

Departmental Racial Equity Progress Report

Annual Report for 2021

Part A

Submit to ORE by March 1, 2022

Department name: Office of Early Care and Education and First 5 San Francisco (soon to be the Department of Early Childhood)

Date: 2/28/2022

Introduction:

In 2019, Mayor Breed requested for the Office of Early Care and Education (OECE) and First 5 San Francisco (First 5) align to improve our city's early childhood system through jointly funded initiatives, better-coordinated structures and strategies. Included in Mayor Breed's directive was the instruction to explore merging departments to simplify the City's system of funding and supports for San Francisco children birth to five and their families. 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, Latino, Chinese, and Pacific Islander parents with the goal of improving access, relevance and systems change to impact children's outcomes. With all this in mind, First 5 SF and OECE developed and submitted a single joint-department Racial Equity Action plan.

Since submitting our Racial Equity Action Plan in December 2020, strategic planning and structural alignment work has evolved significantly. On July 1, 2022, OECE and First 5 will officially merge into a single entity, The Department of Early Childhood (DEC). This integrated department will dedicate support to the early care and education, health, and well-being of San Francisco's youngest residents, children prenatal to age five, and their families. Guided by a multi-year strategic and spending plan, DEC will aim to provide a robust early learning and care foundation that uses a whole child and whole family approach to support school readiness and lifelong success.

As we launch the new Department of Early Childhood, the items outlined in our REAP are more critical than ever. The scope of the new department requires us to hire many new staff. Additionally, the structural adjustments involved in merging two departments mean that current staff's roles as well as management and supervision hierarchies will shift. Finally, the merge requires us to develop a new organizational culture distinct from the cultures of OECE and First 5. We have the opportunity to infuse a Racial Equity focus into every aspect of our new department if we resource and staff the REAP activities appropriately.

Reflections from Department Leadership

What specific racial inequities and disparities within your department are you focused on addressing in 2022?

There are two major changes: one, merging two departments; and two, local ballot initiative (Baby Prop C) has increased funds and community expectations for expansion of our early care and education system. These two major endeavors have caused an increased workload added to existing staff. Nonetheless, staff demonstrate an incredible commitment to ensure that during a worldwide pandemic, young children and their families, and the community-based programs that support this work, have access to needed resources and supports.

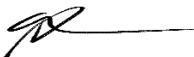
Consequently, staff of color, which comprise and hold the majority of grant management responsibilities are holding major responsibilities due to understaffing and have increased demand for translation and interpretation requests. The RE-specific tasks delegated to a group of staff volunteers has caused increased workload since staff maintain regular job functions in addition to the RE-specific assignments. Our goal is to hire an HR team in the next two months with specific job responsibilities dedicated to RE, as we embed hiring practices with a department culture that creates actionable racial equity practices and policies. This HR team will assist in the development of our Supervision and Professional development structures, policies, and process to advance racial equity work within HR and/or within a team for whom it is formally part of their job description without overburdening.

Please describe your engagement to date with your Racial Equity Leaders. What specific types of support are you providing your Racial Equity Leaders and other employees doing this work?

Designated staff participate in ORE's learning community and all staff have participated in a series of 2-hour trainings with a Racial Equity consulting firm, The Justice Collective (TJC). The series focused on equitable hiring and recruitment practices aligned with our RE-Action Plan. Through TJC, we also provided additional training for supervisors/managers (while optional for other staff members) specifically on strategies for recognizing and limiting implicit bias in interviewing.

Acknowledged by [name] and [title], [date], [signature]

Ingrid X. Mezquita
Director, Department of Early Childhood
2/28/2022



1. Hiring and Recruitment

Goals and performance measures

- 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.

Changes implemented over the 2021 calendar year

If relevant, include action numbers from the RE Action Plan.

