

DECEMBER 31, 2020


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FIRST 5 SAN FRANCISCO &  
OFFICE OF EARLY CARE AND EDUCATION  
PHASE 1 JOINT RACIAL EQUITY ACTION PLAN





# Table of Contents

- Executive Leadership Cover Letter ..... 3
- Acknowledgements..... 4
- Introduction ..... 5
  - Department Background..... 5
  - Racial Equity Action Plan Development Process ..... 7
  - Plan Overview ..... 8
- Hiring & Recruitment.....11
  - Background .....11
  - Overall Goal .....12
  - Sub-Goals and Actions .....12
- Retention & Promotion .....25
  - Background .....25
  - Overall Department Goal .....25
  - Sub-Goals and Actions .....25
- Discipline & Separation .....34
  - Background .....34
  - Overall Goal .....34
  - Sub-Goals and Actions .....34
- Diverse & Equitable Leadership & Management .....39
  - Background .....39
  - Overall Department Goal .....39
  - Sub-Goals and Actions .....39
- Mobility & Professional Development .....43
  - Background .....43
  - Overall Department Goal .....43
  - Sub-Goals and Actions .....43
- Organizational Culture of Inclusion & Belonging.....51
  - Background .....51
  - Overall Department Goal .....51
  - Sub-Goals and Actions .....51
- Boards & Commissions .....63



Background .....	63
Overall Department Goal .....	63
Sub-Goals and Actions .....	64
Appendices: .....	70
Current Workforce Demographic Data .....	71
Results from Department Assessment and Employee Survey .....	72
Survey Summary .....	72
Survey Data Disaggregated by Self-identified POC vs. Non-POC .....	75
First 5 San Francisco Children and Families Commission Racial Equity Resolution .....	87
PowerPoint Presentation: High-Level Plan Summary .....	91
Vulnerable Populations Assessment .....	101



# Executive Leadership Cover Letter

San Francisco Office of Racial Equity

Director Shakira Simley

December 31, 2020

Dear Director Simley,

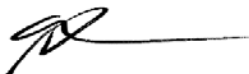
It is with great enthusiasm that we, Theresa Zighera, Interim Director of First 5 San Francisco and Ingrid X. Mezquita, Director of the Office of Early Care and Education, submit our departments' Phase I Joint Racial Equity Action Plan. We are deeply appreciative of ORE's work to develop the RE Action Planning Template, providing the framework and guidance for our staffs to engage in this process. Our plan reflects our departments' dual commitments to advance racial equity internally and externally as well as to better align and coordinate our organizations' policies, programs, and services.

While our Racial Equity Action Planning (REAP) team served as the primary project-managers of RE Action Plan development, each of us has been deeply involved throughout the process, not only promoting the importance of and participating in staff feedback opportunities, but also in identifying and earmarking resources as well as right-sizing timelines to ensure success. We look forward to your thoughts and feedback

Sincerely,

Ingrid X. Mezquita

Director, Office of Early Care and Education



Theresa Zighera

Interim Director, First 5 San Francisco



## Acknowledgements

First 5 San Francisco and the Office of Early Care and Education developed our Joint Racial Equity Action Plan in true collaboration with resources, insights, feedback, and participation from partners across the City. We would like to specifically acknowledge and thank:

The San Francisco Office of Racial Equity

The Human Services Agency

The Department of Human Resources

The Children and Families Commission

Office of Early Care and Education Citizen's Advisory Committee

While all staff across both departments played vital roles in developing the Joint Plan, we would specifically like to thank the following:

The Racial Equity Action Planning Team (REAP) who served as the primary project coordinators and plan developers:

Derik Aoki, Senior Program Officer, First 5 SF

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Enith M. Sánchez Fontáñez, Regional Data Coordinator and Analyst, First 5 SF

Wei-Min Wang, Data, Policy, and Impact Manager, Office of Early Care and Education

Armando Zapote, Senior Fiscal Strategies Analyst, Office of Early Care and Education

The Relationship Building Group (RBG) who coordinated the development, distribution, and analysis of the Racial Equity Staff Survey

Teresa Garcia, FRC Program Associate, First 5 SF

Nereida Heller, Senior Data & Evaluation Analyst, Office of Early Care and Education

Bailey Li, Management Assistant, Office of Early Care and Education

Carlo Manois, Budget & Contracts Liaison, Office of Early Care and Education

Marissa Mota, Early Educator Innovator, First 5 SF

Jonathan Rubinsky, Communication Officer, First 5 SF

# Introduction

## Department Background

Through state Proposition 10 (1998), voters established the Children’s and Families Commission, and taxed tobacco products to invest in programs dedicated to children birth-to-five years of age in California. The impetus for creating this “Children’s Trust Fund” was based on new brain science that established early life experiences as having long-lasting impacts on cognitive and social development and educational success. Through the passage of Proposition 10, every county across California created a Children and Families Commission to: 1) administer the county’s tax revenue; 2) create a Children’s Trust Fund under the authority of a county Commission; and 3) ensure funds reach its specific purposes per state statute.

This legislation requires First 5 San Francisco to fund community programming for children birth-to-five years of age in specific areas. These set funding categories include early childhood education, family support, child health, and systems change. First 5 San Francisco grants established the state’s first universal health insurance for children under the age of five (Healthy Kids) and invigorated collaboration amongst three city departments to jointly fund a family resource center system to break parent isolation, and build parenting knowledge and support. Other early childhood systems building efforts include helping identify and support children with developmental delays, and promoting integrated, child and family-centric service pathways between the pediatric sector and community based programs.

In 2004, San Francisco voters approved Proposition H, the Public Education and Enrichment Fund, a general fund set aside to invest in a universal preschool system for all 4-year-olds and Arts, Libraries, Science, Sports, Health and other programming in our public school system for grades K-12. First 5 San Francisco was entrusted by voters to establish and align early learning standards across a diverse delivery system of preschool programming in order increase preschool participation amongst its youngest residents.

Proposition H (2004) provided universal access for preschool for all San Francisco 4-year-olds, becoming one of the country’s first city-funded universal preschool initiatives. With Proposition H funding, First 5 San Francisco incubated Preschool for All, which expanded to serve nearly 6,000 children a year by its tenth year.

## QUICK STATS

### Employees

28 total across both departments

- First 5 SF: 12
- OECE: 16

### Annual Budget

Approx. \$190 million across both departments

- First 5 SF: \$30 million annually
- OECE: \$160 million annually

First 5 San Francisco is part of a broader statewide network of all 58 county First 5's and the First 5 Association. Together First 5's – through initiatives, leveraged funding relationships, and policy work - have brought enhanced focus and attention to early childhood programs across local jurisdictions and the state, a momentum that is now being further expanded by the current Governor's early childhood policy agenda.

Since the inception of First 5, the goal has been for children to succeed in school at kindergarten entry. Any success in reaching this goal has depended on a targeted universalism approach, which increases access to historically marginalized populations that have had disparate access because of racial and economic segregation.

In 2013, Mayor Ed Lee established the San Francisco Office of Early Care and Education (OECE) to align and coordinate funding streams for quality early care and education for children ages birth to five. Prior to 2013, the City spread early care and education funding across several departments, including First 5 San Francisco, the Department of Children Youth and their Families (DCYF), and the Human Services Agency (HSA). The goal was to bring efficiency to San Francisco's ECE system by consolidating funding channels through one department, hence the creation of OECE. OECE took on administration of all public early care and education enrollment funding for San Francisco including federal, state, and local subsidy programs as well as the universal Preschool For All program previously managed by First 5 SF.

Since 2007 and in partnership with SFUSD, the City adopted an annual kindergarten assessment for incoming kindergarteners. The data clearly identifies opportunity gaps for Black and Latino children in comparison to White and Asian peers upon kindergarten entry. During the past five years, while OECE has focused on increased access to early care and education programming for low-income households, kindergarten readiness has remained the same with half of Black and Latino children meeting school readiness standards. Once you further disaggregate this data, it demonstrates less than 40% of our children of color are school ready, if combined with other factors, which includes being a Dual Language Learner, and/or a child with a developmental need.

Despite both agency's sustained investments in early care and education, child health, and family support, too little has changed for our Black and Latino children. In March 2019, Mayor London Breed asked First 5 and OECE to better coordinate and align City services for San Francisco making it easier for families to navigate these complex systems of care. Included in her ask was the directive to explore merging departments and to simplify our early childhood system.

Parallel to the City's Racial Equity Action Planning Process, First 5 SF and OECE are engaged in a joint strategic planning process that centers Black and Latino community voices and experiences with the goal of improving access, relevance and systems change to impact children's outcomes. These strategies include engaging multi-stakeholders through community research action planning and parent-led program design. With all this in mind, First 5 SF and OECE Leadership agreed that developing and implementing the departments' Racial Equity Action Plan would help increase collaboration, and align programs, policies, and funded initiatives.

The racial equity lens First 5 and OECE use is to address the persistent and profoundly disturbing statistical differences in academic outcomes for students by race/ethnicity. These disturbing differences begin before children enter kindergarten. This is not to deny that many

children under these circumstances succeed to high levels, or that many highly trained, dedicated and effective teachers and other educational staff are doing excellent work every day. However, the truth remains that students of color experience potent current and accumulated disadvantages. It is not surprising that differences in educational opportunities mirror the differences in academic achievement by race/ethnicity at every level – in access to high quality preschool, credit accumulation and rates of high school graduation, college admissions, retention and graduation, etc. To this end, the goal of increasing high quality early education access and opportunity for our children of color is the nexus of the joint work ahead for First 5 and OECE.

## Racial Equity Action Plan Development Process

The Office of Early Care and Education (OECE) and First 5 San Francisco's Racial Equity Planning process kicked off in 2019 with a series of monthly joint full-staff conversations facilitated by the National Equity Project exploring institutionalized racism – specifically in education. These conversations helped staff at both agencies become more comfortable talking about race and racism and connecting academic theory to our work.

In the first half of 2020, OECE and First 5 staff continued meeting monthly to apply concepts learned through the National Equity Project conversations and begin reviewing internal policies through this new lens. These included several conversations touching on staff experiences of racial injustices, including personal and institutionalized racism within our city departments.

Due to the Mayor's directive that OECE and First 5 embark on comprehensive joint planning for a more aligned and integrated early childhood system, and because our two departments are elevating racial equity as a focal point in these collective planning efforts, First 5 and OECE decided that racial equity planning processes would be most effective if they spanned both departments and culminated in a single Racial Equity Action Plan.

Although OECE receives administrative and fiscal support from HSA, including HR services, we proposed to ORE (with HSA agreement) for OECE and First 5 to move forward with a joint RE Action Plan in addition to HSA's. Concurrently, OECE is working with HSA's Diversity, Equity, Inclusion, and Belonging Manager to coordinate efforts as appropriate. OECE's RE Leader joined the HSA Racial Equity Action Work Group (REWG), and through that collaboration, OECE and HSA identified areas of Hiring & Recruitment, Discipline & Separation, and Inclusion & Belonging as action items to coordinate since it will benefit all parties.

Beginning September 2020, First 5 and OECE convened a Racial Equity Action Planning (REAP) workgroup consisting of three staff from each department. The REAP team has met twice weekly, including cross-departmental teaming to draft each section of the plan. To gather feedback from all staff at each department, the team held two joint-departmental full staff input sessions, the first focusing on sections 1-3 and the second focusing on sections 4-6. For each RE Action Plan section topic staff discussed the following:

- When you think about advancing racial equity in OECE/First 5's [Section topic (e.g. Hiring & Recruitment)] what is most important to you?



- During your time at OECE and/or First 5 have you observed or experienced anything positive in regards to racial equity in [section topic] that you would like us to highlight in the plan? Have you observed or experienced challenges that you want to make sure the plan will address?
- As you think about implementing change in [section topic] what would be important to you in terms of process? Are there particular resources (including research, relationships, expertise etc.) that you think would be needed or helpful?

In addition to full-staff feedback sessions, the REAP team, working with another cross-departmental workgroup focused on relationship-building between our agencies, developed and distributed an anonymous Racial Equity staff survey in October. Feedback from our joint staff sessions and the survey helped clarify our current baseline for racial equity and informed significant revisions to the REAP team's first draft thinking.

The REAP team and department leadership also offered multiple opportunities for the First 5 San Francisco Commission and Office of Early Care and Education Citizen's Advisory Committee (OECE CAC) members to review the RE Action Plan draft thinking and provide feedback. In October - November 2020 department leadership presented the ORE RE Action Planning template to the respective governance bodies with an update of progress completed to date and an opportunity for feedback on specific action items and priorities in the Boards and Commissions section.

During the first week of December 2020, the REAP team and department leadership presented a high-level overview of the entire plan to both the OECE CAC and First 5 SF Commission to update on progress and gather further feedback. While RE Action plans did not require a vote of approval from either governance body, both the First 5 Commission and OECE CAC expressed full support for the plan as well as a commitment to participate in the work.

Finally, in the last two weeks of December, the Executive Directors from First 5 and OECE worked to complete a final review of the RE Action Plan draft before submission to ORE. While department leadership was involved throughout the process, including active participation in all-staff feedback sessions and CAC and Commission engagement, their final review ensured staff lead assignments, allocated resources, and timelines were realistic and right-sized to budget and staff roles, and capacity.

## Plan Overview

In alignment with the San Francisco Office of Racial Equity's Phase I Citywide Racial Equity Framework and Template, this plan details actions, resources, indicators, timelines, implementation steps, status, and staff leads to advance racial equity in our departments' internal policies and procedures over the next three years across seven key areas:

1. Hiring & Recruitment
2. Retention & Promotion
3. Discipline & Separation
4. Diverse & Equitable Leadership & Management
5. Mobility & Professional Development

6. Organizational Culture of Inclusion & Belonging
7. Boards & Commissions

Each section of the plan includes background information and an overarching goal to help position action item prioritization and implementation steps within the context of our departments' current successes, assets, constraints, and challenges.

### A Note on Resources, Timeline, and Staff Lead

First 5 and OECE acknowledge that a lack of systems, policies/procedures, infrastructure and capacity has significantly contributed to the inequitable practices highlighted in this plan. Thus, these practices stand to be perpetuated unless we build our capacity to create new systems and stronger infrastructure through newly budgeted resources, which we feel is both necessary and possible given our combined funding and staffing resources moving forward. Ultimately, we are committed to adding new staff positions in the areas of racial equity and/or human resources liaisons. However, until our hiring plan is solidified we intend to work with consultants to assist us in distilling and better sequencing the plan into feasible near-term and long-term steps that will allow us to bridge the gap and maintain momentum by addressing those areas that are most feasible and critical given our current size and the foundation we are seeking to build for the longer-term.

### A Note on Use of the Term “Latino”

The First 5 and OECE Latino Affinity Group has advised our departments to move away from using the term “Latinx” in both our internal and external communications and instead to use the term “Latino” when referring to the ethnic group or the community. They feel that the word “Latinx” has been placed on them by the White majority and does not accurately reflect their own or their community’s preferred identity label. This recommendation comes after the Latino Affinity Group spent time discussing the usage and researching the origins of the word. Below are the key points that lead to this decision:

1. It is not clear where the word originated, but the “x” (particularly at the end) indicates that the word might have roots in Anglo cultures.
2. Evidence and research show that most Latinos in the US have heard about the word, and only 3% feel the word includes them<sup>1</sup>.
3. Prominent Spanish-speaking scholars and linguists have rejected use of the word “Latinx” many times.
4. Members of the Latino Affinity Group do not feel the word represents them. When they have heard the word, used mostly by non-Latinos, they felt strongly against it, and some expressed feeling that the word is a form of language colonialism.

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<sup>1</sup> <https://www.pewresearch.org/hispanic/2020/08/11/about-one-in-four-u-s-hispanics-have-heard-of-latinx-but-just-3-use-it/>

5. The Spanish language is already inclusive because gender is not assigned to a subject based on adjectives or verbs. For example, the word Dentist in Spanish (Dentista), which ends in the “a” often associated with female subjects, describes any Dentist regardless of gender identity.

For these reasons, this Plan and subsequent department communications will use the term “Latino” to describe all people within this racial/ethnic category, including all gender identities and expressions.

# Hiring & Recruitment

## Background

First 5 and OECE have a strong track record of recruiting and hiring racially diverse staff members from our respective fields of early care and education and family support, which are similarly racially diverse. The dominant classifications for both organizations include “analyst” and “program officer” roles that provide competitive salaries and a step-up for anyone in the ECE and family support fields from which we draw the vast majority of our staff members.

Although both organizations have hired Black employees in the past, they are currently very under-represented in our combined workforce. Latino and Asian American representation is good across both organizations and across classifications. However, First 5 lacks Black or Latino representation in any of its management positions. Neither organization currently employs any Pacific Islanders and while our demographics survey revealed that we employ some mixed-race staff who identify as partly Native or Indigenous, neither organization employs any staff who identify as fully Indigenous. Furthermore, the October 2020 staff survey found that 58 percent of our employees reported “seeing racial inequity as regards hiring, advancement, and compensation at OECE/First 5.”

First 5 has maintained staff stability with low levels of turnover, a vast difference from OECE, which just recently settled into a period of staff stability. Prior to current leadership, OECE experienced high turnover where people of color were disproportionately represented amongst those who left the organization, while white employees were disproportionately promoted into management roles. These outcomes are the direct result of implicit racial bias reinforced by previous leadership, and the desire for HR systems to be driven by expediency and convenience, a lesson our organizations must heed going forward.

Both organizations are relatively flat in their organizational structure, thereby providing minimal opportunities for advancement into management roles. As the city implements its hiring freeze due to the economic downturn, it is unlikely new positions will become available or provide upward mobility for senior management classifications. This makes it critical that on the rare occasion when a management position opens, the departments follow the RE plan guidelines for recruitment and hiring to increase fairness and opportunity for people of color.

In order to hire community members that are racially and ethnically diverse, the use of temporary exempt positions is a convenient system to hire from the ECE field. Although at first glance this practice provides opportunity, especially for people of color, it also has disadvantages since exempt positions lack permanency, an issue that requires our attention under Retention and Promotion section.

## Overall Goal

First 5 and OECE will broaden outreach to recruit a highly diverse pool of qualified candidates for vacancies. In particular, our outreach efforts will focus on recruitment of Black, Indigenous, and Pacific Islander candidates, currently under-represented in our workforce. We will improve our communication with applicants in our commitment to anti-racism and advancing racial equity in our work on behalf of children and families. We aim to embrace these values in the recruitment and hiring process, seeking candidates with diverse perspectives, knowledge, experience, and skills aligned to racial equity and justice.

## Sub-Goals and Actions

Sub-goal 1.1: Develop a hiring and recruitment policy and procedure that aligns with the Citywide Racial Equity Framework and the department's RE Action Plan.

<b>Action</b>	1.1.1. Assess current conditions and barriers that impede 1) potential applicants' ability to competitively apply to available positions, and 2) disallows current, competitive employees to apply.
<b>Resources</b>	Affinity Group/REAP/RBG Staff Time
<b>Indicators</b>	Barriers assessment is completed  Number of racial equity labs across both organizations
<b>Timeline</b>	6 months; reassess frequency in December 2021
<b>Implementation Plan</b>	<p><b>Background:</b> OECE held a learning lab discussion (August 2020) with staff to address recent history of racially disparate retention and promotion outcomes. Employees openly discussed missteps that led to undesirable outcomes, with the goal that the organization learn and put measures in place to prevent issues from recurring.</p> <p>First 5 and OECE held a joint learning lab discussion for all staff to review the first three sections of the racial equity action plan actively providing feedback for all sections in planned breakout groups.</p> <p>First 5 and OECE administered an initial racial equity survey (October 2020) to all staff to gather data on current working conditions/barriers that will serve as a baseline for tracking progress in future years. Results from the initial survey incorporated into this section.</p> <p><b>Implementation Steps:</b> Continue to convene every-other-month racial equity learning labs as a forum to discuss recruitment and outreach. Communicate with staff affinity groups to solicit feedback on hiring and recruitment.</p>
<b>Status</b>	Completed/ongoing
<b>Staff Lead</b>	Department Leadership and RE Action Implementation Workgroup

<b>Action</b>	1.1.2. Implement an annual staff survey to assess departmental diversity and inclusivity that would inform hiring and recruitment goals, particularly looking for gaps within data. Survey data and results are disaggregated and included in the department annual review.
<b>Resources</b>	Data & Evaluation / REAP / RBG Staff Time  ORE Racial Equity Survey Examples
<b>Indicators</b>	Survey is administered annually
<b>Timeline</b>	Initial survey disseminated October 2020 to all staff with elements incorporated into this plan; 2 <sup>nd</sup> annual survey completed Fall 2021.
<b>Implementation Plan</b>	First 5 and OECE administered an initial racial equity survey to all employees in October 2020. Results disseminated across both organizations in November 2020. We plan to continue to survey employees annually thereafter.
<b>Status</b>	Completed/ongoing
<b>Staff Lead</b>	Nereida Heller (OECE Data & Evaluation Senior Analyst)

<b>Action</b>	1.1.3. Draft and release an equitable and inclusive hiring and recruitment policy that includes learnings and feedback from staff survey and applicant barriers assessment. This policy must be vetted by the Racial Equity Leaders and any related working group.
<b>Resources</b>	OECE/First 5 Leadership and Staff time
<b>Indicators</b>	Policy is created, implemented, and reviewed annually to maximize results
<b>Timeline</b>	6 months
<b>Implementation Plan</b>	Create document to outline a process to achieve racially equitable outcomes with draft vetted by the Racial Equity Leaders and/or related working group.  Develop a process map with checklist for staff involved in recruitment and hiring processes, outlining a process to achieve more racially equitable outcomes, include options to restart if process falls short.
<b>Status</b>	Not Started
<b>Staff Lead</b>	RE Action Implementation Workgroup

Sub-Goal 1.2: Strengthen recruitment and hiring strategies to attract and cultivate diverse candidates at all levels of the department.

