

**CITY OF OAKLAND**  
**AGENDA REPORT**

OFFICE OF THE CITY CLERK  
2005 OCT 13 PM 7:00

TO: Office of the City Administrator  
ATTN: Deborah Edgerly  
FROM: Department of Human Services  
DATE: October 25, 2005

RE: **A RESOLUTION TO ADOPT THE 2006-2010 STRATEGIC PLAN FOR THE  
OAKLAND FUND FOR CHILDREN AND YOUTH**

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**SUMMARY**

The 2006-2010 Oakland Fund for Children & Youth Strategic Plan, developed by the Oakland Fund for Children and Youth (OFCY) Planning and Oversight Committee and forwarded to the City Council for approval, covers the period from July 1, 2006 to June 30, 2010. The Planning and Oversight Committee (POC) is required by Measure K Kids First! to develop three four-year strategic plans that outline specific outcomes, goals, objectives, and service priorities to benefit the children and youth of Oakland.

This report gives an overview of the development of the 2006-2010 OFCY Strategic Plan, the major issues and initiatives discussed in the plan, and the high priority strategy areas approved by the Planning and Oversight Committee (POC). Council action to adopt the OFCY 2006-2010 Strategic Plan is requested.

**FISCAL IMPACT**

The Measure K Kids First! Charter amendment requires that 2.5% of the City's unrestricted general purpose fund revenues be set aside annually to fund services for children and youth. The Strategic Plan provides guidance for the POC's annual funding decisions. There are no direct fiscal impacts to this report.

**BACKGROUND**

Established in 1996 with the passage of Measure K, the OFCY seeks to support the positive development of Oakland youth in the areas of academic and cultural development, career and leadership development, and physical and behavioral health. The fund provides financial support to numerous agencies and community organizations throughout Oakland, currently about \$8.5 million annually.

The Kids First! Charter Amendment established the Planning and Oversight Committee, a 19 member commission composed of youth and adults appointed by the Mayor and Council, to provide guidance for the Fund. Every four years, the POC develops a strategic plan to guide the allocation of OFCY funds.

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Over the past ten months, the POC Strategic Planning Subcommittee and Gibson & Associates conducted a wide range of research activities:

- Guided the POC in updating its vision, values and mission statements.
- Conducted interviews, focus groups, a youth summit, and task force meeting with community stakeholders and City Council members to gain input and feedback.
- Researched and reviewed a comprehensive range of local data relating to children, youth and young adults.

The process for considering, selecting, and prioritizing strategies was an intensive one spanning many weeks, involving over 70 agency representatives who brainstormed possible program strategies. The POC then based selection of high priority strategies on the following criteria:

- Each high priority strategy must reinforce OFCY's commitment to its fundamental priorities as expressed in the mission and vision.
- Each high priority strategy must address needs identified in the needs assessment.
- Each high priority strategy should have a solid base of research, indicating that the strategy could achieve youth development outcomes that are aligned with OFCY vision and goals.

The goal of this strategic plan is to provide a continuum of care, support, encouragement and opportunities for children and youth at specific developmental stages, ages 0–5, 6–10, 11–14, and 15–20. Each strategy addresses issues specific to one of these four age groups, but all are inter-related to ensure continuity of resources and services.

This plan is especially important in light of the sunset of the Measure K in 2010. Measure K will be up for reauthorization in the 2009 election. The measure can be renewed unchanged by a vote of the City Council. However, any modifications or changes to the measure must be brought to the Oakland voters as early as November 2006 and not later than November 2009.

### **KEY ISSUES AND IMPACTS**

To understand how best to develop priorities for the use of OFCY funds, the Strategic Planning Subcommittee considered the role OFCY should play in relation to other key initiatives and funding streams. The Subcommittee explored the funding priorities and legislative requirements established by Measure Y, the Violence Prevention and Public Safety Act, and considered existing county funded initiatives such as Alameda County's Every Child Counts (First Five Proposition 10). Key future funding streams such as Proposition 49, the After School Education and Safety Program of 2002, and Proposition 63, the Mental Health Services Act, were also assessed. Finally, the Subcommittee considered the appropriate role OFCY should play in

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collaborative planning groups, particularly in relation to after school planning. Below is a summary of key resources and partnerships that influenced the OFCY Strategic Plan.

**Measure K and Measure Y:**

In November 2004, voters passed Measure Y, the Violence Prevention and Public Safety Act (VPPSA). This measure supports three primary violence prevention objectives, two of which bolster police and fire prevention efforts and one that funds violence prevention services targeting youth and young adults. Measure Y devotes about \$6.2 million to direct services for youth.

The combined resources for services to Oakland youth from these two initiatives are approximately \$15 million. In addressing issues of violence, Measure K supports prevention strategies and Measure Y supports intervention strategies. For example, many of Measure Y services are already committed to programs that serve youth that are on parole, truant, out of school, and suspended for violence. Ongoing communication between the POC and OFCY staff with the governing body and staff of VPPSA will be essential to ensuring that both funds are used effectively.

**After School Programs**

In June 2004, OFCY launched a two-year After School Initiative in partnership with the Oakland Unified School District (OUSD) that each year provided over \$3 million in OFCY funding for after school programs in under performing schools. This partnership ensured that children would receive comprehensive services including academic support, enrichment and recreational activities. The two-year initiative leveraged existing after school dollars and infrastructure support by generating partnerships between community based organizations (CBOs) and school sites which received 21st Century and/or After School Education and Safety Program Act (ASESP) after school funding.

OFCY is working toward sustainable after school services for the entire city through participation with other city agencies, OUSD, Safe Passages as lead convener, and after school service providers on the Oakland After School Coordinating Team (OASCT). Through this strategic collaboration, OASCT is developing a citywide plan to expand the number of comprehensive after school sites in the next four to five years.

OFCY is committed to sustaining and building upon the success of the current after school initiative and CBO collaborations. Additionally, the POC recognizes that the current 2004-2006 After School Initiative is a starting point for expanding and sustaining after school programs over the long term. The 2006-2010 Strategic Plan supports after school programs at both schools and community based sites, emphasizes comprehensive after school programs for school aged children, and builds upon continued financial partnerships with federal, state, and local funders.

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### **Alameda County Every Child Counts - Proposition 10: First Five**

Passed in 1999, California State Proposition 10 utilizes tobacco tax revenues to support county-planned systems of services for children ages 0-5. In Alameda County, the fund is administered by Every Child Counts. Every Child Counts is designed to support children at home, at childcare and in the community. Its programs promote system change and improve early childhood development through family support, parent education, childcare, and health care services.

Of the children served by Every Child Counts, 29% are Oakland residents. As a result, it is vitally important that OFCY and Every Child Counts communicate and collaborate effectively. OFCY has utilized the strategic planning process to engage Every Child Counts and to identify ways in which OFCY can expand the scope of its support for children age 0–5 and leverage Every Child Counts and OFCY resources. In response to the community and need for services, two of the high priority strategies target infants and children, ages 0-5. Those priorities are discussed in this report and are detailed in the strategic plan.

### **Youth Employment**

For older youth, the plan places a stronger emphasis on after school and summer paid work experience. The plan guides the POC to collaborate with the Work Force Investment Board (WIB) Youth Council to identify high priority areas and develop coordinated funding and data collection strategies to document work readiness and employment outcomes.

### **Funding Allocations**

During the last four years of the Measure K/Kids First! lifespan, the POC intends to focus OFCY funding on areas of high need and areas that will benefit from major funding matches. The Strategic Plan provides direction for the annual allocation of OFCY funding and establishes high priority strategies by age group. The allocation ranges are intended to give the POC and policymakers guidance and targets when making funding decisions.

<b>Strategy</b>	<b>Target Allocation Ranges</b>
Parent-Child Learning	10%
Services to Children with Special Needs	2.5%–5%
Comprehensive After School, Elementary	30%
Comprehensive After School, Middle	20%
Summer Enrichment	5%–10%
Career and College Readiness	5%–10%
Youth Leadership	12.5%–15%
Physical and Behavioral Health	10%

**POLICY DESCRIPTION**

The 2006-2010 Strategic Plan establishes OFCY funding policy for the last four years of the Measure K 12-year lifespan. The following summary highlights the high priority strategies and how they will serve the youth and children of Oakland.

**High Priority Strategies**

The early childhood strategies are designed to support healthy childhood development and school readiness. Children and parents will be given the opportunity to receive the support they need to foster child growth in all domains and develop skills necessary for entry into school. Children identified as having delayed development or special needs will receive specialized services to promote healthy development.

The elementary and middle school strategies are designed to contribute to children’s academic, social, and personal achievement. The after school strategy emphasizes supporting comprehensive after school programs that are developed through the collaboration of local community organizations, schools, and public agencies. The summer time strategy specifically encourages enrichment activities that will engage youth at a time when there are few opportunities for constructive activities or positive supervision and when many students experience a drop in the learning curve. Programs specific to middle school students will provide opportunities for leadership and experiential learning.

The strategies for older youth emphasize high school graduation and higher education, youth employment and preparing for meaningful work, leadership development and independence. Through their involvement in these programs, Oakland youth will grow as leaders, develop positive social skills, and enrich their academic abilities as well as their life skills and learn about civic engagement and personal interest.

The physical and behavioral health strategy provides support for physical fitness, healthy development, and prevention of high-risk behaviors. Together, these strategies are designed to provide Oakland’s young people with the experiences, supports, and opportunities that will prepare them to participate in the full spectrum of adult life as positive, socially responsible contributors to their family, their community and their place of work.

<b>Summary of ALL strategies</b>	
<b>Ages 0 – 5</b>	
•	<b>Parent - Child Learning</b> – community learning opportunities for children and expansion of pre-K summer camp program.
•	<b>Services for Children with Special Needs</b> -early childhood mental health services and developmental play therapy partnership.

<b>Summary of ALL strategies</b>
<b>Ages 6 – 10</b> <ul style="list-style-type: none"> <li>• <b>Comprehensive After School</b> - cultural/arts, physical activity; academic enrichment; skill building; field trips.</li> </ul>
<b>Ages 11 – 14</b> <ul style="list-style-type: none"> <li>• <b>Comprehensive After School</b> - cultural/arts, physical activity; academic enrichment; skill building; field trips with emphasis on leadership and experiential activities.</li> </ul>
<b>Ages 6 – 14</b> <ul style="list-style-type: none"> <li>• <b>Summer Enrichment</b> - cultural/arts, physical activity; tutoring/academic help; skill building; and field trips.</li> </ul>
<b>Ages 15 – 20</b> <ul style="list-style-type: none"> <li>• <b>Career and College Readiness</b> - youth opportunity centers; after-school and summer work experience; community service projects.</li> <li>• <b>Youth Leadership</b> - programs with community organizations; service learning projects; youth grant making and youth initiated community projects.</li> </ul>
<b>All Ages</b> <ul style="list-style-type: none"> <li>• <b>Physical and Behavioral Health</b> - Physical fitness and nutrition; mentoring, life skills, transitional planning and brief intervention counseling and case coordination for vulnerable and disconnected youth; health education on high risk behaviors.</li> </ul>

## SUSTAINABLE OPPORTUNITIES

Economic: An economic opportunity is available to youth who might participate in paid work experience in the funded programs.

Environmental: There are no environmental impacts.

Social Equity: One of the stated values of the plan is that children and youth have a fundamental right to fully participate in the life of our community, to benefit from the fair distribution of community resources, and to enjoy opportunity and security. The OFCY values the promotion of equality, justice and accountability, and the concerted application of our resources toward those youth in greatest need.

## DISABILITY AND SENIOR CITIZEN ACCESS

OFCY has worked with the Oakland Parks and Recreation Inclusion Coordinator and the ADA Office to ensure equal access to youth and children with disabilities. The plan demonstrates a continued commitment to serving those with disabilities and to working to ensure that agencies serving this population have a fair opportunity to access OFCY funding.

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**RECOMMENDATION(S) AND RATIONALE**

The Measure K/Kids First! Legislation requires a strategic plan every four years to guide OFCY. The 2006-2010 Strategic Plan provides the POC with an opportunity to realign and refocus its efforts in meeting the needs of the children and youth in Oakland. The POC recommends that the City Council approve and adopt the 2006-2010 Strategic Plan.

**ACTION REQUESTED OF THE CITY COUNCIL**

The Planning and Oversight Committee recommends that the City Council approve a resolution to accept and adopt the 2006-2010 Strategic Plan for the Oakland Fund for Children and Youth.

Respectfully submitted,



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APPROVED AND FORWARDED TO THE  
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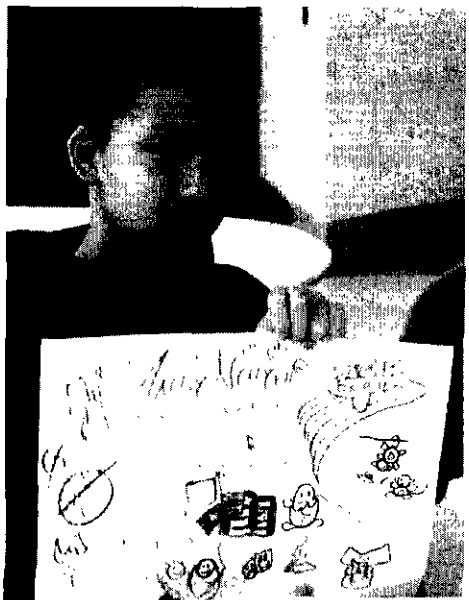


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# 2006-2010

STRATEGIC PLAN





# Planning Oversight Committee

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**T**he Oakland Fund for Children and Youth (OFCY) was established by a ballot initiative in 1996 (Measure K) to “help young people grow to become healthy, productive, and honorable adults.” Annually, 2.5% of Oakland’s General Fund is set aside for this purpose. The fund originated from the efforts of youth activists and community members and is now considered one of the city’s major assets. Recognized nationally as a model of youth leadership and development, OFCY now supports services to over 20,000 children and youth, ages 0–20, annually.

One of the key provisions of the governing legislation is the development of a strategic plan every four years to guide the allocation of funds toward the academic and cultural, career and leadership development, and physical and behavioral health of Oakland’s children and youth.

OFCY has achieved a great deal. Since the 2001–2002 funding cycle, OFCY has increased the number of children and youth served by 143%; the total hours of services delivered by 80%; and the amount of funds distributed annually by 50%. Additionally, the grantees funded through OFCY have increased their percentage of matching funds by 80%. OFCY has consistently funded health, after school, employment and entrepreneurship programs as well as art, music and cultural development programming. Oakland children and youth have had access to violence prevention services through OFCY, and the fund has been responsive to the needs of foster children who are emancipated and LGBTQ youth. Over the past two years OFCY has increased its focus on providing after school programs and collaborated with key partners to fund the Oakland After School Initiative (ASI).

This strategic plan covers the period from July 1, 2006 to June 30, 2010. OFCY staff, *Planning and Oversight Committee*, *Strategic Plan Subcommittee members*, and Gibson and Associates worked together to create a new mission, vision, and values to guide the planning process. Gibson and Associates then conducted community research and assessment to determine the needs of Oakland youth and convened two Task Force meetings to review these findings. Ultimately, OFCY staff and Strategic Plan Subcommittee members developed the high priority strategies to meet those needs.

The strategies contained in this plan are the result of 1) interviews and focus groups with 250 agency leaders, parents, and youth, 2) the examination of economic, educational, and health indicators (See Needs Assessment, Appendix A and GIS Maps, Appendix B), 3) the outcomes and priorities recommended by Task Force members, and 4) research on effective practices to achieve those outcomes.

The goal of this strategic plan is to provide a continuum of care, support, encouragement and opportunities for children and youth at specific developmental stages, ages 0–5, 6–14, and 15–20. Each strategy addresses issues specific to one of these three age groups, but all are inter-related to ensure continuity of resources and services.

The early childhood strategies are designed to support healthy childhood development and school readiness. Children and parents will be given the opportunity to receive the support they need to foster child growth in all domains and develop skills necessary for entry into school. Children identified as having delayed development or special needs will receive specialized services to promote healthy development.

The elementary and middle school strategies are designed to contribute to children's academic, social, and personal achievement. The after school strategy emphasizes supporting comprehensive after school programs that are developed through the collaboration of local community organizations, schools, and public agencies. Programs specific to middle school students will provide opportunities for leadership and youth directed and experiential learning. The summer time strategy specifically encourages enrichment activities that will engage youth at a time when there are few opportunities for constructive activities or positive supervision and when many students experience a drop in the learning curve.

The strategies for older youth emphasize high school graduation and higher education, preparing for meaningful work, leadership development and independence. Through their involvement in these programs, Oakland youth will grow as leaders, develop positive social skills, enrich their academic abilities as well as their life skills, personal interests, and civic engagement.

The physical and behavioral health strategy provides support for physical fitness, healthy development, and prevention of high-risk behaviors.

Together, these strategies are designed to provide Oakland's young people with the experiences, supports, and opportunities that will prepare them to participate in the full spectrum of adult life as positive, socially responsible contributors to their family, their community and their place of work.

## OFCY Vision, Mission and Values

All children and youth in Oakland are celebrated and supported by a caring network of organizations. As powerful, engaged residents, Oakland's children and youth contribute to creating a vibrant and prosperous community life and a safe, equitable, sustainable, and culturally rich city.

We provide opportunities and resources for Oakland's young people (0-20 years old) to become healthy, productive, honorable and successful community members. We achieve this by funding organizations, creating policy, building capacity and administering a set aside fund that encourages these outcomes. We work collaboratively through partnerships with youth and families, community organizations, public agencies, schools and other funders.

**Social & Economic Equity:** Children and youth have a fundamental right to partake wholly in the life of our community, to benefit from the fair distribution of community resources, and to enjoy both opportunity and security. We value the vigorous promotion of equality, justice and accountability, and the concerted application of our resources toward those youth in greatest need.

**Youth Development:** We support efforts to promote the social, emotional, physical, moral, cognitive and spiritual development of children and youth to cultivate pride in themselves and their community.

**Community and Collaboration:** We embrace the idea that by pooling our resources and working together, we can accomplish great things. We recognize that the richness of Oakland's families extends beyond the traditional mother, father and child structure to one that incorporates all the diverse forms of family.

**T**hroughout the planning process there were many similarities in community members' perceptions of the needs of Oakland youth. The major themes identified through interviews, focus groups, the Youth Summit, and the Task Force meetings are summarized below.

### **POSITIVE VISION OF OAKLAND AND ITS YOUTH**

Oakland is a vibrant and diverse city and the home of national models for youth development and social change organizations. It has abundant natural resources and its youth are served and supported by a rich network of programs and agencies. The youth themselves, given their resilience and contributions to the community, were identified as one of Oakland's major assets. The Oakland Fund for Children and Youth is the product of a youth movement that succeeded in putting Measure K on the ballot in 1996. Therefore, this strategic plan is grounded in the principles of youth empowerment, resilience and healthy development.

### **RELATIONSHIPS AND FAMILY SUPPORT**

Young people need multiple connections with caring adults throughout the course of their lives, yet only 29% of eleventh grade students in Oakland's public schools reported having caring relationships with a teacher or other adults. Parents emphasized the need for improved family support, especially in the areas of childcare and parent education, and youth discussed the important role of tutors, friends and other role models, especially in forming and realizing their life goals. The need for support was identified as especially important during transition periods when children and youth move from one school to another or enter a new program. Indeed, 'falling through the cracks' was a risk identified by parents, principals, agency leaders, and youth themselves.

## **SAFETY**

An especially high priority is the need for activities and programs located in safe places, open after school, in the evenings, on weekends, and during the summer, that offer a range of developmentally appropriate activities. Only 8% of Oakland high school youth report feeling safe at their school. Many youth described their neighborhoods as filled with “side shows” and illicit activity. OFCY sees schools and communities as environments where conflict resolution, counseling and diversity awareness can take place and where positive and enriching programs can contribute to a sense of safety and personal growth.

## **AFTER-SCHOOL AND RECREATION PROGRAMS**

Out of school time programs were identified as a high priority and an essential strategy to prevent violence and increase safety in Oakland. The availability of high quality, comprehensive after school and summer enrichment programs is also an effective approach to helping Oakland youth succeed academically. Public education reform was identified as the top priority for Oakland, but one that OFCY cannot directly address. However, comprehensive after school programs delivered with a range of developmentally challenging activities, including academic support, can bolster the overall development of children and youth. Parents want school-based programs for children ages 5-12, while other adults and older youth pointed to a need for programs located in the community, as well. Oakland is home to a wealth of parks, recreation centers and school facilities, many of which are underutilized and have the potential to serve as sites for youth programs.

## **PHYSICAL AND BEHAVIORAL HEALTH**

Oakland has made impressive strides on several important health indicators (e.g., teen pregnancy rates dropped by almost half in the past decade; youth crime dropped by 12% in the past few years; general physical fitness levels have improved in recent years). The momentum produced by these trends needs to be harnessed to address health concerns such as the rising rates of obesity and diabetes, risk of contracting sexually transmitted infections and the health consequences of other high-risk behaviors. There is a consensus that children and youth should receive the support



they need for healthy development and to avoid high-risk behaviors. The promotion of healthy lifestyles, availability of healthy food, and recreational and fitness opportunities were stated as important priorities.

### **YOUTH CONTRIBUTE TO THE COMMUNITY, CONTINUE THEIR EDUCATION AND OBTAIN MEANINGFUL EMPLOYMENT**

Oakland youth want to contribute their energy and ideas to their communities. Older youth often lack opportunities for meaningful participation in adult roles. They need resources to support their developing leadership skills, to pursue post-high school education, and to find meaningful employment. They want roles serving as mentors and tutors to younger youth, participating in neighborhood improvement and social change projects, and conferring with adults in designing neighborhood based services. They want employment in sectors that will allow them to make a contribution to the environment and their communities.

### **LEVERAGING AND FOCUSING RESOURCES**

OFCY's vision and mission statements underscore a commitment to coordination and collaboration. To achieve its larger purpose while operating with limited resources, OFCY must engage and involve others in coordinated strategies that link and leverage resources. Furthermore, leveraging resources has been part of OFCY's criteria used to evaluate its grantees. The importance of leverage has deep historic relevance to OFCY. Throughout the planning process, stakeholders in interviews and as participants in Task Force meetings have asked OFCY to go beyond coordination and to leverage its resources by initiating partnerships with other child and youth serving agencies. Stakeholders also asked that OFCY focus its resources more narrowly, linking its resource allocations more tightly to achieve a greater impact. As such, the POC and its Strategic Planning Subcommittee have limited the number of strategies in this plan. OFCY's ability to lead collaborative planning with other youth serving agencies is constrained by limitations on funding for administrative and planning activities. Throughout the four years of this plan, OFCY will need to focus its limited administration and planning resources in areas where playing a leadership role can generate sustained collaboration and significant improvement in outcomes for children and other results consistent with its vision and mission.

## **PARTNERS AND INITIATIVES FOR YOUTH IN OAKLAND**

**T**o understand how best to develop priorities for the use of OFCY funds, the Strategic Planning Subcommittee needed to fully understand the role OFCY should play in relation to other key initiatives and funding streams. The Subcommittee explored the funding priorities and legislative regulations governing Measure K and Measure Y. It also considered the funding priorities of existing county funded initiatives such as First Five (Proposition 10), as well as initiatives that have yet to generate local funding (e.g. Proposition 49: After School Education and Safety Program of 2002 and Proposition 63: Mental Health Services Act). Finally, it considered the appropriate role OFCY should play in collaborative planning groups, particularly in relation to after school planning. Below is a summary of how these resources and partnerships influenced OFCY strategic planning.

### **MEASURE K AND MEASURE Y: A COMBINED EFFORT FOR YOUTH IN OAKLAND**

Within the past ten years Oakland citizens have used the ballot to generate two major youth-serving initiatives. Since Measure K: Kids First! Initiative was passed in November, 1996, OFCY revenues have grown to approximately \$8.5 million annually. In November 2004, voters passed Measure Y, the Violence Prevention and Public Safety Act (VPPSA). This measure supports three primary violence prevention objectives, two of which bolster police and fire prevention efforts and one that funds violence prevention services targeting youth and young adults. Measure Y devotes \$6.2 million to direct services for youth.

The combined resource for direct services to Oakland youth from these two initiatives is approximately \$15 million, a substantial investment in youth programs. It is imperative that these funds are distributed in a coordinated manner to extend the benefits to more young people.

In addressing issues of violence, Measure K supports prevention strategies and Measure Y supports intervention strategies. For example, many of Measure Y services are already committed to programs that serve youth that are on parole, truant, out of school, and suspended for violence.

Following is a depiction of the major features of each initiative as stated in the governing legislation.

MEASURE K	MEASURE Y
<b>TYPES OF YOUTH TO BE SERVED</b>	
<p>Children and youth less than 21 years old</p>	<p><b>Youth and young adults most “at risk” of being victims and/or perpetrators of violence, specifically:</b></p> <ul style="list-style-type: none"> <li>● Youth and young adults on probation or parole</li> <li>● Chronic truants, drop outs and/or suspended for violence who are truant, out-of-school, or suspended for violence</li> <li>● Children and youth exposed to violence and/or sexually exploited</li> </ul>
<b>TYPES OF SERVICES TO BE PROVIDED</b>	
<p><b>PREVENTION SERVICES</b></p>	<p><b>INTERVENTION SERVICES</b></p>
<p><b>Career and Leadership Development</b></p> <ul style="list-style-type: none"> <li>● Job training</li> <li>● Year round work experience</li> <li>● Career internships</li> <li>● Community organizing projects</li> <li>● Peer mentoring and tutoring</li> </ul> <p><b>Academic and Cultural Development</b></p> <ul style="list-style-type: none"> <li>● Pre-school programs</li> <li>● Academic enrichment programs</li> <li>● College preparatory services</li> <li>● Arts</li> <li>● Music</li> <li>● Outdoor adventure activities</li> <li>● Sports</li> </ul> <p><b>Physical and Behavioral Health</b></p> <ul style="list-style-type: none"> <li>● Health education</li> <li>● Fitness &amp; nutrition</li> <li>● Counseling and mentoring programs</li> </ul>	<p><b>Youth and young adults on parole</b></p> <ul style="list-style-type: none"> <li>● Intensive mentoring/case management—Project Choice and Pathways to Change</li> <li>● Intensive employment and on-the-job training for older youth and young adults</li> <li>● Transitional employment</li> <li>● Summer after school work experience and skills training and community service work projects</li> <li>● Restorative justice training for staff</li> </ul> <p><b>Youth who are truant, out-of-school, and/or suspended for violence</b></p> <ul style="list-style-type: none"> <li>● Outreach workers—school or community based</li> <li>● Outreach workers—neighborhood of Sobrante Park and West Oakland</li> <li>● Case managers for youth at three middle schools</li> <li>● Summer employment and after school employment</li> </ul> <p><b>Children and youth exposed to violence or being sexually exploited</b></p> <ul style="list-style-type: none"> <li>● Advocates and case management to respond to domestic violence cases with children</li> <li>● Mental health services to children exposed to violence or who are sexually exploited</li> <li>● Support groups for older youth</li> </ul> <p><b>Pre-School through middle school students</b></p> <ul style="list-style-type: none"> <li>● Second Step Curriculum training of teachers in all schools: pre-school through 8th grade</li> <li>● Peer-based mediation and conflict resolution in 12–15 middle schools</li> </ul>
<p>Measure K also funds preventive programs for children and youth exposed to violence or being sexually exploited</p>	

The previous section clearly delineates the priority of the two initiatives. Ongoing communication between the POC and OFCY staff with the governing body and staff of VPPSA will be essential to ensuring that both funds are used effectively.

