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AGENDA REPORT

TO: DEANNA J. SANTANA
CITY ADMINISTRATOR

FROM: SARA BEDFORD

SUBJECT: OFCY Evaluation Reports

DATE: April 27, 2012

City Administrator
Approval

Date

5/8/12

COUNCIL DISTRICT: City-Wide

RECOMMENDATION

Staff recommends that the City Council accept an informational report from the Planning and Oversight Committee of the Oakland Fund for Children and Youth and Submission of the OFCY Evaluation 2010-2011 Final Reports and 2011-2012 Interim Reports

EXECUTIVE SUMMARY

The Oakland Fund for Children and Youth (OFCY) Planning and Oversight Committee submits the 2010-2011 final evaluation reports and 2011-2012 interim evaluation reports of all OFCY funded programs as prepared by independent evaluation firms See Change and Public Profit.

- *The Oakland Out-of-School Time Program Evaluation Findings Report 2010-11 (Attachment A)* evaluates after school programming at Oakland Unified School District (OUSD) campuses, two (2) charter schools not under OUSD's purview, six (6) school-based transitions programs, which collaborate with middle and high schools in Oakland, and eight (8) community sites.
- *The Oakland Fund for Children and Youth 2010-2011 Evaluation of-Early Childhood, Older Youth, Community Based Afterschool, Wellness and Healthy Transitions and Summer Strategy Areas (Attachment B)* evaluated 61 OFCY grantees in five strategy areas.
- *The Oakland Out-of-School Time Interim Report (2011-2012)(Attachment C)* encompasses after school programming at OUSD campuses, including two (2) charter schools not under OUSD's purview, six school-based transitions programs which collaborate with middle and high schools in Oakland, and eight (8) community sites.

- *The Oakland Community Based Program Interim Evaluation Report (Attachment D)* evaluates 60 programs under four funding strategy areas: Early Childhood, Community Based After School, Wellness & Healthy Transitions and Older Youth.
- 2011-2012 Evaluation of 2011 Summer Strategy Area (*Attachment E*) evaluates 12 programs that operated in summer 2011.

The Kids First Planning and Oversight Committee (POC) received the FY2010-2011 final evaluation reports on October 19, 2011 and the FY2011-2012 interim reports on March 21, 2012, and are forwarding these reports to the City Council in this informational report.

The key findings from the 2010-2011 final evaluation reports are:

- School based out-of-school time programs served 14,686 children.
- 97% of school based out-of-school time programs were Thriving or Performing.
- All programs in Early Childhood, Older Youth, Community-Based Afterschool, Wellness and Healthy Transitions, and Summer strategies were Performing and Thriving.
- 15,214 children and youth served in Early Childhood, Older Youth, Community-Based Afterschool, Wellness and Healthy Transitions, and Summer strategies.
- 81% of youth reported that programs positively impacted their confidence in their skills and abilities, as well as their commitment to working hard and expecting good things of themselves.
- 78 % of youth reported feeling more connected to peers, their community and adults through involvement with their programs.

In the current grant year (2011-12), almost all programs are considered satisfactory or highly performing and are on target to meet participant and unit of service goals. All OFCY programs serving children and youth will complete plans for continuously improving and quality services for FY2012-13.

OUTCOME

Council receipt of the annual evaluation reports is in compliance with the provisions of Measure D.

BACKGROUND/LEGISLATIVE HISTORY

The Oakland Fund for Children and Youth was established in 1996, when Oakland voters passed the Kids First! Initiative (Measure K), an amendment to the City Charter, to support direct services to youth under 21 years of age. In a special election, Measure D reauthorized funding for the Oakland Fund for Children and Youth for an additional twelve years (2010-2022). Measure D (formerly known as Measure K) sets-aside 3% of the City's unrestricted General

Item: _____
Life Enrichment Committee
May 22, 2012

Fund for the Oakland Children's Fund and requires a three-year strategic investment plan to guide the allocation of funds to nonprofit and public agencies.

The 2010-2013 Strategic Plan was approved by City Council in November, 2009. Following a yearlong competitive grant review process, the Council approved the funding of 123 grantees for FY2010-2011, the first year of a three year grant cycle through FY2012-13. The renewal of grants for year 2 and year 3 is based on evaluation of prior year and current year to date performance.

The provision of the City Charter (Section XIII) pertaining to the Oakland Children's Fund requires an annual independent evaluation of the Oakland Fund for Children and Youth programs. The evaluation reports are submitted by the two independent evaluation firms, Public Profit Inc. and See Change Inc. The evaluators submit an interim report at mid-year and a final evaluation report annually.

In FY2010-2011, Public Profit was responsible for evaluating 62 grantees in the school-based Out of School Time strategy area, while See Change was responsible for evaluating 61 grantees in five strategy areas: Early Childhood, Out of School Time (community based programming), Wellness and Healthy Transitions, Older Youth, and Summer. For FY2011-2012, See Change subcontracted out to Public Profit the evaluation of all their strategy areas with the exception of Early Childhood programs. A new Request for Proposals for the OFCY evaluation in 2012-13 is to be released in May, 2012.

ANALYSIS

The *2010-2011 Final Report: The Oakland Out-of-School Time (OST) (Attachment A)* evaluation encompasses school-based support programs for children and youth in Oakland, California. The Oakland Fund for Children and Youth (OFCY) provides funding for comprehensive after school programming at 67 campuses, including 2 charter schools not under OUSD's purview. OFCY also funds six school-based transitions programs, which collaborate with middle and high schools in Oakland.

School based out-of-school time programs in Oakland served 14,686 children and youth in the 2010-11 program year, approximately 60% of the student population at their host schools. Of the children and youth in the 2010-11 program year, 41% are African American, 39% are Latino/a, 13% are Asian/Pacific Islander, and 3% are White.

Site visits, conducted by Public Profit and the Oakland After School Programs Office, indicate that 97% of school-based out-of-school time programs are "performing" or "thriving". That is, nearly all programs are meeting or exceeding point of service quality expectations. The Bay Area Community Resources' (BACR) afterschool program Learning Without Limits was the only OFCY funded program identified as "emerging" in FY2010-2011, or not yet meeting point of service quality expectations. As of mid-year review this year, the program has improved

Item: _____
Life Enrichment Committee
May 22, 2012

program quality and is categorized as “thriving”. For more information on this program, refer to the *Past Performance, Evaluation and Follow-up* section.

The 2010-11 Evaluation of Early Childhood, Older Youth, Community Based Afterschool, Wellness and Healthy Transitions, and Summer Strategy Areas (Attachment B) final report encompasses the evaluation of 61 grantees in five strategy areas listed in the title by See Change.

Viewed collectively, the 61 grantees evaluated by See Change offer a vast range of services to a very large and diverse population of children and youth in the city of Oakland. See Change’s analysis of service and participation data revealed that, both as a whole and at the strategy level, grantees met and exceeded their attendance and service-hour goals.

Grantees also showed consistent levels of program quality. Through the use of See Change’s own tool for early childhood and the national Weikart Youth Program Quality Assessment tool for older youth, community based afterschool, wellness and healthy transitions and summer strategies, programs were evaluated as “performing” and “thriving” and scored more highly on every element of program quality than the national average. This year, all of wellness and healthy transitions programs, as well as many of the older youth and community based after school programs did a better job of allowing youth to guide program design and implementation as compared with the prior year.

In 2010-11, programs in OFCY’s older youth, wellness and healthy transitions, community based after school, early childhood, and summer strategy areas served more than 15,000 children, youth, and young parents, and provided 1,835,933 service hours, 45% more than contracted for, and served 32% more participants than projected in their original grant agreements with OFCY.

Survey data showed that 81% of youth reported that programs positively impacted their confidence in their skills and abilities, as well as their commitment to working hard and expecting good things of themselves. And, 78 % of youth reported feeling more connected to peers, their community and adults through involvement with their programs. Also, three out of four youth (75%) reported high outcomes on school and academic measures, including increased school attendance.

The Oakland Out-of-School Time Program Evaluation Interim Findings Report (Attachment C) encompasses school-based support programs for children and youth. The Oakland Fund for Children and Youth (OFCY) provides funding for comprehensive after school programming at 68 campuses, including two (2) charter schools not under OUSD’s purview. OFCY also funds six school-based transitions programs, which collaborate with middle and high schools in Oakland.

School based out-of-school time programs in Oakland served 13,200 children and youth in the first half of the 2011-12 program year, approximately 50% of the student population at their host schools. The gender breakdown of youth served is about equal, with males at 51% and females at 49%. Gender distribution remains roughly equal when examined at the grade level or within individual race/ethnicity categories.

Site visits completed to date indicate that all OFCY funded school based after school programs are providing high quality service to youth. Seventy-three percent (73%) of sites are in the “performing” category, indicating that they are providing quality service overall and can continue to improve in specific areas. Twenty-seven percent (27%) of sites visited to date are “thriving”, indicating strong overall performance.

Moreover, out-of-school time programs in Oakland are out-performing similar programs nationally. The difference is particularly large in the Interaction and Engagement domains, culminating in an overall score that is about one-third higher than the national sample.

The *Oakland Community Based Youth Programs Interim Evaluation Report (Attachment D)* evaluation encompasses programs funded by the Oakland Fund for Children and Youth that serve children and youth in a variety of community settings. These programs operate under four funding strategy areas: Early Childhood, Out of School, Wellness & Healthy Transitions and Older Youth.

Community based programs in Oakland served 10,653 children and youth in the first half of the 2011-12 program year. Early Childhood programs served 3,159 children, After School programs served 3,843, Wellness and Healthy Transitions programs served 906 youth, and Older Youth grantees served 2,745. Youth participants were roughly evenly divided among boys and girls. About 53% of participants are girls and 47% are boys, among the youth for whom gender data are reported. Five participants are reported as transgender youth.

Site visits indicate that community-based programs serving school aged youth are providing high quality service. About half or forty-nine percent (49%) of sites are in the “performing” category, indicating that they are providing quality service overall and can continue to improve in specific areas. Forty-nine percent (49%) of community-based sites serving school aged youth are “thriving”, indicating strong overall performance.

Of the youth programs evaluated, the Museum of Children's Art (MOCHA) Library Education and Art Program is the only program currently in the “emerging” program quality category. A contributing factor to the mid-year rating was that the Youth Program Quality Assessment (YPQA) tool for older youth was used when the more appropriate tool for the younger children served at five Oakland Public Library sites is the School Age Program Assessment (SAPQA) tool. The MOCHA has developed a program improvement plan to address findings and met with staff to provide updates on changes to its program design to improve opportunities for youth engagement and interaction. MOCHA’s quality improvement plan includes goals and steps to be

taken to 1) implement a high school volunteer intern program to allow youth to take a leadership role , 2) have teaching artists solicit feedback from students about what they would like to learn, and 3) customize curricula at each library to reflect the culture and heritage of students and families. Staff at MOCHA is reaching out to other OFCY-funded programs to discuss successful strategies for youth engagement and interaction.

OFCY's community based programs serving school-aged youth are out-performing similar programs nationally, as described in the following figure. Differences are particularly striking in the Interaction and Engagement domains.

The *2011-2012 Evaluation of 2011 Summer Strategy Area (Attachment E)* addressed 12 programs funded for the summer in 2011, which encompassed a wide span of topics from academic science programming to circus arts training for youth in Oakland. Collectively, these programs served 1,335 youth and provided 199,193 hours of programming. The summer programs exceeded their goals for number of participants served (110%) and service hours (113%).

None of the summer programs were in the Emerging category. Only one summer program was "performing" while the remaining 11 programs were rated a "thriving" status. These positive findings were corroborated by positive survey results by youth on positive attitudes on self and future, their peers, adults and their community.

PUBLIC OUTREACH/INTEREST

The OFCY Planning and Oversight Committee reviewed and approved acceptance of the FY2010-2011 final evaluation reports at a public meeting in October 19, 2011, and reviewed and approved the FY 2011-2012 interim evaluation reports at a public meeting on March 21, 2012.

COORDINATION

The Office of the City Attorney has been consulted in the review and acceptance of the evaluation reports herein presented to Council.

COST SUMMARY/IMPLICATIONS

This is an informational report with no cost summary/implications.

Item: _____
Life Enrichment Committee
May 22, 2012

PAST PERFORMANCE, EVALUATION AND FOLLOW-UP

In the Interim 2010-2011 evaluation report, two of the Bay Area Community Resources' (BACR) afterschool programs, Learning Without Limits and Place @ Prescott, were identified as Emerging programs. By the Final 2010-2011 report, Place @ Prescott was Performing/Thriving. The program made the gains in Safe Environment (from 3.80 to 4.34), Supportive Environment (from 2.78 to 3.47), and Interaction (from 1.78 to 2.15). The evaluator noted that staff were attentive to the emotional needs of students and that the site was well supervised by staff and the Site Security Officer.

Learning Without Limits' status was Thriving by the Interim 2011-2012 Evaluation report. They made gains in each of the five domains but had the most significant improvements in Interaction (from 2.25 to 4.83), Engagement (from 2.25 to 4.54), and Academic Climate (from 2.28 to 4.56). The evaluator noted that the program provided activities that provided leadership opportunities for youth to share and create projects.

All OFCY youth serving programs were required to submit quality improvement plans during the 2011-12 program year, and will again be required to submit quality improvement plans for the 2012-13 program year.

SUSTAINABLE OPPORTUNITIES

Economic: Public Profit is an Oakland based organization that employs Oakland residents.

Environmental: There are no known environmental effects.

Social Equity: The OFCY evaluation system results in direct social benefits by building organizational capacity and the employment of best practices in youth development. It also ensures that funds are being directed to quality programs to serve children and youth in areas of highest need.

For questions regarding this report, please contact Sandra Taylor, Children & Youth Services Manager.

Respectfully submitted,



SARA BEDFORD, Interim Director
Department of Human Services

Reviewed by: Sandra Taylor, Manager
Children and Youth Services

Prepared by: Scott Kim, Program Analyst
Oakland Fund for Children and Youth

Attachments –

- A. Public Profit – *Oakland Out-of-School Time Program Evaluation Findings Report 2010-11*
- B. See Change – *OFCY 2010-2011 Final Report: Evaluation of Early Childhood, Older Youth, Community Based Afterschool, Wellness and Healthy Transitions, and Summer Strategy Areas*
- C. Public Profit – *Out-of-School Time Program Evaluation, Interim Findings Report*
- D. Public Profit – *Oakland Community Based Youth Programs Interim Evaluation Report*
- E. See Change – *2011-2012 Evaluation of 2011 Summer Strategy Area, Mini Report*

Item: 9

Life Enrichment Committee
May 22, 2012

ATTACHMENT

A

**OAKLAND OUT-OF-SCHOOL TIME PROGRAM
EVALUATION
FINDINGS REPORT 2010-11**

Oakland Fund for Children and Youth
&
OUSD After School Programs Office

September 2011

[public
profit]

[measure and manage
what matters]

Table of Contents

EXECUTIVE SUMMARY	4
PROGRAMS INCLUDED IN THE OUT-OF-SCHOOL TIME EVALUATION	5
YOUTH SERVED	6
PROGRAM PERFORMANCE & POINT OF SERVICE QUALITY	7
PARTICIPANT OUTCOMES	9
IN THIS REPORT	12
OUT-OF-SCHOOL TIME CAN PROMOTE YOUTH SUCCESS	12
WHAT'S INSIDE: DATA SOURCES AND REPORT THEMES	13
SCOPE OF SERVICE	14
YOUTH SERVED 2010-11	14
FUNDING	18
STAFFING	20
PROGRAM OPERATIONS AND OVERSIGHT	21
PROGRAM ACTIVITIES	22
PROGRAM PERFORMANCE	26
ENROLLMENT, ATTENDANCE & RETENTION BY SITE	29
POINT OF SERVICE QUALITY	37
POINT OF SERVICE QUALITY OVERVIEW	38
SAFE ENVIRONMENT	42
SUPPORTIVE ENVIRONMENT	45
INTERACTION	48
ENGAGEMENT	51
ACADEMIC CLIMATE	53
POINT OF SERVICE QUALITY RATINGS BY SITE	55
DIRECT OUTCOMES	61
SAFETY	62
NEW EXPERIENCES	63
IMPROVED SOCIAL SKILLS AND POSITIVE ADULT RELATIONSHIPS	65
CAREER EXPLORATION	68
SCHOOL ENGAGEMENT	70
ACADEMIC BEHAVIORS	76
CONTRIBUTORY YOUTH OUTCOMES	80
ACADEMIC PERFORMANCE	81
HIGH SCHOOL GRADUATION AND COLLEGE READINESS	83
PROGRESS TOWARDS OFCY STRATEGIC PLAN AND OUSD MASTER PLAN	86

KEY FINDINGS	91
PROGRAM PROFILES	93
ELEMENTARY SCHOOLS	93
HEALTHY TRANSITIONS	201
MIDDLE SCHOOLS	209
HIGH SCHOOLS	245

Highlights from the 2010-11 Oakland Out-of-School Time Programs Evaluation

Positive findings from the evaluation:

- OST programs served 20,329 participants in 2010-11. School-based programs served 60% of the youth at their sites. Approximately 9,000 students attend daily.
- Nearly all (97%) programs met research-based expectations for service quality, as observed in on-site visits. Programs that did not meet point-of-service quality expectations in 2009-10 were found to have improved in 2010-11.
- Nearly all youth agreed that they tried new things in after school, and 94% of surveyed teachers and principals agree that programs provide experiences unavailable during the school day.
- Youth report that after school helps them improve their study skills, do better in class, and feel more confident about high school and college.
- Nine in ten transitions program participants reported that they feel like someone at their school cares about them and that they are more aware of the services and activities available at their school. Youth in these programs demonstrated substantial improvements in their school-day attendance rates, and declines in the rate of chronic absenteeism.
- Participants attended school an additional 35,343 days in 2010-11, valued at between \$827,019 and \$989,596 in additional revenue for OUSD.
- For English Learners, spending twenty-five days in OST increases the likelihood of re-designation as English fluent by 25%; one hundred days increases the likelihood by 40%.
- Youth who attended after school for 100 or more days (just over half of all youth) are about 20% more likely to score at Proficient or Advanced on the California Standards Test in English Language Arts or Math than those who attended less often.

Areas for improvement:

- Youth describe after school as the safest environment in their lives. However, about one in three reports being physically or verbally bullied in their out-of-school time program. This is particularly the case for boys and for students in elementary school.
- Though OST programs provide high quality service overall, site visit ratings and teacher feedback suggest that programs can continue to improve their practice in the Interaction, Engagement and Academic Climate quality domains.

See the complete Executive Summary and Findings Report for more information.

EXECUTIVE SUMMARY

Programs Included in the Out-of-School Time Evaluation

The Oakland Out-of-School Time (OST) evaluation encompasses school-based support programs for children and youth in Oakland, California, including:

- 86 school-based after school programs, serving youth in grades K-12. These programs provide a variety of activities, including homework help, enrichment, recreation, and academic support.
- 6 school-based transitions programs, serving middle school aged youth, focusing especially on rising 6th and 9th graders. These programs provide social and academic support to youth as they transition into middle and high school.

All of the after school programs on OUSD campuses receive funding from the Oakland Unified School District (OUSD) through the After School Education and Safety (ASES), 21st Community Learning Center (21st CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education.

The Oakland Fund for Children and Youth (OFCY) provides funding for comprehensive after school programming at 67 campuses, including 2 charter schools not under OUSD's purview. All of these programs receive public funds through the ASES, 21st CCLC, or ASSETS grants to support comprehensive after school programming.

OFCY also funds six school-based transitions programs; which collaborate with middle and high schools in Oakland to help at-risk young people make a successful transition into and out of middle school. These programs provide a mix of leadership training, academic support, peer mentorship, case management, and parent engagement services for rising 6th and 9th graders. Collectively, school-based transitions programs seek to:

- 1) Help youth people develop a pro-social peer group that reinforce positive life choices in academics and overall well being;
- 2) Link incoming 6th and 9th graders with school-year programming that promotes academic and social development;
- 3) Help incoming students feel more like a part of their school.

Transitions programs often work in close collaboration with the school-based after school programs at middle and high schools, but are not co-funded by ASES, 21st CCLC, or ASSETS.

Table 1: Out-of-School Time Programs by Funding Source

	Total Sites in the Evaluation	Funded by both OFCY & OUSD	Funded by OFCY only	Funded by OUSD only
After School	86 52 OUSD elementary 16 OUSD middle 16 OUSD high 2 charter	65 48 OUSD elementary 15 OUSD middle 2 high	2 2 charter	19 4 OUSD elementary 1 OUSD middle 14 OUSD high
Transitions	6	0	6	Not Applicable

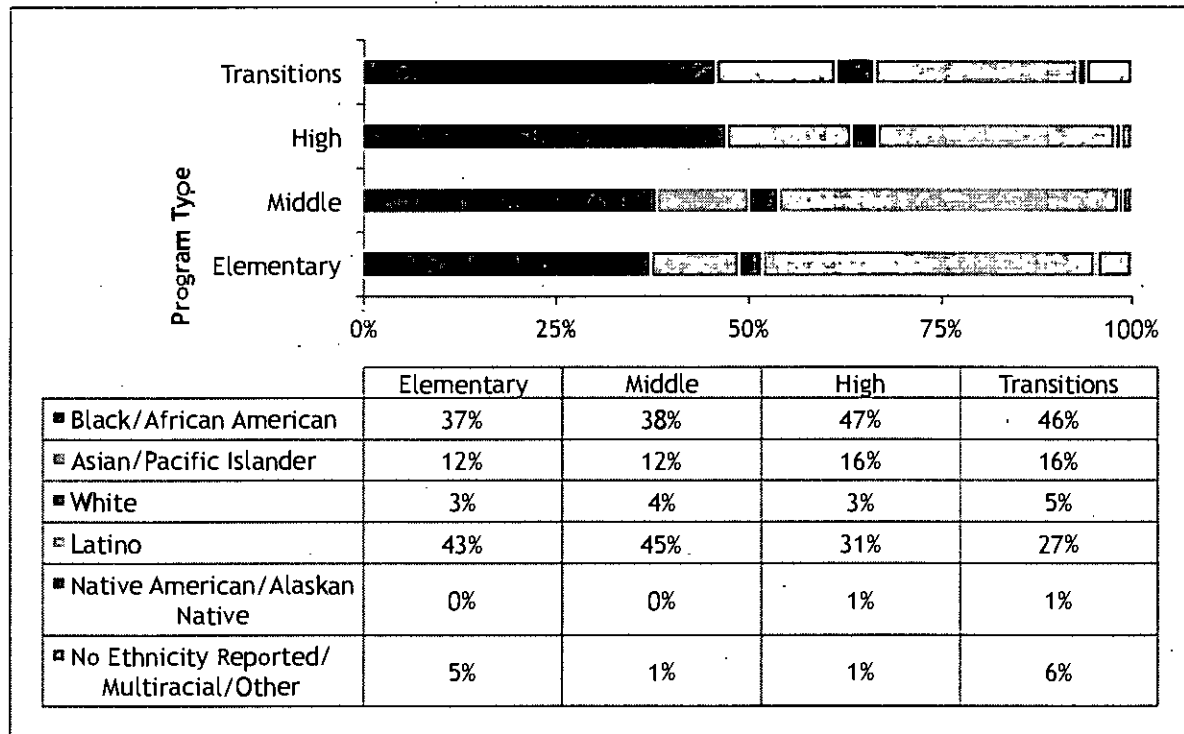
EXECUTIVE SUMMARY

Youth Served

School based out-of-school time programs in Oakland served 20,820 children and youth in the 2010-11 program year, approximately 60% of the student population at their host schools.¹ About 9,000 youth participate in school-based out-of-school time programs in Oakland each day.

Attendance records provided by grantees indicate that school-based after school in elementary schools served 7,835 students, middle school-based programs 4,628, transitions programs 2,304, and high school programs 6,053. Of the children and youth in the 2010-11 program year, 41% are African American, 39% are Latino/a, 13% are Asian/Pacific Islander, and 3% are White.² The racial/ethnic heritage of youth served by program type is in Figure 1.³

Figure 1: Participants' Race / Ethnicity



Source: CitySpan attendance records for youth who attended after school between July 2010 and June 2011.

¹ Based on 2010-11 enrollment figures for schools that host a school-based after school program.

² Race/ethnicity is available for 19,353 participants, approximately 93% of youth served.

³ Students' socioeconomic status is not available for 2010-11.

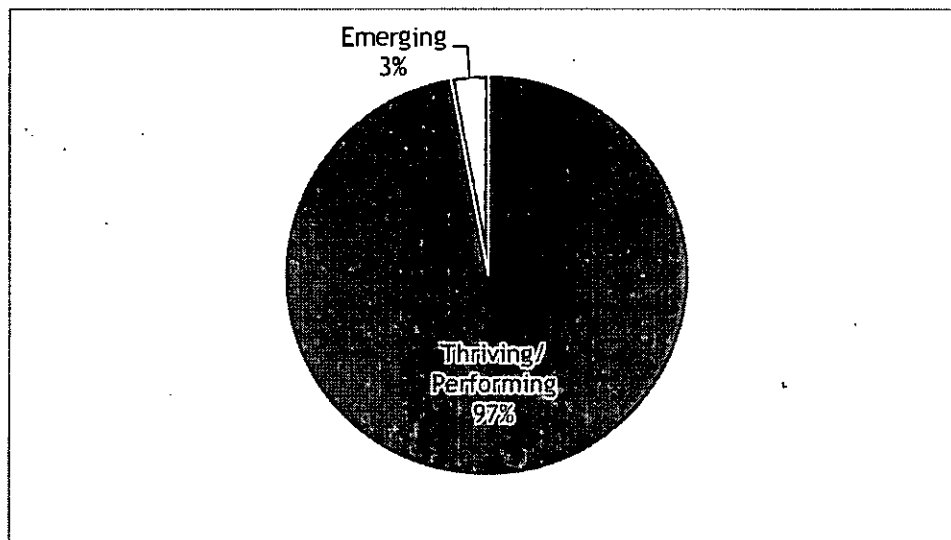
EXECUTIVE SUMMARY

Program Performance & Point of Service Quality

Nearly all out-of-school time programs met contracted units of service and attendance goals. Seven programs (2 in elementary, 3 in middle, and 2 transitions) did not meet their annual units of service targets (as defined by OFCY). Similarly, twelve sites did not meet annual attendance goals set by the California Department of Education for publicly funded after-school programs (2 elementary, 3 middle, and 7 high school programs).

Site visits indicate that out-of-school time programs are providing high quality service to youth. Three sites (3%) are currently in the Emerging program quality category, indicating they are not yet meeting point of service quality expectations. The remainder of programs were in the Thriving/Performing point of service category.

Figure 2: Point of Service Quality Status



Source: Youth Program Quality Assessment scores for 90 out-of-school time programs based on visits conducted by Public Profit and the Oakland After School Programs Office.

Year-to-year quality assessments indicate that nearly all programs consistently meet or exceed research-based quality indicators. Programs in the Not Yet Meeting Expectations category in the 2009-10 program year have all improved to the Performing or Thriving categories in 2010-11.

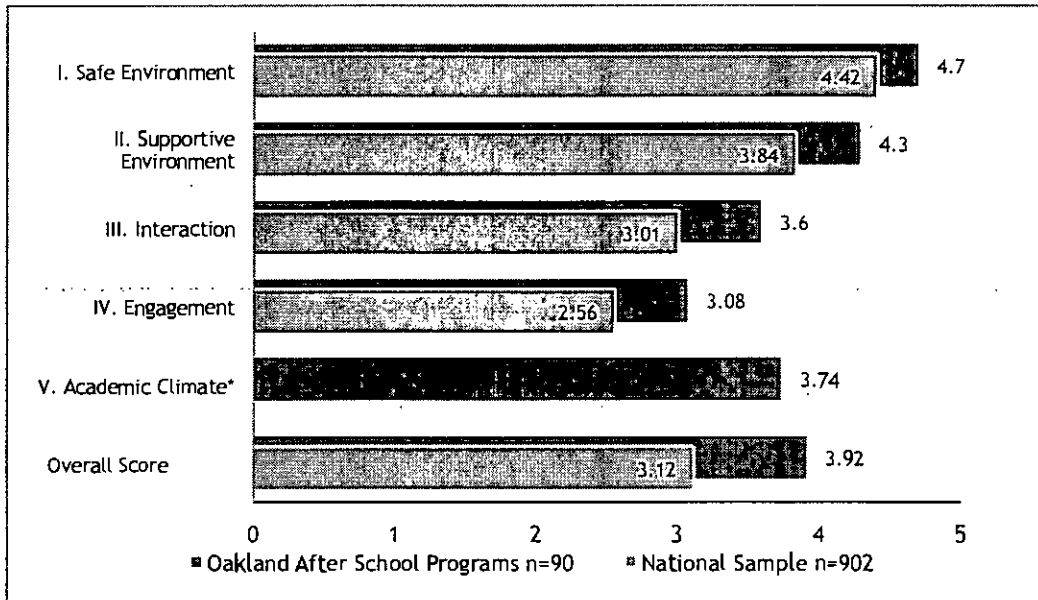
EXECUTIVE SUMMARY

Table 2: Summary of Program Performance and Point of Service Quality

Program Type	Programs that Met Annual Units of Service Goal (OFCY Goal is 80% or higher)	Programs that Met Annual Attendance Goal (OUSD goal is 85% or higher)	Programs Meeting or Exceeding Point of Service Quality Measures
Elementary (n=54)	96%	96%	96%
Middle (n=16)	81%	81%	94%
Transitions (n=6)	67%	Not Applicable	100%
High (n=16)	100% <i>Excel & Life Only</i>	56%	100%
Overall (n=92)	92%	87%	97% N=90

Moreover, out-of-school time programs in Oakland are out-performing similar programs nationally, as described in the following figure.⁴ The difference in point-of-service quality is particularly large in the Interaction and Engagement domains, culminating in an Overall score that is 25% higher than the national sample.

Figure 3: Oakland Afterschool Sites vs. National Sample



Source: Average point-of-service quality scores for Oakland OST programs; national data from the Weikart Center for Youth Program Quality.

*National comparison data not available.

⁴ In 2010-11, the evaluation team and Oakland After School Programs used the Youth Program Quality Assessment, a standard, nationally available site visit protocol. All visitors are certified YPQA assessors, indicating that their site scores can be compared to the national sample.

EXECUTIVE SUMMARY

Participant Outcomes

Out-of-school time programs have direct influences on youth, which in turn contribute to other outcomes. Examples of these direct outcomes include students' safety, exposure to new experiences, improved social skills and peer relations, and stronger connections with school and the work world. In this evaluation, students' self-reports are the basis for addressing these direct outcomes. In 2010-11, the majority of youth surveyed reported positive outcomes on each of these measures.

Safety: Nearly nine in ten (87%) elementary participants agreed that they felt safe while in the after school program. Participants in middle and high school programs reported feeling more safe in after school than at any other point during the day.

New Experiences: Elementary school participants (87%) reported that the after school program allows them to try new things. 70% of middle school participants and 75% of high school participants stated that they do things in the after school program that they usually do not get to do. 88% of youth in transitions programs reported that their out of school time program allows them to do things they usually do not get to do.

Over 94% of principal and teacher respondents reported that the after school program "provides opportunities for students that they wouldn't otherwise have access to."

Social skills: Eight in ten elementary aged youth (84%) and two-thirds of middle and high school aged youth reported that after school "helps me to get along with other people." Nine in ten transitions program participants reported that the program offered them an opportunity to help other people.

College and career: Nearly half of middle school program participants reported that they learned about possible careers in their out-of-school time program. About seven in ten high school program participants said they felt more confident about graduating from high school.

More than two-thirds of principals (70%) and more than half of teachers (54%) agree that the after school program at their school supports career exploration and readiness.

Connections to school: About six in ten after school participants in middle and high school reported that the program helped them to feel more like part of their school. After school program participants were more likely to meet OUSD's 95% school day attendance goal than their peers, and were less likely to be chronically absent⁵. After school program participants came to school 35,343 additional days in 2010-11. These additional school days attended are valued at between \$827,019 and \$989,596⁶.

Among transitions program participants, nine in ten reported that they feel like someone at their school cares about them and that they are more aware of the services and activities available at their school. Youth in these programs demonstrated

⁵ Defined as attending school less than 90% of the time. Compared to students who attended the schools where an OST program took place.

⁶ To calculate the total change in days attended, evaluators summed the days attended in 2009-10 and 2010-11, and multiplied the difference by \$23.40-\$28, an estimate of the range of likely combined ADA revenue.

EXECUTIVE SUMMARY

substantial improvements in their school-day attendance rates, and declines in the rate of chronic absenteeism.

Academic behaviors: Seventy-seven percent (77%) of elementary school participants, 49% of middle school, and 63% of high school participants stated that they learned good study habits through the school-based after school program (like taking tests, reading directions, organizing notes).

94% of parents noted that their child has the opportunity to work on their homework at the program. Among teachers and principals, homework assistance was most frequently chosen as one of the program's three greatest strengths, chosen by 60% of teachers and 64% of principals.

Available evidence suggests that Oakland out-of-school time program participants benefit in some - but not all - dimensions of academic performance:

- English Learners who participated in out-of-school time programs were slightly more likely to be re-designated as fluent in English (14%) than English Learners at the same schools (13%). More frequent participation in out-of-school time programs is associated with a greater likelihood of re-designation.
- There is a statistically significant relationship between OST participation and scoring Proficient or Advanced on the California Standards Test in English Language Arts or Math. Holding demographic and prior academic performance constant, youth who attend OST for 100 days are about 20% more likely to score at Proficient or Advanced than students who attended OST for just a few days.
- Students in out-of-school time programs - particularly 10th graders - were less likely to pass the CAHSEE than their peers. This likely reflects the programs' intentional efforts to recruit struggling students into academic support activities.
- Youth who attended out-of-school time programs earned more course credits than students in the same schools.
- Reported high school graduation rates are similar between participants who attended 50+ hours of academic support activities and those who did not.

EXECUTIVE SUMMARY

The table on page 86 summarizes programs' progress toward OFCY Strategic Plan goals and OUSD After School Master Plan goals. These documents set out specific sets of performance goals for school-based after school programs, such as providing engaging and challenging activities for youth, engaging parents, and supporting participants' academic development. The results are summarized below.

School Engagement

- About two-thirds of youth in OST programs had a school-day attendance rate of 95% or higher, the OUSD goal.
- Half of after school participants (54%) and nearly nine in ten transitions participants (86%) reported that their program helped them to feel more connected to school.

Academic Improvement

- About seven in ten (68%) of participants report that their program helped them to learn study skills.
- Eight-five percent of parents report that their child's attitude toward school has improved since participating in OST.
- About half of participants who attended OST for 100+ days improved or sustained their CST performance (55% in ELA and 47% in math).

College and Career

- About half of participants in elementary middle school reported that they learned about college and careers in OST.
- Nine in ten surveyed high school teachers (87%) agreed that OST supported improved graduation rates.

New Skills

- Eighty-four percent of surveyed youth agreed that, "I've gotten better at something I care about" in OST.
- Nearly all (94%) of surveyed teachers and principals agree that OST "provides opportunities that students would otherwise not have access to."

Safety

- Nearly nine in ten (88%) of participants report feeling safe in OST. About one in three reports physical or verbal bullying in OST.
- Teachers rank safety as the second greatest strength of OST programs.

Social and Emotional Skills

- Seven in ten youth (70%) agree that their OST helps them to get along better with other kids and adults.
- Nearly half (43%) of middle school youth state that the program "helped me understand and express my feelings."

Parent Engagement

- Seventy-seven percent of parents agree that in this after school program, "there is an opportunity for parent participation."
- Six in ten (61%) of surveyed parents respond that because of this after school program, they can work or go to school.

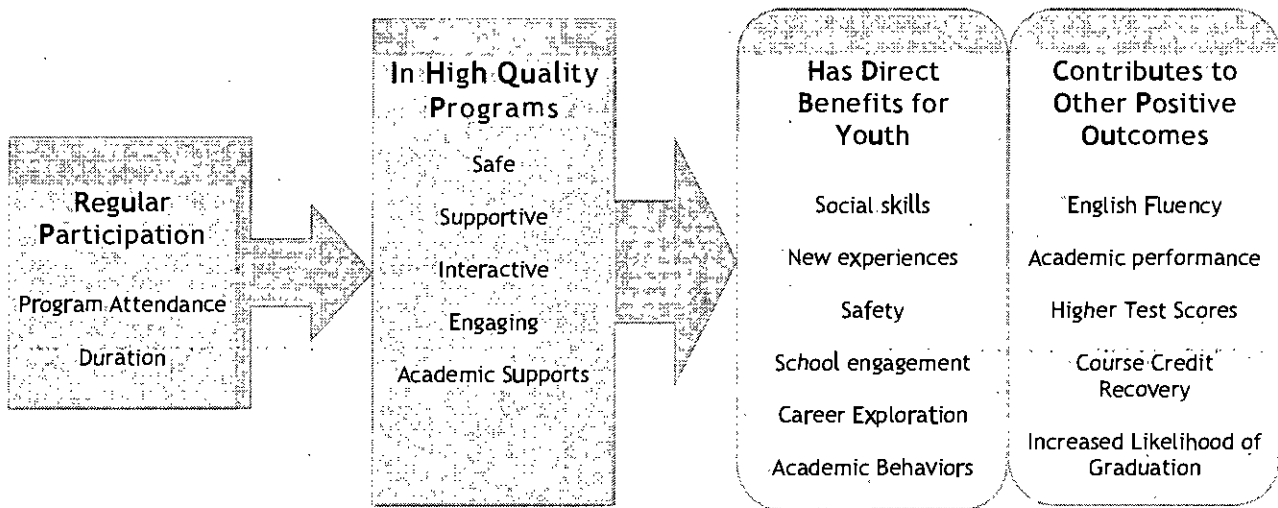
Out-of-School Time Programs Can Promote Youth Success

Out-of-school time programs can serve as a “launching pad” for student success, providing additional time for young people to learn and practice important skills and to gain new experiences. Existing research in the field suggests that young people who come to high quality out-of-school time programs often are most likely to demonstrate positive outcomes in a variety of dimensions, including socio-emotional skills, engagement with school, and improved academic skills and performance.⁷

For young people to benefit from out-of-school time programs, they need to *regularly attend* a high quality program. Youth who do this are more likely to demonstrate improved social skills, become more aware of the world around them, be safer, and be more engaged in school. These positive changes then support other positive outcomes for youth, such as increased pro-social behavior (i.e., fewer school suspensions, reduced conflicts with others) and enhanced school performance.⁸

Figure 4 provides a visual model of the ways in which out-of-school time programs contribute to positive outcomes for young people.

Figure 4: Theory of Action for Oakland Out-of-School Time Programs



⁷ Deborah Lowe Vandell, et al., *Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs*, (Irvine, CA: University of California, Irvine, 2007); Harvard Family Research Project, “After School Programs in the 21st Century: Their Potential and What it Takes to Achieve It,” *Issues and Opportunities in Out-of-School Time Evaluation*, Number 10, February 2008.

⁸ Robert Granger, “After-School Programs and Academics: Implications for Policy, Practice, and Research,” *Social Policy Report: Giving Child and Youth Knowledge Away*, Vol. XXII, Number 2, 2008.

What's Inside: Data Sources and Report Themes

The Oakland Out-of-School Time evaluation combines multiple data sources to explore the extent to which sites are meeting program performance goals, providing high quality services for children and youth, and demonstrating benefits for participants and their families.

The table below summarizes the key data sources by report section.

Table 3: Data Sources by Report Section

Report Section	Data Sources
Program Performance	<p>Program enrollment and attendance data from CitySpan</p> <p>Program targets based on OFCY and OUSD-defined service goals</p>
Point of Service Quality	<p>Site visits using Youth Program Quality Assessment. Quality domains include Safe, Supportive, Engagement, Interaction and Academic Support.</p> <p>Selected youth, parent, principal and teacher survey results regarding program quality.</p>
Direct Youth Outcomes	<p>Youth self reports collected via survey. Supplemented with selected parent/caregiver survey responses.</p> <p>Participants' school day attendance is used as a measure of their engagement with school, along with survey results.</p>
Contributory Youth Outcomes	<p>Participants' academic outcomes, including re-designation rates for English Learner redesignation rates, core course grades (Ms, HS), CST and CAHSEE test performance.</p>

SCOPE OF SERVICE

Youth Served in 2010-11

After school programs supported by the Oakland Unified School District (OUSD) After School Programs Office and the Oakland Fund for Children and Youth operated in 92 schools throughout Oakland, including 54 elementary schools, 16 middle schools, 16 high schools, and 6 transition support programs based in middle and high schools. (See Table 1 for a complete list.)

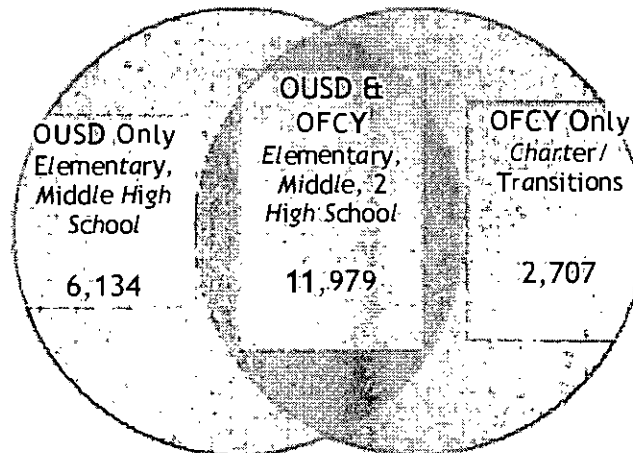
All of the after school programs in OUSD campuses receive funding from the Oakland Unified School District (OUSD) through the After School Education and Safety (ASES), 21st Community Learning Center (21st CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education.

The Oakland Fund for Children and Youth (OFCY) provides funding for comprehensive after school programming at 67 campuses, including 2 charter schools not under OUSD's purview. OFCY also funds six school-based transitions programs, which collaborate with middle and high schools in Oakland.

School based out-of-school time programs in Oakland served 20,820 children and youth in the 2010-11 program year, roughly equivalent to the number of youth served in 2009-10 (20,329 youth). In 2010-11, out-of-school time programs included in this study served approximately 60% of the student population at their host schools.⁹ About 9,000 youth participate in a school-based out-of-school time program in Oakland each day.

Figure 5 demonstrates the relationship between OFCY-funded and OUSD-funded programs, documenting the number of youth served by each organization. The table that follows lists the same data by strategy.

Figure 5: Youth Served in 2010-11 by Program Funder



⁹ Based on 2010-11 enrollment figures for schools that host a school-based after school program.

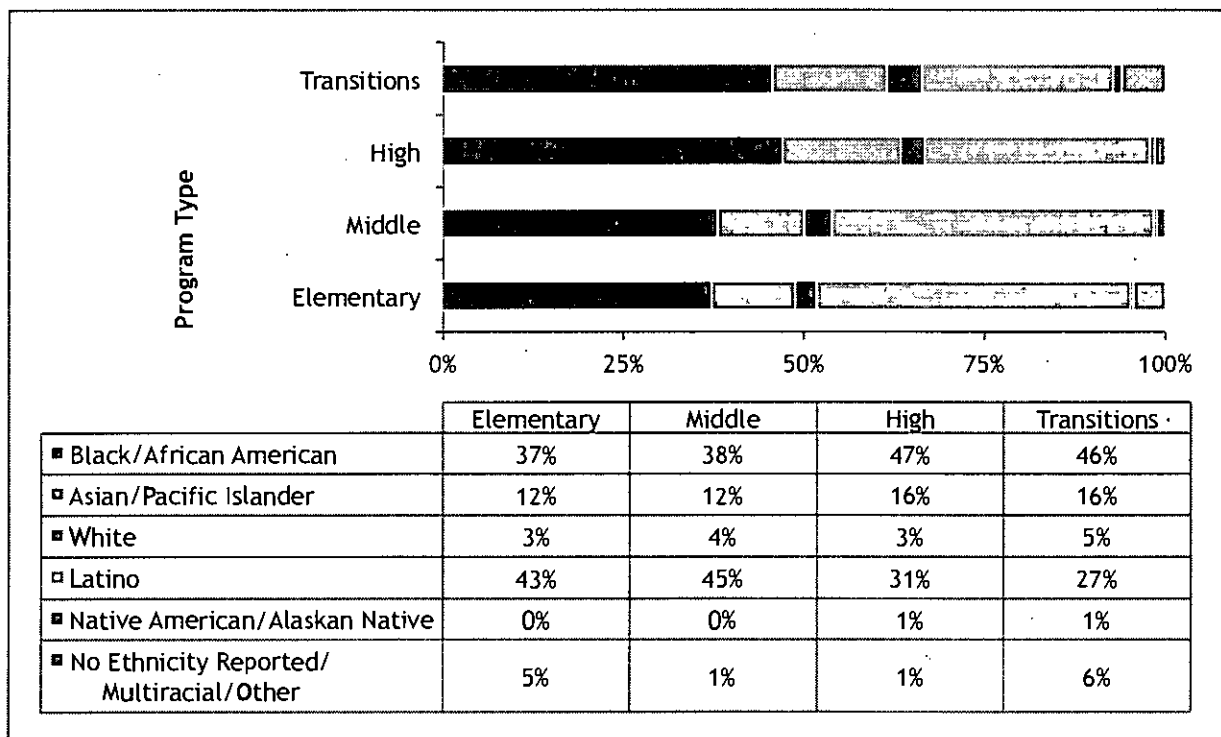
SCOPE OF SERVICE

Table 4: Youth Served by Strategy and Funder

Program Type	Overall	OFCY Only	Outsp Only
Elementary	7,834	403 (Charter-based programs)	721
Middle	4,628	NA	29
Transitions	2,304	2,304	NA
High	6,053	NA	5,384
Total	20,819	2,707	6,134

Attendance records provided by grantees indicate that school-based OST programs in elementary schools served 7,835 students, middle school-based programs 4,628, transitions programs 2,304, and high school programs 6,053. Of the children and youth served in the 2010-11 program year, 41% are African American, 39% are Latino/a, 13% are Asian/Pacific Islander, 3% are White and 1% are Native American.¹⁰ The racial/ethnic heritage of youth served by program type is in Figure 6. Gender breakouts by race are included in Table 5.

Figure 6: Participants' Race / Ethnicity



Source: CitySpan attendance records for youth who attended after school between July 2010 and June 2011.

¹⁰ Race/ethnicity is available for 19,985 participants, approximately 96% of youth served.

SCOPE OF SERVICE

Among out-of-school time programs¹¹, boys and girls are evenly represented: 51% of attendees are girls and 49% are boys. Within program type, the gender ratio is evenly represented across different programs, noting slightly more boys in middle school programs than girls (54% boys vs. 46% girls). The gender ratio is generally consistent within ethnic groups (Table 6).

Table 5: Participants' Gender Distribution Within Program Type

Program Type	Male	Female
Overall	51%	49%
Elementary	51%	49%
Middle	54%	46%
High	49%	51%
Transitions	50%	50%

Source: CitySpan attendance records for youth who attended after school between July 2010 and June 2011.

Table 6: Participants' Gender Distribution Within Race/Ethnicity

Youth Ethnicity	Male	Female	Overall ¹²
Overall	51%	49%	100%
African American	21%	21%	41%
Latino/a	20%	19%	38%
Asian/Pacific Islander	7%	7%	13%
White	2%	2%	4%
Native American	0%	0%	1%
Multi-Racial/Other/Not Reported	1%	1%	3%

Source: CitySpan attendance records for youth who attended after school between July 2010 and June 2011.

Twenty-nine percent (29%) of program participants are English Learners and 8% have an identified learning disability of some kind (identified special education student). Student-level data for socio-economic status is not available in 2010-11.

¹¹ For the 19,646 school-based after school participants for whom race/ethnicity and gender data is available.

¹² Because of rounding, overall percentages may not equal sum of male and female.

SCOPE OF SERVICE

Among all school-based after school programs,¹³ African American youth are overrepresented compared to their non-participant counterparts at the same schools; by the same token, Asian/Pacific Islander and White students are underrepresented. These differences persist across program types.

Similarly, English learners are underrepresented in after school programs; this difference in participation appears to be driven primarily by participation patterns in elementary-based programs. Students in special education are somewhat underrepresented among program participants and this pattern is consistent across program types. Girls are overrepresented among after school participants, particularly in high school. See Table 7 for more detail.

Table 7: Demographic Characteristics by After School Participant Status

Demographic Characteristic	Overall		Elementary		Middle		High	
	Participants	Non-Participants	Participants	Non-Participants	Participants	Non-Participants	Participants	Non-Participants
African American	41%	28%	39%	27%	39%	19%	46%	30%
Latino/a	37%	36%	39%	39%	43%	35%	30%	27%
Asian/Pacific Islander	14%	22%	12%	20%	13%	23%	18%	31%
White	4%	10%	5%	9%	4%	6%	4%	10%
Native American	1%	1%	1%	1%	0.4%	1%	1%	1%
Multi-Racial/Other/Not Reported	2%	3%	4%	3%	1%	2%	1%	1%
English Learners	32%	36%	38%	44%	27%	28%	17%	19%
Students in Special Education	7%	10%	6%	10%	9%	11%	9%	6%
Female	49%	46%	49%	46%	46%	50%	51%	39%

Source: OUSD Demographic Data/CitySpan OST Program Participant Data

¹³ Transitions programs are excluded from this analysis because programs in this strategy target at-risk youth only, rather than serving school communities more generally.

SCOPE OF SERVICE

Funding

Oakland's after school programs are supported through approximately \$17.4 million annually in public funds, including \$12.1 million in state and federal after school funds administered by the Oakland Unified School District, \$4.78 million in OFCY grants that directly co-fund comprehensive out-of-school time school programming at OUSD programs. An additional \$456,204 in OFCY supports comprehensive transition programs and charter schools programs. These grant funds are further leveraged by \$1.88 million in grants and in-kind contributions obtained through the community based organizations (CBOs) that manage nearly all after school programs in this study.

OFCY's grant making strategy is to intentionally match OUSD's after school funding at the elementary and middle school level. This partnership allows these programs to meet their mandated match requirements and to provide a broader array of services to youth. In addition, two high school programs leverage OFCY funding from other strategies to directly support school-based after school, as noted in the figure.

The figure and table below show per student funding from all sources reported to Public Profit. To account for the mix of funding strategies included in this report, calculations are shown for the following:

1. Elementary based after school programs that receive only ASES/21st C via OUSD.
2. Elementary based after school programs that receive funding from OUSD and OFCY.
3. Charter based after school programs that receiving funding from OFCY, and manage their own ASES grants.
4. Transitions programs, which receive funding only from OFCY.
5. Middle school based after school programs that receive funding from OUSD and OFCY. (The one middle school that does not receive OFCY funding is excluded from the analysis.)
6. High school based after school programs that receive funding only through OUSD.
7. High school based after school programs that receive funding from OUSD and OFCY.

Based on available information, jointly funded school-based elementary programs have the highest per student investment, followed by charter-based programs (which also receive OFCY and ASES funds). Transitions and high school programs have the lowest per student funding rate.

The gap in per-student funding between elementary and middle school programs could be related to middle school programs serving far more youth than expected. Middle schools served 232% of their target number of youth, while elementary schools served 148% of their target number (See Figure 11). The majority of high school programs received only OUSD funding, explaining their lower per youth investment. Similarly, transitions programs are funded solely by OFCY - and involve youth for fewer days on average - explaining these programs' lower per student investment.

SCOPE OF SERVICE

Figure 8: Annual OST Program Investment, Per Youth

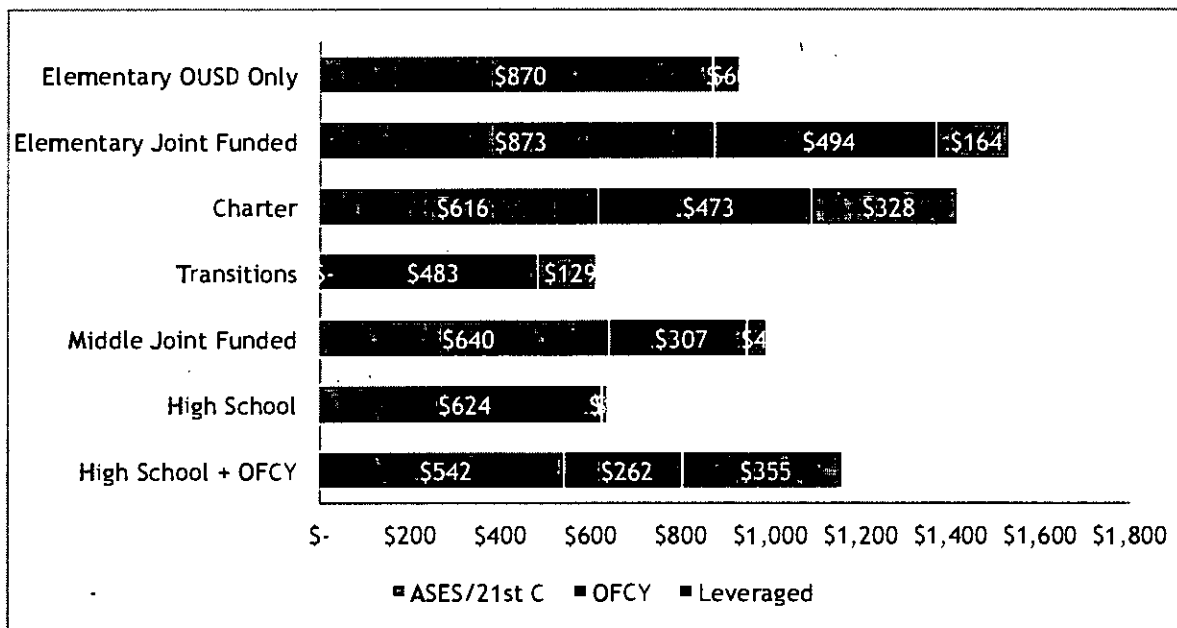


Table 8: 2010-11 OST Program Investments by Program Type

Program Type	ASES + 21st C / ASSETS	OFCY Funds	Leveraged ¹⁴	Total	Avg / Student
Elementary OUSD Only	\$562,050		\$71,280	\$744,330	\$1,052
Elementary Joint Funded	\$5,622,238	\$3,154,948	\$1,020,803	\$9,797,990	\$1,531
Charter	\$228,300	\$177,050	\$122,550	\$527,900	\$1,417
Transitions		\$456,204	\$159,259	\$615,463	\$611
Middle Joint Funded	\$2,683,623	\$1,270,000	\$142,809	\$4,096,432	\$991
High School	\$2,647,300		\$97,842	\$2,908,141	\$659
High School + OFCY	\$362,350	\$175,000	\$237,500	\$774,850	\$1,158
Total*	\$12,166,611	\$5,233,202	\$1,882,043	\$19,555,855	\$1,230

*Includes funds for OUSD-only funded middle school.

¹⁴ Based on sites' self-reported leveraged funding. Estimate only.

SCOPE OF SERVICE

Staffing

School-based after school programs

School-based after school programs share a basic staffing pattern across all sites, though specific staff duties may vary somewhat from site to site. Shared features include a Site Coordinator and Academic Liaison position, along with youth development workers and certificated teachers. Many after school programs also work with additional service providers for specific services, and some may rely on regular volunteer assistance, as well.

The Site Coordinator is responsible for the day-to-day operations of the program, for supervising staff, for recruiting and retaining youth, and for establishing and maintaining relationships with school administrators and faculty. Academic Liaisons are a member of the host school's faculty who promote integration with the school day through aligning after school activities with state curricular standards, providing professional development for staff, and facilitating ongoing communication with school day staff.

Youth development workers (i.e., line staff) provide the bulk of direct service to youth in after school, and are responsible for leading activities and assuring that youth are safe and supervised during program hours. Line staff positions are generally part-time, part-year, hourly jobs that are often filled by college-age students.

At some sites, certificated teachers provide targeted academic assistance and academic enrichment activities for after school participants through extended contracts. Of teachers who responded to the teacher survey, about 25% of them also serve as program staff at OUSD-based after school programs.¹⁵

Transitions programs

Transitions programs are more varied in their design, and therefore in their staffing patterns. All programs are staffed by a project coordinator, responsible for overseeing the project at different school sites, assisting with curriculum design and implementation, and monitoring the effectiveness of the project. Transitions programs are staffed by an on-site staff person who works closely with school-day staff and the after school program to identify youth participants, lead on site activities, and support other project staff. A few transitions programs have mental health counselors on staff, while others make referrals to counselors as needed.

Peer mentorship plays a substantial role for many of the transitions programs. For example, the Bret Harte Bridges program is primarily based on a peer mentorship model, matching 7th and 8th grade students with incoming 6th graders, and freshmen and sophomores with 8th graders. Students from DC Berkeley serve as tutors with LIBRE, and as case managers with Safe Passages.

¹⁵ Based on a survey of 803 school-day teachers at OUSD schools with an active OST program.

SCOPE OF SERVICE

Program Operations and Oversight

The majority of Oakland after school programs are managed by local community based organizations known as lead agencies, which provide services ranging from content-specific activities for youth, such as tutoring or sports activities, to overseeing large groups of after school programs at multiple sites.

This management model offers several benefits, including lower staffing and overhead costs and demonstrated experience in developing and implementing after school programs. Moreover, lead agencies bring substantial managerial, professional development, and administrative resources to the table. Working in close partnership with school leadership, lead agencies bear primary responsibility for every aspect of the after school program, including staffing, budgeting, program design, managing extensive compliance and reporting requirements, and managing daily operations of the program.

In addition, some lead agencies subsequently sub-contract with content-area specialists to provide targeted services for youth, including visual and performing arts, sports and recreation, and tutoring, although this practice is in decline.

Programs co-funded by the Oakland Unified School District are supported by the OUSD After School Programs Office (ASP Office), which is a part of the Complementary Learning division of OUSD. The primary activities of the OUSD ASP Office are to assure that the fiscal and contracting requirements of funders and the District are met, to provide professional development opportunities for staff, and to work with individual sites to promote quality.

The OFCY grants coordination unit provides program oversight, monitoring and support to ensure compliance with all OFCY and City of Oakland requirements.

Promising Practice-- Extended Day

Some schools follow an extended day model, in which "school" is extended to 4pm or 5pm with the after school program in charge during the extra hours. Extended day models give staff significant freedom in designing programs and responsibility in overseeing everything that happens after school.

Madison Middle School's extended day effectively balances afterschool tutoring, district sports, student counsel, and regular enrichment activities. One of the highlights observed was the amount of programming supporting youth with their everyday needs. In one course youth are engaged in learning the ins and outs of barbering and hair dressing, and they can come in and get their hair done for free. This small but important service for youth is widely felt. Similarly, youth can purchase affordable clothing for their winter ball in the student shop. Madison also has a volunteer program for faculty to lead academic initiatives. Despite the tremendous requirements of after school staff, Madison shows that the extended day model can run efficiently. Even though attendance is mandatory in the extended day model, youth are engaged, active and excited to start their projects.

Testifying to the value of extended day, the principal of Life Academy wrote, "Life Academy has integrated the regular day with the extended day program so that it is virtually seamless. This partnership has allowed us to create tremendous opportunities for our students and think creatively about budgeting, program, student experiences, etc."

Program Activities

Publicly-funded after school programs in Oakland are school-based programs that provide a mix of academic, recreational/physical, and enrichment activities¹⁶ that are open to all students at the host school at low or no cost. In some cases, schools may determine specific criteria for priority student enrollment, such as low academic performance or social needs. Within these broad categories, program staff and community partners develop activities to suit the unique interests and needs of the student population. This model is associated with positive outcomes for youth in both socio-emotional and academic dimensions, as described in the Theory of Action. Table 9 provides examples of out-of-school time activities.

In general, elementary school programs have a set schedule that includes homework assistance, recreational activities, and enrichment activities. Middle school programs include a greater element of choice for youth; participants may self-select into a number of activities offered but are expected to remain with the program until closing (usually 6pm).

High school after school programs offer youth the most choice, in which participants blend activities in after school with other commitments, such as work, internships, sports teams, and family responsibilities. Further, high school after school programs have a more targeted academic focus, offering test preparation and courses-for-credit (i.e., credit recovery) to participants.

School-based transitions programs provide academic, social, and mental health supports for young people as they enter middle school and transition to high school. Activities vary by program site, but include tutoring or academic remediation, leadership and social skills development opportunities, and peer mentorship. The mix of services is intended to help youth build strong academic and social supports in the critical middle school years.

Table 9: Example of Out-of-School Activities

CATEGORY	EXAMPLES OF ACTIVITIES
Academic Support	Homework help Tutoring Intervention for students below grade level Project-based learning CAHSEE test prep Credit recovery
Enrichment	Arts and cultural activities Youth leadership and service learning Health and nutrition education Career Exploration
Recreation/Physical Activity	Cooperative games Dance Martial arts Intramural sports Sports leagues
Leadership Development	Peer mentoring Peer tutoring Youth-led community service
Family Involvement and Support	Parent education workshops Family literacy events Parent volunteer & leadership opportunities Links to basic needs supports and counseling

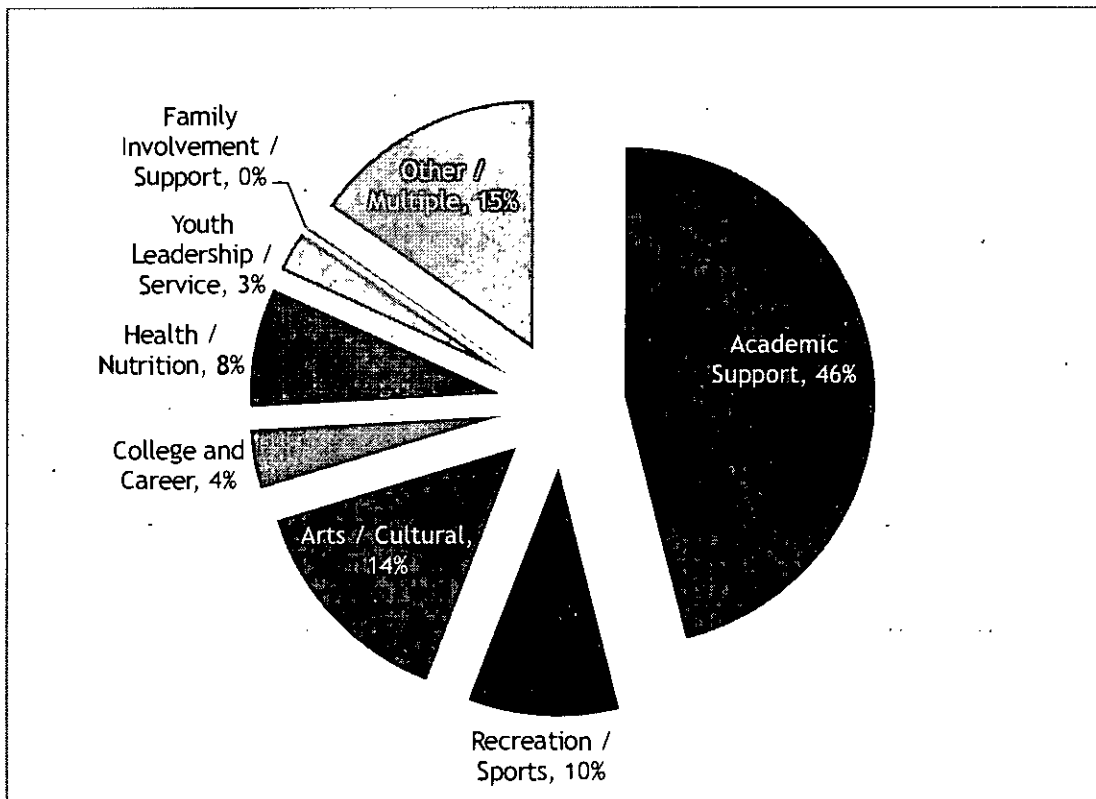
¹⁶ "Enrichment" is used to describe activities that stop short of more academically-focused pursuits (homework help, tutoring) but are more intentional about skill building than strictly recreational activities. Clubs are a common kind of enrichment in after school.

SCOPE OF SERVICE

Out-of-school time programs encompass a broad array of activities that fall into eight general categories: Academic Support (tutoring, homework help, exploratory field trips), Recreation/Sports (physical recreation, sports, fitness), Arts/Cultural (cultural appreciation, music, dance), College and Career (job training, entrepreneurial education, technology and media programs), Health/Nutrition (drug/violence prevention, gardening, counseling), Youth Leadership/Service (community service, leadership development, peer mentorship), Family Involvement/Support (family literacy, parent consultation, family workshops), and Other/Multiple (gender specific programs, mentoring, outreach to 5th and 8th graders).

Available attendance information shows that program participants shared their time primarily between academic support activities (46% of hours attended), Recreational/Sports activities (10%) and arts activities (14%) as shown in Figure 9.¹⁷ The percent of participant hours dedicated to academic support has doubled since last year.

Figure 9: Proportion of Hours Spent in Out-of-School by Activity Type



Source: CitySpan units of service by activity type n=20,311 activity participation records for 19,005 participants.

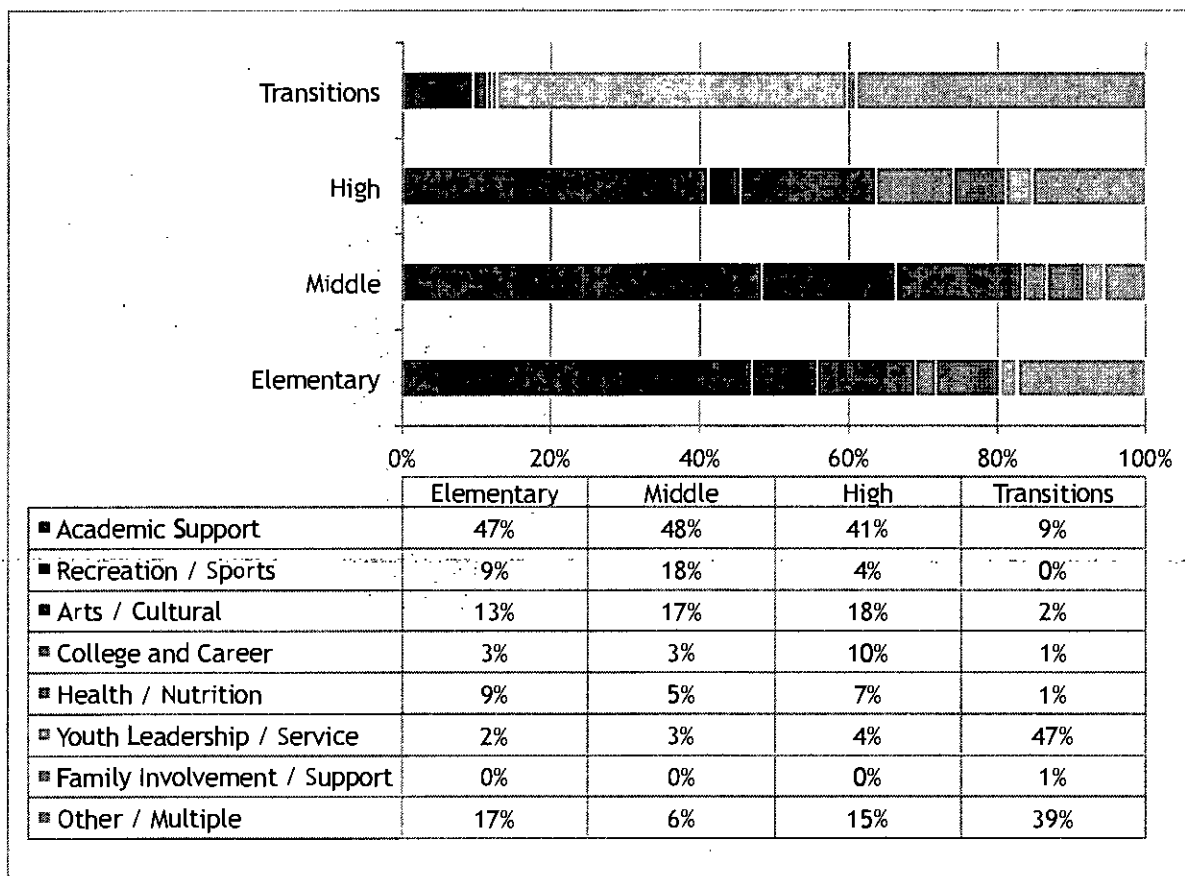
¹⁷ Percentages are based on total attendances in each activity category in the 2010-11 school year. Family Involvement/Support represented a small fraction of activities- less than 1%.

SCOPE OF SERVICE

Activities varied somewhat by site type. Academics, recreational and artistic activities were the most popular activities across all program types except Transitions, in which youth spent 47% of their time on average in Youth Leadership/Service and 39% on Other/Multiple activities, such as peer outreach activities. Youth in high school based programs spent 10% of their time on average on college and career readiness, substantially more than other site types.

Among elementary, middle and high schools based participants, 41-48% of their hours on average were classified as academic support, while only 9% of Transitions program participant hours were dedicated to academic support. Middle school participants spent more time on recreational/sports activities (18%) than other site types. Figure 10 details the distribution of hours spent on various activities by program type.

Figure 10: Proportion of Hours Spent in Out-of-School by Activity Type and Program Type



Source: CitySpan units of service by activity type n=20,311 activity participation records for 19,005 participants.

Empowering Parents in Literacy and Parenting Skills Skyline High School

Research shows that engaging families with student learning can foster positive social skills for students and parents, improve student academic behaviors and improve both parents and students' connection to the school community. At Skyline High School, the after-school program is part of a larger school effort to promote family engagement at the school, offering a variety of resources to facilitate parent participation.

This year, in partnership with Project Reconnect and Youth Change Alternatives (YOCAL), the after-school program provided a 9-week course for parents, focused on subjects like conflict mediation, domestic violence in the home, parent advocacy in school, gang violence issues, and drug and alcohol prevention. Classes were held from 6 to 9 pm at a local community church in East Oakland and conducted in Spanish to cater to the parent audience. This year, Skyline was able to hold three different 9-week courses, serving a total of 100 parents and 20 students.

Within the 9-week course, parents also improved their literacy skills by reading aloud in class, reviewing curriculum with their students at home, and participating in an end-of-course group project to present on the nine different chapters covered in the class. As Tony Douangviseth, Collaborative Director at Skyline High's One Land One People program noted, "Not all of our parents know how to read and write even in their native language, so we focused on that this year. Next year we'll move into more adult education and building English language skills."

In addition to the 9-week course for parents, Skyline High School currently has a parent liaison, who works with parents, particularly Spanish speaking parents, and also facilitates the connection between parents, community, after school, and the school day. The liaison attends the Parent Teacher Student Association meetings and COST team meetings, and is president of ELAC. She also actively recruited parents into the 9-week course by informing parents about the classes during school registration and calling to follow up with interested parents.

Finally, Skyline operates as a full service community school, with a Family Resource Center available for students and their parents. Next year, Skyline plans to have greater collaboration and staff that speak Spanish, English, Chinese, Vietnamese, and Mandarin to welcome parents who are having difficulties connecting with the school day.

PROGRAM PERFORMANCE

Program performance is described through four inter-related performance indicators: enrollment, units of service, attendance, and retention. Taken together, they allow readers to assess programs' ability to recruit and retain sufficient numbers of children and youth.

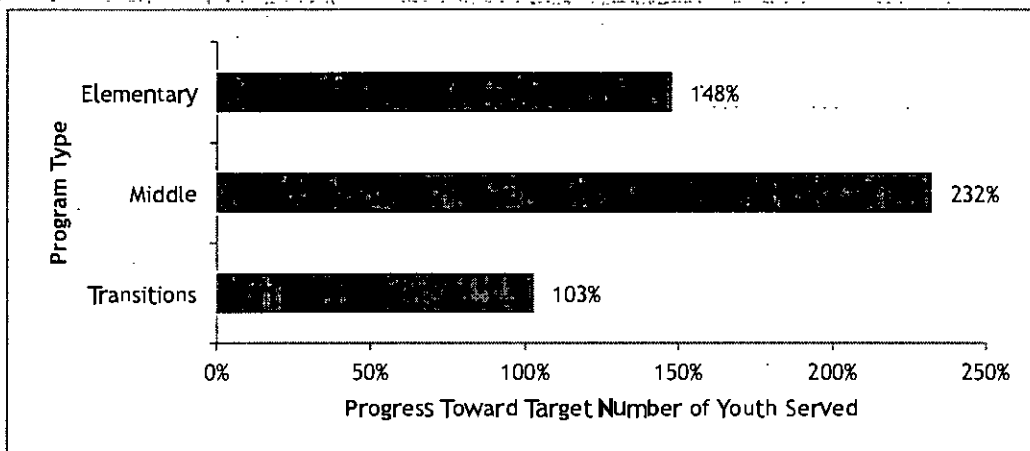
- Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.
- Units of Service is the number of service hours, a key measure of program capacity.
- Attendance is the number of unique visits, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.
- Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are not included in the calculation.

Out-of-school time programs supported by OFCY set goals for the number of young people they plan to serve each year, as one measure of the programs' reach in the community. OST programs in Oakland are exceeding their targets in reaching the targeted number of youth as a whole, and 99% of programs have met or exceeded their target number of youth served.

Available evidence suggests that programs are exceeding their annual youth-served attendance targets for a variety of reasons. In most cases, programs are simply serving a larger number of youth than anticipated, demonstrating a strong desire for out-of-school time programming for youth in Oakland. The implications of serving more youth than the programs are funded for are unknown at this time, however.

High school programs are excluded from this analysis since so few have targets for youth served set by OFCY. Site-by-site results are available in Table 10 on page 29.

Figure 11: Program Integrity - Progress Toward Targeted Number of Youth Served



Source: CitySpan attendance records for 72 after school programs that receive OFCY funds.

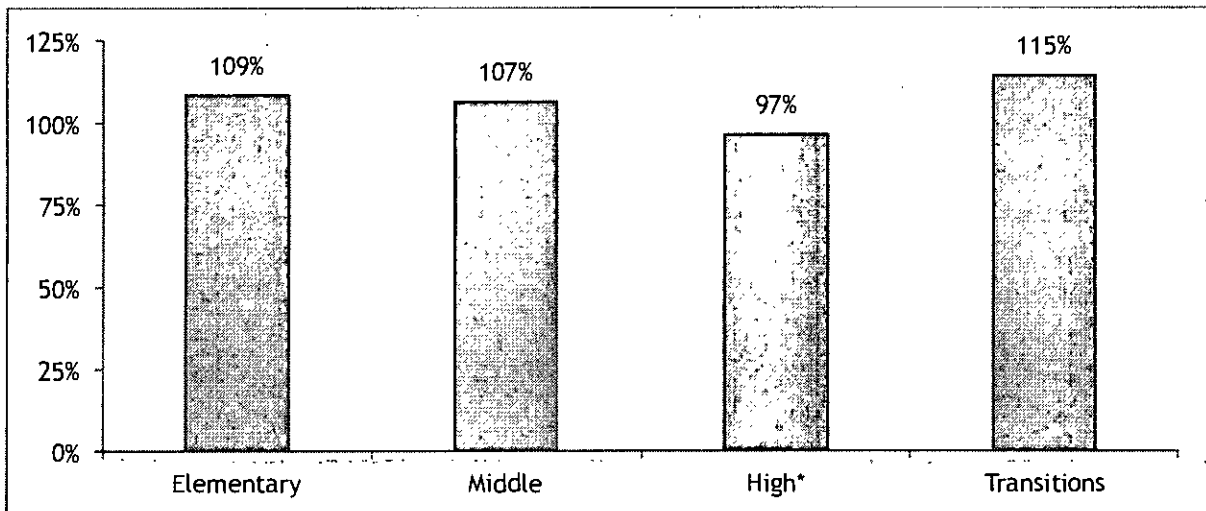
PROGRAM PERFORMANCE

Out-of-school time programs in Oakland are expected to meet specific attendance targets based on their grant funding amounts. OUSD school-based after school programs must meet an 85% attendance target established by the California Department of Education. Charter and transitions program targets are based on their OFCY Scope of Work.

In the 2010-11 program year, 78 of 92 (85%) school based out-of-school programs met their annual attendance target. With the exception of high schools, programs exceeded their attendance goals, including 109% for elementary school-based programs, 107% for programs in middle schools, 97% for high school-based programs and 115% for transitions programs.

Nearly all out-of-school time programs met contracted units of service and attendance goals. Seven programs (2 in elementary, 3 in middle, and 2 transitions) did not meet their annual units of service targets (as defined by OFCY). Similarly, twelve sites did not meet annual attendance goals set by the California Department of Education for publicly funded after-school programs (2 elementary, 3 middle, and 7 high school programs).

Figure 12: Progress Toward Targeted Attendances/Units of Service



*21st Century Community Learning Centers-funded programs only.

Source: CitySpan attendance records for the 2010-11 program year and programs' grant information, which determines annual attendance goals.

Promising Practice - Career Internship Program

The after-school program at Coliseum College Preparatory Academy (CCPA) provides students with internships that give them hands-on training in their area of interest. The internships enable students to apply their knowledge in real world environments and develop skills to help them perform well at future jobs. The students gain experiences that make them stronger, improving their work ethic and self-confidence. Twice a week, an instructor teaches the CCPA class utilizing a consultation-style model in which peers collaborate to problem solve and enhance their skills. During the sessions, the students also learn about time management, discipline, and effective communication. Students spend the remaining days getting hands-on experience in various internship opportunities paid through stipends.

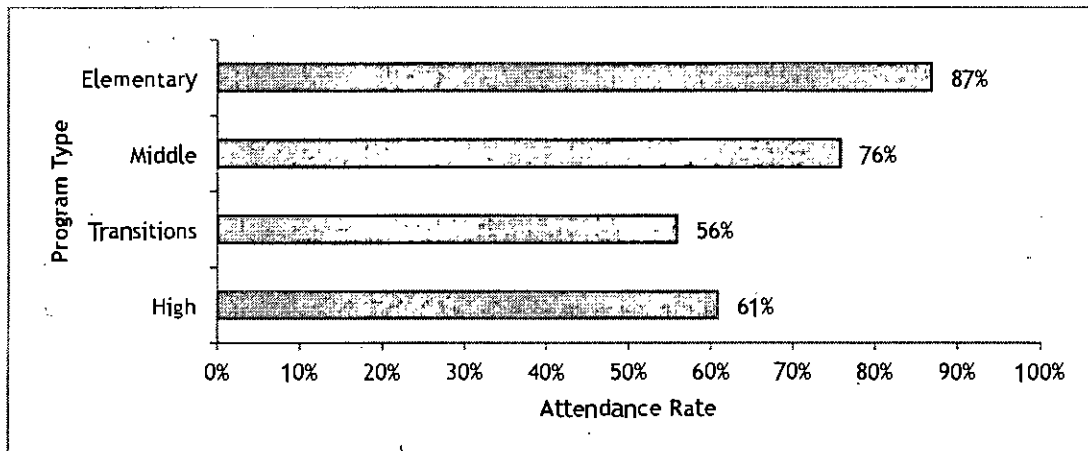
PROGRAM PERFORMANCE

Figure 13 describes the average retention rate by program type, calculated as the number of days attended divided by the number of days enrolled in the out-of-school time program. Younger children tend to attend more often, as youth have more alternative choices and responsibilities in middle and high school.

School-based after school programs have moderate to high overall attendance rates, ranging from 61% in high school to 87% in elementary school. Transitions programs had the lowest overall program attendance rate in 2010-11.

Compared to the prior year, out-of-school time programs in Oakland demonstrated similar retention rates in elementary (87% in both 2009-10 and 2010-11) and middle (76% in '10-11 and 80% in 09-10). High school based programs demonstrated a decline in average program participation rates, falling from 72% in 2009-10 to 61% in 2010-11.

Figure 13: Participant Retention Rate



Source: CitySpan attendance records for 20,820 youth.

Out-of-school time research suggests that youth are most likely to benefit from participating when they attend roughly one hundred days per year. While this is not a hard and fast rule, exploring the extent to which participants attend for roughly 100 days can help to demonstrate whether programs tend to retain youth long enough to have a positive influence.

Drawing on enrollment and attendance data recorded by programs, we find that youth in 94% of elementary-based programs attended for an average of 90+ days. The same is true for 38% of middle school based programs and 19% of high school based programs. None of the transitions programs met this criterion; however, this reflects their less time-intensive program design.

PROGRAM PERFORMANCE

Table 10: Enrollment, Attendance & Retention by Site

		Enrollment			Units of Service			Attendance		Retention	
Program	Grantee	Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled, excluding drop-in)
*Elementary School Programs											
Acorn Woodland*	AspiraNet	220	333	151%	91,181	119,021	131%	24,306	101%	123	93%
Alleisdale	Higher Ground	120	116	97%	55,995	57,082	102%	16,070	107%	139	95%
Ascend	Oakland Leaf	175	260	149%	64,454	89,359	139%	35,533	98%	137	98%
Bella Vista	East Bay Asian Youth Center (EBAYC)	80	101	126%	33,600	45,426	135%	15,142	101%	143	90%
Bridges Academy	Bay Area Community Resources (BACR)	90	103	114%	29,649	46,012	155%	14,225	95%	137	84%
Brookfield	Higher Ground	120	228	190%	51,544	52,293	101%	14,844	99%	65	67%
Bürckhalter	Ujima Foundation	110	128	116%	23,348	60,254	258%	17,046	114%	132	83%
Carl Munck	AspiraNet	130	179	138%	76,436	78,949	103%	23,478	157%	131	96%
Cleveland	Oakland Asian Students Educational Services (OASES)	110	114	104%	40,055	58,747	147%	18,059	120%	161	99%
Community United*	AspiraNet	216	313	145%	102,158	117,719	115%	17,440	116%	108	82%

PROGRAM PERFORMANCE

Program	Grantee	Enrollment			Units of Service			Attendance		Retention	
		Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward GDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled, excluding drop-in)
East Oakland Pride	AspiraNet	122	152	125%	41,842	52,387	125%	18,492	123%	120	81%
Emerson	BACR	90	104	116%	59,327	30,651	52%	14,719	98%	142	83%
Encompass Academy*	AspiraNet	220	333	151%	91,181	119,021	131%	16,315	109%	124	92%
Esperanza Academy*	BACR	180	240	133%	97,747	90,797	93%	12,878	81%	130	84%
Franklin	EBAYC	120	156	130%	50,400	58,968	117%	19,624	93%	126	93%
Fred T. Korematsu*	BACR	180	240	133%	97,747	90,797	93%	12,396	83%	86	73%
Fruitvale	Learning for Life	115	129	112%	36,472	59,423	163%	16,894	113%	128	81%
Futures*	AspiraNet	216	313	145%	102,158	117,719	115%	15,874	106%	105	86%
Garfield	EBAYC	160	231	144%	71,625	89,421	125%	28,976	97%	128	92%
Glenview**	BACR	NA	86	NA	NA	34,400	NA	14,607	97%	170	93%
Global Family School*	BACR	180	235	131%	82,165	93,992	114%	13,607	91%	127	89%
Grass Valley**	AspiraNet	NA	136	NA	NA	33,998	NA	17,105	114%	137	77%
Greenleaf	BACR	90	146	162%	46,850	48,608	104%	15,430	98%	101	81%
Hoover	BACR	100	180	180%	46,848	51,598	110%	22,268	149%	124	88%
Horace Mann	Learning for Life	120	178	148%	52,886	68,622	130%	21,089	141%	118	88%

PROGRAM PERFORMANCE

Program	Grantee	Enrollment			Units of Service			Attendance		Retention	
		Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled, excluding drop-in)
Howard	AspiraNet	97	103	106%	45,264	52,457	116%	14,968	100%	145	90%
Int'l Community School*	AspiraNet	260	298	115%	74,913	117,163	156%	17,784	119%	143	97%
La Escluelita	EBAYC	80	106	133%	33,960	45,426	134%	14,989	100%	141	96%
Lafayette	BACR	90	136	151%	58,476	78,741	135%	21,178	142%	148	84%
Lakeview	Ujima Foundation	110	133	121%	64,037	80,180	125%	20,021	134%	147	82%
Laurel	PMA Consulting	90	108	120%	50,051	51,429	103%	15,025	101%	139	92%
Lazear	Spanish Speaking Citizens' Foundation	122	211	173%	47,203	52,725	112%	17,913	119%	85	86%
Learning Without Limits*	BACR	180	235	131%	82,165	93,992	114%	14,616	98%	114	86%
Lighthouse Community Charter	Lighthouse Community Charter	190	274	144%	77,059	73,030	95%			135	78%
Lincoln	OASES	156	176	113%	49,231	84,465	172%	25,475	95%	145	95%
M.L. King, Jr.	BACR	91	149	164%	54,006	48,880	91%	18,499	123%	123	80%
Manzanita Community School*	EBAYC	160	257	161%	61,780	97,101	157%	15,372	103%	105	93%
Manzanita Seed*	EBAYC	160	257	161%	61,780	97,101	157%	16,506	104%	144	83%

PROGRAM PERFORMANCE

Program	Grantee	Enrollment			Units of Service			Attendance		Retention	
		Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate % days enrolled, excluding drop-in
Markham	BACR	90	116	129%	43,409	44,669	103%	14,176	95%	122	98%
Marshall**	Higher Ground	NA	114	NA	NA	50,341	NA	16,397	109%	141	89%
Maxwell Park	Learning for Life	120	140	117%	54,378	50,451	93%	16,463	110%	117	85%
New Highland Academy**	Higher Ground	200	254	127%	114,451	109,977	96%	16,224	108%	127	88%
Parker	Girls, Inc.	120	128	107%	32,378	38,345	118%	15,197	102%	119	86%
Peralta**	AspiraNet	NA	236	NA	NA	75,265	NA	26,915	180%	112	64%
Piedmont Avenue	AspiraNet	100	133	133%	46,431	55,993	121%	18,187	122%	137	86%
Place @ Prescott	BACR	90	136	151%	62,096	47,168	76%	14,723	90%	109	87%
Reach Academy**	OUSD	NA	149	NA	NA	16,831	NA	17,482	117%	117	90%
Rise Community School*	AspiraNet	200	254	127%	114,451	109,977	96%	15,232	102%	121	86%
Sankofa	BACR	96	155	161%	55,415	65,637	118%	18,247	92%	111	79%
Santa Fe	BACR	91	133	146%	47,912	78,209	163%	15,726	105%	117	85%
Sequoia	East Bay Agency for Children (EBAC)	95	102	107%	48,549	55,206	114%	16,097	107%	158	96%
Soorante Park	Higher Ground	120	111	93%	50,851	61,400	121%	18,191	122%	165	100%

PROGRAM PERFORMANCE

Program	Grantee	Enrollment			Units of Service			Attendance		Retention	
		Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled; excluding drop-in)
Think College Now*	AspiraNet	260	298	115%	74,913	117,163	156%	23,097	154%	134	84%
World/Achieve Academy	EBAC	82	129	157%	34,442	40,343	117%			100	86%
Total/Average		5,298	7,835	148%	2,360,870	3,009,159	127%	931,117	109%	127	87%
Middle School Programs											
Alliance Academy*	BACR	240	640	267%	151,167	115,846	77%	20,482	102%	67	70%
Barack Obama Academy**	YMCA of the East Bay	NA	29	NA	NA	2,701	NA	1,487	18%	56	55%
Bret Harte	Murphy & Associates	120	172	143%	5,744 ¹⁸	56,116	977%	24,456	122%	148	93%
Claremont	BACR	120	479	399%	69,031	43,600	63%	17,400	87%	36	83%
Coliseum College Prep Academy*	Safe Passages	210	362	177%	31,991	65,332	204%	22,324	112%	134	94%
Edha Brewer	Safe Passages	120	264	220%	16,303	54,093	332%	20,400	102%	73	73%
Elmhurst Community Prep*	BACR	240	640	267%	151,167	115,846	77%	31,610	158%	93	82%
Frick	Safe Passages	120	368	307%	22,681	52,462	231%	17,696	88%	51	81%

¹⁸ The true target units of service target for this site is higher than the number listed. OFCY is working with program staff to address this issue for 2011-12.

PROGRAM PERFORMANCE

Program	Grantee	Enrollment			Units of Service			Attendance		Retention	
		Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled; excluding drop-in)
Madison	BACR	120	323	269%	67,681	68,462	101%	46,569	312%	144	99%
Melrose Leadership	AspiraNet	234	265	113%	87,466	97,058	111%	34,912	87%	131	96%
Roosevelt	EBAYC	150	246	137%	80,400	94,049	117%	31,343	94%	127	92%
Roots*	Safe Passages	210	362	172%	31,991	65,332	204%	15,597	108%	83	84%
United For Success	Safe Passages	120	346	288%	12,370	55,784	451%	26,241	144%	59	46%
Urban Promise Academy	Oakland Leaf	120	275	229%	38,219	74,229	194%	16,895	84%	62	44%
West Oakland Middle	YMCA	171	185	108%	21,968	28,161	128%	13,281	66%	73	68%
Westlake	Eagle Village	120	674	562%	36,344	82,522	227%	35,498	86%	61	57%
Total / Average		1,995	4,628	232%	641,363	890,415	139%	376,191	107%	87	76%
Transitions Programs											
Bret Harte Bridges Program	Bay Area Community Resources	100	245	245%	19,025	13,226	70%			29	39%
Bridge To Success	East Bay Asian Youth Center	60	184	307%	5,700	4,917	86%			7	58%
Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	Spanish Speaking Citizens' Foundation	72	93	129%	10,953	11,710	107%			50	42%

PROGRAM PERFORMANCE

Program	Grantee	Enrollment			Units of Service			Attendance		Retention	
		Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled, excluding drop-in)
LEAP - Learners Engaged in Awesome Programming	AspiraNet	100	89	89%	10,914	6,213	57%			16	86%
PASS-2 Peer Mentoring Program	Oakland Kids First	985	1,389	141%	8,305	19,950	240%			10	59%
Safe Passages Transitions Program	Safe Passages	915	304	33%	6,604	14,895	226%			33	51%
Total/ Average		2,232	2,304	103%	61,501	70,911	115%	NA	NA	24	56%
High School Programs											
Bunche	BACR	NA	328	NA	NA	59,242	NA	13,632	101%	47	90%
Coliseum College Prep Academy	Safe Passages	NA	192	NA	NA	28,176	NA	13,592	87%	71	96%
College Prep & Arch.	YMCA	NA	405	NA	NA	17,785	NA	7,895	42%	22	46%
Dewey	EBAYC	NA	356	NA	NA	31,461	NA	26,065	104%	73	67%
EXCEL*	Alternatives in Action	258	669	260%	46,536	90,345	194%	13,279	62%	20	40%
Far West	BACR	NA	237	NA	NA	60,498	NA	28,580	212%	120	91%
Life Academy*	Alternatives in Action	258	669	260%	46,536	90,345	194%	19,519	130%	39	55%
Mandela	YMCA	NA	365	NA	NA	23,539	NA	9,687	51%	29	38%

PROGRAM PERFORMANCE

Program	Grantee	Enrollment			Units of Service			Attendance		Retention	
		Projected	Actual	Progress toward Youth Served (Shaded if less than 80%)	Projected	Actual	Progress Toward Units of Service (Shaded if less than 80%)	Total	Progress Toward CDE Goal (Shaded if less than 85%)	Avg. Days per Youth	Avg. Rate (% days enrolled, excluding drop-in)
Media Academy	YMCA	NA	309	NA	NA	22,389	NA	9,986	53%	34	48%
Met West	OUSD	NA	161	NA	NA	47,043	NA	14,924	98%	93	77%
Oakland High	EBAYC	NA	925	NA	NA	46,358	NA	21,161	85%	21	41%
Oakland Technical	BACR	NA	619	NA	NA	179,416	NA	61,332	247%	99	80%
Rudsdale	BACR	NA	254	NA	NA	30,637	NA	14,303	66%	34	43%
Skyline	Youth Together	NA	864	NA	NA	27,868	NA	14,833	88%	12	45%
Street Academy	BACR	NA	172	NA	NA	18,336	NA	9,355	69%	51	69%
Youth Empowerment School	Youth Together	NA	197	NA	NA	18,473	NA	13,845	59%	72	47%
Total/ Average		258 <i>(Life & Excel)</i>	6,053	260% <i>(Life & Excel)</i>	46,536 <i>(Life & Excel)</i>	90,345 <i>(Life & Excel)</i>	194% <i>(Life & Excel)</i>	291,988	97%	52	61%

* Paired site. See Appendix.

** Does not receive direct OFCY funding.

Point of Service Quality

This section is organized according to the Theory of Action discussed earlier in this report, and presents particularly notable findings about program quality, demonstrated by site visit observations and survey feedback.

Visits in the 2010-11 school year were conducted using the Youth Program Quality Assessment (YPQA), a research-based point of service quality observation tool used by out-of-school time programs nationally. The YPQA includes five quality domains: Safe Environment; Supportive Environment; Interaction; Engagement; Academic Climate.

Overall, site visits conducted by Public Profit and the Oakland After School Programs Office indicate that 97% of out-of-school programs are meeting or exceeding program quality expectations. A few programs (reported in Table 16 on page 55) will require assistance to encourage growth in program quality areas.

Site visit ratings suggest that programs provide a physically and emotionally safe space for youth: all are meeting or exceeding expectations in the Safe quality domain. On the whole, programs have the most room for improvement in providing engaging, participatory experiences for youth, as reflected by rather lower ratings in Engagement.

Youth survey results extend upon the site visit ratings, suggesting that physical and verbal bullying is widespread in OST programs, but that activities are perceived as engaging. Participant survey results suggest that the majority of students feel safe and supported in OST programs, though notably, 32% of youth in out-of-school time programs report being bullied while in the program. Participants report largely positive attitudes regarding a supportive environment and interaction, ranging from 87% of youth in transition programs to 65% of middle school youth reporting a positive sense of interaction. Moreover, 82% of respondents agreed that they do interesting projects and activities in the program.

Finally, participants reported improved academic behaviors as a result of their involvement, as well as 85% of parents agreeing that their child's attitude toward school has improved since coming to the program.

Teachers also listed what they felt to be the top three strengths of the after-school program. Most frequently selected strengths centered on the contribution school-based after school makes to youth and to the school community. Further enhancing the quality of services was most commonly cited as an improvement opportunity.

Teacher Survey Results: Strengths & Areas for Improvement

Top Three Strengths	Areas for Improvement
Providing homework assistance - 60%	Quality of academic support - 37%
Keep students safe - 55%	Quality of homework help - 34%
Helping students explore their interests- 50%	Behavior management - 33%

Point of Service Quality Overview

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

School-based after school programs supported by the Oakland Unified School District were visited twice - once by the evaluation team and once by the OUSD After School Programs Office. Transitions programs and the two charter-based programs were visited by the evaluation team only.

Visits were conducted using the Youth Program Quality Assessment (YPQA), a research-based point of service quality observation tool used by out-of-school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality, the developers of the YPQA.

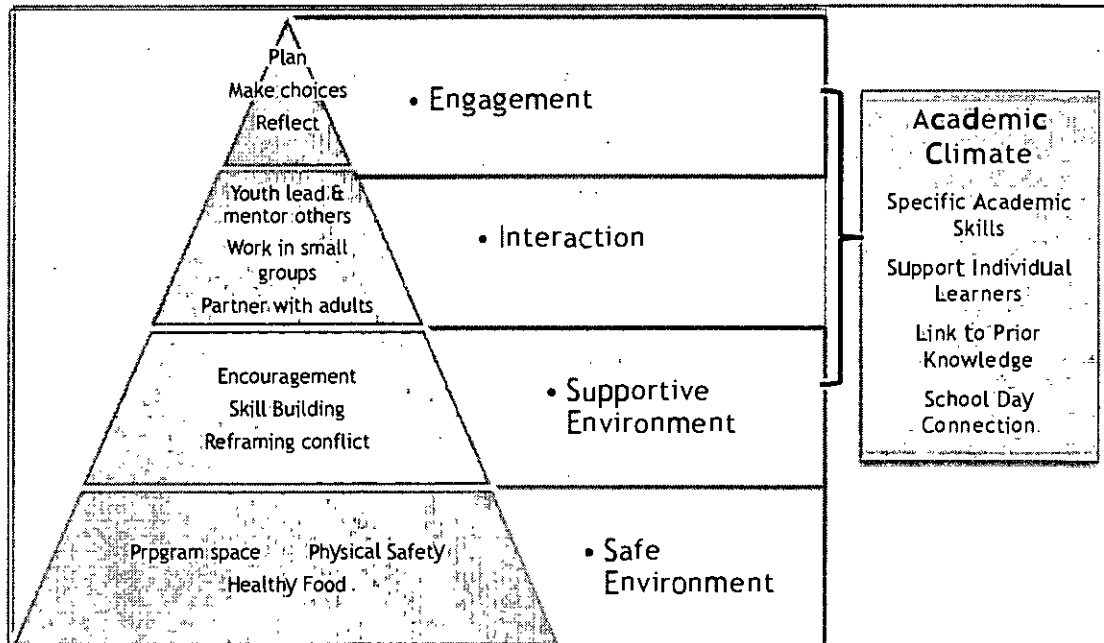
The YPQA includes five domains:

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

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

The figure below characterizes the relationship between the YPQA quality domains. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Interaction, Engagement, or Academic Climate.

Figure 14: Youth Program Quality Assessment Domains



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

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

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice was not implemented in accordance with best practices in youth development.
- A rating of three (3) indicates that the practice is implemented relatively consistently and well across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

POINT OF SERVICE QUALITY

Based on their overall ratings distribution, sites are categorized by two point-of-service groups:

- **Thriving/Performing** - Program is meeting or exceeding program quality expectations by having no more than 2 domains with substantial numbers of low ratings (25% or more of "1" ratings).
- **Emerging** - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Site visits conducted by Public Profit and the Oakland After School Programs Office indicate that 97% of school-based out-of-school time programs are Performing or Thriving. That is, nearly all programs are meeting or exceeding point of service quality expectations.

Public Profit will refine the criteria for the "Thriving" performance category to better account for the distribution of point of service quality ratings. This will assure that the very highest performing programs are grouped in the Thriving category.

While site visits reflect evaluators' observations, participant surveys capture insider perspectives that may be less visible to site visitors. For instance, while evaluators rarely witness physical bullying, 32% of youth surveyed report being bullied. Therefore, survey data supplements data collected during site visits to create a fuller picture of OST program performance.

Participant survey results suggest that the majority of students feel safe and supported in the OST programs. Participants also report largely positive attitudes regarding interaction, although in middle schools and transitions programs, the results are not as positive as site visit results. Participants report levels of engagement comparable to site visit reports, except in elementary schools where youth feel more engaged than site visitors' observations suggest. Participant responses to survey questions regarding academic climate yield lower results than site visit observations, again with the exception of elementary schools.

Promising Practice - Transitions

The transitions programs at Claremont and Bret Hart Middle Schools provide great mentorship opportunities that foster youth reflection and critical thinking. At Bret Harte, youth are paired with high school students from whom they receive one-on-one support throughout the school year. Staff members then mentor those high school students, deepening the mentorship's impact. At Claremont, student grades and attendance are reviewed for selection into the program. Youth in the program get support in very small group settings modeled like case management with excited and engaging staff. At Safe Passages, staff communicates with parents and advocates for students, becoming allies with other positive adults in students' lives.

POINT OF SERVICE QUALITY

The following tables offer an at-a-glance summary of point of service quality, synthesizing site visit ratings and youth survey responses. Cells marked in darker shading have higher overall ratings than lighter cells.

Table 11: Program Sites Performing or Thriving¹⁹




QUALITY DOMAIN	Elementary	Middle	Transitions	High
Overall Rating	96%	94%	100%	100%
Safe	100%	100%	100%	100%
Supportive	98%	94%	100%	100%
Interaction	70%	94%	100%	94%
Engagement	54%	81%	75%	100%
Academic Climate	72%	81%	100%	100%

Source: N=90 site evaluation visits (representing 92 OST programs) conducted by ASPO and Program Evaluation staff. The data in each cell is the total percent of programs that are considered performing or thriving.

Table 12: Youth Survey Responses regarding Program Quality

QUALITY DOMAIN	Elementary	Middle	Transitions	High
Safe ²⁰	87%	92%	NA*	89%
Supportive ²¹	93%	84%	NA*	90%
Interaction ²²	76%	64%	76%	87%
Engagement ²³	85%	75%	80%	91%
Academic Climate ²⁴	77%	49%	Not applicable	63%

*To preserve continuity with surveys administered by another vendor to summer-only transitions programs, questions were not included in youth survey.

Key	
	Dark - 80% or more agreement
	Medium=50-79% agreement
	Light= Less than 50% agreement

¹⁹ The overall rating is the percent of sites Thriving or Performing, as described above. Within quality domains, sites are counted as performing or thriving if they received ratings of "1" less than 25% of the time for that domain.

²⁰ Elementary - "In this after school program, I feel safe when I am here." (% Agree); Middle/ High - "How safe do you feel in this after school program (% Safe or Very Safe)

²¹ Figure 17

²² Combined result of responses from Figure 19

²³ Figure 22

²⁴ "In this after school program, I learn good study skills (like reading directions, taking tests and organizing my notes."

POINT OF SERVICE QUALITY

Safe Environment

Research shows that young people are more likely to thrive in a physical environment that is safe and well maintained. In addition, psychological and emotional safety is critical for youth to feel safe to be themselves, take risks, share, get to know each other, and learn.

The students who go seem very safe and comfortable, which is amazing for them to have.

-Teacher at Roots

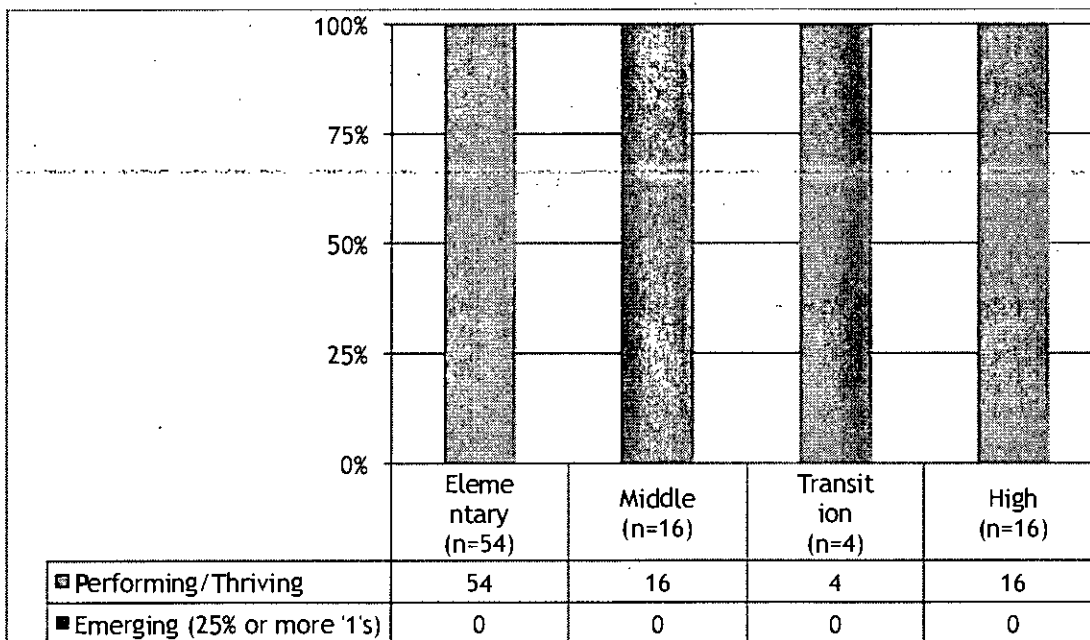
Data sources used to assess sites' progress in this practice area include direct observation of sites during evaluation visits, surveys of youth taking part in program activities, and surveys of parents, teachers and principals.

Available evidence suggests that all programs are providing safe environments for young people. In youth surveys, participants report largely positive responses to survey questions dealing with emotional safety. We note, however, a large number of youth report being the victim of bullying or having a physical confrontation in after school, with only slight decreases from last year's surveys.

Site visit results indicate that programs excel in assuring youths' safety, with all elementary, middle, transition, and high school programs providing a safe environment consistently and well (scoring a '3' or '5' on indicators in this domain).

Figure 15 summarizes the overall point-of-service observations for Safety.

Figure 15: Point of Service Quality - Safety by Program Type



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office.

Site level ratings are presented in Table 16 on page 55.

POINT OF SERVICE QUALITY

Principals and teachers had positive reports about after school program safety. Thirty-four percent (34%) of principals and 55% of teachers chose "Keeping Students Safe" as one of the program's top three strengths. Among principals, this was the third most popular choice after "Providing homework help" (64%) and "Exposing Students to New Experiences" (52%), while for teachers, "Keeping Students Safe" was the second most common strength chosen after "Providing homework help" (60%). Conversely, 7% of teachers and principals chose student safety as a top area for program improvement.

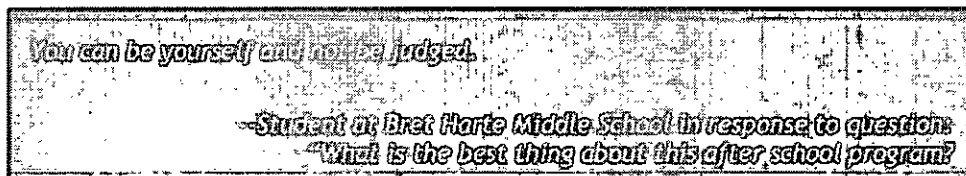
In surveys of program participant's parents, most parents rank after school programs highly in providing safe activities. Ninety-four percent (94%) of parents report that "the after school program is a safe place for my student," while 63% report worrying less about their student during OST program hours. These numbers are down slightly from last year, when 97% of parents felt the program was safe and 66% worried less.

Program participants completed surveys in spring 2011 that assessed their perceptions of their own physical and emotional safety in out-of-school. The majority of participants reported positive feelings about the emotional safety in their after school program. A large number of participants, however, are subject to some form of bullying of physical confrontation, especially in elementary-based programs.

Overall, 32% of respondents reported being physically bullied while 35% report being verbally bullied. Thirty-five percent (35%) of respondents who participated 100 days or more reported physical bullying, compared to 22% of respondents who attended less often, a statistically significant difference. Similar patterns exist for verbal bullying, where 38% of respondents who attended 100 days or more report being made fun of compared to 26% of respondents who attended less.

Furthermore, 35% of male respondents reported physical bullying compared to 28% of females, again a statistically significant difference. These gender differences were more pronounced among elementary and middle school youth, suggesting that the difference between a boy and a girl's likelihood of experiencing bullying diminishes with age. Similar patterns do not pertain to verbal bullying, where males and females show similar patterns across program types.

Tables 13 and 14 detail the percentage of youth in the year-end survey that reported being physically and verbally confronted or bullied by program type, comparing gender and participation differences. Overall, reports of bullying are comparable to last year, with slight decreases in reports of physical bullying and slight increases in reports of verbal bullying.



POINT OF SERVICE QUALITY

Table 13: Participants' Self-Reported Physical Safety in Out-of-School by Gender

	Elementary		Middle		High		Transitions	
	(n=2,939)		(n=1,323)		(n=714)		(n=264)	
	Male	Female	Male	Female	Male	Female	Male	Female
% reporting they feel safe in after school	86%	87%	90%	94%	86%	92%	Not asked	Not asked
I have been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around.	43%	35%	29%	21%	25%	21%	15%	8%
I have been made fun of because of my looks or the way I talk.	43%	42%	28%	29%	29%	23%	14%	12%

Source: Youth participant surveys administered in spring, 2011.

Table 14: Participants' Self-Reported Physical Safety in Out-of-School by Days Attended

	Elementary		Middle		High		Transitions	
	(n=2,939)		(n=1,323)		(n=714)		(n=264)	
	<100 Days	>=100 Days	<100 Days	>=100 Days	<100 Days	>=100 Days	<100 Days	>=100 Days
% reporting they feel safe in after school	86%	87%	95%	92%	92%	89%	Not asked	Not asked
I have been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around.	32%	39%	21%	25%	20%	28%	10%	17%
I have been made fun of because of my looks or the way I talk.	39%	42%	27%	29%	24%	26%	12%	17%

Source: Youth participant surveys administered in spring, 2011.

Supportive Environment

Positive interactions with adults are foundational in order for youth to feel supported socially and emotionally and to develop healthy relationships. Research shows that a welcoming atmosphere with supportive adults can provide youth with opportunities for active learning and skill building.

Evidence shows that most out-of-school programs in Oakland are providing a supportive environment for youth to excel. High school and transition programs, in particular, score highly in this area. According to site visit results, only one elementary and one middle school are considered to be 'Emerging' in this category.

When specific elements of the Youth Program Quality Assessment are considered for this quality domain, we find that elementary school programs rated highly in having enough supplies and materials available for youth and also for approaching conflicts among youth calmly. Elementary programs tended to rate lower on encouraging youth to talk about what they are doing with one another, and on as well as providing specific, non-evaluative feedback to youth (i.e., saying more than just "good job" but instead reflecting back what the young person did.)

Middle school programs achieved the highest overall YPQA ratings in creating a friendly atmosphere for youth by recognizing their accomplishments and providing constructive feedback to them. Middle school programs tended to be rated lower in staff members' use of open-ended questions to youth, which encourage more meaningful interactions among staff and participants.

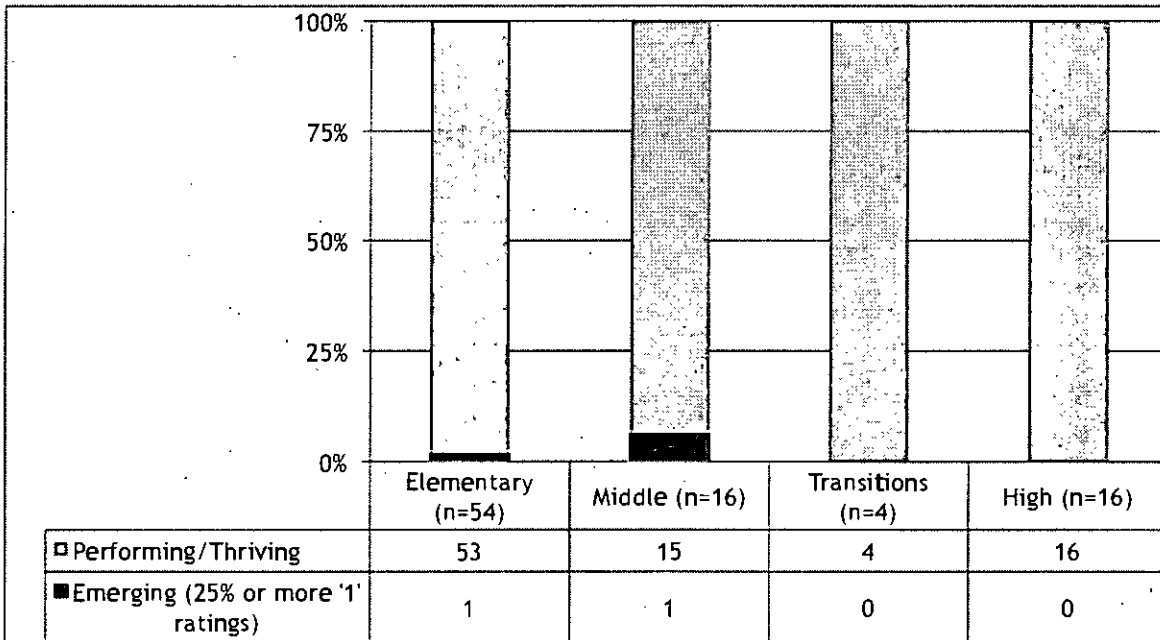
All transition and high school programs are Performing or Thriving in providing a supportive environment. In fact, transition programs received an average of 86% '5's in this domain, while high schools received 74% '5's- indicating that staff in transition and high school programs are implementing practices associated with a supportive environment.

Promising Practice - Literacy Development

The after school program at Acorn Woodland Elementary School reinforces school day lessons utilizing Accelerated Reader (AR) to encourage and inspire students to read. AR is a secondary resource that allows teachers to determine students' strengths and weaknesses and is a proven, individualized program that addresses student needs. Students participating in the program demonstrate very significant leaps in reading level and comprehension. The highly trained and engaging after school staff inspire students to develop a love of reading through read-a-louds, individual assignments and group projects. The students are able to make choices about which AR books they read and are asked questions throughout the reading to promote comprehension. Students are also publicly recognized for their achievements, such as high quiz scores, and are encouraged to continue their productivity during the school day as well.

POINT OF SERVICE QUALITY

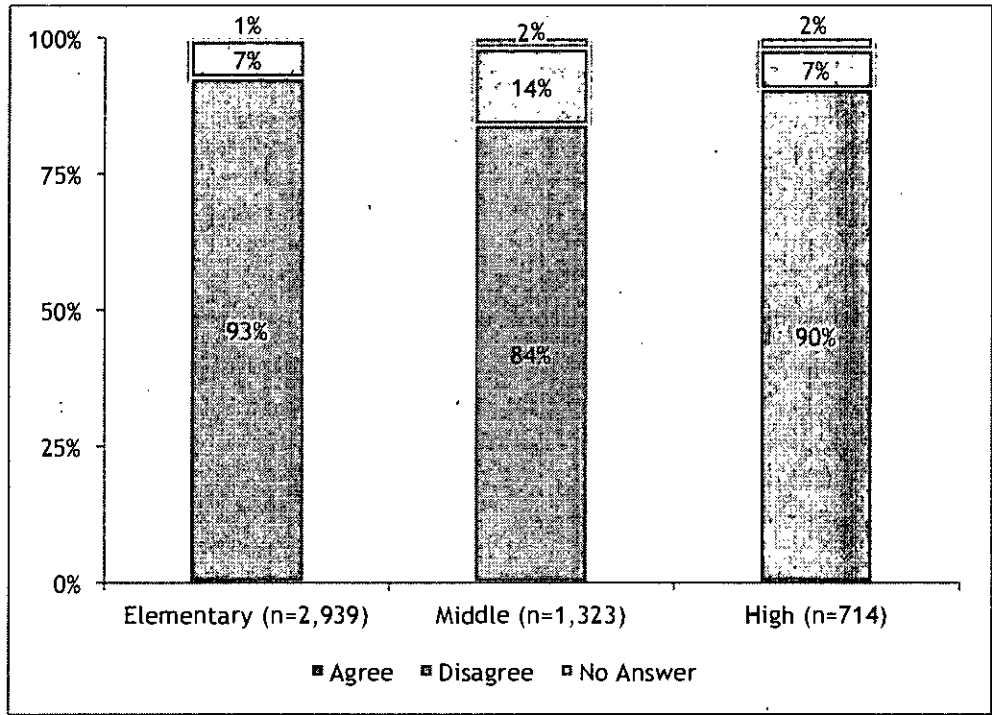
Figure 16: Point of Service Quality - Supportive Environment by Program Type



Source: Site Visits conducted by the evaluation team and OUSD After School Programs Office. See Table 16 on page 55 for details.

Figure 17 describes the pattern of youth responses to a set of questions exploring participants' self-reported sense of positive relationships with adults by program type.²⁵ Participants report largely positive feelings about the supportiveness of their programs.

Figure 17: Participants' Self-Reported Sense of Support in Out-of-School Time



Source: Youth participant surveys administered in spring, 2011.

**Promising Practice - Alternative High Schools:
Bunche, Far West, Rudsdale and Street Academy**

These schools have exciting skill development and job readiness programs for students, giving youth an opportunity to reach the highest levels of interaction and engagement. For instance, Bunche and Far West have cosmetology programs in which students can apply their participation toward certification credits. Bunche also includes a mentoring program in which youth map out post-graduation action plans. Far West offers a program where youth gain green energy knowledge and improvement skills and then practice these skills on actual projects. Street Academy and Rudsdale both have fashion design enrichment for their youth. Rudsdale's program is essentially a youth led fashion institute where students visualize, plan and create their own works of art. Youth sew their own garments and then participate in fashion shows and student photo shoots. Each school provides hands on skills while also promoting college preparedness.

²⁵ Questions include: *There is at least one adult at this program who pays attention to me and my life; There is an adult at this program who really cares about me; There is an adult at this after school program who takes time to help me when I don't understand something; There is an adult at this after school program who listens when I have something to say; There is an adult at this program who wants me to do my best; There is an adult who I can go to for (advice and) help; There is an adult at this program who notices when I'm not around.*

Interaction

When young people are able to interact and support one another, they experience a sense of belonging with their peers. Positive peer culture emerges when youth have opportunities to mentor and lead others, have opportunities for input and partner with adults.

These kinds of experiences are more common in programs for older participants, both because they are further along developmentally and because they are more likely to have had similar experiences in school and in other extracurricular activities. In elementary school-based programs, then, successful interaction strategies may involve pairing 4th and 5th graders with younger peers or assigning specific duties like "line leader" to students.

To account for this when visiting elementary school programs, visitors made a point to observe activities for 4th and 5th graders and to ask staff about practices related to this domain. In 2011-12, site visits to elementary school programs will use the School Age Program Quality Assessment, a version of the YPQA specifically for elementary-based programs.

Available evidence shows that a majority of programs are providing strong interaction opportunities for youth and creating a sense of belonging in their programs, particularly for older youth. However, site observations suggest that all out-of-school time programs can provide more opportunities for youth to mentor their peers.

According to site visits about one in five elementary-based programs - 22% - are Emerging in this domain. Overall, elementary programs rated highest in the YPQA-defined practice of providing structured opportunities for youth to get to know each other and in promoting inclusive relationships. In the aggregate, elementary-based programs scored lowest on the item that states, "youth have opportunities to mentor one another."

In middle school programs, 94% are Performing or Thriving in this domain. Middle school based programs tended to rate highly on the YPQA on "publicly acknowledging achievements of youth." Average ratings were lowest for "using multiple ways to form small groups to accomplish tasks" and "youth have opportunities to mentor one another."

All transition programs are Performing or Thriving in providing strong interaction opportunities. Higher overall ratings were reported for the program practices of creating a sense of belonging for youth, forming small groups, giving youth the opportunity to lead and mentor, and in partnering with adults.

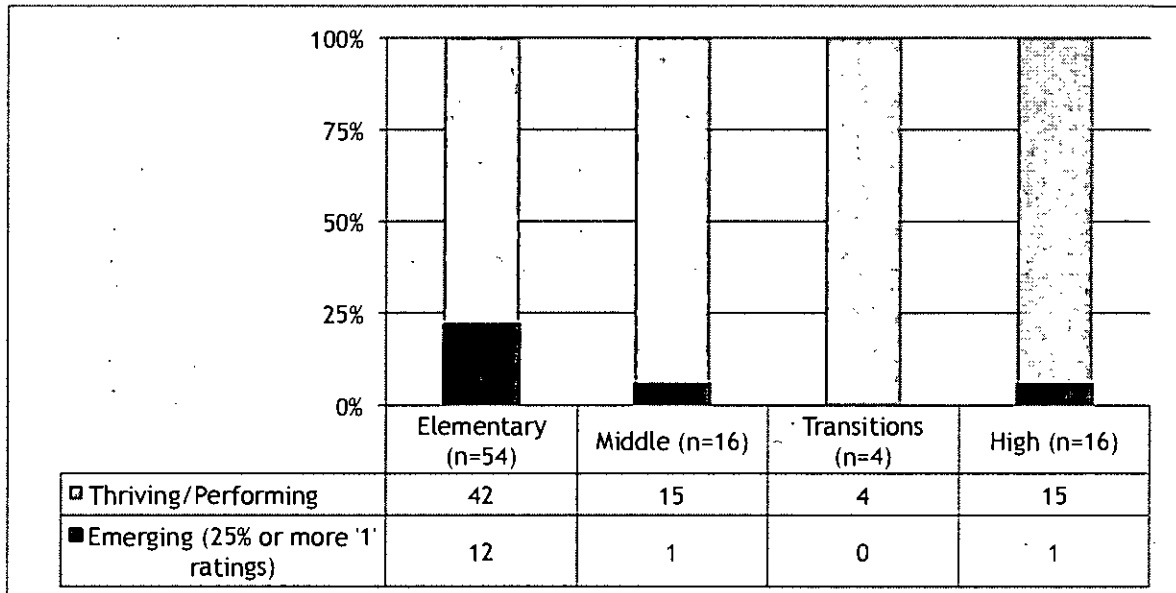
For high schools, 94% of programs are Performing or Thriving, and are especially strong in acknowledging achievements of youth. The lowest rated YPQA indicator included providing opportunities for youth to mentor one another.

Promising Practices - Youth Leadership

At Life Academy, youth are very engaged in developing the program, lessons, and even teaching, and consequently truly feel that their voices matter. One class observed was led by a young man who worked collaboratively with the teacher to come up with the lesson plan. While the young man was the primary class leader, the teacher provided a supportive, modeling role. The other students responded well to him and did not hesitate to participate in the class.

POINT OF SERVICE QUALITY

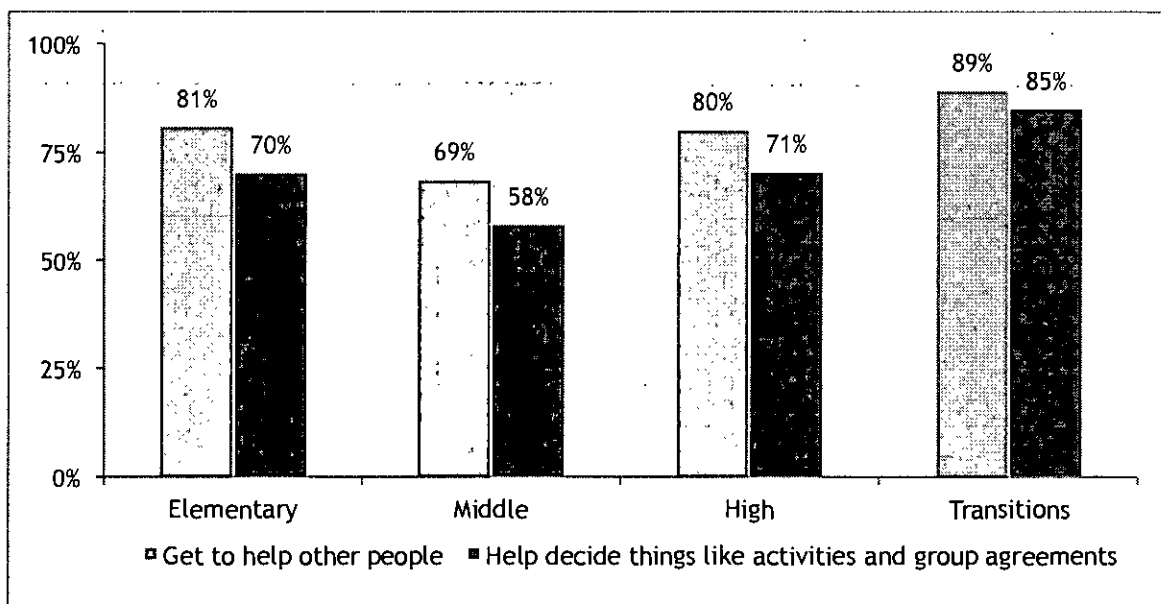
Figure 18: Point of Service Quality - Interaction by Program Type



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office.

Youth survey results indicate that participants feel they have multiple opportunities to interact with their peers. The majority of youth surveyed (78%) indicated that in the OST program they “get to help other people.” Additionally, 68% of respondents indicate that they help decide things like activities, rules and group agreements. Figure 19 details responses by program type.

Figure 19: Participants' Self-Reported Sense of Interaction in Out-of-School Time



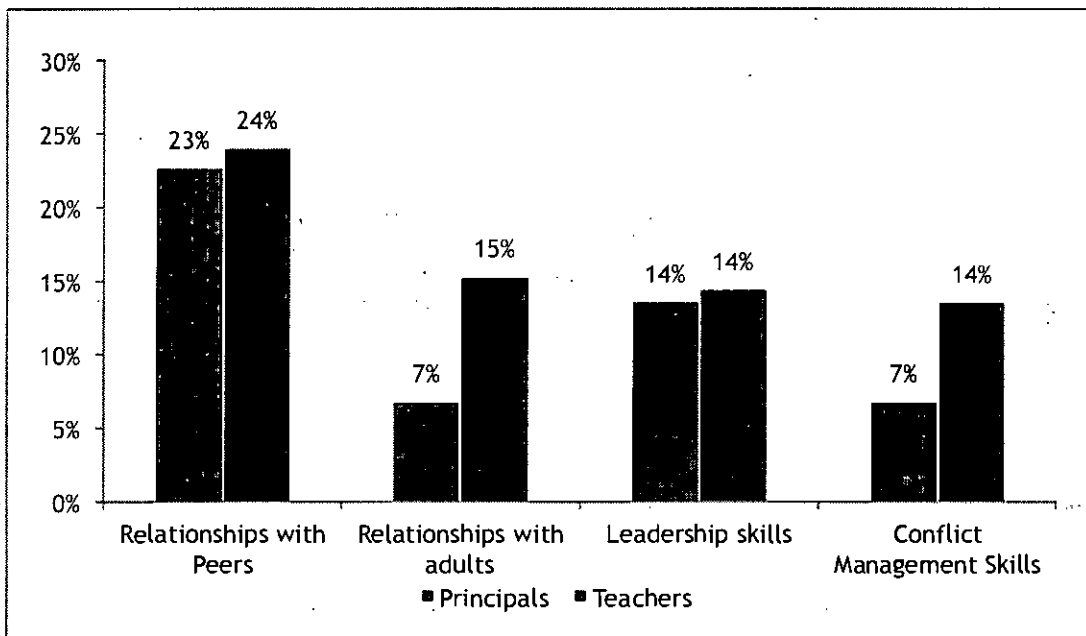
Source: Youth participant surveys administered in spring, 2011.

Promising Practice - Celebrating Achievement

Youth at Reach Academy have multiple opportunities to showcase and celebrate their accomplishments during “Wild, Wild Achievement.” Every week, the entire program meets in the cafeteria for an awards ceremony for those that did well academically or behaviorally that week. During this time, enrichment classes also showcase their talents for their peers. From students leading cheer activities to step routines, they perform in front of the entire after school program and are celebrated for their achievements.

Teacher and principal surveys indicate that about half of school-day staff consider supports for participants’ social skill development as a programmatic strength. Forty-seven percent (47%) of teachers and 41% of principals chose at least one of four social skills indicators (improve conflict management skills, improve leadership skills, improve relationships with peers, improve relationships with adults) as one of three top program strengths.

Figure 20: Program Strengths - Social Skills Growth



Source: Principal and Teacher surveys administered in spring, 2011.

The after school program has provided enrichment and academic support to our students. Our students' academic skills have improved greatly and our students' interaction with others has improved greatly. We are fortunate to have such a superb program at our site and don't know what we would do if it wasn't available to our children.

-Principal of World Academy / Achieve

POINT OF SERVICE QUALITY

Engagement

Providing engaging experiences for youth is a cornerstone of high quality programs. Providing opportunities for youth to plan, make choices in program activities, and reflect on those activities allows youth to connect their own experiences to learning, to learn how to participate in a team and be able to make informed decisions, and to engage in critical thinking. In total, 29 programs are in the Emerging category for this quality domain. A little more than half (54%) of elementary school programs are Performing or Thriving in this domain, while 75% of transition programs and 81% of middle schools are.

