

CITY OF OAKLAND

AGENDA REPORT

To: Office of the City Administrator
Attn: Deborah Edgerly
From: Department of Human Services
Date: November 14, 2006

RE: Resolution Adopting the Oakland Fund For Children And Youth Final Evaluation Report for Fiscal Year 2005-2006

SUMMARY

The annual independent evaluation report, *Oakland Fund for Children and Youth Final Evaluation Report FY 2005-2006*, is hereby submitted to the Oakland City Council for acceptance in accordance with the Measure K-Kids First! Charter Amendment. The evaluation report covers the ninth year of Oakland Fund for Children and Youth (OFCY) funding, from July 1, 2005 to June 30, 2006. A complete copy of the report is available in the Office of the City Clerk, and may be downloaded from the OFCY website (www.ofcy.org). The executive summary and overall evaluation is included in this report as Attachment A.

The overall section of the evaluation includes key findings discussed in this report. The OFCY evaluation is program specific, comprehensive, and based on “best practices” for assessing youth programs. The “youth development framework” guides providers in building youth’s positive assets and skills. The logic model used in the design of each grantee’s evaluation enables each organization’s leadership to identify the outcomes or changes expected when the community (OFCY and other funders, neighborhood organizations, major institutions, adults, etc.) invests in children and youth.

The evaluation is increasingly used in the OFCY proposal review process. For 2006-07, about 75% of the grantees from 2005-06 were refunded due to their performance. About 25% were not refunded either due to their performance or because of a shift in their alignment with the OFCY Strategic Plan 2006-2010.

The report includes recommendations for continuous improvement of the administration of the fund. These recommendations include finalizing intermediate results or outcome indicators for each of the funding areas in the 2006-2010 Strategic Plan; and creating a protocol to deal with under-performing programs.

FISCAL IMPACT

Approval of the resolution has no fiscal impact.

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BACKGROUND

OFCY was established in November 1996, with the approval of the Kids First! Initiative (Measure K) as an amendment to the City Charter, setting aside 2.5% of the City's unrestricted General Purpose Fund to support direct services to youth under 21 years of age during the twelve-year lifespan. OFCY is overseen by a 19 member Planning and Oversight Committee (POC) composed of 10 adults and 9 youth appointed by the Mayor and City Council.

The Measure K Charter Amendment requires an annual independent process and outcome evaluation of Kids First! (OFCY). The 2005-2006 evaluation was completed by the firm of Community Crime Prevention Associates (CCPA), which was selected through a competitive process in 2003.

KEY ISSUES AND IMPACTS

Key Findings

The evaluation of OFCY documents the following findings for program year 2005-2006:

- OFCY provided \$9.6 million to fund 81 grantees, which served an unduplicated total of over 18,285 children and youth living in Oakland.
- Over 4 million hours of service were provided to children and youth. The amount of service per child and youth customer increased by 38% over last year, with each customer receiving an average of 216 hours of service.
- Grantees provided 120% of their contracted services.
- This year, the average cost per hour of service was \$2.43 for OFCY funds and \$5.37 for total funds (OFCY and matching funds).
- Grantees matched OFCY dollars at a ratio of \$1.21 additional dollars from other funding sources to every OFCY dollar spent, reporting \$11.6 million in matching funds to OFCY's \$9.6 million.
- About 87% of OFCY dollars were delivered during the after school hours. Comprehensive after school programming represents 39% of that total.

OFCY Strategic Priorities

OFCY's contribution to the status of children and youth in Oakland was documented according to the funding priorities of the Strategic Plan for 2002-2006. In terms of units of service delivered, 53% of OFCY's effort contributed to support for children's success in school; 14% contributed to child health and wellness; 20% of the effort supported healthy transitions to adulthood, and 25% of the effort supported services for improving youth empowerment.

Performance and Service Delivery

The evaluation focuses on capturing the quantitative results necessary to answer the questions of performance accountability and efficiency -- whether grantees met their planned contracted service targets and at what cost. OFCY tracks hours of service for each activity contracted through grantee quarterly reporting. Of the 81 programs funded, only four did not meet their targeted service goals in terms of units of service delivered.

The evaluator used the Service Performance Index (SPI) to assess OFCY grantees. The SPI is based upon the criteria and rating system associated with the Malcolm Baldrige National Quality Award. The Service Performance Index measures 19 variables of performance. Of all 2005-2006 OFCY grantees, 14 or 18% did not meet the performance goal of 600 points out of a 1000. Individual evaluations of each grantee are included in Section Six of the final evaluation report.

Overall FY 05-06 Results

OFCY's 81 grantees spent \$21,211,010 in funding to provide 3,946,992 hours of service to 18,285 unduplicated children and youth living in the City of Oakland. OFCY spent \$9,606,371 which was matched by \$11,600,946 (121%) leveraged by grantees from other sources. The total average cost per hour of service, using both OFCY funds and matching funds, was \$5.37. The average cost per hour of service using OFCY funds only was \$2.43 per hour, reflecting \$2.94 in matching funds per hour of service that was leveraged from other sources by grantees.

Table 1: Services and Costs

	FY 00-01	FY 01-02	FY 02-03	FY 03-04	FY 04-05	FY 05-06	Total
OFCY Dollars Spent	\$6,463,174	\$6,786,340	\$7,712,464	\$7,819,203	\$9,423,967	\$9,610,064	\$47,815,212
Matching Funds Spent	\$4,977,497	\$5,844,876	\$7,239,644	\$8,081,022	\$10,639,782	\$11,600,646	\$48,383,467
Hours of Service	1,998,486	2,200,521	2,613,414	3,155,788	20,063,749	21,210,710	96,198,679
Children & Youth Served	11,411	12,134	16,971	19,701	23,818	18,285	102,320
Cost per Hour to OFCY	\$3.23	\$3.08	\$2.95	\$2.48	\$2.53	\$2.43	\$2.72
Total Cost per Hour	\$5.72	\$5.58	\$5.72	\$5.04	\$5.39	\$5.37	\$5.47

Demographic Analysis

The evaluation provides demographic profiles by age, ethnicity, and gender for OFCY as a whole and for individual programs. This data is used to inform OFCY's proposal review process for later periods. During the proposal review process, OFCY review teams attempt to produce a

funding package that balances ethnicity, gender, geography, and the needs of special populations. These objectives remain an ongoing challenge for OFCY.

Performance Results FY 2001-2006

For the first time the OFCY Evaluation Report includes “A Six-Year Retrospective of OFCY Services to the Youth of Oakland.” This data can be found in Appendix D on pages 488-504 of the evaluation. The tables represent a summary of how 72 community based organizations have performed over the last six years. Data is presented on 15 different indicators which include:

- Expenditure of OFCY funds
- Total Spending
- Number of Youth Served
- Total Hours of Service and Hours of Service Per Customer
- Cost Per Hour of OFCY Funds and Total Cost Per Hour
- Cost Per Customer of OFCY Funds and Total Cost Per Customer
- Youth and Parent Satisfaction with Services
- Overall Level of Service Performance

Measurement of Quality and Effectiveness

The evaluation focuses on the extent to which grantees’ services produced change for the better in their youth customers, and whether parents and youth were satisfied with the services provided. This is measured through 1) youth developmental asset changes; 2) changes in specific program skills and behaviors; and 3) youth and parent satisfaction ratings. In addition, the evaluation uses Oakland Unified School District (OUSD) data and control groups in measuring the effectiveness of OFCY services.

The measurement of positive changes in behavior within a youth development framework that emphasizes building youth assets and skills is a “best practice” in youth program evaluation. The evaluators collected 34,371 surveys from child and youth customers, their parents, and knowledgeable staff on whether grantees’ services produced change for the better in their youth customers. The table below lists the seven youth developmental asset changes targeted by OFCY.

Seven Youth Developmental Assets Changes Success at school (job/training) Increased self esteem and awareness Improved communication skills Improved ability to learn new things Improved ability to connect with adults Improved ability to work with others Increased ability to stay safe
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In addition, questions were asked about program related skills such as art, business, academics, violence prevention, leadership, etc. The evaluators collapsed the responses into a service productivity score for each program. The evaluator determines service productivity score for each program based on how consistently OFCY clients report that they gained additional skills.

Overall, OFCY services met the targets established by the evaluation with the following results:

- A change for the better in youth developmental assets was reported 67% of the time by children and youth due to OFCY services.
- A change for the better in the youth developmental assets was reported over 78% of the time by parents and staff due to OFCY services.
- 85% of children and youth reported high satisfaction with services.
- 89% of parents reported high satisfaction with services.

Assessment of Program Results

Program results come from the effort and effect of the whole community of Oakland, but can be attributed in part to the programs' services. Each OFCY grantee is expected to set intermediate goals for its program participants. Intermediate goals are those which can be achieved and measured within the course of a program year. The items listed below are miscellaneous examples of results statements set by OFCY grantees.

Sample Intermediate Results/Outcomes
70% of Youth will report that their ability to get along with peers is improved
70% of Youth will demonstrate increased technical skills in the production of audio/video stories
70% of participating children will demonstrate emerging literacy skills by the end of the program year.
50% of youth customers will believe that they can have a positive impact on problems in the community.
50% of participants will increase their reading and math skills within six months of consistent participation.
70% of students will increase their job readiness by learning an arts related trade
Students will increase their computer literacy skills by 50%
70% of the health education participants will demonstrate healthy decision making skills
Program participants will achieve 90% daily attendance as indicated by their school attendance records
60% of participants will improve or stay the same in taking the next grade level CA Standards Test (CST) in English and Language Arts.

Eighty-eight percent of intermediate result statements were achieved by OFCY grantees. This indicates that grantees are having a measurable effect upon the young people they serve.

After School Programs

The Oakland After School Initiative began in FY 2004-2005 as a partnership between OFCY and OUSD to leverage local resources with federal 21st Century Community Learning Centers (21st CCLC) and the state After School Education Safety Program (ASESP) funds to support after

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school programs; encourage coordination among the City, OUSD, and after school providers; and to expand the number of youth served in a comprehensive after school program. Under this initiative, OFCY and OUSD SUCCESS staff provide support, training and technical assistance to initiative grantees to build grantee capacity to operate quality comprehensive after school programs for Oakland youth.

In 2003, the City released a Request For Qualifications to select program sites for FY 2004-2005. Upon completion of a competitive process, \$3,345,881 was awarded and 23 programs (24 school sites) were funded. This evaluation marks the completion of the City's first two year after school initiative and funding cycle. Table 2 lists the program sites, providers, service performance index score, and percentage of contract services delivered in FY 2004-2005 and FY 2005-2006.

In the first year of the initiative, comprehensive after school programs were established at 24 school sites. Grantees were evaluated on the basis of 5 performance targets which are: 95% of contracted services delivered; 70% youth satisfaction rate; 60% youth asset development service productivity; 60% youth grantee selected service productivity; and 60% youth academic service productivity. Nineteen programs performed satisfactorily or missed two or fewer of the targets.

MOCHA discontinued after school program activities at Cole Elementary for FY2005-2006. A major provider, Lincoln Children Care Center, struggled with administrative and programmatic issues at Hoover Elementary, Stonehurst Elementary, and Madison Middle School. In FY 2005-2006 Bay Area Community Resources (BACR) assumed responsibility for these school sites. By the end of the year, two of the three sites assumed by BACR performed successfully or satisfactorily. Madison failed to meet three of its performance targets. In 2005-06, 18 of the 25 programs performed satisfactorily (missing two or fewer targets).

Table 2: After School Initiative Site Summary

School Site	Provider FY 04-05	FY 04-05 Percent of Services Delivered	Service Performance Index Score 04-05	Provider FY 05-06	FY 05-06 Percent of Services Delivered	Service Performance Index Score 05-06
ASCEND	MOCHA	112%	673	MOCHA	108%	637
Bret Harte	YMCA of the East Bay	110%	657	YMCA of the East Bay	104%	693
Claremont	East Bay Conservation Corps	99%	507	East Bay Conservation Corps	112%	562
Cole	MOCHA	95%	638	Leadership Excellence *	100%	710
Emerson	BACR	101%	584	BACR	100%	645
Franklin	East Bay Asian Youth Center (EBAYC)	182%	721	EBAYC	348%	814
Fruitvale	Oakland Youth Chorus	112%	769	Oakland Youth Chorus	119%	680
Garfield	EBAYC	124%	681	EBAYC	136%	674
Hoover	Lincoln Child Care Center	110%	646	BACR	101%	610
ICS Aspire	Spanish Speaking Citizens' Foundation	100%	703	Spanish Speaking Citizens' Foundation	81%	644
KIZmet (Lowell)	AYCD/Scotlan Center	80%	554	AYCD/Scotlan Center	95%	473
Laurel	YMCA of the East Bay	92%	608	YMCA of the East Bay	129%	637
Lincoln	Oakland Asian Students Education Services (OASES)	115%	718	OASES	109%	712
Madison	Lincoln Child Care Center	57%	559	BACR	80%	423
Manzanita	EBAYC	150%	739	EBAYC	183%	707
MLK, Jr.	BACR	101%	584	BACR	105%	478
Melrose Leadership Academy	Melrose Leadership Academy	111%	658	Melrose Leadership Academy	96%	667
Prescott	MOCHA	71%	719	MOCHA	98%	522
Roosevelt	EBAYC	147%	643	EBAYC	153%	475
Sankofa Academy (Carter)	Opera Piccola	138%	496	Opera Piccola	99%	653
Sequoia	East Bay Agency for Children	92%	644	East Bay Agency for Children	101%	644
Stonehurst	Lincoln Child Care Center	102%	557	BACR	99%	600
Urban Promise Academy	ProArts	95%	545	Oakland Leaf	117%	648
Westlake	OASES	103%	666	OASES	107%	699

* In FY 05-06 a summer program was offered at Cole.

The programs at Martin Luther King, Jr., KIZmet and Lowell, Claremont, and International Community Schools were placed on program improvement status because of deficiencies in one or more areas. Grantees that are on program improvement plans are notified of their status in writing. All partners and stakeholders are asked to meet, discuss, and to plan a course of action needed to remedy problems at the site.

The 2006-2010 Strategic Plan established comprehensive after school as a key strategic area for elementary and middle school children. In FY 2006-2007 the number of school-based after school programs increased from 25 to 30. Additionally OFCY funds 6 community based after school programs for a total of 36 comprehensive programs.

Service delivery and service quality remain ongoing concerns for the POC and OFCY staff. Staff work with the OFCY external evaluator Community Crime Prevention Associates (CCPA) to identify programs which are in need of improvement based upon several factors which include units of service delivered, customer satisfaction, survey comments, and youth service productivity as measured by CCPA. The 2006-2007 evaluation is currently underway. The mid-year report on 2006-2007 will be completed in February 2007.

Evaluator's Recommendations

The *Oakland Fund for Children and Youth Evaluation Report Fiscal Year 2005-2006* provides recommendations for coming years on pages 15, 102 and 103 of the evaluation report. Below is a summary of the key recommendations:

1. The Mayor and City Council of Oakland should make every effort to fill vacancies in the POC. The OFCY process begins with the leadership and oversight of the POC.
2. OFCY should make sure that all grantees file complete quarterly evaluation reports. Some groups did not provide complete demographic data on their customers and there were others that did not provide quantitative data on their intermediate results statements.
3. OFCY should finalize some common intermediate result or outcome indicators for each of the funding categories in the 2006-2010 strategic plan.
4. OFCY should define what is meant by a comprehensive after school program, and how to measure alignment with that definition.
5. OFCY should set up a process to deal with non-performing after school programs in the Oakland SUCCESS collaborative.
6. Evaluation grantee data should be better utilized to identify areas of improvement.

7. OFCY should continue multi-year grants for grantees that demonstrate they are efficient and effective in producing results with their services. Multi-year funding will provide some stability for well-performing grantees.

PROJECT DESCRIPTION

The OFCY evaluation system is comprised of four categories of performance measures: effort, effect, performance, and results. Effort refers to the amount of work the OFCY service providers conducted with the children and youth. Effect of OFCY funded programs is determined by measuring the satisfaction of children and youth as well as their parents/caregivers and, in their opinion, whether the programs were effective in producing change for the better. Performance measures how each of the grantees did in meeting the OFCY performance goals for effort and effect. Results are long term outcomes that are visible to the general public and, unlike program specific outcomes, are about improvements to the population as a whole.

The individual evaluation documents the effort, effect, performance and results for each program's activities during the year. Each program's goals and actual performance in terms of the percentage of contracted services delivered, the leveraging of OFCY funds, the achievement of targeted changes for youth asset development and program based skills or behavior changes are documented. For each program, two selected program goals are included in the individual evaluation. Through observation and site visits, interviews, and surveys, the evaluation team documents both program strengths and opportunities for improvement in the final evaluation. The evaluator's interim findings are used during the proposal review process for the next award cycle.

SUSTAINABLE OPPORTUNITIES

Economic:

CCPA hires and trains approximately 20 youth per year to be youth evaluators. The OFCY evaluation system encourages continuous improvement by the grantees to increase productivity and cost effectiveness.

Environmental:

The OFCY evaluation does not result in known environmental opportunities.

Social Equity:

The OFCY evaluation system results in direct social benefits such as organizational capacity building, youth development, and employment opportunities for participating youth evaluators.

DISABILITY AND SENIOR CITIZEN ACCESS

Approval of the resolution has no direct impact on disability and senior citizen access issues.

RECOMMENDATION(S) AND RATIONALE

Staff and the POC recommend Council approval and acceptance of the *OFCY Final Evaluation Report FY 2005-2006*. An independent evaluator collected surveys and outcome data and conducted interviews and site visits to assess each of the 81 OFCY grantees delivering services to children and youth in 2005-2006. The evaluation has been completed in compliance with the requirements of the Measure K Charter Amendment.

ACTION REQUESTED OF THE CITY COUNCIL

Staff and the Planning and Oversight Committee request that the Oakland City Council approve a resolution adopting the *Oakland Fund for Children and Youth Final Evaluation Report FY 2005-2006*.

Respectfully submitted,



ANDREA YOUNGDAHL
Director, Department of Human Services

Reviewed by:
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APPROVED AND FORWARDED TO
THE LIFE ENRICHMENT COMMITTEE:

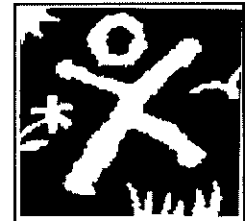


Office of the City Administrator

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Life Enrichment Committee
November 14, 2006



**Oakland Fund
for Children
and Youth Final
Evaluation Report
FY 2005-2006**



Presented to:

**Oakland Fund for
Children & Youth
Planning
and Oversight
Committee**

**By Community Crime
Prevention Associates
September 12, 2006**

Planning and Oversight Committee Members of the OFCY

District 1 - Councilmember Jane Brunner
Youth Appointee - Vacant
Adult Appointee - Patrick Daughton

District 2 - Councilmember Patricia Kernighan
Youth Appointee - Marilyn Montenegro
Adult Appointee - William Butkus

District 3 - Councilmember Nancy Nadel
Youth Appointee - Vacant
Adult Appointee - Juanita Davis

District 4 - Councilmember Jean Quan
Youth Appointee - Leslie Situ
Adult Appointee - Marcia Henry

District 5 - Councilmember Ignacio De La Fuente
Youth Appointee - Fhatima Paulino
Adult Appointee - Monica Montenegro

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Youth Appointee - Jammie Forrest
Adult Appointee - Renato Almanzor

District 7 - Councilmember Larry Reid
Youth Appointee - Porshia Butler
Adult Appointee - Jacky Johnson

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Adult Appointee - Viola Gonzales

Mayoral - Mayor Jerry Brown
Youth Appointee - Cody Kopowski
Adult Appointee - Patricia Gima
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Acknowledgments

Community Crime Prevention Associates (CCPA) and the entire OFCY Evaluation Team are truly grateful for the assistance received during this FY 2005-2006 OFCY Evaluation Report period.

First and foremost, our gratitude is extended to the grantees and the communities that they serve. Grantees were extremely cooperative and supportive in assisting the Evaluation Team. Moreover, CCPA is impressed with the OFCY Grantees' accomplishments and thankful for their commitment to serving Oakland's children, youth, and families.

Additionally, the Evaluation Team expresses its heartfelt thanks to the Planning and Oversight Committee (POC) for its guidance and leadership. Special recognition is given to the POC Evaluation Subcommittee members for their deep commitment to program evaluation and continuous improvement. Thank you to Mark Friedman for his direction, invaluable training, and support of the OFCY Evaluation Team and Grantees.

Many thanks go, of course, to the City of Oakland Department of Human Services Oakland Fund for Children and Youth staff. Their hard work and diligence has been an important factor in OFCY's accomplishments. Special thanks to Maya Hart and Ayako Miyashita for their dedication and excellent work. CCPA expects continued greatness as they move on with their careers.

CCPA also thanks the youth members of the Evaluation Team. These caring professionals worked diligently with CCPA to document the efforts and effects of OFCY services.

Lastly, to the youth, teachers, parents, and other community leaders who were the driving force behind the movement for the enabling legislation, the Evaluation Team is thankful for their visionary leadership and unwavering commitment to the well being of all children, youth, and families in Oakland.

Dr. Peter Ellis serves as the team leader of the OFCY Evaluation Team. Please address any questions or comments to him at (510) 814-1844 or e-mail - ellisccpa@sbcglobal.net.

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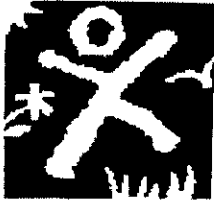
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OPR Discovery Centers



**Oakland Fund for Children and Youth
Final Evaluation Report FY 2005-2006
September 12, 2006**

All Photos Taken by OFCY Youth Evaluators



Bret Harte Community Academy



OASES

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How to use this report to find what you want to know

The OFCY Final Evaluation Report is organized into six sections: executive summary, historical review of OFCY performance, explanation of the evaluation model used for this report, overall evaluation of OFCY this year, summaries of each of 81 grantees, and administrative process evaluation findings. The appendix follows these six sections and contains detailed supportive data and information on each of the OFCY Grantees.

The evaluators recommend that the first three sections are indispensable reading in using this report. In the first section, readers will find a brief executive summary of the effort, effect, performance and results of the 2005-06 funding cycle.

In the second section, a brief historical review of OFCY performance for the last six years is provided to review progress of the fund.

In the third section, readers will find a brief explanation of the Performance Logic Model Evaluation System utilized by OFCY to evaluate and provide information for continuous improvement of grantee's services and care provided for Oakland children and youth.

In the fourth section, effort, effect, performance, and results across all OFCY funded services are reviewed.

Effort includes the resources and work required, such as information about how grantees spent their money, who the staffs and customers were, what the strategies for service were, how much service was provided, and how much it cost. The efficiency of services is based on the funds expended per hour of service provided.

Effect includes the experiences and feedback of children, youth, and their parents in two areas: customer satisfaction and productivity. Staff that serve the children and youth also conduct individual assessments of the changes made by their youth customers. Children, youth, parents and staff members report on the changes in the child or youth customer's skills, knowledge, attitudes, and behaviors caused by the OFCY funded services. The level of productivity in causing changes signals the effectiveness of services.

Performance summarizes whether the OFCY grantees met the OFCY performance goals for effectiveness and efficiency. This analysis of performance compares OFCY Grantees by using the priority areas of the OFCY Strategic Plan.

Results include population indicators such as overall health, wellness and education of the children and youth in Oakland. Results come from the whole Oakland community's efforts to improve the well-being of children and youth. Looking at results over time assists the residents of Oakland to see if key indicators are going in a good direction or a bad direction. Results also include intermediate outcomes that are closely tied to the effort and effect of the grantees and their community partners. This is the third year that intermediate results were provided by each agency.

The fifth section provides a summary of all four areas noted above for each grantee. Also in this section are evaluator comments and results of individual survey questions. Results of the surveys are especially interesting because grantees crafted their own program-specific questions. These write-ups evaluate each of the 81 grantees and are designed to be shared with various funding partners of OFCY to report back to them on their investment in Oakland's children and youth.

The sixth section provides an evaluation of the OFCY administrative process and findings from the evaluation.

The appendix includes the following:

Appendix A - Report Tables with Grantee Data

Appendix B - Bibliography

Appendix C - Definition of Terms

Appendix D - Six Year Retrospective on OFCY Services

Appendix E - OFCY Evaluation Team

Appendix F - Validity and Reliability of Instruments

Neither the size nor comprehensive nature of the OFCY Final Evaluation Report need deter anyone from finding the information he/she is most interested in acquiring. In fact, the report is organized so that the reader can easily access information about the OFCY program, such as the history and evaluation design, as well as grantee performance, including the amount of services provided and their effectiveness.

Section One - Highlights of OFCY Funded Services for FY 2005-2006

Highlights that evaluators chose as representative of this year's effort, effect, and performance of OFCY Grantees are given below. Additional information about each of the highlights is in the report, beginning on the page listed in parentheses following each highlight. A summary of effort, effect, performance, and results of this year's OFCY funding is also provided in the table on page 8. There, readers can quickly locate answers to the OFCY evaluation questions and learn more about how the 81 grantees, overall, met or exceeded the performance goals.

Effort of OFCY Funded Services for This Year

- ☛ OFCY funded 81 contracts to grantees for \$9.7 million to serve Oakland's children and youth. (Page 21)
- ☛ This year was the third year in a row that OFCY grantees raised more matching funds to serve Oakland's children and youth than was provided by OFCY. This indicates an outstanding effort to leverage Measure K -OFCY funds. This year OFCY funds were matched with \$11.6 million for a total of over \$21 million in funds for services for Oakland's children and youth. (Page 22)
- ☛ Grantees served 18,285 unduplicated children and youth customers with 4 million hours of direct service. The amount of service per child and youth customer increased by 38 percent over last year, with each customer receiving an average of 216 hours of service. (Page 38)
- ☛ This year, the average cost per hour of service was \$2.43 for OFCY funds and \$5.37 for total funds (OFCY and matching funds). The cost per hour is the bottom line or output of effort. It is calculated by dividing the amount of funding spent by the hours of direct service delivered. (Page 39)

OFCY children and youth, their parents, and their OFCY - funded staff completed 34,371 surveys about the effect of funded services in producing new skills and behaviors.

Effect of OFCY Funded Services for This Year

- ☛ Children and youth customers gave OFCY services an 85 percent satisfaction rating; parents gave the same services for their child an 89 percent satisfaction rating. Both are positive satisfaction rates. (Page 41)
- ☛ OFCY funded services were effective in producing positive changes in behaviors and skills in their children and youth customers in over two-thirds of the targeted changes. Parents indicated that funded services were effective in producing three out of four targeted changes because of the OFCY funded services. (Page 43)



BACR Sante Fe After School Program

Performance of OFCY Funded Services for This Year

- At the beginning of each fiscal year, grantees develop a service plan that indicates the scope of work they will complete for their grant. This year, 91 % of grantees met or exceeded their contracted service delivery plan for the specified number of hours of service. *(Page 57-68)*
- This year, 95 percent of grantees met or exceeded the OFCY goal for children and youth satisfaction rate of 70% and 97% of grantees met the performance goal for parent satisfaction with the services and care provided to their child. *(Page 60-66)*
- All the OFCY grantees share similar child and youth developmental asset target changes. This year, 82 % of grantees met or exceeded their performance goal for growth in targeted child/youth developmental assets as indicated by their child and youth customers. Ninety-one percent of the parents surveyed indicated that the grantee program in which their child was involved met or exceeded their performance goal for targeted changes in their child's developmental assets. *(Page 57-68)*
- All the OFCY grantees select changes to be targeted that are unique because of their services. This year, 80 % of grantees met or exceeded their performance goal to stimulate growth in the grantee's selected, targeted changes as indicated by their child and youth customers. Ninety-two percent of the parents surveyed indicated that the grantee program in which their child was involved met or exceeded their performance goal for grantee specified targeted changes. *(Page 57-68)*
- This year, 82 % of the grantees met the performance goal for their Service Performance Index (SPI), a score of greater than 600 points out of 1000. The SPI is modeled after the most widely used measure for overall performance, the Malcolm Baldrige National Quality Award. *(Page 69-77)*
- This year, 75% of the grantees were refunded for next year because of their performance and alignment with the new OFCY Strategic Plan for FY 2006-2010. *(Page 74)*

Results of OFCY Funded Services for This Year

- This year, 88% of grantees met their intermediate result statements. Intermediate results are developed each year by OFCY providers and included in their proposal for funding. Intermediate results cannot be directly linked in a causal relationship to the OFCY services. The strength of the nationally recognized logic model or theory of change evaluation design is that service providers need only demonstrate signs of positive change for the better with measurements. The logic is that positive change, due to services, will impact and influence the intermediate results. For example, if grades improve for a student, the parents, school, OFCY services, and many other positive factors contribute to the increase. Evaluators picked two intermediate results statements from each of the 81 grantees and reported on them in the Grantee Evaluation Section. *(Page 76)*
- The second measure of results is looking at population results for each of the strategic indicators in the OFCY Strategic Plan FY 2002-2006. OFCY uses the population results to determine what direction the overall health and wellness of Oakland youth is going. Is it going in a good direction? Is it staying the same or level? Or, is it getting worse or going in a bad direction? This year, nineteen indicators were reviewed. Thirteen are going in a good direction and improving (i.e., most of the OUSD state test scores are improving overtime). Three are level (i.e., ratio of middle school suspensions days to enrollment). And three are going in a bad direction (i.e., percent of enrolled seniors graduating). *(Page 80-93)*

SECTION ONE

At a Glance: Effort, Effect, Performance, and Results for this Year

OFCY Performance Logic Model Evaluation System								
Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions FY 2005-2006				Met Performance Goal		
EFFORT	Inputs	What did OFCY spend on services?	OFCY Funds Spent \$9,610,064	Matching Funds Spent \$11,600,946	Total Funds Spent \$21,211,010	Percent of OFCY Funds Spent 99%	Youth Stipends and Grants \$704,893	Yes Met
	Staff	Who were the staff providing services?	FTE Staff 548	Years Experience 9.2	Years Schooling 16.4	Male 35%	Female 63%	Yes Met
	Customers	Who are our children and youth customers?	# Unduplicated Customers 18,285	Male 43%	Female 47%	Unknown 10%		Yes Met
			0-5 yrs. 10%	6-10 yrs. 27%	11-14 yrs. 28%	15-20 yrs. 31%	Unknown 4%	
			African Amer. 42%	Latino 23%	Asian/PI 13%	Native Amer. 4%	Caucasian 4%	
			Multi Racial 6%	Other 8%	Level of Youth Developmental Assets MEDIUM			
	Strategies	What service strategies did we conduct?	School Success 53%	Health & Wellness 14%	Healthy Transition Adulthood 20%	Youth Empowerment 13%		Yes Met
			After School Services 87%	School Linked Services 63%	Comprehensive After School Oakland SUCCESS 47%			
	Activities	How much services did we provide?	Planned Hours of Service 3,285,358	Actual Hours of Service 3,946,992	Percent of Contracted Services Delivered 120%	Hours of Service per Customer 216	Yes Exceeded	
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds \$2.43	Cost per Hour Total Funds \$5.37	Cost per Customer OFCY Funds \$526	Cost per Customer Total Funds \$1,160	Yes Exceeded		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items) 85%		Average Satisfaction of Parents of Youth (0-100% on 4 items) 89%		Yes > 70% Exceeded	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Child & Youth Report on Changes 67%	Parent Report on their Child 78%	Staff Report on Client 80%	Yes > 60% Exceeded
			Asset development		70%	77%	78%	
			Grantee selected					
	Service Quality and Performance	Were our services equally effective for all our customers?	Service Quality Score		Change in Service Quality	Average Service Performance Index (SPI) Score	Percent of SPI Score over 600 for 31 grantees	Yes Quality Score > 1 Exceeded
			Fall 1.8	Spring 1.9	Increase	644	82%	
	Survey Sample	How many customers did they survey?	RPR Survey 5,690	Youth Surveys 11,552	Parent Surveys 6,663	Staff Surveys 10,466	Total Surveys Collected 34,371	Yes Exceeded

Results come from the effort and effect of the whole community of Oakland to raise healthy youth.

RESULTS				
Intermediate Results	Did customers' outcomes improve?	88% of the OFCY Grantees met their intermediate result goals. The Oakland SUCCESS After School OFCY Grantees participated in the OUSD Results Study		Still much work to be done to improve our child and youth results
		71% of participants improved or stay the same in taking the next grade level CA Standards Test (CST) in English and Language Arts.		
70% of participants improved or stay the same in taking the next grade level CA Standards Test (CST) in Mathematics.				
Population Results	How are we doing on the indicators of health and wellness of Oakland youth?	88% of OUSD school success STAR test indicators are improving in a good direction.		
		The ration of middle school suspension days to enrollment is increasing going in a bad direction.		
		29% High School Seniors graduating took course to qualify to enter UC/CSU.		

Section Two

Historical Review of OFCY

In November 1996, 75% of voters in Oakland, California, approved an amendment to the City Charter of Oakland entitled the Kids First! Initiative (Measure K), creating the Oakland Fund for Children and Youth (OFCY). Approval of this measure was a declaration of the voters' commitment to support the healthy development of Oakland's children and youth. Due to the grass roots effort of youth, parents, teachers, organizers, social service providers, and other community members, Measure K became a reality. Measure K earmarks 2.5% of the City's unrestricted General Purpose Fund to support direct services to youth under 21 years of age. The 2.5% set-aside is equivalent to \$5.6 to \$9.6 million each year for 12 years.

Initially, the East Bay Community Foundation administered the OFCY in partnership with the City of Oakland. In FY 2003-04, the City assumed full responsibility for administering the OFCY. The Planning and Oversight Committee (POC), a 19-member governing body, provides allocation and policy recommendations to the Oakland City Council. The POC is comprised of nine youth and ten adults who are appointed by the Mayor and City Council. Additionally, as required by the enabling legislation, the POC oversees the annual outcome evaluation of OFCY grantees, the annual evaluation of the grant-making process, and the development of three successive four-year strategic plans. This report covers the last year of the second strategic plan. Future OFCY grantees will be implementing the third strategic plan for the next four years.

OFCY Accomplishments Over the Last Six Years

The OFCY helps sustain a variety of programs to serve children and youth in Oakland. OFCY funds different projects to work with children from prenatal to youth under 21 years old. OFCY funds programs to provide opportunities for:

- Teenage parents and well-baby care
- Children zero to five years to get ready for school
- After school programs for school-age youth
- Academic assistance for middle school students
- Children with developmental disabilities
- Nutrition and gardening for elementary youth
- Sports and fitness for children and youth
- Art, drama, music, and dance experiences for children and youth
- Science education for children and youth
- Career training for youth
- Leadership training for youth
- College readiness for youth
- Services for homeless youth
- Assist foster youth transition to independent living
- Violence prevention skills and attitudes for children and youth
- Peer education and support services

To monitor how well the OFCY is implementing the nationally accepted research on child and youth development, an evaluation team analyzes program costs, services, and feedback from parents, children and staff members. The results are shared with service providers, the public, and the Planning and Oversight Committee (POC), which ultimately makes recommendations about which grants to renew. Over the last six years, 83% of the grantees have been refunded based on their performance and alignment with the OFCY Strategic Plan.

So far, the findings have been impressive – and are getting better each year. **Indeed, the last six evaluation reports show 87% of service providers receiving funds from Measure K :**

- Have met or surpassed national standards for providing services to children.
- Have maintained high rates of customer satisfaction.
- Have kept costs low.
- Have boosted the effectiveness and quality of their services.

During the six year period from July 1, 2000 to June 30, 2007:

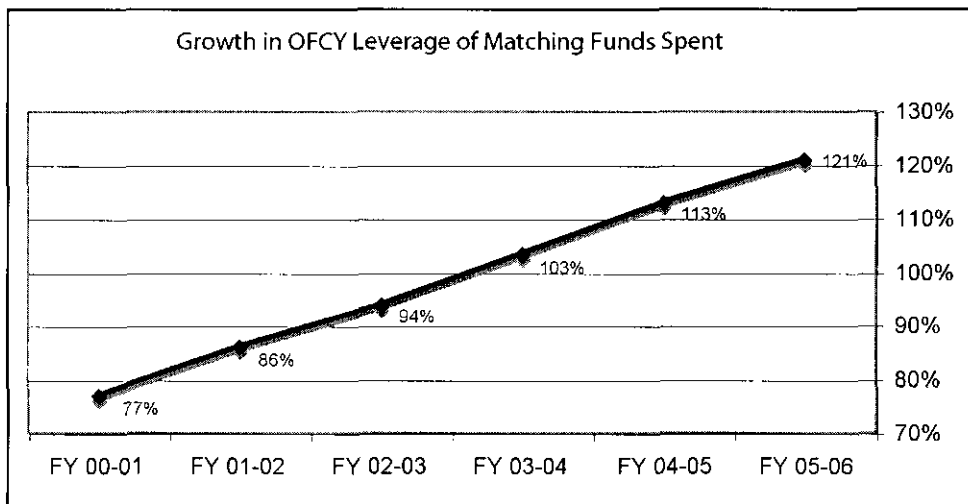
- OFCY grantees provided more than 17.6 million hours of direct service to 102,320 children.
- Over the same time, OFCY spent \$48 million dollars in funds that were matched by \$48 million, representing a 133% growth in OFCY's ability to leverage funds.

The growth in leveraged funds, hours of direct service, and effectiveness – together with the reduction in cost per hour of service – are highlighted on the following pages. As Charts 1-4 illustrate, the results have improved each year.

Amount of Effort Accomplished Has Increased

- Each year, OFCY grantees have continued to expand their partnerships with other public and private entities to increase the amount of matching funds they use to enhance their OFCY-funded services. The last six years have shown a 133% increase in leveraged funds from a match of 77% in FY 2000-01 to a match of 121% in FY 2005-06.
- Community support for OFCY Grantees has grown from \$5 million to \$12 million since FY 00-01. This means that in the year 2000-01 for every dollar OFCY spent it was matched by 77 cents. This year, the leverage has grown so that every dollar OFCY spent was matched with \$1.25, an excellent investment for the residents of Oakland.

Chart 1

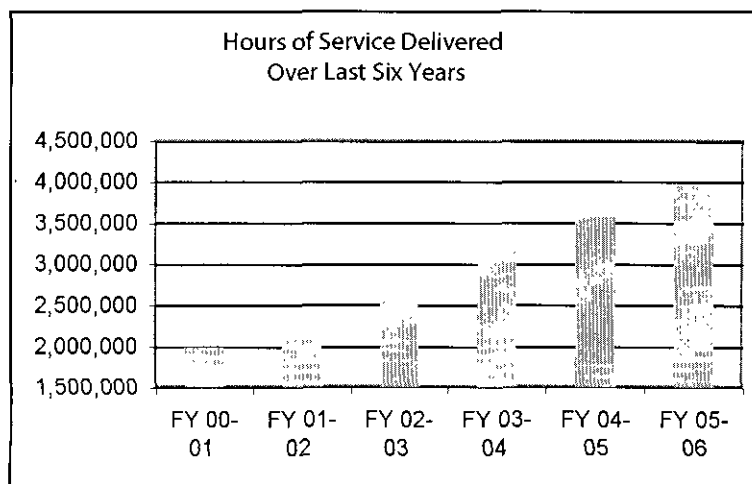


Why is this important? Municipalities across the country are struggling with bleak financial circumstances making the ability to leverage city grant funds increasingly important. The OFCY grantees have continued to demonstrate the ability to raise funds from private foundations, corporate sponsors, other government agencies, and other donors to match their OFCY grant.

- Since 2000, OFCY grantees have doubled the number of children and youth customers served with more hours of service.
- Because of increased funding (OFCY and matching funds) and increased efficiency, the amount of hours of service OFCY grantees have delivered to children and youth has increased by 96% since FY 00-01. OFCY has gone from 2 million hours of service in 2000-01 to nearly 4 million hours of service this year.
- The number of youth served has grown by 60% since FY 2000-01. The amount of service each youth received increased by 38% from last year and increase 22% from FY 2000-01. Chart 2 shows the growth in hours of service delivered.

Chart 2

Why is this important? In the face of budget cuts, service providers have had to demonstrate their ability to do more with less, including providing more hours of direct service. The increase over the last few years reflects the willingness and ability of grantees to work with youth in groups, reinvent their program approach, and actively recruit program participants.



Effort: OFCY - Funded Services Are Efficient

- OFCY demonstrated its efficiency by continuing to hold down the cost per hour to deliver services. Cost per hour is calculated by dividing the amount of funds used to deliver services by the hours of direct service.
- Over the last six years, OFCY Grantees have delivered services efficiently. Since FY 00-01, OFCY efficiency, or cost per hour of delivering services to Oakland's children and youth, has improved by 6%. When adjusted for inflation, the cost per hour has improved by 15% over the last six years.
- The cost per hour for OFCY funds has gone from \$3.23 in FY 2000-01 to \$2.43 this year, thanks to additional matching funds and increased efficiency in delivering services. Similarly, the cost per hour for total funds has gone from \$5.72 in FY 2000-01 to \$5.37 this year.

Why is this important?