### OFCY AFTER SCHOOL PROGRAM COLLABORATION

Since its inception in 1996, OFCY has funded innovative and comprehensive, community-based and school-based after school programs for children and youth. Building on this experience, in 2004 OFCY launched a two-year After School Initiative in partnership with the Oakland Unified School District (OUSD) that each year provided over \$3 million in OFCY funding for after school programs in under performing schools. This partnership ensured that children would receive comprehensive services including academic support, enrichment and recreational activities. The two-year initiative leveraged existing after school dollars and infrastructure support by generating partnerships between community based organizations (CBOs) and school sites, which received federal (21st century) or state After School Education and Safety Program Act (ASESP) after school funding.

As a member of the Oakland After School Coordinating Team (OASCT), OFCY is working toward sustainable after school services for the entire city in this strategic collaboration. OASCT, staffed by Safe Passages, has participation from the Oakland Unified School District (OUSD), the Oakland Parks and Recreation Department (OPR), the Oakland Public Library (OPL), and representatives from the CBO community, as well as OFCY. The OASCT is developing a citywide plan to expand the number of comprehensive after school sites in the next four to five years. The team's vision, approved by City Council, is that "By 2009, every Oakland elementary and middle school student shall have access to high quality after-school programming that includes academic and enrichment activities and is offered at, or nearby, a school site for two to three hours daily."

As the team's efforts move forward, OFCY has designed its after school funding to fit strategically within this larger plan. OFCY is committed to sustaining and building upon the success of current after school and CBO collaborations through continued financial partnerships with federal, state and local funders. OFCY's after school and summer programming strategies are designed to be sufficiently focused so as to support quality programs which respond to community needs, while flexible enough

to respond to the ever-changing funding climate and potential changes in institutional partners. With these strategies, OFCY formally recognizes and expands upon its own history of providing quality services to enrich the lives of Oakland’s children and youth.

**PROPOSITION 49: THE AFTER SCHOOL EDUCATION AND SAFETY PROGRAM ACT OF 2002**

Under State Proposition 49, which was passed by California voters in November 2002, every elementary and middle school in the state could become eligible for state grants to help provide after school programs on campuses as early as the 2007–2008 school year. Work conducted by OUSD, OFCY, and community based organizations through the 2004–2006 After School Initiative and beyond will help prepare Oakland for taking full advantage of Proposition 49. Proposition 49 dollars are expected to provide a base level of funding that requires matched funding at a local level.

**PROPOSITION 10: FIRST FIVE**

Passed in 1999, California State Proposition 10 utilizes tobacco tax revenues to support county-planned systems of services for children ages 0-5. In Alameda County, the fund is administered by Every Child Counts. Every Child Counts is designed to support children at home, at childcare and in the community. Its programs promote system change and improve early childhood development through family support, parent education, childcare, and health care services.

Of the children served by Every Child Counts, 29% are Oakland residents. As a result, it is vitally important that OFCY and Every Child Counts communicate and collaborate effectively. OFCY has utilized this planning process to engage Every Child Counts and to identify ways in which OFCY can expand the scope of its support for children age 0–5 and leverage Every Child Counts and OFCY resources.

### **PROPOSITION 63: THE MENTAL HEALTH SERVICES ACT**

In November 2004, California voters approved Proposition 63, the Mental Health Services Act (MHSA) and the law became effective January 1, 2005. MHSA will bring significant resources to Alameda County to expand publicly funded mental health services for children, adults, and older adults. The purpose of the MHSA is to improve the lives of those adults afflicted with serious and persistent mental illness and children with serious emotional disturbances by transforming the public mental health system. MHSA imposes an additional 1% tax on that portion of a taxpayer's taxable income in excess of one million dollars. Statewide, MHSA is estimated to have generated approximately \$250 million in fiscal year 2004-05. In 2005-06 this amount will increase to \$500-\$600 million and it will likely continue to increase thereafter. Alameda County's share when the law is fully implemented is likely to be in the range of \$30-50 million per year, a significant proportion of which will be spent on Oakland residents. For counties to receive the funding, they must first complete a comprehensive community planning process that follows strict state guidelines. The POC will monitor the Proposition 63 planning process to identify how these funds might be used to support activities historically supported by OFCY.

### **OPENING PUBLIC FACILITIES TO OFCY GRANTEES AFTER HOURS**

Since 1997, OFCY has supported a rich network of community based organizations (CBOs) in providing needed programs for children and youth. These programs have the capacity to serve youth during the evenings, weekends and summer, but they often lack the facilities. Many youth and adults in focus groups and the youth summit identified the need for programs in accessible and safe environments after school, on weekends and in the summer. To achieve this goal, OFCY encourages schools and CBOs to partner and utilize each other's programs, facilities and resources. There are many public facilities in Oakland, serving youth during the daytime that could also be used during the evenings, weekends and summers (i.e. OPR recreation centers and OUSD schools).

Oakland can protect its investment in our youth by ensuring that access will not impede the delivery of needed youth services where funded programs and public facilities coexist. OFCY supports the Oakland City Council, Oakland Unified School District (OUSD) and school principals in continuing their work to keep these valuable public facilities open.

# 2006-2010

The process for considering, selecting, and prioritizing strategies was an intensive one spanning many weeks, involving over 60 agency representatives brainstorming possible program strategies. This list was viewed as a starting point. To move forward the Subcommittee developed the following criteria for which strategies might be advanced as 'high priority strategies.'

Each high priority strategy must reinforce OFCY's commitment to its fundamental priorities as expressed in the mission and vision.

Each high priority strategy must address needs identified in the needs assessment.

Each high-priority strategy should have a solid base of research, indicating that the strategy could achieve the kinds of youth development outcomes that are the organizing framework for the OFCY initiative.

A table was developed to summarize these elements for each strategy (see High Priority Strategy Summary Table, Appendix C). Using this framework, Subcommittee members considered the following for each strategy:

- Goals, intended outcomes, and the community indicators that it addressed
- Relevance to OFCY's mission, vision and values
- Potential local partners who would be involved in implementing the strategy
- Summary of supporting research
- Examples of successful national, state and local models
- Discussion of what more needs to be known for implementation
- Resources for further research

## STRATEGIES

### CHILDREN AGES 0–5

#### Parent-Child Learning Opportunities

- Pre-K Summer Camp Program
- Community Learning Activities for Children & Families

#### Services for Children with Special Needs

- Parent/Child Developmental Play Partnership
- Early Childhood Mental Health Services

### CHILDREN & YOUTH AGES 6–14

#### Comprehensive After School

#### Summer Enrichment

- Both offering: cultural, arts, physical activities; tutoring and academic help; skill building; and field trips
- Services to youth ages 11–14 emphasize leadership and experiential activities

### YOUTH AGES 15–20

#### Career and College Readiness

- Support for College Readiness
- Youth Opportunity Centers
- After School and Summer Work Experience
- Community Service Projects

#### Youth Leadership

- Programs with Community Organizations
- Service Learning Projects
- Youth Grant Making and Youth Initiated Community Projects
- Peer Mentoring and Training

### CHILDREN AND YOUTH OF ALL AGES

#### Physical and Behavioral Health

- Mentoring, Life skills, Transitional Planning and Brief Intervention Counseling and Case Coordination for Vulnerable and Disconnected Youth
- Health Education on High Risk Behaviors
- Physical Fitness and Nutrition



Research reveals a pattern of under funding programs for children 0-5 throughout the country. Also research supports investments in the development of children at this age as the most cost-effective public investment that can be made. As such, OFCY has made a commitment to expanding the level of funding for this age group.

## PARENT-CHILD LEARNING OPPORTUNITIES FOR CHILDREN AGES 0-5

**GOAL:** All children will be emotionally, intellectually, socially and developmentally prepared to enjoy and succeed in Kindergarten.



**STRATEGY:** *Support achievement of school readiness, which involves physical well-being and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge, through the following programs:*

**Pre-K Summer Camp Program:** A six-week summer program, currently funded by First 5 and to be expanded, that replicates a Kindergarten experience for children who have not been enrolled in an early childhood education program. Offered at elementary school sites, children will learn about school routines, participate in reading, writing and counting activities, singing and individual projects, and interact with teachers and peers.

**Community Learning Opportunities for Children & Families:** Provide infants and children with opportunities for emotional and social development and expose them to various music, art, literacy and numeracy activities. Provide parents and primary caregivers activities focused on children's emotional, social and intellectual development.

**OFCY'S ROLE**

**Fund** expansion of the Pre-K Summer Camp Program and Community Learning Activities.

**Coordinate** with First 5 and early childhood providers in identifying the structure and program elements for Pre-K Summer Camp and the Community Learning Opportunities for Children & Families.

**Coordinate** with OUSD to implement a policy mandating the use of a single school readiness assessment tool to assess child readiness in relation to: physical and motor development, social-emotional development, cognitive development, language development, and approaches to learning.

**Collect** and **analyze** indicator and evaluation data on school readiness.

<b>POTENTIAL PARTNERS</b>	
<b>PARTNER</b>	<b>POTENTIAL CONTRIBUTION</b>
First 5	Fund programs, contribute to evaluation and involvement in design of the Community Learning Opportunities for Children & Families.
Oakland Unified School District	Possible venue for programs and possible funding support. Make a policy decision to initiate district wide use of a school-readiness assessment tool.
Oakland Parks & Recreation	Possible venue for Community Learning Opportunities for Children & Families.
Community Based Organizations	Provide a range of enrichment and youth development activities that are part of the Community Learning Opportunities for Children & Families and provide a possible venue for programs.
Faith-Based Organizations	Possible venue for Community Learning Opportunities for Children & Families.

## RELEVANCE TO OFCY MISSION, VISION, VALUES

**Social & Economic Equity:** *The vigorous promotion of equality; application of resources towards youth in greatest need.* Income and cultural background largely determine access to and use of high quality child care programs. To ensure equity in opportunity in education, children must be ready to learn upon entry to Kindergarten.

**Youth Development:** *We support efforts to promote, physical, cognitive, development.* Healthy child development and school readiness are measured in terms of social and emotional readiness, physical and motor readiness, and cognitive readiness. The strategies above explicitly address the need to build student readiness in these domains.

**Community and Collaboration:** *By pooling our resources and working together, we can accomplish great things.* This strategy involves high-level collaboration between OFCY, community-based organizations, Oakland Unified School District, First 5 (especially the Community Learning Activities) and possibly Oakland Parks and Recreation. Further, it supports the capacity of Oakland families and builds their skills to be the primary service provider/teacher for children 0–5.

## NEEDS OF OAKLAND YOUTH ADDRESSED BY STRATEGY

### The Needs Assessment Report & research documents that:

Over 26% of Oakland adults have less than a high school education and several research studies show that children of families with low educational attainment are at higher risk of educational failure.

Only 35% of OUSD 2nd- and 23% of 3rd-graders were at grade-level in Reading and Language Arts on the CAT/6.

Infant and toddler care for low-income families is in especially critical demand.



Children of immigrant families are the least likely to utilize early childhood programs and children from these families are at especially high risk of academic failure because they often do not speak English in the home, another risk factor for school failure.

Approximately one-half of the high school test score gap between black and white children is evident when children start Kindergarten.

**Community-Stakeholders identified the following needs:**

- Focus groups with 20 OUSD Elementary principals underscored the high proportion of children not prepared to enter Kindergarten and that these children often fail to make academic gains.

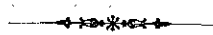
Interviews with First 5 underscored the need for a range of strategies to support school readiness and family education, to expand the Pre-K Summer Camp program throughout OUSD, and provide culturally competent Community Learning Activities at school sites.

In Chinese, Latino/a, and Vietnamese parent focus groups, participants identified the need for child-care as a critical need for children 0–5.

**THE IMPACT OF THE STRATEGY ON OAKLAND YOUTH**

**Outcomes:** Programs supported by this strategy aim to help children develop the following:

- Physical well-being and motor skills
- Social and emotional development
- Approaches to learning
- Language development
- Cognitive and general knowledge



Kindergarten readiness is not currently measured, but is a recommended outcome of this strategy. The Kindergarten readiness assessment tool utilized should capture readiness in the previously mentioned five areas.

**Community Indicators:** This strategy aims to affect Oakland children on the following:

3rd grade CAT/6 Reading and Language Arts and Math scores  
Retention Rates from Kindergarten to 1st Grade

#### **SUMMARY OF RESEARCH SUPPORTING THIS STRATEGY**

There is significant evidence that two primary factors determine a child's readiness for school: family environment and enrollment in a high quality, structured early childhood education or enriched child care program. Studies also indicate that several clearly identifiable risk factors are highly associated with school readiness:

Low educational attainment of parents, particularly mothers  
Low-income status  
Family status, with single parent families at higher risk  
Parental depression, particularly the mother

Further research indicates that the best remedy to these risk factors is enrollment in high quality child-care or early childhood education programs. Four independent studies show that parent training in “dialogic reading” can produce substantial changes in preschool children’s language skills (Lonigan & Whitehurst, 1998; Jordan, Snow & Porche, 2000; Zevenbergen, Whitehurst, and Zevenbergen, 2003; and Huebner, 2000). A fifth randomized study (Starkey and Klein, 2000) targeting African American and Latino families, demonstrated the positive impact on child numeracy for families participating in math classes and using home math kits.

## INTENSIVE SERVICES FOR CHILDREN WITH SPECIAL NEEDS AGES 0–5

**GOAL:** All children with delayed development and other special needs will receive intensive supports to help them reach age-appropriate developmental milestones.



**STRATEGY:** *Support physical well-being and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge for children with special needs through the following:*

**Parent/Child Developmental Play Partnership:** Structured programs delivered in community settings that give parents an opportunity to work with their child with the support of a child development specialist. The program targets children who demonstrate developmental delay or risk in speech and language and communication and whose needs are not met by the public service system. This program is currently being piloted by First 5 as part of its 2005 Community Grants Initiative.

**Early Childhood Mental Health Services:** Services focusing upon families at high risk of family instability (e.g. pregnant/parenting teens, low-income, low educational attainment). Services range from play therapy, mental health consultation, and counseling and education services for parents to help promote the social-emotional development of children 0–5.

### OFCY'S ROLE

**Coordinate** with First 5 to develop collaborative strategies to fund parent child developmental playgroups and early childhood mental health services.

**Coordinate** with OUSD to implement a policy mandating the use of a single school readiness assessment tool to assess child readiness in relation to: physical and motor development, social-emotional development, cognitive development, language development, and approaches to learning. Also coordinate with First 5, to advocate with OUSD for providing more services to families with children with developmental delays.

**Collect and Analyze** indicator and evaluation data.



POTENTIAL PARTNERS	
PARTNER	POTENTIAL CONTRIBUTION
First 5	Currently funding a pilot of this strategy in Berkeley and Hayward. Their continued assessment of these pilots could inform the development of Oakland-based playgroups.
Oakland Unified School District	Coordinate the transition to Kindergarten and the Special Education Department.
Alameda County Department of Mental Health	Provide mental health services for children in need of intensive or 'wraparound' services. ACMH is currently leading a countywide mental health planning initiative through which it will develop a plan for use of millions of dollars in new mental health funding resulting from Proposition 63 and the Mental Health Services Act. A significant amount of these funds will target children.
Oakland Parks & Recreation	Possible venue for playgroups.
Regional Center of the East Bay	Potential source of referrals and a possible partnership in working with autistic children. Also, should be a resource for referrals from the Special Needs and School Readiness Strategies.
Community Based Organizations	Deliver services.

**RELEVANCE TO OFCY MISSION, VISION, VALUES**

**Social & Economic Equity:** *The vigorous promotion of equality; application of resources towards youth in greatest need.* Studies indicate that half of the achievement gap between white children and children of color appears at entry to Kindergarten.

**Youth Development:** *We support efforts to promote physical and cognitive development.* Developmental Play Groups and early childhood mental health strategies target children at extreme risk of school failure due to their developmental delays or their being in a family otherwise at high risk.

**Community and Collaboration:** *By pooling our resources and working together, we can accomplish great things.* The strategy would involve collaboration between OFCY, First 5, Alameda County Mental Health, and community-based agencies that deliver child development and mental health services.

## NEEDS OF OAKLAND YOUTH ADDRESSED BY STRATEGY

### The Needs Assessment Report documents that:

Only 35% of OUSD 2nd and 23% of 3rd were at grade-level in Reading and Language Arts on the CAT/6.

Infant and toddler care for low-income families is in especially critical demand.

Despite a decline over the last 12 years, Oakland's teen pregnancy rate remains almost double the County rate and is especially high within the Hispanic community where the rate is three times the County rate.

### Community-Stakeholders identified the following needs:

Interviews with First 5 Director of Family Services underscored the need for school readiness support and family education targeting children with developmental delays or developmental risks.

Interviews with staff from the Regional Center identified the need for strategies addressing children with autism, as there has been a significant increase in the number of children diagnosed.

A focus group with the Alameda County Child Care Council identified the need for educational services for children who are not enrolled in quality child-care programs, the need to strengthen OPR offerings, and to ensure that children with special needs are incorporated in the strategic plan.

Parents of children with disabilities indicated a need for more and varied activities for their children, indicating that finding childcare is a major challenge.



## THE IMPACT OF THE STRATEGY ON OAKLAND YOUTH

**Outcomes:** Programs supported by this strategy aim to help children overcome learning delays so as to develop the following:

- Physical well-being and motor skills
- Social and emotional development
- Approaches to learning
- Language development
- Cognitive and general knowledge

**Community Indicators:** The impact of the strategy on Oakland youth will depend upon the population served and the developmental delays addressed.

## SUMMARY OF RESEARCH SUPPORTING THIS STRATEGY

Studies of early intervention and prevention programs have identified the effective characteristics of work with families with children having developmental delays or family risks. An approach to services that takes into account the whole child, including his or her family and community, unique developmental needs and strengths, and well-being in a variety of contexts is especially important. Truly family-centered approaches to care, with a high level of parent participation in decision-making, seem to increase the overall level of parent engagement in the well-being of their child. In particular, building upon the strengths of the family, including extended families, is also a common quality of effective programs. Strategies, including home-based models, where child development specialists partner with parents to help them learn skills are more effective than clinic- or workshop-based models that use didactic teaching methods in an effort to “fix” behavior.

One of the greatest concerns expressed by stakeholders, parents and youth was the state of the public school system and the vital importance of finding ways to improve Oakland youth's academic performance. An effective way that OFCY can contribute to improving student performance is through comprehensive after school programs. Additionally, the absence of a broad range of summer enrichment programs was also identified. Both strategies address the need to support academic as well as social and personal growth.

### COMPREHENSIVE AFTER SCHOOL PROGRAMS FOR CHILDREN AGES 6-10 (ELEMENTARY SCHOOL) AND AGES 11-14 (MIDDLE SCHOOL)

**GOAL:** All children will have access to a wide range of after school programming activities appropriate to their developmental stage and enhancing their physical, social, emotional, artistic and academic development in safe and protected settings.



**STRATEGY:** *Support comprehensive after school programs coordinated individually or collaboratively by community based organizations, schools, or public agencies. Programs should provide opportunities in experiential learning and leadership to address the developmental needs of middle school students for identity and autonomy. After school programs should address these needs by incorporating activities appropriate to these students.*

**The program should include all of the following elements:**

A range and breadth of age-appropriate activities including cultural/arts activities; physical activity; tutoring/academic help; skills building that helps with identity and social development; mentoring and field trips

Offer structure so that youth know what to expect, and flexibility (unstructured time within the program and/or the choice of activities in which to participate)

Strong emotional bonding between staff and children and youth so that children and youth feel a sense of expectation and encouragement

Well-trained and adequate numbers of staff (1:10 to 1:15 depending on activity)

Operate in a safe and protected space

Community collaboration

Mixing of age groups

Continuity with day-school programs

Clear goals and evaluation of program

An enrollment versus drop-in program structure

Operating 3–5 days a week/3 hours a day—elementary school

Operating 3–5 days a week/3 hours a day—middle school

A set curriculum in which all of the activities identified above are offered

Emphasis on the role of a Site Supervisor or Site Coordinator

Transportation is provided or convenient

A leadership component related to career advancement, experiential learning and/or independent action (specific to ages 11–14)

Exceptions to this model may be made for the few programs that operate out of these standards because of the populations served, such as at-risk youth, disabled youth, etc. OFCY encourages programs to develop children and youth's skills and leadership in cultural competence, conflict resolution and diversity appreciation.

**OFCY'S ROLE**

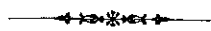
**Fund** CBOs, OUSD, or Oakland Park and Recreation programs that deliver after school programs defined in this strategy.

**Coordinate** with other partners and sites such as OUSD or individual school sites, OPR, the Housing Authority or individual housing projects.

**Set policy** through funding priorities and create partnerships through involvement on various task forces, such as the Oakland After School Coordinating Team. OFCY has been working in a setting that is rapidly changing in terms of funding, policy, and research, and will continue to keep abreast of changes as they occur and make needed adjustments in terms of partnerships and collaborative strategies.

**Collect** and **analyze** evaluation data to ensure that program strategies are leading to the desired outcomes.

<b>POTENTIAL PARTNERS</b>	
<b>PARTNER</b>	<b>POTENTIAL CONTRIBUTION</b>
Community Based Organizations	CBOs are potentially involved in all aspects of program delivery, including providing space, coordination and program activities.
Oakland Unified School District	Possible venue for programs. Develop programs and serve as liaison with the school day program.
Oakland Parks & Recreation	Possible venue for programs
Housing Authority/Housing projects	Possible venue for programs.



## RELEVANCE TO OFCY MISSION, VISION, VALUES

**Social & Economic Equity:** *Fair distribution of community resources; enjoy both opportunity and security.* Strategy ensures that students have access to a range of services and opportunities.

**Youth Development:** *Promote the social, emotional, physical, moral, and cognitive development of children and youth.* Comprehensive programs address the multiple aspects of personal growth.

## NEEDS OF OAKLAND YOUTH ADDRESSED BY STRATEGY

### The Needs Assessment Report documents:

- 20% of 3rd graders reading at grade level
- 31% dropout rate (2002–03)
- 30.4% on-time graduation rate (2002–03)
- 20.1% of students completing UC/CSU course work and 52.65% taking the SAT (2002–03)
- Between 2000 and 2003, decline in male arrests (from 1313 to 1115 total arrests) and slight increase in female arrests (from 296 to 323 total arrests)

### Community-Stakeholders identified the following needs:

- In the Task Force meetings, comprehensive after school and summer school was stated as one of the greatest needs, particularly for elementary and middle school children and youth. Stakeholders we interviewed emphasized the need for comprehensive after school services, especially those co-located or collaborative as a way of extending services for children and youth.

## THE IMPACT OF THE STRATEGY ON OAKLAND YOUTH

**Outcomes:** Programs supported by this strategy aim to help children and youth improve in the following areas:

Academic (increased communication, literacy, math, attendance)

Other Learning Outcomes (improved skills and appreciation of the visual and performing arts)

Social and Emotional (improved social skills & leadership, improved emotional well being, reduced risk behavior)

Health and Safety (increased physical activity and knowledge about nutrition)

Community Engagement (increased community engagement, improved cultural awareness & celebration of differences)

Outcomes should be based on the model developed for the current After School Initiative, where the same evaluation questions are asked across all programs.

**Community Indicators:** This strategy aims to have positive effects on Oakland youth in the following areas:

Feeling of safety in school and in their neighborhoods

Use of alcohol, tobacco or other drugs

Participation in physical activity

Caring relationships with and high expectations from teacher or other adult

Juvenile arrests

School absenteeism, dropouts, on time graduation rate, students completing college preparatory requirements (SAT, UC/CSU course work)

## SUMMARY OF RESEARCH SUPPORTING THIS STRATEGY

Children who participated in a greater variety of after school activities (music, art, sports) at younger ages had better short and long term outcomes such as greater school attachment, higher GPA, and a greater likelihood of college attendance than those who experienced only one type of after school activity (Barber, Stone, Eccles, 2003). These enrichment activities are particularly important for lower income youth who are at higher risk for disengagement from school and dropping out (Miller, 2003).

Those programs which offered a greater variety of activities (including socializing, free time, games, reading, time for homework, physically active play, and arts and crafts), flexibility in programming (offering children choice and autonomy), and

strong emotional support (between children and staff) had better outcomes than those that did not and they had greater retention of children and youth (Beckett, Hawken, and Jackowitz, 2001). Well-trained staff, in adequate numbers, is an important factor in successful programs. Greater participation (in numbers of days, hours, months and years) plus participation across a breadth of activities is correlated with many positive outcomes. These outcomes include: higher GPA, test scores, rates of homework completion, better feelings about school, educational aspirations, college attendance, high-school completion, lower problem behavior, higher community service, and increased emotional well-being, and improved attendance (Chaput, 2004).

