



# OAKLAND FUND FOR CHILDREN AND YOUTH



## Planning and Oversight Committee (POC)

April 17<sup>th</sup>, 2013

6:00 p.m. – 9:00 p.m.

**Oakland City Hall, City Council Chambers**

*1 Frank H. Ogawa Plaza, 3<sup>rd</sup> Floor,  
Oakland, CA 94612*

## AGENDA

### 1) Call to Order

- *Introductions & Announcements*
- *Agenda Review/Modifications*

### 2) Open Forum for Youth and Parents of Young Children

### 3) Adoption of Prior Minutes

*action*

- *February 6<sup>th</sup> 2013 POC Meeting*

### 4) OFCY Interim Evaluation and Youth Evaluation Presentation

- *Presented by Public Profit*

### 5) OFCY Ad-Hoc Review Subcommittee Preliminary Grant Funding Recommendations for FY2013-2016

*action*

- *Review Committee*
- *Staff Report*

### 6) Administrative Matters

- *Appeals Process*
- *General Announcements*

### 7) Open Forum

### 8) Adjournment

*In compliance with Oakland's policy for people with chemical allergies, please refrain from wearing strongly scented products to meetings. In compliance with the American Disabilities Act, if you need assistance to participate in the meetings for the Oakland Fund for Children and Youth Planning & Oversight Committee, please contact the Oakland Fund for Children and Youth at 510-238-6379. Notification 48 hours prior to the meeting will enable the City of Oakland to make reasonable arrangements to ensure accessibility. If you have questions regarding this agenda or related materials, please contact our office at the number above.*

MINUTES TO BE APPROVED  
Oakland Fund for Children and Youth (OFCY)  
*Planning and Oversight Committee (POC) Meeting*  
Oakland City Hall, 1 Frank H. Ogawa Plaza, Hearing Room 4 Oakland, CA 94612  
**Wednesday, December 5, 2012**  
6:00 p.m. – 9:00 p.m.

Committee Members present: Cesar Sanchez, Steven Wirt, Nina Horne, Kitty Kelly Epstein, Kathy Teng Dwyer, Emma Scoble, Renato Almanzor, Abraham Ruelas and James Mathews

Committee Members absent: Brandon Sturdivant, Vaughn Arterberry, Billy Nivins, Korey Gibson, and David Klein

Staff Members present: Sandra Taylor, CYS Manager; Mike Wetzel, OFCY Program Planner; Scott Kim, OFCY Program Analyst

**I. Call to Order**

The meeting was called to order at 6:13 p.m. Meeting minutes of November 7<sup>th</sup> were amended and approved. It was noted that the date of next POC meeting was incorrectly listed in the minutes as December 7, 2012.

**II. Open Forum for Youth or Families with Small Children**

There were no speakers.

**III. Discussion and Approval of OFCY RFP for FY2013-2016**

Mike Wetzel provided an overview of the RFP including timelines, required attachments, and funding parameters. The POC and staff had discussions on several topics including funding for indirect rates, the need for audited financial statements, and the review process.

➤ **ACTION: Approve the OFCY RFP for FY2013-2016**

Abraham Ruelas moved to approve the OFCY RFP for FY2013-2016. The motion was seconded by James Matthews. The item passed unanimously.

**IV. Administrative Matters**

The review subcommittee was finalized and consists of: Kitty Epstein, Nina Horne, Kathy Teng Dwyer, Emma Scoble, Steven Wirt, and Renato Almanzor. The first review subcommittee meeting is scheduled for February 27, 2013.

The evaluation subcommittee was finalized and consists of: Cesar Sanchez, Nina Horne, Kathy Teng Dwyer, Abraham Ruelas. The next meeting for the evaluation subcommittee is scheduled for March 14, 2013.

Next Meeting – January 16<sup>th</sup>, 2013, 1 Frank H. Ogawa Plaza, 2<sup>nd</sup> Floor, Hearing Room 4.

**V. Open Forum**

There were no speakers.

**VI. Adjournment**

The meeting was adjourned at 8:51 p.m.

MINUTES TO BE APPROVED  
Oakland Fund for Children and Youth (OFCY)  
*Planning and Oversight Committee (POC) Meeting*  
Oakland City Hall, 1 Frank H. Ogawa Plaza, Hearing Room 4 Oakland, CA 94612  
**Wednesday, February 6, 2013**  
6:00 p.m. – 9:00 p.m.

Committee Members present: Cesar Sanchez, Steven Wirt, Nina Horne, Kitty Kelly Epstein, Emma Scoble, Renato Almanzor, Abraham Ruelas

Committee Members absent: Brandon Sturdivant, Vaughn Arterberry, Billy Nivins, Korey Gibson, Kathy Dwyer, James Matthews and David Klein

Staff Members present: Sandra Taylor, CYS Manager; Mike Wetzels, OFCY Program Planner; Scott Kim, OFCY Program Analyst

**I. Call to Order**

The meeting was called to order at 6:02 p.m.

**II. Open Forum for Youth or Families with Small Children**

There were no speakers.

**III. Kids First! Fund Revenue Requirement Basics**

Sandra Taylor presented fund revenue requirements basics. POC will be awarding grants based on 2 year revenue projections. 90% of Measure D funds must go to grant awards; 10% to administrative costs including staff, evaluation, contracts and overhead. Also provided a brief history POC review of funds owed to Kids First! based on audit findings through FY2006-07 by the City Auditor. POC member David Klein sent a letter to the City Administrator in 2011 but the city administration changed soon thereafter. There has been no response to date from the office.

**IV. Measure D Presentation from the Office of the City Auditor**

City Auditor Courtney Ruby expects the FY2009-10 Measure D audit report to be available at the end of March 2013. The audit will determine whether the City has met the children and youth services base spending requirements per Measure D and to assess the City's controls to help ensure compliance with Measure D. The audits for FY2010-11 and FY2011-12 are also expected to be completed by the end of the year.

**V. City of Oakland – Boards and Commissions Ethics Training**

Mark Morodomi, Senior Deputy City Attorney, presented the Boards and Commissions Ethics Training including topics such as filling out the Form 700, conflict of interest, quorum, and engaging in discussion with the public during POC meetings.

**VI. OFCY Fiscal Overview (2013-15)**

Sandra Taylor gave an overview of the projected revenues for 2013-15. The total projected funds available to OFCY in FY2013-14 are \$11,763,186 and \$12,125,533 in FY2014-15. The funds available for grant funding in FY 13-14 is expected to be \$10.75M with carryover and interest; in FY 14-15 it is expected to be \$10.9M. Administrative costs are projected to increase this budget cycle and may necessitate decreasing the budget and scope of evaluation and Cityspan contracts.

**VII. OFCY Review Process Update**

245 proposals were received with a total combined request of \$23.7M. Staff is currently going through a review for initial disqualifications based on incomplete information submitted. Afterwards, the proposals will be matched with external readers to be reviewed and scored.

**VIII. Administrative Matters**

The tentative Review Subcommittee meeting dates are February 27<sup>th</sup>, March 13<sup>th</sup>, March 20<sup>th</sup>, and March 27<sup>th</sup>. The preliminary recommendations for grant funding are expected to be presented to the full POC on April 11<sup>th</sup>. There will be an appeal process with final recommendations to be presented to the POC in May 2013. Once adopted by the POC, funding recommendations will be forwarded to the Life Enrichment Committee and City Council in June 2013. There will be no POC meeting in March due to the work of the Review Subcommittee.

**IX. Open Forum**

There was one speaker.

**X. Adjournment**

The meeting was adjourned at 8:29 p.m.



# **SUMMER PROGRAMS EVALUATION FINDINGS REPORT 2012-13**

Oakland Fund for Children and Youth

Revised, April 2013



[measure and manage  
what matters.]

**Prepared by Public Profit**

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### What's in the *Findings Report*:

- To find out how summer programs are doing overall, go to the **Overview** on page 4.
- For up-to-date information about a specific OFCY summer grantee, please refer to the Program Performance Point of Service Quality tables, on pages 8 and 14, respectively.

## **Overview of the 2012 OFCY Summer Programs Evaluation**

This report summarizes evaluation findings for the 16 OFCY grantees that operate primarily in summer, including 12 in the Out of School Time - Summer grant strategy, along with two Wellness & Healthy Transitions programs and two Older Youth programs.

### **Program Performance**

12 of 16 programs have reached at least 80% of the targeted number of youth served.

Youth attended OFCY programs, on average, between 6 days and 33 days, reflecting the variety of designs in this group of programs.

### **Point of Service Quality**

Site visits conducted by the evaluation team indicate that all OFCY summer programs meet research-based standards for point of service quality, a key driver of positive outcomes for youth.

### **Youth Outcomes**

#### ***Out of School - Summer***

- 85% elementary-aged and 88% middle school-aged participants report that their OST-Summer program helps them to understand what is being taught in school.
- 92% elementary-aged and 90% middle school-aged participants report that there is at least one adult in the program that cares about them.
- 91% elementary-aged and 96% middle school-aged participants report that they work hard toward their goals.

#### ***Older Youth - Career***

- 93% of participants report that their summer program increased their understanding of the kinds of jobs they would like to have in the future.
- 96% of participants report that the summer program helped them to understand how to get the kind of job they want.
- 91% of participants felt that their program helped them increase their network of potential employers.

#### ***Wellness & Healthy Transitions - Transitions***

- 77% of participants agree that the program helps them to care about their school.
- 84% of participants report feeling more confident about graduating from high school, with girls more likely to report increased confidence than boys (94% compared to 73%).

## INTRODUCTION

The Oakland Fund for Children and Youth funds 117 youth service programs serving children and youth from birth to age 20 in a variety of community and school based settings. Programs operate under one of four funding strategy areas: Early Childhood, Out of School, Wellness & Healthy Transitions and Older Youth.

There are 12 summer programs operating in the Out of School summer grant group, along with two Wellness & Healthy Transitions programs and two Older Youth programs operating primarily during the summer months. These 16 programs are included in this evaluation report.

Evaluation findings for OFCY grantees that operate during the school year will be included in the Oakland Fund for Children and Youth Grantee Evaluation Findings Report 2012-13.

**Table 1: Number of Grantees by Funding Strategy**

Funding Strategy: Summer Programs	Grantees in 2011-12
Out of School - Summer	12
Older Youth - Career	2
Wellness & Healthy Transitions - Transitions	2
<b>Total Summer Programs</b>	<b>16</b>

**Out of School - Summer Programs** are “community- and school-based summer programs that offer children and youth a broad range of physical, social, emotional, artistic, and academic opportunities supported within a youth development framework.” These programs seek to enhance participants’ confidence and self-esteem, support their academic success, and promote community engagement.

**Older Youth Programs** include programs supporting services for academic and career success, and those providing comprehensive supports and enrichment for youth transitioning to adulthood. The two programs included in this evaluation provide career services, including “career preparedness...academic success, graduation, college, work readiness and may include internships, paid employment, and mentoring.”

**Wellness & Health Transitions Programs** include programs providing services in school settings, health and wellness education, and conflict resolution. The two Wellness & Healthy Transitions programs considered in this report provide services to youth in school settings, focusing on “youth at risk of disengaging from school during their transition to and from middle school (5th to 6th grade and 8th to 9th grade).”<sup>1</sup>

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<sup>1</sup> The descriptions included here are derived from the City of Oakland Request for Proposals for independent evaluation of Oakland Fund for Children and Youth 2012-13 grantees in all strategies, released May 2012.

## YOUTH SERVED

OFCY-funded Summer Programs offer participating youth a range of physical, social, emotional, artistic, and academic activities during the summer months.

Summer grantees served 2,290 children in 2012-13. Among summer programs, boys and girls are almost evenly represented: 47% of attendees are boys and 53% are girls.

**Table 2: Summer Program Participants' Gender Distribution Within Race/Ethnicity**

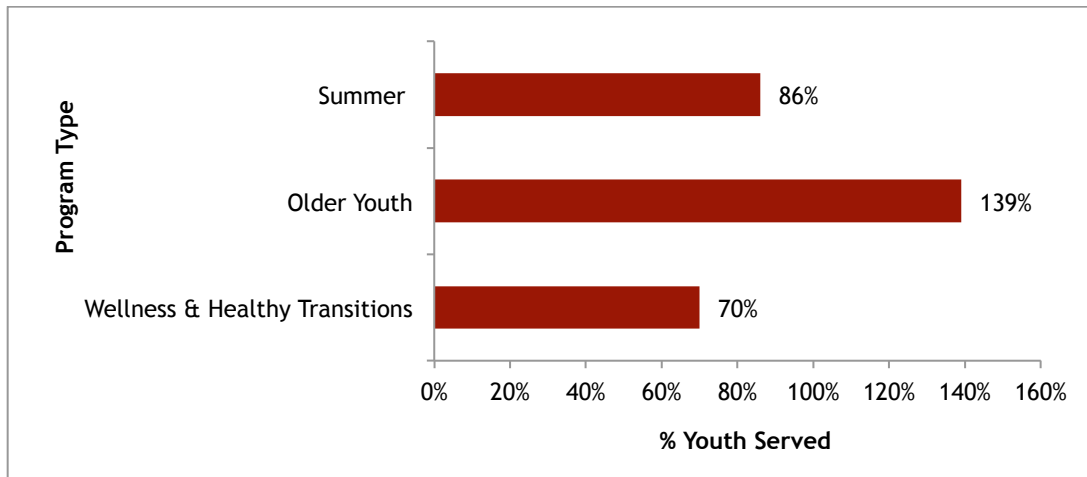
Grant Strategy			
Out of School Time - Summer			
Youth Ethnicity	Male	Female	Overall
African American	43%	57%	46%
Asian/Pacific Islander	53%	47%	17%
Caucasian	49%	51%	2%
Latino	46%	54%	25%
Multiracial or Biracial	39%	61%	6%
Native American/Alaskan Native	67%	33%	-
Other	48%	52%	2%
Unknown	41%	59%	2%
Older Youth			
Youth Ethnicity	Male	Female	Overall
African American	48%	52%	81%
Asian/Pacific Islander	56%	44%	4%
Caucasian	75%	25%	3%
Latino	50%	50%	4%
Multiracial or Biracial	30%	70%	4%
Native American/Alaskan Native	-	100%	1%
Other	100%	-	2%
Unknown	-	-	-
Wellness & Healthy Transitions			
Youth Ethnicity	Male	Female	Overall
African American	48%	52%	28%
Asian/Pacific Islander	63%	37%	17%
Caucasian	67%	33%	1%
Latino	58%	42%	54%
Multiracial or Biracial	-	-	-
Native American/Alaskan Native	-	-	-
Other	-	-	-
Unknown	-	-	-

Source: CitySpan attendance records for 2,290 youth who attended an OFCY-funded program between June and August 2012; race/ethnicity and gender data is available for 1,581 participants.

## PROGRAM PERFORMANCE

Programs supported by OFCY set goals for the number of children they plan to serve each summer as one measure of the programs' reach in the community. Summer programs in Oakland are exceeding their goals in reaching the targeted number of youth as a whole, and 12 of 16 programs have reached at least 80% of the targeted number of youth served.

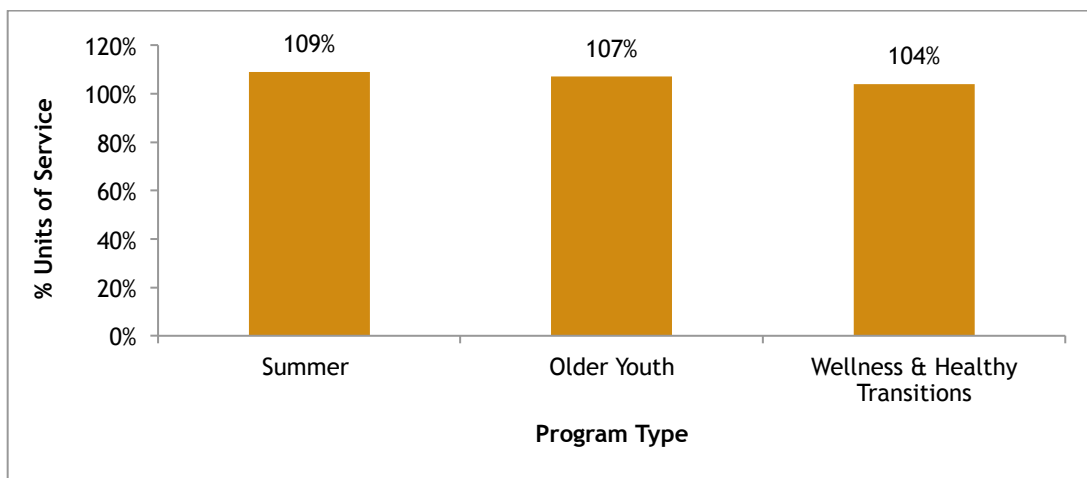
**Figure 1: Progress Towards Targeted Number of Children Served**



Source: CitySpan attendance records for 16 Oakland Fund for Children and Youth programs that operate primarily during the summer months.

Programs supported by OFCY set targets for how many units of service, or youth service hours, will be completed in a grant year. As a whole, 14 out of 16 programs were within 80% of their contracted units of service in summer 2012. On average, summer grantees have exceeded their targets in meeting contracted units of service in summer 2012, as illustrated in Figure 2, below.

**Figure 2: Progress Toward Contracted Units of Service**



Source: CitySpan attendance records for 2,290 youth enrolled in Oakland Fund for Children and Youth programs operating primarily during the summer months.

## PROGRAM PERFORMANCE: SUMMER PROGRAMS BY GRANT GROUP

Table 3: Summer Program Performance

Agency	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target <i>Shaded if less than 80%</i>	Average Days Attended
Out of School Time - Summer								
Aim High for High School	Aim High - Oakland	230	197	86%	33,120	33,835	102%	24
Destiny Arts Center	Camp Destiny	99	98	99%	4,750	6,086	128%	8 <sup>2</sup>
College Track	College Track Summer Program	63	91	144%	3,647	5,279	145%	12
Girls Incorporated of Alameda County	Concordia Park Summer Program	50	76	152%	9,796	10,702	109%	18
Girls Incorporated of Alameda County	Eureka! Summer Program	80	82	103%	4,900	5,781	118%	17
Family Support Services of the Bay Area	Kinship Summer Youth Program	47	47	100%	7,280	7,833	108%	21
Leadership Excellence	Oakland Freedom School	128	150	117%	39,280	36,139	92%	21
Oakland Asian Students Educational Services (OASES)	OASES Summer Science Series	46	47	102%	4,491	4,910	109%	17
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	30	31	103%	3,482	3,928	113%	22
East Bay Asian Youth Center	San Antonio Summer Learning Initiative	210	260	124%	17,955	25,016	139%	21
City of Oakland - Office of Parks and Recreation	Summer Camp Explosion	300	453	151%	85,380	95,410	112%	33
East Oakland Youth Development Center	Summer Cultural Enrichment Program	300	302	101%	145,335	96,288	66%	22
	Average/Total	1,583	1,834	115%	359,415	331,220	112%	20

2 This program is run in 5 one-week sessions, resulting in a lower ADA than others within the grant group.



## PROGRAM PERFORMANCE: SUMMER PROGRAMS BY GRANT GROUP

Agency	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target <i>Shaded if less than 80%</i>	Average Days Attended
Older Youth <sup>3</sup>								
Youth Employment Partnership	Career Try-Out	50	55	110%	6,850	7,425	108%	26
Pivotal Point Youth Services	Project EEVE	256	165	64%	5,540	4,191	76%	6 <sup>4</sup>
	Average/Total	306	220	87%	12,390	11,616	92%	16
Wellness & Healthy Transitions								
East Bay Asian Youth Center	Bridge to Success	65	63	97%	5,820	5,896	101%	19
Aspiranet	Learners Engaged in Awesome Programming (LEAP)	60	116	193%	6,743	6,222	92%	11
	Average/Total	125	179	145%	12,563	12,118	97%	14

Source: CitySpan enrollment, units of service, and youth participation records for the 16 Oakland Fund for Children and Youth programs operating primarily during the summer months.

<sup>3</sup> For Older Youth and Wellness & Healthy Transitions Programs, actual attendance data is included from 7/1/12 - 8/31/12; projections data for Older Youth and Wellness & Healthy Transitions Programs is the sum of projections data from Quarter 4 of the 2011-12 grant year (4/30/12 - 6/30/12) and Quarter 1 of the 2012-13 grant year (7/01/2012 - 9/30/2012).

<sup>4</sup> This program offers a 15-hour employment readiness program for youth; the average days attended reflects this program model, resulting in a lower ADA than others within the grant group.

### Promising Practice

#### Facilitating Youth Voice and Opportunities for Goal Setting at Camp Destiny

**Key Takeaway:** *In Camp Destiny, youth have the opportunity to set goals, plan, and share ideas during a group discussion. This builds motivation, strategic thinking, communication skills, and encourages a sense of program ownership.*

Camp Destiny, a summer program offered by Destiny Arts Center, provides youth ages 3 to 18 training in the performing and martial arts, with the overall mission to “move young people to peace.”<sup>5</sup> The entire summer program, with the help of team leaders (adults, high school or college-age youth who are Destiny Arts interns), begins with an Opening Circle, which is important in summer programs for building community and a special culture for youth to unify around a positive program spirit.<sup>6</sup>

During Opening Circle, the 30-40 young people, led by a team leader, begin with a cheer and are then led into a getting-to-know-you game. After the getting-to-know-you game, youth to discussed setting goals and planning. They were first asked to envision what their goal was in their head, given examples (“I want to get better at dancing”), and then asked to discuss the steps they would take to make that goal happen (“To get better at dancing, I will stretch, have my friends teach me dance moves, etc.”). Young people were asked to share with the team leader in their group, which builds motivation, strategic thinking, communication skills, and encourages a sense of ownership of a program.

Camp Destiny requires all young people to participate in a “Fingers” class that they go to at different times, a class rooted in the self-defense curriculum of the camp. In this class, young people study a different “finger” everyday (each finger represents the five senses) and then participate in group discussions and games to deconstruct the theme for the day. For instance, when the “finger” of the day was “hearing,” young people discussed how to listen for danger. After an activity where young people spoke and listened to one another and then asked to talk about what they listened for, they were then paired to present to the entire class a skit exemplifying listening.

<sup>5</sup> [www.destinyarts.org/pages/mission-vision/](http://www.destinyarts.org/pages/mission-vision/)

<sup>6</sup> Mandle, Jessie. “Background Brief: Current Efforts and Future Investments in Summer Programs in San Francisco.” SF Department of Children, Youth, and Their Families, 2012.

## POINT OF SERVICE QUALITY

Point of service quality ratings for OFCY grantees are based on observational data collected by Public Profit through on-site visits. Point of service quality measurement is important for researchers and practitioners alike because it allows for direct observation of program activities relative to an objective standard of quality.<sup>7</sup>

Point of service quality observations focus on the experiences of young people in OFCY-funded programs, exploring the extent to which grantees provide high quality experiences for young people. Drawing from an extensive literature about program features and practices that are most likely to positively affect young people's development, visits focus on the observable behaviors of staff and youth.<sup>8</sup>

In the 2012-13 evaluation of OFCY-funded summer programming, visitors use the Youth Program Quality Assessment or School Age Program Quality Assessment to rate point of service quality (see Appendix A). Summer grantees each received one site visit in summer 2012.

Available evidence suggests that OFCY-funded summer programs provide a safe, supportive environment for youth. Specifically, 6 out of 16 programs were rated as "Thriving," indicating that they implemented research-based youth development practices consistently and well, 10 out of 16 programs were rated "Performing" indicating that they are providing quality service overall and can continue to improve in specific areas.

Summer programs were rated most highly in the areas of safety and support during site visits, with average ratings near the top of the 5-point scale. Participants' reports echoed observers' ratings: 89% of participants in OFCY summer programs reported a strong sense of physical and emotional safety in their OFCY-funded program, suggesting that a cornerstone of youth development - physical and emotional safety - is in place among OFCY summer grantees. However, 25% of elementary-aged and 23% of middle school-aged participants reported being made fun of more than once<sup>9</sup>, and 21% of elementary-aged and 16% of middle school-aged participants reported some kind of physical altercation in their OFCY program.<sup>10</sup> These rates are on par than those in the local school district, where 18-27% of secondary school reported being made fun of, and 10-25% of youth reported engaging in some kind of physical altercation more than once.<sup>11</sup>

Youth in nearly all programs report high levels of belonging and have strong connections with caring adults. A somewhat smaller proportion report high levels of engagement and interaction opportunities, a common pattern among youth development programs.

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<sup>7</sup> Yohalem, N. and Wilson-Ahlstrom, A. with Fischer, S. and Shinn, M. (2009, January). *Measuring Youth Program Quality: A Guide to Assessment Tools, Second Edition*. Washington, D.C.: The Forum for Youth Investment.

<sup>8</sup> Smith, Charles., Devaney, Thomas J., Akiva, Tom, Sugar, Samantha. "Quality and Accountability in the Out-of-School-Time Sector." *New Directions for Youth Development* 121 (2009).

<sup>9</sup> 24.9% of elementary-aged participants and 22.5% of middle school-aged youth report that they have been made fun of for the way they look or talk 2 or more times in summer programs. Among middle school respondents, Latino youth report lower frequency of negative verbal interactions (14%, overall).

<sup>10</sup> 20.5% of elementary-aged participants reported being shoved, slapped, hit or kicked by someone that wasn't just kidding around; boys are more likely to agree than girls (24% and 18% agreeing).

<sup>11</sup> *Oakland Unified School District, California Healthy Kids Survey, 2011-12: Main Report, Secondary Schools* (San Francisco, CA; WestEd, 2012).

**Table 4: Point of Service Quality Ratings**

Program Quality Domain	Out of School Time - Summer	Older Youth	Wellness & Healthy Transitions
	n=12	n=2	n=2
	Average Rating <i>On a 1-5 scale</i>		
Safety	4.86	4.26	4.15
Support	4.53	4.76	4.54
Interaction	4.54	4.11	3.67
Engagement	4.27	3.41	3.50

Source: Point of Service Quality Ratings, Summer 2012.

Beyond the high levels of program quality outlined in table 4 above, the following page includes highlights of program practices observed during site visits.

### Promising Practice

#### Youth Leadership and Developing Academic and Creative Thinking Skills at Kinship Summer Youth Program

**Key Takeaway:** *In the Kinship Summer Youth Program, youth have the opportunity to create their own class, share their stories and experiences, and create a collaborative project of their own design.*

The Kinship Summer Youth Program, comprised of foster youth ranging from 6 years old to 18 years old, makes it a program priority to create a sense of belonging for all youth in the program. Every day, youth come together for an Opening Circle, and youth are broken up into their age/interest groups, where they celebrate in cheers, songs, and also acknowledge youth by having each group honor a “student of the week”—allowing youth who are more introverted and shy to be recognized and acknowledged by classmates.

Older youth in the program (called “Upper Classmen”) created their own class. In this class, upper classmen created their own public service announcements around the topic of bullying and self-image. These young people were facilitated by a 19-20 year old former foster youth, who supported them in writing the script, keeping them on track, planning the steps to take before filming, and organizing getting cameras. To prepare for the activity, each young person got to pick whom they represented based on experiences they had (e.g., “People think I’m a criminal, but I’m really a full-time gamer.”) Through this activity, they not only got to tell their stories to one another, but got to create these commercials.

For younger participants, activities were designed to reinforce academic skills in an interactive way, including reading from a script they wrote in previous sessions that linked to a chapter book they read together in class. The young people used their comprehension and analysis of the book to explain their scenes and read their parts while acting out their roles.

## POINT OF SERVICE QUALITY

Table 5: Summer Programs Point of Service Quality Ratings by Site<sup>12</sup>

Agency	Program	Point of Service Quality Status <sup>13</sup>	Safe		Supportive		Interaction		Engagement	
		Summer 2012	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
Out of School Time - Summer										
Aim High for High School	Aim High - Oakland	Thriving 4.51	5.00	83%	4.61	89%	4.25	78%	4.17	72%
Destiny Arts Center	Camp Destiny	Thriving 4.79	5.00	80%	4.85	97%	4.66	87%	4.66	80%
College Track	College Track Summer Program	Thriving 4.84	5.00	90%	4.78	100%	4.67	95%	5.00	68%
Girls Incorporated of Alameda County	Concordia Park Summer Program	Performing 4.21	4.51	77%	4.48	89%	4.42	68%	3.42	60%
Girls Incorporated of Alameda County	Eureka! Summer Program	Thriving 4.61	5.00	95%	4.61	98%	4.50	97%	4.33	68%
Family Support Services of the Bay Area	Kinship Summer Youth Program	Thriving 4.72	5.00	100%	4.48	100%	4.67	100%	4.83	100%
Leadership Excellence	Oakland Freedom School	Performing 4.15	4.80	69%	4.08	87%	4.37	76%	3.33	63%
Oakland Asian Students Educational Services	OASES Summer Science Series	Performing 4.42	4.60	80%	4.07	91%	4.66	79%	4.33	76%
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	Performing 4.48	4.84	79%	4.73	96%	5.00	96%	4.54	92%
East Bay Asian Youth Center	San Antonio Summer Learning Initiative	Thriving 4.74	5.00	90%	4.71	98%	4.66	85%	4.58	83%
City of Oakland - Office of Parks and Recreation	Summer Camp Explosion	Performing 3.73	4.90	71%	4.40	90%	4.38	83%	3.92	86%
East Oakland Youth Development Center	Summer Cultural Enrichment Program	Performing 4.46	5.00	74%	4.61	85%	4.25	78%	4.17	64%
	Average/Total	4.47	4.86	82%	4.53	93%	4.54	85%	4.27	76%

<sup>12</sup> Youth survey questions were compiled based on the four PQA domains to construct composite scores for each domain based on youth responses. Composites are calculated using weighted averages for programs that serve both elementary- and middle-school-aged youth.

<sup>13</sup> Visits were conducted using either the School-Aged Program Quality Assessment (SAPQA) for programs serving elementary-aged youth or the Youth Program Quality Assessment (YPQA) for programs serving middle and high school-aged youth. The Program Quality Assessments are research-based point of service quality observation tools used by Out of School time programs nationally.

## POINT OF SERVICE QUALITY

Agency	Program	Point of Service Quality Status <sup>13</sup>	Safe		Supportive		Interaction		Engagement	
		Summer 2012	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
Older Youth										
Youth Employment Partnership	Career Try-Out	Performing 4.18	5.00	93%	4.51	98%	4.04	76%	3.16	64%
Pivotal Point Youth Services	Project EEVE	Performing 4.33	4.50	99%	5.00	97%	4.17	73%	3.66	46%
	Average/Total	4.26	4.75	96%	4.76	97%	4.11	74%	3.41	55%
Wellness & Healthy Transitions										
East Bay Asian Youth Center	Bridge to Success	Performing 4.34	5.00	79%	4.36	91%	3.83	86%	4.17	74%
Aspiranet	LEAP	Performing 3.97	5.00	78%	4.72	78%	3.50	57%	2.83	51%
	Average/Total	4.15	5.00	79%	4.54	85%	3.67	72%	3.50	63%

Source: Point of Service Quality scores for the 16 Oakland Fund for Children and Youth programs operating primarily during the summer months.

### Promising Practice

#### Youth-Driven and Thematic Physical Environment and Comprehensive Program Design at San Antonio Summer Learning Initiative

**Key Takeaway:** *The San Antonio Summer Learning Initiative uses a comprehensive curriculum, which benefits students academically by focusing on a skill or concept, and providing multiple pathways for students to explore that concept and/or develop a particular skill.*

For school-based summer programs, making their space “feel like summer” can be a big challenge. At the San Antonio Summer Learning Initiative, a project of the East Bay Asian Youth Center, the “campfire” theme is present throughout, and program activities had a physical space to be in, while also young people’s works decorate the walls. Artwork was placed on walls based on student want, and rotates as new art projects are completed. Being within this space made the atmosphere feel very camp-like, and made it apparent that the summer program was valued and a focal point of this school site.

The program’s use of a comprehensive curriculum helps to support youth skill building. As research on summer programs shows, youth are more likely to make positive academic gains when programs tie together diverse activities into a coherent whole. A coherent curriculum benefits students academically by focusing on a skill or concept, and providing multiple pathways for students to explore that concept and/or develop a particular skill.<sup>14</sup>

For instance, during one week in summer 2012, the weekly theme at this program was *food choices*. During the week, younger youth explored cultures in food, older youth discussed food in the media, and the culminating event for the week was a field trip to the community Farmer’s Market. From this theme, older youth were able to explore junk food commercials and discuss what made these commercials powerful. Using what they learned analyzing the commercials, these older youth were challenged to make commercials in the Farmer’s Market about *healthy* foods, including filming at the Farmer’s Markets and screening their commercials to their peers.

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<sup>14</sup> Penuel, W.R. & Brink, K. *Linked Summer Programs for Youth: Opportunities, Challenges and Innovations*. John W. Gardner Center for Youth and Their Communities. 2010.



OFCY defines a series of outcomes measures for each of its grant groups, which provides a common set of priorities for grantees. These measures are based both on the larger goals of the Kids First! legislation (see below) and on the unique opportunities afforded by each grant strategy to positively affect children and youth.

In this section, outcome measures for each grant group - Out of School Time - Summer, Wellness & Healthy Transitions and Older Youth - are detailed below, organized according to OFCY's leading outcomes for school-aged youth<sup>15</sup>:

1. Help children and youth succeed in school and graduate high school.
2. Prevent and reduce violence, crime and gang involvement among young people.
3. Prepare young people for a healthy and productive adulthood.

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<sup>15</sup> The Kids First! Goal to "Support the healthy development of young children" does not apply to programs serving school-aged youth and is not included in this report.

### OUT OF SCHOOL TIME - SUMMER

#### *Help children and youth succeed in school and graduate high school.*

High-quality summer enrichment programs can help schools address summer learning loss. Well-designed summer learning programs are those that increase achievement, enhance motivation for and engagement in learning, and develop and nurture new skills and talents.<sup>16</sup>

Youth in OFCY-funded OST-Summer programs report that they improved their academic skills and are more confident about their success in school.<sup>i</sup> For instance, 85% of elementary-aged and 88% of middle school-aged participants report that their OST-Summer program helps them to understand what is being taught in school. Among middle school-aged respondents, boys are more likely to agree than girls (92% compared to 84%, respectively).<sup>17</sup>

85% of elementary-aged and 88% of middle school-aged participants report that their summer program helps them to understand what's taught in school.

Boys are particularly likely to benefit.

Middle school-aged participants report learning new things at the OST-Summer program (95%) and feeling more confident about graduating from high school (91%).

Elementary-aged participants report that they learn more about college in their OST-Summer program (52%). Ninety-percent (90%) of middle-school-aged participants report feeling more confident about going to college after attending their OST-Summer program.

Seventy-nine percent (79%) of OST-Summer participants report that their OST-Summer program helped them to feel more like part of their school. African American middle school-aged participants were less likely to report this across all programs in the strategy: seventy-two percent (72%) of African American survey respondents agreed.<sup>18</sup>

<sup>16</sup> Afterschool Alliance (2010). "Summer: A season when learning is essential." Issue Brief 43, June 2010.

<sup>17</sup> This is a statistically significant finding at  $p < .05$ .

<sup>18</sup> This is a statistically significant finding at  $p < .05$ ,  $n=184$  African American respondents.

## PROGRESS TOWARDS OUTCOME MEASURES

*Prevent and reduce violence, crime and gang involvement among young people.*

To counter the possibility of youth engaging in or being exposed to violent or delinquent behavior, youth development programs provide meaningful alternatives to anti-social activities, with a particular emphasis on experiences that:

- Build young people's sense of accomplishment by exposing them to experiences intended to build new skills;
- Promote positive relationships with peers and adults.

A key component of point-of-service quality is the availability of activities that allow youth to gain a sense of mastery.

According to youth surveys, youth in OST-Summer programs have ample access to activities that promote mastery and accomplishment.<sup>ii</sup> For instance, program participants report that they work hard toward their goals (91% elementary-aged, 96% middle school-aged), are confident in their skills and abilities (92% elementary-aged, 93% middle school-aged), and expect good things from themselves (93%, overall).

92% of elementary-aged and 93% of middle school-aged program participants report feeling more confident in their skills and abilities.

Youth development programs can help participants build stronger social skills,<sup>iii</sup> including stronger relationships with peers and improved communication, as well as improved self-efficacy, self-esteem, and self-control. These improvements help students to better navigate multiple environments, including school, the workplace, and personal relationships.

87% of middle school-aged participants believe their OST-Summer program helps them to work well with others in a team

Youth in OST-Summer programs report improvement in communication and social skills, with students reporting that they are better at making friends since attending their OST-Summer program. Among middle school-aged participants, eighty-seven percent (87%) believe their OST-Summer program helps them to work well with others in a team. Sixty-three percent (63%) of elementary-aged participants report the same.

Similarly, 83% of middle school-aged participants

reported that their OST-Summer program helped them “to become more of a leader,” though Asian/Pacific Islander youth were less likely to report this outcome than their peers across all programs in the strategy (63%).<sup>19</sup>

Youth benefit from access to caring adults to whom they can go for mentorship, advice, and guidance. According to youth surveys, youth in OST-Summer programs report increased access to caring adults who can support their academic and social success.<sup>iv</sup> For instance, 92% of elementary-aged and 90% of middle school-aged participants report that there is at least one adult in the program that cares about them. Among the elementary-aged respondents, girls are more likely to agree than boys (96% compared to 90%, respectively).<sup>20</sup>

<sup>19</sup> This is a statistically significant finding at  $p < .05$ ,  $n=59$  middle school aged Asian/Pacific Islander respondents.

<sup>20</sup> This is a statistically significant finding at  $p < .05$ .

## PROGRESS TOWARDS OUTCOME MEASURES

Further, 96% of elementary-aged participants feel that there is an adult in the program that wants them to do their best. Eighty-seven percent (87%) of middle school-aged students report that there is an adult in the program that they can go to for advice.

Finally, eighty-eight percent (88%) of middle school-aged respondents and 87% of elementary-aged respondents reported that, “I feel like I belong here,” demonstrating a high level of affinity with both adults and youth. Middle-school aged Asian/Pacific Islander participants were less likely than their peers to report a strong sense of belonging across all programs in the strategy, however (80%, overall).<sup>21</sup>

### *Prepare young people for healthy and productive adulthood.*

Youth programs that use a youth development approach have the overall goal of forwarding youths’ healthy development.

Youth in OST-Summer programs report an increased interest in physical activities and improved health outcomes as a result of summer program participation.<sup>v</sup> For instance, eighty-six percent (86%) of elementary-aged program participants report that they spend more time exercising since participating in their OST-Summer program. Seventy-six percent (76%) of middle school-aged respondents report the same.

86% of elementary-aged participants report exercising more often since coming to their OFCY summer program.

Elementary-aged program participants report they make good health choices (90%) and eat more healthy foods (88%). Middle school-aged youth were slightly less likely to report positive health outcomes, with 81% reporting they make better health choices and 67% reporting they eat healthier.

A cornerstone of good mental health is positive social relationships with peers and adults. As such, an appreciation of gender and cultural diversity allow youth to relate, learn, and interact positively with one another. Youth in OST-Summer programs indicate an enhanced appreciation for diverse cultural identities and genders,<sup>vi</sup> with participants reporting they have learned about people who are not like them in their summer program: 87% elementary-aged, 90% middle school-aged. Further, among middle school-aged participants, 78% report understanding different cultures better as a result of program participation.

<sup>21</sup> This is a statistically significant finding at  $p < .05$ ,  $n=60$  middle-school aged Asian/Pacific Islander respondents.

A key to youths' economic self-sufficiency is greater awareness of possible careers that they can have in the future.<sup>vii</sup> According to youth surveys, both elementary- and middle school-aged participants report that they have a greater understanding of career opportunities since participating in summer programs.

Boys were more likely to report learning about jobs in their summer program.

Available evidence suggests that participants learn more about jobs in their OST-Summer program, with seventy percent (70%) of elementary-aged respondents and 80% of middle school-aged respondents reporting they learn more about jobs in the summer. Among middle school-age respondents, boys agree at a higher rate than girls (84% and 75%, respectively).<sup>22</sup>

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<sup>22</sup> This is a statistically significant finding at  $p < .05$ .

### Promising Practice

#### Academic Enriching Experiences and Opportunities for College Goal-Setting at College Track Summer Program

**Key Takeaway:** *At the College Track Summer Program, youth work in small groups, which facilitates motivation, retention of facts, intergroup relations, and fosters a sense of accountability among participants.*

The College Track Summer Program provides high school students with opportunities to learn and “empower students to achieve their dream of a college education.”<sup>23</sup> Youth have the option to enroll in a Math, English, Guitar, or a College Affairs course during the summer, based on their personal and professional interests.

At College Track, youth work in small groups, facilitating motivation, retention of facts, intergroup relations, and a sense of accountability among participants. In the English Language Arts course, small groups were formed as youth were assigned different rock and roll songs to relate to a piece of literature they were reading, and groups presented to one another, including on the topic of homosexuality. In the Math course, young people worked in small groups on math problems, and the teacher asked for volunteers to come up to the board to work through the problem with the entire class, where other classmates would assist when a Math problem was not answered correctly.

In the College Affairs class, adult staff break down the college admissions process into pieces in order to make the process clear and unthreatening to youth by allowing youth to plan, articulate ideas, make decisions, and set goals. Within this class, youth are exposed to various colleges- particularly those outside of the area-via virtual touring. Youth discussed advantages and disadvantages of particular college campus and were able to reflect and begin planning for their own needs when looking at colleges.

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<sup>23</sup> [www.college-track.org/main/content/view/13/129/](http://www.college-track.org/main/content/view/13/129/)

### OLDER YOUTH - CAREER

Older Youth programs included in the Summer 2012 report both focus on young people's work readiness through practical work experience, skills training and on-the-job mentorship and support. Youth outcomes are grouped under the applicable Kids First! goal, to *prepare young people for healthy and productive adulthood*.<sup>24</sup>

Young people who participate in some kind of work experience during high school are more likely to be employed later in life, and to earn more at their work than their peers. For this reason, Older Youth-Career programs provide youth with supports in identifying, obtaining, and keeping jobs through skills workshops and paid jobs and internships.

#### ***Prepare young people for healthy and productive adulthood.***

OY-Career survey respondents programs reported that they improved their ability to set career or job goals while in an OFCY-funded program.<sup>viii</sup>

Specifically, ninety-six percent (96%) report that the summer program helped them to understand how to get the kind of job they want. Eighty-seven percent (87%) reported that after coming to the program they make better decisions. Ninety-four percent (94%) of participants reported they are better at setting goals for themselves. Similarly, youth in OY-Career programs report becoming more of a leader (85%), and improving their ability to take care of problems without violence or fighting (89%).

96% of participants learned more about the kind of jobs they could have in the future.

Participants' improved goal-setting abilities are supplemented by enhanced confidence and practical knowledge and abilities:

- Ninety-three percent of youth (93%) report that summer program participation increases their understanding about the different the kinds of jobs they would like to have in the future.<sup>ix</sup>
- Ninety-one percent (91%) of participants felt that their program helped them increase their network of potential employers.<sup>x</sup>
- Ninety-seven percent (97%) of all OY-Career participants reported that their OFCY-funded programs helped them to build skills that will help them get a job.<sup>xi</sup>

<sup>24</sup> Data in this section is reported for the 103 Older Youth Career program participants who completed a summer program survey in 2012-13; of these participants 57 are girls and 45 are boys; one participant did not report gender.

### WELLNESS AND HEALTHY TRANSITIONS - TRANSITIONS

Multiple studies have identified “warning signs” for high school drop out, including chronic absence, limited attachment to school, and below average school performance.<sup>25</sup> In Oakland, these trends are all too evident, as absence rates increase rapidly in middle and high schools, accompanied by steadily declining test scores and increasing drop out rates.<sup>xii</sup>

A series of California-based research studies found a strong link between school-level academic achievement and students’ perceptions of adult support, safety in school, and connection to others. That is, schools that were perceived by youth as safer, more supportive and more engaging had higher overall academic performance.<sup>26</sup>

Moreover, interventions that increase children’s access to healthy foods and physical activity, help them to manage conflicts without violence or bullying, and enhance their connections with caring adults can address the physical and emotional factors that affect children’s academic performance.<sup>27</sup>

#### *Help children and youth succeed in school and graduate high school.*

Participants report that their WHT-Transitions programs provided a positive, pro-social environment that encouraged them to connect with others.<sup>xiii</sup> For example:

- Ninety percent of participants (90%) agree the program “helped me to understand what is being taught in school.”
- Seventy-seven percent (77%) of participants agree that the program helps them to care about their school.
- Seventy-eight percent (78%) reported that they get to help other people in the program. Girls are more likely to report an experience helping another (88% compared to 67%, respectively).<sup>28</sup>

77% of participants report their program helps them to care about school.

<sup>25</sup> See for example: Balfanz, Robert, Lisa Herzog and Douglas J. MacIver, *Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions*, *Educational Psychologist*, 42(4), 223-235.

<sup>26</sup> Thomas Hanson, Gregory Austin and Hong Zheng, *The Relationship of Academic Achievement and School Well-Being*, California Healthy Students Research Project (Los Angeles, CA: WestEd, May 2011).

<sup>27</sup> *Healthy Steps Toward Student Achievement: Research-based recommendations for policy and practice*, California Healthy Students Research project (Los Angeles, CA: WestEd, May 2011).

<sup>28</sup> This is a statistically significant finding at  $p < .05$ .



## PROGRESS TOWARDS OUTCOME MEASURES

In addition, WHT-Transitions participants report that programs help to involve their families with their education. Sixty-eight percent (68%) respond positively to the statement, “Since coming to this program, I talk with my family about school more often.” Eighty-two percent of participants (82%) respond positively when asked if programs had events for families.<sup>xiv</sup>

Moreover, WHT-Transitions participants reported feeling more connected to their school,<sup>xv</sup> more confident about starting the new school year and had higher expectations for their own high school graduation.<sup>xvi</sup> Girls were especially likely to report these positive outcomes:

- Seventy-nine percent (79%) of youth report the program helped them to learn good study skills. Girls are more likely to agree with this statement than boys (90% compared to 66%).<sup>29</sup>
- Eighty-four percent (84%) of participants report feeling more confident about graduating from high school. Girls are more likely to report increased confidence than boys (94% compared to 73%).<sup>30</sup>
- Seventy-eight percent (78%) of program participants report that the summer program “helped me to feel like part of my school.” Girls are more likely to agree with this statement than boys (88% compared to 67%).<sup>31</sup>

Changes in participants’ school year attendance will be reported in the 2012-13 Findings Report, once this data is available from the Oakland Unified School District.<sup>xvii</sup>

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<sup>29</sup> This is a statistically significant finding at  $p < .05$ .

<sup>30</sup> This is a statistically significant finding at  $p < .05$ .

<sup>31</sup> This is a statistically significant finding at  $p < .05$ .

## PROGRESS TOWARDS OUTCOME MEASURES

### *Prepare young people for healthy and productive adulthood.*

Youth report increased access to caring adults since they attended a WHT-Transitions program.<sup>xviii</sup> Seventy-seven percent (77%) of youth feel like they could go to a staff member for advice if they have a serious problem. Eighty-four percent (84%) of participants report that there is at least one adult that cares about them in the program. Among these respondents, girls are more likely to agree than boys (94% compared to 73%).<sup>32</sup>

Program participants report improved peer relationships<sup>xix</sup> and stronger communication skills<sup>xx</sup> as a result of their WHT-Transitions program. Seventy-eight percent (78%) report working better with others as a team and seventy-six percent (76%) agree that, “Since coming to this program, I get along better with other people my age.” Among these respondents, girls are more likely to agree than boys (84% compared to 66%).<sup>33</sup>

76% of participants reported that their Transitions program helped them get along better with people their age.

Moreover, 76% of respondents report that since coming to the program they get along better with other people their age and 73% say they are better at listening to other people. Among these respondents, girls are more likely to agree than boys (82% compared to 61%, respectively).<sup>34</sup>

84% of participants report that at least one adult in their Transitions program cares about them.

Girls are more likely to report links to a caring adult.

<sup>32</sup> This is a statistically significant finding at  $p < .01$ .

<sup>33</sup> This is a statistically significant finding at  $p < .05$ .

<sup>34</sup> This is a statistically significant finding at  $p < .05$ .

Site visits provide observationally based data about key components of program quality, as research has demonstrated that point of service quality is strongly related to positive outcomes for youth.

Visits were conducted using the School-Aged Program Quality Assessment (SAPQA) for programs serving elementary-aged youth or the Youth Program Quality Assessment (YPQA) for programs serving middle and high school-aged youth. The Program Quality Assessments are research-based point of service quality observation tools used by Out of School time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality.

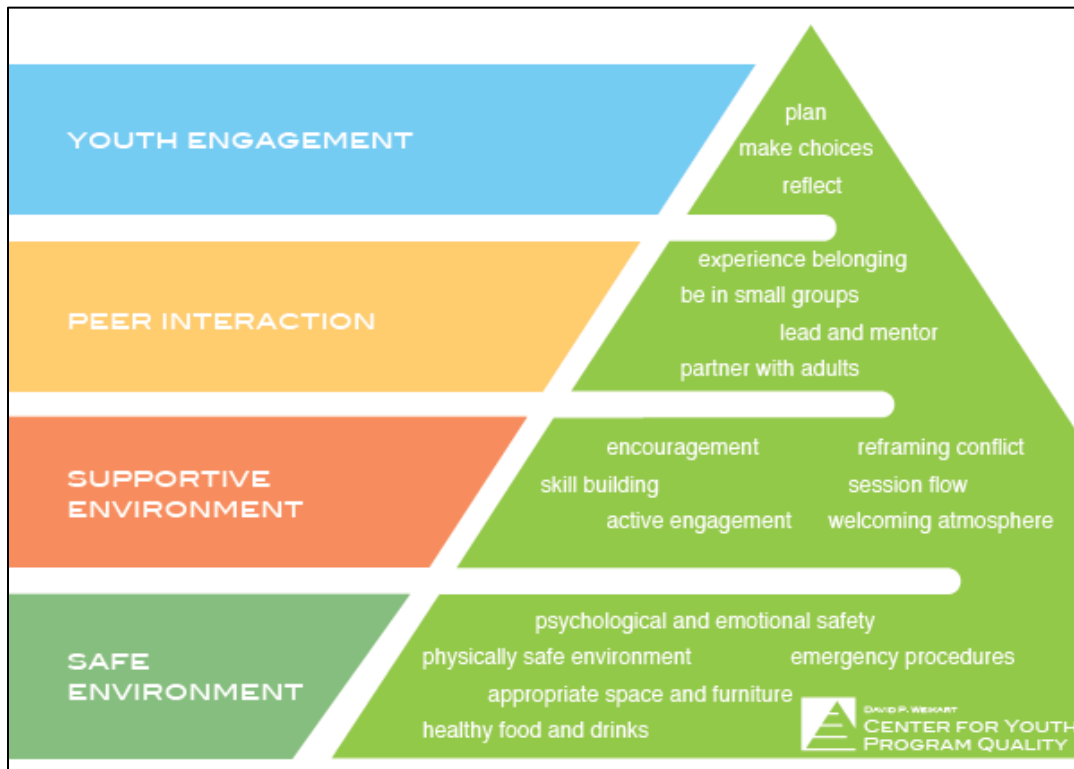
The PQAs include four domains:

1. **Safe Environment** - Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
2. **Supportive Environment** - Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building, and to develop healthy relationships.
3. **Interaction** - There is a positive peer culture in the program, encouraged and supported by adults. Youth support each other. Youth experience a sense of belonging. Youth participate in small groups as members and as leaders. Youth have opportunities to partner with adults.
4. **Engagement** - Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, reflect, and learn from their experiences.

The quality domains are inter-related and build upon one another. Broadly speaking, programs need to assure that youth enjoy a Safe and Supportive environment before working to establish high quality Interaction, Engagement, and Academic Climate. For example, a program in which young people are afraid to try new things for fear of being ridiculed by others - an example of an unsupportive environment - is not likely to be an interactive, engaging place for kids.

Figure 3 on the following page characterizes the relationship between the PQA quality domains. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Interaction or Engagement.

**Figure 3: Program Quality Assessment Domains**



Source: Adapted from Youth PQA Handbook by High/Scope Educational Research Foundation, 2007.

Program quality elements are rated according to visitors' observations and staff responses to follow-up questions. Ratings of 1, 3, or 5 are assigned based on the extent to which a particular practice is implemented. The PQA is a rubric-based assessment, with brief paragraphs describing different levels of performance for each program quality area. Though the specific language varies by practice and version of the tool, the ratings indicate the following levels of performance:

- A rating of **one (1)** indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of **three (3)** indicates that the practice is implemented relatively consistently across staff and activities.
- A **five (5)** rating indicates that the practice was implemented consistently and well across staff and activities.

Sites are categorized by three point of service quality categories:

- **Thriving** - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- **Performing** - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- **Emerging** - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3

## APPENDIX B: COUNT OF YOUTH SERVED BY AGE

Table 6: Count of Youth Served by Age<sup>35</sup>

Agency	Program	Age Range					
		0-5	6-10	11-14	15-20	21+	Total N
Out of School Time - Summer							
Aim High for High School	Aim High - Oakland	0	35	161	1	0	197
Destiny Arts Center	Camp Destiny	0	84	14	0	1	99
College Track	College Track Summer Program	0	0	63	28	0	91
Girls Incorporated of Alameda County	Concordia Park Summer Program	6	56	14	0	0	76
Girls Incorporated of Alameda County	Eureka! Summer Program	0	0	82	0	0	82
Family Support Services of the Bay Area	Kinship Summer Youth Program	0	13	25	9	0	47
Leadership Excellence	Oakland Freedom School	30	84	29	4	2	152
Oakland Asian Students Educational Services	OASES Summer Science Series	0	47	0	0	0	47
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	0	24	6	1	0	31
East Bay Asian Youth Center	San Antonio Summer Learning Initiative	0	242	16	1	0	260
City of Oakland - Office of Parks and Recreation	Summer Camp Explosion	56	339	57	0	1	453
East Oakland Youth Development Center	Summer Cultural Enrichment Program	18	157	111	17	0	303
	Total	110	1081	578	61	4	1838
Older Youth							
Youth Employment Partnership	Career Try-Out	0	0	44	11	0	55
Pivotal Point Youth Services	Project EEVE	0	0	10	164	1	175
	Total	0	0	54	175	1	230

<sup>35</sup> Participant ages are reported for those youth with a valid birth date reported in CitySpan attendance records; ages are estimated as of June 1, 2012.

## APPENDIX B: COUNT OF YOUTH SERVED BY AGE

Agency	Program	Age Range					
		0-5	6-10	11-14	15-20	21+	Total N
Wellness & Healthy Transitions							
East Bay Asian Youth Center	Bridge to Success	0	44	19	0	0	63
Aspiranet	LEAP	0	64	95	0	0	159
	Total	0	108	114	0	0	222

<sup>i</sup> A 2010-13 OFCY RFP Program Goal for Summer Programming: “Children and youth will have sustained learning through summer months.”

<sup>ii</sup> A 2010-13 OFCY RFP Program Goal for Summer Programming: “Children and youth increase their sense of mastery and accomplishment.”

<sup>iii</sup> A 2010-13 OFCY RFP Program Goal for Summer Programming: “Youth will improve their communication and social skills.”

<sup>iv</sup> A 2010-13 RFP Program Goal for Summer Programming: “Children and youth have more access to caring adults in their community.”

<sup>v</sup> A 2010-13 OFCY RFP Program Goal for Summer Programming: “Children develop an interest in physical activity.”

<sup>vi</sup> A 2010-13 OFCY RFP Program Goal for Summer Programming: “Youth develop an appreciation for their cultural identity and/or gender awareness.”

<sup>vii</sup> A 2010-13 OFCY RFP Program Goal for Summer Programming: “Youth are exposed to activities and opportunities that relate to possible career interests.”

<sup>viii</sup> A 2009-12 OFCY Strategic Goal of Older Youth-Career programs: “Youth report an increased ability to set career or job goals.”

<sup>ix</sup> A 2009-12 OFCY Strategic Goal of Older Youth-Career programs: “Youth express increased confidence about accessing job or career-related activities.”

<sup>x</sup> A 2009-12 OFCY Strategic Goal of Older Youth-Career programs: “Youth have an increased network of potential employers.”

<sup>xi</sup> A 2009-12 OFCY Strategic Goal of Older Youth-Career programs: “Youth demonstrate increased skill level a in career area.”

<sup>xii</sup> *Oakland OFCY Strategic Plan 2010-13*, pp. 12-14.

<sup>xiii</sup> A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Youth are exposed to and enrolled programming that promotes academic and social development.”

<sup>xiv</sup> A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Increased family involvement in a young person’s educational life.”

<sup>xv</sup> A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Youth feel more like part of their school.”

<sup>xvi</sup> A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Youth feel more confident about the coming school year.”

<sup>xvii</sup> A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Youth in school-based programming have higher school attendance.”

<sup>xviii</sup> A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Youth have more caring adults in their community.”

<sup>xix</sup> A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Youth develop a pro-social peer group that reinforces positive life choices in academics and overall well-being.”

<sup>xx</sup> A 2009-12 OFCY Strategic Goal of WHT-Transitions programs: “Youth will improve their communication and social skills.”



# OAKLAND FUND FOR CHILDREN AND YOUTH: *INTERIM GRANTEE EVALUATION REPORT*

*April 2013*

[public  
profit]

[measure and manage  
what matters.]

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### What's in the *Interim Report*:

- To find out how programs are doing overall, go to the **Executive Summary** on page 4.
- To track whether programs are meeting their service targets, see **Program Performance** on page 13.
- To review the degree to which programs are providing high-quality service, read the **Point-of-Service Quality** section on page 29.

### Programs Included in the OFCY Grantee Evaluation

The Oakland Fund for Children and Youth (OFCY) provides grants to 117 programs serving youth and their families, which operate under four funding strategy areas: Early Childhood, Out-of-School Time, Older Youth and Wellness & Healthy Transitions. Two of these strategy areas - Early Childhood and Older Youth - include two sub-strategies each. Wellness & Healthy Transitions includes three sub-strategies.

Funding Strategy	Grantees in 2012-13
Early Childhood - Community Playgroups	8
Early Childhood - Mental Health Consultation	5
Out-of-School Time - School-Based After School	49
Out-of-School Time - Community-Based After School	10
Out-of-School Time - Summer <sup>1</sup>	12
Older Youth - Academic and Career Success	11
Older Youth - Comprehensive	7
Wellness & Healthy Transitions - Conflict Resolution	1
Wellness & Healthy Transitions - Transitions	7
Wellness & Healthy Transitions - Youth Leadership	7
<b>Total Programs</b>	<b>117</b>

The *Interim Report* is organized primarily by funding strategy, as these programs implement relatively consistent program models and share a set of common performance measures defined by OFCY.

<sup>1</sup> Data pertaining to OST-Summer grantees is included in the Summer Programs Evaluation Findings Report 2012-13, submitted to OFCY in February 2013. This report includes information for all OST-Summer grantees, as well as two Wellness and Healthy Transitions and two Older Youth programs that operate primarily in summer.

## EXECUTIVE SUMMARY

### About the Interim Report

The *Interim Report* summarizes program participation and point-of-service quality data collected between July 2012 and early March 2013. Additional data will be collected between March 2013 and June 2013, and will be reflected in the annual evaluation report, delivered to OFCY in October 2013.

The figure below summarizes the data sources used in the evaluation, noting which elements are in the interim and which are in the annual evaluation report.

**Table 1: Data Presented in the Interim and Annual Evaluation Reports**

Data Source	Used to Assess...	Interim Report	Annual Report
Participation records	Program Performance	●	●
Program Quality Assessment	Point-of-Service Quality	●	●
Stakeholder surveys	Point-of-Service Quality Direct Outcomes	○	●
Academic records	Contributory Outcomes	○	●
Key			
●	Complete data		
●	Year-to-date		
○	Not yet collected		

## EXECUTIVE SUMMARY

### Youth Served

Oakland Fund for Children and Youth funded programs served 19,348 children in the first half of the 2012-13 program year.

**Table 2: Youth Served by Funding Strategy**

Funding Strategy	Youth Served
Early Childhood	4,776
Out-of-School Time	9,391
Older Youth	2,252
Wellness & Healthy Transitions	2,929
<b>Total</b>	<b>19,348</b>

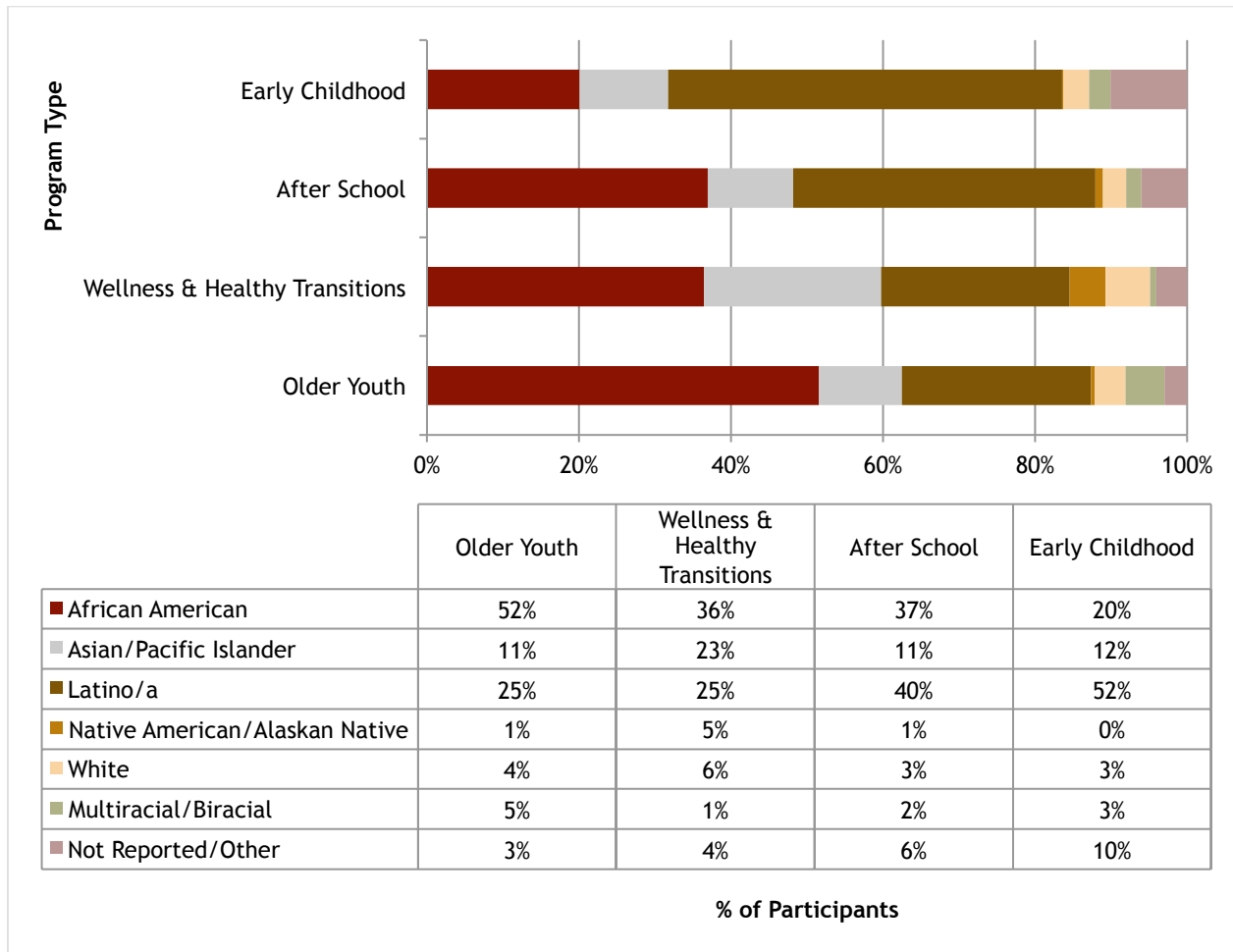
Source: CitySpan attendance records for youth who attended OFCY-funded programs between July and December 2012.

Youth participants were roughly evenly divided among boys and girls. About 51% of participants are girls and 49% are boys, among youth for whom gender data are reported. Five participants are reported as transgender youth.

## EXECUTIVE SUMMARY

Of the children and youth served in the first half of the 2012-13 program year, 36% are African American, 41% are Latino/a, 14% are Asian/Pacific Islander.<sup>2</sup> The reported race/ethnicity of youth served by program type is in Figure 1.

**Figure 1: Ethnicity of OFCY Participants by Program Type**



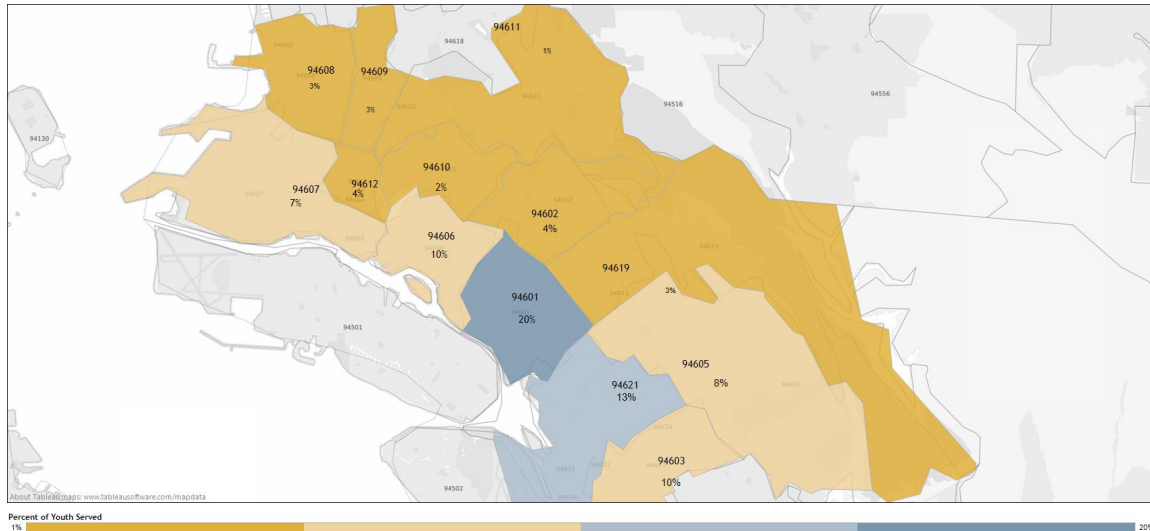
Source: CitySpan attendance records for youth who attended OFCY-funded programs between July and December 2012.

<sup>2</sup> Race/ethnicity is available for 17,798 participants, representing approximately 92% of youth served. Race/ethnicity data is unknown for 422 youth served by OFCY-funded programs.

## EXECUTIVE SUMMARY

Youth served by OFCY-funded programs are clustered in 5 zip codes: 94601, 94621, 94603, 94606, and 94605. The map below shows the proportion of all youth served by their home zip code.<sup>3</sup> OFCY-funded programs serve youth from the flatlands neighborhoods of the city, with particular concentrations in East Oakland.

**Figure 2: Participants' Home Zip Codes**



Source: CitySpan attendance records for youth who attended OFCY-funded programs between July and December 2012.

**Table 3: Youth Served by Zip Code**

Zip Code	Number of Youth	%
94601	3,936	20%
94621	2,585	13%
94603	1,989	10%
94606	1,915	10%
94605	1,518	8%
94607	1,430	7%
94602	707	4%
94612	691	4%
94608	630	3%
94619	626	3%
94609	520	3%
94610	298	2%
94611	206	1%
<b>Total</b>	<b>17,051</b>	

Source: CitySpan records for youth who attended OFCY-funded programs between July and December 2012.

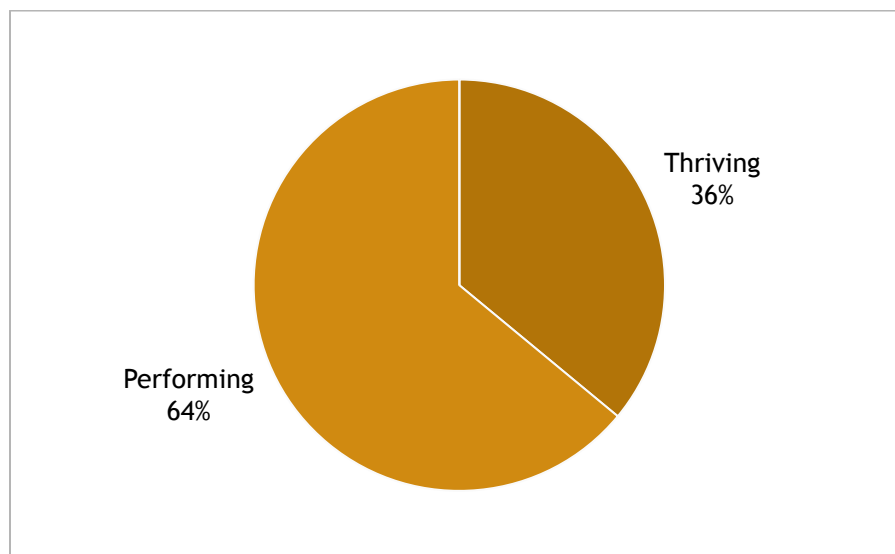
<sup>3</sup> In some cases, youth served by OFCY programs are homeless and therefore do not have a stable zip code to report. The evaluation team worked closely with all grantees to assure that all available zip code data was reported.

### Program Performance & Point-of-Service Quality

OFCY-funded programs are on track to meet contracted units of service goals. Just eleven programs are currently at less than 80% of their annual units of service targets to date (1 Early Childhood Community Playgroup, 5 School-Based After School, 1 Community-Based After School, 3 Older Youth, and 1 Wellness & Healthy Transition).

Site visits<sup>4</sup> indicate that OFCY-funded programs serving school-aged youth are providing high-quality service. There are no sites in the *Emerging* program quality category in 2012-13, indicating that all programs are meeting point-of-service quality expectations. Sixty-four percent (64%) of sites are in the *Performing* category, indicating that they are providing quality service overall and can continue to improve in specific areas. Thirty-six percent (36%) of OFCY-funded sites serving school-aged youth are *Thriving*, indicating strong overall performance.

**Figure 3: Interim Quality Status for Programs Serving School-Aged Youth**



Source: Youth Program Quality Assessment scores for 87 OFCY-funded programs that serve school-aged youth and for which site visit scores are available.<sup>5</sup>

Site visits<sup>6</sup> indicate that OFCY-funded Early Childhood Community Playgroup programs are providing high-quality service. All sites are currently in the *Thriving* program quality category, indicating that all programs are demonstrating strong overall performance. Early Childhood Mental Health Consultation programs are not assigned a quality category, as described in greater detail on page 26.

<sup>4</sup> Through March 14, 2013.

<sup>5</sup> Summer programs are not included in this Interim Report.

<sup>6</sup> Through March 14, 2013.



**Table 4: Summary of Program Performance and Point-of-Service Quality**

Program Type	On Track to Reach Annual Units of Service Goal (OFCY Goal is 80% or higher)	Meeting or Exceeding Point-of-Service Quality Measures (Performing or Thriving) <sup>7</sup>
Early Childhood - Community Playgroups	88%	100%
Early Childhood - Mental Health Consultation	100%	-
OST - School-Based Out-of-School Time	90%	100%
OST - Community-Based Out-of-School Time	90%	100%
Older Youth - Academic and Career Success	75%	100%
Older Youth - Comprehensive	88%	100%
Wellness & Healthy Transitions - Conflict Resolution	100%	100%
Wellness & Healthy Transitions - Transitions	80%	100%
Wellness & Healthy Transitions - Youth Leadership	100%	100%
<b>Total<sup>8</sup></b>	<b>90%</b>	<b>100%</b>

Source: CitySpan records for youth who attended OFCY-funded programs between July and December 2012; Site Visit Assessment scores for 92 OFCY-funded early childhood providers and programs serving school-age youth.

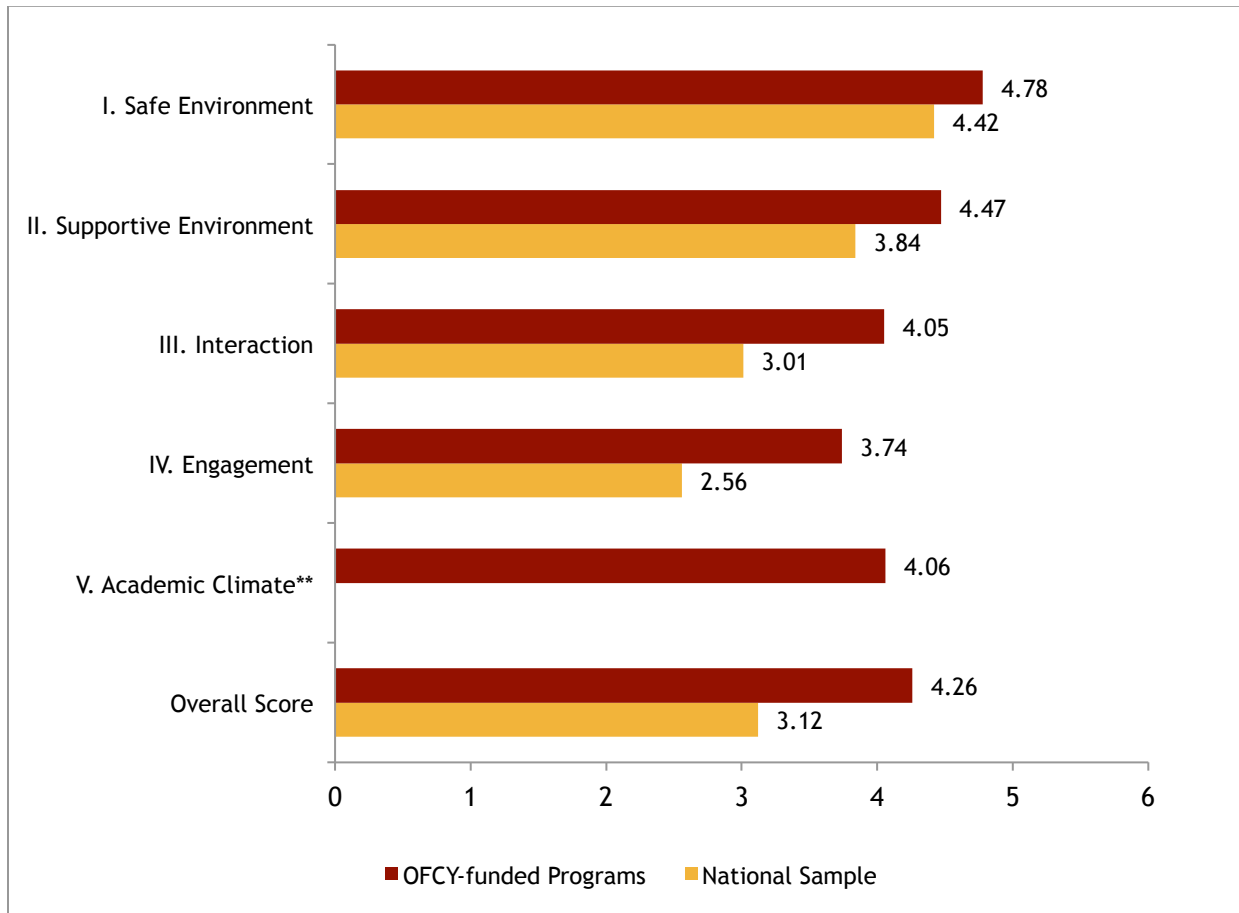
<sup>7</sup> Mental health Consultation CLASS visits are not designated an Interim Status.