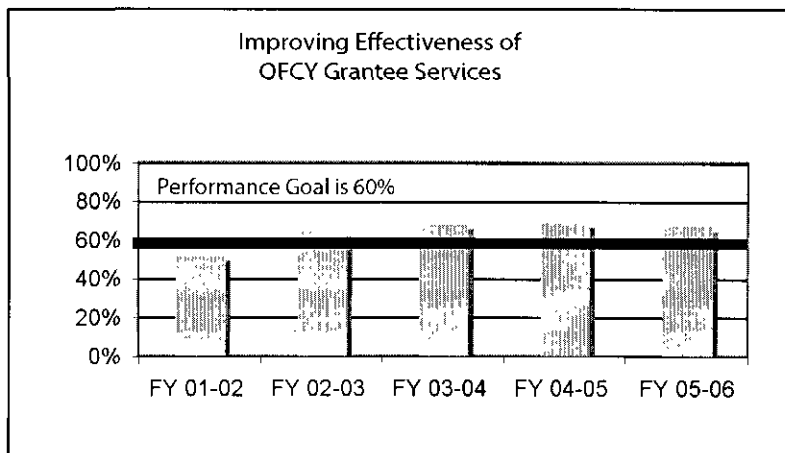
Oakland taxpayers should have some assurance that they are getting a fair deal from OFCY grantees. The cost per hour of direct service allows taxpayers to understand how much they are paying for grantees' services. While most purchases in our lives seem to be going up, OFCY grantees have been able to keep their cost per hour at an efficient rate.

Why is effectiveness important? The cost per hour or efficiency must always be combined with a measure of effectiveness to determine the value of the services provided. Effectiveness is a measure of how the children and youth served are better off because of services funded by OFCY. OFCY uses reports from children, youth, their parents, and the staff serving the youth to determine what new skills and behaviors have changed for the better.

Effect: OFCY-Funded Services Are Producing Change for the Better in Their Children and Youth Customers

- For the fourth straight year, service providers surpassed the 60 % target for service productivity.
- Service productivity is defined as the growth in new skills, knowledge, and positive behaviors as a result of the youth's participation in services – the measure of effectiveness. Since FY 01-02, effectiveness has increased by 29%. Effectiveness is also measured by customer satisfaction, which continued to remain high for both participating youth and their parents.
- Chart 3 shows the percentage of targeted changes children and youth customers indicated they achieved because of the OFCY funded services.

Chart 3



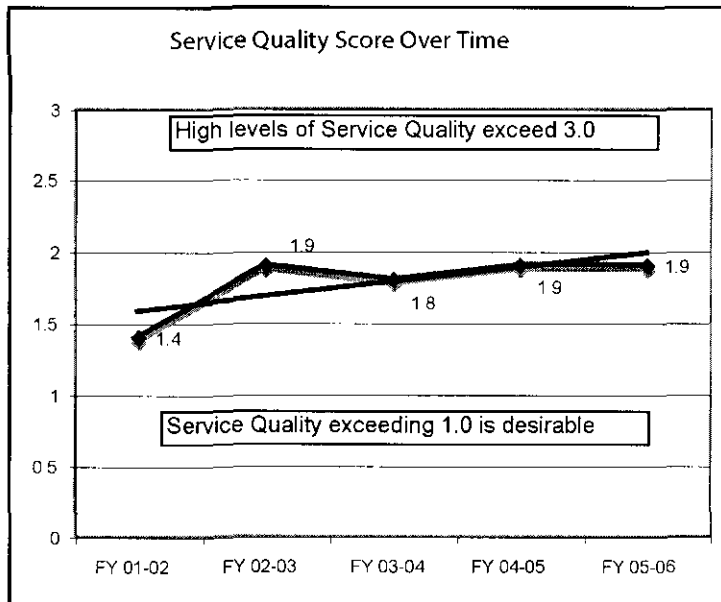
Service Productivity is the number of positive targeted changes achieved minus the number of targeted changes missed. For example this year 69% of the targeted changes for the better were achieved and 2% of the targeted changes were worse for a service productivity score of $69\% - 2\% = 67\%$.

No credit is given for the 30% of the youth who stayed the same. Service Productivity is measured with reports from youth, their parents, and their staff about each targeted change.

Performance and Quality

- Service quality, a measure of the consistency of services delivered to Oakland children and youth customers, has improved by 36% since FY 2001-02. Chart 4 indicates how the trend line is improving for service quality. The trend falls in between desirable and high service quality.

Chart 4



How do we measure service quality?

Service quality is a very difficult concept to measure. Robert Pirsig (best known for "Zen and the Art of Motorcycle Maintenance") states: "Quality doesn't have to be defined, you understand it without a definition." Dr. Rex Green of the OFCY Evaluation Team challenges Mr. Pirsig by using the OFCY Evaluation System to define quality for this report as a measure of producing targeted changes in youth consistently.

Quality exceeding 1.0 is desirable. High levels of quality exceed 3.0. Also important is whether levels of service quality are increasing or decreasing. Decreasing quality warrants a closer look at agency operations. Discussions of decreasing quality can be initiated by brainstorming possible reasons for the decline. Further investigation of possible reasons might be pursued with root cause analysis or charting how service activities cause changes in youth. Readers can find a full discussion of service quality on page 46.

Service Performance Index a Measure of Quality

- Over the last five years, the evaluation has been measuring quality through the use of the Service Performance Index (SPI). The SPI is modeled after the most widely used measure for overall performance and quality, the Malcolm Baldrige National Quality Award. Because the purpose of adopting the Baldrige performance and quality criteria was to guide evaluators in the selection of indicators of overall performance and quality. Points are calculated on the same scale as the national Baldrige performance criteria, 0 to 1,000 points. Evaluators set a benchmark of 600 points as the performance goal for the SPI. This year, 84% of the grantees met this performance goal. This translates into 14 grantees who missed the goal. Nine grantees were not refunded and five grantees were given improvement plans.
- Over the last six years, 83% of all OFCY grantees had funding renewed because of their performance. Seventeen percent (17%) have not been refunded, whether due to poor performance or change in priorities of the OFCY Planning and Oversight Committee. Performance matters if grantees expect to receive funding over a period of years.
- The growth in capacity of OFCY to allocate, monitor, and evaluate OFCY funds has allowed the number of OFCY grantees to grow by 139% from 33 grantees in 2000 to 79 grantees in 2006-2007.

Effort, Effect and Performance for Last Six Years At a Glance

Effort

The following four tables summarize the effort, effect, and performance of OFCY grantees since FY 2000-01. Table 1 indicates the funds spent, percent of OFCY funds leveraged with matching funds from other funding partners, unduplicated clients served, hours of service and cost per hour for services delivered. As revealed in the table, OFCY grantees have continued to improve their efficiency of services over time.

Table 1

Effort of OFCY Funded Service Providers Over Time							
	FY 00-01	FY 01-02	FY 02-03	FY 03-04	FY 04-05	FY 05-06	Total
Measure K - OFCY Funds Spent	\$6,463,174	\$6,786,340	\$7,712,464	\$7,819,203	\$9,382,274	\$9,610,064	\$47,815,212
Matching Funds/Leverage Spent	\$4,977,497	\$5,844,876	\$7,239,644	\$8,081,022	\$10,653,539	\$11,600,646	\$48,383,467
Total Funds Spent	\$11,440,671	\$12,631,216	\$14,952,108	\$15,900,225	\$20,035,813	\$21,210,710	\$96,198,679
Percent Leveraged of OFCY Funds	77%	86%	94%	103%	114%	121%	101%
Unduplicated Customers Served	11,411	12,134	16,971	19,701	23,818	18,285	102,320
Hours of Service Delivered	1,998,486	2,200,521	2,613,414	3,155,788	3,719,594	3,914,876	17,602,679
Hours of Service per Customer	175	181	154	160	156	214	172
Cost per Hour of Service/OFCY Funds	\$3.23	\$3.08	\$2.95	\$2.48	\$2.52	\$2.43	\$2.72
Cost per Hour of Service/Total Funds	\$5.72	\$5.74	\$5.72	\$5.04	\$5.39	\$5.37	\$5.47

Direction of Change for Effort Indicators Are All Positive

Effort indicators over the last six years have all changed in a positive direction. The first column of Table 2 indicates the total for each indicator for the last six years. The second column indicates the percent change from the FY 2000-01; the last column indicates that the direction of the change is in a positive good direction.

Table 2

Total of OFCY Effort Measures from FY 2000-01 to FY 05-06	Total	Percent Change FY 00-06	Direction of Change
Measure K - OFCY Funds Spent	\$47,815,212	49%	Positive
Matching Funds/Leverage Spent	\$48,383,467	133%	Positive
Total Funds Spent	\$96,198,679	85%	Positive
Percent Leveraged of OFCY Funds	101%	57%	Positive
Customers Served	102,320	60%	Positive
Hours of Service Delivered	17,602,679	96%	Positive
Hours of Service per Customer	172	22%	Positive
Cost per Hour of Service/OFCY Funds	\$2.72	-25%	Positive
Cost per Hour of Service/Total Funds	\$5.47	-6%	Positive



East Bay Agency for Children

Effect

Effect is a measure of the changes that take place for the better because of the OFCY funded services. OFCY's goal for service productivity is 60% (percent of targeted changes achieved minus the percent missed). Since the spring of 2003 the OFCY grantees collectively have met this goal. Customer satisfaction is determined from child and youth customers and their parents and can range from 0% to 100%. Child and youth customer satisfaction has improved over time and is above the goal of 70%. Parent satisfaction remains high but has declined by 4% since spring of 2001. Parent satisfaction rates have averaged 89% over time. All the other indicators have shown improvement. Youth Developmental Asset Service Productivity declined by 2% from last year to this year.

Table 3

Effect - Effectiveness Scores for OFCY Funded Service Providers Over Time							
	FY 01-02	FY 02-03	FY 03-04	FY 04-05	FY 05-06	Percent Change	Direction of Change
Developmental Asset Service Productivity							
Youth	52%	65%	68%	69%	67%	29%	Improving
Parent	71%	75%	78%	77%	78%	10%	Improving
Staff	72%	76%	77%	79%	80%	11%	Improving
Grantee Specified Service Productivity							
Youth	56%	69%	71%	68%	70%	25%	Improving
Parent	71%	76%	79%	75%	75%	6%	Improving
Staff	70%	76%	78%	75%	78%	11%	Improving
Customer Satisfaction							
Youth	81%	85%	85%	86%	85%	5%	Improving
Parent	92%	89%	89%	89%	88%	-4%	Slight Decline

Performance

OFCY evaluators have developed two summary scores that can assist readers to review performance. The Service Quality Score and the Service Performance Index as explained on page 12. Table 4 provides readers with a look at these two scores over the last five years. Both scores show for the last four years collectively agencies have met the performance goal of higher than 1.0 for desirable service quality and 600 and above for their service performance index score. Levels of quality have been maintained even though agencies new to OFCY funding are regularly added each year. To see how agencies have performed over time please see the over time section in the appendix.

Table 4

Overall Performance Measures	FY2002	FY2003	FY2004	FY2005	FY2006
Customer's Agency-specified Service Quality	1.4	1.9	1.8	1.9	1.9
Service Performance Index	479	606	653	672	649

Another measure of overall performance is the growth in capacity of OFCY to serve more grantees and to keep the funding competitive over time with the addition of new grantees that take the place of other grantees. Over the last six years, 83% of grantees were refunded because of their performance and alignment with OFCY's Strategic Plan. This means that 65 grantees were not refunded because of their performance or non-alignment with the OFCY Strategic Plan.

Every four years, OFCY produces a new strategic plan. This year was the last year of the FY 2002-06 strategic plan. Because of the Measure Y Crime Prevention Act some of the high performing OFCY groups like Donald McCullum Youth Court and Pacific News Service did not fit the new strategic plan that begins in FY 2006-07 and were not refunded. Another high performing grantee, Oakland Youth Chorus Music in the Schools, also did not fit the criteria of the new strategic plan. This year 20 grantees were not refunded due to performance or lack of alignment. Table 5 shows the percentage of grantees refunded each year and the number of new grantees contracts added each year.

Table 5

Performance of OFCY Service Providers Over Time								
	FY 00-01	FY 01-02	FY 02-03	FY 03-04	FY 04-05	FY 05-06	FY 06-07	Total for Last Seven Years
Percent of Grantees Refunded		85%	80%	79%	93%	83%	75%	83%
New Grantees Funded	33	18	16	18	25	12	18	140
Total of OFCY Funded Grants	33	46	53	60	81	81	78	432

OFCY is Successful in Implementing Measure K

Measure K Guidelines

The Measure K – Kids First! legislation establishes specific guidelines that organizations and programs must meet in order to be eligible for funding. These include:

- Funds can only be given to private, non-profit and public entities (Measure K, Section 5).
- Funding is only available for direct services to children and youth ages 0 through 20.
- Programs and services receiving funds from OFCY must be directly aligned with the priorities, desired results and strategies contained in the strategic plan.

Evaluators have determined that OFCY has met all Measure K guidelines.



Youth Sounds



East Bay Agency for Children - Sequoia Health Start

Recommendation to Planning and Oversight Committee

1. Make sure that all grantees file complete quarterly evaluation reports. This year we had several groups that did not provide demographic data on their customers and who did not provide quantitative data on their intermediate result statements.
2. Finalizing some common intermediate result or outcome indicators for each of the funding categories in the new strategic plan. We will have to pick indicators where we can get data over time that is readily available. We will also have to involve the grantees in getting their acceptance of these measures.
3. Discuss how to deal with non-performing after school programs in Oakland SUCCESS collaborative.
4. Discuss OFCY's definition of comprehensive after school programs as defined in the new strategic plan and how to measure alignment with the definition.

Recommendations to OFCY Administration

1. Need to work with City Council to fill vacancies on the POC.
2. The following groups should be required to complete an OFCY Improvement Plan for their services this next year:
 - Bay Area Community Resources-Madison ASP
 - Bay Area Community Resources-MLK ASP
 - East Bay Asian Youth Center-Roosevelt ASP
 - Through The Looking Glass-Families with Disabilities

Additional recommendations to the OFCY administration are found on page 110 of this report.



Lao Family Community Development - Even Start

Section Three

OFCY Performance Logic Model

How is this report organized?

This report is organized according to Graphic 1 on the following page that explains OFCY's Performance Logic Model Evaluation System. In this report, evaluators answer the questions indicated in Graphic 1 and discuss the theory of change behind the Oakland OFCY effort. Notably, CCPA published a paper summarizing the OFCY Performance Logic Model in an international journal, Elsevier, a pre-eminent authority in evaluation and program planning.¹ Three international evaluation experts did a blind review of the OFCY Performance Logic Model before publishing the article.

Performance Logic Model

The OFCY Evaluation system is based on a performance logic model (PLM). Logic models are a convenient way of describing why certain service activities ought to change the behaviors of those receiving services. In that respect, PLMs resemble path diagrams connecting causal variables to effects variables. They offer an alternative approach to evaluating programs that does not require random assignment to different groups (Julian, Jones & Deyo, 1995).

The elements of the PLM are shown in Graphic 1. Performance accountability is divided into three areas: effort, effect, and results. The logic model variables are listed in the second column: inputs, customers, strategies, activities, outputs, performance measures, and performance indicators.

The underlying logic of the PLM is that more effort on the part of staff and customers produces more outputs. More outputs guided by effective strategies produce more change in behaviors and greater satisfaction with services. As more OFCY customers are served more effectively, a ripple effect on the larger community will occur, causing long-term population outcomes for youth in Oakland.

Oakland OFCY Performance Logic Model Evaluation System

The Oakland OFCY Evaluation System is a synthesis of Mark Friedman's Results and Performance Accountability evaluation technique and the Theory of Change Logic Model evaluation technique. The fusion of the two systems allows for a functional and ongoing evaluation system well suited for OFCY funded services. Mark Friedman, Director of the Fiscal Policy Studies Institute, points out that: "The Results and Performance Accountability and the logic model methods can be seen as complementary, not contradictory, approaches to evaluation."

¹ Evaluation and Program Planning 28 (2005) 83–94. Available at www.elsevier.com/locate/evalprogplan

Results and Performance Accountability

Mark Friedman explains the principles of a results and performance accountability system as a way to hold programs and agencies accountable for performance. Mark Friedman gives the reason for performance accountability:

"Why bother with results and performance accountability? Trying hard is not good enough. We need to be able to show results to taxpayers and voters. Avoid the thousand-pages-of-useless-paper versions of performance measurement."

Theory of Change Logic Model

The OFCY Evaluation System also incorporates the latest research and recommendations of researchers and evaluators that call for a "Theory of Change Logic Model" approach to evaluation designs (J.P. Connell, A.C. Kubisch, L.B. Schorr, C.H. Weiss). All the OFCY Service Providers have incorporated the United Way of America recommended logic model system of evaluation into their OFCY evaluations.

Lisbeth Schorr's Theory of Change

A description of this "Theory of Change Logic Model" research is contained in Lisbeth Schorr's recently published research entitled *Common Purpose – Strengthening Families and Neighborhoods to Rebuild America* (Schorr 1997). In her book, Schorr discusses the issues involved in applying experimental research designs to complex, multiple outcome, and community-based projects. Schorr points out that because experimental designs can only study variables that are easily quantifiable, complex community-based interventions tend to be ignored or short-changed.

Schorr calls for a theory-based logic model outcome evaluation. "By combining outcome measures with an understanding of the process that produced the outcome," states Schorr, "theory-based evaluations can shed light on both the extent of impact and how the change occurred." Lisbeth Schorr documents numerous examples of research and evaluation studies using new evaluation methods that allow social scientists to observe more complex and promising programs. Schorr challenges evaluators to put less emphasis on elegant and precise statistical manipulation and more emphasis on usable knowledge. This usable knowledge will serve as critical information for the OFCY to render thoughtful budget and policy direction, as well as continuous improvement strategies.

The OFCY Performance Logic Model Evaluation System is an integration of the Logic Model and Mark Friedman's Results and Performance Accountability.

OFCY PERFORMANCE LOGIC MODEL

During the last six years, the Oakland OFCY Evaluation Team worked with OFCY staff and grantees to design and implement this integrated evaluation system. The components of the OFCY Evaluation System Performance Measures are divided into three categories: Effort, Effect, Performance, and Results.

Graphic 1 – Evaluation Model

OFCY Performance Logic Model Evaluation System					
Performance Accountability Model	Logic Model	OFCY Evaluation Questions	Where We Get Data	Performance Goal	Theory of Change
E F F O R T	Inputs	What did OFCY spend on services?	OFCY Invoices and Staff Interviews	Spend greater than 95% of funds.	T H E O R Y O F C H A N G E Child and Youth Developmental Theory as indicated in OFCY Strategic Plan. Focused on Risk Avoidance, Protective, Resilience, and Social Attachment Assets as key elements in the betterment of children and youth.
	Staff	Who were the staffs providing service?	Staff Surveys, Focus Groups and Interviews	Hire staff indicated in contract.	
	Customers	Who are our children and youth customers?	OFCY Quarterly Report (Participant ID Report Form)	Serve youth indicated in contract.	
	Strategies	What service strategies did we conduct?	OFCY Quarterly Reports, Interviews, and Site Visits	Provide service strategies contracted.	
	Activities	How much service did we provide?	OFCY Quarterly Reports, Interviews, and Site Visits	Provide 95% of contracted planned services.	
	Performance Measure Outputs	How much did the service cost to deliver?	OFCY Quarterly Reports and Staff Interviews	Cost per hour is the same or below cost contracted.	
E F F E C T	Performance Measure: Customer Satisfaction	Were our youth and parent customers satisfied with our service?	Surveys of Children, Youth, and Parents	Customer satisfaction rate is greater than 70%.	S T R E N G T H S - B A S E D Strengths-based approach to serving children, youth, and their families. Focused on how customers use their strengths and assets to be better off.
	Performance Measure Productivity Outcomes	Was our service effective in producing change for the better for our customers?	Surveys of Children, Youth, Parents, and Staff	Service productivity is greater than 60%.	
R E S U L T S	Result Indicators & Intermediate Outcomes	How are OFCY customers doing with the indicators for school success, health and wellness, and transition to adulthood?	Data collected by other agencies and OFCY Grantees	No performance goals are set for results attributed to results are because of everyone in Oakland's efforts and effects in raising our children and youth.	
	Population Long Term Outcomes	In general, how are the children and youth doing in Oakland over time? This is the result of everyone in our community working together.	Data collected by other agencies and OFCY Grantees		

**SECTION FOUR
OFCY
EVALUATION
REPORT**

**EFFORT
EFFECT
PERFORMANCE**



New Hope Youth Development Center



Prescott Circus Theatre



East Bay Asian Youth Center - Manzanita ASP

Effort

Section four contains the OFCY-wide evaluation data. Effort is the first of three subsections, followed by Effect, and Performance. The next 20 pages provide information related to Effort and is organized accordingly:



OASES

1. To learn about what OFCY Grantees spent on services, go to page 21 .
2. To learn about who the OFCY-funded staff members were, go to page 24 .
3. To learn about who the OFCY children and youth customers were, go to page 28 .
4. To learn about service strategies OFCY Grantees used, go to page 36 .
5. To learn about how much service Grantees provided go to page 38 .
6. To learn about the cost per hour of service go to page 49.

OFCY and Matching Funds for FY 2005-2006

OFCY Performance Logic Model at A Glance							
Logic Model	OFCY Evaluation Question	Answer to OFCY Evaluation Question FY 2005-2006				Met Performance Goal	
Inputs	What did OFCY spend on services?	OFCY Funds Spent \$9,610,064	Matching Funds Spent \$11,600,946	Total Funds Spent \$21,211,010	Percent of OFCY Funds Spent 99%	Youth Stipends and Grants \$704,893	Yes Met

At a Glance

Inputs or funds spent is the first question answered by the OFCY Performance Logic Model

OFCY funded 81 separate contracts to provide services for FY 2005-06 to Oakland's children and youth. For this report, the OFCY's grantees are separated into Request for Proposal (RFP) grantees and After School Initiative grantees, who receive two years of funding to implement the OFCY After School Strategy. After School Initiative grantees were funded through a Request for Qualification (RFQ) process.

The table on the next two pages lists the OFCY funded projects, funds granted, and the match provided.

OFCY Grants and Matching Funds

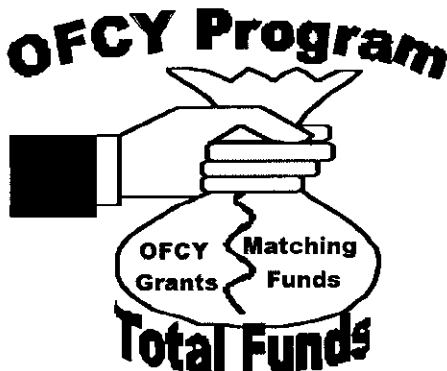
In the third quarter, OFCY Service Providers supplied details on their matching fund sources. Grantees reported on how much of their OFCY grant and matching funds have been spent. The OFCY evaluation system defines these inputs as funds used to hire staff, purchase materials, and other resources needed to carry out contracted services.

The OFCY contracts require a minimum match of 25%. The exception is youth to youth projects, which are required to match 25% of their funds that are not for youth grants.

Total Funds for OFCY Program

The OFCY grants and matching funds from other partners are resources to fund the effort evaluated each year. The following graphic demonstrates how total funds include both OFCY and matching funds, which make up the OFCY program evaluated in this report. Effort is measured by the activities and services provided by both OFCY grants and matching funds. Graphic 1 depicts how the total OFCY Program is defined.

Graphic 1



Ala Costa Center



Bay Area Community Resources-Hoover ASP

FUNDING

Funds Granted by OFCY to RFP Grantees

OFCY funded 56 grantees this year through a request for proposal (RFP) process and 25 grantees through a request for qualification (RFQ) process for the After School Initiative forming a collaboration with community based agencies, OFCY, and the Oakland Unified School District for a total of 81 grantees. The following two tables show the amount of funds spent, the amount of matching funds spent, and the percent of funds granted that were spent.

Table 3

OFCY Funded Program RFP Grantees	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Percent of Total Funds Spent
Ala Costa Center - ASP for Child Dev. Disabilities	\$100,000	\$1,133,340	\$1,233,340	100%	92%	92%
Alameda County Health Care Foundation	\$67,275	\$59,250	\$126,525	100%	100%	100%
Asian Community Mental Health Services-AYPAL	\$250,000	\$417,832	\$667,832	100%	96%	97%
Bay Area Community Resources Peralta ASP	\$97,005	\$49,850	\$146,855	100%	101%	100%
Bay Area Outreach & Recreation Program (BORP)	\$39,540	\$21,800	\$61,340	99%	101%	100%
Bay Area SCORES	\$57,500	\$110,000	\$167,500	100%	104%	103%
Bay Area Video Coalition-Youth Sounds	\$57,500	\$140,705	\$198,205	100%	72%	79%
Boys & Girls Clubs of Oakland	\$115,000	\$313,352	\$428,352	100%	100%	100%
City of Oakland, DHS-Even Start	\$103,500	\$354,253	\$457,753	100%	104%	103%
Dimensions Dance Theater, Inc	\$57,500	\$116,588	\$174,088	100%	100%	100%
DiversityWorks - DiversityCITY	\$75,000	\$28,160	\$103,160	100%	107%	102%
East Bay Agency for Children-Hawthorne ASP	\$172,500	\$131,998	\$304,498	100%	187%	125%
East Bay Conservation Corps Charter School ASP	\$142,410	\$100,812	\$243,222	95%	77%	86%
East Oakland Boxing Assoc. Smart Moves	\$73,000	\$172,346	\$245,346	100%	100%	100%
East Side Arts Alliance-BRAVE	\$47,900	\$34,400	\$82,300	100%	100%	100%
East Side Arts Alliance-Performing Arts	\$70,809	\$48,578	\$119,387	100%	68%	84%
East Side Arts Alliance-Visual Element	\$71,309	\$77,833	\$149,142	100%	100%	100%
Family Violence Law Center-Child Trauma	\$48,711	\$16,237	\$64,948	100%	100%	100%
First Place Fund for Youth -Healthy Transition	\$175,000	\$451,028	\$626,028	100%	100%	100%
Girls Inc. of Alameda County -Girlstart	\$120,725	\$122,211	\$242,936	100%	122%	110%
Global Education Partnership-EETP	\$103,299	\$70,000	\$173,299	100%	173%	120%
Health Initiatives for Youth-Peer Education	\$74,844	\$99,927	\$174,771	100%	100%	100%
La Clinica De La Raza-Teens and Tots	\$175,000	\$70,504	\$245,504	100%	100%	100%
La Clinica De La Raza-Youth Brigade	\$86,561	\$30,284	\$116,845	98%	100%	98%
Lao Family Community Dev.-Even Start	\$175,000	\$169,688	\$344,688	100%	104%	102%
Leadership Excellence-Freedom School	\$35,800	\$39,579	\$75,379	100%	120%	110%
Leadership Excellence-Youth Leadership	\$85,987	\$75,000	\$160,987	100%	86%	93%
Marcus A. Foster Ed. In.-Child and Youth Grants	\$99,856	\$24,362	\$124,218	100%	106%	101%
McCullum Youth Court-Interface	\$115,000	\$278,117	\$393,117	100%	100%	100%
Native American Health Center-Youth Voices	\$230,723	\$206,250	\$436,973	92%	67%	74%
New Hope-Family Development Center	\$57,500	\$64,289	\$121,789	100%	100%	100%
Next Step Learning Center-Success at 17	\$43,925	\$56,082	\$100,007	100%	100%	100%
Oakland Kids First-Real Hard	\$74,693	\$196,718	\$271,411	100%	101%	101%
Oakland Parks and Recreation-Inclusion Center	\$81,516	\$46,500	\$128,016	100%	93%	97%
Oakland Youth Chorus-Music in the Schools	\$115,000	\$38,433	\$153,433	100%	100%	100%
OASES Youth Programs	\$70,999	\$108,344	\$179,343	100%	124%	113%
OBUGS-Planting a Future	\$75,000	\$41,834	\$116,834	100%	100%	100%
Opera Piccola -ArtGate Advance	\$75,631	\$62,835	\$138,466	88%	123%	101%
OPR Office Parks and Rec.- Discovery Centers	\$175,000	\$101,968	\$276,968	100%	75%	89%
OUSD-Avenues Project	\$149,999	\$96,000	\$245,999	100%	105%	102%
OUSD-Elmhurst Middle School-Music is Fundamental	\$141,578	\$68,362	\$209,940	100%	100%	100%
Pacific News Service- Redeeming the Irredeemable	\$86,250	\$48,888	\$135,138	100%	100%	100%
Parental Stress Service-Early Childhood	\$143,748	\$370,448	\$514,196	100%	170%	142%
Project Re-Connect	\$114,942	\$31,810	\$146,752	100%	81%	95%
Regent Eastmont College Resource Zone	\$78,624	\$40,108	\$118,732	96%	100%	97%
SMAAC Youth Center	\$175,000	\$57,660	\$232,660	100%	100%	100%
Spanish Speaking Citizen's Foundation-Youth	\$128,341	\$182,089	\$310,430	89%	100%	95%
Spanish Speaking Unity Council-PODER	\$80,894	\$76,932	\$157,826	90%	88%	89%
Sports4Kids	\$175,000	\$161,490	\$336,490	100%	100%	100%
The Link to Children-Reduction of Violence	\$58,952	\$49,500	\$108,452	100%	298%	144%
The Mentoring Center-Pathways to Change	\$200,000	\$200,000	\$400,000	100%	63%	77%
Through The Looking Glass-Families w/ Disabilities	\$51,750	\$50,953	\$102,703	100%	101%	100%
Xanthos, Inc- Dream Catcher	\$175,000	\$310,546	\$485,546	100%	75%	82%
Youth ALIVE I- Teens on Target	\$115,000	\$82,500	\$197,500	100%	72%	86%
Youth Employment Partnership-Career Try Out	\$174,919	\$106,188	\$281,107	100%	100%	100%
Youth Together-OLOP Youth Leadership	\$300,000	\$384,722	\$684,722	100%	110%	105%
Total RFP OFCY Grantees	\$6,243,515	\$7,999,483	\$14,242,998	99%	97%	98%

EFFORT

OFCY Grantee Funds Spent for the After School Initiative

Table 4

OFCY Funded Program After School Initiative - Oakland SUCCESS	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Percent of Total Funds Spent
Bay Area Community Resources- Stonehurst ASP	\$144,000	\$66,248	\$210,248	100%	100%	100%
Bay Area Community Resources- Santa Fe ASP	\$77,995	\$92,368	\$170,363	100%	100%	100%
Bay Area Community Resources-Emerson ASP	\$108,550	\$141,689	\$250,239	100%	100%	100%
Bay Area Community Resources-Hoover ASP	\$100,000	\$317,942	\$417,942	100%	100%	100%
Bay Area Community Resources-Madison ASP	\$144,000	\$59,730	\$203,730	100%	100%	100%
Bay Area Community Resources-MLK ASP	\$104,547	\$127,516	\$232,063	100%	100%	100%
East Bay Agency for Children-Sequoia ASP	\$100,000	\$105,361	\$205,361	100%	101%	101%
East Bay Asian Youth Center -Franklin ASP	\$72,595	\$145,793	\$218,388	100%	100%	100%
East Bay Asian Youth Center-Garfield ASP	\$174,117	\$177,946	\$352,063	100%	100%	100%
East Bay Asian Youth Center-Manzanita ASP	\$100,000	\$142,863	\$242,863	100%	100%	100%
East Bay Asian Youth Center-Roosevelt ASP	\$211,175	\$240,938	\$452,113	100%	100%	100%
East Bay Conservation Corps-Claremont ASP	\$100,000	\$106,107	\$206,107	100%	100%	100%
Melrose Leadership Academy	\$174,998	\$155,489	\$330,487	100%	100%	100%
MOCHA - Prescott ASP	\$205,000	\$178,452	\$383,452	100%	102%	101%
MOCHA (Oakland Leaf for Youth)-Ascent ASP	\$100,000	\$128,810	\$228,810	100%	101%	100%
Oakland Leaf Urban Promise Academy	\$72,500	\$141,233	\$213,733	100%	100%	100%
Oakland Youth Chorus - Fruitvale ASP	\$200,000	\$107,500	\$307,500	100%	101%	100%
OASES Lincoln ASP/LEAP	\$198,000	\$175,372	\$373,372	100%	90%	95%
OASES-Westlake ASP	\$190,000	\$136,101	\$326,101	100%	83%	92%
Opera Piccola-Sankofa Academy ASP	\$100,000	\$104,760	\$204,760	100%	109%	105%
OUSD-Acorn Woodland_Awesome ASP	\$98,696	\$33,238	\$131,934	100%	100%	100%
Scotlan Youth & Family Center-Kizmet ASP	\$150,000	\$248,339	\$398,339	100%	65%	75%
Spanish Speaking Citizen's Foundation-ICS Aspire	\$90,376	\$54,366	\$144,742	79%	55%	67%
YMCA of the East Bay - Bret Harte ASP	\$250,000	\$306,565	\$556,565	100%	100%	100%
YMCA of the East Bay - Laurel ASP	\$100,000	\$106,737	\$206,737	100%	105%	103%
Total After School Initiative	\$3,366,549	\$3,601,463	\$6,968,012	99%	95%	97%
Total All OFCY Grantees	\$9,610,064	\$11,600,946	\$21,211,010	99%	96%	97%

Overall OFCY Grantees Spent 99% of OFCY and 96% of Matching Funds

Grantees spent \$21,211,010 of their total funds this year. They spent 99% of their OFCY funds and 96% of their matching funds. The table below indicates how the four strategic priority areas spent their funds. Child Health and Wellness had the most percentage of matching funds at 210%. The grantees making up the Transitions to Adulthood had the hardest time raising all of their planned match.

Table 5

OFCY Funding Spent by Strategic Priority Area	OFCY Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of OFCY Funds Spent	Percent of Matching Funds Spent	Percent of Total Funds Spent
Total Child Success in School	\$4,800,672	\$5,276,529	\$10,077,201	99%	98%	99%
Total Child Health and Wellness	\$992,611	\$2,162,521	\$3,155,132	99%	103%	102%
Total Transitions to Adulthood	\$2,523,962	\$2,466,263	\$4,990,225	98%	87%	92%
Total Youth Empowerment	\$1,292,819	\$1,695,633	\$2,988,452	100%	96%	98%
Total All OFCY Grantees	\$9,610,064	\$11,600,946	\$21,211,010	99%	96%	97%

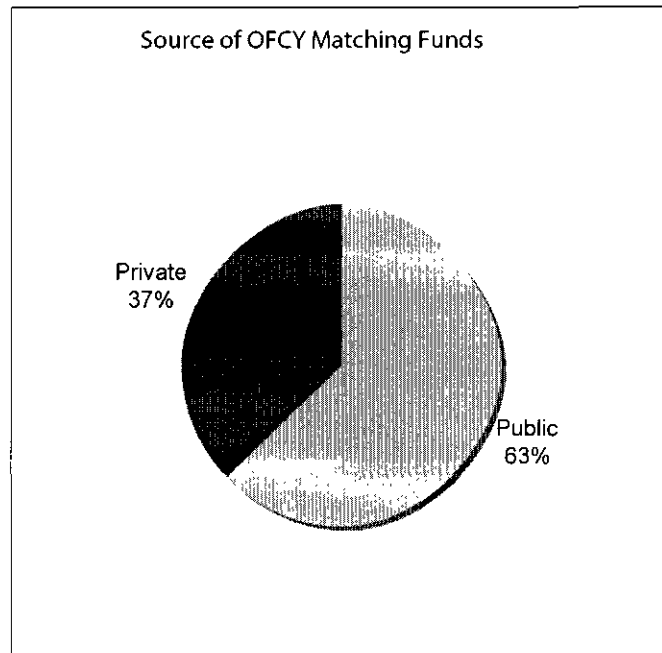


YMCA of the East Bay - Bret Harte ASP

OFCY Partners Who Provided Matching Funds

OFCY partners who contributed matching funds to grantees include public and private donors. OFCY public agency partners provided 63% of matching funds and private foundations and other donors provided 37% of funds used to leverage Measure K - OFCY funds. The following chart indicates the match from 251 reported partners.

Chart 6



OFCY Top 44 Funding Partners

The following table indicates the 44 OFCY partners that contributed the most funds.

Table 7-- OFCY Partners

OFCY Funding Partner	Amount	OFCY Funding Partner	Amount
OUSD/21st Funding	\$ 3,462,495	OUSD Title One Funds	\$ 78,465
CA Department of Education	\$ 952,654	First 5	\$ 75,000
Alameda County DHHS	\$ 601,269	Walter S. Johnson Foundation	\$ 74,977
Regional Center of the East Bay	\$ 409,479	City of Oakland Cultural Arts	\$ 73,022
Early Learning Opportunity Act	\$ 210,447	Oakland Parks and Recreation	\$ 72,404
The California Endowment	\$ 203,984	Oakland CDGB Grants	\$ 67,877
Oakland Police Department	\$ 200,000	Robert Wood Johnson Foundation	\$ 60,000
CA Board of Corrections	\$ 200,000	Team Up for Youth	\$ 57,479
Evelyn & Haas, Jr. Fund	\$ 184,731	Akonadi Foundation	\$ 55,000
Oakland Workforce Investment Act	\$ 163,013	Grousbeck Family Foundation	\$ 45,000
Walter & Eliese Haas Sr. Fund	\$ 151,970	Clorox Foundation	\$ 43,500
San Francisco Foundation	\$ 151,375	Wayne & Gladys Valley Foundation	\$ 40,000
US - SAMSHA	\$ 150,000	Annie E. Casey Foundation	\$ 37,078
Every Child Counts	\$ 150,000	Arthur Rock Found.	\$ 33,000
Alameda County	\$ 133,472	East Bay Community Foundation	\$ 30,336
Surdna Foundation	\$ 121,684	Potruck Foundation	\$ 30,000
Morrison and Foerster Foundation	\$ 100,000	Education for Change	\$ 30,000
California Wellness Foundation	\$ 100,000	Junior League of SF	\$ 26,250
Simpson PSB Fund	\$ 96,353	Edward W. Hazen Foundation	\$ 26,039
Bay Area Coalition for Equitable Schools	\$ 91,000	Marguerite Casey Foundation	\$ 25,000
Stuart Foundation	\$ 90,000	Laurel Foundation	\$ 20,000
Y&H Soda Foundation	\$ 87,500	Dreyer's Foundation	\$ 20,000

OFCY Grantee Staff Members

OFCY Performance Logic Model at A Glance

Logic Model	OFCY Evaluation Question	Answer to OFCY Evaluation Question FY 2005-2006					Met Performance Goal
		FTE Staff	Years Experience	Years Schooling	Male	Female	Yes Met
Staff	Who were the staff providing services?	548	9.2	16.4	35%	63%	Yes Met

At a Glance
Who were the staff providing service?

Evaluators were very impressed with the professionalism, dedication, and tenacity of OFCY funded staff. OFCY funded staff demonstrated a passion for improving the lives of children and youth. The staff were dynamic, demonstrated respect for children and youth, and clearly served as caring and supportive adults in their lives.

Lisbeth B. Schorr, the Director of the Harvard University Project on Effective Interventions, points out the importance of talented, flexible, and dedicated program staff. Schorr also co-chairs the Roundtable on Comprehensive Community Initiatives for Children and Families of the Aspen Institute. With her research on improving the future of children, families and communities, she is a recognized leader in major national efforts on behalf of children and youth. Her latest book - "Common Purposes, Strengthening Families and Neighborhoods to Rebuild America" - is considered essential reading for people interested in improving the conditions of families and children in our country.

Schorr conducted research on thousands of programs across the country and determined seven attributes of highly effective programs. She also reviewed why certain successful programs flourished. She concluded that all successful programs require gifted and tenacious individuals to design, implement, and evaluate programs. The following are excerpts from her latest book on why program staff are essential for the delivery of quality services.

Schorr's Seven Attributes of Highly Effective Programs

1. Successful programs are comprehensive, flexible, responsive, and persevering. 'No one ever says, this may be what you need, but it's not part of my job to help you get it.' That struck me as the key...to success.
2. Successful programs see children in the context of their families. 'We nurture parents so they can nurture their children.'
3. Successful programs deal with families as parts of the neighborhoods and communities. Successful programs grow deep roots in the community and respond to the needs identified by the community.
4. Successful programs have a long-term prevention orientation, a clear mission, and continue to evolve over time. They hold their goals steady but adapt their strategies to reach their goals.
5. Successful programs are well managed by competent and committed individuals with clearly identified skills.
6. Staff of successful programs are trained and supported to provide high-quality, responsive services. Effective programs are aware that the greater the discretion given to front-line staff, the greater the need and importance of excellent training....
7. Successful programs operate in settings that encourage practitioners to build strong relationships based on mutual trust and respect (Schorr, 1997).

Importance of Staff

"It is the quality of staff that makes a program" is the common sense expression that many hold to be true. The evaluators share this assumption and attempted to determine the quality and commitment of the staff through interviews, questionnaires, observations, and focus groups.

OFCY Funded Staff

This report contains information about the extent to which the staff of OFCY funded Service Providers applied the principles of youth development. Evaluators met with staff for interviews and focus groups. The 503 OFCY-funded staff also completed a questionnaire about the importance of various child and youth assets developmental program components, how effectively they had been implemented and answered questions about the effectiveness of their organizations and collaboratives.

The following chart and table indicate the gender and ethnicity of staff funded by OFCY who filled out staff quality improvement questionnaires.