According to Gardner's multiple intelligences theory, individuals possess different types of intelligence that are used at the same time and complement each other as individuals develop skills or solve problems. The eight types are linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalist (Gardner, 2000; Gardner, 2004). Gardner's theories have been widely discussed and adopted by educators.

## SUMMER ENRICHMENT FOR ELEMENTARY SCHOOL AND MIDDLE SCHOOL CHILDREN

**GOAL:** All children will enhance their physical, social, emotional, artistic and academic development through access to a wide range of summer programming activities appropriate to their developmental stage and held in safe settings.



**STRATEGY:** *Support summer programs coordinated collaboratively or individually by a community based organization or a public agency. Summer is a time to offer children and youth an exciting and broad range of youth development and enrichment opportunities. Young people should be out in their communities learning about nature, participating in community projects, in the libraries, in the parks, visiting museums, science centers or Oakland City Hall, playing in the parks, swimming pools and along side the creeks, telling their stories, writing plays, drawing comic books, painting murals, singing songs, running their summer businesses, or spending a few days away from home on an adventure. Programs may offer activities including: cultural and arts activities; physical activity; naturalist/science learning; tutoring and academic help; skills building that helps with identity and social development; mentoring and field trips.*

### **The program should include all of the following elements:**

Offer structure so that youth know what to expect, and flexibility (unstructured time within the program and/or the choice of activities in which to participate)

Strong emotional bonding between staff and children and youth so that children and youth feel a sense of expectation and encouragement

Well-trained and adequate numbers of staff (1:10 to 1:15 depending on activity)

Operate in a safe and protected space

Community collaboration

Mixing of age groups



Clear goals and evaluation of program

An enrollment versus drop-in program structure

Emphasis on the role of a Site Supervisor or Site Coordinator

Transportation is provided or convenient

**OFCY'S ROLE**

**Fund** CBOs, OUSD, or Oakland Park and Recreation programs that deliver summer programs that meet the criteria defined in this strategy.

**Collect** and **Analyze** indicator and evaluation data on the summer enrichment strategy.

POTENTIAL PARTNERS	
PARTNER	POTENTIAL CONTRIBUTION
Community Based Organizations	CBOs are potentially involved in all aspects of program delivery, including providing space, coordination and program activities.
Oakland Unified School District	Possible venue for programs.
Oakland Parks & Recreation	Possible venue for programs, and coordinate with OPR programming.
Housing Authority/Housing projects	Possible venue for programs.

## RELEVANCE TO OFCY MISSION, VISION, VALUES

**Social & Economic Equity:** *Fair distribution of community resources; Children enjoy both opportunity and security.* This strategy ensures that students have access to a range of services and opportunities.

**Youth Development:** *Promote the social, emotional, physical, moral, and cognitive development of children and youth.* Comprehensive programs address the multiple aspects of personal growth.

## NEEDS OF OAKLAND YOUTH ADDRESSED BY STRATEGY

### **The Needs Assessment Report documents:**

20% of 3rd graders reading at grade level

31% dropout rate (2002-03)

30.4% on-time graduation rate (2002-03)

20.1% of students completing UC/CSU course work and 52.65% taking the SAT (2002-03)

Between 2000 and 2003, decline in male arrests (from 1313 to 1115 total arrests) and slight increase in female arrests (from 296 to 323 total arrests)

### **Community-Stakeholders identified the following needs:**

- Stakeholders emphasized the need for summer programs, especially those that were collaborative as a way of extending services for children and youth.

## THE IMPACT OF THE STRATEGY ON OAKLAND YOUTH

**Outcomes:** Programs supported by this strategy aim to help children and youth improve in the following areas:

- Academic (increased communication, literacy, math, attendance)
- Other Learning Outcomes (improved skills and appreciation of the visual and performing arts)

Social and Emotional (improved social skills & leadership, improved emotional well being, reduced risk behavior)

Health and Safety (increased physical activity and knowledge about nutrition)

Community Engagement (increased community engagement, improved cultural awareness & celebration of differences)

**Community Indicators:** This strategy aims to affect Oakland youth on the following:

Feeling of safety in school and in their neighborhoods

Alcohol, tobacco or other drugs use

Participation in physical activity

Caring relationships with and high expectations from teacher or other adult

Juvenile arrests

School absenteeism, dropouts, on time graduation rate, students completing college preparatory requirements (SAT, UC/CSU course work)

## SUMMARY OF RESEARCH SUPPORTING THIS STRATEGY

During the summer time, students lose an average of 2.6 months of grade-level equivalency in math computation; low-income students lose an average of 2 months of achievement in reading, whereas their higher income peers actually advance. As a result, by the end of the 5th grade, low-income children are two years behind in verbal and 1.5 years behind in math abilities (Entwisle and Alexander, 1992 and Cooper, 1996). Programs that intentionally focus on “lessening or removing learning deficiencies” positively affect the knowledge and skill acquisition of students who participate (Cooper, et al, 2000). Summer programs can positively effect social, physical, emotional, cultural, and civic development (Forum for Youth Investment).

Youth who participate in recreational camp programs that incorporate youth development principles and activities experience positive growth in the following developmental outcomes: positive identity (self-esteem, independence); social skills (leadership, friendship skills, social comfort, peer relationships); physical and thinking skills (exploration and adventure, environmental awareness); positive values and spirituality (values and decisions, spirituality) (Philliber Research Associates, 2005).

## Transition to Adulthood

Strategies for youth ages 15–20 support the transition of youth into adulthood. Emphasis is placed on career and college readiness, employment, internships, and developing leadership. The strategies support young people's emerging skills and roles in working toward community improvement and social justice.

### CAREER AND COLLEGE READINESS FOR YOUTH AGES 15–20

**GOAL:** The desire to work and contribute that emerges at this age will be met with higher education, training and opportunities for meaningful paid work.



**STRATEGY:** *Support career preparedness programs and activities that reinforce high school graduation, preparation for and entrance to college, work readiness, and paid employment through programs that provide the following opportunities:*

**Support Services** to help youth succeed in transition from high school to college (e.g., tutorial assistance for passing high school exams, college entrance and career counseling, college application assistance and mentoring by college students).

**Youth Opportunity Centers** providing work readiness and money management workshops, paid work experience, job placement assistance, re-engagement of youth who do not finish high school, tutoring, and enrichment services. The focus should be on preparing both the youth and employer for meaningful internships or paid work experiences.

**After School and Summer Work Experience** engaging students in specific courses such as basic office skills, computer and media training, ESL, GED; in career-oriented field trips; (in supervised crews in non-profit organizations, worksite placement to include art skill development, music and entrepreneurial projects), job shadowing, career portfolio development, and life skills; and in temporary subsidized work, apprenticeships, and paid and un-paid internships. This also includes supplementary vocational and educational services at schools for disabled students (helping them develop personal life plans, relationships with the community) and special support services for homeless and foster care youth.

**Community Service Projects** dealing with environmental education and clean-up of the city, programs to include career assessment, resume and job interview skills.

### OFCY'S ROLE

**Fund** college readiness, work readiness and subsidized work experience activities listed above.

**Collaborate** with the Work Force Investment Board (WIB) Youth Council to identify high priority areas and develop coordinated funding and data collection strategies to document work readiness and employment outcomes.

**Support policy** advocacy to generate more paid employment for youth in Oakland, explore the Jobs for Youth United Way model.

**Avoid** duplicating funding with Measure Y for re-engagement services for youth who have dropped out of school.

**Collect and analyze** data on high school graduation, high school connectedness, protective asset development, and college readiness.

POTENTIAL PARTNERS	
PARTNER	POTENTIAL CONTRIBUTION
Business Community	Provide youth with opportunities for job shadowing, internships, partially subsidized employment, and unsubsidized employment.
Workforce Investment Board (WIB)	Fund training, mentoring, and educational programs. Offer summer employment programs.
Schools and Colleges (Peralta)	Possible venue for activities, peer tutoring. Provide other enrichment activities and Associate level degree programs.
Community Based Organizations	Coordinate program delivery. Coordinate community service projects, provide youth opportunity center activities, after school and summer training and work experience, and offer employment for former clients.
Oakland Parks & Recreation	Possible employment site or venue for activities.
Oakland Public Libraries	Possible venue for programs and activities. Provide career counseling services and courses.

### RELEVANCE TO OFCY MISSION, VISION, VALUES

**Social & Economic Equity:** *Right to partake wholly in the life of our community; to benefit from the fair distribution of community resources; the concerted application of our resources towards those youth in greatest need.* The strategy helps prepare youth to be contributing members of their community and provides services to help with educational and career advancement.

**Youth Development:** *We support efforts to promote the social, emotional, moral, and cognitive development.* This strategy promotes the growth and future success of adolescent and older teens and they become more engaged in their own development and community.

## NEEDS OF OAKLAND YOUTH ADDRESSED BY STRATEGY

### The Needs Assessment Report documents:

- 31% dropout rate (2002–03)
- 30.4% on-time graduation rate (2002–03)
- 20.1% of students completing UC/CSU course work and 52.65% taking the SAT (2002–03)
- Youth unemployment is double that of adult unemployment

### Community-Stakeholders identified the following needs:

Task Force members identified the youth opportunity center model, the need for opportunities for youth to participate in community service projects, to take responsibility for the local environment and find employment in programs that they attended as clients, and the development of artistic and cultural identities. Youth stakeholders identified paid part-time and summer employment as a priority for young people.

## THE IMPACT OF THE STRATEGY ON OAKLAND YOUTH

### Outcomes: Programs supported by this strategy aim to help youth:

- Graduate from high school or pass high school exit exam
- Receive AA degrees and/or industry certification
- Enter a four-year college
- Gain work experience and employment skills
- Be able to plan and manage their finances

### Community Indicators: This strategy aims to affect Oakland youth on the following:

- Positive asset development
- High school connectedness
- High school graduation
- College preparedness
- Subsidized employment



## SUMMARY OF RESEARCH SUPPORTING THIS STRATEGY

High school graduation is correlated with higher wages and sustained employment (Public/Private Ventures, 2002). Work readiness and employment acquisition and retention are associated with multi-component programs of higher intensity (hrs/wk) and duration (wks/year or multi-year). College graduation is associated with reduction in wage disparities, especially for Black and Hispanic workers (Public/Private Ventures 2002). Effective workforce development programs have youth development and youth leadership components at their core (Benson and Saito, 2001; Scales and Leffert, 1999; National Research Council an Institute of Medicine, 2002).

## YOUTH LEADERSHIP FOR AGES 15-20

**GOAL:** Oakland youth will play a critical role in the future of the community and in producing long-term social change.



**STRATEGY:** *Support programs that promote a social change model of leadership and other models that contribute to individual development, self-efficacy, and commitment to community, appreciation of cultural diversity and opportunities for positive social change. Programs and activities include:*

**Leadership programs with community organizations** where youth receive training, coaching and support to practice leadership, communication, teamwork, diversity appreciation, and project planning and evaluation and where the youth clients learn to mentor younger children on leadership issues.

**Service learning projects** in schools and through community based organizations involving youth in planning and decision-making through community forums and advisory committees.

**Youth grant making and youth initiated community projects** where youth are trained and mentored by adults and they participate in making grants (policy) or running a project (program management).



**Youth act as peer mentors and trainers to community based organizations.** Peer mentoring can be aimed so that children and youth of different sexual orientations, abilities, races, ethnicities, cultures, genders, classes, and immigration status experience acceptance. All children learn to appreciate and understand the importance of multiculturalism and learn positive skills such as how to resolve conflicts, prevent violence and intervene when witnessing victimization. Organizations that serve vulnerable youth can be funded to train peer models and provide organizational support to these youth.

**OFCY'S ROLE**

**Fund** the CBO leadership development, peer models and trainers and youth initiated projects and thereby provide opportunities for youth to experiment with new roles and responsibilities in making a contribution to the community.

**Collaborate** with local colleges and high schools to generate service learning projects and mentorships for youth leadership.

**Provide** opportunities for youth to participate in grant making.

**Collect** and **analyze** data on individual program (leadership and asset development) outcomes.

POTENTIAL PARTNERS	
PARTNER	POTENTIAL CONTRIBUTION
High Schools	Possible venue for service learning projects and mentorship.
Community Based Organizations	Provide youth leadership programs, and paid apprenticeships.
Colleges	Provide mentors to young people in leadership skill development.

## RELEVANCE TO OFCY MISSION, VISION, VALUES

**Youth Development:** *We support efforts to promote the social, emotional, physical, moral, cognitive and spiritual development. Oakland youth become productive, honorable, successful community members. They become powerful and engaged. Oakland is a city with vibrant and prosperous community life—it is safe, equitable, sustainable, and culturally rich.*

## NEEDS OF OAKLAND YOUTH ADDRESSED BY STRATEGY

### The Needs Assessment Report documents that:

Only 11% of OUSD 11th graders reported opportunities for meaningful participation at school.

29% of OUSD 11th graders report having been harassed because of race, ethnicity, gender, sexual orientation or disability.

Oakland youth report higher rates of participation in or threat of violence-related behaviors than their peers in the state of California.

### Community-Stakeholders identified the following needs:

Task Force members identified characteristics of a good youth leadership model leading toward skills for self-determination, youth identifying issues within and having an impact on their community and environment, and mentoring younger children in leadership. They also recommended programs that involve youth in social change and community organizing; youth-to-youth grant making; and those that teach critical thinking skills in a social context. The majority of adults in interviews and focus groups pointed to the need for more violence prevention and conflict resolution programs dealing with diversity issues.

## THE IMPACT OF THE STRATEGY ON OAKLAND YOUTH

**Outcomes:** Programs supported by this strategy aim to help youth:

Experience more meaningful participation in community and school, and greater acceptance and harmonious relationships, regardless of sexual orientation, disability, race, ethnicity, culture, gender, class, or immigration status.

Manage businesses and projects.

Serve as peer tutors, mentors, and counselors.

Participate in decision making through governance roles, voting or registering to vote.

Be active in the community assessment and the design and delivery of program services.

Programs and schools will continue to measure external asset development, such as caring adults, high expectations, and opportunities for meaningful participation.

**Community Indicators:** This strategy aims to affect Oakland youth on the following:

Opportunities for meaningful participation.

Safety from being harassed because of race, ethnicity, gender, sexual orientation or disability

Rates of participation in or threat of violence-related behaviors.

Positive asset development

## SUMMARY OF RESEARCH SUPPORTING THIS STRATEGY

Adult mentoring of youth in leadership roles is needed for skill development and especially for policy or grant-making roles. Paying youth through stipends or youth-initiated projects is important and works best in tandem with long-term relationships with the adult who provides support (Birnbaum, 2001). Using a social change model effectively develops leadership of youth in their organizations and their communities (McKinney, David and Schmitz, Paul, 2005). Service learning increases students knowledge of community needs and commitment to an ethic of service as well as helping students develop more sophisticated understandings of politics and morality, gain a greater sense of civic responsibility and increases their desire to become active contributors to society, including voting (Center for Human Resources, Brandeis University, 1999; The Center for Information & Research on Civic Learning & Engagement, 2005). Schools can effectively change their culture to become safer and more welcoming to LGBTQ youth (Woodiel, K, 2003).

The strategy supporting physical and behavioral health spans age ranges. It addresses health from a prevention standpoint for young people to stay fit and avoid behavior posing risks to their health. Additionally, this strategy supports youth in especially high-risk situations to receive transitional counseling and planning assistance.

### **PHYSICAL AND BEHAVIORAL HEALTH SERVICES FOR YOUTH OF ALL AGES**

**GOAL:** Children and youth will receive the support that they need for healthy development and to avoid high risk behaviors.



**STRATEGY:** *Contribute to the healthy development of youth through the following activities and services:*

Mentoring, life skills, transitional planning, brief intervention counseling and case coordination for vulnerable and disconnected youth: (e.g., youth in foster care, African American adolescent boys in high-risk situations). Successful mentoring programs should be one-on-one, where mentors are carefully screened, trained, matched and supervised. Brief peer-counseling interventions, should be based on goal-focused client-centered counseling. These services work best when offered in concert with each other and not as isolated program components.

Health education on high-risk behaviors: including school based programs for adolescent parents and their young children and effective substance abuse and mental health education.

Physical fitness and nutrition: including after school daily physical education, and sports and recreation programs that help students develop and maintain physically active lifestyles and offer a range of developmentally appropriate and accessible activities. Programs enable children to access healthy and nutritious food and education and encourage healthy choices in eating. Nutrition programming should be embedded within other more comprehensive services.

## OFCY'S ROLE

Fund health promotion, physical fitness, nutrition, mentoring, life skills, transitional planning, and health education on high-risk behaviors and brief peer counseling interventions for alcohol and drug use.

Collaborate with school health centers to increase their capacities to serve Oakland youth; Schools and Oakland Parks and Recreation to increase the available opportunities for physical fitness, nutrition and health education; Community Based Organizations for the provision of mental health services; Alameda County Behavioral Health Services and Alameda County Department of Public Health, Alcohol and Drug division for case coordination and the provision of brief intervention peer counseling for children and youth in Oakland.

Collect data on teen births, physical fitness, and STIs.

<b>POTENTIAL PARTNERS</b>	
<b>PARTNER</b>	<b>POTENTIAL CONTRIBUTION</b>
Elementary and Secondary Schools	Possible venue for a school-based health centers, after school and summer program sites for health education, physical fitness, nutrition programming.
Alameda County Public Health Department	Provide preventive services, including: perinatal health teams for brief counseling through their Community Health Services and Family Health Services Divisions.
Alameda County Behavioral Health Services	Provide mental health services for children and youth in Oakland.
Children's Hospital	Provide primary physical health services, health promotion, and adolescent health services.
Oakland Parks and Recreation	Possible venue for programs.
Community Based Organizations	Design and deliver programs for health education, physical fitness and nutrition education, and sex education curriculum.

## RELEVANCE TO OFCY MISSION, VISION, VALUES

**Social & Economic Equity:** *Benefit from the fair distribution of community resources.* Oakland youth will have more access to health resources.

**Youth Development:** *Promote emotional and physical development.* Oakland youth will receive the mental and physical health services they need for healthy growth.

## NEEDS OF OAKLAND YOUTH ADDRESSED BY STRATEGY

### The Needs Assessment Report documents that:

Teen births occur in Oakland at a higher rate (51 for every 1,000 teens) than in Alameda County and particularly among the Hispanic/Latina population (102 for every 1,000 teens).

Oakland youth were tested for physical fitness and barely half of the 5th grade students were in the Healthy Fitness Zone (comprised of targets for aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, and flexibility). The percentage is even lower among 7th and 9th graders. Only 30% of 9th grade students were in the Healthy Fitness Zone of Aerobic capacity.

Oakland 15–19 year olds account for 36% of all of Oakland's cases of chlamydia and for 27% of all of Oakland's cases of gonorrhea.

Oakland youth in foster care numbered 588 at last count in 2004 and they require transitional support.

### Community-Stakeholders identified the following needs:

Stakeholder interviews cited the need to provide physical and mental health services including direct services, especially school-based care and health education. Many interviewees cited the need to reduce chronic health problems, such as obesity, diabetes and asthma, and to increase physical activity; prevent teen

pregnancy, especially among Latinas; and provide substance abuse services. Youth in focus groups and youth summit participants endorsed the need for free health care, clinics in schools, the availability of healthy food, drug rehabilitation services, and opportunities for sports and recreation.

### THE IMPACT OF THE STRATEGY ON OAKLAND YOUTH

**Outcomes:** Programs supported by this strategy aim to help children and youth:

Engage in fitness and good nutritional practices leading to greater fitness outcomes.

Experience lower rates of obesity and diabetes.

Prevent pregnancy, HIV and sexually transmitted infections.

Abstain from alcohol and drug use.

**Community Indicators:** This strategy aims to affect Oakland youth on the following:

Youth STI rates.

Teen birth rates.

Physical fitness scores.

Rates of alcohol, tobacco, and other drug use.

Rates of juvenile probationers in Oakland.

### SUMMARY OF RESEARCH SUPPORTING THIS STRATEGY

Effective sex education programs designed for school and community-based settings have reduced young people's risk for teen pregnancy and STIs, including HIV.



Mentoring combined with intensive case management has proved effective in supporting African-American adolescent boys (Sipe, 1996). Also, Brief interventions by peer counselors are effective treatments for alcohol and drug use (Bernstein, et. Al (2005).

Elementary school aged children should engage in at least 30–60 minutes a day of developmentally appropriate physical activity. All adolescents should be physically active daily and should engage in three or more sessions per week of moderate to vigorous levels of exertion.

Participation in physical activity during childhood and adolescence is needed to build and maintain healthy bones, muscles, and joints, control weight, build lean muscle and reduce fat, prevent or delay the onset of high blood pressure and reduce feelings of depression and anxiety (Surgeon General 1996). Physical inactivity has contributed to 100% increase in prevalence of childhood obesity in the US since 1980 (Secretary of Health and Human Services and Secretary of Education, 2000).

A study of preadolescent children found that those who attended a behaviorally oriented nutrition education program and were taught to follow a diet low in saturated fat and dietary cholesterol adopted significantly better dietary habits over several years compared to their peers who received only general nutritional information.

Malnutrition can lead to delayed physical, psychosocial, and cognitive development and is a major contributor to overweight and obesity. Food and nutrition programs provide a safety net for children and youth at risk of poor nutritional intake and have consistently shown to have a positive impact on child and youth well-being. Additionally, food and nutrition programs can provide education and promotion of physical activity (ADA 2003).

**Target Allocation of Funds to OFCY Strategies:** Based on a careful review of current and past spending, current needs, gaps and service priorities, OFCY is adopting the following target allocation percentages as guidelines for funding strategies in the upcoming two funding cycles:

STRATEGY	TARGET ALLOCATION RANGES
Parent-Child Learning	10%
Services to Children with Special Needs	2.5%–5%
Comprehensive After School, Elementary	30%
Comprehensive After School, Middle	20%
Summer Enrichment	5%–10%
Career and College Readiness	5%–10%
Youth Leadership	12.5%–15%
Physical and Behavioral Health	10%

**Two-year funding:** There are several major administrative benefits to moving toward two-year contracts, if administered with the provision that the second year is dependent upon both the availability of funds and the successful performance of the grantee (as measured by the OFCY evaluation). A two-year cycle would also enhance the performance of the grantees by allowing for greater continuity of programming and more focus on program planning and service delivery.

**Reauthorization of Measure K:** This Strategic Plan for 2006–2010 is the blueprint for the final four years of OFCY funds, as per the charter adopted by voters in 1996. Past evaluations of OFCY programs and the research conducted as part of this strategic planning project support the continuation of the Oakland Fund for Children and Youth. The citizens of Oakland regard the network of services currently funded



by OFCY as one of Oakland's major assets. People nationwide recognize Measure K as a flagship model of support for youth leadership. This strategic plan focuses on reaching ambitious youth development outcomes and collaborating and leveraging resources to do so. In implementing this plan, OFCY will be taking a leadership role in Oakland to see that our children and youth have the support they need to grow, thrive and successfully make transitions from one stage of their lives to another. The focus of OFCY on youth contributing to their community will reap rewards, as Oakland itself will be enriched by its youth for many years to come.

During the reauthorization process, OFCY urges consideration of raising the cap on administrative costs, which at their current level seriously constrain the ability of the staff to provide the planning and monitoring oversight needed.

**Fund Balance:** OFCY revenue should be allocated on the basis of actual revenue. The accumulated fund balance is approximately \$8 million. It is the intention of the Planning and Oversight Committee to distribute any fund balance over the next four years in accordance with the allocation percentages adopted in this strategic plan.