<sup>8</sup> This total reflects the 105 grantees included in the Interim Report.

## EXECUTIVE SUMMARY

Moreover, OFCY-funded programs serving school-aged youth are out-performing similar programs nationally, as described in the following figure. Differences are particularly striking in the Interaction and Engagement domains.<sup>9</sup>

**Figure 4: OFCY School-Aged Grantees\* vs. National Sample, Comparison by Domain**



Source: Site Visit Assessment scores for 92 OFCY-funded programs serving school-age youth.<sup>10</sup>

\*\*Academic Climate data only available for School-based out-of-school time programs; National sample data not available for Academic Climate.

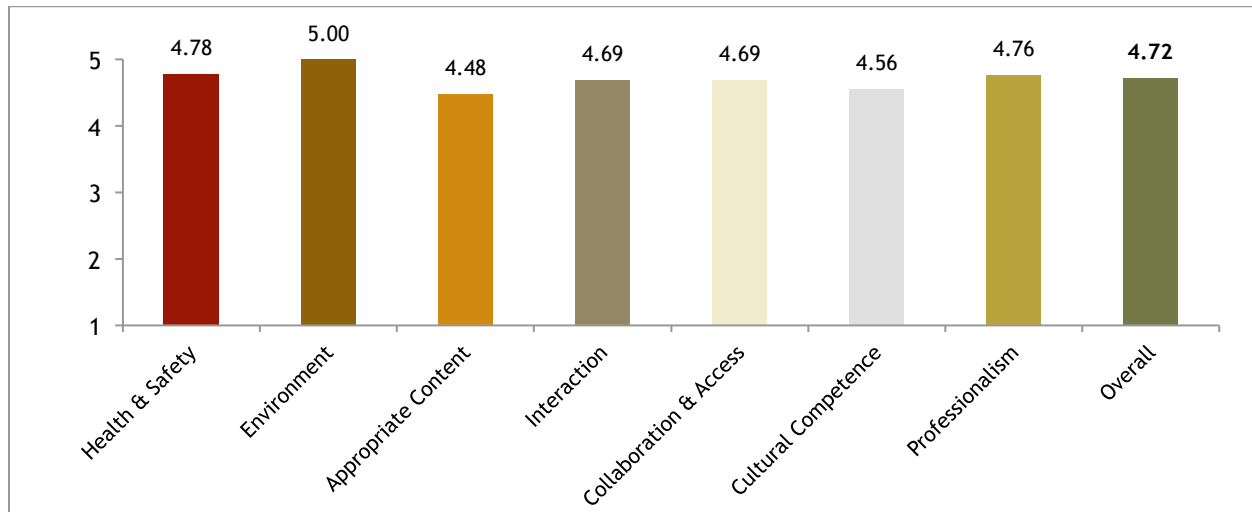
<sup>9</sup> Site Visit Assessment scores through March 14, 2013.

<sup>10</sup> Early Childhood groups not included due to use of different site visit assessment tools.

## EXECUTIVE SUMMARY

Early Childhood Community Playgroup grantees are evaluated using the Program Quality Assessment site visit instrument originally developed by See Change and OFCY. This tool aligns with OFCY-outcome indicators and maps to the structure and focus of playgroups on seven domains, included in the figure below.

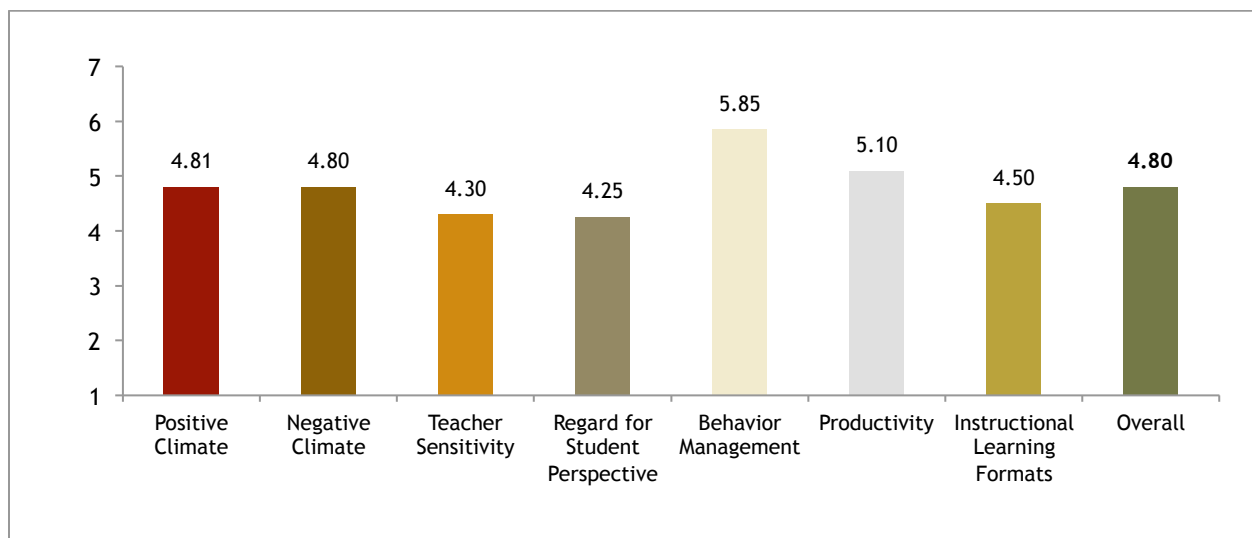
**Figure 5: Early Childhood Playgroup Point-of-Service Quality Scores**



Source: Site Visit Assessment scores for 8 OFCY-funded Early Childhood Community Playgroup providers.

The classrooms in which Early Childhood Mental Health Consultation Grantees provide coaching support are rated using the Classroom Assessment Scoring System (CLASS) site visit instrument.

**Figure 6: Early Childhood Mental Health CLASS Scores<sup>11</sup>**



Source: Site Visit Assessment scores for 5 OFCY-funded Early Childhood Mental Health Consultation providers.

<sup>11</sup> Scores in the Negative Climate domain are reverse-coded.

## Promising Practice

### Youth-Centered Approaches to Managing Feelings *Out-of-School Time School-Based After School Programming* Bridges Academy After School Program

**Key Takeaway:** *The Bridges Academy After School program provides a youth-centered approach during times of conflict by allowing youth the opportunity to acknowledge conflict and develop a solution. This allows youth to feel supported, empowered, and gives youth a sense of leadership.*

**About the program:** *The Bridges Academy After School program integrates enrichment activities with academic support and youth development for high-risk elementary school students in East Oakland. The program supplements state after school grants and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities.*

High-quality youth programs create a positive environment for youth, even as conflict occurs. Research shows that youth-centered approaches foster an emotionally safe environment for youth and allow youth to feel supported, empowered, and give youth a sense of leadership.<sup>1</sup>

Bridges Academy out-of-school time program provides a youth-centered approach during times of conflict, with moments taken for youth to acknowledge the conflict and develop a solution. For example, when a student was crying during the program and the out-of-school-time program staff member noticed, the staff instructed the entire class to sit down and discuss what was happening. The staff member went on to describe what he was witnessing and then asked the group for ideas on what to do to resolve the situation.

Then the staff member asked the group, “Can someone raise your hand if you’ve ever cried before.” He then asked, “What can we do to help her come back into the community?” The students again offered suggestions.

At that point, the staff member gestured for everyone to get up and form their circle, “Let’s try your solution, [student] please find your spot in the circle.” The student then re-joined the group, and the staff said “Welcome back!” They all went back to doing the activity.

## PROGRAM PERFORMANCE

Table 5 summarizes three inter-related performance indicators: enrollment, units of service and youth participation. Taken together, they allow readers to assess programs' ability to recruit and retain sufficient numbers of children and youth.

- **Enrollment** is the number of unduplicated children and youth served by an OFCY grantee; it describes the “reach” of programs.
- **Units of Service** is the number of service hours, a key measure of program capacity.
- **Youth Participation** is the average number of days participants attend the program. It measures the frequency with which youth attend. Research indicates that youth who attend more often are most likely to demonstrate improvement.

**Table 5: Enrollment & Attendance by Site**

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Early Childhood - Community Playgroups								
City of Oakland - Office of Parks and Recreation	Arroyo Inclusive Playgroup	30	27	90%	1,800	1,778	99%	33
Safe Passages	Baby Learning Communities	60	222	370%	1,708	1,773	104%	3
Children's Hospital & Research Center Oakland	Integrated Developmental Playgroups Program	115	102	89%	6,622	6,441	97%	12
Jumpstart for Young Children, Inc.	Jumpstart Oakland	225	229	102%	13,024	14,190	109%	17
Lotus Bloom Child & Family Center	Multicultural Playgroups	40	121	303%	3,860	4,608	119%	7
East Bay Agency for Children	Parent Child Education Support Program	115	125	109%	2,682	10,009	373%	14
Lawrence Hall of Science	Preschool Scientists of Oakland	35	41	117%	369	214	58%	3
City of Oakland - Office of Parks and Recreation	Sandboxes to Empowerment	35	30	86%	1,940	1,996	103%	12
Average/Total		655	897	137%	32,005	41,008	128%	11

## PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Early Childhood - Mental Health Consultation								
East Bay Agency for Children	Early Childhood 0-5 Years Mental Health & Developmental Consultation	196	106	54%	9,212	8,138	88%	14
Lincoln Child Center	Early Childhood Mental Health Consultation	280	269	96%	1,358	2,972	219%	19
The Link to Children	Early Childhood Mental Health Consultation	323	323	100%	8,813	10,134	115%	19
Jewish Family & Children's Services of the East Bay	Integrated Early Childhood Consultation Program	434	1,188	274%	91,012	122,377	134%	23
Family Paths	The Early Childhood Mental Health Collaborative	848	1,223	144%	78,935	120,596	153%	19
Average/Total		2,081	3,109	149%	189,330	264,217	140%	20

## PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Out-of-School Time - School-based After School								
Aspiranet	ACORN Woodland*	220	257	117%	48,813	49,850	102%	58
Higher Ground Neighborhood Development Corp.	Allendale	120	90	75%	21,295	21,413	101%	63
Bay Area Community Resources (BACR)	Alliance Academy*	180	455	253%	40,460	68,493	169%	14
Oakland Leaf	ASCEND	115	149	130%	22,016	21,076	96%	56
East Bay Asian Youth Center	Bella Vista	75	91	121%	15,015	22,791	152%	73
BACR	Bret Harte	120	184	153%	42,523	21,853	51%	45
BACR	Bridges Academy	90	86	96%	30,825	19,674	64%	71
Higher Ground Neighborhood Development Corp.	Brookfield	120	105	88%	23,490	22,046	94%	59
Ujimaa Foundation	Burckhalter	120	114	95%	15,402	15,518	101%	63
Aspiranet	Carl B. Munck	120	128	107%	25,531	29,007	114%	69

## PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
BACR	Claremont	110	166	151%	23,673	12,560	53%	48
East Bay Asian Youth Center	Cleveland	80	93	116%	18,480	21,707	117%	70
Safe Passages	Coliseum College Prep Academy	150	197	131%	18,286	17,155	94%	64
Aspiranet	Community United*	200	271	136%	42,332	50,880	120%	56
Eagle Village Community Center Youth and Family Services, Inc.	Eagle Village Community Center Youth and Family Services, Inc.	120	239	199%	11,928	30,755	258%	40
Aspiranet	East Oakland Pride	120	157	131%	20,964	26,139	125%	51
Safe Passages	Edna Brewer	120	162	135%	8,740	13,179	151%	37
BACR	Elmhurst Community Prep*	180	455	253%	40,460	68,493	169%	56
BACR	Emerson	90	111	123%	18,428	18,870	102%	58
Aspiranet	Encompass Academy*	220	257	117%	48,813	49,850	102%	64
BACR	Esperanza Academy*	180	202	112%	29,580	29,367	99%	55



## PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
East Bay Asian Youth Center	Franklin	115	138	120%	21,945	29,387	134%	62
BACR	Fred T. Korematsu*	180	202	112%	29,580	29,367	99%	55
Safe Passages	Frick	120	168	140%	6,455	6,666	103%	23
San Francisco Bay Area Council of Boy Scouts of America	Fruitvale	115	101	88%	20,957	16,441	78%	67
Aspiranet	Futures*	200	271	136%	42,332	50,880	120%	51
East Bay Asian Youth Center	Garfield	145	202	139%	30,360	40,877	135%	48
BACR	Global Family*	180	200	111%	22,768	40,045	176%	62
BACR	Greenleaf	90	98	109%	17,555	18,856	107%	58
BACR	Hoover	90	89	99%	12,064	10,468	87%	74
San Francisco Bay Area Council of Boy Scouts of America	Horace Mann	120	150	125%	19,818	27,645	139%	56
Aspiranet	Howard	97	112	115%	22,640	23,849	105%	64

## PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Oakland Leaf	International Community School*	234	251	107%	42,948	45,991	107%	54
East Bay Asian Youth Center	La Escuelita	75	95	127%	15,195	23,114	152%	70
BACR	Lafayette	100	130	130%	20,730	32,674	158%	75
San Francisco Bay Area Council of Boy Scouts of America	Laurel	85	93	109%	13,382	15,000	112%	60
BACR	Learning Without Limits*	180	200	111%	22,768	40,045	176%	62
Lighthouse Community Charter School	Lighthouse Community Charter	190	303	159%	30,089	33,118	110%	61
East Bay Asian Youth Center	Lincoln	115	140	122%	28,898	36,122	125%	71
BACR	Madison	120	299	249%	25,940	20,245	78%	43
East Bay Asian Youth Center	Manzanita Community School*	75	260	347%	30,390	58,534	193%	61
East Bay Asian Youth Center	Manzanita SEED*	75	260	347%	30,390	58,534	193%	61
BACR	Markham	90	96	107%	19,977	18,056	90%	56

## PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
BACR	Martin Luther King, Jr.	90	141	157%	19,504	28,802	148%	60
Aspiranet	Melrose Leadership Academy	125	137	110%	19,007	17,622	93%	56
Aspiranet	New Highland*	200	200	100%	51,899	44,371	85%	58
Girls, Inc.	Parker	60	51	85%	4,865	5,684	117%	60
Aspiranet	Piedmont	100	121	121%	22,509	23,214	103%	63
BACR	PLACE at Prescott	90	113	126%	30,384	24,523	81%	68
Aspiranet	Rise Community School*	200	200	100%	51,899	44,371	85%	58
East Bay Asian Youth Center	Roosevelt	165	218	132%	33,825	63,174	187%	62
BACR	Sankofa Academy	110	133	121%	19,712	16,387	83%	56
East Bay Agency for Children	Sequoia	95	92	97%	21,258	22,047	104%	68
Higher Ground Neighborhood Development Corp.	Sobrante Park	120	98	82%	19,573	18,855	96%	59

## PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Oakland Leaf	Think College Now*	234	251	107%	42,948	45,991	107%	54
Safe Passages	United For Success	120	101	84%	4,058	5,769	142%	29
Oakland Leaf	Urban Promise Academy	111	182	164%	20,633	17,640	85%	34
Urban Services YMCA	West Oakland Middle School	55	163	296%	11,498	14,339	125%	56
East Bay Agency for Children	World Academy/Achieve Academy	72	175	243%	15,183	21,130	139%	44
Average/Total		6,119	8,107	135%	1,173,795	1,332,974	116%	57

\*Site shares a grant and reports the same Program Performance data. Averages reflect Program Performance data for only one of each dual-funded site in order to avoid double counting. See Appendix for full list.

## PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Out-of-School Time - Community-Based After School								
Ala Costa Centers	Enhanced Learning After School Program for Children with Special Needs	72	83	115%	23,652	19,413	82%	86
Museum of Children's Art	Library Education and Art Program (LEAP)	900	495	55%	3,620	2,228	62%	2
Unity Council	Neighborhood Sports Initiative	300	183	61%	7,830	15,993	204%	22
The American Indian Child Resource Center	Nurturing Native Pride	20	51	255%	2,904	2,874	99%	21
City of Oakland-Office of Parks and Recreation	Oakland Discovery Centers	400	573	143%	13,480	15,637	116%	8
LifeLong Medical	OBUGS Out of School Time	160	200	125%	3,398	2,748	81%	9
Dimensions Dance Theater, Inc.	Rites of Passage	120	158	132%	11,083	11,802	106%	25
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	490	383	78%	21,327	47,325	222%	40
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Physical Disabilities	45	25	56%	2,249	1,966	87%	9
Average/Total		2,507	2,151	86%	89,543	119,985	134%	18

## PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Older Youth - Academic and Career Success								
Biotech Partners	Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	55	53	96%	8,536	8,929	105%	67
College Track	College Track Oakland	200	199	100%	19,194	12,365	64%	29
East Side Arts Alliance	ESAA Youth Arts Program	150	166	111%	10,961	10,766	98%	15
Alameda County Medical Center	Model Neighborhood Program	125	63	50%	5,986	5,486	92%	24
Youth Radio	Pathways to Higher Education and Careers	85	112	132%	1,425	1,649	116%	8
First Place for Youth	Steps to Success	175	127	73%	4,618	3,602	78%	21
Next Step Learning Center	Success at Seventeen	115	105	91%	12,236	10,312	84%	22
Centro Legal de la Raza	Youth Law Academy	61	55	90%	1,434	1,447	101%	12
Average/Total		966	880	91%	64,390	54,554	85%	23

## PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Older Youth - Comprehensive Programming								
Youth ALIVE!	Caught in the Crossfire Comprehensive Services	60	17	28%	370	207	56%	8
Alameda Family Services	DreamCatcher	300	173	58%	17,682	18,779	106%	9
First Place for Youth	First Steps Community Resource Center	600	496	83%	4,152	4,013	97%	5
Dimensions Dance Theater, Inc.	Internships and Apprenticeships Program	15	18	120%	7,712	7,796	101%	97
Alternatives in Action	Life Academy*	515	601	117%	29,937	49,233	164%	36
Alternatives in Action	McClymonds*	515	601	117%	29,937	49,233	164%	36
Refugee Transitions	Refugee and Immigrant Wellness Project	289	266	92%	7,773	8,174	105%	17
City of Oakland, Office of Parks and Recreation	TOOLS: Transforming Ordinary Obstacles into Life Skills	140	91	65%	3,484	3,798	109%	23
Average/Total		1,919	1,662	87%	71,110	91,999	129%	17

\*Site shares a grant and reports the same Program Performance data. Averages reflect Program Performance data for only one of each dual-funded site in order to avoid double counting. See Appendix for full list.

## PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Wellness & Healthy Transitions - Conflict Resolution								
Oakland Unified School District - Instructional Services	OUSD Conflict Resolution	132	461	349%	866	848	98%	2
Average/Total		132	461	349%	866	848	98%	2
Wellness & Healthy Transitions - Transitions								
BACR	Bret Harte Bridges Program	100	162	162%	9,860	4,871	49%	21
Spanish Speaking Citizens' Foundation	Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	90	96	107%	4,616	5,639	122%	26
AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Program	200	44	22%	1,680	3,331	198%	13
Oakland Kids First	PASS-2 Peer Mentoring Program	1,272	1,243	98%	6,716	8,995	134%	5
Safe Passages	Safe Passages Transitions Program	915	290	32%	2,690	5,407	201%	15
Average/Total		2,577	1,835	71%	25,562	28,242	110%	9



## PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress to Date <i>Shaded if less than 80%</i>	Projected Units of Service	Actual Units of Service	Progress to Date <i>Shaded if less than 80%</i>	Average Days Attended
Wellness & Healthy Transitions - Youth Leadership								
Movement Strategy Center	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	300	313	104%	12,003	21,003	175%	61
Loto Taha Pasifika	Healthy Heart Healthy Mind (HHHM)	40	62	155%	2,553	3,173	124%	23
Native American Health Center	Indigenous Youth Voices	160	176	110%	15,518	14,589	94%	8
La Clinica de la Raza	Oakland Middle School Youth Leadership Health Collaborative	60	56	93%	1,120	983	88%	13
Asian Health Services	Taking Charge: API Youth Leaders	40	23	58%	872	2,176	250%	34
Youth ALIVE!	Teens On Target Violence Prevention Program	45	48	107%	1,344	1,827	136%	25
	Average/Total	645	678	105%	33,409	43,751	131%	36

## POINT-OF-SERVICE QUALITY

Site visits provide observationally based data about key components of program quality, as research has demonstrated that point-of-service quality is strongly related to positive outcomes for youth.

The evaluation team conducted site visits to OFCY-funded programs between October 2012 and March 2013, and will visit all programs in the evaluation study by the conclusion of the program year.

Visits to Out-of-School Time, Older Youth, and Wellness and Healthy Transitions grantees were conducted using the School-Aged Program Quality Assessment (SAPQA) for programs serving elementary-aged youth and the Youth Program Quality Assessment (YPQA) for programs serving middle and high school-aged youth. The Program Quality Assessments are research-based point-of-service quality observation tools used by out of school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality. See the Appendix for additional information about the Program Quality Assessments used for programs serving school-aged youth.

Visits to Early Childhood Community Playgroup grantees were conducted using a slightly modified version of the Parent/Child Program Quality Assessment site visit instrument developed by See Change and OFCY. This tool maps to the structure and focus of playgroup programs and aligns with OFCY-defined outcome indicators for this grant group.

Visits to Early Childhood Mental Health Consultation grantees were conducted using the Classroom Assessment Scoring System (CLASS) site visit instrument. The CLASS provides point-of-service quality data about classrooms supported by Mental Health Consultation grantees. Since Mental Health Consultation grantees provide training and coaching to early childhood educators - rather than teaching children themselves - CLASS ratings describe the settings in which Mental Health Consultants work, *not* as an indication of the quality of the mental health consultation services. Additional information about the efficacy of the mental health consultation services will be available for the Final Findings Report in October 2013.

### Promising Practice

#### **Opportunities for Team Building and Youth Reflection** *Out-of-School Time Community Based After School* **Sports & Recreation for Youth with Physical Disabilities: Bay Area** **Outreach and Recreation Program**

**Key Takeaway:** *At the Bay Area Outreach & Recreation Program, youth gather into a circle and share with the group one thing they did well that day and one thing a teammate did well. This activity offers a chance for reflection and feedback and helps to generate a sense of belonging.*

**About the program:** *Bay Area Outreach & Recreation Program (BORP) provides out-of-school time and weekend sports and recreation programming for Oakland youth with disabilities ages 5-20 and family members. Key activities include wheelchair basketball and power soccer, adaptive cycling, tournaments, and outdoor adventures.*

Youth development programs can provide young people the opportunity to express themselves through regular reflection. Having youth reflect can make activities engaging, relevant and meaningful. Research also shows that reflection can deepen learning by helping youth to connect their experiences to new ideas and potentially plan for ways to improve the activity in the future.<sup>12</sup>

At BORP, at the end of wheelchair basketball practice youth are gathered into a circle and share with the group one thing they did well that day and one thing a teammate did well.

This activity exemplifies both an opportunity for individual reflection, and a chance for youth to hear positive feedback from their peers and generate a sense of belonging.

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<sup>12</sup> Ramaswamy, Ravi, Gina McGovern, Tom Akiva and Maureen Okasinski. *Planning & Reflection*. David P. Weikart Center for Youth Program Quality, The Forum for Youth Investment, 2011.

### Promising Practice

#### Youth Voice

#### *Older Youth Comprehensive*

#### **Alternatives in Action: Life Academy After School Program**

**Key Takeaway:** *The Life Academy After School Program provides youth an opportunity develop leadership skills through formalized Youth Coach roles, where participants guide daily activities, participate in committees and plan future activities.*

**About the program:** *Supported by public funding from the California Department of Education, this out-of-school time program is open to all students at the school. The Life Academy After School Program includes homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics.*

Effective high school programs recognize the critical developmental needs of the youth they are serving. During the course of the four years that a young person is in high school, youth development programs can support the changing needs of each youth, paying particular attention to how to respond to these changes in a way that will benefit youth.<sup>13</sup>

The Life Academy program embraces this idea and is structured to support young people in developing these skills. Youth at the program act as leaders through formalized Youth Coach roles that put them alongside Adult coaches to guide daily activities, and by structured committees such as the “E-team” which plan, promote and execute community justice-oriented activities both on and off campus. A number of activities such as planning for daily lessons and reviewing completed lessons through team check-ins are woven into the normal routine for young people.

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<sup>13</sup> *Bedrock to Rooftop: Building Successful High School Afterschool Programs*, Temescal and Associates.

## POINT-OF-SERVICE QUALITY: TABLES

**Table 6: Point-of-Service Quality Ratings by Site**

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings							
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Health, Safety and Nutrition	Environment	Appropriate Content	Interaction	Collaboration & Access	Cultural Competence	Professionalism
Early Childhood - Community Playgroups											
City of Oakland - Office of Parks and Recreation	Arroyo Inclusive Playgroup	Thriving	Thriving	4.53	4.75	5.00	4.78	4.71	4.33	4.50	3.67
Safe Passages	Baby Learning Communities	Thriving	Thriving	4.83	5.00	5.00	-	5.00	4.67	4.33	5.00
Children's Hospital & Research Center Oakland	Integrated Developmental Playgroups Program	Thriving	Thriving	4.52	4.80	5.00	4.00	4.43	5.00	4.00	4.43
Jumpstart for Young Children, Inc.	Jumpstart Oakland	Thriving	Thriving	4.78	5.00	5.00	4.78	5.00	4.33	4.33	5.00
Lotus Bloom Child & Family Center	Multicultural Playgroups	Thriving	Thriving	4.74	4.80	5.00	4.14	4.60	4.67	5.00	5.00
East Bay Agency for Children	Parent Child Education Support Program	Thriving	Thriving	4.84	4.60	5.00	4.56	4.71	5.00	5.00	5.00
Lawrence Hall of Science	Preschool Scientists of Oakland <sup>14</sup>	Thriving	Thriving	4.86	5.00	5.00	4.33	4.67	5.00	5.00	5.00
City of Oakland - Office of Parks and Recreation	Sandboxes to Empowerment	Thriving	Thriving	4.62	4.27	5.00	4.78	4.43	4.50	4.33	5.00
Average/Total				4.72	4.78	5.00	4.48	4.69	4.69	4.56	4.76

<sup>14</sup> This site is currently in the process of contesting site visit scores; a different set of ratings may be presented in the Final Findings Report.

## POINT-OF-SERVICE QUALITY: TABLES

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings							
		Year-End Status 2011-12*	Interim Status 2012-13**	Overall	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Student Perspective	Behavior Management	Productivity	Instructional Learning Formats
Early Childhood - Mental Health Consultation											
East Bay Agency for Children	Early Childhood 0-5 Years Mental Health & Developmental Consultation	-	-	5.96	6.50	5.50	5.50	5.00	7.00	6.00	6.25
Lincoln Child Center	Early Childhood Mental Health Consultation	-	-	6.04	6.50	7.00	5.25	4.25	7.00	7.00	5.25
The Link to Children	Early Childhood Mental Health Consultation	-	-	4.68	5.00	5.00	4.50	3.75	5.25	4.75	4.50
Jewish Family & Children's Services of the East Bay	Integrated Early Childhood Consultation Program <sup>15</sup>	-	-	3.47	3.56	3.75	2.75	3.50	3.75	3.75	3.25
Family Paths	The Early Childhood Mental Health Collaborative	-	-	3.86	2.50	2.75	3.50	4.75	6.25	4.00	3.25
Average/Total				4.80	4.81	4.80	4.30	4.25	5.85	5.10	4.50

\*Mental health consultation sites received site visits for the first time in 2012-13.

\*\*Mental health consultation CLASS visits are not assigned a point-of-service quality status. Scores are reported as an indication of the settings in which mental health consultants provide support.

<sup>15</sup> This site is currently in the process of contesting site visit scores; a different set of ratings may be presented in the Final Findings Report.

## POINT-OF-SERVICE QUALITY: TABLES

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings					
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Climate
Out-of-School Time - School-based After School									
Aspiranet	ACORN Woodland	Performing	Performing	4.37	4.92	4.17	4.56	3.83	5.00
Higher Ground Neighborhood Development Corp.	Allendale	Performing	Performing	4.34	4.84	4.28	4.22	4.00	3.56
BACR	Alliance Academy	Performing	Performing	3.76	4.24	4.38	3.25	3.17	4.17
Oakland Leaf	ASCEND	Thriving	Performing	4.38	5.00	4.87	3.39	4.25	2.56
East Bay Asian Youth Center	Bella Vista	Performing	Thriving	4.73	4.66	5.00	4.61	4.67	5.00
BACR	Bret Harte	Performing	Performing	4.02	4.74	4.44	3.75	3.17	2.67
BACR	Bridges Academy	Thriving	Thriving	4.71	4.92	4.87	4.54	4.50	4.56
Higher Ground Neighborhood Development Corp.	Brookfield	Performing	Thriving	4.85	5.00	5.00	4.39	5.00	4.78
Ujimaa Foundation	Burckhalter	Performing	Performing	4.16	4.76	4.31	4.33	3.25	4.78
Aspiranet	Carl B. Munck	Performing	Performing	4.04	5.00	4.17	3.72	3.25	3.67

## POINT-OF-SERVICE QUALITY: TABLES

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings					
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Climate
BACR	Claremont	Performing	Performing	3.33	4.47	3.48	2.38	3.00	2.94
East Bay Asian Youth Center	Cleveland	Thriving	Thriving	4.96	4.84	5.00	5.00	5.00	5.00
Safe Passages	Coliseum College Prep Academy	Performing	Thriving	4.72	5.00	5.00	4.38	4.50	4.56
Aspiranet	Community United	Performing	Performing	4.17	4.52	4.36	4.56	3.25	5.00
Eagle Village Community Center Youth and Family Services, Inc.	Eagle Village Community Center Youth and Family Services, Inc.	Performing	Performing	4.26	4.90	4.63	4.17	3.33	4.39
Aspiranet	East Oakland Pride	Performing	Performing	3.68	4.74	3.75	3.33	2.92	3.61
Safe Passages	Edna Brewer	Performing	Performing	3.67	4.52	4.60	2.88	2.67	4.56
BACR	Elmhurst Community Prep	Performing	Performing	4.10	4.72	4.38	3.79	3.50	4.56
BACR	Emerson	Performing	Thriving	4.67	4.92	4.67	4.78	4.33	3.50
Aspiranet	Encompass Academy	Performing	Performing	4.35	4.84	4.31	4.33	3.92	4.56
BACR	Esperanza Academy	Performing	Performing	3.27	4.24	2.84	3.33	2.67	2.61



## POINT-OF-SERVICE QUALITY: TABLES

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings					
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Climate
East Bay Asian Youth Center	Franklin	Thriving	Thriving	4.83	4.90	4.80	4.78	4.83	4.56
BACR	Fred. T. Korematsu	Performing	Performing	3.92	4.74	3.93	4.00	3.00	3.50
Safe Passages	Frick	Thriving	Performing	3.78	4.80	4.20	2.96	3.17	4.00
San Francisco Bay Area Council of Boy Scouts of America	Fruitvale	Performing	Performing	4.26	4.80	3.95	4.39	3.92	3.78
Aspiranet	Futures	Thriving	Performing	4.36	4.72	4.52	4.54	3.67	4.36
East Bay Asian Youth Center	Garfield	Thriving	Thriving	4.82	5.00	5.00	4.61	4.67	5.00
BACR	Global Family	Performing	Performing	3.95	4.84	4.30	3.83	2.83	4.56
BACR	Greenleaf	Performing	Thriving	4.68	5.00	5.00	4.22	4.50	4.78
BACR	Hoover	Thriving	Performing	3.48	4.32	3.67	3.17	2.75	2.17
San Francisco Bay Area Council of Boy Scouts of America	Horace Mann	Performing	Performing	4.08	4.92	4.11	4.06	3.25	3.94
Aspiranet	Howard	Performing	Performing	4.21	4.80	4.31	4.33	3.42	5.00

## POINT-OF-SERVICE QUALITY: TABLES

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings					
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Climate
Oakland Leaf	International Community School	Performing	Performing	4.30	5.00	4.55	3.83	3.83	3.72
East Bay Asian Youth Center	La Escuelita	Performing	Performing	4.16	4.70	4.49	3.63	3.83	3.72
BACR	Lafayette	Performing	Thriving	4.68	5.00	4.76	4.78	4.17	3.11
San Francisco Bay Area Council of Boy Scouts of America	Laurel	Thriving	Performing	4.27	5.00	4.01	4.06	4.00	3.61
BACR	Learning Without Limits	Performing	Performing	3.86	5.00	3.39	4.13	2.92	3.06
Lighthouse Community Charter School	Lighthouse Community Charter <sup>16</sup>	Performing	Thriving	4.62	4.83	4.60	4.71	4.33	-
East Bay Asian Youth Center	Lincoln	Thriving	Thriving	4.80	4.92	4.76	4.67	4.83	4.11
BACR	Madison	Performing	Performing	4.38	4.92	4.60	3.83	4.17	4.56
East Bay Asian Youth Center	Manzanita Community School	Thriving	Performing	4.16	4.79	4.13	3.88	3.83	3.89
East Bay Asian Youth Center	Manzanita SEED	Thriving	Performing	4.44	4.84	4.60	4.56	3.75	4.61

<sup>16</sup> Charter-based programs are not rated using the Academic Climate section of the PQA.

## POINT-OF-SERVICE QUALITY: TABLES

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings					
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Climate
BACR	Markham	Performing	Performing	4.05	4.92	4.00	4.11	3.17	3.44
BACR	Martin Luther King, Jr.	Performing	Performing	4.19	4.90	4.25	4.11	3.50	4.17
Aspiranet	Melrose Leadership Academy	Performing	Performing	4.13	4.80	4.41	3.46	3.83	3.89
Aspiranet	New Highland	Thriving	Thriving	4.74	4.63	4.67	4.83	4.83	4.39
Girls, Inc.	Parker	Performing	Performing	3.98	4.90	4.12	3.67	3.25	4.39
Aspiranet	Piedmont	Performing	Performing	3.61	4.62	3.09	2.63	4.08	3.94
BACR	PLACE at Prescott	Performing	Performing	4.23	4.60	4.79	4.13	3.42	4.56
Aspiranet	Rise Community School	Performing	Performing	4.38	5.00	4.79	3.89	3.83	3.00
East Bay Asian Youth Center	Roosevelt	Performing	Performing	3.92	4.92	4.44	3.33	3.00	3.50
BACR	Sankofa Academy	Performing	Performing	3.87	4.64	3.77	4.39	2.67	3.50
East Bay Agency for Children	Sequoia	Thriving	Thriving	4.89	4.90	4.84	5.00	4.83	5.00

## POINT-OF-SERVICE QUALITY: TABLES

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings					
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement	Academic Climate
Higher Ground Neighborhood Development Corp.	Sobranite Park	Performing	Thriving	4.68	5.00	4.87	4.83	4.00	4.56
Oakland Leaf	Think College Now	Performing	Thriving	4.71	5.00	5.00	5.00	3.83	4.78
Safe Passages	United For Success	Performing	Performing	3.08	4.57	3.83	2.25	1.67	4.61
Oakland Leaf	Urban Promise Academy	Performing	Performing	4.34	5.00	4.73	3.63	4.00	3.94
Urban Services YMCA	West Oakland Middle School	Performing	Performing	3.68	4.24	3.46	3.33	3.67	3.56
East Bay Agency for Children	World Academy/Achieve Academy <sup>17</sup>	Performing	Performing	3.95	4.34	4.04	4.50	2.92	-
Average/Total				4.22	4.79	4.36	4.03	3.70	4.06

<sup>17</sup> Charter-based programs are not rated using the Academic Climate section of the PQA.

## POINT-OF-SERVICE QUALITY: TABLES

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings				
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Out-of-School Time - Community-Based After School								
Ala Costa Centers	Enhanced Learning After School Program for Children with Special Needs <sup>18</sup>	Performing	Performing	4.37	5.00	4.57	3.58	4.33
Museum of Children’s Art	Library Education and Art Program (LEAP)	Emerging	Performing	3.72	4.84	4.55	2.83	2.67
Unity Council	Neighborhood Sports Initiative	Performing	Performing	4.19	4.64	4.09	3.88	4.17
The American Indian Child Resource Center	Nurturing Native Pride	Thriving	Performing	4.14	4.87	4.71	4.00	3.00
City of Oakland-Office of Parks and Recreation	Oakland Discovery Centers	Performing	Thriving	4.59	4.73	4.83	4.56	4.25
LifeLong Medical	OBUGS Out of School Time	Performing	Performing	3.93	4.24	4.55	4.17	2.75

<sup>18</sup> This site is currently in the process of contesting site visit scores; a different set of ratings may be presented in the Final Findings Report.

## POINT-OF-SERVICE QUALITY: TABLES

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings				
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Dimensions Dance Theater, Inc.	Rites of Passage	Performing	Thriving	4.61	5.00	4.23	4.71	4.50
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	Performing	Thriving	4.63	4.93	4.80	4.61	4.17
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Physical Disabilities	Performing	Performing	4.46	4.87	4.87	4.63	3.50
Average/Total				4.30	4.79	4.58	4.11	3.70

## POINT-OF-SERVICE QUALITY: TABLES

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings				
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Older Youth - Academic and Career Success								
Biotech Partners	Biotech Academy and Bioscience Career Institute	Performing	Performing	4.20	4.52	4.16	4.29	3.83
College Track	College Track Oakland	Performing	Performing	3.74	4.80	4.30	3.04	2.83
East Side Arts Alliance	ESAA Youth Arts Program	Performing	Performing	4.01	4.65	4.82	3.58	3.00
Alameda County Medical Center	Model Neighborhood Program <sup>19</sup>	Thriving	Performing	4.48	4.62	4.03	4.29	5.00
Youth Radio	Pathways to Higher Education and Careers	Thriving	Thriving	4.73	4.92	4.87	4.29	4.83
First Place for Youth	Steps to Success	Thriving	Thriving	4.53	4.90	4.87	4.17	4.17
Next Step Learning Center	Success at Seventeen	Performing	Performing	3.89	4.90	4.60	3.38	2.67
Centro Legal de la Raza	Youth Law Academy	Performing	Performing	4.48	5.00	4.84	3.92	4.17
Average/Total				4.26	4.79	4.56	3.87	3.81

<sup>19</sup> This site is currently in the process of contesting site visit scores; a different set of ratings may be presented in the Final Findings Report.

## POINT-OF-SERVICE QUALITY: TABLES

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings				
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Older Youth - Comprehensive Programming								
Youth ALIVE!	Caught in the Crossfire Comprehensive Services <sup>20</sup>	Performing	-	-	-	-	-	-
Alameda Family Services	DreamCatcher <sup>21</sup>	Performing	Performing	4.37	5.00	4.57	3.58	4.33
First Place for Youth	First Steps Community Resource Center	Performing	Thriving	4.69	4.67	5.00	4.44	4.67
Dimensions Dance Theater, Inc.	Internships and Apprenticeships Program <sup>22</sup>	Thriving	Performing	4.07	4.47	4.63	3.00	4.17
Alternatives in Action	Life Academy	Thriving	Thriving	4.92	5.00	5.00	5.00	4.67
Alternatives in Action	McClymonds	Performing	Thriving	4.73	5.00	4.71	4.54	4.67
Refugee Transitions	Refugee and Immigrant Wellness Project <sup>23</sup>	Performing	-	-	-	-	-	-
City of Oakland, Office of Parks and Recreation	Transforming Ordinary Obstacles into Life Skills	Thriving	Performing	4.29	4.60	4.73	3.33	4.50
Average/Total				4.51	4.79	4.77	3.98	4.50

<sup>20</sup> This site did not respond to requests for a site visit.

<sup>21</sup> This site is currently in the process of contesting site visit scores; a different set of ratings may be presented in the Final Findings Report.

<sup>22</sup> This site is currently in the process of contesting site visit scores; a different set of ratings may be presented in the Final Findings Report.

<sup>23</sup> This site did not respond to requests for a site visit.



## POINT-OF-SERVICE QUALITY: TABLES

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings				
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Wellness & Healthy Transitions - Conflict Resolution								
Oakland Unified School District - Instructional Services	OUSD Conflict Resolution	Performing	Performing	3.70	4.27	4.39	3.67	2.50
Average/Total				3.70	4.27	4.39	3.67	2.50
Wellness & Healthy Transitions - Transitions								
BACR	Bret Harte Bridges Program	Thriving	Thriving	4.71	4.92	4.87	4.54	4.50
Spanish Speaking Citizens' Foundation	Leading the Independence of our Barrios for Raza Empowerment	Performing	Thriving	4.74	4.30	5.00	4.67	5.00
AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Program	Performing	Performing	4.07	4.73	4.92	3.96	2.67
Oakland Kids First	PASS-2 Peer Mentoring Program	Thriving	Performing	4.11	4.80	4.61	4.04	3.00
Safe Passages	Safe Passages Transitions Program	Performing	Performing	4.39	5.00	4.63	4.08	3.83
Average/Total				4.40	4.75	4.81	4.26	3.80

## POINT-OF-SERVICE QUALITY: TABLES

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings				
		Year-End Status 2011-12	Interim Status 2012-13	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Wellness & Healthy Transitions - Youth Leadership								
Movement Strategy Center	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	Thriving	Thriving	4.71	4.90	4.79	4.83	4.33
Loto Taha Pasifika	Healthy Heart Healthy Mind (HHHM)	Thriving	Thriving	4.82	4.70	4.87	4.88	4.83
Native American Health Center	Indigenous Youth Voices	Performing	Performing	3.84	4.80	4.13	3.42	3.00
La Clinica de la Raza	Oakland Middle School Youth Leadership Health Collaborative	Thriving	Performing	4.37	4.82	4.74	4.42	3.50
Asian Health Services	Taking Charge: API Youth Leaders	Performing	Thriving	4.57	5.00	4.90	4.71	3.67
Youth ALIVE!	Teens On Target Violence Prevention Program	Thriving	Performing	3.70	4.33	4.49	4.29	1.67
Average/Total				4.34	4.76	4.65	4.43	3.50

## PROGRAM PROFILES

The Program Profiles on the following pages summarize the results of site visits conducted for OFCY-funded programs. The figure below illustrates how the Early Childhood - Community Playgroup Program Profiles are structured.

**Figure 7: Sample Early Childhood - Community Playgroup Program Profile**

**2012-13 Oakland Out of School Time Evaluation Team  
Early Childhood Playgroup Program Quality Assessment  
Site Visit Report**

**Program Name:** Arroyo Inclusive Playgroup  
**Agency Name:** City of Oakland - Office of Parks and Recreation  
**Date of Observation:** 1/24/13  
**Site Visitor:** Peter N  
**Hosting Adult:** Scott Means  
**Age Range:** 2-5  
**Number of Participants:** Approximately 12  
**Start Time:** 11:00:00 AM  
**End Time:** 1:00:00 PM

**Activities Observed:** Opening Circle, Story/Reading time

**About This Report**  
This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Early Childhood Playgroup Program Quality Assessment Tool, an observation tool developed by See Change and the Oakland Fund for Children and Youth.

The first section includes summary information about your program based on information collected during the visit.

The third and fourth pages include item-by-item scores in each dimension of the tool. Ratings range from 1 to 5.

**What the Ratings Mean**  
The ratings indicate the following levels of performance:

- A rating of "Not Applicable" (N/A) indicates that, based on observations and conversations during the visit, this element in the protocol is not applicable to the program.
- A rating of zero (0) indicates that the observer did not have the opportunity to observe the element during the visit or the element is not applicable to the program.
- A rating of one (1) indicates that the program does not meet expectations; for items addressing opportunities for youth, youth are not provided opportunity or included.
- A rating of three (3) indicates that the program meets expectations; for items addressing opportunities for youth, this will mean some youth provided opportunity or included.
- A five (5) rating indicates that the program exceeds expectations; for items addressing opportunities for youth, this will mean all youth provided opportunity or included.

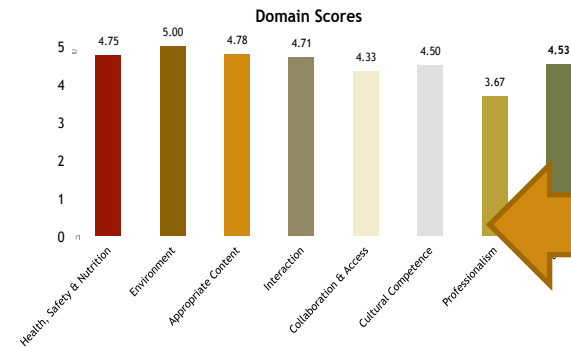
**Program Quality Categories**  
Sites are categorized by three point of service quality categories:

- Thriving** - Program provides high quality services across all seven quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- Performing** - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- Emerging** - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Thriving

**Program Strengths**  
Program staff are extremely attentive to the needs of participants and demonstrate their ability to focus attention on youth most in need without diverting energy from the group and facilitating group activities. Staff are intentional about providing youth ample opportunities to develop social skills and self-regulation through formal and informal activities.

**Areas for Improvement**  
Program can continue to improve by incorporating additional resources to celebrate children's cultural backgrounds, building upon the cultural and artistic capacity of program staff.



**Score Chart**  
Provides a visual representation of domain averages.

**Summary Report of Domain Scores**

	Overall
I. Health, Safety and Nutrition	4.75
II. Environment	5.00
III. Developmentally Appropriate Content & Curriculum	4.78
IV. Interaction: Supports for Relationship-Building	4.71
V. Family, Community and School Collaboration and Access	4.33
VI. Cultural Competence of Staff and Programming	4.50
VII. Professionalism	3.67

**Score Summary**  
Provides averages per domain.

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	0%	77%
I. Health, Safety and Nutrition	0%	88%
II. Environment	0%	100%
III. Developmentally Appropriate Content & Curriculum	0%	89%
IV. Interaction: Supports for Relationship-Building	0%	86%
V. Family, Community and School Collaboration and Access	0%	
VI. Cultural Competence of Staff and Programming	0%	
VII. Professionalism	0%	

**Overall Percentages**  
Lists percent of 1 and 5 scores per domain.

## PROGRAM PROFILES

The Program Profiles on the following pages summarize the results of site visits conducted for OFCY-funded programs. The figure below illustrates how the Early Childhood - Mental Health Consultation Program Profiles are structured.

**Figure 8: Sample Early Childhood - Mental Health Consultation Program Profile**

Visit Description Includes program name, agency, date of visit.

2012-13 Oakland Fund for Children and Youth Grantee Early Childhood Mental Health Consultation Site Visit Classroom Assessment Scoring System (CLASS) Report	
Program Name:	Early Childhood Mental Health Consultation
Agency Name:	Lincoln Child Center
Date of Observation:	2/25/13
Site Visitor:	Neva
Observed Cycles:	Academic Content, Format (see bottom of page 2 for more information)
I. Whole Group	
II. Free choice	
III. Whole Group	
IV. Whole Group/Routine	

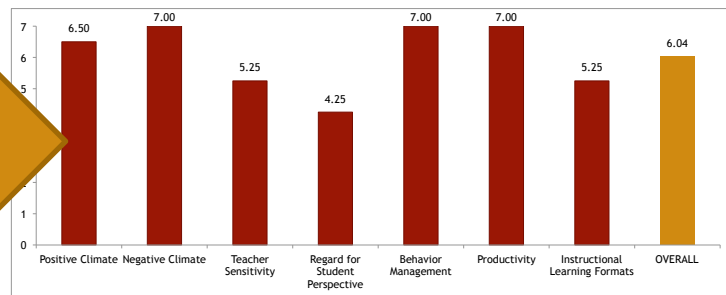
### About This Report

This report summarizes the visit conducted at your site for the purposes of the OFCY evaluation of programs funded in the Early Childhood Education Mental Health Consultation strategy. Your visitor used the Classroom Assessment Scoring System (CLASS), a research-validated observation tool used in early childhood education programs around the country.

The CLASS observation tool is organized to assess two broad domains: Emotional Support and Classroom Organization.

The first section includes summary information for the program based on information collected during the visit. The second page details ratings on each dimensions of the tool. Ratings range from 1 to 7.

### DOMAIN SCORES



Score Chart Provides a visual representation of domain averages.

### DETAILED REPORT

6.04	<b>OVERALL AVERAGE SCORE (On a scale of 1 - 7)</b>	
5.75	<b>Emotional Support Average Score</b>	
6.50	Positive Climate	Reflects the overall emotional tone of the classroom and the connection between teachers and students. Considers the warmth and respect displayed in teachers and students interactions with one another as well as the degree to which they display enjoyment and enthusiasm during learning activities.
7.00	Negative Climate	
5.25	Teacher Sensitivity	Encompass teachers' responsiveness to students' needs and awareness of students' level of academic and emotional functioning. The highly sensitive teacher helps students see adults as a resource and creates an environment in which students feel safe and free to explore and learn.
4.25	Regard for Student Perspectives	The degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and point of view, rather than being very teacher-driven. This may be demonstrated by teachers' flexibility within activities and respect for students' autonomy to participate in and initiate activities.
6.42	<b>Classroom Management Average Score</b>	
7.00	Behavior Management	Encompasses teachers' ability to use effective methods to prevent and redirect misbehavior, by presenting clear behavioral expectations and minimizing time spent on behavioral issues.
7.00	Productivity	Consider how well teachers manage instructional time and routines so that students have the maximum number of opportunities to learn. Not related to the quality of instruction, but rather teachers efficiency.
5.25	Instructional Learning Formats	The degree to which teachers maximize students' engagement and ability to learn by providing interesting activities, instruction, centers, and materials. Considers the manner in which the teacher facilitates activities so that students have opportunities to experience, perceive, explore, and utilize materials.

\* This score is reverse-coded so that reporting is consistent with other constructs where 1=lowest and 7=highest.

Score Summary Provides averages per domain.

Your visitor rated scores in cycles of 20 minutes per cycle. Visitors will rate 3-4 cycles during each observation. Based on the activities observed during each 20 minute cycle, your visitor selected from the following options to categorize based on the category for the majority of the activities of the observed cycle the academic content and format listed on page 1:

**Academic Content**  
Literature / Language Arts  
Math  
Social Studies  
Science  
Art

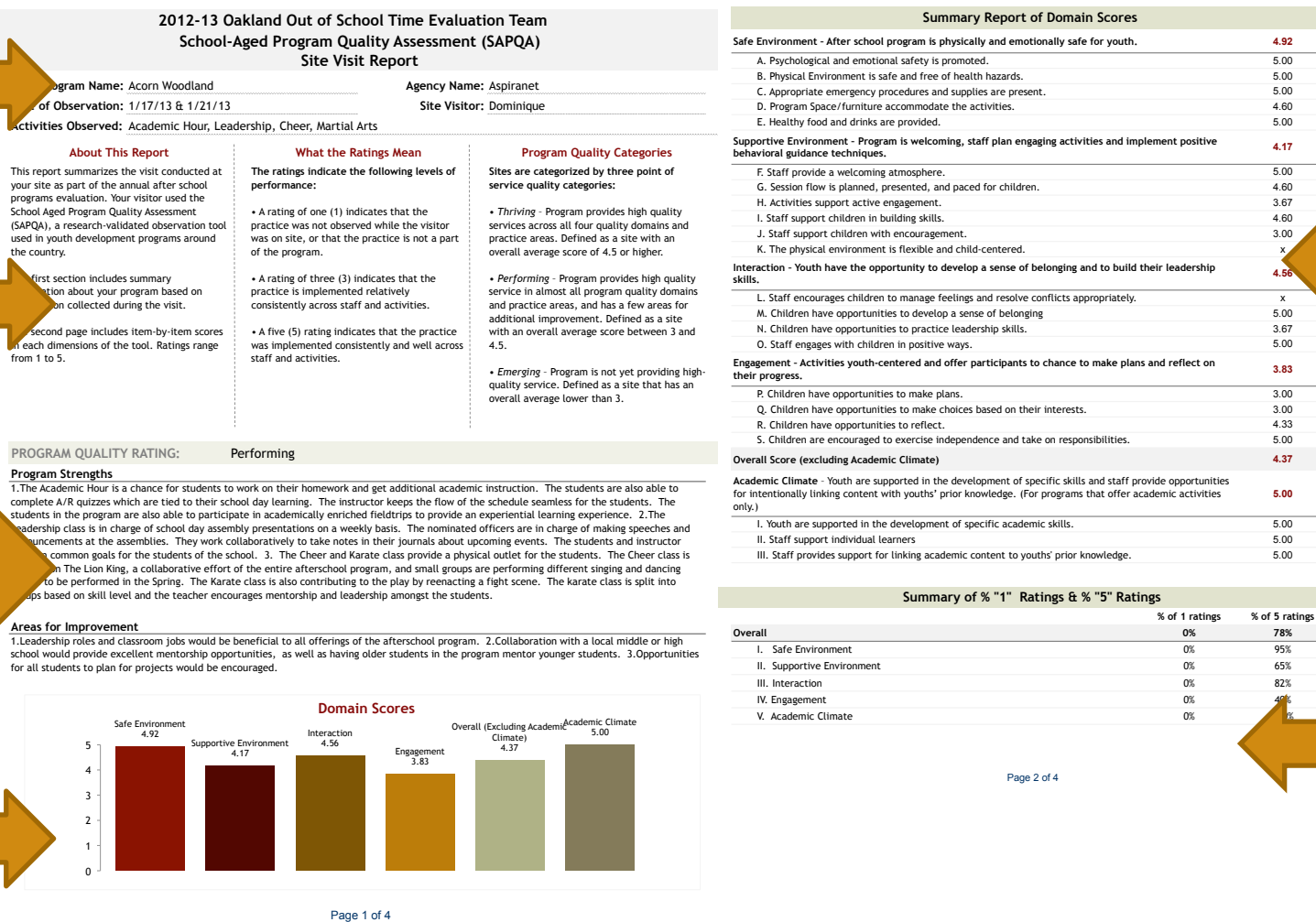
**Format**  
Routine  
Meals/Snacks  
Whole group  
Free choice/centers  
Individual time  
Small groups

Example Activities Lists archetypal activities that occur in Mental Health Consultation classrooms.

## APPENDICES

The Program Profiles on the following pages summarize the results of site visits conducted for OFCY-funded programs serving school-aged youth. The figure below illustrates the structure of the Program Profile, reflecting site visitor ratings of the School-Age Program Quality Assessment (SAPQA) or the Youth Program Quality Assessment (YPQA) site visit instruments.

**Figure 9: Sample School-Aged Program Profile**



## 2012-13 Oakland Out of School Time Evaluation Team Early Childhood Playgroup Program Quality Assessment Site Visit Report

<b>Program Name:</b> Arroyo Inclusive Playgroup	<b>Agency Name:</b> City of Oakland - Office of Parks and Recreation
<b>Date of Observation:</b> 1/24/13	<b>Site Visitor:</b> Peter N
<b>Hosting Adult:</b> Scott Means	<b>Age Range:</b> 2-5
<b>Number of Participants:</b> Approximately 12	<b>Start Time:</b> 11:00:00 AM
	<b>End Time:</b> 1:00:00 PM
<b>Activities Observed:</b> Opening Circle, Story/Reading time	

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Early Childhood Playgroup Program Quality Assessment Tool, an observation tool developed by See Change and the Oakland Fund for Children and Youth.

The first section includes summary information about your program based on information collected during the visit.

The third and fourth pages include item-by-item scores in each dimension of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of "Not Applicable" (N/A) indicates that, based on observations and conversations during the visit, this element in the protocol is not applicable to the program.
- A rating of zero (0) indicates that the observer did not have the opportunity to observe the element during the visit or the element is not applicable to the program.
- A rating of one (1) indicates that the program does not meet expectations; for items addressing opportunities for youth, youth are not provided opportunity or included.
- A rating of three (3) indicates that the program meets expectations; for items addressing opportunities for youth, this will mean some youth provided opportunity or included.
- A five (5) rating indicates that the program exceeds expectations; for items addressing opportunities for youth, this will mean all youth provided opportunity or included.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all seven quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Thriving

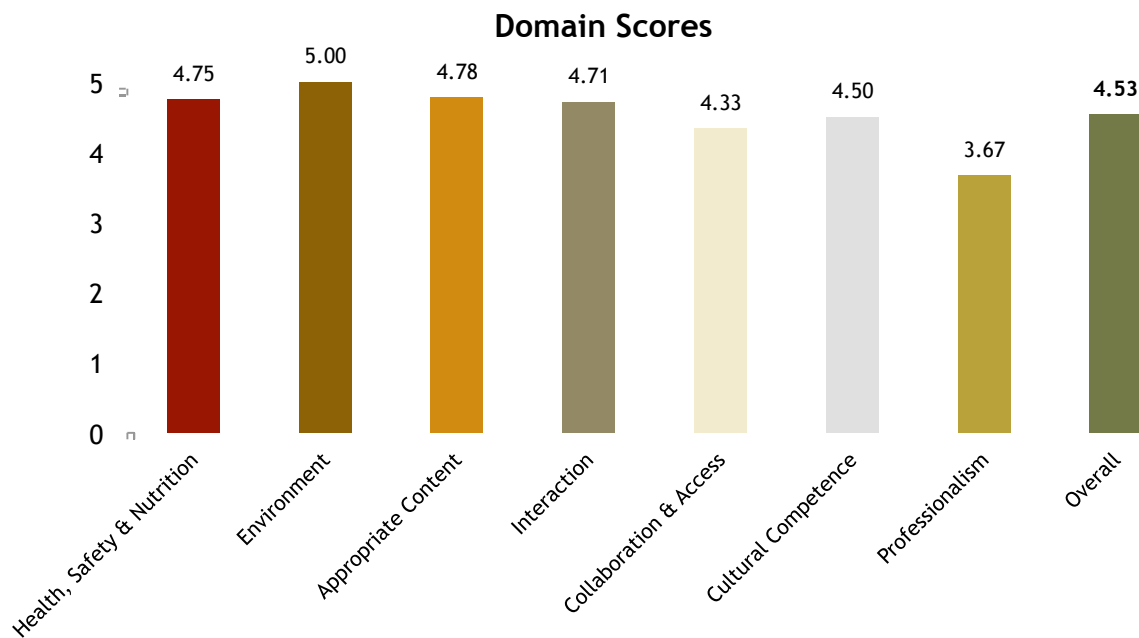
### Program Strengths

Program staff are extremely attentive to the needs of participants and demonstrate their ability to focus attention on youth most in need without diverting energy from the group and facilitating group activities. Staff are intentional about providing youth ample opportunities to develop social skills and self-regulation through formal and informal activities.

### Areas for Improvement

The program can continue to improve by incorporating additional resources to celebrate children's cultural backgrounds, building upon the cultural and linguistic capacity of program staff.

□



## Summary Report of Domain Scores

<b>Overall</b>	<b>4.53</b>
I. Health, Safety and Nutrition	4.75
II. Environment	5.00
III. Developmentally Appropriate Content & Curriculum	4.78
IV. Interaction: Supports for Relationship-Building	4.71
V. Family, Community and School Collaboration and Access	4.33
VI. Cultural Competence of Staff and Programming	4.50
VII. Professionalism	3.67

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>77%</b>
I. Health, Safety and Nutrition	0%	88%
II. Environment	0%	100%
III. Developmentally Appropriate Content & Curriculum	0%	89%
IV. Interaction: Supports for Relationship-Building	0%	86%
V. Family, Community and School Collaboration and Access	0%	67%
VI. Cultural Competence of Staff and Programming	0%	75%
VII. Professionalism	0%	33%

## 2012-13 Oakland Out of School Time Evaluation Team Early Childhood Playgroup Program Quality Assessment Site Visit Report

Safe Passages Baby Learning Communities

Program Name: (UPDATED)

Agency Name: Safe Passages

Date of Observation: 11/27/12

Site Visitor: Peter N

Hosting Adult: Laura Cabral

Age Range: N/A

Number of Participants: 6 Families

Start Time: 9:00:00 AM

End Time: 11:10:00 AM

Activities Observed: Parent-Child Group,

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Early Childhood Playgroup Program Quality Assessment Tool, an observation tool developed by See Change and the Oakland Fund for Children and Youth.

The first section includes summary information about your program based on information collected during the visit.

The third and fourth pages include item-by-item scores in each dimension of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of "Not Applicable" (N/A) indicates that, based on observations and conversations during the visit, this element in the protocol is not applicable to the program.
- A rating of zero (0) indicates that the observer did not have the opportunity to observe the element during the visit or the element is not applicable to the program.
- A rating of one (1) indicates that the program does not meet expectations; for items addressing opportunities for youth, youth are not provided opportunity or included.
- A rating of three (3) indicates that the program meets expectations; for items addressing opportunities for youth, this will mean some youth provided opportunity or included.
- A five (5) rating indicates that the program exceeds expectations; for items addressing opportunities for youth, this will mean all youth provided opportunity or included.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all seven quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Thriving

### Program Strengths

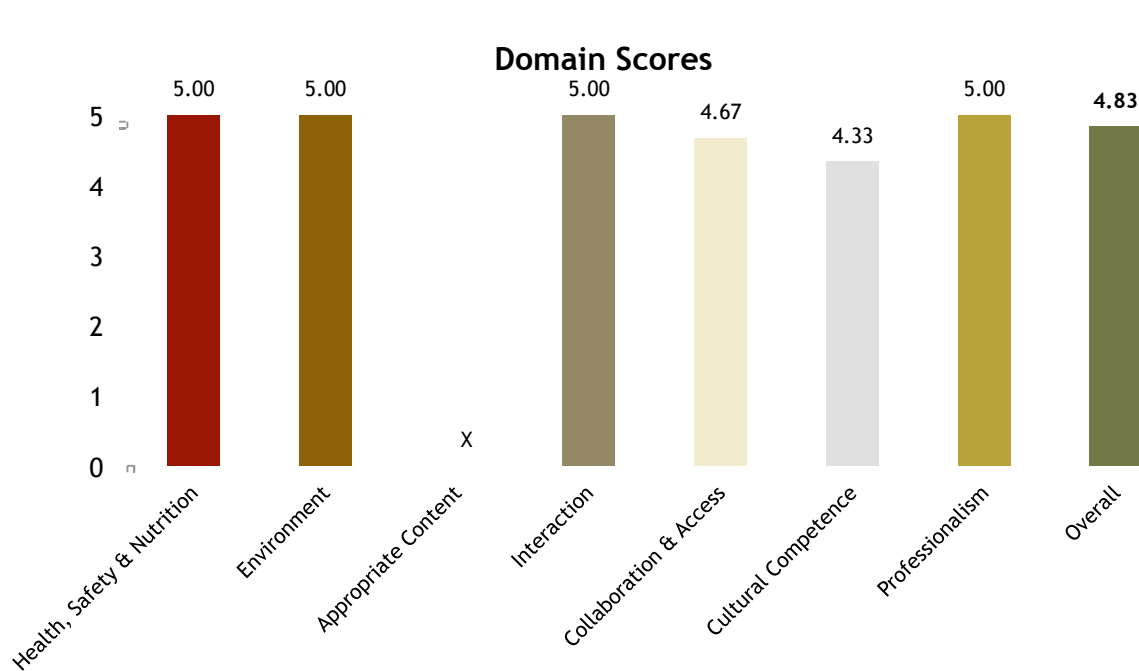
The curriculum for the program is intricately constructed and laid out in advance; staff is intentional about making it through the curriculum in full, while making material accessible by asking many open ended questions and relating examples back to the direct experiences of parents and caregivers. Staff is warm and friendly with parents and their children. Parents are open to discussion and are very responsive in the class.

### Areas for Improvement

The program would benefit from the inclusion of cultural references points into discussion and by including more resources to celebrate the cultural background of youth and parents.



# PROGRAM PROFILES: EARLY CHILDHOOD - COMMUNITY PLAYGROUPS



## Summary Report of Domain Scores

Overall	4.83
I. Health, Safety and Nutrition	5.00
II. Environment	5.00
III. Developmentally Appropriate Content & Curriculum	X
IV. Interaction: Supports for Relationship-Building	5.00
V. Family, Community and School Collaboration and Access	4.67
VI. Cultural Competence of Staff and Programming	4.33
VII. Professionalism	5.00

	% of 1 ratings	% of 5 ratings
Overall	0%	93%
I. Health, Safety and Nutrition	0%	100%
II. Environment	0%	100%
III. Developmentally Appropriate Content & Curriculum	X	X
IV. Interaction: Supports for Relationship-Building	0%	100%
V. Family, Community and School Collaboration and Access	0%	83%
VI. Cultural Competence of Staff and Programming	0%	67%
VII. Professionalism	0%	100%

## 2012-13 Oakland Out of School Time Evaluation Team Early Childhood Playgroup Program Quality Assessment Site Visit Report

Integrated Developmental Playgroups	Children's Hospital & Research Center
Program Name: Program	Agency Name: Oakland
Date of Observation: 1/28/13	Site Visitor: Peter N
Hosting Adult: Karen Tanner	Age Range: 18 months-2.5 years
Number of Participants: 7 children with parents	Start Time: 9:15:00 AM
	End Time: 11:15:00 AM
Activities Observed: Story/Reading time, Parachute Activity	

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Early Childhood Playgroup Program Quality Assessment Tool, an observation tool developed by See Change and the Oakland Fund for Children and Youth.

The first section includes summary information about your program based on information collected during the visit.

The third and fourth pages include item-by-item scores in each dimension of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of "Not Applicable" (N/A) indicates that, based on observations and conversations during the visit, this element in the protocol is not applicable to the program.
- A rating of zero (0) indicates that the observer did not have the opportunity to observe the element during the visit or the element is not applicable to the program.
- A rating of one (1) indicates that the program does not meet expectations; for items addressing opportunities for youth, youth are not provided opportunity or included.
- A rating of three (3) indicates that the program meets expectations; for items addressing opportunities for youth, this will mean some youth provided opportunity or included.
- A five (5) rating indicates that the program exceeds expectations; for items addressing opportunities for youth, this will mean all youth provided opportunity or included.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all seven quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Thriving

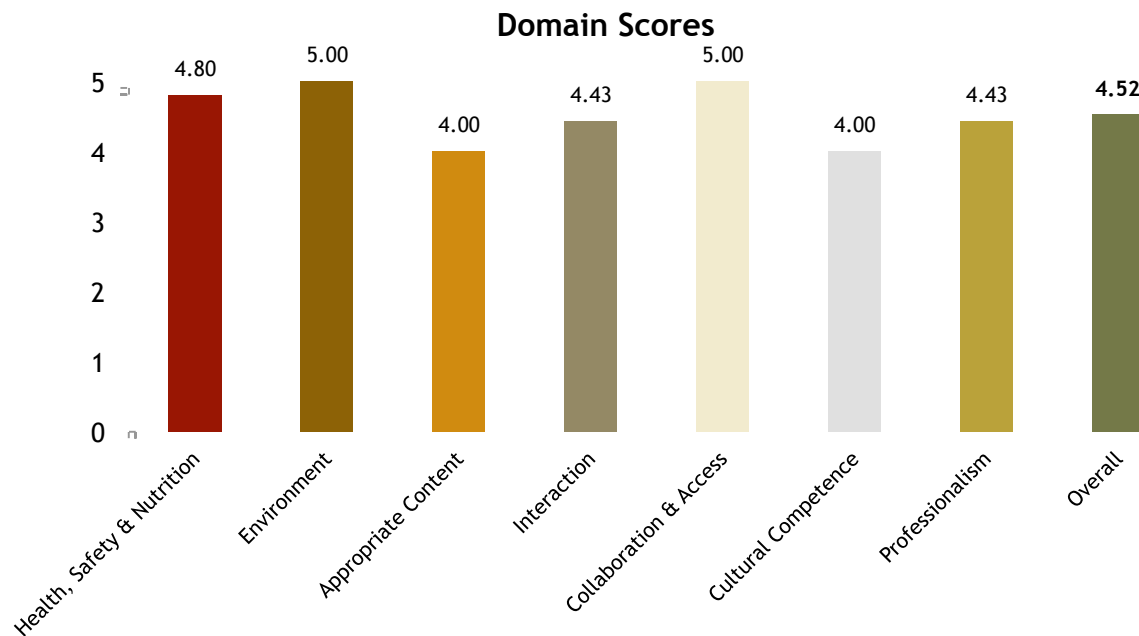
### Program Strengths

The program has warm and enthusiastic staff that are courteous and warm to both children and parents. Staff encourage parents to participate in activities and the program structure includes well-balanced activities conducive to parent involvement. The indoor and outdoor program spaces are well suited to the activities offered, including outdoor picnic tables, a rock wall, and large jungle gym. Staff are aware of youth needing special attention and work well with each other, ensuring a smooth flow during transitions.

### Areas for Improvement

The program can continue to improve by incorporating additional resources to celebrate children's cultural backgrounds, building upon the cultural and linguistic capacity of program staff. Additionally, more time to interact with books, and more structured time allowing for peer interaction, would be beneficial to participating children and their families.

□



## Summary Report of Domain Scores

<b>Overall</b>	<b>4.52</b>
I. Health, Safety and Nutrition	4.80
II. Environment	5.00
III. Developmentally Appropriate Content & Curriculum	4.00
IV. Interaction: Supports for Relationship-Building	4.43
V. Family, Community and School Collaboration and Access	5.00
VI. Cultural Competence of Staff and Programming	4.00
VII. Professionalism	4.43

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>76%</b>
I. Health, Safety and Nutrition	0%	90%
II. Environment	0%	100%
III. Developmentally Appropriate Content & Curriculum	0%	50%
IV. Interaction: Supports for Relationship-Building	0%	71%
V. Family, Community and School Collaboration and Access	0%	100%
VI. Cultural Competence of Staff and Programming	0%	50%
VII. Professionalism	0%	71%

## 2012-13 Oakland Out of School Time Evaluation Team Early Childhood Playgroup Program Quality Assessment Site Visit Report

Program Name: Jumpstart Oakland (UPDATED)  
Date of Observation: 12/6/12  
Hosting Adult: Brice Lovell  
Number of Participants: Approximately 15 youth

Agency Name: Jumpstart for Young Children, Inc.  
Site Visitor: Peter N  
Age Range: 2.75 to 5 years  
Start Time: 2:30:00 PM  
End Time: 4:30:00 PM

Activities Observed: Opening Circle, Story/Reading time

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Early Childhood Playgroup Program Quality Assessment Tool, an observation tool developed by See Change and the Oakland Fund for Children and Youth.

The first section includes summary information about your program based on information collected during the visit.

The third and fourth pages include item-by-item scores in each dimension of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of "Not Applicable" (N/A) indicates that, based on observations and conversations during the visit, this element in the protocol is not applicable to the program.
- A rating of zero (0) indicates that the observer did not have the opportunity to observe the element during the visit or the element is not applicable to the program.
- A rating of one (1) indicates that the program does not meet expectations; for items addressing opportunities for youth, youth are not provided opportunity or included.
- A rating of three (3) indicates that the program meets expectations; for items addressing opportunities for youth, this will mean some youth provided opportunity or included.
- A five (5) rating indicates that the program exceeds expectations; for items addressing opportunities for youth, this will mean all youth provided opportunity or included.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all seven quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

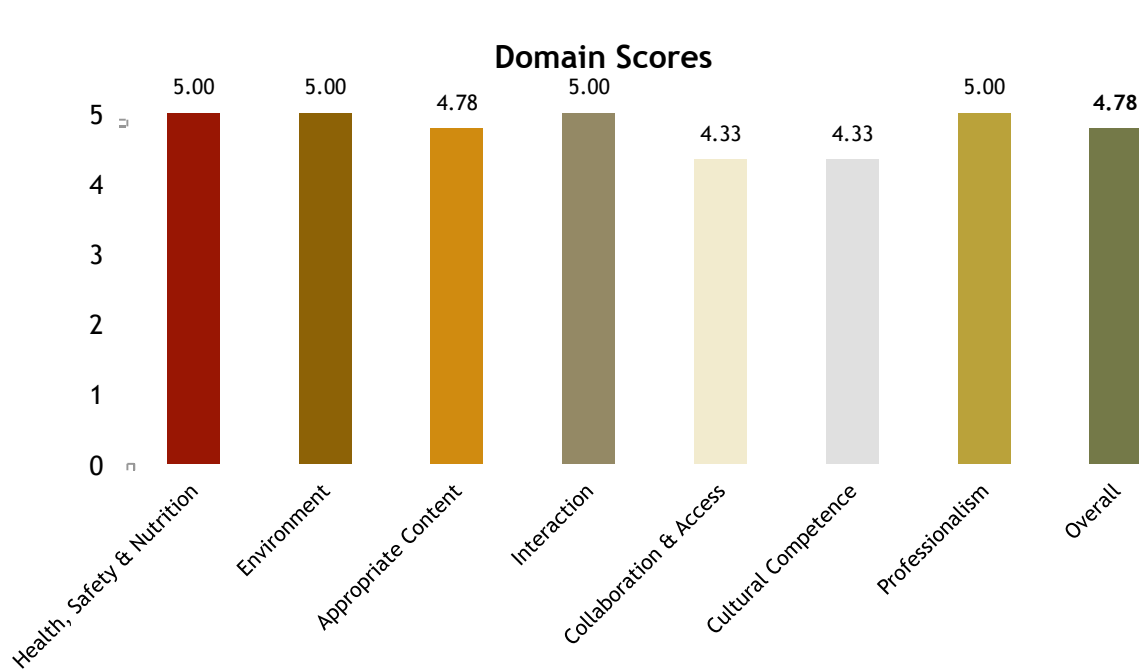
### PROGRAM QUALITY RATING: Thriving

#### Program Strengths

The program has warm and enthusiastic staff; staff are supportive of each other and warm and respectful towards youth. Staff works hard to model language for youth and incorporates reading and literacy activities effectively into the program. Youth are provided with choice in some activities and transitions run very smoothly both for youth and staff.

#### Areas for Improvement

The program would benefit from the inclusion of cultural references points in activities and with by incorporating more resources to celebrate the cultural background of youth in the program space.