- (Item 1.1.3) In 2021, OECE & First 5's Racial Equity Action Planning team developed an equitable and inclusive hiring and recruitment policy document. Leadership implemented all hiring and recruitment policy recommendations in hiring performed over the last year. These include:
 - (1.2.1, 1.2.2, 1.3.3) Outreach methodology focused on Black, Latino, Pacific Islander, and Indigenous community groups and professional associations as well as governmental Racial Equity partners.
 - (1.2.3, 1.2.4, 1.2.6) OECE and First 5 job postings all include statements about our organizations' commitment to racial equity as well as valuing lived experiences and highlighting degree substitution options in Minimum Qualifications.
 - (1.3.5) Adding checks and balances as well as reflection questions to candidate filtering process in order to combat implicit bias
 - (1.4.1) Creating RE-focused interview question library and committing to ask at least one RE-focused question in all interviews going forward.
 - (1.4.2) Committing to include at least 50% people of color on all interview panels
 - (1.4.6, 1.4.7) Developing detailed communication protocols before and after interviews and during onboarding process
 - (1.4.7) Including RE-focused materials and processes into new employee onboarding
- (1.4.3) All staff participated in a 2-hour training with Racial Equity consulting firm The Justice Collective (TJC) focused on equitable hiring and recruitment practices. An additional training required for supervisors/managers and optional for other staff focused specifically on strategies for recognizing and limiting implicit bias in interviewing.

The changes implemented in our hiring and recruitment processes led to more diverse candidate pools and hires. All of the five staff our organizations have hired since submitting our REAP identify as people of color.

Priority actions for 2022 calendar year, including opportunities for staff input and decision-making

If relevant, include action item numbers from the RE Action Plan. Please also highlight any major revisions made to RE Action Plan since first submission.

- A critical priority for the coming year is to hire an HR & Equity manager who will be responsible for the ongoing implementation of our REAP including maintaining fidelity to our equitable hiring and recruitment policy as we seek to hire a large number of new staff.

2. Retention and Promotion

Goals and performance measures

- 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.

Changes implemented over the 2021 calendar year

If relevant, include action numbers from the RE Action Plan.

- As OECE and First 5 SF continue preparation for a merge into a single Department of Early Childhood, management has created an inclusive process whereby staff in each division are working directly with their manager to develop staffing plans for their work. This includes direct involvement in both new position requests as well as discussions around better defining current staff's roles and responsibilities under our new structure.

While OECE & First 5 positions are currently in flux due to our imminent merge and there is still much work to do on developing clear and transparent promotional pathways, we have been highly successful in staff retention. No OECE or First 5 staff members have left the departments since we submitted our REAP.

Priority actions for 2022 calendar year, including opportunities for staff input and decision-making

If relevant, include action item numbers from the RE Action Plan. Please also highlight any major revisions made to RE Action Plan since first submission.

- In 2022, OECE and First 5 Staff are transitioning to a new DEC supervisory structure. Key in this process is an examination of race and any potential racial disparities in supervisory roles. We have also committed to developing and implementing a 360-evaluation process to include professional development and promotional goals for all staff members. Developing the 360-evaluation process and template provides a great opportunity for staff involvement across all levels of the agency.

3. Discipline and Separation

Goals and performance measures

- 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.

Changes implemented over the 2021 calendar year

If relevant, include action numbers from the RE Action Plan.

- As discussed in our REAP, discipline and separation have never been significant issues within our departments. During 2021, we continued our positive track record of zero disciplinary actions or separations.

Priority actions for 2022 calendar year, including opportunities for staff input and decision-making

If relevant, include action item numbers from the RE Action Plan. Please also highlight any major revisions made to RE Action Plan since first submission.

- While we do not have significant problems to address with discipline and separation, our plan did specify the need to standardize and implement a more robust performance evaluation process for all staff across both agencies in order to maintain healthy, consistent, and ongoing dialogue between staff and supervisors regarding expectations. As we move to a merged organizational structure, managers have committed to weekly check-in meetings with each of their supervisees. They have also committed to developing and implementing a 360-degree performance evaluation process ensuring that each staff person has a clear job description and ongoing opportunities for feedback from and to their supervisor. In addition to working directly with their supervisors to develop work plans, we can utilize all-staff meetings and workshops to co-design and create buy-in around the 360-degree evaluation process and structure.

4. Diverse and Equitable Leadership**Goals and performance measures**

- 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.

Changes implemented over the 2021 calendar year

If relevant, include action numbers from the RE Action Plan.

