMOUNT
Oakland Unified School District (OUSD)	\$6,829,782
City of Oakland Head Start (OHS)	\$6,561,736
First 5 Alameda County (First 5)	\$4,062,800
TOTAL BUDGET ALLOCATIONS JULY 1, 2023 – JUNE 30, 2024	\$17,454,318

*Proposed allocations are subject to active negotiation, forthcoming augmentations, and anticipated authorizations.



Early Education Program Strategies

July 1, 2023 - June 30, 2024



\$7.2M
Program
Staff



\$2.3M
Capital
infrastructure
improvements



\$2.3M
Infrastructure
Staffing



\$2.9M - OUSD



\$4.3M - OHS



\$2.0M - OUSD



\$0.3M - OHS



\$0.7M - OUSD



\$1.6M - OHS



\$0.9M
Professional
development,
curriculum materials,
coaching and training



\$0.6M
Addressing
affordability of
care for
families



\$0.6M - OUSD



\$0.3M - OHS



\$0.6M - OUSD





FIRST 5 ALAMEDA RBA MEASURES



City of Oakland - Early Education Implementation Partner RBA Performance Measures					
	Performance Measure	Frequency	How to Calculate	Data Sources	Comments
How Much?	Affordability				
	Number of free and subsidized slots by program type	Annual	California State Preschool Program (CSPP) Part-Day, CSPP Full-Day, and Head Start: maximum contracted reimbursable enrollment or funded enrollment; Transitional Kindergarten: count of TK classrooms * maximum allowable average number of students per class	Data provided by partners from their data systems (e.g., Care Connect, Aries, Child Plus, Fiscal operation systems, etc.)	Represents the total number of available slots for income eligible children. Report by program types. Program types include CSPP Part-Day, CSPP Full-Day, Transitional Kindergarten, and Head Start. Disaggregate by age grouping as defined by program requirements.
	Access				
	Number of children enrolled in priority partner sites (OUSD & OHS)	Annual	Count of children enrolled		Where data exists, disaggregate by age, zip code, race/ethnicity, family income below 85% SMI, unhoused, active CPS case number, dual language learner, Individual Family Service Plan/Individualized Education Plan.
	Number of ECE educators and staff	Annual	Total count of ECE educators and staff	Data provided by partners from their data systems (e.g., Care Connect, Aries, Child Plus, Fiscal operation systems, etc.)	Disaggregate by role. Roles may include directors, site supervisors, managers, administrators, teachers, assistant teachers/aides, student teachers, professional support staff, coaches, specialists, home visitors, operations personnel, custodial, and food staff.
	Additional capacity from OCI funded capital infrastructure improvements	Annual	Total new classroom square footage / square feet per child licensing requirements		Estimated additional licensed capacity based on new square footage that meets licensing requirements. Disaggregated by zip code.
	Quality				
	Number and percentage of sites receiving OCI funded capital infrastructure improvements	Annual	Count of sites receiving OCI funds for capital infrastructure improvements / total count of sites	Data provided by partners from their data systems (e.g., Care Connect, Aries, Child Plus, Fiscal operation systems, etc.)	Count to be reported by project type. Project types may include new construction, renovation, repairs, and program materials. Disaggregate by zip code.
	Average number of hours ECE educators and staff participated in training/coaching/ and Professional Learning Communities (PLC)	Annual	Total number of [training, coaching, PLC] hours / total number of ECE educators and staff		Training, coaching, and PLC average hours to be reported separately. Disaggregated by role and zip code.
How Well?	Access				
	Percent of free and subsidized slots enrolled (uptake)	Annual	Number of children enrolled / total number of free and subsidized slots	Data provided by partners from their data systems (e.g., Care Connect, Aries, Child Plus, Fiscal operation systems, etc.)	Report by program types. Program types include CSPP Part-Day, CSPP Full-Day, Transitional Kindergarten, and Head Start. Disaggregate by zip code.
	Quality				
	Retention rate for ECE educators and staff	Annual	100 * (count of staff – new hires for the reporting period) / count of staff employed during the previous reporting period	Data provided by partners from their data systems (e.g., Care Connect, Aries, Child Plus, Fiscal operation systems, etc.)	Disaggregate by role and zip code.
	Number and percentage of ECE educators and staff who report the quality of trainings were good or very good	Annual	(Count of survey responses reporting training was good + count of survey responses reporting training was very good) / count of survey responses		Surveys are confidential and so would not be able to disaggregate by staffing role nor zip code.
Is Anyone Better Off?	Access/Quality				
	Number and percentage of children enrolled in an improved ECE facility due to OCI funded capital infrastructure improvements	Annual	Count of children enrolled in sites that received OCI funds for capital infrastructure improvements / total children enrolled	Data provided by partners from their data systems (e.g., Care Connect, Aries, Child Plus, Fiscal operation systems, etc.)	Enrollment counts to be reported by project type. Project types may include new construction, renovation, repairs, and program materials. Disaggregate by zip code.
	Percentage of OCI sites with a quality rating above standard	Annual	Count of sites with quality rating above 3 / total count of sites	First 5 Internal Data	Disaggregate by zip code

*Calculations document First 5's proposed approach and may be revised based on partner feedback and operational realities.