## Summary Report of Domain Scores

<b>Overall</b>	<b>4.78</b>
I. Health, Safety and Nutrition	5.00
II. Environment	5.00
III. Developmentally Appropriate Content & Curriculum	4.78
IV. Interaction: Supports for Relationship-Building	5.00
V. Family, Community and School Collaboration and Access	4.33
VI. Cultural Competence of Staff and Programming	4.33
VII. Professionalism	5.00

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>2%</b>	<b>93%</b>
I. Health, Safety and Nutrition	0%	100%
II. Environment	0%	100%
III. Developmentally Appropriate Content & Curriculum	0%	89%
IV. Interaction: Supports for Relationship-Building	0%	100%
V. Family, Community and School Collaboration and Access	17%	83%
VI. Cultural Competence of Staff and Programming	0%	67%
VII. Professionalism	0%	100%

## 2012-13 Oakland Out of School Time Evaluation Team Early Childhood Playgroup Program Quality Assessment Site Visit Report

**Program Name:** Lotus Bloom Multicultural Playgroup  
**Date of Observation:** 2/27/13  
**Hosting Adult:** Julia Sen  
**Number of Participants:** 12 parents w/ youth

**Agency Name:** Lotus Bloom Child & Family Center  
**Site Visitor:** Peter N  
**Age Range:** 18 months-4 years  
**Start Time:** 10:00:00 AM  
**End Time:** 11:45:00 AM

**Activities Observed:** Free Play / Art, Story/Reading time

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Early Childhood Playgroup Program Quality Assessment Tool, an observation tool developed by See Change and the Oakland Fund for Children and Youth.

The first section includes summary information about your program based on information collected during the visit.

The third and fourth pages include item-by-item scores in each dimension of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of "Not Applicable" (N/A) indicates that, based on observations and conversations during the visit, this element in the protocol is not applicable to the program.
- A rating of zero (0) indicates that the observer did not have the opportunity to observe the element during the visit or the element is not applicable to the program.
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- A rating of three (3) indicates that the program meets expectations; for items addressing opportunities for youth, this will mean some youth provided opportunity or included.
- A five (5) rating indicates that the program exceeds expectations; for items addressing opportunities for youth, this will mean all youth provided opportunity or included.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all seven quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Thriving

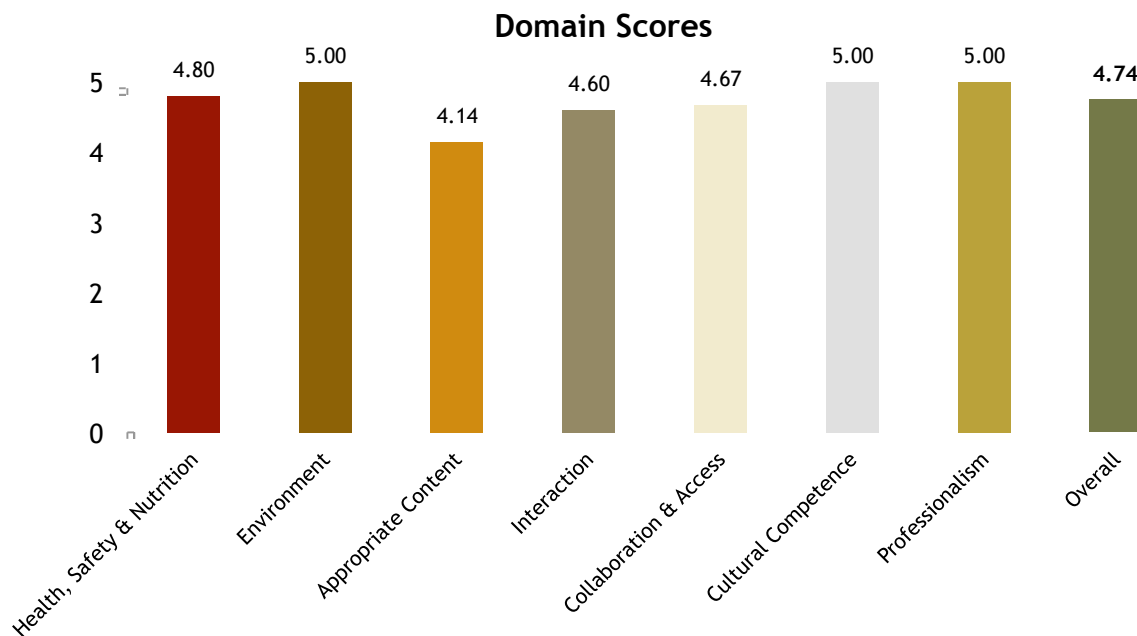
### Program Strengths

The program space is welcoming and staff are warm and accommodating to both parents and children. It is evident that staff are comfortable and familiar with parents, include them in all activities, and share responsibly of set up, clean up and the like. The program includes several choices of activities for children-from art to independent reading to free play-and children freely and comfortably move about the space when choosing their activities. The program strikes a balance between structured activities, such as reading time, with less structured activities that children choose to participate in, including water play and painting.

### Areas for Improvement

The program would benefit from providing more structured socializing opportunities, including the intentional use of dyads in addition to group activities and the individual interactions between parents and children.

□



## Summary Report of Domain Scores

<b>Overall</b>	<b>4.74</b>
I. Health, Safety and Nutrition	4.80
II. Environment	5.00
III. Developmentally Appropriate Content & Curriculum	4.14
IV. Interaction: Supports for Relationship-Building	4.60
V. Family, Community and School Collaboration and Access	4.67
VI. Cultural Competence of Staff and Programming	5.00
VII. Professionalism	5.00

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>86%</b>
I. Health, Safety and Nutrition	0%	90%
II. Environment	0%	100%
III. Developmentally Appropriate Content & Curriculum	0%	57%
IV. Interaction: Supports for Relationship-Building	0%	80%
V. Family, Community and School Collaboration and Access	0%	83%
VI. Cultural Competence of Staff and Programming	0%	100%
VII. Professionalism	0%	100%

## 2012-13 Oakland Out of School Time Evaluation Team Early Childhood Playgroup Program Quality Assessment Site Visit Report

EBAC - Parent Child Education Support

Program Name: Program

Date of Observation: 11/29/12

Hosting Adult: Alison Delgado

Number of Participants:

Agency Name: East Bay Agency for Children (EBAC)

Site Visitor: Peter N

Age Range: 8 months - 3 years and 8 months

Start Time: 9:30:00 AM

End Time: 12:00:00 PM

Activities Observed: Playgroup

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Early Childhood Playgroup Program Quality Assessment Tool, an observation tool developed by See Change and the Oakland Fund for Children and Youth.

The first section includes summary information about your program based on information collected during the visit.

The third and fourth pages include item-by-item scores in each dimension of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of "Not Applicable" (N/A) indicates that, based on observations and conversations during the visit, this element in the protocol is not applicable to the program.
- A rating of zero (0) indicates that the observer did not have the opportunity to observe the element during the visit or the element is not applicable to the program.
- A rating of one (1) indicates that the program does not meet expectations; for items addressing opportunities for youth, youth are not provided opportunity or included.
- A rating of three (3) indicates that the program meets expectations; for items addressing opportunities for youth, this will mean some youth provided opportunity or included.
- A five (5) rating indicates that the program exceeds expectations; for items addressing opportunities for youth, this will mean all youth provided opportunity or included.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all seven quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Thriving

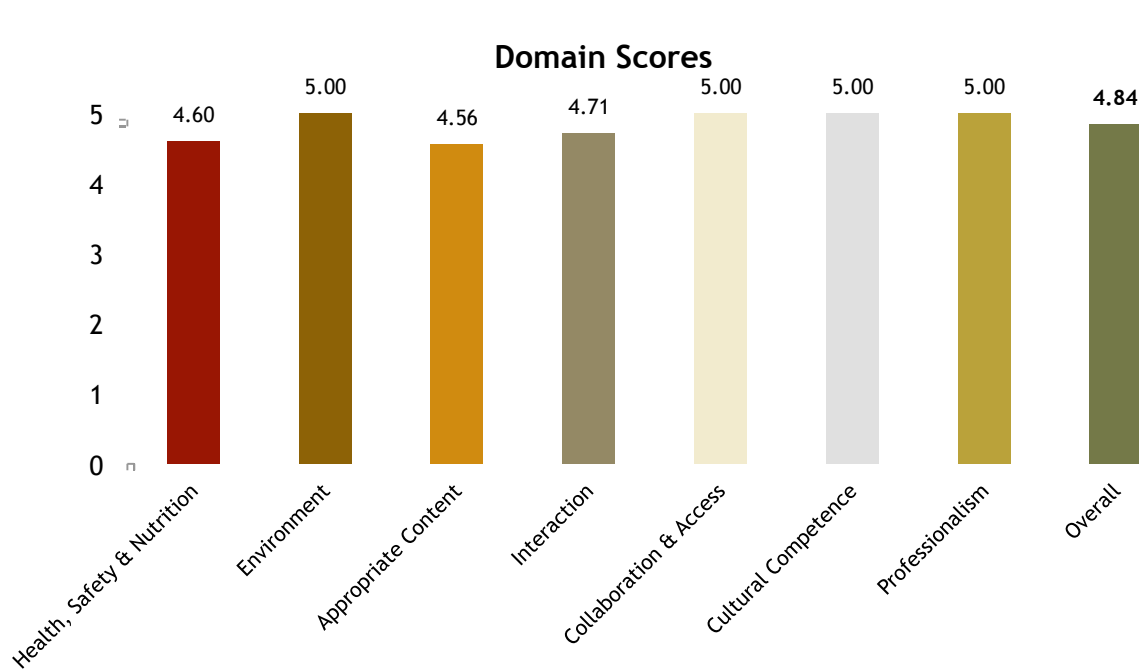
### Program Strengths

Program staff are courteous towards youth and their families and encourage a high level of engagement from both youth and parents. Activities are well planned and run smoothly. The space is clean, safe and filled with age appropriate toys. Parents and children appear happy to be there smiling, laughing, all participating. Attendance is high and there is a waiting list for next year, indicating adequate outreach to the community.

### Areas for Improvement

More structured opportunities for youth interaction will improve opportunity for youth to develop social skills.





## Summary Report of Domain Scores

Overall	4.84
I. Health, Safety and Nutrition	4.60
II. Environment	5.00
III. Developmentally Appropriate Content & Curriculum	4.56
IV. Interaction: Supports for Relationship-Building	4.71
V. Family, Community and School Collaboration and Access	5.00
VI. Cultural Competence of Staff and Programming	5.00
VII. Professionalism	5.00

	% of 1 ratings	% of 5 ratings
Overall	0%	89%
I. Health, Safety and Nutrition		80%
II. Environment		100%
III. Developmentally Appropriate Content & Curriculum		78%
IV. Interaction: Supports for Relationship-Building		86%
V. Family, Community and School Collaboration and Access		100%
VI. Cultural Competence of Staff and Programming		100%
VII. Professionalism		100%

## 2012-13 Oakland Out of School Time Evaluation Team Early Childhood Playgroup Program Quality Assessment Site Visit Report

Program Name: Preschool Scientists of Oakland

Agency Name: Lawrence Hall of Science

Date of Observation: 1/9/13

Site Visitor: Peter N

Hosting Adult: Ashley Barajas

Age Range: 2.5-5

Number of Participants: 12.

Start Time: 11:00:00 AM

End Time: 12:00:00 PM

Activities Observed: Opening Circle, Art Activity

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### Program Quality Categories

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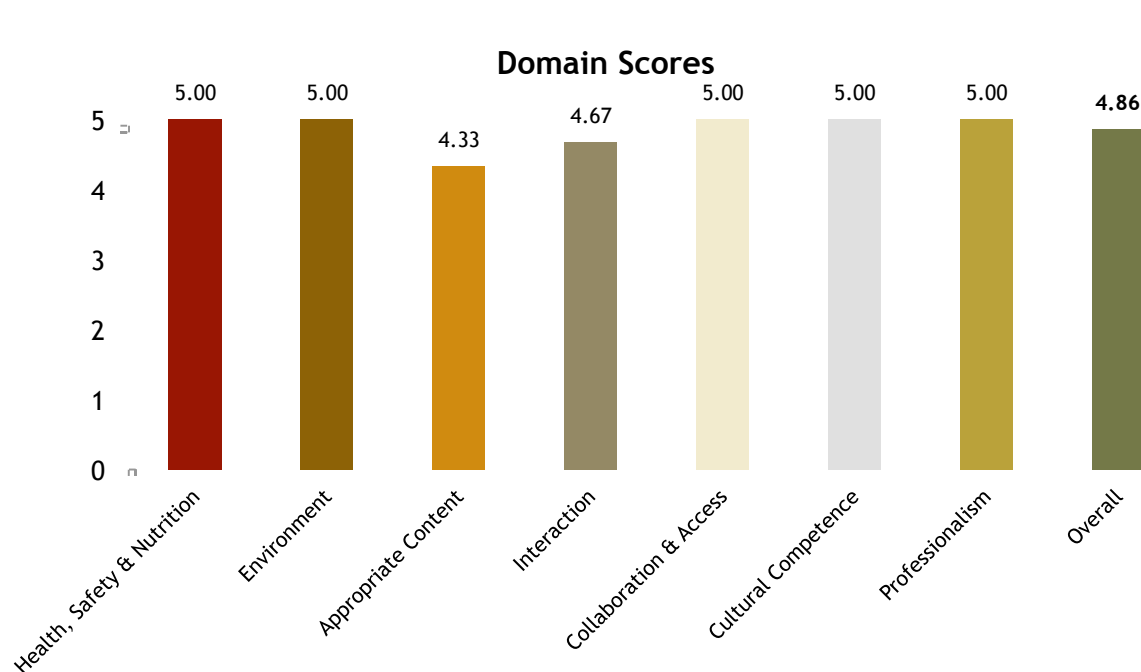
### PROGRAM QUALITY RATING: Thriving

#### Program Strengths

The program is well organized, provides enough and well-suited materials for activities, and actively engages both parents and youth. Staff are motivated and highly engaged and the activities include several different hands-on components, including a live animal demonstration and an art activity.

#### Areas for Improvement

The program includes several opportunities to develop fine motor skills, yet no gross motor skill-related activities were observed during the program offering; this is indicated in the Content & Curriculum section of the report.



## Summary Report of Domain Scores

<b>Overall</b>	<b>4.86</b>
I. Health, Safety and Nutrition	5.00
II. Environment	5.00
III. Developmentally Appropriate Content & Curriculum	4.33
IV. Interaction: Supports for Relationship-Building	4.67
V. Family, Community and School Collaboration and Access	5.00
VI. Cultural Competence of Staff and Programming	5.00
VII. Professionalism	5.00

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>90%</b>
I. Health, Safety and Nutrition	0%	100%
II. Environment	0%	100%
III. Developmentally Appropriate Content & Curriculum	0%	67%
IV. Interaction: Supports for Relationship-Building	0%	83%
V. Family, Community and School Collaboration and Access	0%	100%
VI. Cultural Competence of Staff and Programming	0%	100%
VII. Professionalism	0%	100%

## 2012-13 Oakland Out of School Time Evaluation Team Early Childhood Playgroup Program Quality Assessment Site Visit Report

Sandboxes to Empowerment at Rainbow  
**Program Name:** Recreation Center  
**Date of Observation:** 11/15/12  
**Hosting Adult:** Scott Means  
**Number of Participants:** 12 parents w/youth

City of Oakland - Office of Parks &  
**Agency Name:** Recreation  
**Site Visitor:** Peter N  
**Age Range:** 18 months-4 years  
**Start Time:** 10  
**End Time:** 12

**Activities Observed:** Parent-Child Playgroup, Story Time

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### Program Quality Categories

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- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Thriving

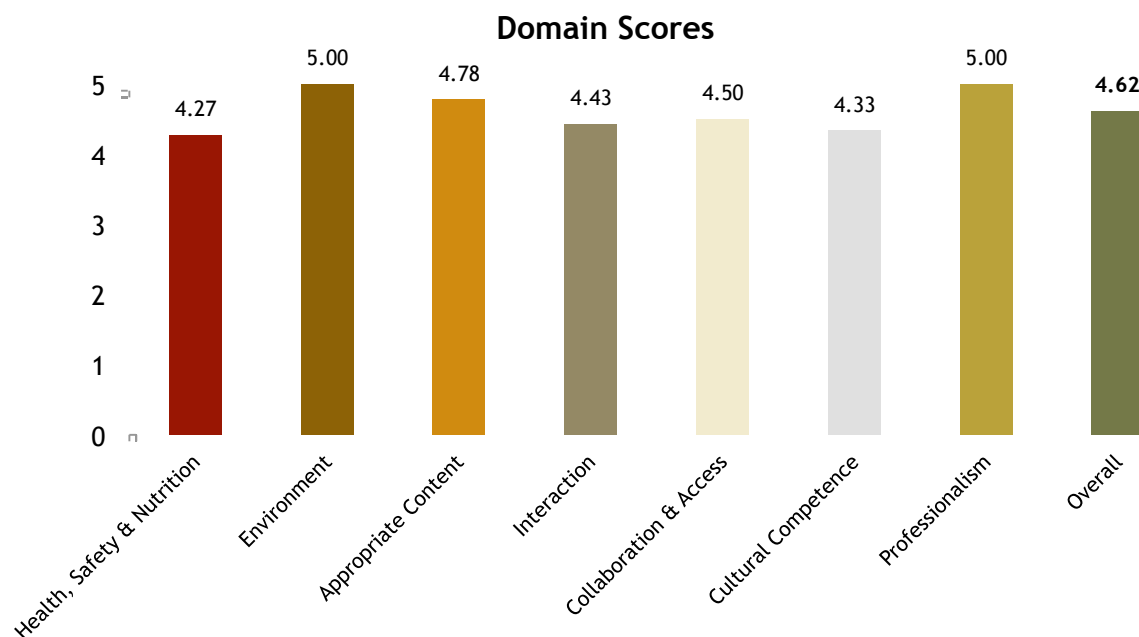
### Program Strengths

The warmth of staff, high level of involvement of parents, and ample toys and resources for youth make for a well-rounded program. The day included diverse activities - from reading time to outside play - that kept parents and youth highly engaged throughout.

### Areas for Improvement

There were several safety concerns, indicated in the Health, Safety & Nutrition Domain, Item G. The issues reflected in this item can be rectified by further cleaning up the space, ensuring office supplies are out of reach of youth, and by covering all accessible outlets.

□



## Summary Report of Domain Scores

<b>Overall</b>	<b>4.62</b>
I. Health, Safety and Nutrition	4.27
II. Environment	5.00
III. Developmentally Appropriate Content & Curriculum	4.78
IV. Interaction: Supports for Relationship-Building	4.43
V. Family, Community and School Collaboration and Access	4.50
VI. Cultural Competence of Staff and Programming	3.00
VII. Professionalism	5.00

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>2%</b>	<b>81%</b>
I. Health, Safety and Nutrition		73%
II. Environment		100%
III. Developmentally Appropriate Content & Curriculum		89%
IV. Interaction: Supports for Relationship-Building		71%
V. Family, Community and School Collaboration and Access		75%
VI. Cultural Competence of Staff and Programming		67%
VII. Professionalism		100%

# PROGRAM PROFILES: EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

2012-13 Oakland Fund for Children and Youth Grantee

Early Childhood Mental Health Consultation Site Visit

Classroom Assessment Scoring System (CLASS) Report

EBAC: Early Childhood 0-5 Years Mental

Program Name: Health & Developmental Consultation in  
Early Care and Education Settings

Agency Name: East Bay Agency for Children

Date of Observation: 3/5/13

Site Visitor: Neva

Observed Cycles: *Academic Content, Format (see bottom of page 2 for more information)*

I. Whole Group

II. Routine - Small Group

III. Routine/Snack

IV. Small Group Routine

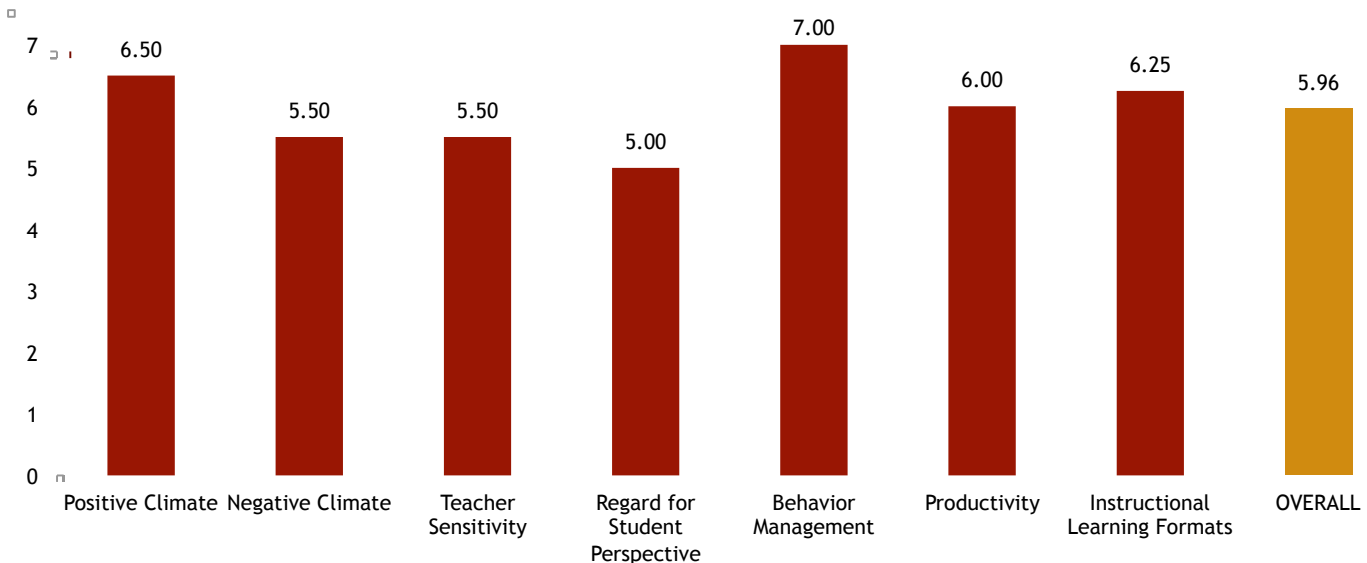
## About This Report

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The CLASS observation tool is organized to assess two broad domains: Emotional Support and Classroom Organization.

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## DOMAIN SCORES



### 5.96 OVERALL AVERAGE SCORE (On a scale of 1 - 7)

#### 5.63 Emotional Support Average Score

6.50	Positive Climate	Reflects the overall emotional tone of the classroom and the connection between teachers and students. Considers the warmth and respect displayed in teachers and students interactions with one another as well as the degree to which they display enjoyment and enthusiasm during learning activities.
5.50	Negative Climate*	
5.50	Teacher Sensitivity	Encompass teachers' responsivity to students' needs and awareness of students' level of academic and emotional functioning. The highly sensitive teacher helps students see adults as a resource and creates an environment in which students feel safe and free to explore and learn.
5.00	Regard for Student Perspectives	The degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and point of view, rather than being very teacher-driven. This may be demonstrated by teachers' flexibility within activities and respect for students' autonomy to participate in and initiate activities.

#### 6.42 Classroom Management Average Score

7.00	Behavior Management	Encompasses teachers' ability to use effective methods to prevent and redirect misbehavior, by presenting clear behavioral expectations and minimizing time spent on behavioral issues.
6.00	Productivity	Consider how well teachers manage instructional time and routines so that students have the maximum number of opportunities to learn. Not related to the quality of instruction, but rather teachers efficiency.
6.25	Instructional Learning Formats	The degree to which teachers maximize students' engagement and ability to learn by providing interesting activities, instruction, centers, and materials. Considers the manner in which the teacher facilitates activities so that students have opportunities to experience, perceive, explore, and utilize materials.

\* This score is reverse-coded so that reporting is consistent with other constructs where 1=lowest and 7=highest.

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#### Academic Content

Literature / Language Arts  
Math  
Social Studies  
Science  
Art

#### Format

Routine  
Meals/Snacks  
Whole group  
Free choice/centers  
Individual time  
Small groups

# PROGRAM PROFILES: EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

## 2012-13 Oakland Fund for Children and Youth Grantee Early Childhood Mental Health Consultation Site Visit Classroom Assessment Scoring System (CLASS) Report

Program Name:	Early Childhood Mental Health Consultation	Agency Name:	Lincoln Child Center
Date of Observation:	2/25/13	Site Visitor:	Neva
Observed Cycles:	<i>Academic Content, Format (see bottom of page 2 for more information)</i>		
	I. Whole Group		
	II. Free choice		
	III. Whole Group		
	IV. Whole Group/Routine		

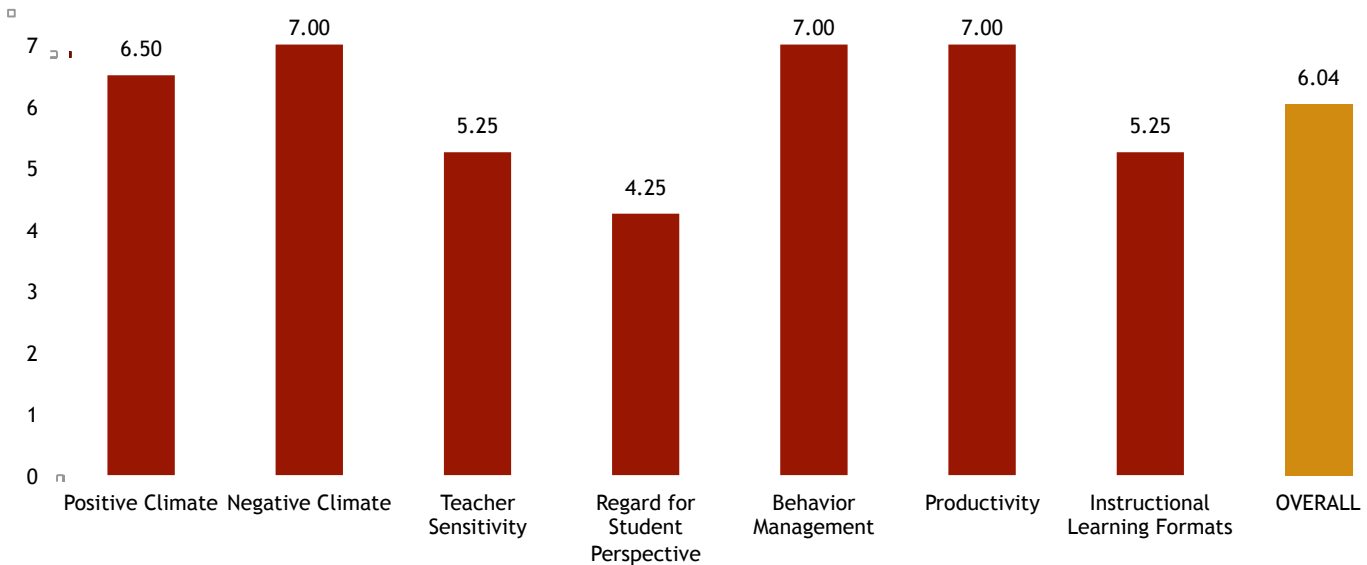
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### DOMAIN SCORES





# PROGRAM PROFILES: EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

## DETAILED REPORT

### 6.04 OVERALL AVERAGE SCORE (On a scale of 1 - 7)

#### 5.75 Emotional Support Average Score

6.50	Positive Climate	Reflects the overall emotional tone of the classroom and the connection between teachers and students. Considers the warmth and respect displayed in teachers and students interactions with one another as well as the degree to which they display enjoyment and enthusiasm during learning activities.
7.00	Negative Climate*	
5.25	Teacher Sensitivity	Encompass teachers' responsivity to students' needs and awareness of students' level of academic and emotional functioning. The highly sensitive teacher helps students see adults as a resource and creates an environment in which students feel safe and free to explore and learn.
4.25	Regard for Student Perspectives	The degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and point of view, rather than being very teacher-driven. This may be demonstrated by teachers' flexibility within activities and respect for students' autonomy to participate in and initiate activities.

#### 6.42 Classroom Management Average Score

7.00	Behavior Management	Encompasses teachers' ability to use effective methods to prevent and redirect misbehavior, by presenting clear behavioral expectations and minimizing time spent on behavioral issues.
7.00	Productivity	Consider how well teachers manage instructional time and routines so that students have the maximum number of opportunities to learn. Not related to the quality of instruction, but rather teachers efficiency.
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Literature / Language Arts  
Math  
Social Studies  
Science  
Art

#### Format

Routine  
Meals/Snacks  
Whole group  
Free choice/centers  
Individual time  
Small groups

# PROGRAM PROFILES: EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

2012-13 Oakland Fund for Children and Youth Grantee

Early Childhood Mental Health Consultation Site Visit

Classroom Assessment Scoring System (CLASS) Report

Program Name: Early Childhood Mental Health Consultation Agency Name: The Link to Children  
Date of Observation: 2/28/13 Site Visitor: Neva  
Observed Cycles: Academic Content, Format (see bottom of page 2 for more information)  
I. Small Group  
II. Free choice and small group  
III. Whole Group  
IV. Whole Group

## About This Report

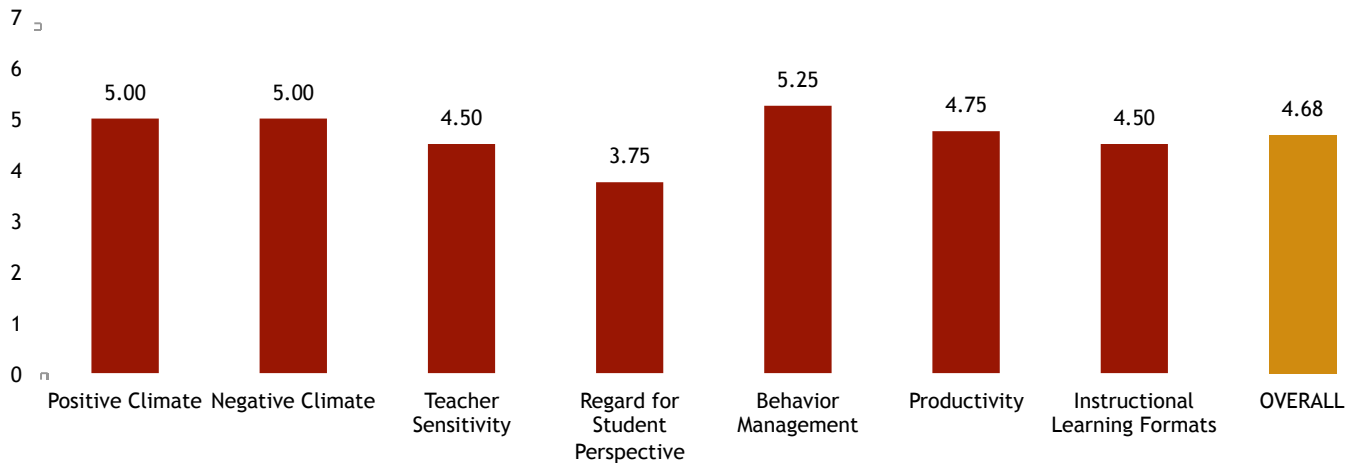
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## DOMAIN SCORES

### Domain Scores



### 4.68 OVERALL AVERAGE SCORE (On a scale of 1 - 7)

#### 4.56 Emotional Support Average Score

5.00	Positive Climate	Reflects the overall emotional tone of the classroom and the connection between teachers and students. Considers the warmth and respect displayed in teachers and students interactions with one another as well as the degree to which they display enjoyment and enthusiasm during learning activities.
5.00	Negative Climate*	
4.50	Teacher Sensitivity	Encompass teachers' responsivity to students' needs and awareness of students' level of academic and emotional functioning. The highly sensitive teacher helps students see adults as a resource and creates an environment in which students feel safe and free to explore and learn.
3.75	Regard for Student Perspectives	The degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and point of view, rather than being very teacher-driven. This may be demonstrated by teachers' flexibility within activities and respect for students' autonomy to participate in and initiate activities.

#### 4.83 Classroom Management Average Score

5.25	Behavior Management	Encompasses teachers' ability to use effective methods to prevent and redirect misbehavior, by presenting clear behavioral expectations and minimizing time spent on behavioral issues.
4.75	Productivity	Consider how well teachers manage instructional time and routines so that students have the maximum number of opportunities to learn. Not related to the quality of instruction, but rather teachers efficiency.
4.50	Instructional Learning Formats	The degree to which teachers maximize students' engagement and ability to learn by providing interesting activities, instruction, centers, and materials. Considers the manner in which the teacher facilitates activities so that students have opportunities to experience, perceive, explore, and utilize materials.

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Science  
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#### Format

Routine  
Meals/Snacks  
Whole group  
Free choice/centers  
Individual time  
Small groups

# PROGRAM PROFILES: EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

2012-13 Oakland Fund for Children and Youth Grantee

Early Childhood Mental Health Consultation Site Visit

Classroom Assessment Scoring System (CLASS) Report

Program Name: Integrated Early Childhood Consultation Program

Agency Name: Jewish Family & Children's Services of the East Bay

Date of Observation: 3/4/13

Site Visitor: Neva

Observed Cycles: Academic Content, Format (see bottom of page 2 for more information)

I. Small Group

II. Free choice and small group

III. Whole Group

IV. Whole Group

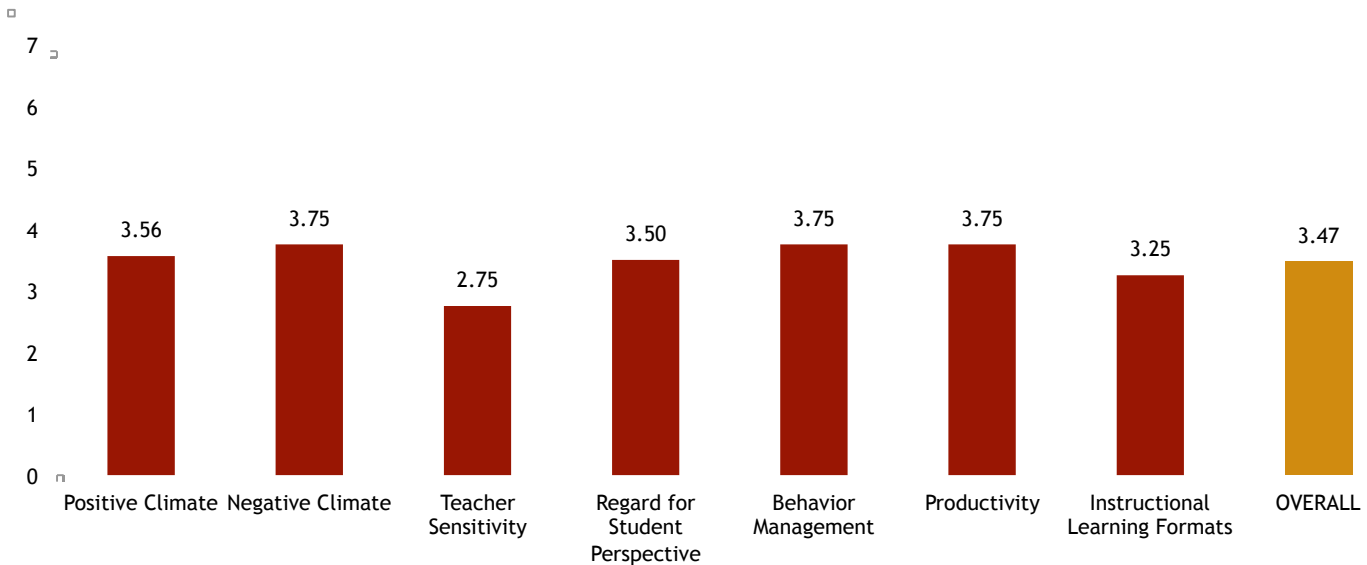
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## DOMAIN SCORES



### 3.47 OVERALL AVERAGE SCORE (On a scale of 1 - 7)

### 3.39 Emotional Support Average Score

3.56	Positive Climate	Reflects the overall emotional tone of the classroom and the connection between teachers and students. Considers the warmth and respect displayed in teachers and students interactions with one another as well as the degree to which they display enjoyment and enthusiasm during learning activities.
3.75	Negative Climate*	
2.75	Teacher Sensitivity	Encompass teachers' responsivity to students' needs and awareness of students' level of academic and emotional functioning. The highly sensitive teacher helps students see adults as a resource and creates an environment in which students feel safe and free to explore and learn.
3.50	Regard for Student Perspectives	The degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and point of view, rather than being very teacher-driven. This may be demonstrated by teachers' flexibility within activities and respect for students' autonomy to participate in and initiate activities.

### 3.58 Classroom Management Average Score

3.75	Behavior Management	Encompasses teachers' ability to use effective methods to prevent and redirect misbehavior, by presenting clear behavioral expectations and minimizing time spent on behavioral issues.
3.75	Productivity	Consider how well teachers manage instructional time and routines so that students have the maximum number of opportunities to learn. Not related to the quality of instruction, but rather teachers efficiency.
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Literature / Language Arts  
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#### Format

Routine  
Meals/Snacks  
Whole group  
Free choice/centers  
Individual time  
Small groups

# PROGRAM PROFILES: EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

2012-13 Oakland Fund for Children and Youth Grantee

Early Childhood Mental Health Consultation Site Visit

Classroom Assessment Scoring System (CLASS) Report

Program Name:	The Early Childhood Mental Health Collaborative	Agency Name:	Family Paths
Date of Observation:	1/30/13	Site Visitor:	Neva
Observed Cycles:	<i>Academic Content, Format (see bottom of page 2 for more information)</i>		
	I. Small Group		
	II. Free choice and small group		
	III. Whole Group		
	IV. Whole Group		

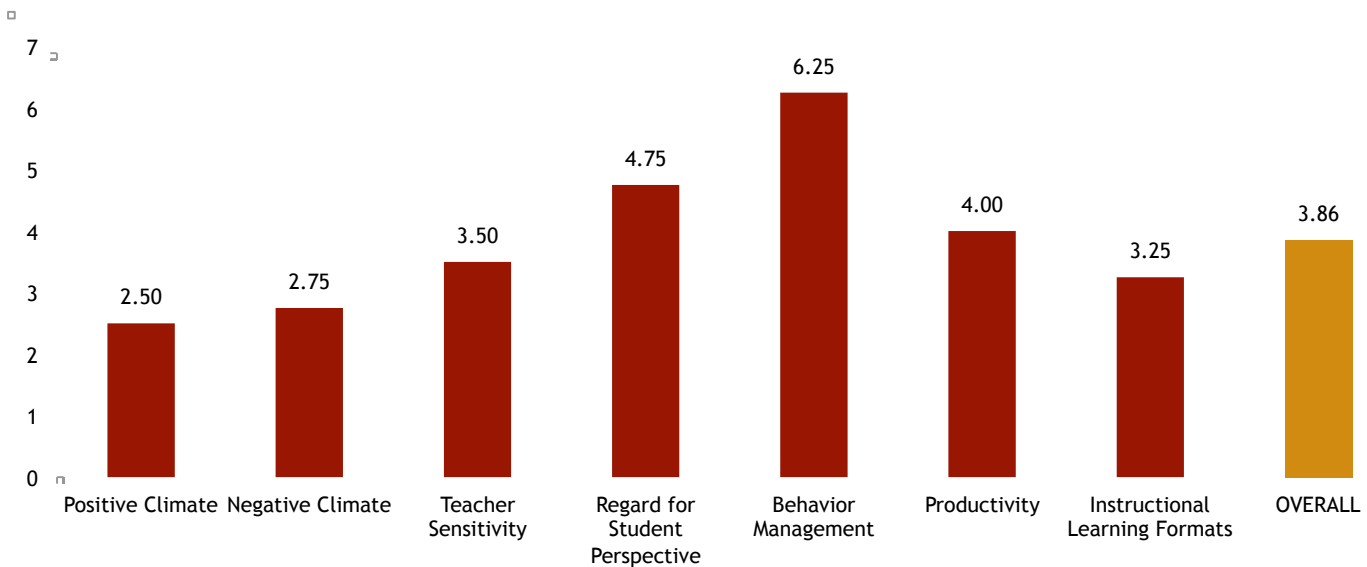
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## DOMAIN SCORES



### 3.86 OVERALL AVERAGE SCORE (On a scale of 1 - 7)

#### 3.38 Emotional Support Average Score

2.50	Positive Climate	Reflects the overall emotional tone of the classroom and the connection between teachers and students. Considers the warmth and respect displayed in teachers and students interactions with one another as well as the degree to which they display enjoyment and enthusiasm during learning activities.
2.75	Negative Climate*	
3.50	Teacher Sensitivity	Encompass teachers' responsivity to students' needs and awareness of students' level of academic and emotional functioning. The highly sensitive teacher helps students see adults as a resource and creates an environment in which students feel safe and free to explore and learn.
4.75	Regard for Student Perspectives	The degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and point of view, rather than being very teacher-driven. This may be demonstrated by teachers' flexibility within activities and respect for students' autonomy to participate in and initiate activities.

#### 4.50 Classroom Management Average Score

6.25	Behavior Management	Encompasses teachers' ability to use effective methods to prevent and redirect misbehavior, by presenting clear behavioral expectations and minimizing time spent on behavioral issues.
4.00	Productivity	Consider how well teachers manage instructional time and routines so that students have the maximum number of opportunities to learn. Not related to the quality of instruction, but rather teachers efficiency.
3.25	Instructional Learning Formats	The degree to which teachers maximize students' engagement and ability to learn by providing interesting activities, instruction, centers, and materials. Considers the manner in which the teacher facilitates activities so that students have opportunities to experience, perceive, explore, and utilize materials.

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Literature / Language Arts  
Math  
Social Studies  
Science  
Art

#### Format

Routine  
Meals/Snacks  
Whole group  
Free choice/centers  
Individual time  
Small groups

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Acorn Woodland

**Agency Name:** Aspiranet

**Date of Observation:** 1/17/13 & 1/21/13

**Site Visitor:** Dominique

**Activities Observed:** Academic Hour, Leadership, Cheer, Martial Arts

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

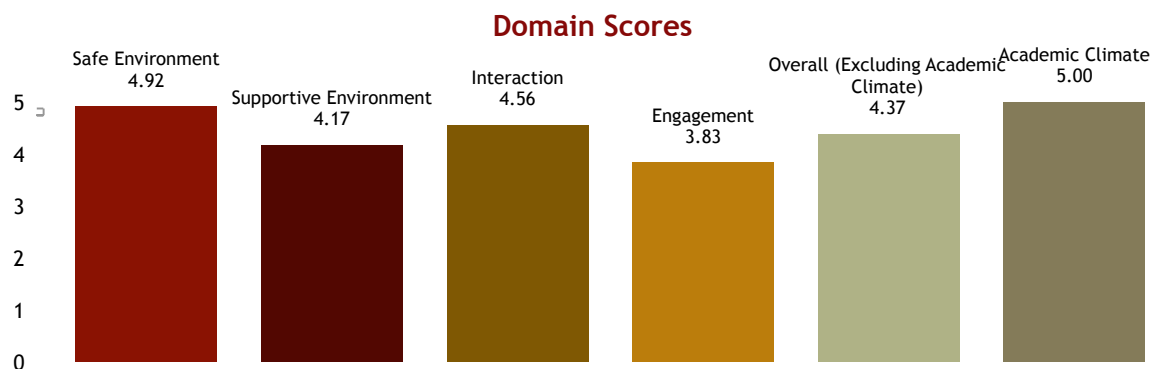
**PROGRAM QUALITY RATING:** Performing

### Program Strengths

1.The Academic Hour is a chance for students to work on their homework and get additional academic instruction. The students are also able to complete A/R quizzes which are tied to their school day learning. The instructor keeps the flow of the schedule seamless for the students. The students in the program are also able to participate in academically enriched fieldtrips to provide an experiential learning experience. 2.The Leadership class is in charge of school day assembly presentations on a weekly basis. The nominated officers are in charge of making speeches and announcements at the assemblies. They work collaboratively to take notes in their journals about upcoming events. The students and instructor work on common goals for the students of the school. 3. The Cheer and Karate class provide a physical outlet for the students. The Cheer class is working on The Lion King, a collaborative effort of the entire afterschool program, and small groups are performing different singing and dancing scenes to be performed in the Spring. The Karate class is also contributing to the play by reenacting a fight scene. The karate class is split into groups based on skill level and the teacher encourages mentorship and leadership amongst the students.

### Areas for Improvement

1.Leadership roles and classroom jobs would be beneficial to all offerings of the afterschool program. 2.Collaboration with a local middle or high school would provide excellent mentorship opportunities, as well as having older students in the program mentor younger students. 3.Opportunities for all students to plan for projects would be encouraged.





### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.92</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	4.60
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.17</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	4.60
H. Activities support active engagement.	3.67
I. Staff support children in building skills.	4.60
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.56</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	5.00
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.83</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	4.33
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.37</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>5.00</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	5.00

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>78%</b>
I. Safe Environment	0%	95%
II. Supportive Environment	0%	65%
III. Interaction	0%	82%
IV. Engagement	0%	40%
V. Academic Climate	0%	100%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Allendale

Agency Name: Higher Ground

Date of Observation: 11/14/12

Site Visitor: Femi

Activities Observed: STEM Tutorial, BIC, Harvest of the Month,

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

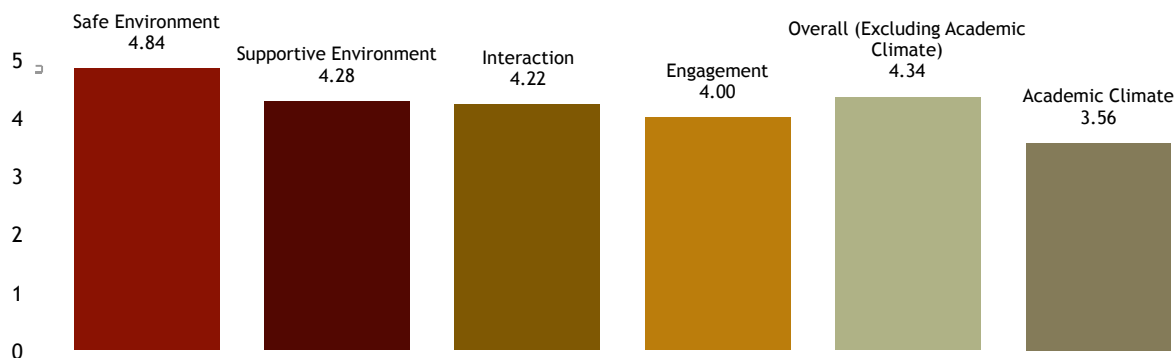
### Program Strengths

Youth in the program had ample opportunities to exhibit responsibility and to make meaningful choices within the structure of the program. Staff were actively engaged with youth in positive and supportive ways and consistently asked youth open-ended questions that helped the children think deeply about the activity content.

### Areas for Improvement

Overall, the program helped youth make connections between the activity content and the knowledge and experiences of youth. However, a stronger emphasis on these types of connections would improve the academic enrichment component. In the observed activities, youth did not have opportunities to lead.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.84</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	4.60
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.28</b>
F. Staff provide a welcoming atmosphere.	3.67
G. Session flow is planned, presented, and paced for children.	3.80
H. Activities support active engagement.	4.33
I. Staff support children in building skills.	4.60
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.22</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	4.00
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.00</b>
P. Children have opportunities to make plans.	2.33
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	3.67
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.34</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.56</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.00
III. Staff provides support for linking academic content to youths' prior knowledge.	1.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>8%</b>	<b>68%</b>
I. Safe Environment	0%	88%
II. Supportive Environment	6%	67%
III. Interaction	9%	73%
IV. Engagement	10%	50%
V. Academic Climate	20%	50%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Alliance Academy

**Agency Name:** BACR

**Date of Observation:** 1/28/13

**Site Visitor:** Dominique

**Activities Observed:** Hip Hop Dance, 180 Program, Culinary Arts/Cosmetology Basketball

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

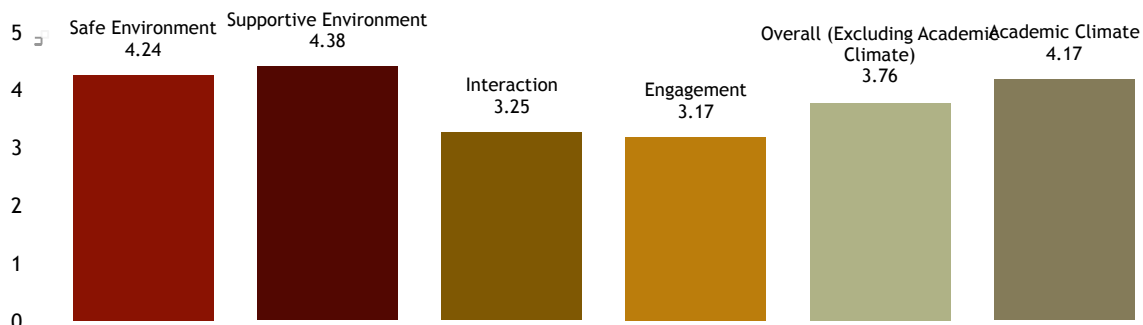
### Program Strengths

1. The Hip Hop Class is highly attended and the youth are able to perform even outside of the school campus. The students each take turns creating a small part of a larger routine and the other students learn the dances from the student leader. The collaborative effort is combined into a performance. 2. The 180 Program and Basketball focused on reflection and writing. The 180 program is a space for students to complete homework as well as work on academic skills with the large group. The Basketball class utilized journals to reflect on their performance at a prior game as well as reflections by each student on their own performance, especially how they performed academically. 3. The Culinary/Cosmetology class used hands-on demonstrations and techniques to practice cosmetology techniques. Students worked in pairs practicing the skills they had learned in previous sessions.

### Areas for Improvement

1. Students who did not belong in observed classes were walking into classrooms and disrupting fellow students as they were doing their work. Procedures for students not participating in the afterschool program should be enforced by Security or staff. 2. Student leadership and classroom roles is highly encouraged for all the groups. Mentorship between students is also highly encouraged, especially with skill building and academics. 3. Sanitary concerns should be addressed immediately by janitorial staff, especially in regards to bodily fluids.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.24</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	3.00
C. Appropriate emergency procedures and supplies are present.	4.20
D. Program Space/furniture accommodate the activities.	4.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.38</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	4.60
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	4.20
J. Staff support youth with encouragement.	3.67
K. Staff uses youth-centered approaches to reframe conflict.	4.50
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.25</b>
L. Youth have opportunities to develop a sense of belonging	4.00
M. Youth have opportunities to collaborate and work cooperatively with others	3.67
N. Youth have opportunities to act as group facilitators and mentors	2.33
O. Youth have opportunities to partner with adults.	3.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.17</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	3.50
<b>Overall Score (excluding Academic Climate)</b>	<b>3.76</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.17</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	3.00

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>3%</b>	<b>51%</b>
I. Safe Environment	6%	61%
II. Supportive Environment	0%	65%
III. Interaction	8%	25%
IV. Engagement	0%	13%
V. Academic Climate	0%	60%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: ASCEND

Agency Name: Oakland Leaf

Date of Observation: 10/30/12

Site Visitor: Jasmine

Activities Observed: Snacks, Creative Arts, Theatre Company, Sports

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

PROGRAM QUALITY RATING: Performing

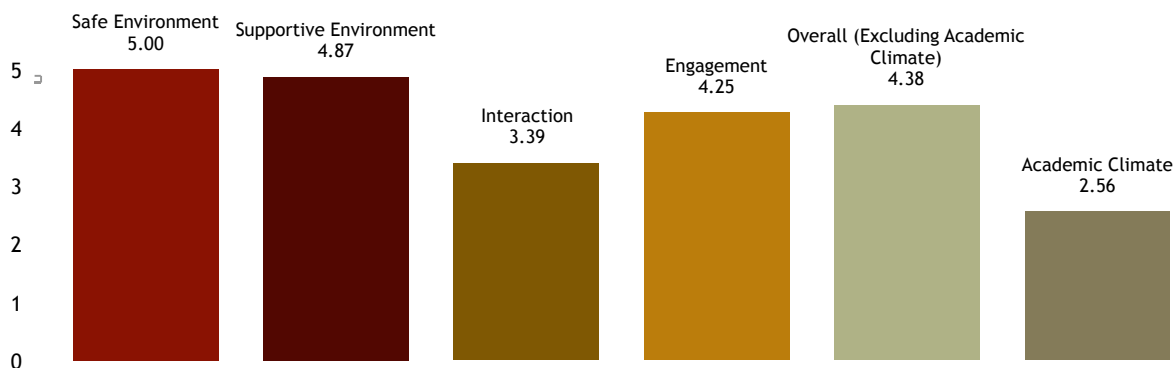
### Program Strengths

Instructors at ASCEND are very "hands on" in the youth activities, and find creative ways to keep each student engaged. The classes are structured with balanced combination of lecture/instruction, practice, and reflection/sharing.

### Areas for Improvement

Classes could weave in more academic content, or ties to the school day. Another area that could be strengthened is providing opportunities for student leadership.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.87</b>
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.39</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	3.50
N. Children have opportunities to practice leadership skills.	1.67
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.25</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	5.00
S. Children are encouraged to exercise independence and take on responsibilities.	4.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.38</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>2.56</b>
I. Youth are supported in the development of specific academic skills.	1.00
II. Staff support individual learners	3.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>7%</b>	<b>71%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	94%
III. Interaction	18%	45%
IV. Engagement	0%	60%
V. Academic Climate	30%	10%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Bella Vista Elementary

**Agency Name:** EBAYC

**Date of Observation:** 12/19/12

**Site Visitor:** Jasmine

**Activities Observed:** Mentorship, Nutrition, Performing Arts, Reading

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
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**PROGRAM QUALITY RATING:** Thriving

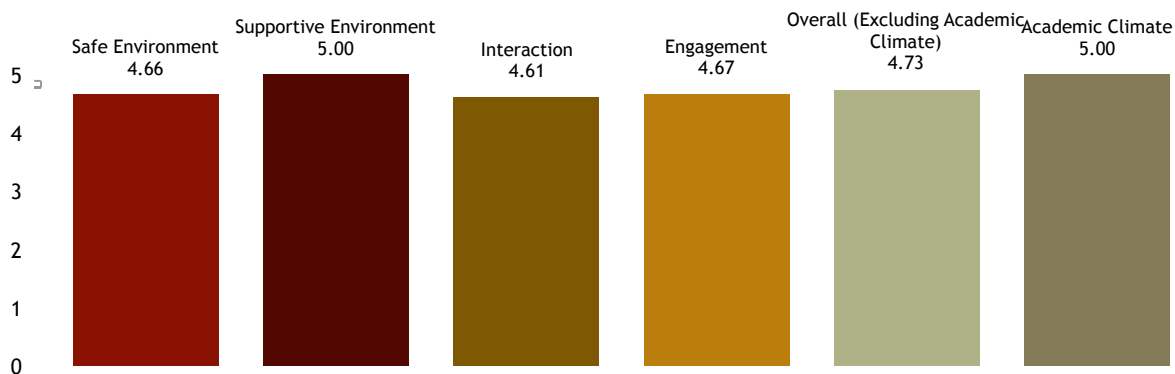
### Program Strengths

The Bella Vista after school program does a great job incorporating High School interns to help lead classes. Academic content was woven through many of the enrichment classes, and students were challenged with open-ended questions and developmentally challenging content.

### Areas for Improvement

The program may want to consider increasing safety precautions by locking up some of the gated entrances and having a central parent pick-up location system in place.

### Domain Scores





**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.66</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	4.50
C. Appropriate emergency procedures and supplies are present.	4.20
D. Program Space/furniture accommodate the activities.	4.60
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>5.00</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	NA
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.61</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	NA
M. Children have opportunities to develop a sense of belonging	4.50
N. Children have opportunities to practice leadership skills.	4.33
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.67</b>
P. Children have opportunities to make plans.	5.00
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	3.67
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.73</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>5.00</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	5.00

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>88%</b>
I. Safe Environment	0%	79%
II. Supportive Environment	0%	100%
III. Interaction	0%	82%
IV. Engagement	0%	80%
V. Academic Climate	0%	100%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

Program Name: Bret Harte

Agency Name: BACR

Date of Observation: 11/7/12

Site Visitor: Femi

Activities Observed: Cooking, Choir, Film

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SA-PQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

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### What the Ratings Mean

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- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

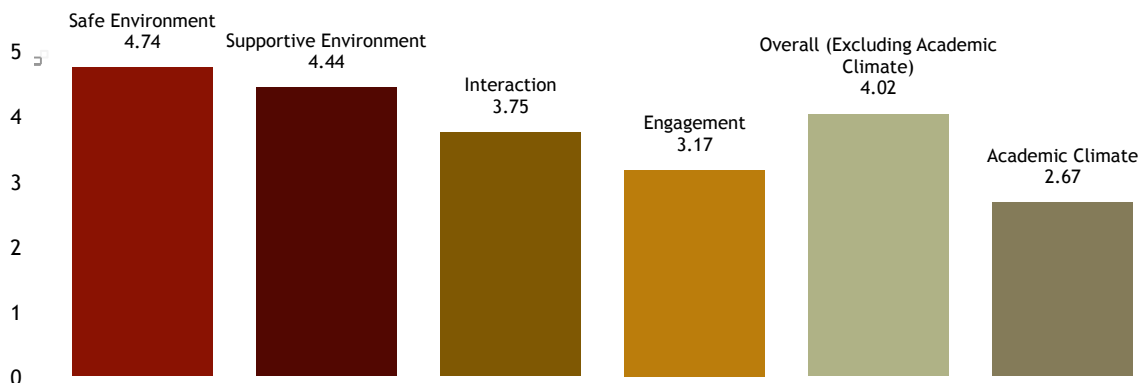
### Program Strengths

A strong sense of collaboration was present in the program. The activities provided multiple opportunities for youth to work on team projects that will lead to tangible products. Youth were seen developing film concepts, cooking meals, and practicing for a future choir performance. Staff were consistently involved with youth providing support and encouragement. Another notable program feature is that reflection time is embedded in most activities.

### Areas for Improvement

The program offerings did not show an intentional focus on the development of specific academic skills. Nor did staff support youth in making connections between the activity content and youths' prior knowledge, personal experiences, or school day learning.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.74</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	4.50
C. Appropriate emergency procedures and supplies are present.	4.20
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.44</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	3.67
I. Staff support youth in building skills.	4.20
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.75</b>
L. Youth have opportunities to develop a sense of belonging	4.00
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators and mentors	3.00
O. Youth have opportunities to partner with adults.	3.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.17</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	3.50
<b>Overall Score (excluding Academic Climate)</b>	<b>4.02</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>2.67</b>
I. Youth are supported in the development of specific academic skills.	3.00
II. Staff support individual learners	4.00
III. Staff provides support for linking academic content to youths' prior knowledge.	1.00

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>9%</b>	<b>56%</b>
I. Safe Environment	0%	81%
II. Supportive Environment	0%	67%
III. Interaction	8%	50%
IV. Engagement	0%	13%
V. Academic Climate	50%	40%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Bridges Academy

Agency Name: BACR

Date of Observation: 11/7/12

Site Visitor: Jasmine

Activities Observed: Homework Time, Newsletter, Snack, Mathletes

### About This Report

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The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Thriving

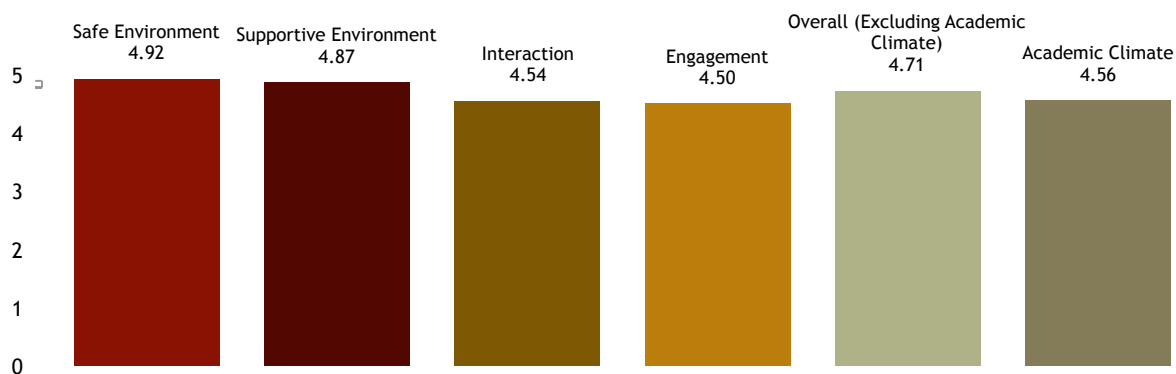
### Program Strengths

Bridges Academy does a good job of weaving in academic content to enrichment activities. Tasks are broken down into smaller steps, and modeled by staff. Conflicts are addressed in a proactive and effective manner.

### Areas for Improvement

This program could strengthen activities by having youth reflect on learning, and share their experiences. Also, outdoor exits could be monitored more closely.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.92</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.87</b>
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.54</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	5.00
M. Children have opportunities to develop a sense of belonging	4.50
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.50</b>
P. Children have opportunities to make plans.	4.33
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	3.67
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.71</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.56</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>86%</b>
I. Safe Environment	0%	95%
II. Supportive Environment	0%	94%
III. Interaction	0%	80%
IV. Engagement	0%	70%
V. Academic Climate	0%	80%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Brookfield Elementary

**Agency Name:** Higher Ground

**Date of Observation:** 11/27/12

**Site Visitor:** Jasmine

**Activities Observed:** Snack, Reading/Journal Writing/Art (2 classes), Yoga, Leadership

### About This Report

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### Program Quality Categories

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- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Thriving

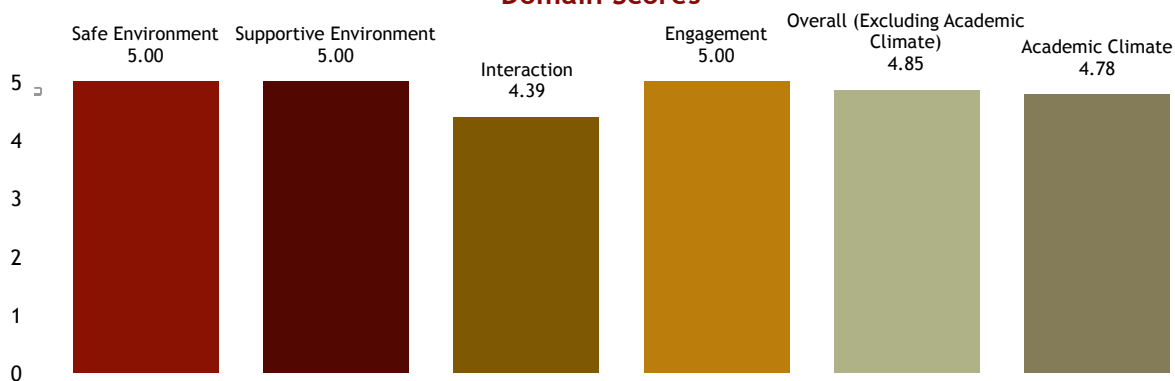
### Program Strengths

This program does a great job of engaging young people and giving them a role and a voice in the program. Staff are very much in touch with how each young person is doing, and working right alongside them. Activities are developmentally appropriate and just challenging enough for classes consisting of different ability levels.

### Areas for Improvement

The program might develop more small group activities, and also make more school day curriculum connections to the lessons.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>5.00</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	NA
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.39</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	NA
M. Children have opportunities to develop a sense of belonging	4.50
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>5.00</b>
P. Children have opportunities to make plans.	5.00
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	5.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.85</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.78</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	4.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>93%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	100%
III. Interaction	0%	73%
IV. Engagement	0%	100%
V. Academic Climate	0%	90%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Burckhalter

Agency Name: Ujimaa Foundation

Date of Observation: 12/4/12

Site Visitor: Dominique

Activities Observed: Kinder: Shapes, 2nd: ELA, Theatre Arts, Dance

### About This Report

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- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

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PROGRAM QUALITY RATING: Performing

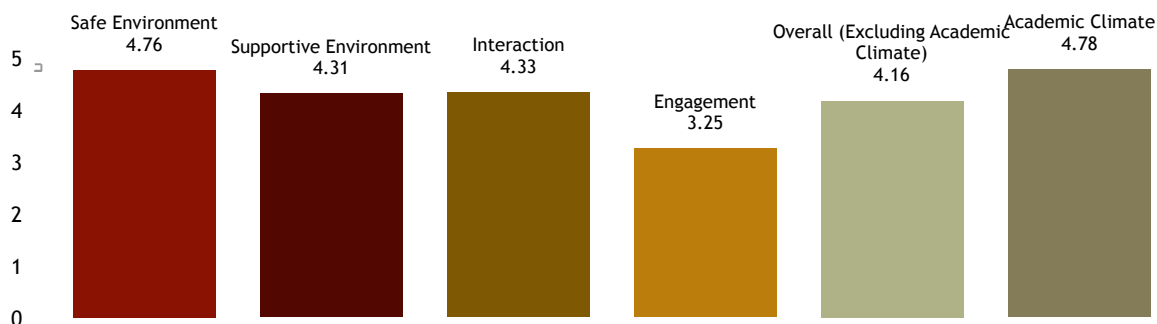
### Program Strengths

1. Kindergarten and first grade homework time was led by enthusiastic instructors. The kindergarteners learned about shapes and each drew the shapes individually while discussing as a group. The teacher creatively helped the students find the answers. The first grade group was split into teams and earned points in their spelling game. They were also able to go outside in a group and practice physical agility skills in teams. 2. Theatre Arts had a group of enthusiastic third graders who were memorizing lines for a play they were are going to perform. Each student has a part and the different groups take turns performing their parts for the larger group. 3. The Dance class is composed of a big group of students with different parts who collectively participate as a whole to create their routine. The teacher excitedly and expertly leads this large group through the complex routine. The students persevere despite their struggles with the dance steps.

### Areas for Improvement

1. The large number of younger students in the Kinder room could use mentorship with their lessons, possibly from older student leaders in the after school program. 2. Middle, High School, or Adult volunteers to model positive behaviors for youth who are struggling with classroom guidelines would be beneficial. 3. Allowing the students choices for some of the activities would encourage leadership and ownership over their activities.

### Domain Scores





### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.76</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	3.80
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.31</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	4.60
H. Activities support active engagement.	4.33
I. Staff support children in building skills.	4.60
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.33</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	5.00
N. Children have opportunities to practice leadership skills.	3.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.25</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	4.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.16</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.78</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	4.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>69%</b>
I. Safe Environment	0%	84%
II. Supportive Environment	0%	71%
III. Interaction	0%	73%
IV. Engagement	0%	10%
V. Academic Climate	0%	90%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Carl Munck

**Agency Name:** Aspiranet

**Date of Observation:** 12/5/12

**Site Visitor:** Cimone

**Activities Observed:** 2nd grade (3:38-3:50), Cooking/Gardening (4:09-4:20), Creative Writing (4:32-4:45), Kindergarten (4:45-5:10)

### About This Report

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### What the Ratings Mean

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### Program Quality Categories

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**PROGRAM QUALITY RATING:** Performing

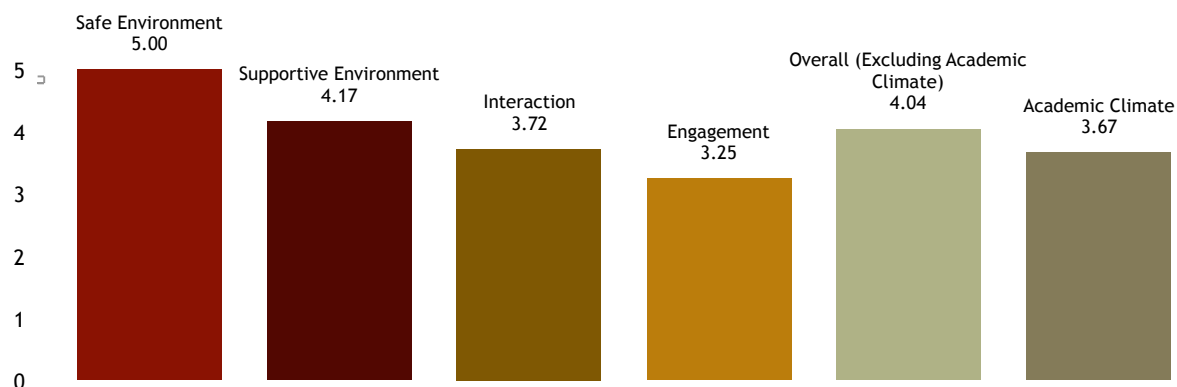
### Program Strengths

The program has a strong kindergarten component with youth engaging in academic content in a way that lets youth connect to prior knowledge and analyze and synthesize information in an interactive way. In the kindergarten class, there was also evidence of older youth providing help, a good opportunity for youth mentorship. In the academic portions observed, I witnessed interactive group activities that allowed youth to rely on one another and learn in a nontraditional format.

### Areas for Improvement

Within the Creative Writing workshop, having clear structures in place and setting goals within the day's activities would facilitate youth being more on-task while also allowing for opportunities for youth voice during a reflection time. In the gardening/cooking portion, having youth have roles at all times of the activity- or at least explicitly stated when each class comes together- could facilitate more youth engagement throughout the entire session.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.17</b>
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for children.	4.20
H. Activities support active engagement.	4.33
I. Staff support children in building skills.	4.00
J. Staff support children with encouragement.	4.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.72</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	3.50
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.25</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	4.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.04</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.67</b>
I. Youth are supported in the development of specific academic skills.	4.33
II. Staff support individual learners	3.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>3%</b>	<b>57%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	59%
III. Interaction	9%	45%
IV. Engagement	0%	10%
V. Academic Climate	10%	40%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Claremont MS

**Agency Name:** BACR

**Date of Observation:** 11/29/12

**Site Visitor:** Julie

**Activities Observed:** Homework Time, Art, Fashion Design Program Check in / Snack Time

### About This Report

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### Program Quality Categories

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## PROGRAM QUALITY RATING: Performing

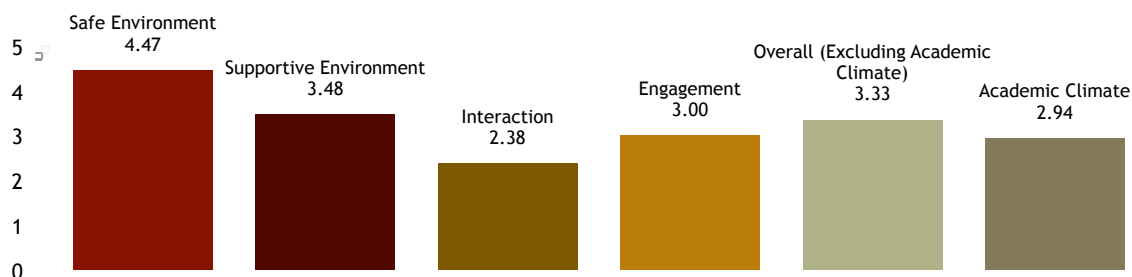
### Program Strengths

The dedicated staff at the Claremont MS take great care in supporting youth in the ASP. Staff are clearly working on building relationships with youth to encourage participation in the activities offered. In the Fashion Design class, one staff member encouraged a youth lingering in the activity space to become involved. "Art" is a productive and dynamic activity. The observed session flowed well, with all youth having opportunities to experiment with information about 'dynamic' poses presented by staff at the opening of the activity through hands on experimentation. Many strong program practices were observed during the Art activity: staff scaffolded the lesson so that youth were engaged throughout the session, youth were encouraged to contribute their own ideas and share practice rounds and materials with the full class, more advanced students were also encouraged to help other youth who needed support with either finding ideas or using desktop software.

### Areas for Improvement

Program practices were observed inconsistently between the two enrichment activities observed and program/group norms were not observed in the program as a whole. In the sewing activity, staff were engaged one-on-one with a few of the youth, while the majority of youth were not actively working. It is suggested that the structure of this activity be reviewed to develop greater levels of engagement and interaction with youth: Implementing more opportunities for youth to have meaningful roles, leadership opportunities, and structured ways to work together are some suggestions. In as much as it's possible, reviewing the space being used for this activity could help as this activity takes place in the cafeteria, which serves as a 'hub' for the program as well. In general, it was observed that staff are limited in their ability to engage fully with the individual activities they are leading because of the constant flow of youth being moved around amongst activities and spaces, such as during the 'academic hour.' Because staff spend a fair amount of time managing behavior in this way, sessions were interrupted on multiple occasions.

### Domain Scores



### Summary Report of Domain Scores

**Safe Environment - After school program is physically and emotionally safe for youth. 4.47**

A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	4.50
C. Appropriate emergency procedures and supplies are present.	4.50
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	4.33

**Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques. 3.48**

F. Staff provided a welcoming atmosphere	4.33
G. Session flow is planned, presented, and paced for youth	3.00
H. Activities support active engagement.	3.00
I. Staff support youth in building skills.	3.40
J. Staff support youth with encouragement.	3.67
K. Staff uses youth-centered approaches to reframe conflict.	X

**Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills. 2.38**

L. Youth have opportunities to develop a sense of belonging	2.50
M. Youth have opportunities to collaborate and work cooperatively with others	1.00
N. Youth have opportunities to act as group facilitators and mentors	3.00
O. Youth have opportunities to partner with adults.	3.00

**Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress. 3.00**

P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	3.00

**Overall Score (excluding Academic Climate) 3.33**

**Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.) 2.94**

I. Youth are supported in the development of specific academic skills.	3.67
II. Staff support individual learners	3.50
III. Staff provides support for linking academic content to youths' prior knowledge.	1.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>10%</b>	<b>30%</b>
I. Safe Environment	0%	76%
II. Supportive Environment	0%	20%
III. Interaction	33%	0%
IV. Engagement	13%	13%
V. Academic Climate	20%	20%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Cleveland Elementary

Agency Name: EBAYC

Date of Observation: 2/21/13

Site Visitor: Julie

Activities Observed: Boys Peer Leaders: Lights, Camera, Action; Count on Me, Like 1,2,3...; Homework time;

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### Program Quality Categories

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PROGRAM QUALITY RATING: Thriving

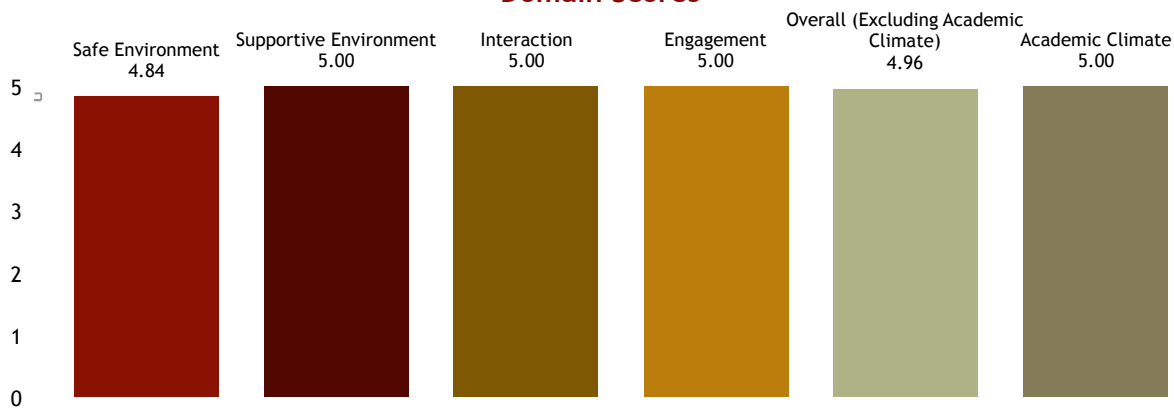
### Program Strengths

The Cleveland Elementary after school program have many strong practices implemented around youth leadership, community building, and youth voice and choice. Youth who attend the program take pride and ownership over their program. In the Boys Peer Leaders group, staff and youth were highly engaged in an opening icebreaker activity which was also centered on their concept for the day: cooperation. The concept of the day was woven into the activities during the session. In the "Count On Me" class, youth mentors were both engaged in the activity and also helping other youth to complete the tasks. This is a highly efficient structure that was also observed consistently throughout the program.

