



# Oakland Fund for Children and Youth Meeting of the Planning and Oversight Committee (POC)

February 7<sup>th</sup>, 2018 • 6:00pm-9:00pm  
Oakland City Hall, Hearing Room #4  
1 Frank H. Ogawa Plaza, 2<sup>nd</sup> floor, Oakland, CA 94612

## AGENDA

1. Call to Order
  - *Introductions & Announcements*
  - *Agenda Review/ Modifications*
2. Open Forum
3. Election of POC Co-Chairs for FY2017-2018 *action*
4. Adoption of Prior Meeting Minutes *action*
5. Informational Update from POC Ad-Hoc Strategic Planning Subcommittee *informational*
6. OFCY FY2016-2017 Program Evaluation Reports *action*
  - *Social Policy Research Associates – OFCY Final Report FY2016-2017*
  - *Public Profit, LCC – Oakland School-Based After School FY2016-17 Findings Report*
7. Administrative Matters
  - *General Announcements*
  - *Upcoming Meetings/ Scheduling*
8. Adjournment

**Public Comment:** The POC welcomes you to its meetings and your interest is appreciated.

- If you wish to speak before the POC, please fill out a speaker card and hand it to the staff of the POC.
- If you wish to speak on a matter not on the agenda, please sign up for Open Forum and wait for your name to be called.
- If you wish to speak on a matter on the agenda, please approach the Committee when called, give your name, and your comments.

Please be brief and limit your comments to the specific subject under discussion. Only matters within the POC's jurisdiction may be addressed. Time limitations shall be at the discretion of the Chair.

*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, 2<sup>nd</sup> fl, Hearing Room 4  
1 Frank Ogawa Plaza, Oakland, CA 94612  
**Wednesday, September 20, 2017**  
6:00 p.m. – 9:00 p.m.

Committee Members present: Francois Barrilleaux, Julie Tinker Ward, Julie Waters, Betty Booker; Eugene Lee  
*Committee Members absent: Max Chacana, Anakarita Allen, Kisha Jackson, Astrid Regalado, Gerald Williams*  
Staff Members present: Sandra Taylor, Mike Wetzel, Scott Kim, Sachelle Heavens

**1. Call to Order**

The meeting was called to order at 6:25pm.

- *Introductions & Announcements*

There were no announcements.

- *Agenda Review/Modifications*

There were two modifications to the agenda. Item 5, the election of POC Co-Chairs and item 6, adoption of prior meeting minutes, were both deferred to the next meeting due to lack of quorum.

**2. Open Forum**

There were two public speakers for comment.

**3. OFCY Director's Update**

Sandy Taylor spoke about the projected budget for the 2017-2018 grant year and described the City's fiscal process that allocates OFCY funds for grantee payments. City-wide initiatives around bettering the Oakland community and addressing issues that affect children and youth were discussed. The strategic planning process for OFCY is informed by the ideology and public impact of these initiatives. To this end, two new strategic planning consultants for 2017-2018, Social Policy Research Associates (SPR) and Communities in Action, were contracted for assistance on solidifying the 2019-2022 Strategic Plan. The POC was described as a pivotal resource for the OFCY program especially in regards to legislation for funding allocation for grantees and the direction of the strategic planning process. In the future, an ad-hoc sub-committee of POC members will be formed specifically to guide the process.

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**Wednesday, September 20, 2017**

6:00 p.m. – 9:00 p.m.

**4. OFCY/POC Orientation Training**

New POC members were welcomed as were returning members. POC manuals were distributed to all members. OFCY staff discussed an overview of the history of the POC, its funding strategies, informational databases and infrastructure, as well as the rules, procedures and legislation that govern the Committee.

**5. Election of POC Co-Chairs for FY2017-2018**

This item was deferred to the next meeting due to lack of quorum.

**6. Adoption of Prior Meeting Minutes from May 17, 2017**

This item was deferred to the next meeting due to lack of quorum.

**7. OFCY 2017-2018 Grants Management Update**

OFCY staff discussed the current status of the fiscal year's 148 grants totaling \$14.8M and the forecast for the upcoming quarter. OFCY grant managers were introduced and their contracting work was discussed. Measures for establishing grantee program performance were described. Ninety-five percent of FY2017-2018 grantees have established contracts for the year, and trainings and the next grantee convenings is taking place in October 2017.

**8. Administrative Matters**

- *General Announcements*

There were no general announcements.

- *Upcoming Meetings/Scheduling*

The next POC meeting was tentatively scheduled for October 4.

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Oakland City Hall, 2<sup>nd</sup> fl, Hearing Room 4  
1 Frank Ogawa Plaza, Oakland, CA 94612

**Wednesday, October 4, 2017**

6:00 p.m. – 9:00 p.m.

Committee Members present: Francois Barrilleaux, Julie Tinker Ward, Julie Waters, Betty Booker; Eugene Lee, Astrid Regalado, Anakarita Allen, Max Chacana

*Committee Members absent: Kisha Jackson, Gerald Williams*

Staff Members present: Sandra Taylor, Mike Wetzel, Scott Kim, Sachelle Heavens

**1. Call to Order**

The meeting was called to order at 6:20pm.

- *Introductions & Announcements*

There were no announcements.

- *Agenda Review/Modifications*

There were two modifications to the agenda. Item 4, the election of POC Co-Chairs and item 5, the adoption of prior meeting minutes, were both deferred to the next meeting due to lack of quorum.

**2. Open Forum**

There were no public speakers for comment.

**3. Boards and Commissions Ethics Training**

Jelani Killings, Ethics Analyst of the Public Ethics Commission, and Pelayo Llamas, Oakland Deputy City Attorney, presented to the POC a video overview of the Oakland Government Ethics Act and afterward, led a short discussion and distributed information about ethical guidelines, rules and legislation.

**4. Election of POC Co-Chairs for FY2017-2018**

This item was deferred to the next meeting due to lack of quorum.

**5. Adoption of Prior Meeting Minutes from May 17, 2017 and September 20, 2017**

This item was deferred to the next meeting due to lack of quorum.

**6. OFCY 2016-2017 Program Performance Summary by Funding Strategy**

Staff discussed how program performance was measured among the fiscal year's 148 grantees. A PowerPoint presentation provided a graphical depiction of the demographics of program attendees across the seven funding strategies, the statistics of



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**Wednesday, October 4, 2017**

6:00 p.m. – 9:00 p.m.

how well programs within the same funding strategy performed, the challenges of establishing program evaluation standards and the feedback received by some programs on performance ratings.

**7. OFCY 2019-2022 Strategic Investment Planning Overview and Formation of the Ad-Hoc Strategic Planning Subcommittee for FY2017-2018**

Staff discussed the intent to develop a strategic plan for the next funding cycle of 2019-2022, and program evaluation for the current FY2017-2018 year. POC members were asked to volunteer to serve on two subcommittees that could help accomplish each of these goals. Julie Tinker Ward, Max Chacana, Francois Barrilleaux and Betty Booker volunteered to serve on the Ad-Hoc Strategic Planning Subcommittee. Anakarita Allen and Eugene Lee volunteered to serve on the Evaluation Subcommittee.

**8. Administrative Matters**

- *General Announcements*

There were no general announcements.

- *Upcoming Meetings/Scheduling*

The next general POC meeting was tentatively scheduled for December 6. A poll to determine availability of POC members to attend a weekend retreat in early to mid-November was suggested.

**9. Adjournment**

The meeting was adjourned at 7:47pm.

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**Wednesday, November 1, 2017**

6:00 p.m. – 9:00 p.m.

Committee Members present: Francois Barrilleaux, Julie Tinker Ward, Eugene Lee, Astrid Regalado, Anakarita Allen, Max Chacana  
*Committee Members absent: Hilda Ameyaw, Betty Booker, Kisha Jackson, Julie Waters, Gerald Williams*  
Staff Members present: Sandra Taylor, Mike Wetzel, Scott Kim, Sachelle Heavens

**1. Call to Order**

The meeting was called to order at 6:15pm.

- *Introductions & Announcements*

There were no announcements.

- *Agenda Review/Modifications*

There were two modifications to the agenda. Item 3, the election of POC Co-Chairs and item 4, the adoption of prior meeting minutes, were both deferred to the next meeting due to lack of quorum.

**2. Open Forum**

There was one public speaker for comment.

**3. Election of POC Co-Chairs for FY2017-2018**

This item was deferred to the next meeting due to lack of quorum.

**4. Adoption of Prior Meeting Minutes from May 17, 2017, September 20, 2017, and October 4, 2017**

This item was deferred to the next meeting due to lack of quorum.

**5. City of Oakland Department of Race and Equity**

- Presentation by Director Darlene Flynn on the Focus of the Department

This item was rescheduled for a later POC meeting soon.

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**Wednesday, November 1, 2017**

6:00 p.m. – 9:00 p.m.

**6. Oakland Promise – Oakland Children’s Initiative**

- Presentation by David Silver, Office of the Mayor

David Silver and Michael George of the Mayor’s Office discussed the purpose of the initiative, which is to provide educational equity across Oakland through a multifaceted collaboration—city departments, district and county agencies, philanthropic donations, non-profits, elected officials and interfaith organizations—that aims to: ensure all children enter kindergarten academically and socially ready to succeed by increasing access to high quality preschool for all and ensure students have an equitable opportunity to succeed by providing comprehensive support from cradle-to-career for children furthest from opportunity so they can pursue their desired college and career path.

**7. Administrative Matters**

- *General Announcements*

November 15 was put forth as a tentative date for the Strategic Planning Ad-Hoc Subcommittee to occur. December 6 was suggested as a date for the final program evaluation report of FY2016-2017 to be voted on.

- *Upcoming Meetings/Scheduling*

A new POC retreat date in mid-January 2018 was suggested. Members were told they would be polled for date availability.

**8. Adjournment**

The meeting was adjourned at 7:00pm.

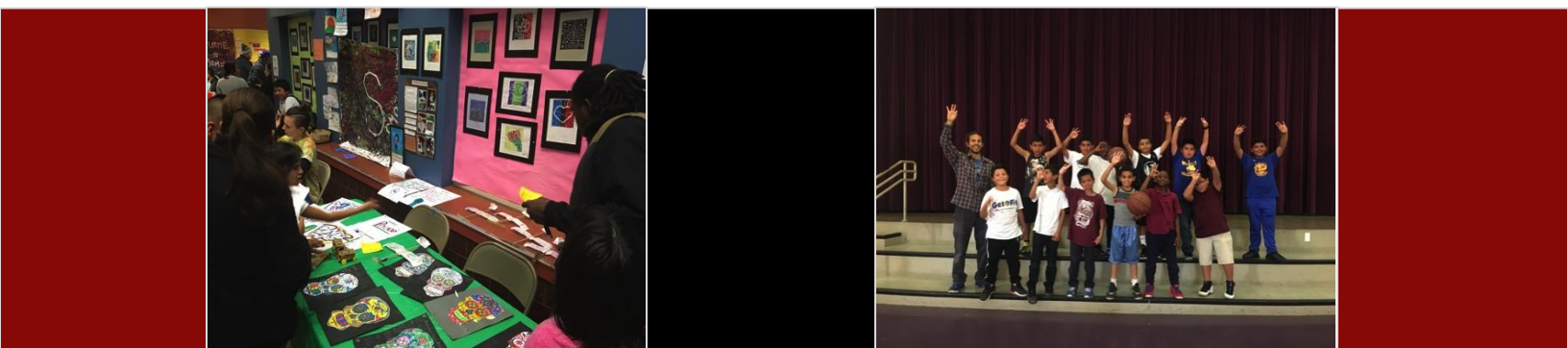


# OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS EVALUATION

## 2016-17 FINDINGS REPORT



*Prepared for the Planning and Oversight Committee of the Oakland Fund for Children and Youth and the Oakland Unified School District, After School Programs Office*



## ACKNOWLEDGEMENTS

We would like to thank all the individuals and agencies that contributed to this evaluation report.

The City of Oakland Human Services Department and the Oakland Unified School District's After School Programs Office greatly contributed to the design and structure of the report. We thank Oakland Fund for Children & Youth Director Sandra Taylor, OFCY Program Planner Mike Wetzel, and Julia Fong-Ma, the OUSD Coordinator of After School Programs, for their support.

All Oakland school-based after school programs participated in the evaluation, including distributing and collecting surveys and hosting our team for site visits. Their active participation in the evaluation is key to the success of this report.

We would also like to thank the OFCY Planning and Oversight Committee who we name individually below, with special thanks to POC Chairs Gerald Williams and Jared Utley.

Finally we thank the children and youth of Oakland, and the parents, caregivers, teachers, and service providers who support Oakland youth so that they become healthy, happy, educated, engaged, powerful and loved community members.

### 2016-17 OAKLAND PLANNING & OVERSIGHT COMMITTEE (POC) MEMBERS

District	POC Member - Adult	POC Member - Youth
Mayor	Astrid Regalado	<i>(Mayor selects a single youth or adult member)</i>
At Large	Julie Waters	--
District 1	Gerald Williams	--
District 2	Kathy Teng Dwyer	Francois Barrileaux
District 3	Anakarita Allen	Jared Utley
District 4	Steven Wirt	Ajani Torres-Cedillo
District 5	Max Chacana	Zaira Hernandez
District 6	Noni Session	--
District 7	Kisha Jackson	--



### PUBLIC PROFIT EVALUATION TEAM

Corey Newhouse, Founder and Principal  
Jessica Manta-Meyer, Director  
Jocelyn Michelsen, Senior Research Associate  
Stephanie Kong, Research Associate

Amy Goldman, Research Assistant  
Da'Shon Carr, Project Assistant  
Saili Willis, Project Assistant

### IMAGES

Cover: Oakland Leaf - Encompass | Cover: Oakland Leaf - Bret Harte | Cover: Oakland Leaf - Ascend | Cover: Oakland Leaf - International Community School | Page 11: Oakland Leaf - Learning Without Limits | Page 14: Oakland Leaf - International Community School | Page 14: Oakland Leaf - Bret Harte Middle School | Page 14: Oakland Leaf - Bret Harte Middle School | Page 14: Citizens School - Roots International Academy | Page 45: Oakland Leaf - ASCEND | Page 51: Citizens School - Roots International Academy

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# 2016-17 EVALUATION HIGHLIGHTS

THE OAKLAND SCHOOL-BASED AFTER SCHOOL PARTNERSHIP INVESTS IN HIGH QUALITY AFTER SCHOOL PROGRAMING FOR OAKLAND'S YOUTH.

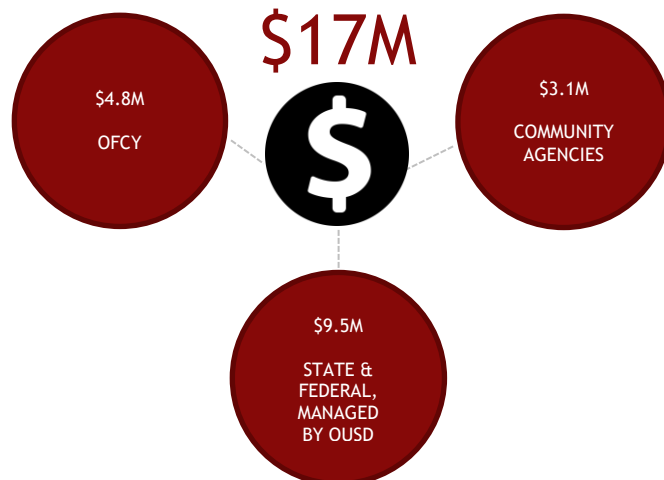
Oakland Unified School District (OUSD)  
Oakland Fund for Children and Youth (OFCY)

Oakland School-Based After School Partnership

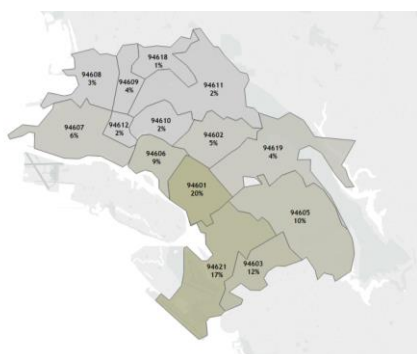
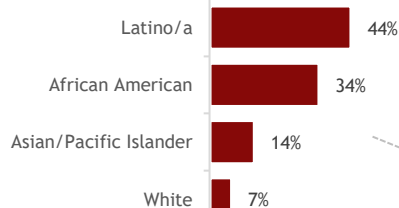
81



SCHOOL-BASED AFTER SCHOOL PROGRAMS



SCHOOL-BASED AFTER SCHOOL PROGRAMS SERVE YOUTH REFLECTIVE OF THEIR DIVERSE COMMUNITIES.



16,991



YOUTH SERVED

OUSD  
7,940  
Youth

OUSD  
+  
OFCY  
8,451  
Youth

OFCY  
600

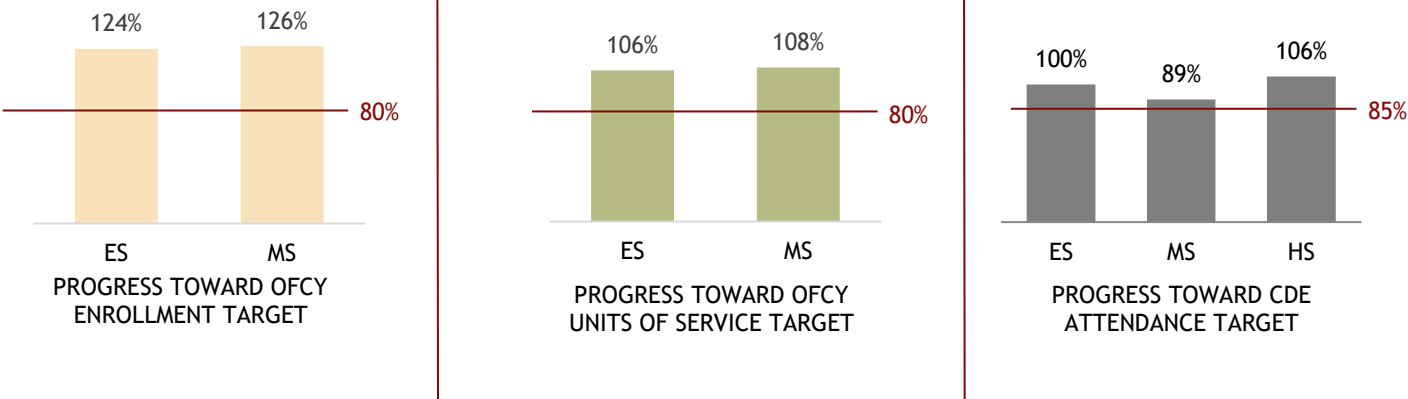
Girls,  
49%

Boys,  
51%

1 in 3  
ab

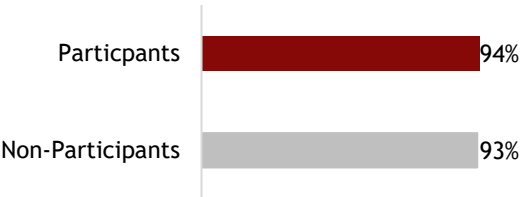
STUDENTS IS AN ENGLISH LEARNER

THE MAJORITY OF SCHOOL-BASED AFTER SCHOOL PROGRAMS MET OR EXCEEDED THEIR ENROLLMENT AND ATTENDANCE TARGETS.



AFTER SCHOOL PARTICIPANTS ATTENDED SCHOOL AT A HIGHER RATE WERE LESS LIKELY TO BE CHRONICALLY ABESENT COMPARED TO THEIR NON-PARTICIPANT PEERS.

SCHOOL DAY ATTENDANCE RATE



After school participation has a positive association with school day attendance.

Based on these findings, a one percentage point difference across nearly 17,000 students translates to over 30,000 additional days of school attended, yielding substantial additional revenue for the District.

THE SCHOOL-BASED AFTER SCHOOL PARTNERSHIP IS COMMITTED TO CONTINUOUS QUALITY IMPROVEMENT AND SUPPORTING PROGRAMS.

4.04



AVERAGE PQA SCORE  
(SCALE 1-5)

71%



OF YOUTH REPORT  
FEELING SAFE IN THEIR  
PROGRAMS

18



PROGRAM AND ASPO  
STAFF WERE CERTIFIED  
AS EXTERNAL PQA  
ASSESSORS

59



PROGRAMS DEVELOPED  
AN IMPROVEMENT  
PLAN

16



SUPPLEMENTAL  
FUNDING REQUESTS  
AWARDED

- Supported on-going literacy needs
- Supported middle school or rising middle school youth
- Supported culturally- or gender-responsive programming
- Drove opportunities for collaboration



## 2016-17 OAKLAND AFTER SCHOOL EVALUATION EXECUTIVE SUMMARY

### ABOUT OAKLAND SCHOOL-BASED PROGRAMS

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#### ✓ **Oakland School-Based After School**

*Partnership: Formed  
in 2004 by OFCY  
and OUSD's After  
School Programs  
Office.*

In 2016-17 the Oakland School-Based After School Partnership funded 81 school-based after school programs serving nearly 17,000 youth across Oakland. The Partnership, formed in 2004, is a collaboration between the Oakland Fund for Children and Youth (OFCY) and the Oakland Unified School District's After School Programs Office. Between them, the School-Based Partners leverage over \$17 million to programs, which includes over \$4.8 million annually in local funding through OFCY grants to community agencies to manage programs; a matching \$9.5 million in state After School Education and Safety (ASES) funding and federal 21<sup>st</sup> Century Learning, which are managed through OUSD; and an additional \$3.1 million garnered by community agencies from sources such as in-kind donations, philanthropic grants, and contract and service agreements with local agencies.

#### ✓ **Funding Sources: The Partnership leverages over \$17 million to Oakland programs through**

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#### ✓ **Theory of Action: The Partnership has developed a theory of change that links program goals to desired outcomes and identifies the funding sources that benefit them both now and in the future.**

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#### ✓ **Data Sources: Youth surveys; site visits (n=79); program attendance records; youth demographic**

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### ABOUT THE EVALUATION PROJECT

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*records; District  
academic data*

An annual evaluation assesses the ways in which the school-based after school programs promote positive outcomes in youth. The Theory of Action (see box at left) guides the 2016-17 evaluation. In accordance with the Theory of Action, this report presents how often children and youth attend school-based after school programs, the quality of programs, the direct outcomes and benefits to participating children and youth, as well on students' academic outcomes in the context of their program participation.

Data sources for the 2016-17 evaluation include youth surveys, site visits, program attendance records and youth demographic records from Cityspan, and District academic data.

## ABOUT YOUTH SERVED IN SCHOOL-BASED AFTER SCHOOL PROGRAMS

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### ✓ **Youth Served:**

16,991

### ✓ **Participant**

**Diversity:** Oakland

after school youth

are 44% Latino/a,

34% African

American, 14%

Asian/Pacific

Islander, and 7%

White. Programs

serve slightly more

boys (51%) than

girls (49%).

### ✓ **Oakland**

**Neighborhoods**

**Served:** Half (49%)

of all participants

live in the Fruitvale,

Coliseum, and East

Oakland zip codes.

### ✓ **English Learners:**

About 29% of after

school participants

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*are English Learners.*

In the 2016-17 program year, Oakland school-based after school programs served 16,991 youth across Oakland: 8,451 were served through programs jointly funded by OUSD and OFCY; 7,940 were served through OUSD-funded programs; and 600 were served through OFCY-funded programs at charter school sites. Elementary schools served 5,723 youth, middle school programs served 4,775 and high school programs served 6,493. After school programs are open to all students<sup>1</sup> at the program's host school at low or no cost.<sup>2</sup>

After school participants are a diverse group. More than four in 10 after school youth are Latino/a (44%), making up the highest proportion of participants. About one-third of participants are African-American (34%), followed by smaller proportions of Asian/Pacific Islander (14%) and White (7%) youth. Boys and girls are equally represented among racial/ethnic groups. Likewise, roughly equal proportions of boys (51%) and girls (49%) attend all after school programs.

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After school programs served youth throughout Oakland (Figure 1 on page 17), but nearly half (49%) of participants were concentrated in three zip codes: 94601, 94621, and 94603. These zip codes represent the Coliseum, Fruitvale, and East Oakland areas.

Nearly one-third of after school participants are English Learners. Program staff and community partners managing Oakland's after school programs develop activities to suit the unique interests and needs of their student population.

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<sup>1</sup> Host schools determine specific criteria for priority student enrollment, such as low academic performance or social needs.

<sup>2</sup> Per grant legislation, school-based 21st Century and After School Education and Safety programs may charge a fee, but may not turn away youth for inability to pay.

## PROGRAM ACCESS & ATTENDANCE

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### ✓ **Enrollment Targets:**

*OFCY grantees  
exceeded their  
2016-17 program  
enrollment goals.*

Programs supported by OFCY funding are expected to reach 100% of their enrollment goals; 80% is the minimally acceptable performance level. Figure 2 on page 23 indicates that, as a whole, OFCY grantees are exceeding their enrollment goals, with elementary programs reaching 124% of their goal enrollment and middle school sites reaching 126%. OFCY grantees are also expected to reach 100% of their unit of service goals. Figure 3 on page 23 shows that elementary programs are surpassing their goals at 106% and middle school programs at 108%.

### ✓ **Units of Service:**

*OFCY grantees  
exceeded their  
2016-17 goals for  
units of service  
(hours of service  
per participant).*

On average, children and youth in Oakland school-based after school attended 83 days of programming. Attendance varied by grade level, with elementary participants attending 128 days on average, middle school participants attending an average of 104 days, and high school participants attending 28 days on average. Available evidence indicates that Oakland school-based programs served almost half (44%) of the students in their host schools. The proportion of youth served varies by program type, as shown in Table 4 on page 24.

### ✓ **Program**

***Attendance:** Overall,  
youth attended an  
average of 83 days,  
with expected  
variations by grade  
level.*

### ✓ **Program Access:**

*After school  
programs served  
44% of the  
students in their  
host school.*

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## PROGRAM QUALITY

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✓ **Program Quality**

**Assessments:** The vast majority of the 79 programs observed were found to be Thriving (74%) or Performing (85%).

✓ **Youth Surveys:**

Youth self-reported about their perceptions of their program's quality and about their experiences and learning in key outcome areas. Youth reported that their programs are safe (71%); help them to achieve mastery of skills (64%); improve their academic behaviors (63%); and teaches them about college and careers (63%).

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✓ *Nearly 5,700 youth completed the survey during the 2016-17 program year; surveys were matched to youths' academic records (when available).*

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**Site Visits:** Measures of point-of-service quality assess youths' experience in activities, and were captured during one observation using the Youth or School-Age Program Quality Assessment (PQA) at 79 programs. Year-over-year data reveal that on the whole, programs continue to be of moderate to strong quality across grade levels. In the 2016-17 program year, 11 of 79 (14%) programs were designated as "Thriving" and only one program (~1%) was categorized as "Emerging."

**Youth Surveys:** Youth surveys included questions about youths' program experiences in the four quality domains that align with the PQA site visit tool. In all four domains, youth reported positive experiences overall, and their responses were aligned to sites' PQA scores in each area. The majority of all youth reported feelings of safety in their program (74% of elementary, 65% of middle, and 76% of high school participants), a necessary precursor for youth to experience the other aspects of program quality. In addition, youth across all three grade-groups

also reported strong levels of support in their programs, (73% of elementary, 60% of middle, and 71% of high school youth); these results align well with data from site visits.

**Differences in Program Quality:** There were only modest differences in 2016-17 between boy and girl participants' perspectives of program quality, as measured through youth surveys. Most notably, high school girls reported they felt safer in their programs (83%) compared to boys (73%).

## PROGRAM OUTCOMES

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### ✓ *Outcome Domain*

*Differences: Gender and age were the factors that drove youths' differing views on the survey's outcome domains. Differences between middle school boys' and girls' responses were observed in nearly every domain in the youth survey.*

### ✓ *Academic Data*

*Sources: School day attendance/chronic absenteeism; and OUSD's high school readiness measure. When possible, we compared youth to non-participants in the same schools.*

### ✓ *Academic*

*(Contributory)*

*Outcomes Findings:*

*Encouragingly, after school participants*

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*have higher school  
day attendance rates  
than non-  
participants, and are  
less likely to be  
chronically absent.*

---

Youth surveys also asked participants about their experiences and learning in certain key outcome areas: academic behaviors, mastery, social & emotional skills, physical well-being, school connectedness, and college & career exploration. In particular, youth reported developing a sense of mastery (64%) and improving their academic behaviors (63%). Similarly, 63% of youth reported they were exposed to information about college and career paths in the future.

**Differences in Outcome Domains:** Gender comparisons showed only modest differences in self-reported outcomes across most survey domains. However, middle school-aged boys were more likely than girls of the same age to report strengthening their academic behaviors in a few different dimensions.

**Differences in School Day Attendance:** The academic outcomes examined included school day attendance and chronic absence rates. Analysis focused both on highlighting the overall trends for after school participants versus non-participants in the same schools, and on exploring any differences by race/ethnicity and/or gender.

In 2016-17, after school program participants had higher school attendance rates than their peers. On average, after school participants attended 94% of all school days and non-participants attended 93%; this difference, though small, is statistically significant.<sup>3</sup> Another measure of school day attendance is chronic absenteeism, defined as missing 10% or more of all school days. Young people in after school programs were less likely to be chronically absent than non-participants: about 15% of after school participants were chronically absent, compared to 19% of non-participants; this difference is also statistically significant.<sup>4</sup>

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<sup>3</sup> Statistically significant at  $p < .05$  level using independent samples t-test.

<sup>4</sup> Statistically significant at  $p < .05$  level using independent samples t-test.

## INTRODUCTION: ABOUT OAKLAND SCHOOL-BASED PROGRAMS, THEIR PARTICIPANTS, & THE EVALUATION PROJECT

The Oakland School-Based After School Partnership funded 81 programs throughout Oakland, which served 16,991 children and youth in 2016-17.

### In this section:

About Oakland after school **programs**

About Oakland after school **participants**

About the **School-Based After School Partnership, OUSD, and OFCY**

About **funding** for school-based after school

About the 2016-17 **evaluation**



## ABOUT OAKLAND AFTER SCHOOL PROGRAMS: A SNAPSHOT

Oakland after school programs provides critical support to host schools, youth, and their families. Research indicates that after school is more than just a safe haven for youth; high quality after school programs can support youth academically and socially.<sup>5</sup> Some studies show that minorities and youth in low-income communities benefit even more from after school programs than their more affluent peers, suggesting that after school programs are especially critical for these young people.<sup>6</sup>

In the 2016-17 program year, the Oakland School-Based After School Partnership funded 81 programs that operated at OUSD or public charter schools, including a mix of K-8<sup>th</sup>, 6<sup>th</sup>-12<sup>th</sup>, elementary, middle, and high schools. Eighteen partner agencies manage day-to-day operations, staffing, and program delivery. During program hours youth receive a mix of academic support, recreational/physical, and enrichment activities. The 81 school-based after school programs served youth from across Oakland; participants' home zip code data indicates that nearly half of all youth (49%) reside in the Fruitvale, Coliseum, and East Oakland areas.<sup>7</sup>

<sup>5</sup> Durlak, J.A., Weissberg, R.P., & Pachan, M. 2010. A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45(3-4), 294-309.

<sup>6</sup> Mahoney, J. L., Parente, M. E., & Zigler, E. F. (2010). After-school program participation and children's development. In J. Meece & J. S. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 379-397). New York, NY: Routledge.

<sup>7</sup> Percentages by Zip codes references in these areas are: 94601 (20%), 94621 (17%), and 94603 (12%). For a complete list of after school program locations and lead agencies, see Data Companion A: After School Program Locations & Partners (p.54).

## ABOUT OAKLAND AFTER SCHOOL PARTICIPANTS

In 2016-17, school-based programs served 16,991 youth across Oakland, including 5,723 elementary, 4,775 middle, and 6,493 high school youth. After school participants are an ethnically diverse group. More than 4 in 10 after school youth are Latino/a (44%), making up the highest proportion of participants (Table 1). About one-third of the participants are African-American (34%), followed by Asian/Pacific Islander (14%) and White (7%) youth. Boys and girls are equally represented among racial/ethnic groups. Likewise, roughly equal proportions of boys (51%) and girls (49%) attend all after school programs. Youth served in after school largely mirror the composition of the District overall. Programs are slightly more likely to serve African American students compared to the total student population at the programs' school sites; 34% of program participants are African American compared to 28% of students at the host school sites.

**TABLE 1. PROGRAMS SERVED DIVERSE OAKLAND YOUTH**

Racial/Ethnic Category	ES Programs	ES OUSD	MS Programs	MS OUSD	HS Programs	HS OUSD	All Programs	Total OUSD
Latino/a	43%	43%	48%	46%	43%	47%	44%	45%
African American	36%	25%	31%	25%	35%	25%	34%	25%
Asian/Pacific Islander	13%	14%	12%	15%	15%	16%	14%	15%
White	7%	12%	8%	9%	7%	7%	7%	10%
American Indian/Alaskan Native	1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Other/Multi-Racial*	<1%	5%	<1%	3%	<1%	2%	<1%	4%
Unknown/Not Reported	<1%	2%	<1%	2%	<1%	2%	<1%	2%

Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.

California Department of Education DataQuest Database for district enrollment records for FY 2016-2017. District enrollment includes sites that do not host an after school program.

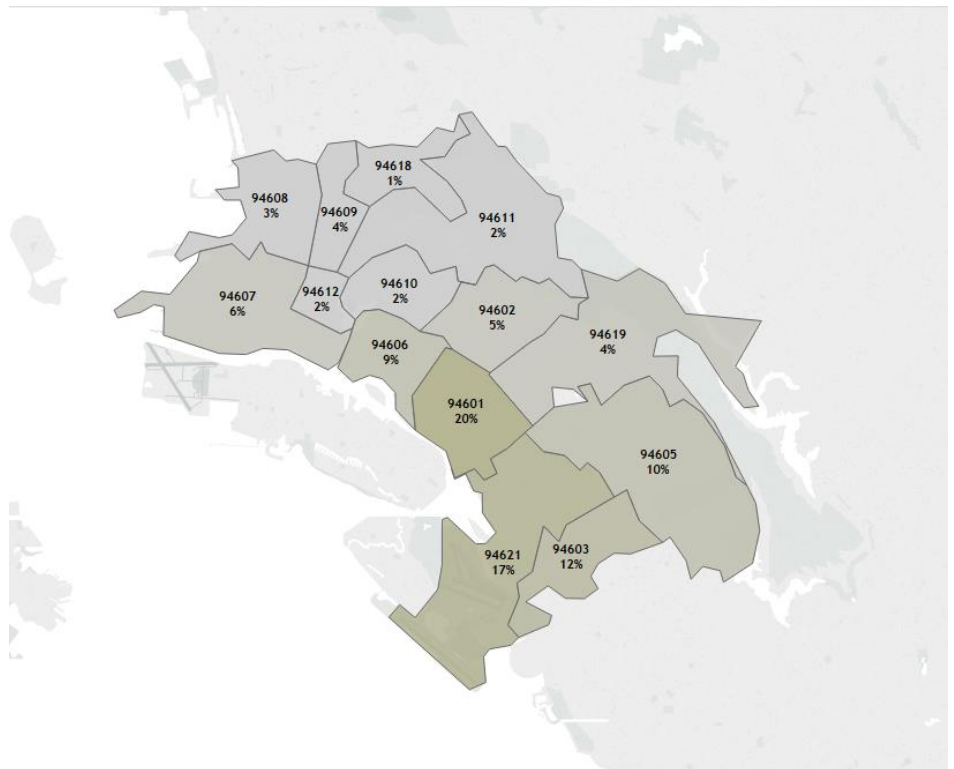
\*Indicates that the category "Other" was selected in Cityspan records.

Nearly one in three (29%) after school participants are English Learners (ELs); this is lower than the overall composition of the host schools (37% EL students, on average). Most of this difference occurs at the elementary level; the proportion of ELs served by middle school and high school programs is roughly 25%, which is the same as the EL population across those grade levels.

After school programs served youth throughout Oakland (Figure 1), but nearly half (49%) of participants were concentrated in three zip codes:

94601, 94621, and 94603. These zip codes represent the Fruitvale (20%), Coliseum (17%), and East Oakland (12%) areas.

**FIGURE 1. NEARLY HALF OF PARTICIPANTS RESIDE IN THREE NEIGHBORHOODS**



Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017, n=16,991.

### **ABOUT THE SCHOOL-BASED AFTER SCHOOL PARTNERSHIP**

The School-Based After School Partnership funds comprehensive school-based after school programs for children and youth in Oakland. The Oakland Unified School District's (OUSD) After School Programs Office (ASPO) and the Oakland Fund for Children and Youth (OFCY) formed the Oakland School-Based After School Partnership in 2004.

The Partnership aims to provide equitable access to high quality after school programs that help children to be:

- Engaged and succeeding in school;
- College and career ready; and
- Physically and emotionally well.

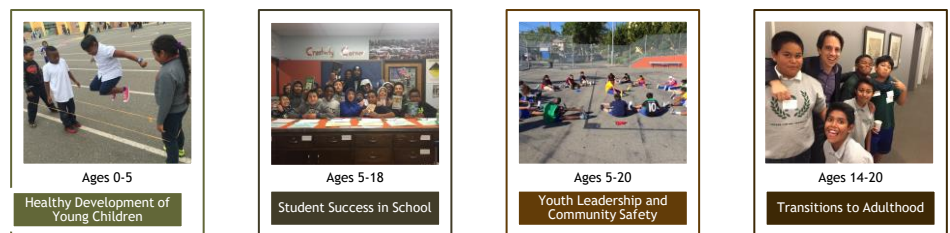
These goals are aligned with efforts in Oakland to improve young people's educational outcomes, including Oakland's investment in the Kids First! legislated goal to "Help Children and Youth Succeed in School and Graduate High School" and the Oakland Unified School District's (OUSD) Full Service Community Schools initiative to provide health, education, and social services to youth, their families, and the community.

## About the OUSD After School Programs Office

Oakland after school programs work intentionally to support the school district's Pathway to Excellence strategic plan. This plan articulates the vision that all students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. To achieve this vision, OUSD aims to build full service community schools that focus on high academic achievement while serving the whole child. Oakland after school programs contribute to the community schools model by providing youth multiple, aligned supports in the following key areas: academic support, social and emotional learning, college and career readiness, and parent engagement.

The 2016-17 after school programs evaluation describes the supports provided to young people in OUSD-funded after school programs and assesses the resulting youth and program-level outcomes.

## About the Oakland Fund for Children and Youth



The Oakland Fund for Children and Youth (OFCY) funds 150 youth service programs for children and youth in a variety of community- and school-based settings. OFCY programs guide and support children and youth throughout the formative periods of their lives, from birth through age 20.

These programs play an important role for students, families, the Oakland Unified School District, and the community as a whole. OFCY funds programs to advance four primary goals:

- To support the healthy development of young children.
- To help children and youth succeed in school and graduate high school.
- To prevent and reduce violence, crime, and gang involvement among children.
- To help youth transition to a productive adulthood.



OFCY's funding for school-based after school programs represents Oakland's investment and primary strategy to make progress toward the Kids First! legislated goal to "Help Children and Youth Succeed in School and Graduate High School." OFCY's school-based strategy specifically supports elementary and middle school after school programs and is OFCY's largest funding strategy. The City of Oakland invests one-third (33%) of total OFCY annual funding into after school.

This strategy provides base funding to elementary schools to deliver enrichment, academic support, arts, sports, technology, literacy, and other youth development and leadership programming. Middle school funding invests in innovative after school programming including science, technology, arts, sports, linked learning, and other school-based enrichment programming that build on youth interests and assets and build a positive attachment between young people and their schools. At sites with high levels of students qualifying for free or reduced price lunch, supplemental funding supports enrichment programming, such as arts, STEM (science, technology, engineering, and math), literacy, and gardening; expanded program capacity; and/or other site needs (see page 49 for more on the supplemental funding).

OFCY grantees served 32,014 youth in the 2016-17 program year. The 59 programs in the school-based after school strategy served over 28% of those youth (n=9,051).

## **ABOUT FUNDING FOR SCHOOL-BASED AFTER SCHOOL**

Oakland school-based after school programs are jointly funded through a planned and committed investment of funds from the School-Based Partners. These funds blend local, state, and federal dollars provided to programs to ensure quality services that are free or low-cost. This report includes information collected at 81 school-based after school programs.

The School-Based After School Partners, OUSD and OFCY, leverage funds to support a breadth of programs across Oakland. State and federal programs fund OUSD which provides grants to District-based sites, including high school sites. OFCY's school-based after school strategy supports after school programs for youth in grades K-8, including four charters funded directly by state and federal grants. Therefore, 56 of the 81 programs are mutually supported by both OFCY and OUSD; four programs operating at Oakland charter schools are supported by OFCY grant funds that match direct federal and state dollars; and 21 programs, including the 14 high schools, are supported solely by state and federal after school funding through OUSD. Table 2 presents the 2016-17 funding levels from these sources.

Examining the funding level of the School-Based Partners individually demonstrates the significant financial investment in Oakland's youth (see Table 2). OFCY supports 59 elementary and middle schools through the

Student Success in School funding strategy. OUSD funds 77 programs through the After School Education and Safety (ASES), 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education (CDE).

**TABLE 2. FUNDING BY ASES, 21ST CCLC, ASSETS & OFCY GRANTS<sup>8</sup>**

Program Type	ES (n=44)	MS (n=23)	HS (n=14)	Total (n=81)
ASES, 21st CCLC, ASSETS	\$2,766,144	\$3,409,886	\$3,333,942	\$9,509,972
OFCY Funds	\$3,117,073	\$1,693,700	—	\$4,810,773
Matched Funding	\$2,181,459	\$683,390	\$290,843	\$3,155,692
Total	\$8,064,676	\$5,786,976	\$3,624,785	\$17,476,436

Source: OFCY Matched Source report accessed via Cityspan Attendance tracking system and OUSD grant records.

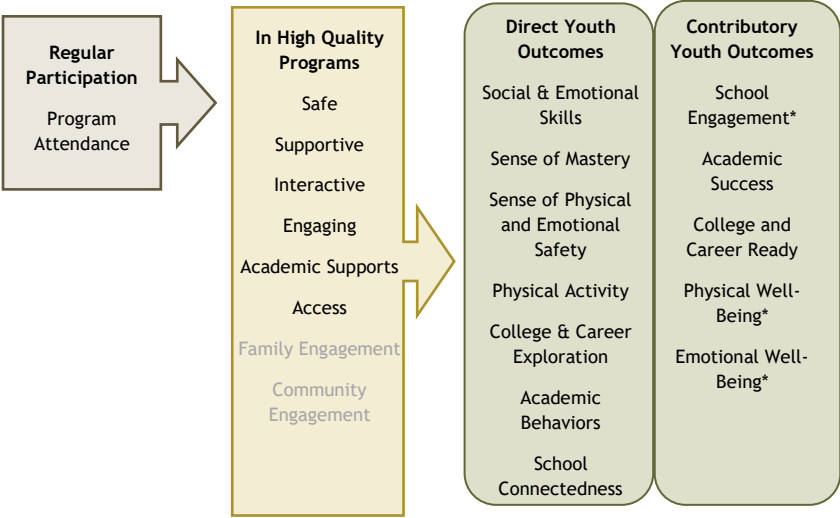
OFCY provides over **\$4.8 million** in funds to elementary and middle school sites, with base grants at \$72,000 for elementary sites and \$85,000 for middle school sites. An additional 16 high need sites receive between \$18,870 and \$20,000 in supplemental funds. These sites have a particularly high rate of students who qualify for free or reduced price lunch (85% or greater), and use the supplemental funds to increase enrichment offerings or otherwise build capacity at their site to best serve their students. OUSD leverages **\$9.5 million** in state and federal grants, including \$3.3 million for the 14 high schools.

Programs report over **\$3.1 million** in leveraged funding from sources like in-kind donations, parent fees and community donations, philanthropic grants, and contracts/service agreements with other local agencies. Precise information on parent fees is unavailable, but preliminary analysis indicates that parent fees are rarely or never charged at high school sites, whereas at least some parents contribute fees at a dozen, possibly more, elementary and middle school sites. Among those sites that reported collecting parent fees, the average was \$24,500 per site, ranging from \$9,900 to \$50,400 in total fees.<sup>9</sup> Anecdotal evidence strongly suggests that programs ensure that fees are not a barrier to access: parent fees are calculated on a sliding scale and policies state that no family will be turned away because of an inability to pay fees.

<sup>8</sup> Data provided in this table is drawn from multiple sources; due to missing data noted in the table, we advise interpreting data with caution.

<sup>9</sup> Five (5) agencies, representing over half of the 81 sites (47), submitted information about fees; most of these sites (35) reported no income from parent fees. Of the twelve (12) sites that reported fees, eleven (11) were from a single agency. The remaining agencies, representing a total of thirty-four (34) sites, did not provide information on fees. Additional analysis of parent fees is planned for 2017-18.

ABOUT THE 2016-2017 EVALUATION



Oakland School-Based After School Theory of Action. Items in gray are not measured in the evaluation due to data limitations. We use direct outcomes as indicators of progress toward items with an asterisk (\*) because long-term assessments are unavailable.

The Theory of Action above informs this evaluation and is the basis for the Oakland School-Based After School Partnership’s goals for programs. It is expected that access to high quality after school programs helps young people who attend these programs regularly to be physically and emotionally well, engaged and succeeding in school, and ready for college and career. Evidence that youth are making progress toward these intermediate (direct) outcomes includes improvement in social skills, a sense of emotional and physical safety, increased physical activity, college and career exploration, and consistent practice of academic behaviors and other skills.



The guiding evaluation questions and Partnership goals are:

**TABLE 3. EVALUATION QUESTIONS & OAKLAND SCHOOL-BASED AFTER SCHOOL PARTNERSHIP GOALS**

EVALUATION QUESTION	SCHOOL-BASED PARTNERSHIP GOAL
What progress have school-based after school programs made toward target enrollment and daily attendance rates?	Youth have access to free or low-cost after school programming and attend after school regularly
In what ways are school-based after school programs providing high quality services?	Youth experience high quality after school programs
Are youth demonstrating progress in outcomes that contribute to: a) school engagement and academic success; b) college and career readiness; and c) physical and emotional well-being?	Youth are: <ul style="list-style-type: none"><li>• Engaged, attending, and succeeding in school</li><li>• College and career ready</li><li>• Physically and emotionally well</li></ul>
To what extent is OFCY supplemental funding used to address equity at sites with high rates of students who qualify for free or reduced priced lunch by supporting site-specific goals?	OFCY programs receiving supplemental funding use this money to expand programmatic access to and to support children and youth with the highest need

For more information about the 2016-17 school-based programs evaluation, see Data Companion B: Data Sources By Report Section (p.59) and Data Companion C: Evaluation Methodology (p.60).

## PROGRAM ACCESS & ATTENDANCE

Oakland after school programs provide widespread access to programming for children and youth throughout Oakland. The majority of school-based after school programs met or exceeded their enrollment and attendance targets.

### In this section:

Measures of program participation

Program access + attendance

FIGURE 2. PROGRESS TOWARDS OFCY ENROLLMENT TARGET

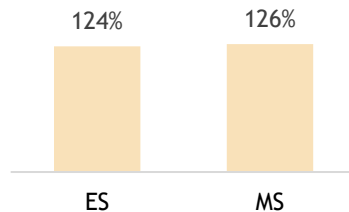


FIGURE 3. PROGRESS TOWARDS OFCY UNITS OF SERVICE TARGET



FIGURE 4. PROGRESS TOWARDS CDE ATTENDANCE TARGET

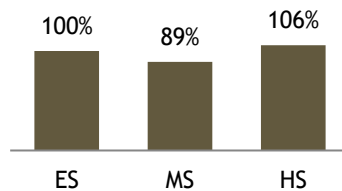
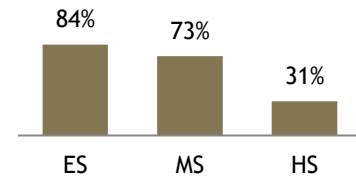


FIGURE 5. PARTICIPANT ATTENDANCE RATE



Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.

## FIVE MEASURES OF PROGRAM PARTICIPATION

This evaluation uses five measures – enrollment, attendance, retention, hours of service, and average days per youth – to better understand the extent to which Oakland’s youth participate regularly in after school programs.

OFCY grantees are expected to reach 100% of their enrollment and units of service goals; 80% is the minimally acceptable performance level. As a whole, OFCY grantees are exceeding their enrollment and units of service targets across both elementary and middle school grade levels (Figure 2 and Figure 3).

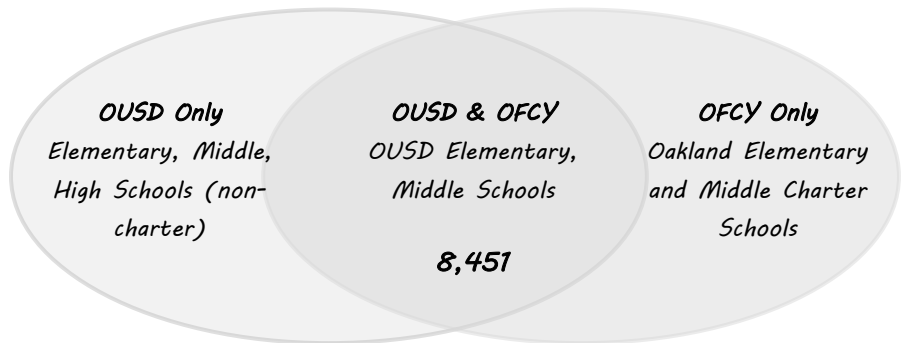
CDE-defined attendance is the number of visits to a program. After school programs funded by ASES and 21st CCLC must meet at least an 85% attendance target established by the California Department of Education (CDE) to sustain funding. On average, elementary, middle, and high school programs exceeded their attendance targets (Figure 4).

Participant attendance rate measures youths’ ongoing participation in the program while enrolled. It is calculated as the number of days attended divided by the number of days enrolled in the after school program. Participants’ attendance rates are calculated for those activities that require ongoing participation; therefore, drop-in activities are not included in the calculation. Attendance patterns are expected to vary by school level. Whereas elementary and middle school students have weekly attendance requirements (5 and 3 days per week, respectively), high schools do not have an attendance requirement.

## ACCESS & ATTENDANCE

Oakland school-based after school programs strive to serve as many youth from their host schools as their program capacity will allow. In total, 16,991 youth were served by school-based after school programs; Figure 6 presents the breakdown of youth served by funding type.

**FIGURE 6. NUMBER OF YOUTH SERVED**



Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.

School-based programs served nearly half of the students (44%) who attended their collective host schools. However, this proportion varied widely, from 34% among elementary programs to 74% among high school programs. High school programs are designed to offer greater choice in how students participate, as outlined above. Therefore, over the course of the year, high school programs have the capacity to serve a larger proportion of host school students. On the other hand, elementary schools are designed to serve a consistent set of enrolled students attending every day. Therefore, these sites tend to serve a lower proportion of the host school overall.

**TABLE 4. PERCENT OF HOST SCHOOL STUDENTS ATTENDING SCHOOL-BASED AFTER SCHOOL PROGRAMS**

Program Type	Total Number of Participants	% of Host School
Elementary School Programs (n=44)	5,723	34%
Middle School Programs (n=23)	4,775	50%
High School Programs (n=14)	6,493	74%
Overall (n=81)	16,991	44%

Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017 and OUSD's RAD for host school enrollment figures. NOTE: Some high schools served a greater number of students than their official enrollment. This may be due to a combination of factors: students attending the program from other schools and natural turnover in the school population since total participants is a rolling statistic while total school enrollment is a snapshot on census day for the District.

On average, children and youth in school-based after school attended 83 days of programming. Attendance varied by grade level, with elementary participants attending 128 days on average, middle school participants attending an average of 104 days, and high school participants attending 28 days on average.

The hours of service measure represents the average number of hours individual elementary or middle school youth spent in a given activity or content area during the program year. OFCY funded programs develop detailed scope of work that project program activity hours for the year in Cityspan, categorized by program type. These hours are then tracked as programs record activity attendance. This information describes how often the average young person participated in subject area hours during the academic year.

Youth spent an average of 430 hours in activities in programs funded through OFCY's school based after school grant strategy. The amount of time spent in each activity varied by grade level, as expected given the difference in program design and dosage. Overall, students participated the most in academics (39%) and character education (39%) activities, followed by enrichment activities (28%) (Table 5).<sup>10</sup>

**TABLE 5. AVERAGE HOURS OF SERVICE FOR SCHOOL-BASED AFTER SCHOOL PROGRAMS**

	Average Hours of Service per Participant				
	Enrichment	Academics	Character Education	Other	Total
Elementary School Programs (n=40)	136	183	171	46	478
Middle School Programs (n=19)	101	147	161	22	362
Overall Average (n=59)	122	168	167	38	430

Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.