Oakland Promise

Oakland Promise Fund





OP
OPPORTUNITY CHANGES EVERYTHING®

Cradle-to-Career Continuum



Provides college savings account (CSA) at birth and monetary incentives through middle school



Awards and distributes OP Scholarships at set points throughout students' academic career from kindergarten to postsecondary graduation



Offers programs to students and families on postsecondary options and readiness



Partners with public institutions and community-based organizations



2016

Oakland Promise launched



2019

Oakland Promise Merged with East Bay College Fund



2023

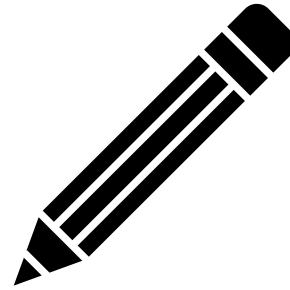
Oakland Promise selected as Children's Initiative recipient

Impact to Date



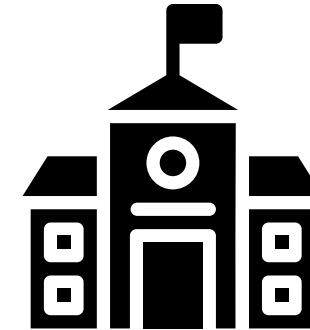
2,200+

Families supported with
College Savings Accounts



40,000

Kindergartners awarded
initial \$100 as part of
their Oakland Promise
Scholarship



\$22.1 M

Scholarships awarded to
3,700+ graduating
seniors from Oakland
Public High Schools

Oakland Children's Initiative

by the numbers

January 2023 - June 2023

223

Brilliant Baby
Medi-Cal eligible
families enrolled
with \$500 CSA

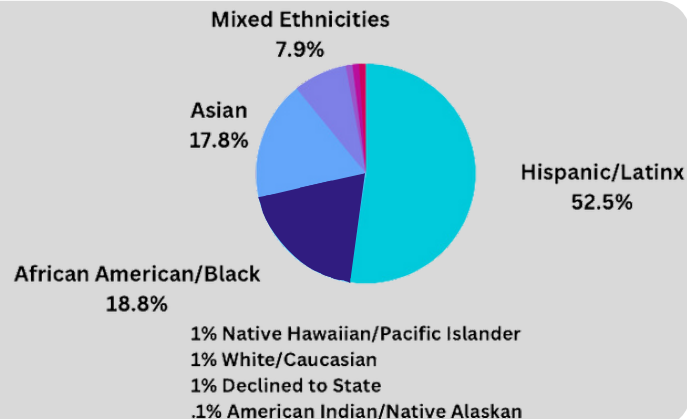
5K

K2C Scholarships
awarded to
Kindergartners

911

\$2-16K Scholarships
awarded to CTE, 2-year and
4-year bound Oakland
students

2023 OP Scholar Ethnicity Breakdown



Oakland Promise Initiative



East Oakland

Promise Neighborhood Pilot

OP funded a "proof of concept" at East Oakland Pride, Elmhurst & Castlemont. During this pilot, we hope to increase collaboration and coordination among CBOS, schools & the district, expand academic enrichment supports, expand family and community engagement, and more in the East Oakland community.

Program Strategies

January 2023 - June 2023

OP Direct Service
Programming
\$1.4 Million
20%

Program
Subcontractors
\$1.5 Million
22%

Direct Payments to
Students & Families
\$1.5 Million
22%

Communications, Mission
Support, Data, and Evaluation
\$2.5 Million
36%



Brilliant Baby



K2C



College Access



College
Completion

16

Subcontractors



Over 50%
Oakland-based



Scholarships
directly to
students



Innovation
grant



CSAs
incentives



Mission
Support



5
New OP positions

Oakland Children's Initiative

by the numbers (projected)

July 2023 - June 2024

640

Brilliant Baby Medi-Cal eligible families enrolled with \$500 CSA

5K

K2C Scholarships awarded to Kindergartners

1,100

\$2-16K Scholarships awarded to CTE, 2-year and 4-year bound Oakland students

2,583

Scholars receiving persistence services through the College Completion program

Oakland Promise Initiative



East Oakland

Promise Neighborhood Pilot

OP is funding a "proof of concept" at East Oakland Pride, Elmhurst & Castlemont. During this year, we hope to continue to increase collaboration and coordination among CBOS, schools & the district, expand academic enrichment supports, expand family and community engagement, and more in the East Oakland community.