### Areas for Improvement

In so much as it's possible, continue to support existing structures that are in place.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.84</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.20
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>5.00</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>5.00</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	5.00
N. Children have opportunities to practice leadership skills.	5.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>5.00</b>
P. Children have opportunities to make plans.	5.00
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	5.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.96</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>5.00</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	5.00

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>97%</b>
I. Safe Environment	0%	89%
II. Supportive Environment	0%	100%
III. Interaction	0%	100%
IV. Engagement	0%	100%
V. Academic Climate	0%	100%



## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Coliseum College Prep Academy (MS)

**Agency Name:** Safe Passages

**Date of Observation:** 1/23/13

**Site Visitor:** Julie

**Activities Observed:** Math Support (3:00 - 3:25), Math Intervention (3:30 - 3:55), Music Class (3:57 - 4:24) Graffiti/Urban Arts (4:25 - 4:45)

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

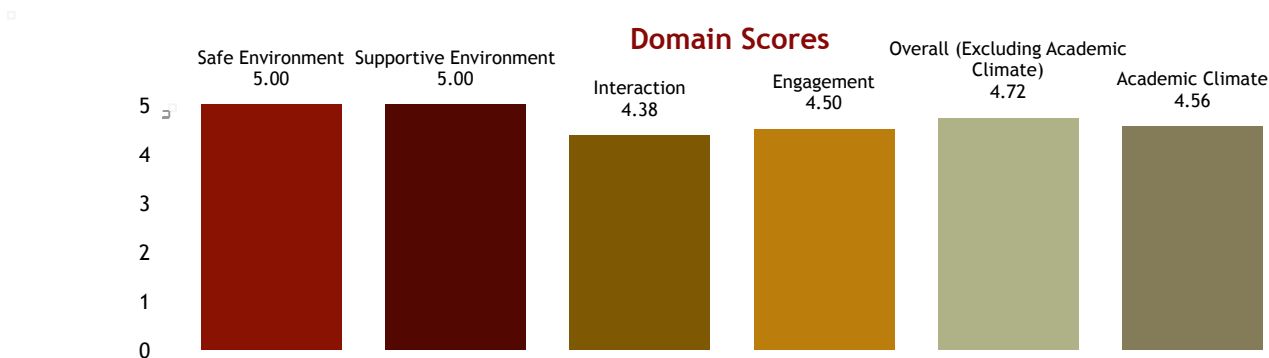
**PROGRAM QUALITY RATING:** Thriving

### Program Strengths

The Math Support activity session observed was lead primarily by youth leaders, with staff stepping in only to support facilitation, as needed. In this class, youth were held to a very high standards, which they met. It was very clear that leadership was one of the things that was a focus here. In the Math Intervention, youth worked primarily on a computer-based activity as staff circulated to support youth to completion. This class is primarily for students struggling in Math (in the school day) and staff made sure to encourage and support youth during multiple points. During the music class, youth worked together to play parts of songs that they'd been working on for multiple sessions. This class also utilized student leaders to lead song practice. In the Graffiti/Urban Arts class, youth were working in groups on a mural that would eventually be painted on a location on-campus. The observed session was a planning session that involved the clarification of roles, responsibilities, and also the concepts around the youth-chosen imagery such as "civic engagement" or "social justice." Staff in this activity supported youth as they facilitated their own discussions.

### Areas for Improvement

Practices around planning and reflection were observed somewhat inconsistently. In some instances, the use of other, additional methods of capturing what youth were sharing, such as setting aside time for youth to write down their plans and steps, could benefit this process.





### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>5.00</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	5.00
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.38</b>
L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators and mentors	3.00
O. Youth have opportunities to partner with adults.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.50</b>
P. Youth have opportunities to make plans.	4.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	4.50
<b>Overall Score (excluding Academic Climate)</b>	<b>4.72</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.56</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>1%</b>	<b>90%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	100%
III. Interaction	0%	67%
IV. Engagement	0%	75%
V. Academic Climate	10%	90%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Community United

**Agency Name:** Aspiranet

**Date of Observation:** 12/6/12

**Site Visitor:** Dominique

**Activities Observed:** Science 2/3, Gardening, WOW!,

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

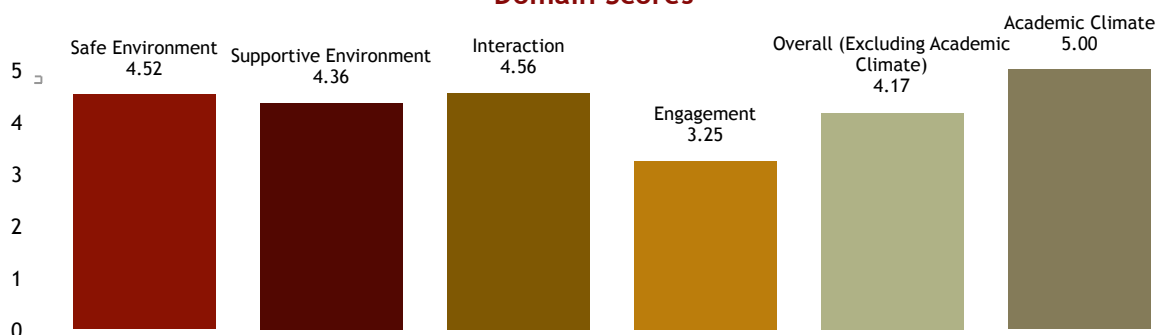
### Program Strengths

1. The Science class provides hands on opportunities to synthesize and evaluate information they have learned in previous sessions. The students work in small table groups to analyze different projects related to rain clouds. The students answer teacher led questions about the information they are learning while completing a worksheet related to the topic. 2. The Gardening class provides an enthusiastic group of young students the opportunity to work with their hands in the dirt and discover the world of worms. The students worked in two groups to transplant plants and to clean-up the garden area. There were two adult leaders helping the students complete their tasks. The students were also able to reflect on previous sessions at the end of class. 3. The WOW! class gives the students opportunities to work in groups, teach each other and others, work collaboratively and gives leadership roles to the students. The students are able to utilize information they have learned throughout the sessions to in turn teach their guardians during a family night. The students write their findings in their journals and refer back to the information when reflecting with their teacher.

### Areas for Improvement

1. The security and safety issue regarding the neighborhood and people coming onto campus continues to be a struggle. The awareness and location of fire extinguishers needs to be a priority for the after school staff. 2. Mentorship from the Middle and High School for students struggling with behaviors would be a wonderful addition. Also, a district provided training for staff regarding students with special needs would be beneficial for helping with specific students. 3. Classroom leadership roles and jobs would promote student ownership of the activities.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.52</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	3.40
D. Program Space/furniture accommodate the activities.	4.20
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.36</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	4.60
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	4.20
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.56</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	5.00
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.25</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	4.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.17</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>5.00</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	5.00

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>1%</b>	<b>69%</b>
I. Safe Environment	5%	74%
II. Supportive Environment	0%	71%
III. Interaction	0%	82%
IV. Engagement	0%	10%
V. Academic Climate	0%	100%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

Program Name: Westlake

Agency Name: Eagle Village

Date of Observation: 12/10/12

Site Visitor: Cimone

Activities Observed: Science Club (3:29-3:55), ArtEsteem (4:00-4:30), Soccer (4:37-5:10) Homework Center (5:21-5:50)

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

PROGRAM QUALITY RATING: Performing

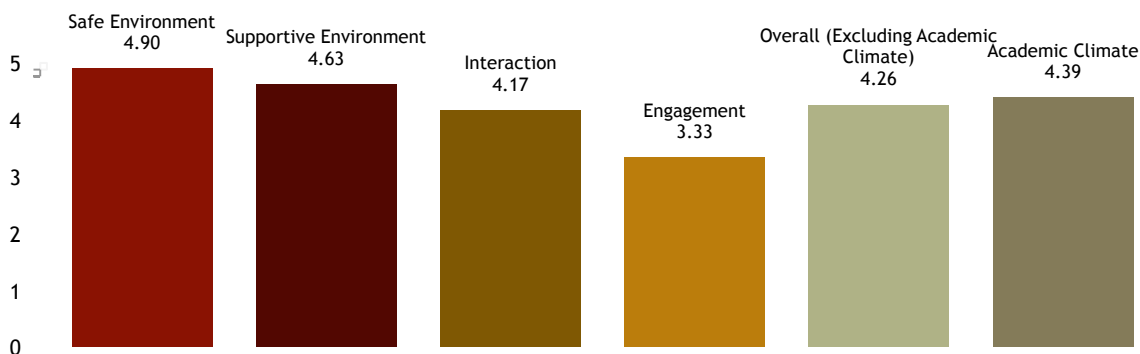
### Program Strengths

The program has strong project-based learning activities for youth to build their skills in; from art to science to soccer, there is evidence of academic as well as social skills that youth are building. Youth in need of 1:1 time with a tutor benefit from older youth from local high schools coming to tutor them, in a non-threatening, emotionally-supported environment. Finally, staff remained active throughout the entire sessions with youth.

### Areas for Improvement

The program could benefit from even more from different modalities of reflection being used (drawing, writing, saying), as well as opportunities across all activities for youth to make plans. In particular activities, group work with assigned interdependent roles could facilitate more group leadership as well as group cohesion.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.90</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	4.50
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.63</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	4.60
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	4.20
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.17</b>
L. Youth have opportunities to develop a sense of belonging	4.00
M. Youth have opportunities to collaborate and work cooperatively with others	4.33
N. Youth have opportunities to act as group facilitators and mentors	4.33
O. Youth have opportunities to partner with adults.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.33</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	4.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.26</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.39</b>
I. Youth are supported in the development of specific academic skills.	4.33
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	4.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>71%</b>
I. Safe Environment	0%	94%
II. Supportive Environment	0%	75%
III. Interaction	0%	58%
IV. Engagement	0%	25%
V. Academic Climate	0%	70%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** East Oakland Pride

**Agency Name:** BACR

**Date of Observation:** 11/6/12

**Site Visitor:** Cimone

**Activities Observed:** Grade 4 Academic Hour, Kindergarten: Kinder Health, Folklorico, Drama

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

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### What the Ratings Mean

The ratings indicate the following levels of performance:

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- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

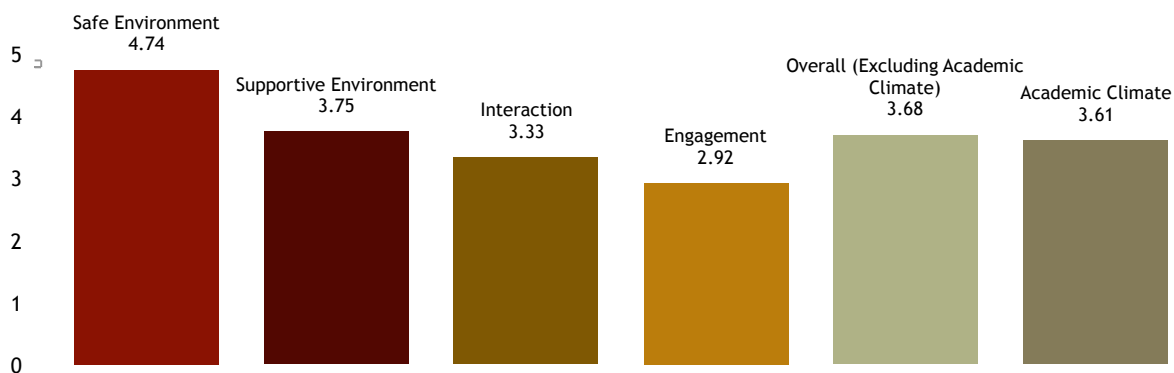
### Program Strengths

The program has a strong academic component to their program, with Learning Targets and activities linked to youth building academic skills. Program activities also provide youth with different roles that youth are assigned to to help take care of the class/self needs. Finally, the program boasts a wealth of hands-on activity for youth to engage in learning in a modality where they can express themselves beyond pen and paper-- dancing, art, and drama-- which also builds their academic skills as well.

### Areas for Improvement

The program could be stronger in developing reflection opportunities as the class/session transitions to various activities-- even in Folklorico, staff can check in with youth at every session. The drama class could also use additional mentorship opportunities and small group work, to keep all youth engaged in the day's task without just 'sitting', particularly in drama while rehearsing a play for the first time. Finally, there can be small group activities throughout the program for all activities, giving youth the opportunity to lead within small groups and learn with a smaller group of peers.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.74</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	4.50
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	4.20
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>3.75</b>
F. Staff provide a welcoming atmosphere.	3.00
G. Session flow is planned, presented, and paced for children.	4.20
H. Activities support active engagement.	4.33
I. Staff support children in building skills.	4.20
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.33</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	3.00
N. Children have opportunities to practice leadership skills.	3.00
O. Staff engages with children in positive ways.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>2.92</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	1.67
S. Children are encouraged to exercise independence and take on responsibilities.	4.00
<b>Overall Score (excluding Academic Climate)</b>	<b>3.68</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.61</b>
I. Youth are supported in the development of specific academic skills.	4.33
II. Staff support individual learners	3.50
III. Staff provides support for linking academic content to youths' prior knowledge.	3.00

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>5%</b>	<b>45%</b>
I. Safe Environment	0%	82%
II. Supportive Environment	0%	47%
III. Interaction	9%	27%
IV. Engagement	20%	10%
V. Academic Climate	0%	30%



## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

Program Name: Edna Brewer

Agency Name: Safe Passages

Date of Observation: 10/29/12

Site Visitor: Femi

Activities Observed: Pathfinders, 7th Grade Americorps, Technology Visual Arts

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SA-PQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimension of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

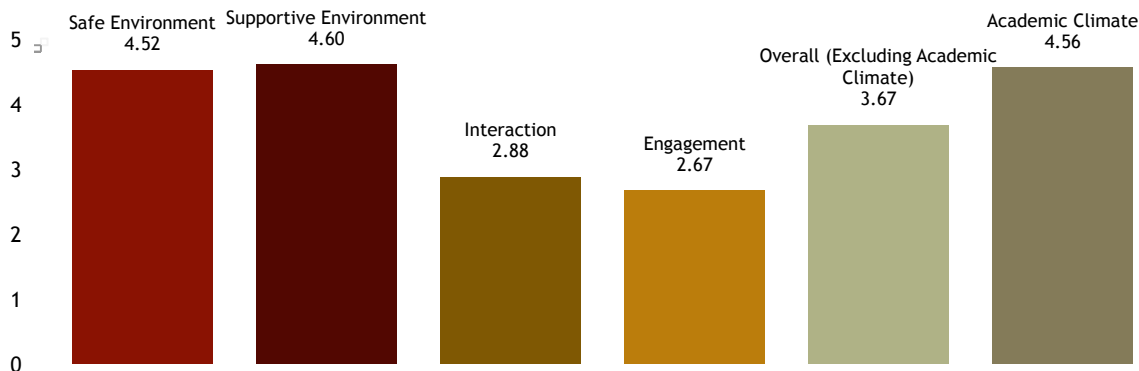
### Program Strengths

The program tied abstract concepts to students' lives and used them in hands-on activities. During academic enrichment staff used real life examples like being late to school to explain the difference between independent and dependent variables. In technology, youth played educational video games that required them to answer grammar questions. Staff encouraged youth to practice new skills by providing constructive feedback and specific performance targets. There was an emotionally charged incident with one student that staff handled with grace. Staff provided youth an opportunity to explain his feelings and asked youth probing questions so that he could begin to understand the consequences of his actions and generate solutions.

### Areas for Improvement

This program could grow in two areas: youth leadership and reflection. Youth had some opportunities to contribute to groups but youth were not observed leading activities or mentoring their peers. The observed activities also did not incorporate time for reflection or solicit youth feedback. It may be possible to reserve 5 - 10 minutes at the end of each activity for some reflection and feedback.

### Domain Scores





### Summary Report of Domain Scores

**Safe Environment - After school program is physically and emotionally safe for youth. 4.52**

A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	4.00
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00

**Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques. 4.60**

F. Staff provided a welcoming atmosphere	4.33
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	4.60
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	5.00

**Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills. 2.88**

L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	2.33
N. Youth have opportunities to act as group facilitators and mentors	1.67
O. Youth have opportunities to partner with adults.	3.00

**Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress. 2.67**

P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	2.00

**Overall Score (excluding Academic Climate) 3.67**

**Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.) 4.56**

I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>10%</b>	<b>64%</b>
I. Safe Environment	0%	78%
II. Supportive Environment	0%	79%
III. Interaction	25%	25%
IV. Engagement	38%	13%
V. Academic Climate	10%	90%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Elmhurst Community Prep

**Agency Name:**

**Date of Observation:** 10/16/12

**Site Visitor:** Dominique

**Activities Observed:** Drama, Journalism, Children's Book Making, Soccer

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (ypqa), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

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### What the Ratings Mean

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- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

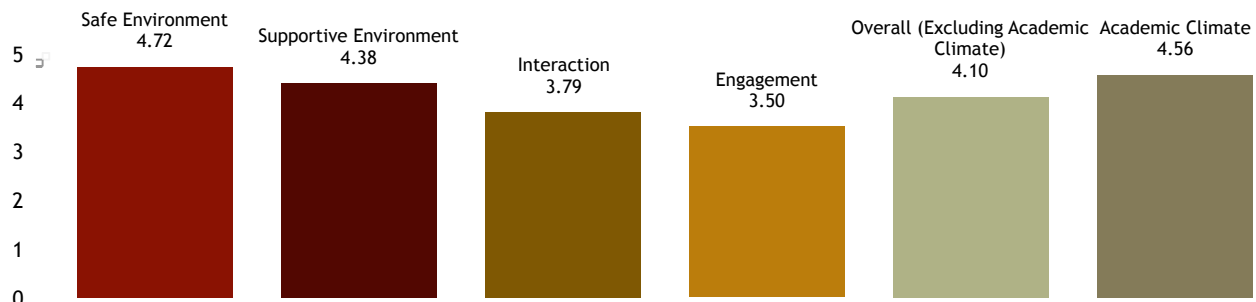
### Program Strengths

1.Children's book making provided students with the choices for their character's super power. Boundaries were set around the use of weapons and the students discussed this with their teacher. Teams are established for group work and behavior incentives. There are roles for students to do and opportunities for students to present. The teacher's energy and enthusiasm is evidence of the positive relationship he has with his students. 2.The Journalism class promotes group work and dissection of media articles. The students were on topic and focused on the assignment. The teacher provided ample time for reflecting and processing of the articles and deconstruction of the topic. There were group guidelines for behavior that the youth adhered to. The positive relationship with the teacher was noticeable in her interactions while circulating the room. 3. The Drama and soccer classes provide opportunities for artistic and athletic expression. Every student participates during the session. In drama, the play was relevant to the students' lives and was a rewritten version of Romeo and Juliet for the Oakland community. In soccer, the students were fully engaged and are given opportunities to compete against other sites.

### Areas for Improvement

1.In one class, three of the students did not adhere to the norms of the group and interrupted the participation of the other students several times. Problem solving with interruptive students would be recommended. 2.The large number of students on campus from the two schools creates a lot of opportunities for conflict. Intentional community building activities in the extended day classes between the schools would promote campus unity. 3. The structure of teams/group work and student choice in planning, present in some of the extended day offerings, would be recommended for all the classes offered.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.72</b>
A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.38</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	4.60
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	4.20
J. Staff support youth with encouragement.	3.67
K. Staff uses youth-centered approaches to reframe conflict.	4.50
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.79</b>
L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	4.33
N. Youth have opportunities to act as group facilitators	2.33
O. Youth have opportunities to partner with adults.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.50</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	4.50
<b>Overall Score (excluding Academic Climate)</b>	<b>4.10</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.56</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>3%</b>	<b>70%</b>
I. Safe Environment	0%	89%
II. Supportive Environment	0%	70%
III. Interaction	8%	50%
IV. Engagement	0%	38%
V. Academic Climate	10%	90%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Emerson Elementary

**Agency Name:** BACR

**Date of Observation:** 1/28/13

**Site Visitor:** Julie

**Activities Observed:** 3rd/4th Homework (3:00 - 3:30), TechGirls (3:30 - 4:00), 3rd/4th/5th Flag Tag (4:20 - 5:00),

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
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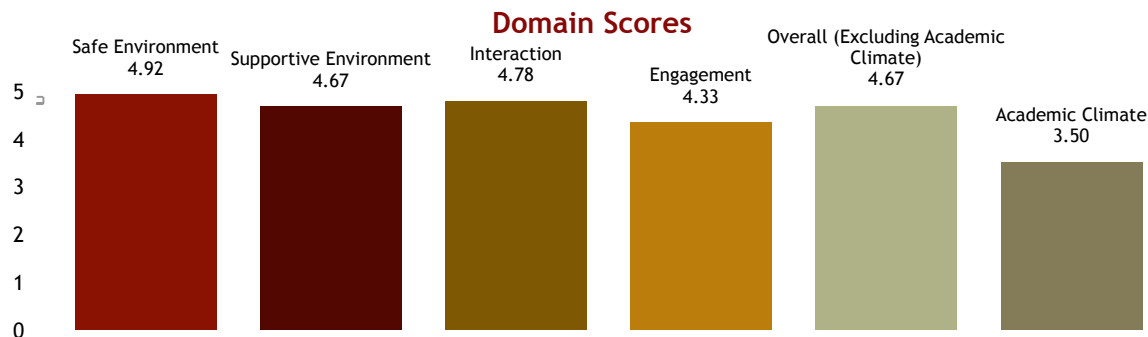
**PROGRAM QUALITY RATING:** Thriving

### Program Strengths

The 3rd/4th Grade homework class incorporated an opening get-to-know you activity that allowed children the opportunity to get to learn more about each other. Staff used incentive-based methods ("star-bucks") to support youth in managing their behavior. The girls in this group had multiple opportunities to help with components of the class (e.g. writing agenda up on the board, leading line up for snack to classroom transition, managing the classroom materials). Youth voice and choice, clear structures and a routine that supports productivity were observed in this session. During the 5th Grade Community circle time, children reviewed the components of writing a letter as a way for youth to share what was on their minds. The activity called "Letter to myself" allowed youth to creatively share what was on their minds. During this time, staff was clear about expectations, giving clear and direct instructions to youth about the classroom agreements. The Flag Tag activity incorporated fair play and scaffolded game strategy to youth. The activity, which was centered on a flag tag game was welcoming, and staff made sure to incorporate fair play so that all youth were welcome and supported.

### Areas for Improvement

Though the Flag Tag activity was linked to larger content around strategy and critical thinking, it is suggested that staff make it explicit for youth by stating this to the youth when they begin. This will help youth make connections in what they're doing and what they are learning. As it's possible, continue to provide structured ways for youth to take leadership roles, and to have meaningful roles in the activities.



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.92</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.67</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	4.33
I. Staff support children in building skills.	4.00
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.78</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	5.00
N. Children have opportunities to practice leadership skills.	4.33
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.33</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	4.33
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.67</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.50</b>
I. Youth are supported in the development of specific academic skills.	3.67
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	2.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>3%</b>	<b>79%</b>
I. Safe Environment	0%	95%
II. Supportive Environment	0%	82%
III. Interaction	0%	91%
IV. Engagement	0%	60%
V. Academic Climate	20%	50%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Encompass

Agency Name: Oakland Leaf

Date of Observation: 10/16/12

Site Visitor: Dominique

Activities Observed: Green Team, Jewelry, Recreation, Cultural Arts/Crafts

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

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The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

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- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

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- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
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PROGRAM QUALITY RATING: Performing

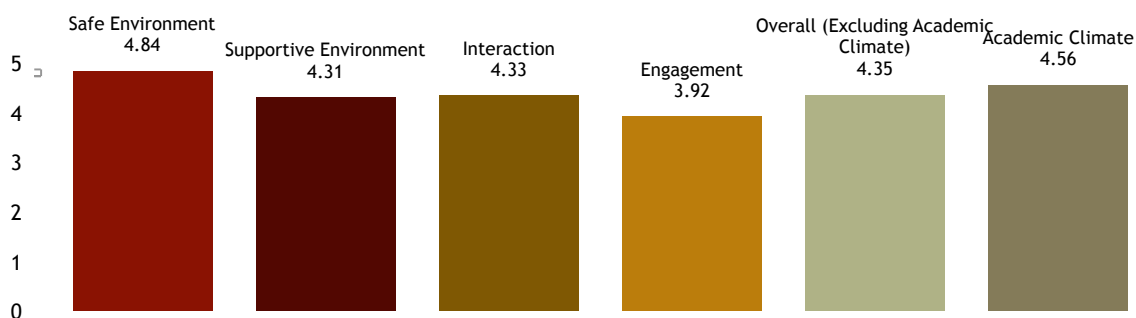
### Program Strengths

1. The Green Team works cohesively to collect the recycling around the school and discuss community issues. The use of the talking stick, and sharing their experiences from their lives, promotes respect and community building for the group. The teacher provides guidance for the students in their life struggles and promotes leadership qualities and responsibilities with her students. 2. The art based classes allow for student expression. The Jewelry class allows students to choose from a variety of projects and the groups of students work with their peers to complete their projects. The Cultural Arts/Crafts class allows all students to share about their lives through their individual collages. They each contributed to the discussion and explained an aspect of their work. The teachers work diligently to encourage students to take pride in their projects. 3. The recreation class provided a measured buildup of basketball skills developmentally appropriate for the youth. Utilizing teams in relay races, the students each took turns practicing their skills after the teacher had modeled the skills for them. Cheering for both teams was encouraged by the teacher and the youth enthusiastically cheered and practiced during the activity.

### Areas for Improvement

1. Classroom roles for students to accomplish, especially in classes with a lot of equipment and clean-up, would be recommended. 2. Utilizing older students or Middle School volunteers for difficult and complicated tasks could alleviate some pressure from the teacher and model appropriate behaviors for some of the students. 3. Connecting the lessons to what the students are learning during the school day would be beneficial.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.84</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	4.20
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.31</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	4.20
H. Activities support active engagement.	4.33
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.33</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	5.00
N. Children have opportunities to practice leadership skills.	3.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.92</b>
P. Children have opportunities to make plans.	3.67
Q. Children have opportunities to make choices based on their interests.	4.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.35</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.56</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>1%</b>	<b>75%</b>
I. Safe Environment	0%	89%
II. Supportive Environment	0%	71%
III. Interaction	0%	73%
IV. Engagement	0%	40%
V. Academic Climate	10%	90%



## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Esperanza

Agency Name: BACR

Date of Observation: 12/10/12

Site Visitor: Cimone

Activities Observed: 5th grade (3:47-4:35), 4th grade (4:30-4:54), 1st/2nd grade (5:00-5:24),

### About This Report

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### What the Ratings Mean

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- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

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**PROGRAM QUALITY RATING:** Performing

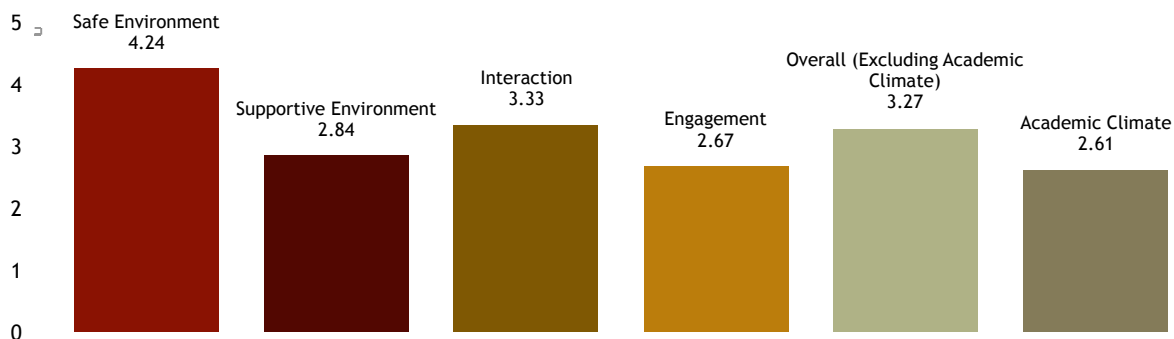
### Program Strengths

In the 5th grade class, the teacher was strong in providing clear reasons behind expectations and for why she was engaging in certain ways (ie, asking people to separate in seating, asking another student to leave, etc.). The kindergarten class was particularly strong in creating an inclusive atmosphere for all students and being facilitated in English and Spanish allowed students to be informal peer mentors as well. The ending activity in the cafeteria with skill-building games such as Jenga and legos created an atmosphere where staff could informally get to know students and create more opportunities to learn in a different modality.

### Areas for Improvement

The program could be made stronger by providing all youth across activities time to reflect, even within homework activities to check in, get to know one another, etc. From observations, youth had little opportunity for small group work, open-ended choices for deciding the day's activities, as well as use academic time to connect student's learning explicitly to what is learned in the school day or in prior sessions.

### Domain Scores





### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.24</b>
A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	4.60
E. Healthy food and drinks are provided.	3.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>2.84</b>
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for children.	4.20
H. Activities support active engagement.	1.67
I. Staff support children in building skills.	3.00
J. Staff support children with encouragement.	1.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.33</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	2.00
N. Children have opportunities to practice leadership skills.	3.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>2.67</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	2.00
R. Children have opportunities to reflect.	1.67
S. Children are encouraged to exercise independence and take on responsibilities.	4.00
<b>Overall Score (excluding Academic Climate)</b>	<b>3.27</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>2.61</b>
I. Youth are supported in the development of specific academic skills.	3.67
II. Staff support individual learners	2.50
III. Staff provides support for linking academic content to youths' prior knowledge.	1.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>20%</b>	<b>38%</b>
I. Safe Environment	0%	76%
II. Supportive Environment	28%	33%
III. Interaction	18%	36%
IV. Engagement	30%	10%
V. Academic Climate	30%	10%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Franklin Elementary

**Agency Name:** EBAYC

**Date of Observation:** 2/5/13

**Site Visitor:** Julie

**Activities Observed:** Homework (5th), Homework (4th), 3rd Grade, Newcomers/ELL

### About This Report

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### What the Ratings Mean

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- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

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**PROGRAM QUALITY RATING:** Thriving

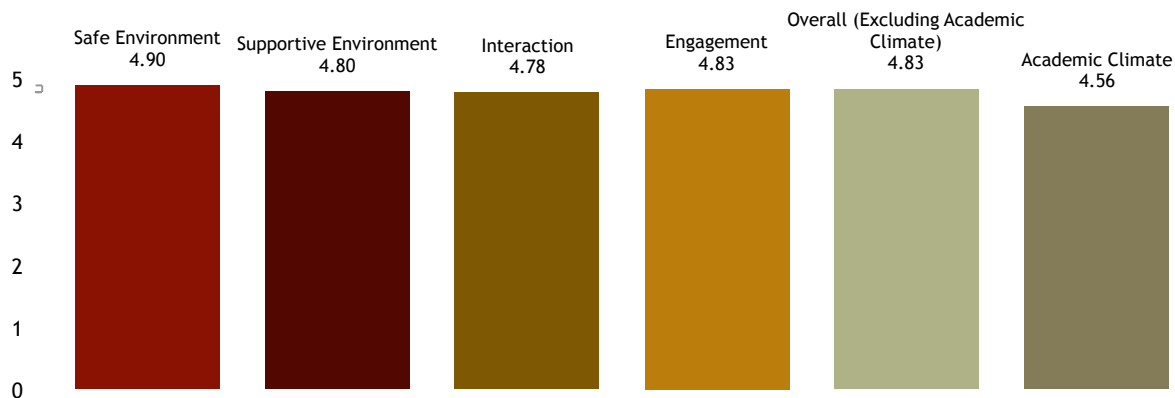
### Program Strengths

Youth who attend the Franklin Elementary experience a well planned schedule. This was evident in the smooth transitions between different periods and also in each class. Youth appeared to know the routine in each activity very well, with time spent productively. Youth display high levels on comraderie and encourage each other in positive ways.

### Areas for Improvement

Periods for verbal reflection were observed throughout the program. It is suggested that enhancements can be made to this already strong practice through additional strategies to share what they have done (e.g. drawing, roles playing, writing, using media or technology). This can help support retention of the day's lessons.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.90</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.50
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.80</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	4.00
K. The physical environment is flexible and child-centered.	#NULL!
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.78</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	#NULL!
M. Children have opportunities to develop a sense of belonging	5.00
N. Children have opportunities to practice leadership skills.	4.33
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.83</b>
P. Children have opportunities to make plans.	5.00
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	4.33
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.83</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.56</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>91%</b>
I. Safe Environment	0%	94%
II. Supportive Environment	0%	94%
III. Interaction	0%	91%
IV. Engagement	0%	90%
V. Academic Climate	0%	80%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Fred T. Korematsu

Agency Name: BACR

Date of Observation: 12/10/12

Site Visitor: Dominique

Activities Observed: Gingerbread, Snowman, Karate (Destiny),

### About This Report

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### Program Quality Categories

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**PROGRAM QUALITY RATING:** Performing

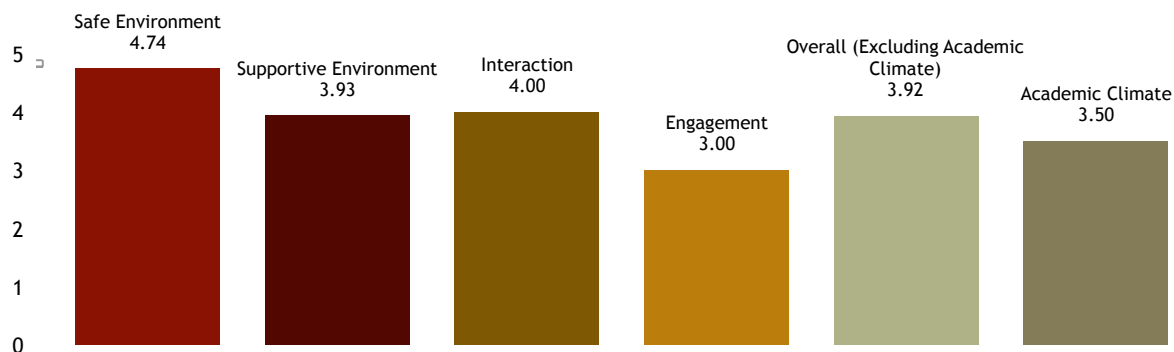
### Program Strengths

1. The Gingerbread project created a lot of excited enthusiasm and the students were eager to share with each other. The students shared the supplies and helped each other when they had difficulties. 2. The Snowman project was eagerly completed by the students and they were able to informally discuss their hobbies as they created the art pieces. 3. The Martial Arts class provided by Destiny Arts had a clear structure which the students were familiar with and were eager to help lead the class in warm-ups. The key elements of the group's mission were reviewed with the students and the students practiced their skill building as a group.

### Areas for Improvement

1. Dedicated space for activities would provide a quieter atmosphere to allow for sharing and group discussions. 2. Having carts, ample supplies and portable agendas for activities, especially art projects, would help with creating intentional space and displaying clear learning targets. 3. Leadership roles, either with peers or older students with younger students, would help encourage skills in mentorship as well as help with larger projects with multiple parts.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.74</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	4.50
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	4.20
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>3.93</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	3.80
H. Activities support active engagement.	3.67
I. Staff support children in building skills.	4.20
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.00</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	4.00
N. Children have opportunities to practice leadership skills.	3.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.00</b>
P. Children have opportunities to make plans.	1.00
Q. Children have opportunities to make choices based on their interests.	4.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	4.00
<b>Overall Score (excluding Academic Climate)</b>	<b>3.92</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.50</b>
I. Youth are supported in the development of specific academic skills.	3.00
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	3.00

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>6%</b>	<b>54%</b>
I. Safe Environment	0%	84%
II. Supportive Environment	0%	47%
III. Interaction	0%	55%
IV. Engagement	30%	20%
V. Academic Climate	10%	40%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Frick Middle School

**Agency Name:** Safe Passages

**Date of Observation:** 10/25/12

**Site Visitor:** Cimone Satele

**Activities Observed:** 6th Grade Kings and Queens/ TI:6th Grade, 7th Grade Kings, Girls Group, Visual Art

### About This Report

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### What the Ratings Mean

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### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

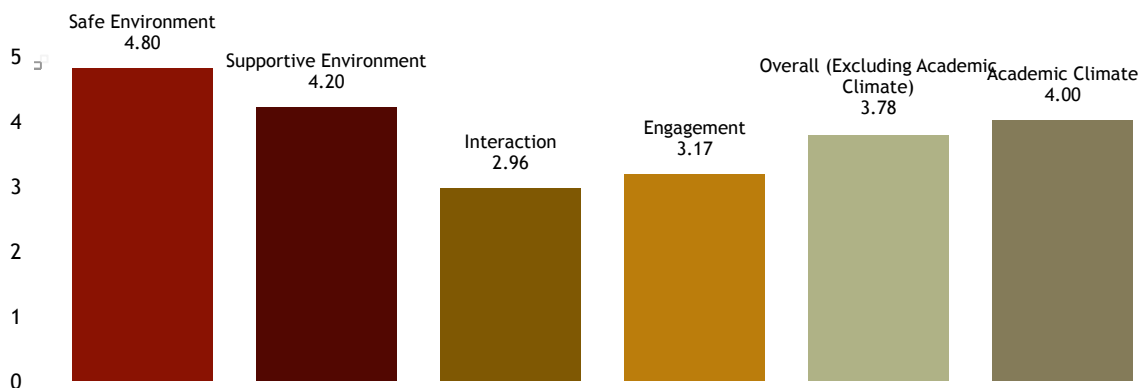
### Program Strengths

The academic mentoring component-- both done by Safe Passages and AmeriCorp-- is strong and engages youth in interactive ways while linking to core academic skills. In the girls' group, it is evident that youth have a sense of voice and choice within the activity. Finally, there is a great sense of inclusiveness within the entire after school community and positive emotional climate.

### Areas for Improvement

The next step for the program is to ensure that leadership opportunities are happening across the board in all activities, particularly in enrichment classes but also in academic mentoring activities. Across all activities, reflection opportunities for youth (either at the end or beginning of activity) would benefit youth and ensuring there is time to do this would allow youth the ability to share their perspectives.

### Domain Scores



### Summary Report of Domain Scores

**Safe Environment - After school program is physically and emotionally safe for youth. 4.80**

A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00

**Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques. 4.20**

F. Staff provided a welcoming atmosphere	4.33
G. Session flow is planned, presented, and paced for youth	4.20
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	3.80
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	0.00

**Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills. 2.96**

L. Youth have opportunities to develop a sense of belonging	3.50
M. Youth have opportunities to collaborate and work cooperatively with others	3.00
N. Youth have opportunities to act as group facilitators and mentors	2.33
O. Youth have opportunities to partner with adults.	3.00

**Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress. 3.17**

P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	3.50

**Overall Score (excluding Academic Climate) 3.78**

**Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.) 4.00**

I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.00

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>3%</b>	<b>53%</b>
I. Safe Environment	0%	94%
II. Supportive Environment	0%	55%
III. Interaction	17%	17%
IV. Engagement	0%	13%
V. Academic Climate	0%	50%



## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Fruitvale Elementary

**Agency Name:** Learning For Life

**Date of Observation:** 2/4/13

**Site Visitor:** Julie

**Activities Observed:** Future Chefs/HW Club (3:00pm - 3:30pm), Art (3:30pm - 4:00pm), Science - 3rd grade (4:23pm - 5:20pm),

### About This Report

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### Program Quality Categories

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- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

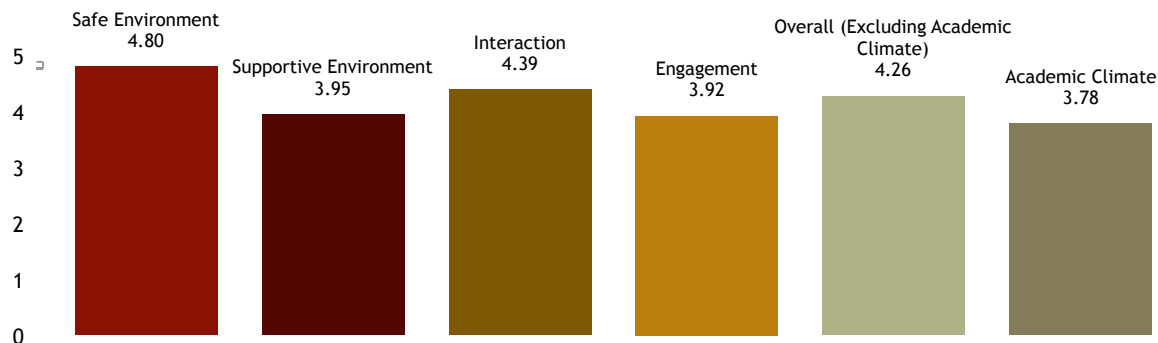
### Program Strengths

The afterschool program at Fruitvale provides a variety of enriching activities. The Future Chefs sets high standards for youth who are enrolled in the activity. Through this intensive, enrollment based activity based in the after school program, youth participate in community events, catering events throughout the community. During the Art activity, youth took turns displaying their finished drawings (?I can draw what I see?) and leading the critique of their drawings. In doing this, all youth were engaged with both the lesson, but also providing positive, productive feedback for the next round of drawings. In the science activity, the use of "jobs"(e.g. "Majority Whip", "Minority Whip", "Prosecutor") provided youth with meaningful roles in class management. The lesson for the day focused on the forthcoming egg drop, and supported youth in experiencing the iterative process of creating their own egg drop vessel.

### Areas for Improvement

Transition from snack to academics and on to enrichment could be more structured. Some transitions were slower, taking up time from the scheduled activity times. For activities that are not already doing this, implementing youths' voices and assigning formalized roles is suggested.

### Domain Scores





**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.80</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>3.95</b>
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	3.00
I. Staff support children in building skills.	3.40
J. Staff support children with encouragement.	4.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.39</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	4.50
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.92</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	4.00
R. Children have opportunities to reflect.	3.67
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.26</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.78</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.00
III. Staff provides support for linking academic content to youths' prior knowledge.	2.33

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>4%</b>	<b>66%</b>
I. Safe Environment	0%	89%
II. Supportive Environment	6%	56%
III. Interaction	0%	73%
IV. Engagement	0%	40%
V. Academic Climate	20%	60%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: FUTURES ELEMENTARY

Agency Name: Aspiranet

Date of Observation: 3/12/13

Site Visitor: Dominique

Activities Observed: 4th/5th girls, 1st/2nd boys, 1st/2nd girls, 3rd/4th boys

### About This Report

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### Program Quality Categories

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PROGRAM QUALITY RATING: Performing

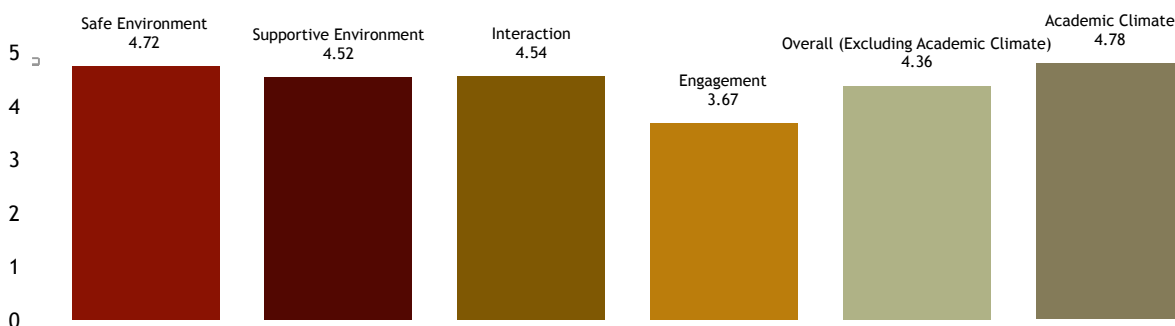
### Program Strengths

1. Both the 4th/5th girls and 3rd/4th boys classes utilized music to discuss the theme of Civil Rights for the month's curriculum and topic. The 4th/5th class was able to discuss with their families and show them an inspirational video at home and the teacher led a discussion on the impact of the song on the girls and their families. The students were able to share and connect with the topic. The 3rd/4th boys class were broken into small groups and asked to depict the songs meaning for each student. The students work as a team to deconstruct the meaning of words. Both groups have a positive rapport with their leader. 2. The 1st/2nd grade boys' class reviewed vocabulary around the topics of bullying and Civil Rights. The students reviewed classroom agreements around their use of play-doh during story time and their behaviors were charted on a Star chart used by the teacher. The guidelines and expectations were very clear to the students and created a calm learning environment. 3. The 1st/2nd girls completed a kinesthetic project on voting. As a continuation to a previous lesson, students were able to rotate through sessions and vote. Some students were given leadership positions and some students were helping each other navigate the stations.

### Areas for Improvement

1. The two schools located on one campus with multiple entry points make it difficult for the outdoor program space to be supervised at all times although there is an SSO circulating throughout the school. 2. The behavior guidelines and star chart of the 1st/2nd grade boys class are a positive example of using jobs and ownership of behaviors which could be modeled in some of the other classes using age appropriate equivalent practices. 3. Student input and planning for individual projects/curriculum /lessons may foster further student participation some of the more complex curriculum topics.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.72</b>
A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.52</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	4.60
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.54</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	5.00
M. Children have opportunities to develop a sense of belonging	4.50
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.67</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	3.67
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.36</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.78</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	4.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>77%</b>
I. Safe Environment	0%	89%
II. Supportive Environment	0%	82%
III. Interaction	0%	80%
IV. Engagement	0%	30%
V. Academic Climate	0%	90%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Garfield Elementary

Agency Name: EBAYC

Date of Observation: 12/20/12

Site Visitor: Jasmine

Activities Observed: Snack Time, Enrichment, Academic Intervention, Homework

### About This Report

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### What the Ratings Mean

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### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
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PROGRAM QUALITY RATING: Thriving

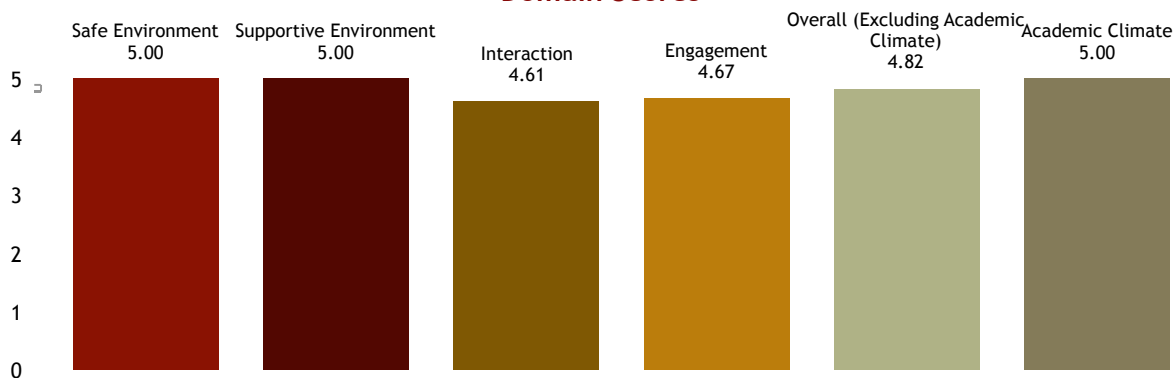
### Program Strengths

The Garfield Elementary after school program does a great job incorporating High School interns to help lead classes. Staff have a strong, articulated vision for providing leadership and guidance to students in the program. The students are very engaged and challenged in developmentally appropriate activities.

### Areas for Improvement

The program might try and develop more structured leadership opportunities for youth, or look at ways for youth to provide structured feedback about activities.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>5.00</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	NA
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.61</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	NA
M. Children have opportunities to develop a sense of belonging	4.50
N. Children have opportunities to practice leadership skills.	4.33
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.67</b>
P. Children have opportunities to make plans.	5.00
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	3.67
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.82</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>5.00</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	5.00

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>92%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	100%
III. Interaction	0%	82%
IV. Engagement	0%	80%
V. Academic Climate	0%	100%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Global Family School

**Agency Name:** BACR

**Date of Observation:** 10/23/12

**Site Visitor:** Jasmine

**Activities Observed:** Life Science (both 3rd & 5th grade classes), 1st & 2nd grade Academics, Arts & Crafts, Snack Time

### About This Report

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### Program Quality Categories

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**PROGRAM QUALITY RATING:** Performing

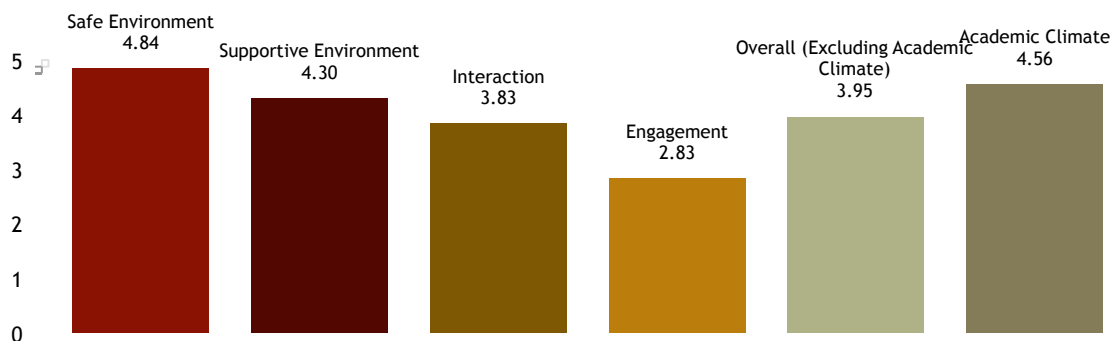
### Program Strengths

The students were very engaged in both the academic and enrichment classes. The teachers were knowledgeable, and presented information in a relaxed manner. The program atmosphere was inclusive, and children were very motivated to take responsibility for their work space. The teachers knew each child by name, and spoke to them in both English and Spanish as the situation called for.

### Areas for Improvement

There could be more opportunities for students to make authentic choices and participate in activity planning, and participate in reflection. We did not observe many student led large or small group activities, perhaps the leadership class is the place for these types of activities.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.84</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.20
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.30</b>
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	3.67
I. Staff support children in building skills.	3.50
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.83</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	3.50
N. Children have opportunities to practice leadership skills.	3.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>2.83</b>
P. Children have opportunities to make plans.	2.33
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	1.00
S. Children are encouraged to exercise indepdence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>3.95</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.56</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>9%</b>	<b>67%</b>
I. Safe Environment	0%	89%
II. Supportive Environment	6%	71%
III. Interaction	9%	55%
IV. Engagement	40%	20%
V. Academic Climate	0%	80%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Greenleaf (Whittier) Elementary

**Agency Name:** BACR

**Date of Observation:** 12/11/12

**Site Visitor:** Jasmine

**Activities Observed:** Recess, Homework, Science, Debate

### About This Report

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- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Thriving

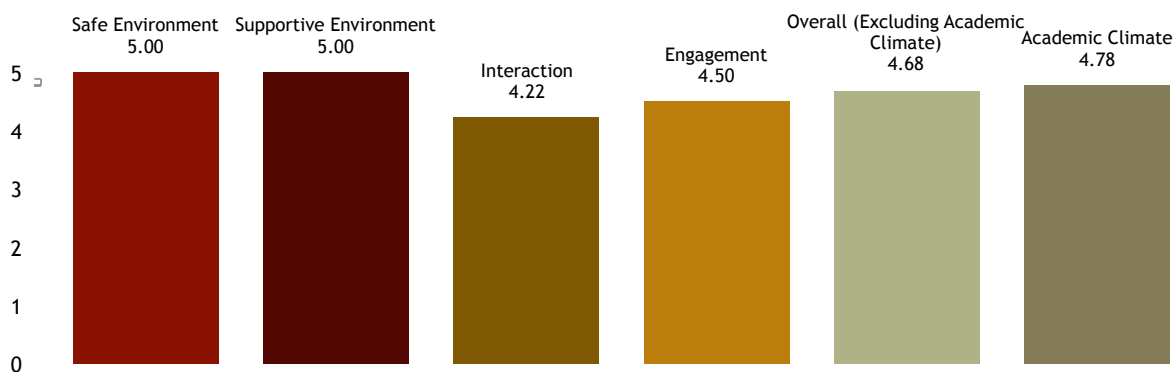
### Program Strengths

The Greenleaf elementary afterschool program has good safety monitoring for exits and parent pick-up. The activities observed were developmentally challenging, very engaging for students, and with genuine student choice.

### Areas for Improvement

There could be more opportunities for activity reflection, and you might consider having more structured opportunities for students to get to know each other.

### Domain Scores





### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>5.00</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	NA
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.22</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	NA
M. Children have opportunities to develop a sense of belonging	4.00
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.50</b>
P. Children have opportunities to make plans.	5.00
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.68</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.78</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	4.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>85%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	100%
III. Interaction	0%	64%
IV. Engagement	0%	70%
V. Academic Climate	0%	90%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Hoover

Agency Name: BACR

Date of Observation: 12/18/12

Site Visitor: Cimone

Activities Observed: 4th grade (3:38-4:00), 4th grade: Success Maker (4:09-4:25), Kindergarten (4:35-4:57), 5th grade (5:06-5:20)

### About This Report

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PROGRAM QUALITY RATING: Performing

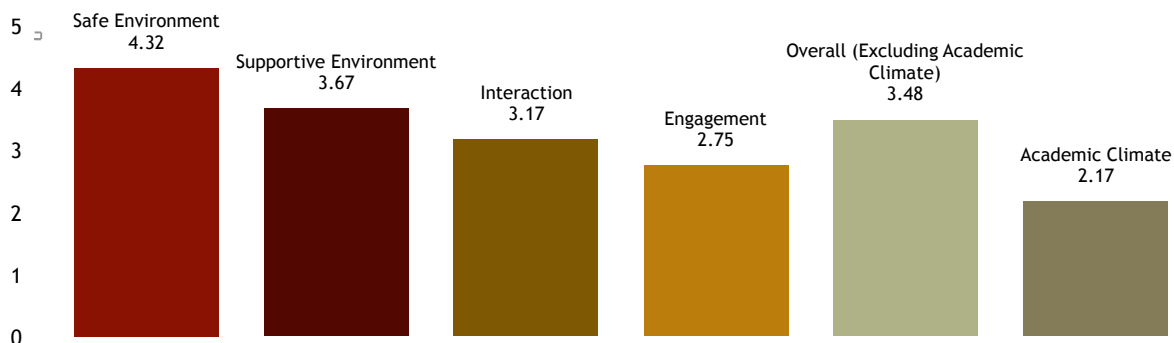
### Program Strengths

Youth have opportunities to build their academic skills during homework time, and also have opportunities to build their sense of belonging through BIC blasters- activities designed to get to know one another and create emotionally-safe/inclusive environments. Youth in this class were also asked to reflect on their experiences and talk about their work with other students. Within snack time, young people get to practice leadership skills as they are assigned tasks to help facilitate snack to each grade group.

### Areas for Improvement

Within the academic activities observed, activities could be made stronger by providing intentional ways to link to youth's knowledge that they bring from the school day. There were few opportunities across all activities for youth to set goals and make plans or set goals. Finally, while youth are in the computer lab for the Success Maker program, this could be stronger by providing off-computer time with learning targets and goals, while also having instructors and staff intentionally monitor all youth in their progress of this software (as I noticed someone in the Spanish speaking software mistakenly and he was not told to refocus and start again on the English speaking software).

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.32</b>
A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	3.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	4.60
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>3.67</b>
F. Staff provide a welcoming atmosphere.	3.67
G. Session flow is planned, presented, and paced for children.	4.20
H. Activities support active engagement.	3.67
I. Staff support children in building skills.	3.80
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.17</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	3.00
N. Children have opportunities to practice leadership skills.	3.00
O. Staff engages with children in positive ways.	3.50
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>2.75</b>
P. Children have opportunities to make plans.	1.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	4.00
<b>Overall Score (excluding Academic Climate)</b>	<b>3.48</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>2.17</b>
I. Youth are supported in the development of specific academic skills.	3.00
II. Staff support individual learners	2.50
III. Staff provides support for linking academic content to youths' prior knowledge.	1.00

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>13%</b>	<b>35%</b>
I. Safe Environment	0%	68%
II. Supportive Environment	0%	39%
III. Interaction	9%	18%
IV. Engagement	30%	10%
V. Academic Climate	50%	10%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Horace Mann

Agency Name: Learning For Life

Date of Observation: 11/5/12

Site Visitor: Femi

Activities Observed: Science, Garden, Capoeira, Art

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

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### What the Ratings Mean

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### Program Quality Categories

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PROGRAM QUALITY RATING: Performing

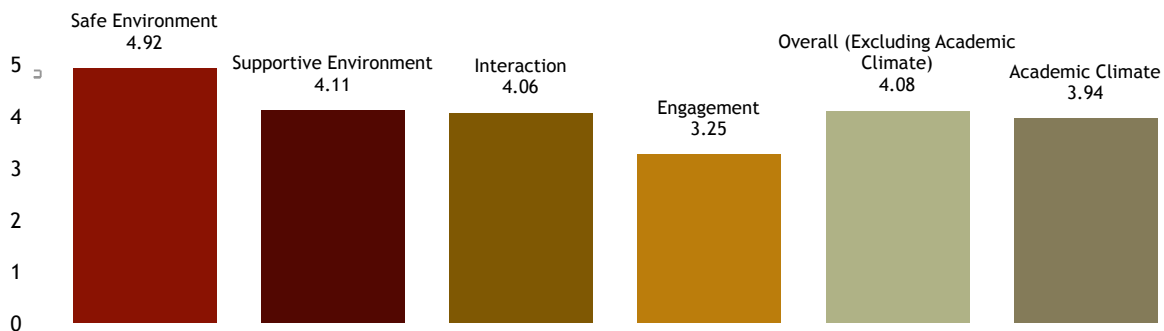
### Program Strengths

Youth were encouraged to take on responsibility in the program. Youth passed out and collected materials. In gardening, youth peeled potatoes and set the table to try their sample of mashed potatoes. Children were also pushed to achieve higher levels of skill development. The staff in capoeira modeled moves to help youth perform them better and in science staff encouraged youth to brainstorm chemical changes after providing a concrete definition of the term.

### Areas for Improvement

Youth did not have an opportunity to plan in any of the activities that were observed. In one activity staff dismissed the feedback of youth.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.92</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.11</b>
F. Staff provide a welcoming atmosphere.	3.67
G. Session flow is planned, presented, and paced for children.	4.60
H. Activities support active engagement.	3.67
I. Staff support children in building skills.	4.60
J. Staff support children with encouragement.	4.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.06</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	4.50
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.25</b>
P. Children have opportunities to make plans.	1.00
Q. Children have opportunities to make choices based on their interests.	4.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.08</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.94</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	2.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>9%</b>	<b>67%</b>
I. Safe Environment	0%	94%
II. Supportive Environment	6%	67%
III. Interaction	0%	55%
IV. Engagement	40%	40%
V. Academic Climate	10%	60%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Howard

Agency Name: Aspiranet

Date of Observation: 11/5/12

Site Visitor: Dominique

Activities Observed: Science 1st/2nd, African Dance 1st/2nd, Academic Hour 2nd, Art 3-5

### About This Report

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### Program Quality Categories

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PROGRAM QUALITY RATING: Performing

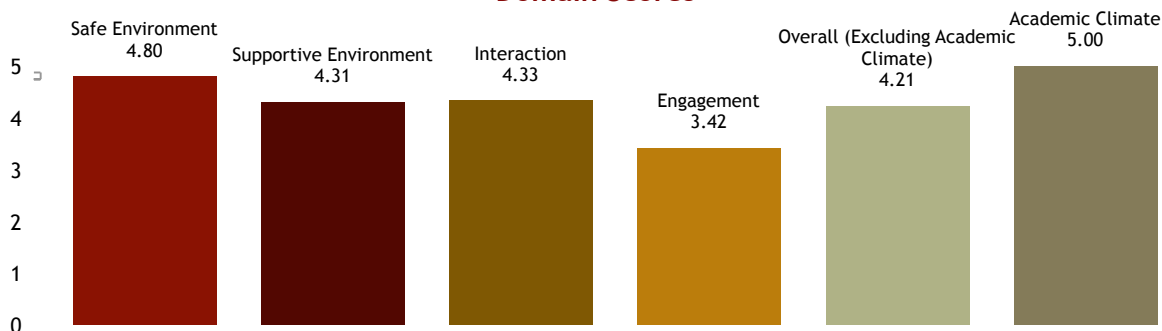
### Program Strengths

1. All students are given the opportunity to check-in during the start of science and each receive a turn at discussing their experiences from the weekend. The materials were divided and prepped for each student on their desks and the learning target was clearly posted on the board. 2. For Academic hour, the instructor used a cheerful, positive demeanor to engage the students and assist them with their learning target. The students interacted well with the style and the class had a natural atmosphere of positive interactions between each other and with the instructor. The students are able to ask questions of their choice, and the instructor uses the questions as teaching moments for the entire group. The use of non-evaluative language was prominent in the teaching. 3. Dance and Art allow students to use creative expression. The dance students were very excited about the class and learning new steps. The groups took turns learning and observing the routine modeled by the instructor, while the student leader assisted with students who were having difficulties. The Art students were able to choose their own materials and designs to complete their projects. The teacher encouraged their individuality.

### Areas for Improvement

1. The use of older students or student leaders during the classes is highly recommended, especially for students who are struggling with behaviors that are not conducive with the environment. 2. Opportunities for peer teaching and mentorship would encourage student ownership over their work and encourage other students to succeed with their respective topics. 3. In classes with complicated steps or multiple projects, use of volunteers to monitor students working is recommended. Also, the use of students for classroom jobs to alleviate teacher involvement in routine tasks would be helpful.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.80</b>
A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.31</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	4.20
H. Activities support active engagement.	4.33
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.33</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	5.00
N. Children have opportunities to practice leadership skills.	3.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.42</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	3.67
S. Children are encouraged to exercise independence and take on responsibilities.	4.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.21</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>5.00</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	5.00

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>74%</b>
I. Safe Environment	0%	95%
II. Supportive Environment	0%	69%
III. Interaction	0%	73%
IV. Engagement	0%	20%
V. Academic Climate	0%	100%



## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** International Community School

**Agency Name:** Oakland Leaf

**Date of Observation:** 11/29/12

**Site Visitor:** Femi

**Activities Observed:** Girls Inc. K/1st Grade, CAST, Superstar Literacy, Snack

### About This Report

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### What the Ratings Mean

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**PROGRAM QUALITY RATING:** Performing

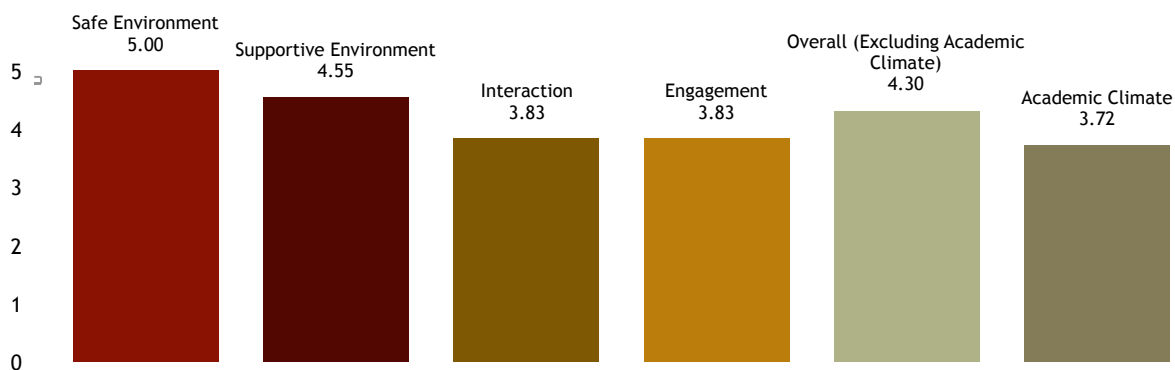
### Program Strengths

Program staff consistently interacted with youth in positive ways, offering support, working alongside youth, and setting expectations clearly and consistently. Staff effectively broke down tasks into manageable steps and delivered the content in multiple modes to support skill building. Youth were seen making choices and exercising responsibility in the program activities.

### Areas for Improvement

The program offerings could be improved if staff offered youth more opportunities for leadership and mentoring. Skill-building could be further enhanced if staff modeled some tasks and/or skills for youth and helped youth make connections between their school day learning and the activities at the program.

### Domain Scores





### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.55</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	4.33
I. Staff support children in building skills.	3.40
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.83</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	4.00
M. Children have opportunities to develop a sense of belonging	4.00
N. Children have opportunities to practice leadership skills.	2.33
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.83</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	2.33
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.30</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.72</b>
I. Youth are supported in the development of specific academic skills.	4.33
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	2.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>7%</b>	<b>71%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	6%	78%
III. Interaction	13%	60%
IV. Engagement	10%	40%
V. Academic Climate	10%	50%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: La Escuelita

Agency Name: EBAYC

Date of Observation: 10/18/12

Site Visitor: Femi

Activities Observed: 2nd Grade Reading, 5th Grade Reading, Fashion, Sports/Cheer/Juggling

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## PROGRAM QUALITY RATING: Performing

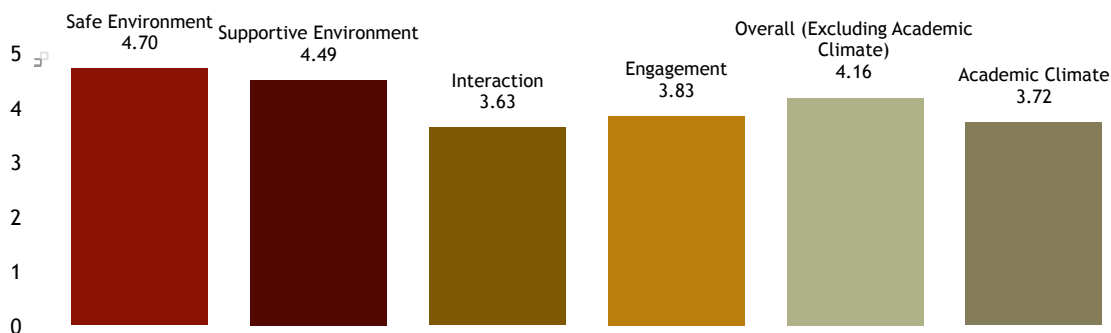
### Program Strengths

The program activities at La Escuelita had a clear focus. The staff included learning targets in their lesson plans and shared these goals with youth. Staff provided opportunities for youth to take on responsibilities in the program. Second graders were assigned clear roles such as door monitor whereas fifth graders were asked to pass out and collect activity materials. Student choice was interwoven into the program activities. Cheerleaders choreographed dance moves, young writers crafted their own letters, and budding fashionistas designed their own t-shirts.

### Areas for Improvement

Youth did not have time to reflect on program activities. Staff can build off of the use of learning targets and incorporate them in reflection with youth. The emergency procedures were not posted. This is likely due to the recent transition into a new building, however, it is important to have them displayed as soon as possible. Staff made some attempts to connect childrens' prior experience to the topic of the current activity but no attempts to connect the topics of the activities to the school day were observed.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.70</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	3.50
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.49</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	4.60
H. Activities support active engagement.	3.67
I. Staff support children in building skills.	4.20
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.63</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	3.50
M. Children have opportunities to develop a sense of belonging	4.50
N. Children have opportunities to practice leadership skills.	3.00
O. Staff engages with children in positive ways.	3.50
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.83</b>
P. Children have opportunities to make plans.	4.33
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	1.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.16</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.72</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	1.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>12%</b>	<b>67%</b>
I. Safe Environment	6%	88%
II. Supportive Environment	0%	72%
III. Interaction	13%	47%
IV. Engagement	30%	60%
V. Academic Climate	20%	60%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Lafayette

Agency Name: BACR

Date of Observation: 10/30/12

Site Visitor: Julie

Activities Observed: Snack Time/Program Check in, 4th Grade Academic Time, 5th Grade Academic Time,

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

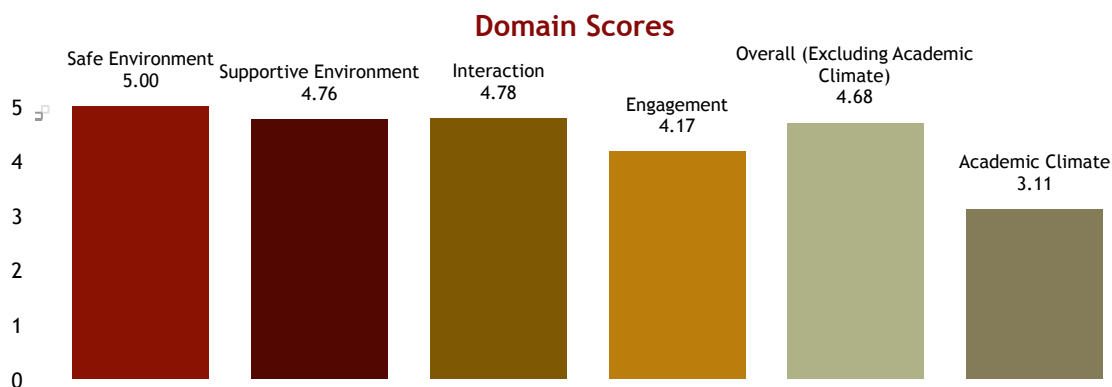
PROGRAM QUALITY RATING: Thriving

### Program Strengths

The caring staff at Lafayette provide a well-rounded experience to youth in the after school program. Activities observed offer a broad range: focused homework time, hands on application of academic concepts tied to the school-day, and in-depth discussion around managing behavior and feelings around peer interactions. The homework activity was set up in way that each child was given one-on-one support from adults to complete their homework. Staff in this activity utilized open ended questions well and supported youth by breaking down more difficult problems to support youth in working through their homework. In the 4th grade class, youth were given authentic choices around how to carry out their anti-bullying posters. The structure of the 5th grade class promoted youth voice, and implemented reflection strategies.

### Areas for Improvement

Though reflection practices were observed in some sessions, the practice was observed inconsistently. Youth are given a variety of "choice" throughout the program which could be given more structure and intention so that planning is implemented as well. The use of planning strategies can also aide in linking content from one session to another.



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.76</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	3.80
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.78</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	5.00
N. Children have opportunities to practice leadership skills.	4.33
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.17</b>
P. Children have opportunities to make plans.	2.33
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	4.33
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.68</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.11</b>
I. Youth are supported in the development of specific academic skills.	4.33
II. Staff support individual learners	4.00
III. Staff provides support for linking academic content to youths' prior knowledge.	1.00

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>6%</b>	<b>79%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	83%
III. Interaction	0%	91%
IV. Engagement	11%	56%
V. Academic Climate	30%	40%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Laurel

Agency Name: Learning for Life

Date of Observation: 11/15/12

Site Visitor: Cimone

Activities Observed: 3rd Grade Kidz Lit, 5th Grade Science, Project-Based Art,

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

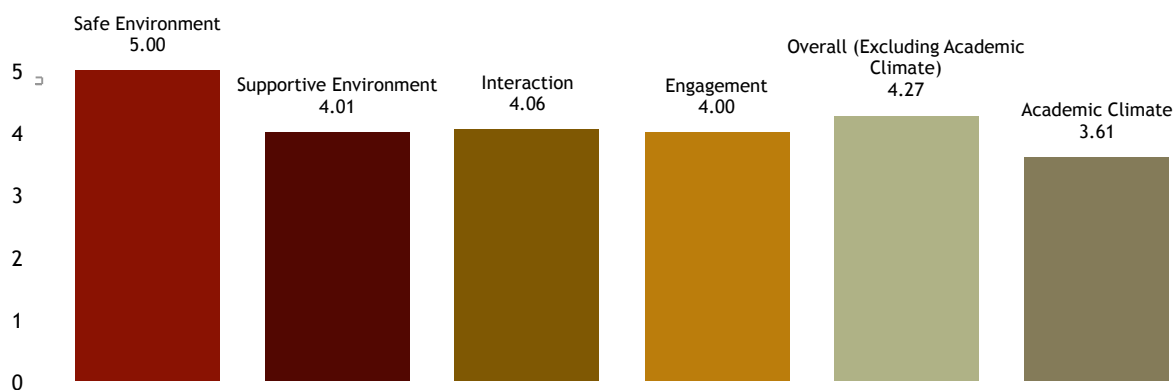
### Program Strengths

The program activities at Laurel represent project-based learning that is hands-on and engaging for youth. Both the science and project-based art had opportunities for small group work and reflection time, with staff creating a welcoming atmosphere for youth to share their thoughts. Finally, the program has a strong academic component for youth to build their academic skills in an active way.