<sup>10</sup> Activities were grouped from existing database categories as follows: Enrichment (sports, performing and visual arts, gardening, cultural activities, and cooking), Academics (counseling, academic support/tutoring, early learning support, literacy support, field trips, STEM), Character Education (conflict resolution and violence prevention, leadership development, community building, career readiness, mentorship, community service, and financial literacy), and Other (family engagement, health education, legal services, mental health services, and outreach).

Data Companion E: Enrollment, Attendance, & Retention by Program (p.66) provides outcome data for the five key measures of program attendance. These are:

**Enrollment** - The number of children and youth served. This information is reported for all programs and progress towards goals is calculated for any programs receiving OFCY funding. Programs aim to serve at least 80% of their target enrollment annually.

**Units of Service** - The number of service hours provided to youth during the program year. This information is reported for any programs receiving OFCY funding. The minimal satisfactory performance benchmark for this service goal is set at 80% by OFCY.

**Progress Towards Attendance Goals** - Per the California Department of Education (CDE), the targeted attendance goal is set at 85% of the program's capacity. This information is reported for any programs receiving OUSD funding. Progress towards that goal is measured by the number of times any youth attends the program.

**Average Days Attended** - The average number of days participants attended a given program. There is no program-level goal for this measure; instead it is used to describe how often the average young person attends a school-based after school program during the academic year. In 2016-17, OUSD-based programs were open for approximately 180 school days.<sup>11</sup>

**Participation Rate** - This measures youths' ongoing involvement with the program. This rate is calculated for those activities that require ongoing participant involvement; drop-in activities are not included in the calculation. There is no program-level goal for this measure; however, it helps programs think about the extent to which they are retaining youth.

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<sup>11</sup> Some programs were open during school breaks; the figure reported reflects days when school was in session only.

## PROGRAM QUALITY

Point-of-service quality, captured through site visits, provides a snapshot of youths' experience in after school. Understanding quality is paramount because it is the hinge between youths' program participation and positive outcomes. Site visit results indicate that most 2016-17 programs are considered either Performing or Thriving. Youth perspectives were generally well aligned with site visit ratings of program quality.

### In this section:

Program Quality focuses

Program quality findings: PQA-based site visits

Program quality findings: Youth survey results

FIGURE 7. OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS ARE PROVIDING HIGH QUALITY EXPERIENCES TO YOUTH

	ELEMENTARY	MIDDLE	HIGH
AVERAGE OVERALL PQA SCORE (1-5)	4.20	3.80	3.90
% THRIVING	19%	9%	7%
% PERFORMING	79%	91%	93%
# OF VISITS*	43	22	14

Sources: Evaluation site visits for the 2016-17 program year (n=79). These figures include visits conducted by Public Profit, OUSD's ELO, and community-based agency staff, all certified assessors.

## PROGRAM QUALITY FOCUSES ON YOUTHS' AFTER SCHOOL EXPERIENCES

Point-of-service quality captures youths' experience in activities, and was measured during an observation using the Youth or School-Age Program Quality Assessment (PQA) at 79 programs. In the 2016-17 program year, 11 of 79 (14%) programs were designated as "Thriving," and only one program (~1%) was categorized as "Emerging."<sup>12</sup> In addition, youth surveys contained questions that asked participants to self-report about these same elements of program quality; findings from youth surveys largely echo those from site visits.

<sup>12</sup> "Thriving" means a program with a total overall PQA score of 4.5+, which indicates high quality services across all four domains. "Performing" is a site with an average overall score between 3 and 4.5, which indicates high quality services in almost all domains, with a few areas for improvement. "Emerging" is a program that is not yet providing high-quality services in all domains, with an overall average score lower than 3.

## PROGRAM QUALITY FINDINGS

### Site Visits Suggest that Most Programs Support Youth with High Quality Practices

Visits to school-based after school programs were conducted using either the School-Age Program Quality Assessment (SAPQA) for programs serving elementary-age youth, or the Youth Program Quality Assessment (YPQA) for programs serving middle school, K-8, and high school-aged youth. The PQA is a research-based observation tool used by out-of-school-time programs nationally. It includes five quality domains<sup>13</sup>: Safe Environment, Supportive Environment, Peer Interaction, Youth Engagement, and Academic Climate.<sup>14</sup> Scores on the PQA range from 1 to 5, with higher numbers indicating stronger quality.

In the 2016-17 evaluation cycle, site visits were divided between Public Profit (38 visits) and After School Programs Office staff and Community-Based Organization (CBO) assessors (41 visits). Having CBO assessors was part of on-going Continuous Quality Improvement (CQI) efforts that include developing program quality leadership among staff across participating agencies. (For more on this, see the Continuous Quality Improvement section starting on page 55.)

All visitors were certified as external assessors by the developers of the PQA. Public Profit site visitors assessed a purposeful sample of new programs and programs with lower 2015-16 site visit scores; these visits were designed to prioritize supports and actionable data for this group of sites. ASPO/CBO visitors assessed the remaining group of programs. Nearly all sites received one site visit in 2016-17.<sup>15</sup>

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<sup>13</sup> Please refer to the Data Companion for a detailed description of each of the quality domains.

<sup>14</sup> The Academic Climate observation protocol was developed specifically for OUSD programs and is not included in the calculation of the overall program quality score.

<sup>15</sup> ASCEND and Achieve Academy did not receive site visits in 2016-17; they are slated to receive one in 2017-18.

TABLE 6. PROGRAM PERFORMANCE SCORES BY QUALITY DOMAIN

Quality Domain	Elementary (n=43)	Middle (n=22)	High (n=14)	All Sites (N=79)
<b>Overall Rating*</b>	<b>4.20</b>	<b>3.80</b>	<b>3.90</b>	<b>4.04</b>
Safe	4.84	4.81	4.66	4.80
Supportive	4.34	4.34	4.19	4.31
Interaction	4.13	3.33	3.67	3.82
Engagement	3.50	2.73	3.08	3.21
Academic Climate	3.44	3.13	3.82	3.36

Source: Site visits representing 79 programs, September-November 2016 and February 2017.

\*Overall Rating excludes the Academic Climate domain average.

PQA ratings (Table 6) demonstrate that programs at all levels provided youth with physically and emotionally safe programs and offered supportive environments characterized by opportunities for learning and positive relationships. Elementary programs scored the highest overall rating; 71% of their ratings were of high quality (5s). All sites promoted particularly strong safe and supportive environments.

The Safe and Supportive domains lay the foundation for the more advanced staff practices assessed in Interaction and Engagement. As expected, programs achieved strong ratings in these foundational domains. Many programs also had high ratings at the top of the program quality pyramid in the Interaction and Engagement domains. Staff in elementary school programs consistently exhibited practices that promoted peer interaction (Table 6); middle and high school programs rated lower on Interaction than elementary school programs, though these programs were still within acceptable performance ranges. Sites continue to invest in professional development and other supports to build staff skills in these domains.

### Youth Surveys Support the Findings from Site Visits

Youth survey respondents were asked questions about the quality of their after school program in these same four PQA-aligned domains; youth survey results mirror findings from site visit data (Table 7). In particular, youth reported feeling safe in their after school program, with 74% of elementary, 65% of middle, and 76% of high school participants agreeing. Respondents agreed that their after school program's environment is supportive, with 73% of elementary, 60% of middle, and 71% of high school youth concurring. Slightly fewer youth reported that their sites provided opportunities for interaction; 70% of elementary, 58% of middle, and 67% of high school students said that they feel like they belong, they get to help others, and they make new friends. Finally, similar to the data from site visits, relatively fewer youth reported opportunities for engagement in their after school program. Only 63% of



elementary, 52% of middle, and 66% of high school respondents reported that their programs provided opportunities for them to choose activities or try new activities.

Overall, youth found the foundational elements of safety and support to be reasonable in their programs, with the harder-to-achieve domains of Interaction and Engagement sufficient (though presenting some opportunities for continued improvement). These findings align well with the data trends found in site visit scores for the 2016-17 program year.

**TABLE 7. YOUTH SELF-REPORTS ABOUT PROGRAM QUALITY MIRROR PQA SCORE FINDINGS**

Survey Composite:	Elementary (n=44)	Middle (n=23)	High (n=14)	Overall (n=81)
Safe	74%	65%	76%	71%
Supportive	73%	60%	71%	68%
Interaction	70%	58%	67%	66%
Engagement	63%	52%	66%	60%

Source: Youth Surveys, fielded spring 2017. N=5,683.

Detailed site-level youth survey results are included in Data Companion F: Youth Survey Composites & Results by Program on page 70.

## PROGRAM OUTCOMES

There are seven outcome areas prioritized by the School-Based After School Partnership. As defined in the Theory of Action (page 17), these outcome areas represent the near-term and long-term benefits that regular participation in high quality programs can help youth to achieve.

### In this section:

#### Outcomes findings:

Academic behaviors  
Sense of mastery  
Social & emotional skills  
Wellness behaviors  
School engagement  
College & career exploration  
Academic outcomes

#### Differences in program outcomes

FIGURE 8. SCHOOL-BASED AFTER SCHOOL OUTCOME AREAS

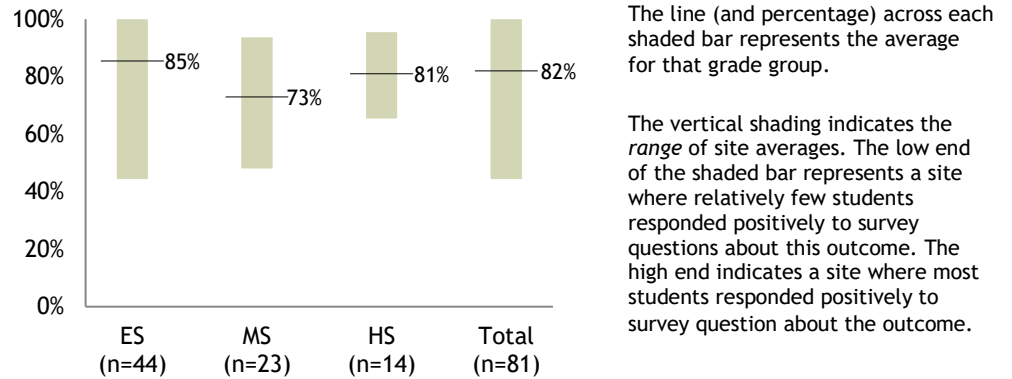


## YOUTH SURVEYS ASSESS PARTICIPANTS' OUTCOMES

This report features seven outcome domains prioritized by the School-Based After School Partnership. The extent to which young people experience positive benefits is assessed through youth surveys (N=5,683). Differences in youth outcomes by gender, grade level, race/ethnicity, and English Learner status are discussed when they are statistically significant. The youth survey findings in each outcome area are discussed on two levels throughout the following sections:

- **Youth Survey Composites** – A composite is used as a global measure of each outcome area. The composite indicates the proportion of youth who answered positively to nearly all of the survey questions related to that outcome theme. For example, a youth who scores highly on the Physical Well-Being Composite answered positively to at least two of the three related survey questions. Survey composites are reported separately for elementary (ES), middle (MS), and high school (HS) youth. (See Data Companion F: Youth Survey Composites & Results by Program on p. 70 for more information).
- **Grade Level Composites**– Each domain section includes a description of the percentage of youth in elementary, middle, and high school programs who had positive responses to the outcome composites. Grade level composites are presented on the second page of every outcome section. Instructions on how to read the diagram are shown on the following page (Figure 9):

FIGURE 9. HOW TO READ THE WATERFALL CHARTS IN THIS SECTION



## PROGRAM OUTCOMES: ACADEMIC BEHAVIORS

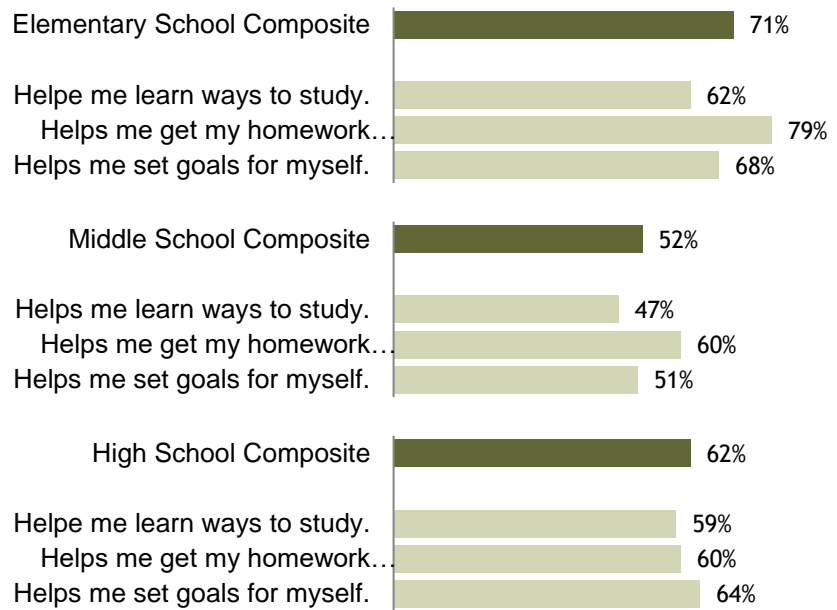
Academic behaviors are the habits that show youth are making an effort to learn,<sup>16</sup> such as studying and finishing homework. When youth consistently engage in academic behaviors, they are more likely to improve their academic performance.<sup>17</sup> Oakland after school programs provided academically enriching environments (Figure 10). Specifically:

- *More than half of youth developed multiple academic behaviors* – Seventy-one percent of elementary, 52% of middle school, and 62% high school youth reported developing a range of academic behaviors.
- *Youth learned to set goals in their after school programs* – More than half of elementary (68%), middle (51%), and high school youth (64%) reported being better at setting goals.
- *After school participants improved their study skills* – Sixty-two percent (62%) of elementary youth, 47% of middle school, and 59% of high school youth reported gaining study skills.
- *Youth learned better homework habits* – Seventy-nine percent (79%) of elementary, 60% of middle, and 60% high school youth reported improvements in homework completion.

<sup>16</sup> Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). Teaching adolescents to become learners. The role of non-cognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research.

<sup>17</sup> Ibid

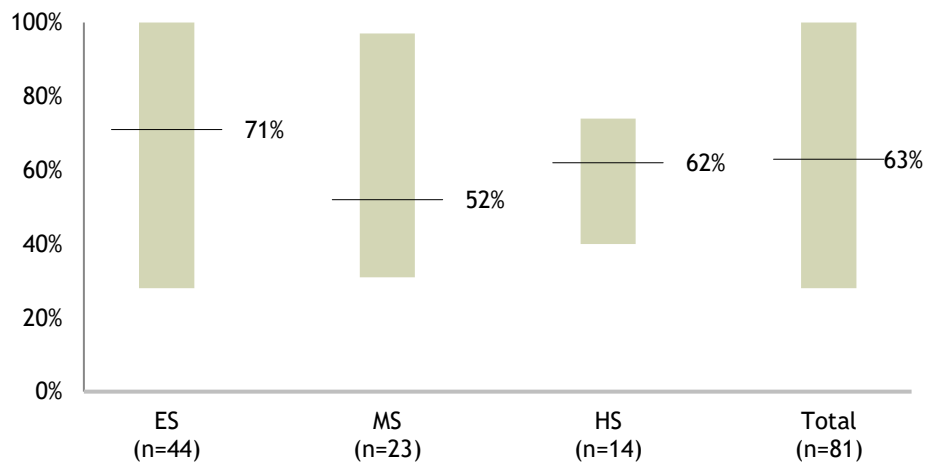
**FIGURE 10. ACADEMIC BEHAVIORS AT A GLANCE**



Source: Youth participant surveys administered spring 2017, n=2,907 (ES), n=1,827 (MS), n=949 (HS).

Looking at the data another way provides an idea of how many youth per program developed academic behaviors as measured by the survey composite (Figure 11). On average, 63% of youth in each program reported improved academic behaviors.

**FIGURE 11. YOUTH REPORTS OF ACADEMIC BEHAVIORS VARIED BY GRADE LEVEL**



Source: Youth participant surveys administered in spring 2017.

Across elementary schools, 71% of youth reported having improved academic behaviors (horizontal bar). As shown by the vertical bar, this proportion varied widely across individual sites, ranging from 28% up to 100% of participants. Just over half of the youth in middle school programs (52%) reported improved academic behaviors; this proportion ranged widely by individual sites, from 31% to 97% of participants.

Among high school sites, there was less variation; overall 62% of all high school youth reported improved academic behaviors and the proportion at individual sites ranged from 40% to 74%. The survey results indicate that, on average, elementary programs may be more likely to promote academic behaviors particularly compared to middle school programs.

In addition, of the programs observed specifically for academic enrichment and support activities, nearly three-fourths (76%) scored 3.0 or higher on the PQA Academic Climate ratings.<sup>18</sup> This includes 89% of elementary, and 100% of high school programs. However, only 53% of middle school programs achieved a 3.0 or higher on the academic climate domain, in line with the lower overall survey ratings among middle school students in this domain as well. In particular, middle school sites were less likely to foster connections between academic content and prior knowledge or school-day learning, especially compared to high school programs. These PQA scores roughly echo what youth reported in surveys.

### PROGRAM OUTCOMES: SENSE OF MASTERY

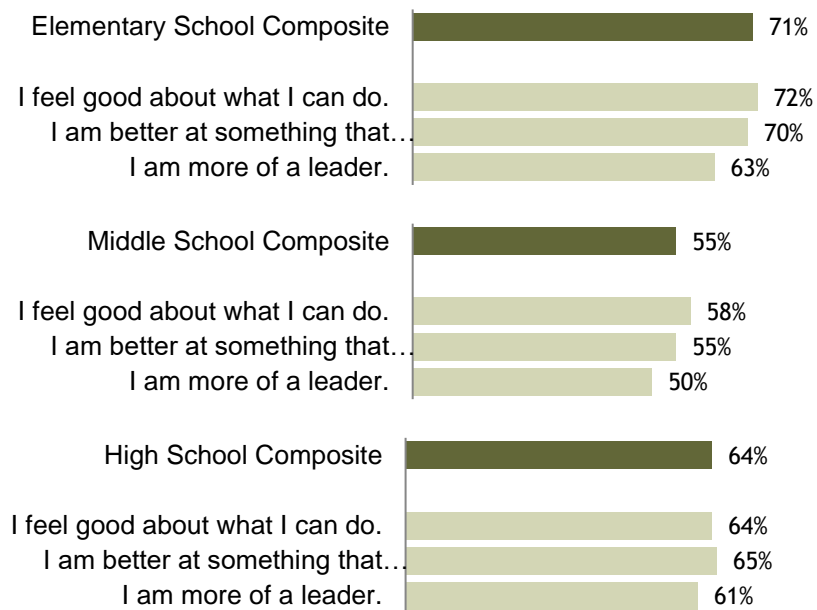
A sense of mastery is feeling that one has learned a skill to a desired level. When youth have a sense of mastery, they feel competent at a new skill, become more competent at a difficult skill, and see themselves as leaders. By and large, Oakland after school programs helped youth to develop their sense of mastery (Figure 12). Specifically:

- *Well over 50% of youth developed a sense of mastery* – Seventy-one percent of elementary school, 55% of middle school, and 64% of high school youth reported developing a sense of mastery.
- *Youth reported becoming more competent at a difficult skill* – Elementary school (70%), middle school (55%), and high school (65%) youth reported being better at something they used to think was hard.
- *After school participants feel more confident about their skills* – Over 7 in 10 elementary (72%) and about 6 in 10 middle school (58%) and high school (64%) youth felt more confident about what they can do.
- *Many youth see themselves as leaders* – Sixty-three percent of elementary, 50% of middle school, and 61% of high school students reported being more of a leader.

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<sup>18</sup> While all programs provide academic enrichment and support activities, only half of the programs (38 programs) received an Academic Climate score in 2016-17.

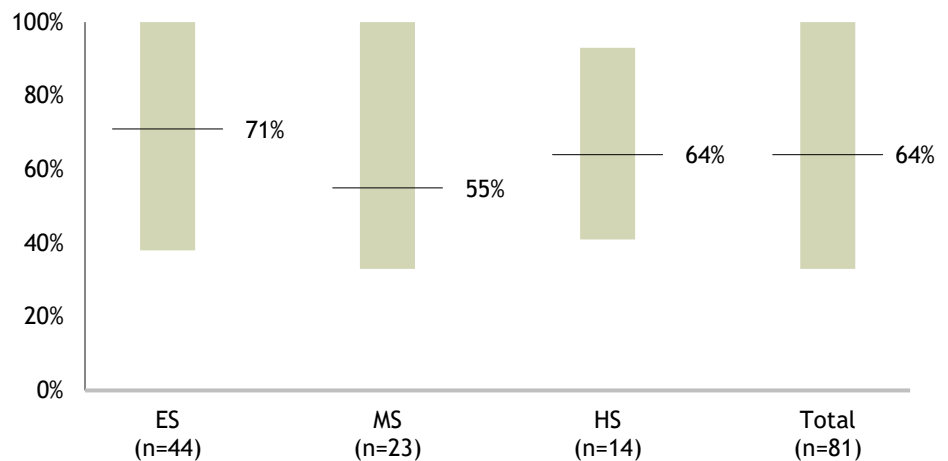
**FIGURE 12. MASTERY AT A GLANCE**



Source: Youth participant surveys administered spring 2017, n=2,907 (ES), n=1,827 (MS), n=949 (HS).

Shifting to look at the data ranges and averages at grade level (Figure 13), on average 64% of youth in each program reported developing a sense of mastery, with youth self-reports more or less aligned across grade levels.

**FIGURE 13. YOUTH REPORTS ABOUT MASTERY VARIED ONLY SLIGHTLY**



Source: Youth participant surveys administered in spring 2017.

Among elementary schools, 71% of youth reported an improved sense of mastery. As shown by the gold bar, this varied by site, ranging from 38% up to 100% of participants per site. For middle schools, about 5 in 10 (55%) participants reported an improved sense of mastery. This ranged by site from 33% to 100% of participants. Across high schools, 64% of participants reported developing mastery; the proportion by site ranged from 41% to 93%. The findings show that, on average, elementary, middle, and high school programs promoted skill building at a reasonable rate.

According to PQA scores, staff encouraged and supported youth to learn new skills. All but one site (78 out of 79 sites) received a PQA rating of 3.0 or higher for Supportive Environment, the domain that primarily measures skill-building. These PQA scores do not completely align with youth reports. This may be in part because staff are setting up the conditions for skill-building, but youth do not yet perceive themselves to have mastered new skills. It may be that the snapshot-in-time captured by the PQA cannot capture the cumulative skill-building experience of youth in the program over the course of the year.

## PROGRAM OUTCOMES: SOCIAL & EMOTIONAL SKILLS

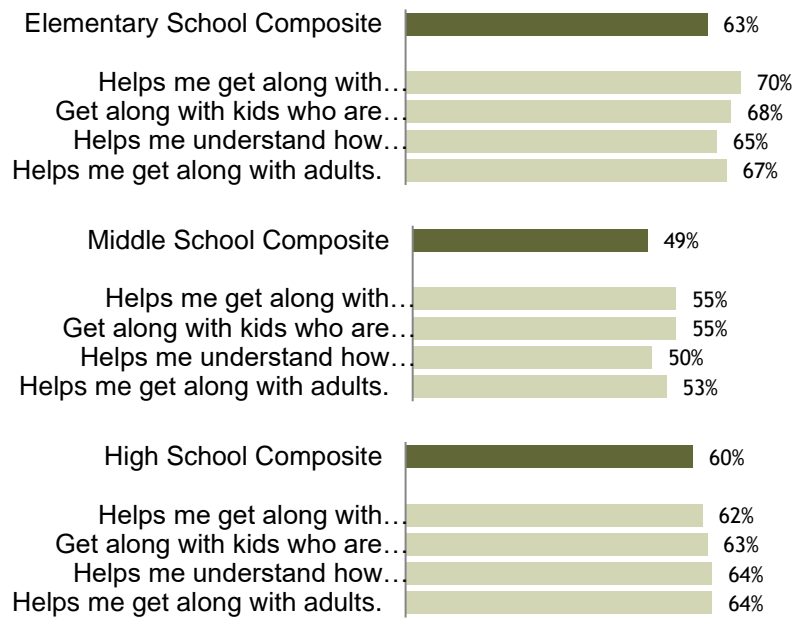
Youth use social and emotional skills to initiate and maintain positive relationships with peers and adults, to manage and communicate their emotions, and to understand their capabilities. These skills are gaining attention for the ways in which they help young people to be successful in school and in life.<sup>19</sup> Surveys revealed that youth responses varied depending on grade level (Figure 14). Specifically:

- *Elementary and high school youth built social and emotional skills* – Sixty-three percent of elementary, 49% of middle, and 60% of high school youth reported building these skills in their program.
- *Most youth in all grade levels got along better with others* – In particular, 70% of elementary youth reported getting along better with peers. About 6 in 10 middle school (55%) and high school (62%) youth reported the same.
- *Youth are better at getting along with children who are different than them* – Most youth (68% of elementary youth, 55% of middle school youth, and 63% of high school youth) reported getting along better with those different than them.
- *Participants get along with adults well* – Over 6 in 10 elementary (67%), 53% of middle school youth, and 64% of high school youth reported feeling good about getting along with adults in their program.

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<sup>19</sup> Gootman, L., & Schoon, I. (2013) The impact of non-cognitive skills on outcomes for young people: Literature review. London: Institute of Education and Social Research, University of London.

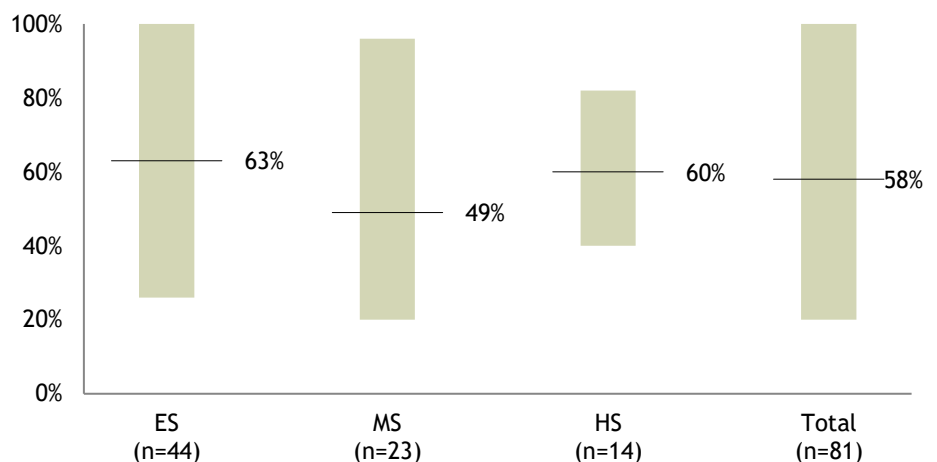
**FIGURE 14. SOCIAL AND EMOTIONAL SKILLS AT A GLANCE**



Source: Youth participant surveys administered in spring 2017, n=2,907 (ES), n=1,827 (MS), n=949 (HS).

Looking at the range and average of youth reports by grade level (Figure 15) underscores the extent to which youths' feelings differed by grade level. On average, 58% of youth in each program reported stronger social and emotional skills, with large differences between individual grade group averages.

**FIGURE 15. YOUTH REPORTS OF SOCIAL AND EMOTIONAL SKILLS DID NOT VARY MUCH BY GRADE LEVEL**



Source: Youth participant surveys administered in spring 2017.



Among elementary schools, 63% of participants reported gaining stronger social and emotional skills. As shown by the gold bar, this varied widely by site, ranging from 26% up to 100% of participants per site. Middle school youth were less likely to report improved social and emotional skills (49% of participants). In keeping with the wide range among middle schools, these ranged by site from 20% to 95% of participants. In high schools, an average of 60% of participants reported strong social and emotional skills, ranging by site from 40% to 82%. The findings show that, on average, elementary and high school programs promote social and emotional skills at a reasonable rate. Youth survey results suggest that at least some middle school programs may consider continuing to focus on strengthening their social emotional supports through targeted social-emotional learning curricula that match their school-site needs.

Finally, PQA ratings of Peer Interaction, the domain that measures supports for pro-social interactions, indicated that most elementary school programs (88%) had a rating of 3.0 or higher. Similarly, three-fourths (77%) of middle school programs that received a PQA visit had ratings of 3.0 or higher. A slightly smaller proportion of high school programs (73%) had ratings of 3.0 or higher in the Peer Interaction domain. This would suggest that Oakland after school programs provided youth a quality environment in which youth could gain social and emotional skills. However, youth reports of social emotional skill development did not align with the PQA findings, particularly when looking across grade levels. The Oakland After School Partnership may want to gather additional data to better understand this discrepancy.

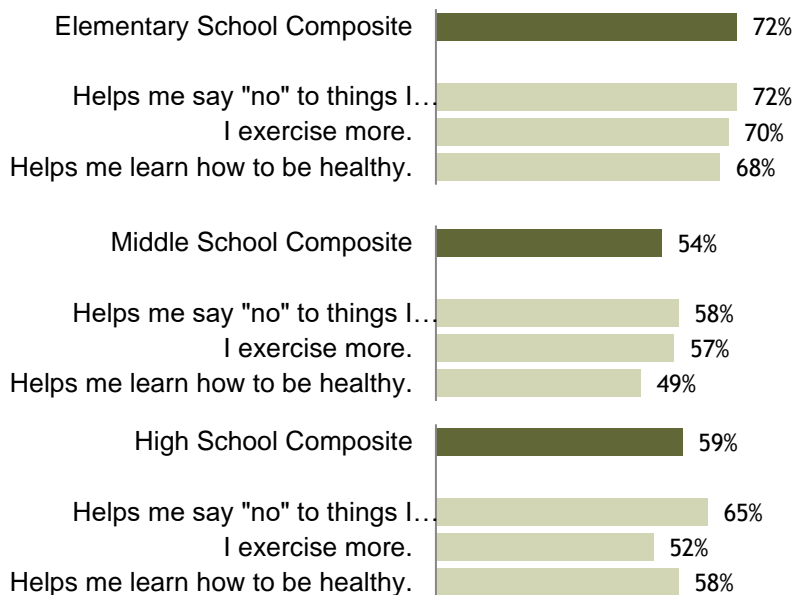
## **PROGRAM OUTCOMES: WELLNESS BEHAVIORS**

Activities that promote physical well-being engage youth in physical activity, such as exercising, and help youth learn about healthy habits, such as eating a balanced diet. Large majorities of youth in each grade group agreed that their program helped them to learn ways to be healthy (Figure 16). Specifically:

- *Many youth reported learning about how to promote their physical well-being* – Three-fourths of elementary youth (72%), half of middle school youth (54%) and over half of high school youth (59%) reported learning ways to promote their physical well-being.

- *After school participants made positive choices related to their well-being* – Roughly three-quarters of elementary (72%) and well over half of middle school (58%) and high school (65%) youth reported their after school program helped them to say “no” to things they know are wrong.
- *Youth learned healthy habits* – Half of both middle and high school youth (49% and 52% respectively) reported learning how to be healthy at their after school programs. Two-thirds of elementary youth (68%) did so.
- *Many youth exercise more* – Seventy percent (70%) of elementary, 57% of middle school, and 52% of high school youth reported that they exercise more.

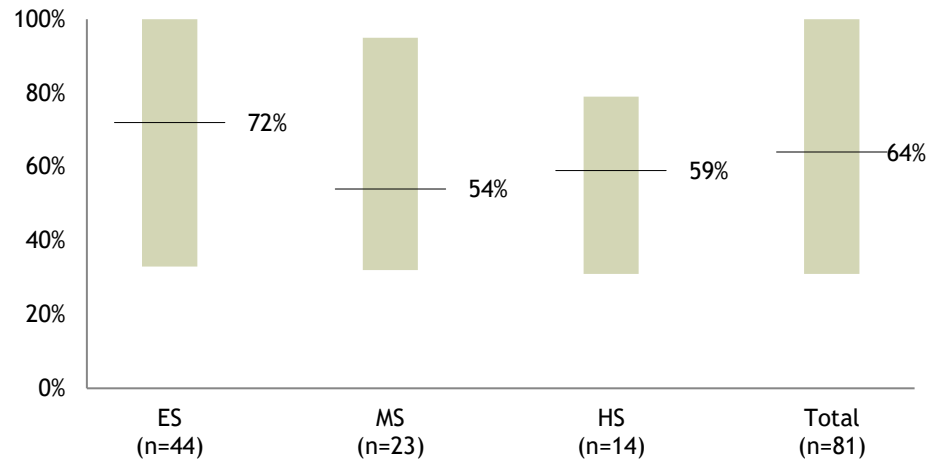
**FIGURE 16. PHYSICAL WELL-BEING AT A GLANCE**



Source: Youth participant surveys administered in spring 2017, n=2907 (ES), n=1,827 (MS), n=949 (HS).

Elementary school youth reported the strongest growth in learning about overall wellness behaviors. Figure 17 provides an estimate of how many youth per program increased physical activity and healthy eating skills as measured by the survey composite. On average, 64% of youth in a single program reported improved wellness behaviors.

**FIGURE 17. YOUTH REPORTS ABOUT WELLNESS BEHAVIORS WERE RELATIVELY HIGH AMONG ELEMENTARY YOUTH**



Source: Youth participant surveys administered in Spring 2017.

Among elementary schools, 72% of youth reported strong wellness behaviors. This proportion varied by site, ranging from 33% up to 100% of participants per site. Just over half of all middle school participants reported stronger wellness behaviors (54%). This ranged by site from 32% to 95% of participants. In high schools, an average of 59% of participants reported stronger wellness behaviors; site averages ranged from 31% to 79%. The findings show that, on average, middle, and high school programs promoted well-being behaviors among many youth. Elementary schools rates were slightly higher on average.

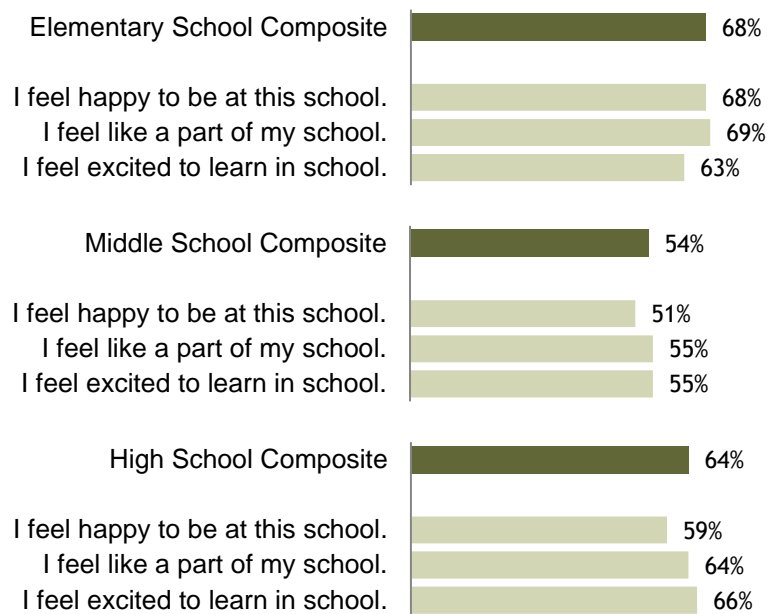
### **PROGRAM OUTCOMES: SCHOOL ENGAGEMENT**

Youth are connected to and engaged with their schools when they feel a sense of belonging. They may also participate in more school activities and talk about what happens at school with their families. Youth self-reports about their degree of school engagement were fairly consistent across grade levels (Figure 18). Specifically:

- *Many after school youth felt more connected to their school* – About two-thirds of elementary (68%) and high school (64%) youth reported feeling more connected with their schools since attending their after school program. Over half of middle school youth (54%) reported the same.
- *Youth felt happy to be at their school* – Sixty-eight percent of elementary (68%) youth reported feeling happy to be at their school since coming to after school. Over half of middle school youth (51%) and 59% of high school youth reported the same.

- *Youth felt like a part of their school* – About two-thirds of elementary (69%) and high school (64%) youth reported feeling like a part of their school since coming to after school. About half of middle school youth reported the same (55%).
- *Youth felt excited to learn in school* – Again, nearly two-thirds of elementary (63%) and high school (66%) youth felt excited to learn in school. About half of middle school youth reported the same.

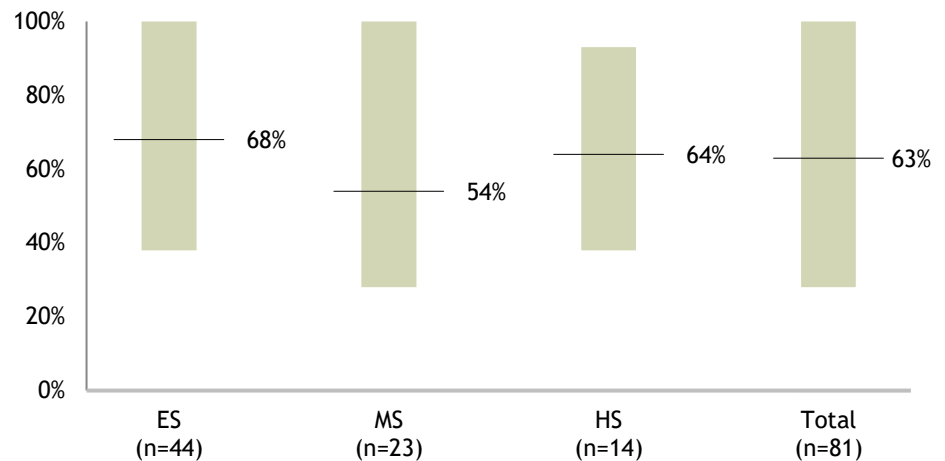
**FIGURE 18. SCHOOL ENGAGEMENT AT A GLANCE**



Source: Youth participant surveys administered in spring 2017, n=2,709 (ES), n=1,827 (MS), n=949 (HS).

Figure 19 provides a breakdown of how many youth per program developed stronger connections to their school as estimated by the survey composite. Sixty-three percent (63%) of youth reported stronger school connectedness.

FIGURE 19. YOUTH REPORTED RELATIVELY HIGH SCHOOL ENGAGEMENT



Source: Youth participant surveys administered in spring 2017.

Among all elementary school participants, 68% felt connected to their school. As shown by the gold bar, this proportion varied by site, ranging from 38% up to 100% of participants per site. Fifty-four percent (54%) of middle school participants felt connected, on average. This ranged by site from 28% to 100% of participants. In high schools, 64% of participants across all sites felt connected to their school, ranging by site from 38% to 93%. In general, across programs and grade levels, there was a higher level of consistency in youth reports, suggesting that programs, regardless of grade level or other features, are connecting youth to their school at about the same rate.

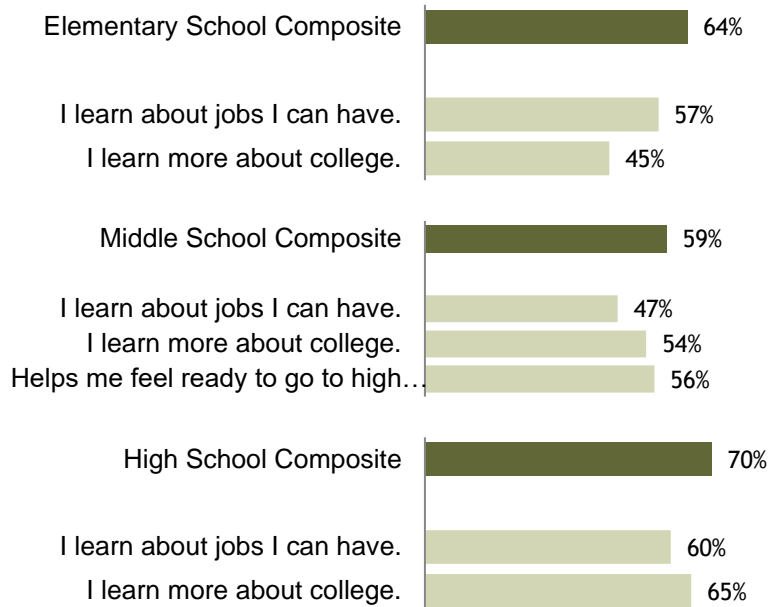
## PROGRAM OUTCOMES: COLLEGE & CAREER EXPLORATION

College and career exploration activities are opportunities that support youth in looking towards the future by helping them identify both the skills that relate to careers of interest and the degree programs needed to pursue those careers. Programs for high school-aged youth tend to place greater emphasis on college and career, though programs at all grade levels are expected to introduce students to these concepts. Youth survey findings show that high school youth report exploring college and career opportunities, but fewer younger youth do so (Figure 20). Specifically:

- *High school youth reported exploring college and career opportunities* – 7 in 10 high school youth (70%) report opportunities in their after school program for college and career exploration. Fewer elementary (64%) and middle school (59%) youth reported the same opportunities. This pattern reflects, in part, the fact that programs for high school-age youth place a greater emphasis on college and career readiness.

- *Middle and high school youth learned about college* - Sixty-five percent of high school youth and 54% of middle school youth reported learning more about college options in their after school program. Less than half of elementary (45%) youth also reported doing so.

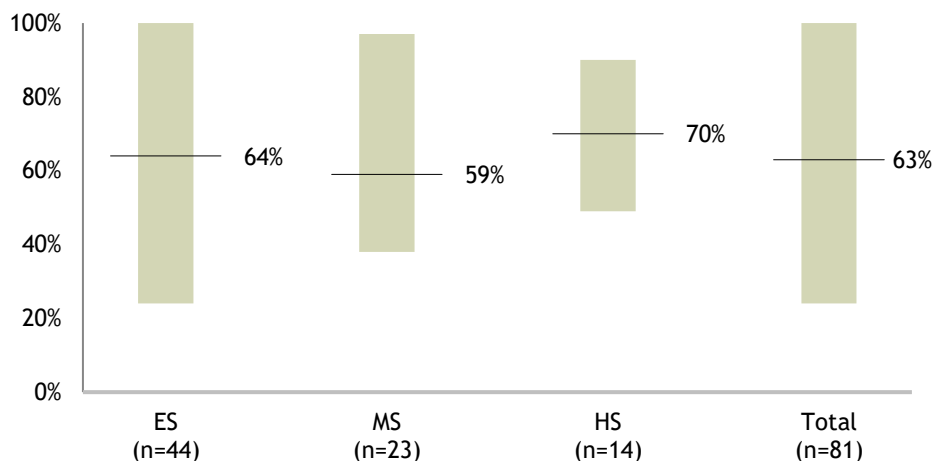
**FIGURE 20. COLLEGE & CAREER EXPLORATION AT A GLANCE**



Sources: Youth participant surveys administered in spring 2017, n=2,907 (ES), n=1,827 (MS), n=949 (HS).

Figure 21 highlights how many youth per program felt prepared for college and career as measured by the survey composite. On average, 63% of youth reported learning about college and career options.

**FIGURE 21. AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT LEARNING ABOUT COLLEGE AND CAREER OPTIONS BY GRADE LEVEL**



Source: Youth participant surveys administered in spring 2017.

Among elementary schools, 64% of youth felt prepared for college and career. This proportion varied widely by site, ranging from 24% up to 100% of participants per site. On average, 59% of middle school youth felt prepared for the future. This ranged by site from 38% to 97% of participants. Many high school youth (70%) felt prepared for the future, ranging by site from 49% to 90%.

This is an area of strength for high school programs. Middle and elementary school programs have more varied rates of youth agreement, likely reflecting program-level variations in focus on this topic for younger students.

## PROGRAM OUTCOMES: ACADEMIC OUTCOMES

Academic outcomes, such as test scores and school attendance, are indicators of young people's progress in school. Research shows that youth who attend programs for multiple years are more likely to improve their academic outcomes.<sup>20</sup> The school-based after school evaluation was primarily focused on youths' school day attendance and on chronic absence rates, both of which are critical predictors of academic success.<sup>21</sup> For these measures, analysis focused both on surfacing the overall trends for after school participants versus non-participants in the same school, and on exploring any differences by race/ethnicity, or gender.

In 2016-17, the **rate of school day attendance** was notably higher for after school program participants than non-participants peers at schools with an expanded learning program. On average, after school participants attended 94% of all school days and non-participant peers attended 93%; this difference, though small, is statistically significant.<sup>22</sup> This indicates that after school participation has a positive association with school day attendance. Increased school day attendance is connected to improved outcomes for individual students. Moreover, increased school day attendance is directly connected to better revenue for the District. Based on these findings, a one percentage point difference across nearly 17,000 students translates to over 30,000 additional days of school attended, yielding substantial additional revenue for the District.<sup>23</sup>

Another measure of school day attendance is **chronic absenteeism**, defined as missing 10% or more of all school days. Youth who attended after school were much less likely to be chronically absent than their peers: about 15% of after school participants were chronically absent from

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<sup>20</sup> Roth, J., Malone, L., & Brooks-Gunn, J. (2010). Does the amount of participation in afterschool programs relate to developmental outcomes? A review of the literature. *American Journal of Community Psychology*. 45(3-4), 310-24.

<sup>21</sup> Future school-based evaluation reports will include assessments of youth literacy, numeracy, school day attendance (chronic absence), and available math and English Language Arts (ELA) benchmarks.

<sup>22</sup> Statistically significant at  $p < .05$  level using independent samples t-test as well as linear regression to account for prior year attendance.

<sup>23</sup> Exact estimates of the dollar value of these additional dates are not currently available from OUSD.

the school day, compared to 19% of non-participants; this difference is statistically significant.<sup>24</sup> This indicates that participating in after school may reduce the chance that a student is chronically absent from school.

These findings held true across grade levels, for both boys and girls, and for students of all ethnicities. It also held true when taking into account school day attendance in the prior year (2015-16). In other words, for students with similar attendance in 2015-16, the students who participated in after school in 2016-17 was less likely to be chronically absent in 2016-17 than comparable non-participants.

## **DIFFERENCES IN YOUTHS' REPORTS OF QUALITY AND OUTCOMES**

To explore the extent to which certain youth or groups of youth may experience after school programs differently than their peers, Public Profit examined youth outcomes by comparing the results by participants' gender and racial/ethnic sub-groups. Notable statistically significant differences of 10-percentage points or more are reported here.<sup>25</sup> Smaller differences (+/- five percentage points and under) are noted in Data Companion G: Youth Survey Response Differences by Race/Ethnicity, Grade Level, & Gender.

### **Differences in Youth Reports of Program Quality**

Youth surveys are an important avenue for incorporating youth voice into the evaluation findings. They are also an important source of complementary data to measures of program quality. A sample of youth participants answered a series of questions on program quality (N=5,683), specifically about features of the after school program that may not be apparent during site visits.

Table 8 presents the percentage of youth who felt positively about the different components of program quality. Overall, the majority of youth rated program quality high. Youth at all levels found their programs to be supportive and to promote positive interaction among youth and staff. The responses to individual survey items related to Quality Domains are listed in the Data Companion.

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<sup>24</sup> Statistically significant at  $p < .05$  level using independent samples t-test as well as binary logistic regression to account for prior year attendance.

<sup>25</sup> Based on the group sizes, a 10-percentage point difference represents approximately 250 youth in terms of gender and race/ethnicity. Chi-square statistical tests are used to identify statistically significant group differences.



TABLE 8. POSITIVE YOUTH SURVEY RESPONSES REGARDING PROGRAM QUALITY

Quality Domain	Elementary (n=2,907)	Middle (n=1,827)	High (n=949)
Safe	74%	65%	76%
Supportive	73%	60%	71%
Interaction	70%	58%	67%
Engagement	63%	52%	66%

Source: Youth participant surveys administered in spring 2017.

There were modest differences between boy and girl participants' perspectives of program quality. Most notably, high school girls reported they felt safer in their programs (+10% compared to boys).<sup>26</sup>

### California Healthy Kids Survey and Oakland School-Based After School Programs

The California Health Kids Survey (CHKS) is a statewide survey of factors that promote resilience and positive youth development in schools. OUSD administers the CHKS survey annually to youth in grades 3 and higher.

Results from the 2016-17 Oakland Unified School District youth survey and California Healthy Kids Survey (CHKS) indicate that youth in Oakland after school reported slightly lower levels of verbal bullying and physical bullying – and higher levels of adult support – compared to 2016-17 CHKS reports from OUSD (n=13,784). While 21% of OUSD elementary youth reported being verbally bullied, 20% of Oakland after school elementary-aged participants reported the same. Oakland after school elementary participants reported moderately lower levels of physical harassment than elementary-aged youth at the District level; 16% of Oakland after school elementary participants reported being physically harassed, compared to 21% for all elementary-aged students.<sup>27</sup> However, Oakland after school elementary participants were less likely to report that an adult steps in when one of their peers is being bullied (72%), as compared to OUSD elementary students (77%).

Similar trends were seen in CHKS responses from middle school youth, where after school program participants reported less frequent verbal bullying (21%) and physical bullying (20%) compared to OUSD middle schoolers as a whole (24% and 21%, respectively). Encouragingly, middle school after school program participants were more likely to report that

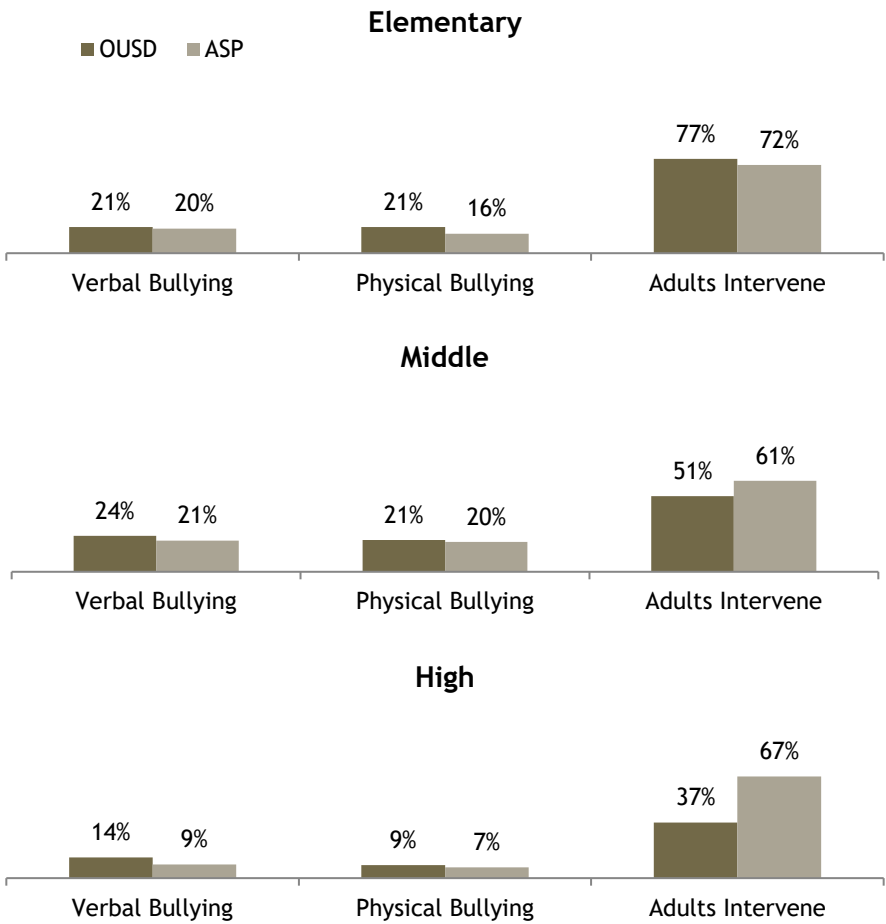
<sup>26</sup> Statistically significant at p<.05 level using chi-square test for association.

<sup>27</sup> Both the Oakland School-Based After School Youth Survey and the CHKS surveys used the following scale for the middle school and high level: "0 Times," "1 Time," "2 to 3 Times" and "4 or More Times." The elementary school versions used: "No, never," "Yes, some of the time," "Yes, most of the time," and "Yes, all of the time."

an adult steps in when a peer is being bullied (61%), as compared to OUSD students (51%).

At the high school level, students reported even fewer instances of bullying. Only 9% of high school after school program participants reported that other kids spread mean rumors or lies about them compared to 14% for OUSD high schoolers as a whole. After school participants also reported lower rates of physical bullying (7%), compared to the District (9%).

**FIGURE 22. OUSD STUDENTS AND AFTER SCHOOL PARTICIPANTS REPORTED SIMILAR LEVELS OF VERBAL AND PHYSICAL BULLYING**



Sources: Youth participant surveys administered in spring (n=5,683); OUSD California Healthy Kids Survey (CHKS), 2016-17, n=13,784.