- As OECE and First 5 SF prepare to become a single Department of Early Childhood, our leadership team has expanded. This expansion includes both promotion of

internal staff as well as hiring of external candidates. Of the ten staff on OECE and First 5 SF's combined management team, 70% identify as people of color.

- (4.1.2) Management participated together with all OECE & First 5 staff in a series of monthly trainings with Racial Equity consulting firm The Justice Collective (TJC). One of these trainings focused specifically on strategies for fostering diverse and equitable leadership. Additionally, the management team participated in several in-depth "upskilling" sessions with TJC focused on hiring and recruitment. They also consulted with TJC on strategies to infuse racial equity into the formation of new divisions and supervision structures.

Priority actions for 2022 calendar year, including opportunities for staff input and decision-making

If relevant, include action item numbers from the RE Action Plan. Please also highlight any major revisions made to RE Action Plan since first submission.

- (4.1.1) As our department's management team merged, management positions remained at existing levels. Consequently, we have not immediately addressed underrepresentation of Black and Latino staff at the management level. As our staffing plan evolves, we anticipate filling key leadership positions with adherence to our diverse and equitable hiring and recruitment policies. This will be especially critical in the hiring of our new HR & Equity manager who will take on both a primary leadership role in the organization and will be responsible for continued implementation of the REAP.
- (4.1.2) In addition to ensuring equitable hiring of new managers, it is also critical that current managers are well-equipped to bring a racial equity focus to their roles. Our 2022-23 budget proposal includes \$9,999 for managers to pursue racial equity-focused training and professional development opportunities.

5. Mobility and Professional Development

Goals and performance measures

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.

Changes implemented over the 2021 calendar year

If relevant, include action numbers from the RE Action Plan.

- (5.1.1) During 2021 OECE & First 5 contracted with Racial Equity Consulting firm The Justice Collective (TJC), who provided monthly RE-focused trainings to all staff.
- (5.1.3, 5.1.4) Additionally 4 out of 32 of staff (12%) participated in individual professional development opportunities.

Priority actions for 2022 calendar year, including opportunities for staff input and decision-making

If relevant, include action item numbers from the RE Action Plan. Please also highlight any major revisions made to RE Action Plan since first submission.

- (5.1.5, 5.1.6, 5.2.1, 5.3.2) As we implement our new organizational structure, including changes in roles, responsibilities, and supervisory structure, our management team has committed to developing robust work plans and a 360-degree performance evaluation process. By the end of 2022, every staff member should have a work plan with individualized professional development goals in writing.
- (5.1.3, 5.1.4) Our FY22-23 Budget proposal includes \$2000 per staff member to attend trainings, conferences, and/or other professional development opportunities associated with their work plans and PD goals.

6. Organizational Culture of Belonging and Inclusion

Goals and performance measures

- By 2023, 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.

Changes implemented over the 2021 calendar year

If relevant, include action numbers from the RE Action Plan.

- (6.1.2) In 2021, OECE & First 5 re-constituted our racial equity staff team from the original RE Action Planning team (REAP) to an ongoing Racial Equity Workgroup (REWG). Whereas the REAP team members were assigned to the work by managers, the REWG was formed via a voluntary application process. The new REWG has met regularly since October 2021.
- (6.1.5, 6.3.5) Our Latino Affinity Group continued to meet throughout 2021 during work hours and with the support of department leadership. The group participated in a working session with a Racial Equity Consultant from The Justice Collective (TJC) to discuss questions, concerns, and next steps around their own Affinity Group work as well as developing additional Affinity Groups in the organization. Furthermore, staff created a Rainbow Affinity group for members self-identifying as part of the

LGBTQQI2S community. Like the Latino Affinity Group, members receive ongoing support to meet during regular work hours.