<b>Action</b>	1.2.1. Develop a clear and expansive recruitment process that addresses most basic barriers to access to employment opportunities, and stretches beyond existing outreach protocols to new and unexpected outlets and networks. Map and track outreach efforts.
<b>Resources</b>	Staff time, DHR and HSA HR networks, other City departments' networks for more generalist/administrative positions
<b>Indicators</b>	Candidate pool is increasingly more diverse and referred from a variety of sources
<b>Timeline</b>	6 months

<b>Implementation Plan</b>	<p><b>Background:</b> The racially diverse ECE and family support fields in San Francisco have historically been a strong workforce pipeline for employment with First 5 and OECE. Recruitment from community-based programs should remain as a main source of talent. The once historically strong Black representation in early education is on the decline due to significant displacement and demographic shifts in our city. As we develop new recruitment plans, our organizations must expand efforts to include ECE and family support entities in surrounding counties, e.g., Alameda and Contra Costa, where Black representation is potentially stronger and consider factors that would make it feasible for them to work in SF such as remote/WFH arrangements.</p> <p><b>Implementation Steps:</b> First 5 and OECE will develop a recruitment and outreach plan that includes targeted distribution lists, associations and organizations with diverse constituencies, including:</p> <ul style="list-style-type: none"> <li>• Family support networks and ECE associations, especially racial affinity/interest groups within these organizations.</li> <li>• Child Care Planning and Advisory Committee, including Ad Hoc Committee on Black Children</li> <li>• California Early Childhood Mentor Program to actively recruit Director mentors</li> <li>• Conduct outreach outside city’s limits to professional organizations in similar fields such as education, social work or other related field. Hires from outside of our immediate community should receive orientation to our local context as part of the onboarding process.</li> <li>• Recruit within the family support and/or early care programming.</li> </ul>
<b>Status</b>	Not Started
<b>Staff Lead</b>	RE Action Implementation Workgroup

<b>Action</b>	1.2.2. Foster relationships with new and unexpected outlets, community-based organizations, BIPOC professional networks, re-entry programs, SFUSD and community college systems that could feed into open positions.
<b>Resources</b>	OECE/First 5 Supervisor and Staff time
<b>Indicators</b>	Candidate pool is increasingly more diverse and referred from a variety of sources
<b>Timeline</b>	6-9 months
<b>Implementation Plan</b>	<p><b>Background:</b> In addition to building ongoing relationships with the entities described above, First 5 and OECE must recognize that nearly every hire – with the possible exception of interns – from the last several years was already known to the organizations through our professional networks. Although this did not necessarily reduce racial diversity in our hires, existing relationships with talented individuals in our respective fields can be tainted by racial bias, so we must be vigilant about it.</p> <p>First 5 and OECE have occasionally established relationships with local graduate schools in social work and public policy to provide a pipeline for</p>

	<p>interns. We can explore building stronger relations with student of color organizations within these programs to strengthen the diversity of candidates we get from these universities for either internships or entry-level positions.</p> <p>First 5 and OECE have funding relationships with City College and SFSU (EDvance) designed to support a pipeline to enter into teaching positions in the ECE field, but not into employment in our organizations.</p> <p><b>Implementation Steps:</b> Foster relationships with university affinity groups at City College and San Francisco and SFSU to recruit a diverse pool of graduate students in various but related fields: social work, education, special education and psychology.</p>
<b>Status</b>	In Progress
<b>Staff Lead</b>	RE Action Implementation Workgroup

<b>Action</b>	<p>1.2.3. Review, simplify, and standardize job descriptions and minimum qualifications to remove any barriers to attracting a diverse candidate pool and those with diverse life, education, and professional experiences. Include multiple ways to apply to a position.</p>
<b>Resources</b>	<p>DHR and HSA HR providers</p> <p>OECE/First 5 Leadership time</p>
<b>Indicators</b>	<p>Job descriptions display consistent and inclusive language</p> <p>Candidate pool is increasingly more diverse</p>
<b>Timeline</b>	<p>Job description changes effective with next vacancy in either organization</p> <p>Discussions with HR Providers re: alternative application methods initiated within 6 months and implemented within 18 months.</p>
<b>Implementation Plan</b>	<p><b>Background:</b> Anti-racism and advancing racial equity is central to both departments' approach and activities and job descriptions should include language that asserts this value to applicants. Job descriptions must include specific references to the need for outreach and authentic engagement with communities of color, as these populations are our main constituencies in ECE and family support. The elimination of race as a predictor of school readiness is a stated goal for both organizations, and prospective hires must be knowledgeable about historic and systemic racism as they relate to policies, practices, and institutions.</p> <p>The current job information and application process is exclusively in English, and applicants must navigate a complex web site in order to apply. This can be discouraging to candidates whose primary language is not English, or who lack the requisite technology access or skills to use the web site.</p>



	<p>Language proficiency in Spanish and Chinese has also become increasingly necessary to our engagement of grantees and families, so we should continue to seek out these skills in prospective employees, while being vigilant about not discouraging monolingual English-speaking people of color from applying.</p> <p><b>Implementation Steps:</b></p> <p>Revise job descriptions to reflect our organizations' core values and work on racial equity. Work with DHR/HR to send job descriptions and review screening protocols before screening/interviewing so that HR specialists understand skills we seek and applicants understanding of position requirements. Civil Service Exam does not provide enough information about the position they are applying for, so applicants are able to make an informed choice.</p> <p>Initiate discussions with DHR to provide greater language access and permit applicants to submit forms on paper.</p>
<b>Status</b>	In Progress
<b>Staff Lead</b>	RE Action Implementation Workgroup

<b>Action</b>	1.2.4. Interrogate necessity of minimum qualifications (MQs) that may disproportionately create racial inequities in hiring and recruitment. Consider the option of learning on the job or relevance of transferable skills. Remove unnecessary/outdated MQs for certain classifications to expedite hiring and allow for greater equity.
<b>Resources</b>	Management teams' time, staff time
<b>Indicators</b>	An increase in applicant pool with more diverse life, education, and professional experiences
<b>Timeline</b>	Effective with next vacancy in either organization
<b>Implementation Plan</b>	<p><b>Background:</b> Upon initial analysis, it does not appear that minimum qualifications for most of the positions in our organizations have been a barrier to recruiting a diverse pool of talent. Entry-level analyst and program associate/officer positions in First 5 and OECE typically require a BA and two years of relevant experience. However, the 9772/1822/9774/1823 classifications used in both organizations allows experience to substitute for education, thereby removing a BA as an absolute requirement. We could seek out candidates with AA degrees and relevant work experience to further diversify our candidate pool and proactively promote our openness to substituting experience for education.</p> <p><b>Implementation Steps:</b> Elevate visibility of alternative qualifications for posted positions so that degrees are no longer the default.</p>
<b>Status</b>	In Progress
<b>Staff Lead</b>	RE Action Implementation Workgroup

<b>Action</b>	1.2.5. Review the need for supplemental questions. Does this job require the applicant to write well as a part of their job duties? If not, reconsider supplemental essay questions, unless grammar and other writing skills will not be considered. <sup>2</sup>
<b>Resources</b>	DHR, OECE/First 5 Leadership and Staff time
<b>Indicators</b>	An increase in applicant pool with more diverse life, education, and professional experiences
<b>Timeline</b>	Effective with next vacancy in either organization
<b>Implementation Plan</b>	<p><b>Background:</b> Communicating with our grantees and stakeholders is an essential aspect of nearly every employee’s work at First 5 and OECE. Although there are no “writing tests” or supplemental questions targeting writing skills, it is important that candidates have these skills.</p> <p>Our supplemental questions typically target special knowledge and skills, namely experience in early childhood and family support, which is essential to our work and credibility, though exceptions have been made for more technical jobs. The latter tend to have supplemental questions/tests that target technical knowledge and skills.</p> <p><b>Implementation Steps:</b> Thoughtfully match communication skills and qualifications to specific positions. Consider communications skills in languages other than English and provide opportunities for candidates to stand out with their linguistic proficiencies. At the same time, recognize that stated preferences or requirements for bilingual candidates may inadvertently discourage monolingual BIPOC English-speakers from applying.</p> <p>Ensure staff with similar language skills as those preferred in the job posting are part of the interview panel.</p> <p>Work with DHR to have supplemental questions that relate to the position in both departments including their stance on Equity.</p>
<b>Status</b>	In Progress
<b>Staff Lead</b>	RE Action Implementation Workgroup

<b>Action</b>	1.2.6. Reject the practice of “degree inflation” which exacerbates racial disparities in educational and wealth attainment by requiring a four-year college degree for jobs that previously did not. Be specific about the hard and soft skills needed for the role.
<b>Resources</b>	Management teams’ time, staff time
<b>Indicators</b>	An increase in applicant pool with more diverse life, education, and professional experiences
<b>Timeline</b>	Effective with next vacancy in either organization
<b>Implementation Plan</b>	See 1.2.4 above.
<b>Status</b>	In Progress

<sup>2</sup> From <https://www.cityofmadison.com/civil-rights/documents/RESJEquitableHiringTool.docx>.

<b>Staff Lead</b>	RE Action Implementation Workgroup
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<b>Action</b>	1.2.7. Require outside recruiters to comply with departmental standards for equitable and inclusive hiring to ensure the production of diverse and qualified candidates. Use outside recruiters who bring an equity lens and culturally-competent skills to their work.
<b>Resources</b>	N/A
<b>Indicators</b>	N/A
<b>Timeline</b>	N/A
<b>Implementation Plan</b>	Neither First 5 nor OECE have any recent history employing outside recruiters to aid in recruitment and hiring. We do not see ourselves using outside recruiters in the future.
<b>Status</b>	N/A
<b>Staff Lead</b>	N/A

Sub-Goal 1.3: Invest in a diverse and equitable talent pool by formalizing robust internship, fellowship, pre-apprenticeship and apprenticeship programs, and provide equal opportunity towards permanent employment.

<b>Action</b>	1.3.1. Create, maintain, and develop internship stipends and paid fellowship opportunities. Be clear and upfront about the ability to fund internships and fellowships during the interview process.
<b>Resources</b>	Management teams' time, staff time, internship budget, Willie Brown Fellowship Program
<b>Indicators</b>	# of paid interns/fellows, increase annually or meets department needs/capacity
<b>Timeline</b>	1 Year
<b>Implementation Plan</b>	<p><b>Background:</b> Both organizations have positive experiences with interns (graduate interns and Willie Brown Fellows) spanning several years. Despite this resource, rarely are interns hired into permanent employment. The size of our combined organizations and lack of consistent turnover makes it difficult to create a routine employment pathway from internship. Because the organizations are relatively small in staff structure, it is need and self-initiative from a staff member that creates an internship opportunity, as opposed to an organizational imperative.</p> <p>First 5 and OECE will soon co-locate in the same physical space and have already begun alignment for joint funding of community programming. This process includes exploration and combing of administrative functions for each department. The administrative, fiscal, and HR functions require further development, including organizing a formal internship structure and systematizing job descriptions.</p> <p><b>Implementation Steps:</b></p>

	<p>Positive experiences with interns (graduate school and Willie Brown Fellows) and community-based relationships may create an employment pathway for recruitment of talent.</p> <p>Maintain ties with former interns and support their professional development through advice, networking, and recommendations. Connect former interns with local job opportunities in ECE and family support. Notify former interns of our own job announcements when they occur.</p> <p>Ensure that intern supervisors understand the difference between sponsorship and mentorship as it pertains to the internship experience so that they are advocating on behalf of interns' learning experience, and actively working to advance their careers whether within organization or in the early childhood field at-large.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	Transition Planning Team

<b>Action</b>	1.3.2. Identify and secure a minimum number of departmental summer placements and employee mentors for participants in the Mayor's Opportunities for All program.
<b>Resources</b>	<p>OECE/First 5 leadership &amp; Staff</p> <p>Current relationships with San Francisco Unified School District, SFSU, JCYC &amp; City College of San Francisco</p>
<b>Indicators</b>	# of Opportunities for All placements and mentors
<b>Timeline</b>	N/A
<b>Implementation Plan</b>	<p><b>Background:</b></p> <p>The work of First 5 and OECE does not easily lend itself to in-office internships for high-school students. When the intern work aligns with our typical work, as is the case for college- and graduate-level interns, the experience is better for all involved.</p> <p>Since 2017, OECE has partnered with EDVance, a program at SFSU, to create a meaningful paid work opportunity while providing exposure to careers in early childhood for high school interns via the Japanese Community Youth Council's Youth Works program. The placements allow high-school students to have first-hand experience in preschool classrooms, and has proven to be more engaging and successful than having them work directly with us in the office. OECE and First 5 will continue to support these community-centered opportunities for high-school students with our partners, while also exploring how to enhance with some contextual elements from our departments to provide opportunities for students to connect aspects of policy, planning, and funding and learn how these combined efforts reflect in a preschooler's early learning opportunities.</p>
<b>Status</b>	N/A
<b>Staff Lead</b>	N/A

<b>Action</b>	1.3.3. Disrupt employment patterns relying on a ‘feeder model’ that consistently pulls candidates from the elite institutions and universities. Target local community colleges, trade schools, training programs, re-entry programs, public high schools, etc.  e.g. SF Unified School District’s <a href="#">Career Pathways Program</a> .
<b>Resources</b>	Staff time  Current relationships with City College and SFSU/EDvance
<b>Indicators</b>	Internship/fellowship candidate pool is increasingly more diverse and referred from a variety of sources
<b>Timeline</b>	1 Year
<b>Implementation Plan</b>	<b>Background:</b> OECE and First 5 SF have historically drawn our interns from San Francisco State University and UC Berkeley’s programs in child development, public policy, and social welfare. Although we fund City College’s Child Development and Family Studies department, intern recruitment has been limited from this institution.  <b>Implementation Steps:</b>  Continue to cultivate relationships with SFSU and UCB and more actively explore intern candidates from City College.
<b>Status</b>	Not Started
<b>Staff Lead</b>	RE Action Implementation Workgroup

<b>Action</b>	1.3.4. Include opportunities to expand collective knowledge regarding diversity, equity, and inclusion.
<b>Resources</b>	Staff time  Existing racial equity materials and resources (e.g. those provided to the agencies by the National Equity Project and department leadership)
<b>Indicators</b>	# of opportunities during internship/fellowship
<b>Timeline</b>	Effective at onboarding of next intern
<b>Implementation Plan</b>	<b>Background:</b> OECE and First 5 hold learning labs every other month that bring staff together to discuss issues surrounding equity, diversity, and inclusion.  <b>Implementation Steps:</b>  Provide new interns with reading materials and other resources (e.g. podcasts, documentaries) focused on racial equity.  Integrate interns into equity labs and allow them to participate in racial equity activities within the organizations.
<b>Status</b>	Not Started
<b>Staff Lead</b>	Intern supervisor as assigned

<b>Action</b>	1.3.5. Track and evaluate outcomes including reviewing the application process and resulting hires by race/ethnicity, to address any fallout due to bias. Collect constructive feedback of intern and fellowship experiences. Adjust programs accordingly.
<b>Resources</b>	DHR and HSA HR staff, management teams' time
<b>Indicators</b>	Tracking system implemented  % of evaluations completed  Internship/fellowship program updated before next cycle
<b>Timeline</b>	Exit interview effective at exit of next intern  1 Year to implement HR review
<b>Implementation Plan</b>	<b>Background:</b> Most colleges and universities we have partnered with have a pre-determined application process to match their interns with placements.  <b>Implementation Steps:</b> First 5 and OECE will review typical application processes utilized in partnership with institutes of higher education in order to identify strategies that will more effectively encourage a diverse applicant pool and control for selection bias. OECE and First 5 will be transparent and open with institutes of higher education at the outset about desired adjustments we would like to see moving forward in order to ensure buy-in and work together to improve.  Conduct exit interviews with interns/fellows to gather feedback on experiences and improve future programming.
<b>Status</b>	Not Started
<b>Staff Lead</b>	RE Action Implementation Workgroup

Sub-Goal 1.4: Commit to standardized, transparent, and participatory recruiting and onboarding.

<b>Action</b>	1.4.1. Maintain a standardized and holistic interview process with structured interview questions.
<b>Resources</b>	Management teams' time, staff time, other departments' equity-related interview questions, ORE
<b>Indicators</b>	Standardized interview process with a set of inclusive interview questions
<b>Timeline</b>	3-6 Months
<b>Implementation Plan</b>	<b>Background:</b> In 2019, OECE successfully piloted interview questions that included racial equity elements drawn from racial equity work in DPH. The questions probed candidates' knowledge and experience addressing racial equity and asked how OECE could further its racial equity goals.  <b>Implementation Steps:</b>

	<p>Develop a bank of racial equity-focused interview questions from which hiring panels can elect as appropriate for position.</p> <p>Add inclusion of racial equity-focused interview questions to recruitment and hiring checklist.</p>
<b>Status</b>	In Progress
<b>Staff Lead</b>	RE Action Implementation Workgroup

<b>Action</b>	1.4.2. Ensure a diverse hiring panel for each interview.
<b>Resources</b>	Management teams' time, staff time
<b>Indicators</b>	Demographic composition of panels Increase in diverse interview panels
<b>Timeline</b>	6 Months
<b>Implementation Plan</b>	<p><b>Background:</b> First 5 and OECE have drawn on each other's staff members to diversify hiring panels, including linguistically.</p> <p><b>Implementation Steps:</b> Include racial diversity considerations for hiring panel in recruitment and hiring checklist. For positions with language requirements/preferences, include bilingual staff member(s) on hiring panel.</p> <p>Allow candidates who might have difficulties communicating their answers in English the opportunity to answer in their preferred language (provided at least one person on the hiring panel is proficient in the interviewee's other language).</p> <p>Investigate the feasibility of bringing on community members (non-City employees) from our fields onto hiring panels to diversify the panels.</p>
<b>Status</b>	In Progress
<b>Staff Lead</b>	RE Action Implementation Workgroup

<b>Action</b>	1.4.3. Train staff on conducting interviews, taking care to focus on implicit bias and equity. This includes staff involved in selecting interns and fellows
<b>Resources</b>	Staff time
<b>Indicators</b>	Interview panels are increasingly equitable and conversations regarding racial equity are accessible.
<b>Timeline</b>	6 Months
<b>Implementation Plan</b>	As part of orienting interview panels before every interview series, discuss implicit bias and racial equity to bring it top of mind. Include on recruitment and hiring checklist.
<b>Status</b>	In Progress
<b>Staff Lead</b>	RE Action Implementation Workgroup

<b>Action</b>	1.4.4. Adopt a tool to track application progress and provide assistance where needed through multiple means to reach more job seekers.
<b>Resources</b>	DHR and HSA HR, staff time
<b>Indicators</b>	Tool created and implemented  # of applicants increased  Increased assistance to job seekers
<b>Timeline</b>	9-12 months
<b>Implementation Plan</b>	Coordinate a solution with DHR and HSA-HR for candidates who are in the early stages of application and screening.  For finalists and candidates later in the recruitment process, commit to weekly email/phone communications for status updates and next steps.
<b>Status</b>	Not Started
<b>Staff Lead</b>	RE Action Implementation Workgroup

<b>Action</b>	1.4.5. Share and post all job openings internally. Abide by department's RE Action Plan goals to create and streamline professional mobility.
<b>Resources</b>	Staff time
<b>Indicators</b>	Increase in internal part-time and full-time staff, interns and fellows applying for job openings
<b>Timeline</b>	Ongoing
<b>Implementation Plan</b>	<b>Background:</b> First 5 and OECE provide the combined 29 employees with internal vacancies and announcements. Both organizations almost exclusively draw from existing employees for management/leadership positions.  <b>Implementation Steps:</b>  Continue to share and post all job openings internally.
<b>Status</b>	Completed/Ongoing
<b>Staff Lead</b>	HR Liaisons

<b>Action</b>	1.4.6. Decrease and close lags and long wait times in hiring, interviewing, and onboarding processes that can cause delays in service provision and potential economic harm to interested applicants.
<b>Resources</b>	DHR, HSA HR, OECE/First 5
<b>Indicators</b>	Hiring, interviewing, and onboarding processes standardized  Lag times/wait times
<b>Timeline</b>	6 Months
<b>Implementation Plan</b>	<b>Background:</b> Convenience and expediency contributed to racially disparate promotion outcomes in the past and this plan allows greater accountability in anti-bias hiring processes.  <b>Implementation Steps:</b>



	Our goal is to decrease unnecessary/bureaucratic processes that contribute to significant wait times, but we must also be aware that speed may exacerbate implicit bias. Rather than put pressure to speed through the hiring process, we will keep applicants in the loop and be transparent about the process and anticipated timeline.
Status	In Progress
Staff Lead	RE Action Implementation Workgroup

<b>Action</b>	1.4.7. Formalize and standardize the onboarding process for full-time and part-time staff, volunteers, interns, fellows, and freelancers.
Resources	DHR, HSA HR, OECE/First 5 Leadership and Staff time
Indicators	On boarding memo drafted  Buddies identified and briefed  New employees express satisfaction with onboarding
Timeline	6 – 9 Months
Implementation Plan	<b>Background:</b> OECE currently has an official onboarding process for new employees, and First 5 uses a “buddy” system for new hires.  <b>Implementation Steps:</b>  Merge elements of both organizations’ onboarding processes into a policy document that includes our racial equity framework. Expand onboarding to include interns/fellows. This process includes review of departments’ racial equity stance and opportunity to engage with other staff members for ongoing professional development.  Develop post on-boarding survey to be done at 6-month review.
Status	Not Started
Staff Lead	RE Action Implementation Workgroup

<b>Action</b>	1.4.8. Expand upon the default Certification Rule of Three Scores. For example, expanded to the Rule of Ten or more.
Resources	DHR and HSA HR time, management teams’ time
Indicators	Increase in number of diverse candidate pools  Overall faster hiring times
Timeline	6 Months
Implementation Plan	Explore with DHR and HSA HR / HSA Racial Equity Work Group (REWG) options for diversifying and expediting hiring for PCS positions.
Status	Not Started
Staff Lead	RE Action Implementation Workgroup

# Retention & Promotion

## Background

First 5 San Francisco and the Office of Early Care and Education are reviewing current organizational staffing structures to improve community service and funding coordination. As we engage in system building in early childhood, the departments' human assets will be central to the success of our efforts. Successful recruitment is partially (perhaps primarily) dependent upon compensation, retention and promotion strategies.

First 5 San Francisco and OECE's ability to develop customized compensation, retention and promotion strategies in the civil service environment may be limited. However, the departments acknowledge, even in the civil service environment, the flexibility allowed can be used to systematically discourage BIPOC. Absent a formal system of promotion past tier salary increases within a class, an informal process of promotion has emerged of "position substitution" activated by department leadership, usually to retain employees, but it is a process susceptible to bias.

Given that the civil service system and negotiated labor agreements guide many aspects of compensation, retention and promotion strategies, building greater awareness of civil service and labor agreement guidance is a main approach in this section. Additionally, our aim is to increase transparency and management accountability for processes and decisions related to position substitution.

## Overall Department Goal

By July 2021, all staff receive clear and consistent information on promotional pathways available. Data collection used for retention and promotion will include race and other demographics and be reviewed for patterns of bias.

## Sub-Goals and Actions

Sub-Goal 2.1: Ensure stronger protections for workers of color given anticipated COVID-19 related deployment, budget shortfalls, hiring freezes, layoffs, and furloughs.