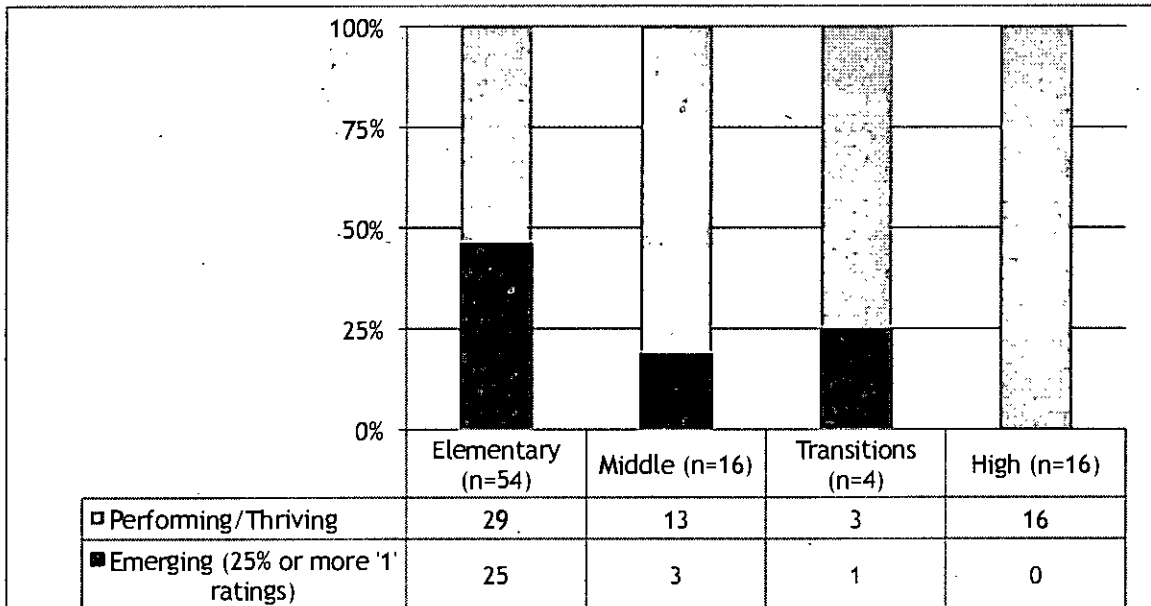
Similar to the Interaction domain, programs serving younger students may have a more difficult time implementing strong Engagement practices across all grade levels. Elementary program observations emphasized activities serving older students and were complemented by staff interviews.

According to detailed site visit results elementary school programs rarely incorporated varied planning strategies nor provided youth the ability to choose how to do activities. In contrast, elementary school programs are rated highly in having opportunities for youth to make presentations about their work to others.

Middle school programs tended to have lower scores for the practice of “youth reflect on their progress in multiple ways.” Transition programs rated lowest on incorporating multiple means of planning activities.

In high schools, all sites (16 schools, 100%) observed are considered Performing or Thriving in this domain. The highest YPQA practice ratings for these programs included providing multiple opportunities for youth to present their work to others.

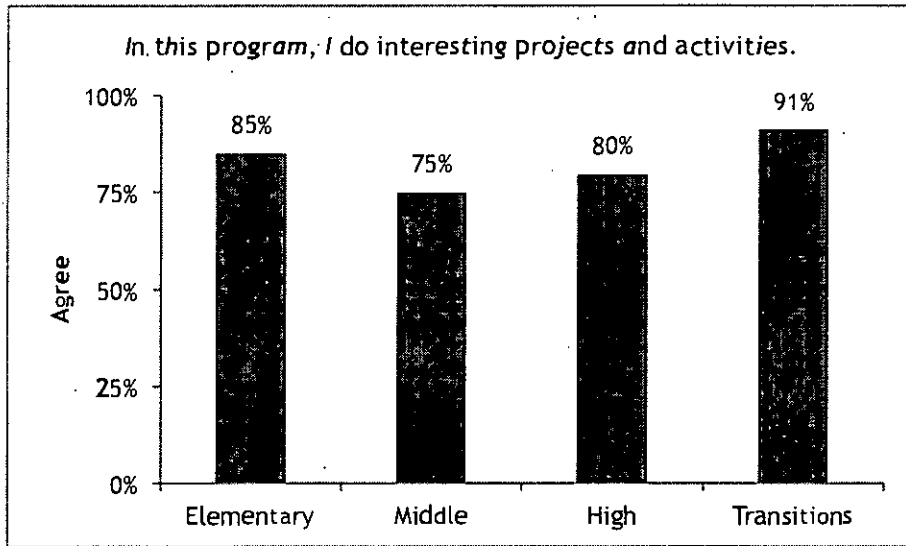
Figure 21: Point of Service Quality - Engagement by Program Type



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office.

Youth surveys indicate that the majority of participants found the OST Program engaging. Overall, 82% of respondents agreed that they do interesting projects and activities in the programs.

Figure 22: Youth Self-Reported Sense of Engagement



Source: Youth Participant Surveys administered in spring, 2011.

POINT OF SERVICE QUALITY

Academic Climate

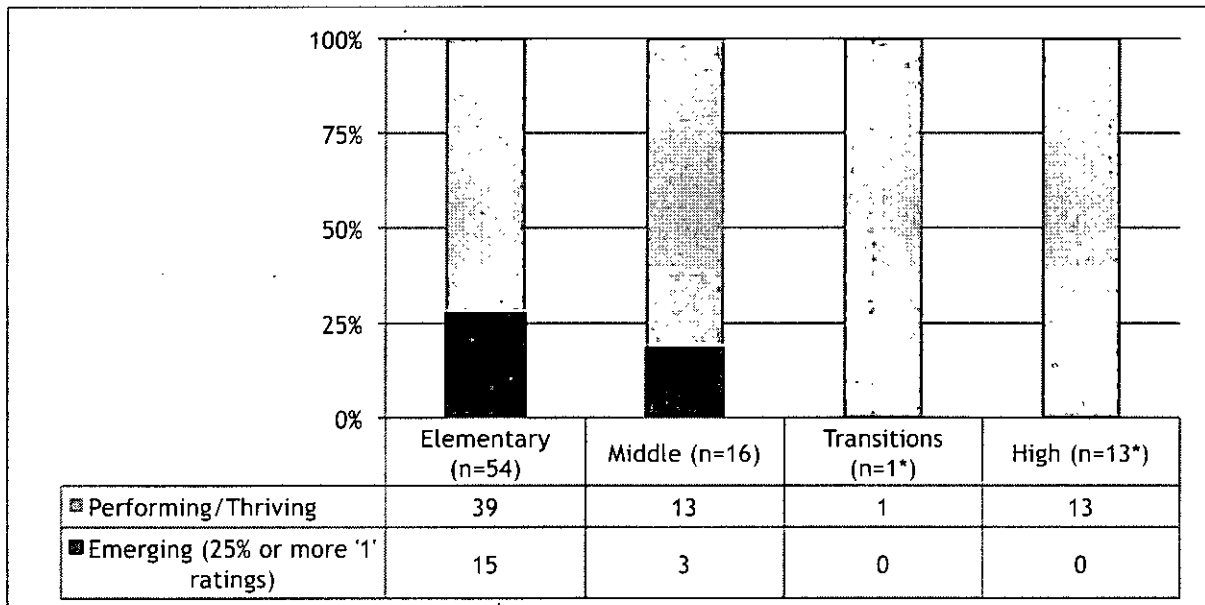
Successful school-based out-of-school programs provide a strong academic climate that expands and enriches the curriculum participants are learning in the school day in a more flexible learning environment.

Activities that rate highly in this dimension are characterized by well-prepared staff, a clear learning goal for each session linked to the activity, and the use of a variety of learning styles for all types of learners, and staff support youth in linking academic content to youths' prior knowledge.

Site visit data²⁶ show that eighteen programs are considered Emerging in this domain, while the remaining 79% are in the Performing or Thriving quality category. Overall, elementary and middle programs tended to rate lower in practices intended to encourage youth to connect school day and personal experiences to their program activities. In contrast, these programs rated highest in providing activities that are appropriately challenging for youth.

All transition and high school programs observed in this category are Thriving or Performing in this domain. High school programs rated highly in providing intentional opportunities for youth to practice academic skills and in linking activities with the intended focus of the session. The one transition program rated in this domain scored '5's' in all indicators.

Figure 23: Point of Service Quality - Academic Climate by Program Type



Source: Site Visits conducted by the evaluation team and OUSD After School Programs Office.

*Academic Climate items were not observed at 3 transitions programs and 3 high schools.

Promising Practice - Enrichment

OASES at Lincoln Elementary provides a great example of how to make academics fun and engaging for students. From math art projects to acting in science class, the curriculum integrates the arts into academics, while also allowing youth to see seemingly intimidating subjects in a new light.

Similarly, Place at Prescott's gardening program demystifies horticulture. Led by the librarian, the gardening program is exciting and hands-on. Youth interact with plants and relate gardening to their everyday lives. This new take on gardening proves that even schools without a dirt patch can host a gardening class for students. When asked to rub a pine needle and smell it, one student's excited response was, "Mmm, it smells ferocious!"

Participants reported improved academic behaviors as a result of their involvement in school-based after school. Seventy-seven percent (77%) of elementary school participants; 49% of middle school, and 63% of high school participants stated that they learned good study habits through the school-based after school program (like taking tests, reading directions, and organizing notes). For more information on youth survey results regarding academic behaviors, refer to page 82.

For parents, eighty-five percent (85%) who completed a survey agreed that "my child's attitude toward school has improved since coming to the after school program."

Principals and teachers were asked to choose 3 top strengths from a list of 14 (16 for high schools) possible elements. Table 15 displays the percent of teachers and principals who chose academic indicators.

Table 15: Principal and Teacher Survey Results - Academic Indicators Chosen in Top Three Strengths

<i>The after school program...</i>	Principals (n=44)	Teachers (n=699)
Top Strength - Help students improve their academic content knowledge	27%	21%
Top Strength - Help students improve study skills	14%	19%
Top Strength - Help EL students improve fluency and comprehension	5%	8%
Top Strength - Help students improve their test-taking skills	9%	6%

POINT OF SERVICE QUALITY

Table 16: Point of Service Quality Ratings by Site

Program Site	OFGY Grantee/ Lead Agency	Overall Point of Service Quality Status			Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Year-End Status 2010-11	Visits	Overall (Excluding Academic Climate)	Safe	Supportive	Interac- tion	Engage- ment	Academic Climate
Elementary Schools										
Acorn Woodland	Aspiranet	Met Expectations	Performing/Thriving	2	4.06	4.96	4.48	3.73	3.09	4.09
Allendale	Higher Ground	Met Expectations	Performing/Thriving	2	3.43	4.53	3.59	3.19	2.42	2.59
ASCEND	Oakland Leaf	Met Expectations	Performing/Thriving	2	4.28	5.00	4.85	3.92	3.33	4.28
Bella Vista	EBAYC	Met Expectations	Performing/Thriving	2	3.74	4.82	4.05	3.83	2.25	3.03
Bridges Academy	BACR	Met Expectations	Performing/Thriving	2	3.78	4.88	4.03	3.65	2.59	3.17
Brookfield	Higher Ground	Met Expectations	Performing/Thriving	2	3.58	4.63	3.95	3.00	2.75	3.58
Burckhalter	Ujima Foundation	Did Not Meet Expectations	Performing/Thriving	2	3.21	4.59	3.51	3.15	1.59	2.70
Carl Munck	Aspiranet	Met Expectations	Performing/Thriving	2	3.99	4.73	4.51	3.96	2.75	4.06
Cleveland	OASES	Met Expectations	Performing/Thriving	2	4.56	4.76	4.61	4.69	4.17	4.53
Community United*	Aspiranet	Met Expectations	Performing/Thriving	2	3.76	4.39	3.97	3.69	3.00	3.59
East Oakland Pride	Aspiranet	Did Not Meet Expectations	Performing/Thriving	2	4.04	4.63	4.36	4.17	3.00	4.00
Emerson	BACR	Met Expectations	Performing/Thriving	2	3.51	4.58	4.37	2.92	2.17	2.75
EnCompass Academy*	Aspiranet	Met Expectations	Performing/Thriving	2	3.94	4.77	4.37	3.63	3.00	3.61
Espnaza Academy*	BACR	Met Expectations	Performing/Thriving	2	3.30	4.60	3.80	2.71	2.09	2.86
Franklin	EBAYC	Met Expectations	Performing/Thriving	2	3.99	4.84	4.32	3.73	3.08	3.50
Fred T. Korematsu*	BACR	Met Expectations	Performing/Thriving	2	3.30	4.60	3.80	2.71	2.09	2.86
Fruitvale	Learning for Life	Met Expectations	Performing/Thriving	2	3.46	4.51	3.96	2.96	2.42	4.06

POINT OF SERVICE QUALITY

Program Site	OFGY Grantee/Lead Agency	Overall Point of Service Quality Status			Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Year-End Status 2010-11	Visits	Overall (Excluding Academic Climate)	Safe	Supportive	Interaction	Engagement	Academic Climate
Futures Elementary*	Aspiranet	Met Expectations	Performing/Thriving	2	4.19	4.92	4.47	4.19	3.17	4.17
Garfield	EBAYC	Met Expectations	Performing/Thriving	2	3.96	4.69	4.33	3.79	3.00	3.64
Glenview**	BACR	Met Expectations	Performing/Thriving	2	3.91	4.83	4.04	3.79	3.00	3.39
Global Family*	BACR	Met Expectations	Performing/Thriving	2	3.60	4.82	4.07	3.36	2.17	2.47
Grass Valley**	Aspifanet	Met Expectations	Performing/Thriving	2	3.97	4.93	4.30	3.73	2.92	3.56
Greenleaf	BACR	Met Expectations	Performing/Thriving	2	3.79	4.73	4.13	3.65	2.67	4.06
Hoover	BACR	Met Expectations	Performing/Thriving	2	3.74	4.86	4.22	3.48	2.42	3.09
Horace Mann	Learning for Life	Met Expectations	Performing/Thriving	2	3.86	4.62	4.16	3.58	3.09	3.53
Howard	Aspiranet	Met Expectations	Performing/Thriving	2	3.99	4.78	4.36	4.00	2.84	3.56
International Community School*	Aspiranet	Met Expectations	Performing/Thriving	2	3.60	4.60	4.00	3.14	2.67	2.70
La Escuelita	EBAYC	Met Expectations	Performing/Thriving	2	3.94	4.86	4.34	3.39	3.17	3.44
Lafayette	BACR	Met Expectations	Performing/Thriving	2	3.89	4.72	4.33	3.69	2.84	3.25
Lakeview	Ujima Foundation	Met Expectations	Performing/Thriving	1	4.25	5.00	4.81	3.37	3.83	3.28
Laurel	PMA Consulting	Met Expectations	Performing/Thriving	2	3.95	4.93	4.36	3.50	3.00	3.72
Lazear	SSCF	Met Expectations	Performing/Thriving	2	3.66	4.66	4.05	3.17	2.75	3.36
Learning Without Limits*	BACR	Met Expectations	Emerging	2	3.14	4.75	3.29	2.25	2.25	2.28
Lighthouse Community Charter	Lighthouse Community	Met Expectations	Performing/Thriving	1	3.76	4.80	3.95	3.13	3.17	4.56
Lincoln	OASES	Met Expectations	Performing/Thriving	2	4.50	4.90	4.82	4.17	4.09	4.56
M. L. King, Jr.	BACR	Met Expectations	Performing/Thriving	2	3.51	4.80	3.90	3.17	2.17	2.94

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status			Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Year-End Status 2010-11	Visits	Overall (Excluding Academic Climate)	Safe	Supportive	Interaction	Engagement	Academic Climate
Manzanita Community*	EBAYC	Did Not Meet Expectations	Performing/Thriving	2	3.67	4.69	3.83	3.65	2.50	3.17
Manzanita Seed	EBAYC	Met Expectations	Performing/Thriving	2	3.49	4.71	3.68	3.48	2.08	4.22
Markham	BACR	Met Expectations	Performing/Thriving	2	3.73	4.52	4.28	3.46	2.67	2.81
Marshall**	BACR	Met Expectations	Performing/Thriving	2	3.92	4.92	4.31	3.61	2.84	4.25
Maxwell Park	Learning for Life	Met Expectations	Performing/Thriving	2	3.24	4.67	3.89	2.30	2.08	2.78
New Highland Academy*	Higher Ground	Met Expectations	Performing/Thriving	2	4.18	4.43	4.55	3.90	3.34	3.50
Parker	Girls, Inc.	Met Expectations	Performing/Thriving	2	4.26	4.78	4.39	4.29	3.59	4.09
Peralta**	Aspiranet	Met Expectations	Emerging	2	3.31	4.61	4.11	2.61	1.92	3.31
Piedmont Avenue	Aspiranet	Met Expectations	Performing/Thriving	2	3.93	4.64	4.67	3.40	3.00	3.97
Place @ Prescott	BACR	Met Expectations	Performing/Thriving	2	2.87	4.34	3.47	2.15	1.50	3.36
Reach Academy**	OUSD	Met Expectations	Performing/Thriving	2	3.95	4.51	3.93	3.61	3.75	3.45
Rise Community School*	Aspiranet	Met Expectations	Performing/Thriving	2	4.02	4.58	4.30	4.28	2.92	4.39
Sankofa	BACR	Met Expectations	Performing/Thriving	2	3.86	4.93	4.51	3.48	2.50	3.50
Santa Fe	BACR	Met Expectations	Performing/Thriving	2	3.63	4.80	4.32	3.23	2.17	3.34
Sequoia	EBAC	Met Expectations	Performing/Thriving	2	4.36	4.79	4.50	3.96	4.17	4.14
Sobrante Park	Higher Ground	Met Expectations	Performing/Thriving	2	4.18	4.77	4.60	4.00	3.34	3.92
Think College Now*	Aspiranet	Met Expectations	Thriving	2	3.96	4.92	4.61	3.31	3.00	4.44
Wdrd Academy/Achieve	EBAG	Met Expectations	Performing/Thriving	1	3.62	4.56	4.41	2.67	2.83	3.78
Average					3.80	4.72	4.20	3.47	2.80	3.54

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/Lead Agency	Overall Point of Service Quality Status			Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Year-End Status 2010-11	Visits	Overall (Excluding Academic Climate)	Safe	Supportive	Interaction	Engagement	Academic Climate
Middle Schools										
Alliance Academy*	BACR	Exceeded Expectations	Performing/Thriving	2	4.23	4.53	4.42	3.98	4.00	4.89
Barack Obama Academy	YMCA**	New in 2010-11	Emerging	2	2.32	3.68	2.85	1.42	1.33	1.17
Bret Harte	Murphy & Associates	Met Expectations	Performing/Thriving	2	3.81	4.63	4.35	3.34	2.92	3.61
Claremont	BACR	Met Expectations	Performing/Thriving	2	4.14	4.82	4.65	3.84	3.25	4.58
Coliseum College Prep Academy*	Safe Passages	Met Expectation	Performing/Thriving	2	3.81	4.68	4.12	3.38	3.09	4.25
Edna Brewer	Safe Passages	Exceeded Expectations	Performing/Thriving	2	3.97	4.91	4.57	3.56	2.84	2.67
Elmhurst Community Prep*	BACR	Met Expectations	Performing/Thriving	2	4.04	4.73	4.42	3.44	3.59	4.47
Frick	Safe Passages	Met Expectations	Performing/Thriving	2	3.77	4.56	4.13	3.21	3.17	4.33
Madison	BACR	Met Expectations	Performing/Thriving	2	4.50	4.80	4.64	4.06	4.50	4.45
Melrose Leadership	Aspiranet	Met Expectations	Performing/Thriving	2	3.86	4.60	4.40	3.44	3.00	4.70
Roosevelt	EBAYC	Exceeded Expectations	Performing/Thriving	2	4.19	4.96	4.61	3.94	3.25	4.00
Roots*	Safe Passages	Met Expectations	Performing/Thriving	2	4.04	4.75	4.48	3.94	3.00	4.22
United For Success	Safe Passages	Met Expectations	Performing/Thriving	2	3.43	4.79	3.92	2.58	2.42	2.36
Urban Promise Academy	Oakland Leaf	Met Expectations	Performing/Thriving	2	4.16	4.86	4.68	3.94	3.17	3.78
West Oakland Middle	YMCA	Met Expectations	Performing/Thriving	2	4.33	4.66	4.78	4.06	3.84	4.42
Westlake	Eagle Village	Met Expectations	Performing/Thriving	2	4.54	4.96	4.85	4.34	4.00	4.89
Average/Total					3.94	4.68	4.36	3.53	3.21	3.92

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/Lead Agency	Overall Point of Service Quality Status			Ratings by Program Quality Domain On a 1;3;5 scale					
		Year-End Status 2009-10	Year-End Status 2010-11	Visits	Overall (Excluding Academic Climate)	Safe	Supportive	Interaction	Engagement	Academic Climate
Transitions Programs										
Bret Harte Bridges Program	BACR	New in 2010-11	Performing/Thriving	1	4.12	4.29	4.28	4.42	3.50	Not rated
Bridge To Success***	EBAYC		Performing/Thriving	1	NA	NA	NA	NA	NA	NA
LIBRE	SSCF		Performing/Thriving	1	4.46	4.52	4.66	4.67	4.00	Not Rated
LEAP***	Aspiranet		Performing/Thriving	1	NA	NA	NA	NA	NA	NA
PASS-2 Peer Mentoring Program	Oakland Kids First		Performing/Thriving	1	4.89	4.68	4.89	5.00	5.00	Ndt Rated
Safe Passages Transitions Program	Safe Passages		Performing/Thriving	1	4.12	4.92	4.89	4.00	2.67	5.00
Average					4.40	4.60	4.68	4.52	3.79	5.00
High School Programs										
Bunche**	BACR	Met Expectations	Performing/Thriving	1	4.00	4.93	4.67	3.42	3.00	Not Rated
Cotiseum College Prep Academy**	Safe Passages	Met Expectations	Performing/Thriving	1	4.20	4.74	4.36	4.04	3.67	4.78
College Prep & Architecture**	YMCA	Met Expectations	Performing/Thriving	1	3.69	4.15	3.91	3.54	3.17	4.17
Dewey**	EBAYC	Did Not Meet Expectations	Performing/Thriving	1	4.48	5.00	4.69	4.04	4.17	4.78
EXCEL (McClymonds)*	Alternatives in Action	Met Expectations	Performing/Thriving	1	4.53	4.84	4.52	4.08	4.67	3.33
Far West**	BACR	Met Expectations	Performing/Thriving	1	4.72	4.93	5.00	4.78	4.17	Not Rated
Life Academy*	Alternatives in Action	Met Expectations	Performing/Thriving	1	4.45	4.93	4.61	4.08	4.17	4.17
Mandela**	YMCA	Met Expectations	Performing/Thriving	1	3.69	4.15	3.91	3.54	3.17	4.17
Media Academy**	YMCA	Met Expectations	Performing/Thriving	1	3.69	4.15	3.91	3.54	3.17	4.17
Met West**	OUSD	Met Expectations	Performing/Thriving	1	4.16	4.36	4.63	3.67	4.00	4.22
Oakland High**	EBAYC	Met Expectations	Performing/Thriving	1	4.68	4.84	4.89	4.33	4.67	4.33
Oakland Technical**	BACR	Met Expectations	Performing/Thriving	1	4.31	5.00	4.69	4.04	3.50	5.00

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/Lead Agency	Overall Point of Service Quality Status			Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2009-10	Year-End Status 2010-11	Visits	Overall (Excluding Academic Climate)	Safe	Supportive	Interaction	Engagement	Academic Climate
Rudsdale Continuation**	BACR	Met Expectations	Performing/Thriving	1	4.22	4.70	4.61	4.25	3.33	Not Rated
Skyline**	Youth Together	Met Expectations	Performing/Thriving	1	4.48	4.82	4.58	4.33	4.17	4.39
Street Academy**	BACR	Met Expectations	Performing/Thriving	1	3.63	4.52	3.97	2.88	3.17	3.72
Youth Empowerment School**	Youth Together	Met Expectations	Performing/Thriving	1	4.10	4.82	4.41	3.50	3.67	4.06
Average					4.19	4.68	4.46	3.88	3.74	4.25

* Paired site. See Appendix.

** Does not receive direct OFCY funding

*** No ratings are listed for this site. Program operates during the summer only and was not visited within the 2010-2011 school year. A "Year End Status" was determined from the results of a Summer 2010 site visit using a different tool.

Direct Outcomes

Direct outcomes for Oakland out-of-school time programs reflect the results of stakeholder surveys and attendance data for both the school day and out-of-school time programs. Surveys were designed to capture feedback from youth, parents, teachers, and principals and to measure qualities consistently cited in out-of-school time literature as strong program indicators.

The direct outcomes analyzed are safety, new experiences, improved social skills / positive adult interaction, career exploration, school engagement, and academic behaviors. These categories are similar to point of service quality domains evaluated in site visits, but more finely reflect survey responses.

These outcomes are desirable in and of themselves; improved social skills, exposure to new ideas and experiences, and physical/emotional safety are all positive results for youth.

Moreover, these direct outcomes can positively contribute to other high priority outcomes, such as improved grades and test scores. These outcomes are categorized as contributory outcomes. Participants' progress toward these outcomes is described in the next section.

Available evidence suggests that:

- Youth feel safer in after school than any other place, including school and their neighborhoods. As noted earlier, however, physical violence and bullying in out-of-school time affect nearly a third of all participants.
- After school programs offer youth opportunities they don't otherwise have access to in school and in the community. Youth who attended most often reported the greatest exposure to new opportunities.
- Young people who attend after school improved their social skills, including getting along with other youth and with adults, and having opportunities to help others.
- Young people who attend out-of-school time programs are exposed to potential career pathways and have access to career preparation activities, such as writing resumes and securing internships.
- Participants in elementary, transitions, and high school programs improved their school day attendance rates. Transitions participants made especially strong gains. Youth in middle school programs sustained their attendance.
- After school program participants improve their academic behaviors while in the program, including study skills and test-taking strategies.

DIRECT OUTCOMES

Safety

In addition to being a key element of point of service quality, out-of-school time programs can make a positive contribution to participants' physical and emotional safety, both inside and outside of the OST program.

Youth surveys indicate that participants feel safe in their program. Nearly nine in ten (87%) elementary participants agreed that they felt safe while in the after school program, while 22% of middle school participants stated that they attended after school programming because it was safe. There was a statistically significant relationship between participation and self-reported safety with students who attended less than 100 days more likely to respond positively to questions about safety in the OST program. Furthermore, while females were slightly more likely to report feeling safe in the OST program, the difference was not statistically significant. On the other hand, young men were notably less likely to feel safe in their neighborhoods than their female counterparts.

In addition, participants reported learning ways to keep themselves safe through strategies learned in the out-of-school time program. Eighty-five percent (85%) of elementary and 51% of middle school participants stated that they learned how to keep themselves safe in after school.

Participants in middle and high school out-of-school time programs were asked to report on the extent to which they felt safe during school, in the program, in their neighborhood, and going to and from school. In general, participants reported feeling more safe in after school than at any other point during the day.

Table 17: Middle and High School Participants' Sense of Safety -
In After School, At School, and in the Community

% Reporting they feel safe or very safe...	Middle			High		
	Male (n=677)	Female (n=641)	Total (n=1,323)	Male (n=341)	Female (n=368)	Total (n=714)
During school?	87%	90%	89%	85%	89%	87%
In your after school program?	90%	94%	92%	86%	92%	89%
In your neighborhood where you live?	73%	80%	77%	67%	76%	71%
Going to school?	87%	88%	87%	80%	80%	80%
Going home?	86%	86%	86%	75%	75%	75%

Source: Youth participant surveys administered in spring 2011.

Parents and caregivers also agreed that after school programs kept their children safe during the after school hours. Ninety-four percent (94%) of parents stated that the out-of-school time program is a safe place for their student, while 63% stated that because their student is in the after school program, they worry less about their student during those hours.

DIRECT OUTCOMES

New Experiences

After school programs can serve as a “launching pad” for student success, providing additional time for youth to gain new experiences to which they might otherwise not be exposed.

Elementary school participants (87%) reported that the after school program allows them to try new things. Similarly, 70% of middle school participants and 75% of high school participants stated that they do things in the after school program that they usually do not get to do. Among transitions program participants, 88% of youth reported that after school allows them to do things they usually do not get to do. When broken down by gender, responses follow a similar pattern of all student responses, with the most notable difference between middle and transition program boys, who are slightly less likely to report having learned new things in their out-of-school time programs.

Table 18: Participants' Self-Report on New Experiences, By Gender

<i>"This after school program helped me learn new things"</i>		
Elementary	Male (n=1,378)	87%
	Female (n=1,536)	88%
	Total (n=2,939)	87%
Middle	Male (n=677)	68%
	Female (n=641)	72%
	Total (n=1,323)	70%
Transitions	Male (n=118)	87%
	Female (n=145)	89%
	Total (n=264)	88%
High	Male (n=341)	75%
	Female (n=368)	75%
	Total (n=714)	75%

Source: Youth participant surveys administered in spring 2011.

DIRECT OUTCOMES

Youth were more likely to report that after school exposed them to new activities the more they participated. Youth participating in 100 days of after school activities during the 2010-11 school year were 5% more likely to report that they were able to try new things, a statistically significant difference.

Parents also shared the belief that their children were being exposed to new opportunities within the after school program. Ninety-four percent (94%) of parents surveyed agreed that their child's out-of-school-time program has provided their child with the opportunity to try new things.

The best thing about this after school program is that we get to try new things.

-Gotham College Prep Middle School Student

Finally, over 94% of principal and teacher respondents reported that the after school program "provides opportunities for students that they wouldn't otherwise have access to."

Promising Practice - Oakland Wellness Learning Community

With a coalition of partners from CANFIT, the Oakland After School Programs Office, OUSD's Gardening Education Program, Team Up for Youth! and the UC Cooperative, the Oakland After School Wellness Learning Community worked to develop the capacity of Oakland after school programs to better identify, access, and coordinate existing wellness resources available in their local communities. Twenty-three after school programs participated, with the overall goals to:

- 1) Strengthen leadership in wellness, nutrition, and physical activity related issues amongst district's after school program; and
- 2) Build the capacity of district after school leaders to improve their advocacy skills.

The Wellness Learning Community provided ten hours of professional development through five monthly Learning Community meetings. Each meeting was framed with a "collective skill-building" approach, starting with advocacy skill-building sessions, and then segmented to tailored skill-building sessions within gardening and nutrition issues and physical activity issues.

The most positive change was in participants' ability to connect to after school colleagues from other programs to discuss wellness and health activities and share resources and strategies, which increased from 31% to 100% of participants confident in connecting with peers. As one participant stated about one of the benefits of the Learning Community, "The resources and support from staff and everyone else [has worked best in the Learning Community]-- sharing other ideas -- especially where we're lacking and others have succeeded."

DIRECT OUTCOMES

Improved Social Skills and Positive Adult Relationships

Participation in out-of-school time programs is commonly associated with improved relationships with others and enhanced social skills, both as a result of conscious actions to model pro-social behaviors by staff and as a result of sustained interaction with adults and peers.

Most youth who attended an OST program in 2010-2011 reported that the programs helped them to get along with other people and make new friends. Additionally, the majority of middle and high school participants, 69% and 80% respectively, reported that the program gave them a chance to help other people. Notably, 89% of transitions program youth reported that the program offered them an opportunity to help other people.

When looking at responses by gender, social skill growth follows a similar pattern between boys and girls. Most notably are difference in elementary and middle school youth, where boys report that the after school program helped them to get along with other people more than girls report this. For middle school youth, this difference is statistically significant. Middle school girls also report a higher percentage of helping other people as a result of the program, 74% of girls compared to 65% boys, a statistically significant difference.

More than a third (35%) of youth in middle school-based programs and nearly half (44%) of youth in high school-based programs reported that after school helped them to lead groups, clubs and events. Figure 24 lists areas of social skill growth reported by participants.

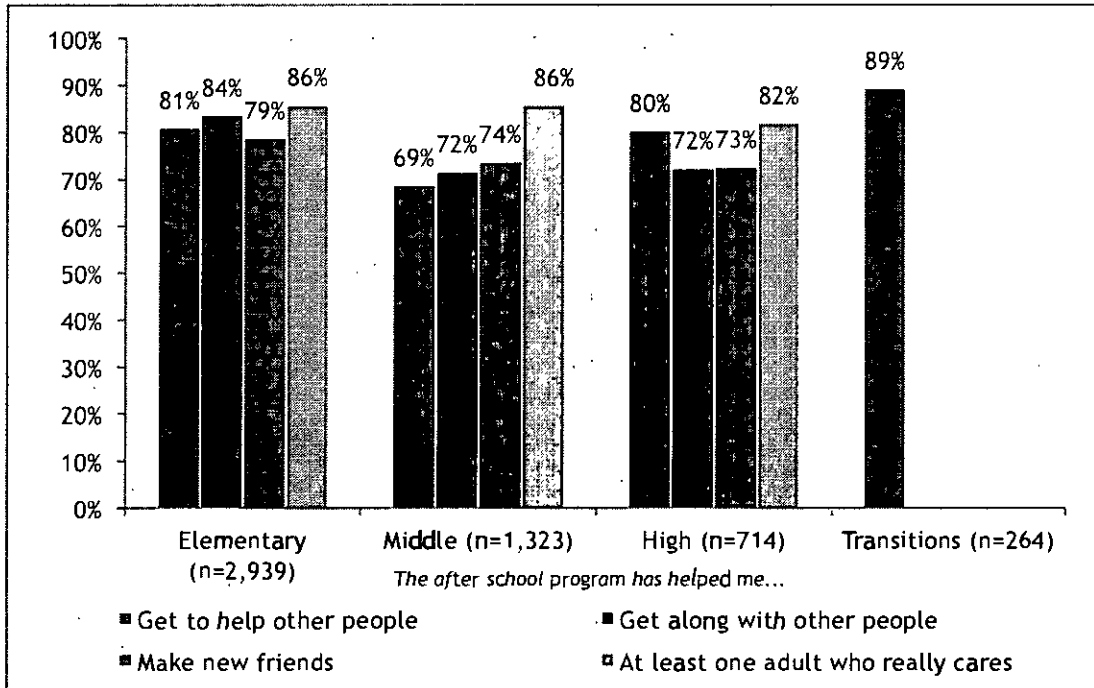
In middle school programs, 35% of boys and 36% of girls reported the program helped them to lead groups, clubs, and events; while in high school, 40% of boys and 47% of girls reported this.

Promising Practices - Academic Tutoring

Skyline's after-school tutoring program has built a strong academic climate and structured opportunities to learn. The program employs both staff and peer tutors during their daily tutoring sessions. Students in need of academic support check-in and the assistant program coordinator assigns a tutor for the appropriate academic subject. After the tutoring session, the tutor and student track the student's progress on a worksheet including next steps. Each tutor maintains tracking sheets in a binder in order to record continuous student progress.

DIRECT OUTCOMES

Figure 24: Participants' Self-Reported Social Skills



Source: Youth participant surveys administered in spring, 2011.²⁷

Table 19: Participants' Self-Reported Social Skills, By Gender and Program Type

	Elementary		Middle		High		Transitions	
	Male (n=1,378)	Female (n=1,536)	Male (n=677)	Female (n=641)	Male (n=341)	Female (n=368)	Male (n=118)	Female (n=145)
<i>The after school program has helped me...</i>								
Get to help other people	79%	83%	65%*	74%*	73%	72%	86%	92%
Make new friends	79%	79%	73%	75%	71%	74%		
Get along with other people	85%	83%	74%*	69%*	73%	73%		
<i>In this after school program there is at least one adult who really cares about me.</i>	86%	86%	84%	87%	83%	82%		

*Statistically significant change at $p < .05$ between genders

Source: Youth participant surveys administered in spring, 2011

²⁷ Transition program participants were only asked about helping others.

DIRECT OUTCOMES

Among parents and caregivers, about nine out of ten reported that the after school program helped their child to improve leadership skills and get along better with adults as well as other youth (Table 20).

Table 20: Parent/Caregivers' Reported Social Skill Growth

Has this after school program helped your student with the following things?	% Marking "Yes" (n=3,844)
The program helps my student get along better with other students.	92%
The program helps my student get along better with and have access to caring adults.	89%
In this program, my student has opportunities to develop leadership skills.	85%

Source: Parent/Caregiver Survey administered in spring, 2011.

Promising Practice - Youth Engagement

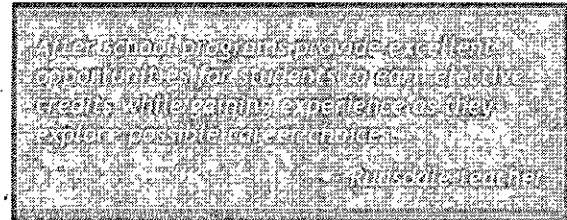
At Cleveland Elementary School, youth have multiple opportunities to reflect on their activities and progress in the after school program. For example, youth participating in reflection activities, provide solicited verbal feedback, give a one-sentence statement response to a 'dear diary' question during homework hour, and write in journals about what they learned. The program also has strong academic linkages to the school day through its power hour, when students who complete homework fill out pacing worksheets and create portfolios to track their academic progress through the hour.

DIRECT OUTCOMES

Career Exploration

Out-of-school time programs enrich school day lessons and introduce youth to new topics. This reinforcement and exposure can facilitate students' career exploration and college readiness. Both OUSD and OFCY target exposure to possible career pathways as an outcome goal, particularly among middle and high school youth.

Nearly half (47%)²⁸ of middle school respondents said they learned about possible careers in after school and 60% said that the after school program helped them feel more confident about going to college. When considered by gender, male and female participants reported similar exposure to career and college issues: 48% of boys and 46% of girls reported that they learned about possible careers as a result of being part of the program, while 61% of boys and 60% of girls said the after school program helped them feel more confident about going to college.



High school students were asked more in-depth questions about how the out-of-school time program helped them prepare for college and explore possible career pathways. Results are summarized in Table 21. In general, a higher proportion of high school participants reported receiving assistance with college preparedness than with career exploration. In general, boys reported a slightly higher percentage of college exploration support as a result of being in the program. None of these differences were statistically significant, however.

Table 21: High School Youth Reported College Readiness / Career Exploration

<i>The after school program has helped me...</i>	Male (n=341) ²⁹	Female (n=368) ³⁰	Total (n=714)
Feel more confident about graduating high school	67%	68%	67%
Feel more confident about going to college	63%	62%	62%
Apply for college and financial aid	43%	41%	42%
Look for a job	45%	44%	44%
Get an internship	33%	36%	35%
Write a resume	31%	33%	32%

Source: Youth Participant Surveys issued spring, 2011, Grades 9-12

²⁸ For the 1,040 middle school participants for whom data is available.

²⁹ For the survey respondents who answered the question on gender.

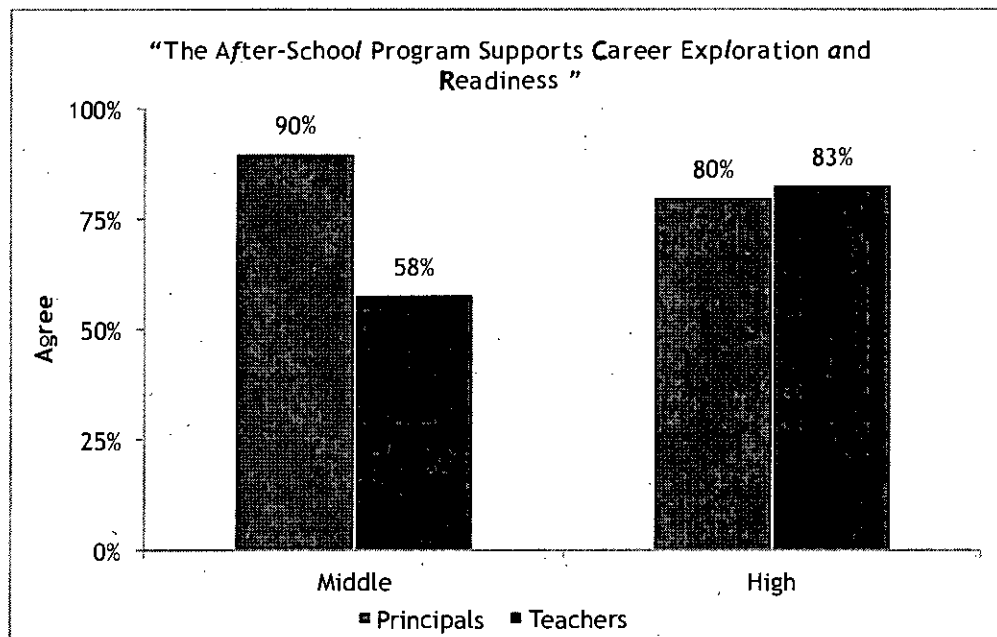
³⁰ See above footnote.

DIRECT OUTCOMES

Additionally, 76% of high school youths' parents agreed that their student explores potential careers in the out-of-school time program.

Teachers and principals were also asked about career exploration in out-of-school. More than two-thirds of principals (70%) and more than half of teachers (54%) agree that the after school program at their school supports career exploration and readiness.

Figure 25: School Day Staff Response - Career Exploration



Source: Teacher and Principal Surveys administered in spring, 2011.

Promising Practice - Promoting Math and Science

The Mathematics Engineering Science Achievement (MESA) program at Alliance Academy encourages students to learn about science, engineering, and math in a creative way. MESA's mission is to develop student knowledge and skills to enhance their interest and prepare them for degree programs and careers in math, science and engineering. MESA has been very successful in California, increasing academic achievement and college attendance among participants and is a model for similar programs nationwide. Alliance Academy employs credentialed teachers to instruct the students in their designated topics. The students develop a familiar rapport with their teachers and gain new skills utilizing a unique learning style distinct from school day practices. Participants also meet students from other schools during competitions and activities, gaining exposure to a positively influenced network of peers in their chosen field of interest. Furthermore, competitions also help students acquire strong public speaking skills. One exceptional student from Alliance said, "MESA changed my life for the better."

DIRECT OUTCOMES

School engagement

Participation in out-of-school time programs is associated with young people's connection to the school day, as it supports youth in developing skills to feel successful in school. Attachment to school is a critical factor in determining young people's school day attendance, behavior during school, and increased engagement.

Participants' school day attendance rates are common ways to measure young people's connection with school. School day attendance rates improved among all school-based after school program participants in the 2010-11 program year; youth in elementary school made the largest progress, followed by high school participants. Female program participants made slightly smaller gains in school day attendance than males, though these differences were not statistically significant. That is, statistically speaking, girls and boys made similar improvements in their school day attendance rates.

Youth who attended Transitions programs made substantial strides in their school day attendance rate, marking an 8.4 percentage point improvement between 2009-10 and 2010-11. Youth in these programs had much lower school day attendance rates to start with, reflecting the intention of these programs to recruit students with limited attachment to school. The mean improvement rates differ slightly by gender, but they are not statistically different from one another.

Moreover, 74% of program participants met District goals of a 95% school day attendance rate in 2010-11; by comparison, just 68% of these same students had 95%+ school day attendance in 2009-10. By comparison, fewer non-participants met 95% school day attendance threshold in either year.

Though the year-to-year changes in attendance rate were modest for most groups, participants came to school an additional 35,343 days in 2010-11. This additional in-school time translates into more learning time for students, and higher revenue for OUSD. While per-day student revenue varies based on student characteristics, these additional school days attended are valued at between \$827,019 and \$989,956³¹. Table 22 summarizes participants' school day attendance in 2009-10 and 2010-11.

Promising Practice - Literacy Development

At La Escuelita Elementary after school program, the KidzLit curriculum and a group of inspirational staff engage the students in fun literacy activities. KidzLit employs a literacy and character-building curriculum for students in kindergarten through eighth grade that centers around well written, interesting, and culturally diverse books. KidzLit uses a read-aloud teaching style and is aligned with national standards. The two-teacher model at La Escuelita provides a higher staff to student ratio, giving the students further individualized attention during their lessons and activities. The rigorously trained staff produces engaging and unique lessons tailored to the needs and interests of their students, facilitating a positive experience with literature.

³¹ To calculate the total change in days attended, evaluators summed the days attended in 2009-10 and 2010-11, and multiplied the difference by \$23.40-\$28, an estimate of the range of likely combined ADA revenue.

DIRECT OUTCOMES

Table 22: Participants' School Day Attendance Rate in 2009-10 and 2010-11

	Elementary			Middle			Transitions			High		
	Male (n=3,011)	Female (n=2,873)	All (5,884)	Male (n=1,796)	Female (n=1,560)	All (n=3,356)	Male (n=816)	Female (n=808)	All (n=1,624)	Male (n=1,103)	Female (n=1,162)	All (n=3,356)
2009-10 School Day Attendance Rate	95.41%	95.36%	95.38%	95.33%	95.49%	95.40%	87.71%	88.03%	87.87%	95.28%	94.73%	95.00%
2010-11 School Day Attendance Rate	96.04%	95.96%	96.00%	95.72%	95.65%	95.69%	96.68%	95.89%	96.28%	96.27%	95.70%	95.98%
Average Difference	.63*	.61*	0.62*	.39*	.17*	0.29*	8.9*	7.9*	8.4*	.099*	.097*	0.98*
Change in School Days Attended ³²	7,532	9,514	17,046	4,895	3,143	8,039	1,941	1,163	3,104	3,552	3,602	7,154

* Statistically significant $p < .05$.

Source: School day attendance data for all students in OUSD, 2010-11.

Chronic absence, defined as 10% or more of the school year, is another indicator of youths' connectedness with the school day. In 2010-11, ten percent of program participants were chronically absent, compared to 14% of students in host schools. This difference is statistically significant.

Program participants demonstrated decreased rates of chronic absenteeism among elementary, transitions, and high school based programs. Middle school participants had stable chronic absence rates, largely because girls' rates did not change.

When participants' gender is considered, we find that female participants are both more likely to be chronically absent than their male counterparts and that girls made smaller year-to-year improvements in their overall chronic absence rate.

Table 23: Chronic Absence Among Participants

	Elementary			Middle			Transitions			High		
	Male (n=3,011)	Female (n=2,873)	All (5,884)	Male (n=1,796)	Female (n=1,560)	All (n=3,356)	Male (n=816)	Female (n=808)	All (n=1,624)	Male (n=1,103)	Female (n=1,162)	All (n=3,556)
Participants Chronically Absent 2009-10	11%	11%	11%	12%	12%	12%	10%	11%	11%	12%	16%	14%
Participants Chronically Absent 2010-11	9%	10%	10%	11%	12%	11%	7%	11%	9%	10%	13%	11%
Average Difference	-1.6*	-1.3*	-1.4*	1.2	.00	-.06	-3.3*	.00	-1.6*	-3.6*	-2.7*	-3.2*

*Statistically significant change at $p < .05$.

Source: School day attendance data of all students in OUSD, 2010-11.

³² Days attended for the 2009-10 school year were pro-rated to account for 8 additional days in the 2009-10 school year.

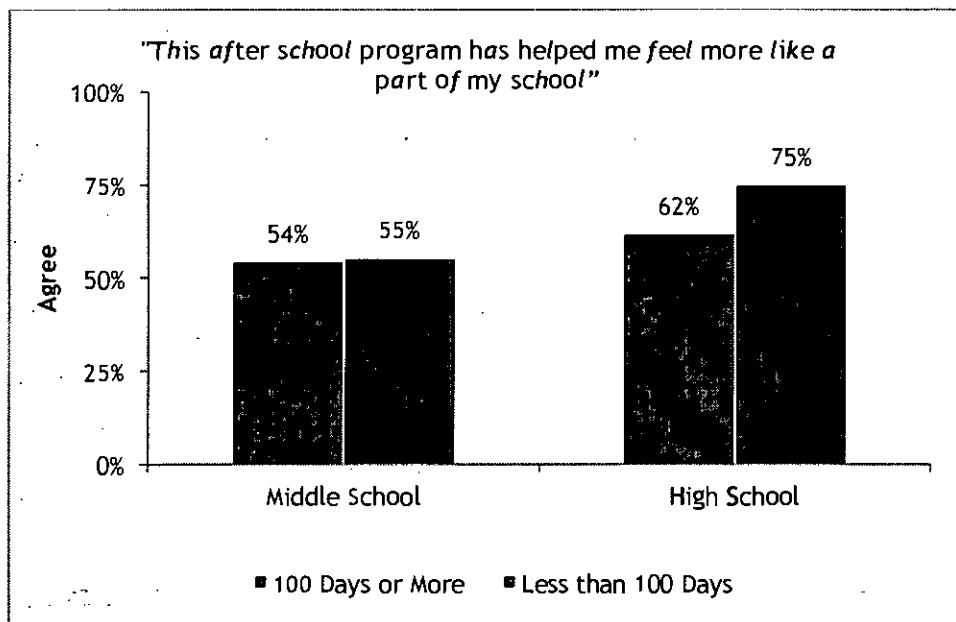
DIRECT OUTCOMES

Figure 26 describes middle and high school participants' self-reported connections with their school. Survey results indicate that most participants (59%) feel their participation in after school has helped them to feel more like part of the school, a rate similar as in the 2009-10 program year.

In middle school programs, 53% of boys and 54% of girls reported feeling more like a part of their school; while in high school, 68% of boys and 69% of girls stated they feel more like a part of their school as a result of being in the after school program.

Surprisingly, participants who attended an out-of-school time program for fewer than 100 days are more likely to report feeling like part of the school day than their peers who attended more often. This difference is statistically significant.

Figure 26: Participants' Self-Reported School Engagement



Source: Youth Participant Surveys issued spring, 2011, Grades 6-12

Table 24: Participants' Self-Reported School Engagement, By Gender

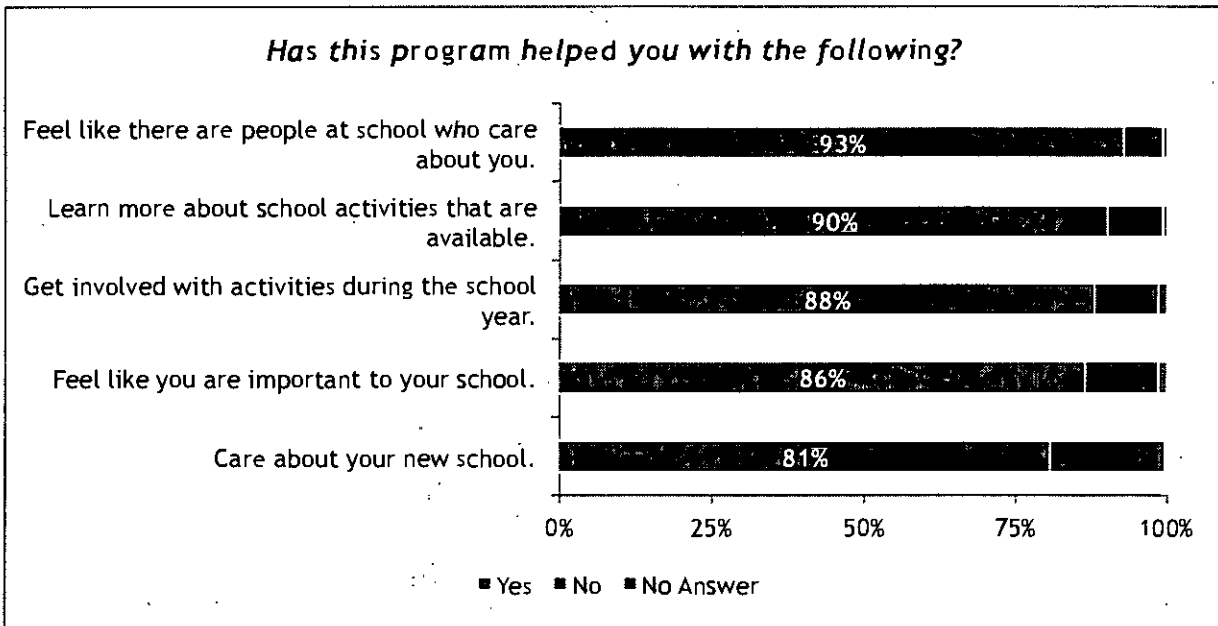
	Middle (n=1,084)			High (n=543)		
100 Days or More	54%	Male (n= 419)	54%	62%	Male (n= 80)	53%
		Female (n= 445)	56%		Female (n= 110)	68%
Less than 100 Days	55%	Male (n= 107)	54%	75%	Male (n= 171)	78%
		Female (n= 113)	57%		Female (n= 182)	73%

Source: Youth Participant Surveys issued spring, 2011, Grades 6-12

DIRECT OUTCOMES

For transition programs where school connectedness is a key strategy, the majority of youth respondents report strong connections to their new school (Figure 27). This is true when looking across gender, as both girls and boys report receiving support from programs around connecting to school. Though some of the survey responses varied by gender, none were statistically significantly different.

Figure 27: Transition Program Participants' Self-Reported Connections with School



Source: Youth Transition Program Participant Surveys issued spring, 2011

Table 25: Transition Program Participants' Self-Reported Connections with School, By Gender

<i>Has this program helped you with the following?</i>	Male (n=118)	Female (n=145)	Total (n=264)
Feel like there are people at school who care about you.	93%	92%	93%
Learn more about school activities that are available.	87%	92%	90%
Get involved with activities during the school year.	86%	89%	88%
Feel like you are important to your school.	88%	85%	86%
Care about your new school.	85%	77%	81%

Source: Youth Transition Program Participant Surveys issued spring, 2011

DIRECT OUTCOMES

Parents also reported feeling more connected to their children's school as a result of the school-based program. About half of parents of elementary and middle school participants, and one-third of high school participants' parents reported that they feel more connected to and aware of their child's school than in the past. While these numbers are slightly lower for elementary and middle school parents than last year, they represent an increase for high school parents.

Table 26: Parents' Self-Reported Sense of Connection with Their Child's School

Because my child is in this after-school program...	Elementary (n=2,954)	Middle (n=666)	High (n=224)
I feel better prepared to support my student in school and in life.	55%	49%	34%
I am more connected to my student's school.	53%	42%	34%
I know more about what goes on in the school day.	50%	41%	40%

Source: Parent/Caregiver Survey administered in spring 2011.

Promising Practices - School Day Connections

At Met West's after-school program, all activities offered in the program have a written syllabus given to students at the beginning of the program. The syllabus includes overall objectives, expectations, and learning goals for the duration of the activity. This gives activity leaders, such as students facilitating reading classes or outside providers offering boxing classes, an intentional way to plan activities that are linked to California state content standards and connected to school-day learning.

Promising Practice - Oakland Science Learning Community

In the 2010-11 school year, a coalition of partners from Techbridge and the Oakland After School Programs Office came together to promote and sustain science in after-school programs through the development of a learning community in science across elementary and middle schools in OUSD.

The vision of this partnership is that after-school staff, community-based organizations (CBOs), administrators, school principals, elected officials, businesses, science institutions, and content providers are committed to providing students in OUSD—including girls and underrepresented minorities—accessible, high-quality informal science education that prepares them for post-secondary success and expands their career. The Learning Community provided the following to after school program providers:

Professional development workshops: The bulk of the Science Learning Community's activities centered around six professional development sessions for after school staff representing 22 programs and Site Coordinators provided by Techbridge and the Oakland After School Programs Office. Workshops included peer learning, modeling of particular science projects and the sharing of Techbridge curricula that participants could take back to their sites.

Observations and coaching: Techbridge and Oakland After School Office staff also provided an on-site observation for all Science Learning Community participants during the Spring 2011 observing participants' science instruction.

Promoting Career Exploration: Science career exploration was an explicit focus of one of the learning community meetings, and was infused throughout the modeling activities and the coaching and peer learning conversations.

Collection and Dissemination of Promising Practices and Outreach to Key Decision-Makers: Techbridge and the Oakland After School Programs Office presented the highlights of the program to community-based organization directors. Techbridge also sent letters to Oakland school principals highlighting the progress of the Learning Community, and made a presentation for the end of year celebration of Oakland after school programs for agency directors, site coordinators. Techbridge and the Oakland After School Office was also able to meet with Foundation partners, who had the opportunity to observe and participate in the lessons presented by the Oakland Science Learning Community and discuss promising practices and next steps for the Learning Community.

According to Learning Community participant surveys, the overwhelming majority of after school staff noted that they were more confident about getting kids excited about science. Prior to participation, only 13% of surveyed staff felt confident or very confident in this area. After the Learning Community, 88% of after school staff reported feeling confident or very confident about the Learning Community.

Youth in participants' after school programs reported on their own experiences in their science activities. At least seven in ten youth reported that the after school program has made science more interesting, made them excited about science, and made science seem more fun.

DIRECT OUTCOMES

Academic Behaviors

Successful out-of-school time programs complement the school day by exposing youth to enriching activities aligned with but distinct from the school day curriculum. As noted earlier in this report, OST programs are spending significant time on academics (Figure 9), providing opportunities for youth to improve their academic behaviors, such as learning study skills, completing homework and taking tests. Available evidence suggests that out-of-school time programs in Oakland help to improve participants' academic behaviors, a crucial step toward improving academic performance.

Homework help has been a noted strength of the school-based after school program. Ninety-two percent (92%) of elementary students stated that they receive homework help in this program, while 40% of middle school respondents and 33% of high school respondents identified homework help as a primary reason for attending the program. Part of the discrepancy between elementary and middle/high school responses may be due to different ways survey questions were asked. Elementary youth were asked to agree or disagree if they received homework help, while middle and high school youth were asked to select all applicable reasons for attending the program from a list that included homework help.

In addition, 94% of parents noted that their child has the opportunity to work on their homework at the program. Among teachers and principals, homework assistance was most frequently chosen as one of the program's three greatest strengths, chosen by 60% of teachers and 64% of principals.

Table 27: Homework Help in After School

Stakeholder	Homework Support from After School Program	% Agree
Elementary Youth (n=2,939)	In this after school program, i get help with my homework	92%
Middle School Youth (n=1,323)	I go to the after school program to get help with my homework/school work (one option among many)	40%
High School Youth (n=714)	I am going to this after school program to get help with my homework or raise my GPA (one option among many)	33%
Parents (n=3,844)	There is an opportunity for my student to work on their homework in this after school program.	94%
Teachers (n=699)	After school Program Strength- Homework Assistance	60%
Principals (n=44)	After school Program Strength- Homework Assistance	64%

Source: Surveys administered spring, 2011

DIRECT OUTCOMES

Participants noted improved academic behaviors as a result of school-based after school. Seventy-seven percent (77%) of elementary school participants, 49% of middle school, and 63% of high school participants stated that they learned good study habits through the school-based after school program (like taking tests, reading directions, organizing notes). Girls and boys generally answered similarly across the different program types.

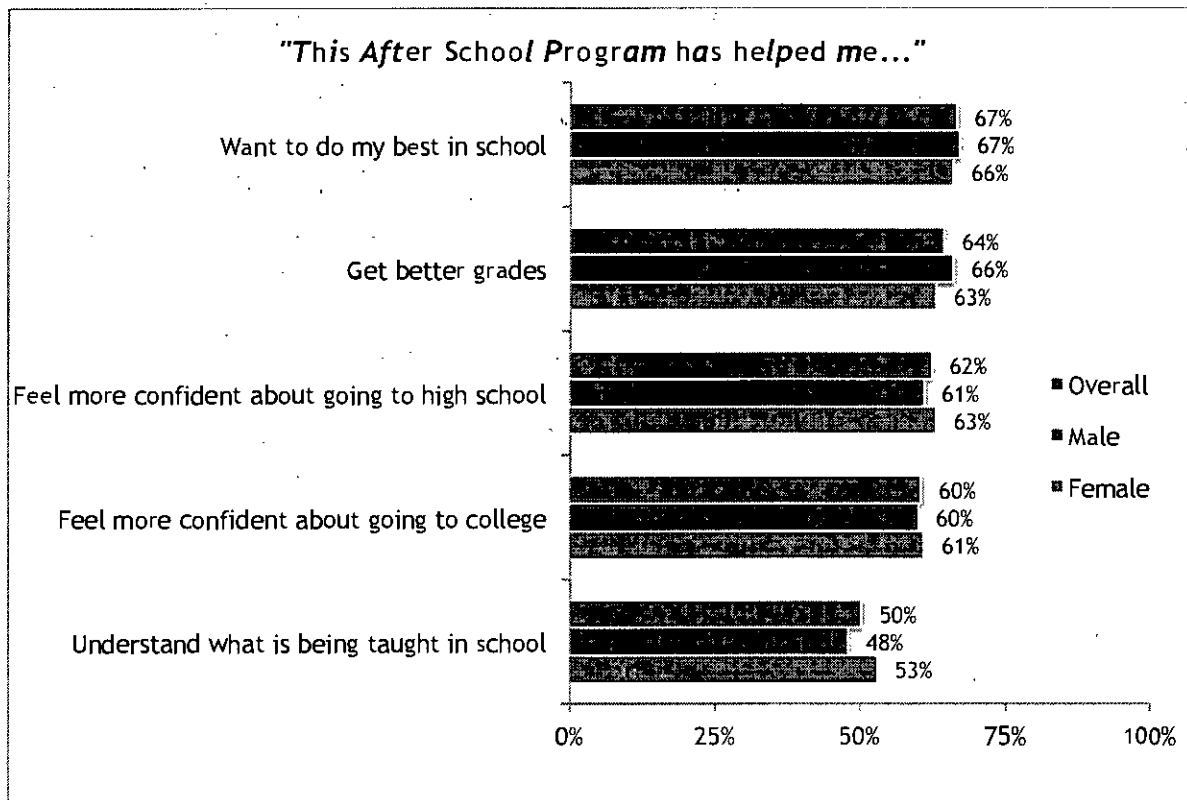
Table 28: Study Habits, By Gender

<i>The after school program has helped me...</i>	Elementary		Middle		High	
	Male (n=1,378)	Female (n=1,536)	Male (n=677)	Female (n=641)	Male (n=341)	Female (n=368)
Learn good study habits	78%	77%	49%	49%	63%	64%

Source: Youth Participant Surveys issued spring, 2011.

Similarly, 50% of middle school participants agreed that the school-based after school program helped them to understand what is being taught in school and 67% stated the school-based after school program helped them to want to do their best in school. In addition, 64% stated that the school-based after school program helped them get better grades, 62% feel more confident about going to high school and 60% feel more confident about going to college. Boys and girls in middle school program report learning positive academic behavior at about the same rate, though girls report understanding what is being taught in school at a higher rate than boys (53% vs. 48%).

Figure 28: Middle School Participants' Self-Reported Academic Behaviors, by Gender



Source: Youth Participant Surveys issued spring, 2011, Grades 6-8.

DIRECT OUTCOMES

Within transition programs, 93% of participants noted that the program helped them to plan to go to school everyday (95% of boys, 92% of girls), and 84% reported that the program helped them to cut fewer classes (80% of boys, 87% of girls). See Table 29.

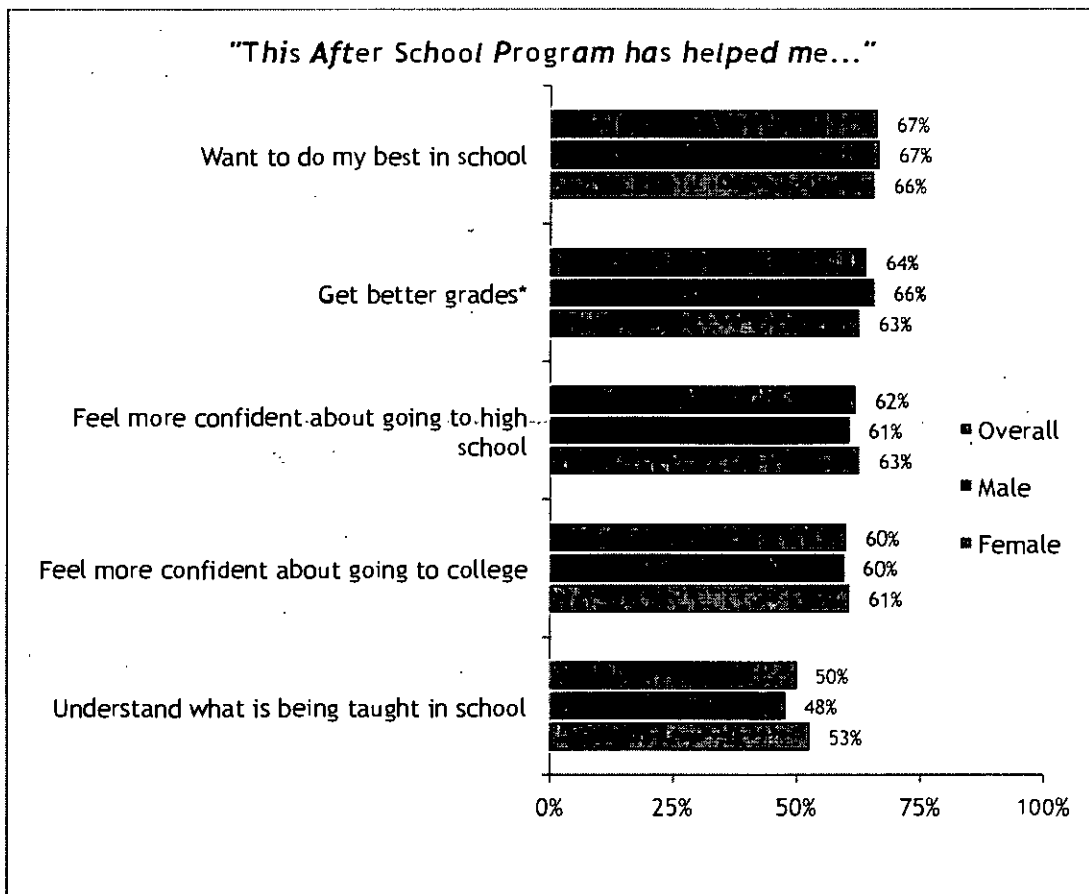
Table 29: Parents' Self-Reported Sense of Connection with Their Child's School

Hds this program helped you with the following?	Male (n=117)	Female (n=145)	Total (n=264)
Plan to go to school everyday	95%	92%	93%
Cut fewer classes	80%	87%	84%

Source: Youth Transition Program Participant Surveys issued spring, 2011

When asked to describe the primary benefits of school-based after school, high school participants reported the following reasons:

Figure 29: High School Participants' Self-Reported Academic Behaviors



*Statistically significant change at $p < .05$ between genders

Source: Youth Participant Surveys issued spring, 2011, Grades 9-12.

DIRECT OUTCOMES

For parents, eighty-five percent (85%) who completed a survey agreed that “my child’s attitude toward school has improved since coming to the after school program.”

Finally, principals and teachers who work in school-based programs’ host schools were asked to report the extent to which school-based after school encourages positive academic behaviors. Table 30 lists the proportion of educators and administrators who agreed that the school-based after school program provides a specific support.

Table 30: Principal and Teacher Survey Results -
School-based OST Supports for Positive Academic Behaviors

The <i>after school</i> program...	Principals (n=44)	Teachers (n=699)
Supports student academic success	100%	98%
Supports English Learner students’ language development	100%	99%
Supports improving graduation rates (HS Only) ³³	100%	99%

Source: Principal / Teacher Survey administered in spring 2011.

Promising Practice - Extended Day

Some schools follow an extended day model, in which “school” is extended to 4pm or 5pm with the after school program in charge during the extra hours. Extended day models give staff significant freedom in designing programs and responsibility in overseeing everything that happens after school.

Madison Middle School’s extended day effectively balances afterschool tutoring, district sports, student counsel, and regular enrichment activities. One of the highlights observed was the amount of programming supporting youth with their everyday needs. In one course youth are engaged in learning the ins and outs of barbering and hair dressing, and they can come in and get their hair done for free. This small but important service for youth is widely felt. Similarly, youth can purchase affordable clothing for their winter ball in the student shop. Madison also has a volunteer program for faculty to lead academic initiatives. Despite the tremendous requirements of after school staff, Madison shows that the extended day model can run efficiently. Even though attendance is mandatory in the extended day model, youth are engaged, active and excited to start their projects.

Testifying to the value of extended day, the principal of Life Academy wrote, “Life Academy has integrated the regular day with the extended day program so that it is virtually seamless. This partnership has allowed us to create tremendous opportunities for our students and think creatively about budgeting, program, student experiences, etc.”

³³ HS Only questions have the following sample sizes: Principals - n=5, Teachers - n=104.

Contributory Outcomes

This section explores changes in the contributory outcomes among program participants, including grades and test scores.

Existing research suggests that high quality after school programs can have a modest, but consistent, influence on participants' academic outcomes.³⁴ Other factors have a far greater influence on young people's academic performance, ranging from static characteristics such as parents' formal education level and household income, to mutable factors such as participants' language fluency, the quality of in class instruction, and housing stability.

Available evidence suggests that Oakland out-of-school time program participants benefit in some - but not all - dimensions of academic performance:

- English Learners who participated in out-of-school time programs were slightly more likely to be re-designated as fluent in English (14%) than English Learners at the same schools (13%). More frequent participation in out-of-school time programs is associated with a greater likelihood of re-designation.
- There is a statistically significant relationship between OST participation and scoring Proficient or Advanced on the California Standards Test in English Language Arts or Math. Holding demographic and prior academic performance constant, youth who attend OST for 100 days are about 20% more likely to score at Proficient or Advanced than students who attended OST for just a few days.
- Students in out-of-school time programs - particularly 10th graders - were less likely to pass the CAHSEE than their peers. This likely reflects the programs' intentional efforts to recruit struggling students into academic support activities.
- Youth who attended out-of-school time programs earned more course credits than students in the same schools.
- Reported high school graduation rates are similar between participants who attended 50+ hours of academic support activities and those who did not.

³⁴ Robert Granger, Ed.D., "After-School Programs and Academics: Implications for Policy, Practice, and Research" in *Social Policy Report*, Volume XXII, No 2, 2008. (Ann Arbor, MI: Society for Research in Child Development)

CONTRIBUTORY OUTCOMES

Academic Performance

The evaluation team conducted a series of regression analyses to explore the potential relationship between program participation and key academic performance measures. In each case, the regression model was specified as follows:

$$\text{Outcome} = \beta + \beta_1 \text{ Days in ASP} + \beta_2 \text{ Years in ASP} + \beta_3 \text{ Participant Demographics}^{35} + \beta_4 \text{ School Day Attendance} + \beta_5 \text{ Past Academic Performance}$$

This analysis allows the identification of the potential “value add” of out-of-school time program participation, controlling for a variety of covariates that may affect participants’ academic performance. The value of the beta coefficient for each of the inputs - β - and whether that coefficient is statistically significant or not, indicates the relative influence of the input on the outcome of interest. For measures in which the outcome variable is binomial (i.e., either “yes” or “no”), logistic regression was used. In logistic regression, the beta value is transformed into an odds-ratio for ease of interpretation.

A comparison group was not used for the grade and test score analysis, as there is insufficient information available to control for the extracurricular activities of those who did not attend Oakland out-of-school time programs. There is sufficient range in the participation rate among those who did attend to assess the “value-add” of out-of-school time program participation.

English Fluency

This sub section explores changes in student English fluency among participants who were designated as an English Learner in 2009-10 and attended an out-of-school time program in 2010-11. This analysis examines the role that greater participation plays in the development of English language skills.

Among students designated as English Learners in 2009-10³⁶, 14% of participants and 13% of non-participants, a statistically significant difference, were re-designated in the 2010-11 school year. These gains are particularly concentrated in elementary schools, where 16% of participants compared to 14% of non-participants were re-designated.

Using the regression model defined under “Academic Performance,” we first examine rates of re-designation as English fluent in the 2010-11 school year based on designation as an English Learner in 2009-10. In order to control for past academic performance, we used the prior year English Language Arts CST scores in the regression model, thereby making a better “apples to apples” comparison among participants. Within this population, participation in an out of school time program was statistically significantly associated with being re-classified as English fluent in 2010-11.³⁷ Participation of about 25 days in OST was associated with about 10% greater likelihood of being re-classified as English fluent. This increased to about 40% greater likelihood for attendees participating in 100 days. Moreover, there were no gender-related differences found for participants.

³⁵ Including gender, race/ethnicity, school grade level, special education placement, and language fluency.

³⁶ And were also enrolled in the 2010-11 school year

³⁷ This analysis controls for prior year CST ELA scaled score, school days attended, special education status, and age. Beta value for OST days attended is .005, Exp(B) = 1.004. The Cox & Snell R-squared value for the model is .365, meaning that the equation explains about 37% of the observed variation.

CONTRIBUTORY OUTCOMES

English Language Arts

Core course grades in English Language Arts among middle and high school students declined overall between the first and second semesters. Students who attended after school demonstrated a smaller decline than their peers, however, with average course grades declining by .8 points (on a 4.33 scale) compared to a .10 decline among non-participants.³⁸ These differences were not statistically significant, however.

When participants' performance on the California Standards Test (CST) is considered, participation appears to contribute to student success. Namely, each additional day in OST is associated with a .002% increased likelihood of scoring at Proficient or Advanced.³⁹ In practical terms, youth who attended for 100 days were about 20% more likely to score at Proficient or Advanced than those who attended just one day.

Regression analysis indicates that the hours that youth spend in academic support activities in out-of-school time programs does not have a statistically-significant influence on students' chances of scoring at Proficient or Advanced. Moreover, there were no gender-related differences found for participants.

Students' school-day attendance rate is by far the most influential factor contributing to whether students score at Proficient or Advanced on the ELA CST. Across various model specifications, the odds-ratio for school day attendance rate in 2010-11 is several times larger than all other factors, suggesting that consistent school day attendance is a major contributor to success on the ELA CST.

Mathematics

Core course grades in Mathematics declined between the first and second semesters for all students. Out-of-school time participants demonstrated smaller semester-to-semester declines (-.14) than their peers in the same schools (-.18); this difference is marginally statistically significant.

When participants' performance on the California Standards Test (CST) is considered, after school participation appears to contribute to student success. Namely, each additional day of after school program participation is associated with a .002% increased likelihood of scoring at Proficient or Advanced.⁴⁰ In practical terms, youth who attended after school for 100 days were about 20% more likely to score at Proficient or Advanced than those who attended just one day.

Regression analysis indicates that the hours that youth spend in academic support activities in out-of-school time programs does not have a statistically-significant influence on students' chances of scoring at Proficient or Advanced. Moreover, there were no gender-related differences found for participants.

As in English Language Arts, students' school-day attendance rate has the largest influence on whether students score at Proficient or Advanced on the Mathematics CST.

³⁸ Paired samples t-test results for students for whom two semesters of core course grade data are available. Course grades were converted to numeric equivalents, in which A+ = 4.33 points, A = 4 points, and so on.

³⁹ Logistic regression analysis, with outcome variable as "scored Proficient or Advanced on ELA CST" odds ratio for ASP days attended = 1.002. Cox & Snell R-squared = .407.

⁴⁰ Logistic regression analysis, with outcome variable as "scored Proficient or Advanced on Math CST" odds ratio for ASP days attended = 1.002. Cox & Snell R-squared = .414.

CONTRIBUTORY OUTCOMES

The number of youth who attended after school at these “threshold” levels varies by school type. About 55% of all participants attended an out-of-school time program for 100 days or more, including 78% of elementary, 56% of middle, 33% of transitions and 35% of high schoolers. In the prior school year, about 54% of all participants attended out-of-school programs for 100 days or more (70% elementary, 48% middle, and 33% high school).

High School Graduation and College Readiness

The school-based after school programs serving high school students provide targeted academic supports including intensive tutoring, CAHSEE prep, and credit recovery. Participant analysis in this sub section includes those youth participating in academic support activities in their out-of-school time program.

California High School Exit Exam

Students are required to pass the California High School Exit Exam (CAHSEE) in both Math and English Language Arts (ELA) in order to be eligible for graduation. Among high school students who attended an OST program in 2010-11, about 2,700 youth participated in some form of academic support program, for an average of 154 hours.

Among the approximately 500 high school students who participated in 50+ hours of academic support activities, about 55% passed the Math section of the CAHSEE in 2010-11 (62% of 10th graders, 45% of 11th graders and 46% of 12th graders). About six in ten participants passed the ELA section (65% of 10th graders, 52% of 11th and 61% of 12th graders).

These program participants (i.e., those with 50 or more hours in academic support) were somewhat less likely to pass the CAHSEE than non-participants at the same schools. This difference appears to be driven by the lower passage rates for 10th graders who attend out-of-school time programs. Since many of the out-of-school time programs in this study intentionally recruit and serve youth who are unlikely to pass the CAHSEE without targeted support, it's possible that the difference in passage rates reflects differences in participants' and non-participants' academic preparation.

Promising Practice - Success with Interns

Bella Vista employs high school and college interns to lead many of their after school programs. For instance, the well-designed science program at Bella Vista utilizes interns who are thoroughly trained in the curriculum. The specific intern observed implemented the lesson in a way that kept the students very engaged. In this case, using a standardized curriculum taught by well-trained staff was effective in promoting student engagement in the science class. Other interns observed at Bella Vista were also clearly committed to and excited about student learning. It was evident that they took their jobs very seriously.

CONTRIBUTORY OUTCOMES

Course Credits Earned

Course credit recovery allows students who fall behind in core courses to make up class credit through Cyber High and elective courses offered through the after school program. Moreover, other academic supports such as homework help, tutoring, and academically oriented enrichment can further improve students' ability to earn course credit.

Students who participated in OST earned more total credits than their peers in the same schools, 129 credits compared to 104. Notably, youth not in out-of-school time programs earned about 17 fewer credits between 2009-10 and 2010-11, while youth who attended out-of-school time programs earned more credits.⁴¹ This difference is marginally statistically significant, due to the large variation in credits earned by students in OUSD.

Twelfth grade students⁴² who were in academic support services were less likely to complete courses required for admission to the University of California and California State University education systems, commonly referred to as A-G requirements, than other after school participants. Thirty five percent (35%) of twelfth graders who participated in 50+ hours of academic support activities in after school completed all A to G courses by the end of their 12th grade year. By contrast, 41% of twelfth graders who did not participate in academic support activities completed all A to G requirements by the end of their 12th grade year. This difference is statistically significant.

Graduation

Ninety-two percent (92%) of twelfth graders graduated in OUSD in 2010-11. Students who participated in 50+ hours of academic support activities were somewhat more likely to graduate than those who did not, but this difference is not statistically significant.

⁴¹ Based on paired samples t-tests for program participants and students in host schools, comparing total credits earned between 2009-10 and 2010-11.

⁴² 2010-11 A to G completion data available only for 12th grade students.

Habits of Work, Life and Mind - Life Academy tackles CAHSEE

While many out-of-school time programs offer CAHSEE preparation, several still struggle to achieve desirable pass rates. At Life Academy, CAHSEE preparation is embedded within a highly collaborative, extended day, full service community school. Students are at school from 7am - 6pm, with school day teachers also leading targeted academic intervention before and after regular school hours. With a lot of communication among teachers, parents, program staff and principals, this year 85% of LIFE Academy students passed CAHSEE's English Language Arts section, even more remarkable considering 92% of passing students are not native English speakers. Pass rates were even higher in math, with 87% of students passing.

Life employs a strategy to identify youth struggling in core academics immediately upon entry into 9th grade. Each student takes a computer assessment test that identifies his or her reading level. The computer also generates a book list of readings that will improve areas where students are struggling. The book list is then shared with parents. Teachers use the computer output to develop lesson plans and target students most in need of early academic intervention.

According to Alex Vila, Community Programs Director at Life Academy, the high pass rates cannot be attributed to CAHSEE prep courses alone. In addition to the targeted early academic intervention, high levels of school day alignment and family engagement are crucial to the success of Life's students. Unlike benchmarks commonly employed at Oakland schools, Life uses "certifications" to develop and track students' academic skills. Certifications are diverse tests, projects and presentations that incorporate several skills necessary to pass CAHSEE. Examples of certifications include digital stories, mock Supreme-court trials, panel presentations, poster exhibitions, creative work and performances. Each year, students have 8 to 15 certifications. The Instruction and Leadership Team at Life determined that if 80% of students can achieve 80% of certifications, most would pass CAHSEE. Students work toward certification in both core and extended school hours. Teachers post student progress daily in a shared Google™ document so extended day staff can target individual student needs and stay aligned with the school day.

To engage families, Life schedules regular meetings with parents, at least 5 during 9th grade, 3 during 10th grade, and 2 in 11th and 12th grade. Beyond these meetings, OST staff reaches out to parents as needed, even making house calls in certain cases.

While most schools vary tremendously from the Life model, Life's success is replicable, according to Alex. If school day and after school staff work closely together to track student progress and design responsive curriculum, out-of-school time can more effectively prepare students for CAHSEE. This includes communication between the OST coordinator and the school principal. Equally important is communication with families and caregivers to ensure that they understand why CAHSEE preparation is important and to empower them to assist with their students' CAHSEE preparation through encouragement, support, and discipline. All adult stakeholders must consistently work together to facilitate students' graduation, reinforcing lessons throughout the day. There must be intentionality to this approach, with adults sharing responsibility, rather than passing the buck. "It's a cultural thing. If values aren't aligned, then you have to change values," said Alex.

"Every morning I arrived with my staff and did a pep talk. We said to the kids: reading, writing and math are the new revolution. (We told them) if you can do reading, writing and math you will never go hungry. So that's the value added. We're going to pull these kids out of poverty."

PROGRESS TOWARD OFCY STRATEGIC PLAN AND OUSD MASTER PLAN

OFCY established a set of outcomes for out-of-school time programs in its Strategic Plan, and OUSD established a set of goals in a Master Plan. These documents had high levels of overlap in a variety of domains, outlined below.

Table 31: Summary of Key Master Plan and Strategic Plan Outcomes

Master Plan/Strategic Plan Outcome	Evidence
School Engagement	
Improve school day attendance.	<ul style="list-style-type: none"> - 73%** of youth in school-based after school programs have a school day attendance rate of 95% or higher⁴³ - 78%** of youth in healthy transition programs have a school day attendance rate of 95% or higher⁴⁴ - 10% of program participants in out of school time programs were chronically absent, compared to 14% of students in their host schools
Youth feel like part of the school day.	<ul style="list-style-type: none"> - 54% (711) of middle school participants in school-based after school programs state that the program "helped me feel like part of the school day" - For youth in elementary school-based after school programs, there is a 1.4%** decrease in truancy rates since 2009-10; in middle school programs, there is a 0.9% decrease in truancy - 86% (228) of youth in healthy transition programs report that the program "helped me feel like I am important to my new school." - Youth in transitions programs decreased their truancy rate by 0.8% since 2009-10
Academic Improvement	
Improve academic skills and behaviors, including math, literacy, science, and English fluency (for EL students).	<ul style="list-style-type: none"> - 68% (3,309) of youth state that the out of school time program "helped me learn study skills" - 85% (3,252) of parent respondents agree that "my child's attitude toward school has improved" - 55% (3,449) of participants who attended 100 days or more improved or sustained CST ELA Performance at Basic or higher - 47% (2,909) of participants who attended 100 days or more improved or sustained CST Math Performance at Basic or higher - 66% (1,543) of EL students who participated in out-of-school for at least 100 days improved in CELDT performance level since 2009-10

⁴³ Statistically significant compared to non-participants 68%

⁴⁴ Statistically significant compared to non-participants 64%

PROGRESS TOWARD OFCY STRATEGIC PLAN AND OUSD MASTER PLAN

Master Plan/Strategic Plan/Outcome	Evidence
High School Graduation/College and Career Readiness	
<p>Increase progress toward high school graduation, and knowledge of college and career pathways.</p>	<p>Middle school youth spent, on average, 13 hours in career readiness activities</p> <p>45% (2,555) of youth reported positive responses to college and career related survey questions⁴⁵</p> <p>70% (2,684) of parents agree that "my student explores potential careers in this program"</p> <p>75% (168) and 75% (169) of high school parents⁴⁶ agree that their student gets support to pass the CAHSEE and with college and financial aid applications in the out of school time program, respectively. 78% (175) of high school parents also agree that their student can make up missing credits</p> <p>55% (410) of teachers and principals agree that their school's program supports the school day goals of career exploration and readiness; 87% (90) of high school teachers agree that their school's program supports improving graduation rates⁴⁷</p> <p>According to academic records, 38% of high school 12th grade program participants met A to G requirements at the end of their 12th grade year.</p>
New Skills	
<p>Develop a variety of new interests and skills.</p>	<p>84% (4,108) of youth agree that "in this program, I've gotten better at something I care about"</p> <p>94% (3,605) parents report that "my student has opportunities to try new things"</p> <p>94% (700) teachers and principals state that the out of school time program "provides opportunities students would otherwise not have access to"</p>
<p>Youth are learning new skills and building confidence through challenging activities.</p>	<p>21% (144) of teachers and principals rated "skill building"⁴⁸ as a program strength</p> <p>72% (3,607) of youth in school based after school programs agree that "I do things that I thought were hard before"</p>

⁴⁵ Elementary: "In this program I learn more about college." Middle & High: "This program helped me feel more confident about going to college" and "This program has helped me learn about possible careers / look for a job."

⁴⁶ CAHSEE, financial aid, and credits for high school parents only, n=224

⁴⁷ High school teachers and principals reporting who agreed that their school's program supports improving graduation rates, n=112

⁴⁸ Based on elementary and middle school teachers and principals who selected one or both of the following as a top strength of the OST program: Helping students improve conflict management skills, helping students improve leadership skills. Respondents could choose 3 from a list of 12.

PROGRESS TOWARD OFCY STRATEGIC PLAN AND OUSD MASTER PLAN

Master Plan/Strategic Plan Outcome	Evidence
Safety	
Experience increased safety during out-of-school-time hours.	<ul style="list-style-type: none"> - A majority of youth (88% or 4,305 participants) agree that “in this program, I feel safe when I am here”⁴⁹ - 94% (3,608) of parents report the out of school program “is a safe place for my student” - Teachers ranked safety second out of 15 activities they consider strengths of the after school program - 32% (1,669) of youth report that they have been pushed, shoved, slapped, hit or kicked by someone who wasn’t just kidding - 35% (1,841) of youth report that they have been made fun of because of their looks or the way they talk
Social and Emotional Skills	
increase positive social interactions with peers and caring adults.	<ul style="list-style-type: none"> - 70% (3,411) of youth report that the out of school program “helps me get along with other kids or adults” - 85% (3,253) of parents agree that the out of school program “helps my students get along with caring adults and/or other students” - Teachers ranked helping students with social skills⁵⁰ fourth of 15 activities they consider strengths of the after school program
Youth have more caring adults in school or in their community.	<ul style="list-style-type: none"> - 86% (2,908) of youth in elementary and middle school school-based after school programs agree that “there is at least one adult who pays attention to me and my life” - 92% (245) of youth in healthy transition programs agree that the program “helped me feel like there are people at school who care about me”
Youth will improve their communication and social skills.	<ul style="list-style-type: none"> - 43% (573) of middle school youth state that the program “helped me understand and express my feelings” - A majority of middle school parents (94% or 623 parents) agree that the program “helps my student get along with caring adults and/or other students” - 87% (230) of youth in healthy transition programs report positive responses to survey items related to communication skills⁵¹

⁴⁹ Middle and high school students who answered “Safe” or “Very Safe” to “How safe do you feel in your after school program?”

⁵⁰ Social skills items include: “Helping students improve relationships with adults”, “Helping students improve relationships with peers”,

⁵¹ Answered “Yes” to all of the following: “This program helped me make explain my thoughts clearly,” “This program helped me understand what other people are saying,” “This program has helped me speak up when I have something important to say.”

PROGRESS TOWARD OFCY STRATEGIC PLAN AND OUSD MASTER PLAN

Master Plan/Strategic Plan Outcome	Evidence
Development of a pro-social peer group that reinforces positive life choices in academics and overall well being.	<ul style="list-style-type: none"> - 84% (221) of participants in healthy transition programs report positive responses to survey items related to pro-social peer groups⁵²
Exposure and enrollment into school year programming that promotes academic and social development.	<ul style="list-style-type: none"> - 90% (238) of healthy transition program participants agree that the program "helped me learn about school activities that are available"
Leadership Skills	
Become active participants in their communities.	<ul style="list-style-type: none"> - 78% (3,786) of youth state that, "In this after school program, I get to help other people" - Teachers ranked helping students with social skills⁵³ eighth of 15 activities they consider strengths of the after school program
For Participants' Families and Caregivers	
Increase participation in school-related activities.	<ul style="list-style-type: none"> - 77% (2,965) of parents agree that in this after school program, "there is an opportunity for parent participation" - 69% (515) of teachers and principals agree that the after school program supports the school goal of "parent engagement and involvement"
Increase access to community support services.	<ul style="list-style-type: none"> - 53% (2,032) of parents respond that because of this after school program, they "feel better prepared to support student in school and life" - 61% (2,347) of parents respond that because of this after school program, they can work or go to school.
Communicate and build trusting relationships with families.	<ul style="list-style-type: none"> - 96% (2,824) of parents who agree that program staff engage families⁵⁴ - 72% (324) of teachers and principals state that the after school program supports the school goal of "parent engagement and involvement"

⁵² Answered "Yes" to all of the following: "This program helped me make friends who care about me," "This program helped me meet people who help me when I'm having a hard time," "This program has helped me find friends who can talk I can talk to about my problems."

⁵³ Social skills items include: "Helping students improve relationships with adults", "Helping students improve relationships with peers."

⁵⁴ Based on parents who agreed with one or more of the following: "Staff understand our community"; "Staff listen to me when I have a question or comment"; "At least one staff member recognizes me when I visit."

PROGRESS TOWARD OFCY STRATEGIC PLAN AND OUSD MASTER PLAN

Master Plan/Strategic Plan Outcome	Evidence
Physical Activity	
Have healthier lifestyles and increased levels of physical activity.	<ul style="list-style-type: none"> 75% (3,733) of youth report that in this out of school time program, they “get more exercise/play sports” 88% (651) of principals and teachers state that the after school program supports the school goal of “student fitness and health” 65% (547) of youth in programs with OFCY augmented grants agree that “when we are doing physical activities, no one is left out”
After school physical activity met the needs and interests of all students.	<ul style="list-style-type: none"> 92% (781) of youth in programs with OFCY augmented grants⁵⁵ agree that “the physical activities are fun” in this program 69% (11) of surveyed grantees self-report high or exceptional proficiency in this outcome
Sites provide moderate physical activity at each session.	<ul style="list-style-type: none"> Participants spent average of 92 hours in physical activity in the after school program with augmented grants 63% (10) of surveyed grantees reporting high or exceptional proficiency in this outcome

* Statistically significant: p<.05

** Statistically significant: p<.01

⁵⁵ OFCY provided grants for physical activity in elementary schools to 17 after school programs in the 2010-11 school year.

Key Findings from the 2010-11 Out-of-School Time Evaluation

This section identifies especially notable findings from the report, with an emphasis on areas for further exploration and improvement. Key findings are based on the information analyzed for the 2010-11 program year, including site visit results, program self-assessments, stakeholder surveys and focus groups, and participant performance data.

Out-of-school time programs provide cost-effective services to a large number of youth in Oakland. Out-of-school time programs included in this study are serving about half of their host school communities - 20,000 youth - at a low per-person cost. While cost estimates are difficult to compare across different communities or systems, most programs are serving youth for about \$1,000 annually suggesting that Oakland's out-of-school time programs are providing highly cost-effective services.

Many programs are serving more youth than planned. This stems from the high demand for out-of-school time programming in communities where school-based out-of-school time programs are offered. However, serving more youth stretches available grant dollars further, which may in turn affect programs' ability to offer diverse and enriching programs for youth.

Nearly all programs in the study provide quality services to children and youth. Programmatic observations, stakeholder surveys, and sites' self-assessments indicate that, in the main, Oakland school-based out-of-school time programs provide services in accordance with research-based quality practices. While a handful of programs need to implement improvements to meet a baseline of quality service, in most cases, improvements suggested by observations, surveys and self-assessments will serve to further enhance existing service quality.

Programs can further enhance their practice in the Interaction, Engagement and Academic Climate quality domains. As noted in the description of the Youth Program Quality Assessment, the Interaction, Engagement, and Academic Climate domains are the most challenging to implement consistently and well. It is not surprising, then, that many programs - especially among elementary and middle school-based sites - tended to score lower in these domains. On the other hand, survey reports suggest that participants are engaged and challenged in out-of-school time, indicating that while an area for further improvement, it is not a serious quality concern. The adoption of the School Age Program Quality Assessment in 2011-12 for use in observing K-5 programs will provide an even more accurate view of program quality among elementary based sites.

Children report feeling safer in after school than any other place, yet at least one in three has been bullied in out-of-school. Middle and high school-aged participants reported that they felt physically safer in after school than in their neighborhoods or at school, reflecting the success of after school programs in creating a physically and emotionally safe place for youth. On the other hand, about one in three participants reported that they were bullied or hit while in after school, suggesting more work is needed to encourage safe practices among participants. Boys were especially likely to report some kind of harassment, particularly in elementary-based programs.

Key Findings, Continued

Homework help is valued by youth, parents and school day staff; the quality of these services can continue to improve. Nearly all participants in elementary-based programs report participating in homework help, and 40% of middle school-aged youth and 33% of high school participants come to after school because of the homework help. Nearly all parents (94%) agree that their child works on homework in after school, and the availability of homework help is cited by school day staff as a strength of school-based after school.

On the other hand, teachers and principals commonly reported that the *quality* of homework help was an area for program improvement, and site visit results suggest that programs can help youth forge stronger links between out-of-school time activities and their other experiences in class and at home.

Transitions programs provide exceptionally high quality service and demonstrate impressive direct youth outcomes. The school-based transitions programs are new to OFCY in 2011, created through the current strategic plan. Evidence collected to date suggests that these programs are providing very high quality service - all received high point-of-service quality ratings. Moreover, participant surveys indicate that the programs were instrumental in helping young people feel more connected to school and to a positive peer group. Large gains in participants' school-day attendance rate underscore young people's self-reports.

The tightly-focused nature of these programs and low staff-to-youth ratio likely contributed to the success of these programs as a whole.

Male and female participants demonstrate a few differences, but are largely similar. At the request of OFCY, the evaluation team explored a number of program quality, direct outcome and contributory outcomes by participant gender. Boys and girls reported remarkably similar experiences in out-of-school time programs. We note, however, that boys were notably more likely to be bullied in their out-of-school time program and less likely to report social skills growth than females in out-of-school. Girls, on the other hand, were more likely to be chronically absent than male participants.

Program participation is associated with improved academic performance in some, but not all, measures. Frequent program participation appears to improve young people's likelihood of being redesignated as fluent in English (for English Learners) and for scoring at Proficient or Advanced on the California Standards Test. Participants tend to earn more course credits and to have higher grade point averages than students at the same school, though these differences are marginally statistically significant.

Program participants - especially 10th graders - are less likely to have passed the California High School Exit Exam in 2010-11 than their peers. This likely reflects the enrollment policies of high school-based OST programs, which seek to support struggling students.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ACORN WOODLAND

Program Description

The Acorn/Encompass After School program address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	212
	2010-2011	333
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	130%
	2010-2011	131%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	114%
	2010-2011	101%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	92%
	2010-2011	93%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=69	<i>I am happy to be in this after school program</i> 81%	<i>I feel safe when I am here.</i> 94%
Parent n=87	<i>I am satisfied with the after school program</i> 98%	Selected. <i>I worry less about my student when she/he is in the after school program</i> 66%
Teacher n=10	<i>Overall, I am satisfied with the after school program</i> 100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.96	0%	3%	97%
Supportive Environment	4.48	0%	24%	76%
interaction	3.73	0%	58%	42%
Engagement	3.09	0%	94%	7%
Academic Climate	4.09	5%	35%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Academic Hour is very well structured and the students are not only engaged with the activity, they are excited about reading. The students are able to utilize their efforts in the after school program during the school day by taking AR quizzes. They discuss their goals together and hold each other accountable for their behaviors. 2. The soccer class has a lot of fun while learning new skills. The teacher coaches while giving the students opportunities to teach each other. There are leadership positions for team captains and the students are very knowledgeable about the rules. 3. The drumming class is very independent and students are able to create their own beats which they teach the other students. The teacher has a very well structured class with a breathing warm-up and fully engaged drummers.

1. Volunteers could definitely be utilized for Ballet-Folklorico, as this larger group of students needs individualized dancing instruction. 2. Quantifying the richness of the activities offered could be supported by the consistency of lesson plans from all of the teachers and contractors. 3. A security plan with the attached Oakland Public library, with a door directly into the school grounds, could alleviate some security risks for the students if the door is locked or the library utilizes another securing method.

Visit 2

Positive school climate, consistent & caring adults. Youth have multiple opportunities to engage with peers in a variety of ways (pair-share, small group, whole group). There are opportunities for youth to reflect, build on prior knowledge and process new learning.

Continue to develop and strengthen opportunities for youth leadership, voice and choice. Program offerings can demonstrate a stronger link to the school day.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ALLEDALE

Program Description

The Allendale After School program provides comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for families. Tigers Roar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	131
	2010-2011	116
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	131%
	2010-2011	102%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	108%
	2010-2011	107%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	95%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=45	<i>I am happy to be in this after school program</i> 93%	<i>I feel safe when I am here.</i> 93%
Parent n=45	<i>I am satisfied with the after school program</i> 98%	Selected: <i>I worry less about my student when she/he is in the after school program</i> 64%
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.53	3%	19%	78%
Supportive Environment	3.59	7%	54%	39%
Interaction	3.19	13%	58%	29%
Engagement	2.42	31%	63%	6%
Academic Climate	2.59	30%	60%	10%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The students have the ability to showcase their work through expos or performances to the after school program. The cheerleading team especially focuses on creating new routines often and takes ownership over their choreography. 2. The academic lesson during homework time has an intentional focus as a connection to the school day. The students have an expectation and schedule that they adhere to on a daily basis and each day has a specific focus such as vocabulary or mathematics. 3. The "follow the leader activity" in the Health and Fitness class promoted the quality of leadership for the older students and the youth were actively participating in this enjoyable activity.

1. In general there are no Lesson Plans utilized although the staff can choose activities from an activity book. Lesson plans are essential because they help create diversity in activities and help the group leaders prepare for a variety of student needs. There were also three fitness groups doing similar activities with a lot of repetition and limited structure. The learning targets or goals were not clear and would be useful in encouraging students to gain or practice new skills. The academic portion in homework time was very brief and mirrored the school day. Incorporating activities involving different learning modalities would encourage further academic learning. 2. There were a number of students without appropriate clothing for cold weather and a majority of the students were outside for activities. Providing alternative activities on cold or rainy days, or ensuring students wear appropriate clothing while in cold weather, would increase learning and student safety. 3. Use of call and response or redirection techniques could help the staff refocus their groups more easily. The use of "running laps" as a punishment should be replaced with encouragement or incentives for work well done.

Visit 2

Program has grown a lot in the past year particularly in the area of social and emotional climate. The staff have cultivated strong relationships with program youth.

Would like to see staff make better use of open-ended questions that scaffold learning; include behavioral expectations as learning targets; staff should consider asking more 'check for understanding' questions to ensure youths' understanding; more structured opportunities for youth to talk about what they are learning to their peers during the course of the activity; staff feedback to youth could be more specific; greater use of dry erase boards to post learning targets (instead of just agendas) and key concepts or vocabulary words/full sentences; write directions for activities; a greater use of peer mentoring across grade levels. The academic skill building in the observed academic intervention class did not appear rigorous (students all seemed well-practiced in the math skill). The arts-enrichment class lesson was overly-complicated (staff had a difficult time explaining the activity) and was also not necessarily grade appropriate in its written form. The staff person did not have the skills to modify the activity for the grade she was leading.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ASCEND (ELEMENTARY)

Program Description

The ASCEND After School program is an arts-integration collaborative between ASCEND and Oakland Leaf providing K-8 grade students with after school enrichment in visual and performing arts, music, service-learning, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, families, and CBOs, the program fosters student academic achievement by delivering: 1) Project based curriculum to compliment in-school learning 2) Culturally relevant activities 3) Opportunities for parent involvement 4) Family support services 5) Community and cultural events.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	226
	2010-2011	260
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	115%
	2010-2011	139%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	89%
	2010-2011	98%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	96%
	2010-2011	98%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=70	<i>I am happy to be in this after school program</i> 99%	<i>I feel safe when I am here.</i> 96%
Parent n=60	<i>I am satisfied with the after school program.</i> 95%	Selected: <i>I worry less about my student when she/he is in the after school program</i> 53%
Teacher n=14	<i>Overall, I am satisfied with the after school program</i> 64%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	5.00	0%	0%	100%
Supportive Environment	4.85	0%	8%	93%
Interaction	3.92	0%	50%	50%
Engagement	3.33	0%	75%	25%
Academic Climate	4.28	5%	25%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Let's Play with the second graders had a lot of enthusiastic and engaged participants who held each other accountable as a team and encouraged each other as well. The instructor kept them very active physically and encouraged the concept of fun versus competition. 2. The 3D Art group was immersed in Jazz music while they created their collages on their music influenced topic. The slideshow projected on the wall of different Jazz paintings also set the tone for a positive and productive work environment. 3. The students in U-Build It had very unique and diverse projects centered on the theme of the week. There were a plethora of different recycled building materials which encouraged the active and creative process of their designs.

1. Youth Led activities and stretches would be beneficial for the older boys in group like soccer to take ownership of their team and have leadership roles. 2. Although the students have positive rapport, another addition to after school could be a Student Leadership Group with representatives from each grade to help connect the students across grade levels. 3. Due to the strong presence of gender specific groups in the older grades, exploring the concept of gender through a youth led conference could give the younger students some peer-based guidance regarding gender roles.

Visit 2

Program is well-structured and well-organized. Staff have a clear sense of the program's vision and mission which is evident in the calibration of staff practice across the program. Program offers a robust academic component which is overseen by the program's 2 academic co-coordinators. Program has incredibly low staff turn-over and the staff follow their students as they are promoted to next grade level. At the start of every activity staff lead a small group check-in. Every class includes a structured time for youth to reflect on new learnings. The program's enrichment offerings are robust and varied providing participants the opportunity to engage in unique and challenging new experiences.

Staff would benefit with some additional professional development on developing high-order level questions (staff asked a number of open ended questions, but majority were lower-level questions). Program may want to take advantage of being one of the few K-8 schools in the District and consider creating more opportunities for middle school youth to mentor younger youth.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BELLA VISTA

Program Description

The Bella Vista After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	104
	2010-2011	101
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	111%
	2010-2011	135%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	90%
	2010-2011	101%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	96%
	2010-2011	90%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=56	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	95%	89%
Parent n=62	<i>I am satisfied with the after-school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	94%	73%
Teacher n=6	<i>Overall, I am satisfied with the after school program</i>	
	100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.82	0%	15%	85%
Supportive Environment	4.05	5%	29%	67%
Interaction	3.83	0%	54%	46%
Engagement	2.25	38%	44%	19%
Academic Climate	3.03	25%	45%	30%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The relationships between the Bella Vista after school staff and the students seemed very comfortable and respectful. In addition, the staff who led the Science activity worked to engage the students, asked open-ended questions, and had dialogue with the students during and after the science experiment. The staff was well prepared and knowledgeable.

It is suggested that the Bella Vista after school staff make more connections with students' personal experience and interests within their lessons. It is also suggested that youth have more opportunities to plan activities in which they are involved.

Visit 2

Program staff have developed strong relationships with youth as evidenced by youth-staff informal conversations; small ratios for academic component; intentionality with linking students with staff who have similar backgrounds/experiences; enrichment offerings include more than just PA opportunities

Staff could model academic language with staff; use of open-ended questions to scaffold learning; use multiple grouping strategies (with intention); opportunities to plan; meaningful opportunities to reflect in different ways; strategies for staff to engage all youth (have all youth answer questions instead of one at a time); consider developing learning targets for Soar to Success; seek opportunities to connect content to school day learning; provide students with more opportunities for content and process choices (currently, limited to enrichment classes 2X year)

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BRIDGES ACADEMY

Program Description

The Bridges Academy After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	124
	2010-2011	103
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	95%
	2010-2011	155%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	97%
	2010-2011	95%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	87%
	2010-2011	84%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=43	<i>I am happy to be in this after school program</i> 70%	<i>I feel safe when I am here.</i> 84%
Parent n=45	<i>I am satisfied with the after school program</i> 91%	Selected: <i>I worry less about my student when she/he is in the after school program</i> 64%
Teacher n=16	<i>Overall, I am satisfied with the after school program</i> 88%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.88	0%	8%	92%
Supportive Environment	4.03	2%	36%	62%
Interaction	3.65	17%	33%	50%
Engagement	2.59	31%	56%	13%
Academic Climate	3.17	30%	30%	40%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The youth at Melrose are polite and very inclusive of each other. This site scored well in the safe environment domain, supportive environment domain, and the academic climate evaluation. The gardening class was seen as engaging and a great opportunity for youth to have a hands on learning experience. Youth also did a journaling activity to reflect on what they were doing and how they planted their radish seeds. This site is also strong in making sure parents are involved and that they are well aware of what is happening with their youth afterschool.

During snack time, it is recommended that outside snacks are equally healthy as the ones provided by the afterschool program. This includes things that are sold by outside parties or what a youth might bring from home. The wires behind the staff desk can be a potential safety hazard: It is recommended that all appliances and computer systems are organized so that all wires are safely secured and away from walkways. It is recommended that during the first homework time staff is more engaged with youth in order to keep youth on task and/or support youth when they need it. It is also recommended that youth have more opportunity for leading groups, making programmatic choices (content, process and planning) and making connections to the school day. Lastly, it is recommended that youth are given more structured opportunities to be acknowledged for their achievements and work through each activity.

Visit 2

Program is well structured and well organized. Program staff, particularly the site coordinator and the assistant site coordinator have developed a very welcoming and inclusive environment for all program participants. The Garden class is particularly strong and provides youth an opportunities to learn about the natural world in a very hands-on manner. The program has intentionally created a weekly academic challenge for all grade levels which has been well-received by youth.

Structured opportunities for youth to check-in following transitions; structured opportunities for older youth to mentor younger youth as well as lead/present when appropriate; use of learning targets rather than agendas; ask open-ended questions designed to scaffold learning; post key concepts/key vocabulary words and directions on board; provide specific feedback to youth--incorrect answers were not addressed by staff during the Copa which lead to missed learning opportunities; would suggest providing more opportunities for youth to talk to each other about what they are learning during the course of an activity as well as more opportunities for reflection.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BROOKFIELD

Program Description

The Brookfield After School program implements comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for families. Eagles Soar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	145
	2010-2011	228
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	94%
	2010-2011	101%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	118%
	2010-2011	99%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	72%
	2010-2011	67%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=60	<i>I am happy to be in this after school program</i> 88%	<i>I feel safe when I am here...</i> 87%
Parent n=54	<i>I am satisfied with the after school program</i> 85%	Selected I worry less about my student when she/he is in the after school program 57%
Teacher n=21	<i>Overall, I am satisfied with the after school program</i> 29%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILLS - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.63	0%	13%	87%
Supportive Environment	3.95	2%	48%	50%
Interaction	3.00	21%	54%	25%
Engagement	2.75	13%	81%	6%
Academic Climate	3.58	10%	55%	35%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The academic component of this program is particularly strong-- curriculum is clearly linked to the school day while also tailored for students to relate to real world experiences and individualized for each students' needs.

Youth could benefit from more structured, intentional ways of reflecting in the activities (vs. at the end of class as the class is lined up ready to go). Also, in some activities, staff could benefit from reinforcing youths' positive behavior and applying discipline rules consistently. Staff could also be clearer on their expectations/guidelines for students so that the learning targets of all activities--including enrichment--are clear.

Visit 2

The program has caring adult staff that are developing into quality youth workers. The program has benefited from the support and guidance of seasoned Higher Ground staff from other programs.

Focus on creating and sustaining a consistently safe and supportive environment for student participants. Establish and practice routines, rituals and expectations with staff and students alike. The site coordinator should be actively engaged in classroom observations and providing in-the-moment coaching for program staff.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BURCKHALTER

Program Description

The Burckhalter After School program serves students in grades K-5. The goal is to improve students academic performance and to help students develop new skills, express themselves, and interact positively with adults and peers. Activities include academic skill building, homework help, martial arts, dance, gardening, theater, music, art, recreation, and Showcase Events. The program also provides intensive intervention for students with acute academic or behavioral problems.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	151
	2010-2011	128
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	128%
	2010-2011	258%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	122%
	2010-2011	114%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	85%
	2010-2011	83%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=52	<i>I am happy to be in this after school program</i> 92%	<i>I feel safe when I am here</i> 90%
Parent n=49	<i>I am satisfied with the after school program</i> 86%	<i>Selected I worry less about my student when she/he is in the after school program</i> 63%
Teacher n=0	<i>Overall, I am satisfied with the after school program.</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program did not meet quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.59	3%	21%	76%
Supportive Environment	3.51	10%	55%	36%
Interaction	3.15	8%	71%	21%
Engagement	1.59	56%	44%	0%
Academic Climate	2.70	25%	65%	10%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The Nine Codes of Conduct provide a strong foundation for a shared language about expectations and positive behavior in the program; staff members' regular mention of the Code helps to reinforce its meaning among youth. The program provides a variety of enrichment activities, through which all students rotate over the course of the year, assuring that they experience new things while in the Ujimaa After School Program. Some staff members use a variety of effective behavioral guidance techniques, such as call-and-response, one-on-one conversations with individual youth, and intentional grouping of students.

The program can benefit from more consistent behavioral guidance among staff; there were very clear differences in the emotional tone of the different activities. The pacing of some of the enrichment courses should be re-visited, as some youth clearly had not mastered foundational skills before being asked to move on to another. Activities could have a clearer focus on the learning goals for the session.

Visit 2

Staff have created an overall positive and inviting climate. Safety concerns have been addressed. There is one entrance to the building that is monitored at all times during program hours and is the check in point for parents and families.

Despite staff turnover this year, routines and practices are consistent and the rapport with the school day is greatly improved.

Program activities are linked to tangible outcomes (showcases).

Continue to develop and strengthen opportunities for youth leadership, voice and choice.

Link activities to prior knowledge (school day learning and life experiences).

Create structured opportunities for youth to give feedback and reflection during and at the conclusion of program activities.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE CARL MUNCK

Program Description

The Carl B. Munck After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities includes sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrates youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	153
	2010-2011	179
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	109%
	2010-2011	103%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	150%
	2010-2011	157%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	97%
	2010-2011	96%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=0	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected. I worry less about my student when she/he is in the after school program.</i>
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.73	0%	17%	83%
Supportive Environment	4.51	2%	21%	76%
Interaction	3.96	0%	46%	54%
Engagement	2.75	25%	50%	25%
Academic Climate	4.06	15%	15%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The diversity of activities that differ from the school day make the after school program enticing to the students. Dance, drama, and gardening are well attended groups and the students have the opportunity to interact with the materials and engage in active movement. 2. The academic activities in Gardening and the Kindergarten group were well organized, well prepared, and all of the students were engaged. The teachers adhered to learning targets and made the activity fun for the students. There were hands-on activities for the students and they enjoyed the materials. The lesson plans were thorough and included the learning targets for the day. 3. Drama and dance will lead to performances where the students can showcase their work. This is very important to promote a sense of accomplishment for the students. The drama teacher uses lead up activities, like "telephone" and a "commercial" script, to coach the students in acting techniques. The dance teacher uses dance terms with her second graders but also defines them in terms they can understand. Both of these groups use techniques which promote age appropriate ways to teach dance and drama and allow the students to feel successful.

1. The space in the multi-purpose room is split between Arts and Crafts, Dance and Drama. The room can be very noisy and the drama group is cramped on the stage and the music from dance is loud. Ideally, each activity can have an individual space dedicated to them. 2. The use of call and response could help the groups become more focused in a faster amount of time. The Kindergarten teacher utilized age appropriate call and response and was able to refocus her group quickly. Some of the other groups struggled with refocusing students. 3. Youth leadership is important to further skills, especially for the 4th and 5th graders. Much like the "Junior Coach" concept with the sports program, other leadership opportunities, through collaborations between groups, would provide further opportunities for skill development in leadership. Allowing youth to lead activities, such as stretching in dance or stage games in drama, would also promote skill building for those participants.

Visit 2

Positive climate, consistent & caring adults. Program activities are varied and very engaging for youth participants.

Develop and strengthen opportunities for youth leadership, voice and choice.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE CLEVELAND

Program Description

The OASES QUEST at Cleveland program is a comprehensive after school program serving K-5th grade youth who demonstrate academic, economic, or social need. The program focuses on leadership, building bonds with caring adults, and safety and provides applied and experiential learning opportunities to support student achievement. Curriculum is aligned with CA state standards. Enrolled youth 1) develop academic and social skills; 2) participate in long-term learning activities; and 3) cultivate lasting, positive relationships with adults and other youth.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	98
	2010-2011	114
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	123%
	2010-2011	147%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	104%
	2010-2011	120%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	98%
	2010-2011	99%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=46	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	96%	100%
Parent n=42	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program.</i>
	98%	79%
Teacher n=10	<i>Overall, I am satisfied with the after school program</i>	
	70%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.76	0%	11%	89%
Supportive Environment	4.61	2%	17%	81%
Interaction	4.69	0%	17%	83%
Engagement	4.17	0%	31%	69%
Academic Climate	4.53	5%	15%	80%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has multiple strategies in place to providing engaging opportunities for youth. Youth have the opportunity to reflect in multiple ways (during an activity verbally, during a 'dear diary' activity, and through journaling of what they learned), and also have opportunities to mentor and lead younger students and continually get to know one another through team building activities offered on a weekly basis. The program also has strong academic linkages to the school day through their power hour, providing pacing worksheets for students who complete homework and also portfolios for each student to track their academic progress through the power/homework hour.

The program could benefit by having a positive behavioral management structure that emphasizes and rewards good behavior within classrooms, as an alternative to addressing primarily negative behaviors. This might also curtail over-using call and response strategies to gain students' attention. The space is also crowded in some areas and the backpack policy causes disruption in an already-crowded classroom, which they might want to revisit.

visit 2

Lessons build in structured opportunities for student reflection about their learning and presentation. (e.g. Students share work in a circle in preparation for their upcoming showcase) There are opportunities for student leadership, choice and planning. (e.g. Students have an opportunity to mentor, planning includes students watching a video, a class discussion, brainstorming and presenting their ideas to one another) Student engagement is encouraged through structured collaborative group activities. Instructors use opened questions to encourage student reflection, (e.g. Why did you choose this picture? What do you notice about the solar system's distance?) Learning objectives and task directions are clearly articulated and visible. There are exemplary reflection practices threaded throughout the program in enrichment and homework support. Daily reflection is built into the homework class and the students' reflections are used to inform program planning, data and intervention. Academics are aligned to the school day curriculum and pacing. Program staff have created a supportive positive learning environment that effectively utilizes indoor and outdoor learning spaces. Students hold themselves accountable to the program's high expectations through a program chant and the concept of being a hero.

Continue to develop calibration across homework classes' content, structure and climate.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE COMMUNITY UNITED

Program Description

The Community United/Futures After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	155
	2010-2011	313
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	120%
	2010-2011	115%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	107%
	2010-2011	116%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	85%
	2010-2011	82%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=46	<i>i am happy to be in this after school program</i> 76%	<i>i feel safe when I pm here.</i> 78%
Parent n=34	<i>I am satisfied with the after school program</i> 97%	Selected: <i>I worry less about my student when she/he is in the after school program</i> 47%
Teacher n=5	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.39	6%	22%	73%
Supportive Environment	3.97	2%	45%	52%
Interaction	3.69	4%	58%	38%
Engagement	3.00	19%	50%	31%
Academic Climate	3.59	20%	30%	50%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has built in multiple opportunities for building community and a sense of belonging within the program. Staff are consistently engaged with their students and the academic enrichment oriented activities clearly focus on skill-building and learning experiences for youth.

The safety of the program space is a primary concern- there were a few unlocked doors and gates that with easy access to a busy outdoor street. Also- the staff could benefit from using more positive behavioral management strategies as well as consistent expectations within different activities. Finally, academic-oriented activities can be made stronger with more linkages to the school day, open-ended, analytic questions asked of students, and learning in different modalities (i.e., journal writing reflections; drawing findings from experiments, etc.).

Visit 2

Positive climate, consistent & caring adults. Program activities are varied, engaging and develop specific skills for youth participants.

Continue to develop and strengthen opportunities for youth leadership, voice and choice. Program offerings can make stronger alignment and connections to the school day as well as personal experiences.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE EAST OAKLAND PRIDE

Program Description

The East Oakland Pride After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	168
	2010-2011	152
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	101%
	2010-2011	125%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	138%
	2010-2011	123%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	92%
	2010-2011	81%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=61	<i>I am happy to be in this after school program</i> 85%	<i>I feel safe when I am here.</i> 80%
Parent n=55	<i>I am satisfied with the after school program</i> 98%	<i>Selected I worry less about my student when she/he is in the after school program</i> 67%
Teacher n=19	<i>Overall, I am satisfied with the after school program</i> 89%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program did not meet quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.63	0%	24%	76%
Supportive Environment	4.36	0%	29%	71%
Interaction	4.17	0%	38%	63%
Engagement	3.00	6%	81%	13%
Academic Climate	4.00	5%	40%	55%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The after school program has incorporated multiple opportunities for community-building and development of socio-emotional skills for youth. The academically-oriented activities have clearly defined skill building goals and the activities support those well. The program has adopted behavior guidance methods that are used in the school day, which helps establish common expectations for youth.

The two service providers, SuperStars Literacy and Touch the Sky, should consider more intentional cross-project observations and resource sharing, as this would further enhance program quality and provide an additional professional development opportunity for staff. Consider incorporating additional opportunities for youth to provide input into the content and process of the academic/homework sessions.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes.

Continue to develop and strengthen opportunities for youth leadership, voice and choice.

Link activities to prior knowledge (school day learning and life experiences).

Create structured opportunities for youth to give feedback and reflection during and at the conclusion of program activities.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE EMERSON

Program Description

This Emerson After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	120
	2010-2011	104
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	123%
	2010-2011	52%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	110%
	2010-2011	98%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	82%
	2010-2011	83%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=39	<i>I am happy to be in this after school program.</i> 97%	<i>I feel safe when I am here.</i> 100%
Parent n=33	<i>I am satisfied with the after school program.</i> 97%	Selected. <i>I worry less about my student when she/he is in the after school program.</i> 67%
Teacher n=11	Overall, <i>I am satisfied with the after school program.</i> 82%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.58	3%	23%	74%
Supportive Environment	4.37	2%	24%	74%
Interaction	2.92	25%	46%	29%
Engagement	2.17	38%	63%	0%
Academic Climate	2.75	40%	35%	25%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The emotional climate of the after school program is positive overall; youth almost always interact with one another in a friendly and relaxed way and clearly love and respect the adult staff. The gender-specific grouping for 3-5th graders allows tailoring of activities (starting the boys' day off with physical exercise, for example). During homework time, staff members demonstrated high expectations for students, encouraging them to have complete and accurate assignments.

Toward the end of the day, youth in some groups began to lose focus, and the pace of the activity slowed substantially as staff members sought to regain the group's attention. Consider varying activity formats (e.g. using fewer worksheets) and allowing for some "brain breaks." Though most entrances to the campus were supposed to be closed at 5pm, at least two were open at 5:45pm.

Visit 2

Students demonstrate identification with and ownership of the program. Instructors present visible agendas and use open ended questions during class discussions. Instructors ask students probing questions to stimulate analysis and engagement. Instructors use classroom management strategies such as "one mic, one diva" and colored cards. Students reflect on what rules mean to them and why they are important. Students who are underperforming get 1:1 tutoring for 30 minutes, twice a week.

Reflection activities were not connected to content. For example, students wrote in journals about their weekend which the teacher will then take home to read as opposed to students sharing their writing publicly or the topic being connected to the day's activities. Transition time between activities could be shortened to maximize instructional time and student engagement. Learning outcomes are not explicitly and visibly articulated to students. Rooms were a bit cluttered, preventing some movement, and not conducive for some activities (e.g. dance during Tech Girls). Consider ways to structure class conversations that will increase student engagement. For example, in Girls Group one student suggested that all the students should be able to participate in the activity instead of a few students, one at a time. Such an activity could be structured where the students all do the activity individually, then share their responses with the group.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ENCOMPASS ACADEMY

Program Description

The Acorn/Encompass After School program address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	138
	2010-2011	333
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	125%
	2010-2011	131%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	107%
	2010-2011	109%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	92%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=54	...I dm happy to be in this after school program 81%	I feel safe when t dm here. 83%
Parent n=51	t am satisfied with the after school program 92%	Selected I worry less about my student when she/he is in the after school program 61%
Teacher n=0	Overall, I am satisfied with the after school program	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.77	0%	11%	89%
Supportive Environment	4.37	0%	31%	69%
Interaction	3.63	0%	67%	33%
Engagement	3.00	6%	88%	6%
Academic Climate	3.61	15%	40%	45%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has dedicated staff who have created a welcoming, positive atmosphere for the youth in this program. Students who participate in the newsletter have taken ownership of the project as their own, while also having an engaged staff facilitating the process. The youth clearly have a great relationship with Brother Daniel, the Site Coordinator here.

The program could benefit from positive behavior management training for newer staff and more interactive engaging activities around academic enrichment activities. For example, rather than questions posed for recall, older students could be prompted with open ended questions to stimulate learning.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers as well as students from other grades (i.e. SPARK, Drill Team) in a variety of groupings and activities are linked to tangible outcomes.

Continue to develop and strengthen opportunities for youth leadership, voice and choice. Program offerings can make stronger links and connections to the school day as well as personal experiences.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ESPERANZA ACADEMY

Program Description

The Esperanza/ Stonehurst After School program provides enrichment classes, recreational sports, academic support and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	137
	2010-2011	240
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	106%
	2010-2011	93%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	105%
	2010-2011	81%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	75%
	2010-2011	84%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=79	<i>I am happy to be in this after school program</i> 68%	<i>I feel safe when I am here.</i> 68%
Parent n=115	<i>I am satisfied with the after school program</i> 94%	Selected: <i>I worry less about my student when she/he is in the after school program.</i> 63%
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.60	0%	22%	78%
Supportive Environment	3.80	3%	56%	41%
Interaction	2.71	25%	63%	13%
Engagement	2.09	44%	56%	0%
Academic Climate	2.86	20%	65%	15%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has a positive environment throughout and staff who have a solid rapport with youth. The PE class is structured and provides a variety of activities that keep the students engaged and challenged- and staff actively participate in these activities.

The program space opens up to the cafeteria and the parking lot gate, which could be supervised more consistently and made secure. Staff could also engage better with students, asking students open ended questions, asking for their feedback and reflection on activities, with more variety of activities that perhaps build on staff strengths and interests that they can offer during enrichment.

Visit 2

There has been a positive increase in structures and routines this school year which has resulted in greeted sense of safety and order.

Continue to develop and strengthen opportunities for youth leadership, voice and choice.

Link activities to prior knowledge-(school day learning and life experiences).

Create structured opportunities for youth to give feedback and reflection during and at the conclusion of program activities.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE FRANKLIN

Program Description

The Franklin After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	157
	2010-2011	156
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	110%
	2010-2011	117%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	104%
	2010-2011	93%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	92%
	2010-2011	93%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=76	<i>I am happy to be in this after school program</i> 91%	<i>I feel safe when I am here.</i> 86%
Parent n=90	<i>I am satisfied with the after school program</i> 91%	<i>Selected I worry less about my student when she/he is in the after school program</i> 64%
Teacher n=8	<i>Overall, I am satisfied with the after school program</i> 100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.84	0%	11%	89%
Supportive Environment	4.32	2%	31%	67%
Interaction	3.73	13%	38%	50%
Engagement	3.08	13%	69%	19%
Academic Climate	3.50	5%	65%	30%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1:

The academic component of this program is strong and have clearly defined learning objectives and opportunities for students to learn in both enrichment and academic-oriented activities. The program fosters a positive environment and a space where students can try out new skills and being supported by staff. The EL class incorporates a variety of games and fun learning opportunities for students to practice English in a safe environment with other students.

The program could benefit from securer outdoor spaces- especially the main entrance being in close proximity to after school classrooms. There could also be intentional structured opportunities for youth leadership, and also structured time for reflection for youth.

Visit 2:

The EBAYC afterschool program at Franklin is well structured and well organized and serves over 150 youth a day. The program's site coordinator has been with the program for a number of years and has the full support of the school administration. Franklin's program staff include both college mentors and high school interns who support the lower staff:student ratios. The program has a strong commitment to supporting students' academic skills and all students receive 3 days/week of instruction from Soar To Success. The program has an implicit focus on relationship building with structured mentoring opportunities. Both mentors and interns are matched with students based on immigration experiences and primary language.

The program's enrichment offerings, while robust, are primarily focused on sports and arts. The program may want to consider expanding its enrichment opportunities to provide its returning youth with new and varied learning opportunities. Staff would benefit from PD on using higher order level questions to scaffold youth learning. Program structure may be modified to ensure that there is time for youth to communicate with each other about what they are learning/thinking about. Program structure may also be altered to provide more opportunities for youth to work in small groups and for youth to have opportunity to practice group-process skills (contribute ideas or actions to a group, complete a task with others, have a role/responsibility). There is

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE FRED T. KOREMATSU

Program Description

The Esperanza/ Stonehurst After School program provides enrichment classes, recreational sports, academic support and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	147
	2010-2011	240
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	108%
	2010-2011	93%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	110%
	2010-2011	83%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	68%
	2010-2011	73%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=39	<i>I am happy to be in this after school program</i> 62%	<i>I feel safe when I am here.</i> 72%
Parent n=8	<i>I am satisfied with the after school program.</i> 88%	Selected: <i>I worry less about my student when she/he is in the after school program.</i> 50%
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.60	0%	22%	78%
Supportive Environment	3.80	3%	56%	41%
Interaction	2.71	25%	63%	13%
Engagement	2.09	44%	56%	0%
Academic Climate	2.86	20%	65%	15%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has a positive environment throughout and staff who have a solid rapport with youth. The PE class is structured and provides a variety of activities that keep the students engaged and challenged- and staff actively participate in these activities.

The program space opens up to the cafeteria and the parking lot gate, which could be supervised more consistently and made secure. Staff could also engage better with students, asking students open ended questions, asking for their feedback and reflection on activities, with more variety of activities that perhaps build on staff strengths and interests that they can offer during enrichment.

Visit 2

There has been a positive increase in structures and routines this school year which has resulted in greeted sense of safety and order.

Continue to develop and strengthen opportunities for youth leadership, voice and choice.

Link activities to prior knowledge (school day learning and life experiences).

Create structured opportunities for youth to give feedback and reflection during and at the conclusion of program activities.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE FRUITVALE

Program Description

The Fruitvale After School program comprehensive program provides services to students in grades K-5 on a daily basis during the afterschool hours. The program serves the ethnically diverse, low-income population of Fruitvale Elementary where 39% of students are English Language Learners. Students receive academic support including homework help and academic skill building and have access to enrichment opportunities such as music, art, gardening and physical activity. The program goal is to give students the opportunities and support to achieve their full potential.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	161
	2010-2011	129
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	121%
	2010-2011	163%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	116%
	2010-2011	113%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	82%
	2010-2011	81%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=77	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	87%	90%
Parent n=37	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	95%	57%
Teacher n=5	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.51	6%	22%	73%
Supportive Environment	3.96	5%	40%	55%
Interaction	2.96	25%	46%	29%
Engagement	2.42	25%	75%	0%
Academic Climate	4.06	5%	35%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1:

1. The "call and response" in the 3rd grade academic intervention group worked very well to refocus the students and the emotional climate of the program was positive overall.
2. The science lesson and teaching style during "Engineer It" kept the students very engaged. The teacher asked and answered questions frequently which supported a great learning environment.
3. The garden clean-up was a good way to expand the classroom for Nutrition and Gardening and the inclusion of the garden space will give the class that extra hands-on they need.

1. Some of the other groups, especially the younger students, could use more of the "call and response" like in the 3rd grade group for refocusing distracted students.
2. Some of the 1st and 2nd-grade groups could use more developmentally appropriate lessons with more visuals, music, tangible items to hold, and movement. The lecture style does not lend to their developmental level.
3. The program space could use more security and supervision. There are multiple entrances that are not supervised and unauthorized people can come onto campus. The 3rd grade academic intervention group also has a very small space with no desks.

visit 2

Program offers a robust academic component which includes a pull-out intervention program for identified students. This pull-out intervention is one/two-on-one and is focused on developing the student's literacy skills. Program also offers a diverse array of skill-building enrichment classes including science and cooking.

Would like to see all staff make better use of classroom dry erase boards to list learning targets and key words. Staff appear to conflate the agenda with learning targets. Would like to see staff use more higher-order open-ended questions to better scaffold learning; provide structured opportunities for youth to talk about what they are learning during the course of an activity; more structured leadership opportunities including mentorship and presenting/leading group activities; and more structured opportunities to reflect on learnings.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE FUTURES ELEMENTARY

Program Description

The Community United/Futures After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	140
	2010-2011	313
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	89%
	2010-2011	115%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	89%
	2010-2011	106%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	81%
	2010-2011	86%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=54	<i>I am happy to be in this after school program</i> 80%	<i>I feel safe when I am here.</i> 83%
Parent n=72	<i>I am satisfied with the after school program</i> 29%	Selected <i>I worry less about my student when she/he is in the after school program</i> 19%
Teacher n=13	<i>Overall, I am satisfied with the after school program</i> 85%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.92	0%	5%	95%
Supportive Environment	4.47	0%	29%	71%
Interaction	4.19	0%	38%	63%
Engagement	3.17	6%	69%	25%
Academic Climate	4.17	10%	20%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program is cohesive and focused on building youth's academic skills while also providing a fun learning environment. Program culture here is strong and staffed with caring adults. Youth have opportunities to plan for culminating events and have tangible products that reflect the academic lessons being taught in the program.