To-date, we have initiated a needs assessment and key planning meetings, while starting to implement the work.

Program Strategies

July 2023 - June 2024



Children’s Initiative Implementation Focus



Increase targeted direct services provided to students and families



Maximize the number of our local community partners



Expand our evaluation tools & communications strategy



Grow college savings accounts and scholarships to support students

OP Direct Service Programming \$3.8 Million 29%	Program Subcontractors \$3.2 Million 26%	Direct Payments to Students & Families \$4 Million 32%	Communications, Mission Support, Data, and Evaluation \$1.6 Million 13%
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5-Year Goals

- Dramatically increase the number of Medi-cal eligible babies with \$500 CSA
- Dramatically increase the number of income-eligible 12th graders receiving OP Scholarship

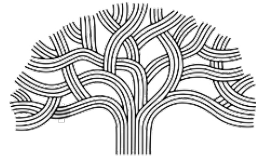
Partnerships

Building our capacity

OAKLAND  PROMISE.
OPPORTUNITY CHANGES EVERYTHING®



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students



CITY OF OAKLAND

**BLACK
CULTURAL ZONE**



MISSEY
Healing Wounds. Breaking Cycles.



La Clínica
a california health center



BANANAS



ROOTS
*community
health center*



EOYDC
EAST OAKLAND YOUTH DEVELOPMENT CENTER



OAKLAND KIDS FIRST



tandem
Partners in Early Learning



EAST OAKLAND BOYS ASSOCIATION



THE UNITY COUNCIL



beyond 12



SPR



(KITS)³



UCSF Benioff Children's
Hospitals



**PEER
FORWARD**



PREPARE ★ AFFORD ★ SUCCEED



**east bay consortium
of educational institutions, inc.**



OneGoal.