- (6.1.6, 6.2.2) As previously referenced throughout this progress report, OECE & First 5 SF contracted with Racial Equity Consulting firm The Justice Collective (TJC) to provide training and technical assistance around Racial Equity. From August to November 2021 all staff participated at least once a month in Racial Equity trainings and workshops centered on the seven focus areas of the RE Action Plan. TJC also offered office hours to support more individual or team-specific training needs. Finally, TJC assisted in the formation of the REWG (as described above) and facilitated initial REWG meetings.
- (6.1.7) In 2020, our organizations created a joint Relationship Building Work Group (RBG). Over the past year, RBG has continued to meet to create opportunities for connection within and across both agencies' staff. RBG has also implemented an annual survey to address workplace well-being, stress, and inter-staff relationships. RBG recently met with REWG to ensure the well-being survey included a Racial Equity-centered approach.

Priority actions for 2022 calendar year, including opportunities for staff input and decision-making

If relevant, include action item numbers from the RE Action Plan. Please also highlight any major revisions made to RE Action Plan since first submission.

- (6.3.4) Invest in translation services: One of the most racially inequitable realities for our current staff is the huge amount of additional work bilingual staff must do to translate written materials and provide in-language meeting facilitation and support. As OECE and First 5 become the Department of Early Childhood on July 1, 2022, leadership has committed to investing at least \$150,000 to contracted translation and interpretation support. Additionally, our staffing plan for the department includes new bilingual positions whose job descriptions will explicitly include translation and meeting support.
- (6.2.3) Establish a Physical Space that supports Racial Equity: OECE & First 5 SF's office space is currently under renovation. Our FY 22-23 Budget includes \$5,000 to create a Racial equity lounge space and common area featuring cozy furniture and décor that reflects the diversity of our staff and the children and families we serve. Our Budget request also includes \$3,000 to establish a racial equity lending library that will occupy this space with RE-centered books and subscriptions. Developing this library provides a great opportunity for staff to weigh in on what resources, books, and subscriptions they would like included.

7. Boards and Commissions

Goals and performance measures

- 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.

Changes implemented over the 2021 calendar year

If relevant, include action numbers from the RE Action Plan.

- (7.1.1) OECE CAC discussed ways to leverage the onboarding process for new members to prepare all members to succeed and participate, but especially those who historically underrepresented in policy and oversight conversations. Members also recommended that in order to increase parent participation in public meetings, OECE offer childcare to members of the public as well as parent member(s).
- (7.1.3) In late 2020, the First 5 Children and Families Commission (CFC) and the OECE Citizen's Advisory Committee (OECE CAC) jointly adopted a Racial Equity Resolution.
- (7.1.4, 7.1.5) The CFC Commission has been highly engaged throughout the year to ensure that the Strategic Planning Process maintained a focus on centering the voice, wisdom and experience of Black/African American, Latino, and Pacific Islander populations. They supported in the selection of a Strategic Planning consultant that would be able to facilitate and lead an equity-focused community engagement process allowing for co-design and balance of power across stakeholders giving parents, and especially parents of color greater access and influence in the process. They also supported outreach and recruitment to ensure that the Strategic Planning Advisory Committee (SPAC) would have robust representation from parents. Currently, there are four parent members on the SPAC, two of whom identify as Black/African American, one of whom is a parent of a child with special needs, and one of whom is monolingual Mandarin speaking.
- (7.1.6) In Early 2021 OECE CAC adopted a Land Acknowledgement statement to open each meeting. The OECE CAC statement includes a commitment to go beyond acknowledgement of indigenous communities, using roles and privilege to promote equitable access to culturally responsive early learning opportunities and resources.

Priority actions for 2022 calendar year, including opportunities for staff input and decision-making

If relevant, include action item numbers from the RE Action Plan. Please also highlight any major revisions made to RE Action Plan since first submission.

- As we move from two separate oversight bodies to a more integrated oversight structure with the Launch of the Department of Early Childhood, we are committed to more direct and authentic engagement with parents - especially those who are Black, Latino, Indigenous, Pacific Islander, and non-English-speaking - in our decision-making processes and structures. We hope to create a sub-committee of the

Commission made up exclusively of parents to balance the strong voice of providers and grantees that make up our current oversight structures.

- Once the Strategic Plan is finalized in summer 2022, staff and Commissioners will be working together to establish logic models and accountability frameworks to accompany the Strategic Plan and major initiatives. It is a priority for Commissioners and the new Department of Early Childhood that these accountability frameworks are grounded in racial equity and encourage not only equitable outcomes, but also growth in equitable and anti-racist organizational practices particularly for organizations that receive a significant amount of grant funding from our department.