Youth could have structured opportunities to plan out more activities, as well as have process and content choices within the program. The program could also benefit from structured opportunities to reflect on a daily/weekly basis. The gates are generally unsupervised and while the program and SSO do a good job at monitoring them, the perimeter could be more secured by closing most gateway entrances.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes. While visiting, all students were engaged in a multi-day art. This lesson used multiple modalities to present content, utilized technology and engaged students literacy skills. While each lesson plan was the same across grade levels, strategies and content were age appropriate.

Continue to develop and strengthen opportunities for youth leadership, voice and choice. Creating a student leadership council would be a great strategy.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE GARFIELD

Program Description

The Garfield After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	232
	2010-2011	231
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	137%
	2010-2011	125%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	89%
	2010-2011	97%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	91%
	2010-2011	92%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=124	<i>I am happy to be in this after school program</i> 93%	<i>I feel safe when I am here.</i> 89%
Parent n=67	<i>I am satisfied with the after school program</i> 97%	Selected <i>I worry less about my student when she/he is in the after school program</i> 64%
Teacher n=8	<i>Overall, I am satisfied with the after school program</i> 88%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.69	0%	17%	83%
Supportive Environment	4.33	0%	34%	66%
Interaction	3.79	0%	54%	46%
Engagement	3.00	0%	100%	0%
Academic Climate	3.64	15%	35%	50%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. One Reading Group sessions led by a staff person, for fourth graders, had a small number of students who were highly engaged and diligently working. The fourth grade group of intervention students was well organized and the students had ownership of their learning. The teacher used numerous techniques to engage and include her students. 2. The fifth grade group, led by a High school intern, was very involved in sharing, taking responsibility, and leading their group during Community circle and their activity. The teacher assigned roles to the students and was well organized. The students also had a friendly rapport their teacher and had a lot of ownership over their group. 3. The Art class students were very engaged and diligently working on their project. They were creating their own pieces that they were allowed to take home or display on the wall in a designated area of the room. They were taught the history and diversity behind their projects as well.

1. The High School interns for the third grade could use continual professional development especially when it comes to group management. Their space was also small and it was difficult for the teachers to maintain student attention with so many distractions in the room. 2. The rooms are limited because they are daytime classrooms and the groups cannot move furniture easily or at all. Dedicated space and time to showcase student work would be beneficial. 3. The fifth grade group is organized and creative. Mentoring and leadership opportunities year round for the fifth grade group would be a great asset to the program.

Visit 2

Program is well-structured and well-organized and boasts a strong relationship with both the school day as well as families. The CBO partner has a long history of working in partnership with the community. Program is able to offset the 1:20 ratio by including well-trained high school interns to help support or in some cases lead smaller group activities. The program intentionally cultivates positive relationships with students by intentionally matching students with academic mentors and interns who have similar life experiences. Staff leads small group check-in at the beginning of every class.

Would like to see staff make better use of open-ended questions that scaffold learning; more structured opportunities for youth to talk about what they are learning to their peers during the course of the activity; staff feedback to youth could be more specific; greater use of dry erase boards to post learning targets (instead of just agendas) and key concepts or vocabulary words; a greater use of peer mentoring across grade levels--the Wednesday Town Hall meeting may be an ideal time for this to happen.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE GLENVIEW

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation. This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009:2010	89
	2010:2011	86
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009:2010	86%
	2010:2011	NA
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009:2010	88%
	2010:2011	97%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009:2010	94%
	2010:2011	93%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=47	<i>I am happy to be in this after school program</i> 94%	<i>I feel safe when I am here.</i> 91%
Parent n=62	<i>I am satisfied with the after school program</i> 100%	Selected <i>I worry less about my student when she/he is in the after school program</i> 77%
Teacher n=5	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.83	0%	11%	89%
Supportive Environment	4.04	7%	27%	66%
Interaction	3.79	0%	54%	46%
Engagement	3.00	25%	50%	25%
Academic Climate	3.39	35%	10%	55%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The Outrageous Courageous Girls group was not only a safe environment for this large group of students; the topic was also directly related to what the students were learning during the school day. The students had a very positive rapport with the teacher and amongst themselves. They were inclusive of each other, despite the range of grades in the room. 2. The Fire Breathers Boy's Leadership Group was busily researching and creating questions for a game they enjoyed called "Stump The Chump." They worked in teams, independently, while the teacher circulated amongst the groups keeping them on track. 3. This excited group of kindergarten students enjoyed creating their dinosaurs and writing about them, in a different and creative way than they do during the school day. The teacher busily and patiently catered to this large group of students who loved his feedback and attention. Similarly, the Nutrition students learning about carbohydrates were a large group who enjoyed the constant attention from the teacher.

1. The large number of students in each group definitely need the space to move freely and have adequate program space for their activities. The traditional classrooms work well, and ideally the students will be able to spread into larger spaces to do activities with more motion. 2. The Parents and volunteers seem to be a large part of the after school program for events. Having their volunteer services in the classrooms helping with the large groups of students would also be beneficial, especially for a group like nutrition where the students need a lot of attention. 3. With such strong leadership groups on campus, mentorship for the younger students during activities could help with the large number of students. Having older students leading smaller stations could provide leadership opportunities while giving the younger students more individual attention.

Visit 2

Leadership program is focused on developing young peoples' self esteem. Leadership group engages in planning for program-wide events.

No evidence of use of learning targets, limited use of open-ended questions; enrichment and academic components could offer more challenging content (specifically, threading, when appropriate, literacy or math elements); post key vocabulary words with definitions. The leadership program is very promising, but the content could be more rigorous. Consider created structured opportunities for youth to pair share on what they are learning. Staff also missed opportunities to scaffold learning through open-ended questions.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE GLOBAL FAMILY SCHOOL

Program Description

The Learning Without Limits After School program integrates enrichment activities and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	144
	2010-2011	235
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	92%
	2010-2011	114%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs:	2009-2010	113%
	2010-2011	91%
Retention Average Rate Retention is the average participant attendance rate in the program; It is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	90%
	2010-2011	89%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=51 <i>I am happy to be in this after school program.</i>	96%	<i>I feel safe when I am here.</i> 86%
Parent n=22 <i>I am satisfied with the after school program.</i>	91%	<i>Selected: I worry less about my student when she/he is in the after school program.</i> 41%
Teacher n=9 <i>Overall, I am satisfied with the after school program.</i>	56%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.82	0%	8%	92%
Supportive Environment	4.07	0%	45%	55%
Interaction	3.36	8%	58%	33%
Engagement	2.17	38%	62%	0%
Academic Climate	2.47	35%	55%	10%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The after school program at Global Family offers a variety of enrichment and recreation activities that are engaging and fun for youth. Staff members are attentive to youth in the program and treat them with respect and kindness. The Gardening/Nutrition and 5th Grade Skill Building activities offered hands-on activities related to important academic concepts.

Multiple gates are open on the campus and were unattended during the visit. Program staff can enhance their practice by more clearly breaking down complex tasks into smaller parts, especially for younger students. Similarly, staff members could make more frequent connections between prior sessions and students' prior knowledge.

Visit 2

Overall, this is a well-structured and well-coordinated program with strong, long-standing partnerships with subcontractors including Alice Arts. The program, in response to a request from the school day, has been implementing a school day online reading intervention, Ticket to Read. Afterschool participants are receiving twice the intervention dosage than their school day only counterparts.

Would like to see staff make better use of open-ended questions that scaffold learning; more structured opportunities for youth to talk about what they are learning to their peers during the course of the activity; staff feedback to youth could be more specific; greater use of dry erase boards to post learning targets (instead of just agendas) and key concepts or vocabulary words/full sentences; write directions for activities; a greater use of peer mentoring across grade levels. Also, would like to see the garden/nutrition class offer more robust activities, the class I observed seemed to be a re-tread of an activity the students had done the week before.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE GRASS VALLEY

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school. Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	145
	2010-2011	136
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	89%
	2010-2011	NA
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	150%
	2010-2011	114%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	91%
	2010-2011	77%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=62	<i>I am happy to be in this after school program</i> 95%	<i>I feel safe when I am here.</i> 92%
Parent n=69	<i>I am satisfied with the after school program</i> 100%	Selected <i>I worry less about my student when she/he is in the after school program</i> 93%
Teacher n=13	Overall, <i>I am satisfied with the after school program</i> 100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	%1	%3	%5
Safe Environment	4.93	0%	6%	95%
Supportive Environment	4.30	0%	34%	67%
Interaction	3.73	0%	59%	42%
Engagement	2.92	7%	87%	7%
Academic Climate	3.56	5%	70%	25%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1:

The Grass Valley after school staff seemed to have strong relationships with students. I also observed a number of positive relationships between staff and parents.

It is suggested that more connections be made between student interests and prior knowledge, and what students learn during the school day. It is also suggested that staff use more non-evaluative language when encouraging students.

Visit 2:

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes.

Develop and strengthen opportunities for youth leadership, voice and choice.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE GREENLEAF

Program Description

The Greenleaf After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	125
	2010-2011	146
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	84%
	2010-2011	104%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	97%
	2010-2011	98%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	81%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=58	<i>I am happy to be in this after school program</i> 81%	<i>I feel safe when I am here</i> 86%
Parent n=53	<i>I am satisfied with the after school program</i> 91%	<i>Selected, I worry less about my student when she/he is in the after school program</i> 66%
Teacher n=11	<i>Overall, I am satisfied with the after school program</i> 73%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.73	0%	14%	86%
Supportive Environment	4.13	3%	40%	58%
Interaction	3.65	0%	62%	38%
Engagement	2.67	13%	88%	0%
Academic Climate	4.06	5%	35%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The Gardening class had very engaged and excited students who were able to understand and review the content while learning new ideas. The teacher was positive, had a lot of energy and enthusiasm, and catered to the desires of the students. 2. The teachers overall seemed to have a good rapport with the students and they used methods such as call and response to focus the students. 3. The class representative program is a great way to give students ownership and have buy-in for their program. This gives them a voice in decision making as well as leadership skills. Highlighting Oakland leaders in their program activities also promotes leadership and pride in their city.

1. Although the students have a good rapport with the teachers, positive behavior incentives and recognition is important to reinforce a positive atmosphere. Continual reminders acknowledging negative behaviors takes away from the group as a whole. 2. The lesson plans shared across the age groups on Fridays have need to be age appropriate and engaging for the students. Reading difficult articles could be broken down into smaller passages or turned into a reading or art game for the students. 3. Sports should have more stations, equipment, or teachers. There are too many students for the amount time and attention of two teachers.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes.

Develop and strengthen opportunities for youth leadership, voice and choice.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE HOOVER

Program Description

The Hoover After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in West Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	179
	2010-2011	180
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	103%
	2010-2011	110%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	145%
	2010-2011	149%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	82%
	2010-2011	88%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=29	<i>I am happy to be in this after school program</i> 83%	<i>I feel safe when I am here.</i> 76%
Parent n=16	<i>I am satisfied with the after school program</i> 94%	Selected <i>I worry less about my student when she/he is in the after school program</i> 50%
Teacher n=8	<i>Overall, I am satisfied with the after school program</i> 63%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.86	0%	6%	94%
Supportive Environment	4.22	7%	26%	67%
Interaction	3.48	8%	54%	38%
Engagement	2.42	38%	56%	6%
Academic Climate	3.09	15%	65%	20%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The variety of hands-on and kinesthetic activities available at Hoover is notable: every child had an opportunity for out-of-seat learning during my visit. Staff and youth interacted positively overall; students regularly hugged and joked with adults. The daily academically-oriented Centers activities at the end of the day are a terrific way for youth to have fun while practicing key math and English Language Arts skills.

Staff members could diversify their behavior guidance toolkits by using more call-and-response to get youths' attention, allowing youth brief breaks to focus, and consistently using incentives for positive behavior. Youth could benefit from additional opportunities to reflect on what they are doing and learning.

Visit 2

Program maintains a calm, orderly and safe environment. Students are enthusiastic about learning and the staff work well together to support one another. Program staff encourage students through high expectations, individual consultation and an openness to student feedback. The academic centers are a structured means of engaging all students in learning.

Learning outcomes should be clearly articulated and visible as evidence of pre-planning and to assess student learning. During instruction, program might consider ways to redirect the focus for activity outcomes from the finished product to what skills are being learned in doing the activity. Classes should also consider strategies to structure opportunities for student reflection and presentation about their learning.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE HORACE MANN

Program Description

The Horace Mann Learning for Life Afterschool Program offers comprehensive services to students in grades K-5 on a daily basis during the afterschool hours. The student population of Horace Mann is ethnically diverse and has 83% socioeconomically disadvantaged youth and 52% English Language Learners. Students receive academic support including homework help and academic skill building and have access to enrichment opportunities such as music, art, gardening and physical activity. The program goal is to give students the opportunities and support to achieve their full potential.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	174
	2010-2011	178
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	123%
	2010-2011	130%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	133%
	2010-2011	141%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	88%
	2010-2011	88%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=53	<i>I am happy to be in this after school program</i> 89%	<i>I feel safe when I am here.</i> 91%
Parent n=77	<i>I am satisfied with the after school program</i> 91%	Selected <i>I worry less about my student when she/he is in the after school program</i> 64%
Teacher n=12	<i>Overall, I am satisfied with the after school program</i> 83%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.62	0%	19%	81%
Supportive Environment	4.16	3%	32%	66%
Interaction	3.58	0%	67%	33%
Engagement	3.09	0%	94%	6%
Academic Climate	3.53	5%	65%	30%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Video production utilizes the student leaders from the older groups well using delegation of roles. The teacher also uses a well organized praise system for this group of excited first graders. 2. The garden class has a small student to teacher ratio and many hands on activities. The lessons are comprehensive and keep the students very engaged. 3. The engineering and dance class offer a lot of opportunities for the students to engage with the materials.

1. The praise and refocusing of particular groups, such as video production and gardening, could be utilized in a class such as Engineering. Praise and positive encouragement are important to boost student morale. 2. There was a Spanish speaking student who was left out of the activity and should have accommodations in the program. 3. The outside temperature for gardening was too cold and the students were complaining. The space in the multi-purpose room during dance had constant interruptions. Providing alternative spaces for these groups would be beneficial.

Visit 2

Overall, this is a well-structured and well coordinated program with strong partnerships include one with UC Berkeley for a science program. Program offers an array of robust enrichment offerings for students ranging from gardening to video production. The program has a new capoeira instructor who has wonderful classroom management techniques which he employs to re-focus students. A number of program staff have integrated learning targets into their lessons. Strategic use of groupings in video production class, particularly in a very limited space. Program also has a pull out intervention program provided by the the CBO partner, Learning for Life. Students for intervention were chosen by the school.

Would like to see classes offer structured opportunities for youth to talk about what they are learning during the course of an activity. Would like to see all staff use open-ended questions to scaffold student learning; provide specific feedback to youth; ensure time for reflection at the end of each class.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE HOWARD

Program Description

The Howard After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	107
	2010-2011	103
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	104%
	2010-2011	116%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	91%
	2010-2011	100%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	90%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=46	<i>I am happy to be in this after school program.</i> 96%	<i>I feel safe when I am here.</i> 96%
Parent n=25	<i>I am satisfied with the after school program.</i> 88%	Selected I worry less about my student when she/he is in the after school program. 84%
Teacher n=8	<i>Overall, I am satisfied with the after school program.</i> 88%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.78	0%	11%	89%
Supportive Environment	4.36	0%	31%	69%
Interaction	4.00	0%	50%	50%
Engagement	2.84	13%	81%	6%
Academic Climate	3.56	10%	50%	40%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program environment is generally positive and there are opportunities for students to immerse themselves in a variety of activities. Staff are engaged with their youth and provide a variety of enrichment for students to participate and build their skills in.

The program could benefit for more structured opportunities for reflection and planning activities with youth feedback considered. The program could also benefit from stronger connections made to school day learning and more varied activities that will keep students engaged throughout entire program activities. Interns/volunteers also could benefit from professional development or have clear expectations of their roles (as I noticed some were texting during activities).

Visit 2

Positive climate, consistent & caring adults. Program activities are varied and engaging for youth participants.

Continue to develop and strengthen opportunities for youth leadership and authentic voice and choice. Survey students throughout the year to inform programmatic decision making. Create opportunities for all students to reflect on activities and learning as well as make connection to prior knowledge in every activity.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE INTERNATIONAL COMMUNITY SCHOOL

Program Description

The ICS/TCN After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	147
	2010-2011	298
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	126%
	2010-2011	156%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	117%
	2010-2011	119%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	83%
	2010-2011	97%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=39	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	87%	77%
Parent n=96	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program.</i>
	93%	53%
Teacher n=9	<i>Overall, I am satisfied with the after school program</i>	
	78%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.60	0%	22%	78%
Supportive Environment	4.00	12%	21%	67%
Interaction	3.14	25%	42%	33%
Engagement	2.67	38%	38%	25%
Academic Climate	2.70	50%	15%	35%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit:1

The program has a strong academic enrichment component, with interactive learning opportunities for all youth in the program. The program also provides youth consistently with opportunities to reflect on the activities in an intentional way, and the overall emotional climate of the program is positive.

Youth could benefit from more structured opportunities to lead and mentor, while also getting more opportunities to plan various activities - with staff facilitating and guiding- but youth having overall ownership of certain portions of activities.

Visit:2

Girls Inc. observed class - far the strongest in terms of staff practices: check in; open-ended questions; clear use of learning targets; modeling and reinforcing of academic language use; high level of student engagement (holding youth accountable for being engaged throughout activity); provided youth opportunities to plan their next activity (partnering with kinders for Reading Buddies).

But for the Girls Inc. and Superstars Classes, this program would have a high percentages of 1 ratings in social interaction, engagement and academic climate. Youth in Miguel's class eating junk food; entrances and exits not secured. Content of the enrichment activities did not appear to be appropriate (Adriana's class was essentially coloring after a video about squash; Miguel was referring to science concepts his youth appeared unfamiliar with).

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LA ESCUELITA

Program Description

The La Escuelita After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	108
	2010-2011	106
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	54%
	2010-2011	134%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	93%
	2010-2011	100%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	94%
	2010-2011	96%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=58	<i>I am happy to be in this after school program.</i> 83%	<i>I feel safe when I am here.</i> 81%
Parent n=60	<i>I am satisfied with the after school program.</i> 95%	Selected <i>I worry less about my student when she/he is in the after school program.</i> 65%
Teacher n=2	<i>Overall, I am satisfied with the after school program.</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.86	0%	8%	92%
Supportive Environment	4.34	0%	34%	66%
Interaction	3.39	25%	25%	50%
Engagement	3.17	6%	75%	19%
Academic Climate	3.44	10%	60%	30%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The fifth grade group was very engaged in dialogue and learning with their teachers. They related to the materials through a unique exercise of visualization and every student was participating with enthusiasm. They seem to really enjoy the curriculum and their teachers. 2. The fourth grade group enjoyed their interviewing exercise and the teachers explained and demonstrated the activity very well. The students could relate the material to their own lives and to their future goals. There was a lot of active learning and engaged participation in this group. 3. The cultural dance group had the opportunity to create their own dance routines in small groups and adding their new innovations to their overall routine. The groups were able to practice leadership skills while learning from one another. The teachers gave feedback to the students while allowing the youth to utilize their own creativity. The space in the library did not allow for a lot of movement and the furniture was overcrowded in such a small space. The group arrangements made the students hearing one another read problematic due to their close proximity. 2. The fourth and fifth grade groups are very engaged and advanced and could benefit from leadership roles with the younger groups. Especially a literacy based curriculum where older students could read to, and help younger students with activities and projects. 3. The openness of the school campus and the ability for people to walk into the small space, leads to safety issues. Although there is a large effort to secure the school grounds, the layout and chain link fences could allow unwanted guests to enter or hide themselves on school grounds easily.

Visit 2

Program is well-structured and well-organized and boasts a strong relationship with both the school day as well as families. Program is able to offset the 1:20 ratio by including well-trained high school interns to help support or in some cases lead smaller group activities. The adoption of Kidzlit for the academic curricula has provided the program with a stronger academic skill building component. The program intentionally cultivates positive relationships with students by intentionally matching students with academic mentors and interns who have similar life experiences. 4th grade academic mentor used specific, positive language in reinforcing desired classroom behaviors. Program has leveraged community resources and partnerships to provide augmented programming to youth (EBALDC-led financial literacy class for 4th and 5th graders; partnership with Alameda County Nutrition Services for cooking class; Crissy Fields on environmental sciences).

Program would benefit utilizing smaller groups in the academic classes (pair, triads); staff would benefit from professional development on asking open-ended question strategies to scaffold learning; provide more structured opportunities for youth to talk to each other about what they are learning during the course of an activity; include structured time for meaningful reflection; would like to see more substantive one-on-one exchanges between staff and youth--staff typically asked large group and open-ended question, but there is little follow up questioning to probe youth's thinking or understanding when they incorrectly answered a question. Program continues to offer the same core enrichment offerings year to year: cultural arts, arts and crafts, cooking and sports. It would be nice to see the program introduce new enrichment experiences to participants.

Additional site-level data is available in the Oakland Out-of-School Time Program Evaluation Finding Report 2010-11 and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LAFAYETTE

Program Description

The Lafayette After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	130
	2010-2011	136
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	167%
	2010-2011	135%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	131%
	2010-2011	142%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	95%
	2010-2011	84%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=69	<i>I am happy to be in this after school program</i> 91%	<i>I feel safe when I am here.</i> 93%
Parent n=49	<i>I am satisfied with the after school program</i> 96%	Selected <i>I worry less about my student when she/he is in the after school program</i> 80%
Teacher n=20	Overall, <i>I am satisfied with the after school program</i> 75%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	%1	%3	%5
Safe Environment	4.72	3%	9%	88%
Supportive Environment	4.33	2%	29%	69%
Interaction	3.69	4%	54%	42%
Engagement	2.84	31%	38%	31%
Academic Climate	3.25	25%	40%	35%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program's strong relationships with the host school are clear: the Panther Paws reading challenge is incorporated into the after school program, and the sports and cheerleading activities provide youth with new opportunities. Staff members are generally quite engaged with youth and hold them to high expectations. The emotional climate of the program is positive - staff and youth almost always interact in a friendly way with one another.

Program staff could benefit from more positive group management strategies; time-outs and promises to call students' parents were used frequently in observed sessions. For some groups, the enrichment component could have been strengthened by incorporating more kinesthetic and visual elements.

Visit 2

Program has a positive emotional climate. Students take ownership of the program. Learning outcomes are clearly articulated in classes. Content is presented in concrete and abstract forms. There are numerous opportunities for student leadership. Classes are conducted using varied group sizes. Students reflect about the activities in journals and through peer conversation. Instructors use open ended questions to engage students in meaningful dialogue. Student work is visible around the program space.

Instructors should consider ways to make the desired learning outcomes visible during their lessons.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LAKEVIEW

Program Description

The Lakeview After School program facilitates a comprehensive agenda that promotes academic support, recreational and physical activity, and a range of enrichment activities. The program staff promote life skills daily, and serve as mentors to all participating students to help encourage highly functional social skills that assure future success. The Site Coordinator consults with the Principal, Academic Liaison, and parents to align the requests of Lakeview's primary stakeholders.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	148
	2010-2011	133
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	92%
	2010-2011	125%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	117%
	2010-2011	134%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	88%
	2010-2011	82%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=44	<i>I am happy to be in this after school program</i> 75%	<i>I feel safe when I am here.</i> 73%
Parent n=47	<i>I am satisfied with the after school program</i> 94%	Selected <i>I worry less about my student when she/he is in the after school program</i> 83%
Teacher n=17	<i>Overall, I am satisfied with the after school program</i> 94%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	5.00	0%	0%	100%
Supportive Environment	4.81	0%	10%	90%
Interaction	3.37	25%	25%	50%
Engagement	3.83	25%	25%	50%
Academic Climate	3.28	30%	30%	40%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

NA

Visit 2

Program maintains a calm, orderly and safe environment. Agendas are visible the classrooms. Youth and adults have a shared understanding for participation expectations. Youth are asked to reflect on their choices and the positive or negative consequences. In Dance and Martial Arts, the instructors model movements for the class then create opportunities for youth to demonstrate movements and receive feedback. The program activities lead to performances that reflect the ideas of youth.

Instructors should frontload new vocabulary with the whole class before having youth read about a topic. Instructors should consider various structures to engage all youth. At times while the teacher is teaching, youth are talking, off-task or looking out of the windows. Engagement strategies may include doing a jigsaw for readings, providing time for students to write first then talk to one another and creating opportunities for youth to make connections between the material and their prior knowledge. Classes should also work on integrating structured opportunities for student reflection.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LAUREL

Program Description

The Laurel After School program provides a comprehensive program through offering developmentally and age appropriate, academic intervention and enrichment, as well as youth enriched activities that include physical education, integrated health, science, math, and gardening. The services provided supplement the school days academic program, while supporting the site in accomplishing its goals as outlined in the single site plan for achievement. The academy not only partners with community based organizations, but promotes opportunity for parent and family engagement.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	132
	2010-2011	108
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	99%
	2010-2011	103%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%; per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	110%
	2010-2011	101%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	91%
	2010-2011	92%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=59	<i>I am happy to be in this after school program.</i> 92%	<i>I feel safe when I am here.</i> 93%
Parent n=66	<i>I am satisfied with the after school program.</i> 97%	Selected: <i>I worry less about my student when she/he is in the after school program.</i> 68%
Teacher n=21	<i>Overall, I am satisfied with the after school program.</i> 76%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.93	0%	3%	97%
Supportive Environment	4.36	0%	29%	71%
Interaction	3.50	4%	67%	29%
Engagement	3.00	6%	81%	13%
Academic Climate	3.72	10%	40%	50%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The staff in the Laurel after school program seem very supportive of students' efforts and abilities. During academic as well as enrichment classes, staff made sure to use scaffolding when working with the students. The relationships between the students and the staff seemed respectful and comfortable.

Although some instructors seemed to make intentional connections between what was learned during the school day, it is suggested that they also integrate students' interests more closely to activities. In addition, it is suggested that there be more possibility of student input in some classes.

Visit 2

Program is well-structured and well-organized. Staff have a clear sense of the vision and mission for the program. Program offers a robust academic component focused on developing literacy skills rather than homework support. Program has done considerable work in the last year to develop structured leadership opportunities for students throughout the program day. The site coordinator holds a standing collaborative meeting with all program partners and stakeholders. Clown class did a good job of solicited student input on planning for their performance.

Would like to see staff use open-ended questions to scaffold student learning; reflection linked back to learning targets; more structured opportunities for students to talk about learnings in non-Kidzlit classes; employ engagement strategies that engage all youth (rather than call on one student at a time for the answer); some staff need support in better "chunking" instructions to students. Pull out of students for Prescott Clown class seemed a bit disruptive--students did not complete the Kidzlit activity which spans the week. Would like to see classes offer a challenge or bonus question/activity for those students who would like the additional challenge; staff provide specific praise (rather than "Okay" and "yes"); more opportunities for 3-5th grade youth to have content and process choices in their activities.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LAZEAR

Program Description

The Pathways After School Program at Lazear targets youth ages 6-12 in grades 1-5 from predominately low-income Latino residents of the Fruitvale District and English Learners. The program features an academic intervention curriculum, homework assistance, enrichment / recreation, health components, leadership development, and family engagement. The vision for the program is that students achieve academic excellence, gain self-confidence, develop into leaders, with the values of leadership, respect, teamwork, and courage.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	157
	2010-2011	211
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	104%
	2010-2011	112%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	104%
	2010-2011	119%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	86%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=58	<i>I am happy to be in this after school program</i> 91%	<i>I feel safe when I am here.</i> 97%
Parent n=67	<i>I am satisfied with the after school program</i> 90%	Selected: <i>I worry less about my student when she/he is in the after school program.</i> 58%
Teacher n=8	<i>Overall, I am satisfied with the after school program</i> 38%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.66	5%	8%	87%
Supportive Environment	4.05	0%	46%	54%
Interaction	3.17	17%	46%	38%
Engagement	2.75	19%	75%	6%
Academic Climate	3.36	20%	40%	40%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. There are a variety of activities offered and a very positive and interactive group of students in the classrooms. The students speak fondly about their after school program and are very engaged with the staff and each other. 2. The leadership opportunities with the fifth grade group and the student council has promoted a strong group of leaders who take pride in mentoring the younger students. 3. The academic group of first and second graders are very enthusiastic in their learning of math facts with their group. The math is made fun by the group leader. The gardening group has many opportunities for reflection, choice, and leadership within their classroom.

1. Incentive prizes for student achievement should always be healthy. Using tickets or prize dollars instead of food and candy will promote healthier students. 2. There are a few exposed electrical or telephone wires running across the bottoms of the doorways. These could pose a serious risk to students in terms of tripping hazards as well as cause issues with having exposed wires that can get wet. There are also numerous puddles on campus that cause the classrooms to become very wet. Mats for classrooms or filling in the holes could help alleviate some of these issues. 3. The use of call and response promotes a sense of ownership of the class and helps refocus students who are distracted or excited. Training the staff to use more call and response would be beneficial.

Visit 2

Program staff have positive relationships with youth; program has developed strong relationships with families; program has an intentional focus on academic skill-building; site coordinator has a strong relationship with the site administrator; lead agency has a long and positive history of working in the community.

Use of open-ended questions to scaffold learning; opportunities for youth to share what they are learning during the activity; youth reflection at the end of activities; listing key vocabulary words on the board; staff provide explanation to youth about why a particular answer is correct/incorrect instead of saying "yes or no"; staff linking activity back to learning targets/objectives; engagement/classroom management strategies; larger classes would benefit from employing grouping strategies (small group, pair or triad group work). There are a number of open gates and a great deal of foot traffic through campus. Better communication with the SES programs would help ensure that parents of SES students do not enter into non-SES classrooms looking for their children.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LEARNING WITHOUT LIMITS

Program Description

The Learning Without Limits After School program integrates enrichment activities and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	125
	2010-2011	235
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	98%
	2010-2011	114%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	96%
	2010-2011	98%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	89%
	2010-2011	86%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=52	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	88%	85%
Parent n=35	<i>I am satisfied with the after school program</i>	<i>Selected. I worry less about my student when she/he is in the after school program</i>
	94%	71%
Teacher n=3	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Emerging. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.75	3%	6%	92%
Supportive Environment	3.29	29%	14%	57%
Interaction	2.25	44%	42%	14%
Engagement	2.25	38%	62%	0%
Academic Climate	2.28	45%	45%	10%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1:

The Learning Without Limits program staff seemed to have comfortable relationships with the students. Specifically the academic/art instructor had a positive rapport with the students and her demeanor was calm yet matter-of-fact.

It is suggested that the staff make more intentional connections to the school day in the academic as well as the enrichment classes. It is also suggested that staff use more open ended questions when teaching/working with the students.

Visit 2:

Program staff have developed strong relationships with youth as evidenced by youth-staff informal conversations. The program has also re-worked the academic component to include structured opportunities to read, work on homework and practice school day math skills. Program has also begun implementing a hands-on science program. The nutrition class is lead by the staff person who oversees the produce market and there are attempts to articulate the two programmatically. The nutrition class has taught youth how to make simple, nutritious snacks. The program has structured weekly opportunities for teambuilding.

While some staff have posted agendas for the day, there continues to be limited use of learning targets throughout the program. Staff are asking students some open-ended questions, but these are limited to lower order questions. The nutrition class began with a promising activity that involved students tallying the classes favorite pizza toppings. It would have been nice to see this turned into a pie chart or table which could have been visually represented.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LIGHTHOUSE COMMUNITY CHARTER (ELEMENTARY)

Program Description

The Safe Harbor After School Program has K - 8 students, ages 5 - 14, and offers a comprehensive, enriching, and academically invigorating after school program, offered free of charge in East Oakland. This school-linked program is designed to employ many best practices for effective after school programs, including mentoring, academic and literacy support, family involvement, and enrichment activities that motivate and enrich students.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	236
	2010-2011	274
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	142%
	2010-2011	95%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	142%
	2010-2011	-
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	79%
	2010-2011	78%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=53 <i>I am happy to be in this after school program</i>	86%	<i>I feel safe when I am here.</i> 16%
Parent n=53 <i>I am satisfied with the after school program</i>	98%	<i>Selected I worry less about my student when she/he is in the after school program</i> 87%
Teacher n=11 <i>Overall, I am satisfied with the after school program</i>	100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 1 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.80	0%	6%	94%
Supportive Environment	3.95	5%	40%	55%
Interaction	3.13	0%	92%	8%
Engagement	3.17	0%	88%	13%
Academic Climate	4.56	10%	0%	90%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The cooking class was well prepared and the student to teacher dialogue was focused on the cooking project and the connection to the students' everyday lives. All of the students were engaged, reviewing, and learning skills. 2. Volunteers and multiple adults in the groups, with designated roles, helped the programs and activities run smoothly while giving the youth additional time with older people. 3. The Improv and art students were very engaged in their activities and the teachers were instructing them in new skills while allowing the students to create and participate in their own ways.

1. The Martial Arts class had a lot of students sitting out because they did not want to participate or because they got into trouble. Providing alternative activities for students who do not wish to participate would be beneficial for large groups. If there are large groups of students and extra adults available, providing another activity in a separate space would benefit the students. 2. Utilizing call and response for younger students will help with attention and refocusing. The younger students would also benefit from positive incentives versus punishments for behaviors. 3. Communication and schedule clarity is important in helping the program run smoothly. Issues with safety could arise if students are not clear on where they should be, or if an activity is cancelled.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT-OF-SCHOOL TIME 2010-11 PROGRAM PROFILE LINCOLN

Program Description

The OASES LEAP program at Lincoln is a high quality, comprehensive after school program promoting achievement through academic and enrichment activities. LEAP serves 3rd-5th graders who demonstrate academic, economic or social need and focuses on leadership, building bonds with caring adults, and providing a safe environment. Working with the school, LEAP provides academic support to ensure CA standards alignment. Enrolled youth: 1) develop academic and social skills; 2) participate in long-term learning activities; and 3) cultivate positive relationships with adults and peers.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	184
	2010-2011	176
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	167%
	2010-2011	172%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	97%
	2010-2011	95%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	96%
	2010-2011	95%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=114	<i>I am happy to be in this after school program</i>	<i>I feel safe when I'm here.</i>
	96%	91%
Parent n=103	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	96%	75%
Teacher n=26	<i>Overall, I am satisfied with the after school program</i>	
	77%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.90	0%	3%	97%
Supportive Environment	4.82	0%	7%	93%
Interaction	4.17	0%	42%	58%
Engagement	4.09	6%	31%	63%
Academic Climate	4.56	0%	25%	75%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Oases is a great example of how intentional programming can be engaging and fun for youth. Oases scored high in almost every indicator. Program staff, school staff and volunteers all work cohesively to support their youth. Some specific high lights include having youth draw a picture of a monster and transfer it onto graph paper to find out the parameter and area of it, writing a letter to your future self and acting in a science class.

While curriculum is extremely important in creating a positive learning environment, it is also up to the staff to truly enforce it. It is important that youth treat each other with respect and that staff actively engage with any youth that makes fun of others for getting answers wrong or for choosing not to participate in an activity. Although this is a recognized issue for Oases, youth were seen disengaged after they were laughed at or teased for not participating or getting answers wrong. It is recommended that something more deliberate is introduced into the program to help with this issue. It is also recommended that youth have more a concrete ways to make programmatic changes and give feedback for program improvement.

Visit 2

Program has established a positive social and emotional climate. The classes and curriculum are well structured. Students connect their new learning to prior knowledge. Instructors use a variety of modalities to deliver content and create engaging activities for students (verbal, written, kinesthetic and visual).

Instructors should consider incorporating different means to check for understanding after delivering instructions and create opportunities for students to talk to one another about their learning through structured collaborative group activities. Learning outcomes could be visible and articulated during instruction, and there could be more student reflection and presentation structured into the lesson.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE M. L. KING, JR. ELEMENTARY

Program Description

The Martin Luther King, Jr. After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in West Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	166
	2010-2011	149
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	87%
	2010-2011	91%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	122%
	2010-2011	123%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	69%
	2010-2011	80%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=43	<i>I am happy to be in this after school program.</i> 79%	<i>I feel safe when I am here.</i> 74%
Parent n=57	<i>I am satisfied with the after school program.</i> 98%	Selected: <i>I worry less about my student when she/he is in the after school program.</i> 72%
Teacher n=6	Overall, <i>I am satisfied with the after school program.</i> 67%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.80	0%	11%	89%
Supportive Environment	3.90	2%	52%	45%
Interaction	3.17	17%	50%	33%
Engagement	2.17	44%	50%	6%
Academic Climate	2.94	15%	70%	15%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The emotional climate of the after school program is very positive, and staff members are engaged and caring with youth. Students benefit from a variety of activity options, including sports, drama, and book club. The academically-oriented activities were challenging and engaging for youth, and staff provided consistent support for participants to try new things and build skills.

Staff members could use more grouping techniques to assure that all youth are active throughout the session, rather than waiting for others or watching what's going on. Using more consistent praise for good behavior may reduce the number of youth who are asked to leave enrichment activities.

Visit 2

The lesson structure in dance class was excellent. The instructor modeled movements for the class, did the movements with the class then watched youth do movements while giving feedback. During the lesson, the instructor makes connections between the movement steps and doing math. The tennis instructor took time to make connections between the activity and tennis strategies. He also provided opportunities for youth to share their prior knowledge about tennis. Youth in 5th grade homework were on task and engaged.

Youth worked in groups of 6, 3 and 2 in homework support. Ideally, groups should not exceed 4 students. In 3rd and 4th grade, youth are socializing and off task. In 4th grade homework support, youth were yelling at one another and got out of their seats to disrupt one another. The instructor stayed seated behind a desk and barked instructions at the students, then gave the class a 10 minute detention. Drama left class 15 minutes early. During drama, the learning target and instructions for the activity were not clear. Most students were unengaged or had no materials, while three students read from a script in front of the class. There was little evidence of pre-planning for this lesson. Instructors might want to consider ways to provide more structured opportunities for students to reflect on their work, the activity and new learning.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MANZANITA COMMUNITY SCHOOL

Program Description

The Manzanita After School program is a comprehensive After-School Learning program serving students from Manzanita Community School and Manzanita SEED. Students are provided with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	154
	2010-2011	257
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	121%
	2010-2011	157%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	100%
	2010-2011	103%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	91%
	2010-2011	93%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=60	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	92%	85%
Parent n=50	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	92%	68%
Teacher n=8	<i>Overall, I am satisfied with the after school program</i>	
	50%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program did not meet quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.69	0%	16%	84%
Supportive Environment	3.83	7%	42%	51%
Interaction	3.65	4%	54%	42%
Engagement	2.50	32%	69%	0%
Academic Climate	3.17	35%	20%	45%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. There is quite a diversity of classes taught and the students are actively engaged. There are a variety of activities from the students to choose from. The program does a good job of balancing the academic portion with the enrichment side. 2. The space is open and accessible for afterschool staff. The space includes a field, basketball court, cafeteria access, and classrooms. The teachers utilize the space well and are able to offer a variety of selections, including a cooking class taught in the cafeteria which the students were actively engaged. 3. The Spanish and Art class has active participation from the second graders. They retained a lot of information from the previous session and were able to review easily with the teacher. The class had a great balance of learning objectives and hands-on project tied to the topic.

1. There are large groups of students in some of the activities and refocusing the students can be difficult. Using call and responses to refocus the students would help to give them ownership over the program while helping them to refocus. Creating designated roles for the students in all of the activities, through the use of job charts would also involve the students. 2. For a large and complicated activity like cooking, having a clear plan, plenty of extra supplies, and roles for the high school interns would help the activity to run more smoothly. In all of the activities at Manzanita, the High school interns could run small groups or direct a group of advanced or proficient students while the teacher assists students who are struggling. 3. There is difficulty in securing the campus because of the open gate and the other school located on the same campus. Employing a security could help ensure the safety of the students.

Visit 2

There is evidence of strong relationships between staff and youth. Youth are engaged with the program offerings which include a balance of academics and enrichment. The program has ongoing partnerships with UC Berkeley who offer a Technology class and Prescott Clowns. The program is on a co-located site and partners with SEED on one of the program offerings.

Staff could model academic language with staff; use of open-ended questions to scaffold learning; meaningful opportunities to reflect on learning; student engagement strategies for staff to engage all youth; attention getting strategies to re-focus students attention. Would like to see staff use learning targets as well as agendas; staff should also consider posting key vocabulary words and definitions. The science class on liquefaction seemed a bit too advance for the students.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MANZANITA SEED

Program Description

The Manzanita After School program is a comprehensive After-School Learning program serving students from Manzanita Community School and Manzanita SEED. Students are provided with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	120
	2010-2011	257
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	107%
	2010-2011	157%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	119%
	2010-2011	104%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	79%
	2010-2011	83%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=53	<i>I am happy to be in this after school program</i> 96%	<i>I feel safe when I am here.</i> 96%
Parent n=65	<i>I am satisfied with the after school program</i> 91%	Selected: <i>I worry less about my student when she/he is in the after school program</i> 63%
Teacher n=10	<i>Overall, I am satisfied with the after school program</i> 90%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.71	3%	11%	86%
Supportive Environment	3.68	5%	52%	43%
Interaction	3.48	4%	63%	33%
Engagement	2.08	44%	56%	0%
Academic Climate	4.22	10%	15%	75%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

visit 1

1. A majority of the groups had a lot of active participation and had structured systems in place to promote ownership of the program. The second graders had a self-created "Fiesta Friday," the Fourth graders had call and response, and the third graders had points and groups. 2. The fourth grade academic activity had a positive and engaging balance of movement, fun, and learning. The teacher was able to refocus the students with call and response, while having a positive atmosphere in the room. 3. The "Afternoon Meetings" provide a great way for students to get to know each other and check-in about their day at the beginning of program. There are also leadership opportunities which the kids really enjoy. All of the second graders had an engaging and fun time singing their favorite song for three seconds during their afternoon meeting.

1. Groups should adhere to the program schedule unless there are extenuating circumstances. The kindergarten and first graders were supposed to do a "literacy circle," but were having recess outside instead. A lot of Parents/guardians also came early to pick-up their children which disrupted program activities. 2. Materials should be prepped ahead of schedule for an activity and the activity should start on-time. The fifth graders appeared restless and one group began aggressively play fighting because they were not engaged in an activity. The teacher was unaware of the group dynamics because he was preparing his materials for the lesson. 3. There are multiple entrances on the campus and unauthorized people can easily come onto campus. The program space could use more security and supervision.

Visit 2

Ms. Priscilla's fourth grade class was particularly strong with staff referencing learning targets, drawing on youth's prior knowledge, implementing a high engagement activity. Site Coordinator works closely with school day staff and supports alignment with school day with consistent expectations on behavior. The program's academic liaison has worked with the staff to develop learning targets. All staff are required to have an academic learning target and a social-emotional learning target for their lessons. Program offers a robust array of arts-based enrichment activities and activities appear to be very hands-on. Program's enrichment classes also offer smaller ratios.

Would like to see all staff referencing learning targets for academic classes and linking learning targets to reflection. Staff have different approaches to supporting youth (some come from a youth development perspective while others do not). Would like to see program structure into lessons opportunities to students to discuss what they are learning with each other (possible strategy would include pair sharing mid-way through lesson). Would like to see all staff use open-ended questions to scaffold learning. Would also like to see more structured opportunities for youth to reflect on what they have learned.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MARKHAM

Program Description

The Markham After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	112
	2010-2011	116
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	82%
	2010-2011	103%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	99%
	2010-2011	95%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	80%
	2010-2011	98%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=45	<i>I am happy to be in this after school program</i> 93%	<i>I feel safe when I am here.</i> 80%
Parent n=51	<i>I am satisfied with the after school program</i> 92%	Selected, I worry less about my student when she/he is in the after school program. 57%
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.52	3%	19%	75%
Supportive Environment	4.28	2%	29%	69%
Interaction	3.46	13%	50%	38%
Engagement	2.67	19%	69%	13%
Academic Climate	2.81	25%	55%	20%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The enrichment classes provide students with new experiences and opportunities that they also find engaging. The drumming class in particular provided leadership opportunities, building new skills, and learning how to work as a team. The Gardening/Cooking class also provides a great opportunity for students to reflect on the days' activities through journaling their activities of the day.

The academic component of the program can be more intentional about learning targets, linking learning to the school day, etc. Large homework help times could be use groupings so that peer to peer learning is encouraged, while also using students as leaders and alleviating staff in particularly large classes. Positive reinforcements and incentives could also be provided to help in focusing students on modeling good behavior.

Visit 2

A positive and caring environment is fostered by the coordinator and her staff. Enrichment activities provide students with opportunities to develop new skills, reflect on their learning and have fun.

Continue to develop and strengthen connections to the school day. Enrichment activities can be directly linked to school day learning and staff can asked thought provoking questions that challenge participant to make the connections. All activities should have learning targets (goals, Objectives) that are posted in the room and reviewed with students - students should know what they are supposed to be learning and this can be demonstrated through structured reflection time at the end of the session.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MARSHALL

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	114
	2010-2011	114
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	112%
	2010-2011	NA
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	99%
	2010-2011	109%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	88%
	2010-2011	89%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=57	<i>I am happy to be in this after school program</i> 98%	<i>I feel safe when I am here.</i> 98%
Parent n=80	<i>I am satisfied with the after school program</i> 98%	Selected <i>I worry less about my student when she/he is in the after school program</i> 25%
Teacher n=11	Overall, <i>I am satisfied with the after school program</i> 100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.92	0%	6%	94%
Supportive Environment	4.31	0%	37%	63%
Interaction	3.61	0%	63%	37%
Engagement	2.84	13%	75%	13%
Academic Climate	4.25	5%	25%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1:

1. The Third Grade Academics class is very focused and has a pleasant time learning their spelling. The teacher has done a great job of disguising the spelling as a card game. The rapport between the students and teacher depicts a great deal of respect and the atmosphere is positive amongst the students. 2. The dance class has a large group of very energetic students which the teacher keeps thoroughly engaged. The students and teacher are full of positive energy and excitement and the students enjoy warming up and learning new dances. 3. The life skills students are very knowledgeable about healthy and unhealthy habits. This group of first graders has done a lot of hands-on work regarding the topic and is eager to share their answers with each other and the teacher.

1. The art class could definitely use some volunteer support or student leadership during their big projects. The group could use some written instructions for individual and small group projects. 2. Although the students thoroughly seem to enjoy the coordinator's facilitation of classes, employing another teacher in order to take the coordinator out of the classroom would be beneficial for the program. 3. The call and response and leadership roles present in academics, dance, and life skills would be beneficial for a large group such as the art class.

Visit 2:

Positive climate, consistent & caring adults. Program activities are varied and engaging for youth participants.

Academic games are a great strategy to make learning in after school programs fun. While the academic component of the Marshall program employs this strategy, some of the activities observed only engaged 1-2 students at a time leaving the rest of the class with little to do. Encourage the instructor to use academic games that engage everyone. Learning centers are a sound strategy to this end.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MAXWELL PARK

Program Description

The Maxwell Park International Academy After School program serves ethnically diverse students in grades K-5; the majority of whom are far below basic in either reading and/or math and 20% of whom are English language learners. The program works with community partners and provides daily physical fitness/sports activities, and additional enrichment classes, with a strong academic focus, surrounding: English/Language Arts, Mathematics and Writing and activities that improve motor skills, along with small-group tutoring and homework assistance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009:2010	119
	2010:2011	140
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009:2010	108%
	2010:2011	93%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009:2010	103%
	2010:2011	110%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009:2010	89%
	2010:2011	85%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=46	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here</i>
	87%	89%
Parent n=102	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	89%	66%
Teacher n=10	<i>Overall, I am satisfied with the after school program</i>	
	80%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.67	0%	17%	83%
Supportive Environment	3.89	2%	43%	55%
Interaction	2.30	46%	38%	17%
Engagement	2.08	44%	56%	0%
Academic Climate	2.78	15%	80%	5%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Overall, the Maxwell Park program seems to provide a safe, positive space for students. The coordination of the program seems structured and clear.

It is suggested that the academic portion of the program involve more dialogue between student and teacher, and specific learning targets. It is also suggested that more connections be made between student interests and prior knowledge, and what students are learning. In addition, it is suggested that more tools for behavior management are used, specifically with the older students.

Visit 2

Program implements a Buddy Program from the Caring School Community curriculum. Once a month youth have a structured opportunity to "check in" with their assigned buddy and/or complete a project. Program also has a parent volunteer and a parent liaison who is in program every day and monitors the front and side entrances. The program's site coordinator is passionate and has developed strong relationships with individual program youth and appears to be doing some case management work with some of the program participants. The program offers a robust array of enrichment offerings for youth including a stand-out Steel Pan Drumming class. The CBO partner, Learning For Life, also provides a pull-out reading comprehension program for youth identified by school day staff and a weekly Math Facts class for all program participants. The program's two academic liaisons have provided the program staff with PD and aligned the Zoom In academic curriculum with the District's pacing schedule.

Provide structured opportunities for all youth to communicate about what they are doing and what they are thinking with others; staff would better support youth learning by providing coaching and feedback when youth respond with an incorrect answer rather than moving on; youth would benefit from staff providing specific feedback on their work and their actions; some of the staff are having challenges with classroom management, they may want to consider grouping youth in pairs and triads; the instructor for the science class sat in her chair the entire observation and did not interact with the youth who were engaged with a PEAK board game; moreover the concepts in the board game were not reviewed with youth prior to the lesson so the science activity was not as meaningful nor instructive as it could have been; while the program offers a monthly mentoring opportunity through its "Buddy Program", the youth would benefit from providing mentoring and leadership opportunities more frequently; the Zoom In curriculum used by the program does not appear to be particularly engaging for youth, the program might benefit instead by offering more project based learning activities focused on skill-building; program should consider adopting learning targets for all classes to help focus youth and staff; staff should consider taking advantage of the classroom white board space and write key vocabulary, learning targets and activity directions; staff asked limited open-ended questions and would also benefit from PD on how to ask questions to scaffold learning.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES-- ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE NEW HIGHLAND ACADEMY

Program Description

The RISE/New Highland After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	329
	2010-2011	254
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	92%
	2010-2011	96%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	121%
	2010-2011	108%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	99%
	2010-2011	88%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=55	<i>I am happy to be in this after school program</i>	<i>I feel safe when I am here.</i>
	98%	95%
Parent n=56	<i>I am satisfied with the after school program</i>	Selected: <i>I worry less about my student when she/he is in the after school program</i>
	98%	73%
Teacher n=18	<i>Overall, I am satisfied with the after school program</i>	
	67%	
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.43	0%	6%	94%
Supportive Environment	4.55	0%	22%	78%
Interaction	3.90	0%	54%	46%
Engagement	3.34	0%	81%	19%
Academic Climate	3.50	10%	55%	35%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Gardening has a very dedicated group of students that care for the plants and are very knowledgeable about bugs and garden life, and they operate independently in small groups led by managers. The teacher has a very good rapport with her students and connects the students with school day learning, nutrition, and their daily lives. The students are able to take flowers and vegetables home to their families. 2. Art students have a small staff to student ratio and receive a lot of individualized attention. They were able to learn about art, poetry, and about unhealthy habits through their lesson. The teacher used very specific, non-evaluative language with her students. Cooking had a large group of excited students who were also learning about healthy eating habits through hands-on cooking and reflective worksheets. 3. The Kindergarten group began with a silent meditation and reflection which calmed their panicked chatter about the lack of functioning plumbing in the school. The teacher was flexible and accommodating to the water crisis, while continuing to teach her students.

1. Some teachers utilized call and response, as well as knew the students names and grades very well. The whole program could benefit from this style of proactive discipline with the students, especially knowing the students names and grades. 2. There are some great opportunities for mentoring and coaching on a peer basis or for older students to aid with younger students. 3. The kindergarten group had a clear behavior chart on their board, and this is a good model for any of the other groups struggling with specific behaviors in their groups.

Visit 2

The adult staff have positive and caring relationships with student participants and the overall culture and climate of the program is inviting. Student leadership, voice and choice is emerging through specific programming for 4th and 5th grade students.

Continue to develop opportunities for authentic youth leadership, voice & choice in the program. Also, it is crucial for the site coordinator to regularly conduct observations and provide staff with feedback as well as coaching in the moment. This will go a long way to ensure that staff are maintaining program expectations, are consistent with routines, rituals and traditions and receive the support they need to be their best.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE PARKER

Program Description

The Parker After School program focuses on several key principles and beliefs based in the Youth Development Approach to education. The program upholds Parkers' mission to engage each child in powerful learning experiences. The program provides a nurturing and safe environment for children during the after-school hours. The purpose of programs are to expand learning beyond the school day and beyond the classroom walls. Programs enhance daily classroom instruction, while providing a structured environment encouraging creativity and flexibility.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	143
	2010-2011	128
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	113%
	2010-2011	118%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	91%
	2010-2011	102%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	86%
	2010-2011	86%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=42	<i>I am happy to be in this after school program</i> 83%	<i>I feel safe when I am here.</i> 83%
Parent n=60	<i>I am satisfied with the after school program</i> 95%	<i>Selected I worry less about my student when she/he is in the after school program</i> 68%
Teacher n=7	<i>Overall, I am satisfied with the after school program</i> 43%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.78	0%	11%	89%
Supportive Environment	4.39	2%	24%	74%
Interaction	4.29	0%	38%	63%
Engagement	3.59	0%	69%	31%
Academic Climate	4.09	5%	35%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program environment is positive and inclusive of all youth in the program. Staff are actively involved with the youth during an activity's entirety, and provide an enriching learning environment for youth.

Youth could benefit from more small group work and varied ways to learn within small groups. Staff could also follow up with behavioral management strategies that are consistent with expectations in particular classrooms. Currently, security is an issue on the campus (no consistent SSO during after school program hours), but they the site is working on getting a replacement.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community.

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes.

Program could incorporate additional structured physical activity. Also, continue to develop meaningful opportunities for developing youth leadership, voice and choice.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE PERALTA

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	190
	2010-2011	236
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	NA
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	135%
	2010-2011	180%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	68%
	2010-2011	64%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=55	<i>I am happy to be in this after school program</i> 71%	<i>I feel safe when I am here</i> 82%
Parent n=45	<i>I am satisfied with the after school program</i> 96%	Selected: <i>I worry less about my student when she/he is in the after school program</i> 73%
Teacher n=14	<i>Overall, I am satisfied with the after school program</i> 79%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Emerging. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	%1	%3	%5
Safe Environment	4.61	3%	16%	81%
Supportive Environment	4.11	7%	33%	60%
Interaction	2.61	30%	57%	13%
Engagement	1.92	50%	50%	0%
Academic Climate	3.31	30%	25%	45%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program offers hands-on experiences for youth to engage in and a strong academic enrichment component in Science and the Garden. The academic portion was appropriately scaled to K-2 level (singing a song repeatedly about parts of roots). The cooking class was also a highly engaging activity, with students working hard as a team both in cooking and in clean up.

There are 5 entrances to the campus with no SSO to monitor them, posing a safety concern. Also, activities could include students in the planning process, and also build in time for reflection and feedback as an ongoing process of the program. Finally, while the program offers 2 culminating events to showcase the ASP's work, each class could build in more time to present their work and celebrate their successes.

Visit 2

Students express a sense of shared ownership for the program. Staff have created a positive emotional climate and supportive learning environment. Program is organized and the schedule is well structured.

Instructors should consider giving student feedback on their work that goes beyond general praise, moving around the classroom and structuring student presentation into the lesson. The articulation of the learning outcomes for the lesson were not evident. Opportunities were missed for students to reflect on the process, their learning and to make connections between the content and their prior knowledge.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE PIEDMONT AVENUE

Program Description

The Piedmont After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	138
	2010-2011	133
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	90%
	2010-2011	121%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	124%
	2010-2011	122%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	88%
	2010-2011	86%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=67	<i>I am happy to be in this after school program</i> 73%	<i>I feel safe when I am here.</i> 75%
Parent n=49	<i>I am satisfied with the after school program</i> 92%	<i>Selected I worry less about my student when she/he is in the after school program</i> 71%
Teacher n=16	<i>Overall, I am satisfied with the after school program</i> 81%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.64	6%	11%	83%
Supportive Environment	4.67	0%	17%	83%
Interaction	3.40	17%	46%	38%
Engagement	3.00	19%	63%	19%
Academic Climate	3.97	10%	30%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program schedule strikes a good balance between enrichment, academic support, and homework time, offering youth a variety of activities in different group settings. The close alignment between the school day and the after school academic support is clear, and is a strength of Piedmont Avenue's after school program. Staff members make regular use of positive group management strategies and informal checks for understanding.

Staff members may want to consider pairing students together during academic support sessions to enable higher-performing youth to assist those who need more assistance. The program needs to establish a set of emergency procedures, ideally aligned with the school day plan. Posting group agreements or behavioral expectations in program spaces can help youth keep in mind what's expected.

Visit 2

The Academic classes are aligned to the school day curriculum and pacing guides. Instructors use various engagement strategies (e.g. structured collaborative group work, whiteboards) and incorporate school day instructional strategies and content (e.g. SWUN math).

When engaging students, instructors should consider different strategies to check for understanding, connect the content to students' prior knowledge and differentiate the lessons for students with more advanced comprehension. Instructors could also include more open ended questions during class discussions and structure into their lessons opportunities for students to reflect on their learning with one another.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE PLACE @ PRESCOTT

Program Description

The Prescott (PLACE) After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	140
	2010-2011	136
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	79%
	2010-2011	76%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	78%
	2010-2011	90%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	70%
	2010-2011	87%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=27	<i>I am happy to be in this after school program.</i>	<i>I feel safe when I am here.</i>
	85%	81%
Parent n=52	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	98%	65%
Teacher n=4	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.34	6%	22%	72%
Supportive Environment	3.47	19%	38%	43%
Interaction	2.15	54%	29%	17%
Engagement	1.50	82%	19%	0%
Academic Climate	3.36	20%	40%	40%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Place @ Prescott has ample space they can use, the librarian is a resource and they provide an engaging African drum class to their students. Also, staff identified that they're comfortable talking with teachers in reference to the school day which is a reflection of that relationship. Staff at Place @ Prescott have expressed that they'd like to see their program grow and improve. The librarian weaved a variety of academic points with fun and engaging activities in her gardening class. This is a great example to follow when creating curriculum for other classes.

Physical and Emotional safety for participants at Place @ Prescott is a high concern. Program would benefit from a basic walk through of their space addressing safety concerns (unlocked doors, cars parking on black tops, placement of emergency procedures, and parent/guardian/caregiver sign out procedures). Program staff would also benefit greatly from ongoing professional development around conflict management, behavior management, classroom management and how to effectively communicate with young people. Site coordinator could benefit from training around scheduling, developing "plan B" procedures (what to do on a rainy day, if a staff no calls/no shows, this space is all of the sudden unavailable, etc) and staff management.

Visit 2

Staff were attentive to the emotional needs of students. Emergency procedures, fire extinguishers and first aid kits were visible in most classrooms. The site was well supervised by staff and an SSO. In the classroom, the instructors encourage all youth to build new skills. Staff responded immediately to student conflicts. They supported students with resolving problems and examining the relationship between their actions and consequences. There were opportunities for students to work as a class, individually and with a partner.

Instruction needed more scaffolding (breaking tasks down into smaller chunks), frontloading of new vocabulary, making the day's learning objectives more explicit, and modeling the expected outcomes for the finished product. Student engagement by staff was focused on finishing the task rather than eliciting student reflection about the activity. There were no structured opportunities for students to present or reflect on their work, the activity and new learning.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE REACH ACADEMY

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	140
	2010-2011	149
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	
	2010-2011	NA
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	107%
	2010-2011	117%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	77%
	2010-2011	90%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=46	<i>I am happy to be in this after school program.</i> 85%	<i>I feel safe when I am here.</i> 65%
Parent n=31	<i>I am satisfied with the after school program.</i> 97%	Selected. <i>I worry less about my student when she/he is in the after school program.</i> 58%
Teacher n=13	<i>Overall, I am satisfied with the after school program.</i> 85%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	%1	%3	%5
Safe Environment	4.51	0%	19%	81%
Supportive Environment	3.93	10%	36%	55%
Interaction	3.61	0%	67%	33%
Engagement	3.75	13%	44%	44%
Academic Climate	3.45	10%	55%	35%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

There is strong buy-in from students in this program, with shared cheers and traditions in the program to multiple opportunities to showcase and celebrate their accomplishments. The program also practices restorative justice, allowing students to talk through their conflict, come up with solutions, and amend any problems. The program also has structured opportunities for students to reflect and also receive feedback about their progress in the after school program. Finally, the program has a strong culture of allowing students to plan events and activities- from fundraising events, cooking, and celebratory events that students take the lead in shaping.

Volunteer high school tutors could be used more seamlessly in activities, particularly in helping teachers with behavior management. In some classrooms, they were not engaged with students at all or talking amongst themselves; but prior communication with the teachers could help to facilitate more effective roles in the classroom. In individual classes, students who are having a rough day could be encouraged with other alternatives before it escalates in more classroom disruption, such as 1:1 time in the ASP office, Inner Work Experience starting a little earlier, or 1:1 time with a tutor.

Visit 2

Students have a strong sense of belonging to the program and many of the activities are routinely celebrated through showcases and special events. Staff are diverse and reflect the students they serve.

There can be increased intentionality and management of the youth leaders (HS,MS). They would benefit from clear and explicit directives and could be more of an asset to program staff. On the day of this observation, things seemed "off". The observer witness several incidents of extremely negative language and behavior that went unchecked by program staff. It is crucial to uphold the high level of standards, maintain routines and follow procedures in the final month of program.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE RISE COMMUNITY SCHOOL

Program Description

The RISE/New Highland After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	169
	2010-2011	254
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	101%
	2010-2011	96%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	102%
	2010-2011	102%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	91%
	2010-2011	86%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=49	<i>I am happy to be in this after school program</i> 94%	<i>I feel safe when I am here</i> 84%
Parent n=53	<i>I am satisfied with the after school program</i> 79%	Selected I worry less about my student when she/he is in the after school program 55%
Teacher n=12	<i>Overall, I am satisfied with the after school program</i> 58%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.58	0%	19%	81%
Supportive Environment	4.30	3%	26%	71%
Interaction	4.28	0%	38%	62%
Engagement	2.92	19%	56%	25%
Academic Climate	4.39	0%	30%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program offers a variety of different programs and exposes students to new experiences, including capoeira, hip hop dance, and art. The Science class was clearly linked to previous knowledge and skills learned in the school day and the students were urged to make connections to real life experiences. Finally, the program has structured opportunities each month for students to provide feedback and reflection about the program, as well as have ongoing team building activities for the entire program.

The emotional climate of the program is characterized by both positive and negative behaviors from staff - ranging from unfriendly behaviors such as using negative call and response techniques (ie: yelling, snapping at someone, etc.) or responding to students in a negative tone. The program could also be more intentional about providing reflection activities within each activity itself, which often got lost because of lack of time. Students could also be more involved in planning, and also could benefit from more open ended questions to develop their critical thinking skills (vs. questions that require one word answers).

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes.

Continue to develop and strengthen opportunities for youth leadership, voice and choice. Creating a student leadership council would be a great strategy.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE SANKOFA

Program Description

The Sankofa After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009:2010	131
	2010:2011	155
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009:2010	126%
	2010:2011	118%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009:2010	85%
	2010:2011	92%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009:2010	89%
	2010:2011	79%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=39	<i>I am happy to be in this after school program</i> 79%	<i>I feel safe when I am here.</i> 72%
Parent n=23	<i>I am satisfied with the after school program</i> 100%	Selected <i>I worry less about my student when she/he is in the after school program</i> 87%
Teacher n=3	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.93	0%	5%	95%
Supportive Environment	4.51	0%	26%	74%
Interaction	3.48	13%	46%	42%
Engagement	2.50	31%	50%	19%
Academic Climate	3.50	0%	75%	25%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program provides hands-on, kinesthetic activities that have a clear product (or allows for presentation of youth learning). Youth are clearly engaged in the variety of activities provided. Girls, Inc. activities in particular offer a model of enriched enrichment with clear linkages to mathematic and vocabulary taught during the school day. The program also has strong structural opportunities in place for all youth to reflect and feel heard within the program.

The program could provide opportunities for youth to plan activities within the program- including how content is covered and what content might be covered. The program could also vary grouping strategies in order for students to stay engaged while also giving students leadership opportunities/specific tasks to accomplish within their small groups.

Visit 2

Safe Environment: Staff intervene when an inappropriate comment is made and the student is asked to reflect on his language and to apologize. The instructors in Tech Girls also invited the students to let them know if they are not following expectations. The instructors then connect the classroom expectations to the day's topic about privileges. Access to indoor space is well supervised. **Supportive Environment:** Youth are given opportunities to talk about what they are doing with one another and with the instructor. In music, the instructor demonstrates the activity for the class and supported students with encouragement and praise. **Interaction:** Students have the opportunity to work in small groups and are encouraged to work with those they do not normally have as partners. **Engagement:** You have opportunities to make content choices presented by the instructor and open-ended process choices. Music class started with students reflecting on a recent field trip to a concert, which was then connected to their prior knowledge about the instruments they saw. **Academic Climate:** Activities involve varied modalities (e.g. visual, artistic, rhythmic, writing and kinesthetic).

Supportive Environment: When reviewing problems as a full class, have the students give the steps to solving the problem as well as doing the calculations. **Engagement:** Classes do not end with structured opportunities for reflection. To increase student engagement, when having students reflect as a whole class, consider having them all first write their thoughts down then share with the class. **Academic Climate:** The purpose and learning outcomes for the activity were not always clear.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE SANTA FE

Program Description

The Santa Fe After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	119
	2010-2011	133
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	354%
	2010-2011	163%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	93%
	2010-2011	105%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	85%
	2010-2011	85%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=43	<i>I am happy to be in this after school program</i> 74%	<i>I feel safe when I am here:</i> 77%
Parent n=52	<i>I am satisfied with the after school program</i> 87%	Selected <i>I worry less about my student when she/he is in the after school program</i> 63%
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.80	0%	8%	92%
Supportive Environment	4.32	0%	33%	67%
Interaction	3.23	17%	54%	29%
Engagement	2.17	38%	63%	0%
Academic Climate	3.34	25%	30%	45%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has a variety of activities which have the students engaged throughout the program- from Gardening to Activities Club. Students are asked to do academic-oriented activities within enrichment activities as well, and are provided spaces to openly reflect on their day. There is a strong policy in place around safety to ensure students are safe throughout the program.

Writing activities during tutoring could be strengthened with structured follow-up support with students (i.e., making sure they are completing the assignment, have enough time, help with spelling, grammar, etc.). Staff can also make more connections to the school day and also use older students in more structured leadership roles within each activity.

Visit 2

The program has created a nurturing, safe and caring environment for students. Students are enthusiastic about learning and the staff work well together to support one another. Program staff encourage students through high expectations, individual consultation and an openness to student feedback.

Most activities were instructor led in a full class setting. Consider ways to structure more opportunities for students to work with one another in varied small group configurations and to reflect on their learning through journaling, paired sharing or structured group conversations. During activities, the skill-based learning outcomes, in addition to expectations for the finished product, should be clearly articulated to students and visible.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE SEQUOIA

Program Description

The Sequoia After School program provides high-quality student and family support services at Sequoia Elementary. SHS is a collaborative project between EBAC staff, community members, OUSD, parents, teachers, and administrators. Together they work closely with school day to ensure that the needs of students are being met. Program seeks to ensure that every student's spark are be kindled, nurtured and encouraged to radiate. SHS exposes students to a variety of academic and enrichment activities, carried out in a safe and supportive environment.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	102
	2010-2011	102
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	117%
	2010-2011	114%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	101%
	2010-2011	107%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	93%
	2010-2011	96%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=50	<i>I am happy to be in this after school program</i> 58%	<i>I feel safe when I am here.</i> 80%
Parent n=50	<i>I am satisfied with the after school program</i> 96%	Selected <i>I worry less about my student when she/he is in the after school program</i> 78%
Teacher n=12	<i>Overall, I am satisfied with the after school program</i> 92%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.79	0%	12%	88%
Supportive Environment	4.50	2%	14%	83%
Interaction	3.96	0%	49%	51%
Engagement	4.17	0%	38%	63%
Academic Climate	4.14	10%	20%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The Sequoia staff members were very engaged with their youth. They had a respectful and amiable tone with their students, while also using respectful language. In addition the staff was intentional about the way they modeled respect and their other core values to their students.

It is suggested that the staff make more intentional connections to the school day in the academic as well as the enrichment classes. In addition, it is suggested that more strategies be used around handling students who misbehave.

Visit 2

There is structured time in lesson for student planning, presentation and reflection. (e.g. In Music; students created a blues song about their day and in Academics, students are encouraged to use and explained the importance of using the Thesaurus as part of their writing process) Students have structured opportunities to talk about what they are doing with one another and to give each other feedback. (e.g. In Academics, students are guided through the steps to structure and edit their fairytales, which they then execute with a partner) Instructors take time to check for understanding and classes have visible and clearly articulated learning targets. Instructors maintain high student engagement through varied instructional modalities -- kinesthetic, visual, verbal, visual. (e.g. the use of equity sticks, structured collaborative group work, and graphic organizers to brainstorm ideas). Instructor feedback is detailed, gaining clarification or skills driven, going beyond general praise. The program's climate is a calm, supportive and safe learning environment. Students correct and support one another when they witness inappropriate choices being made. Entrances to program space are secured or supervised. Instructors are attentive to the students' individual and group needs. The instructors are receptive to student feedback in class and the program solicits student feedback, using survey monkey, on enrichment class offerings and program satisfaction.

Consider extending the use equity sticks or similar strategies to engage more students during full class discussions. (e.g. to call on students to answer open ended questions during a class discussion about covered material, preferably after they have had some think time alone or with a partner) Activities are primarily staff controlled, program might consider ways to create opportunities for students to lead activities, as developmentally appropriate.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE SOBRANTE PARK

Program Description

The Sobrante After School program implements comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include community garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for at least 20 families. Eagles Soar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	148
	2010-2011	111
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	84%
	2010-2011	121%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	127%
	2010-2011	122%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	97%
	2010-2011	100%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=57	<i>I am happy to be in this after school program</i> 96%	<i>I feel safe when I am here.</i> 93%
Parent n=53	<i>I am satisfied with the after school program</i> 98%	<i>Selected I worry less about my student when she/he is in the after school program</i> 66%
Teacher n=9	<i>Overall, I am satisfied with the after school program</i> 100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.77	0%	11%	89%
Supportive Environment	4.60	0%	21%	79%
Interaction	4.00	0%	46%	54%
Engagement	3.34	0%	81%	19%
Academic Climate	3.92	0%	55%	45%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has built a strong sense of belonging and a culture that students have bought into and have taken ownership of (i.e., specific cheers, knowing their roles in the group, etc.). Staff are attentive to students, interacting and engaging with students at all times. Finally, in gardening, strong youth voice with a good mix of abstract concepts and concrete skills being enforced.

The program could benefit from more youth input on how enrichment activities are structured, and have more structured opportunities to reflect on what they are learning. There could be stronger engagement in some enrichment classes as well, where staff could work on building a positive and safe emotional environment and sense of belonging.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community (daily team building activities, sing-alongs).

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes. The Sobrante park ASP has a "camp"-like feel to it.

Continue to develop and strengthen opportunities for youth leadership, voice and choice. Creating a student leadership council would be a great strategy. Increase the explicit connection between activities to prior knowledge and experiences both in the classroom and in students personal lives.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE THINK COLLEGE NOW

Program Description

The ICS/TCN After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	162
	2010-2011	298
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	147%
	2010-2011	156%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	157%
	2010-2011	154%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	86%
	2010-2011	84%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=65	<i>I am happy to be in this after school program</i> 89%	<i>I feel safe when I am here.</i> 94%
Parent n=57	<i>I am satisfied with the after school program.</i> 96%	<i>Selected I worry less about my student when she/he is in the after school program</i> 63%
Teacher n=10	<i>Overall, I am satisfied with the after school program</i> 40%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.92	3%	0%	97%
Supportive Environment	4.61	0%	19%	81%
Interaction	3.31	8%	63%	29%
Engagement	3.00	6%	88%	6%
Academic Climate	4.44	5%	15%	80%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The structure of the College Prep group allowed a very small tutor to student ratio and the students were able to have individualized attention. The Group Leader asked open ended questions to the students and was able to rotate around the room giving positive feedback. There is also a structured system for behavior and the space is dedicated specifically to this group which allows student ownership over the space. 2. The GIRLstart group utilizes work stations which allow students to work in reading level appropriate groups as well as work independently and with a team to gain skills. The workstations are well organized and the students are engaged. The group also has a structured system for behavior and creates ownership of the group through student jobs. 3. The entire program is mostly academically focused yet provides some opportunities for physical outlet in some of the groups. The SCORES group has a physical outlet through soccer and a majority of the participants are engaged and encourage each other to do well. Despite their lack of sport appropriate clothing, the coach adjusts the drills to accommodate the students.

1. There were injuries in the SCORES group during the drills because the students could not hear instructions from across the multi-purpose room and there were some confused participants. Having more volunteers helping or older students taking leadership roles would be beneficial to the safety of any sport program. 2. There are opportunities for leadership and mentoring between the younger students and the older groups. The Super Stars boys could especially use some mentoring in behavior and focus from the older students in a program like SCORES or College Prep. 3. Although the programs do well to accommodate the different schedules of two schools combining into one after school program, the difficulties of having two different sets of students and longer transition periods at the start of program causes strain on the productivity of the program. School safety is also an issue when there are multiple entrances to the campus that are not supervised and there are two schools with multiple activities occurring simultaneously.

Visit 2

Overall, this is a well-structured, well-coordinated program that continues to show an exemplary alignment with the academic day program. Over the years the program has developed key partnerships which include UC Berkeley Build Tutors, Superstars Literacy, Girls Inc and SCORES. Program also has a strong site coordinator who is fully integrated into the school day staff.

Would like to see all staff make better use of open-ended questions to better scaffold learning; provide structured opportunities for youth to talk about what they are learning during the course of an activity; more structured leadership opportunities including mentorship and presenting/leading group activities; and more structured opportunities to reflect on learnings.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - ELEMENTARY SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE WORLD ACADEMY/ACHIEVE

Program Description

The Eagles' Nest After School Program provides wrap-around student and family support services at World and Achieve Academies. This programmatic framework works to address the complex educational, social and economic challenges that children and families face by providing high-quality, culturally appropriate and caring services in a safe and supportive environment. Program services include: comprehensive after school, 0-5 parent-child program, a parent center, adult education and a health clinic. Services are aligned with and support the school days goal.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	-
	2010-2011	129
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	117%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	-
	2010-2011	-
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	-
	2010-2011	86%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=58	<i>I am happy to be in this after school program</i> 88%	<i>I feel safe when I am here.</i> 84%
Parent n=58	<i>I am satisfied with the after school program</i> 98%	Selected <i>I worry less about my student when she/he is in the after school program.</i> 67%
Teacher n=17	<i>Overall, I am satisfied with the after school program</i> 47%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - ELEMENTARY SCHOOLS

Point of Service Quality Ratings

Based on 1 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.56	0%	22%	78%
Supportive Environment	4.41	0%	24%	76%
Interaction	2.67	25%	67%	8%
Engagement	2.83	25%	63%	13%
Academic Climate	3.78	10%	40%	50%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The Eagles afterschool program provided by the Hawthorn Family Resource Center has many strengths. The program scored high in safe environment and supportive environment. Activities were seen as engaging and academically focused. The program works well with the school and has established a critical presence in supporting the school day learning. The program also has a very comprehensive conflict management process that includes reflection.

It is recommended that staff are consistent with their teaching styles across the board. Inconsistencies were seen between how one staff would interact with youth in their class, and how another would interact youth in a different class. Individual assessment might be the trick to hammer out these inconsistencies. It is also recommended that youth are more involved in programmatic decision making processes and, have a more intentional way of reflection and feedback in each activity.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites

PROGRAM PROFILES – HEALTHY TRANSITIONS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BRET HARTE BRIDGES PROGRAM

Program Description

The Bret Harte Bridges program provides transition support and services to youth, either transitioning into 6th grade or exiting 8th grade, who have been identified as being at risk of disengaging from school during their transition to and from middle school. The program integrates peer supports, mentoring, counseling, and academic interventions to assure successful attachment to the pursuit of learning, as well as to the next educational level. The program trains and supervises 7th and 8th graders, as well as high school mentors who are matched with transitioning youth.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009:2010	NA
	2010:2011	245
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009:2010	NA
	2010:2011	70%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009:2010	NA
	2010:2011	NA
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009:2010	NA
	2010:2011	39%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=14	<i>I am happy to be in this after school program</i> 100%	<i>I feel safe when I am here.</i> 99%
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES – HEALTHY TRANSITIONS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.29	11%	22%	67%
Supportive Environment	4.28	0%	32%	68%
Interaction	4.42	0%	25%	75%
Engagement	3.50	0%	75%	25%
Academic Climate	Not Rated			

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations: Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The Transitions Program at Bret Hart M.S. has great energy, great engagement from youth and holds many leadership opportunities for young people. This program is carried out by mainly one staff however the relationship between the school and this staff is extremely strong. The program has its own classroom, staff is able to do 1:1 interventions through the school day and take youth on field trips. This program also has a great relationship with the local high school and includes a great group of high school youth to individually mentor a middle school youth. The staff intern mentors the high school youth. Together the youth learn valuable life skills, gain positive relationships and memories.

The high school youth dominated most of the conversations as they were the most active in answering questions, presenting out and the only voice in the closing debrief: It is recommended that the middle school youth are intentionally brought into these conversations more. This could also be a great "sharing the mic" exercise for the high school youth.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HEALTHY TRANSITIONS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LEADING THE INDEPENDENCE OF OUR BARRIOS FOR RAZA EMPOWERMENT (LIBRE)

Program Description

Spanish Speaking Citizens' Foundation in partnership with Oakland Unified School District, developed the LIBRE program to serve Latino youth ages 13 to 15 through leadership development, academic support and case management. Services are offered twice a week at United for Success Academy, Roots International Academy, Coliseum College Prep Academy and SSCF. Leadership development is offered during the school day; academic support offered after school, and ongoing case management as needed. LIBRE's goal is to reengage youth in their education and develop social justice consciousness.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	NA
	2010-2011	93
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	107%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	NA
	2010-2011	NA
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	NA
	2010-2011	42%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=33	<i>I am happy to be in this after school program.</i> 100%	<i>I feel safe when I am here.</i> 92%
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HEALTHY TRANSITIONS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.52	17%	0%	83%
Supportive Environment	4.66	0%	14%	86%
Interaction	4.67	0%	17%	83%
Engagement	4.00	13%	38%	50%
Academic Climate	Not Rated			

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

LIBRE's biggest asset is their passion for youth and their desire to make a difference in the community. Staff meet youth where they're at regardless of their circumstances or what a youth is labeled as by outsiders. Staff is dedicated to youth who need support around social, mental and physical needs. They also partner heavily with the school to make sure they are serving the youth that would benefit most from its intensive program. LIBRE also has a comprehensive conflict management system that engages the youth in exploring how their actions affect their life. Youth have opportunities to be leaders in the classroom, make critical programmatic decisions and participate in a positive team atmosphere.

Program scored low on safe environment due to absence of fire extinguisher, emergency procedures and first aid kit. These are quick improvements that will remedy this issue. It is also recommended that youth are engaged in a structured debrief or reflection opportunity in every class. For the activity observed, youth could benefit from a breakdown of what specific things should have been researched for the upcoming trip to Santa Cruz. This could have looked like a brainstorm with all youth to determine the actual steps for research. That way, when the youth came back together the research presented would have been more applicable to the trip in question. Other than these improvements, LIBRE scored very high.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HEALTHY TRANSITIONS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE PASS-2 PEER MENTORING PROGRAM

Program Description

PASS-2 (Peers Advising Students to Succeed) is a student-created peer education and mentoring program that helps over ninth grade students successfully transition into high school academically motivated and prepared. PASS-2 is designed to cast a wider safety net of peer support services throughout the school day to significantly increase the number of 9th graders who have access to critical information about graduation and post-high school options, learn academic and life planning skills, learn how to navigate obstacles, and who are encouraged to set and reach their highest academic goals.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	NA
	2010-2011	1389
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	240%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	NA
	2010-2011	NA
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	NA
	2010-2011	59%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=94	<i>I am happy to be in this after school program</i> 86%	<i>I feel safe when I am here.</i> 80%
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HEALTHY TRANSITIONS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	%1	%3	%5
Safe Environment	4.68	6%	11%	83%
Supportive Environment	4.89	0%	5%	95%
Interaction	5.00	0%	0%	100%
Engagement	5.00	0%	0%	100%
Academic Climate	Not Rated			

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The Oakland High PASS Program was only three indicators away from a perfect score on the YPQA. The way the program is structured allows youth to plan, make decisions and mentor each other. Highlights of this program was the way staff let the youth plan what they wanted to plan with light guidelines and how during the event, youth who weren't even in the program still held some type of role. The PASS Program is great example of how adults can support youth in their learning and social development through meaningful activities and experiences.

The indicators to look at are the ones around appropriate emergency procedures. It is recommended that staff work with the school to ensure that the emergency procedures are posted, the fire extinguisher is easily assessable and the first-aid-kit is easily assessable. The last one is for staff to use specific and no evaluative language when evaluating youth's work.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HEALTHY TRANSITIONS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE SAFE PASSAGES TRANSITIONS PROGRAM

Program Description

The Safe Passages Transitions Program targets high-need incoming 6th graders and outgoing 8th graders during critical periods in their academic and socio-emotional development at OUSD middle school sites. Year-round services include case management, pro-social bonding activities (reaching 6th graders) and curriculum, support for the High School Options Process, student and family education opportunities and summer bridge programming towards improved attitudes, achievement and preparedness for school. Collaborative partners include UC Berkeley Student Learning Center and Alliance, Elmhurst Community Prep, Frick, Brewer and Claremont Middle Schools.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	NA
	2010-2011	304
Progress Toward Units of Service. Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	226%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	NA
	2010-2011	NA
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	NA
	2010-2011	51%

* For OFCY funded programs only
 ** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=23	<i>I am happy to be in this after school program</i> 83%	<i>I feel safe when I am here</i> 68%
*Data not reported for questions with less than 5 respondents		

PROGRAM PROFILES - HEALTHY TRANSITIONS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.92	0%	6%	94%
Supportive Environment	4.89	0%	5%	95%
Interaction	4.00	0%	44%	56%
Engagement	2.67	50%	0%	50%
Academic Climate	5.00	0%	0%	100%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Claremont Safe Passages has a lot of strengths. The most prominent is the way they've integrated their programming into the school day. Their approach lends itself to be more intensive with the most at risk youth. Safe Passages also has an advantage with their ratios using two case managers, each with 13 youth on their case load. During the school day, staff use youth's PE class time, lunch time and elective class time to concentrate on building academic and social skills. Furthermore, staff are able to do one on one interventions, advocate on students behalf, mediate conflicts between youth, involve parents in meaningful ways and partner with the local high school. Staff were seen as engaging, energetic and excited to support students learning and their small group sizes foster a collaborative learning environment. Lastly, during class time youth use journaling, life mapping and critical thinking skills to support their emotional growth; and are taught how to practice academic theories through guided practice in order to support their academic growth.

As Safe Passages moves forward in their first year it's recommended that youth have more opportunities to act as group facilitators, mentors and leaders. This could look like very small roles within the group times. It is also recommended that as that process grows, youth should be included in planning what activities are presented to the group and how they are taught (process and product). Structured time for feedback/reflections after each class is also recommended and might be a starting point to support this work. Lastly, communication between transitions staff and school day staff could be stronger. Making sure that transitions staff are aware of youth suspensions, class room changes, or critical program changes (ex. Not being able to take a youth out of PE for some reason) is vital to the work that the transitions staff do with their youth. Since this program is only during the school day, it is important that information is shared so that all involved are able to support the young person in the most effective way.

PROGRAM PROFILES – MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ALLIANCE ACADEMY

Program Description

The Elmhurst & Alliance After School program provides enrichment classes, recreational sports, academic support/intervention and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	322
	2010-2011	640
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	85%
	2010-2011	77%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	165%
	2010-2011	102%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	85%
	2010-2011	70%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=102	<i>I am happy to be in this after school program</i> 69%	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i> 89%
Parent n=18	<i>I am satisfied with the after school program</i> 78%	<i>Selected I worry less about my student when she/he is in the after school program</i> 50%
Teacher n=12	<i>Overall, I am satisfied with the after school program</i> 83%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES-- MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program exceeded quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.53	3%	22%	75%
Supportive Environment	4.42	2%	21%	76%
Interaction	3.98	0%	50%	50%
Engagement	4.00	0%	50%	50%
Academic Climate	4.89	0%	5%	95%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The MESA programs and Spanish class are taught by credentialed teachers which is reflected in the teaching style of the class and the learning happening in the classroom. The students seem very engaged and are learning new skills.
2. The music, sports, and wrestling programs are very popular and the students take ownership of their skills and are very engaged during these activities.
3. The program space is large and the students have access to materials and tools for their lessons. The program is able to utilize school day classrooms and the students have dedicated spaces for music and sports. This program feels like a genuine extension of the school day because of the administrative support. The students who attend seem very enthusiastic about their participation.

1. The music class could use more teachers or groupings in which experienced students can help the inexperienced students. Tuning machines could also assist the teacher in helping more students and in beginning the practice sooner.
2. The wrestling class could use new mats, safety equipment for the students, and a uniform policy. Numerous students were injured during the practice and the space was crowded for the number of students enrolled. The clothing of some of the participants did not seem appropriate for the practice.
3. Although there is a security guard on campus, there are a few entrances that are unsupervised and could be a potential safety risk.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community.

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes. There is a broad range of enrichment offerings as well as strong academics from the MESA program and school day teacher lead intervention supports.

Continue to strengthen the opportunities to foster inclusive and positive environments particularly in program activities that combine students from Elmhurst (i.e. Art). This may be done through ice-breakers, group sharing and through intentional groupings that mix students up.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ASCEND (MIDDLE SCHOOL)

Program Description

The ASCEND After School program is an arts-integration collaborative between ASCEND and Oakland Leaf providing K-8 grade students with after school enrichment in visual and performing arts, music, service-learning, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, families, and CBOs, the program fosters student academic achievement by delivering: 1) Project based curriculum to compliment in-school learning 2) Culturally relevant activities 3) Opportunities for parent involvement 4) Family support services 5) Community and cultural events.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	226
	2010-2011	260
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	115%
	2010-2011	139%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	89%
	2010-2011	98%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	96%
	2010-2011	98%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=52	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	79%	100%
Parent n=60	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	95%	53%
Teacher n=14	<i>Overall, I am satisfied with the after school program</i>	
	64%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	5.00	0%	0%	100%
Supportive Environment	4.85	0%	8%	93%
Interaction	3.92	0%	50%	50%
Engagement	3.33	0%	75%	25%
Academic Climate	4.28	5%	25%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Let's Play with the second graders had a lot of enthusiastic and engaged participants who held each other accountable as a team and encouraged each other as well. The instructor kept them very active physically and encouraged the concept of fun versus competition. 2. The 3D Art group was immersed in Jazz music while they created their collages on their music influenced topic. The slideshow projected on the wall of different Jazz paintings also set the tone for a positive and productive work environment. 3. The students in U-Build It had very unique and diverse projects centered on the theme of the week. There were a plethora of different recycled building materials which encouraged the active and creative process of their designs.

1. Youth Led activities and stretches would be beneficial for the older boys in group like soccer to take ownership of their team and have leadership roles. 2. Although the students have positive rapport, another addition to after school could be a Student Leadership Group with representatives from each grade to help connect the students across grade levels. 3. Due to the strong presence of gender specific groups in the older grades, exploring the concept of gender through a youth led conference could give the younger students some peer-based guidance regarding gender roles.

Visit 2

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BARACK OBAMA ACADEMY

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	-
	2010-2011	29
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	NA
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	-
	2010-2011	18%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	-
	2010-2011	55%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=5	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
Parent n=3	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Emerging. In the 2009-10 program year, this program NA quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	3.68	16%	24%	60%
Supportive Environment	2.85	41%	37%	22%
Interaction	1.42	78%	18%	5%
Engagement	1.33	88%	12%	0%
Academic Climate	1.17	90%	10%	0%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The staff at Barack Obama (most are 2 weeks into the job) promote a positive emotional climate at the program- both by holding the students accountable w/ behavioral expectations and trying to be responsive to all students. They are mostly involved with the students throughout the program, and have a good rapport with students, knowing their names and sitting them down to acknowledge positive contributions/behavior. Youth will be going on field trips towards the end of the year, exposing students to new opportunities and experiences.

The program has no varied activities and offers 'free choice' in their after school program-a large result of 2 recent site coordinator changes. The after school program is providing a safe environment, though no engaging opportunities for youth- youth were either watching a violent movie, playing basketball or playing chess. Staff could be consistent about behavioral expectations and guidelines, especially around issues of boundaries between students.

Visit 2

This is the first year of the ASP at Barak Obama. The partnership between the school site and its partner agency has proven to be a poor match. There have been multiple staffing issues, including two site coordinators as well as other turn over and inconsistency. For the most part, the current staff are friendly towards students. On the day of this observation several staff were reporting for their first day.

BOA is undergoing a redesign process which will bring new leadership, faculty and a new after school program partner agency. The OUSD ASP office will work in concert with district and site leadership in order to establish a strong program designed to best meet the needs of the student participants.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BRET HARTE

Program Description

The Bret Harte After School program offers comprehensive after school programming for middle school youth, as well as involvement opportunities for their families. Programming provides academic support, recreation, mentoring, arts and technology enrichment five days a week, from the end of school for the entire school year. There are also frequent weekend and evening events. A portion of each day is devoted to academic interventions, expanding interests, critical thinking, and decision-making skills. Programs are aligned with the school curriculum.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	215
	2010-2011	172
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	153%
	2010-2011	97%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	130%
	2010-2011	122%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	98%
	2010-2011	93%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=66	<i>I am happy to be in this after school program</i> 85%	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i> 100%
Parent n=67	<i>I am satisfied with the after school program</i> 91%	<i>Selected I worry less about my student when she/he is in the after school program</i> 87%
Teacher n=25	<i>Overall, I am satisfied with the after school program</i> 64%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.63	0%	16%	84%
Supportive Environment	4.35	0%	35%	65%
Interaction	3.34	4%	71%	25%
Engagement	2.92	6%	88%	6%
Academic Climate	3.61	5%	60%	35%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The Art and technology class had a large number of actively involved students who were respectful to their teachers. There was an overall sense of productivity and students learning new skills in these classes. There were some defined leadership roles for students who were more advanced in their skills and the range of grades in each group allowed for some moments of teaching from the students.
 2. The dedicated spaces for the after school program are helpful in giving the students ownership of their program while allowing them to have a different environment from the school day.
 3. The sports and recreation program had a large number of students who were given a lot of freedom to work on their own skill sets and to work together when sharing equipment.

1. During the visit, a student with special needs was observed to be in considerable distress, which neither the program staff member nor the student's brother could address effectively. Further discussion with staff indicated that the agreed-upon accommodation for this student was to pair him with his sibling, which was not effective during the observation.
 2. Academy Time is a fairly new concept that could use more development and student input. There are a number of students who are distracted or seem unengaged during this time.
 3. School safety is an issue, especially for the driveway portion leading up to the afterschool buildings which needs far more lighting, and also the general open concept of the school with multiple entrances.

Visit 2

Program has operated at the school site for a number of years and has established partnerships which has allowed for classes to be provided 'in-kind' including an environmental science club and sports through Oakland Parks and Recreation. Program has a committed site coordinator who is involved in all aspects of program from on-going student recruitment, day to day coordination of the program, as well as leading the Careers and College Clubs. Many of the enrichment staff have been working with the program for a number of years and have established relationships with youth. The Community Mural Arts class is working on a mural that, when finished, will be placed on school grounds. The program's two science classes include a number of hands-on activities. The program has integrated learning targets into most of its program offerings and some classes also include a structured reflection following each activity.

The program must address several issues related to operational compliance: sign in/sign procedures and minimum weekly attendance. The After School Programs Office has outlined the CDE-mandated requirements for attendance in the manual that is distributed to programs at the yearly August Institute. If the program has any questions attendance they should communicate with the After School Programs Office. On a programmatic note, I would recommend the program consider providing more structured opportunities for youth to practice group process skills, mentor and lead groups; and opportunities for youth to communicate what they are doing and thinking. Staff make great use of open-ended questions, but may need to be encouraged and supported to ask more higher-level open ended questions to support critical thinking. Additionally, youth would benefit from more specific feedback from staff.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES-- MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE CLAREMONT

Program Description

The Claremont After School programs provides students with extended day academic intervention and support, enrichment activities, recreation, and youth leadership opportunities. Program partners collectively develop curricula and oversee program implementation. Individual and group activities emphasize personal and intellectual development and incorporate substantial interaction with peers and near-age mentors to strengthen leadership, improve self-esteem and develop team building skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009:2010	355
	2010:2011	479
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009:2010	76%
	2010:2011	63%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009:2010	88%
	2010:2011	87%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009:2010	78%
	2010:2011	83%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=62	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	69%	94%
Parent n=16	<i>I am satisfied with the after school program</i>	Selected <i>I worry less about my student when she/he is in the after school program</i>
	100%	88%
Teacher n=5	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.82	0%	8%	92%
Supportive Environment	4.65	0%	17%	83%
Interaction	3.84	0%	58%	42%
Engagement	3.25	25%	44%	31%
Academic Climate	4.58	5%	10%	85%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Program provides a variety of hands-on, engaging activities with the idea of improving skills through guided practice. 2. Academic component in the Spanish class is strong-staff provides varied activities to build new skills and that supports individual learners. 3. Safety is carefully monitored at this site, with transitions supervised by staff standing outside of hallways ensuring students get to next activity.

1. Staff could provide a more welcoming atmosphere for youth- greeting all students and establishing a positive atmosphere as soon as students come into the activity. 2. The program could be stronger through providing structured opportunities for youth to reflect and provide feedback about the program's activities.

Visit 2

Youth are given opportunities to lead and mentor other students (e.g. snack distribution, cheerleading) Connections are made between activities and what youth are studying during the school day. Learning targets are visible in most classrooms. Youth have opportunities to make plans for projects (e.g. masks to complement superhero costumes in fashion design).

While instructors are well prepared with materials, consideration could be made around the pace of the activities. For example, in Spanish the instructor took time to draw pictures, call on an individual student to respond in Spanish, then the instructor draws another picture and repeats the process. A more efficient use of instructional time would have been to have had the pictures pre-made on flash cards. Classes should also work on integrating structured opportunities for student reflection.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE COLISEUM COLLEGE PREP ACADEMY (MIDDLE SCHOOL)

Program Description

The Roots/CCPA After School program creates additional access to academic, visual/performing arts, technology, sports, and recreation activities in a supportive learning environment. The Unity After School program helps students build their basic skills and gain the academic self-confidence necessary for success at school and in the community. Students benefit from safe and engaging enrichment activities and build self-confidence, pursue interests, express themselves, and interact in positive ways with caring adults and their peers.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	159
	2010-2011	362
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	393%
	2010-2011	204%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	104%
	2010-2011	112%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	93%
	2010-2011	94%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=105	<i>I am happy to be in this after school program</i> 79%	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i> 90%
Parent n=75	<i>I am satisfied with the after school program</i> 92%	<i>Selected I worry less about my student when she/he is in the after school program</i> 59%
Teacher n=1	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.68	0%	20%	81%
Supportive Environment	4.12	0%	41%	60%
Interaction	3.38	9%	67%	25%
Engagement	3.09	7%	81%	13%
Academic Climate	4.25	0%	35%	65%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The academic and academic enrichment opportunities in this program are strong, which include youth teaching statistic concepts, peer learning/sharing through a commonly read novel, and the use of geometry and math in art. The program benefits from credentialed teachers who do direct instruction during the after school program, but have students lead and facilitate those lessons. All staff are hands-on and are involved directly with youth, and they provide a positive emotional climate for youth. Check ins were also used in some enrichment activities for students to get to know one another and tie in lessons learned in previous activities.

There could be more use of small groups to facilitate work, as well as students actively involved in designing daily activities/lesson plans for the day. As well, reflection times are built in but during observation, were skipped for the sake of time. Would allow for structured opportunities for youth to reflect and give feedback in specific program activities.

Visit 2

Overall, the program is well-structured and generally has a positive and supportive climate. Program leadership sets high expectations for the students, works actively to ensure that the overall program is well-organized, and knows all students individually. The program benefits from the active involvement of school day teachers to lead several academic classes. A number of the academic activities balance teacher guidance and direction, with opportunities for students to act as "teachers", lead sessions, and engage in peer learning. Overall, instructors give clear instructions and describe skills students are working on in each session. In several enrichment classes, youth were developing skills and working on tangible projects connected to more abstract concepts, such as painting murals for school beautification, creating Mother's Day cards while using math tools and practicing geometry, and creating "Conocimientos" posters to reflect on memories and experiences that shape an individual.

A few sessions were primarily teacher-directed, with the teacher at the front of the room posing questions and calling on students to respond. Program can continue to increase opportunities in all classes for youth to facilitate groups, mentor other students, and lead activities. Program can also continue to explore ways to use a variety of groupings to enhance activities. When the Urban Arts Class was painting a mural in the bathroom, there was not proper ventilation, and the paint fumes were strong. Consequently, students chose to leave the activity space to go outside unsupervised. When doing art and school beautification projects involving paints, program should ensure proper ventilation to ensure student health and safety. In two sports activities observed, there were students off to the side and unengaged. Program can work to ensure that with sports programming, there are specific activities or roles all students can play, even when it is not their turn to compete.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE EDNA BREWER

Program Description

The Pride After School program at Edna Brewer is a comprehensive after school program that provides students with academic support in a positive learning environment and the opportunity to participate in a variety of enrichment activities. The after school program helps students build academic self-confidence necessary for success in middle school and beyond. Through participation students can develop new skills, pursue interests, express themselves, make new friends, and connect with caring adults.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009:2010	343
	2010:2011	264
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009:2010	281%
	2010:2011	332%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009:2010	97%
	2010:2011	102%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009:2010	59%
	2010:2011	73%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=95	<i>I am happy to be in this after school program</i> 81%	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i> 89%
Parent n=35	<i>I am satisfied with the after school program</i> 91%	<i>Selected I worry less about my student when she/he is in the after school program</i> 71%
Teacher n=18	<i>Overall, I am satisfied with the after school program</i> 94%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program exceeded quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.91	0%	6%	94%
Supportive Environment	4.57	0%	21%	79%
Interaction	3.56	8%	54%	38%
Engagement	2.84	13%	75%	13%
Academic Climate	2.67	37%	43%	20%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program provides a variety of various programs for students, particularly enrichment classes, that allow students to explore different and new interests. Their enrichment block is particularly strong- with structured opportunities for building positive rapport between peer to peer and peer to staff, as well as building new skills with staff whose expertise is in the content taught.

Academic block could be strengthened to frame their homework block to have learning targets, but also that staff actively circulate around the room, checking on student progress but also not asking leading questions/telling students the answers but facilitating students' own learning from homework.

Visit 2

The program offers a variety of classes to meet students' interest. The transitions to and from programs were seamless. Drumming class had a well structured and engaging lesson, consisting of teacher modeling; opportunities for student presentation and reflection; and informal teacher assessment and feedback. The program space (indoors and outdoors) was well supervised. The program creates meaningful opportunities for student leadership.

Lesson planning and learning outcomes were not clearly articulated or evident in most classes. Instructors should take time to frontload new content (vocabulary, learning goals, etc.) with students before asking them to discuss a new topic. Program should consider training staff around instructional strategies to keep all students engaged while assisting students individually. The instructional time was not always well utilized in an engaging way. For example, in Raza, the instructor called on a few students individually to share ideas for project topics while most other students were disengaged. In this situation, the instructor might consider having students brainstorm a list with a partner then have everyone share out around the room. Lastly, there was a significant need for classroom management support in Glee.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES-- MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ELMHURST COMMUNITY PREP

Program Description

The Elmhurst & Alliance After School program provides enrichment classes, recreational sports, academic support/intervention and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	328
	2010-2011	640
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	82%
	2010-2011	77%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	167%
	2010-2011	158%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	87%
	2010-2011	82%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=121	<i>I am happy to be in this after school program</i> 60%	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i> 84%
Parent n=12	<i>I am satisfied with the after school program</i> 75%	<i>Selected I worry less about my student when she/he is in the after school program</i> 67%
Teacher n=12	<i>Overall, I am satisfied with the after school program</i> 75%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.73	0%	11%	89%
Supportive Environment	4.42	0%	29%	71%
Interaction	3.44	14%	53%	34%
Engagement	3.59	13%	38%	50%
Academic Climate	4.47	5%	15%	80%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

All staff are actively involved with youth in the activities and provide students with a variety of different activities. The direct instruction in Citizen Schools is directly linked to the school day and state standards. Finally, most activities provide a variety of ways to reflect and also present their work to their peers.

The environment could benefit from more positive strategies to create a more inclusive, positive atmosphere. As well, there could be more structured opportunities for youth to plan and lead activities.

Visit 2

Positive school climate, consistent & caring adults

Regular routines and procedures that foster a sense of community.

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings and activities are linked to tangible outcomes. There is a broad range of enrichment offerings as well as strong academics from the Citizen Schools program and school day teacher lead intervention supports.

Continue to strengthen the opportunities to foster inclusive and positive environments particularly in program activities that combine students from Alliance (i.e. Art). This may be done through ice-breakers, group sharing and through intentional groupings that mix students up.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE FRICK

Program Description

The Frick After School program is a comprehensive program, providing students with academic support and the opportunity to participate in range of engaging enrichment activities. The academic support component addresses students individual academic needs focused on strengthening literacy and math skills. The enrichment component of the program offers students the opportunity to develop new skills, explore interests, and express themselves.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	350
	2010-2011	368
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	253%
	2010-2011	231%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	88%
	2010-2011	88%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	81%
	2010-2011	81%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=56	I am happy to be in this after school program 91%	How safe do you feel in your after school program? (% who responded safe or very safe) 100%
Parent n=20	I am satisfied with the after school program 100%	Selected I worry less about my student when she/he is in the after school program. 20%
Teacher n=9	Overall, I am satisfied with the after school program 100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES -- MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.56	0%	22%	78%
Supportive Environment	4.13	2%	40%	57%
Interaction	3.21	0%	88%	13%
Engagement	3.17	0%	88%	13%
Academic Climate	4.33	0%	30%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has multiple opportunities for students to create and engage in materials for presentations throughout the year. Science for Girls has a positive emotional climate for their youth and interactive activities/hands on learning for youth to engage in.

Safety is a concern- though there is a SSO in front of the school and the program space is locked during program hours, students in one class were let out 20 minutes early and waiting for their rides in the rain. As well, there seems to be a negative climate in one classroom in-particular, and positive behavior management and establishing rapport with students would benefit the environment in the classroom.

Visit 2

There was limited programming and students on the day of this visit. The two women running the girls group had a very good rapport with the female students and the climate was casual, fun and provided structured opportunities for the participant to share experiences and thoughts with each other.

Safety is of the utmost concern for the students at Frick Middle School and keeping as many as possible engaged in after school activities is essential to this end. Program is required to operate fully until the last day of school. Although this was the day before testing, the program should not have been "optional" for participants. Students should be expected to attend program a minimum of 3 days per week. The program should also maintain an up to date schedule, etc. It is critical to uphold rigor, high expectations and consistency in the final months of school.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LIGHTHOUSE COMMUNITY CHARTER (MIDDLE SCHOOL)

Program Description

The Safe Harbor After School Program has K - 8 students, ages 5 - 14, and offers a comprehensive, enriching, and academically invigorating after school program, offered free of charge in East Oakland. This school-linked program is designed to employ many best practices for effective after school programs, including mentoring, academic and literacy support, family involvement, and enrichment activities that motivate and enrich students.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	236
	2010-2011	274
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	142%
	2010-2011	95%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	142%
	2010-2011	
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	79%
	2010-2011	78%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=43	<i>I am happy to be in this after school program</i> 77%	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i> 95%
Parent n=53	<i>I am satisfied with the after school program</i> 98%	<i>Selected / worry less about my student when she/he is in the after school program</i> 87%
Teacher n=11	<i>Overall, I am satisfied with the after school program</i> 100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 1 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.80	0%	6%	94%
Supportive Environment	3.95	5%	40%	55%
Interaction	3.13	0%	92%	8%
Engagement	3.17	0%	88%	13%
Academic Climate	4.56	10%	0%	90%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1:

1. The cooking class was well prepared and the student to teacher dialogue was focused on the cooking project and the connection to the students' everyday lives. All of the students were engaged, reviewing, and learning skills.
2. Volunteers and multiple adults in the groups, with designated roles, helped the programs and activities run smoothly while giving the youth additional time with older people.
3. The Improv and art students were very engaged in their activities and the teachers were instructing them in new skills while allowing the students to create and participate in their own ways.

1. The Martial Arts class had a lot of students sitting out because they did not want to participate or because they got into trouble. Providing alternative activities for students who do not wish to participate would be beneficial for large groups. If there are large groups of students and extra adults available, providing another activity in a separate space would benefit the students.
2. Utilizing call and response for younger students will help with attention and refocusing. The younger students would also benefit from positive incentives versus punishments for behaviors.
3. Communication and schedule clarity is important in helping the program run smoothly. Issues with safety could arise if students are not clear on where they should be, or if an activity is cancelled.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MADISON

Program Description

The Madison After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk middle school students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	305
	2010-2011	323
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	119%
	2010-2011	101%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	291%
	2010-2011	312%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	74%
	2010-2011	99%

* For OFCY funded programs only
 ** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=51	<i>I am happy to be in this after school program.</i> 88%	<i>How safe do you feel in your after school program? (% who responded safe or very safe):</i> 96%
Parent n=12	<i>I am satisfied with the after school program</i> 92%	<i>Selected I worry less about my student when she/he is in the after school program</i> 58%
Teacher n=13	<i>Overall, I am satisfied with the after school program</i> 92%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.80	0%	8%	92%
Supportive Environment	4.64	0%	17%	83%
interaction	4.06	0%	46%	54%
Engagement	4.50	0%	31%	69%
Academic Climate	4.45	10%	5%	85%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Madison- Project Achieve ASP has many strengths. Class offerings are varied and focused on fulfilling the needs of their participants. This could be a student shop filled with affordable clothes (ran by students, for students), a barbershop/beauty shop class for youth to get their hair done for free while learning a skill, or completing decorations for their dance (a dance that they planned) in an art class. Madison's positive scores are reflective of many advantages it has. Their coordinator has been there for four years, there is a strong relationship between the coordinator and principal, and everything that happens afterschool is under the afterschool umbrella. This means any activities, ANY activities that happen afterschool is under the direction of Project Achieve. This gives a tremendous amount of flexibility, power and freedom to coordinate and provide meaningful activities. They also run a "6th period" which is mandatory for all students (you have to have special permission to be excused). This 6th period is technically afterschool but is messaged as part of the school day to its students. This could be a problem if done ineffectively but students were seen engaged and showing a connection to the program.

Students were allowed to form own groups which allowed for youth to be confined by gender and ethnic boundaries. Program could benefit from intentional grouping strategies to mix the groups more diversely. The instructor of the Leadership class and Art class seemed to be holding on to a lot of responsibility and stress due to the Winter Ball being a few days away. Something to consider doing if it wasn't done this time is to create an "insurance policy" in future events so that she is not left doing more work than the youth. This could also look like time lining, creating committee leaders (decoration leader, marketing leader, budget leader, logistics leader, etc). This way youth can reflect on the process, commitment, follow through, responsibility, delegation, etc. The use of open-ended questions in Tech Bridge will be very beneficial to the youth's learning. It's ok to be hands off with this age group and let them make conclusions, discoveries and connections on their own. If their experiment doesn't work, process the why's with them. If they can articulate that on their own and identify what they'd do different, you've succeeded.

Visit 2

Positive climate and consistent & caring adults maintain regular routines and procedures that foster a sense of community and belonging.

Students are highly engaged in all activities, have multiple opportunities to interact with peers in a variety of groupings as well as make content and process decisions and activities are linked to tangible outcomes.

Incorporating Service Learning into the program offerings/activities would be a tremendous "next-step" in challenging students in meaningful relevant ways. Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. There is a wealth of information and resources available on-line to support the development of a service learning program.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MELROSE LEADERSHIP

Program Description

The Melrose Leadership After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	249
	2010-2011	265
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	118%
	2010-2011	111%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	82%
	2010-2011	87%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	93%
	2010-2011	96%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=154	<i>I am happy to be in this after school program</i> 66%	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i> 88%
Parent n=65	<i>I am satisfied with the after school program</i> 92%	<i>Selected: I worry less about my student when she/he is in the after school program</i> 65%
Teacher n=2	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.60	3%	19%	78%
Supportive Environment	4.40	5%	20%	75%
Interaction	3.44	4%	67%	29%
Engagement	3.00	0%	100%	0%
Academic Climate	4.70	0%	15%	85%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The intervention class is taught by a credentialed teacher who is employing youth development practices in order to encourage the students to participate and learn. She employs various methods to engage the youth and allows their creativity while positively encouraging them. 2. The students are very engaged and active during football and the teacher gives the students ownership over their activity. There is a lot of teamwork and no negative behaviors were observed during this activity. 3. The art and dance class have very active and independent students. There are no students asking to leave or who seem unengaged. The dance and art teachers have a good rapport with the students and allow student creativity to determine the activity.

1. The space at Melrose Leadership is very limited. The academic intervention group is limited in the library and are unable to keep their work posted or move the tables around. The art class is very crowded into two very small spaces, and the dance class does not have a lot of space to accommodate the students and their movement. 2. Melrose follows an extended day model and enrolls all of their students. This means students have their choices limited to the activities offered and have no choice about participation in the after school program. Having even more variety, with student input, and adequate space for the students is especially important. 3. Student leadership and mentoring could give the students further influence and buy-in for their after school program. There are Kindergarten and first graders on site who could benefit from working with older students while giving the students an opportunity to mentor. Middle school students can also benefit from leadership roles, including leading their own activities or service learning projects.

Visit 2

The program at MLA is well structured and well organized. The program is truly aligned with/ and in many ways structurally and programatically an extension of the school day. Under the leadership of the site coordinator and returning staff, the program provides youth with a welcoming and nurturing environment and robust arts-based program offerings. The Quicuepazque (academic intervention) class, taught by a credentialed teacher, is particularly strong with the instructor offering students an opportunity to practice academic skills (practice with literacy devices) using engaging instructional strategies.

The program offerings for the kinder and first graders are not as robust as those for middle school students, which is expected as the program is growing its elementary component. Staff are asking youth open-ended questions, but could ask higher order level questions to deepen student learning; structure classes to include opportunities for youth to talk about what they are doing and thinking with others; program would benefit from providing more structured opportunities for youth mentorship as well as youth leadership.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ROOSEVELT

Program Description

The Roosevelt After School program is a comprehensive After-School Learning program providing middle school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009:2010	257
	2010:2011	246
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009:2010	
	2010:2011	117%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009:2010	93%
	2010:2011	94%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009:2010	89%
	2010:2011	92%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=107	<i>I am happy to be in this after school program</i> 84%	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i> 94%
Parent n=109	<i>I am satisfied with the after school program</i> 96%	<i>Selected: I worry less about my student when she/he is in the after school program</i> 64%
Teacher n=32	<i>Overall, I am satisfied with the after school program</i> 88%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program exceeded quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.96	0%	3%	97%
Supportive Environment	4.61	0%	17%	83%
Interaction	3.94	0%	50%	50%
Engagement	3.25	0%	81%	19%
Academic Climate	4.00	5%	40%	55%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The physical activities are filled with actively engaged youth. Hip Hop class has experienced and innovative dancers who worked well together to create challenging routines. The Basketball program has over 30 students and is broken up into two organized stations with 3 adults supervising. The energy in both spaces was positive and there was encouragement from the staff and students. 2. The Yearbook class utilized the Mac Lab which allowed students to work independently on their own projects, while another group of students reviewed interviewing skills with the instructor. Positive and constructive feedback was encouraged by the students and instructor. 3. The cooking class has a well organized set-up of stations with students in designated roles. The interactions between the students were positive and they worked well together creating their chicken soup.

1. Mentoring and Leadership opportunities would be encouraged for this group of active and positive students. Collaboration with an Elementary school could add another positive element to the program.
 2. Having a bigger, dedicated space for cooking could allow for more student roles in preparing the food.
 3. Basketball could collaborate with other schools to hold tournaments for the students.

Visit 2

Program offers robust academic component on Tuesdays and Thursdays that includes academic case management of students. The LEGA program also provides youth with opportunities for leadership and teambuilding throughout the school year. All staff use learning targets in their lesson planning and each of the sessions includes posted learning targets. Program offers a range of enrichment opportunities including sports, several dance classes, yearbook and cooking. Students in both the hip hop and modern dance classes have opportunities to choreograph performances. The school's yearbook is created by students in the afterschool program and showcases a tremendous amount of youth voice.

Most staff have posted learning targets in their classrooms. Would like to see staff reference learning targets during the activity to connect it back to learning. Would like to see staff make more frequent use of open-ended questions to scaffold learning. Most of the classes offer structured opportunities for students to reflect on their learning. I would like to see this program-wide as well as the use of different strategies for reflection (not just closing circle). Would like to see opportunities for youth to mentor others as well as opportunities for youth to teach each other/ model an activity.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE ROOTS

Program Description

The Roots/CCPA After School program creates additional access to academic, visual/performing arts, technology, sports, and recreation activities in a supportive learning environment. The Unity After School program helps students build their basic skills and gain the academic self-confidence necessary for success at school and in the community. Students benefit from safe and engaging enrichment activities and build self-confidence, pursue interests, express themselves, and interact in positive ways with caring adults and their peers.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	214
	2010-2011	362
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	157%
	2010-2011	204%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	89%
	2010-2011	108%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	82%
	2010-2011	84%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=95	<i>I am happy to be in this after school program</i> 94%	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i> 96%
Parent n=75	<i>I am satisfied with the after school program</i> 99%	<i>Selected I worry less about my student when she/he is in the after school program</i> 37%
Teacher n=20	<i>Overall, I am satisfied with the after school program</i> 75%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.75	0%	14%	86%
Supportive Environment	4.48	0%	26%	74%
Interaction	3.94	0%	50%	50%
Engagement	3.00	6%	88%	6%
Academic Climate	4.22	0%	40%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Activities mix a balance of concrete experience with abstract concepts. A good balance of activities using concrete experiences- tangible products like fudgy fruit or bikes or relatable experiences- combined to teach more abstract concepts, such as team work, respect, etc. Also, instructors used both diagrams/lectures prior to jumping into the experiential learning, and vice versa. 2. Staff are always actively involved with youth, whether providing directions, answering questions, working as partners, etc.)- staff are participatory and model work by example, actively willing to work through questions, assignments with students. 3. Staff make intentional spaces for youth to build new skills and try higher levels of performance, whether from understanding algebraic inequalities, using a new cooking technique, or adding designs to their bike. All youth are encouraged to try out new skills by staff without negative consequences.

1. Program could benefit from creating a stronger welcoming atmosphere in the beginning of program (directly after snack) as students transition, including welcoming students by name as they enter the classroom at the beginning of activities, and using a warm tone throughout, and using a more intentional check in question (i.e., requiring everyone to answer instead of a general "How is everyone doing?" but not allowing students to really respond). 2. Program could also benefit from more structured opportunities for reflection, particularly at the end of the session activity. While some activities do this, all activities could at least use built in time in the agenda to do a quick debrief in order for students to process and provide feedback on how the activity went in a structured way. Other activities could consider using journals for students to write in, including journaling activities of the day, lessons learned, or creating cook books, bike manuals, etc.. to track progress. 3. Use students as student leaders in a more structured way, especially those that have a clear command of the content- whether helping others with math homework, an assistant in Bike Club to help others, or students taking turns in cooking class to share a recipe/how to cook a favorite dish- allowing students to lead in a facilitative role/assistant role to instructor might help build a strong support and sense of belonging for students, especially in particularly impacted activities where instructors could use support.

Visit 2

The staff that lead the two observed activities have a tremendously positive rapport with the students. These relationships result in a positive climate. Students are encouraged to try new skills and to further develop skills already acquired. Program activities are directly linked to tangible outcomes (weekend showcase, family night, etc.).

The time in the cafeteria each day for snack and sign-in could be used as time for developing a stronger sense of ownership and community among participants and staff. Continue to explore and develop opportunities for authentic youth leadership, voice & choice in the program.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES -- MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE UNITED FOR SUCCESS

Program Description

The United for Success After School program is a comprehensive program provides students with academic support in a positive learning environment and the opportunity to participate in a variety of enrichment activities. The program helps students build academic self-confidence necessary for success in middle school and beyond. Through participation students can develop new skills, pursue interests, express themselves, make new friends, and connect with caring adults.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009:2010	337
	2010:2011	346
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009:2010	178%
	2010:2011	451%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009:2010	103%
	2010:2011	144%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009:2010	79%
	2010:2011	46%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=45	<i>I am happy to be in this after school program</i> 87%	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i> 87%
Parent n=23	<i>I am satisfied with the after school program</i> 87%	<i>Selected I worry less about my student when she/he is in the after school program</i> 74%
Teacher n=12	<i>Overall, I am satisfied with the after school program</i> 58%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.79	0%	8%	92%
Supportive Environment	3.92	7%	36%	57%
Interaction	2.58	22%	78%	0%
Engagement	2.42	31%	69%	0%
Academic Climate	2.36	35%	60%	5%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The Building Bridges class seemed to engage students in a hands-on opportunity to learn and create.

It is suggested that the academic portion of the program involve more dialogue between student and teacher, and specific learning targets. It is also suggested that more connections be made between student interests and prior knowledge, and what students are learning.

Visit 2

A number of the program staff have been with the program for a number of years and have cultivated strong relationships with the youth; the youth in the Urban Arts class expressed a passion for the class; program recognizes the value of girls' sports and offers a girls' basketball class; program recognizes the needs of the school's newcomer population and offers a newcomer class; the Robotics class offered by Citizens School offered a nice mix of theory and hands-on practice, staff provided clear instruction and offered positive and specific feedback to youth.

Program would benefit from integrating smaller groups into academic classes (pair, triads); open-ended question strategies to scaffold learning; opportunities for youth to talk to each other about what they are learning during the course of the activity; staff providing feedback on why a particular answer is/is not correct; when having youth engage in work at the board it would be worthwhile to reinforce the expectations of the youth who are seated; would like to see more structured opportunities for reflection; would encourage staff to provide more specific feedback to youth (a lot of "good job" and "nice"); the Newcomers class was unfocused: there were no clear objectives for the session and there was limited engagement by youth.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE URBAN PROMISE ACADEMY

Program Description

This Urban Promise Academy After School program provides middle school students with weekly after school enrichment including visual arts, music, dance, sports, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, parents, and students, the program delivers project based curriculum to compliment in-school learning, integrates culturally relevant activities, offers opportunities for parent involvement, provides family support services, and hosts community events to foster positive learning outcomes.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	292
	2010-2011	275
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	102%
	2010-2011	194%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	94%
	2010-2011	84%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	44%
	2010-2011	44%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=32	<i>I am happy to be in this after school program</i> 91%	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i> 88%
Parent n=70	<i>I am satisfied with the after school program</i> 100%	<i>Selected I worry less about my student when she/he is in the after school program</i> 74%
Teacher n=10	<i>Overall, I am satisfied with the after school program</i> 100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.86	0%	8%	92%
Supportive Environment	4.68	0%	15%	85%
Interaction	3.94	0%	50%	50%
Engagement	3.17	0%	88%	13%
Academic Climate	3.78	5%	50%	45%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Overall the students were engaged in their activities and took ownership of their roles as team leaders or captains. They actively participated and focused on their skill building. They relied on each other for additional help and worked inclusively together. 2. There are a variety of activities offered, especially for students with different interests in active and physical activities. The program provides Cheerleading, soccer, Martial arts, and Latin dance. There are also opportunities that allow students with varied interests to explore leadership roles within their chosen activity. 3. The groups have clear Learning Targets and are aligning their created curriculum with state content standards. The lesson were thought out and prepared thoroughly.

1. The academic portion, including homework time, could have more focus and intention towards supporting the core subjects of the school day. 2. The space and equipment available for Martial Arts, cheerleading and soccer are cramped or limited to the outside yard. The safety mats are also used by multiple groups which could cause problems when the weather limits the groups to inside space only. 3. These Middle School students exhibit leadership potential and mentoring capabilities. Partnering with an elementary school or working across grade levels to create opportunities, can further the students' skills in these areas of their development.

Visit 2

Program is well-structured and well-organized with an emphasis on providing youth with an individualized and customized experience. Program maintains a strong relationship with the Family Resource Center as well as the families of program participants which is not often seen in a middle school program. Program has structured check-ins ("feather circle") with youth built into every activity and a reflection on new learnings (content/skill). Staff modeled academic language and made good use of questioning strategies to prompt youth in making connections. All program staff complete lesson plan templates which include both learning targets and reflections based on learning targets. Program's academic liaison has done intensive professional development with the staff which is clearly evidenced by the calibration of high quality practice across program staff.

Would like to see staff make better use of higher order level questions to scaffold learning.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE WEST OAKLAND MIDDLE

Program Description

The Phoenix Rising Extended Day Program at West Oakland Middle works in collaboration with the principal, school day teachers and support staff to integrate the program. The program is designed to extend the learning opportunities of the students and support their academic achievement, social & life skills development, cultural awareness and enrichment, and career education and planning. West Oakland Middle School students performing below grade level on the previous year's assessments in reading and math participate.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	248
	2010-2011	185
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	58%
	2010-2011	128%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	116%
	2010-2011	66%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	67%
	2010-2011	68%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=0	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.66	5%	14%	81%
Supportive Environment	4.78	0%	10%	90%
Interaction	4.06	4%	38%	58%
Engagement	3.84	0%	56%	44%
Academic Climate	4.42	5%	20%	75%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

- The Leadership has a clear and consistent structure through their detailed agenda. The youth are able to include their own agenda items and plan for their projects and activities. The mentorship component and participation in conferences allow the students to expand beyond the school day classrooms.
- The music based classes, SLAP Team and Hip Hop History, have knowledgeable instructors who serve as guides to the youth. The projects are youth led and inspired. The students enjoy creating their own productions and look forward to using equipment and taking field trips.
- The Basketball team has a successful track record of turning the youth into student athletes. The coaches provide specific positive and constructive feedback. The youth are well knowledgeable in the drills and their desired expectations.
 - The job roles that are given to the students in basketball are a great example of how to provide leadership roles in other classes to encourage student accountability and ownership.
 - Due to the transition of the school from the larger building to the portables, and the shared space with classroom teachers, displaying student work and group guidelines in the classrooms on a daily basis will promote a sense of ownership of space for the youth.
 - The difficulty of sharing a campus with another school, coupled with multiple, unlocked entrances onto campus, make the school's safety a concern.

Visit 2

Learning targets are clearly articulated and visible. Staff connect the content to students' prior knowledge. Staff and youth conversations include substantive back and forth dialogue. Multiple modalities are used by staff to present content. Staff have created a supportive, collaborative learning environment for students that fosters encouragement and high expectations.

Written emergency procedures should be posted and a charged fire extinguisher should be accessible in all classrooms. Entrances to outdoor space were inconsistently unsupervised.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - MIDDLE SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE WESTLAKE

Program Description

The Eagle Village/Westlake After School program has collaborated with local organizations, students, families and school staff to provide quality and cost-effective programming. The program provides academic, cultural, recreational, and leadership classes to low-income Westlake students/year in its Extended Day program. Extended Day provides students with additional learning time through rich academic and enrichment classes. EVCCYFS classes are taught by working professionals from the community with a teacher/student ratio between 1:7 and 1:20. Students receive letter grades and course credit for each class.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	708
	2010-2011	674
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	127%
	2010-2011	227%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	93%
	2010-2011	86%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	70%
	2010-2011	57%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=132	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in your after school program? (% who responded safe or very safe)</i>
	77%	93%
Parent n=49	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
	92%	61%
Teacher n=15	<i>Overall, I am satisfied with the after school program</i>	
	67%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – MIDDLE SCHOOLS

Point of Service Quality Ratings

Based on 2 site visits, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.96	0%	3%	97%
Supportive Environment	4.85	0%	8%	93%
Interaction	4.34	0%	33%	67%
Engagement	4.00	6%	44%	50%
Academic Climate	4.89	0%	5%	95%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The Science students had very hands-on activities with an extensive academic focus. The activity included review and has a structure for reflection and experimentation. The students were engaged in both the experiment and the discussion following.
2. The Art class creates many opportunities for youth to display their works and to constructively present, with feedback, to one another. The instructor provides a diverse range of modalities and allows students to create projects independently or with partners.
- T3. he activities involving physical movement were very well attended. The Dance class is mostly youth led and the routines are inspired by the students. The Sports Class has a large number of students and they are all actively engaged in the activity, including encouraging each other. The staff allows the youth to make choices about activities and lead each other.
1. Mentoring opportunities would be very beneficial for students. This could be a peer conflict mediation group, or a collaboration with elementary students.
2. With such a highly attended program, having a community service project would be a great addition to the community and the students could have some leadership roles.
3. There is a problematic fence by the parking lot which students can squeeze through. Also, the back of the school yard is very dark and could use more lighting. These safety concerns could pose a risk for students.

Visit 2

Program offers a diversity classes to meet students' varied interests. The homework center's structure is developmentally appropriate for middle school, encouraging student choice and self-engaged learning. Lessons are well planned. Agendas and learning outcomes were clearly articulated and visible. Students are engaged and enthusiastic. Groupings (large and small) of students are done with intention and clear purpose. There is growing calibration across classes around routines and expectations. Program leadership supports staff through structured circle up times and collaboratively developing daily expectations.

Consider ways to implement formative assessments and student led facilitation during instruction to further encourage student accountability.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE BUNCHE

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	318
	2010-2011	328
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	90%
	2010-2011	101%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	65%
	2010-2011	90%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=32	<i>I am happy to be in this after school program.</i> 94%	<i>How safe do you feel in this after school program?</i> (% who responded safe or very safe) 88%
Parent n=0	<i>I am satisfied with the after school program</i>	Selected, I worry less about my student when she/he is in the after school program
Teacher n=6	<i>Overall, I am satisfied with the after school program</i> 83%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.93	0%	5%	95%
Supportive Environment	4.67	0%	14%	86%
Interaction	3.42	0%	75%	25%
Engagement	3.00	0%	100%	0%
Academic Climate	Not Rated			

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Bunche staff are dedicated to their students, their school and have high hopes for future programming. This year, youth were able to create two year action plans and participate in a mentorship program at a partner elementary school. Youth are also able to receive services at the teen center located across the street. A cosmetology class is offered which teaches youth new skills in an exciting field. Over all Bunche scored well in every indicator, not receiving a score of "1" in any category.