Lotus Bloom



BRIGHTER BEGINNINGS
Every Family Matters



youthbeat



mocha
museum of children's art

Financial Capability Investment

OAKLAND PROMISE RBA MEASURES



City of Oakland – Oakland Promise RBA Performance Measures (Revised September 2023)					
	Performance Measure	Frequency	How to Calculate	Contract Data Source	Comments
How much? How much enrollment and participation do we have in our programs?	Access				
	1. # of Medi-Cal eligible children age 0-23 months signed up for \$500 college savings account scholarships, and % of children enrolled compared to annual eligible population	Annually	# unique children enrolled annually; number of children enrolled annually divided by 1600 (estimated eligible Medi-Cal eligible children born in Oakland annually)	Salesforce enrollment report	Reporting will include disaggregated data on demographics by zip code, race/ethnicity, and income. Where available, will include data on children who are identified as foster care, undocumented, unhoused, etc.
	2. # of families enrolled for up to \$500 in college scholarships by the end of 9th grade annually, and % annual change in number of families enrolled	Annually	# unique children enrolled annually; number of children enrolled annually divided by total number of students K-9 for that year	Outcome Tracker enrollment report; OUSD public data dashboard	Reporting will include disaggregated data on demographics by zip code, race/ethnicity, and income. Where available, will include data on children who are identified as special needs, foster care, undocumented, dual language learners, unhoused, etc.
	3. # of Medi-Cal eligible parents of 0-23 month olds receiving financial coaching	Annually	# of unique parents completing at least one of six sessions of financial coaching	Salesforce report	Where appropriate and available, reporting will include disaggregated data on demographics by race/ethnicity, zip code, and income.
	4. # of Oakland families and public school students participating in college- and career-identity building programming	Annually	# unique students participating in elementary, middle, and high school workshops, events, field trips, and presentations	Salesforce report and as reported by subcontractors	Where appropriate and available, reporting will include disaggregated data on demographics by race/ethnicity and school.
	5. # of scholars receiving postsecondary education persistence supports including advising, mentoring, and retention programming and career supports including internship placement and mentoring	Annually	# of unique students participating at least once annually in persistence and career programming	Salesforce report and as reported by subcontractors	Where appropriate and available, reporting will include disaggregated data on demographics by race/ethnicity, gender, school, identified as special needs, foster care, undocumented, dual language learners, unhoused, etc.
	Quality				
	1. # of Oakland 12th graders who applied for, and # who were awarded scholarships for their postsecondary education	Annually	# student applications; # scholarships awarded	Survey Monkey Apply report for applications; Salesforce report for awards	Reporting will include disaggregated data on demographics by zip code, gender, race/ethnicity, and income. Where available, will include data on children who are identified as special needs, foster care, undocumented, dual language learners, unhoused, etc.
	2. Total amount of scholarship funds distributed annually to OP scholars for their postsecondary education	Annually	dollar amount of scholarship funds distributed during fiscal year	Salesforce report	Reporting will include disaggregated data on demographics by zip code, gender, race/ethnicity, and income. Where available, will include data on children who are identified as special needs, foster care, undocumented, dual language learners, unhoused, etc.
How well? How well do participating families and students report we are doing?	Access				
	1. % of enrolled parents of 0-23 month olds who expect child will enroll in postsecondary education	Annually	% of enrolled Brilliant Baby parents who report on survey item that they expect their child to complete any level of postsecondary education	Form Assembly mobile phone survey, integrated with Salesforce	We plan to assess at multiple timepoints including at time of Brilliant Baby enrollment, after one year in the program, and upon graduation from the Brilliant Baby program when Kindergarten starts. Reporting will include disaggregated data on demographics by zip code, race/ethnicity, and income.
	2. % of students participating in OP programming who positively indicate that "I believe I can graduate from college"	Annually	Likert scale survey item; % of students participating in college- and career-identity building programming who report "agree" or "strongly agree"	Survey responses integrated with Salesforce; California Healthy Kids Survey	To be developed/refined with support of the City of Oakland. We plan to assess at Kindergarten, 5th grade, 8th grade, and 12th grade. Reporting will include disaggregated data on demographics by zip codes/school, gender, and race/ethnicity. Where available, will include data on children who are identified as special needs, foster care, undocumented, dual language learners, unhoused, etc.
	Quality				
	1. % of families, students, and K-12 school staff who positively respond that they were satisfied with OP services	Annually	Likert scale survey item; % of parents, students, and K-12 participating in OP services who report "agree" or "strongly agree"	Survey responses integrated with Salesforce	To be developed/refined with support of the City of Oakland. We plan to assess program satisfaction before age 4, Kindergarten, 5th grade, 8th grade, 12th grade. Reporting will include disaggregated data on demographics by zip codes/school, gender, and race/ethnicity. Where available, will include data on children who are identified as special needs, foster care, undocumented, dual language learners, unhoused, etc.
	2. How have funding and programming impacted participants' college- and career-bound identity and supported postsecondary completion?	Annually	Qualitative data collection with participating families and students through interviews, focus groups, and open-ended survey responses. Data may be compiled and reported verbatim in quotes, content analysis may count the number of times a topic or theme was expressed, or thematic analysis may be used to identify patterns and themes in the data	Open-ended survey responses integrated with Salesforce, interviews videotaped and transcribed, or focus groups audio recorded and transcribed	To be developed/refined with support of the City of Oakland. Reporting will include disaggregated data on demographics by zip codes/school, gender, and race/ethnicity.
Who is Better Off? Did our services increase postsecondary completion, particularly for those traditionally underrepresented?	Access/Quality				
	1. Postsecondary education enrollment rate for OP scholars	Annually	% of OP scholars who matriculate in 2-year/CTE or 4-year programs within 6 months; comparing with other Oakland public school graduates, state-wide graduates, national graduates, and comparing across demographic groups	OP survey data integrated with Salesforce; National Student Clearinghouse Data; Beyond12 subcontractor data	Access to Oakland charter school graduates is in development. Reporting will include disaggregated data on demographics by zip codes/school, gender, and race/ethnicity. Where available, will include data on children who are identified as special needs, foster care, undocumented, dual language learners, unhoused, etc.
	2. Postsecondary education completion rate for OP scholars	Annually	% of OP scholars enrolled in 2-year/CTE and 4-year postsecondary programs graduating within 6 years of high school graduation; comparing with other Oakland public school graduates, state-wide graduates, national graduates and comparing across demographic groups	OP survey data integrated with Salesforce; National Student Clearinghouse Data; Beyond12 subcontractor data	Access to Oakland charter school graduates is in development. Reporting will include disaggregated data on demographics by zip codes/school, gender, and race/ethnicity. Where available, will include data on children who are identified as special needs, foster care, undocumented, dual language learners, unhoused, etc.
	3. Postsecondary education completion rate for all Oakland public school graduates	Annually	% of all Oakland public school graduates enrolled in 2-year/CTE and 4-year postsecondary programs graduating within 6 years of high school graduation; comparing with state-wide graduates, national graduates; comparing across demographic groups; % overall change from first year of OCI funding	OP survey data integrated with Salesforce; National Student Clearinghouse Data; Beyond12 subcontractor data	This is our measure of population-level change . We do not expect this metric to improve in the short-term; rather, this is our "north star" metric that we hope to impact with sustained collaboration with and support from the City of Oakland. Access to Oakland charter school graduates is in development. Reporting will include disaggregated data on demographics by zip codes/school, gender, and race/ethnicity. Where available, will include data on children who are identified as special needs, foster care, undocumented, dual language learners, unhoused, etc.