<b>Action</b>	2.1.1. Track deployment and the given functions of all DSW workers (frontline work and remote work) deployed throughout the period, disaggregated by race/ethnicity, age, gender, classification, pay, union, tenure with the City, accommodations/disability, etc. Compare aforementioned demographics of employees who volunteered through the DHR DSW survey with those who were requested/deployed.
<b>Resources</b>	DHR / HSA HR Providers

	OECE-F5 Staff – Managers & HR Liaisons
<b>Indicators</b>	Tracking mechanism implemented  Demographic data analyzed
<b>Timeline</b>	ASAP / Ongoing
<b>Implementation Plan</b>	Maintain list of DSW assignments and accompanying classification with demographic data. Analyze for any biases that affect disproportionality and assignment to high risk roles.
<b>Status</b>	Informally Started – one employee currently on DSW assignment
<b>Staff Lead</b>	Department Leadership / HR Liaisons

<b>Action</b>	2.1.2. Conduct internal budget analysis with racial equity lens and DSW data, to inform current and future staffing needs. Develop strategies to prevent inequities in layoffs and furloughs.
<b>Resources</b>	OECE-F5 Management  EOC input for DSW requests
<b>Indicators</b>	Budget analysis completed  Strategies developed and published
<b>Timeline</b>	3-6 months (Include as part of fy2122 budget development)
<b>Implementation Plan</b>	Analyze positions by classifications including analysis of racial composition for proposed layoffs and furloughs as equity analysis and impact.  Investigate DSW assignments aligned to current job classification skills and knowledge.
<b>Status</b>	In Progress – one employee currently on DSW assignment
<b>Staff Lead</b>	Department Leadership / Budget staff

<b>Action</b>	2.1.3. Ensure that frontline DSW workers have access to necessary PPE to complete their job function, including, but not limited to, masks, gloves, gowns, and access to hand washing and sanitizing materials.
<b>Resources</b>	OECE-F5 Management  DSW assigned staff  EOC  Possible budget to purchase PPE for office use – Use by DSW assigned staff
<b>Indicators</b>	PPE access protocol established  DSW workers have an increased awareness of PPE access protocol
<b>Timeline</b>	Completed / ongoing
<b>Implementation Plan</b>	Background: The DSW assignment site is primarily responsible for adequate PPE stock and distribution. However, our department is

	<p>available to assist activated staff if/when DSW site needs additional PPE supplies.</p> <p>Implementations Steps</p> <p>Management will ensure DSW assigned staff is aware to notify department supervisor if PPE becomes inadequate in order to supply DSW site.</p> <p>For department based disaster relief work, departments provide staff PPE as appropriate.</p>
<b>Status</b>	Completed
<b>Staff Lead</b>	Department Leadership

<b>Action</b>	2.1.4. Offer and clarify additional benefits for compensation, paid sick leave, and flex time for deployed workers.
<b>Resources</b>	<p>OECE – F5 management</p> <p>Dept HR Liaison</p> <p>ORE workgroup for policy input</p> <p>Possible, budget allocation to support hazard pay and language bonus</p>
<b>Indicators</b>	<p>Compensation, paid sick leave, and flex time benefits assessed and easily accessed</p> <p>Increased employee awareness of additional benefits</p>
<b>Timeline</b>	1 Year
<b>Implementation Plan</b>	<p>Management team works with DHR to review conditions, compensation and reimbursement needed for DSW assignment.</p> <ul style="list-style-type: none"> <li>• Consider cost reimbursement for transportation, parking, etc. associated with DSW assignment</li> <li>• Consider hazard pay for higher risk assignments</li> <li>• Consider language bonus for DSW selected in part for ability to converse in a language other than English.</li> </ul>
<b>Status</b>	Not Started
<b>Staff Lead</b>	Management team

<b>Action</b>	<p>2.1.5. Consider DSW caretaking and safe transportation constraints when making assignments to avoid additionally burdening workers.</p> <p>e.g. graveyard shifts</p>
<b>Resources</b>	<p>OECE- F5 management</p> <p>DSW assigned staff</p>
<b>Indicators</b>	Caretaking and safe transportation sections included in DSW deployment protocol

<b>Timeline</b>	1 Year
<b>Implementation Plan</b>	See 2.1.4 above
<b>Status</b>	Not Started
<b>Staff Lead</b>	Management Team

Sub-Goal 2.2: Ensure salaries and benefits allow for a dignified livelihood, especially for people of color and women.

<b>Action</b>	2.2.1. Conduct annual internal reviews of salary standards against industry standards to ensure parity.
<b>Resources</b>	HSA HR and DHR  City Employee Labor Unions
<b>Indicators</b>	Pay inequities are reduced and aligned annually after salary data is reviewed
<b>Timeline</b>	At discretion of Mayor, DHR and Labor Unions
<b>Implementation Plan</b>	OECE and First 5 Leadership engages DHR and HSA HR for updated compensation and benefits.
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department Leadership and HR Providers

<b>Action</b>	2.2.2. Conduct annual internal reviews of the parity of department benefits, reviewing and enhancing existing policies.  e.g. parental leave policy, short-term disability, etc.
<b>Resources</b>	OECE-F5 management  HR Liaisons  OECE-F5 staff input
<b>Indicators</b>	Memo to staff describing options for telecommuting and other discretionary work conditions (e.g., alternative work schedules), criteria for eligibility and approval process completed.  Template to facilitate review of approvals/denials of requests for telecommuting and discretionary work conditions completed.  Increased employee awareness of additional benefits
<b>Timeline</b>	1 Year / As COVID-related work location restrictions are lifted
<b>Implementation Plan</b>	<b>Background:</b> Staff discussion revealed that telecommuting is one of the most important and least transparent work benefits for department staff. Past practice at OECE allowed senior managers to elect to work from home but that option was not offered to other employees. Decisions to allow telecommuting and alternative work schedules were based on individual managers (and their personal preferences), thereby creating

	<p>disparities in how these benefits were distributed. The following implementation steps seek to correct these past practices.</p> <p><b>Implementation Steps:</b></p> <p>Create policies that allow alternative work schedules and/or telecommuting as work environment options. Ensure all staff are aware of new policies. Consider two-level review and approval to ensure norming a practice of anti-bias in decision-making.</p> <p>Review staff requesting/participating/denied/revoking these accommodations and their demographics for patterns of bias.</p> <p>As staff return to physical office space, seek awareness of when, how, and who is required to return informed by a racial equity lens.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department Leadership

<b>Action</b>	2.2.3. Review the paid time off (PTO) policy annually and enhance it to value all religious and cultural holidays.
<b>Resources</b>	<p>OECE-F5 management</p> <p>HR Liaisons</p> <p>OECE-F5 staff input</p>
<b>Indicators</b>	<p>Alternative holiday PTO Policy drafted and distributed</p> <p>Tracker implemented</p> <p>Increase in staff PTO aligned with their identities</p>
<b>Timeline</b>	2 Years
<b>Implementation Plan</b>	<p>Absent a citywide policy regarding alternative religious holidays, we would consider these steps:</p> <p>Review negotiated holidays/PTO associated with specific religious celebrations and assess interest to have those holidays as PTO bankable days for employees who chose not to participate in marked holiday</p> <p>Create policy and tracking system for these PTO</p> <p>Create internal policies that outline an equitable approval of PTO use across different job classifications. Work to have uniform process to request PTO and conditions under which requests would be approved/denied.</p> <p>Accommodate staff that have with ties outside the country to take additional banked PTO as needed. Work to have a policy to approve extended leaves (non FMLA, non-disability).</p>
<b>Status</b>	Not Started

<b>Staff Lead</b>	Department Leadership and HR Providers
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Sub-Goal 2.3: Create paths to promotion that are transparent and work to advance equity.

<b>Action</b>	2.3.1. Determine standard factors considered for raises and promotions. Make this information available to staff.
<b>Resources</b>	OECE-F5 Management  HR Liaisons  DHR / HSA HR staff input and information  Union Rep input and information
<b>Indicators</b>	Increase in knowledge about raises and promotions
<b>Timeline</b>	1 Year
<b>Implementation Plan</b>	Help employees and supervisors understand civil service rights and practices for increased salary/step increases, job classifications, testing, and hiring.  Request DHR Orientation on these topics  Write up policy and protocol as part of new hire orientation and review with existing employees.  Develop best practices and considerations guidance for hiring managers / supervisors regarding decision making for raises / promotions.  Establish a clear and transparent communication process for employees to know and inquire about internal promotions and raises provided by Management, especially when these promotions and step increases are outside the current civil service process.
<b>Status</b>	Not Started
<b>Staff Lead</b>	RE Action Implementation Workgroup

<b>Action</b>	2.3.2. Develop a formal and transparent process for raises and promotions.  [Include whether / when an employee's current class can / should be upgraded after top tier in current class is met.]
<b>Resources</b>	OECE-F5 Management  HR Liaisons  DHR / HSA HR staff input and information

	Union Rep input and information
<b>Indicators</b>	Increased staff knowledge regarding promotion and step increase process
<b>Timeline</b>	1 Year
<b>Implementation Plan</b>	<p><b>Background:</b> Absent a formal system of promotion past tier increases within a class, an informal process of promotion has emerged of “position substitution” activated by department leadership, usually to retain employees, but it is a process susceptible to bias.</p> <p><b>Implementation Steps:</b></p> <p>Create a more formal system and process for consideration and implementation of position substitutions and other promotions and salary increases; ensure the process is less susceptible to individual supervisor or manager preference and incorporates a wider set of checks and balances.</p> <p>Create policy and process for conversions of TEX to permanent positions. Set clear expectations with employee about conversion likelihood and timeline. Department HR track TEX positions and their expiration dates.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department leadership & RE Action Implementation Workgroup

<b>Action</b>	2.3.3. Develop a process for “acting/interim” roles to avoid staff working these roles for extended periods of time without compensation
<b>Resources</b>	<p>OECE-F5 Management</p> <p>HR Liaisons</p> <p>DHR / HSA HR staff input and information</p>
<b>Indicators</b>	<p>Acting/interim staff process included in internal policies and processes</p> <p>Increased awareness of process for acting/interim staff</p>
<b>Timeline</b>	1 Year
<b>Implementation Plan</b>	<p><b>Background:</b> First 5 and OECE have very rarely utilized “acting/interim” roles except in very specific circumstances associated with the Executive Leadership positions. However, the agencies very frequently hire staff into time-limited TEX/PEX positions due to the quicker process and turn-around time in comparison to PCS hiring. The staff hired into TEX/PEX positions have eventually transitioned into same or similar PCS positions; however, variation in process with lack of transparency causes staff anxiety and frustration.</p> <p><b>Implementation Steps:</b></p> <p>Increase understanding among managers about the key differences and purposes between TEX, PEX, and PCS; develop decision-making matrix</p>



	<p>to guide hiring managers to ask key equity questions in their decision making process around TEX vs. PEX vs. PCS position postings.</p> <p>If/when PEX/TEX positions are utilized, set clear expectations with employee about conversion likelihood and timeline as part of their onboarding process and provide regular updates in supervision meetings.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department leadership / HR Liaisons

<b>Action</b>	2.3.4. Internally investigate key classifications with current “drop-offs” in employee diversity, such as Administrative Analyst Series (182X series). Set forth strategies and training opportunities to support employee development to achieve mobility.
<b>Resources</b>	<p>OECE-F5 Management</p> <p>HR Liaisons</p> <p>DHR / HSA HR staff input and information</p>
<b>Indicators</b>	Reversal of diversity drop-offs in 182x classifications
<b>Timeline</b>	1 Year
<b>Implementation Plan</b>	<p>Review HR reports on racial representation among department job classifications.</p> <p>Create a list of current and future job classifications needed to achieve optimal organization’s performance.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	RE Action Implementation Workgroup

<b>Action</b>	2.3.5. Revisit classifications that “dead end” employees, to create a clear upward path for continued employment opportunities with the City.
<b>Resources</b>	<p>OECE-F5 Management</p> <p>HR Liaisons</p> <p>DHR / HSA HR staff input and information</p>
<b>Indicators</b>	Identify “dead end” classification and revise
<b>Timeline</b>	1 Year
<b>Implementation Plan</b>	<p><b>Background:</b> We are working in a context of small departments with limited management positions and a low turnover rate. Regardless of staff’s entering classification, their best chance of promotion within the departments is position substitution (class upgrade).</p> <p><b>Implementation Steps:</b></p> <p>Review classifications in department to see whether vertical or lateral opportunities exist</p>

	<p>Identify similar classifications in other departments that are mission aligned.</p> <p>Develop relationships with other departments with similar functions.</p> <p>Investigate ability for job shadowing or other introduction to work in those departments.</p> <p>Look for / develop partnering opportunities with those departments.</p> <p>Investigate ability to upgrade existing positions to accommodate employee growth.(e.g. 9772 to 9774 but not increase head count) – position substitution.</p> <p>Provide flexibility to work out of class for temporary assignments within department and ability to return to class when project complete - temporary pay differentials for extra responsibilities.</p> <p>Supervising Managers conduct timely and proactive performance evaluations and emphasizing the staff development’s plan for the following year.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department Leadership & RE Action Implementation Workgroup

Sub-Goal 2.4: Enhance and develop staff intangible connection to the departments and their work.

While staff compensation and promotion are critical to retention, staff conversations revealed that employee’s intangible feelings of connection to their colleagues and purpose of their work as well as opportunities for professional growth and development play a huge part in retention. Staff highlighted several actions and strategies described in other areas of this plan as especially important for retention:

<b>Action</b>	1.4.7 Formalize and standardize the onboarding process for full-time and part-time staff, volunteers, interns, fellows, and freelancers.
<b>Action</b>	5.1 (and all associated sub-goals) Offer professional and skill development opportunities that center individual goals first, then organizational needs.
<b>Action</b>	6.2.3 Create, maintain, and make available a space, physical and/or digital, for staff to share information.
<b>Action</b>	6.3.5 Encourage individual forms of inclusive identity expression.  e.g. honoring gender pronouns, relaxing or modifying dress code, etc.

# Discipline & Separation

## Background

Both organizations have relatively flat organizational structures, small staffs, and a culture of high-achievement, resulting in limited involvement with disciplinary and separation processes. Over the last 5 years, the agencies had few staff involved in the disciplinary process, none of whom identified as people of color. During the past 5 years, not one staff-person has been separated or terminated from either department. It is perhaps due to this lack of experience engaging with these processes that conversations with staff at both agencies revealed serious information gaps at both the line-staff and management levels about existing parameters, procedures, and employee rights. Staff conversations revealed staff and managers need more transparent information around the discipline and separation processes. Nevertheless, in comparison to other areas of the plan, this area is of relatively lower priority.

## Overall Goal

Maintain healthy, consistent, and ongoing dialogue between staff and supervisors regarding expectations and performance to continue to limit the need for disciplinary action or separation. In order to ensure that the agencies are prepared to address any disciplinary challenges that may arise equitably, all staff and supervisors receive training on discipline and separation process by 2022.

## Sub-Goals and Actions

Sub-goal 3.1: Create a clear, equitable, and accountable protocol for disciplinary actions.

<b>Action</b>	3.1.1. Track disciplinary actions and analyze subsequent disaggregated data. Pay special attention to data pointing to biases against staff of color.
<b>Resources</b>	OECE & First 5 HR Liaison and Executive Directors' staff time.  HSA HR and DHR expertise on confidentiality and previously utilized tracking mechanisms.
<b>Indicators</b>	Create tracking mechanism  Analyze data annually  Increase accountability in disciplinary actions
<b>Timeline</b>	6 months

<b>Implementation Plan</b>	<p>Identify HR liaison for each department trained on internal confidentiality practices.</p> <p>Create reporting process (potentially to include a standardized form) for supervisors to report disciplinary actions</p> <p>HR liaisons create central tracking spreadsheet shared between both agencies</p> <p>HR liaisons analyze and report data to department Directors annually.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	HR Liaisons

<b>Action</b>	3.1.2. Track separations and analyze subsequent disaggregated data. Pay special attention to data pointing to biases against staff of color.
<b>Resources</b>	<p>OECE &amp; First 5 HR Liaison and Executive Directors' staff time.</p> <p>HSA HR and DHR expertise on confidentiality and previously utilized tracking mechanisms.</p>
<b>Indicators</b>	<p>Create tracking mechanism</p> <p>Analyze data annually</p>
<b>Timeline</b>	6 months
<b>Implementation Plan</b>	<p>Identify HR liaison for each department who is trained on internal confidentiality practices.</p> <p>Create reporting process (potentially to include a standardized form) for supervisors to report disciplinary actions</p> <p>HR liaisons create central tracking spreadsheet shared between both agencies</p> <p>HR liaisons analyze and report data to department Directors annually.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	HR Liaisons

<b>Action</b>	3.1.3. Train supervisors on anti-bias, and equitable and compassionate discipline and separation.
<b>Resources</b>	<p>OECE &amp; First 5 Executive Directors and admin staff time.</p> <p>HSA HR and DHR expertise / HSA &amp; DHR racial equity action plans</p>
<b>Indicators</b>	# of trainings completed annually
<b>Timeline</b>	Timeline for development of training content is at the discretion of HR Providers. However, we hope to work with our HR providers over the next year to implement trainings in 2021.
<b>Implementation Plan</b>	<b>Background:</b> As small departments, OECE & First 5 receive Human Resources services from HSA and DHR respectively. The departments will rely on their HR providers to develop discipline and separation trainings in

	<p>accordance with City policies. There is a need for staff and supervisors to understand how to access training and information to ensure explicit expectations of staff performance, role and function, and employee rights. Additionally, OECE and First 5 HR Liaisons will also explore what trainings and information are available from employee unions on employee rights in the disciplinary process.</p> <p><b>Implementation Steps:</b>  Contact HSA HR and DHR to identify existing trainings on discipline and separation and their plans to implement additional trainings (as described in their racial equity action plans).</p> <p>In order to ensure that training addresses specific context and needs of our departments, OECE and First 5 Executive leadership work with HR providers to review and provide feedback on training content.</p> <p>OECE and First 5 Executive leadership work with HR providers to determine which trainings and/or training materials make sense to share with supervisees in order to ensure transparency.</p> <p>OECE &amp; First 5 HR Liaisons ensure supervisor completion of required training(s).</p> <p>HR Liaisons share applicable trainings and training materials with supervisees.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department Leadership & HR Liaisons

<b>Action</b>	3.1.4. Implement alternative dispute resolution opportunities, such as mediation, to resolve interpersonal issues, thus reducing the need for separation or traditional disciplinary measures. Encourage a “scaled back” discipline process.
<b>Resources</b>	HSA HR & DHR staff time and expertise.
<b>Indicators</b>	Human resources trained on alternative dispute resolution
<b>Timeline</b>	Timeline for development implementation of HR training is at the discretion of HR Providers. However, we hope to work with our HR providers to ensure their staffs are trained by end of 2021.
<b>Implementation Plan</b>	<p>OECE &amp; First 5 receive Human Resources services from HSA and DHR respectively. The departments will rely on the city’s HR providers to develop alternative dispute resolution training.</p> <p>Due to the way our departments are structured, HR involvement in interpersonal disputes already represents a high level of escalation. We will work with HR providers to ensure that supervisor training, (including the training described in 3.1.3) gives managers the tools to address or resolve varying supervisory issues that may arise. Based on our departments’ very low involvement in formal disciplinary processes, our supervisors are already doing a good job at this.</p>
<b>Status</b>	Ongoing
<b>Staff Lead</b>	HR Providers & HR Liaisons

<b>Action</b>	3.1.5. Standardize discipline procedures and corrective actions to ensure that all employees receive the same level of discipline for a particular policy.
<b>Resources</b>	<p>HSA HR and DHR information on current citywide disciplinary policies.</p> <p>Collaboration / learning from larger departments (e.g. DPH, DCYF, HSA) that are more likely to frequently engage in disciplinary processes due to size</p> <p>OECE &amp; First 5 staff time</p>
<b>Indicators</b>	Reduction of racial disparities in disciplinary actions
<b>Timeline</b>	2 Years
<b>Implementation Plan</b>	<p><b>Background:</b> There is lack of knowledge around existing discipline procedures and corrective actions amongst staff. Before we can adjust discipline procedures to ensure equity and transparency, our departments must have current information and practices from DHR.</p> <p><b>Implementation Steps:</b>  Department managers will learn how their respective HR providers currently address disciplinary procedures and corrective actions.</p> <p>Based on research findings, the departments will work with their HR providers to ensure procedures are equitable. At each step of escalation or de-escalation, disciplinary procedures should include discussion and evaluation by the initiator's supervisor to ensure actions would not be different for an employee of a different race or culture.</p> <p>Communicate draft of new parameters and associated actions to current staff and collect feedback.</p> <p>Revise parameters and procedures based on staff feedback and share finalized information with all current staff.</p> <p>HR Liaisons incorporate information on disciplinary procedures and corrective actions into new staff onboarding processes (e.g. powerpoint, memo, or handout).</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	HR Providers & HR Liaisons

Sub-goal 3.2. Create a clear, consistent, and equitable employee evaluation process that not only provides feedback to the employee but also enables the employee to provide feedback to their supervisor and agency leadership.

<b>Action</b>	3.2.1. Standardize employee evaluation process and template across OECE and First 5 to include evaluative areas focused on promoting racial equity and dismantling institutionalized racism.
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	Incorporate two-way evaluation practices in which supervisees have space to give constructive feedback to their supervisors.
<b>Resources</b>	Supervisor and staff time  Department administration staff responsible for HR coordination time / process tracking.  Best-practice research on 360-degree evaluation
<b>Indicators</b>	Each OECE & First 5 staff member receives an annual evaluation and mid-year review.  Each staff member's annual evaluation includes a specific goal tied to advancing racial equity.
<b>Timeline</b>	3-6 Months
<b>Implementation Plan</b>	<b>Background:</b> While Citywide HR policy requires every staff member receive an annual evaluation, OECE staff have not consistently received evaluations due to a high rate of supervisor turnover over the past five years.  <b>Implementation Steps:</b> OECE immediately commits to consistent participation in the citywide PPAR process.  Individual staff work with their supervisors to establish annual racial equity goal(s) and work plan activities.  HR Liaisons work with HR to analyze PPAR staff ratings and recognize patterns of inequity.
<b>Status</b>	Not Started
<b>Staff Lead</b>	HR Providers & HR Liaisons

<b>Action</b>	3.2.2 Develop exit survey for every exiting staff person (whether officially separated or leaving by choice) to learn about their experiences and reasons for leaving.
<b>Resources</b>	HSA HR existing exit interview questions  ORE support to identify other departments who may have exit procedures developed through a racial equity lens  HR Liaison and Agency Leadership staff time
<b>Indicators</b>	Every exiting employee completes exit survey
<b>Timeline</b>	6 Months
<b>Implementation Plan</b>	Develop standardized exit survey questions with specific focus on if and how racial identity factored into employee exit.  Share draft survey with current staff and collect feedback.  Revise survey based on staff feedback and share survey with HR Liaisons.

	HR Liaisons ensure survey distribution completion to all exiting staff  HR Liaisons share individual survey results with agency leadership and work with agency leadership to determine if/when it makes sense to share aggregated survey data with supervisors and remaining staff.
<b>Status</b>	Not Started
<b>Staff Lead</b>	HR Liaisons

## Diverse & Equitable Leadership & Management

### Background

Women of color dominate the early care and education and family support fields in San Francisco in direct services, yet, management and leadership positions are far less diverse. First 5 and OECE have been relatively successful in developing more diverse leadership teams. However, only one person of color (the same one) has ever led either organization.

As small departments, openings, and vacancies for management/ leadership are infrequent. For that reason, when the opportunity presents itself to fill a vacancy, our departments recognize a process that includes outreach to ensure a diverse candidate pool. Careful equity considerations are critical. Our departments are also committed to providing leadership opportunities if the staff is interested in these, independent of classification, to ensure that all staff develops leadership skills to groom them to move up in their careers, whether they choose to continue within First 5 or OECE or seek opportunity elsewhere.

### Overall Department Goal

Create an environment where our organizations can maintain and expand our racially diverse leadership pool. At the same time, reward and cultivate leadership within our organizations.

### Sub-Goals and Actions

Sub-Goal 4.1: Commit to developing a diverse and equitable leadership that will foster a culture of inclusion and belonging.