### Areas for Improvement

The program could be stronger in providing youth in all activities time to plan and through different modalities (web brainstorm, post it notes, for example). Youth could also have even more explicit leadership opportunities in all activities- with youth leading some portion of an activity, getting peers motivated to participate, etc. which might be a next step for the program given this is the first half of the year.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.01</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	3.40
H. Activities support active engagement.	3.67
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.06</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	4.00
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	4.50
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.00</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	5.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.27</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.61</b>
I. Youth are supported in the development of specific academic skills.	3.67
II. Staff support individual learners	3.50
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>62%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	53%
III. Interaction	0%	55%
IV. Engagement	0%	50%
V. Academic Climate	0%	30%



## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Learning Without Limits

**Agency Name:** BACR

**Date of Observation:** 11/8/12

**Site Visitor:** Femi

**Activities Observed:** 1st Grade Read Aloud, 3rd Grade Read Aloud, Fun Run, Snack/Recess

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

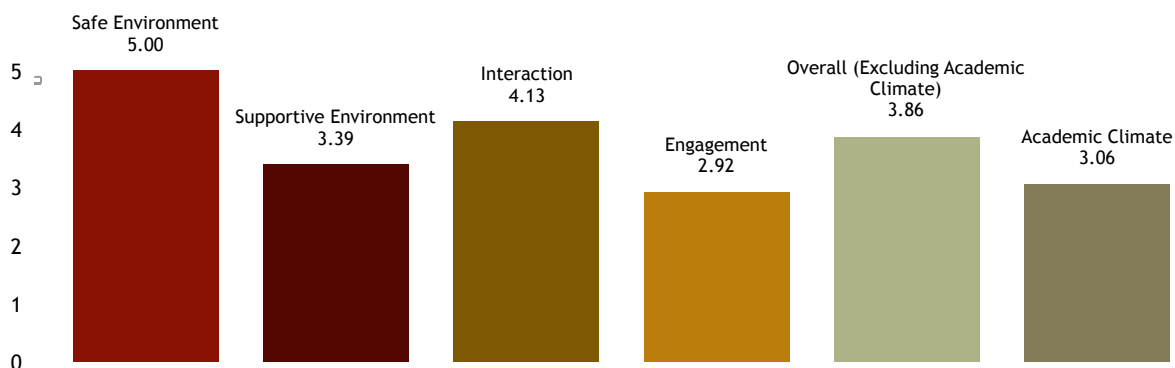
### Program Strengths

It was clear that youth strongly identified with the program. They took initiative to start community traditions during the activities. For example, the 1st graders began singing their line up song and led their peers in 5 seconds of quiet without any encouragement from staff. Interactions between staff and youth were very positive and staff made an effort to work alongside the children. Staff also found ways for youth to exercise responsibility; youth passed out snack and had designated jobs that supported the flow of the activity.

### Areas for Improvement

The youth in the program were not seen planning nor were they engaged in active reflection. One addition that may help the program integrate planning and reflection is to include more structured opportunities for youth to share what they are doing with others. The Read Aloud had a strong academic focus but there was little effort to connect the activity content to youths' prior knowledge or school day learning.

### Domain Scores





### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>3.39</b>
F. Staff provide a welcoming atmosphere.	3.67
G. Session flow is planned, presented, and paced for children.	4.20
H. Activities support active engagement.	1.67
I. Staff support children in building skills.	3.40
J. Staff support children with encouragement.	4.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.13</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	4.50
M. Children have opportunities to develop a sense of belonging	4.00
N. Children have opportunities to practice leadership skills.	3.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>2.92</b>
P. Children have opportunities to make plans.	1.00
Q. Children have opportunities to make choices based on their interests.	4.00
R. Children have opportunities to reflect.	1.67
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>3.86</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.06</b>
I. Youth are supported in the development of specific academic skills.	3.67
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	1.00

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>18%</b>	<b>61%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	17%	39%
III. Interaction	7%	67%
IV. Engagement	50%	30%
V. Academic Climate	40%	50%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Lighthouse Community Charter  
**Agency Name:** Lighthouse Community Charter  
**Date of Observation:** 10/16/12  
**Site Visitor:** Nick  
**Activities Observed:** Snack      Recess      Homework Help      Enrichment Activities

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories:

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality

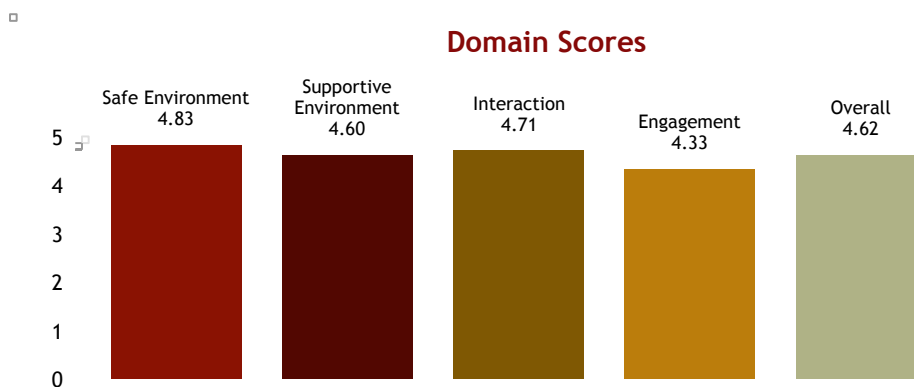
## PROGRAM QUALITY RATING: Thriving

### Program Strengths

This program showed remarkable leadership, community, and involvement. Through these, Lighthouse is able to cultivate the leadership potential of students by giving them a great deal of ownership over their experiences. As a result of the community, there is respect for each other, the space, and for the staff.

### Areas for Improvement

The students could benefit from being able to actively reflect on their experiences, whether it be through sharing or discussing areas of program strength/improvement.



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.83</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	4.50
C. Appropriate emergency procedures and supplies are present.	4.67
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.60</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	3.00
I. Staff support youth in building skills.	5.00
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.71</b>
L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	4.33
O. Youth have opportunities to partner with adults.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.33</b>
P. youth have opportunities to make plans.	5.00
Q. youth have opportunities to make choices based on their interests.	5.00
R. youth have opportunities to reflect.	3.00
<b>Overall Score</b>	<b>4.62</b>

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Lincoln

Agency Name: EBAYC

Date of Observation: 12/17/12

Site Visitor: Femi

Activities Observed: Snack/Recess, Girls Generation, Art History, Tutorial

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

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- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

PROGRAM QUALITY RATING: Thriving

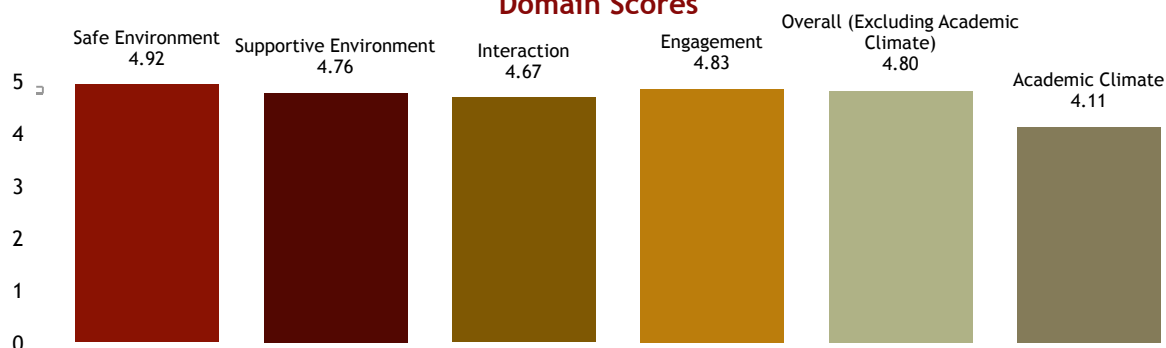
### Program Strengths

Youth leadership is woven into the fabric of the program. For example in Art History, children with prior experience with the voting process led the voting activity by passing out materials, keeping time, counting votes, and sharing results. Children were also given roles that combined leadership and responsibility such as being a Junior Coach or Clean Manager. It was clear that student voice was integrated into the program. Staff facilitated activities that solicited youth input on future projects, celebrations, and program wide presentations.

### Areas for Improvement

Staff can strengthen their skill-building practices by modeling tasks for youth more often. Staff can further draw upon the prior knowledge of youth by asking questions that help children make connections between school day learning and the activity content. Staff are able to see outdoor program exits, however, staff sometimes had their backs to these exits. An effort should be made to ensure that at least one staff can see outdoor exits at all times. The program is unable to make any modifications to the shared classrooms despite multiple conversations with school administrators and a strong willingness to be responsible for the maintenance of the space. The Site Coordinator and staff make a concerted effort to develop curriculum that can be implemented in the classrooms without any modifications. However, the opportunity to make even small modifications to the shared classrooms would provide the program more freedom to enhance the academic and enrichment curriculum.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.92</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	4.60
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.76</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	3.80
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.67</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	4.00
N. Children have opportunities to practice leadership skills.	5.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.83</b>
P. Children have opportunities to make plans.	4.33
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	5.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.80</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.11</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	2.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>3%</b>	<b>87%</b>
I. Safe Environment	0%	95%
II. Supportive Environment	6%	89%
III. Interaction	0%	82%
IV. Engagement	0%	90%
V. Academic Climate	10%	70%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

Program Name: Madison

Agency Name: BACR

Date of Observation: 11/27/12

Site Visitor: Dominique

Activities Observed: Math, Leadership, Flag Football Jewelry

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SA-PQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

PROGRAM QUALITY RATING: **Performing**

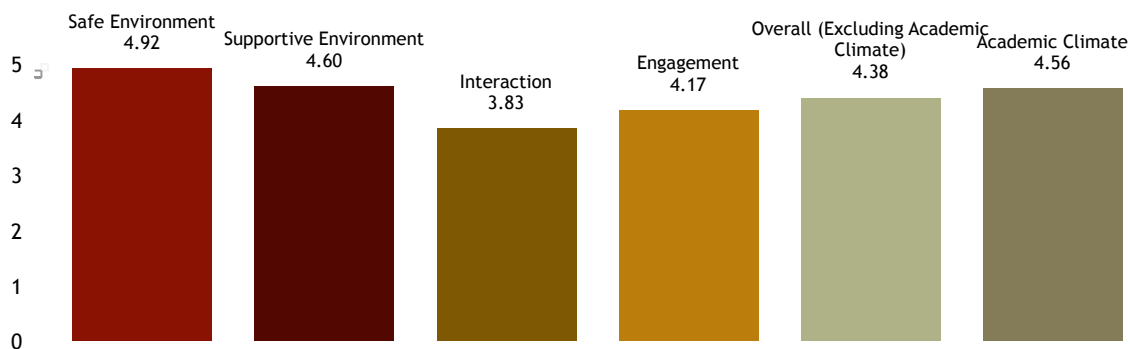
### Program Strengths

1. For Academics, the Math class empowers the students to work individually on homework. If they do not understand the problems, they work with their teacher in a group in the center of the room. There is also an AmeriCorps tutor that works with individual students who are struggling. 2. For enrichment, Student Leadership works in small groups to plan their dance and each group has a task to plan and accomplish. They presents their projects to the group and give each other feedback as a large group. The Jewelry class provides a calm space for students to work individually on their projects. There is music playing in the background. The teachers have a positive rapport with their students and the students are excited about their projects. 3. For physical fitness, Flag Football utilizes student leaders to lead the class in stretches and warm-up activities. All the students participate with enthusiasm and encourage each other. The students have a chance to participate against other schools and the students are proud of their accomplishments. The coaches work alongside the students and utilize different ways to connect to their lives.

### Areas for Improvement

1. The Academic classes would benefit from peer tutoring and mentoring from students in other classes or more outside volunteers. 2. Although the school is well supervised, people can enter the school by hopping the fence at the football field. Access to a security guard outside would be beneficial for student safety during sports activities. 3. Tying in student hobbies and interests during academics would be a positive way to help the students connect to the material.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.92</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.60</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	5.00
J. Staff support youth with encouragement.	3.67
K. Staff uses youth-centered approaches to reframe conflict.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.83</b>
L. Youth have opportunities to develop a sense of belonging	5.00
M. Youth have opportunities to collaborate and work cooperatively with others	4.33
N. Youth have opportunities to act as group facilitators and mentors	3.00
O. Youth have opportunities to partner with adults.	3.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.17</b>
P. Youth have opportunities to make plans.	4.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	3.50
<b>Overall Score (excluding Academic Climate)</b>	<b>4.38</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.56</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>1%</b>	<b>78%</b>
I. Safe Environment	0%	94%
II. Supportive Environment	0%	84%
III. Interaction	0%	50%
IV. Engagement	0%	50%
V. Academic Climate	10%	90%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Manzanita Community School

**Agency Name:** EBAYC

**Date of Observation:** 12/14/12

**Site Visitor:** Femi

**Activities Observed:** Cooking & Nutrition, Computer Academy, Science Academy, Snack/Supper/Wind Down

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

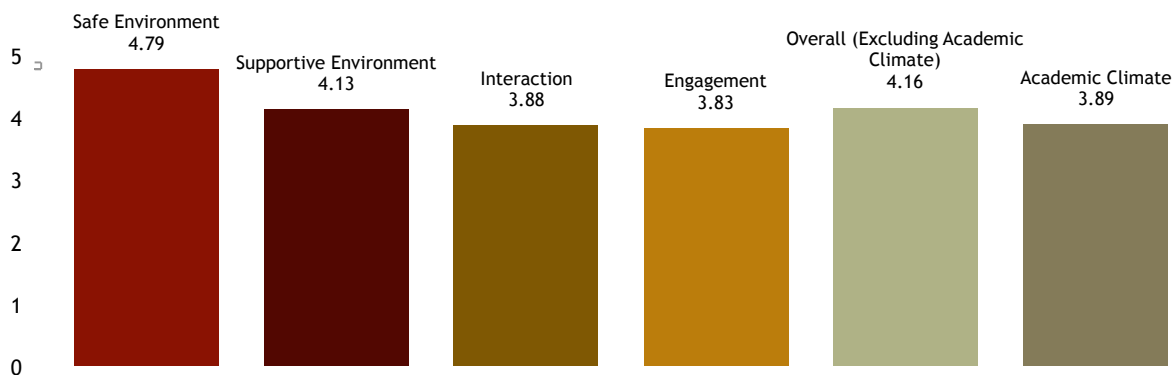
### Program Strengths

Youth exercised responsibility in the program and most of the observed activities encouraged youth to be actively engaged with the program content. Staff consistently interacted with youth in a positive manner. During challenging tasks, staff presented content using visual aids that complemented discussion and asked youth questions that helped them think through solutions.

### Areas for Improvement

There were no opportunities for youth to give feedback on the observed activities and staff were not observed helping youth make connections between the activity content and school day learning. There seemed to be a lot of unstructured time at the end of the program day that staff should consider using to integrate activities that would address the aforementioned areas of improvement.

### Domain Scores





### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.79</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	4.60
E. Healthy food and drinks are provided.	4.33
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.13</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	4.60
H. Activities support active engagement.	3.67
I. Staff support children in building skills.	3.40
J. Staff support children with encouragement.	4.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.88</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	4.50
M. Children have opportunities to develop a sense of belonging	3.50
N. Children have opportunities to practice leadership skills.	3.00
O. Staff engages with children in positive ways.	4.50
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.83</b>
P. Children have opportunities to make plans.	4.33
Q. Children have opportunities to make choices based on their interests.	4.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	4.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.16</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.89</b>
I. Youth are supported in the development of specific academic skills.	4.33
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	2.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>3%</b>	<b>63%</b>
I. Safe Environment	0%	89%
II. Supportive Environment	0%	56%
III. Interaction	0%	47%
IV. Engagement	10%	50%
V. Academic Climate	10%	60%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Manzanita SEED

Agency Name: EBAYC

Date of Observation: 2/21/13

Site Visitor: Dominique

Activities Observed: Ukulele, Academic 1st/Expo, Academic Kinder/Expo, Hip Hop Dance

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

PROGRAM QUALITY RATING: Performing

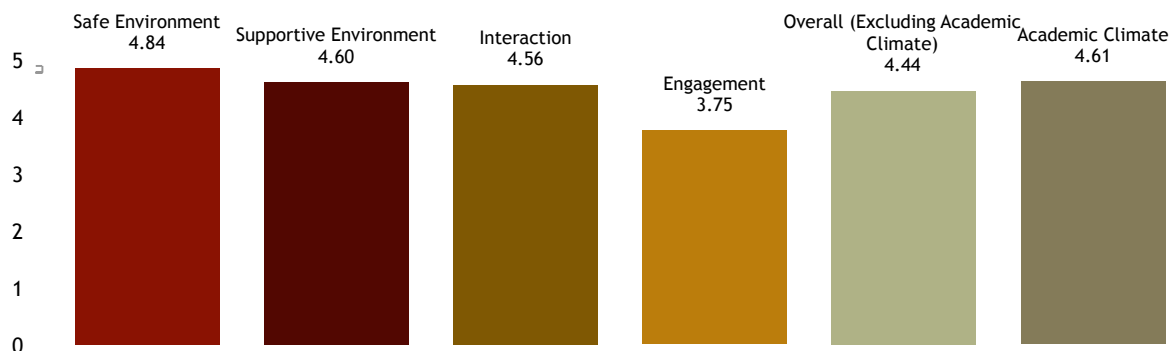
### Program Strengths

1.The Ukulele class provides students who have already learned guitar in the afterschool program to build on their skills with a new instrument and to try something different. The students are later able to choose if they want to continue playing the guitar or continue with the Ukulele. The hard working group is excited to learn notes and songs. 2.The Academic hour focused on a lesson regarding the school's Expo event. The students viewed photos and worked with their partner to write down their experiences from their time at the Expo event. The students reviewed prior knowledge and connected with their learning from the school day. The students were able to work in small groups and share their experiences as a larger group once the activity was completed. 3.The Hip Hop Dance class consists of a large group of students who are knowledgeable in their dance routine.

### Areas for Improvement

1.The presence of two schools on one campus creates a lot of traffic and the gates remain open throughout the afterschool programs. This may cause some security issues for both of the school sites. 2. Due to the variations of ages and skill level, consistent and intentional Leadership and mentorship opportunities would be an additional benefit for the students? after school experience. 3. Planning opportunities during lessons for individuals, small groups, or as a large group would be helpful to stimulate leadership, team work, and planning abilities for the students.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.84</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.20
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.60</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.56</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	5.00
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.75</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	5.00
S. Children are encouraged to exercise independence and take on responsibilities.	4.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.44</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.61</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	4.33

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>79%</b>
I. Safe Environment	0%	89%
II. Supportive Environment	0%	88%
III. Interaction	0%	82%
IV. Engagement	0%	40%
V. Academic Climate	0%	80%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Markham

Agency Name: BACR

Date of Observation: 11/30/12

Site Visitor: Cimone

Activities Observed: Gardening Club, Cooking/Nutrition, D.E.A.R. 1,

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

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- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

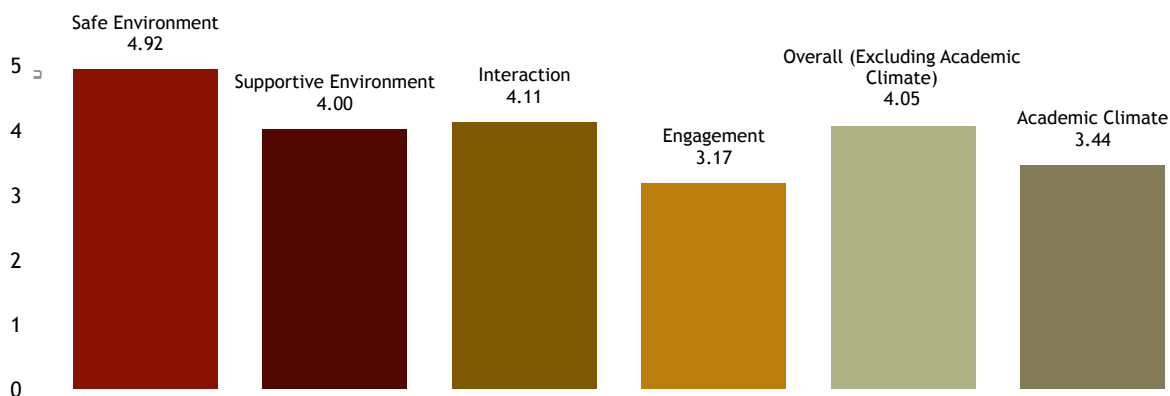
### Program Strengths

The program at Markham boasts a strong program filled with hands-on, project-based activities. In the Gardening Club in particular, the staff did a great job of breaking youth into smaller groups, linking food chains to prior knowledge, and explaining the activity using different modalities.

### Areas for Improvement

The program could be stronger in developing both planning opportunities for youth across all activities, reflection opportunities, and building time management skills into the activity design so that all youth are able to participate in activities such as cooking. Giving youth mentorship roles within small groups or the ability to help out if they are complete may help facilitate activities, particularly group activities when activities need adult/staff supervision concentrated in 1 area.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.92</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	4.60
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.00</b>
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for children.	4.20
H. Activities support active engagement.	3.67
I. Staff support children in building skills.	3.80
J. Staff support children with encouragement.	4.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.11</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	4.00
N. Children have opportunities to practice leadership skills.	4.33
O. Staff engages with children in positive ways.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.17</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	3.67
S. Children are encouraged to exercise independence and take on responsibilities.	3.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.05</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.44</b>
I. Youth are supported in the development of specific academic skills.	4.33
II. Staff support individual learners	3.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.00

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>53%</b>
I. Safe Environment	0%	95%
II. Supportive Environment	0%	50%
III. Interaction	0%	55%
IV. Engagement	0%	10%
V. Academic Climate	0%	20%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: M.L. King, Jr.

Agency Name: BACR

Date of Observation: 10/23/12

Site Visitor: Dominique

Activities Observed: Gardening, Little Entrepreneurs, Dance, Cooking

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

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- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

PROGRAM QUALITY RATING: Performing

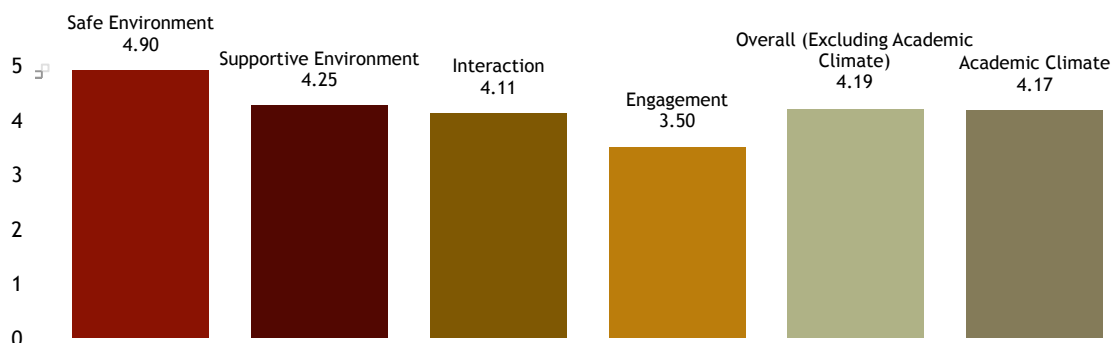
### Program Strengths

1. In Gardening the students processed knowledge from their prior lesson planting carrots and were able to connect to the day's lesson of planting garlic. The instructor modeled how to dig a hole for students and broke the overall planting process into simple steps for the students to comprehend. The parent volunteer helped the students to stay focused on the activity. 2. Little Entrepreneurs and Cooking provided hands-on cooking projects excitedly created by the students. This activity included parent volunteers who helped the activity with the multiple food components. The students were engrossed in their tasks. 3. The Dance class gave every student an opportunity to express themselves. Students were each able to lead a dance motion. All students participated enthusiastically and stayed focus on the choreography and wrap-up games.

### Areas for Improvement

1. More leadership opportunities for students during the activity would build skills for them. Each class could create leadership roles for students or opportunities to model skills in which they excel. 2. Use of more volunteers during activities with higher risk would ensure students are constantly being monitored, or student leaders to complete staff tasks so staff can circulate amongst students during higher risk activities would be beneficial. 3. Creating opportunities for students to reflect on what they are accomplishing, and see how their activity connects with the school day, would be an asset for the students.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.90</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	4.50
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.25</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	4.60
H. Activities support active engagement.	3.67
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.11</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	5.00
N. Children have opportunities to practice leadership skills.	2.33
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.50</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.19</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.17</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	3.00

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>3%</b>	<b>70%</b>
I. Safe Environment	0%	95%
II. Supportive Environment	0%	69%
III. Interaction	9%	73%
IV. Engagement	0%	20%
V. Academic Climate	10%	70%



## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Melrose Leadership Academy

**Agency Name:** Aspiranet

**Date of Observation:** 11/26/12

**Site Visitor:** Femi

**Activities Observed:** Mixed Media Arts, Quicuepazque, Football/Baseball Snack

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SA-PQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

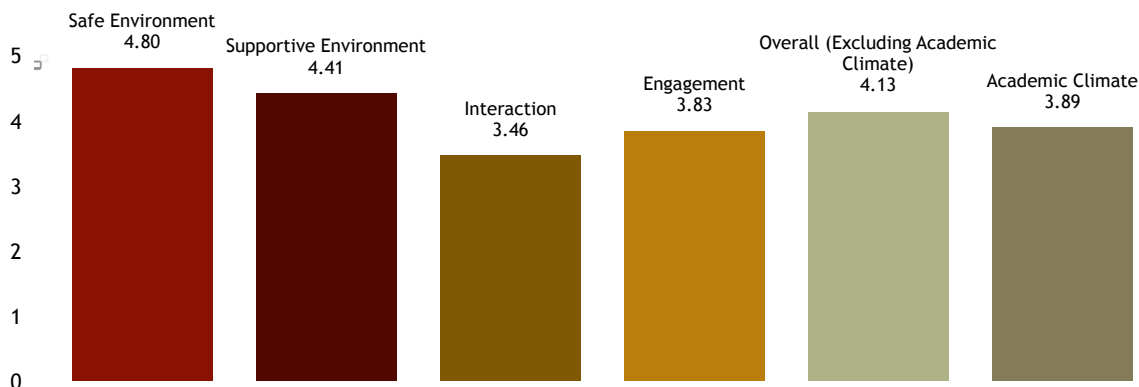
### Program Strengths

Youth had multiple opportunities for choice in the program. One notable example is the opportunity for youth to design a label for a spray paint can. Staff supported youth in their endeavors by providing clear feedback and asking youth probing questions. Staff encouraged all youth to do their best and frequently checked to make sure youth understood the activities.

### Areas for Improvement

Staff inquired about the personal experiences of youth, however, a link between these experiences and the activity were not made during the observed program offerings. Also, youth were engaged in informal conversations but staff were not observed providing structured opportunities for youth to talk about the activity with one another.

### Domain Scores





### Summary Report of Domain Scores

**Safe Environment - After school program is physically and emotionally safe for youth. 4.80**

A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	4.50
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	4.50
E. Healthy food and drinks are provided	5.00

**Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques. 4.41**

F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	3.67
I. Staff support youth in building skills.	3.40
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	x

**Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills. 3.46**

L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	3.00
N. Youth have opportunities to act as group facilitators and mentors	2.33
O. Youth have opportunities to partner with adults.	4.00

**Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress. 3.83**

P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	3.50

**Overall Score (excluding Academic Climate) 4.13**

**Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.) 3.89**

I. Youth are supported in the development of specific academic skills.	4.33
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	2.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>6%</b>	<b>65%</b>
I. Safe Environment	0%	89%
II. Supportive Environment	5%	70%
III. Interaction	8%	33%
IV. Engagement	13%	50%
V. Academic Climate	10%	60%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** NEW HIGHLAND ACADEMY

**Agency Name:** Higher Ground

**Date of Observation:** 3/12/13

**Site Visitor:** Nick

**Activities Observed:** Snack/Check-in, STEM(garden bugs, "eyes eyes antenna"), Superstar of the Day, Outdoor Activity

### About This Report

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### What the Ratings Mean

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- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Thriving

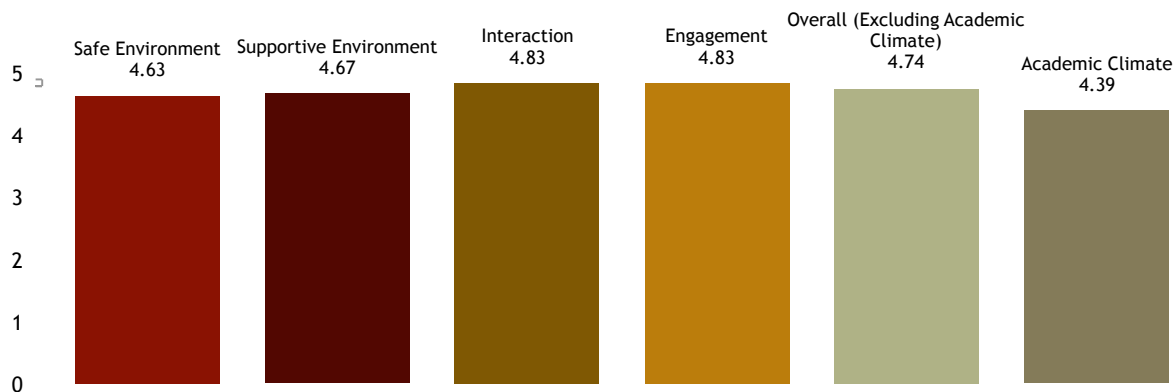
### Program Strengths

This program has cultivated an incredible sense of community, stemming from a culture of respect, celebration, and comradery. The staff works hard to ensure that each participant is celebrated, built up, and encouraged, and the incredible organization tying the program together has resulted in a truly special experience for its participants.

### Areas for Improvement

With many successful practices in place, there is not much needed to truly elevate this program to spectacular performance. Of the few items: a travel bag for outside activities (including emergency procedures, a first-aid kit, and a portable fire-extinguisher) would be beneficial, and creating time to discuss how learning ties in with in-school planning.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.63</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	3.80
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	4.33
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.67</b>
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	4.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.83</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	4.50
N. Children have opportunities to practice leadership skills.	5.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.83</b>
P. Children have opportunities to make plans.	4.33
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	5.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.74</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.39</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>1%</b>	<b>85%</b>
I. Safe Environment	0%	79%
II. Supportive Environment	0%	89%
III. Interaction	0%	91%
IV. Engagement	0%	90%
V. Academic Climate	10%	80%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Parker

Agency Name: BACR

Date of Observation: 1/31/12

Site Visitor: Cimone

Activities Observed: 2nd/3rd grade girls (3:20-3:40), Kindergarten/1st grade boys (3:42-4:00), Art Club (4:20-4:40), Gardening (4:41-5:00)

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

PROGRAM QUALITY RATING: Performing

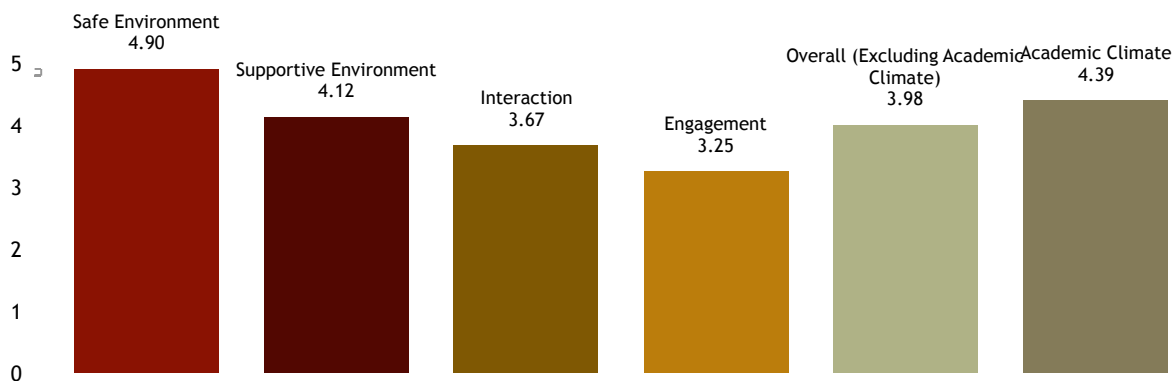
### Program Strengths

The academic climate within this program is strong, particularly in the Kindergarten/1st grade boys activity where I observed a life-size die being thrown, youth having to solve a math problem and/or an inequality problem. The use of different modalities for youth allowed kids a format away from the traditional math worksheet and allowed them to work as a group. Staff also connected to youth's prior knowledge in subtle ways, but meaningful for youth to make the connection between their own personal experience and the subjects being covered in the after school program (e.g. math, reading).

### Areas for Improvement

The after school program could be stronger by providing youth in all activities time to plan, participate in small group work, and have leadership opportunities- whether informal mentorship opportunities or leading portions of activities such as explaining to a partner the rules or explaining a task.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.90</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	4.50
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.12</b>
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	3.67
I. Staff support children in building skills.	4.60
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.67</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	3.00
N. Children have opportunities to practice leadership skills.	3.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.25</b>
P. Children have opportunities to make plans.	1.00
Q. Children have opportunities to make choices based on their interests.	4.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>3.98</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.39</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>9%</b>	<b>69%</b>
I. Safe Environment	0%	95%
II. Supportive Environment	0%	67%
III. Interaction	18%	55%
IV. Engagement	40%	40%
V. Academic Climate	0%	70%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Piedmont Elementary

**Agency Name:** Aspiranet

**Date of Observation:** 12/11/12 & 1/24/13

**Site Visitor:** Julie

**Activities Observed:** Academic Time (3rd), Academic Time (5th), Cookig Big, Newsletter

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

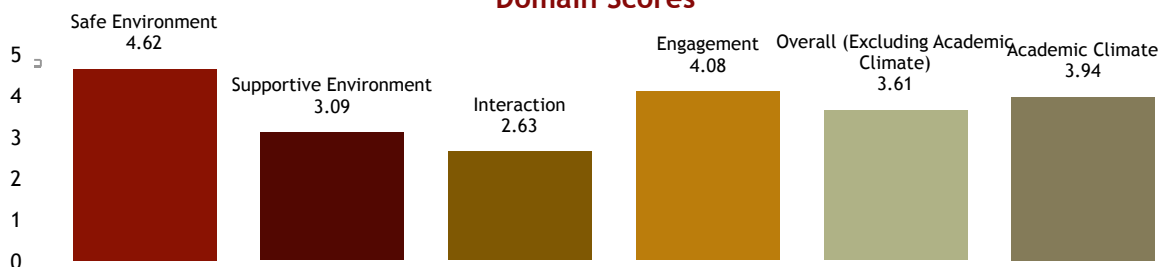
### Program Strengths

The caring staff of the Piedmont Elementary After School Program work towards providing a safe, supportive, and enriching program to youth. The activities considered to be the "Academic Hour" are structured periods for staff to support youths' school-day learning, by focusing on specific skills tied to academic standards. In the 5th grade Academic hour, staff utilized highly efficient and structured methods of moving youth through lecture, content, and a fun wrap up activity that allowed for youth leadership, and reflection of the topics covered on that day. The use of sticks with youths' names written on them to select which youth would lead portions of the "close out" portion is an equitable way for youth to determine turns. Youth were engaged and clearly displayed ownership of the program's community values in this session.

### Areas for Improvement

Overall, practices around discipline, behavior management, and session structures vary. For example, in one session, the use of "community bucks" were observed to be effective incentives for youth to engage positively with peers, and as rewards for "stepping up" whereas in others, no such practices were observed. In some sessions, behavior management dominated large portions of the session. Also, more formalized methods of dealing with conflict are needed. In one instance, a small group of youth who were involved in a dispute called out to the staff leading the activity, and a resolution was not initiated by staff. Spaces for the program, which are borrowed from school-day classrooms, appear to be a challenge as two sessions planned for other spaces were moved last minute, leaving the planned lesson for the day to adjust at the last minute. This had an impact on the planned lessons for the day. The observed activities each relied on handouts (both printed and makeshift via using blank pieces of paper to use in a specific way), rather than more active, hands-on, methods for youth to learn about topics. Though it is possible to use handouts, it is suggested that more practices around active learning be considered, particularly for the enrichment block of activities. Practices around more formalized group structures and roles, youth leadership, and youth get-to-know-you activities are suggested overall.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.62</b>
A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.50
D. Program Space/furniture accommodate the activities.	4.60
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>3.09</b>
F. Staff provide a welcoming atmosphere.	3.67
G. Session flow is planned, presented, and paced for children.	3.40
H. Activities support active engagement.	3.00
I. Staff support children in building skills.	3.40
J. Staff support children with encouragement.	2.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>2.63</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	1.00
M. Children have opportunities to develop a sense of belonging	2.50
N. Children have opportunities to practice leadership skills.	3.00
O. Staff engages with children in positive ways.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.08</b>
P. Children have opportunities to make plans.	3.67
Q. Children have opportunities to make choices based on their interests.	4.00
R. Children have opportunities to reflect.	3.67
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>3.61</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.94</b>
I. Youth are supported in the development of specific academic skills.	4.33
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	3.00

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>10%</b>	<b>44%</b>
I. Safe Environment	0%	83%
II. Supportive Environment	6%	17%
III. Interaction	33%	13%
IV. Engagement	0%	50%
V. Academic Climate	10%	60%



## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Place @ Prescott

**Agency Name:** BACR

**Date of Observation:** 12/6/12

**Site Visitor:** Julie

**Activities Observed:** Program Check In/Snack Time, Academic Hour (3rd Grade), Academic Intervention (4th Grade), Prescott Clowns

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

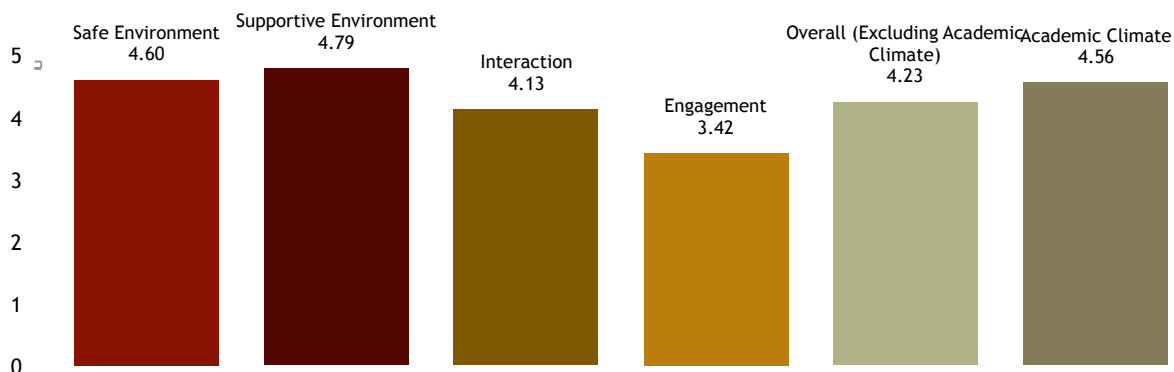
### Program Strengths

The dedicated staff at Place @ Prescott provide structured activities for youth, tailored to their specific behavioral and academic needs by leveraging community resources to bring in valueable programming for youth in their program. For example, the Academic Intervention class recruits youth struggling with core academic skills. In this class, youth receive intensive academic tutoring, focusing on "the basics." Youth took turns leading the process of working through problems in front of the class, receiving guidance by staff. In Prescott Clowns, youth work extensively on STEAM (e.g. science, technology, engineering, arts, math) related topics through a number of dynamic project based activities. Structures for youth leadership, active learning, cooperative learning and youth voice are strongly implemented in this activity. Youth were highly engaged throughout this session.

### Areas for Improvement

It is suggested that consistent practices continue to be implemented across the program. Behavioral expectations vary between the different activities depending on staff ( both site staff and contracted providers).

### Domain Scores





**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.60</b>
A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.79</b>
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	4.60
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.13</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	2.50
M. Children have opportunities to develop a sense of belonging	4.50
N. Children have opportunities to practice leadership skills.	5.00
O. Staff engages with children in positive ways.	4.50
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.42</b>
P. Children have opportunities to make plans.	3.67
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	4.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.23</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.56</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>3%</b>	<b>71%</b>
I. Safe Environment	5%	85%
II. Supportive Environment	0%	89%
III. Interaction	7%	60%
IV. Engagement	0%	20%
V. Academic Climate	0%	80%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Rise Community School

**Agency Name:** Aspiranet

**Date of Observation:** 11/13/12

**Site Visitor:** Jasmine

**Activities Observed:** Homework Time, Capoeira, Science, Arts & Crafts

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

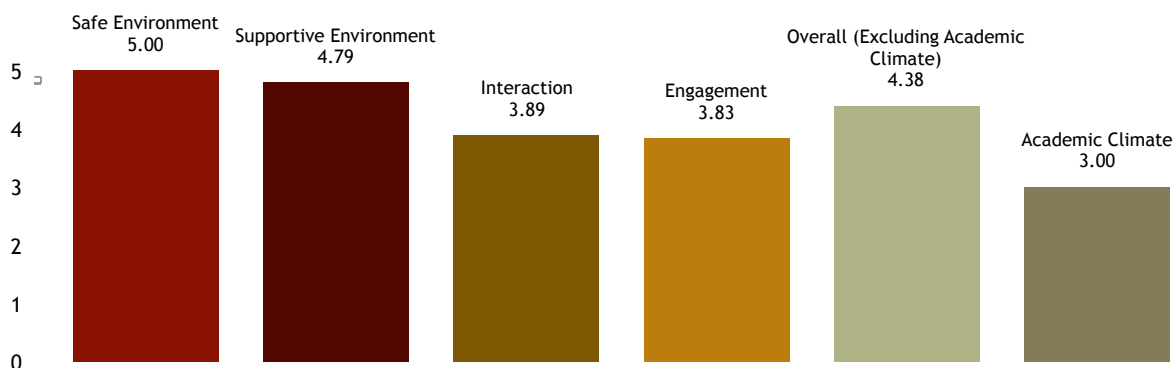
### Program Strengths

Rise Community School does a good job of engaging youth, and giving them authentic choice in activity planning. Staff are involved in the activity, and both explain and model the skills they are teaching.

### Areas for Improvement

This program could strengthen teaching by providing more youth led activities, as well as reflection type opportunities for experiences.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.79</b>
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for children.	4.60
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.89</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	3.00
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.83</b>
P. Children have opportunities to make plans.	2.33
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.38</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.00</b>
I. Youth are supported in the development of specific academic skills.	3.00
II. Staff support individual learners	3.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.00

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>4%</b>	<b>68%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	89%
III. Interaction	0%	45%
IV. Engagement	20%	50%
V. Academic Climate	10%	10%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Roosevelt

**Agency Name:** EBAYC

**Date of Observation:** 11/9/12

**Site Visitor:** Femi

**Activities Observed:** Newcomer Homework Assistance, Snack/Bike Club, Art Dance

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (Y-PQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

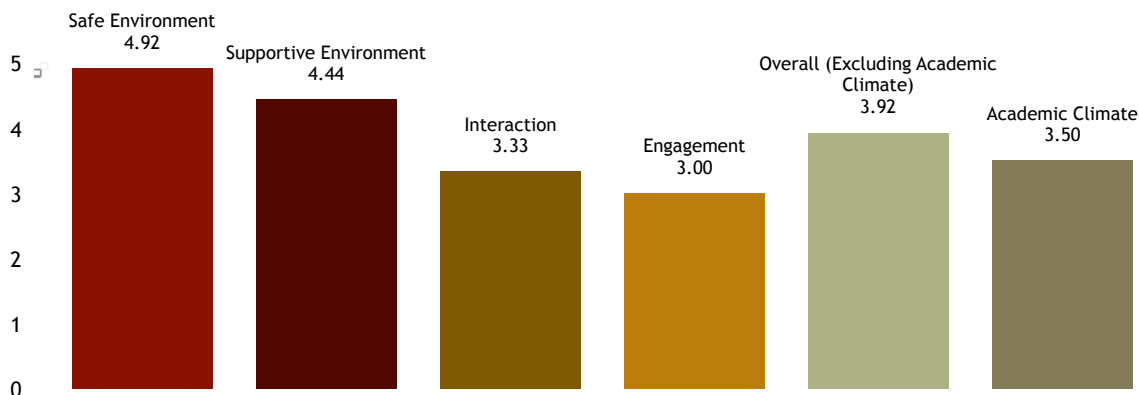
### Program Strengths

Staff provided great support for skill-building. The attention given to struggling youth was particularly notable. In the bike club, staff paired new youth with the more experienced students that they could shadow and the staff in yearbook took the time to lead youth through computer tasks step-by-step. In addition, staff gave youth clear feedback to help improve their performance while also providing encouragement.

### Areas for Improvement

Youth would benefit from more opportunities to share what they are working on with their peers as well as more chances to lead a group. The program offerings could also be improved by incorporating guided reflection.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.92</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.44</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	3.67
I. Staff support youth in building skills.	4.20
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.33</b>
L. Youth have opportunities to develop a sense of belonging	4.00
M. Youth have opportunities to collaborate and work cooperatively with others	3.00
N. Youth have opportunities to act as group facilitators and mentors	2.33
O. Youth have opportunities to partner with adults.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.00</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	3.00
<b>Overall Score (excluding Academic Climate)</b>	<b>3.92</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.50</b>
I. Youth are supported in the development of specific academic skills.	3.67
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	2.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>4%</b>	<b>59%</b>
I. Safe Environment	0%	94%
II. Supportive Environment	0%	75%
III. Interaction	8%	25%
IV. Engagement	0%	0%
V. Academic Climate	20%	50%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Sankofa

Agency Name: BACR

Date of Observation: 1/31/13

Site Visitor: Dominique

Activities Observed: Dance & Girls Leadership, Destiny Arts Performing Arts, Tennis,

### About This Report

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The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

PROGRAM QUALITY RATING: Performing

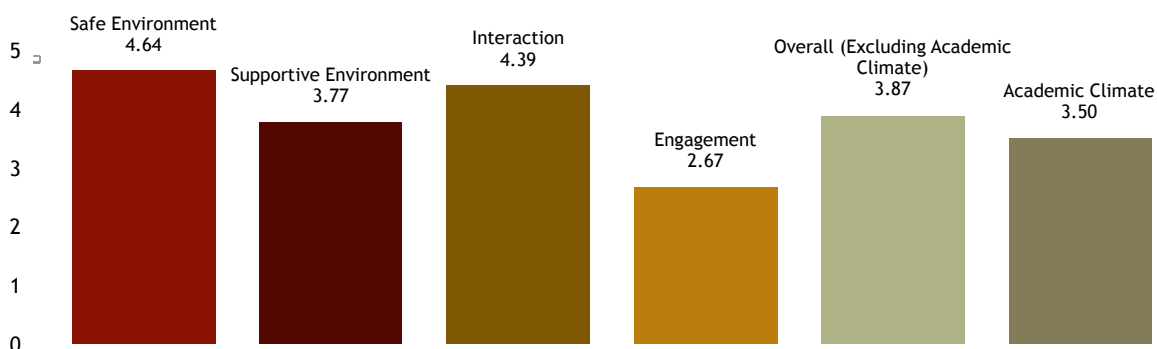
### Program Strengths

1. Girls Leadership and Dance practiced for an upcoming dance performance. The students were able to choose their own song for their primary performance as well as choose between two songs for an additional performance. The instructor led the group in rehearsing for the newest piece, and also each student was able to contribute her own dance moves for the primary piece. 2. The Destiny Arts Performing Arts class had a clear agenda and curriculum with many games. The instructor utilized different games and activities when students were struggling with the day's activities. 3. The Tennis class was broken up into relayed segments for learning individual skills that built upon previous lessons. The students took turns performing the skills for each other and reminded one another of safety and classroom procedures.

### Areas for Improvement

1. Built in student roles during each segment of the lesson plan would encourage student leadership and ownership of the activity, and would set the tone for students holding each other accountable for their behaviors. 2. Visual agendas in each class space would be beneficial to the flow of groups during enrichment. 3. Get-to-know-you games and team building activities are encouraged for groups that are not cooperating or participating in the activities, as well as explicit group agreements for each group around specific behaviors.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.64</b>
A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	4.20
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>3.77</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	3.80
H. Activities support active engagement.	3.67
I. Staff support children in building skills.	3.40
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.39</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	4.50
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>2.67</b>
P. Children have opportunities to make plans.	1.67
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	3.00
<b>Overall Score (excluding Academic Climate)</b>	<b>3.87</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.50</b>
I. Youth are supported in the development of specific academic skills.	4.33
II. Staff support individual learners	2.50
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>6%</b>	<b>51%</b>
I. Safe Environment	0%	84%
II. Supportive Environment	0%	35%
III. Interaction	0%	73%
IV. Engagement	20%	0%
V. Academic Climate	20%	40%



## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Sequoia

**Agency Name:** East Bay Agency for Children (EBAC)

**Date of Observation:** 10/16/12

**Site Visitor:** Julie

**Activities Observed:** Life Skills, Music, 5th Grade Academics, 4th Grade Academics

### About This Report

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### What the Ratings Mean

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- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

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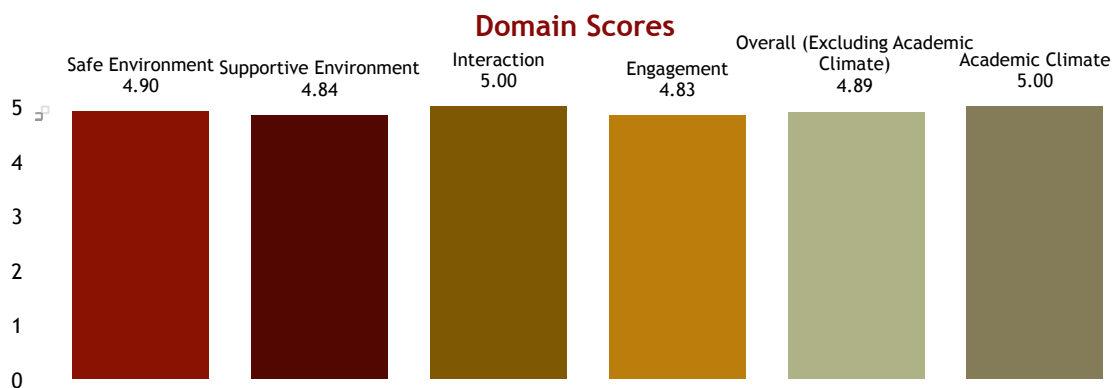
**PROGRAM QUALITY RATING:** Thriving

### Program Strengths

The Sequoia after school program follows a thoroughly planned schedule that supports their productive program. The program atmosphere is fun, caring, and supportive to all youth. Program activities expose youth to many enriching activities that support learning in a variety of areas. In the Life Skill activity, the discussion around compassion sparked learning and provided multiple opportunities for children to share their ideas, making connections to the importance of developing these traits in their current lives and beyond. In the Drumming class, each child had a role/part of a larger "quilt" of rhythms, each taking a smaller piece (either bass or tone) to a larger rhythm that the class practiced together. Youth were engaged in this session and challenged to be their own "self-editors" while receiving individualized support from staff. Both the 4th and 5th Grade Academics classes focused on writing, where learning of specific writing skills are scaffolded throughout multiple sessions. In these two activities, the use of small groups/teams supported youth engagement and interaction well.

### Areas for Improvement

Though time for youth to reflect and share their thoughts each session is already implemented in a many of the activities, this practice was observed somewhat inconsistently.





### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.90</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.50
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.84</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	4.20
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>5.00</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	5.00
N. Children have opportunities to practice leadership skills.	5.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.83</b>
P. Children have opportunities to make plans.	5.00
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	4.33
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.89</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>5.00</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	5.00

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>94%</b>
I. Safe Environment	0%	94%
II. Supportive Environment	0%	89%
III. Interaction	0%	100%
IV. Engagement	0%	90%
V. Academic Climate	0%	100%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Sobrante Park

**Agency Name:** Higher Ground

**Date of Observation:** 12/4/12

**Site Visitor:** Julie

**Activities Observed:** Snack Time / Check in (3:00 - 3:08), Homework Time - 5th Grade (3:10 - 3:45), Homework Time - 4th Grade (3:50 - 4:25), STEMS (4:35 - 5:00), Art (5:00 - 5:30)

### About This Report

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### What the Ratings Mean

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- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

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**PROGRAM QUALITY RATING:** Thriving

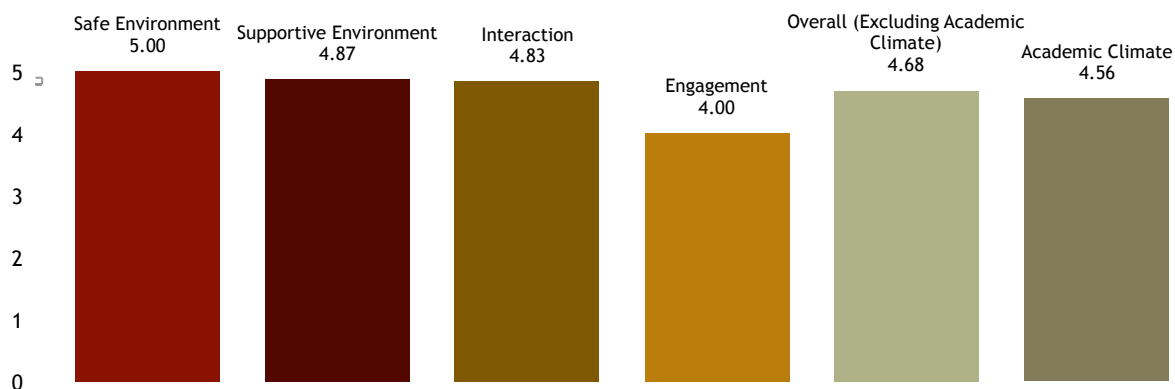
### Program Strengths

The Sobrante Park Eagles Soar program provides a safe, enriching environment to youth. The physical environment of the program is exemplary, with staff and youth having high levels of ownership of the space. The program opening and enrichment transition times provide a fun way for youth to welcome newcomers, recognize the accomplishments of youth, and to check in and reflect about youths' day. Each session during the program day has a solid, formal check-out and reflection which provides youth an opportunity to share what they have learned or share their next steps. Leadership is also a practice that is strongly implemented. Multiple uses of youth leaders was observed: youth led check in songs, worked with younger youth on homework completion, and often pitched in on ad hoc tasks during academic time.

### Areas for Improvement

Though informal small groups were observed, this practice could be strengthened by using intentional group former techniques that support youth working cooperatively towards goals in small groups, particularly during enrichment activities.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.87</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	4.33
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.83</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	4.50
N. Children have opportunities to practice leadership skills.	5.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.00</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	5.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.68</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.56</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>87%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	94%
III. Interaction	0%	91%
IV. Engagement	0%	50%
V. Academic Climate	0%	80%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Think College Now

**Agency Name:** Oakland Leaf

**Date of Observation:** 12/11/12

**Site Visitor:** Dominique

**Activities Observed:** PlayWorks, Super Stars, GirlSTART, Hip Hop Dance

### About This Report

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### Program Quality Categories

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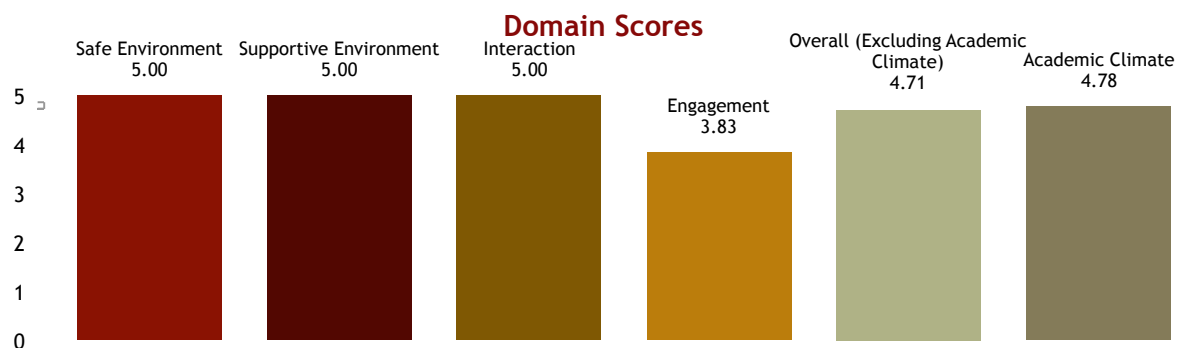
**PROGRAM QUALITY RATING:** Thriving

### Program Strengths

1. The Playworks and Hip Hop classes, with a focus on physical fitness and team building, demonstrated active student participation and eager students working together to achieve goals. Playworks has intentional time for students to share with each other in a circle at the beginning of class and also promotes team building during their physical activities. There is a The Hip Hop class also utilized the beginning of class to play name games and create group agreements. Building leadership skills is a strong component in both of these classes. 2. The Super Stars class focuses on building literacy skills through read alouds, comprehension questions, and interactive discussions. The students worked in pairs to discuss their connections in the book and shared their findings with the teacher. 3. The GirlSTART class utilized a combination of group discussion and the use of multimedia equipment to explore the theme of their lesson. The students enthusiastically practiced their song to perform for the larger family event later that week.

### Areas for Improvement

1. The presence of two schools on one campus makes securing the buildings and outside space problematic. 2. The students, who all demonstrate an eagerness to learn and participate, would benefit from being able to plan some of their activities and events with their peers. 3. Although the space was well utilized and suitable for the students, dedicated space for the after school academic classes would be beneficial.



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>5.00</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>5.00</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	x
M. Children have opportunities to develop a sense of belonging	5.00
N. Children have opportunities to practice leadership skills.	5.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.83</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	4.33
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.71</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.78</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	4.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>90%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	100%
III. Interaction	0%	100%
IV. Engagement	0%	40%
V. Academic Climate	0%	90%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** UNITED FOR SUCCESS

**Agency Name:** Safe Passages

**Date of Observation:** 2/28/13

**Site Visitor:** Nick

**Activities Observed:** Math and English, Art, Basketball

### About This Report

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### What the Ratings Mean

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### Program Quality Categories

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- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

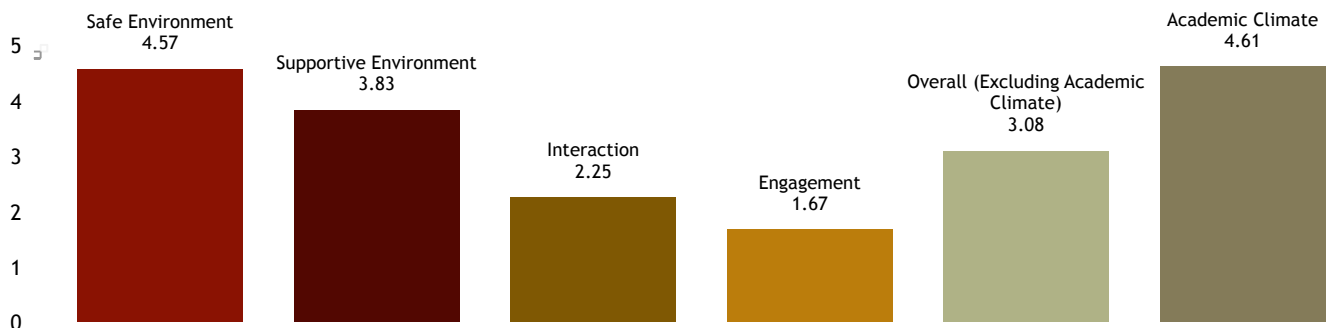
### Program Strengths

The academic enrichment and art activities observed in this program were excellent-students had the opportunity to really develop concrete skills in a sustainable way, and the teachers facilitating this process were skilled, patient, and inspiring. The program also benefits from a tremendous resource in the Clinic, and it would be wonderful to see more activities that would allow youth to engage with it.

### Areas for Improvement

While many good practices occurred in most of the program, they were not consistent across all activities. With some work around the Engagement and Interaction domains, particularly in areas such as leadership and planning, this program can truly unlock some great potential.

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.57</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	3.50
C. Appropriate emergency procedures and supplies are present.	4.33
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>3.83</b>
F. Staff provided a welcoming atmosphere	3.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	3.80
J. Staff support youth with encouragement.	3.00
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>2.25</b>
L. Youth have opportunities to develop a sense of belonging	3.00
M. Youth have opportunities to collaborate and work cooperatively with others	2.33
N. Youth have opportunities to act as group facilitators and mentors	1.67
O. Youth have opportunities to partner with adults.	2.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>1.67</b>
P. Youth have opportunities to make plans.	1.00
Q. Youth have opportunities to make choices based on their interests.	1.00
R. Youth have opportunities to reflect.	3.00
<b>Overall Score (excluding Academic Climate)</b>	<b>3.08</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.61</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	4.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>15%</b>	<b>50%</b>
I. Safe Environment	0%	74%
II. Supportive Environment	0%	53%
III. Interaction	42%	8%
IV. Engagement	63%	13%
V. Academic Climate	0%	80%



## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Urban Promise Academy

**Agency Name:** Oakland Leaf

**Date of Observation:** 12/6/12

**Site Visitor:** Femi

**Activities Observed:** Snack/Game Design, Hip Hop, Ethnic Studies Soccer

### About This Report

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- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

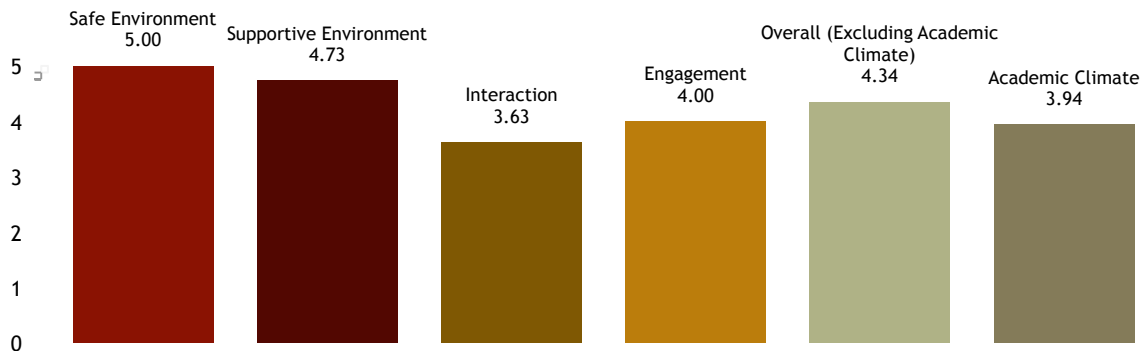
### Program Strengths

Program staff provided a challenging environment for youth while simultaneously providing support and encouragement. For example, the soccer coach gave youth pointers on a new technique, trapping, while also challenging youth to score a goal within a time limit. The intentional focus on encouragement and confidence building in Hip Hop was particularly notable. During the academic enrichment activities, youth were thinking about program content in complex ways. In Ethnic Studies, youth brainstormed images to represent the different stages of assimilation and in Game Design youth were asked to compare software programs.

### Areas for Improvement

The observed program activities did not offer youth opportunities for mentoring. Staff should consider ways to help youth make connections between the program content and their personal experiences and school day learning.

### Domain Scores





### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.73</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	5.00
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	x
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.63</b>
L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	3.00
N. Youth have opportunities to act as group facilitators and mentors	3.00
O. Youth have opportunities to partner with adults.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.00</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	4.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.34</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>3.94</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	2.33

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>4%</b>	<b>76%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	90%
III. Interaction	8%	42%
IV. Engagement	0%	50%
V. Academic Climate	20%	70%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** West Oakland Middle School

**Agency Name:** YMCA

**Date of Observation:** 10/26/12

**Site Visitor:** Femi

**Activities Observed:** Destination Promotion, Character Counts: 7th Grade Girls, Young Entrepreneurs,

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SA-PQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

**PROGRAM QUALITY RATING:** Performing

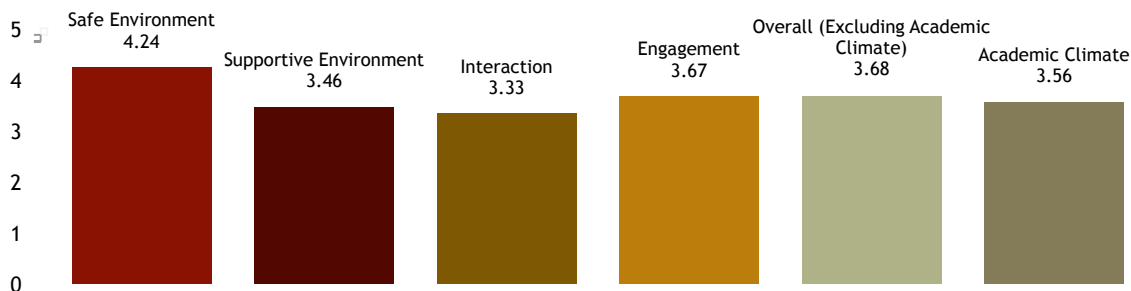
### Program Strengths

The program provided youth with meaningful choices that led to youth ownership. For example, in Young Entrepreneurs youth selected which businesses they wanted to create and staff encouraged youth to make the business decisions. Destination Promotion, the academic enrichment activity, prepared youth for college by helping them understand the A-G requirements and encouraged them to connect their future aspirations with a specific college.

### Areas for Improvement

There is some improvement to be made in the emotional safety and encouragement given to youth. It is particularly important that staff consistently use respectful language and provide learning supports to youth. The program offered limited opportunities for youth leadership beyond participating in group discussions. Letting youth lead portions of activities and providing structured opportunities for peer mentoring are two ways to improve upon current practices.

### Domain Scores



### Summary Report of Domain Scores

**Safe Environment - After school program is physically and emotionally safe for youth. 4.24**

A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	4.00
C. Appropriate emergency procedures and supplies are present.	4.20
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	4.00

**Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques. 3.46**

F. Staff provided a welcoming atmosphere	3.67
G. Session flow is planned, presented, and paced for youth	3.00
H. Activities support active engagement.	3.67
I. Staff support youth in building skills.	2.60
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	3.50

**Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills. 3.33**

L. Youth have opportunities to develop a sense of belonging	4.00
M. Youth have opportunities to collaborate and work cooperatively with others	3.00
N. Youth have opportunities to act as group facilitators and mentors	2.33
O. Youth have opportunities to partner with adults.	4.00

**Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress. 3.67**

P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	3.00

**Overall Score (excluding Academic Climate) 3.68**

**Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.) 3.56**

I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.00
III. Staff provides support for linking academic content to youths' prior knowledge.	1.67

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>10%</b>	<b>42%</b>
I. Safe Environment	0%	65%
II. Supportive Environment	8%	29%
III. Interaction	17%	33%
IV. Engagement	13%	38%
V. Academic Climate	20%	50%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** World Academy/Achieve Academy

**Agency Name:** East Bay Agency for Children

**Date of Observation:** 2/26/13

**Site Visitor:** Peter

**Activities Observed:** Academic - homework, Academic - homework, Enrichment - Dance, Enrichment - Gardening

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

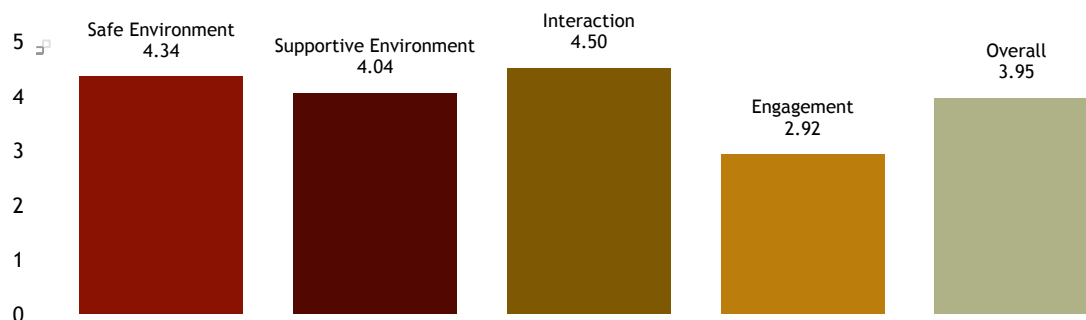
### Program Strengths

The after school program includes a well-planned schedule of both enrichment and academic activities for participating youth. Youth seem to 'know what to do,' demonstrating that consistency in programming is understood by participants. The program atmosphere is structured, yet fun, and staff are caring and supportive, which is particularly evident when one staff member engages a youth that is crying; this staff member demonstrated patience, empathy and respect. In enrichment activities, youth were highly engaged, and in dance, were planning for a performance for which they all appeared excited. Staff in the dance class provided an opportunity for youth to share stories about their weekends - thereby intentionally encouraging youth to continue to get to know each other. In the academically oriented homework time, one staff made a game out of completing math problems, offering to time a student to see how quickly he could complete his activity sheet. At the end of the activity, group leaders announced what percentage of homework each student completed, which gave each student, and the group, an attainable goal for the day.

### Areas for Improvement

In the after school program staff did not provide youth opportunities to reflect and share their thoughts about the activities completed.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.34</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	4.50
C. Appropriate emergency procedures and supplies are present.	4.20
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	3.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.04</b>
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for children.	4.20
H. Activities support active engagement.	3.00
I. Staff support children in building skills.	3.67
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.50</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	5.00
M. Children have opportunities to develop a sense of belonging	4.00
N. Children have opportunities to practice leadership skills.	5.00
O. Staff engages with children in positive ways.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>2.92</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	3.00
R. Children have opportunities to reflect.	1.67
S. Children are encouraged to exercise independence and take on responsibilities.	4.00
<b>Overall Score</b>	<b>3.95</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>3%</b>	<b>57%</b>
I. Safe Environment	0%	76%
II. Supportive Environment	0%	50%
III. Interaction	0%	73%
IV. Engagement	20%	10%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Ala Costa Centers Enhanced Learning After School Program for Children with Special Needs

**Agency Name:** Ala Costa Centers

**Date of Observation:** 1/24/13

**Site Visitor:** Nick

**Activities Observed:** Physical Exercise, Parfait-Making, Identifying Ingredients, MLK Activity

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

### Program Strengths

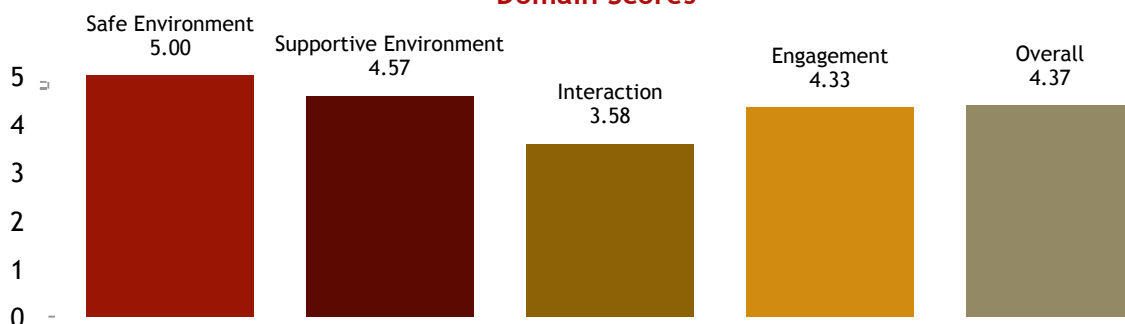
Immediately noticeable about this program was the genuine passion and dedication of the staff at Ala Costa. Due to the patience, drive, and commitment of this staff, the traditionally overlooked population that this program serves was able to receive the respect and empowerment it deserves. The program is very aware of the needs of this population, and has done a stellar job of balancing the necessity of addressing these needs with developing life-skills for the youth. Despite serving a population with very specific needs and limitations, the program manages to present many of the characteristics that account for a strong program.

### Areas for Improvement

Where appropriate, adding more (regular) opportunities for collaborative group-work will allow this program to obtain higher scores in the evaluation.

□

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.57</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	4.20
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.58</b>
L. Youth have opportunities to develop a sense of belonging	4.00
M. Youth have opportunities to collaborate and work cooperatively with others	2.33
N. Youth have opportunities to act as group facilitators	5.00
O. Youth have opportunities to partner with adults.	3.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.33</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	5.00
<b>Overall Score</b>	<b>4.37</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>7%</b>	<b>79%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	11%	79%
III. Interaction	17%	50%
IV. Engagement	0%	71%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Library Education and Art Program (LEAP)

**Agency Name:** Museum of Children's Art (MOCHA)

**Date of Observation:** 11/15/12

**Site Visitor:** Mary

**Activities Observed:**

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

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### What the Ratings Mean

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### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

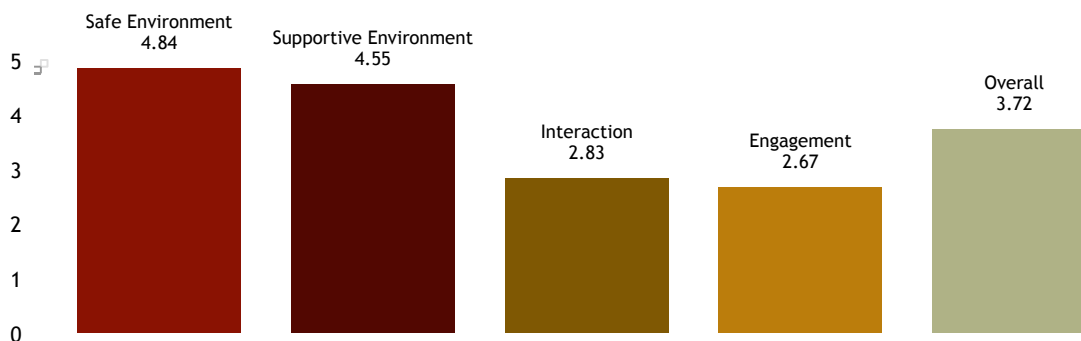
### Program Strengths

The staff at LIBRARY EDUCATION AND ART PROGRAM (LEAP) made art and literacy accessible to all youth who attended their drop-in program. Youth from 1-10 were engaged in skill-building activities that were age appropriate and engaged them in creating art.

### Areas for Improvement

LIBRARY EDUCATION AND ART PROGRAM (LEAP) could build into their lessons more opportunities for youth to work together as well as reflect on what they have done.

### Domain Scores





**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.84</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.20
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.55</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	4.60
J. Staff support children with encouragement.	3.00
K. The physical environment is flexible and child-centered.	4.71
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>2.83</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	2.50
N. Children have opportunities to practice leadership skills.	1.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>2.67</b>
P. Children have opportunities to make plans.	3.00
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	1.67
S. Children are encouraged to exercise independence and take on responsibilities.	1.00
<b>Overall Score</b>	<b>3.72</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>13%</b>	<b>69%</b>
I. Safe Environment	0%	88%
II. Supportive Environment	0%	84%
III. Interaction	45%	45%
IV. Engagement	33%	22%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Neighborhood Sports Initiative

**Agency Name:** Unity Council

**Date of Observation:** 10/26/12

**Site Visitor:** Tiffany

**Activities Observed:** Girl Sports - Kickball

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (SAPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

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- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
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- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

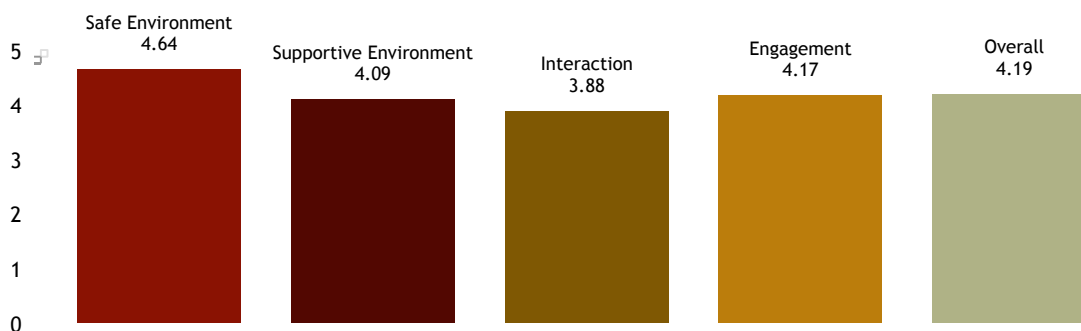
### Program Strengths

The leadership of the program was exceptional. They had a clear understanding of how the program works to support and empower the girls participating on a daily basis. The girls were engaged and had real ownership over the program.