THANK YOU!
Q&A

About

The Oakland Children's Initiative (OCI) is a 2018 Charter Amendment passed by Oakland constituents to deepen early investment in children and support them through college graduation. The OCI Early Education Program expands access and enhances the quality of early care, education, and preschool for Oakland's children, families, and communities to improve educational outcomes and address systemic inequities. Funding for the Oakland Children's Initiative is provided by the City of Oakland.

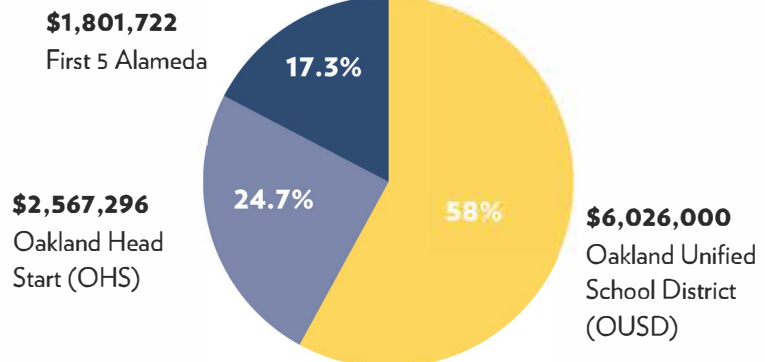
System, Infrastructure, and Capacity

In December 2022, First 5 Alameda County (First 5) was awarded the City of Oakland contract to serve as the OCI Early Education Implementation Partner and administer the Early Education Fund. In the first six months of implementation, First 5 worked closely with Oakland Unified School District (OUSD) and City of Oakland Head Start (OHS) --the OCI specified priority public system partners -- to support neglected physical infrastructure and urgent staffing and capacity building needs.

Early Education Program Investments

January 2023 - June 2023

\$10,395,018



Children Served by Oakland Unified School District and Oakland Head Start with OCI Funding*

January 2023 - June 2023

2,345 GRAND TOTAL OF CHILDREN SERVED

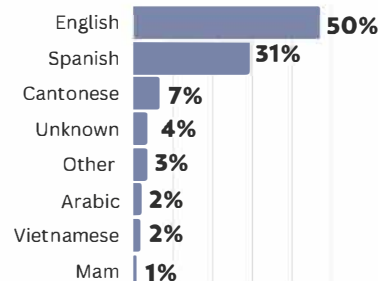
Children served by age group



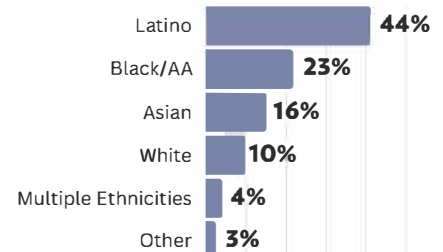
Children served by gender



Children served by home language



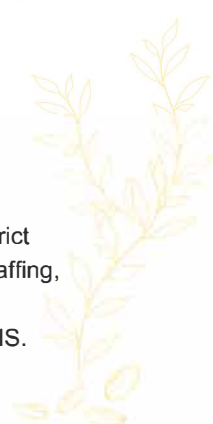
Children served by race and ethnicity



**Demographic data is preliminary and subject to change as data infrastructure among public systems is built and data analysis is refined.*

Programming Highlights

From January 2023 to June 2023, First 5 Alameda County allocated over \$10 million from the Oakland Children's Initiative Early Education Fund to stabilize the early care and education ecosystem in Oakland Unified School District (OUSD) and City of Oakland Head Start (OHS). This initial investment will support infrastructure improvements, staffing, professional development, family navigation, resources, and materials to provide additional access and improved quality early care and education programming for low-income 3- and 4-year-old students served by OUSD and OHS. The OUSD and OHS sites that received funding during this time period are located in Oakland Council District 2, District 4, District 6, and District 7.



Strategy

Activity



\$4,860,359

Infrastructure improvements

Building quality spaces for children

- \$4,800,000 - *Oakland Unified School District*
 - Major renovation of all spaces at the Kaiser Early Childhood Center (97 children, 94618) to enable the creation of four early care and education classrooms, staff room, outdoor play yard, administrator office, and shared kitchen, as well as ADA-compliant access throughout the campus.
- \$60,359 - *City of Oakland Head Start*
 - Playground equipment enhancements, operational and maintenance expenses at Franklin (14 children, 94606), Arroyo Viejo Park (6 children, 94605), and Tassafaronga (14 children, 94621) sites.