<b>Action</b>	4.1.1. Adhere to a hiring and recruitment policy that generally aligns with the citywide racial equity framework and the departmental RE Action Plan.
<b>Resources</b>	Staff time  BIPOC community partners
<b>Indicators</b>	% increase in diverse leadership



<b>Timeline</b>	6-9 months
<b>Implementation Plan</b>	<p><b>Background:</b> First 5 and OECE will develop a hiring and recruitment policy applicable for all new hires. Since vacancies are so infrequent in management/leadership classifications, these recruitments require additional and specific review to ensure equitable outcomes. Because the OECE director position is a Mayoral appointment, the hiring process has never been transparent to staff.</p> <p><b>Implementation Steps:</b>  Apply agency-wide hiring and recruitment policy to any vacancies occurring in management/leadership positions. Include efforts, in particular, to make hiring processes more transparent with respect to management/leadership positions (For OECE Director position this will require coordination with Mayor's Office to understand their recruitment and appointment process better with the understanding that staff are unlikely to be directly involved).</p> <p>Consider creation of racial equity panel composed of staff, management, and/or community leaders from both agencies to provide additional level of review for management candidates beyond regular interview/hiring committee.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	RE Action Implementation Workgroup

<b>Action</b>	4.1.2. Commit to ongoing racial equity training and development for leadership.
<b>Resources</b>	Management teams' time Internal training/coaching budget
<b>Indicators</b>	# of training & development completed by leadership per quarter  % decrease in staff perception of power imbalances beyond job based classification
<b>Timeline</b>	6 months
<b>Implementation Plan</b>	<p><b>Background:</b> There are eight management/leadership positions between OECE/First 5. Quarterly trainings may inadvertently encourage participation in programs that are ineffective rather than investing in long-lasting changes in practices, skills and competencies. Our agencies are actively researching equity coaching for our leadership. The staff survey pointed to widespread perceptions of power imbalances independent of job class, pointing to preferential treatment and favoritism as a problem.</p> <p><b>Implementation Steps:</b>  Conduct research on effective racial equity training and professional development to determine what would be most optimal in the long term for leadership.</p>

	<p>Management/leadership commit to completing effective racial equity training on a regular basis.</p> <p>Management/leadership participate in joint racial equity training with staff on a regular basis to ensure common understanding across classifications.</p>
<b>Status</b>	In Progress
<b>Staff Lead</b>	Department Leadership and RE Action Implementation Workgroup

<b>Action</b>	4.1.3. Incorporate senior leadership demographics in the department annual report and/or other public-facing reporting.
<b>Resources</b>	<p>ORE, DHR, and/or City Attorney consultation time</p> <p>Staff time</p>
<b>Indicators</b>	Senior leadership demographic included in the department annual report
<b>Timeline</b>	1 year
<b>Implementation Plan</b>	<p><b>Background:</b> First 5 and OECE have eight management/leadership positions. According to City Attorney guidance, the departments cannot disaggregate race/ethnicity data of any group smaller than ten staff as results may jeopardize participants’ right to privacy. There may be ways around the “Rule of 10” if managers electively opt-in to the survey but the issue requires further exploration with the City Attorney and DHR.</p> <p><b>Action:</b> Consider ways to collect senior leadership demographic data in consultation with ORE, DHR and/or City Attorney.</p> <p><b>Action:</b> Administer an annual race/ethnicity survey to senior leadership based on guidance from the above sources.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	RE Action Implementation Workgroup

<b>Action</b>	4.1.4. Implement a simple process to submit anonymous input to senior leadership. Develop a plan to respond to such input.
<b>Resources</b>	<p>Staff and ED time</p> <p>Existing access to MS Forms</p>
<b>Indicators</b>	<p>Form created and link shared</p> <p>% of staff aware of the process</p>
<b>Timeline</b>	3 months
<b>Implementation Plan</b>	<p>Create an anonymous Microsoft Form that directs input to executive directors of both agencies.</p> <p>Executive Directors will respond to input in appropriate ways, depending on the nature of the feedback provided.</p>

	In addition to anonymous feedback mechanisms, seek opportunities for staff to provide feedback to supervisors/managers, including 360 evaluations and open-door policies, as part of professional development for management/leadership. Work with managers to receive and respond to feedback in positive manner.
Status	Not Started
Staff Lead	RE Action Implementation Workgroup

4.2.Cultivate leadership skills in all staff regardless of classification and provide opportunities for non-management staff to develop and demonstrate leadership through work within and outside the organization.

<b>Action</b>	4.2.1. Increase opportunities for non-management staff to develop leadership skills through their work, as desired.
<b>Resources</b>	Management teams' time
<b>Indicators</b>	# of staff members promoted into management/leadership positions (within or outside of the departments)
<b>Timeline</b>	9 months
<b>Implementation Plan</b>	<p><b>Background:</b> Although management/leadership positions are few, department staff are viewed as leaders in the communities we work for. By developing management/leadership skills, staff will be better prepared for promotion opportunities in the future within and outside of the organization.</p> <p><b>Implementation Steps:</b> Managers/supervisors should provide their staff with opportunities – as appropriate – to lead projects, work independently, manage collaborations, and expand their knowledge in new areas with guidance and support, as needed.</p> <p>Here too the concept of sponsorship vs. mentorship is important. Managers will become familiar with this distinction to ensure that they are actively and equitably advocating for the leadership skill development of all the staff they supervise and proactively seeking out opportunities to build staff's resumes. Leadership development should not be another burden that is placed on staff of color and/or with less power and resources; rather managers should be held accountable for seeking out and implementing ways to remove barriers and take on this burden, especially for staff from historically marginalized ethnic groups.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department Leadership

# Mobility & Professional Development

## Background

The majority of First 5 and OECE staff have participated in at least some professional development and training because OECE and First 5 have intentionally engaged specific consultation/ trainers to facilitate during staff meetings and retreats. However, opportunities to participate in off-site PD, trainings, and conferences vary widely between staff and have often been dependent on individuals going out of their way to find and gain approval for participation rather than encouragement and support from supervisors or other proactive PD policies.

Actions and goals below seek to build on the successes of “in-house” PD, while also creating greater transparency and equity in the process for participation in off-site opportunities. Furthermore, as described in prior sections of this Plan, the departments aim to standardize and expand on employee evaluation and the ongoing feedback loop between staff and supervisors as a means of achieving greater equity in professional growth.

## Overall Department Goal

OECE and First 5 will focus on three primary Mobility and Professional Development strategies affectively utilizing staff performance to recognize talents and capabilities and to pave the path to upward mobility within the organizations and beyond:

1. Utilizing performance reviews as a motivational tool that establish feedback systems to grant mobility based on objective, transparent and unbiased assessment of job performance, not the individual.
2. Striving to strengthen and refine employees’ professional effectiveness by making Professional Development opportunities accessible, transparent, and focused on increasing improvement of employees’ abilities for greater responsibility and learning.
3. OECE and First 5 Leadership systematically evaluating Professional Development and Mobility goals and considering equitable and alternative courses of action to ensure Managers and Supervisors inspire confidence, respect, and competence in effectively assessing staff professional development and mobility opportunities.

## Sub-Goals and Actions

Sub-Goal 5.1: Offer professional and skill development opportunities that center individual goals first, then organizational needs.

<b>Action</b>	5.1.1. Require formal training for all staff regardless of full/part-time status or seniority.
<b>Resources</b>	Management teams’ time
<b>Indicators</b>	# of available professional development opportunity

	# of completed training
<b>Timeline</b>	1 year
<b>Implementation Plan</b>	<p>Identify areas of universal training needs that cross both departments, respond to current and future ECE trends and racial equity needs, can be standardized into a core staff training plan, and can be paired with resources to implement.</p> <p>OECE-F5 Management teams develop an action plan to ensure all employees receive a performance evaluation that incorporates standard training requirements.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department leadership

<b>Action</b>	5.1.2. Formalize a process for staff to attend conferences. Make clear processes and protocols for reimbursement, stipends, and payments.
<b>Resources</b>	<p>OECE/F5 Leadership Team</p> <p>Staff and supervisor knowledge and experiences of previously attended conferences</p> <p>ORE and other City department's info on meaningful conferences</p> <p>Budget set-aside for conference fees</p>
<b>Indicators</b>	# of attended, external conferences (aim for 2 per staff per year)
<b>Timeline</b>	1 year
<b>Implementation Plan</b>	<p><b>Background:</b> Asking employees to pay upfront costs for professional development activities out-of-pocket with subsequent reimbursement creates an inequitable burden that may prevent some staff from seeking out PD opportunities.</p> <p><b>Implementation Steps:</b></p> <p>OECE and F5 Management develop a process to vet and approve all professional development requests that are outside of those that are standard to all staff and individualized professional development plans.</p> <p>OECE and F5 Management will also develop a process to pay vendor directly whenever possible for conference attendance, professional development opportunities, and/or extended learning to avoid using staff's personal financial resources at any time.</p> <p>Pool staff and senior leadership knowledge about available events and conferences and create resource list and professional development calendar that provides opportunities that are free or low cost. Ensure the</p>

	list and/or calendar are accessible to all and able to be updated and shared as new opportunities arise.
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department leadership

<b>Action</b>	5.1.3. Offer opportunities for continual and extended learning. Include in the annual budget.
<b>Resources</b>	OECE/F5 Leadership Teams and Staff  Union Resources (Degree Attainment)  Budget
<b>Indicators</b>	# of staff enrolling and completing extended learning (aiming for at least 25%)  \$ dedicated to extended learning annually
<b>Timeline</b>	1 year
<b>Implementation Plan</b>	<p><b>Background:</b> Based on funding availability, staff may have access to extended learning opportunities every 3 years, and/or when the individual moves up to a higher classification.</p> <p><b>Implementation Steps:</b> Management team will assess programmatic and field specific competences, skills and knowledge and identify the most appropriate extended learning, including certification programs available for common job descriptions and classifications. Extended learning opportunities will be incorporated into performance reviews and individualized professional development plans as appropriate.</p> <p>OECE and F5 Management develop a process to pay vendor directly for conference attendance, professional development opportunities, and/or extended learning to avoid using staff personal financial resources.</p> <p>25% of the staff each fiscal year will participate in same, similar, or compatible extended learning opportunities. Work with DHR to explore the extended learning relationships and opportunities that already exist within the city and county. Ensure that these are shared with all staff on a regular basis. Explore other avenues for extended learning partnerships that can be made available for staff through existing professional networks (e.g. First 5 Association Leadership Cohorts, American Evaluation Association, etc).</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department leadership

<b>Action</b>	5.1.4. Encourage participation in professional development by sharing external opportunities that are related to the department's missions and goals. Provide financial support for paid opportunities.
<b>Resources</b>	OECE/F5 Leadership Teams and Staff  2,000-\$4,000 per staff per year budget based on employees' performance evaluations and professional plan
<b>Indicators</b>	# of staff participating in outside events or opportunities (aiming for at least 25%)
<b>Timeline</b>	1 year
<b>Implementation Plan</b>	OECE and First 5 management teams create a process to begin to individualize, intentional professional development plans based on job descriptions and staff performance reviews.  As part of this process, supervisors will provide staff annual PD budget information allowing them access to external professional development based on their annual performance review and professional development plan. As noted in previous sections of the plan, OECE and F5 Management will also develop a process to pay vendor directly for professional development opportunities to avoid using staff personal financial resources.  Extend invitation to staff during PD opportunities with external partners that includes anti-bias curriculum, grant making, policy and other PD opportunities. Management will use annual performance evaluations to track and review effectiveness of these external partner offerings.
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department leadership

<b>Action</b>	5.1.5. Track professional and skill development and assess annually, specifically looking to target underrepresented staff of color.
<b>Resources</b>	Existing staff surveys (incorporate new questions but don't need to start from scratch)  D&E staff time
<b>Indicators</b>	Adopt a tracking system, analyze annually  # of staff of color utilizing professional development
<b>Timeline</b>	1 year
<b>Implementation Plan</b>	Create staff survey to assess/track staff PD in both depts. annually; tracking types of professional and skills development and disaggregating by POC Vs. Non-POC in order to identify potential patterns of bias.

<b>Status</b>	Not Started
<b>Staff Lead</b>	Data and Evaluation teams

Sub-Goal 5.2: Encourage collaboration between staff and supervisors that is consistent and thoughtful.

<b>Action</b>	5.2.1. Develop an annual performance evaluation for all staff, part-time and full-time. Highlight advancement opportunities.
<b>Resources</b>	Staff time  Best-practice research on 360/reflexive evaluation practices.
<b>Indicators</b>	Performance evaluations and 6-months reviews completed for all staff
<b>Timeline</b>	1 year
<b>Implementation Plan</b>	<b>Background:</b> First 5 already conducts annual staff evaluation with next steps for the following year. OECE has been less consistent.  <b>Implementation Steps:</b> OECE-F5 Management teams develop an annual performance schedule for each employee; in addition, supervising teams should conduct a 6-month follow-up with staff in order to update their PD as needed. The annual performance appraisal PD goals and follow-ups should be remain separate from any disciplinary and adverse action process.  Incorporate the use of reflective supervision techniques that invite mutual (supervisor-supervisee) learning and growth opportunities into performance evaluations.
<b>Status</b>	In Progress
<b>Staff Lead</b>	Department Leadership and HR Liaisons

<b>Action</b>	5.2.2. Create a mentorship program between senior and junior level staff.
<b>Resources</b>	OECE/First 5 staff time  Existing weekly supervisor-supervisee check in meetings  Supervisors' networks, experiences, expertise
<b>Indicators</b>	# of supervisor-supervisee sponsorship meetings (aiming for at least 4 per year)
<b>Timeline</b>	2 years
<b>Implementation Plan</b>	<b>Background:</b> Given the agencies' small number of staff and relatively flat hierarchy, a formal mentorship program outside of the supervisor-supervisee structure may not be feasible. However, we believe that supervisors should serve as sponsors for their junior-level staff going beyond mentorship (which puts the burden on staff to seek out learning



	<p>opportunities) to sponsorship where senior-staff proactively leverage their resources, connections, and experiences to support their staff's growth.</p> <p><b>Action:</b> Leveraging existing weekly one-on-one check-in and supervision meetings at least once per quarter, supervisors will hold a sponsorship meeting focused specifically on opportunities for professional growth. Supervisors will come prepared to share</p> <ul style="list-style-type: none"> <li>• Training / professional development opportunities that may or may not be directly applicable to the employees day-to-day work but which they think will help to build the employee's resume</li> <li>• Internal and external job-growth opportunities</li> <li>• Networking sources/events</li> </ul> <p><b>Action:</b> Explore staff interest in additional sponsorship meetings/relationships outside of formal supervisor-supervisee structure to determine senior staff bandwidth and potential process for matching sponsors and mentees.</p>
<b>Status</b>	Not started
<b>Staff Lead</b>	Department Leadership / All supervisors

Sub-Goal 5.3: Ensure staff needs are centered and timely met in order to perform and excel at their jobs.

<b>Action</b>	5.3.1. Create a process where staff can submit accommodation requests to the department's administration. The overall timeline process should be transparent and easily accessible.
<b>Resources</b>	<p>OECE/First 5 staff time</p> <p>DHR and HSA HR</p>
<b>Indicators</b>	<p>Process developed</p> <p>% of staff aware of accommodation process</p> <p># of accommodations made increased</p>
<b>Timeline</b>	2 years
<b>Implementation Plan</b>	<p>In collaboration with HR providers, OECE-F5 will articulate current policies and practices for staff to submit requests for accommodations that aim to improve and/or maintain the continued operation and growth of the individual and the organization.</p> <p>Note: Accommodation Plans should not only be determined by an existent, permanent or temporary health conditions, but also support prevention and wellbeing of the individuals, for example:</p> <ul style="list-style-type: none"> <li>• Timely-met ergonomic evaluations and equipment installation</li> <li>• Flexible schedules (e.g. Telecommute and AWS)</li> </ul>
<b>Status</b>	Not started

<b>Staff Lead</b>	HR Liaisons / HR Providers
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<b>Action</b>	5.3.2. Incorporate an assessment of staff needs into the staff performance evaluation process.
<b>Resources</b>	OECE/First 5 staff time  DHR/ HSA HR / HSA Office of Civil Rights info and expertise on accommodations  Existing annual staff survey  Existing commitment (as outlined in other sections of this Plan) to review / expand employee evaluation process
<b>Indicators</b>	Process developed  % of staff aware of accommodation process  # of accommodations made increased
<b>Timeline</b>	1 year
<b>Implementation Plan</b>	Incorporate accommodations questions into newly developed staff evaluation template (See Action 5.2.1 Re: development steps & Reflexive/360 Evaluation Practices)  Additionally, incorporate staff needs and accommodations questions into annual anonymous staff survey in order to provide multiple opportunities and mediums for leadership to understand needs of staff as a whole.
<b>Status</b>	Not started
<b>Staff Lead</b>	HR Liaisons / Supervisors / D&E Team

<b>Action</b>	5.3.3. Assign spaces for staff to take breaks and/or be in community with one another (e.g., department celebration, affinity groups).
<b>Resources</b>	Space Design team work time  HSA Facilities team
<b>Indicators</b>	Improvement in overall staff mental health, increase in staff feedback
<b>Timeline</b>	6-12 months dependent on COVID-related restrictions to in-person work
<b>Implementation Plan</b>	<b>Background:</b> OECE and First 5 will have shared space at 1650 Mission Street and are currently working on the space and layout of offices.  <b>Implementation Steps:</b> Space Design team creates intentional spaces that are informal, inviting and respectful to staff of all cultures. <b>See Action 6.2.3 for further detail.</b>  Management teams will articulate a policy and procedures to support staff's wellbeing. Practices will ensure employees have access to clean, well-equipped facilities and will respect and enforce staff time to have

	consistent meal and break times; regardless, whether staff are working in the office and/or telecommuting.
<b>Status</b>	Not started
<b>Staff Lead</b>	Space Design Team
<b>Action</b>	5.3.4. Set up processes and open communication channels so management is available to respond to employees' non-work-related needs that contribute to overall work quality. Center the most vulnerable individuals.  e.g. transportation stipends, exercise stipends, childcare, etc.
<b>Resources</b>	OECE/F5 Leadership Team time  Union and DHR information and resources on FSA and other existing benefits  Budget to expand beyond accommodations/benefits available citywide
<b>Indicators</b>	Increase in leadership understanding of staff needs  Increase in staff awareness of accommodations  \$ set aside for accommodations
<b>Timeline</b>	2 years
<b>Implementation Plan</b>	Incorporate questions about staff's non-work-related needs into annual staff survey.  Research existing city programs that address well-being, health, and transportation and share information via wellness champion and digital and physical spaces dedicated to wellness (Teams chat, wellness wall)  Based on survey findings and research on existing city programs, identify gaps in staff needs fulfillment and assess feasibility of creating additional department-funded supports.
<b>Status</b>	Not started
<b>Staff Lead</b>	D&E team (for survey); Wellness Champion; Department Leadership

<b>Action</b>	5.3.5. Respect religious and cultural practices of employees.
<b>Resources</b>	Staff experiences and knowledge about their own cultures and religions  Existing standing meetings to discuss racial equity and staff experiences
<b>Indicators</b>	Improvement in overall staff mental health
<b>Timeline</b>	6 months

<b>Implementation Plan</b>	Explore with staff of both departments ways to incorporate greater acknowledgement and respect of the religious and cultural practices of employees; vet identified strategies with DHR before implementing.  <b><i>Also see Action items 2.2.3 &amp; 6.3.5</i></b>
<b>Status</b>	Not started
<b>Staff Lead</b>	RE Action Implementation Workgroup

## Organizational Culture of Inclusion & Belonging

### Background

As First 5 SF and OECE work to align department activities and explore a potential merged or joint structure, developing a shared organizational culture in which everyone feels welcome and included is critical. Since January 2020, a cross-departmental workgroup of OECE and First 5 SF staff have been meeting regularly to intentionally build community and relationships across the agencies. Despite the Relationship Building Group's (RBG's) work, only sixteen out of twenty four (66%) of OECE and First 5 SF staff who completed our Racial Equity staff survey agreed or strongly agreed that they feel safe and included in their department and all three staff (12%) who disagreed identified as people of color.

The action items and implementation plans outlined below build on the Relationship Building Group's (RBG's) thinking, ensuring that as we work to form a shared culture between the two agencies, we are centering racial equity and inclusion across intersectional dimensions of identity. Many of these items are particularly timely as the two agencies are in the process of moving office spaces in order to co-locate at 1650 Mission starting some time in 2021 (timeline for move-in is dependent on public health guidance related to COVID-19).

### Overall Department Goal

By 2022, 85% of OECE and First 5 SF staff report that they agree or strongly agree that they feel a sense of inclusion and belonging within the departments and staff of color are no more likely to feel neutral or disagree than their white colleagues.

### Sub-Goals and Actions

Sub-Goal 6.1: Foster an intentional organizational culture that is committed to inclusion and belonging.

<b>Action</b>	6.1.1. Ensure that the department's mission, policies, and procedures reflect an ongoing commitment to an organizational culture of inclusion and belonging.
<b>Resources</b>	RBG staff time
<b>Indicators</b>	Department mission, policies, and procedures are updated and available
<b>Timeline</b>	Ongoing
<b>Implementation Plan</b>	Review department mission, policies and procedures to reference objectives for a culture of inclusion and belonging  Draft initial language to describe a high level overall direction for inclusion in department policies regarding inclusion and belonging
<b>Status</b>	In Progress
<b>Staff Lead</b>	RBG Team as directed by Executive Directors

<b>Action</b>	6.1.2. Create a Racial Equity Team consisting of Racial Equity Leads committed to keeping the department accountable for reaching its RE Action Plan goals.
<b>Resources</b>	OECE/F5 staff time  ORE consultation
<b>Indicators</b>	Regular, scheduled meetings with RE Team to implement RE Action Plan
<b>Timeline</b>	January 2021
<b>Implementation Plan</b>	<b>Background:</b> OECE/F5 have convened a Racial Equity Action Plan (REAP) Team to oversee drafting and submission of the Phase I plan  <b>Implementation Steps:</b> Determine if same team will continue to monitor implementation of plan, or name alternative. Identify a role for the group – considering identifying racial equity trainings, drafting policies related to racial equity, etc.
<b>Status</b>	In Progress
<b>Staff Lead</b>	REAP Team and Executive Directors

<b>Action</b>	6.1.3. Develop a RE Action Plan that is updated regularly and available to the public.
<b>Resources</b>	REAP Team and Leadership work time  Agency websites, social media, and other communications channels
<b>Indicators</b>	RE Action Plan is published on department website
<b>Timeline</b>	December 31, 2020
<b>Implementation Plan</b>	<b>Background:</b> OECE/F5 staff met regularly to draft Phase I plan and hold input sessions with department staff, executive leadership and Commission/CAC.  <b>Implementation Steps:</b> OECE/First 5 SF will post Joint Racial Equity Action plan on their websites at time of submission to ORE.