### Areas for Improvement

Because of the nature of working with AmeriCorp volunteers, the program has a great deal of staffing turnover so the direct service staff needs more training on how to engage with students and create authentic skill building opportunities. I would have liked to observe the leadership component of the program to get a more comprehensive picture of the level of work that is happening with the girls.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.64</b>
A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.20
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.09</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	4.20
H. Activities support active engagement.	3.67
I. Staff support children in building skills.	2.60
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.88</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	3.50
M. Children have opportunities to develop a sense of belonging	3.50
N. Children have opportunities to practice leadership skills.	5.00
O. Staff engages with children in positive ways.	3.50
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.17</b>
P. Children have opportunities to make plans.	1.67
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	5.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score</b>	<b>4.19</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>7%</b>	<b>62%</b>
I. Safe Environment	0%	83%
II. Supportive Environment	6%	50%
III. Interaction	7%	47%
IV. Engagement	20%	70%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** The American Indian Child Resource Center  
**Agency Name:** Nurturing Native Pride  
**Date of Observation:** 11/13/12  
**Site Visitor:** Mary  
**Activities Observed:** Gathering, Walk, Snack/Homework, American Indian Life Skills/Media Technology

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

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- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

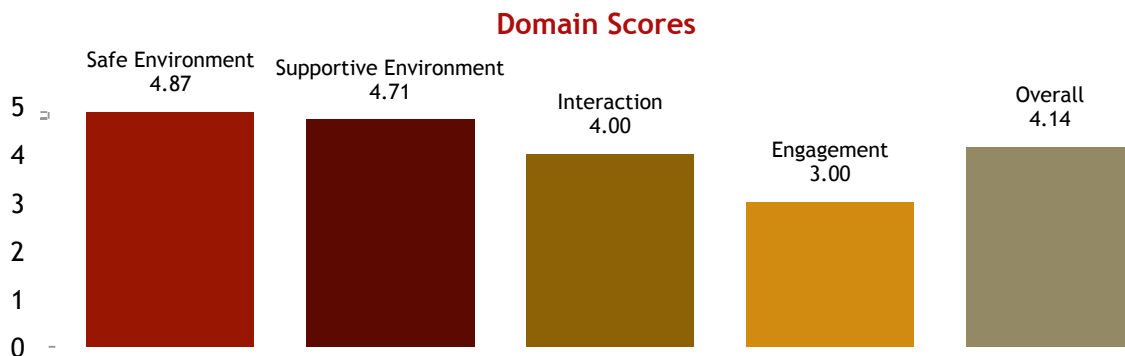
### Program Strengths

Nurturing Native Pride started and ended their programming in a circle, where all youth were present and connected to the community. It was evident from programming that youth were invested in their community.

### Areas for Improvement

Nurturing Native Pride should create more opportunities for youth to provide feedback and lead activities.

□



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.87</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.33
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.71</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	4.20
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.00</b>
L. Youth have opportunities to develop a sense of belonging	5.00
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	3.00
O. Youth have opportunities to partner with adults.	3.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.00</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	3.00
<b>Overall Score</b>	<b>4.14</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>3%</b>	<b>73%</b>
I. Safe Environment	0%	89%
II. Supportive Environment	0%	85%
III. Interaction	8%	67%
IV. Engagement	13%	13%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** Oakland Discovery Centers  
**Date of Observation:** 1/4/13  
**Activities Observed:** Kitchen Chemistry Activities, Hands-on Science/Woodworking Projects, Pottery / Painting, Bike Repair

**Agency Name:** City of Oakland - Office of Parks and Recreation  
**Site Visitor:** Mary

### About This Report

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### What the Ratings Mean

The ratings indicate the following levels of performance:

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- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Thriving

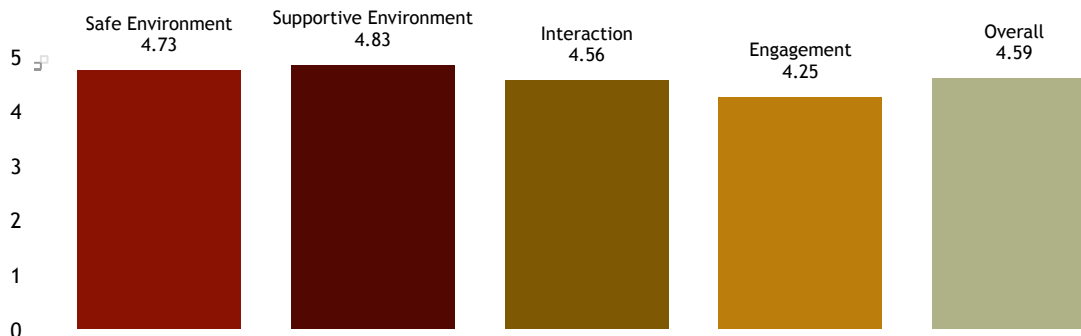
### Program Strengths

Youth had opportunities to choose not only what activities they participate in, but also what they wanted to create. Staff asked many reflective questions and allowed youth the opportunity to respond.

### Areas for Improvement

Emergency procedures should be posted clearly in the program space. Despite the staff offering healthy snacks, youth were still eating chips in the computer room.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.73</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.33
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	4.33
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.83</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	5.00
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	5.00
J. Staff support children with encouragement.	4.00
K. The physical environment is flexible and child-centered.	5.00
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.56</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	5.00
N. Children have opportunities to practice leadership skills.	3.67
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.25</b>
P. Children have opportunities to make plans.	3.67
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	4.33
S. Children are encouraged to exercise independence and take on responsibilities.	4.00
<b>Overall Score</b>	<b>4.59</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>3%</b>	<b>88%</b>
I. Safe Environment	5%	90%
II. Supportive Environment	0%	96%
III. Interaction	9%	91%
IV. Engagement	0%	60%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

Program Name: Community Based: OBUGS

Agency Name: Lifelong Medical

Date of Observation: 10/5/12

Site Visitor: Nick

Activities Observed: Salsa Making, Follow Directions, Seed Tasting,

### About This Report

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## PROGRAM QUALITY RATING: Performing

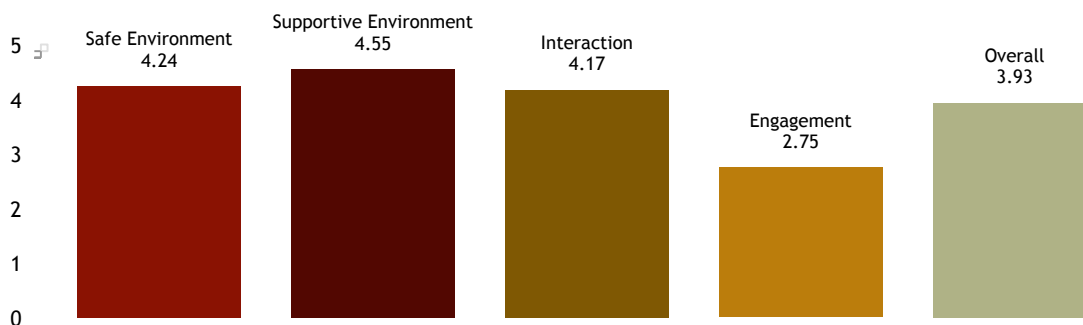
### Program Strengths

The staff at OBUGS did a remarkable job of interacting with the students in a positive way. For every direction given, a follow-up explanation was provided; for every reprimand, there was a clear reason offered. The staff made excellent use of open-ended questions while maintaining a positive, upbeat personality. The program also benefits from the support of the community, as evidenced by the fact that the parents of OBUGS students were so enthusiastic about the program and volunteered to help out. There was also an atmosphere of mutual respect in place, fostered by the staff who treated the children fairly, and by the children who would immediately adjust their behavior when told they were misbehaving.

### Areas for Improvement

While the children didn't experience any knife-related injuries, the presence of so many actual knives was troubling, and resulted in lower scores. While it is important to teach children knife safety and how to cut, this can also be accomplished with safety knives, plastic knives, or safety gloves. The course of the program also allowed for many opportunities for students to show leadership (either by helping other children, helping lead activities, or mentor each other), and that, if these moments were to be identified and nurtured by the staff, the learning potential available in these moments could contribute a great deal to the program

### Domain Scores





**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.24</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	4.00
C. Appropriate emergency procedures and supplies are present.	2.60
D. Program Space/furniture accommodate the activities.	4.60
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.55</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	4.60
H. Activities support active engagement.	4.33
I. Staff support children in building skills.	3.80
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.17</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	4.50
N. Children have opportunities to practice leadership skills.	3.00
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>2.75</b>
P. Children have opportunities to make plans.	2.33
Q. Children have opportunities to make choices based on their interests.	2.00
R. Children have opportunities to reflect.	1.67
S. Children are encouraged to exercise indepdence and take on responsibilities.	5.00
<b>Overall Score</b>	<b>3.93</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>14%</b>	<b>62%</b>
I. Safe Environment	11%	63%
II. Supportive Environment	6%	78%
III. Interaction	9%	73%
IV. Engagement	40%	20%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Rites of Passage

**Agency Name:** Dimensions Dance Theater, Inc.

**Date of Observation:** 3/14/13

**Site Visitor:** Tiffany

**Activities Observed:** Beginners Dance Class, Older Dance Class

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

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### What the Ratings Mean

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- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

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## PROGRAM QUALITY RATING: Thriving

### Program Strengths

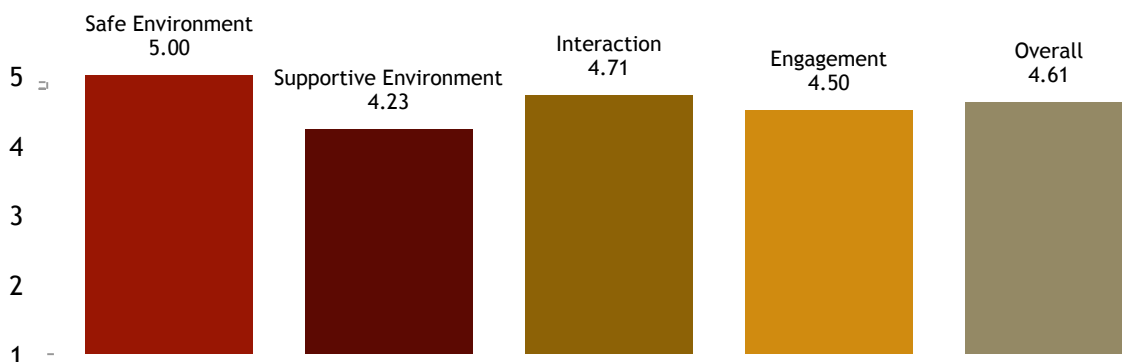
This program does an amazing job of giving youth voice, choice and real opportunities to craft the direction of the class. The leaders were engaged at all times and encouraged every student in both classes. The classes were a great example of using how the arts can build confidence and encourage to build relationships with all different types of people.

### Areas for Improvement

The areas that the program could strengthen are being intentional with the skill building components of the program and having very specific conversations about reflection from both the students' personal perspectives about what they learned or what they did that day and how they felt the process in the class went.

□

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.23</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	4.33
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	3.80
J. Staff support youth with encouragement.	3.67
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.71</b>
L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	4.33
O. Youth have opportunities to partner with adults.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.50</b>
P. Youth have opportunities to make plans.	5.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	3.50
<b>Overall Score</b>	<b>4.61</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>77%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	61%
III. Interaction	0%	83%
IV. Engagement	0%	63%

## 2012-13 Oakland Out of School Time Evaluation Team School-Aged Program Quality Assessment (SAPQA) Site Visit Report

**Program Name:** SmartMoves Education and Enrichment Program

**Agency Name:** East Oakland Boxing Association

**Date of Observation:** 2/11/13

**Site Visitor:** Mary

**Activities Observed:** Homework, Boxing, Garden, Cooking

### About This Report

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### Program Quality Categories

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- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Thriving

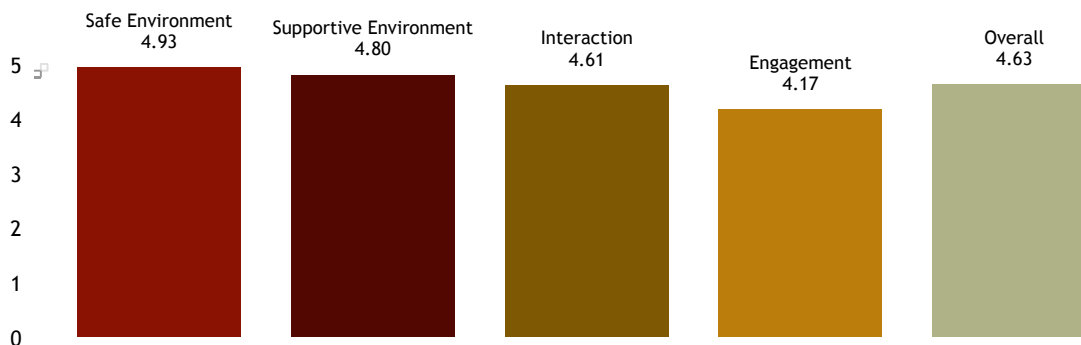
### Program Strengths

Youth participants had many opportunities to make choices about what programs they participated in.

### Areas for Improvement

Programing could include more formal opportunities for youth to get to know eachother.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.93</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.67
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided.	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.80</b>
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for children.	4.60
H. Activities support active engagement.	5.00
I. Staff support children in building skills.	4.20
J. Staff support children with encouragement.	5.00
K. The physical environment is flexible and child-centered.	5.00
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.61</b>
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	X
M. Children have opportunities to develop a sense of belonging	4.50
N. Children have opportunities to practice leadership skills.	4.33
O. Staff engages with children in positive ways.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.17</b>
P. Children have opportunities to make plans.	3.67
Q. Children have opportunities to make choices based on their interests.	5.00
R. Children have opportunities to reflect.	3.00
S. Children are encouraged to exercise independence and take on responsibilities.	5.00
<b>Overall Score</b>	<b>4.63</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>83%</b>
I. Safe Environment	0%	95%
II. Supportive Environment	0%	88%
III. Interaction	0%	82%
IV. Engagement	0%	50%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Bay Area Outreach and Recreation Program

**Agency Name:** Community Based: Sports and Recreation for Youth with Physical Disabilities

**Date of Observation:** 12/15/12

**Site Visitor:** Mary

**Activities Observed:** Wheelchair Basketball

### About This Report

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### Program Quality Categories

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## PROGRAM QUALITY RATING: Performing

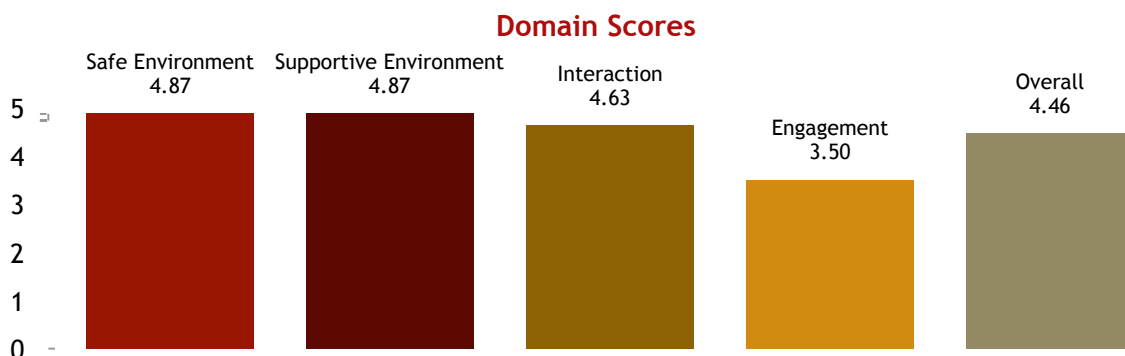
### Program Strengths

All youth were engaged in programming and encouraging eachother. They all participated in a group reflection at the end of practice that gave them the opportunity to give positive feedback not only of themselves but of their teammates.

### Areas for Improvement

Several youth ate snacks during their water break. Some ate healthy snacks, but one parent was providing cheetos.

□



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.87</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	4.33
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.87</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	5.00
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.63</b>
L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	5.00
O. Youth have opportunities to partner with adults.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.50</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	4.50
<b>Overall Score</b>	<b>4.46</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>2%</b>	<b>86%</b>
I. Safe Environment	0%	94%
II. Supportive Environment	0%	95%
III. Interaction	0%	83%
IV. Engagement	13%	50%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Biotech Partners

**Agency Name:** Biotech Academy at Oakland Tech and Bioscience  
Career Institute Community College Program

**Date of Observation:** 10/19/12

**Site Visitor:** Tiffany

**Activities Observed:** Tutoring, Science Class

### About This Report

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## PROGRAM QUALITY RATING: Performing

### Program Strengths

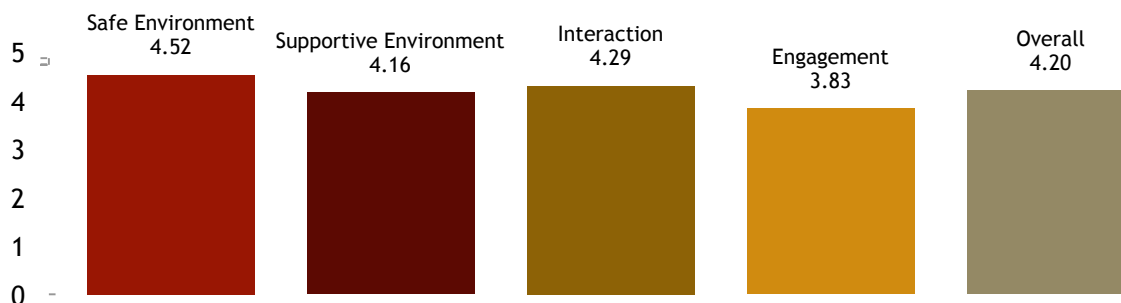
The academic focus of this program is really strong, the staff is knowledgeable and the students were completely engaged in the learning process.

### Areas for Improvement

With all the strong academic components, some students needed clearer instructions and support either from the instructors or the Senior students.

□

### Domain Scores





**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.52</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	3.50
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	4.50
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.16</b>
F. Staff provided a welcoming atmosphere	4.00
G. Session flow is planned, presented, and paced for youth	3.80
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	3.80
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	4.00
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.29</b>
L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	3.67
O. Youth have opportunities to partner with adults.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.83</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	3.50
<b>Overall Score</b>	<b>4.20</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>59%</b>
I. Safe Environment	0%	72%
II. Supportive Environment	0%	52%
III. Interaction	0%	67%
IV. Engagement	0%	38%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** College Track Oakland

**Agency Name:** College Track

**Date of Observation:** 2/28/13

**Site Visitor:** Peter

**Activities Observed:** Tutoring, Circle, Decision-Making Workshop, Youth Advisory Council

### About This Report

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- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

### Program Strengths

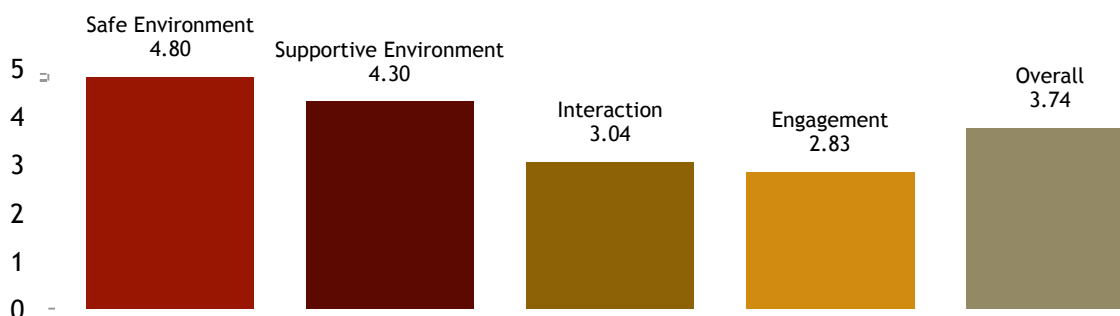
This program demonstrates a strong sense of youth ownership, as youth move freely about the program space and appear comfortable with program staff and tutors. During tutoring staff are friendly, warm and engaged with youth. Staff ask many open-ended questions and support youth to be self-directed in completing their assignments while offering support as needed. During Circle, all youth have the opportunity to offer appreciations to staff or other students and several use the opportunity to speak to the group.

### Areas for Improvement

The program would benefit from the intentional use of reflection and feedback opportunities within each activity.

□

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.80</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.30</b>
F. Staff provided a welcoming atmosphere	4.33
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	3.50
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.04</b>
L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	2.33
N. Youth have opportunities to act as group facilitators	2.33
O. Youth have opportunities to partner with adults.	3.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>2.83</b>
P. Youth have opportunities to make plans.	4.00
Q. Youth have opportunities to make choices based on their interests.	2.00
R. Youth have opportunities to reflect.	2.50
<b>Overall Score</b>	<b>3.74</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>9%</b>	<b>57%</b>
I. Safe Environment	0%	87%
II. Supportive Environment	0%	63%
III. Interaction	27%	36%
IV. Engagement	25%	13%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** East Side Arts Alliance (ESAA)

**Agency Name:** ESAA Youth Arts Program

**Date of Observation:** 12/12/12

**Site Visitor:** Mary

**Activities Observed:** Group Discussion, Political Education, Art Activity

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

### Program Strengths

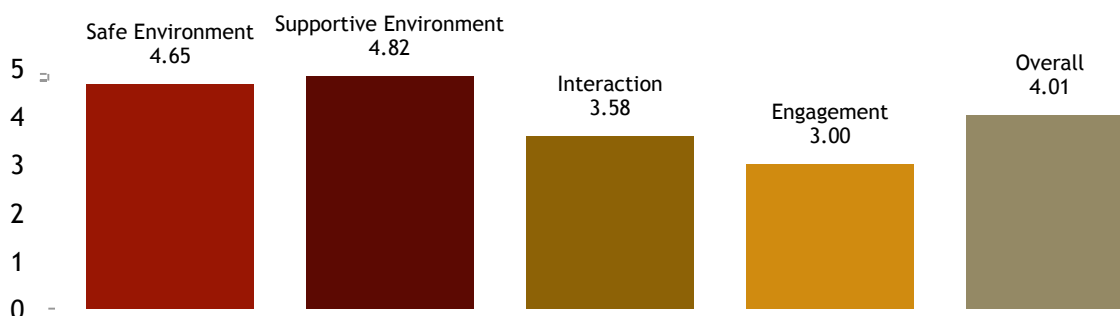
Youth exhibited pride in their work, and had opportunities to make choices about what activities they participated in.

### Areas for Improvement

In the future site visits should be scheduled through Genbooks. It is important to schedule time before youth arrive to the program to chat.

□

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.65</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	3.67
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.82</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	4.50
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	4.60
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.58</b>
L. Youth have opportunities to develop a sense of belonging	5.00
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	2.33
O. Youth have opportunities to partner with adults.	2.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.00</b>
P. Youth have opportunities to make plans.	1.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	3.00
<b>Overall Score</b>	<b>4.01</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>13%</b>	<b>77%</b>
I. Safe Environment	6%	89%
II. Supportive Environment	0%	89%
III. Interaction	25%	67%
IV. Engagement	38%	38%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Model Neighborhood Program

**Agency Name:** Alameda County Medical Center

**Date of Observation:** 3/12/13

**Site Visitor:** Mary

**Activities Observed:** Wobble, Circle, Students express their opinions on experience, group-process time

### About This Report

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The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

### Program Strengths

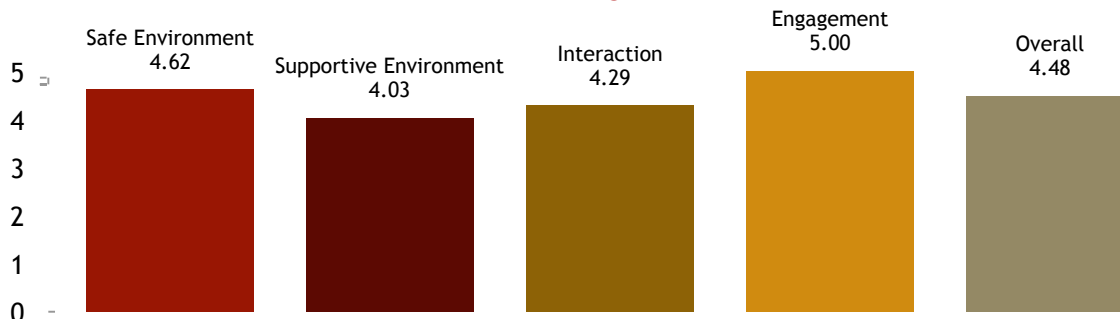
Youth have opportunities to reflect on their experience in their personal statements and collaborate to make a presentation on a topic of their choosing.

### Areas for Improvement

Communication between program and hospital staff should be improved, as a scheduling mishap prior to my visit resulted in the program being forced to relocate to a space that could not accommodate the planned activities. Additionally, at one point during programing, a staff member suggested that a misbehaving youth leave, which resulted in that youth knocking over a chair and leaving mid-program. The Model Neighborhood program should work to develop better protocols to address struggling youth.

□

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.62</b>
A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	4.50
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.03</b>
F. Staff provided a welcoming atmosphere	4.33
G. Session flow is planned, presented, and paced for youth	3.40
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	4.60
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	2.50
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.29</b>
L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	3.67
O. Youth have opportunities to partner with adults.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>5.00</b>
P. Youth have opportunities to make plans.	5.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	5.00
<b>Overall Score</b>	<b>4.48</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>8%</b>	<b>77%</b>
I. Safe Environment	0%	83%
II. Supportive Environment	17%	67%
III. Interaction	8%	75%
IV. Engagement	0%	100%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Youth Radio **Agency Name:** Pathways to Higher Education and Careers  
**Date of Observation:** 11/5/12 **Site Visitor:** Nick  
**Activities Observed:** Whip Around, Card Game, Case Studies, Perception Exercises

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

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- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

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- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Thriving

### Program Strengths

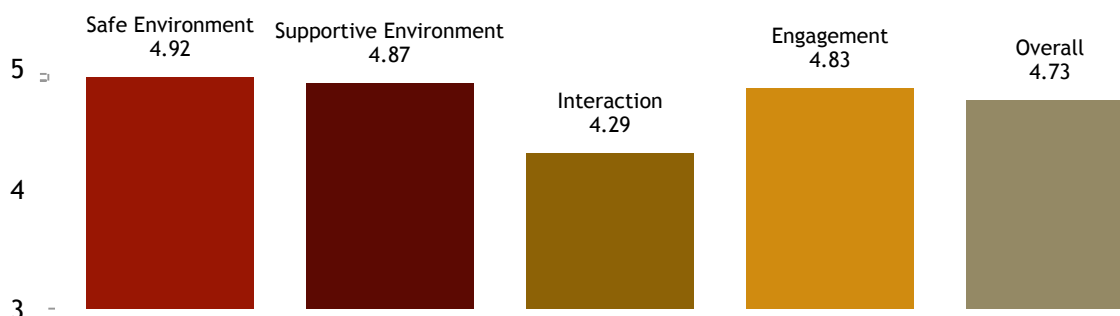
Well organized and highly attuned to the unique needs, wants, and culture of their youth. Youth Radio allows its youth to maintain a great deal of ownership over their experiences, while simultaneously providing them solid structure. Particularly strong is the program's emphasis on reflection.

### Areas for Improvement

The observed program didn't provide any opportunities for youth to act as leaders, nor did it offer an initial greeting (the program began with announcements, then a description of the agenda). With small changes such as these, this already stellar program can truly perform to its potential

□

### Domain Scores





**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.92</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.87</b>
F. Staff provided a welcoming atmosphere	4.33
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	5.00
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.29</b>
L. Youth have opportunities to develop a sense of belonging	3.50
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	3.67
O. Youth have opportunities to partner with adults.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.83</b>
P. Youth have opportunities to make plans.	5.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	4.50
<b>Overall Score</b>	<b>4.73</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>4%</b>	<b>89%</b>
I. Safe Environment	0%	94%
II. Supportive Environment	0%	95%
III. Interaction	17%	75%
IV. Engagement	0%	86%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** First Place for Youth

**Agency Name:** Steps to Success

**Date of Observation:** 11/29/12

**Site Visitor:** Mary

**Activities Observed:** education and employment specialist one-on-one meetings with youth

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

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### What the Ratings Mean

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- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

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- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
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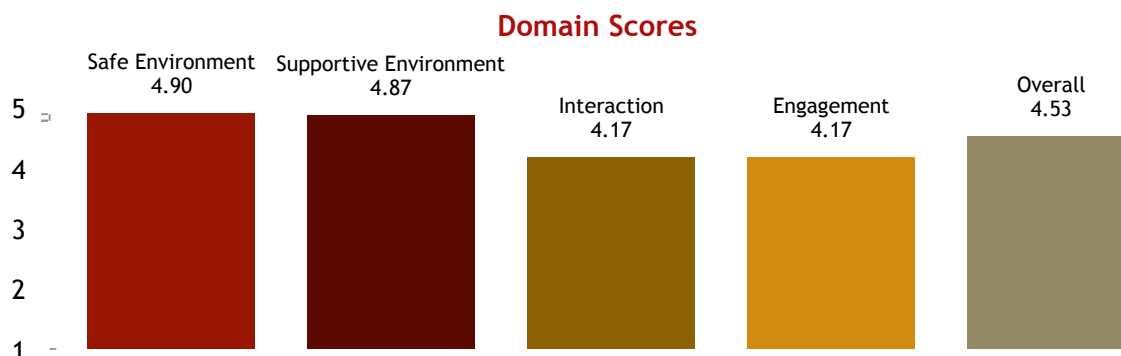
## PROGRAM QUALITY RATING: Thriving

### Program Strengths

Youth were actively engaged in their one-on-one sessions with staff members; youth had an active voice in decisions about their education and employment.

### Areas for Improvement

First aid kit should be visible and accessible in the main area of program space.



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.90</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.50
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.87</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	5.00
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.17</b>
L. Youth have opportunities to develop a sense of belonging	4.33
M. Youth have opportunities to collaborate and work cooperatively with others	X
N. Youth have opportunities to act as group facilitators	X
O. Youth have opportunities to partner with adults.	X
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.17</b>
P. Youth have opportunities to make plans.	4.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	3.50
<b>Overall Score</b>	<b>4.53</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>83%</b>
I. Safe Environment	0%	93%
II. Supportive Environment	0%	95%
III. Interaction	0%	60%
IV. Engagement	0%	50%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Next Step Learning Center  
**Agency Name:** Success at Seventeen  
**Date of Observation:** 10/18/12  
**Site Visitor:** Peter  
**Activities Observed:** Vocabulary/Reading Tutoring, Supervised Independent Study, Mentoring, College Readiness

### About This Report

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### What the Ratings Mean

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### Program Quality Categories

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- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

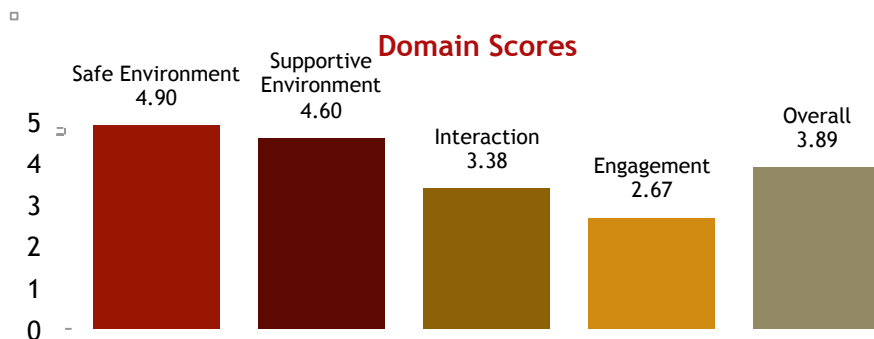
## PROGRAM QUALITY RATING: Performing

### Program Strengths

Youth at the Success at Seventeen program show a strong commitment and high level of engagement with ongoing learning, improving academic skills, and attaining their GED. Staff at the program is warm, friendly and attentive to students. The environment is warm and welcoming and youth success is publicly celebrated with a wall dedicated to pictures of participants that attain their GED.

### Areas for Improvement

Despite several notable strengths, Success at Seventeen programs would benefit from staff explaining and contextualizing activities more clearly, and more frequently asking participants open ended questions. Further, because no feedback or reflection was observed, staff should be more intentional about incorporating structured opportunities for these activities in the program.



**Summary Report of Domain Scores**
**Safe Environment - After school program is physically and emotionally safe for youth. 4.90**

A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.50
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00

**Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques. 4.60**

F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	3.67
I. Staff support youth in building skills.	5.00
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	X

**Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills. 3.38**

L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	3.00
N. Youth have opportunities to act as group facilitators	3.00
O. Youth have opportunities to partner with adults.	3.00

**Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress. 2.67**

P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	2.00

**Overall Score 3.89**

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Youth Law Academy

**Agency Name:** Centro Legal de la Raza

**Date of Observation:** 12/10/12

**Site Visitor:** Nick

**Activities Observed:** Ice Breaker, Debate Planning, Debate

### About This Report

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- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

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- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

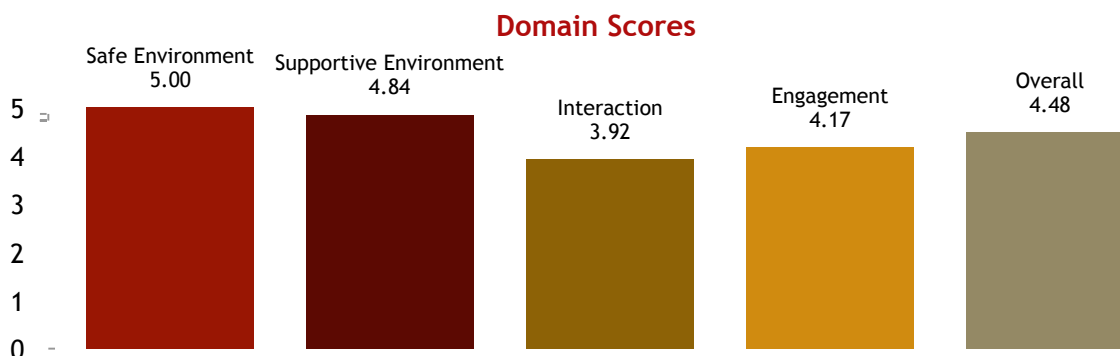
### Program Strengths

The program showed an evolutionary structure, building on prior knowledge and experiences to challenge youth to higher levels of learning and performance. The curriculum has also been designed in such a way to involve community and family involvement, which will be invaluable.

### Areas for Improvement

There are no general improvements that can be made; with a few simple changes, this program can truly be a stellar model.

□



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.84</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	4.20
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.92</b>
L. Youth have opportunities to develop a sense of belonging	5.00
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	3.67
O. Youth have opportunities to partner with adults.	2.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.17</b>
P. Youth have opportunities to make plans.	4.00
Q. Youth have opportunities to make choices based on their interests.	4.00
R. Youth have opportunities to reflect.	4.50
<b>Overall Score</b>	<b>4.48</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>6%</b>	<b>87%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	6%	94%
III. Interaction	17%	75%
IV. Engagement	0%	63%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** DreamCatcher

**Agency Name:** Alameda Family Services

**Date of Observation:** 2/14/13

**Site Visitor:** Nick

**Activities Observed:** Chocolate-Covered Strawberries, Making Valentines, Game Tournament, Dinner and a Movie

### About This Report

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The first section includes summary information about your program based on information collected during the visit.

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### What the Ratings Mean

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### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
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## PROGRAM QUALITY RATING: Performing

### Program Strengths

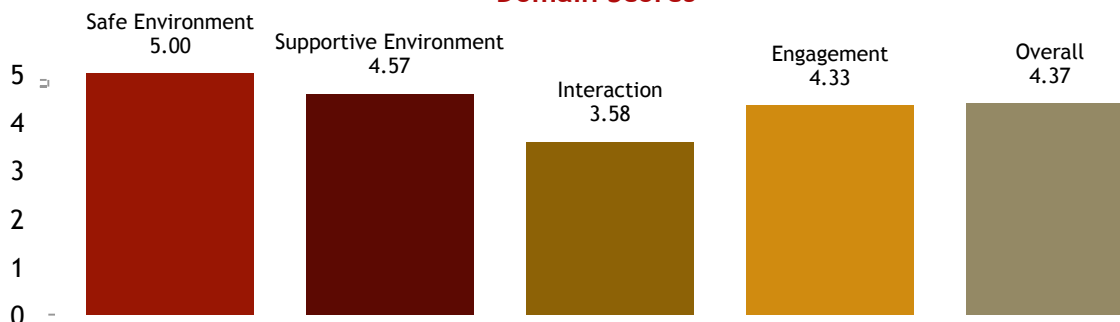
Through a passionate staff, a comforting facility and a wealth of specialized resources, Dreamcatchers has managed to create a safe, welcoming space for its youth.

### Areas for Improvement

While already an excellent program, it could be even more so if the youth were provided with skill-building guidance with stated objectives, space for reflection, and opportunities for peer-mentorship/leadership.

□

### Domain Scores





### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.57</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	4.20
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.58</b>
L. Youth have opportunities to develop a sense of belonging	4.00
M. Youth have opportunities to collaborate and work cooperatively with others	2.33
N. Youth have opportunities to act as group facilitators	5.00
O. Youth have opportunities to partner with adults.	3.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.33</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	5.00
<b>Overall Score</b>	<b>4.37</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>7%</b>	<b>79%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	11%	79%
III. Interaction	17%	50%
IV. Engagement	0%	71%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

First Steps Community  
**Program Name:** Resource Center  
**Agency Name:** First Place for Youth  
**Date of Observation:** 2/8/13  
**Site Visitor:** Mary  
**Activities Observed:** Center Opens, Community Lunch Prep, Community Lunch,

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## PROGRAM QUALITY RATING: Thriving

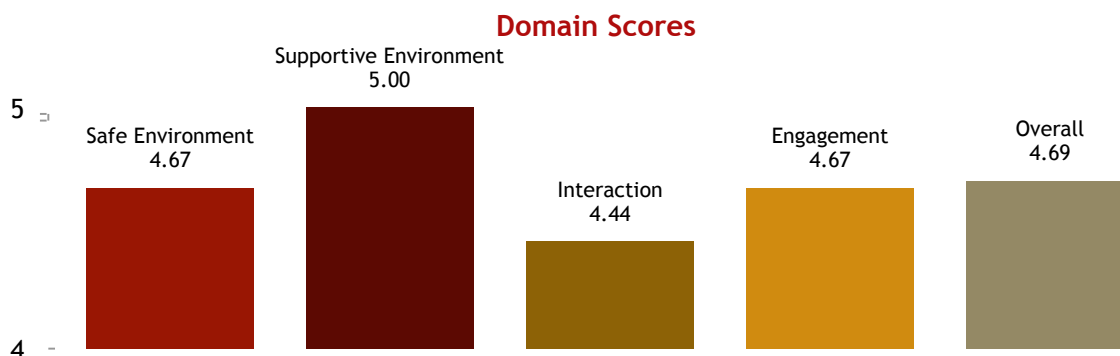
### Program Strengths

Youth engaged in meaningful conversation with adults. Adults asked open ended questions in a non-evaluative manner to guide youth towards obtaining help to make good life decisions.

### Areas for Improvement

Emergency procedures and first aid kits should be clearly visible in the program space.

□



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.67</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	4.33
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>5.00</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	X
I. Staff support youth in building skills.	X
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.44</b>
L. Youth have opportunities to develop a sense of belonging	4.33
M. Youth have opportunities to collaborate and work cooperatively with others	X
N. Youth have opportunities to act as group facilitators	4.00
O. Youth have opportunities to partner with adults.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.67</b>
P. Youth have opportunities to make plans.	5.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	4.00
<b>Overall Score</b>	<b>4.69</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>85%</b>
I. Safe Environment	0%	82%
II. Supportive Environment	0%	100%
III. Interaction	0%	67%
IV. Engagement	0%	80%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

Internships and Apprenticeships

**Program Name:** Program

**Agency Name:** Dimensions Dance Theater, Inc.

**Date of Observation:** 2/21/13

**Site Visitor:** Nick

**Activities Observed:** Warm-ups, Individual Routines, Group Practice,

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## PROGRAM QUALITY RATING: Performing

### Program Strengths

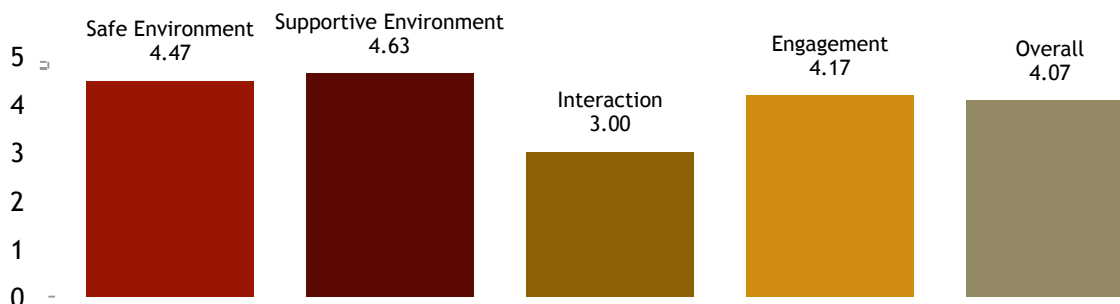
This program has set a powerful tone of respect, encouragement, and dedication that allows for a great deal of potential with the youth and with programming. The staff is involved with the youth and works hard to challenge them to higher levels.

### Areas for Improvement

By including youth leadership and ownership of the program and its contents, the program has a great deal of potential to become phenomenal.

□

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.47</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.33
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	3.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.63</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	4.60
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	4.20
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.00</b>
L. Youth have opportunities to develop a sense of belonging	3.00
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	3.00
O. Youth have opportunities to partner with adults.	1.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.17</b>
P. Youth have opportunities to make plans.	4.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	3.50
<b>Overall Score</b>	<b>4.07</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>14%</b>	<b>74%</b>
I. Safe Environment	11%	89%
II. Supportive Environment	5%	84%
III. Interaction	33%	42%
IV. Engagement	13%	63%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Life Academy

**Agency Name:** Alternatives in Action

**Date of Observation:** 11/8/12

**Site Visitor:** Julie

**Activities Observed:** Academic Time, Scientists in Charge, Real Ambitious Women (RAW) Cascading internship debrief

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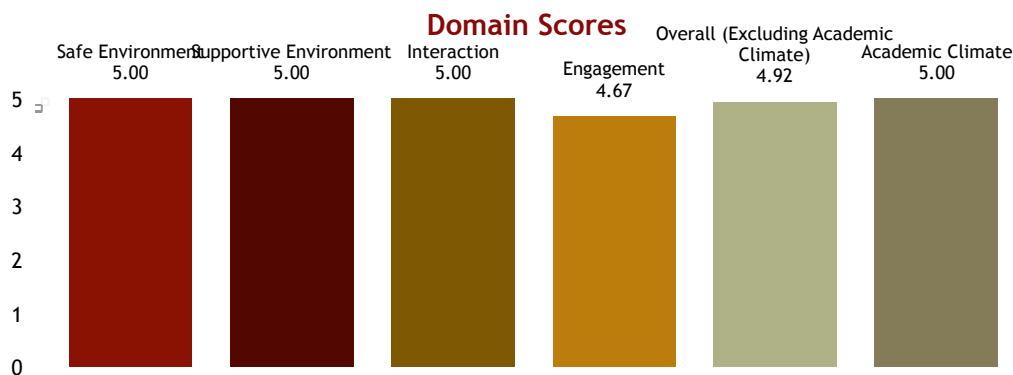
**PROGRAM QUALITY RATING:** Thriving

### Program Strengths

The extended day program at Life Academy has strong ties to the school day and provides enriching activities with a focus on academic skills. Youth in this program are leaders, with leadership roles within individual sessions and in longer term roles. Youth voice and reflection are structured into almost every thing that happens in the program. In the RAW activity, staff used multiple methods of reflection for youth to think critically about social issues that affect women. During a movie viewing, staff paused at multiple points to link content with previous sessions and to check for understanding. In Mad Science, staff scaffolded a clearly stated science lesson by engaging youth in a group discussion that lead to a hands-on experiment. The nature of the discussion allowed for youth to talk about what they've learned in previous lessons and provided opportunities for youth to share prior knowledge around science concepts. The academic time is structured consistently across classes, which gives youth a sense of continuity and clarity around roles and expectation.

### Areas for Improvement

Though small groups were observed in activities, the extent to which grouping strategies were used to form smaller groups were observed somewhat inconsistently.



## Summary Report of Domain Scores

**Safe Environment - After school program is physically and emotionally safe for youth. 5.00**

A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00

**Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques. 5.00**

F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	5.00
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	x

**Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills. 5.00**

L. Youth have opportunities to develop a sense of belonging	5.00
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators and mentors	5.00
O. Youth have opportunities to partner with adults.	5.00

**Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress. 4.67**

P. Youth have opportunities to make plans.	5.00
Q. Youth have opportunities to make choices based on their interests.	4.00
R. Youth have opportunities to reflect.	5.00

**Overall Score (excluding Academic Climate) 4.92**

**Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.) 5.00**

I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	5.00
III. Staff provides support for linking academic content to youths' prior knowledge.	5.00

## Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>99%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	100%
III. Interaction	0%	100%
IV. Engagement	0%	88%
V. Academic Climate	0%	100%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** McClymonds (EXCEL)

**Agency Name:** Alternatives in Action

**Date of Observation:** 12/18/12 & 1/17/13

**Site Visitor:** Julie

**Activities Observed:** Academic Hour, YOLO, Legacy Studios, REAL Hard CAHSEE Prep, Finals Prep (Academic Hour)

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the School Aged Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

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**PROGRAM QUALITY RATING:** Thriving

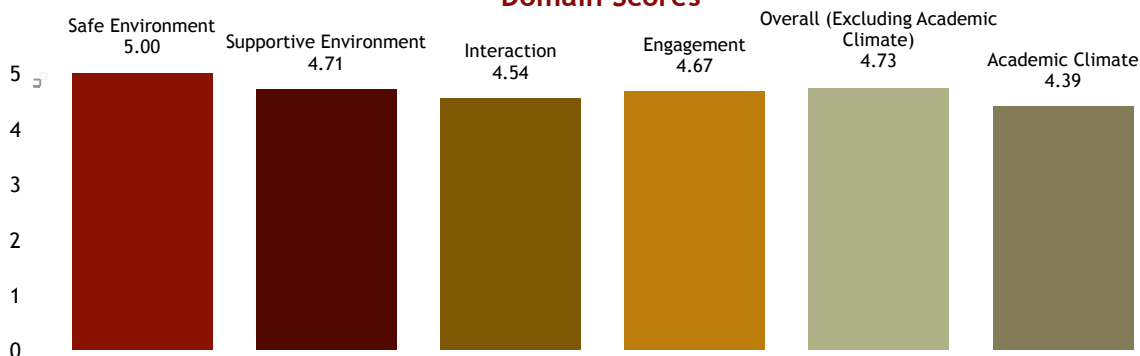
### Program Strengths

The dedicated staff at McClymonds after school program provide high levels of support to youth who attend the program. Youths' interests and preferences are celebrated and encouraged, as evident in the high levels youth engagement. The CAHSEE prep activity provides intensive academic preparation to support youth with their school day work. Staff in this activity scaffolded math techniques so that all youth who attended could follow along. Consistent practices around youth leadership, planning and reflection, and providing hands-on activities were observed during the enrichment period of programming. Topic areas covering civic engagement, art, and character development topics were woven into most of the enrichment activities observed.

### Areas for Improvement

In so much as it's possible, the Academic hour content could implement strategies for enhancing opportunities around youth leadership and youth voice to make these practices more consistent with the other observed activities. More generally, it is suggested that ways of implementing more intentional ways for group formation could complement already existing structures around "roles" to support the development of all youth at varied points in the development of key skills.

### Domain Scores





## Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.71</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	4.60
H. Activities support active engagement.	4.33
I. Staff support youth in building skills.	4.60
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.54</b>
L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators and mentors	3.67
O. Youth have opportunities to partner with adults.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.67</b>
P. Youth have opportunities to make plans.	4.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	5.00
<b>Overall Score (excluding Academic Climate)</b>	<b>4.73</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	<b>4.39</b>
I. Youth are supported in the development of specific academic skills.	5.00
II. Staff support individual learners	4.50
III. Staff provides support for linking academic content to youths' prior knowledge.	3.67

## Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>2%</b>	<b>86%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	84%
III. Interaction	0%	75%
IV. Engagement	0%	88%
V. Academic Climate	10%	80%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Oakland Parks and Recreation

**Agency Name:** TOOLS: Transforming Ordinary Obstacles into Life Skills

**Date of Observation:** 10/31/12

**Site Visitor:** Nick Baitoo

**Activities Observed:** Urban Electronics, Software, Cooking, Drumming

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## PROGRAM QUALITY RATING: Performing

### Program Strengths

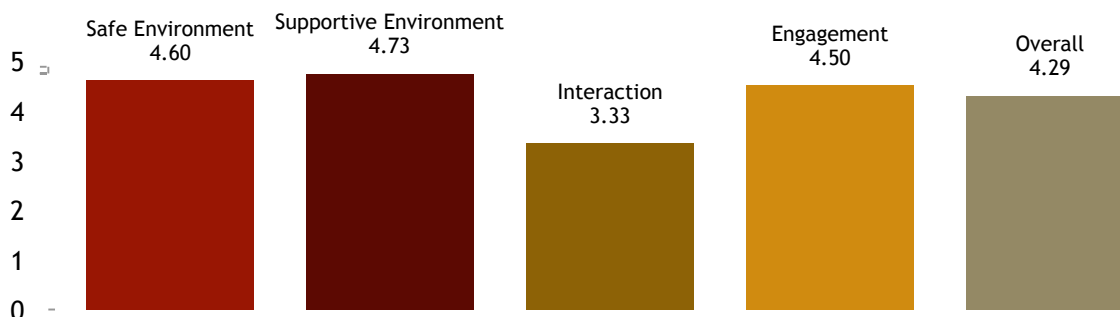
Program has done a wonderful job of adapting to the unique interests of its participants. By being open and receptive to youth feedback, program becomes a personal attachment for participants, and they are able to attend more often and feel a stronger sense of belonging and community.

### Areas for Improvement

The program is inhibited by a lack of structure; students enter at their own pace, are given a basic continuation of processes/tasks from the week before, and then leave whenever they want (in some cases, 30 minutes before the scheduled end time). There are also some fantastic opportunities for youth to mentor each other or act as leaders that, once harnessed, can unlock a great deal of potential for the program and the youth involved.

□

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.60</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	3.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.73</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	5.00
J. Staff support youth with encouragement.	3.67
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.33</b>
L. Youth have opportunities to develop a sense of belonging	5.00
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	2.33
O. Youth have opportunities to partner with adults.	1.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.50</b>
P. Youth have opportunities to make plans.	4.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	4.50
<b>Overall Score</b>	<b>4.29</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>12%</b>	<b>81%</b>
I. Safe Environment	16%	84%
II. Supportive Environment	5%	95%
III. Interaction	25%	58%
IV. Engagement	0%	75%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** OUSD - Instructional Services **Agency Name:** OUSD Conflict Resolution  
**Date of Observation:** 10/23/12 **Site Visitor:** Peter  
**Activities Observed:** Ice Breaker, Puzzle Team Builder, Discussion Circle

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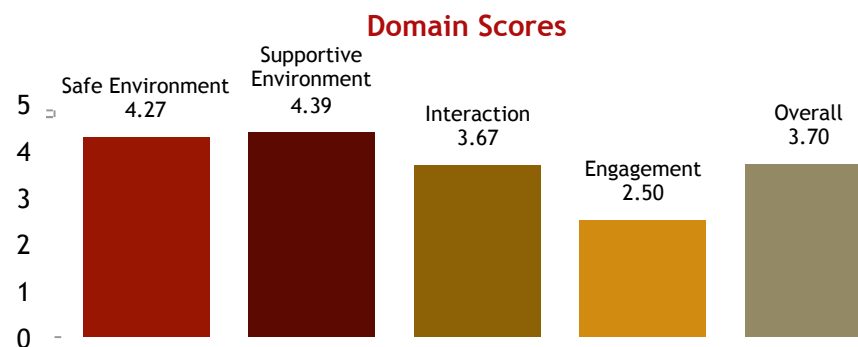
## PROGRAM QUALITY RATING: Performing

### Program Strengths

The high level of trust and camaraderie among program youth is exemplified while youth are discussing sensitive and personal subject matter. Youth demonstrate ownership of program, staff are highly engaged with youth, and there are several intentional opportunities for reflection and feedback.

### Areas for Improvement

Youth would benefit from increased opportunities to make process and content choices within the relatively structured program activities; this could build upon the strong trust and engagement already present in the program. Increased opportunities to lead activities and to mentor youth for instance providing the 8th grade students an opportunity to mentor the younger 7th grade students would also be beneficial.



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.27</b>
A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	3.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	4.33
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.39</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	4.60
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	3.00
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	0.00
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.67</b>
L. Youth have opportunities to develop a sense of belonging	5.00
M. Youth have opportunities to collaborate and work cooperatively with others	4.33
N. Youth have opportunities to act as group facilitators	2.33
O. Youth have opportunities to partner with adults.	3.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>2.50</b>
P. Youth have opportunities to make plans.	1.00
Q. Youth have opportunities to make choices based on their interests.	2.00
R. Youth have opportunities to reflect.	4.50
<b>Overall Score</b>	<b>3.70</b>

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Bret Harte Bridges Program

**Agency Name:** Bay Area Community Resources

**Date of Observation:** 2/25/13

**Site Visitor:** Nick

**Activities Observed:** Check-ins/ice-breaker, 1on1's, Snack, Communication Exercises

### About This Report

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### What the Ratings Mean

The ratings indicate the following levels of performance:

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- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
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## PROGRAM QUALITY RATING: Performing

### Program Strengths

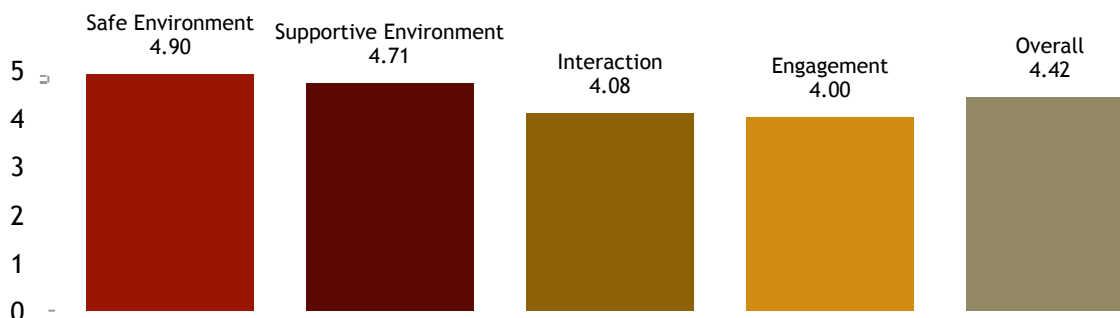
The comraderie, respect, and appreciation that exist among the participants in this program have set an unparalleled tone of community that allows for a great deal of potential, and the passionate and involved staff has done a remarkable job of cultivating this sense of community.

### Areas for Improvement

Providing youth more opportunities to plan their time/activities will allow this remarkable program to truly shine.

□

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.90</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	4.50
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.71</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	4.20
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.08</b>
L. Youth have opportunities to develop a sense of belonging	5.00
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	4.33
O. Youth have opportunities to partner with adults.	2.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.00</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	4.00
<b>Overall Score</b>	<b>4.42</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>7%</b>	<b>86%</b>
I. Safe Environment	0%	94%
II. Supportive Environment	5%	89%
III. Interaction	8%	75%
IV. Engagement	25%	75%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Leading the Independence of our Barrios  
for Raza Empowerment (LIBRE)

**Agency Name:** Spanish Speaking Citizens' Foundation

**Date of Observation:** 2/5/13

**Site Visitor:** Mary

**Activities Observed:** Check-in, Group Break Out, Workshop: Guide to Herstory, Reflection

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### Program Quality Categories

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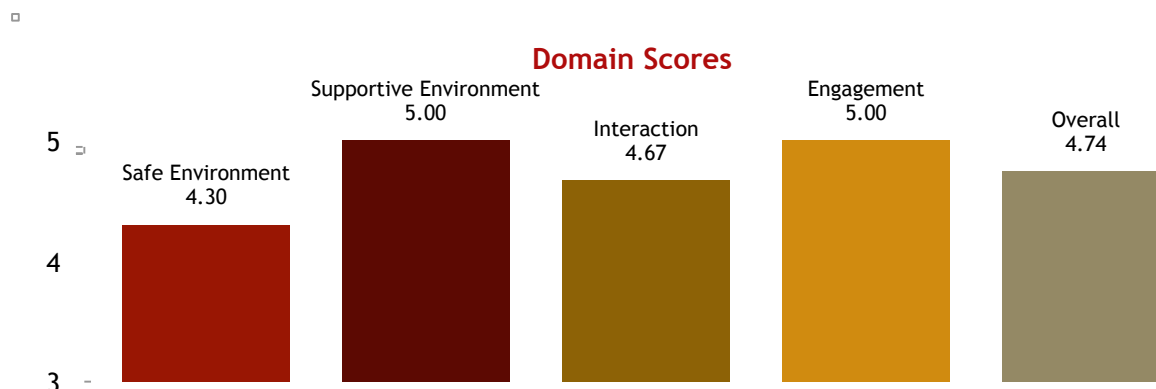
## PROGRAM QUALITY RATING: Thriving

### Program Strengths

L.I.B.R.E. provided opportunities for youth to make choices about the content they would like in their program. Additionally, youth were active participants in discussions about the course topic and their experiences.

### Areas for Improvement

More opportunities for youth mentorship of other youth could be included in the course.





### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.30</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	3.50
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	3.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>5.00</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	5.00
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.67</b>
L. Youth have opportunities to develop a sense of belonging	5.00
M. Youth have opportunities to collaborate and work cooperatively with others	4.33
N. Youth have opportunities to act as group facilitators	4.33
O. Youth have opportunities to partner with adults.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>5.00</b>
P. Youth have opportunities to make plans.	5.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	5.00
<b>Overall Score</b>	<b>4.74</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>0%</b>	<b>89%</b>
I. Safe Environment	0%	73%
II. Supportive Environment	0%	100%
III. Interaction	0%	83%
IV. Engagement	0%	100%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

LGBT Youth and Wellness

**Program Name:** Conductors Program

**Agency Name:** Aids Project of the East Bay

**Date of Observation:** 11/27/12

**Site Visitor:** Nick

**Activities Observed:** Ice Breaker, Know Your STD's, Team Challenge, Walk In My Shoes

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## PROGRAM QUALITY RATING: Performing

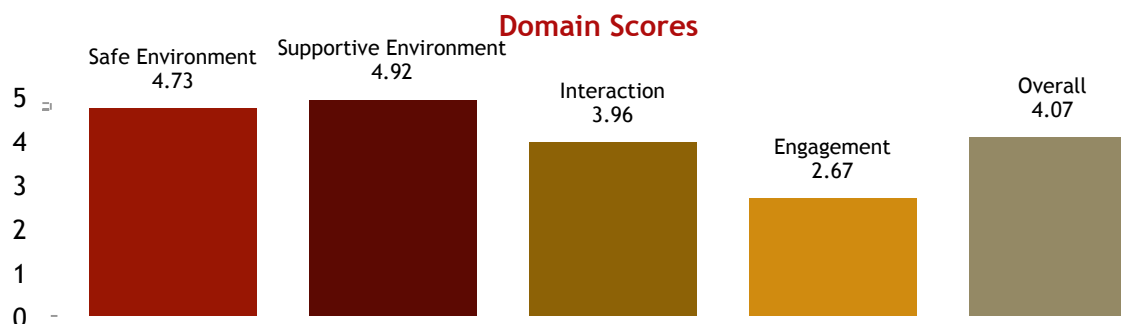
### Program Strengths

The youth in this program are fortunate to have passionate, involved staff who genuinely care about the health, well-being, and success of the students. The program space is also uniquely equipped with a health clinic, which allows for a further level of comfort, openness, and safety that helps set the tone for a safe and welcoming environment.

### Areas for Improvement

The program reflects a lack of youth choice and planning during the course of activities. With increased practice of both, youth will be able to achieve a greater ownership over their experiences, and gain more from a program that they believe reflects their personal interests. Another note was the Site Coordinator's initial lack of awareness of the locations of emergency equipment.

□



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.73</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	3.67
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.92</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	4.60
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	5.00
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.96</b>
L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	3.67
N. Youth have opportunities to act as group facilitators	3.67
O. Youth have opportunities to partner with adults.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>2.67</b>
P. Youth have opportunities to make plans.	1.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	4.00
<b>Overall Score</b>	<b>4.07</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>8%</b>	<b>80%</b>
I. Safe Environment	5%	95%
II. Supportive Environment	0%	95%
III. Interaction	8%	58%
IV. Engagement	38%	38%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Oakland Kids First  
**Agency Name:** Pass-2 Peer Mentoring Program  
**Date of Observation:** 10/18/12  
**Site Visitor:** Nick  
**Activities Observed:** Ice Breaker, Learning Communication Skills, Mediation, Facilitation Skills cont'd

### About This Report

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### Program Quality Categories

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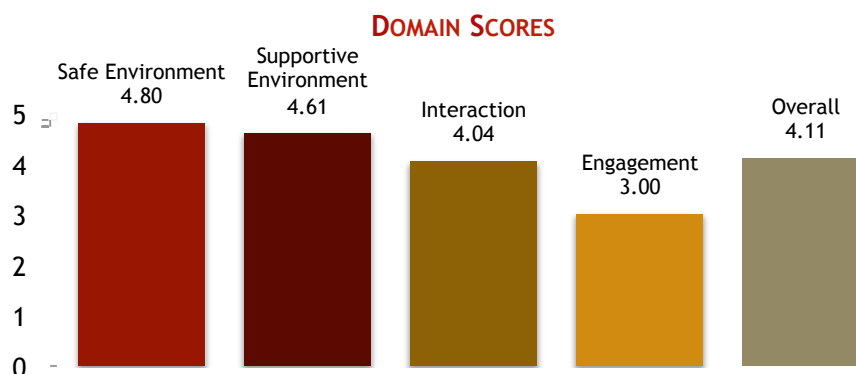
## PROGRAM QUALITY RATING: Performing

### Program Strengths

The program benefits from a strong collaboration between the program staff and the school day teacher, both of whom are able to work off of one another and further serve the youth. The program is well-organized and offers a strong curriculum of excellent material. The youth themselves also possess a great deal of potential

### Areas for Improvement

There is still work to be done to create a respectful and mutually-accpeting environment. There is also room for more youth-led activities, and to give youth more opportunities to exercise choice and leadership during daily activities



### Summary Report of Domain Scores

**Safe Environment - After school program is physically and emotionally safe for youth. 4.80**

A. Psychological and emotional safety is promoted.	4.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00

**Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques. 4.61**

F. Staff provided a welcoming atmosphere	4.33
G. Session flow is planned, presented, and paced for youth	4.60
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	4.20
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	4.50

**Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills. 4.04**

L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	3.67
O. Youth have opportunities to partner with adults.	3.00

**Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress. 3.00**

P. Youth have opportunities to make plans.	1.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	5.00

**Overall Score 4.11**

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

Safe Passages Transitions

**Program Name:** Program

**Agency Name:** Safe Passages

**Date of Observation:** 12/12/12

**Site Visitor:** Nick

**Activities Observed:** "Do Now", Homework Help/Group Project, Word Problems/Computer Lab/Composting, Reflections

### About This Report

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### Program Quality Categories

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## PROGRAM QUALITY RATING: Performing

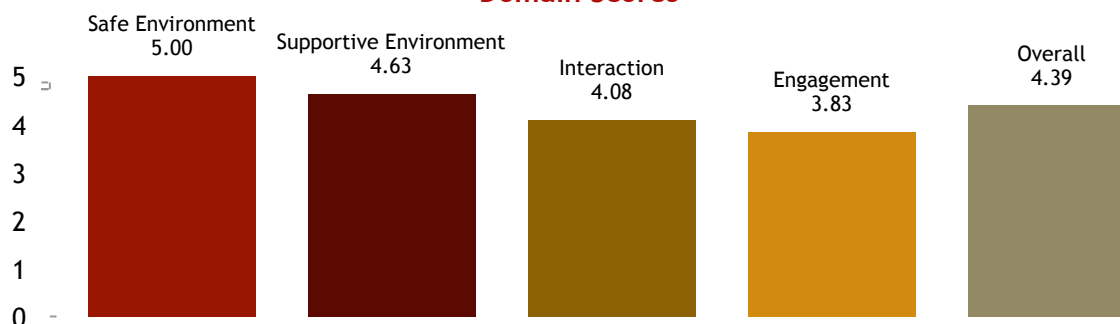
### Program Strengths

The staff in this program showed remarkable patience and support for the youth. The reflection portion of the program is also a practice that could be used as a model for others.

### Areas for Improvement

The day's program seemed a bit chaotic, with youth scurrying around the program space, interrupting each other, and escalating each others' boisterous energy. At times, it seemed that the staff was forced to focus more attention on corralling youth energy (and sometimes youth themselves) than with running the program.

### Domain Scores



**Summary Report of Domain Scores**

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.63</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	3.80
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.08</b>
L. Youth have opportunities to develop a sense of belonging	4.00
M. Youth have opportunities to collaborate and work cooperatively with others	3.67
N. Youth have opportunities to act as group facilitators	3.67
O. Youth have opportunities to partner with adults.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.83</b>
P. Youth have opportunities to make plans.	4.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	4.50
<b>Overall Score</b>	<b>4.39</b>

**Summary of % "1" Ratings & % "5" Ratings**

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>3%</b>	<b>79%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	5%	84%
III. Interaction	0%	50%
IV. Engagement	13%	63%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

Promoting Advocacy and  
**Program Name:** Leadership (AYPAL)

**Agency Name:** Movement Strategy Center

**Date of Observation:** 1/24/13

**Site Visitor:** Mary

**Activities Observed:** Team Builder, Personal Activity, History of Arts Activism, Arts

### About This Report

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## PROGRAM QUALITY RATING: Thriving

### Program Strengths

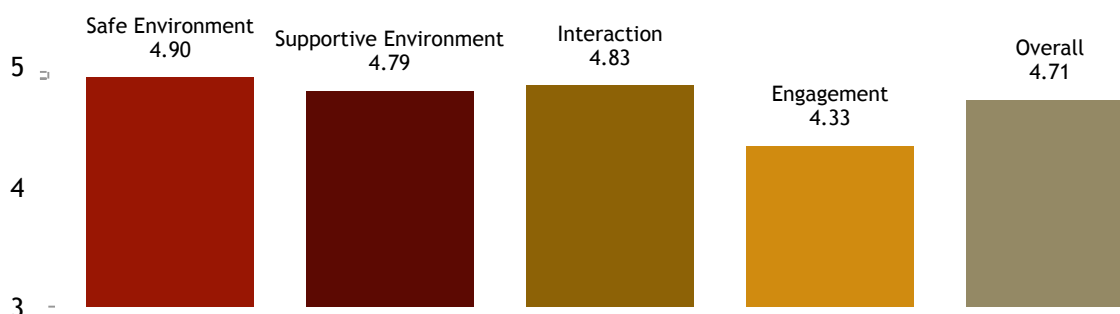
AYPAL had many youth leaders actively engaged in leadership roles during their program. Staff asked many open ended questions that allowed youth to reflect on the activities and provide opportunities for youth to share about themselves and their culture.

### Areas for Improvement

Additional planning strategies might have been useful to facilitate youth poster construction.

□

### Domain Scores





### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.90</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.50
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.79</b>
F. Staff provided a welcoming atmosphere	4.33
G. Session flow is planned, presented, and paced for youth	4.60
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	5.00
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.83</b>
L. Youth have opportunities to develop a sense of belonging	5.00
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	4.33
O. Youth have opportunities to partner with adults.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.33</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	5.00
<b>Overall Score</b>	<b>4.71</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>2%</b>	<b>90%</b>
I. Safe Environment	0%	92%
II. Supportive Environment	0%	89%
III. Interaction	0%	92%
IV. Engagement	13%	88%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Healthy Heart Healthy Mind (HHHM) **Agency Name:** Loto Taha Pasifika  
**Date of Observation:** 1/31/13 **Site Visitor:** Nick  
**Activities Observed:** Ice Breaker, Poly-Day Planning, Dance Practice, Dinner

### About This Report

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## PROGRAM QUALITY RATING: Thriving

### Program Strengths

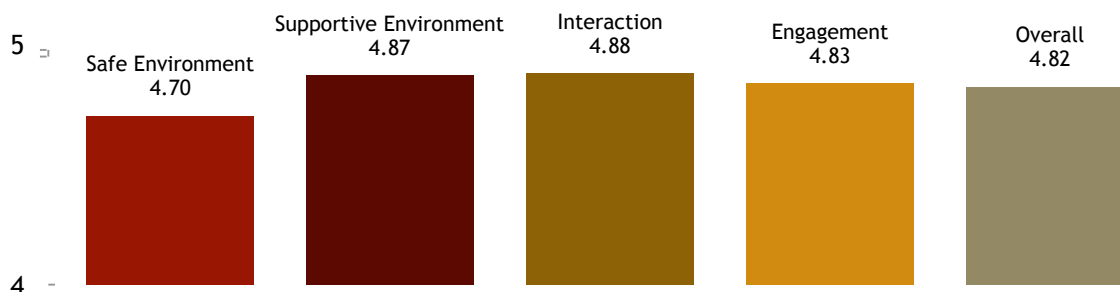
Despite its sudden beginnings at a new location, the program at Castlemont has been able to develop a program that nurtures a deep sense of community, youth ownership of activities, and youth leadership. This comes as a result of a dedicated program staff and an emphasis on sharing control with the youth.

### Areas for Improvement

This program is exceptional in many ways, but there is potential for the youth to gain more through participation, a more suitable program space, and a stronger sense of comraderie.

□

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.70</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.00
D. Program Space/furniture accommodate the activities.	4.50
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.87</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	5.00
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.88</b>
L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	5.00
O. Youth have opportunities to partner with adults.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>4.83</b>
P. Youth have opportunities to make plans.	5.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	4.50
<b>Overall Score</b>	<b>4.82</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>2%</b>	<b>91%</b>
I. Safe Environment	6%	88%
II. Supportive Environment	0%	95%
III. Interaction	0%	92%
IV. Engagement	0%	88%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Indigenous Youth Voices

**Agency Name:** Native American Health Center

**Date of Observation:** 3/5/13

**Site Visitor:** Peter

**Activities Observed:** Making Cosmetics, Outdoor Activities, Snack,

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

### Program Strengths

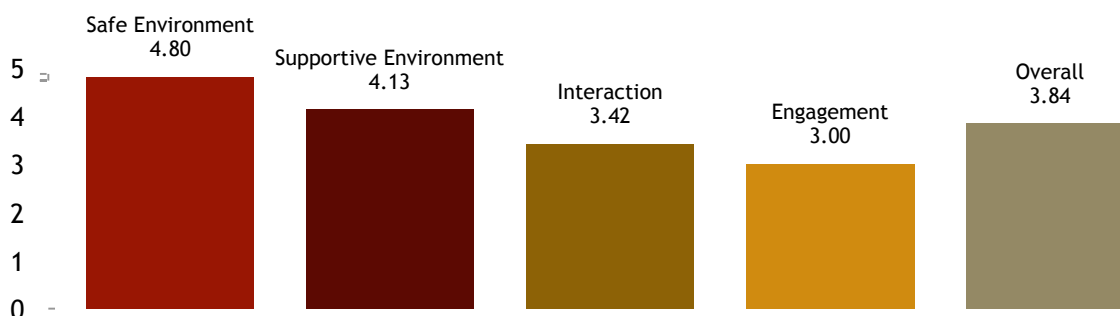
It is apparent that youth are comfortable with program staff, feel safe within the program space, and that the program nurtures a strong feeling of community and youth ownership. This is evidenced in the interactions between staff and youth, who treat each other as friends and participate in activities side by side. In the cosmetics-making workshop, staff includes cultural references and frequently asks youth open-ended questions, intentionally soliciting their input. During the Shiny game in the park, staff plays along with youth, and works to adjust the pacing of the game and level of competition to adapt to the wide age range of participants.

### Areas for Improvement

The program would benefit from more frequent and structured opportunities for reflection and feedback, which were implemented inconsistently in activities.

□

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.80</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.13</b>
F. Staff provided a welcoming atmosphere	4.33
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	3.67
I. Staff support youth in building skills.	4.00
J. Staff support youth with encouragement.	3.67
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>3.42</b>
L. Youth have opportunities to develop a sense of belonging	4.00
M. Youth have opportunities to collaborate and work cooperatively with others	4.33
N. Youth have opportunities to act as group facilitators	2.33
O. Youth have opportunities to partner with adults.	3.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.00</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	3.00
<b>Overall Score</b>	<b>3.84</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>4%</b>	<b>56%</b>
I. Safe Environment	0%	88%
II. Supportive Environment	0%	58%
III. Interaction	9%	36%
IV. Engagement	13%	13%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

**Program Name:** Oakland Middle School Youth Leadership Health Collaborative  
**Agency Name:** La Clinica de la Raza  
**Date of Observation:** 41249  
**Site Visitor:** Mary  
**Activities Observed:** Check-in/Snack, Orienting New Youth, Healthy Relationships

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

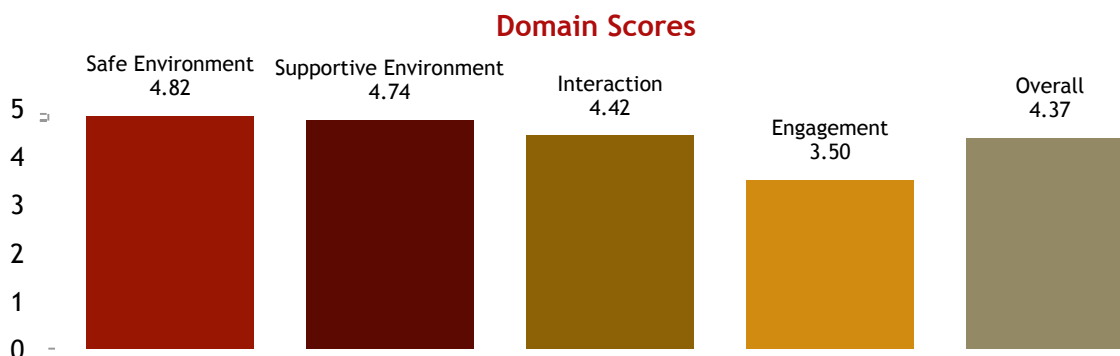
### Program Strengths

Youth each had distinct roles and responsibilities in the program that changed regularly. Youth were able to choose what type of check-in they had. Youth have several opportunities to present information that they learn at La Clinica de la Raza to their peers at school.