\$2,675,857

Staffing and family supports

Supporting educators, staff, and families

- \$687,000 - *Oakland Unified School District*
 - 6 Family Navigators to provide parents and caregivers with support, information, and resources to access educational services.
- \$1,988,857 - *City of Oakland Head Start*
 - Support staffing for all direct service, administrative, and substitute teaching staff.



\$924,802

Professional development, curriculum materials, coaching and training

Expanding professional development opportunities and supports

- \$539,000 - *Oakland Unified School District*
 - Purchase curriculum materials and cloud subscription to provide educators with access to curriculum resources, planning documents, curriculum differentiation tools, and professional development modules.
- \$385,802 - *City of Oakland Head Start*
 - Attendance at STEM Conference for educators serving the following OHS sites: Franklin (14 children, 94606), Arroyo Viejo Park (6 children, 94605), Tassafaronga (14 children, 94621), 85th Avenue Center (17 children, 94621), and Brookfield (26 children, 94603).
 - Coaching and training (CLASS training, ASQ training, Child Plus training, CLASS Observations, Health and Safety training, and CPR Training) for early learning staff serving the following OHS sites: Franklin (14 children, 94606), San Antonio Park (8 children, 94606), San Antonio CDC (16 children, 94606), Arroyo Viejo Park (6 children, 94605), Lion Creek (18 children, 94621), Tassafaronga (14 children, 94621), 85th Avenue Center (17 children, 94605), Brookfield (26 children, 94603), and Home Based programs (19 children, 94601).

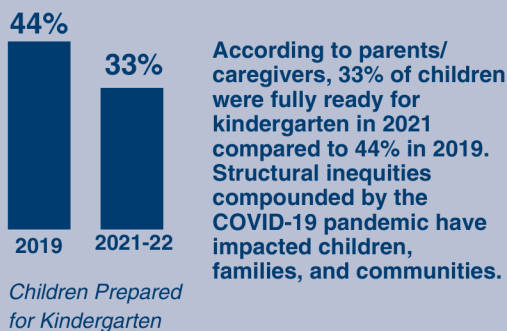


ABOUT FIRST 5 ALAMEDA COUNTY

OUR VISION IS FOR EVERY CHILD IN ALAMEDA COUNTY TO HAVE OPTIMAL HEALTH, DEVELOPMENT AND WELL-BEING TO REACH THEIR GREATEST POTENTIAL.

KINDERGARTEN READINESS REQUIRES SYSTEMS CHANGE

The [2021-22 Kindergarten Readiness Assessment \(KRA\)](#) findings illustrate the need for investment in the early childhood system and policy advocacy for structural changes to address persistent inequities.



Key Findings:

- Families reported needing **activities for young children and child care** as their highest priority.
- Family income** was strongly related to readiness.
- Use of **kindergarten transition supports**, especially among fathers, was linked to higher readiness.
- 65% of families indicated help **connecting to resources was important to them**; only 12% of all families had actually received this kind of assistance.
- 88% of **kindergarten teachers reported feeling stressed**. Educators who reported high levels of stress were over four times more likely to say they plan to leave the profession.
- Early care and education (ECE) professionals **experienced the greatest changes to their hours and income during COVID-19**: 49% reported decreased hours, 43% decreased wages, and 57% decreased household income.

For more on the conditions facing communities, families, and children, see the [2021-22 Kindergarten Readiness Assessment Executive Summary](#).

OUR NORTH STAR

Our “North Star,” the population result that guides our work, is that **All Children Are Ready for Kindergarten**; our work is to ensure that policies, systems, communities, and schools support families and children by creating the conditions that position all for success.

Building an equity-centered early childhood system, which centers a whole community, whole family, whole child approach, to improve kindergarten readiness is essential to the current and future overall health of Alameda County. It will require the prioritization, commitment, and investment of a cross-section of partners, including public systems, community-based organizations, parent advocates and leaders, and philanthropic organizations. To this end, First 5 funds, partners, administers, and advocates to ensure that families have what they need at every stop along the “[Road to Kindergarten Readiness](#)” and that systems are prepared to meet the needs of children, families, and communities.

CONNECT WITH US

First 5 Alameda County

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media@first5alameda.org

1115 Atlantic Avenue

Alameda, CA 94501



1

Today, much of Oakland Promise's work is to provide direct services for students and families