	Following feedback from ORE, the departments will amend and re-post as needed and will continue to post updated versions in keeping with the spirit of the plan as a living document.
<b>Status</b>	Completed / Ongoing
<b>Staff Lead</b>	REAP Team

<b>Action</b>	6.1.4. Regularly report to staff, board, and commissioners on RE Action Plan updates.
<b>Resources</b>	ED time  Commission/CAC Admin Coordinator Staff Time  Commission/CAC commitment and engagement  ORE resources  RE Leaders Boards/Commissions working group
<b>Indicators</b>	Ongoing reporting
<b>Timeline</b>	Ongoing
<b>Implementation Plan</b>	<b>Background:</b> OECE/F5 staff have shared updates on Phase I plan development with Commission/CAC and presented high-level summaries of overall plan in early December, 2020.  <b>Implementation Steps:</b> Plan updates shared with Commission/CAC as plan evolves and/or at their direction. Commission and CAC chairs have committed to scheduling agenda items throughout the coming year to hear updates.
<b>Status</b>	In Progress
<b>Staff Lead</b>	Executive Directors / Commission & CAC Admin Coordinators

<b>Action</b>	6.1.5. Support and provide spaces for affinity groups, prioritizing historically marginalized peoples.
<b>Resources</b>	ED time  REAP group  Staff time, during working hours  Budget support for affinity group activities  Knowledge / experiences of other similar size depts on their approaches
<b>Indicators</b>	Affinity groups formed  Budget allocated  Increase in employee's reported sense of inclusion and belonging
<b>Timeline</b>	6-9 months

<b>Implementation Plan</b>	<p><b>Background:</b> OECE/F5 have supported staff to form a Latino Affinity Group that has met regularly for about six months. During staff feedback conversations, Latino Affinity Group participants shared highly positive experiences explaining that the group helped them feel a greater sense of inclusion and belonging within and across the two departments and that group discussions gave them the insight and confidence to begin sharing recommendations to their respective managers in supervision about policies and programs impacting the Latino community.</p> <p><b>Implementation Steps:</b>  Check in with other departments of similar size to learn if/how they have implemented affinity groups and along what identity dimensions</p> <p>Share research findings with staff and discuss staff interest in forming new affinity groups.</p> <p>Based on staff interest, department leadership will encourage and support staff to form affinity groups that align with their identities and interests. Department leaders will set and share clear policies allowing groups to meet during working hours and providing a budget to support group activities.</p>
<b>Status</b>	In Progress
<b>Staff Lead</b>	REAP Team and Department Leadership

<b>Action</b>	6.1.6. Have staff participate in trainings, conferences, and discussions that promote a wider understanding of racial equity.
<b>Resources</b>	<p>Staff time</p> <p>Funding to support training attendance</p> <p>Funding to support trainer fees</p> <p>RE leaders' referrals</p>
<b>Indicators</b>	# of training, conference, or discussion regarding diversity, equity, and inclusion completed by staff per quarter
<b>Timeline</b>	Ongoing
<b>Implementation Plan</b>	<p><b>Background:</b> OECE/F5 staff participated in monthly in-house racial-equity group training throughout 2019 with a consultant from the National Equity Project. Department leadership are currently in conversation with additional consultants exploring options for continued full-staff learning opportunities around Racial Equity.</p> <p><b>Implementation Steps:</b>  Identify and invite trainers in racial equity to provide support/training for either on-site group training or off site professional development.</p>

	<p>Develop and define a professional development approach for all employees and align with Equity Plan section on Professional Development.</p> <p>Continue to hold staff-led monthly learning labs focused on racial equity sharing resources as well as our individual experiences, values, and identities.</p>
<b>Status</b>	In Progress/Ongoing
<b>Staff Lead</b>	REAP Team and Department Leadership

<b>Action</b>	6.1.7. Conduct an annual staff survey that assesses the department’s commitment to an organizational culture of inclusion and belonging.
<b>Resources</b>	<p>Data and Evaluation staff time</p> <p>ORE’s example RE staff surveys</p>
<b>Indicators</b>	Annual survey with disaggregated data and feedback
<b>Timeline</b>	Ongoing
<b>Implementation Plan</b>	<p><b>Background:</b> First 5 SF and OECE developed and distributed our first Joint-Departmental Racial Equity Staff Survey in October 2020. The cross-departmental RBG workgroup also distributed a staff workplace survey in September, 2020.</p> <p>Assess overall needs for ongoing survey of staff building on initial Oct 2020 Racial Equity Survey and Sep 2020 Workplace Survey.</p> <p>Preview consolidated survey with staff for feedback to ensure questions accurately capture relevant information and experiences.</p> <p>Revise survey based on staff feedback</p> <p>Distribute, analyze, and share results annually</p>
<b>Status</b>	In Progress/Ongoing
<b>Staff Lead</b>	RBG Team / Data and Evaluation Staff

<b>Action</b>	6.1.8. Ensure that all art, decor, and design where staff work daily reflect racial and social diversity.
<b>Resources</b>	<p>Space design team</p> <p>Funding for furniture, art &amp; décor/design elements</p>
<b>Indicators</b>	<p>Increase in staff engagement</p> <p>Increase in reported feelings of inclusion and belonging</p>
<b>Timeline</b>	Fall 2021 (COVID-dependent)
<b>Implementation Plan</b>	<p><b>Background:</b> First 5 is moving into a shared office space with OECE at 1650 Mission Street, which requires a complete re-imagining of the office space design. A cross-departmental space design team was created to think through work and common-space arrangements, furniture, and decor. Staff discussion revealed a strong preference for design that goes</p>



	<p>beyond reflecting racial diversity in decorations, but rather creates intentional spaces for staff interactions.</p> <p><b>Implementation Steps:</b></p> <p>Space design team gathers feedback from agency staff to determine decor and design choices that make everyone feel welcome.</p> <p>Space design team uses furniture selection and placement to create opportunities for both formal and informal interactions/conversations that lead to belongingness/connection/collaboration</p>
<b>Status</b>	In Progress
<b>Staff Lead</b>	Space Design Team

Sub-Goal 6.2: Develop internal communication processes and procedures that promote equity.

<b>Action</b>	6.2.1. Regularly update departmental mailing lists to ensure that all staff receive communications.
<b>Resources</b>	HR liaison staff time IT assistance to update email distribution groups
<b>Indicators</b>	Increase in staff feedback, participation, and response to communications
<b>Timeline</b>	N/A
<b>Implementation Plan</b>	<p><b>Background:</b> As small departments with a combined total of less than 30 staff, we already maintain accurate and up-to-date staff distribution lists.</p> <p><b>Implementation Steps:</b> We will continue to update our small distribution lists when personnel changes occur.</p>
<b>Status</b>	Complete / Ongoing
<b>Staff Lead</b>	HR Liaisons

<b>Action</b>	6.2.2. Ensure that all staff meetings center a diverse range speakers and inclusive topics while offering space for staff engagement. Be transparent about the speakers and topics.
<b>Resources</b>	ED and staff time
<b>Indicators</b>	Ongoing staff participation and feedback
<b>Timeline</b>	Ongoing
<b>Implementation Plan</b>	<p><b>Background:</b> First 5 SF and OECE already hold all-staff weekly check-in meetings. Our small department size allows/fosters participation from every staff member and also makes participation/non-participation highly visible. We have also regularly convened all staff from both agencies to participate in racial equity training as well as to discuss our Racial Equity Action Plan. While staff generally felt that there were spaces to discuss race and racism in the academic sense, our Racial Equity staff survey and</p>

	<p>feedback discussions pointed to a need for transparent and safe ways to report and address experiences of interpersonal and institutional racism.</p> <p><b>Implementation Steps:</b></p> <p>To further foster candid input from those who may be less comfortable sharing in group settings, implement alternative methods to engage staff and elicit feedback (e.g. anonymous post-meeting feedback forms / surveys).</p> <p>Continue OECE/F5 combined all-staff meeting time to build on equity-focused professional development as outlined in section 5 of this plan.</p> <p>Develop and articulate different communication channels and ways to raise issues related to experienced and observed racism e.g. regular space at staff meetings, supervisor /ED/HR check-ins and contacts, posted policy to report incidents of racism.</p>
<b>Status</b>	In Progress
<b>Staff Lead</b>	Department Leadership

<b>Action</b>	6.2.3. Create, maintain, and make available a space, physical and/or digital, for staff to share information.
<b>Resources</b>	<p>Microsoft TEAMS accounts</p> <p>RBG staff time</p> <p>Budget for purchase of books, podcasts, articles and other resources</p> <p>Furniture and office fixture budget</p>
<b>Indicators</b>	Ongoing staff participation and feedback
<b>Timeline</b>	Fall 2021 (physical space items are COVID-dependent)
<b>Implementation Plan</b>	<p><b>Background:</b> During feedback conversations, staff stressed the importance of creating spaces for formal and informal interactions and information-sharing. Specifically, in the context of COVID-19 and 100% tele-work, staff expressed the need to intentionally foster personal connectedness in the digital space. OECE and First 5's Relationship Building Group has already developed and implemented several such opportunities including optional virtual coffee check-ins and Rajio taiso (5 minute stretch break drawn from Japanese cultural practice) during work hours, as well a weekly virtual game night / happy hour after work. Furthermore, staff have been using Microsoft TEAMS creatively to foster both formal and informal interactions.</p> <p><b>Implementation Steps:</b></p> <p>Create physical and electronic spaces for sharing ideas, books, podcasts, articles and other resources specific to furthering understanding of racial equity (e.g. physical lending library in our shared offices and dedicated TEAMS channel).</p>

	Space design team is intentional in creating formal and informal physical space to foster staff interactions and collaboration.
<b>Status</b>	In Progress
<b>Staff Lead</b>	RBG / Space Design Team

Sub-Goal 6.3: Improve both physical and digital spaces to meet or exceed accessibility standards.

<b>Action</b>	6.3.1. Create an accessibility protocol that is utilized across all events, communications, and departmental functions.
<b>Resources</b>	Staff time  Consultation with Disabilities Commission, Human Rights Commission, HSA HR, DHR.
<b>Indicators</b>	Protocol distributed internally and with any outward-facing interactions
<b>Timeline</b>	2 years
<b>Implementation Plan</b>	Review city policies regarding accessibility and translation for events, communications and other department functions.  Research availability of existing policy / protocol information with HSA HR and DHR  Assess potential gaps in existing policy specific to the populations that OECE / First 5 SF serve (e.g. family/child-friendliness)  Create department-specific protocol/policy to guide department action and distribute to all staff.
<b>Status</b>	Not Started
<b>Staff Lead</b>	HR Liaisons

<b>Action</b>	6.3.2. Evaluate and improve on all physical spaces to meet or exceed accessibility standards taking into account staff and visitors with disabilities, seniors, and families.  e.g. elevator access, ramps, lactation rooms, scent-free cleaning products, gathering spaces, etc.
<b>Resources</b>	1650 Mission facilities team  Dept of Real Estate  Office design architect
<b>Indicators</b>	A plan for physical space improvement  \$ funding secured  Successful implementation

<b>Timeline</b>	Spring 2021 (depending on COVID restrictions)
<b>Implementation Plan</b>	<p><b>Background:</b> We are moving into a city owned building renovating our shared space with City Real Estate / Facilities team and design consultants responsible for complying with building codes.</p> <p><b>Implementation Steps:</b> We will build/design a comfortable space that is family and child friendly, including a lactation space. This includes ensuring accessibility for our community partners that will also be utilizing the space for training and conferences and having supplies, books and materials that are useful, relevant and readily available to our community partners.</p>
<b>Status</b>	In Progress
<b>Staff Lead</b>	Space Design Team

<b>Action</b>	<p>6.3.3. Evaluate and improve on all digital functions and communications to meet or exceed accessibility standards taking into account staff and visitors with disabilities.</p> <p>e.g. plain-text messages, recordings with captions, accommodations for blind or low vision individuals, accommodations for Deaf people, etc.</p>
<b>Resources</b>	<p>Staff time</p> <p>Consultation with Disabilities Commission, Human Rights Commission, DHR</p> <p>Training/technical assistance</p> <p>Potential funds for tools to support accessibility</p> <p>Communications consultants</p>
<b>Indicators</b>	<p>A plan for digital improvement</p> <p>\$ funding secured</p> <p>Successful implementation</p>
<b>Timeline</b>	2 Years
<b>Implementation Plan</b>	<p>Review city policies regarding accessibility and translation for events, communications and other department functions.</p> <p>Review department compliance with city policies and identify areas for alignment of department activities to city policies</p> <p>Create protocol/policy to guide department action and distribute to staff.</p> <p>Pre-identify resources/consultants to support access accommodation when requested (e.g., ASL, translation, etc.)</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	HR Liaisons

<b>Action</b>	6.3.4. Invest in translation services.
<b>Resources</b>	Bi-lingual staff  OECE/F5 staff/communications staff  OECE PO with translation firm Web-site auto-translation plug-in tool to support website.
<b>Indicators</b>	# Increase in translated materials
<b>Timeline</b>	1 Year
<b>Implementation Plan</b>	<p><b>Background:</b> OECE/F5 have consistently developed translations of all external-facing materials into Spanish and Chinese. OECE/F5 rely heavily on internal bi-lingual staff to execute translations but also do supplement with outside-translation firm contracts and POs for larger projects. OECE’s website has an auto-translation plugin on its back end that allows the site to be fully responsive in Spanish and Chinese and allows internal bi-lingual staff to make edits to auto-translations.</p> <p><b>Implementation Steps:</b> Review policies for material translation into additional threshold languages and develop plans to comply</p> <p>Review current translation capacity for needed languages and identify resources and translators to support translation needs.</p> <p>Management develops staffing plan to ensure enough qualified bilingual staff are available to rotate responsibilities (or seek alternative translation resources).</p> <p>Supervisors and senior management raise awareness of “extra” work assigned to bi-lingual staff and adjust job descriptions and day-to-day assignments to align with work time available.</p> <p>Share, review, and update our respective departments’ Language Accessibility Ordinance Plans to ensure alignment and mutual reinforcement with RE Plan.</p>
<b>Status</b>	In Progress
<b>Staff Lead</b>	OECE / First 5 Communications Managers

<b>Action</b>	6.3.5. Encourage individual forms of inclusive identity expression.  e.g. honoring gender pronouns, relaxing or modifying dress code, etc.
<b>Resources</b>	DHR/ HSA HR technical assistance  ED time  HR liaisons time  Staff’s lived experiences

<b>Indicators</b>	Increase in staff using inclusive identity expression, second nature
<b>Timeline</b>	6 months
<b>Implementation Plan</b>	<p><b>Background:</b> Because OECE and First 5 are grant-making rather than direct-service organizations, we do not regularly interface with clients. We do not have a dress code or other identity expression policies in place specific to our departments. However, our staff generally conform to dominant cultural attitudes and ideas of “professionalism” which we acknowledge can be rooted in white supremacy.</p> <p><b>Implementation Steps:</b>  Research existing DHR / HSA HR identity expression policies.</p> <p>Share existing policies with staff and discuss changes necessary to actively affirm identity and invite staff to bring their whole and authentic selves to work.</p> <p>Revise / expand on existing policies based on staff feedback.</p> <p>Share policy with all current staff and incorporate into new employee onboarding.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	REAP team / HR Liaisons

<b>Action</b>	6.3.6. Bring accessibility information and accommodations to the forefront rather than offering it upon request. Accommodations can benefit other people besides the initial targeted group.
<b>Resources</b>	<p>HSA HR / DHR Analysts and HSA Office of Civil Rights</p> <p>IT Providers</p> <p>VIVA Communications Consultant (to help make necessary website changes and/or develop appropriate collateral materials)</p>
<b>Indicators</b>	<p>Accommodations information infused throughout department touchpoints (e.g., website, event announcements)</p> <p>Provide closed-captioning by default</p> <p>Increased digital equity (e.g., access) for all employees</p>
<b>Timeline</b>	2-3 years
<b>Implementation Plan</b>	<p>Work with HR providers to review requirements for display of accessibility information.</p> <p>Assess department compliance with requirements for display of accessibility information.</p> <p>Create dedicated space on agency websites and collateral (e.g. flyer or brochure) for in-person events</p>

	Work with IT to explore close-captioning technology for internet and in-person meetings
<b>Status</b>	Not Started
<b>Staff Lead</b>	F5/OECE HR Liaisons and Communications Managers

Sub-Goal 6.4: Expand the internal culture of belonging by fostering relationships with the external communities the department serves.

<b>Action</b>	6.4.1. Incorporate a process to gather community feedback on projects, events, and communications that involve or will impact the community.
<b>Resources</b>	<p>Our joint Strategic Planning contract helped our departments identify strategies for new outreach mechanisms to engage parents directly as requested by First 5 Commission and furthered explored by departments' leadership.</p> <p>Existing staff and Commission and CAC member relationships with community organizers and experts who can serve as a bridge between our agencies, our grantees, and the community</p> <p>Social media, auto-texting services, and other technology designed to allow for quick and convenient feedback</p> <p>Budget for feedback incentives (e.g. stipends for ongoing parent advisory participation / community action research)</p>
<b>Indicators</b>	Community will have an impact on all department projects
<b>Timeline</b>	1-2 years
<b>Implementation Plan</b>	<p><b>Background:</b> OECE/F5 holds regular and ongoing meetings with stakeholder groups – e.g., CAC, Commission, Provider Roundtables, Grantee meetings. We are also currently engaged in a Strategic Planning process designed to directly engage and lift up parent voices with emphasis on Black, Latino and Pacific Islander parents.</p> <p><b>Implementation Steps:</b></p> <p>In addition to continuing existing means of community engagement, OECE and First 5 will build on engagement methods started during strategic planning to create opportunities for ongoing direct input from parents with a specific focus on Black, Latino and Pacific Islander parents who are most impacted by the success or failure of the programs and initiatives we fund.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department Leadership

<b>Action</b>	6.4.2. Find opportunities to invest into and support the communities the department serves.
<b>Resources</b>	See 6.4.1 Above
<b>Indicators</b>	Publicly publish joint racial-equity focused strategic plan.
<b>Timeline</b>	Fall 2021

<b>Implementation Plan</b>	<p><b>Background:</b> OECE/F5 are grant-making departments whose initiatives represent direct investments to build community resources and services for San Francisco families with young children. These investments focus on low-income households and families of color. Due to structural racism that contributes to an oppressive educational system, Kindergarten-readiness outcomes for Black and Latino children remain stagnant despite increases in preschool participation by the same populations.</p> <p><b>Implementation Steps:</b> Our strategic planning process, already in process, seeks input directly from families with young children focusing on Black, Latino, and Pacific Islander parents to shape future initiative design.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department Leadership

## Boards & Commissions

### Background

First 5 SF and OECE are actively working to explore greater alignment and coordination. However, the departments have separate and differing governance structures. First 5 San Francisco is overseen by the Children and Families Commission (CFC) established by a state voter mandate with active decision-making authority. Whereas, OECE has a Citizen’s Advisory Committee (CAC), which is not a decision-making authority. Each of these bodies have specific seat requirements with members appointed by the Mayor and Board of Supervisors.

Despite these disparate structures, both the Children and Families Commission and the OECE CAC are committed to working towards greater racial equity and alignment between the two departments. In collaboration with OECE, the CFC recently adopted a Racial Equity Resolution as a means of acknowledging complicity in past racial harm and to create a first step to hold themselves accountable to an iterative and collaborative process with the OECE CAC aimed at centering racial equity in all aspects of both departments’ governance.

### Overall Department Goal

Over the next two years, the First 5 SF Commission and OECE CAC will work with department leadership to support racial equity at the governance level by developing recruitment guidance to achieve equitable representation reflective of the communities we serve, developing decision-making processes that center equity, and creating onboarding protocols to increase the comfort, inclusion and contribution of new members.



## Sub-Goals and Actions

Sub-Goal 7.1: Ensure a diverse and equitable board and commission members that match the community being served.

<b>Action</b>	7.1.1. Review and revise bylaws and rules of order or create other commission procedures to include inclusive language and to align with the department's RE Action Plan.
<b>Resources</b>	<p>CAC and Commission meeting time</p> <p>Policy body leadership time</p> <p>Department leadership time</p> <p>Policy Body admin coordinator time</p> <p>Potential budget for equity-focused facilitation consultant</p>
<b>Indicators</b>	Bylaws, rules of order or other procedures successfully amended
<b>Timeline</b>	2 Years
<b>Implementation Plan</b>	<p><b>Background:</b> CAC and Commission have both committed to address racial equity in their departments and their communities and to align their actions with the ORE Action Plan framework.</p> <p><b>Implementation Steps:</b></p> <p>Create a work plan design to support the OECE CAC and First 5 Commission to consider their role and work in the racial equity plan for themselves and for OECE/F5, including a review of bylaws, rules of order or other procedures.</p> <p>Solicit input on plan from ORE for feedback</p> <p>Review current new member onboarding process to ensure the process includes orientation to organization commitment to racial equity within department and community work.</p>
<b>Status</b>	In Progress
<b>Staff Lead</b>	Department Leadership & Policy Body Admin Coordinators

<b>Action</b>	7.1.2. Collect current board and/or commission demographic data and include in the department annual report.
<b>Resources</b>	<p>RE Leaders Policy Body Workgroup</p> <p>Department on the Status of Women Survey of all City Boards &amp; Commissions</p>
<b>Indicators</b>	<p>Annually collect board/commission demographic data</p> <p>Include data in annual report</p>

	Use data to guide recruitment efforts
	Greater racial and gender equity in board and/or commission members
<b>Timeline</b>	2 Years
<b>Implementation Plan</b>	Staff work with CAC and Commission to create a matrix of characteristics and desired characteristics, perspectives and experiences – these may go beyond the minimal seat requirements in the by-laws.  Staff work with Department on the Status of Women to collect members' disaggregated demographic data.  Identify gaps based on desired characteristics matrix and target recruitment efforts accordingly.
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department Leadership & Policy Body Admin Coordinators

<b>Action</b>	7.1.3. Have board/commission adopt a resolution around racial equity.
<b>Resources</b>	N/A
<b>Indicators</b>	Resolution adopted
<b>Timeline</b>	Done.
<b>Implementation Plan</b>	First 5 San Francisco's Commission adopted an equity resolution at its October 2020 meeting. The resolution, jointly drafted with OECE, commits both departments to actions to address equity in their activities. <b>See Appendices.</b>
<b>Status</b>	Complete
<b>Staff Lead</b>	N/A

<b>Action</b>	7.1.4. Racial equity-related items are regularly agendized.
<b>Resources</b>	Staff time, Commissioner time, Strategic Planning Consultants
<b>Indicators</b>	# of policies and issues related to racial equity that are heard, reviewed and/or implemented
<b>Timeline</b>	Current / Ongoing
<b>Implementation Plan</b>	First 5 San Francisco established a Joint Special Sub-Committee to guide strategic planning and address equity perspective in planning activities.  OECE leadership collaborates with OECE CAC Chair and Vice Chair to implement an ongoing schedule of agenda items focused on racial equity including regular updates on the implementation of this racial equity plan and discussion of budget and policy decisions through a racial equity lens.
<b>Status</b>	In Progress / Ongoing
<b>Staff Lead</b>	Department Leadership & Policy Body Admin Coordinators

<b>Action</b>	7.1.5. Expand ability for board/commission members to hear from diverse voices from a place of influence.
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<b>Resources</b>	Staff time, Consultants, budget for stipends and participation support strategies.
<b>Indicators</b>	Participatory budgeting processes  Community advisory working groups  Issue-specific task forces
<b>Timeline</b>	1-2 years
<b>Implementation Plan</b>	First 5 San Francisco and OECE governing bodies have both raised the issue of greater inclusion of parents and providers in planning activities. First 5 and OECE are actively engaged in strategic planning that emphasizes direct participation from families, specifically Black, Latino, and Pacific Islander parents and caregivers.  First 5 San Francisco and OECE CAC will investigate strategies and activities to maintain ongoing input from families and providers activated through our strategic planning process.
<b>Status</b>	In Progress / Ongoing
<b>Staff Lead</b>	Executive Directors, Policy Body Admin Coordinators, Strategic Plan working group

<b>Action</b>	7.1.6. Pass a resolution on a Ramaytush Ohlone Land Acknowledgement. <sup>3</sup>
<b>Resources</b>	OECE/First 5 staff time  Human Rights Commission (HRC) Resolution Language  RE Leader Policy Body Working Group and Email Chain specific to this resolution
<b>Indicators</b>	Resolution adopted
<b>Timeline</b>	6 months
<b>Implementation Plan</b>	First 5 SF and OECE Leadership and policy body coordinators review and discuss HRC Ramaytush Ohlone Land Acknowledgement Resolution and adapt as necessary for CAC and CFC Commission  Department leadership present context and resolution language to policy body chairs  Policy body chairs schedule agenda item to present resolution for adoption by Commission and CAC respectively.
<b>Status</b>	Not Started
<b>Staff Lead</b>	Policy Body Admin Coordinators

<b>Action</b>	7.1.7. Incorporate Proposition C 2020 passage which removes the requirement of U.S. citizenship and voter registration for individuals to serve on city boards, commissions, and advisory bodies.
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<sup>3</sup> <https://americanindianculturaldistrict.org/ramaytush-land-acknowledgement>

<b>Resources</b>	<p>Grantee/CBO partners directly engaging with diverse clients</p> <p>Existing policy body members' networks and connections to community</p> <p>First 5 / OECE staff and leadership time</p>
<b>Indicators</b>	Greater racial and gender equity in board and/or commission members
<b>Timeline</b>	1-2 years
<b>Implementation Plan</b>	<p>Investigate ways to do effective outreach / recruitment to vacant seats to address gaps in demographics, perspectives and experiences including explicit statement reflecting removal of citizenship requirement in vacancy postings</p> <p>Encourage quicker action for nomination and seating of members once candidates for vacancies are identified to ensure authentic community representation and oversight.</p> <p>Review strategic plan implementation work plan and need for additional input and program planning supported by ad hoc advisory committees – seek community perspectives for input including, parents, providers and other stakeholders, while being conscious of representation of communities of color.</p> <p>Identify potential resources and supports to community member participation in work groups, CAC and Commission, e.g., stipend, child care, transportation, meeting times, meeting methods.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department leadership and policy body coordinating staff

<b>Action</b>	7.1.8. Adopt ORE racial equity assessment tools to inform decision-making of boards and commissions.
<b>Resources</b>	<p>ORE</p> <p>Boards &amp; Commissions RE Leader Working group</p> <p>Policy Body coordinator staff time</p>
<b>Indicators</b>	<p># of policies passed with RE lens</p> <p>Budget equity completed</p>
<b>Timeline</b>	1-2 years
<b>Implementation Plan</b>	<p>Investigate racial equity assessment tools and other methods to ensure an equity lens to inform decision-making of Commission/CAC.</p> <p>Present tools and other methods and orient Commissioners/CAC members on their use in decision-making</p> <p>Activate use of tools and other methods to ensure an equity lens informs decision making of Commission/CAC.</p>
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department leadership and policy body coordinating staff

Sub-Goal 7.2: Safeguard members so they naturally feel welcomed and valued, not tokenized.