While it is important to keep in mind that these surveys do not represent the whole population of OUSD nor of the after school programs, Oakland after school participants generally reported lower rates of bullying – and much higher rates of staff support – than in the school day as a whole.

**Differences in Youth Reports of Outcomes**

Differences in program outcomes based on gender and race/ethnicity are most pronounced among middle school and, to a lesser extent, high

school participants. Middle school girls tended to have less positive experiences (Table 9) especially around improving academic behaviors such as improving homework completion and learning study skills.<sup>28</sup> While individual differences (e.g., middle school girls who did not seek improved homework skills) may contribute to these findings, the totality of the differences in the items in this outcome area signals a pattern.

TABLE 9. CHANGES IN ACADEMIC BEHAVIORS: DIFFERENCES BETWEEN MIDDLE SCHOOL BOYS AND GIRLS

Quality Domain	MS Boys (n=704)	MS Girls (n=714)
Because of this program, I am better at getting my homework done.	66%	56%
This program helps me to learn good study skills (like reading directions, taking tests).	53%	44%
Since coming to this program, I am better at setting goals for myself.	55%	49%

Source: Youth participant surveys administered in spring 2017.

<sup>28</sup> Statistically significant at p<.05 level using chi-square test for association.

## OFCY SUPPLEMENTAL FUNDING

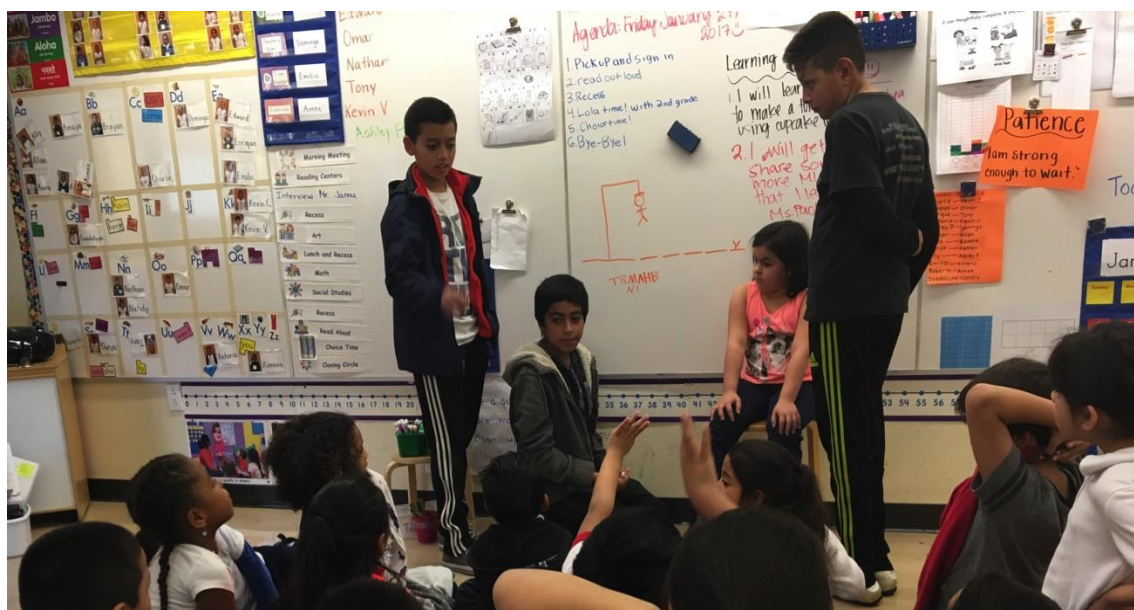
The Oakland Fund for Children and Youth provides supplemental funds to high-need sites to provide additional capacity at those sites to address site-specific needs and goals.

### In this section:

Supplemental Funding recipients

Funding addresses site-specific needs

Examples of programming supported by the funding



## SUPPLEMENTAL FUNDING IMPROVES GRANTEES' CAPACITY TO SERVE STUDENTS AT HIGH-NEED SCHOOLS ACROSS OAKLAND

Oakland after school programs strive to serve children, youth, and neighborhoods with high quality programs that provide youth with opportunities to grow, learn and lead. While all sites have demonstrated need to provide safe, enriching programs to their participants, some programs are at school sites with a particularly high rate of students living in poverty. In response, the Oakland Fund for Children and Youth provides an additional investment in these high-need sites to supplement existing funding, allowing these programs to expand their capacity to serve additional students.

Analysis of the use of these funds in 2016-17 demonstrates that sites are using them in a wide variety of ways, in line with OFCY's goal that sites would use the additional funds based on site-specific needs. These needs ranged from literacy and arts programming, to gardening and STEM (science, technology, engineering and math), to programming specific to middle school girls, to promoting restorative practices. Moreover, the funds also helped increase collaboration and communication between principals, school day staff, and co-located sites.

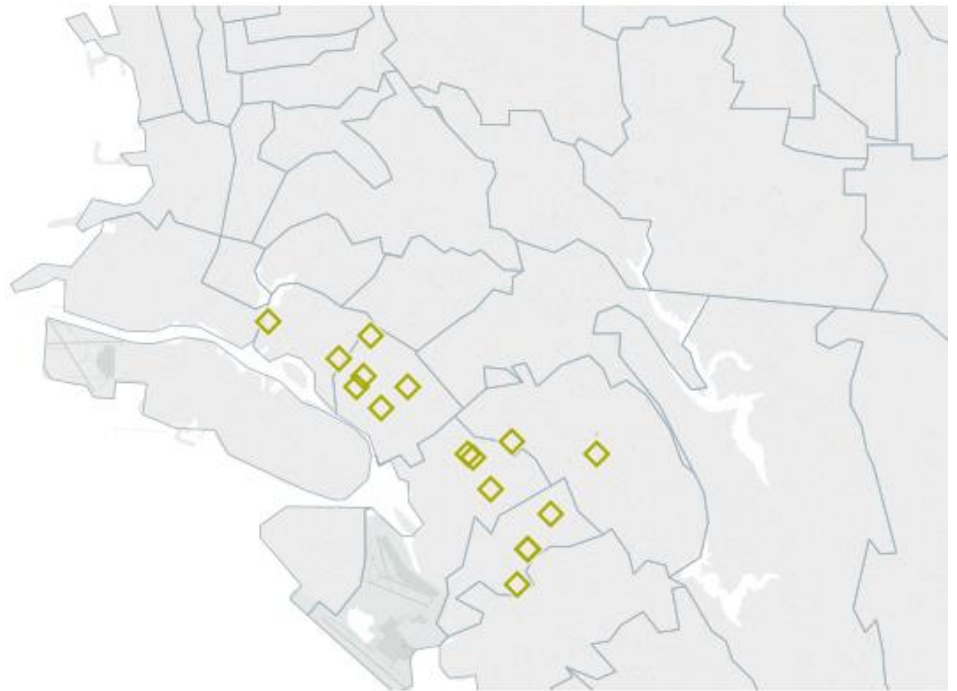
In the 2016-17 grant cycle, 16 supplemental funding requests were awarded to 12 elementary and four middle school sites. Programs were selected from among those that applied based on their free and reduced price lunch (FRPL) eligibility rates. Supplemental funding ranged from \$18,870 to \$20,000 per school site for a total investment of \$315,773; this funding was provided above the base award of \$72,000 for each elementary school and \$85,000 for each middle school (Table 10):

TABLE 10. SITES THAT RECEIVED FUNDING AND THEIR FREE AND REDUCED PRICE LUNCH ELIGIBILITY RATES BY PROGRAM'S LEAD AGENCY

Site	School Site FRPL Rate
<i>Bay Area Community Resources</i>	
Alliance Academy (MS)	87%
Esperanza Academy (MS)	92%
Fred T. Korematsu Discovery Academy (ES)	89%
Howard Elementary	88%
Markham Elementary	96%
<i>Citizen Schools</i>	
Roots International Academy (MS)	94%
<i>East Bay Agency for Children</i>	
Achieve Academy (ES)	89%
<i>East Bay Asian Youth Center</i>	
Garfield Elementary	90%
La Escuelita (K-8)	89%
Manzanita Community (ES)	94%
<i>Girls, Inc.</i>	
Acorn Woodland Elementary	94%
<i>High Ground Neighborhood Development Corporation</i>	
Madison Park Lower (ES)	95%
<i>Oakland Leaf</i>	
ASCEND (K-8)	81%
International Community School (ES)	88%
Learning without Limits (ES)	77%
<i>Safe Passages</i>	
Community United Elementary School	96%

Source: OFCY School-Based After School Supplemental Award List, FY 2016-2017 and California Department of Education's Dataquest data for 2016-17.

FIGURE 23. SIXTEEN SITES RECEIVED SUPPLEMENTAL FUNDING



Source: OFCY School-Based After School Supplemental Award List, FY 2016-2017.

This additional funding supported programming in the following areas:

- Arts programming
- STEM programming
- Literacy programming
- Gardening programming
- Expanding program capacity
- Meeting other site needs

OFCY is interested in understanding to what extent programs receiving supplemental funding are gaining traction on these high-priority programming aspects. A series of interviews with agencies that received supplemental funding shows that sites are effectively using supplemental funds to address site-identified needs. In addition, the supplemental funds opened up opportunities for increased coordination and collaboration either among sites or with the principal and school day. Finally, how individual sites chose to use the supplemental funds highlights the on-going trade off between breadth – reaching all students or increasing program access to additional students – and depth – providing specialty or intensive programming to a smaller pool of participants.

**Program staff at many sites connected the use of supplemental funding to supporting on-going literacy needs,** including the needs of English Learners, immigrant youth, and youth scoring below grade level in English. Programs took a wide range of approaches to developing literacy. For some programs, literacy was often encouraged through creative enrichment activities. At one site, staff found that their STEM programming necessitated the development of academic STEM vocabulary. At others, programs used poetry, performing arts, and storytelling to promote literacy.

At other sites, programs supported literacy by adding staff or providing specialty literacy-instruction training for existing staff.

**For a few sites, the supplemental funds specifically supported the needs of middle school or rising middle school youth.** For some sites, the activities supported youth aging out of their current school and transitioning on to the next grade tier, supporting either 4<sup>th</sup> and 5<sup>th</sup> grade girls or 7<sup>th</sup> and 8<sup>th</sup> grade participants. For the 4<sup>th</sup> and 5<sup>th</sup> grade girls, the site identified that there was a lack of leadership opportunities for them as they approached the very important transition from 5<sup>th</sup> grade to 6<sup>th</sup>.

For another site, supplemental funds were used to support a program expanding with the school day from an elementary program to a K-8 program including middle school students. The existing after school program didn't have "experience serving middle school students, so the need was not just to serve additional students, but knowing how to serve them best."

**For a few sites, supplemental funding was used to develop culturally- or gender-responsive programming.** One site mentioned earlier used the funds to create girls-specific programming. At two other sites that share a campus, the lead agency sought to partner with arts organizations that would reinforce youth's sense of their cultural identity. "The goal was to help students feel connected to their culture and community, and to bring opportunities to express that into after school." For 2017-18, this shared site will look for additional arts partners to meet this goal.

**TABLE 11. ACTIVITIES MADE POSSIBLE BY SUPPLEMENTAL FUNDING (SAMPLE)**

- 
- A dedicated Garden instructor who also incorporated STEM into her programming and served all students.
- 
- A 6-week reading challenge, timed to launch during the school’s Reading Fair. Groups of youth from across the program read the same book and had structured, small group opportunities to discuss the literary devices employed in the book.
- 
- A restorative practices coordinator, shared across two sites to promote these practices for all students in the programs; subsequently hired to do similar work during the school day at one of the sites, increasing school day alignment overall.
- 
- An additional staff member to expand a K-3<sup>rd</sup> literacy intervention to the 4<sup>th</sup> and 5<sup>th</sup> graders who were still below grade level in reading.
- 

Source: Interviews with site and agency leaders from sites that received Supplemental Funding, June - August 2017, n=9 (some interviews covered more than one site at the same agency).

**Program staff at several sites noted that the supplemental funds created or even drove opportunities for collaboration.**

Collaboration can streamline and strengthen services by eliminating redundancy and improving communication between different adults working to support the same children. One program manager noted, “the benefit of extra funds is that it perks up the ears of school administrators and prompts a greater level of alignment and collaboration between after school and the school day.” At some of her sites, the funding led to coordinated planning about how to use the funds to best meet site needs. At other sites, the funding allowed the after school program to support a principal’s vision. For example, one site incorporated arts into their STEM programming – creating STEAM programming – in line with a principal’s vision for arts integration across the school.

At another set of sites, the funding led to increased collaboration and commitment in the school day as a restorative practices specialty instructor in the after school was also hired to do similar work in the school day, a practice likely to increase school day alignment overall. Similarly, supplemental funds allowed staff at some sites more time to communicate with the school day and participate in school day trainings and meetings.

Finally, at a few sites, the funding supported collaboration across sites on shared campuses, by sharing access to resources such as shared enrichment providers or a shared security officer. For example, at a shared campus site, both programs used supplemental funds to bring in a set of enrichment providers for both programs. In their case, the funding “helped with our overall goal to bridge the two sites and bring them together more intentionally.”



**The supplemental funding was used to increase depth and breadth of programming, depending on the sites. highlights a tension within after school services that predates the funding: whether to expose many youth to a new experience for a short while, or expose fewer youth to deeper, sustained experiences.** Some recipients of supplemental funding invested in exposing many youth to a new experience, while others invested in deeper exposure for a specific group of youth. For example, at some sites, supplemental funding provided programming for all students, such as a gardening instructor that worked with all grade levels in rotation or a restorative justice coordinator to lead those efforts site-wide. At other sites, supplemental funding was used for a specific group of students such as to start girls' groups for 4<sup>th</sup> and 5<sup>th</sup> grade girls, support literacy efforts for specific grade levels, and provide drumming for Kindergarteners and 1<sup>st</sup> graders. As one agency director noted, "Having the instructor there with the same students throughout the year was great for that set of students, but not everyone [in the program] got exposure." Other agency directors seemed unclear whether the funding was meant to expand programming to additional students (increase breadth of the program) or to improve student outcomes (increase depth for particular students).

After school programming needs both breadth and depth and the interviews highlight that there is no one right choice. Rather, each site made a choice that best worked for their students and school day partners. OFCY may want to clarify for applicants in the future that supplemental funding can be used for either approach.

## CONTINUOUS QUALITY IMPROVEMENT

The School-Based After School Partners provide a range of supports to help programs build quality, including: training, coaching, and opportunities for peers to learn from and support each other.

### In this section:

Continuous Quality Improvement Overview

Assessment

Data-Driven Planning

Program Quality Fellowship



## CONTINUOUS QUALITY IMPROVEMENT IS A COMMUNITY EFFORT

Oakland after school programs strive to serve children, youth, and neighborhoods with high quality programs that provide youth with opportunities to grow, learn, and lead. To help programs do their best work with youth, the School-Based After School Partnership supports on-going continuous quality improvement efforts. As part of these efforts, program staff gain valuable experience as leaders and coaches that they can use to support their own programs and those of their peers.

Continuous Quality Improvement supports relate to the following key goals:

WHAT:	ASSESSMENT USING THE PROGRAM QUALITY ASSESSMENT TOOLS	DATA REVIEW AND STAFF TRAINING AND COACHING	PROGRAM QUALITY FELLOWSHIP
GOAL:	Support grantees to assess their program using observation and stakeholder reports to triangulate strengths and areas for growth	Supports programs as they interpret data, build data-driven program improvement plans, and implement those plans	Build a corps of certified peer site visitors and coaches who are leaders and can share quality practices among agencies.

## OAKLAND'S QUALITY IMPROVEMENT CYCLE

Starting in 2009, the Oakland School-Based Partnership began using the Program Quality Assessment (PQA) tools, developed by the David P. Weikart Center, as part of its ongoing commitment to supporting program quality. At that time, the Partnership also defined the performance categories described on p. 23 (Emerging, Performing, and Thriving). Taken together, site visit data and these performance categories provide a snapshot of program quality for all school-based after school programs. To support programs, the School-Based Partners began to align professional development with the domains of the PQA. Beginning in 2011-12, the School-Based Partners required each program to prepare a program improvement plan (later re-named 'quality action plan') that documented programs' quality and youth outcome related goals.

Currently, the Partners support programs to engage in a continuous quality improvement (CQI) process: Assess, Plan, and Improve. As part of this process, programs conduct a self-assessment using the PQA, review external site visit scores, submit an improvement plan, and work to carry out the steps identified in their plan. The School-Based Partners created an intensive system of support for programs which includes:

- Training in using the PQA for self- and peer-assessment.
- Monthly trainings to build Site Coordinators' and Lead Agencies' capacity to lead the quality improvement process.
- A series of trainings linked to practices in the PQA tools (Youth Work Methods).
- Professional learning communities (PLCs) for program staff.
- On-site coaching and technical assistance.

Using data to inform continuous quality improvement is a key component of the system. All programs have year-round access to their self-assessments, external assessments, and program improvement plans via an online system aligned with the PQA and the associated improvement plan. School-Based Partners and professional development providers also have access to PQA scores and improvement plans so that additional supports can be well-aligned with site-identified goals.

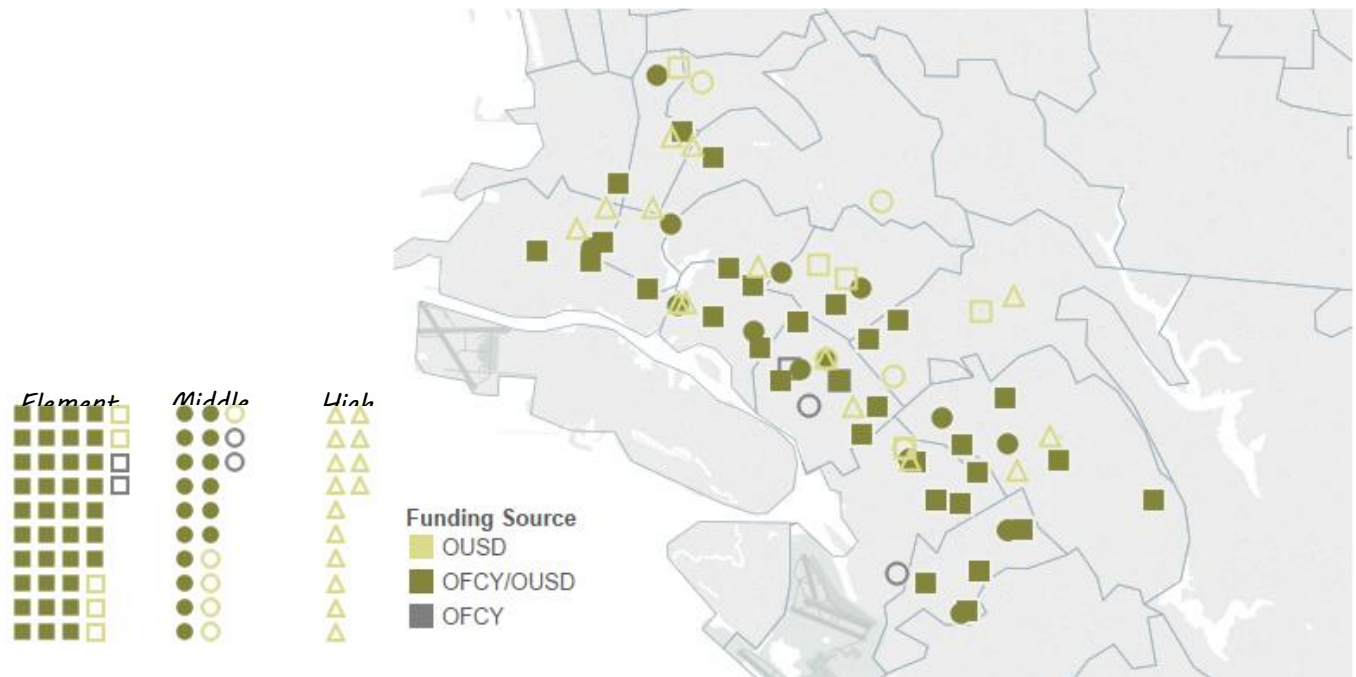
Nearly two-thirds of programs (51) programs conducted a self-assessment in 2016-17, and 59 programs submitted an improvement/ action plan based on their self-assessment and/or external assessment. By and large, the data demonstrates that programs are actively engaged in the continuous quality improvement cycle.

## **The Program Quality Fellowship**

Starting in the 2015-16 school year, the After School Program Office created the Program Quality Fellowship. This created a network of Program Quality leaders that foster connection and improvement among agencies across different community-based providers. Site Coordinators and Agency Directors apply to participate in the program, which provides training and resources for participants to become certified PQA assessors. Fellows then focus on program quality in two capacities. First, they serve as certified external peer assessors, bringing the benefit of lived experience and context to their site visits. Second, they increase their own depth of knowledge about the PQA tool, which benefits their own programs and staff teams. In 2016-17, eight staff from six agencies participated in the Fellowship. An additional nine staff from the partner agencies were certified as external peer assessors and conducted site visits alongside three staff from the After School Program Office.

## DATA COMPANION

### DATA COMPANION A: AFTER SCHOOL PROGRAM LOCATIONS & PARTNERS



#### PROGRAMS OPERATED BY 18 COMMUNITY-BASED ORGANIZATIONS

*Number of Programs in Parenthesis*

*After School All Stars (1)*

*Alternatives in Action (4)*

*Bay Area Community*

*Resources (25)*

*Citizen Schools (2)*

*Eagle Village (2)*

*East Bay Agency for Children (3)*

*East Bay Asian Youth Center (16)*

*Girls Inc. of Alameda County (5)*

*Higher Ground (5)*

*Learning for Life (1)*

#### AFTER SCHOOL PROGRAM LOCATIONS

##### ELEMENTARY

- *Achieve Academy*
- *Acorn Woodland*
- *Allendale*
- *Bella Vista*
- *Bridges Academy*
- *Brookfield*
- *Burckhalter*
- *Carl Munck*
- *Cleveland*
- *Community United*
- *East Oakland Pride*

- *Emerson*
- *Encompass Academy*
- *Esperanza Academy*
- *Franklin*
- *Fred T. Korematsu*
- *Fruitvale*
- *Futures Elementary*
- *Garfield*
- *Glenview*
- *Global Family School*
- *Grass Valley*
- *Greenleaf*
- *Hoover*
- *Horace Mann*
- *Howard*

- *International Community School*
- *Lafayette*
- *Laurel*
- *Learning Without Limits*
- *Lincoln*
- *Madison Park Academy*
- *Manzanita Community School*
- *Manzanita SEED*
- *Markham*
- *Martin Luther King, Jr.*

- *New Highland Academy*
- *Peralta*
- *Piedmont Avenue*
- *PLACE @ Prescott*
- *Reach Academy*
- *Rise Community*
- *Sequoia*
- *Think College Now*

##### MIDDLE SCHOOLS

- *Alliance Academy*
- *ASCEND*
- *Bret Harte*
- *Claremont*
- *Coliseum*

#### AFTER SCHOOL PROGRAM ACTIVITIES

*Publicly-funded after school programs in Oakland provide a mix of academic support, recreational/physical, and enrichment activities, including college and career and leadership development activities. Within these broad*

## DATA COMPANION B: DATA SOURCES BY REPORT SECTION

The table below describes the data sources for each section in the 2016-17 Oakland School-Based Evaluation Findings Report.

**TABLE 12. DATA SOURCES BY REPORT SECTION**

Report Section	Data Sources
About Oakland School-Based Programs	<ul style="list-style-type: none"> <li>Funding data from Cityspan and OUSD grant records and grant reports.</li> <li>Participant demographic data from Cityspan.</li> </ul>
Access & Attendance in the Oakland After School Programs	<ul style="list-style-type: none"> <li>Program enrollment and attendance data from Cityspan.</li> <li>Program targets based on OFCY performance goals: enrollment and units of service</li> <li>Program targets based on CDE-determined attendance goals.</li> <li>Data for comparisons to host schools based on CDE's Dataquest.</li> </ul>
Program Quality	<ul style="list-style-type: none"> <li><b>Point of Service Quality Assessments (Site Observations):</b>  Point of service quality assessments were completed by the OUSD After School Program Office and by Public Profit using the Program Quality Assessment Tool, a research-based structured observation tool which assesses program quality in the following domains: Safe Environment, Supportive Environment, Interaction and Engagement. , and Academic Support.   <i>Elementary school programs</i> were evaluated using the School-Aged version of the Program Quality Assessment Tool (SAPQA).   <i>Middle and high school programs</i> were evaluated using the Youth version of the Program Quality Assessment Tool (YPQA).   <i>K-8 programs</i> were evaluated using the SAPQA when the school predominately served youth in grades K-5 and the YPQA when the school predominately served youth in grades 6-12.   The Oakland site visits were conducted using a walk through method developed for Oakland with the Weikart Center. The site visits conducted by Public Profit also use a fifth domain, Academic Climate, to provide sites feedback on the quality of academic support activities specifically. See Data Companion C for more information on the tool and this method. </li> </ul>
School-Based After School Outcome Domains	<ul style="list-style-type: none"> <li><b>Youth Surveys:</b>  Youth who participated in after school programs supported by the Oakland School-Based Partnership were given a survey in March through May 2016 to solicit their opinions regarding program quality and a variety of outcomes related to their involvement in the after school program (i.e., social skill development, academic attitudes, etc.). </li> <li><b>Program Enrollment and Attendance Data from Cityspan:</b>  Youth attendance data was used in conjunction with student surveys to examine relationships between attendance levels and youth outcomes. </li> <li><b>Academic Data from the OUSD Quality, Accountability, and Analytics Department (RAD):</b>  Students' school attendance and district test results were analyzed to evaluate youth participants' academic outcomes. Aggregate grade-level California Healthy Kids Survey data also provided by RAD. </li> </ul>



## DATA COMPANION C: EVALUATION METHODOLOGY

### C.1 Site Visit Methodology

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.

All but two programs received one visit by an external visitor between October 2016 and February 2017. Visits to programs hosted by elementary schools were conducted using the School-Age Program Quality Assessment (SAPQA) and visits to programs hosted by middle or high schools were conducted using the Youth Program Quality Assessment (YPQA). The PQA is a research-based point of service quality (POSQ) observation tool 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.

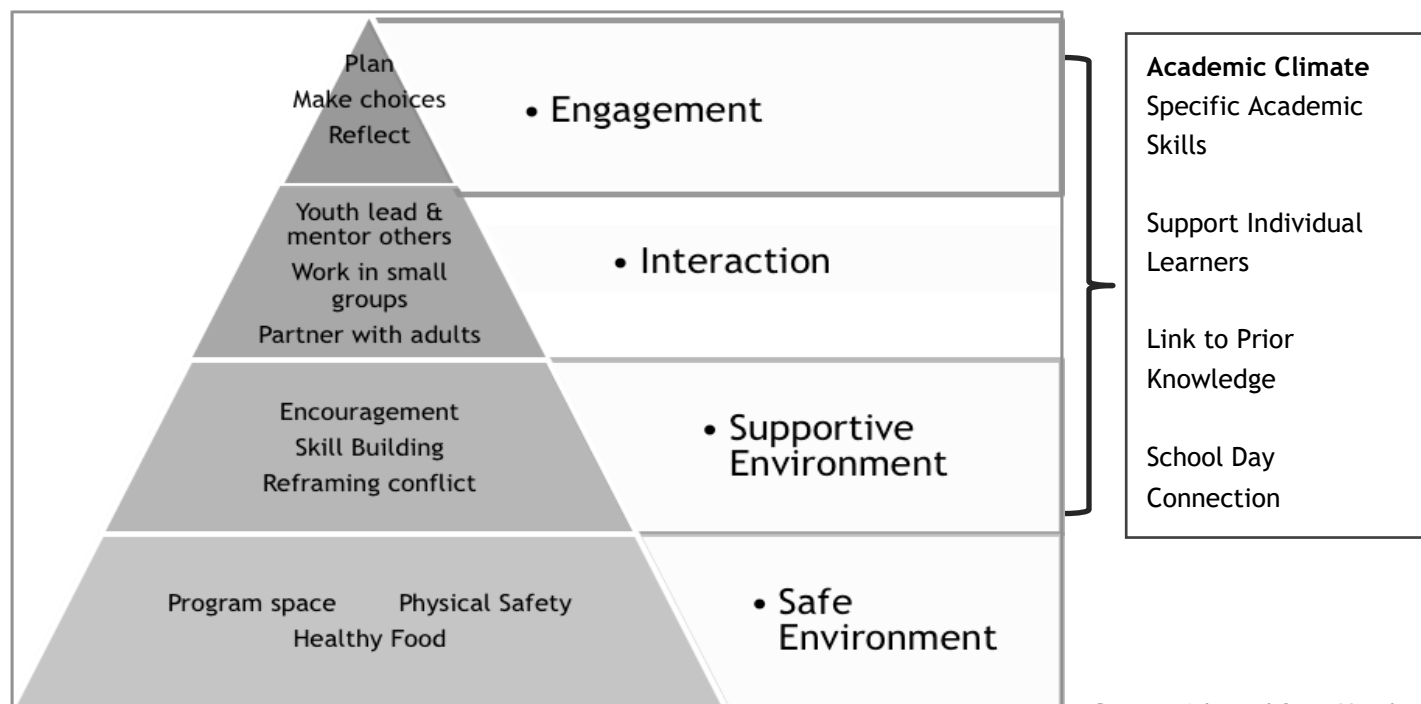
The PQA versions used in for this evaluation includes four core standard domains plus a fifth domain to assess the quality of academic support activities in these school-based, school-aligned programs:

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, and reflect and learn from their experiences.
5. **Academic Climate** – Activities in the program intentionally promote the development of key academic skills and content-area knowledge. Developed with the Weikart Center for use in school-based programs such as Oakland, this domain is not included in the sites overall visit score, and was only scored by Public Profit visitors, not ASPO visitors.

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 24 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, Engagement, or Academic Climate.

FIGURE 24. PROGRAM QUALITY ASSESSMENT DOMAINS



PQA Handbook by High/Scope Educational Research Foundation, 2007.

Source: Adapted from *Youth*

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, 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.



## **C.2 Survey Methodology**

Youth survey results are used in this evaluation to understand youths' perception of the quality of the program they attend and to report youths' growth in the outcomes domains described in this report.

### ***Selection of Youth***

Program staff are asked to administer the youth survey to as many of their youth participants as possible in grades 3 and up. At a minimum, programs are asked to return the quantity of completed surveys equal to 75% of the estimated average daily attendance for their program (adjusted for grades 3 and up). For example, if a program's average daily attendance is 100 youth, this program is expected to return a minimum of 75 surveys. However, actual response rates vary by program and the total survey count (N=5,683) represents roughly 70% of the 8,027 youth who attend Oakland After School programs on the average day. The survey count (N=5,683) represents 33% of the 16,991 youth served by after school programs during the course of the program year.

### ***Procedure for Administering the Survey***

The evaluation team distributed mostly online surveys to programs in March 2017 and collected surveys in May 2017. Program staff completed a test survey to determine if they needed hard copies. Surveys are available in English, Chinese, Spanish and Vietnamese to meet the language preferences of all youth.

### ***Survey Results***

Survey questions are listed on pages 66-67. Results for individual questions are listed in several sections, starting on page 68.

### ***Interpreting Results***

While the evaluation team makes every effort to assure results are reported as accurately as possible, readers are advised to interpret results with caution.

Self-administered survey responses capture a point-in-time perspective from youth, whose responses may be influenced by unknown factors.

## DATA COMPANION D: PARTNERSHIP FUNDING AND FREE AND REDUCED PRICE LUNCH ELIGIBILITY

**TABLE 13. PARTNERSHIP FUNDING AND FREE AND REDUCED PRICE LUNCH ELIGIBILITY**

Site	Enrollment	Free and Reduced- Price Lunch Rate (FRPL)	Received OFCY Funding	Received ASES Funding	Received Federal 21 <sup>st</sup> CLCC/ASSETS Funding
ELEMENTARY SCHOOL PROGRAMS					
Global Family	451	98%	X	X	
Futures	296	96%	X	X	
Markham	363	96%	X	X	
Community United Elementary	388	96%	X	X	
Lafayette	158	96%	X	X	X
Rise Community	259	95%	X	X	
East Oakland Pride	362	95%	X	X	
Madison Park (Lower)	290	95%	X	X	
Bridges Academy	436	95%	X	X	
New Highland Academy	354	94%	X	X	
Acorn Woodland	298	94%	X	X	
Martin Luther King Jr.	303	94%	X	X	X
Manzanita Community	432	94%	X	X	
Horace Mann	377	93%	X	X	
Esperanza	337	92%	X	X	
Brookfield	322	91%	X	X	
Encompass Academy	315	91%	X	X	
Garfield	603	90%	X	X	
Franklin	715	90%	X	X	
Greenleaf	602	90%	X	X	X
PLACE @ Prescott	207	89%	X	X	X
Achieve Academy*	719	89%	X	X	
Fred T. Korematsu	391	89%	X	X	
Think College Now	305	89%	X	X	
Howard	214	88%	X	X	
Allendale	371	88%	X	X	
International Community School	301	88%	X	X	
Reach Academy	384	87%	X	X	
Fruitvale	372	84%	X	X	
Lincoln	739	82%	X	X	
Hoover	282	81%	X	X	

Site	Enrollment	Free and Reduced-Price Lunch Rate (FRPL)	Received OFCY Funding	Received ASES Funding	Received Federal 21 <sup>st</sup> CLCC/ASSETS Funding
Bella Vista	457	77%	X	X	
Learning Without Limits*	421	77%	X	X	
Emerson	320	77%	X	X	
Laurel	518	75%	X	X	
Burckhalter	245	74%	X	X	
Grass Valley	260	74%	X	X	
Carl B. Munck	239	73%		X	
Piedmont Avenue	331	73%	X	X	
Manzanita SEED	431	65%	X	X	
Cleveland	412	50%	X	X	
Sequoia	435	39%		X	
Glenview	439	33%		X	
Kaiser	269	29%			
Redwood Heights	352	26%			
Joaquin Miller	436	24%			
Peralta	319	21%		X	
Montclair	643	15%			
Chabot	562	13%			
Thornhill	391	13%			
Hillcrest	377	8%			
Crocker Highlands	459	6%			
<b>Total**</b>	<b>20,662</b>	<b>71%</b>			
<b>MIDDLE SCHOOL/K-8/6-12 PROGRAMS</b>					
West Oakland	179	98%	X	X	
Urban Promise Academy	370	95%	X	X	
Coliseum College Prep Academy (6-12)	475	94%	X	X	X
Roots International Academy	326	94%	X	X	
Frick	227	94%	X	X	
Madison Park (Higher)	768	93%	X	X	X
Parker	288	93%	X	X	
Elmhurst Community Prep	383	93%	X	X	X
Roosevelt	524	93%	X	X	X
LIFE Academy (6-12)	471	91%	X	X	X
United for Success Academy	349	89%	X	X	X
Sankofa Academy	317	89%	X	X	X
La Escuelita (K-8)	404	89%	X	X	

Site	Enrollment	Free and Reduced- Price Lunch Rate (FRPL)	Received OFCY Funding	Received ASES Funding	Received Federal 21 <sup>st</sup> CLCC/ASSETS Funding
Alliance Academy	328	87%	X	X	
Westlake Middle	383	86%	X	X	
Bret Harte Middle	500	81%	X	X	X
ASCEND (K-8)*	461	81%	X	X	
Lighthouse Community Charter (K-8)*	486	77%	X	X	
Edna Brewer	810	63%	X	X	X
Melrose Leadership Academy	505	53%		X	
Claremont	446	51%		X	
Montera	778	49%			X
<b>Total**</b>	<b>9,978</b>	<b>80%</b>			
<b>HIGH SCHOOL PROGRAMS</b>					
Oakland International	360	97%			X
Street Academy	100	91%			X
McClymonds	372	89%			X
Oakland High	1,562	88%			X
Fremont	764	86%			X
Dewey Academy	228	84%			X
Castlemont	759	83%			X
Rudsdale Continuation	138	77%			X
MetWest	171	77%			X
Skyline	1,843	77%			X
Ralph J. Bunche	96	76%			X
Oakland Technical	2,031	45%			X
<b>Total**</b>	<b>8,424</b>	<b>74%</b>			

Source: California Department of Education Dataquest Database for Oakland Unified School District enrollment records for FY 2016-2017.

\*Charter schools were included in Oakland Unified School District enrollment.

\*\*Free and Reduced Price Lunch grade level totals were calculated using weighted averages from the site-level data.

## DATA COMPANION E: ENROLLMENT, ATTENDANCE, & RETENTION BY PROGRAM

TABLE 14. ENROLLMENT, ATTENDANCE, & RETENTION BY PROGRAM

Lead Agency / Program	Enrollment			Units of Service			Youth Participation		
	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 80%)	Average Days Per Youth	Average Attendance Rate
ELEMENTARY SCHOOL PROGRAMS									
Bay Area Community Resources									
Bridges Academy	100	145	145%	47,845	46,745	98%	104%	108	84%
Emerson	100	112	112%	53,766	48,266	90%	100%	135	87%
Esperanza Academy	100	126	126%	53,613	55,002	103%	107%	127	91%
Fred T. Korematsu	100	123	123%	52,785	82,917	157%	88%	110	64%
Fruitvale	100	121	121%	55,971	56,066	100%	108%	135	86%
Futures	120	131	109%	48,945	55,656	114%	102%	118	89%
Glenview	—	84	—	—	—	—	79%	142	94%
Global Family	100	121	121%	48,086	55,057	114%	107%	134	91%
Grass Valley	110	105	95%	107,524	108,509	101%	102%	147	85%
Greenleaf Elementary	110	123	112%	49,654	50,527	102%	100%	123	89%
Hoover	110	123	112%	52,028	63,708	122%	80%	152	91%
Howard	110	113	103%	55,259	51,704	94%	93%	125	79%
Lafayette	110	145	132%	54,403	70,390	129%	77%	159	97%
Markham	100	138	138%	47,130	60,372	128%	105%	115	76%
Martin Luther King, Jr.	110	175	159%	120,087	185,613	155%	71%	109	74%
PLACE @ Prescott	110	133	121%	64,195	72,160	112%	84%	153	86%
East Bay Agency for Children									
Achieve Academy	100	136	136%	53,785	55,931	104%	—	109	64%
Peralta	—	238	—	—	—	—	173%	110	66%
Rise Community	100	122	122%	53,093	44,601	84%	82%	101	70%
Sequoia	—	102	—	—	—	—	99%	147	89%
East Bay Asian Youth Center									
Bella Vista	75	114	152%	43,650	55,586	127%	111%	147	95%
Cleveland	75	104	139%	43,538	56,844	131%	113%	164	82%
Franklin	100	135	135%	58,050	71,202	123%	101%	159	96%
Garfield	150	223	149%	87,075	96,075	110%	96%	130	85%
Lincoln	130	153	118%	75,465	83,481	111%	93%	164	96%
Manzanita Community	75	130	173%	43,538	53,757	123%	106%	124	74%

Lead Agency / Program	Enrollment			Units of Service			Youth Participation		
	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 80%)	Average Days Per Youth	Average Attendance Rate
<i>Girls Incorporated of Alameda County</i>									
Acorn Woodland	130	155	119%	69,443	58,129	84%	130%	126	88%
Allendale	108	119	110%	58,484	50,275	86%	91%	117	75%
East Oakland Pride	108	102	94%	58,832	42,291	72%	81%	120	83%
Horace Mann	108	141	131%	60,679	52,518	87%	96%	103	82%
Reach Academy	108	132	122%	58,939	59,851	102%	99%	113	79%
<i>Higher Ground</i>									
Brookfield	100	114	114%	46,681	52,006	111%	97%	132	92%
Madison Park Lower	100	124	124%	47,568	52,846	111%	96%	122	87%
New Highland	100	108	108%	49,970	57,246	115%	99%	141	89%
<i>Oakland Leaf Foundation</i>									
Encompass	120	209	174%	67,519	56,849	84%	138%	100	87%
International Community School	90	102	113%	35,585	42,775	120%	86%	127	85%
Learning W/O Limits	85	109	128%	48,684	54,530	112%	—	137	90%
Think College Now	90	121	134%	45,709	54,630	120%	103%	129	86%
<i>Safe Passages</i>									
Community United	98	114	116%	49,769	46,121	93%	83%	110	85%
Laurel	84	93	111%	54,912	48,286	88%	91%	148	93%
<i>SFBAC, Learning for Life</i>									
Manzanita SEED	150	170	113%	80,466	82,724	103%	154%	137	81%
<i>Ujimaa Foundation</i>									
Burckhalter	100	140	140%	68,613	68,730	100%	127%	137	85%
Carl B. Munck	—	104	—	—	—	—	84%	122	80%
<i>YMCA of the East Bay</i>									
Piedmont	115	91	79%	77,324	37,666	49%	81%	134	87%
Elementary School Overall	4,189	5,723	124%	2,348,658	2,497,642	106%	100%	128	84%
MIDDLE SCHOOL PROGRAMS									
<i>After School All Stars</i>									
Claremont	—	213	—	—	—	—	81%	59	71%
<i>Alternatives in Action</i>									
Life Academy	193	195	101%	69,798	62,729	90%	—	149	86%
<i>Bay Area Community Resources</i>									
Alliance Academy	130	164	126%	51,522	48,970	95%	89%	86	59%

Lead Agency / Program	Enrollment			Units of Service			Youth Participation		
	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 80%)	Average Days Per Youth	Average Attendance Rate
Elmhurst	165	262	159%	59,067	90,771	154%	68%	91	57%
Madison Park Upper	360	249	69%	58,476	50,976	87%	74%	94	66%
Sankofa Academy	200	241	121%	58,408	96,472	165%	85%	117	76%
<b>Citizens School</b>									
Greenleaf Middle	–	94	–	–	–	–	86%	138	88%
Roots International	130	223	172%	48,737	42,017	86%	74%	61	59%
<b>Eagle Village</b>									
Montera	–	351	–	–	–	–	104%	59	54%
Westlake	120	186	155%	58,688	42,186	72%	52%	62	43%
<b>East Bay Asian Youth Center</b>									
Edna Brewer	145	178	123%	84,173	94,977	113%	92%	161	94%
Frick	81	156	193%	47,021	53,465	114%	97%	103	92%
La Escuelita	85	117	138%	49,343	58,629	119%	117%	151	97%
Roosevelt	255	343	135%	148,028	168,034	114%	95%	148	90%
Urban Promise	100	250	250%	62,475	96,567	155%	105%	78	71%
<b>Higher Ground</b>									
Parker	125	137	110%	58,240	60,430	104%	104%	120	87%
<b>Love. Learn. Success</b>									
Melrose	–	261	–	–	–	–	99%	122	73%
<b>Lighthouse Community Charter</b>									
Lighthouse	200	208	104%	65,300	67,301	103%	–	139	87%
<b>Oakland Leaf</b>									
ASCEND	125	147	118%	59,347	60,856	103%	–	121	85%
Bret Harte	160	220	138%	67,222	67,191	100%	83%	98	75%
<b>Safe Passages</b>									
Coliseum Prep	200	209	105%	55,680	53,444	96%	121%	116	79%
United for Success	160	218	136%	141,013	140,807	100%	76%	102	75%
<b>YMCA of the East Bay</b>									
West Oakland Middle	130	153	118%	50,781	44,130	87%	85%	78	53%
Middle School Overall	3,064	4,775	126%	1,293,316	1,399,952	108%	89%	104	73%
<b>HIGH SCHOOL PROGRAMS</b>									
<b>Alternatives in Action</b>									
Fremont Federation	–	986	–	–	–	–	62%	16	13%

Lead Agency / Program	Enrollment			Units of Service			Youth Participation		
	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 80%)	Average Days Per Youth	Average Attendance Rate
Life Academy	–	305	–	–	–	–	–	39	63%
McClymonds	–	291	–	–	–	–	–	9	30%
<b>Bay Area Community Resources</b>									
Bunche	–	151	–	–	–	–	183%	45	40%
Oakland Technical	–	1,361	–	–	–	–	176%	10	10%
Rudsdale Continuation	–	209	–	–	–	–	95%	50	49%
Street Academy	–	139	–	–	–	–	104%	71	54%
<b>East Bay Asian Youth Center</b>									
Dewey	–	391	–	–	–	–	74%	44	60%
Met West	–	162	–	–	–	–	130%	144	82%
Oakland High	–	373	–	–	–	–	90%	18	61%
Oakland International	–	412	–	–	–	–	95%	26	44%
<b>Safe Passages</b>									
Coliseum Prep	–	270	–	–	–	–	84%	73	70%
<b>Youth Together</b>									
Skyline	–	749	–	–	–	–	106%	25	28%
<b>Youth Uprising</b>									
Castlemont High	–	694	–	–	–	–	74%	16	11%
High School Overall	–	6,493	–	–	–	–	106%	28	31%

Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.

\*Enrollment totals are presented for all programs. Enrollment Goal and % Progress Towards Enrollment Goal figures are presented only for programs that receive OFCY funding; grade level totals for Enrollment Goal and % Progress Towards Enrollment Goal exclude programs that do not receive OFCY funding.

\*\*Progress towards attendance goals is not available for all charter-based programs, Life Middle School, Life High School, and McClymonds High School



## DATA COMPANION F: YOUTH SURVEY COMPOSITES & RESULTS BY PROGRAM

**Youth Survey Composites** – A composite is used as a global measure of each outcome domain. The composite indicates the proportion of youth who answered positively to all but one of the survey questions related to that outcome domain. For example, a youth who scores highly on the Physical Well-Being Composite answered positively to at least two of the three related survey questions. The table below includes the survey questions that were included in each composite.

TABLE 15. SURVEY ITEMS

Composite	Elementary	Middle	High
Program Quality - Safe	I feel safe in this program.		
	If my friends or I get bullied at this program, an adult steps in to help.	If someone bullies my friends or me at this program, an adult steps in to help.	
	In this program, other kids hit or push me when they are not just playing	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	
	When I am in this program, other kids spread mean rumors or lies about me.	How many times in this program have you had mean rumors or lies spread about you?	
Program Quality - Supportive	The adults in this program listen to what I have to say.		
	There is an adult at this program who cares about me.	There is an adult at this program who really cares about me.	
	In this program, I tell other kids when they do a good job.	In this program, I tell other youth when they do a good job or contribute to the group.	
Program Quality - Interaction	In this program, I get to help other people.		
	I feel like I belong at this program.		
	This program helps me to make friends.	Since coming to this program, I am better at making friends.	
Program Quality - Engagement	In this program, I get to choose what I do and how I do it.		
	In this program, I try new things.		
	I am interested in what we do in this program.		
Academic Behaviors	This program helps me learn ways to study (like reading directions).	This program helps me to learn good study skills (like reading directions, taking tests).	
	This program helps me get my homework done.	Because of this program, I am better at getting my homework done.	
	This program helps me learn how to set goals for myself.	Since coming to this program, I am better at setting goals for myself.	

Composite	Elementary	Middle	High
College & Career Exploration	In this program, I learn of jobs I can have when I grow up.	In this program, I learn about the kinds of jobs I'd like to have in the future.	
	In this program, I learn more about college.	This program helps me feel more confident about going to college.	
	-- no question --	This program helps me feel ready to go to high school.	-- no question --
Sense of Mastery	This program helps me feel good about what I can do.	This program helps me to feel more confident about what I can do.	
	This program helps me get better at things that I used to think were hard.		
	This program helps me feel like more of a leader.		
School Engagement (Academic Outcomes)	This program helps me feel excited to learn in school.	This program helps me feel more motivated to learn in school.	
	This program helps me to feel like a part of my school.		
	This program helps me feel happy to be at this school.		
Social Emotional Skills	This program helps me try to understand how other people feel.		
	This program helps me get along with adults.	This program helps me get along better with adults.	
	This program helps me get along with other people my age.	Since coming to this program, I get along better with other people my age.	
	This program helps me get along with kids who are different from me.	This program helps me get along with people my age who are different from me.	
Physical Well-Being	This program helps me to learn how to be healthy.		
	This program helps me say "no" to things I know are wrong.	Since coming to this program, I am better at saying “no” to things I know are wrong.	
	This program helps me exercise more.		

**Youth Survey Composites by Program** – The table below presents the percent of youth in each program who responded positively (“Mostly true” or “Completely true”) to the composites, as defined on the previous page.