	Brilliant Baby	Kindergarten to College	College Access	College Completion
Overview	Supports caregivers with their children’s early healthy development and school-readiness by setting up CSAs and offering financial coaching / other parent education, including community connections workshops	Helps public school elementary students (K - 5) think of themselves as college-bound individuals by providing scholarships and college & career programming	Provides middle and high school students in Oakland schools with access and support to set them on path to college and career success	Provides students enrolled in post-secondary education scholarships, advising, mentoring, and other supports
Age	0-5	5-10	11-18	18-25
Scholarships and CSAs	Provides college savings account (CSA) at birth	Provides OP scholarships at set points throughout students’ academic career from kindergarten to postsecondary graduation; OP also supports families in opening a family-owned CSA via providing monetary incentive through middle school		
Other OP-driven services	Financial coaching & other parent education: coaches caregivers to newborns individually and in groups (via community connections workshops) on financial literacy, including savings funds for their child’s postsecondary education	College- & career-going programming: offers programs to students and families on postsecondary options and readiness		Student mentoring: provides 1-on-1 advising and professional mentorship to students enrolled in postsecondary
Partnerships	OP partners with public institutions (e.g., OUSD) and community-based organizations (e.g., Unity Council) through activities like program referrals, coordination, data/knowledge sharing, and funding/re-granting; some partners also support enrollment in OP programs			

OPPORTUNITY CHANGES EVERYTHING®

OP's theory of change reflects a focus on both direct service and systems change to drive higher rates of postsecondary graduation



How we work

Deliver programs to students & families

Connect to other partners

Collaborate with institutional partners

Harness best practices

What we do

Support families in opening CSAs

Provide financial coaching

Provide scholarships via sign-ups and applications

Host events & workshops on post-secondary options, readiness, & success

Provide mentoring services to postsecondary students

Refer families to academic and social services

Connect postsecondary students to support services

Collaborate with partners to deliver programs to students & families

Shift policies & practices in K12 schools & PS institutions committed to PS readiness

Hold partners accountable for meeting the needs of Oakland students and families

Engage in national and local networks and coalitions focused on PS and C2C success

Advocate for increased funding and improved policies in local and state gov't

Intermediate outcomes

For OP students and families,

College-going expectations

Awareness & readiness

Postsecondary affordability

Postsecondary enrollment

Persistence

In Oakland community & institutions, increase

Commitment to postsecondary completion

Intended impact

Oakland students have higher rates of postsecondary completion, particularly for those traditionally underrepresented

Ultimate goal

Oakland community advances in economic mobility

The outcomes outlined in the theory of change reflect what OP is accountable for delivering as the Children’s Initiative implementation partner

Outcomes		Children’s Initiative requirements: Provide services and/or subcontract with orgs that will provide services to:
Intended impact	Higher rates of postsecondary graduation, particularly for those traditionally underrepresented	<ul style="list-style-type: none">• Increase the number of Oakland students graduating from college within six (6) years of high school graduation• Reduce socioeconomic and/or demographic disparities, such as those related to wealth and income, for children from an early age, in college readiness, access, affordability, applications, enrollment, retention and completion, particularly for students in high-need or who are traditionally underrepresented in post-secondary education
	College-going expectations	<ul style="list-style-type: none">• Increase the expectations and resources to attend college among children and families of all socioeconomic backgrounds in Oakland public schools, with a priority for students from low-income backgrounds and/or traditionally underrepresented in college, through strategies, such as increasing school-based programming that builds the college-bound identity of students and a college-going culture in elementary, middle, and high schools
Intermediate outcomes	Awareness & readiness	<ul style="list-style-type: none">• Increase college awareness, application, and eligibility, as measured by increases in completing courses required for college enrollment, such as those required by the University of California, and in college acceptance rates of Oakland Public School students, through means such as providing college access services that are integrated into schools
	Postsecondary affordability	<ul style="list-style-type: none">• Increase early college savings and asset building for families with children ranging in age from zero to grade five, such as through the creation and seeding of college savings accounts and the provision of financial coaching and supports to families• Increase college affordability, including by expanding access to public and private student financial aid, such as by increasing FAFSA or Dream Act Application completion rates, increasing the direct provision of college scholarships including multi-year last dollar scholarships, and partnering with educational institutions in order to provide institution-specific scholarships and to reduce tuition, room and board, and/or other college expenses.
	Enrollment	<ul style="list-style-type: none">• Increase college admission, matriculation, and enrollment rates, such as increasing the percent of students who enroll in college in the fall directly following high school graduation through a focus on the above strategies
	Persistence	<ul style="list-style-type: none">• Increase full-time college persistence rates for students enrolled in college, especially persistence between their first and second year of enrollment, through means such as mentoring, peer advising, and on-campus supports