<b>Action</b>	7.2.1. Determine a regular and standardized protocol for accommodation requests, centering people with disabilities, working people, parents, etc.  e.g. ASL interpretation, video conferencing, food during meetings, translations, etc.
<b>Resources</b>	Department leadership and policy body member time  Boards & Commissions RE Leader Working group  HSA HR / Office of Civil Rights Accommodation resources / Existing lists of city approved accommodation vendors
<b>Indicators</b>	# of diverse board/commission members  % of board/commission retention  Implementation of inclusive protocols
<b>Timeline</b>	1-2 years
<b>Implementation Plan</b>	Create an onboarding and orientation for new CAC and Commission members that includes inquiry for accommodation requests.  Become familiar with resources and methods for accommodation that can support common requests.  Respond to accommodation requests to support participation in Commission / CAC meetings.
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department leadership and policy body coordinating staff

<b>Action</b>	7.2.2. Commit to ongoing racial equity training being mindful of ongoing and current issues.
<b>Resources</b>	Budget for trainers / consultant(s)  Existing lists of city-certified racial equity consultants and trainers
<b>Indicators</b>	# of completed training per quarter  Increased participation rate
<b>Timeline</b>	2 years
<b>Implementation Plan</b>	Share and recommend to CAC members and Commissioners resources on racial equity developed for CCSF employees and managers.  Solicit interest in consultants and trainers to facilitate CAC and Commission in racial equity conversations.
<b>Status</b>	Not Started

<b>Staff Lead</b>	Department leadership
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<b>Action</b>	7.2.3. Develop a mentorship program between newer and more experienced board/commission members.
<b>Resources</b>	Current policy body member time Policy body meeting time to discuss program Research/information on effective mentorship practices
<b>Indicators</b>	Increased board/commission retention Member experience satisfaction survey
<b>Timeline</b>	2 years
<b>Implementation Plan</b>	Solicit interest from CAC and Commissioners for a mentor program for new members and the components for a mentor program. Identify CAC and Commission members willing to be mentors to newer members
<b>Status</b>	Not Started
<b>Staff Lead</b>	Department leadership & Policy Body Chairs

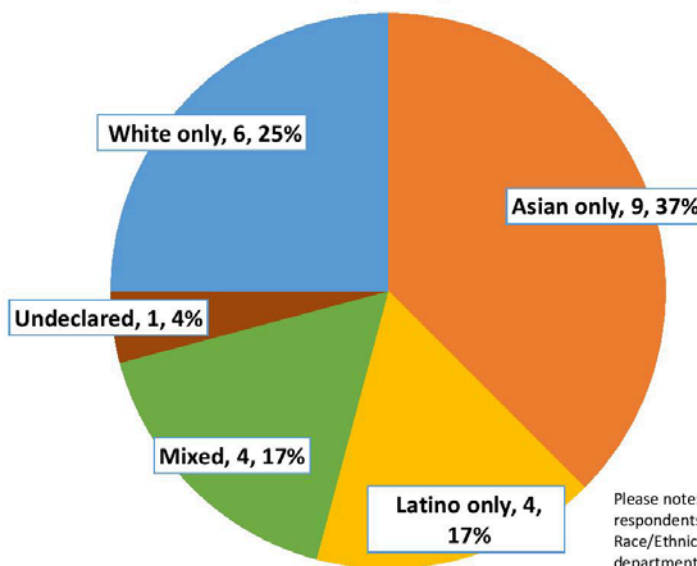
## Appendices:

- I. Current Workforce Demographic Data**
- II. Results from Department Assessment and Employee Survey**
- III. First 5 San Francisco Racial Equity Resolution**
- IV. Racial Equity Action Plan High-Level Summary Presentation**
- V. Vulnerable Populations Assessment**

## Current Workforce Demographic Data

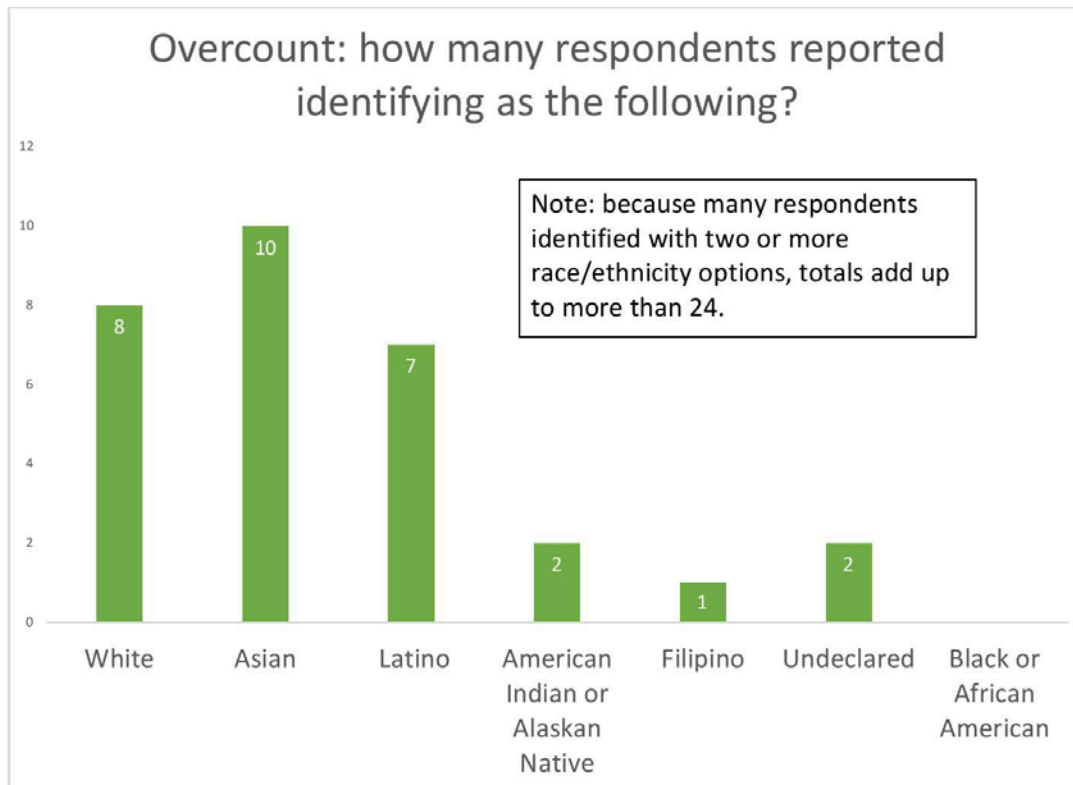
As part of our Racial Equity Action Planning process, we asked First 5 and OECE staff to self-report their racial/ethnic identity via an optional and anonymous survey. Out of twenty-eight total staff, we received twenty-four responses. The charts below detail current self-reported demographic breakdowns:

**Self-Reported Race/Ethnicity in OECE and First 5  
(N=24)**



Please note: There were 24 respondents to the Self-Reported Race/Ethnicity Survey across the two departments -- this represents 88% of the staff. Other staff members either chose not to respond or were on leave.





## Results from Department Assessment and Employee Survey

In October 2020, First 5 San Francisco and the Office of Early Care and Education disseminated the departments' first Joint Racial Equity Staff Survey, an anonymous questionnaire distributed via Microsoft Forms. Of the departments' combined twenty-eight current staff, twenty-four completed the survey (86%). Survey questions were drawn from Racial Equity Staff Survey resources provided by the San Francisco Office of Racial Equity.

### Survey Summary

#### Interpersonal Racism

- 58% of respondents reported experiencing interpersonal racism at either OECE or First 5. However, 69% of respondents who identify as people of color, and 38% of employees who do not identify as people of color, reported experiencing this. 79% of people who

reported experiencing interpersonal racism identified as people of color. Of those who reported experiencing interpersonal racism, 86% reported experiencing some negative impacts. These findings indicate significant issues related to interpersonal racism within the department, especially for staff of color. Qualitative survey data indicates that those non-POC staff who reported experiences of interpersonal racism may have been responding based on instances they observed but did not directly experience and/or that they were reporting on experiences of discrimination not related to race.

- See Charts 5 and 6 for more details.

### Institutional Racism

- 46% of respondents reported experiencing institutional racism at either OECE or First 5. However, 50% of respondents who identify as people of color, and 38% of employees who do not identify as people of color, reported experiencing this. 73% of people who reported experiencing institutional racism identified as people of color. Of those who reported experiencing institutional racism, 91% reported experiencing some negative impacts.
- When asked to respond to the statement “OECE/First 5's **internal** policies and procedures consider and address institutional racism,” 8% of respondents said they “Strongly Agree.” 25% of respondents said they “Agree” and 38% were “Neutral.” 21% of respondents said they “Disagree” with that statement and 8% said they “Strongly Disagree.” No respondents who identified as people of color strongly agreed. 38% of those who identified as people of color disagreed or strongly disagreed.
- The above findings not only indicate that many staff of color have experienced institutional racism within their departments, but also that non-POC staff likely have blind spots around the extent to which the departments’ current policies perpetuate these experiences.
- When asked to respond to the statement “OECE/First 5's **external-facing** policies and procedures consider and address institutional racism,” 4% of respondents said they “Strongly Agree.” 29% of respondents said they “Agree” and 42% were “Neutral.” 25% of respondents said they “Disagree” with that statement and no respondents said they “Strongly Disagree.” No respondents who identified as people of color strongly agreed. 25% of those who identified as people of color disagreed. Based on qualitative feedback, we believe the high level of neutrality in response to this question may reflect the departments’ current phase of transition in organizational development. Though we have discussed and committed to centering racial equity and anti-racism in our external-facing policies, we have not yet implemented the changes necessary to do so.
- See Charts 7, 8, 14, and 21 for more details.

### Training & Professional Development

- 96% of respondents reported having attended some sort of racial equity training. However, more than half (54%) of employees indicated that they would like more information and/or training in order to become more actively involved in addressing racial disparities in their work.
- See Charts 12 & 13 for more details.

### Safety & Inclusion

- When asked to respond to the statement “I feel safe and included in my work environment,” 42% of respondents said they “Strongly Agree” and 25% of respondents said they “Agree” with that statement. 21% were “Neutral” and 13% said they “Disagree.”

100% of those who disagreed identified as people of color. These findings suggest that while the majority of staff do feel safe and included in the departments, the organizational culture is such that people of color are significantly less likely to feel safe and included.

- See Chart 16 for more details.

### Access to Advancement and Promotional Opportunities

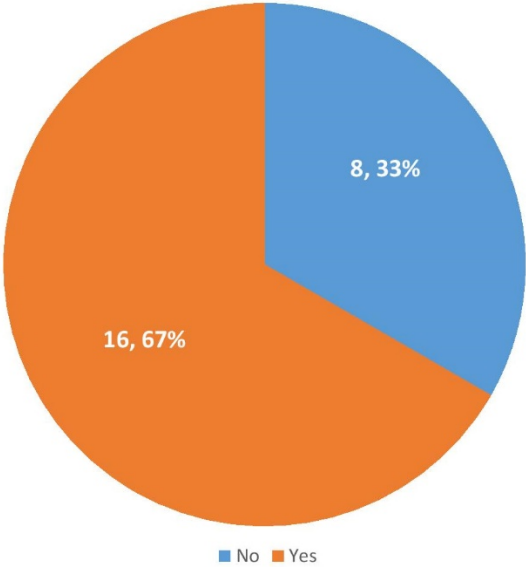
- 60% of respondents reported seeing racial inequity as regards hiring, advancement, and compensation at OECE or First 5.
- When asked to respond to the statement “I feel that opportunities for promotion are accessible to everyone equitably regardless of race or ethnicity,” no respondents strongly agreed. 29% of respondents said they “Agree” and 38% were “Neutral.” 25% of respondents said they “Disagree” with that statement and 8% said they “Strongly Disagree.” 38% of those who identified as people of color disagreed or strongly disagreed. These findings indicate that all staff, regardless of their race, believe the departments need to improve access, transparency, and equity in promotional pathways.
- See Charts 4 and 9 for more details.

# Survey Data Disaggregated by Self-identified POC vs. Non-POC

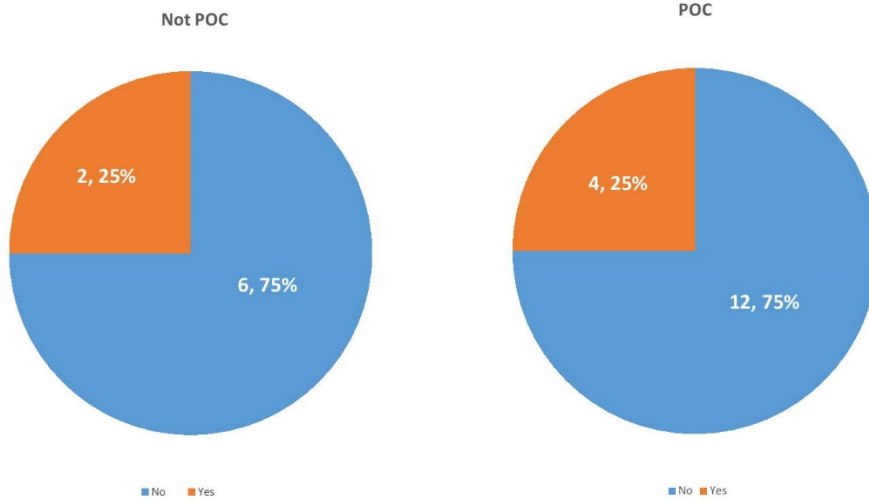
**First 5 / OECE Racial Equity Survey**  
September & October 2020

Please note: There were 24 respondents to the Racial Equity Survey across the two departments -- this represents 88% of the staff. Other staff members either chose not to respond or were on leave.

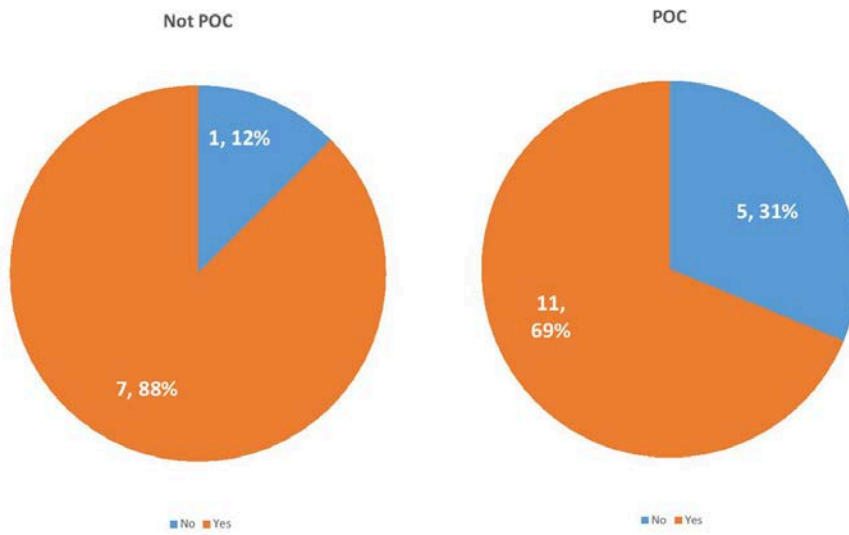
1. Do you identify as a person of color?



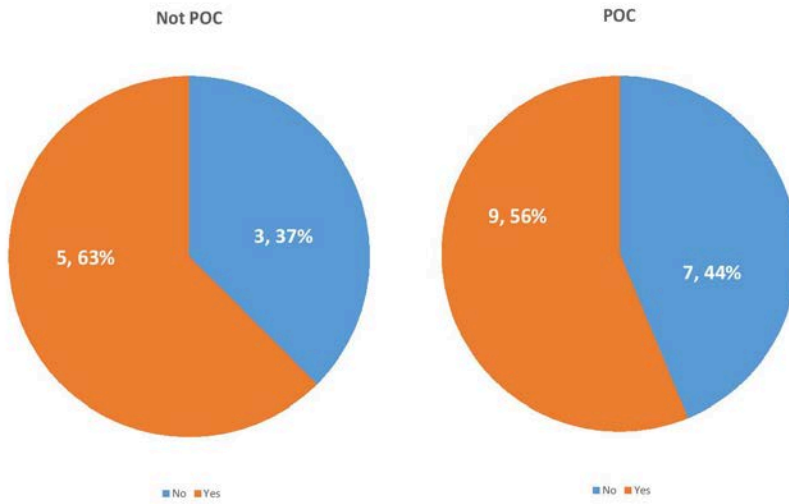
2. Do you supervise anyone?



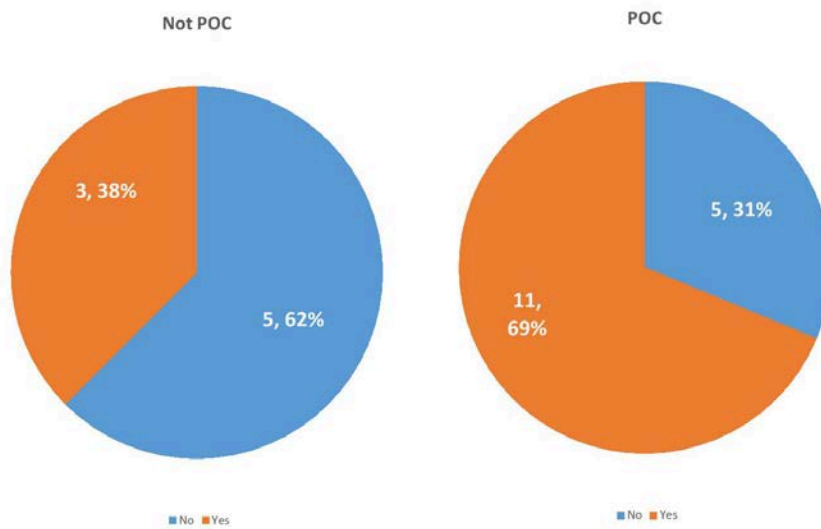
3. Do you see power imbalances within OECE/First 5? (beyond job-class based)



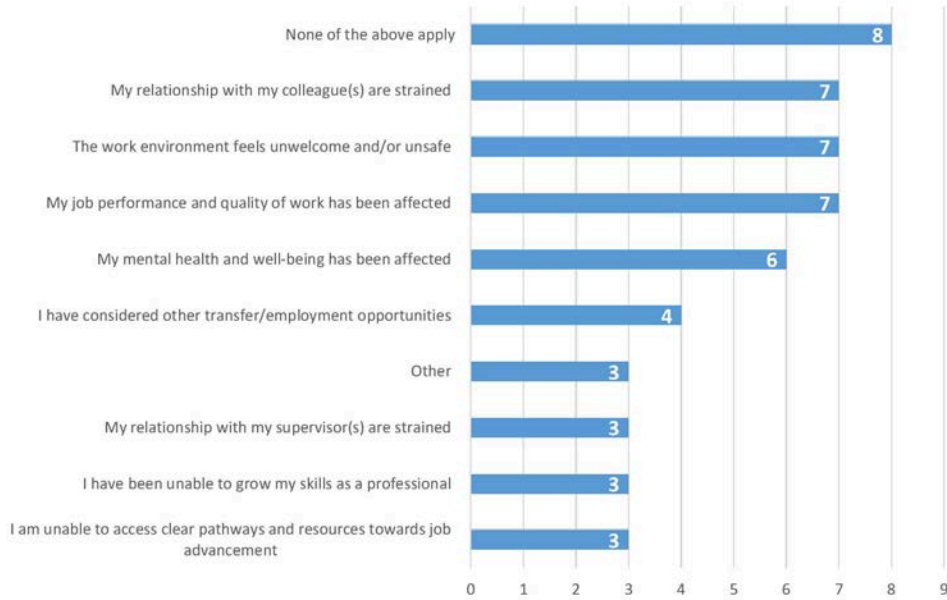
4. Do you see racial inequity as regards hiring, advancement, and compensation at OECE/First 5?



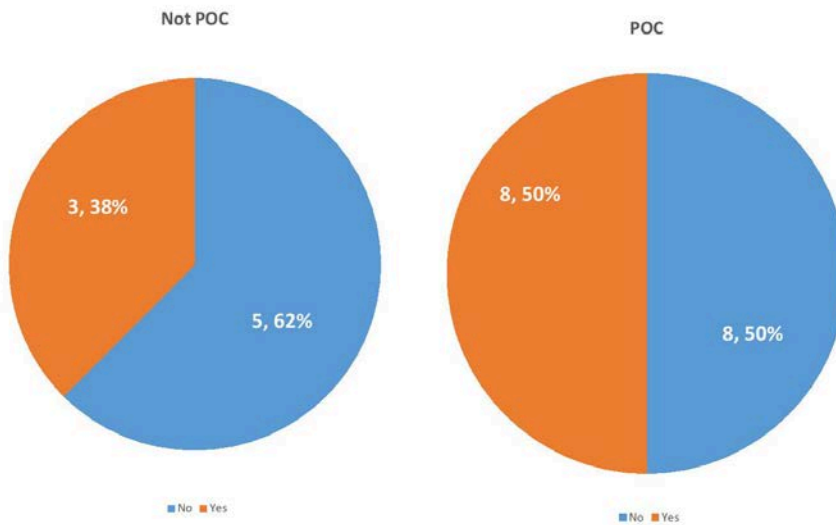
5. Have you experienced any interpersonal racism at OECE/First 5?