**TABLE 16. YOUTH SURVEY COMPOSITES**

Lead Agency/Program	N=	N/ ADA*	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes					
			Safe Environ- ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
ELEMENTARY SCHOOLS												
Bay Area Community Resources												
Bridges Academy	55	97%	58%	65%	61%	51%	61%	56%	76%	71%	52%	64%
Emerson	64	122%	77%	77%	74%	71%	76%	61%	82%	75%	72%	75%
Esperanza Academy	70	131%	76%	76%	67%	49%	74%	51%	62%	64%	65%	78%
Fred T. Korematsu	43	96%	37%	46%	37%	39%	60%	55%	53%	48%	34%	59%
Fruitvale	60	100%	97%	98%	97%	87%	93%	92%	97%	97%	95%	95%
Futures	44	85%	71%	74%	74%	58%	81%	64%	82%	75%	79%	79%
Glenview	42	106%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Global Family	53	109%	96%	90%	79%	94%	98%	91%	92%	94%	87%	98%
Grass Valley	71	123%	75%	69%	67%	63%	66%	46%	70%	66%	49%	74%
Greenleaf**	45	80%	90%	96%	93%	91%	90%	75%	98%	93%	86%	93%
Hoover	38	56%	53%	78%	70%	66%	70%	61%	71%	74%	72%	67%
Howard	39	82%	42%	44%	44%	34%	33%	37%	44%	28%	26%	41%
Lafayette	73	106%	87%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Markham	53	86%	68%	68%	77%	57%	76%	59%	75%	70%	58%	77%
MLK Jr.	65	95%	63%	48%	60%	48%	64%	52%	53%	51%	36%	54%
PLACE @ Prescott	63	93%	65%	73%	73%	74%	66%	62%	68%	61%	51%	61%
Sankofa Academy**	70	57%	55%	72%	73%	47%	61%	70%	75%	67%	55%	75%
East Bay Agency for Children												
Achieve Academy	55	125%	78%	70%	65%	65%	74%	67%	70%	73%	72%	85%
Peralta	100	104%	94%	94%	88%	76%	65%	46%	72%	76%	77%	77%
Rise Community	47	118%	95%	98%	91%	88%	100%	98%	91%	88%	91%	98%
Sequoia	53	109%	64%	66%	59%	37%	28%	27%	49%	48%	50%	49%
Easy Bay Asian Youth Center												
Bella Vista	79	129%	71%	56%	57%	47%	59%	71%	53%	46%	37%	57%
Cleveland	61	101%	71%	68%	65%	46%	79%	61%	65%	60%	53%	74%
Franklin	98	136%	93%	71%	75%	70%	78%	92%	68%	76%	60%	74%
Garfield	115	115%	83%	81%	79%	75%	91%	79%	81%	85%	77%	82%
Lincoln	93	113%	86%	62%	65%	53%	67%	85%	63%	51%	41%	71%

Lead Agency/Program	N=	N/ ADA*	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes					
			Safe Environ-ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Manzanita Community	66	122%	56%	65%	69%	61%	64%	55%	63%	59%	52%	57%
<i>Girls Incorporated of Alameda County</i>												
Acorn Woodland	51	79%	43%	35%	32%	20%	39%	24%	38%	31%	28%	33%
Allendale	55	125%	48%	56%	32%	32%	46%	49%	57%	46%	43%	53%
East Oakland Pride	38	87%	43%	50%	42%	26%	59%	51%	40%	38%	37%	50%
Horace Mann	38	79%	61%	69%	64%	70%	69%	76%	64%	59%	55%	76%
Reach Academy	56	105%	69%	75%	70%	55%	74%	70%	67%	66%	72%	72%
<i>Higher Ground</i>												
Brookfield	52	103%	41%	65%	70%	63%	73%	84%	78%	67%	72%	71%
Madison Park Lower	43	84%	62%	64%	64%	50%	77%	74%	69%	69%	60%	70%
New Highland	55	106%	87%	88%	90%	88%	92%	81%	87%	85%	83%	85%
<i>Higher Ground Neighborhood Development Corp</i>												
Parker*	34	59%	44%	41%	53%	41%	55%	45%	68%	55%	59%	59%
<i>Learning for Life</i>												
Manzanita SEED	97	111%	81%	80%	78%	65%	79%	41%	73%	76%	75%	73%
<i>Lighthouse Community Charter</i>												
Lighthouse**	52	49%	74%	72%	67%	68%	64%	62%	65%	76%	61%	81%
<i>Love Learn Success</i>												
Melrose Leadership**	58	89%	75%	64%	66%	54%	49%	39%	64%	70%	49%	56%
<i>Oakland Leaf</i>												
ASCEND**	34	49%	97%	85%	88%	79%	81%	79%	82%	88%	76%	82%
Encompass	53	71%	92%	91%	88%	87%	80%	75%	83%	81%	73%	85%
International	51	107%	70%	61%	64%	53%	60%	57%	64%	69%	59%	69%
Learning W/O Limits	77	140%	92%	95%	92%	83%	81%	70%	88%	79%	81%	81%
Think College Now	38	66%	62%	57%	49%	53%	49%	55%	45%	50%	53%	58%
<i>Safe Passages</i>												
Community United	39	133%	89%	89%	84%	62%	87%	67%	78%	79%	70%	76%
Laurel	49	97%	83%	83%	60%	61%	57%	40%	70%	58%	62%	67%
<i>Ujima Foundation</i>												
Burckhalter	61	87%	66%	61%	63%	50%	68%	51%	68%	63%	61%	66%
Carl Munck	51	123%	73%	74%	56%	56%	63%	61%	62%	64%	47%	73%
<i>YMCA of the East Bay</i>												
Piedmont	54	139%	60%	62%	61%	64%	81%	53%	71%	52%	53%	71%
Elementary Overall	2,907	97%	74%	73%	70%	63%	71%	64%	71%	68%	63%	72%

Lead Agency/Program	N=	N/ ADA*	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes					
			Safe Environ- ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
MIDDLE SCHOOL PROGRAMS												
After School All Stars												
Claremont	45	82%	76%	77%	69%	71%	53%	81%	67%	70%	68%	71%
Alternatives In Action												
Life Academy**	94	76%	60%	49%	45%	40%	40%	43%	40%	42%	43%	38%
Bay Area Community Resources												
Alliance Academy	47	74%	52%	49%	46%	40%	37%	51%	43%	40%	40%	47%
Elmhurst	91	86%	61%	51%	53%	60%	45%	63%	56%	54%	44%	51%
Madison Park Upper	122	118%	67%	55%	53%	40%	48%	61%	55%	56%	42%	61%
Sankofa Academy**	38	31%	29%	51%	46%	28%	32%	53%	45%	44%	31%	53%
Citizen Schools												
Greenleaf**	55	118%	42%	44%	33%	18%	35%	54%	33%	28%	29%	32%
Roots International	59	96%	50%	47%	41%	40%	37%	50%	42%	41%	35%	45%
Eagle Village												
Montera	98	103%	67%	56%	55%	57%	43%	57%	56%	48%	45%	46%
Westlake	61	122%	55%	47%	39%	38%	31%	38%	35%	31%	20%	36%
East Bay Asian Youth Center												
Edna Brewer	173	165%	62%	54%	53%	42%	45%	46%	47%	47%	44%	44%
Frick	66	99%	98%	95%	95%	89%	97%	97%	97%	95%	95%	95%
La Escuelita	56	90%	62%	56%	49%	50%	59%	55%	44%	42%	54%	50%
Roosevelt	206	103%	98%	95%	95%	89%	97%	97%	97%	95%	95%	95%
Urban Promise	72	93%	54%	43%	44%	34%	38%	42%	35%	37%	28%	41%
Higher Ground Neighborhood Development Corp												
Parker**	73	127%	56%	59%	62%	57%	51%	65%	59%	58%	52%	52%
Lighthouse Community Charter												
Lighthouse**	50	47%	54%	49%	57%	55%	35%	49%	43%	47%	35%	42%
Love.Learn.Success												
Melrose**	39	60%	64%	54%	61%	38%	39%	44%	42%	43%	43%	49%
Oakland Leaf												
ASCEND**	24	30%	61%	48%	48%	48%	42%	62%	50%	42%	38%	63%
Bret Harte	89	98%	49%	68%	65%	62%	63%	59%	52%	57%	48%	60%
Safe Passages												
United for Success	129	141%	75%	58%	56%	43%	51%	59%	58%	56%	52%	72%
Coliseum Prep**	142	139%	56%	41%	38%	34%	41%	45%	38%	34%	33%	37%

Lead Agency/Program	N=	N/ ADA*	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes					
			Safe Environ- ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
YMCA of the East Bay												
West Oakland Middle	54	97%	52%	56%	47%	42%	46%	43%	41%	35%	35%	80%
Middle School Overall	1,827	95%	65%	60%	58%	52%	52%	59%	55%	54%	49%	54%
HIGH SCHOOL PROGRAMS												
Alternatives in Action												
Fremont Federation	58	65%	78%	77%	68%	65%	71%	76%	65%	72%	65%	73%
Life Academy**	47	118%	67%	67%	50%	56%	43%	51%	41%	43%	40%	74%
McClymonds	90	191%	56%	64%	53%	50%	60%	69%	60%	55%	53%	82%
Bay Area Community Resources												
Bunche	53	147%	80%	72%	76%	68%	66%	81%	75%	71%	63%	74%
Oakland Technical	31	20%	100%	97%	100%	100%	74%	83%	93%	93%	77%	55%
Rudsdale Continuation	54	99%	67%	54%	54%	52%	55%	51%	45%	54%	44%	49%
Street Academy	66	151%	83%	73%	73%	73%	74%	72%	71%	70%	63%	68%
East Bay Asian Youth Center												
Dewey	92	112%	92%	78%	71%	74%	70%	85%	78%	81%	68%	79%
Met West	96	128%	87%	81%	85%	82%	74%	90%	85%	83%	82%	76%
Oakland High	65	90%	70%	68%	63%	69%	40%	54%	47%	53%	48%	40%
Oakland International	54	88%	64%	55%	59%	49%	55%	58%	47%	50%	43%	44%
Safe Passages												
Coliseum Prep**	94	117%	60%	46%	45%	46%	40%	49%	44%	38%	40%	31%
Youth Together												
Skyline	115	104%	94%	86%	81%	75%	73%	75%	74%	67%	76%	67%
Youth Uprising												
Castlemont	34	85%	94%	85%	73%	79%	65%	88%	82%	70%	65%	63%
High School Overall	949	106%	76%	71%	67%	66%	62%	70%	64%	64%	60%	59%

Source: Youth participant surveys administered in spring 2017.

\*N/ADA is the survey response rate; ADA drawn from the start of the year through 2/20/2017.

\*\*This program submitted surveys for more than one age group.

## DATA COMPANION G: YOUTH SURVEY RESPONSE DIFFERENCES BY RACE/ETHNICITY, GRADE LEVEL, & GENDER

Youth surveys are used to assess the extent to which participating young people experience positive benefits. For discussion regarding these results, refer to the 2016-17 Oakland School-Based After School Programs Evaluation Findings Report.

We present the results of youth surveys in the three ways described below. Survey questions are presented by outcome section aligned with the organization of the Findings Report.

- **Differences in Youth Survey Responses** – We describe the percent of youth in elementary, middle and high school programs that had positive responses to each of survey and results are annotated with differences by gender, days attended, and ethnicity.
- **By Gender and Grade Level** – We describe the percent of youth in elementary, middle and high school programs by gender that had positive responses to each of survey item.
- **By Gender and Race/Ethnicity** – We describe the percent of youth in elementary, middle and high school programs by race/ethnicity that had positive responses to each of survey item.

Gender and race/ethnicity information for youth survey respondents was matched to youth survey responses, when available,<sup>29</sup> from youths' Cityspan participation records. To protect the confidentiality of youth survey respondents, results for any sub-groups with a sample size less than or equal to five are excluded from detailed tables, but included in aggregate analysis within the Findings Report.

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<sup>29</sup> Demographic information for community-based charter programs is based on youths' self-reports. Of the total 4,491 surveys, 156 are from youth participants at community-based charter programs.

## YOUTH SURVEY RESPONDENTS' DEMOGRAPHICS

TABLE 17: SCHOOL-BASED SURVEY RESPONDENTS' RACE/ETHNICITY

	MALE		FEMALE		OVERALL	
	N	%	N	%	N	%
ELEMENTARY SCHOOLS						
Latino/a	406	47%	452	53%	858	39%
African American	374	47%	414	53%	788	36%
Asian/Pacific Islander	197	51%	185	48%	382	17%
White	61	40%	89	59%	150	7%
Unknown/Not Reported	9	33%	18	67%	27	1%
American Indian/Alaskan Native	7	77%	2	22%	9	0%
Total	1,054	48%	1,160	52%	2,214	100%
MIDDLE SCHOOLS						
Latino/a	334	52%	311	48%	645	45%
Asian/Pacific Islander	142	52%	133	48%	275	19%
White	31	49%	32	51%	63	4%
Unknown/Not Reported	14	54%	12	46%	26	2%
American Indian/Alaskan Native	2	50%	2	50%	4	0%
Total	704	50%	714	50%	1,418	100%
HIGH SCHOOLS						
Latino/a	155	52%	146	49%	301	47%
African American	102	46%	122	55%	224	35%
Asian/Pacific Islander	39	50%	39	50%	78	12%
White	3	14%	19	86%	22	3%
Unknown/Not Reported	12	75%	4	25%	16	2%
American Indian/Alaskan Native	1	20%	4	80%	5	1%
Total	312	48%	334	52%	646	100%

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017. Note: We were unable to match 1,405 surveys to a known participant; their gender and race/ethnicity are unknown.



## DIFFERENCES IN YOUTH SURVEY RESPONSES BY RACE/ETHNICITY, GRADE LEVEL, & GENDER

The following section contains differences in responses by three youth characteristics.<sup>30</sup> Notable results are discussed in the “Differences in Youth Outcomes” section. The tables in this section are presented at the grade level; detailed results by gender or ethnicity follow this section.

A chi-square test for association was conducted in the manner described below:

- Gender and positive responses to youth survey items.
- Ethnicity categories and positive responses to youth survey items. <sup>31,32</sup>

Survey items are presented by outcome theme, and annotated to indicate items for which statistically significant differences (at  $p < .05$ ) and mean differences over 5% were found. To see results for individual sub-groups, continue on to the next pages, where detailed results are presented by gender and race/ethnicity. Note: any statistically significant differences are marked with a bull’s-eye or star symbol (as denoted within each table).

The bull’s eye ☉ indicates a statistically significant difference by ethnicity; the star \* indicates a statistically significant difference by gender. Additionally, any statistically significant differences greater than +/- 5% are shaded.

Note: Latino/a students are the reference group for the chi-square tests for differences in survey responses by ethnicity. This is because they are the largest group, in keeping with recommended analysis practice. Therefore, the column with survey responses by Latino students will never be shaded. Rather, any group where differences are statistically significant, and greater than +/- 5% **compared to Latino students**, will be shaded.

---

<sup>30</sup> Survey results are presented for youth responses where matched demographic data was available. Survey respondents from charter schools self-reported their demographic information used in the results presented in this section.

<sup>31</sup> Unknown/Not Reported, American Indian/Alaskan Native and Other/Multiple or Bi-Racial were excluded since they represented only 3% of the total sample.

<sup>32</sup> For the chi-square test, the race/ethnicity category Hispanic/Latino was used as the reference group, meaning that all race groups were compared against this group. This is because the Hispanic/Latino category represents the majority of the population served by Oakland school-based after school programs, and therefore statistically must be the reference group to which other populations are compared. Any race/ethnicity group differences +/- 5% from the Hispanic/Latino reference group are highlighted. Gender differences were analyzed using Overall as the reference group.

TABLE 18: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY, BY GRADE GROUP

ELEMENTARY SCHOOL:

Significant (at $p<.05$ )	Survey Question	OVERALL	GENDER:		ETHNICITY:			
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
	SAFE ENVIRONMENT							
⊙	In this program, other kids hit or push me when they are not just playing around.	16%	16%	15%	9%	22%	13%	12%
	When I am in this program, other kids spread mean rumors or lies about me.	20%	20%	20%	14%	25%	19%	14%
*	If my friends or I get bullied at this program, an adult steps in to help.	72%	69%	73%	68%	73%	71%	70%
	I feel safe in this program.	78%	77%	79%	80%	77%	77%	84%
	SUPPORTIVE ENVIRONMENT							
	There is an adult at this program who cares about me.	80%	79%	80%	79%	81%	77%	83%
	The adults in this program listen to what I have to say.	70%	69%	69%	66%	69%	71%	68%
*	In this program, I tell other kids when they do a good job.	54%	50%	57%	47%	54%	54%	61%
	INTERACTION							
	In this program, I get to help other people.	69%	67%	69%	69%	70%	67%	67%
	This program helps me to make friends.	69%	70%	67%	65%	66%	71%	67%
	I feel like I belong at this program.	67%	66%	68%	64%	67%	68%	70%
	ENGAGEMENT							
	I am interested in what we do in this program.	69%	69%	68%	66%	70%	68%	67%
	In this program, I try new things.	68%	66%	69%	66%	69%	66%	66%
	In this program, I get to choose what I do and how I do it.	39%	37%	37%	38%	36%	38%	37%

\* Gender difference is statistically significant ( $p < .05$ )

⊙ Ethnicity difference is statistically significant ( $p < .05$ )

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017,  $n=2,907$ . Shaded cells represent statistically significant differences that are greater than  $\pm 5$  percentage points change from the reference group (see footnote on page 74).

MIDDLE SCHOOL:

Significant (at p<.05)	Survey Question	OVERALL	GENDER:		ETHNICITY:			
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
	SAFE ENVIRONMENT							
*⊙	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	20%	23%	14%	17%	24%	16%	21%
⊙	How many times in this program have you had mean rumors or lies spread about you?	21%	19%	20%	13%	27%	17%	17%
	If someone bullies my friends or me at this program, an adult steps in to help.	61%	62%	61%	73%	57%	59%	58%
*⊙	I feel safe in this program.	67%	69%	65%	77%	64%	64%	79%
	SUPPORTIVE ENVIRONMENT							
⊙	There is an adult at this program who really cares about me.	67%	68%	67%	77%	69%	62%	67%
⊙	In this program, I tell other youth when they do a good job or contribute to the group.	47%	48%	48%	66%	47%	40%	54%
⊙	The adults in this program listen to what I have to say.	60%	61%	60%	73%	58%	57%	60%
	INTERACTION							
⊙	I feel like I belong at this program.	56%	57%	54%	70%	53%	51%	59%
⊙	In this program, I get to help other people.	58%	57%	59%	72%	57%	52%	60%
*⊙	Since coming to this program, I am better at making friends.	56%	60%	54%	71%	55%	51%	62%
	ENGAGEMENT							
*⊙	I am interested in what we do in this program.	57%	59%	54%	71%	53%	52%	60%
*⊙	In this program, I get to choose what I do and how I do it.	41%	44%	38%	60%	36%	36%	43%
⊙	In this program, I try new things.	55%	53%	56%	69%	52%	50%	59%
* Gender difference is statistically significant (p<.05)			⊙ Ethnicity difference is statistically significant (p<.05)					

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=1,827. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).

## HIGH SCHOOL:

Significant (at p<.05)	Survey Question	OVERALL	GENDER:		ETHNICITY:			
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
	SAFE ENVIRONMENT							
*	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	7%	7%	4%	5%	7%	4%	0%
	How many times in this program have you had mean rumors or lies spread about you?	9%	8%	6%	8%	8%	6%	5%
⊙	If someone bullies my friends or me at this program, an adult steps in to help.	67%	70%	71%	75%	76%	65%	77%
*	I feel safe in this program.	77%	73%	83%	74%	83%	76%	91%
	SUPPORTIVE ENVIRONMENT							
*⊙	There is an adult at this program who really cares about me.	71%	69%	76%	75%	79%	65%	91%
*⊙	In this program, I tell other youth when they do a good job or contribute to the group.	61%	59%	64%	64%	71%	55%	82%
*⊙	The adults in this program listen to what I have to say.	73%	72%	79%	81%	81%	70%	75%
	INTERACTION							
*⊙	I feel like I belong at this program.	68%	65%	74%	71%	77%	63%	86%
*⊙	In this program, I get to help other people.	67%	64%	74%	72%	78%	62%	86%
	Since coming to this program, I am better at making friends.	60%	60%	62%	56%	66%	58%	82%
	ENGAGEMENT							
*⊙	I am interested in what we do in this program.	68%	65%	73%	66%	77%	64%	82%
⊙	In this program, I get to choose what I do and how I do it.	55%	58%	58%	59%	60%	53%	81%
	In this program, I try new things.	66%	67%	68%	72%	67%	66%	86%
* Gender difference is statistically significant (p<.05)		⊙ Ethnicity difference is statistically significant (p<.05)						

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=949. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).

TABLE 19: POSITIVE YOUTH RESPONSES REGARDING OUTCOME DOMAINS, BY GRADE GROUP

ELEMENTARY SCHOOL:

		OVERALL	GENDER:		ETHNICITY:			
Survey Question			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
Significant (at p<.05)	SCHOOL ENGAGEMENT (ACADEMIC OUTCOMES)							
	This program helps me to feel like a part of my school.	69%	69%	68%	65%	69%	71%	68%
	This program helps me feel happy to be at this school.	68%	68%	66%	63%	65%	69%	71%
	This program helps me feel excited to learn in school.	63%	63%	60%	59%	64%	62%	51%
	ACADEMIC BEHAVIORS							
⊙	This program helps me get my homework done.	79%	80%	77%	83%	76%	81%	68%
	This program helps me learn how to set goals for myself.	68%	68%	67%	69%	69%	67%	57%
	This program helps me learn ways to study (like reading directions).	62%	61%	62%	59%	63%	63%	49%
	SENSE OF MASTERY							
	This program helps me feel good about what I can do.	72%	70%	72%	68%	73%	71%	65%
	This program helps me get better at things that I used to think were hard.	70%	69%	70%	65%	71%	71%	61%
	This program helps me feel like more of a leader.	63%	63%	61%	54%	70%	61%	47%
	COLLEGE AND CAREER EXPLORATION							
	In this program, I learn of jobs I can have when I grow up.	57%	57%	56%	63%	58%	55%	37%
⊙	In this program, I learn more about college.	45%	45%	43%	58%	45%	41%	21%
	PHYSICAL WELL-BEING							
	This program helps me say "no" to things I know are wrong.	72%	70%	72%	69%	72%	72%	68%
*	This program helps me exercise more.	70%	73%	66%	67%	69%	71%	67%
*	This program helps me to learn how to be healthy.	68%	69%	65%	67%	68%	68%	53%
	SOCIAL EMOTIONAL SKILLS							
⊙	This program helps me get along with other people my age.	70%	71%	69%	63%	69%	73%	72%

Significant (at $p < .05$ )	Survey Question	OVERALL	GENDER:		ETHNICITY:			
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
⊙	This program helps me get along with kids who are different from me.	68%	66%	67%	61%	68%	68%	66%
	This program helps me get along with adults.	67%	65%	66%	62%	65%	68%	61%
	This program helps me try to understand how other people feel.	65%	63%	65%	59%	65%	65%	68%
* Gender difference is statistically significant ( $p < .05$ )				⊙ Ethnicity difference is statistically significant ( $p < .05$ )				

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017,  $n=2,907$ . Shaded cells represent statistically significant differences that are greater than  $\pm 5$  percentage points change from the reference group (see footnote on page 74).

MIDDLE SCHOOL:

Significant (at p<.05)	Survey Question	OVERALL	GENDER		ETHNICITY			
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
	SCHOOL ENGAGEMENT (ACADEMIC OUTCOMES)							
*⊙	This program helps me feel more motivated to learn in school.	55%	59%	52%	64%	56%	51%	52%
*⊙	This program helps me to feel like a part of my school.	55%	59%	52%	68%	51%	52%	55%
*⊙	This program helps me feel happy to be at this school.	51%	55%	48%	70%	46%	48%	44%
	ACADEMIC BEHAVIORS							
*	Because of this program, I am better at getting my homework done.	60%	66%	56%	77%	53%	59%	54%
*	This program helps me to learn good study skills (like reading directions, taking tests).	47%	53%	44%	64%	42%	46%	44%
*⊙	Since coming to this program, I am better at setting goals for myself.	51%	55%	49%	65%	51%	46%	48%
	SENSE OF MASTERY							
⊙	This program helps me feel like more of a leader.	50%	52%	49%	65%	51%	44%	43%
⊙	This program helps me get better at things that I used to think were hard.	55%	56%	54%	68%	51%	52%	48%
⊙	This program helps me to feel more confident about what I can do.	58%	60%	56%	70%	55%	55%	53%
	COLLEGE AND CAREER EXPLORATION							
⊙	In this program, I learn about the kinds of jobs I'd like to have in the future.	47%	48%	46%	57%	49%	41%	47%
*	This program helps me feel more confident about going to college.	54%	57%	52%	63%	53%	53%	45%
	This program helps me feel ready to go to high school.	56%	59%	55%	66%	53%	56%	56%
	PHYSICAL WELL-BEING							
*	This program helps me exercise more.	57%	63%	51%	63%	56%	56%	45%
*	This program helps me to learn how to be healthy.	49%	54%	45%	57%	48%	47%	34%
⊙	Since coming to this program, I am better at saying “no” to things I know are wrong.	58%	59%	56%	70%	56%	54%	56%
	SOCIAL AND EMOTIONAL SKILLS							
*⊙	Since coming to this program, I get along better with other people my age.	55%	59%	53%	71%	52%	53%	49%

Significant (at p<.05)	Survey Question	OVERALL	GENDER		ETHNICITY			
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
*	This program helps me get along better with adults.	53%	57%	48%	65%	48%	50%	41%
*	This program helps me get along with people my age who are different from me.	55%	59%	52%	69%	52%	53%	46%
⊙	This program helps me try to understand how other people feel.	50%	52%	49%	67%	47%	46%	44%
* Gender difference is statistically significant (p<.05)				⊙ Ethnicity difference is statistically significant (p<.05)				

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017,  $n=1,827$ . Shaded cells represent statistically significant differences that are greater than  $\pm 5$  percentage points change from the reference group (see footnote on page 74).



## HIGH SCHOOL:

Significant (at p<.05)	Survey Question	OVERALL	GENDER		ETHNICITY			
			BOY	GIRL	API	AF AM	HIS/LAT	WHITE
	SCHOOL ENGAGEMENT (ACADEMIC OUTCOMES)							
	This program helps me feel more motivated to learn in school.	66%	65%	66%	62%	72%	62%	65%
⊙	This program helps me to feel like a part of my school.	64%	65%	67%	68%	73%	60%	82%
⊙	This program helps me feel happy to be at this school.	59%	59%	61%	64%	64%	54%	82%
	ACADEMIC BEHAVIORS							
*⊙	Because of this program, I am better at getting my homework done.	60%	64%	56%	59%	66%	55%	57%
	This program helps me to learn good study skills (like reading directions, taking tests).	59%	60%	57%	55%	65%	56%	59%
*⊙	Since coming to this program, I am better at setting goals for myself.	64%	61%	70%	59%	72%	62%	86%
	SENSE OF MASTERY							
*⊙	This program helps me feel like more of a leader.	61%	59%	68%	60%	74%	55%	77%
⊙	This program helps me get better at things that I used to think were hard.	65%	66%	68%	64%	74%	62%	77%
⊙	This program helps me to feel more confident about what I can do.	64%	65%	67%	63%	75%	59%	73%
	COLLEGE AND CAREER EXPLORATION							
	In this program, I learn about the kinds of jobs I'd like to have in the future.	60%	62%	62%	53%	68%	59%	65%
⊙	This program helps me feel more confident about going to college.	65%	63%	67%	64%	72%	60%	70%
	PHYSICAL WELL-BEING							
*	This program helps me exercise more.	52%	56%	48%	43%	58%	50%	50%
*⊙	This program helps me to learn how to be healthy.	58%	61%	57%	49%	69%	53%	73%
⊙	Since coming to this program, I am better at saying “no” to things I know are wrong.	65%	67%	67%	68%	72%	62%	82%
	SOCIAL AND EMOTIONAL SKILLS							
	Since coming to this program, I get along better with other people my age.	62%	63%	63%	65%	68%	59%	68%

⊙	This program helps me get along better with adults.	64%	64%	67%	68%	71%	60%	77%
⊙	This program helps me get along with people my age who are different from me.	63%	62%	65%	63%	67%	58%	91%
*⊙	This program helps me try to understand how other people feel.	64%	61%	68%	62%	72%	58%	82%

\* Gender difference is statistically significant (p<.05)

⊙ Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=949. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).



## Final Report FY2016-2017

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# Oakland Fund for Children and Youth

## Final Evaluation Summary - FY2016-2017



The Oakland Fund for Children and Youth (OFCY), created in 1996 through a ballot initiative, represents a large investment on the part of Oakland residents to support the dreams of young people and their families. OFCY provides strategic funding to programs for children and youth, with the goal of helping them to become **healthy, happy, educated, and engaged**, community members.

This Final Evaluation Report focuses on the performance, quality, and outcomes of 90 OFCY community-based programs that fall into four strategy areas:<sup>1</sup>

**Early Childhood** programs include *Parent Support and Education* programs, which build parenting skills in order to strengthen families, as well as *Early Childhood Mental Health Consultation*, which supports early childhood educators to promote healthy socioemotional development of children in childcare centers.

**Youth Development and Empowerment** programs provide enriching programming while nurturing youth leadership, promoting community involvement, and creating safe environments.

**Student Success in School** programs help youth feel connected to school and engaged in their own learning by providing targeted academic support, enrichment, and case management.

**Transitions to Adulthood** facilitates the transition to college and career by providing opportunities to explore career opportunities through *Career Awareness and Academic Support for Older Youth*.

“ We focus on **critical thinking** and **problem solving** and **collaborative learning**, so that whatever they learn over the summer is transferable, regardless of the content. We try to make the content **relevant to our students' lives** and what they're experiencing. And we also never forget that it's summertime, and that **learning should be fun and joyful**. ”

-Program Director

### Programs at a Glance

**\$9,953,328**

invested

**24,109**

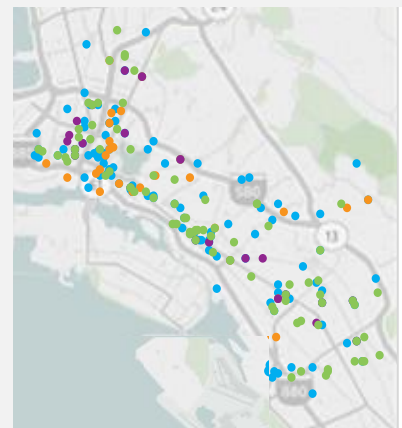
youth served

**90**

programs funded

**336**

program sites



<sup>1</sup> Data was drawn from Cityspan data, OFCY's participant surveys, interviews with 18 program staff, interviews with six systems-level partners, and Program Quality Self-Assessments completed by 85 programs. Due to data limitations, evaluation findings are not generalizable to all OFCY participants but instead reflect trends.

# Overview of Participants

During FY2015-2016, OFCY programs served 24,109 youth and 4,089 adults across all neighborhoods in Oakland, with close to 20% of participants coming from 94601, around Fruitvale and along International Boulevard, and almost 50% coming from other neighborhoods in East Oakland, reflecting where the majority of OFCY program sites are located. The *Year-Round Youth Development*

## Key findings for participants:

### Programs served children and youth from across the city.

The majority of participants came from East Oakland. One-fifth of participants lived in the Fruitvale District.

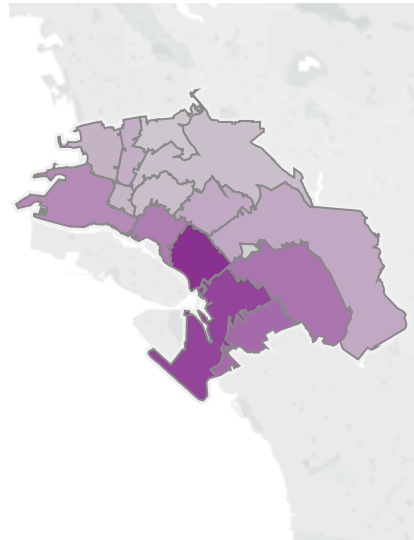
### The vast majority of OFCY youth participants were children and youth of color.

Hispanic/Latino and African American children and youth making up most of the participants, followed by Asian/Pacific Islander, multiracial, and Caucasian/White children and youth.

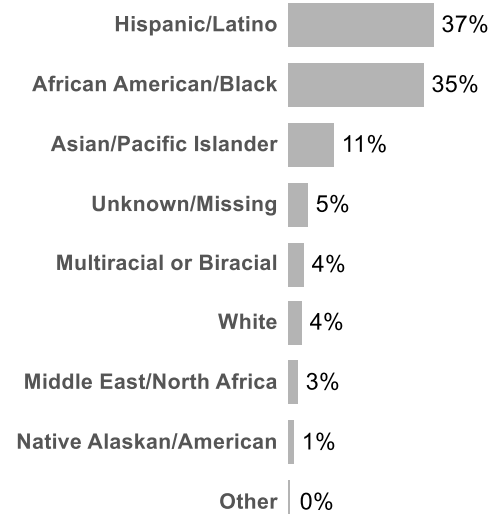
### The time youth spent in programming varied greatly.

Close to 20% of youth received “intensive” services (120 hours or more), while 17% received “light touch” services (fewer than 10 hours). Two groups received the highest levels of service: elementary-aged youth in Youth Development and Empowerment programs and older youth in Career Awareness programs.

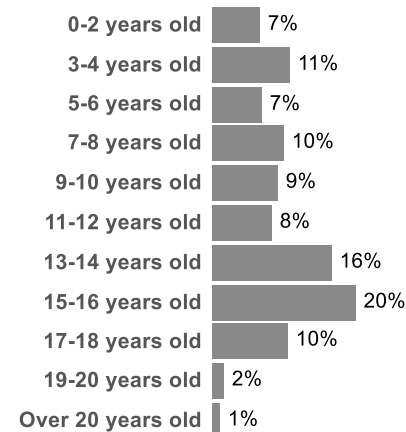
## Zipcode of Residence



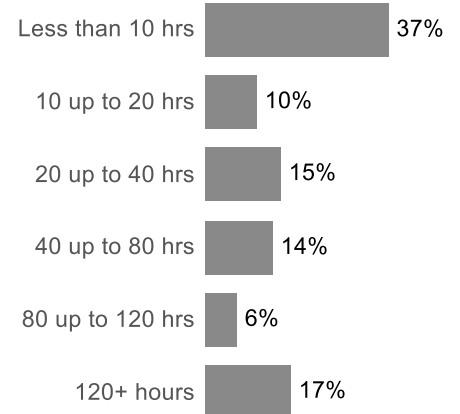
## Ethnicity



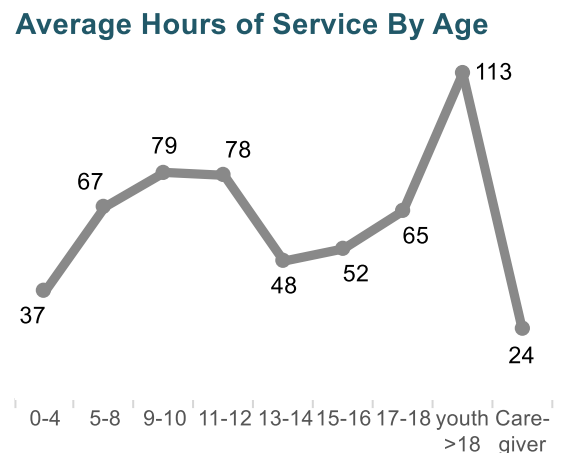
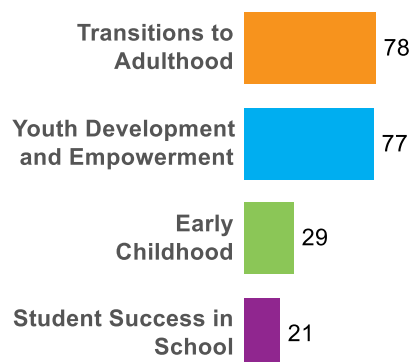
## Age



## Distribution of Service Hours



## Average Hours of Service By Strategy



## Performance

### Key findings for performance:

**Programs made good progress toward enrollment and units of service projections.** Across all programs, 84% met the threshold for enrollment, and 84% met the threshold for units of service.

**Only about one-quarter of participants submitted surveys.** The evaluation team, OFCY and programs will make a targeted effort to increase survey response rates in PY2017-2018.

OFCY's two core program performance measures focus on progress towards meeting thresholds for enrollment and projected units of service. Results are highlighted below. SPR also used two additional measures, including percentage of participants who receive 40 or more hours of service (35% of all participants) and percentage of participants who complete a participant survey (25% of all eligible participants).

### Percent of Programs Meeting Core Performance Thresholds



### Percent of Participants Meeting Additional Performance Measures



## Quality

### Key findings for program quality:

**Overall, participant and staff gave high quality ratings.** Results point to the generally high quality of OFCY programs.

**Returning OFCY grantees tended to receive higher quality scores.** Both program staff and participants gave higher ratings, suggesting that returning grantees may be able to share best practices and lead peer learning.

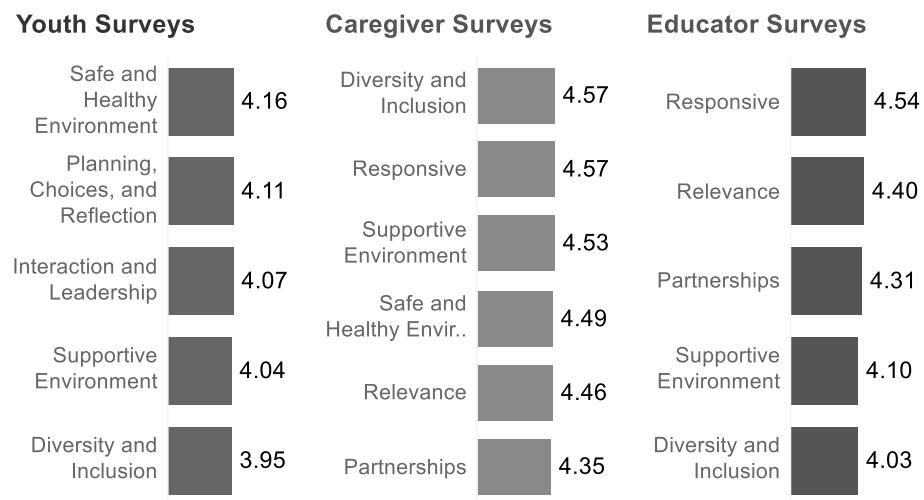
**Youth in smaller programs generally rated quality higher than youth from larger programs.**

Smaller programs may be able to provide more personalized attention or foster closer relationships between youth and adults and between peers.

OFCY draws on multiple data sources to assess program quality, including the annual participant surveys and program staff ratings from the Program Quality Self-Assessment tool.

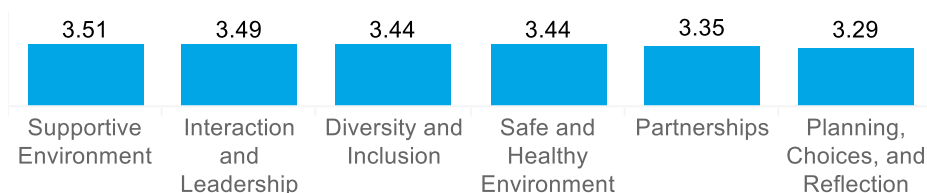
### Participant Surveys

Scale of 1 to 5



### Program Quality Assessments

Scale of 1 (exploring) to 4 (exemplary)





# Outcomes

## Key findings for early childhood outcomes:

**Parents and caregivers gained knowledge of child development.** Surveys revealed the most progress in this outcome, with an average of 95% of parents agreeing to questions tied to it.

**Parents and caregivers who attended programs for at least six months reported higher outcome scores.** The greatest difference was in access to resources and support, suggesting that ongoing relationships support programs' ability to connect families with resources.

**Early childhood mental health consultants are establishing strong relationships with the educators they support.**

Across all educator outcomes, the highest rated area was increased access to resources and support (88%).

## Key findings for youth development outcomes:

**Youth reported strong youth development outcomes, especially in the area of development and mastery of skills.** Program director interviews highlighted the importance programs place on providing enriching experiences participants may not otherwise access. Staff strive to create safe, supportive environments where youth can break out of their comfort zone and try something new.

**Older participants reported higher youth development outcome scores.** These youth (in grades 11 or above) may be more ready to engage more deeply in leadership and higher level youth development tasks.

OFCY's goal is to put young people on the "right track" so that they can thrive and become healthy and happy members of Oakland's community. Results from participant surveys indicate that programs are making strong progress towards this goal:

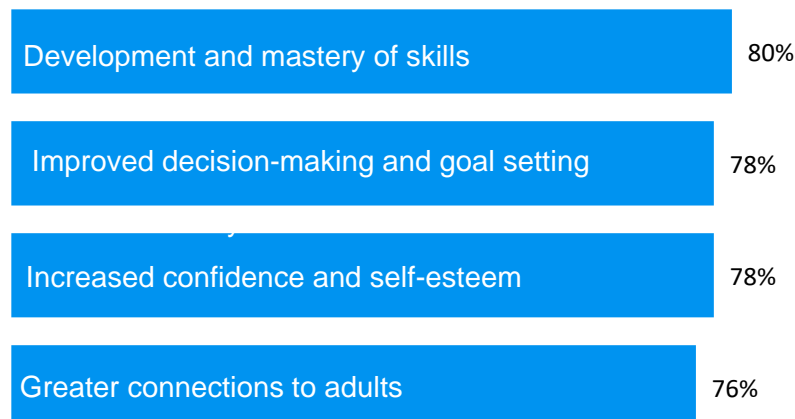
### Early Childhood Outcomes (parent support and education)



### Early Childhood Outcomes (mental health consultations)



### Youth Development Outcomes



## INTRODUCTION

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*[OFCY is] a strong resource for our department. Working with OFCY strengthens the work that I do because [of their] direct access to community-based organizations and youth service providers. When we're looking for opportunities to collaborate with organizations, OFCY always has a host of information they can provide us as well as data; they have a wealth of data that they often share with us.*

*-Program Director, Oakland Unified School District*

The Oakland for Fund for Children and Youth (OFCY) serves a critical role in supporting and connecting agencies and organizations throughout the city of Oakland to serve its children and youth. Since its inception in 1996, OFCY has been providing strategic funding for programs that serve children and youth from birth through age 20. OFCY works to promote a vision of social and economic equity and to ensure that Oakland's children and youth are healthy, happy, educated, engaged, powerful and loved members of the community.

This Final Evaluation Report for FY2016-2017 focuses on 90 programs funded by OFCY during the first year of the FY2016-2019 funding cycle.<sup>1</sup> Specifically, it highlights progress towards performance measures and outcomes and provides a broad overview of the services provided to children, youth, and adults served by these programs during FY2016-2017. Data were available for 23,051 children and youth and 2,655 adults, representing just over 90% of participants served by programs included in this evaluation.

### Data Sources

The Final Report draws on both quantitative and qualitative data sources, summarized in Exhibit 1. These data are used to describe OFCY programs and their participants, track progress towards outcomes, capture program quality, and assess programs' progress towards meeting service projections.

#### Exhibit 1: Data Sources

Data Source	Description
Cityspan	OFCY's client management system, Cityspan, is used to track youth and adult characteristics and hours and types of services received. Youth and adults enrolled in at least one program activity were included in the Final Report. During FY2016-2017, Cityspan data were available for 23,051 children and youth and 2,655 adults that received program services or participated in internships, representing 91% of participants who received services. <sup>2</sup>

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<sup>1</sup> In total, OFCY funded 149 programs. This report excludes the School-based After School strategy, which covers 59 programs and is separately evaluated by Public Profit.

<sup>2</sup> Due to the nature of their service delivery model, two programs (Vision Awareness & Education for Low-Income Oakland Families and Community Capacity Building–Training in Early Learning) do not participate in all components of this evaluation. Vision Awareness & Education for Low-Income Oakland Families provides outreach and counseling to families during eye exams without officially enrolling them in programming. They do not enroll all the families they serve in Cityspan nor do they submit participant surveys. Capacity Building–Training in Early Learning utilizes a train the trainer model, where they hold workshops to service providers around promoting early literacy activities with families under their care. The program does not work directly with families and therefore does not enter participants into Cityspan or submit participant surveys. These programs are included in the description of programs, but they are not included in the sections on Quality or Outcomes.

Data Source	Description
Participant Surveys	Participant surveys gathered participants' perspectives on program quality and program outcomes. A total of 4,456 youth surveys were completed by youth in grade 3 or higher in programs that focus on serving children and youth. In the early childhood strategies, parents and caregivers in parent and child engagement programs and educators who received services from mental health consultation programs also completed surveys. In all, 185 educators and 511 caregivers completed surveys.
Program Quality Self-Assessment	During spring and summer 2017, SPR developed and piloted a program quality self-assessment to help identify OFCY-funded programs' strengths and priorities for growth. The assessment also identified potential group-level priorities for additional supports, peer-learning opportunities, and capacity-building among OFCY grantees. In total, 333 individuals completed the assessment, representing 85 of the 90 organizations in the evaluation. <sup>3</sup> The assessment was completed by program staff and managers, executive directors, administrative staff, board members, and volunteers.
Interviews with Program Staff	During spring and summer 2017, SPR interviewed program directors at 18 OFCY-funded programs from each of the following funding strategies: Early Childhood: Parent Engagement and Support (4), Early Childhood: Mental Health Consultation (2), Student Engagement and Learning (2), Youth Development and Empowerment: Year-Round (6), Youth Development and Empowerment: Summer (2), and Career Awareness and Academic Support (2). These interviews gathered information on agency and participant characteristics, outreach and recruitment, program quality, and program strategies supporting OFCY outcomes. SPR also interviewed program directors from two new programs in the Parent Support and Education strategy that focus on capacity-building and outreach to gather information on how they support this specific strategy and their overall goals.
Interviews with systems-level partners	In spring 2017, SPR interviewed six program staff from three local, systems-level agencies and organizations, including the Partnership for Children and Youth, First 5 Alameda County, and Oakland Unified School District. These interviews served to provide a better understanding of the local ecosystem of agencies and organizations that work with and on behalf of children and youth, how they partner with and collaborate with OFCY, and to learn about OFCY's role and contributions to systems-level approaches for serving Oakland's children and youth.

## Overview of the Report

This report summarizes the evaluation of OFCY's 90 community-based programs, beginning with strategy-level summaries, followed by general findings. The general findings begin with a descriptive overview of OFCY's *programs*, including program size, funding and location. The next section summarizes characteristics of OFCY's program *participants* and the services they receive. The section on *performance* provides an overview of progress made toward OFCY performance measures. The remaining two sections cover *program quality* and progress towards *outcomes* in youth development, early childhood development, and other relevant areas. Finally, the report concludes with a section focused on considerations as we look forward to OFCY's 2017-2018 program year.

<sup>3</sup> This represented 100% of the organizations asked to complete the assessment and did not include programs funded under the *Early Childhood Mental Health Consultations* strategy (3 programs) or the 2 programs in the *Parent Support and Education* strategy that operate under a different model than the other programs in the strategy (Vision Awareness & Education for Low-income Oakland Families and Community Capacity Building - Training in Early Learning).

## STRATEGY-LEVEL SUMMARIES

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## EARLY CHILDHOOD MENTAL HEALTH CONSULTATION



“ We offer [teachers] a perspective on how developmental issues might play into a **child’s adjustment** to their program. We **really think together with teachers** about their approach to a particular child. ”

-Program Director

The *Early Childhood Mental Health Consultation* programs funded by OFCY provide support to early childhood educators and parents to promote healthy emotional and social development. Licensed mental health professionals consult weekly with educators around the mental health and developmental needs of children in their classroom, deliver parenting workshops, and provide individual consultations to children and parents to help transform challenging behaviors. These programs support Head Start, OUSD Child Development Centers, and a handful of home-based preschools throughout Oakland.

### The Early Childhood Mental Health Consultation Strategy at a Glance

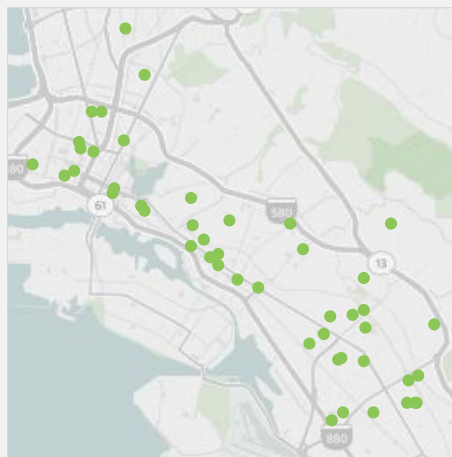
**\$700,000** invested

**2,071** children served

**3** programs funded

- Family Paths, Inc. – *Early Childhood Mental Health Collaborative*
- Jewish Family & Community Services East Bay – *Integrated Early Childhood Consultation Program*
- Lincoln Child Center, Inc. – *Early Childhood Mental Health*

**48** program sites



“ We go out on site between two to five hours a week to **build relationships** with the staff, observe the children, help **support both individual child needs** and general **programmatic needs**. How the day is running, relationships between the staff, tricky spots with the day like supporting kids around separation or transitions or naptime, the whole range of natural struggles that happen in very young children. ”

-Program Director

## Participants

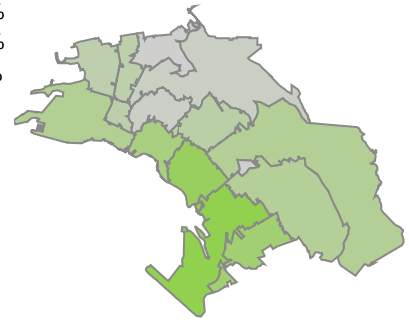
During FY2016-2017, 2,071 children and 5 adults were engaged by educators who received services through *Early Childhood Mental Health Consultation* programs. Key demographic findings are displayed in Exhibit 2 below.

### Exhibit 2: Children in Classrooms Served by Early Childhood Mental Health Consultation Programs

Children served came from across Oakland, with the majority coming from zip codes in East Oakland.

#### Home zipcode and neighborhood

94621: Webster Tract and East of Coliseum	17%
94601: Fruitvale and East Oakland	15%
94603: Sobrante Park, Elmhurst, E. 14th Street	12%
94606: Highland Park, San Antonio, East Lake	10%
94607: West Oakland and Chinatown	8%
94619: Maxwell Park, Leona Hgts, Redwood Hgts	8%
94605: Eastmont, Seminary, Havenscourt	7%
94602: Glenview, Lincoln, Oakmore	6%
94612: Downtown	5%
94609: Temescal, Pill Hill, Bushrod Park	5%
94608: San Pablo and Market Street Corridor	4%
94611: Piedmont Avenue and Montclair	2%
94610: Adams Pt, Lakeshore, Crocker Highlands	1%
94618: Rockridge and Hiller Highlands	0%
Homeless/Transitioning	0%



The educators that received mental health consultation services taught a racially diverse group of children, the majority of whom were Hispanic/ Latino and African American.

#### Ethnicity of Children

Hispanic/Latino	41%
African American/Black	31%
Asian/Pacific Islander	19%
Unknown/Missing	3%
White	3%
Multiracial or Biracial	2%
Middle East/North Africa	1%
Native Alaskan/American	0.2%
Other	0.1%

“ We try to open up an understanding that behavior has meaning: **What is the child trying to communicate**, what do we understand about what they might need, and how can we meet that need? We try to **expand the way challenging behaviors are seen** and understand them better, whether it's developmental or sensory issues or trauma and emotional issues or even just general child development and understanding what is realistic for a two- or three-year-old. ”

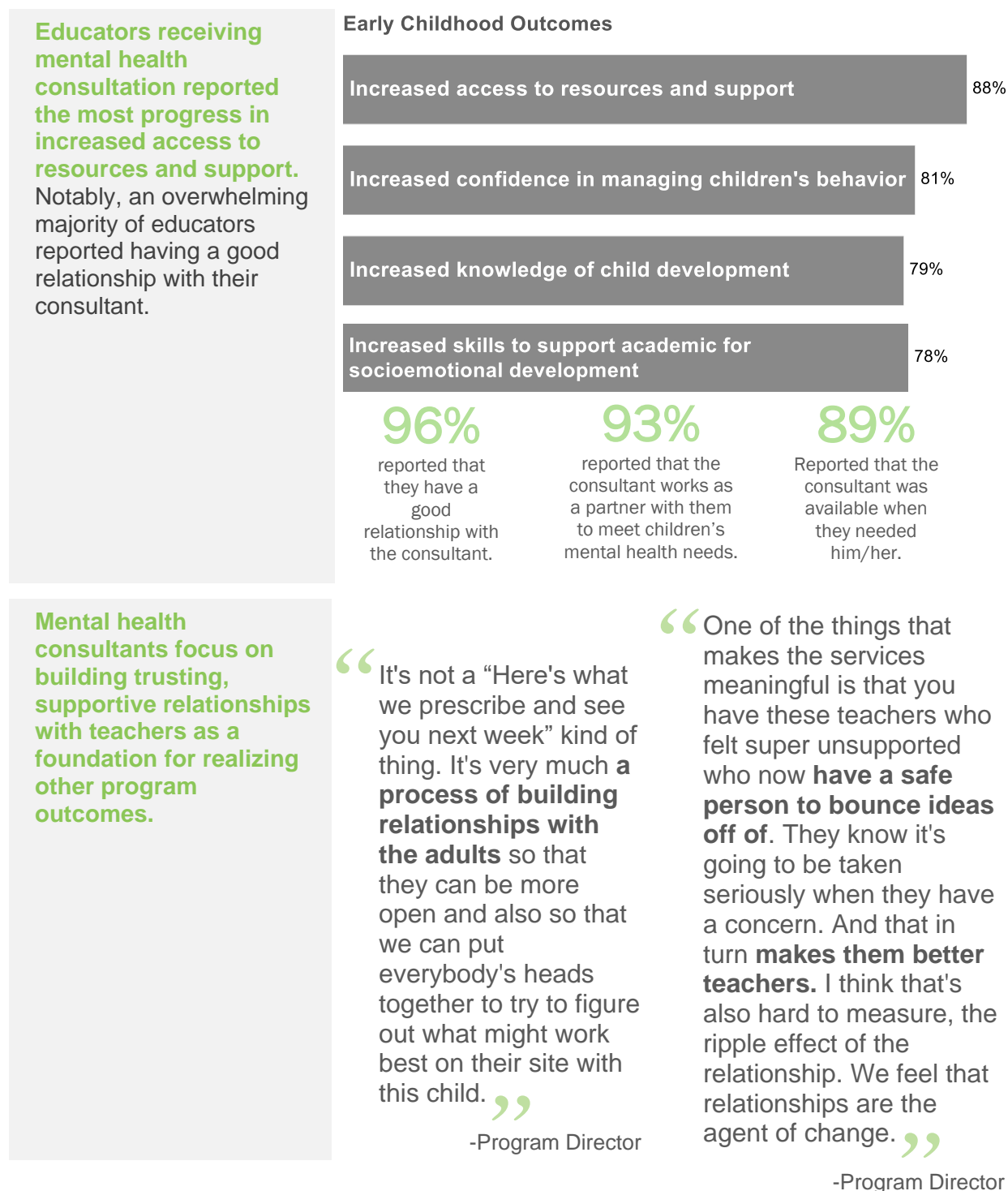
-Program Director



## Outcomes

A central goal of this strategy is to augment child development knowledge of educators that work with young children. 185 educators completed the OFCY participant surveys that measure progress towards strategy-specific outcomes. The results, illustrated in Exhibit 4, indicate that Career Awareness and Academic Support programs successfully supported educators in these areas.

Exhibit 4: Progress toward Early Childhood Mental Health Consultation Outcomes



## PARENT SUPPORT AND EDUCATION



“ I love this place. They saved us. I was concerned about my son and how shy and timid he was; he used to just sit in a corner. Now he's **more social** and I have learned other **strategies to help** him share more with other kids. ”

-Parent Program Participant

The Parent Support and Education programs funded by OFCY build parenting skills and knowledge in order to meet the needs of young children and strengthen families. Programs provide parent and child playgroups, parent education workshops, parent support groups, case management, financial literacy training, and community capacity building around early literacy in safe and accessible community locations.