# Table of Participants

## IN INTERVIEWS, FOCUS GROUPS, TASK FORCES, AND YOUTH SUMMIT

AGENCY	CONTACT
<b>PUBLIC AGENCIES</b>	
Alameda Alliance Health Plan	Arthur Chen
Alameda County Children and Family Services	Carol Collins
Alameda County Health Care Services Agency	Dave Kears
Alameda County Probation Department	Officer Donald Blevins
Alameda County Public Health Department	Arnold Perkins
Alameda County Public Health Department	Sandra Witt
Alameda County Social Services	Chet Hewitt
Alameda County Social Services-EPSTD	Michelle Burns
Children's Hospital	Bertram Lubin
City of Oakland Human Services	Andrea Youngdahl
City of Oakland Planning Department	Sara Bedford
First 5 - Every Child Counts	Deborrah Bremond
Oakland Metropolitan Chamber of Commerce	Joseph Haraburda
Oakland Parks & Recreation	Audree Jones-Taylor
Oakland Public Library	Leslie Rodd & Ja-Lih Lee
Private Industry Council, Oakland	Wendy Havenstrite
Regional Center of the East Bay	Pam Thomas
UC Berkeley	Fred Collignon

AGENCY	CONTACT
<b>COMMUNITY BASED ORGANIZATIONS</b>	
ACORN	Fanny Brown
BANANAS, Inc.	Jo Ellen Spencer
Boys & Girls Club	Calvester Stanley
Campfire Boys and Girls	Gary Harris
Center for Family Counseling Services	Paula Barber
Community Health Academy	Peggy Loper & Ben Fratecelli
Diversity Works	Moses Ceaser
East Bay Asian Youth Center	David Kakishiba
First Place Fund for Youth	Amy Lemley
Gay, Lesbian, and Straight Education Network San Francisco/ East Bay	Ravi Singh Rangi
La Clínica de la Raza	Tina Simeon
Leadership Excellence	Dereca Blackmon
Lincoln Child Center	Leah Fortin
MAPP Coalition - Mentoring	Darryl McMillon
Marcus A. Foster Educational Institute	Safi Jiroh
Mentoring Center	David Mohammed
Museum of Children's Art	Karen Ransom Lehman
Oakland Asian Student Educational Services	Perry Chen
Oakland Ready to Learn	Kerry Forbord
Project Reconnect	Jean Lucido
SMAAC Youth Center	Roosevelt Mosby, Jr.
Sports 4 Kids	Todd Schafer
Team Up For Youth	Scott Hoshida & Nancy Lee
Urban Promise Academy	Colleen Kuusinen
Urban Strategies Council	Mara Gucione

AGENCY	CONTACT
<b>COMMUNITY-BASED ORGANIZATIONS CONTINUED</b>	
West Lake Eagle Village Community Center	Lori Robbins and Valerie Hutson
Youth Alive Juvenile Diversion	Deane Calhoun
Youth Employment Program	Michele Clark
Youth Together	Kimberly Aceves

DISTRICT	PERSON
<b>OAKLAND CITY COUNCIL DISTRICTS</b>	
District 1	Councilmember Jane Brunner
District 2	Pat Kernighan, staff to Councilmember Danny Wan
District 3	Councilmember Nancy Nadel
District 4	Councilmember Jean Quan
District 5	Alex Pedersen, staff fo Councilmember Ignacio de la Fuente
District 6	Councilmember Desley Brooks

AGENCY	CONTACT
<b>COLLABORATIVES</b>	
Alameda County Foster Youth Alliance	Amy Freeman
Alameda County Child Care Council	Angie Garling
East Bay Agency For Children	Jamie Lopez
Safe Passages	Josefina Alvarado-Mina

AGENCY	CONTACT
<b>FUNDERS</b>	
Casey Family Programs	Richard Otto
Evelyn and Walter Haas, Jr. Fund	Darlene Hall
Oakland Arts Fund	Raissa de la Rosa

**FUNDERS CONTINUED**

Rogers Family Foundation	Brian Rogers
San Francisco Foundation - Faiths Initiative	Michele Chambers
San Francisco Foundation - West Oakland Initiative	Charles Field
Stuart Foundation	Rhonell Sotelo

**FAITH COMMUNITIES**

Acts Full Gospel	Mark Claybrooks
Beth Eden Baptist	Thomas Turner
Oakland Community Organization	Ron Snyder
Temple Emmanuel	Jeannette Lewis

GROUP	# OF PARTICIPANTS
<b>YOUTH</b>	
Foster Care Youth	10
Oakland Youth Commission	13
Roosevelt Middle School Youth	13
Hearing Impaired Youth	7
Youth on Probation	11
Youth with Physical Disabilities	8
Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Youth	8
"Building the Oakland of Your Dreams" Youth Summit	30

GROUP	# OF PARTICIPANTS
<b>PARENTS</b>	
Spanish-speaking parents	9
Cantonese-speaking parents	21
Vietnamese-speaking parents	4
Family Resource Network	4

<b>GROUP</b>	<b># OF PARTICIPANTS</b>
<b>COLLABORATIVE AGENCIES</b>	
Interagency Child Policy Council	18
Alameda County Child Care Council	16
Oakland After School Coordinating Team	11
Oakland Unified School District Elementary School Principals	23

<b>AGENCY</b>	<b>PERSON</b>
<b>ACADEMIC AND CULTURAL DEVELOPMENT TASK FORCE</b>	
California Tomorrow	Amy Scharf & Jimena Quiroga
Early Childhood Education	Lynne Rodezno
East Bay Agency For Children	Jamie Lopez
East Bay Asian Youth Center	David Kakishiba
Lincoln Child Center	Leah Fortin
Marcus A. Foster Educational Institute	Safi Jiroh
Oakland Arts Fund	Raissa de la Rosa
Oakland Cultural Arts Department	Jason Jeung
Oakland Public Library	Ja-Lih Lee & Leslie Rodd
Oakland Ready to Learn	Kerry Forbord
Oakland Unified School District	Tanya Avila
OASES (Oakland Asian Student Education Services)	Nhi Chau
Project Soar	Kim Shipp
Safe Passages	Marian Meadows
West Lake Eagle Village Community Center	Lori Robbins
Youth Radio	McCrae Parker



AGENCY	PERSON
<b>CAREER AND LEADERSHIP DEVELOPMENT TASK FORCE</b>	
Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	Dae-Han Song & Muey Saephan
Children's Hospital and Research Center	Mary Dean
Community and Economic Development Agency	Al Auletta
Community Health Academy	Ben Fratecelli
Diversity Works	Ariana Proehl
East Bay Community Foundation	Diane Sanchez
Eastside Arts Alliance	Elena Serrano
Leadership Excellence	Dereca Blackmon
Museum of Children's Art	Karen Ransom Lehman
Oakland Parks & Recreation	Audree Jones-Taylor, Jennifer Koney & Rick Bolecek
Oakland Public Library	Tamar Kirschner
Private Industry Council	Dorothy Barnett
Team Up For Youth	Scott Hoshida
Youth in Focus	Jonathan London & Shirley Yee
Youth Uprising	Olis Simmons

AGENCY	PERSON
<b>PHYSICAL AND BEHAVIORAL HEALTH TASK FORCE</b>	
Alameda County Child Care Council	Angie Garling
Alameda County Behavioral Health Care Services	Michelle Burns
Alameda County Social Services Agency	Carol Collins
Alameda County Department of Public Health	Arnold Chavez, Sandra Witt & Julie Garcia
BANANAS, Inc.	Pacha Eisenstein
Camp Wilmont Sweeney	Jim Ladner
Community Probation Program Alameda County Probation Department	Neola Jones
Family Resource Network	Kate Warren
First Five-Every Child Counts	Rory Derrah
First Place Fund for Youth	Amy Lemley
Gay and Lesbian Adolescent Social Services (GLASS)	Howard Jacobs
Health Initiatives for Youth	Mateo Cruz
La Clínica de la Raza	Tina Simeon
Project Reconnect	Jean Lucido
Safe Passages	Devone Boggan, Josefina Alvarado-Mena & Paula Moten-Tolsen
Sports 4 Kids	Evan Miller & Jonas Mok
Youth Alive	Tamara Dukes



**ASI:** After School Initiative

**Behavioral health services** include mental health services and substance abuse prevention.

**Case management and Case coordination** are both useful to youth who need a range of supports, to help them identify, gain timely access to, and successfully complete individualized services provided by a variety of institutions. Full case management includes: selection of appropriate clients, intake and assessment, design of an individualized service plan, intervention in the community by brokering, advocating, and linking the young person to appropriate services, implementation and monitoring the service plan. Case Coordination consists of maintaining a record of the components of the individualized service plan and helping client adhere to this plan.

**CBO:** Community-Based Organization

**Cultural competence** is a set of behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables them to work effectively in cross-cultural situations.

**Effective practice** is an action or series of actions by a service provider that helps to solve an essential problem, and leads to a positive outcome; can be replicated in or adapted to serve more than one locale; and can be described and documented in terms of the problem(s) it solves, the context in which it has been successful, evidence of the success of the effective practice and level of outcome or impact it helped to achieve.

**First 5:** Alameda County Every Youth Counts (Proposition 10 funded county agency serving children ages 0–5 and their families).

**Intervention** refers to services provided to improve an existing condition (e.g., illness, mental health crisis, incarceration, family crisis).

**LGBTQ:** Lesbian, Gay, Bisexual, Transgender, and Questioning

**Mission** defines the purpose of the organization, the results it is ultimately hoping to achieve and the methods of achieving those results.

**OASCT:** Oakland After School Coordinating Team

**OPL:** Oakland Public Libraries

**OPR:** Office of Parks and Recreation in Oakland

**OUSD:** Oakland Unified School District

**Prevention** refers to services that substantially reduce the likely occurrence of social, emotional, intellectual, or physical disorders.

**Strategy** defines the organizational priorities and suggests where the organization should be investing its resources now and over the next few years. A strategy answers the questions: what should the organization be doing; what are the ends it seeks and how should it achieve them? A strategy reflects the decision to offer particular services to specific groups. It is broader in scope than an initiative – which is a beginning or introductory step, often involving other partners, and acting to implement the strategy.

**Strategic plan** is the working document that outlines the means by which policy will be effected; the deployment of resources toward specific aims and goals over the course of several years. A strategic plan results in improved decision making, enhanced organizational responsiveness and improved performance.

**Strategic thinking** is the ability to effectively respond to constant change by anticipating and planning for the potential threats and opportunities that change brings. It means making conscious choices as to how to use limited resources to achieve your purpose in response to a dynamic environment; it includes what you will do and will not do, where you should focus your energies, and what your overall priorities should be. Strategic thinking embodies the concept of leverage; how can you focus your energy to do the most good with your limited resources, given what other organizations

are doing? Strategic thinking also involves the concept of sequencing: what do you need to do first, at mid point and at the end, in order for the plan to have maximum impact.

**Vision** articulates the conditions people would like to see in the future, with an eye toward how the future would look if the organization’s mission were accomplished.

**Values:** the principles or beliefs that guide an organization’s members as they pursue the organization’s purpose.

# Oakland Fund for Children and Youth



## Appendix A: Needs Assessment Report

**Gibson & Associates**  
September 1, 2005



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In this report we profile the status of youth in Oakland and document trends on several indicators of over-all health and well being. We have updated statistical data to reflect changes in the status of youth in the broad categories of Demographics, Academic Development, Career and Leadership Development, and Physical and Behavioral Health. The information in this report was obtained from recent local quantitative data sources, including the Oakland Health Profile 2004, Alameda County Probation Department Strategic Plan 2004–7, and the Every Child Counts 2003–5 Strategic Plan, and supplemented with a search of local departments and state and national databases on key indicators. While we hope that this data will serve as a useful resource to the Oakland Fund for Children and Youth task forces in the development of its strategic plan, quantitative data provides only a partial picture of the current status of youth in Oakland. It must be viewed in conjunction with qualitative data. Our conversations with youth, families, and community stakeholders paint a rich and nuanced picture of the status of youth in Oakland and what is truly needed to create an Oakland where youth thrive.

## SUMMARY OF KEY FINDINGS

### RELEVANT DEMOGRAPHIC TRENDS

Oakland remains a linguistically and culturally rich community. No single ethnic group represents a majority of the population. African-Americans are still the single largest group at 36%, though the data suggests an outward migration of this group during the last decade (a loss of 8%). The city's Hispanic, primarily Mexican, population has experienced significant demographic shifts as well, with an increase of about 8%. A quarter of Oakland residents are immigrants and over a third of the city's population speaks a language other than English. Spanish speakers comprise a majority of this population, followed by speakers of Asian languages.

### CHILD POVERTY

In this demographic context, children and youth make up 27% of the city's population and are evenly distributed among all age groups from 0–19 years old. Children living in poverty are another sub-population that deserves special attention. Over a quarter (26.8%) of Oakland's families with children are living on incomes below poverty, down 1% since 1990. Of the Oakland families receiving aid, the majority are families with children.



#### FOSTER CARE YOUTH

While the vast majority of Oakland families are able to care for and rear their children at home, Oakland's out of home placements with Foster Family Agencies represent more than its share of Alameda County placements. The number of Oakland youth placed into foster care homes has, however, declined over the past several years. Information on efforts that support this down-ward trend should be gathered.

#### ACADEMIC DEVELOPMENT

The data on youth in Oakland's public education system is disappointing. Youth in Oakland are not adequately prepared for success in high school, college and beyond.

#### ENROLLMENT

Over the past several years, Oakland public school system has struggled to address decreasing enrollments, low test scores, and high drop-out rates. Though grade level variations exist, overall student enrollment in Oakland Unified School District (OUSD K-12) has declined by 8% over the past four years. While the loss of pupils may be in part due to demographic changes, efforts to reverse this trend should be identified.

#### ACADEMIC ACHIEVEMENT

While much attention has focused on raising standards of achievement and student performance over the past several years, Oakland students at all grade levels scored considerably lower on required standardized tests than did their peers in Alameda County and California between 2002 and 2004. Oakland student test scores changed little during this period, with math scores remaining slightly higher than reading scores.

Schools and programs with demonstrated success at increasing academic achievement should be identified.

High school completion among Oakland youth is another area that demands attention. Though drop-out rates for OUSD 9th students have fluctuated over the years 1991-2003 (with a low at 20% and a high at 38%), they are consistently higher than the rates for Alameda County. The on-time graduation rate for OUSD, last measured in 2001, was at 30% compared to the national average of 68%. The data suggests that schools are not currently providing youth with the skills necessary to graduate, attend college, or get a job.

#### CAREER PREPAREDNESS

Not surprisingly, fewer than half of OUSD students are prepared to go to college. On average only half of OUSD students take the SAT and from 1994 to 2003, the number of OUSD students who complete the courses required for admission to a University of California or Cal State University declined notably. Less than a third of OUSD students have taken the required courses since 1998. A notable gender gap exists, with girls outperforming boys on this measure. Efforts to better prepare youth of both genders for college must be identified.

#### SCHOOL CLIMATE

The data suggest that students in Oakland still do not feel safe at school and that over-all school climate is in need of improvement. OUSD 11th grade students report higher rates of participation in or threat of violence-related behaviors than do their peers in the California and in schools nationally. While they do not differ from students statewide on external assets at school, less than a third of

the students report having caring relationships with teachers or other adults at school; less than 40% feel that there are high expectations of them; and only 11% of students feel that there are opportunities for meaningful participation at school.

## **CAREER AND LEADERSHIP DEVELOPMENT**

### **EMPLOYMENT**

Data on youth employment in Oakland were consistent with national figures (2000 Census) revealing that youth unemployment is almost double the adult rate (10.5%), with 16–19 year-olds disproportionately represented. We suspect that rates may be higher in neighborhoods in Oakland with higher than average unemployment rates. Regarding employment options in Alameda and Contra Costa Counties over the past year (2004–5) some employment sectors grew (e.g., home building, manufacturing) while the overall unemployment rate dropped by 1.0% to 5.5% in the past year. Sectors with employment opportunities for youth should be determined. In addition, specific measures of changes in employment rates over time must be developed if it is adopted as an indicator for changes in the overall status of youth.

## **PHYSICAL AND BEHAVIORAL HEALTH**

### **TEEN PREGNANCY**

Teen pregnancy (the rate of teen pregnancy in Oakland dropped by almost half from 1990 to 2002) has declined remarkably over the past decade. Despite the decline, Oakland still has much higher rates than the rest of Alameda County, especially among Hispanic women. Teen parents made up 11% of Oakland births

from 2000–2. Pre-natal care among teens is an issue that deserves continued attention. Data indicates that teen mothers are less likely to receive less early pre-natal care and are more likely to give birth to babies with low birth weight (10%). We must identify efforts that support the decline in teen pregnancy and increase pre-natal care to teen mothers.

### **SEXUAL RISK**

Oakland youth have a higher risk of contracting sexually transmitted infections than do adults. Slightly over a quarter of all cases of gonorrhea and chlamydia (2000–2) were contracted by youth ages 15–19. The data on HIV infections among youth under 19 is encouraging. Less than 1% were infected. However, this low rate is offset by an alarmingly high rate among young adults in their 20s. The infection rate rose to 10% for this group. Clearly additional prevention and reduction efforts must target young adults over 19.

### **YOUTH VIOLENCE**

Oakland streets are still not safe for youth. Despite declines in youth crime in the last few years, homicide is still the leading cause of death for Oakland Youth between 14 and 19 years of age. As measured by juvenile arrests, youth crime dropped by 12% between 2000 and 2003. Only five youth homicide arrests were made during this time, suggesting that the vast majority of perpetrators of youth homicide are adults. Of those Oakland youth arrested or on probation, African Americans make up a disproportionate number, as do residents of East Oakland. Successful violence reduction efforts must be identified.

**PHYSICAL HEALTH**

While Oakland youth's physical health has improved in recent years, efforts to promote physical fitness and healthy lifestyle should be supported. Regarding general fitness, from 2000–4 OUSD students improved in their performance on fitness tests, consisting of aerobic capacity, body composition muscular strength and endurance. However, barely half of the 5th grade students, and fewer of the 7th and 9th graders, were in the "Healthy Fitness Zone" in 2004–5, a measure of physical strength and endurance. Regarding high-risk health behaviors, students in OUSD (eleventh grade) report having much lower cigarette, alcohol, inhalant, and marijuana use than their student peers statewide and nationally. This report, however, did not evaluate the behavior of out of school youth. We suspect rates may be higher among youth who have dropped out of school.

## KEY FINDINGS

### DEMOGRAPHICS

**O**akland remains a linguistically and culturally rich community. No single ethnic group represents a majority of the population. African-Americans are still the single largest group at 36%, though the data suggests an outward migration of this group during the last decade (a loss of 8%). The city's Hispanic, primarily Mexican, population has experienced significant demographic shifts as well, with an increase of about 8%. A quarter of Oakland residents are immigrants and over a third of the city's population speaks a language other than English. Spanish speakers comprise a majority of this population, followed by speakers of Asian languages.

### CHILD POVERTY

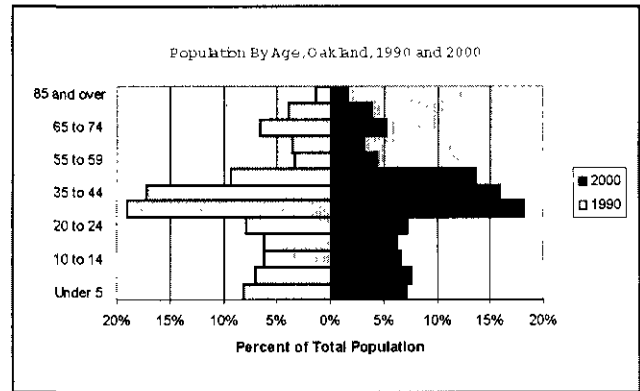
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## POPULATION

The youth population makes up 27% of total population in Oakland and increased between the 1990 and 2000 census, mirroring the city's overall increase in population. Slight changes in the distribution of youth in age groups occurred in this time period.



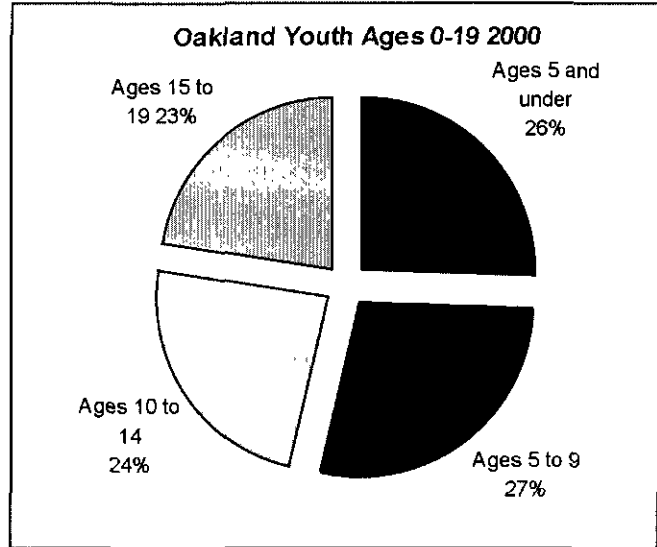
**TABLE 1. TOTAL POPULATION BY AGE, OAKLAND, 1990 AND 2000**

Age Range	1990	% of Total	2000	% of Total
Total population	372,242	100.0%	399,484	100.0%
Under 5	29,973	8.1%	28,292	7.1%
5 to 9	26,290	7.1%	30,134	7.5%
10 to 14	23,150	6.2%	26,502	6.6%
15 to 19	23,062	6.2%	24,664	6.2%
20 to 24	29,512	7.9%	28,958	7.2%
25 to 34	70,763	19.0%	72,315	18.1%
35 to 44	64,002	17.2%	63,310	15.8%
45 to 54	34,697	9.3%	53,866	13.5%
55 to 59	12,611	3.4%	17,188	4.3%
60 to 64	13,327	3.6%	12,468	3.1%
65 to 74	24,502	6.6%	20,662	5.2%
75 to 84	15,050	4.0%	15,145	3.8%
85 and over	5,303	1.4%	5,981	1.5%

Source: U.S. Census

*Note on sources.* The only Census data available for Oakland population since 2000 is provided through the American Community Survey. Unfortunately, the sample size for Oakland for years 2001, 2002, and 2003 was too small for reliable reporting of comparisons between years.

Oakland youth were distributed evenly across age groups in 2000.



**TABLE 2. YOUTH POPULATION, OAKLAND, 1990 TO 2000**

Age Range	1990	2000	2000 Age Groups % of Youth Population	Change 1990 to 2000
Total population	372,242	399,484		7.3%
Under 5 years	29,973	28,292	26%	-5.6%
5 to 9 years	26,290	30,134	27%	14.6%
10 to 14 years	23,150	26,502	24%	14.5%
15 to 19 years	23,062	24,664	23%	6.9%
Total Youth 0-19	102,475	109,592		6.9%

Source: U.S. Census

## RACE, ETHNICITY, AND LANGUAGE

Oakland remains a highly diverse city, with no single ethnic group representing a majority of the population. African-Americans are still the single largest group at 36%, though the data suggests an outward migration of this group during the last decade (a loss of 8%). The city's Hispanic, primarily Mexican, population has experienced significant demographic shifts as well, with an increase of about 8%. There has been little change in the White and Asian populations. An increasing percentage of people identified themselves as "other" or mixed race.

**TABLE 3. RACE AND ETHNIC POPULATION, OAKLAND, 1990 AND 2000**

Race and Ethnicity	1990	% of Total Population	2000	% of Total Population	Change 1990 to 2000
Total Population	372,242	-	399,848	-	7.4%
One race	-	-	379,573	94.9%	-
White	120,849	32.5%	125,013	31.3%	3.4%
Black or African American	163,335	43.9%	142,460	35.6%	-13%
American Indian and Alaska Native	2,371	0.6%	2,655	0.7%	12.0%
Asian	54,931	14.8%	60,851	15.2%	10.8%
Native Hawaiian and Other Pacific Islander	included above	-	2,002	0.5%	-
Other	30,756	8.3%	46,592	11.7%	44%
Two or more races	-	-	19,911	5.0%	-
Hispanic or Latino (of any race)	51,711	13.9%	87,467	21.9%	41%
Mexican	38,797	10.4%	65,094	16.3%	41%
Puerto Rican	2,367	0.6%	2,325	0.6%	-1.8%
Cuban	321	0.1%	581	0.1%	45%
Other Hispanic or Latino	10,226	2.7%	19,467	4.9%	47%

Source: U.S. Census

Oakland is a linguistically and culturally rich community. According to the 2000 census, over a quarter of Oakland residents are immigrants. The majority of the immigrants are from some part of Asia (41%) or Latin America (48%). Over a third of the city's population speaks a language other than English, primarily Spanish speakers (52%), followed by speakers of Asian languages (37%).

of youth in Oakland. From 1990 to 2000, the percentage of residents of Oakland over the age of 5 who speak a language other than English increased by 12%. The percentage of residents who speak English less than "very well" also increased by about 7%.

Youth who speak a language other than English, especially Spanish and Asian languages, represent an increasing proportion

**TABLE 4. LANGUAGE SPOKEN AT HOME OF POPULATION 5 YEARS AND OVER, OAKLAND, 1990 AND 2000**

Language Spoken	1990		2000		% Change
	Number	% of Population*	Number	% of Population*	
English only	249,072	71.5%	234,737	63.2%	-5.8%
A language other than English	84,445	24.2%	136,814	36.9%	49%
Speak English less than "very well"	54,146	15.5%	82,731	22.3%	35%
Spanish	38,931	11.2%	71,645	19.3%	46%
Speak English less than "very well"	19,489	5.6%	44,407	12.0%	57%
Asian and Pacific Islander languages	41,489	11.9%	50,759	13.7%	20%
Speak English less than "very well"	28,620	8.2%	33,922	9.1%	15%
Other Indo-European languages	-	-	9,728	2.6%	-
Speak English less than "very well"	-	-	2,924	0.8%	-
Other languages	8,472	2.4%	4,628	1.2%	-45.4%
Speak English less than "very well"	4,529	1.3%	1,478	0.4%	-67.4%

\*Population 5 years and Over

Source: U.S. Census



## FAMILY AND HOUSEHOLD CHARACTERISTICS

From 1990 to 2000 there were slight decreases in the percentage of family households and in the percentage of families with children.

**TABLE 5. NUMBER OF HOUSEHOLDS AND FEMALE HOUSEHOLDERS, OAKLAND, 1990 AND 2000**

Households by Type	1990	% of Total Households	2000	% of Total Households
Total households	144,766		150,790	
Family households	85,011	58.7%	86,347	57.3%
With own children under 18 years	42,434	29.3%	43,152	28.6%
Female householder, no husband present	26,400	18.2%	26,707	17.7%
With own children under 18 years	15,881	11.0%	14,932	9.9%

Source: U.S. Census

The percentage of families below the poverty line remained steady between 1990 and 2000, though the percentage of families with children in poverty declined. However, the poverty rates for families with a female householder remain considerably higher than other family types.

**TABLE 6. FAMILIES BELOW THE POVERTY LINE, OAKLAND, 1990 AND 2000**

	1990		2000	
	Number	% of Family Type	Number	% of Family Type
Total Number of Families living below poverty	14,174	16.7%	14,136	16.4%
Families with related children under 18 years	11,923	28.1%	11,546	26.8%
Families with related children under 5 years only	2,792	-	5,407	-
Families with female householder, no husband present	9,160	34.7%	7,816	29.3%
With related children under 18 years	8,247	51.9%	6,890	46.1%
With related children under 5 years only	1,955	-	3,066	-

Source: U.S. Census

## FOSTER CARE PLACEMENT

Based on Alameda Social Services quarterly reports, which indicate the number of youth in the foster care system during a given month, Oakland youth make up a quarter of Alameda County's youth in foster care, down from a third in 2000.

**TABLE 7. NUMBER OF OAKLAND YOUTH IN FOSTER CARE**

September	# Oakland Youth in Foster Care	% of AC Youth in Foster Care
2000	1,319	33.8%
2001	1,133	30.5%
2002	949	28.7%
2003	726	25.5%
2004	588	24.0%

Source: Alameda County Social Services Agency

In Alameda County, between 1998 and 2004 the percentage of children who were in kin placements and foster care placements declined, offset by an increase of youth placements in Foster Family Agencies.