### Areas for Improvement

Youth did not have the opportunity to make choices in the processes of the program and there was no formal structure for their feedback.

□



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.82</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	4.60
D. Program Space/furniture accommodate the activities.	4.50
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.74</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	4.20
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	4.50
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.42</b>
L. Youth have opportunities to develop a sense of belonging	5.00
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	3.67
O. Youth have opportunities to partner with adults.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.50</b>
P. Youth have opportunities to make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	3.00
R. Youth have opportunities to reflect.	4.50
<b>Overall Score</b>	<b>4.37</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>2%</b>	<b>79%</b>
I. Safe Environment	0%	89%
II. Supportive Environment	0%	84%
III. Interaction	0%	75%
IV. Engagement	13%	50%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

Taking Charge: API Youth

Program Name: Leaders

Agency Name: Asian Health Services

Date of Observation: 2/19/13

Site Visitor: Mary

Activities Observed: Welcome/Energizer/Check-in, Pros/cons of being in a relationship, Baby Abby, Healthy/unhealthy characteristics of a relationship

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
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- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Thriving

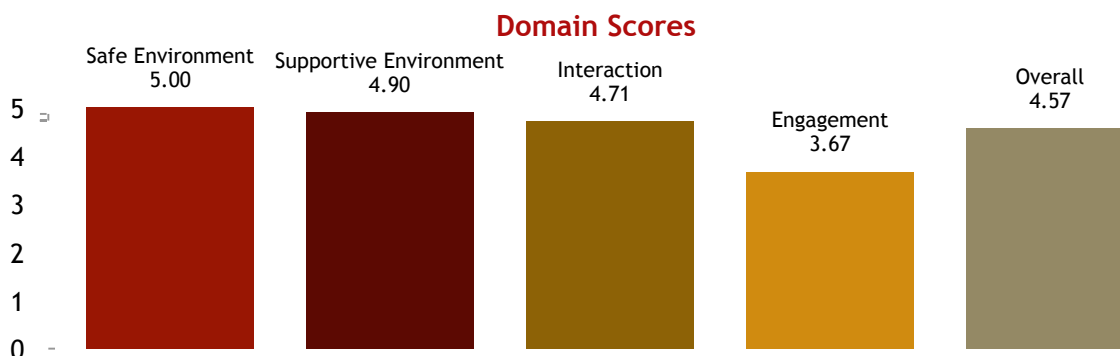
### Program Strengths

The strength of the community of young women in this program was apparent in the upholding of the community agreement, the support of individuals when she struggled to participate in a discussion about a sensitive topic, and the supportive language from the group saying "we're your family now". Additionally the community held each other accountable to put their cell phones in the basket during program time and fully participate in the program.

### Areas for Improvement

More opportunities for youth choice in content could be incorporated into programming.

□





### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>5.00</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	5.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.90</b>
F. Staff provided a welcoming atmosphere	5.00
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	4.50
J. Staff support youth with encouragement.	5.00
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.71</b>
L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	4.33
O. Youth have opportunities to partner with adults.	5.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>3.67</b>
P. Youth have opportunities to make plans.	4.00
Q. Youth have opportunities to make choices based on their interests.	2.00
R. Youth have opportunities to reflect.	5.00
<b>Overall Score</b>	<b>4.57</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>2%</b>	<b>89%</b>
I. Safe Environment	0%	100%
II. Supportive Environment	0%	95%
III. Interaction	0%	83%
IV. Engagement	13%	63%

## 2012-13 Oakland Out of School Time Evaluation Team Youth Program Quality Assessment (YPQA) Site Visit Report

Teens On Target Violence  
**Program Name:** Prevention Program **Agency Name:** Youth ALIVE!  
**Date of Observation:** 1/31/13 **Site Visitor:** Mary  
**Activities Observed:** Welcome, Debunking Stereotypes, Youth group work time, Presentations

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit.

The second page includes item-by-item scores in each dimensions of the tool. Ratings range from 1 to 5.

### What the Ratings Mean

The ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

### Program Quality Categories

Sites are categorized by three point of service quality categories:

- *Thriving* - Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- *Performing* - Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- *Emerging* - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## PROGRAM QUALITY RATING: Performing

### Program Strengths

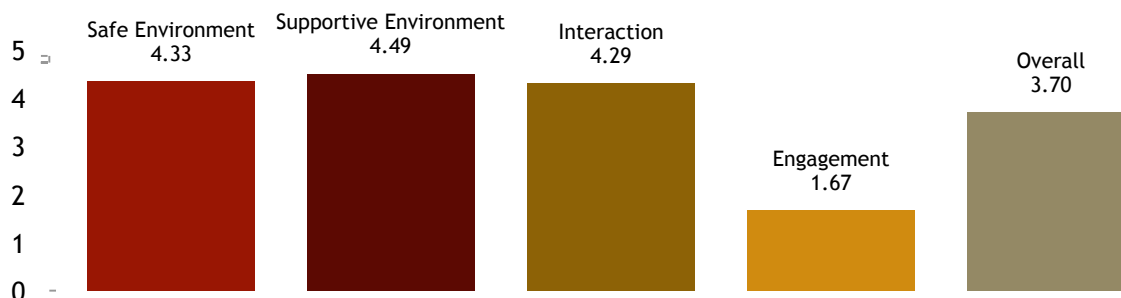
Teens on Target staff provided opportunities for youth participants to present to the group, and provided constructive feedback.

### Areas for Improvement

More youth choice and reflection should be incorporated into the lessons. Teens on Target Staff should work with the staff at Castlemont High School to make sure there is an accessible fire extinguisher.

□

### Domain Scores



### Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.33</b>
A. Psychological and emotional safety is promoted.	5.00
B. Physical Environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	3.00
D. Program Space/furniture accommodate the activities.	5.00
E. Healthy food and drinks are provided	3.67
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.49</b>
F. Staff provided a welcoming atmosphere	4.33
G. Session flow is planned, presented, and paced for youth	5.00
H. Activities support active engagement.	5.00
I. Staff support youth in building skills.	3.80
J. Staff support youth with encouragement.	4.33
K. Staff uses youth-centered approaches to reframe conflict.	X
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>4.29</b>
L. Youth have opportunities to develop a sense of belonging	4.50
M. Youth have opportunities to collaborate and work cooperatively with others	5.00
N. Youth have opportunities to act as group facilitators	3.67
O. Youth have opportunities to partner with adults.	4.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>1.67</b>
P. Youth have opportunities to make plans.	1.00
Q. Youth have opportunities to make choices based on their interests.	1.00
R. Youth have opportunities to reflect.	3.00
<b>Overall Score</b>	<b>3.70</b>

### Summary of % "1" Ratings & % "5" Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>12%</b>	<b>65%</b>
I. Safe Environment	6%	71%
II. Supportive Environment	0%	75%
III. Interaction	8%	75%
IV. Engagement	63%	13%

## APPENDICES

The following table includes all out-of-school time programs that share OFCY grants.

**Table 1: Out-of-School Time Programs Sharing OFCY Grants**

Funding Strategy	Grantees in 2012-13
Aspiranet	ACORN Woodland and EnCompass
BACR	Alliance Academy and Elmhurst Community Prep
Aspiranet	Community United and Futures
BACR	Esperanza Academy and Fred. T. Korematsu
BACR	Global Family and Learning Without Limits
Oakland Leaf	International Community School and Think College Now
East Bay Asian Youth Center	Manzanita Community School and Manzanita SEED
Aspiranet	New Highland and Rise Community School

### Early Childhood Community Playgroup Site Visits

For Early Childhood Community Playgroup Grantees, site visits provided observationally based data about key components of program quality. Visits were conducted using the Early Childhood Program Quality Assessment (ECPQA), a research-based point-of-service quality observation tool. This tool was developed for Oakland Fund for Children and Youth by See Change, Inc. in 2009-10 with the collaboration of Early Childhood programs.

The ECPQA includes seven sections:

1. Health, Safety and Nutrition
2. Environment
3. Developmentally Appropriate Content and Curriculum
4. Interaction: Supports for Relationships
5. Family, School and Community Collaboration and Access
6. Cultural Competence
7. Professionalism

Programs had one site visit per program between November and February. The program visits were randomized by month. Each observation consisted of a 2-3 hour site visit, including a brief interview with program staff.

Early childhood programs were assessed using the same rubric as the Youth Program Quality Assessment, however the scoring was modified. Each program was given a rating of “does not meet expectations”, “meets expectations” or “exceeds expectations” for each item on the assessment.

**Limited Evidence:** Based on observations and conversations during the visit, the program does not meet expectations.

**Sufficient Evidence:** Based on observations and conversations during the visit, the program meets expectations.

**Ample Evidence:** Based on observations and conversations during the visit, the program exceeds expectations. A program should receive a rating of ample evidence only when an exceptionally positive instance of this item is observed.

### Early Childhood Community Mental Health Consultation Site Visits

For Early Childhood Mental Health Consultation Grantees, site visits provided observationally based data about key components of program quality. Visits were conducted using the Classroom Assessment Scoring System (CLASS) site visit instrument. The CLASS provided point-of-service quality data about programs served by Mental Health Consultation grantees.

Site visits were conducted using two out of three Domains on the CLASS instrument: Emotional Support and Classroom Organization. The third domain, Instructional Support, was not considered in visits as it does not align with OFCY Outcome Indicators for the Mental Health Consultation grant group.

The CLASS visits are reported using the seven dimensions within the Emotional Support and Classroom Organization Domains, as follows:

#### Emotional Support

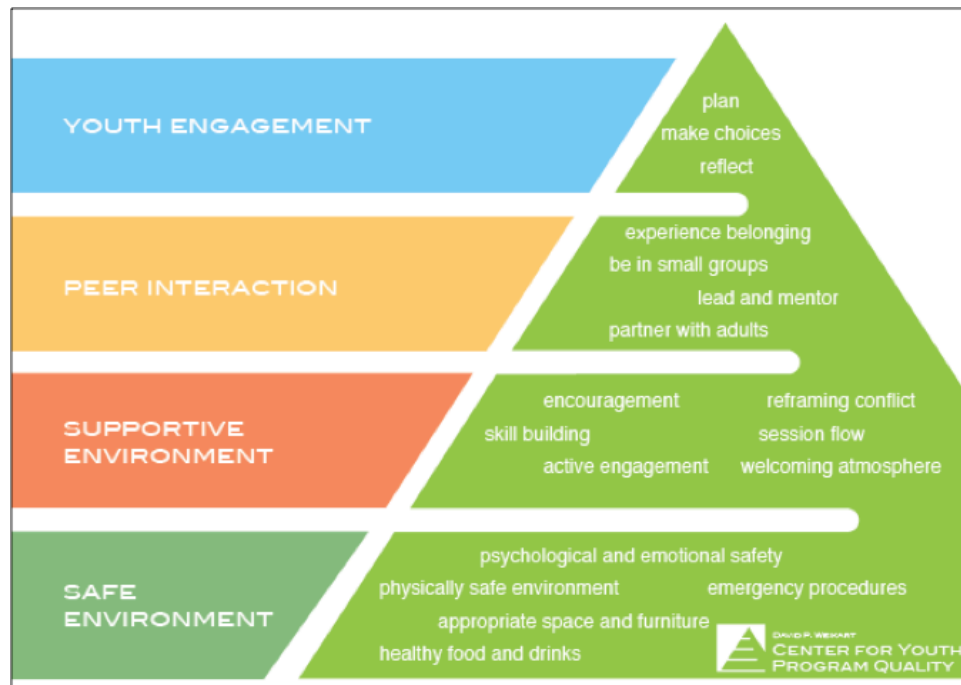
1. Positive Climate
2. Negative Climate
3. Teacher Sensitivity
4. Regard for Student Perspective

#### Classroom Organization

5. Behavior Management
6. Productivity
7. Instructional Learning Formats

## School Age Program Site Visits

### Youth Program Quality Assessment Domains



Source: Adapted from *Youth PQA Handbook* by High/Scope Educational Research Foundation, 2007

Program quality elements are rated according to visitors' observations and staff responses to follow-up questions. Ratings of 1, 3, or 5 are assigned based on the extent to which a particular practice is observed. Though the specific language varies by practice and version of the tool, the ratings indicate the following levels of performance:

- A rating of **one (1)** indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of **three (3)** indicates that the practice is implemented relatively consistently across staff and activities.
- A **five (5)** rating indicates that the practice was implemented consistently and well across staff and activities.

Sites are categorized by three point-of-service quality categories:

- **Thriving** - Program provides high-quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- **Performing** - Program provides high-quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- **Emerging** - Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

The PQAs include four domains:

1. **Safe Environment** - Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
2. **Supportive Environment** - Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building, and to develop healthy relationships.
3. **Interaction** - There is a positive peer culture in the program, encouraged and supported by adults. Youth support each other. Youth experience a sense of belonging. Youth participate in small groups as members and as leaders. Youth have opportunities to partner with adults.
4. **Engagement** - Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, reflect, and learn from their experiences.

The quality domains are inter-related and build upon one another. Broadly speaking, programs need to assure that youth enjoy a Safe and Supportive environment before working to establish high-quality Interaction and Engagement. For example, a program in which young people are afraid to try new things for fear of being ridiculed by others - an example of an unsupportive environment - is not likely to be an interactive, engaging place for kids.

The figure below characterizes the relationship between the PQA quality domains. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high-quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Interaction or Engagement.





## Our Team: The YETI

### ALIYNA FANG

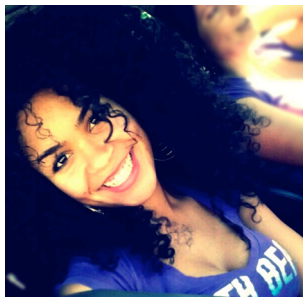
I am a senior from Oakland Emiliano Zapata Street Academy. I'm involved in youth programs that promote changes in the Oakland community. For example, the programs that I participate in are EBAYC, PASS-2, and Bay Peace, etc. In some of these programs we do sharing circles to learn about each other's experience in the community, our cultural background, and how to change this community to be a better place. As a participant of the YETI (Youth Evaluation Team) project, I've learned how the Oakland Fund for Children and Youth (OFCY) supports Oakland youth to succeed and I've extended my self-knowledge about the process of evaluating with Public Profit.

### PRISCILLA HOANG

Hi! I am a senior at Met West High School in Oakland. For the past few years, I've been actively involved with a number of Oakland programs, including Core with Forward Together, Jr. Community Entrepreneurs of Oakland, and Sustaining Ourselves Locally. I came into the Public Profit Youth Evaluation Team with the intention of learning more about what criteria affects programs' funding from OFCY. The learning process has been amazing and I'm so humbled to be part of the team.



### VANESSA IGLESIAS



Hola! I am a senior at Skyline High School. I am currently participating and have been part of numerous youth programs, such as Upward Bound at the University of California, Berkeley, which I've been a part of for the last two years. Being part of youth programs has allowed me to reach out to everyone in my community through community service. Being in the Youth Evaluation team at Public Profit has enhanced my public speaking skills, presentation skills, and taught me more about how to collect and analyze data. It has also taught me to be more responsible with my time, prioritize things, be more mature, and adapt to hectic situations. I learned how to create and lead a focus group, create surveys, collect and organize all of the participants' work and put it in a report to present to OFCY. This program has helped me cultivate excellence and I would recommend the experience to all youth.

## Our Team: The YETI

### DILKI PATTIYAGE



Hey! I am a junior at El Cerrito High School in El Cerrito. I've been involved in many things since the time I was a toddler. I've always been interested in anything I can get my hands on, from sports, to volunteer work, to plays, to dances, or anything that will interest me, really. I love volunteering and doing anything I can to help others. I participated in an amazing program called CORO in the summer of 2012. One of the things I liked from my experience in CORO is that I had the chance to intern at the American Lung Association. I believe everything I've accomplished has helped me become a better person.

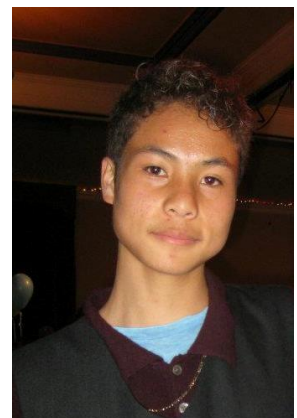
I've learned things I never knew before, things I couldn't have seen otherwise. Being a part of the Public Profit Evaluation team (the YETI) has definitely opened my eyes to things that should really be thought about. I am so very honored to be a part of this team, working with such amazing and talented people!!

### MARTIN RODRIGUEZ-GONZALEZ

I am a sophomore at Life Academy of Health and Bioscience. I have been involved in many programs. For the last couple of years, I was involved with Alternatives in Action. This year, I got into a medical program called CHAMPS at Children's Hospital. I also am involved with Public Profit on the Youth Evaluation Team, to help figure out what I may learn from my community. I remember coming into Public Profit a bit shy, but now I'm more confident about being a part of the team. I've learned about what it takes to conduct an evaluation. It's been a very great experience since I've tried things I never did before. For example, I didn't know what a focus group was and its purpose. I also didn't understand the purpose of surveys until now - I see how useful they are and powerful they can be. This experience has given me support, experience, motivation when it comes to doing work such as evaluation so in the future I won't have any complications.

### MICHAEL WONG

Hey! I am a junior at Skyline High. I have been actively involved in many programs in Oakland such as CORO Exploring Leadership Program, College Track, and the breakdancing club and study hall at the Skyline High School after school program. All of these programs help students strengthen their leadership skills by giving us experience in facilitation, public speaking, and working in groups. Without these types of opportunities, I would not have met some of the coolest people that I spend most of my time with, nor would I have gained the confidence in being the person I am today. I am fortunate to work with Public Profit in conducting a research with my youth evaluation team for OFCY because I was able to connect with my whole team through the learning process. I love how there were never any discouragements! I always had the sense



## Our Team: The YETI

of a safe learning environment during our team meetings. I really appreciate the support and patience my team has given me through the working and learning process. I am grateful for the experience!

### PARTNERS WITH YETI

The Public Profit evaluation team engaged the YETI in a 16-week participatory evaluation process, in collaboration with Practicing Freedom and the Institute of Sustainable Economic, Education, and Environmental Design. For more information on these organizations, see the websites below.



[WWW.PUBLICPROFIT.NET](http://WWW.PUBLICPROFIT.NET)



[WWW.PRACTICINGFREEDOM.ORG](http://WWW.PRACTICINGFREEDOM.ORG)



[WWW.ISEED.ORG](http://WWW.ISEED.ORG)



## Our Team: The YETI



## OUR RESEARCH METHOD

Oakland's duty to youth is to provide young people with a safe place to be, where students feel connected to their community in a positive way. Because of the violence in the community, youth do not feel safe. Oakland also has a large number of gang-related activities, so youth will search for safety and acceptance away from these negative influences. Therefore, there is a need for alternatives to occupy their time productively. Sometimes, youths' living situations are unstable, so it is also important for them to have a safe haven.

Oakland youth programs that promote community engagement lead people to be aware and create solutions to stop the violence in the community. Teenagers that participate in these youth programs tend to promote peace in the society more than the ones who didn't participate in any programs. As we know, violence is widespread in Oakland community, therefore if the community supports more youth to go to these programs, youth will get educated to promote peace.

When the community supports the program, this allows the program to grow and continue with their work even when violence is around them. During our focus group, one student at East Side Arts Alliance described an instance where youth in a program were faced with the types of violence that we are talking about when they went out into the neighborhood for a walk around the block:

"[The staff member] called it team building and we were screaming 'East Side, East Side!' The neighborhood gang took it the wrong way and we were looking like we were in trouble! One of the local store owners ran out and told the gang members, 'Hey, leave them alone! They're from East Side Arts Alliance!'"

Because the youth were involved in the program, and the community members knew them, they were able to step in and stick up for the youth. We feel stories like this need to be heard so that people are aware of what youth are going through.

## OUR RESEARCH QUESTION AND RESEARCH GOAL

Our research question and the topic we wanted to know more about is:

**What are the qualities of youth programs that successfully motivate people to improve Oakland communities?**

We were asked to come up with a research question about any aspect of the OFCY-funded programs that interested us. Our research is important because we get to explore the quality of programs that work **for** Oakland youth, **by** Oakland youth. We first shared our own experiences on our team on what worked for us in our own experiences and started to work through what we were going to research. We decided our goal was to understand programs that motivate people to make their community a better place.

## OUR RESEARCH METHOD

In order to conduct the research, we took specific steps to answer our research question of this project. Here below are the steps we took.

1. **Establish Agreements:** We first brainstormed new rules that YETI should follow in order to have a safe environment to work. We made up new rules because we all came from different schools; therefore, we needed common guidelines and agreements to follow.
2. **Secondary Research:** We also interviewed OFCY staff in order to get a better understanding of Oakland youth programs and how to craft our research goals and questions.
3. **Choose Main Issue:** Based on our secondary research, YETI came together to choose the main issue about understanding programs that motivate people to community engagement projects.
4. **Come up with the Main Question:** What are the qualities of youth programs that successfully motivate people to improve Oakland communities?
5. **Decide Research Method:** YETI explored different types of research tools-photo voice, theater, interviews, surveys, focus groups, etc.
6. **Decide Research Tool:** Based on our research and time, we selected focus groups and an online survey through Survey Monkey. Both the focus groups and survey were for youth in older youth programs funded by OFCY.
7. **Collect data:** We held focus groups of 6-10 youth in these programs and surveyed all youth who attended OFCY funded older youth programs- administering the surveys to program directors to then give to the youth to complete. The focus groups were with youth of East Side Arts Alliance, Youth Law Academy, and Life Academy.
8. **Organize data:** We transcribed interviews from focus groups and analyzed the survey results from youth programs, and all worked on one finding each from our data.
9. **Analyze data:** We spent time with Public Profit staff and other YETI team members to analyze data through discussion.
10. **Came up with recommendations for OFCY based on our findings.**
11. **Wrote report about our project, with findings and recommendations.**



## OUR RESEARCH METHOD

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The YETI's experience working with focus groups and using online surveys was critical in answering our research question. A focus group is a research tool that involves a group of people holding a conversation about specific topics. A survey is a questionnaire that gathers a sample of data that is a representation of a whole.

We decided to use these research tools because focus groups aim at capturing people's personal stories, while surveys capture more of the statistical data. During the focus group sessions, we were able to get a better sense of where Oakland youth come from and hear their stories. Our focus groups were different compared to other focus groups because they were led by youth. This allowed us to avoid things like generation gaps with the interviewees, allowing them to be more honest and open about their experience.

Three OFCY funded programs participated in focus groups with our evaluation team. Each location had youth representation from their respective programs and had a great time answering our questions.

The three programs we conducted focus groups with were program participants from East Side Arts Alliance, Youth Law Academy, and Life Academy High School. They were all high school-aged students.

**East Side Arts Alliance** has various programs that include free art workshops for youth, public art projects, festivals, performances, town hall meetings, forums, and exhibitions. Their programs employ a cultural empowerment model that is centered on social justice.

**Youth Law Academy** provides career exploration, college readiness, and leadership development for low-income, minority, immigrant, or first-generation college bound youth in Oakland. They provide services such as academic support, mentoring, and mock trials to develop leadership skills to work for social justice.

**Life Academy Youth and Family Center** engages all youth, with an emphasis on vulnerable youth, in comprehensive programming focused on leadership, career training, arts, health/wellness, and civic engagement. Life Academy supports youth to be agents of change and prepare for successful transitions into adulthood.

## OUR FINDINGS

The words that make up the tree below are the most common words and phrases that came up during our focus groups! The larger the word, the more it was used!



Source: Focus groups, January and February 2013.

In the Findings Section, each of our five findings begins with a findings summary statement, followed by summary information about why that finding is important. Each finding then includes specific supporting data that follows, and ends with our recommendations to OFCY based on that finding.

### FINDING 1

#### **When students feel connected, accepted, engaged and welcomed by excellent staff, they are motivated to attend their youth program.**

Before youth in programs can go out and create an impact in the community, they need to be engaged and they need to feel a connection between their peers, as well as the adult staff. Without programs creating a sense of welcome or providing chances for youth to bond with one another, students will not feel as motivated to go out there and work together on changing the community. There needs to be an interest not only with the work being presented, but with one another as well. Having a sense of connection in your program with your peers and adult staff means experiencing an easy-going environment where students feel welcomed and interested to work with one another, as well as reaching out to their community or with each other. One example of this is when asked in the survey what improvements can be made in this program to motivate you to work more in the community, a reply was that the program should “Make more group projects so everyone is motivated to work together.”

### SUPPORTING DATA

- 46% of students in an OFCY funded older youth program said a quality of their program that motivates them to come is that they can be themselves.
- When asked about their connection to the program and feeling inspired to help make changes in the community:

A student at East Side Arts Alliance reported, “...[the program] allowed me to get closer to those that I would see around - it made me want to talk to people even more. East Side is close knit - everyone knows each other, and what they are going through.”

A Life Academy student said, “In this school, teachers have a personal connection with the school work, but also students’ personal life.”

One in three (32%) students reported that one quality that motivates them to attend their program is “being able to participate within a community project.”

- When asked what program qualities motivate youth to come, over 80% of the students we surveyed said that good staff motivates them to attend their program.

## OUR FINDINGS

- In response to a question about what motivates youth to come to the program, a student in Youth Law Academy said, “There’s a lot of adults who expect a lot from you, and that kinda motivates you too, to meet their expectations... We have goals and here there are people to help you reach these goals.”
- When asked what qualities motivate youth to come, over 55% of students said emotional, personal, and physical support motivate them to attend their program.

## RECOMMENDATIONS

We recommend that OFCY prioritize programs that foster strong student and adult connections, acceptance and have welcoming and excellent staff. Students should also be able to decide what the program qualities are that they like- if there are good qualities, youth will obviously attend and the programs work with students will increase engagement. The program should also be a warm and safe place for students and do community action projects, all while being in a fun environment. A sense of connection with one another will motivate students to attend the youth program. Students want to feel comfortable at their programs. These qualities describe the type of criteria that OFCY should be prioritizing when deciding what programs to fund.

## OUR FINDINGS

### FINDING 2

#### **Programs that offer mentorships give youth direction, support, and motivate them to improve their community.**

Mentorship programs are a key factor in mobilizing youth to come to community programs. We believe a good mentor is someone older who relates to the youth in a variety of ways, is trustworthy and dependable, and allows opportunities for learning and growth. Youth in the focus groups we conducted indicate that these relationships are clearly important. When asked what additional resources their program wanted, a focus group participant from Youth Law Academy said, “Maybe have some kind of mentor to guide us through it, because some high schools are just too big for a counselor to be able to spend time with you individually. So you especially need other people to help, like other adults.” In addition, 80% of surveyed youth think good staff members motivate them to come to the program while 45% of youth have a mentor or another staff member they come to see.

We focused our research on how mentorship motivates youth to work in the community. We found that having these mentors inspired youth to be leaders and participate in community engagement project within their programs.

### SUPPORTING DATA

- In response to the question, “What inspired you to make changes in your community?” an East Side Arts Alliance focus group participant shared, “My mentor Eden was at Skyline... I was hungry one day. And they were giving out free food if you signed up for after school programs... I went there, saw this lady who was acting crazy and wild, but she taught us theatre, and what was going on around the community through the perception of youth’s eyes. So I started working with her more and I was like, wow! She makes me want to actually get up and go do something, she makes you want to just go out to the street and yell at people to wake up... She really inspired me to start working at East Side to be a leader to some of the people I want to inspire.”
- 71% of surveyed youth who had a mentor/staff person in their program participated in community work.
- 84% of students who had a mentor/staff person feel like they can make a difference in their communities while 77% of the students who don’t have a mentor don’t feel like they can make a difference.

## OUR FINDINGS

### RECOMMENDATIONS

Programs should provide youth with an adult mentor they can trust and confide in. OFCY should fund programs with a mentorship component. This can be achieved by offering support to programs to develop a mentorship program, or by looking for a mentorship component within programs during the funding process.

### FINDING 3

#### **Community action projects benefit youth by introducing a bigger and better future for themselves and their community.**

Community-based action projects are events organized by young people coming together to make a difference in their community and themselves. Action projects are not just about having something fun to do, it's about using your creativity and finding the person inside you and letting that person shine through. One example of a community action project that was shared by one of the participants at Youth Law Academy was hanging up posters in the community and explaining the services that they offer and how they can be used. At another one of the amazing focus groups we interviewed, Life Academy does a health fair. The youth that are involved in the program come together as one and organize a health fair to inform their peers who are not in the program to give them a glimpse of what they learn in their program. This way, youth who aren't in the program understand what is being taught and how they can benefit from it.

#### ***Reflections from a YETI member on their experience with community engagement:***

*During summer of 2012, I participated in an amazing program called Coro, which is a leadership program for rising 11th graders. In the program we learned to advocate and become a leader in our community and schools. I was given an internship to work at the American Lung Association and my task was to get funders, donors, volunteers and participants for their annual Fight for Air Walk! Before that project, I didn't have the thought I could talk to people and get what I needed to get done. It turns out that I am good at speaking to people, and that I have my own opinion about things. If it weren't for those five weeks I worked on that fundraiser, I may not have discovered this.*

Introducing a bigger and better future are not just words. It is the gateway to many things. Community-based action projects introduce young people of all ages to new things about themselves and their future, leading to a door full of opportunities. One door can open a million.

### SUPPORTING DATA

- The youth that we talked with during the focus groups reported similar experiences of being inspired to help themselves and community from participating in their program:

"In my first program, I learned how vital it is to bring the community together for the [presidential candidates] that we held, and by then they got to learn about so much more research that people don't usually know about and they got to see what the politicians

## OUR FINDINGS

had to offer, and to make more informed choices.” *Focus Group Participant from Life Academy*

- Survey respondents who have done work in the community tended to report higher instances of feeling like they could make a difference in their community, 77% versus 56%.
- One in three (32%) students reported that one quality that motivates them to attend their program is "being able to participate within a community project."

## RECOMMENDATIONS

We recommend that OFCY fund programs with community-based action projects, and offer funding for programs that don't currently do them. We believe that doing this will allow more programs to have more hands-on community projects so the youth are actually doing something instead of just learning about it.



### FINDING 4

#### **Programs that promote community awareness motivate young people to be emotionally engaged in the community and to take action.**

Programs promoting community awareness of issues that affect people's life can lead young people to pay attention more of what is going on in the community and people tend to be motivated to take action to make improvements. Emotional engagement is when a person feels the situation in their heart from personal experience or another connection, not just words from the textbook. When you feel more awareness about the community, you'll have more empathy with your heart. Empathy is the ability to understand and share the feelings of another. If youth have empathy about their surroundings, they tend to take actions to better the community.

### SUPPORTING DATA

Based on our focus group sessions, we found the following quotes to support our finding:

- During the focus group with the youth from East Side Art Alliance we asked, "Do you feel inspired or motivated to help make changes in your community?" A couple students' responses were:

"I signed up for the theatre program. I went there and saw this lady who was acting crazy and wild, but she taught us theatre, and what was going on around the community through the perception of the youths' eyes. So I started working with her more and I was like, 'Wow!' She makes me actually want get up and go do something, she makes you want to just go out to the street and yell at people to wake up! Look what's going on..."

"East Side kinda saved my life. Because I was down the wrong path, due to some wrong affiliations. So, East Side really opened my eyes to what was really going on. When you grow up around bad people, they don't like the police. But you notice what [bad people] are doing. Some are doing it to survive, some for the money. But as soon as you get caught, the 1<sup>st</sup> person you blame is the police. Because you're not really educated about [the community and] what's really going on. Police are nice depending on what you're doing."

- At Youth Law Academy, a participant responded to the question, "Before you joined this community, what were you doing?" stated:

"Before, I really didn't know about my community, I didn't know what was going on...Now I'm involved in more programs and now I've been helping my church."

### RECOMMENDATIONS

We recommend that youth programs teach awareness about the community, so that youth can be more alert about their surrounding community. OFCY should put more funding in training mentors and youth programs that promote awareness of the community.

## FINDING 5

### Leadership opportunities in programs motivate young people to make a difference in their community.

Leadership training increases youth's confidence in becoming a leader, which can potentially put these youth on the front line of making a difference in their community by building their communication, facilitation, group interaction, and other social skills.

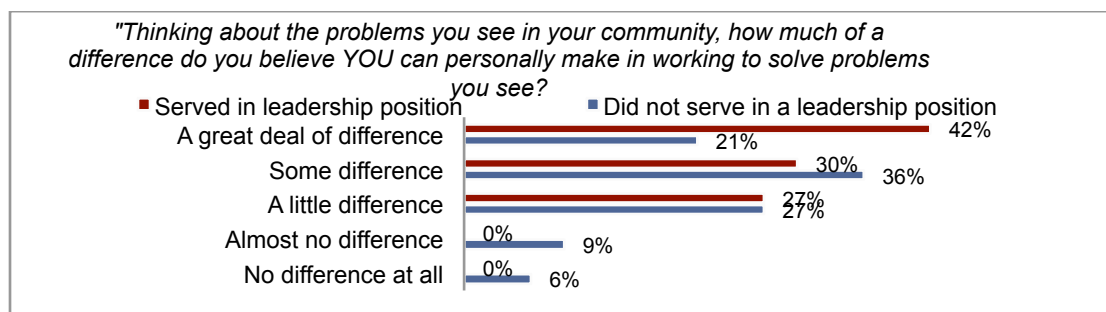
For example, one Life Academy student stated that their program has increased their social skills, by stating, "Also throughout this program, I've grown in confidence, since I am more of a leader. During middle school, I was shy. Now, I can socialize with others I didn't even know."

The following supporting data shows how leadership opportunities can also affect students' mindsets in whether they believe or do not believe they can make a difference in their community, which is key for motivating youth to make change.

## SUPPORTING DATA

- Of those that were involved in leadership, there were **no youth** who believed they *couldn't* make a difference vs. 15% who were not involved in leadership.
- Digging deeper, we asked youth about programs offering leadership opportunities, and we found a clear distinction between those who had the mindset of being able to make a difference and with those who thought they could not make a difference, based on this quality:

Of the youth who reported that they had **leadership roles** in their program, a total of 72% reported that they **can** make a difference in their community. Those who reported that they were leaders less frequently reported that they believed they could make a difference, about 57%.



Source: Youth surveys, administered February 2013. n=66

### RECOMMENDATIONS

It is crucial for programs to find connections or offer workshops to teach and to expose students to leadership opportunities that actually make a difference in the community.

We recommend that OFCY programs offer leadership opportunities to bring out the true leadership potential for shy, unconfident, or inexperienced students, to make them believe they can make a difference in their community. OFCY should increase funding for leadership workshops to teach and to expose students of leadership opportunities.

## CONCLUSION & FURTHER RECOMMENDATIONS AROUND YOUTH EVALUATION

We are proud to be part of the youth evaluation team, looking at qualities of youth programs that motivate youth to take action in the community. The results we are sharing in this report are based on the focus groups and surveys of youth in OFCY-funded older youth programs. The program qualities that we discovered motivate youth to be more involved in the community are programs that have adult connections, mentorship opportunities, community action projects, community awareness activities, and leadership opportunities.

We value these findings because the data we gathered from the surveys and focus groups showed us that the majority of youth cherished these qualities in their programs. Therefore, from these findings we recommend that OFCY focus their efforts on these qualities that motivate youth to engage in the community. Overall, we are grateful to be a part of the OFCY evaluation project, contributing our self-knowledge to accomplish this report

### SOME LIMITATIONS WE ENCOUNTERED

We encountered a few constraints while conducting our research. Our first constraint was the sample size within the online surveys. We sent out an online survey via Survey Monkey to a list of older youth OFCY funded programs, but the majority of survey respondents were from College Track and may have influenced our data more than other youth programs. This is partly due to other programs having limited Internet access. We also had time constraints. We couldn't do site visits to every program to explain the survey because site visits were based on program's availability within our timeframe.

According to a Public Profit evaluation of community-based programs, College Track received high program quality ratings overall which suggest that they are an effective older youth program. Because we're looking for best program practices, we feel that their large presence in our survey data may or may not have accurately represented what Oakland youth feel like in their programs.

We also had minor constraints when it came to conducting focus groups. We would have liked to conduct more focus groups, but conflicting schedules from programs and the teams' availability allotted time for three. We had two other programs in mind, but they kept getting rescheduled and/or didn't have time for a meeting.

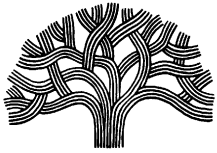
Next time, to make our findings stronger, we would allow ourselves more time to do site visits and have more interaction with the programs themselves. We would also reconsider our methodology, and choose one that is more engaging to students. Given our constraints, we still feel like we have an accurate representation of Oakland youth programs and still answer our research question of "What are the qualities of youth programs that successfully motivate people to improve Oakland communities?"

# CONCLUSION & FURTHER RECOMMENDATIONS AROUND YOUTH EVALUATION

## FURTHER RECOMMENDATIONS TO OFCY AROUND YOUTH EVALUATION

While we believe our findings to be strong and solid, we also recognize that this project could be made even stronger in future years. Thinking about another OFCY youth evaluation team to come, we recommend the following considerations for OFCY:

- **More than 5 youth evaluators:** it would be nice to have a larger group than 5 youth, to get more perspectives of youth and where they come from.
- **Longer period of time:** if we were able to start earlier in the year and meet more often than once a week, this would allow us time to spend collecting data from different programs.
- **Ability to evaluate OFCY:** for some on our team, it would've been stronger to evaluate OFCY in the ways they establish funding, which would help programs to understand what is being asked from them
- **Funder relationship:** evaluating OFCY would have helped avoid the “funder relationship” where programs might've been telling us what we wanted to hear.
- **More integration into OFCY:** more communication with OFCY would have made this project stronger, as we could have checked in on the progress of the project and get feedback from them on an ongoing basis. They could have helped with the framing to programs as we collected data that we were a part of OFCY and that the youth team was there in a supportive way to tell their stories.
- **More resources:** it would've helped to have transportation available (like a van to get us to focus groups) and incentives for groups that were participating in our evaluation, for the focus groups and also for programs participating in the surveys. This would have helped facilitate and encourage more participation from programs.



City of Oakland, Department of Human Services  
Oakland Fund for Children and Youth



**To:** Planning and Oversight Committee, OFCY  
**From:** Sandra Taylor  
Human Services Manager, DHS  
**Date:** April 17, 2013  
**Re:** Preliminary Recommendation for OFCY 2013-16 Grants

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**Action Requested: Funding Recommendations for FY2013-2016**

The total funding recommended in the package approved by the POC Ad-hoc Review Subcommittee for FY2013-2014 is \$10,698,905, to support 125 program grants across 11 strategies, to reach a projected 27,337 Oakland children and youth. A list of grants recommended by strategy is attached. A motion to approve the recommendation from the Ad Hoc Review Subcommittee to approve grant awards in the amount of \$10,698,905 for 125 programs for the OFCY 2013-2016 grant cycle is requested.

**POC Ad-Hoc Review Subcommittee Action and Summary of Grants Recommended**

The POC Ad-Hoc Review Sub-Committee held five (5) meetings from February 27<sup>th</sup> through April 10<sup>th</sup> to consider the recommendation of grants for the 2013-2016 grant cycle. At the first meeting, the Sub-Committee the list of 248 applications which were submitted for the 2013-2016 OFCY grant cycle. The total number of proposals reviewed was 225; 23 applications were disqualified due to incompleteness.

Each strategy area's set of proposals was then presented as an item for consideration by the Ad-Hoc Review Subcommittee, resulting in the approval of the funding package of grant awards to total \$10,698,905.

Subcommittee members reviewed analysis and information on all qualified proposals based on the score ranking of the proposals. The Subcommittee further considered the alignment of the proposals to the intention of the funding strategy; the ability for proposed projects to leverage public assets; the geographic spread of programming to reach youth with the greatest needs; and the past performance of agencies as a consideration for continued support; and the inclusion of small and emerging organizations and proposals targeting specific populations within the funding package and across OFCY funding.

The OFCY grants would serve a projected 27,337 children and youth in FY2013-2014, as initially proposed. While projections are as proposed and are subject to renegotiations, the following figures are a strong indication of the breadth and distribution of services to be funded.

Number of Children / Youth to Be Served	District 1	District 2	District 3	District 4	District 5	District 6	District 7
27,337	1,693	2,662	2,920	2,388	5,512	5,008	7,154
100%	6%	10%	11%	9%	20%	18%	26%

0-5 Ages	6-10 Ages	11-15 Ages	16-20 Ages
13%	25%	44%	18%

African American	Latino/ Hispanic	Asian/ Pacific Islander	Native American	Caucasian/ White	Multi-Racial or Biracial	Other
42.6%	38.4%	11.3%	1.5%	3.0%	3.1%	1.5%

Female	Male
52.4%	48.9%

### **Other Demographics**

Family Members to be served: 9,500  
Limited or Non-English Speaking: 6,284  
Cognitive / Learning / Developmental Disabilities: 2,013

### **#1: Mental Health and Developmental Consultations in Early Care and Education**

Providers of Mental Health and Developmental Consultations in Early Care and Education provide support to ECE teachers at Head Start sites and OUSD Child Development Centers for providers to better meet the needs of the young children in their care. Early childhood mental health consultation consists of mental health professionals partnering with early care and education (ECE) professionals to promote the social and emotional well-being of young children. The strategy will fund four lead agency providers and their subcontractors to deliver services reaching an estimated 2,577 children.

### **#2: Parent and Child Engagement in Early Learning and Development**

OFCY supports programs that engage parents of young children in activities and services that help to support parents, connect families with resources, and assist in the healthy development of young children through developmental coaching and support consistent with the Strengthening Families framework. The strategy aims to improve connections of new parents to resources and support available within the city to help in the positive development of young children. OFCY will expand programming to young children and their parents through this strategy, and will provide funding for eight lead agencies to host activities reaching an estimated 971 parents and 1,046 children.



### **#3: Pre-Kindergarten Summer Camp**

Pre-Kindergarten Summer Camps help young children with no prior early childhood and education experience be ready for success in Kindergarten through participation in a short-term, school-based summer experience. The strategy is not recommended for full funding for summer program in 2013. The recommendation is to for staff to conduct further planning prior to POC consideration of support for programming in summer 2014.

### **#4: School-Based Afterschool Programming for Elementary & Middle School Children**

OFCY is building existing school-based afterschool initiative in partnership with established Oakland elementary and middle school sites receiving state After School Education and Safety (ASES) funding and/or federal 21st Century Community Learning Center (CCLC) funding. OFCY funding provides resources for enrichment programming to complement the academic requirements supported through ASES and 21st CCLC funding. OFCY funding will support programming at 46 elementary school and 18 middle school sites, providing a range of academic and enrichment activities in a high-quality, safe, and supportive environment for approximately 7,824 students.

### **#5: Transition Programs for Youth into Middle and High School**

OFCY is supporting programming designed to help narrow achievement gaps and to help youth successfully transition into middle school and high school successfully, focusing on students that are most at risk for disconnection from school. OFCY funding will support four lead agencies providing services that will reach a projected 2,678 students.

### **#6: Youth Leadership in Community Schools**

OFCY is supporting school-based programming that engages youth as peer leaders to support a range of positive behaviors, including promoting healthy choices; preventing violence and resolving conflict; addressing equity and inclusiveness issues; and helping students succeed academically, not drop out of school, and continue on to post-secondary education. Programs to be funded are linked to and complement initiatives being developed through community schools partnerships. Three lead agencies will be funded in the strategy to reach approximately 4,773 students.

### **#7: Community-Based Out-of-School Time Programs**

OFCY supports neighborhood-based community programming that provides safe spaces and enriching activities for children and teens. OFCY is supporting programs that provide enrichment, arts, fitness, community service, academic support, and peer support activities during after school, evening and weekend hours. Eleven programs will be funded by OFCY to reach approximately 1,985 children and youth next year.

### **#8: Summer Programs**

OFCY supports summer programs that provide a broad range of enriching activities for children within safe and supportive environments and within a positive youth development framework. Programs provide opportunities for youth to explore areas of interests through physical, social, emotional, artistic and academic activities through structured activities during the summer months to expand horizons and offset summer learning loss. OFCY will support 10 agencies to serve 1,514 children and youth during the summer.

### **#9: Youth Leadership and Community Safety**

OFCY is supporting programs that work with youth as leaders to engage their peers, families, and the broader neighborhood in community revitalization and improvement efforts. Programming incorporates youth leadership activities and seeks to directly benefit neighborhood and community initiatives and improve community safety. Six lead agencies will be funded by OFCY to serve approximately 1,990 youth through the strategy.

### **#10: Youth Career and Workforce Development**

OFCY is supporting programs that assist young people's transition into adulthood by engaging them in meaningful subsidized and unsubsidized employment opportunities. OFCY is supporting programs that demonstrate links to employers in the region, provide viable employment pathways for young people into jobs and careers, and provide work experience for young people. OFCY will support 11 agencies reaching 1,085 youth through the strategy, to increase the number of Oakland youth receiving work experience.

### **#11: Academic Support for Older Youth**

OFCY is supporting programs that address a range of academic needs for older youth, helping to keep youth engaged in school, graduate, and matriculate into higher education. OFCY will support four lead agencies to provide academic support services that will reach approximately 1,865 youth next year.

### **Revenue and Adjustments to Requested Amounts/Partial Awards:**

<b>OFCY Revenue and Funds Available for Grants FY2013-2014</b>	
<b>Projected Kids First! revenues</b>	\$11,763,186
<b>Allocation to grants</b>	\$10,586,867
<b>Interest earned on funds</b>	\$14,323
<b>Carry-forward available</b>	\$160,000
<b>Total Grant Funding Available</b>	<b>\$10,761,190</b>

Should revenues allocated decline or increase in FY2014-15 or FY2015-16, grant amounts may be adjusted accordingly through the grant renewal and re-contracting process. The projected budget allocation for Kids First revenue for FY2014-15 is \$12.1 million.

Additional information including descriptions of the grants recommended and maps of the sites for these programs will be posted on the website at [www.ofcy.org](http://www.ofcy.org).\*

*\*Additionally, due to the abbreviated turnaround time between the Review Committee meeting on April 10th, and the public posting deadline for the agenda packet for the April 12th meeting for the POC, any corrections or modifications to the materials will be posted on the website and copies of materials made available at the meeting.*

OFCY 2013-2016 Preliminary Grant Funding Recommendations

ID#	Agency Name	Project Title	Funds Requested Amount	Recommended Amount
<b>Strategy #1: Mental Health and Developmental Consultations in Early Care and Education</b>				
1	Family Paths, Inc.	The Oakland Early Childhood Mental Health Collaborative	\$250,000	\$243,310
2	Jewish Family & Children's Services of the East Bay	Integrated Early Childhood Consultation Program	\$250,000	\$230,000
3	Lincoln Child Center	Early Childhood Mental Health Consultation	\$115,147	\$109,390
4	The Link to Children	Early Childhood Mental Health Consultation and Emotional Literacy	\$150,000	\$105,000
			<b>Subtotal</b>	<b>\$687,700</b>
<b>Strategy #2: Parent and Child Engagement in Early Learning and Development</b>				
5	Children's Hospital & Research Center Oakland	Integrated Developmental Playgroups Program	\$235,590	\$160,000
6	City of Oakland Office of Parks and Recreation	Sandboxes to Community Empowerment + Inclusion Center Playgrounds	\$203,542	\$180,000
7	East Bay Agency for Children	Parent Child Education and Support Program (PCESP)	\$101,177	\$91,059
8	Lotus Bloom	Multicultural Playgroups	\$150,000	\$124,436
9	Oakland Parents Together	Listening to Children Parent Cafes	\$49,998	\$49,998
10	Our Family Coalition	Building Strong Children in LGBTQ Families	\$53,541	\$48,187
11	Safe Passages	Safe Passages Baby Learning Communities Collaborative	\$249,306	\$200,000
12	Through the Looking Glass	Chatterbox	\$49,898	\$44,908
			<b>Subtotal</b>	<b>\$898,588</b>
<b>Strategy #3: Pre-Kindergarten Summer Camp</b>				
			<b>Subtotal</b>	<b>\$0</b>
<b>Strategy #4: School-Based After School Programming for Elementary &amp; Middle School</b>				
13	Bay Area Community Resources	Alliance After School Program	\$82,000	\$82,000
14	Bay Area Community Resources	Bridges Academy Building Bridges After School Program	\$66,998	\$67,000
15	Bay Area Community Resources	Claremont After School Program	\$82,000	\$82,000
16	Bay Area Community Resources	Elmhurst Community Prep After School Program	\$82,000	\$82,000
17	Bay Area Community Resources	Emerson After School Program	\$67,000	\$67,000
18	Bay Area Community Resources	Esperanza After School Program	\$67,000	\$67,000
19	Bay Area Community Resources	Global Family Learning Without Limits After School Program	\$66,999	\$67,000
20	Bay Area Community Resources	Grass Valley Elementary After School Program	\$67,000	\$67,000
21	Bay Area Community Resources	Greenleaf Elementary After School Program	\$81,999	\$67,000
22	Bay Area Community Resources	Hoover All Stars Program	\$67,000	\$67,000
23	Bay Area Community Resources	Horace Mann Elementary After School Program	\$66,999	\$67,000
24	Bay Area Community Resources	Korematsu After School Program	\$66,999	\$67,000

OFCY 2013-2016 Preliminary Grant Funding Recommendations

ID#	Agency Name	Project Title	Funds Requested Amount	Recommended Amount
25	Bay Area Community Resources	Lafayette Elementary School After School Program	\$67,000	\$67,000
26	Bay Area Community Resources	Madison After School Program	\$82,000	\$82,000
27	Bay Area Community Resources	Markham Elementary After School Program	\$67,000	\$67,000
28	Bay Area Community Resources	Martin Luther King, Jr. Elementary School ASP	\$67,000	\$67,000
29	Bay Area Community Resources	Melrose's Community Bridges Program	\$82,000	\$82,000
30	Bay Area Community Resources	PLACE Elementary School After School Program	\$67,000	\$67,000
31	Bay Area Community Resources	REACH Academy After School Program	\$66,969	\$67,000
32	Bay Area Community Resources	Sankofa Academy Extended Day Program	\$82,000	\$67,000
33	Bay Area Community Resources	Urban Promise After School Program	\$81,949	\$82,000
34	Citizen Schools California	Citizen Schools at Aspire Lionel Wilson College Preparatory Academy	\$150,000	\$82,000
35	Eagle Village Community Center Youth and Family Services, Inc.	After School Program at Westlake Middle School	\$82,000	\$82,000
36	East Bay Agency for Children	East Oakland Pride Afterschool Program	\$67,000	\$67,000
37	East Bay Agency for Children	Hawthorne Family Resource Center @ Achieve Academy/ World Academy	\$134,000	\$73,700
38	East Bay Asian Youth Center (EBAYC)	Bella Vista	\$67,000	\$67,000
39	East Bay Asian Youth Center (EBAYC)	Cleveland	\$67,000	\$67,000
40	East Bay Asian Youth Center (EBAYC)	Franklin	\$67,000	\$67,000
41	East Bay Asian Youth Center (EBAYC)	Garfield	\$67,000	\$67,000
42	East Bay Asian Youth Center (EBAYC)	La Escuelita	\$67,000	\$67,000
43	East Bay Asian Youth Center (EBAYC)	Lincoln	\$67,000	\$67,000
44	East Bay Asian Youth Center (EBAYC)	Manzanita	\$67,000	\$67,000
45	East Bay Asian Youth Center (EBAYC)	Roosevelt	\$82,000	\$82,000
46	Girls Incorporated of Alameda County	Acorn Woodland Elementary Afterschool Program	\$67,000	\$67,000
47	Higher Ground Neighborhood Development Corp	Eagles Soar After School Program @ Sobrante Park	\$67,000	\$67,000
48	Higher Ground Neighborhood Development Corp	Lions Roar After School Program @ Brookfield Village	\$67,000	\$49,000
49	Higher Ground Neighborhood Development Corp	RISE After School Program	\$67,000	\$67,000
50	Higher Ground Neighborhood Development Corp	Solar Rays After School Program @ New Highland	\$67,000	\$67,000
51	Higher Ground Neighborhood Development Corp	Tigers Roar Extended Day Program @ Allendale	\$67,000	\$67,000
52	Lighthouse Community Charter School	Safe Harbor After School Program	\$86,275	\$82,000
53	Oakland Leaf Foundation	ASCEND Sunset Warriors	\$82,000	\$82,000
54	Oakland Leaf Foundation	Bret Harte After School Program	\$82,000	\$82,000
55	Oakland Leaf Foundation	EnCompass After-School Scholars	\$67,000	\$67,000

OFCY 2013-2016 Preliminary Grant Funding Recommendations

ID#	Agency Name	Project Title	Funds Requested Amount	Recommended Amount
56	Oakland Leaf Foundation	International Community School After-School Program	\$67,000	\$67,000
57	Oakland Leaf Foundation	Learning Without Limits	\$67,000	\$67,000
58	Oakland Leaf Foundation	Think College Now After-School Program	\$67,000	\$67,000
59	Safe Passages	CCPA Unity Afterschool Program	\$82,000	\$82,000
60	Safe Passages	CUES Afterschool Program	\$67,000	\$67,000
61	Safe Passages	Edna Brewer Pride After School Program	\$82,000	\$82,000
62	Safe Passages	Frick Kings and Queens Afterschool program	\$82,000	\$82,000
63	Safe Passages	UFSA Extended Day Program	\$82,000	\$82,000
64	SFBAC, Learning for Life	Carl B. Munck Afterschool Program	\$67,000	\$67,000
65	SFBAC, Learning for Life	Fruitvale ASP	\$67,000	\$67,000
66	SFBAC, Learning for Life	Laurel Community Partnership Academy	\$67,000	\$67,000
67	SFBAC, Learning for Life	Manzanita SEED ASP	\$67,000	\$67,000
68	Spanish Speaking Citizens' Foundation	Pathways Afterschool Enrichment Program at Lazear Charter Academy	\$54,190	\$49,000
69	The East Oakland Youth Development Center	Futures After School Program	\$67,000	\$67,000
70	The East Oakland Youth Development Center	Roots After School Program	\$82,000	\$82,000
71	Ujimaa Foundation	Lions Den After school program @ Parker	\$67,000	\$67,000
72	Ujimaa Foundation	Ujimaa After School Program @ Burckhalter	\$67,000	\$67,000
73	Ujimaa Foundation	Ujimaa After School Program @ Howard	\$67,000	\$67,000
74	YMCA of the East Bay	Piedmont Avenue Elementary Character Counts	\$66,999	\$49,000
75	YMCA of the East Bay	West Oakland Middle School Character Counts	\$82,000	\$82,000
			<b>Subtotal</b>	<b>\$4,443,700</b>
<b>Strategy #5: Transition Programs for Youth into Middle and High School</b>				
76	Alternatives in Action	Fremont Initiative for Reaching Success Together (FIRST) Transitions Program	\$65,000	\$65,000
77	East Bay Asian Youth Center (EBAYC)	Break The Cycle	\$133,200	\$133,200
78	Oakland Kids First	PASS-2	\$124,999	\$124,999
79	Safe Passages	Safe Passages Transitions Program	\$250,000	\$152,901
			<b>Subtotal</b>	<b>\$476,100</b>
<b>Strategy #6: Youth Leadership in Community Schools</b>				
80	Alternatives in Action	Youth Development Leadership Program at McClymonds & Life Academy Community Schools	\$162,000	\$162,000
81	Oakland Unified School District	OUSD Peer Restorative Justice Program	\$149,670	\$149,670
82	Spanish Speaking Citizens' Foundation	LIBRE United	\$248,264	\$150,000

OFCY 2013-2016 Preliminary Grant Funding Recommendations

ID#	Agency Name	Project Title	Funds Requested Amount	Recommended Amount
			<b>Subtotal</b>	<b>\$461,670</b>
<b>Strategy #7: Community-based Out-of-School Time Programs</b>				
83	American Indian Child Resource Center	Culture Keepers	\$98,303	\$73,728
84	Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Disabilities	\$43,200	\$43,200
85	Brothers on the Rise	Brothers, UNITE!	\$49,891	\$49,891
86	City of Oakland - Office of Parks and Recreation	Oakland Discovery Centers	\$150,000	\$150,000
87	Community Initiatives	Media After School (MAS)	\$50,000	\$50,000
88	Dimensions Dance Theater, Inc.	Rites of Passage	\$50,000	\$50,000
89	East Bay Asian Local Development Corporation	Lion's Pride Afterschool and Summer Youth Program	\$75,000	\$67,500
90	East Oakland Boxing Association	SmartMoves Education & Enrichment Program	\$114,650	\$91,720
91	Girls Incorporated of Alameda County	Girls in Oakland Achieve and Lead	\$97,673	\$97,673
92	Native American Health Center, Inc.	Indigenous Voices II	\$150,000	\$127,500
93	Refugee Transitions	Newcomer Community Engagement Program	\$67,489	\$67,489
			<b>Subtotal</b>	<b>\$868,701</b>
<b>Strategy #8: Summer Programs</b>				
94	Aim High	Aim High/Oakland	\$150,000	\$150,000
95	City of Oakland Office of Parks & Recreation	Summer Camp Explosion	\$110,081	\$100,000
96	College Track	Academic Summer Advancement Program	\$35,000	\$35,000
97	Destiny Arts Center	Camp Destiny	\$65,050	\$32,525
98	East Bay Asian Youth Center (EBAYC)	Summer Matters	\$99,407	\$99,407
99	East Oakland Youth Development Center	Summer Cultural Enrichment Program	\$121,900	\$60,950
100	Family Support Services of the Bay Area	Kinship Summer Youth Program	\$100,000	\$80,000
101	Girls Incorporated of Alameda County	Concordia Park Summer Program	\$57,568	\$57,568
102	Lincoln Child Center	Oakland Freedom Schools	\$150,000	\$125,000
103	Prescott Circus Theatre	Prescott Circus Theatre Summer Program	\$30,000	\$30,000
			<b>Subtotal</b>	<b>\$770,450</b>
<b>Strategy #9: Youth Leadership and Community Safety</b>				
104	BAY-Peace/Peace Development Fund	BAY-Peace: Better Alternatives for Youth	\$50,000	\$50,000
105	Department of Human Services	Friday Night in the Park Program Support	\$73,521	\$70,000
106	La Clinica de La Raza	Youth Brigade	\$144,990	\$119,990
107	Movement Strategy Center	API Youth Promoting Advocacy and Leadership	\$150,000	\$125,000

OFCY 2013-2016 Preliminary Grant Funding Recommendations

ID#	Agency Name	Project Title	Funds Requested Amount	Recommended Amount
108	Project Re-Connect	Project Re-Connect	\$50,000	\$50,000
109	Safe Passages	Get Active Urban Arts Program	\$140,000	\$115,000
			<b>Subtotal</b>	<b>\$529,990</b>
<b>Strategy #10: Youth Career and Workforce Development</b>				
110	Alameda County Medical Center (ACMC)	Model Neighborhood Collaborative	\$250,000	\$200,000
111	Alta Bates Summit Foundation	Youth Bridge Career and Workforce Development Program	\$133,760	\$73,568
112	Beyond Emancipation	Gaining Resources and Opportunities for Work (GROW): a Culinary Training Program	\$75,000	\$75,000
113	Center for Media Change	Hack the Hood Summer Bootcamp	\$50,000	\$50,000
114	East Side Arts Alliance	ArtWorks at ESAA	\$150,000	\$82,500
115	Juma Ventures	Pathways to Advancement	\$100,000	\$100,000
116	OUSD College & Career Readiness Office	Exploring College & Career Options in Oakland (ECCO!)	\$150,000	\$70,000
117	The Unity Council	Oakland Youth Engaged (OYE)	\$150,000	\$100,000
118	The Youth Employment Partnership, Inc	Career Try-Out	\$150,000	\$150,000
119	Youth Radio	Pathways to Digital	\$100,344	\$100,344
120	Youth UpRising	YU Excel	\$150,000	\$75,000
			<b>Subtotal</b>	<b>\$1,076,412</b>
<b>Strategy #11: Academic Support for Older Youth</b>				
121	Centro Legal de la Raza	Youth Law Academy	\$150,000	\$125,000
122	College Track	College Track After School Program	\$143,200	\$128,880
123	Youth Radio	Pathways to Higher Education	\$81,720	\$81,720
124	Youth Together, Inc.	Youth Together's Academic Support For Older Youth	\$149,995	\$149,995
			<b>Subtotal</b>	<b>\$485,595</b>

**TOTAL \$10,698,906**



Strategy Area	Funding Strategy	# recommend ed for Funding	Single Agency	Collaborativ e	Small and Emerging Organization	Recommended Amount	Number of Children / Youth to Be Served	District 1	District 2	District 3	District 5	District 6	District 7
Healthy Development of Young Children	Mental Health and Developmental Consultations in Early Care and Education	4	2	2	0	\$687,700	2,577	128	143	476	686	456	501
	Parent and Child Engagement in Early Learning and Development	8	3	4	1	\$898,588	1,046	27	97	231	239	190	242
	Pre-Kindergarten Summer Camp	0	0	0	0	\$0	-	0	0	0	0	0	0
		12	5	6	1	\$1,586,288	3,623	155 4%	240 7%	707 20%	925 26%	646 18%	743 21%
Student Success in School	School-based after school programming for elementary and middle school	64	60	0	4	\$4,443,699	7,824	451	982	671	1312	1666	2130
	Transition programs for youth into middle and high school	4	3	1	0	\$476,100	2,678	180	340	233	693	412	717
	Youth Leadership in Community Schools	3	1	2	0	\$461,670	4,773	576	76	709	748	521	1129
		71	64	3	4	\$5,381,470	15,275	1,207 8%	1,398 9%	1,613 11%	2,753 18%	2,599 17%	3,976 26%
Youth Leadership and Community Safety	Community-based Out-of-School Time Programs	11	8	0	3	\$868,701	1,985	135	94	158	349	322	752
	Summer Program	10	9	0	1	\$770,450	1,514	79	369	128	344	226	246
	Youth Leadership and Community Safety	6	2	2	2	\$529,990	1,990	25	321	170	842	371	210
		27	19	2	6	\$2,169,140	5,489	239 4%	784 14%	456 8%	1,535 28%	919 17%	1,208 22%
Transitions to Adulthood	Youth Career and Workforce Development	11	9	1	1	\$1,076,412	1,085	87	167	100	233	287	139
	Academic Support for Older Youth	4	4	0	0	\$485,595	1,865	5	73	44	66	557	1088
		15	13	1	1	\$1,562,007	2,950	92 3%	240 8%	144 5%	299 10%	844 29%	1,227 42%
TOTALS:		125	101	12	12	\$10,698,905	27,337	1,693 6%	2,662 10%	2,920 11%	5,512 20%	5,008 18%	7,154 26%

**Strategy #1: Mental Health and Developmental Consultations in Early Care and Education**  
**Preliminary Funding Recommendation**

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Child Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	Specific Populations	High Level
Family Paths, Inc.	The Oakland Early Childhood Mental Health Collaborative	C	88.33	1222	\$410,000	\$250,000	\$243,310	102	68	204	112	156	306	274		x
Lincoln Child Center	Early Childhood Mental Health Consultation	S	84.67	312	\$149,489	\$115,147	\$109,390	25	75	0	75	0	0	137		
Jewish Family & Children's Services of the East Bay	Integrated Early Childhood Consultation Program	C	83.67	728	\$313,003	\$250,000	\$230,000	0	0	72	0	416	150	90		
The Link to Children	Early Childhood Mental Health Consultation and Emotional Literacy	S	81.67	315	\$206,133	\$150,000	\$105,000	1	0	200	0	114	0	0		
<b>avg: 84.59 2577 \$1,078,625 \$765,147 \$687,700</b>								<b>128</b>	<b>143</b>	<b>476</b>	<b>187</b>	<b>686</b>	<b>456</b>	<b>501</b>		
								<b>5%</b>	<b>6%</b>	<b>18%</b>	<b>7%</b>	<b>27%</b>	<b>18%</b>	<b>19%</b>		
East Bay Agency for Children	Early Childhood 0-5 Mental Health and Developmental Consultation Program	S	80.33	160	\$126,575	\$111,950		0	50	110	0	0	0	0		
City of Oakland Department of Human Services	Oakland Head Start/Early Head Start Specialized Mental Health Consultation and Support Program	S	72.33	80	\$150,000	\$150,000		0	25	0	12	15	0	28		
Prevent Blindness Northern California	See Well to Learn	C	28.67	2938	\$517,794	\$249,500		108	528	208	268	706	496	624		

Total Funding Requested: \$1,276,597 \$687,700  
POC Funding Recommendation for Strategy: \$687,700 \$687,700  
variance: below recommended target / above recommended target) (\$588,897) \$0

**Strategy #2: Parent and Child Engagement in Early Learning and Development**  
**Preliminary Funding Recommendation**

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Child Participants	Total Unduplicated Adult Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POS FY11-12 Final Evaluation	POS Interim Report FY12-13	Specific Populations	High Leveraging
Through the Looking Glass	Chatterbox	S	93.33	18	12	\$76,442	\$49,898	\$44,908	2	2	2	2	2	4	4			X	
East Bay Agency for Children	Parent Child Education and Support Program (PCESP)	C	92.67	74	74	\$136,098	\$101,177	\$91,059	0	0	0	0	74	0	0	T	T		
Lotus Bloom	Multicultural Playgroups	S	92.33	120	120	\$212,403	\$150,000	\$124,436	0	50	10	0	20	10	30	T	T		
Children's Hospital & Research Center Oakland	Integrated Developmental Playgroups Program	C	91.00	120	120	\$323,322	\$235,590	\$160,000	0	0	12	0	60	8	40	T	T		
Our Family Coalition	Building Strong Children in LGBTQ Families	S	90.00	369	276	\$79,284	\$53,541	\$48,187	10	45	75	10	45	92	92				
City of Oakland Office of Parks and Recreation	Sandboxes to Community Empowerment + Inclusion Center Playgroups	C	86.33	105	105	\$256,377	\$203,542	\$180,000	15	0	20	8	38	12	12	T	T		
Safe Passages	Safe Passages Baby Learning Communities Collaborative	C	86.00	160	184	\$363,162	\$249,306	\$200,000	0	0	32	0	0	64	64	T	T		
Oakland Parents Together	Listening to Children Parent Cafes	S&E	81.67	80	80	\$62,499	\$49,998	\$49,998	0	0	80	0	0	0	0				
avg: 89.17 1046 971 \$1,509,588 \$1,093,052 \$898,588									27	97	231	20	239	190	242	0			
									3%	9%	22%	2%	23%	18%	23%	0			
City of Oakland Office of Parks and Recreation	Inclusion Center Playgroups	S	80.33	60	60	\$142,430	\$111,391		0	19	7	0	8	14	12	T	T	X	
The Lawrence Hall of Science	Preschool Scientists of Oakland	S	94.00	80	86	\$102,022	\$79,133		10	40	10	0	0	0	20	T	T		
The Link to Children	Parent and Child Playgroups and Screenings for WIC Families	S	88.33	2400	165	\$209,425	\$150,000		0	75	25	120	265	560	1355				
Bay Area Parent Leadership Action Network (PLAN)	Parents Ready for School	S	75.33	480	240	\$136,530	\$100,983		30	120	30	30	60	120	90				
East Bay Community Recovery Project	Community Outreach for Parenting Education (COPE)	S	72.67	25	25	\$100,000	\$75,000		0	0	25	0	0	0	0				
Project Re-Connect	Project Re-Connect	S&E	66.75	25	50	\$130,833	\$50,000		1	1	2	3	5	7	6				

Total Funding Requested: \$2,752,611 \$898,588  
 POC Funding Recommendation for Strategy: \$793,500 \$793,500  
 variance: below recommended target / **above recommended target** (\$1,959,111) (\$105,088)

**Strategy #3: Pre-Kindergarten Summer Camp**  
**Preliminary Funding Recommendation**

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Child Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ FY11-12 Final Evaluation Report	POSQ Interim Report FY12-13	Specific Populations	High Leveraging
Lighthouse Community Charter School	Lighthouse Pre-K Summer Camp	S	79.33	18	\$15,580	\$13,013	\$0	0	0	0	3	6	2	7				
Oakland Unified School District	Summer PreK Program	S	53.67	180	\$200,000	\$150,000	\$0	26	26	26	26	26	25	25				X
<b>avg: 66.50 198 \$215,580 \$163,013 \$0</b>								<b>26</b>	<b>26</b>	<b>26</b>	<b>29</b>	<b>32</b>	<b>27</b>	<b>32</b>				
								<b>13%</b>	<b>13%</b>	<b>13%</b>	<b>15%</b>	<b>16%</b>	<b>14%</b>	<b>16%</b>				

Total Funding Requested:	\$163,013	\$0
POC Funding Recommendation for Strategy:	\$105,800	\$105,800
variance: below recommended target / <b>above recommended target</b>	<b>(\$57,213)</b>	\$105,800

**Strategy #4: School-based After School Programming for Elementary and Middle School**  
**Preliminary Funding Recommendation**

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OGCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ: Interim Report FY12-13	Free/ Reduced Lunch (FRL) Rate	2012 Growth API	Student Enrollment (11-12 CDE)	Council District - school site	Police Beat Ranking (top 20 shaded)
<b>ELEMENTARY SCHOOLS</b>																				
The East Oakland Youth Development Center	Futures After School Program	S	92.00	120	\$196,250	\$67,000	\$67,000	0	0	0	0	0	120	0	-	93.23%	610	326	6	5
Bay Area Community Resources	PLACE Elementary School After School Program	S	91.00	125	\$226,935	\$67,000	\$67,000	5	5	115	0	0	0	0	P	81.71%	656	173	3	12
Safe Passages	CUES Afterschool Program	S	90.00	120	\$133,440	\$67,000	\$67,000	0	0	0	0	0	120	0	P	88.60%	701	352	6	5
Ujima Foundation	Lions Den After school program @ Parker	S&E	90.00	100	\$189,400	\$67,000	\$67,000	0	0	0	0	0	17	83	P	90.58%	845	189	6	9
Bay Area Community Resources	Esperanza After School Program	S	89.67	120	\$192,524	\$67,000	\$67,000	0	10	0	0	0	3	107	P	95.12%	758	329	7	21
Bay Area Community Resources	Emerson After School Program	S	88.67	115	\$197,754	\$67,000	\$67,000	115	0	0	0	0	0	0	T	65.48%	758	279	1	39
Oakland Leaf Foundation	Think College Now After-School Program	S	88.33	130	\$333,168	\$67,000	\$67,000	1	10	2	6	90	6	15	P	94.97%	825	298	5	17
Bay Area Community Resources	Bridges Academy Building Bridges After School Program	S	87.00	115	\$188,793	\$66,998	\$67,000	0	0	0	0	17	92	6	T	86.40%	715	398	6	29
SFBAC, Learning for Life	Carl B. Munck Afterschool Program	S	86.67	130	\$198,996	\$67,000	\$67,000	0	0	0	0	0	130	0	P	65.41%	820	344	6	46
Oakland Leaf Foundation	Learning Without Limits	S	85.67	86	\$203,397	\$67,000	\$67,000	1	1	2	3	66	3	10	P	97.07%	751	376	5	36
Ujima Foundation	Ujima After School Program @ Howard	S&E	85.33	110	\$189,400	\$67,000	\$67,000	0	0	0	0	4	45	61	P	84.15%	794	173	7	4
Bay Area Community Resources	Horace Mann Elementary After School Program	S	84.67	130	\$171,171	\$66,999	\$67,000	0	0	0	130	0	0	0	P	85.80%	794	331	4	10
SFBAC, Learning for Life	Laurel Community Partnership Academy	S	83.33	84	\$235,580	\$67,000	\$67,000	0	0	0	84	0	0	0	P	76.22%	828	513	4	27
East Bay Asian Youth Center (EBAYC)	Cleveland	S	83.00	75	\$176,134	\$67,000	\$67,000	0	75	0	0	0	0	0	T	61.25%	912	365	2	38
Ujima Foundation	Ujima After School Program @ Burckhalter	S&E	82.67	100	\$189,400	\$67,000	\$67,000	1	3	6	4	6	74	6	P	63.06%	808	192	6	3
Bay Area Community Resources	Markham Elementary After School Program	S	82.33	105	\$188,439	\$67,000	\$67,000	0	0	0	0	0	105	0	P	90.00%	755	355	6	2
Bay Area Community Resources	Hoover All Stars Program	S	82.00	115	\$183,525	\$67,000	\$67,000	21	9	85	0	0	0	0	P	89.41%	709	321	3	6
Girls Incorporated of Alameda County	Acorn Woodland Elementary Afterschool Program	S	82.00	115	\$259,902	\$67,000	\$67,000	0	0	0	0	0	0	115	P	90.34%	847	237	7	5
Bay Area Community Resources	Greenleaf Elementary After School Program	S	81.67	144	\$203,962	\$81,999	\$67,000	0	0	0	0	0	144	0	T	97.22%	813	415	6	8
Bay Area Community Resources	Korematsu After School Program	S	81.67	116	\$188,697	\$66,999	\$67,000	0	0	0	0	18	0	98	P	90.49%	734	381	7	21

**Strategy #4: School-based After School Programming for Elementary and Middle School**  
**Preliminary Funding Recommendation**