Department Resourcing for Phase 1 RE Action Plan

Please describe your department's resourcing for Phase 1 RE Action Plan implementation in 2021. Include employee names, titles, and organizational chart. Note the designated Racial Equity Leader(s) with an asterisk. Please clearly distinguish between:

- *Staff who were assigned full-time (all responsibilities were directly related to Phase 1 RE Action Plan and other departmental racial equity work)*
 - *No staff were assigned full-time to responsibilities directly related to Phase 1 RE Action Plan or other RE work.*
- *Staff who were assigned part-time (had responsibilities not directly related to racial equity, which were reduced for them to take on racial equity work)*
 - *One staff person was assigned part time (approx. 15% of total hours) to liaise with RE Consulting Firm and to project-manage the Racial Equity Work Group.*
- *Staff who were voluntary (had responsibilities not directly related to racial equity, which were not reduced for them to take on racial equity work)*
 - *Nine staff participated in the Racial Equity Action Planning Team and/or the Racial Equity Workgroup during 2021. None of these staff had other work responsibilities reduced in order to participate.*
- *Consultants/vendors (including firm name and contract number, if applicable)*
 - *\$50,000 Contract with The Justice Collective to support Racial Equity Training and Technical Assistance*

What changes, if any, do you plan for 2022?

- The Department of Early Childhood staffing plan includes new positions for HR Manager as well as at least one full-time position specific to Racial Equity.
- FY 22-23 is also the first year we have included specific Racial Equity line items in our budget request as mentioned in previous sections of this report.

Attachments

Workforce and board/commission demographic data

Include relevant data on status of racial equity within department, such as race/ethnicity by job classification, average pay, discipline and separation, promotions, and changes over the last calendar year.

Due to the small size of our departments and guidance from the City Attorney's Office on the "rule of ten" for demographic disaggregation, we are unable to request or provide race-specific data on job classes, pay, and promotions. However, we can provide information disaggregated by those who identify as POC vs. those who do not.

OECE CAC: 5 out of 9 members identify as POC (55%)

First 5 Commission: Commissioners were supported in responding to the DOSW demographic survey and demographic report is still in progress.

OECE & First 5 SF Combined Management Team: 7/10 managers identify as POC (70%)

OECE & First 5 SF non-managerial staff: 20 out of 25 line staff identify as POC (80%)

Racial Equity Action Plan

Link to or attach current version of department Racial Equity Action Plan

https://sfoece.org/wp-content/uploads/First5-OECE-Racial-Equity-Plan_V1-12.31.20-1.pdf

Department Inventory Tool: FY 21-22 Budget

ORE Version: Dec 31, 2021, with updates Feb 9, 2022

For guidance and upcoming workshops, click here

About this worksheet		
Department name	Date last updated	Notes
Department of Early Childhood (formerly San Francisco Office of Early Care and Education and First 5 San Francisco)	5/2/2022	Initial inventory submitted as part of department progress report, per guidance from Office of Racial Equity. Will be further refined during development of Phase Two Racial Equity Action Plans

A. Department priority issue areas for improving racial equity or closing racial equity gaps, especially within its existing services		
Issue area	Brief description	Notes or examples
1. Equity-centered strategic planning and implementation	Establish racial equity as core to the Department's mission and strategic plan and apply racial equity lens to strategy/initiative development and implementation	Many of the Department's funded programs and services are targeted to children and families in need, resulting in high participation rates among communities of color. However, participation alone does not insure positive outcomes, so DEC will be actively infusing racial equity considerations and accountability into all stages of its grantmaking in the coming year -- from planning to program design to procurement to implementation to evaluation.
2. Direct communication and engagement with families	Disseminate new information and resources to help parents of young children learn about child development and access programs and services.	Historically, neither OECE nor First 5 have had much direct communication with families, instead funding grantees to make the interface. The latter will continue, but in response to families demanding greater transparency and access to information, DEC will be increasing its communications and engagement with families, in particular with African American, Latino, and Chinese families.
3. Anti-bias and racial equity training	Support training and technical assistance to increase anti-racist approaches to service delivery to children and families.	DEC has a long history of working with its grantees to infuse anti-racist approaches to the work, but we will continue to refine our approaches with an eye toward training and technical assistance having a real impact on the experiences of children and families.
4. Increasing Chinese and Spanish communications capacity	Increase language access by boosting Department capacity to communicate/translate/interpret in Chinese and Spanish	Communicating in languages other than English is both an external and internal challenge. DEC will be building its capacity to communicate in Chinese and Spanish to increase language access to our programs and services and to reduce internal inequities when it comes to translation/interpretation burden on staff when such responsibilities fall outside of their normal job descriptions.