Bunche serves a significant amount of youth that have various barriers to graduation. For example, they serve foster youth, teen parents, gang affiliated youth and youth who have recently left juvenile hall. Bunche has a continuous revolving dppr which makes their window of impact really small but felt by those who stay in the program (as evident from the amount of youth actively engaging in the observed program). It is recommended that intentional programming is implemented to curtail, educate and bring advocacy to the specific barriers that keep their students from staying in their program and graduating. An idea could be integrating critical pedagogy in combination with a more explicit social justice framework, so that youth are able to frame the world around them in new ways. It is also recommended that a review of the detailed report occurs and where there are "3's" to create ways to bring those particular indicators into every class, everyday. For example, process and content choices in every class versus special events.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE COLISEUM COLLEGE PREP (HIGH SCHOOL)

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	125
	2010-2011	192
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	84%
	2010-2011	87%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	91%
	2010-2011	96%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=53	<i>I am happy to be in this after school program</i> 94%	<i>How safe do you feel in this after school program?</i> (% who responded safe or very safe) 96%
Parent n=40	<i>I am satisfied with the after school program</i> 100%	Selected <i>I worry less about my student when she/he is in the after school program</i> 55%
Teacher n=6	<i>Overall, I am satisfied with the after school program</i> 83%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES-- HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.74	0%	17%	83%
Supportive Environment	4.36	0%	30%	70%
Interaction	4.04	0%	50%	50%
Engagement	3.67	0%	62%	38%
Academic Climate	4.78	0%	10%	90%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The Career and Internship students are an empowered and vocal group of students who have an opportunity to give back to the community through their mentorship while learning responsibility in their positions. They are also able to debrief and discuss as a group in order to process their experiences through the guidance of an experienced staff person. 2. Latinas Unidas is a youth created club that allows this group of female students to deconstruct the issues that are affecting their lives. Their relationship with the leader and the guidelines they have created, offer a safe space for them to process and discuss difficult topics. 3. Volleyball and La Clinica offer opportunities for students to learn healthy practices. Volleyball is a well attended class with interested students who are focused on developing new skills. La Clinica provides a space for students to learn about health in a hands-on, fieldtrip, and service project environment. The students have a positive rapport with their teachers.

1. Opportunities for youth created Leadership Roles within the classrooms would provide the students a safe space to learn how to make plans when managing an activity or having the responsibility of a role within the classroom. 2. Although there are security officers on campus, the campus is very busy and there are a large number of students present who are in many areas of the school but not participating in the after school program. 3. Paid or volunteer positions for Peer Conflict Managers in maintaining the safety of the students through roving groups or stationed students would give leadership opportunities to the students and enforce a safe space for the campus.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE COLLEGE PREP & ARCH (FREMONT)

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	181
	2010-2011	405
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	112%
	2010-2011	42%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	94%
	2010-2011	46%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=36	<i>I am happy to be in this after school program</i> 92%	<i>How safe do you feel in this after school program?</i> (% who responded safe or very safe) 86%
Parent n=0	<i>I am satisfied with the after school program</i>	Selected <i>I worry less about my student when she/he is in the after school program</i>
Teacher n=12	Overall, <i>I am satisfied with the after school program</i> 50%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall-Domain Average	% 1	%3	%5
Safe Environment	4.15	11%	28%	61%
Supportive Environment	3.91	10%	38%	52%
Interaction	3.54	6%	58%	33%
Engagement	3.17	0%	88%	13%
Academic Climate	4.17	10%	20%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit

1. The program provides a strong supportive environment. Staff support youth in building new skills. In drama, dance, and debate- students were asked to try new techniques, challenge themselves beyond their comfort zone, and be prepared to try new things in the future (2 step dance routine, character development, role playing for upcoming mock legislative session). All staff encouraged all students in these activities to build new skills and received support from staff- even with imperfect results or errors. For instance, in the Dance Fusion class, students were asked to go around and tell a story about their day through interpretive dance- some students would stop trying after getting so far, but the teacher replied with, "It's okay- whatever you do is good, just do what you feel." 2. The enrichment activities provided a good hands on way for youth to engage with materials or to improve a skill or practice. The variety of activities- from dance, theater, and debate- students were asked to concretely engage in these activities in order to hone in on their skills. For instance, in the Literary Arts (Drama) class, students were asked to sit in a circle & enact different emotions altogether; then were put into pairs to improv certain scenes to demonstrate character development. 3. In Youth and Government class, students were able to give feedback and reflect on how the program was going thus far- what improvements could be made, how to recruit students, and what they'd like to see out of the program to improve. They came up with the idea of holding each other accountable for communicating, amongst themselves & with the staff, as well as the staff with them. The staff will also meet with one of the student leaders- a student who has been the Youth & Government class for at least 2 years, to solicit feedback from him as well.

1. The program could be stronger through having a youth-centered conflict resolution process in place, separate from the compliance measures used by the school. Currently, the program follows the school policy and relies on school security officers and school administration to follow up; as the staff get more comfortable with the students and students with the staff, it would be even stronger for students to be able to have a space to find solutions to conflicts themselves through a mediated process. 2. Academic component- more staff encouragement to analyze, evaluate and build on student academic skills. This is currently in the process with 25 students being closely followed by each of the 3 Site Coordinators- to follow these students' grades and academic trajectory. I think as tutor within the homework help portion become more familiar with students as well, they should be encouraged to form a relationship with the football coach & also school day teachers to follow up on their students' academic needs. 3. Allowing for more youth-led facilitation, which the site is slowly growing to build. Again, as the year progresses, there our plans for students to lead, & as the site grows, it will be interesting to follow-up to see youth in the Youth and Government, Dance, and even theater play a leadership role in an intentional, meaningful way. The site is also working on bridging the 3 schools together through a leadership team which has just begun- so efforts have made toward this already.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE DEWEY

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the “reach” of the program.	2009-2010	338
	2010-2011	356
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	94%
	2010-2011	104%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	84%
	2010-2011	67%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=62	<i>I am happy to be in this after school program.</i> 92%	<i>How safe do you feel in this after school program?</i> (% who responded safe or very safe) 87%
Parent n=27	<i>I am satisfied with the after school program.</i> 78%	Selected <i>I worry less about my student when she/he is in the after school program.</i> 44%
Teacher n=19	<i>Overall, I am satisfied with the after school program.</i> 89%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program did not meet quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	5.00	0%	0%	100%
Supportive Environment	4.69	0%	15%	85%
Interaction	4.04	0%	50%	50%
Engagement	4.17	0%	37%	63%
Academic Climate	4.78	0%	10%	90%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. Entrepreneurship has a large number of very actively involved students who are communicating their projects and needs to the teacher. The teacher has a concise communication style with the students and the classes have active student participants who are focused on their projects. 2. Academic Literacy involves the students in the literature by reading the plays and having each student take the role of a character. They are able to recite knowledge from previous sessions and ask questions of the teachers. The students are comfortable with this structure despite their apprehension about reading out loud. 3. The Hair and Martial Arts Enrichment classes have very knowledgeable students who are serious about learning their chosen skills. The students have access to all of the necessary equipment and the students are able to work independently and in groups. There are leadership and mentoring opportunities for most of the students in both of these classes.

1. One of the challenges of the school in general is the transient nature of the population of students and their ability to graduate from the school at various times during the year. The teachers and staff have adjusted well to this challenge. 2. Showcasing the work of the students throughout Oakland would be very beneficial to the students, especially in the enrichment classes like Hair and Martial Arts. Although cooking and art were not officially observed, these are also very productive classes that would have a great impact on the community with further exposure. 3. Collaborations with some of the local elementary schools would also be an opportunity for the students to practice leadership skills.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE EXCEL (MCCLYMONDS)

Program Description

McClymonds and Life Academy Youth and Family Centers nurture the social, emotional and academic interests of EXCEL High School and Life Academy students. Each Center engages all youth, with an emphasis on vulnerable youth, in comprehensive programming focused on leadership, career training, college exploration, academics, arts, health/wellness and civic engagement. This collaborative effort, led by Alternatives in Action with school-based health centers, non-profits, school staff and community members, supports youth yearly to be agents of change and prepares them for successful transitions to adulthood.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	311
	2010-2011	669
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	194%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	42%
	2010-2011	62%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	32%
	2010-2011	40%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=67	<i>I am happy to be in this after school program</i> 75%	<i>How safe do you feel in this after school program?</i> (% who responded safe or very safe) 73%
Parent n=4	<i>I am satisfied with the after school program</i>	Selected <i>I worry less about my student when she/he is in the after school program</i>
Teacher n=10	<i>Overall, I am satisfied with the after school program</i> 100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.84	0%	11%	89%
Supportive Environment	4.52	0%	29%	71%
Interaction	4.08	0%	42%	58%
Engagement	4.67	0%	25%	75%
Academic Climate	3.33	20%	40%	40%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program offers a diverse array of project-based programs for youth, ranging from youth mentorship to video production. Youth co-facilitators partner with adults to plan and guide activities, offering a valuable leadership development experience and encouraging a strong sense of ownership. The emotional climate of the program is extremely positive.

Program staff may want to incorporate additional opportunities for reflection into programs, such as by encouraging youth to keep a journal about their experiences or through a brief report-out at the conclusion of activities. A few activities did not have a clear agenda or learning goal for the day, which can help to focus youth and staff alike.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE FAR WEST (8-12)

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	178
	2010-2011	237
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	93%
	2010-2011	212%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	66%
	2010-2011	91%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=103	<i>I am happy to be in this after school program</i> 85%	<i>How safe do you feel in this after school program?</i> (% who responded safe or very safe) 85%
Parent n=75	<i>I am satisfied with the after school program</i> 97%	Selected I worry less about my student when she/he is in the after school program 21%
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.93	0%	5%	95%
Supportive Environment	5.00	0%	0%	100%
Interaction	4.78	0%	11%	89%
Engagement	4.17	0%	50%	50%
Academic Climate	Not Rated			

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The programs at Far West are impressive and the culture at the school is inclusive and promotes creativity. One program to highlight is the Fashion Academy which teaches the fundamentals of fashion design. This class supports youth creativity while knowledgeable staff gently guide youth through their creative process. Youth get to also participate in real fashion shows in the community and shoot fashion catalogues. Youth also have the opportunity to cook in an exciting, healthy environment during cooking class. Far West scores are high and reflect the environment it provides for its young people.

There are places for improvement. It is recommended to look at indicators that scored a 3 and see how those scores could be easily increased to a 5.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE LIFE ACADEMY

Program Description

McClymonds and Life Academy Youth and Family Centers nurture the social, emotional and academic interests of EXCEL High School and Life Academy students. Each Center engages all youth, with an emphasis on vulnerable youth, in comprehensive programming focused on leadership, career training, college exploration, academics, arts, health/wellness and civic engagement. This collaborative effort, led by Alternatives in Action with school-based health centers, non-profits, school staff and community members, supports youth yearly to be agents of change and prepares them for successful transitions to adulthood.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	354
	2010-2011	669
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	NA
	2010-2011	194%
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	119%
	2010-2011	130%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	77%
	2010-2011	55%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=84	<i>I am happy to be in this after school program</i> 93%	<i>How safe do you feel in this after school program?</i> (% who responded safe or very safe) 96%
Parent n=41	<i>I am satisfied with the after school program</i> 93%	<i>Selected I worry less about my student when she/he is in the after school program</i> 66%
Teacher n=20	<i>Overall, I am satisfied with the after school program</i> 95%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.93	0%	6%	94%
Supportive Environment	4.61	0%	14%	86%
Interaction	4.08	0%	42%	58%
Engagement	4.17	0%	38%	63%
Academic Climate	4.17	0%	40%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The culture of the Life Academy after school program seems to be one of mutual respect, comradary, and learning. The students and the staff respond very positively to each other, and appear to want to be a part of the program. The atmosphere is warm and seems family-like. The staff take time to engage with the students, and listen to what they have to say. The students offer the same to the adults.

Although, the staff are very supportive and encouraging to youth when youth contribute to discussions or activities, it is suggested that all staff use more nonevaluative language when giving feedback.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MANDELA (FRÉMONT)

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	257
	2010-2011	365
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	113%
	2010-2011	51%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	72%
	2010-2011	38%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=6	<i>I am happy to be in this after school program</i> 83%	<i>How safe do you feel in this after school program?</i> (% who responded safe or very safe) 83%
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
Teacher n=6	<i>Overall, I am satisfied with the after school program</i> 67%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.15	11%	28%	61%
Supportive Environment	3.91	10%	38%	52%
Interaction	3.54	8%	58%	33%
Engagement	3.17	0%	88%	13%
Academic Climate	4.17	10%	20%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit:

1. The program provides a strong supportive environment. Staff support youth in building new skills. In drama, dance, and debate- students were asked to try new techniques, challenge themselves beyond their comfort zone, and be prepared to try new things in the future (2 step dance routine, character development, role playing for upcoming mock legislative session). All staff encouraged all students in these activities to build new skills and received support from staff- even with imperfect results or errors. For instance, in the Dance Fusion class, students were asked to go around and tell a story about their day through interpretive dance- some students would stop trying after getting so far, but the teacher replied with, "It's okay- whatever you do is good, just do what you feel." 2. The enrichment activities provided a good hands on way for youth to engage with materials or to improve a skill or practice. The variety of activities- from dance, theater, and debate- students were asked to concretely engage in these activities in order to hone in on their skills. For instance, in the Literary Arts (Drama) class, students were asked to sit in a circle & enact different emotions altogether; then were put into pairs to improv certain scenes to demonstrate character development. 3. In Youth and Government class, students were able to give feedback and reflect on how the program was going thus far- what improvements could be made, how to recruit students, and what they'd like to see out of the program to improve. They came up with the idea of holding each other accountable for communicating, amongst themselves & with the staff, as well as the staff with them. The staff will also meet with one of the student leaders- a student who has been the Youth & Government class for at least 2 years, to solicit feedback from him as well.

1. The program could be stronger through having a youth-centered conflict resolution process in place, separate from the compliance measures used by the school. Currently, the program follows the school policy and relies on school security officers and school administration to follow up; as the staff get more comfortable with the students and students with the staff, it would be even stronger for students to be able to have a space to find solutions to conflicts themselves through a mediated process. 2. Academic component- more staff encouragement to analyze, evaluate and build on student academic skills. This is currently in the process with 25 students being closely followed by each of the 3 Site Coordinators- to follow these students' grades and academic trajectory. I think as tutor within the homework help portion become more familiar with students as well, they should be encouraged to form a relationship with the football coach & also school day teachers to follow up on their students' academic needs. 3. Allowing for more youth-led facilitation, which the site is slowly growing to build. Again, as the year progresses, there our plans for students to lead, & as the site grows, it will be interesting to follow-up to see youth in the Youth and Government, Dance, and even theater play a leadership role in an intentional, meaningful way. The site is also working on bridging the 3 schools together through a leadership team which has just begun- so efforts have made toward this already.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MEDIA ACADEMY (FREMONT)

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	203
	2010-2011	309
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	123%
	2010-2011	53%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	86%
	2010-2011	48%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=35	<i>I am happy to be in this after school program</i> 86%	<i>How safe do you feel in this after school program?</i> (% who responded safe or very safe) 86%
Parent n=2	<i>I am satisfied with the after school program</i>	Selected I worry less about my student when she/he is in the after school program
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.15	11%	28%	61%
Supportive Environment	3.91	10%	38%	52%
interaction	3.54	8%	58%	33%
Engagement	3.17	0%	88%	13%
Academic Climate	4.17	10%	20%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The program provides a strong supportive environment. Staff support youth in building new skills. In drama, dance, and debate- students were asked to try new techniques, challenge themselves beyond their comfort zone, and be prepared to try new things in the future (2 step dance routine, character development, role playing for upcoming mock legislative session). All staff encouraged all students in these activities to build new skills and received support from staff- even with imperfect results or errors. For instance, in the Dance Fusion class, students were asked to go around and tell a story about their day through interpretive dance- some students would stop trying after getting so far, but the teacher replied with, "It's okay- whatever you do is good, just do what you feel." 2. The enrichment activities provided a good hands on way for youth to engage with materials or to improve a skill or practice. The variety of activities- from dance, theater, and debate- students were asked to concretely engage in these activities in order to hone in on their skills. For instance, in the Literary Arts (Drama) class, students were asked to sit in a circle & enact different emotions altogether; then were put into pairs to improv certain scenes to demonstrate character development. 3. In Youth and Government class, students were able to give feedback and reflect on how the program was going thus far- what improvements could be made, how to recruit students, and what they'd like to see out of the program to improve. They came up with the idea of holding each other accountable for communicating, amongst themselves & with the staff, as well as the staff with them. The staff will also meet with one of the student leaders- a student who has been the Youth & Government class for at least 2 years, to solicit feedback from him as well.

1. The program could be stronger through having a youth-centered conflict resolution process in place, separate from the compliance measures used by the school. Currently, the program follows the school policy and relies on school security officers and school administration to follow up; as the staff get more comfortable with the students and students with the staff, it would be even stronger for students to be able to have a space to find solutions to conflicts themselves through a mediated process. 2. Academic component- more staff encouragement to analyze, evaluate and build on student academic skills. This is currently in the process with 25 students being closely followed by each of the 3 Site Coordinators- to follow these students' grades and academic trajectory. I think as tutor within the homework help portion become more familiar with students as well, they should be encouraged to form a relationship with the football coach & also school day teachers to follow up on their students' academic needs. 3. Allowing for more youth-led facilitation, which the site is slowly growing to build. Again, as the year progresses, there our plans for students to lead, & as the site grows, it will be interesting to follow-up to see youth in the Youth and Government, Dance, and even theater play a leadership role in an intentional, meaningful way. The site is also working on bridging the 3 schools together through a leadership team which has just begun- so efforts have made toward this already.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE MET WEST

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	149
	2010-2011	161
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	88%
	2010-2011	98%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	91%
	2010-2011	77%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=0	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.36	0%	39%	61%
Supportive Environment	4.63	0%	19%	81%
Interaction	3.67	0%	67%	33%
Engagement	4.00	0%	50%	50%
Academic Climate	4.22	0%	40%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has strong evidence of youth voice and input within activities. Staff are always engaged and interacting with youth, and provide choices within the program. The program also structures each activity to have a syllabus and expectations set- from academic to enrichment- which is a good guidepost and guideline for students to adhere to while also connecting to broader learning goals.

There are definite space issues as a result of the school currently in the reconstruction process- from shared use of facilities with Dewey, to overall cleanliness and common area space within the school. Otherwise, students could have more structured opportunities to reflect in each activity, and also have more structured peer mentorship opportunities.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE OAKLAND HIGH

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	580
	2010-2011	925
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	100%
	2010-2011	85%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	28%
	2010-2011	41%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=96	<i>I am happy to be in this after school program</i> 94%	<i>How safe do you feel in this after school program?</i> (% who responded safe or very safe) 100%
Parent n=18	<i>I am satisfied with the after school program</i> 83%	<i>Selected I worry less about my student when she/he is in the after school program</i> 61%
Teacher n=15	<i>Overall, I am satisfied with the after school program</i> 80%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.84	0%	11%	89%
Supportive Environment	4.89	0%	5%	95%
Interaction	4.33	0%	33%	67%
Engagement	4.67	0%	13%	88%
Academic Climate	4.33	10%	10%	80%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

- The two gender specific groups, Stepping up and Looking Up, have groups of actively engaged and reflective students. The team building activities were well received and the students took ownership of the process.
 - The Hip Hop Dance creates original and innovative routines directed by the students. The dancers collaborate with each other and teach one another their routines. The music choices are also youth decided.
 - The tutoring and mentoring group utilizes team building activities to explore life skills and processing skills necessary for their personal growth. The students experience the importance of team work and communication before getting into their academics.
- This productive group of high school students would make great collaborative partners with each other and this could provide leadership opportunities for the students. Beats and Rhymes could collaborate with Hip Hop Dance. Stepping Up and Looking Up could do a conference on gender for the students.
 - Peer-to-peer mentoring opportunities between the different grades during tutoring time could add more assistance for students in need of academic help.
 - The campus safety is a concern due to the multiple entrances and the variety of activities occurring at the school. Group specific clothing or badges may be helpful in identifying the groups on campus.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE OAKLAND TECHNICAL

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	843
	2010-2011	619
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	303%
	2010-2011	247%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	78%
	2010-2011	80%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=0	<i>I am happy to be in this after school program.</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
Parent n=0	<i>I am satisfied with the after school program.</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	5.00	0%	0%	100%
Supportive Environment	4.69	0%	16%	84%
Interaction	4.04	0%	50%	50%
Engagement	3.50	0%	75%	25%
Academic Climate	5.00	0%	0%	100%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

1. The academic focus of the after school program is evident through the Credit Recovery classes and provides students a very in-depth and personal experience with teachers who instruct them on their core subjects. The students are thoroughly engaged on their task at hand and are able to receive guidance from their knowledgeable teachers. 2. Tech Bridge provides female students an opportunity to have hands-on connection with scientific theory while providing a safe and encouraging environment. The students have a positive rapport with their teacher and exhibit a lot of knowledge and self-confidence in their science experiments. 3. The computer class has a group of highly intelligent students who work independently on their projects and receive supportive encouragement from their teacher. They learn new methods from the teacher's curriculum while having the opportunity to enter into, and excel, in individual competitions for their area of emphasis.

1. Career and internship opportunities for students would couple well with the strong academic emphasis of the program and would prepare students for future work opportunities. 2. Collaboration with an elementary school would be a great opportunity for the students to utilize their academic knowledge and pass their skills on to younger students. 3. Due to the large space on this campus, paid or volunteer positions for Peer Conflict Managers in promoting the unity of the school, through roving groups or stationed students, would give leadership opportunities to the students and enforce a safe space for the campus.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE RUDSDALE CONTINUATION

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	235
	2010-2011	254
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	83%
	2010-2011	66%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	77%
	2010-2011	43%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=18	<i>I am happy to be in this after school program</i> 83%	<i>How safe do you feel in this after school program?</i> (% who responded safe or very safe) 83%
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
Teacher n=6	<i>Overall, I am satisfied with the after school program</i> 100%	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.70	0%	21%	79%
Supportive Environment	4.61	0%	14%	86%
Interaction	4.25	0%	33%	67%
Engagement	3.33	0%	75%	25%
Academic Climate	Not Rated			

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit

Rudsdale has many strengths. It's small and intimate atmosphere lends itself to be a very supportive place for young people. Observed strengths include a reflective and engaging young men's group, a cosmetology class where those who choose to pursue certification after graduation can do so with this activity counting as introduction credits, dedicated staff and continuous security on guard. There are other great programs that teach youth skills they can use when they are out in the workforce. One internship class in particular around green education was observed as engaging and memorable. Rudsdale scored no marks lower than a 3 in each indicator.

It is encouraged to look at indicators that were scored a 3 to see where improvements can be made. High light scores where the language used in the indicators are "some youth" versus "all youth." This indicates that service is inconsistent depending on what youth are in which classes. For example, process and content choices are low in internship but high in leadership. How can the youth in both environments make equal process and content choices? Another way to improve 3's are to look at the indicator to see if it is divided into two parts and increase efforts on the latter part. As an example, please refer to section IV-R indicator 4. Some scores of 3 are easier to improve on than others, please refer to the detailed report and your YPQA for guidance.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES – HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE SKYLINE

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	493
	2010-2011	864
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	85%
	2010-2011	88%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	26%
	2010-2011	45%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=81	<i>I am happy to be in this after school program</i> 96%	<i>How safe do you feel in this after school program?</i> (% who responded safe or very safe) 95%
Parent n=38	<i>I am satisfied with the after school program</i> 89%	<i>Selected I worry less about my student when she/he is in the after school program</i> 58%
Teacher n=3	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES – HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.82	0%	11%	89%
Supportive Environment	4.58	0%	19%	81%
Interaction	4.33	0%	33%	67%
Engagement	4.17	0%	37%	63%
Academic Climate	4.39	0%	30%	70%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

The program has a very positive and inclusive environment, with a variety of activities provided to youth. The academic tutoring had a very intentional focus on building academic skills and providing peers opportunities to learn from another and chart out next steps. The breakdancing class provided a safe environment for students to try out their skills without insults or any demeaning behavior occurring. Strong youth voice and leadership within the program.

The program could strengthen the use of different grouping strategies to support different types of learning styles (individual, pairs, and large group), and also continue to refine their program by laying out lesson plans and establishing learning targets for all activities offered through the after school program. Finally, some activities had all young men or young women, and could be more equitable in terms of gender.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE STREET ACADEMY

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	145
	2010-2011	172
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal %** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	157%
	2010-2011	69%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	93%
	2010-2011	69%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=0	<i>I am happy to be in this after school program</i>	<i>How safe do you feel in this after school program? (% who responded safe or very safe)</i>
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
Teacher n=0	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	%3	%5
Safe Environment	4.52	0%	17%	83%
Supportive Environment	3.97	0%	57%	43%
Interaction	2.88	33%	34%	33%
Engagement	3.17	0%	87%	13%
Academic Climate	3.72	20%	20%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1:

The program has a positive environment with both positive adult/youth and peer relationships evident within the program. The program also provides a variety of opportunities for students to engage in new opportunities- from yoga, urban arts, Latin dancing, fashion design, etc. The academic portion in the SAT prep is particularly strong, both with direct instruction (math broken down into understandable steps), and students who are engaged and actively participating throughout. Finally, the activities have structured opportunities for reflection and getting to know one another- with check ins and check outs that are followed.

The program activities could both provide structured mentorship and leadership opportunities for all students, especially in other academic enrichment activities. Students could also be included in planning program activities within each class as well as leading/facilitating in meaningful ways. Program staff could also be mindful of checking playful teasing/slurs made in a playful way and also use those as opportunities to have deeper conversations about stereotypes, discrimination, and group agreements/expectations.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries provided directly to sites.

PROGRAM PROFILES - HIGH SCHOOLS

OAKLAND OUT OF SCHOOL TIME 2010-11 PROGRAM PROFILE YOUTH EMPOWERMENT SCHOOL

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after-school programs, school-day teachers work in the program, as well.

Program Performance

Enrollment # of Youth Served* Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the "reach" of the program.	2009-2010	249
	2010-2011	197
Progress Toward Units of Service Units of Service is the number of service hours, a key measure of program capacity for OFCY-funded programs.	2009-2010	-
	2010-2011	-
Progress Toward Attendance Goal%** Attendance is the number of unique youth days, a key measure of program capacity. For after school programs, the yearly projected attendances should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.	2009-2010	89%
	2010-2011	59%
Retention Average Rate Retention is the average participant attendance rate in the program; it is the after school equivalent to school-day attendance. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are excluded.	2009-2010	73%
	2010-2011	47%

* For OFCY funded programs only

** For CDE funded programs only

Stakeholder Surveys: Satisfaction and Safety*

	Satisfaction	Safety
Youth n=41	<i>I am happy to be in this after school program</i> 85%	<i>How safe do you feel in this after school program?</i> (% who responded safe or very safe) 83%
Parent n=0	<i>I am satisfied with the after school program</i>	<i>Selected I worry less about my student when she/he is in the after school program</i>
Teacher n=4	<i>Overall, I am satisfied with the after school program</i>	

*Data not reported for questions with less than 5 respondents

PROGRAM PROFILES - HIGH SCHOOLS

Point of Service Quality Ratings

Based on 1 site visit, this program's 2010-11 point-of-service quality rating is Performing/Thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Overall Domain Average	% 1	% 3	% 5
Safe Environment	4.82	0%	11%	89%
Supportive Environment	4.41	0%	33%	67%
Interaction	3.50	0%	75%	25%
Engagement	3.67	--	50%	50%
Academic Climate	4.06	10%	30%	60%

YPQA scores range from 1 to 5.

Point of Service Quality Rating Categories

Thriving/Performing - Program is meeting or exceeding program quality expectations. Defined as a site with 0-2 domains with 25% or more "1" ratings.

Emerging - Program is not yet providing high-quality service. Defined as a site that has three or more domains with 25% or more "1" ratings.

Observer Notes: Program Strengths & Areas for Improvement

Visit 1

Students have multiple opportunities to reflect on what they are learning, process information, and have a safe space to share freely about their day. The program also has an extensive and strong conflict resolution procedure that is youth and solution-centered. Youth have a strong voice and opportunity to engage in activities and make it their own program.

The program could benefit from more intentional academic development, with a focus on varied modalities of presenting information, and asking for youth input in deciding content and process of certain activities within the class. Also program could benefit from staff moving into a facilitative role, allowing youth to share responsibility in controlling the direction of certain activities.

Additional site-level data is available in the *Oakland Out-of-School Time Program Evaluation Finding Report 2010-11* and in program-level data summaries.

ATTACHMENT

B

OAKLAND FUND FOR CHILDREN AND YOUTH

2010-11 EVALUATION OF EARLY CHILDHOOD, OLDER
YOUTH, COMMUNITY BASED AFTER SCHOOL,
WELLNESS AND HEALTHY TRANSITIONS AND SUMMER
STRATEGY AREAS

FINAL REPORT



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ACKNOWLEDGEMENTS

See Change wishes to express appreciation to all of the organizations and individuals who contributed their time and thoughts to the 2010-2011 evaluation of the Oakland Fund for Children and Youth's youth program grantees.

Thank you to all programs for your time and commitment to this evaluation. We have appreciated your thoughtful feedback, opinions and depth of knowledge. Your cooperation has allowed us to prepare this report and collect extensive useful data. All of us at See Change have tremendous respect for your contribution to the lives of the children and youth of the City of Oakland.

Thank you to the Oakland Unified School District for providing us with data, resources and time.

We would like to thank Dyanna Christie at DHS, for all her assistance. Thank you also to Mark Min, Frances Francia and the staff of Cityspan for creating and operating the information system used by OFCY grantees, in addition to fervently supporting the quantitative aspect of this evaluation.

Thank you to Public Profit for their work on the school-based after school and wellness and healthy transitions, transitions programming of OFCY, and for their constant and generous collaboration.

See Change wishes to express sincere appreciation to our client and partner, the Oakland Fund for Children and Youth, and to the dedicated, involved and compassionate staff for all of their work, guidance and support.

Melanie Moore, Ph.D serves as the evaluation team leader for the See Change Team. Please address any questions or comments to Stacy Marpie, Ph.D : stacy@seechangeevaluation.com.



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**HOW TO READ THIS REPORT**

The OFCY Final Evaluation Report is organized into:

- (a) An Executive Summary including: an overview of the evaluation process, participation rates and findings across strategy areas,
- (b) A broad overview of OFCY participant demographics and strategy area performance,
- (c) 2010-2011 Detailed Evaluation Report focusing on results at the Strategy Area level,
- (d) Individual Program Reports (Appendix A), and
- (e) Four additional appendices containing detailed data tables and discussion of methods.

The main report is organized into overview and a strategy area sections. The overview reports on the OFCY grantees and participants as a whole, and includes analysis of a subset of the OFCY participants, for which school data from OUSD was obtained. In the strategy area section comprehensive data on each of the five strategy areas (Older Youth, Wellness and Healthy Transitions, Community Based Afterschool, Early Childhood, and Summer) are presented. Reports for each strategy include: highlighted findings, service and participation data, program quality assessment data, and outcomes survey results. A note on the summer report; this report was prepared and presented in the fall of 2010, and is included in its entirety here. At the end of the report there is a final section which presents the evaluator's insights and reflections.

Appendices include the following:

Appendix A – Individual Program Reports: 2-3 Pages Per Grantee

Appendix B – Program Attendance

Appendix C – Service and Participation Tables: Data by Grantee

Appendix D – Program Quality Assessment Tool and Methods

Appendix E – Survey Administration Methodology and Analysis

Appendix F—Explanation of Statistical Significance and $p < value$.

The report is intentionally organized so that readers can easily access information about the overall effect of OFCY funding on the City of Oakland's children and youth (provided as Strategy Area data and analysis in the main body of the report), as well as individual grantee performance (provided in Appendices A & C).



TABLE OF CONTENTS

Executive Summary.....	6
Introduction	17
Demographics: Who was served by OFCY in 2010-11	19
Service and Participation Goals	22
Evaluation of School Based Indicators: OFCY Participants in OUSD, with OUSD as a Whole	27
Strategy Area Reports	35
Older Youth.....	38
Wellness and Healthy Transitions.....	45
Community Based After School	50
Early Childhood	56
Summer.....	63
Concluding Thoughts.....	75
Appendix A: Individual Grantee Reports	77
Appendix B-E	300
Appendix B: Program Attendance.....	302
Appendix C: Service and Participation Tables.....	304
Appendix D: Program Quality Assessment Tool and Methods	310
Appendix E: Survey Administration Methodology and Analysis	315
Appendix F: Statistical Significance.....	322



OAKLAND FUND FOR CHILDREN AND YOUTH

2010-11 EVALUATION OF EARLY CHILDHOOD, OLDER YOUTH,
COMMUNITY BASED AFTER SCHOOL, WELLNESS AND HEALTHY
TRANSITIONS, AND SUMMER STRATEGY AREAS

EXECUTIVE SUMMARY





OVERVIEW

WHAT IS OFCY?

The Oakland Fund for Children and Youth was established in 1996, when Oakland voters passed the Kids First Initiative (Measure K) to support direct services for youth under 21 years of age. In a special election in 2009, Measure K reauthorized funding for the Oakland Fund for Children and Youth for an additional 12 years (2010-2022). Measure D (formerly known as Measure K) sets aside 3% of the City's unrestricted General Fund. Guided by a three-year strategic plan, OFCY grants approximately \$10 million annually to more than 66 nonprofit agencies that operate 123 programs in Oakland serving children and youth from 0 to 20 years old.

The 2010-13 Strategic Report identified four strategy areas, Early Childhood Development, Out of School Time, Wellness and Healthy Transitions, and Older Youth. Each of the strategy areas are subdivided into funding streams. The table below indicates these funding streams and the number of programs in supported in each stream. The shaded areas indicate programs included in Public Profit's report and not included in this report.

Strategy Area	Number of Programs
Early Childhood – Mental Health Consultation	5
Early Childhood – Family/Enrichment	9
Out of School Time – School-Based After School	55
Out of School Time – Community Based After School	10
Out of School Time – Summer Programming ¹	12
Wellness and Healthy Transitions – Transition Programming	15
Wellness and Healthy Transitions – Leadership and Conflict Resolution	9
Older Youth – Academic and Career/Job Success	10
Older Youth – Comprehensive Programming	7
Total Funded Programs by OFCY	123
See Change Evaluation	61

This document reports on See Change's evaluation of 61 grantees in five strategy areas: Early Childhood, Out of School Time (community based programming), Wellness and Healthy Transitions,

¹ Note in the 2010-13 Strategic Plan, and in OFCY's funding structure; summer programming is a sub category of Out of School Programming. For management and reporting logistics, in all other areas summer programs are treated as a separate strategy area.



Older Youth, and Summer (see prior footnote above). Public Profit reports on the evaluation of the other 62 grantees in the school-based after school strategy area. **All references to OFCY in this report refer to the 61 grantees in this evaluation, not OFCY in its entirety.**

The 61 programs evaluated in this 2010-2011 report fall into five distinct strategy areas:

- **Early Childhood:** The 14 Early Childhood programs engage families, build peer supports prepare children for kindergarten, strengthen attachments, and enhance child development. Programs encourage kindergarten readiness by exposing families and their children to activities that promote curiosity and a love of learning through music, art, literacy, numeracy and/or science activities and support children's' socio-emotional and language development. Programs encourage families to access resources that benefit their child's health and education and which provide opportunities for peer support and parent education.
- **Community-based After School Programming:** These 10 programs provide applied experiential learning, enrichment, family engagement, fitness, and peer-support activities within a youth development framework during after school, evening, and weekend hours.
- **Wellness and Healthy Transitions:** The 9 programs in this strategy area focus on youth 11 to 20 years of age and aim to provide programming around transition into and out of middle school (a high-risk time for youth to disengage with school). This strategy area also focuses on programs that promote physical and emotional health, safety, and the creation of a positive school and community environment
- **Older Youth:** The 16 programs in this area serve youth aged 15-20 years old. There are two types of programs serving this age bracket, (1) academic and career success-focused programs and (2) neighborhood-based comprehensive support and enrichment programs that focus on youth transition to adulthood.
- **Summer Programs:** These 12 programs represent a slice of OFCY funding that ranges across a broad range of development and enrichment opportunities. Program foci are diverse, spanning a range that includes performance circus arts, outdoor physical programs, and academic enrichment.



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Strategy Area	OFCY Funds Granted	OFCY Funds Spent	Youth Served	Total Hours of Service
Early Childhood	\$1,547,339	\$1,547,339	3,842	662,997
Community Based After School	\$678,931	\$558,664	4,258	370,709
Older Youth	\$1,540,241	\$1,428,330	3,898	270,784
Wellness and Healthy Transitions	\$870,217	\$860,675	1,202	126,558
Summer Funding	\$739,919	\$736,856	2,014	404,885
Totals	\$4,636,728	\$4,395,008	15,214	1,835,933

THE PURPOSE OF EVALUATING OFCY

OFCY's enabling legislation calls for annual evaluation of funded programs and services. This evaluation is useful to assess achievement of contracted performance measures, but most important, to determine whether or not the programs are making a difference in the lives of Oakland's children, youth, and families. Evaluation findings are presented to grantees, OFCY staff, the Oakland City Council, and the general public.

Because the programs comprised by this evaluation are so diverse, we have organized and reported most of the findings by strategy area rather than in the aggregate. The quantitative and qualitative data See Change collected for this evaluation includes:

- 1) Participation and Service Data See Change analyzed data on youth/child participation rates (program enrollment) and hours of service delivered from June 2010-July 2011.
- 2) Program Quality Site Visits See Change assessed the quality of the programs at structured site visits guided by a nationally tested, research-based observation tool called the Youth Program Quality Assessment (YPQA). We also interviewed program staff. High program quality is associated with positive outcomes for youth and children.
- 3) Surveys of Children and Youth See Change surveyed children and youth about their program experiences to gain insight into youth outcomes. We also surveyed parents and caregivers of small children in the Early Childhood programs.



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- 4) Data on school-related outcomes from the Oakland Unified School District For the first time, See Change is reporting on academic outcomes for a subset of OFCY participants that Cityspan matched with school district records this year.

KEY FINDINGS

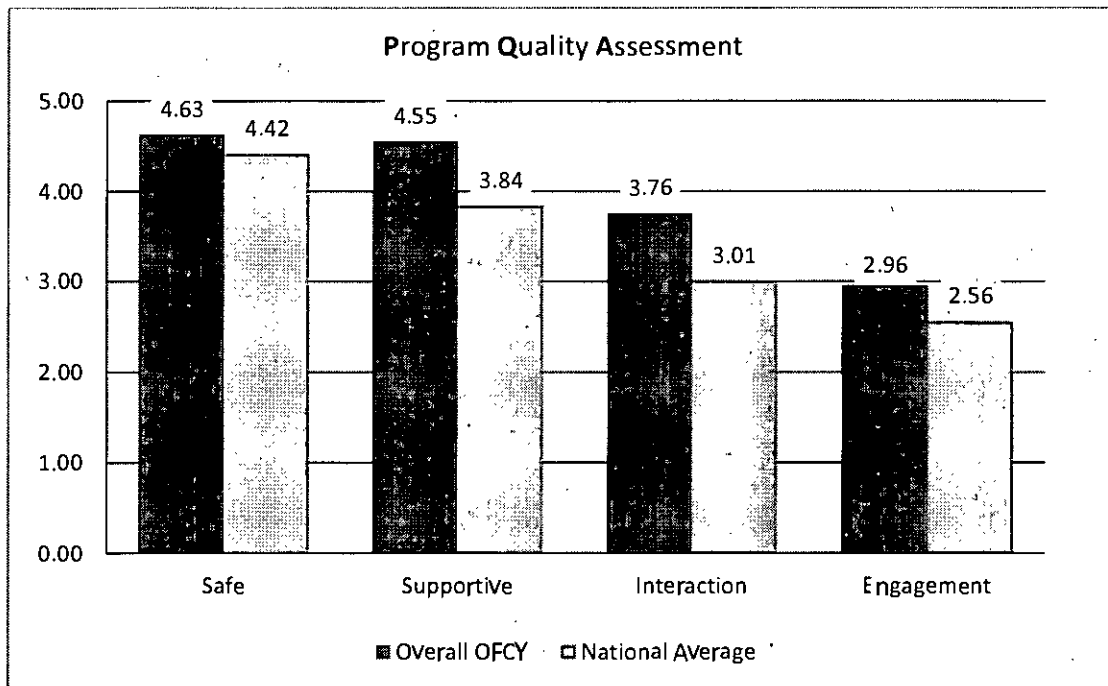
- Across the five strategy areas, OFCY programs enrolled 15,214 children and youth.
- Grantees exceeded their service and participation goals by providing 45% more service hours and serving 32% more participants than projected in their original grant agreements with OFCY.
- The majority of youth 0- 20 years of age, attended OFCY programs for at least 24 days.

PROGRAM QUALITY

Research indicates that the quality of youth development programs is strongly related to their effectiveness in achieving positive outcomes for children.²

All 61 OFCY programs rated highly on the quality assessment; in every strategy area for which there is national comparison data, OFCY scored higher than the national average.

² Vandell, D. L., Shumow, L., & Posner, J. (2005) After-school programs for low-income children: Difference in program quality. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after school and community programs* (pp. 437-466). Mahwah, NJ: Erlbaum.



Overall, OFCY programs are strongest relationship-building (caring adults and supportive staff), conflict resolution and program preparation (e.g., having appropriate and organized materials ready for participants). Success in fostering strong relationships helps programs increase participation and retention rates and is associated with positive youth outcomes.

OFCY programs scored less well in creating opportunities for youth input, peer mentoring, and youth-led planning. Few opportunities for youth to make meaningful choices and have a voice in programs were observed, though some programs reported that they have integrated youth voice and choice into program design.

SURVEY DATA

In addition to assessing program quality through site visits, See Change surveyed school-age children and older youth about their perspective on program experiences.

1. **Safety:** 82% of youth surveyed reported that they felt safe in the programs, and that they did not experience bullying or harassment from peers.
2. **Self Efficacy:** 81% of youth reported that programs positively impacted their confidence in their skills and abilities, as well as their commitment to working hard and expecting good things of themselves.



3. **Positive Connections:** 78 % of youth reported feeling more connected to peers, their community and adults through involvement with their programs.
4. **Academic Success/School Attachment:** Three out of four youth (75%) reported high outcomes on school and academic measures, including increased school attendance.
5. **Cultural Awareness:** 70% of youth stated that involvement in the program increased their knowledge of other cultures and gender identities.
6. **Respect/ Violence Prevention:** 68% of youth reported they were less likely to get in physical altercations, and more likely to resolve conflicts without violence.



SCHOOL DATA

Increased support for academic success is one of the main focal points of the 2010-2013 Strategic Plan. Some of the desired outcomes include reduced truancy and suspension rates, and increased scores on the California High School Exit Exam (CAHSEE). For the first time, this year we were able to match a significant number of the OFCY participants with their Oakland Unified School District records, enabling us to analyze their school performance relative to OUSD as a whole.

This school data helps us understand how participating in OFCY programs might impact academic success. Our primary findings include the following:

- OFCY students attend school more frequently than average OUSD students and have significantly lower rates of truancy.
 - African American OFCY participants were statistically less likely to be truant ($p < .00005$)
 - African American males were also less likely to be truant ($p < .001$)
- Higher rates of youth in OFCY programs pass the CAHSEE.

We will continue to work with Cityspan and the grantees to improve data collection practices, and anticipate a higher match with OUSD next year.



OUTCOMES BY STRATEGY AREA

The strategy area reports have two foci: (1) to describe program performance, and (2) to investigate outcomes for the program participants.

OLDER YOUTH

More Participants in the academic and career support programs had significantly higher rates of passing CAHSEE than OUSD as a whole on the English Language Arts portion (ELA ($p < .03$)).

- ✓ 100% of Older Youth programs received the highest ranking (Thriving) on the Weikart youth program quality assessment tool.
- ✓ More than 70% of youth reported high outcomes in the areas of academics and self efficacy.
- ✓ Older youth programs positively impacted connection to community, adults and peers for over 70% of youth participants.

WELLNESS AND HEALTHY TRANSITIONS

Evaluators observed a high level of youth engagement, and learned that programs do an excellent job of including youth in the design and leadership of program offerings.

- ✓ Evaluators noted youth were highly engaged in activities.
- ✓ Program staff included youth in program design in meaningful ways.
- ✓ 100% of wellness and healthy transitions programs were rated thriving on the Weikart youth program quality assessment tool.
- ✓ More than 80% of youth reported programs positively impacted their sense of belonging to community, and connection to peers and adults.
- ✓ More than 70% of youth experienced high outcomes in academics and self efficacy domains.
- ✓ More boys reported higher outcomes in the area of health, and more girls reported high outcomes in the area of connection to peers, adults and communities.



COMMUNITY BASED AFTER SCHOOL

Community based after school programs do an excellent job of encouraging collaboration among participants.

- ✓ Evaluators observed that youth were highly engaged in activities at most programs.
- ✓ 100% of community based afterschool programs were rated thriving on the Weikart youth program quality assessment tool
- ✓ More than 80% of youth reported programs positively impacted their sense of belonging to a community, and their connection to peers and adults.
- ✓ More than 70% of youth experienced high outcomes in academic and self efficacy domains.
- ✓ More boys reported higher outcomes in the area of health, and more girls reported high outcomes in the area of connection to peers, adults and communities.

EARLY CHILDHOOD

The majority of parents reported that the early childhood programs helped them connect with resources in the community and other parents, reducing their sense of isolation.

- ✓ The majority of programs met or exceeded OFCY grant requirements on service and participation.
- ✓ 68% of parents reported reduced isolation.
- ✓ Evaluators noted that program staff was organized and knowledgeable about resources in the community.
- ✓ Both parents and educators observed high outcomes in children's cognitive skill development.

SUMMER

The majority of participants reported that programs contributed positively to goal setting and confidence as well as academic skills and sustained learning.

- ✓ All programs met or exceeded program quality expectations.
- ✓ Summer programs exceeded their service goals by 90% and their participation goals by 28%
- ✓ 90% of participants reported attending 4 or more times per week.

**SUMMARY**

Viewed collectively, the 61 grantees evaluated by See Change offer a vast range of services to a very large and diverse population of children and youth in the city of Oakland. See Change's analysis of service and participation data revealed that, both as a whole and at the strategy level, grantees met and exceeded their attendance and service-hour goals.

Grantees also showed consistent levels of program quality. By using the national Weikart Youth Program Quality Assessment tool, we can see that in the aggregate OFCY programs score more highly on every element of program quality than the national average.

In addition, See Change noted improvement in an area that we had identified in last year's evaluation (2009-10) as meriting further attention: increased opportunities for peer-to-peer interaction and for youth leadership. This year, we found that all of wellness and healthy transitions programs, as well as many of the older youth and community based after school programs did a better job of allowing youth to guide program design and implementation.

See Change looks forward continuing to work with OFCY and all of our partners over the next year to distill insights into OFCY's investment in positive youth development in Oakland.



SEE CHANGE

OAKLAND FUND FOR CHILDREN AND YOUTH

2010-11 EVALUATION OF EARLY CHILDHOOD, OLDER YOUTH,
COMMUNITY BASED AFTER SCHOOL, WELLNESS AND HEALTHY
TRANSITIONS, AND SUMMER STRATEGY AREAS

MAIN REPORT



SEE CHANGE





INTRODUCTION

WHAT IS THE OAKLAND FUND FOR CHILDREN AND YOUTH (OFCY)?

The passage of the Kids First! Initiative (Measure K) in 1996 led to the establishment of the Oakland Fund for Children and Youth (OFCY) to support direct services to youth under 21 years of age. OFCY works collaboratively with community organizations, public agencies, schools and other funders to provide opportunities and resources to Oakland's youth and children. The aim is to support children and youth in becoming healthy, productive, ethical, and successful members of the community. In a special election in 2009, Measure D re-established Oakland Children's Fund for an additional twelve years (2010-2021). The Measure sets aside 3% of the City's unrestricted General Fund for OFCY, and requires a three-year strategic plan to guide the allocation of funds. Annually, OFCY grants approximately \$10 million to more than 120 nonprofit organizations in Oakland that serve children and youth ages 0 to 24 and their families.

WHAT IS THE PURPOSE OF EVALUATING OFCY?

OFCY's enabling legislation calls for annual evaluation of its funded programs and services. Evaluation of OFCY programs is useful to assess achievement of contracted performance measures, but most importantly to determine whether or not the programs are making a difference in the lives of Oakland's children, youth and families. Evaluation findings are presented to grantees, OFCY staff, Oakland City Council and the general public.

GENERAL OVERVIEW OF EVALUATION

Two professional evaluation firms currently are engaged to conduct annual assessments of OFCY-funded programs. See Change Evaluation is tasked with evaluating 61 programs in five strategy areas: older youth, wellness and healthy transitions, community based after school, early childhood and summer. Public Profit is tasked with evaluating 62 programs in the strategy area of school-based after school programs. This report provides an overview of findings from See Change's evaluation in 2010-2011. Herein, when referring to OFCY grantees, programs, and evaluation, we will be referring to the 61 programs See Change evaluated.

See Change Evaluation begins its analysis with the assumption that children and youth need supportive institutions in their lives to provide them physical and emotional safety, connections with caring adults and positive peers, opportunities to learn and master new skills, and also to explore their own empowerment and leadership.

The evaluation began in June 2010. The outcomes identified by OFCY's strategic plan were linked to specific survey items, and partially customized surveys were administered to youth in programs in the winter and spring of 2011. In addition to the outcome surveys, each program received a site visit during which an evaluator administered an observational program quality assessment (PQA). Finally, data on student academic outcomes was collected by Cityspan.



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The evaluation examined the measurement of *how much* of an intervention a young person received (dosage), at what level of *quality* the program was delivering services, and whether or not youth were experiencing desired outcomes.

As stated above, the report that follows was organized into *overview* and *strategy area* sections. The overview reports on the OFCY grantees and participants as a whole, and includes analysis of a subset of the OFCY participants, for which school data from OUSD was obtained. In the strategy area section, comprehensive data on each of the five strategy areas (older youth, wellness and healthy transitions, community based after school, early childhood, and summer) are presented. Reports for each strategy include: highlighted findings, service and participation data, program quality assessment data, and outcomes survey results. A note on the summer report; this report was prepared and presented in the fall of 2010, and is included in its entirety here. A final section at the end presented the evaluator's insights and reflections.



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DEMOGRAPHICS: WHO WAS SERVED BY OFCY IN 2010-11

OFCY's initiatives are age-based. The strategic plan sets out four age brackets: 0-5 years, 5-14 years, 11-20 years and 15-20 years. These age brackets were chosen to complement some of the specific needs pinpointed through the strategic-planning process. In addition, the funds supporting OFCY are meant to have a broad reach, and it is important that grantees support a diverse and representative group of children and youth. In this section of the report, we present the age, ethnic, and gender characteristics of OFCY's participant population.

Highlights

- **15,214** children and youth served
- 65% of youth were of school age (between 6 and 20 years)
- Participant demographics reflected the population targeted in the Strategic Report

AGE

The City of Oakland's Measures D and K stipulates that funds be used to support youth 0 to 20 years of age. In 2010-11, programs in OFCY's older youth, wellness and healthy transitions, community based after school, early childhood, and summer strategy areas served more than 15,000 children, youth, and young parents (table 1).

Strategy Area	Youth 0-5	6-10	11-14	15-20	21 and Older
Early Childhood	3,493	0	0	7	8
Community Based After School	227	1,119	741	668	21
Older Youth	0	24	488	2,850	543
Wellness and Healthy Transitions	10	26	425	714	74
Summer	59	710	663	98	55
TOTAL of 13,123**	3,789	1,879	2,317	4,337	801

Table 1

**Total includes youth's age as of December 2, 2010, and only those for whom we have a recorded date of birth. 2,091 youth birthdates and 2,629 parent/adult birthdates were not entered or mis-entered.



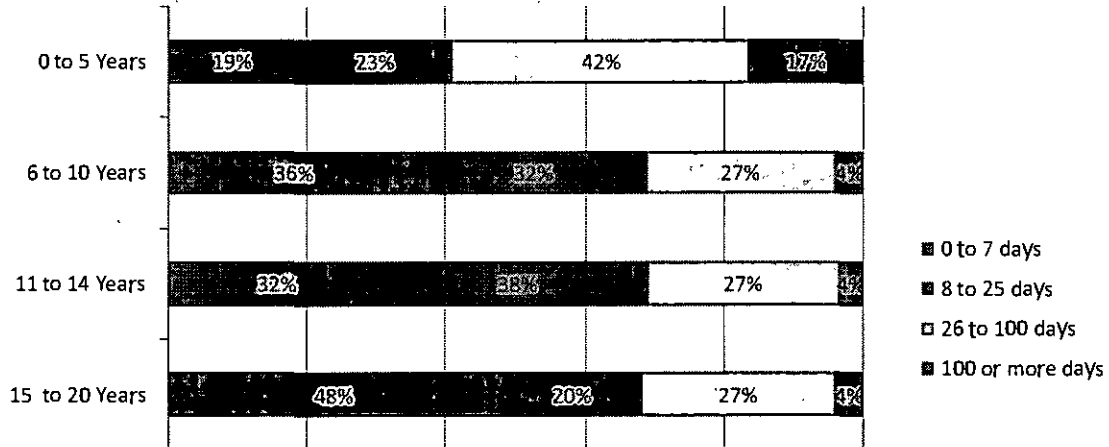
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ATTACHMENT B

OFCY Final Report 2010-11

As stated above, this report focuses on just over half of the OFCY funded programs. In 2010-11 28% of program participants were from 15-20 years of age, 24% were between 0-5 years of age and 27% were 6-14 years of age. We note that the small percentage of participants who were 21 or older predominantly attended programs less than seven times. Thus the overwhelming majority of grantees services were utilized by youth aged 0-20.

OFCY Days Attended, by Age

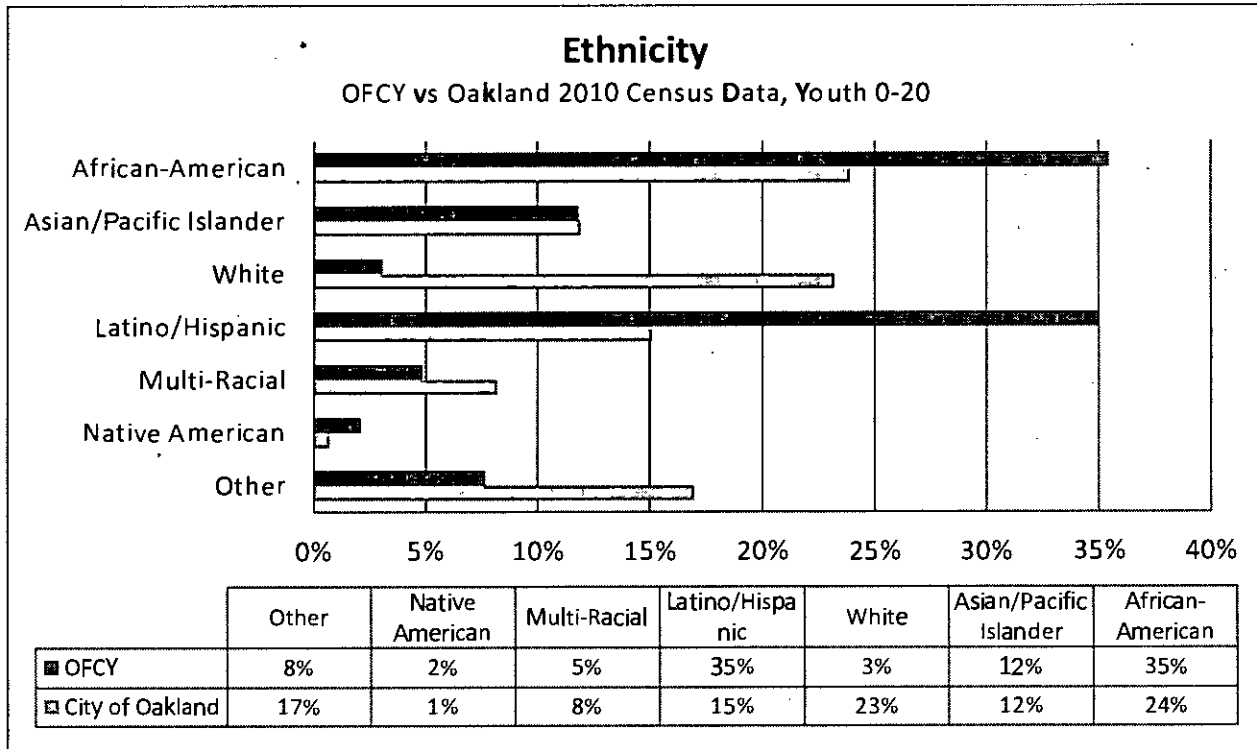




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ETHNICITY

In 2010-11, OFCY grantees served an ethnically diverse population of children and youth. Of the children and youth served by OFCY grantees, 35% were African American, 35% were Latino/Hispanic, 12% were Asian and Pacific Islander, 2% were Native American/Alaskan, and 3% were White. Eight percent reported being "other," and 5% described themselves as multi-racial (Figure 1). When compared with the ethnic make-up of the City of Oakland (Youth 0-20)¹, OFCY served a similar amount of Native Americans and higher percentages of African Americans and Latino/Hispanics than is present in the city according to 2010 census data. Grantees served a comparable percentage of Asian/Pacific Islanders, and notably fewer Caucasian children and youth.



¹ Data drawn from the following 2010 census tables, available online at:
<http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t#none>

- P12A: Sex by Age (White Alone)
- P12B: Sex by Age (Black or African American)
- P12C: Sex by Age (American Indian and Alaska Native)
- P12D: Sex by Age (Asian)
- P12E: Sex by Age (Native Hawaiian and Other Pacific Islander)
- P12F: Sex by Age (Some Other Race)
- P12G: Sex by Age (Two or More Races)
- P12H: Sex by Age (Hispanic/Latino)



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SERVICE & PARTICIPATION GOALS

Across *all strategy areas*, programs provided **568,115** more service hours and served **32%** more participants than projected in their *original grant agreements* with OFCY.

All grantees supported by OFCY set goals for the number of young people their program is designed to serve each year, as one measure of the programs' reach in the community. In addition, they set goals on the number of hours of service provided across participants. This section presents a broad overview of how the grantees' enrollment (participation) data and program hour (service) data match up with their projected goals. Detailed analysis of attendance and participation was done by strategy area, and can be found in the strategy area report section.

There are five types of data captured through this process.

- **Service Hours** – the cumulative hours provided to all participants in the program. This is calculated by participant and then tabulated across participants. So a one-hour program that met two times in a week and served 20 youth would have 40 service hours per week.
- **Service Goals** – a percentage describing how close programs are to their service goals for the program year. Any programs delivering less than 80% of the service hours are considered as having been short of their goals.
- **Participation Numbers** – number of youth and children that attended the program.
- **Participation Goals** – a percentage describing how close programs are to meeting the participation goals set in their contracts and original scopes of work.
- **Dosage** – the number of days youth attended grantee's programs.

Service goal achievements for individual programs are included in the Individual Program Evaluation Reports in Appendix A (Individual Reports), and in table-form in Appendix B (Service and Participation Tables).



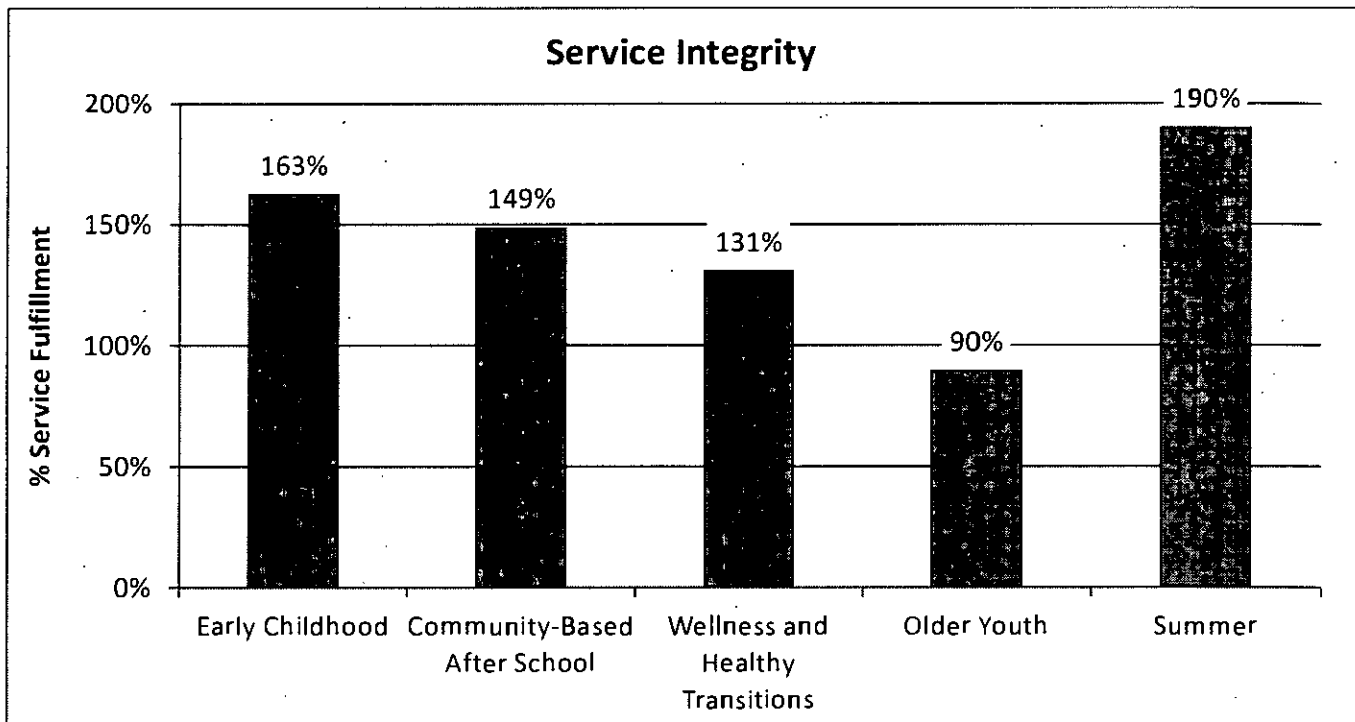
SEE CHANGE

ATTACHMENT B

OFCY Final Report 2010-11

HOURS OF PROGRAMMING (SERVICE INTEGRITY) BY STRATEGY AREA

All strategy areas succeeded in meeting or exceeding their goals for the 2010-2011 year. Notably, summer programs exceeded their service hour goals by 90%. This indicates a high demand for summer programming.



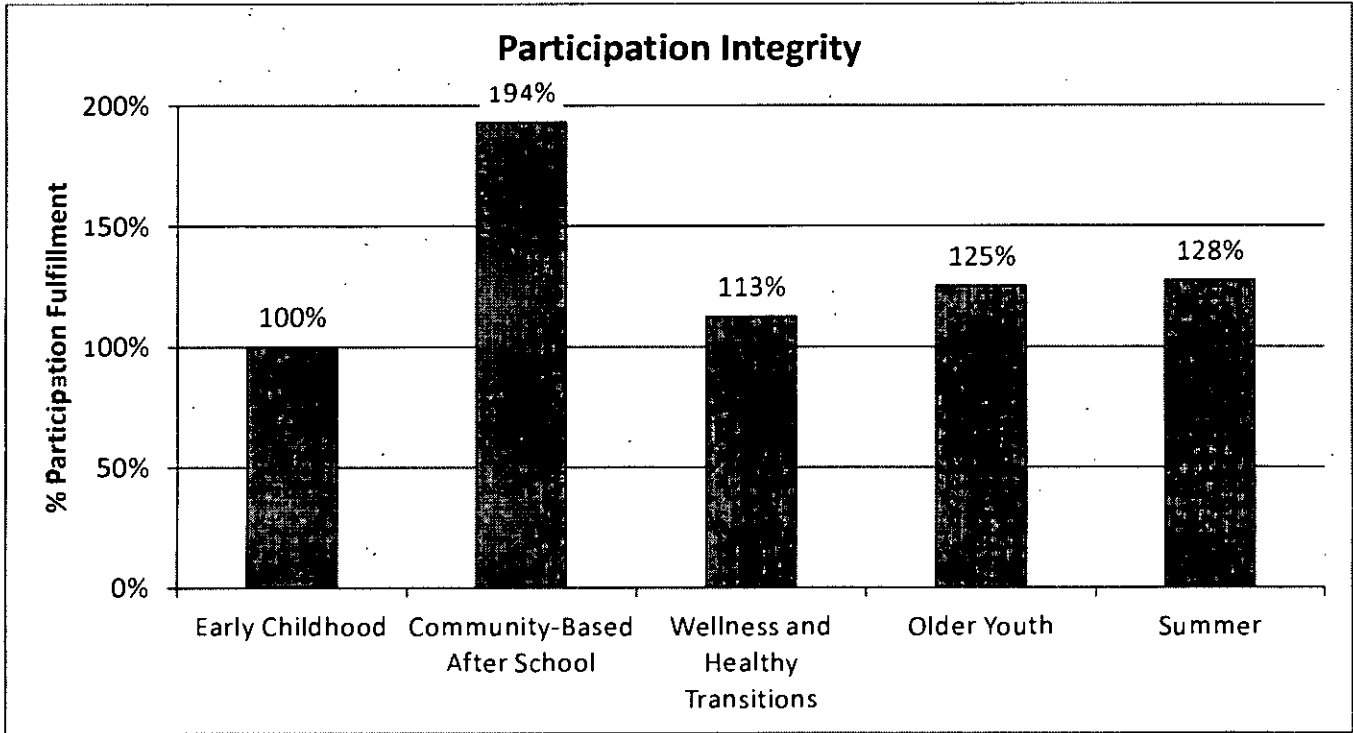
SERVICE	Projected Number of Service Hours	Actual Number of Service Hours	Overall % Integrity	Programs below 80% integrity	Programs between 80 and 100% integrity	Programs above 100% integrity
Early Childhood	407,469	662,997	163%	0	4	10
Community-Based After School	248,994	370,709	149%	2	4	4
Wellness and Healthy Transitions	96,684	126,558	131%	0	2	7
Older Youth	301,950	270,784	90%	6	5	5
Summer	212,719	404,885	190%	0	6	6
Total	1,267,816	1,835,933	145%	8	21	32



SEE CHANGE

PROGRAM ENROLLMENT (PARTICIPATION INTEGRITY) BY STRATEGY AREA

All strategy areas met or exceeded their projected participation goals. In particular community based after-school programs surpassed their grant commitments by 94%. Full enrollment of programs is a possible indication of demand for a program, and also a potential reflection of the effort put forth by program staff to recruit participants.



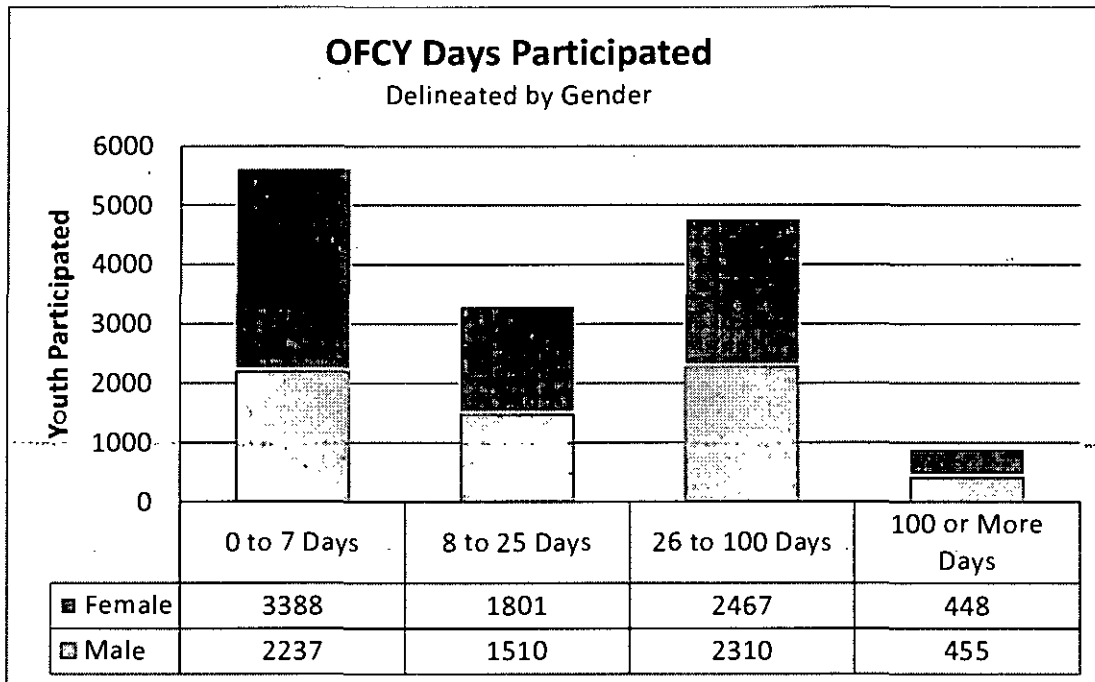
Strategy Area	Projected Number of Youth Participants	Actual Number of Youth Participants	Overall % Integrity	Programs below 80% Integrity	Programs between 80 and 100% integrity	Programs above 100% Integrity
Early Childhood	3,823	3,842	100%	4	3	7
Community-Based After School	2,200	4,258	194%	1	1	8
Wellness and Healthy Transitions	1,065	1,202	113%	1	2	6
Older Youth	3,107	3,898	125%	4	3	9
Summer	1,578	2,014	128%	1	3	8
Total	11773	15214	132%	11	12	38



DOSAGE

Dosage is the term used to describe how much of OFCY program time a participant received. The programs evaluated in this report differ greatly in their structure, thus some programs, such as internships or counseling-based programs – have very high dosages (or service hours per youth). Others, such as drop-in programs or recreation centers, tend to serve more youth overall, but each for less time. In order to present a cohesive picture of strategy areas as a whole dosage is presented in days attended. The charts below break down days attended by gender and strategy area. While reading these charts, please keep in mind the varied nature of programs evaluated in this report.

In examining the distribution of the dosage data for 2010-11, four distinct attendance groupings² emerged, 0-7 days, 8-25 days, 26-100 days and over 100 days. Breaking these attendance groupings down by gender (Figure 3), 61% of youth attended at least 8 days of OFCY programming. In the less than 7 days attendance bracket, girls are over represented at 60%³.



The attendance percentages by strategy area presented in figure 5 are congruent with what would be expected for that strategy area given the types of programs in the area.

² See chart in appendix B for distribution of attendance that lead to these groupings.

³ The numbers in this table are representative of youth who specified gender. 516 youth did not specify gender.



SEE CHANGE

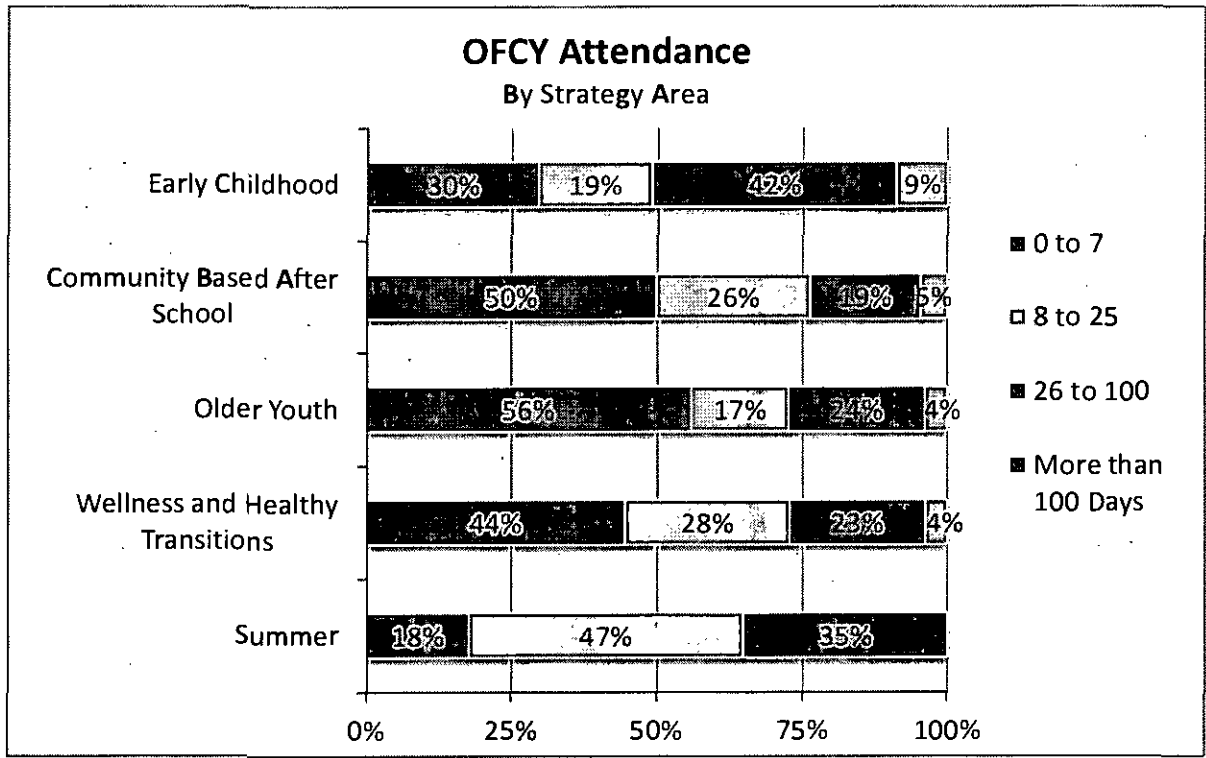


Figure 5



SCHOOL DATA: EVALUATION OF SCHOOL BASED INDICATORS

The OFCY 2010-13 Strategic Plan contains broad goals aimed at supporting the whole child. Some of these goals are connected to academic success. Although most of the grantees covered in this report are not directly connected to schools, many engage with learning activities that support school aims. To understand how these programs may have contributed to youth's school performance we have investigated how school-age youth who participated in grantee programs perform relative to their peers in OUSD on selective measures.

The programs in the five strategy areas evaluated in this report serve a range of participants, many of whom are not school age (younger than 5 years old), and others, who although school age, may not attend OUSD schools. For 2010-2011 we estimate that **8,530 participants are school age**. Out of that population, Cityspan was able to match 4,399 OFCY participants to their OUSD records. This percentage is significant enough to be considered representative of the OFCY school age population as a whole.

Some of the desired outcomes from the OFCY 2010-13 Strategic Plan that related to school and education included: reduced truancy and suspension rates, increased academic success, and increased scores on the California High School Exit Exam (CAHSEE). In addition, connection to the OUSD records also provided us with data on socio-economic and language-learner status. This information was also included below.

Highlights: as compared to OUSD, OFCY...

- ... served a higher percentage of African Americans than OUSD ($p < .001$)
- ... participants in academic programs had higher CAHSEE passing rates
- ... served fewer English Language Learners
- ... participants were more likely to be low income youth
- ... students attended school more frequently
- ... participants were less likely to be truant



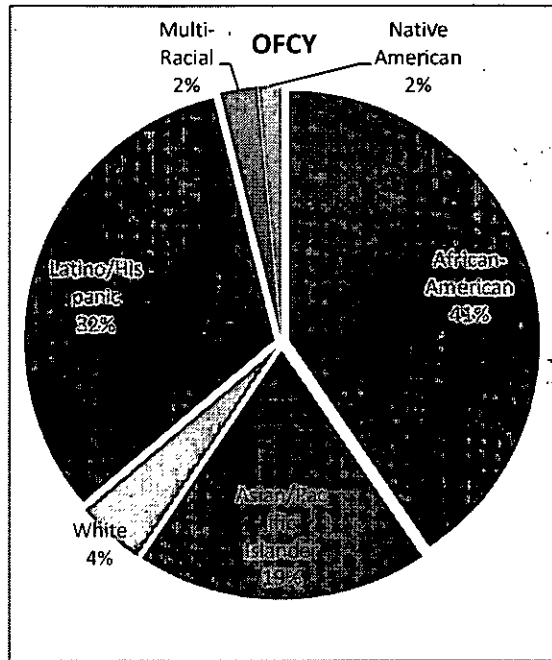
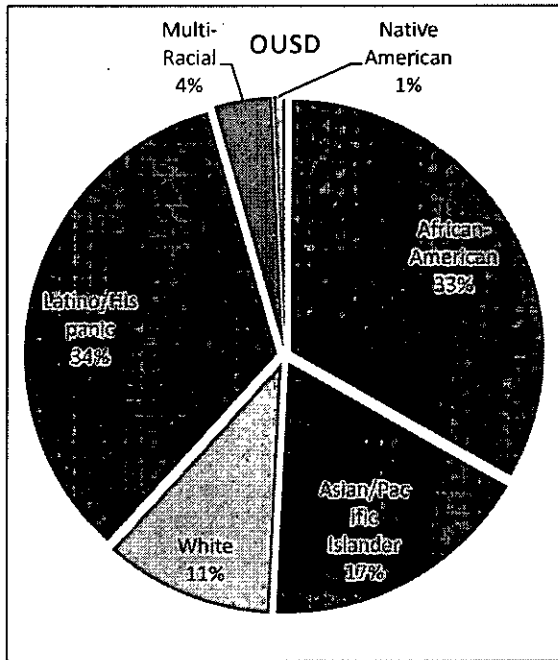
SEE CHANGE

ETHNICITY AND GENDER

There was a statistically significant difference between the number of African Americans in OFCY and the number of African Americans in OUSD ($p < .001$); this meant OFCY served a significantly higher proportion of African American youth than were enrolled in OUSD in 2010-11. OFCY served approximately the same percentage of Latino/Hispanic and Asian-Pacific Islander youth, and a smaller percentage of Caucasian youth than did OUSD. The gender composition of the OFCY matched data set and OUSD's differ, but not significantly.

Gender	OUSD	OFCY
Male	51%	46%
Female	49%	54%
Total	100%	100%

Ethnicity	OUSD	OFCY
African-American	33%	41%
Asian/Pacific Islander	17%	19%
White	11%	4%
Latino/Hispanic	34%	32%
Multi-Racial	4%	2%
Native American	1%	2%
Total	100%	100%



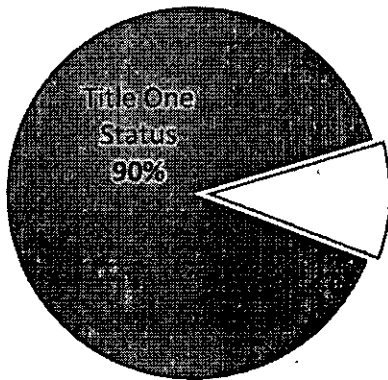


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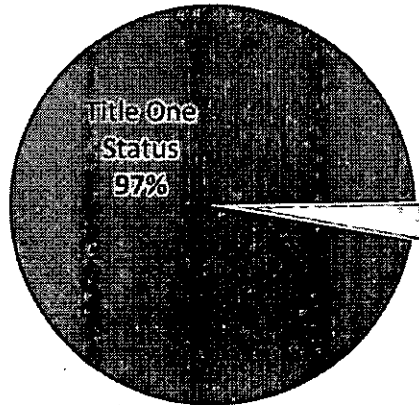
TITLE 1 STATUS

Title 1 refers to legislation that makes money available to schools that have a significant low-income population ($\geq 40\%$). Title 1 status is a marker used to indicate economic status of the participants. The data analyzed show that OFCY served a significantly larger proportion ($p < .001$) of Title 1 school-aged youth in OFCY programs than were present in OUSD in 2010-11. OFCY is reaching young people from low income families.

**Title One Status
OUSD**



**Title One Status
OFCY**



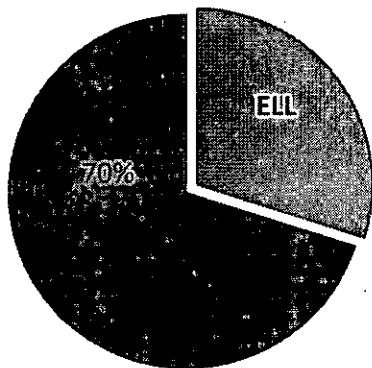


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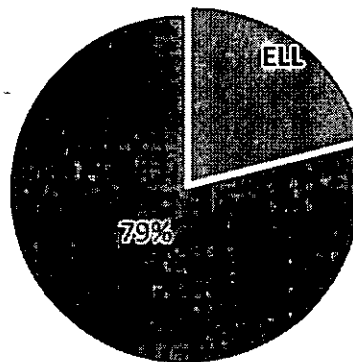
ENGLISH LANGUAGE LEARNERS

OUSD defines an English Language Learner (ELL) as "A student who comes from a home in which a language other than English is spoken and who has been assessed as non- or limited-English proficient." The analysis found that OFCY grantees served a lower percentage of ELL classified students than were present in the OUSD student population in 2010-11.

ELL Status
OUSD



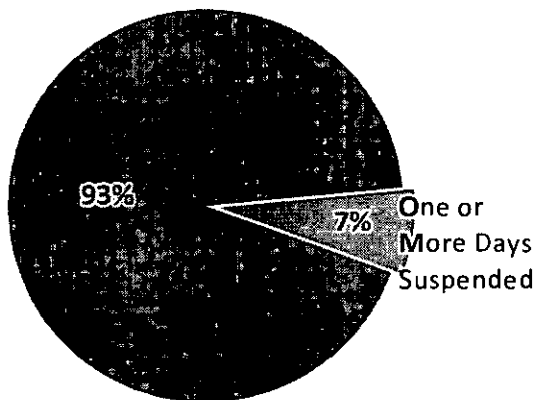
ELL Status
OFCY



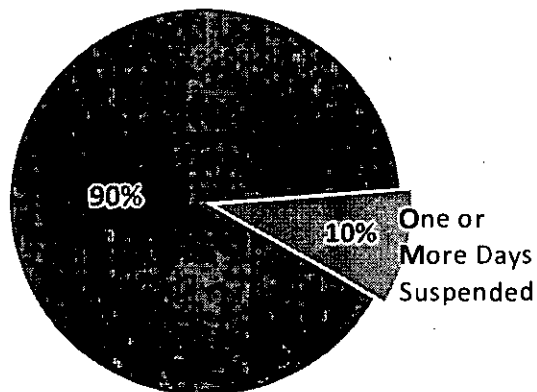
SUSPENSION DATA

There was a significant difference in suspended days between OFCY participants and OUSD as a whole. OFCY participants were more likely to be suspended one or more days than their OUSD peers ($p < .001$). While not a desirable outcome, this indicates that OFCY programs served youth in need of support.

Days Suspended
OUSD



Days Suspended
OFCY

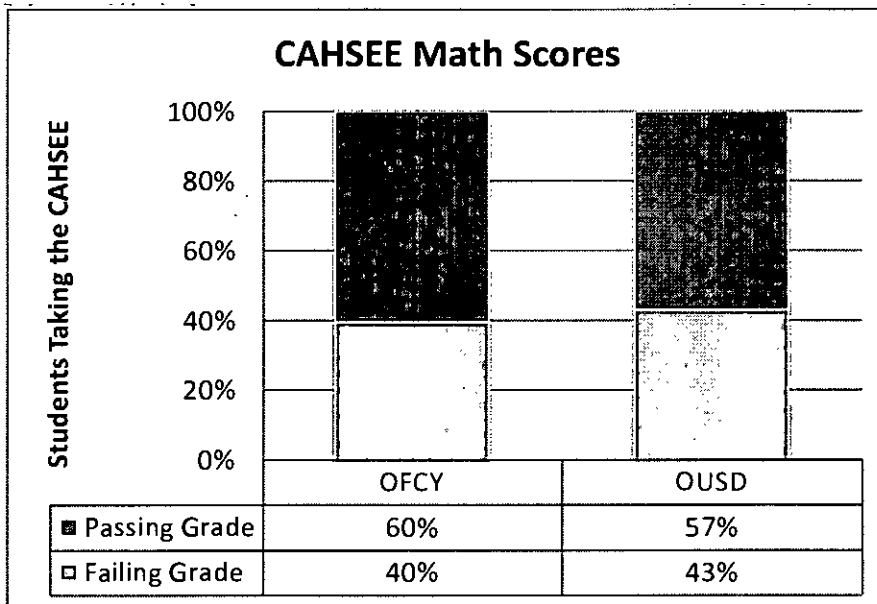
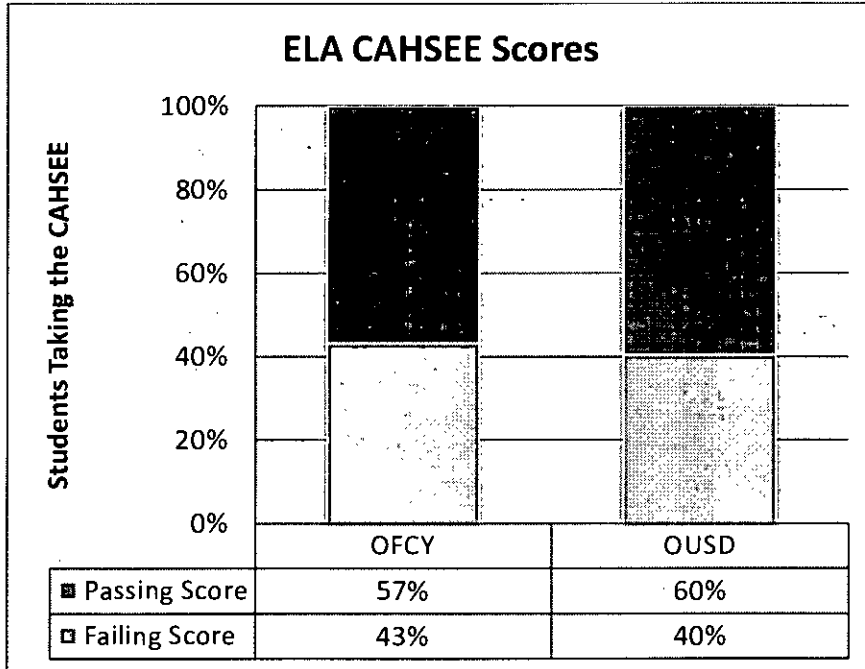




SEE CHANGE

CAHSEE SCORES FOR OFCY

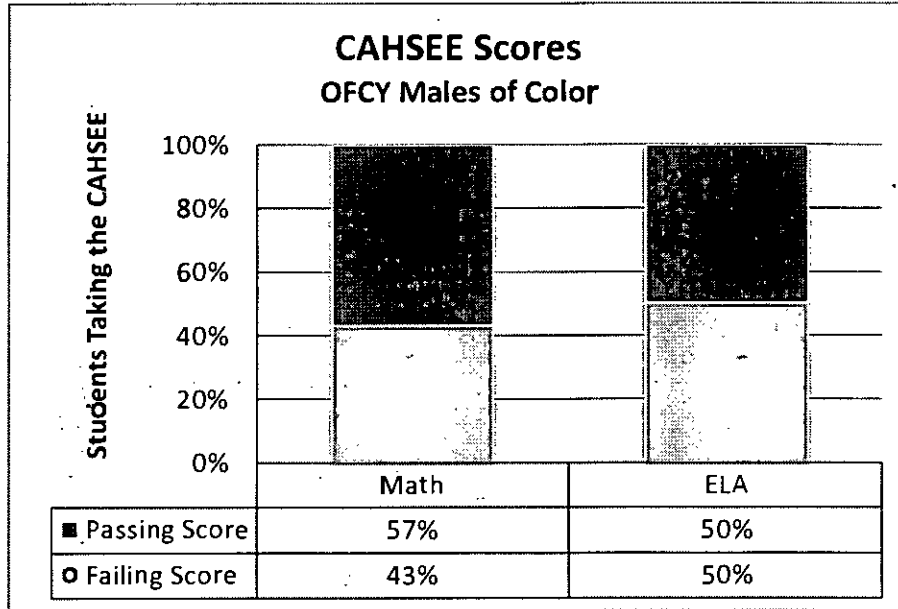
As a whole, OFCY passing rates on CAHSEE English Language Arts (ELA) and Math were similar to OUSD. When broken out by strategy area, we see that youth in the community based after school and older youth programs have a higher CAHSEE passing rate compared to OUSD's, which are 60% for ELA and 57% for Math. These tests – along with comparing community based after school and older youth and its sub-categories to OFCY and OUSD – are discussed more in-depth in the allotted strategy area section of the report.





SEE CHANGE

When examining CAHSEE scores for males of color, the passing rates for OFCY and OUSD no statistically significant difference was found. However, there were a higher percentage of males of color that passed the math (57%) than the ELA (50%).



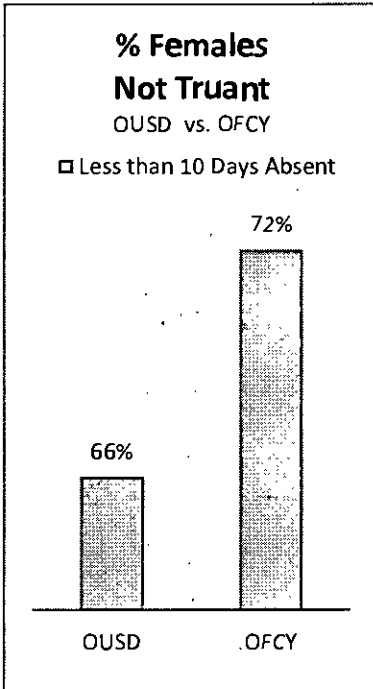
TRUANCY

From the OFCY 2010-13 Strategic Plan: "High truancy was defined as having 10 or more absences in the current school year (2008-09)," and furthermore, "Many studies correlate high truancy with high dropout rates and low school performance." In investigating truancy, it was found that OFCY participants were less likely to miss 10 or more days of school. Seventy-four percent of OFCY students missed less than 10 days of school in 2009-1010, whereas 69% of OUSD student missed less than 10 days of school. Further investigation revealed that while both male and female OFCY participants were less truant than the OUSD population at large, for females this difference was statistically significant ($p < .002$).

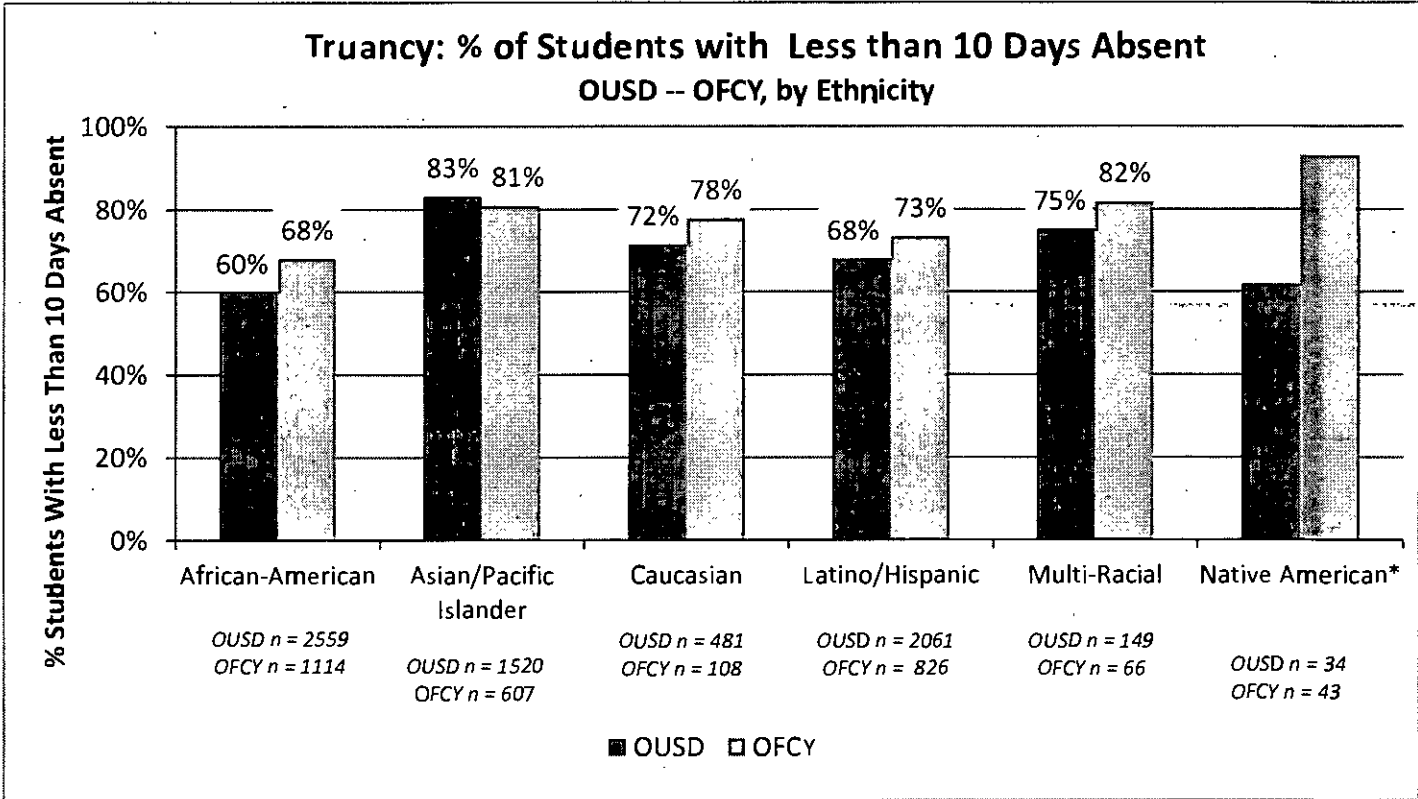
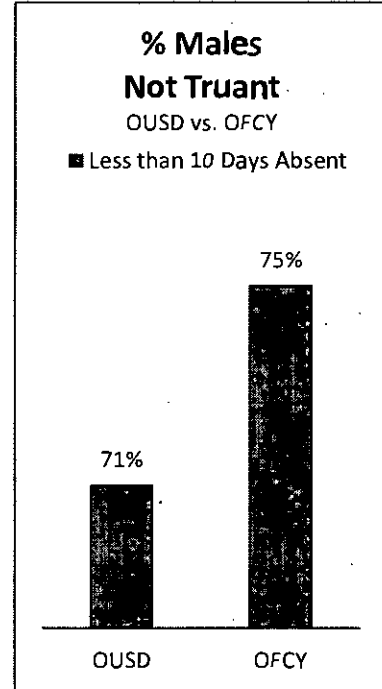
Looking at truancy as compared to ethnicity further refined our understanding of school attendance among OFCY participants (figure 14). Interestingly, Asian/Pacific Islander OFCY participants stood out as the only group that had a slightly higher likelihood (2% difference) of being truant. This was not, however, statistically significant. Two statistically significant results of examining truancy by ethnicity did come to light: (1) African American OFCY participants were far less truant ($p < .00005$) and (2) African American males as a subgroup were also less likely to be truant ($p < .001$). These findings support the notion that OFCY grantees played part of a role in helping youth develop positive attachments to school.



SEE CHANGE



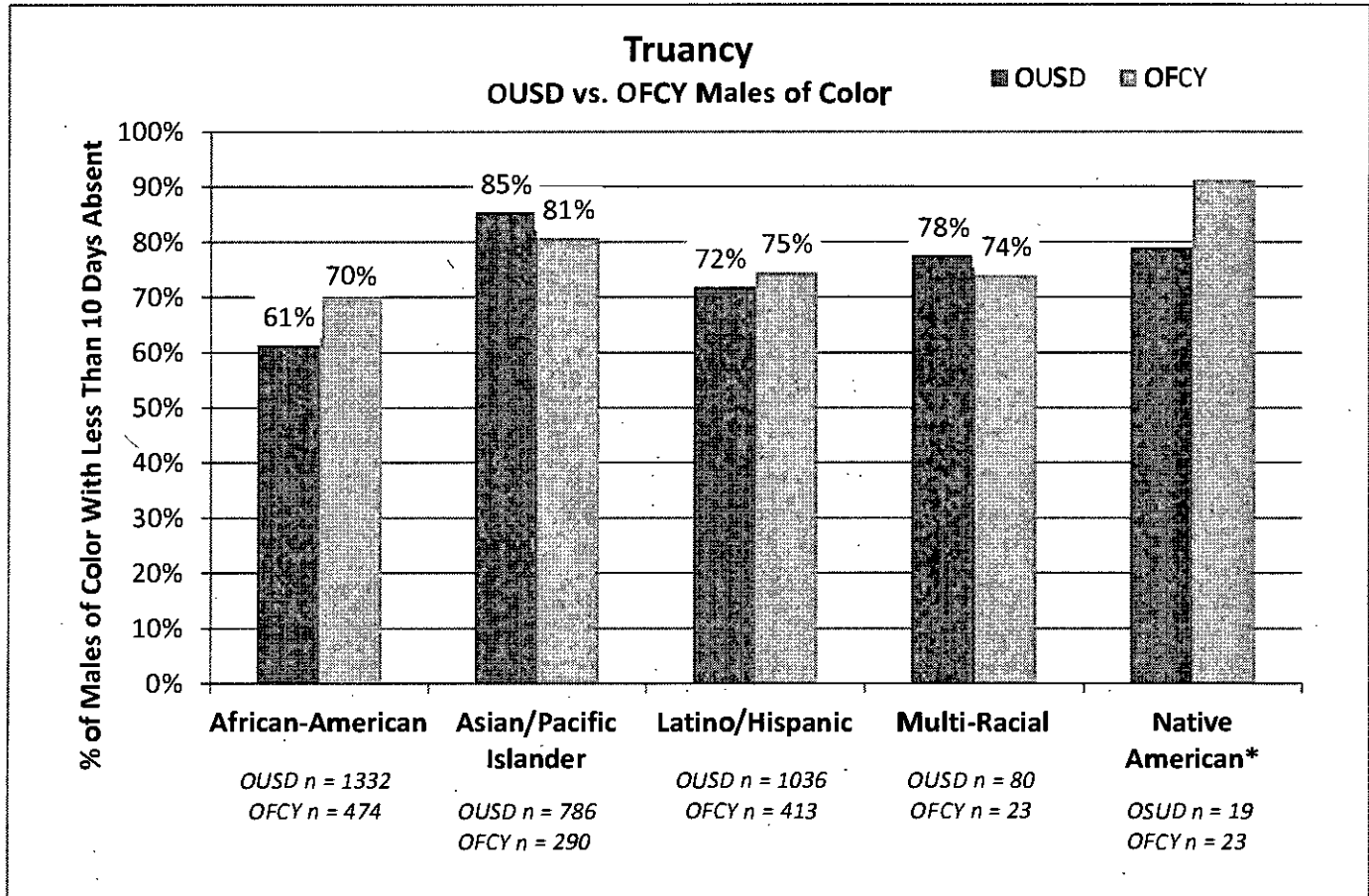
Truancy is defined as more than 10 days absent



*Percentages excluded due to the small sample size.



SEE CHANGE



*Percentages excluded due to the small sample size.

STRATEGY AREA REPORTS

The remainder of the report is focused on the strategy areas, and presents data and findings on each area's programs. These findings were linked to the outcomes outlined in OFCY's 2010-13 Strategic Plan for that strategy area whenever possible. Each strategy area report follows the outline below:

1. Summary of aims and outcomes from the OFCY 2010-2013 Strategic Plan
2. Highlights or findings
3. Ethnicity and Gender demographics
4. Participation and Service data
5. Program Quality Data
6. Outcomes Survey Data
7. CAHSEE Data (where appropriate)

The strategy area reports have two foci: (1) to describe program performance and (2) to investigate outcomes for the program participants. On many school based measures, participants in OFCY programs perform better than their peers in OUSD as a whole. Participants also self-report (via the survey) desirable outcomes. As such, in many of the instances reported below, there is a high correlative relationship between participation in OFCY programs and positive youth outcomes. In addition, there is much evidence to support the conclusion that the programs are a significant part of the youth's lives, and are therefore a significant part of the tapestry of resources supporting positive youth outcomes. However, making the claim of a causal relationship between youth outcomes and participation in OFCY funded programs is beyond the scope of this work.

METHODS

This section describes the three types of data leveraged by See Change to evaluate the 61 OFCY programs contained in this report.

PARTICIPATION DATA

Participation and Service data was collected by all programs through a database managed by Cityspan for OFCY. In addition to demographic information, grantees also entered in daily attendance and program hours. Each quarter OFCY checked the programs progress towards their attendance and program hour goals. During the spring, See Change reported out on the grantees progress towards these goals, and OFCY followed up with any programs that were falling short. By collecting and monitoring this information OFCY is able to insure that programs are following through with their stated goals, and adjust their support as necessary.

SURVEYS

Surveys were administered to the participants to understand their experiences in the programs. Three sets of surveys, aligned with the possible outcomes stated in OFCY's 2010-2013 strategic plan, were designed for the strategy areas. *Older Youth, Wellness and Healthy Transitions, and Community-Based After School* used the same a survey created by See Change's Dr. Catherine Brown. Two customized surveys (one each for parents/caregivers and for educator/providers) were also developed for the Early Childhood programs. Summer programs have a unique survey tools as well

PROGRAM QUALITY

Older Youth, Wellness and Healthy Transitions, and Community-Based After School were evaluated using the Weikart Youth Program Quality Assessment tool, a nationally standardized tool for measuring program quality based on accepted principles of youth development. Each program was visited for three hours and comprehensive notes were taken. These notes were later translated into a scoring system, upon which the program rating is based.

Using the Youth Program Quality Assessment (YPQA), See Change evaluated *Older Youth, Wellness and Healthy Transitions and Community-Based After School* programs across five dimensions:

- 1) Safe Environment,
- 2) Supportive Environment,
- 3) Interaction (with peers, adults and in groups),
- 4) Engagement/Leadership



Programs in Older Youth, Community-Based After School Programs, and Wellness & Healthy Transitions strategy areas are rated as *Thriving*, *Performing* or *Emerging* based on their overall numerical score (average of section scores). To compute the rating scores for the fundamental areas, Safety and Supportive are averaged.

- Thriving – Overall score in the first two content areas – Safe Environment, Supportive Environment – is 80% or more of the maximum score (overall score is higher than 4 of maximum 5)
- Performing – Overall score of the first two content areas is 60-80% of the maximum score (overall score is between 3 and 4)
- Emerging – Overall score of the first two content areas is less than 60% of the maximum score (overall score is less than 3)

Numerical Scores:	1	3	5
General Scale Meaning:	Item not observed OR Negative examples of item observed	Item observed infrequently OR Positive and negative examples of item observed	Item integrated into program OR Positive examples of item observed

The strategy area reports have two foci: (1) to describe program performance and (2) to investigate outcomes for the program participants. On measures, participants in OFCY programs perform better than their peers in OUSD as a whole, and that they self-report (via the survey) desirable outcomes. As such, in many of the instances reported below, there is a high correlative relationship between participation in OFCY programs and positive youth outcomes. In addition, there is much evidence to support the conclusion that the programs are a significant part of the youth's lives, and are therefore a significant part of the tapestry of resources supporting positive youth outcomes. However, making the claim of a causal relationship between youth outcomes and participation in OFCY funded programs is beyond the scope of this work.



OLDER YOUTH

For OFCY, older youth were defined as between 15 to 20 years of age, or approximately high school age. OFCY's 2010-13 Strategic Plan included two types of programs to serve this age bracket, (1) academic and career success-focused programs and (2) comprehensive support programs that focus on youth transition to adulthood. Desired and possible outcomes for youth programming set forth in the Strategic Plan are as follows:

" ... increased confidence about accessing educational and/or career related job opportunities; increased ability to develop personal, academic, and career goals; connection to caring adults; increased graduation rates; increased academic success and increased California High School Exit Examination (CAHSEE) scores. [and] increased community engagement..."

A total of sixteen programs, ten programs that focused on academic support provide exposure to career and job opportunities and six programs that offered a wider array of programming were evaluated. These OFCY sponsored programs offered a range of support to youth; from internship programs to homework help, dance and physical activities to cooking. Also included were agencies focused on job and college placement assistance as well as specific programs for immigrant, homeless and foster youth.

Highlights: Older Youth Grantees...

- *served more girls than boys.*
- *met or exceeded participation goals as a group.*
- *served a high percentage of youth who attended infrequently, but this may be due to program design (i.e. drop-in programs).*
- *produced very positive self-reported outcomes on safety, academic success, self-efficacy and connection to others.*
- *under the academic and career services funding stream had positive outcomes among their youth on the CAHSEE, resulting in a higher passing rate than OUSD students as a whole.*

As reported by the grantees, programs in the older youth strategy area served more African American youth, and more females than any other sub-group (table 5).

Older Youth	Males	Females	Total
African American	19%	30%	49%
Asian/Pacific Islander	5%	4%	9%
Caucasian	1%	1%	2%
Hispanic/Latino	8%	11%	19%
Multi-Racial	1%	3%	4%
Other	7%	10%	17%
Total	41%	59%	100%

Table 5

PARTICIPATION AND SERVICE DATA:

Details on the projected service and participation can be found in appendix B.

As a group, older youth programs served 3,898 participants, exceeding their annual youth-served attendance targets by 25%, and provided 270,784 hours of service, missing their service goals by 10%.

This finding - high participation rates accompanied by lower service hours - suggests youth turnover.

Dosage data reported on above shows that close to half of participants in older youth programs attended between 0 and 7 days. While these data might appear to reflect low program attendance, it may instead reflect the availability of drop-in services for this age group. An exact determination of the root causes which resulted in this finding are out of the scope of this report.

PROGRAM QUALITY

Details on assessment method and data can be found in appendices C.

Older youth programs performed better than the national average overall and in each individual program quality area, based the sixteen programs evaluated (see Table 7).

	Overall Score	Safe	Supportive	Interaction	Engagement
Older Youth Programs Average	3.99	4.65	4.60	3.76	3.21
OFCY Average (n = 32)	3.90	4.63	4.55	3.76	2.96
National Average	3.12	4.42	3.84	3.01	2.56

Table 7

Program Strengths

Overall, evaluators noted that older youth programs employ excellent youth development principles, including allowing youth to direct and lead activities, and take on real responsibilities. Many programs organized their space and materials to show a focus on, and showcase individuals' success with, academic activities. Many programs also provided resources for college readiness, as well as employment and career development support. Evaluators also noted a high level of engagement by the youth in the majority of the programs.

Program Areas for Improvement

While older youth programs did put youth in leadership roles, opportunities for peer mentoring and youth-led planning were not as evident. This is reflected in the slightly lower engagement score. Facilitating youth input and peer mentoring is time-intensive, when not fully integrated into program models, and may be challenging for staff. However, with staff training and prioritization programs could improve in these time-consuming, but ultimately enriching, practices.

SELF-REPORTED OUTCOMES (SURVEY)

Detailed information on survey administration and analysis can be found in appendix D.

See Change Evaluation administered a survey aligned with the OFCY 2010-2013 Strategic Plan outcomes. Questions grouped into six categories: self efficacy, health choices, academic success, connection to peers, adults and communities, and safety. The majority ($\geq 72\%$) of respondents reported their experience in OFCY funded programs had a positive influence on their sense of self-efficacy and safety, on their academic success, and on their connection to others. In addition youth who participated in comprehensive support programs report positive health choices as a result of participation in these programs.

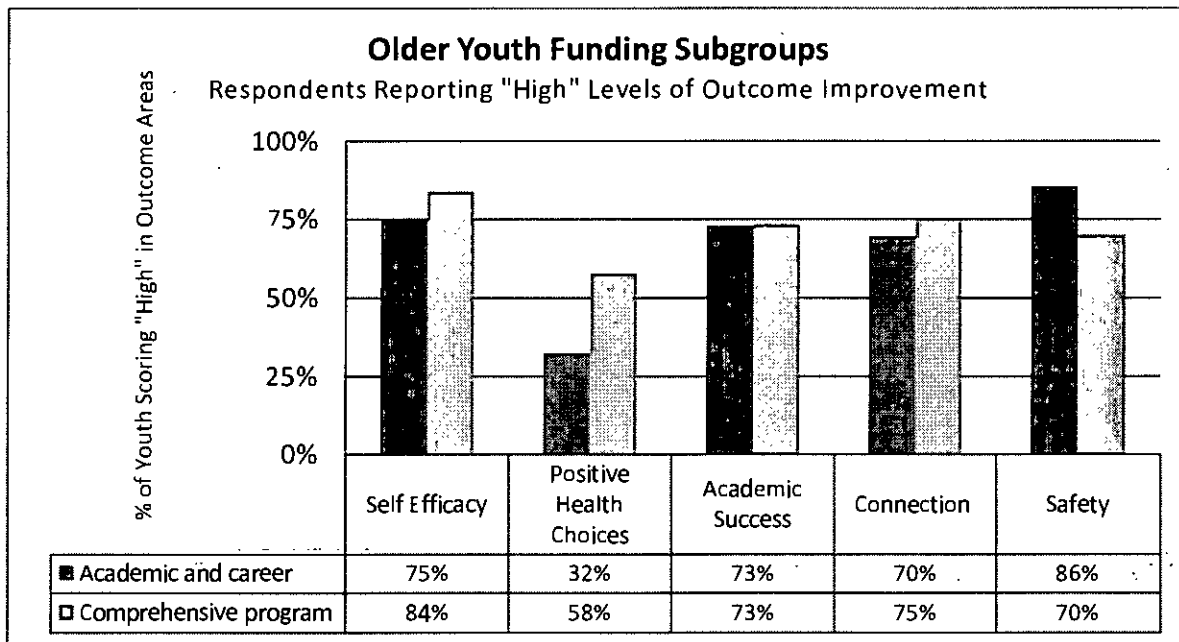


Figure 20

When the outcomes were separated by gender (figure 21), we noted, boys were significantly ($p < .05$) more likely to report positive health outcomes than girls.

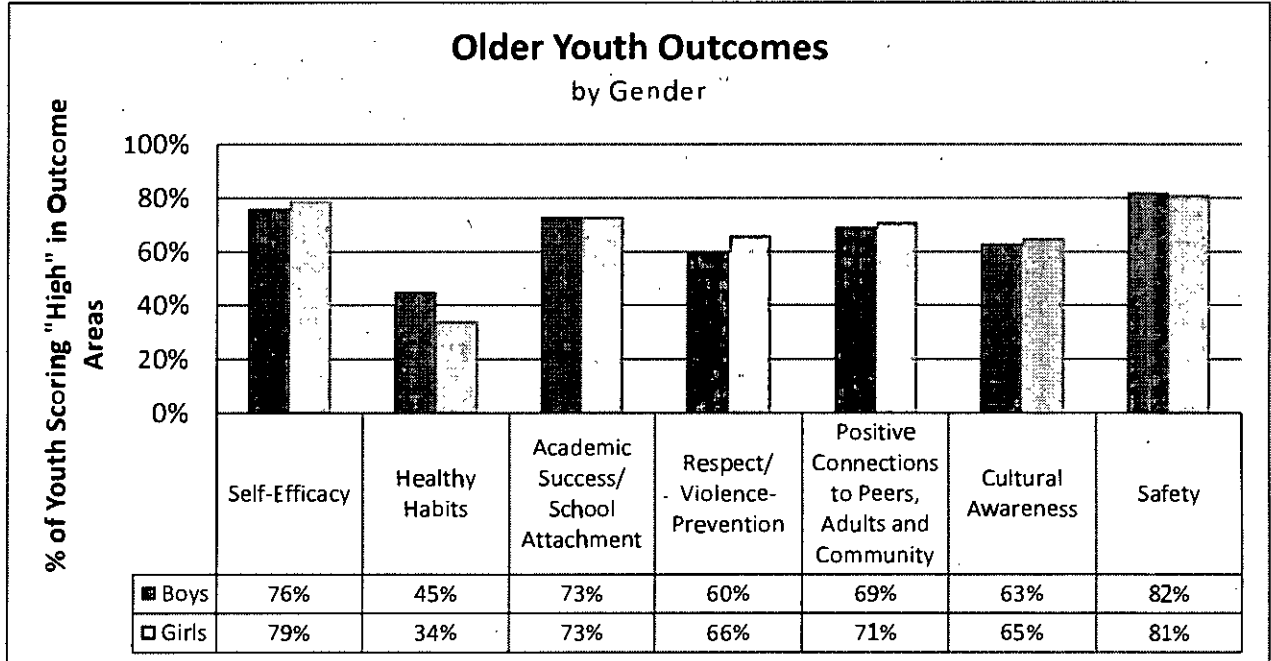
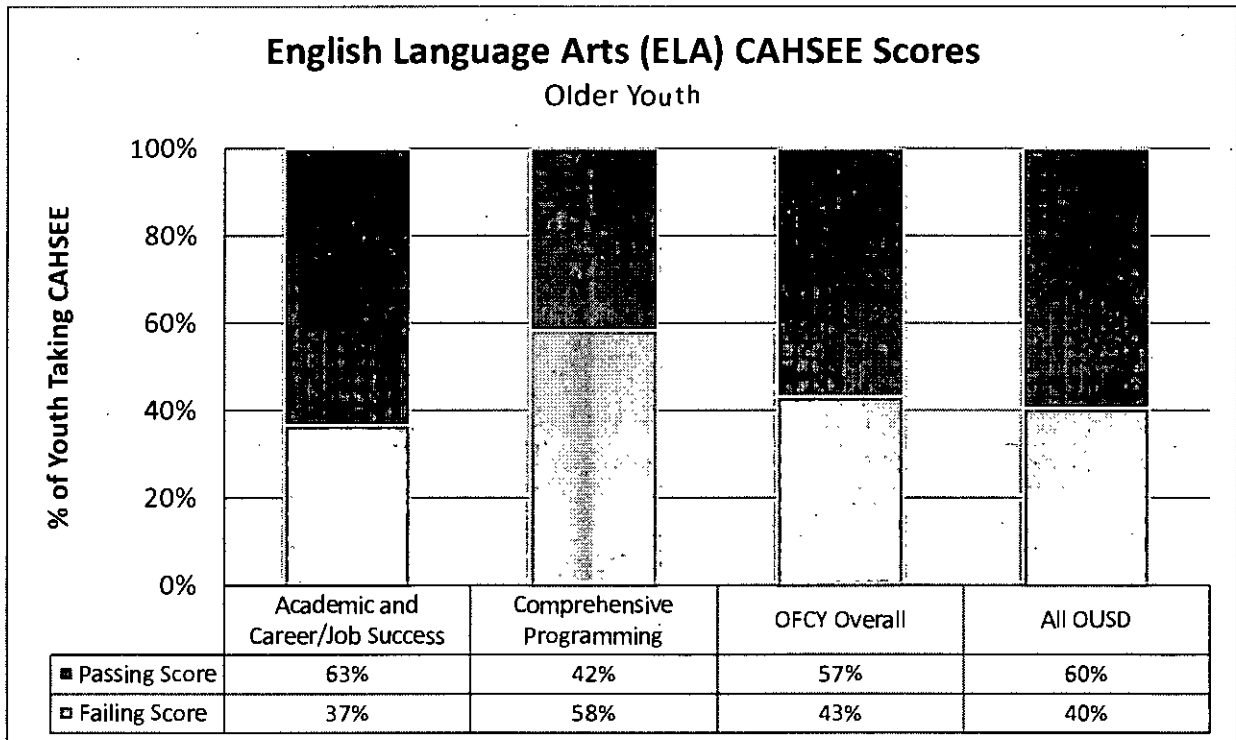


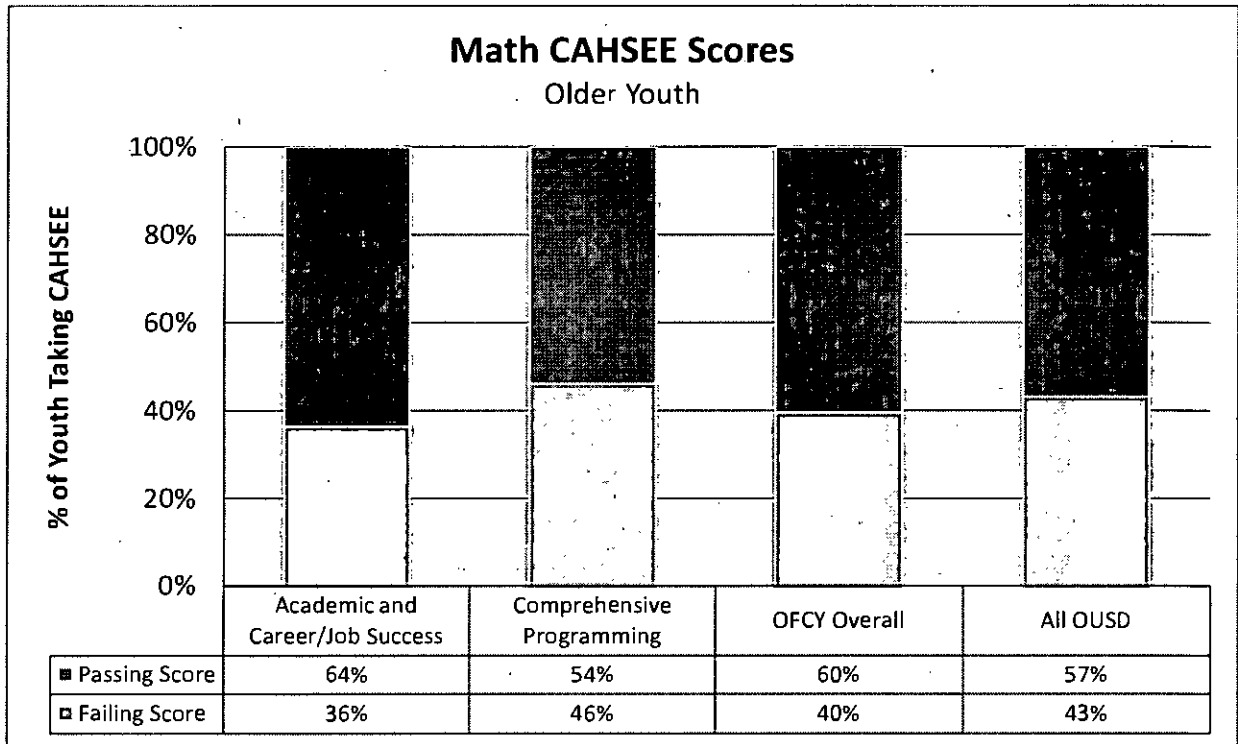
Figure 21



CAHSEE SCORES

Overall, older youth program participants had significantly higher English Language Arts (ELA) CAHSEE scores than both OUSD as a whole and participants enrolled in other OFCY programs (p<.001 for both tests). When separating older youth into its two funding strings – Academic and Career/Job Success and Comprehensive Programming, we found that the Academic and Career/Job Success programs had more favorable outcomes. When compared to OUSD, students in Academic and Career/Job Success had significantly higher CAHSEE ELA Scores (p<.03), and Comprehensive Programming had significantly lower ELA CAHSEE scores than OUSD (p<.001). In a further analysis, we noted that Academic and Career/Job Success participants had significantly higher ELA CAHSEE scores than their peers in Comprehensive Programming in both parts of the CAHSEE (ELA (p<.001), and Math (p<.01)).







WELLNESS AND HEALTHY TRANSITIONS

In the OFCY 2010-13 Strategic Plan, the wellness and healthy transitions area focuses on youth 11 to 20 years of age with the goal of providing programming that supports the transition into, and out of, middle school (a high risk time for youth to disengage from school). This strategy area also focuses on programs that promote physical and emotional health, safety, conflict resolution, youth leadership, and the creation of a positive school and community environment. Desired and possible outcomes for youth programming set forth in the Strategic Plan are as follows:

"... reduction in number of violent acts at school; increased participation in pro-social peer groups; improved decision-making around daily choices and life goals...."

Highlights: Wellness and Healthy Transitions Grantees...

- *exceeded service goals 31% by and participation goals by 13% as a group.*
- *rated high on the Weikart program quality scale for supportive environment.*
- *had 78% of boys and 79% of girls report high positive outcomes on self-efficacy survey measures*

Evaluation of this area consisted of a total of nine programs in two categories: (1) seven leadership programs and (2) two conflict resolution programs. The OFCY sponsored programs in these areas focused on developing youth into peer leaders in the areas of conflict resolution, reduction of violence and anti-social behavior, and awareness of healthy habits and positive sexual and gender identities. In addition, many of these programs offer services directed towards low-income youth of color in the City of Oakland.

As reported by the grantees, programs in the wellness and healthy transitions area served 10% more females than males, and similar percentages of African Americans (34%) and Asian/Pacific Islanders (31%). This group also serves the largest portion of youth identifying as Native American (12%) when compared to the other strategy areas.

Wellness and Healthy Transitions	Males	Females	Total
African American	16%	18%	34%
Asian/Pacific Islander	13%	18%	31%
Caucasian	1%	1%	2%
Hispanic/Latino	5%	6%	11%
Multi-Racial	4%	3%	7%
Native American	5%	7%	12%
Other	1%	2%	3%
Total	45%	55%	100%

Table 8

PARTICIPATION AND SERVICE DATA BY PROGRAM:

Details on the projected service and participation can be found in appendix B.

As a group, wellness and healthy transitions programs served 1,202 participants, exceeding their number of youth served goals by 13% also exceeded their service goals by 31%, providing 126,558 hours of service.

PROGRAM QUALITY

Details on assessment method and data can be found in appendices C.

OFCY wellness and healthy transitions, programs performed better than the national average overall and in each individual area assessed (see Table 10).

	Overall Score	Safe	Supportive	Interaction	Engagement
Wellness and Healthy Transitions Average	4.12	4.67	4.69	4.12	3.17
OFCY Average (n =32)	3.90	4.63	4.55	3.76	2.96
National Average	3.12	4.42	3.84	3.01	2.56

Table 10

Program Strengths

Overall, evaluators noted that the wellness and healthy transition programs were exceedingly skilled in engaging youth in the process of designing program offerings. Repeatedly evaluators commented on the relevancy of program offerings to youth desires and needs. Moreover, evaluators noted that these programs do a good job of engaging families and other adults, creating more connections to caring adults for the youth.

Program Areas for Improvement

While many wellness and healthy transitions programs engage youth leadership explicitly in their program design, evaluators noted that not all youth seemed equally involved in the program development process. This brought down the programs' engagement scores. It also suggests that one area for improvement would be to focus on youth who do not self-select into leadership roles.

SELF-REPORTED OUTCOMES (SURVEY)

Detailed information, including copy of actual survey, in appendix D.

A custom survey was developed to align with the OFCY 2010-2013 Strategic Plan outcomes, with questions grouped into six categories; Self efficacy, Health choices, Academic success, and Connection to peers, adults and communities, and Safety. Wellness and healthy transitions program participants returned a total of 362 surveys. The majority ($\geq 71\%$) of respondents reported their experience in OFCY funded programs had a positive influence on their sense of self-efficacy and safety and on their academic success and connection to others. These programs did not have a strong on their self reported health-related choices.

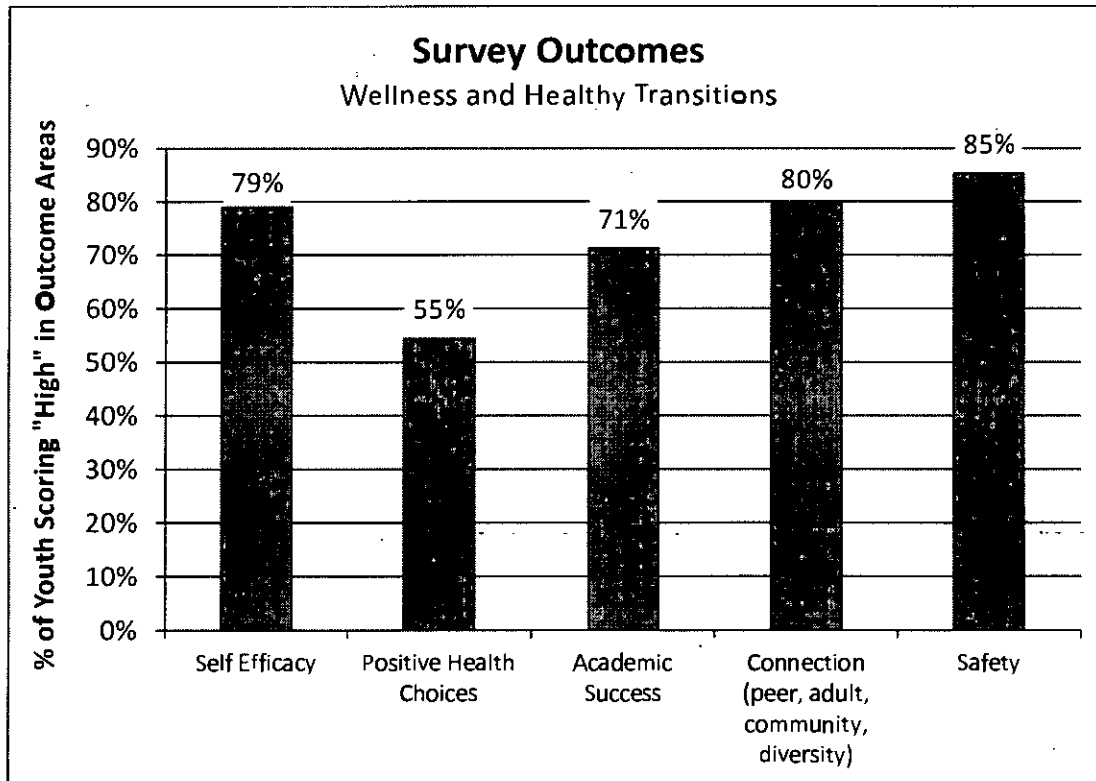
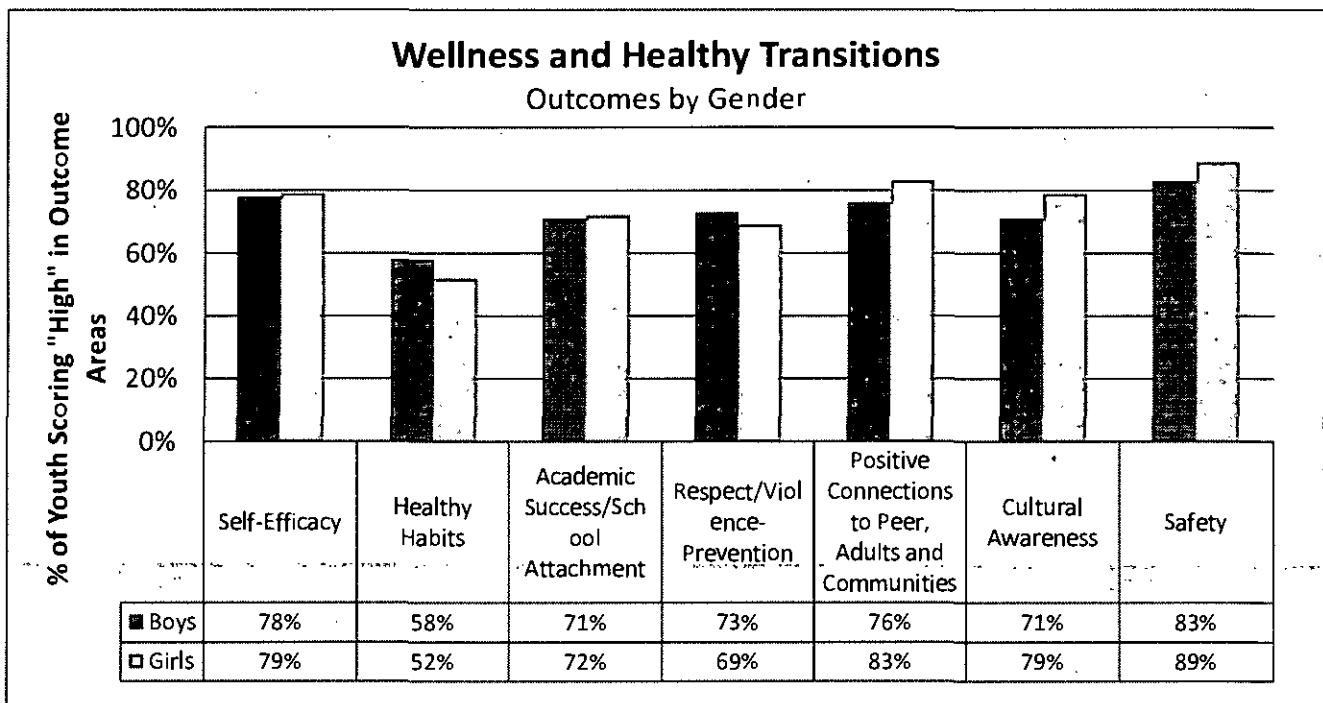


Figure 23

When the surveys were further analyzed by gender (Figure 24) it was noted that boys were significantly ($p < .05$) more likely to report positive health outcomes than girls. As girls represent a larger population of the wellness and healthy transitions participants, this partly explains the low number of high outcomes in Healthy Habits outcome. It also suggests that girls may need special attention around making healthy choices.