Chart 6-- OFCY Staff Gender

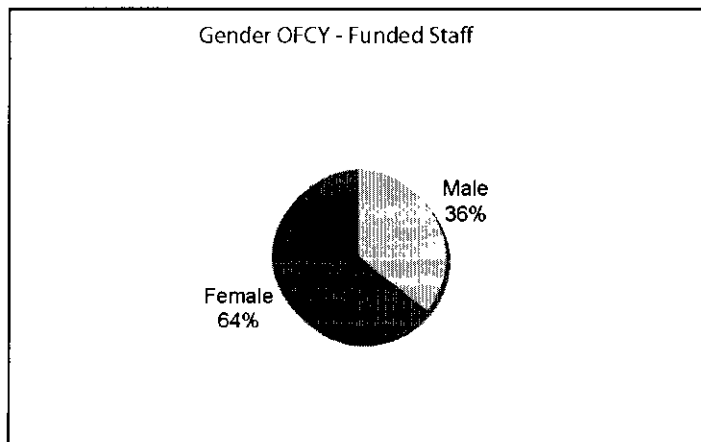


Table 7-- OFCY Staff Ethnicity

Ethnicity of OFCY - Funded Staff		
	Frequency	Valid Percent
Latino American	78	16
African American	179	37
Asian/PI American	67	14
White American	109	22
Native American	7	1
Mixed/Other	48	10
Total	488	100
Missing	15	
Total	503	

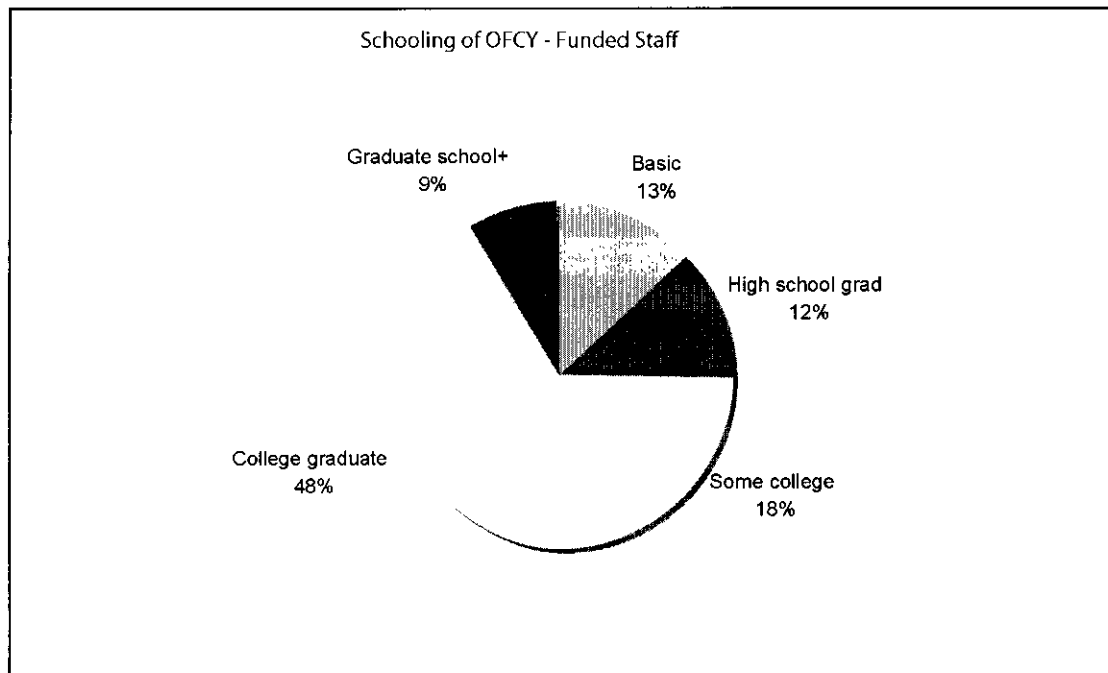
Table 6– Experience

OFCY - Funded Staff Experience Serving Children and their Families		
Years Experience	Frequency	Valid Percent
Under 3 years	41	9
3 to 5 years	112	25
5 to 10 years	160	36
over 10 years	138	31
Total	451	100
Missing	52	
Total	503	



OUSD-Avenues Project

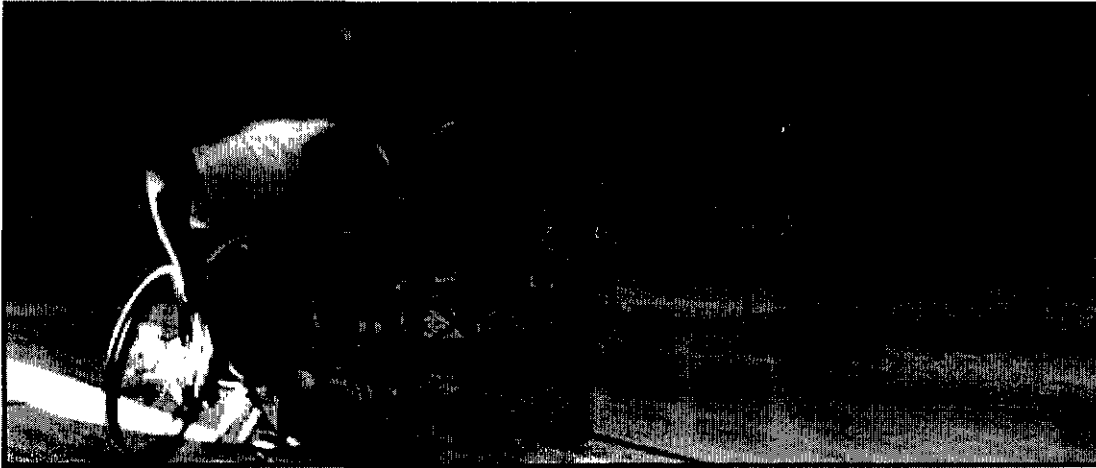
Chart 8– Schooling



OUSD-Avenues Project



Boys & Girls Clubs of Oakland



Bay Area Outreach and Recreation

Youth developmental asset theory

Youth developmental asset theory is the foundation of the current OFCY Strategic Plan. Staff members were asked to evaluate their strategies based on these youth developmental assets. Each OFCY staff member was given a list of program design components related to developmental assets. For each item on the list, they were asked to rate the importance of each design component and how well they performed in implementing the component.

The table on the next page shows the ranking results, completed by 503 OFCY staff members. Respondents agreed with the following observations of the evaluators:

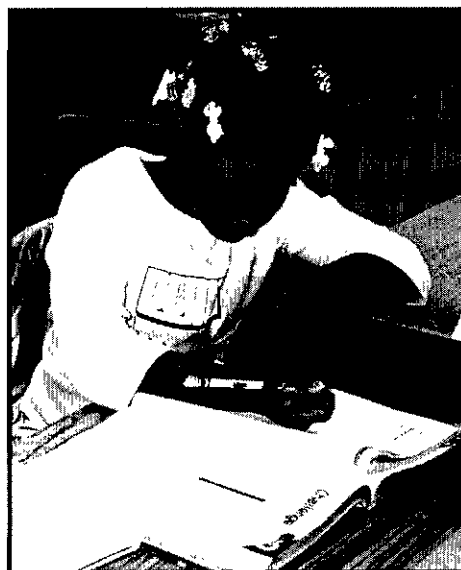
- The Grantees have successfully engaged youth to participate in activities.
- Youth are treated with respect by program staff.
- Youth developed new relationships with additional caring and supporting adults.
- The programs are practicing the theories of child and youth development assets.

Staff members from 81 OFCY agencies rated the importance of 28 youth developmental asset goals on a scale from 1-10, with 10 being the most important within their agency. Staff also rated the degree to which the agency was accomplishing each goal on a scale from 1-10. The average ratings across 435 staff members were calculated for each of the 28 goals on both rating scales. The mean scores were ordered and the orderings compared. The two orderings correlated 0.94, indicating a high degree of agreement between importance and level of accomplishment across agencies. Thus, staff tended to see a match between the degree of emphasis placed on the 28 goals and the extent to which their agency was helping clients achieve their goals. This alignment of strategy with results reflects a high degree of maturity of operation across the agencies participating in the OFCY program.

The last column in the table indicates the difference between

the importance of the particular goal and its accomplishment. Since accomplishment was subtracted from importance, negative discrepancies reflected more emphasis and less accomplishment. Only one goal "youth learn to respect the community," was rated as clearly less accomplished relative to importance. This goal may be either more difficult to achieve or take longer to achieve than other goals. Possibly, training staff on ways to accomplish this goal more rapidly would be helpful. Three goals, were rated as higher in accomplishment than importance, signaling either misplaced effort or a lack of appreciation among staff toward their true importance. In contrast, these three goals may be easier to achieve, as reflected in the levels of accomplishment that clearly exceed the levels of importance.

Areas for continuous improvement are indicated. These topics could be considered for discussions at OFCY's quarterly meetings of service providers.



East Bay Asian Youth Center -Franklin ASP

Youth Developmental Asset Goals Ranked in Importance and Degree of Accomplishment by OFCY funded Grantee Staff

Table 7

Youth Developmental Assets Strategies: Importance and Accomplishment				
Statement That Was Rated	Importance Rank	Accomplishment Rank	Discrepancy in Rank	Strengths and Improvement
Program provides children a safe place for their participation	3	1	2	
Children are treated with respect by program staff	2	2	0	
Children feel like they belong and are accepted by the program	4	3	1	
Children develop new relationships with additional caring and supporting adults	6	4	2	
Youth are expected to respect each other and program staff	1	5	-4	Need Improvement
Children respect the diversity of the group	5	6	-1	
Youth are encouraged to bond with other youth and staff	12	7	5	Over Accomplishment
Youth are encouraged to accept the diversity and uniqueness of each participant	8	8	0	
Program has high expectations for participants	7	9	-2	
Youth learn how to resolve differences non-violently	10	10	0	
Program has a focus with clearly stated goals and objectives	13	11	2	
Program encourages youth to find something they can be good at	15	12	3	Over Accomplishment
Program has clear rules for attendance and behavior	9	13	-4	Need Improvement
Youth learn to set higher expectations for themselves	11	14	-3	Need Improvement
Youth learn how to say what they want	17	15	2	
Children learn teamwork and how to work with each other	16	16	0	
Youth learn to respect the community	14	17	-3	Need Improvement
Children learn how to listen	19	18	1	
Children increase their level of participation at school	18	19	-1	
Youth learn how to compromise	20	20	0	
Youth are organized into clubs, teams, and/or groups to carry out projects, trips, and events	25	21	4	Over Accomplishment
Program sees children in context of their families	22	22	0	
Program allows participants to participate in some of the decisions affecting program	23	23	0	
Youth increase their level of participation in the community	21	24	-3	Need Improvement
Youth understand how their mind works to learn new things	24	25	-1	
Youth increase participation at home	26	26	0	
Youth learn how the political and economic systems work	27	27	0	
Youth learn about how the legal system works	28	28	0	

Note: Larger negative discrepancies indicate that the item was deemed more important than what is being accomplished, while larger positive discrepancies denote items of lower importance compared to what is being accomplished well.

“Program Provides Children a Safe Place” is Ranked Number One

“Program provides participants a safe place” was the statement ranked number one in accomplishments by the 503 OFCY funded staff members surveyed. Staff members agreed with the Evaluators’ positive assessment that each grantee kept children and youth safe during its program. The table on the previous page, shows the rankings of how important and how well each of the staff members felt their services contributed to accomplishing each statement.

OFCY Grantees Served 18,285 Children and Youth Customers

Logic Model	OFCY Evaluation Questions	Answers to OFCY Evaluation Questions FY 2005-2006					Met Performance Goal
Customers	Who are our children and youth customers?	# Unduplicated Customers	Male	Female	Unknown		Yes Met
		18,285	43%	47%	10%		
		0-5 yrs.	6-10 yrs.	11-14 yrs.	15-20 yrs.	Unknown	
		10%	27%	28%	31%	4%	
		African Amer.	Latino	Asian/PI	Native Amer.	Caucasian	
		42%	23%	13%	4%	4%	
Multi Racial	Other	Level of Youth Developmental Assets					
6%	8%	MEDIUM					

At a Glance

Who are our children and youth customers?

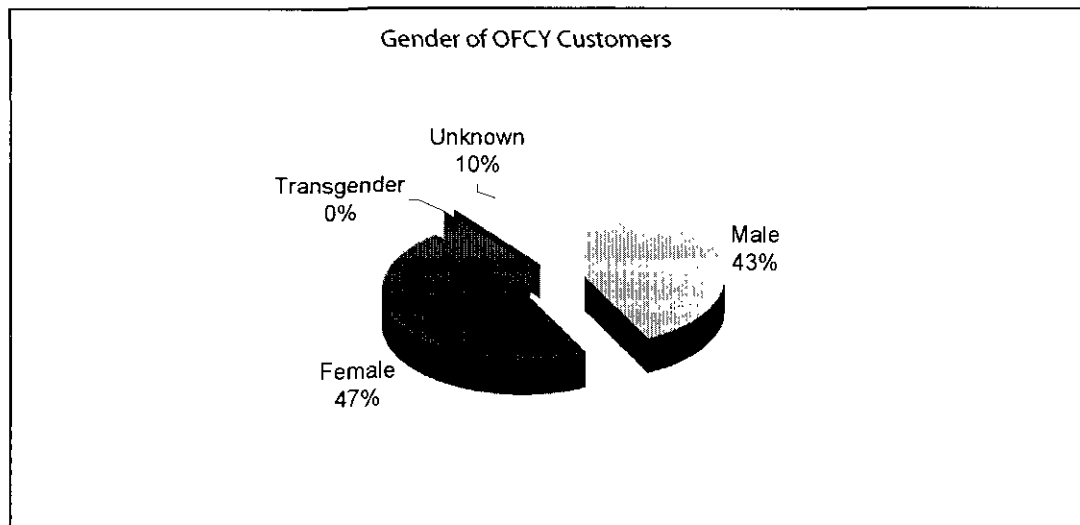
OFCY Grantees served 18,285 unduplicated registered customers with ongoing services this year. Registered customers were those customers who are reported in the OFCY Grant Monitoring and Evaluation System Participant I.D. Report Form. The Evaluation Team removed any duplicates of customers in order to develop a count of unduplicated customers.

The OFCY Performance Logic Model Evaluation System uses the following factors to report on the child and youth customers served this year:

- Gender
- Ethnicity
- Age

The following table and chart show the gender of OFCY customers. Child and Youth customers were 47% female, and 43% male. There were 31 transgender youth customers. Ten percent of the customers’ gender was not recorded. This is an area for improvement next year.

Chart 9



Oakland Leaf Urban Promise Academy

Readers should note that all percentages should sum to 100% , except for rounding error.

Effort - Ethnicity of OFCY Customers

OFCY Service Providers served youth from a wide range of ethnic backgrounds. The following tables show the ethnic makeup of OFCY customers.

Table 9

Ethnicity of OFCY Customers		
	Number	Percent
African American	7,586	41.5%
Latino American	4,233	23.2%
Asian/PI American	2,402	13.1%
Native American	738	4.0%
White American	799	4.4%
Multiracial American	1,012	5.6%
Unknown	1,515	8.3%
Total	18,285	



OUSD-Avenues Project

Ethnicity of Youth Customers Compared to Schools and Census

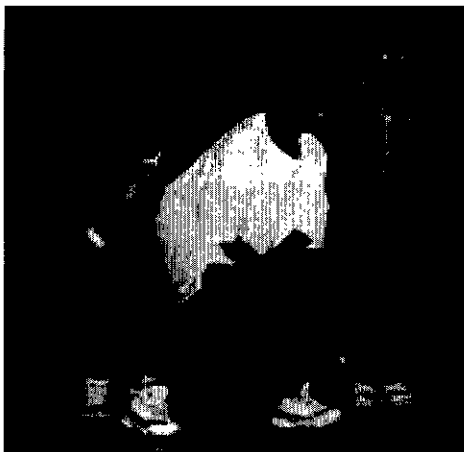
Grantees served an ethnically diverse group of children and youth. The following table shows a comparison of the ethnic composition of youth customers to the enrollment in Oakland Unified School District for school year 2004-2005 and the 2000 U.S. Census ethnicity figures. The ethnicity of OFCY customers over the last five years is shown.

Table 10

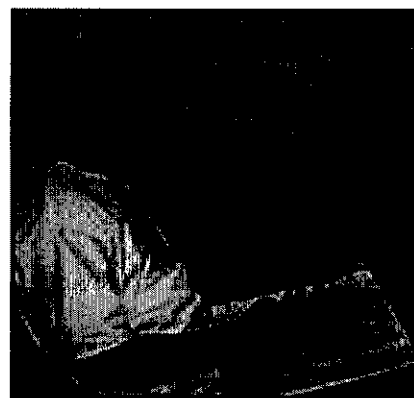
Ethnicity of OFCY Customers Over Time								
	FY 05-06	FY 04-05	FY 03-04	FY 02-03	FY 01-02	FY 00-01	2000 Census	OUSD 2005-06
	Actual	Actual	Actual	Actual	Actual	Actual		
African American	42%	46%	47%	43%	48%	47%	39%	40%
Latino/Hispanic	23%	29%	31%	29%	24%	20%	30%	34%
Asian/ Pac. Is	13%	16%	13%	15%	18%	22%	15%	16%
Caucasian	4%	3%	3%	3%	3%	3%	11%	6%
Multi-Racial	6%	3%	2%	2%	3%	5%	1%	2%
Native American	4%	2%	1%	2%	1%	3%	1%	0.4%
Other	8%	1%	3%	5%	3%	<1%	3%	

OUSD Ethnicity from 2006 School Year - Ca. Dept. of Ed.

Readers should note that all percentages should sum to 100%, except for rounding error.



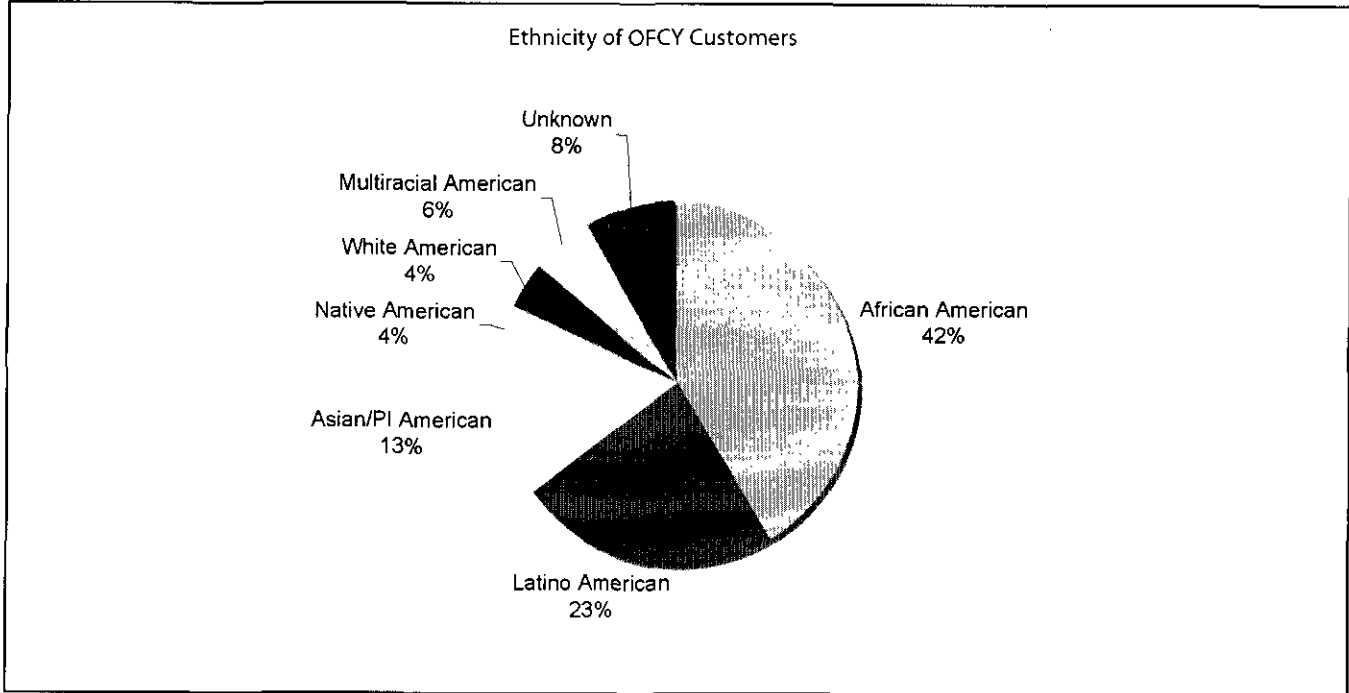
East Side Arts Alliance-Performing Arts



Spanish Speaking Citizen's Foundation-Youth ASP

The Ethnicity of OFCY Customers

Chart 10



MOCHA Prescott School ASP

Ages of OFCY Customers

The following tables and charts display the age distribution of OFCY customers this year compared to the four previous years. Data for this year's ages of customers indicate that:

- 37% of the customers are 10 years old or younger,
- 28% are 11 to 14 years old,
- 31% are 15 to 20 years old, and 4% are unknown.

Chart 11

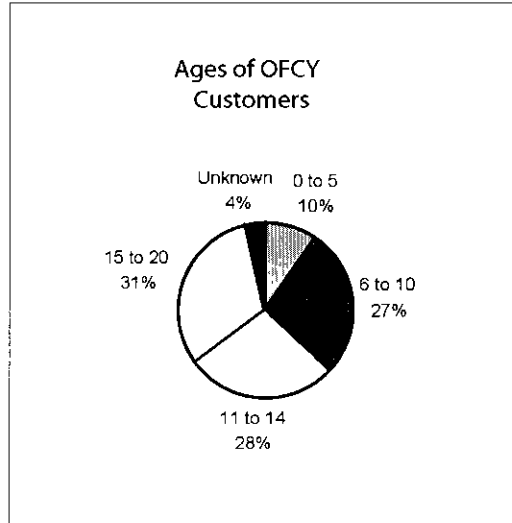
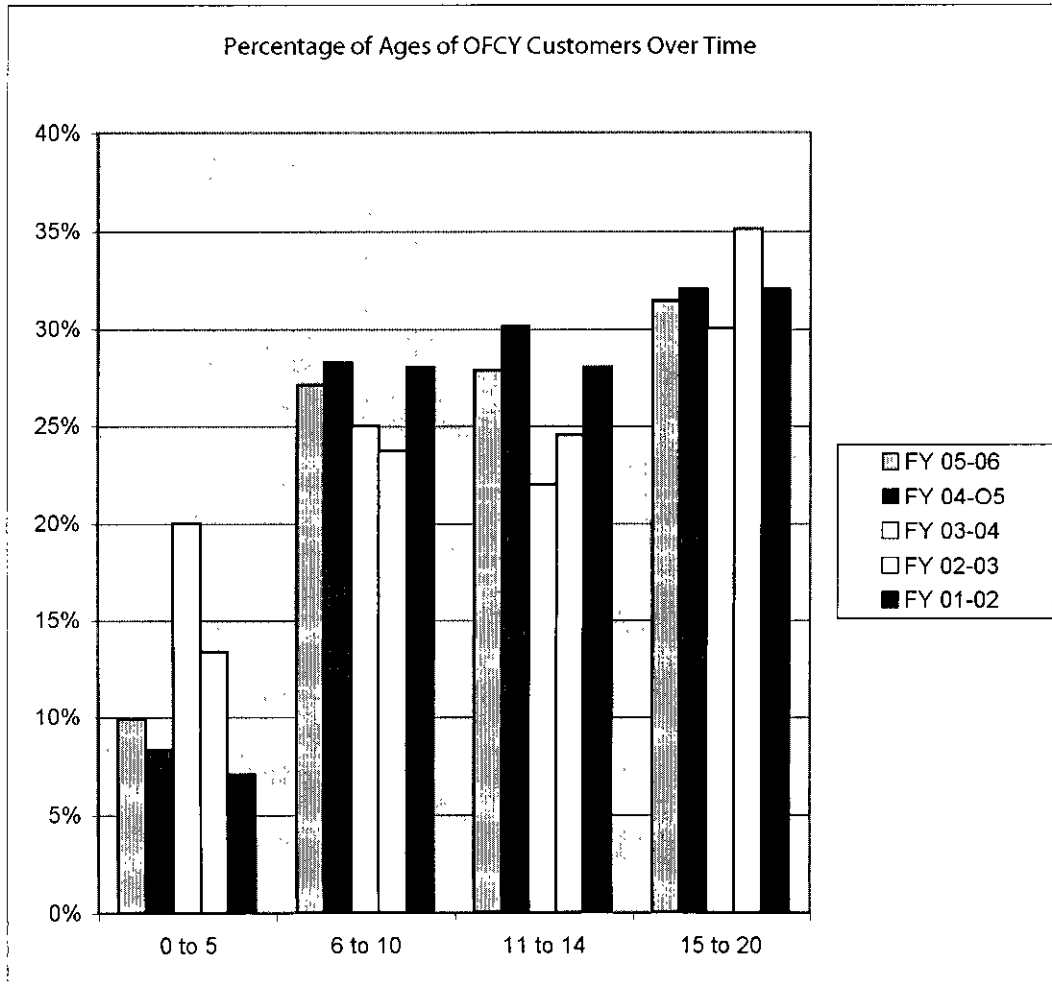


Table 11

Age of OFCY Customers		
	Number	Percent
0-5 yrs	1,802	10%
6-10 yrs	4,952	27%
11-14 yrs	5,083	28%
15-20 yrs	5,743	31%
Unknown	705	4%
Total	18,285	

Chart 12



Readers should note that all percentages should sum to 100% percent, except for rounding error.

Where OFCY Customers Live in Oakland

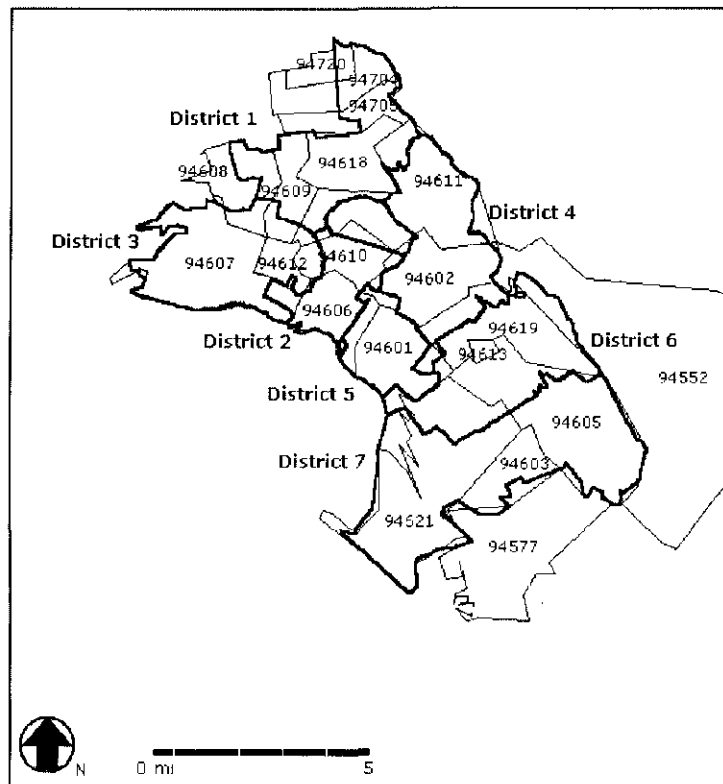
Zip Codes of OFCY Customers

The following table indicates the home zip codes of customers. The only geographical customer information collected on the participant I.D. reporting form was zip codes. Since zip codes can correspond with up to three Oakland City Council Districts, this data limits conclusions about how many customers were being served according to the Council District in which the OFCY customers reside. Zip codes with fewer than nine customers were not reported.

Oakland City Council Districts and ZIP Codes

Table 12

OFCY Customers by Zip Code Where They Live



ZIP Code	Number	Percent
94552	7	0.0%
94577	61	0.3%
94601	3,580	19.6%
94602	864	4.7%
94603	1,907	10.4%
94605	1,407	7.7%
94606	1,577	8.6%
94607	1,864	10.2%
94608	845	4.6%
94609	520	2.8%
94610	288	1.6%
94611	225	1.2%
94612	435	2.4%
94613	8	0.0%
94618	60	0.3%
94619	707	3.9%
94621	1,575	8.6%
94704	7	0.0%
94705	5	0.0%
94720	4	0.0%
Outside Oakland	1,304	7.1%
Unknown	1,035	5.7%
Totals	18,285	

Map produced by Urban Strategies Council

Council Districts Where Youth Live

Council districts were assigned with zip codes except when zip codes were in more than one council district. In these cases evaluators randomly assigned youth participants with these zip codes based on the geographic size of the zip code in the affected district. Therefore, the table below is a statistical approximation. Table also shows 2000 Census for children and children in poverty.

Table 12

OFCY Customers by Oakland City Council District for FY 2005-06

	District 1	District 2	District 3	District 4	District 5	District 6	District 7	Outside Oakland
FY 2004-05	7%	10%	16%	7%	23%	13%	17%	7%
FY 2005-06	6%	10%	15%	6%	20%	12%	19%	7%
2000 Census	9%	12%	12%	13%	19%	16%	20%	
2000 Census Poverty	7%	10%	17%	5%	22%	17%	22%	

Why is this important? OFCY and other community stakeholders are concerned about the overall well-being and healthy development of Oakland youth. Zip code data is one indicator of whether OFCY is serving those youth most likely to need OFCY support and assistance in realizing healthy development - such as children growing up in poverty.

OFCY Youth Customers' Level of Developmental Assets

Youth Self-Assessment of Risk Avoidance, Protective, and Resiliency Assets

The evaluation system used the Risk Avoidance, Protective, and Resiliency Asset Assessment (RPRA) Instrument to conduct a self-assessment of these assets for 3,530 youth. Data from the self-assessment by youth is reported in Appendix A. The RPRA instrument used in this evaluation has been developed for the OFCY Evaluation and tested by the evaluators on 104,286 youth in Santa Clara and San Mateo Counties and 22,846 youth in Oakland. The RPRA has been accepted by over 185 community-based organizations and public agencies as a method of measuring the assets of the youth they serve. The short form of the instrument has an alpha reliability of .86 and has norms of high, medium, and low levels of assets. Low assets are an indication of high-risk youth, medium assets indicate at-risk youth, and high assets indicate youth with little risk of difficulties at home, school, and in the community.

Comparing RPRA Self-Assessment to Demographics of Customers

The evaluation team compared and matched the RPRA self-assessment scores to the youth demographics. There were only small differences in total RPRA assets across all breakdowns, including zip code, ethnicity, age, and gender. This finding supports the equality of groups in overall level of need.

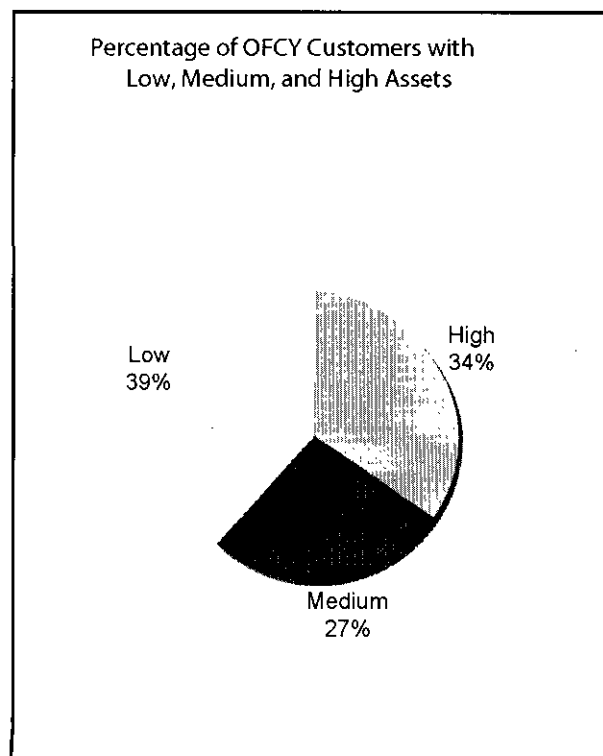
The following chart and table indicate youth assets by OFCY Grantee. This year's self-assessment of 5,690 youth shows a growth in youth with 32% high and 29% medium assets and 39% low assets. Fall 2004 youth asset levels were as follows: 36% high assets, 27% medium assets, and 37% low assets. Fall 2003 youth asset levels were as follows: 32% high assets, 27% medium, 41% low assets.

Why is this important?
Understanding what percentage of youth customers have low, medium, and high assets gives stakeholders insight into whether OFCY is serving the highest need youth. Stakeholders should continue to monitor level of youth assets and discuss fluctuations in the proportions. For example, if the percent of low asset level youth drops, providers should help determine why low asset youth are not participating in OFCY-funded services.

Table 13

OFCY RPRA Youth Self Assessment	
Developmental Assets	FY 05-06
Risk Avoidance	84.1
Protective Assets	85.1
Resiliency Assets	81.0
Total RPRA	82.9
Social Attachment	78.9

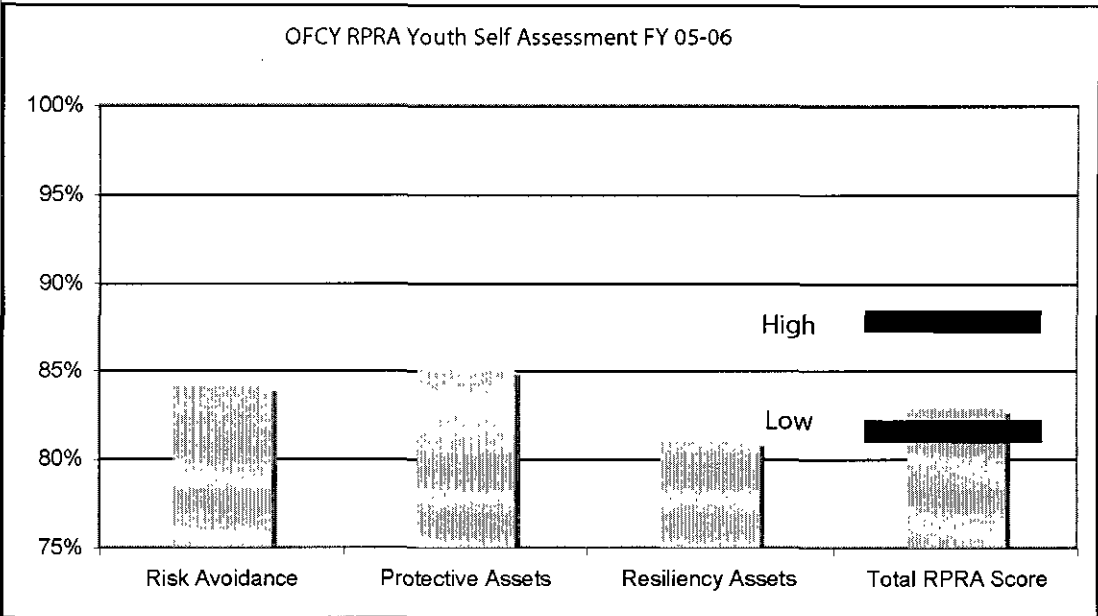
Chart 12



The total RPRAscore percentages are normed as follows: 87.5% or higher is High Assets and 81.25% or below is Low Assets, which indicates youth at highest risk of anti-social behavior. Youth across all OFCY agencies averaged Medium Assets and are considered at risk for anti-social behavior and other behaviors that can interfere with their health, wellness, and future success. As a group, OFCY grantees have served youth with a medium level of assets over the last five years.

Chart 13

Why is this important?
 The RPRAscore data are also available by type of asset: risk avoidance, protective, and resiliency. RPRAscore data by type of asset should inform program approach. For example, if protective assets are particularly low or decline over time, providers should explore what modalities they are using to use youth's strengths to build youth ability to be empathetic, care, communicate, problem solve, resolve conflicts, set goals, and other variables in this area.



Discovery Center



New Hope-Family Development Center

Promoting Developmental Assets for Youth Customers—Four Years of OFCY Services

In 2005, a four-year retrospective on changes in developmental assets of OFCY customers was conducted. The results of last year's study are again noted to emphasize the need for community-wide efforts to promote child development throughout Oakland. The purpose of assessing developmental assets is to understand the level of need for OFCY services, which is why only one assessment is performed in the fall of each school year. Grantees that serve youth with fewer developmental assets are especially performing a valued service to the community.

Since the evaluators have four years of data (2002-2005), evaluators examined the change over time in developmental asset levels for youth who were served for two or more years by OFCY grantees. The purpose of this retrospective analysis is to identify areas within Oakland that may need further services or are making faster progress in promoting youth development. For example, if there are areas within Oakland where OFCY services are particularly helpful in raising the level of developmental assets, perhaps they can serve as models for other grantees. On the other hand, if youth developmental assets do not change or decline for certain areas, despite how well youth customers are served, such neighborhoods may require more support to maintain the gains produced by the services delivered.

Briefly, all records containing Risk, Protective, Resiliency Assessment (RPRA) data for the four fall periods, 2001 to 2004, were tabulated. The same youth IDs (date of birth and initials) were linked across years. Information about asset development service productivity for each youth was included. The records of those youth with asset levels two or more times that of the same grantee were selected. Since some organizational name changes took place, linkages were made if known to us. The difference between total developmental assets for the most recent fall period and for the earliest period was calculated. This difference represents the net change in developmental assets for the two- to four-year period during which services were received for two or more fall periods.

The following table illustrates how much change in developmental assets youth customers experienced by city council district. Positive changes occurred for youth customers living in Districts One through Three. However, negative change occurred for youth living in Districts Four through Seven. The higher positive change for youth living in District One may not be as accurate of an estimate, due to the relatively small sample size. The overall change was negative for 297 youth customers. The average asset development service productivity remained at or above the OFCY target of 60% for all but District Three. With the exception of District Three, service productivity was about the same across all Districts. Despite the lower level of service productivity, youth customers in District Three achieved a gain in developmental assets. Note: some youth customers did not supply answers to the service productivity questions on a separate questionnaire, resulting in slightly smaller sample sizes for asset development service productivity.

Table 14

Change in Customers Developmental Assets by Council District				
City Council District	RPRA Change	N	Asset Productivity	N
1	26.61	13	60%	12
2	16.19	54	60%	53
3	7.10	60	52%	56
4	-18.84	31	60%	29
5	-2.61	69	59%	62
6	-9.78	33	61%	28
7	-16.57	37	65%	35
All Youth	-0.18	297	59%	275

Note: Some youth received four years of service, while others received only two years of service. Some youth were served more recently, while others were served two to three years ago. Some youth were served by several different OFCY grantees, but they were served at least twice by the same grantee. Calculating this difference reveals whether from one fall period to another developmental assets increased or declined while receiving OFCY services. Readers should also keep in mind that youth who continue with OFCY-funded services may be more in need of services than those whose developmental assets increased as a result of previously received services. These samples may be biased downward in the amount of change recorded.

These results suggest that, regardless of location of their youth customers, OFCY grantees are succeeding in delivering effective services throughout Oakland, but that gains overall in developmental assets are occurring for youth customers in the northern and western areas of the city, while declines in developmental assets are occurring for most areas of eastern Oakland. Perhaps, other types of neighborhood services can be provided that will at least maintain the gains in developmental assets produced by OFCY grantees.

OFCY Performance Logic Model at A Glance						
Logic Model	OFCY Evaluation Question	Answer to OFCY Evaluation Question FY 2005-2006			Met Performance Goal	
Strategies	What service strategies did we conduct?	School Success	Health & Wellness	Healthy Transition Adulthood	Youth Empowerment	Yes Met
		53%	14%	20%	13%	
		After School Services	School Linked Services	Comprehensive After School Oakland SUCCESS		
		87%	63%	47%		

At a Glance
What service strategies did we conduct?

Strategies Conducted by OFCY Grantees

The Strategic Plan has selected four strategic plan priority areas for 2002-2006. These four priority areas are:

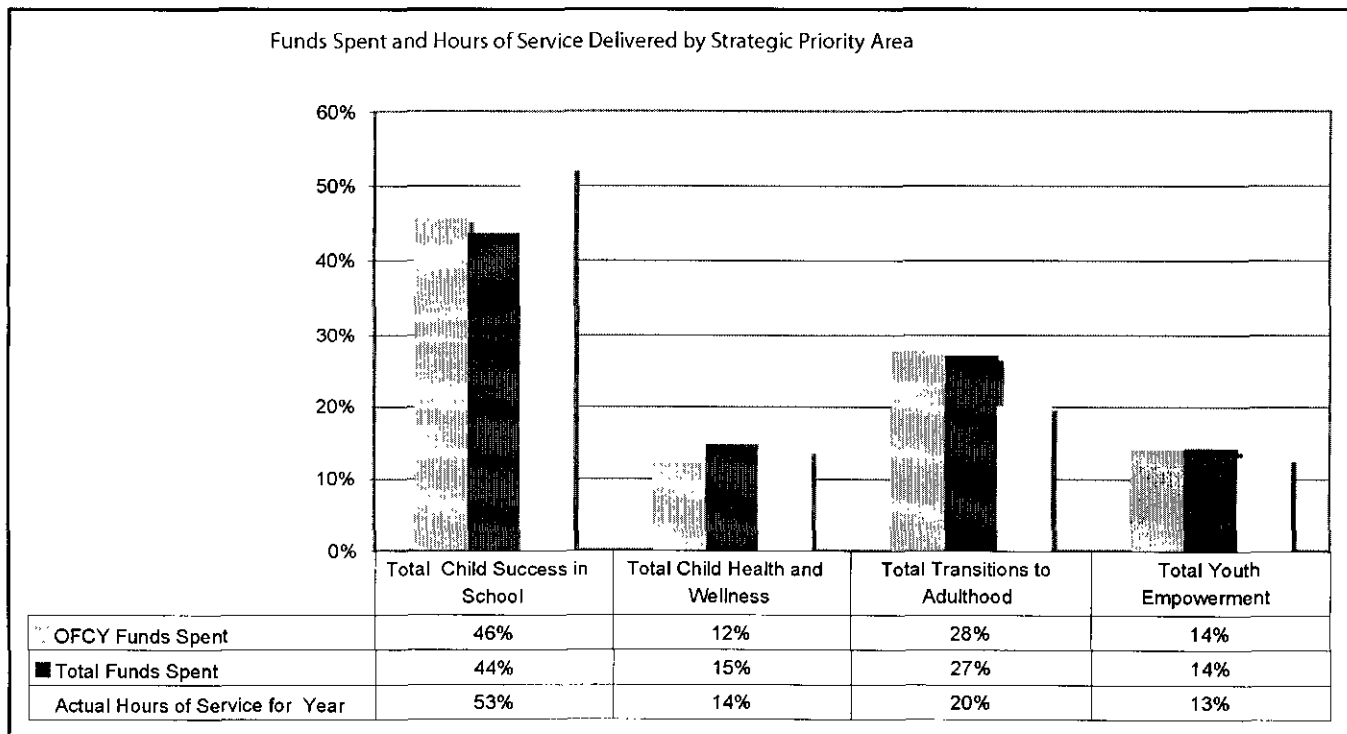
- Support for children's success in school, ages 0 to 13 years
 - A) Oakland SUCCESS - After School Initiative
 - B) Request for Proposal: Children's Success in School
- Child health and wellness, ages 0 to 13 years
- Healthy transition to adulthood, ages 14 to 20 years
- Youth empowerment, ages 11 to 20 years



Bay Area Community Resources
Peralta ASP

The following chart indicates percentage of funds and total hours of service in each of the four priority areas this year. Over half of the total hours of service went to support the goal to insure children's success in school. Healthy transitions to adulthood was the priority area that constituted the second largest with 20% of the hours of service.