B. Item name and description			C. Overall resources				D. Racial equity alignment	E. Racial equity-related activity information <i>Complete only for line items that are aligned with a department priority equity issue area (D)</i> <i>If data is not collected within department, enter "not available"</i> <i>If data needs to be collected but needs further analysis, enter "to be updated"</i> <i>If any of this information exists in a separate report or document, please also include the link in the cell</i>							
Name of activity, function, program, service, or initiative <i>Suggest 10 words or less</i>	Brief description of purpose <i>Suggest 50 words or less. Note any intended demographics or communities</i>	Activity/service type 1 - Public-facing activity or service 2 - For other City departments 3 - Within department only	Estimated FTEs and/or budget amount	Funding type <i>Note whether funding is City general fund, restricted government source, or other</i>	Estimated number of contracted service providers or consultants for this activity/service, if any <i>By total contract amount</i>	Names of 5 largest contracted service providers or consultants for this activity/service, if any <i>By total contract amount</i>	Department priority equity issue areas <i>List any priority equity issue areas from (A) that are relevant to this activity. If none, leave blank.</i>	Locations <i>Note neighborhood(s) in which activity/service facility is located. See list on next tab for examples</i>	Open to general public or application/referral required 1 - General public 2 - Application or referral required	Estimated number of people served <i>Suggest 10 words or less</i>	Estimated racial/ethnic demographics of people served <i>Suggest 30 words or less</i>	Additional demographics of people served <i>Suggest 30 words or less. See list on next tab for examples</i>	Community input and decision-making opportunities <i>Suggest 30 words or less. See list on next tab for examples. If none, leave blank</i>	Estimated FTEs and/or budget improvements specifically for racial equity	Names of contracted providers or consultants for racial equity improvements, if any <i>Include as attachment if too many to list in cell</i>
Early Learning Scholarship and Preschool for All	Through the Early Learning Scholarship (ELS) and Preschool for All (PFA) initiatives, DEC aims to make high-quality early education free or more affordable to families with children ages birth-5, especially to low-income children who otherwise might not have the opportunity to participate.	1 - Public-facing activity or service	\$135,000,000	Restricted	413 centers and family child care homes	SFUSD, Wu Yee Children's Services, Mission Neighborhood Centers, Kai Ming Head Start, Cross Cultural Family Center	1, 3	Citywide	2 - Application or referral required	6,535 children	36% Asian, 33% Latino, 12% African American, 9% White	At least 89% low-income, 55% dual-language learners, 4.5% homeless	Advisory committee or commission, Workshops or meetings		
Family Resource Centers	DEC provides funding to 26 FRCs in every neighborhood where families can join other families in fun activities that enhance their knowledge and skills as parents.	1 - Public-facing activity or service	\$20,818,917	Restricted	26 family resource centers	APA Family Support Services, Bayview YMCA, Safe & Sound, Urban Services YMCA	1, 2, 3	Citywide	2 - Application or referral required	8,841 families, 3,478 children	53% Latino, 24% Asian, 9% African American, 5% White, 23% Unknown		Advisory committee or commission, Workshops or meetings		
Early Care and Education Workforce Compensation	DEC will provide grants to early care and education programs and direct stipends to increase compensation for educators.	1 - Public-facing activity or service	\$71,000,000	Restricted	Projected 2,190 educators	TBD	1, 3	Citywide	2 - Application or referral required	2,190 educators	56% Asian, 20% Latino, 9% White, 8% African American		Advisory committee or commission, Workshops or meetings		