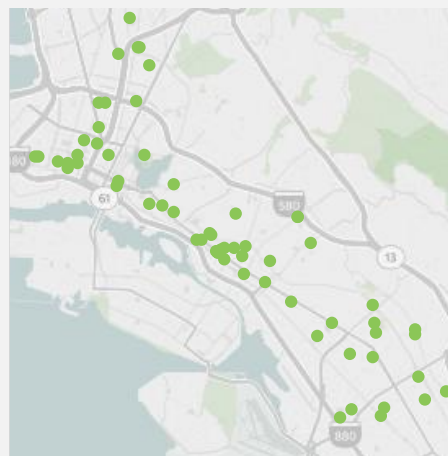
### Parent Support and Education Strategy at a Glance

**\$1,782,991** invested

**3,430** children and **4,084** caregivers served

**16** program sites at **75** program sites

- Family Paths, Inc. - Abriendo Puertas/Opening Doors Parent Education
- Our Family Coalition - Building Strong Children in LGBTQ Families
- Oakland Parents Together - Listening to Children Parent Cafes
- Lotus Bloom - Multicultural Family Resource Centers
- Lincoln Child Center, Inc. - New Highland-Rise FRC
- Oakland Public Education Fund - Oakland Promise: Brilliant Baby
- East Bay Agency for Children - Parent Child Education Support Program
- UCSF Benioff Children's Hospital Oakland - Pillars of Parenting Support (POPS) Program
- Prescott-Joseph Center for Community Enhancement - Prescott Joseph Center's Pre-preschool Program
- East Bay Community Recovery Project - Project Pride
- Safe Passages - Safe Passages Baby Learning Communities Collaborative
- Oakland Parks and Recreation - Sandboxes to Empowerment
- Lotus Bloom - School Readiness Playgroups
- Oakland Unified School District - Summer Pre-K Program





## Participants

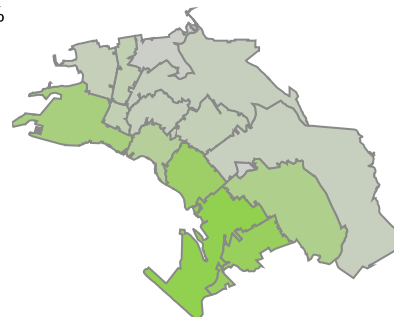
During FY2016-2017, 3,430 children and 4,084 adults participated in *Parent Support and Education* programs. Key demographic findings are displayed in Exhibit 2 below.

### The Exhibit 2: Parent Education and Support Participants

Participants came from across Oakland, with the majority coming from zip codes in East Oakland, Fruitvale, and West Oakland.

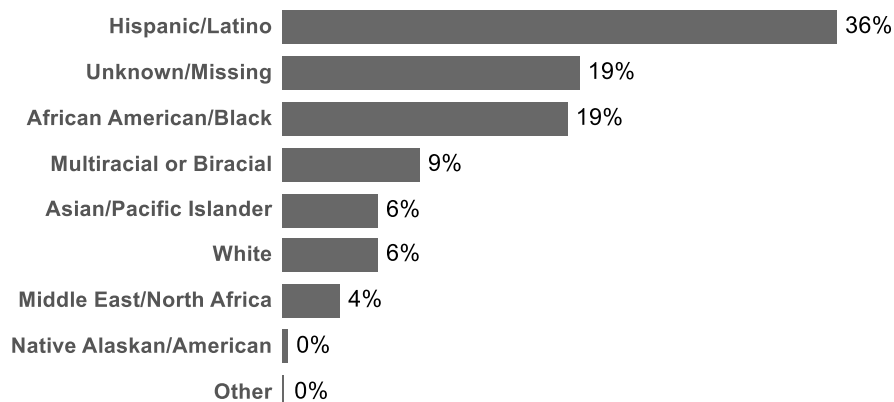
#### Home zipcode and neighborhood

94621: Webster Tract and East of Coliseum	17%
94603: Sobrante Park, Elmhurst, E. 14th Street	15%
94601: Fruitvale and East Oakland	14%
94607: West Oakland and Chinatown	11%
94605: Eastmont, Seminary, Havenscourt	9%
94606: Highland Park, San Antonio, East Lake	7%
94612: Downtown	4%
94609: Temescal, Pill Hill, Bushrod Park	4%
94602: Glenview, Lincoln, Oakmore	4%
94608: San Pablo and Market Street Corridor	3%
94610: Adams Pt, Lakeshore, Crocker Highlands	3%
94611: Piedmont Avenue and Montclair	3%
94619: Maxwell Park, Leona Hgts, Redwood Hgts	3%
94618: Rockridge and Hiller Highlands	2%
Homeless/Transitioning	0%



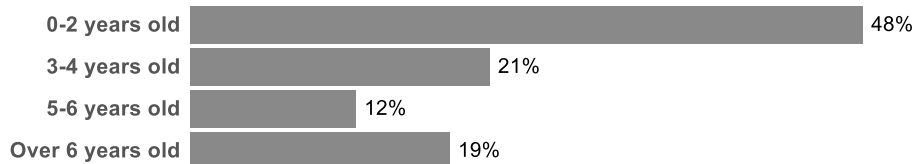
A racially diverse group of children and families participated in Parent Support and Education programs. Hispanic/Latino participants made up the largest group followed by African Americans.

#### Ethnicity of Children



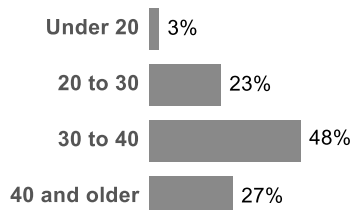
Children ranged in age from 0-6 years old, with 0-2 year-olds making up the largest age group.

#### Age of Children

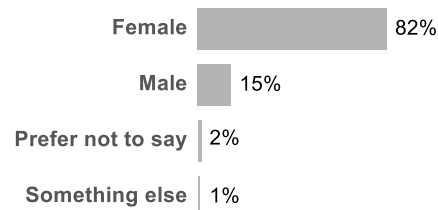


The majority of adult participants were female and nearly half of adult participants were between 30-40 years old.

#### Age of Adults



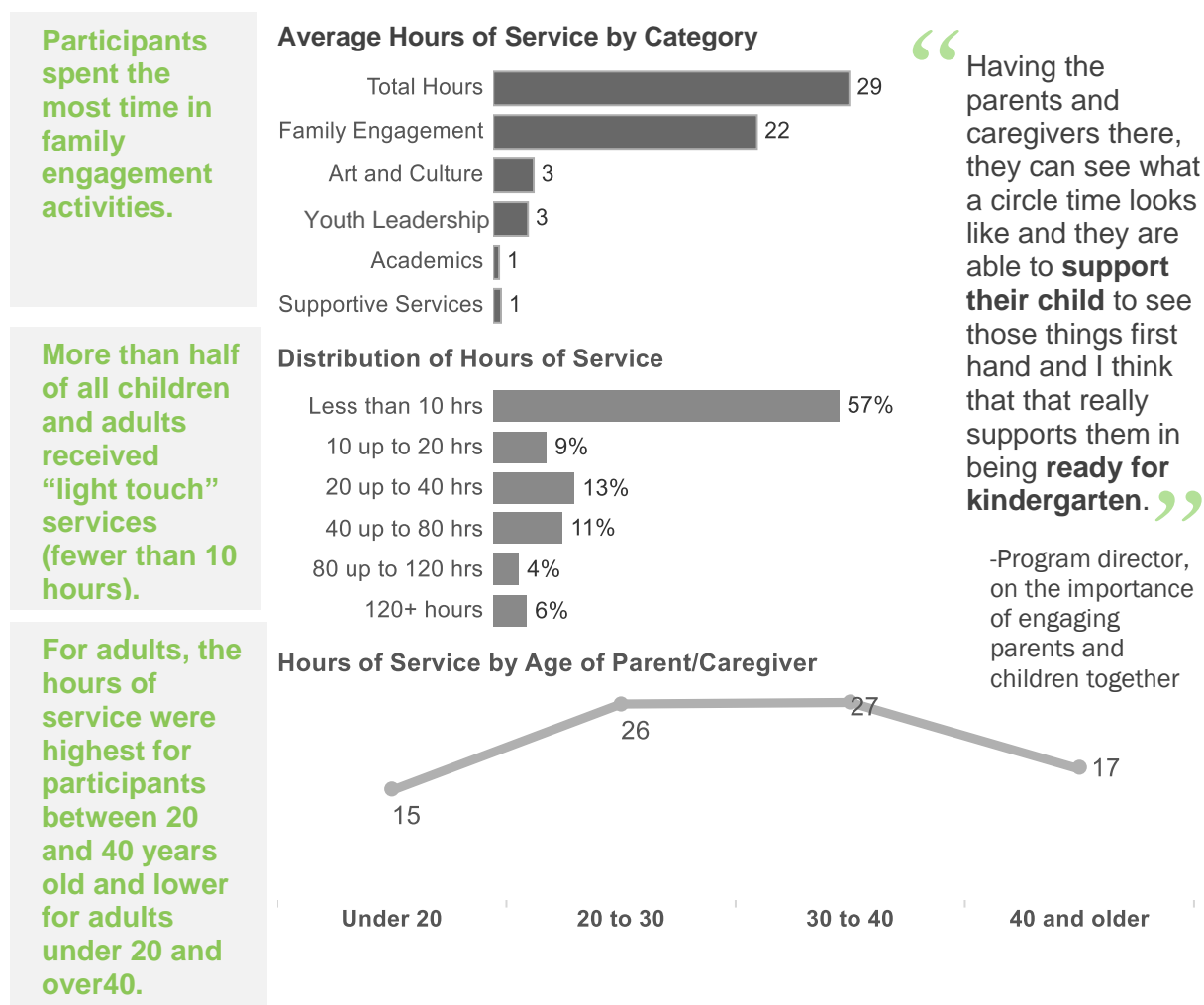
#### Gender of Adults



## Services

On average, children in *Parent Support and Education* programs received 29 hours of service and adults received 24 hours. Key findings related to service patterns are displayed in Exhibit 3.

**Exhibit 3: Services Received by Parent Support and Education Program Participants**



### Capacity-Building and Outreach Programs

Due to the nature of their service delivery model, Vision Awareness & Education for Low-Income Oakland Families and Community Capacity Building – Training in Early Learning did not enter complete demographic and dosage data for participants and did not submit participant surveys. Although these programs are not included in the discussion of participants, service, or outcomes in this report, they play an important role in promoting early literacy and socio-emotional development in Oakland.

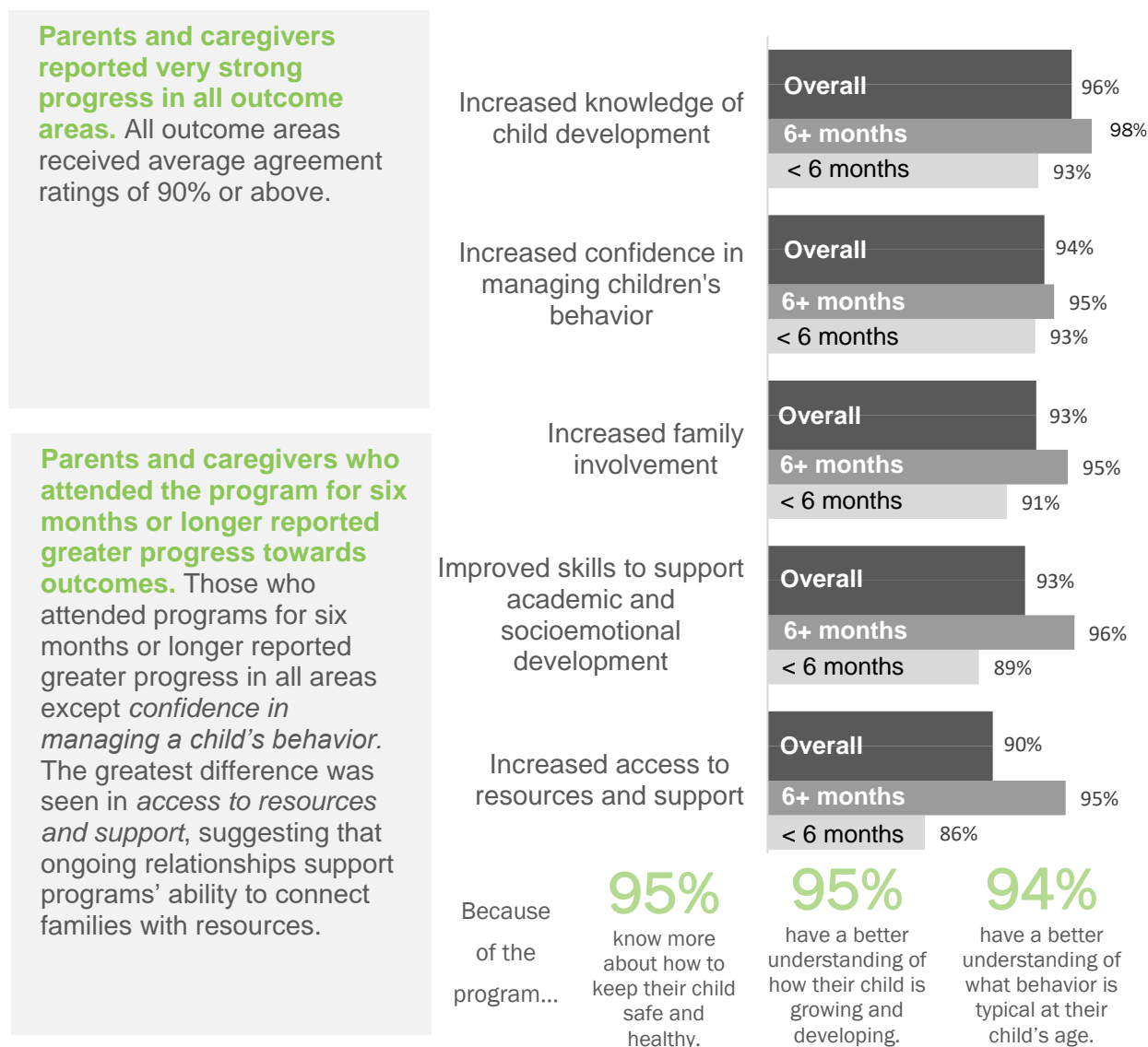
**Vision Awareness & Education for Low-Income Oakland Families** provides workshops to families of low-income preschoolers around the importance of ensuring healthy eyesight for academic and socio-emotional development as well as one-on-one counseling to encourage consistency in wearing glasses.

**Capacity Building – Training in Early Learning** partners with Children’s Hospital Oakland, Refugee Transitions, and Aspire Education Project to provide in-depth training, resources, and literacy events for adults working with children and families outside of the formal care system to promote family engagement and early literacy.

## Outcomes

Parent and caregiver surveys reveal participants' assessments of their progress towards early childhood outcomes. The results, illustrated in Exhibit 4, were very positive, indicating that Parent Support and Education programs successfully supported parents and caregivers in these areas.

**Exhibit 4: Percent of Caregivers Agreeing to Questions Tied to Early Childhood Outcomes by months spent in program**



“Some families may think, ‘Well, I don’t even know how to read or write myself. This is really hard.’ We recognize that it is, but there are ways around that. Even if you can’t read you can still point to the pictures in the book and talk about it. ‘Well what do you think these characters are saying? What are they doing,’ or things like that. So, we’re really just **trying to meet parents where they’re at.**”

-Program Director on how to support families with early literacy

## STUDENT ENGAGEMENT IN LEARNING



“ Building **leadership skills** supports ongoing **education**, ongoing confidence. (Our older youth) talk about how you graduate high school, how you navigate going into college. Then when they have conversations with the younger students, it helps them **reflect on their own goals** and paths. ”

-Program Director, on using peer mentorship and leadership training to support academic and educational goals

**The Student Engagement in Learning programs funded by OFCY help children and youth feel connected to school and engaged in their own learning.** Programs provide targeted academic support to meet the specific needs of the participants they serve, including youth at risk of dropping out of school, newcomers, boys of color, and students with chronic absences. In addition to academic support, participants may receive case management or participate in arts programming, restorative justice training, and socio-emotional learning activities.

### The Student Engagement in Learning Strategy at a Glance

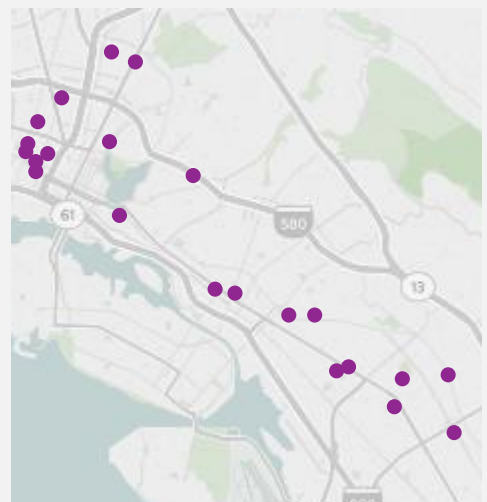
**\$835,360** invested

**10** programs funded

- Alternatives in Action - *Fremont: Our Community United for Success (FOCUS)*
- Destiny Arts Center - *Havenscourt Artists-at-School Residency*
- East Bay Asian Youth Center - *9th Grade Transition*
- East Bay Spanish Speaking Citizens' Foundation - *LIBRE*
- Girls Incorporated of Alameda County - *Daytime Literacy Intervention and Engagement*
- Lincoln Child Center, Inc. - *West Oakland Initiative*
- Oakland International High School - *OIHS Immigrant & Refugee Wellness Program*
- Oakland Unified School District - *OUSD Student Engagement in Restorative Justice*
- Student Program for Academic and Athletic Transitioning - *Middle School Student Engagement in Learning*
- Youth Alive - *Targeted Engagement for Youth Exposed to Violence*

**4,151** youth served

**28** program sites



## Participants

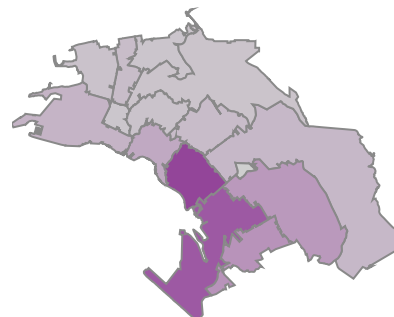
During FY2016-2017, 4,151 children and youth participated in *Student Engagement in Learning* programs. Key demographic findings are displayed in Exhibit 2 below.

### Exhibit 2: Student Engagement in Learning Participants

Although children and youth came from across Oakland, more than one quarter came from the Fruitvale District.

#### Home zipcode and neighborhood

94601: Fruitvale and East Oakland	27%
94621: Webster Tract and East of Coliseum	22%
94603: Sobrante Park, Elmhurst, E. 14th Street	10%
94605: Eastmont, Seminary, Havenscourt	9%
94606: Highland Park, San Antonio, East Lake	6%
94607: West Oakland and Chinatown	5%
94619: Maxwell Park, Leona Hgts, Redwood Hgts	4%
94602: Glenview, Lincoln, Oakmore	3%
94609: Temescal, Pill Hill, Bushrod Park	3%
94608: San Pablo and Market Street Corridor	2%
94610: Adams Pt, Lakeshore, Crocker Highlands	2%
94611: Piedmont Avenue and Montclair	2%
94618: Rockridge and Hiller Highlands	2%
94612: Downtown	2%



A racially diverse group of children participated in academic programs. The racial composition of participants was similar to the OUSD student body.

#### Race/Ethnicity of OFCY participants compared to OUSD students (2016-2017)

African American/Black	29%	25%
Hispanic/Latino	47%	45%
Asian/Pacific Islander	11%	15%
Multiracial or Biracial	1%	4%
White	5%	10%
Native Alaskan/American	0%	0%
Other	2%	0%

■ OFCY enrollment  
■ OUSD enrollment

Three-quarters of participants were between thirteen and eighteen years old.

#### Age of participants

5-6 years old	5%
7-8 years old	8%
9-10 years old	7%
11-12 years old	5%
13-14 years old	32%
15-16 years old	28%
17-18 years old	14%
19-20 years old	1%

## Services

Average hours of service for children and youth in *Student Engagement in Learning* programs was 21 hours. Key findings related to service patterns are displayed in Exhibit 3.

**Exhibit 3: Services Received by Student Engagement in Learning Participants**

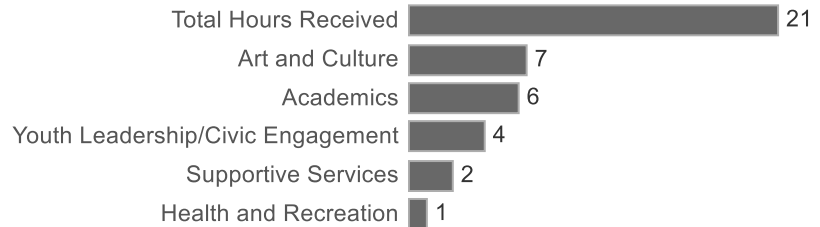
**Programs did not focus exclusively on academics; they also used art and youth leadership activities to engage youth in learning.**

**Younger youth spent the most time in programming and were most likely to participate in art and culture activities. Older youth spent more time engaged in youth leadership and civic engagement.**

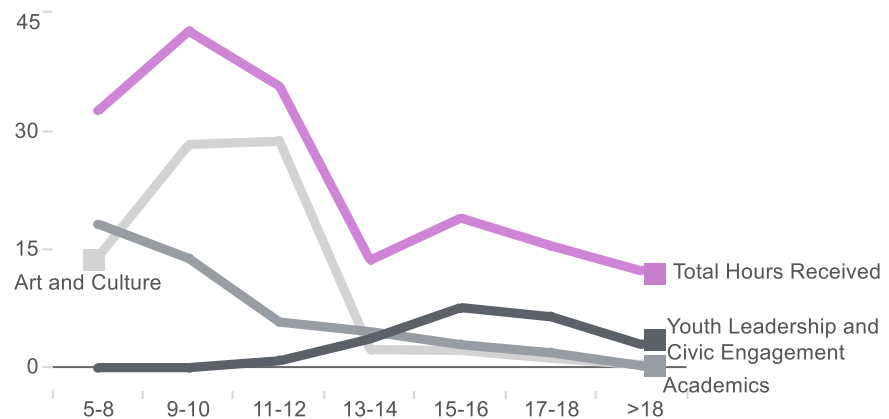
**Over half of youth spent less than ten hours in programming.**

This was driven by a large number of youth who participated in restorative justice workshops.

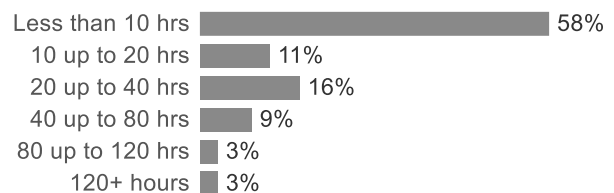
**Average Number of Hours of Service**



**Hours of Service by Age**



**Distribution of Hours of Service**



## Sampling of Student Engagement in Learning Activities

### Academic:

- Literacy support
- Academic advising
- Project-based learning
- Credit recovery

Example: Girls Inc. facilitated small group and one-on-one literacy intervention services to elementary students through a curriculum that also promoted social-emotional learning.

### Art/Culture:

- Beat making
- Music producing
- Cultural clubs
- Dance

Example: Destiny Arts brought professionally taught performing arts programs to 4<sup>th</sup>-8<sup>th</sup> graders during and after school to increase their sense of connection to their school.

### Leadership & Civic Engagement:

- Mentoring and leading activities
- Restorative justice
- Organizing events
- Community impact project

Example: Students at Fremont FOCUS organized an antiviolence campaign and concert that focused on messages of antiviolence. At the concert, they deployed a youth survey that assessed how youth can tackle violence in their community.



## Outcomes

Children and youth survey results reveal participants' assessments of their progress toward academic outcomes. The results, illustrated in Exhibit 4, indicate that Student Engagement in Learning programs successfully supported youth in these areas.

**Exhibit 4: Percent of Youth Agreeing to Questions tied to Student Engagement in Learning Outcomes**

**Youth reported strong progress in academic outcomes, especially in developing academic goals.**

### Overall



**77%**

reported they learned things that help with their schoolwork.

**73%**

reported that the program helped them feel more confident about school work.

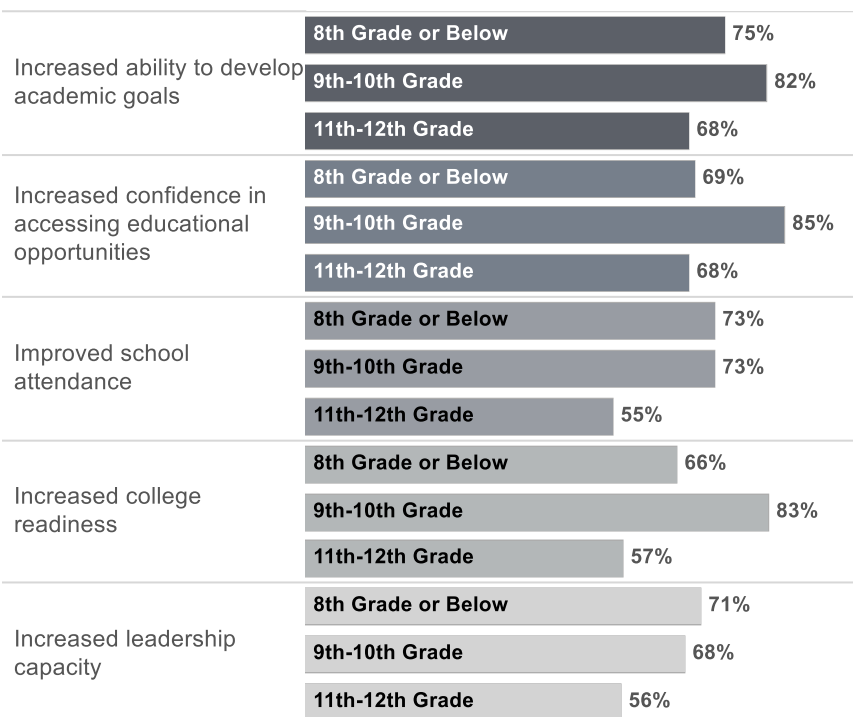
**73%**

reported that they are more interested in their education because of the program.

**Younger youth (those in grade 10 and below) consistently reported greater progress toward academic outcomes.**

Youth in grades 9 and 10 generally reported the highest outcomes, while older youth (11<sup>th</sup> and 12<sup>th</sup> graders) reported the lowest outcomes.

### By Grade Level



## SUMMER YOUTH DEVELOPMENT AND EMPOWERMENT



“We focus on **critical thinking** and **problem solving** and **collaborative learning**, so that whatever they learn over the summer is transferable, regardless of the content. We try to make the content **relevant to our students' lives** and what they're experiencing. And we also never forget that it's summertime, and that **learning should be fun and joyful.**”

-Program Director

The *Summer Youth Development and Empowerment* programs funded by OFCY help youth stay engaged in learning while developing leadership skills, contributing to their community, and having fun. Children and youth receive academic support and participate in opportunities such as field trips, arts programming, project-based learning, and community activism. Half of these programs operated community-based summer camps throughout the city and half provided enrichment activities for students enrolled at OUSD summer school programs.

### The Summer Youth Development and Empowerment Strategy at a Glance

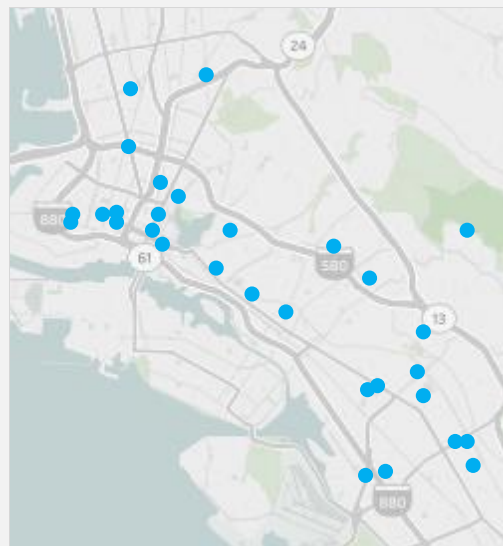
**\$1,043,901** invested

**12** programs funded

- Aim High for High School - Aim High/Oakland
- Destiny Arts Center - Summer with Destiny
- East Bay Asian Youth Center - Camp Thrive
- East Oakland Youth Development Center - Summer Cultural Enrichment Program
- Edventuremore! - Camp Edmo
- Family Support Services of the Bay Area - Kinship Summer Youth Program
- Girls Incorporated of Alameda County - Concordia Summer
- Lincoln Child Center - Oakland Freedom Schools
- Oakland Leaf Foundation - Oakland Peace Camp (OPC)
- Prescott Circus Theatre - Prescott Circus Theatre Summer Program
- Rose Foundation for Communities and the Environment - New Voices are Rising
- Social and Environmental Entrepreneurs (SEE), Inc. - Acta Non Verba: Youth Urban Farm Project

**2,457** youth served

**31** program sites





## Participants

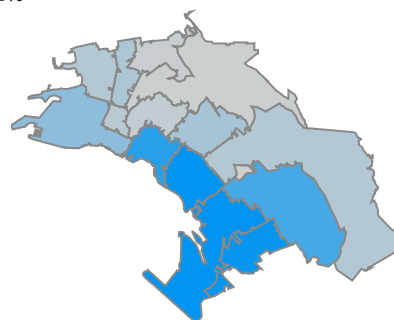
During FY2016-2017, 2,457 children and youth participated in *Summer Youth Development and Empowerment* programs. Key demographic findings are displayed in Exhibit 2 below.

### Exhibit 2: Summer Youth Development and Empowerment Participants

**Children and youth came from across Oakland, with the majority coming from zip codes in East Oakland.**

#### Home zipcode and neighborhood

94621: Webster Tract and East of Coliseum	17%
94601: Fruitvale and East Oakland	17%
94603: Sobrante Park, Elmhurst, E. 14th Street	17%
94606: Highland Park, San Antonio, East Lake	14%
94605: Eastmont, Seminary, Havenscourt	12%
94607: West Oakland and Chinatown	6%
94602: Glenview, Lincoln, Oakmore	4%
94609: Temescal, Pill Hill, Bushrod Park	3%
94619: Maxwell Park, Leona Hgts, Redwood Hgts	3%
94608: San Pablo and Market Street Corridor	3%
94612: Downtown	2%
94610: Adams Pt, Lakeshore, Crocker Highlands	1%
94618: Rockridge and Hiller Highlands	1%
94611: Piedmont Avenue and Montclair	0%
Homeless/Transitioning	0%



**A racially diverse group of children participated in summer programs. Compared to OUSD, these programs served a larger proportion of African American students.**

#### Race/Ethnicity of OFCY participants compared to OUSD students (2016-2017)

African American/Black	37%	25%
Hispanic/Latino	36%	45%
Asian/Pacific Islander	15%	15%
Multiracial or Biracial	5%	4%
White	2%	10%
Native Alaskan/American	0%	0%
Other	1%	0%

■ OFCY enrollment  
■ OUSD enrollment

**Half of all participants were between seven and ten years old.**

#### Age of participants

5-6 years old	13%
7-8 years old	27%
9-10 years old	24%
11-12 years old	21%
13-14 years old	12%
15-16 years old	3%
17-18 years old	1%
19-20 years old	0%

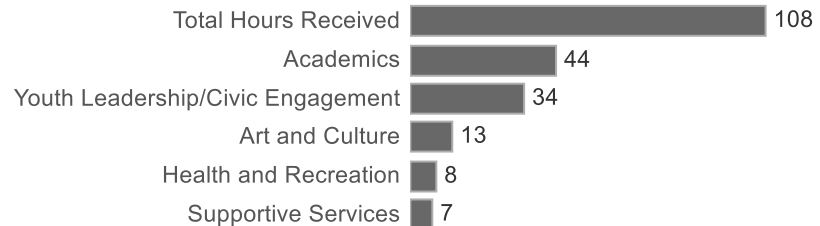
## Services

The average hours of service for children and youth in *Summer Youth Development and Empowerment* programs was 108 hours. Because these are primarily full- or half-day programs that take place over the course of several weeks, their average hours of service are fairly high. Key findings related to service patterns are displayed in Exhibit 3.

**Exhibit 3: Services Received by Summer Youth Development and Empowerment Participants**

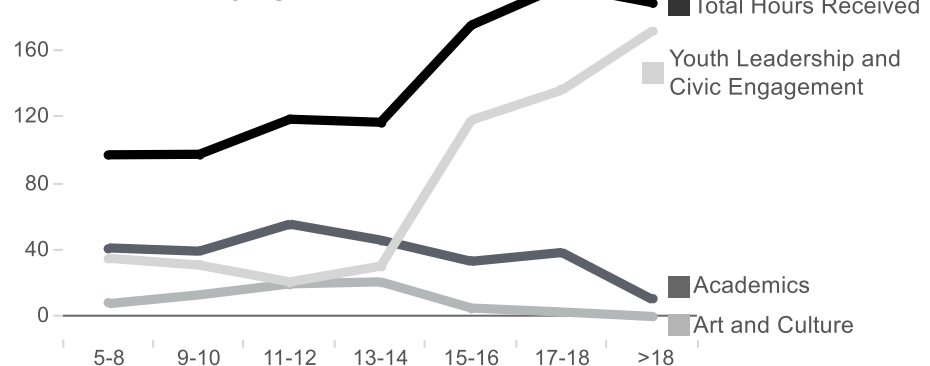
**Youth spent the most time engaged in academics, youth leadership and civic engagement, and arts and culture.**

### Average Number of Hours of Service



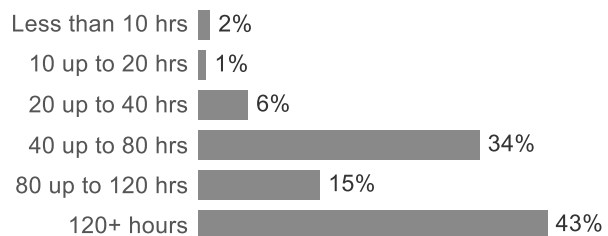
**Older youth spent more time engaged in youth leadership and civic engagement, while younger youth spent more time participating in academic activities.**

### Hours of Service by Age



**Over half of youth received intensive services (120 hours or more). Only 2% received fewer than 10 hours of service.**

### Distribution of Hours of Service



## Sampling of Summer Youth Development and Empowerment Activities

### Academic:

- literacy support
- project-based learning
- STEM activities.

Example: Rising sixth graders engage in a cross-disciplinary curriculum focused on climate change that includes activities in the humanities, science, and math at Aim High for Youth.

### Art/Culture:

- graffiti arts
- music
- poetry
- drawing
- fashion
- dance
- martial arts
- drumming
- cooking
- mixed media

Example: Youth learn hip hop dance, martial arts, visual arts, and theater with an emphasis on mindfulness at Destiny Art Center.

### Leadership and Civic Engagement:

- Service learning projects
- youth-led enrichment classes
- youth farming
- conflict resolution training.

Example: Youth instructors lead all electives at East Oakland Youth Development Center.

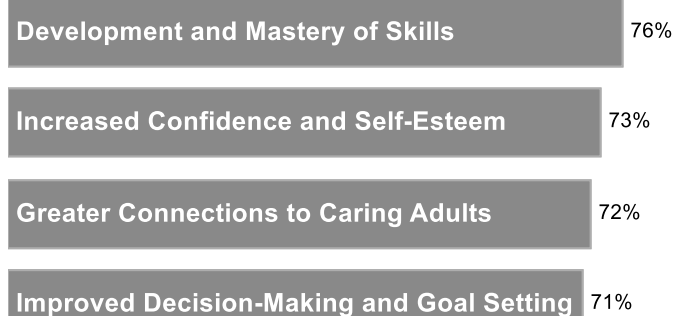
## Outcomes

Children and youth survey results reveal participants' assessments of their progress towards youth development and empowerment outcomes. The results, illustrated in Exhibit 4, indicate that Summer Youth Development and Empowerment programs successfully supported youth in these areas.

**Exhibit 4: Percent of Youth Agreeing to Questions tied to Youth Development and Empowerment Outcomes**

**Youth reported strong progress in general youth development outcomes, especially in *development and mastery of skills*.** Most notably, 85% of participants reported that they try new things in their program, suggesting that these programs provide experiences that children and youth may not otherwise have access to. Program staff discussed the importance of creating a safe environment to help children and youth feel comfortable experimenting and challenging themselves.

### Youth Development Outcomes



**85%**

reported they try new things in the program.

**79%**

reported that there is an adult at the program who cares about them.

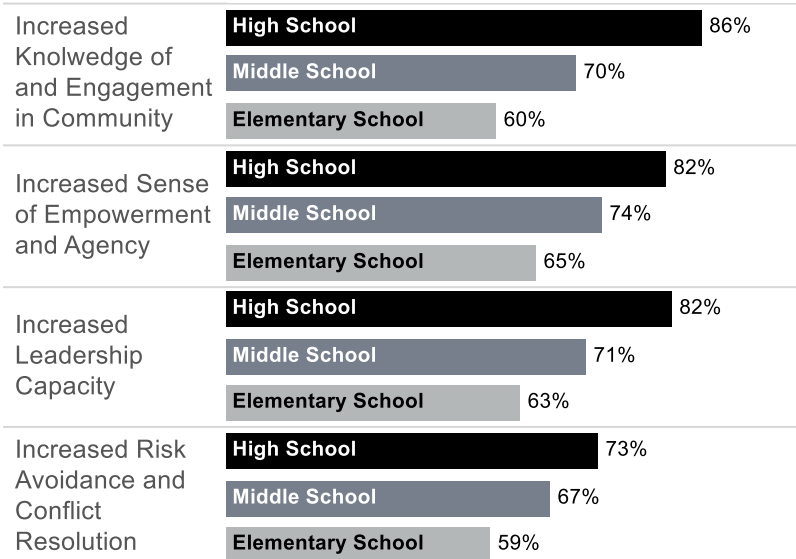
**78%**

reported that the program helps the get along with other people their age.

**Older youth reported strong progress in youth empowerment outcomes.**

These outcomes encompass higher-level developmental tasks, such as community engagement, leadership, and conflict resolution. Strategies to boost youth empowerment include embedding issues relevant to youth's community in academic and enrichment activities, providing opportunities to investigate community issues, and providing mentorship and leading activities for younger participants.

### Youth Empowerment Outcomes



**73%**

reported that adults in the program listen to what they have to say.

**72%**

reported that the program taught them how to stand up for themselves.

**71%**

reported that they are more aware about what is going on in the community since coming to the program

## YEAR-ROUND YOUTH DEVELOPMENT AND EMPOWERMENT



The Year-Round Youth Development and Empowerment programs funded by OFCY help youth develop leadership skills, contribute to their community, and build friendships while engaging in the arts, technology, entrepreneurship, and sports. In addition to providing enrichment activities, usually in an afterschool setting, programs allow youth to build relationships with adults and mentors. Many of these programs also specifically support specific populations, including foster youth, youth exposed to violence, homeless youth and LGBTQ youth.

### Year-Round Youth Development and Empowerment at a Glance

**\$3,465,544**

invested

**9,336**

youth served

**35**

programs

**120**

sites

Alameda Family Services - *DreamCatcher Youth Services*  
Alternatives in Action - *Life - AIAHS - McClymonds*  
American Indian Child Resource Center - *Culture Keepers*  
Asian Pacific Environmental Network (APEN) - *AYPAL: Building API Community Power*  
Attitudinal Healing Connection, Inc. - *West Oakland Legacy & Leadership Project*  
Bay Area Girls' Rock Camp - *Girls Rock After School Program* and *Girls Rock Summer Camp*  
Bay Area Outreach & Recreation Program - *Sports & Recreation for Youth with Disabilities*  
Boys & Girls Clubs of Oakland - *Educational Programs for the Youth of Oakland*  
Brothers on the Rise - *Brothers, UNITE!*  
Center for Media Change, Inc. - *Hack the Hood Bootcamp*  
Chapter 510 INK - *Dept. of Make Believe*  
College Track - *College Track Oakland*  
Communities United for Restorative Youth Justice - *Homies 4 Justice*  
Community Works West Inc - *Project WHAT*  
Dimensions Dance Theater, Inc. - *Rites of Passage*  
East Bay Asian Local Development Corporation - *Lion's Pride*  
East Oakland Boxing Association - *SmartMoves Education and Enrichment Program*  
East Oakland Youth Development Center - *After School Leadership Academy*  
First Place for Youth - *First Steps Community Resource Center*  
Fresh Lifelines for Youth, Inc - *FLY Leadership Program*  
Health Initiatives for Youth (HIFY) - *Youth Development and Empowerment*  
La Clinica de La Raza, Inc - *Youth Brigade*  
Music is Extraordinary, Inc. - *Preparatory Studies in Music*  
Native American Health Center, Inc. - *Community Wellness Department Youth Services*  
Oakland Kids First - *REAL HARD Youth Leadership*  
Oakland Leaf Foundation - *Love Cultivating Schoolyards*  
Oakland Parks and Recreation - *Oakland Discovery Centers*  
Oakland Public Education Fund - *Media Enterprise Alliance*  
Project Re-Connect Inc. - *Family Connections/Leaders Connect*  
Refugee Transitions - *Newcomer Community Engagement Program*  
Safe Passages - *Get Active*  
Teen Success, INC - *Support Teen Mothers Program*  
Youth Alive - *Teens on Target Youth Leadership*  
Youth Speaks, Inc. - *Arts in Education*  
Youth UpRising - *Queer & Allies Initiative*

## Participants

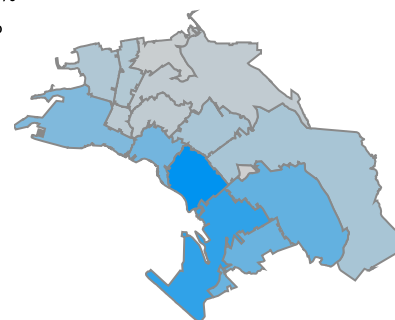
During FY2016-2017, 9,336 children and youth participated in *Year-Round Youth Development and Empowerment* programs. Key demographic findings are displayed in Exhibit 2 below.

### Exhibit 2: Year-Round Youth Development and Empowerment Participants

**Children and youth came from across Oakland, with the largest proportion coming from the Fruitvale District.**

#### Home zipcode and neighborhood

94601: Fruitvale and East Oakland	20%
94621: Webster Tract and East of Coliseum	16%
94605: Eastmont, Seminary, Havenscourt	11%
94603: Sobrante Park, Elmhurst, E. 14th Street	11%
94606: Highland Park, San Antonio, East Lake	10%
94607: West Oakland and Chinatown	8%
94619: Maxwell Park, Leona Hgts, Redwood Hgts	4%
94602: Glenview, Lincoln, Oakmore	4%
94608: San Pablo and Market Street Corridor	4%
94609: Temescal, Pill Hill, Bushrod Park	3%
94612: Downtown	2%
Homeless/Transitioning	2%
94610: Adams Pt, Lakeshore, Crocker Highlands	2%
94611: Piedmont Avenue and Montclair	2%
94618: Rockridge and Hiller Highlands	1%



**A racially diverse group of children and youth participated in this strategy. Compared to OUSD, these programs served a larger proportion of African American students.**

#### Race/Ethnicity of OFCY participants compared to OUSD students (2016-2017)

African American/Black	39%	25%
Hispanic/Latino	34%	45%
Asian/Pacific Islander	10%	15%
Multiracial or Biracial	5%	4%
White	3%	10%
Native Alaskan/American	3%	0%
Other	4%	0%

■ OFCY enrollment  
■ OUSD enrollment

**While programs served children and youth from age five to twenty, over half of participants fell between the ages of 13 and 18.**

#### Age of participants

5-6 years old	8%
7-8 years old	12%
9-10 years old	12%
11-12 years old	12%
13-14 years old	19%
15-16 years old	24%
17-18 years old	11%
19-20 years old	2%

## Services

On average, participants in *Year-Round Youth Development and Empowerment* programs received 69 hours of service. Because programs varied in duration from several weeks to year-long, the number of hours youth participated in programs ranged widely, as shown in Exhibit 4.

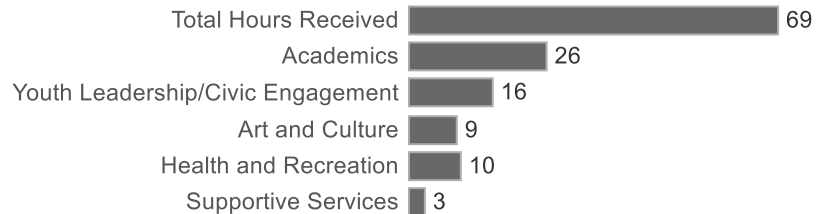
**Exhibit 3: Services Received by Year-Round Youth Development and Empowerment Participants**

Youth participated in a wide range of activities, spending the most time in academic and youth leadership activities.

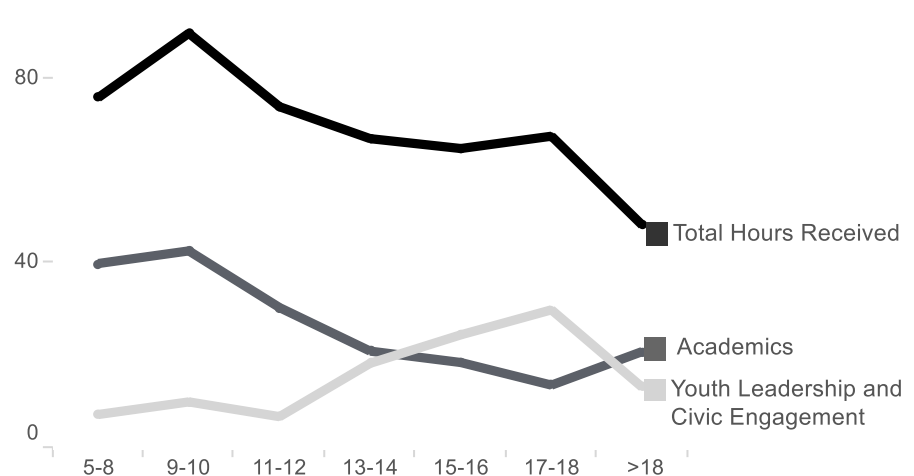
Elementary-aged children spent the most time in programming and were more likely to participate in academic activities. High-school aged youth were more likely to participate in youth leadership and civic engagement.

The amount of time youth spent in programming varied, with about 20% receiving more than 120 hours of service and one-third participating for less than ten hours.

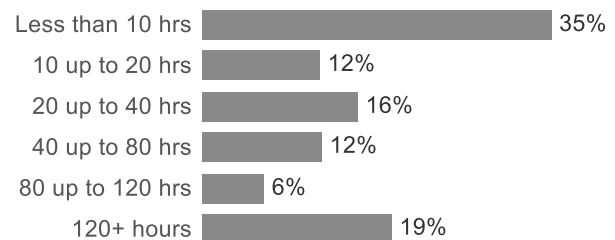
### Average Number of Hours of Service



### Hours of Service by Age



### Distribution of Hours of Service



### Sampling of Year-Round Youth Development and Empowerment Activities

#### Academic:

- Tutoring
- STEM programs
- English classes

Example: Newcomer Community Engagement Program provided home-based tutoring and supplemental summer classes to newcomers.

#### Art/Culture:

- Music
- Media arts
- Woodworking
- Urban arts

Example: Girls aged 8-18 learned an instrument, formed a band, wrote an original song, and performed at Bav Area Girls Rock Camp.

#### Leadership & Civic Engagement:

- Facilitating classes & activities
- Peer tutoring
- Youth-led events
- Community revitalization projects

Example: Youth at Homies4Justice organized a reclaiming Cinco de Mayo block party to promote solidarity across different races.



## Outcomes

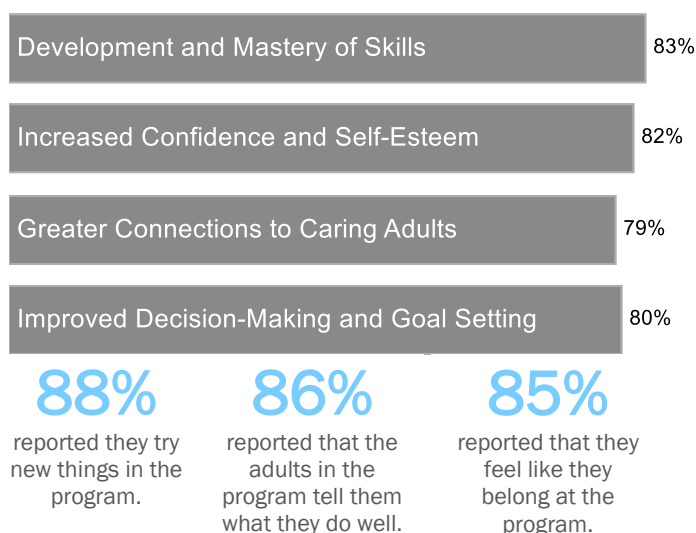
Children and youth survey results reveal participants' assessments of their progress towards youth development and empowerment outcomes. The results, shown in Exhibit 4, indicate that Year-Round Youth Development and Empowerment programs successfully supported youth in these areas.

**Exhibit 4: Percent of Youth Agreeing to Questions tied to Youth Development and Empowerment Outcomes**

**Youth reported strong progress in general youth development outcomes, especially in development and mastery of skills as well as increased confidence and self-esteem.**

In fact, 85% of youth reported that they feel like they belong in their program. Program staff identified the need for supportive staff and team-building among participants to create a safe space for taking healthy risks and developing self-confidence.

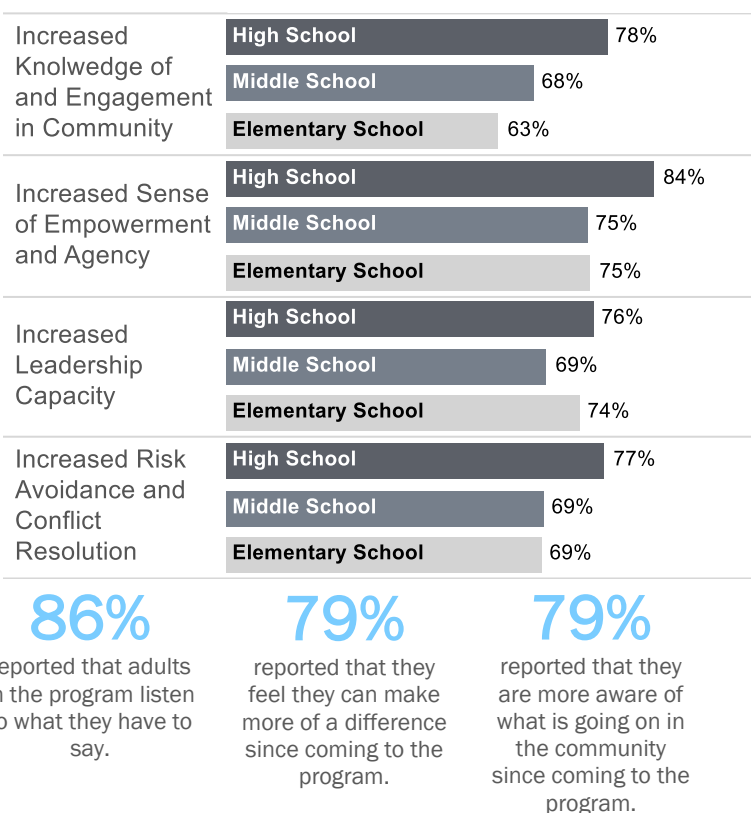
### Youth Development Outcomes



**Older youth reported strong progress in youth empowerment outcomes.**

These outcomes encompass higher-level developmental tasks, such as community engagement, leadership, and conflict resolution. Many programs prioritized engaging youth in the community to build self-confidence and a sense of empowerment. Youth led community service activities, engaged in advocacy around issues that affect them, organized community events, and mentored younger youth.

### Youth Empowerment Outcomes



## CAREER AWARENESS AND ACADEMIC SUPPORT



The Career Awareness and Academic Support for Older Youth programs funded by OFCY help youth explore career opportunities in in-demand industries and prepare for college and career success.

Participants receive job readiness training, learn from worksite visits and guest speakers, receive academic support and college/career advising, and work in subsidized and unsubsidized employment. Programs aim to give youth the tools they need for a smooth transition to college and their future career.

“ Once they're at work, many teachers tell us, "People are doing better in school" because **they're learning by doing** at work, and they're **feeling successful** as learners. It helps boost **confidence** academically. ”

-Program Director

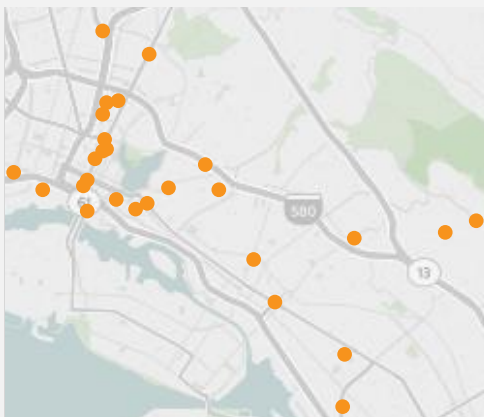
### The Student Engagement in Learning Strategy at a Glance

**\$2,125,533** invested

**2,663** youth served

**14** programs funded

**28** program sites



- Alameda Health System - *Oakland Health Careers Collaborative*
- Better Health East Bay Foundation - *Youth Bridge Workforce Development Program*
- Beyond Emancipation - *GROW Oakland*
- Center for Media Change, Inc. - *A-Team*
- Centro Legal de la Raza - *Youth Law Academy*
- Civicorps - *Academic and Professional Pathway*
- Covenant House California - *CHC Transitional Services*
- East Bay College Fund - *Oakland Promise College and Career Access and Success Program*
- Juma Ventures - *Pathways to Advancement*
- Marriott Foundation for People with Disabilities - *Bridges from School to Work*
- Oakland Unified School District - *Exploring College and Career Options*
- Spanish Speaking Unity Council of Alameda County, Inc. - *Oakland Youth Engaged (OYE)*
- Youth Employment Partnership - *Building Green Futures*
- Youth Radio - *Digital Communications Pathways*



## Participants

During FY2016-2017, 2,663 children and youth participated in *Career Awareness and Academic Support* programs. Key demographic findings are displayed in Exhibit 2 below.