Chart 14



Why is this important? Four priority areas were identified in the OFCY Strategic Plan. In order to understand how the providers furthered the goals of each priority area, stakeholders should begin with how much funds were allocated to each area. Stakeholders will also be able to determine whether the proportions are consistent with their overall strategy to improve the health and well-being of Oakland's children and youth.

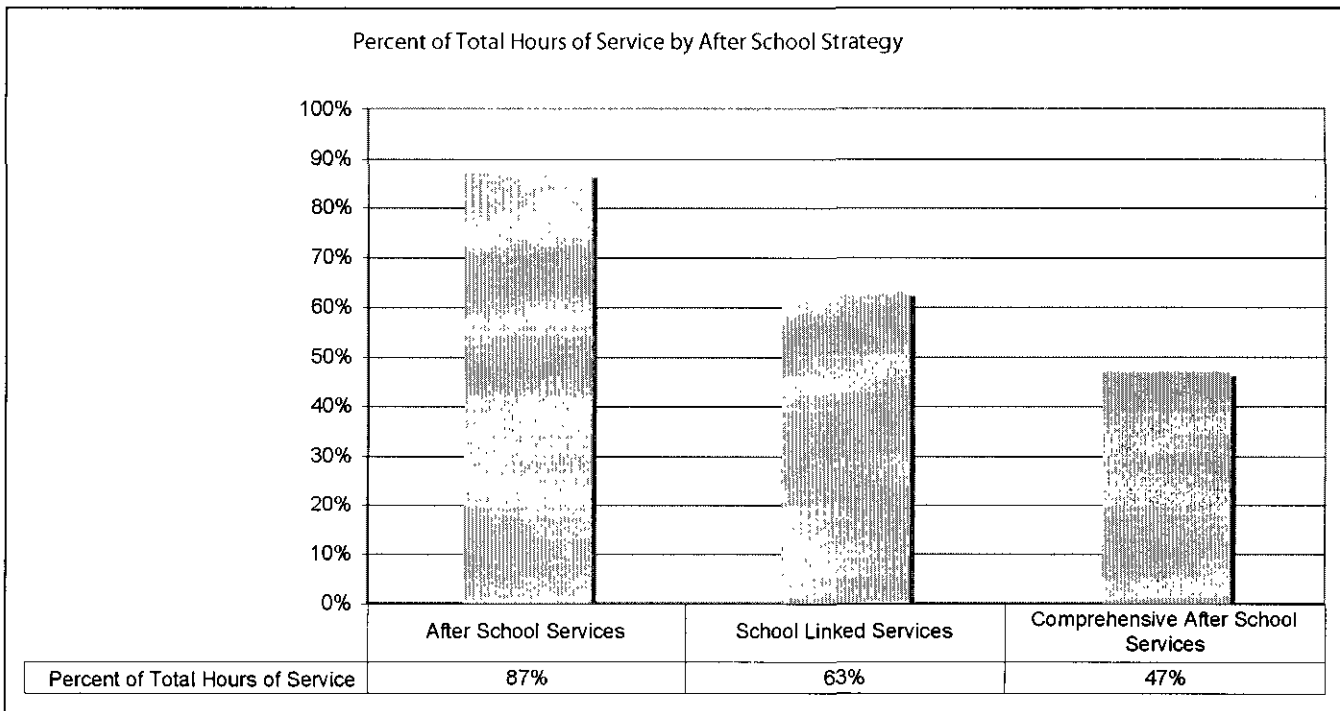
After School Strategies Conducted by OFCY Grantees

OFCY funds three categories of after school strategies to provide a safe place where school age children and youth can develop assets, skills, knowledge and new behaviors. The three strategies are listed below:

- After School Services are for school age children and youth when school is not in session. These activities usually happen in the late afternoon and some are on the weekends or on holidays when school is not in session. Generally schools operate 180 days out of the 365 days in the year.
- School Linked Services are for school age children and youth that are linked to their school day expectations. OFCY grantees have developed a relationship with the school or their customer's teacher.
- Comprehensive After School Services are for school age children and youth when school is not in session. These services are comprehensive because they offer academic assistance, cultural enrichment (art, music, dance, etc.), and sports and recreation.

The following chart indicates the percentage of total hours of service in each of the three after school strategies.

Table 15



ACTIVITIES

OFCY Activities

OFCY grantees categorized their activities into 14 different types of child and youth services. The table below demonstrates what was spent for each activity, how many hours of services were delivered and what the activity cost per hour. The table is sorted from the least expensive services, which was youth to youth grants, to the most expensive, which was counseling. The table demonstrates:

- That different activities cost per hour will range depending on whether it is a group activity, an activity like computers where the youth spends time on his own, or the most expensive where a youth and/or his parent or guardian is receiving counseling services from a highly trained staff member.
- Tutoring and academic assistance made up 31% of the OFCY hours of service followed by sports and recreation with 17%.
- Arts activities cost slightly more than tutoring and academic assistance.
- The cost per hour life skills, career education, and leadership development ranged from \$6.84 to \$7.59.

The cost per hour for OUSD to educate a youth is \$8.35 an hour in 2005 school year. OFCY cost per hour is efficient.

Table 16

OFCY Activities Provided this Year				
OFCY Activities	Total Funds Spent	Actual Hours of Service	Percent of Hours of Service	Cost per Hour of Service
Youth to Youth Projects	\$ 124,218	68,523	2%	\$1.81
Computer Training	\$ 302,239	99,474	3%	\$3.04
Sports & Recreation	\$ 2,789,859	677,787	17%	\$4.12
Tutoring Academic Assistance	\$ 5,451,024	1,230,675	31%	\$4.43
Arts	\$ 2,446,320	516,709	13%	\$4.73
Mentoring	\$ 468,406	95,641	2%	\$4.90
Health	\$ 683,973	110,565	3%	\$6.19
Life Skills	\$ 2,545,920	372,196	9%	\$6.84
Career Education	\$ 799,155	116,568	3%	\$6.86
Community Service	\$ 753,783	106,854	3%	\$7.05
Child Development	\$ 879,874	124,084	3%	\$7.09
Leadership Development	\$ 2,380,175	313,640	8%	\$7.59
Parent Education	\$ 239,735	24,539	1%	\$9.77
Counseling	\$ 1,364,892	91,851	2%	\$14.86

Services Provided

OFCY Performance Logic Model at A Glance						
Logic Model	OFCY Evaluation Question	Answer to OFCY Evaluation Question FY 2005-2006				Met Performance Goal
Activities	How much services did we provide?	Planned Hours of Service	Actual Hours of Service	Percent of Contracted Services Delivered	Hours of Service per Customer	Yes Exceeded
		3,285,358	3,946,992	120%	216	

At a Glance

How much service did we provide?

This year OFCY grantees provide just short of 4 million hours of service to their child and youth customers. This is the most service provided in the last six years. OFCY grantees delivered 120% of their contracted planned service. The amount of service was 216 hours of service per unduplicated customer.

Cost per Hour is Efficient

OFCY Performance Logic Model at A Glance						
Logic Model	OFCY Evaluation Question	Answer to OFCY Evaluation Question FY 2005-2006				Met Performance Goal
Outputs	How much did the services cost to deliver?	Cost per Hour OFCY Funds	Cost per Hour Total Funds	Cost per Customer OFCY Funds	Cost per Customer Total Funds	Yes Exceeded
		\$2.43	\$5.37	\$526	\$1,160	

At a Glance

How much did the service cost to deliver?

OFCY's cost per hour was \$2.43 for OFCY funds and \$5.30 for total funds (OFCY and match funds). This cost is lower than last year and indicates that OFCY continues to provide efficient cost for the services they contract to deliver.

Amount of Service and Cost per Hour for Each Strategic Priority Area

The following table indicates the amount of service provided for each of the strategic priority areas along with the cost per hour. Also the table allows readers to see how the After School Initiative (Oakland SUCCESS) and the RFP general grantees compare. Cost per hour is determined by dividing the amount of hours of service into the funds allocated and matched to provide the service. For example, Healthy Transitions to Adulthood cost the most per hour, \$6.82 per hour for total funds and Child School Success cost the least at \$4.52 per hour for total funds.

Table 17

OFCY Funded Program	OFCY Funds Spent	Total Funds Spent	Actual Hours of Service for Year	Actual Cost per Hour OFCY Funds for Year	Actual Cost per Hour Total Funds for Year
Total Child Success in School	\$4,800,672	\$10,077,201	2,228,920	\$2.15	\$4.52
Total Child Health and Wellness	\$992,611	\$3,155,132	509,414	\$1.95	\$6.19
Total Transitions to Adulthood	\$2,523,962	\$4,990,225	732,168	\$3.45	\$6.82
Total Youth Empowerment	\$1,292,819	\$2,988,452	476,490	\$2.71	\$6.27
Total RFP OFCY Grantees	\$6,243,515	\$14,242,998	2,424,528	\$2.58	\$5.87
Total RFQ After School Initiative	\$3,366,549	\$6,968,012	1,522,464	\$2.21	\$4.58
Total All OFCY Grantees	\$9,610,064	\$21,211,010	3,946,992	\$2.43	\$5.37

Why is this important? Cost per hour of service is the bottom line variable for effort. The cost per hour is a measure of efficiency. Overall, OFCY Grantees are demonstrating efficiency. Efficiency without measuring effectiveness is only half of the equation in delivering cost effective services. Comparing like services help the residents of Oakland understand whether they are getting cost effective services. The next section on effect is based on data reported by children and youth customers, their parents or guardians, and a staff-reported assessment of each child and youth customer. The performance section includes a review of efficiency and effectiveness together.



East Bay Agency for Children-Sequoia ASP

OFCY Grantees effort data by grantee is found in Appendix A. Readers are encouraged to review how each grantee is doing on the multiple measures used to measure effort.



Opera Piccola - ArtGate Advance

Effect

Effect is the sub-section that includes answers to the question, “is anyone better off because of the effort of OFCY grantees?” This sub-section provides information about the effectiveness of grantees’ services and is organized as follows:



Discovery Centers

1. To learn whether OFCY youth and parent customers were satisfied with OFCY-funded services, go to page 39 .
2. To learn whether OFCY services were effective in producing a change for the better for OFCY customers, go to page 41.
3. To learn whether OFCY services were equally effective for all OFCY customers, go to page 49.

Children, Youth, and Parent Customers Were Satisfied with OFCY Grantee Services

OFCY Performance Logic Model at A Glance				
Logic Model	OFCY Evaluation Question	Answer to OFCY Evaluation Question FY 2005-2006		Met Performance Goal
Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Children & Youth (0-100% on 4 items)	Average Satisfaction of Youth of Parents (0-100% on 4 items)	Yes > 70% Exceeded
		85%	89%	

At a Glance

Were our youth and parent customers satisfied with our service?

Youth and Parent customers were satisfied with services as reflected by the satisfaction scores of 85% and 89%, respectively. These figures are significantly over the target goal of 70%. The OFCY Evaluation System determined whether youth and parent customers were satisfied with OFCY services. Customer satisfaction is the first variable in measuring the effect of OFCY-funded services. The OFCY Evaluation System measures this important factor by asking youth five or older and their parents the same four standard customer satisfaction questions. For children under five years old parents or guardians were surveyed.

Youth were asked to rate the following:

- I think the program and activity I participated in was: (Rated: Poor to Great)
- I feel I benefited from this program: (Not at all, Some, A lot)
- I thought the people who run the program were: (Very Helpful, Somewhat Helpful, Not Helpful)
- Would you tell a friend or schoolmate to come to this Program if they needed it? (Yes, Maybe, No)

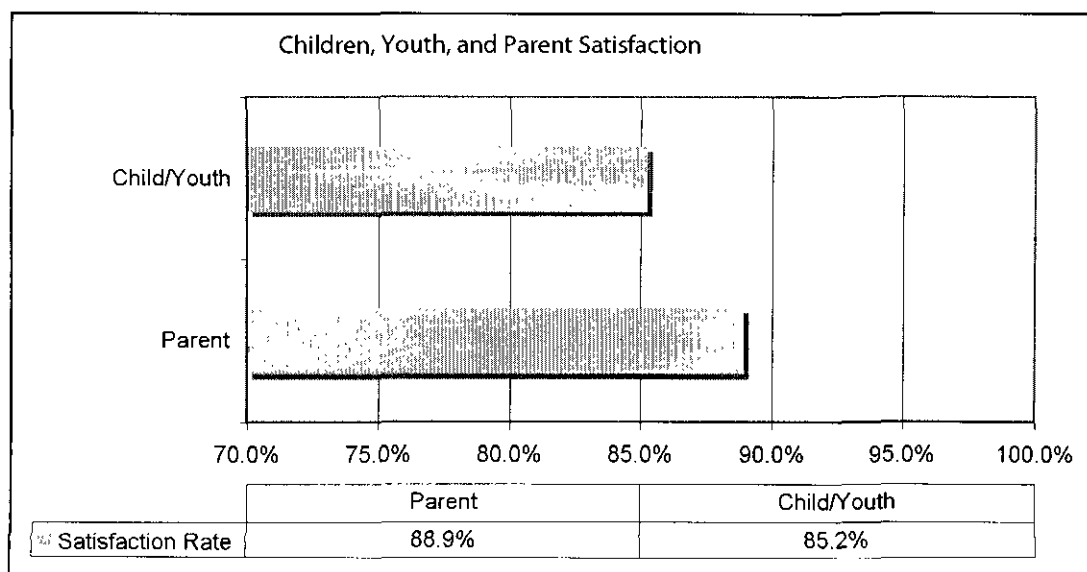
Parents were asked to rate the following:

- I think the program and activity my child participated in was: (Rated: Poor to Great)
- How much did your child benefit from this program and its activities? (Not at all, Some, A lot)
- How much did the people who ran the program care about your child? (Not at all, Some, A lot)
- Would you recommend this program to another family if they needed it? (Yes, Maybe, No)

85% of Children and Youth Customers and 89% of their Parents were Satisfied with the Funded Services

Evaluators developed a customer satisfaction summary score for each of the 81 OFCY Grantees. The summary score ranges from 100% (everyone was satisfied) to 0% (no one was satisfied). The summary score collapses the scores for each of the four questions listed above. The customer satisfaction score from the spring sampling for the children and youth who completed the survey was 85%. Surveys collected during the same time from the parents of these children and youth indicated a satisfaction score of 89%. Both ratings indicate a relatively high level of satisfaction by youth and parent customers. The OFCY goal for satisfaction score is 70%. Together, the OFCY Grantees exceeded this customer satisfaction goal in sampling of the 11,552 children and youth and 6,663 parents customers.

Chart 15



Why is this important?

Youth and parent satisfaction rate reflects whether customers were content with services, as based on four measures. Stakeholders and providers alike need to understand whether customers were satisfied so they can begin determining if services were effective. Generally, satisfied customers are more likely to experience and undergo the desired change.

Customer Satisfaction is an Important Measure of Effect

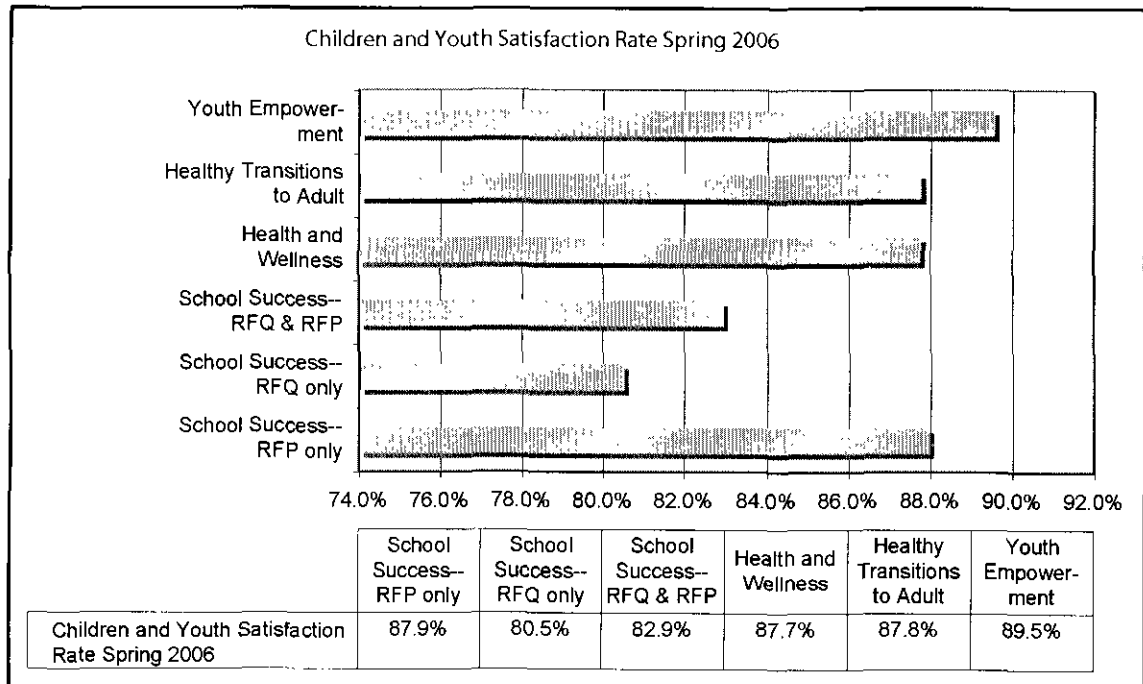
Evaluators used the research of David Osborne and Ted Gaebler on good government as a framework in designing the OFCY Evaluation System. Osborne and Gaebler are the authors of the national best seller entitled "Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector."

Re-defining service recipients as customers

In their book, Osborne and Gaebler used the City of Oakland's Library System as their favorite example of customer-orientated government. The OFCY Evaluation System follows the lead of the Oakland Library and defines recipients of service as customers. The Evaluators were pleasantly surprised that there was no resistance to the concept of customer driven services. Osborne and Gaebler asked the question: "Why is it that most American governments are customer-blind? The answer is simple; most public agencies do not get their funds from service recipients directly. Businesses in competitive environments learn to pay enormous attention to their customers. Public agencies get their monies from legislators, city councils, and elected boards. And most of their customers are captive: short of moving they have few alternatives to the services their government provides." (Osborne and Gaebler, 1993)

All Strategic Priority Areas of OFCY Grantees Met their Performance Goal for Customer Satisfaction of 70%

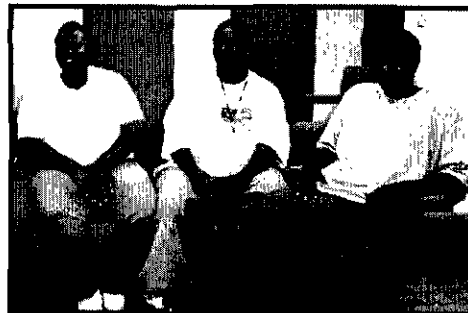
Chart 16



Why is this important?

Satisfaction rates by priority areas help stakeholders understand how goals in each area are being furthered. As mentioned earlier, customer satisfaction is a forerunner to program effectiveness.

OFCY children and youth, their parents, and their OFCY funded staff completed 34,371 survey reports about the effectiveness of funded services.



Project Re-Connect

Service Productivity – Producing Change for the Better in Customers

In addition to satisfaction with services, OFCY agencies are assessed on how much change they produce in their youth customers. Green (2003) applied the term “service productivity” to this type of assessment of the effects of services. He followed the distinction recommended by Heaton (1977): “emphasize measuring the effectiveness of services versus their efficiency when discussing productivity. This distinction seems particularly apt, because services are provided to cause changes in people or their property” (Hill, 1976). Unlike when goods are produced, inventoried, and valued based on the effort expended to create them, services have no value unless they cause targeted changes in customers.



SMAAC Youth Center

The assessment of service productivity involves designing questions that relate to service goals for individual customers and phrasing them so that the responder considers whether change occurred due to the services. The amount of productivity for services is calculated by averaging the responses. The choices offered must allow the responder to indicate that services made them worse off or caused no change, as well as indicating that there was improvement. Consequently, service productivity ranges from 100% to minus 100%, with zero meaning no change overall. A score of 100% means the responder improved on all items or targeted changes; a score of minus 100% means the responder got worse on all items.

Two types of service productivity are assessed for OFCY agencies—asset development service productivity and grantee-specified service productivity. Each type is explained in the following two sections. By calculating the average amount of change for each type, rather than the sum of all changes that occurred, the number of questions asked can be as few as three but preferably six or more, up to about 10. As an example of how service productivity is determined, suppose one of the goals of service is to improve the school performance of each youth customer. One question that could be asked is “Because of this program of services, my grades in school are (Better, worse, same, don’t know).” If 30 youth say better, 5 youth say worse, 12 youth say same, and 3 respond don’t know, the service productivity for this single question would be $(30-5)/(30+5+12+3)$ or 50%. By asking about five questions, the service productivity for one program of services can be accurately determined as the average service productivity across all five items. Our CCPA Evaluation Team is keeping a record of the many different questions service agencies have posed. When new agencies start designing questions that relate to their service goals, they can look up what was asked before to quickly focus on how to create their own questions.

Knowing the service productivity of a particular program is very useful information. Comparing the service productivity score with the range of 100% to minus 100% provides a clear message as to whether services are working, not working, or doing more harm than good. Our experience with tracking the service productivity of OFCY agencies led us to set 60% as the goal for most agencies. Of particular significance is the trend over time in service productivity. If a service is not causing at least 60% of targeted changes to occur for their customers, perhaps they are improving at a rate likely to yield 60% service productivity

in the future. Since the assessment of service productivity focuses on what change services are causing, service agencies can use this information to document their accomplishments and to improve the effects of their services over time.

Clearly, service productivity does not tell us the overall amount of change occurring in youth for a particular period of time. Prior analyses of service productivity data indicated that the effects caused by services can be more than the overall amount of change (Green, 2005). When this occurs, other factors besides services must have offset the effects of the services for the youth customers. Of course, for some youth, it goes the other way; overall change can be positive even though service-induced change was minimal or negative. Our evaluation process focuses on service productivity, because service agencies are not able to “guarantee” overall change for the better. Too many factors influence overall change achieved by their youth customers to make service agencies responsible for youth getting better overall. If more resources were available for the evaluation process, our CCPA team could easily collect information about overall change on one or a few indicators (dimensions). While having such information may be of use to the POC and City Council members, it is not as helpful to program staff who seek ways to maximize the effects of their particular services. Reaching an agreement on which indicators to pursue must occur, too. Otherwise, diverse viewpoints feel cheated about not knowing what overall change took place relative to the indicator they were most interested in tracking.

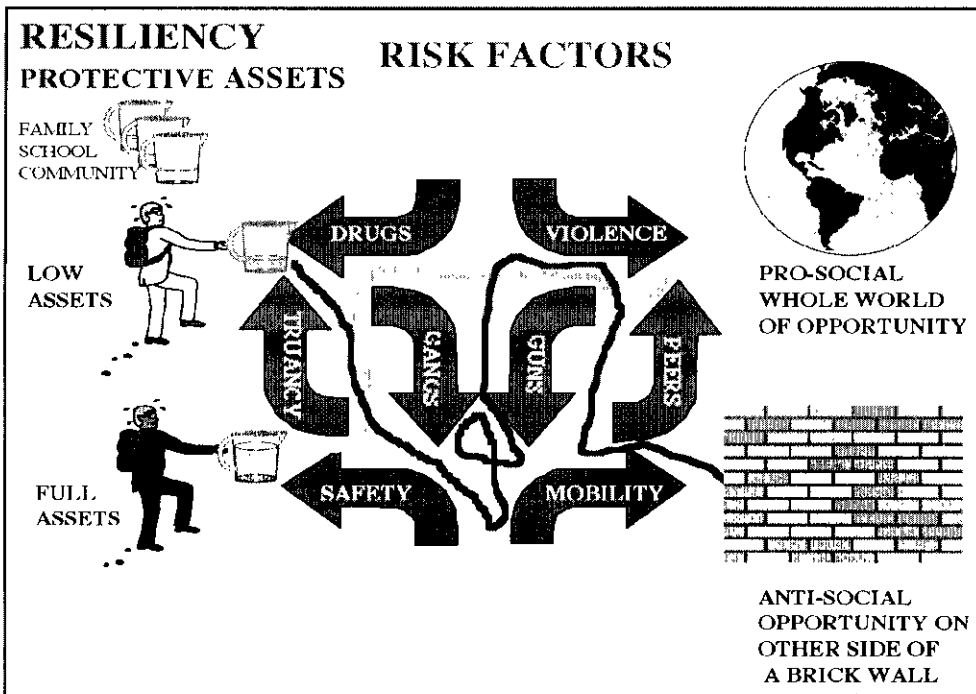
Green, R. S. (2003). Assessing the productivity of human service programs. *Evaluation and Program Planning*, 26(1), 21-27.
 Green, R. S. (2005). Assessment of Service Productivity in Applied Settings: Comparisons with Pre- and Post-status Assessments of Client Outcome. *Evaluation and Program Planning*, 28(2), 139-150.
 Heaton, H. (1977). *Productivity in service organizations: Organizing for people*. New York: McGraw-Hill.
 Hill, P. (1976). On goods and services. *Review of Income and Wealth*, 315-338.

Child and Youth Developmental Assets are Important

Youth Developmental Assets and Resiliency

OFCY's Strategic Plan is based on the accepted theory of child and youth developmental assets and resiliency. Research shows that a youth who has more assets is more likely to avoid the risky behaviors and to succeed in life. In contrast, research also indicates that a youth who does not have many assets has a much harder time navigating the risk factors in the community and is at greater risk of developing anti-social behavior (Benson, 1995). The theory is that a youth with a fuller cup of assets is more likely to develop pro-social skills and navigate his way around life's pitfalls. The following graphic illustrates how developmental assets protect youth.

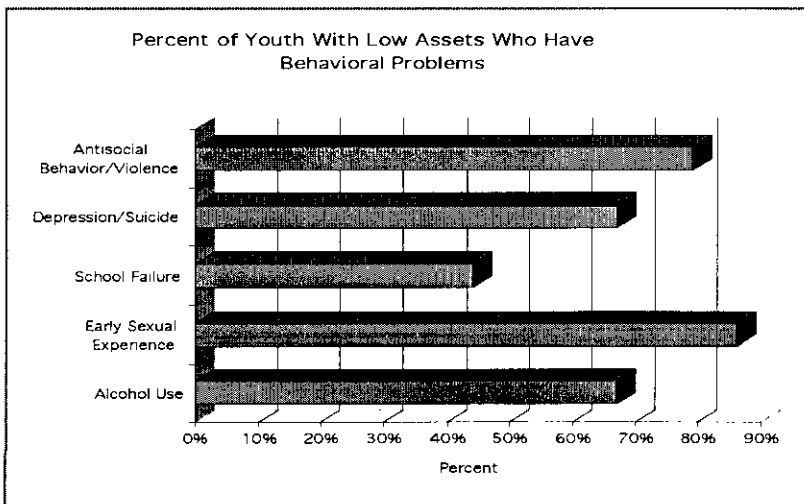
Graphic 2



Why is this important? Youth developmental asset service productivity is one of two core measures of effectiveness in the OFCY evaluation system. Understanding whether youth gained asset-build-ing skills or improved in asset-related behaviors is impor-tant to determining a program's effective-ness. Reporting the results by youth customers, their par-ent or guardian, and their staff will also help the stakeholder understand whether there is support that these changes did, in fact, occur.

Dr. Peter L. Benson and the Search Institute (P. Benson, J. Galbraith, and P. Espeland, 1995) published the results of measuring assets in 273,000 youth. Their research indicates that youth with low assets experience behavior problems at relatively high rates, as shown below.

Chart 17



MOCHA - Prescott ASP

Resiliency

One critical component to youth developmental asset theory is resiliency. Resiliency is a concept first popularized in the early 1970s. Robert Brooks of Harvard University explains: "The hallmark of a resilient child includes knowing how to solve problems or knowing that there is an adult to turn to for help. A resilient child has some sense of mastery of his own life, and if he gets frustrated by a mistake, he still feels he can learn from the mistake." The extensive research of Bonnie Bernard, Senior Program Associate of WestEd's School and Community Health Research Group, on resiliency indicates that the three core variables of resiliency are:

1. High expectations of the youth in the home, school, and community;
2. Meaningful participation of the youth in the home, school, and community; and
3. The presence of caring and supportive adults in the home, school, and community.

Dr. Emmy Werner of the University of California, Davis has conducted decades of longitudinal research on resiliency and provides the foundation for the resiliency framework in prevention and intervention. She writes that:

"Other buffers that we do know seem to cut across different cultures, creeds, and races: There's no doubt about it, a close bond with a competent, emotionally stable caregiver seems to be essential in the lives of children who overcome great adversities. As we know from studies of resilient children a lot of this nurturing can come from substitute parents, such as grandparents, aunts, uncles, older siblings."

Dr. Werner suggests that the presence of a caring and supportive adult is especially important in fostering resiliency. While policy makers, educators, and other community leaders do not necessarily have control over the circumstances that create adversity for youths, they ought to focus on how best to support youths in overcoming it.

Producing Change for the Better

At a Glance

Were our services effective in producing change for the better for our customers?

OFCY Performance Logic Model at A Glance						
Logic Model	OFCY Evaluation Question	Answer to OFCY Evaluation Question FY 2005-2006			Met Performance Goal	
Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)	Child & Youth Report of Changes	Parent Report on their Child	Yes > 60% Exceeded	
		Asset development	67%	78%		80%
		Grantee selected	70%	77%		78%

OFCY Grantees Are Producing New Positive Behaviors and Skills

OFCY Grantees evaluate effectiveness by measuring whether or not customers are better off because of the OFCY funded services. OFCY asks the child and youth customers, their parents, and staff of OFCY funded services if the child and youth customers' behavior and skills have improved because of the OFCY funded services. For this report, OFCY collected 34,371 surveys to make this determination.

All OFCY funded agencies report on changes occurring because of funded services in the developmental asset-related targets in customers, which include:

- Success in school
- Understanding of themselves and what they do well
- Communication skills
- Ability to learn new things
- Ability to connect with adults
- Ability to work with others
- Ability to stay safe

These new behaviors and skills are grouped into a single score called Developmental Asset Service Productivity. Each year, OFCY's Service Productivity goal is a score of 60% or higher. For the second year, OFCY Grantees collectively have surpassed this goal. OFCY uses the concept of service productivity to measure the effectiveness of OFCY services. In general, service productivity is a measure that describes the change that happens to a customer due to OFCY-funded services. A service is effective if the customer is better off due to his/her participation in the program. The Service Productivity score is the percent of target changes accomplished minus the percent of targeted changes missed. The score ranges from -100% to +100%. Grantees receive a score of 0% if a desired change stayed the same in their customer due to their services. The targeted changes in developmental asset service productivity are based on national research related to best practices in child and youth development.

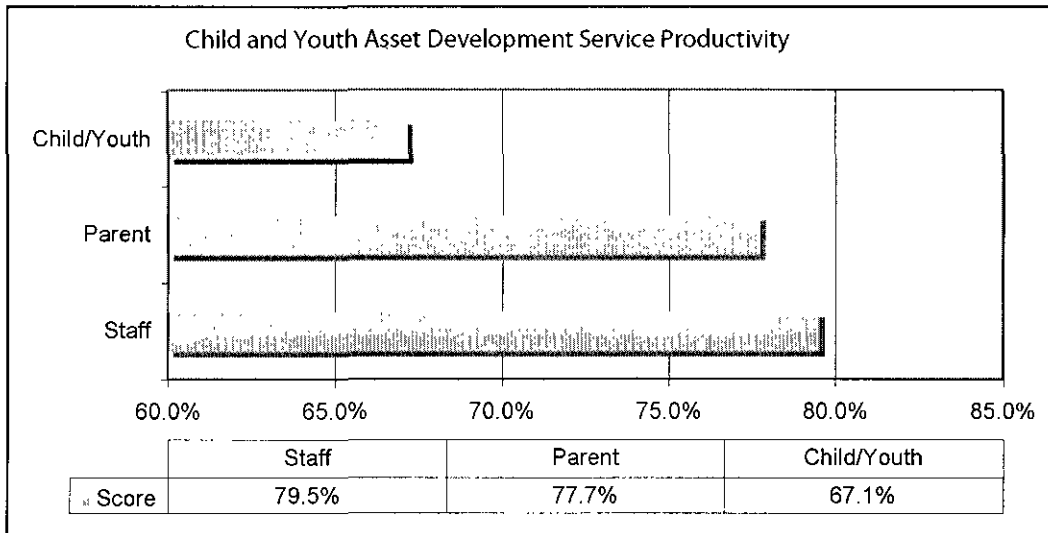
Bay Area SCORES



EFFECT

The following chart of youth developmental asset productivity rates reveal how youth, their parent, and the staff rated their growth of new skills and behaviors related to child/youth developmental assets.

Chart 18



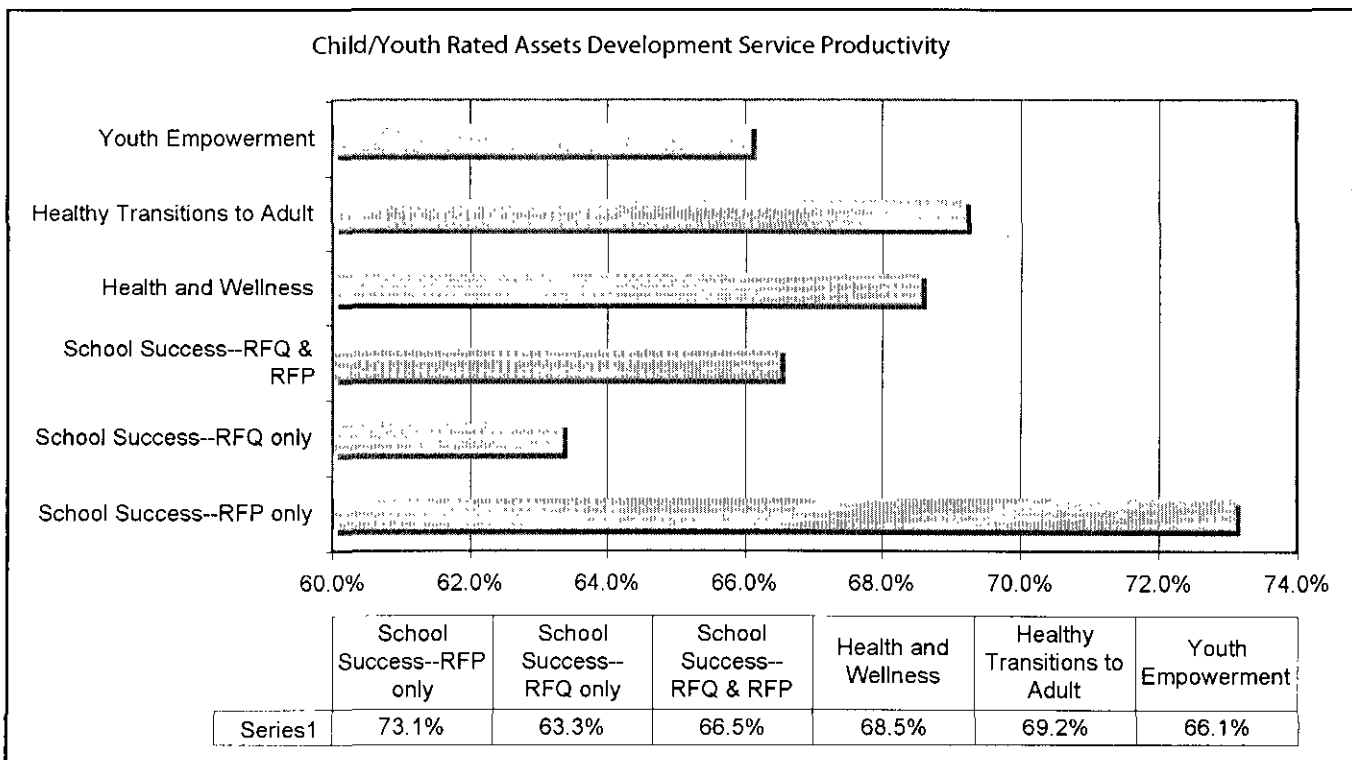
OFCY Grantees met the Youth and Child Asset Development Service Productivity Goal of 60%.

Child/Youth - 67%
Parent - 74%
Staff - 77%

Service Productivity is the number of positive targeted changes achieved minus the number of targeted changes missed. For example this year 69% of the targeted changes for the better were achieved and 2% of the targeted changes were worse for a service productivity score of $69\% - 2\% = 67\%$. No credit is given for the 30% of the youth who stayed the same.

The following chart of youth developmental asset productivity rates reveal how the goals in each priority area are being furthered. Rates shown by priority area also give insight into opportunities for improvement for providers delivering services in each area.

Chart 19

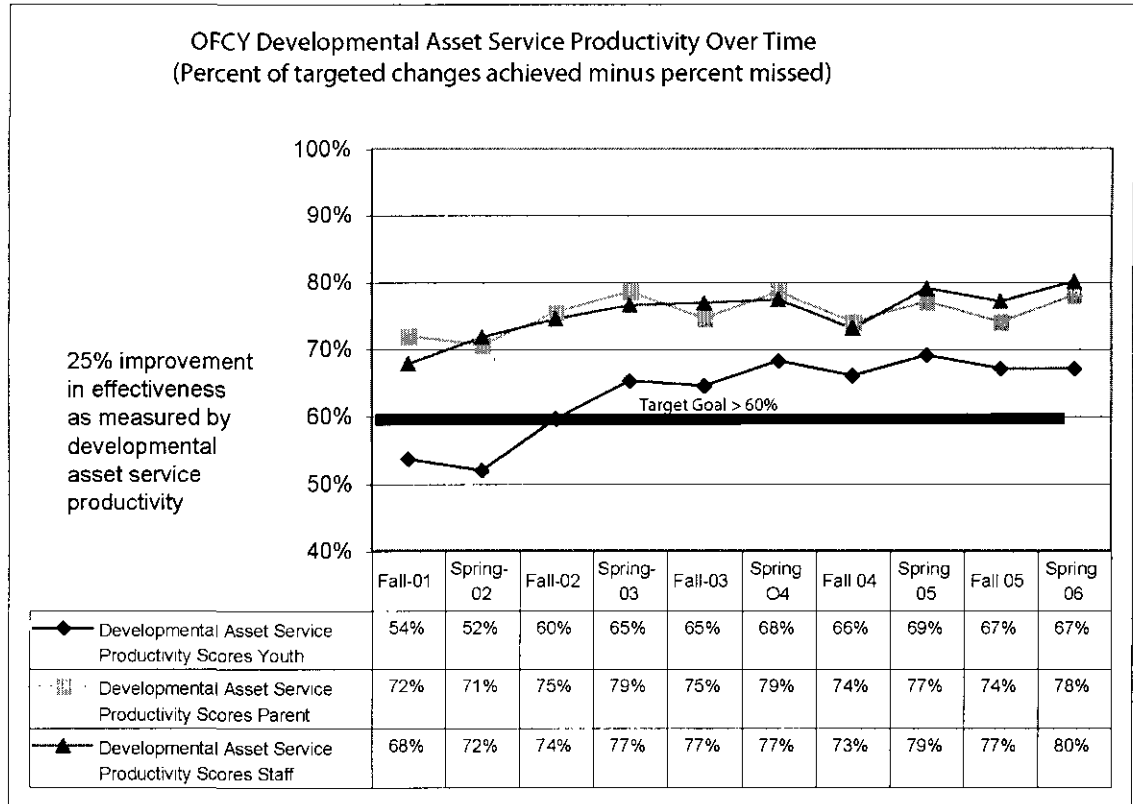


Developmental Asset Service Productivity Improved 25% from 2002

The following chart illustrates the growth in the ability of OFCY grantees to garner positive behavioral changes and skill development in the youth and children that they serve. The chart shows a trend over time of Developmental Asset Service Productivity improving each spring or as more youth are given more service and care. Over time, spring scores have increased by more than 3% over the fall scores. This trend did not happen this year.