While we observed a difference in CAHSEE scores for wellness and healthy transitions youth when comparing them to OUSD and other OFCY strategy areas, the number of youth in wellness and healthy transitions programs was too small ($n = 82$) to test for statistically significant differences or be considered representative of the strategy area.



**COMMUNITY BASED AFTER SCHOOL PROGRAMS**

The OFCY 2010-13 Strategic Plan calls for numerous types of afterschool programming. Grantees are funded to provide programs that engage youth and families during out of school time and the summer months. The plan called for programs that provide "enrichment, project based learning and leadership activities that promote academic and learning resiliency in a school or community setting." Desired and possible outcomes for youth programming set forth in the OFCY 2010-13 Strategic Plan are as follows:

"... reduction in number of violent acts at school; increased participation in pro-social peer groups; improved decision-making around daily choices and life goals..."

Highlights: Community Based After School Grantees...

- *exceeded service and participation goals as a group.*
- *supported learning in arts, sports, and other activities not provided by schools.*
- *excelled at sustaining teamwork and collaboration.*
- *Had a significant amount of males report a positive health influence and positive sense of self-efficacy.*

Ten community based after school programs were evaluated. Each program offered a wide range of formal and informal learning, enrichment, and athletic opportunities. Offerings included, but were not limited to: art, digital literacy skill development, sports and recreation, woodworking, gardening, and homework help. Specific programs focused on the needs of Native Americans as well as children with special needs and their families.



ATTACHMENT B

As reported by the grantees, programs in the community based after school area served 8% more males (54%) than females (46%).

Community Based After School	Males	Females	Total
African American	16%	17%	33%
Asian/Pacific Islander	2%	2%	4%
Caucasian	2%	3%	5%
Hispanic/Latino	29%	16%	45%
Multi-Racial	2%	3%	5%
Native American	1%	2%	3%
Other	2%	3%	5%
Total	54%	46%	100%

Table 11

PARTICIPATION AND SERVICE DATA BY PROGRAM:

Details on the projected service and participation can be found in appendix B.

As a group, community based after school programs served 4,258 participants, exceeding their projected number of youth served by 94%. They also exceeded their service goals by 49%, and providing 370,709 hours of service.



PROGRAM QUALITY

Details on assessment method and data can be found in appendix C.

OFCY community based after school, programs perform better than the national average overall and in each individual area in program quality measures (see Table 12).

	Overall Score	Safe	Supportive	Interaction	Engagement
Community Based Afterschool	3.57	4.53	4.34	3.41	2.35
OFCY Average (n = 32)	3.90	4.63	4.55	3.76	2.96
National Average	3.12	4.42	3.84	3.01	2.56

Table 12

Program Strengths

The primary strength of community based after school programs was in providing participants with access to enrichment activities and opportunities to develop skills they could not otherwise access. In addition, evaluators noted that this group of programs encouraged youth to collaborate, thus building their teamwork skills. Evaluators also noted that many of these programs are succeeding to provide excellent programming despite being housed in physical spaces that might not be ideal.

Program Areas for Improvement

While community based after school do an excellent job of encouraging collaboration among participants, evaluators noted that youth were not included in the program leadership or design process. Engaging youth in the programming processes is one area in which these programs could improve.

SELF-REPORTED OUTCOMES (SURVEY)

Detailed information on survey administration and analysis can be found in appendix D.

A custom survey was developed to align with the OFCY 2010-13 Strategic Plan outcomes, with questions grouped into six categories: Self efficacy, Healthy choices, Academic success, Connection to peers, adults and communities, and Safety. Community based after school program participants returned a total of 318 surveys. The majority ($\geq 84\%$) of respondents reported their experience in OFCY funded programs had a positive influence on their sense of self-efficacy and safety and on their academic success and connection to others.

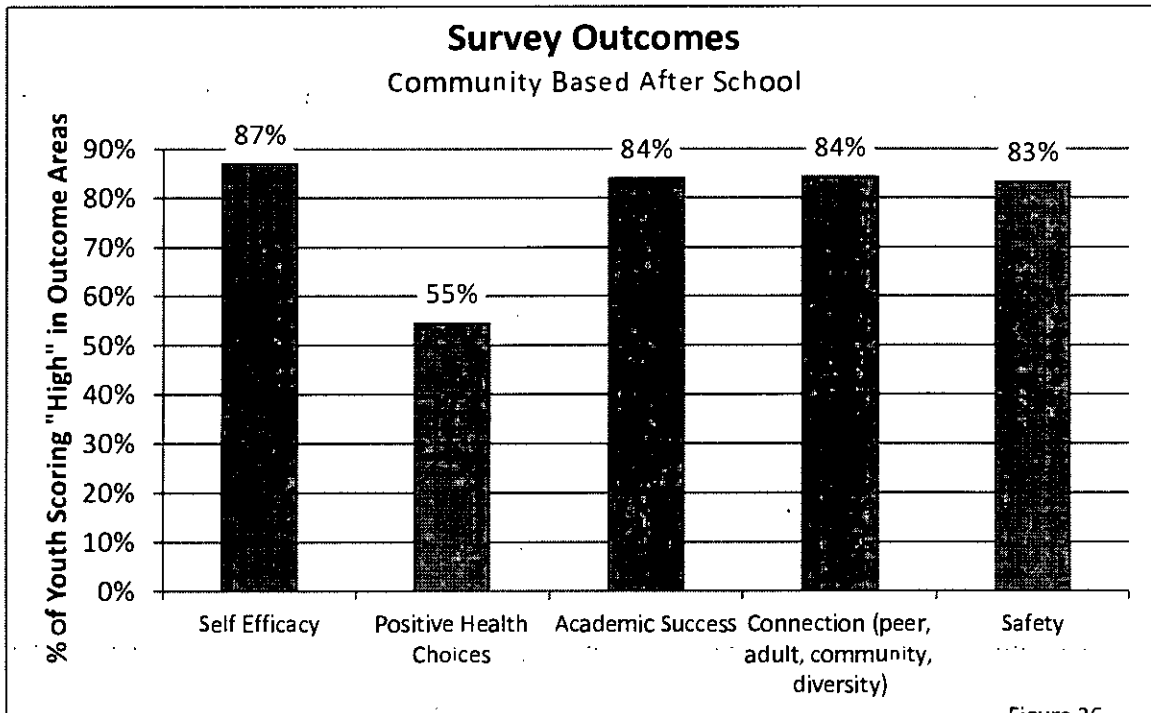
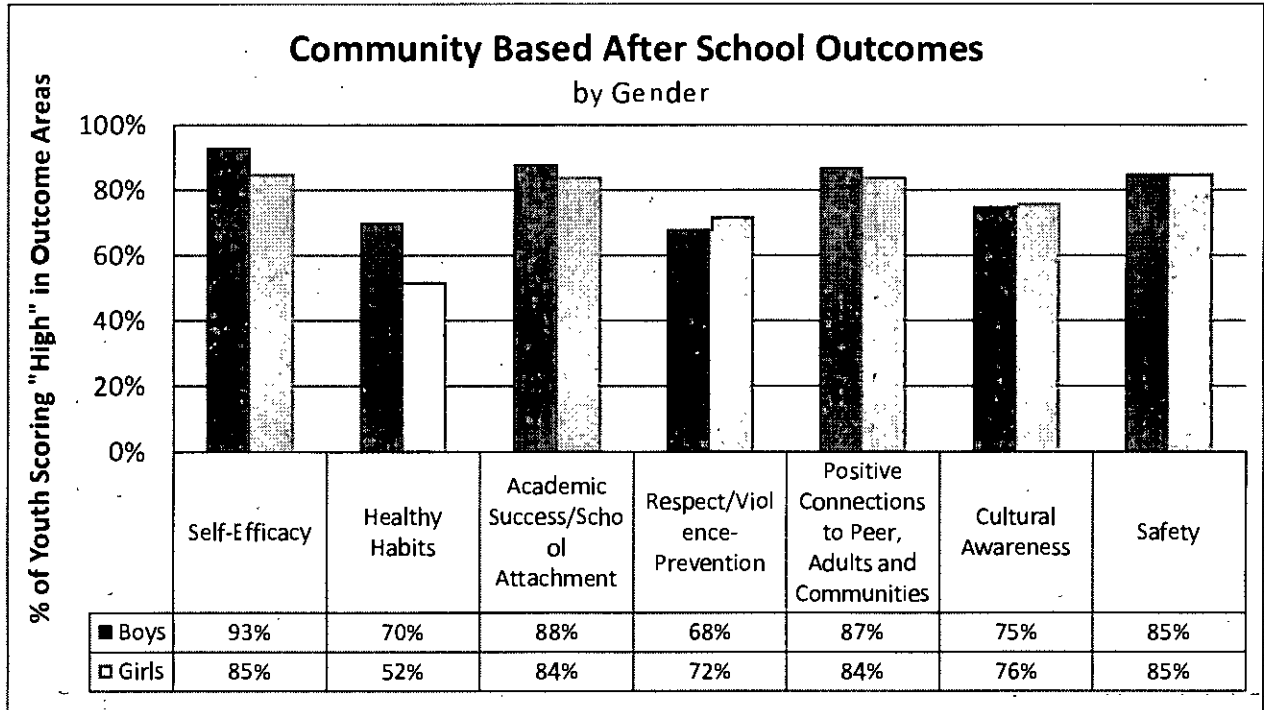


Figure 26



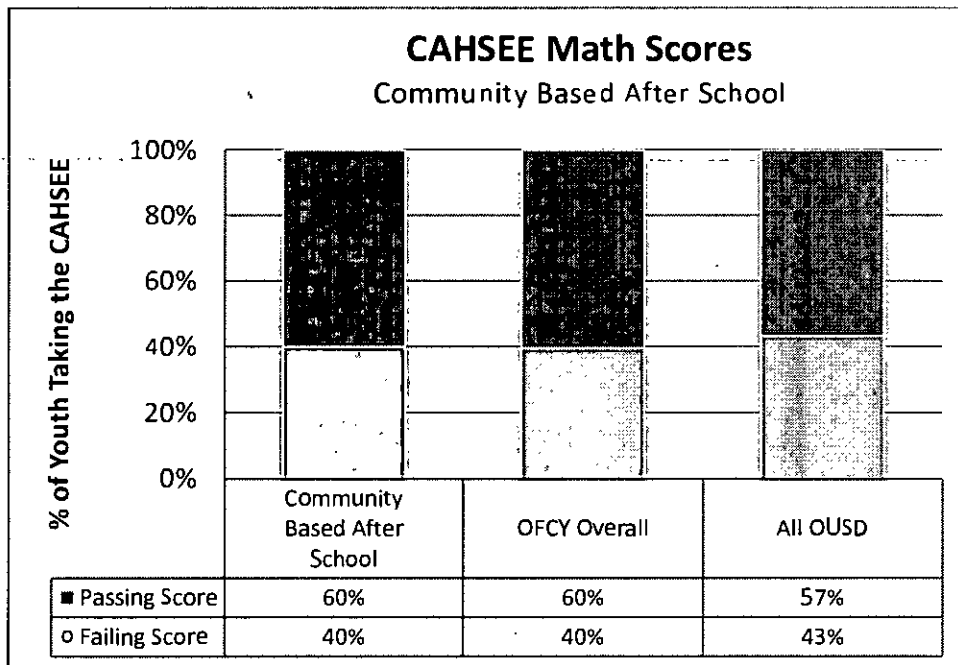
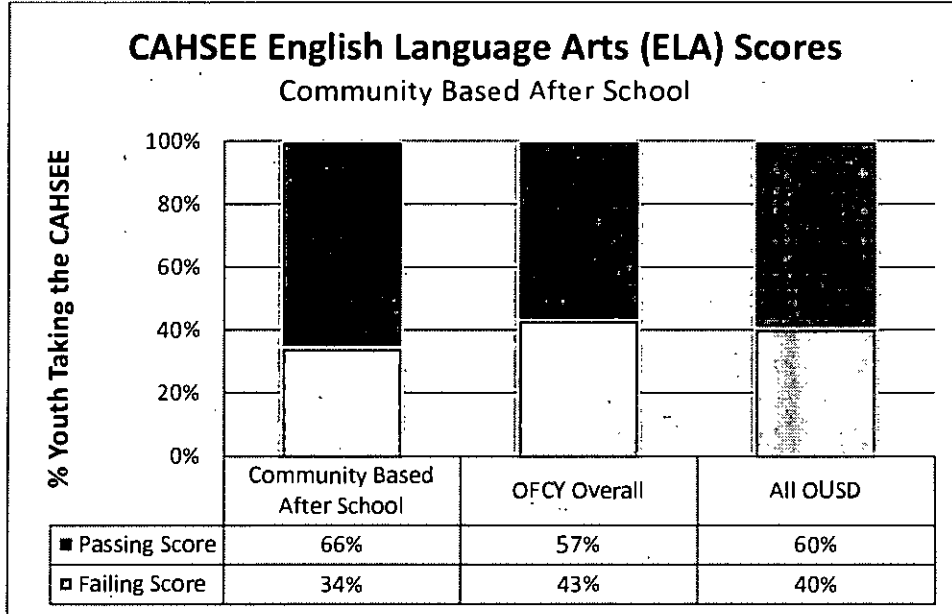
ATTACHMENT B

Survey responses were further broken down by gender (Figure 27). Like other strategy areas, boys were significantly more likely to report positive health outcomes ($p < .05$). In addition, boys were more likely to report increased self-efficacy ($p < .05$) than girls. This suggests that grantees should further develop and implement ways to support girls in these areas.



CAHSEE SCORES

Youth in the community based after school strategy area performed significantly better on the English Language Arts (ELA) portion of the CAHSEE than both OUSD overall, and OFCY students enrolled in OUSD ($p < .04$ and $p < .005$, respectively).



**EARLY CHILDHOOD**

The OFCY 2010-13 strategic plan defined early childhood as 0-5yrs, and set forth two different funding streams: (1) mental health and developmental consultations and (2) family/enrichment activities. While both of these funding strands shared some outcomes measures, the services supported by each were quite different. Mental health consultation grantees, supported educator providers and provided counseling for children and families. Family/enrichment grantees offered parent engaged child playgroups, child only playgroups, and parent workshops. Both groups educated parents on developmental needs, and provided referral information. Desired and possible outcomes for both groups were put forth as follows:

"...children to have increased ability to establish and maintain positive relationships with peers and adults; families show increased understanding of their child's developmental needs; ... and reduced preschool expulsion rates. ...; children are read to, told stories or sung songs at home on a daily basis; children demonstrate an eagerness to learn about and discuss a growing range of topics... families are less isolated and more knowledgeable about resources in their community supporting their child's healthy development...."

Highlights: Early Childhood Grantees...

- indicated that over 60% of Educators/Providers reported high outcomes for participants on all measures.
- reported on the outcomes survey that 73% of parents increased their knowledge of child development principles.
- successfully increased parents sense of connection to their community and other parents



The evaluation encompassed fourteen early childhood programs, five of which were mental health consultancies and nine of which were family/enrichment programs. For this strategy area some of the reporting is split by funding stream. The demographics below, the findings highlights, and the participation and service hours reflect the work of both groups. The program quality and survey measures are reported on separately, as the services provided by these two groups were quite different.

Early Childhood	Males	Females	Total
African American	9%	11%	20%
Asian/Pacific Islander	6%	6%	12%
Caucasian	1%	1%	2%
Hispanic/Latino	23%	33%	56%
Multi-Racial	1%	2%	3%
Native American	1%	1%	2%
Other	2%	3%	5%
Total	42%	58%	100%

PARTICIPATION AND SERVICE DATA BY PROGRAM:

Details on the projected service and participation can be found in appendix B.

Early childhood grantees served 3,842 participants, meeting their participation goals and provided 662,997 hours of service, exceeding their service goals by 63%.



PROGRAM QUALITY

Details on assessment method and data can be found in appendix C.

The Early Childhood Program Quality Assessment was developed by See Change, Inc. for the Oakland Fund for Children and Youth in 2009-10 with the collaboration of Early Childhood programs. Using this rubric, See Change has evaluated OFCY Early Childhood programs in seven areas:

- Health, Safety and Nutrition
- Environment
- Developmentally Appropriate Content and Curriculum
- Interaction: Supports for Relationships
- Family, School and Community Collaboration and Access
- Cultural Competence
- Professionalism

Program Ratings

Programs in the Early Childhood strategy area are rated as *Thriving*, *Performing* or *Emerging* based on their overall numerical score (average of section scores).

- Thriving – Overall score 80% or more of the maximum score (which is 5)
- Performing – Overall score is 60–80% of the maximum score
- Emerging – Overall score is less than 60% of the maximum score



ATTACHMENT B

For the family/enrichment programs this tool was entirely satisfactory, and the grantees expressed that it provided good feedback as well as an accurate picture of their services. We report on the mental health consultancy quality scores with some reservations- both the evaluators and the grantees agreed that the rubric was not adequate for these programs. See Change will work together with OFCY and Alameda First 5 to modify the evaluation tools for 2011-12. We report program strengths and areas for improvement with confidence, as these measures are based on the evaluator's skill and training as a qualitative observer, and not on the rubric.

Early Childhood	Strategy Area Average	Family/Enrichment Average
Overall Score	3.74	3.50
Health, Safety and Nutrition	3.5	3.40
Environment	3.57	3.59
Content and Curriculum	3.73	3.50
Interaction	3.39	3.30
Collaboration and Access	3.77	3.80
Cultural Competence	3.14	3.30
Professionalism	3.86	3.50

FAMILY/ENRICHMENT PROGRAMS:

Program Strengths

Often referred to as *playgroups* these organizations do an excellent job of integrating child development principles and skill building activities into engaging play activities. Evaluators noted a focus on kindergarten readiness, and strong parent outreach, including parent focused activities, in most programs.

Program Areas for Improvement

Evaluators noted some challenges with behavior management. Programs would benefit from lower child to staff ratios. This is congruent with reports from education directors of these types of programs



MENTAL HEALTH CONSULTANCIES:

Program Strengths

These programs were lauded for their organization, knowledge of appropriate referrals, implementation of relevant child development principles, and overall professionalism. Many evaluators commented on the smooth working relationship between the mental health consultant and the educator/provider.

Program Areas for Improvement

When speaking with the educator/providers about the service, the majority expressed the need for increased attention to cultural needs and desired more opportunities to share best practices to raise cultural competency.

SELF-REPORTED OUTCOMES (SURVEY)

Detailed information on survey administration and analysis can be found in appendix D.

For the early childhood strategy area, two surveys were developed, one for the educators or providers of the early childhood programs, and the other for the parents or caregivers of the early childhood program participant. These surveys asked respondents two types of questions: (1) questions aimed at understanding how they felt the program impacted them and (2) questions that asked respondents to judge how they observed the program impacting the participants.

Questions regarding how Educator/Providers and Parent/Caregivers viewed the participants were the same, and thus were compared in analysis.

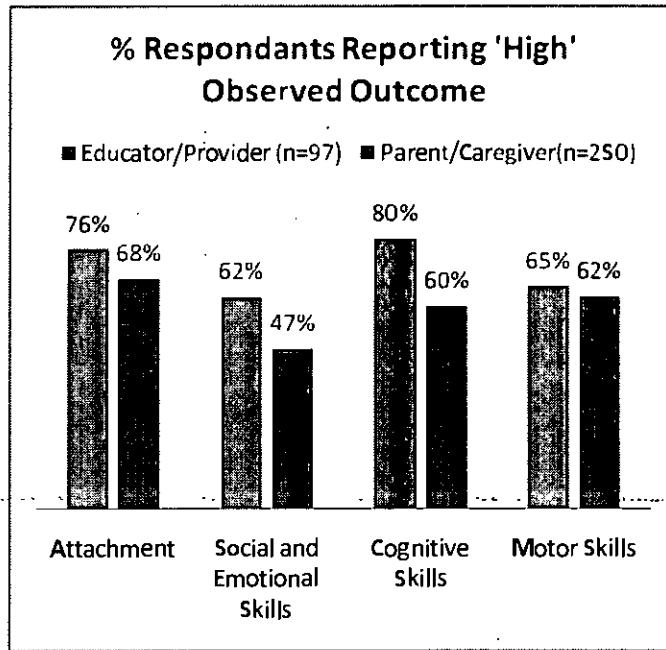
The results from the family/enrichment programs and the mental health consultancies are different enough that they will be each examined separately.

FAMILY/ENRICHMENT PROGRAMS:

Outcomes Observed in Participants:

The majority (>60%) of educator/providers and parent/caregivers reported observing high outcomes in participants on the following measures: attachment to caregivers, social and emotional skills, cognitive skills, and motor skills. This indicates that the programs are having an overall positive impact on the participants.

A minority (<47%) of Parent/caregivers rated their child's change in social and emotional skills as having been positively influenced by participation in the programs. Two possible influences could be (1) parents did not see the programs as influencing their child's development on this measure, or (2) the programs did not meet parents' expectations on this measure. While there is no clear cause resulting in this outcome, it does indicate an area for grantees to expand their capacity.





Educator/Provider and Parent/Caregiver Outcomes

The majority (>60%) of Educator/providers and Parent/caregivers respondents reported high outcomes on all survey measures. Of note are the successes in decreased isolation and increased access to resources, as a one of the main goals for OFCY's early childhood strategy is to strengthen the connection between parents and communities.

Outcome Groups Included in Survey	% Reporting 'High' Outcome	
	Parent/ Caregiver	Educator/ Provider
Understanding of Children's Needs		68%
Responding to Children's Needs		61%
Understanding of Child Development	62%	
Understanding of Child Behavior	73%	
Engagement with School Readiness	62%	
Access to Resources	68%	
Decreased Sense of Isolation	63%	



OAKLAND FUND FOR CHILDREN AND YOUTH 2010-11 EVALUATION OF 2010 SUMMER STRATEGY AREA

MINI REPORT*



OVERVIEW OF SUMMER EVALUATION

The Oakland Fund for Children and Youth (OFCY) funded twelve summer programs in 2010. See Change, Inc. was engaged to evaluate this strategy area of OFCY, wherein 2,014 Oakland children and youth were provided with 404,885 hours of service.

Summer programs represent a slice of OFCY funding that cuts across a broad range of development and enrichment opportunities. Program foci are diverse, spanning a range that includes performance circus arts, outdoor physical programs, and academic enrichment.

The 2010-13 OFCY Strategic Plan tasks Summer Programming with the following outcomes which are examined in this report: sustained learning and reduction of “learning loss” associated with summer school breaks, increased community engagement, increased confidence/self-esteem, increased fitness level, and increased connection to caring adults.

Additionally, Summer Programs outcomes related to relationships, future focus and diversity are reported on in this mini-report. Lastly, programs were evaluated for program quality using a site-based, OFCY-specific Program Quality Assessment evaluation tool.

EVALUATION METHODOLOGY

The following methodologies comprise See Change’s 2010 evaluation of OFCY Summer Programming.

- 1) Program Quality Assessment (PQA) Site Visit– The PQA tool rates a program’s practices and style of delivery. The PQA involved the use of an observational rating scale (1 to 3), completed by an external evaluator during a site visit, and interviews with program or executive directors.
- 2) Surveys– Outcomes identified in the logic model were linked to specific survey items. Surveys were administered to youth in all programs.

SUMMARY OF FINDINGS

Summer Programs are delivering services at a rate higher than projected.

Summer Programs are performing at an overall high level of quality.

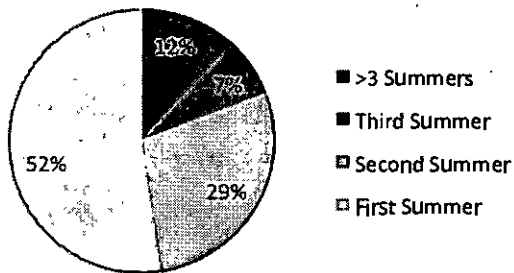
Summer Programs are achieving outcomes related to the strategic plan and a strengthened community. In particular, over three-quarters of all participants report the highest level of positive outcomes in parts of Goal Setting and Confidence (76% ‘work hard toward goals,’ 77% ‘expect the best from myself’), and Academic Skills and Sustained Learning (75% ‘learn new things’)

PROGRAM PARTICIPATION AND SERVICE

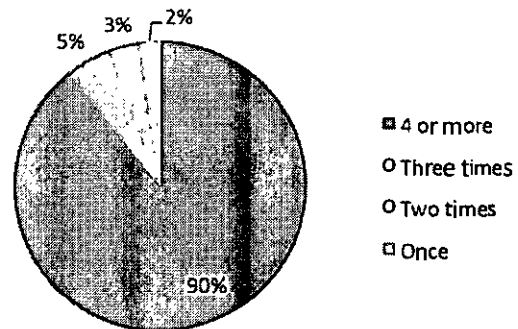
In 2010-2011, twelve programs made up the OFCY Summer Strategy Area, and encompassed topics and foci ranging from academic science programming to circus arts training for youth in Oakland.

Summer participation is characterized by: a slight preponderance of first-time attendees (52%), and programs that encourage attendance daily (90% of participants reported attending programming 4 or more times per week).

Attendance: Longevity



Attendance: Frequency (weekly)



- 2,014 children and youth participants were served in Summer 2010
- 190% of projected service hours were offered (total 404,885 hours)

The table below reports on participation and service by program, including: actual total participants, projected and actual service hours, and percentage fulfillment of service goals. Data for some programs was not yet available as of November, 2010.



ATTACHMENT B

Program Name	Actual Total Participants	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
Aim High / Oakland - 3 Sites	177	24,768	23,876	96%
Summer Camp Explosion	709	45,720	83,179	182%
College Track Summer Program	66	5,232	4,746	91%
Camp Destiny	81	4,406.25	4,761	108%
San Antonio Summer Learning Initiative	283	24,000	22,816	95%
Summer Cultural Enrichment Program	252	52,615	207,749	395%
Kinship Summer Youth Program	55	6,550	6,080	93%
Concordia Park Summer Program	96	12,810	14,168	111%
Eureka! Summer Program	86	5,736.5	10,162	177%
Oakland Freedom School	133	23,370	18,700	80%
OASES Summer Science Series	51	4,428	5,639	127%
Prescott Circus Theatre Summer Program	25	3,084	3,009	98%
Total	2,014	212,720	404,885	190%

PROGRAM QUALITY ASSESSMENT

Using a customized Program Quality Assessment tool, based on an observational rating scale, and grounded in youth development theory and practice, all Summer OFCY grantees were found to provide quality programs.

- 42% of programs met quality expectations (denoting a score of 2 to 2.7 on a 3-point scale);
- 58% of programs exceeded quality expectations (score of 2.7 to 3).

Program Quality for Summer Programming over all Exceeded Quality Expectations (score of 2.7 averaged across programs).

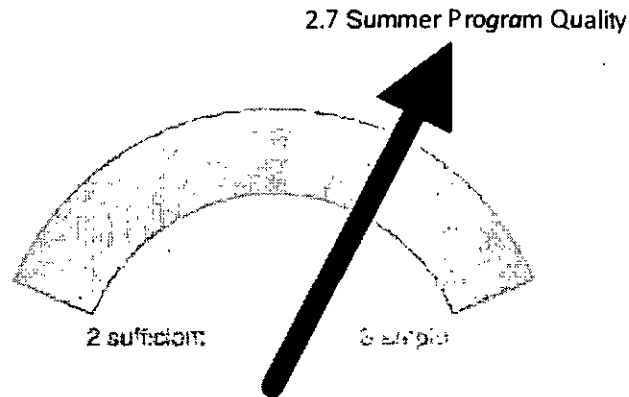


Figure 1. Summer Programming Exceeds Quality Expectations

Program Quality Assessments for individual programs are included in the table below. Some highlights include:

- Of the seven PQA categories, summer programs all performed highest in 'Fun.'
- Summer programs also excelled in the areas of 'Diversity and Identity', 'Caring Adults' and 'Physical and Emotional Safety.'



Program Name	Program Quality	Physical and Emotional Safety	Caring Adults	Skill Building	Fun	Supportive Peers	Youth Engagement	Diversity/Identity
Aim High	2.7	3.0	2.8	2.8	3.0	2.6	2.0	2.5
College Track: ASAP	2.8	3.0	3.0	2.5	3.0	2.8	2.7	2.8
OASES Summer Science Series	2.7	2.6	2.7	2.5	3.0	2.5	3.0	2.5
EBAYC San Antonio Summer Learning Initiative	2.5	2.8	2.8	1.8	3.0	2.4	2.0	3.0
Leadership Excellence: Oakland Freedom School	2.7	2.8	2.5	2.5	3.0	2.8	2.5	2.8
Destiny Arts Center: Camp Destiny	2.6	2.8	2.5	2.8	3.0	2.5	2.3	2.5
East Oakland Youth Development Center - Summer	2.5	2.6	2.8	2.0	3.0	2.3	2.0	2.7



Program Name	Program Quality	Physical and Emotional Safety	Caring Adults	Skill Building	Fun	Supportive Peers	Youth Engagement	Diversity/Identity
FSSBA: Kinship Summer Youth Program	2.7	2.4	2.5	3.0	3.0	2.6	3.0	2.6
Girls Inc - Concordia Park	2.6	2.4	3.0	2.5	3.0	2.6	2.5	2.5
Girls Inc - Eureka!	2.9	2.8	3.0	3.0	3.0	2.7	3.0	2.8
OPR Summer Camp Explosion	2.5	2.4	2.3	2.3	3.0	2.3	2.0	3.0
Prescott Circus	2.9	3.0	2.5	3.0	3.0	2.9	3.0	3.0
Summer Programming Overall	2.7	2.7	2.7	2.5	3.0	2.6	2.5	2.7

Research indicates that children and youth outcomes from youth development programs are, in part, determined by the quality of those programs⁵. Quality assessment is an essential part of any program evaluation process.

Programs were assessed on the following areas:

- Physical & Emotional Safety
- Caring Adults
- Skill Building
- Fun
- Supportive Peers



ATTACHMENT B

- Youth Engagement (Leadership)
- Diversity & Identity

The Program Quality Assessment (PQA) rates a program's practices and style of delivery. Program Quality Criteria were scored on a scale of 1 to 3 :) Scoring at least a 2 on the PQA is an important step towards a program meeting its desired outcomes.

1 – The program does not meet quality expectations and demonstrates the need for training and assistance

2 – The program meets expectations and demonstrates quality (score of 2.0 – 2.7)

3 – The program exceeds expectations and demonstrates excellence (score of 2.7 – 3)

¹ Vandell, D. L., Shumow, L., & Posner, J. (2005) After-school programs for low-income children: Difference in program quality. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after school and community programs* (pp. 437-456). Mahwah, NJ: Erlbaum.

OUTCOME INDICATORS (SURVEY RESULTS)

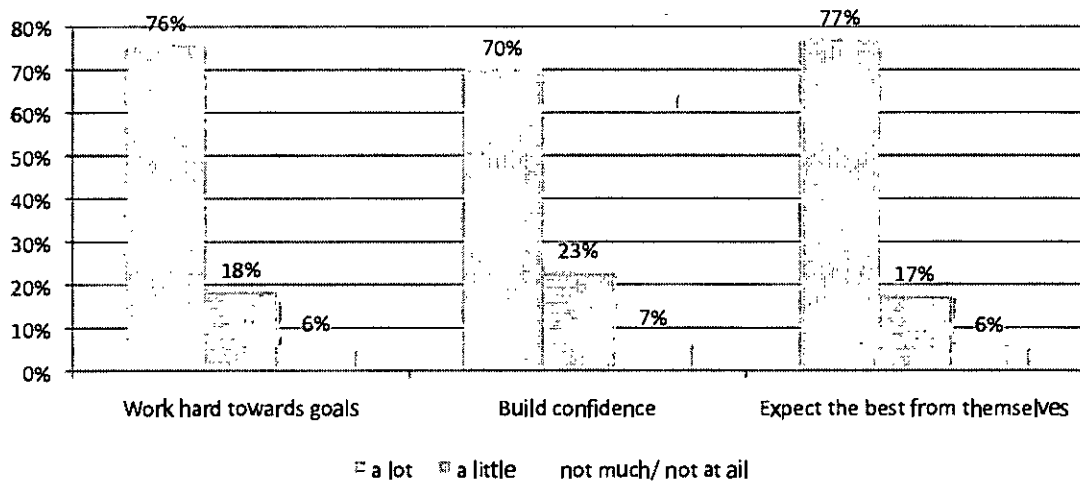
Using a customized survey tool based on the Strategic Plan, all Summer OFCY grantees were found to create high levels of positive outcomes.

In this section, we report on outcomes based on survey results. In order to measure youth outcomes, surveys were designed with the Strategic Plan outcomes specifically in mind. Outcomes for individual programs are included in the Individual Program Reports In Appendix A.

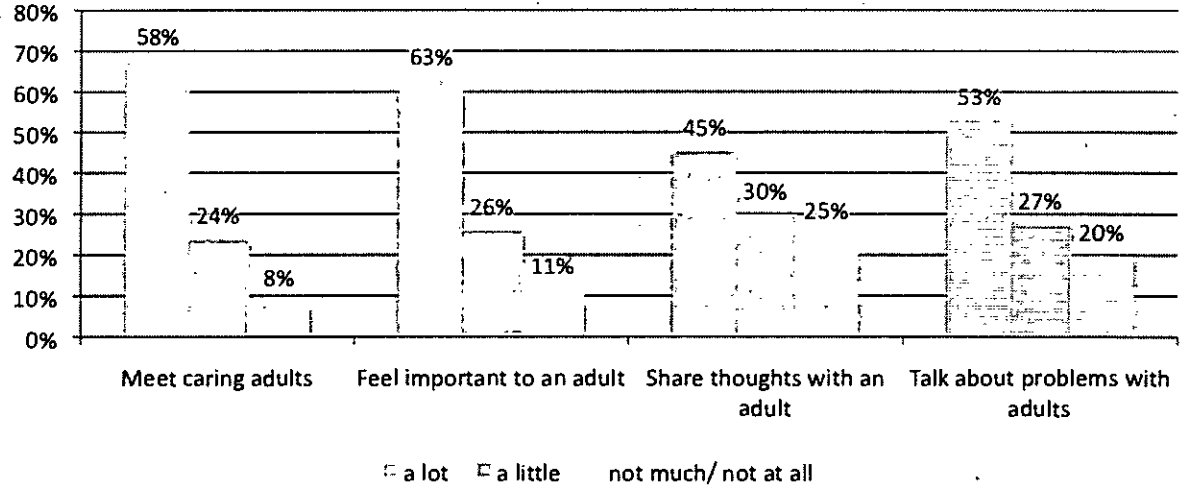
The following section will present the survey results as follows:

- Caring Adults,
- Goal Setting and Confidence,
- Academic Skills and Sustained Learning,
- Fitness Level,
- Relationships,
- Future Focus, and
- Diversity.

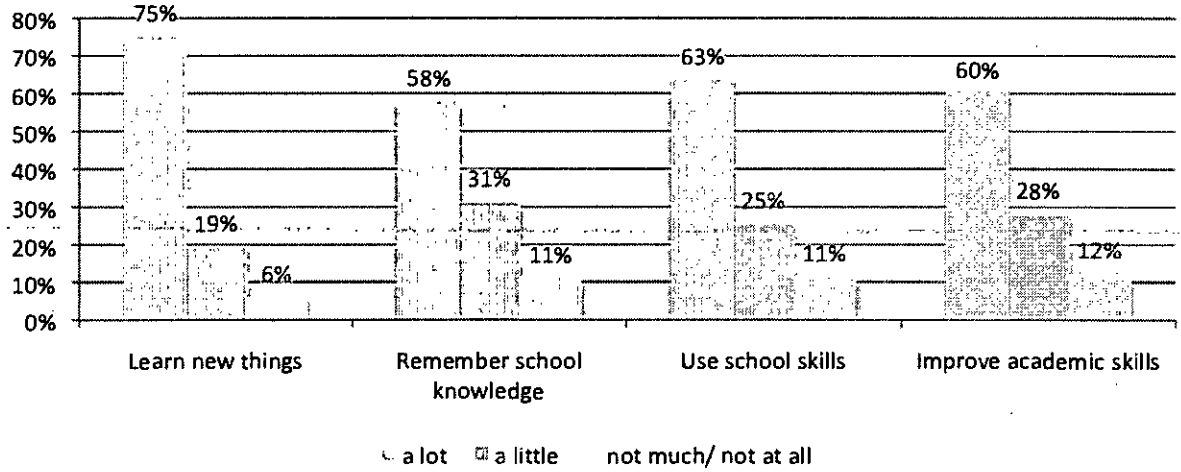
Outcomes: Goal Setting and Confidence



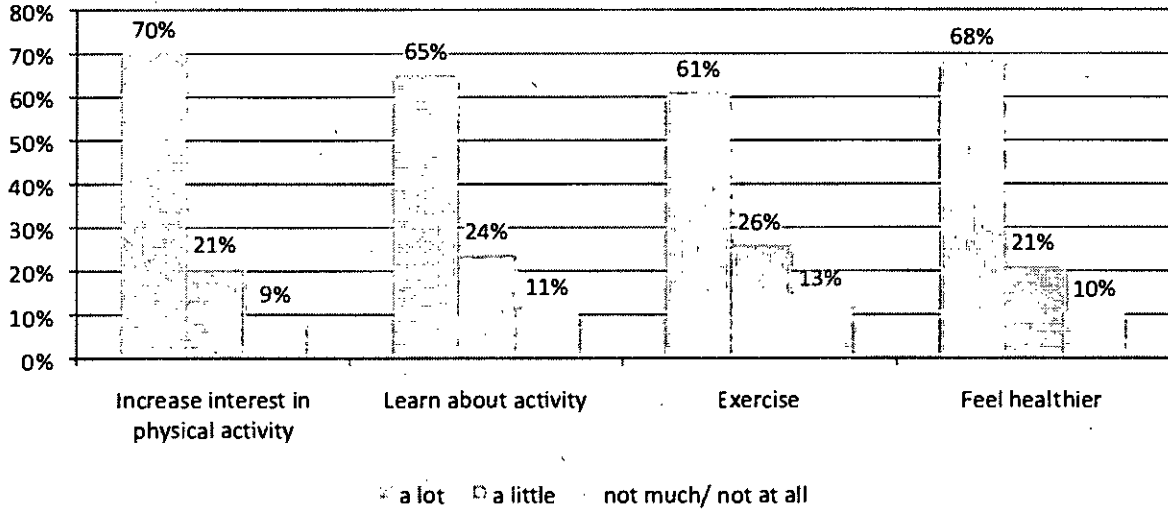
Outcomes: Caring Adults



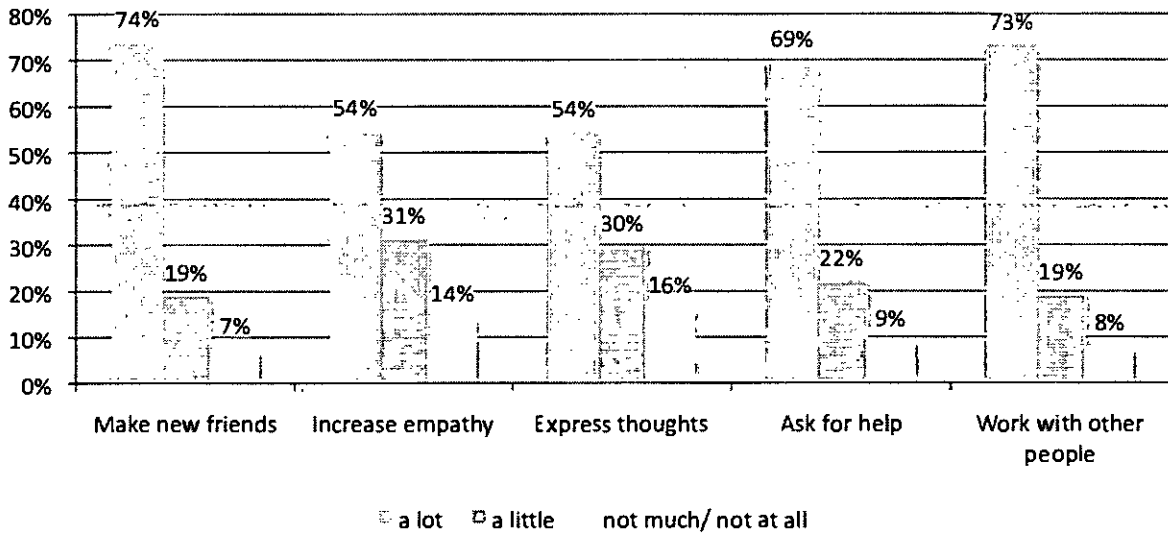
Outcomes: Academic Skills and Sustained Learning



Outcomes: Fitness Level

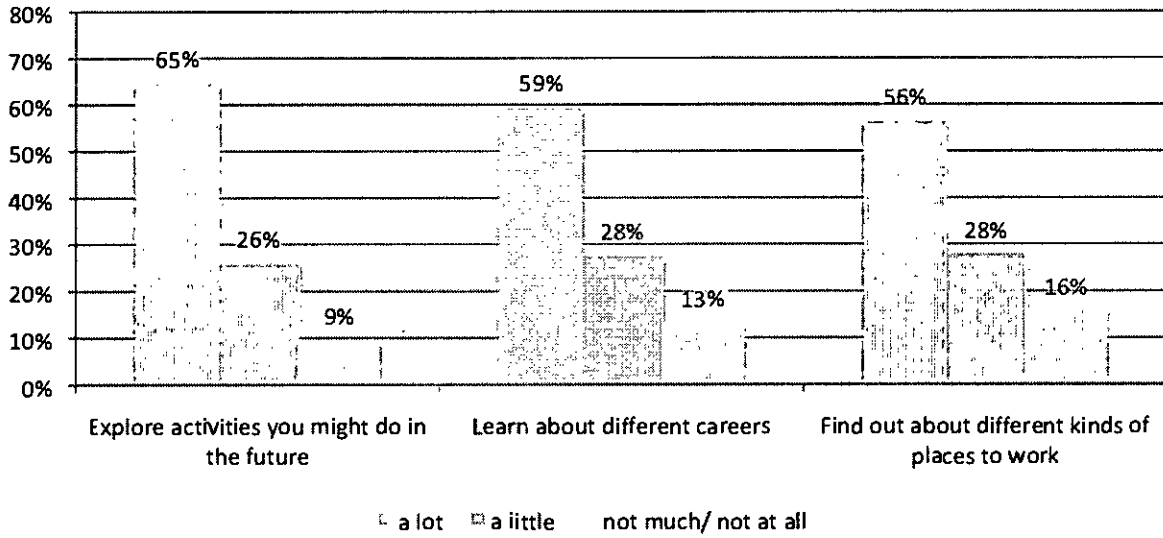


Outcomes: Relationships

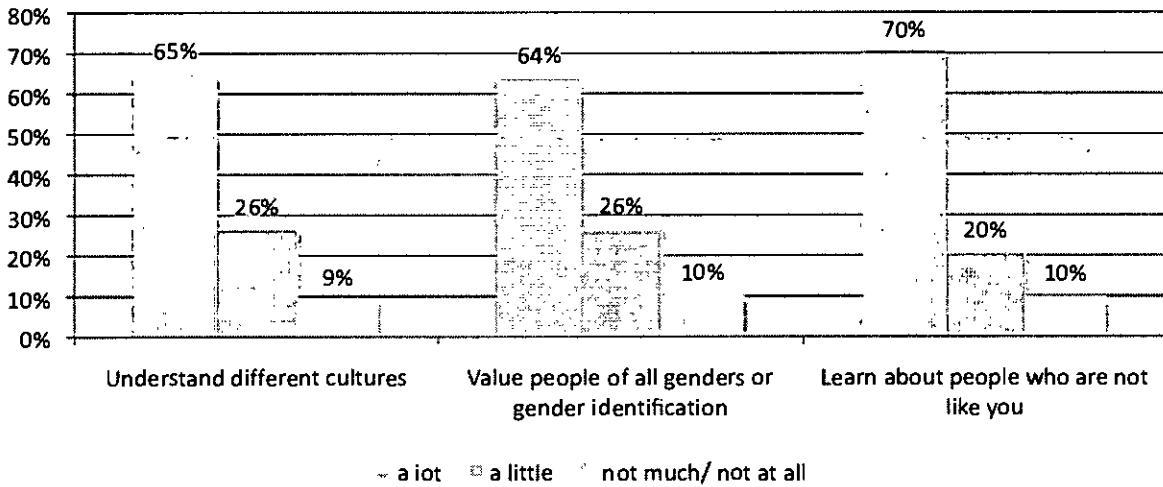


Survey Results:

Outcomes: Future Focus



Outcomes: Diversity



CONCLUDING THOUGHTS

This evaluation relied on three primary data sources collected using the resources of three affiliate organizations:

- (1) *Service and participation data*, entered by grantees into partner organization Cityspan's data system and then matched with partner organization OUSD data;
- (2) *Program quality data*, collected and produced by See Change using either: (a) the Weikart Center for Youth Quality's nationally validated Youth Program Quality Assessment Tool or (b) a custom tool developed by See Change for the early childhood grantees; and
- (3) *Surveys*, customized for strategy areas to reflect the possible outcomes set forth in the 2010-2013 OFCY Strategic Plan.

Viewed collectively, the grantees evaluated by See Change offer a vast range of services to the children and youth in the city of Oakland. As a team we are continually impressed with the OFCY grantees' dedicated and cheerful program staff as well as their thoughtful and creative programming. Overall, grantees funded in the older youth, wellness and healthy transitions, community based after school, early childhood, and summer strategy areas performed at a high level. See Change's analysis of service and participation data revealed that, both as a whole and at the strategy level, grantees met and exceeded their attendance and service-hour goals.

Grantees also showed consistent levels of program quality. By using the national Weikart Youth Program Quality Assessment tool, we can see that in the aggregate OFCY programs score more highly on every element of program quality than the national average.

In addition, See Change noted improvement in an area that we had identified in last year's evaluation (2009-10) as meriting further attention: increased opportunities for peer-to-peer interaction and for youth leadership. This year, we found that all of wellness and healthy transitions programs, as well as many of the older youth and community based after school programs did a better job of allowing youth to guide program design and implementation.

This year was the first year for See Change to implement the Weikart Youth Program Quality Assessment tool. We are excited to report that OFCY grantees consistently perform higher than the national average in program quality. We do believe however that the analysis process of this tool can be improved. Currently we are working with Public Profit, who evaluates OFCYs school based after school programs, on ways to improve our implementation of this evaluation tool.



In general, as we plan the evaluation of OFCY grantees for 2011-12, we plan to find ways to look more in depth across data sources and to explore connection with the evaluation work Public Profit performs for OFCY. With this in mind, we will revise the outcomes survey for all strategy areas.

See Change looks forward to its continued relationship with OFCY and all our partners in continuing this inquiry next year. We hope to continue providing optimal insights into OFCY's investment in positive youth development in Oakland.

OAKLAND FUND FOR CHILDREN AND YOUTH

2010-11 EVALUATION OF EARLY CHILDHOOD, OLDER YOUTH, COMMUNITY BASED AFTER SCHOOL, WELLNESS AND HEALTHY TRANSITIONS AND SUMMER STRATEGY AREAS

FINAL REPORT APPENDIX A: INDIVIDUAL REPORTS



SEE CHANGE





Ala Costa Centers Enhanced Learning After School Program for Children with Special Needs
Ala Costa Centers
Community Based After School

PROGRAM DESCRIPTION

Ala Costa Centers empowers children and young adults with developmental disabilities to find, use and strengthen their unique skills and talents, and to support their families. The after-school program supports students ages 5 to 22 with special needs, along with their family members by offering academic support, enrichment activities, and help developing the skills and self-esteem this underserved population needs for success in life. Services are offered from 2-6pm after school and all day during holidays and summer vacation. Centers are located in Oakland and Berkeley.

Grant Size: \$ 85,050.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	119%	N/A	87%

PROGRAM QUALITY ASSESSMENT RATINGS

Ala Costa Centers Enhanced Learning After School Program for Children with Special Needs is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.29.

	Quality Domain	Ala Costa Centers Enhanced Learning After School Program for Children with Special Needs	OCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.58	4.55
	Supportive Environment	3.38	4.55
Best Practices	Interaction	3.04	3.57
	Engagement	2.17	2.85
	Cultural Competency	X	3.55

SURVEY DATA



Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys	81		
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement		
		High	Med	Low
Self Efficacy				
I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.		91%	7%	0%
Healthy Habits				
I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		99%	0%	0%
Academic Success/School Attachment				
I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.		98%	1%	1%
Respect/Violence-Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.		58%	20%	19%
Positive Connections to Peers, Adults, and Communities				
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.		98%	1%	1%



	Cultural Awareness			
	1 value people of all genders/ gender identifications. 1 learn about people who are not like me in this program. 1 understand different cultures better because of this program.	90%	4%	2%
	Safety			
	1 feel safe in this program. 1 do not get bullied or harassed in this program.	95%	5%	0%



Library Education and Art Program (LEAP)
 Museum of Children's Art
 Community Based After School

PROGRAM DESCRIPTION

The Museum of Children's Art's (MOCHA) Library Education and Art Program (LEAP) provides arts-based after school programming at Oakland Public Library branches. Weekly workshops employ a range of art and literacy activities that build children's academic, social and communication skills; increase their sense of accomplishment and community engagement; develop cultural awareness; and expose them to career and mentorship opportunities.

Grant Size: \$ 65,781.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	475%	N/A	105%

PROGRAM QUALITY ASSESSMENT RATINGS

Library Education and Art Program (LEAP) is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.84.

	Quality Domain	Library Education and Art Program (LEAP)	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.4	4.55
	Supportive Environment	4.92	4.55
Best Practices	Interaction	3.38	3.57
	Engagement	2.67	2.35
	Cultural Competency	2.5	3.55

OBSERVATION NOTES

Program Strengths:

Good collaboration. Set in libraries. Offering arts instruction to children and youth who otherwise don't have access. In some cases they have replaced school art instruction with taking youth and children to this program.

Areas for Improvement:

It was difficult with just two staff to lead the class and support individual participants.



SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		122	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?			
	% agreement with statement			
		<i>High</i>	<i>Med</i>	<i>Low</i>
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	85%	13%	2%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	2%	1%	0%
	Academic Success/School Attachment			
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading math, and science.) I plan to graduate or have already graduated from high school	85%	12%	1%
	Respect/Violence-Prevention			
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	75%	20%	5%	
Positive Connections to Peers, Adults, and Communities				
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	91%	8%	1%	
Cultural Awareness				
I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	74%	23%	1%	

Safety	I feel safe in this program. I do not get bullied or harassed in this program.	88%	11%	0%
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Neighborhood Sports Initiative
 Unity Council
 Community Based After School

PROGRAM DESCRIPTION:

The goal of the Neighborhood Sports Initiative (NSI) is to ensure that youth ages 5 to 18 years and residing in Oakland's Fruitvale neighborhood have access to sports and recreational activities during after-school hours, summer and weekends, with particular emphasis on utilizing existing Oakland Unified School District facilities. The NSI is comprised of two major components: The 6 to 9 p.m. Program and the Girls Sports Program. Both programs strive to help youth build lifelong healthy habits, provide outlets for physical exercise, develop leadership skills, and participate in sports and recreation.

Grant Size: \$ 85,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
111%	181%	147%	256%

PROGRAM QUALITY ASSESSMENT RATINGS

Neighborhood Sports Initiative is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.68.

	Quality Domain	Neighborhood Sports Initiative	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.68	4.55
	Supportive Environment	4.64	4.55
Best Practices	Interaction	3.58	3.57
	Engagement	1.83	2.85
	Cultural Competency	3.0	3.55

OBSERVATION NOTES

Program Strengths:

The program provides a valuable opportunity for youth to improve their fitness, learn new sporting skills and stay active.

Areas for Improvement:

Content areas are decided by staff with little input from youth.



SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		61	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?		% agreement with statement	
		High	Med	Low
Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	92%	8%	0%
Healthy Habits				
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	95%	5%	0%
Academic Success/School Attachment				
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	92%	7%	2%
Respect/Violence-Prevention				
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	84%	11%	5%
Positive Connections to Peers, Adults, and Communities				
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult I am a positive influence in my community. I care about my community.	92%	7%	2%
Cultural Awareness				
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	82%	16%	2%



Safety	I feel safe in this program.	82%	16%	2%
	I do not get bullied or harassed in this program.			



Nurturing Native Pride
 The American Indian Child Resource Center
 Community Based After School

PROGRAM DESCRIPTION

The Indian Resource Center provides culturally relevant services to foster the academic achievement and emotional and physical well being of American Indian youth. Activities include tutoring, sports, youth leadership, life skills groups, cultural arts, and case management. Programs build positive relationships between adults and youth in a safe haven, involve parents (parent meetings, trainings), implement curriculum reflecting the cultural background of the students (American Indian history, dancing/drumming, traditional arts), and engage in experiential teaching (field trips, project based learning, media arts).

Grant Size: \$ 75,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	213%	N/A	74%

PROGRAM QUALITY ASSESSMENT RATINGS

Nurturing Native Pride is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.24.

	Quality Domain	Nurturing Native Pride	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.71	4.55
	Supportive Environment	4.85	4.55
Best Practices	Interaction	4.38	3.57
	Engagement	3.0	2.85
	Cultural Competency	5.0	3.55

OBSERVATION NOTES

Program Strengths:

Good youth development fundamentals - team-building games, projects for self-expression.



Areas for Improvement:
Some youth were not involved in activities despite multiple overtures to participate and/or focus on homework.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		15	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?		% agreement with statement	
		High	Med	Low
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	73%	27%	0%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	47%	47%	7%
	Academic Success/School Attachment			
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	80%	13%	7%
Respect/Violence-Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	40%	47%	13%	
Positive Connections to Peers, Adults, and Communities				
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	80%	20%	0%	

	Cultural Awareness			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	80%	20%	0%
	Safety			
	I feel safe in this program. I do not get bullied or harassed in this program.	87%	13%	0%



Oakland Discovery Centers
 City of Oakland- Office of Parks and Recreation
 Community Based After School

PROGRAM DESCRIPTION

The Oakland Discovery Centers is a community based after-school program with experiential learning, enrichment, fitness, and peer support activities within a youth development framework. The program offers applied science, math, tutoring, woodworking, gardening, art, video, mentoring and more to low-income youth (ages 6 to 14) in the Oakland flatlands. The program facilitates the positive growth of low-income youth by providing an informal, safe and fun learning environment, where self-confidence is built by developing skills and critical thinking abilities, producing responsible community members.

Grant Size: \$140,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service f% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	307%	N/A	115%

PROGRAM QUALITY ASSESSMENT RATINGS

Oakland Discovery Centers is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.42.

	Quality Domain	Oakland Discovery Centers	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.0	4.55
	Supportive Environment	4.29	4.55
Best Practices	Interaction	3.04	3.57
	Engagement	2.33	2.85
	Cultural Competency	2.0	3.55

OBSERVATION NOTES

Program Strengths:
 Youth are excited about hands-on science in program. Youth clamor to feed chickens, use the saws. Youth are engaged.



Areas for Improvement:
 Peer leaders use exclusionary language. The Discovery Center building is decrepit. Windows and lights are dirty.

SURVEY DATA

Outcomes Survey	Total Number of Surveys			
	101			
	% agreement w/th statement			
	High	Med	Low	
In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?				
Self Efficacy				
I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	93%	7%	0%	
Healthy Habits				
I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	72%	25%	3%	
Academic Success/School Attachment				
I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	85%	11%	4%	
Respect/Violence-Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	59%	32%	8%	
Positive Connections to Peers, Adults, and Communities				
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult I am a positive influence in my community. I care about my community.	77%	23%	0%	



	Cultural Awareness I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	69%	25%	3%
	Safety I feel safe in this program. I do not get bullied or harassed in this program.	90%	10%	0%



OBUGS Out of School Time
OBUGS
Community Based After School

PROGRAM DESCRIPTION

The Oakland Based Urban Garden's (OBUGS) programs include After-School, Summer Camp, and YO!BUGS. The program serves children and youth ages 5 to 18 and provides age-appropriate activities in gardens and the community that support academic achievement, a healthy diet, physical activity, and business/leadership skills. Children in the program help maintain the gardens, as well as cook, create art, and perform science projects. At Summer Camp, children work on detailed garden projects and go on fieldtrips to parks and farms. YO!BUGS is a leadership and entrepreneurship-training program for youth.

Grant Size: \$ 40,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
23%	164%	0%	94%

PROGRAM QUALITY ASSESSMENT RATINGS

OBUGS Out of School Time is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 2.76.

	Quality Domain	OBUGS Out of School Time	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.2	4.55
	Supportive Environment	3.56	4.55
Best Practices	Interaction	1.96	3.57
	Engagement	1.33	2.85
	Cultural Competency	1.0	3.55

OBSERVATION NOTES

Program Strengths:

The program exposes youth to skills they might not otherwise have access to (eg. urban gardening, cooking), and raises awareness around issues such as health eating.



Areas for Improvement:

Program lacks structured opportunities for youth to reflect on activities and give input on content areas.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		15	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?		% agreement with statement	
		High	Med	Low
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	67%	27%	0%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	33%	33%	33%
	Academic Success/School Attachment			
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	53%	27%	20%
Respect/Violence/Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	40%	53%	7%	
Positive Connections to Peers, Adults, and Communities				
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	53%	40%	7%	

Cultural Awareness			
I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	47%	33%	20%
Safety			
I feel safe in this program. I do not get bullied or harassed in this program.	47%	33%	7%



Rites of Passage
 Dimensions Dance Theater, Inc.
 Community Based After School

PROGRAM DESCRIPTION

Rites of Passage (ROP) provides youth with a safe haven after school, and offers high quality arts programs that help them express themselves, build confidence, strengthen self-esteem, and interact with other young people in healthy ways through cultural and social activities that nurture the achievement of personal goals and academic success.

Grant Size: \$ 47,500.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (f% of target)		Units of Service (f% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	142%	N/A	98%

PROGRAM QUALITY ASSESSMENT RATINGS

Rites of Passage is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.99.

	Quality Domain	Rites of Passage	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.0	4.55
	Supportive Environment	4.5	4.55
Best Practices	Interaction	3.46	3.57
	Engagement	3.0	2.85
	Cultural Competency	4.0	3.55

OBSERVATION NOTES

Program Strengths:

Youth are highly engaged and take seriously the opportunity to improve their dance, fitness and performance skills. The dance instructor demonstrates frequently, and employs live drummers for some sessions.

Areas for Improvement:

Youth must become a part of the apprenticeship program before they can mentor other youth, this may take many years.



SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		24	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?		% agreement with statement	
		High	Med	Low
Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	88%	8%	0%
Healthy Habits				
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	75%	17%	8%
Academic Success/School Attachment				
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	63%	33%	4%
Respect/Violence-Prevention				
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	75%	21%	4%
Positive Connections to Peers, Adults, and Communities				
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	67%	29%	4%
Cultural Awareness				
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	71%	17%	8%



	Safety			
	I feel safe in this program. I do not get Bullied or harassed in this program.	71%	21%	0%



SmartMoves Education and Enrichment Program
East Oakland Boxing Association
Community Based After School

PROGRAM DESCRIPTION

The East Oakland Boxing Association (EOBA)/ SmartMoves Education and Enrichment Program is an after-school, weekend, and summer program that provides free comprehensive services for youth. EOBA/ SmartMoves provides hands-on experiential learning and enrichment activities for youth ages 5 to 13 with additional services for older youth ages 14 to 20. Programs include tutoring, mentoring, art, theater, gardening, health and nutrition, computers, internships/career readiness, physical education, and field trips.

Grant Size: \$ 85,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	85%	N/A	211%

PROGRAM QUALITY ASSESSMENT RATINGS

SmartMoves Education and Enrichment Program is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.67.

	Quality Domain	SmartMoves Education and Enrichment Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.22	4.55
	Supportive Environment	4.02	4.55
Best Practices	Interaction	3.75	3.57
	Engagement	2.67	2.85
	Cultural Competency	5.0	3.55

OBSERVATION NOTES

Program Strengths:

Staff give focused attention to youth when helping them with their homework. Intern positions provide a good opportunity for older youth to mentor younger youth -- younger youth who receive the tutelage respond well.



Areas for Improvement:

Youth are not well supervised in the boxing and outdoor areas after homework is completed.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	Total Number of Surveys		27		
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?		% agreement with statement		
		High	Med	Low	
	Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.		93%	7%	0%
	Healthy Habits				
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		96%	4%	0%
	Academic Success/School Attachment				
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.		85%	15%	0%
Respect/Violence-Prevention					
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.		78%	19%	0%	
Positive Connections to Peers, Adults, and Communities					
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult I am a positive influence in my community. I care about my community.		89%	11%	0%	



Cultural Awareness				
I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.		65%	15%	0%
Safety				
I feel safe in this program. I do not get bullied or harassed in this program.		67%	26%	4%



Sports & Recreation for Youth with Physical Disabilities
Bay Area Outreach & Recreation Program
Community Based After School

PROGRAM DESCRIPTION

Bay Area Outreach & Recreation Program (BORP) provides after school and weekend sports and recreation programming for Oakland youth with disabilities ages 5 to 20 and family members. Key activities include wheelchair basketball and power soccer at James Kenney gym, adaptive cycling at Aquatic Park, tournaments and outdoor adventures. Transportation, family engagement, transition support and outreach are included components. Youth increase physical activity and fitness, connect with a community of peers and caring adults, improve communication and social skills, as well as develop self-confidence and a sense of accomplishment.

Grant Size: \$ 45,600.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
163%	111%	108%	93%

PROGRAM QUALITY ASSESSMENT RATINGS

Sports & Recreation for Youth with Physical Disabilities is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.04.

	Quality Domain	Sports & Recreation for Youth with Physical Disabilities	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.0	4.55
	Supportive Environment	4.92	4.55
Best Practices	Interaction	4.08	3.57
	Engagement	2.17	2.85
	Cultural Competency	3.0	3.55

OBSERVATION NOTES**Program Strengths:**

Program works to instill independence in youth. Youth are responsible for their own equipment, for leading stretching and drills, for negotiating transportation. Also, families are very involved. Wheelchair basketball practices are family get-togethers.



Areas for Improvement:
 More opportunities for youth leadership would enrich programs.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys	% agreement with statement		
The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?		High	Med	Low
Self Efficacy				
I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	24	83%	17%	0%
Healthy Habits				
I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		92%	8%	0%
Academic Success/School Attachment				
I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.		92%	4%	4%
Respect/Violence-Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.		92%	4%	4%
Positive Connections to Peers, Adults, and Communities				
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.		96%	4%	0%



	Cultural Awareness I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	92%	8%	0%
	Safety I feel safe in this program. I do not get bullied or harassed in this program.	96%	4%	0%



**Homework Club
The Green Stampede
Community Based After School**

PROGRAM DESCRIPTION

The Green Stampede is a tutoring and homework help program that serves disadvantaged Oakland elementary, middle and high school students. These sessions take place during weeknight home games for the Athletics and are conducted on-site in a conference room at the Oakland Coliseum. The tutors are teachers, retired teachers, and current and recently graduated college students. After several hours of tutoring, students are rewarded for their hard work by going to watch the game.

Grant Size: \$ 10,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)	Units of Service (% of target)
2010-11	2010-11
72%	35%

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.					
	Total Number of Surveys		15			
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>					
	Self Efficacy		% agreement with statement			
		<i>High</i>	<i>Med</i>	<i>Low</i>		
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.			73%	27%	0%
	Healthy Habits					
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.			60%	33%	7%



Academic Success/School Attachment I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	93%	7%	0%
Respect/Violence-Prevention I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	80%	7%	13%
Positive Connections to Peers, Adults, and Communities I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	93%	7%	0%
Cultural Awareness I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	67%	33%	0%
Safety I feel safe in this program. I get bullied or harassed in this program.	73%	27%	0%



Model Neighborhood Program
Alameda County Medical Center
Older Youth - Career and College Readiness

PROGRAM DESCRIPTION

The Model Neighborhood Program (MNP) promotes healthy choices and exposes 8th to 12th graders to various careers in the health industry by partnering them with health professionals to provide practical experience and community service at Alameda County Medical Center. The program includes paid and unpaid internships, team building and seminars on professionalism, time management, goal setting, career ladders and financial management. Students exit with career goals, confidence in accessing job-related opportunities, improved health industry career skills and a network of potential future supervisors.

Grant Size: \$140,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
87%	95%	147%	124%

PROGRAM QUALITY ASSESSMENT RATINGS

Model Neighborhood Program is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.48.

	Quality Domain	Model Neighborhood Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.9	4.55
	Supportive Environment	5.0	4.55
Best Practices	Interaction	4.38	3.57
	Engagement	3.67	2.85
	Cultural Competency	4.0	3.55



OBSERVATION NOTES

Program Strengths:

Excellent youth development principles employed. Youth are in charge, reflect in multiple modalities, share what they learn daily, and experience new career opportunities.

Areas for Improvement:

Look for incentives to increase attendance for youth with familial commitments.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		48	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?			
	% agreement with statement			
		<i>High</i>	<i>Med</i>	<i>Low</i>
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	77%	23%	0%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	48%	46%	6%
	Academic Success/School Attachment			
I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	77%	21%	2%	
Respect/Violence-Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	58%	25%	15%	
Positive Connections to Peers, Adults, and Communities				



I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult I am a positive influence in my community. I care about my community.	75%	25%	0%
Cultural Awareness			
I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	73%	27%	0%
Safety			
I feel safe in this program. I do not get bullied or harassed in this program.	94%	4%	2%



Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program
Biotech Partners
Older Youth - Career and College Readiness

PROGRAM DESCRIPTION

Biotech Partners serves Oakland youth, aged 15 to 20, with academic and vocational bioscience training at Oakland Tech and within Peralta Community College District targeting minority, low-income and female youth, many with academic challenges. The 11th to 12th grade Biotech Academy includes 4 semester long, hands-on biotech classes, free tutoring and job-search/life skills workshops. Students gain employment skills during a mentored 8-week paid summer science internship. The Bioscience Career Institute at Peralta extends the academic training and paid professional experience, resulting in job placement

Grant Size: \$ 85,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	100%	N/A	64%

PROGRAM QUALITY ASSESSMENT RATINGS

Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.85.

	Quality Domain	Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.5	4.55
	Supportive Environment	4.61	4.55
Best Practices	Interaction	4.29	3.57
	Engagement	2.0	2.85
	Cultural Competency	3.0	3.55

OBSERVATION NOTES

Program Strengths:

Program provides youth with the opportunity to improve biotech skills through structured lab activities, practice and guidance – youth would have difficulty developing these skills without the program. The accumulation of these skills leads to tangible internship opportunities and future career developments.

Areas for Improvement:

Youth's interests are considered when assigning internship opportunities, however youth have limited opportunity to provide input on the program curriculum.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys	% agreement with statement		
		High	Med	Low
The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	28			
Self Efficacy				
I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	61%	39%	0%	
Healthy Habits				
I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	25%	29%	46%	
Academic Success/School Attachment				
I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	79%	18%	4%	
Respect/Violence-Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	75%	21%	4%	
Positive Connections to Peers, Adults, and Communities				



<p>I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult I am a positive influence in my community. I care about my community.</p>	71%	14%	14%
<p>Cultural Awareness I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.</p>	54%	32%	14%
<p>Safety I feel safe in this program. I do not get bullied or harassed in this program.</p>	93%	7%	0%



Youth Law Academy
Centra Legal de la Raza
Older Youth - Career and College Readiness

PROGRAM DESCRIPTION

The Youth Law Academy (YLA) program provides career exploration, college readiness and leadership development for Oakland youth who are low-income, minority, immigrant or first-generation college bound. Through career exploration in the law, academic support, college preparation, scholarships, mentoring, a mock trial, and outreach to their peers, youth succeed in high school, transition to college, and develop leadership skills to work for social justice. YLA provides services year-round (with higher intensity during the school year) for students (high school students and college students).

Grant Size: \$ 85,797.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
92%	107%	97%	97%

PROGRAM QUALITY ASSESSMENT RATINGS

Youth Law Academy is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.84.

	Quality Domain	Youth Law Academy	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	3.9	4.55
	Supportive Environment	4.75	4.55
Best Practices	Interaction	3.88	3.57
	Engagement	2.83	2.85
	Cultural Competency	3.5	3.55

OBSERVATION NOTES

Program Strengths:
Youth are very comfortable participating in discussion about decision-making principles. Program walks students through each step of college application process.

Areas for Improvement:
Youth do not lead the majority of activities.



SURVEY DATA

No surveys were collected from this program.



TOOLS: Transforming Ordinary Obstacles into Life Skills
City of Oakland, Office of Parks and Recreation
Older Youth - Comprehensive Programming

PROGRAM DESCRIPTION

The Radical Roving Recreation (TOOLS) program is a comprehensive art, culture, and life skills program that assists young people to transition healthfully into adulthood. Through TOOLS, Oakland's Office of Parks and Recreation and partners provide dance, theater, communications, and self-esteem building to help young people move through the trauma they have experienced so they may further access life skills. These skills include healthy cooking and nutrition, financial management, and developing a vision for their careers and life.

Grant Size: \$126,936.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	109%	N/A	34%

PROGRAM QUALITY ASSESSMENT RATINGS

TOOLS: Transforming Ordinary Obstacles into Life Skills is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.64.

	Quality Domain	TOOLS: Transforming Ordinary Obstacles into Life Skills	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.3	4.55
	Supportive Environment	4.44	4.55
Best Practices	Interaction	2.83	3.57
	Engagement	3.0	2.85
	Cultural Competency	4.5	3.55

OBSERVATION NOTES

Program Strengths:

Program has situated itself in a high-need area. Drumming circle component is relevant and a positive metaphor for leadership/fellowship.

Areas for Improvement:



Late program start (February) means there hasn't been much time for the group to congele. Basics (emergency procedures, fire-extinguisher) were not available.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from Your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		43	
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>		% agreement with statement	
		<i>High</i>	<i>Med</i>	<i>Low</i>
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	84%	14%	2%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	47%	21%	33%
	Academic Success/School Attachment			
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	60%	21%	19%
Respect/Violence-Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	56%	37%	5%	
Positive Connections to Peers, Adults, and Communities				
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	56%	35%	9%	
Cultural Awareness				



	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	58%	26%	16%
	Safety			
	I feel safe in this program. I do not get bullied or harassed in this program.	74%	21%	0%



College Track Oakland
College Track
Older Youth - Career and College Readiness

PROGRAM DESCRIPTION

College Track Oakland provides services to low-income, under-resourced high school students to interrupt cycles of low achievement and help transform Oakland into a place where college readiness and college graduation are the norms. The program does this by improving student achievement through the delivery of high quality, comprehensive services and strategic partnerships with schools and other community-based organizations.

Grant Size: \$140,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	68%	N/A	92%

PROGRAM QUALITY ASSESSMENT RATINGS

College Track Oakland is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.17.

	Quality Domain	College Track Oakland	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.0	4.55
	Supportive Environment	4.71	4.55
Best Practices	Interaction	3.79	3.57
	Engagement	3.17	2.85
	Cultural Competency	3.0	3.55

OBSERVATION NOTES

Program Strengths:
Youth have the opportunity to participate in high-stakes presentation experiences (presenting to mayor). Program is extremely professional and clear with youth about expectations for participation.

Areas for Improvement:



Volunteer course leaders and short sessions (six weeks, meeting once per week) result in a variety of levels of instructor efficacy, despite standardized training.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys	% agreement with statement		
		High	Med	Low
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?			
Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	69%	31%	0%
Healthy Habits				
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	17%	29%	51%
Academic Success/School Attachment				
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	70%	26%	3%
Respect/Violence-Prevention				
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	66%	28%	6%
Positive Connections to Peers, Adults, and Communities				
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	70%	27%	3%
Cultural Awareness				



	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	68%	23%	8%
Safety	I feel safe in this program. I do not get bullied or harassed in this program.	78%	18%	1%



Internships and Apprenticeships Program
Dimensions Dance Theater
Older Youth - Comprehensive Programming

PROGRAM DESCRIPTION

Dimension Dance Theater's Intern and Apprentice program supports older, highly motivated advanced students who seek arts careers. Students work alongside program staff senior/professional instructors, teaching and mentoring younger students, demonstrating technique, rehearsing repertory, problem solving in the studio, performing in the community; furthermore, to give direct coaching and training, that support and prepare students for careers in dance and related fields.

Grant Size: \$ 47,500.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	100%	N/A	70%

PROGRAM QUALITY ASSESSMENT RATINGS

Internships and Apprenticeships Program is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.65.

	Quality Domain	Internships and Apprenticeships Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.0	4.55
	Supportive Environment	4.61	4.55
Best Practices	Interaction	4.83	3.57
	Engagement	4.17	2.85
	Cultural Competency	5.0	3.55

OBSERVATION NOTES

Program Strengths:
Activities provide youth the opportunity to improve their dance and performance skills through guided practice, and subsequently apply these skills as a mentor in teaching younger youth. Choreography often reflects youth's input.

Areas for Improvement:



Youth are able to reflect on their performances (by critiquing their own video), however there are limited opportunities for reflection on a weekly basis.

SURVEY DATA

No Surveys were collected from this program.



DREAMCATCHER
Dreamcatcher
Older Youth - Comprehensive Programming

PROGRAM DESCRIPTION

DreamCatcher targets runaway, thrown away and homeless older youth to allow them to successfully transition to adulthood by providing a safe place with caring adults, academic and career support, as well as recreation. Comprehensive programming includes academic tutoring, goal setting and counseling, sports/recreation, life skills training, case management, leadership training, peer led training and workshops, resume development, college application assistance, peer support assistance with housing and a safe space to congregate.

Grant Size: \$120,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served f% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	67%	N/A	95%

PROGRAM QUALITY ASSESSMENT RATINGS

Dreamcatcher is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.28.

	Quality Domain	Dreamcatcher	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.67	4.55
	Supportive Environment	3.97	4.55
Best Practices	Interaction	2.5	3.57
	Engagement	2.0	2.85
	Cultural Competency	4.0	3.55

OBSERVATION NOTES

Program Strengths:

Program space demanded by and decorated by youth. Initial force of program was youth-led.

Areas for Improvement:



Enrollment/drop-in numbers are down. Program doesn't employ many youth development best practices currently. In the past, more opportunities existed for youth leadership, as participants received stipends for Youth Advisory Board.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	Total Number of Surveys		40		
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?		% agreement with statement		
			High	Med	Low
	Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself		73%	18%	10%
	Healthy Habits				
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		45%	35%	20%
	Academic Success/School Attachment				
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.		65%	25%	10%
Respect/Violence-Prevention					
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.		45%	30%	23%	
Positive Connections to Peers, Adults, and Communities					
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.		78%	23%	0%	
Cultural Awareness					



	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	68%	26%	3%
	Safety			
	I feel safe in this program. I do not get bullied or harassed in this program.	93%	8%	0%



ESAA Youth Arts Program
East Side Arts Alliance
Older Youth - Career and College Readiness

PROGRAM DESCRIPTION

The Eastside Arts Alliance youth art programs include free art workshops for youth, public art projects, festivals, performances, town hall meetings, forums, and exhibitions. The programs employ a cultural empowerment model that is centered in social justice and incorporates entrepreneurial and career building elements to provide youth the necessary creative skills to develop self-confidence and motivation to explore greater possibilities in employment and life-shaping goals.

Grant Size: \$ 70,137.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
168%	165%	82%	100%

PROGRAM QUALITY ASSESSMENT RATINGS

ESAA Youth Arts Program is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.22.

	Quality Domain	ESAA Youth Arts Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.67	4.55
	Supportive Environment	4.21	4.55
Best Practices	Interaction	4.17	3.57
	Engagement	3.83	2.85
	Cultural Competency	4.5	3.55

OBSERVATION NOTES**Program Strengths:**

The products of program activities (art plays, music) reflect the ideas and creativity of youth. Activities are highly engaging, and allow youth to explore current and historical cultural issues (eg. recent gang injunction in Fruitvale).

Areas for Improvement:

A few youth lacked direction during the program offering.

**SURVEY DATA**

Outcomes Survey	Total Number of Surveys			
	50			
	% agreement with statement			
	High	Med	Low	
In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>				
Self Efficacy				
I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	62%	38%	0%	
Healthy Habits				
I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	38%	42%	18%	
Academic Success/School Attachment				
I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	76%	22%	2%	
Respect/Violence-Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	50%	36%	10%	
Positive Connections to Peers, Adults, and Communities				
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	58%	40%	2%	
Cultural Awareness				



	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	56%	40%	2%
Safety	I feel safe in this program. I do not get bullied or harassed in this program.	84%	14%	0%



**First Steps Community Resource Center
First Place for Youth
Older Youth - Comprehensive Programming**

PROGRAM DESCRIPTION

The First Steps Community Resource Center program serves as a critical information and referral service to foster and homeless youth. Each year, youth (ages 16 to 20) obtain housing search assistance, emancipation planning training, education and employment information, and emergency food and utility assistance. Youth use computers, participate in community building and service events, and socialize with other youth who are preparing to transition from foster care.

Grant Size: \$127,499.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	247%	N/A	213%

PROGRAM QUALITY ASSESSMENT RATINGS

First Steps Community Resource Center is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.46.

	Quality Domain	First Steps Community Resource Center	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.8	4.55
	Supportive Environment	4.63	4.55
Best Practices	Interaction	3.75	3.57
	Engagement	4.67	2.85
	Cultural Competency	3.0	3.55



SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	Total Number of Surveys		56		
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?		% agreement with statement		
			High	Med	Low
	Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.		89%	4%	4%
	Healthy Habits				
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		46%	41%	11%
	Academic Success/School Attachment				
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.		71%	20%	4%
Respect/Violence-Prevention					
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.		71%	18%	11%	
Positive Connections to Peers, Adults, and Communities					
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.		82%	13%	5%	
Cultural Awareness					

	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	70%	20%	9%
Safety	I feel safe in this program. I do not get bullied or harassed in this program.	61%	34%	2%



Steps to Success
First Place for Youth
Older Youth - Career and College Readiness

PROGRAM DESCRIPTION

The Steps to Success Program provides academic and career preparation services to high-risk youth transitioning from foster care to independent adulthood. Youth receive valuable job search and training skills so that they can better compete in the local job market, along with critical support in completing their high school diploma or GED certificate and enrolling in post-secondary education. By continuing to set high standards for youth, the Steps to Success Program supports youth in developing a plan to achieve the building blocks necessary to ultimately live successful, independent lives.

Grant Size: \$106,249.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
128%	178%	124%	145%

PROGRAM QUALITY ASSESSMENT RATINGS

Steps to Success is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.15.

	Quality Domain	Steps to Success	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.7	4.55
	Supportive Environment	4.74	4.55
Best Practices	Interaction	4.0	3.57
	Engagement	3.17	2.85
	Cultural Competency	3.5	3.55

OBSERVATION NOTES

Program Strengths:
Youth are fully supported through their transition to permanent employment Program staff are collaboratively connected to a network of support for youth.

Areas for Improvement:



One-on-one model precludes participants from connecting with others in the same situation in this part of programming.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys	% agreement with statement		
		High	Med	Low
The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	56			
Self Efficacy				
1 work hard toward my goals. I'm confident in my skills and abilities. 1 expect good things from myself.	96%	4%	0%	
Healthy Habits				
1 learn about a physical activity in this program. 1 spend more time exercising because of this program. 1 feel healthier because of this program. 1 make good choices about my health.	26%	33%	41%	
Academic Success/School Attachment				
1 look forward to learning because of this program. I go to school more often when I attend this program. 1 do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	59%	22%	19%	
Respect/Violence-Prevention				
I'm not likely to be suspended from school. 1 don't get in physical fights with my peers. 1 resolve conflicts without violence.	81%	19%	0%	
Positive Connections to Peers, Adults, and Communities				
1 have friends that are a positive influence. I work well with other people and in teams. 1 have met at least one adult that cares about me in this program. 1 feel like I am important to at least one adult. 1 am a positive influence in my community. I care about my community.	78%	19%	4%	
Cultural Awareness				



	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	67%	22%	11%
Safety	I feel safe in this program. I do not get bullied or harassed in this program.	78%	19%	0%



**Success at Seventeen
Next Step Learning Center
Older Youth - Career and College Readiness**

PROGRAM DESCRIPTION

Success at Seventeen focuses on the specific needs of youth between the ages of 17 and 20 with the following goals: (1) to provide an effective way for youth who have failed in high school to achieve their GED; (2) to build self-esteem and a sense of purpose; (3) to assist youth to develop qualities that increase their access to jobs and/or further education, including responsibility, focus, and respect for others; (4) to provide a strong support system, including daily telephone calls and one-on-one tutoring; and (5) to make a college education accessible to low-income Oakland youth.

Grant Size: \$ 72,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
104%	142%	267%	79%

PROGRAM QUALITY ASSESSMENT RATINGS

Success at Seventeen is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.73.

	Quality Domain	Success at Seventeen	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.0	4.55
	Supportive Environment	4.75	4.55
Best Practices	Interaction	3.0	3.57
	Engagement	2.17	2.85
	Cultural Competency	3.0	3.55

OBSERVATION NOTES**Program Strengths:**

Renovated building creates positive energy for learning. Program meets outcome goals (GED passing rates) and celebrates personal achievements.

Areas for Improvement:



Program gives few opportunities for youth to present, lead or peer-mentor.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		45	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?			
	% agreement with statement			
		High	Med	Low
	Self-Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	91%	9%	0%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	58%	38%	4%
	Academic Success/School Attachment			
I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	78%	22%	0%	
Respect/Violence-Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	76%	20%	4%	
Positive Connections to Peers, Adults, and Communities				
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	69%	24%	7%	
Cultural Awareness				



	I value people of all genders / gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	62%	33%	4%
Safety	I feel safe in this program. I do not get bullied or harassed in this program.	98%	2%	0%



Refugee and Immigrant Wellness Project
 Refugee Transitions
 Older Youth - Comprehensive Programming

PROGRAM DESCRIPTION

In partnership with Oakland International High School (OIHS), Soccer Without Borders and California Youth Outreach the Refugee and Immigrant Wellness Project supports low-income refugee and immigrant youth at OIHS. The program includes ESL tutoring, mentoring, leadership training, conflict resolution, case management and recreational activities. Youth improve their English and academic skills; gain confidence; develop healthy relationships with caring adults; explore their interests; and learn the values of exercise, effective communication and teamwork.

Grant Size: \$ 75,232.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	147%	N/A	148%

PROGRAM QUALITY ASSESSMENT RATINGS

Refugee and Immigrant Wellness Project is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.46.

	Quality Domain	Refugee and Immigrant Wellness Project	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.05	4.55
	Supportive Environment	4.38	4.55
Best Practices	Interaction	2.92	3.57
	Engagement	2.5	2.85
	Cultural Competency	2.5	3.55



SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys	IOS		
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement		
		High	Med	Low
Self Efficacy				
I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	86%	13%	0%	
Healthy Habits				
I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	73%	17%	4%	
Academic Success/School Attachment				
I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	83%	13%	2%	
Respect/Violence-Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	72%	18%	8%	
Positive Connections to Peers, Adults, and Communities				
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	77%	19%	2%	
Cultural Awareness				
I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	70%	26%	3%	



	Safety			
	I feel safe in this program. I do not get bullied or harassed in this program.	65%	29%	3%



Pathways to Higher Education and Careers
Youth Radio
Older Youth - Career and College Readiness

PROGRAM DESCRIPTION

The Pathways to Higher Education and Careers program offers a youth development program that integrates educational support, college preparation and career exploration. Youth Radio's program includes intensive hands-on training in media production; individualized academic support and college preparation assistance; and workplace-based training such as internships and externships.

Grant Size: \$120,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	206%	N/A	91%

PROGRAM QUALITY ASSESSMENT RATINGS

Pathways to Higher Education and Careers is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.75.

	Quality Domain	Pathways to Higher Education and Careers	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.0	4.55
	Supportive Environment	5.0	4.55
Best Practices	Interaction	4.5	3.57
	Engagement	4.5	2.85
	Cultural Competency	5.0	5.55

OBSERVATION NOTES

Program Strengths:

High level of youth engagement. Multiple structured opportunities for reflection through weekly reflection tasks (professional development workshops) and constant tracking of goals and progress (one-on-one advisory sessions). Program aims to provide youth with all the necessary tools to successfully apply to college.

Areas for Improvement:



Professional development students are not given the opportunity to lead and prepare workshops, unless they have taken the class before.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	Total Number of Surveys		37		
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?		% agreement with statement		
			High	Med	Low
	Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.		73%	24%	3%
	Healthy Habits				
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		27%	41%	32%
	Academic Success/School Attachment				
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.		70%	24%	5%
Respect/Violence-Prevention					
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.		62%	35%	3%	
Positive Connections to Peers, Adults, and Communities					
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.		70%	27%	3%	
Cultural Awareness					



	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	57%	22%	14%
Safety	I feel safe in this program. I do not get bullied or harassed in this program.	84%	16%	0%

**SITE PROFILE**

**Youth Employment Partnership
Career Try-Out
Older Youth**

PROGRAM DESCRIPTION

Career Try-Out provides Oakland youth ages 15 to 17 who have never worked before, with their first summer job. Youth complete workshops on job skills, including job search techniques, interviewing, resume preparation, and job survival prior to employment. Each teen is assigned a counselor, and selects from a menu of worksite options, and will complete 120 hours of subsidized employment along with weekly job skills workshops. Supervisors complete two evaluations of youth, and youth evaluate jobsites at summer's end.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
139%	111%	148%	122%

PROGRAM QUALITY ASSESSMENT RATINGS

Youth Employment Program is a Thriving program, based on an overall Program Quality Assessment score of 2.6*.

Quality Domain	Youth Employment Partnership	OFCY Strategy Area Overall Average Score (Summer)*
Physical and Emotional Safety	2.6	2.7
Caring Adults	2.5	2.7
Skill Building	2.8	2.5
Fun	3.0	3.0
Supportive Peers	2.0	2.6
Youth Engagement	2.7	2.5
Diversity/Identity	2.4	2.7

Note: *The Youth Employment Partnership's program offerings occurred over the Summer. As such, the program was assessed using the Summer Program Quality Assessment, which employs a scale of 1-3.



**Project EEVE
Pivotal Point Youth Services
Older Youth**

PROGRAM DESCRIPTION

Pivotal Point Youth Services provides education and career assessments, education referrals, employment training, paid internships, vocational skills development, and entrepreneurship training to at-risk youth ages 15-20. The services are enhanced with a variety of other comprehensive supportive services to help alleviate barriers to employment and are designed to increase the youth's employment, vocational and entrepreneurial skills to prepare them for careers with life-long growth potential and future self-sufficiency.

Grant Size: \$72,391.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)	Units of Service (% of target)
2010-11	2010-11
46%	45%

PROGRAM QUALITY ASSESSMENT RATINGS

Project EEVE is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.53.

	Quality Domain	Project EEVE	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5	4.55
	Supportive Environment	5	4.55
Best Practices	Interaction	4	3.57
	Engagement	4.11	2.85
	Cultural Competency	5	3.55



SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys	«Survey Respondents»		
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement		
		<i>High</i>	<i>Med</i>	<i>Low</i>
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	80%	18%	2%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	27%	32%	41%
	Academic Success/School Attachment			
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	73%	23%	5%
Respect/Violence-Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	55%	30%	16%	
Positive Connections to Peers, Adults, and Communities				



	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	70%	23%	7%
	Cultural Awareness			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	66%	27%	7%
	Safety			
	I feel safe in this program. I get bullied or harassed in this program.	84%	16%	0%



Caught in the Crossfire
Youth ALIVE!
Older Youth

PROGRAM DESCRIPTION

Caught in the Crossfire program accepts referrals for, reaches out to, and provides comprehensive violence prevention case management services for older youth, ages 15 to 20, who live in East Oakland served by Castlemont Community of Small Schools and have one or more of the risk factors associated with violence, e.g. chronic truancy, involvement with gangs, and victim or perpetrator of violence. Castlemont Community of Small Schools and the Castlemont Health Center operated by Children's Hospital and Research Center Oakland refer youth to Caught in the Crossfire services.

Grant Size: \$76,500

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)	Units of Service (% of target)
2010-11	2010-11
52%	76%

PROGRAM QUALITY ASSESSMENT RATINGS

Caught in the Crossfire is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.

	Quality Domain	Caught in the Crossfire	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4	4.55
	Supportive Environment	5	4.55
Best Practices	Interaction	3	3.57
	Engagement	4	2.85
	Cultural Competency	3.5	3.55

SURVEY DATA

No survey data was submitted by this program for the 2010-2011 year.



Project EEVE
Pivotal Point Youth Services
Older Youth

PROGRAM DESCRIPTION

Pivotal Point Youth Services provides education and career assessments, education referrals, employment training, paid internships, vocational skills development, and entrepreneurship training to at-risk youth ages 15-20. The services are enhanced with a variety of other comprehensive supportive services to help alleviate barriers to employment and are designed to increase the youth's employment, vocational and entrepreneurial skills to prepare them for careers with life-long growth potential and future self-sufficiency.

Grant Size: \$72,391.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)	Units of Service (% of target)
2010-11	2010-11
46%	45%

PROGRAM QUALITY ASSESSMENT RATINGS

Project EEVE is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.53.

	Quality Domain	Project EEVE	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5	4.55
	Supportive Environment	5	4.55
Best Practices	Interaction	4	3.57
	Engagement	4.11	2.85
	Cultural Competency	5	3.55



SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	Total Number of Surveys		«Survey Respondents»		
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?		% agreement with statement		
			<i>High</i>	<i>Med</i>	<i>Low</i>
	Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.		80%	18%	2%
	Healthy Habits				
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		27%	32%	41%
	Academic Success/School Attachment				
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.		73%	23%	5%
Respect/Violence-Prevention					
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.		55%	30%	16%	
Positive Connections to Peers, Adults, and Communities					



	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	70%	23%	7%
	Cultural Awareness			
	I value people of all genders / gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	66%	27%	7%
	Safety			
I feel safe in this program. I get bullied or harassed in this program.	84%	16%	0%	



LGBT Youth Health and Wellness Conductors Program
 AIDS Project of the East Bay
 Wellness and Healthy Transitions

PROGRAM DESCRIPTION

The Lesbian, Gay, Bisexual and Transgender Youth Health and Wellness Conductors Project (YHC), adapted from Botvin's Life Skills Training (LST), is a prevention intervention model informed by social learning theory, problem behavior theory, peer cluster theory, as well as AIDS Project of the East Bay and Sexual Minority Alliance of Alameda County's practical experience. The program trains youth between the ages of 13 and 20 years old to resist health risk and risky behaviors and to share positive health seeking behaviors with their friends and peers through an innovative peer education model that makes use of social networks web-technology.

Grant Size: \$125,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
165%	90%	114%	185%

PROGRAM QUALITY ASSESSMENT RATINGS

LGBT Youth Health and Wellness Conductors Program is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.79.

	Quality Domain	LGBT Youth Health and Wellness Conductors Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.17	4.55
	Supportive Environment	5.0	4.55
Best Practices	Interaction	4.0	3.57
	Engagement	2.0	2.85
	Cultural Competency	3.0	3.55

OBSERVATION NOTES

Program Strengths:
 High quality facilitator made frequent use of open-ended questions, encouraged youth to actively participate and share their thoughts.



Areas for Improvement:
 Program space has minor sanitary concerns (floors need cleaning/vacuuming, gorilla glue spilling from holes onto stairwell).

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys	% agreement with statement		
		High	Med	Low
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?			
Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	69%	31%	0%
Healthy Habits				
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	38%	54%	8%
Academic Success/School Attachment				
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	62%	31%	8%
Respect/Violence-Prevention				
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	31%	46%	23%
Positive Connections to Peers, Adults, and Communities				
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	77%	15%	8%
Cultural Awareness				



I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	77%	15%	8%
Safety I feel safe in this program. I do not get bullied or harassed in this program.	85%	15%	0%



Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)
Asian Community Mental Health Services
Wellness and Healthy Transitions

PROGRAM DESCRIPTION

Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL) involves youth ages 13 to 20 in four Youth Leadership Organizations (YLO) that are based in neighborhood and ethnic-based communities in Oakland. The YLOs serve as an alternative to violence, gangs and other negative peer group influences by (1) creating safe spaces where youth can support each other and feel part of a community; (2) empowering youth with leadership skills to make positive change through youth-led community service projects and campaign initiatives; and (3) giving youth a vehicle to express cultural pride and identity through public performances of their art

Grant Size: \$175,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served f% of target)		Units of Service f% of target)	
2009-10	2010-11	2009-10	2010-11
75%	83%	177%	170%

PROGRAM QUALITY ASSESSMENT RATINGS

Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL) is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.75.

	Quality Domain	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.8	4.55
	Supportive Environment	4.89	4.55
Best Practices	Interaction	4.67	3.57
	Engagement	4.67	2.85
	Cultural Competency	5.0	3.55

OBSERVATION NOTES

Program Strengths:

Youth were highly engaged in activities. Activities used multiple participatory methods and shared responsibility for outcomes with youth. Youth leaders in particular shared a lot of



responsibility with adult staff, including the design and facilitation of program offerings. Leadership and facilitation skills are developed to improve youth's advocacy efforts.

Areas for Improvement:

The program space was limiting when preparing for the May Arts Festival – two different dance groups (with music) and the theater group needed to rehearse in the same room. It was too noisy for the theater group, who later moved outside.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	Total Number of Surveys		121		
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?				
			% agreement with statement		
			<i>High</i>	<i>Med</i>	<i>Low</i>
	Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.		70%	27%	2%
	Healthy Habits				
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		52%	32%	16%
	Academic Success/School Attachment				
I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.		77%	20%	3%	
Respect/Violence-Prevention					
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.		84%	13%	2%	
Positive Connections to Peers, Adults, and Communities					



	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	82%	14%	4%
	Cultural Awareness			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	79%	18%	2%
Safety				
	I feel safe in this program. I do not get bullied or harassed in this program.	90%	9%	0%



Taking Charge: API Youth Leaders
Asian Health Services
Wellness and Healthy Transitions

PROGRAM DESCRIPTION

Asian Health Services' Youth Program provides services to low-income youth to improve health and well-being in their community and school environments. The program implements a multi-faceted youth leadership project that incorporates leadership training, peer mentoring, and youth development activities linked to a school-based health center. The program conducts a Peer Leaders program for Asian Pacific Islander youth, a Youth Wellness Council for Oakland High School students, and culturally appropriate leadership activities for at-risk Southeast Asian young women.

Grant Size: \$ 25,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	148%	N/A	107%

PROGRAM QUALITY ASSESSMENT RATINGS

Taking Charge: API Youth Leaders is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.45.

	Quality Domain	Taking Charge: API Youth Leaders	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.4	4.55
	Supportive Environment	4.64	4.55
Best Practices	Interaction	3.29	3.57
	Engagement	1.5	2.85
	Cultural Competency	5.0	3.55

OBSERVATION NOTES

Program Strengths:
 Program effectively involves parents (mothers) and community (local gardens) in a way that is fun (cooking class). Some youth are very committed to program.

Areas for Improvement:



Not all youth participate in all aspects of programming. Some youth sit out or separate themselves from cooking, cleaning, communal eating despite invitations (and requests) to join the group.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys	% agreement with statement		
		High	Med	Low
	How true are the following sentences for you?			
Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself	62%	38%	0%
Healthy Habits				
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	15%	62%	23%
Academic Success/School Attachment				
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	62%	31%	8%
Respect/Violence-Prevention				
	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	31%	69%	0%
Positive Connections to Peers, Adults, and Communities				
	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	92%	8%	0%
Cultural Awareness				



	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	92%	8%	0%
	Safety I feel safe in this program. I do not get bullied or harassed in this program.	92%	8%	0%



Oakland Middle School Youth Leadership Health Collaborative
La Clinica de la Raza
Wellness and Healthy Transitions

PROGRAM DESCRIPTION

The Oakland Middle School Youth Leadership Health Collaborative is a youth/adult partnership that creates a sustainable learning community for youth leadership development to improve Oakland neighborhoods and schools. The Collaborative mobilizes Youth Health Advocates from Oakland middle schools to engage other students through evidence-based practices to: (1) increase youth awareness and knowledge about physical, behavioral and environmental health; (2) frame and advance policies to promote health equity; and (3) prepare and coach adult allies to work more effectively with youth.

Grant Size: \$125,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	196%	N/A	151%

PROGRAM QUALITY ASSESSMENT RATINGS

Oakland Middle School Youth Leadership Health Collaborative is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.64.

	Quality Domain	Oakland Middle School Youth Leadership Health Collaborative	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.5	4.55
	Supportive Environment	5.0	4.55
Best Practices	Interaction	4.54	3.57
	Engagement	4.5	2.85
	Cultural Competency	3.0	3.55

OBSERVATION NOTES

Program Strengths:

Many structured opportunities for youth to contribute their thoughts and feelings, and for activities to reflect youth's ideas and planning. Structured opportunities for youth's efforts to be acknowledged (eg. A good letter home). The facilitator we observed was highly



engaging, constantly solicited input from youth, and employed successful behavior management techniques.

Areas for Improvement:

We were not able to locate a fire extinguisher in the classroom - the program relies on the school's sprinkler system.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	Total Number of Surveys		48		
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?		% agreement with statement		
		<i>High</i>	<i>Med</i>	<i>Low</i>	
	Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.		88%	13%	0%
	Healthy Habits				
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		69%	27%	4%
	Academic Success/School Attachment				
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.		79%	17%	4%
Respect/Violence-Prevention					
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.		58%	33%	8%	
Positive Connections to Peers, Adults, and Communities					
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.		83%	17%	0%	



	Cultural Awareness			
	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	75%	25%	0%
	Safety			
	I feel safe in this program. I do not get bullied or harassed in this program.	92%	8%	0%



Healthy Heart Healthy Mind (HHHM)
 Loto Taha Pasifika (fiscal agency: ARC Associates)
 Wellness and Healthy Transitions

PROGRAM DESCRIPTION

Healthy Heart Healthy Mind (HHHM) provides services to improve academic outcomes and health education specifically in Oakland's Pacific Islander (PI) community. HHHM provides PI high school students with an integrated summer and school year program including academic counseling, tutoring and basic skill development, health and nutrition education, urban gardening, cooking instruction and dance for physical fitness. These activities culminate in a student designed and led educational conference and community health fair. HHHM participants serve as role models for other PI youth and the larger PI community.

Grant Size: \$ 46,541.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	279%	N/A	124%

PROGRAM QUALITY ASSESSMENT RATINGS

Healthy Heart Healthy Mind (HHHM) is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.41.

	Quality Domain	Healthy Heart Healthy Mind (HHHM)	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.67	4.55
	Supportive Environment	4.53	4.55
Best Practices	Interaction	4.75	3.57
	Engagement	3.67	2.85
	Cultural Competency	5.0	3.55

OBSERVATION NOTES

Program Strengths:
 Program staff connected with families and school. Preparation for school Poly Days make practice of traditional dances/songs relevant and real.

Areas for Improvement:
 Not all youth actively participate.



SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		38	
	% agreement with statement			
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	High	Med	Low
Self Efficacy	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	97%	3%	0%
Healthy Habits	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	84%	16%	0%
Academic Success/School Attachment	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	95%	5%	0%
Respect/Violence-Prevention	I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	89%	11%	0%
Positive Connections to Peers, Adults, and Communities	I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	97%	3%	0%
Cultural Awareness	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	95%	5%	0%



	Safety			
	I feel safe in this program. I do not get bullied or harassed in this program.	95%	5%	0%



PEACE Program
McCullum Youth Court
Wellness and Healthy Transitions

PROGRAM DESCRIPTION

The PEACE program is an extension of McCullum Youth Court's (MYC) existing Apprentice Program. The goal of the Apprentice Program is to transition Oakland male youth offenders aged 12 to 15 into youth advocates and peer leaders. Those selected youth offenders attend a 4-week series of life-skills workshops and 12-weeks of intensive training in MYC's Basic Law class for youth advocates. In addition to this, the PEACE program expands MYC's case-management services to include case-review meetings that include school staff and parents, specialized support groups and a goal based incentive program.

Grant Size: \$ 23,594.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served f% of target		Units of Service f% of target	
2009-10	2010-11	2009-10	2010-11
N/A	62%	N/A	367%

PROGRAM QUALITY ASSESSMENT RATINGS

PEACE Program is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.73.

	Quality Domain	PEACE Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.9	4.55
	Supportive Environment	4.2	4.55
Best Practices	Interaction	3.33	3.57
	Engagement	2.5	2.85
	Cultural Competency	4.0	3.55

OBSERVATION NOTES:

Program Strengths:

Many of the staff have matriculated through the program themselves. Staff generously share their personal stories, and create a genuine connection with youth.

Areas for Improvement:

It has been challenging for program staff to successfully recruit participants into the apprentice program – so far one youth has completed the full program this year.



SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys		11	
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?			
	% agreement with statement			
		High	Med	Low
	Self Efficacy			
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	73%	27%	0%
	Healthy Habits			
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	18%	36%	45%
	Academic Success/School Attachment			
I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	64%	36%	0%	
Respect/Violence-Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	64%	36%	0%	
Positive Connections to Peers, Adults, and Communities				
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	36%	55%	9%	
Cultural Awareness				

	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	55%	36%	9%
Safety	I feel safe in this program. I do not get bullied or harassed in this program.	91%	0%	9%



Indigenous Youth Voices
Native American Health Center
Wellness and Healthy Transitions

PROGRAM DESCRIPTION

Indigenous Youth Voices program develops the next generation of leaders in the Native community as well as increase youth resiliency and confidence to lead and address social problems. Youth develop an awareness of how to impact their worlds through a culturally relevant holistic model that integrates physical, mental, sexual, and spiritual health. Specific activities include gender-based youth groups, youth leadership development, community service projects, academic goal setting/counseling, career exploratory field trips and cultural activities.

Grant Size: \$125,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
143%	147%	109%	85%

PROGRAM QUALITY ASSESSMENT RATINGS

Indigenous Youth Voices is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.08.

	Quality Domain	Indigenous Youth Voices	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	5.0	4.55
	Supportive Environment	4.63	4.55
Best Practices	Interaction	3.38	3.57
	Engagement	3.33	2.85
	Cultural Competency	4.5	3.55

OBSERVATION NOTES

Program Strengths:
Comprehensive programming (sports, youth-led projects, fieldtrips, open youth center) reaches youth wherever they are and whatever their interest is.

Areas for Improvement:
Not all youth are incorporated into the planning of all activities.



SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Total Number of Surveys	67		
	The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% agreement with statement		
	High	Med	Low	
Self Efficacy				
I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	76%	22%	1%	
Healthy Habits				
I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	51%	33%	16%	
Academic Success/School Attachment				
I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	67%	25%	7%	
Respect/Violence Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	67%	21%	12%	
Positive Connections to Peers, Adults, and Communities				
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	72%	24%	4%	
Cultural Awareness				



	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	69%	28%	3%
	Safety I feel safe in this program. I do not get bullied or harassed in this program.	64%	33%	1%



OUSD Conflict Resolution
Oakland Unified School District - Instructional Services
Wellness and Healthy Transitions

PROGRAM DESCRIPTION

Oakland Unified School Districts Conflict Resolution Program Coordinators recruit and train student mediators (11 to 14 years old) across middle schools. The mediators reflect the academic, social, and ethnic diversity of each school. Once trained, they conduct conflict mediations monthly. Using communication and problem-solving skills, student mediators assist peers in managing and resolving interpersonal conflict. During the school day, disputing students may be referred to conflict mediation by school staff, peers or themselves. The Conflict Resolution Program aims to reduce the number of incidents that escalate into fights and suspensions.

Grant Size: \$125,082.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	128%	N/A	132%

PROGRAM QUALITY ASSESSMENT RATINGS

OUSD Conflict Resolution is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.17.

	Quality Domain	OUSD Conflict Resolution	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.9	4.55
	Supportive Environment	4.81	4.55
Best Practices	Interaction	4.33	5.57
	Engagement	2.67	2.85
	Cultural Competency	1.0	3.55

OBSERVATION NOTES

Program Strengths:

Youth are given the opportunity to improve their conflict resolution skills through guided practice, role play, and immediate feedback. Youth are highly engaged in the process.

Areas for Improvement:



Some returning students are given the opportunity to influence training content and process, however a significant number of youth do not have the same opportunity.

SURVEY DATA

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	Total Number of Surveys		109		
	<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>				
			% agreement with statement		
			<i>High</i>	<i>Med</i>	<i>Low</i>
	Self Efficacy				
	I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.		83%	17%	1%
	Healthy Habits				
	I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		60%	34%	3%
	Academic Success/School Attachment				
	I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.		64%	32%	4%
	Respect/Violence-Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.		73%	18%	6%	
Positive Connections to Peers, Adults, and Communities					
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.		81%	17%	1%	
Cultural Awareness					



	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	72%	25%	3%
	Safety I feel safe in this program. I do not get bullied or harassed in this program.	88%	10%	0%



Teens On Target Violence Prevention Program
Youth ALIVE!
Wellness and Healthy Transitions

PROGRAM DESCRIPTION

Youth ALIVE's Teens on Target program reaches youth (ages 11 to 20) with violence prevention and leadership training designed to improve their capacity to make better decisions about their health and well-being and to make changes in themselves and the world around them. Program staff train and support students (ages 14 to 20) from Castlemont Community of Small Schools. Once trained as peer educators, they educate Oakland middle school youth through violence prevention workshops and assemblies, as well as advocate for specific school or local policies that relate to youth violence.

Grant Size: \$100,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
100%	102%	54%	97%

PROGRAM QUALITY ASSESSMENT RATINGS

Teens On Target Violence Prevention Program is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.41.

	Quality Domain	Teens On Target Violence Prevention Program	OFCY Strategy Area Overall Average Score
Fundamentals	Safe Environment	4.67	4.55
	Supportive Environment	4.53	4.55
Best Practices	Interaction	4.75	5.57
	Engagement	3.67	2.85
	Cultural Competency	5.0	3.55

OBSERVATION NOTES

Program Strengths:

Program curriculum is highly relatable to youth's own experiences, and youth are encouraged to reflect on program curriculum with their own stories in mind.

Areas for Improvement:



The program is working towards increasing the number of opportunities for youth to share their stories with a wider audience (both through more school engagements, and preparing for media advocacy).

SURVEY DATA

Outcomes Survey	Total Number of Surveys			
	% agreement with statement			27
	High	Med	Low	
In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?				
Self Efficacy				
1 work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.	89%	11%	0%	
Healthy Habits				
1 learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	30%	30%	37%	
Academic Success/School Attachment				
1 look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.	52%	33%	15%	
Respect/Violence Prevention				
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.	59%	30%	11%	
Positive Connections to Peers, Adults, and Communities				
1 have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.	70%	26%	4%	
Cultural Awareness				



	I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.	74%	22%	4%
	Safety I feel safe in this program. I do not get bullied or harassed in this program.	78%	22%	0%



SITE PROFILE

Aim High / Oakland - 3 Sites
Aim High for High School
Summer

PROGRAM DESCRIPTION

Aim High operates a regional network of academic summer programs for middle school youth, supporting them at a critical point of adolescence. Aim High delivers programming at sites in Oakland serving over 240 youth 11 to 14 years of age. The program offers an intensive five-week summer program for middle school youth from low-income families. Youth participate in academic classes in the morning, (Math, Science, Humanities, Issues & Choices) and a range of arts, cultural, sports, and college and career awareness activities in the afternoons.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
103%	101%	110%	96%

PROGRAM QUALITY ASSESSMENT RATINGS

Aim High / Oakland - 3 Sites is a Thriving program, based on an overall Program Quality Assessment score of 2.7.

Quality Domain	Aim High / Oakland - 3 Sites	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	3.0	2.7
Caring Adults	2.8	2.7
Skill Building	2.8	2.5
Fun	3.0	3.0
Supportive Peers	2.6	2.6
Youth Engagement	2.0	2.5
Diversity/Identity	2.5	2.7



SITE PROFILE

Summer Camp Explosion
City of Oakland- Office of Parks and Recreation
Summer

PROGRAM DESCRIPTION

Oakland's Office of Parks and Recreation (OPR) Summer Camp Explosion is a continuum of three summer program experiences for at-risk youth that through skill- building, academic remediation, nature education, environmental awareness and stewardship will connect youth to themselves, to each other and to their community. It is comprised of a 10-week day camp for ages 6 to 14 at sites in Oakland; an overnight camping experience in the Bay area and a closing ceremony and exhibition of their summer projects for parents and family. OPR Summer Camp offers low-cost structured, supervised activities within these varied communities during the out of school months.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
51%	236%	383%	182%

PROGRAM QUALITY ASSESSMENT RATINGS

Summer Camp Explosion is a Thriving program, based on an overall Program Quality Assessment score of 2.5.

Quality Domain	Summer Camp Explosion	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.4	2.7
Caring Adults	2.3	2.7
Skill Building	2.3	2.5
Fun	3.0	3.0
Supportive Peers	2.3	2.6
Youth Engagement	2.0	2.5
Diversity/Identity	3.0	2.7



SITE PROFILE

College Track Summer Program
College Track
Summer

PROGRAM DESCRIPTION

College Tracks Academic Summer Advancement Program (ASAP) prepares incoming freshmen students for starting high school as well as for College Tracks rigorous academic expectations. This program combines an academic curriculum (Math and English) with a variety of project-based activities that develop students artistic and creative talents. ASAP also features advisory sessions that focus on college preparation, effective study skills practices and the habits of mind necessary for success in school.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	132%	N/A	91%

PROGRAM QUALITY ASSESSMENT RATINGS

College Track Summer Program is a Thriving program, based on an overall Program Quality Assessment score of 2.8.

Quality Domain	College Track Summer Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	3.0	2.7
Caring Adults	3.0	2.7
Skill Building	2.5	2.5
Fun	3.0	3.0
Supportive Peers	2.8	2.6
Youth Engagement	2.7	2.5
Diversity/Identity	2.8	2.7



SITE PROFILE

Camp Destiny
Destiny Arts Center
Summer

PROGRAM DESCRIPTION

Camp Destiny is a six-week summer arts program that uses training in dance, theater, arts and crafts, health and wellness, and music to teach Destiny Arts Center's Violence Prevention curricula. Youth ages 7 to 12 participate in daily classes taught by professional instructors and student assistants, who have special training in martial/performing arts or youth programming. Each week-long session culminates in a final performance for family and friends.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
120%	71%	131%	108%

PROGRAM QUALITY ASSESSMENT RATINGS

Camp Destiny is a Thriving program, based on an overall Program Quality Assessment score of 2.6.

Quality Domain	Camp Destiny	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.8	2.7
Caring Adults	2.5	2.7
Skill Building	2.8	2.5
Fun	3.0	3.0
Supportive Peers	2.5	2.6
Youth Engagement	2.3	2.5
Diversity/Identity	2.5	2.7



SITE PROFILE

San Antonio Summer Learning Initiative
East Bay Asian Youth Center
Summer

PROGRAM DESCRIPTION

The San Antonio Summer Learning Initiative engages children from neighborhood elementary schools in an intensive and coordinated summer learning program designed where (1) children sustain learning through summer months and (2) children improve their communication and social skills. To achieve these goals, the program engages elementary school children (rising 3rd, 4th, 5th graders) in a five-week summer enrichment program focused on developing health literacy.

PROGRAM SERVICE AND ATTENDANCE

Participants Served f% of target)		Units of Service f% of target)	
2009-10	2010-11	2009-10	2010-11
135%	113%	131%	95%

PROGRAM QUALITY ASSESSMENT RATINGS

San Antonio Summer Learning Initiative is a Thriving program, based on an overall Program Quality Assessment score of 2.5.

Quality Domain	San Antonio Summer Learning Initiative	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.8	2.7
Caring Adults	2.8	2.7
Skill Building	1.8	2.5
Fun	3.0	3.0
Supportive Peers	2.4	2.6
Youth Engagement	2.0	2.5
Diversity/Identity	3.0	2.7



SITE PROFILE

Summer Cultural Enrichment Program
 East Oakland Youth Development Center
 Summer

PROGRAM DESCRIPTION

Summer Cultural Enrichment Program (SCEP) is a six-week summer program that is designed and directed by young people for young people. The summer program consists of various activities geared toward educational advancement as well as increasing cultural and community awareness. Field trips abound as well as opportunities to showcase individual skills, talents and abilities which build confidence and self-esteem. SCEP is completely planned and implemented daily by a team of youth ages 14 to 18. The program builds self-esteem while advancing the core values of the Center through peer to peer positive reinforcement, creating our own workforce, Center ambassadors and East Oakland youth leaders in training.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
88%	84%	646%	395%

PROGRAM QUALITY ASSESSMENT RATINGS

Summer Cultural Enrichment Program is a Thriving program, based on an overall Program Quality Assessment score of 2.5.

Quality Domain	Summer Cultural Enrichment Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.6	2.7
Caring Adults	2.8	2.7
Skill Building	2.0	2.5
Fun	3.0	3.0
Supportive Peers	2.3	2.6
Youth Engagement	2.0	2.5
Diversity/Identity	2.7	2.7



SITE PROFILE

Kinship Summer Youth Program
 Family Support Services of the Bay Area
 Summer

PROGRAM DESCRIPTION

Kinship Summer Youth Program conducts a comprehensive summer program for Oakland youth ages 6 to 14 who are being raised by a grandparent/relative caregiver or are in other at-risk situations. The six-week program meets four days a week for eight hours a day at two sites. The goals include providing sustained learning, improved communication/social skills and increased access to caring adults. Program goals are achieved through academic tutoring, applied learning in english and math, leadership development, educational field trips, recreational activities, and family engagement events.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
106%	110%	100%	93%

PROGRAM QUALITY ASSESSMENT RATINGS

Kinship Summer Youth Program is a Thriving program, based on an overall Program Quality Assessment score of 2.7.

Quality Domain	Kinship Summer Youth Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.4	2.7
Caring Adults	2.5	2.7
Skill Building	3.0	2.5
Fun	3.0	3.0
Supportive Peers	2.6	2.6
Youth Engagement	3.0	2.5
Diversity/Identity	2.6	2.7



SITE PROFILE

Concordia Park Summer Program
Girls Incorporated of Alameda County
Summer

PROGRAM DESCRIPTION

The Concordia Park Young Girls Summer Program is a six-week enrichment program for girls ages 6 to 14 and offers a safe environment and strong programming designed within a youth development framework. The program provides underserved girls with a broad range of learning and recreational opportunities to enhance their physical, social, emotional, artistic, and academic development. Girls participate in a full day of programming in areas including health and nutrition, visual and performing arts, team sports, and life skills. These programs inspire them to be strong, smart, and bold.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
53%	160%	163%	111%

PROGRAM QUALITY ASSESSMENT RATINGS

Concordia Park Summer Program is a Thriving program, based on an overall Program Quality Assessment score of 2.6.

Quality Domain	Concordia Park Summer Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.4	2.7
Caring Adults	3.0	2.7
Skill Building	2.5	2.5
Fun	3.0	3.0
Supportive Peers	2.6	2.6
Youth Engagement	2.5	2.5
Diversity/Identity	2.5	2.7



SITE PROFILE

Eureka! Summer Program
Girls Incorporated of Alameda County
Summer

PROGRAM DESCRIPTION

This program serves girls in their first two summers of the five-year Eureka! academic and career preparation program--the Rookie and Vet years. With an emphasis on underserved girls attending Oakland public schools, Girls Inc. serves Rookies and Vets (girls ages 14 to 16) through this summer enrichment program. The program provides hands-on learning opportunities in "green" science and structured college preparatory classes, as well as sports activities. Girls Inc. builds girls self-esteem, skills, and academic confidence.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
102%	146%	126%	177%

PROGRAM QUALITY ASSESSMENT RATINGS

Eureka! Summer Program is a Thriving program, based on an overall Program Quality Assessment score of 2.9.

Quality Domain	Eureka! Summer Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.8	2.7
Caring Adults	3.0	2.7
Skill Building	3.0	2.5
Fun	3.0	3.0
Supportive Peers	2.7	2.6
Youth Engagement	3.0	2.5
Diversity/Identity	2.8	2.7



SITE PROFILE

Oakland Freedom School
Leadership Excellence
Summer

SITE PROFILE

OASES Summer Science Series
Oakland Asian Students Educational Services
Summer

PROGRAM DESCRIPTION

Combining best practices with culturally appropriate pedagogy, Oakland Freedom School is a program designed to develop children's academic, cultural and self-confidence. It is a five-week literacy program which uses African American literature and culture to engage children ages 5 to 13 and their families in developing positive self- and community identity. The curriculum includes appropriate child and youth development activities, a comprehensive reading curriculum, and academic support services to build study skills and abilities in reading, writing and math.

PROGRAM DESCRIPTION

This summer program provides a continuity of learning through a multidisciplinary science program combining enrichment, community exploration, leadership development, and critical academic support in an environment in which youth can thrive. The program engages 4th to 6th graders who attend Lincoln and Cleveland Elementary Schools and help reduce the gap in summer programming by providing youth the opportunity to practice English and math embedded in an inquiry based science curriculum.

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units Of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
97%	89%	89%	80%

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
100%	113%	100%	127%

PROGRAM QUALITY ASSESSMENT RATINGS

Oakland Freedom School is a Thriving program, based on an overall Program Quality Assessment score of 2.7.

Quality Domain	Oakland Freedom School	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.8	2.7
Caring Adults	2.5	2.7
Skill Building	2.5	2.5
Fun	3.0	3.0
Supportive Peers	2.8	2.6
Youth Engagement	2.5	2.5
Diversity/Identity	2.8	2.7

PROGRAM QUALITY ASSESSMENT RATINGS

OASES Summer Science Series is a Thriving program, based on an overall Program Quality Assessment score of 2.7.

Quality Domain	OASES Summer Science Series	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	2.6	2.7
Caring Adults	2.7	2.7
Skill Building	2.5	2.5
Fun	3.0	3.0
Supportive Peers	2.5	2.6
Youth Engagement	3.0	2.5
Diversity/Identity	2.5	2.7



SITE PROFILE -

Prescott Circus Theatre Summer Program
Prescott Circus Theatre
Summer

PROGRAM DESCRIPTION

Prescott Circus Theatre provides a summer program of Circus Arts and Academic Enrichment, serving students ages 8 to 16 for five weeks with extra field trips. Participants work with professional artists to increase circus skills plus receive direct instruction from certificated teachers in math, written and oral language, and individual tutoring to prevent academic lags over the summer. Youth also have recreational options, perform on a rotating basis, and participate in culminating performances for Oakland children at Malonga Casquelourd Center.

PROGRAM SERVICE AND ATTENDANCE

Participants Served f% of target		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
117%	100%	106%	98%

PROGRAM QUALITY ASSESSMENT RATINGS

Prescott Circus Theatre Summer Program is a Thriving program, based on an overall Program Quality Assessment score of 2.9.

Quality Domain	Prescott Circus Theatre Summer Program	OFCY Strategy Area Overall Average Score
Physical and Emotional Safety	3.0	2.7
Caring Adults	2.5	2.7
Skill Building	3.0	2.5
Fun	3.0	3.0
Supportive Peers	2.9	2.6
Youth Engagement	3.0	2.5
Diversity/Identity	3.0	2.7

Community Play and Learn Groups
Bring Me A Book Foundation
Early Childhood: Community Playgroups

PROGRAM DESCRIPTION

The Oakland Early Learning Collaborative project (Bring Me a Book, Oakland Ready to Learn and Eastside Arts Alliance) expands and enhances community playgroups and projects including Intertribal Friendship House serving Oakland's Native community, Oakland Ready to Learn's Learning Center in the EastSide Arts complex, and the City of Oakland Department of Parks and Recreation's Arroyo Viejo Center. Programs include parent involvement and an education component, parent/child activities, and chances to learn through art, music, dance and story.

Grant Size: \$130,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service f% of target)	
2009-10	2010-11	2009-10	2010-11
97%	66%	121%	104%

PROGRAM QUALITY ASSESSMENT RATINGS

Community Play and Learn Groups is a Performing program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.12.

Quality Domain	Community Play and Learn Groups	Early Childhood
Health, Safety and Nutrition	2.6	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	3.5	3.73
Interaction: Supports for Relationship Building	3.0	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	3.0	3.14
Professionalism	3.5	3.86



OBSERVATION NOTES

Program Strengths:
 Program situated in high-need community. First of its kind collaboration with Housing Authority.

Areas for Improvement:
 Recruitment in a high-violence area is a challenge, but the program has been utilizing community contacts to make introductions.

SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

No Program Provider/Educator Surveys were collected for this program.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	PARENT/Caregiver Survey		Total Number of Surveys		
			25		
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement		
			<i>High</i>	<i>Med</i>	<i>Low</i>
	Attachment of children to their caregivers.				
	My child's ability to form positive relationships with adults is...		0%	0%	0%
	My child's ability to connect with me through physical touch is...				
	In a group setting with children and other adults, my child's emotional security is...				
	Child's Social and Emotional Skills				
My child's ability to share with other children is...					
My child's ability to take turns with other children is...					
My child's ability to play with other children is...					
My child's ability to perform personal care activities is...		76%	12%	0%	
My child's ability to cope in challenging situations is...					
My child's ability to cope in stressful situations is...					
My child's ability to control his/her emotions is...					
My child's ability to talk about his/her needs and wants is...					
Child's Cognitive Skills					



	My child's ability to recognize letters of the alphabet is...			
	My child's engagement in reading or looking at books is...			
	My child's exposure to age appropriate books at home is...			
	My child's ability to recognize colors is...	80%	12%	0%
	My child's ability to recognize shapes is...			
	My child's sense of numbers is...			
	My child's ability to follow routines and structure is...			
	My child's ability to master new skills is...			
	My child's exposure to early learning opportunities is...			
	My child's ability to learn new things is...			
	Child's Gross and Fine Motor Skills			
	My child's GROSS motor skills are...	84%	0%	0%
	My child's FINE motor skills are...			



<p>Understanding of children's socio-emotional, cognitive, and physical development needs</p> <p>My understanding of how my child learns through playing is... My ability to play with my child is... My ability to support my child's development of personal care skills is... My understanding of different styles of discipline for my child is... My understanding of positive ways to respond to my child's feelings is... My ability to recognize and respond effectively to my child's feelings is... My ability to help my child through challenging situations is... My ability to help my child talk about and understand his/her feelings is... My understanding of how to form a positive relationship with my child is... My ability to connect with my child through physical touch is... My ability to care for my new baby is... My understanding of the importance that my child feels safe with me is... My understanding of the importance that my child feels safe with other caring adults is...</p>	100%	0%	0%
<p>Caregiver's engagement with school readiness</p> <p>My knowledge of early steps to reading is... The amount of time I spend reading or looking at books with my child is... My ability to help my child become ready for kindergarten is... My ability to be my child's first teacher is... My ability to help my child learn new skills (such as recognize letters and count) is... My confidence in helping my child learn is...</p>	88%	12%	0%
<p>Access to resources</p> <p>My ability to FIND helpful community resources for my child or family is... My ability to USE community resources to help my child or family is...</p>	68%	12%	0%
<p>Caregiver experience of isolation/connection</p> <p>My opportunities to talk with other parents about parenting/care-giving are... My ability to share ideas about parenting/care-giving with other parents is... The number of my supportive connections with other parents/caregivers is...</p>	92%	8%	0%
<p>Caregiver understanding of child development</p> <p>The knowledge of the developmental stages of my child is...</p>	96%	0%	0%

Integrated Developmental Playgroups Program
Children's Hospital & Research Center Oakland
Early Childhood: Community Playgroups

PROGRAM DESCRIPTION

The Integrated Developmental Playgroups Program collaborative addresses the needs of young children and their families living in neighborhoods with high rates of poverty and educational disparities. The program serves the most vulnerable young children and those already showing delays in one or more areas of their development. It combines the expertise of skilled early childhood developmental and mental health specialists with community based early care and education, as well as peer parents to provide early intervention through play.

Grant Size: \$200,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
232%	86%	118%	96%

PROGRAM QUALITY ASSESSMENT RATINGS

Integrated Developmental Playgroups Program is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.42.

Quality Domain	Integrated Developmental Playgroups Program	Early Childhood
Health, Safety and Nutrition	4.6	3.50
Environment	5.0	3.57
Developmentally Appropriate Content and Curriculum	4.5	3.73
Interaction: Supports for Relationship Building	5.0	3.39
Family, Community and School Collaboration	4.6	3.77
Cultural Competency of Staff and Program	5.0	3.14
Professionalism	5.0	3.86



OBSERVATION NOTES

Program Strengths:
Highly engaging and professional staff instigate interactions that build trust with parents and children. Parents share their experiences and concerns openly in the support group portion, which is structured to reduce social isolation. Program staff purposefully design activities to be easily replicable in the home (eg. building blocks made from yoghurt and butter containers).

SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	PROGRAM PROVIDER/EDUCATOR SURVEY		Total Number of Surveys		
			27		
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement		
			High	Med	Low
	Attachment of children to their caregivers.				
	The children's ability to form positive relationships with adults is... In a group setting with children and other adults, the children's ability to feel emotional secure is...		70%	11%	4%
	The ability of 0-2 year olds to connect with me when I talk to them is...				
	Social and Emotional Skills				
	The ability of children to share with other children is... The ability of children to take turns is... The ability of children to play with other is... The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is... The ability of children to cope in challenging situations is... The ability of children to cope in stressful situations is... The ability of children to control their emotions is... The ability of children to express their needs and wants in their primary language is...		67%	15%	4%

Cognitive Skills			
The children's ability to recognize letters of the alphabet is... The children's engagement in reading/looking at books is... The children's ability to recognize colors is... The children's ability to recognize shapes is... The children's sense of numbers is... The children's ability to follow routines and structure is... The children's ability to master new skills is... The ability of 0-2 year olds to learn new things is...	52%	26%	0%
Grass and Fine Motor Skills			
The children's GROSS motor skills are... The children's FINE motor skills are...	59%	19%	4%
Understanding of children's socio-emotional, cognitive, and physical development needs			
My ability to assess children's developmental needs is... My knowledge of the developmental stages of children is... My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is... My knowledge of age appropriate behavioral management techniques is... My understanding of how to form a positive relationship with children is... My knowledge of early steps to reading is... My knowledge of how art and movement contribute to the development of re-writing and reading skills is...	37%	33%	30%
Response to of children's socio-emotional, cognitive, and physical development needs			
My ability to teach children through playing and singing is... My ability to support children's development of personal care skills... My ability to respond in positive ways to children's needs is... My understanding of culturally relevant responses to children's needs is... My ability to bond with an individual child is... In a group setting with other children and adults, my ability to make children feel secure is... My ability to help children prepare for kindergarten is... My confidence in helping children learn is... My ability to FIND community resources and to enhance children's learning is... My ability to USE community resources to enhance children's learning is... My ability to collaborate/partner with other service providers in the community is... My knowledge of local art spaces and activities for children is...	44%	30%	26%



Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	PARENT/CAREGIVER Survey		Total Number of Surveys		
			49		
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement		
			High	Med	Low
	Attachment of children to their caregivers.				
	My child's ability to form positive relationships with adults is...		6%	6%	6%
	My child's ability to connect with me through physical touch is...				
	In a group setting with children and other adults, my child's emotional security is...				
	Child's Social and Emotional Skills				
My child's ability to share with other children is...					
My child's ability to take turns with other children is...					
My child's ability to play with other children is...					
My child's ability to perform personal care activities is...		14%	39%	39%	
My child's ability to cope in challenging situations is...					
My child's ability to cope in stressful situations is...					
My child's ability to control his/her emotions is...					
My child's ability to talk about his/her needs and wants is...					
Child's Cognitive Skills					
My child's ability to recognize letters of the alphabet is...					
My child's engagement in reading or looking at books is...					
My child's exposure to age appropriate books at home is...					
My child's ability to recognize colors is...					
My child's ability to recognize shapes is...		27%	45%	6%	
My child's sense of numbers is...					
My child's ability to follow routines and structure is...					
My child's ability to master new skills is...					
My child's exposure to early learning opportunities is...					
My child's ability to learn new things is...					
Child's Gross and Fine Motor Skills					
My child's GROSS motor skills are...		49%	33%	10%	
My child's FINE motor skills are...					