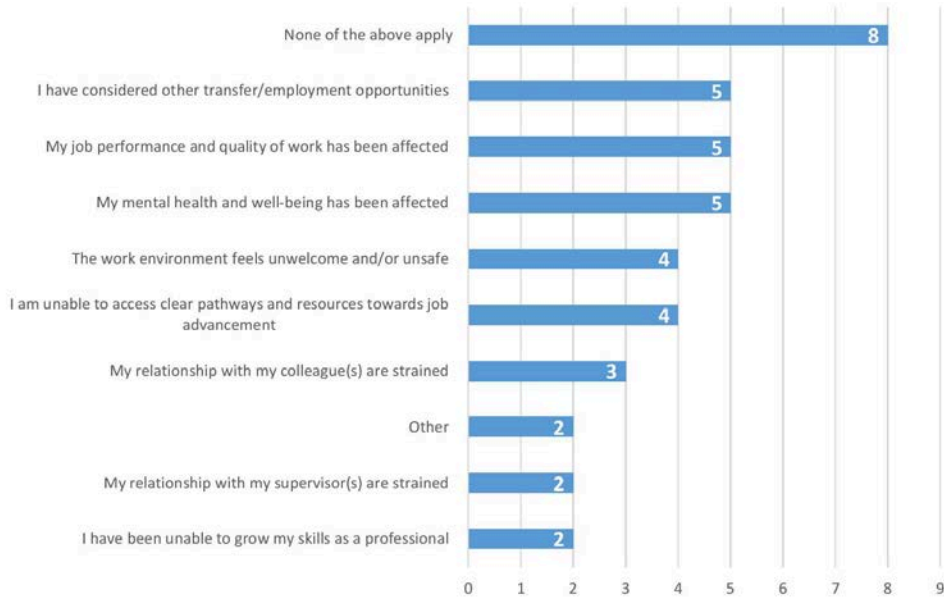
6. If you have experienced any interpersonal racism at OECE/First 5, how did this affect you personally or professionally?



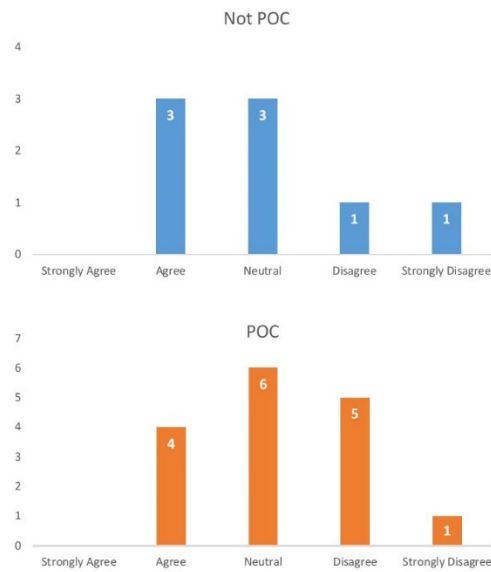
7. Have you experienced any institutional racism at OECE/First 5?



8. If you have experienced any institutional racism at OECE/First 5, how did this affect you personally or professionally?

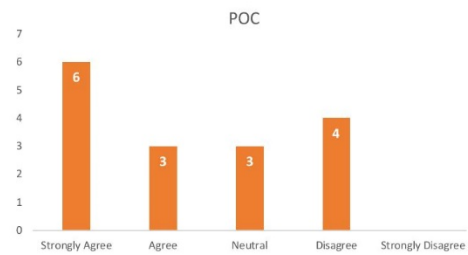
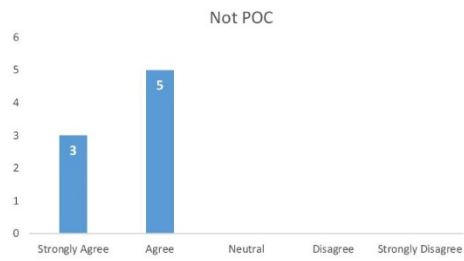


9. I feel that opportunities for promotion are accessible to everyone equitably regardless of race or ethnicity.

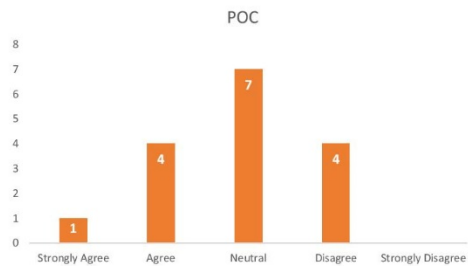
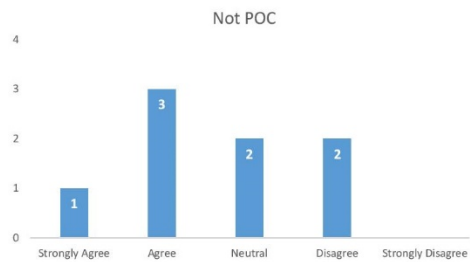




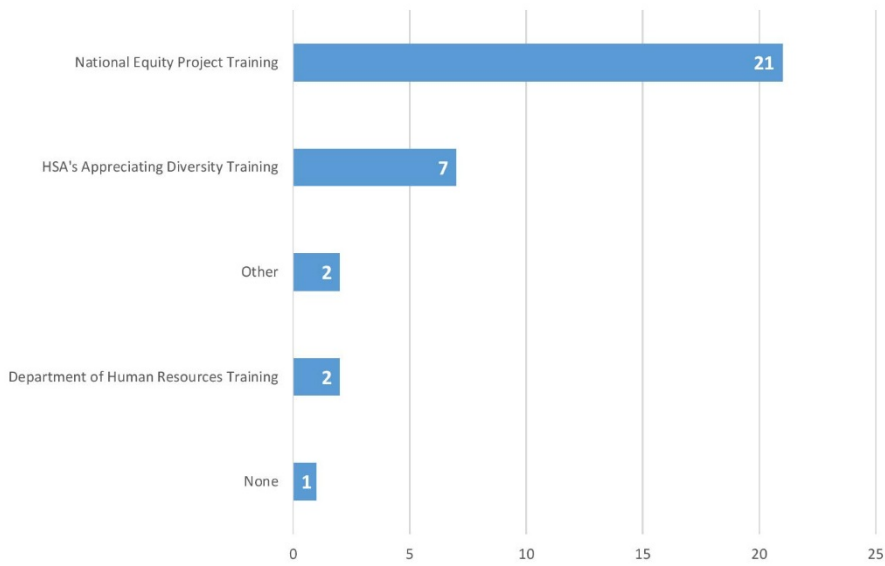
10. I am actively involved in addressing racial disparities through my work.



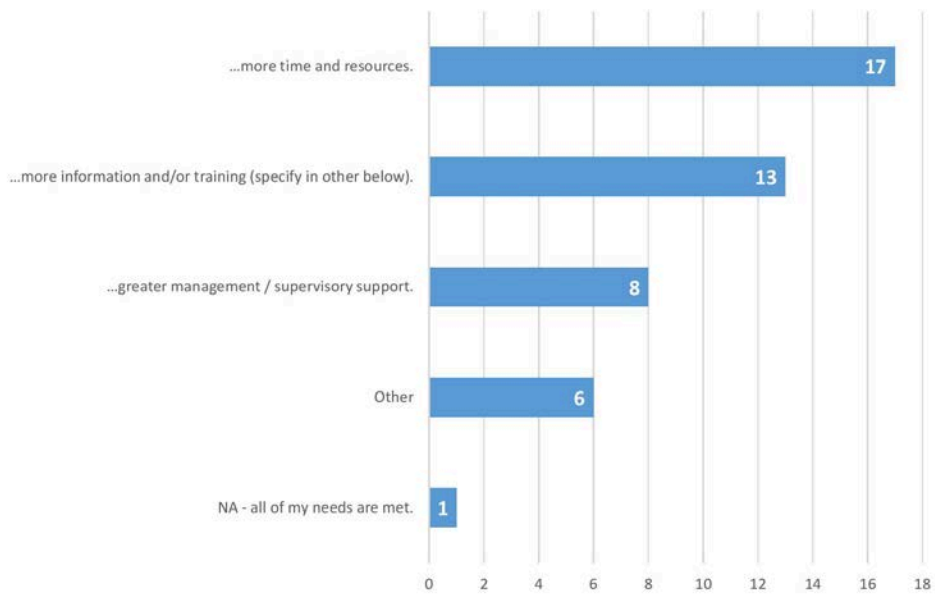
11. I have the information, guidance, and training I need to address racial disparities in my work.



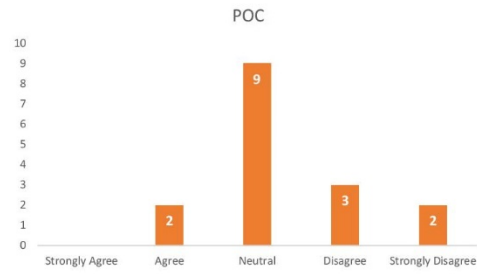
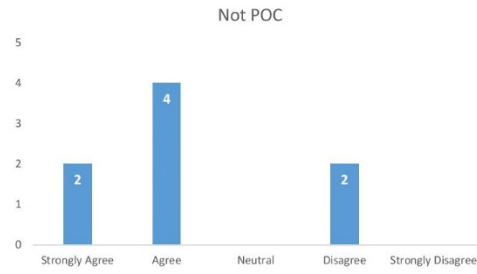
12. Which city/department-sponsored racial equity trainings have you done?



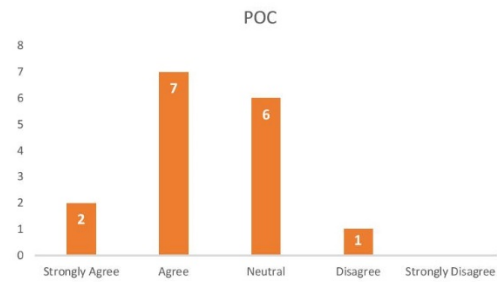
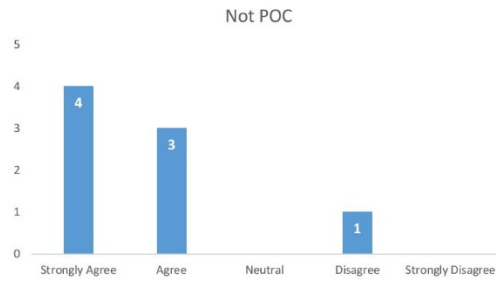
13. In order to become more actively involved in addressing racial disparities through my work, I need...



14. OECE/First 5's internal policies and procedures consider and address institutional racism.



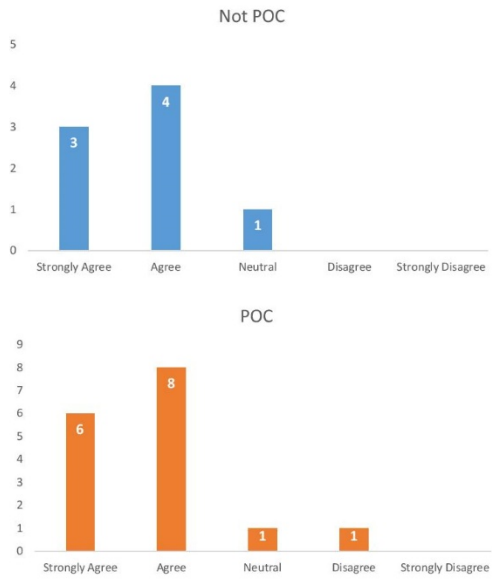
15. I have sufficient support from management/leadership to work on racial equity projects.



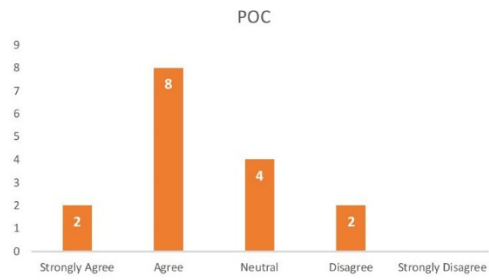
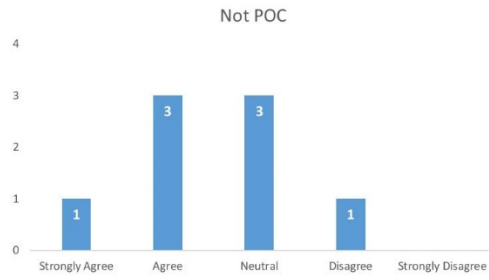
16. I feel safe and included in my work environment.



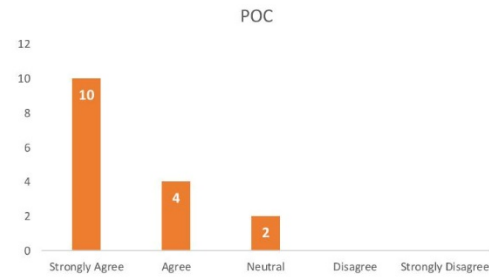
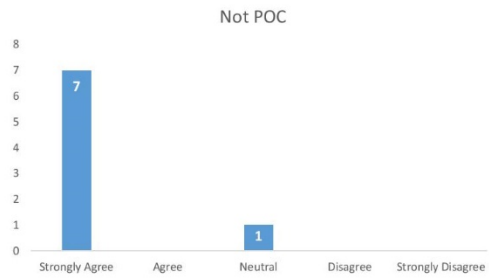
17. I feel that I am able to talk about race at OECE/First 5.



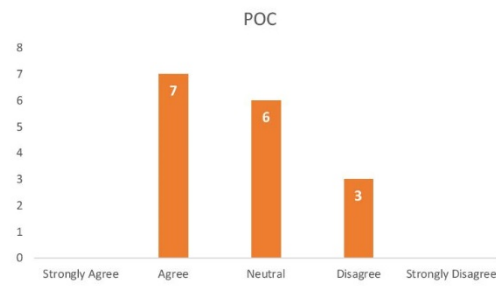
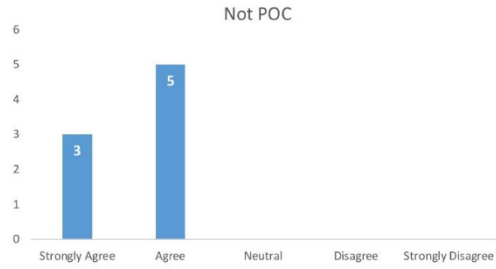
18. If I experience or witness racist behavior or patterns, I feel that I am able to speak up about it at OECE/First 5.



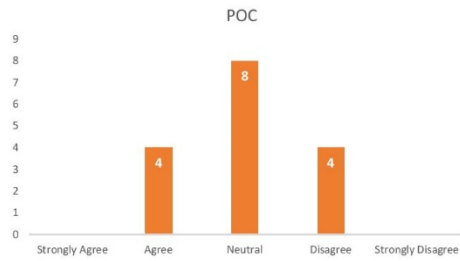
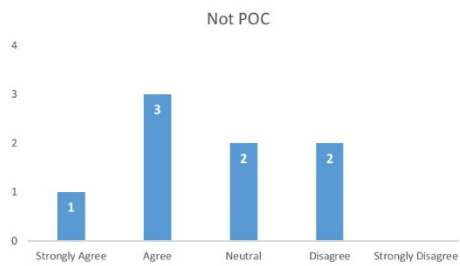
19. I have positive relationships with employees at OECE/First 5 that are of a different race/ethnicity.



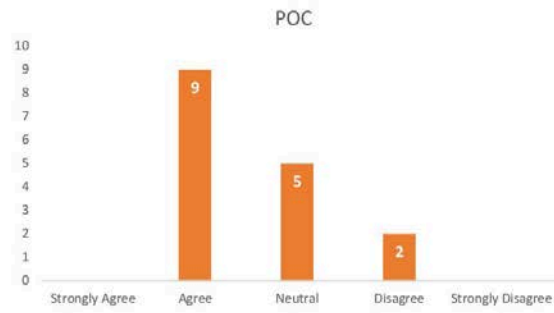
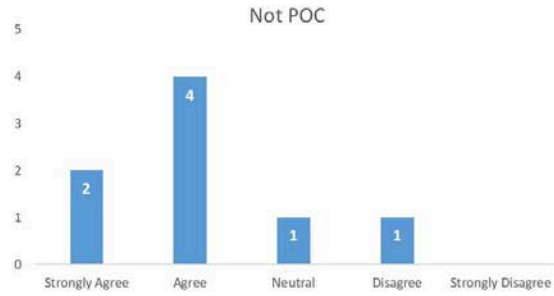
20. I can articulate OECE/First 5's commitment to racial equity to external partners.



21. OECE/First 5's external-facing policies and procedures (those that affect the general public and other stakeholders) consider and address institutional racism.



22. OECE/First 5 demonstrates community engagement and outreach practices aligned with racial equity.



## First 5 San Francisco Children and Families Commission Racial Equity Resolution

*Approved by First 5 San Francisco commission on: October 7, 2020*

*Last Revision: October 21, 2020*

### **FIRST 5 SAN FRANCISCO RACIAL EQUITY RESOLUTION**

*Resolutions and Actions to be taken in Collaboration with the San Francisco Office of Early Care and Education*

**Be it resolved** that the First 5 San Francisco Commission, in collaboration with the Office of Early Care and Education, condemns all forms of racism, sexism, homo/biphobia, transphobia, ableism, xenophobia, and other forms of discrimination; and affirms that all people – explicitly including Black, Indigenous, and People of Color – have a right to be in our City and have a right to safe and affordable housing, neighborhoods free from pollution and violence, opportunities for educational advancement and wealth creation, healthy births, early childhoods with abundant opportunities to thrive free from the toxic effects of racism, and access to essential services such as parks, transportation, health care, and child care; and

**Be it resolved** that the First 5 San Francisco Commission, in collaboration with the Office of Early Care and Education, stands in solidarity with the civil unrest and the demands for justice of our fellow San Franciscans and communities across the nation, and affirms that Black Lives Matter; and

**Be it resolved** that the First 5 San Francisco Commission, in collaboration with the Office of Early Care and Education, asserts along with the San Francisco Human Rights Commission that anti-Black racism is a human rights and public health crisis affecting our entire community; and

**Be it resolved** that the First 5 San Francisco Commission, in collaboration with the Office of Early Care and Education, directs leadership and staff of both Departments to align racial equity efforts with the Office of Racial Equity (ORE) framework to dismantle structural and institutional racism, support the ongoing work and mission of ORE, and diligently meet departmental expectations established by ORE; and

**Be it resolved** that by Spring 2021, the First 5 San Francisco Commission and the Office of Early Care and Education will formalize the above commitment through a comprehensive joint Racial Equity Plan that will guide, deepen, and profoundly shift practices across six areas, with a visible focus throughout on anti-Black racism, a recognition of how it manifests, and specific strategies to actively disrupt it through centering of the Black community. The six areas to be addressed with concrete action, clear timelines, and accountability metrics, include:

1. Staff growth, learning, personal and professional development, and internal leadership development;
2. Recruitment, hiring, retention, and promotion of staff;



3. Strategic investments, resource allocation, grant-making, and grantee accountability structures;
4. Partnership, civic engagement, and external leadership development;
5. Evaluation methodologies and practices;
6. Communication and policy development; and

**Be it resolved** that the First 5 San Francisco Commission and the Office of Early Care and Education will begin this critical work with an organizational and personal confrontation, analysis, and public acknowledgment of the:

1. Actions, non-actions, behaviors, and thought patterns that have made us complicit in perpetuating inequities and racist outcomes for Black, Indigenous, People of Color;
2. Means by which resources, power, and opportunity have been historically concentrated, maintained, and contained within and around our organizations;
3. Impact of institutionalized and structural racism and anti-Black racism on our grant-making and the broader service delivery system; and

**Be it resolved** that the joint First 5 San Francisco and Office of Early Care and Education Racial Equity Plan will accompany a robust internal and external accountability framework with clear lines of responsibility between First 5 San Francisco and Office of Early Care and Education executive leadership and staff, First 5 San Francisco Commission, funded programs, and community. This accountability framework will allow us to monitor, evaluate, course-correct regularly, and share our progress confronting and dismantling racism in all of its forms, and specifically anti-Black racism, in order to improve outcomes for Black, Indigenous, People of Color; and

**Be it resolved** that until this plan is complete and so long as work is ongoing, First 5 San Francisco and Office of Early Care and Education leadership and staff will show up every day to drive expectations that San Francisco is a place where everyone's rights are protected, no exceptions.

## **ACCOMPANYING RATIONALE**

As the First 5 San Francisco Commission and the Office of Early Care and Education have reflected on the current events of COVID-19 and its disproportionate effects on Black, Indigenous, and People of Color; the murders of George Floyd, Breonna Taylor, Tony McDade, Ahmaud Arbery, Alex Nieto, Mario Woods, Luis Góngora Pat, and countless others as a result of police brutality and misconduct and **the underlying social, governmental, and economic structures that create, condone and perpetuate the platforms for these events**, we have based the above resolutions on the following which we know to be true for young children and families:

**Whereas** the years between birth to age 5 represents the time of the most significant opportunity to impact child health and well-being and change the entire trajectory of a young child's path toward life-long success; and

**Whereas** children from birth to age 5 undergo a formative period of rapid development and thus are particularly vulnerable to the experiences of bigotry, poverty, and violence; and

**Whereas** racism contributes to the disproportionate experience and occurrence of toxic stress, which can develop when young children and their communities experience prolonged adversity such as family economic hardship, community disinvestment, and consistent lack of basic needs, with potentially lasting impacts on children's physical and emotional health; and

**Whereas** child well-being is intimately tied to family and community health, well-being, and financial stability; and

**Whereas** San Francisco Kindergarten Readiness Research has consistently indicated that San Francisco kindergarteners are not entering school equally prepared, and further that inequities grounded in race and socioeconomic factors are a significant factor in kindergarten readiness disparities, specifically, Latino/a/x, Black, and Pacific Islander children are all far below the overall 63% readiness rate with readiness levels between 44% and 47%; and

**Whereas** the adverse impacts of racism begin prenatally and are reflected in significant disparities across every key indicator, including education, income, health, and incarceration, as well as in rates of maternal mortality, infant mortality, and childhood asthma. For example, the 2019 San Francisco Community Health Needs Assessment conducted by the San Francisco Health Improvement Partnership ("SFHIP") found that asthma and COPD hospitalizations in the Black community are more than ten times higher than for Asians; Pacific Islanders have the second-highest rates. In San Francisco, Black women are twice as likely as white women to give birth prematurely, and Black and Pacific Islander women have the highest prenatal morbidity rates. SFHIP also found that between 2007 and 2016, Black mothers had about 4% of births in San Francisco, but experienced 50% of maternal deaths and 15% of infant deaths. While health data for Indigenous populations in San Francisco is limited, this community also faces persistent health disparities across several indicators. For instance, even though the overall rate of infant mortality in California has been declining since 2005, the American Indian/Alaska Native infant mortality rate in California remains high, averaging 6-7 infant deaths per 1,000 live births between 2005 and 2012; and

**Whereas** public health studies have concluded that structural racism, not one's race, is the explanation for health inequities and that racism is the root cause of disparities and the driving force of the racial wealth gap and educational attainment gap.

We further support, acknowledge, and align with the following, which we know to be true for the City of San Francisco:

**Whereas** the San Francisco Human Rights Commission states that racial equity means the systematic fair treatment of people of all races that results in equal outcomes while recognizing the historical context and systemic harm done to specific racial groups; and

**Whereas** San Francisco has a long history of creating and or enforcing laws, policies, and institutions that have promoted white supremacy and perpetuated racial inequities in the City and

County of San Francisco, much of which is difficult to document due to historical erasure. The intersection of race also compounds the conditions that have created such racial inequities with class, gender, sexuality, immigration status, disability, and other social identities and experiences that result in inequitable treatment or opportunities; and

**Whereas** the Board of Supervisors, through Resolution No. 190547 on July 11, 2019, amended the Administrative Code to create an Office of Racial Equity as a Division of the Human Rights Commission, with authority to create a citywide Racial Equity Framework, analyze the impact of Board ordinances on racial equity, and create a racial reconciliation process; require City departments to create Racial Equity Action Plans and to provide annual updates on such Plans; require City departments to designate employees as racial equity leaders, and require the Department of Human Resources to produce an annual report concerning racial equity in the City workforce; and

**Whereas** the Human Rights Commission requests that CCSF agencies work with the Office of Racial Equity to disaggregate all data by race and prioritize racial equity in all programs; train employees to understand anti-Black racism and how it affects individual and population health; acknowledge their complicity in these racist outcomes; work with, and center the Black community to dismantle institutionalized, anti-Black racism; commit to review all portions of codified ordinances with a racial equity lens; commit to conduct all human resources, vendor selection and grant management activities with a racial equity lens, including reviewing all internal policies and practices such as hiring, promotions, leadership appointments and funding; advocate for and support local, state, regional, and federal anti-racist policies that advance efforts to dismantle systemic racism in order to improve the lives of Black people; require community partners and stakeholders in the education, economic development, employment, housing, and criminal justice and safety arenas to recognize anti-Black racism as a public health crisis and to activate the above items; secure adequate resources to successfully accomplish the above activities; and create an anti-Black racism program evaluation framework for all City departments and City grantees where the data must be produced at least every two years for the public as instructed by the legislation that created the Office of Racial Equity.