Chart 20

Why is this important?
Developmental asset productivity rates over time help stakeholders to determine the impact of OFCY services on youth developmental assets at various time intervals. These data will help providers understand whether their efforts to practice continuous improvement are effective.



Lao Family Community Development - Even Start



East Oakland Boxing Assoc.
Smart Moves

Grantee -Specified New Behaviors and Skills

In addition to developmental asset productivity, OFCY grantees are required to measure productivity related to program - specific skills and behaviors. To do this, each of the OFCY Grantees developed agency-specific questions that were tailored to their various programs to measure targeted changes in specific new skills and behaviors because of the OFCY funded services. As a result, 231 different questionnaires were constructed to measure the service productivity of the unique services provided by grantees. Questionnaires were translated into seven different languages. The types of new behaviors and skills captured in the agency specified service productivity score can be summarized into these groups:

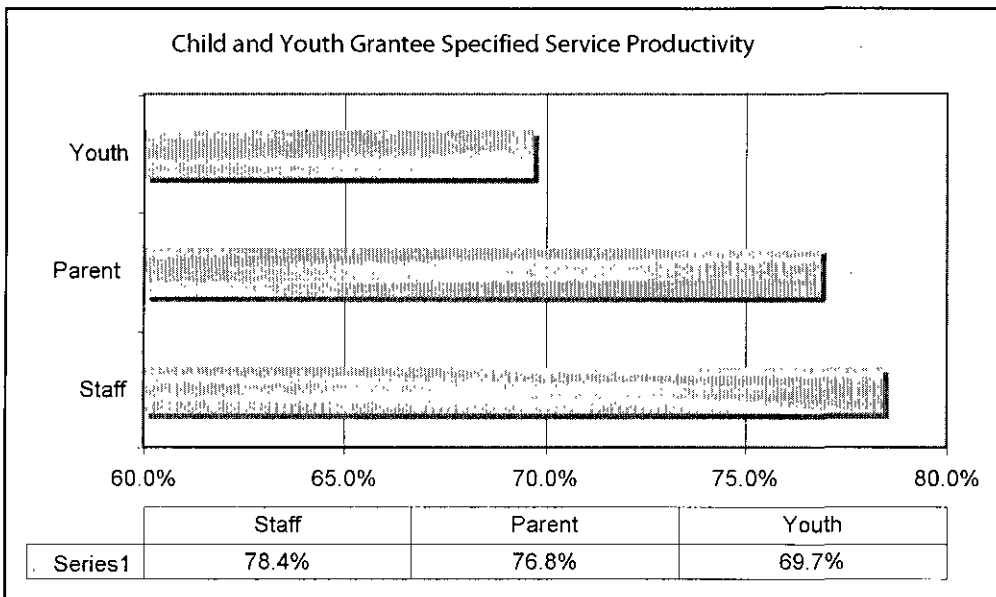
- Art behaviors and skills
- Business and work behaviors and skills
- Community involvement and cultural appreciation behaviors and skills
- Health and wellness behaviors and skills
- Leadership behaviors and skills
- Music behaviors and skills
- Personal development behaviors and skills
- Relationship behaviors and skills
- School and academic behaviors and skills
- Violence prevention and avoidance behaviors and skills
- Parental behaviors and skills

The youth-rated, grantee specified service productivity was 70%; the parent-rated productivity score was 77% for the same seven outcome measures; and the staff-rated productivity score was 78% for the same outcome measures. This data implies that OFCY customers have undergone positive change in grantee selected targeted changes.

OFCY Grantees met the Grantee Specified Service Productivity Goal of 60%.

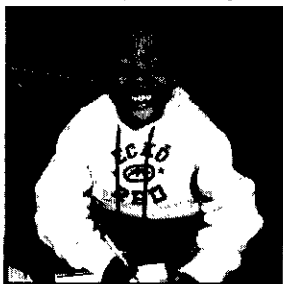
Child/Youth - 70%
Parent - 77%
Staff - 78%

Chart 21



Why is this important? Direct service productivity is the second core measure of effectiveness in the OFCY evaluation system. Understanding whether youth gained program-specific skills related to music, violence prevention, or leadership, for example, is important to determining a program's effectiveness. Reporting the results by respondent will also help the stakeholder understand whether there is support that these changes did, in fact, occur.

Note: The OFCY performance goal is 60%



Opera Piccola-Sankota Academy ASP

Bay Area Community Resources-Santa Fe ASP



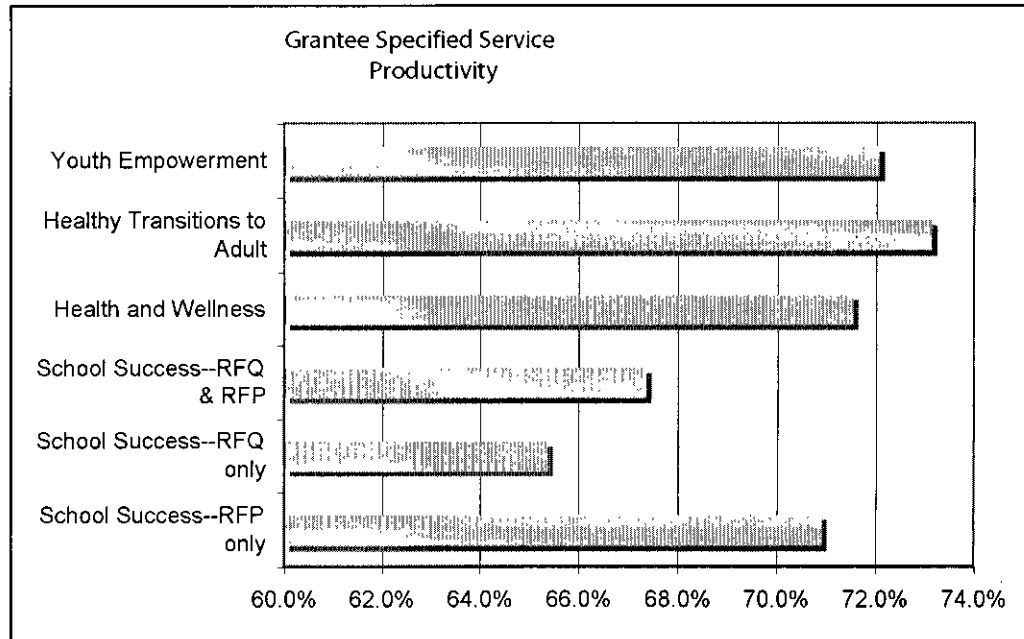
STRATEGIC AREA

All the Strategic Planning Sub-Cluster Met the OFCY Service Productivity Goal of 60%

Healthy Transition to Adulthood had the highest youth-rated Grantee Specified Service Productivity followed by Child Health and Wellness. All the four strategic plan priority clusters met the performance goal.

Why is this important? Direct service productivity rates reveal how the goals in each priority area are being furthered. Rates shown by priority area also give insight into opportunities for improvement for providers delivering services in each area.

Chart 22

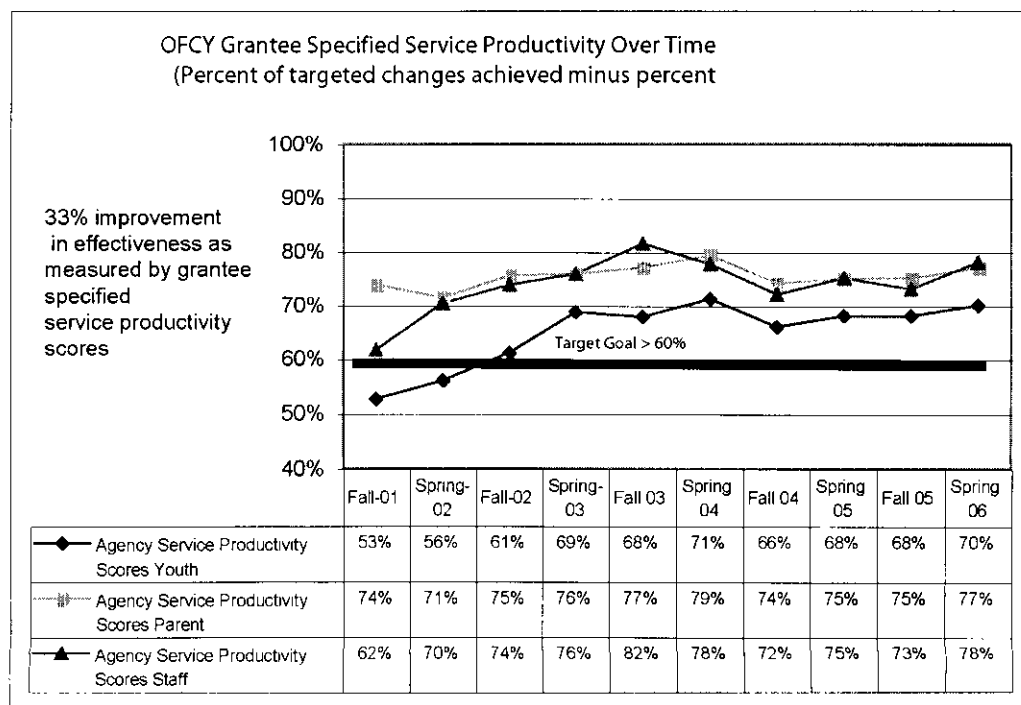


Grantee Specified Service Productivity has improved by 33% since 2002

The following chart indicates that Grantee Specified Service Productivity has improved over time. The chart shows the scores for the last five years for children and youth, their parents, and their staff.

Why is this important? Direct service productivity rates over time help stakeholders to determine the impact of OFCY services on program-specific measures at various time intervals. These data will help providers understand whether their efforts to practice continuous improvement are effective. For example, if program-specific measures decline over several intervals, providers may want to explore how to improve modalities relative to survey questions.

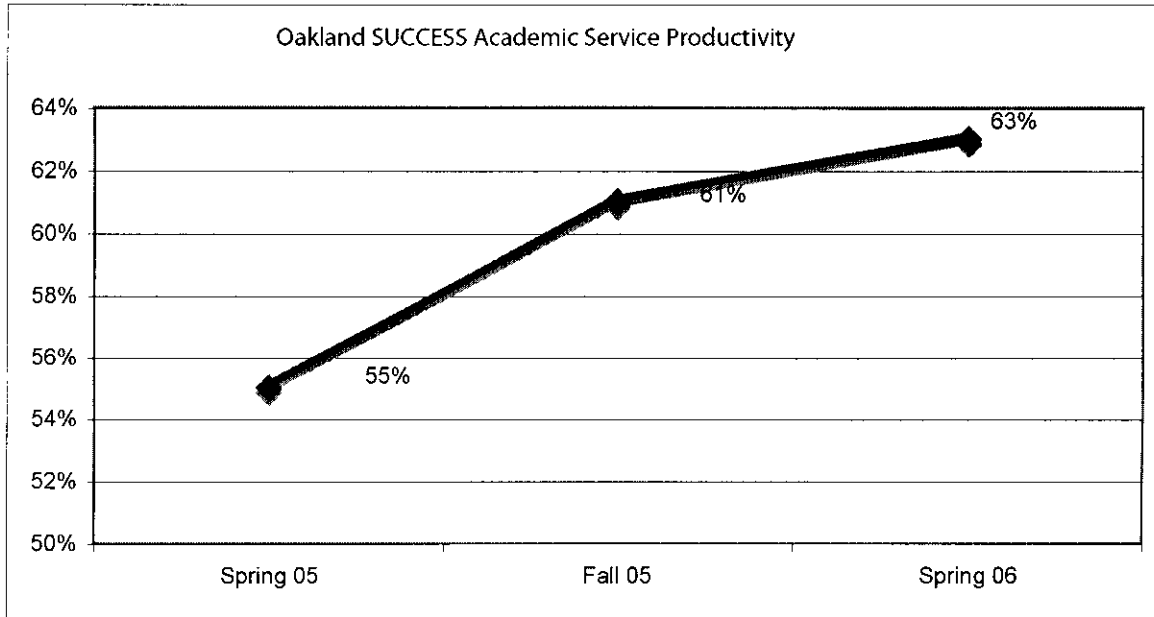
Chart 23



After School Initiative Oakland SUCCESS Meets Performance Goal

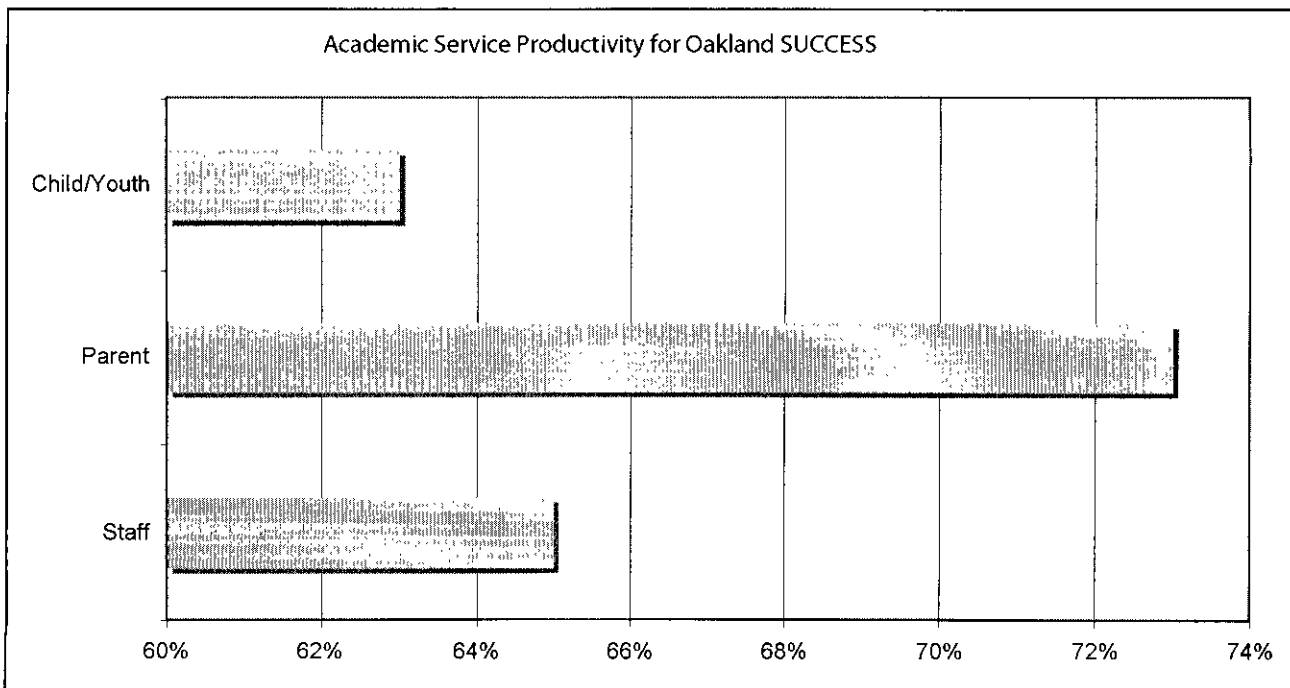
The After School Initiative/Oakland SUCCESS added Academic Service Productivity to their Grantee-selected targets. Common academic service productivity questions were asked of all After School Initiative customers and their parents. The following chart shows the Academic Service Productivity for this spring, fall and last spring. This spring and fall comprehensive after school programs met the targeted goal of 60% for children and youth surveys. Parents and staff reports also indicate that the performance goal was met. Readers are reminded that many of the students in this initiative are elementary and middle school age youth. As a child grows up the evaluation places more emphasis on the youth responses. For younger children more emphasis is placed on parents' opinions. The growth in scores is a very good indicator of continuous improvement from last spring to this spring.

Chart 24



The After School Initiative/Oakland SUCCESS children, youth, their parents, and the staff all indicated positive growth in new academic skills in reading and mathematics.

Chart 25



Grantees Connected Child and Youth Customers to Over Four New Caring and Supportive Adults

OFCY-funded staff assessed 11,552 child/youth customers to determine that because of their program their child/youth customer was connected to an additional four caring and supportive adults.

Child and Youth Customer Participation in Services Was High

Additionally, the staff assessed the customers' participation level in OFCY-funded services. The staff ranked the youth's participation level according to the following scale: 5 = Very High, 4 = High, 3 = Average, 2 = Low, and 1 = Very Low. The staff assessment of the level of customer participation in OFCY services was high with a score of 4.1. Research clearly shows that the participation level of customers is a clear predictor of the success of the program in meeting the goals for positive change in their customers.

How do we measure service quality?

Service quality is a very difficult concept to measure. Robert Pirsig (best known for "Zen and the Art of Motorcycle Maintenance") states: "Quality doesn't have to be defined, you understand it without a definition." Dr. Rex Green of the OFCY Evaluation Team challenges Mr. Pirsig by using the OFCY Evaluation System to define quality for this report as a measure of producing targeted changes in youth consistently.

Dr. Green's measure is one of many ways quality can be defined. Even though quality is a very subjective concept to assess, by utilizing the service productivity data collected, we can measure whether the services were equally effective for all customers surveyed. If there is a wide range of effectiveness in serving customers, the service quality score will be lower. If a grantee delivers consistently effective services to all their customers, then their service quality score will be higher. A quality program should be designed to produce the desired changes in all customers. Therefore, dividing average service productivity, or the level of targeted changes achieved, by the variability in service productivity across youth served, will reveal whether high service productivity occurred for nearly all youth. Since service productivity varies from 100% to minus 100%, service quality can vary from a large negative number to a large positive number.

Quality exceeding 1.0 is desirable. High levels of quality exceed 3.0. Service quality greater than 10 may indicate that nearly all youth got better on every targeted change noted in the survey. At that point, we recommend that the service agency revise their survey questions and ask about targeted changes that require greater effort to produce on the part of staff, in order to start a new round of service quality improvement. Also important is whether levels of service quality are increasing or decreasing. Decreasing quality warrants a closer look at agency operations. Discussions of decreasing quality can be initiated by brainstorming possible reasons for the decline. Further investigation of possible reasons might be pursued with root cause analysis or charting how service activities cause changes in youth. Performance goals may need to be revised in order to improve service quality in the future.

Grantees' service quality scores are found in Appendix A.

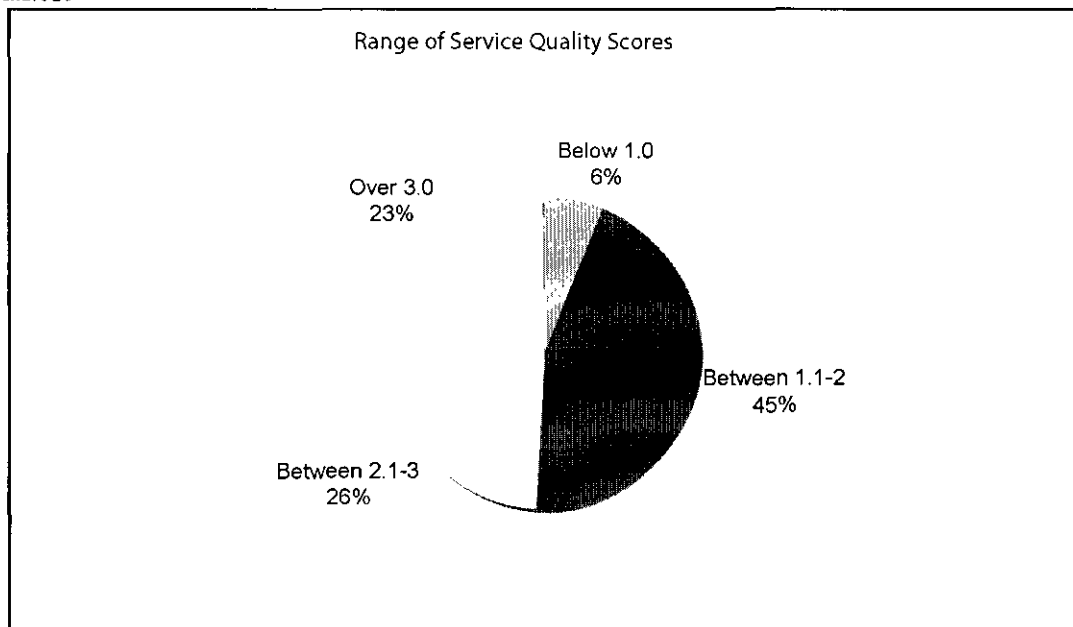


Bay Area Outreach & Recreation Program (BORP)

Desirable Service Quality Levels Were Obtained by 94% of OFCY Grantees

The following chart indicates 94% of grantees' service quality score exceeded the desirable level of 1.0. The chart also shows that 23% of grantees exceeded a 3.0 service quality score, indicating high levels of quality and consistency of services.

Chart 26



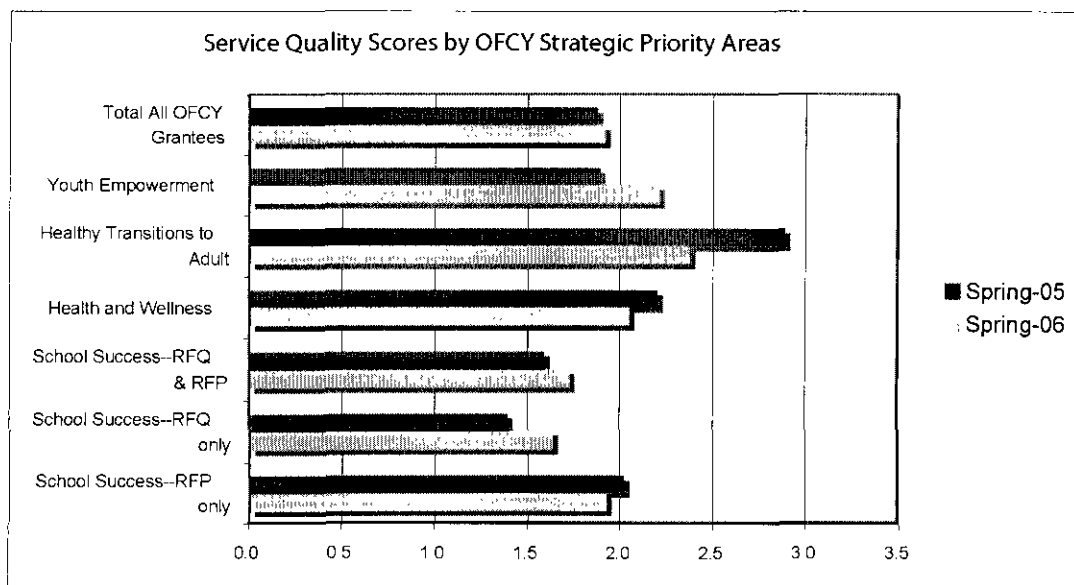
Why is this important? Service quality is important to understanding whether providers were able to produce desired changes in their customers consistently. The service quality scores are also valuable in understanding how the OFCY-wide effort fared.

All of the Strategic Priority Area Clusters of Grantees as a Group Met Desirable Service Quality Levels

Levels of Service Quality

As previously mentioned it is important to determine if levels of service quality are increasing or decreasing. Decreasing quality warrants a closer look at agency operations. Evaluation Coaches will review operations with agencies with decreasing service quality to determine some of the reasons for the decline. Overall service quality improved with youth empowerment and the school success priority areas improving the most. Oakland SUCCESS of the school success strategic priority area showed improvement.

Chart 27



Why is this important? This data helps stakeholders understand whether providers produced desired changes in their customers consistently for each priority area. Providers in a particular priority area with low service quality scores should discuss opportunities for improvement.

OFCY Performance Logic Model at A Glance

At a Glance
Were our services equally effective for all our customers?

Logic Model	OFCY Evaluation Question	Answer to OFCY Evaluation Question FY 2005-2006				Met Performance Goal
Service Quality and Performance	Were our services equally effective for all our customers?	Service Quality Score	Change in Service Quality	Average Service Performance Index (SPI) Score	Percent of SPI Score over 600 for 81 grantees	Yes Quality Score >1 Exceeded
		Fall 1.8	Spring 1.9	Increase	644	

How do we assess reliability?

In the most general sense, "reliability refers to the degree to which survey answers are free from errors of measurement" (American Psychological Association 1985). The reliability of the scales designed by each Service Provider was determined by calculating the internal consistency of the items. Cronbach's alpha was calculated for the re-scored item responses (e.g., 1,0,-1 in the case of service productivity).

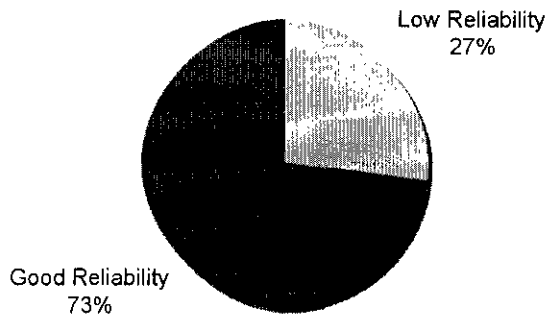
Reliability ranges from 0 or no consistency to 1, complete agreement among the agency specified items, i.e., the youth answer the items so as to create a perfect ordering of items and youth. Desired levels of reliability are determined by the purpose behind using the scores. If decisions need to be made about placing a particular youth in one program versus another, the level of reliability should exceed .90. If decisions will be made about groups of youth, such as whether males or females benefited more from the program, the level of reliability should exceed .75. If multivariate analyses of these data are pursued to clarify patterns of service effectiveness, the level of reliability should exceed 0.60. Levels above 0.60 were considered good. Evaluators plan to assist the 18 Grantees whose reliability of questions was low (Note 4 grantees had not reliability scores because they did not survey grantee specified questions). Grantees' reliability scores are found in Appendix A. The reliability and validity of OFCY instruments is discussed in Appendix E.



East Bay Asian Youth Center-
Roosevelt ASP

Chart 28

Reliability of Grantee Specified Questions



Why is this important?
Program-specific questions are developed by providers to determine direct service productivity. Reliability is important since it alerts stakeholders whether these developed questions are free from errors of measurement.

Quality Improvement Spotlight

This column aims to highlight OFCY-funded programs that are practicing continuous quality improvement (CQI) using data collected by our evaluation team. Last year two agencies were mentioned, **East Oakland Boxing Association—Smart Moves** and **Next Step Learning Center**. These two agencies are mentioned in this column again, as their overall performance scores were 825 and 830 out of 1000 points this year, second and third highest among the 81 agencies evaluated. Congratulations again to these two programs for delivering such high quality services! Before describing how one program practiced CQI this year, here is a review of what CQI is all about.

Methods of quality improvement are well understood across most industries. Many books exist describing the tools and their application. Three years ago, the CCPA Evaluation Team introduced quality circles to OFCY agencies. Quite a few service agencies participated in those meetings to identify ways to improve service quality. The purpose of this report is to increase interest in CQI by keeping this topic in the spotlight. Since each evaluation report contains several pieces of information relating to the quality of services, let's now review what these pieces of information are and how they can be put to use to improve quality.

The most relevant piece of information is our indicator of service quality. One table in the report covers service quality for all service agencies for each semester of the school year. Also, the current level of this indicator is reported for each agency in their special section. The indicator ranges from minus a large number to plus a large number. (For an explanation of service quality, see page 51.) When service quality is 1.0, the average agency-specified service productivity equaled the variation in service productivity across all youth (or parents if youth were not surveyed). A score of 1.0 is considered desirable. Whenever this number drops below 1.0, the service agency should schedule time to review their work processes, service model, agency management system, etc., in order to determine what can be done to improve service quality. Based on three years of experience with this indicator, high service quality is reflected in scores exceeding 3.0. Occasionally, all youth may say they are getting better and the variation across youth is zero. No matter what the agency-specified average service productivity is, service quality cannot be computed. Thus, small amounts of variation in service productivity across youth customers must occur in order to use this indicator.

The other relevant pieces of information to watch are the agency-specified service productivity and the reliability of the responses to the agency-specified questions on the youth survey. This information is provided to each service agency on the summary page in their own section. The level of agency-specified service productivity, which indicates the extent of changes in youth customers produced by service activities, should exceed 60%. Results falling below this level indicate that improvements in the quality of services need to be sought. If the reliability or consistency of responses to the questions falls below 0.60, the information gained from the average agency-specified service productivity indicator may not be very accurate. In turn, the indicator of service quality may not be accurate enough to use when seeking ways to improve service quality. Members of the CCPA Evaluation Team can assist service agency staff to revise their questions, in order to raise the level of reliability or consistency of responses.

OASES (Oakland Asian Students' Educational Services) practices CQI as part of their program design. Steps are taken routinely to monitor the quality of services and seek ways to improve quality. This past year the Program Director noticed that service quality declined from the fall of the previous year for two of their three programs and was flat for the third program. Being careful not to overreact to this disappointment, they contacted CCPA for clarification. Was it possible that some mistake occurred during the coding or analyses of their data? Dr. Green spot checked the data and reviewed the analyses before concluding that their results were accurate.

Satisfied that the data were indicating some problem(s) existed, they began discussing possible causes for the disappointing results. They reviewed the pattern of answers to each question on the youth surveys and noted which questions had the lowest scores. Question 4 asks about whether the youth would refer other youth to their program, a satisfaction question. The percent of youth responding "Yes" was about 50 percent. So, they brainstormed some possible explanations for the lower satisfaction—poorly worded question, lack of space in their program may have made the youth protective of their own slot, and no friends left who were not already enrolled. Since this question is supplied by CCPA, OASES lacked discretion in re-wording the question. The other two explanations might seem to be indicators of success, not failure. Continuing on, they noticed that lower productivity occurred for the two questions supplied by the Oakland Unified School District about math and reading. They discussed the possibility that many of their customers were becoming very proficient at math and beginning to report that the program did not make them any better. They remembered that the District required them to place more emphasis on language arts in the fall, perhaps making them reduce their emphasis on math. They noticed, too, that the reading productivity scores also went down. Then, they recalled that their Reading Rocks program, which involves taking customers to the library to hear staff read to them, did not get implemented in the fall, due to top-level management staff leaving and being replaced. Lesson learned: Too much staff turnover at the same time can disrupt organizational memory and weaken program implementation. Also, one of their questions about the program helping customers speak English better at home and at school scored low in productivity. They learned that students did not practice English at home. They reworded the question to make it less complex and focus on school experiences.

OASES then made some changes in their program to improve the quality of their services. They increased reading assignments and shifted the emphasis from homework completion to skill building. They also assigned more journaling of reading experiences and increased students' access to reading resources. When the results from CCPA arrived for the spring semester, the productivity score for the reading question went up from the fall. Overall service quality also improved from the fall to spring semester in all three programs. Service quality also was higher for one program from the spring of 2005 to the spring of 2006. The Program Director recommended that CCPA continue to collect data twice per year, as longer gaps might not catch some of the most critical developments that affect service quality.

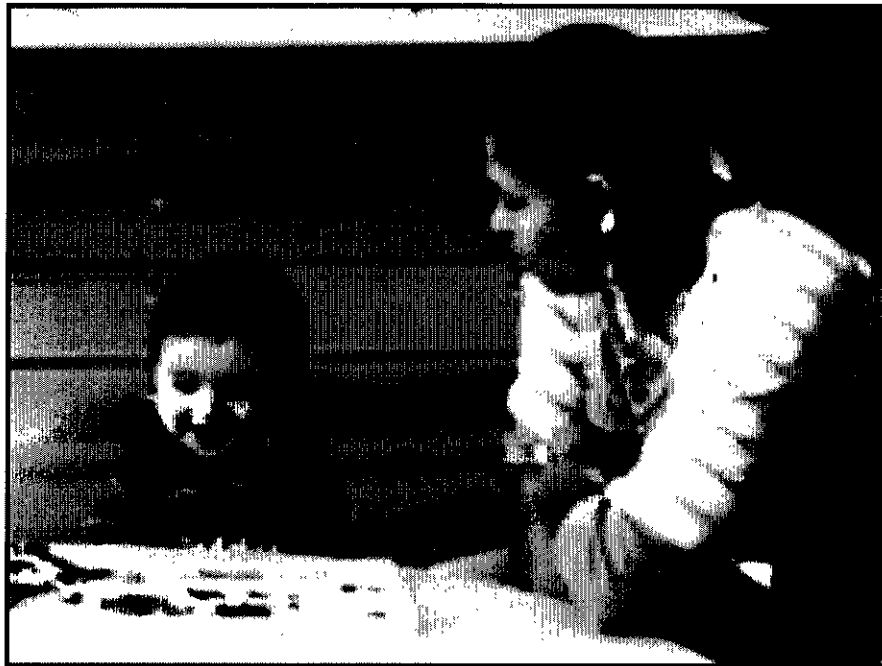




Bay Area Community Resources-Emerson ASP

Performance

The section on performance describes how each OFCY Grantee did in meeting the performance goals set by OFCY. Performance uses the four OFCY strategic priority areas to review the 81 grantees in four clusters.



Lao Family Community Development - Even Start

1. Support for Children's Success in School Cluster was divided into two sub-clusters: After School Initiative, go to page 59 and for Request for Proposal, go to page 60.
2. Child Health and Wellness Cluster, go to page 64.
3. Healthy Transition to Adulthood Cluster, go to page 65.
4. Youth Empowerment Cluster, go to page 66.
5. Service Performance Index go to page 69.

Indicators of Performance

Using the strategic priority areas of the OFCY Strategic Plan, CCPA evaluated the performance of each of the 81 OFCY grantees. Grantees were placed in one of four strategic priority areas to form clusters of programs with similar goals. Many of the grantees offer services across all or several of the strategic areas, but Grantees agreed to be compared with groups where the majority of their services are provided. The strengths and opportunities for improvement for all 81 OFCY grantees is found in the Grantee Evaluation Section of this report.

The following categories were chosen as summary indicators of performance.

Percent of contracted services delivered should be over 95% for the contract period. OFCY grantees measure the amount of service delivered by reporting the number of hours of direct service provided to customers across the various activities.

Cost per hour of service for OFCY funds is calculated by dividing the amount of OFCY funds expended by the number of hours of direct service delivered. Cost per hour of service for total funds is calculated by dividing the amount of OFCY funds and matching funds by the number of hours of direct service delivered. No performance goal is set for cost per hour but readers can compare cost per hour amount similar grantee contracted to provide similar services to determine if the cost per hour is reasonable.

Youth customer satisfaction is determined by child and youth responses to four questions about satisfaction with the services they received. The four questions are summarized into a score which ranges from 0% (low) to 100% (very high). OFCY has set a performance goal of 70% for this measure. Note to reader: grantees that serve children under five years old use parent satisfaction scores. OFCY has set a performance goal of 70% for customer satisfaction.

Service Productivity is a measure which is used to determine the effectiveness of OFCY-funded services. This measure is a summary score and reflects whether customers gained new skills or positive behaviors as a result of receiving services. The score is a percent that can be positive (customer is better off) or negative (customer is worse off) and is calculated by taking the percent of targeted changes achieved minus the percent missed. Grantees do not get credit for customers who indicate that they did not experience any change in attitudes, behaviors, skills or knowledge. For most grantees there are two types of service productivity - one that measures child and youth developmental assets (asked by all grantees) and the other that measures program-specific changes, as determined by the grantee. Grantees who participate in Oakland SUCCESS comprehensive after school collaborative added academic service productivity. OFCY has set a performance goal of 60% for this measure.

OFCY Performance Goal Targets

Summary:

- Percent of contracted service delivered: 95% is goal.
- Customer satisfaction rate: 70% is goal.
- For Both Service Productivity Rates : 60% is goal.



Leadership Excellence

Support for Children's School Success – Oakland SUCCESS –After School Initiative Grantees

OUSD's Oakland SUCCESS team provides support, training and technical assistance to the After School Initiative sites in order to build their capacity to operate quality comprehensive after school programs for Oakland youth. These grantees are part of the collaboration between OFCY and Oakland Unified School District (OUSD) 21st Century Program to provide comprehensive after school services.

Support for Children's School Success is one of the OFCY strategic priority areas. Unlike the other areas, this category has two sub-groups. The first is called the After School Initiative Grantees and includes the 25 programs funded through the Request for Qualifications (RFQ) process. The other is called the Request for Proposals (RFP) group and includes those agencies funded through the usual OFCY allocation process. The collaborative to provide comprehensive after school programming, articulated its goals as follows:

- 1) focus the resources currently spent on after school activities by OFCY;
- 2) leverage existing funds and capacity of OUSD 21st Century Learning Center and After School Education and Safety Program (ASESP) sites;
- 3) encourage partnership and coordination among after school service providers in Oakland; and
- 4) expand the number of Oakland youth served in a comprehensive after school program.

Table 18

After School Initiative - Oakland SUCCESS Children's Success in School RFQ Performance Summary							
OFCY Funded Program	Efficiency			Effectiveness			
	Percent of Contracted Services Delivered for Year	Actual Cost per Hour OFCY Funds for Year	Actual Cost per Hour Total Funds for Year	Satisfaction Rate	Asset Development Service Productivity	Grantee Selected & Academic Service Productivity	
Bay Area Community Resources- Stonehurst ASP	99%	\$3.26	\$4.76	90%	78%	72%	
Bay Area Community Resources-Emerson ASP	100%	\$3.32	\$7.66	88%	71%	78%	
Bay Area Community Resources-Hoover ASP	101%	\$1.53	\$6.41	80%	66%	70%	
East Bay Asian Youth Center -Franklin ASP	348%	\$0.66	\$1.99	84%	67%	73%	
East Bay Asian Youth Center-Manzanita ASP	183%	\$1.22	\$2.95	84%	66%	62%	
MOCHA - Prescott ASP	98%	\$2.91	\$5.45	85%	64%	69%	
MOCHA (Oakland Leaf for Youth)-Ascent ASP	108%	\$1.69	\$3.86	88%	71%	65%	
Oakland Leaf Urban Promise Academy	117%	\$2.04	\$6.02	77%	63%	66%	
Oakland Youth Chorus - Fruitvale ASP	119%	\$2.07	\$3.19	84%	63%	72%	
OASES Lincoln ASP/LEAP	109%	\$2.53	\$4.77	84%	72%	72%	
OASES-Westlake ASP	107%	\$3.16	\$5.43	90%	77%	73%	
YMCA of the East Bay - Bret Harte ASP	104%	\$3.52	\$7.83	86%	85%	80%	
Grantees that Missed One or More Performance Goals							
Bay Area Community Resources- Santa Fe ASP	115%	\$1.34	\$2.92	93%	82%	NS	
Bay Area Community Resources-Madison ASP	80%	\$4.49	\$6.35	80%	46%	51%	
Bay Area Community Resources-MLK ASP	105%	\$3.95	\$8.77	77%	58%	NS	
East Bay Agency for Children-Sequoia ASP	101%	\$2.12	\$4.36	81%	59%	63%	
East Bay Asian Youth Center-Garfield ASP	136%	\$1.59	\$3.21	76%	55%	69%	
East Bay Asian Youth Center-Roosevelt ASP	153%	\$2.06	\$4.42	62%	40%	47%	
East Bay Conservation Corps-Claremont ASP	112%	\$1.12	\$2.31	76%	54%	53%	
Melrose Leadership Academy	96%	\$1.94	\$3.66	68%	58%	53%	
Opera Piccola-Sankofa Academy ASP	99%	\$3.04	\$6.22	83%	68%	55%	
OUSD-Acorn Woodland, Awesome ASP	104%	\$2.54	\$3.40	76%	55%	58%	
Scotlan Youth & Family Center-Kizmet ASP	95%	\$5.57	\$14.78	83%	63%	53%	
Spanish Speaking Citizen's Foundation-ICS Aspire	81%	\$3.68	\$5.89	85%	71%	77%	
YMCA of the East Bay - Laurel ASP	129%	\$2.60	\$5.37	72%	44%	50%	
Total After School Initiative -Oakland SUCCESS	118%	\$2.28	\$4.72	81%	63%	65%	

Summary of Efficiency of After School Initiative Grantees in Children's School Success Cluster

The After School Initiative is designed to increase the community partnership in the schools by funding community based agencies working in partnership with the schools to provide a safe place for children and youth to receive additional academic and enrichment activities after school. "OUSD's Oakland SUCCESS (Schools Unified for Community Collaborations to Enrich StudentS!) team provides support, training and technical assistance to the After School Initiative sites in order to build their capacity to operate quality comprehensive after school programs for Oakland youth.

This report is on the second year of this initiative that was funded for two years.

Only two of the 25 grantees did not meet their plan. Twenty three of the groups have met their plan for providing their contracted services. Readers should note that groups that missed one or more of the performance goals are discussed on the next page. Also, readers can compare the performance results across grantees, as well as to the average for the Oakland Success cluster. These results are indicators of how efficient and effective each of the providers was this year.

On average, the After School Initiative programs delivered 118% of their planned service for the year.

Cost per hour of service is one way to measure the efficiency of services. The cost per hour of service ranged from a high of \$14.79 for Scotland Center - Kizmet After School Program to a low of \$1.99 per hour for EBAYC - Franklin Higher Learning Center.

The average cost per hour for the After School Initiative sub-cluster was \$4.72. Readers should consider both efficiency and effectiveness in drawing conclusions about a provider's performance. The reader should also keep in mind that the State of California funds after school services for a minimum \$3.33 an hour. The State of California funds five dollars a day per student and expects the local community to match this funding for ten dollars a day for three hours or \$3.33 an hour for services. Next, year the state is raising this rate under Proposition 49 funding to \$7.50 a day with a minimum match of 33% or \$2.48 for a total of \$9.98 a day. This will also set the minimum at \$3.33 an hour for service. OUSD expends \$8.35 an hour to educate our children for 180 days per year, for six hours a day. These two costs per hour indicate that the average cost per hour for Children's School Success is reasonable.