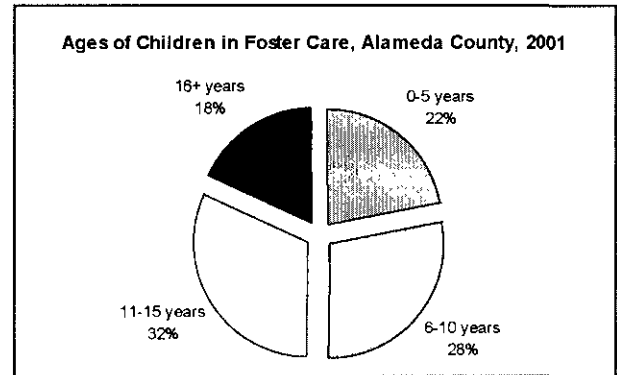
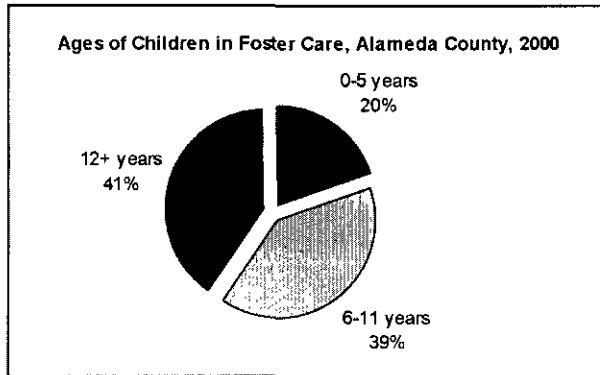
**TABLE 8. CHILDREN IN CHILD WELFARE SUPERVISED FOSTER CARE BY PLACEMENT TYPE, ALAMEDA COUNTY, 1998-2004**

Placement Type	1998		1999		2000		2001		2002		2003		2004	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Pre-Adopt	28	0.7%	161	3.7%	254	5.6%	342	7.3%	367	8.2%	322	7.9%	337	8.9%
Kin	1,636	39.1%	1,599	36.7%	1,622	35.6%	1,723	36.8%	1,548	34.8%	1,377	33.8%	1,199	31.8%
Foster	787	18.8%	640	14.7%	568	12.5%	517	11.0%	434	9.8%	329	8.1%	259	6.9%
FFA	713	17.0%	883	20.3%	1,021	22.4%	1,024	21.9%	1,004	22.6%	942	23.1%	917	24.3%
Court Specified Home	15	0.4%	20	0.5%	18	0.4%	23	0.5%	20	0.4%	15	0.4%	11	0.3%
Group	516	12.3%	515	11.8%	515	11.3%	470	10.0%	489	11.0%	489	12.0%	470	12.5%
Shelter	1	0.0%	0	0.0%	3	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Non-FC	84	2.0%	125	2.9%	150	3.3%	187	4.0%	179	4.0%	197	4.8%	176	4.7%
Transitional Housing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.3%	19	0.5%
Guardian	261	6.2%	326	7.5%	334	7.3%	326	7.0%	338	7.6%	317	7.8%	295	7.8%
Runaway	8	0.2%	4	0.1%	4	0.1%	5	0.1%	5	0.1%	3	0.1%	6	0.2%
Trial Home Visit	4	0.1%	8	0.2%	5	0.1%	12	0.3%	7	0.2%	11	0.3%	24	0.6%
Other	130	3.1%	74	1.7%	60	1.3%	54	1.2%	60	1.3%	59	1.4%	58	1.5%
Total	4,183	100.0%	4,355	100.0%	4,554	100.0%	4,683	100.1%	4,451	100.0%	4,074	100.0%	3,771	100.0%

Source: CWS/CMS 2004 Quarter 2 Extract. Needell, B., Webster, D., Cuccaro-Alamin, S., Armijo, M., Lee, B. Shaw, T., Dawson, W., Piccus, W., Magruder, J., & Kin, H. (2004). Child Welfare Services Reports for California. Retrieved from University of California at Berkeley Center for Social Services Research website. URL: <<http://cssr.berkeley.edu/CWSCMSreports/>>

*Note on sources:* The Alameda Social Services Agency creates quarterly and annual reports that indicate the number of youth served through the Foster Care system. The two reports present different numbers: quarterly reports indicate the number of youth in the system during a specified month during that quarter and Annual Reports provide a cumulative number of how many youth have been in care at any point over that year. For purposes of this assessment, we use the September quarterly report from 2000 thru 2004 as a sample of the cases at a specific point in time during each year. The University of California at Berkeley Center for Social Services Research provides annual counts of youth in the foster care system by type of placement.

In Alameda County, children of all ages are in Foster Care. The two tables indicate that the number of youth over the age of 12 in Foster Care has increased from 2000 to 2001.



African American youth are overrepresented in the Foster Care system. Based on 2000 statistics, African American youth were only 20% of the child population, but represent 66% of youth in foster care, according to the Alameda County Social Services Agency Annual Reports. Additionally, African American youth have higher prevalence rates of foster care placement than other race and ethnic groups. Prevalence per 1,000 children among African American youth is 43.2, compared to 6.1 among white youth, 4.0 among Hispanic youth, and 1.2 among Asian youth.

Caucasian youth were 34% of child population and 18% of foster care youth. Asian youth were 22% of child population and 4% of foster care youth. Latino youth were 24% of child population and 12% of foster care youth.

According to the 2000 Alameda Social Services Agency Annual Report children received out-of-home care primarily for neglect (45%). Other reasons for out-of-home care included caretaker absence (32%), physical abuse (13%), sexual abuse (6%), and other (4%). In the 2001 Annual Report the categories for reason for out-of-home care changed, but reflected similar reasons to those in 2000: 50% were due an absent or incapacitated care giver, 32% due to neglect, 11% due to physical abuse, 5% due to sexual abuse, and 2% to other.

**PUBLIC ASSISTANCE  
RECIPIENTS**

Oakland’s share of Alameda County cases for all three public assistance programs (CalWorks, Medi-Cal, and Food Stamps) has decreased over the past four years. Oakland still accounts for more than 50% of each of county program, but comprises only 27.7% of

the county population. Families and children continue to represent a majority of recipients of public assistance in Oakland. Using the September reports over the years 2000 thru 2004 as a sample of individuals served, children comprise almost 75% of all individuals receiving CalWORKS assistance, 48% of Medi-Cal recipients, and 65% of Food Stamp recipients.

**TABLE 9. TOTAL CASES AIDED BY DEPARTMENT OF WORKFORCE AND BENEFITS ADMINISTRATION, OAKLAND, 2000-2004**

	CalWorks		Medi-Cal		Food Stamps	
	# of cases	% of AC total	# of cases	% of AC total	# of cases	% of AC total
September 2000	11,371	58.5%	26,378	47.2%	13,806	59.9%
September 2001	9,550	57.5%	27,265	46.9%	12,652	58.6%
September 2002	8,703	53.4%	26,755	44.0%	11,574	55.6%
September 2003	9,021	53.4%	29,274	43.0%	12,621	54.6%
September 2004	9,442	51.4%	30,417	41.0%	13,812	52.0%

Source: Alameda County Social Services Agency

**CHILD CARE CAPACITY**

Demand for licensed childcare in Oakland exceeds supply, with shortages in infant and school-aged care. The largest gaps are for school-aged (6-13) children in the following

zip codes: 94601, 94602, 94603, 94605, 94606, 94607, 94608, 94610, 94612, 94619, 94621.

Source: Alameda Child Care Needs Assessment, Final Report, February 2002.

Note on sources: The Alameda County Social Services Agency creates quarterly reports with information about the number of individuals served by CalWORKS, Medi-Cal, Food Stamps, and the Foster Care Program. In this report we have used the month of September from 2000 to 2004 to report on the CalWORKS, Medi-Cal, and Food Stamp program recipients in Oakland and the percentage they comprised of total cases in Alameda County during the month.

## KEY FINDINGS

The data on youth in Oakland's public education system is disappointing. Youth in Oakland are not adequately prepared for academic and professional success.

### ENROLLMENT

Over the past several years, Oakland public school system has struggled to address decreasing enrollments, low test scores, and high drop-out rates. Though grade level variations exist, overall student enrollment in Oakland Unified School District (OUSD K–12) has declined by 8% over the past four years. While the loss of pupils may be in part due to demographic changes, efforts to reverse this trend should be identified.

### ACADEMIC ACHIEVEMENT

While much attention has focused on raising standards of achievement and student performance over the past several years, Oakland students at all grade levels scored considerably lower on required standardized tests than did their peers in Alameda County and California between 2002 and 2004. Oakland student test scores changed little during this period, with math scores remaining slightly higher than reading scores. Schools and programs with demonstrated success at increasing academic achievement should be identified.

High school completion among Oakland youth is another area that demands attention. Though drop-out rates for OUSD 9th students have fluctuated over the years 1991–2003 (with a low at 20% and a high at 38%), they are consistently higher than the rates for Alameda County. The “on-time graduation rates” for OUSD, last measured in 2001, was at 30% compared to the national average of 68%. The data suggests that schools are not currently providing youth with the skills necessary to attend college, get a job, or succeed as adults.

### CAREER PREPAREDNESS

Not surprisingly, fewer than half of OUSD students are prepared to go to college. On average only half of OUSD students take the SAT and from 1994 to 2003 there has been a notable decline in the number of OUSD students who complete the courses

required for admission to a University of California or Cal State University. Less than a third of OUSD students have taken the required courses since 1998. There is a notable gender gap, with girls performing better on this measure than boys. Efforts to better prepare youth of both genders for college must be identified.

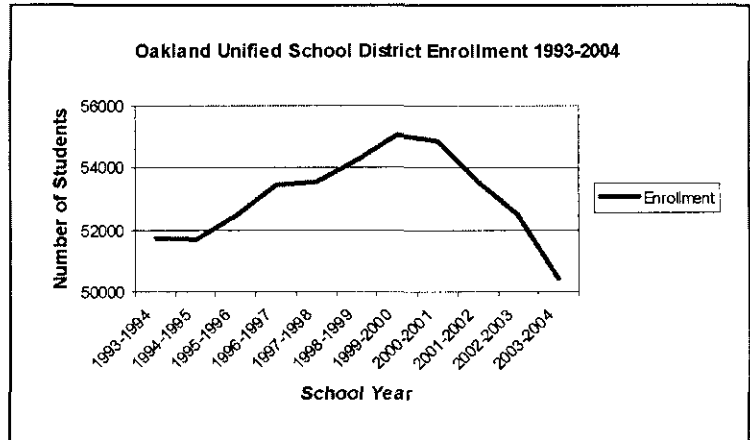
#### SCHOOL CLIMATE

The data suggest that students in Oakland still do not feel safe at school and that over-all school climate is in need of improvement. OUSD 11th grade students report higher rates of participation in or threat of violence-related behaviors than do their peers in the California and national sample of public schools. While they do not differ from students statewide on external assets at school, less than a third of the students report having caring relationships with teachers or other adults at school; less than 40% feel that there are high expectations of them; and only 11% of students feel that there are opportunities for meaningful participation at school.

## ENROLLMENT

Oakland Unified School District's overall enrollment declined between 2000 and 2004 by 8.4%, though there are noteworthy differences by grade level. Unfortunately, no reliable data on population trends for Oakland's children are available during these same years against which to compare this decline in public school enrollment.

OUSD has experienced the sharpest decline in enrollment over the last four years. In the 2003-4 school year enrollment was at its lowest since 1993.



**TABLE 10. OAKLAND UNIFIED SCHOOL DISTRICT ENROLLMENT, 2000 AND 2003**

Grade	1999-2000	2003-2004	% change
K	4,995	4,278	-14.4%
1	5,479	4,443	-18.9%
2	5,368	4,377	-18.5%
3	5,206	4,254	-18.3%
4	5,065	4,306	-15.0%
5	4,758	4,207	-11.6%
6	4,348	4,265	-1.9%
7	4,089	3,978	-2.7%
8	3,625	3,989	10.0%
9	4,254	3,972	-6.6%
10	3,245	3,544	9.2%
11	2,640	2,838	7.5%
12	1,979	1,857	-6.2%
Other	0	129	
Total	55,051	50,437	-8.4%

Source: California Department of Education

## ADULT EDUCATIONAL ATTAINMENT

Since 1990 there has been an increase in the percentage of adults who hold a Bachelor's Degree. However, the percentage of adults who have a high school diploma declined. The data shifts may reflect an increase in the number of incoming residents to Oakland with higher degrees, rather than an increase in educational attainment of Oakland youth and young adults.

**TABLE 11. EDUCATIONAL ATTAINMENT OF ADULTS, OAKLAND, 1990 AND 2000**

	1990	% of Total	2000	% of Total
Population 25 years and over	242,097		261,402	
Less than 9th grade	28,964	12.0%	34,762	13.3%
9th to 12th grade, no diploma	33,049	13.7%	33,335	12.8%
High school graduate (including equivalency)	49,404	20.4%	46,164	17.7%
Some college, no degree	48,921	20.2%	51,942	19.9%
Associate degree	15,959	6.6%	14,422	5.5%
Bachelor's degree	39,126	16.2%	47,077	18.0%
Graduate or professional degree	26,674	11.0%	33,700	12.9%
Percent high school graduate or higher		74.4%		73.9
Percent bachelor's degree or higher		27.2%		30.9

Source: U.S. Census



## OUSD STUDENT TEST SCORES

In the 2002–3 and 2003–4 school years, Oakland students at all grade levels scored considerably lower than students in Alameda County and California. Changes in reading and math test scores as compared with same grade students in the county and state were negligible. Math scores were in general higher than reading scores for all but 9th grade cohorts of OUSD students.

**TABLE 12. PERCENT OF STUDENTS SCORING AT OR ABOVE 50TH NPR IN READING ON THE CAT/6 IN OAKLAND, ALAMEDA COUNTY AND CALIFORNIA 2002–3 AND 2003–4**

	2002–3				2003–4			
	Grade 2	Grade 3	Grade 9	Grade 10	Grade 2	Grade 3	Grade 9	Grade 10
OUSD	34%	24%	26%	26%	35%	23%	28%	25%
Alameda County	51%	39%	54%	52%	52%	40%	53%	52%
California	46%	34%	50%	49%	47%	35%	48%	49%

Source: California Department of Education

**TABLE 13. PERCENT OF STUDENTS SCORING AT OR ABOVE 50TH NPR IN MATH ON THE CAT/6**

	2002–2003				2003–2004			
	Grade 2	Grade 3	Grade 9	Grade 10	Grade 2	Grade 3	Grade 9	Grade 10
OUSD	48%	39%	26%	34%	52%	43%	28%	34%
Alameda County	62%	57%	52%	57%	68%	59%	53%	58%
California	57%	52%	46%	51%	58%	53%	46%	52%

Source: California Department of Education

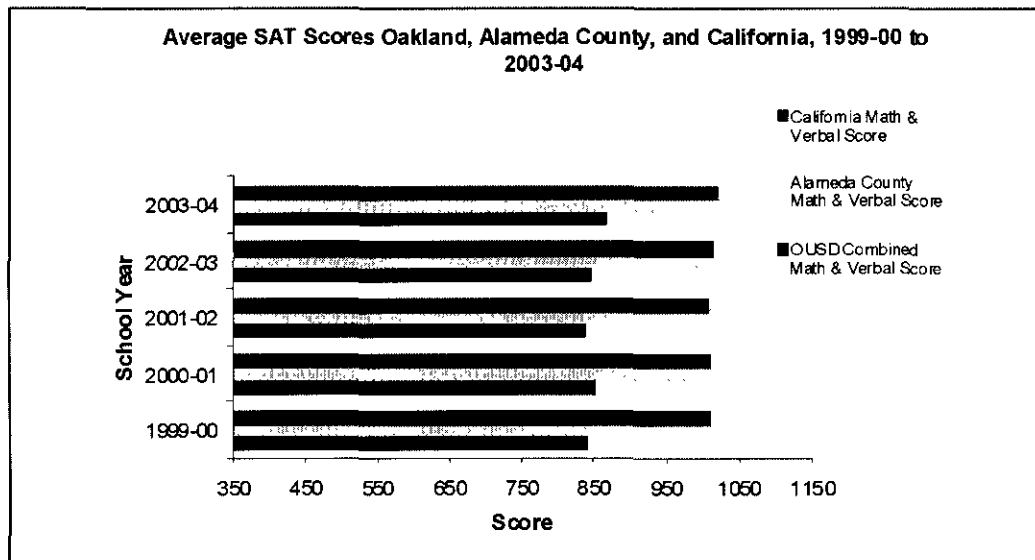
*Note on sources:* The California Achievement Test, Sixth Edition (CAT/6) is used to test reading, language, and math in grades 2–11, spelling in grades 2–8, and science in grades 9–11. It is a basic skills test that compares the performance of California students to a national sample. Student scores are reported as a percentile rank. For example a 60 means that the student is in the 60th percentile having scored better than 60% of the national comparison group. The CDE reports scores based on the percent of students who score at or above the 50th percentile.

## COLLEGE READINESS

Fewer than half of Oakland Unified School District students are prepared to attend college when they do graduate from high school. On average only half of OUSD students take the SAT. Of those who do, the combined verbal and math scores from 1999–2004 were significantly lower than the average scores in Alameda County and California.

**TABLE 14. 12TH GRADE STUDENTS AVERAGE SCORES AND PERCENT TESTED FOR THE SAT, OAKLAND, ALAMEDA COUNTY, CALIFORNIA, 1999–2000 TO 2003–4**

School Year	% of Oakland 12th Grade Students Tested	Average Verbal	Average Math	Average combined Math and Verbal Score	Alameda County Math and Verbal Score	California Math and Verbal Score
1999–2000	50.28%	404	424	837	1013	1009
2000–1	49.55%	411	437	848	1021	1008
2001–2	56.85%	397	439	836	1017	1006
2002–3	52.65%	402	442	844	1033	1012
2003–4	48.41%	412	450	862	1041	1015

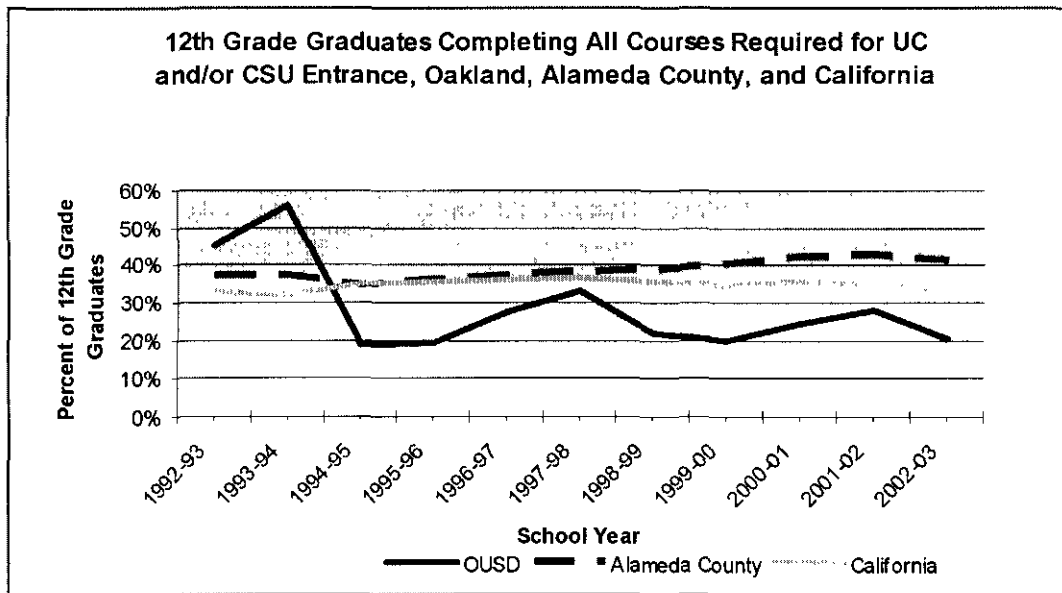


In the past decade, Oakland Unified School District has experienced a precipitous decline in the number of students who complete the courses required for admission to a University of California or a California State University. During the early to mid nineties, Oakland was ahead of the County and State in this area, but has fallen behind in recent years. A notable gender gap also exists in this area, with a greater number of girls completing the required courses for admission to state universities. Efforts to prepare youth of both genders for academic success must be identified.

**TABLE 15. PERCENT OF 12TH GRADE GRADUATES COMPLETING ALL COURSES REQUIRED FOR UC AND/OR CSU ENTRANCE, OAKLAND, ALAMEDA COUNTY, AND CALIFORNIA, 1992-3 TO 2002-3**

	1992-3	1993-4	1994-5	1995-6	1996-7	1997-8	1998-9	1999-2000	2000-1	2001-2	2002-3
OUSD Female	45.1%	54.6%	20.4%	22.2%	29.4%	34.4%	24.2%	23.8%	29.2%	29.9%	23.2%
OUSD Male	45.8%	57.0%	17.1%	16.0%	25.3%	31.1%	18.4%	13.8%	19.2%	25.3%	20.1%
OUSD	45.5%	55.7%	18.9%	19.5%	27.6%	32.9%	21.7%	19.6%	24.6%	27.9%	20.1%
Alameda County	37.2%	36.9%	34.7%	36.2%	37.3%	38.2%	38.4%	40.3%	42.3%	42.6%	41.2%
California	33.1%	32.2%	34.9%	35.4%	36.0%	36.6%	35.6%	34.8%	35.6%	34.6%	33.5%

Source: California Department of Education



## ENGLISH LANGUAGE LEARNERS

In English Language Learner programs, 74% speak Spanish, 19% speak one of several Asian languages (Cantonese, Vietnamese, Cambodian, and Mien), 2% speak Arabic, and 5% speak another language.

## SPECIAL EDUCATION ENROLLMENT

The number of Oakland students enrolled in special education dropped between 1999 and 2004.

**TABLE 16. OUSD SPECIAL EDUCATION ENROLLMENT\*,  
1999-2000 AND 2003-2004**

School Year	Special Education Enrollment
1999-2000	5,777
2003-2004	5,511

\*Based on district of service enrollment

Source: California Department of Education

## DROP OUT RATES

High school completion among Oakland youth is another area that demands attention. From 1991–2003 the cumulative percentage of OUSD's 9th grade students who dropped out over a four-year period fluctuated greatly each year. In 2002–3, the rate was 31%, compared with 11% for Alameda County. In comparison, the average drop out rates across Alameda County were considerably lower than those in Oakland. Alameda County's 4-year derived drop out rate has steadily declined from a high of 17% in 1992–3 to 10.5% in 2002–3.

**TABLE 17. OAKLAND UNIFIED SCHOOL DISTRICT AND ALAMEDA COUNTY DROP OUT RATES BY 9TH GRADE DROP OUTS AND 4-YEAR DROP OUT**

School Year	Oakland Unified		Alameda County	
	% of 9th drop out	4-year derived drop out	% of 9th drop out	4-year derived drop out
1991-1992	6.0%	28.4%	3.4%	15.0%
1992-1993	9.1%	35.4%	4.7%	17.0%
1993-1994	7.9%	27.6%	4.1%	14.9%
1994-1995	10.4%	38.1%	4.3%	16.5%
1995-1996	8.9%	30.9%	3.7%	14.2%
1996-1997	4.5%	22.0%	2.4%	10.1%
1997-1998	3.8%	21.8%	2.1%	10.1%
1998-1999	10.7%	24.1%	3.0%	9.3%
1999-2000	8.6%	25.3%	2.6%	9.1%
2000-2001	7.1%	19.7%	2.3%	8.0%
2001-2002	13.6%	33.1%	3.7%	10.1%
2002-2003	11.8%	31.0%	3.3%	10.5%

Source: California Department of Education

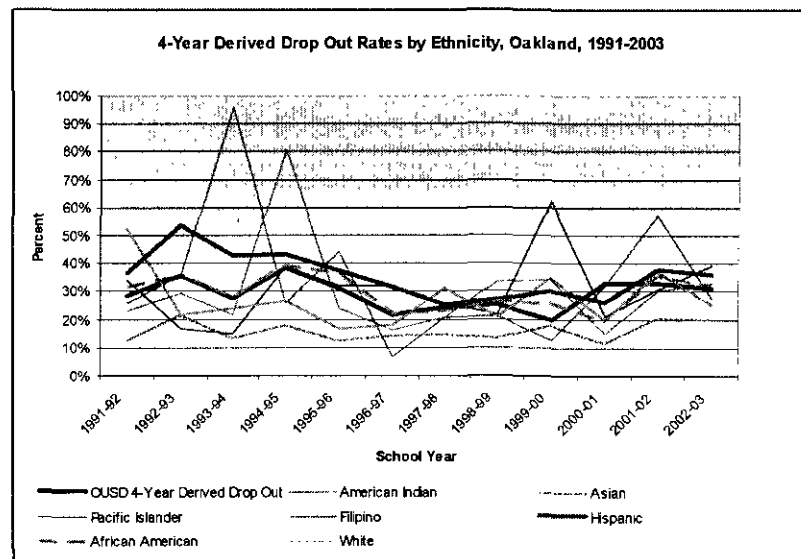
*Note on sources:* The California Department of Education produces a yearly measure of the number of students who drop out each year from grades 7 thru 12 and calculates the four-year derived drop out rate, which reports that cumulative percent of students who have dropped out over the course of 4 years in high school. There is no standardized method for calculating the number of students who drop out of school or the number of students who actually graduate with a traditional high school diploma. It is also difficult to collect accurate data because students move between districts and drop out at different grade levels.

Drop out rates vary significantly by ethnic group. The Hispanic drop out rate remained higher than the average district rate during this 12-year period. Drop-out rates among Hispanic students declined steadily in the mid to late nineties, but have increased recently. African American student drop out rates have mirrored the district average each year, due to the fact that they comprise much of the student body. Asian students have the lowest drop-out rate. Their rate has also remained the most stable, fluctuating between about 12% and 20% over a 12-year period. The drop out rates among Native American, Filipino, and Pacific Islander students has fluctuated the most, most likely due to their very small enrollment populations; on average, their drop out rate has approximated the total district average.