oakland children's initiative

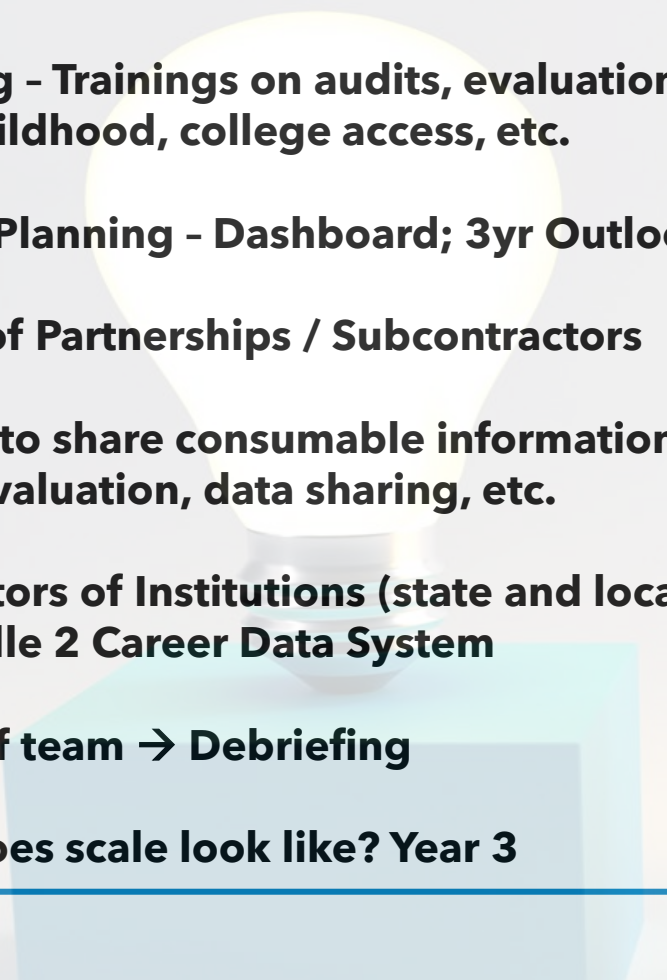


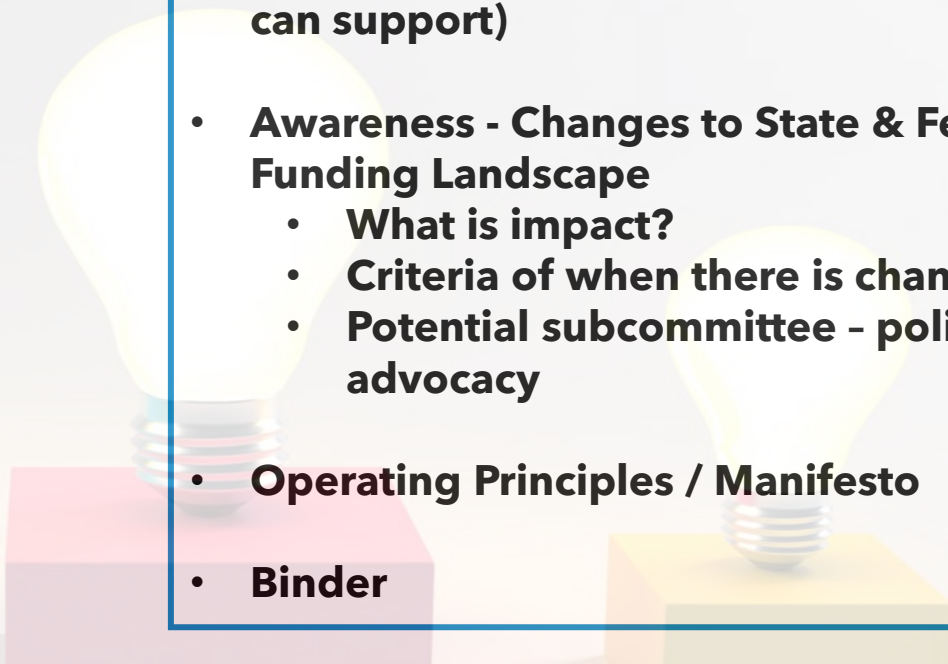


oakland children's initiative





- 
- **Mission & Vision Statement**
 - **Learning - Trainings on audits, evaluation, early childhood, college access, etc.**
 - **Annual Planning - Dashboard; 3yr Outlook**
 - **Gauge of Partnerships / Subcontractors**
 - **Be able to share consumable information on audit, evaluation, data sharing, etc.**
 - **Connectors of Institutions (state and local) - i.e. Cradle 2 Career Data System**
 - **Sense of team → Debriefing**
 - **What does scale look like? Year 3**

- 
- **Commissioners as Ambassadors - messaging is the same across the board i.e. branding, FAQs, key messaging docs**
 - **Communication with greater ECE system**
 - **Calendar of events (of what Commissioner's can support)**
 - **Awareness - Changes to State & Federal Funding Landscape**
 - **What is impact?**
 - **Criteria of when there is change**
 - **Potential subcommittee - policy & advocacy**
 - **Operating Principles / Manifesto**
 - **Binder**

Year 2 Goals - Ideas

CHILDREN'S INITIATIVE OVERSIGHT COMMISSION RETREAT