***This position statement may be printed, copied, and disseminated without permission from First 5 San Francisco.***

# Office of Early Care and Education and First 5 San Francisco's Joint Racial Equity Action Plan

Presentation to OECE Citizen's Advisory Committee

December 3, 2020

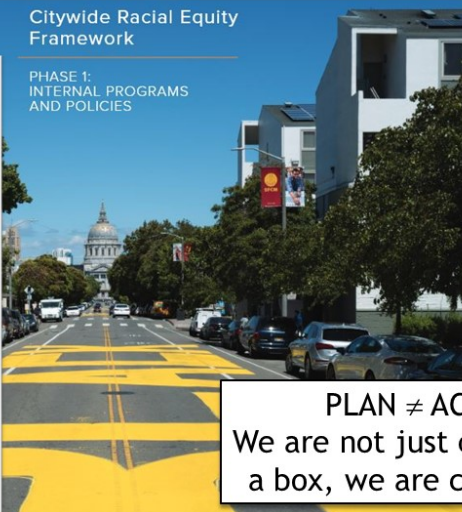


## Citywide Racial Equity Framework

Per the [legislative mandate](#) of the Office of Racial Equity, each City Department is required to complete a Racial Equity Action Plan. Each Department's Racial Equity Action Plan is a declaration of the Department's key role and commitment to ensuring equitable and inclusive outcomes in San Francisco.

The Racial Equity Action Plan (RE Action Plan) provides a blueprint for advancing racial equity in all aspects of the department's work over the next three years. It is a process and a strategic plan, guided by the Citywide Racial Equity Framework (see below), to enact institutional and structural change to achieve racial equity. Each RE Action Plan includes indicators to measure current conditions and impact, outcomes resulting from changes made within programs or policy, and performance measures to evaluate efficacy in addressing racial disparities within the department as well as in external programs.

### PHASE 1: INTERNAL PROGRAMS AND POLICIES



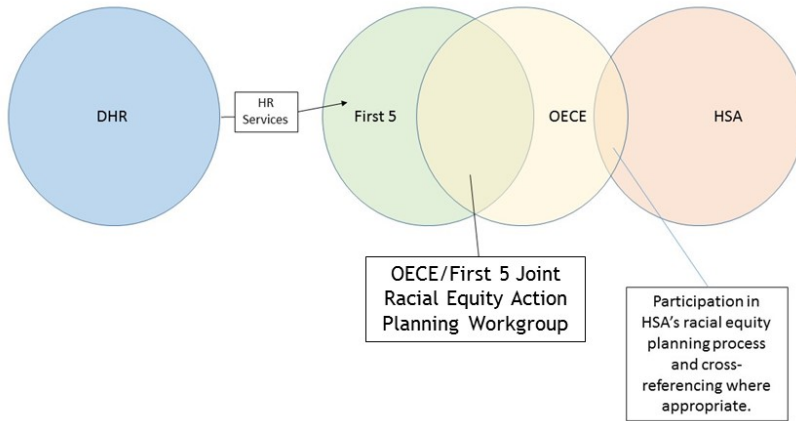
**PLAN ≠ ACTION**  
We are not just checking off a box, we are committed!

**OFFICE of RACIAL EQUITY**  
A DIVISION OF THE SAN FRANCISCO HUMAN RIGHTS COMMISSION

For full ORE template:

<https://static1.squarespace.com/static/5ed18d943016244d3e57260c/t/5efbe89e247faf024e6fdaca/1593567402561/ORE+SF+Citywide+Racial+Equity+Framework+Phase+1.pdf>

## Joint Racial Equity Planning Structure



## Staff Engagement

- ▶ Throughout 2019, all staff from both agencies participated in a series of racial equity conversations facilitated by a consultant from the National Equity Project, an Oakland-based non-profit focused on advancing racial equity in education.
  - ▶ Developed a shared understanding of key concepts and history
  - ▶ Helped us normalize conversations about race and equity
- ▶ Joint all-staff input sessions
- ▶ Anonymous staff survey



## CAC & Commission Engagement



### Goals for Today's Presentation:

- ▶ Provide a high-level overview of each Phase 1 section including
  - ▶ Some background
  - ▶ Overarching department goal
  - ▶ Action item *highlights*
- ▶ Gather your feedback drawing on your expertise and experiences interacting with the departments and addressing racism in your own lives and agencies.

## Hiring and Recruitment

### **BACKGROUND:**

- ▶ First 5 and OECE have a strong record of recruiting and hiring racially diverse staff members from our respective fields of early care and education and family support, which are similarly racially diverse.
- ▶ Although both organizations have hired black employees in the past, African Americans are currently very under-represented in our combined workforce. Latina/o and Asian American representation is good across both organizations and across classifications.
- ▶ First 5 has for many years experienced very low levels of staff turnover, and after a two-year period of high turnover, OECE has similarly settled into a period of stability. This means that vacancies are infrequent.

**DEPARTMENT GOAL:** First 5 and OECE aim to broaden our outreach to attract an even more diverse pool of qualified candidates to fill vacancies in our organizations when they occur. We aim to improve our outreach to under-represented groups in our current workforces. We aim to better communicate to applicants that our organizations are thoroughly committed to combatting racism and achieving racial equity internally and externally.

## Hiring and Recruitment

### ACTION HIGHLIGHTS/PRIORITIES:

- ▶ Draft and release an equitable and inclusive hiring and recruitment policy. Require formal training for all staff regardless of full/part-time status or seniority.
  - Develop a process map and checklist for staff involved in the recruitment and hiring process, outlining a process to achieve more racially equitable outcomes, include options to restart if process falls short.
- ▶ Develop a clear and expansive recruitment process that addresses most basic barriers to access to employment opportunities
  - First 5 and OECE will develop a recruitment and outreach plan that includes standardized distribution lists and targets associations and organizations with diverse constituencies, such as affinity groups within and outside of our fields as well as within local colleges and universities. Offer opportunities for continual and extended learning; include in the annual budget.
- ▶ Maintain a standardized and holistic interview process with structured interview questions.
  - Develop a bank of racial equity-focused interview questions from which hiring panels can pick and choose and include question bank on recruitment and hiring checklist for all positions.

## Retention & Promotion

### BACKGROUND:

- ▶ Retention and promotion strategies are constrained by civil service rules and labor contract, but the flexibility that is allowed can be used to systematically discourage African Americans and People of Color and selectively advance other individuals
- ▶ Absent a formal system of promotion past tier increases within a class, an informal process of promotion has emerged of “position substitution” activated by department leadership, usually to retain employees, but it is a process susceptible to bias.
- ▶ First 5 San Francisco and OECE’s small staff size and flat hierarchical organizational structure further limit implementation of varied retention and promotion activities
- ▶ Greater awareness of civil service and labor agreement guidance can promote a common understanding of tracks to promote the compensation, retention and promotion of staff.

**DEPARTMENT GOAL:** By July 2021, all staff receive clear and consistent information on promotional pathways available to them and data regarding retention and promotion by race and other demographics will be reviewed for patterns of bias in the context of departments with a small number of staff.

## Retention & Promotion

### ACTION HIGHLIGHTS/PRIORITIES:

- ▶ Develop a formal and transparent process for raises and promotions.
  - Track employee promotion/position substitution data to increase Management accountability.
  - Establish a clear and transparent communication process for employees to know and inquire about internal promotions and raises provided by Management, especially when these promotions and raises fall outside the current civil service process.
  - Investigate key classifications with current “dead-ends” and/or “drop-offs” in employee diversity and investigate ability to upgrade within or outside of the classification series in order to create paths to upward mobility.
- ▶ Ensure salaries and benefits meet or exceed industry standards while actively pursuing income equity, centering the experiences of women and people of color.
  - Research, provide training, and create collateral for staff and supervisors about civil service and labor agreements regarding compensation and promotions.
- ▶ Enhance and develop staff intangible connection to the departments and their work
  - See also section - Organizational Culture of Inclusion and Belonging
  - Provide opportunities for staff to connect with the purpose and outcomes of the department's work - e.g., strategic plan orientation, staff/team meetings, cross section collaborations

## Discipline and Separation

### BACKGROUND:

- ▶ Very few staff ever subject to formal discipline process; no evidence that BIPOC staff are disproportionately impacted
- ▶ Lack of experience engaging with formal processes → information gaps at both the line-staff and management levels

**DEPARTMENT GOAL:** Maintain healthy, consistent, and ongoing dialog between staff and supervisors regarding expectations and performance in order to continue to limit the need for disciplinary action or separation. In order to ensure that the agencies are prepared to address any disciplinary challenges that may arise equitably, all staff and supervisors receive training on discipline and separation process by 2022.



## Discipline and Separation

### ACTION HIGHLIGHTS/PRIORITIES:

- ▶ Standardize employee evaluation process and template across OECE and First 5 to include evaluative areas focused on promoting racial equity and dismantling institutionalized racism.
  - OECE will immediately commit to consistent participation in the citywide PPAR process. Individual staff will work with their supervisors to establish annual racial equity goal(s) and work plan activities.
- ▶ Standardize discipline procedures and corrective actions to ensure that all employees receive the same level of discipline for a particular policy.
  - Departments will research existing policies, ensure equity checks at each step of escalation/de-escalation, develop transparent parameters and distribute policy info to existing staff as well as incorporate into onboarding
- ▶ Train supervisors and staff on bias and equitable and compassionate discipline and separation.
  - OECE/First 5 HR Liaisons will work with HR providers to identify existing trainings and help craft and/or revise to ensure alignment with RE framework. HR Liaisons will ensure supervisors complete trainings annually.

## Diverse & Equitable Leadership

### BACKGROUND:

- ▶ The fields of ECE and family support are dominated by women of color, but the leadership in these fields has been far less diverse.
- ▶ Asian American and Latina representation is good within the management/leadership ranks of First 5 and OECE, but similar to the rest of our organizations, black, Native American, and Pacific Islander representation is lacking.
- ▶ Given that our departments are relatively small, opportunities, and vacancies at the leadership level are quite rare. However, over the years, staff and particularly the staff of color have grown and moved up within both organizations.

**DEPARTMENT GOAL:** Preserve and expand racial diversity of management and leadership and proactively reward and cultivate leadership in our organizations.

## Diverse & Equitable Leadership

### ACTION HIGHLIGHTS/PRIORITIES:

- ▶ Commit to ongoing racial equity training and development for leadership.
  - Conduct research on effective racial equity training and professional development to determine what would be most optimal in the long term for leadership.
  - Management/leadership commit to completing effective racial equity training on a regular basis.
  - Management/leadership participate in joint racial equity training with staff on a regular basis, to ensure common understanding across classifications.
- ▶ Develop leadership skills and opportunities across all positions across both organizations.
  - Recognize that leadership goes beyond classification, and that our staff members are seen as leaders in the community.
  - Provide ample opportunities for staff to build leadership skills through independent and collaborative work.

## Mobility and Professional Development

### BACKGROUND:

- ▶ Employees of Color are more likely to have to repeatedly prove their capabilities rather than being evaluated by their expected potential.
- ▶ Through intentional investment in the specific professional development of each staff member, the departments can uplift an employee's journey, new skills .

**DEPARTMENT GOAL:** OECE and First 5 will create at least 3 Mobility and Professional Development strategies that affectively utilizes staff performance to recognize talents and capabilities and to pave the path to upward mobility within the organizations and beyond.

1. Utilizing performance reviews as a motivational tool that establish feedback systems to grant mobility based on objective, transparent and unbiased assessment of job performance, not the individual.
2. Striving to strengthen and refine employees' professional effectiveness by making Professional Development opportunities accessible, transparent, and focused on increasing improvement of employees' abilities for greater responsibility and learning.
3. OECE and First 5 Leadership systematically evaluate Professional Development and Mobility goals and considers equitable and alternative courses of action to ensure Managers and Supervisors inspire confidence, respect, competence in effectively assessing staff professional development and mobility opportunities.

## Mobility and Professional Development

### ACTION HIGHLIGHTS/PRIORITIES:

- ▶ Require formal training for all staff regardless of full/part-time status or seniority.
  - OECE-F5 Management teams develop an action plan to ensure all employees receive a performance evaluation and works collaboratively with staff toward the identification of Professional Development activities that respond to current and future ECE trends, including racial equity.
- ▶ Offer opportunities for continual and extended learning; include in the annual budget.
  - 25% of the staff each fiscal year will participate in same, similar, or compatible extended learning opportunities. Create resource List for professional development opportunities for staff that are free or low cost. Additionally, create a PD calendar within the two depts for all staff to use.
- ▶ Assess and address staff needs outside of the workplace understanding that non-work-related needs contribute to overall work quality and centering the needs of employees of color.
  - In collaboration with other city depts, Management and Staff will develop an “external workplace needs” process to outline how/when staff will have access to additional support for non-work-related activities such as WageWorks for transportation, Health including Flu clinics, mental health, and fitness opportunities.

## Organizational Culture of Inclusion & Belonging

### BACKGROUND:

- ▶ Org. culture of inclusion and belonging has been a primary focus of OECE/First 5 agency alignment work. RBG cross-departmental workgroup meeting regularly to intentionally build community and relationships across the agencies
- ▶ In RE staff survey 66% agreed or strongly agreed that they feel safe and included in their department; all of the 12% who disagreed identified as POC.
- ▶ This section of the RE Action Plan will build on RBG work ensuring Racial Equity and inclusion across intersectional dimensions of identity are centered

**DEPARTMENT GOAL:** By 2022, 85% of OECE and First 5 SF staff report that they agree or strongly agree that they feel a sense of inclusion and belonging within the departments and staff of color are no more likely to feel neutral or disagree than their white colleagues.

## Organizational Culture of Inclusion & Belonging

### ACTION HIGHLIGHTS/PRIORITIES:

- ▶ Create a standardized and transparent process and space for calling out experiences of racism and micro-aggressions
  - Create regular space at staff meetings and supervisor check-ins to elevate conversations about race and racism. Develop, post, and widely share policy for reporting incidents of racism.
  
- ▶ Create physical and digital spaces that foster inclusion
  - Space design team working on co-location will incorporate comfortable spaces for staff to have informal interactions and will also ensure accessibility and family-friendliness. Continue and expand on spaces for informal digital interactions and info-sharing.
  
- ▶ Support affinity groups
  - Department leadership will encourage and support staff to form affinity groups that support their interests. Set policies to allow groups to meet during working hours and a budget to support group activities.

## Boards & Commissions

### BACKGROUND:

- ▶ First 5 San Francisco and OECE are actively working to explore greater alignment and coordination, including potential merger or other organizational arrangements.
- ▶ The departments have differing governance structures with seats allocated for specific perspectives and/or representations.
- ▶ First 5 SF recently adopted a Racial Equity Resolution as a first step to hold themselves accountable to an iterative and collaborative process with the OECE CAC aimed at centering racial equity in all aspects of departments' governance.

**DEPARTMENT GOAL:** Over the next two years, the First 5 SF Commission and OECE CAC will work with department leadership to support racial equity at the governance level by developing recruitment guidance to achieve equitable representation reflective of the communities we serve, developing decision-making processes that center equity, and creating onboarding protocols to increase the comfort, inclusion and contribution of new members.

## Boards & Commissions

### ACTION HIGHLIGHTS/PRIORITIES:

- ▶ Ensure a diverse and equitable governance structure with members that match the community being served.
  - While First 5 Commission and OECE CAC members are appointed by the Mayor and BOS, existing members and agency staff have high level of influence/control over outreach and recruitment when vacancies occur. First 5 Commission & OECE CAC will participate in demographics survey to assess current strengths and gaps in representation. Recommendations will be developed for future membership recruitment based on findings.
  
- ▶ Adopt ORE racial equity assessment tools to inform decision-making of Boards and Commissions.
  - Research and discuss ORE equity assessment tools for use as guides to inform CAC and Commission decision making.
  - Engage CAC & Commission to determine methods to elevate issues of racial equity in budgeting and program implementation.
  
- ▶ Safeguard members so they naturally feel welcomed and valued, not tokenized.
  - Commit to ongoing racial equity training (could include consultant(s), peer learning/training led by members, existing city trainings and resources etc.
  - Develop an onboarding process that includes RE readings, training, and resources
  - Explore new member mentorship and/or other options for fostering inclusion and belonging

## Questions For Discussion

- ▶ In your interactions with OECE and First 5 have you observed internal practices and policies that you think helped advance racial equity? Have you observed internal practices and policies that were inequitable or racist?
  - ❖ *While we are hoping for an honest and candid discussion, we ask that you please do not reference names of specific individuals.*
  
- ▶ When you think about the plan, are there specific sections or items that stick out to you as most important for advancing racial equity within the departments?
  
- ▶ How do you think the CAC can help OECE implement the plan successfully (e.g. connections to community, accountability structure)

### RACIAL EQUITY ACTION PLAN SECTIONS FOR PHASE 1

1. Hiring and Recruitment
2. Retention, Promotion, and Protection
3. Discipline and Separation
4. Diverse and Equitable Leadership and Management
5. Mobility and Professional Development
6. Organizational Culture of Inclusion and Belonging
7. Boards and Commissions

## Vulnerable Populations Assessment

First 5 San Francisco submitted the Vulnerable Populations Engagement Assessment below to ORE in August, 2020. The Office of Early Care and Education participated in the Vulnerable Population Assessment via the Human Services Agency (HSA) submission, which is included in the HSA RE Action Plan.

## Office of Racial Equity: Vulnerable Populations Engagement Assessment - Details

This document accompanies the Vulnerable Populations Engagement Assessment Survey.

Please send this document by 6 pm, Monday, July 13, 2020 to [racialequitysf@sfgov.org](mailto:racialequitysf@sfgov.org) and use the header "VP Details [dept]"

First 5 San Francisco

Completed by:

Derik Aoki

derik@first5sf.org

Date

08/17/2020

Vulnerable Populations Engagement Assessment | 1

### Instructions

In the Population column, please list each of San Francisco's communities of color and other vulnerable groups you identified in the accompanying survey.

For each group, include:

- Stakeholder Engagement: Please describe your community engagement activities with these stakeholders.
- % of Budget: What percentage of your budget supports this effort?
- \$ of Budget: What dollar amount of your budget supports this effort?
- Critical Issues: From your engagement, please list issues that the groups/communities have identified as critical.
- Measurable Activities: What measurable Department activities support the identified population?
  - Ex: direct service and/or provide funding for services

Given the impact of COVID-19, please include your Department's work in COVID-19 response, re-opening and/or recovery/forward planning.

Please use the table below and add rows as needed.

POPULATION	STAKEHOLDER ENGAGEMENT	% OF BUDGET	\$ OF BUDGET*	CRITICAL ISSUES	MEASURABLE ACTIVITIES
Black/African - American	Each grantee supports a parent leadership group to get input on program planning and offerings.  For strategic planning, First 5 holds community engagement meetings to	10%	\$1.5 million	All families identify goal areas at the start of service – the listed issues were identified by >30% of all families: Adult Education/Vocational Support: Employment Income Adult Education/Training Child Well Being:	- Families are assessed for progress in goal areas related to: Adult Education / Vocational Supports Child well being Concrete Supports Health and Behavioral Health Parenting Supports - Pre/Post assessments regarding

Vulnerable Populations Engagement Assessment | 2

	<p>obtain input for ways to address community needs and current initiatives.</p> <p>At the start of Shelter in Place, First 5 staff has held virtual meetings with grantees to hear about family and community needs.</p>			<p>Child Well Being</p> <p>Concrete Supports:</p> <p>Housing</p> <p>Legal</p> <p>Food</p> <p>Health/Behavioral Health:</p> <p>Mental Health</p> <p>Parenting Supports:</p> <p>Goal Setting</p> <p>Parenting Skills</p> <p>Parenting Stress</p>	<p>Parenting Perceptions and Attitudes</p> <p>Family Activities</p> <p>Connection to Child(ren)'s School</p> <ul style="list-style-type: none"> <li>- Measures of Social Connections</li> <li>- Measures of Community Connections</li> </ul>
Latino/a/x or Hispanic	See above.	37.4%	\$5.8 million	See above	See above
Middle Eastern /No. African	See above.	.6%	\$92,418	See above	See above
Indigenous/ Native American / American Indian	See above.	.4%	\$61,612	See above	See above
Pacific Islander / Native Hawaiian	See above.	1%	\$154,000	See above	See above
East Asian (Chinese, Japanese, Korean, unspecified)	See above.	29%	\$4.5 million	See above	See above
Southeast Asian (Laotian, Thai, Vietnamese)	See above.	3%	\$462,000	See above	See above

South Asian / Indian	See above.	.5%	\$77,000	See above	See above
Filipino/a/x	See above.	2%	\$308,000	See above	See above
Children / Youth	See above.	39%	\$6 million	See above	See above
Transgender/Gender Variant/ Intersex	See above.	.3%	\$46,000	See above	See above
Lesbian, Gay, Bisexual, Queer people	See above.		\$353,000	See above	See above
People w/ Disabilities and Medical Conditions	See above.	13%	\$2 million	See above	See above
People w/ Mental Health and Behavioral Health Issues	See above.	32%	\$4.9 million	See above	See above
People w/ Limited English Proficiency	See above.	56%	\$8.6 million	See above	See above
Undocumented People	See above.	Not collected but, significant.		See above	See above
People Facing Food Insecurity	See above.	31%	\$4.8 million	See above	See above



People who are Subjected to Intimate Partner Violence	See above.	21%	\$3.2 million	See above	See above
Public Housing Residents	See above.	3%	\$462,000	See above	For our demographic collection, we ask if you are renting an apartment. We believe public housing residents may report themselves in this category 41% See above for Measurable Activities
Caregivers	See above. On an ad hoc basis, ECE teachers and directors are convened to collect input to inform shaping initiatives and assess the needs of the field.	61%	\$9.4 million	See above	See above
Detained/Justice involved People	See above.			See above	See above
Shift, temporary gig, low-wage workers	See above.			See above	We do not collect this information.
People facing digital access/connectivity issues	See above.			See above	We do not collect this information, but anecdotal evidence suggest this is prevalent among the families served in funded programs.

People who rely exclusively on public transit	See above.			See above	We do not collect this information, but anecdotal evidence suggest this is prevalent among the families served in funded programs.
Under/Uninsured people	See above.			See above	See above
People who are Unbanked/ No access to credit/debit card	See above.			See above	We do not collect this information, but anecdotal evidence suggest this is prevalent among the families served in funded programs.

\*: Our main initiative serves families across the city and we collect demographic information on program participants. The percentages reflect an analysis of this demographic data. The dollars reported reflect the demographic percentage applied to the fy1920 budgeted amount for the initiative.