**TABLE 18. FOUR YEAR DROP OUT RATES BY MAJOR ETHNIC POPULATIONS, OUSD, 1991-2 TO 2002-3**

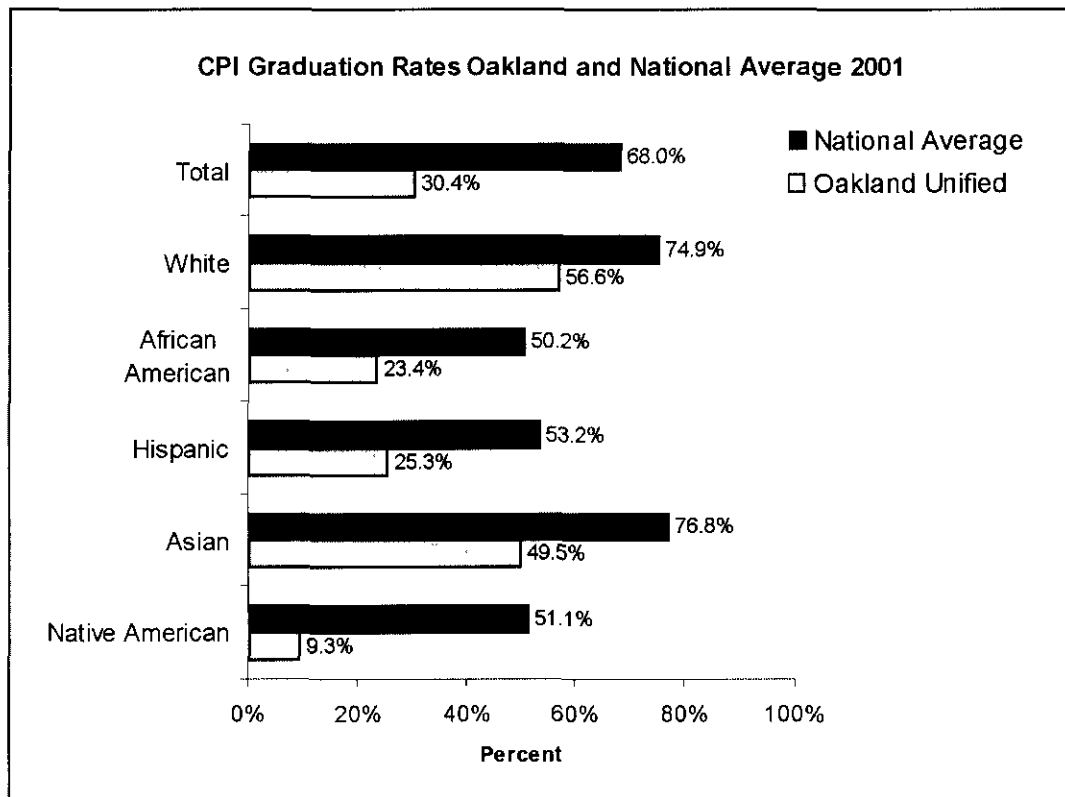
Ethnic Group	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	Average 1991-03
American Indian	25.6%	35.7%	96.0%	25.9%	44.0%	6.7%	20.8%	21.3%	12.5%	32.0%	57.3%	27.3%	33.8%
Asian	12.8%	21.7%	13.7%	18.2%	12.8%	14.5%	14.7%	13.6%	18.2%	11.7%	20.6%	20.4%	16.1%
Pacific Islander	33.8%	16.8%	14.9%	38.6%	31.9%	31.8%	25.9%	21.4%	62.1%	21.0%	30.6%	39.3%	30.7%
Filipino	52.2%	21.8%	24.0%	26.8%	16.6%	17.9%	31.0%	20.7%	34.7%	19.8%	36.8%	25.3%	27.3%
Hispanic	36.7%	53.4%	42.7%	43.2%	37.2%	31.5%	25.4%	27.2%	30.0%	26.2%	37.7%	36.1%	35.6%
African American	31.6%	35.7%	27.9%	39.0%	36.6%	22.0%	23.1%	26.8%	25.6%	19.3%	35.7%	32.1%	29.6%
White	23.0%	29.1%	21.5%	80.7%	23.7%	16.3%	20.5%	33.4%	34.1%	14.9%	30.2%	33.1%	30.0%
District Total	28.4%	35.4%	27.6%	38.1%	30.9%	21.8%	24.1%	25.3%	19.7%	33.1%	33.1%	31.0%	29.0%

Source: California Department of Education



## OUSD GRADUATION RATES

The graduation rate of Oakland youth has remained alarmingly low. The graduation rate (or Cumulative Promotion Index- CPI) for OUSD in 2001 was 30.4% compared to the national average of 68%. This means that among the class of 2001 only 30.4% of OUSD students graduated. Across racial and ethnic groups, OUSD's CPI is consistently lower than the national average.



*Note on sources:* The Urban Institute developed an indicator that measures the graduation rate. Called the Cumulative Promotion Index (CPI) it measures the percent of students who graduate on time from high school. The Urban Institute calculated the CPI for hundreds of districts around the nation and the national average, providing a standardized calculation that allows for national comparison.

## SCHOOL CLIMATE

### SCHOOL SAFETY

Oakland youth do not feel safe at school. 11th grade OUSD students report higher rates of participation in or threat of violence-related behaviors than their peers in the California and national sample.

**TABLE 19. VIOLENCE-RELATED BEHAVIOR AND EXPERIENCES, OUSD CALIFORNIA HEALTHY KIDS, STATE OF CALIFORNIA CSS, AND NATIONAL YRBS**

	District	CSS	YRBS
<i>During the past 12 months at school, have you...</i>			
been harassed because of race, ethnicity, gender, sexual orientation, or disability?	29%	24%	-
been in a physical fight?	21%	18%	9%
<i>been afraid of being beaten up?</i>	22%	14%	-
During the past 12 months on school property, did you carry any weapon (gun, knife, or club?)	17%	7%	-
Do you feel very safe when you are at school?	8%	16%	-

*Source: California Healthy Kids Survey*

### EXTERNAL ASSETS AT SCHOOL

Eleventh grade OUSD students report about the same external assets as students statewide. These reports, however, show strikingly low support for students. Less than a third of students district and statewide report having caring relationships with teachers or other adults at school; less than 40% feel that there are high expectations of them; and only 11% of students in OUSD and 8% statewide feel that there are opportunities for meaningful participation at school.

**TABLE 20. PROTECTIVE FACTORS- HIGH LEVEL OF EXTERNAL ASSETS AT SCHOOL**

	District	CSS	YRBS
High level of external assets at school:			-
Caring relationships with teacher or other adult	29%	30%	-
High expectations from teacher or other adult	38%	35%	-
Opportunities for meaningful participation at school	11%	8%	-
Total school assets (school connectedness)	26%	23%	-

*Source: California Healthy Kids Survey*



## KEY FINDINGS

### YOUTH UNEMPLOYMENT

Both Oakland and national figures (2000 Census) reveal that youth unemployment is almost double the adult rate (10.5%), with 16–19 year olds disproportionately represented. Bureau of Labor statistics for 2000 indicate that nationally, youth ages 16 to 19 had a much higher rate of unemployment than the overall population, a rate of 17.9 compared to a rate of 6.6. We suspect that rates may be higher in Oakland neighborhoods with higher than average unemployment rates. According to the 2000 Census 28.0% of youth ages 16 to 19 were part of the workforce, 60.9% were not part of the workforce, and 10.1% were unemployed.

Regarding employment options in Alameda and Contra Costa Counties over the past year (2004–5) some employment sectors grew (e.g., home building, manufacturing) while the overall unemployment rate dropped by 1.0% to 5.5% in the past year. Sectors with employment opportunities for youth should be determined. In addition, specific measures of changes in employment rates over time must be developed if it is adopted as an indicator for changes in the overall status of youth.

*Note on sources.* The most recent local data available on employment/unemployment is from the Employment Development Department, Labor Market Information Division for the Oakland-Fremont-Hayward-Metropolitan Division (Alameda and Contra Costa Counties), U.S. Census, InfoOakland, and Urban Strategies Council.

## EMPLOYMENT TRENDS

Within the year from January 2004 to January 2005, industry employment grew by 10,500 jobs, or 1.0%.

The home building boom in both Contra Costa and Alameda counties continued to bolster construction employment (up 4,900 jobs) and related financial activities (up by 1,500 jobs).

Professional and business services employers reported 2,300 additional jobs. Gains included 800 jobs in employment agencies (including temporary workers) and 600 jobs in architecture and engineering services. The latter gain is a result of the construction boom.

Manufacturing added 1,800 jobs over the year to reach 99,700, a gain from a low of 97,400 jobs in October 2003, but still below the peak of 121,900 jobs in December 2001.

Government employment fell by 5,500 jobs to 174,400, down 3.1%. The losses in government began in April, 2001, when government payrolls included 182,300 employees.

Within the months of December 2004 to January 2005, the total number of jobs fell by 17,400 to 1,016,500.

After the winter holiday season, trade, transportation and utilities lost a total of 8,900 jobs, with layoffs of 6,800 jobs in retail trade accounting for the majority of losses.

Professional and business services saw a decline of 2,100 jobs, mostly from temporary jobs within administrative and support services.

Seasonal layoffs, primarily in eating and drinking establishments, caused a loss of 1,700 jobs in the leisure and hospitality industry.

While the rates of adult employment for Oakland citizens were 51%, youth employment rates were substantially lower for the same period of time.

**TABLE 21. OAKLAND YOUTH EMPLOYMENT STATUS 2000**

Population 16 to 19 years	Oakland	Lower San Antonio	West Oakland
Employed	28.9%	31.2%	28.4%
Unemployed	10.1%	9.1%	14.3%
Not in labor force	60.9%	59.7%	57.3%

Source: U.S. Census, InfoOakland, and Urban Strategies Council

## 04 | Physical and Mental Health

### KEY FINDINGS

#### TEEN PREGNANCY

Teen pregnancy has declined remarkably over the past decade. The rate of teen pregnancy in Oakland dropped by almost half from 1990 to 2002. Despite the decline, Oakland still has much higher rates than the rest of Alameda County, especially among Hispanic women. Teen parents made up 11% of Oakland births from 2000–2. Pre-natal care among teens is an issue that deserves continued attention. Current data indicates that a lower percentage of teen mothers receive early pre-natal care and that a greater percentage of them give birth to babies with low birth weight (10%). We must identify efforts that support the decline in teen pregnancy and increase pre-natal care to teen mothers.

#### SEXUAL RISK

Oakland youth have a higher risk of contracting sexually transmitted infections than do adults. Slightly over a quarter of cases of gonorrhea and chlamydia (2000–2) in Oakland were contracted by youth ages 15-19. However, the data on HIV infections among youth under 19 is encouraging. Less than 1% were infected. The low rate among teens is offset by the alarmingly high rate of infection among young adults in their 20s. It rose to 10%. Clearly additional prevention and reduction efforts must target young adults over 19.

#### YOUTH VIOLENCE

Oakland streets are still not safe for youth. While youth crime has declined in the last few years, homicide is still the leading cause of death for Oakland youth between 14 and 19 years of age. As measured by juvenile arrests, youth crime dropped by 12% between 2000 and 2003. Only five youth homicide arrests were made during this time, suggesting that the vast majority of perpetrators of youth homicide are adults. Of those Oakland youth arrested or on probation, African Americans make up a disproportionate number, as do residents of East Oakland. Successful violence reduction efforts must be identified.

**PHYSICAL HEALTH**

While Oakland youth's physical health has improved in recent years, physical activity and healthy lifestyle among youth and families should be supported. Regarding general fitness, from 2000–4 OUSD students improved in their performance on fitness tests, consisting of aerobic capacity, body composition muscular strength and endurance. However, barely half of the 5th grade students, and fewer of the 7th and 9th graders, were in the “Healthy Fitness Zone” in 2004–5, a measure of physical strength and endurance. Regarding high-risk health behaviors, 11th graders in Oakland Unified School District report much lower cigarette, alcohol, inhalant, and marijuana use than their student peers statewide and nationally.

**BIRTHS TO TEEN MOTHERS**

Despite recent declines, Oakland still has a higher percentage of live births born to teen mothers than the rest of Alameda County. Between 2000 and 2002, almost half of all live births to teens in Alameda County were in Oakland. Among mothers of newborns in Oakland, 68% had 12 years or more education, compared to 81% overall in the county. Of the births in Oakland, 46% were paid for by Medi-Cal, 20% more than the county average.

**TABLE 22. CHARACTERISTICS OF LIVE BIRTH: AVERAGE ANNUAL COUNTS AND PERCENT, OAKLAND AND ALAMEDA COUNTY, 2000-2002**

	Oakland		Alameda County	
	Count	Percent	Count	Percent
<b>Age of mother</b>				
Less than or equal to 19 years	761.7	11.4%	1560.7	7.1%
20–34 years	4756.7	71.4%	16055.7	73.0%
Greater than or equal to 35 years	1146.3	17.2%	4364.3	19.9%
<b>Mother's education greater than or equal to 12 years</b>	4326.7	68.2%	11630.7	81.0%
<b>Deliveries paid by Medi-Cal</b>	3048.9	45.7%	3780.7	26.4%

*Source: Alameda County Health Department*

## LIVE BIRTHS

Eight percent of all births in Oakland were infants with low birth weight. There is a substantially higher incidence of low birth weight among African American mothers. A smaller percentage of teen mothers receive early prenatal care than the city average.

**TABLE 23. LOW BIRTH WEIGHT AND EARLY PRENATAL CARE AVERAGE ANNUAL COUNTS AND PERCENT BY RACE/ETHNICITY AND AGE GROUP, OAKLAND, 2000-2002**

	Low Birth Weight		Early Prenatal Care	
	Count	Percent	Count	Percent
Total	524	7.9%	5813	87.2%
<b>Race/Ethnicity of Mother</b>				
African American	265.3	13.0%	1743.7	85.7%
American Indian	1		16.3	86.0%
Asian	64.7	7.3%	802.7	90.6%
Hispanic/Latino	119.7	5.0%	2009	84.0%
White	60	5.2%	1095.7	95.4%
Two or More Races	8	9.1%	78	89.0%
Other	1.7		24	67.9%
<b>Age group</b>				
Less than or equal to 19 years	74.7	9.8%	588	77.7%
20-34 years	341.7	7.2%	4184.7	88.0%
Greater than or equal to 35 years	107.3	9.4%	1039.7	90.7%

Source: Alameda County Health Department

## TEEN PREGNANCY

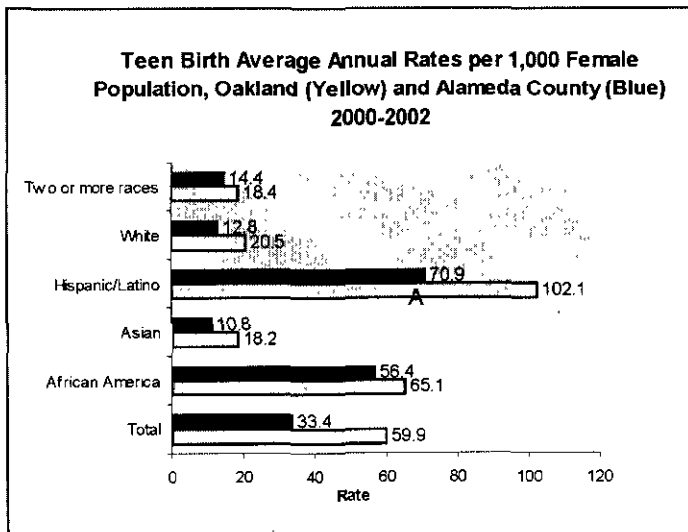
In Oakland, the number of teen births dropped by half from 1990 to 2002. From 2000 to 2002, the rate dropped from 68.3 births per 1,000 females to 51.

**TABLE 24. TEEN BIRTH (15-19): ANNUAL COUNTS AND RATES PER 1,000 FEMALE POPULATION BY YEAR OAKLAND AND ALAMEDA COUNTY 1990-2002**

Year	Oakland		Alameda County	
	Count	Rate	Count	Rate
1990	1150	100.9	2177	55.7
1991	1142	99.5	2183	55
1992	1157	100.1	2212	54.9
1993	1048	90	2049	50.2
1994	931	79.4	1913	46.2
1995	917	77.7	1968	46.8
1996	855	72	1828	42.9
1997	845	70.6	1777	41.1
1998	813	67.8	1756	40.1
1999	746	61.5	1595	35.9
2000	833	68.3	1682	37.4
2001	760	61.3	1559	33.9
2002	637	50.8	1360	29.3

Source: Alameda County Health Department

Despite the decline, Oakland still has much higher teen pregnancy rates than the rest of Alameda County, especially among Hispanic women.



**TABLE 25. TEEN BIRTH (AGES 15-19): AVERAGE ANNUAL COUNTS, RATES PER 1,000 FEMALE POPULATION BY RACE/ETHNICITY, OAKLAND AND ALAMEDA COUNTY, 2000-2002**

Race/Ethnicity of mother	Oakland		Alameda County	
	Count	Rate	Count	Rate
Total	743.3	59.9	1533.7	33.4
African America	319.3	65.1	423.7	56.4
American Indian	1.7	-	3	-
Asian	39	18.2	106	10.8
Hispanic/Latino	340	102.1	752.7	70.9
Native Hawaiian & Other Pacific Islander	4	-	15	39.1
White	26.3	20.5	187.7	12.8
Two or more races	10.3	18.4	36.3	14.4
Other	2.7	-	9.3	-

Source: Alameda County Health Department

## SEXUALLY TRANSMITTED INFECTIONS (STI)

The highest rate of Chlamydia infection for Oakland and Alameda County are among 15–19 year olds, followed by young adults ages 20 to 24 (2000–2). Oakland rates are similar to rates in Alameda County.

**TABLE 26. AVERAGE ANNUAL CASES, PERCENT AND RATE BY AGE OF CHLAMYDIA, OAKLAND AND ALAMEDA COUNTY 2000–2002**

Age group	Oakland			Alameda County		
	Count	Percent	Rate	Count	Percent	Rate
≤14	74.3	2.9%	86.1	111.7	2.3%	38
15-19	924.3	36.4%	3686.1	1647	34.5%	1907.2
20-24	772	30.4%	2621.7	1499	31.4%	1740.5
25-29	367.3	14.5%	991.9	727.3	15.2%	666.1
30-34	191.7	7.5%	525.3	363	7.6%	306.4
35-44	146.7	5.8%	227.9	287.7	6.0%	120.1
≥44	46.3	1.8%	36.4	96.3	2.0%	22
Unknown	16.3	0.6%	-	40.7	0.9%	-

Source: Alameda County Health Department

Youth also have higher rates of Gonorrhea infection than do adults (over the age of 24) in Oakland and Alameda County (2000–2). Oakland rates mirror county rates.

**TABLE 27. AVERAGE ANNUAL CASES, PERCENT AND RATE BY AGE OF GONORRHEA, OAKLAND AND ALAMEDA COUNTY 2000–2002**

Age group	Oakland			Alameda County		
	Count	Percent	Rate	Count	Percent	Rate
≤14	29.3	2.3%	34	41.7	2.2%	14.2
15-19	345.3	27.1%	1377.1	499	26.1%	577.8
20-24	339.7	26.7%	1153.7	492	25.7%	571.2
25-29	194.7	15.3%	252.6	302.3	15.8%	276.9
30-34	138.3	10.9%	379.1	216.3	11.3%	182.6
35-44	149.3	11.7%	232	242	12.6%	101
≥44	68.7	5.4%	53.9	103.3	5.0%	-
Unknown	8.7	0.7%	-	18	0.9%	-

Source: Alameda County Health Department

There were very few cases of HIV among youth under age 19 in Oakland (<1%). People age 20–29 account for 10% of all HIV cases, a significant increase in infection rates from youth (0–19) to young adults (20–29).

**TABLE 28. AVERAGE ANNUAL CASES, PERCENT AND RATE BY AGE OF AIDS, OAKLAND AND ALAMEDA COUNTY 2000–2002**

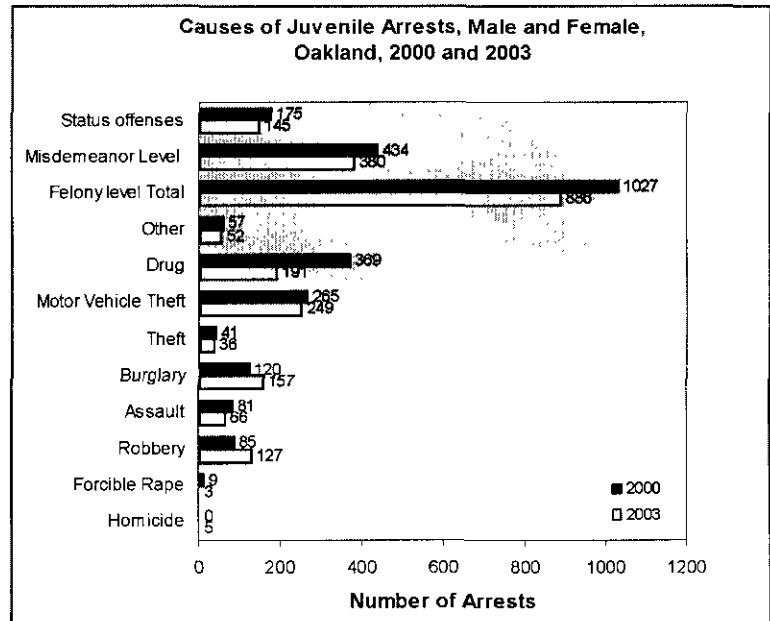
Age group	Oakland			Alameda County		
	Count	Percent	Rate	Count	Percent	Rate
≤12	1	0.8%	-	1.3	0.6%	-
13-19	1	0.8%	-	1.3	0.6%	-
20-29	13.3	10.2%	20.1	19	9.0%	8.5
30-39	46.7	35.5%	66.5	84.3	40.1%	32.7
40-49	42.3	32.2%	70.9	64.7	30.7%	27.9
≥50	27	20.6%	27.4	39.7	18.9%	11

Source: Alameda County Health Department



## YOUTH AND CRIME

Youth crime has declined in Oakland. Juvenile arrests dropped by 12% between 2000 and 2003 and felony level arrests dropped by 13%. However, the number of arrests for homicide went from 0 in 2000 to 5 in 2003. For all juvenile arrests, males had far higher rates than females.



**TABLE 29. CAUSES OF JUVENILE ARRESTS, OAKLAND, 2000 AND 2003**

Type of arrest	2000			2003		
	Male	Female	Total	Male	Female	Total
All arrests	1313	323	1636	1115	296	1441
Homicide	0	0	0	3	2	5
Forcible Rape	8	1	9	3	0	3
Robbery	74	11	85	110	17	127
Assault	55	26	81	48	18	66
Burglary	116	4	120	149	8	157
Theft	35	6	41	31	5	36
Motor Vehicle Theft	233	32	265	214	35	249
Drug	341	28	369	173	18	191
Other	48	9	57	43	9	52
Felony level Total	910	117	1027	774	112	886
Misdemeanor Level	306	128	434	258	122	380
Status offenses	97	78	175	83	62	145

Source: State of California Criminal Justice Statistics Center

*Note on sources:* The Alameda County Probation Department is responsible for processing all youth arrested by law enforcement officers. Using a point-based risk assessment, each youth who is arrested or brought into the department is interviewed and assessed based on factors such as criminal history, family strength and support, and psychological factors. Based on this assessment, it is determined whether or not a youth will be booked into juvenile hall or released. The youth in juvenile hall generally remain there during the period of their hearing. The youth population in the Probation Department system is made up of those in juvenile hall, in the 6–8 month program at Camp Wilmont Sweeney, under home supervision, and under electronic monitoring.

Oakland youth in juvenile hall make up almost half of all Alameda County youth detainees. East Oakland's neighborhoods have the highest concentration of juvenile probationers in the county. Six zip codes have more than 5% of total juvenile probationers, five of which are in East Oakland.