State After School Minimum:	\$3.33
Oakland Success Actual:	\$4.72
OUSD School Day	\$8.35

The following two groups did not meet their plan in delivering services this year:

Spanish Speaking Citizens' Foundation delivered 81% of its planned hours of service for the year. The program missed reaching their participants numbers by 45%. Staff turnover and a slow start hampered the enrollment of participants. Competition with other after school program at a small school is also difficult. The school also cut some of their funding to the program that resulted in less service than planned.

Bay Area Community Resources - Madison After School Program delivered 80% of their planned services. Some of the program's activities did not get started, some activities did not have as many youth enrolled as planned and some activities did not have as many sessions as planned. Evaluation coaches will work with the grantee to improve their planning and implementation next year.



YMCA - Bret Harte Community Academy

Summary of Performance of After School Initiative Grantees in Children's School Success Cluster

All the Oakland SUCCESS After School Initiative (OSASI) grantees achieved their performance goals for customer satisfaction. They all met the performance goal for parent satisfaction. Twelve grantees met all of their performance goals, six grantees met three out of the four performance goals, four grantees met two out of the four performance goals, and three grantees met one of the four performance goals, and no grantees missed all of the performance goals. Listed below are the grantees and how they did in meeting the OFCY performance goals.

Evaluation coaches will continue to work with these grantees to improve performance. By reviewing survey results, providers will be able to determine which of the targeted changes in new skills and behavior require their attention. The evaluation design consists of two sampling periods, one in the Fall of 2005 and one in the Spring of 2006. In general, the lower scores for the first sampling period are not uncommon with after school programs, since these programs do not begin providing services until the last month of the first quarter (September) when school starts.

Grantees that Met All Four Performance Goals

1. Bay Area Community Resources- Stonehurst ASP
2. Bay Area Community Resources-Emerson ASP
3. Bay Area Community Resources-Hoover ASP
4. East Bay Asian Youth Center -Franklin ASP
5. East Bay Asian Youth Center-Manzanita ASP
6. MOCHA - Prescott ASP
7. MOCHA (Oakland Leaf for Youth)-Ascent ASP
8. Oakland Leaf Urban Promise Academy
9. Oakland Youth Chorus - Fruitvale ASP
10. OASES Lincoln ASP/LEAP
11. OASES-Westlake ASP
12. YMCA of the East Bay - Bret Harte ASP

Grantees that Met Two Out of the Four Performance Goals

1. Bay Area Community Resources-MLK ASP
2. East Bay Conservation Corps-Claremont ASP
3. OUSD-Acorn Woodland. Awesome ASP
4. YMCA of the East Bay - Laurel ASP

Grantees that Met One of the Four the Performance Goals

1. Bay Area Community Resources-Madison ASP
2. East Bay Asian Youth Center-Roosevelt ASP
3. Melrose Leadership Academy

Grantees that Met Three Out of the Four Performance Goals

1. Bay Area Community Resources- Santa Fe ASP
2. East Bay Agency for Children-Sequoia ASP
3. East Bay Asian Youth Center-Garfield ASP
4. Opera Piccola-Sankota Academy ASP
5. Scotlan Youth & Family Center-Kizmet ASP
6. Spanish Speaking Citizen's Foundation-ICS Aspire



Bay Area Community Resources-Emerson ASP



Spanish Speaking Citizens' Foundation ICS ASP

Support for Children's School Success – RFP Grantees

As mentioned earlier, there are two sub-clusters for the OFCY priority area called Support for Children's School Success. The 14 grantees in this priority area that were funded through a RFP process are described in this section. All the grantees met their performance goals for delivering 95% of planned service and for child and youth satisfaction with services. Twelve grantees met all of their performance goals, one grantee met three out of the four performance goals, and one grantee met two out of the four performance goals. Listed below are the grantees and how they did in meeting the OFCY performance goals.

Table 19

Children's Success in School RFP Performance Summary						
OFCY Funded Program	Efficiency			Effectiveness		
	Percent of Contracted Services Delivered for Year	Actual Cost per Hour OFCY Funds for Year	Actual Cost per Hour Total Funds for Year	Satisfaction Rate	Asset Development Service Productivity	Grantee Selected Service Productivity
City of Oakland, DHS-Even Start	119%	\$1.27	\$5.61	88%	84%	90%
East Bay Agency for Children-Hawthorne ASP	105%	\$4.90	\$8.64	88%	75%	67%
East Oakland Boxing Assoc. Smart Moves	111%	\$0.51	\$1.72	95%	81%	75%
Girls Inc. of Alameda County -Girlstart	98%	\$6.28	\$12.64	91%	77%	87%
Lao Family Community Dev.-Even Start	175%	\$5.30	\$10.43	94%	100%	99%
Leadership Excellence-Freedom School	171%	\$3.74	\$7.87	89%	75%	75%
New Hope-Family Development Center	115%	\$1.87	\$3.97	83%	74%	63%
Oakland Parks and Recreation-Inclusion Center	111%	\$4.22	\$6.63	79%	64%	60%
Oakland Youth Chorus-Music in the Schools	113%	\$3.86	\$5.16	93%	76%	78%
OASES Youth Programs	102%	\$2.31	\$5.84	85%	77%	81%
OPR Office Parks and Rec. - Discovery Centers	108%	\$2.68	\$4.25	91%	72%	67%
OUSD-Elmhurst Middle School-Music is Fundamental	123%	\$2.94	\$4.36	88%	74%	86%
Grantees that Missed One or More Performance Goals						
Bay Area Community Resources Peralta ASP	159%	\$1.71	\$2.59	88%	69%	41%
Boys & Girls Clubs of Oakland	98%	\$0.59	\$2.21	81%	58%	55%
Total Child Success in School RFP	112%	\$1.93	\$4.17	88%	73%	71%

Note: Bold /Italicized scores are parent customers for children 0 to 5 years old.

Summary of Efficiency of Grantees in Children's Success in School RFP Cluster

- On average, providers in this cluster delivered 112% of contracted and planned services.
- The cost per hour of service ranged from a high of \$12.64 for Girls Inc. of Alameda County to a low of \$1.72 per hour for services delivered by East Oakland Boxing Association - Smart Moves.
- The average cost per hour was \$4.17.

Grantees that Met All Four Performance Goals

1. City of Oakland, DHS-Even Start
2. East Bay Agency for Children-Hawthorne ASP
3. East Oakland Boxing Assoc. Smart Moves
4. Girls Inc. of Alameda County -Girlstart
5. Lao Family Community Dev.-Even Start
6. Leadership Excellence-Freedom School
7. New Hope-Family Development Center
8. Oakland Parks and Recreation-Inclusion Center
9. Oakland Youth Chorus-Music in the Schools
10. OASES Youth Programs
11. OPR Office Parks and Rec.- Discovery Centers
12. OUSD-Elmhurst Middle School-Music is Fundamental



OUSD-Acorn Woodland Elementary ASP

Grantees that Met Three Out of the Four Performance Goals

1. Bay Area Community Resources - Peralta ASP

Grantees that Met Two Out of the Four Performance Goals

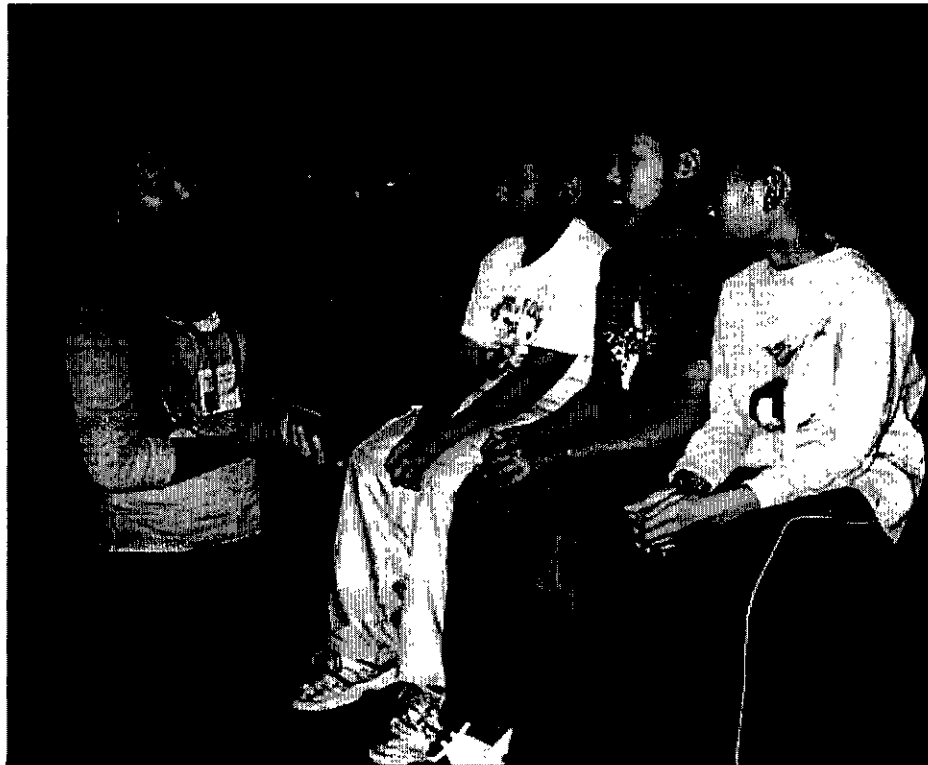
1. Boys & Girls Clubs of Oakland

Summary of Performance of Grantees in Children's School Success Cluster

The following table shows that 64% of the grantees met the four OFCY Performance Goals.

Table 20

Children's School Success Grantee Performance Summary		
	Number	Percent
Grantees that Met All Four Performance Goals	24	62%
Grantees that Met Three out of Four Performance Goals	7	18%
Grantees that Met Two out of Four Performance Goals	5	13%
Grantees that Met One out of Four Performance Goals	3	8%
Grantees that Missed All Four Performance Goals	0	0%
Total Grantees	39	



East Bay Asian Youth Center -Franklin ASP

PERFORMANCE

Child Health and Wellness Cluster

Nine of the OFCY grantees are in this cluster. All but one of the grantees met their performance goals for delivering 90% of planned services and for child and youth satisfaction with services. Seven grantees met all of their performance goals, one grantee met three out of the four performance goals, and two grantees met one out of the four performance goals. Listed below are the grantees and how they did in meeting the OFCY performance goals.

Table 21

Children's Health and Wellness Performance Summary						
OFCY Funded Program	Efficiency			Effectiveness		
	Percent of Contracted Services Delivered for Year	Actual Cost per Hour OFCY Funds for Year	Actual Cost per Hour Total Funds for Year	Satisfaction Rate	Asset Development Service Productivity	Grantee Selected Service Productivity
Ala Costa Center - ASP for Child Dev. Disabilities	100%	\$1.32	\$16.24	82%	70%	63%
Bay Area Outreach & Recreation Program (BORP)	101%	\$14.60	\$22.65	97%	80%	97%
Bay Area SCORES	127%	\$2.63	\$7.67	88%	66%	68%
East Bay Conservation Corps Charter School ASP	123%	\$2.95	\$5.04	84%	73%	70%
OBUGS-Planting a Future	139%	\$2.39	\$3.72	88%	65%	66%
Parental Stress Service-Early Childhood	265%	\$4.05	\$14.49	83%	70%	77%
Sports4Kids	108%	\$0.95	\$1.82	88%	70%	75%
The Link to Children-Reduction of Violence	100%	\$13.86	\$25.49	90%	64%	62%
Through The Looking Glass-Families w/ Disabilities	123%	\$6.75	\$13.40	92%	84%	96%
Grantees that Missed One or More Performance Goals						
Family Violence Law Center-Child Trauma	122%	\$6.10	\$8.14	Not Enough Suveys Turned in to Report Out		
Total Child Health and Wellness	116%	\$1.95	\$6.19	88%	69%	72%

Note: Bold /Italicized scores are parent customers for children 0 to 5 years old.

Summary of Efficiency of Grantees in Child Health and Wellness Cluster

- On average, providers in the Child Health and Wellness cluster delivered 116% of contracted and planned services.
- The cost per hour of service ranged from a high of \$25.49 for The Link to Children, which provides services for parents of children who have experienced violence, to a low of \$1.82 per hour for services delivered by Sports4Kids.
- The average cost per hour of service for the Child Health and Wellness cluster was \$6.19.

Summary of Performance of Grantees in Child Health and Wellness Cluster

Grantees that Met All Four Performance Goals

1. Ala Costa Center - ASP for Child Dev. Disabilities
2. Bay Area Outreach & Recreation Program (BORP)
3. Bay Area SCORES
4. East Bay Conservation Corps Charter School ASP
5. OBUGS-Planting a Future
6. Parental Stress Service-Early Childhood
7. Sports4Kids
8. The Link to Children-Reduction of Violence
9. Through The Looking Glass-Families with Disabilities

Grantees that Met One of the Four the Performance Goals

1. Family Violence Law Center-Child Trauma (No parent surveys turned in; only turned in staff assessments)

Healthy Transitions to Adulthood Cluster

Twenty-one of the OFCY grantees are in this cluster. Only one of the grantees met their performance goals for delivering 95% of planned service and all the grantees met their performance goal relating to child and youth satisfaction with services. Sixteen of the grantees met all their performance goals, three grantees met three out of the four performance goals, one grantee met one out of the four performance goals and one grantee missed all four performance goals. Listed below are the grantees and how they did in meeting the OFCY performance goals.

Table 22

Healthy Transitions to Adulthood Performance Summary						
OFCY Funded Program	Efficiency			Effectiveness		
	Percent of Contracted Services Delivered for Year	Actual Cost per Hour OFCY Funds for Year	Actual Cost per Hour Total Funds for Year	Satisfaction Rate	Asset Development Service Productivity	Grantee Selected Service Productivity
Alameda County Health Care Foundation	101%	\$4.90	\$9.22	83%	67%	77%
Dimensions Dance Theater, Inc	108%	\$1.00	\$3.02	92%	69%	79%
First Place Fund for Youth -Healthy Transition	105%	\$8.46	\$30.25	93%	70%	76%
Global Education Partnership-EETP	124%	\$3.25	\$5.46	86%	78%	79%
Health Initiatives for Youth-Peer Education	139%	\$9.15	\$21.36	97%	79%	92%
La Clinica De La Raza-Teens and Tots	113%	\$18.79	\$26.36	94%	92%	86%
Leadership Excellence-Youth Leadership	107%	\$4.45	\$8.33	96%	75%	79%
Native American Heath Center-Youth Voices	117%	\$2.16	\$4.10	87%	67%	60%
Next Step Learning Center-Success at 17	129%	\$1.15	\$2.62	92%	85%	92%
Pacific News Service- Redeeming the Irredeemable	122%	\$8.52	\$13.35	91%	76%	73%
Project Re-Connect	213%	\$7.90	\$10.08	88%	82%	88%
SMAAC Youth Center	139%	\$2.61	\$3.47	85%	67%	65%
Spanish Speaking Citizen's Foundation-Youth	127%	\$4.47	\$10.81	90%	75%	82%
The Mentoring Center-Pathways to Change	159%	\$7.68	\$15.37	88%	81%	85%
Xanthos, Inc- Dream Catcher	162%	\$1.79	\$4.97	87%	66%	64%
Youth Employment Partnership-Career Try Out	113%	\$4.88	\$7.84	87%	61%	79%
Grantees that Missed One or More Performance Goals						
East Side Arts Alliance-Performing Arts	104%	\$1.65	\$2.79	91%	75%	56%
Opera Piccola -ArtGate Advance	132%	\$5.65	\$10.34	86%	56%	64%
OUSD-Avenues Project	152%	\$2.47	\$4.05	79%	60%	55%
Regent Eastmont College Resource Zone	117%	\$7.68	\$11.60	No Spring Surveys Turned In		
Spanish Speaking Unity Council-PODER	81%	\$4.16	\$8.12	68%	40%	49%
Total Healthy Transitions to Adulthood	126%	\$3.45	\$6.82	88%	69%	73%



Opera Piccola



Regent Eastmont College Resource Zone

Summary of Efficiency of Grantees in Healthy Transitions to Adulthood Cluster

On average, grantees in the Child Health and Wellness cluster delivered 126% of contracted services.

The cost per hour of service ranged from a high of \$30.25 for First Place Fund for Youth - Healthy Transition to a low of \$2.62 for services delivered by Next Step Learning Center.

Summary of Performance of Grantees in Healthy Transitions to Adulthood Cluster

Grantees that Met All Four Performance Goals

1. Alameda County Health Care Foundation
2. Dimensions Dance Theater, Inc
3. First Place Fund for Youth -Healthy Transition
4. Global Education Partnership-EETP
5. Health Initiatives for Youth-Peer Education
6. La Clinica De La Raza-Teens and Tots
7. Leadership Excellence-Youth Leadership
8. Native American Health Center-Youth Voices
9. Next Step Learning Center-Success at 17
10. Pacific News Service- Redeeming the Irredeemable
11. Project Re-Connect
12. SMAAC Youth Center
13. Spanish Speaking Citizen's Foundation-Youth
14. The Mentoring Center-Pathways to Change
15. Xanthos, Inc- Dream Catcher
16. Youth Employment Partnership-Career Try Out

Grantees that Met Three Out of the Four Performance Goals

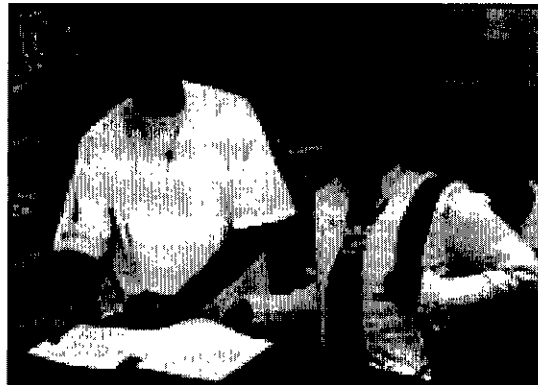
1. East Side Arts Alliance-Performing Arts
2. Opera Piccola -ArtGate Advance
3. OUSD-Avenues Project

Grantee that Met One Out of the Four Performance Goals

1. Regent Eastmont College Resource Zone

Grantee that Missed All Four Performance Goals

1. Spanish Speaking Unity Council-PODER



OUSD-Avenues Project

Youth Empowerment Cluster

Eleven of the OFCY grantees are in this cluster. Ten of the grantees have exceeded their planned hours of service and one of the grantees was under plan. All the grantees met their customer satisfaction performance goal. Eight grantees met all of their performance goals, one grantee met three out of the four performance goals, and two grantees met two out of the four performance goals. Listed below are the grantees and how they did in meeting the OFCY performance goals.

Table 23

Youth Empowerment Performance Summary							
OFCY Funded Program	Efficiency			Effectiveness			
	Percent of Contracted Services Delivered Year	Actual Cost per Hour OFCY Funds for Year	Actual Cost per Hour Total Funds for Year	Satisfaction Rate	Asset Development Service Productivity	Grantee Selected Service Productivity	
Asian Community Mental Health Services-AYPAL	156%	\$3.11	\$8.31	93%	78%	85%	
DiversityWorks - DiversityCITY	74%	\$7.71	\$10.60	84%	60%	70%	
East Side Arts Alliance-BRAVE	113%	\$1.74	\$2.98	83%	61%	73%	
East Side Arts Alliance-Visual Element	131%	\$2.00	\$4.18	99%	94%	94%	
La Clinica De La Raza-Youth Brigade	103%	\$5.65	\$7.62	89%	71%	61%	
McCullum Youth Court-Interface	456%	\$1.94	\$6.63	85%	65%	71%	
Youth ALIVE !- Teens on Target	101%	\$8.70	\$14.94	94%	67%	76%	
Youth Together-OLOP Youth Leadership	159%	\$2.39	\$5.46	90%	67%	63%	
Grantees that Missed One or More Performance Goals							
Bay Area Video Coalition-Youth Sounds	188%	\$1.09	\$3.76	87%	56%	51%	
Marcus A. Foster Ed. In-Child and Youth Grants	137%	\$1.46	\$1.81	90%	55%	79%	
Oakland Kids First-Real Hard	92%	\$3.48	\$12.66	89%	55%	63%	
Total Youth Empowerment	141%	\$2.71	\$6.27	90%	66%	72%	



Project Reconnect

Summary of Efficiency of Grantees in Youth Empowerment Cluster

On average, grantees in the Youth Empowerment cluster delivered 141% of their contracted and planned service. The cost per hour of service in this cluster ranged from a high of \$14.94 for McCullum Youth Court for its Interface program to a low of \$1.81 per hour for services delivered by MAFEI Child and Youth Grantees. The average cost per hour for the Youth Empowerment cluster was \$6.27.

One of the grantees in this cluster just missed their planned hours of service for this half of the year.

Summary of Performance of Grantees in Youth Empowerment Cluster

Grantees that Met All Four Performance Goals

1. Asian Community Mental Health Services-AYPAL
2. DiversityWorks - DiversityCITY
3. East Side Arts Alliance-BRAVE
4. East Side Arts Alliance-Visual Element
5. La Clinica De La Raza-Youth Brigade
6. McCullum Youth Court-Interface
7. Youth ALIVE !- Teens on Target
8. Youth Together-OLOP Youth Leadership

Grantees that Met Three Out of the Four Performance Goals

1. Marcus A. Foster Ed. In.-Child and Youth Grants

Grantees that Met Two Out of the Four Performance Goals

1. Bay Area Video Coalition-Youth Sounds
2. Oakland Kids First-Real Hard



East Side Arts Alliance-Performing Arts

Summary of Performance of OFCY Grantees

Fifty-nine percent (59%) of OFCY grantees met all of their OFCY performance goals. Seventy-eight percent (78%) met three out of four of their performance goals. The following table shows the number of grantees that met the four performance goals for planned effort, customer satisfaction, asset development service productivity, and grantee selected service productivity.

Table 24

OFCY Grantees Performance Summary for FY 2005-06		
	Number	Percent
Grantees that Met All Four Performance Goals	57	70%
Grantees that Met Three out of Four Performance Goals	11	14%
Grantees that Met Two out of Four Performance Goals	7	9%
Grantees that Met One out of Four Performance Goals	5	6%
Grantees that Missed All Four Performance Goals	1	1%
Total Grantees	81	

Service Performance Index By OFCY Grantee

When a wide variety of information is assembled about the performance of human service organizations, many people ask if a way can be developed to combine such information into one overall indicator. The Performance Logic Model directs that data about effort and effects be presented for all agencies and each agency separately. This OFCY evaluation produced information about nine categories of performance, six relating to effort and three relating to effects. Across the nine categories 31 distinct measures are covered. Another 25 measures are processed and reported in the annual report. Since it is impossible to mentally combine this information to gain an overall impression of how well the OFCY grantees performed, let alone compare two or more grantees, our evaluation team developed the Service Performance Index (SPI) to mathematically integrate the performance data.

Whenever someone asks "What does the SPI mean", the answer can be found in the model selected to guide the construction of such a score. The model selected for the SPI is the most widely used one to measure overall performance of for-profit and not-for-profit organizations. The performance criteria and rating system associated with the Malcolm Baldrige national quality award guided the construction of the SPI. The Criteria are designed to help organizations use an integrated approach to improving performance by promoting:

- Delivery of ever-improving value to all customers and stakeholders, such as the children, youth, parents, and community residents of Oakland.
- Improvement of overall effectiveness and productive capabilities of any organization, such as the OFCY service providers.
- Organizational and personal learning.

The U.S. Department of Commerce is responsible for the national award program, and the National Institute of Standards and Technology (NIST) manages the program. The American Society for Quality (ASQ) assists in administering the program under contract to NIST. Most states operate a state award program modeled after the national program. In California the California Council for Excellence administers the state program. The state award program includes a team review of the application and a visit to the organization, if enough points are earned to qualify for the bronze level. Unlike the national award program, three levels of awards are made each year based on three cutoff scores. Applying for an award from the

state program is a way to become more competitive for the national award. National awards are made to around five organizations annually, although if no organization meets the high standards of performance excellence, NIST can elect to make no awards. The NIST website, www.nist.gov, is the official source of the performance criteria and other information about the national award program.

Because the purpose of adopting the Baldrige performance criteria was to guide the selection of indicators of overall performance, we followed the rating system developed for Baldrige examiners to report how well an organization is performing. This system divides organizational performance into three categories: approach, deployment, and results. Approach includes how an organization is designed to operate effectively; deployment involves what the organization does to implement the design, and results refer to what is achieved. We reviewed the measures collected for our report and assigned them to one of these three categories (see Table 1 below). For example, the first measure is based on ratings by the evaluation team of the likelihood that the program design and its underlying philosophy adopted by the service agency would improve the developmental assets of their youth customers. The following table lists the measures and summarizes how each measure was scored before combining all measures into one aggregate index of performance, the SPI. Points were calculated on the same scale as for the Baldrige performance criteria, 0 to 1000; however, we modified the point totals slightly for each of the three areas, making approach worth 250 points, deployment worth 250 points, and results worth 500 points.



City of Oakland, DHS-Even Start

PERFORMANCE

Table 25

Area	Indicator	Possible Points	Definition
Approach	Evaluation team ratings of program strategy and design—will the strategy produce more assets for youth	125	Original scale was 1-100, adjusted to 0-1, with 50=0, to eliminate unused range (increase spread); final score multiplied by 2 to increase its weight
	Staff ratings of 28 performance characteristics contrasting importance of accomplishing with actual achievement—how well does intent align with perceived accomplishment	62.5	Sum of differences between importance and achievement across 28 items, adjusted for the number of staff reporting; scale reversed and shrunk to 0-1
	Staff ratings of 9 agency exemplary practices—how capable of doing well is this service team	62.5	Original scale was 1-5, adjusted to 0-1, averaged across all staff reporting for each agency
Deployment	Cost per customer—lower means more can be served	27.8	Number of registered customers divided by OFCY grant funds spent, then magnified to 0-1 range
	Coverage of types of surveys needed from agency—complete reporting yields more useful information	27.8	Percent of types of surveys collected relative to needed
	Level of need of youth over 10 years of age (omitted if none served)—highest priority is serving those in need	27.8	RPRA total scores with range reversed, then the range reduced before adjusting to 0-1 where 1 reflects low assets and high need, 0 maximum assets
	Percent of effects scores collected—complete reporting yields more useful information	27.8	Count of effects scores obtained divided by total number of scores agency should have provided
	Surveys collected compared to OFCY grant funds spent—were resources used to collect important information	27.8	Total surveys recorded divided by OFCY grant funds spent, then magnified to 0-1 range
	Expending of grant funds being on schedule—did spending match or exceed needs as indicated in proposal	27.8	Percent of OFCY funds expended during fiscal year that were awarded
	Representativeness of sample of youth surveys collected relative to youth served—how well do these results tell the complete story of how youth fared	27.8	Percent of youth served that were surveyed, adjusted upward as more youth were surveyed, since the larger agencies can survey a smaller percent of their youth customers; scores exceeding 1 capped at 1
	Ten staff ratings of the quality of their work experiences—do staff feel comfortable in their workplace	27.8	Averaged responses across all staff reporting; 0 meant not occurring, 1 meant occurring
	Staff ratings of 10 organizational management best practices—do managers lead effectively	27.8	Averaged responses across all staff reporting; 0 meant not occurring, 1 meant occurring
Results	Cost per hour of service—getting more services for the money	166.67	Actual hours of service divided by amount of total funds spent, then magnified to 0-1 range; score multiplied by 5 to give this indicator 1/3 weight to the effects indicators
	Satisfaction of youth—do youth like what happens	55.55	Average level of satisfaction, or zero if insufficient number of surveys supplied
	Satisfaction of parents—do the parents like what happens to their children	55.55	Average level of satisfaction, or zero if insufficient number of surveys supplied
	Asset development productivity reported by youth—did the services produce more youth assets	55.55	Average for all youth reporting, or zero if insufficient number of surveys supplied
	Agency-specific productivity reported by youth—did the services accomplish selected goals for the youth	55.55	Average for all youth reporting, or zero if insufficient number of surveys supplied
	Service quality reported by youth for asset development—was the approach taken equally effective for all customers in increasing youth assets	55.55	Quality calculated as average productivity divided by variability across youth; score range then shrunk to 0-1 and any extreme scores capped
	Service quality reported by youth for agency-specified questions—was the approach taken equally effective for all customers in meeting specified goals	55.55	Quality calculated as average productivity divided by variability across youth; score range then shrunk to 0-1 and any extreme scores capped
Total		1,000	

Note: The ratings for approach are the opinions of the OFCY Evaluation Team grantee mentors, Peter Ellis, Shirley Lee, Rex Green, Annie Sullivan, Eury Ramos, and Wil Cason.

How is SPI Indicator Calculated?

Each indicator was converted to a 0-1 scale, unless its range already was 0-1, by shifting the lowest value to zero with a constant, then multiplying by the reciprocal of the largest score. Eight of the indicators required some additional adjustment to place the distribution of scores in the 0-1 range, so that the differences among service organizations would be noticeable. After the original range of scores was converted to 0-1, the distribution was examined for skewness and spread. Spread was increased by truncating the range and revising the scores to more nearly cover the entire 0-1 range. Skewness was removed by capping the range about where the frequency of scores became zero, and adjusting extreme scores up or down to fit in the reduced range. These adjustments must be performed when processing new data; the actual adjustments depend on the distributional properties of each indicator. Increasing the spread in this manner is a linear adjustment and does not alter the correlations among the indicators; reducing skewness is a nonlinear adjustment that resembles a logarithmic transformation, in that it pulls in extreme scores. Such transformations often increase the correlation between pairs of variables.

In order to strengthen the validity of the SPI, minimum sample sizes were applied to the indicators involving data collected from stakeholders. If insufficient data were available to calculate an indicator, then zero points were awarded. The following minimums were selected: 5 or more of each type of survey to count as a type; 10 surveys of parents if 25 or more youth customers served and 20 surveys of youth if 25 or more youth customers (including young parents as customers) served to earn a corresponding productivity, satisfaction, or quality indicator score. Clearly, groups can improve their performance index scores dramatically by getting adequate samples of their customers' opinions.

Summarizing, service organizations score higher on the SPI when they do the following:

1. Choose a service model that is more likely to increase the developmental assets of their youth customers;
2. Train staff to achieve goals closely related to things the management considers important, rather than trivial;
3. Strive to operate services following some exemplary organizational practices;
4. Strive to serve more customers with the OFCY funding received;
5. Gather representative sample of each type survey: youth opinions, parent opinions, staff opinions, and the youth's developmental assets assessment (RPRA) in the fall;
6. Serve youth with lower developmental assets;
7. Collect and submit more than 15 parent surveys and 20 youth surveys so that all of the effects scores will be computed;
8. Spend 100% of their OFCY funding allocation;
9. Gather enough youth surveys to adequately represent their customers' views on how much services helped them;
10. Promote rewarding work experiences for staff;
11. Manage service operations knowledgeably;
12. Manage the delivery of service activities so the cost per hour of service does not shoot upward;
13. Deliver services that the youth and parent customers perceive as helpful;
14. Deliver helpful services to every customer, not just those who are easy to serve.



Bay Area Community Resources-Emerson ASP

Service Performance Index (SPI) by OFCY Grantee by Strategic Priority Area

Readers are reminded that a score over 600 is considered meeting the performance goal. Projects are unique and different so if comparisons are to be made between projects readers should compare similar projects. One cannot compare a counseling program to an after school program. SPI scores are clustered by the strategic priority area that the majority of their hours of services were coded. One reason for low scores is when grantees have insufficient sample sizes for the 19 variables used to produce the SPI score. In Appendix D readers can see how grantees did over time with their SPI scores.

Support for Children's School Success

Table 26

OFCY Funded Program	Approach	Deployment	Results	Service Performance Index
East Oakland Boxing Assoc. Smart Moves	199	192	435	826
East Bay Asian Youth Center -Franklin ASP	214	206	393	814
OUSD-Elmhurst Middle School-Music is Fundamental	215	185	364	763
OASES Youth Programs	217	192	346	754
Bay Area Community Resources Peralta ASP	225	183	328	736
Boys & Girls Clubs of Oakland	216	170	347	733
Oakland Youth Chorus-Music in the Schools	215	183	322	720
City of Oakland, DHS-Even Start	222	164	334	720
OPR Office Parks and Rec.- Discovery Centers	235	172	311	718
OASES Lincoln ASP/LEAP	226	177	309	712
Leadership Excellence-Freedom School	218	182	310	710
East Bay Asian Youth Center-Manzanita ASP	206	183	318	707
OASES-Westlake ASP	220	163	316	699
YMCA of the East Bay - Bret Harte ASP	210	169	314	693
Bay Area Community Resources- Santa Fe ASP	213	169	308	690
Girls Inc. of Alameda County -Giristart	224	156	306	686
Oakland Youth Chorus - Fruitvale ASP	210	138	331	680
East Bay Asian Youth Center-Garfield ASP	176	200	299	674
New Hope-Family Development Center	197	169	306	673
Melrose Leadership Academy	214	181	272	667
East Bay Agency for Children-Hawthorne ASP	201	195	265	661
Opera Piccola-Sankota Academy ASP	216	171	266	653
Oakland Leaf Urban Promise Academy	207	173	268	648
Bay Area Community Resources-Emerson ASP	210	145	289	645
Spanish Speaking Citizen's Foundation-ICS Aspire	193	165	286	644
East Bay Agency for Children-Sequoia ASP	211	147	285	644
Oakland Parks and Recreation-Inclusion Center	208	166	265	639
MOCHA (Oakland Leaf for Youth)-Ascent ASP	219	170	248	637
YMCA of the East Bay - Laurel ASP	209	198	230	637
Lao Family Community Dev.-Even Start	194	144	295	633
Bay Area Community Resources-Hoover ASP	206	140	264	610
Bay Area Community Resources- Stonehurst ASP	160	131	309	600
East Bay Conservation Corps-Claremont ASP	123	157	282	562
MOCHA - Prescott ASP	106	135	281	522
OUSD-Acorn Woodland. Awesome ASP	110	91	282	482
Bay Area Community Resources-MLK ASP	176	169	133	478
East Bay Asian Youth Center-Roosevelt ASP	106	135	234	475
Scotlan Youth & Family Center-Kizmet ASP	148	150	175	473
Bay Area Community Resources-Madison ASP	102	140	181	423
Average SPI for Children's Success in School				652
Total All OFCY Grantees				649

Children's Health and Wellness

Table 27

OFCY Funded Program	Approach	Deployment	Results	Service Performance Index
Sports4Kids	237	218	406	861
Bay Area Outreach & Recreation Program (BORP)	225	172	334	731
Bay Area SCORES	235	217	261	712
OBUGS-Planting a Future	214	161	304	680
Parental Stress Service-Early Childhood	207	179	263	648
Ala Costa Center - ASP for Child Dev. Disabilities	202	169	246	618
East Bay Conservation Corps Charter School ASP	185	118	311	614
The Link to Children-Reduction of Violence	194	171	218	583
Through The Looking Glass-Families w/ Disabilities	217	155	25	397
Family Violence Law Center-Child Trauma	222	100	41	363
Average SPI Children's Health and Wellness				621
Total All OFCY Grantees				649

Healthy Transitions to Adulthood

Table 28

OFCY Funded Program	Approach	Deployment	Results	Service Performance Index
Next Step Learning Center-Success at 17	218	169	439	827
Dimensions Dance Theater, Inc	231	183	375	789
La Clinica De La Raza-Teens and Tots	201	171	354	726
Project Re-Connect	220	159	336	715
Global Education Partnership-EETP	226	177	312	714
Native American Heath Center-Youth Voices	224	183	303	710
Leadership Excellence-Youth Leadership	222	172	306	700
Pacific News Service- Redeeming the Irredeemable	227	187	286	700
Youth Employment Partnership-Career Try Out	223	186	291	700
East Side Arts Alliance-Performing Arts	165	167	366	699
Health Initiatives for Youth-Peer Education	203	167	319	690
Spanish Speaking Citizen's Foundation-Youth	195	178	304	677
Alameda County Health Care Foundation	206	190	278	673
Xanthos, Inc- Dream Catcher	218	174	277	670
SMAAC Youth Center	203	152	305	659
Opera Piccola -ArtGate Advance	200	162	253	614
OUSD-Avenues Project	220	159	232	611
First Place Fund for Youth -Healthy Transition	225	181	199	605
Spanish Speaking Unity Council-PODER	151	163	160	474
The Mentoring Center-Pathways to Change	207	166	29	401
Regent Eastmont College Resource Zone	170	102	28	301
Average SPI for Healthy Transitions to Adulthood				650
Total All OFCY Grantees				649

Youth Empowerment

Table 29

OFCY Funded Program	Approach	Deployment	Results	Service Performance Index
East Side Arts Alliance-Visual Element	228	167	403	798
Asian Community Mental Health Services-AYPAL	223	181	337	741
East Side Arts Alliance-BRAVE	220	181	334	735
Youth Together-OLOP Youth Leadership	228	173	293	694
Youth ALIVE !- Teens on Target	225	180	282	687
Marcus A. Foster Ed. In.-Child and Youth Grants	138	140	404	683
La Clinica De La Raza-Youth Brigade	221	165	278	664
Oakland Kids First-Real Hard	226	184	227	636
McCullum Youth Court-Interface	206	172	258	636
Bay Area Video Coalition-Youth Sounds	210	181	232	623
DiversityWorks - DiversityCITY	157	158	31	346
Average SPI for Youth Empowerment				658
Total All OFCY Grantees				649

Summary of Refunding for FY 2006-07 for OFCY Grantees

Next year's funding cycle refunded 75% of this years grantees. The following table summarizes the grants for projects that were given new lead agencies, not refunded because of performance, and not in alignment with new OFCY Strategic Plan. There are many different reasons for groups that did not receive continual funding each is unique to that grantee. The following table summarizes in very general terms which groups funded this year will not be part of the next years funding package.

Table 29a

Grantees with New Lead Agencies
OUSD-Elmhurst Middle School-Music is Fundamental
Opera Piccola-Sankota Academy ASP
OUSD-Avenues Project
East Bay Conservation Corps-Claremont ASP
MOCHA - Prescott ASP
OUSD-Acorn Woodland. Awesome ASP
Scotlan Youth & Family Center-Kizmet ASP
Grantee Not Refunded Due to Performance or Alignment with New OFCY Strategic Plan
Boys & Girls Clubs of Oakland
Leadership Excellence-Youth Leadership
Pacific News Service- Redeeming the Irredeemable
Health Initiatives for Youth-Peer Education
New Hope-Family Development Center
SMAAC Youth Center
Spanish Speaking Citizen's Foundation-ICS Aspire
McCullum Youth Court-Interface
Spanish Speaking Unity Council-PODER
The Mentoring Center-Pathways to Change
Family Violence Law Center-Child Trauma
DiversityWorks - DiversityCITY
Regent Eastmont College Resource Zone

Results

Section Five



YMCA - Bret Harte After School Academy



East Oakland Boxing Association - Smart Moves

Results reflect the efforts of the whole Oakland community to raise healthy children and to provide opportunities to succeed in their life.

This evaluation measures two kinds of results:

- The first type of results are intermediate, including OFCY's customers' attendance at school, grades, STAR test scores and other indicators, which may have improved during the years they were involved in OFCY services. Obviously, many other members of the Oakland community contributed to positively impact these results.
- The second measure is population results for all of the youth of Oakland. This evaluation uses these results to measure how Oakland as a community is doing to improve the health and wellness of children and youth.

The performance logic model does not attempt to establish a causal relationship between the services delivered and these results. The nationally accepted logic model system is based on the assumption that OFCY played some part in these results along with the rest of the community of Oakland.

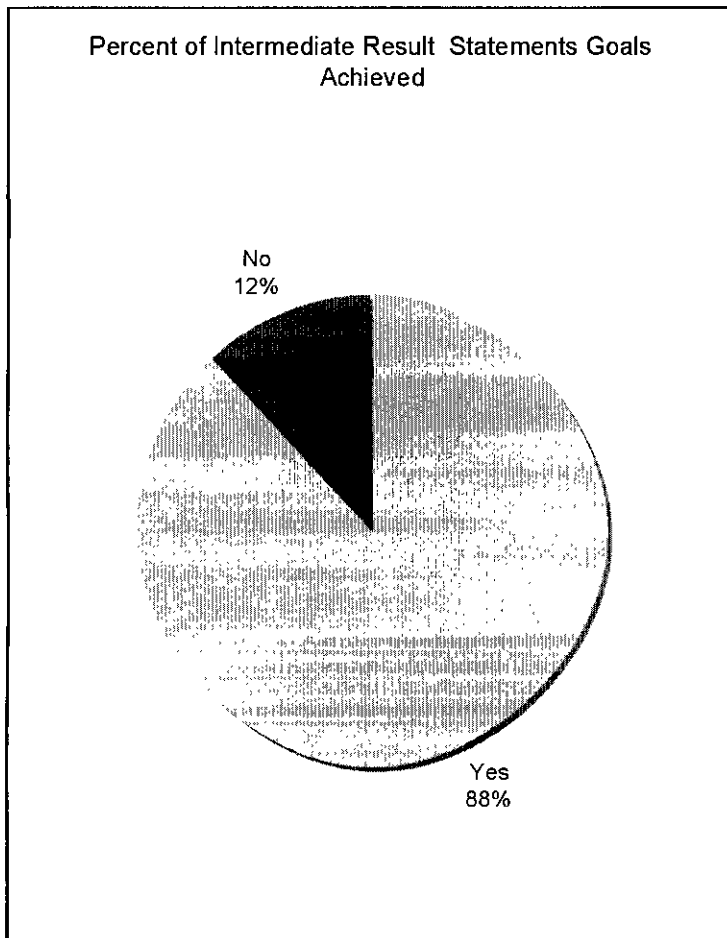
1. To learn how many of the OFCY Grantees met their intermediate result goals go to page 76.
2. To learn how Oakland is doing on the OFCY Strategic Plan Population Result Indicators go to page 80.
3. To learn how Oakland can improve capacity to serve youth who are not succeeding in school go to page 94.