### Exhibit 2: Career Awareness and Academic Support Participants

**Although children and youth came from across Oakland, almost one quarter came from the Fruitvale District.**

#### Home zipcode and neighborhood

94601: Fruitvale and East Oakland	24%
94621: Webster Tract and East of Coliseum	12%
94605: Eastmont, Seminary, Havenscourt	12%
94606: Highland Park, San Antonio, East Lake	10%
94603: Sobrante Park, Elmhurst, E. 14th Street	9%
94607: West Oakland and Chinatown	6%
94602: Glenview, Lincoln, Oakmore	5%
Homeless/Transitioning	5%
94619: Maxwell Park, Leona Hgts, Redwood Hgts	4%
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94608: San Pablo and Market Street Corridor	3%
94612: Downtown	2%
94610: Adams Pt, Lakeshore, Crocker Highlands	2%
94611: Piedmont Avenue and Montclair	2%
94618: Rockridge and Hiller Highlands	1%



**A racially diverse group of children participated in this strategy. Compared to OUSD and other OFCY strategies, these programs served a larger proportion of African American students.**

#### Race/Ethnicity of OFCY participants compared to OUSD students (2016-2017)

African American/Black	44%	25%
Hispanic/Latino	33%	45%
Asian/Pacific Islander	13%	15%
Multiracial or Biracial	4%	4%
White	3%	10%
Native Alaskan/American	0%	0%
Other	1%	0%

■ OFCY enrollment  
■ OUSD enrollment

**About 85% of participants were over 15 years or older.**

#### Age of participants

11-12 years old	2%
13-14 years old	16%
15-16 years old	44%
17-18 years old	31%
19-20 years old	7%

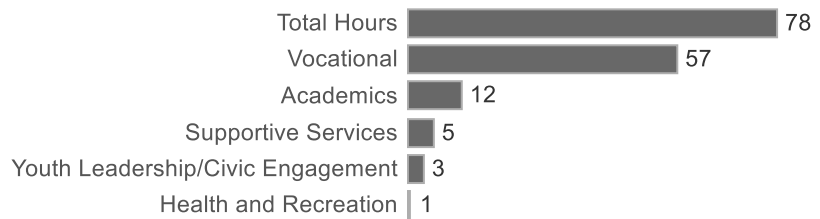
## Services

Average hours of service for children and youth in *Career Awareness and Academic Support* programs was 108 hours. Key findings related to service patterns are displayed in Exhibit 3.

**Exhibit 3: Services Received by Career Awareness and Academic Support Participants**

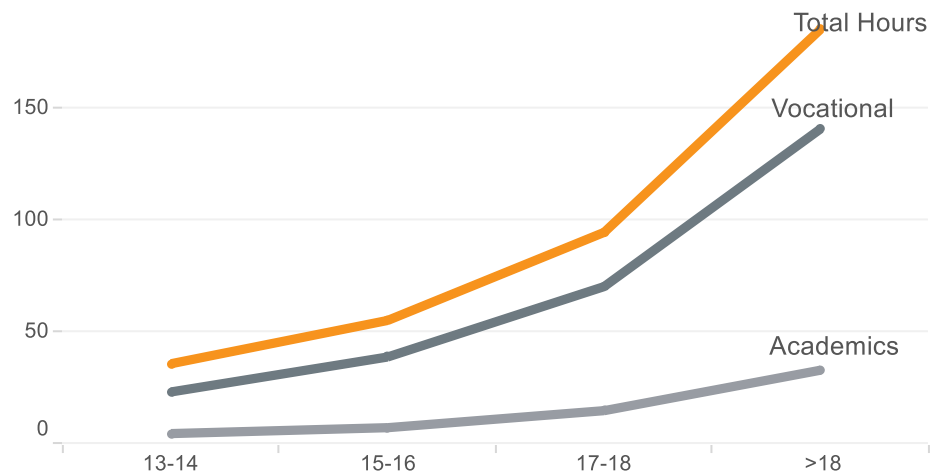
Participants spent the majority of their time engaged in vocational activities. They also received academic and support services.

**Hours of Service by Category**



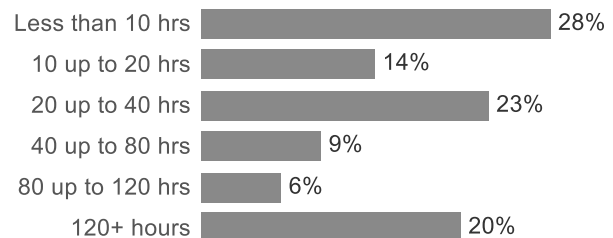
Older youth, especially those 19 and older, spent the most hours in programming. Many of these youth were out of school or participated in a program that combined work experience and non-traditional high school diploma programs.

**Hours of Service by Age and Category**



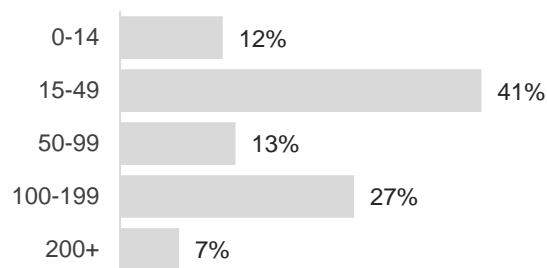
The level of participation varied substantially, with more than one-quarter receiving less than ten hours of service and one-fifth receiving 120+ hours.

**Distribution of Hours of Service**



In addition to hours spent in programming, about half of youth also participated in internships and subsidized employment.

**Hours Spent in Placement**



**Employment Placement Example:** Youth at Pathways to Advancement receive job readiness training and apply their newly developed skills as vendors and shift leaders at O.Co Coliseum.

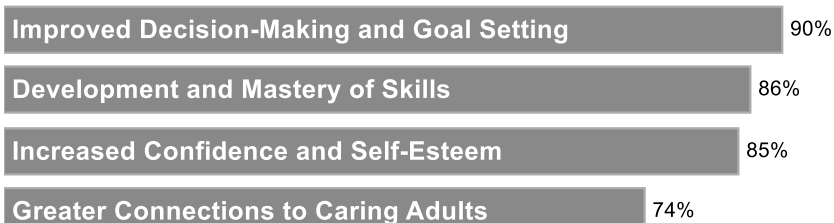
## Outcomes

Children and youth survey results reveal participants' assessments of their progress toward youth development and career awareness and academic support outcomes. The results, illustrated in Exhibit 4, indicate that Career Awareness and Academic Support programs successfully supported youth in these areas.

**Exhibit 4: Percent of Youth Agreeing to Questions tied to Career Awareness and Academic Support Outcomes**

**For youth development outcomes, youth reported the highest progress in improved decision-making and goal setting.**

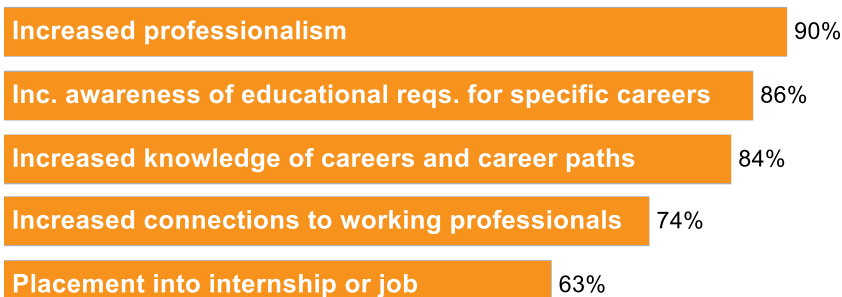
### Youth Development Outcomes



**For career awareness outcomes, youth reported the highest progress in increased professionalism.**

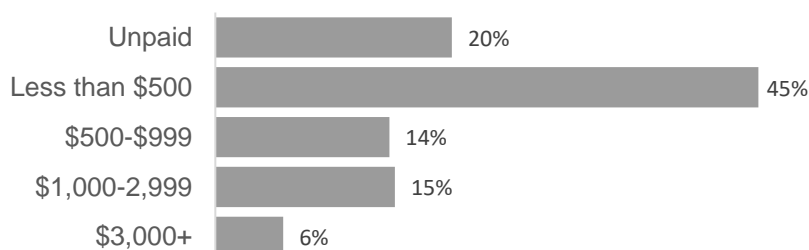
Program staff emphasized the importance of both setting high expectations for professional behavior and providing tools to learn these expectations through job readiness training, modeling, and mentoring.

### Career Awareness and Academic Support Outcomes



**Programs paid youth almost \$900,000 in wages, not including wages earned from unsubsidized placements.** About half of youth participated in internships or subsidized employment opportunities.<sup>1</sup>

### Distribution of Wages Earned by Participants



**\$819** average wages earned

<sup>1</sup> Some programs support youth in unsubsidized placements that are not recorded in Cityspan. For example, although Bridges from School to Work at the Marriott Foundation for People with Disabilities placed youth with disabilities in unsubsidized employment with organizations and companies throughout Oakland, they only tracked case management services in Cityspan. OFCY will set up Cityspan to track unsubsidized employment for the 2017-2018 program year.

## PROGRAMS

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*It is truly exciting and a privilege to be connected to so many other beautiful community organizations that can provide assistance to our clients. At times the clients require assistance through many organizations and we are happy to refer and facilitate. We strongly believe in never just saying no, we cannot help you...but being able to refer others to an organization that can.*

*-Program Director, Career Awareness and Academic Support for Older Youth*

During FY2016-2017, OFCY invested \$14.76 million to support programs located throughout Oakland.<sup>4</sup> All programs aim to fulfill OFCY's mission of supporting Oakland's children and youth, from birth to 20 years of age, to become healthy, happy, educated, engaged, powerful, and loved community members. FY2016-2017 marks the first year of OFCY's new three-year FY2016-2019 grant cycle. The 90 programs summarized in this report account for \$9.95 million of OFCY's \$14.76 million investment and fall under four main strategy areas, described below. Half of the grants in this grant cycle were awarded to returning programs and half of the grants were awarded to programs that are new to the OFCY funding stream.

- **Early Childhood programs** include early interventions and supports for families and young children to set the stage for healthy development and future outcomes, as well as community-wide efforts to support early literacy. Specific strategies in this area include: *Early Childhood Mental Health Consultations* (3 programs) and *Parent Support and Education* (16 programs).
- **Student Success in School programs** support the transformative goals of the community schools movement in Oakland and contribute to positive outcomes for children and youth. One of the two funding strategies in this area, *Student Engagement in Learning* (10 programs), is included in this report.<sup>5</sup>
- **Youth Development and Empowerment programs** are designed to provide safe and supportive environments for youth while providing enriching, high quality programming, and nurturing youth and community leadership. Under this area, OFCY funds both *Year-Round Youth Development and Empowerment* (35 programs) and *Summer Youth Development and Empowerment* (12 programs).
- **Transition to Adulthood programs** address two critical needs facing youth as they grow to become self-sufficient adults: 1) understanding of and connections to the workforce; and 2) the skills and qualifications necessary to achieve their career goals. Both of these needs are addressed by the *Career Awareness and Academic Support for Older Youth* strategy (14 programs).

Exhibit 2 illustrates key characteristics of OFCY programs, including the location of their sites, funding from OFCY, and program budget.

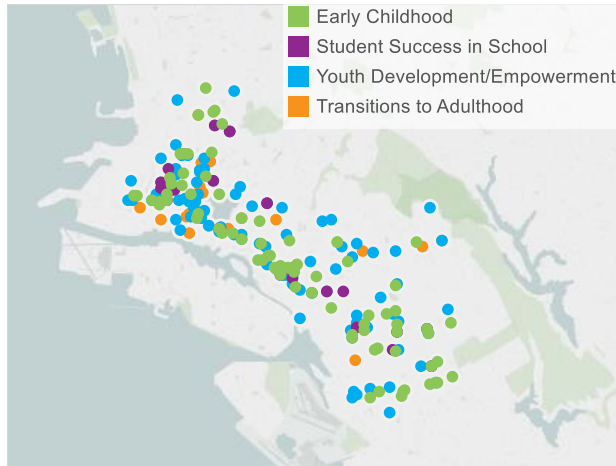
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<sup>4</sup> Of the \$14.76 million invested by OFCY, \$9.95 million supported the 90 youth programs covered in this report, and \$4.81 million supported the 59 school-based after school programs covered in a separate report, prepared by Public Profit. Throughout the remainder of this report, we refer to OFCY programs, excluding school-based afterschool programs, as *OFCY programs*.

<sup>5</sup> This strategy area also includes programs under the *School-Based After School Programming for Elementary and Middle School Children* funding strategy (59 programs), which are not included in this report.

## Exhibit 2: Overview of OFCY Programs

### Location



### Program Location (Zipcode and Neighborhood)

94607: West Oakland and Chinatown	16%
94621: East Oakland: Webster Tract, East of Coliseum	15%
94601: Fruitvale, East Oakland	13%
94606: Highland Park, San Antonio, East Lake	12%
94612: Downtown	9%
94609: Temescal, Pill Hill, Bushrod Park	8%
94605: Eastmont, Seminary, Havenscourt, Millsmont	6%
94619: Maxwell Park, Leona Heights, Redwood Hgts	6%
94603: Sobrante Park, Elmhurst, E. 14th Street	5%
94610: Adams Point, Lakeshore, Crocker Highlands	4%
94608: San Pablo and Market Street Corridor	3%
94602: Glenview, Lincoln, Oakmore	2%
94618: Lower Broadway Terrace and Rockridge	1%

Note: Zipcodes with fewer than 1% of program locations: 94611: Piedmont Avenue and Montclair

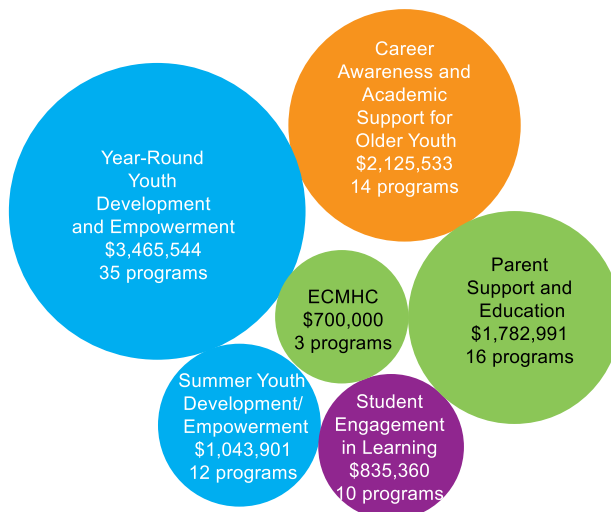
### Funding

#### Total Funding

\$9,953,328

#### By Funding Area

Youth Development and Empowerment	\$4,509,444
Early Childhood	\$2,482,991
Transitions to Adulthood	\$2,125,533
Student Success in School	\$835,360

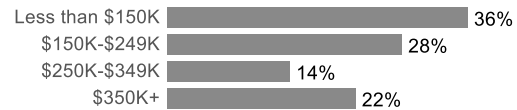


- Early Childhood
- Student Success in School
- Youth Development and Empowerment
- Transitions to Adulthood

### Budget

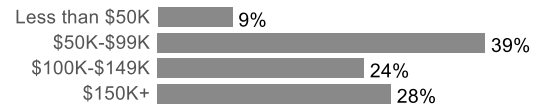
#### Program Budget

Average: \$256,745



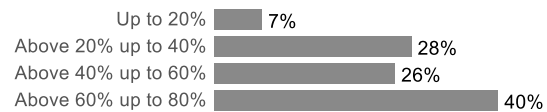
#### Grant

Average: \$110,593

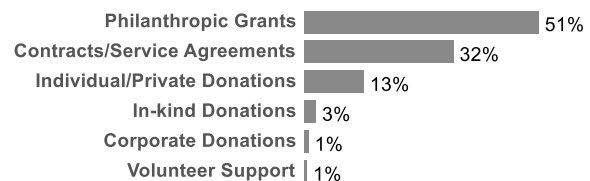


#### Grant as Percentage of Program Budget

How much of the budget comes from OFCY?



### Type of Match Funds



## Location

*It would be more convenient to have one location and have everybody come to you. But it's often the most effective in reaching equity in communities to go where we're needed. We're going into the homes, we're going into the school sites and trying to connect with a lot of families.*

*-Program Director, Year-Round Youth Development and Empowerment*

OFCY programs take place at sites located throughout Oakland. While a large percentage of program sites are located in East Oakland/East of Coliseum (15%, zip code 94621) and clustered along International Boulevard in Fruitvale (13%, 94601), the largest percentage in the 2016-2019 grant cycle was in West Oakland/Chinatown (16%, 94607). Uptown/Downtown Oakland (9%, 94612) was home to a smaller concentration of programs than in previous years. Given the numerous sites for Vision Awareness & Education for Low-income Oakland Families and the *Early Child Mental Health Consultation* programs, *Early Childhood* programs made up more than a third of sites (36%) and were the least clustered, with sites throughout all Oakland neighborhoods.<sup>6</sup> *Youth Development and Empowerment* programs made up the largest overall percentage of sites (45%). Program sites are clustered in areas where participants live (East Oakland, Fruitvale) or that are readily accessible by public transportation (Downtown and Chinatown).

About two thirds of programs offer services at multiple sites. Programs that provide internship opportunities, for instance, place students at a wide variety of locations, including hospitals, schools, and community-based organizations. Other programs operate out of multiple locations to ensure that OFCY programming is accessible across communities. For example, the Newcomer Community Engagement Program utilizes two approaches to provide tutoring to refugee and newcomer students to maximize the number of students they can reach: they work with students at school sites during class time and they also meet with students at home after school.

Programs rely on partners to provide additional programming space throughout the community. For example, all but three *Parent Support and Education* programs partner with existing schools, recreation centers, and community-based organizations to hold playgroup sessions. This relationship also allows programs to leverage existing partnerships with participants for recruitment purposes. However, relying on partners and other organizations in the community can also be a challenge. Programs that work out of schools, for example, have less control over the type of meeting space they use and may not have access to adequate space for their desired activities.

## OFCY Funding

*(OFCY funding) makes it possible for us to do this work with teenagers and really support the well-being of our community. I think there's a really unique opportunity we have through our partnership with OFCY to tell youth who often times are extremely marginalized within our communities that we value their experience, that we value their willingness to tell their story, and that we want to put money behind that.*

*--Program Director, Year-Round Youth Development and Empowerment*

During FY2016-2017, OFCY funded a portfolio of programs with a total funding amount of \$9,953,328. On average, programs received \$110,600 in funding, with grants ranging from

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<sup>6</sup> Vision Awareness & Education for Low-income Oakland Families had the most sites (38), followed by the Early Childhood Mental Health Collaborative (23 sites) and Integrated Early Childhood Consultation Program (15 sites).

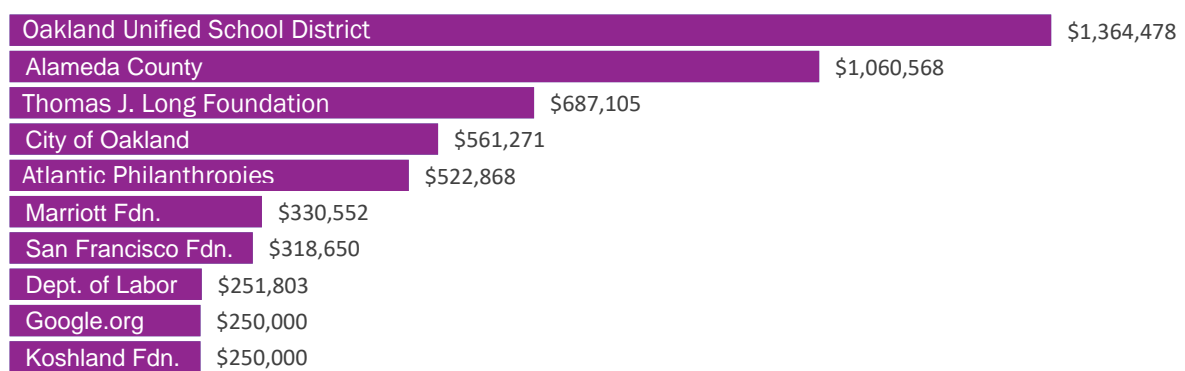


\$30,000 (4 programs<sup>7</sup>) to \$300,000 (3 programs, including one *Early Childhood Mental Health Consultation* program and two *Career Awareness and Academic Support for Older Youth* programs).<sup>8</sup> A total of eight programs received grants of less than \$50,000 (9%), and seven programs received grants of \$200,000 or more (8%).

OFCY programs are expected to diversify their funding sources and draw on outside funding to support their programming. Specifically, programs are expected to secure a match of at least 25% of their OFCY grant funds. Overall, **programs secured over \$13 million in matching funds** from the following sources: foundations, private donations, and corporations; contract and service agreements; in-kind and leveraged support; and volunteer support. At the conclusion of FY2016-2017, all 90 programs met the 25% match target.<sup>9</sup> Key findings related to matched funds are:

- **Philanthropic grants, ranging in size from \$300 to \$463,000, made up just over half of matched funds reported by programs (51%).** Grants were provided by foundations connected with major corporations and institutions, state and local foundations, and family foundations. Large corporations and institutions that provided funding included Bank of America, Best Buy, Clorox, Gap, Google, JP Morgan, and Kaiser. State and local foundations that supported OFCY programs included the California Arts Council, East Bay Community Foundation, Oakland Public Education Fund, the California Endowment, and the San Francisco Foundation. Numerous family foundations supported programs, from well-known foundations like Walter & Elise Haas Foundation to lesser known ones.
- **About one-third of matched funds came from contracts and service agreements, including both government grants and fee-for-service payments.** Both Alameda County and OUSD provided significant support (over \$1 million each). Support from Alameda County came from a wide range of departments, from public health to transportation to probation offices with First 5 contributing nearly \$100,000. Examples of other funding from the City of Oakland included the Oakland Housing Authority, Oakland Unite, Oakland Parks and Recreation, Head Start, and Port of Oakland. Other public funding sources included the Department of Labor and the Office of Statewide Health Planning and Development (OSPHD).
- **Individual/ private donations made up 13% of all matched funds.** These grants ranged from as small as \$100 to \$400,000.

### Exhibit 3: Top Ten Sources of Matched Funds



<sup>7</sup> Programs receiving the smallest grants include Prescott Circus Theatre Summer Program, Vision Awareness & Education for Low-income Oakland Families, Oakland Peace Camp, and Middle School Engagement in Learning.

<sup>8</sup> Programs receiving the largest grants were Integrated Early Childhood Consultation Program, a collaborative of three agencies under the *Early Childhood Mental Health Consultation strategy*, Building Green Futures, and Oakland Health Careers Collaborative.

<sup>9</sup> This was calculated as actual matched funds reported in Cityspan divided by actual OFCY grant expenditures. Not all programs fully expended their OFCY grants.

While all programs met their match targets, many rely on OFCY as a major source of funding: on average, OFCY funding made up 52% of program budgets, reflecting its critical role in supporting early childhood and youth programming in Oakland. Programs in the *Early Childhood Mental Health Consultations* strategy were the most dependent on OFCY funding (66% of program budget on average) while programs in the *Year-Round Youth Development and Empowerment* strategy were the least dependent (45% of program budget on average, though still nearly half of program budgets). As in the previous grant cycle, smaller programs with budgets under \$150,000 were significantly more likely to rely on OFCY funding than programs with budgets over \$350,000.<sup>10</sup> OFCY grants comprised, on average, 65% of smaller program budgets versus 36% of larger program budgets.

### Program Size and Capacity

*There is a lot of need that is in the community now... (We serve a large) undocumented immigrant population, so there's a lot of need, a lot of fear. I think families know that this is a trusted place that they can go to for support.*

*-Program Director, Parent Support and Education*

While OFCY programs vary significantly in size, most tend to be small, with average annual budgets of just over \$250,000. In this grant cycle, Prescott Circus Theatre Summer Program (\$43,000) and Vision Awareness and Education for Low-income Oakland Families (\$44,803) had the smallest program budgets. The largest programs were Oakland Health Careers Collaborative (\$1,044,450) and College Track Oakland (\$1,308,992). Because *Career Awareness and Academic Support for Older Youth* programs build in costs for youth stipends and internships, they tended to have the largest budgets (average of over \$350,000). In contrast, programs under *Parent Support and Education* tended to have the smallest budgets (average of just under \$175,000).

In interviews, staff from smaller programs identified challenges that result from a limited staff size. First, staff often play many roles. For example, program managers at small programs often deliver programming as well, limiting the time they can dedicate to assessing quality and refining their curricula. Others expressed a desire to have staff that could exclusively focus on case management and connecting participants to resources. Second, having fewer staff members makes it difficult for staff to fully represent the great diversity of participants. Third, some programs depend on volunteers and/or temporary part-time employees, who, due to their transient relationship with the program, are more difficult to train and to hold to high performance standards.

Interviews and results from the Program Quality Assessment Tool surfaced other trends related to program capacity. First, the professional development and capacity-building opportunities available to programs vary widely. For example, staff from programs in the Early Childhood Mental Health Consultation strategy receive continuous professional development support through First 5 trainings, a monthly consultation group run by an outside facilitator, and weekly clinical supervisions with their supervisor. Other programs encourage their staff to attend ad hoc, free trainings provided by OFCY and other funders or community groups but do not have the capacity to provide additional professional development support. Specific professional development needs reported by program staff include training on trauma-informed care and cultural competency. Other gaps in resources that programs identified include access to healthy foods for participants and sufficient space to hold programming comfortably, especially considering the rising rents in Oakland.

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<sup>10</sup> Programs with budgets under \$150,000 comprised 36% of all programs and programs with budgets over \$350,000 comprised 22% of all programs.



## PARTICIPANTS

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*These are all kids that are learning what it means to have healthy options. They in turn contribute to supporting each other. In terms of youth development, we're seeing them grow through this program.*

*-Program Director, Year-Round Youth Development and Empowerment*

During FY2016-2017, 24,109 children and youth and 4,089 adults participated in OFCY-funded community-based programs. Programs under the area of *Youth Development and Empowerment* served the most participants (42%), followed by *Early Childhood* (34%), *Student Success in School* (15%), and *Transitions to Adulthood* (9%). Enrollment also varied by individual programs: 10 programs served fewer than 50 participants while six served more than 1,000. While children and youth participants were spread across all programs and funding strategies, all adults participated in *Early Childhood* programs.

This section describes the characteristics of child, youth, and adult participants in OFCY programs, how they were recruited, and the hours of services they received, summarized in Exhibits 3 and 4.<sup>11</sup>

### Recruitment

*The program has a very good reputation in the community, and so there are a lot of families who speak about the program. And it's been great that our partners have also helped with outreach.*

*-Program Director, Parent Support and Education*

Of the program staff we interviewed, most said that recruitment went well during the FY2016-2017 program cycle. The most frequently cited recruitment practices were encouraging youth participants and parents to conduct outreach on behalf of the program, consistently reaching out and doing presentations within the community (particularly at schools, libraries, and community centers), engaging partners and other service providers with a similar target population, and providing stipends to older youth. Programs also discussed the importance of hiring or partnering with community members who represent under-served groups, such as the Mam community in the Fruitvale area.<sup>12</sup>

Most programs, including both early childhood and youth-focused programs, identified limited access to transportation as the most significant obstacle to recruitment and enrolling participants. Few programs had resources to provide transportation support, such as program shuttles or bus passes. Some programs struggled with different levels of support and buy-in for their services among school staff, with some schools being far more open to partnership than others. Limited support from school staff restricted access to adequate space to serve large groups, reduced participant referrals from school staff, and decreased the program's ability to pull students out of class as needed.

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<sup>11</sup> The following sections draw on data available for 23,051 children and youth and 2,655 adults, representing 91% of participants who received services. Due to their unique service delivery models, two *Parent Support and Education* programs (Vision Awareness & Education for Low-income Oakland Families and Community Capacity Building - Training in Early Learning) did not collect comprehensive demographic and dosage data for all participants, which accounts for the difference between the number of children, youth, and adults served and the number with data available for this report.

<sup>12</sup> The Mam are an indigenous group from southwestern Guatemala.

## Participant Characteristics

OFCY programs provide direct services to children and youth from birth to 20 years and their parents. During FY2016-2017, OFCY programs served participants from all neighborhoods in Oakland, with 19% of participants living in 94601, around Fruitvale and along International Boulevard, and over 48% coming from other neighborhoods in East Oakland.<sup>13</sup> Although nearly 9% of program sites are located in the Downtown and Uptown neighborhoods in 94612, only 3% of participants lived in this zip code.

Following are trends in participant characteristics, illustrated in Exhibits 4 and 5:

- **OFCY programs reach a very diverse population of children and youth.** The vast majority of OFCY participants were children and youth of color, with African American (35%) and Hispanic/Latino (37%) children and youth making up most of the youth participants, followed by Asian/Pacific Islander (11%), and multiracial children and youth (4%). White children and youth made up 4% of those served. Compared to the Oakland Unified School District (OUSD), OFCY programs served a higher percentage of African American youth and lower percentages of Hispanic/Latino and White youth. The diversity of populations served went beyond race and ethnicity. Other target populations not captured in Cityspan data included migrant populations, new immigrants, and LGBTQ families.
- **Over 15% of programs served predominantly one racial/ethnic group.** Programs with more than 75% of participants from one racial/ethnic group included programs sponsored by ethnic-specific agencies, such as LIBRE at East Bay Spanish Speaking Citizens' Foundation (94% Hispanic/Latino) as well as broader community programs such as Summer Cultural Enrichment Program at East Oakland Youth Development Center (93% African American).
- **The race and ethnicity of participants varied by type of program.** Programs in certain funding strategies tended to reach different racial/ethnic populations. For example, programs serving older youth tend to reach a greater proportion of African Americans; 44% of participants in *Career Awareness and Academic Support for Older Youth* programs were African American compared to 18% in *Parent Support and Education* programs and 29% in *Student Engagement in Learning* programs. Hispanic/Latino youth made up the largest percentage of youth (nearly half) in *Student Engagement in Learning* programs (47%).

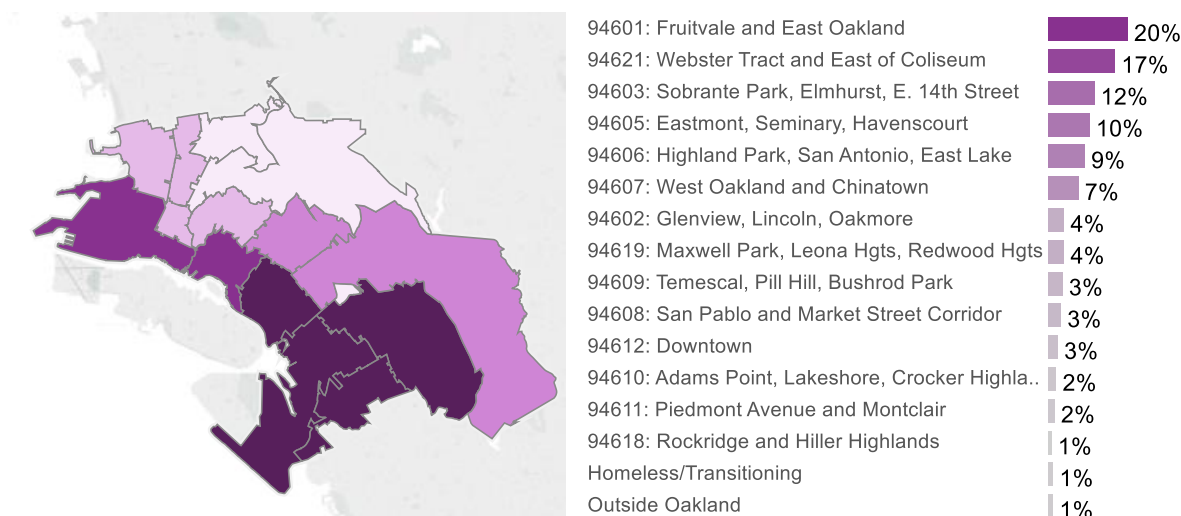
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<sup>13</sup> Including 94621, 94605, 94606, and 94603.

## Exhibit 4: Overview of Youth Participants

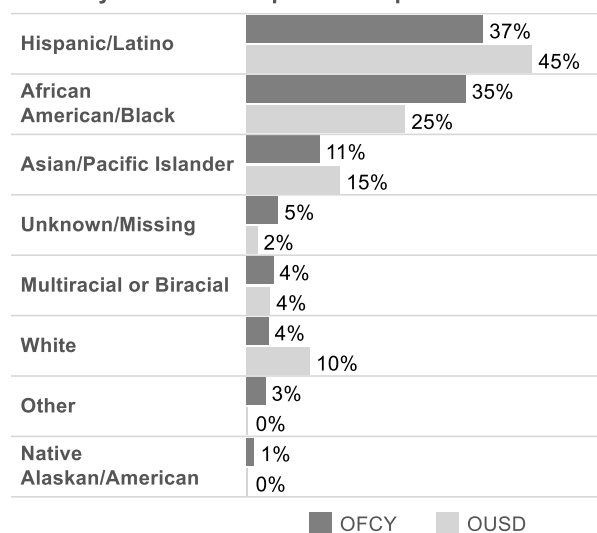
### Home Neighborhoods and Zip Code of Youth Participants

Darker areas correspond to more participants



### Demographics

#### Ethnicity: OFCY Participants Compared to OUSD

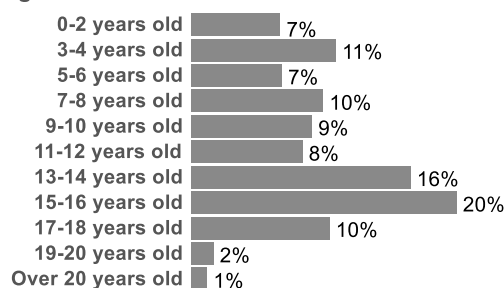


#### Gender



*Note: Fewer than 1% of youth either identified as something else or selected prefer not to say.*

#### Age

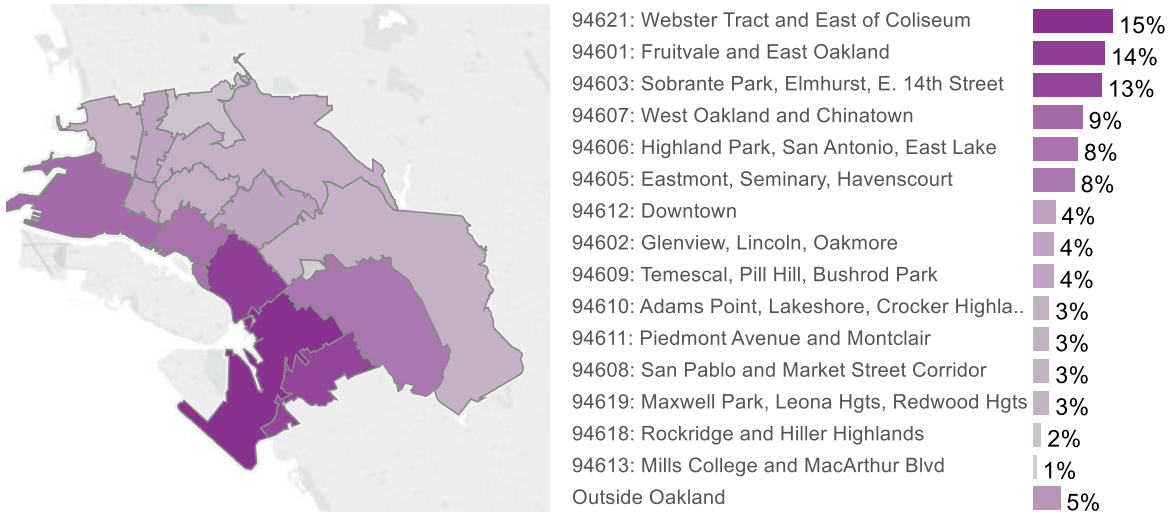


- Participants were roughly split between those that identify as male or female, with variation by participant type, funding strategy, and program. Across all programs, participants were 52% female, 47% male, with less than 1% selecting *prefer not to say* or *something else*. Male participants made up slightly more than half of all children and youth (51%) while females made up the vast majority of adult participants (82%). The 10 programs that served 75% or more youth participants from one gender group included explicitly gender-specific programs (e.g., Girls Rock After School Program (GRASP) and Summer Camp at Bay Area Girls' Rock Camp, 99% female; Brothers, UNITE! At Brothers on the Rise, 99% male) as well as other programs (e.g., Building Green Futures at Youth Employment Partnership, 77% male; Youth Bridge Workforce Development Program at Better Health East Bay Foundation, 76% female).

## Exhibit 5: Overview of Adult Participants

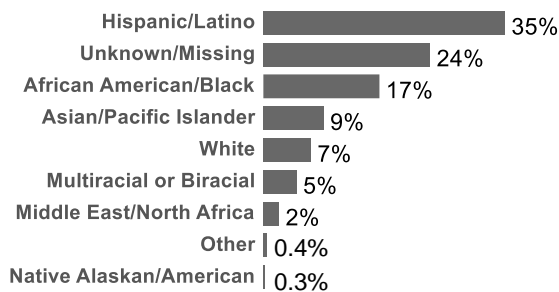
### Home Neighborhoods and Zip Code of Adult Participants

Darker areas correspond to more participants

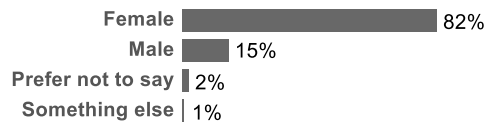


### Demographics

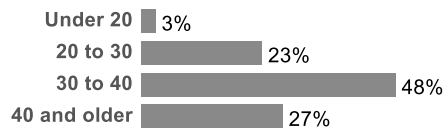
#### Ethnicity



#### Gender



#### Age



- OFCY programs are reaching diverse parents, most often female and in their thirties.** All adult participants were served by programs funded under *Early Childhood*. Of adult participants entered into Cityspan, all had demographic data available for gender and age, and roughly a quarter had missing or unknown ethnicity information. The vast majority was female (82%). The average age was 36, with 48% being between 30 and 40 years of age. Of the adult participants with race and ethnicity information in Cityspan, most were Hispanic/Latino (47%) or African American (22%). While three programs served predominantly adults of one race or ethnicity,<sup>14</sup> the majority of programs reached a more diverse range of parents and caregivers.

<sup>14</sup> The three programs with 75% or more adult participants from a single racial or ethnic group were: Listening to Children Parent Cafes (76% African American/Black), Parent Child Education Support Program (88% Hispanic/Latino), and New Highland-Rise Family Resource Center (83% Hispanic/Latino).

## Services Received

OFCY programs provided a broad range of services that varied in intensity depending on the particular program and the target population. As illustrated in Exhibit 5, the three largest service areas for youth participants in OFCY programs were 1) academics, 2) youth leadership and civic engagement, and 3) vocational services. As illustrated in Exhibit 6, on average, children and youth received 61 hours of service compared to 24 hours of service for adult participants.

Key findings about services received by youth include the following:<sup>15</sup>

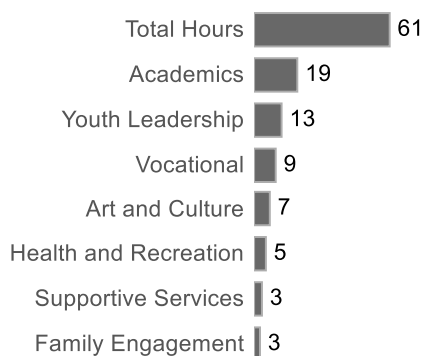
- **37% of youth received “light touch” services (fewer than 10 hours) while 17% received “intensive” services (120 hours or more).** While there are multiple reasons for variations in intensity of services across programs, likely explanations are related to program goals, the nature of the service being offered, and the timing of the service. Workshops and transition services, for example, are designed to be light touch and to reach a broad audience. Summer programs, on the other hand, are typically designed to be all-day programs and thus summer programs typically average much higher intensities of service.
- **Average hours of service was highest for older youth receiving vocational services.** Youth aged 19 and older (3% of youth participants) received the most hours, driven by participants in *Career Awareness and Academic Support for Older Youth* programs. These participants received career awareness services and internships and subsidized employment. For youth under 14, hours of service peaked among 9-12 year olds, driven, in part by participation in academic services. Youth aged 13-14 received the fewest hours of service on average. This may be due to the large number of ninth graders who received light touch services from OUSD Student Engagement in Restorative Justice, a program that trains high school student leaders to lead restorative justice circles with 9th graders, focusing on transition to high school.
- **Average hours of service for youth varied widely across funding strategies and programs.** Across all programs, average hours of service per child or youth participant ranged from three hours to 723 hours. At the end of FY2016-2017, youth in programs under the *Student Engagement in Learning* funding strategy had received the fewest average hours of service (21) while youth in *Summer Youth Development and Empowerment* programs had received the highest average hours (108). Summer programs provide more hours of service because youth are able to attend the programs for full days over the summer.

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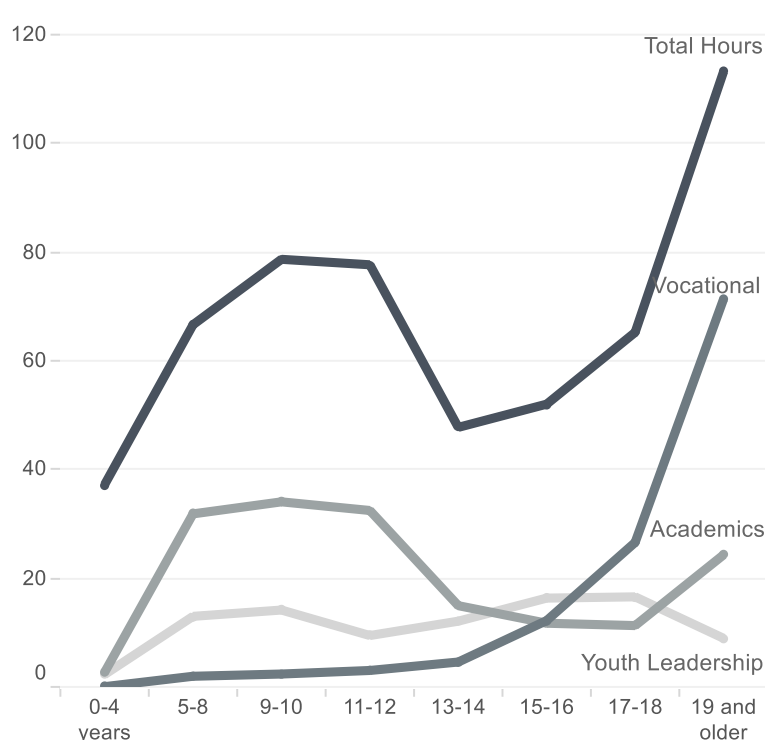
<sup>15</sup> The findings related to average hours of service do not include programs in the *Early Child Mental Health and Consultation* strategy because services for that strategy are provided at a classroom, not participant, level.

## Exhibit 6: Total and Average Hours of Service Received by Children and Youth

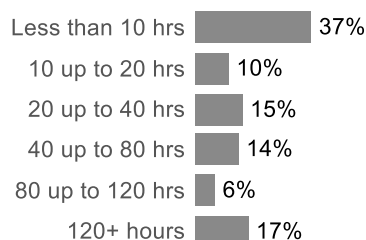
### Average Hours By Category



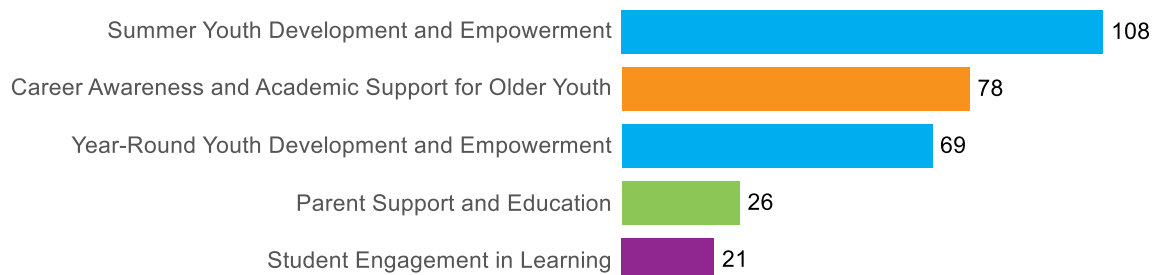
### Average Hours By Age and Category



### Distribution of Service Hours



### Average Hours By Strategy



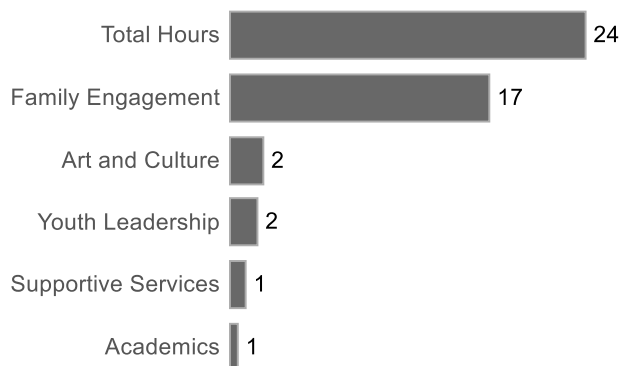
Key findings about services received by adults include the following:

- On average, parents and caregivers received fewer hours of service than youth.** On average, adult participants received 24 hours of service versus an average of 61 hours of service for youth participant. Family engagement services accounted for almost all services received by adults. Across all parents and caregivers, 65% received fewer than 10 hours of service and only 5% received 40 hours or more.
- The level of service received by parents and caregivers varied by program, race/ethnicity, gender, and age.** Average hours of service for adult participants ranged from three to 107. Unlike youth participants, White adult participants received more than the average hours of service (47 compared to an overall average of 24), while African American parents received just below the average (20 compared to 24). This variance is explained by the types of programs families participated in. For example, African American families tended to participate in programs that offered short-term services to a large number of families, while White and Asian/Pacific Islander families tended to participate in year-round programming

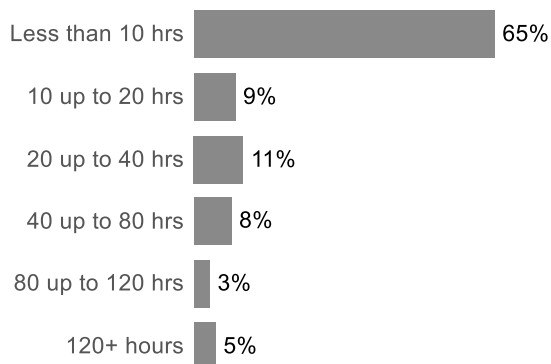
that served fewer families. Female participants received significantly more hours on average (26) than their male counterparts (16). Finally, participants 40 and over (25% of all adult participants) received fewer hours than younger adult participants: 17 compared to 26.

**Exhibit 5: Total and Average Hours of Service Received for Adult Participants**

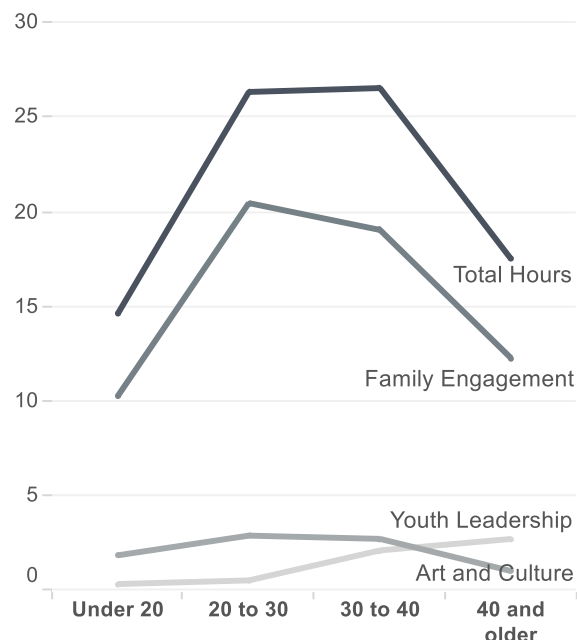
#### Average Hours By Category



#### Distribution of Service Hours



#### Average Hours By Age and Category



## PERFORMANCE

OFCY has two official performance measures for funded programs: program enrollment and progress towards projected units of service (total hours of service). At the beginning of each fiscal year, programs estimate their anticipated enrollment and units of service in their work plans. Each quarter, programs are checked against their targets. The specific performance thresholds for the end of the year are as follows:

- **OFCY Thresholds for Enrollment by the End of the Year:** By the end of Quarter 4, all programs have enrolled at least 80% of projected unduplicated youth<sup>16</sup> for the fiscal year.
- **OFCY Thresholds for Units of Service by the End of the Year:** By the end of Quarter 4, all programs have achieved at least 80% of their projected units of service for the fiscal year.

In addition to these official performance measures, the evaluation developed two additional performance measures for OFCY programs, which are designed to provide targets for OFCY programs in the areas of levels of service and survey completion rate.

<sup>16</sup> OFCY asks programs to project the number of unduplicated youth and adult participants. The term *youth* is used for participants ranging from birth to 20, including participants served by programs under *Early Childhood*.



- **Percentage of youth participants who receive 40 or more hours of service.** Research shows that hours of service received is positively correlated with outcomes. The purpose of tracking this metric is to better understand variations in the level of service provided to participants, and to encourage programs to aim for higher levels of service when appropriate.<sup>17</sup>
- **Percentage of participants who complete an OFCY participant survey.** A benchmark for response rates is important because the survey serves as a critical data source for understanding participant experiences in the OFCY-funded programs as well as progress towards outcomes. Programs are asked to administer surveys to participants in grade 3 or higher. Roughly 70% of participants were eligible to complete a survey.<sup>18</sup>

Findings related to performance, summarized in Exhibit 6 on the following page, include:<sup>19</sup>

- **Programs made solid progress toward enrollment and units of service projections.** Across all programs, 84% met the threshold for enrollment, (73 of 87)<sup>20</sup> and 84% met the threshold for units of service (76 of 90). Only four programs fell short in both areas (4%),<sup>21</sup> and 64 met both targets (71%).
- **Across all programs, 35% of participants received 40 or more hours of service.**<sup>22</sup> Youth in *Summer Youth Development and Empowerment* programs were the most likely to receive 40 or more hours (91%) while youth in *Student Engagement in Learning* programs were least likely to do so (only 15%). The percentage of youth receiving 40 or more hours of service ranged dramatically across programs: no participants received 40 or more hours of service at seven programs, while all participants received at least 40 hours of service at six programs.<sup>23</sup>
- **Overall, 25% of eligible OFCY participants completed a participant survey.** The response rate was highest for participants in *Summer Youth Development and Empowerment* programs (75%) and lowest for participants in *Parent Support and Education* programs (13%). Programs that enrolled fewer participants and provided more intensive services had higher response rates than other programs.<sup>24</sup>

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<sup>17</sup> This metric may not be appropriate for all programs, as some, such as OUSD Student Engagement in Restorative Justice, are designed to reach a large group of participants with less intensive services.

<sup>18</sup> Survey respondents include youth in grades three and above (estimated by age), parents and caregivers in the *Parent Support and Education* programs, and educators in the *Early Childhood Mental Health Consultations* programs. the *Early Childhood Mental Health Consultations* programs were not included in the count of participants who completed a survey because these programs did not have a target survey completion rate.

<sup>19</sup> For progress toward enrollment and units of service goals by individual program, see Appendix A.

<sup>20</sup> This excludes three *Parent Support and Education* programs that did not set targets for youth enrollment and/or did not serve youth participants.

<sup>21</sup> This does not include programs under *Parent Support and Education* that met targets for youth enrollment but did not meet targets for adult enrollment.

<sup>22</sup> This analysis excludes participants at the three *Early Childhood Mental Health Consultation* programs and the two *Parent Support and Education* programs that use different service delivery models (Vision Awareness & Education for Low-Income Oakland Families and Capacity Building – Training in Early Learning) as these five programs do not enter complete dosage data into Cityspan.