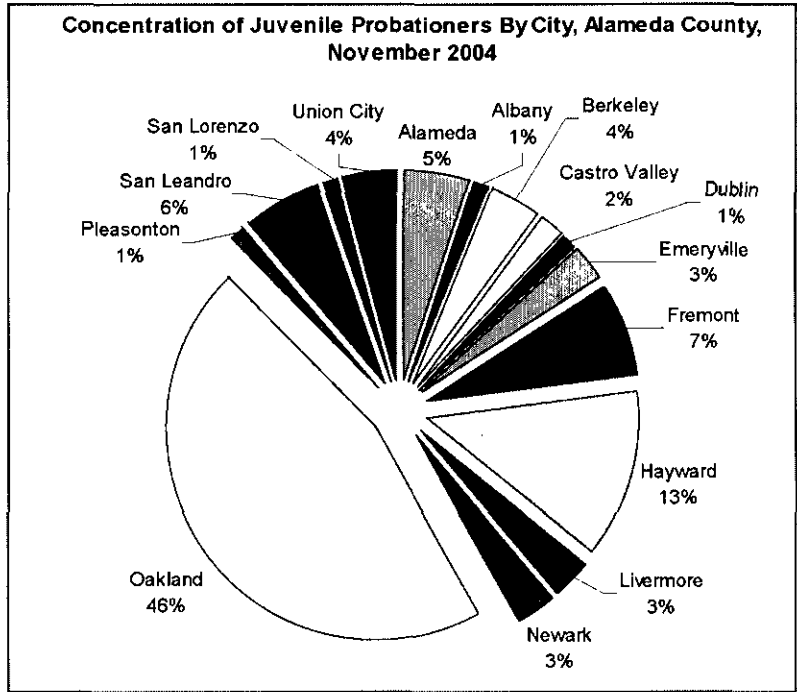


TABLE 30. CONCENTRATION OF JUVENILE PROBATIONERS IN OAKLAND BY ZIP CODE, 2004

Zip Code	13-15 years		16-18 years		19-24 year		Total	% of County Total
	#	%	#	%	#	%		
94601	37	1.78%	83	3.99%	35	1.68%	155	7.45%
94602	19	0.91%	28	1.35%	12	0.58%	59	2.84%
94603	20	0.96%	71	3.41%	29	1.39%	120	5.77%
94604	1	0.05%	0	0.00%	2	0.10%	3	0.14%
94605	23	1.11%	69	3.32%	31	1.49%	123	5.91%
94606	21	1.01%	60	2.88%	25	1.20%	106	5.09%
94607	24	1.15%	61	2.93%	28	1.35%	115	5.53%
94609	10	0.48%	42	2.02%	12	0.58%	64	3.08%
94610	4	0.19%	12	0.58%	4	0.19%	20	0.96%
94611	4	0.19%	5	0.24%	4	0.19%	13	0.62%
94612	3	0.14%	15	0.72%	3	0.14%	21	1.01%
94614	0	0.00%	0	0.00%	0	0.00%	0	0.00%
94615	0	0.00%	0	0.00%	0	0.00%	0	0.00%
94616	0	0.00%	1	0.05%	0	0.00%	1	0.05%
94617	1	0.05%	0	0.00%	0	0.00%	1	0.05%
94618	0	0.00%	1	0.05%	0	0.00%	1	0.05%
94619	5	0.24%	16	0.77%	12	0.58%	33	1.59%
94621	30	1.44%	66	3.17%	28	1.35%	124	5.96%

Source: Alameda County Probation Department

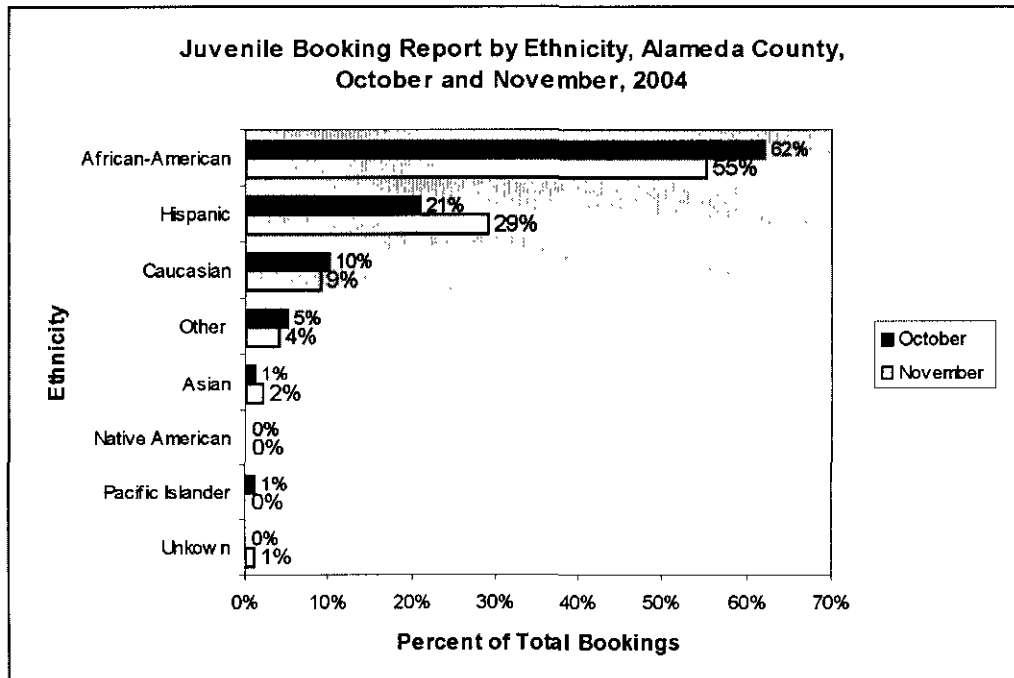
The average daily population of Alameda County youth in the probation system during 2004 was about 455.

**TABLE 31. AVERAGE DAILY POPULATION OF YOUTH IN PROBATION SYSTEM, JANUARY-DECEMBER 2004**

	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Camp Wilmont Sweeney	71	74	78	79	79	78	83	82	88	88	89	89
Juvenile Hall	230	264	260	266	273	252	250	249	239	237	242	227
Electronic Monitoring	64	50	72	72	59	60	48	41	31	44	47	52
Home Supervision	72	72	72	59	58	55	98	70	68	77	85	73
<b>Total</b>	<b>437</b>	<b>460</b>	<b>482</b>	<b>476</b>	<b>469</b>	<b>445</b>	<b>479</b>	<b>442</b>	<b>426</b>	<b>446</b>	<b>463</b>	<b>441</b>

Source: Alameda County Probation Department

There is a disproportionate number of African American youth in the county's juvenile justice system. According to the Alameda County Probation Department, in 2004, African American youth made up more than half of all youth in juvenile hall.



Male youth greatly outnumber female youth in the probation system. Probation Department monthly reports for 2004 indicate that 84% of youth in custody were male and 16% were female.

## LEADING CAUSES OF DEATH

The leading causes of death of infants are Congenital malformation, chromosomal abnormalities and Sudden Infant Death Syndrome. Among children aged 1 to 14 unintentional injuries are the leading cause of death. Among 15 to 24 year old youth, however, the leading cause of death, by a substantial margin, is homicide.

**TABLE 32. LEADING CAUSE OF DEATH BY AGE GROUP: DEATHS AND PERCENT OF AGE GROUP TOTAL, OAKLAND, 1999-2001**

Rank by Age Group	Count	Percent
<b>&lt;1 YEAR</b>		
1 Congenital Malformation & Chromosomal Abnormalities	8.3	18.90%
2 Sudden Infant Death Syndrome	8	18.20%
3 Disorder Related to Short Gestation and Low Birth Weight	6	13.60%
<b>1 to 14 Years</b>		
1 Unintentional injuries	5.3	34%
2 Malignant neoplasms (cancer)	2	12.80%
3 Congenital Malformation & Chromosomal Abnormalities	1	6.40%
<b>15-24 YEARS</b>		
1 Homicide	26.7	49.10%
2 Unintentional Injuries	12.3	22.70%
3 Suicide	3	5.50%

Source: Alameda County Health Department

## PHYSICAL FITNESS

From the 2000–1 to 2003–4 school year OUSD students improved in their performance on fitness tests for all three grades measured, though physical activity and healthy lifestyle need to be promoted among youth. The majority of students in all three grades could perform three to five of the fitness standards. The California physical fitness test consists of three components: 1) aerobic capacity, 2) body composition, and 3) muscular strength, endurance, and flexibility. Six fitness areas are tested to assess these three components. The test consists of a one-mile run or walk, a skin fold or Body Mass Index measurement, strength- curl-ups, a trunk lift where students lift themselves off the ground for as long as possible, push ups or pull ups, a sit and reach flexibility test.

According to the Physical Fitness Program of the California State Department of Education, aerobic capacity is the most important indicator of physical fitness and is assessed by measuring endurance. (CDE December 2004) However, barely half of 5th grade students were in the Healthy Fitness zone in the 2003–4 school year. Among 7th and 9th graders this percentage is even lower. Only 30.4% of 9th grade students were in the Healthy Fitness Zone of Aerobic capacity in 2003–04. In the other fitness areas, there is not as much variation between the grades.

**TABLE 33. OAKLAND UNIFIED SCHOOL DISTRICT STUDENT ACHIEVEMENT ON STATE PHYSICAL FITNESS TEST AREAS: PERCENT OF STUDENTS IN THE HEALTHY FITNESS ZONE IN THE 6 FITNESS AREAS**

Physical Fitness Tasks	Grade 5		Grade 7		Grade 9	
	2000-01	2003-04	2000-01	2003-04	2000-01	2003-04
Aerobic Capacity	50.0%	52.3%	41.5%	44.8%	29.1%	30.4%
Body Composition	67.1%	64.3%	65.8%	63.1%	63.0%	64.2%
Abdominal Strength	76.5%	84.9%	79.2%	78.9%	72.4%	75.1%
Trunk Extension Strength	81.9%	80.5%	83.8%	88.2%	80.1%	84.1%
Upper Body Strength	65.2%	67.9%	57.8%	68.3%	64.2%	63.9%
Flexibility	19.6%	67.7%	25.1%	71.9%	14.5%	63.5%

Source: California Department of Education

## HEALTH BEHAVIORS: ALCOHOL, TOBACCO, AND DRUG USE

Eleventh grade students in the OUSD report having much lower cigarette and tobacco, alcohol, inhalant, and marijuana use than students statewide and nationally.

**TABLE 34. ALCOHOL, TOBACCO, AND DRUG USE, OUSD CALIFORNIA HEALTHY KIDS, STATE OF CALIFORNIA (CSS), AND NATIONAL (YRBS)**

	District	CSS	YRBS
<b>During the past 30 days, did you...</b>			
smoke a cigarette?	21%	36%	66%
chew tobacco or snuff?	3%	9%	-
drink alcohol? (glass)	56%	65%	80%
use inhalants?	5%	13%	14%
smoke marijuana?	40%	44%	47%
drink 5 drinks in a couple of hours?	13%	26%	32%
<b>During your life have you ever..</b>			
been very drunk or sick after drinking?	33%	43%	-
Been high from using drugs?	34%	40%	-

Source: California Healthy Kids Survey

*Note on sources:* The California Health Kids Survey (CHKS) is sponsored by the California Department of Education and is used to collect youth health-risk and resilience data. The survey is designed to measure the behaviors and the factors that influence them. It was administered to 7th, 9th, and 11th students in the fall of 2003. It can be compared to state and national health behaviors surveys. While OUSD was successful in implementing the California Healthy Kids Survey in fall 2003, the sample size was insufficient to guarantee statistical significance (60% sample needed). However, the information above on the 11th grade cohort came closest to the 60%, and we decided to feature it here.

# OAKLAND MAPS:

PLANNING AND DESIGN

## Appendix B

Gibson and Associates

September 1, 2005

# Overview

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In addition to the Needs Assessment, Gibson and Associates has mapped data for the Oakland Fund for Children and Youth (OFCY) across Oakland neighborhoods, using overlays to highlight basic demographics on Oakland children and youth. These maps show where most Oakland young people live and the levels of household income in their communities by:

- ❖ Age group
- ❖ Ethnicity

We also mapped services onto maps showing where most Oakland children and youth lived with the following:

- ❖ Schools and Libraries
- ❖ Recreation Sites, including the City Parks and Recreation sites, YM/YWCAs and Boys and Girls Clubs

Finally we mapped OFCY funded programs onto maps showing where most Oakland children and youth lived. These maps include:

- ❖ OFCY-funded programs
- ❖ The percentage of youth and children served by OFCY programs

A short narrative follows which analyzes trends and gaps, and should be read while viewing the maps.



# Demographic Trends

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Most children and youth live in the lower income areas of East Oakland. These young people are mostly Latino or African American. There are far fewer Asian and White young people. Age groups are fairly evenly distributed in all neighborhoods.

- ❖ The greatest number of young people live in East Oakland<sup>1</sup> with the greatest concentrations in the Fruitvale area<sup>2</sup> and the Elmhurst/Sobrante Park area<sup>3</sup>
- ❖ By far, the least number of children and youth live downtown/Chinatown,<sup>4</sup> and in North Oakland<sup>5</sup>
- ❖ Age groups were fairly evenly distributed in all neighborhoods with no wild divergences
- ❖ The lowest incomes were in West Oakland<sup>6</sup> and downtown and next to the lowest incomes were in the East Oakland neighborhoods bordering the I-880 corridor
- ❖ Highest incomes were in the Oakland Hills<sup>7</sup> and in the Rockridge/Temescal area<sup>8</sup>
- ❖ Children and youth are mostly Latino, followed by African American, and live mostly in East Oakland
- ❖ There are fewer Asian and White young people

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<sup>1</sup> Zips 94606, 94601, 94605, 94603 and 94621

<sup>2</sup> Zip 94601

<sup>3</sup> Zip 94605

<sup>4</sup> Zip 94612

<sup>5</sup> Zips 94618, 94609, 94608, and 94610

<sup>6</sup> Zip 94607

<sup>7</sup> Zip 94611

<sup>8</sup> Zip 94618

## Service Trends and Gaps:

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In general, schools, recreation sites and OFCY funded programs are not concentrated where most youth live. Considering the high numbers of children and youth who live in outer East Oakland communities, these communities have relatively few services. The one exception is the Fruitvale area of East Oakland which has a cluster of services. Remaining services are concentrated in the downtown area, where the fewest youth live.

- ❖ Schools and libraries have the most evenly distributed sites across all neighborhoods
- ❖ Recreation Centers are evenly distributed everywhere except in the East Oakland Neighborhoods bordering 580 and in the highest income neighborhoods

OFCY serves high numbers of youth in these outer East Oakland neighborhoods, indicating that either many youth use the few services available in their neighborhoods or some youth travel to nearby areas to take advantage of opportunities outside their communities.

- ❖ OFCY-funded programs are fairly well distributed across all neighborhoods, though mostly concentrated in the area with the highest number of young people (Fruitvale area) and the lowest numbers (downtown)
- ❖ The highest number of OFCY youth and children served are in the Fruitvale area (which is also where most youth live), the San Antonio area and in West Oakland. The second highest number of OFCY young people served are in the remaining neighborhoods of East Oakland
- ❖ Few OFCY services are available in high income areas

# Trends and Gaps Methodology

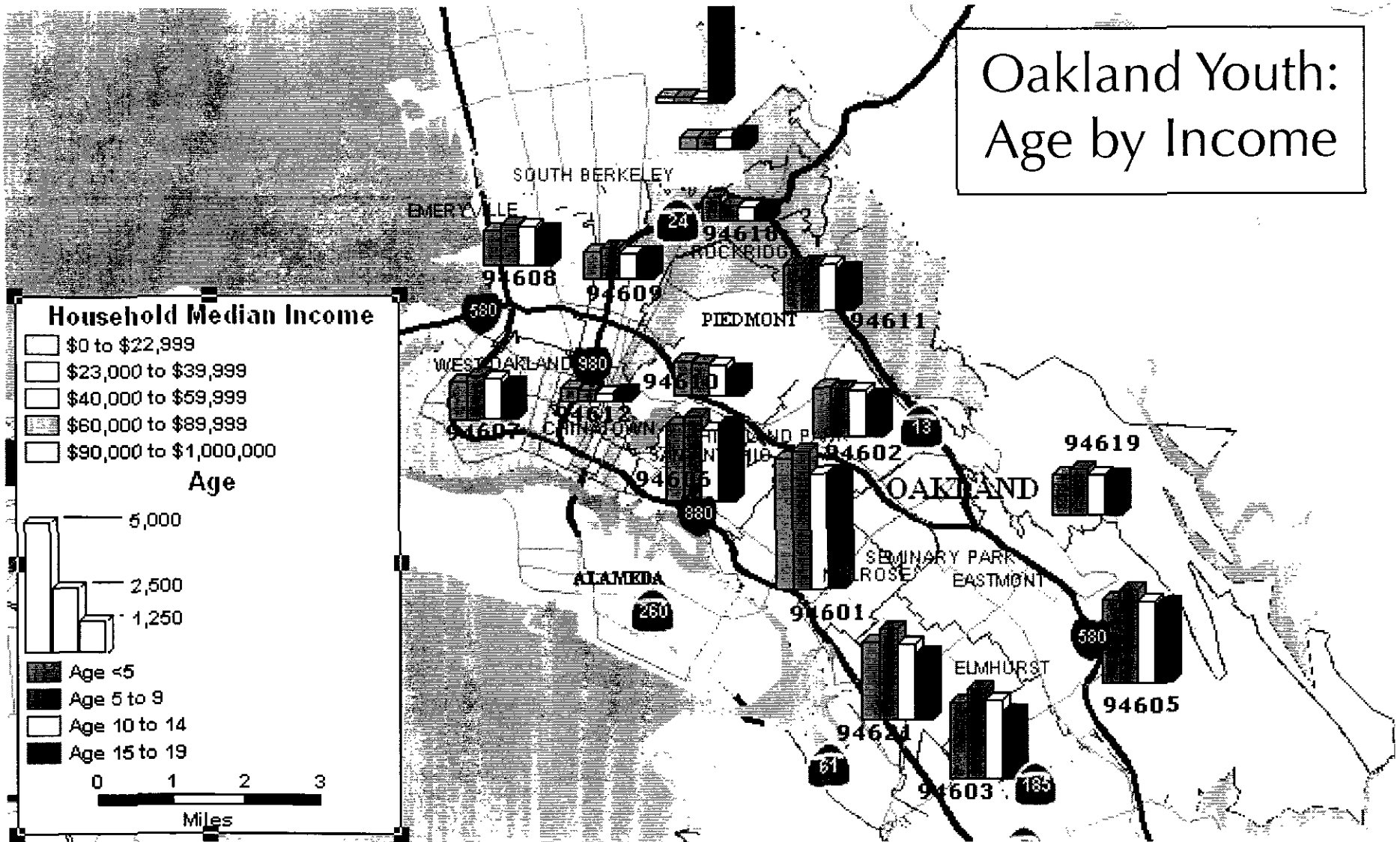
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We have mapped Oakland data as follows:

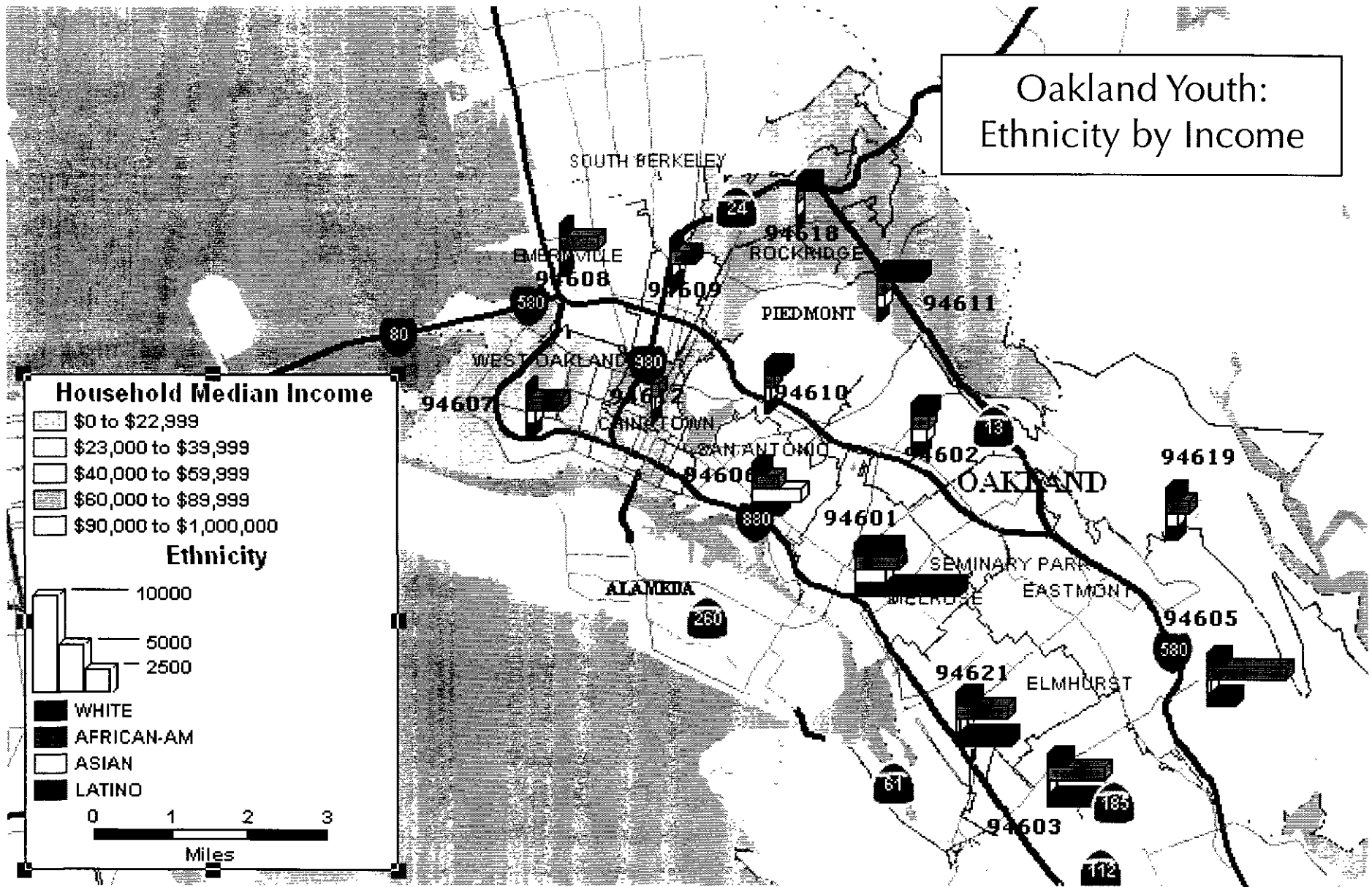
- ❖ Demographics for youth (Age Distribution by Household income and Ethnicity by Household income)
- ❖ General Demographics for Oakland (Ethnicity for all ages by Household income)
  
- ❖ Recreation: (Oakland Parks and Recreation sites, Boys and Girls Clubs, and YM/WCAs)
- ❖ Schools and Libraries (complete list, including child development centers, alternative and charter schools and special library programs)
- ❖ OFCY programs (almost complete list)
- ❖ OFCY youth served (complete list)
  
- ❖ The data is analyzed at a zip code level and we have used Census 2000 level data, because that is the only data available for areas less than city level. We have used zip code level data because this is consistent with Oakland City planning measures and with a number of health measures.
- ❖ **Note: Using Census 2000 data means the ages displayed are 5 years behind, i.e., 0-5 would be equivalent to 5 to 9, etc.**