Outcomes Survey	Understanding of children's socio-emotional, cognitive, and physical development needs		
	My understanding of how my child learns through playing is...		
	My ability to play with my child is...		
	My ability to support my child's development of personal care skills is...		
	My understanding of different styles of discipline for my child is...		
	My understanding of positive ways to respond to my child's feelings is...		
	My ability to recognize and respond effectively to my child's feelings is...		
	My ability to help my child through challenging situations is...		
	My ability to help my child talk about and understand his/her feelings is...		
	My understanding of how to form a positive relationship with my child is...		
My ability to connect with my child through physical touch is...			
My ability to care for my new baby is...			
My understanding of the importance that my child feels safe with me is...			
My understanding of the importance that my child feels safe with other caring adults is...			
Caregiver's engagement with school readiness			
My knowledge of early steps to reading is...			
The amount of time I spend reading or looking at books with my child is...			
My ability to help my child become ready for kindergarten is...			
My ability to be my child's first teacher is...			
My ability to help my child learn new skills (such as recognize letters and count) is...			
My confidence in helping my child learn is...			
Access to resources			
My ability to FIND helpful community resources for my child or family is...			
My ability to USE community resources to help my child or family is...			
Caregiver experience of isolation/connection			
My opportunities to talk with other parents about parenting/care-giving are...			
My ability to share ideas about parenting/care-giving with other parents is...			
The number of my supportive connections with other parents/caregivers is...			
Caregiver understanding of child development			
The knowledge of the developmental stages of my child is...			
	67%	24%	8%
	49%	37%	14%
	57%	31%	10%
	45%	39%	16%
	39%	51%	6%



T.U.D.A. Inclusion Center
 City of Oakland - Office of Parks and Recreation
 Early Childhood: Community Playgroups

PROGRAM DESCRIPTION

T.U.D.A. (Think & Understand, Don't Assume) Inclusion Center provides early intervention services for children who are considered at high risk for acquiring life changing developmental disabilities. T.U.D.A. works with children who have a delay in at least one developmental area. The sessions require parental involvement with the aim of educating families on how to support their child's developmental needs. T.U.D.A. creates and implements individual service plans focused on specific delays with the goal of helping children achieve developmental milestones.

Grant Size: \$ 47,339.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	72%	N/A	97%

PROGRAM QUALITY ASSESSMENT RATINGS

T.U.D.A. Inclusion Center is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.24.

Quality Domain	T.U.D.A. Inclusion Center	Early Childhood
Health, Safety and Nutrition Environment	4.2	3.50
Developmentally Appropriate Content and Curriculum	3.67	3.57
Interaction: Supports for Relationship Building	3.5	3.73
Family, Community and School Collaboration	2.5	3.39
Cultural Competency of Staff and Program	3.8	3.77
Professionalism	1.67	3.14
	3.5	3.86



OBSERVATION NOTES

Program Strengths:
 Staff have generated an organized program schedule and are able to articulate goals for future development

Areas for Improvement:
 Resources such as books and toys are limited. There are no age appropriate restroom facilities for the younger children (some children cannot reach the sink to wash their hands without assistance).

SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	PROGRAM PROVIDER/EDUCATOR SURVEY		
	Total Number of Surveys		3
	% agreement with statement		
As a result of your experiences with this program, how much have YOU changed in the following areas?	High	Med	Low
Attachment of Children to their caregivers: The children's ability to form positive relationships with adults is... In a group setting with children and other adults, the children's ability to feel emotional secure is... The ability of 0-2 year olds to connect with me when I talk to them is...	0%	33%	33%
(Social) and Emotional Skills: The ability of children to share with other children is... The ability of children to take turns is... The ability of children to play with other is... The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is... The ability of children to cope in challenging situations is... The ability of children to cope in stressful situations is... The ability of children to control their emotions is... The ability of children to express their needs and wants in their primary language is...	0%	67%	0%



Cognitive Skills			
The children's ability to recognize letters of the alphabet is...			
The children's engagement in reading/looking at books is...			
The children's ability to recognize colors is...	33%	33%	0%
The children's ability to recognize shapes is...			
The children's sense of numbers is...			
The children's ability to follow routines and structure is...			
The children's ability to master new skills is...			
The ability of 0-2 year olds to learn new things is...			
Gross and Fine Motor Skills			
The children's GROSS motor skills are...	0%	67%	0%
The children's FINE motor skills are...			
Understanding of children's socio-emotional, cognitive, and physical development needs			
My ability to assess children's developmental needs is...			
My knowledge of the developmental stages of children is...			
My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...	0%	67%	33%
My knowledge of age appropriate behavioral management techniques is...			
My understanding of how to form a positive relationship with children is...			
My knowledge of early steps to reading is...			
My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
Response to of children's socio-emotional, cognitive, and physical development needs			
My ability to teach children through playing and singing is...			
My ability to support children's development of personal care skills...			
My ability to respond in positive ways to children's needs is...			
My understanding of culturally relevant responses to children's needs is...			
My ability to bond with an individual child is...			
In a group setting with other children and adults, my ability to make children feel secure is...	0%	33%	67%
My ability to help children prepare for kindergarten is...			
My confidence in helping children learn is...			
My ability to FIND community resources and to enhance children's learning is...			
My ability to USE community resources to enhance children's learning is...			
My ability to collaborate/partner with other service providers in the community is...			
My knowledge of local art spaces and activities for children is...			



Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	PARENT/Caregiver Survey		Total Number of Surveys		
			12		
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement		
			High	Med	Low
	Attachment of children to their caregivers				
	My child's ability to form positive relationships with adults is...		0%	0%	0%
	My child's ability to connect with me through physical touch is...				
	In a group setting with children and other adults, my child's emotional security is...				
	Child's Social and Emotional Skills				
My child's ability to share with other children is...					
My child's ability to take turns with other children is...					
My child's ability to play with other children is...					
My child's ability to perform personal care activities is...		42%	33%	17%	
My child's ability to cope in challenging situations is...					
My child's ability to cope in stressful situations is...					
My child's ability to control his/her emotions is...					
My child's ability to talk about his/her needs and wants is...					
Child's Cognitive Skills					
My child's ability to recognize letters of the alphabet is...					
My child's engagement in reading or looking at books is...					
My child's exposure to age appropriate books at home is...					
My child's ability to recognize colors is...		58%	17%	0%	
My child's ability to recognize shapes is...					
My child's sense of numbers is...					
My child's ability to follow routines and structure is...					
My child's ability to master new skills is...					
My child's exposure to early learning opportunities is...					
My child's ability to learn new things is...					
Child's Cross and Fine Motor Skills					
My child's GROSS motor skills are...		58%	17%	8%	
My child's FINE motor skills are...					



Understanding of children's socio-emotional, cognitive, and physical development needs My understanding of how my child learns through playing is... My ability to play with my child is... My ability to support my child's development of personal care skills is... My understanding of different styles of discipline for my child is... My understanding of positive ways to respond to my child's feelings is... My ability to recognize and respond effectively to my child's feelings is... My ability to help my child through challenging situations is... My ability to help my child talk about and understand his/her feelings is... My understanding of how to form a positive relationship with my child is... My ability to connect with my child through physical touch is... My ability to care for my new baby is... My understanding of the importance that my child feels safe with me is... My understanding of the importance that my child feels safe with other caring adults is...	67%	8%	25%
Caregiver's engagement with school readiness My knowledge of early steps to reading is... The amount of time I spend reading or looking at books with my child is... My ability to help my child become ready for kindergarten is... My ability to be my child's first teacher is... My ability to help my child learn new skills (such as recognize letters and count) is... My confidence in helping my child learn is...	58%	25%	17%
Access to resources My ability to FIND helpful community resources for my child or family is... My ability to USE community resources to help my child or family is...	42%	25%	25%
Caregiver experience of isolation/connection My opportunities to talk with other parents about parenting/care-giving are... My ability to share ideas about parenting/care-giving with other parents is... The number of my supportive connections with other parents/caregivers is...	50%	17%	25%
Caregiver understanding of child development The knowledge of the developmental stages of my child is...	67%	25%	0%



Sandboxes to Empowerment
 City of Oakland - Office of Parks and Recreation
 Early Childhood: Community Playgroups

PROGRAM DESCRIPTION

Sandboxes to Empowerment is a free, thrice weekly, drop-in, play and learn group pilot program established through a collaboration between Oakland's Office of Park and Recreation, Lotus Bloom Family Resource Center and the Museum of Children's Art (MOCHA). Sandboxes is held at recreation centers and offers fun developmental games and activities that prepare children to be ready to learn in kindergarten and beyond. The program shares essential family support materials on topics such as parenting skills, county and city family support services and a community calendar of free and low-cost family events and activities.

Grant Size: \$ 60,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
22%	111%	141%	183%

PROGRAM QUALITY ASSESSMENT RATINGS

Sandboxes to Empowerment is a Performing program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.22.

Quality Domain	Sandboxes to Empowerment	Early Childhood
Health, Safety and Nutrition	2.6	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	4.5	3.73
Interaction: Supports for Relationship Building	2.5	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	3.0	3.14
Professionalism	3.0	3.86



OBSERVATION NOTES

Program Strengths:
 Playgroup incorporates strong fundamental skill-building: gross and fine motor skills, literacy and language awareness, kindergarten readiness.

Areas for Improvement:
 Staff experience some challenges with behavior management. Overall, this was well handled, but communication with parent about behavior management techniques was not evident. Food was not on-hand during visit so staff ordered pizza. Staff language capacities fit the needs of the community, but execution of translation/dual language was haphazard/unrehearsed.

SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

No Program Provider/Educator Surveys were collected from this program.

My child's ability to recognize letters of the alphabet is...			
My child's engagement in reading or looking at books is...			
My child's exposure to age appropriate books at home is...			
My child's ability to recognize colors is...	50%	30%	0%
My child's ability to recognize shapes is...			
My child's sense of numbers is...			
My child's ability to follow routines and structure is...			
My child's ability to master new skills is...			
My child's exposure to early learning opportunities is...			
My child's ability to learn new things is...			
Child's Gross and Fine Motor Skills			
My child's GROSS motor skills are...	40%	40%	20%
My child's FINE motor skills are...			

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	PARENT/Caregiver Survey	Total Number of Surveys	10	
	<i>As a result of your experiences with this program, how much have YOU changed in the following areas?</i>	% agreement with statement		
		<i>High</i>	<i>Med</i>	<i>Low</i>
	Attachment of children to their caregivers.			
	My child's ability to form positive relationships with adults is...			
	My child's ability to connect with me through physical touch is...	0%	0%	0%
	In a group setting with children and other adults, my child's emotional security is...			
	Child's Social and Emotional Skills			
	My child's ability to share with other children is...			
My child's ability to take turns with other children is...				
My child's ability to play with other children is...				
My child's ability to perform personal care activities is...	50%	20%	30%	
My child's ability to cope in challenging situations is...				
My child's ability to cope in stressful situations is...				
My child's ability to control his/her emotions is...				
My child's ability to talk about his/her needs and wants is...				
Child's Cognitive Skills				



<p>Understanding of children's socio-emotional, cognitive, and physical development needs</p> <p>My understanding of how my child learns through playing is... My ability to play with my child is...</p> <p>My ability to support my child's development of personal care skills is...</p> <p>My understanding of different styles of discipline for my child is... My understanding of positive ways to respond to my child's feelings is...</p> <p>My ability to recognize and respond effectively to my child's feelings is...</p> <p>My ability to help my child through challenging situations is... My ability to help my child talk about and understand his/her feelings is...</p> <p>My understanding of how to form a positive relationship with my child is... My ability to connect with my child through physical touch is... My ability to care for my new baby is...</p> <p>My understanding of the importance that my child feels safe with me is... My understanding of the importance that my child feels safe with other caring adults is...</p>	60%	20%	20%
<p>Caregiver's engagement with school readiness</p> <p>My knowledge of early steps to reading is... The amount of time I spend reading or looking at books with my child is...</p> <p>My ability to help my child become ready for kindergarten is... My ability to be my child's first teacher is...</p> <p>My ability to help my child learn new skills (such as recognize letters and count) is... My confidence in helping my child learn is...</p>	40%	40%	20%
<p>Access to resources</p> <p>My ability to FIND helpful community resources for my child or family is... My ability to USE community resources to help my child or family is...</p>	70%	30%	0%
<p>Caregiver experience of isolation/connection</p> <p>My opportunities to talk with other parents about parenting/care-giving are... My ability to share ideas about parenting/care-giving with other parents is... The number of my supportive connections with other parents/caregivers is...</p>	90%	10%	0%
<p>Caregiver understanding of child development</p> <p>The knowledge of the developmental stages of my child is...</p>	60%	40%	0%

EBAC: Early Childhood 0-5 Years Mental Health & Developmental Consultation in Early Care and Education Settings
East Bay Agency for Children
Early Childhood: Mental Health Consultation

PROGRAM DESCRIPTION

East Bay Agency for Children Mental Health Consultants (MHC) supports Oakland Unified School District Early Childhood Education Centers to enhance social emotional development and pre-academic success of preschool students. Services include weekly onsite relationship-based consultations, observation of children and classrooms, developmental assessment levels, new implemental approaches, and behavioral development plans, workshops, child and family therapy, psycho education, parenting support and community resources.

Grant Size: \$125,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	72%	N/A	112%

PROGRAM QUALITY ASSESSMENT RATINGS

EBAC: Early Childhood 0-5 Years Mental Health & Developmental Consultation in Early Care and Education Settings is a Performing program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.5.

Quality Domain	EBAC: Early Childhood 0-5 Years Mental Health & Developmental Consultation in Early Care and Education Settings	Early Childhood
Health, Safety and Nutrition	3.0	3.50
Environment	3.67	3.57
Developmentally Appropriate Content and Curriculum	3.0	3.73
Interaction: Supports for Relationship Building	1.67	3.39
Family, Community and School	2.2	3.77



Collaboration		
Cultural Competency of Staff and Program	2.33	3.14
Professionalism	3.5	3.86

OBSERVATION NOTES

Program Strengths:

Staff have multiple opportunities for professional development and continuing education. Staff also have the opportunity for consultation with other professionals.

Areas for Improvement:

Few children (and their families) are currently engaged in one-on-one consultation with the program consultant. This may be because the program is new.

SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	PROGRAM PROVIDER/ EDUCATOR SURVEY		Total Number of Surveys	
			2	
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement	
			High	Med
	Attachment of children to their caregivers.			
	The children's ability to form positive relationships with adults is... In a group setting with children and other adults, the children's ability to feel emotional secure is...	0%	0%	0%
	The ability of 0-2 year olds to connect with me when I talk to them is...			
	Social and Emotional Skills			
	The ability of children to share with other children is... The ability of children to take turns is... The ability of children to play with other is... The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is... The ability of children to cope in challenging situations is... The ability of children to cope in stressful situations is... The ability of children to control their emotions is... The ability of children to express their needs and wants in their primary language is...	0%	0%	0%



Cognitive Skills			
The children's ability to recognize letters of the alphabet is...			
The children's engagement in reading/looking at books is...			
The children's ability to recognize colors is...			
The children's ability to recognize shapes is...			
The children's sense of numbers is...	0%	0%	0%
The children's ability to follow routines and structure is...			
The children's ability to master new skills is...			
The ability of 0-2 year olds to learn new things is...			
Gross and Fine Motor Skills			
The children's GROSS motor skills are...			
The children's FINE motor skills are...	0%	0%	0%
Understanding of children's socio-emotional, cognitive, and physical development needs			
My ability to assess children's developmental needs is...			
My knowledge of the developmental stages of children is...			
My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...			
My knowledge of age appropriate behavioral management techniques is...	100%	0%	0%
My understanding of how to form a positive relationship with children is...			
My knowledge of early steps to reading is...			
My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
Response to of children's socio-emotional, cognitive, and physical development needs			
My ability to teach children through playing and singing is...			
My ability to support children's development of personal care skills...			
My ability to respond in positive ways to children's needs is...			
My understanding of culturally relevant responses to children's needs is...			
My ability to bond with an individual child is...			
In a group setting with other children and adults, my ability to make children feel secure is...			
My ability to help children prepare for kindergarten is...	100%	0%	0%
My confidence in helping children learn is...			
My ability to FIND community resources and to enhance children's learning is...			
My ability to USE community resources to enhance children's learning is...			
My ability to collaborate/partner with other service providers in the community is...			
My knowledge of local art spaces and activities for children is...			

No Caregiver surveys were collected from this program.



Parent Child Education Support Program
 East Bay Agency for Children
 Early Childhood: Community Playgroups

PROGRAM DESCRIPTION

Hawthorne Family Resource Center's Parent-Child Education Support Program (PCESP) offers an integrated approach to culturally appropriate child literacy and enrichment activities, while providing families with support, parenting skills, and confidence so that they are successful in school. PCESP provides an infant/toddler and preschool track in child development, parenting classes, support groups, summer program, family literacy and community playgroups. PCESP is Fruitvale's only comprehensive, bilingual parent education program that focuses on the parent-child bond and family school readiness.

Grant Size: \$ 80,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009:10	2010:11	2009:10	2010:11
184%	111%	167%	202%

PROGRAM QUALITY ASSESSMENT RATINGS

Parent Child Education Support Program is a Performing program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.96.

Quality Domain	Parent Child Education Support Program	Early Childhood
Health, Safety and Nutrition	3.8	3.50
Environment	4.33	3.57
Developmentally Appropriate Content and Curriculum	4.0	3.73
Interaction: Supports for Relationship Building	3.5	3.39
Family, Community and School Collaboration	4.6	3.77
Cultural Competency of Staff and Program	3.0	3.14
Professionalism	4.0	3.86



OBSERVATION NOTES

Program Strengths:

Well-attended program incorporates all aspects of support for children and their parents. Strong child learning and development opportunities coupled with collaboration with onsite school results in seamless transition to kindergarten for participating children and parents.

Areas for Improvement:

Share best practices around incentives for attendance (Zumba Class).

SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

No Program Provider/Educator surveys were collected from this program.

Outcomes Survey	Parent/Caregiver Survey			
	Total Number of Surveys	% agreement with statement		
		High	Med	Low
In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
As a result of your experiences with this program, how much have YOU changed in the following areas?				
Attachment of children to their caregivers:				
My child's ability to form positive relationships with adults is...				
My child's ability to connect with me through physical touch is...	7%	7%	7%	
In a group setting with children and other adults, my child's emotional security is...				
Child's Social and Emotional Skills				
My child's ability to share with other children is...				
My child's ability to take turns with other children is...				
My child's ability to play with other children is...				
My child's ability to perform personal care activities is...	53%	30%	17%	
My child's ability to cope in challenging situations is...				
My child's ability to cope in stressful situations is...				
My child's ability to control his/her emotions is...				
My child's ability to talk about his/her needs and wants is...				
Child's Cognitive Skills				



My child's ability to recognize letters of the alphabet is...	60%	20%	7%
My child's engagement in reading or looking at books is...			
My child's exposure to age appropriate books at home is...			
My child's ability to recognize colors is...			
My child's ability to recognize shapes is...			
My child's sense of numbers is...			
My child's ability to follow routines and structure is...			
My child's ability to master new skills is...			
My child's exposure to early learning opportunities is...			
My child's ability to learn new things is...			
Child's Gross and Fine Motor Skills			
My child's GROSS motor skills are...	57%	23%	13%
My child's FINE motor skills are...			



Understanding of children's socio-emotional, cognitive, and physical development needs						
My understanding of how my child learns through playing is...	80%	7%	13%			
My ability to play with my child is...						
My ability to support my child's development of personal care skills is...						
My understanding of different styles of discipline for my child is...						
My understanding of positive ways to respond to my child's feelings is...						
My ability to recognize and respond effectively to my child's feelings is...						
My ability to help my child through challenging situations is...						
My ability to help my child talk about and understand his/her feelings is...						
My understanding of how to form a positive relationship with my child is...						
My ability to connect with my child through physical touch is...						
My ability to care for my new baby is...						
My understanding of the importance that my child feels safe with me is...						
My understanding of the importance that my child feels safe with other caring adults is...						
Caregiver's engagement with school readiness						
My knowledge of early steps to reading is...				83%	7%	10%
The amount of time I spend reading or looking at books with my child is...						
My ability to help my child become ready for kindergarten is...						
My ability to be my child's first teacher is...						
My ability to help my child learn new skills (such as recognize letters and count) is...						
My confidence in helping my child learn is...						
Access to resources						
My ability to FIND helpful community resources for my child or family is...	77%	13%	10%			
My ability to USE community resources to help my child or family is...						
Caregiver experience of isolation/connection						
My opportunities to talk with other parents about parenting/care-giving are...	67%	20%	13%			
My ability to share ideas about parenting/care-giving with other parents is...						
The number of my supportive connections with other parents/caregivers is...						
Caregiver understanding of child development						
The knowledge of the developmental stages of my child is...	77%	13%	7%			



The Early Childhood Mental Health Collaborative
 Family Paths
 Early Childhood: Mental Health Consultation

PROGRAM DESCRIPTION

The Oakland Early Childhood Mental Health Collaborative (Family Paths, Through the Looking Glass, and Jewish Children and Family Services) provides preschool site-based mental health consultation and developmental consultation for racially and ethnically diverse children with special needs. The Collaborative serves parents, teachers and peers, as well as children with significant developmental delays or behavioral problems at Head Start sites, Oakland Unified School District Child Development Centers, and Head Start Family Childcares.

Grant Size: \$200,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
189%	108%	260%	200%

PROGRAM QUALITY ASSESSMENT RATINGS

The Early Childhood Mental Health Collaborative is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.58.

Quality Domain	The Early Childhood Mental Health Collaborative	Early Childhood
Health, Safety and Nutrition	4.0	3.50
Environment	3.67	3.57
Developmentally Appropriate Content and Curriculum	4.33	3.73
Interaction: Supports for Relationship Building	4.5	3.39
Family, Community and School Collaboration	4.0	3.77
Cultural Competency of Staff and Program	3.0	3.14
Professionalism	5.0	3.86



OBSERVATION NOTES

Program Strengths:
 Good communication between Mental Health Consultant and preschool staff. Numerous accounts of preschool staff acting on advice of Mental Health Consultant eg. behavior management techniques and developmentally appropriate toys.

Areas for Improvement:
 In conversation, program staff identified cultural competency as an area for continued reflection and development.

SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	Program Provider/Educator Survey		
	Total Number of Surveys: 66		
As a result of your experiences with this program, how much have YOU changed in the following areas?	% agreement with statement		
	High	Med	Low
Attachment of children to their caregivers. The children's ability to form positive relationships with adults is... In a group setting with children and other adults, the children's ability to feel emotional secure is... The ability of 0-2 year olds to connect with me when I talk to them is...	53%	18%	21%
Social and Emotional Skills The ability of children to share with other children is... The ability of children to take turns is... The ability of children to play with other is... The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is... The ability of children to cope in challenging situations is... The ability of children to cope in stressful situations is... The ability of children to control their emotions is... The ability of children to express their needs and wants in their primary language is...	47%	21%	26%



Cognitive Skills			
The children's ability to recognize letters of the alphabet is...			
The children's engagement in reading/looking at books is...			
The children's ability to recognize colors is...			
The children's ability to recognize shapes is...	48%	21%	20%
The children's sense of numbers is...			
The children's ability to follow routines and structure is...			
The children's ability to master new skills is...			
The ability of 0-2 year olds to learn new things is...			
Gross and Fine Motor Skills			
The children's GROSS motor skills are...	35%	9%	12%
The children's FINE motor skills are...			
Understanding of children's socio-emotional, cognitive, and physical development needs			
My ability to assess children's developmental needs is...			
My knowledge of the developmental stages of children is...			
My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is...			
My knowledge of age appropriate behavioral management techniques is...	50%	20%	26%
My understanding of how to form a positive relationship with children is...			
My knowledge of early steps to reading is...			
My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
Response to of children's socio-emotional, cognitive, and physical development needs			
My ability to teach children through playing and singing is...			
My ability to support children's development of personal care skills...			
My ability to respond in positive ways to children's needs is...			
My understanding of culturally relevant responses to children's needs is...			
My ability to bond with an individual child is...			
In a group setting with other children and adults, my ability to make children feel secure is...			
My ability to help children prepare for kindergarten is...	48%	17%	30%
My confidence in helping children learn is...			
My ability to FIND community resources and to enhance children's learning is...			
My ability to USE community resources to enhance children's learning is...			
My ability to collaborate/partner with other service providers in the community is...			
My knowledge of local art spaces and activities for children is...			



Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	PARENT/CAREGIVER SURVEY		Total Number of Surveys	
			2	
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement	
			High	Med
			Low	
	Attachment of children to their caregivers			
	My child's ability to form positive relationships with adults is...		0%	0%
	My child's ability to connect with me through physical touch is...		0%	0%
	In a group setting with children and other adults, my child's emotional security is...			
Child's Social and Emotional Skills				
My child's ability to share with other children is...				
My child's ability to take turns with other children is...				
My child's ability to play with other children is...				
My child's ability to perform personal care activities is...		50%	50%	
My child's ability to cope in challenging situations is...			0%	
My child's ability to cope in stressful situations is...				
My child's ability to control his/her emotions is...				
My child's ability to talk about his/her needs and wants is...				
Child's Cognitive Skills				
My child's ability to recognize letters of the alphabet is...				
My child's engagement in reading or looking at books is...				
My child's exposure to age appropriate books at home is...				
My child's ability to recognize colors is...		100%	0%	
My child's ability to recognize shapes is...			0%	
My child's sense of numbers is...				
My child's ability to follow routines and structure is...				
My child's ability to master new skills is...				
My child's exposure to early learning opportunities is...				
My child's ability to learn new things is...				
Child's Cross and Fine Motor Skills				
My child's GROSS motor skills are...		50%	50%	
My child's FINE motor skills are...			0%	



Understanding of children's socio-emotional, cognitive, and physical development needs My understanding of how my child learns through playing is... My ability to play with my child is... My ability to support my child's development of personal care skills is... My understanding of different styles of discipline for my child is... My understanding of positive ways to respond to my child's feelings is... My ability to recognize and respond effectively to my child's feelings is... My ability to help my child through challenging situations is... My ability to help my child talk about and understand his/her feelings is... My understanding of how to form a positive relationship with my child is... My ability to connect with my child through physical touch is... My ability to care for my new baby is... My understanding of the importance that my child feels safe with me is... My understanding of the importance that my child feels safe with other caring adults is...	100%	0%	0%
Caregiver's engagement with school readiness My knowledge of early steps to reading is... The amount of time I spend reading or looking at books with my child is... My ability to help my child become ready for kindergarten is... My ability to be my child's first teacher is... My ability to help my child learn new skills (such as recognize letters and count) is... My confidence in helping my child learn is...	100%	0%	0%
Access to resources My ability to FIND helpful community resources for my child or family is... My ability to USE community resources to help my child or family is...	100%	0%	0%
Caregiver experience of isolation/connection My opportunities to talk with other parents about parenting/care-giving are... My ability to share ideas about parenting/care-giving with other parents is... The number of my supportive connections with other parents/caregivers is...	50%	50%	0%
Caregiver understanding of child development The knowledge of the developmental stages of my child is...	50%	50%	0%

Integrated Early Childhood Consultation Program
Jewish Family & Children's Services of the East Bay
Early Childhood: Mental Health Consultation

PROGRAM DESCRIPTION

The Integrated Early Childhood Consultation Program Collaborative (Jewish Family Children's Services of the East Bay, Children's Hospital & Research Center Oakland, and Oakland Unified School District Early Childhood Education) offers innovative integrated mental health consultation and child developmental services in Oakland Unified School District Child Development Centers and Unity Council Head Start sites, serving children, teachers, and parents.

Grant Size: \$200,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	123%	N/A	155%

PROGRAM QUALITY ASSESSMENT RATINGS

Integrated Early Childhood Consultation Program is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.33.

Quality Domain	Integrated Early Childhood Consultation Program	Early Childhood
Health, Safety and Nutrition	3.0	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	4.33	3.73
Interaction: Supports for Relationship Building	5.0	3.39
Family, Community and School Collaboration	4.0	3.77
Cultural Competency of Staff and Program	3.0	3.14
Professionalism	5.0	3.86



OBSERVATION NOTES

Program Strengths:

Staff demonstrate extensive knowledge of services available to families and the most effective method of referral for access to services. Staff take a holistic approach to understanding the needs of the children they work with, and have a deep understanding of many individual children's backgrounds.

Areas for Improvement:

The preschool does not provide adequate physical space for mental health consultants' resources and personal effects.

SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	PROGRAM PROVIDER/EDUCATOR SURVEY		Total Number of Surveys	
			29	
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement w/th statement	
			High	Med
	Attachment of children to their caregivers.			
	The children's ability to form positive relationships with adults is... In a group setting with children and other adults, the children's ability to feel emotional secure is...	66%	14%	17%
	The ability of 0-2 year olds to connect with me when I talk to them is...			
	Social and Emotional Skills			
	The ability of children to share with other children is... The ability of children to take turns is... The ability of children to play with other is... The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is...	52%	24%	21%
	The ability of children to cope in challenging situations is... The ability of children to cope in stressful situations is... The ability of children to control their emotions is... The ability of children to express their needs and wants in their primary language is...			



Cognitive Skills	The children's ability to recognize letters of the alphabet is...			
	The children's engagement in reading/looking at books is... The children's ability to recognize colors is... The children's ability to recognize shapes is... The children's sense of numbers is... The children's ability to follow routines and structure is... The children's ability to master new skills is... The ability of 0-2 year olds to learn new things is...	66%	7%	21%
Gross and Fine Motor Skills	The children's GROSS motor skills are...	45%	10%	17%
	The children's FINE motor skills are...			
Understanding of children's socio-emotional, cognitive, and physical development needs	My ability to assess children's developmental needs is... My knowledge of the developmental stages of children is...			
	My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is... My knowledge of age appropriate behavioral management techniques is... My understanding of how to form a positive relationship with children is... My knowledge of early steps to reading is...	72%	10%	14%
	My knowledge of how art and movement contribute to the development of re-writing and reading skills is...			
	Response to of children's socio-emotional, cognitive, and physical development needs			
	My ability to teach children through playing and singing is... My ability to support children's development of personal care skills... My ability to respond in positive ways to children's needs is... My understanding of culturally relevant responses to children's needs is... My ability to bond with an individual child is... In a group setting with other children and adults, my ability to make children feel secure is... My ability to help children prepare for kindergarten is... My confidence in helping children learn is...	66%	7%	24%
	My ability to FIND community resources and to enhance children's learning is... My ability to USE community resources to enhance children's learning is... My ability to collaborate/partner with other service providers in the community is... My knowledge of local art spaces and activities for children is...			

No Caregiver surveys were collected from this program.



Jumpstart Oakland
 Jumpstart for Young Children, Inc.
 Early Childhood: Community Playgroups

PROGRAM DESCRIPTION

Jumpstart Oakland prepares low-income children to enter kindergarten ready to succeed and increase family involvement in their children's early learning and growth. Volunteers from St Mary's College and UC Berkeley are trained to serve children via an existing early literacy program in West Oakland and San Antonio-Fruitvale preschools. Community members are encouraged to implement and participate in programs and activities that reach hundreds of additional children and their families in Oakland's highest-need neighborhoods.

Grant Size: \$ 75,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
84%	96%	66%	98%

PROGRAM QUALITY ASSESSMENT RATINGS

Jumpstart Oakland is a Performing program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.12.

Quality Domain	Jumpstart Oakland	Early Childhood
Health, Safety and Nutrition	4.6	3.50
Environment	5.0	3.57
Developmentally Appropriate Content and Curriculum	3.0	3.73
Interaction: Supports for Relationship Building	3.67	3.39
Family, Community and School Collaboration	2.2	3.77
Cultural Competency of Staff and Program	3.67	3.14
Professionalism	2.0	3.86



OBSERVATION NOTES

Program Strengths:

Children are highly engaged in Jumpstart activities, and enjoy the infusion of different books and other activities to their regular programming. Jumpstart volunteer facilitators are enthusiastic, and maintain children's focus.

Areas for Improvement:

Jumpstart volunteers rely heavily on pre-school staff to intervene with behavior management techniques.

SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	Program Provider/Educator Survey			
	Total Number of Surveys	% agreement with statement		
As a result of your experiences with this program, how much have YOU changed in the following areas?	57	High	Med	Low
Attachment of children to their caregivers.				
The children's ability to form positive relationships with adults (s... In a group setting with children and other adults, the children's ability to feel emotional secure is...		68%	19%	4%
The ability of 0-2 year olds to connect with me when I talk to them is...				
Social and Emotional Skills				
The ability of children to share with other children is... The ability of children to take turns is... The ability of children to play with other is... The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is... The ability of children to cope in challenging situations is... The ability of children to cope in stressful situations is... The ability of children to control their emotions is... The ability of children to express their needs and wants in their primary language is...		49%	33%	9%
Cognitive Skills				



The children's ability to recognize letters of the alphabet is... The children's engagement in reading/looking at books is... The children's ability to recognize colors is... The children's ability to recognize shapes is... The children's sense of numbers is... The children's ability to follow routines and structure is... The children's ability to master new skills is... The ability of 0-2 year olds to learn new things is...	75%	14%	2%
Gross and Fine Motor Skills			
The children's GROSS motor skills are... The children's FINE motor skills are...	80%	28%	4%
Understanding of children's socio-emotional, cognitive, and physical development needs			
My ability to assess children's developmental needs is... My knowledge of the developmental stages of children is... My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is... My knowledge of age appropriate behavioral management techniques is... My understanding of how to form a positive relationship with children is... My knowledge of early steps to reading is... My knowledge of how art and movement contribute to the development of re-writing and reading skills is...	84%	14%	2%
Response to of children's socio-emotional, cognitive, and physical development needs			
My ability to teach children through playing and singing is... My ability to support children's development of personal care skills... My ability to respond in positive ways to children's needs is... My understanding of culturally relevant responses to children's needs is... My ability to bond with an individual child is... In a group setting with other children and adults, my ability to make children feel secure is... My ability to help children prepare for kindergarten is... My confidence in helping children learn is... My ability to FIND community resources and to enhance children's learning is... My ability to USE community resources to enhance children's learning is... My ability to collaborate/partner with other service providers in the community is... My knowledge of local art spaces and activities for children is...	70%	28%	2%



Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	PARENT/Caregiver Survey		9		
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement		
			High	Med	Low
	Attachment of children to their caregivers.				
	My child's ability to form positive relationships with adults is... My child's ability to connect with me through physical touch is... In a group setting with children and other adults, my child's emotional security is...		0%	0%	0%
	Child's Social and Emotional Skills				
	My child's ability to share with other children is... My child's ability to take turns with other children is... My child's ability to play with other children is... My child's ability to perform personal care activities is... My child's ability to cope in challenging situations is... My child's ability to cope in stressful situations is... My child's ability to control his/her emotions is... My child's ability to talk about his/her needs and wants is...		100%	0%	0%
	Child's Cognitive Skills				
	My child's ability to recognize letters of the alphabet is... My child's engagement in reading or looking at books is... My child's exposure to age appropriate books at home is... My child's ability to recognize colors is... My child's ability to recognize shapes is... My child's sense of numbers is... My child's ability to follow routines and structure is... My child's ability to master new skills is... My child's exposure to early learning opportunities is... My child's ability to learn new things is...		100%	0%	0%
Child's Gross and Fine Motor Skills					
My child's GROSS motor skills are... My child's FINE motor skills are...		100%	0%	0%	



Understanding of children's social, emotional, cognitive, and physical development needs My understanding of how my child learns through playing is... My ability to play with my child is... My ability to support my child's development of personal care skills is... My understanding of different styles of discipline for my child is... My understanding of positive ways to respond to my child's feelings is... My ability to recognize and respond effectively to my child's feelings is... My ability to help my child through challenging situations is... My ability to help my child talk about and understand his/her feelings is... My understanding of how to form a positive relationship with my child is... My ability to connect with my child through physical touch is... My ability to care for my new baby is... My understanding of the importance that my child feels safe with me is... My understanding of the importance that my child feels safe with other caring adults is...	100%	0%	0%
Caregiver's engagement with school readiness My knowledge of early steps to reading is... The amount of time I spend reading or looking at books with my child is... My ability to help my child become ready for kindergarten is... My ability to be my child's first teacher is... My ability to help my child learn new skills (such as recognize letters and count) is... My confidence in helping my child learn is...	100%	0%	0%
Access to resources My ability to FIND helpful community resources for my child or family is... My ability to USE community resources to help my child or family is...	100%	0%	0%
Caregiver experience of isolation/connection My opportunities to talk with other parents about parenting/care-giving are... My ability to share ideas about parenting/care-giving with other parents is... The number of my supportive connections with other parents/caregivers is...	100%	0%	0%
Caregiver understanding of child development The knowledge of the developmental stages of my child is...	78%	11%	0%



Preschool Scientists of Oakland
 Lawrence Hall of Science
 Early Childhood: Community Playgroups

PROGRAM DESCRIPTION

Preschool Scientists of Oakland provides family/child science enrichment classes for preschoolers. Program classes are conducted at Oakland's Office of Parks and Recreation centers that offer playgroups. Caregivers and children participate together in fun, age-appropriate science activities, families receive books and materials to extend the learning at home, and staff receive training and materials to help them integrate more science into their programming.

Grant Size: \$ 25,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	200%	N/A	142%

PROGRAM QUALITY ASSESSMENT RATINGS

Preschool Scientists of Oakland is a Performing program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.2.

Quality Domain	Preschool Scientists of Oakland	Early Childhood
Health, Safety and Nutrition	3.0	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	3.5	3.73
Interaction Supports for Relationship Building	3.5	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	3.0	3.14
Professionalism	3.5	3.86

OBSERVATION NOTES

Program Strengths:



Hands-on workshop program successfully brings natural and physical science to young children. Children are fascinated with live animals, and material is buttressed with songs, expressionary art projects, time to play being the animal, and take home booklets.

Areas for Improvement:

With only two staff onsite, there is little bandwidth for staff to positively manage any behavior challenges. Parents and host program staff provide this support, but with varying results.

SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Program Provider/Educator surveys were not collected from this program.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	Parent/Caregiver Survey		Total Number of Surveys		
			7		
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement		
			High	Med	Low
	Attachment of children to their caregivers.				
	My child's ability to form positive relationships with adults is...				
	My child's ability to connect with me through physical touch is...		0%	0%	0%
	In a group setting with children and other adults, my child's emotional security is...				
	Child's Social and Emotional Skills				
My child's ability to share with other children is...					
My child's ability to take turns with other children is...					
My child's ability to play with other children is...					
My child's ability to perform personal care activities is...		0%	0%	0%	
My child's ability to cope in challenging situations is...					
My child's ability to cope in stressful situations is...					
My child's ability to control his/her emotions is...					
My child's ability to talk about his/her needs and wants is...					
Child's Cognitive Skills					



My child's ability to recognize letters of the alphabet is...			
My child's engagement in reading or looking at books is...			
My child's exposure to age appropriate books at home is...			
My child's ability to recognize colors is...	57%	43%	0%
My child's ability to recognize shapes is...			
My child's sense of numbers is...			
My child's ability to follow routines and structure is...			
My child's ability to master new skills is...			
My child's exposure to early learning opportunities is...			
My child's ability to learn new things is...			
Child's Cross and Fine Motor Skills			
My child's GROSS motor skills are...	0%	0%	0%
My child's FINE motor skills are...			

Understanding of children's socio-emotional, cognitive, and physical development needs			
My understanding of how my child learns through playing is...			
My ability to play with my child is...			
My ability to support my child's development of personal care skills is...			
My understanding of different styles of discipline for my child is...			
My understanding of positive ways to respond to my child's feelings is...			
My ability to recognize and respond effectively to my child's feelings is...			
My ability to help my child through challenging situations is...	57%	14%	14%
My ability to help my child talk about and understand his/her feelings is...			
My understanding of how to form a positive relationship with my child is...			
My ability to connect with my child through physical touch is...			
My ability to care for my new baby is...			
My understanding of the importance that my child feels safe with me is...			
My understanding of the importance that my child feels safe with other caring adults is...			
Caregiver's engagement with school readiness			
My knowledge of early steps to reading is...			
The amount of time I spend reading or looking at books with my child is...			
My ability to help my child become ready for kindergarten is...	29%	43%	29%
My ability to be my child's first teacher is...			
My ability to help my child learn new skills (such as recognize letters and count) is...			
My confidence in helping my child learn is...			
Access to resources			
My ability to FIND helpful community resources for my child or family is...	0%	0%	0%
My ability to USE community resources to help my child or family is...			
Caregiver experience of isolation/connection			



My opportunities to talk with other parents about parenting/care-giving are...			
My ability to share ideas about parenting/care-giving with other parents is...	0%	0%	0%
The number of my supportive connections with other parents/caregivers is...			
Caregiver understanding of child development			
The knowledge of the developmental stages of my child is...	0%	0%	0%



Early Childhood Mental Health Consultation
Lincoln Child Center
Early Childhood: Mental Health Consultation

PROGRAM DESCRIPTION

Lincoln Child Center (LCC) offers mental health consultation services for staff, families and students at Child Development Centers. Consultants offer observations, trainings, and follow-up. LCC's programs serve children and staff and uses a collaborative model to insure that each site's needs are met with the overall goal that providers improve strategies to support children's positive behavior and emotional health and that families understand their child's developmental needs.

Grant Size: \$125,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	55%	N/A	466%

PROGRAM QUALITY ASSESSMENT RATINGS

Early Childhood Mental Health Consultation is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.47.

Quality Domain	Early Childhood Mental Health Consultation	Early Childhood
Health, Safety and Nutrition	4.33	3.50
Environment	4.33	3.57
Developmentally Appropriate Content and Curriculum	5.0	3.73
Interaction: Supports for Relationship Building	3.67	3.39
Family, Community and School Collaboration	4.2	3.77
Cultural Competency of Staff and Program	2.33	3.14
Professionalism	5.0	3.86



OBSERVATION NOTES

Program Strengths:

Mental Health Consultant has established a high level of trust with preschool staff. Preschool staff will approach Mental Health Consultant for advice about specific children.

Areas for Improvement:

Preschool staff do not meet collectively on a regular basis. The mental health consultant is working to increase opportunities for collaboration (however this area is not expressly under control of the consultant).

SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Program Provider/Educator Survey		Total Number of Surveys	
			14	
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement	
			High	Med
Attachment of children to their caregivers.				
The children's ability to form positive relationships with adults is... In a group setting with children and other adults, the children's ability to feel emotional secure is...		21%	29%	21%
The ability of 0-2 year olds to connect with me when I talk to them is...				
Social and Emotional Skills				
The ability of children to share with other children is... The ability of children to take turns is... The ability of children to play with other is... The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is... The ability of children to cope in challenging situations is... The ability of children to cope in stressful situations is... The ability of children to control their emotions is... The ability of children to express their needs and wants in their primary language is...		21%	14%	43%



Cognitive Skills	The children's ability to recognize letters of the alphabet is... The children's engagement in reading/looking at books is... The children's ability to recognize colors is... The children's ability to recognize shapes is... The children's sense of numbers is... The children's ability to follow routines and structure is... The children's ability to master new skills is... The ability of 0-2 year olds to learn new things is...	29%	14%	36%
Gross and Fine Motor Skills	The children's GROSS motor skills are... The children's FINE motor skills are...	29%	7%	29%
Understanding of children's socio-emotional, cognitive, and physical development needs	My ability to assess children's developmental needs is... My knowledge of the developmental stages of children is... My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is... My knowledge of age appropriate behavioral management techniques is... My understanding of how to form a positive relationship with children is... My knowledge of early steps to reading is... My knowledge of how art and movement contribute to the development of re-writing and reading skills is...	43%	21%	36%
Response to of children's socio-emotional, cognitive, and physical development needs	My ability to teach children through playing and singing is... My ability to support children's development of personal care skills... My ability to respond in positive ways to children's needs is... My understanding of culturally relevant responses to children's needs is... My ability to bond with an individual child is... In a group setting with other children and adults, my ability to make children feel secure is... My ability to help children prepare for kindergarten is... My confidence in helping children learn is... My ability to FIND community resources and to enhance children's learning is... My ability to USE community resources to enhance children's learning is... My ability to collaborate/partner with other service providers in the community is... My knowledge of local art spaces and activities for children is...	36%	21%	43%

Caregiver Surveys were not collected from this program.



Multicultural Playgroups
 Lotus Bloom Child & Family Center
 Early Childhood: Community Playgroups

PROGRAM DESCRIPTION

The Multicultural Playgroups program introduces socialization skills, social emotional development and help children acquire school readiness concepts such as colors, numbers, the alphabet and body parts, etc. through shared group activities; including reading singing, playing instruments, and dancing. The program uses interactive materials to promote a love of learning that starts with the child and parent dyad. It enables parents to feel connected to their children, knowing that they are preparing them for future school settings and their children to feel cared for, and receive the crucial building blocks for school.

Grant Size: \$ 50,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	395%	N/A	100%

PROGRAM QUALITY ASSESSMENT RATINGS

Multicultural Playgroups is a Performing program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 3.52.

Quality Domain	Multicultural Playgroups	Early Childhood
Health, Safety and Nutrition	2.6	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	3.0	3.73
Interaction: Supports for Relationship Building	3.0	3.39
Family, Community and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	5.0	3.14
Professionalism	4.0	3.86



OBSERVATION NOTES

Program Strengths:

Well-attended program provides quality support to children and families in a truly multicultural environment. Songs in the languages of all participants is a highlight. Baby signing is used to help communicate with all children.

Areas for Improvement:

Program space is clean, but well-used and stained. Program is working to include parents in more of the program decision-making.

SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.		
	Program Provider/Educator Survey	Total Number of Surveys	8
As a result of your experiences with this program, how much have YOU changed in the following areas?	% agreement with statement		
	High	Med	Low
Attachment of children to their caregivers. The children's ability to form positive relationships with adults is... In a group setting with children and other adults, the children's ability to feel emotional secure is... The ability of 0-2 year olds to connect with me when I talk to them is...	88%	13%	0%
	Social and Emotional Skills		
The ability of children to share with other children is... The ability of children to take turns is... The ability of children to play with other is... The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is... The ability of children to cope in challenging situations is... The ability of children to cope in stressful situations is... The ability of children to control their emotions is... The ability of children to express their needs and wants in their primary language is...	88%	13%	0%



Cognitive Skills			
The children's ability to recognize letters of the alphabet is... The children's engagement in reading/looking at books is... The children's ability to recognize colors is... The children's ability to recognize shapes is... The children's sense of numbers is... The children's ability to follow routines and structure is... The children's ability to master new skills is... The ability of 0-2 year olds to learn new things is...	100%	0%	0%
Gross and Fine Motor Skills			
The children's GROSS motor skills are... The children's FINE motor skills are...	63%	38%	0%
Understanding of children's socio-emotional, cognitive, and physical development needs			
My ability to assess children's developmental needs is... My knowledge of the developmental stages of children is... My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is... My knowledge of age appropriate behavioral management techniques is... My understanding of how to form a positive relationship with children is... My knowledge of early steps to reading is... My knowledge of how art and movement contribute to the development of re-writing and reading skills is...	75%	25%	0%
Response to of children's socio-emotional, cognitive, and physical development needs			
My ability to teach children through playing and singing is... My ability to support children's development of personal care skills... My ability to respond in positive ways to children's needs is... My understanding of culturally relevant responses to children's needs is... My ability to bond with an individual child is... In a group setting with other children and adults, my ability to make children feel secure is... My ability to help children prepare for kindergarten is... My confidence in helping children learn is... My ability to FIND community resources and to enhance children's learning is... My ability to USE community resources to enhance children's learning is... My ability to collaborate/partner with other service providers in the community is... My knowledge of local art spaces and activities for children is...	63%	38%	0%



Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	PARENT/CAREGIVER SURVEY		Total Number of Surveys		
			22		
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement		
			High	Med	Low
	Attachment of children to their caregivers.				
	My child's ability to form positive relationships with adults is... My child's ability to connect with me through physical touch is... In a group setting with children and other adults, my child's emotional security is...		0%	0%	0%
	Child's Social and Emotional Skills				
	My child's ability to share with other children is... My child's ability to take turns with other children is... My child's ability to play with other children is... My child's ability to perform personal care activities is... My child's ability to cope in challenging situations is... My child's ability to cope in stressful situations is... My child's ability to control his/her emotions is... My child's ability to talk about his/her needs and wants is...		32%	41%	23%
	Child's Cognitive Skills				
My child's ability to recognize letters of the alphabet is... My child's engagement in reading or looking at books is... My child's exposure to age appropriate books at home is... My child's ability to recognize colors is... My child's ability to recognize shapes is... My child's sense of numbers is... My child's ability to follow routines and structure is... My child's ability to master new skills is... My child's exposure to early learning opportunities is... My child's ability to learn new things is...		32%	23%	0%	
Child's Gross and Fine Motor Skills					
My child's GROSS motor skills are... My child's FINE motor skills are...		32%	45%	14%	



Understanding of children's socio-emotional, cognitive, and physical development needs My understanding of how my child learns through playing is... My ability to play with my child is... My ability to support my child's development of personal care skills is... My understanding of different styles of discipline for my child is... My understanding of positive ways to respond to my child's feelings is... My ability to recognize and respond effectively to my child's feelings is... My ability to help my child through challenging situations is... My ability to help my child talk about and understand his/her feelings is... My understanding of how to form a positive relationship with my child is... My ability to connect with my child through physical touch is... My ability to care for my new baby is... My understanding of the importance that my child feels safe with me is... My understanding of the importance that my child feels safe with other caring adults is...	55%	27%	18%
Caregiver's engagement with school readiness My knowledge of early steps to reading is... The amount of time I spend reading or looking at books with my child is... My ability to help my child become ready for kindergarten is... My ability to be my child's first teacher is... My ability to help my child learn new skills (such as recognize letters and count) is... My confidence in helping my child learn is...	36%	41%	23%
Access to resources My ability to FIND helpful community resources for my child or family is... My ability to USE community resources to help my child or family is...	50%	32%	18%
Caregiver experience of isolation/connection My opportunities to talk with other parents about parenting/care-giving are... My ability to share ideas about parenting/care-giving with other parents is... The number of my supportive connections with other parents/caregivers is...	45%	41%	14%
Caregiver understanding of child development The knowledge of the developmental stages of my child is...	45%	55%	0%

Safe Passages Baby Learning Communities
Safe Passages
Early Childhood: Community Playgroups

PROGRAM DESCRIPTION

The Baby Learning Communities Collaborative Program provides services for families (including low-income, immigrant, families exposed to violence, and families with children and parents with disabilities and delays) with young children (particularly those 12 months or younger) living in the Havenscourt and Madison school communities. Year-round community playgroups, outreach, parent education, case management and training are provided to increase family involvement, identification of developmental delays and disabilities, and access to related services.

Grant Size: \$125,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
N/A	296%	N/A	304%

PROGRAM QUALITY ASSESSMENT RATINGS

Safe Passages Baby Learning Communities is a Emerging program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 2.72.

Quality Domain	Safe Passages Baby Learning Communities	Early Childhood
Health, Safety and Nutrition	2.6	3.50
Environment	2.33	3.57
Developmentally Appropriate Content and Curriculum	2.0	3.73
Interaction: Supports for Relationship Building	3.0	3.39
Family, Community, and School Collaboration	3.8	3.77
Cultural Competency of Staff and Program	2.33	3.14
Professionalism	3.0	3.86



OBSERVATION NOTES

Program Strengths:

Strong Spanish-language parent education workshops. Attendance of over thirty mothers and fathers led to an engaging conversation about the developmental topic of the day.

Areas for Improvement:

Recruitment of English-speaking parents is lagging far behind strong Spanish-speaking recruitment. Program attendance overwhelmed staff in the concurrent childcare environment. Although staff were engaged with some children, other children watched tv or moved unsupervised between indoor and outdoor activity spaces.

SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Program Provider/Educator surveys were not collected from this program.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	PARENT/CAREGIVER SURVEY		116		
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement		
			High	Med	Low
	Attachment of children to their caregivers.				
	My child's ability to form positive relationships with adults is...				
	My child's ability to connect with me through physical touch is...		3%	3%	3%
	In a group setting with children and other adults, my child's emotional security is...				
	Child's Social and Emotional Skills				
	My child's ability to share with other children is...				
My child's ability to take turns with other children is...					
My child's ability to play with other children is...					
My child's ability to perform personal care activities is...		46%	37%	11%	
My child's ability to cope in challenging situations is...					
My child's ability to cope in stressful situations is...					
My child's ability to control his/her emotions is...					
My child's ability to talk about his/her needs and wants is...					
Child's Cognitive Skills					



	My child's ability to recognize letters of the alphabet is...			
	My child's engagement in reading or looking at books is...			
	My child's exposure to age appropriate books at home is...			
	My child's ability to recognize colors is...	66%	20%	3%
	My child's ability to recognize shapes is...			
	My child's sense of numbers is...			
	My child's ability to follow routines and structure is...			
	My child's ability to master new skills is...			
	My child's exposure to early learning opportunities is...			
	My child's ability to learn new things is...			
Child's Gross and Fine Motor Skills				
My child's GROSS motor skills are...	59%	28%	8%	
My child's FINE motor skills are...				



<p>Understanding of children's socio-emotional, cognitive, and physical development needs</p> <p>My understanding of how my child learns through playing is... My ability to play with my child is... My ability to support my child's development of personal care skills is... My understanding of different styles of discipline for my child is... My understanding of positive ways to respond to my child's feelings is... My ability to recognize and respond effectively to my child's feelings is... My ability to help my child through challenging situations is... My ability to help my child talk about and understand his/her feelings is... My understanding of how to form a positive relationship with my child is... My ability to connect with my child through physical touch is... My ability to care for my new baby is... My understanding of the importance that my child feels safe with me is... My understanding of the importance that my child feels safe with other caring adults is...</p>	72%	23%	4%
<p>Caregiver's engagement with school readiness</p> <p>My knowledge of early steps to reading is... The amount of time I spend reading or looking at books with my child is... My ability to help my child become ready for kindergarten is... My ability to be my child's first teacher is... My ability to help my child learn new skills (such as recognize letters and count) is... My confidence in helping my child learn is...</p>	60%	28%	9%
<p>Access to resources</p> <p>My ability to FIND helpful community resources for my child or family is... My ability to USE community resources to help my child or family is...</p>	66%	22%	9%
<p>Caregiver experience of isolation/connection</p> <p>My opportunities to talk with other parents about parenting/care-giving are... My ability to share ideas about parenting/care-giving with other parents is... The number of my supportive connections with other parents/caregivers is...</p>	61%	30%	7%
<p>Caregiver understanding of child development</p> <p>The knowledge of the developmental stages of my child is...</p>	56%	38%	3%



**Early Childhood Mental Health Consultation
The Link to Children
Early Childhood: Mental Health Consultation**

PROGRAM DESCRIPTION

The Early Childhood Mental Health Consultation program offers mental health consultants that provide mental health and developmental consultation for children 0 to 5 years of age, their families and teachers at Oakland Unified School District Child Development Centers and private Child Development Centers. Consultants provide screening and assessment and focus on age appropriate social and emotional responses, activities, and recourses for young children that keeps them enrolled and supports their learning in readiness for kindergarten.

Grant Size: \$105,000.00

PROGRAM SERVICE AND ATTENDANCE

Participants Served (% of target)		Units of Service (% of target)	
2009-10	2010-11	2009-10	2010-11
13%	89%	93%	166%

PROGRAM QUALITY ASSESSMENT RATINGS

Early Childhood Mental Health Consultation is a Thriving program, based on ratings in program fundamentals (Safe Environment and Supportive Environment). Your program's overall YPQA score is 4.0.

Quality Domain	Early Childhood Mental Health Consultation	Early Childhood
Health, Safety and Nutrition	4.0	3.50
Environment	3.0	3.57
Developmentally Appropriate Content and Curriculum	4.0	3.73
Interaction: Supports for Relationship Building	3.0	3.39
Family, Community and School Collaboration	4.2	3.77
Cultural Competency of Staff and Program	3.67	3.14
Professionalism	4.0	3.86



OBSERVATION NOTES

Program Strengths:

Well-organized program is founded on researched principles. Program is housed in a true learning organization, where program practices are reviewed periodically and mechanisms exist for strong sense of stakeholder satisfaction.

Areas for Improvement:

Look for opportunities to share best practices around cultural competency policy creation and infusion into daily activities.

SURVEY DATA

NOTE: The early childhood strategy area contains programs that reflect the wide array of services needed for Oakland's youngest constituents and their parents. As such some questions were not appropriate for all programs, and participants were encouraged to skip, or respond as not applicable. This accounts for many of the null entries in the data.

Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.			
	Program Provider/ Educator Survey		Total Number of Surveys	
			15	
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement	
			High	Med
Attachment of children to their caregivers.				
The children's ability to form positive relationships with adults is... In a group setting with children and other adults, the children's ability to feel emotional secure is...		13%	40%	20%
The ability of 0-2 year olds to connect with me when I talk to them is...				
Social and Emotional Skills				
The ability of children to share with other children is... The ability of children to take turns is... The ability of children to play with other is... The ability of children to perform personal care activities (i.e. feeding, toileting, and dressing) is... The ability of children to cope in challenging situations is... The ability of children to cope in stressful situations is... The ability of children to control their emotions is... The ability of children to express their needs and wants in their primary language is...		13%	47%	20%



Cognitive Skills			
The children's ability to recognize letters of the alphabet is... The children's engagement in reading/looking at books is... The children's ability to recognize colors is... The children's ability to recognize shapes is... The children's sense of numbers is... The children's ability to follow routines and structure is... The children's ability to master new skills is... The ability of 0-2 year olds to learn new things is...	7%	27%	40%
Gross and Fine Motor Skills			
The children's GROSS motor skills are... The children's FINE motor skills are...	7%	27%	33%
Understanding of children's socio-emotional, cognitive, and physical development needs			
My ability to assess children's developmental needs is... My knowledge of the developmental stages of children is... My ability to recognize emotional/behavioral signals indicating that a child needs help and attention is... My knowledge of age appropriate behavioral management techniques is... My understanding of how to form a positive relationship with children is... My knowledge of early steps to reading is... My knowledge of how art and movement contribute to the development of re-writing and reading skills is...	13%	20%	67%
Response to of children's socio-emotional, cognitive, and physical development needs			
My ability to teach children through playing and singing is... My ability to support children's development of personal care skills... My ability to respond in positive ways to children's needs is... My understanding of culturally relevant responses to children's needs is... My ability to bond with an individual child is... In a group setting with other children and adults, my ability to make children feel secure is... My ability to help children prepare for kindergarten is... My confidence in helping children learn is... My ability to FIND community resources and to enhance children's learning is... My ability to USE community resources to enhance children's learning is... My ability to collaborate/partner with other service providers in the community is... My knowledge of local art spaces and activities for children is...	13%	13%	73%



Outcomes Survey	In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.				
	Parent/Caregiver Survey		Total Number of Surveys		
			5		
	As a result of your experiences with this program, how much have YOU changed in the following areas?		% agreement with statement		
			High	Med	Low
	Attachment of children to their caregivers.				
	My child's ability to form positive relationships with adults is...		0%	0%	0%
	My child's ability to connect with me through physical touch is...				
	In a group setting with children and other adults, my child's emotional security is...				
	Child's Social and Emotional SMUs				
My child's ability to share with other children is...					
My child's ability to take turns with other children is...					
My child's ability to play with other children is...					
My child's ability to perform personal care activities is...		20%	80%	0%	
My child's ability to cope in challenging situations is...					
My child's ability to cope in stressful situations is...					
My child's ability to control his/her emotions is...					
My child's ability to talk about his/her needs and wants is...					
Child's Cognitive Skills					
My child's ability to recognize letters of the alphabet is...					
My child's engagement in reading or looking at books is...					
My child's exposure to age appropriate books at home is...					
My child's ability to recognize colors is...					
My child's ability to recognize shapes is...		40%	40%	0%	
My child's sense of numbers is...					
My child's ability to follow routines and structure is...					
My child's ability to master new skills is...					
My child's exposure to early learning opportunities is...					
My child's ability to learn new things is...					
Child's Cross and Fine Motor Skills					
My child's GROSS motor skills are...		40%	40%	20%	
My child's FINE motor skills are...					



	Understanding of children's socio-emotional, cognitive, and physical development needs			
	My understanding of how my child learns through playing is...			
	My ability to play with my child is...			
	My ability to support my child's development of personal care skills is...			
	My understanding of different styles of discipline for my child is...			
	My understanding of positive ways to respond to my child's feelings is...			
	My ability to recognize and respond effectively to my child's feelings is...			
	My ability to help my child through challenging situations is...	20%	60%	20%
	My ability to help my child talk about and understand his/her feelings is...			
	My understanding of how to form a positive relationship with my child is...			
My ability to connect with my child through physical touch is...				
My ability to care for my new baby is...				
My understanding of the importance that my child feels safe with me is...				
My understanding of the importance that my child feels safe with other caring adults is...				
Caregiver's engagement with school readiness				
My knowledge of early steps to reading is...				
The amount of time I spend reading or looking at books with my child is...				
My ability to help my child become ready for kindergarten is...	20%	40%	20%	
My ability to be my child's first teacher is...				
My ability to help my child learn new skills (such as recognize letters and count) is...				
My confidence in helping my child learn is...				
Access to resources				
My ability to FIND helpful community resources for my child or family is...	0%	60%	20%	
My ability to USE community resources to help my child or family is...				
Caregiver experience of isolation/connection				
My opportunities to talk with other parents about parenting/care-giving are...				
My ability to share ideas about parenting/care-giving with other parents is...	0%	40%	40%	
The number of my supportive connections with other parents/caregivers is...				
Caregiver understanding of child development				
The knowledge of the developmental stages of my child is...	20%	80%	0%	

OAKLAND FUND FOR CHILDREN AND YOUTH

2010-11 EVALUATION OF EARLY CHILDHOOD, OLDER YOUTH, COMMUNITY BASED AFTER SCHOOL,
WELLNESS AND HEALTHY TRANSITIONS AND SUMMER STRATEGY AREAS

FINAL REPORT APPENDIX B-F

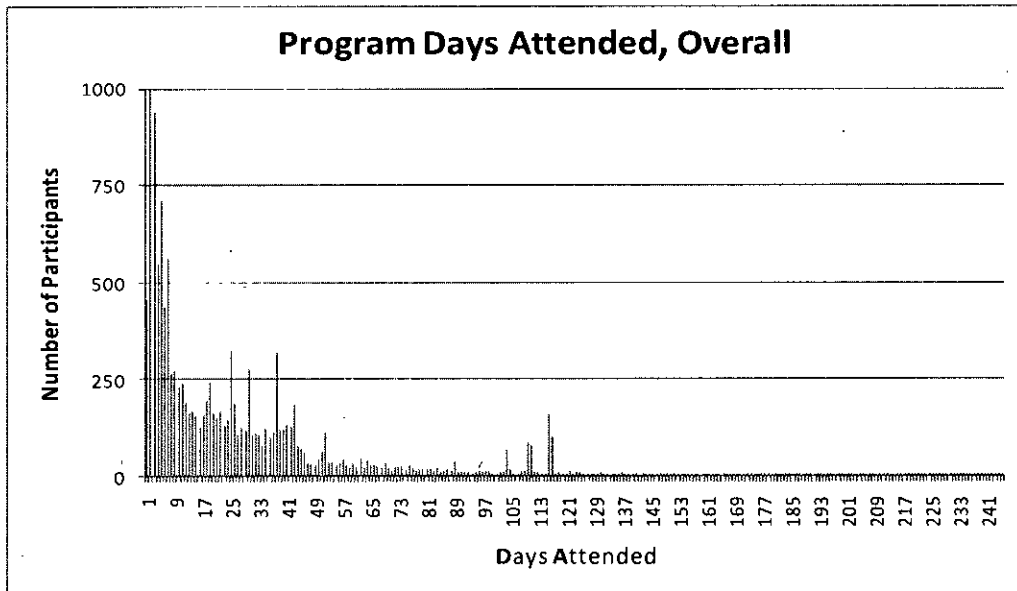


TABLE OF APPENDICES

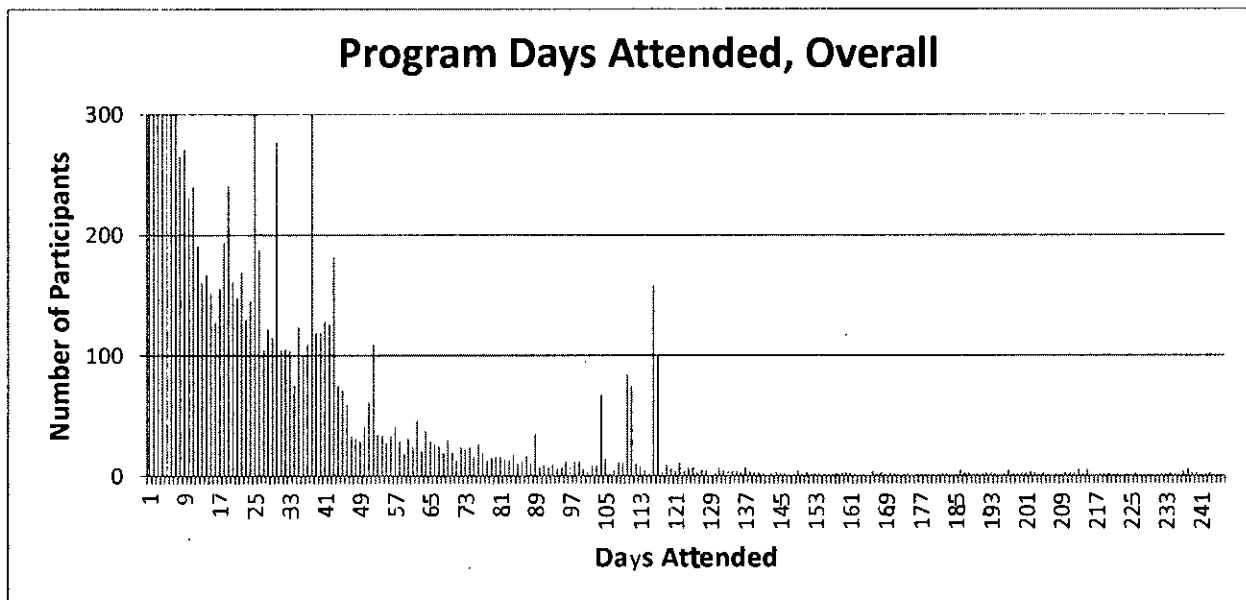
Appendix B: Program Attendance	302
Appendix C: Service and Participation Tables	304
Appendix D: Program Quality Assessment Tool and Methods	310
How Does the Rating Scale Work?	310
PQA Scoring Areas: Early Childhood	311
PQA Scoring Areas: Older Youth, Community Based After School, Wellness and Healthy Transitions	312
PQA Scoring Areas: Summer	313
Appendix E: Survey Administration Methodology and Analysis	315
Survey Administration	315
Survey Analysis	315
Survey Outcomes by Gender	316
Older Youth	316
Wellness and Healthy Transitions	318
Community Based After School	320
Appendix F: Statistical Significance	322
T-Statistic	322
Statistical Significance	322

APPENDIX B: PROGRAM ATTENDANCE

Participant days attended were broken ranged from 0 days to 288 days. See Change opted to break attendance down into categories, making it easier to break down attendance further, by other variables such as gender and ethnicity. The following figure is the original graph of days attended by participants:



While we see a large number of youth attending between zero and nine days, it is hard to see natural breaks in the data from this perspective. In the following chart, the scale was adjusted to zoom in on the bulk of the data, to get a closer look at natural breaking points in the numbers.



ATTACHMENT B

Based on this chart, natural dips in attendance days combined with observed trends in this dataset yielded the following breakdown of attendance days:

Days Attended, by Ethnicity	Total
0 to 7 days	6,285
8 to 25 days	3,396
26 to 45 days	2,543
46 to 100 days	1,270
100 to 200 days	751
200+ days	149
Total	14,394

Observing the number breakdown in the above graph, the number of attendants per category decreases as the number of days attended increases, so See Change decided to combine the categories further, to more evenly distribute the number of days attended:

Days Attended, by Ethnicity	Total
0 to 7 days	6,285
8 to 25 days	3,396
26 to 100 days	3,813
100 or more days	900
Total	14,394

This distribution of program attendance has categories that capture youth who drop-in over the course of the year, as well as those who attend occasionally, and those who attend frequently, sometimes almost daily. For the purposes of the OFCY program attendance breakdown and analysis, we found this to be the most efficient and logical way to break down attendance data for our analysis, based on the distribution of the attendance data from Cityspan.

ATTACHMENT B

APPENDIX C: SERVICE AND PARTICIPATION TABLES

Early Childhood	Projected Youth Served	Actual Youth Served	% Participant Fulfillment	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
Bring Me A Book Foundation	265	174	66%	16,100	16,725	104%
Children's Hospital & Research Center Oakland	304	260	86%	14,044.5	13,523	96%
Sandboxes to Empowerment	100	111	111%	5,120	9,391	183%
T.U.D.A. Inclusion Center	85	61	72%	4,428	4,280	97%
East Bay Agency for Children: Mental Health and Developmental Consultation	162	116	72%	17,175	19,315	112%
East Bay Agency for Children: Parent Child Education Support Program	125	139	111%	8,448.5	17,075	202%
Family Paths	848	912	108%	76,651	153,350	200%
Jewish Family & Children's Services of the East Bay	501	618	123%	191,868.67	296,694	155%
Jumpstart for Young Children, Inc.	225	221	98%	31,630	30,843	98%
Lawrence Hall of Science Preschool Scientists of Oakland	27	54	200%	420	595	142%
Lincoln Child Center	540	299	55%	12,258.5	57,171	466%
Lotus Bloom Child & Family Center	40	158	395%	10,902	10,859	100%
Safe Passages Baby Learning Communities	90	266	296%	1,878	5,716	304%
The Link to Children	511	453	89%	16,545.5	27,460	166%
Total	3,823	3,842	100%	407,469.67	662,997	163%

ATTACHMENT B

Community Based After School	Projected Youth Served	Actual Youth Served	% Participant Fulfillment	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
Ala Costa Centers	84	100	119%	52,398	45,714	87%
Sports & Recreation for Youth with Physical Disabilities	45	50	111%	4,642.5	4,337	93%
Oakland Discovery Centers	400	1229	307%	31,178	35,985	115%
Rites of Passage	120	170	142%	23,220	22,796	98%
SmartMoves Education and Enrichment Program	650	554	85%	75,275	159,202	211%
Library Education and Art Program (LEAP)	200	950	475%	5,574	5,844	105%
OBUGS Out of School Time	121	199	164%	6,351	5,998	94%
Nurturing Native Pride	30	64	213%	13,569.5	10,008	74%
Homework Club	50	36	72%	6,000	2,123	35%
Neighborhood Sports Initiative	500	906	181%	30,786	78,702	256%
Total	2,200	4,258	194%	248,994	370,709	149%

ATTACHMENT B

Older Youth	Projected Participants	Actual Total Participants	% Participant Fulfillment (Actual/Projected)	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
<i>Academic and Career/Job Success</i>						
Model Neighborhood Program	500	473	95%	9,401	11,693	124%
Biotech Partners	42	42	100%	33,862.5	21,782	64%
Youth Law Academy	56	60	107%	5,899.5	5,716	97%
College Track Oakland	295	200	68%	26,660.7	24,600	92%
ESAA Youth Arts Program	150	247	165%	29,926.5	29,863	100%
Steps to Success	175	311	178%	11,196	16,245	145%
Success at Seventeen	125	177	142%	27,627.25	21,750	79%
Youth Employment Program: Career Try-Out	75	83	111%	8,898	10,854	122%
Youth Radio: Pathways to Higher Education and Careers	80	165	206%	4,092	3,735	91%
<i>Comprehensive Programming</i>						
DreamCatcher	400	267	67%	40,755	38,565	95%
TOOLS	152	166	109%	28,824	9,922	34%
Dimensions Dance Internships and Apprenticeships Program	15	15	100%	33,270	23,341	70%

ATTACHMENT B

Older Youth	Projected Participants	Actual Total Participants	% Participant Fulfillment (Actual/Projected)	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
First Steps Community Resource Center	500	1,235	247%	10,288	21,914	213%
Project EEVE	256	118	46%	13,880	6,281	45%
Refugee and Immigrant Wellness Project	200	294	147%	15,744	23,291	148%
Caught in the Crossfire Comprehensive Services	86	45	52%	1,626	1,232	76%
Total	3,107	3,898	125%	301,950.5	270,784	90%

ATTACHMENT B

Wellness and Healthy Transitions	Projected Participants	Actual Total Participants	% Participant Fulfillment (Actual/Projected)	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
LGBT Youth Health and Wellness Conductors Program	200	179	90%	1,130	2,090	185%
Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	350	292	83%	40,479	68,979	170%
Taking Charge: API Youth Leaders	40	59	148%	2,174	2,323	107%
Oakland Middle School Youth Leadership Health Collaborative	50	98	196%	3,790	5,717	151%
Healthy Heart Healthy Mind (HHHM)	28	78	279%	8,300	10,318	124%
PEACE Program	50	31	62%	320	1,173	367%
Indigenous Youth Voices	170	250	147%	33,216	28,191	85%
OUSD Conflict Resolution	132	169	128%	1,980	2,623	132%
Teens On Target Violence Prevention Program	45	46	102%	5,295	5,144	97%
Total	1,065	1,202	113%	96,684	126,558	131%

ATTACHMENT B

Summer	Projected Participants	Actual Total Participants	% Participant Fulfillment (Actual/Projected)	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
Aim High /Oakland – 3 Sites	175	177	101%	24,768	23,876	96%
OPR Summer Camp Explosion	300	709	236%	45,720	83,179	182%
College Track Summer Program	50	66	132%	5,232	4,746	91%
Destiny Arts Center: Camp Destiny	114	81	71%	4,406.25	4,761	108%
East Bay Asian Youth Center: San Antonio Summer Learning Initiative	250	283	113%	24,000	22,816	95%
East Oakland Youth Development Center: Summer Cultural Enrichment Program	300	252	84%	52,615	207,749	395%
Family Support Services of the Bay Area: Kinship Summer Youth Program	50	55	110%	6,550	6,080	93%
Girls Inc. Concordia Park Summer Program	60	96	160%	12,810	14,168	111%
Girls Inc. Eureka! Summer Program	59	86	146%	5,736.5	10,162	177%
Leadership Excellence: Oakland Freedom School	150	133	89%	23,370	18,700	80%
OASES Summer Science Series	45	51	113%	4,428	5,639	127%
Prescott Circus Theatre Summer Program	25	25	100%	3,084	3,009	98%
Total	1,578	2,014	128%	212,719.8	404,885	190%

ATTACHMENT B

APPENDIX D: PROGRAM QUALITY ASSESSMENT TOOL AND METHODS

HOW DOES THE RATING SCALE WORK?

The Program Quality Assessment (PQA) rates a program's practices and style of delivery. Program Quality Criteria for Older Youth, Wellness and Health Transitions, and Community Based After School programs were scored on a scale of 1 to 5:

- 5 – The program exceeds expectations and demonstrates excellence (score of 2.7 – 3)
- 3 – The program meets expectations and demonstrates quality (score of 2.0 – 2.7)
- 1 – The program does not meet quality expectations and demonstrates the need for training and assistance
- 0 – Indicates that the observer did not have the opportunity to observe the item during the visit or the item is not applicable to the program. 0 scores were not averaged into area scores or the overall means.

Using the Youth Program Quality Assessment (YPQA), See Change evaluated Older Youth, Wellness and Healthy Transitions and Community-Based After School programs across five dimensions:

- 1) Safe Environment,
- 2) Supportive Environment,
- 3) Interaction (with peers, adults and in groups),
- 4) Engagement/Leadership,
- 5) Cultural Competency.

Programs in Older Youth, Community-Based After School Programs, and Wellness & Healthy Transitions strategy areas are rated as *Thriving*, *Performing* or *Emerging* based on their overall numerical score, the average of the first two content areas (Safe and Supportive Environment).

- Thriving – Overall score in the first two content areas – Safe Environment, Supportive Environment – is 80% or more of the maximum score (overall score is higher than 4 of maximum 5)
- Performing – Overall score of the first two content areas is 60-80% of the maximum score (overall score is between 3 and 4)
- Emerging – Overall score of the first two content areas is less than 60% of the maximum score (overall score is less than 3)

Numerical Scores:	1	3	5
General Scale Meaning:	Item not observed OR Negative examples of item observed	Item observed infrequently OR Positive and negative examples of item observed	Item integrated into program OR Positive examples of item observed

ATTACHMENT B

NOTE: The Early Childhood PQA was originally scored on a 1-3 scale, but scores were later adjusted to maintain consistency with the scoring system of other school-time strategy areas.

Program Quality Criteria for Summer programs were scored on a scale of 1 to 3:

- 3 – The program exceeds expectations and demonstrates excellence (score of 2.7 – 3)
- 2 – The program meets expectations and demonstrates quality (score of 2.0 – 2.7)
- 1 – The program does not meet quality expectations and demonstrates the need for training and assistance
- 0 – Indicates that the observer did not have the opportunity to observe the item during the visit or the item is not applicable to the program. 0 scores were not averaged into area scores or the overall means.

PQA SCORING AREAS: EARLY CHILDHOOD

Each grantee selected those of the following categories that were relevant to the observation of their program.

HEALTH, SAFETY & NUTRITION

- 1) Physical location & space is adequate & welcoming.
- 2) Food or drink served at program is nutritious.
- 3) Program space is arranged for safe use and staff understands how to use any equipment safely.
- 4) Adequate and safe indoor or outdoor space is provided for physical activity.
- 5) Staff and children practice good hygiene, including hand-washing.

ENVIRONMENT

- 6) The environment is safe for children ages 0-5.
- 7) The environment has all the materials necessary in order to carry out its program.
- 8) The environment is conducive to program implementation (ie, space requirements, sound capabilities, etc),

DEVELOPMENTALLY APPROPRIATE CONTENT & CURRICULUM

- 9) Support is provided for children to develop their fine and gross motor skills
- 10) Staff facilitate opportunities for children to develop cognitive skills.
- 11) Staff facilitate opportunities for children to develop language, literacy and self-expression.
- 12) Program provides opportunities for children to develop their development and social/emotional skills,

INTERACTION: SUPPORTS FOR RELATIONSHIP BUILDING

- 13) Program supports staff and caregivers to use positive behavior management techniques
- 14) Staff supports engagement with children.
- 15) Staff promotes activities that are engaging and fun for children.
- 16) Staff promotes positive peer interactions.

FAMILY, COMMUNITY & SCHOOL COLLABORATION & ACCESS

- 17) Program provides an environment and culture that is welcoming and communicative to all families.
- 18) Program is easily physically accessible to all families via location in community or clinical setting.
- 19) Program staff is regularly in contact with other programs serving children's families.

ATTACHMENT B

- 20) Program encourages collaboration from families by eliciting and understanding families' perspectives and expectations, and offering opportunities to participate in and contribute to programming.
- 21) Program performs outreach to families and children in local community and targets communities relevant to its particular mission.

CULTURAL COMPETENCE OF STAFF AND PROGRAMMING

- 22) Staff has a process for incorporating and addressing the cultural background of families.
- 23) The program has the capacity to provide language assistance services to children and/or families.
- 24) The environment of the program contains substantial resources to celebrate children's cultural backgrounds.

PROFESSIONALISM

- 25) Staff behave courteously, conscientiously and in a businesslike manner with children, families and one another.
- 26) Staff demonstrate extensive knowledge of the programming and objectives of the organization.
- 27) Staff demonstrate clear knowledge of issues and organizations in the community they serve and issues relevant to the children served.
- 28) Staff demonstrate commitment to their organization's work, and a desire to improve and provide its services to children.

PQA SCORING AREAS: OLDER YOUTH, COMMUNITY BASED AFTER-SCHOOL, WELLNESS AND HEALTHY TRANSITIONS

Each program was evaluated in each of the five following areas:

SAFE ENVIRONMENT

- Psychological and emotional safety is promoted¹
- The physical environment is safe and free of health hazards
- Appropriate emergency procedures and supplies are present.
- Program space and furniture accommodate the activities offered.

SUPPORTIVE ENVIRONMENT

- Staff provide a welcoming atmosphere.
- Session flow is planned, presented, and paced for youth.
- Activities support active engagement.
- Staff support youth in building new skills.
- Staff support youth with encouragement.
- Staff use youth-centered approaches to reframe conflict.

INTERACTION

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- Youth have opportunities to develop a sense of belonging.
- Youth have opportunities to participate in small groups.
- Youth have opportunities to act as group facilitators and mentors.
- Youth have opportunities to partner with adults.

ENGAGEMENT

- Youth have opportunities to set goals and make plans.
- Youth have opportunities to make choices based on their interests.
- Youth have opportunities to partner with adults.

PQA SCORING AREAS: SUMMER

PHYSICAL & EMOTIONAL SAFETY

- 1) Physical club location and space is adequate and welcoming.
- 2) Adult uses positive behavior management techniques.
- 3) Adult encourages the participation of all youth, regardless of gender, race, language ability, or other evident differences among students.
- 4) Activities are well organized.
- 5) Behavioral norms exist among youth.

CARING ADULTS

- 6) Adult values youth's uniqueness.
- 7) Adult engages with youth.
- 8) Youth interact positively with adults.
- 9) Adult is available to youth during activities and drop-in times.

SKILL BUILDING

- 10) Teaching strategies are varied to accommodate different learning styles.
- 11) Activity challenges students intellectually and/or creatively.
- 12) Adults help youth to gauge their progress.
- 13) Activity requires age-appropriate analytical thinking.

FUN

- 14) Adults design activities that are engaging and fun for youth.

SUPPORTIVE PEERS

- 15) Youth are friendly with one another.
- 16) Youth show respect for one another.
- 17) Youth participate in teamwork.
- 18) Youth listen and respond actively to peers.
- 19) Adults guide positive peer interactions.
- 20) Participation by youth is even and equitable.

YOUTH ENGAGEMENT

- 21) Adult encourages youth to contribute.
- 22) Youth contribute opinions, ideas and/or concerns.

ATTACHMENT B

23) Youth are responsible for an entire activity or the program overall.

DIVERSITY/IDENTITY

24) Adults challenge language or practices that would stereotype individuals or groups.

25) Youth feel comfortable sharing about their cultural backgrounds. Youth are not criticized or made fun of for their cultural background by their peers.

26) Youth are presented with positive models with which they can identify.

27) Adult support youth in exploring their emerging identities.

28) Youth are encouraged to make connections/deepen bonds with peers and communities with which they identify.

29) Youth are made aware of and encouraged to value individuals and communities that are different from their own.

APPENDIX E: SURVEY ADMINISTRATION METHODOLOGY AND ANALYSIS

In order to measure youth outcomes, surveys were designed with the Strategic Plan outcomes specifically in mind. See Change surveys were administered to youth in Older Youth, Community Based After School, Wellness and Healthy Transitions and Summer programs. For the Early Childhood strategy area, adult caregivers as well as educator/providers were surveyed. Program staff administered surveys prior to the end of program in the spring of 2011. Survey results were submitted to See Change by June 2011.

SURVEY ADMINISTRATION

- Surveys were administered in paper form, with surveys handed out to programs at quarterly meetings and returned to See Change via mail, pickup at program, or pickup at OFCY.
- Early Childhood surveys were distributed via email in February 2011 and were due back to See Change by April 27, 2011. Older Youth and Physical and Behavioral Health surveys were distributed in person at the January 26, 2011, and were due back to See Change in on April 27, 2011.
- Surveys were confidential.
- All survey questions included an option to mark "Not Applicable". In this way, irrelevant questions were not factored into program scores, and youth had the option to by-pass any questions they felt uncomfortable answering.

SURVEY ANALYSIS

- Survey questions were combined into an outcome score for each strategy area and each program.
- Question coding:
 - Responses to survey items were coded in the following way:
 - A lot = 3
 - A little = 2
 - Not much = 1
 - Not at all = 0
 - This does not apply to me = null. [These responses were coded the same as missing or blank responses]
- Aggregating survey items for each outcome:
 - Means
 - Outcomes with survey items that were closely related to an underlying trait were aggregated by computing the mean of responses to survey items related to an outcome. Then, the mean was used to determine if a youth reported high, medium, or low levels of the outcome using the following cut-off points:
 - High: Greater than 2.5
 - Medium: 2-2.5
 - Low: Less than 2

ATTACHMENT B

- For example, consider a youth who responded to the survey items for self-efficacy in program areas, in the following way:
 - o How much do the following statements describe you?
 - I know I can learn what this program teaches.
 - A lot – 3 (see recoding)
 - I know I can do what this program teaches.
 - A little – 2 (see recoding)
 - I know I can do what all things in this program if I try.
 - A little – 2 (see recoding)

The mean of these three responses is $(2+2+3)/3=2.33$. Because 2.33 is between 2 and 2.5, this youth would be considered as reporting a medium level of self-efficacy in program areas.

SURVEY OUTCOMES BY GENDER

Survey items tested for statistical significance are highlighted in yellow; if the test showed a significant difference in survey outcomes by gender, the significance level is listed below the percentages. Findings that were tested but not found to be significant have “ns” (“not significant”) written below the percentages.

OLDER YOUTH SURVEY OUTCOMES BY GENDER						
In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.						
Total Number of Surveys		Girls: 261		Boys: 216		
The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?	% of respondents whose average response was...					
	High		Med		Low	
	Girls	Boys	Girls	Boys	Girls	Boys
Self Efficacy						
I work hard toward my goals.						
I'm confident in my skills and abilities.	79%	76%	20%	23%	2%	0%
I expect good things from myself.						
Healthy Habits						
I learn about a physical activity in this program.						
I spend more time exercising because of this program.	34%	45%	35%	32%	28%	23%
I feel healthier because of this program.	p < .05					
I make good choices about my health.						
Academic Success/School Attachment						

ATTACHMENT B

<p>I look forward to learning because of this program.</p> <p>I go to school more often when I attend this program.</p> <p>I do better in academic subjects. ("Subjects" are things like reading, math, and science.)</p> <p>I plan to graduate or have already graduated from high school.</p>	73%	73%	22%	21%	5%	5%
<p>Respect/Violence-Prevention</p> <p>I'm not likely to be suspended from school.</p> <p>I don't get in physical fights with my peers.</p> <p>I resolve conflicts without violence.</p>	66%	60% ns	25%	28%	9%	10%
<p>Positive Connections to Peers, Adults, and Communities</p> <p>I have friends that are a positive influence.</p> <p>I work well with other people and in teams.</p> <p>I have met at least one adult that cares about me in this program.</p> <p>I feel like I am important to at least one adult.</p> <p>I am a positive influence in my community.</p> <p>I care about my community.</p>	71%	69%	26%	25%	3%	6%
<p>Cultural Awareness</p> <p>I value people of all genders/ gender identifications.</p> <p>I learn about people who are not like me in this program.</p> <p>I understand different cultures better because of this program.</p>	65%	63%	29%	28%	7%	6%
<p>Safety</p> <p>I feel safe in this program.</p> <p>I get bullied or harassed in this program.</p>	81%	82%	16%	17%	1%	0%

ATTACHMENT B

WELLNESS AND HEALTHY TRANSITIONS SURVEY OUTCOMES BY GENDER						
In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.						
Total Number of Surveys:			Girls: 218		Boys: 144	
<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	% of respondents whose average response was...					
	<i>High</i>		<i>Med</i>		<i>Low</i>	
	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>
Self Efficacy						
I work hard toward my goals.						
I'm confident in my skills and abilities.	79%	78%	19%	22%	2%	0%
I expect good things from myself.						
Healthy Habits						
I learn about a physical activity in this program.						
I spend more time exercising because of this program.	52%	58%	34%	31%	12%	10%
I feel healthier because of this program.	ns					
I make good choices about my health.						
Academic Success/School Attachment						
I look forward to learning because of this program.						
I go to school more often when I attend this program.						
I do better in academic subjects. ("Subjects" are things like reading, math, and science.)	72%	71%	25%	24%	4%	6%
I plan to graduate or have already graduated from high school.						
Respect/Violence-Prevention						
I'm not likely to be suspended from school.						
I don't get in physical fights with my peers.	69%	73%	24%	21%	6%	6%
I resolve conflicts without violence.						
Positive Connections to Peers, Adults, and Communities						
I have friends that are a positive influence.						
I work well with other people and in teams.						
I have met at least one adult that cares about me in this program.	83%	76%	16%	19%	1%	5%
I feel like I am important to at least one adult.	ns					
I am a positive influence in my community.						
I care about my community.						

ATTACHMENT B

Cultural Awareness							
I value people of all genders/ gender identifications.							
I learn about people who are not like me in this program.	79%	71%		20%	24%	0%	6%
I understand different cultures better because of this program.	p < .05						
Safety							
I feel safe in this program.							
I get bullied or harassed in this program.	89%	83%		10%	17%	0%	0%

ATTACHMENT B

COMMUNITY BASED AFTER SCHOOL SURVEY OUTCOMES BY GENDER							
<p>In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.</p>							
Total Number of Surveys		Girls: 176		Boys: 142			
The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?		% of respondents whose average response was...					
		High		Med		Low	
		Girls	Boys	Girls	Boys	Girls	Boys
Self Efficacy							
I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.		85%	93%	14%	6%	1%	0%
		$p < .05$					
Healthy Habits							
I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		52%	70%	35%	32%	28%	23%
		$p < .05$					
Academic Success/School Attachment							
I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.		84%	88%	22%	21%	5%	5%
Respect/Violence-Prevention							
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.		72%	68%	20%	27%	9%	10%
Positive Connections to Peers, Adults, and Communities							
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.		84%	87%	15%	12%	3%	6%

ATTACHMENT B

Cultural Awareness							
I value people of all genders/ gender identifications.							
I learn about people who are not like me in this program.	76%	75%	20%	22%	7%	6%	
I understand different cultures better because of this program.							
Safety							
I feel safe in this program.							
I get bullied or harassed in this program.	85%	85%	14%	12%	1%	0%	

APPENDIX F: STATISTICAL SIGNIFICANCE

T-STATISTIC

The t-test is used here to compare any two time groups to test if the difference between the groups is statistically significant. That is, the t-test determines the likelihood that the difference between the groups occurred by chance. This test is usually conducted at a 5% level, which means that if the result of the statistical significance test is .05 or less, that there is a 5% likelihood or smaller that the test result occurred by chance, and therefore can be considered statistically significant.

STATISTICAL SIGNIFICANCE

Statistical significance is a numeric response to the question: what is the chance that the difference we see between group 1 and group 2 is more than what we could expect to happen by chance?

Traditionally, a statistical finding is considered "statistically significant" if it has a p-value of less than .05. This means that there is a 5% likelihood that the finding has occurred by chance. If a p-value is even smaller than .05 – for example, $p < .001$, this indicates that there is a 0.1% chance or less that the difference between the two groups has occurred by chance.

ATTACHMENT

C

OUT-OF-SCHOOL TIME PROGRAM EVALUATION INTERIM FINDINGS REPORT

Oakland Fund for Children and Youth

&

OUSD After School Programs Office

February 2012

[public
profit]

[measure and manage
what matters]

TABLE OF CONTENTS

Section	Page
Executive Summary	3
Program Performance - Overall	9
Point of Service Quality - Overall	15
Point of Service Quality - Site-by-Site	17
Site-Level Profiles - Elementary	24
Site-Level Profiles - Middle	78
Site-Level Profiles - Transitions	95
Site-Level Profiles - High	101
Appendices	117

What's in the *Interim Report*:

- For up-to-date information about a specific out-of-school time program, go to the Site Level Profiles that begin on page 24. Program Performance and Point of Service Quality include site-by-site tables, as well.
- To find out how programs are doing overall, go to the Executive Summary on page 3.
- To track whether programs are meeting their service targets, see Program Performance on page 9.
- To observe whether programs are providing high quality service, read the Point of Service Quality section on page 15.

EXECUTIVE SUMMARY

Programs Included in the Out-of-School Time Evaluation:

The Oakland Out-of-School Time (OST) evaluation encompasses school-based support programs for children and youth in Oakland, California, including:

- 86 school-based after school programs, serving youth in grades K-12. These programs provide a variety of activities, including homework help, enrichment, recreation, and academic support.
- 6 school-based transitions programs, serving middle school aged youth, focusing particularly on rising 6th and 9th graders. These programs provide social and academic support to youth as they transition into middle and high school.

All of the after school programs on OUSD campuses receive funding from the Oakland Unified School District (OUSD) through the After School Education and Safety (ASES), 21st Community Learning Center (21st CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education.

The Oakland Fund for Children and Youth (OFCY) provides funding for comprehensive after school programming at 68 campuses, including 2 charter schools not under OUSD's purview. OFCY also funds six school-based transitions programs, which collaborate with middle and high schools in Oakland.

Table 1: Out-of-School Time Programs by Funding Source¹

	Total Sites in the Evaluation	Funded by OFCY	Funded by OUSD
After School	86 52 OUSD elementary 16 OUSD middle 16 OUSD high 2 charter	68 49 OUSD elementary 15 OUSD middle 2 OUSD high 2 charter	84 52 OUSD elementary 16 OUSD middle 16 OUSD high
Transitions	6	6	Not Applicable

¹ This evaluation does not include other school based out-of-school programs such as Supplemental Educational Services, School-Age Child Care, or fee-for-service programs.

EXECUTIVE SUMMARY

About the Interim Report

This report summarizes program participation and point of service quality data collected between July and December 2011. Additional data will be collected between January and June 2012, and will be reflected in the annual evaluation report, delivered to OFCY and OUSD in October 2012.

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

Table 2: Data Presented in the Interim and Annual Evaluation Reports

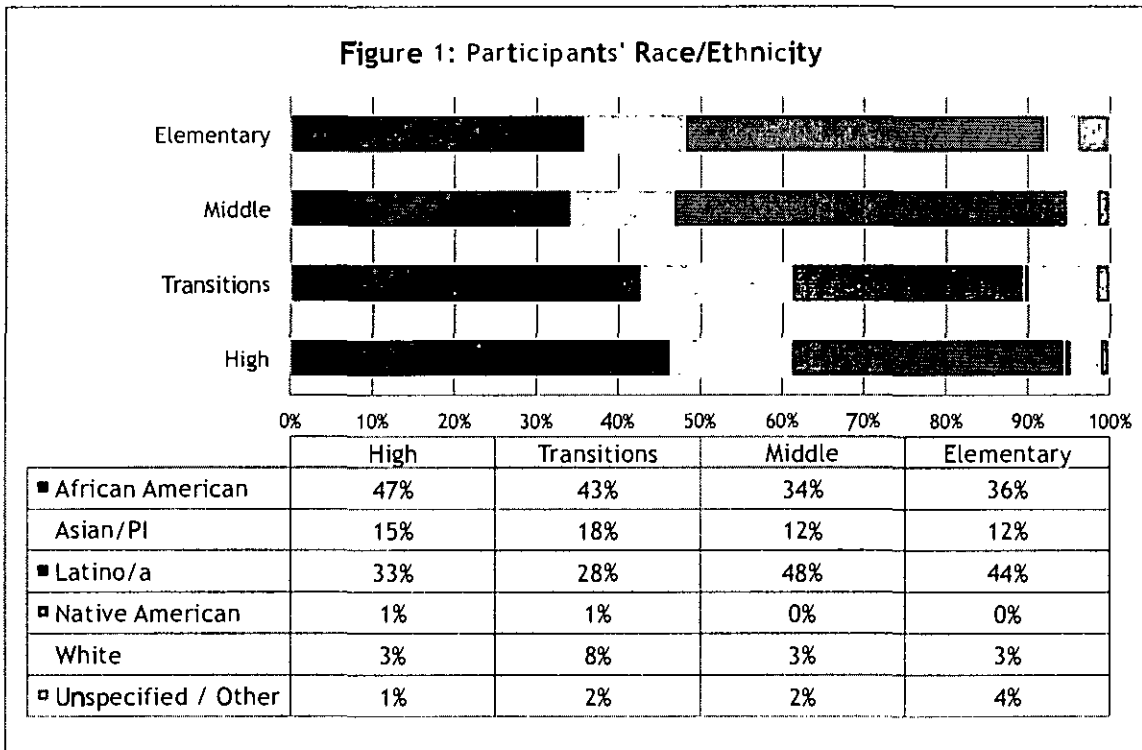
Data Source	Used to Assess...	Interim Report	Annual Report
Participation records	Program performance	●	●
Youth Program Quality Assessment	Point of Service Quality	●	●
Stakeholder surveys	Point of Service Quality Direct Outcomes	○	●
Academic records	Contributory Outcomes	○	●
Key			
●	Complete data		
○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

Findings to Date

School based out-of-school time programs in Oakland served 17,720 children and youth in the first half of the 2011-12 program year, approximately 50% of the student population at their host schools.² About 8,000³ youth participate in a school-based out-of-school time program in Oakland each day.

Attendance records provided by grantees indicate that school-based after school in elementary schools served 6,860 students, middle school-based programs 4,035, transitions programs 1,879, and high school programs 4,946. Of the children and youth served in the first half of the 2011-12 program year, 39% are African American, 41% are Latino/a, 13% are Asian/Pacific Islander, and 4% are White.⁴ The racial/ethnic heritage of youth served by program type is in Figure 1.

The gender breakdown of youth served is about equal with males at 51% and females at 49%. Gender distribution remains roughly equal when examined at the grade level or within individual race/ethnicity categories.



Source: CitySpan attendance records for youth who attended after school between July 2011 and January 2012.

² Based on 2010-11 enrollment figures for schools that host an after school program. N=84

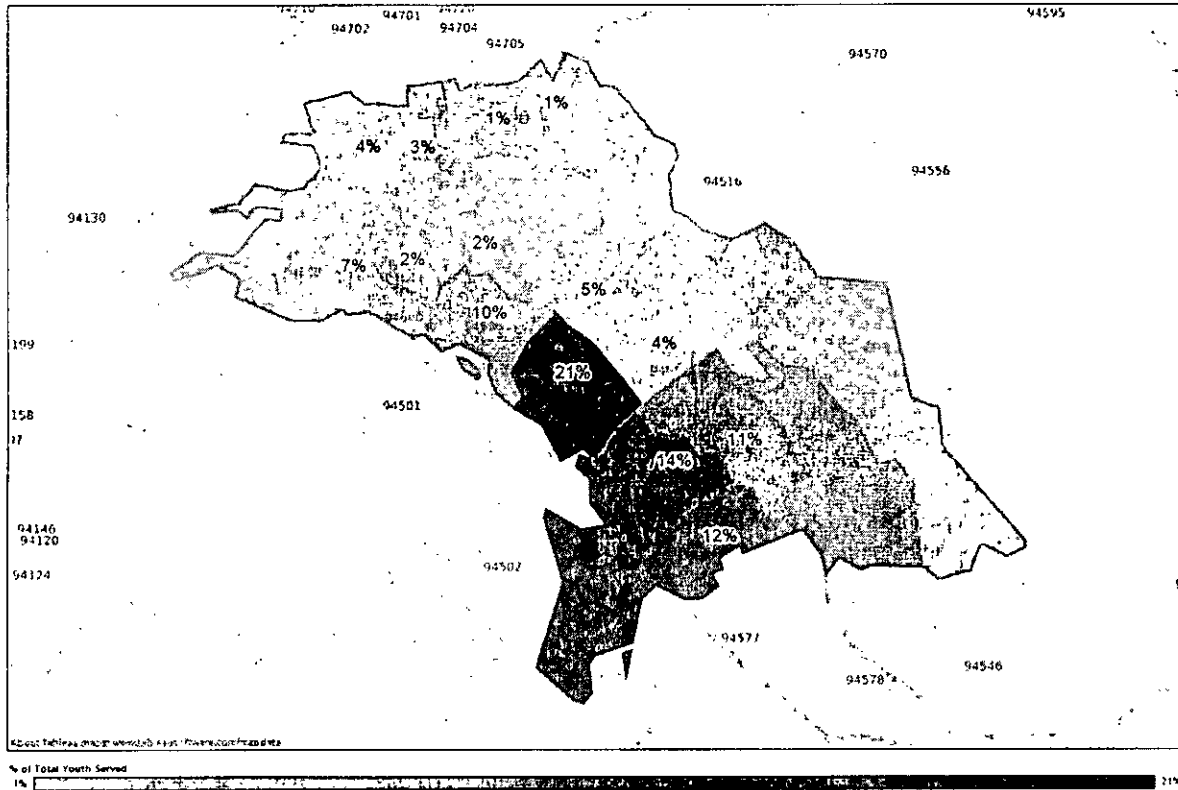
³ Based on Average Daily Attendance for Elementary, Middle, and High School programs. N=86

⁴ Race/ethnicity is available for 16,438 participants, approximately 96% of youth served.

EXECUTIVE SUMMARY

While youth served by out-of-school time programs are distributed throughout Oakland, the largest concentration of youth were found in and around the 94601 zip code⁵. Figure 2 displays the zip codes in which the highest share (98%) of students were served. (See Appendix 1 for the distribution of youth among all zip codes.)

Figure 2: Youth Served by Zip Code



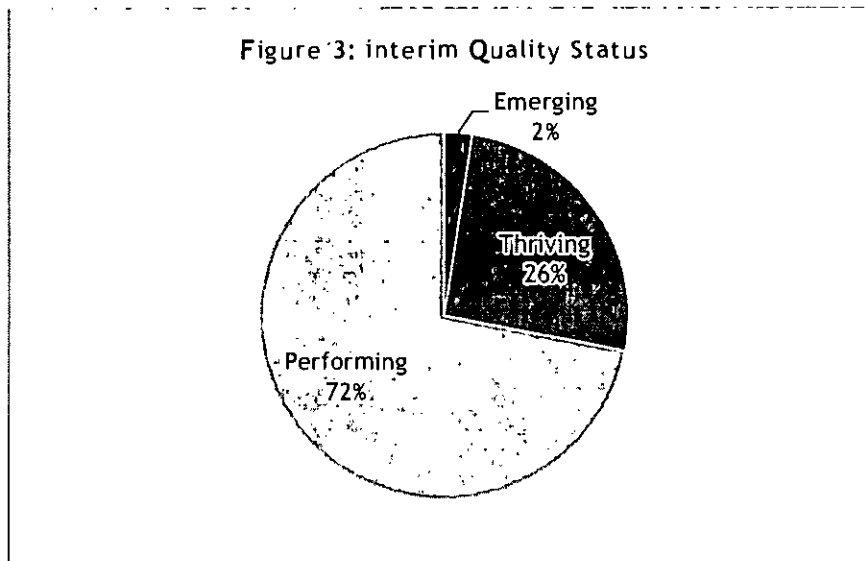
Source: CitySpan attendance records for youth who attended after school between July 2011 and January 2012.

⁵ Zip code data available for 16,659 youth participants, approximately 97% of youth served.

EXECUTIVE SUMMARY

Overall, out-of-school time programs are on track to meet contracted units of service and attendance goals. Just one transitions program is not currently on track to meet their annual units of service targets (as defined by OFCY). Similarly, five sites are not yet on track to meet annual attendance goals set by the California Department of Education for publicly funded after-school programs (2 middle and 3 high school programs).

Site visits completed to date⁶ indicate that out-of-school time programs are providing high quality service to youth. Three sites (2%) are currently in the Emerging program quality category, indicating they are not yet meeting point of service quality expectations. Seventy-two percent (72%) of sites are in the Performing category, indicating that they are providing quality service overall and can continue to improve in specific areas. Twenty-six percent (26%) of sites visited to date are Thriving, indicating strong overall performance.



Source: Youth Program Quality Assessment & School-Age Program Quality scores for 81 out-of-school time programs based on visits conducted by Public Profit.

Year-to-year quality assessments indicate that nearly all programs consistently meet or exceed research-based quality indicators.

Table 3: Summary of Program Performance and Point of Service Quality

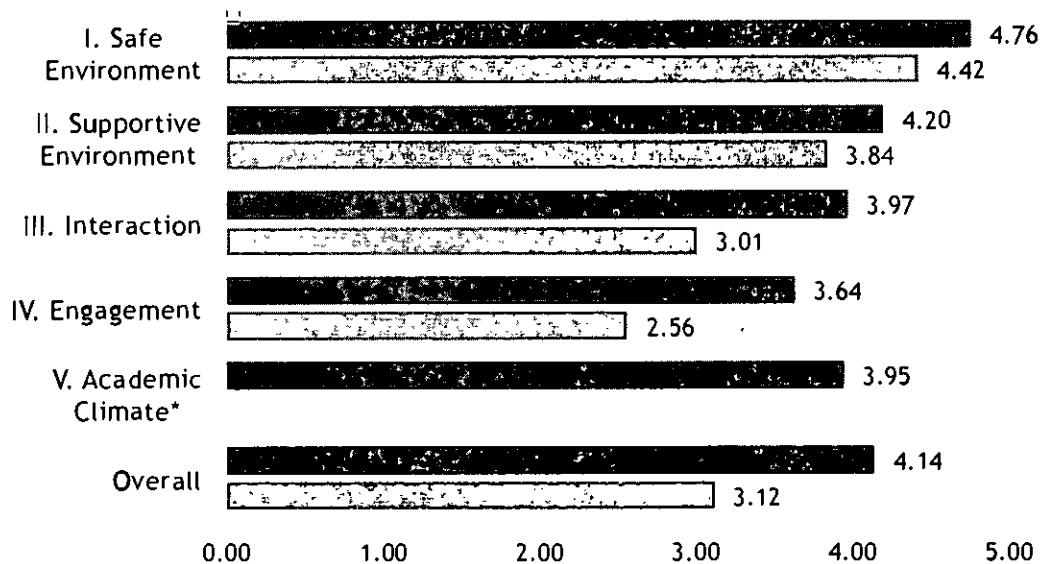
Program Type	On Track to Reach Annual Units of Service Goal (OFCY Goal is 80% or higher)	On Track to Reach Annual Attendance Goal (OUSD goal is 85% or higher)	Meeting or Exceeding Point of Service Quality Measures (Performing or Thriving)
Elementary (n=54)	100%	100%	96%
Middle (n=16)	100%	88%	100%
Transitions (n=6)	83%	Not Applicable	100%
High (n=16)	100% <i>McClymonds & Life Only</i>	81%	100%
Overall (n=92)	96%	90%	98% N= 81

⁶ Through February 29, 2012.

EXECUTIVE SUMMARY

Moreover, out-of-school time programs in Oakland are out-performing similar programs nationally, as described in Figure 4. The difference is particularly large in the Interaction and Engagement domains, culminating in an Overall score that about one-third higher than the national sample.

Figure 4: Oakland Out of School Time vs. National Sample



National sample data not available for Academic Climate

■ Oakland OST n=81 ■ National Sample n=902

PROGRAM PERFORMANCE

Table 4 summarizes three inter-related performance indicators: enrollment, attendance, and retention. Taken together, they allow readers to assess programs' ability to recruit and retain sufficient numbers of children and youth.

- Enrollment is the number of unduplicated children and youth served by an out-of-school time program; it describes the “reach.”
- Units of Service is the number of service hours, a key measure of program capacity. In the July-December period, most programs operated for about 40% of their expected days, and therefore should have reached about 40% of their annual units of service goal.
- Attendance is the number of unique visits, a measure of program capacity. For after school programs, the yearly projected attendance should be greater than 85%, per the California Department of Education, a primary funding source for school-based after school programs.
- Retention is the average participant attendance rate in the program. It measures the frequency with which youth attend. Retention rates are calculated for those activities that require ongoing participant involvement; drop-in activities are not included in the calculation.

Table 4: Enrollment, Attendance & Retention by Site

Program	Grantee/ Lead Agency	Enrollment			Units of Service			Attendance			Retention	
		Contracted Youth Served Per OFCY Grant	Actual Youth Served	% Annual Youth Served Shaded if Less than 30%	Contracted Units of Service Per OFCY Grant	Actual Units of Service	% Annual UOS Goal Shaded if Less than 30%	To Date	% Annual Total Per CDE Grant	Annual Projection Shaded if Less than 85%	Average Days Attended Excludes drop-in activities	OST Attendance Rate Excludes drop-in activities
Elementary												
Acorn Woodland*	Aspiranet	220	245	111%	77,695	32,903	42%	9,562	40%	100%	56	95%
Allendale	Higher Ground	120	104	87%	53,085	21,820	41%	8,029	54%	134%	56	92%
Ascend	Oakland Leaf	175	278	159%	55,419	40,326	73%	19,884	55%	137%	55	92%
Bella Vista	East Bay Asian Youth Center (EBAYC)	75	100	133%	33,345	18,483	55%	8,051	54%	134%	62	89%
Bridges Academy	Bay Area Community Resources (BACR)	90	84	93%	42,918	20,335	47%	6,297	42%	105%	65	92%
Brookfield	Higher Ground	120	115	96%	47,205	16,704	35%	7,800	52%	130%	46	90%
Burckhalter	Ujima Foundation	102	102	100%	52,754	24,569	47%	8,079	54%	135%	62	92%
Carl Munck	AspiraNet	120	147	123%	94,244	32,019	34%	11,141	75%	186%	63	96%
Cleveland	Oakland Asian Students Educational Services (OASES)	114	114	100%	44,481	22,948	52%	7,309	49%	122%	65	98%
Community United*	Aspiranet	192	266	139%	116,476	44,876	39%	9,096	61%	152%	49	87%
East Oakland Pride	Aspiranet	130	143	110%	46,695	18,542	40%	9,399	63%	157%	47	90%
Emerson	BACR	90	115	128%	28,838	17,550	61%	8,770	58%	146%	61	91%

PROGRAM PERFORMANCE

Program	Grantee/ Lead Agency	Enrollment			Units of Service			Attendance			Retention	
		Contracted Youth Served Per OFCY Grant	Actual Youth Served	% Annual Youth Served Shaded if Less than 30%	Contracted Units of Service Per OFCY Grant	Actual Units of Service	% Annual UOS Goal Shaded if Less than 30%	To Date	% Annual Total Per CDE Grant	Annual Projection Shaded if Less than 85%	Average Days Attended Excludes drop-in activities	OST Attendance Rate Excludes drop-in activities
Encompass Academy*	Aspiranet	220	245	111%	77,695	32,903	42%	7,640	51%	127%	53	70%
Esperanza Academy*	BACR	180	225	125%	24,600	35,150	143%	7,622	48%	119%	41	66%
Franklin	EBAYC	115	134	117%	48,735	24,204	50%	9,697	46%	115%	60	92%
Fred T. Korematsu*	BACR	180	225	125%	24,600	35,150	143%	7,675	51%	128%	57	82%
Fruitvale	Learning for Life	115	108	94%	41,740	23,710	57%	8,692	58%	145%	59	85%
Futures Elementary*	Aspiranet	192	266	139%	116,476	44,876	39%	7,501	50%	125%	56	92%
Garfield	EBAYC	145	195	134%	67,752	33,843	50%	14,598	49%	122%	54	89%
Glenview**	BACR	NA	104	NA	NA	9,100	NA	8,970	60%	150%	66	94%
Global Family School*	BACR	180	222	123%	20,439	44,213	216%	8,178	55%	136%	58	95%
Grass Valley**	BACR	NA	117	NA	NA	22,357	NA	8,533	57%	143%	45	78%
Greenleaf	BACR	90	110	122%	22,867	19,373	85%	5,896	37%	93%	54	94%
Hoover	BACR	114	140	123%	39,389	14,068	36%	8,363	56%	140%	54	86%
Horace Mann	Learning for Life	120	144	120%	54,009	23,597	44%	9,951	67%	167%	54	85%
Howard	Aspiranet	97	104	107%	44,998	19,971	44%	6,000	40%	100%	58	85%
International Community School*	Aspiranet	260	298	115%	69,906	56,610	81%	8,441	56%	141%	54	89%
La Escuelita	EBAYC	75	101	135%	33,645	18,357	55%	7,510	50%	125%	60	88%
Lafayette	BACR	90	128	142%	37,700	24,737	66%	8,918	60%	149%	65	89%
Lakeview	Ujimaa Foundation	110	95	86%	52,754	24,107	46%	7,068	47%	118%	59	90%
Laurel	PMA Consulting	85	89	105%	29,274	16,567	57%	7,188	48%	120%	61	94%
Lazear	Spanish Speaking Citizens' Foundation (SSCF)	120	112	93%	45,396	19,538	43%	7,828	52%	130%	55	94%
Learning Without Limits*	BACR	180	222	123%	20,439	44,213	216%	9,059	61%	152%	61	92%
Lighthouse Community Charter	Lighthouse Community Charter	190	293	154%	61,492	38,369	62%	NA	NA	NA	63	67%

PROGRAM PERFORMANCE

Program	Grantee/ Lead Agency	Enrollment			Units of Service			Attendance			Retention	
		Contracted Youth Served Per OFCY Grant	Actual Youth Served	% Annual Youth Served Shaded if Less than 30%	Contracted Units of Service Per OFCY Grant	Actual Units of Service	% Annual UOS Goal Shaded if Less than 30%	To Date	% Annual Total Per CDC Grant	Annual Projection Shaded if Less than 85%	Average Days Attended Excludes drop-in activities	OST Attendance Rate Excludes drop-in activities
Lincoln	OASES	146	149	102%	54,503	32,880	60%	12,461	46%	116%	66	96%
M.L. King, Jr.	BACR	91	154	169%	26,030	25,100	96%	12,706	85%	212%	64	79%
Manzanita Community School*	EBAYC	150	226	151%	33,765	41,439	123%	8,037	54%	134%	56	86%
Manzanita Seed*	EBAYC	150	226	151%	33,765	41,439	123%	7,393	47%	117%	64	88%
Markham	BACR	90	99	110%	32,123	14,369	45%	6,555	44%	110%	49	90%
Marshall**	BACR	NA	101	NA	NA	19,656	NA	6,924	46%	115%	65	94%
Maxwell Park	Learning for Life	120	89	74%	46,869	15,498	33%	6,881	46%	115%	61	92%
New Highland Academy*	Higher Ground	200	221	111%	130,441	44,103	34%	8,357	56%	139%	57	87%
Parker	Girls, Inc./BACR	65	130	200%	12,283	17,205	140%	9,172	61%	153%	53	80%
Peralta**	Aspiranet	NA	221	NA	NA	27,537	NA	13,168	88%	220%	43	61%
Piedmont Avenue	Aspiranet	100	109	109%	55,292	19,308	35%	8,171	55%	137%	60	88%
Place @ Prescott	BACR	90	110	122%	59,334	21,099	36%	7,087	43%	108%	64	93%
Reach Academy**	OUSD	NA	125	NA	NA	3,806	NA	7,902	53%	132%	59	84%
Rise Community School*	Aspiranet	200	221	111%	130,441	44,103	34%	8,414	56%	141%	55	87%
Sankofa	BACR	96	139	145%	15,790	22,399	142%	9,781	49%	124%	55	78%
Santa Fe	BACR	91	126	138%	31,199	22,696	73%	9,161	61%	153%	55	83%
Sequoia	East Bay Agency for Children (EBAC)	95	99	104%	50,371	21,384	42%	7,912	53%	132%	63	97%
Sobrante Park	Higher Ground	120	103	86%	48,450	17,869	37%	7,537	50%	126%	53	83%
Think College Now*	Aspiranet	260	298	115%	69,906	56,610	81%	12,284	82%	205%	61	91%
World & Achieve	EBAC	72	127	176%	31,146	10,266	33%	NA	NA	NA	27	93%
Total/Average		5,160	6,860	121% (For OFCY-funded programs only)	2,015,444	1,129,714	56%	458,648	54%	136%	57	87%

PROGRAM PERFORMANCE

Program	Grantee/ Lead Agency	Enrollment			Units of Service			Attendance			Retention	
		Contracted Youth Served Per OFCY Grant	Actual Youth Served	% Annual Youth Served Shaded if Less than 30%	Contracted Units of Service Per OFCY Grant	Actual Units of Service	% Annual UOS Goal Shaded if Less than 30%	To Date	% Annual Total Per CDE Grant	Annual Projection Shaded if Less than 85%	Average Days Attended Excludes drop-in activities	OST Attendance Rate Excludes drop-in activities
Middle												
Alliance Academy*	BACR	240	561	234%	115,830	69,215	60%	7,689	38%	96%	31	91%
Barack Obama Academy**	YMCA of the East Bay	NA	20	NA	NA	1,358	NA	563	7%	17%	22	46%
Bret Harte	Murphy & Associates	120	212	177%	32,877	20,726	63%	9,458	47%	118%	35	82%
Claremont	BACR	120	212	177%	14,220	15,715	111%	10,230	51%	128%	35	61%
Coliseum College Prep Academy*	Safe Passages	210	397	189%	59,085	32,587	55%	15,164	76%	190%	56	93%
Edna Brewer	Safe Passages	120	252	210%	32,452	18,351	57%	11,002	55%	138%	32	86%
Elmhurst Community Prep*	BACR	240	561	234%	115,830	69,215	60%	21,132	106%	264%	46	89%
Frick	Safe Passages	120	228	190%	29,268	11,905	41%	7,358	37%	92%	28	72%
Madison	BACR	120	265	221%	45,656	25,396	56%	19,332	129%	323%	58	80%
Melrose Leadership	Aspiranet	240	250	104%	111,397	45,121	41%	21,295	56%	140%	65	96%
Roosevelt	EBAYC	165	219	133%	75,045	39,696	53%	16,969	51%	127%	58	89%
Roots*	Safe Passages	210	397	189%	59,085	32,587	55%	8,914	45%	111%	35	77%
United For Success	Safe Passages	120	420	350%	48,256	25,925	54%	16,503	91%	227%	32	95%
Urban Promise Academy	Oakland LEAF	120	312	260%	55,861	26,377	47%	9,932	50%	124%	23	42%
West Oakland Middle	YMCA	96	93	97%	18,009	10,393	58%	4,897	24%	61%	49	76%
Westlake	Eagle Village	120	594	495%	31,077	31,673	102%	20,080	49%	122%	27	72%
Total/Average		1,911	4,035	217% (For OFCY-funded programs only)	669,032	373,080	56%	200,518	57%	142%	39	80%

PROGRAM PERFORMANCE

Program	Grantee/ Lead Agency	Enrollment			Units of Service			Attendance			Retention	
		Contracted Youth Served <i>Per OFCY Grant</i>	Actual Youth Served	% Annual Youth Served <i>Shaded if Less than 30%</i>	Contracted Units of Service <i>Per OFCY Grant</i>	Actual Units of Service	% Annual UOS Goal <i>Shaded if Less than 30%</i>	To Date	% Annual Total <i>Per CDE Grant</i>	Annual Projection <i>Shaded if Less than 85%</i>	Average Days Attended <i>Excludes drop-in activities</i>	OST Attendance Rate <i>Excludes drop-in activities</i>
Transitions												
Bret Harte Bridges Program	BACR	100	155	155%	10,145	6,044	60%	NA	NA	NA	21	85%
Bridge To Success	EBAYC	65	75	115%	5,450	6,828	125% Summer Only	NA	NA	NA	19	80%
Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	Spanish Speaking Citizens' Foundation	91	93	102%	10,062	4,076	41%	NA	NA	NA	17	70%
Learners Engaged in Awesome Programming (LEAP)	Aspiranet	60	47	78%	5,363	2,799	52% Summer Only	NA	NA	NA	14	90%
PASS-2 Peer Mentoring Program	Oakland Kids First	985	1,307	133%	11,580	10,316	89%	NA	NA	NA	5	86%
Safe Passages Transition Program	Safe Passages	915	202	22%	7,095	7,794	110%	NA	NA	NA	23	55%
Total/Average		2,216	1,879	85%	49,694	37,857	76%	NA	NA	NA	10	82%

PROGRAM PERFORMANCE

Program	Grantee/ Lead Agency	Enrollment			Units of Service			Attendance			Retention	
		Contracted Youth Served Per OFCY Grant	Actual Youth Served	% Annual Youth Served Shaded if Less than 30%	Contracted Units of Service Per OFCY Grant	Actual Units of Service	% Annual UOS Goal Shaded if Less than 30%	To Date	% Annual Total Per CDE Grant	Annual Projection Shaded if Less than 85%	Average Days Attended Excludes drop-in activities	OST Attendance Rate Excludes drop-in activities
High School												
Bunche**	BACR	NA	116	NA	NA	8,535	NA	4,649	34%	86%	6	100%
Castlemont High Freshman Prep Academy	Youth Together	NA	71	NA	NA	NA	NA	574	2.45%	6%	NA	NA
Coliseum College Prep Academy**	Safe Passages	NA	248	NA	NA	8,327	NA	8,749	56%	140%	42	85%
College Prep & Architecture**	YMCA	NA	322	NA	NA	10,682	NA	5,954	32%	79%	12	26%
Dewey**	EBAYC	NA	237	NA	NA	10,896	NA	9,395	38%	94%	39	77%
McClymonds*	Alternatives in Action	515	557	108%	76,900	34,897	45%	8,640	41%	102%	25	58%
Far West**	BACR	NA	170	NA	NA	13,511	NA	14,881	110%	276%	66	84%
Life Academy*	Alternatives in Action	515	557	108%	76,900	34,897	45%	13,070	87%	218%	28	64%
Mandela**	YMCA	NA	275	NA	NA	5,936	NA	3,508	19%	46%	9	48%
Media Academy**	YMCA	NA	260	NA	NA	12,663	NA	6,466	34%	86%	19	48%
Met West**	OUSD	NA	154	NA	NA	16,252	NA	7,518	49%	123%	33	72%
Oakland High**	EBAYC	NA	765	NA	NA	16,433	NA	12,831	52%	129%	13	50%
Oakland Technical**	BACR	NA	289	NA	NA	35,823	NA	14,939	60%	150%	44	89%
Rudsdale Continuation**	BACR	NA	175	NA	NA	13,257	NA	7,391	34%	86%	33	71%
Skyline**	Youth Together	NA	596	NA	NA	16,678	NA	12,545	74%	186%	18	45%
Street Academy**	BACR	NA	141	NA	NA	9,929	NA	8,324	62%	154%	36	80%
Total/Average		515	4,946	108% McClymonds & Life Only	76,900 McClymonds & Life Only	34,897 McClymonds & Life Only	45% McClymonds & Life Only	139,665	46%	115%	26	61%

* Paired site. See Appendix 2.

** Does not receive direct OFCY funding.

POINT OF SERVICE QUALITY

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

The evaluation team conducted site visits to OFCY funded programs between September 2011 and February 2012, and will visit all programs in the evaluation study by the conclusion of the program year. In addition, the Oakland After School Programs Office team will complete visits to all programs by the end of the program year. Therefore, school-based after school programs supported by OUSD will have two site visits in 2011-12, while transitions programs and charter-based after school will have one.

Visits were conducted using either the Youth Program Quality Assessment (YPQA) for grades 6-12 or the School-Age Program Quality Assessment (SAPQA) for grades K-5. Both tools are research-based and used for point of service quality observation by out-of-school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality, the developer of the YPQA and SAPQA.

The SAPQA and YPQA includes five domains:

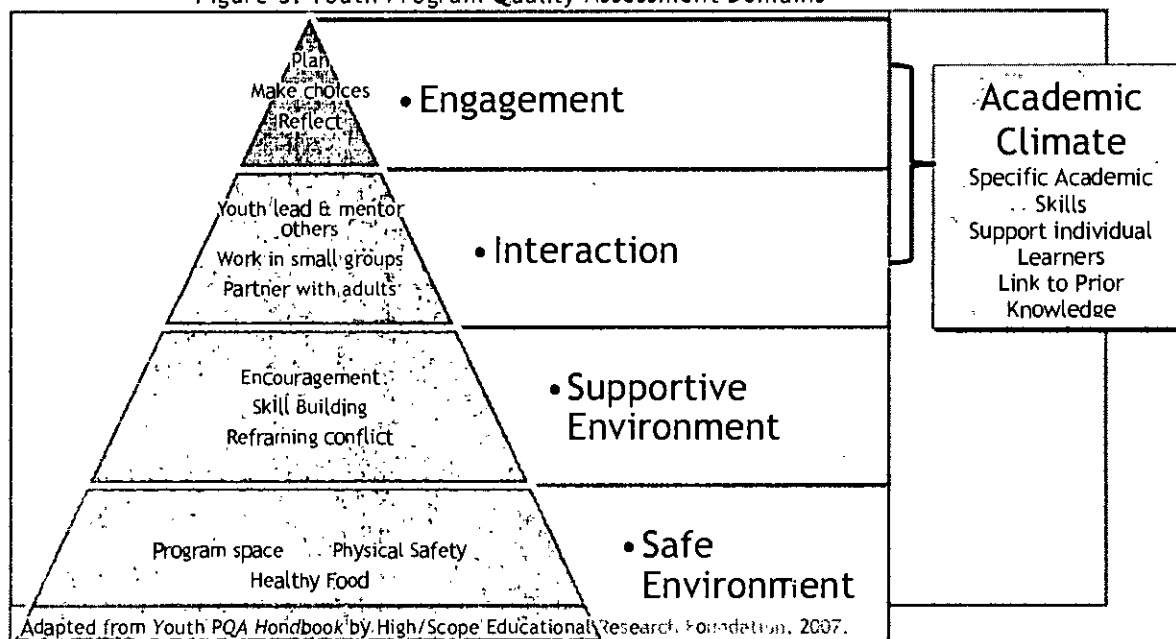
1. **Safe Environment** - Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
2. **Supportive Environment** - Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building,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

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

Figure 5 below characterizes the relationship between the YPQA quality domains. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Interaction, Engagement, or Academic Climate.

POINT OF SERVICE QUALITY

Figure 5: Youth Program Quality Assessment Domains



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

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

Sites are categorized by three point of service quality categories:⁷

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

⁷ The categories used in the 2011-12 program year are somewhat different from those used in the 2010-11 program year. Under the revised method, a greater number of programs will be grouped into the "Performing" category rather than in "Thriving."