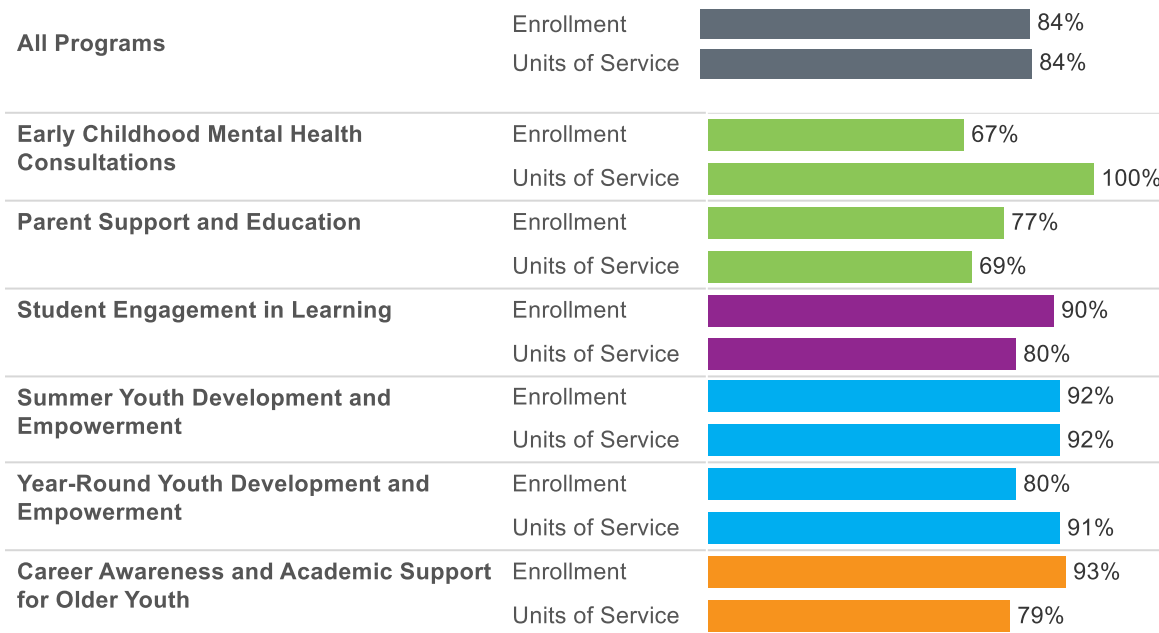
<sup>23</sup> Six of the seven programs where no participants received at least 40 hours of service were Early Childhood programs.

<sup>24</sup> The average response rate across programs that served fewer than 150 participants was 46% compared to 31% for larger programs. The average response rate among programs that provided at least an average of 40 hours of service per participant was 48%, compared to 21% for programs that provided a lower average level of service per participant.



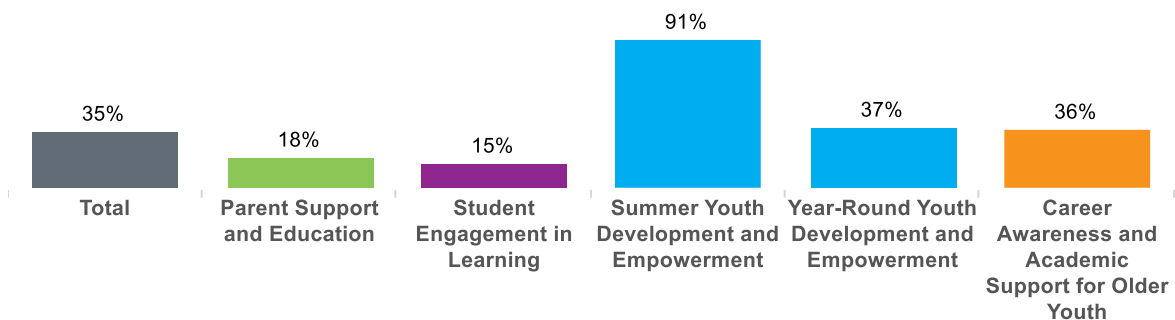
## Exhibit 6: Performance by Funding Strategy

### Percent of Programs Meeting Performance Thresholds



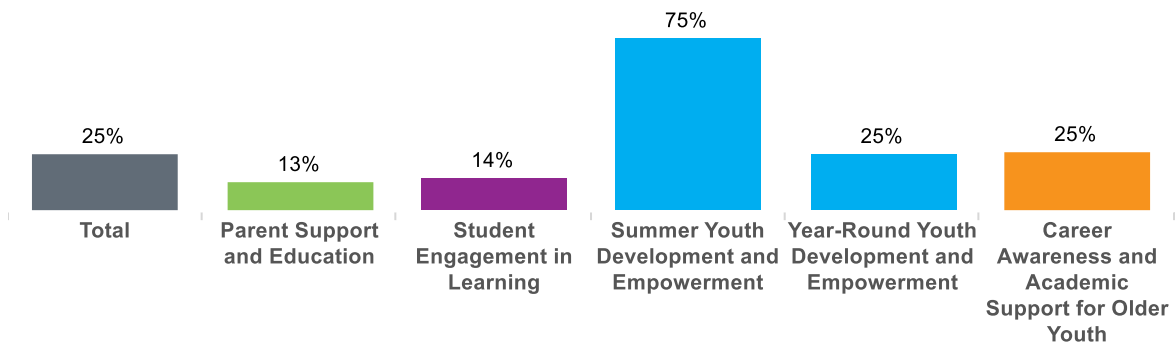
### Participants Receiving 40+ Hours

Across all participants and at the strategy level



### Survey Completion Rates

Across all participants and at the strategy level



## PROGRAM QUALITY

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This evaluation draws from multiple data sources to assess program quality, including participant surveys, interviews with program staff, and results from a new Program Quality Assessment designed by SPR and completed by program staff.<sup>25</sup> The annual youth surveys and the Program Quality Assessment are aligned with five dimensions of program quality that research has identified as important for ensuring high quality programs: 1) *safe and healthy environment*; 2) *supportive environment*; 3) *interaction and leadership*; 4) *planning, choices, and reflection*; and 5) *diversity and inclusion*.<sup>26</sup> In addition to these five dimensions, the Program Quality Assessment, the parent/caregiver survey, and mental health educator survey also include a sixth dimension of *partnerships*, and the parent/caregiver and educator surveys capture *relevance/accessibility* and *responsiveness*.<sup>27</sup> Given the unique differences across funding strategies, youth, parents/caregivers, educators, and program staff were asked to assess dimensions of quality in different ways, as reflected in the questions on the different quality tools summarized throughout this section.

In general, the data reflect the perceived high quality of OFCY programs across participants and program staff. While there were differences in relative ordering of dimensions of quality across youth, parents/caregivers, mental health educators, and program staff, ratings were consistently high across most dimensions of quality, shown in Exhibit 7. From the youth perspective, no quality dimensions were rated below a 3.95 (on a scale of 1 to 5). From the adult perspective, no dimensions were related below an average of 4.35 among parents and caregivers or 4.20 among mental health educators (on scales of 1 to 5). Finally, from the staff perspective, no quality dimensions were rated below a 3.29 on a scale of 1 to 4, and 56% of all ratings were a 4 (exemplary).

Other key overarching findings include:

- **Participants and staff from returning OFCY programs tended to rate program quality higher than participants and staff from newly-funded OFCY programs.** Although not universally true across all quality tools and dimensions of quality, there was a trend towards higher quality ratings for programs that had received OFCY funding in the previous grant cycle. Youth participants in returning OFCY programs rated all dimensions of program quality higher than youth in new OFCY programs by 0.08 to 0.14. Parents and caregivers in returning OFCY programs rated four of six dimensions of program quality significantly higher—*safe and healthy environment*; *supportive environment*; *diversity and inclusion*; and *relevance/accessibility*—than peers in new OFCY programs. Finally, program staff in returning OFCY programs rated their program quality higher than staff in newly funded programs for all quality areas with differences ranging from +0.15 (*partnerships*) to +0.25 (*interaction and*

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<sup>25</sup> The assessment consists of 50 survey items organized by these five dimensions of program quality and includes questions that honor the unique differences of each funding strategy. Multiple respondents from each organization were asked to rate, using a four-point scale for progress and priority. For progress, the tool uses a 4-point progress scale with descriptions of the ratings at each level for the questions. A rating of 1 corresponds to “exploring,” where programs are just beginning work in this area and staff are planning how to develop and implement these practices. A rating of 2 corresponds to “developing,” where programs have started some work in this area, but may need more targeted support to move their work to the next level. A rating of 3 or “satisfactory” indicates that programs have achieved a high level of proficiency in this area and need minimal additional support. A rating of 4 corresponds to “exemplary” where programs feel exceptionally proficient in this practice and can serve as a model for other programs.

<sup>26</sup> Names of the quality dimensions have been expanded since the 2015-2016 OFCY Evaluation Report to better describe the areas within them. Questions from the youth survey previously mapped to *interaction* are now mapped to *interaction and leadership*. Questions previously mapped to *engagement* are now mapped to *planning, choices, and reflection*.

<sup>27</sup> These additional quality areas were developed in partnership with grantees under Early Childhood Education, who identified these areas as important dimensions of their work. Appendix 2 provides more detailed information about the new Program Quality Assessment tool developed by SPR.

*leadership*). There are a number of reasons that could account for these differences. First, some of the new grantees are new or emerging programs and lower scores may reflect where they are in their organizational life cycle. Second, returning programs may be working with youth they have served over multiple years, giving them time to develop strong relationships and trust that promote program quality. Finally, it could also be that programs that were previously funded by OFCY are more familiar with the aspects of program quality valued by OFCY and are able to provide programming that youth, parents, caregivers, and staff see aligned with OFCY's vision of quality.

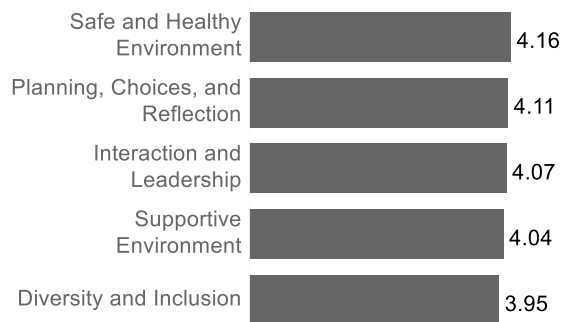
### Exhibit 7: Program Quality Across Strategies and Data Sources<sup>28</sup>

#### Youth Programs

##### Youth Surveys

4,456 surveys, 69 programs

Scale of 1 (strongly disagree) to 5 (strongly agree)

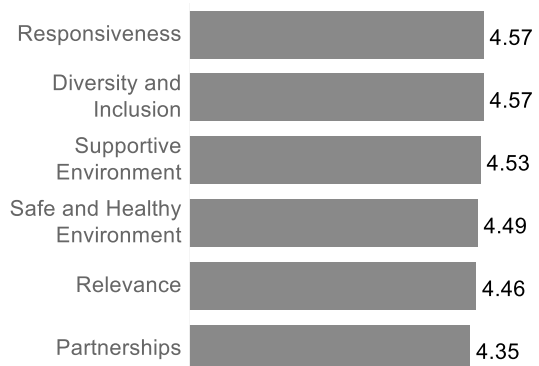


#### Parent Support and Education

##### Parent/Caregiver Surveys

511 adults, 14 programs

Scale of 1 (strongly disagree) to 5 (strongly agree)



#### Early Childhood Mental Health Consultations

##### Educator Surveys

185 adults, 3 programs

Scale of 1 (strongly disagree) to 5 (strongly agree)

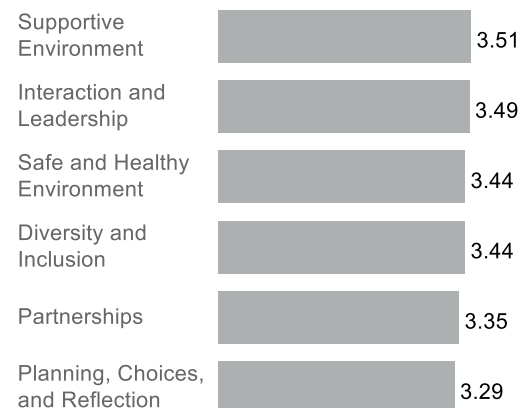


#### All Programs

##### Program Quality Assessments

333 adults, 85 programs

Scale of 1 (exploring) to 4 (exemplary)



<sup>28</sup> The youth survey is collected from participants aged 8 or older (or in grade 3 or higher) in programs under the *Student Engagement in Learning*, *Summer and Year-Round Youth Development and Empowerment*, and *Career Awareness and Academic Support for Older Youth* strategies. Program quality assessments were collected at 85 of 90 programs and exclude include programs funded under the *Early Childhood Mental Health Consultations* strategy (3 programs) and the 2 programs in the *Parent Support and Education* strategy that operate under a different model than the other programs in

- **Youth in smaller programs rated quality program higher than youth in larger programs.** For all dimensions of quality, youth in programs that enrolled fewer than 150 participants rated program quality significantly higher than youth in programs that enrolled 150 or more participants. The largest differences were for *supportive environment* (4.17 versus 4.00) and *diversity and inclusion* (4.07 versus 3.92). This finding is consistent with previous evaluations—in smaller programs, youth may be able to receive more individualized attention, leading to more positive perceptions of program quality.
- **Older youth rated program quality significantly higher than younger youth.** On average, 11<sup>th</sup>, 12<sup>th</sup>, and out-of-school youth gave programs significantly higher ratings across all quality dimensions than younger youth. Differences were largest for *planning, choices, and reflection* (4.29 versus 4.05) and *diversity and inclusion* (4.10 versus 3.90). This may be simply a reflection of the maturity of older youth in general and the fact that older youth may have more opportunities than younger youth to engage in certain types of activities (such as contributing to program planning).
- **Parents and caregivers who participated for longer rated quality higher than those who participated for less time.** Parents/caregivers who had participated in programs for six months or longer rated dimensions of quality higher than those who had participated for less than six months in all areas except *safe and healthy environments* and *responsiveness*. Differences were greatest for *partnerships* (4.53 versus 4.22) and *diversity and inclusion* (4.69 versus 4.47). These findings make sense as parents and caregivers who have been involved with programs longer have more opportunities to receive referrals from program staff to partner agencies, access relevant, high quality content and curriculum, and experience program staff working well with participants from different communities.

The following sections explore each of the dimensions of quality, by drawing on both quantitative and interview data.

### Safe and Healthy Environment

*In addition to having to buzzed into the building by receptionists, we have security guards that patrol our building anytime youth are on site. We have the same security guards work every day, and they do a great job of blending in and give the perception that they are part of the staff by interacting and engaging with the students.*

—Program Director, Year-Round Youth Development and Empowerment

Program safety encompasses two broad components: physical environment and healthy environment. Aspects of physical environment include perceived safety, respect and fairness, equipment and space, cleanliness, procedures for arrival and dismissal, and gender inclusive policies. Aspects of healthy environment include access to healthy food, safe drinking water, and awareness of participants' medical needs. Youth, parent/caregiver, and program staff assessments of are summarized in Exhibit 8.

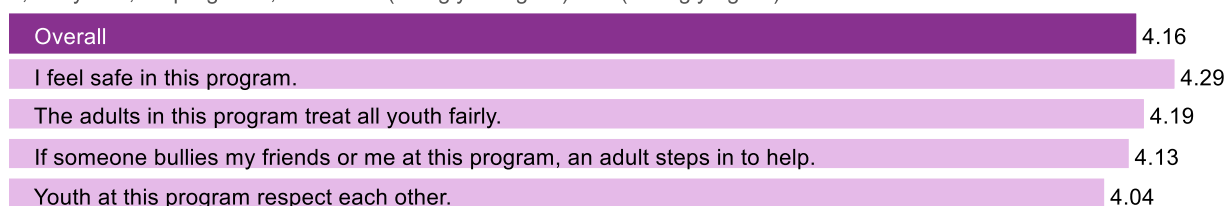
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the strategy (Vision Awareness & Education for Low-income Oakland Families and Community Capacity Building - Training in Early Learning).

## Exhibit 8: Safe and Healthy Environment

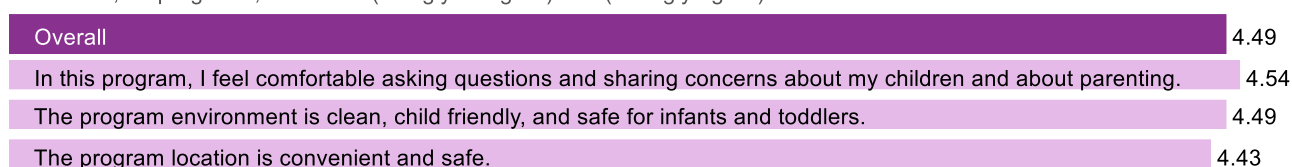
### Youth Surveys

4,456 youth, 69 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



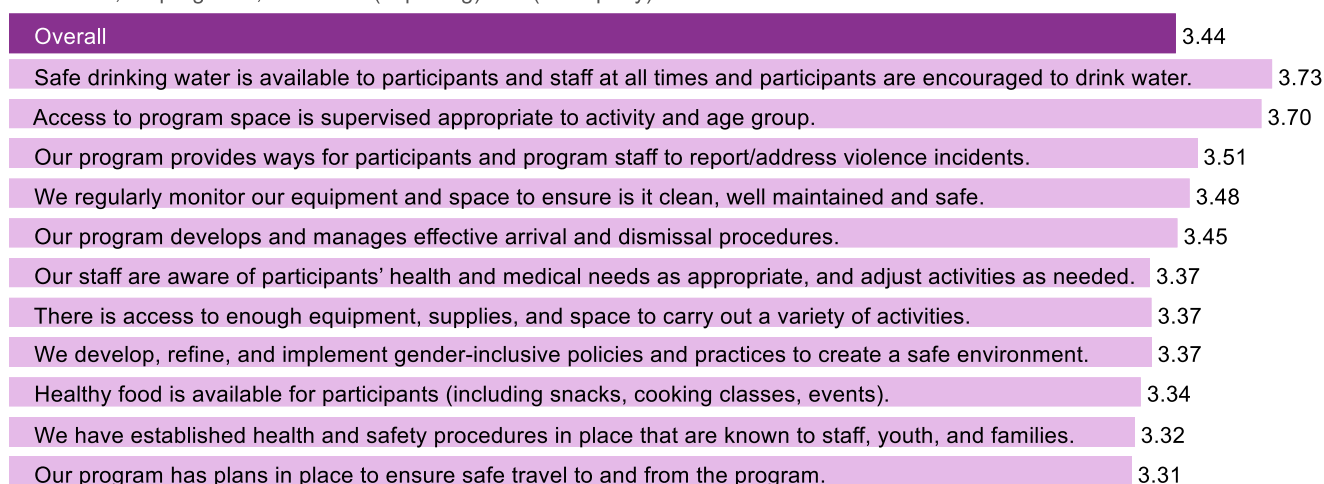
### Parent/Caregiver Surveys

511 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



### Program Quality Assessments

333 adults, 85 programs, scale of 1 (exploring) to 4 (exemplary)



Findings related to safe and healthy environment include:

- **Youth rated program safety highest of all dimensions of program quality.** Across all the program quality questions, youth provided the highest rating for *I feel safe in this program* (4.29), reflecting the strength of OFCY programs in providing safe environments for youth.
- **Programs create safe spaces for parents and caregivers to ask questions and learn from each other.** *Safe and healthy environments* was rated in the middle of the quality dimensions by parents (still high, averaging nearly a 4.49 out of 5).
- **Program staff feel confident about their efforts to provide physically safe programs and promote healthy behaviors.** On average, program staff rated questions in this area 3.44 (on a scale of 4). The lowest rated question with the most room for growth was *Our program has plans in place to ensure safe travel to and from the program* (average of 3.31). Interview respondents identified several strategies for promoting safe and healthy environments, summarized in the following textbox:

### Strategies for Promoting a Safe and Healthy Environment

- **Ensure that the physical space is set up to support participant safety.** Creating a “safe haven” where participants can focus directly on their program activities without the worry of community safety issues is key. Strategies for ensuring safety include staff supervision of program entryways, clear procedures for signing in and out, and regular reinforcement of safety through continual “checks” of equipment, materials, and physical space.
- **Provide training and professional development for staff to address safety issues.** Providing continuous trainings to staff, interns, and volunteers around trauma-informed care, positive behavioral intervention, and mental health helps create an environment in which participants feel safe.
- **Establish clear communication guidelines and procedures for addressing violent incidents.** Though violence is rare in program spaces, ensure participants and staff know program procedures for reporting and addressing violent incidents. Restorative strategies include co-developing group agreements to encourage respect and build community and establishing guidelines for responding to conflict. Reinforcing these approaches throughout the program is important.
- **Promote healthy eating and nutrition.** Providing healthy snacks and meals for participants promotes healthy environments. Some programs provide opportunities for participants to plant and maintain gardens or involve participants in healthy cooking classes.

### Supportive Environment

*I think that [a supportive environment] is built in to the ways in which we "norm" our space. Youth have an understanding of our group norms and expectations and I think that specifically works to address emotional safety. We offer check-ins on a regular basis, and so youth understand that if there's something going on with them that they want to talk about, they can have one of the adults or the peer mentors in their space and check in one-on-one. Having multiple hands on deck to be able to create that type of emotional space for youth is, I think, one of the strategies that we use. And then lastly, like I said, we do check outs essentially at the end of each program where the youth are talking about what worked well for them, and what didn't as a way to express anything that may have impacted them emotionally during program in positive or negative ways.*

- Program Director, Year-Round Youth Development and Empowerment

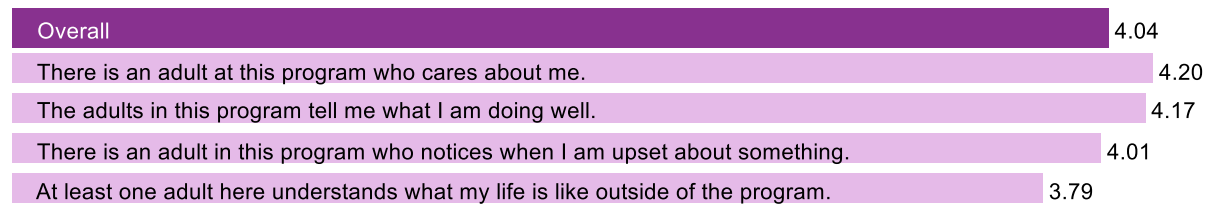
A supportive environment provides a welcoming space and opportunities for participants to express their thoughts and viewpoints, build their skills, promote active learning, and build positive. As shown in Exhibit 9, participants and program staff rated this dimension highly, averaging above a 4 (on a scale of 1 to 5) and above a 3.5 (on a scale of 1 to 4).



## Exhibit 9: Supportive Environment

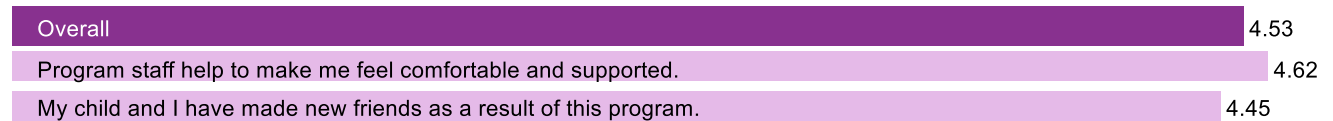
### Youth Surveys

4,456 youth, 69 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



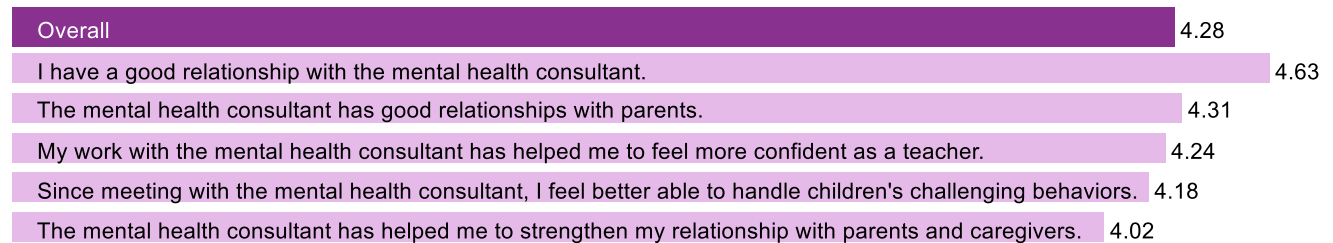
### Parent/Caregiver Surveys

511 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



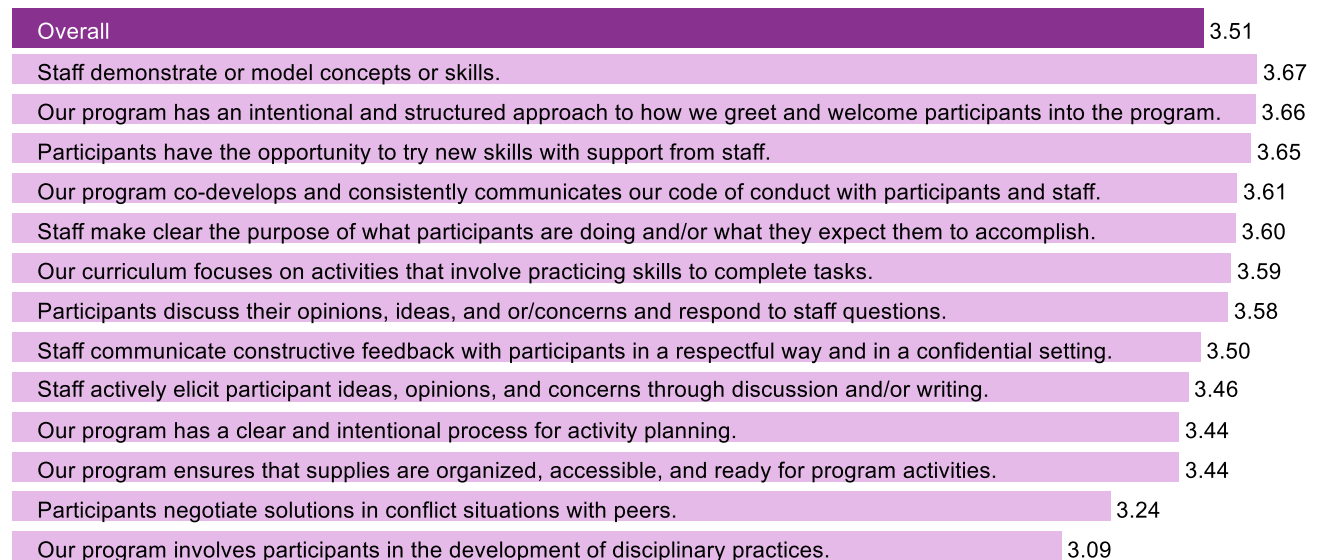
### Educator Surveys

185 adults, 3 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



### Program Quality Assessments

333 adults, 85 programs, scale of 1 (exploring) to 4 (exemplary)



Findings related to supportive environment include:

- **Youth value their relationships with adults in OFCY-funded programs.** On average, youth rated this dimension a 4.04, with the highest ratings for questions related to adults caring about youth and telling them they are doing well. One area programs could improve from the youth perspective is to better understand youth's lives outside the program (3.79).

- **Parents and caregivers rated their relationships with program staff and other families highly.** On average, parents and caregivers rated these questions a 4.53, reflecting that they feel supported by the program and have developed new friendships.
- **Educators have strong and positive relationships with their mental health consultants.** Of the questions on the educator survey, the highest rated question was *I have a good relationship with my mental health consultant* (4.63). While the overall rating for this area was high (4.28 out of 5), responses reflect that mental health consultants could continue supporting and strengthening educators' relationships with parents and caregivers (4.02).
- **Program staff rated this dimension of quality highest across all quality dimensions.** Nearly 60% of respondents rated their progress in this area as *exemplary* (4), and the average rating was 3.51 (out of 4). Within this dimension, the highest rated items were: 1) *Staff demonstrate or model concepts or skills* (3.67); and 2) *Our program has an intentional and structured approach to how we greet and welcome participants* (3.66). The lowest average rating was for *Our program involves participants in the development of disciplinary practices* (3.09). Strategies identified by interview respondents for promoting safe and healthy environments are summarized in the following textbox:

#### Strategies for Promoting a Supportive Environment

- **Provide training opportunities for program staff on how to address trauma.** Participants face social and systemic trauma frequently in their communities. Offer professional development opportunities for staff to be “trauma-informed,” learn how to recognize and understand trauma, and act compassionately and be responsive to participant needs.
- **Encourage community-building activities that include both program staff and participants.** Co-leading “community-building” activities with youth ensures that both program staff and youth feel comfortable sharing their individual stories, connecting their histories, and learning from one another. Examples include group ice breakers, peer sharing, and team-building activities.
- **Offer informal or formalized mentorship opportunities for youth participants.** Mentoring relationships support connections between youth and adults. Through one-on-one or group mentorship structures, staff get to know youth participants, assist with personal goal development, check-ins to identify any issues or successes, and to build a positive, caring relationship.

### Interaction and Leadership

*Our whole program is a collaborative approach to learning and developing your skills. Youth are offered several ways to take on leadership within the program that allows all members to thrive within their own skill set. Youth can take a minor or major role as they see fit to address the various group activities. From teaming up to pitch a social enterprise, to socializing in groups, members have thrived in taking leadership opportunities.*

– Program Director, Career Awareness and Academic Support

Interaction and leadership describes an environment that provides opportunities for participants to get to know each other and work collaboratively, encourages a sense of belonging, promotes leadership and opportunities to partner with staff, and showcases participants' work. This dimension is focused on program activities that encourage positive relationships and interactions between

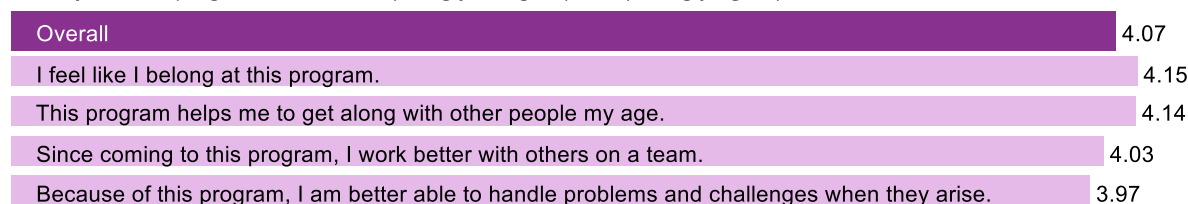


participants and with program staff while promoting leadership opportunities. Youth and program staff assessments for this dimension of quality are summarized in Exhibit 10.

## Exhibit 10: Interaction and Leadership

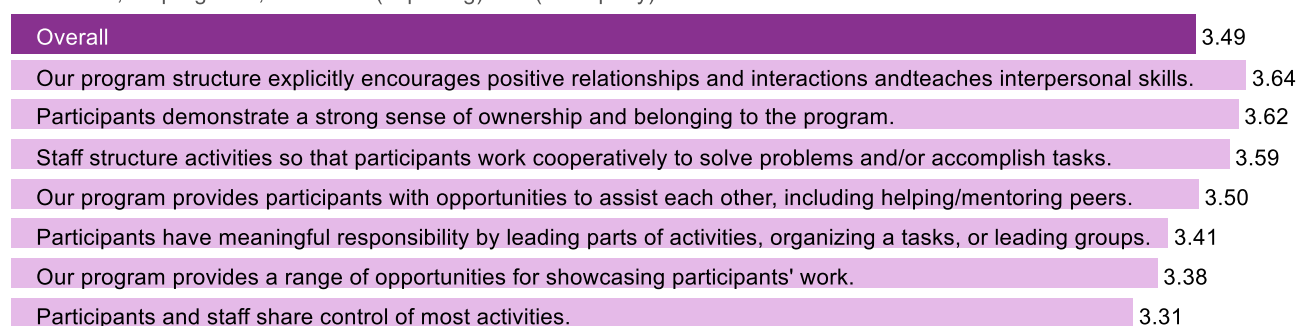
### Youth Surveys

4,456 youth, 69 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



### Program Quality Assessments

333 adults, 85 programs, scale of 1 (exploring) to 4 (exemplary)



Findings related to interaction and leadership include:

- **Programs provide youth with a sense of belonging and encourage teamwork.** Youth feel they belong at OFCY programs and learn how to get along with others (4.15 and 4.14). However, youth were less positive that their participation in the program strengthened their ability to handle problems and challenges when they arise (3.97).
- **Nearly 60% of program staff rated their programs as exemplary for interaction and leadership.** Overall, staff provide an average rating of 3.49 (out of 4) for interaction and leadership. Within this area, program staff provided the highest ratings for structure/content encouraging positive interaction and/or teaching interpersonal skills (3.64). While this dimension was rated highly overall, programs have room for growth in sharing control of activities and allowing participants the opportunity to lead (3.31). Strategies identified by interview respondents to support youth in this area are summarized in the following text box:

## Strategies for Promoting Leadership and Helping Youth Build Self-Confidence

- **Create meaningful leadership opportunities.** Structure leadership opportunities in ways that allow youth to select the roles they wish to take within program activities or projects. This allows youth to step up and promotes their self-esteem and leadership. For example, leadership committees offer opportunities to engage youth in deciding types of program activities, field trips, and topics to cover in the program.
- **Promote self-confidence by showcasing participants' work.** Opportunities for participants to share their work publicly is an effective strategy to promote self-confidence and grow self-esteem. For example, end-of-year celebrations provide opportunities for youth to dive deeply into a project, complete a curriculum, and practice their public speaking skills.
- **Provide opportunities for participants to work collaboratively.** Structure activities to promote teamwork and build community so participants learn how to contribute their ideas to accomplishing group goals. One program staff noted how working with others gives youth “a place to feel safe and to feel good about something.”

## Planning, Choices, and Reflection

*Young people guide our curriculum, and our mentors mold to the spaces they are in, not the other way around. We have set reflective and evaluation practices involving youth surveys, verbal feedback, and poet mentor reflection.*

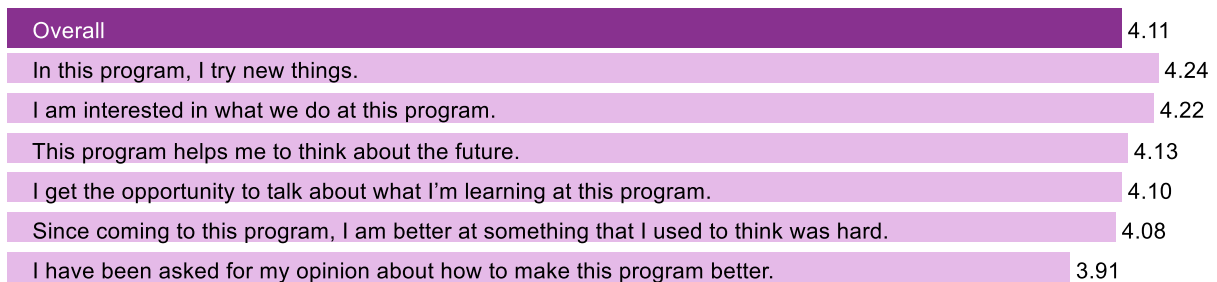
*-- Program Director, Student Engagement in Learning*

Opportunities for planning, choices, and reflection encourage participant engagement in the development and refinement of program activities. This dimension focuses on opportunities for participants to plan activities, make choices, reflect on their own progress, and provide program feedback. Youth and program staff assessments are summarized in Exhibit 11.

### Exhibit 11: Planning, Choices, and Reflection

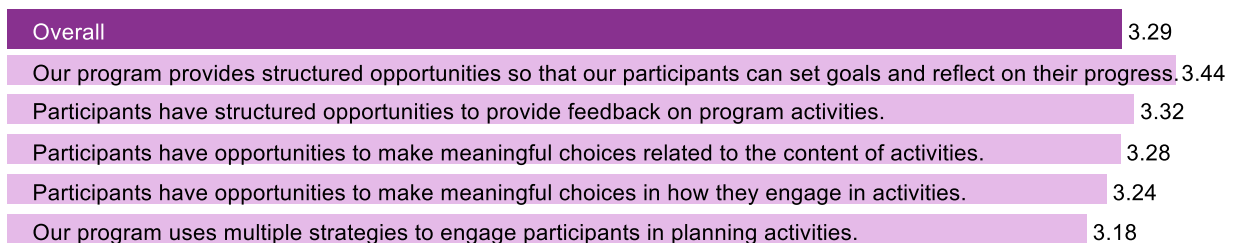
#### Youth Surveys

4,456 youth, 69 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



#### Program Quality Assessments

333 adults, 85 programs, scale of 1 (exploring) to 4 (exemplary)



Findings related to planning, choices, and reflection include:

- **Youth are engaged and interested in their programs.** Overall, youth rated this quality dimension second highest (4.11). Youth responded most positively to the prompt *In this program, I try new things* (4.24). Within this dimension, youth responded least positively to the prompt *I have been asked for my opinion about how to make this program better* (3.91).
- **Program staff rated planning, choices, and reflection the lowest of the quality dimensions.** On average, staff rated questions under this dimension 3.29 (on a scale of 4) with a little under half (47%) of programs rating their progress toward this area as *exemplary* and 15% as *emerging* or *developing*. The highest rated item was on providing structured opportunities for participants to set goals and reflect on their progress (3.44) and the lowest rated item was related to engaging participants in planning using multiple strategies (3.18). This lower rating from program staff resonates with lower ratings from youth: Both youth and program staff feel that there could be improvements in engaging participants in the planning of activities and programs. Strategies identified by interview respondents to support youth in this area are summarized in the following text box:

#### Strategies for Promoting Youth Input, Feedback, and Reflection

- **Incorporate opportunities to debrief as part of program activities.** Feedback can take place at the end of an activity in the form of small group and/or large group debriefs to give participants space to speak on the activities they enjoyed or provide input on improvements. One way to engage youth in program improvement is using consensus building and decision-making approaches.
- **Provide surveys and other evaluation tools to capture youth's feedback.** Different types of evaluation tools can gather youth feedback throughout the program cycle, including check-in surveys, exit surveys, or 360 evaluation forms. Engaging youth in work with external evaluators also ensures program improvement is based on youth feedback. For example, youth can take the lead in gathering feedback from their peers, design data collection tools, and help explain evaluation findings using their unique perspective.
- **Encourage participants to reflect on their program goals in multiple ways.** The importance of providing space for participants to reflect on their program accomplishments and identify areas for further personal improvement applies to all types of programs, from youth programs to early childhood programs. Youth programs encourage reflection through one-on-one and small group discussions and written reflection that allows youth to “reflect on their growth” while also learning what next steps they can take to continue advancing their academic and career goals. Early childhood mental health consultants use the small, one-on-one approach with educators to support reflection within their classroom space.

## Diversity and Inclusion

We welcome youth in and we have statements about our diversity values in writing for the youth. We very much work inclusion and working across – working with different levels of identity and differences – into our group norm.

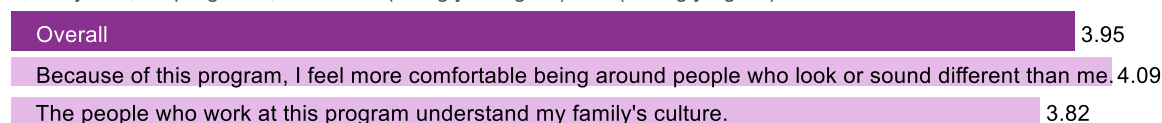
*- Program Director, Year-Round Youth Development and Empowerment*

All quality tools include measures of diversity and inclusion to explore the ways in which OFCY- programs recognize, support and encourage diversity and inclusion among the children, youth, and families they serve. Assessments of diversity and inclusion focus on programs' explicit commitment to diversity and inclusion, participant and staff diversity, opportunities for participants to explore and share their cultures and identities, availability of program information in participants' home languages, and practices for supporting accessibility of participants with disabilities. Exhibit 11 summarizes youth, parent/caregiver, educator, and staff assessments of diversity and inclusion. While youth participants rated this dimension of quality lower than the others, adult participants, including parents/caregivers and educators, rated diversity and inclusion relatively high.

### Exhibit 12: Diversity and Inclusion

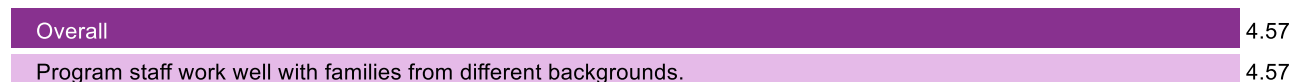
#### Youth Surveys

4,456 youth, 69 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



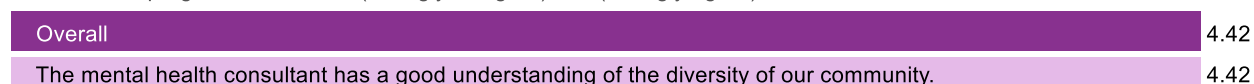
#### Parent/Caregiver Surveys

511 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



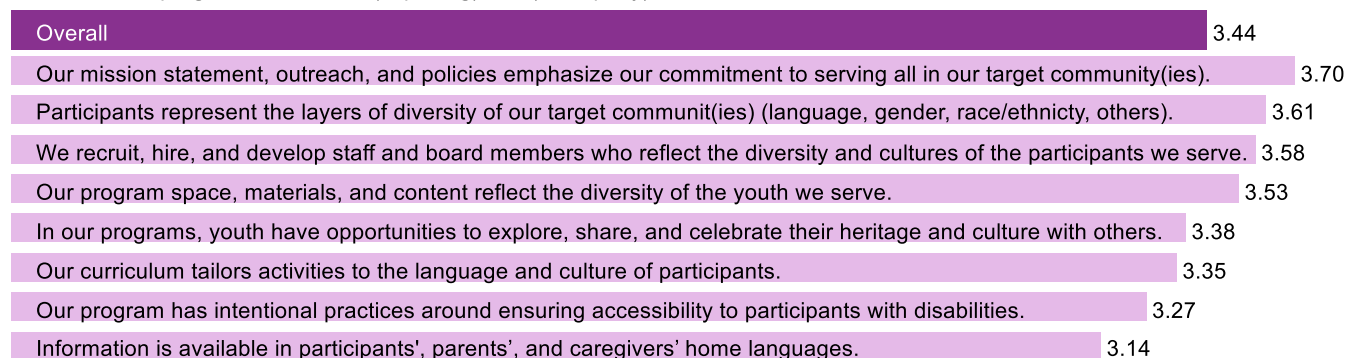
#### Educator Surveys

185 adults, 3 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



#### Program Quality Assessments

333 adults, 85 programs, scale of 1 (exploring) to 4 (exemplary)



Findings related to diversity and inclusion include:

- **For youth respondents, diversity and inclusion was the lowest rated dimension of quality.** This dimension included the lowest rated question on the youth survey: *The people who work at this program understand my family's culture* (3.82). Youth rated programs higher for helping them feel comfortable around others who are different from them (4.09).
- **Parent/caregiver rated diversity and inclusion highest.** Although only captured by one question, parents and caregivers rated programs' ability to work well with families of different background (4.57) highly.
- **Educators also rated diversity and inclusion high.** Educators' ratings reflect mental health consultants have a good understanding of the diversity of communities the educators work with (4.42)
- **Staff perspective on diversity and inclusion was mixed.** Overall, staff rated this dimension 3.44 with 58% of programs rating their progress in this area as *exemplary*, and 11% of programs rating their progress as *emerging* or *developing*. The highest rated item was: *Our mission statement, outreach materials, and policies emphasize our commitment to serving all youth and families in our target community(ies)* (3.70). Some programs noted not having resources for translation services, which is becoming even more challenging given the increasing diversity of their families (including multiple newcomer populations). This contributed to the lower average rating for *Information is available in participants', parents', and caregivers' home languages* (3.14). Strategies identified by interview respondents to support youth in this area are summarized in the following text box:

#### Strategies to Support Diversity and Inclusion

- **Hire staff that reflect the language and cultural diversity of participants.** Recruiting and hiring staff that reflect participants' communities is an important way to support diversity and inclusion. In particular, having staff that speak the language of participants or are from the same community encourages participants to feel welcomed and comfortable in programs.
- **Provide opportunities throughout the program cycle for participants to express and celebrate their identities.** Approaches for encouraging participants to learn about and celebrate their identities include hosting cultural art exhibits and performances that are open to the community, building relationships with other programs and communities, and ensuring that program spaces visibly reflect the diversity of participants.
- **Provide diversity and inclusion professional development opportunities.** Informal or structured training and learning opportunities for staff on diversity and inclusion can cover topics like definitions of race/ethnicity, gender identity, sexual orientation, and power dynamics and bias. These trainings increase staff capacity to provide additional opportunities for youth to engage with their own identities and with diverse communities.

## Partnerships

*We work closely with a [college-bound promoting organization] to help recruit our students into their program. In past years, the organization has been able to reserve some spaces for our students. They send recruiters to do presentations in our classrooms in two different grades, the grade before they're eligible to apply, just to plant the seed, and expose our students to that option and we've shared information or events about that program for our families as well.*

*–Program Director, Youth Development and Empowerment*

Partnerships captures the degree to which programs establish meaningful collaborations with other organizations and agencies, share information sharing and make referrals, and have regular communication with partners. Exhibit 12 summarizes parent/caregiver, educator, and staff perspectives on partnerships.

### Exhibit 13: Partnerships

#### Parent/Caregiver Surveys

511 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)

Overall	4.35
Program staff refer me to other organizations or programs when they can't help me with certain issues.	4.35

#### Educator Surveys

185 adults, 3 programs, scale of 1 (strongly disagree) to 5 (strongly agree)

Overall	4.20
Since I began working with the mental health consultant, I have been better able to identify and refer children in need of extra support and interventions.	4.20

#### Program Quality Assessments

333 adults, 85 programs, scale of 1 (exploring) to 4 (exemplary)

Overall	3.35
Our program establishes meaningful community collaborations with other organizations and agencies.	3.52
We have regularly scheduled communication in-person, by phone, or by email, with our major partners/stakeholders.	3.43
Our program collaborates with partners to expand activity options and meet the diverse goals of our program.	3.43
We refer youth, parents, and caregivers to other organizations or programs when we cannot help them.	3.35
Our program routinely shares announcements and resources from partners with our participants.	3.34
Our partners support our programs long-term sustainability through joint fundraising, in-kind contributions.	3.23

Key findings include:

- **Partnerships were consistently rated among the lowest dimensions of program quality.** This dimension was rated lowest by parents/caregivers and educators (4.35 and 4.20 on a 5-point scale) and second lowest by program staff (3.35 on a 4-point scale), as shown earlier in the section in Exhibit 7. While these scores are still high in absolute terms, they are relatively low compared to the other dimensions of program quality. Interviews with program staff revealed that a number of programs are eager to formalize existing partnerships and form new partnerships to recruit participants, support current participants by providing community services, and refer participants for additional programming when they age out of or exit the program.
- **For parents and caregivers, partnerships focus on the extent to which program staff provide referrals to other organizations and programs when they cannot help with specific issues.**



While this was the lowest rated dimension by parents/caregivers, respondents generally provided high ratings, with an average of 4.35.

- **For early childhood educators, partnerships focus on the extent to which the educators are able to identify and provide referrals for children in need of extra support and interventions.** Similar to parent/caregivers, this was the lowest rated dimension by educators although the overall average rating was still fairly high (4.20).
- **Program staff identified meaningful collaborations as a strength but see room for growth in partnering to support long-term sustainability.** Staff ratings showed that programs generally rated this dimension relatively lower (3.35 on a 4-point scale) than other areas, with just over half of programs (52%) rating their progress as *exemplary* and 12% of programs giving ratings as *developing* or *emerging*. The highest rated item is related to establishing meaningful community collaborations with other organizations and agencies (3.52). The lowest rated item (3.23) is related to the expressed need for support on long-term sustainability efforts. Program staff believe that partnerships are critical to program sustainability and the types of services they can provide or refer to their participants. They identified several promising partnership models and strategies in interviews, summarized in the textbox below:

### Strategies to Support Partnerships

- **Establish ties with partners to promote program sustainability and expand current program services.** Given budget constraints, staff capacity, and complex, multifaceted needs of participants, working with other organizations and agencies is critical to sustaining programs and providing services beyond what programs can offer individually. Partnerships allow programs to maintain a strong, visible presence in multiple locations (which helps with recruitment and retention), to reach their participants in a more effective way by “bringing services to them,” and to reduce barriers associated with transportation by co-locating services at schools or partner facilities.
- **Have dedicated staff to support effective partnerships with “like-minded” agencies and organizations.** Having staff dedicated to partnership-building is an important strategy, particularly development staff who identify and cultivate relationships with “like-minded” individuals, organizations, and schools with shared mission statements.
- **Continue efforts to maintain and improve partnerships.** Fostering and building long-lasting positive relationships with partners takes time and effort and may occur in steps. Ways to do this include focusing on continuous improvement, searching for additional ways to work together, and building relationships between staff members. For instance, one program noted how they established data sharing processes with their partners, but could use more time to improve data sharing efficiency.

### Additional Dimensions of Early Childhood Quality

*{As mental health consultants}, we work to provide help to parents/caregivers so that they make sense of what the child, who may be {exhibiting} challenging behaviors or needing therapeutic services, learn about other resources. We also work at the classroom level by supporting the teaching team about how they can shift themselves and their classroom flow and structure and identify different techniques they can use to support a child's social/emotional development.*

– Early Childhood Mental Health Consultant



OFCY-funded *Early Childhood* programs operate differently from youth programs. With a goal of promoting the healthy development of young children, early childhood programs primarily focus on providing services to adults—parents, caregivers, and early childhood educators—who are central to this goal. Quality measures for this strategy cover eight domains—six of which are common with the other strategies (safe and healthy environment; supportive environment; interaction and leadership; planning, choice, and reflection; diversity and inclusion; and partnerships). The two additional dimensions that are unique to the early childhood strategy are relevance and responsiveness. Exhibit 13 summarizes parents', caregivers', and early childhood educators' assessments of these dimensions.

## Exhibit 14: Responsiveness and Relevance/Accessibility

### Responsiveness

#### Parent/Caregiver Surveys

511 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)

Overall	4.57
Program staff do a good job of responding to my questions and concerns.	4.57

#### Educator Surveys

185 adults, 3 programs, scale of 1 (strongly disagree) to 5 (strongly agree)

Overall	4.46
The mental health consultant works as a partner with me to meet children's mental health needs.	4.58
The mental health consultant is available when I need her/him.	4.35

### Relevant and Accessible

#### Parent/Caregiver Surveys

511 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)

Overall	4.46
The staff seem knowledgeable about children's needs.	4.56
Because of this program, I have a better understanding of how my child is growing and developing.	4.50
Because of this program, I know more about how to keep my child safe and healthy.	4.50
The program times work for our schedule.	4.50
This program taught me how to identify what my child needs.	4.50
Because of this program, I have a better understanding of what behavior is typical at my child's age.	4.49
This program helped me to understand how to respond effectively when my child is upset.	4.44
This program connected me with other programs and resources that can help me be a better parent.	4.38
This program connected me with other programs and resources that can help my child learn.	4.37

#### Educator Surveys

185 adults, 3 programs, scale of 1 (strongly disagree) to 5 (strongly agree)

Overall	4.25
The mental health consultant works closely with parents to find resources that meet their children's needs.	4.45
The mental health consultant has helped me to ensure that the children I work with have the skills to succeed.	4.29
I regularly go to the mental health consultant when I need help with particular children or families.	4.26
Working with the mental health consultant has increased my knowledge of available resources.	4.22
The mental health consultant has connected me with useful resources to help me strengthen my work.	4.18
Since meeting with the mental health consultant, I have a better understanding of child behavior.	4.14

Key findings include:

- **Parents, caregivers, and educators rated responsiveness highest across all domains of quality.** Programs are “responsive” if they have a clear process for assessing and responding effectively to participant needs. Parents/caregiver ratings reflect how well program staff answer questions and concerns (4.57). Educators ratings averaged 4.46, reflecting that they felt that they had established good relationships with mental health consultants.
- **Parents, caregivers, and educators rated relevant and accessible relatively low across all domains of quality.** This dimension focuses on the program’s ability to promote access to relevant, high quality content and curriculum. For both parents/caregivers and educators, this dimension was rated second lowest of the quality dimensions although the average ratings were still relatively high (4.46 and 4.25). Within this dimension, parents and caregivers provided the highest ratings for how knowledgeable the staff are (4.56) and the lowest ratings for being connected to other programs and resources (4.37). Among educators, ratings were highest for collaborating with the mental health consultant to find resources to meet children’s needs (4.45) and lowest for having a better understand of why children behave the way they do (4.14).

## OUTCOMES

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The OFCY evaluation draws on participant surveys and qualitative data to assess five distinct sets of outcomes. Four sets of outcomes are for youth participants grade 3 and higher, and one set of outcomes is for the parents, caregivers and educators involved in the *Early Childhood* funding strategy. The following section begins with progress toward outcomes for parents, caregivers, and mental health educators in the early childhood programs, followed by a discussion of youth outcomes.