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OCFY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ: Interim Report FY12-13	Free/ Reduced Lunch (FRL) Rate	2012 Growth API	Student Enrollment (11-12 CDE)	Council District - school site	Police Beat Ranking (top 20 shaded)
Bay Area Community Resources	Lafayette Elementary School After School Program	S	81.00	120	\$182,486	\$67,000	\$67,000	0	0	120	0	0	0	0	T	83.01%	608	306	3	15
Bay Area Community Resources	Martin Luther King, Jr. Elementary School ASP	S	81.00	125	\$168,733	\$67,000	\$67,000	0	0	125	0	0	0	0	P	76.37%	688	284	3	14
Higher Ground Neighborhood Development Corp	Eagles Soar After School Program @ Sobrante Park	S	80.67	100	\$183,000	\$67,000	\$67,000	0	0	0	0	0	0	100	P	80.99%	716	246	7	32
SFBAC, Learning for Life	Fruitvale ASP	S	80.67	100	\$179,248	\$67,000	\$67,000	0	0	0	50	50	0	0	P	87.29%	741	472	4	26
Bay Area Community Resources	REACH Academy After School Program	S	80.00	150	\$219,698	\$66,969	\$67,000	0	0	0	0	9	10	131	not listed	85.16%	623	313	7	22
Bay Area Community Resources	Global Family Learning Without Limits After School Program	S	79.00	110	\$188,679	\$66,999	\$67,000	0	0	0	0	7	95	8	P	92.72%	382	357	5	36
SFBAC, Learning for Life	Manzanita SEED ASP	S	77.67	120	\$210,419	\$67,000	\$67,000	0	60	0	0	60	0	0	P	87.27%	837	274	5	28
East Bay Asian Youth Center (EBAYC)	Franklin	S	77.00	100	\$219,850	\$67,000	\$67,000	0	100	0	0	0	0	0	T	82.07%	814	779	2	16
Bay Area Community Resources	Grass Valley Elementary After School Program	S	76.67	100	\$170,788	\$67,000	\$67,000	1	2	3	5	12	17	60	NA	50.39%	776	256	7	41
East Bay Asian Youth Center (EBAYC)	Bella Vista	S	76.67	75	\$176,917	\$67,000	\$67,000	0	75	0	0	0	0	0	T	76.84%	849	569	2	33
East Bay Asian Youth Center (EBAYC)	Manzanita	S	76.67	75	\$178,004	\$67,000	\$67,000	0	75	0	0	0	0	0	P	81.54%	725	326	2	28
East Bay Asian Youth Center (EBAYC)	Garfield	S	75.67	140	\$296,206	\$67,000	\$67,000	0	140	0	0	0	0	0	T	90.30%	733	567	2	40
Oakland Leaf Foundation	EnCompass After-School Scholars	S	74.33	89	\$186,388	\$67,000	\$67,000	0	1	0	0	3	6	79	P	88.42%	804	260	7	5
East Bay Agency for Children	Hawthorne Family Resource Center @ Achieve Academy	S	73.67	120	\$129,735	\$67,000	\$73,700	0	0	0	0	60	0	0	-	95.54%	795	245	5	17
East Bay Agency for Children	Hawthorne Family Resource Center @ World Academy	S	73.33	0	\$152,984	\$67,000	\$0	0	0	0	0	80	0	0	-	94.89%	NA	475	5	17
East Bay Asian Youth Center (EBAYC)	La Escuelita	S	72.67	75	\$178,896	\$67,000	\$67,000	0	75	0	0	0	0	0	P	72.22%	835	254	2	16
East Bay Asian Youth Center (EBAYC)	Lincoln	S	72.67	120	\$270,165	\$67,000	\$67,000	0	120	0	0	0	0	0	T	80.93%	957	686	2	47
Bay Area Community Resources	Sankofa Academy Extended Day Program	S	72.00	135	\$215,811	\$82,000	\$67,000	94	10	6	6	7	7	5	P	71.23%	773	204	1	35
East Bay Agency for Children	East Oakland Pride Afterschool Program	S	72.00	115	\$170,418	\$67,000	\$67,000	0	0	0	0	0	115	0	P	85.94%	661	440	6	2
Higher Ground Neighborhood Development Corp	Solar Rays After School Program @ New Highland	S	72.00	100	\$183,000	\$67,000	\$67,000	0	0	0	0	0	0	100	P	84.75%	719	297	7	13
Higher Ground Neighborhood Development Corp	RISE After School Program	S	70.67	100	\$183,000	\$67,000	\$67,000	0	0	0	0	0	0	100	P	89.18%	654	338	7	13

**Strategy #4: School-based After School Programming for Elementary and Middle School**  
**Preliminary Funding Recommendation**

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ: Interim Report FY12-13	Free/ Reduced Lunch (FRL) Rate	2012 Growth API	Student Enrollment (11-12 CDE)	Council District - school site	Police Beat Ranking (top 20 shaded)
Oakland Leaf Foundation	International Community School After-School Program	S	69.33	102	\$292,240	\$67,000	\$67,000	1	6	3	0	80	5	7	P	90.56%	745	342	5	17
Higher Ground Neighborhood Development Corp	Tigers Roar Extended Day Program @ Allendale	S	68.33	100	\$183,000	\$67,000	\$67,000	0	0	0	100	0	0	0	P	89.44%	726	424	4	30
Higher Ground Neighborhood Development Corp	Lions Roar After School Program @ Brookfield Village	S	67.00	100	\$188,000	\$67,000	\$49,000	0	0	0	0	0	0	100	T	73.96%	737	384	7	24
YMCA of the East Bay	Piedmont Avenue Elementary Character Counts	S	67.00	105	\$188,518	\$66,999	\$49,000	105	0	0	0	0	0	0	P	66.58%	817	373	1	50
Spanish Speaking Citizens' Foundation	Pathways Afterschool Enrichment Program at Lazear Charter Academy	S	65.00	80	\$810,473	\$54,190	\$49,000	0	0	0	0	80	0	0	not listed	82.33%	761	249	5	17
<b>Elementary Schools</b>		<b>avg:</b>	<b>79.36</b>	<b>4911</b>	<b>\$9,753,522</b>	<b>\$3,099,151</b>	<b>\$2,967,700</b>	<b>345</b>	<b>777</b>	<b>467</b>	<b>388</b>	<b>649</b>	<b>1114</b>	<b>1191</b>						
								<b>7%</b>	<b>16%</b>	<b>10%</b>	<b>8%</b>	<b>13%</b>	<b>23%</b>	<b>24%</b>						

**Strategy #4: School-based After School Programming for Elementary and Middle School**  
**Preliminary Funding Recommendation**

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OCFY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ: Interim Report FY12-13	Free/ Reduced Lunch (FRL) Rate	2012 Growth API	Student Enrollment (11-12 CDE)	Council District - school site	Police Beat Ranking (top 20 shaded)	
MIDDLE SCHOOL																					
Safe Passages	Edna Brewer Pride After School Program	S	90.00	158	\$199,324	\$82,000	\$82,000	0	0	0	0	158	0	0	P	63.39%	818	802	5	53	
Bay Area Community Resources	Elmhurst Community Prep After School Program	S	89.00	160	\$238,706	\$82,000	\$82,000	0	0	3	3	2	12	140	P	90.33%	353	364	7	21	
Safe Passages	CCPA Unity Afterschool Program	S	88.33	179	\$177,546	\$82,000	\$82,000	0	0	0	0	0	179	0	T	96.65%	661	445	6	5	
The East Oakland Youth Development Center	Roots After School Program	S	87.67	140	\$252,511	\$82,000	\$82,000	0	0	0	0	0	140	0	n/a	88.65%	645	365	6	5	
Oakland Leaf Foundation	ASCEND Sunset Warriors	S	87.33	124	\$239,241	\$82,000	\$82,000	1	2	0	0	100	3	18	P	89.47%	766	436	5	19	
Lighthouse Community Charter School	Safe Harbor After School Program	S	87.00	252	\$413,482	\$86,275	\$82,000	0	0	10	2	70	20	150	T		804	489	7	47	
Safe Passages	Frick Kings and Queens Afterschool program	S	86.00	147	\$271,232	\$82,000	\$82,000	0	0	0	0	0	147	0	P	87.21%	645	426	6	3	
Bay Area Community Resources	Claremont After School Program	S	85.00	144	\$243,287	\$82,000	\$82,000	91	8	15	0	7	18	5	P	63.48%	679	455	1	51	
Bay Area Community Resources	Alliance After School Program	S	84.00	160	\$271,540	\$82,000	\$82,000	3	10	0	0	0	0	147	P	90.91%	683	364	7	21	
Bay Area Community Resources	Melrose's Community Bridges Program	S	83.33	115	\$221,217	\$82,000	\$82,000	0	0	0	115	0	0	0	P	86.45%	707	272	4	34	
East Bay Asian Youth Center (EBAYC)	Roosevelt	S	82.67	160	\$321,557	\$82,000	\$82,000	0	160	0	0	0	0	0	P	85.12%	670	693	2	40	
Safe Passages	UFSA Extended Day Program	S	82.67	120	\$155,604	\$82,000	\$82,000	0	0	0	0	120	0	0	P	87.86%	622	419	5	36	
Citizen Schools California	Citizen Schools at Aspire Lionel Wilson College Preparatory Academy	S	82.33	140	\$287,398	\$150,000	\$82,000	0	0	0	0	0	0	140	NA	93.88%	827	474	7	32	
Eagle Village Community Center Youth and Family Services, Inc.	After School Program at Westlake Middle School	S&E	81.67	120	\$210,864	\$82,000	\$82,000	9	18	29	9	28	24	3	P	85.44%	694	620	3	25	
Oakland Leaf Foundation	Bret Harte After School Program	S	81.00	100	\$241,076	\$82,000	\$82,000	0	5	1	86	8	0	0	P	80.28%	670	625	4	43	
Bay Area Community Resources	Madison After School Program	S	77.33	360	\$241,843	\$82,000	\$82,000	2	2	2	3	10	5	336	P	89.68%	725	339	3	32	
YMCA of the East Bay	West Oakland Middle School Character Counts	S	68.33	144	\$175,533	\$82,000	\$82,000	0	0	144	0	0	0	0	P	86.45%	552	151	3	14	
Bay Area Community Resources	Urban Promise After School Program	S	68.00	170	\$220,968	\$81,949	\$82,000	0	0	0	6	160	4	0	P	90.45%	761	315	5	17	
Middle Schools		avg:	82.87	2893	\$4,382,930	\$1,548,224	\$1,475,999	106	205	204	224	663	552	939							
								4%	7%	7%	8%	23%	19%	32%							
					Total	\$4,647,375	\$4,443,699														
					Projected	\$4,443,600	\$4,443,600														
					variance: below recommended target / above recommended target)		(\$203,775)	(\$99)													
TOTAL Afterschool:		avg:	81.11	7804	\$14,136,451	\$4,647,375	\$4,443,699	451	982	671	612	1312	1666	2130							
								6%	13%	9%	8%	17%	21%	27%							

**RECOMMENDED FOR FUNDING**



Strategy #4: School-based After School Programming for Elementary and Middle School  
Preliminary Funding Recommendation

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ: Interim Report FY12-13	Free/ Reduced Lunch (FRL) Rate	2012 Growth API	Student Enrollment (11-12 CDE)	Council District - school site	Police Beat Ranking (top 20 shaded)
Ujima Foundation	100 BMBACS Enrichment Academy	S&E	83.33	80	\$186,880	\$67,000	\$0	0	11	19	8	0	22	20	NA				3	41

Strategy #5: Transitions Programs for Youth into Middle and High School  
Preliminary Funding Recommendation

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ FY11-12 Final Evaluation Report	POSQ Interim Report FY12-13	Specific Populations	High Leveraging
East Bay Asian Youth Center (EBAYC)	Break The Cycle	S	92.33	200	\$174,825	\$133,200	\$133,200	0	100	0	0	50	25	25				
Alternatives in Action	Fremont Initiative for Reaching Success Together (FIRST) Transitions Program	S	89.33	220	\$212,895	\$65,000	\$65,000	0	0	0	0	126	0	94				
Oakland Kids First	PASS-2	S	85.67	1344	\$467,307	\$124,999	\$124,999	3	240	233	103	243	225	297	T	P		
Safe Passages	Safe Passages Transitions Program	C	84.33	914	\$555,853	\$250,000	\$152,901	177	0	0	0	274	162	301	P	P		
<b>avg:</b>								<b>180</b>	<b>340</b>	<b>233</b>	<b>103</b>	<b>693</b>	<b>412</b>	<b>717</b>				
								<b>7%</b>	<b>13%</b>	<b>9%</b>	<b>4%</b>	<b>26%</b>	<b>15%</b>	<b>27%</b>				
The East Oakland Youth Development Center	Roots International Summer Academy	S	81.00	60	\$30,625	\$24,500		0	0	0	0	0	60	0				
Center for Young Entrepreneurs at Haas (YEAH) - UC Berkeley Foundation	A Pathway to Education & Opportunity: Mapping the Journey for Oakland Youth from Middle School through to College and Beyond	S	71.00	60	\$424,866	\$93,684		0	0	0	10	0	20	30				
LEO Center Inc.	LEO Center's Math, Science and Literacy Tutoring Program	S&E	62.67	100	\$278,664	\$47,972		20	0	50	10	0	20	0				

Total Funding Requested: \$1,312,554      \$476,100  
POC Funding Recommendation for Strategy: \$476,100      \$476,100

**Strategy #6: Youth Leadership in Community Schools**  
**Preliminary Funding Recommendation**

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ FY11-12 Final Evaluation Report	POSQ Interim Report FY12-13	Specific Populations	High Leveraging
Alternatives in Action	Youth Development Leadership Program at McClymonds & Life Academy Community Schools	C	88.00	650	\$489,000	\$162,000	\$162,000	75	76	168	12	207	0	112	T/P	T/T		
Oakland Unified School District	OUSD Peer Restorative Justice Program	S	86.00	4008	\$222,834	\$149,670	\$149,670	501	0	501	1002	501	501	1002	P	P		
Spanish Speaking Citizens' Foundation	LIBRE United	C	84.00	115	\$304,879	\$248,264	\$150,000	0	0	40	0	40	20	15	P	T		
<b>avg: 86.00 4773 \$1,016,714 \$559,934 \$461,670</b>								<b>576</b>	<b>76</b>	<b>709</b>	<b>1014</b>	<b>748</b>	<b>521</b>	<b>1129</b>				
								<b>12%</b>	<b>2%</b>	<b>15%</b>	<b>21%</b>	<b>16%</b>	<b>11%</b>	<b>24%</b>				
Oakland Unified School District Alternative Education	Gang and Violence Prevention Program (GVPP)	S	84.00	78	\$211,365	\$148,485		4	4	10	12	12	16	20				
Refugee Transitions	Refugee Transitions: Newcomer Youth Leadership Program (NYLP)	S	82.33	350	\$235,875	\$145,597		14	64	67	51	85	46	23				
Oakland Kids First	REAL HARD	S	78.67	569	\$257,556	\$75,000		1	42	192	18	48	91	177				
Youth ALIVE!	Teens on Target Youth Leadership in Community Schools	S	78.00	1889	\$232,354	\$150,000		0	0	0	0	0	780	1109	T	P		
La Clinica de La Raza, Inc	Oakland Middle School Youth Leadership Health Collaborative	C	77.33	72	\$205,676	\$125,000		0	9	9	0	21	21	12	T	P		X
The Partners Program	Program Expansion and Quality Improvements for The Partners Program's Academic Year Middle School Partnerships	S&E	76.67	250	\$79,220	\$20,000		15	70	70	20	25	25	25				
Destiny Arts Center	Rites of Passage in Capoeira and Hip Hop	S	74.67	90	\$168,291	\$126,147		0	0	30	0	30	30	0				
Alameda County Office of Education	Season of Service	S	73.00	699	\$121,152	\$79,982		0	0	0	0	0	0	699				
Oakland Schools Foundation	African American Male Leadership in Community Schools	S	73.00	250	\$390,942	\$149,999		35	35	35	35	35	35	40				
Children's Hospital & Research Center Oakland	POW (Peer Outreach for Wellness) at JJC	C	72.67	425	\$303,565	\$249,980		26	43	34	15	83	96	128				
East Bay Agency for Children	Health Excellence Leadership Project	S	68.33	50	\$69,627	\$51,934		0	0	0	0	0	50	0				
High Altitude	CITY KIDS	S&E	62.67	30	\$95,276	\$69,400		0	0	15	5	0	10	0				

Total Funding Requested: \$1,951,458 \$461,670  
POC Funding Recommendation for Strategy: \$476,100 \$476,100

Strategy #6: Youth Leadership in Community Schools  
Preliminary Funding Recommendation

Agency ID	Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ FY11-12 Final Evaluation Report	POSQ Interim Report FY12-13	Specific Populations	High Levering
variance: below recommended target / above recommended target) (\$1,475,358)									\$14,430										

**Strategy #7: Community-based Out-of-School Time Programs**  
**Preliminary Funding Recommendation**

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ FY11-12 Final Evaluation Report	POSQ Interim Report FY12-13	Specific Populations	High Leveraging
City of Oakland - Office of Parks and Recreation	Oakland Discovery Centers	S	95.67	400	\$285,171	\$150,000	\$150,000	33	2	97	107	109	24	28	P	T		X
Dimensions Dance Theater, Inc.	Rites of Passage	S&E	93.50	120	\$130,500	\$50,000	\$50,000	10	5	15	15	10	30	35	P	-		
Girls Incorporated of Alameda County	Girls in Oakland Achieve and Lead	S	92.67	140	\$177,112	\$97,673	\$97,673	0	0	20	0	0	60	60				X
Community Initiatives	Media After School (MAS)	S&E	92.00	135	\$241,931	\$50,000	\$50,000	8	37	14	37	14	18	7				
Native American Health Center, Inc.	Indigenous Voices II	S	91.33	185	\$219,625	\$150,000	\$127,500	1	2	2	5	130	40	5	P	P	X	
East Bay Asian Local Development Corporation	Lion's Pride Afterschool and Summer Youth Program	S	88.00	80	\$188,425	\$75,000	\$67,500	0	0	0	0	0	80	0				
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Disabilities	S	87.33	45	\$81,780	\$43,200	\$43,200	5	8	5	4	5	9	9	P	P	X	
American Indian Child Resource Center	Culture Keepers	S	87.00	30	\$137,762	\$98,303	\$73,728	0	3	3	3	15	4	2	T	P	X	
Brothers on the Rise	Brothers, UNITE!	S&E	85.67	50	\$125,486	\$49,891	\$49,891	0	0	0	0	20	20	10				X
Refugee Transitions	Newcomer Community Engagement Program	S	82.00	100	\$111,325	\$67,489	\$67,489	75	25	0	0	0	0	0			X	
East Oakland Boxing Association	SmartMoves Education & Enrichment Program	S	77.67	700	\$324,916	\$114,650	\$91,720	3	12	2	4	46	37	596	P	T		
<b>avg: 88.44 1985 \$2,024,033 \$946,207 \$868,701</b>								<b>135</b>	<b>94</b>	<b>158</b>	<b>175</b>	<b>349</b>	<b>322</b>	<b>752</b>				
								<b>7%</b>	<b>5%</b>	<b>8%</b>	<b>9%</b>	<b>18%</b>	<b>16%</b>	<b>38%</b>				
Destiny Arts Center	Growing Peaceful Warriors: Destiny Arts Center's After-School Programming	S	86.50	276	\$388,660	\$150,000		136	32	28	27	28	22	3				
LifeLong Medical Care	OBUGS Out of School Time	S	85.67	275	\$241,798	\$150,000		100	0	100	0	0	0	75	P	P		
Cantare Con Vivo	Nova Choirs	S	85.33	120	\$149,452	\$112,088		10	30	10	40	10	20	0				
AIDS Project East Bay	Save Our LGBTI-Youth (SOL)	S	84.33	250	\$355,481	\$150,000		25	50	50	25	50	25	25	P	P	X	
Tides Center	One-on-One Tutoring and Mentoring	S&E	84.33	100	\$184,065	\$50,000		0	0	100	0	0	0	0				

Strategy #7: Community-based Out-of-School Time Programs  
Preliminary Funding Recommendation

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ FY11-12 Final Evaluation Report	POSQ Interim Report FY12-13	Specific Populations	High Leverging
Oakland East Bay Symphony	MUSE Afterschool	S	82.33	92	\$59,372	\$44,527		0	62	0	0	30	0	0				
Student Conservation Association	SCA Green Life and Conservation Leadership Corps Afterschool Programs	S	82.33	50	\$150,691	\$78,102		1	20	1	1	15	8	4				
Prescott Circus Theatre	Prescott Circus Theatre Saturday Programs	S&E	81.67	67	\$45,000	\$33,750		3	7	30	2	19	6	0				
buildOn	buildOn Afterschool Program	S	80.00	200	\$240,000	\$85,000		50	50	0	0	0	50	50				
East Oakland Youth Development Center	After School Leadership Academy	S	78.50	150	\$497,052	\$133,723		4	6	9	16	17	44	54				
Ala Costa Centers	Ala Costa Centers Enhanced Learning Programs for Youth with Special Needs	S	78.33	80	\$992,152	\$79,128		11	13	9	13	14	11	9	P	P	X	
ARC Associates - PIKA	Project Ikuna	S	75.33	80	\$125,000	\$100,000		5	10	5	10	10	20	20				
Spark	Spark Oakland Youth Apprenticeship Program	S	75.33	90	\$266,981	\$86,000		0	0	35	0	0	35	20				
The Spot Oakland Chinatown Youth Center	STAGES   Supporting Transitions - Achieving Goals - Empowering Success	S&E	74.00	30	\$58,990	\$44,500		0	15	0	0	5	5	5				
Oakland Parks and Recreation	"Saving Our Daughters from the Streets and Backseats"	S	72.67	500	\$143,404	\$112,009		75	25	120	40	40	100	100				X
Bay Area Women Against Rape	Freedom from Violence Project (FVP)	S	72.00	110	\$182,688	\$116,680		3	3	3	3	35	60	3				
City of Oakland Office of Parks & Recreation	T.O.O.L.S (Transforming Ordinary Obstacle into Life Skills)	S	72.00	80	\$395,856	\$128,584		10	10	20	10	10	10	10	T	P		X
MOCHA	Library Education and Art Program (LEAP)	S	72.00	1000	\$82,418	\$50,000		100	180	0	0	180	180	360	P	P		X
Oaktown Jazz Workshops	Community Youth Music Programs	S&E	72.00	12	\$55,000	\$20,000		0	0	3	2	0	4	3				
La Pena Cultural Center	La Pena Cultural Center After School at Fruitvale Elementary	S	68.00	90	\$71,048	\$56,826		0	0	0	0	90	0	0				
The Unity Council	College Exploration Opportunities (CEO) for Youth	S	62.67	150	\$242,711	\$150,000		0	0	0	0	130	0	20				
EC Reems Community Services	Girls Far Above Rubies	S&E	59.67	360	\$160,325	\$50,000		0	0	0	0	0	0	360				
Bay Area Community Resources - SFC	Straight Forward Boxing Club	S&E	56.33	30	\$149,450	\$99,103		0	0	30	0	0	0	0				

Strategy #7: Community-based Out-of-School Time Programs  
Preliminary Funding Recommendation

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POQ FY11-12 Final Evaluation Report	POQ Interim Report FY12-13	Specific Populations	High Leverging
The First Tee of Oakland	The First Tee Life Skills Experience	S&E	44.67	1800	\$321,188	\$50,000		144	90	90	0	261	243	972				X

Total Funding Requested: \$2,744,087 \$868,701  
 POC Funding Recommendation for Strategy: \$793,500 \$793,500  
 variance: below recommended target / above recommended target) (\$1,950,587) (\$75,201)

**Strategy #8: Summer Programs**  
**Preliminary Funding Recommendation**

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ FY11-12 Summer Report	POSQ FY12-13 Summer Report	Specific Populations	High Leveraging
College Track	Academic Summer Advancement Program	S	89.33	60	\$222,088	\$35,000	\$35,000	1	18	2	2	15	1	21	T	T		
Aim High	Aim High/Oakland	S	88.67	200	\$381,964	\$150,000	\$150,000	6	34	10	16	80	10	44	T	T		
East Bay Asian Youth Center (EBAYC)	Summer Matters	S	87.67	350	\$179,993	\$99,407	\$99,407	0	250	0	0	100	0	0	T	T		
Lincoln Child Center	Oakland Freedom Schools	S	87.33	100	\$246,350	\$150,000	\$125,000	8	8	30	8	8	30	8				
Girls Incorporated of Alameda County	Concordia Park Summer Program	S	83.33	74	\$77,573	\$57,568	\$57,568	0	7	6	9	11	26	15	T	P		x
Family Support Services of the Bay Area	Kinship Summer Youth Program	S	82.67	55	\$138,162	\$100,000	\$80,000	12	2	14	1	2	2	22	T	T		
City of Oakland Office of Parks & Recreation	Summer Camp Explosion	S	82.00	300	\$275,871	\$110,081	\$100,000	5	35	30	55	70	80	25	P	P		x
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	S&E	81.33	30	\$40,000	\$30,000	\$30,000	0	0	24	0	2	4	0	T	P		
East Oakland Youth Development Center	Summer Cultural Enrichment Program	S	77.00	275	\$356,750	\$121,900	\$60,950	5	5	10	30	45	70	110	T	P		
Destiny Arts Center	Camp Destiny	S	77.00	70	\$86,794	\$65,050	\$32,525	42	10	2	1	11	3	1	T	T		
<b>avg: 83.63 1514 \$2,005,544 \$919,006 \$770,450</b>								<b>79</b>	<b>369</b>	<b>128</b>	<b>122</b>	<b>344</b>	<b>226</b>	<b>246</b>				
								<b>5%</b>	<b>24%</b>	<b>8%</b>	<b>8%</b>	<b>23%</b>	<b>15%</b>	<b>16%</b>				
Safe Passages	Elev8 Summer Learning Collaborative	C	83.00	300	\$325,022	\$250,000		0	120	0	0	60	60	60				
Girls Incorporated of Alameda County	Eureka! Teen Achievement Summer Program	S	82.00	80	\$121,838	\$80,664		2	2	2	2	25	29	18	T	T		
The Partners Program	Summer Academy Expansion and Improvement	S&E	82.00	134	\$204,663	\$50,000		21	16	26	10	24	20	17				
BELL (Building Educated Leaders for Life)	BELL Summer 2013	S	80.67	100	\$170,959	\$130,886		0	0	0	0	0	0	100				
City of Oakland - Office of Parks and Recreation	Oakland Discovery Centers (Summer)	S	80.00	200	\$58,532	\$30,933		17	1	49	53	55	12	13				x
Vincent Academy	Vincent Academy Summer Program	S	80.00	70	\$103,095	\$43,287		7	6	49	0	4	2	2				



Strategy #8: Summer Programs  
Preliminary Funding Recommendation

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ FY11-12 Summer Report	POSQ FY12-13 Summer Report	Specific Populations	High Leveraging
Oakland Leaf Foundation	Oakland Peace Camp	S	79.33	80	\$115,257	\$42,777		0	4	0	2	60	4	10				
Alta Bates Summit Foundation	Youth in Medicine Summer Camp	S	68.00	50	\$146,174	\$44,788		2	2	8	6	12	12	8				
Cal Performances	Oakland/Berkeley AileyCamp	S	59.33	56	\$254,332	\$100,000		8	6	10	6	10	6	10				
Ujimaa Foundation	Ujimaa Foundation Summer Program	S&E	59.33	60	\$45,425	\$34,825		0	0	0	0	20	20	20				
City of Oakland Office of Parks & Recreation	STEM PAL Camp	S	58.33	450	\$161,200	\$75,600		25	50	75	75	75	75	75				x
PRESCOTT JOSEPH CENTER FOR COMMUNITY ENHANCEMENT	PRESCOTT Summer Youth Enrichment Program (SYEP)	S	47.67	60	\$22,866	\$17,650		0	0	60	0	0	0	0				

Total Funding Requested:      \$1,633,466      \$770,450  
 POC Funding Recommendation for Strategy:      \$687,700      \$687,700  
 variance: below recommended target / above recommended target)      (\$945,766)      (\$82,750)

**Strategy #9: Youth Leadership and Community Safety**  
**Preliminary Funding Recommendation**

Agency ID	Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ FY11-12 Final Evaluation Report	POSQ Interim Report FY12-13	Specific Populations	High Level
	La Clinica de La Raza	Youth Brigade	S	94.00	730	\$193,280	\$144,990	\$119,990	0	150	0	0	580	0	0				
	Safe Passages	Get Active Urban Arts Program	S	91.50	90	\$237,449	\$140,000	\$115,000	0	0	0	0	0	90	0				
	Movement Strategy Center	API Youth Promoting Advocacy and Leadership	C	87.67	350	\$492,972	\$150,000	\$125,000	0	119	8	35	118	35	35	T*	T		
	Project Re-Connect	Project Re-Connect	S&E	87.00	40	\$112,286	\$50,000	\$50,000	5	2	2	6	4	6	15				
	BAY-Peace/Peace Development Fund	BAY-Peace: Better Alternatives for Youth	S&E	86.67	580	\$147,286	\$50,000	\$50,000	20	50	160	10	140	140	60				
	Department of Human Services	Friday Night in the Park Program Support	C	82.00	200	\$103,097	\$73,521	\$70,000	0	0	0	0	0	100	100				X
avg: 88.14 1990 \$1,286,371 \$608,511 \$529,990									25	321	170	51	842	371	210				
									1%	16%	9%	3%	42%	19%	11%				
	Dimensions Dance Theater, Inc.	Internship and Apprentice Program	S&E	92.00	10	\$70,700	\$47,800		2	0	3	0	0	1	4	T	P		
	Family Violence Law Center	Oakland Heals	S	86.00	400	\$143,809	\$102,475		0	0	170	0	0	170	60				
	Filipino Advocates for Justice	TOWN Project (Transforming Oakland through Wellness Now)	S	84.33	30	\$129,506	\$97,298		0	20	0	0	10	0	0				
	Martin Luther King Jr Freedom Center	Nonviolence Leadership Program	S&E	82.67	1380	\$171,537	\$50,000		345	0	0	207	207	0	621				
	Youth ALIVE!	TNT Youth Leadership and Community Safety	S	80.00	35	\$81,289	\$50,000		0	0	0	0	0	0	35	T	P		
	Youth UpRising	YU's Queers & Allies Initiative	S	80.00	400	\$189,352	\$146,500		0	0	0	0	0	0	400			X	
	People United for a Better Life in Oakland (PUEBLO)	Youth Greening Oakland (YGO), Youth Policy Builders (YPB)	S&E	79.33	60	\$76,683	\$47,000		0	0	0	0	10	25	25				
	Beats, Rhymes and Life	Idea 2 Form	S	78.67	425	\$144,393	\$179,223		0	300	50	50	25	0	0				
	Restorative Justice for Oakland Youth (RJOY)	Collaborative Restorative Justice & Community Service Program	S	76.50	50	\$204,876	\$149,865		0	0	0	0	0	10	40				
	Asian Health Services	Banteay Srei	S&E	75.33	65	\$135,152	\$50,527		0	25	0	10	20	5	5	P	T		
	Urban Peace Movement	Peace Ambassadors	S&E	74.50	15	\$72,850	\$50,000		1	1	3	0	1	5	4				
	The Mentoring Center	Transformative Mentoring Community Leaders Program (TMC-Leads)	S	68.50	100	\$136,303	\$91,600		15	0	70	0	10	0	5				

Strategy #9: Youth Leadership and Community Safety  
Preliminary Funding Recommendation

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ FY11-12 Final Evaluation Report	POSQ Interim Report FY12-13	Specific Populations	High Level
Asian Pacific Islander Legal Outreach	Youth Advisory Council	S	65.67	6	\$70,730	\$35,573		0	0	0	6	0	0	0				
Generation Citizen	Generation Citizen: Bay Area Expansion	S	63.00	375	\$224,517	\$86,000		150	0	100	0	50	75	0				

Total Funding Requested: \$2,650,656 \$529,990  
 POC Funding Recommendation for Strategy: \$529,000 \$529,000  
 variance: below recommended target / above recommended target (\$2,121,656) (\$990)

Strategy #10: Youth Career and Workforce Development  
Preliminary Funding Recommendation

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ FY11-12 Final Evaluation Report	POSQ Interim Report FY12-13	Specific Populations	High Leveraging
Youth Radio	Pathways to Digital	S	93.50	70	\$439,249	\$100,344	\$100,344	0	13	16	6	6	16	13	T	T		
The Unity Council	Oakland Youth Engaged (OYE)	S	89.50	53	\$251,022	\$150,000	\$100,000	0	0	5	0	36	12	0				
The Youth Employment Partnership, Inc	Career Try-Out	S	88.50	72	\$210,566	\$150,000	\$150,000	10	10	10	10	12	10	10	T	P		
Alameda County Medical Center (ACMC)	Model Neighborhood Collaborative	C	87.50	235	\$471,597	\$250,000	\$200,000	15	24	18	16	67	53	42	T	P		
Youth UpRising	YU Excel	S	87.50	30	\$451,086	\$150,000	\$75,000	0	0	0	0	0	0	30				
Center for Media Change	Hack the Hood Summer Bootcamp	S&E	83.50	15	\$86,111	\$50,000	\$50,000	2	3	4	0	2	3	1				
Juma Ventures	Pathways to Advancement	S	83.00	66	\$458,405	\$100,000	\$100,000	16	9	14	0	12	9	6				
East Side Arts Alliance	ArtWorks at ESAA	S	80.50	150	\$301,910	\$150,000	\$82,500	10	43	15	10	32	23	17	P	P		
Beyond Emancipation	Gaining Resources and Opportunities for Work (GROW): a Culinary Training Program	S	79.00	24	\$162,821	\$75,000	\$75,000	0	0	3	0	4	7	10			X	
Alta Bates Summit Foundation	Youth Bridge Career and Workforce Development Program	S	75.50	120	\$534,142	\$133,760	\$73,568	2	3	15	30	30	30	10				
OUSD College & Career Readiness Office	Exploring College & Career Options in Oakland (ECCOI)	S	72.00	250	\$803,090	\$150,000	\$70,000	32	62	0	0	32	124	0				X
avg: 83.64 1085 \$4,170,001 \$1,459,104 \$1,076,412								87	167	100	72	233	287	139				
								8%	15%	9%	7%	21%	26%	13%				
Public Health Institute	FACES for the Future Public Health Scholars Program	C	87.67	180	\$315,455	\$250,000		9	72	36	9	36	18	0				
Greater Richmond Interfaith Program (Fiscal Sponsor)	Project EEVE	C	86.00	150	\$379,839	\$249,999		0	0	150	0	0	0	0	T*	P*		
Oakland Leaf Foundation	Ramas Fellowship Program	S	86.00	23	\$185,375	\$117,925		1	1	0	2	15	0	4				
Oakland Unified School District	Jobs for Youth in Media (JYM)	C	86.00	175	\$782,910	\$250,000		12	48	16	48	16	23	12				
Safe Passages	Law and Social Justice Youth Development and Internship Program	C	85.33	140	\$285,314	\$200,234		0	0	6	0	65	69	0				

Strategy #10: Youth Career and Workforce Development  
Preliminary Funding Recommendation

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ FY11-12 Final Evaluation Report	POSQ Interim Report FY12-13	Specific Populations	High Leveraging
Civicorps Schools	Professional Pathway	S	80.50	32	\$749,921	\$125,000		0	2	4	0	0	13	13				
Biotech Partners	Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	S	74.50	57	\$295,804	\$149,933		9	7	10	9	9	8	5	P	P		
Center for Independent Living, Inc.	Project Embark	S	69.50	40	\$107,994	\$67,309		6	6	6	6	6	5	5			X	
City of Oakland Office of Parks and Recreation	STRIDE	C	69.50	60	\$289,500	\$190,500		2	3	17	8	7	11	12				X
Spanish Speaking Citizens' Foundation	Building a Better Life for Dreamers	C	69.00	40	\$335,625	\$205,484		0	0	0	0	20	10	10				
American Indian Child Resource Center	Preparing Oakland Native Youth (PONY)	S	68.50	30	\$158,614	\$125,277		0	1	5	1	16	6	1			X	
Mind Body & Attitude Youth Center and Salon	MBA Center & Salon	S&E	59.00	600	\$273,987	\$50,000		80	50	280	25	25	80	60			X	
Marriott Foundation for People with Disabilities	Bridges from school to work	S	48.00	50	\$202,113	\$95,750		2	4	2	2	20	15	5			X	

Total Funding Requested:   \$3,536,516   \$1,076,412  
 POC Funding Recommendation for Strategy:   \$1,058,000   \$1,058,000  
 variance: below recommended target / above recommended target)   (\$2,478,516)   (\$18,412)

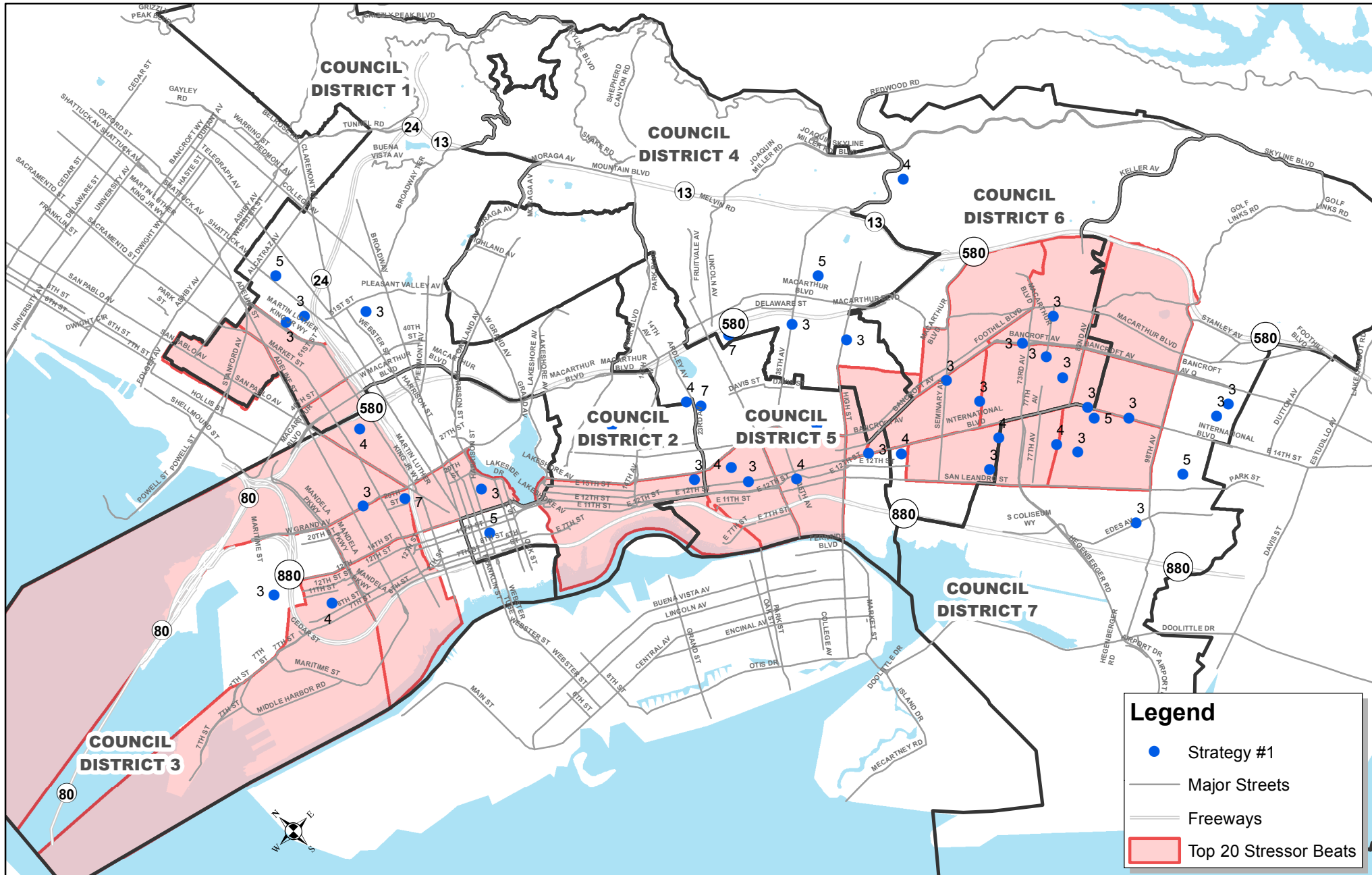
**Strategy #11: Academic Support for Older Youth**  
**Preliminary Funding Recommendation**

Agency Name	Project Title	Designation	Average Score	Total Unduplicated Youth Participants	Total Project Budget	Total OFCY Funds Requested	Recommended Amount	District 1	District 2	District 3	District 4	District 5	District 6	District 7	POSQ FY11-12 Final Evaluation Report	POSQ Interim Report FY12-13	Specific Populations	High Leveraging
Centro Legal de la Raza	Youth Law Academy	S	92.00	70	\$316,963	\$150,000	\$125,000	0	10	6	5	15	24	10	P	P		
Youth Radio	Pathways to Higher Education	S	92.00	80	\$231,086	\$81,720	\$81,720	0	15	18	7	7	18	15	T	T		
Youth Together, Inc.	Youth Together's Academic Support For Older Youth	S	92.00	1500	\$514,829	\$149,995	\$149,995	0	0	0	0	0	500	1000				
College Track	College Track After School Program	S	90.33	215	\$874,233	\$143,200	\$128,880	5	48	20	20	44	15	63	P	P		
<b>avg: 91.58 1865 \$1,937,111 \$524,915 \$485,595</b>								<b>5</b>	<b>73</b>	<b>44</b>	<b>32</b>	<b>66</b>	<b>557</b>	<b>1088</b>				
								<b>0%</b>	<b>4%</b>	<b>2%</b>	<b>2%</b>	<b>4%</b>	<b>30%</b>	<b>58%</b>				
Youth ALIVE!	Caught in the Crossfire Academic Support for Struggling Youth	S	91.67	60	\$122,403	\$90,000	\$0	0	0	10	0	0	0	50	P	-		
Alameda Family Services	DreamCatcher/Nika's Place	S	88.67	300	\$386,473	\$150,000	\$0	24	24	87	30	48	6	81	P	P		
Civicorps Schools	Academic Pathway	S	88.33	32	\$767,884	\$125,000	\$0	0	2	4	0	0	13	13				
East Bay Children's Law Offices	Education Advocacy Program	S	86.67	300	\$101,800	\$75,000	\$0	28	21	44	9	35	60	103				
Next Step Learning Center	Success at Seventeen	S	80.00	100	\$148,650	\$80,000	\$0	3	12	38	0	19	2	26	P	P		
Moving Forward Institute	The Bridge Collaborative	C	78.33	45	\$137,173	\$99,465	\$0	0	45	0	0	0	0	0				
YMCA of the East Bay	Las Artes	S	78.33	80	\$287,010	\$150,000	\$0	0	0	0	0	20	60	0				
Choose College Educational Foundation, Inc.	My Brother's Keeper Project	S&E	72.67	400	\$109,042	\$50,000	\$0	75	75	100	0	0	75	75				
SPAAT	Academic & Athletic Support Program	S&E	72.33	110	\$137,742	\$49,647	\$0	0	0	110	0	0	0	0				
Center for Independent Living	Mentors Adocacy and Peer Services	S	41.00	51	\$122,353	\$74,619	\$0	8	8	7	7	7	7	7				

Total Funding Requested: \$1,468,645      \$485,595  
 POC Funding Recommendation for Strategy: \$529,000      \$529,000  
 variance: below recommended target / above recommended target) (\$939,645)      \$43,405

# OFCY 2013-2016 Preliminary Recommended Program Sites

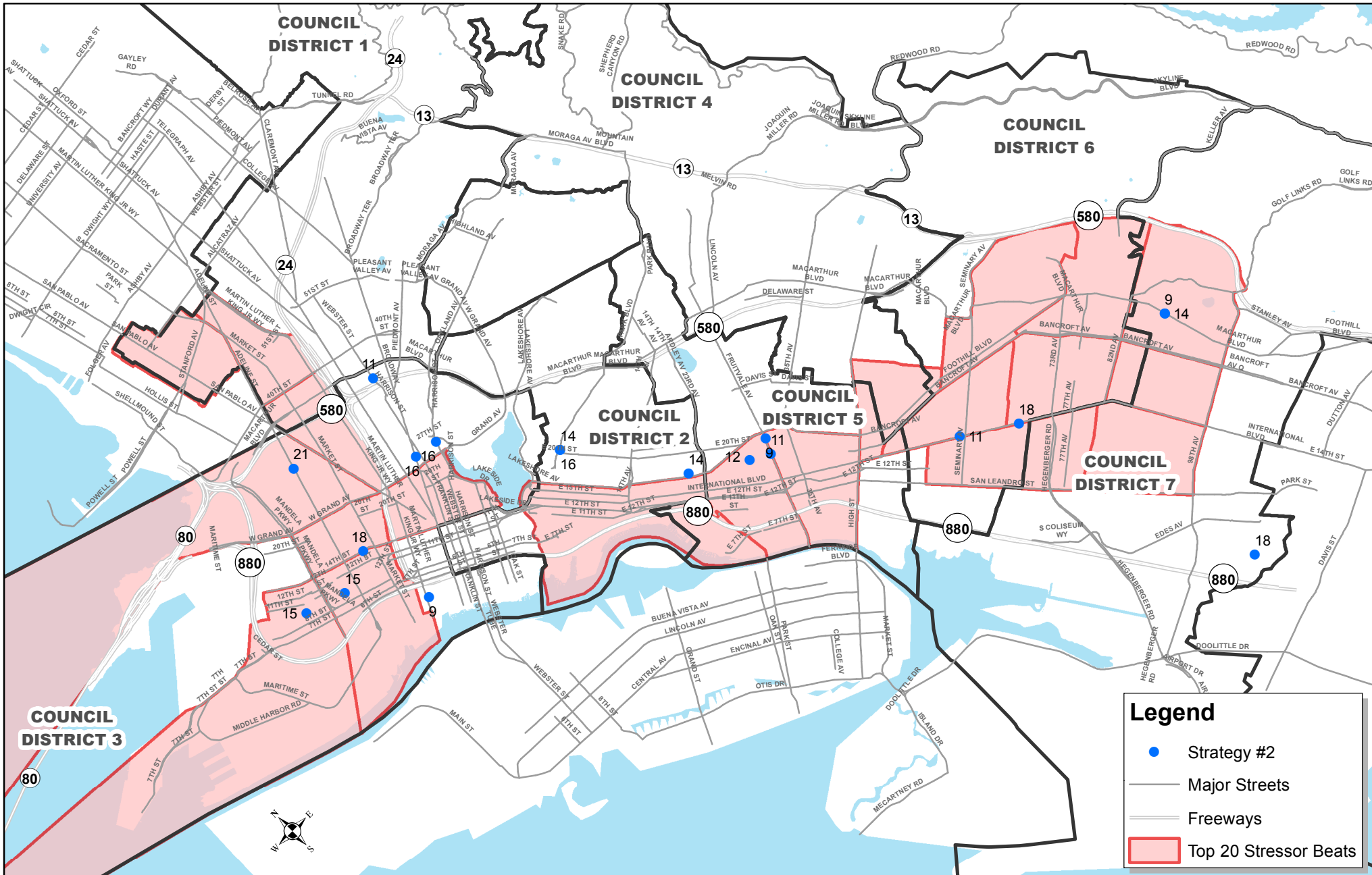
## Strategy #1: Mental Health and Developmental Consultations In Early Care and Education





# OFCY 2013-2016 Preliminary Recommended Program Sites

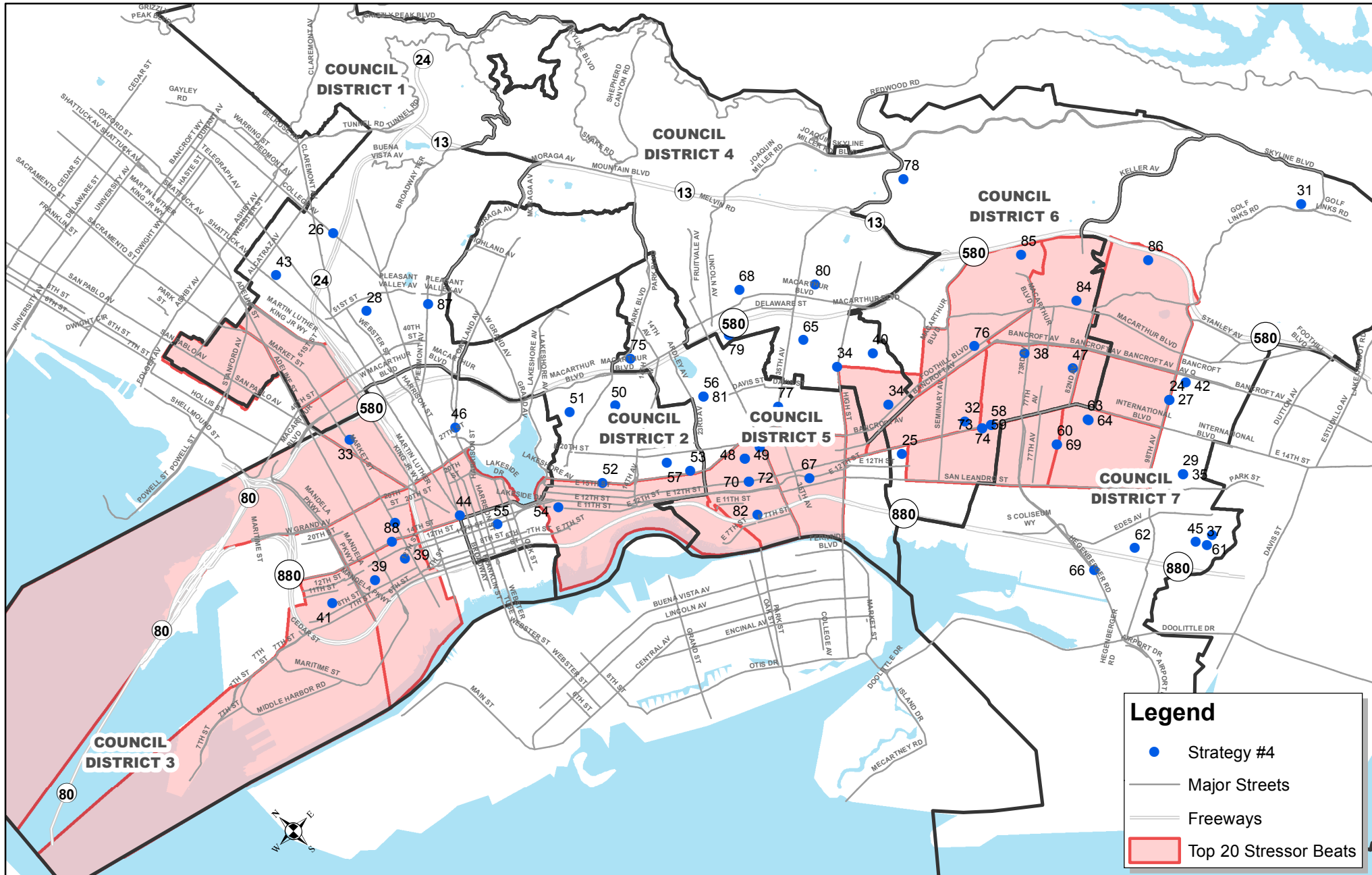
## Strategy #2: Parent and Child Engagement in Early Learning and Development





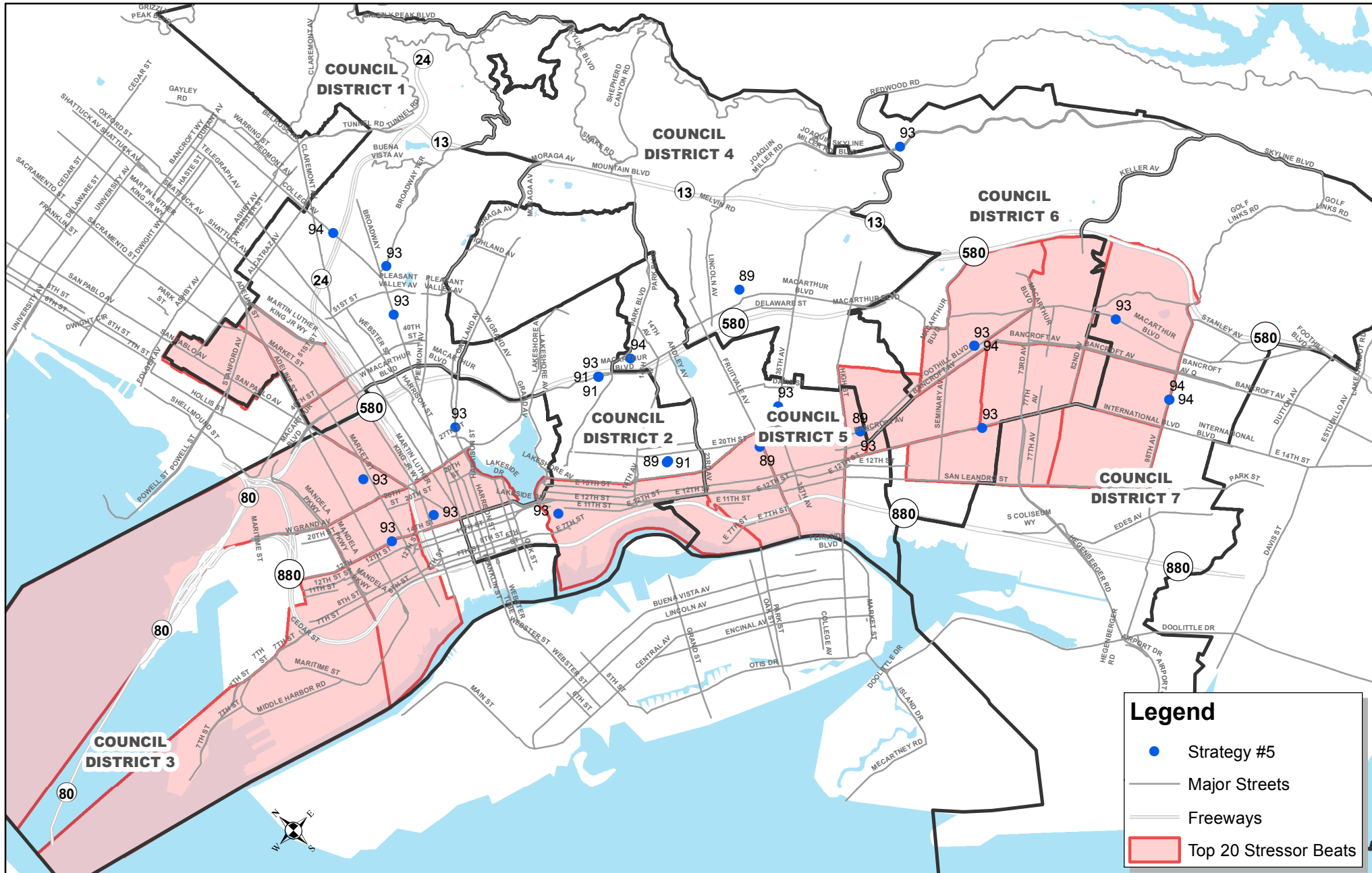
# OFCY 2013-2016 Preliminary Recommended Program Sites

## Strategy #4: School-based After School Programming for Elementary and Middle School



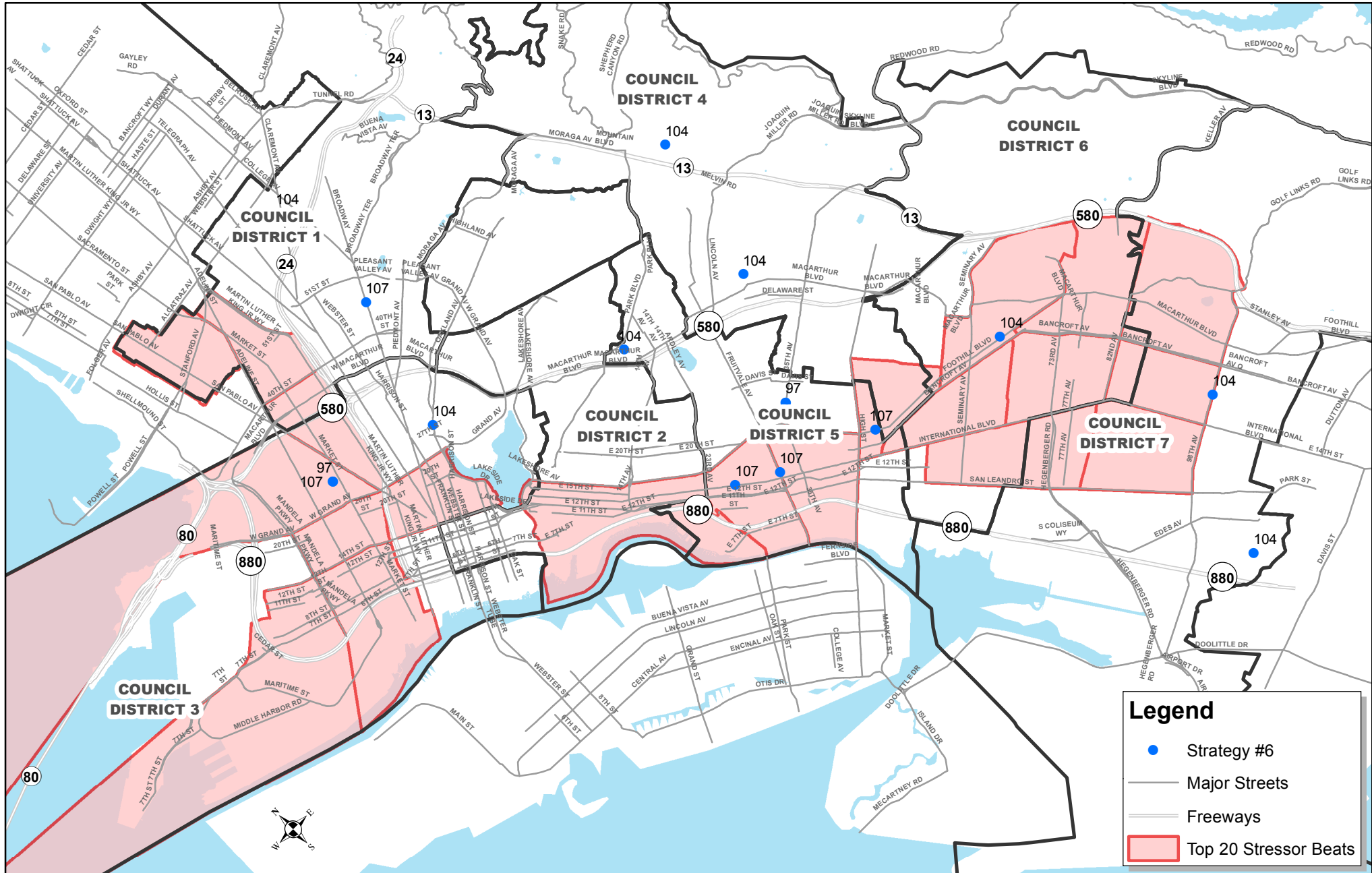
# OFCY 2013-2016 Preliminary Recommended Program Sites

## Strategy #5: Transition Programs for Youth into Middle and High School



# OFCY 2013-2016 Preliminary Recommended Program Sites

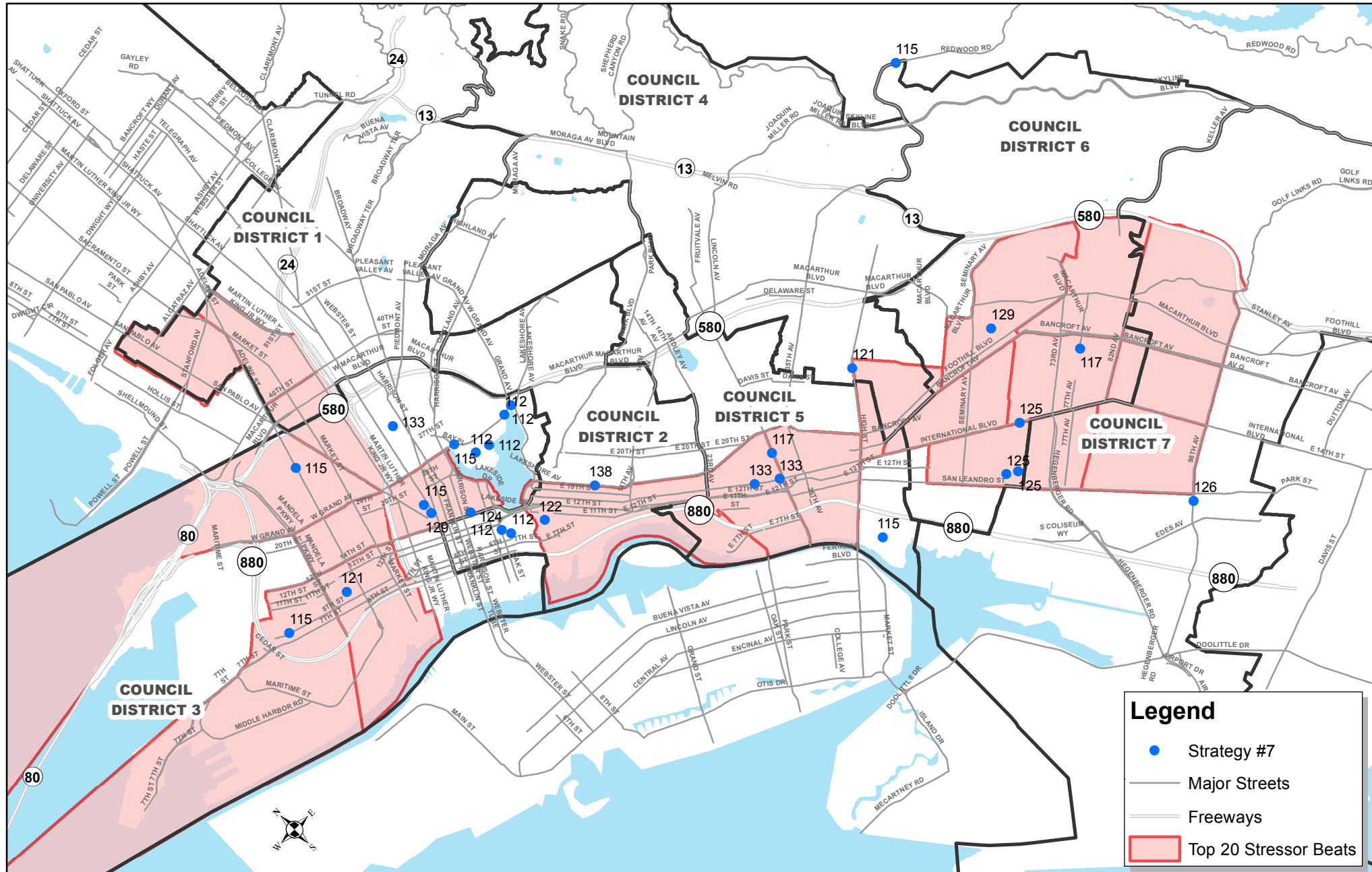
## Strategy #6: Youth Leadership in Community Schools





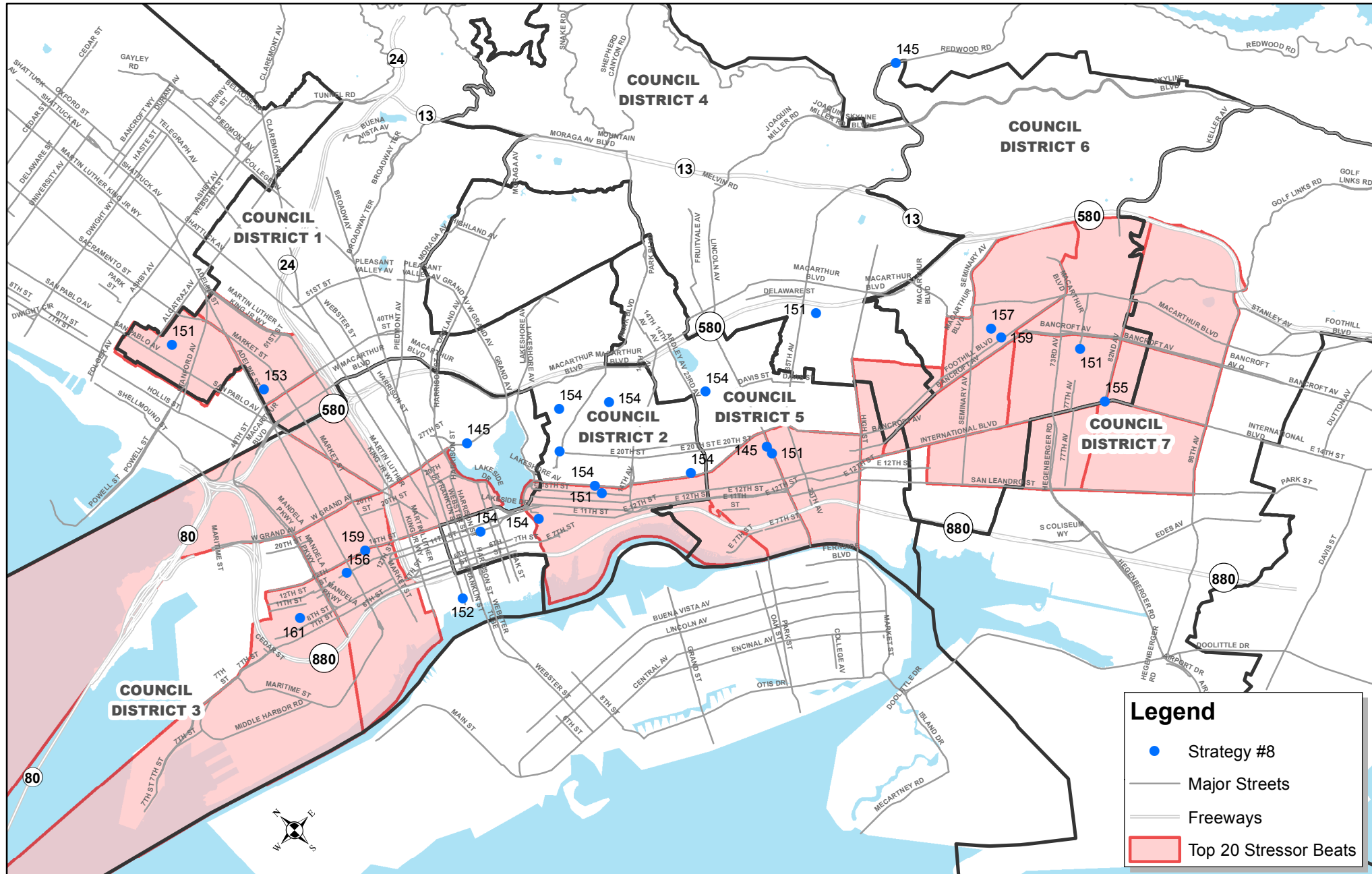
# OFCY 2013-2016 Preliminary Recommended Program Sites

## Strategy #7: Community-Based Out-of-School Time Programs



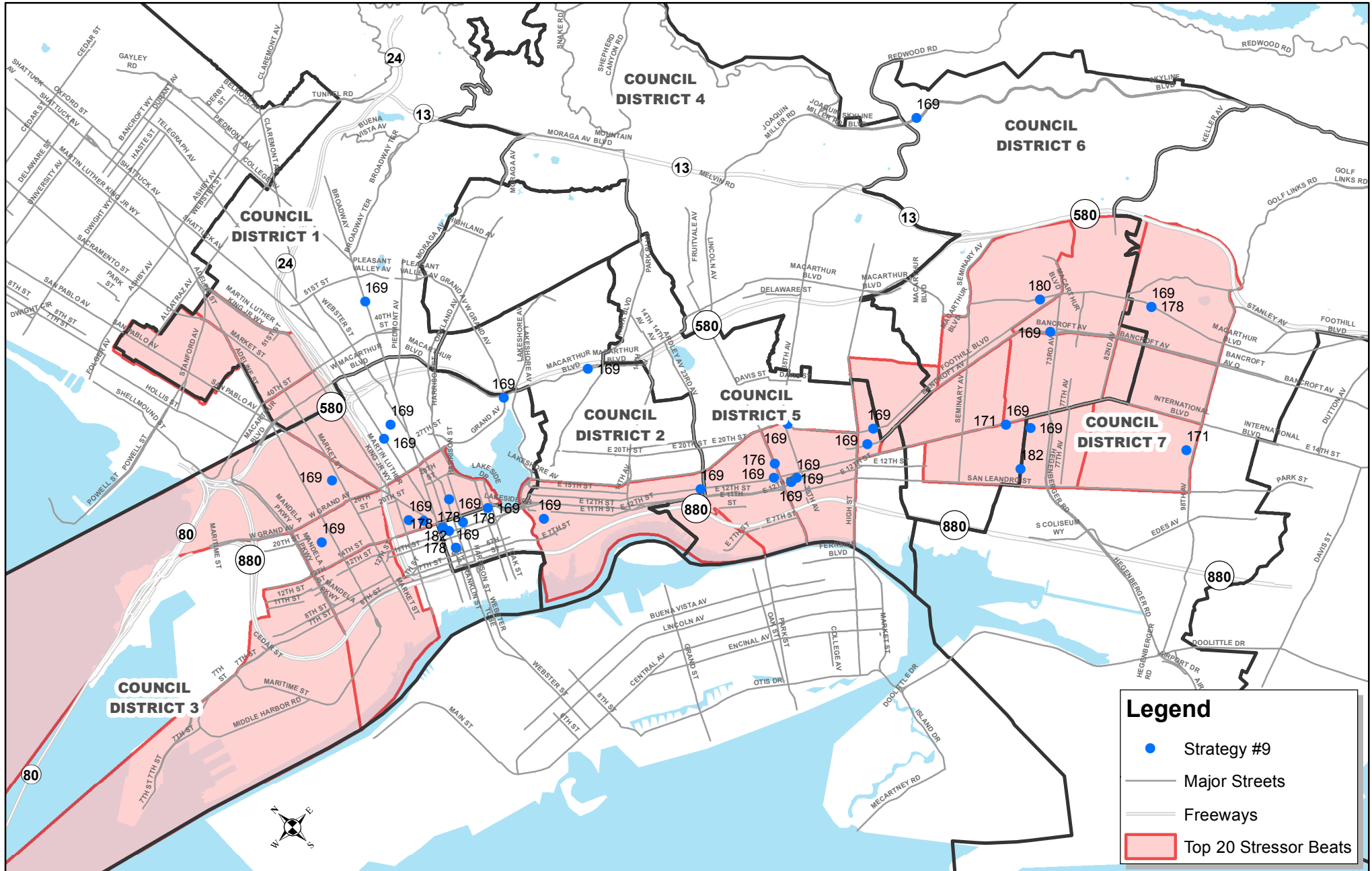
# OFCY 2013-2016 Preliminary Recommended Program Sites

## Strategy #8: Summer Programs



# OFCY 2013-2016 Preliminary Recommended Program Sites

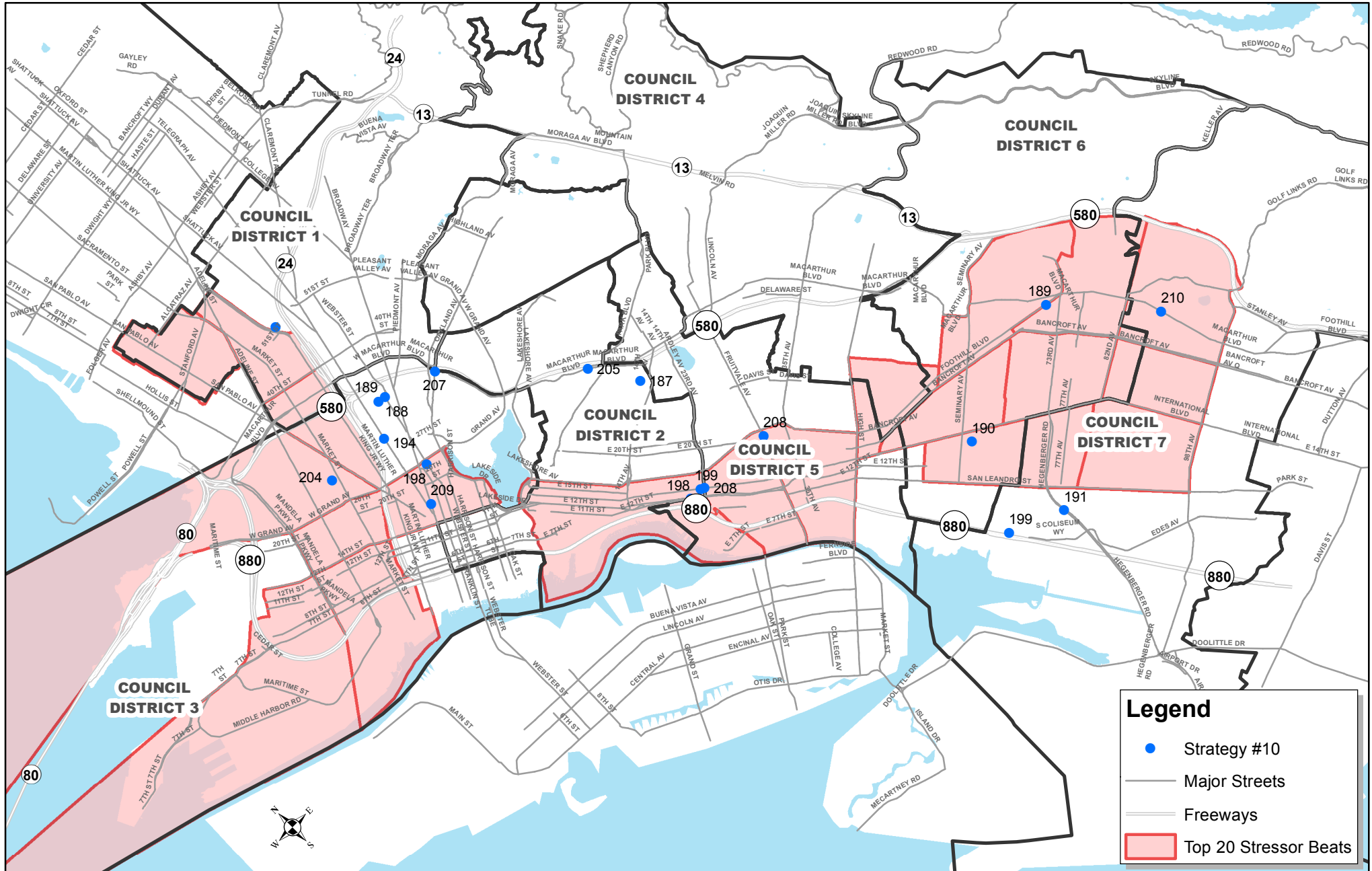
## Strategy #9: Youth Leadership in Community Safety





# OFCY 2013-2016 Preliminary Recommended Program Sites

## Strategy #10: Youth Career and Workforce Development



# OFCY 2013-2016 Preliminary Recommended Program Sites

## Strategy #11: Academic Support for Older Youth