POINT OF SERVICE QUALITY

Table 5: Point of Service Quality Ratings by Site

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2010-2011	Interim Status 2011-12	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
Elementary									
Acorn Woodland*	Aspiranet	Performing/Thriving	Performing	4.23	4.72	4.36	4.13	3.71	3.56
Allendale	Higher Ground	Performing/Thriving	Performing	4.36	4.92	4.38	4.50	3.62	4.33
ASCEND	Oakland Leaf	Performing/Thriving	Thriving	4.52	4.92	4.24	4.67	4.25	4.78
Bella Vista	EBAYC	Performing/Thriving	Performing	4.03	4.92	3.70	4.21	3.29	4.78
Bridges Academy	BACR	Performing/Thriving	Thriving	4.60	4.92	4.85	4.67	3.96	4.11
Brookfield	Higher Ground	Performing/Thriving	Performing	3.76	4.84	3.02	3.25	3.92	3.22
Burckhalter	Ujima Foundation	Performing/Thriving	Performing	3.33	4.44	3.04	3.75	2.08	2.78
Carl Munck	AspiraNet	Performing/Thriving	Performing	4.10	4.84	3.79	4.29	3.46	2.83
Cleveland	OASES	Performing/Thriving	Thriving	4.88	4.82	4.86	4.83	5.00	5.00
Community United*	Aspiranet	Performing/Thriving	Performing	3.07	4.14	2.99	3.00	2.17	3.00
East Oakland Pride	Aspiranet	Performing/Thriving	Performing	3.04	4.60	2.60	2.83	2.13	3.11
Emerson	BACR	Performing/Thriving	Performing	3.89	4.90	3.97	3.75	2.96	2.94
EnCompass Academy*	Aspiranet	Performing/Thriving	Performing	4.34	4.87	4.28	4.38	3.83	3.56
Espnaza Academy*	BACR	Performing/Thriving	Performing	3.68	4.71	3.53	3.58	2.92	2.22
Franklin	EBAYC	Performing/Thriving	Thriving	4.73	4.92	4.64	4.67	4.71	4.56
Fred T. Korematsu*	BACR	Performing/Thriving	Performing	3.68	4.71	3.53	3.58	2.92	2.22
Fruitvaie	Learning for Life	Performing/Thriving	Performing	3.36	4.18	3.64	2.63	3.00	4.33
Futures Elementary*	Aspiranet	Performing/Thriving	Performing	4.41	5.00	4.24	4.54	3.88	3.83

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2010-2011	Interim Status 2011-12	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
Garfield	EBAYC	Performing/Thriving	Thriving	4.52	4.90	4.37	4.25	4.54	4.56
Glenview**	BACR	Performing/Thriving	Performing	4.39	5.00	4.00	4.50	4.04	4.78
Global Family School*	BACR	Performing/Thriving	Performing	3.99	4.68	3.90	4.13	3.25	3.94
Grass Valley**	BACR	Performing/Thriving	Emerging	2.85	4.54	2.94	2.33	1.58	2.83
Greenleaf	BACR	Performing/Thriving	Performing	3.35	4.56	3.08	2.67	3.08	2.33
Hoover	BACR	Performing/Thriving	Performing	4.41	4.90	4.60	4.13	4.00	3.50
Horace Mann	Learning for Life	Performing/Thriving	Performing	4.08	4.80	4.11	3.88	3.54	4.17
Howard	Aspiranet	Performing/Thriving	Performing	4.17	4.58	4.38	4.42	3.29	4.56
International Community School*	Aspiranet	Performing/Thriving	Performing	4.46	4.82	4.18	4.5	4.33	4.17
La Escuelita	EBAYC	Performing/Thriving	Performing	3.83	4.60	3.45	3.71	3.54	4.44
Lafayette	BACR	Performing/Thriving	Performing	4.50	4.87	4.71	4.75	3.67	2.89
Lakeview	Ujima Foundation	Performing/Thriving	Did not respond to request	--	--	--	--	--	--
Laurel	PMA Consulting	Performing/Thriving	Thriving	4.77	5.00	4.86	4.83	4.38	4.78
Lazear	SSCF	Performing/Thriving	Performing	4.40	4.60	4.31	4.63	4.08	4.17
Learning Without Limits*	BACR	Emerging	Thriving	4.65	4.92	4.31	4.83	4.54	4.56
Lighthouse Community Charter	Lighthouse Community Charter	Performing/Thriving	Performing	4.28	5.00	4.30	4.29	3.54	3.44
Lincoln	OASES	Performing/Thriving	Thriving	4.88	5.00	4.69	5.00	4.83	4.39
M. L. King, Jr.	BACR	Performing/Thriving	Performing	3.51	4.92	3.36	3.00	2.75	3.22

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2010-2011	Interim Status 2011-12	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
Manzanita Community School*	EBAYC	Performing/Thriving	Thriving	4.75	4.82	4.50	4.83	4.83	5.00
Manzanita Seed*	EBAYC	Performing/Thriving	Performing	4.19	4.72	4.13	4.29	3.62	3.78
Markham	BACR	Performing/Thriving	Did not respond to request	--	--	--	--	--	--
Marshall**	BACR	Performing/Thriving	Performing	4.05	4.68	4.11	4.29	3.13	3.94
Maxwell Park	Learning for Life	Performing/Thriving	Performing	4.19	4.82	3.85	4.25	3.83	4.61
New Highland Academy*	Higher Ground	Performing/Thriving	Thriving	4.65	4.90	4.48	4.75	4.46	4.39
Parker	BACR	Performing/Thriving	Performing	3.01	4.19	2.74	3.13	2.00	2.00
Peralta**	Aspiranet	Emerging	Performing	4.19	4.92	4.62	4.00	3.21	2.56
Piedmont Avenue	Aspiranet	Performing/Thriving	Performing	4.42	4.84	4.67	4.38	3.79	4.22
Place @ Prescott	BACR	Performing/Thriving	Performing	3.51	4.67	3.48	2.83	3.04	3.22
Reach Academy**	OUSD	Performing/Thriving	Emerging	2.99	4.50	2.68	2.46	2.33	3.50
Rise Community School*	Aspiranet	Performing/Thriving	Performing	4.01	4.70	3.93	4.00	3.42	3.39
Sankofa	BACR	Performing/Thriving	Performing	4.03	4.60	3.90	3.63	4.00	4.06
Santa Fe	BACR	Performing/Thriving	Performing	3.44	4.40	3.78	2.96	2.63	3.17
Sequoia	EBAC	Performing/Thriving	Performing	4.36	4.92	4.64	4.00	3.87	3.61
Sobrante Park	Higher Ground	Performing/Thriving	Performing	4.25	4.87	4.50	4.00	3.63	4.78
Think College Now*	Aspiranet	Performing/Thriving	Thriving	4.63	4.92	4.63	4.83	4.13	4.78
World & Achieve	EBAC	Performing/Thriving	Performing	3.99	4.60	3.98	3.88	3.50	4.11
Average/Total				4.07	4.75	4.00	3.99	3.54	3.79

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2010-2011	Interim Status 2011-12	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
Middle									
Alliance Academy*	BACR	Performing/Thriving	Performing	3.64	4.66	4.27	2.63	3.00	3.78
ASCEND (MS)	Oakland Leaf	Performing/Thriving	Thriving	4.63	4.92	4.78	4.17	4.67	Not Rated
Barack Obama Academy	YMCA of the East Bay	Emerging	Did not respond to request	--	--	--	--	--	--
Bret Harte	Murphy & Associates	Performing/Thriving	Thriving	4.51	4.92	4.71	4.08	4.33	4.78
Claremont	BACR	Performing/Thriving	Performing	4.11	4.34	4.68	3.25	4.17	3.61
Coliseum College Prep Academy*	Safe Passages	Performing/Thriving	Performing	4.49	4.92	4.69	4.33	4.00	5.00
Edna Brewer	Safe Passages	Performing/Thriving	Thriving	4.53	5.00	4.81	4.17	4.17	4.39
Elmhurst Community Prep*	BACR	Performing/Thriving	Performing	4.00	4.43	4.19	3.71	3.67	3.83
Frick	Safe Passages	Performing/Thriving	Performing	4.20	4.70	4.67	3.58	3.83	4.78
Madison	BACR	Performing/Thriving	Performing	3.53	4.57	3.50	3.54	2.50	2.94
Melrose Leadership	Aspiranet	Performing/Thriving	Performing	3.51	4.44	4.21	3.04	2.33	5.00
Roosevelt	EBAYC	Performing/Thriving	Performing	4.43	4.80	4.49	4.08	4.33	3.44
Roots*	Safe Passages	Performing/Thriving	Performing	3.79	4.74	3.57	3.50	3.33	3.33
United For Success	Safe Passages	Performing/Thriving	Performing	3.74	4.87	4.35	3.08	2.67	4.56
Urban Promise Academy	Oakland LEAF	Performing/Thriving	Performing	4.38	5.00	4.69	4.17	3.67	5.00
West Oakland Middle	YMCA	Performing/Thriving	Performing	4.32	4.48	4.67	3.79	4.33	4.00
Westlake	Eagle Village	Performing/Thriving	Performing	4.44	4.74	4.49	3.88	4.67	4.39
Average/Total				4.14	4.72	4.42	3.69	3.73	4.19

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a 1,3,5 scale					
		Year-End Status 2010-2011	Interim Status 2011-12	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
Transitions									
Bret Harte Bridges Program	BACR	Performing/Thriving	Thriving	4.66	4.80	4.67	5.00	4.17	Not Rated
Bridge To Success	EBAYC	Performing/Thriving	Thriving	4.59	5.00	4.78	4.25	4.33	Not Rated
LIBRE	SSCF	Performing/Thriving	Performing	4.02	4.63	4.74	4.22	2.50	Not Rated
LEAP - Learners Engaged in Awesome Programming	Aspiranet	Performing/Thriving	Performing	4.43	4.82	4.50	4.42	4.00	Not Rated
PASS-2 Peer Mentoring Program	Oakland Kids First	Performing/Thriving	Thriving	4.71	4.84	5.00	4.67	4.33	4.33
Safe Passages Transitions Program	Safe Passages	Performing/Thriving	Performing	4.29	5.00	4.53	3.96	3.67	4.00
Average/Total				4.45	4.85	4.70	4.42	3.83	4.17

POINT OF SERVICE QUALITY

Program Site	OFCY Grantee/ Lead Agency	Overall Point of Service Quality Status		Ratings by Program Quality Domain On a f,3,5 scale					
		Year-End Status 2010-2011	Interim Status 2011-12	Overall (Excluding Academic Climate)	Safe Enviro.	Supportive Enviro.	Interaction	Engagement	Academic Climate
High									
Bunche**	BACR	Performing/Thriving	To be visited in Spring 2012	--	--	--	--	--	--
Castlemont High Freshman Prep Academy	Youth Together	New in 2011-12	To be visited in Spring 2012	--	--	--	--	--	--
Coliseum College Prep Academy**	Safe Passages	Performing/Thriving	To be visited in Spring 2012	--	--	--	--	--	--
College Prep & Architecture**	YMCA	Performing/Thriving	To be visited in Spring 2012	--	--	--	--	--	--
Dewey**	EBAYC	Performing/Thriving	To be visited in Spring 2012	--	--	--	--	--	--
Far West**	BACR	Performing/Thriving	Performing	4.41	5.00	4.64	4.17	3.83	4.83
Life Academy*	Alternatives in Action	Performing/Thriving	Thriving	4.57	4.60	5.00	4.33	4.33	4.78
Mandela**	YMCA	Performing/Thriving	To be visited in Spring 2012	--	--	--	--	--	--
McClymonds*	Alternatives in Action	Performing/Thriving	Performing	4.39	4.80	4.77	4.33	3.67	4.17
Media Academy**	YMCA	Performing/Thriving	To be visited in Spring 2012	--	--	--	--	--	--
Met West**	OUSD	Performing/Thriving	Performing	3.70	4.50	4.54	2.75	3.00	4.56
Oakland High**	EBAYC	Performing/Thriving	Thriving	4.87	4.90	4.92	4.83	4.83	4.61
Oakland Technical**	BACR	Performing/Thriving	Did not respond to request	--	--	--	--	--	--
Rudsdale Continuation**	BACR	Performing/Thriving	Performing	3.98	4.84	4.44	3.63	3.00	4.22
Skyline**	Youth Together	Performing/Thriving	Thriving	4.83	4.92	4.89	4.50	5.00	4.78
Street Academy**	BACR	Performing/Thriving	To be visited in Spring 2012	--	--	--	--	--	--
Average/Total				4.39	4.79	4.74	4.08	3.95	4.56

* Paired site. See Appendix 2.

** Does not receive direct OFCY funding

SITE PROFILES

The Site Profiles on the following pages summarize currently available information about Oakland out-of-school time programs. Use the figure below to understand how each Profile is laid out.

Figure 6: Sample Site Profile

Program Description From funding application to OFCY. General text for non-OFCY sites

**ASCEND
OAKLAND LEAF
AFTER SCHOOL PROGRAMS: SCHOOL-BASED**

Program Description

The ASCEND After School program is an arts-integrated collaborative between ASCEND and Oakland Leaf providing K-8 grade students with after school enrichment in visual and performing arts, music, service-learning, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, families, and CEOs. The program fosters student academic achievement by delivering: 1) Project based curriculum to complement in-school learning 2) Culturally relevant activities 3) Opportunities for parent involvement 4) Family support services 5) Community and cultural events

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2009-10	2010-11*	2009-10	2010-11*	2009-10	2010-11*
105%	140%	89%	40%	115%	55%

* By mid year, programs should be at 33-43% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed to date, this program's interim point-of-service quality rating is thriving. In the 2009-10 program year, this program met quality expectations.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.57
Supportive Environment	4.69	3.96
Interaction	3.92	3.35
Engagement	3.33	2.72
Academic Climate	4.56	3.65

YPOQA scores range from 1 to 5
Domains with 2.56 or more "1" ratings are shaded in grey - not yet meeting expectations.

Observer Notes: Program Strengths & Areas for Improvement

Let's Play with the second graders had a lot of enthusiastic and engaged participants who held each other accountable as a team and encouraged each other as well. The instructor kept them very active physically and encouraged the concept of fun versus competition. The 3D Art group was immersed in Jazz music while they created their collages on their music influenced topic. The station projected on the wall of different Jazz paintings was set the tone for a positive and productive work environment. The students in it build it had very unique and diverse projects centered on the theme of the week. There were a plethora of different recycled building materials which encouraged the active and creative process of their designs.

Youth Led activities and stretches would be beneficial for the older boys in group like soccer to take ownership of their team and have leadership roles. Although the students have positive rapport, another addition to after school could be a Student Leadership Group with representatives from each grade to help connect the students across grade levels. Due to the strong presence of gender specific groups in the older grades, exploring the concept of gender through a youth led conference could give the younger students some peer-based guidance regarding gender roles.

Program Performance Progress toward OFCY and OUSD performance targets in 2010-11 and 2011-12

PQA Ratings Interim point of service quality ratings, based on evaluation team visit.

The Annual Findings Report, issued in October 2012, will include performance and point of service quality data for the entire program year. These are mid-course results.

Observer Notes Brief summary of program strengths and areas for improvement, based on site visit only.

SITE PROFILES - ELEMENTARY

ACORN WOODLAND ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Acorn/Encompass After School program address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
151%	111%	101%	40%	131%	42%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Grdup
Safe Environment	4.72	4.75
Supportive Environment	4.36	4.00
Interaction	4.13	3.99
Engagement	3.71	3.54
Academic Climate	3.56	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The after school program has a good relationship with the school day, and the Academic Hour shows strong alignment with the day (reading, activities that reinforce school day learning). The leadership class also plans events and has 5th grade students brainstorm projects and ideas, having them engaged throughout the activity. Finally, the gardening class had different modes of learning-- outdoor identifying and lecture on stems-- which the students enjoyed (smiling, running from stem to stem, etc.).

The program can grow stronger by providing ALL students with the opportunity to lead, mentor, etc. within classes (especially karate and gardening). Each individual activity could also provide ample, structured time to reflect and listen to student voice. Finally, structured opportunities in each activity to get to know each other will strengthen the program moving forward.

SITE PROFILES - ELEMENTARY

ALLENDALE HIGHER GROUND AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Allendale After School program provides comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for families. Tigers Roar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
97%	87%	107%	54%	102%	41%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.75
Supportive Environment	4.38	4.00
Interaction	4.50	3.99
Engagement	3.62	3.54
Academic Climate	4.33	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The Reading Comprehension classes are structured opportunities for students to work on academic skills in English Language Arts. The students have opportunities to practice reading and writing skills and can present their work to one another. The teachers have implemented systems such as equity sticks and showing a silent number with their fingers to ask predetermined questions without being disruptive. The students hold each other accountable for their learning and their rules. 2. The classrooms have clearly defined stations during academic time. Students are able to play educational games or go to the silent reading area when they are done with their work. There is a clear structure to the stations and the students utilize the equipment. 3. The Calisthenics portion of the program incorporates all of the students in one physical fitness activity. The students are divided by grade and the entire staff participates. There are distinct exercises that the students are familiar with and some students help the teacher to lead the exercises. The students are actively engaged and enthusiastic about this activity.

1. Although reading Comprehension has thorough lesson plans, each activity should have a Lesson Plan that is structured. Even if the activities are chosen from an activity book, lesson plans should be clearly described because they are a critical part of documenting the program's structure. 2. The schedule could be reworded to highlight Reading Comprehension or whatever structured academic lesson of the day may be. This will be helpful for parents/caregivers, teachers, and site visitors who could benefit from a thorough picture of the after school offerings. 3. Highlighted in the Calisthenics portion of the program, opportunities for intentional mentorship and leadership amongst the program participants is recommended. The upper elementary students could have guidance from teachers in planning an activity for the younger students, or participating in an academic mentorship time. This could give them leadership opportunities and opportunities to mentor other students.

SITE PROFILES - ELEMENTARY

ASCEND OAKLAND LEAF AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The ASCEND After School program is an arts-integration collaborative between ASCEND and Oakland Leaf providing K-8 grade students with after school enrichment in visual and performing arts, music, service-learning, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, families, and CBOs, the program fosters student academic achievement by delivering: 1) Project based curriculum to compliment in-school learning 2) Culturally relevant activities 3) Opportunities for parent involvement 4) Family support services 5) Community and cultural events.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
149%	159%	98%	55%	139%	73%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.75
Supportive Environment	4.24	4.00
Interaction	4.67	3.99
Engagement	4.25	3.54
Academic Climate	4.78	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The Cooking/Gardening class provides the children with hands-on opportunities to work collaboratively to create new and innovative cuisine. The children are also able to harvest in the garden and use the produce as ingredients in their cooking projects. 2. Ballet Folkloric is a performance based class which provides costumes and challenges the children to reflect and constructively give feedback to their peers. The children are provided with costumes and props to enrich their learning experience. 3. The 5th Grade Homework group participated in a game to reiterate classroom norms and agreements. They worked collaboratively and cooperatively to overcome the group challenge while incorporating presentation and group work.

1. With impending cold weather and rain, the sport and recreation programs have limited access to space or use of the Cafeteria. There are restrictions for table procedures in the cafeteria which severely diminishes available space. 2. There is little or no space in the classrooms to display student work or provide designated areas for student materials and supplies. Staff carts and designated hallway display areas may provide more visibility for the afterschool program and a sense of differentiation from the school day if the children have access to afterschool designated materials in the classrooms. 3. The campus has a lot of activity after school with the families and remaining students and staff on campus. A Site Security Officer would be beneficial to monitor the incoming and outgoing people.

SITE PROFILES - ELEMENTARY

BELLA VISTA EAST BAY ASIAN YOUTH CENTER (EBAYC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Bella Vista After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
126%	133%	101%	54%	135%	55%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.75
Supportive Environment	3.70	4.00
Interaction	4.21	3.99
Engagement	3.29	3.54
Academic Climate	4.78	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The youth in the ASP were engaged in all activities that I observed and the majority looked like they were having fun (I observed a lot of laughter between youth and staff during some of the activities). Staff were friendly, approachable and youth seemed comfortable with them. Staff had all their program agreements posted to the wall and referred to them when students would talk out of turn or were not listening. Staff also had the Learning Objectives written on the board and the activities were focused on the targets. Each activity had different components that added variety, movement and fun to it. There were also instances of students leading activities (mostly in Sports) and having choice in some of the activities. Staff asked a lot of questions to connect previous activities or skills to the current activity.

There was a lack of apparent ASP presence in the school space (i.e. nothing made in program is up on walls, there is no ASP board for parents to view), although the Site Coordinator does meet regularly with teachers and administrators to help his staff plan lessons according to student needs. I did not observe any interest areas in the program for youth. I also did not observe elements of planning during the activities and observed only one instance of reflecting on the activity and concept youth had just gone through.

SITE PROFILES - ELEMENTARY

BRIDGES ACADEMY BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Bridges Academy After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
114%	93%	95%	42%	155%	47%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.75
Supportive Environment	4.85	4.00
Interaction	4.67	3.99
Engagement	3.96	3.54
Academic Climate	4.11	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The dedicated staff at Bridges @ Melrose provide a safe, supportive, and enriching environment for youth. It is evident that a strong sense of community has been cultivated at this program. The mixture of classroom based activities (speech and art) and more physical activities (mindfulness, community games, recess) is effective in focusing youths' energy.

Some of the activities felt rushed, resulting in some youth not having the opportunity to have meaningful activity debriefs. It is recommended that staff plan more lengthy youth presentations with this in mind. It is recommended that staff continue to develop ways to more clearly link lessons to school day learning, create structured leadership opportunities for all youth, and more focused long term planning by youth.

SITE PROFILES - ELEMENTARY

BROOKFIELD HIGHER GROUND AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Brookfield After School program implements comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for families. Eagles Soar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
190%	96%	99%	52%	101%	35%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.84	4.75
Supportive Environment	3.02	4.00
Interaction	3.25	3.99
Engagement	3.92	3.54
Academic Climate	3.22	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The Lion? Roar Program has structured leadership opportunities (snack monitor, table leader, student groups earn table points and then are able to plan/lead an activity). The Program is structured to include Service, Health, Academics, Visual and Performance throughout the week.

Staff may want to consider alternative ways to get attention when addressing students during whole group activities. (ie less loud call and response) Staff may want to consider developing staff -student interactions to include non evaluative, personal interests, and program focused dialogue. (ie less procedural comments and constant rules/directions reminders.)

SITE PROFILES - ELEMENTARY

BURCKHALTER UJIMAA FOUNDATION AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Burckhalter After School program serves students in grades K-5. The goal is to improve students academic performance and to help students develop new skills, express themselves, and interact positively with adults and peers. Activities include academic skill building, homework help, martial arts, dance, gardening, theater, music, art, recreation, and Showcase Events. The program also provides intensive intervention for students with acute academic or behavioral problems.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
116%	100%	114%	54%	258%	47%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.44	4.75
Supportive Environment	3.04	4.00
Interaction	3.75	3.99
Engagement	2.08	3.54
Academic Climate	2.78	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

There was a strong sense of identity to the after school program. At the beginning of programming, all students line their backpacks up orderly and then line themselves up to participate in a call and response activity based on Ujimaa's basic principals (revolving around martial arts and community building). The students also called out the 9 Codes of Conduct as part of the call and response. Throughout the sessions, instructors would use the call and responses as a way to get students back on track and focused. There was also a monthly theme of Indigenous people that was the focus of the Arts & Crafts lesson as well as the snack time activity. Staff and students seemed to have a strong and positive relationship. Staff were predominately positive and friendly with students in their sessions. Staff in most sessions utilized small groups or teams to accomplish their activities.

I did not observe structured time for debriefing or students talking about the activities and what they were learning. The only time I did, it was led by the staff and quick with no initiation of student voice. There could be more implementation of student choice in activities like allowing students to choose which materials they get to use during the Arts & Crafts activities (students were told by instructor to use colored pencils). I observed in two sessions lessons running too long. In Theatre Arts, the agenda on the board indicated that students would work on Family Portraits after the Line Order game, but instead with 13 minutes left of class, they were still playing games (without the instructor stating the intention for the games). Also in 4th/5th grade homework time, students started to get bored and lose focus when the instructor spent too much time explaining one math problem. Staff could employ more use of open-ended questions to deepen students learning and understanding of the activities. Staff could also be more specific about what they thought students were doing well. I also did not observe any opportunities for students to make plans or goals in their sessions. Lastly, there were no emergency procedures posted on the walls or available to staff other than practiced drills. The gate to the outdoor space from the street was mostly unobserved (sometimes observed by the Sports instructor) and unlocked. The 3 fire extinguishers I found on the 1st floor hallway, 2nd floor hallway and in the cafeteria expired in November 2010.

SITE PROFILES - ELEMENTARY

**CARL MUNCK
ASPIRANET
AFTER SCHOOL PROGRAMS: SCHOOL-BASED**

Program Description

The Carl B. Munck After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities includes sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrates youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
138%	123%	157%	75%	103%	34%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.84	4.75
Supportive Environment	3.79	4.00
Interaction	4.29	3.99
Engagement	3.46	3.54
Academic Climate	2.83	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The STRIDE after school program is a caring, lively place for children. Staff members demonstrate strong affection for youth and are engaged with them throughout the session. Children are clearly very familiar with one another and the program's routines, showing strong ownership over the program. Many activities incorporate rotating leadership roles to assure that all participants have the chance to be in charge of something, an important skill-building opportunity.

In some activities, children were quite distracted and antsy, enhancing staff members' behavior management and session planning skills may help to address this. Staff in academically oriented activities could encourage youth to link session content to their prior knowledge (from prior sessions, school, and home).

SITE PROFILES - ELEMENTARY

CLEVELAND OAKLAND ASIAN STUDENTS EDUCATIONAL SERVICES (OASES) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The OASES QUEST at Cleveland program is a comprehensive after school program serving K-5th grade youth who demonstrate academic, economic, or social need. The program focuses on leadership, building bonds with caring adults, and safety and provides applied and experiential learning opportunities to support student achievement. Curriculum is aligned with CA state standards. Enrolled youth 1) develop academic and social skills; 2) participate in long-term learning activities; and 3) cultivate lasting, positive relationships with adults and other youth.

Program Performance

Unduplicated Youth Served ¹ For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
104%	100%	120%	49%	147%	52%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.82	4.75
Supportive Environment	4.86	4.00
Interaction	4.83	3.99
Engagement	5.00	3.54
Academic Climate	5.00	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The Girl Power and Boys Peer Leaders classes have an enthusiastic and team oriented group of students who work towards a common goal. The girls eagerly practice and prepare to perform a Hula Dance while the boys work as a team to complete ?Hula Hoop? challenges. The youth are given choice about the structure of the class and all of the students are fully engaged. The girls take turns performing for each other and providing constructive, safe feedback. They are also allotted the opportunity to perform for the general public and the entire after school program. The boys group has designated mentors who assist the younger students in accomplishing their goals. 2. The Grub Club has a large group of enthusiastic students who enjoy creating healthy ?banana splits? with their teacher's guidance. The Club makes healthy recipes with hands-on activities as well as vocabulary practice and introduction to nutrition. The focus is also on safety in the kitchen. 3. Radical Researchers is comprised of a curious group of students who make discoveries about topics such as geology. They have an opportunity to have hands-on interaction with their topics, and group reflection on the theme of the day. The teacher utilizes a variety of ways to teach the students through tying in the school day, peer teaching, and internet research.

1. Although the staff are visible and available, the entrance to the campus is very open and could be a possible security risk. 2. The students have many mentorship opportunities and could utilize their skills to lead and develop activities for the kindergarten students. 3. Although there is a sense of community in the cafeteria and the space has been divided, separate space could be allocated to after school for the individual classes.

SITE PROFILES - ELEMENTARY

COMMUNITY UNITED ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Community United/Futures After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
145%	139%	116%	61%	115%	39%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.14	4.75
Supportive Environment	2.99	4.00
Interaction	3.00	3.99
Engagement	2.17	3.54
Academic Climate	3.00	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Adults generally interact with youth in a friendly way, working side-by-side and using encouraging language often. Staff members consistently post session agendas for the group on classroom white boards including detailed activity information.

Children did not appear to understand staff members' instructions and received limited support from staff when they did something unexpected. The program could benefit from stronger behavioral guidance routines, especially for younger students who need help remaining focused for long periods of time. The school yard has almost no lighting, and several spaces were extremely dark during pick-up.

SITE PROFILES - ELEMENTARY

EAST OAKLAND PRIDE (WEBSTER) ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The East Oakland Pride After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
125%	110%	123%	63%	125%	40%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.60	4.75
Supportive Environment	2.60	4.00
Interaction	2.83	3.99
Engagement	2.13	3.54
Academic Climate	3.11	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Mixed aged partnering during SPARK (and rotating to three different activities) provided an opportunity for older youth to teach and model for their younger youth partners.

Staff could use less evaluative language (i.e. "Good job!") when encouraging students and instead provide specific feedback about students' performance or behavior. Staff could provide more opportunities for student choice in activity planning and in activities. Staff could work on conflict resolution and classroom management.

SITE PROFILES - ELEMENTARY

EMERSON BACR

AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

This Emerson After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
116%	128%	98%	58%	52%	61%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.90	4.75
Supportive Environment	3.97	4.00
Interaction	3.75	3.99
Engagement	2.96	3.54
Academic Climate	2.94	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

In general, the emotional climate of the program is positive. Youth clearly feel a sense of belonging to the program. The Dream Car activity provides youth with the opportunity to work together in small groups, practice math skills, incorporate their own interests, and present their findings to the group within one session. The Tech Girls activity provided the 3/4/5th grade girls with a hands-on activity centered around scientific experimentation. The 3/4/5th grade girls group uses a rotating job assignment board, giving each girl a turn to have meaningful roles to help self-manage the classroom in cooperation with staff.

Consider revising some activities to be more interactive (e.g. using fewer pre-cut shapes during arts and crafts, using fewer handouts). Planning out activities that incorporate more youth input on planning and leadership. In some activities, staff used ineffective behavioral management which resulted in repeated "time outs" for some youth who appeared bored and anxious.

SITE PROFILES - ELEMENTARY

ENCOMPASS ACADEMY ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Acorn/Encompass After School program address students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
151%	111%	109%	51%	131%	42%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Grpup
Safe Environment	4.87	4.75
Supportive Environment	4.28	4.00
Interaction	4.38	3.99
Engagement	3.83	3.54
Academic Climate	3.56	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The program incorporates a number of routines and traditions to support positive youth behavior and build a sense of community. Staff members interact in a friendly and engaged way with youth, and regularly encourage them to do their best by providing supportive, specific feedback.

Youth could benefit from more opportunities to make plans and set goals for themselves in the course of program activities. As possible, the program may want to incorporate interest areas into the program space or staff members' carts.

SITE PROFILES - ELEMENTARY

ESPERANZA ACADEMY BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Esperanza/ Stonehurst After School program provides enrichment classes, recreational sports, academic support and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
133%	125%	81%	48%	93%	143%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.71	4.75
Supportive Environment	3.53	4.00
Interaction	3.58	3.99
Engagement	2.92	3.54
Academic Climate	2.22	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Staff members clearly care for youth, treating them in a respectful, friendly way. Children enjoy the enrichment-oriented activities (art, dancing, singing) and are lively and engaged during those sessions. The program's emphasis on restorative justice is evident in interactions between staff and youth, as adults emphasize "redeeming yourself" in the context of behavioral expectations.

Activities are very adult-centered and leave limited opportunity for children to plan or to reflect on their work. Leadership opportunities are limited to children who consistently meet behavioral expectations, potentially leaving some children out from this experience. Some children became impatient or bored during the computer-based Fast Forward program.

SITE PROFILES - ELEMENTARY

FRANKLIN EBAYC AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Franklin After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Unduplicated Youth Served: For OFCY-funded programs only % of target		Attendances: For CDE-funded programs only % of target		Units of Service: For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
130%	117%	93%	46%	117%	50%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.75
Supportive Environment	4.64	4.00
Interaction	4.67	3.99
Engagement	4.71	3.54
Academic Climate	4.56	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The Latin Dance Class allows students to have choice in expressing their artistic side while learning about another culture through dance and art. The teachers use many examples and demonstrations to support student learning. The students are encouraged to reflect with each other about their projects. 2. The Fashion/Arts and Crafts has a very large group of engaged students who attentively listened to teacher instructions and were safely able to carve pumpkins. 3. Performing Arts and Break Dance provide an exceptional opportunity for students to learn expression through body movement. The Performing Arts students learned sign language dialogues and presented to the group. The Break Dance class broke into two groups and were taught movement mechanics by the instructors while the students simultaneously taught one another.

1. Due to the mixed grade make-up of the enrichment classes and the already present informal student teaching moments, intentional and planned leadership groups or curriculum would be a great way to encourage leadership for the students. 2. The curriculum taught in after school compliments school day learning very well and this connection could be emphasized to the students through reflection or student input about their school day experiences. 3. In general, the afterschool facilities are kept very well supervised yet there are multiple entrances onto the campus itself that the staff has little control over and could use the support of the school to ensure safety of the overall campus.

SITE PROFILES - ELEMENTARY

FRED T. KOREMATSU
BACR
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Esperanza/ Stonehurst After School program provides enrichment classes, recreational sports, academic support and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
133%	125%	83%	51%	93%	143%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.71	4.75
Supportive Environment	3.53	4.00
Interaction	3.58	3.99
Engagement	2.92	3.54
Academic Climate	2.22	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Staff members clearly care for youth, treating them in a respectful, friendly way. Children enjoy the enrichment-oriented activities (art, dancing, singing) and are lively and engaged during those sessions. The program's emphasis on restorative justice is evident in interactions between staff and youth, as adults emphasize "redeeming yourself" in the context of behavioral expectations.

Activities are very adult-centered and leave limited opportunity for children to plan or to reflect on their work. Leadership opportunities are limited to children who consistently meet behavioral expectations, potentially leaving some children out from this experience. Some children became impatient or bored during the computer-based Fast Forward program.

SITE PROFILES - ELEMENTARY

FRUITVALE LEARNING FOR LIFE AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Fruitvale After School program comprehensive program provides services to students in grades K-5 on a daily basis during the afterschool hours. The program serves the ethnically diverse, low-income population of Fruitvale Elementary where 39% of students are English Language Learners. Students receive academic support including homework help and academic skill building and have access to enrichment opportunities such as music, art, gardening and physical activity. The program goal is to give students the opportunities and support to achieve their full potential.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
112%	94%	113%	58%	163%	57%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.18	4.75
Supportive Environment	3.64	4.00
Interaction	2.63	3.99
Engagement	3.00	3.54
Academic Climate	4.33	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Staff was very friendly meeting students at the start of the program and throughout the snack time. The academic climate provided enough materials and clear instructions allowing students to create student centered art and science projects. Students were observed engaging in meaningful conversations about their projects.

The transition time between activities appeared unsafe both physically and emotionally. Up to 10 students were observed physically hurting each other and engaging in unsafe behaviors. Staff may want to consider: a structured transition time, a more carefully supervised "free time" and /or staff training promoting positive interactions b/w students. Throughout visiting the 3 classes clear directions, high student participation and encouraging new skills was not observed consistently. Increasing opportunities for students to get to know each other may support students' sense of belonging and wanting to participate. Staff may want to consider displaying student selected work in the rooms specifically designated for the after school program.

SITE PROFILES - ELEMENTARY

FUTURES ELEMENTARY ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Community United/Futures After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
145%	139%	106%	50%	115%	39%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5.00	4.75
Supportive Environment	4.24	4.00
Interaction	4.54	3.99
Engagement	3.88	3.54
Academic Climate	3.83	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The ASA program has a strong academic component facilitated by staff members that exhibit professional and caring teaching styles, classroom management and organization of activities. Student engagement is noticeable. The emphasis on team building and respectful relationships, that was a early focus in the program, is apparent.

Staff may want to consider increasing checking for understanding before beginning activities. Also staff may want to consider integrating more conversations about school day - ASA connections as well as using less evaluative language ? good job ladies great job nice work ?when conversing with students. Having alternative academic activities for those students without homework, during the homework sessions is also recommended.

SITE PROFILES - ELEMENTARY

GARFIELD
EBAYC

AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Garfield After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
144%	134%	97%	49%	125%	50%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.90	4.75
Supportive Environment	4.37	4.00
Interaction	4.25	3.99
Engagement	4.54	3.54
Academic Climate	4.56	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Strong academic component program wide that involves all youth in an interactive, engaging way. Youth are also involved in engaging with materials or ideas and have structured and varied ways to reflect on activities.

All youth could have more opportunities for leadership, and all classes across the board should write learning targets and make sure youth know them and revisit them at the end of the activity. While majority of activities did well, some enrichment activities could benefit from partner activity or having a student facilitator that could help when youth have questions on an activity so that the staff can get through the activity, including reflection, without being pressed for time helping all students who need help.

SITE PROFILES - ELEMENTARY

GLENVIEW BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation. This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served: For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	97%	60%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5.00	4.75
Supportive Environment	4.00	4.00
Interaction	4.50	3.99
Engagement	4.04	3.54
Academic Climate	4.78	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The Kindergarten group had a large group of excited students and helpful youth leaders. The use of technology to display the artwork for discussing patterns was well liked by the students. The teacher also asked questions about the topic and the connection to the student's school day learning and places the students see patterns in their own lives. 2. The Girls' Leadership Class tackled the difficult topic of inclusion using a hands-on activity with stickers and gum, literacy, and group discussion. The students had a safe place to share and also had the opportunity to create goals for their future relationship with inclusion. 3. The Art and music activities had a very interactive group set-up. The Art class had a museum set-up and the students discussed their opinions. All student opinions were valued and open ended. In the music activity, students were able to work in groups to create their own posters and share their information with the class.

1. Although a useful security tool, the distraction of the Walkie Talkies during program interrupt the teachers as they are informing their students or leading group discussions. 2. In a group of young students with a lot of energy, the use of older student leaders and classroom leadership roles would help with group rule reinforcement. 3. Due to the limited use of wall space in classrooms, highlighting the work of the students in school hallways and on classroom posters would promote student ownership of their program and encourage pride in their hard work during the after school program.

SITE PROFILES - ELEMENTARY

GLOBAL FAMILY SCHOOL BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Learning Without Limits After School program integrates enrichment activities and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
131%	123%	91%	55%	114%	216%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.68	4.75
Supportive Environment	3.90	4.00
Interaction	4.13	3.99
Engagement	3.25	3.54
Academic Climate	3.94	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Teachers spoke with warm tone of voice and had a welcoming presence throughout the visit. During the science lesson there was evidence of skill building, critical thinking and several open ended questions. The program has several bulletin board areas to display student work. Students had opportunities for creative expression in the two art classes. Teachers guided and supported the creation of Valentine cards using an assortment of paper, glue, glitter and tape.

It is recommended that staff continue to develop ways to more clearly link lessons to school day learning, create structured leadership opportunities for all youth, and more focused long term planning by youth. Incorporating intentional planned reflective time at the conclusion of activities is suggested. Currently, reflection is an informal practice at pick up time.

SITE PROFILES - ELEMENTARY

GRASS VALLEY BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school. Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	114%	57%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is emerging. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.54	4.75
Supportive Environment	2.94	4.00
Interaction	2.33	3.99
Engagement	1.58	3.54
Academic Climate	2.83	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The staff provided enriching academic content to participants, and have a solid schedule to which the program adheres. Students understand the routines and appreciate opportunities for leadership the program offered.

Children became visibly frustrated when their attempts to grow as leaders and mentors were not supported by staff. For example, during an academic game, the student leader became visibly frustrated when the staff repeated everything he said throughout the game. In another classroom, a student who finished early was encouraged to help others who were not finished but was almost immediately told not to get up and move to another table, even though everyone at her table was already finished as well. It is also suggested the program incorporate opportunities for reflection at the end of sessions.

SITE PROFILES - ELEMENTARY

GREENLEAF (WHITTIER) BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Greenleaf After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
162%	122%	98%	37%	104%	85%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.56	4.75
Supportive Environment	3.08	4.00
Interaction	2.67	3.99
Engagement	3.08	3.54
Academic Climate	2.33	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

During the Sports activities (3 separate classes ongoing), the staff were encouraging and did the activities alongside the students. Instructors and students laughed together and staff gave students some choices like which game they wanted to play at the end and choosing the cool down exercises. Students in the Sports class were being pushed to beat their times in running from the previous day and they set a goal to beat their time again in the days following.

The academic portion of the program could use some more intentional activities targeting learning goals. Staff could ask more open-ended questions and give more choice to students in the activities. There also didn't seem to be a lot of opportunity for leadership for students (one student was a youth leader and her job was to help the instructor).

SITE PROFILES - ELEMENTARY

HOOVER BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Hoover After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in West Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
180%	123%	149%	56%	110%	36%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.90	4.75
Supportive Environment	4.60	4.00
Interaction	4.13	3.99
Engagement	4.00	3.54
Academic Climate	3.50	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The dedicated staff at Hoover Elementary provide an enriching and positive atmosphere for youth. The emotional climate at this program is quite relaxed. Staffs' planning and session flows are exemplary, with youth having a balance of activities that range from reading to hands on learning in the garden.

Consider expanding leadership and planning opportunities so that younger youth can interact and engage with activities in a more meaningful way. Also, consider creating more intentional linkage of topics to youths' school day learning.

SITE PROFILES - ELEMENTARY

HORACE MANN LEARNING FOR LIFE AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Horace Mann Learning for Life Afterschool Program offers comprehensive services to students in grades K-5 on a daily basis during the afterschool hours. The student population of Horace Mann is ethnically diverse and has 83% socioeconomically disadvantaged youth and 52% English-Language Learners. Students receive academic support including homework help and academic skill building and have access to enrichment opportunities such as music, art, gardening and physical activity. The program goal is to give students the opportunities and support to achieve their full potential.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
148%	120%	141%	67%	130%	44%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.80	4.75
Supportive Environment	4.11	4.00
Interaction	3.88	3.99
Engagement	3.54	3.54
Academic Climate	4.17	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The students are able to release energy during dance with such activities as Freak Out and mirroring dance countdowns. The students have structured redirection and transition time with the watering can and arm tester activities where the students are given roles of leadership. The call and responses are also helpful in redirecting the students who have a lot of energy. 2. Art provides an environment of small group work for the given topic of the week. The week's bird topic was broken down into smaller activities in which the students could draw from examples, color photos, or look at bird books. The students reflect on their prior knowledge of birds during group discussions. 3. In Science and Garden the students are able to create projects for the science fair and to present their work to each other. They are able to research and learn about the current topic in science and create group projects. In gardening the students learn about the theme and topic during a class discussion and reflection time. The learning targets are given to the students on a daily basis.

1. Students who attend programs outside of the after school program, like Target 50, struggle to catch-up with their peers during classes such as science, where group work and active student participation are interrupted by intermittent attendance. 2. There are students who require extra attention and help during activities and could benefit from more classroom volunteers or a higher staff to student ratio, especially in classes with new teachers to the after school program. 3. There is a need for intentional student leadership opportunities in the form of classroom roles and for reinforcing the program agreements amongst peers. The classroom agreements, in regards to how students treat each other and follow teacher instruction, need student support and leadership.

SITE PROFILES - ELEMENTARY

HOWARD ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Howard After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
106%	107%	100%	40%	116%	44%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.58	4.75
Supportive Environment	4.38	4.00
Interaction	4.42	3.99
Engagement	3.29	3.54
Academic Climate	4.56	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

3/5 staff and the site coordinator are new this year and the HASP program is clearly organized and designed so all children can participate in enrichment and academic classes. The staff is very welcoming and friendly. The theater class was wonderfully engaging: students had numerous opportunities to get to know one another, learn group skills and perform. The Step Class provide an thorough opportunity for reflection and feedback as well as performance. The 2/4 Homework academic sessions were focused and related to school day learning and provided opportunities for student to synthesize information. The 2nd and 4th grade levels showed evidence of academic instruction and homework assistance.

Staff may want to consider increasing leadership opportunities. Most activities are lead and planned by staff. Staff is currently creating ways to increase student participation in planning activities and lessons. The staff is also planning to form a Leadership Council with rotating students which may provide more leadership opportunities. As the program moves forward, really being mindful of time to allow space for more youth to reflect or using different strategies for youth to reflect quickly is encouraged. Being mindful and planning academic instruction at all grade levels is encouraged.

SITE PROFILES - ELEMENTARY

INTERNATIONAL COMMUNITY SCHOOL ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The ICS/TCN After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
115%	115%	119%	56%	156%	81%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.82	4.75
Supportive Environment	4.18	4.00
Interaction	4.5	3.99
Engagement	4.33	3.54
Academic Climate	4.17	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The GirlSTART program featured a large group of energetic girls and the class was focused on physical fitness. The class is predominantly taught in Spanish and the students were very inclusive of one another. The teacher captivated their attention. 2. The Science class for the younger students consisted of reading pairs who took turns reading to one another. They noted vocabulary words in journals and read books related to an upcoming science topic. The teacher circulated the room and asked the students engaging questions. 3. The Soccer/Science 4th/5th grade class partnered with the Art K/1 class for buddy time. They broke into small groups and collected items for a scavenger hunt in which they all participated enthusiastically. The older buddies helped the younger children gather items and then completed the project in the classroom together. The K/1 students also played charades earlier in the day and were able to practice public speaking through body movement.

1. Intentional and structured classroom roles would be a benefit to the program and create ownership within the groups. 2. Additional help in the form of volunteers or older students would be valuable for the K/1 class, especially if there are very young children in the group that need the supervision. 3. Lesson plans should be tailored to suit the weather and adjusted as necessary.

SITE PROFILES - ELEMENTARY

LA ESCUELITA EBAYC AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The La Escuelita After School program is a comprehensive After-School Learning program providing elementary school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
133%	135%	100%	50%	134%	55%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.60	4.75
Supportive Environment	3.45	4.00
Interaction	3.71	3.99
Engagement	3.54	3.54
Academic Climate	4.44	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The staff was engaging and attentive with youth. During Academic sessions, staff asked youth various questions about their comprehension of the story they were reading, their interests that linked to their stories they were reading and predicting what they thought might happen next. In Performing Circus Arts, staff asked students to plan out their performance and then practice to see if the flow worked better than their original plan. In all the sessions, there were a variety of activities or discussions throughout the session which kept things moving and held the youths' interest. Staff also asked students for feedback on activities and probed further if a student didn't like something. There were also the use in almost all sessions (excluding 5th grade Academics) small groups either to do a stretch together, practice their act or to make sentences with vocabulary words. Students in mixed grade sessions worked well together. Staff and families had positive interactions with each other, as well as staff and school day teachers.

The front gate was not consistently monitored - only when staff were outside. I observed some negative tone and unfriendly demeanor of a few staff in 5th grade Academics. While the staff was friendly and smiled with me, they did not smile once during my observation of their session. They did not seem approachable or warm with students. I also did not observe much leadership opportunity for students or the element of student choice in the activity offerings. Students also didn't seem to strongly identify with the ASP - there was no name for the program, ASP board on the wall was blank.

SITE PROFILES - ELEMENTARY

LAFAYETTE BACR

AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Lafayette After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs, only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
151%	142%	142%	60%	135%	66%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.87	4.75
Supportive Environment	4.71	4.00
Interaction	4.75	3.99
Engagement	3.67	3.54
Academic Climate	2.89	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The staff at Lafayette put great effort into building a community within their program, dedicating time and resources during program time to do so. Youth appear to meet the high expectations put forth by the adults in the program. It is apparent that the program culture and interactions amongst youth and with adults is quite positive.

It is suggested that this program continue to expand on opportunities for youth to plan and reflect on what they are doing. Some staff members did not bend over/kneel down to speak with youth, especially the younger ages to enable eye contact. The unlocked and open side gate, somewhat obstructed by a large dumpster to one side, poses safety issues.

SITE PROFILES - ELEMENTARY

LAKEVIEW UJIMAA FOUNDATION AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Lakeview After School program facilitates a comprehensive agenda that promotes academic support, recreational and physical activity, and a range of enrichment activities. The program staff promote life skills daily, and serve as mentors to all participating students to help encourage highly functional social skills that assure future success. The Site Coordinator consults with the Principal, Academic Liaison, and parents to align the requests of Lakeview's primary stakeholders.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only		Attendances For CDE-funded programs only		Units of Service For OFCY-funded programs only	
% of target		% of target		% of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
121%	86%	134%	47%	125%	46%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This program did not respond to our request for a site visit. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.75
Supportive Environment	--	4.00
Interaction	--	3.99
Engagement	--	3.54
Academic Climate	--	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILES - ELEMENTARY

LAUREL PMA CONSULTING AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Laurel After School program provides a comprehensive program through offering developmentally and age appropriate, academic intervention and enrichment, as well as youth enriched activities that include physical education, integrated health, science, math, and gardening. The services provided supplement the school days academic program, while supporting the site in accomplishing its goals as outlined in the single site plan for achievement. The academy not only partners with community based organizations, but promotes opportunity for parent and family engagement.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
120%	105%	101%	48%	103%	57%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5.00	4.75
Supportive Environment	4.86	4.00
Interaction	4.83	3.99
Engagement	4.38	3.54
Academic Climate	4.78	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The Reading & Math partners and the Science class demonstrate the benefits of small group work and positive role modeling by adults. The one to one, experienced tutoring of Reading & Math Partners allowed the children to feel successful in their academic need areas, and the adults were not only relating to their lives, but making the learning fun for the students. Science class has a very engaged group of students who enjoy the scientific process and can explain their knowledge to one another in group presentations. The teacher led them skillfully in analyzing and reflecting on the topic of bridge structures. 2. The Leaders of Tomorrow group is responsible to help plan the afterschool events and their teacher adeptly directs them and processes their ideas for the various activities in numerous ways. The students value their mentorship roles and proudly claim their role as leaders in the program. 3. The General Recreation activity is popular with the students. The Basketball activity consisted of teams with captains who were given leadership responsibilities. Any conflicts were resolved by the students themselves or mediated quickly by the staff. The students have a thorough knowledge of the expectations of the program.

1. The school could give more designated space to the program for classes to be able to display their work and projects. 2. General Rec is divided into grades and could provide a great opportunity to give large leadership and mentorship roles in the area of sports and physical activity. 3. The Leaders of Tomorrows could be given opportunities to circulate to other schools and teach their model.

SITE PROFILES - ELEMENTARY

LAZEAR

SPANISH SPEAKING CITIZENS' FOUNDATION (SSCF)
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Pathways After School Program at Lazear targets youth ages 6-12 in grades 1-5 from predominately low-income Latino residents of the Fruitvale District and English Learners. The program features an academic intervention curriculum, homework assistance, enrichment / recreation, health components, leadership development, and family engagement. The vision for the program is that students achieve academic excellence, gain self-confidence, develop into leaders, with the values of leadership, respect, teamwork, and courage.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
173%	93%	119%	52%	112%	43%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.60	4.75
Supportive Environment	4.31	4.00
Interaction	4.63	3.99
Engagement	4.08	3.54
Academic Climate	4.17	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Overall the staff was welcoming and friendly. Activities began on time and appropriate time was given for completion of projects. Students had several opportunities to collaborate in small groups to create art and science projects and they were supported by the staff. Students were encouraged to try new skills in all three areas observed.

Displaying more student chosen work to display in the cafeteria could compliment the after school program rules and behavior chart already present. More structured time for activity reflection is suggested. Staff may want to consider explicitly connecting the school day and youth's prior knowledge more often with program activities.

SITE PROFILES - ELEMENTARY

LEARNING WITHOUT LIMITS BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Learning Without Limits After School program integrates enrichment activities and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
131%	123%	98%	61%	114%	216%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was emerging.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.75
Supportive Environment	4.31	4.00
Interaction	4.83	3.99
Engagement	4.54	3.54
Academic Climate	4.56	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The Recreation Time on the Upper yard give the kids a chance to have community and physical fitness time. Games such as elbow tag allow the kids to work together. Some of the youth are able to lead during activities. 2. The Read Alouds are literature based classes that promote a love for reading. The students are able to read stories, share with each other and create projects. The teachers choose books that fit the interests of the students. 3. Art class utilizes activities from previous sessions or tied to the school day and infuses creativity into the lesson plan. The students recreated a Van Gogh painting and had learned about the artist during the school day.

1. More opportunities for student planning and student led activities would be beneficial for the older students especially. 2. Better site security during family events to monitor the people coming into the school would improve school safety. 3. Dedicated space to showcase student work in a weather friendly environment would create a stronger presence for the after school program and represent the great work being done.

SITE PROFILES - ELEMENTARY

LIGHTHOUSE COMMUNITY CHARTER LIGHTHOUSE COMMUNITY CHARTER AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Safe Harbor After School Program has K - 8 students, ages 5 - 14, and offers a comprehensive, enriching, and academically invigorating after school program, offered free of charge in East Oakland. This school-linked program is designed to employ many best practices for effective after school programs, including mentoring, academic and literacy support, family involvement, and enrichment activities that motivate and enrich students.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
144%	154%	-	NA	95%	62%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5.00	4.75
Supportive Environment	4.30	4.00
Interaction	4.29	3.99
Engagement	3.54	3.54
Academic Climate	3.44	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The Fun and Games activity exemplified student leadership and voice, with staff acting more as a facilitator than instructor and teacher. Youth were able to both give input and hold one another accountable within the class. The Improv class had a positive emotional climate and safe environment, as expressed by the girls in the class all volunteering and having a role in acting out different scenes. Youth are also provided with a variety of hands on activities within their classes to engage in.

Although indoor and outdoor spaces are supervised, ensuring younger youth transition to the right class and are accounted for in program activities will provide a stronger safe environment. Also, although reflection is built into lesson plans, ensuring that there is enough time during a session for reflection to actually happen will give youth a daily opportunity to talk about and process their thoughts about activities in a systematic way. Perhaps journal writing or quick check ins or varied strategies of reflection are appropriate here.

SITE PROFILES - ELEMENTARY

LINCOLN OASES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The OASES LEAP program at Lincoln is a high quality, comprehensive after school program promoting achievement through academic and enrichment activities. LEAP serves 3rd-5th graders who demonstrate academic, economic or social need and focuses on leadership, building bonds with caring adults, and providing a safe environment. Working with the school, LEAP provides academic support to ensure CA standards alignment. Enrolled youth: 1) develop academic and social skills; 2) participate in long-term learning activities; and 3) cultivate positive relationships with adults and peers.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
113%	102%	95%	46%	172%	60%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5.00	4.75
Supportive Environment	4.69	4.00
Interaction	5.00	3.99
Engagement	4.83	3.54
Academic Climate	4.39	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The OASES at Lincoln after school program excels at providing structures and routines for youth to thrive. The intentionality of the programs structures are evident as youth and staff work together to create a safe and supportive environment. Youth feel a strong sense of ownership over the program. Youth are given a balance of physical activity, enrichment activities as well as extensive homework support.

As possible, physical spaces could be more reflective of the activities and interests of the after school program.

SITE PROFILES - ELEMENTARY

M. L. KING, JR. ELEMENTARY BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Martin Luther King, Jr. After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in West Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
164%	169%	123%	85%	91%	96%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.75
Supportive Environment	3.36	4.00
Interaction	3.00	3.99
Engagement	2.75	3.54
Academic Climate	3.22	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Staff generally have positive relationships with Youth. The mentorship activity provides opportunities for older youth to pair with younger youth. Student Mentors are given leadership tasks including leading youths' activities. The Little Entrepreneur activity gives youth a chance to incorporate their own interests in a project-based activity.

Staff could expand methods of classroom management by using more structured and participatory ways of keeping activities on track. Program schedule needs closer attention so that activities are running closer to scheduled times.

SITE PROFILES - ELEMENTARY

MANZANITA COMMUNITY SCHOOL EBAYC AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Manzanita After School program is a comprehensive After-School Learning program serving students from Manzanita Community School and Manzanita SEED. Students are provided with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
161%	151%	103%	54%	157%	123%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.82	4.75
Supportive Environment	4.50	4.00
Interaction	4.83	3.99
Engagement	4.83	3.54
Academic Climate	5.00	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The Science class was an intriguing hands-on lesson on volcanoes in which students reviewed their prior knowledge and were able to create their own volcanoes in small groups. The volcanoes included student created landscaping and culminated with an eruption of each group volcano. The students document their experiments and vocabulary in science journals. 2. The Cooking is composed of Chefs, who are fifth graders, and Sous Chefs, who are second graders. The students take turns in leadership and service positions. During transitions and pauses during cooking, the older students lead the younger students in games. The students are able to vote on the dishes they will prepare as a group. 3. The Multicultural Potluck and Art class both focused on cultural diversity projects. The students were able to create posters on their cultures and present the posters to each other with the help of the teacher. The art students were able to choose between different materials to create their African masquerade masks after reviewing the cultural significance behind the masks.

1. Although the Cafeteria space provides a central area to hold program, the individual classroom space like where the science class meets, is ideal for providing a more focused and quiet learning environment. 2. Ideally the school can provide more classroom space as well as display areas where the After School program can showcase their wonderful projects and photos. 3. The leadership roles in the cooking class are great examples for other leadership opportunities in the other classes and activities offered.

SITE PROFILES - ELEMENTARY

MANZANITA SEED EBAYC AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Manzanita After School program is a comprehensive After-School Learning program serving students from Manzanita Community School and Manzanita SEED. Students are provided with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
161%	151%	104%	47%	157%	123%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.75
Supportive Environment	4.13	4.00
Interaction	4.29	3.99
Engagement	3.62	3.54
Academic Climate	3.78	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Academic enrichment activities were hands on, interactive, and presented in a different format than a lecture, especially in the 4th grade. Staff also have a structured system in place for youth to have a voice in the program design (suggestion box) that is intentional (one instructor tries to implement at least one suggestion during the week). In general, the emotional climate was positive.

Newer staff could work on classroom management and utilizing student leaders in order to accomplish tasks (including peer tutoring). In one case, academic tutoring could be strengthened through the use of peer mentors, working in small groups, and other academic activities for those who finish early. Reflection opportunities are built into lesson plans but less consistently implemented due to time restraints. As the program moves forward, really being mindful of time to allow space for youth to reflect or using different strategies for youth to reflect quickly.

SITE PROFILES - ELEMENTARY

MARKHAM BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Markham After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in East Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
129%	110%	95%	44%	103%	45%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This program did not respond to our request for a site visit. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.75
Supportive Environment	--	4.00
Interaction	--	3.99
Engagement	--	3.54
Academic Climate	--	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILES - ELEMENTARY

MARSHALL BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	109%	46%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.68	4.75
Supportive Environment	4.11	4.00
Interaction	4.29	3.99
Engagement	3.13	3.54
Academic Climate	3.94	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Strong academic program, closely aligned with the school due to partnership with Academic Liaison and staff visits to classrooms during the day. Program implementation is creative and structured: hands on activities in science /art , dance instruction with specific goals, creating stories and presenting in American Sign Language. Staff are professional and have created wonderful relationships with the students.

Although there is a Junior Staff program in place, all youth could have more opportunity for leadership and planning (ie leading a class activity, planning a day's activity within the adopted curriculum, leading or mentoring small groups in learning etc.). Staff may want to consider planning and following through with structured opportunities for reflection.

SITE PROFILES - ELEMENTARY

MAXWELL PARK LEARNING FOR LIFE AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Maxwell Park International Academy After School program serves ethnically diverse students in grades K-5; the majority of whom are far below basic in either reading and/or math and 20% of whom are English language learners. The program works with community partners and provides daily physical fitness/sports activities, and additional enrichment classes, with a strong academic focus, surrounding: English/Language Arts, Mathematics and Writing and activities that improve motor skills, along with small-group tutoring and homework assistance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances: For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
117%	74%	110%	46%	93%	33%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.82	4.75
Supportive Environment	3.85	4.00
Interaction	4.25	3.99
Engagement	3.83	3.54
Academic Climate	4.61	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The science and engineering class for the fourth graders on the topic of solutions was informative and academic. The students begin their classes with definitions and reflection on the topic and are able to participate in hands-on experiments during the second portion of the class. 2. Academic Intervention for the third graders utilized different modalities for teaching and reflection including video clips, group discussion on prior knowledge, and use of writing journals. The videos engaged the students especially due to the complexity of the topic. The first grade academic intervention class also utilized journals in which the students could reflect on the topic of the day and shared together as a group during the beginning of their activity. 3. Gardening is a combination of defining terms and hands-on work in the garden. The students were able to create non-toxic, solutions to wash the plants and eradicate some of the pests in the garden. They worked in groups to wash the plants and discussed the project together.

1. The students could benefit from leadership roles in the classroom, especially for group projects and daily tasks. Assigning students to reinforce group norms would help with group cohesion. 2. When reviewing difficult concepts in science, student centered research and presentations would encourage student excitement and peer-to-peer learning. 3. Student created displays in the school or on posters, to be hung during program, would encourage student ownership and highlight student accomplishments.

SITE PROFILES - ELEMENTARY

NEW HIGHLAND ACADEMY HIGHER GROUND AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The RISE/New Highland After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances: For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
127%	111%	108%	56%	96%	34%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.90	4.75
Supportive Environment	4.48	4.00
Interaction	4.75	3.99
Engagement	4.46	3.54
Academic Climate	4.39	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The Solar Rays Program is structured in a way that all youth have a chance to have structured leadership opportunities (i.e., recycling monitor during snack). The program also works hard to create a positive emotional climate- welcoming each student by name when checking in, asking how they are doing, and structured reflection activities during most activities. Staff are also intentional about reminding youth about group agreements when youth are disobeying and framing it around community agreements.

As the enrichment classes roll out, lesson plans should include 2-3 modes of activities and small groups in order to keep students engaged. Older youth who are serving as mentors and leaders in the lower grades could be utilized in authentic ways (ie, making sure there is a 3rd/4th grader is at every 2nd grade table vs. grouping them in 1 table) which will make the leadership piece even stronger.

SITE PROFILES - ELEMENTARY

PARKER
BACR

AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances: For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
107%	200%	102%	61%	118%	140%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.19	4.75
Supportive Environment	2.74	4.00
Interaction	3.13	3.99
Engagement	2.00	3.54
Academic Climate	2.00	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The Girl's Inc. session had a positive emotional climate. Youth appeared to be having fun and had respect for their leaders. They stayed on topic and there was little behavior management coming from staff. Youth in Girl's Inc. were also encouraged to get supplies or take some lead during their Opening Circle activity. Staff in the BACR program were engaging and connected with their group of youth during their sessions.

There was no intentional academic portion of the program other than a Homework help session. There were also no stated Learning Targets or planning in the observed sessions. During transitional times such as line-up, snack and transitioning to the next activity, staff were strict and most interactions were around behavior management of youth (especially reinforcing the rule of youth walking with their arms crossed). Some things I heard during this time from staff was (in raised voices): "Stay in your line and don't mess around." "Turn and face me so I can see your face and know you aren't messing around." "How many times do I need to tell you to keep your arms crossed? I'm just repeating myself over and over and you aren't listening making this a major problem for you." "Fold your arms like Parker scholars. Do it right the first time or we'll have to stay here until you can all cross your arms like I've said. I hate having to repeat myself like this." Youth didn't seem to strongly identify with the BACR program and the tone when they were all together was predominantly negative and lacking in mutual respect. The program, overall, lacked an element of youth choice and fun. There was an hour dedicated to "Extra Homework" which took place with all youth together in the Auditorium during pick-up time. The room was loud, chaotic and had no direction in terms of helping students complete homework or doing an activity aside from sitting in a circle waiting to be picked up.

SITE PROFILES - ELEMENTARY

PERALTA
ASPIRANET
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	180%	88%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was emerging.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.75
Supportive Environment	4.62	4.00
Interaction	4.00	3.99
Engagement	3.21	3.54
Academic Climate	2.56	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The attentive staff and youth at the P.E.A.C.E. Program clearly benefit from a warm and supportive environment. The after school program offers a variety of arts and science based activities, giving youth many opportunities for hands-on learning.

More opportunities for younger youth in the program could be provided for developing leadership skills and taking part in planning of activities. While some impromptu opportunities for youth to make decision on how activities would be carried were observed, each class could provide more structured forms of this. Since the campus is open to non ASP participants and adults, the unlocked entrances to the main playground could pose a safety issue to youth. More clearly academically linked activities (even if they are added to existing activities) are recommended to round out program offerings.

SITE PROFILES - ELEMENTARY

PIEDMONT AVENUE
ASPIRANET
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Piedmont After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
133%	109%	122%	55%	121%	35%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.84	4.75
Supportive Environment	4.67	4.00
Interaction	4.38	3.99
Engagement	3.79	3.54
Academic Climate	4.22	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Piedmont Elementary ASP provides an enriching, fun, and academically focused program. The strong relationships between staff, youth, school day staff and partnerships with members of the surrounding community enhances the overall strengths of this program. The use of "community building" strategies has created a climate of camaraderie and support. Sessions are well planned and structured.

Creating further opportunities for youth to have expanded choices in activities and planning would benefit the already strong program.

SITE PROFILES - ELEMENTARY

PLACE @ PRESCOTT BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Prescott (PLACE) After School program integrates enrichment activities with academic support and youth development activities for high-risk elementary school students in West Oakland. The program supplements ASES funding and community partner support with OFCY resources to serve a core group of students with homework help, literacy and math intervention, gardening, physical fitness and family activities. Activities address diverse student needs and build important assets that help ensure student success in school and beyond.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
151%	122%	90%	43%	76%	36%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.67	4.75
Supportive Environment	3.48	4.00
Interaction	2.83	3.99
Engagement	3.04	3.54
Academic Climate	3.22	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The caring staff at Place @ Prescott provide youth with a variety of activities. The Science and Harvest of the Month activity provides youth with hands-on learning about nutrition and science. The use of "name poems" and "in my neighborhood" stories to encourage youth to practice writing and grammar encourages youth to celebrate themselves.

Staff could revisit planning of activities to better engage some youth by providing more opportunities to plan and lead activities. Activities, particularly during enrichment, could provide more clear links to the school day. Staff need to adhere to program conflict management protocol during minor and major youth disputes.

SITE PROFILES - ELEMENTARY

REACH ACADEMY OUSD AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	117%	53%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is emerging. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.50	4.75
Supportive Environment	2.68	4.00
Interaction	2.46	3.99
Engagement	2.33	3.54
Academic Climate	3.50	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

There was a strong sense of belonging to the program. Each day starts with a group affirmation, led by students selected at random. Staff sometimes referred back to the agreements made in the program as a way of reinforcing behavior. There was a lot of student choice built into the program by offering classes to either upper grades, lower grades or all grades. Students could drop into a class and check out what was going on without having to commit to staying in the class the duration of the semester.

Staff could work on behavior management strategies. Some staff had a negative tone with students. There were times when staff would yell at students to stop talking. There were also a lot of high school interns in the program but very few were actually helping out in classrooms. Instead of assigning classroom responsibilities to the students in the program, the interns were delegated the tasks. Some groups of 4-5 interns would gather and play a game together while a class was going on. There also could be more space used for the art class with more materials. 19 students were sitting at one long table in a room with 8 other tables, but students complained of feeling "squished". They could only use crayons (which there weren't enough for each student to choose a color they wanted to use - they had to wait) and glitter. The option for students to choose classes sometimes seemed disruptive to the flow of the group or an activity. Sometimes students would be walked into a group after they got started (happened in both Restorative Justice and Art), so the student missed the instructions and any beginning get-to-know-you activities.

SITE PROFILES - ELEMENTARY

RISE COMMUNITY SCHOOL ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The RISE/New Highland After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
127%	111%	102%	56%	96%	34%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.70	4.75
Supportive Environment	3.93	4.00
Interaction	4.00	3.99
Engagement	3.42	3.54
Academic Climate	3.39	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

There is a strong relationship with the staff and Site Coordinator at this program, where there is evidence of a strong positive culture. The program also boasts a variety of different enrichment opportunities, with youth engaged actively in both capoeira and dance as well as arts & crafts while also learning new skills.

As we move into Winter, perhaps different strategies for rotating to classes can be explored so that students do not wait in the cold to transition. As well, more intention can be given around leadership opportunities for all youth. Finally, ensuring staff are staying within their lesson plan and that it directly aligns to the Learning Goal so that there is both time at the end for reflection as well as directly aligning specific activities to the Learning Goal for the day.

SITE PROFILES - ELEMENTARY

SANKOFA (K-5) BACR

AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Sankofa After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
161%	145%	92%	49%	118%	142%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.60	4.75
Supportive Environment	3.90	4.00
Interaction	3.63	3.99
Engagement	4.00	3.54
Academic Climate	4.06	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The high level of collaboration between the ASP Program staff and school day staff at Sankofa create a seamless transition for youth between their school day and after school learning. Youth are provided with ample opportunities to enhance what they are working on during the school day. The Destiny Arts activity is a highly interactive and engaging activity that effectively utilized using multiple grouping strategies, youth leadership, and collaboration between youth. The gardening activity provides youth with hands-on, learning about nutrition and science.

Some instances where youth displayed high levels of frustration, anxiety, or anxiousness though acknowledged, were not followed up with. During playground time, some youth were permitted to have unhealthy snacks (soda, cookies) while in the program. In areas where this is not already being done, expand on opportunities for youth to take leadership and responsibility roles.

SITE PROFILES - ELEMENTARY

SANTA FE BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Santa Fe After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk elementary school students in North Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
146%	138%	105%	61%	163%	73%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.40	4.75
Supportive Environment	3.78	4.00
Interaction	2.96	3.99
Engagement	2.63	3.54
Academic Climate	3.17	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The Academic Intervention activity is a great example of using both ASP and school day resources to create an enriching activity for youth. The campus is secure, with only one common entrance which is locked during all hours. Additionally, the ASP program has access to many different spaces which allows for comfortable and flexible activity spaces.

It is suggested that activities are reviewed for clear skill-building focus, opportunities for youth voice and choice, youth leadership, and more positive strategies for addressing youth behavior. The activities are predominantly controlled by staff, with few observed instances of youth having a say.

SITE PROFILES - ELEMENTARY

SEQUOIA EAST BAY AGENCY FOR CHILDREN (EBAC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Sequoia After School program provides high-quality student and family support services at Sequoia Elementary. SHS is a collaborative project between EBAC staff, community members, OUSD, parents, teachers, and administrators. Together they work closely with school day to ensure that the needs of students are being met. Program seeks to ensure that every student's spark are be kindled, nurtured and encouraged to radiate. SHS exposes students to a variety of academic and enrichment activities, carried out in a safe and supportive environment.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
107%	104%	107%	53%	114%	42%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.75
Supportive Environment	4.64	4.00
Interaction	4.00	3.99
Engagement	3.87	3.54
Academic Climate	3.61	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The dedicated staff at Sequoia Elementary ASP provide a rich variety of activities for youth. Interactions between staff and youth are clearly positive. Activities observed provide youth opportunities to celebrate their personal/family histories with each other, allowing youth to really get to know and relate to each other while developing skills.

Staff are encouraged to expand structured planning opportunities which provide youth more authentic choices during activities. In addition, it is recommended that expanded structured grouping strategies be used within each activity.

SITE PROFILES - ELEMENTARY

SOBRANTE PARK HIGHER GROUND AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Sobrante After School program implements comprehensive services to students that include: academic support; culturally responsive visual and performing arts programs; health and fitness activities; service learning opportunities that include community garden and nutrition services for the entire family; and lastly, family engagement activities that include monthly and quarterly workshops for at least 20 families. Eagles Soar operates 5 days/week for at least 180 days from the end of school to 6:00 pm daily.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
93%	86%	122%	50%	121%	37%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.87	4.75
Supportive Environment	4.50	4.00
Interaction	4.00	3.99
Engagement	3.63	3.54
Academic Climate	4.78	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Staff had a good rapport with students. They were warm, respectful and friendly. Staff and students often joked and laughed together. The Academics class was engaged. All 16 students were engaged and following along in the class. Staff members consistently checked for understanding, asked open ended questions and reflected on the activities they did that day. Agendas were clearly up on the board and in each class (except for the Kinders group) a student was assigned as a time keeper for the class.

Staff used evaluative language often (i.e., "good job") rather than providing specific feedback to youth. They could have also utilized small groups at times during some of the activities. There are youth leaders who are from other schools who get paid, however, it might be useful to delegate some of that role to students at the school as an opportunity to practice leadership and responsibility.

SITE PROFILES - ELEMENTARY

THINK COLLEGE NOW ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The ICS/TCN After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only		Attendances: For CDE-funded programs only		Units of Service: For OFCY-funded programs only	
% of target		% of target		% of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
115%	115%	154%	82%	156%	81%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.75
Supportive Environment	4.63	4.00
Interaction	4.83	3.99
Engagement	4.13	3.54
Academic Climate	4.78	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The College Prep class has a very engaged group of students and the students' works are represented on the walls. The activity was themed around friendship and the students were all able to participate in front of the group equally. The teacher utilizes 'Equity Sticks' to include all of the students in a uniform manner. The group was also very aware of the agreements and their group expectations. 2. The Super Stars class has delightful 'call and responses' which the teacher utilizes and the students enjoy. The boys know how to mirror the teacher in voice and action. They were a very cohesive group of boys who were aware of classroom expectations. The activity was centered on the program and friendship and the boys were very responsive to the activity. 3. The Playworks and Music enrichment classes are very student centered and provided multiple opportunities for student-led choices and leadership by students. Playworks utilized a relationship building game which the students participated in with excitement.

1. The students in the music class appear restless and excited and may need a more physical outlet or calming exercises to participate in creating their upcoming small group music productions. 2. School security on such a large campus is always an issue. A lack of a Site Security Officer, multiple entrances, and two campuses, this puts a large responsibility on the staff to keep the area secure. 3. Collaborations between programs would be a great way to utilize the mentorship capabilities of the older youth to teach the younger students in the Super Stars and GIRLStart programs.

SITE PROFILES - ELEMENTARY

WORLD ACADEMY/ACHIEVE EBAC AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Eagles' Nest After School Program provides wrap-around student and family support services at World and Achieve Academies. This programmatic framework works to address the complex educational, social and economic challenges that children and families face by providing high-quality, culturally appropriate and caring services in a safe and supportive environment. Program services include: comprehensive after school, 0-5 parent-child program, a parent center, adult education and a health clinic. Services are aligned with and support the school days goal.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
157%	176%	NA	NA	117%	33%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.60	4.75
Supportive Environment	3.98	4.00
Interaction	3.88	3.99
Engagement	3.50	3.54
Academic Climate	4.11	3.79

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The after school program has a strong academic component for students in academic intervention, with interactive activities as well as specific Learning Targets and alignment with the school day. The staff are dedicated and committed, creating a positive emotional climate in the program. Finally, the enrichment activities observed were mixed across grades and integrated all youth well.

Youth could have more opportunities for more formal leadership opportunities and allowing youth to help in planning activities and lessons. The program could also use quick strategies for reflection for youth to allow youth voice and ability to process and give them the space for feedback during each activity

SITE PROFILES - MIDDLE SCHOOL

ALLIANCE ACADEMY BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Elmhurst & Alliance After School program provides enrichment classes, recreational sports, academic support/intervention and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
267%	234%	102%	38%	77%	60%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.66	4.72
Supportive Environment	4.27	4.42
Interaction	2.63	3.69
Engagement	3.00	3.73
Academic Climate	3.78	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The after school program at Alliance offers a variety of enrichment activities based on youths' interests, which is reflected in the high level of student engagement visible in nearly every activity. Staff members are engaged and warm, and have planned their sessions carefully. Alliance staff actively supported youth in the development of new skills, which was reflected in the comfort youth showed in asking for help - both of adults and of one another.

Staff members could make greater use of different group sizes during activities to further encourage student engagement and skill building. In some activities, there was too much time for the planned activity, and too little time in others. Youth could benefit from additional opportunities to share their work with others.

SITE PROFILES - MIDDLE SCHOOL

ASCEND OAKLAND LEAF AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The ASCEND After School program is an arts-integration collaborative between ASCEND and Oakland Leaf providing K-8 grade students with after school enrichment in visual and performing arts, music, service-learning, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, families, and CBOs, the program fosters student academic achievement by delivering: 1) Project based curriculum to compliment in-school learning 2) Culturally relevant activities 3) Opportunities for parent involvement 4) Family support services 5) Community and cultural events.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
149%	159%	98%	55%	139%	73%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.72
Supportive Environment	4.78	4.42
Interaction	4.17	3.69
Engagement	4.67	3.73
Academic Climate	Not Rated	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The Video Game Design class has a large group of highly focused and motivated students who are eager to explain and display their projects. They are able to work independently and collaborate with each other on their projects. The youth are able to demonstrate their projects to fellow students and school families and staff during after school events.

1. With impending cold weather and rain, the sport and recreation programs have limited access to space or use of the Cafeteria. There are restrictions for table procedures in the cafeteria which severely diminishes available space. 2. There is little or no space in the classrooms to display student work or provide designated areas for student materials and supplies. Staff carts and designated hallway display areas may provide more visibility for the afterschool program and a sense of differentiation from the school day if the children have access to afterschool designated materials in the classrooms. 3. The campus has a lot of activity after school with the families and remaining students and staff on campus. A Site Security Officer would be beneficial to monitor the incoming and outgoing people.

SITE PROFILES - MIDDLE SCHOOL

**BARACK OBAMA ACADEMY
YMCA OF THE EAST BAY
AFTER SCHOOL PROGRAMS: SCHOOL-BASED**

Program Description

This school-based after school program is supported by state and federal funds administered by the Oakland Unified After School Programs Office, part of the Department of Complementary Learning. Programs managed by OUSD provide comprehensive programs in out-of-school hours, including academics, enrichment, and recreation.

This program does not receive funds from OFCY, and therefore did not submit a site-level program description requested as part of the grant making process.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	18%	7%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This site did not respond to our request for a site visit. In the 2010-11 program year, this program's point of service status was emerging.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.72
Supportive Environment	--	4.42
Interaction	--	3.69
Engagement	--	3.73
Academic Climate	--	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILES - MIDDLE SCHOOL

BRET HARTE
MURPHY & ASSOCIATES
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Bret Harte After School program offers comprehensive after school programming for middle school youth, as well as involvement opportunities for their families. Programming provides academic support, recreation, mentoring, arts and technology enrichment five days a week, from the end of school for the entire school year. There are also frequent weekend and evening events. A portion of each day is devoted to academic interventions, expanding interests, critical thinking, and decision-making skills. Programs are aligned with the school curriculum.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
143%	177%	* 122%	47%	977%	63%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.72
Supportive Environment	4.71	4.42
Interaction	4.08	3.69
Engagement	4.33	3.73
Academic Climate	4.78	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The Martial Arts class has a group of focused students who work together and individually to practice their techniques. This cohesive group of students listens attentively to their instructor and practice to the sound of a beating drum played by a second instructor. The students are alert and attentive. 2. The MESA Science class has a large group of active, focused students working on different group projects simultaneously. They are preparing for the MESA day showcase at Cal State East Bay and will be competing against other schools. The students are able to choose their projects and work on them with classmates after being taught the components by the instructor. 3. The Art students practice their learning targets through completing their projects and are given opportunities to teach each other techniques depending on skill level. There are choices available during each project for individual expression. The art is displayed in the classroom. 4. The College and Career class focused on financial education, lifestyles and budgeting. The students learned and processed in groups how to determine lifestyle budgets and what income would be necessary to support different lifestyles. The groups were able to present their findings and reflect with each other.

1. Although the afterschool program is centralized and well supervised, Site Security is an issue because of the open access of the campus. There are multiple, unsupervised entries into the main campus. 2. In a class like College and Career, more mentorship and leadership opportunities could be beneficial to the overall goals of the class in preparing young people for their future. 3. The cut back in classes and offerings due to the budget is limiting the number of students who can be served at the afterschool program. Due to Oakland Parks and Recreation budget cuts, not as many students are able to do sports at the school.

SITE PROFILES - MIDDLE SCHOOL

CLAREMONT BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Claremont After School programs provides students with extended day academic intervention and support, enrichment activities, recreation, and youth leadership opportunities. Program partners collectively developed curricula and oversee program implementation. Individual and group activities emphasize personal and intellectual development and incorporate substantial interaction with peers and near-age mentors to strengthen leadership, improve self-esteem and develop team building skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
399%	177%	87%	51%	63%	111%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.34	4.72
Supportive Environment	4.68	4.42
Interaction	3.25	3.69
Engagement	4.17	3.73
Academic Climate	3.61	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The dedicated staff are clearly committed to developing the program at Claremont MS to its fullest potential. Program offerings vary from enrichment activities based on youths' interest to homework help. The Beatmaking activity is a youth-driven activity that supports collaboration and skill building. Youth in the 3-D modeling activity are learning advanced 3-D modeling skills and often utilize their own ideas and styles in executing projects.

Creating more structures for youth to have more meaningful roles within their activities may help to create more ownership of this program by its youth. Many youth are on their cellphones during class time and walking in and out of activities on a regular basis. Though this is not noted in the items scored in this visit, a large amount of staff effort and time is spent managing youth behaviors (e.g. monitoring youths' movements in the hallways, assisting activity leaders with making sure youth are in the activity they are enrolled in) and may impact program quality overall. Access to the campus is a safety concern. A hinge on the gate leading onto campus was broken on the day of observation.

SITE PROFILES - MIDDLE SCHOOL

COLISEUM COLLEGE PREP ACADEMY (MIDDLE SCHOOL) SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Roots/CCPA After School program creates additional access to academic, visual/performing arts, technology, sports, and recreation activities in a supportive learning environment. The Unity After School program helps students build their basic skills and gain the academic self-confidence necessary for success at school and in the community. Students benefit from safe and engaging enrichment activities and build self-confidence, pursue interests, express themselves, and interact in positive ways with caring adults and their peers.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
172%	189%	112%	76%	204%	55%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.72
Supportive Environment	4.69	4.42
Interaction	4.33	3.69
Engagement	4.00	3.73
Academic Climate	5.00	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The 6th grade math tutoring class is led by a credentialed teacher who has trained a group of middle school students to be teachers. The student-teachers instruct their classes while the credentialed teacher provides structured guidance and redirection when necessary. The students are extremely focused on the subject and help each other to solve equations. 2. Basketball and Martial Arts are physical activities and mentorship classes that provide the students an opportunity to build skills and develop leadership qualities. The martial arts students teach each other new skills and lead the class in warm-ups and skill review. The basketball class has clear learning targets which are reemphasized throughout the class. 3. Urban Arts combines the development of artistic design with the use of a variety of artistic tools. The session focused on air brushing and spray paint techniques. The students were able to create their own designs and the teacher taught students to use the air brush machine to transfer their artistic creations onto materials such as t-shirts and pillow cases.

1. There are a variety of activities occurring on campus during the after school hours and a dedicated security person would be beneficial to monitor activity. 2. Student work, photos, and accomplishments in a display area would be a valuable way to promote the achievements of the Unity program. 3. A safe, more accessible storage space for afterschool equipment would be advantageous for the activities.

SITE PROFILES - MIDDLE SCHOOL

**EDNA BREWER
SAFE PASSAGES
AFTER SCHOOL PROGRAMS: SCHOOL-BASED**

Program Description

The Pride After School program at Edna Brewer is a comprehensive after school program that provides students with academic support in a positive learning environment and the opportunity to participate in a variety of enrichment activities. The after school program helps students build academic self-confidence necessary for success in middle school and beyond. Through participation students can develop new skills, pursue interests, express themselves, make new friends, and connect with caring adults.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
220%	210%	102%	55%	332%	57%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5.00	4.72
Supportive Environment	4.81	4.42
Interaction	4.17	3.69
Engagement	4.17	3.73
Academic Climate	4.39	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The dedicated staff at Edna Brewer support youth by providing an enriching and academically focused program. The Academic Mentors and Academic Intervention groups that take place daily is a great way to make sure that each youth is able to get additional support to school day learning as needed. Staff listen to youth and share control of activities to make learning more meaningful and engaging. Youth in the program exhibit high levels of pride with the program.

In the activities that are not already doing so, creating more formal roles and structures may help in ensuring that all youth can participate with the group.

SITE PROFILES - MIDDLE SCHOOL

ELMHURST COMMUNITY PREP BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Elmhurst & Alliance After School program provides enrichment classes, recreational sports, academic support/intervention and youth development activities for high-risk elementary students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
267%	234%	158%	106%	77%	60%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.43	4.72
Supportive Environment	4.19	4.42
Interaction	3.71	3.69
Engagement	3.67	3.73
Academic Climate	3.83	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The after school program had a wide variety of program offerings (12-15, depending on the day) with a majority of programming focused on skill development, career options and academic achievement. Staff and students had a good rapport and students were mostly engaged in the program offerings. Students were supported by the staff by asking questions, having agendas on the board that they referred to and frequently checking in with student groups and individuals. Aside from Wrestling, the sessions I observed included hands-on engagement with materials and concepts.

Some rooms didn't have emergency procedures posted up and staff didn't always have their binder with that information on them. Mats were not being used in Wrestling and a student fell hard on the floor hurting his hand during a practice session. While there is a group of students who go to REACH Elementary School 3 times a week to mentor and tutor students, other leadership and mentoring opportunities were still under development. There was some element of student choice in some activities, but most of the program structure was determined by the staff. The program space seemed too confined for the Robotics class because students were working on the floor between desks where people would sometimes have to step over them. While reflection was built into some of the program offering, I did not observe this happening at the end of the two classes I saw finish (Wrestling & Survivor). Staff used mostly evaluative language when praising students.

SITE PROFILES - MIDDLE SCHOOL

FRICK SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Frick After School program is a comprehensive program, providing students with academic support and the opportunity to participate in a range of engaging enrichment activities. The academic support component addresses students' individual academic needs focused on strengthening literacy and math skills. The enrichment component of the program offers students the opportunity to develop new skills, explore interests, and express themselves.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
307%	190%	88%	37%	231%	41%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.70	4.72
Supportive Environment	4.67	4.42
Interaction	3.58	3.69
Engagement	3.83	3.73
Academic Climate	4.78	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The academic component of this program is intentional and structured appropriately by age group- different modalities of academic content taught, as well as linkages to school day learning, prior knowledge in sessions, etc. Activities provide rich ways in which to build skills- critical reasoning skills, oral division revisit, music production, and multiplication. Lesson plans also reflect an intentionality around youth development best practices through YPQA indicators that are incorporated into lesson plans.

Moving forward, activities could be strengthened through providing a variety of different modalities within a session, as some youth in enrichment classes appeared bored/unengaged in activities- perhaps variety of groupings could help in some classes, and assigning youth to record on board, butcher paper, etc. Reflection is structured into the lesson plan; however, due to time, may not always occur. Reflecting in different modalities might be helpful or quick check ins for youth feedback (ie, writing in journals, thumbs up/down, suggestion box) might be a good way to get reflections when pressed for time.

SITE PROFILES - MIDDLE SCHOOL

MADISON BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Madison After School program provides enrichment classes, recreational sports, academic intervention and youth development activities for high-risk middle school students in East Oakland. The program utilizes ASES funding, OFCY resources, and community partner support to serve a core group of students. Activities address diverse student needs, build self-esteem and provide a safe environment where students can learn, grow, and improve their social skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
269%	221%	312%	129%	101%	56%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.57	4.72
Supportive Environment	3.50	4.42
Interaction	3.54	3.69
Engagement	2.50	3.73
Academic Climate	2.94	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Staff and youth interact with one another in a friendly, respectful way, and appear to know each other fairly well by name. The activities all include an experiential, hands-on component. The campus is secure, and entrances are monitored by the School Security Officer.

In a few activities, youth did not have enough time to complete what they were working on, while in another the staff member was clearly "playing for time" to fill the session. Staff members can further strengthen their ability to break down complex tasks into smaller parts, and encourage youth to make connections between the afterschool activities and their own prior knowledge.

SITE PROFILES - MIDDLE SCHOOL

MELROSE LEADERSHIP ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Melrose Leadership After School program addresses students' academic needs while promoting better attendance in school and non-academic skill building and enrichment through engaging, high-interest approaches. Academic support includes homework help, remediation enrichment, and language development for English Language Learners, linked to school-day programming. Enrichment activities include sports, recreation, visual and performing arts, and educational garden-based activities. The academic support and enrichment elements of the program integrate youth development.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target.		Attendances For CDE-funded programs only % of target.		Units of Service For OFCY-funded programs only % of target.	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
113%	104%	87%	56%	111%	41%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.44	4.72
Supportive Environment	4.21	4.42
Interaction	3.04	3.69
Engagement	2.33	3.73
Academic Climate	5.00	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The Quicuepazque class with Ms Sanchez had a check-in at the beginning of class with very engaged and excited sharing. The use of the technology in the room is utilized well and the structure of the class is very familiar to the students. They are able to learn concepts that they struggle with during the school day. This is a model academic class. 2. The Quicuepazque class with Horacio had a very large group of students who benefit from the instructions and lesson plans taught in the class. The students worked in groups on the assignments and shared with each other. 3. The Mixed Media Art and Graffiti classes have some very interested students who are supported in exploring their arts. The students are very comfortable with one another and with the teacher and have choices in what their projects will be.

1. Some students vocalize their desire to be in other classes and are a disruption to the other students. The lack of other options for classes in an Extended Day model can be problematic for students who do not want to be at the school and act out. 2. There are little or no opportunities for students to plan and showcase their projects. The mentorship and leadership aspect of the program could be increased, especially with the young grades on campus. 3. There were a couple of instances observed where negative, biased speech regarding sexual orientation was used amongst the students. This should be addressed with the program participants.

SITE PROFILES - MIDDLE SCHOOL

ROOSEVELT EBAYC AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Roosevelt After School program is a comprehensive After-School Learning program providing middle school students with integrated academic support, wellness education, cultural enrichment, and parent engagement services five-days-a-week, 3 hours per day, 165 school days. Program goals include 1) Youth participate in youth development programming that supports academic success and alignment with the school day, and; 2) Youth sustain or improve their academic performance.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only: % of target		Units of Service: For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
137%	133%	94%	51%	117%	53%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.80	4.72
Supportive Environment	4.49	4.42
Interaction	4.08	3.69
Engagement	4.33	3.73
Academic Climate	3.44	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The program offers authentic leadership and opportunities for youth voice in this program- including yearbook and fashion design where youth are actively engaged in creating ideas, designs, and executing them within the class. Youth in general are actively engaged in materials or building new skills within the program- including graphic design, fashion design, poetry, and learning about high school options in Oakland.

As the LEGA curriculum on high school and college preparation is being rolled out, integrating more interactive activities and small group activities for youth may engage youth more vs. worksheets and lecture. As well, some staff need to work on behavior and classroom management- including reminding youth of community agreements, addressing negative comments and slurs when they occur, and establishing leadership roles within the classroom for youth so that they gain a sense of ownership and holding one another accountable.

SITE PROFILES - MIDDLE SCHOOL

ROOTS SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Roots/CCPA After School program creates additional access to academic, visual/performing arts, technology, sports, and recreation activities in a supportive learning environment. The Unity After School program helps students build their basic skills and gain the academic self-confidence necessary for success at school and in the community. Students benefit from safe and engaging enrichment activities and build self-confidence, pursue interests, express themselves, and interact in positive ways with caring adults and their peers.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
172%	189%	108%	45%	204%	55%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.74	4.72
Supportive Environment	3.57	4.42
Interaction	3.50	3.69
Engagement	3.33	3.73
Academic Climate	3.33	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Staff are engaged with students during the activities. Staff model inclusiveness with the group of students. Staff allow for students to teach each other skills (in Urban Arts and in Dance/Theatre). There were getting to know each other games that built up a rapport between students and staff. In each class, there was a clear objective posted on the white board or discussed by the instructor. Students were mostly engaged with the activities.

During some activities, some of the instructors struggled to maintain engagement among all students and some staff had different, behavior management techniques when students weren't interested in the activity. Staff could utilize the opportunity to debrief activities and their intention. The afterschool program didn't have an emergency procedure in place and first aid kits were not visible in program offerings on the second floor.

SITE PROFILES - MIDDLE SCHOOL

UNITED FOR SUCCESS SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The United for Success After School program provides students with academic support in a positive learning environment and the opportunity to participate in a variety of enrichment activities. The program helps students build academic self-confidence necessary for success in middle school and beyond. Through participation students can develop new skills, pursue interests, express themselves, make new friends, and connect with caring adults.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
288%	350%	144%	91%	451%	54%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.87	4.72
Supportive Environment	4.35	4.42
Interaction	3.08	3.69
Engagement	2.67	3.73
Academic Climate	4.56	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The emotional climate of the program was predominately positive, respectful and youth-centered. Safety was also a focus in the program since it was a shared campus was a high school. Staff had a friendly and warm rapport with students and engaged in the activities along side them. Youth were engaged during the sessions and contributed ideas frequently. Learning Targets or agendas were on the board and sessions kept on topic. Youth had the opportunity in some sessions to engage with materials to create something that would later be presented to the school (i.e. posters, dresses). Academics included back and forth dialogue to solve problems, accessible language used by staff to break down difficult concepts and pairing youth up to work on problems together. When youth made a mistake, staff would encourage them to try again or would guide them to a correct answer by asking questions or prompting them.

Staff could implement more open-ended questions and debriefing during sessions. Opportunities for open-ended content and process choices could be made available. More peer mentoring or youth led activities could be implemented into sessions. Different grouping strategies for various activities is also recommended. Staff could use less evaluative language such as "good job" and more specific language while encouraging youth. There was also a lack of clear program identity held among youth. Maybe creating program-specific traditions or a name could help strengthen the youths' identification to the program.

SITE PROFILES - MIDDLE SCHOOL

URBAN PROMISE ACADEMY OAKLAND LEAF AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

This Urban Promise Academy After School program provides middle school students with weekly after school enrichment including visual arts, music, dance, sports, ecology, leadership, and direct academic support. The program has a partnership with school administrators, teachers, parents, and students, the program delivers project based curriculum to compliment in-school learning, integrates culturally relevant activities, offers opportunities for parent involvement, provides family support services, and hosts community events to foster positive learning outcomes.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
229%	260%	84%	50%	194%	47%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5.00	4.72
Supportive Environment	4.69	4.42
Interaction	4.17	3.69
Engagement	3.67	3.73
Academic Climate	5.00	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. MESA is a well-attended class focusing on Math, Engineering, Science Achievements. The curriculum is designed to be hands-on while teacher guided instruction and questions help stimulate learning amongst the students. The class made airplanes and covered such concepts as the center of gravity. The students had the opportunity to test their airplanes and record their measurements. The teacher adds additional time to discuss the students learning during their reflection circle at the end of class. 2. Martial Arts has a small student to teacher ratio and the students receive very specific instructions on their skills in small groups. The students are also able to hold the equipment and work with partners on specific skills. Some of the students wear Gees for their class. 3. Cheerleading and Soccer are team oriented classes focused on student recognition and building self-esteem. One of the cheerleading mottos is there are no I can't dos, but I can do it and get better with practice. The Cheerleading coach also asks, Who feels like they're awesome? and the students cheer themselves. The Soccer players are recognized for their achievements including being scholar athletes. Although the coach monitors the discussion, the players take the lead in giving each other feedback about their games and their accomplishments.

1. The students are mixed in grades in the classes and this would allow for more intentional leadership and mentorship opportunities, especially in small group work for older students working with younger students. 2. The students have opportunities to perform at different afterschool events, and could be given more opportunities to plan for a project themselves. 3. Although the school is secure, there are students that wait outside and this could be a potential security risk especially if there is no one to supervise the students outside.

SITE PROFILES - MIDDLE SCHOOL

WEST OAKLAND MIDDLE YMCA AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Phoenix Rising Extended Day Program at West Oakland Middle works in collaboration with the principal, school day teachers and support staff to integrate the program. The program is designed to extend the learning opportunities of the students and support their academic achievement, social & life skills development, cultural awareness and enrichment, and career education and planning. West Oakland Middle School students performing below grade level on the previous year's assessments in reading and math participate.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
108%	97%	66%	24%	128%	58%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.48	4.72
Supportive Environment	4.67	4.42
Interaction	3.79	3.69
Engagement	4.33	3.73
Academic Climate	4.00	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The dedicated staff at West Oakland MS after school program show a high level care and concern for each youth in the program. Many of the activities provide youth with concrete skills based on their interests such as in the Barber High activity where youth were tasked with creating their own business plans and were asked to consider everything from business name to cost per square foot of retail space. The project based Creative Art class promotes youths opportunities to set goals, make choices based on their own interests while developing leadership skills as youth mentor one another through techniques. Staff take much care in facilitating discussions and reframing negativity into substantive dialogue, capturing teachable moments.

Activities could benefit from continuing to expand formal opportunities to mentor other youth, creating opportunities for youth to interact meaningfully around a specific topic, and expanding ways for each youth to have leadership a leadership role. The continued construction of the shared school campus poses challenges to the ASP. Many spaces are not owned by youth through the display of youthwork. Also, the campus is largely unsecured with multiple entrances to the indoor spaces/hallways unlocked and front gate left open and unattended. For those activities where it does not exist, creating structures such as daily activity schedule, and agenda with posted learning targets could aid in both the pacing of some activities and in focusing skill building.

SITE PROFILES - MIDDLE SCHOOL

WESTLAKE EAGLE VILLAGE AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Eagle Village/Westlake After School program has collaborated with local organizations, students, families and school staff to provide quality and cost-effective programming. The program provides academic, cultural, recreational, and leadership classes to low-income Westlake students/year in its Extended Day program. Extended Day provides students with additional learning time through rich academic and enrichment classes. EVCCYFS classes are taught by working professionals from the community with a teacher/student ratio between 1:7 and 1:20. Students receive letter grades and course credit for each class.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
562%	495%	86%	49%	227%	102%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.74	4.72
Supportive Environment	4.49	4.42
Interaction	3.88	3.69
Engagement	4.67	3.73
Academic Climate	4.39	4.19

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The projects within each activity provided youth with ample opportunities for project-based learning. Youth take part in the planning and execution of their projects, supporting skill building and setting goals. Staff consistently used scaffolding techniques as they presented new information to youth.

Expand opportunities for youth to take leadership roles as well as mentor other youth. Staff primarily controlled activities and it is suggested that more opportunities for youth to share control of activities are created.

PROFILES - HEALTHY TRANSITIONS

BRET HARTE BRIDGES PROGRAM BAY AREA COMMUNITY RESOURCES (BACR) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Bret Harte Bridges program provides transition support and services to youth, either transitioning into 6th grade or exiting 8th grade, who have been identified as being at risk of disengaging from school during their transition to and from middle school. The program integrates peer supports, mentoring, counseling, and academic interventions to assure successful attachment to the pursuit of learning, as well as to the next educational level. The program trains and supervises 7th and 8th graders, as well high school mentors who are be matched with transitioning youth.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
245%	155%	-	NA	70%	60%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.80	4.85
Supportive Environment	4.67	4.70
Interaction	5.00	4.42
Engagement	4.17	3.83
Academic Climate	Not Rated	4.17

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The overall emotional climate of the "Bridges Transition Program" is very positive. There is one lead staff member for this leadership /mentoring program. The day's lesson "Decision Making Skills" provided abundant evidence of developed group process skills, engagement and sense of belonging. Student participation was 100% for all structured and opened ended activities. Youth had several opportunities to get to know each other better. There is clear mutual respect between the staff and the students.

Consider increasing time scheduled for end of session "recap" and reflection. The 5 minutes at the end of the class seemed short and allowed for only 1 quick student response. Perhaps High School mentors could partner and reflect on the process, class activities, etc. and then share out. At times directions for activities were communicated quickly. It may be helpful to slow the delivery and clarify instructions with students.

PROFILES - HEALTHY TRANSITIONS

BRIDGE TO SUCCESS EAST BAY ASIAN YOUTH CENTER (EBAYC) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

Bridge To Success is an intensive transition program for incoming 6th graders at Roosevelt Middle School. Bridge To Success' goals include: 1) Youth have increased confidence about entering the new school year; 2) Youth develop a pro-social peer group; and 3) Youth enroll into school-year programming. Bridge To Success programming provides 1) Summer Academic programming; 2) Summer Leadership program; and 3) school orientation; and 4) enrollment/follow through into After-School Learning.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
307%	115%	-	NA	86%	125%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5.00	4.85
Supportive Environment	4.78	4.70
Interaction	4.25	4.42
Engagement	4.33	3.83
Academic Climate	Not Rated	4.17

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The ESL class has a very inclusive feel and the students were able to communicate with the teachers and other students despite language barriers. The students have an integrated mix of curriculum and English language lessons. The program integrates their syllabus and English lessons requested by the parents. 2. The students are given opportunities to experience and learn about Middle School before they attend in the fall. Their fears about lockers, physical education, homework logs, and classroom transitions are assuaged. They are able to make connections with their peers through ice breakers and team building. 3. The structure of the summer program resembles the after school program and prepares students to become accustomed to the program and transition into the after school setting for fall. The students are given classroom roles and a concise behavior guideline which mirrors the school day.

1. Although informal mentorship opportunities arise, there are opportunities for structured mentorship roles, especially in the ESL class. 2. Some of the students from the summer school program at Roosevelt wander the halls without supervision and can cause a distraction for the Summer Bridge students. 3. A partnership with the summer school program could provide mentorship opportunities and give the middle school students' views of life at Roosevelt. The older students can provide prepared information to the incoming sixth graders.

PROFILES - HEALTHY TRANSITIONS

LEADING THE INDEPENDENCE OF OUR BARRIOS FOR RAZA EMPOWERMENT (LIBRE) SPANISH SPEAKING CITIZENS' FOUNDATION (SSCF) AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

Spanish Speaking Citizens' Foundation in partnership with Oakland Unified School District, developed the LIBRE program to serve Latino youth ages 13 to 15 through leadership development, academic support and case management. Services are offered twice a week at United for Success Academy, Roots International Academy, Coliseum College Prep Academy and SSCF. Leadership development is offered during the school day; academic support offered after school, and ongoing case management as needed. LIBRE's goal is to reengage youth in their education and develop social justice consciousness.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
129%	102%	-	NA	107%	41%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.63	4.85
Supportive Environment	4.74	4.70
Interaction	4.22	4.42
Engagement	2.50	3.83
Academic Climate	Not Rated	4.17

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The staff here are obviously committed to the students and helping them succeed (and stay in school). Great structured opportunities to get to know each other and learn how they are progressing in school. Program also is strong in both combining abstract and concrete experiences (diagrams + life experiences).

Program staff report that they are going to integrate more mentorship and leadership opportunities for the boys, which they will all benefit from. The class size was small when I was there, so hopefully more recruitment to retain students. Finally, if the boys had a chance to plan/create curriculum moving forward (1 session), I think it'll give more voice to the boys.

PROFILES - HEALTHY TRANSITIONS

LEAP - LEARNERS ENGAGED IN AWESOME PROGRAMMING ASPIRANET AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The LEAP program addresses students' academic, social and emotional needs as they gain skills to transition into Middle and High school. The program strengthens students academic skills, provides a platform to engage students in discussion and exploration of challenges they may face in preparing for their next level of education, offers a college readiness component as well as provides enrichment activities through engaging, high-interest approaches and integrates youth development into all areas.

Program Performance

Unduplicated Youth-Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only: % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
89%	78%	-	NA	57%	52%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.82	4.85
Supportive Environment	4.50	4.70
Interaction	4.42	4.42
Engagement	4.00	3.83
Academic Climate	Not Rated	4.17

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The LEAP program boasts activities that are strong in the engagement domain. - including giving youth the chance to reflect in multiple ways, make presentations, and listening to student voice. The program also provides an inclusive environment, with evident positive relationships between youth and amongst youth and staff together. Rounding this out is LEAP's partnership with The Wright Institute, which is helping with the mental/social-emotional health of students. Finally, the program provides ample opportunities for youth to be exposed to careers, college, and the process of transitioning into middle school.

The arts and crafts activity at Tassafaronga could be designed so that youth are intentionally learning a new skill and opportunities to be creative (i.e., observed an activity of students writing their names in beans as an art activity). Activities could also embed more open ended questions to ask students to build critical thinking skills, and fine-tune strategies to further improve the social environment, including picking teams at random, having staff participate during phys ed activity, sitting in closer proximity to students while the group is altogether, etc.

PROFILES - HEALTHY TRANSITIONS

PASS-2 PEER MENTORING PROGRAM OAKLAND KIDS FIRST AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

PASS-2 (Peers Advising Students to Succeed) is a student-created peer education and mentoring program that helps over ninth grade students successfully transition into high school academically motivated and prepared. PASS-2 is designed to cast a wider safety net of peer support services throughout the school day to significantly increase the number of 9th graders who have access to critical information about graduation and post-high school options, learn academic and life planning skills, learn how to navigate obstacles, and who are encouraged to set and reach their highest academic goals.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
141%	133%		NA	240%	89%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.84	4.85
Supportive Environment	5.00	4.70
Interaction	4.67	4.42
Engagement	4.33	3.83
Academic Climate	4.33	4.17

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The PASS 2 PEER program provides abundant opportunities to support and promote student leadership. One component of the program; jr/sr students plan how they facilitate workshops for freshman students. The opportunities for creative expression, skill building, camaraderie and authentic feedback opportunities was frequent. Staff supports all students in trying new skills and encourages youth to improve their skills. The provided materials assisted the youth in understanding the difficult and complex task of facilitating a workshop.

Staff members may want to consider connecting activities to the regular school day. I.e. How do the skills learned today apply to other classes? Are you studying any leaders in... How are you similar or different?

PROFILES - HEALTHY TRANSITIONS

SAFE PASSAGES TRANSITIONS PROGRAM SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

The Safe Passages Transitions Program targets high-need incoming 6th graders and outgoing 8th graders during critical periods in their academic and socio-emotional development at OUSD middle school sites. Year-round services include case management, pro-social bonding activities (reaching 6th graders) and curriculum, support for the High School Options Process, student and family education opportunities and summer bridge programming towards improved attitudes, achievement and preparedness for school. Collaborative partners include UC Berkeley Student Learning Center and Alliance, Elmhurst Community Prep, Frick, Brewer and Claremont Middle Schools.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only		Attendances For CDE-funded programs only		Units of Service For OFCY-funded programs only	
% of target		% of target		% of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
33%	22%	-	NA	226%	110%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving

School-Age Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5.00	4.85
Supportive Environment	4.53	4.70
Interaction	3.96	4.42
Engagement	3.67	3.83
Academic Climate	4.00	4.17

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The Staff to Student ratio is 1:1 up to 1:10 allowing for frequent opportunities for staff to encourage and develop new student skills. A large space is designated for the Passages Program. Students are willing and able to lead several activities and provide peer to peer mentoring. Artistic expression and opportunity to synthesize information is evident in the propaganda poster project.

Although groups are small, on going structured activities to "get to know each other" are recommended. With a large space dedicated to the program, increased utilization of the space to incorporate student identification with the program is recommended (e.g. Displays of student created work, pictures, program goals, etc.) Increasing structured feedback opportunities and /or structured reflection time is also recommended.

SITE PROFILE - HIGH SCHOOL

BUNCHE
BACR

AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	101%	34%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This program to be visited in Spring 2012. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.79
Supportive Environment	--	4.74
Interaction	--	4.08
Engagement	--	3.95
Academic Climate	--	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

CASTLEMONT HIGH FRESHMAN PREP ACADEMY YOUTH TOGETHER AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	NA	2%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This program is new in the 2011-12 program year and will be visited in Spring 2012.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.79
Supportive Environment	--	4.74
Interaction	--	4.08
Engagement	--	3.95
Academic Climate	--	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

COLISEUM COLLEGE PREP (HIGH SCHOOL) SAFE PASSAGES AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only. % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	87%	56%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This program to be visited in Spring 2012. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.79
Supportive Environment	--	4.74
Interaction	--	4.08
Engagement	--	3.95
Academic Climate	--	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

COLLEGE PREP & ARCH (FREMONT) YMCA AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served: For OFCY-funded programs only % of target		Attendances: For CDE-funded programs only % of target		Units of Service: For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	42%	32%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This program to be visited in Spring 2012. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.79
Supportive Environment	--	4.74
Interaction	--	4.08
Engagement	--	3.95
Academic Climate	--	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

DEWEY
EBAYC

AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	104%	38%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This program to be visited in Spring 2012. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.79
Supportive Environment	--	4.74
Interaction	--	4.08
Engagement	--	3.95
Academic Climate	--	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

FAR WEST (8-12)
BACR

AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only: % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	212%	110%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5.00	4.79
Supportive Environment	4.64	4.74
Interaction	4.17	4.08
Engagement	3.83	3.95
Academic Climate	4.83	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. Soccer is one of the most well attended classes at the school and the students created the class for themselves. They practice skill building as well as compete against other schools. 2. Basketball is taught by a credentialed school day teacher and gives the students an opportunity to have group lessons in English Language Arts as well as basketball skill building. The athletes are able to communicate difficulties with their schoolwork and receive extra guidance in the subject of English. 3. The Yearbook and BEATS class are attended by students dedicated to their given interest and talent. Each student brings a unique skill and the teachers encourage individual artistry. BEATS has a variety of music styles and the students learn to use studio equipment through the software. The yearbook class utilizes technology and the students are in charge of the photography.

1. Lesson plans for each class would help capture the accomplishments of the program. 2. Student participation in encouraging classroom attendance from peers, through leadership and program promotion, would be beneficial to the program structure. 3. Student work and photos, displayed in the school, would promote a sense of ownership for the students.

SITE PROFILE - HIGH SCHOOL

LIFE ACADEMY ALTERNATIVES IN ACTION AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

McClymonds and Life Academy Youth and Family Centers nurture the social, emotional and academic interests of EXCEL High School and Life Academy students. Each Center engages all youth, with an emphasis on vulnerable youth, in comprehensive programming focused on leadership, career training, college exploration, academics, arts, health/wellness and civic engagement. This collaborative effort, led by Alternatives in Action with school-based health centers, non-profits, school staff and community members, supports youth yearly to be agents of change and prepares them for successful transitions to adulthood.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
260%	108%	130%	87%	194%	45%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.60	4.79
Supportive Environment	5.00	4.74
Interaction	4.33	4.08
Engagement	4.33	3.95
Academic Climate	4.78	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Youth had opportunities for leadership. Staff and students seemed to have a comfortable and positive rapport - staff called students by their names, gave opportunities for youth choice, asked open-ended questions and joked around either each other. Staff were encouraging, positive and used non-evaluative language. Youth had opportunities to present during the program and at the end of the program.

The room for boxing seemed too cramped for the activity. There weren't any open-ended content choices for students in Boxing. Did not observe many opportunities for grouping students into smaller groups.

SITE PROFILE - HIGH SCHOOL

MANDELA (FREMONT)
YMCA

AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only		Attendances For CDE-funded programs only		Units of Service For OFCY-funded programs only	
% of target		% of target		% of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	51%	19%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This program to be visited in Spring 2012. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.79
Supportive Environment	--	4.74
Interaction	--	4.08
Engagement	--	3.95
Academic Climate	--	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

McCLYMONDS ALTERNATIVES IN ACTION AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

McClymonds and Life Academy Youth and Family Centers nurture the social, emotional and academic interests of EXCEL High School and Life Academy students. Each Center engages all youth, with an emphasis on vulnerable youth, in comprehensive programming focused on leadership, career training, college exploration, academics, arts, health/wellness and civic engagement. This collaborative effort, led by Alternatives in Action with school-based health centers, non-profits, school staff and community members, supports youth yearly to be agents of change and prepares them for successful transitions to adulthood.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
260%	108%	62%	41%	194%	45%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.80	4.79
Supportive Environment	4.77	4.74
Interaction	4.33	4.08
Engagement	3.67	3.95
Academic Climate	4.17	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Staff allowed for a lot of student voice and choice throughout the program sessions. Students were engaged in the program activities (only observed one student who was tuned out but was quickly drawn back in by the staff). In the Real Hard session, there was clear mutual respect between the staff and the students. They were sitting in a circle and the staff asked open-ended questions to help guide the students towards the planning stage of their project's open-ended questions. The staff member gave some guidance for students, but let them take the lead of how they wanted their overall project of implementing a school-wide behavioral/cultural agreement to change the classroom conduct (this was based off a conversation from youth about identifying a problem they experience in their school and how to change it). In all the activities, the learning objective was clearly stated either through the introduction or on the board. The majority of the students (aside from the academic portion of the program which was designed to improve students grades) were working on a bigger project that they would present on. The after school program implemented a student leadership portion to the program called the Executive Team, which was a group of students who meet regularly to co-create events, discuss how to hold the culture of the program and give feedback about what's happening in their sessions.

There were no emergency procedures posted on the walls. There were only 3 computers with keyboards available for students to use in Legacy Studios. The staff expressed needing a few more so more students could engage more actively in engineering songs. None of the after school programming offered any sort of physical activity. There could be more opportunities for youth to lead during sessions.

SITE PROFILE - HIGH SCHOOL

MEDIA ACADEMY (FREMONT) YMCA AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	53%	34%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This program to be visited in Spring 2012. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.79
Supportive Environment	--	4.74
Interaction	--	4.08
Engagement	--	3.95
Academic Climate	--	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

MET WEST OUSD AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	98%	49%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.50	4.79
Supportive Environment	4.54	4.74
Interaction	2.75	4.08
Engagement	3.00	3.95
Academic Climate	4.56	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The activities observed support youth's development of critical thinking skills. The Raza Studies class incorporated extensive youth involvement during discussions, stimulating active learning of the complex issues that are being covered in class. The advanced algebra class breaks down larger projects (connected directly to school day learning) into smaller, more manageable pieces, aiding youth in planning. Youth are given opportunities to celebrate and share their work and achievements in the school-wide "exhibition week."

It is suggested that more opportunities for youth voice and choice be incorporated into activities, providing youth with opportunities to make authentic choices in the work they are doing. Also, creating more of a variety of grouping options within each session could support group processing skills and promote cooperative learning.

SITE PROFILE - HIGH SCHOOL

OAKLAND HIGH EBAYC AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	85%	52%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.90	4.79
Supportive Environment	4.92	4.74
Interaction	4.83	4.08
Engagement	4.83	3.95
Academic Climate	4.61	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Oakland High After School program provides a rich variety of activities for youth in their program that ranges from intensive academic support (e.g. CAHSEE prep, credit recovery) to enriching activities that allow youth to excel and build communication, group processing, and goal setting skills based on their interest (e.g. breakdancing). The staff and youth experience high levels of collaboration as youth are supported in exploring interests and developing life skills.

The entrance from the backside of campus into the building remained unlocked during ASP hours as well as at least 1 gate onto campus. For safety reasons, it is suggested that staff/ASP related activity leaders wear badges, lanyards, etc. so that they can be clearly identified. Activities such as the Algebra Credit Recovery class, which has very clear goals/outcomes and serve a specific subset of youth, could still implement methods to engage youth by setting time aside after each session for reflection and sharing on progress on a regular basis.

SITE PROFILE - HIGH SCHOOL

OAKLAND TECHNICAL BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	247%	60%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This program did not respond to our request for a site visit. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.79
Supportive Environment	--	4.74
Interaction	--	4.08
Engagement	--	3.95
Academic Climate	--	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

SITE PROFILE - HIGH SCHOOL

RUDSDALE CONTINUATION BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDF-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	66%	34%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.84	4.79
Supportive Environment	4.44	4.74
Interaction	3.63	4.08
Engagement	3.00	3.95
Academic Climate	4.22	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The dedicated staff at Rudsdale provide a variety of programs activities and opportunities for student choice. The staff are welcoming and friendly and were frequently observed using calm and respectful tones of voice. Staff encourages students to develop new skills and accepts mistakes. Teachers provide explicit directions for activities and welcome clarifying questions.

The staff may want to consider increasing opportunities for students to lead activities as well as increase opportunities for students to present completed work/ projects. Although friendly and welcoming, staff may want to increase the use of non evaluative acknowledgements (i.e., "When you asked that question I could tell you were really interested in knowing more" i.e. decrease the use of great! right on!). Creating opportunities for students to mentor others is recommended.

SITE PROFILE - HIGH SCHOOL

SKYLINE
YOUTH TOGETHER
AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	88%	74%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.79
Supportive Environment	4.89	4.74
Interaction	4.50	4.08
Engagement	5.00	3.95
Academic Climate	4.78	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

1. The Breakdance class has a group of inspiring young men giving each other feedback and reflecting on a past performance. The teacher helps facilitate and the students take active roles in the reflection process. The warm-ups were led by students and they have individual freedom and style during performances. 2. The Leadership class consists of enthusiastic youth who are dedicated to the outcome of their project. The youth facilitate the project while the classroom leader coaches the students in the skill building for the day. 3. The BEATS and Graffiti class allow students to express their art in their own way while being taught by skilled artists. The BEATS class uses equipment and software to simulate a studio while having the ability to record their songs in collaborative and individual projects. The Graffiti class employs a student to lead the class and encourages the students to hone their skills in guided practice.

1. The campus is large and there are a variety of people on campus during after school hours. A dedicated security person during after school would be beneficial for the Youth Center. 2. A mentorship program with a local elementary or middle school would be a valuable addition to the Youth Center. 3. More dedicated space, such as the break dance space, for all of the different classes would be a useful way to encourage student ownership.

SITE PROFILE - HIGH SCHOOL

STREET ACADEMY BACR AFTER SCHOOL PROGRAMS: SCHOOL-BASED

Program Description

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the school.

Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers. At some after school programs, school-day teachers work in the program, as well.

Program Performance

Unduplicated Youth Served For OFCY-funded programs only % of target		Attendances For CDE-funded programs only % of target		Units of Service For OFCY-funded programs only % of target	
2010-11	2011-12	2010-11	2011-12*	2010-11	2011-12*
NA	NA	69%	62%	NA	NA

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

This program to be visited in Spring 2012. In the 2010-11 program year, this program's point of service status was performing/thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	--	4.79
Supportive Environment	--	4.74
Interaction	--	4.08
Engagement	--	3.95
Academic Climate	--	4.56

PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

APPENDICES

APPENDIX 1: DISTRIBUTION OF YOUTH SERVED, BY ZIP CODE

Zip Code	Youth Served	% of Total
94601	3,433	21%
94621	2,356	14%
94603	2,082	12%
94605	1,895	11%
94606	1,619	10%
94607	1,185	7%
94602	793	5%
94619	728	4%
94608	604	4%
94609	551	3%
94612	363	2%
94610	324	2%
94611	222	1%
94618	103	1%
Other	401	2%

APPENDICES

APPENDIX 2: PAIRED SITES

A small number of school based after school programs are on shared campuses, and therefore share staffing and administrative tasks and funding. These programs receive one grant from OFCY, and have a common set of goals for youth served and units of service. However, they maintain separate state and federal grants, and are monitored as Independent programs by OUSD and the California Department of Education.

In the site-level tables, these sites are reported individually; data reported for targeted youth served and units of service, as well as their performance through the end of December 2011 are reported in common (i.e., with the same figures).

These paired sites are:

Acorn Woodland	Encompass
Community United	Futures
Esperanza	Korematsu
Global Family	Learning without Limits
International Community School	Think College Now
Manzanita Community	Manzanita Seed
New Highland	Rise
Alliance	Elmhurst Community School
Cohseum College Prep Middle	Roots
Life Academy	McClymonds

ATTACHMENT

D

OAKLAND COMMUNITY BASED YOUTH PROGRAMS INTERIM EVALUATION REPORT

Oakland Fund for Children and Youth

March 2012

[public
profit]



Public Profit is conducting the evaluation of OFCY's
community based grantees under subcontract with See Change.

TABLE OF CONTENTS

Section	Page
Executive Summary	3
Program Performance - Site-by-Site	9
Point of Service Quality - Overall	16
Point of Service Quality - Site-by-Site	18
Site-Level Profiles - Early Childhood	24
Site-Level Profiles - Older Youth	37
Site-Level Profiles - Out of School	63
Site-Level Profiles - Wellness and Healthy Transitions	75

What's in the *Interim Report*:

- For up-to-date information about a specific community-based OFCY grantee go to the **Site Level Profiles** that begin on page 23. Program Performance and Point of Service Quality include site-by-site tables, as well.
- To find out how programs are doing overall, go to the **Executive Summary** on page 3.
- To track whether programs are meeting their service targets, see **Program Performance** on page 9.
- Whether programs are providing high quality service, read the **Point of Service Quality** section on page 16.

Programs Included in the Community Based Programs Evaluation

The Oakland Community Based Programs (CBO) evaluation encompasses youth service programs funded by the Oakland Fund for Children and Youth that serve children and youth ages birth - 22 in a variety of community settings.

These programs operate under four funding strategy areas: Early Childhood, Out of School, Wellness & Healthy Transitions and Older Youth. These strategy areas include two sub-strategies each.¹

Table 1: Number of Grantees by Funding Strategy

Funding Strategy	Grantees in 2011-12
Early Childhood - Mental Health Consultation	5
Early Childhood - Community Playgroups	8
Out of School - Community Based	10
Out of School - Summer	12
Wellness & Healthy Transitions - Youth Leadership	7
Wellness & Healthy Transitions - Conflict Resolution	2
Older Youth - Academic and Career Success	10
Older Youth - Comprehensive Programming	6
Total Community Based Programs	60

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

¹ OFCY also funds 70 school-based after school programs and 6 school-based transitions programs. These programs are evaluated through the School-Based Out of School Time evaluation.

EXECUTIVE SUMMARY

About the Interim Report

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

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

Table 2: Data Presented in the Interim and Annual Evaluation Reports

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

EXECUTIVE SUMMARY

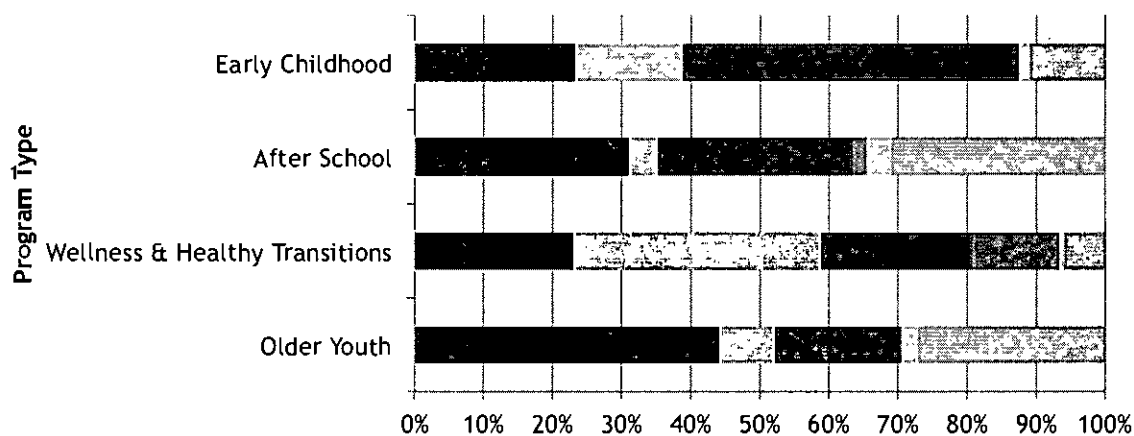
Youth Served

Community based programs in Oakland served 10,653 children and youth in the first half of the 2011-12 program year, about 3,000 fewer youth by mid-year in 2010-11.² Early Childhood programs served 3,159 children, After School programs 3,843, Wellness and Healthy Transitions programs 906 youth, and Older Youth grantees 2,745.

Youth participants were roughly evenly divided among boys and girls. About 53% of participants are girls and 47% are boys, among the youth for whom gender data are reported. Five participants are reported as transgender youth.

Of the children and youth served in the first half of the 2011-12 program year, 35% are African American, 31% are Latino/a, 13% are Asian/Pacific Islander.³ The racial/ethnic heritage of youth served by program type is in Figure 1.

Figure 1: Participants' Race/Ethnicity



	Older Youth	Wellness & Healthy Transitions	After School	Early Childhood
■ African American	44%	23%	31%	23%
▣ Asian/PI	8%	36%	4%	16%
■ Latino/a	18%	22%	28%	49%
■ Native American	0%	13%	2%	0%
□ White	2%	1%	4%	2%
▣ Unspecified/Other	27%	6%	31%	11%

% of Participants

■ African American □ Asian/PI ■ Latino/a ■ Native American □ White ▣ Unspecified/Other

Source: CitySpan attendance records for youth who attended OFCY community based programs between July and December 2011.

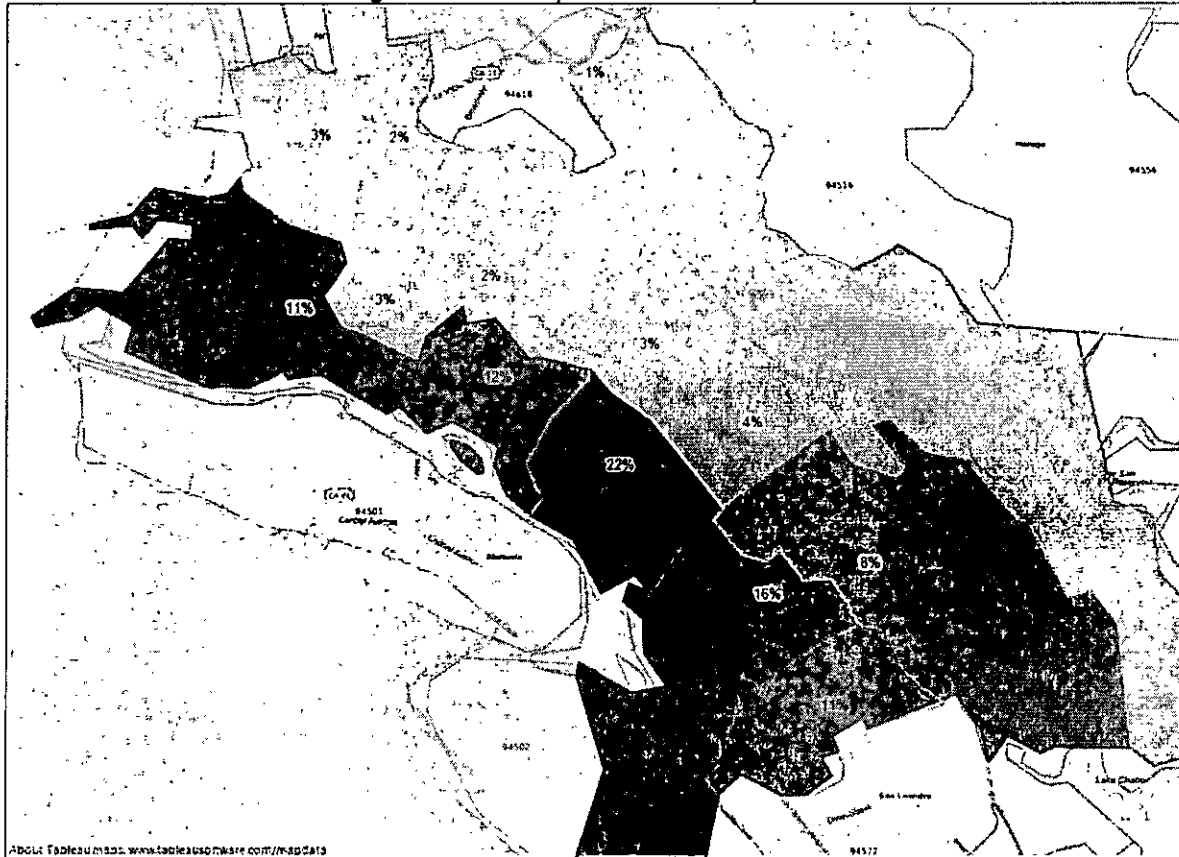
² 13,608 youth participants were reported in the 2010-11 Interim Report for community-based grantees. Enhanced data quality assurance procedures in 2011-12 may explain this difference in part.

³ Race/ethnicity is available for 9,135 participants, approximately 85% of youth served.

EXECUTIVE SUMMARY

Youth served by community-based programs are clustered in 5 zip codes: 94601, 94621, 94606, 94607, and 94603. The map below shows the percentage of all youth served by their home zip code.⁴

Figure 2: Participants' Home Zip Codes



Percent
1% 72%

Source: CitySpan attendance records for youth who attended OFCY community based programs between July and December 2011.

⁴ In some cases, youth served by OFCY programs are homeless and therefore do not have a stable zip code to report. The evaluation team worked closely with all grantees to assure that all available zip code data was reported.

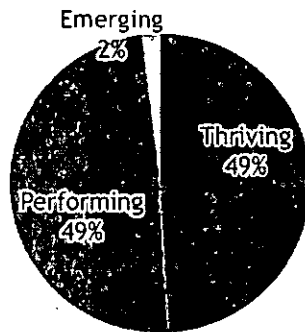
EXECUTIVE SUMMARY

Program Performance & Point of Service Quality

Community-based programs are on track to meet contracted units of service and attendance goals. Just six programs (2 Early Childhood, 1 Older Youth, and 3 Out-of-School Time) are not currently on track to meet their annual units of service targets.

Site visits⁵ indicate that community-based programs serving school aged youth are providing high quality service. One site (2%) is currently in the Emerging program quality category, indicating that it is not yet meeting point of service quality expectations. Forty-nine percent (49%) of sites are in the Performing category, indicating that they are providing quality service overall and can continue to improve in specific areas. Forty-nine percent (49%) of community-based sites serving school aged youth are Thriving, indicating strong overall performance.

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



Source: Youth Program Quality Assessment scores for 47 community-based programs that serve school-aged youth.

In the 2010-11 evaluation, all sites were rated as Thriving based on their scores in the Safe and Supportive program quality domains. Beginning in fall 2011, community-based grantees were rated according to all four program quality domains; since the Interaction and Engagement domains are more challenging to implement, community based programs categorizations changed somewhat as a result. See the section on point of service quality for additional information.