# Demographic Maps

# Oakland Youth: Age by Income

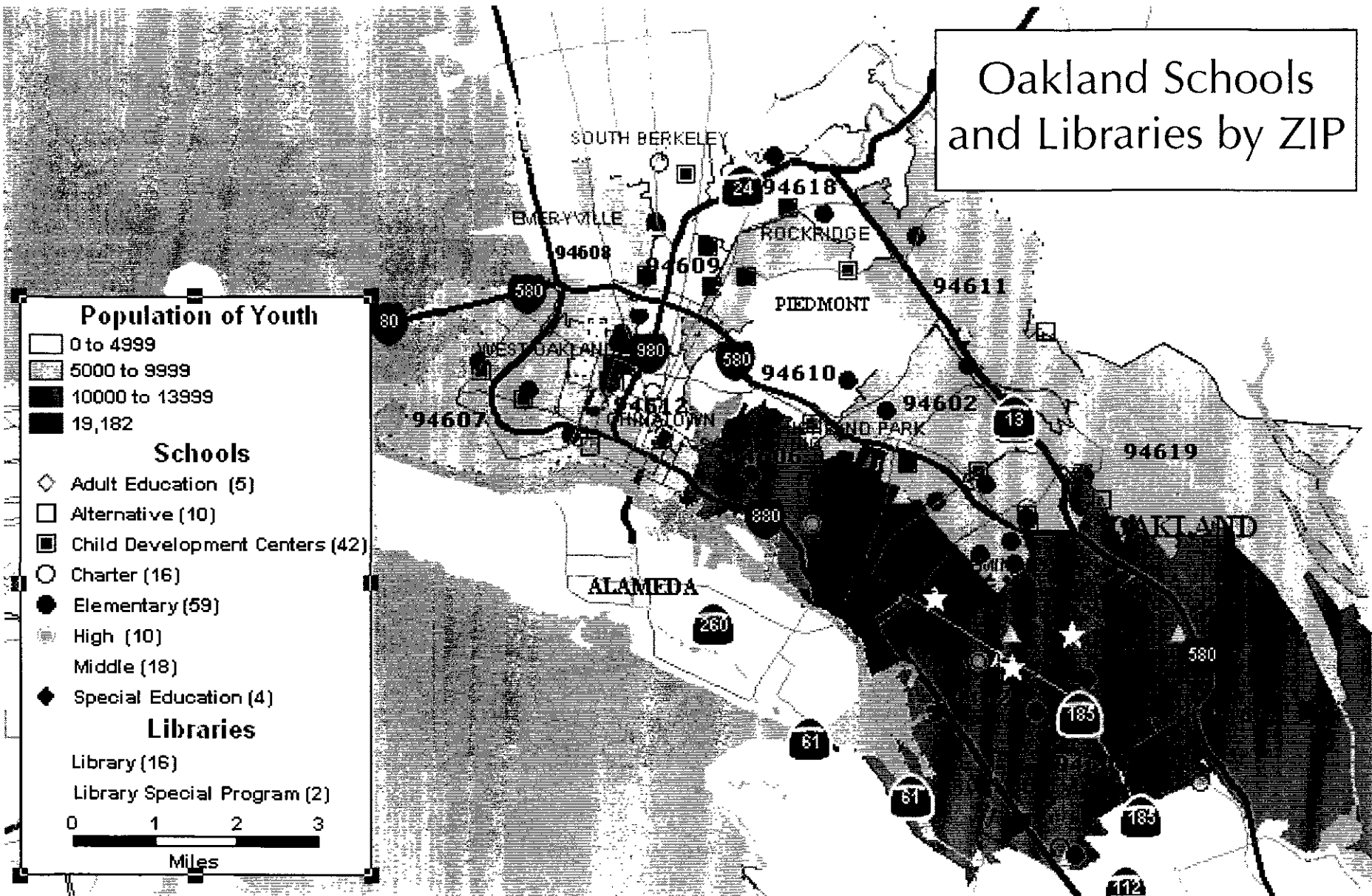


# Oakland Youth: Ethnicity by Income



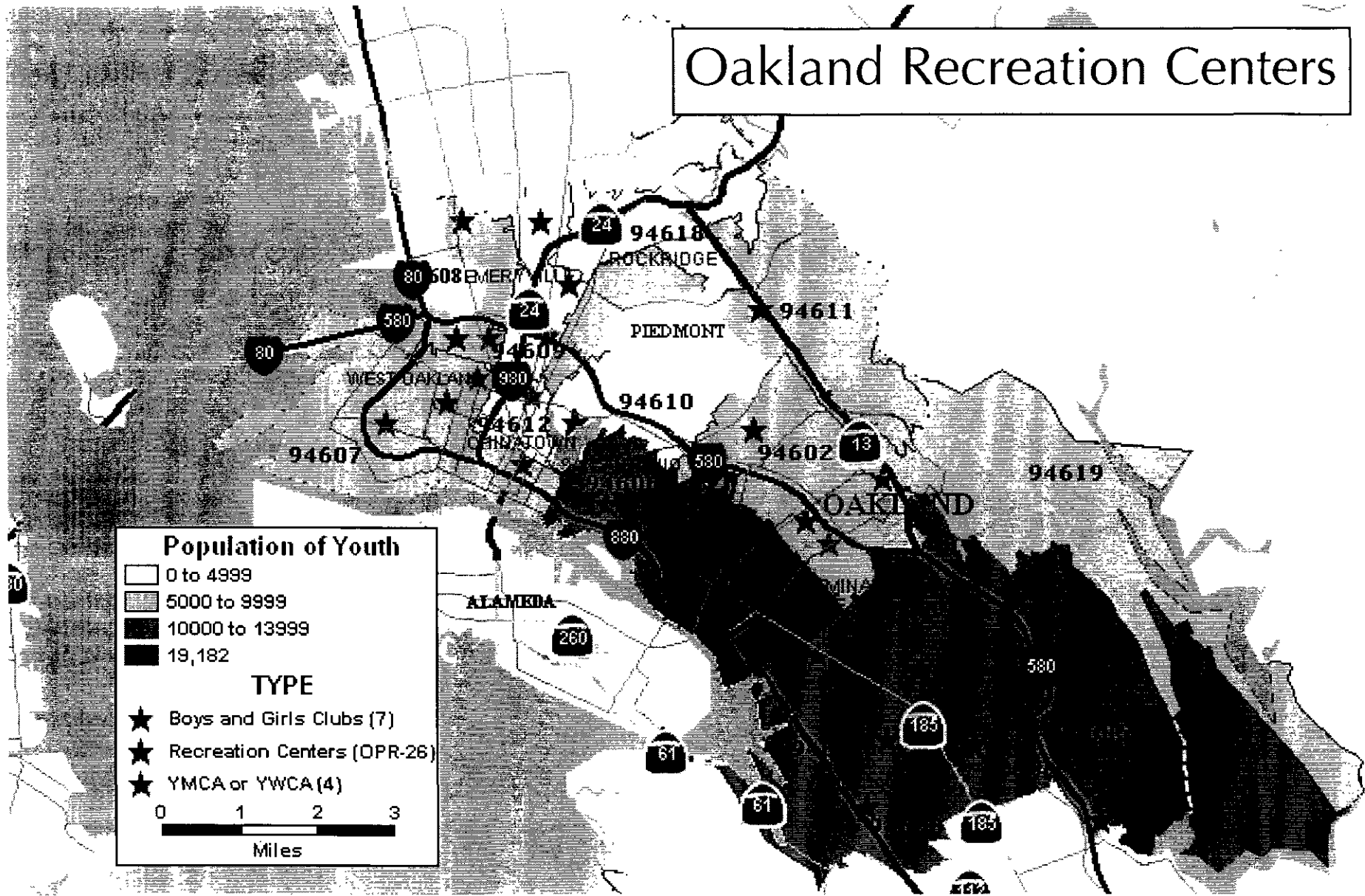
# Service Maps

# Oakland Schools and Libraries by ZIP



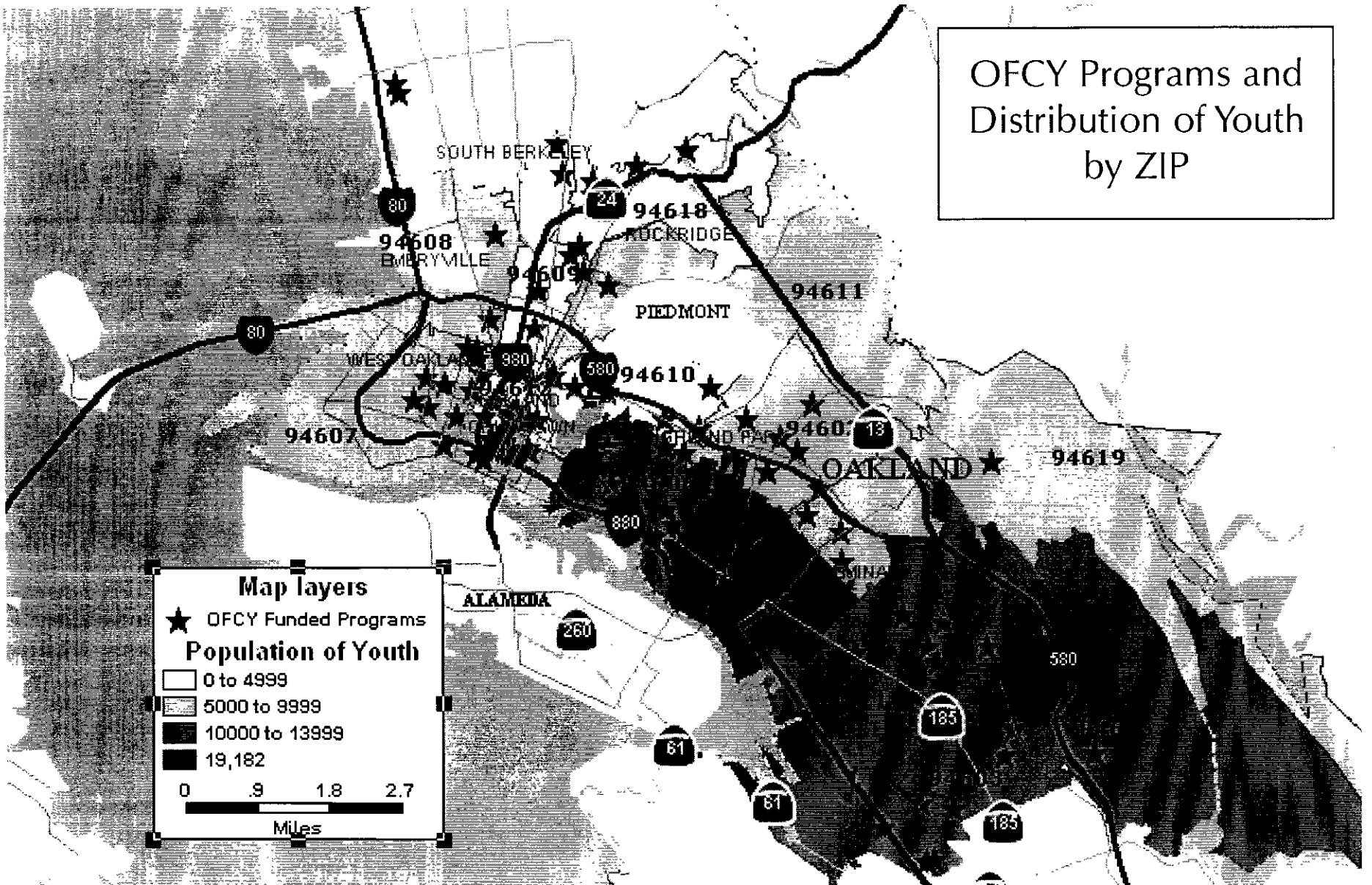


# Oakland Recreation Centers

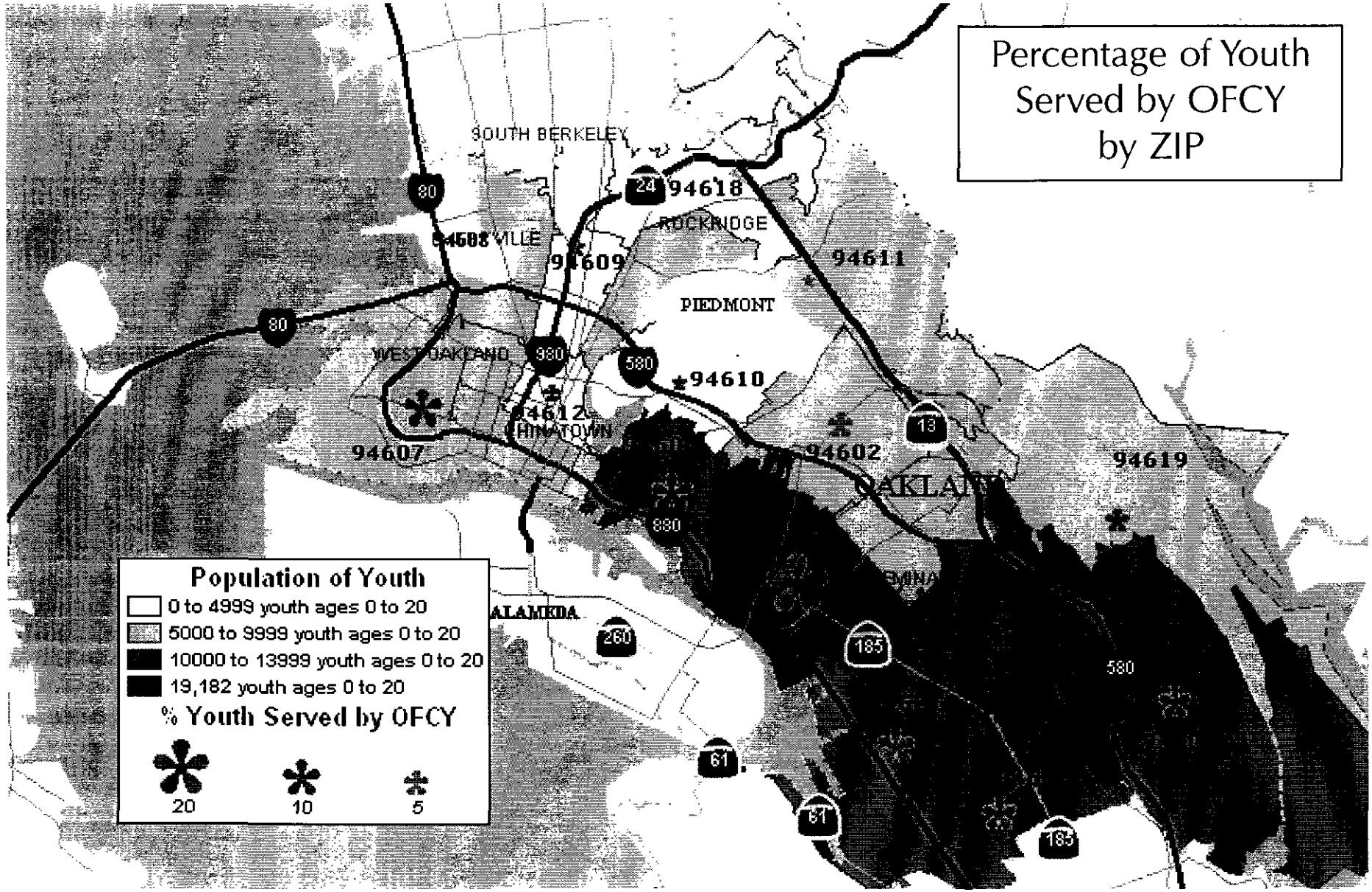


# Oakland Fund for Children and Youth

OFCY Programs and  
Distribution of Youth  
by ZIP



Percentage of Youth Served by OFCY by ZIP





## HIGH PRIORITY STRATEGY SUMMARY TABLE

The table below was used to summarize each high priority strategy.

### STRATEGIC PLAN HIGH PRIORITY STRATEGY SUMMARY FOR [INSERT AGE TARGETED]

Strategy:

Relevance to OFCY Mission,  
Vision, Values:

Evidence of Community-  
Stakeholder Support:

Responsive to Needs  
Assessment:

Community Indicator(s) Targeted:

PARTNER

POTENTIAL CONTRIBUTION

Potential Local Partners

Local, State or National Models:

OFCY Role

Best Practice Research:

PROGRAM ACTIVITIES

POSSIBLE REPORTED  
OUTCOMES

Program Activities & Outcomes

Possible Venues:

What more needs to be known:

Resources for Further Reading:



## RESOURCES FOR FURTHER RESEARCH

### PARENT-CHILD LEARNING FOR CHILDREN AGES 0-5

#### NATIONAL, STATE, AND LOCAL MODELS

The Pre-K Summer Camp is a local model that has been evaluated in a small study of sites in Hayward and Oakland. While not a definitive study with a large enough sampling to base a huge investment of resources, the results are promising.

Community Learning Opportunities for Children & Families: Studies of the Community Learning Opportunities model reviewed approaches in different settings, such as middle class neighborhoods and among low-income families. In all programs, learning activities for children were offered while in different ways offering parents guidance opportunities to practice implementing these strategies with their child.

#### RESOURCES FOR FURTHER READING

Southwest Educational Development Laboratory. (2004) "Readiness: School, Family, & Community Connections Annual Synthesis 2004." <http://www.sedl.org/connections/resources/readiness-synthesis.pdf>

The Future of Children. (2005) "School Readiness: Closing Racial and Ethnic Gaps." Spring 2005 edition. [http://www.futureofchildren.org/pubs-info2825/pubs-info\\_show.htm?doc\\_id=2559+6](http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=2559+6)

The State Early Childhood Policy Network. "Seven Things Policy Makers Need to Know about School Readiness." <http://www.finebynine.org/pub.html>

The State Early Childhood Policy Network. "Measuring Children's School Readiness: Options for Developing State Baselines and Benchmarks." <http://www.finebynine.org/pdf/Baselines.pdf>

Mediate, Keith. (2004) "Constituents of Change: Community organizations and public education reform." Institute for Education and Social Policy, Steinhardt School of Education, New York University. <http://www.nyu.edu/iesp/publications/cip/Mott%20Report%20Final.pdf>



Little, Priscilla M.D. (1998) "Family Resource Centers: Where School Readiness Happens." *Early Childhood Digest*. <http://www.gse.harvard.edu/hfrp/pubs/onlinepubs/e.cd/oct98.html>

National School Readiness Indicators Initiative. (2005) "Getting Ready: Executive Summary." Prepared by Rhode Island KIDS COUNT. [www.GettingReady.org](http://www.GettingReady.org)

Taconite, Ruby. (2004) "Leveling the Playing Field: Supporting Immigrant Children from Birth to Eight." *The Future of Children*. [http://www.futureofchildren.org/usr\\_doc/takanishi.pdf](http://www.futureofchildren.org/usr_doc/takanishi.pdf)

Wellenkamp, Jane. (2001) Pre-Kindergarten Program Evaluation Report.

Spark: Supporting Partnerships to Assure Ready Kids, An initiative of the W.K. Kellogg Foundation. <http://www.wkkf.org/Programming/Overview.aspx?CID=168>

The Hampshire Educational Collaborative (HEC). <http://www.collaborative.org/earlychildhood/echoodcommparts.html>

## **INTENSIVE SERVICES FOR CHILDREN WITH SPECIAL NEEDS: AGES 0–5**

### **NATIONAL, STATE, AND LOCAL MODELS**

While we were able to find studies of various aspects of services for children who are developmentally delayed, we only found one program that had been the subject of a controlled study. This study addressed the use of Responsive Teaching techniques with children with autism and other developmental delays. Once the specific developmental delays and risks to be addressed are clarified, research into interventions for those delays and risks could be conducted.

### **RESOURCES FOR FURTHER READING**

Mahoney, Brookes G. and J. MacDonald. (2003) "Evaluation the Effects of Responsive Teaching." *Responsive Teaching-Parent-Mediated Developmental Intervention*. Baltimore, MD.

Department of Health & Human Services. Report of the Surgeon General's Conference on Children's Mental Health: A National Action Agenda

Simpson, Jivanjee, Korloff, Doerfler, and Garcia. "Promising Practices in Early Childhood Mental Health." U.S. Department of Health and Human Services.

## COMPREHENSIVE AFTER SCHOOL PROGRAMS FOR CHILDREN: AGES 6–10 (ELEMENTARY SCHOOL) AND AGES 11–14 (MIDDLE SCHOOL)

### NATIONAL, STATE, AND LOCAL MODELS

Model programs that operate in cities demographically similar to Oakland and that target low income children and youth in high risk neighborhoods include San Diego's 6 to 6; Citizen Schools (Boston, MA, Redwood City & San Jose, CA, AZ, NJ, & TX); The After School Corporation (NY), and Beacons (San Francisco and New York).

### Effective large-scale after school efforts fall into two models:

1. A school-based model that may partner with community based organizations, but has a set daily curriculum across all sites. Examples of this include LA's Best, San Diego 6 to 6, and Bell, all of which had uniformly high outcomes in academic achievement including test scores as well as increases in participants' levels of social skills, expectations for themselves and connectedness to school.
2. A more diffuse model which operates on a set of principles and a loose partnership between schools and communities but without a set curriculum and with a variety of operating styles and programs (The After School Corporation (TASC), Beacons). TASC appears to have the strongest outcomes, showing some academic benefit, especially in math, and positive outcomes in skill acquisition and reduced absenteeism. Beacons in San Francisco and in New York had reduced absenteeism and students reported increased feelings of effectiveness in regard to schoolwork but had no positive academic outcomes for its participants and fewer positive outcomes in terms of social and other skill development.

### RESOURCES FOR FURTHER READING

"Afterschool Alliance Backgrounder: Formal Evaluations of the Academic Impact of Afterschool Programs." (2004). The After School Alliance. [http://www.afterschoolalliance.org/documents/Evaluations\\_Academic\\_0904.pdf](http://www.afterschoolalliance.org/documents/Evaluations_Academic_0904.pdf)

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- Bodilly, Susan, Megan K. Beckett (2005). "Making Out-of-School-Time Matter Evidence for an Action Agenda." Rand Education and Rand Labor and Population for the Wallace Foundation. [http://www.rand.org/pubs/monographs/2005/RAND\\_MG242.pdf](http://www.rand.org/pubs/monographs/2005/RAND_MG242.pdf)
- Boston After School and Beyond Research Resources: [http://www.bostonbeyond.org/providers/data\\_research\\_sources.php#research](http://www.bostonbeyond.org/providers/data_research_sources.php#research)
- Chaput S. (2004). *How Much Participation in Out-of-School Activities Is Enough?: Issues of Measurement and Links to Outcomes* presentation to of the Harvard Family Research Project. [http://www.gse.harvard.edu/hfrp/projects/afterschool/conference/index.html#Plus\\_Time](http://www.gse.harvard.edu/hfrp/projects/afterschool/conference/index.html#Plus_Time)
- Cooper T. (2003) *BASICs (BELL After school Instructional Curriculum) Program: 2002-2003 National Program Outcomes* [http://www.bellnational.org/Programs/BASICs%202002\\_2003%20National%20Report.pdf](http://www.bellnational.org/Programs/BASICs%202002_2003%20National%20Report.pdf)
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## SUMMER ENRICHMENT FOR ELEMENTARY SCHOOL AND MIDDLE SCHOOL CHILDREN

### NATIONAL, STATE, AND LOCAL MODELS

**Building Educated Leaders for Life (Bell)** – A community based program designed to increase the educational opportunities and achievements of low-performing elementary children living in low-income communities (Boston, New York City, Washington, D.C., and Prince George's and Montgomery counties in Maryland).

**Montgomery County, Maryland, Extended Learning Opportunity (ELO)** – 4-week summer program established by the Montgomery County School District and Board of Education to address the achievement gap between students of lower and higher socio-economic levels.

**Citizens Schools** – A national program that offers summer programming specifically for middle school students.

### RESOURCES FOR FURTHER READING

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## CAREER AND COLLEGE READINESS FOR YOUTH AGES 15–20

### NATIONAL, STATE, AND LOCAL MODELS

**Mayor’s Youth Employment and Education Program** (San Francisco) – model of community partnership for subsidized employment

**Latino Stars Program** (Texas) – Engaging youth in technology and motivating them to finish high school and attend college.

**Project Paycheck** (Wyoming) – model of pooling of resources.

**Los Angeles Conservation Corps** – learning practical environmental improvement skills

**San Jose Conservation Corps** – teaching academic and vocational skills while providing community service.

**Larkin Street** (San Francisco) – employment services for homeless and runaway youth

**Center for Career Alternatives** (WA) – “one-stop” youth opportunity center helping youth to set and achieve education and employment goals.

**Job Link** (OH) – helps special education students transition from school to work.

#### RESOURCES FOR FURTHER READING

See Online Index to Effective Practices, National Youth Employment Coalition: <http://www.nyec.org/pepnet/showaward.asp>; National Collaborative on Workforce and Disability: NCWD/Youth

### YOUTH LEADERSHIP FOR AGES 15–20

#### NATIONAL, STATE, AND LOCAL MODELS

**Public Allies** (Milwaukee) – social change model of leadership development.

**National Learn and Serve America School and Community-Based Programs** – Service learning model.

**Michigan Community Foundations' Youth Advisory Committee** – best practices for youth grant making.

**Youth Ventures** – a model of youth initiated projects.

#### RESOURCES FOR FURTHER READING

Search Institute (<http://www.search-institute.org>)

National Center on Secondary Education and Transition, Youth development and leadership

Center for Human Resources (1999) National Evaluation of Learn and Serve America, Brandeis University

Public/Private Ventures: Youth Development Issues, Challenges and Directions

Birnbaum (2001) Youth Initiated Projects: A Report for the Oakland Fund for Children & Youth

Billig, S.; Root, S.; Jesse, D. (2005) "The Impact of Participation in Service-Learning on High School Students' Civic Engagement", The Center for Information & Research on Civic Learning & Engagement

Woodiel, K. et al. (2003) School Safety for All: Using the Coordinated School Health Program to Increase Safety for LGBTQ Students

Advocates for Youth, (1994) Youth Leader's Guide to Building Cultural Competence DeRosa, P and Johnson, Ulric (2003) The 10Cs: A Model of Diversity Awareness and Social Change

Williams, B. (2001) Accomplishing Cross Cultural Competence in Youth Development Programs, Journal of Extension, Volume 39, (6)

## PHYSICAL AND BEHAVIORAL HEALTH SERVICES: YOUTH OF ALL AGES YOUTH

### NATIONAL, STATE, AND LOCAL MODELS

**San Antonio Preparation for Adult Living** – promotes successful emancipation of foster care youth targeting skill development and permanency planning.

**North Carolina LINKS** – for youth transitioning from foster care are given access to resources, including stipends for housing.

**Jim Casey Youth Opportunities Initiative** – offers individual development accounts in conjunction with financial literacy skills.

**Big Brothers/Big Sisters Mentoring Program** (National) – one-on one mentoring relationships established and maintained.

**Reach for Health Community Youth Service** (New York urban middle schools) – health promotion curriculum (drug and alcohol use, violence, and sexual behavior that may result in HIV or STIs infection or pregnancy) delivered by trained health educators combined with three hours a week of student community service.

**AIDS Prevention for Adolescents in School** (New York) – School-based HIV/STI prevention curriculum, six hourly sessions implemented on consecutive days.

**Fitness Fusion** (Allentown, PA) – The program involves 100 Latino and African-American inner city youth, ages 6-18, in a 20-week project to fuse fitness, sports, health, and nutrition. The youth will learn about nutrition through health and cooking classes, and by writing articles for a publish newsletter.

## RESOURCES FOR FURTHER READING

- Advocates for Youth, (2008) *Science and Success: Sex Education and Other Programs that work to Prevent Teen Pregnancy, HIV & Sexually Transmitted Infections;*
- The Future of Children (2004) *Providing Better Opportunities for Older Children in the Child Welfare System, Children, Families and Foster Care, Volume 14, (1)*
- Sipe, C. (1996) *Mentoring: A Synthesis of Findings 1988 – 1995, Public Private Ventures*
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- SAMHSA Model Programs (2002) *Science-based prevention programs and principles*
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- CDC (2000) *Promoting Better Health for Young People Through Physical Activity and Sports*
- American Dietetic Association. (2003) *“Position Paper of the American Dietetic Association: Child and adolescent food and nutrition programs.”*
- Van Horn, Linda, et.al. *“Children's adaptations to a fat-reduced diet: the Dietary Intervention Study in Children ”. Pediatrics, June 2005.* American Dietetic Association. (2003) *“Position Paper of the American Dietetic Association: Child and adolescent food and nutrition programs.”*
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2006 DEC 13 PM 7:04  
Oakland City Attorney's Office

## OAKLAND CITY COUNCIL

RESOLUTION NO. \_\_\_\_\_ C.M.S.

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### A RESOLUTION TO ADOPT THE 2006-2010 STRATEGIC PLAN FOR THE OAKLAND FUND FOR CHILDREN AND YOUTH

**WHEREAS**, Measure K/Kids First! Legislation amended the City Charter in 1996, and established the Oakland Fund for Children and Youth (“OFCY”) to help young people grow to become healthy, productive, and honorable adults; and

**WHEREAS**, Measure K/Kids First! Legislation called for the appointment of a 19 member Planning and Oversight Committee (“POC”); and

**WHEREAS**, the Measure K/Kids First! Legislation calls for the POC to prepare three Four-Year Strategic Plans that outline specific outcome, goals, objectives, and service priorities for each four-year period beginning January 1, 1998, Jan. 1,2002, and July 1,2006; and

**WHEREAS**, the Measure K/Kids First! Legislation also calls for the POC to present the three Four-Year Strategic Plans to Oakland City Council for adoption; and

**WHEREAS**, the POC and its staff gathered data through a community needs assessment, community meetings, and best practices research to assess potential priority areas for the strategic plan; and

**WHEREAS**, the POC and community members selected high priority strategies to include: Parent-Child Learning, Services to Children with Special Needs, Comprehensive After School, Summer Enrichment, Career and College Readiness, Youth Leadership, and Physical and Behavioral Health; and

**WHEREAS**, the high priority strategies targets specific age ranges, goals, intended outcomes, and the community indicators they addressed; and

**WHEREAS**, these high priority strategies have been presented to City Council in the 2006-2010 Strategic Plan; and



**WHEREAS**, the 2006-2010 Strategic Plan was approved by the Planning and Oversight Committee on September 21, 2005;  
now, therefore, be it

**RESOLVED**, That the City Council hereby adopts the 2006-2010 Strategic Plan of the Oakland Fund for Children and Youth and Planning and Oversight Committee as approved by the Planning and Oversight Committee.

IN COUNCIL, OAKLAND, CALIFORNIA, \_\_\_\_\_, 2005

**PASSED BY THE FOLLOWING VOTE:**

AYES - BRUNNER, KERNIGHAN, NADEL, QUAN, BROOKS, REID, CHANG, AND  
PRESIDENT DE LA FUENTE

NOES –

ABSENT –

ABSTENTION –

ATTEST: \_\_\_\_\_  
LATONDA SIMMONS  
City Clerk and Clerk of the Council  
of the City of Oakland, California