### Early Childhood Outcomes

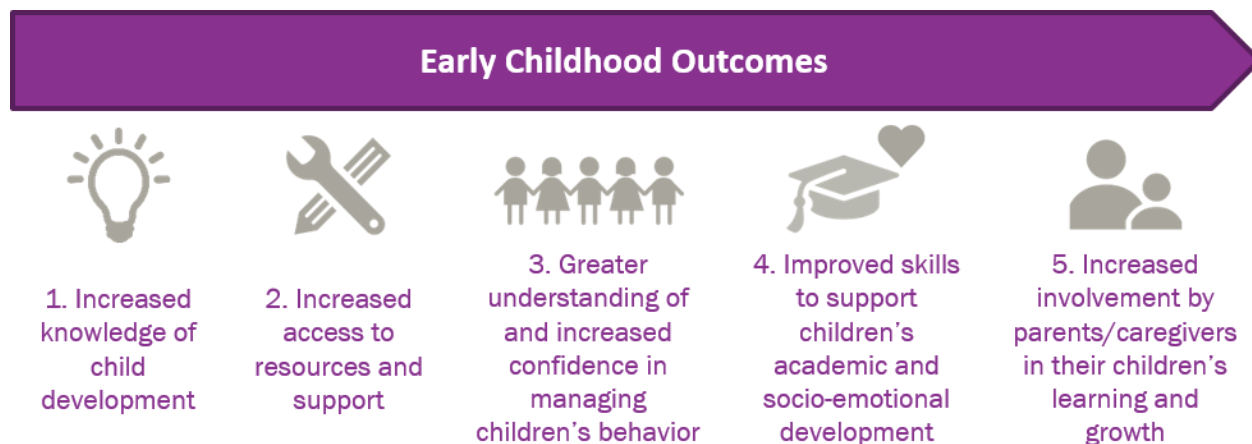
*I love this place. They saved us. I was concerned about my son and how shy and timid he was; he used to just sit in a corner. Now he’s more social and I have learned other strategies to help him share more with other kids.*

–Parent Support and Engagement Program Participant

Programs focused on early childhood differ significantly from youth-focused programs, as programs under the *Early Childhood* funding area concentrate on improving outcomes for *adults* (parents, caregivers, and educators) that care for children ages 0-5. This funding area encompasses two unique strategies: *Early Childhood Mental Health Consultation* (3 programs) and *Parent Engagement and Support* (16 programs). The participants surveyed for this funding area were: (1) parents and caregivers participating in community support and education groups, (2) parents and caregivers whose children were participants in the summer pre-kindergarten program, and (3) educators receiving support from mental health consultants. Adult participant surveys, parent and educator focus group data, and interview data with directors of early childhood programs make up our key data sources for measuring progress towards early childhood outcomes.

As illustrated in Exhibit 19, key outcomes for this funding area are: 1) *increased knowledge of child development*; 2) *increased access to resources and support*; 3) *greater understanding of and increased confidence in managing children’s behavior*; 4) *improved skills to support children’s academic and socio-emotional development*; and 5) *increased involvement by parents/caregivers in their children’s learning and growth*.

## Exhibit 20: Early Childhood Outcomes



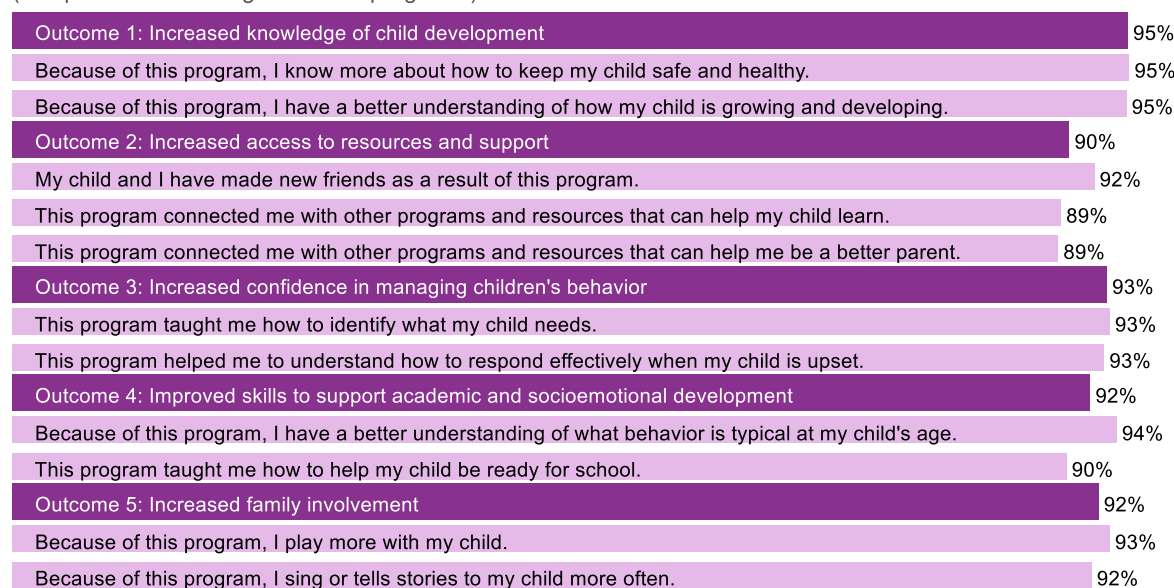
### Parent and Caregiver Outcomes

In total, 511 parents and caregivers across 14 programs completed the OFCY participant surveys.<sup>29</sup> Results from parent and caregiver surveys were consistently positive across all outcome areas. As shown in Exhibit 20 below, the outcome area that showed the greatest progress was *increased knowledge of child development* (95%). Even the lowest scoring outcome area (*increased access to resources and support*) had a high average rating of 90%.

## Exhibit 21: Progress Toward Parent and Caregiver Outcomes

### Percentage of respondents who *agree* or *strongly agree*

(511 parents and caregivers in 14 programs)



<sup>29</sup> Surveys were not collected at two *Parent Support and Education* programs (Vision Awareness & Education for Low-Income Oakland Families and Capacity Building – Training in Early Learning) because of the nature of their service delivery model.

Key findings related to parent and caregiver outcomes are:

- **Participants in programs that are not new OFCY grantees also reported more progress in several areas.** Specifically, these participants reported higher progress in the areas of *family involvement (95% compared to 90%)*, *skills to support academic and socioemotional development (94% compared to 89%)*, and *increased access to resources and support (92% compared to 87%)*. New OFCY grantees may be more likely to be in emerging programs that are still developing within their communities.
- **Parents and caregivers who had been attending for six months or longer reported greater progress towards outcomes.** Those who had attended programs for six months or longer reported greater progress towards all outcomes except for *confidence in managing a child's behavior*. The greatest difference was seen in access to resources and support (with an average of 95% agreeing compared to 86% for participants who had not attended as long), possibly because programs that spend more time developing trust with parents may be better positioned to help refer parents to other resources.

### Educator Outcomes

*We particularly offer a perspective on how developmental issues might play into a child's adjustment to their program or how we can provide support to really work together with teachers or think together with teachers about shaping their approach to a particular child with that knowledge and how we might work with a child both individually and programmatically.*

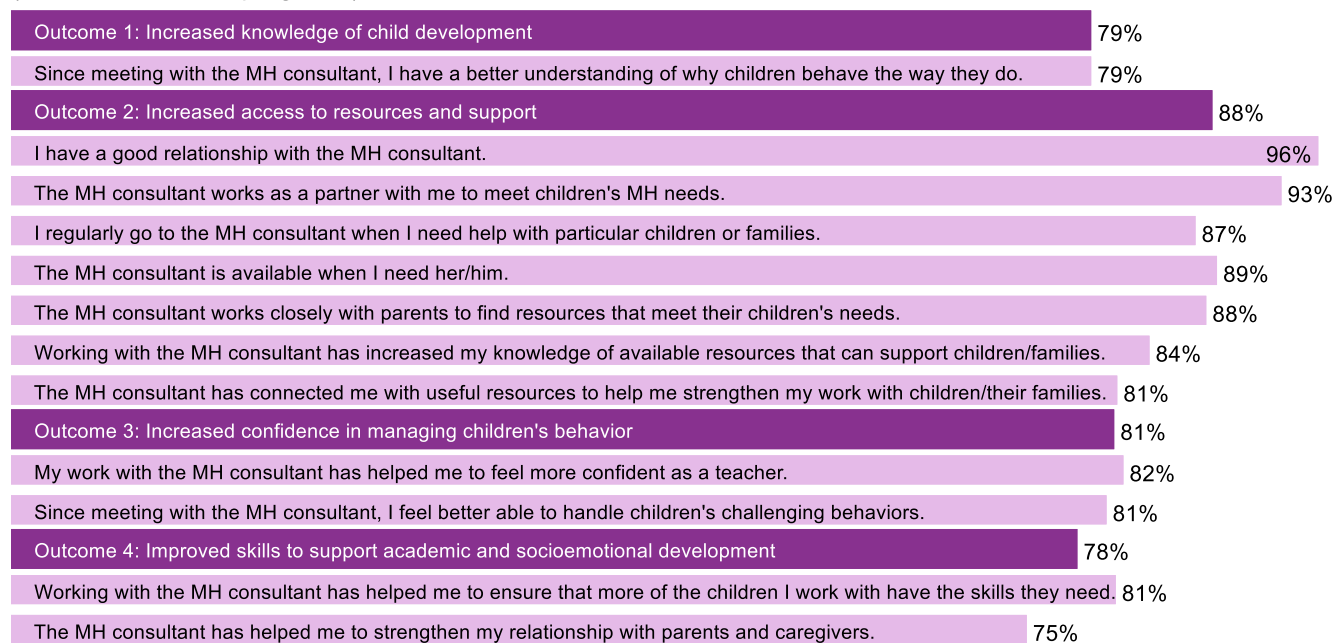
*-Program Director, Early Childhood Mental Health Consultations*

A central goal of this strategy is to augment child development knowledge of educators that work with very young children. Across the three *Early Childhood Mental Health Consultation* programs, 185 educators completed the OFCY participant surveys. Seventy-nine percent of survey respondents felt that working with mental health consultants has increased their understanding of children's behavior and development. These survey results are consistent with interview and consultant focus group responses. Several program respondents spoke about the importance of closely partnering with educators to support mental health needs of children.

## Exhibit 22: Progress Towards Educator Outcomes

### Percentage of respondents who *agree* or *strongly agree*

(185 educators in 3 programs)



Key findings related to educator outcomes are:

- **Early childhood mental health consultants are doing well in their efforts to establish strong and helpful relationships with the educators they support.** Across all educator outcomes, the highest rated area was *increased access to resources and support* (88%). Questions that received the strongest agreement ratings overall for this strategy fell in this outcome area: 96% of respondents agreed that they had a good relationship with their mental health consultant and 93% agreed that their mental health consultant works as a partner to meet children's mental health needs
- **The outcome area of improving skills to support academic and socioemotional development showed the least progress.** Overall progress in this outcome area is lower than others in large part because it includes the survey item that received the lowest average agreement rating overall in the educator outcome area: *The MH consultant has helped me to strengthen my relationship with parents and caregivers* (75%).

### Youth Outcomes

As illustrated in Exhibit 14, OFCY youth programs are assessed on their ability to support four core youth development outcomes: 1) greater connections to caring adults; 2) increased confidence and self-esteem; 3) improved decision-making and goal setting; and 4) the development and mastery of skills.

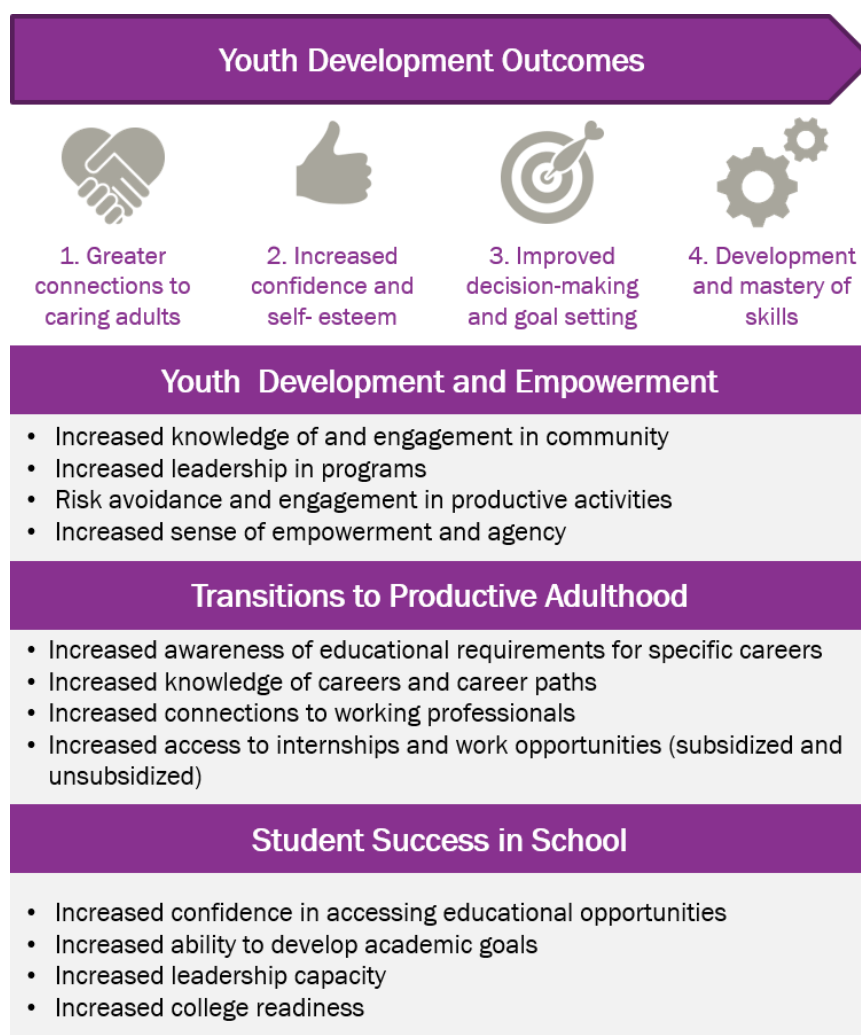
Beyond promoting core youth development outcomes, youth programs also support outcomes specific to OFCY's strategy areas. *Youth Development and Empowerment* programs, both year-round and summer, focus on building knowledge of and engagement in community, leadership, risk avoidance, and individual empowerment and agency. *Student Engagement in Learning* programs promote *Student Success in School* by building academic confidence and goal-setting, promoting school attendance, and enhancing college awareness and readiness. Finally, *Career Awareness and Academic Support for Older Youth* programs promote *Transitions to Productive Adulthood* by

enhancing young peoples' understanding of careers, increasing their connections with professionals, and orienting them to professional expectations and behaviors.

Not surprisingly, the program and participant characteristics associated with high program quality ratings were often associated with high participant outcome ratings as well, reinforcing that program quality and participant outcomes are deeply intertwined. Similar findings include:

- Participants from smaller programs generally reported greater progress toward youth outcomes.
- Older participants seemed to fare better in the areas of youth development and youth empowerment, but reported less progress toward academic outcomes than youth in 9th grade and below.
- Programs that have received OFCY funding in the past and year-round programs reported growth in the areas of youth development and youth empowerment, although not in other areas.

**Exhibit 15: Youth Outcome Measures: Overall and By Strategy**





## Youth Development Outcomes

*I think it's really important that we be the caring supportive adults in the youth's lives especially because we are asking them to make such a huge shift from sort of younger child-based behaviors to adult behaviors.*

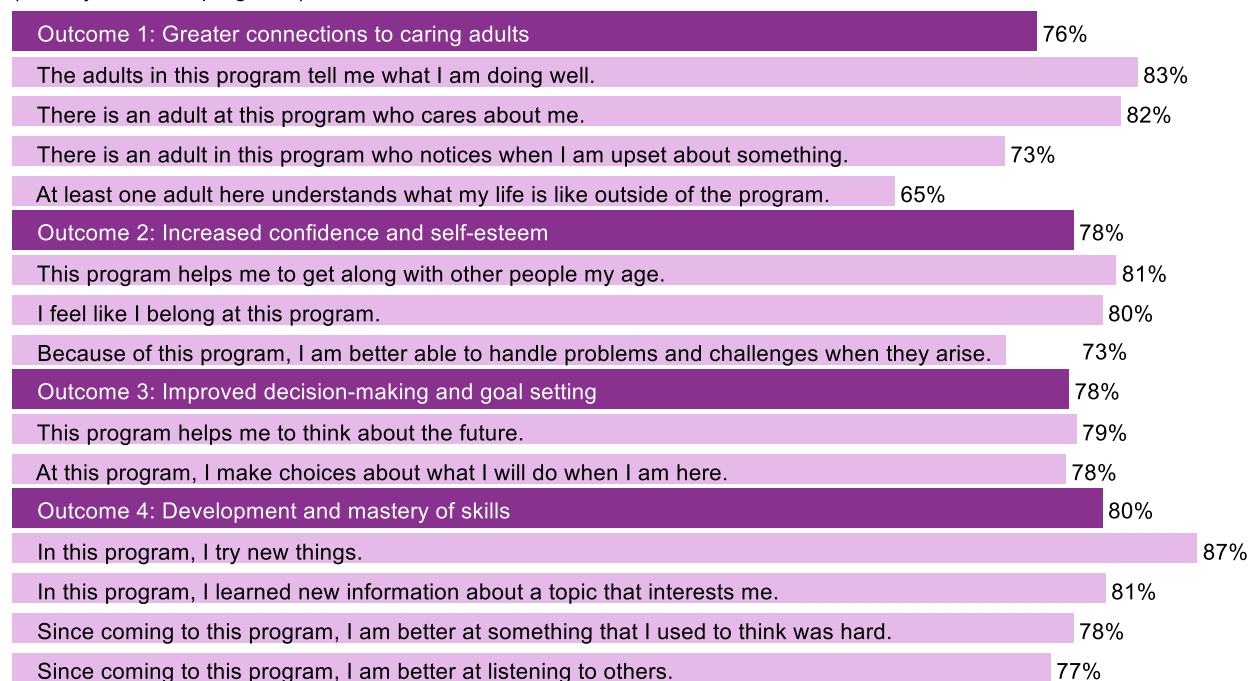
*-Program Director, Career Awareness and Academic Support for Older Youth*

We assessed progress towards the following youth development outcomes using self-reported survey data across all youth programs: 1) greater connections to caring adults, 2) increased confidence and self-esteem, 3) improved decision-making and goal setting, and 4) development and mastery of skills. Progress is assessed drawing on 4,456 surveys in 69 programs, illustrated in Exhibit 15 below.

### Exhibit 16: Progress Towards Youth Development Outcomes

#### Percentage of youth who *agree* or *strongly agree*

(4,456 youth in 69 programs)



Key findings related to general youth development outcomes are:

- **Youth generally reported very positive youth development outcomes.** Youth showed the most progress in the area of *developing and mastering skills*, followed by *improved decision making and goal setting*. Youth showed the most room for growth in developing *greater connections to caring adults*. Across all of the questions mapped to general youth development outcomes, youth were least likely to agree or strongly agree with the statement “*at least one adult here understands what my life is like outside the program*” (65%) and most likely to agree with the statement “*in this program, I try new things*” (87%).
- **Youth in programs with smaller enrollment reported more progress compared to youth in larger programs across youth development outcomes.** Programs that enrolled fewer than 150 youth consistently reported higher outcomes than those that enrolled more participants. The difference in progress was greatest in the area of making connections to caring adults. On average, 81% of youth in the smaller programs agreed or strongly agreed with the questions mapped to *greater connections to caring adults* compared to 74% of youth in



larger programs. This finding suggests that large programs could benefit from additional support around promoting strong relationships between adults and participants.

- **Older youth showed the strongest progress toward general youth development outcomes.** Youth in grades 11 and 12, as well as those that are out- of-school, reported the highest ratings in general youth development outcomes. The area of greatest difference was *improved decision-making and goal setting*, perhaps because older youth are more interested in thinking about the future and planning ahead. On average, 88% of older youth agreed or strongly agreed with the questions mapped to *decision-making and goal setting* compared to 75% of youth in 10<sup>th</sup> grade and below.
- **Progress towards general youth development outcomes varied by strategy.** In general, youth in (1) *Career Awareness and Academic Support for Older Youth*, and (2) *Year-Round Youth Development and Empowerment* programs made the most progress towards general youth development outcomes. On average, 83% of youth from *Career Awareness and Academic Support* programs and 81% of youth from *Year-Round Youth Development and Empowerment* programs agreed with questions mapped to youth development. In comparison, 73% of other youth, on average, agreed to questions in this area.

### Youth Development and Empowerment Outcomes

*We're able to say to our youth, "Look, you're going to have opportunities to go on more trips, but you have to maintain your grades, you have to stay out of trouble. You have to make sure you're not getting involved with anything in your community that's negative." And you start impacting their behavior within their community and their behavior at school.*

-Program Director, Year-Round Youth Development and Empowerment

Over half of OFCY programs fall under the funding strategies of *Year-Round* or *Summer Youth Development and Empowerment* (52%).<sup>30</sup> Youth enrolled in programs under these two strategies completed questions designed to capture progress towards the following outcomes: 1) *knowledge of and engagement in community*; 2) *increased leadership capacity*; 3) *increased risk avoidance and conflict resolution*; and 4) *increased sense of empowerment and agency*.

Progress towards youth development and empowerment outcomes was assessed drawing on 2,454 surveys in 44 programs, illustrated in Exhibit 16 below.

Key findings related to youth development and empowerment outcomes are:

- **Youth showed the most progress in the area of increased sense of empowerment and agency.** On average, 79% of youth agreed with the questions mapped to empowerment and agency compared with 72-75% for the questions mapped to the other outcomes. Across all the questions in this outcome area, the highest percentage of youth agreed that adults listen to what they have to say (84%) while the fewest agreed they have done volunteer work since coming to the program (63%).
- **Similar to trends observed for general youth development outcomes, older youth reported greater progress on youth development and empowerment questions than younger participants.** On average, 84% of older youth (those in grades 11 or 12 or out of school) agreed to youth development and empowerment questions, compared to an average of 71% of other youth participants. Older youth may be more ready than their younger peers to embrace leadership roles in their programs and in their community.

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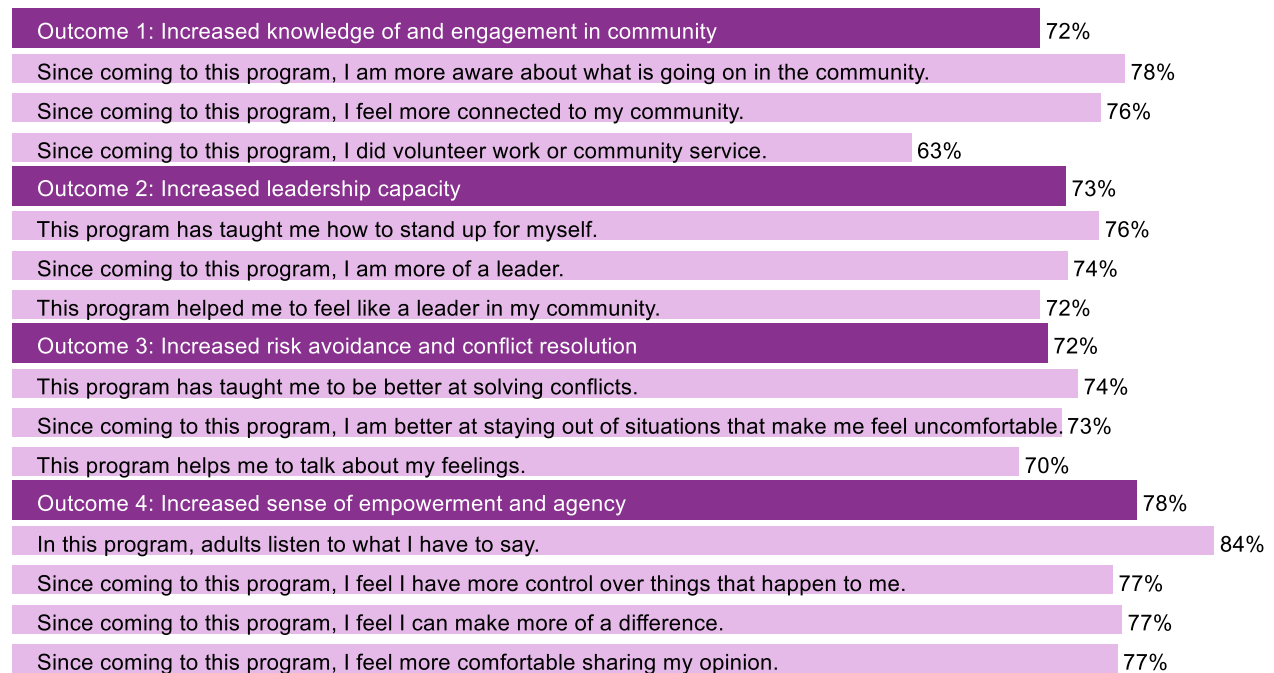
<sup>30</sup> During the first year of the grant cycle, two programs under Student Engagement in Learning administered both the Youth Development and Empowerment survey as well as the Student Engagement in Learning survey. Results from the Youth Development and Empowerment survey are included here. For results specific to funding strategy, see the strategy-specific reports.

- **Overall, year-round programs received higher outcome scores than summer programs did.** On average, 76% of participants in year-round programs agreed to questions mapped to youth development and empowerment outcomes, compared to 69% of participants enrolled in summer programs. The greatest differences were for *increased sense of empowerment and agency* (80% versus 72%) and *increased risk avoidance and conflict resolution* (74% versus 65%). This finding suggests that it is more difficult to promote youth empowerment in a short-term intensive program than one that connects with youth over a longer stretch of time.
- **Programs that received OFCY funding in the previous funding cycle tended to have higher outcome scores in this area than programs new to OFCY.** On average, 78% of youth from programs who were previously funded by OFCY agreed with youth development and empowerment questions, compared to an average of 70% of participants from other programs.

### Exhibit 17: Progress Towards Youth Development and Empowerment Outcomes

#### Percentage of youth who agree or strongly agree

(2,454 youth in 44 programs)



## Student Engagement in Learning Outcomes

*It's the way that our classes are structured. It's a safe environment for them to try different things and I think they've also learned that they can learn from mistakes, they can learn from failure. Again, this is all part of the growth mindset being part of the way that we teach and structure our classes and teach our students.*

*-Program Director, Student Engagement in Learning Outcomes*

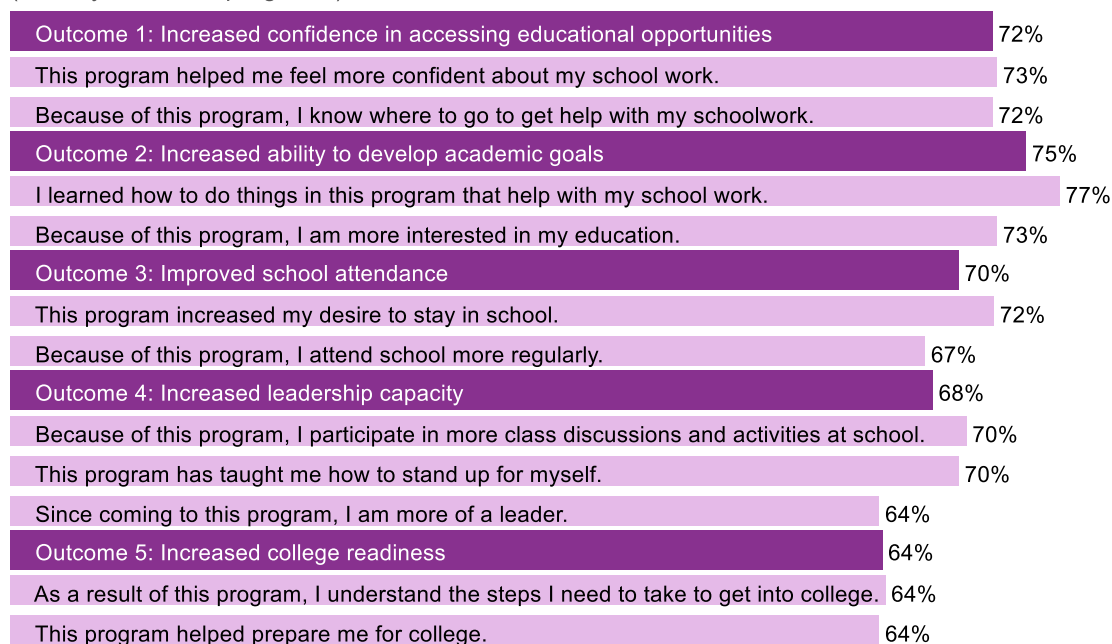
Youth enrolled in programs under the *Student Engagement in Learning* strategy completed additional questions designed to capture progress towards the following academic-specific outcomes: 1) *confidence in accessing educational opportunities*; 2) *ability to develop academic goals*; 3) *improved school attendance*; 4) *increased leadership capacity*; and 5) *college readiness*.

Progress towards student engagement in learning outcomes was assessed drawing on 1,337 youth from 14 programs in this strategy.

### Exhibit 19: Progress Toward Student Engagement in Learning Outcomes

#### Percentage of respondents who agree or strongly agree

(1,337 youth in 14 programs)



Key findings related to student engagement in learning outcomes are:

- **Youth showed the most progress in *ability to develop academic goals* and least progress in *college readiness*.** On average, 75% of youth agreed with the questions mapped to *increased ability to develop academic goals* while only 64% agreed to the questions mapped to *increased college readiness*. Across all items, youth were most likely to agree they learned how to do things that help with their schoolwork (77%) and least likely to agree that their leadership increased (64%), that they know the steps to take to prepare for college (64%), or that the program prepared them for college (64%).
- **Youth in programs that enrolled fewer than 150 participants reported greater progress toward student engagement in learning outcomes than youth from larger programs.** On average, 78% of participants from smaller programs reported agreeing with questions mapped

to this outcome, compared to 70% of other participants. Specifically, they were more likely to report improved school attendance than youth in larger programs (90% compared to 70%).

- **In contrast to findings for other outcome areas, younger youth were more likely to report progress in student engagement and learning outcomes than older youth.** The greatest difference was for *improved school attendance*, with an average of 70% younger youth agreeing with questions in this area compared to 54% of other youth.

## Career Awareness and Academic Support for Older Youth Outcomes

*In terms of mastery of skills, we focus on the soft skills to get hired, and the behavioral skills that are required to be successful at work, and you'll know immediately that's happening because somebody will do well in interviews, they'll get hired, and they'll do well on the job, and so that's how we know.*

*-Program Director, Career Awareness and Academic Support Older Youth*

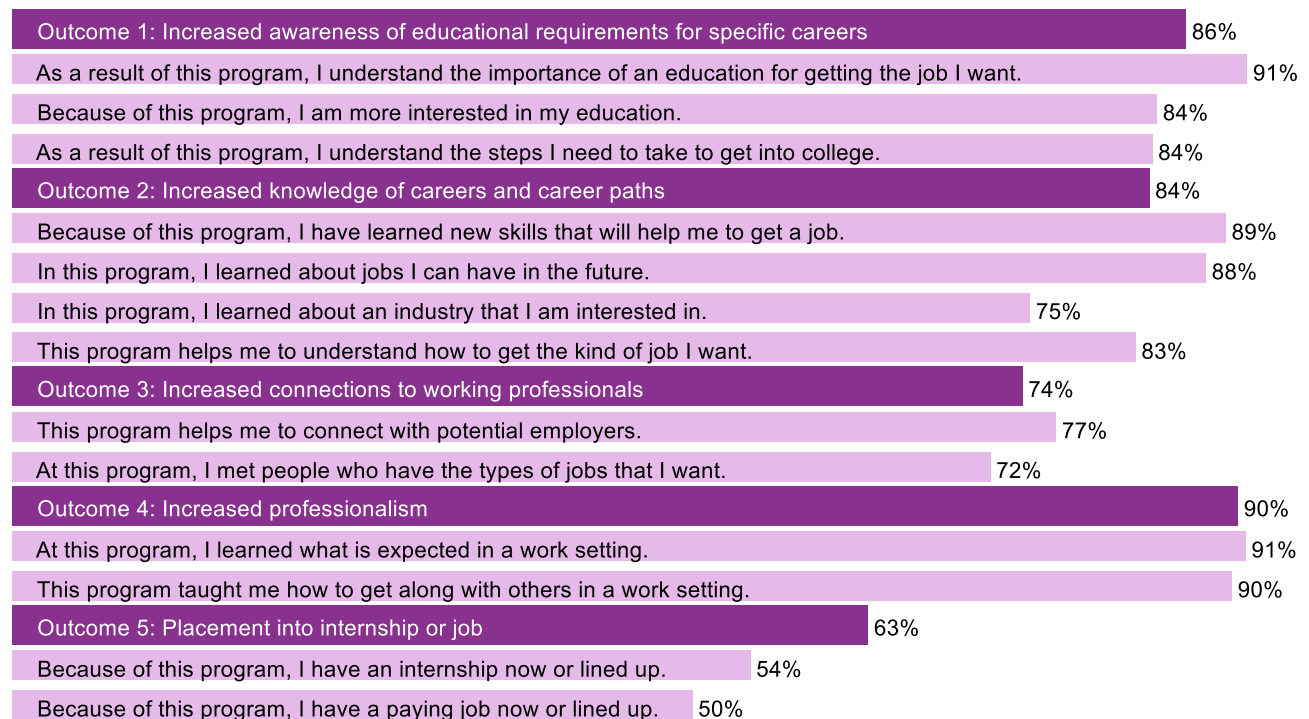
Youth enrolled in the *Career Awareness and Academic Support for Older Youth* programs completed additional questions designed to capture progress towards the following outcomes: 1) *increased awareness of educational requirements for specific careers*; 2) *knowledge of careers and career paths*; 3) *connections to working professionals*; 4) *increased professionalism*; and 5) *placement into internships or jobs*.

Progress towards career awareness and academic support outcomes was assessed drawing on 665 surveys across 14 programs, illustrated in Exhibit 17 below:

### Exhibit 18: Progress Toward Career Awareness and Academic Support for Older Youth Outcomes

#### Percentage of youth who agree or strongly agree

(665 youth in 14 programs)



Key findings related to career awareness and academic support for older youth are:

- **Youth showed the most progress in the area of increased professionalism and least progress in the area of job or internship placement.** On average, 90% of youth agreed with the questions focused on increased professionalism while only 63% agreed they had an internship or job lined up because of the program.<sup>31</sup>
- **Females and Hispanic/Latino youth generally reported stronger outcomes related to career awareness and academic support.** Hispanic/Latino youth reported greater progress than other participants in the areas of *awareness of education requirements for careers; knowledge of careers and career paths; and connections to working professionals*. Female participants reported greater progress toward all strategy-specific outcomes except *placement in jobs or internships*.

## CONCLUSION

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*In the future, it would be great to do more thinking around shared overarching goals with OFCY. Given all the interest in Oakland and many initiatives within the city, wouldn't it be nice to have some clearly articulated outcomes that all of us could share to support our children?*

*-First 5 Alameda County Program Director*

As the 2016-17 program year ends, the results of our evaluation indicate that OFCY plays a key role in ensuring that programs in Oakland can effectively support Oakland's children and youth to be safe, healthy, and productive. Key leaders in other systems-level agencies and organizations reinforced this finding, noting that collaborating with OFCY has been beneficial to improving program and service delivery for Oakland's children and youth. The following are recommendations for how OFCY can continue further support programs over the next program year.

- **Continue providing capacity-building and networking opportunities.** OFCY programs strongly value the technical assistance, capacity-building and networking opportunities provided by OFCY.<sup>32</sup> Beyond providing funding support, grantees expressed a desire for OFCY to continue to support capacity building by using Program Quality Assessment data to identify common needs across all strategies, providing mini-trainings when possible at grantee convenings, and sharing information about trainings offered by partner agencies.
- **Utilize Program Quality Assessment data to support peer learning opportunities between programs in different funding strategies.** While the Program Quality Assessment was designed primarily to be an internal, reflective tool for OFCY programs to assess areas where they could improve their programs, it was also designed so that OFCY can review strategy-level data or look across funding strategies for potential opportunities to foster peer learning. This could take place within quarterly grantee convenings or within more strategy-specific gatherings. In PY2017-2018, OFCY plans to work earlier and more frequently with grantees around utilizing the PQA tool and results.
- **Continue to strengthen relationships with systems-level agencies and organizations to leverage strengths and share resources to ensure more effective service.** Systems-level respondents readily shared the benefits of their current partnerships with OFCY and

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<sup>31</sup> Outcome 5 is calculated the percentage of youth who *agree* or *strongly agree* they have an internship OR job placement lined up as a result of the program. For this reason, the percentage of youth who met Outcome 5 is greater than the average of those who met the sub-outcomes under Outcome 5.

<sup>32</sup> As noted from program interviews, program assessment, and evaluations from quarterly grantee convenings.

emphasize the desire to continue strengthening those relationships to foster more strategic coordination and to enable them to more effectively leverage each other's strengths to support their collective efforts. Examples of strategic coordination opportunities included the sharing of training and professional development opportunities and working towards greater alignment of data systems.

- **Increase the visibility of OFCY and the programs it supports.** OFCY's reach is extensive—it supports children, youth and parents and caregivers in diverse communities throughout the city and yet it is not clear the extent to which Oakland residents are aware of the availability of these types of programs or the work of OFCY and its systems partners generally. As one systems-level partner noted:

*I think that the city and the (school) district and its community partners could do a better job of communicating their investment and success in afterschool and summer programming. While the work is moving forward quite remarkably, people don't know about it.*

Increasing the visibility of OFCY, the programs it supports, and the work of its systems partners will help to increase program participation and ensure program sustainability.



## APPENDIX 1: PROGRAM PERFORMANCE

The following table provides program-level performance information at the conclusion of FY2016-2017, including the number of unduplicated youth who participated in program activities and progress towards projected enrollment for the fiscal year; actual units of service and progress towards projected units of service. Where applicable, the tables include: average hours of service per youth and adult participants, the percentage of youth and adult participants receiving 40 or more hours, and the percentage of participants completing surveys.

Progress towards projected enrollment and units of service draws on the Cityspan Administrative Reports and includes adult hours of service while enrollment only includes children and youth. Red shading indicates programs that did not meet their enrollment or units of service targets at the end of the year.

### Early Childhood Mental Health Consultations

Agency	Program	Youth Enrollment			Total Units of Service		
		Projected	Actual	% Projected	Projected	Actual	% Projected
Family Paths, Inc.	Early Childhood Mental Health Collaborative	672	686	102%	3,247	3,138	97%
Jewish Family & Community Services East Bay	Integrated Early Childhood Consultation Program	845	856	101%	4,840	6,136	127%
Lincoln Child Center	Early Childhood Mental Health Consultation	695	529	76%	1,757	1,620	92%

### Parent Support and Education

Agency	Program	Youth Enrollment			Adult Enrollment			Total Units of Service			Youth Hours		Adult Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	Average	40+ (%)	Adults (%)
East Bay Agency for Children	Parent Child Education Support Program	68	55	81%	68	41	60%	6,956	5,433	78%	58	45%	54	44%	51%
East Bay Community Recovery Project	Project Pride	35	23	66%	40	48	120%	11,869	9,749	82%	200	87%	107	63%	23%



Agency	Program	Youth Enrollment			Adult Enrollment			Total Units of Service			Youth Hours		Adult Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	Average	40+ (%)	Adults (%)
Family Paths, Inc.	Abriendo Puertas/Opening Doors Parent Education	0	0	N/A	150	57	38%	4,061	643	16%	N/A	N/A	11	0%	65%
Lincoln Child Center	New Highland-Rise Family Resource Center	678	148	22%	280	235	84%	5,989	3,548	59%	3	0%	13	9%	21%
Lotus Bloom	Multicultural Family Resource Centers	120	325	271%	120	260	217%	33,680	38,077	113%	60	46%	71	52%	19%
Lotus Bloom	School Readiness Playgroups	25	98	392%	25	95	380%	10,095	11,739	116%	61	52%	61	46%	28%
Northern California Society to Prevent Blindness	Vision Awareness & Education for Low-income Oakland Families	0	0	N/A	383	286	75%	384	419	109%	N/A: Limited individual-level dosage data recorded				0%
Oakland Parents Together	Listening to Children Parent Cafes	150	59	39%	150	53	35%	5,630	5,109	91%	53	73%	37	45%	58%
Oakland Parks and Recreation	Sandboxes to Empowerment	120	172	143%	100	112	112%	19,250	17,609	91%	60	50%	66	57%	36%
Oakland Public Education Fund	Oakland Promise: Brilliant Baby	0	0	N/A	100	146	146%	723	729	101%	N/A	N/A	5	0%	65%
Oakland Unified School District	Summer Pre-K Program	36	66	183%	36	46	128%	3,040	2,390	79%	34	41%	3	4%	70%
Our Family Coalition	Building Strong Children in LGBTQ Families	438	539	123%	553	790	143%	8,021	10,760	134%	9	3%	8	2%	4%

Agency	Program	Youth Enrollment			Adult Enrollment			Total Units of Service			Youth Hours		Adult Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	Average	40+ (%)	Adults (%)
Prescott-Joseph Center for Community Enhancement, Inc.	Prescott Joseph Center's Pre-preschool Program	36	63	175%	40	43	108%	5,354	10,559	197%	106	57%	90	42%	38%
Safe Passages	Safe Passages Baby Learning Communities Collaborative	500	732	146%	500	446	89%	10,645	14,042	132%	11	6%	14	9%	12%
Tandem, Partners in Early Learning	Community Capacity Building - Training in Early Learning	563	1,057	188%	732	1363	186%	3,004	6,662	222%	N/A: No individual-level dosage data recorded				0%
UCSF Benioff Children's Hospital Oakland	Pillars of Parenting Support (POPS) Program	77	93	121%	98	63	64%	2,674	1,708	64%	8	3%	16	14%	28%

### Student Engagement in Learning

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Alternatives in Action	FOCUS: Fremont - Our Community United for Success	300	1013	338%	34,778	21,174	61%	20.9	12%	4%
Destiny Arts Center	DAC: Havenscourt Artists-at-School Residency	264	570	216%	23,339	22,500	96%	39.47	24%	49%
East Bay Asian Youth Center	9th Grade Transition	100	164	164%	5,850	7,099	121%	43.29	37%	23%
East Bay Spanish Speaking Citizens' Foundation	LIBRE (Leading the Independence of our Barrios for Raza Empowerment)	60	191	318%	5,508	5,512	100%	28.86	13%	17%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Girls Incorporated of Alameda County	Daytime Literacy Intervention and Engagement	250	218	87%	9,116	10,750	118%	49.31	58%	97%
Lincoln Child Center	West Oakland Initiative	50	62	124%	3,382	3,580	106%	57.75	50%	39%
Oakland International High School / Oakland Unified School District	OIHS Immigrant & Refugee Wellness Program	250	447	179%	3,968	5,903	149%	13.21	6%	18%
Oakland Unified School District	OUSD Student Engagement in Restorative Justice	809	1207	149%	3,930	7,525	191%	6.23	5%	2%
Student Program for Academic and Athletic Transitioning	Middle School Student Engagement in Learning	800	231	29%	5,184	1,204	23%	5.21	0%	5%
Youth Alive	Youth ALIVE! Targeted Engagement for Youth Exposed to Violence	25	48	192%	1,026	1,209	118%	25.19	23%	13%

## Summer Youth Development and Empowerment

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Aim High for High School	Aim High/Oakland	360	372	103%	59,220	57,454	97%	154.45	100%	89%
Destiny Arts Center	Summer with Destiny	290	430	148%	7,079	20,232	286%	47.05	73%	43%
East Bay Asian Youth Center	Camp Thrive	500	531	106%	40,240	40,275	100%	75.85	98%	122%
East Oakland Youth Development Center	Summer Cultural Enrichment Program	230	241	105%	50,865	40,856	80%	169.53	99%	68%
Edventuremore!	Camp Edmo	280	199	71%	23,850	22,538	94%	113.26	82%	0%
Family Support Services of the Bay Area	Kinship Summer Youth Program	55	57	104%	9,199	9,817	107%	172.23	91%	84%
Girls Incorporated of Alameda County	Concordia Summer	74	101	136%	10,488	13,786	131%	136.49	100%	99%
Lincoln Child Center	Oakland Freedom Schools	180	238	132%	33,345	31,463	94%	132.2	99%	49%
Oakland Leaf Foundation	Oakland Peace Camp (OPC)	150	130	87%	9,636	10,194	106%	78.41	88%	81%
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	30	42	140%	4,235	4,895	116%	116.54	88%	66%
Rose Foundation for Communities and the Environment	New Voices are Rising	16	16	100%	3,272	3,289	101%	205.59	100%	100%
Social and Environmental Entrepreneurs (SEE), Inc.	Acta Non Verba: Youth Urban Farm Project	100	100	100%	29,964	9,710	32%	97.1	83%	134%

## Year-Round Youth Development and Empowerment

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Alameda Family Services	DreamCatcher Youth Services	100	109	109%	1080	2249	208%	21	15%	34%
Alternatives in Action	Life - AIAHS - McClymonds	650	646	99%	42648	50280	118%	78	49%	19%
American Indian Child Resource Center	Culture Keepers	30	43	143%	7351	6146	84%	143	53%	35%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Asian Pacific Environmental Network (APEN)	AYPAL: Building API Community Power	100	79	79%	21436	21529	100%	273	90%	101%
Attitudinal Healing Connection, Inc.	West Oakland Legacy & Leadership Project	245	220	90%	8165	9671	118%	44	26%	42%
Bay Area Girls' Rock Camp	Girls Rock After School Program (GRASP) and Girls Rock Summer Camp	101	65	64%	5188	2372	46%	36	60%	18%
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Disabilities	45	37	82%	4421	4979	113%	135	32%	128%
Boys & Girls Clubs of Oakland	Educational Programs for the Youth of Oakland	2000	1551	78%	9188	93530	1018%	60	33%	18%
Brothers on the Rise	Brothers, UNITE!	150	169	113%	15580	16597	107%	98	66%	39%
Center for Media Change, Inc.	Hack the Hood Bootcamp	45	47	104%	6020	5910	98%	126	87%	4%
Chapter 510 INK	Dept of Make Believe	400	339	85%	4172	4764	114%	14	14%	2%
College Track	College Track Oakland	256	315	123%	35176	44949	128%	143	92%	72%
Communities United for Restorative Youth Justice	Homies 4 Justice	20	30	150%	3840	7433	194%	248	100%	40%
Community Works West Inc	Project WHAT	20	28	140%	2984	2601	87%	93	68%	50%
Dimensions Dance Theater, Inc.	Rites of Passage	140	95	68%	20080	22716	113%	239	66%	55%
East Bay Asian Local Development Corporation	Lion's Pride	105	138	131%	33387	31424	94%	228	67%	34%
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	600	436	73%	75258	79975	106%	183	77%	15%
East Oakland Youth Development Center	After School Leadership Academy	130	420	323%	58268	55957	96%	133	54%	16%
First Place for Youth	First Steps Community Resource Center	200	188	94%	5360	5864	109%	31	20%	13%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Fresh Lifelines for Youth, Inc	FLY Leadership Program	50	105	210%	2339	2564	110%	24	12%	39%
Health Initiatives for Youth (HIFY)	Youth Development and Empowerment	24	95	396%	1380	1876	136%	20	7%	54%
La Clinica de La Raza, Inc	Youth Brigade	160	289	181%	4928	4161	84%	14	12%	12%
Music is Extraordinary, Inc.	Preparatory Studies in Music	120	212	177%	10930	9267	85%	44	36%	15%
Native American Health Center, Inc.	Community Wellness Department Youth Services	180	388	216%	26250	27843	106%	72	27%	24%
Oakland Kids First	REAL HARD Youth Leadership	60	942	1570%	13748	12403	90%	13	8%	4%
Oakland Leaf Foundation	Love Cultivating Schoolyards	25	50	200%	6197	5303	86%	106	70%	56%
Oakland Parks and Recreation	Oakland Discovery Centers	400	280	70%	30722	34136	111%	122	66%	85%
Oakland Public Education Fund	Media Enterprise Alliance	110	195	177%	8457	15354	182%	79	64%	41%
Project Re-Connect Inc.	Family Connections/Leaders Connect	32	45	141%	1399	834	60%	19	9%	33%
Refugee Transitions	Newcomer Community Engagement Program	550	982	179%	30068	37963	126%	39	33%	22%
Safe Passages	Get Active	97	74	76%	14775	14171	96%	192	100%	88%
TEEN SUCCESS, INC	SUPPORTING TEEN MOTHERS PROGRAM	48	46	96%	1524	1276	84%	28	26%	39%
Youth Alive	Teens on Target Youth Leadership	52	111	213%	5402	6452	119%	58	52%	27%
Youth Speaks, Inc.	Arts in Education	165	435	264%	6867	3849	56%	9	3%	3%
Youth UpRising	Queer & Allies Initiative	126	132	105%	754	646	86%	5	2%	7%

### Career Awareness and Academic Support for Older Youth

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Alameda Health System	Oakland Health Careers Collaborative	477	515	108%	28,026	29,246	104%	57	46%	13%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Better Health East Bay Foundation	Youth Bridge Workforce Development Program	80	195	244%	21,582	24,822	115%	127	83%	42%
Beyond Emancipation	GROW Oakland	24	66	275%	6,039	4,561	76%	69	33%	3%
Center for Media Change, Inc.	A-Team	225	139	62%	5,922	3,249	55%	23	18%	6%
Centro Legal de la Raza	Youth Law Academy	71	59	83%	3,928	4,052	103%	69	73%	47%
Civ Corps	Academic and Professional Pathway	76	76	100%	29,471	54,980	187%	723	97%	46%
Covenant House California	CHC Transitional Services	160	134	84%	2,736	1,026	38%	8	4%	10%
East Bay College Fund	Oakland Promise College and Career Access and Success Program	600	513	86%	7,699	8,314	108%	16	1%	28%
Juma Ventures	Pathways to Advancement	67	109	163%	7,055	6,025	85%	55	38%	33%
Marriott Foundation for People with Disabilities	Bridges from School to Work	40	59	148%	1,162	1,508	130%	26	7%	59%
Oakland Unified School District	Exploring College and Career Options	250	480	192%	28,240	30,975	110%	65	32%	31%
Spanish Speaking Unity Council of Alameda County, Inc.	Oakland Youth Engaged (OYE)	50	79	158%	5,893	5,501	93%	70	52%	28%
Youth Employment Partnership	Building Green Futures	40	39	98%	18,080	14,914	82%	382	100%	13%
Youth Radio	Digital Communications Pathways	96	201	209%	21,995	17,715	81%	88	54%	21%



## APPENDIX 2: PROGRAM QUALITY ASSESSMENT

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Social Policy Research Associates (SPR) created this tool specifically for OFCY programs, using field-tested measures for assessing program quality in community-based programs as well as OFCY grantee feedback and insights on facets of program quality. With the exception of the Early Childhood Mental Health Consultation strategy, staff from all OFCY programs completed the assessment. The survey is divided into six dimensions that, together, provide helpful information about program quality and priority areas.

OFCY Program Quality Assessment<sup>33</sup>



For each question, respondents were asked to rate the progress of their organization on a scale of 1 to 4 (Exploring, Developing, Satisfactory, and Exemplary). SPR developed a scale that is growth-oriented, recognizing that all organizations have areas of strength as well as those which may not be as well developed and which may need more attention. The tool also includes a four-point priority scale for each item (Not a Priority, Low Priority, Moderate Priority, and Top Priority). Taken together, data on progress and priority-level for each quality dimension can help organizations think strategically about where to invest in terms of program improvement. For this report, however, only progress ratings are reported because the priority scale was intended for programs' internal use. Each program received a Program Quality Assessment report that provided useful program data on strengths, needs, and priorities with the goal of encouraging internal discussion and informing improvements. The OFCY and SPR team will use aggregated results to identify opportunities for group-level capacity building and for peer learning. SPR will also use aggregated results to document program quality, strengths, and needs across OFCY's strategies.

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<sup>33</sup> SPR drew from the best available measures for assessing program quality in community-based programming along with incorporating current OFCY grantees' feedback on program quality to design a customized tool. Specifically, SPR reviewed the David P. Weikart Center for Youth Program Quality's Youth Program Quality Tool (Y-PQA), New York State After School Network's (NYSAN) Program Quality Self-Assessment (QSA) Tool, California After School Network's California After School Program Quality Self-Assessment (QSA) Tool, Policy Studies Associates' Out-of-School Time Observation (OST) Tool, Wisconsin Center for Education Research and Policy Studies Associates' Promise Practices Rating System (PPRS).