Eight-Nine Percent of OFCY Grantees Met Intermediate Results Goals

Intermediate results are developed each year by OFCY providers and included in their proposal for funding. Intermediate results cannot be directly linked in a causal relationship to the OFCY services. The strength of the nationally recognized logic model or theory of change evaluation design is that service providers need only demonstrate signs of positive change for the better with measurements. The logic is that positive change, due to services, will impact and influence the intermediate results. For example, if grades improve for a student, the parents, school, OFCY services, and many other positive factors contribute to the increase.

All 81 OFCY grantees developed intermediate results statements. A total of 352 different statements were reviewed by the evaluators. Evaluators determined that 25 of the statements were not intermediate results, but instead were output measures which indicate the output of grantee activities. An example of an output intermediate results indicators is: 70% of students participated in community service activities. Evaluators picked two intermediate results statements from each of the 81 grantees and reported on them in the Grantee Evaluation Section. The following chart summarizes the number of OFCY grantees that met their intermediate goals. The chart indicates whether the intermediate result was successfully met, not met, or if data to determine the success or failure of the intermediate result goal is not yet available. If no data were available or the intermediate result indicator was an output goal, then for this summary it was counted as a goal not met.

Chart 29



City of Oakland DHS - Even Start



MOCHA - Prescott ASP

Oakland SUCCESS After School Initiative Study of Intermediate Results

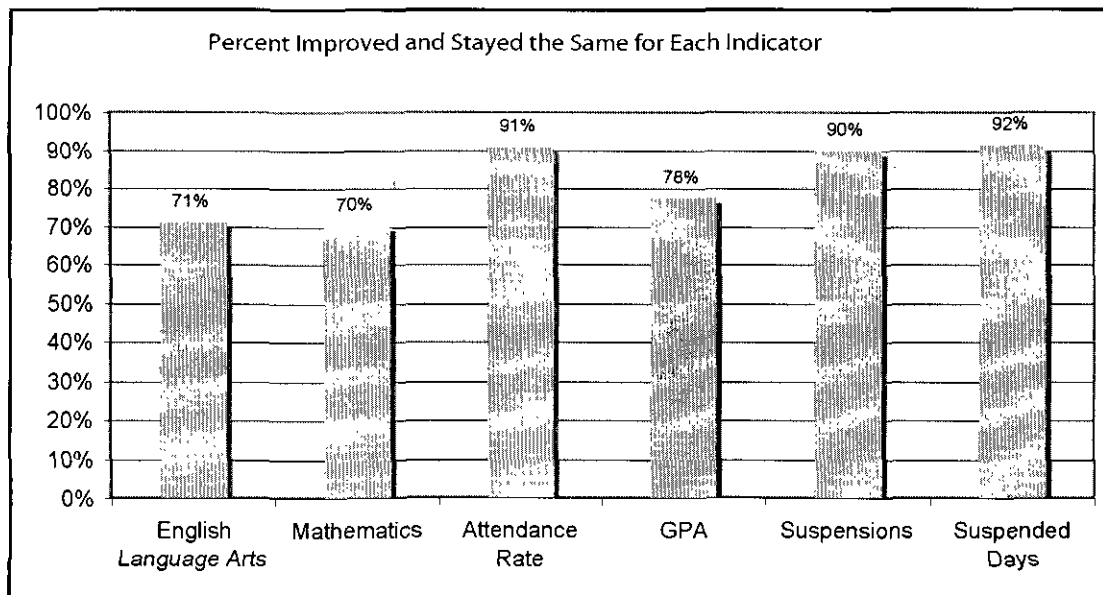
For 25 after-school programs, data from the Oakland Unified School District was analyzed to obtain intermediate results. The school information covered mathematics and English language standard test scores, rate of attendance, grade point average, number of suspensions, and days suspended. Nearly 5000 records were included in each analysis. The number of students per school ranged from 67 to 403. The most meaningful change in school performance was calculated for these analyses by subtracting the score for 2004-5 from 2005-6 and removing the influences of other causes of school performance besides what took place at school and during the after-school programs. The influences due to differences in gender, ethnicity, lack of fluency in English, grade level in school, and initial level in 2004-5 were removed, before reporting how many students improved in score, declined in score, or stayed about the same. The range of scores treated as same or no change was defined as one standard error of measurement below and above zero change. The standard error was calculated by adjusting the variability of the 2005-6 scores for the correlation between the 2004-5 and 2005-6 scores and using the percent of change to further adjust this correlation. The standard errors were: ELA=15.9, math=20.3, attendance=4.3, suspensions=.01, days suspended=.54, and GPA=.17. The smaller range of scores remaining the same for number of suspensions was due to the larger change between school years. Most of the resulting change scores differed from the unadjusted change scores, indicating that the adjustments were needed. This type of adjustment of raw change scores is routinely performed for hospital outcomes data (Iezzoni, 1997). (Iezzoni, L. I. (Ed.) (1997). *Risk Adjustment for Measuring Healthcare Outcomes* (2nd ed.). Chicago, IL: Health Administration Press)

Readers are reminded that the California Standards Test (CST) changes each year with the standards set for each grade level. For example, the third grade test is set to the standards of the third grade and the next years test in fourth grade is set to the standards of fourth grade. If a student stays the same than that means they have progressed a year on the test. Students that improved on the CST did better than expected and if they declined they are falling behind. The following table and chart shows percentage change for each of the indicators. Percentage of youth that stayed the same or improved are shown in the chart. Staying the same and improved are considered a positive change.

Table 29

Percent Changed for Each Indicator					
	Declined 05 to 06	Stayed Same	Improved 05 to 06	Total Improved and Stayed the Same	Number of Youth
English Language Arts	30%	40%	31%	71%	3,578
Mathematics	30%	40%	30%	70%	3,551
Attendance Rate	9%	76%	15%	91%	4,684
GPA	23%	36%	41%	78%	1,276
Suspensions	10%	86%	4%	90%	4,799
Suspended Days	9%	85%	6%	92%	4,799

Chart 30



Change From 2005 School Year to 2006 School Year

The following four tables indicate how the Oakland SUCCESS After School Initiative Grantees' youth customers did on four measures of change from 2005 school year to 2006 school year. The tables are sorted from high to low percentage of youth who stayed the same and improved from the year before.

Table 30 - School Attendance

Percent of Students Changing Attendance Rate 05-06 Adjusted for Non-school Variables					
	Declined 05 to 06	Stayed Same	Improved 05 to 06	Total Improved and Stayed the Same	Number of Youth
OUSD-Acorn Woodland. Awesome ASP	1%	85%	14%	99%	130
OASES Lincoln ASP/LEAP	2%	94%	4%	98%	186
Oakland Youth Chorus - Fruitvale ASP	3%	86%	12%	98%	320
YMCA of the East Bay - Laurel ASP	4%	89%	8%	97%	113
Scotlan Youth & Family Center-Kizmet ASP	5%	46%	50%	96%	132
MOCHA (Oakland Leaf for Youth)-Ascent ASP	5%	88%	7%	95%	152
Spanish Speaking Citizen's Foundation-ICS Aspire	6%	87%	8%	94%	67
East Bay Asian Youth Center-Garfield ASP	7%	81%	12%	93%	214
Bay Area Community Resources-Emerson ASP	7%	77%	16%	93%	82
MOCHA - Prescott ASP	7%	65%	28%	93%	178
East Bay Agency for Children-Sequoia ASP	8%	85%	8%	92%	91
Bay Area Community Resources- Santa Fe ASP	9%	74%	18%	91%	126
East Bay Asian Youth Center-Roosevelt ASP	9%	82%	10%	91%	277
East Bay Conservation Corps-Claremont ASP	9%	65%	26%	91%	339
East Bay Asian Youth Center-Manzanita ASP	10%	74%	17%	90%	166
OASES-Westlake ASP	10%	76%	15%	90%	355
Bay Area Community Resources- Stonehurst ASP	11%	81%	9%	89%	195
Bay Area Community Resources-Madison ASP	11%	60%	29%	89%	171
East Bay Asian Youth Center -Franklin ASP	12%	84%	4%	88%	248
Oakland Leaf Urban Promise Academy	13%	79%	8%	87%	252
Melrose Leadership Academy	14%	80%	6%	86%	196
YMCA of the East Bay - Bret Harte ASP	15%	67%	18%	85%	392
Bay Area Community Resources-Hoover ASP	15%	75%	9%	85%	138
Bay Area Community Resources-MLK ASP	17%	68%	16%	84%	97
Opera Piccola-Sankofa Academy ASP	21%	52%	27%	79%	67
All Schools	9%	76%	15%	91%	4,684

NOTE: Stayed same category based on zero change plus/minus the standard error of measurement

Table 31 - Middle School Grade Point Average

Percent of Students Changing GPA 05-06 Adjusted for Non-school Variables					
	Declined 05 to 06	Stayed Same	Improved 05 to 06	Total Improved and Stayed	Number of Youth
YMCA of the East Bay - Bret Harte ASP	13%	35%	52%	87%	284
OASES-Westlake Eagle Village-RFQ	17%	38%	45%	83%	247
Melrose Leadership Academy-RFQ	20%	40%	40%	80%	5
East Bay Conservation Corps-Claremont ASP	22%	29%	49%	78%	241
East Bay Asian Youth Center-Roosevelt-RFQ	26%	31%	43%	74%	159
Scotlan Youth & Family Center-Kizmet ASP	30%	41%	29%	70%	79
Opera Piccola-Sankofa Academy ASP	31%	56%	13%	69%	16
Oakland Leaf Urban Promise Academy	32%	48%	20%	68%	138
Bay Area Community Resources-Madison ASP	33%	40%	27%	67%	102
Oakland Youth Chorus - Fruitvale ASP	40%	40%	20%	60%	5
All Schools	23%	36%	41%	78%	1,276

NOTE: Stayed same category based on zero change plus/minus the standard error of measurement

Note: Suspension data is found in the appendix.

Table 32 - CST English and Language Arts Scores

Percent of Students Changing English Arts Test Score 05-06 Adjusted for Non-school Variables					
	Declined 05 to 06	Stayed Same	Improved 05 to 06	Total Improved and Stayed	Number of Youth
OASES Lincoln ASP/LEAP	20%	36%	44%	80%	140
Oakland Leaf Urban Promise Academy	21%	38%	41%	79%	220
MOCHA (Oakland Leaf for Youth)-Ascent ASP	21%	38%	40%	79%	112
Oakland Youth Chorus - Fruitvale ASP	23%	26%	51%	77%	210
YMCA of the East Bay - Laurel ASP	24%	44%	32%	76%	84
OUSD-Acorn Woodland, Awesome ASP	24%	35%	41%	76%	75
East Bay Conservation Corps-Claremont ASP	24%	51%	25%	76%	304
Spanish Speaking Citizen's Foundation-ICS Aspire	25%	47%	28%	76%	53
East Bay Asian Youth Center -Franklin ASP	25%	37%	39%	75%	167
East Bay Asian Youth Center-Garfield ASP	26%	37%	37%	74%	153
Melrose Leadership Academy	26%	41%	32%	74%	179
Bay Area Community Resources-Madison ASP	26%	45%	29%	74%	144
YMCA of the East Bay - Bret Harte ASP	28%	41%	31%	72%	346
East Bay Agency for Children-Sequoia ASP	31%	35%	35%	69%	75
East Bay Asian Youth Center-Roosevelt ASP	34%	45%	22%	66%	255
Bay Area Community Resources-MLK ASP	37%	33%	29%	63%	51
Scotlan Youth & Family Center-Kizmet ASP	38%	41%	22%	62%	111
Bay Area Community Resources- Santa Fe ASP	38%	38%	24%	62%	100
Bay Area Community Resources-Hoover ASP	38%	35%	27%	62%	63
Bay Area Community Resources- Stonehurst ASP	39%	42%	19%	61%	110
OASES-Westlake ASP	40%	39%	21%	60%	326
East Bay Asian Youth Center-Manzanita ASP	41%	43%	16%	59%	130
MOCHA - Prescott ASP	43%	24%	34%	57%	89
Bay Area Community Resources-Emerson ASP	44%	49%	8%	56%	39
Opera Piccola-Sankofa Academy ASP	50%	41%	10%	50%	42
All Schools	30%	40%	31%	71%	3,578

NOTE: Stayed same category based on zero change plus/minus the standard error of measurement

Table 33 - CST Mathematics Scores

Percent of Students Changing Mathematics Test Score 05-06 Adjusted for Non-school Variables					
	Declined 05 to 06	Stayed Same	Improved 05 to 06	Total Improved and Stayed	Number of Youth
YMCA of the East Bay - Laurel ASP	18%	42%	41%	82%	84
East Bay Conservation Corps-Claremont ASP	20%	47%	33%	80%	302
OASES Lincoln ASP/LEAP	20%	42%	38%	80%	141
MOCHA (Oakland Leaf for Youth)-Ascent ASP	22%	35%	43%	78%	111
Oakland Leaf Urban Promise Academy	22%	50%	28%	78%	221
Bay Area Community Resources-Madison ASP	23%	45%	32%	77%	142
Melrose Leadership Academy	25%	45%	31%	75%	179
Bay Area Community Resources- Santa Fe ASP	25%	35%	40%	75%	100
OASES-Westlake ASP	25%	49%	26%	75%	322
East Bay Asian Youth Center-Roosevelt ASP	26%	48%	26%	74%	254
East Bay Asian Youth Center -Franklin ASP	27%	27%	46%	73%	168
YMCA of the East Bay - Bret Harte ASP	28%	47%	25%	72%	347
Oakland Youth Chorus - Fruitvale ASP	29%	23%	48%	71%	209
East Bay Agency for Children-Sequoia ASP	29%	43%	28%	71%	75
Spanish Speaking Citizen's Foundation-ICS Aspire	33%	43%	24%	67%	51
East Bay Asian Youth Center-Garfield ASP	35%	36%	29%	65%	154
Scotlan Youth & Family Center-Kizmet ASP	42%	36%	22%	58%	107
Bay Area Community Resources-Hoover ASP	43%	27%	30%	57%	63
Opera Piccola-Sankofa Academy ASP	44%	39%	17%	56%	41
East Bay Asian Youth Center-Manzanita ASP	45%	29%	26%	55%	128
MOCHA - Prescott ASP	46%	28%	26%	55%	88
OUSD-Acorn Woodland, Awesome ASP	47%	35%	19%	53%	75
Bay Area Community Resources- Stonehurst ASP	50%	26%	24%	50%	96
Bay Area Community Resources-Emerson ASP	59%	29%	12%	42%	41
Bay Area Community Resources-MLK ASP	67%	23%	10%	33%	52
All Schools	30%	40%	30%	70%	3,451

NOTE: Stayed same category based on zero change plus/minus the standard error of measurement

OFCY Strategic Plan Uses Population Results to Measure Progress

Measure K

The OFCY Evaluation System uses a logic model or theory of change approach to evaluation. This system uses overall population results as an indicator for measuring the community's general well-being. OFCY programs influence these population results along with the efforts of other community partners and agencies. Social and economic factors, of course, influence population results as well. These population results are not used to evaluate individual OFCY programs, but rather, to help focus community resources on improving these conditions for our children and youth. The following terms used in the OFCY Evaluation System to define population results rely on the work of Mark Friedman, a nationally recognized expert in performance measurement and accountability.

Population Results (or outcomes or goals) are conditions of well-being for children, adults, families or communities, stated in plain English (or plain Spanish or plain Korean, etc.). Results are data that voters and taxpayers can understand. They are not about programs or agencies or government jargon. Results include "healthy children, children being ready for school, children succeeding in school, children staying out of trouble, strong families, and safe communities."

Indicators / Benchmarks are measures which help quantify the achievement of a result. They answer the question, "How would we recognize these results in measurable terms if we fell over them?" So, for example, the rate of low-birth weight babies helps quantify whether we are getting healthy births or not. Second grade reading scores help quantify whether children are succeeding in school today, and whether they were ready for school two years ago. The crime rate helps quantify whether we are living in safe communities.

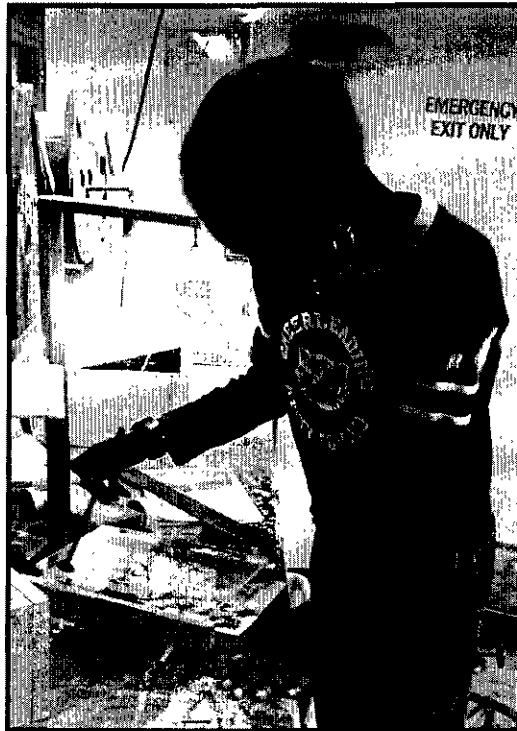
"Rotten" Outcomes

Lisbeth B. Schorr and her colleague, Mary Jo Bane of Harvard University, use the term "Rotten Outcomes" to describe the rocky life course youths choose when they become a statistic in the "Rotten Outcomes" column. These two researchers recommended that society could improve the childhood experience through program interventions like the OFCY funded services, and thereby reduce the incidence of "Rotten Outcomes" like school failure, juvenile crime and violence.

Lisbeth B. Schorr is the Director of the Harvard University Project on Effective Interventions. She also co-chairs the Roundtable on Comprehensive Community Initiatives for Children and Families of the Aspen Institute. She is recognized as a national authority because of her research on improving the future of children, families and communities. In addition, she is regarded as a leader in major national efforts on behalf of children and youth.

For this evaluation report we used the OFCY Strategic Plan Indicators. The following is from the OFCY Strategic Plan.

"Measure K was approved as a long-term investment to measurably improve the lives of children and youth in Oakland. It is therefore important to have a way to measure success – to quantify what has been accomplished during the four years covered by this plan and, ultimately, over the 12-year life of the Fund. This is where 'evaluation' comes in. In the context of this strategic plan, evaluation refers to the process and methods by which OFCY and Oakland community members in general can assess the degree of progress made toward achieving the desired results described in this plan, as well as assess the effectiveness of individual programs and services that are funded by OFCY. Annual evaluation of results also provides accountability over the use of public funds."



The Discovery Centers - OPR

Methods of Evaluating Progress and Achievements

"Evaluation occurs at two levels: Population evaluation and Program evaluation."

An important point to note is that many different programs and services may be involved in achieving a desired result. Using the example of graduation rates, numerous groups including the school district, parents, youth, OFCY, local nonprofit agencies, and others are involved in promoting better academic performance.

Population evaluation looks at demographic groups across the city as a whole to determine the condition of children and youth, and measure the changes in those conditions over the years that Measure K has existed, so that the impact of Measure K can be objectively determined. For example, one of the desired results in this plan is to increase high school graduation rates. To evaluate progress and achievement for this desired result, it is necessary to annually measure graduation rates for each high school and for Oakland as a whole. This provides an objective way to see if graduation rates are getting better – and by how much – from year to year. An important point to note is that many different programs and services may be involved in achieving a desired result. Using the example of graduation rates, numerous groups including the school district, parents, youth, OFCY, local nonprofit agencies, and others are involved in promoting better academic performance. The issue here is whether the system as a whole is working effectively and whether the desired results for the community are being achieved.

Program evaluation, on the other hand, focuses on the effectiveness and efficiency of individual services or activities. Here, the POC expects to only invest in evaluating programs that receive money from OFCY through the funding process described in this plan. For example, if the POC funded a high school youth-to-youth mentoring program as a strategy to increase graduation rates, it would be necessary to determine how many students received mentoring and whether those students graduated at a higher rate than others that were not mentored.

Strategies are the link between these two levels of evaluation. Strategies developed by the POC to achieve the goals of Measure K indicate which programs OFCY should fund; the services provided by these programs should have a large impact at the program level and contribute to improvement in the population indicators. By evaluating both the effects produced by the programs and overall trends in key indicators, the citizens of Oakland will be able to determine just how successful Measure K was.

Indicators

A vital part of the evaluation process is collecting and analyzing data on 'indicators.' An indicator is defined as a measure of performance relative to a population, such as a rate or ratio about all members of the population. Indicators are important because:

- They help clarify what results we are trying to achieve.
- They give us a way to measure progress – are things getting better or not? How much improvement has occurred?
- They give us a way to measure success – did we achieve the goal or not?

OFCY will conduct evaluation at both the population and program levels. The strategic plan describes which population indicators to monitor. Performance measures for individual programs were developed to reflect similar topics of interest and to assist the POC with selecting which programs to fund each year. Individual programs will not be held accountable for whether the population level results were achieved; they will only be held accountable for achieving the goals set for their own program using program performance measures.

The **population level indicators** that will be used to measure success for each of the strategic priority areas and desired results are listed starting on the next page. Two important points must be understood about these indicators. First, it takes time for OFCY programs to impact a population indicator. Continuing the example of high school graduation rates, it is likely to take four, six, or even eight years to see a noticeable change in graduation rates, because programs serve youth who will not graduate for several years, and programs need to get established and serve many youth before enough change will have occurred to impact the school population of Oakland. Second, OFCY by itself cannot achieve the desired results. The purpose of the Fund is to create as much benefit as it can for children and youth. At the same time, the issues being targeted in this strategic plan, such as high school graduation rates and violence toward children and youth, can only be fully addressed through a community-wide effort involving youth, adults, schools, public agencies, and social service providers." -OFCY Strategic Plan



Sports 4 Kids

School Success, Health and Wellness, and Healthy Transitions as “Headline Results”

Lisbeth B. Schorr writes; “In today’s world, a youngster who leaves school unable to read, write, and do simple arithmetic faces a bleak future. When a substantial proportion of boys and girls leave school uneducated, the rest of us face a bleak future. Americans have always seen education as the best route to individual achievement – and as being necessary to the maintenance of democracy, the softening of class lines, and the operation of productive and profitable economy. Today, a good education is far more necessary than ever before.” (Schorr 1988)

The indicators for each category are listed below:

Support for Children’s Success in School Indicators

The strategic plan calls for data from 3rd grade, 7th grade, and 11 grade to be tracked for reading, language, and mathematics.

- In 1999, the Stanford 9 was augmented with questions written specifically to measure students’ achievement of the California content standards in English - language arts and mathematics. This test was scored by percent above 50th percentile for grade level. This score reflects the percent of students in the school, district, county, or state scoring in the top half nationally. These are the first test scores in the table.
- In 2003, all of the California Standards Tests (CSTs) were separated from the Stanford 9 and included only questions written specifically for California’s content standards. The state target is to have all students score at the proficient level or above. The percentage in the following table is the percentage of OUSD students who scored proficient and above. These are a second set of scores that began in 2003 school year. This provides readers with four years of data at which to look at for a trend direction.

“In today’s world, a youngster who leaves school unable to read, write, and do simple arithmetic faces a bleak future. When a substantial proportion of boys and girls leave school uneducated, the rest of us face a bleak future.” Lisbeth B. Schorr

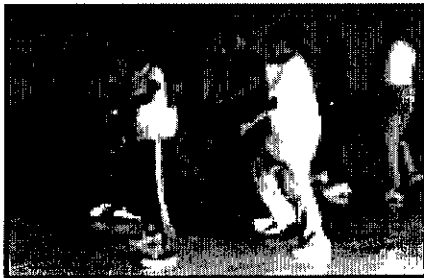
Health and Wellness Indicator

- Ratio of number of days of suspension from middle schools to days of enrollment.

Healthy Transitions to Adulthood Indicators

- Percentage of enrolled seniors graduating from high school.
- Graduation Rate based on NCES Definition.
- Percentage of youth graduating who have completed the minimum requirements for entry to the University of California or the California State University systems.

Note: Evaluators have not been able to get the percent of kindergarten children promoted to first grade for the last three years. This indicator did not show enough variability to be a predictor of how ready youth were for school. A different indicator should be used in the next OFCY Strategic Plan.



Dimension Dance Theater



Bay Area Outreach and Recreation



Spanish Speaking Citizens Foundation

Sixty-Eight Percent of the OFCY Strategic Population Indicators Continue to Improve in a Good Direction

One method of determining whether we are doing well is to seek and achieve a positive turn in the curve of the baseline data. "Turning the curve" is a phrase used by Mark Friedman to indicate that the data for selected indicators is beginning to change for the positive from the baseline. Evaluators indicate if the trend is going in a good direction, is level, or is going in a bad direction. The following table gives readers a brief overview of the population indicators included in the current OFCY Strategic Plan. By reviewing the charts on the following pages readers can see at a glance if Oakland is over time turning the curve in a good or bad direction for each of the population indicators. Readers can also see the direction is changing and in what direction. Evaluators indicate their summary of the direction of change over time in the following table. For example, the ratio of middle school suspensions days to enrollment is going up in the last two years in a bad direction but it is level with where it was at in the school year 2000. Readers can make their own interpretation of changes but when the curve turns in a bad direction for a couple of years this indicator should be discussed and addressed for the coming year.

Table 34

OFCY Strategic Plan Population Result Indicators								
Indicator	2000	2001	2002	2003	2004	2005	2006	Direction
I. SUPPORT FOR CHILDREN'S SUCCESS IN SCHOOL - Percent Scoring Above 50th Percentile (SAT equivalents) CAT/6 Test Results								
Third grade - Reading	30%	38%	33%	32%	31%	36%	37%	Level
Language	33%	31%	38%	41%	45%	45%	49%	Good
Mathematics	39%	37%	42%	59%	64%	66%	71%	Good
Seventh grade - Reading	26%	24%	26%	35%	33%	36%	39%	Good
Language	34%	32%	36%	38%	38%	39%	45%	Good
Mathematics	32%	28%	31%	37%	36%	37%	45%	Good
SUPPORT FOR CHILDREN'S SUCCESS IN SCHOOL - Percent scoring at or above proficient on CST (CA Standards Test)								
Third grade								
English - Language Arts				23%	20%	21%	28%	Good
Mathematics				32%	37%	44%	47%	Good
Seventh grade								
English - Language Arts				18%	18%	24%	27%	Good
Mathematics				15%	15%	18%	27%	Good
Eleventh grade								
English - Language Arts				16%	16%	20%	21%	Good
End of the Course Mathematics Grades 9-11 - Percent scoring at or above proficient on CST (CA Standards Test)								
General Mathematics				8%	8%	7%	7%	Bad
Algebra I				8%	8%	9%	11%	Good
Geometry				8%	9%	12%	11%	Good
Algebra II				10%	5%	8%	10%	Level
II. CHILD HEALTH AND WELLNESS								
Ratio of Middle School Suspensions Days to Enrollment	1.07	0.88	0.73	0.74	0.58	0.84	1.07	Level
III. HEALTHY TRANSITIONS TO ADULTHOOD								
Percent of enrolled seniors graduating	89%	84%	92%	97%	86%	85%	NA	Bad
Graduation Rate based on NCES definition	73%	74%	66%	66%	60%	58%	NA	Bad
Percent of graduating seniors qualifying to enter UC/CSU	20%	18%	28%	20%	35%	29%	NA	Good

*Graduation Rate Formula is based on the NCES definition:
 Number of Graduates (Year 4) divided by
 Number of Graduates + Gr. 9 Dropouts + Gr. 10 Dropouts + Gr. 11 Dropouts + Gr. 12 Dropouts

Source: CA Department of Education and Oakland Unified School District



East Oakland Boxing Association

Note to Reader: Graduation rate, drop out rates, and percent graduating with course requirements for UC/CSU are available in 2007, thus this data is not available (NA). NCES is the National Center for Educational Statistics.

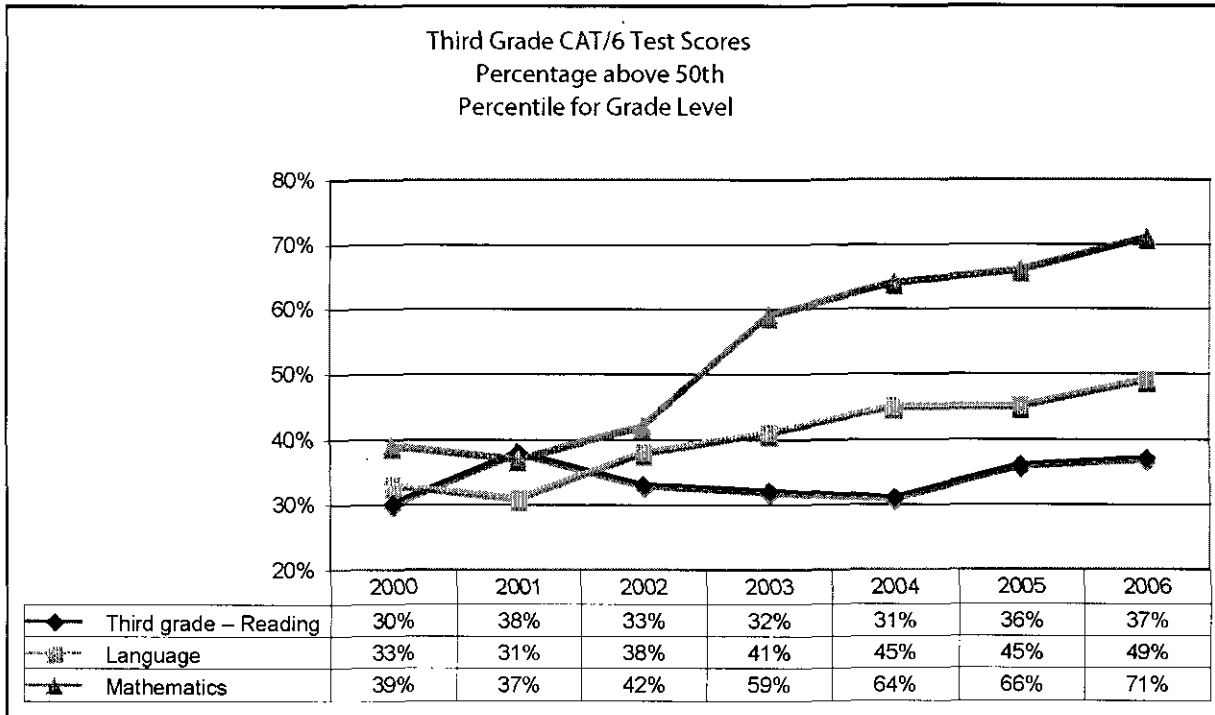


Youth Together

Third Grade CAT 6 Test Scores Are Improving

CAT 6 test scores for reading, language, and mathematics are shown in the following chart for the last seven years. Reading scores over time are level but have shown some improvement in the last three years. Language scores have improved every year from 2001. Mathematics scores have shown the most growth since they turned the curve in the 2001 school year.

Chart 31



Source: CA Department of Education

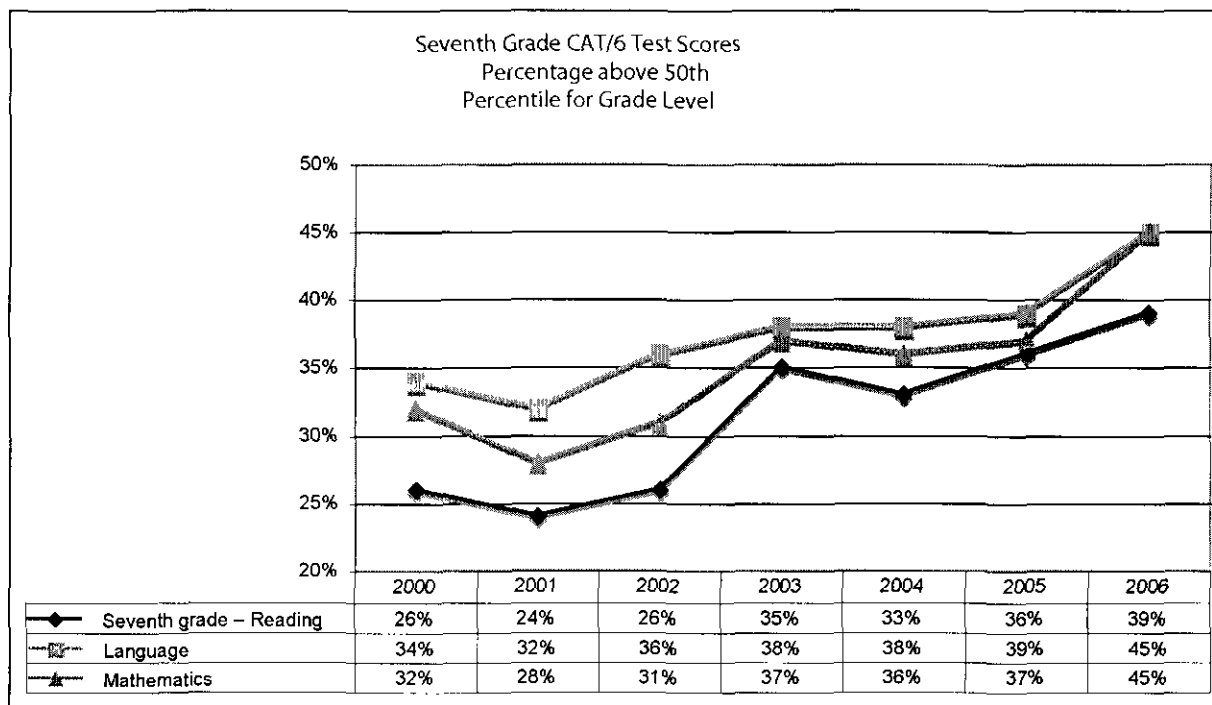
Why is this important? "Percent Above 50th Percentile for Grade Level" is a score that reflects the percent of students in the school, district, county, or state scoring in the top half nationally. In other words, the level used to create this group score is the 50th national percentile. The percent of students scoring above this level is calculated by counting the number of students scoring at or above the 50th percentile, divided by the total number of scores, and converted to a percentage.

Note to Readers:
 Graphs use different percentages in order to highlight the changes to assist readers to see the direction of the change.

Seventh Grade CAT 6 Test Scores Are Improving

In the following chart, seventh grade CAT 6 test scores for reading, language, and mathematics are reported for the last seven years. Reading, language and mathematics scores all have shown improvement since they turned the curve in 2001 school year.

Chart 32



Source: CA Department of Education



OUSD Acorn Woodland Awesome ASP



BACR Hoover ASP



Opera Piccallo - Sankota ASP

California Standards Test Demonstrate Improvement from Last Year

In 1997, Senate Bill 376 authorized the Standardized Testing and Reporting (STAR) Program for English-language arts and mathematics in grades two through eleven and in history-social science and science in grades nine through eleven. The State Board of Education (SBE) designated the Stanford Achievement Test, Ninth Edition (Stanford 9) for use in the STAR Program. In 1999, the Stanford 9 was augmented with California Standards Test (CST) questions for English-language arts and mathematics. The CSTs are designed to assess the achievement of students in California public schools on the state content standards that specify what students are to learn in each grade level and subject area.

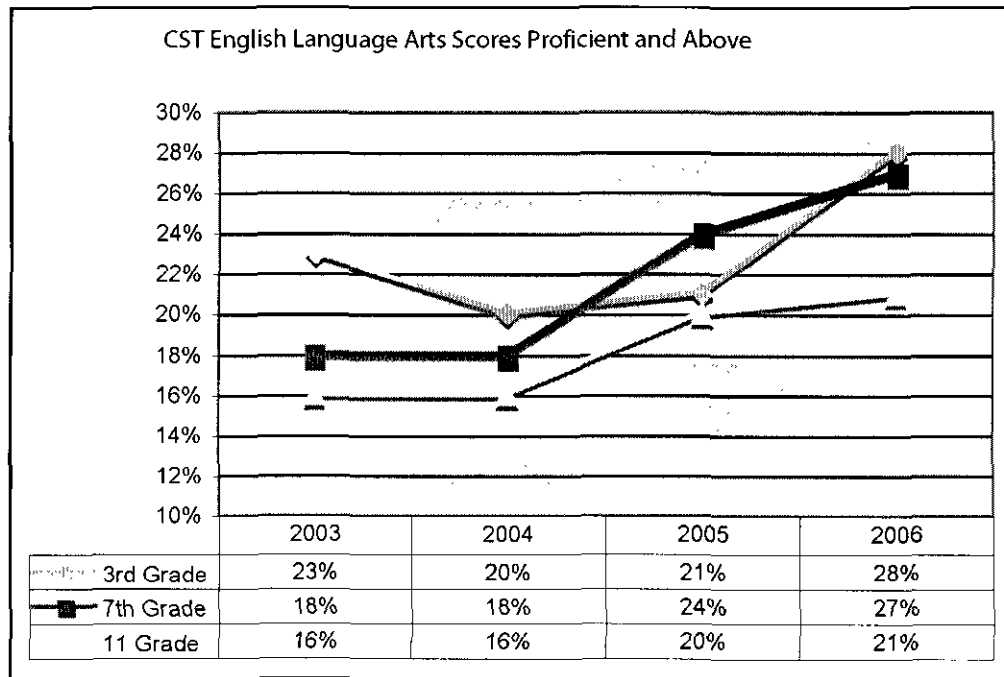
In 2003, the CSTs in English-language arts for grades two through eleven and the CSTs in mathematics for grades two through seven were separated from the Stanford 9 and became stand-alone tests. The CST in history-social science for grade nine was moved to grade eight.

The CST results are reported using five performance levels: advanced, proficient, basic, below basic, and far below basic.

The state target is to have all students score at the proficient or above levels. The following charts and table indicate the percent of Oakland Unified School students who met the state target. The following table shows the English Language Arts CST scores for the last four years. All these scores have shown improvement over the last two years. Data show promise of turning the curve in a positive direction.

Chart 33

The CSTs are designed to assess the achievement of students in California public schools on the state content standards that specify what students are to learn in each grade level and subject area.



Source: CA Department of Education

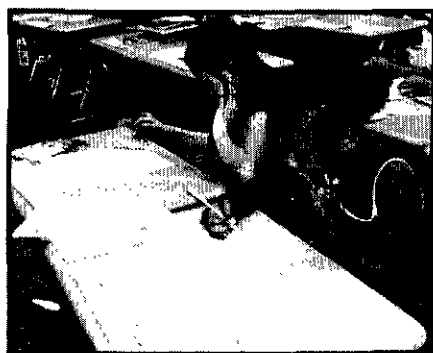
California Standards Test Demonstrate Improvement in All Grades

The following table shows the percentage change from the 2005-06 school year and the percentage change from 2003 to the 2006 school year across all the grade levels that took the CST test. Scores are the percentage of Oakland Unified School District youth that scored at or above proficient. The OUSD total for grades 2-11 shows a 7% increase over time and a 3% increase from last year. This indicator is going in a good direction.

Table 35

ENGLISH-LANGUAGE ARTS						
STAR Program California Standards Test Results 2003-06						
Grade	Percentage of Students Scoring at and Above Proficient				Change in Percentage	
	2003	2004	2005	2006	2005-2006	2003-2006
2	27%	26%	33%	37%	4%	10%
3	23%	20%	21%	28%	7%	5%
4	24%	25%	34%	39%	5%	15%
5	21%	27%	33%	33%	0%	12%
6	15%	16%	21%	23%	2%	8%
7	18%	18%	24%	27%	3%	9%
8	15%	18%	20%	25%	5%	10%
9	17%	18%	23%	23%	0%	6%
10	14%	15%	19%	19%	0%	5%
11	16%	16%	20%	21%	1%	5%
OUSD Total						
2-11	21%	20%	25%	28%	3%	7%

Source: CA Department of Education



East Bay Agency for Children - Sequoia ASP

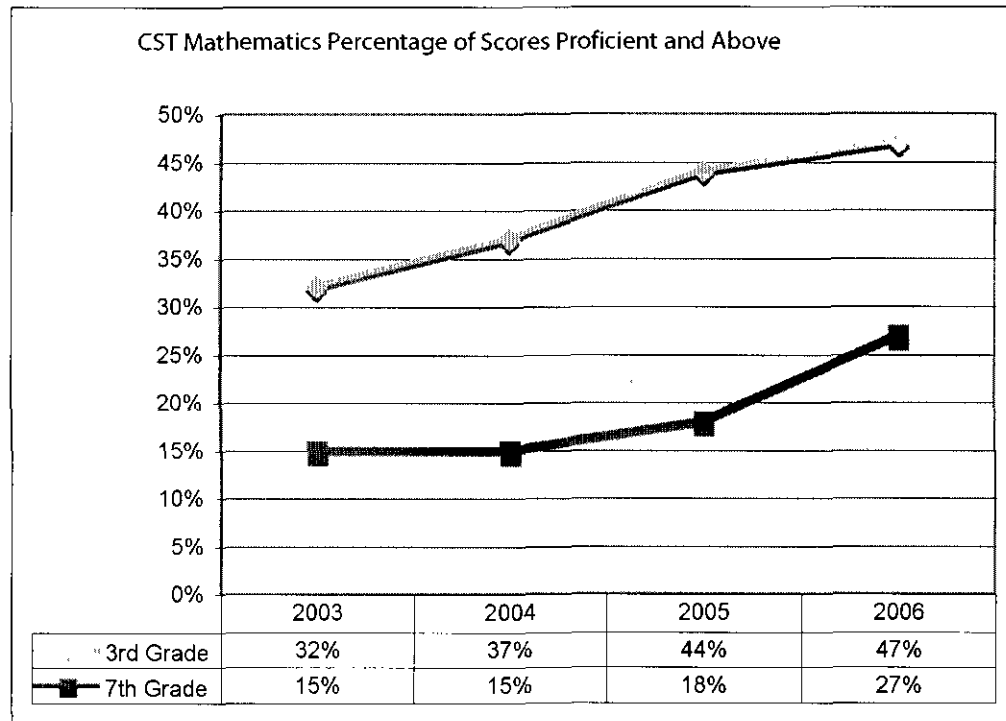


YMCA - Laurel ASP

California Standards Test in Mathematics Demonstrate Improvement Second Through Eighth Grade

The following chart shows the improvement in the percentage of youth scoring proficient and above. Third graders have the largest percentage of students testing proficient and above. The direction of this change is positive.