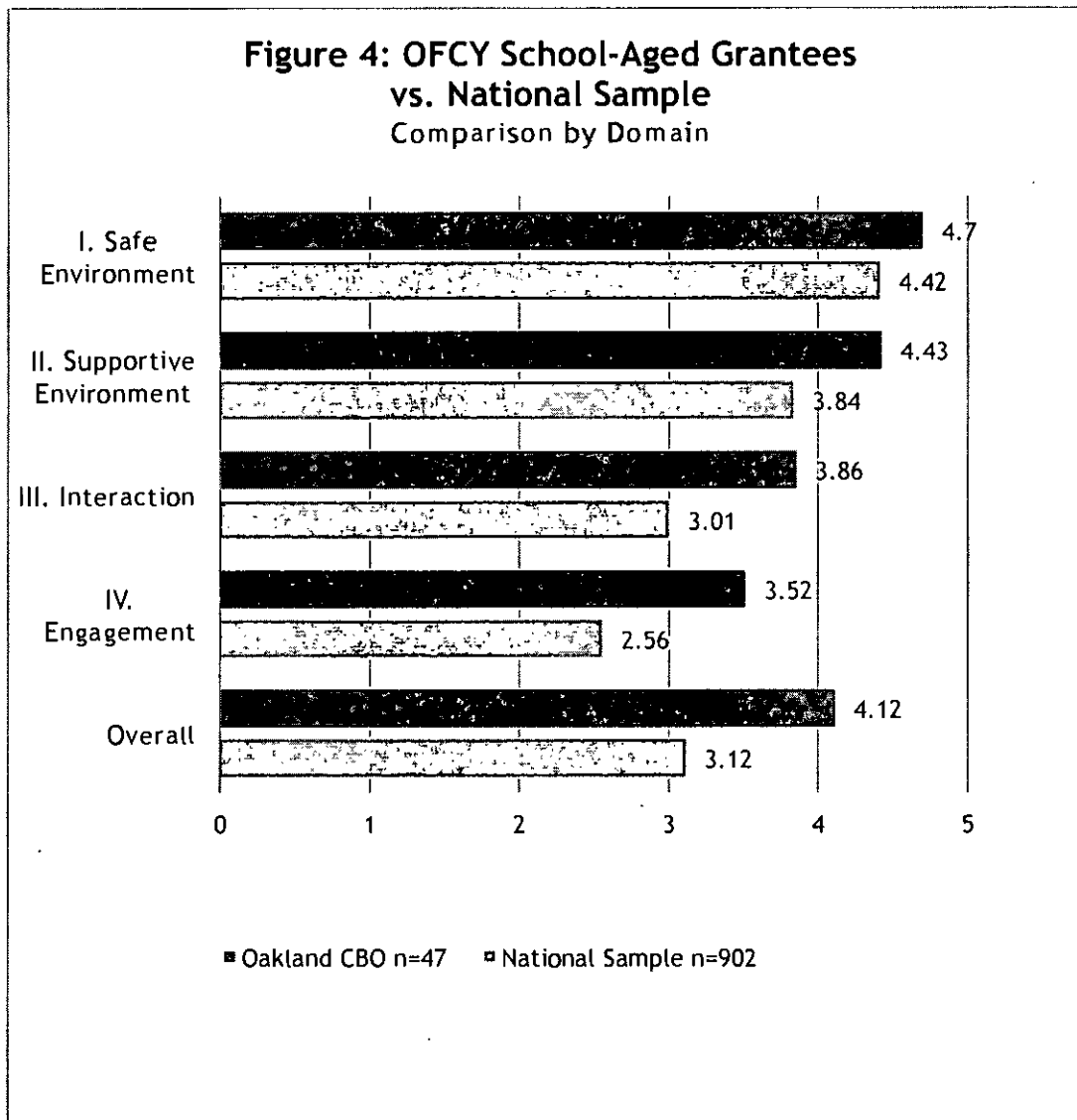
Table 3: Summary of Program Performance and Point of Service Quality

Program Type	On Track to Reach Annual Units of Service Goal (OFCY Goal is 80% or higher)	Meeting or Exceeding Point of Service Quality Measures (Performing or Thriving)
Early Childhood (n=13)	85%	Data Pending - Spring 2012
Out of School (n=22)	86%	95%
Wellness & Healthy Transitions (n=9)	100%	100%
Older Youth (n=16)	95%	100%
Total (n=60)	90%	98%

⁵ Through February 29, 2012.

EXECUTIVE SUMMARY

Moreover, community based programs serving school-aged youth are out-performing similar programs nationally, as described in the following figure. Differences are particularly striking in the Interaction and Engagement domains.



Point of service quality data for early childhood play groups will be collected in Spring 2012 and reported in the *Annual Findings Report*.

PROGRAM PERFORMANCE

Table 4 summarizes three inter-related performance indicators: enrollment, units of service and retention. Taken together, they allow readers to assess programs' ability to recruit and retain sufficient numbers of children and youth.

- Enrollment is the number of unduplicated children and youth served by an OFCY grantee; it describes for the "reach."
- Units of Service is the number of service hours, a key measure of program capacity. In the July-December period, most programs operated for about 40% of their expected days, and therefore should have reached about 40% of targeted attendances. Programs that operate only in the summer should have reached about 80% of their units of service target.
- Participation is the average participant attendance rate in the program. It measures the frequency with which youth attend. Research indicates that youth who attend out-of-school time programs more often are most likely to demonstrate improvement.

Table 4: Enrollment, Attendance & Retention by Site

Grantee	Program	Enrollment			Units of Service			Youth Participation	
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target <i>Shaded if Less than 30%</i>	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target <i>Shaded if Less than 30%</i>	Average Days Attended	Average Attendance Rate
Early Childhood - Community Playgroups									
Children's Hospital & Research Center Oakland	Integrated Developmental Playgroups Program	108	152	141%	13,214	6,463	49%	8	43%
City of Oakland - Office of Parks and Recreation (OPR)	Arroyo Inclusive Playgroup	30	30	100%	4,392	1,276	29%	21	72%
OPR	Sandboxes to Empowerment	100	23	23%	5,155	884	17%	6	50%
East Bay Agency for Children	Parent Child Education Support Program	115	84	73%	7,940	9,009	113%	27	71%
Jumpstart for Young Children	Jumpstart Oakland	225	208	92%	33,696	9,273	28%	16	99%
Lawrence Hall of Science	Preschool Scientists of Oakland	28	51	182%	630	306	49%	2	83%
Lotus Bloom Child & Family Center	Multicultural Playgroups	40	102	255%	9440	4,199	44%	7	21%
Safe Passages	Safe Passages Baby Learning Communities	60	163	272%	3,554	3,712	104%	7	37%
Average/Total		856	813	95%	88,191	35,122	40%	12	60%

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation	
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target <small>Shaded if Less than 30%</small>	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target <small>Shaded if Less than 30%</small>	Average Days Attended	Average Attendance Rate
Early Childhood - Mental Health Consultation									
East Bay Agency for Children	Early Childhood Mental Health & Developmental Consultation	162	186	115%	31,645	11,486	36%	12	77%
Family Paths	The Early Childhood Mental Health Collaborative	848	859	101%	92,530	93,895	101%	23	88%
Jewish Family & Children's Services of the East Bay	Integrated Early Childhood Consultation Program	360	654	182%	260,150	160,125	62%	46	100%
Lincoln Child Center	Early Childhood Mental Health Consultation	540	277	51%	18,208	14,584	80%	23	78%
The Link to Children	Early Childhood Mental Health Consultation	511	370	72%	15,548	10,308	66%	17	77%
Average/Total		2,421	2,346	97%	418,081	290,398	69%	28	88%

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation	
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target <i>Shaded if Less than 30%</i>	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target <i>Shaded if Less than 30%</i>	Average Days Attended	Average Attendance Rate
Older Youth - Career/Job Success									
Alameda County Medical Center	Model Neighborhood Program	125	113	90%	9,700	6,531	67%	15	65%
Biotech Partners	Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	46	52	113%	6,994	9,562	137%	43	63%
Centro Legal de la Raza	Youth Law Academy	64	56	88%	3,444	1,040	30%	10	30%
College Track	College Track Oakland	205	202	99%	19,260	11,458	59%	29	79%
East Side Arts Alliance	ESAA Youth Arts Program	150	241	161%	31,310	9,214	29%	10	19%
First Place for Youth	Steps to Success	175	174	99%	11,800	7,449	63%	29	18%
Next Step Learning Center	Success at Seventeen	115	100	87%	25,939	10,932	42%	25	23%
Pivotal Point Youth Services	Project EEVE Summer Only	256	119	46%	7,240	8,291	115%	15	29%
Youth Employment Partnership	Career Try-Out Summer Only	50	56	112%	4,296	6,790	158%	28	43%
Youth Radio	Pathways to Higher Education and Careers	85	98	115%	3,749	1,444	39%	8	21%
	Average/Total	1,271	1,211	95%	123,732	72,711	59%	21	39%

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation	
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target <i>Shaded if Less than 30%</i>	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target <i>Shaded if Less than 30%</i>	Average Pays Attended	Average Attendance Rate
Older Youth - Comprehensive Programming									
Alameda Family Services	DreamCatcher	300	205	68%	54,548	25,188	46%	11	6%
City of Oakland, Office of Parks and Recreation	TOOLS: Transforming Ordinary Obstacles into Life Skills	140	106	76%	7,296	7,039	96%	34	84%
Dimensions Dance Theater, Inc.	Internships and Apprenticeships Program	15	15	100%	16,670	7,425	45%	95	87%
First Place for Youth	First Steps Community Resource Center	500	898	180%	18,120	14,789	82%	6	5%
Refugee Transitions	Refugee and Immigrant Wellness Project	200	280	140%	22,064	9,146	41%	14	16%
Youth ALIVE!	Caught in the Crossfire Comprehensive Services	60	30	50%	756	708	94%	17	22%
	Average/Total	1,215	1,534	126%	119,454	64,295	54%	11	13%

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation	
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target <i>Shaded if Less than 30%</i>	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target <i>Shaded if Less than 30%</i>	Average Days Attended	Average Attendance Rate
Out-of-School Time - Community-Based After School									
Ala Costa Centers	Enhanced Learning After School Program for Children with Special Needs	75	81	108%	39,348	20,163	51%	93	83%
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Physical Disabilities	45	20	44%	4,424	2,355	53%	15	27%
City of Oakland-Office of Parks and Recreation	Oakland Discovery Centers	500	599	120%	28,526	15,904	56%	9	7%
Dimensions Dance Theater, Inc.	Rites of Passage	120	146	122%	19,490	7,818	40%	18	22%
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	650	399	61%	33,814	21,224	63%	26	21%
Museum of Children's Art	Library Education and Art Program	350	502	143%	6,300	2,154	34%	2	35%
OBUGS	OBUGS Out of School Time	121	162	134%	10,696	4,672	44%	10	469%
The American Indian Child Resource Center	Nurturing Native Pride	25	38	152%	6,937	1,911	28%	17	33%
The Green Stampede	Homework Club Summer Only	50	-	0%	4,030	-	0%	-	-
Unity Council	Neighborhood Sports Initiative	350	209	60%	8,580	14,045	164%	19	59%
	Average/Total	2,286	2,156	94%	162,144	90,246	56%	16	30%

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation	
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target <i>Shaded if Less than 30%</i>	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target <i>Shaded if Less than 30%</i>	Average Days Attended	Average Attendance Rate
Out-of-School Time - Summer									
Aim High for High School	Aim High - Oakland	223	190	85%	34,320	31,344	91%	25	100%
City of Oakland-Office of Parks and Recreation	Summer Camp Explosion	300	303	101%	85,120	89,328	105%	37	92%
College Track	College Track Summer Program	50	86	172%	4,501	5,251	117%	11	90%
Destiny Arts Center	Camp Destiny	80	87	109%	3,750	4,604	123%	9	38%
East Bay Asian Youth Center	San Antonio Summer Learning Initiative	210	328	156%	20,160	27,744	138%	21	89%
East Oakland Youth Development Center -	Summer Cultural Enrichment Program	300	326	109%	238,095	117,626	49%	25	84%
Family Support Services of the Bay Area	Kinship Summer Youth Program	50	49	98%	6,550	7,162	109%	19	91%
Girls Incorporated of Alameda County	Concordia Park Summer Program	50	65	130%	6,536	8,913	136%	17	90%
Girls Incorporated of Alameda County	Eureka! Summer Program	59	83	141%	5,900	7,087	120%	17	97%
Leadership Excellence	Oakland Freedom School	120	92	77%	2,550	16,251	637%	24	100%
Oakland Asian Students Educational Services	OASES Summer Science Series	40	44	110%	3,368	5,085	151%	18	97%
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	30	34	113%	3,456	4,027	117%	21	72%
	Average/Total	1,512	1,687	112%	413,306	324,422	78%	24	88%

PROGRAM PERFORMANCE

Grantee	Program	Enrollment			Units of Service			Youth Participation	
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target <i>Shaded if Less than 30%</i>	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target <i>Shaded if Less than 30%</i>	Average Days Attended	Average Attendance Rate
Wellness & Healthy Transitions - Conflict Resolution									
McCullum Youth Court	PEACE Program	40	50	125%	1,107	889	80%	9	6%
Oakland Unified School District	OUSD Conflict Resolution	132	211	160%	466	2,283	489%	1	3%
	Average/Total	172	261	152%	1,573	3,187	202%	4	4%
Wellness & Healthy Transitions - Youth Leadership									
AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Program	200	38	19%	3,400	1,560	46%	7	60%
Asian Community Mental Health Services	Asian/Pacific Islander Youth Promoting Advocacy and Leadership	300	192	64%	21,694	13,672	63%	21	40%
Asian Health Services	Taking Charge: API Youth Leaders	40	29	73%	1,998	1,001	50%	12	44%
La Chnica de la Raza	Oakland Middle School Youth Leadership Health Collaborative	60	68	113%	3,840	1,151	30%	14	63%
Loto Taha Pasifika	Healthy Heart Healthy Mind	40	78	195%	9,920	4,672	47%	21	24%
Native American Health Center	Indigenous Youth Voices	160	207	129%	25,898	15,481	60%	10	21%
Youth ALIVE!	Teens On Target Violence Prevention Program	45	33	73%	3,848	1,218	32%	22	50%
	Average/Total	845	645	76%	70,598	38,755	55%	16	43%

POINT OF SERVICE QUALITY

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

The evaluation team conducted site visits to OFCY funded programs between October 2010 and February 2011, and will visit all programs in the evaluation study by the conclusion of the program year. The Oakland After School Programs Office team will complete visits to all programs by the end of the program year. All school-based after school programs will have two site visits in 2010-11, while transitions programs and charter-based after school will have one visit.

Visits were conducted using the Youth Program Quality Assessment (YPQA), a research-based point of service quality observation tool used by out-of-school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality, the developers of the YPQA.

The YPQA includes four domains:

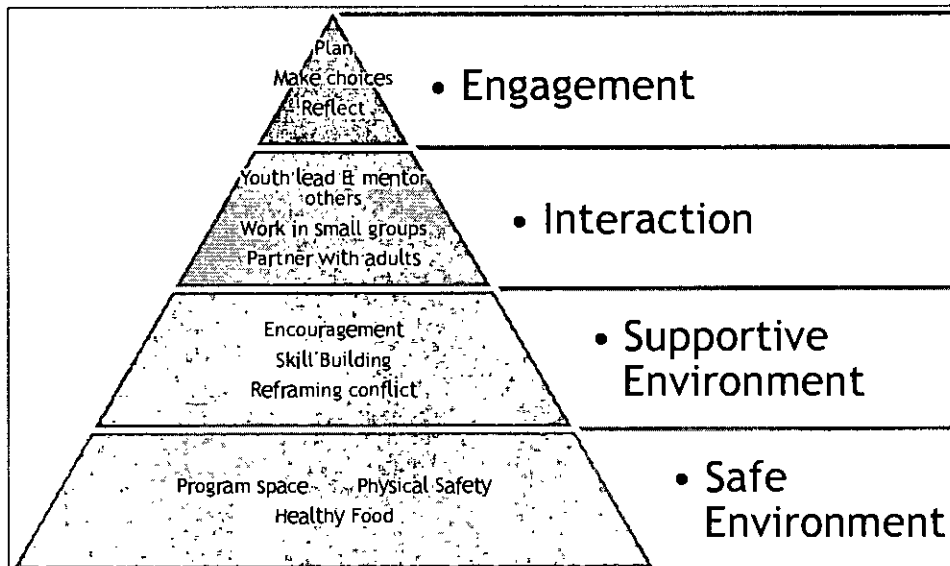
1. **Safe Environment** - Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
2. **Supportive Environment** - Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building,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

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

The figure below characterizes the relationship between the YPQA quality domains. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Interaction and Engagement.

POINT OF SERVICE QUALITY

Figure 4: Youth Program Quality Assessment Domains



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

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

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

Sites that operate during the school year are categorized by three point-of-service quality categories:⁶

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

Programs operating in the summer were categorized based on the prior system:

- Thriving - Total score is 80% or more of the total possible in Safe and Supportive.
- Performing - Total score is 60-80% of the total score possible in Safe and Supportive.
- Emerging - Total score is less than 60% of the total score possible in Safe and Supportive.

⁶ The site categorization method used for 2011-12 is somewhat different than in the 2010-11 program year. More programs are in the Performing category as a result.

POINT OF SERVICE QUALITY

Table 5: Point of Service Quality Ratings by Site

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings				
		Year-End Status 2010-11	Interim Status 2011-12	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Older Youth - Career/Job Success								
Alameda County Medical Center	Model Neighborhood Program	Thriving	Thriving	4.74	4.79	4.93	4.22	5
Biotech Partners	Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	Thriving	Performing	4.07	4.7	4.51	4.25	2.83
Centro Legal de la Raza	Youth Law Academy	Thriving	Performing	3.84	4.9	4.1	3.71	2.67
College Track	College Track Oakland	Thriving	Performing	4.02	4.4	4.19	2.83	4.67
East Side Arts Alliance	ESAA Youth Arts Program	Thriving	Performing	4.33	4.8	4.64	4.54	3.33
First Place for Youth	Steps to Success	Thriving	Thriving	4.58	5	4.89	3.42	5
Next Step Learning Center	Success at Seventeen	Thriving	Performing	3.58	4.67	4.5	2.83	2.33
Pivotal Point Youth Services	Project EEVE Summer Only	Thriving	Performing	3.43	4.67	4.06	2.33	2.67
Youth Employment Partnership	Career Try-Out Summer Only	Thriving	Thriving	4.95	5	4.94	5	4.88
Youth Radio	Pathways to Higher Education and Careers	Thriving	Performing	3.95	4.8	4.31	4	2.67
Average/Total				4.15	4.77	4.51	3.71	3.61

POINT OF SERVICE QUALITY

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings				
		Year-End Status 2010-11	Interim Status 2011-12	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Older Youth - Comprehensive Programming								
Alameda Family Services	DreamCatcher	Thriving	Performing	4.06	4.79	4.54	3.42	3.5
OPR	TOOLS: Transforming Ordinary Obstacles into Life Skills	Thriving	Thriving	4.61	4.68	4.92	3.83	5.00
Dimensions Dance Theater, Inc.	Internships and Apprenticeships Program	Thriving	Thriving	4.61	5	4.92	4.38	4.17
First Place for Youth	First Steps Community Resource Center	Thriving	Performing	4.17	5	5	3.67	3
Refugee Transitions	Refugee and Immigrant Wellness Project	Thriving	Performing	3.02	4	3.47	2.79	1.83
Youth ALIVE!	Caught in the Crossfire Comprehensive Services	Thriving	Performing	4.07	4.70	4.47	4.00	3.11
Average/Total				4.01	4.7	4.55	3.68	3.44

POINT OF SERVICE QUALITY

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings				
		Year-End Status 2010-11	Interim Status 2011-12	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Out-of-School Time - Community-Based After School								
Ala Costa Centers	Enhanced Learning After School Program for Children with Special Needs	Thriving	Performing	4.13	4.87	4.75	3.92	3
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Physical Disabilities	Thriving	Performing	3.99	4.92	4.54	3.83	2.67
OPR	Oakland Discovery Centers	Thriving	Performing	3.36	3.32	4.04	2.92	3.17
Dimensions Dance Theater, Inc.	Rites of Passage	Thriving	Performing	4.47	4.5	4.72	4.5	4.17
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	Thriving	Performing	4.04	4.73	4.61	4	2.83
Museum of Children's Art	Library Education and Art Program	Thriving	Emerging	2.89	4	3.76	2.46	1.33
OBUGS	OBUGS Out of School Time	Thriving	Performing	3.81	4.73	3.71	3.29	3.5
The American Indian Child Resource Center	Nurturing Native Pride	Thriving	Thriving	4.95	5	4.94	5	4.88
The Green Stampede	Homework Club Summer Only	Not Available	Thriving	4.19	4.92	4.43	4.25	3.17
Unity Council	Neighborhood Sports Initiative	Thriving	Performing	4.05	4.72	4.48	3.67	3.33
Average/Total				3.99	4.57	4.40	3.78	3.21

POINT OF SERVICE QUALITY

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings				
		Year-End Status 2010-11	Interim Status 2011-12	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Out-of-School Time - Summer <i>(Interim Status Categories Calculated based on Safe and Supportive Only)</i>								
Aim High for High School	Aim High / Oakland	Thriving	Thriving	4.05	4.87	4.06	3.92	3.33
City of Oakland-Office of Parks and Recreation	Summer Camp Explosion	Thriving	Performing	3.23	4.7	3.09	2.96	2.17
College Track	College Track Summer Program	Thriving	Thriving	4.89	4.73	4.78	5	5
Destiny Arts Center	Camp Destiny	Thriving	Thriving	3.64	5	4.13	3.25	2.17
East Bay Asian Youth Center	San Antonio Summer Learning Initiative	Thriving	Thriving	4.44	5	4.53	4.25	4
East Oakland Youth Development Center	Summer Cultural Enrichment Program	Thriving	Thriving	4.11	5	4.17	3.79	3.5
Family Support Services of the Bay Area	Kinship Summer Youth Program	Thriving	Thriving	3.7	4.8	3.96	3.38	2.67
Girls Incorporated of Alameda County	Concordia Park Summer Program	Thriving	Thriving	3.67	4.8	3.95	3.42	2.5
Girls Incorporated of Alameda County	Eureka! Summer Program	Thriving	Thriving	4.57	5	4.61	4.5	4.17
Leadership Excellence	Oakland Freedom School	Thriving	Thriving	3.49	4.58	3.88	3.67	1.83
Oakland Asian Students Educational Services	OASES Summer Science Series	Thriving	Thriving	4.15	5	4.66	3.96	3
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	Thriving	Thriving	4.24	5	4.28	4.17	3.5
Average/Total				4.02	4.87	4.18	3.86	3.15

POINT OF SERVICE QUALITY

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings				
		Year-End Status 2010-11	Interim Status 2011-12	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Out-of-School Time - Summer <i>(Interim Status Categories Calculated based on Safe and Supportive Only)</i>								
Aim High for High School	Aim High / Oakland	Thriving	Thriving	4.05	4.87	4.06	3.92	3.33
City of Oakland-Office of Parks and Recreation	Summer Camp Explosion	Thriving	Performing	3.23	4.7	3.09	2.96	2.17
College Track	College Track Summer Program	Thriving	Thriving	4.89	4.73	4.78	5	5
Destiny Arts Center	Camp Destiny	Thriving	Thriving	3.64	5	4.13	3.25	2.17
East Bay Asian Youth Center	San Antonio Summer Learning Initiative	Thriving	Thriving	4.44	5	4.53	4.25	4
East Oakland Youth Development Center	Summer Cultural Enrichment Program	Thriving	Thriving	4.11	5	4.17	3.79	3.5
Family Support Services of the Bay Area	Kinship Summer Youth Program	Thriving	Thriving	3.7	4.8	3.96	3.38	2.67
Girls Incorporated of Alameda County	Concordia Park Summer Program	Thriving	Thriving	3.67	4.8	3.95	3.42	2.5
Girls Incorporated of Alameda County	Eureka! Summer Program	Thriving	Thriving	4.57	5	4.61	4.5	4.17
Leadership Excellence	Oakland Freedom School	Thriving	Thriving	3.49	4.58	3.88	3.67	1.83
Oakland Asian Students Educational Services	OASES Summer Science Series	Thriving	Thriving	4.15	5	4.66	3.96	3
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	Thriving	Thriving	4.24	5	4.28	4.17	3.5
Average/Total				4.02	4.87	4.18	3.86	3.15

POINT OF SERVICE QUALITY

Grantee	Program	Overall Point of Service Quality Status		Domain Ratings				
		Year-End Status 2010-11	Interim Status 2011-12	Overall	Safe Environment	Supportive Environment	Interaction	Engagement
Wellness & Healthy Transitions - Conflict Resolution								
McCullum Youth Court	PEACE Program	Thriving	Performing	3.83	4.4	4.43	3.17	3.33
Oakland Unified School District	OUSD Conflict Resolution	Thriving	Performing	4.38	4.44	4.58	4.83	3.67
Average/Total				4.11	4.42	4.51	4	3.5
Wellness & Healthy Transitions - Youth Leadership								
AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Program	Thriving	Performing	4.08	4.37	4.35	3.92	3.67
Asian Community Mental Health Services	Asian/Pacific Islander Youth Promoting Advocacy and Leadership	Thriving	Thriving	4.79	4.84	4.67	4.67	5
Asian Health Services	Taking Charge: API Youth Leaders	Thriving	Performing	4.3	5	4.27	3.58	4.33
La Clinica de la Raza	Oakland Middle School Youth Leadership Health Collaborative	Thriving	Thriving	4.55	4.8	4.74	4	4.67
Loto Taha Pasifika	Healthy Heart Healthy Mind	Thriving	Thriving	4.85	5	4.92	4.67	4.83
Native American Health Center	Indigenous Youth Voices	Thriving	Performing	4.33	3.89	4.84	4.25	4.33
Youth ALIVE!	Teens On Target Violence Prevention Program	Thriving	Thriving	4.66	4.1	4.89	4.83	4.83
Average/Total				4.51	4.57	4.67	4.27	4.52

SITE PROFILES

The Site Profiles on the following pages summarize currently available information about Oakland community based programs. Use the figure below to understand how each Profile is structured.

Figure 5: Sample Site Profile

ALAMEDA COUNTY MEDICAL CENTER
 MODEL NEIGHBORHOOD PROGRAM
 OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

Program Description From funding application to OFCY.

Program Description

The Model Neighborhood Program (MNP) promotes healthy choices and exposes 8th-12th graders to various careers in the health industry by partnering them with health professionals to provide practical experience and community service at Alameda County Medical Center. It includes paid and unpaid internships, team building and seminars on professionalism, time management, goal setting, career ladders and financial management. Students exit with career goals, confidence in accessing job related opportunities, improved health industry career skills and a network of potential future supervisors.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
95%	109%	124%	68%

*By mid-year, programs should be at 35-45% of their annual target.

Program Performance Progress toward OFCY performance targets in 2010-11 and 2011-12

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.79	4.78
Supportive Environment	4.93	4.56
Interaction	3.75	3.87
Engagement	3	3.71

*PQA scores range from 1 to 5.

PQA Ratings Based on evaluation team visit for four program quality domains.

Observer Notes: Program Strengths & Areas for Improvement

Because the program is driven by youth interest, youth are engaged in what they are doing. There is open communication for when youth aren't feeling like they are learning or getting much out of the department they are placed in. Every session, the youth debrief with the Program Director to discuss what they learned in their labs that day. They also fill out a debrief form so they process their learning in two ways. Youth get a professional and career-oriented experience, getting a chance to explore their interests in the medical field.

There could be more of a structured youth mentorship and leadership portion incorporated into the program. The medical professions could also take time to debrief the day with the youth who observed or assisted them in the lab. Youth can make goals of what they'd like to accomplish at the beginning of the program and can track their progress.

Observer Notes Brief summary of program strengths and areas for improvement. Based on site visit only.

The Annual Findings Report, issued in October 2012, will include performance and quality data for the entire program year. These are mid-course results.

SITE PROFILES - EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

CHILDREN'S HOSPITAL & RESEARCH CENTER OAKLAND INTEGRATED DEVELOPMENTAL PLAYGROUPS PROGRAM EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

Program Description

The Integrated Developmental Playgroups Program (IDPP) is a collaborative program that will address the needs of young children and their families living in neighborhoods with high rates of poverty and educational disparities. The IDPP will serve the most vulnerable young children in these neighborhoods; those already showing delays in one or more areas of their development. The IDPP combines the expertise of skilled early childhood developmental and mental health specialists with community based early care and education and peer parents to provide early intervention through play.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
86%	141%	96%	49%

* By mid-year, programs should be at 35-45% of their annual target.

SITE PROFILES - EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

CITY OF OAKLAND - OFFICE OF PARKS AND RECREATION (OPR)
 ARROYO INCLUSIVE PLAYGROUP
 EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

Program Description

T.U.D.A. (Think & Understand, Don't Assume) Inclusion Center will provide early intervention services for children ages 0-5 who are considered at high risk for acquiring life changing developmental disabilities. T.U.D.A. will work with children who have a delay in at least one developmental area. The sessions will require parental involvement with the aim of educating families on how to support their child's developmental needs. T.U.D.A. will create and implement individual service plans focused on specific delays with the goal of helping children achieve developmental milestones.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
72%	100%	97%	29%

* By mid-year, programs should be at 35-45% of their annual target.

SITE PROFILES - EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

OPR SANDBOXES TO EMPOWERMENT EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

Program Description

Sandboxes to Empowerment is a free, thrice weekly, drop-in, play and learn group pilot program established through a collaboration between the Office of Parks and Recreation (OPR); Lotus Bloom Family Resource Center and the Museum of Children's Art (MOCHA). Sandboxes is currently held at three (3) Parks and Recreation centers throughout the city. We offer fun developmental games and activities that prepare children 0-5 to be ready to learn in kindergarten and beyond. We offer snacks and share essential family support materials on topics such as parenting skills, county and city family support services and a community calendar of free and low-cost family events and activities.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
111%	23%	183%	17%

* By mid-year, programs should be at 35-45% of their annual target.

SITE PROFILES - EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

EAST BAY AGENCY FOR CHILDREN PARENT CHILD EDUCATION SUPPORT PROGRAM EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

Program Description

Hawthorne Family Resource Center (HFRC)s Parent-Child Education Support Program (PCESP) offers an integrated approach to culturally appropriate child literacy & enrichment activities, while providing families with support, parenting skills, & confidence so that they are successful in school. PCESP provides an infant/toddler & preschool track in: child development, parenting classes, support groups, summer program, family literacy & community playgroups. PCESP is Fruitvale's only comprehensive, bilingual parent education program that focuses on the parent-child bond & family school readiness.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
111%	73%	201%	113%

* By mid-year, programs should be at 35-45% of their annual target.

SITE PROFILES - EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

JUMPSTART FOR YOUNG CHILDREN JUMPSTART OAKLAND EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

Program Description

Jumpstart Oakland is a 3-year initiative that will prepare low-income children to enter kindergarten ready to succeed, and increase family involvement in their children's early learning and growth. Volunteers from St. Mary's College and UC Berkeley will be trained to serve children via our existing early literacy program in West Oakland and San Antonio-Fruitvale preschools. Community members will be engaged to implement and participate in programs and activities that will reach hundreds of additional children and their families in Oakland's highest-need neighborhoods.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
98%	92%	98%	28%

* By mid-year, programs should be at 35-45% of their annual target.

SITE PROFILES - EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

LAWRENCE HALL OF SCIENCE PRESCHOOL SCIENTISTS OF OAKLAND EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

Program Description

Lawrence Hall of Science (LHS) will provide family/child science enrichment classes for preschoolers in collaboration with Lotus Bloom Family Resource Center. Classes will be conducted, and at three Oakland Parks and Rec. Centers where Lotus Bloom operates playgroups. Caregivers and children will participate together in fun, age-appropriate science activities. Families will receive books and materials to extend the learning at home, and will visit LHS on a fieldtrip. Lotus Bloom staff will receive training and materials to help them integrate more science into their program.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
200%	182%	142%	49%

* By mid-year, programs should be at 35-45% of their annual target.

SITE PROFILES - EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

LOTUS BLOOM CHILD & FAMILY CENTER MULTICULTURAL PLAYGROUPS EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

Program Description

Lotus Bloom's multicultural playgroups introduces socialization skills, social emotional development and help children acquire school readiness concepts such as colors, numbers, the alphabet, and body parts, etc. through shared group activities, including reading, singing, playing instruments, and dancing. We use interactive materials to promote a love of learning that starts with the child and parent dyad. The parents feel connected to their children, knowing that they are preparing them for future school settings and children feel cared for, and receive the crucial building blocks for school.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
395%	255%	100%	44%

* By mid-year, programs should be at 35-45% of their annual target.

SITE PROFILES - EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

SAFE PASSAGES

SAFE PASSAGES BABY LEARNING COMMUNITIES EARLY CHILDHOOD - COMMUNITY PLAYGROUPS

Program Description

The Baby Learning Communities Collaborative Program will provide services to families, (including low-income, immigrant, families exposed to violence, & families with children and parents with disabilities & delays) with young children (particularly those 12 months or younger) living in the Havenscourt and Madison school communities. Year-round community playgroups, outreach, parent education, case management and training will be provided to increase family involvement, identification of developmental delays & disabilities, & access to related services. Playgroups & parent education classes will be provided at the Family Resource Centers located on each campus.

Program Performance

Unduplicated Ybirth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
287%	272%	300%	104%

* By mid-year, programs should be at 35-45% of their annual target.

SITE PROFILES - EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

EAST BAY AGENCY FOR CHILDREN EARLY CHILDHOOD MENTAL HEALTH & DEVELOPMENTAL CONSULTATION EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

Program Description

EBAC Mental Health Consultants (MHC) will support OUSD Early Childhood Education Centers to enhance social emotional development & preacademic success of preschool students. Services include weekly onsite relationship-based consultations. MHCs observe children & classroom, assess developmental levels, implement new approaches, develop behavior plans. They provide workshops, child & family therapy, psychoeducation, parenting support & community resources.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
72%	115%	112%	36%

* By mid-year, programs should be at 35-45% of their annual target.

SITE PROFILES - EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

FAMILY PATHS THE EARLY CHILDHOOD MENTAL HEALTH COLLABORATIVE EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

Program Description

The Oakland Early Childhood Mental Health Collaborative consists of three non-profit mental health organizations whose collaborative efforts began in 2003. We will provide preschool site-based Mental Health Consultation and Developmental Consultation for racially and ethnically diverse children 0-5 with special needs. Family Paths, Through the Looking Glass and Jewish Children and Family Services will serve children with significant developmental delays or behavioral problems, parents, teachers and peers at 8 Head Start sites, 2 OUSD CDCs, and 3 Head Start Family Childcares in Oakland.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
6%	101%	96%	101%

* By mid-year, programs should be at 35-45% of their annual target.

SITE PROFILES - EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

JEWISH FAMILY & CHILDREN'S SERVICES OF THE EAST BAY INTEGRATED EARLY CHILDHOOD CONSULTATION PROGRAM EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

Program Description

The Integrated Early Childhood Consultation Program (IECCP) is a collaborative project between Jewish Family Children's Services of the East Bay, Children's Hospital & Research Center Oakland, and Oakland Unified School District Early Childhood Education to offer innovative integrated mental health consultation and child developmental services in OUSD Child Development Centers and Unity Council Head Start sites, serving children, teachers, and parents.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
123%	182%	155%	62%

* By mid-year, programs should be at 35-45% of their annual target.

SITE PROFILES - EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

LINCOLN CHILD CENTER EARLY CHILDHOOD MENTAL HEALTH CONSULTATION EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

Program Description

Lincoln Child Center (LCC) proposes to offer mental health consultation services for staff, families and students ages 3 to 5 at the Santa Fe, Highland, Laurel and Yuk Yau Annex CDCs. Two consultants will offer 5 hours/week per classroom for observations, trainings, and follow-up. Using a collaborative model, LCC will insure that each sites needs are met with the overall goal that providers improve strategies to support children's positive behavior and emotional health and that families understand their child's developmental needs.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
56%	51%	466%	80%

* By mid-year, programs should be at 35-45% of their annual target.

SITE PROFILES - EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

THE LINK TO CHILDREN EARLY CHILDHOOD MENTAL HEALTH CONSULTATION EARLY CHILDHOOD - MENTAL HEALTH CONSULTATION

Program Description

One licensed mental health consultant and two mental health consultant interns will provide mental health and developmental consultation for children 0-5 years of age, their families and teachers at three OUSD CDCs: Piedmont Avenue, Fruitvale and Hintil Kuu Ca, and two private CDCs: Saint Vincent's Day Home and YMCA 21st Street. S/he will provide screening and assessment and will focus on age appropriate social and emotional responses/activities/resources for young children that will keep them enrolled and support their learning in readiness for kindergarten.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
89%	72%	165%	66%

* By mid-year, programs should be at 35-45% of their annual target.

SITE PROFILES - OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

ALAMEDA COUNTY MEDICAL CENTER MODEL NEIGHBORHOOD PROGRAM OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

Program Description

The Model Neighborhood Program (MNP) promotes healthy choices and exposes 8th-12th graders to various careers in the health industry by partnering them with health professionals to provide practical experience and community service at Alameda County Medical Center. It includes paid and unpaid internships, team building and seminars on professionalism, time management, goal setting, career ladders and financial management. Students exit with career goals, confidence in accessing job related opportunities, improved health industry career skills and a network of potential future supervisors.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
95%	90%	124%	67%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.79	4.77
Supportive Environment	4.93	4.51
Interaction	4.22	3.71
Engagement	5	3.61

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Because the program is driven by youth interest, youth are engaged in what they are doing. There is open communication for when youth aren't feeling like they are learning or getting much out of the department they are placed in. Every session, the youth debrief with the Program Director to discuss what they learned in their labs that day. They also fill out a debrief form so they process their learning in two ways. Youth get a professional and career-oriented experience, getting a chance to explore their interests in the medical field.

There could be more of a structured youth mentorship and leadership portion incorporated into the program. The medical professions could also take time to debrief the day with the youth who observed or assisted with them in the lab. Youth can make goals of what they'd like to accomplish at the beginning of the program so they can track their progress.

SITE PROFILES - OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

BIOTECH PARTNERS

BIOTECH ACADEMY AT OAKLAND TECH AND BIOSCIENCE CAREER INSTITUTE COMMUNITY COLLEGE PROGRAM OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

Program Description

Biotech Partners will serve Oakland youth, age 15-20, with academic & vocational bioscience training at Oakland Tech & w/in Peralta Community College District targeting minority, low-income & female youth, many with academic challenges. The 11th-12th grade Biotech Academy includes 4 semester long, hands-on biotech classes, free tutoring & job-search/life skills workshops. Students gain employment skills during a mentored 8-week paid summer science internship. The Bioscience Career Institute at Peralta extends the academic training and paid professional experience, resulting in job placement

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
100%	113%	64%	137%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.7	4.77
Supportive Environment	4.51	4.51
Interaction	4.25	3.71
Engagement	2.83	3.61

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Youth have regular opportunities to improve their skills through guided practice, and staff members regularly ask open-ended questions of participants. Youth demonstrate a strong sense of ownership in the program and are engaged in the program activities.

Staff members sometimes provided incomplete or vague directions to youth, or did not fully explain why particular processes (e.g. depressing the pipette plunger before extracting liquid) was important. The program space was quite crowded in two of the three observed activities.

SITE PROFILES - OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

CENTRO LEGAL DE LA RAZA YOUTH LAW ACADEMY OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

Program Description

The Youth Law Academy provides career exploration, college readiness and leadership development for Oakland youth who are low-income, minority, immigrant or first-generation college bound. Through career exploration in the law, academic support, college preparation, scholarships, mentoring, a mock trial, and outreach to their peers, youth succeed in high school, transition to college, and develop leadership skills to work for social justice. YLA provides services year-round (with higher intensity during the school year).

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
107%	88%	97%	30%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.9	4.77
Supportive Environment	4.1	4.51
Interaction	3.71	3.71
Engagement	2.67	3.61

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Youth Law Academy has created a very safe and supportive environment for youth to learn in. The youth displayed familiarity with each other and good engagement with the materials.

Youth do not appear to have much choice in what they study, and I would recommend that they be allowed to, through a process of collective decision making, choose at least one lesson topic for the semester.

SITE PROFILES - OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

COLLEGE TRACK COLLEGE TRACK OAKLAND OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

Program Description

College Track Oakland is an after-school, college preparatory program working to increase high school graduation, college eligibility and enrollment, and college completion rates among low-income, under-resourced high school students. We aim to interrupt cycles of low achievement and help transform Oakland into a place where college readiness and college graduation are the norms. College Track does this by improving student achievement through the delivery of high quality, comprehensive services and strategic partnerships with schools and other community based organizations.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
68%	99%	92%	59%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.4	4.77
Supportive Environment	4.19	4.51
Interaction	2.83	3.71
Engagement	4.67	3.61

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

It is very apparent that the students enjoy this program and appreciate the ample support from the staff members and even other youth participants. Students were actively engaged throughout the entire 70 minute workshops. Encouraging environment fostered positive interactions among youth.

There could be more opportunities for youth to lead day-to-day activities within the workshops. In the advisory course observed, there were no opportunities for youth to work in structured, small groups. While youth have opportunities to plan their individual processes for applying to scholarships/colleges, youth have no input in planning day-to-day activities (like which icebreaker to play, or which guest speaker they would want to come in).

SITE PROFILES - OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

EAST SIDE ARTS ALLIANCE ESAA YOUTH ARTS PROGRAM OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

Program Description

The ESAA Youth Arts Programs include free art workshops for youth, public art projects, festivals, performances, townhall meetings, forums, and exhibitions. Our programs employ a cultural empowerment model that is centered in social justice. We incorporate entrepreneurial and career building elements to provide youth the necessary creative skills to develop self-confidence and motivation to explore greater possibilities in employment and life-shaping goals. We are committed in regenerating local cultural workers building grassroots leadership from the community.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
165%	161%	100%	29%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.8	4.77
Supportive Environment	4.64	4.51
Interaction	4.54	3.71
Engagement	3.33	3.61

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

ESAA provides a physically and emotionally safe program environment, with moveable furniture for all program offerings. Youth are greeted by first name, atmosphere is welcoming to youth and program session is designed and presented for youth, with instructors reiterating instructions as necessary. All youth are actively engaged in program activities and are supported in building new skills. Staff is almost always actively involved with youth, between recording their songs and helping youth with face drawing activities, including engaging in the activity themselves. Youth appear to feel a sense of belonging, particularly in the Beats program. Youth engage in individual, small group and full group work, and youth who are longtime attendees participate as assistants to instructors. Youth have opportunities to plan projects - drawing students plan their self-portrait, Beats group plans and composes their own songs.

In the drawing course, youth have free time if they finish the activity, but the course is highly structured with little youth input in curriculum development. Youth's content choices are limited to two to three options pre-selected by staff in the Beats program. Youth are not provided structured times to reflect on program activities.

SITE PROFILES - OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

FIRST PLACE FOR YOUTH STEPS TO SUCCESS OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

Program Description

The Steps to Success Program provides academic and career preparation services to high-risk youth transitioning from foster care to independent adulthood. Youth receive valuable job search and training skills so that they can better compete in the local job market, along with critical support in completing their high school diploma, GED certificate and enrolling in post-secondary education. By continuing to set high standards for youth, the Steps to Success Program supports youth in developing a plan to achieve the building blocks necessary to ultimately live successful, independent lives.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
178%	99%	145%	63%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.77
Supportive Environment	4.89	4.51
Interaction	3.42	3.71
Engagement	5	3.61

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The interactions between staff and youth during 'action plan' check-in's are extremely positive and supportive. Youth are supported by the dedicated staff as they plan a variety of routes to their success. Staff provide extensive constructive feedback while allowing for youth to really determine their own plans through a variety of supportive services. Youth have extensive opportunities for making plans based on their interests, making process choices, and generally guiding their own short-term and long-term activities with staff support.

As possible, implementing more strategies so that all youth have opportunities to mentor other youth.

SITE PROFILES - OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

NEXT STEP LEARNING CENTER SUCCESS AT SEVENTEEN OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

Program Description

Success at Seventeen will focus on the specific needs of Oakland youth between the ages of 17 and 20 with the following goals: - to provide an effective way for youth who have failed in high school to achieve their GED -to build self-esteem and a sense of purpose -to assist youth to develop qualities that will increase their access to jobs and/or further education, including responsibility, focus, and respect for others -to provide a strong support system, including daily telephone calls and one-one-one tutoring -to make a college education accessible to low-income Oakland youth

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
142%	87%	79%	42%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.67	4.77
Supportive Environment	4.5	4.51
Interaction	2.83	3.71
Engagement	2.33	3.61

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The Next Step learning center provides an emotionally and physically safe program in a welcoming and calm environment. Engaged staff and volunteers provide significant guided support for youth to build reading comprehension and GED skills. The College Transitions activity offered a structured opportunity for participants to reflect on abstract concepts and apply them concretely to their own lives.

While staff reported some opportunities for the College Transitions students to mentor others or lead activities, students in the tutoring small groups may benefit from being able to lead a session of their peers, allowing them to make choices about and be in control of activities. The program may also consider incorporating small, daily opportunities for reflection in each activity.

SITE PROFILES - OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

PIVOTAL POINT YOUTH SERVICES PROJECT EEVE OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

Program Description

Pivotal Point Youth Services is proposing to provide education and career assessments, education referrals, employment training, paid internships, vocational skills development, and entrepreneurship training to at-risk youth ages 15-20 residing in the City of Oakland. The services will be enhanced with a variety of other comprehensive supportive services to help alleviate barriers to employment. The services are designed to increase the youths employment, vocational and entrepreneurial skills to prepare them for careers with life-long growth potential and future self-sufficiency.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
45%	46%	44%	115%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.67	4.77
Supportive Environment	4.06	4.51
Interaction	2.33	3.71
Engagement	2.67	3.61

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The program has dedicated staff who understand the population of West Oakland the needs of the youth in that community. The Program Coordinator and facilitators all know students by names, and have a long-standing history in the community (having seen siblings of current students cycle through the program). Youth are also surveyed throughout the entire course of the program- from the beginning of employment to the mid-point of their employment until the end of employment- with questions about their experiences and feedback as an ongoing tool of improvement for the program. Finally, the program is safe and supportive and the staff are constantly interacting with students. Youth and staff alike create a warm, positive atmosphere.

Students who have experience in resume writing or have held 1 or 2 jobs could be used more as mentors or leaders, drawing from their experience or showcasing their experience as a concrete way for youth new to the workforce to hear from their peers. While the curriculum that is in place is solid and used for many years, students could also plan a section of the workshop so that they have a voice in the program as well. Finally, youth could have more opportunities to present to the entire classroom while also celebrating accomplishments and successes in a structured way moving forward.

SITE PROFILES - OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

YOUTH EMPLOYMENT PARTNERSHIP CAREER TRY-OUT OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

Program Description

Career Try-Out will provide Oakland youth ages 15-17 (as well as 14 year-old rising 9th graders, with OFCY approval) who have never worked before with their first summer job. Youth will complete workshops on job skills, including job search techniques, interviewing, resume preparation, and job survival prior to employment. Each teen will be assigned a counselor, will select from a menu of worksite options, and will complete 120 hours of subsidized employment along with weekly job skills workshops. Supervisors complete 2 evaluations of youth, and youth evaluate jobsites at summer's end.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
111%	112%	122%	158%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.77
Supportive Environment	4.94	4.51
Interaction	5	3.71
Engagement	4.88	3.61

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The program boasts a huge program space appropriate for the various activities they provide- from construction-related spaces to classrooms. The staff built into place open ended questions throughout, while also providing opportunities to practice what they learned into a presentation, while also providing a way for youth to get to know each other (i.e., peer interviews about career goals presented to class).

Though the topic of the workshop was known, a clear agenda written on the board with objectives could guide youth with what they were going to come away with during the session. In addition, more dynamic activities could increase youth engagement vs. spending the majority of time reading aloud from packets. Youth could have more choice and voice within the curriculum to make learning relatable to what they are learning on the job.

SITE PROFILES - OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

YOUTH RADIO PATHWAYS TO HIGHER EDUCATION AND CAREERS OLDER YOUTH - ACADEMIC AND CAREER SUCCESS

Program Description

To meet the needs of Oakland's young people, Youth Radio offers a youth development program that integrates educational support, college preparation and career exploration. Youth Radios program includes intensive hands-on training in media production; individualized academic support and college preparation assistance; and workplace-based training such as internships and externships. This approach has led to extraordinary results: 98% of Youth Radios students successfully graduate from high school. In 2008, 100% of Youth Radios graduating seniors were accepted to 2- or 4-year colleges.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
206%	115%	91%	39%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.8	4.77
Supportive Environment	4.31	4.51
Interaction	4	3.71
Engagement	2.67	3.61

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Youth Radio has taken the learnings from last year's evaluation straight to program reform. They have actively worked to involve youth in more leadership positions, and to engage them in program development. The youth in the program are engaged and genuinely enjoyed the activities I observed.

In the activities observed, the youth were only in two types of groupings, hence they scored low on this interaction measure. In addition youth did not have a time to reflect deeply on their learnings. Youth Radio might consider including a time for youth to reflect on the day's activities in pairs or small groups.

SITE PROFILES - OLDER YOUTH - COMPREHENSIVE PROGRAMMING

ALAMEDA FAMILY SERVICES DREAMCATCHER OLDER YOUTH - COMPREHENSIVE PROGRAMMING

Program Description

DreamCatcher will target runaway, throwaway and homeless older youth to allow them to successfully transition to adulthood. An array of supportive services include a safe place where caring adults, academic and career support and recreation can be provided. Comprehensive programming will include academic tutoring, goal setting and counseling, sports/recreation, life skills training, case management, leadership training, peer led training and workshops, resume development, college application assistance, peer support, assistance with housing and a safe space to congregate.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
67%	68%	95%	46%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.79	4.70
Supportive Environment	4.54	4.55
Interaction	3.42	3.68
Engagement	3.5	3.44

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Psychological and emotional safety is promoted and the physical environment is safe and accommodating to program activities. Appropriate emergency procedures and supplies are present and locatable within the program space. Staff provides a welcoming atmosphere and program environment supports youth activities as well as a space where homeless youth appear comfortable in.

While half of the youth who participated exhibited a sense of belonging, there were no observed opportunities for youth to develop a sense of belonging (staff report that these opportunities occur on an individual basis). Group work was either individual work or the whole group. Select standout youth are selected to be trained as peer leaders, though the opportunity is not offered to other youth. No observed, discrete opportunities for youth to set goals and makes plans, and activities offered do not always reflect youth's preferences, but curriculum that staff feels is relevant to youth.

SITE PROFILES - OLDER YOUTH - COMPREHENSIVE PROGRAMMING

CITY OF OAKLAND, OFFICE OF PARKS AND RECREATION TOOLS: TRANSFORMING ORDINARY OBSTACLES INTO LIFE SKILLS OLDER YOUTH - COMPREHENSIVE PROGRAMMING

Program Description

In response to the cycles of community and family violence, poverty, and lack of education, the Office of Parks & Recreation has developed a comprehensive arts, culture, and life skills program to assist young people to transition healthfully into adulthood. Through TOOLS, OPR and partners will provide dance, theater, communications, and self-esteem building to help young people move through the trauma they have experienced so they may further access life skills. These skills include healthy cooking and nutrition, financial management, and developing a vision for their careers and life.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
109%	76%	34%	96%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.68	4.70
Supportive Environment	4.92	4.55
Interaction	3.83	3.68
Engagement	5	3.44

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Structures of the class relies on an effective balance off concrete and abstract concepts. Staff frequently uses relative analogies to explain context and broader implications. Mutual respect for staff and youth is very evident. There is a strong sense of belonging among all indicated by frequent usage of words like "we", "us", "ours". Environment encourages and harbors inclusive interactions and relationships among all youth. Youth have several opportunities to engage in group-processes/decision-making.

Usage of small, structured groups was not observed. Although youth have informal opportunities to mentor each other, incorporating meaningful, structured opportunities to mentor would bump this score to a 5. Perhaps an idea would be to pair up students who feel confident with their lyrical writing with those who need some guidance when they start constructing/critiquing their verses.

SITE PROFILES - OLDER YOUTH - COMPREHENSIVE PROGRAMMING

DIMENSIONS DANCE THEATER, INC. INTERNSHIPS AND APPRENTICESHIPS PROGRAM OLDER YOUTH - COMPREHENSIVE PROGRAMMING

Program Description

The Inter and Apprentice Program was launched in 2003 with funding from OFCY and other grant makers in order to provide opportunities for the interested, older, highly motivated advanced students that are seeking arts careers. These students will work alongside DDT's senior/professional instructors, teaching and mentoring younger students, demonstrating technique, rehearsing repertory, problem solving in the studio, performing in the community; furthermore, to give direct coaching and training, that will support and prepare students for careers in dance and related fields.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
100%	100%	70%	45%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.70
Supportive Environment	4.92	4.55
Interaction	4.38	3.68
Engagement	4.17	3.44

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Members of the ROP dance troupe have ongoing opportunities to improve their practice with support from staff and peers, and to reflect on their progress. The dancers are able to demonstrate leadership by leading warm up routines and by choreographing elements of their spring performance. The adult staff provides clear feedback to dancers about their performance and offers specific suggestions for improvement.

The program will further improve by assuring that leadership roles are distributed among all dancers equally and by using multiple means to form groups.

SITE PROFILES - OLDER YOUTH - COMPREHENSIVE PROGRAMMING

FIRST PLACE FOR YOUTH FIRST STEPS COMMUNITY RESOURCE CENTER OLDER YOUTH - COMPREHENSIVE PROGRAMMING

Program Description

The First Steps Community Resource Center is a warm and welcoming youth center in downtown Oakland that serves as a critical information and referral service to foster and homeless youth. Each year, more than youth (ages 16-20) obtain housing search assistance, emancipation planning training, education and employment information, and emergency food and utility assistance. Youth use computers, participate in community building and service events, and socialize with other youth who are preparing to transition from foster care.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
247%	180%	213%	82%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.70
Supportive Environment	5	4.55
Interaction	3.67	3.68
Engagement	3	3.44

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The resource Center is welcoming, well appointed, and thoughtfully laid out. There is a secure entrance, and the desk staff was observed to be both knowledgeable of available resources and center processes, and familiar with many of the youth who entered. In addition I observed many friendly and supportive interactions between staff and youth.

They are beginning a process of engaging youth in directing center activities and I would encourage this to be continued and supported. Through this process more activities that would draw more youth to the center could be developed.

SITE PROFILES - OLDER YOUTH - COMPREHENSIVE PROGRAMMING

REFUGEE TRANSITIONS REFUGEE AND IMMIGRANT WELLNESS PROJECT OLDER YOUTH - COMPREHENSIVE PROGRAMMING

Program Description

Refugee Transitions will continue its successful partnership with Oakland International High School (OIHS), Soccer Without Borders and California Youth Outreach to support low-income refugee and immigrant youth at OIHS. The program will include ESL tutoring, mentoring, leadership training, conflict resolution, case management & recreational activities. In safe environments, youth will improve their English and academic skills; gain confidence; develop healthy relationships with caring adults; explore their interests; learn the values of exercise, effective communication and teamwork.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
147%	140%	148%	41%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4	4.70
Supportive Environment	3.47	4.55
Interaction	2.79	3.68
Engagement	1.83	3.44

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Refugee Transitions provides a physically and emotionally safe program environment with plenty of space to accommodate their Homework Club Activity. Staff is friendly with youth and quick to help and explain concepts to youth. Youth have opportunities to work with other youth on homework assignments, and share control with adults on projects where youth need help. Youth have the opportunity to make choices about what work needs to be done during homework club.

When resolving conflict, staff does not interfere but asks youth to step outside and sort out the conflict. Youth are not engaged with program, with over half of youth leaving after attendance is taken. As it is a homework club program, staff does not interact with youth unless the youth has a question about an assignment. Because the structure of the program was loose, there were few opportunities for youth's active engagement, and many youth sat talking with other youth without working on classwork. Almost all youth left before the last ten minutes of the program offering.

SITE PROFILES - OLDER YOUTH - COMPREHENSIVE PROGRAMMING

YOUTH ALIVE!

CAUGHT IN THE CROSSFIRE COMPREHENSIVE SERVICES OLDER YOUTH - COMPREHENSIVE PROGRAMMING

Program Description

Over the project period, Youth ALIVE! will accept referrals for, reach out to, and provide comprehensive violence prevention case management services for older youth, ages 15 to 20, who live in the part of East Oakland that is served by Castlemont Community of Small Schools and have one or more of the risk factors associated with violence, e.g. chronic truancy, involvement with gangs, and victim or perpetrator of violence. Castlemont Community of Small Schools and the Castlemont Health Center operated by Children's Hospital & Research Center Oakland will refer youth to Caught in the Crossfire services.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service ¹ For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
52%	50%	76%	94%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.7	4.70
Supportive Environment	4.47	4.55
Interaction	4	3.68
Engagement	3.11	3.44

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The overall emotional climate of the program was predominantly positive and supportive. The staff member spoke in a calm and caring tone of voice whether she was redirecting a student, inquiring about their health or reviewing goals setting for the first time. Students have frequent opportunities to reflect on their progress and to redefine short and long term goals. The program incorporates open ended questions leading to rich dialogue between staff and student.

Due to the confidential nature and structure of this program (staff student ratio is 1:1), several items in this evaluation scored a "1" or "x". These items were either not observable or not applicable. (items noted in areas II, III and IV in particular).

SITE PROFILES - OUT-OF-SCHOOL - COMMUNITY BASED

ALA COSTA CENTERS ENHANCED LEARNING AFTER SCHOOL PROGRAM FOR CHILDREN WITH SPECIAL NEEDS OUT-OF-SCHOOL - COMMUNITY BASED

Program Description

Ala Costa Centers empowers children and young adults with developmental disabilities to find, use and strengthen their unique skills and talents, and to support their families. The after school program offers students ages 5-22 with special needs, along with their family members, academic support, enrichment activities, and help developing the skills and self-esteem this underserved population needs for success in life. Services are offered from 2-6pm after school and all day during holidays and summer vacation. Centers are located in Oakland and Berkeley.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
119%	108%	87%	51%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.87	4.57
Supportive Environment	4.75	4.40
Interaction	3.92	3.78
Engagement	3	3.21

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The program had an overall positive, encouraging and respectful climate. Staff were consistently interacting with the youth in the program and made use of frequent open-ended questions to help guide youth's understanding. The program structure incorporated goals (called "Mantras"), created by the youth and reinforced by staff either as positive encouragement when they accomplished something or when there was a challenge and needed a reminder of their self-created goal. There was also an element of youth choice during Costa Club where youth could decide how they wanted to spend their last hour of program. During this time there was also Cafe Costa, run by a group of three youth who were developing leadership skills by prepping snacks, taking orders and selling the goods to other youth. Youth were encouraged to actively participate in activities either by helping role play examples of situations of street safety during Full Power or by helping lead the Nutrition Game. Staff and youth helped to keep the program space clean and encouraged constant awareness of clean hygiene. Staff used visual aids to help explain the day's structure (posted on the day's agenda) or how an activity worked.

There could be more of a leadership path developed for all youth instead of just some, as well as an element in of peer mentoring. Reflection on the day's activities happen at the end of the day, instead of at the end of each activity. There were no identifiable strategies for planning in youth activities and youth mostly followed a routine that was in place (i.e. procedures for running Cafe Costa).

SITE PROFILES - OUT-OF-SCHOOL - COMMUNITY BASED

BAY AREA OUTREACH & RECREATION PROGRAM SPORTS & RECREATION FOR YOUTH WITH PHYSICAL DISABILITIES OUT-OF-SCHOOL - COMMUNITY BASED

Program Description

Bay Area Outreach & Recreation Program (BORP) will provide after school and weekend sports and recreation programming for Oakland youth with disabilities ages 5-20 and family members. Key activities include wheelchair basketball and power soccer at James Kenney gym, adaptive cycling at Aquatic Park, tournaments and outdoor adventures. Transportation, family engagement, transition support and outreach are included components. Youth will increase physical activity and fitness, connect with a community of peers and caring adults, improve communication and social skills, develop self-confidence and sense of accomplishment.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
113%	44%	94%	53%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.57
Supportive Environment	4.54	4.40
Interaction	3.83	3.78
Engagement	2.67	3.21

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The BORP basketball players identify strongly with the program and demonstrate warm, supportive relationships with one another. Youth have opportunities to lead parts of the session, such as stretches or drills. The structure of the practice allows for youth to build skills with support and guidance from staff; youth are encouraged to try their best, even in the face of challenges or imperfect performance.

Staff members sometimes provided incomplete or vague directions to youth, or did not explain expectations clearly. While adults were very supportive of youth throughout the session, they rarely provided specific feedback to players about how they might improve their performance.

SITE PROFILES - OUT-OF-SCHOOL - COMMUNITY BASED

CITY OF OAKLAND- OFFICE OF PARKS AND RECREATION OAKLAND DISCOVERY CENTERS OUT-OF-SCHOOL - COMMUNITY BASED

Program Description

The Oakland Discovery Centers are a community based after school program with experiential learning, enrichment, fitness, & peer support activities within a youth development framework. Offering applied science, math, tutoring, woodworking, gardening, art, video, mentoring & more to low-income youth (ages 6-14) in the Oakland flatlands, Mon.Sat. 3 -7pm. We facilitate the positive growth of low-income youth by providing an informal, safe & fun learning environment, where self-confidence is built by developing skills & critical thinking abilities, producing responsible community members.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
307%	120%	115%	56%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	3.32	4.57
Supportive Environment	4.04	4.40
Interaction	2.92	3.78
Engagement	3.17	3.21

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Discovery center allows youth to design and create a wide variety of projects. In addition to repertoire of structured art projects youth have the opportunity to develop their own creative projects. As one youth stated they will get you any materials you want, you can make anything here". Staff do an excellent job at assisting youth to gain basic art and craft skills.

The entrance to the center is not closely monitored, and youth from the program enter and leave the building freely, and at one point some non program youth had to be asked to leave the building. Additionally some youth were disengaged, being unable to figure out a project to complete on their own.

SITE PROFILES - OUT-OF-SCHOOL - COMMUNITY BASED

DIMENSIONS DANCE THEATER, INC. RITES OF PASSAGE OUT-OF-SCHOOL - COMMUNITY BASED

Program Description

Rites of Passage (ROP) was created in 1993 in response to the critical gaps in arts programming for youth ages 8-20 in Oakland. ROP provides youth with a safe haven after school, and offers high quality arts programs that help them express themselves, build confidence, strengthen self-esteem, and interact with other young people in healthy ways. Through cultural and social activities that nurture the achievement of personal goals and academic success, programs such as ROP play a critical role in connecting young people with all that is possible in their lives.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
142%	122%	98%	40%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.5	4.57
Supportive Environment	4.72	4.40
Interaction	4.5	3.78
Engagement	4.17	3.21

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Youth and staff members both provide immediate feedback to each other throughout the entire session. Staff and other youth who had obviously taken other courses prior to this class were very willing to assist those who were new or needed help--strong mentorship. Several opportunities to perform in front of the entire group.

While there were several opportunities for youth to lead a group (when teaching, reviewing steps) only some youth were given the opportunity. Youth have no input in determining what dance they will be doing, and limited input on what steps to include in the predetermined dance.

SITE PROFILES - OUT-OF-SCHOOL - COMMUNITY BASED

EAST OAKLAND BOXING ASSOCIATION SMARTMOVES EDUCATION AND ENRICHMENT PROGRAM OUT-OF-SCHOOL - COMMUNITY BASED

Program Description

The East Oakland Boxing Association (EOBA)/ SmartMoves Education and Enrichment Program is an after-school, weekend, and summer program that provides free comprehensive services for youth. EOBA/ SmartMoves is applying for funds under the OFCY category Out of School Time Community Based Program to provide hands-on experiential learning and enrichment activities for youth ages 5-13 with additional services for older youth ages 14-20. Programs include tutoring, mentoring, art, theater, gardening, health and nutrition, computers, internships/career readiness, physical education, and field trips.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
85%	61%	211%	63%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.73	4.57
Supportive Environment	4.61	4.40
Interaction	4	3.78
Engagement	2.83	3.21

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The program had an overall position and engaging climate. Staff, interns and youth treated each other with respect and had an easy, friendly rapport with each other. Activities were engaging and interactive and mostly led by youth interest and choice. There was a strong identification with the program among interns and youth in the program. The program is structured so that youth get to choose which activities they go to (except for Gym and Homework Time which are mandatory) and within the activities, youth can choose their tasks. There is a strong element of mentoring between interns to youth and youth to youth, due to the mixed aged nature of the program.

There were no emergency procedures posted anywhere on site. The Program Director was new and was aware of this, and looking to implement safety procedures. There is no structured time in the program for youth and interns to get to know one another or for debriefing their activities or what they learned (aside from interns who sometimes share out in meetings). Staff could use more open-ended questions to help guide youth's learning and understanding. Lessons were mostly based on concrete experience but could use more tie in to abstract concepts to help make activities more intentional (i.e. talking about cooking concepts during cooking instead of just cooking). There is no built in structure of performances or presentations on what youth do in the program aside from the occasional fundraising event.

SITE PROFILES - OUT-OF-SCHOOL - COMMUNITY BASED

MUSEUM OF CHILDREN'S ART LIBRARY EDUCATION AND ART PROGRAM OUT-OF-SCHOOL - COMMUNITY BASED

Program Description

The Museum of Children's Art's (MOCHA) Library Education and Art Program (LEAP) will provide arts-based after school programming at four Oakland Public Library branches. Weekly workshops will employ a range of art and literacy activities that will build children's academic, social and communication skills; increase their sense of accomplishment and community engagement; develop cultural awareness; and expose them to career and mentorship opportunities.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
475%	143%	105%	34%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is emerging. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4	4.57
Supportive Environment	3.76	4.40
Interaction	2.46	3.78
Engagement	1.33	3.21

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The physical environment is clean and free of safety hazards, and furniture accommodates different program offerings. Activities are planned and paced for children and support their active engagement with the materials. Staff support youth in building new skills, are encouraging, and youth have some opportunities to develop a sense of belonging.

Youth have few opportunities to work in structured, small groups or act as group facilitators and mentors. As LEAP is a drop-in program. Youth do not have opportunities to set goals or make plans, and youth do not have opportunities to actively reflect on program activities.

SITE PROFILES - OUT-OF-SCHOOL - COMMUNITY BASED

OBUGS OBUGS OUT OF SCHOOL TIME OUT-OF-SCHOOL - COMMUNITY BASED

Program Description

The OBUGS programs include After-School, Summer Camp, and YO!BUGS. The programs serve 162 children and youth ages 5-18. These programs provide age-appropriate activities in gardens and the community that support academic achievement, a healthy diet, physical activity, and business/leadership skills. Children in the After-School program help maintain the gardens, and they do cooking, art, and science projects. At Summer Camp, children work on detailed garden projects and go on fieldtrips to parks and farms. YO!BUGS is a leadership and entrepreneurship training program for youth.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
164%	134%	161%	44%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.73	4.57
Supportive Environment	3.71	4.40
Interaction	3.29	3.78
Engagement	3.5	3.21

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

OBUGS provides a physically and emotionally safe program environment, with necessary safety equipment for holding an outdoor gardening program for youth. There is enough space for youth without overcrowding. Food ingredients are either grown from the school's garden or organic produce is purchased from Berkeley Bowl or Whole Foods. All youth are greeted by name and staff uses a warm tone while working with youth. Program activities, such as the compost bingo and cutting vegetables for soup support active engagement from all youth. Youth are encouraged to build new skills, and staff is constantly engaged with youth and their activities. Youth are enthusiastic about OBUGS program, with many youth approaching instructor to ask if it's "their day" to attend OBUGS activities. Youth can make choices about how they want to work in the garden and youth brainstorm rules for knife use. Youth are asked to give a "thumbs up, thumbs down" to get feedback about the soup they helped make.

As program winds down, the sun sets, and many youth become cold waiting outside. Furniture space is moveable if necessary, but is much too heavy for one person to move furniture alone. Youth don't appear engaged with dirt bingo activity, many leaving the activity to get water or walk in the garden. The program runs out of time for all soup ingredients to be chopped by youth. There are a few youth who appear unclear or uninterested in participating in program activities. Staff attempts to share control with youth during compost bingo, however youth become disengaged and leave activity before it is completed.

SITE PROFILES - OUT-OF-SCHOOL - COMMUNITY BASED

THE AMERICAN INDIAN CHILD RESOURCE CENTER NURTURING NATIVE PRIDE OUT-OF-SCHOOL - COMMUNITY BASED

Program Description

Indian Resource Center provides culturally relevant services to foster the academic achievement and emotional and physical well-being of American Indian youth. Activities include: tutoring, sports, youth leadership, life skills groups; cultural arts; and case management. Programs build positive relationships between adults and youth in a safe haven; involve parents (parent meetings, trainings); implement curriculum reflecting the cultural background of the students (American Indian history, dancing/drumming, traditional arts); and engage in experiential teaching (field trips, project based learning, media arts).

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
217%	152%	94%	28%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.57
Supportive Environment	4.94	4.40
Interaction	5	3.78
Engagement	4.88	3.21

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The dedicated staff at Nurturing Native Pride have cultivated a strong sense of community within the program. Youths' shared Native heritages are celebrated and incorporated in enriching activities, art projects, and program traditions. Staff work closely with youth, often providing in-dept. one-on-one support in homework help and otherwise.

As possible, activity schedules could be more formalized.

SITE PROFILES - OUT-OF-SCHOOL - COMMUNITY BASED

THE GREEN STAMPEDE HOMEWORK CLUB OUT-OF-SCHOOL - COMMUNITY BASED

Program Description

The Green Stampede is a tutoring and homework help program that serves disadvantaged Oakland elementary, middle and high school students. These sessions take place during weeknight home games for the Athletics and are conducted on-site in a conference room at the Oakland Coliseum. The tutors are teachers, retired teachers, and current and recently graduated college students. After several hours of tutoring, students are rewarded for their hard work by going to watch the game.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
72%	0%	85%	0%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was not available.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.92	4.57
Supportive Environment	4.43	4.40
Interaction	4.25	3.78
Engagement	3.17	3.21

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The students are able to participate in the program and remain with the Green Stampede until they graduate from High School. This continuity promotes a long term relationship with mentors and positive adult role models who encourage the students to achieve well in their academic and personal goals. The youth have opportunities to meet the A's players who encourage academic achievement. Credentialed and passionate staff provide academic and emotional guidance for the youth. The lesson plans are created and executed by a credentialed teacher who is also very passionate about the sport of baseball. The program promotes an interest in baseball and academics, and encourages both male and female students to pursue these interests. The diversity in ages and schools of the program participants creates a safe environment for the youth to build community and make new connections with peers. The camaraderie of cheering for the A's team promotes the unity of the program participants and support for the Oakland community.

One staff member in particular was disengaged from the group and was preoccupied with her cellular phone. Due to the number of students who have attended the program from elementary school until high school, promoting youth-led planning of activities could create a new dimension for a leadership component of the program. The age difference in the participants creates a great opportunity to endorse a structured mentorship opportunity for students. Creating official activities and positions for student mentors could give the students work experience which they can place on their resumes.

SITE PROFILES - OUT-OF-SCHOOL - COMMUNITY BASED

UNITY COUNCIL NEIGHBORHOOD SPORTS INITIATIVE OUT-OF-SCHOOL - COMMUNITY BASED

Program Description

The goal of the Neighborhood Sports Initiative (NSI) is to ensure that youth ages 5 to 18 years, residing in Oakland's Fruitvale neighborhood have to access sports and recreational activities during after-school hours, summer and weekends, with particular emphasis on utilizing existing OUSD facilities. The NSI is comprised of two major components: The 6 -9 p.m. Program and the Girls Sports Program. Both programs strive to help youth build lifelong healthy habits, provide outlets for physical exercise, development of leadership skills, and participation in sports and recreation.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
181%	60%	35%	164%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.72	4.57
Supportive Environment	4.48	4.40
Interaction	3.67	3.78
Engagement	3.33	3.21

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The girls in this program have multiple opportunities to practice their skills in sports, balanced with content-based activities that focus on nutrition and wellness. The young women have multiple opportunities to reflect on their experiences through regular "thumbs up" check-ins and journaling. Staff members are very engaged with youth and encourage girls to treat each other with respect and support.

The staff members' instructions for the warm-up activity were confusing for some girls, and many became impatient before that part of the session was over. Staff members can incorporate more specific feedback while girls are playing sports to help them further improve their practice. The playing field was dark and uneven, posing a potential safety hazard.

SITE PROFILES - OUT-OF-SCHOOL - SUMMER

AIM HIGH FOR HIGH SCHOOL AIM HIGH / OAKLAND - 3 SITES OUT-OF-SCHOOL - SUMMER

Program Description

Aim High operates a regional network of academic summer programs for middle school youth, supporting them at a critical point of adolescence. Aim High delivers programming at three sites in Oakland serving youth 11-14 years of age. The foundation of Aim High is an intensive 5-week summer program for middle school youth from low-income families. Youth participate in academic classes in the morning, (Math, Science, Humanities, Issues & Choices) and a range of arts, cultural, sports, and college and career awareness activities in the afternoons.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12	2010-11	2011-12*
101%	85%	96%	91%

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.87	4.87
Supportive Environment	4.06	4.18
Interaction	3.92	3.86
Engagement	3.33	3.15

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The Science and Math classes successfully facilitate skill building for the students as was seen in their responses to teacher questions. The students are able to learn the materials through group work and teaching one another. The teachers are excited about their subjects and the staff to student ratio allows for more individualized attention. The Social and emotional development of the students is encouraged through a well facilitated class. There are opportunities for students to reflect upon their lives and to get to know each other on a more personal level through partnering and group activities. The students reflect through daily writings which they are able to share with each other if they choose. English Language Arts provided an opportunity for an artistic hands-on project about a Langston Hughes poem. The students were able to work in groups and present their work to each other.

The Science, ELA, and math classes mirror a school day classroom. Outdoor activities, student led ventures and more hands-on projects would benefit these core subjects. Mentoring between grade levels could encourage a unique learning modality for the students and differentiate the program from a school day model. Field trip opportunities within the community, and not normally provided during the school year, would present an additional dimension to the core subjects taught at the program.

SITE PROFILES - OUT-OF-SCHOOL - SUMMER

CITY OF OAKLAND- OFFICE OF PARKS AND RECREATION SUMMER CAMP EXPLOSION OUT-OF-SCHOOL - SUMMER

Program Description

The City of Oakland Office of Parks and Recreation (OPR) Summer Camp Explosion is a continuum of three summer program experiences for at-risk youth that through skill- building, academic remediation, nature education, environmental awareness and stewardship will connect youth to themselves, to each other and to their community. It is comprised of a 10-week day camp for ages 6-14 at six (6) sites in Oakland; an overnight camping experience in the Bay area and a closing ceremony and exhibition of their summer projects for parents and family. OPR Summer Camp offers low-cost, structured, supervised activities within these varied communities during the out of school months.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12	2010-11	2011-12*
237%	101%	182%	105%

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.7	4.87
Supportive Environment	3.09	4.18
Interaction	2.96	3.86
Engagement	2.17	3.15

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The Summer Camp Explosion staff seemed to work hard to ensure that students were engaged and that they (staff) were interacting with students. The students seemed to enjoy participating in the program and there was mutual respect between staff and students.

It is suggested that some of the activities be shortened or modified to fit the needs of students' attention spans. It is also suggested that more effort toward teambuilding be included in some of the age specific activities (when students were broken up by age).

SITE PROFILES - OUT-OF-SCHOOL - SUMMER

COLLEGE TRACK COLLEGE TRACK SUMMER PROGRAM OUT-OF-SCHOOL - SUMMER

Program Description

College Tracks Academic Summer Advancement Program (ASAP) prepares incoming freshmen students for starting high school as well as for College Tracks rigorous academic expectations. This program combines an academic curriculum (Math and English) with a variety of project-based activities that develop students artistic and creative talents. ASAP also features advisory sessions that focus on college preparation, effective study skills practices and the habits of mind necessary for success in school.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12	2010-11	2011-12*
132%	172%	91%	117%

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.73	4.87
Supportive Environment	4.78	4.18
Interaction	5	3.86
Engagement	5	3.15

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

College Track is well organized to meet their mission. The program scored well on almost every indicator. Instruction and curriculum are designed and executed to hit almost all indicators at a level 5. It was observed that youth were engaged and involved in the classrooms and activities.

There were only three indicators that College Track scored a three on. It is recommended that those three indicators are reviewed.

SITE PROFILES - OUT-OF-SCHOOL - SUMMER

DESTINY ARTS CENTER CAMP DESTINY OUT-OF-SCHOOL - SUMMER

Program Description

Camp Destiny is a six-week summer arts program that uses training in dance, theater, arts & crafts, health & wellness, and music to teach Destiny Arts Center's Violence Prevention curricula. Youth ages 7-12 participate in daily classes held Monday through Friday, 8:30am-6pm. All classes are taught by professional instructors and student assistants, who have special training in martial/performing arts or youth programming. Each week-long session culminates in a final performance for family and friends.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12	2010-11	2011-12*
71%	109%	108%	123%

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.87
Supportive Environment	4.13	4.18
Interaction	3.25	3.86
Engagement	2.17	3.15

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The summer program at Destiny Arts gives students a chance to be physically active, as well as learn about violence prevention. The staff and youth leaders seemed to work well together to instruct the students. Although students did not have much input about what was taught or how, they seemed to enjoy the activities presented and were engaged.

It is suggested that more tools for silence be used with the younger students. It is also suggested that in dance, for the younger students specifically, activities have a change of pace or time limit to account for students' attention spans.

SITE PROFILES - OUT-OF-SCHOOL - SUMMER

EAST BAY ASIAN YOUTH CENTER SAN ANTONIO SUMMER LEARNING INITIATIVE OUT-OF-SCHOOL - SUMMER

Program Description

The San Antonio Summer Learning Initiative engages children from five neighborhood elementary schools in an intensive and coordinated summer learning program designed where: 1) children sustain learning through summer months; and 2) children improve their communication and social skills. To achieve these goals, the San Antonio Summer Learning Initiative engages elementary school children (rising 3rd, 4th, 5th graders) in a five-week summer enrichment program focused on developing health literacy.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12	2010-11	2011-12*
114%	156%	95%	138%

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.87
Supportive Environment	4.53	4.18
Interaction	4.25	3.86
Engagement	4	3.15

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Bella Vista includes numerous fieldtrips and outdoor experiences for their students while incorporating learning targets connected to each field trip. For physical fitness, they are going ice skating. They incorporate the physical fitness component and, in order to earn a ticket, the students read a book and submit a reading report/log. The students are gaining content knowledge in multiple subject areas while having the opportunity to explore the Bay Area. During the "Opinions" activities, the staff were very careful in choosing their language with students and allowing them to make their own decisions. They also did not place value on specific answers and encouraged the students to think critically. The teachers have a positive rapport with their students and utilize tools such as "Call and response" to promote program unity. There are well established guidelines that help the students keep each other accountable.

Due to the varied ages groups in the program, there are many structured mentorship opportunities which could help the students with their leadership skills and provide positive role modeling. Student led games and activities are a great way to encourage planning skills and build confidence in the students. The student roles in the classroom could spill into the equipment storage area to promote organization and a sense of ownership over the recess/play equipment for the students.

SITE PROFILES - OUT-OF-SCHOOL - SUMMER

EAST OAKLAND YOUTH DEVELOPMENT CENTER SUMMER CULTURAL ENRICHMENT PROGRAM OUT-OF-SCHOOL - SUMMER

Program Description

East Oakland Youth Development Center (EOYDC) Summer Cultural Enrichment Program (SCEP) is a six-week program that includes before and after care for current campers and a second session from 4pm-7pm to accommodate the overwhelming community demand. SCEP campers will enjoy a comprehensive set of age appropriate program offerings ranging from computer literacy to cooking and digital storytelling to fitness and performing arts activities. Field trips abound as well as opportunities to showcase individual skills, talents and abilities which build confidence and self-esteem. SCEP is completely planned and implemented daily by a team of youth ages 14-18. The program builds self-esteem while advancing the core values of the Center through peer to peer positive reinforcement, creating our own workforce, Center ambassadors and East Oakland youth leaders in training.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12	2010-11	2011-12*
84%	109%	395%	49%

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.87
Supportive Environment	4.17	4.18
Interaction	3.79	3.86
Engagement	3.5	3.15

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The EOYDC staff is heavily composed of youth. The instructors are youth, and have youth leaders assist in their classes. The program shows the cascading mentorship model to be successful. The youth teach and learn from each other, and are strongly supported by the adults who work at EOYDC. The relationships at EOYDC, between all involved seem strong and supportive.

It is suggested that more tools for silenced are used when trying to get students' attention so that they can be attentive to directions or the activity. It is also suggested that the youth participants in the program have a little more input in what and how they will learn.

SITE PROFILES - OUT-OF-SCHOOL - SUMMER

FAMILY SUPPORT SERVICES OF THE BAY AREA KINSHIP SUMMER YOUTH PROGRAM OUT-OF-SCHOOL - SUMMER

Program Description

Family Support Services of the Bay Area will conduct a comprehensive summer program for Oakland youth ages 6-14 who are being raised by a grandparent/relative caregiver or are in other at-risk situations. The six week program meets four days a week for eight hours a day at two sites. The goals are to provide sustained learning, improve communication/social skills and increase access to caring adults. We will achieve these goals through academic tutoring, applied learning in English and math, leadership development, educational field trips, recreational activities, and family engagement events.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12	2010-11	2011-12*
110%	98%	93%	109%

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.8	4.87
Supportive Environment	3.96	4.18
Interaction	3.38	3.86
Engagement	2.67	3.15

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The Kinship Summer Youth Program seemed to offer a safe space for youth where they could build respectful relationships, and be encouraged by the adults as well as each other. The morning circle was an excellent example of this, as students were recognized and given props by adults, and encouraged by their peers. The youth and staff seemed comfortable with each other and seemed to enjoy being in the program together.

It is suggested that more tools for silence be used when trying to give instructions or get students' attention. It may be helpful to remind students (with their participation) of the expectations at the beginning of activities.

SITE PROFILES - OUT-OF-SCHOOL - SUMMER

GIRLS INCORPORATED OF ALAMEDA COUNTY CONCORDIA PARK SUMMER PROGRAM OUT-OF-SCHOOL - SUMMER

Program Description

The Concordia Park Young Girls Summer Program, a six-week enrichment program for girls ages 6-14 offers a safe environment and strong programming designed within a youth development framework. The program will provide underserved girls with a broad range of learning and recreational opportunities to enhance their physical, social, emotional, artistic, and academic development. To inspire them to be strong, smart, and bold, girls will participate in a full day of programming in areas including health and nutrition, visual and performing arts, team sports, and life skills.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12	2010-11	2011-12*
162%	130%	113%	136%

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.8	4.87
Supportive Environment	3.95	4.18
Interaction	3.42	3.86
Engagement	2.5	3.15

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The program offered by Girls Incorporated seemed to be a place where girls had the opportunity to build relationships of encouragement and mutual respect. The overall feel of the program was friendly and engaging.

It is suggested that the activities for the younger girls be broken into smaller sections to accommodate for their developmental attention span. It is also suggested that more tools for silence and "attention getting" strategies be used with the younger girls.

SITE PROFILES - OUT-OF-SCHOOL - SUMMER

GIRLS INCORPORATED OF ALAMEDA COUNTY EUREKA! SUMMER PROGRAM OUT-OF-SCHOOL - SUMMER

Program Description

The Eureka! Teen Achievement Summer Program serves girls in their first two summers of the 5-year Eureka! academic and career preparation program--the Rookie and Vet years. With an emphasis on underserved girls attending Oakland public schools, Girls Inc. will serve girls ages 14-16 through this summer enrichment program. By providing hands-on learning opportunities in "green" science and structured college preparatory classes, as well as sports activities, Girls Inc. will build girls self-esteem, skills, and academic confidence.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12	2010-11	2011-12*
146%	141%	177%	120%

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.87
Supportive Environment	4.61	4.18
Interaction	4.5	3.86
Engagement	4.17	3.15

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The Career class speakers and fieldtrip opportunities provide an engaging avenue to expose the participants to new adventures and connections to their community. The role modeling provided by staff, speakers, and leaders expose the participants to many new ideas and avenues to encourage their growth as women and Oakland youth. The Innovate curriculum and projects give extensive hands on experiences for the students to learn and teach the sciences to one another. The small group work and presentations promote leadership and collaboration. The facilitation provides structure with an opportunity for youth input. The participation and skill building that occurs during Self Defense and Flag Football demonstrate the engagement of the participants. They try new skills despite their apprehension and are provided a safe and encouraging space to take risks by the staff and fellow participants.

Like the career class, bringing in speakers for sports and Self Defense could also provide a bridge for future pursuits in these sports for the participants. Although the campus is mapped out well and safety is a priority, the distance between activities and amount of travel time could potentially be a safety issue. Exposing the Oakland school community to Eureka! through collaborations during the school year would be a great way to highlight the successful work of this program.

SITE PROFILES - OUT-OF-SCHOOL - SUMMER

LEADERSHIP EXCELLENCE OAKLAND FREEDOM SCHOOL OUT-OF-SCHOOL - SUMMER

Program Description

Combining best practices with culturally appropriate pedagogy, Oakland Freedom School is a program run by Leadership Excellence designed to develop children's academic, cultural and self-confidence. It is a 5-week literacy program which uses African American literature and culture to engage children ages 5-13 and their families in developing positive self- and community identity. The curriculum includes appropriate child and youth development activities, a comprehensive reading curriculum, and academic support services to build study skills and abilities in reading, writing and math.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12	2010-11	2011-12*
87%	77%	79%	637%

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.58	4.87
Supportive Environment	3.88	4.18
Interaction	3.67	3.86
Engagement	1.83	3.15

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Staff and youth interact with respect and kindness, reflecting the intentional efforts of the program to build a strong sense of community. Students had the opportunity to cycle through four hands-on workshops related to the Elements of Hip Hop theme, learning more about history and technique while practicing graffiti arts, dance, spoken word, and DJ skills. Almost all youth were deeply engaged with the activities and offered input when asked.

Activities could be presented more clearly to youth; in some sessions they seemed unsure of what was going to happen or how to participate. Improving the pacing of the sessions and assuring that all youth have something to do throughout the allotted time will further bolster interaction. Incorporating more open-ended questions and opportunities for youth to reflect on their experiences will improve engagement.

SITE PROFILES - OUT-OF-SCHOOL - SUMMER

OAKLAND ASIAN STUDENTS EDUCATIONAL SERVICES OASES SUMMER SCIENCE SERIES OUT-OF-SCHOOL - SUMMER

Program Description

The OASES Summer Science Series (OSSS) is a high quality summer program providing a continuity of learning through a multidisciplinary science program combining enrichment, community exploration, leadership development, and critical academic support in an environment where youth can thrive. OSSS engages 4th-6th graders who attend Lincoln and Cleveland Elementary Schools. OSSS will help reduce the gap in summer programming by providing youth the opportunity to practice English and math embedded in an inquiry based science curriculum.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12	2010-11	2011-12*
113%	110%	127%	151%

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.87
Supportive Environment	4.66	4.18
Interaction	3.96	3.86
Engagement	3	3.15

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The Oases Summer Program staff seemed to have a firm grasp on the curriculum they taught to the students. Students seemed engaged and excited about learning, while having fun at the same time, as they conducted their experiments. The staff displayed friendly and caring attitudes toward the students and there seemed to be a mutual respect between students and staff and students.

It is suggested that there be more tools for silence used, coupled with follow-through.

SITE PROFILES - OUT-OF-SCHOOL - SUMMER

PRESCOTT CIRCUS THEATRE PRESCOTT CIRCUS THEATRE SUMMER PROGRAM OUT-OF-SCHOOL - SUMMER

Program Description

Prescott Circus Theatre will provide a summer program of Circus Arts and Academic Enrichment, serving students ages 8-16 for 5 weeks M-F, 9:30AM 3:00PM plus extra field trips. Participants will work with professional artists to increase circus skills plus receive direct instruction from certificated teachers in math, written and oral language, and individual tutoring to prevent academic lags over the summer. Youth will also have recreational options, perform on a rotating basis, and participate in culminating performances for Oakland children at Malonga Casquelourd Center.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12	2010-11	2011-12*
100%	113%	98%	117%

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.87
Supportive Environment	4.28	4.18
Interaction	4.17	3.86
Engagement	3.5	3.15

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The students and staff in the Prescott Clowns program seem like a tight group that hold each other to certain values and norms. Their relationships seem comfortable and respectful.

It is suggested that staff use more nonevaluative language when acknowledging students and their accomplishments.

SITE PROFILES - WELLNESS & HEALTHY TRANSITIONS - CONFLICT RESOLUTION

McCULLUM YOUTH COURT PEACE PROGRAM WELLNESS & HEALTHY TRANSITIONS - CONFLICT RESOLUTION

Program Description

The PEACE program is an extension of McCullum Youth Court's (MYC) existing Apprentice Program. The goal of the Apprentice Program is to transition Oakland male youth offenders aged 12-15 into youth advocates and peer leaders. Those selected youth offenders attend a 4-week series of life-skills workshops and 12-weeks of intensive training in MYC's Basic Law class for youth advocates. In addition to this, the PEACE program will expand MYC's case-management services to include case-review meetings that include school staff and parents, specialized support groups and a goal based incentive program.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
50%	125%	295%	80%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.4	4.42
Supportive Environment	4.43	4.51
Interaction	3.17	4.00
Engagement	3.33	3.50

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Program provides a physically and emotionally safe program environment, with locatable emergency procedures and supplies, and furniture that accommodates the many program offerings. Staff provide a welcoming atmosphere with programming that is paced for youth and supports their active engagement and building of new skills. As youth move through MYC's youth offender program, all youth have opportunities to lead a group or mentor others, and have the ability to set goals and make plans.

The women's' Healthy Choices program served pizza, soda and chips as their snack. Programs observed are the "first step" in the youth offenders program. Girls are rarely asked open-ended questions, and the men's anger management program did not ask open-ended questions but instead read an anger management pamphlet out loud. Youth don't appear to have developed a sense of belonging in these programs outside of self-selected cliques, and group work is individual work or full group, not small groups. Staff rarely shares control of activities with youth. Youth were not observed engaging in reflecting on their work or what they have done.

SITE PROFILES - WELLNESS & HEALTHY TRANSITIONS - CONFLICT RESOLUTION

OAKLAND UNIFIED SCHOOL DISTRICT OUSD CONFLICT RESOLUTION WELLNESS & HEALTHY TRANSITIONS - CONFLICT RESOLUTION

Program Description

Oakland Unified School Districts Conflict Resolution Program Coordinators recruit and train student mediators (11-14 years old) across middle schools. The mediators reflect the academic, social, and ethnic diversity of each school. Using communication and problem-solving skills, student mediators assist peers in managing and resolving interpersonal conflict. During the school day, disputing students may be referred to conflict mediation by school staff, peers or themselves. The Conflict Resolution Program aims to reduce the number of incidents that escalate into fights and suspensions.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
128%	160%	132%	489%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.44	4.42
Supportive Environment	4.58	4.51
Interaction	4.83	4.00
Engagement	3.67	3.50

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The Site Coordinator guided students with calm, informative suggestions and allowed for leadership qualities to develop. The students were prepared for the facilitation of the peer led mediation and were fully engaged. Mentoring youth is supported and encouraged. Students identify with the program as they are ambassadors in the hallways and on the yard and they have program jackets identifying their role as mediator.

The ratings for this evaluation are based on an observation of a very small, group interaction and answers to follow up questions. Planning for regular meetings with students and ongoing training is suggested for all 10 sites participating in the program.

SITE PROFILES - WELLNESS & HEALTHY TRANSITIONS - YOUTH LEADERSHIP

AIDS PROJECT OF THE EAST BAY LGBT YOUTH HEALTH AND WELLNESS CONDUCTORS PROGRAM WELLNESS & HEALTHY TRANSITIONS - YOUTH LEADERSHIP

Program Description

The LGBT Youth Health and Wellness Conductors Program (YHC), adapted from Botvin's Life Skills Training (LST) is a prevention intervention informed by social learning theory, problem behavior theory, peer cluster theory as well as AIDS Project of the East Bay and SMAAC's practical experience. Using this adapted version of LST the YHC trains youth between the ages of 13 and 20 years old to resist health risk and risky behaviors and to diffuse these positive health seeking behaviors to their friends and peers through an innovative peer education model that makes use of social networks web-technology.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
90%	19%	185%	46%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.37	4.57
Supportive Environment	4.35	4.67
Interaction	3.92	4.27
Engagement	3.67	4.52

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

SMAAC does a good job incorporating several different small groupings. Youth have several different opportunities to engage in group-process skill development.

Youth do not have structured opportunities to mentor each other (during the actual program). Also, some youth had a hard time understanding directions and had to ask several follow-up questions. The youth helper/future facilitator often used negative language and gestures. Made a comment about not wanting to be there.

SITE PROFILES - WELLNESS & HEALTHY TRANSITIONS - YOUTH LEADERSHIP

ASIAN COMMUNITY MENTAL HEALTH SERVICES ASIAN/PACIFIC ISLANDER YOUTH PROMOTING ADVOCACY AND LEADERSHIP WELLNESS & HEALTHY TRANSITIONS - YOUTH LEADERSHIP

Program Description

AYPAL involves youth, ages 13-20, in four Youth Leadership Organizations (YLO) that are based in neighborhood and ethnic-based communities in Oakland. The YLOs serve as an alternative to violence, gangs and other negative peer group influences by (1) creating safe spaces where youth can support each other and feel part of a community; (2) empowering youth with leadership skills to make positive change through youth-led community service projects and campaign initiatives; and (3) giving youth a vehicle to express cultural pride and identity through public performances of their art.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
83%	64%	170%	63%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.84	4.57
Supportive Environment	4.67	4.67
Interaction	4.67	4.27
Engagement	5	4.52

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

APAYL is the very model of a youth development program. Activities are inclusive, varied and based on topics relevant to youth. Youth have opportunities to make decisions about the curriculum and engage with the overall running of the organization. There is a clear system for developing increasing responsibility in the program for youth. All Staff, Mentors and youth leaders treated each other and the youth participants with the utmost respect.

Because the structure for becoming a youth leader is organized, brand new group members do not get the opportunity to lead activities. Therefore not ALL members have opportunity to lead (IIN2 & 3)

SITE PROFILES - WELLNESS & HEALTHY TRANSITIONS - YOUTH LEADERSHIP

ASIAN HEALTH SERVICES TAKING CHARGE: API YOUTH LEADERS WELLNESS & HEALTHY TRANSITIONS - YOUTH LEADERSHIP

Program Description

In order to increase confidence and ability among low-income youth to improve health and wellbeing in their community and school environments, Asian Health Services will implement a multi-faceted youth leadership project that incorporates leadership training, peer mentoring, and youth development activities linked to a school-based health center. Asian Health Services will conduct a Peer Leaders program for API youth, a Youth Wellness Council for Oakland High School students, and culturally appropriate leadership activities for at-risk Southeast Asian young women.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
148%	73%	107%	50%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.57
Supportive Environment	4.27	4.67
Interaction	3.58	4.27
Engagement	4.33	4.52

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

SREI (Self Reliant Empowered Individuals) seeks to provide resources and education to support Southeast Asian women who are at risk of the underground sex trade. Lively, laughter filled and serious conversations combined with personal stories, video media, and discussion of educational material was the content of the observed program activity. Students had multiple opportunities to listen and engage in conversations. Staff posed up to 6 open ended questions and accepted student responses with compassion. Students had two opportunities for reflection via a letter writing activity and verbal "check-out". Staff confirmed the safety of the environment and assured the young girls they were "family" and they could come for help, questions and concerns at anytime. Several of the young girls expressed they felt safe and learned useful information. The Banteay SREI program provides opportunities for leadership and creative expression.

Due to the conversation format of the program, staff may want to consider increasing response time for open ended questions and allowing students to answer. Most response time was approximately 10-15 seconds, followed by a staff member answering the question. Staff may also want to consider facilitating partner shares and small group discussions, and more anonymous contributions to engage participation. Section II-I skill building was not observed =1

SITE PROFILES - WELLNESS & HEALTHY TRANSITIONS - YOUTH LEADERSHIP

LA CLINICA DE LA RAZA OAKLAND MIDDLE SCHOOL YOUTH LEADERSHIP HEALTH COLLABORATIVE WELLNESS & HEALTHY TRANSITIONS - YOUTH LEADERSHIP

Program Description

The Oakland Middle School Youth Leadership Health Collaborative is a youth/adult partnership that creates a sustainable learning community for youth leadership development to improve Oakland neighborhoods and schools. The Collaborative will mobilize Youth Health Advocates from 6 Oakland middle schools to engage students through evidence-based practices to: 1) increase youth awareness and knowledge about physical, behavioral and environmental health; 2) frame and advance policies to promote health equity; and 3) prepare and coach adult allies to work more effectively with youth.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
200%	113%	151%	30%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.8	4.57
Supportive Environment	4.74	4.67
Interaction	4	4.27
Engagement	4.67	4.52

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The overall emotional climate of the Leadership Peer Health Educators program is very positive. The program takes place in a state of the art medical clinic on campus. The program covers a variety of subjects "Nutrition, Body Image Self Esteem STD etc. There is one lead teacher and the 13 middle school participants met 2x per week. Today's visit was the first official day and had a full agenda. The program stresses and supports peer mentoring regarding health matters. Participants are encouraged to contribute via discussions, taking leads in instructional practices(recording notes on white board and creating posters) ,brainstorming/ planning the daily structure of the program(roles and responsibilities). Open ended questions were consistent throughout the lesson and all student responses were acknowledged and accepted. Students provide consistent feedback via journaling.

Although the group is small (13 students) and students know each other from the school day classes, staff may want to incorporate structured " getting to know" activities on a regular basis. Grouping students in pairs and smaller groups is also encouraged. It is noted that upcoming projects for the Health Fair will be partner collaborations. Staff may also want to allow time to clarify directions and activity processes before beginning an activity. Several students asked for clarification throughout the designing of the Circle of Courage, as well as attempting to multi task in providing examples for the Circle Of Courage for the group as they worked on completely their own.

SITE PROFILES - WELLNESS & HEALTHY TRANSITIONS - YOUTH LEADERSHIP

**LOTO TAHA PASIFIKA
HEALTHY HEART HEALTHY MIND
WELLNESS & HEALTHY TRANSITIONS - YOUTH LEADERSHIP**

Program Description

Based on the need to improve academic outcomes and health education specifically in Oakland's Pacific Islander (PI) community, HHHM will provide PI high school students with an integrated summer and school year program including: Academic Counseling, Tutoring and Basic Skill Development; Health and Nutrition Education; Urban Gardening; Cooking Instruction; Dance for Physical Fitness. These activities will culminate in a student designed and led educational conference and community health fair. HHHM participants will serve as role models for other PI youth and the larger PI community.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
279%	195%	124%	47%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	5	4.57
Supportive Environment	4.92	4.67
Interaction	4.67	4.27
Engagement	4.83	4.52

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The Loto Taha Pasifika - Healthy Heart Healthy Mind Project provide youth with an enriching and fun environment. Staff support youths' skill building and mastery well. Youth are all very engaged in planning, choosing content, and facilitating cultural events. Dance routines are youth driven and inclusive of all participants.

There was plenty of room on the day of observation for youth to move around and break into groups, but it was mentioned by staff and youth that on some days, space is crowded. As possible, finding a space that could accommodate more youth would be an improvement.

SITE PROFILES - WELLNESS & HEALTHY TRANSITIONS - YOUTH LEADERSHIP

NATIVE AMERICAN HEALTH CENTER INDIGENOUS YOUTH VOICES WELLNESS & HEALTHY TRANSITIONS - YOUTH LEADERSHIP

Program Description

Indigenous Youth Voices program will develop the next generation of leaders in the Native community as well as increase youth resiliency and confidence to lead and address social problems. Youth will develop an awareness of how to impact their worlds through a culturally relevant holistic model that integrates physical, mental, sexual, and spiritual health. Specific activities include gender-based youth groups, youth leadership development, community service projects, academic goal setting/counseling, career exploratory field trips and cultural activities.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
133%	129%	71%	60%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is performing. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	3.89	4.57
Supportive Environment	4.84	4.67
Interaction	4.25	4.27
Engagement	4.33	4.52

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

The atmosphere is very supportive and inclusive. Students and staff both were wearing program sweatshirts and T-shirts that youth designed. The program used a variety of different structured groupings that were all focused on a specific task/goal. Staff members were very much engaged throughout every activity. Evident in the cooking activity and the tent building activity, staff frequently used specific, nonevaluative language to acknowledge things that the youth did or said.

Program space lacked any form of security or monitoring. While staff did mention that youth often come back to help/mentor in the program once they have finished high school, there could be more a structured opportunity for youth who are active members of the program to mentor each other.

SITE PROFILES - WELLNESS & HEALTHY TRANSITIONS - YOUTH LEADERSHIP

YOUTH ALIVE!

TEENS ON TARGET VIOLENCE PREVENTION PROGRAM WELLNESS & HEALTHY TRANSITIONS - YOUTH LEADERSHIP

Program Description

Youth Alive's Teens on Target program will reach youth (ages 11-20) with violence prevention and leadership training designed to improve their capacity to make better decisions about their health and well-being and to make changes in themselves and the world around them. Program staff will train and support students (ages 14-20) from Castlemont Community of Small Schools. Once trained as peer educators, they will educate Oakland middle school youth through violence prevention workshops and assemblies and will advocate for specific school or local policies that relate to youth violence.

Program Performance

Unduplicated Youth Served For OFCY-funded programs % of target		Units of Service For OFCY-funded programs % of target	
2010-11	2011-12*	2010-11	2011-12*
102%	73%	97%	32%

* By mid-year, programs should be at 35-45% of their annual target.

Point of Service Quality Ratings

Based on 1 site visit completed, this program's interim point of service quality status is thriving. In the 2010-11 program year, this program's point of service status was thriving.

Youth Program Quality Assessment Score by Domain

Quality Domain	Program	Grant Group
Safe Environment	4.1	4.57
Supportive Environment	4.89	4.67
Interaction	4.83	4.27
Engagement	4.83	4.52

*PQA scores range from 1 to 5.

Observer Notes: Program Strengths & Areas for Improvement

Psychological and emotional safety is promoted and the physical environment is safe and accommodating to program activities. Appropriate emergency procedures and supplies are present and locatable within the program space. Staff provides a welcoming atmosphere, and the program itself is planned with older youths' well-being in mind, as well as activities to support active engagement from youth and supporting them in building new skills such as public speaking. Youth have opportunities to develop a sense of belonging, mentor other youth, and partner with adults on a regular basis (As Peer Educators). Youth have opportunities to set goals and make plans, to make choices based on their personal interest (i.e. asking about participating in Occupy Oakland) and have opportunities to reflect in general, and reflect on their personal goals as they relate to the program offering.

Food provided was pre-packaged, and there was not enough juice for all youth.

ATTACHMENT

E

Oakland Fund for Children and Youth

**2011-2012 Evaluation of 2011 Summer
Strategy Area**

MINI REPORT



SEE CHANGE



OVERVIEW OF SUMMER EVALUATION

The Oakland Fund for Children and Youth (OFCY) funded 12 summer programs in 2011. See Change, Inc. was engaged to evaluate this strategy area of OFCY, wherein 1,335 Oakland children and youth were provided with 199,193 hours of service.

The OFCY Summer Strategy funds a wide variety of programming, thus providing opportunities for all children and youth to engage in positive, enriching, and fun activities during the summer months. Program foci are diverse, spanning a range that includes performance circus arts, outdoor physical programs, and academic enrichment.

The 2010-13 OFCY Strategic Plan tasks Summer Programming with the following outcomes which are examined in this report: sustained learning and reduction of "learning loss" associated with summer school breaks, increased community engagement, increased confidence/self-esteem, increased fitness level, and increased connection to caring adults.

This mini-report provides data for the following additional Summer Program outcomes, as well: relationships with peers, respect, diversity and future outlook. Lastly, evaluators used a site-based, OFCY-specific Youth Program Quality Assessment (YPQA) evaluation tool to determine a program quality score for each grantee.

EVALUATION METHODOLOGY

The following methodologies comprised See Change's 2011 evaluation of OFCY Summer Programming:

- 1) Participation and Service Data See Change analyzed data on youth/child participation rates (program enrollment) and hours of service delivered from June 2011 to August 2011.
- 2) Program Quality Site Visits See Change assessed the quality of the programs at structured site visits guided by a nationally tested, research-based observation tool, the Youth Program Quality Assessment (YPQA), developed by the Weikart Center for Youth Program Quality. Program staff were also interviewed. Numerous studies have shown that high program quality is associated with positive outcomes for youth and children.
- 3) Surveys of Children and Youth See Change surveyed children and youth about their program experiences to gain insight into youth outcomes.



PROGRAM PARTICIPATION AND SERVICE

Summer Programs served 1,335 youth and provided 199,193 hours of programming.

In 2011, 12 programs made up the OFCY Summer Strategy Area, which engage a wide span of topics from academic science programming to circus arts training for youth in Oakland. Collectively, these programs provided 1,335 youth with 199,193 hours of service. Overall, the Summer Programs exceeded their goals for number of participants served (110% fulfillment) and service hours provided (113% fulfillment).

The table below reports on participation and service by program, including: projected and actual total participants, projected and actual service hours, and percentage fulfillment of service goals. (Data for some programs was not yet available as of October, 2011.)



2011 OFCY Summer Programs Participation & Service Outcomes

Program Name	Projected Total Participants	Actual Total Participants	% Participants Fulfillment	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment
Aim High	223	190	85%	34,320	31,344	91%
Bella Vista: San Antonio Summer Learning Initiative	210	328	156%	20,160	27,744	138%
College Track	50	86	172%	4,501	5,251	117%
Destiny Arts Center: Camp Destiny	80	87	109%	3,750	4,604	123%
EOYDC: Summer Cultural Enrichment Program	300	326	109%	238,095	117,626	49%
FSSBA: Kinship Summer Youth Program	50	49	98%	6,550	7,162	109%
Girls Inc.: Concordia Park	50	65	130%	6,536	8,913	136%
Girls Inc.: Eureka!	59	83	141%	5,900	7,087	120%
Leadership Excellence: Oakland Freedom School	120	92	77%	2,550	16,251	637%
OASES Summer Science Series	40	44	110%	3,368	5,085	151%
OPR: Summer Camp Explosion	300	303	101%	85,120	89,328	105%
Prescott Circus Theatre	30	34	113%	3,456	4,027	117%
TOTAL	1,212	1,335	110%	176,960	199,193	113%

PROGRAM QUALITY ASSESSMENT

Using a nationally validated Youth Program Quality Assessment (YPQA) tool, all 12 OFCY Summer Programs were rated as Performing or Thriving.

Research indicates that children and youth outcomes from youth development programs are, in part, determined by the quality of those programs.¹ Thus, program quality assessment is an essential part of any program evaluation process. The YPQA tool used in this evaluation rates a program's practices and style of delivery across four areas:

Safe environment – e.g., mutual respect, healthy foods, emergency procedures, no health hazards)

Supportive environment – e.g., welcoming atmosphere, appropriate pacing, active engagement, encouragement, conflict resolution

Interaction – e.g., structured opportunities for team-building or sharing, small group activities, peer mentoring, youth/adult partnerships

Engagement – e.g., goal-setting, choice and decision-making, reflection

For the summer programs, each observer scored the above criteria on 1-3-5 scale:

1 = Item not observed OR negative examples of item observed

3 = Item observed infrequently OR positive and negative examples of item observed

5 = Item integrated into program OR positive examples of item observed

There are two ways in which evaluators tabulate these scores to gain a picture of program quality. To provide an overall Program Quality Rating, evaluators averaged the scores for the first two criteria: Safe and Supportive Environment. Weikart, the YPQA designer, designates these two areas as the most critical to program success, and the primary indicators of program quality. Consequently, researchers focused on these areas to determine an overall program quality rating. Finally, these Program Quality ratings have been translated into three performance categories:

Thriving – Program Quality score is 80% or more of the maximum score (between 4.00 and 5.00)

Performing – Program Quality score 60% to less than 80% of the maximum score (between 3.00 and 3.99)

Emerging – Program Quality score is less than 60% of the maximum score (between 1.00 and 2.99)

¹ Vandell, O. L., Shumow, L., & Posner, J. (2005) After-school programs for low-income children: Difference in program quality. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after school and community programs* (pp. 437-456). Mahwah, NJ: Erlbaum.

The table below provides outcome scores for both overall program quality and individual rating categories for each program. All 12 OFCY Summer Programs were rated as *performing* or *thriving* in terms of the program quality criteria, and the average Program Quality score across all programs, on all measures was 3.98.

2011 YPQA Scores for Summer Programs

Program	Program Quality Rating	Safe Environment	Supportive Environment	Interaction	Engagement	Program Quality Average Score*
Aim High	<i>thriving</i>	4.87	4.06	3.92	3.33	4.04
Bella Vista: San Antonio Summer Learning Initiative	<i>thriving</i>	5.00	4.53	4.25	4.00	4.44
College Track	<i>thriving</i>	4.73	4.78	5.00	5.00	4.88
Destiny Arts Center: Camp Destiny	<i>thriving</i>	5.00	4.13	3.25	2.17	3.64
EOYDC: Summer Cultural Enrichment Program	<i>thriving</i>	5.00	4.17	3.79	3.50	4.11
FSSBA: Kinship Summer Youth Program	<i>thriving</i>	4.80	3.96	3.38	2.67	3.70
Girls Inc: Concordia Park	<i>thriving</i>	4.80	3.95	3.42	2.50	3.67
Girls Inc: Eureka	<i>thriving</i>	5.00	4.61	4.50	4.17	4.57
Leadership Excellence: Oakland Freedom School	<i>thriving</i>	4.58	3.88	3.67	1.83	3.49
OASES: Summer Science Series	<i>thriving</i>	5.00	4.66	3.96	3.00	4.15
OPR: Summer Camp Explosion	<i>performing</i>	4.70	3.09	2.96	2.17	3.23
Prescott Circus Theatre	<i>thriving</i>	5.00	4.28	4.17	3.50	4.24
Summer Programs Overall:	<i>thriving</i>	4.87	4.18	3.85	3.15	4.01
National YPQA Average	<i>performing</i>	4.42	3.84	3.01	2.56	3.12

*Score is an average of the all the observed areas.

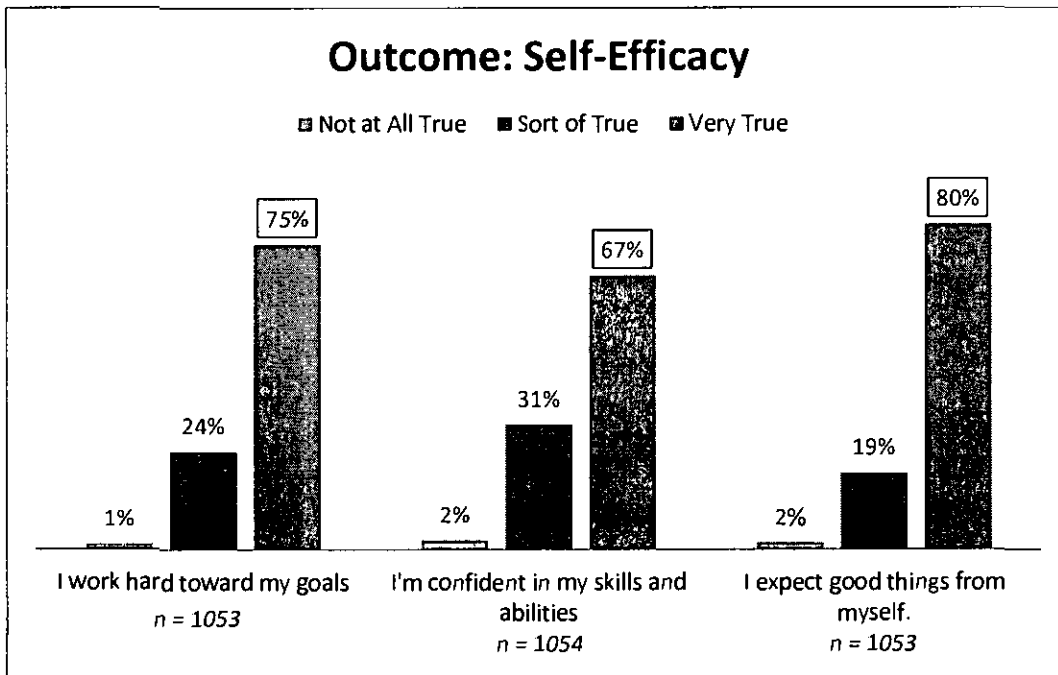
SURVEY RESULTS

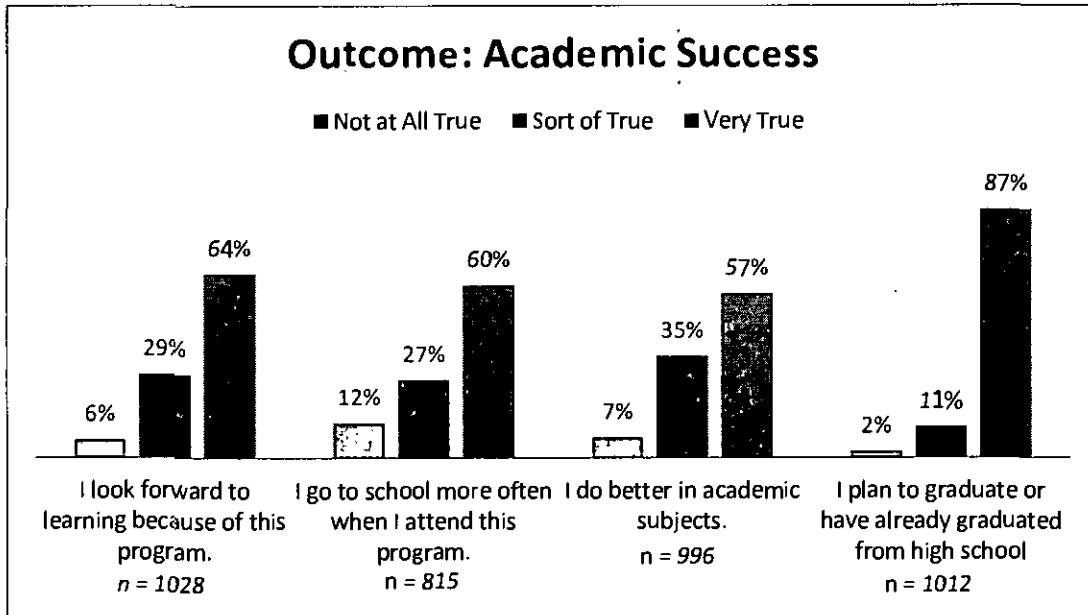
Using a customized survey tool, based on the Strategic Plan, all Summer OFCY grantees were found to create high levels of positive outcomes for youth.

The student survey instrument assessed youths' positive behaviors and attitudes toward themselves and their futures, their peers, adults and their communities. Across all programs, 1054 surveys were returned, resulting in an 80% return rate. An 80% return rate on surveys is generally considered very high.

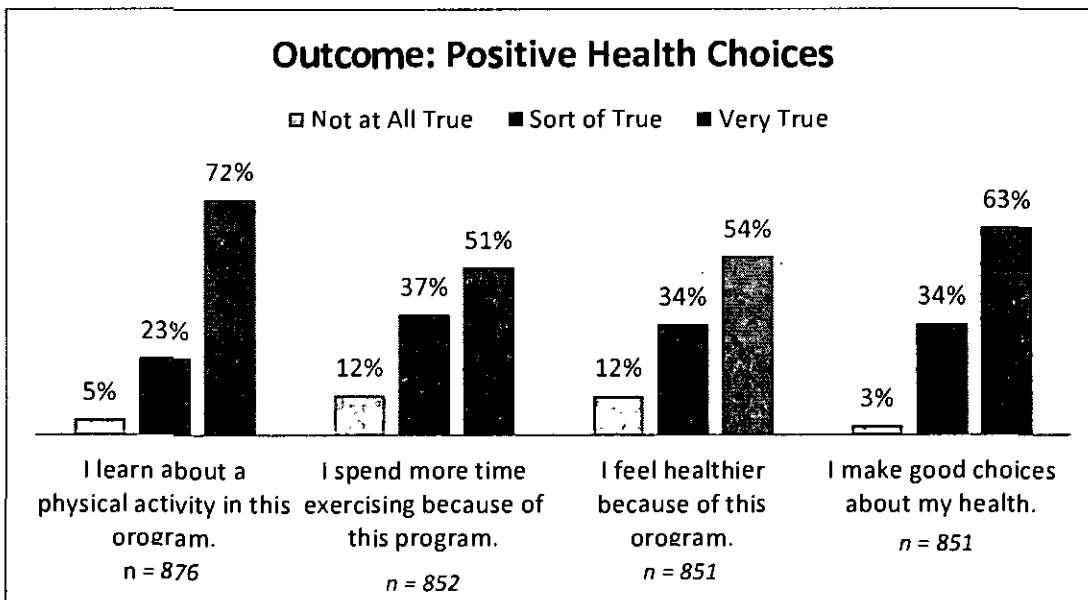
YOUTH OUTCOMES: POSITIVE ATTITUDES TOWARD SELF & FUTURE

Youth in the OFCY Summer Programs reported positive attitudes with respect to their abilities to affect their futures, academic success, and their health. Underlying these positive outcomes, nearly all young people in the programs believed they were capable of reaching their goals (75% very true) and expected good things from themselves (80% very true), as the Self-Efficacy chart shows.





Most young people felt that attending the Summer Programs positively affected their academic success. As the chart above demonstrates, more than half indicated it was very true that because of the program they: look forward to learning (64%), go to school more often (60%), and do better in academic subjects (57%). Further, 87% of youth have either graduated from or plan to graduate from high school, and nearly all young people (93%) reported between sort of to very true that they learned about careers and opportunities for their futures in their program.

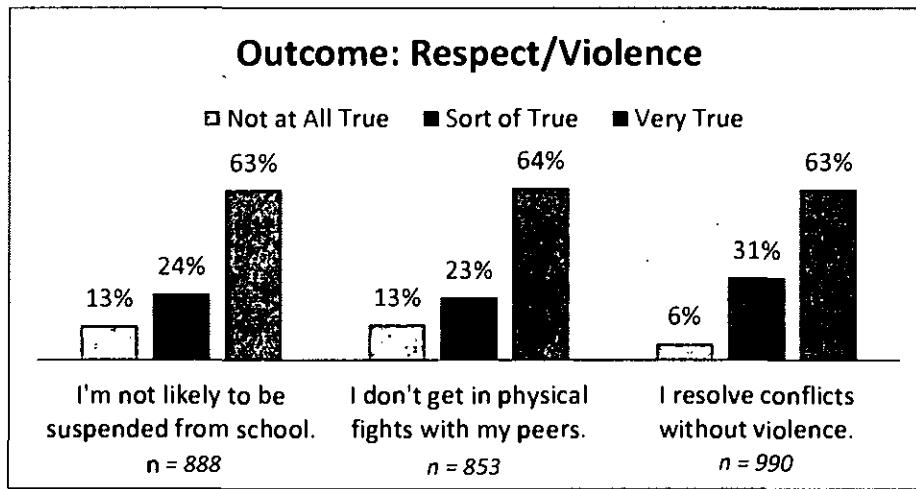


Youth also reported positive health outcomes as a result of their summer program attendance. A majority indicated it was very true that because of the program they: learned about physical activity (72%), spent more time exercising (51%), felt healthier (54%), and made good health choices (63%).

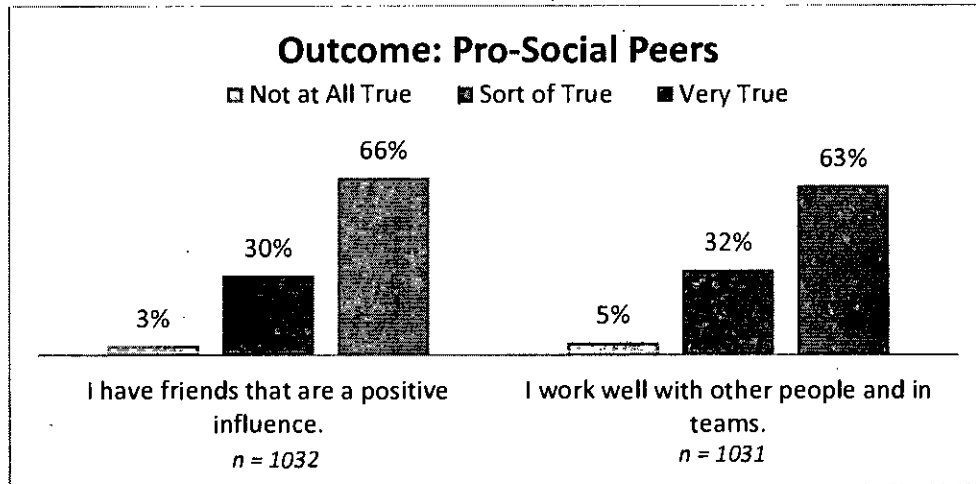
YOUTH OUTCOMES: POSITIVE ATTITUDES TOWARD PEERS AND COMMUNITIES

Young people in the summer programs reported positive behaviors and attitudes toward dealing with conflict and relating to their peers, adults, their communities and diverse individuals.

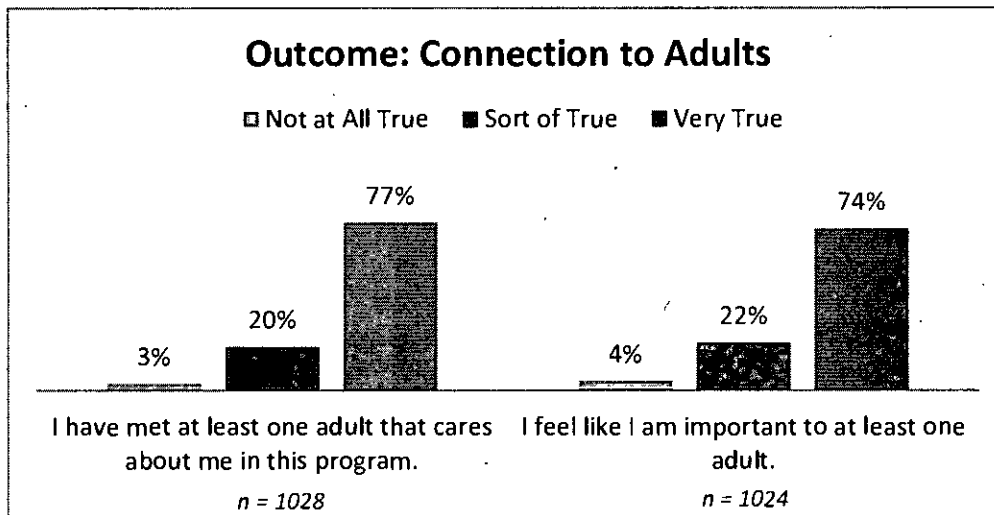
As the chart on the next page indicates, nearly two-thirds of young people reported positive attitudes and behaviors with respect to resolving conflict and avoiding violence at school and with their peers.

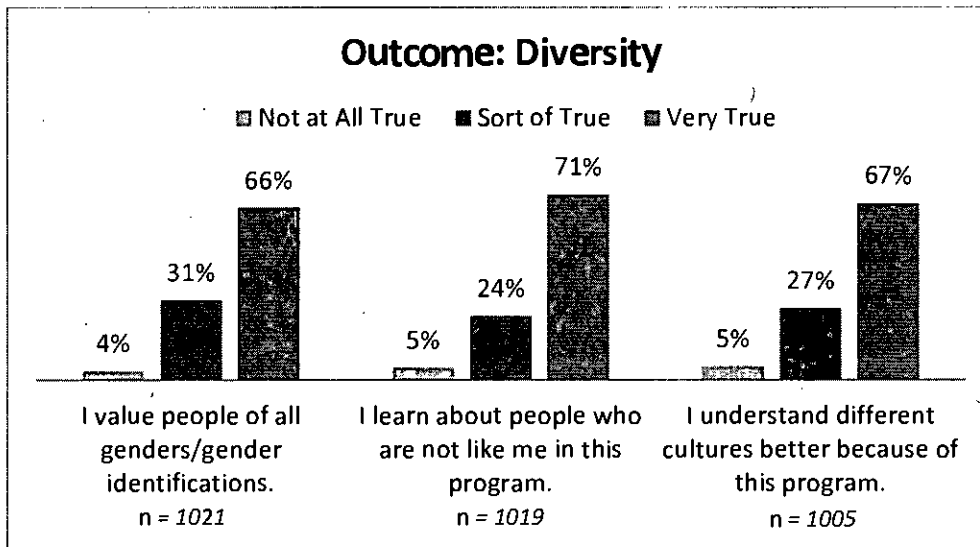
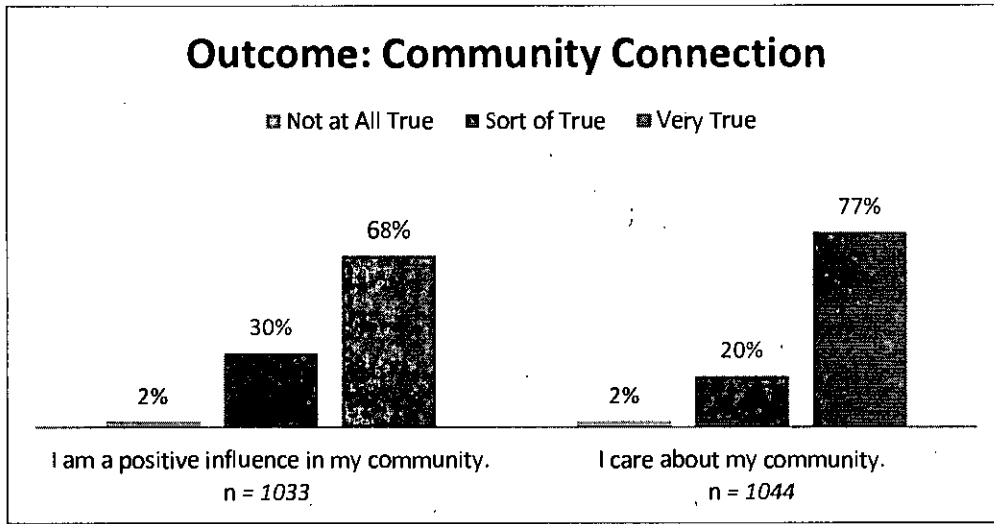


In addition to avoiding negative or violent behaviors, young people reported pro-social peer behaviors: 66% felt it was very true that they had friends who were a positive influence, and 63% indicated it was very true that they worked well with others and in teams.



As the charts on the next page show, youth also reported positive outcomes with respect to adults in their lives and their communities. Approximately three-fourths of young people indicated it was very true that they had met an adult who cared about them in the program, they were important to at least one adult, and they cared about their community. Further, 98% felt it was sort of to very true that they were a positive influence in their communities.

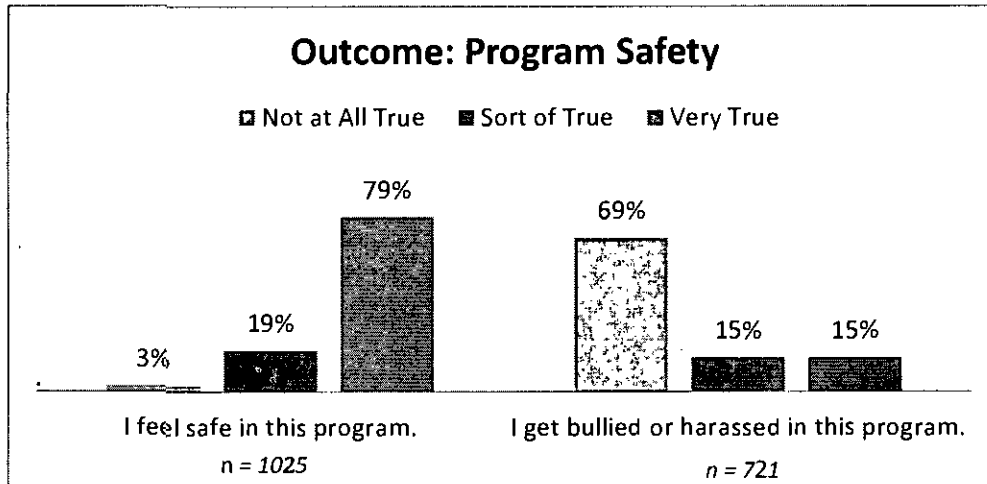




Youth also reported positive outcomes toward diverse people and cultures, reporting that it was very true that they: valued people of all gender identifications (66%), learned about people who were not like them (71%), and understand different cultures better because of their summer program (67%).

Finally, young people felt safe in their summer programs (79% very true) and did not get bullied or harassed in their program (69%). Bullying is a nationwide issue, often having serious consequences. Youth

in OFCY summer programs reported being bullied slightly less (15%) than the state wide average (17-22%)².



² California Department of Education, California Healthy Kids Survey (WestEd). <http://www.wested.org/chks>
 Retrieved from: http://www.kidsdata.org/cache/pdfs/Kidsdata-Overview_Bullying-and-Harassment-at-School.pdf



SUMMARY

Overall Summer programs performed well on all of the three evaluative measures. The overwhelming majority met or exceeded their projected goals for participation and service. Program quality was observed to be high at all locations, with 11 out of the 12 programs ranked as Thriving. These observations of quality programming by the evaluators were corroborated by the positive outcomes reported by youth participants on the surveys.