Chart 34



The following table shows the percentage improvement for grades two through eight and a summary score for OUSD grades 2-8. The summary score shows a 12% improvement in four years.

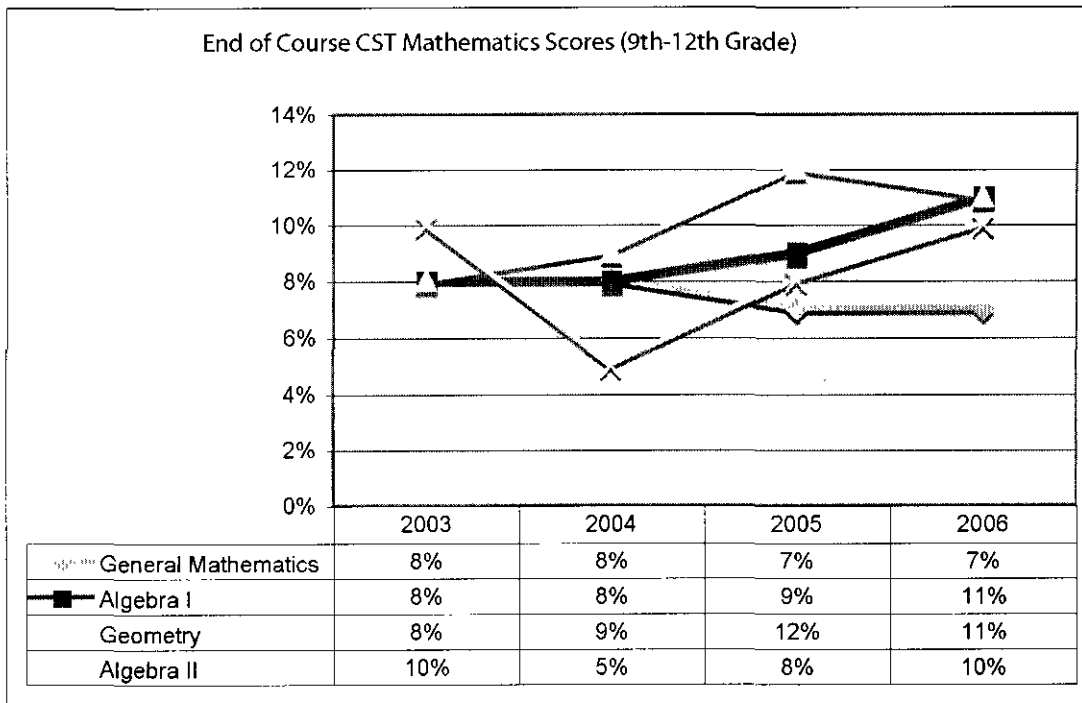
Table 36

MATHEMATICS						
STAR Program California Standards Test Results 2003-06						
Grade	Percentage of Students Scoring at and Above Proficient				Change in Percentage	
	2003	2004	2005	2006	2005-2006	2003-2006
2	39%	41%	46%	49%	3%	10%
3	32%	37%	44%	47%	3%	15%
4	28%	32%	40%	45%	5%	17%
5	24%	29%	38%	39%	1%	15%
6	16%	14%	23%	24%	1%	8%
7	15%	15%	18%	27%	9%	12%
8	23%	22%	20%	27%	7%	4%
OUSD Total						
2-8	25%	27%	33%	37%	4%	12%

California Standards Test for End of Course Mathematics Demonstrate a Small Improvement in Grades Eight to Eleven

The following chart and table show the percentage of youth scoring proficient and above for their end of course CST test. The CST mathematics tests for grades eight through eleven are aligned with the courses the students completed or will complete by the end of the school year. The EOC column summarizes the results for all students within the school district who took each course/discipline specific test. Scores are low and have shown only a 1% improvement for the overall OUSD summary score.

Chart 35



Source: CA Department of Education

Table 37

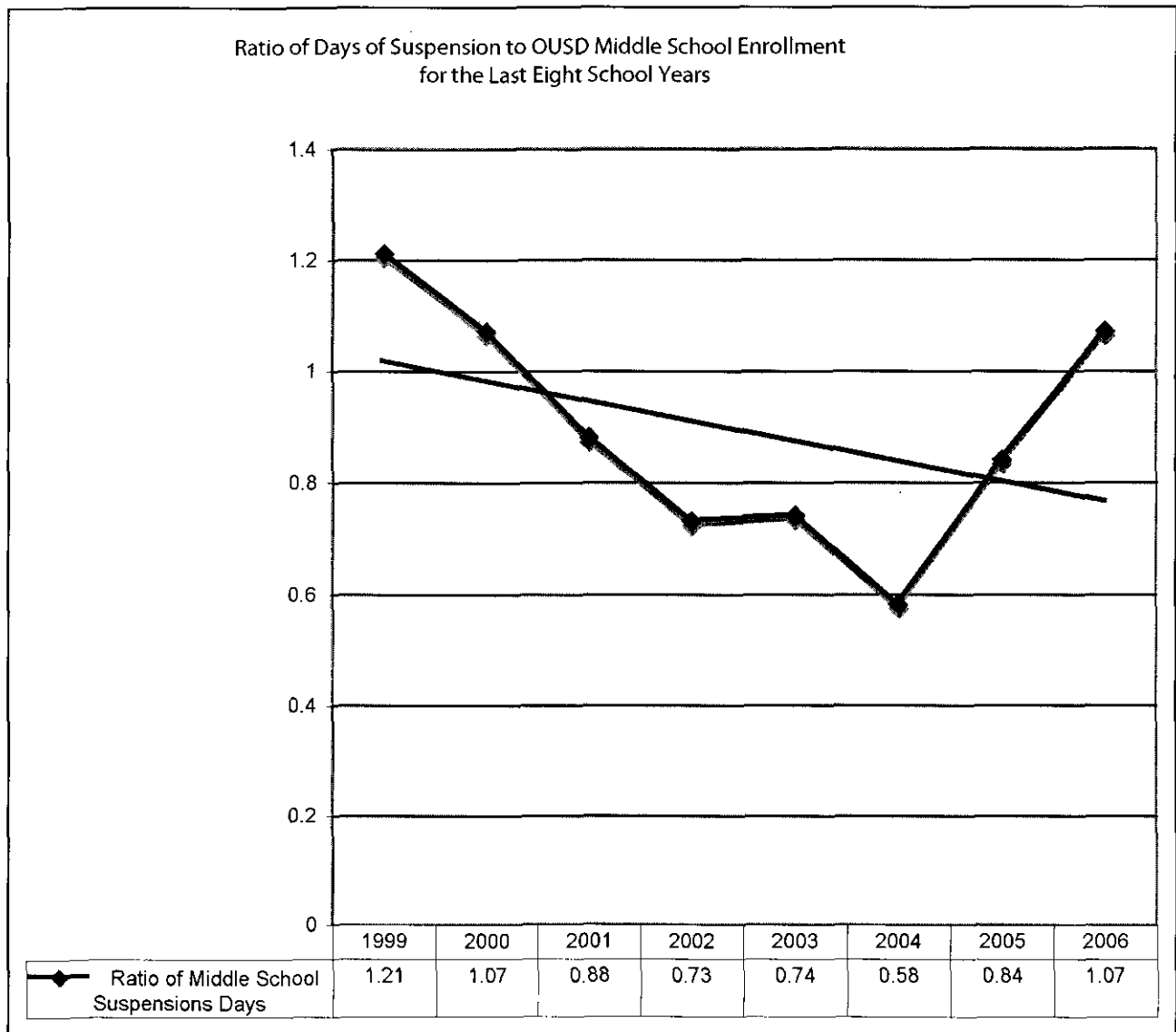
End of Course CST Mathematics Score for 9th-12th Grade STAR Program California Standards Test Results 2003-06						
Course	Percentage of Students Scoring at and Above Proficient				Change in Percentage	
	2003	2004	2005	2006	2005-2006	2003-2006
General Mathematics	8%	8%	7%	7%	0%	-1%
Algebra I	8%	8%	9%	11%	2%	3%
Geometry	8%	9%	12%	11%	-1%	3%
Algebra II	10%	5%	8%	10%	2%	0%
OUSD Total 8-11 Grades	9%	8%	9%	10%	1%	1%

Source: CA Department of Education

Ratio of Days of Suspension to OUSD Middle School Enrollment Has Turned the Curve in the Wrong Direction

For the last two years the ration of days of suspension to middle school enrollment has gone up in the wrong direction. After six years of decline it has gone up for the last two years. Of the total days of suspension, 46% were for violent offenses. The following chart show the trend over the last eight years.

Chart 36



Source: Oakland Unified School District

Note: Straight line is the trend line.

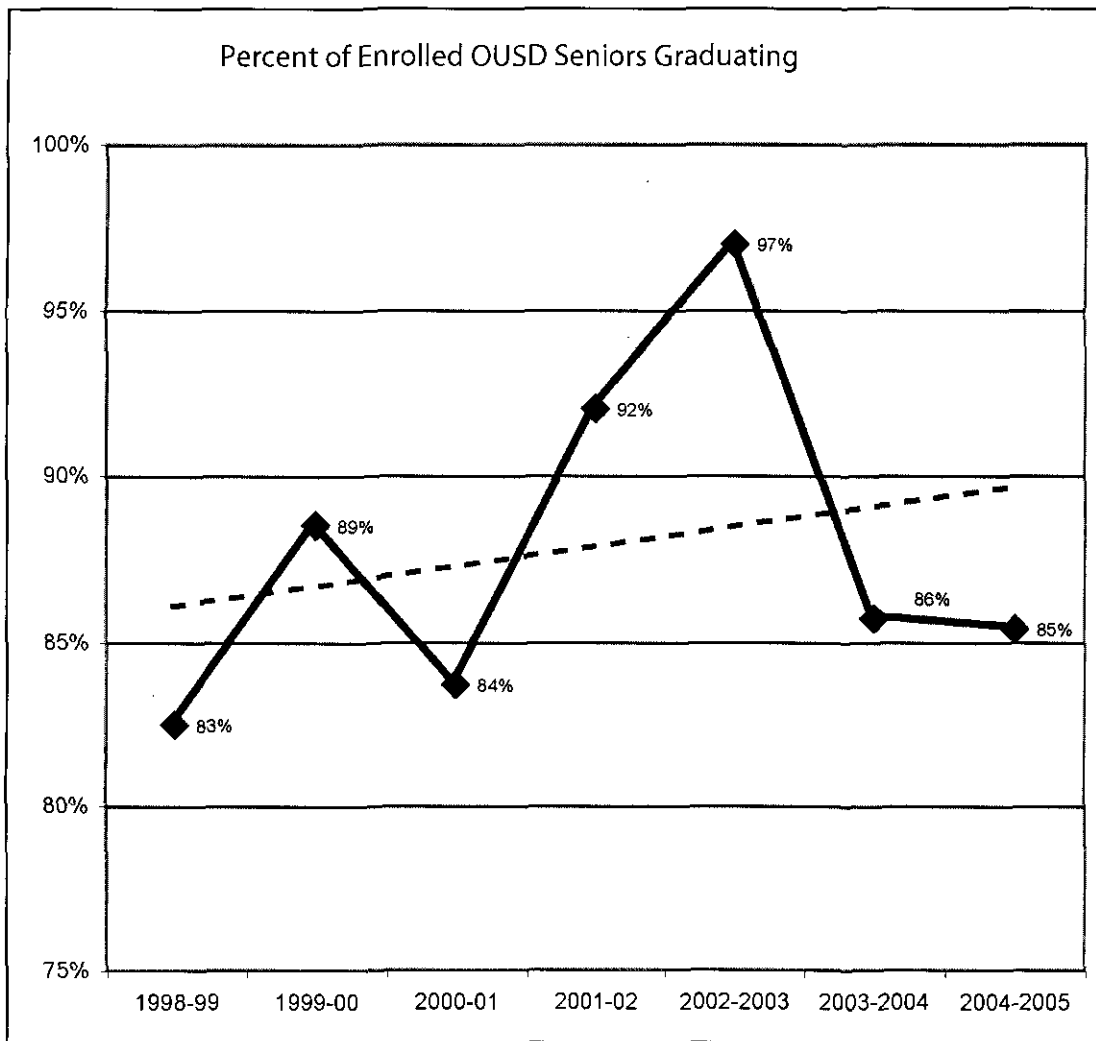
Healthy Transitions to Adulthood

This priority area has three indicators:

- Percentage of enrolled seniors graduating from high school
- Graduation Rate based on NCES Definition
- Graduation Rate based on CPI Definition recommended by the Harvard Civil Rights Project
- Percentage of youth graduating that have completed the minimum requirements for entry to the University of California or the California State University system.

Percentage of enrolled seniors graduating from high school, shown in the following table, shows an improving trend. From 2003 to 2004 there was a drop of 11%. This downward turn in the data continued to decline but at a slower rate this last year. The following chart show the trend for the last seven years. The trendline is still showing a small improvement.

Chart 37



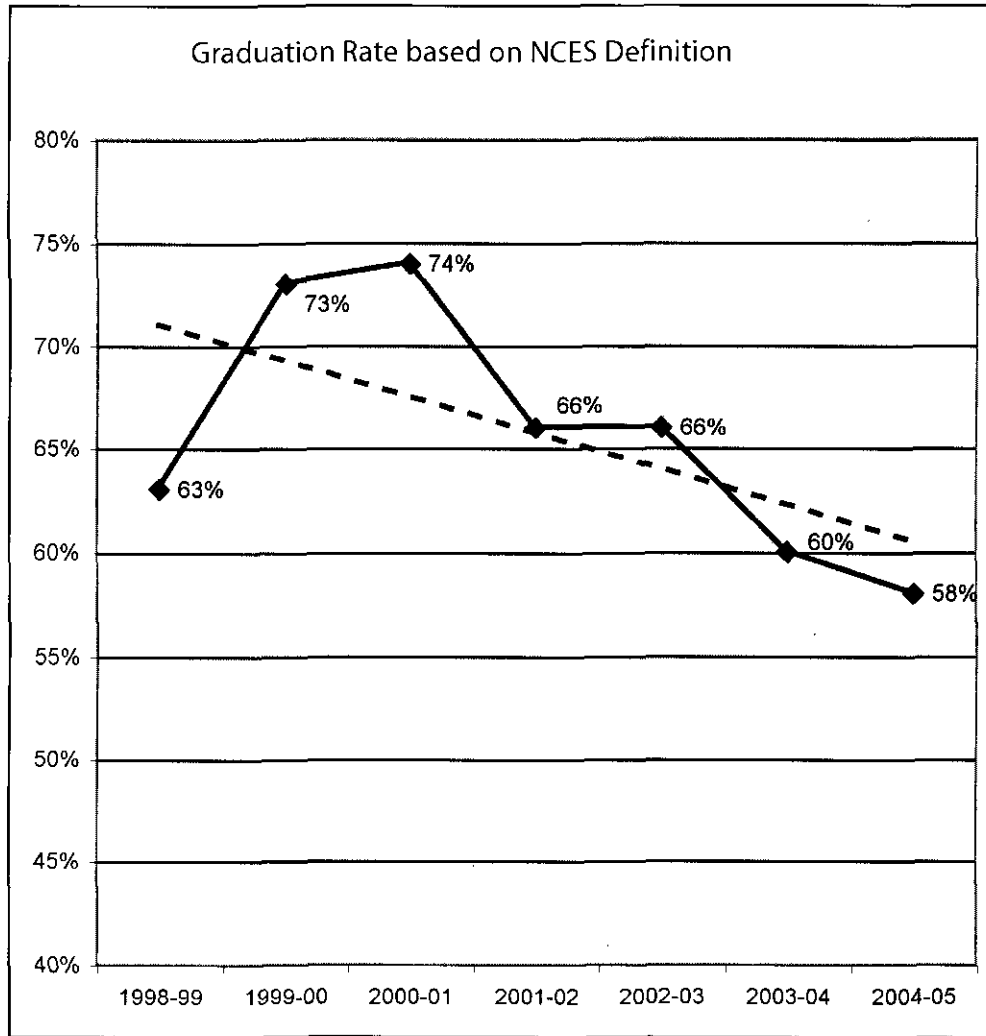
Prescott Circus Theatre

Source: CA Department of Education

Graduation Rate Based on NCES Definition

This year evaluators also reviewed the NCES definition of graduation rate which takes into account the number of drop-outs in 9th, 10th, 11th, and 12th grades. Data indicate that this NCES graduation rate is declining in a bad direction. The trend line is showing a decline.

Chart 36



Source: CA Department of Education

Note: Dotted line is the trend line.

Graduation Rate based on CPI Definition

Harvard Civil Rights Project recommends using the Cumulative Promotion Index (CPI) instead of the NCES formula that tends to overestimate the graduation rate. This table indicates the CPI Graduation Rate. The CPI graduation has improved since the 1999-00 school year and shows the highest graduation rate of 50% in the 2005 school year. This indicator is improving in a positive direction.

Table 38

Oakland Graduation Rate using the Cumulative Promotion Index (CPI)							
	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-00
Grade 9	4,291	4,150	3,972	4,144	4,159	4,460	4,254
Grade 10	3,684	3,523	3,544	3,628	3,208	3,391	3,245
Grade 11	2,694	2,699	2,838	2,478	2,431	2,510	2,640
Grade 12	2,350	2,235	1,857	1,884	1,766	1,984	1,979
Total Enroll.	48,135	49,214	50,437	52,501	53,545	54,863	55,051
Graduates		1,909	1,592	1,820	1,617	1,660	1,716
CPI Graduation Rate		50%	46%	48%	48%	30%	40%

GPI FORMULA

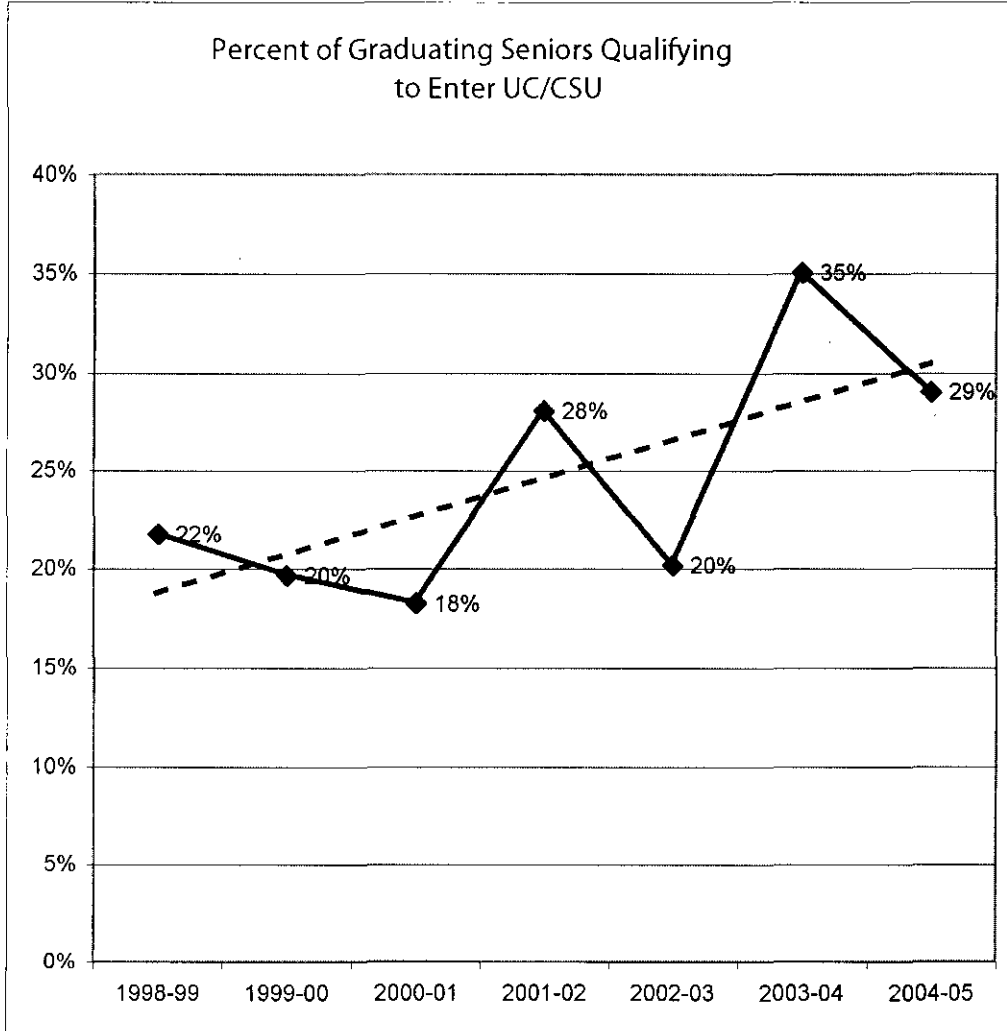
E = Enrollment G = Graduates

$(E_{10\ 2002}/E_{9\ 2001}) * (E_{11\ 2002}/E_{10\ 2001}) * (E_{12\ 2002}/E_{11\ 2001}) * (G_{2001}/E_{12\ 2001})$

Percentage of Youth Graduating that Meet University of California or the California State University Systems Entrance Requirements is Improving.

The trend line for this indicator is moving upward in a good direction. The percentage of youth graduating and meeting with UC/CSU entry requirement is down 6% from 2004. This indicator turned the curve in a good direction in 2001 and the trendline is moving upward in a positive direction.

Chart 37



Source: CA Department of Education

Bay Area Scores



East Side Art Alliance

Building Healthy Youth into Future Pro-Social and Productive Citizens

The largest amount of funding available to assist Oakland parents and communities to increase the chances for a healthy productive future for their children is the funding dedicated to educate our children. The following table shows the amount of funds made available by taxpayers for the school district and OFCY. The last line of the table, called OFCY Total, reflects the OFCY grant amount plus the matching funds leveraged by each grantee. The purpose of the table is to illustrate the amount and importance of the funding we provide to educate our youth. In general, funds made available for schools make up the vast majority of funds we use as a society to ensure the pro-social development and future for our youth. In other words, the OFCY Measure K funds available per youth is only 2.6% of funds when compared to those made available by OUSD schools.

Table 39
Funds Available per Youth Enrolled in OUSD

	Dollars	Funds per Student
OUSD 2004-05	\$ 375,368,270	\$ 9,019
OFCY Grants	\$ 9,610,064	\$ 231
OFCY Total	\$ 21,211,010	\$ 510

Need to Keep Investing in our Youth

Nationwide, California still ranks low in its investment to educate youth. The following table shows that Oakland has made progress in the last few years to increase the amount of funds available to educate our youth. Funds for education need to remain a priority in order to provide youth with an opportunity for a successful future.

Table 40
Cost of Direct Education of Students

School Year	Cost - \$	Average Daily Attendance	Cost per Hour of Service	Oakland Unified School District	All Unified Districts Statewide Average	Percent of Statewide Average
				\$ / Student (ADA)	\$ / Student (ADA)	
2005	\$375,368,270	41,620	\$8.35	\$9,019	\$7,012	129%
2004	\$380,078,077	45,015	\$7.82	\$8,443	\$6,983	121%
2003	\$416,497,384	49,562	\$7.78	\$8,404	\$6,880	122%
2002	\$431,706,653	51,050	\$7.83	\$8,457	\$6,767	125%
2001	\$386,400,314	51,333	\$6.97	\$7,527	\$6,414	117%
2000	\$347,497,605	52,051	\$6.18	\$6,676	\$5,758	116%
1999	\$299,235,347	51,812	\$5.72	\$6,176	\$5,416	114%
1998	\$261,304,516	52,525	\$4.61	\$4,975	\$4,600	108%
1997	\$242,702,028	47,580	\$4.72	\$5,101	\$4,341	118%

Source: CA Department of Education - Educational Data Partnership

ADA stands for Average Daily Attendance. The data above is from a unique partnership called the Education Data Partnership. Members of the partnership are the Alameda County Office of Education, California Department of Education, EdSource, and Fiscal Crisis and Management Assistance Team.

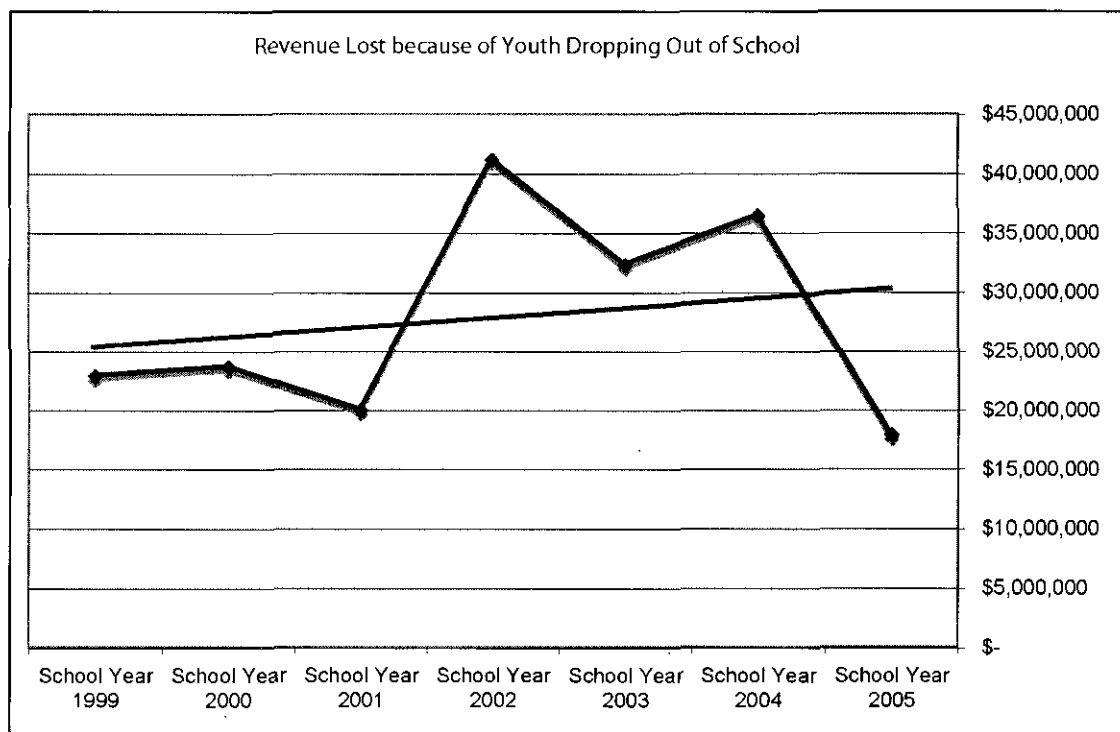
Recover the Lost Funds to Provide Pro-Social Opportunities for Our Youth

The following table shows the funds not used to build healthy productive youth due to youth drop-outs. For example, a youth who drops out of school at the beginning of 7th grade is wasting the \$46,436 society is willing to invest in his/her future. This is the equivalent of the youth and their parents tearing up a \$49,605 check made out to them for their child's future. In school year 2005, 107 seventh-graders dropped out of Oakland Schools. If they do not go back to school, they are allowing the State of California to balance its budget over the next six years, on their future. Similarly, a 12th grade drop-out will not use the last \$9,019 dollars the community is willing to invest in his/her future.

The 2005 school year was the best year in the last seven years with regard to the drop out rate and lost revenue. Oakland had 805 drop outs down from 1,542 the year before. This is turning the curve in a good direction. The chart below shows the lost revenue to educate our youth because of their dropping out of school. The chart shows that for the last three years the amount of lost revenue is below the highest year in 2002.

The following chart and table is based on the assumption that a youth who drops out does not come back to school. The analysis is also based on the assumption that if a youth drops out at a grade level it is calculated as half way through the year. The table has not been discussed with the Oakland Unified School District and is based on data reported to California Department of Education. The intent of including this data is not to point fingers, but rather, to generate discussion and action to find a way to recapture these lost opportunities and funds for our children and youth.

Chart 38



Census Bureau Report Shows 'Big Payoff' from Educational Degrees

Over an adult's working life, high school graduates can expect, on average, to earn \$1.2 million; those with a bachelor's degree, \$2.1 million; and people with a master's degree, \$2.5 million, according to a report released by the Commerce Department's Census Bureau. People with doctoral (\$3.4 million) and professional degrees (\$4.4 million) do even better. "At most ages, more education equates with higher earnings, and the payoff is most notable at the highest educational levels," said Jennifer Cheeseman Day, co-author of *The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings*. The estimates of work-life earnings are based on 1999 earnings projected over a typical work life, defined as the period from ages 25 through 64.

In 2000, 84 percent of American adults age 25 and over had at least completed high school and 26 percent had a bachelor's degree or higher, both all-time highs. Currently, almost 9 in 10 young adults graduate from high school and about 6 in 10 high school seniors go on to college the following year.

Our society should be interested in increasing the number of educated youth because we will save money as indicated in the RAND study (for every dollar invested in education, \$1.90 will be saved in future costs to society). Additionally, another benefit of youth going on to higher education is that society will reap more tax dollars from their increased income. Their increased income will also allow for more income to flow to our local businesses.

Table 41

Estimated Lost Revenue to Educate Our Youth
for School Years 2005-1999 due to Youth Quitting School

School Year 2005	Number of Drop Outs	ADA Funding per Student	Number of Years Lost Educational Opportunity	Revenue Lost to Educate Oakland Youth
Gr. 7 Drop Outs	107	\$ 9,019	5.5	\$ 5,307,682
Gr. 8 Drop Outs	82	\$ 9,019	4.5	\$ 3,328,011
Gr. 9 Drop Outs	126	\$ 9,019	3.5	\$ 3,977,379
Gr. 10 Drop Outs	114	\$ 9,019	2.5	\$ 2,570,415
Gr. 11 Drop Outs	107	\$ 9,019	1.5	\$ 1,447,550
Gr. 12 Drop Outs	269	\$ 9,019	0.5	\$ 1,213,056
Total	805			\$ 17,844,092
School Year 2004				
Gr. 7 Drop Outs	145	\$ 8,443	5.5	\$ 6,733,293
Gr. 8 Drop Outs	133	\$ 8,443	4.5	\$ 5,053,136
Gr. 9 Drop Outs	460	\$ 8,443	3.5	\$ 13,593,230
Gr. 10 Drop Outs	325	\$ 8,443	2.5	\$ 6,859,938
Gr. 11 Drop Outs	257	\$ 8,443	1.5	\$ 3,254,777
Gr. 12 Drop Outs	222	\$ 8,443	0.5	\$ 937,173
Total	1,542			\$ 36,431,545
School Year 2003				
Gr. 7 Drop Outs	97	\$ 8,404	5.5	\$ 4,483,534
Gr. 8 Drop Outs	120	\$ 8,404	4.5	\$ 4,538,160
Gr. 9 Drop Outs	490	\$ 8,404	3.5	\$ 14,412,860
Gr. 10 Drop Outs	285	\$ 8,404	2.5	\$ 5,987,850
Gr. 11 Drop Outs	171	\$ 8,404	1.5	\$ 2,155,626
Gr. 12 Drop Outs	166	\$ 8,404	0.5	\$ 697,532
Total	1,329			\$ 32,275,562
School Year 2002				
Gr. 7 Drop Outs	171	\$ 8,457	5.5	\$ 7,953,809
Gr. 8 Drop Outs	163	\$ 8,457	4.5	\$ 6,203,210
Gr. 9 Drop Outs	567	\$ 8,457	3.5	\$ 16,782,917
Gr. 10 Drop Outs	344	\$ 8,457	2.5	\$ 7,273,020
Gr. 11 Drop Outs	193	\$ 8,457	1.5	\$ 2,448,302
Gr. 12 Drop Outs	102	\$ 8,457	0.5	\$ 431,307
Total	1,540			\$ 41,092,563
School Year 2001				
Gr. 7 Drop Outs	92	\$ 7,527	5.5	\$ 3,808,662
Gr. 8 Drop Outs	75	\$ 7,527	4.5	\$ 2,540,363
Gr. 9 Drop Outs	316	\$ 7,527	3.5	\$ 8,324,862
Gr. 10 Drop Outs	205	\$ 7,527	2.5	\$ 3,857,588
Gr. 11 Drop Outs	99	\$ 7,527	1.5	\$ 1,117,760
Gr. 12 Drop Outs	83	\$ 7,527	0.5	\$ 312,371
Total	870			\$ 19,961,604
School Year 2000				
Gr. 7 Drop Outs	150	\$ 6,676	5.5	\$ 5,507,700
Gr. 8 Drop Outs	102	\$ 6,676	4.5	\$ 3,064,284
Gr. 9 Drop Outs	397	\$ 6,676	3.5	\$ 9,276,302
Gr. 10 Drop Outs	203	\$ 6,676	2.5	\$ 3,388,070
Gr. 11 Drop Outs	196	\$ 6,676	1.5	\$ 1,962,744
Gr. 12 Drop Outs	114	\$ 6,676	0.5	\$ 380,532
Total	1,162			\$ 23,579,632
School Year 1999				
Gr. 7 Drop Outs	166	\$ 6,176	5.5	\$ 5,638,688
Gr. 8 Drop Outs	143	\$ 6,176	4.5	\$ 3,974,256
Gr. 9 Drop Outs	426	\$ 6,176	3.5	\$ 9,208,416
Gr. 10 Drop Outs	167	\$ 6,176	2.5	\$ 2,578,480
Gr. 11 Drop Outs	153	\$ 6,176	1.5	\$ 1,417,392
Gr. 12 Drop Outs	100	\$ 6,176	0.5	\$ 308,800
Total	1,155			\$ 22,817,232
Total lost revenue from school year 1999 to 2005				\$ 194,002,230

As a recent RAND study indicated, for every dollar spent on education, \$1.90 will be saved in future costs to society. As noted in RAND's study, the Oakland community is predicted to incur \$34 million in future costs for youth who drop out of school in 2005. These costs are reflected in public assistance, criminal justice, and crisis services used by those residents who do not participate in the positive social structure of the community.

By recapturing lost revenue due to youth dropping out of school, Oakland would have had an additional \$18 million in 2005 to invest in the healthy future of our youth. Over the last seven years, Oakland could have recaptured part of the \$194 million lost when youth drop out of school.

Source: CA Department of Education

Are we up for the challenge of reducing our dropout rate?

Ending the Silence

The institutional silence is a function of a never-ending series of crises and problems that cannot be solved by the institution alone.

Ending the silence means that problems have to be brought into the light of day. Our community can no longer pretend that everything is all right when we have serious problems that need to be solved. Alex Dotlowitz in a keynote address titled "Breaking the Silence" at the "Resiliency in Families: Racial and Ethnic Minority Families in America" conference in 1994 talks about two types of silence: Institutional silence and self-imposed silence.

Institutional silence is the silence that occurs when problems exceed the ability and resources of institutions to deal with them.

Dotlowitz points out the institutional silence: "...is not to suggest that there are many individuals in these institutions with a great deal of compassion and commitment. Nor is it to suggest that there are not individuals at the helms of these institutions with a comparable amount of compassion and commitment." The institutional silence is a function of a never-ending series of crises and problems that cannot be solved by the institution alone. The institution must first break

the silence and ask for assistance from other institutions and the community. The lost revenue and opportunity for Oakland due to youth dropping out of school is an example of institutional silence.

The second type of silence is one that the community imposes on itself when the problems in the community become too much to deal with — people retreat into self-imposed silence, locked doors, bars on the windows, and a sense of helplessness. The community comes to tolerate all sorts of behaviors that most communities would never tolerate. Youth are not held to high expectations or any sort of accountability. Gangs and drug dealers freely operate in the community. Dotlowitz's states that: "...this kind of silence will slowly strangle the life out of an otherwise spirited people. And what it says to me is something very, very simple. We have stopped listening. We have stopped believing."

OFCY over the past nine years has joined with many partners in the community of Oakland to end the silence and to work together to address the needs of children and youth in Oakland. Over the last three years Oakland has been able to reduce the lost revenue for youth caused by lowering the number of youth dropping out of school. This is a good trend but we still have a ways to go.



Boys and Girls Club



Melrose Leadership Academy ASP

Oakland is Not Alone

Opinion Piece

By BOB HERBERT

Published: August 29, 2005, New York Times

First the bad news: Only about two thirds of American teenagers (and just half of all black, Latino and Native American teens) graduate with a regular diploma four years after they enter high school.

Now the worse news: Of those who graduate, only about half read well enough to succeed in college.

Don't even bother to ask how many are proficient enough in math and science to handle college level work. It's not pretty.

Of all the factors combining to shape the future of the U.S., this is one of the most important. Millions of American kids are not even making it through high school in an era in which a four year college degree is becoming a prerequisite for achieving (or maintaining) a middle-class lifestyle. The Program for International Assessment, which compiles reports on the reading and math skills of 15 year olds, found that the U.S. ranked 24th out of 29 nations surveyed in math literacy. The same result for the U.S. 24th out of 29 was found when the problem solving abilities of 15 year olds were tested.

If academic performance were an international athletic event, spectators would be watching American kids falling embarrassingly behind in a number of crucial categories. A new report from a pair of Washington think tanks the Center for American Progress and the Institute for America's Future says an urgent new commitment to public education, much stronger than the No Child Left Behind law, must be made if that slide is to be reversed.

This would not be a minor task. In much of the nation the public education system is in shambles. And the kids who need the most help poor children from inner cities and rural areas often attend the worst schools.

An education task force established by the center and the institute noted the following:

"Young low income and minority children are more likely to start school without having gained important school readiness skills, such as recognizing letters and counting. ... By the fourth grade, low income students read about three grade levels behind nonpoor students. Across the nation, only 15 percent of low income fourth graders achieved proficiency in reading in 2003, compared to 41 percent of nonpoor students."

How's that for a disturbing passage? Not only is the picture horribly bleak for low income and minority kids, but we find that only 41 percent of nonpoor fourth graders can read proficiently.

I respectfully suggest that we may be looking at a crisis here.

The report, titled "Getting Smarter, Becoming Fairer," restates a point that by now should be clear to most thoughtful Americans: too many American kids are ill equipped educationally to compete successfully in an evermore competitive global environment.

Cartoonist characters like Snoop Dogg and Paris Hilton may be good for a laugh, but they're useless as role models. It's the kids who are logging long hours in the college labs, libraries and lecture halls who will most easily remain afloat in the tremendous waves of competition that have already engulfed large segments of the American work force.

The report makes several recommendations. It says the amount of time that children spend in school should be substantially increased by lengthening the school day and, in some cases, the school year. It calls for the development of voluntary, rigorous national curriculum standards in core subject areas and a consensus on what students should know and be able to do by the time they graduate from high school.

The report also urges, as many have before, that the nation take seriously the daunting (and expensive) task of getting highly qualified teachers into all classrooms. And it suggests that an effort be made to connect schools in low income areas more closely with the surrounding communities. (Where necessary, the missions of such schools would be extended to provide additional services for children whose schooling is affected by such problems as inadequate health care, poor housing, or a lack of parental support.)

The task force's recommendations are points of departure that can be discussed, argued about and improved upon by people who sincerely want to ramp up the quality of public education in the U.S. What is most important about the report is the fact that it sounds an alarm about a critical problem that is not getting nearly enough serious attention.

OFFICE OF THE CITY CLERK
CITY OF OAKLAND

OAKLAND CITY COUNCIL

Margaret Hays
City Attorney

RESOLUTION No. _____ C.M.S.

2006 NOV -2 PM 12:18

RESOLUTION ADOPTING THE OAKLAND FUND FOR CHILDREN AND YOUTH FINAL EVALUATION REPORT FOR FISCAL YEAR 2005-2006

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

WHEREAS, the Measure K/Kids First! Initiative calls for the POC to present an annual independent process and outcome evaluation report to the Oakland City Council for adoption; and

WHEREAS, the City contracted with Community Crime Prevention Associates (CCPA) to conduct an independent process and outcome evaluation for fiscal year 2005-2006; and

WHEREAS, for fiscal year 2005-2006 \$9,704,164 in OFCY grant funding was awarded for 81 contracts to qualified organizations providing direct services to children and youth; and

WHEREAS, CCPA conducted an outcome evaluation of all fiscal year 2005-2006 OFCY grantees' projects to determine the effort invested and the effect achieved; and

WHEREAS, CCPA has presented their findings in an outcome and evaluation report, that has been submitted to City Council; now therefore, be it

RESOLVED: That the City Council hereby adopts the 2005-2006 fiscal year independent process and outcome evaluation report of the OFCY, prepared by CCPA.

IN COUNCIL, OAKLAND, CALIFORNIA, _____, 20_____

PASSED BY THE FOLLOWING VOTE:

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

NOES-

ABSENT-

ABSTENTION-

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